**Classical Historian Teacher Newsletter**

**Week 20**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 20**

This teaching and management tip is for teachers who work in a co-op or at a traditional or charter school. The tip involves discipline. It is essential to have a basic discipline plan that is the same for all teachers and one that all teachers agree to administer consistently. A best policy is to have this discipline plan written and publicly displayed, just like the Twelve Tables or Hamurrabi’s Code. The teachers have to be comfortable with the discipline plan. This means that they agree on the rules, and they agree to carry out the consequences when necessary.

Below is a sample plan:

Rules of the Classroom

1. When the bell rings, begin working.

2. If you want to speak, raise your hand and wait for the teacher to call on you.

3. Follow all directions in class.

Conequences

1. Warning

2. Call home

3. Call home and 30-minute detention

4. Call home and 60-minute detention

5. Parent, Teacher, and Student Conference

When the rules are posted, the rules help both the student and the teacher. The student sees what is expected and knows the consequences. The teacher (especially the teacher in his first few years of working) also can refer to the rules and to the consequences to help him administer the discipline plan consistently.

**Classical Historian Parent Newsletter**

Week Twenty:

Consistency is King when it comes to learning something over time. Not every person feels like studying and learning every day. When those days (or weeks) come, it is important for the parent to be the adult, to enforce the schedule of homework and studying, and perhaps to try to mix learning up with visits to museums. We had a friend who consistently *changed* the curriculum with her children during the school year, and this resulted in the children *not* learning basic subjects such as math. Be careful if you change something to make sure you are not doing so haphazardly.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed Ancient Indian culture and society. They began learning about Hinduism and Buddhism.

**History Skills Learned or Practiced in Class**

Students learned about the history of Ancient India and how the history of the Eastern civilizations are different than the Western ones. Students read a primary source document on “Sayings of Buddha.”

**Homework**

Complete all activities for the open-ended history question, except the Reflection.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz and began to learn about the Crusades and the conflict between Kings and Popes.

**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 Medieval Europe for next week’s five-question quiz.**
2. **Answer #10 for lesson 43 and answer all questions for lesson 44.**
3. **Complete all activities for the open-ended Socratic history question, except the Reflection.**

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

**Student of the Week:**

**History**

Students discussed the presidency of James Madison and the Era of Good Feelings.

**History Skills Learned or Practiced in Class**

Students took a quiz on vocabulary and discussed the importance the Monroe Doctrine had on American history.

**Homework**

1. Read chapters 39, 40, and 41 and answer all questions.

2. Study the grammar for lessons 31 – 41 for next week’s test.

**High School American History**

**Student of the Week:**

**History**

Students discussed Progressivism in the United States and learned about the end of World War I.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece. They read and analyzed primary source documents.

**Homework**

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

2. Choose ten words to define.

3. Prepare for discussions on the open-ended questions for this chapter.

**High School World History**

**Student of the Week:**

**History**

Students discussed thought and culture around the world.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion. They practiced writing in history. They read a primary source and discussed it in class.

**Homework**

1. Read chapter 13.
2. Answer the Focus Questions for chapter 13.
3. Prepare for Socratic discussions by answering the open-ended questions.

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework, students read and learned about investing

**Homework**

1. Complete the study questions from lessons 9 and 10.

2. Study the vocabulary from lessons 9 and 10.

3. Read Book II from Butler’s Condensed Wealth of Nations. Summarize it.

4. Prepare for the Socratic discussion open-ended discussion. You may find evidence for it at <https://www.classicalhistorian.com/free-primary-sources.html#/>

Socratic Discussion Open-Ended Question

Should the Federal Government Enforce a Minimum Wage?