

## DIALECTIC UNIT REVIEWS

Students at this level can be held responsible for most of the facts, dates, and people that they have covered. Review of the unit is increasingly important as students grow older. As with younger students, review can begin informally in the natural scope of various end-of-unit activities. With dialectic students, however, we recommend that you also plan a more formal review session, using one or more of the strategies outlined below, and that you require the student to do some independent review on his own. Here are a few ways the informal review can happen:

- 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, instruct him to be intentional about recalling the content he has learned in previous weeks. If he has younger siblings, a 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 spark yet 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 be.

### More Formal Oral Review Strategies

In addition to the informal strategies above, students should purposefully become acquainted with test-taking strategies. Begin by explaining to your child (if you have not previously done so) 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.

For this level, *Tapestry* tests may include multiple choice questions, blank charts, time line information, and geography questions. We have written a review guide directed toward the student that we recommend you require him to use. Dialectic students' weekly assessments have focused primarily on connections, though they have always included specific facts. In the unit test, the emphasis changes so that factual information is weighted more heavily. The "big picture" of the unit is indeed important, and your oral review time is a prime chance to recount these larger concepts for purposes of long-term retention, but for his exam, the student should focus on brushing up on the main facts of the unit.

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 and 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. Looking at the Unit 1 test, for instance, you might say, "What do you remember about the Byzantine Empire?" By asking questions, lead your student to review the interesting facts you also learned about the feudal system, not just an answer to a question on our particular test. As you can see, review has its own value in affording you one more opportunity to teach and giving the student one more chance to solidify his learning.

In addition to requiring your student to follow our Student Review Guide, we suggest that you try one or more of the following strategies. Be sure to give your student the “why” behind your actions as you review so he can begin to learn to do it himself!

- Starting with the list of weekly topics 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 expressed as 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 Student Threads from the Weekly Overview Charts 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.
- Yet another method of review is to study any questions that he was asked in the Student Activity Pages during the unit. Again, browse some of the Student Activity Pages with your student; then allow him to review the rest himself.

**Independent Review**

After you’ve prompted your child and led him through the oral review, he should review on his own. Here are a few ways to begin to school him in self-study for tests:

- Start him off by requiring him to look at our published Student Review Guide.
- Have him go over any written quizzes he took earlier in the unit, as the review guide suggests, looking for “big rocks” (broadly important facts) and landmark dates. The questions on the quizzes aimed primarily at the main connections between facts of the week-plan, but it is a good bet that some content from earlier quizzes will be repeated on a fact-based test.

- Have him look specifically at his past geography assignments and compile a list of the twenty labels he thinks are most significant. Take his list aside and look at the upcoming test. How did he do at finding the main ones? If he did well, praise him and guide him to make sure that he knows the ones he missed (as well as other that you consider important). If he did not do well, coach him on thinking through what those main labels might be and why they are important.
- Knowing that we are testing time line dates, again, look ahead at the test. Then have your student attempt to list twenty or so of the unit's most important dates. Again, privately compare his list with ours given on the test, and coach him until he knows more than enough to succeed on the test.

Reviewing is hard work for young or inexperienced students. We encourage you to be patient, kind, and persistent in requiring this work of them. This discipline will yield great fruit in later years, so don't let them out of it. At the same time, remember that it *is* hard, so encourage them with lots of sweet rewards (hot brownies leap to mind) as they begin building their test-taking muscles!