**Classical Historian Teacher Newsletter**

**Week 21**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 21**

As I am writing this it is the month of November – Thanksgiving month. According to one source which I think is not historically accurate, Cicero declared: "Gratitude is not only the greatest of the virtues but the parent of all others. While Cicero may or may not have said this, I agree with the idea. A person with gratitude will have a positive attitude, will be able to see all things in a positive light, will be willing to work a little harder with a cheerful outlook, and will be open to see what others may not want or be able to see. Being grateful is key to happiness, in many ways.

A teacher who is grateful will be happy at what his students achieve, not upset at what they did not learn. A grateful teacher will smile more towards his students, and his students will in turn smile more back at him. A grateful teacher will be able to take the hard knocks easier.

One thing I did today in class was explain to my students why I am grateful to be their teacher. My students seem to be honestly trying to learn. After learning from me that it is good to smile back at someone who smiles at them, my students cheerfully enter the classroom. My students are, for the most part, nice kids. And, it is up to me what I teach and how I teach to my students. Nearly all my students have an innate sense of what is right and wrong, and most of the time they try to do the right thing.

After telling my students this, I noticed their behavior that day was even better than before! I could tell my students felt appreciated and uplifted and they didn’t want to let me down. It is a good thing for a teacher to express to his students why he is grateful to be their teacher.

**Classical Historian Parent Newsletter**

Week Twenty-One:

I will share with you a lesson I wrote about how it is important for a teacher to be grateful, and how being grateful helps students do better. You can substitute “teacher” for “parent” and the lesson works for parents, too.

As I am writing this it is the month of November – Thanksgiving month. According to one source which I think is not historically accurate, Cicero declared: "Gratitude is not only the greatest of the virtues but the parent of all others. While Cicero may or may not have said this, I agree with the idea. A person with gratitude will have a positive attitude, will be able to see all things in a positive light, will be willing to work a little harder with a cheerful outlook, and will be open to see what others may not want or be able to see. Being grateful is key to happiness, in many ways.

A teacher who is grateful will be happy at what his students achieve, not upset at what they did not learn. A grateful teacher will smile more towards his students, and his students will in turn smile more back at him. A grateful teacher will be able to take the hard knocks easier.

One thing I did today in class was explain to my students why I am grateful to be their teacher. My students seem to be honestly trying to learn. After learning from me that it is good to smile back at someone who smiles at them, my students cheerfully enter the classroom. My students are, for the most part, nice kids. And, it is up to me what I teach and how I teach to my students. Nearly all my students have an innate sense of what is right and wrong, and most of the time they try to do the right thing.

After telling my students this, I noticed their behavior that day was even better than before! I could tell my students felt appreciated and uplifted and they didn’t want to let me down. It is a good thing for a teacher to express to his students why he is grateful to be their teacher.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed Hinduism and Buddhism. They began to learn about Ancient China: the Xia, Shang, and Zhou Dynasties.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection.

**Homework**

1. Study the Grammar for Week Twenty-One.

2. Direct students to answer all questions, except the Reflection, in the Open-Ended question, Ancient China.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students studied the Crusades, reading a primary source from Pope Urban II.

**History Skills Learned or Practiced in Class**

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

**Homework**

1. **Complete all work on the open-ended Socratic discussion question, except the Reflection.**
2. **Study for next week’s five-question quiz.**

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

**Student of the Week:**

**History**

Students took a test on Unit VI. Era of the Founding Fathers, 1787-1825. They began to study Unit VII. The Beginning of Big Government.

**History Skills Learned or Practiced in Class**

Students took a multiple-choice test and wrote an in-class essay.

**Homework**

1. Study chapters 42 and 43 and answer all the questions.

2. Study for the test on Unit VII.

**High School American History**

**Student of the Week:**

**History**

Students discussed Progressivism and learned about the “Roaring Twenties.”

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece.

**Homework**

1. Read Chapter 15 of *A Patriot’s History of the United States.*

2. Choose ten words to define.

3. Prepare answers for the Socratic discussions.

**High School World History**

**Student of the Week:**

**History**

Students discussed thought and culture around the world. They began studying classical liberalism and nationalism.

**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 14 of Western Civilization.
2. Answer the Focus Questions for chapter 14.

3. Answer the open-ended questions for chapter 14.

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework and having a Socratic discussion on the minimum wage, students learned about supply and demand.

**Homework**

1. Read Book III of Butler’s Condensed Wealth of Nations. Summarize it.

2. Compete all study questions from lessons 11 and 12.

3. Study the vocabulary from lessons 11 and 12.

4. Prepare for the Socratic discussion.

Socratic Discussion Open-Ended Question

Should the U.S. Adopt a Universal Basic Income?