

## RHETORIC EXAM REVIEW GUIDE

Part of succeeding in academic classes involves learning to take tests. Before you take a test, it is wise to review in a systematic way. Part of the benefit of taking regular tests is that you can practice and develop your own personal style for systematic reviews. Our review guides are written as suggested methods. You will need to consult with your teacher to arrive at what she agrees is a thorough review.

**There are several different types of questions that may appear on the various Year 2 exams:**

1. Short answer questions, which include the following varieties:
  - Chart
  - Definition questions
  - Significance questions
2. Time line
3. Geography
4. Essay

## SHORT ANSWER

In general, these questions are taken directly from the short answer section of your previous weekly quizzes (questions which were often taken from the Accountability Questions of the Student Activity Pages). In order to study, be sure to review all of your weekly quizzes from the past unit. If you didn't take all the unit quizzes, ask your teacher to give you the quiz questions for those weeks so that you can study. Thoroughly reviewing all of these weekly quizzes will make the short answer questions a breeze!

### How Your Teacher Thinks About Short Answer Questions

In the last unit, you've learned many facts and been given numerous short-answer factual questions (either in quiz form or by means of the Accountability Questions you've worked through), but you know that only a handful of them will be on this test. Which ones will the teacher pick?

Here's a clue; educators will focus on the broader factual questions. Think of the many facts from this unit as being a jar full of different-sized rocks, with some big factual rocks (an example from Unit 2 would be, "What does 'humanism' mean?") and some smaller factual rocks (for example, "What is a caravel?"). Your tester is a person who likes big rocks. She will pick out the facts that apply broadly and will be more useful to you in the long term.

### Things to Look For

Since your teacher is looking for big rocks, you should look for them too. Focus on things like the privileges and responsibilities of different classes (kings, clergy, lords, merchants), how religions worked (in broad terms), how the government and army were set up and functioned, and any outstanding achievements or inventions for each time period we have studied. Important people in your quizzes are always worth your attention.

## CHART

### How Your Teacher Thinks About Charts

In some units, you are given lots of charts to fill out. As a result, you may find a chart in place of some or all of the short answer questions on your unit exam. Which chart items or categories will the teacher pick? Again, it is a question of "big rocks." Often (especially on a year-end exam) it is best to think thematically: how do your charts relate to the theme of Year 2? How do the charts in each unit relate to the theme of the unit?

### Things to Look For

Review all of your charts from this unit carefully, looking for the “big rocks.” Since we study and compare many different topics in a unit, be able to give the distinctive elements of each. Look at how each topic relates to unit and year themes and how they compare with each other. You will want to review information on all the aspects that your previous charts covered, but especially on things like government, religion, local geography, and major cultural achievements. Have your mom or a younger sibling quiz you, and try to think about which topics constitute the greatest percentage of the unit’s study as a whole.

## DEFINITION QUESTIONS

These questions, which are a subset of short answer questions, will take longer to answer than short answer questions; they are also worth more points. You will usually need to use between two and three sentences to answer them properly.

### How Your Teacher Thinks About Definition Questions

Sometimes, in order to make sure that you are learning everything you should be, the teacher needs to ask a question that doesn’t have just a one- or two-word answer but doesn’t require a page-long response, either. So she asks questions that are somewhere in between. Often these take the form of definition questions, which test your familiarity with important terms, unlike short answer questions, which tend to be about who-what-when-where facts. This section might also include longer questions about people.

### Things to Look For

Look back through your notes for definitions of important terms, symbols, and people. In Unit 2, for example, you might be asked, “Who was Erasmus, and what were his contributions as a Reformer?” or “What were the Ninety-five Theses, and what concerns did they address?”

### Test-Taking Tip

In general, if you don’t know where to start when taking your test or are afraid you will run low on time, focus on definition questions before starting the short answer section. They will take you longer, but they are worth more points. This is a general test-taking technique that will serve you well through your school life: focus on the questions that are worth the most points whenever you are low on time.

## TIME LINE

### How Your Teacher Thinks About Time Line Questions

Teachers have a very good reason for asking you to memorize key dates: they give you a framework for history. Key dates are like a set of hooks on a clothesline on which you might hang up a sheet or an armful of clothes. Your memory can “hang” important events, people, and even whole empires on these date-hooks. Like the “big rocks” in your short answer section, faithful memory work on key dates over time will allow you to keep many facts straight in your mind, and will give you a more authoritative, informed position in any discussion about history. Ultimately, knowing key dates—and how to hang history on them—can even be helpful in witnessing for Christ!

### Things to Look For

Key dates (which are the “big rocks” of the time line section) tend to center on people, battles, the life span of kingdoms or empires, and (more rarely) around publications or inventions. Ever heard of Julius Caesar or George Washington? How about the Battle of Waterloo? Do you know how long the Roman Empire lasted? When was the printing press invented? All of these are key dates, though not all from this year. For *Tapestry* exams, you should review dates listed in the Weekly Overviews, especially those that relate to the life spans of kingdoms or empires, dynasties, and important leaders. Dates of important battles, invasions, and deportations can also be important.

## GEOGRAPHY

### How Your Teacher Thinks About Geography Questions

Key geographical information is a lot like key time line dates or “big rocks.” In order to remember your history, you need to be able to locate things in space as well as time. Have you ever found yourself saying things like, “Well, my little sister was born the first year that we lived on Bell Street, and I was eight when we moved there, and I’m fourteen now, so she must be six”? Knowing *where* can be as important as knowing *when* for mentally arranging history—whether our personal history or the history of the world—on a framework that we can use. That’s what your teacher is trying to give you. But don’t try to memorize every town from here to Timbuktu; once again, your tester will choose the “big rocks,” since they are most useful in recalling important events.

### Things to Look For

“Big rocks,” in geography, can quite literally mean big rocks, such as mountains. You will also want to know the names of oceans, seas, and important rivers or river systems. Finally, make sure you are familiar with important regions and cities. For example, in Unit 2, you should know the location of the republics of the Italian Renaissance, the capital city of the Netherlands, and the major cities of the German Reformation. These things are all “big rocks” of geography studies. Be sure to review all the maps which you have filled out in the course of the unit, since that will be your best way to study for this section of the exam. For the final exam, you can know that all the geography items will come directly from your unit exams, so spend time studying by reviewing those exams. (Again, as with the time line, this includes the information from the Unit 4 exam. If you are taking the cumulative final as we recommend, ask your teacher to let you study from that exam.)

## ESSAY QUESTIONS

### How Your Teacher Thinks About Essay Questions

Essays are essential. Your teacher knows that you will need to write essays, both as papers and on exams, throughout your academic life. In college, essays are everywhere, but essay-writing is an important skill even for those who are not college-bound, since the essay is just a written expression of everyday argumentation and persuasion. This is why *Tapestry* tries to give you lots and lots of practice with essays in high school.

Again, remember that, on a unit exam, your teacher is after the “big rocks” of history. Essays are designed to deal with the biggest rocks of all, the ones that can’t be answered in a phrase or even a paragraph. In fact, we might say that essays deal with the “boulders” of your study. Essays involve analysis, argumentation, and persuasion, often in the form of compare-contrast or evaluation of a person or idea. Ask your teacher to give you guidelines concerning the content for the unit exam essays.

### Things to Look For

There are several review strategies you can adopt when preparing for essay portions of exams.

- As you go back through your class notes and the essay section of your weekly quizzes (or Thinking Questions of the Student Activity Pages), look for “boulder themes.” Your teacher has taught you about the unit themes and the overall theme of Year 2, “Between Ancient and Modern.” Make sure you understand these thoroughly and can comment on the relationship between the themes and historical facts—the “who, what, when, where, how, and why”—of the unit.
- Be able to describe, compare, and contrast the cultures and religions of various civilizations that we have studied. You should also be able to comment on their influence on each other (for example, the effect that the various surrounding cultures had upon the Israelites).
- Likewise, be able to trace biblical themes or a biblical analysis of “secular” history. These essays are about watching God weave the tapestry of history (His story), and knowing how to point out the patterns as they develop.

Think about the main points that your teacher has emphasized from week to week in class discussion, review your quiz essays, and go from there.

## EXAM DETAILS

Which of the sections above will you find on each of the specific exams for this year? We include a summary of each exam here, along with information about how the exams will be graded. You and your teacher can use this information for reference in planning out your own specific review strategies for each unit.

### Unit 2 Exam

- **Short Answer and Definition Questions (30%)**  
Two charts, with a total of 10 boxes. Each box is worth 2.5 points. Two definition questions, each worth 2.5 points. The suggested time for this whole section is 30 minutes.
- **Time Line (10%)**  
20 questions total: 20 time line dates, each worth 0.5 points. The suggested time for this section is 10 minutes.
- **Geography (10%)**  
20 geographical items to label or shade, each worth 0.5 points. The suggested time for this section is 10 minutes.
- **Essay (50%)**  
2 essays, one long and one short. The short essay is worth 20 points, and the long essay is worth 30 points. The suggested time for this section is 70 minutes, 25 for the short essay and 45 for the long essay.