

## UPPER GRAMMAR REVIEW GUIDE

Students at this stage can be held responsible for many of the facts, dates, or even people that they have covered at this level. Review of the unit is optional but recommended. As with younger students, this can happen informally in the natural scope of various end-of-unit activities. Here are a few ways to review informally:

- If your child is keeping any kind of a portfolio, make sure all his work from the unit is completed before your Unit Celebration. As he creates or updates his portfolio this week, sit with him for a good portion of the time that he is working and draw him out orally to see what specific facts he remembers from the previous weeks. If he has younger siblings, this portfolio assembly party can have quite a festive air as all rejoice together at the grace of God over the last unit.
- As with younger students, you can even have another round of review by prompting your student to share his finished portfolio with his dad, older siblings, grandparents, or neighbors. (Using portfolios for this purpose makes them much more meaningful than just records for oversight organizations!) The more your student shares his work with others, the more firmly cemented in his own mind his learning will become.

### More Formal Review Strategies

In addition to the informal strategies listed above, students can begin to become acquainted with test-taking strategies at this young age. If you decide to administer cumulative tests, we recommend that you begin by explaining to your child that he will have to take tests for the rest of his life in order to prove to others, by a measurable means, that he has learned what he was supposed to know. Explain also that no one test ever detects the full extent of a child's knowledge of a subject. Different tests evaluate different kinds of knowledge. While there is no substitute for learning the substance of a lesson, students can often improve performance on any test by knowing how to study for and take a particular kind of test.

As always, we encourage you to teach to the specific test your child will be taking. By this we mean that you should make sure that your student has previously covered all the questions on the test. *Tapestry* plans leave the individual family a lot of flexibility to choose their own resources; therefore, it is important to check to see if you have thoroughly taught the student all he needs to know to pass the test.

Obviously, teaching to the test doesn't mean that you tell him, "Such and such a fact will be on the test." Instead, give him categories to review. By asking questions, lead your student to review the interesting facts you learned about the major people, terms, and events of the unit, using the weekly quizzes as a guide. Questions such as these help your student to purposefully review the material, rather than just knowing the answer to a question on a particular test. As you can see, review has its own value in affording you the opportunity to teach and giving the student one more chance to solidify his learning.

For the upper grammar student, the unit exams may include ten to twenty different kinds of questions, such as multiple choice, true-false, matching, or fill-in-the-blank. The numbers of questions may increase with each unit from ten or twenty at the most. With any of these tests, you should tell the student to study facts, and help him understand the main facts of the unit. However, it's important also that the student understand the "big picture" of the unit. Review the broader context for the smaller facts that he'll be committing to memory. Teach him as you lead him that the steps listed on the next page can be used to review any textbook or program from which he is being evaluated.

Here are some strategies to try. Be sure to give your student the “why” behind your actions as you review!

- Starting with the Weekly Topics list below, prompt your child to tell what he remembers from each of these weeks. (Explain that in another kind of layout, such as a textbook, this information might be found in chapter titles.)

UNIT 1: THE MIDDLE AGES		UNIT 3: OF CROWNS AND COLONIES	
1	Twilight of the Western Roman Empire	20	Early New World Colonies and Eastern Europe
2	Byzantine Empire and the Eastern Orthodox Church	21	Puritans in New England
3	Byzantine Empire and Rise of Islam	22	Charters, Creeds, and the English Civil War
4	The Making of Medieval Europe: Charlemagne	23	Restoration Colonies and the Age of Louis XIV
5	Developments During the Viking Age	24	Dissenters in America and the Age of Reason
6	Medieval Life: Feudalism	25	Colonists and Native Americans
7	The High Middle Ages	26	Empires at Odds
8	The Mongols, Marco Polo, and the Far East	27	Thirteen Established Colonies
9	The Reshaping of Medieval Europe		
10	Early Lights of the Reformation		
UNIT 2: RENAISSANCE & REFORMATION		UNIT 4: AGE OF REVOLUTIONS	
11	Introduction to the Southern Renaissance	28	Shaping Influences on Colonial Culture
12	The Southern Renaissance and the Early Explorers	29	French and Indian War
13	The Southern Renaissance and the Age of Exploration	30	Give Me Liberty!
14	Spanish Dominion & the New World: Aztecs & Incas	31	First Battles for Independence
15	The Northern Renaissance and Its Scholars	32	Waging the Revolutionary War
16	The Reformation: Martin Luther and the German States	33	America under the Articles of Confederation
17	Reformation in Switzerland, England, & Scandinavia	34	Writing the Constitution
18	Counter Reformation, French Huguenots, the Netherlands	35	Federal Republic & French Revolution
19	Elizabethan England and the Scottish Reformation	36	Perilous Times: The Adams Administration

- Next, use the Weekly Overview Chart “Student Threads” to remind the student orally of what *Tapestry* authors considered to be the main ideas of each week-plan. As always, you, the teacher, can add other themes that your unique program followed, if your themes differ from ours. We recommend that you walk through about half the unit with him, week by week, and then take off the “training wheels” and allow him to read through the student threads for the rest of the unit by himself. After he finishes, question him orally to discern what he has learned from this exercise, and help him fill in any holes.
- Another idea is to mention people from the “People” row of the Weekly Overview Charts and see how many of these he can give any factual information about.
- Similarly, you can use vocabulary words from the unit to spark review.
- Yet another method of review is for him to study any questions that he was asked in the Student Activity Pages during the unit. Again, browse some of the blue pages with your student, and then allow him to browse the rest for himself.
- Finally, the student should review any written or oral quizzes he took earlier in the unit. Questions that were asked before emphasized the main ideas of the week-plan, and it is a good bet that, on a fact-based test, some questions from earlier quizzes will be repeated.