**Classical Historian Teacher Newsletter**

**Week 10**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 10**

Teaching a Social Studies class provides a great deal of opportunities to focus on America’s federal holidays. It does not matter if you are teaching ancient, medieval, modern, or American history. Every year, on the week of the federal holidays, students should learn the history of the holiday and learn what inspired the people we honor on the holiday. The Classical Historian has a product, *America’s Federal Holidays, The True Story*, which teaches the holidays. What makes this source unique is that it shows the religious and spiritual inspiration behind each holiday. What motivates a person to do great things? For much of American history that motivation has been faith in God. Teaching the holidays is terrific civics education.

**Classroom Management Tip for Week 10**

Communication has been said to the be most important thing among a married couple. But a friend told me once that forgiveness is more important. But then he explained a different kind of forgiveness than what I had expected. Forgiveness can mean to accept the negative tendencies a person has and to do this all the time. A teacher can practice this forgiveness at times, in the classroom. Sometimes, there is a student who has a great deal of energy. He may blurt out answers and need reminding of the rules, often. Or, he may make noises because he moves around too much. Sometimes, it is better for the teacher to ignore a few noises than to always clamp down on every infraction.

**Classical Historian Parent Newsletter**

Week Ten: We are one-third through the year. How are things going? Are we staying on task? Does the family schedule need to be adjusted? Are the kids going to bed at a good time? Is everyone helping out with the chores? This is a good time of year for parents to discuss the year and the schedule and to adjust if necessary.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students had a Socratic discussion on the open-ended question: Mesopotamia, Egypt, and Kush. Students then wrote their Reflection and read their writing out loud. Students began learning about Ancient Greece. This is a move away from the fertile crescent. They read out loud from the World History Detective on Ancient Greece and answered questions from lesson 13.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion on the fertile crescent. They then learned new vocabulary and read out loud in their text.

**Homework**

1. Direct students to study the grammar from Week Ten and prepare for a five-question quiz on these words and terms.

2. Direct students to read and answer all questions from World History Detective, lesson 14: Ancient Greece: Athens.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a five-question quiz on Medieval Japan. They reviewed their homework assignment. Students discussed Medieval Japan and then wrote their reflection piece. Students were introduced to the Grammar for Medieval India.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece.

**Homework**

1. **Direct students to answer all of the questions in lesson 59. Medieval India in *World History Detective.***
2. **Students will study the Grammar for Week Ten for next week’s five-question quiz.**

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

**Student of the Week:**

**History**

Students took the test on Unit IV and reviewed their answers together. Students had a Socratic discussion on the rights in the Declaration of Independence.

**History Skills Learned or Practiced in Class**

Students practiced the skill of taking a test, recalling information, and writing an essay.

**Homework**

1. Read chapter 21 Early Causes of the American Revolution and chapter 22 Land Regulation, Taxes, and Conflict.

2. Complete all work for chapters 21 and 22.

3. Study the vocabulary for chapters 21 and 22.

**High School American History**

**Student of the Week:**

**History**

Students had a Socratic discussion on the beginning of big government in America. Students then wrote their reflection. Students learned about the Treaty of Velasco. This was the treaty that ended the Texas War for Independence. Students and teacher reviewed what this treaty established.

**History Skills Learned or Practiced in Class**

Students discussed the debate regarding big government and small government in American history. Students shared their opinions.

**Homework**

Complete all research activities for the open-ended question. 2. Read Chapter Seven of A Patriot’s History of the United States. Choose ten words from the chapter to define.

**High School World History**

**Student of the Week:**

**History**

Students had a Socratic discussion on the Medieval Ages in Europe. They then wrote their reflection. Students discussed the focus questions for chapter 7 of their Western Civilization book. Students read out loud a primary source document.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion on Medieval Europe. They practiced writing in history.

**Homework**

1. Read chapter 7 of *Western Civilization*
2. Answer the Focus Questions for chapter 7.
3. Complete the Socratic discussion open-ended questions.

**Government and Economics**

**Student of the Week:**

**Academics**

Students had a Socratic discussion on the electoral college. Students learned and spoke about the electoral college in history and in recent events. They then wrote their reflection. Students read out loud Lincoln’s first and second inaugural address.

**History Skills Learned or Practiced in Class**

Students discussed a highly debatable topic, the electoral college. They read primary sources documents.

**Homework**

**1. Take extensive notes on chapter 14 of Basic American Government. Be ready to summarize Dr. Carson’s writings.**

1. **What is Carson’s view of Republicans in power?**
2. **What evidence does Carson present to support his argument?**
3. **Summarize Carson’s view of the Conduct of the War and Presidential Reconstruction.**
4. **What evidence does he use to support his argument?**
5. **Summarize Carson’s view of Congressional Reconstruction?**
6. **What evidence does he use to support his view?**

**2. Summarize Dr. Carson’s view on how the Constitution fared during the Civil War and Reconstruction. Is Dr. Carson correct in how he interprets how the Constitution fared during the Civil War and Reconstruction?**

**Teacher Notes**

**The only way for the teacher to be prepared for this lesson is to read chapter 13 and take detailed notes.**