**Classical Historian Teacher Newsletter**

**Week 12**

Dear Teachers of the Classical Historian,

**Teaching Tip for Week 12**

If you decided to hold a mid-term presentation, remember to invite the parents. Parents who get to learn about and then see their children giving a history presentation will value your class. Students who know their parent will be attending will study harder, prepare better, and focus more on the history they are learning. A formal history presentation raises the bar on everyone’s history work. Give parents about 3-4 weeks notice. The presentation can take place during your teaching hour. After the presentations, have light snacks to share. I like to invite the parents to bring a light snack to share. Another idea: tape the presentation and give it to the parents.

**Classroom Management Tip for Week 12**

Have the students practice their presentations during class. This will help everyone’s behavior. Schedule students to speak ahead of time. The first time a student makes a presentation, let him use all of his notes. Each time after, limit the amount of notes he uses. Optimal is when a student uses no notes. Do your best to get the kids to that moment. You will be happy to see your students working hard on their presentations on their own.

**Classical Historian Parent Newsletter**

Week Twelve: Sometimes, at the half-way point of the year, the teacher likes to assign a mid-term presentation. Ask your teacher if he is doing this. If you are in an online class, then this is something the parent could do at home. Tell your child you want him to share with you what he has been studying. Have him prepare a talk on each of the units he has studied so far. The easiest way for him to do this is to write the title of the unit on a piece of paper and then to write the key vocabulary words from this unit. For his talk, the student can simply explain the vocabulary words, trying to tell a story as he does so. The more your student can speak about history, the better!

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students took a five-question quiz on the Grammar for Lessons Ten and Eleven. Students discussed Sparta and the Peloponnesian Wars. Students were introduced to Alexander the Great.

**History Skills Learned or Practiced in Class**

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

**Homework**

1. Direct students to study the Grammar from lessons 10 – 12 to prepare for the five-question quiz.

2. From the *World History Detective*, read out loud lesson 17. Peloponnesian Wars. Direct students to answer all of the questions.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the Grammar for Week Eleven. They were introduced to the Geography of Africa. They read a primary source document from a Muslim traveler.

**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 12 for a five-question quiz.**
2. **Complete all questions for lesson 62. Geography of Africa in *World History Detective.***

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

**Student of the Week:**

**History**

Students reviewed homework, which focused on the beginning of the American Revolution and the reasons for rebellion.

**History Skills Learned or Practiced in Class**

Students took a quiz on chapters 21 through 24. They discussed the beginning of the Revolution.

**Homework**

Read chapters 25. The Declaration of Independence and 26. Defeat, Surprise, and Survival and complete all work in these chapters.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Westward Movement and discussed the pros and cons of it. Students began to study sectionalism and learn about causes of the Civil War.

**History Skills Learned or Practiced in Class**

Students learned how to interpret events while pointing out the positives and negatives. Students had a Socratic discussion. Students wrote their reflection.

**Homework**

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

2. Choose ten words to define.

3. Complete all research activities for the open-ended question.

**High School World History**

**Student of the Week:**

**History**

Students discussed Islamic civilizations. They were introduced to Medieval China and Medieval Japan.

**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 activities for the Socratic discussions. Students will have to use their own sources to research this topic.

**Government and Economics**

**Student of the Week:**

**Academics**

Students listened to Franklin Delano Roosevelt’s First Inaugural Address and discussed its importance. Students began to study the New Deal.

**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**

**1. Read chapter twelve of *Basic American Government.***

**2. Complete the Socratic Discussion.**