

ORAL REVIEW OF YEAR 3

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 4. If this is your first year using *Tapestry* but your student has studied the period from the French Revolution to the end of the nineteenth century, you can still use this review to see how much his studies match *Tapestry's* Year 3 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 3

You will notice that the following outline does not follow the organization of Year 3 exactly; some subjects are rearranged to fit a more general time line, accessible to those who have not used *Tapestry* before.

I. The French Revolution (1789-1799) and the Rise of Napoleon

II. The Early Industrial Revolution

- A. Eli Whitney
- B. Robert Fulton
- C. Samuel Slater
- D. Francis Cabot Lowell

III. Four American Presidential Terms

- A. John Adams
- B. Thomas Jefferson
 1. Louisiana Purchase & Lewis and Clark
 2. Role of the Supreme Court
- C. James Madison and the War of 1812
- D. James Monroe and the Monroe Doctrine

IV. South America Independence Movements

- A. Simón Bolívar's liberation efforts
- B. South American governments

V. Seven American Presidential Terms

- A. John Quincy Adams
 1. Dewitt Clinton and the Erie Canal
 2. Louis Braille
- B. Andrew Jackson
 1. Sequoyah, the Cherokee Indians
 2. Battle of the Alamo
 - a. Sam Houston
 - b. David Crockett
 - c. Stephen Austin
 - d. Santa Anna
 - e. Jim Bowie
 - f. William Travis
- C. Martin Van Buren and the Trail of Tears
- D. William Henry Harrison
- E. John Tyler
- F. James Polk
 1. The Mexican-American War

- 2. Rancheros and Vaqueros
- 3. Marcus and Narcissa Whitman and the Oregon Trail
- G. Zachary Taylor and the California Gold Rush
- VI. Victorian England and British Empire
 - A. Queen Victoria
 - B. Victorian Life
 - C. Australia and New Zealand: geography, flora, fauna, and early history
- VII. The Landscapes of China and Japan
 - A. Characteristics of Japanese and Chinese culture
 - B. Matthew Perry opens Japan to trade
- VIII. The Crimean War and Florence Nightingale
- IX. Sectional Tensions Between North and South
 - A. President Franklin Pierce
 - B. President James Buchanan
 - C. Slavery and the Underground Railroad
 - 1. Harriet Tubman
 - 2. Frederick Douglass
 - 3. John Brown
 - 4. Sojourner Truth
- X. The Civil War
 - A. People
 - 1. President Abraham Lincoln
 - 2. Union Commander Ulysses S. Grant
 - 3. Confederate Commander Robert E. Lee
 - B. Events
 - 1. Battle of Fort Sumter
 - 2. First Battle of Bull Run
 - 3. Battle of Gettysburg
 - 4. Gettysburg Address
 - 5. Emancipation Proclamation
 - 6. Confederate surrender at Appomattox
 - 7. Assassination of Abraham Lincoln by John Wilkes Booth
- XI. Reconstruction
 - A. President Andrew Johnson
 - B. President Ulysses S. Grant
 - C. The Wild West and the Plains Indians
 - 1. Buffalo Bill
 - 2. Sitting Bull
 - 3. Crazy Horse
 - 4. George Custer
 - 5. Billy the Kid
 - 6. Jesse James
- XII. Inventions
 - A. Alexander Graham Bell's telephone
 - B. Thomas Edison's electric light bulb

XIII. Overview of Africa

- A. Geography
- B. History
- C. People

XIV. Immigration into America

- A. President Grover Cleveland
- B. Ellis Island and the Statue of Liberty

XV. Captains of Industry

- A. Andrew Carnegie
- B. John D. Rockefeller
- C. John P. Morgan

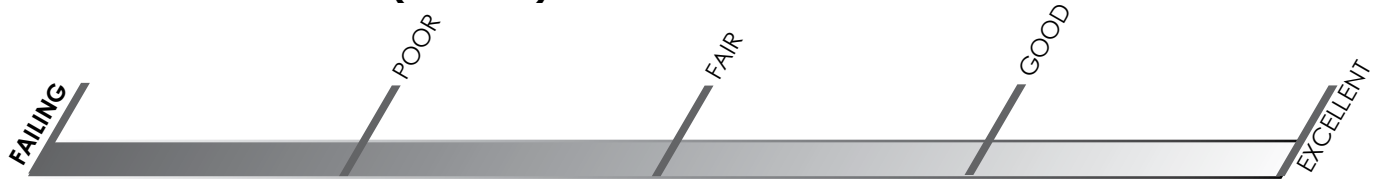
XVI. The Gold Standard, Mass Production, and Journalism

- A. Montgomery Ward
- B. Samuel Sidney McClure
- C. George Pullman

XVII. Famous People and Events of the Late 1800's

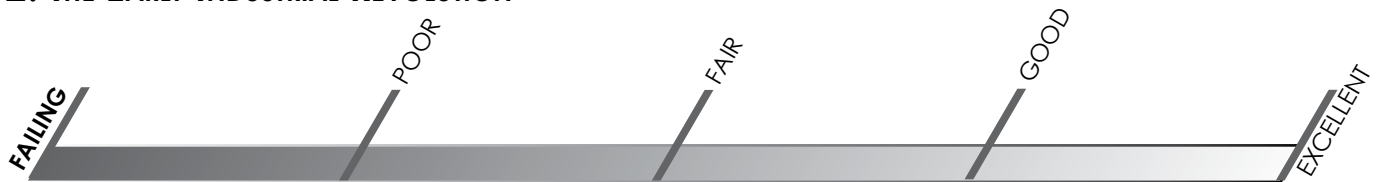
- A. People
 1. President William McKinley
 2. Helen Keller
 3. Pierre and Marie Curie
 4. W.E.B. DuBois
 5. Teddy Roosevelt (as a youth)
- B. Events
 1. American involvement in (and history of) Hawaii
 2. Spanish-American War (fought under President McKinley)

1. THE FRENCH REVOLUTION (1789-99) AND THE RISE OF NAPOLEON



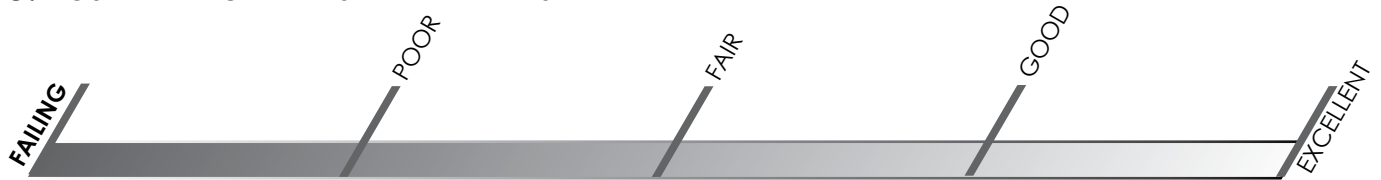
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2. THE EARLY INDUSTRIAL REVOLUTION



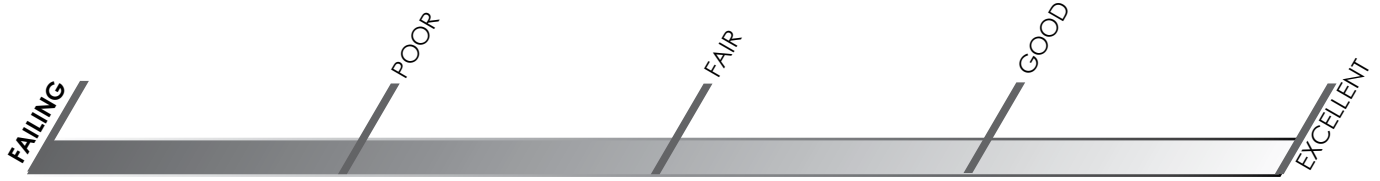
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3. FOUR AMERICAN PRESIDENTIAL TERMS



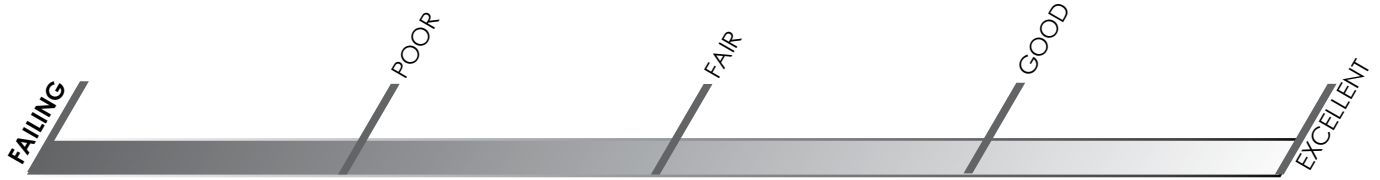
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4. SOUTH AMERICAN INDEPENDENCE MOVEMENT



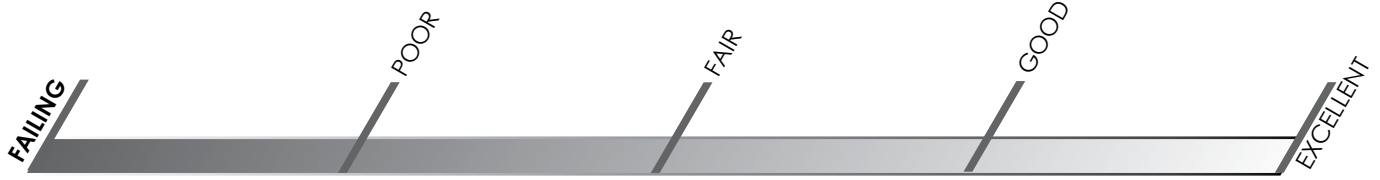
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5. SEVEN AMERICAN PRESIDENTIAL TERMS



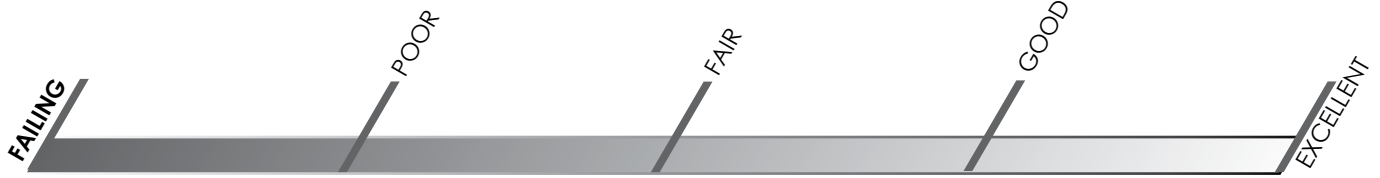
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6. VICTORIAN ENGLAND AND BRITISH EMPIRE



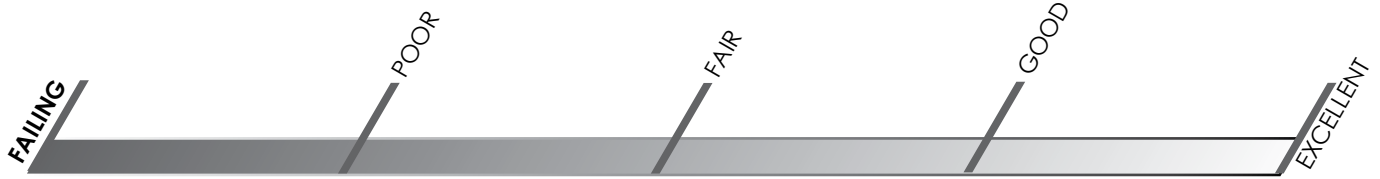
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7. THE LANDSCAPES OF CHINA AND JAPAN



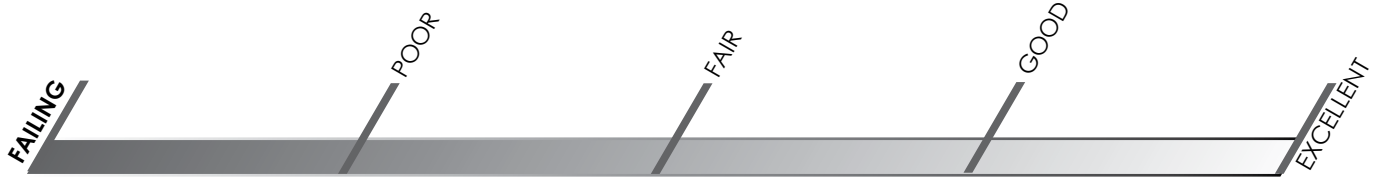
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8. THE CRIMEAN WAR AND FLORENCE NIGHTINGALE



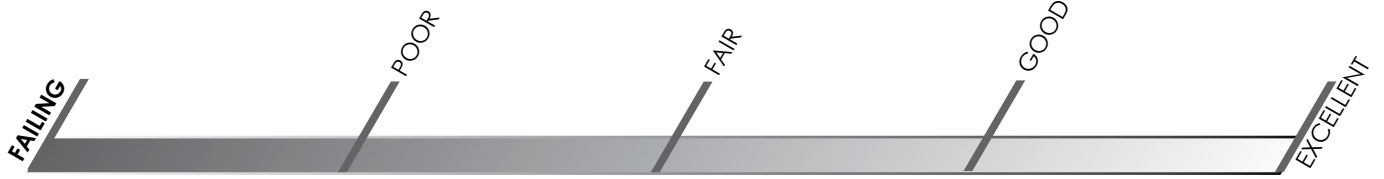
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9. SECTIONAL TENSIONS BETWEEN NORTH AND SOUTH



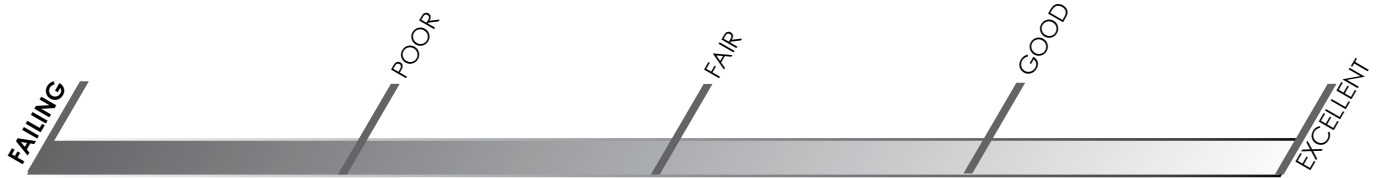
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10. THE CIVIL WAR



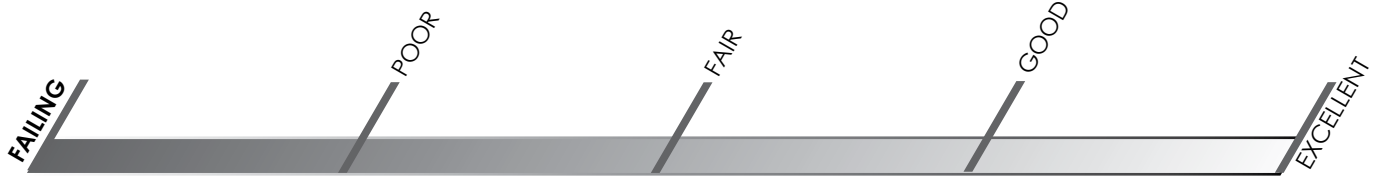
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11. RECONSTRUCTION



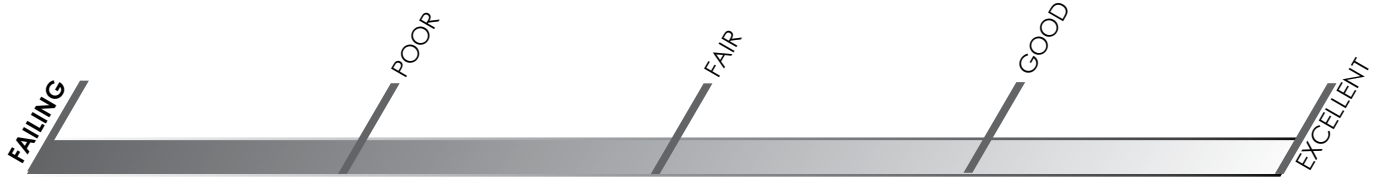
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12. INVENTIONS



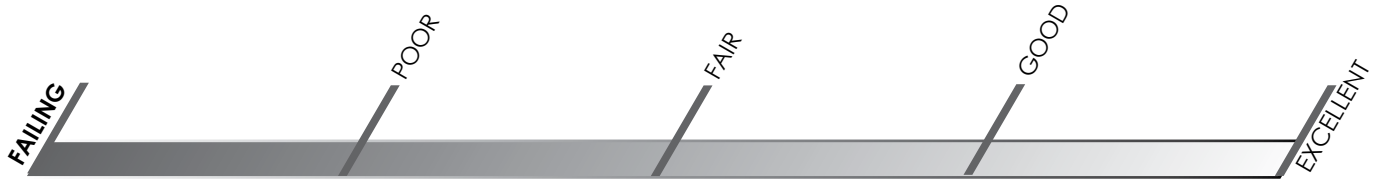
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13. OVERVIEW OF AFRICA



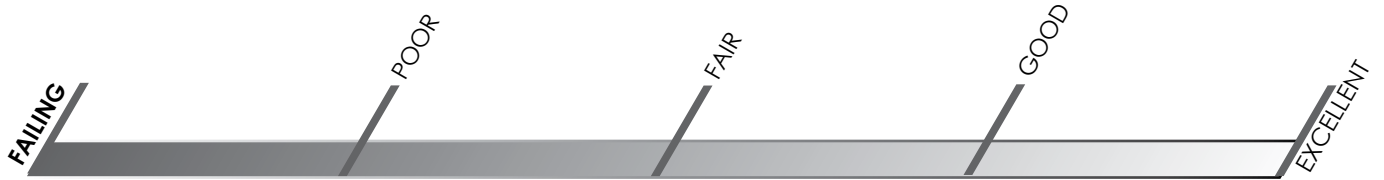
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14. IMMIGRATION INTO AMERICA



COMMENTS: _____

15. CAPTAINS OF INDUSTRY



COMMENTS: _____

16. THE GOLD STANDARD, MASS PRODUCTION, AND JOURNALISM

COMMENTS: _____

17. FAMOUS PEOPLE AND EVENTS OF THE LATE 1800's

COMMENTS: _____

ORAL QUIZ

The points and level of detail given below are those that an upper-grammar student might be expected to know from his reading. You may also use these points to prompt your student.

1. What major building project did President Theodore Roosevelt sponsor?
President Roosevelt initiated the building of the Panama Canal that created a waterway passage between the Atlantic and Pacific Oceans.
2. What does the saying that President Roosevelt often quoted mean: “Speak softly and carry a big stick”?
According to Roosevelt, it was important in pursuing peace with other nations to show strength so that they could not take advantage of you. The “big stick” represented a strong navy that he wanted to build in order to display America’s strength to the world.
3. Who was Jane Addams, and why was she considered a reformer?
Answers should include some of the following details: Jane Addams was a wealthy woman, who saw the needs and difficulties of immigrants and decided to act to improve their lives. She moved into the slums of Chicago and turned her house (Hull House) into a center that reached out to better the community around her. Among her many accomplishments, she particularly focused on the children in the neighborhoods by starting clubs, building schools and playgrounds, pushing for better child labor laws, and helping to establish the first juvenile court in the U.S. Her efforts went beyond the slums as well, and she became politically active and involved in world peace movements. In 1931, she was the first American woman to be honored with the Nobel Peace Prize.
4. Why was William Taft hesitant to run for president?
In reality, William Taft did not want to become president; he wanted instead to serve as chief justice of the Supreme Court (a position he eventually achieved in 1921). However, he was yielded to the desires of his ambitious wife and others that he run for president, and he was elected in 1909.
5. From your readings, what did you find most interesting about the story of the *Titanic*?
Answers will vary.

1. WHAT MAJOR BUILDING PROJECT DID PRESIDENT THEODORE ROOSEVELT SPONSOR?

COMMENTS: _____

2. WHAT DOES THE SAYING THAT PRESIDENT ROOSEVELT OFTEN QUOTED MEAN: "SPEAK SOFTLY AND CARRY A BIG STICK"?

COMMENTS: _____

3. WHO WAS JANE ADDAMS, AND WHY WAS SHE CONSIDERED A REFORMER?

COMMENTS: _____

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4. WHY WAS WILLIAM TAFT HESITANT TO RUN FOR PRESIDENT?

COMMENTS: _____

5. FROM YOUR READINGS, WHAT DID YOU FIND MOST INTERESTING ABOUT THE STORY OF THE *TITANIC*?

COMMENTS: _____

7. AT WHAT FAMOUS BATTLE DID NAPOLEON AND HIS FRENCH ARMY SUFFER A MAJOR DEFEAT, WHICH ENDED HIS CAREER AS A SOLDIER AND LEADER OF FRANCE?

COMMENTS: _____

Your student was instructed to write one or two facts about World War I under each heading. Answers may vary, depending on the resources used.

Causes

- *Countries like Germany and France craved more power.*
- *Political and military relationships were unstable and increasingly hostile.*
- *Archduke Franz Ferdinand was assassinated in June of 1914, sparking the outbreak of World War I and entangling many European countries.*

Army Strength

- *Some were experienced soldiers but many had no previous experience fighting in a war.*
- *Some countries like France and Great Britain recruited from overseas colonies.*
- *The German army was the strongest because it had been preparing for war.*
- *The French army was one of the largest in Europe.*
- *To increase its military strength, Britain began conscriptions for all single men aged 18-41.*
 - *All British recruits had to pass rigorous medical tests.*
 - *If the recruit passed the tests, he took an oath of loyalty to the king and then was accepted into the army.*

Life in the Trenches

- *Trenches were deep, zig-zagging, muddy ditches in which soldiers both fought and protected themselves.*
- *The conditions in the trenches were very miserable. When it rained, the trenches filled with water, causing the soldiers to stand in the cold water for long periods of time.*
- *Rats and lice often infested the trenches.*
- *Disease was prevalent from living in such close and unhealthy quarters with other soldiers.*

The Christmas Truce

- *On Christmas Eve, 1914, both British and German soldiers sang carols to each other across the battlefield.*
- *A truce was observed by both sides on Christmas day with all firing stopped and church services held. In some cases, the truce lasted almost a week.*
- *Some crossed over into enemy territory and exchanged greetings and simple gifts.*