

DIALECTIC EXAM REVIEW GUIDE

You may be new to cumulative exams (those that test the accumulated knowledge of an entire unit's lessons), especially if this past unit has been your first experience of studying with *Tapestry*. This guide will help you to prepare for the various unit tests for *Tapestry* Year 2. No one test can hope to measure accurately all that you have learned by reading and doing over the course of a unit. It is a good idea, therefore, to understand in advance what the test giver's goals are and what kind of learning the test is meant to measure. Learning to take various kinds of tests is almost as important in your development as a student as succeeding on the actual tests you take during these years.

Test-taking skills are important for all students to develop. Obviously, to succeed on tests, you must start by doing your regular lessons thoroughly and well. Cramming for a test by trying to learn many important facts or concepts for the first time seldom yields either long-term retention (the first goal of all learning) or stellar grades on the tests themselves. But in addition to week-by-week learning, there are two skills that you should develop as you grow as a student: learning various review strategies for different kinds of tests and learning the best way to take various kinds of tests.

To aid you in developing these skills, we have written this review guide for your upcoming unit exams. We hope it will serve you as you seek to grow in test-taking skills.

There are three sections that appear on the various Year 2 exams:

- Short Answer (Multiple Choice, Chart, or Definitions)
- Time line
- Geography

SHORT ANSWER

The information in most of the short answer questions on your exam is meant to reflect the quizzes that you have taken in previous weeks. These come in different formats, including multiple choice, charts, or definition questions, with easier multiple-choice sections early on and harder definition questions in later units. Even though your quizzes were not themselves in short-answer format, the topics and details from those quizzes will form the bulk of the material that you are asked to know for this part of your exam. Because of this, a good way to study would be to review all of your weekly quizzes from the past unit. If you did not take them all, your teacher can easily print off copies of them. Look them over to see if you can fill them out easily and accurately. Reviewing these quizzes will make this first section much easier!

How Your Teacher Thinks About Short Answer Questions

In the last unit, you've been given a lot of facts to memorize and have made a lot of connections, but you know that only a few of them will be chosen for this test. Which ones will the test writers pick? Here's a clue: your test will focus on the broader questions.

Perhaps an analogy will help. Think of an exam as a jar full of different-sized rocks, with some big factual rocks (an example from Unit 3 might be, "Who were the Puritans?") and some littler factual rocks (for example, "Who were the Scottish Covenanters?"). Now, think of your tester as being a person who likes big rocks. A teacher will pick out the facts that apply broadly and will be more useful to you in the long term, leaving more detailed questions in your weekly quizzes.

Things to Look For

Since your teacher is looking for big rocks, you should look for them too. You will have a chart on your exam, so review the distinctive regional features of the northern, middle, and southern colonies carefully. Facts about regional government, key leaders, dominant people and religious groups, and primary occupations are all "big rocks."

TIME LINE

How Your Teacher Thinks about Time Line Questions

Teachers have a very good reason for asking you to memorize key dates. Dates 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. Faithfully memorizing key dates over time will allow you to keep many facts straight in your mind and will give you a more authoritative 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 rise and fall of kingdoms or empires, and (more rarely) around publications or inventions. Ever heard of John Smith or Roger Williams? How about the founding of Jamestown? Do you know when the Glorious Revolution occurred? When was the Mayflower Compact signed? All of these are examples of key dates from Unit 3. For *Tapestry* exams, you should review dates listed in Weekly Overviews, especially those that relate to major wars and events, important leaders (whether in religion or government), and people-group movements (emigrations, invasions, etc.).

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. Knowing *where* can be as important as knowing *when* for mentally arranging history 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 the locations of the original thirteen colonies. In Unit 3, you should also know the locations of the major cities linked to the thirteen colonies. Reviewing all the maps which you have filled out in the course of the unit will be your best way to study for this section of the exam. If you have not done your map work consistently, study a good historical atlas with the map labels from the unit in hand, or ask your teacher if you should just skip the map section of the exam.

FOR YOUR OWN EDIFICATION

All studying for tests aside, the end of each unit is also an opportunity to look back on the unit as a whole and try to draw connections between the weekly topics you have studied. As you pause to look back over the unit materials, pay attention to these, the very big rocks:

- Major themes
- Main ideas or concepts
- Important movements of God on the earth
- Large-scale developments of empires, kingdoms, or demographics (where people live)

EXAM DETAILS

Which types of questions 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 3 Exam Specifications

- **Chart (45%):** 1 chart, 3 points for each box
 - Be sure to study each colony and region of colonies in detail, knowing key individuals, people groups, aspects of government, typical occupations, and prominent religions.
- **Time Line (30%):** 15 time line dates, each worth 2 points
- **Geography (25%):** 25 geographical items to label or shade, each worth 1 point