**Classical Historian Teacher Newsletter**

**Week 11**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 11**

We have five more classes, including this one, until the year is one-half over. I recommend the following. Announce that there will be a mid-year presentation where parents will be invited. (\*You will have to arrange the date and time with the parents). I recommend choosing a date where most (hopefully all) parents can attend. Each student will choose one *Take a Stand!* assignment to present to the parents and other classmates. Each presentation will include one visual, either a map, or a picture of someone who lived during the time the essay topic is about, or anything else that the student would like to share that would help the classmates and parents learn about these topics. Students should wear their best clothes to present. If you like, you may assign a Power Point presentation. On each slide, there should be no more than three bullet points, and students are not allowed to read off of the slides. One thing to guard against is students typing amazing amounts of text on the slide show, and just reading.

Homework for Mid-Year Presentation: Students should practice presenting their work, and should have their visuals. \*\*\*\*Important: Students are not allowed to use any notes or flash cards during their presentation, or they may use a minimal amount of notes or flash cards. They are allowed to hold a map, or their visual, to show others. Over my 20 years of teaching experience, I have learned that students present much better when they know they will not be able to use notes or flash cards. They will surprise themselves at what they know. Have kids choose two lessons they will present. Because all students have only been writing one paragraph assignments, this means their presentations will only last 1-3 minutes. Parents should volunteer to bring refreshments to celebrate after the Mid-Year. This will also help let parents know that the presentation is important.

**Classroom Management Tip for Week 11**

Busy students are happy students. Having students do their regular work and preparing for a mid-term presentation will keep students busy with very good, academic work.

**Classical Historian Parent Newsletter**

Week Eleven: I would like to share a strategy I learned from my dad. When we all sat at the dinner table, he made a point to ask each of us individually to share what we did during the day. When we retold the day’s events, we had to prioritize what we were going to share and how we would share it. This simple, daily routine helped me become a better public speaker. Some children have trouble speaking in front of groups, and it is usually the case that these children do not regularly speak at home about anything important. Getting your kids to talk about what they did that day is a good way of helping them be comfortable about speaking in public.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students took a five-question quiz on the Grammar for Lessons 10 and 11 from Take a Stand! Students then reviewed their homework. Students had Socratic discussions from their answers to the last questions in the Lessons 10 and 11 from the *World History Detective* book. Students played the Word Game for lessons 10 and 11. They then read lesson 15: Ancient Greece: Sparta, in the World History Detective text. Students began reading about the Persian Wars.

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a quiz and having Socratic discussions.

**Homework**

1. Study the Grammar from Weeks 10 and 11 for a five-question quiz.

2. Complete all activities in the *World History Detective* book in lesson 16 (Sparta and Persian Wars).

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the Grammar for Week Ten. They then read lessons on Medieval Korea and Medieval Southeast Asia.

**History Skills Learned or Practiced in Class**

Students took a quiz based on what they learned and read out loud. Students practiced vocabulary words.

**Homework**

1. **Study the Grammar for Week Eleven for next week’s five-question quiz.**
2. **Read and answer all questions for lessons 60 and 61 in *World History Detective,* Medieval Korea and Medieval Southeast Asia.**

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

**Student of the Week:**

**History**

Students reviewed homework, which focused on the early causes of the American Revolution.

**History Skills Learned or Practiced in Class**

Students took a quiz on chapters 21 and 22. They learned common aspects of revolutions.

**Homework**

Read chapters 23 and 24 and complete all work in these chapters.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Texas War for Independence, which dealt with the Treaty that ended the war and ties to the Mexican-American War. Students read the Monroe Doctrine and discussed its meaning.

**History Skills Learned or Practiced in Class**

Students learned how countries will interpret treaties differently and learned how people may have varying perspectives.

**Homework**

Research answers to the open-ended question #11 in *Take a Stand!*

**High School World History**

**Student of the Week:**

**History**

Students discussed Medieval Europe. They then began to learn about Islamic Civilizations.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion. They practiced writing in history. Students read and analyzed a primary source document.

**Homework**

Complete all work for the Socratic discussions on Islamic Civilizations. Students will have to use their own sources to research this topic.

**Government and Economics**

**Student of the Week:**

**Academics**

Students read the 16th and 17th Amendments and discussed the meaning of these and the growth of the American government. Students learned about the Progressives of the late 1800s and early 1900s, and they learned of various Socialist movements in America of the 1800s.

**History Skills Learned or Practiced in Class**

Students learned of the growth of the American government and discussed how this affects individual Americans’ lives.

**Homework**

**Answer the following questions. According to Carson,**

1. **What cut away from the American foundations of liberty? Pages 357-364**
2. **What does Leviathan refer to? Page 365**
3. **What did Henri de Saint Simon propose? Page 365**
4. **What did Pierre Joseph Proudhon write regarding private property? Page 365**
5. **Describe what happened at Brook Farm.**
6. **What happened at New Harmony, founded by Robert Owen? Page 366**
7. **List the rulers assassinated by anarchists in the late 1800s and early 1900s. Page 367**
8. **What is the difference between revolutionary socialism and evolutionary socialism? 367-370**
9. **What is considered the highpoint of Socialism as an outward political force in the U.S.A? 367-370**
10. **Describe the major Progressive reforms of the late 1800s and early 1900s. Pages 372-385.**
11. **How did Woodrow Wilson explain what Progressives wanted?**