**Classical Historian Teacher Newsletter**

**Week 6**

Dear Teachers of the Classical Historian,

**Teaching Tips for Week 6**

Reading primary sources are crucial in learning about history, but for the most part, primary sources are much more difficult to read than secondary sources. This is why for the first time you assign a primary source, read it out loud together in class. This advice is especially valuable for the teacher of a junior high class. Reading a primary source document out loud gives readers (and listeners) time to think about the document. The teacher should point out some basic facts about the primary source document, such as: Who wrote it? When was it written? Why was it written? Who was the intended audience of the document? Did somebody pay for the document to be produced? Was the writer under duress when he wrote it?

Answers to these questions will help the students place the document in a historical framework, which will help them understand it better.

**Classroom Management Tip for Week 6**

Start class by saying something positive. The teacher could point out what went well in the last class. Or, the teacher could talk about the pleasant weather. Students like it when they are singled out for something good they did. Did someone write something interesting? Keeping the energy positive, especially at the beginning of class, goes a long way in helping the class learn.

**Classical Historian Parent Newsletter**

Week Six is here! A school year is usually 30 – 34 weeks, which means that we are already 15-20% finished with the whole year. Didn’t it seem like we just started? While it is never time to worry or stress, this is a good time to look briefly at your entire year plan. How are you doing? Are you about 15-20% finished with your curriculum plans? If not, should you speed up a little or maybe cut something out.

Reminder for history class:

Are you asking your child questions about history? Are you quizzing him on the grammar/vocabulary he is responsible for? Have you brought up the history he is studying at the dinner table? Many studies show that students who talk with their parents during dinner are exceptional students. Try this week to discuss a current event at the table, or try to talk about the federal holiday of the month (October-Columbus, November – Veteran’s Day, Thanksgiving).

**Junior High Ancient Civilizations**

**Student of the Week:**

**History**

In week six, students took a five-question quiz. They then discussed the Ancient Hebrews in a Socratic discussion. The question was, "What are two most important contributions the ancient Hebrews of the Old Testament gave to Western civilization?" In answering this question, students researched and discussed what the Hebrews gave to the West, they learned what Western civilizations share in common, and they prioritized what contributions they believed were most important. Students reviewed the Grammar for this lesson.

**History Skills Learned or Practiced in Class**

One influence in history is religion. It is an influence that affects every civilization, in every time period. In discussing about the Hebrews, the students practiced analyzing history and paying attention to the religious influence.

**Homework**

1. If students were not able to, have them complete all activities for the Open-Ended history question, Ancient Hebrews.

2. Study the Grammar for Weeks One through Five. Prepare for the five-question quiz based on these Lessons.

**Junior High Medieval Civilizations**

**Student of the Week:**

**History**

Students took a quiz on the Grammar for lessons one through five. Students then had a Socratic discussion. The discussion answered this question**, “What was the primary reason for the quick spread of Islam from 622 to 750?” Students read parts of the Koran and discussed the conquests made by Islamic armies. Students then wrote a reflection.**

**History Skills Learned or Practiced in Class**

Students analyzed maps during class, and students analyzed the role of religion as a motivation for individuals to act.

**Homework**

1. **Read lessons 55. Geography of Asia and 56: China: Sui, Tang, and Song Dynasties.**
2. **Answer #10 for lesson 55 and answer all questions for lesson 56.**

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

**Student of the Week:**

**History**

Students took the test for Unit Two, and they had a Socratic discussion regarding Christopher Columbus. Was he a hero, a villain, neither? Students then began Unit Three and were introduced to chapters 12 Native Americans and 13 Spanish and French Colonies in America.

**History Skills Learned or Practiced in Class**

Students learned the skills pertaining to the Socratic discussion: listening, basing conclusions on evidence, citing evidence, patience, and analyzing primary and secondary sources. Students also practiced the skill of studying and taking a test.

**Homework**

Complete all work in chapters 12 and 13.

**High School American History**

**Student of the Week:**

**History**

Students reviewed vocabulary from the previous classes. Students then had a Socratic discussion on what the most important right in the Declaration of Independence is. Students then read out loud the Preamble to the Constitution. Students previewed the Constitution and were introduced to the Socratic discussion of the Constitution.

**History Skills Learned or Practiced in Class**

Students learned about the power of the spoken word, especially as it relates to the Declaration of Independence. They learned how others think about rights, and they practiced making assertions and defending ideas.

**Homework**

1. Complete all activities except the Reflection for the Socratic Discussion the U.S. Constitution.

2. Have students choose 10 words or terms from chapter Four of *A Patriot’s History of the United States* and define them.

**High School World History**

**Student of the Week:**

**History**

Discussions in class focused on the Roman Republic. Students discussed the differences between the Roman Empire and the Roman Republic, and they discussed under which government the Romans had more freedoms. Students were introduced to the discussion on Christianity. Students thought about how the Roman Empire changed from persecuting Christians to adopting Christianity.

**History Skills Learned or Practiced in Class**

Students learned about the role of religion in society. Students learned about the loss of liberty when a society moves from a republic to an empire.

**Homework**

1. Complete the Socratic discussion open-ended assignment.

2. Assign one or more of the primary source readings on Christianity from this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students write their answers.

**Government and Economics**

**Student of the Week:**

**Academics**

Students discussed the two most important rights in the Declaration of Independence and the Founding Fathers. They discussed the ideas put forth by the writers of “The Federalist Papers.” How did these men view the nature of man? How did this view of human nature determine how the U.S. Constitution was written? Based on your historical analysis of history, was the U.S. Constitution founded on a premise or premises that you consider false or true? Defend your thesis with evidence and logic.

**History Skills Learned or Practiced in Class**

Students learned about the importance of ideas when founding a government. They learned about what the American Founding Fathers thought when they founded America. Students practiced the art of the Socratic discussion.

**Homework**

**1. Answer the following questions from Chapter 9:**

* 1. **Describe the laws Congress passed in 1789.**
  2. **Describe Hamilton’s economic program.**
  3. **How did the U.S. develop as a power among nations from 1789 – 1820?**
  4. **What were the key elements of Washington’s Farewell Address?**