



Inspiring students to contribute
to a better future.

The Principles of HISTORY Teacher Guide

Prepared by Serenity Learning Center

OVERVIEW & PURPOSE

Pondering events of the past, present, and future states of mankind, and their relationship to each other, is essential to understanding yourself and others. History is understood as students study the cycles of history, cause & effect, attributes of historical influencers or heroes, civics & law, natural law, and freedom principles.

The teacher leads the group discussion, facilitating the discussion between the students. Depending on the group level, students apply lessons learned in history to themselves, their families, and their communities. *Leadership principles. (Leadership guide coming soon. References terms from Conscious Discipline and the book Resolved.)

Foundation students learn about themselves, where they came from, and the more immediate world around them (*focus on stories about people exemplifying the leadership principles, stories from the child's personal & family history, facts about where they live: their address, the states, and capitals in their country*).

*Respect - Commitment - Interdependence - Cooperation - Compassion - Responsibility

Explorer students learn by studying the major influencers throughout history and the founding of our nation, world history, and current events (*focus on patterns of government or cultural systems, choices made and consequences; also, times or individuals that exemplify the leadership principles*).

*Perception/Vision - Attention/Purpose - Agency (Free Will) Will Power//Systems Thinking - Unity/Love/Friendship - Acceptance/Attitude - Intention/PDCA/Character - Emotional Intelligence - IQ

Scholars focus on the events, systems, cycles, and culture, looking for evidence of principles or the lack thereof that shape the world we live in (*make sure to include the history of the area where the students live*).

*Composure/Integrity - Assertiveness/Boundaries - Choices/Adversity Quotient - Encouragement/Positive Intent/Leadership - Empathy - Consequences/PDCA/Systems Thinking

Purpose-Driven, lifelong learners focus on current events and how to thrive and positively impact their community.

*Legacy

Studying the leadership principles found in history encourages students to grow in the strengths necessary to thrive. Teaching history in this manner enables your students to view their own lives in the context that they are creating their future and creating a legacy that will be future generations' history.

NOTE: The principles themselves can be taught and practiced during a separate leadership lesson, allowing history to focus on historical examples and application.

OBJECTIVES

1. Inspire students to love learning from history and become self-directed, purpose-driven, lifelong learners.
2. Support these students in learning how to productively discuss topics and learn from each other.
3. Provide a solid foundation of leadership principles for both the students and parents.
4. Inspire the students to understand the importance of taking personal responsibility and positive action in creating their own lives.

RECOMMENDED MATERIALS

There are many wonderful resources and we are building a list of recommended resources that teach these principles to be listed on our website <http://SerenityLC.org>. You will be able to filter the books by subject, principle & developmental level. Please share your favorites with us so we can include them by sending the resource title and link to it on that page's form.

USING THIS GUIDE

Follow this guide outline and add your excitement and stories to inspire your students with a personalized touch. This group study's pacing is up to you, the parents, and the leaders at your location.

Preparation - Review the resources on the [Leaders Are Readers](#) page with the coordinating tag (sort by the principle). Then select your resources to share during classroom discussions and select the resources you would like to recommend for your students to review or share.

Discussion - As the leader, you select the discussion topics you would like to highlight each day, being flexible enough to accommodate the needs, interests, and concerns of your students and their parents. Recommended topics are included in this guide. Discussion topics could be centered around one time/place/person in history and all from one resource or multiple, from multiple resources (or anything in between).

Activity - These are recommended games/activities that could be used to learn the history and showcase the leadership principles. These are great tools to inspire lively and meaningful discussion.

Note for Parents - use this format or make your own to send an update home to parents (email works well for this), weekly emails are sent home from the Local Group Leader about what was covered the previous week (and notes on how to prepare for next week). This email should include a note about your history discussions. Example formats are included with each resolution.

Included below is a brief guide for doing SLC's take on the dialectic. This Socratic-like process is for the more mature Explorers and beyond and is meant to be done at MOST once per week. We recommend once per leadership principle.

Socrates developed a theory of knowledge that the answers to all human questions and problems reside within us and that we are often unaware of the answers and solutions we possess. Socrates was convinced that the surest way to discover those answers and attain reliable knowledge was through the practice of disciplined conversation. He called this method the dialectic: the art or practice of examining opinions or ideas logically, often by the method of question and answer, to determine their validity.

We feel that much like attempting to steer a parked car, the discussion alone may never become productive. There is a much greater likelihood of achieving enlightenment when one studies the information, orders things out in their mind, and takes action.

A Socratic circle or Socratic seminar is a process to try to understand information through thoughtful dialogue, rather than by memorizing. This is NOT a debate. The goal is to have participants work together to increase understanding, not for one student or one group to "win the argument." Students learn to discuss, learn from others, and better participate in discussions.

How Socratic Circles work at Serenity Learning Center:

1. Before holding the following activity, students are encouraged to take a teacher's selected text (short passage) home to read, analyze, take notes and find additional resources for the discussion. It is a good practice to seek input from parents and scripture in preparation for the next day's discussion.
2. The next day students are divided into two equal groups and arrange themselves in two concentric circles: an inner circle and an outer circle.
3. Students in the inner circle read the passage aloud then engage in a discussion of the text for approximately 10 minutes, while the outer circle observes the behavior and performance of the inner circle.
4. Following this discussion of the text, the outer circle then assesses the inner circle's performance and offers ten minutes of feedback for the inner circle.
5. Students in the inner and outer circles now exchange roles and positions within the classroom.
6. The new inner circle holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle.
7. In closing, encourage the students to apply what they've learned to their own unique purpose and to reflect on what this experience and knowledge is for in their life.

Time limits can vary, based on your group.

The teacher/leader's role is to

1. select the text

The text should be chosen for richness in ideas, issues, and values. A text can be drawn from readings in literature, history, science, math, health and philosophy or from works of art or music. A good text raises important questions and helps the students more fully understand the complexity of events, people, choices, societies, etc... and the leadership principles that were either in place or lacking thereof.

2. to keep the discussion of the inner circle focused and moving

Use the discussion topics and "points to highlight" to coach the discussion. Try to interrupt the inner circle as infrequently as possible. If the comments of one student need to be clarified, or repeated, the teacher/leader can assist. Care should be taken to acknowledge we DO NOT judge a person's worth and that there are observable patterns that seem to reveal natural laws.

3. to direct the feedback offered by the outer circle

Guide the discussion of the outer circle as they provide feedback and constructive criticism for the inner circle. One of the most successful ways to accomplish this process is to simply go around the circle and ask for initial observations. Once each student has offered an observation, the teacher can highlight particular points made and ask the group to brainstorm/predict solutions to any obstacle or problems noted following the cycle of reflective learning.

4. to assess the individual student and the group's performance.

Assess each student and the group's performance as a whole. Offer verbal feedback after the discussion and send a brief note home to parents about their student's performance.

Participants carry the burden of responsibility for the quality of the seminar. Good seminars occur when the participants study the text closely in advance, do additional study, ponder and reflect on their ideas,

listen actively during the seminar, and share their ideas and questions in response to the ideas and questions of others. The following are suggestions for the Participants:

1. Refer to the text when needed during the discussion.
 2. Have additional resources with you and reference them when using them in the discussion.
 3. Only participate if you are prepared.
 4. Do not stay confused; ask for clarification.
 5. Stick to the point currently under discussion; make notes about ideas you want to return to.
 6. Don't raise hands; take turns speaking.
 7. Listen carefully.
 8. Speak up so that all can hear you.
 9. Talk to each other, not just to the leader or teacher.
 10. Discuss ideas rather than each other's opinions.
 11. You are responsible for the value of the seminar.
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Note to send home with the student:

To be able to participate in the discussion tomorrow, you need to read and study the attached (or referenced) passage. Below are a few ideas:

Circling and looking up any vocabulary words you do not know

Underlining key phrases

Main ideas or themes and more subtle themes

Noting word patterns, repetitions, or anything that strikes as confusing or important

Write down your questions and comments as you read

What other sources apply to the ideas in this passage?

What are your parent's thoughts on these ideas?

Date & Time of Seminar Discussion _____

Leadership Principle _____
