**Classical Historian Teacher Newsletter**

**Week 24**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 24**

Every once in while you may come across a student who is unwilling to study or work. He may even appear to be dangerous to your other students. After trying every possible remedy, the teacher may have to look upon the student as a problem to deal with. If you are in a school that will not remove the student from the classroom, the teacher will have to act to protect the other students. In this case, think of the safety and learning environment of the other students and try to protect them from the troubled student.

Remove the student physically from the others. Place his desk away from the others. If you have group activities, do not allow the student to participate with others unless he shows you by his behavior and by his words that he will behave. In this case, a parent-teacher conference is necessary. Although these tactics sound harsh, they are better than having the educational opportunities of your other students ruined.

**Classical Historian Parent Newsletter**

Week Twenty-Four

We are nearing the end of the year. It is important at this time to make realistic year-end goals. Will your child finish the Math curriculum? Will he finish his novels? Will he finish writing the ten essays you wanted him to? Sometimes, it is necessary to cut back on initial goals. If the parent is in charge of certain classes, she needs to decide what is realistic and then let the child know the expectations.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed Confucius and began learning the Roman Republic.

**History Skills Learned or Practiced in Class**

Students had a quiz, had Socratic discussion and wrote a reflection.

**Homework**

1. Answer questions 10. And 11. on page 90 of *World History Detective*.

2. For lesson 22 of *World History Detective*, answer all questions and complete all activities.

3. Study the Grammar for next week’s five-question quiz.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a test on Medieval Europe and began learning about the Renaissance.

**History Skills Learned or Practiced in Class**

Students took a test on Medieval Europe. They read a primary source document and discussed science and religion in the Renaissance.

**Homework**

1. **Complete all activities for the open-ended Socratic history question on The Renaissance, except the Reflection.**
2. **Study the Grammar for Week Twenty-Four for next week’s five-question quiz.**
3. **Direct students to read the primary source documents regarding The Renaissance on this website,** [**https://www.classicalhistorian.com/free-primary-sources.html**](https://www.classicalhistorian.com/free-primary-sources.html) **. They are titled, Introduction by Galileo Galilei, *Dialogue Concerning the Two Chief World Systems*, and Giorgio Vasari, *Life of Leonardo da Vinci 1550*. If there is time in class, read these in class.**

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

**Student of the Week:**

**History**

Students took a quiz on the Southwest, the War for Texas Independence, and the Presidencies of Van Burn and Tyler. They began to study the Mexican-American War and the California Gold Rush.

**History Skills Learned or Practiced in Class**

Students took a quiz, had discussions, and read.

**Homework**

1. Read chapters 48 and 49 and answer all questions.

2. Study the grammar for chapters 44-49 for next week’s test.

**High School American History**

**Student of the Week:**

**History**

Students discussed World War II in the Pacific and began learning about World War II in Europe.

**History Skills Learned or Practiced in Class**

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

**Homework**

1. Complete all activities for the Socratic discussions to prepare for the Socratic discussions.

2. Choose ten words to define.

3. Review Chapter Seventeen of *A Patriot’s History of the United States.*

**High School World History**

**Student of the Week:**

**History**

Students discussed the Age of Imperialism and began studying about thought and culture in the 1900s.

**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 17.
2. Answer the Focus Questions for chapter 17.
3. Prepare for the Socratic discussions

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework and having a Socratic discussion on Socialism and Communism students studied Socialism throughout history.

**Homework**

1. Answer the study questions from lesson 16.

2. Watch three videos or more from [www.prageru.com](http://www.prageru.com) on Socialism. Take notes on what you watched.

3. Read the Communist Manifesto, located here: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Write 10 questions based on the Communist Manifesto.