**Classical Historian Teacher Newsletter**

**Week 28**

Dear Teachers of the Classical Historian,

**Teaching and Classroom Management Tip 28**

What do you do when you have a student who has so many family problems that his parents are of no help? This is a really tough situation, when the student is failing or doesn’t seem to care. It is a challenging situation. I have a few suggestions to try.

1. Find out what the student likes to do and try to create an assignment that is in the student’s “wheelhouse.” For example, if the student likes art work, create an assignment that has art work as part of it. When the troubled student does well, you can praise him publicly for his work. If it is excellent work, you can give him a certificate. This may bring him back.

2. Be consistent in your administering of consequences and do not take the troubled student’s poor behavior or bad looks personally. The student is lost, needs help, and may take his anger out on the teacher. The teacher has to remember the situation and don’t get too emotionally involved when the student acts out.

3. Act so the student’s behavior does not affect the learning of the other students. One thing I do if there is a serious problem with a student’s behavior is I move him so he is physically isolated from the rest of the class. I have a desk at the front of the room, facing the wall. I use this desk for the troubled student who disrupts other’s learning. I then tell the student that if he will be good for two weeks in a row, receiving no warnings, then he will move back into a seat with the rest of the class. Tell the student you placed him there because he is disrupting the learning for other students and for himself, and you think he would do better seated by himself.

**Classical Historian Parent Newsletter**

Week Twenty-Eight

How should a parent respond when the teacher calls with a message that his child has been misbehaving? Here a few things to keep in mind: 1. No teacher likes to call home to report a problem. The teacher feels as if he is failing the student, even though the teacher has done nothing wrong. 2. The teacher would love for all students to behave and for there to be no problems. 3. Sometimes, every young person makes a behavioral mistake. This means, that when a young person does err, it is normal and human. A parent should not overreact. 4. On the other hand, the parent should take concrete steps to help his child succeed. Remove the obstacles to success. This means, limit video games or watching movies or show to weekends only. 5. Create a regular study schedule the child has to follow each week. 6. Create weekly goals and reward for your child. These are few steps that may make the difference from building habits of success and continuing down a road of failure.

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

Students discussed the beginnings of the Roman Empire and began learning about Roman art, architecture, and emperors.

**History Skills Learned or Practiced in Class**

Students had a quiz, had Socratic discussion and wrote a reflection. They read out loud a few chapters of *World History Detective* and played a word game, practicing definitions.

**Homework**

1. Complete all questions in *World History Detective*, lesson 29. Roman Emperors.

2. Study the Grammar for the quiz on the Roman Empire.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students discussed the Age of Exploration and began learning about civilizations of Meso-America and South America.

**History Skills Learned or Practiced in Class**

Students took a quiz on the Scientific Revolution. They had a Socratic discussion. They read out loud and analyzed a primary source document.

**Homework**

1. For lesson 65 in *World History Detective*, answer #10. For lesson 66, answer all questions.
2. Study the Grammar for Week Twenty-Eight for a five-question quiz.

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

**Student of the Week:**

**History**

Students took a test on Unit X., The Slavery Crisis Becomes Violent, 1848-1860.

**History Skills Learned or Practiced in Class**

Students began a longer open-ended discussion assignment on causes of the Civil War. They took a test.

**Homework**

1. Read chapters 57-59 and answer only the Rhetoric questions for the three chapters.

2. Study the Grammar for chapters 57-59 for next week’s quiz.

**High School American History**

**Student of the Week:**

**History**

Students discussed the Civil Rights Movement and began learning about the 1960s.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion and wrote a reflection piece. Students read part of the Gulf of Tonkin Resolution and watched part of John F. Kennedy’s Berlin Wall speech.

**Homework**

1. Read chapter 19 of *A Patriot’s History of the United States.*

2. Prepare for the Socratic Discussions.

3. Choose ten words from the reading to define.

**High School World History**

**Student of the Week:**

**History**

Students discussed the causes of World War II and began learning about World War II.

**History Skills Learned or Practiced in Class**

Students had a Socratic discussion. They practiced writing in history.

**Homework**

1. Read chapter 20.
2. Answer all of the Focus Questions for chapter 20.

3. Complete the Socratic discussion questions.

**Government and Economics**

**Student of the Week:**

**Academics**

After reviewing the homework and having a Socratic discussion on sales and income tax students began learning about government and prohibition.

**Homework**

1. Finish reading lesson 20 and answer the study questions.

2. Answer the open-ended question: Should the government prohibit certain drugs?