GREETING AND OPENING REMARKS

Our experience of helping homeschoolers feels a little bit like the story of Goldilocks. Some families try too hard to do too much, some try too little, and some get it just right. If you are so uptight that you alphabetize your homeschool catalogs, these evaluations probably aren't for you! If you are so laid back that your friends worry about you, these evaluations may provide some helpful feedback. And if you are somewhere in between, we hope you will pick and choose the evaluations that help you fulfill your goals for your family.

The product that you have purchased is, first and foremost, a *servant*. Please do not allow it to become a master to you or to your students. As you may know, especially if you've used *Tapestry* in previous years, we are firmly committed to the individuality of your family and to the primacy of the Holy Spirit's guidance in your homeschooling endeavor. To that end, we have created a curriculum that employs **guided choice** among a limited number of good options and even among options beyond the immediate resources we recommend. *Tapestry* is a buffet table, if you will, liberally spread with delightful and healthy foods meant to appeal to a variety of palates. No one family will (or should!) use all the educational options that *Tapestry* lists on any one level for any one student.

This is true for reading assignments and hands-on projects; it is just as true for evaluations. We have assembled here a **toolbox of evaluation strategies**, for reasons listed below. Week by week, you will need to choose the best tools for the job of educating your child and, in most cases, *leave some of our tools unused!*

If you have purchased *Tapestry,* you probably already agree with us that you must (and can!) make adjustments and choices in whatever published curriculum you buy, but you may not yet have made the same conclusion for the world of evaluations. The evaluations provided here are perhaps best suited to *Tapestry* users who feel insecure about their children's academic progress, need to provide objective grades to homeschool oversight organizations, or desire extra help with choosing dishes off the *Tapestry* smorgasbord.

The above are all good uses for *Evaluations*. We cannot repeat too often, however, that an overly frequent use of evaluations will not bless you or your students.

- Rightly used, evaluations can give you a good indication of your student's academic progress and provide useful feedback to your student. Overused, evaluations dictate the content of your week, intimidate or overburden students, and kill the love of learning.
- Evaluations that are printed by a curriculum publisher tend to be more widely accepted than teacher-generated tests.[1] On the other hand, they should not be used as the only gauges of the growth and development of your child, academically or spiritually.
- Rightly used, our tests will give you *our idea* of the central information and themes of each week's work. Wrongly used, you will feel constrained to rely on our concept of the main ideas and not remain sensitive to the leading of the Holy Spirit, nor place enough emphasis on your individual (or family) gifts, talents, or interests.

HOW TO USE *EVALUATIONS 3*

Layout: Types of Tools

In *Evaluations 3*, you will find a series of files for you to print out as you have need. Here is our organizational strategy:

- You have already encountered our main interface page. Here you will find links to each week's evaluations tools, organized by week and by learning level.
- Note the color codes for the learning levels in the chart on the main interface page (corresponding to the level colors elsewhere in *Tapestry of Grace*). On each test and answer key, you will find these same colors that tell you at a glance what learning level the test has been designed for. As always, you choose your child's level each year or week.

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[1] Note that with the advent of these tests, your record-keeping job just got easier. It is an accepted standard that one high school credit is awarded for the completion of three fourths of a printed textbook (or curriculum) and the grade figured by the student's performance on published tests. Using *Evaluations,* therefore, you can now dispense with the time consuming process of keeping records of hours spent on *Tapestry* subjects and take published tests instead. Remember, though, that even if these printed tests are your primary records, nothing says you need to use all of them. Please use them only as you feel they are needed.

Teacher's Introduction

- We have also created generalized forms that work with a wide variety of projects or presentations. In the interest of simplicity, these are posted once on our main interface page. You will have to use your own judgment in choosing the proper form—there are separate ones for projects, visual displays, writing, and oral presentations or speeches. For the most part, these generalized forms come in two types:

  ○ **Spectrum** evaluation tools provide you, the teacher, with a flexible way of recording and gauging your student's performance, whether on an oral quiz, a narration exercise, or some other project. They are especially well suited for evaluating younger students' work, at ages when a simple letter grade would be more confusing than instructive. For each aspect that you are evaluating, you can gauge where the student's work falls along a whole range from "failing" to "excellent" and mark the spectrum accordingly. Our spectrum forms also include space for comments to clarify your evaluation of his work even further. After filling in a separate spectrum for each aspect of his work, look for patterns in your marks to get a sense of his overall performance. (Did you mark his work as "fair" on most things? Was all of his work "good" except for one aspect that you thought was "poor"?) By using a spectrum, rather than traditional grades, you avoid prematurely assigning your student in strict categories ("Is it an A- or a B+?"), and you also create a detailed record of where he is excelling and where he still needs to improve.

  ○ **Rubrics** are designed to provide you with objective criteria by which to assign a letter grade to a student's project or writing assignment. These are especially helpful for older students who need specific, detailed feedback and accountability, including a letter grade of some type. A typical rubric is designed as a chart with each row devoted to a different area for evaluation, while the columns are labeled "poor," "fair," "good," and "excellent." For each area that needs evaluating (such as spelling, in the "mechanics" row of a Writing Rubric), you choose which of the descriptions in the "poor" to "excellent" columns best fits your student's work. For spelling, for instance, the "poor" column has the label "Spelling is well below ability," while a "fair" job says, "Spelling is below ability," a "good" job has spelling that is "acceptable, but slightly below ability," and an "excellent" paper has "spelling done well." Each row offers several such criteria, with corresponding descriptions in each column. After you have checked off the relevant descriptions for every aspect of your student's paper or project, sit back and look at general trends in your assessment. In any given row, are most of his marks in the "good" category? Are all of his mechanics "excellent" except for spelling, which was "fair"? If the label for that row says that it is worth a total of 10 points and your student's work is mostly "good" but not "excellent," he would achieve about eight points out of a possible ten for writing mechanics. At the end, add up all the points to give him a letter grade based on 100 possible points. You thus come away not only with a letter grade, but also, like the spectrums, you have a detailed record of where your student needs to grow. (Note that we have created a "baseline" for the rubrics, so that if all of the marks fall in the "poor" column, the student would receive 58 points—or 60, with some rubrics. Each column takes into account this baseline, so if the majority of a paper's marks fall under "good" you will give points as listed for the good column, usually 35 or 8 per row. You do not need to add the points from the preceding "poor" and "fair" columns.)

- In general, each evaluation tool has a student version, suitable for printing from your home computer, and a teacher's answer key version, suitable either for your use or for your student's self-correction. The one notable exception to this rule has to do with oral quizzes, which the teacher administers. With our oral quiz forms, the teacher prints out the quiz and has it in front of her while the student sits across from her and responds to her prompts according to what he remembers from a week's lesson. The first page of an oral quiz includes topics or questions for you to ask your student; we also provide you with answering information on the same page, to give you some sense of how your student might be expected to answer. Subsequent pages supply you with customized spectrum forms on which to record your student's performance.

- Because of our desire to allow each family as much flexibility as possible in choosing resources and conducting discussions, our teacher's answer keys merely provide

sample answers. You will need to individualize your students' grades based on what you have chosen to require of them.

General Weekly Procedure
Each week, we strongly recommend that you look over the week's array of evaluation tools for all the levels you are teaching **before** the week begins. (In fact, it's not a bad idea to browse all the levels, including those you are not teaching. At times, ideas used for lower or higher levels may suggest ideas to you for evaluating your child's work more appropriately than our suggestions for his learning level would.) Again, you may choose to use all or none of the tools we suggest in a given week.

As a guiding principle, we believe that any student who wants to achieve an "A" for a project or a week's learning should know how to do it before he begins his work. Therefore, especially in the case of hands-on projects or writing assignments, the student should know exactly what criteria will be used to judge his effort. For this reason, we recommend that you show your child any grading rubrics, spectrum sheets, etc, at the start of the week and carefully lead him through them if they are new to him. Encourage him to use these tools to self-correct before submitting his work to you for a "final" grade. If your grading tool is a quiz, be sure to cover all of the material on the quiz during the week's studies, or remove any questions you do not cover from the quiz before having your student take it.

For dialectic and rhetoric students, unit tests are cumulative. With the exception of the last week-plan of the unit in which quizzes are not assigned, no new ideas or themes are introduced that haven't been previously tested in weekly quizzes (though essay questions for rhetoric students will be new). For dialectic students, the short answer portion of the exam is adapted from previous quizzes and weekly Accountability and Thinking questions from the Student Activity Pages. For rhetoric students, short answer questions are culled directly from previous quizzes. While we don't recommend that students necessarily take quizzes every week, these quizzes do form a good basis for review for a unit (or final) exam.

Finally, remember that, for all learning levels, there are alternative approaches to evaluation beyond the scope of this packet, such as keeping portfolios, audio or video tape recordings of oral tests/quizzes, annotated photo albums, or home-school journals.

NOTES ON LOWER GRAMMAR EVALUATIONS

Tapestry subjects are the "ice cream and cake" for students at this level, not the "meat and potatoes." A healthy diet for children who are not yet fluent readers will include far more time spent in learning phonics, concrete mathematical concepts, and handwriting than in mastering the stories of history or the works of great literature. Thus, children at the lower-grammar level don't really need any evaluations unless some oversight organization requires you to assign grades or unless you feel that giving the student evaluations will motivate him to do his best work. If you choose this approach, we provide in our *Evaluations 3* a combination of oral and written weekly quizzes for you to use with your child, as well as a lower grammar unit review guide.

Most young students have not developed fine motor skills or long attention spans. Many boys will have trouble sitting still, while young girls can often do more traditionally valued academic seatwork. For this reason, young boys are often discouraged by typical evaluation tools, which tend to focus on what is easily measured through traditional written tests. One of the benefits of *Tapestry* is that students can excel in things you might not find evaluated in other curricula, which commonly look only at written work the student produces.

Because we seek to recognize visual, auditory, and tactile approaches to subjects, we have created rubrics for hands-on projects (such as the "Project Rubric" and the "Project Spectrum" under our "Generic" category) which we encourage you to use in place of our given quizzes whenever you think that they would better assess your student's progress. Our general rubrics allow you to assess and value such things as perseverance, following directions, and attention to detail. In oral presentations ("Oral Presentation Spectrum" or "Speech/Oral Report Rubric"), we seek to reward diligence, clear speech, and poise before an audience as well as the factual content or how interesting the overall presentation was. Our general

rubric for visual representations ("Visual Display Rubric" or "Visual Display Spectrum") gives credit for neatness, good color choices, and clarity of communication. Again, choose week by week to use one or none of these!

Remember, for children this age, entire numerical grades can be fashioned solely from evaluating hands-on projects, drawings, and oral presentations. Demonstrated effort, positive character qualities, and creativity may be just as important to recognize as the ability to parrot a correct factual answer.

NOTES ON UPPER GRAMMAR EVALUATIONS

As students develop into fluent readers, evaluations become more and more motivational in that they provide objective measures of learning. Students may even begin to enjoy "proving themselves" by them. Additionally, your oversight organization may require you to keep grades for these older learners. Your oversight agent probably won't dictate the content of your evaluations, however, so we recommend again that you use evaluations to underscore what's most important to a developing learner: careful work, diligence, perseverance, creativity, following directions, etc. As with other students, you will need to choose the style and the frequency of evaluations for students at this level.

As with younger students, we have recognized visual, auditory, and tactile learning styles in our test offerings for this learning level. Again, there may be many weeks when you do not use any of our tools. We do suggest, though, that you begin to teach these students how to take tests that are most often used in traditional settings. In other words, though your child may be a strong tactile or auditory learner, at this stage, it's important to begin to acquaint him or her with written test forms and the strategies for succeeding at them. The weekly quizzes and written unit tests provide good opportunities to practice this.

In the upper grammar unit review guide, we've provided specific ideas for reviewing with students in differing degrees of intensity. Should you choose to give students unit tests, we have provided ideas for you to review with your child; we also specify ways for you to begin to develop in your student habits of independent study for many different kinds of tests.

One last thing to consider at this level is the question, "Can my student write in a quick, clear, and legible hand?" Handwriting still matters! Even though most high school and college students type their papers these days, many moms are surprised to learn that most college exams are still handwritten. These are important years to develop fully (by daily practice and strict requirements for final work) legible and swift handwriting abilities.[1]

NOTES ON DIALECTIC EVALUATIONS

The main idea behind *Tapestry* evaluation strategies for dialectic students is to answer this question: "Do they see the connections?" What we are pointedly *not* emphasizing is essay, or even prose, writing in our weekly quizzes or unit tests, though these do become an emphasis with rhetoric students. Rather, we have sought to create two different types of evaluations that should work together to give you, the teacher, a fairly full representation of your student's achievement and to provide him with accountability for factual learning and practice in reviewing for larger tests.

For the most part, our weekly forms and strategies employ graphics-heavy representations of relationships, which the student is to use to express his understanding of the connections between facts or events. (We have sought to make these as visually interesting as possible, so much so that younger students may feel envious of their format. Do not be fooled by the illustrations. Real upper-level learning is being tested, but it is the connections between facts, not factual learning *per se*, that we are looking for.)

On unit tests, by contrast, we use more common elements of traditional testing: short answer, true-false, fill in the blanks, and multiple choice formats, along with elements from time line work and geography lessons. These more traditional tests should give students motivation first to learn and then to review such information. They will also give them an op-

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1 In case you are unaware, cursive handwriting was scientifically developed to be the fastest and most legible handwriting possible, while being the least fatiguing to the hand. We recommend remedial handwriting work for students who have not yet developed the ability to write a quick, clear, legible hand.

portunity to demonstrate mastery of the factual data at their level. See the student and teacher dialectic review guides for more detailed review strategies.

While we recommend that you continue to include project evaluations (tactile) or presentations (oral) in their overall grade using supplied rubrics, we also recommend that you make sure that dialectic students are increasingly comfortable demonstrating their knowledge of given subjects with pencil and paper in traditional testing formats.

NOTES ON RHETORIC EVALUATIONS

Our goal for your child in the rhetoric years is worth restating here so that you understand the ideas that guided us as we wrote these evaluations. Succinctly stated, we believe high school students should learn to analyze the big picture and synthesize a well-informed, biblically-grounded worldview. The tests we offer were developed according to the following principles:

- Analysis and synthesis are key skills that these students must learn. We believe that a combination of copious reading of the classics of Western Civilization, mentor-led Socratic discussions, and much practice in the correct formation of written essays is the best means to this end. The quizzes we have written enable you to give weekly practice in timed essay test-taking. Again, your student does not need to take a weekly test simply because we have provided one. The sheer volume of tests should give you confidence to pick and choose between them.

- Fact retention is a crucial component of analysis and synthesis. Students who are new to argumentation can fall into "squishy" reasoning, stating bald opinions based on emotions or hearsay, not on facts. It is important that students develop opinions, but it is equally important that they seek to support such opinions with facts.

- All arguments start with the Great Fact: God's revelation given in His divine Word. God's Word must stand as the organizing paradigm that informs and measures all others; His is the Great Opinion of all time. Consider 2 Timothy 3:16-17: "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work." We want students to develop their worldviews in light of biblical truth, so they should seek both to analyze and to support arguments with facts that align with the Bible.

- An important goal for us in writing *Tapestry* has been to aid you in helping your child prepare for both college and life. By this, we mean we want to help you develop in your older child such academically related (but somewhat invisible) skills as managing time when carrying a full task load, developing strategies for studying for tests and memorizing facts, and practicing ways to learn material efficiently but thoroughly. Our Accountability Questions and Thinking Questions have this underlying goal, yet students often have perceived them as "busy work." In writing these rhetoric-level evaluations, we sometimes draw from the questions we ask students in the Student Activity Pages. Thus, these Accountability and Thinking questions become more important to the student, since in mastering them the student is helped towards a good grade. A benefit to you as a teacher is that, if you read the quiz questions ahead, you can use our quizzes to guide you in what you should emphasize in your discussion times.

- For some families—especially those in which students are new to analytical thinking or do not have a strong base in writing—we recommend that for the first unit or two you use ONLY the short answer work. You can allow the student to answer the essay question orally, or you can use the essay questions and sample answers as teaching tools to help your student start thinking about how to take such tests and thereby catch him up. As always, you are the teacher. You know your student better than anyone; you alone know how much groundwork you have laid before the high school years and whether these quizzes will benefit or harm his academic progress and love for learning. (For more detailed information on our rhetoric evaluations, see the student and teacher rhetoric review guides.)

CLOSING REMARKS

We hope the information we have presented in this introduction helps you to choose the evaluation tools that will best serve your educational goals. May God bless you and give you wisdom as you get on to the great and real business of assessing your individual student!

CORRECT ANSWERS FOR REVIEW QUIZ FOR YEAR 2

Use the following quiz to determine how much your student remembers from Year 2 of *Tapestry of Grace*. Each short answer is worth 5 points.

SHORT ANSWER

1. _Feudalism_ is a system of political and social relationships, based on service, loyalty, and military service, which was very prominent during the Middle Ages.

2. In A.D. 800, the pope crowned Charlemagne, making him the first _Holy_   _Roman_   _Emperor_ .

3. Name two achievements for which Justinian is famous.
    Any two of these would be correct:
    - *Empire expansion*
    - *Consolidation of the Eastern church and state*
    - *Building the Hagia Sophia*
    - *Compiling the Justinian Code*

4. _Thomas_   _Aquinas_ was the most important scholastic of the 1200's. In his famous *Summa Theologica*, he attempted to reconcile faith and reason as they relate to truths about God and the soul.

5. What were guilds?
    Guilds were one of the most important institutions in the Middle Ages, each consisting of an association of craftsmen in a particular trade who worked together to secure their business interests.

6. What was the Black Death, when did it occur, and how did it affect the European population?
    The Black Death was a devastating plague that struck Europe from 1347 through 1352. It killed between a fourth and a third of the European population.

7. What was the Magna Charta, and what was its significance?
    It is a document (the Latin magna carta *means "great charter") that the English barons and church leaders forced John Lackland to sign in 1215. It says that the king of England is under English law and that his power is limited in certain ways.*

8. Who was Petrarch and what was his contribution as a forerunner to Renaissance thinking?
    Born in 1304 in the city of Florence, Petrarch was a poet and scholar who led the recovery and revival of classical learning. Concentrating on the study of individuals, ideologies, and languages of the past, he is regarded as the father of humanism.

9. _Humanism_ is defined in various places as "a focus on the inherent dignity and worth of humans" and "the study and appreciation of human endeavors."

10. Who was William Tyndale, and what is he best known for?
    William Tyndale was an early English leader of the Reformation who had a passion to see the Bible accessible to the common man. In 1526, he translated the Bible from Greek and Hebrew into English. Though he accomplished this courageous work, sadly, Tyndale was imprisoned as a heretic and burned at the stake by church officials.

11. Who were the Huguenots?
    The Huguenots were French Protestants concerning whom there was much religious and political struggle in the 1500's-1600's in France.

12. Who was William Bradford?
    William Bradford, a Puritan Separatist, was the second governor of Plymouth Colony. He was a fine leader, who helped the colony to survive natural disasters and financial burdens. His book, Of Plimoth Plantation, *is the most important record of early Plymouth and Puritan life in America.*

Teacher's Answer Key: Rhetoric

13. What governmental question did the English Civil War settle and the Glorious Revolution confirm?
The English Civil War settled whether the king or Parliament held the supreme power (in favor of Parliament), and the Glorious Revolution confirmed it when Parliament deposed one king (James II) and brought in another (William of Orange) to rule instead.

14. The leaders of the Age of Reason developed the *scientific*   *method* , with its emphasis on repeatable experimentation and careful observation.

15. What was the Proclamation Line of 1763?
In response to Pontiac's War, the proclamation established through the Appalachian Mountains a western border that British colonists were not allowed to cross.

16. Name two important positions George Washington held during his lifetime.
Any two of these would be correct:

   - *Lieutenant colonel in the French and Indian War*
   - *Virginia delegate to the Second Continental Congress*
   - *American commander in chief in the Revolutionary War*
   - *President of the Constitutional Convention*
   - *First President of the United States*

17. In 1765, Parliament passed the *Stamp*   *Act* , which required the colonists to pay for tax stamps placed on newspapers, playing cards, diplomas, and various legal documents. This was done in order to defray costs of administrating the colonies.

18. In 1781, the *Articles*   *of*   *Confederation* were ratified by the Second Continental Congress. This form of government was in effect in America until 1789, but it was considered too weak and was replaced by the U.S. Constitution.

19. What are the three branches of the United States government?
Executive (the President), legislative (Congress), and judicial (the courts)

20. What was the "Tennis Court Oath"?
In 1789, the third estate of the French Estates-General declared itself the National Assembly of France and was joined by representatives from the first and second estates. The Assembly members were locked out of their meeting chamber a few days later, so they adjourned to an indoor tennis court and swore that they would not break up the meeting until they had drafted a French constitution. This was the Tennis Court Oath.

SHORT ANSWER

NOTE: Throughout *Evaluations 3*, the answers provided for you, the teacher, are full and complete: A++ answers. Your student, however, may not give as many details as you see below. You may need to determine how much information is sufficient for your student to receive full credit, based on what you have emphasized and required.

10 minutes for these questions (4 points each)

1. Name a reform that Napoleon instituted in the first few years of his reign.
    Any one of the following is an acceptable answer:

    - *Overhauled the tax system by making collection duties part of the central government's function*
    - *Vigorously supported the expansion of French industry, though the English blockades during the Napoleonic Wars curtailed his efforts*
    - *Decreed the creation of the Bank of France in 1800 to ease the process of government borrowing and stabilize the French currency*
    - *Revived a system of direct taxes on specific goods, such as liquors, tobacco, and salt*
    - *Centralized education to establish greater control over the content and structure of the nation-wide system*
    - *Established a new set of laws called the* Code Napoléon, *a brief and clear civil code that later became the model code for most countries on the European continent*

2. Why did Napoleon sell the Louisiana Territory to the United States?
    Napoleon sent his army to Haiti to begin expanding the French empire in the New World. However, his forces were soundly defeated by former Haitian slaves, and he decided to abandon his dream of a New World empire and focus on European domination. Thus, he sold the Louisiana Territory to the United States to cut his losses from his failed New World bid and gain extra funds for the fast-approaching renewal of hostilities with Britain.

3-4. What was the Peninsular War (4 points), and why was it important (4 points)?
    From 1808 to 1813, Napoleon began the Peninsular War against Spain in an attempt to conquer the Iberian Peninsula. He was ultimately unsuccessful, having underestimated the ruggedness of the terrain, the fragmented and decentralized nature of Spanish society, and the strength of will among the Spanish people to resist French dominion year after year. Most historians feel that this unprovoked war of aggression marked the turning point in his career. It steadily drained his resources, and the difficulties he encountered there encouraged his enemies that he could be defeated.

5. True or False: Napoleon divorced his wife Josephine because he was in love with another woman.
    False. NOTE: He was getting older and needed a male heir to succeed him, and divorced Josephine in 1809 because she was childless. He married Marie-Therese, daughter of Emperor Francis I of Austria, in 1810. She gave him a son in 1811, who was named Napoleon.

6. What was the Continental System?
    The Continental System was Napoleon's attempt to destroy British trade with continental Europe and thus undermine Britain's economy. It was established by the Berlin Decree, issued in 1806, which barred British ships from ports under French control, and the Milan Decree, issued in 1807, which prevented the ships of neutral nations from carrying British goods to continental Europe.

7. True or False: Napoleon lost very few men during his invasion of Russia.
    False. NOTE: Napoleon lost over 80% of his men.

8. What were the "Hundred Days," and how did they end?
    The "Hundred Days" was the time from February to June 1815 when Napoleon escaped from exile on the Isle of Elba and attempted to reconquer Europe. His old troops quickly joined him and he swept into Paris as the newly reinstated King Louis XVIII fled. The allies, who were then at the Congress of Vienna, gathered forces to oppose Napoleon. After a short campaign in Belgium, Napoleon was badly defeated at the Battle of Waterloo by Britain's Duke of Wellington.

9. Of what significance was the creation of the Confederation of the Rhine in 1806?
    Napoleon again consolidated German states—ultimately contributing to the unification of Germany—and with this creation officially and permanently abolished the Holy Roman Empire.

Teacher's Answer Key: Rhetoric

10. Why was the Battle of Trafalgar important?
The Battle of Trafalgar in 1805 destroyed Napoleon's navy and established Britain's dominance of the seas. This dominance of the seas allowed Britain to survive Napoleon's later attempts to cripple British commerce through the Continental System.

ESSAY QUESTION

20 minutes for one of these questions (60 points)

1. "Napoleon was an effective leader." In an expository essay, assess the validity of this statement in reference to his military and political leadership and his personal character.

> **Points an Excellent Essay Might Include**
>
> **Military Leadership**
> - Generally considered the greatest military mind of the nineteenth century, and possibly of all history
> - Innovative in his use of artillery and cavalry in battle
> - Conquered most of Europe in less than ten years
> - Inspired great loyalty in his troops. For example, soldiers sent to arrest him during the Hundred Days joined his forces instead.
> - Could not achieve victory in the Peninsular War, which turned into a quagmire despite his best efforts
> - Suffered a catastrophic defeat in Russia, lost 550,000 men
>
> **Political Leadership**
> - Convinced the French people to elect him first consul and later emperor
> - Compiled and revised French laws into codes, most importantly the *Code Napoléon*
> - Centralized the French government and appointed government workers by competency, not privilege
> - Overhauled the French tax code
> - Expanded French industry
> - Centralized education
> - Continental System failed miserably, destroyed the French economy
> - Showed that he was primarily interested in gaining power for himself
>
> **Character**
> - Espoused no traditional religious views, though expressed confidence in his "star," and "destiny"
> - Claimed to act in the interests of France, but his unfolding career revealed his ambition for personal glory and quest for dominion of all Europe
> - Evidenced selfish ambition and desire for dominion with unprovoked attacks on England, Spain, and Russia

Sample Essay

Napoleon Bonaparte changed the course of European history, successfully conquering most of continental Europe and embroiling Europe in almost two decades of war. Despite his personal flaws, Napoleon was a very effective leader, both militarily and politically, although he demonstrates that his character should not be emulated.

Napoleon is generally considered to be the greatest military mind of the nineteenth century, and some historians even rank him as history's greatest. He originally experienced a meteoric rise in the ranks of the military because of his innovative and successful use of artillery and cavalry in battle. After taking power in 1800, he proceeded to conquer most of continental Europe within the next ten years. Not only was he a great military strategist, but he also had the ability to inspire amazing loyalty in his troops. After his return from the Isle of Elba in what became known as the Hundred Days, any soldiers sent by the French government to stop him would instead join his own forces. Even his

Teacher's Answer Key: Rhetoric

eventual defeat at the Battle of Waterloo would probably have been a victory if not for the overwhelming numbers of the British. However, he also made serious military errors. His invasion of Russia, when he lost 550,000 men, and the Peninsular War, which drained men and resources, are both examples of unwise and unsuccessful campaigns.

Politically, he was also very effective. He successfully inspired the French people to elect him first consul, and later to appoint him emperor. Once in power, he compiled and revised French law into codes, the most famous of which was the Code Napoléon. *These codes still form the basis of French civil law and greatly influenced the rest of Europe as well. He centralized the French government, overhauled the tax system, expanded French industry, and centralized education. Most of what he set his mind to he was able to accomplish and convince the people they wanted it as well. Yet one of his most ambitious political projects, the Continental System of blockades against Britain, failed miserably, causing economic devastation for French merchants without crippling the British. So, although he was generally an effective political leader, he did have occasional glaring failures.*

Indisputably, Napoleon was a man who possessed military and political prowess. However, his actions also displayed a flawed character. Personally, he espoused no traditional religious views. Though he repeatedly expressed confidence in his "star" or "destiny," there is no reason to believe that he was a Christian. While the case can be made that Napoleon acted in the interests of France with regard to his military expeditions, his unfolding career revealed his ambition for personal glory and dominion of all Europe. Possibly the clearest evidence was his unprovoked attacks on England, Spain, and Russia. These were not defensive measures, and the blood of Europe was poured out in wars provoked by Napoleon's aggression.

Napoleon was an effective leader because he achieved most of his aims, although his aims were greatly tainted by his personal ambition, which caused much needless bloodshed. Despite his character flaws, however, he certainly was effective in accomplishing his ends and even in shaping world history—during his lifetime and beyond.

2. Discuss the Continental System, the Peninsular War, and the invasion of Russia and how they each contributed to Napoleon's eventual downfall.

Points an Excellent Essay Might Include

Continental System
- Instituted to cripple Britain economically by completely blocking British trade with Europe
- Composed of the Berlin Decree, which barred British ships from ports under French control, and the Milan Decree, which prevented the ships of neutral nations from carrying British goods to continental Europe
- Did not have the resources to enforce this policy
- Hurt French businessmen and merchants who relied on British trade

Peninsular War
- Unprovoked war of aggression on the Iberian Peninsula (Spain and Portugal)
- Started in 1808, lasted for five years
- Could not win because of rugged terrain, the fragmented and decentralized nature of Spanish society, and the strength of will among the Spanish people to resist French dominion
- Drained the French empire of men, resources, and energy
- Showed other nations that Napoleon was vulnerable

Invasion of Russia
- Took 600,000 men into Russia in 1812 because Czar Alexander I withdrew from the Continental System
- Made it all the way to Moscow without a decisive battle
- The Russians refused to fight or negotiate.
- Napoleon was forced to retreat as the winter approached.
- Lost over 550,000 of his men to cold, starvation, and marauding Russian troops
- Weakened French confidence in Napoleon
- Encouraged France's enemies that Napoleon could be beaten

Teacher's Answer Key: Rhetoric

Sample Essay

 Napoleon Bonaparte was one of the most influential leaders of the nineteenth century. In 1802, with the Treaty of Amiens ending the First Napoleonic War, it appeared that Napoleon was the supreme power in Europe, and his eventual takeover of most of continental Europe by 1811 made it seem that he was unstoppable. Yet, five years later, he was in exile and his empire was being carved up by his enemies. This quick turn of events was greatly influenced by certain factors, including the Continental System, the Peninsular War, and the invasion of Russia.

 Great Britain was a constant thorn in Napoleon's side, but he was unable to conquer it militarily due to the destruction of his navy in the Battle of Trafalgar. He decided to try to defeat the country economically instead by passing the Berlin Decree, which barred British ships from ports under French control, and the Milan Decree, which prevented the ships of neutral nations from carrying British goods to continental Europe. Together, these decrees were known as the Continental System, and they were intended to completely block British trade with Europe and hopefully destroy Britain economically. But this plan backfired because Napoleon did not have the resources to enforce his policy and because the policy actually hurt French businessmen who relied on trade with British merchants. Thus, instead of hurting the British, who managed to find other ports to trade and set up a successful smuggling network, the system crippled the French, causing the continental economy to suffer.

 In 1808, Napoleon launched an unprovoked war of aggression known as the Peninsular War against Spain and Portugal. Over the next five years he poured many men and resources into that war, but was ultimately unsuccessful in the war due to the ruggedness of the terrain, the fragmented and decentralized nature of Spanish society, and the strength of will among the Spanish people to resist French dominion. The war managed to drain the French empire of men, resources, and energy, especially as he was busy fighting Russia, and showed other nations that Napoleon was, in fact, vulnerable and could be defeated.

 Still dreaming of complete European domination, Napoleon decided to try to conquer Russia. In 1812, he invaded and quickly advanced to Moscow, as the Russian army intentionally retreated before him, refusing to engage him in any decisive battles. He found the city burning and decided to wait for a Russian offer of peace. Czar Alexander I refused to do so, however, and Napoleon was forced to retreat before the Russian winter. The combination of the bitter cold, terrible supply lines, and marauding Russian troops destroyed Napoleon's army, and only a handful of his original 600,000 troops emerged from Russia. This major defeat weakened French confidence in Napoleon's leadership and strengthened allied confidence that he could be beaten.

 Soon after, Napoleon fell from power and was exiled. His poor decisions concerning the Continental System, the Peninsular War, and the invasion of Russia were three of the primary factors in this meteoric fall.

Teacher's Answer Key: Rhetoric

SHORT ANSWER

10 minutes for these questions (4 points each)

1. Name one reason why the Industrial Revolution began in Great Britain.
    Any one of the following is acceptable:
    - *Advances in methods of agriculture allowed food to be produced in greater quantities, leading to an increase of population, which led to an increase in demand for both manufactured goods and jobs.*
    - *Expansion of trade provided wealth to British merchants, and advances in banking institutions gave entrepreneurs a way to raise capital.*
    - *Large amounts of natural resources like coal and iron were already present.*
    - *The government was politically liberalized, lacking restrictive laws and customs like serfdom, guild regulations, and restrictions on movements of commoners.*
    - *Extensive colonial holdings gave both a source of natural resources and a market for finished products.*

2. What was one of the industries heavily impacted by the Industrial Revolution?
    Any one of the following is acceptable:
    - *textile industry*
    - *iron industry*
    - *transportation industries*

3. The __*domestic*__ __*system*__ was the system of production which dominated the textile industry in Great Britain for centuries. Entrepreneurs would supply home-based workers with the raw materials needed to create their product, and then would pay the workers per piece for their completed task.

4. Why was the steam engine important during the Industrial Revolution?
    It replaced water as the power source for factories and mills, allowing factories to be built anywhere. Most entrepreneurs chose to build factories in cities, where more people were available to work, making labor cheaper. The steam engine was also utilized in new steam locomotives and steamboats, which made transportation easier.

5. Name an invention/technological advance that led to the revolution in textiles.
    Any one of the following inventions is acceptable (inventors' names and dates are not needed):
    - *John Kay's "flying shuttle" (1733)*
    - *James Hargreaves's "spinning jenny" (1770)*
    - *Richard Arkwright's "water frame" (1769)*
    - *Samuel Crompton's "spinning mule" (1779)*
    - *Edmund Cartwright's steam-powered loom (1780's)*
    - *John Horrocks's all-metal loom (1803)*

6. Name a challenge which the modern era posed for nineteenth-century Europeans.
    Any one of the following is acceptable:
    - *Growing urbanization led to crises in housing, sanitation, crime, loneliness, and other hardships.*
    - *Increasing social and physical mobility challenged the status quo and led to many people who were disconnected from communities.*
    - *Disparities of wealth became more common and more pronounced.*
    - *Traditional, stable agrarian social and work patterns disintegrated.*
    - *Society became increasingly individualistic and polarized.*

7. How were children taken advantage of during the Industrial Revolution before the regulation of child labor?
    Any one of the following is acceptable:
    - *Forced to work between ten and fourteen hours a day in deplorable conditions*
    - *Paid less than adults despite the same amount of work*
    - *Often maimed or crippled by the machines they tended*
    - *Received little or no schooling*

8. How did the Industrial Revolution spread from England to America?
    Samuel Slater left Great Britain in 1790 to start the first successful spinning mill in Rhode Island. Then, in 1812, Francis Lowell built another mill that both created thread and wove it into fabric. Together, these two men sparked the American Industrial Revolution.

Teacher's Answer Key: Rhetoric

9. What effect did the invention of the cotton gin have on the United States?
The cotton gin allowed cotton workers to produce exponentially more cotton. A worker who could originally produce one pound could make fifty and eventually one thousand pounds. This lowered the price of cotton in the United States and abroad and led to increased textile production. It also revitalized slavery, which had been a dying institution in America, making it suddenly much more profitable to have slaves on cotton plantations.

10. Why did more people begin to live in cities during the Industrial Revolution?
With the development of steam power, factories no longer needed to be near water. Many factories relocated or were built in cities, where people flocked to take the jobs that factories offered.

ESSAY QUESTION

20 minutes for one of these questions (60 points)

1. Dictionary.com defines "revolution" as "a radical and pervasive change in society and the social structure, especially one made suddenly." Was the so-called Industrial Revolution worthy of that name? Why, or why not? In an expository essay, give three specific, definition-based reasons for your position. (HINT: Discuss the following terms in your essay: radical, pervasive, and sudden.)

> **Points an Excellent Essay Might Include**
>
> **Radical**
> - In the past, items were produced with rudimentary tools, iron-smelting was slow and inefficient, cotton had to be picked and spun by hand, and travel was either by horse or foot.
> - After the Industrial Revolution, iron-smelting was quick, the cotton gin and steam-powered loom allowed cloth to be produced quickly, and steam-powered vehicles made transportation quicker and easier.
> - Wealth, not land, became the source of power, which greatly changed influences in government and led to calls for more democratic (and less aristocratic) rule.
>
> **Pervasive**
> - With the rise of factories, people moved into cities, causing cities to grow exponentially in size and influence.
> - The middle class grew and gained educational and political privileges formerly only held by the upper class.
> - The upper class lost much of its power to the middle class.
>
> **Sudden**
> - Things had stayed mostly the same for thousands of years with only minor upgrades in technology.
> - Within one hundred years, the world changed completely with the growth of cities, the multiplication of factories, and the changes in ways of life.

Sample Essay

A dictionary definition of "revolution" is "a radical and pervasive change in society and the social structure, especially one made suddenly." The Industrial Revolution certainly meets this definition, for it was radical, pervasive, and sudden.

The Industrial Revolution marked a radical break with the past. Men had always produced items by hand, often with only rudimentary tools. Smelting iron was a long, slow, inefficient process. Cotton had to be picked, cleaned, twisted into thread, and woven into cloth by hand. Travel was accomplished by horse, foot, or boat. This way of life had stayed the same, with only minor improvements, for thousands of years. With the beginning of the Industrial Revolution, these things began to change. By the 1850's, iron was being produced quickly and incorporated into all sorts of machines, the cotton gin and steam-powered loom allowed cloth to be made quickly and in large quantities, and steam locomotives and steamboats made travel quicker and easier. This marked a radical break with the past.

Teacher's Answer Key: Rhetoric

The changes brought by the Industrial Revolution pervaded all aspects of society. The advances in technology led to the rise of factories, for it suddenly became possible and profitable to put hundreds of workers together to produce items, especially textiles. With the increase in population and decrease in available land, more and more people moved into the cities to be near the factories, making the cities much larger and more influential. The middle class grew as well, gaining educational and political privileges formerly held only by the upper class. All of society was affected in different ways by the changes in technology.

These changes were extremely sudden. For thousands of years things had been done the same way, with only marginal improvements in technology, and yet within one hundred years of the start of the Industrial Revolution the world was almost unrecognizable. Cities were bursting at the seams, factories were mass-producing items formerly made by hand, and railroads were crisscrossing the country. The world had transformed almost overnight.

The Industrial Revolution well deserves the title "Revolution" because of the radical nature of the changes, the pervasiveness of their effects throughout society, and the suddenness of the transformation. To put it succinctly, the Industrial Revolution completely changed the way the world worked.

2. Compare and contrast life before the Industrial Revolution with life during the early 1800's, when the effects of the Revolution were widespread. Make sure you reference the following areas: the basis for commerce, the quality of life for workers, and the balance of political power and wealth.

> **Points an Excellent Essay Might Include**
>
> **Basis for Commerce:**
> - Before
>   - Manufacturing was done by hand, animal power, or simple machines.
>   - Based out of the home
>   - Production decentralized, depended on individual craftsman
> - After
>   - Manufacturing was done by large machines in factories.
>   - Production centralized in factories
>
> **Quality of Life:**
> - Before
>   - Lived in rural towns
>   - Bartered for goods
>   - Life revolved around agriculture.
>   - Most people poor and malnourished
> - After
>   - Population began to center around cities.
>   - People disconnected from agriculture
>   - Still poor and malnourished in crowded cities
>
> **Balance of Power and Wealth:**
> - Before
>   - Most political power and wealth found in the nobility and clergy
>   - Absolute monarchies prevailed throughout most of Europe.
>   - Workers had no political rights.
>   - Only wealthy had any voice in the government.
>   - Wealth stayed in families, and people stayed in the same social classes for generations.
> - After
>   - Middle class gained wealth and thus political power; increased social mobility
>   - Workers gained the right to form trade unions, convinced the government to regulate factories
>   - Reform Act of 1832 gave most middle-class men the right to vote.
>   - Reform Act of 1867 gave many city workers and farmers the right to vote.

Teacher's Answer Key: Rhetoric

Sample Essay

   Life changed dramatically during the Industrial Revolution for people from all social classes. The increase in technology especially changed the basis for commerce, the quality of life for workers, and the balance of political power and wealth.

   In the years before the Industrial Revolution, manufacturing was done by hand, animal power, or simple machines, and was usually based out of the home. When people worked in the towns, they ran small workshops and occasionally belonged to associations called guilds. Production was very decentralized and depended on individual craftsmen. With the Industrial Revolution, factories took over production, taking manufacturing out of homes and workshops. Thus, the basis for commerce changed from the decentralization of individual workmen to the centralization of factories.

   Workers before the Revolution typically lived in rural towns. Commerce depended primarily on barter, as townspeople would sell products like cloth or weapons to farmers in exchange for food. Life revolved around agriculture, and people's fortunes rose and fell with the quality of crops. Most people were poor and malnourished. With the Revolution, population tended to be drawn to the cities where the factories were. Workers were no longer tied to agriculture, but they were still poor and malnourished, and often over-crowded in city housing.

   Before the Industrial Revolution, the nobility and clergy held most political power and wealth. Absolute monarchs dominated the political scene, and power primarily rested with those who owned land. Workers had no political rights, and even in Britain, where some were allowed to vote, such rights only went to the wealthy. Wealth tended to stay in wealthy, land-owning families, and people tended to stay in the same social classes for generations. With the advent of the Revolution, the middle classes began to prosper financially and thus to gain political power. Slowly workers gained the right to form trade unions and convinced governments to start regulating factory conditions. In Britain, the passage of the Reform Act of 1832, which gave most middle-class men the right to vote, and the Reform Act of 1867, which gave many city workers and farmers the right to vote, demonstrated the slow but sure liberalization of politics.

   The Industrial Revolution changed life for everyone. Production moved from small towns to large cities. Although poverty still prevailed, its form changed from agricultural to industrial poverty, and slowly even that poverty began to diminish. Lower classes began to gain political power and wealth. In other words, the Industrial Revolution was the catalyst for the dramatic change in lifestyle that occurred in the nineteenth century.

Teacher's Answer Key: Rhetoric