

## ORAL REVIEW OF YEAR 1

The purpose of this review is to remind your student of the major subjects he studied last year. Use the outline below to prompt your student to tell you what he remembers. As the student answers your questions, use the spectrum form on the following pages to note the areas that he remembers well and the areas that you may need to reinforce as you begin Year 2. If this is your first year using *Tapestry* but your student has studied the ancient world, you can still use this review to see how much your student's studies match *Tapestry's* Year 1 studies. As always, you yourself must assess your student's answers in relation to what you have taught him, so feel free to adjust this review form as needed.

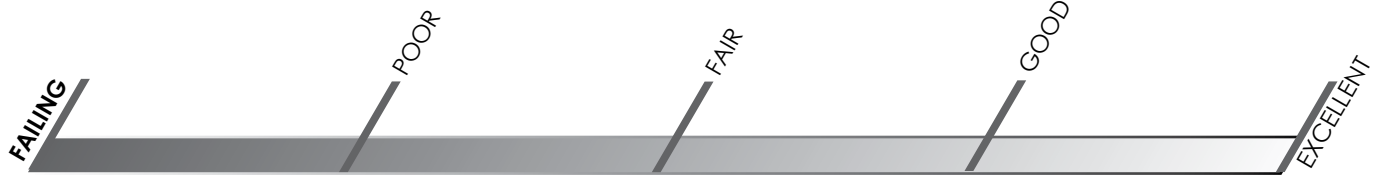
### Subjects in Year 1

You will notice that the following outline does not follow the organization of Year 1 exactly; some subjects are rearranged to fit a more general time line, accessible to those who have not used *Tapestry* before.

- I. Creation and Egypt
  - A. Days of Creation
  - B. Egypt
    1. The Gift of the Nile
      - a. Importance of the Nile to Egypt
      - b. Farmers and Farming
      - c. Everyday Life: Canals, Courts, and Perfume Cones
    2. Pharaohs and Pyramids
      - a. Pharaohs and Egyptian Government
      - b. Pyramids and Their Place in Egyptian Religion
      - c. Mummies, Embalming, and the Afterlife
    3. Egyptian Polytheism
- II. Mesopotamia and Israel
  - A. Sumerians and Their Culture
  - B. Founding of Israel
    1. Ur to Egypt
      - a. Abraham, Isaac, Jacob, and Joseph
      - b. God's Covenant
    2. Moses and the Exodus
      - a. The Law
      - b. The Tabernacle
      - c. Holiness, Priests, and Sacrifice
- III. Ancient Cultures Around the World
  - A. Indus Valley
  - B. Ancient China
  - C. Ancient Americas
  - D. Early Greeks
    1. Cycladic, Minoan, Mycenaean, and Trojan Cultures
    2. Everyday Life, Religion, and Mythology
- IV. The Kingdom of Israel
  - A. Conquest and Settlement of Canaan
  - B. Judges, Samuel, and Neighboring Cultures
  - C. The Last Judges, Saul, and the Philistines
  - D. David and Solomon

- E. The Divided Kingdom
  - F. Northern Kingdom Deported to Assyria
  - G. Chaldeans (Neo-Babylonians) and the Babylonian Captivity
  - H. Medes and Persians: Israelites Return
- V. Classical Greece
- A. Persian Wars: Athens and Sparta United
  - B. Golden Age of Greece and Peloponnesian Wars
  - C. Greek Achievements
    - 1. Inventions and Scientific Discoveries
    - 2. Literature and Art
    - 3. Democratic Government
- VI. Early Rome
- A. Etruscans and the Founding of Rome
  - B. Roman Republic
    - 1. Everyday life
    - 2. Expansion and the Punic Wars
    - 3. Ancient Celts, Julius Caesar, and the Gallic Wars
- VII. Roman Empire and the Early Church
- A. Imperial Rome
    - 1. Everyday Life
    - 2. The Life of Christ and Rise of the Church
  - B. The Church
    - 1. Saints and Martyrs
    - 2. Constantine Makes the Empire Christian
  - C. The Fall of Rome

1. CREATION AND EGYPT



COMMENTS:

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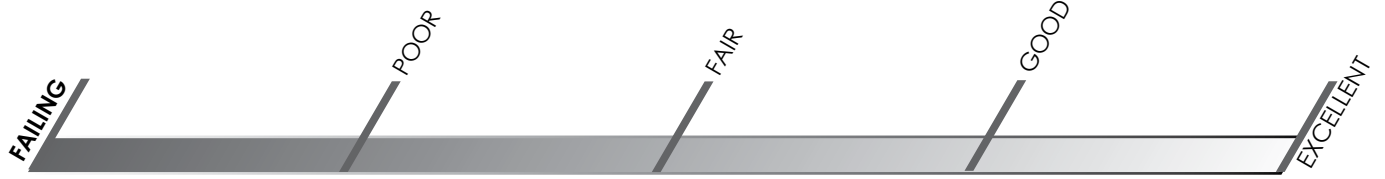
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2. MESOPOTAMIA AND ISRAEL



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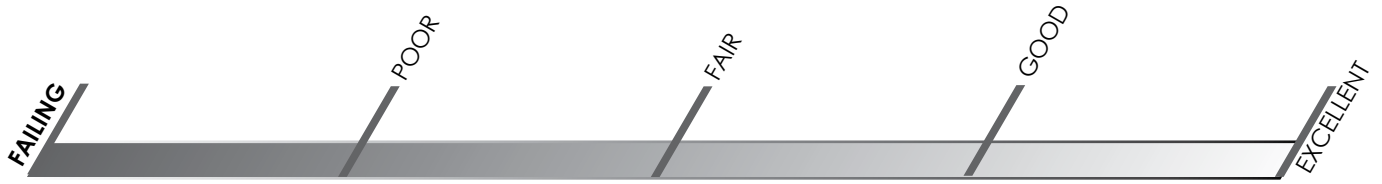
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3. ANCIENT CULTURES AROUND THE WORLD



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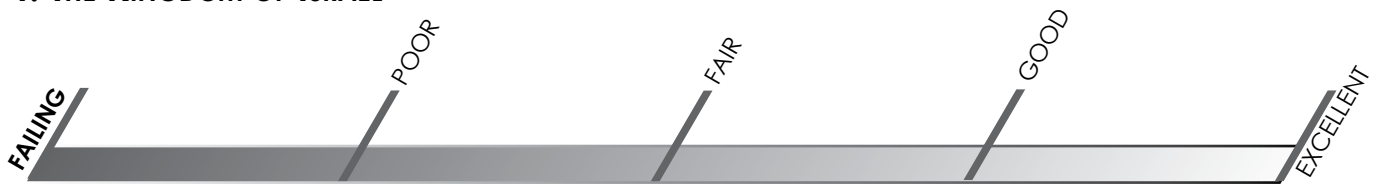
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4. THE KINGDOM OF ISRAEL



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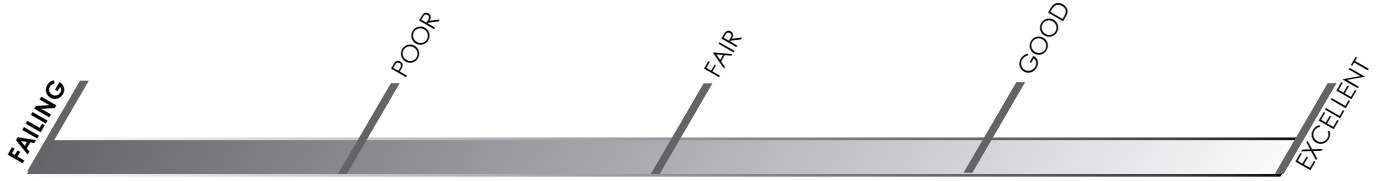
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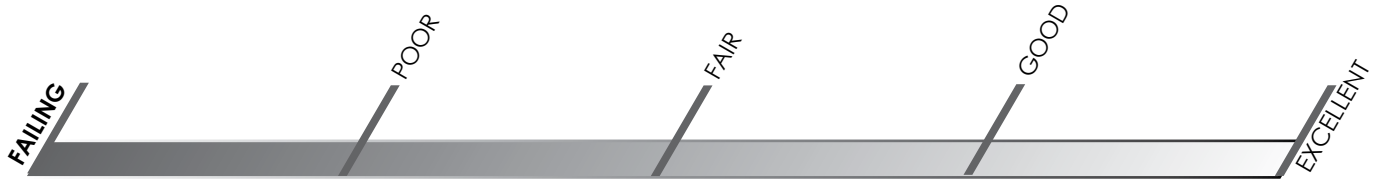
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5. CLASSICAL GREECE



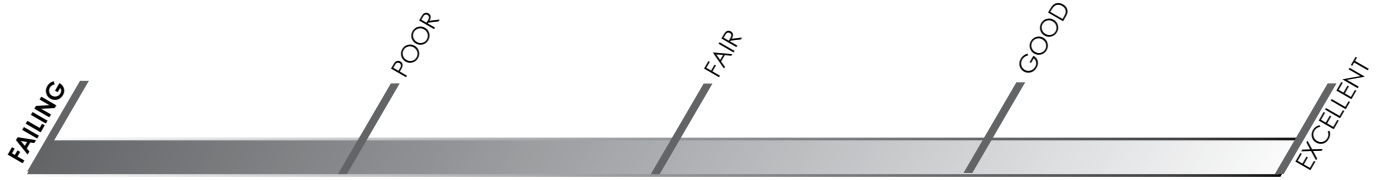
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6. EARLY ROME



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7. ROMAN EMPIRE AND THE EARLY CHURCH



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**TRUE OR FALSE?**

For each of these questions, write T (for True) or F (for False) in the space provided.

- \_\_\_\_\_ Emperor Justinian established the Byzantine style.
- \_\_\_\_\_ Men's and women's cloaks were embellished by gold decorations, and embroidered with pearls and jewels.
- \_\_\_\_\_ The basic dress of the Byzantine era was a simple, loose, white tunica with banded sleeves.
- \_\_\_\_\_ Rich people were more likely to wear pointed-toe Persian slippers and leather boots.
- \_\_\_\_\_ Women liked to wear their hair in short styles, favoring a more masculine look.
- \_\_\_\_\_ Working class men and women probably only wore fabric that was naturally colored.
- \_\_\_\_\_ Men never wore short breeches, but only wore trousers under a shorter tunica.
- \_\_\_\_\_ Emperor Justinian I and Empress Theodora exemplified the height of Byzantine style.
- \_\_\_\_\_ The Byzantine style still survives today in the Russian Orthodox Church.
- \_\_\_\_\_ The Byzantine Empire endured for over 1,100 years.

**TRUE OR FALSE?**

For each of these questions, write T (for True) or F (for False) in the space provided.

- \_\_\_\_\_ A mosque is a Muslim place of prayer, like a church, where Muslims pray and hear preaching.
- \_\_\_\_\_ The Five Pillars of Islam describe the five basic beliefs of Islam.
- \_\_\_\_\_ The front wall of the mosque complex has to face Mecca.
- \_\_\_\_\_ The imam leads the congregation in prayer in front of the kibla.
- \_\_\_\_\_ Faithful Muslims pray three times a day.
- \_\_\_\_\_ Faithful Muslims wash their hands and feet before entering the prayer hall.
- \_\_\_\_\_ The minaret is the most recognizable element of a mosque.
- \_\_\_\_\_ All of the interior decorations in a mosque have to be drawn from the Koran.
- \_\_\_\_\_ Muslim calligraphy is written in Arabic.
- \_\_\_\_\_ Because the mihrab is the primary focus of attention during prayer, it receives the most decorations.