

## Week 1

## Student Agenda: a Tool for Class Discussion

<b>Exposition</b>	<b>Logic</b>	<b>Debate</b>	<b>Science</b>
<p><b>At Home:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction to Theogany</b></li> <li><input type="checkbox"/> <b>Office of the Assertion:</b> <ul style="list-style-type: none"> <li>❖ Read the Introduction</li> </ul> </li> <li><input type="checkbox"/> <b>Heroes:</b> <ul style="list-style-type: none"> <li>❖ Read through the Introduction</li> </ul> </li> </ul> <p><b>Questions To Consider:</b>  <i>What are some questions you have coming into this study? What do you already know? What do you want to know?</i></p>	<p><b>At Home:</b></p> <ol style="list-style-type: none"> <li>1. <b>Resource:</b> <ul style="list-style-type: none"> <li>❖ <i>Habitudes Volume 1: For Leading Others; The Art of Life-Giving Leadership</i></li> </ul> </li> </ol> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>❖ <i>A Word About Images</i></li> <li>❖ <i>Image One: The Mirror Effect</i></li> <li>❖ <i>Image Two: Rivers and Floods</i></li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>❖ A look at the book</li> <li>❖ Getting Personal</li> <li>❖ Practicing the Truth</li> </ul> <ol style="list-style-type: none"> <li>2. <b>Resource:</b> <ul style="list-style-type: none"> <li>❖ <i>Resolving Everyday Conflict</i></li> </ul> </li> </ol> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>❖ <i>The Introduction</i></li> <li>❖ <i>Chapter 1</i></li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>❖ Be prepared to reflect on the author's perspective</li> <li>❖ When do you have the most conflict in your life?</li> <li>❖ Have you considered the concepts here?</li> <li>❖ Be prepared to share.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Resource:</b> <i>Rhetoric Alive! Senior Thesis: Read Chapter Introduction</i></li> <li>❖ <i>Begin to ponder something you've been wondering about</i></li> <li>❖ <i>Brainstorm as you go about your life this week ...the 'why' of the question you have</i></li> <li>❖ <i>This will launch your creative process - in classical learning we call this the 'Invention' phase of beginning a new process of learning.</i></li> <li>❖ <i>Be prepared to share in class</i></li> </ul> <p><b>Resource:</b> <i>Humanitas: Ancient Greek Book 1:</i></p> <ul style="list-style-type: none"> <li>❖ Read Unit 1: Introduction</li> <li>❖ Sections 1: <i>Birth of the Gods</i></li> <li>❖ Sections 2: <i>The War In Heaven</i></li> </ul>	<p><b>At Home:</b>  <b>Module 1</b>    Familiarize yourself with the Chemistry Book.</p> <p>Read the first part of Module 1, through <i>Scientific Notation</i>.</p> <p>Complete all On Your Own questions that you encounter.</p> <p>Bring questions to class.</p> <p><b>Pre-read Experiment 1.3</b>    Be prepared with a book and ruler for class.</p>

<p><b>In Class</b></p> <p><b>Diving Deeper Together</b></p> <ul style="list-style-type: none"> <li>• Mentor: prepare an exordium and draw in the conversation with questions, reflections, notes from your research and learning in the resources this week.</li> <li>• Touch on all of the resources, asking open ended questions, comparing books and drawing students in.</li> <li>• Discussion of above thought questions.</li> <li>• Assign a student leader for next week to lead the first half of class. Direct them to lead the Theogony by preparing questions that direct students to the 5 common topics</li> </ul>	<p><b>In Class</b></p> <p><u>Mentor</u> Be prepared with questions you glean as you read through the material.</p> <p><u>Leadership:</u> Especially focus on reviewing the 'Getting Personal' questions. Review a few of the other answered questions.</p> <p><u>Resolving Conflict:</u> Consider this:</p> <ul style="list-style-type: none"> <li>❖ Define terms to avoid any misunderstandings</li> <li>❖ Consider taking testimony from students or giving one about your experience with conflict</li> <li>❖ Drive the conversation with other questions that leave everyone curious or thoughtful about the origins of conflict. Where is there agreement?</li> <li>❖ Assign a student leader for next week to lead the first half of class. Direct them to lead the Leadership Book by preparing questions that direct students to the 5 common topics</li> </ul>	<p><b>In Class</b></p> <p><b>Mentors tips and suggestions for your seminar today:</b></p> <p><u>Senior Thesis:</u> Discuss finding a Mentor outside of this class.</p> <ul style="list-style-type: none"> <li>❖ Discuss what interests them</li> <li>❖ Ask each student what they are thinking regarding this project</li> </ul> <p><u>Looking Ahead:</u> Look at Chapter 1 together and preview it Go over some pages you've seen that piqued interest.</p> <p><u>Ancient Greek History:</u> Mentors use the Questions for Discussions at the end of each Section to drive discussion. For example:</p> <p><i>Is Zeus justified in his actions toward his Father?</i></p>	<p><b>In Class</b></p> <p>Complete all On Your Own Questions with students where they have questions.</p> <p>Go over the answers and cover concepts with students conversationally.</p> <p>Complete Experiment 1.3 together as a class.</p> <p>Be prepared with a book and ruler.</p>
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## Week 1

**Cohort:** 1. Among the Romans, a body of about five or six hundred men; In Poetry, a band or body of warriors. Source: 1828 Dictionary

## Week 2

## Student Agenda: a Tool for Class Discussion

Exposition	Logic	Debate	Science
<p><b>At Home:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Theogany: Read lines 1-497</b></li> <li><input type="checkbox"/> <b>Office of the Assertion:</b> <ul style="list-style-type: none"> <li>❖ Read Chapter 1-1.6</li> </ul> </li> <li><input type="checkbox"/> <b>Heroes:</b> <ul style="list-style-type: none"> <li>❖ <i>The Introduction</i></li> <li>❖ Pg 53-61</li> </ul> </li> </ul> <p>If you are the student leader, consider asking open ended questions and using the "Student Leader Guide" found in your Agenda.</p>	<p><b>At Home:</b></p> <ol style="list-style-type: none"> <li>1. <b>Resource:</b> <ul style="list-style-type: none"> <li>❖ <i>Habitudes Volume 1: For Leading Others; The Art of Life-Giving Leadership</i></li> </ul> </li> </ol> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>❖ <i>A Word About Images</i></li> <li>❖ <i>Image Three: The Paul Revere Principal</i></li> <li>❖ <i>Image Four: Bit Market</i></li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>❖ A look at the book</li> <li>❖ Getting Personal</li> <li>❖ Practicing the Truth</li> </ul> <ol style="list-style-type: none"> <li>2. <b>Resource:</b> <ul style="list-style-type: none"> <li>❖ <i>Resolving Everyday Conflict</i></li> </ul> </li> </ol> <p><b>Reflect:</b></p> <ul style="list-style-type: none"> <li>❖ Review the Book by using the worksheet found in your "Speech on <i>Resolving Everyday Conflict</i>" Worksheet for every chapter</li> </ul>	<p><b>At Home:</b></p> <p><b>At Home:</b></p> <ul style="list-style-type: none"> <li>❖ <i>Rhetoric Alive! Senior Thesis: Read Chapter 1 and answer all questions</i></li> <li>❖ <b>Be prepared to show up to your weekly peer class and share your</b></li> <li>❖ Questions to ponder:</li> <li>❖ What goals do you have for yourself in this?</li> <li>❖ How can you grow in this process?</li> <li>❖ How will this prepare you for your future?</li> </ul> <p><b>Resource: Humanitas: Ancient Greek Book 1:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Read Unit 1:</b> <ul style="list-style-type: none"> <li>Sections 3: <i>Gods in the Image of Man</i></li> <li>Sections 4: <i>The Age of Man</i></li> </ul> </li> </ul>	<p><b>At Home:</b></p> <p><b>Module 1</b></p> <p>Familiarize yourself with the Chemistry Book.</p> <p>Read the remainder of Module 1.</p> <p>Complete all On Your Own questions that you encounter.</p> <p>Complete the Study Guide for Module 1.</p> <p>Bring questions to class.</p>

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**In Class****Diving Deeper Together****Diving Deeper Together**

- Mentor: prepare an exordium and draw in the conversation with questions, reflections, notes from your research and learning in the resources this week.
- Touch on all of the resources, asking open ended questions, comparing books and drawing students in.
- Student leader takes over for half a class
- Assign a student leader for next week to lead the first half of class. Direct them to lead the Theogony by preparing questions that direct students to the 5 common topics

**In Class**Mentor

Be prepared with questions you glean as you read through the material.

Leadership:

*Student leader leads this portion:*  
Especially focus on reviewing the 'Getting Personal' questions. Review a few of the other answered questions.

Resolving Conflict:

- ❖ Review everyone's worksheet found in the Agenda Tab.
- ❖ Go over what their reflections on the author's thesis, bias, etc are
- ❖ Discuss and define some of these terms together
- ❖ Any other comments, discussions on conflict and other pertinent topics that arise, engage in a socratic circle type discussion where we listen and then reflect back what we heard and any new questions we come up with are brought up.
- ❖ **Mentor, assign student leader for next week.**

**Mentors Tips and suggestions for your seminar today:**

- ❖ What are the reflections that students discovered?
- ❖ What is valuable to them? Go over these answers together.
- What is your objective in this project?
- Read excerpts from pg 21, Tips from Students to Students
- What goals do you have for yourself in this?
- How can you grow in this process?
- How will this prepare you for your future?
- What speaks to you in this?
- What are you avoiding with this project? Why?
- What are you looking forward to?
- ❖ **Looking Ahead:**  
Look at Chapter 2 together and as you brainstorm together encourage students

**Ancient Greek History:**

Mentors use the Questions for Discussions at the end of each Section to drive discussion. For example:

*What manner of child is Hermes, who sings of his own begetting?*

**In Class**

Complete all On Your Own Questions and Study Guide Questions with students where they have questions.

Go over the answers and cover concepts with students conversationally.

Make a game out of significant figures. Have a small competition and discussion about "sig figs" and why they will be important all year long.

Why does this chapter lay a foundation for future Chemistry studies?

**Week 2**

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