**Classical Historian Teacher Newsletter**

**Week 8**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 8**

What are you reading? I ask this because it is important that the history teachers works on his craft. Alongside teaching, managing a classroom (whether it be one student or 40), grading, etc., the history teacher should be always learning something about history. I strongly recommend that the history teacher always has a history book that he is reading. A non-fiction book is much different than a novel and it is light years from a current event article. Reading a history book helps a teacher see the big picture, not get too wrapped up in the emotional current event articles, and gives the teacher a view of how other historians analyze the past. And, sometimes it is challenging to read a history book. This challenge reminds the history teacher of the challenge some of our own students have.

**Classroom Management Tip for Week 8**

Be patient with yourself. This classroom management tip is as much for you as it is for me. During the school year, there are times where I feel as if I am not succeeding. It seems as though my lessons aren’t working, or that my students are in a bad temper, or it seems as if my own mood is not positive. During these times where my passions or temper try to take over my actions, I remember to be patient with myself. Learning and teaching history takes time. I have found that the best way for me to remain patient with myself and with my students is regular church attendance, reading the Bible, and prayer. This observation controls my mood swings and allows me to be more attentive to my students without going overboard on class preparation.

**Classical Historian Parent Newsletter**

Week Eight: How can a parent or a teacher be consistent with his students, amidst the worries of today and the worries of the world? As a parent of seven children and a teacher for 23 years, what I have found that works best is to have a disciplined spiritual observance. Daily prayer, reading the New Testament, and going to church as often as possible, including daily attendance, has been the best way for me to offer a consistent and positive approach to my students in the classroom and to my children at home. Having a strong spiritual life is essential to being the best that I can be as a history teacher.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the previous week’s grammar lessons. They then reviewed the homework for Assyrian and Chaldean Empires. Students had a Socratic discussion based on these empires. Students were introduced to the grammar for Ancient Egypt, found in the *Take a Stand!* book. They then read out loud the Egypt lesson from the *World History Detective* book.

**History Skills Learned or Practiced in Class**

Students thought and discussed about the cultures of Assyria and Chaldea. They practiced the Socratic discussion in class. Students also took turns reading out loud in class. The ability to read out loud is called fluency.

**Homework**

1. Direct students to study for a test on all Grammar lessons next week. The test will be ten questions.

2. Direct students to complete all work in the *World History Detective* book on Ancient Egypt.

3. Direct students to read the primary source document on Ancient Egypt titled “The Birth of Hatshepsut” and “The Plague on the Firstborn” and answer the questions at this web address: <https://www.classicalhistorian.com/free-primary-sources.html>

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students had a Socratic discussion on China. They then wrote their reflection. They shared their writings with each other. Students began reading about the Mongols and the Ming Dynasty.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion.

**Homework**

1. **Answer all questions from lesson 57. China: Mongols and the Ming Dynasty in the *World History Detective.***
2. **Study all Grammar from Medieval China (lessons 55 – 57) for next week’s 10 question test.**

**Junior High American History *The Story of Liberty***

**Student of the Week:**

**History**

Students took a quiz on the grammar for chapters 12-15. They then reviewed the homework. They had discussions based on the Rhetoric from chapters 14 and 15. Students reviewed the grammar for chapter 16 Commonalities of Life in the English Colonies and chapter 17 Southern Colonies.

**History Skills Learned or Practiced in Class**

Students discussed what was exceptional about the founding of America. Students discussed the exception of Jamestown and Plymouth Plantation from other colonies in the world.

**Homework**

1. Complete all work in chapters 16, 17, and 18.

2. Study the grammar for all chapters covered in Unit 3.

**High School American History**

**Student of the Week:**

**History**

Students discussed the importance/relative importance of George Washington as a Founder of the United States of America. Students were introduced to the next chapter involving Challenges to the young nation.

**History Skills Learned or Practiced in Class**

Students learned about the importance of one person in history and discussed if one person can make a difference.

**Homework**

1. Read Chapter Five of A Patriot’s History of the United States.

2. Choose ten words from this chapter to define.

3. Complete all research activities from the open-ended question #8.

**High School World History**

**Student of the Week:**

**History**

Students had a Socratic discussion on Ancient India. They then wrote their reflection. Students read together a primary source document on Ancient China.

**History Skills Learned or Practiced in Class**

Students learned about Hinduism, Buddhism, and discussed these two religions and their influences in India.

**Homework**

Complete the Socratic discussions on Ancient China. Students will have to use their own sources to research this topic.

**Government and Economics**

**Student of the Week:**

**Academics**

Students had a Socratic discussion on Thomas Jefferson and Andrew Jackson and the concept of small versus big government. Students then learned about the judiciary.

**History Skills Learned or Practiced in Class**

Students learned how to compare and contrast two presidents, as they did one week before. Students also learned about the role the judiciary has in the American government.

**Homework**

**1. Read Chapter 12 of *Basic American Government.***

**2. Complete all activities for the Socratic discussion.**