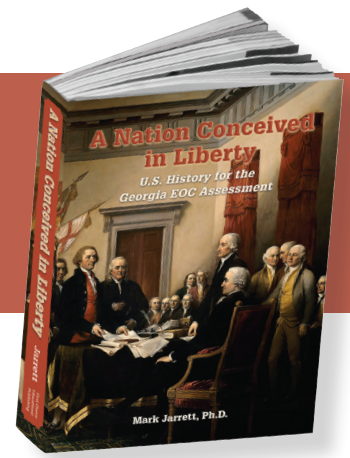


How to Review for the Georgia Milestones EOC Assessment in U.S. History with *A Nation Conceived in Liberty*



1. Leave ample time for review and reinforcement. Recalling all the topics from the year constitutes a different skill than displaying mastery of a single topic just after learning it. The latter is based on short-term memory, whereas the former is based on long-term memory.
2. It often helps students to review topics in the same order in which they were introduced in the course of the year. This helps to reinforce student recall.
3. Georgia's EOC Milestones Assessment is based on five time periods, with greater weight placed on more recent history:

Time Periods	Percentage of Test	Chapters of Book
Colonization through the Constitution	16%	Chapters 1–3
New Republic through Reconstruction	20%	Chapters 4–7
Industrialization, Reform, and Imperialism	15%	Chapters 8–11
Establishment as a World Power	24%	Chapters 12–15
Post-World War II to the Present	24%	Chapters 16–19

4. A suggested calendar for review might therefore consist of the following:

Session 1: Colonization through the Constitution: Chapters 1-3
Session 2: New Republic through Reconstruction: Chapters 4–7
Session 3: Industrialization, Reform and Imperialism: Chapters 8–11
Session 4: Establishment as a World Power: Chapters 12–15
Session 5: Post-World War II to the Present: Chapters 16–19

How long should each session be? **Research shows that a thorough review can significantly raise students' test scores.** Week-long sessions are therefore ideal. On the other hand, you may not have five weeks available for review. Sessions might therefore be as short as one or two class periods. Sessions 4 and 5 should be longer than sessions 1–3, since the test is more heavily weighted towards these more recent time periods.

5. Because the test is weighted towards the present, it is recommended that you use Chapters 12–19 of *A Nation Conceived in Liberty* (or at least Chapters 16–19) to teach these time periods. When later reviewing for the EOC, omit the background sections in the book that are flagged as not being on the assessment.

6. It is especially recommended that students read and analyze some of the primary sources found in the later chapters of *A Nation Conceived in Liberty*. For example, if students read and analyze the Truman Doctrine on pages 429–430, the Gulf of Tonkin Resolution on page 474, President Ford’s pardon of Richard Nixon on page 503, or the Articles of Impeachment against President Bill Clinton on pages 528–529, they will be more likely to remember these events. A separate chart showing the correlation between primary sources in the book and the Georgia Standards of Excellence is available.

The “Nitty Gritty”: Conducting Your Review

To review a group of related chapters, have your students make use of these special features of *A Nation Conceived in Liberty*:

- ◆ The opening questions derived directly from the Georgia Standards of Excellence at the front of each chapter
- ◆ *Names and Terms You Should Know* (word wall)
- ◆ *Georgia “Peaches” of Wisdom* (one-page chapter preview/summary)
- ◆ The *Historian’s Apprentice* student activities, especially primary source documents directly tied to the Georgia Standards of Excellence.
- ◆ *Georgia Milestones Checklist*
- ◆ Chapter concept map
- ◆ The standards-based practice questions at the end of the chapter
- ◆ The separate printable student *Review Cards* (comes as a PDF)
- ◆ The blank concept maps found in the *Teacher’s Guide* (comes as a PDF)

Be sure to review in greater detail any topics with which your students appear to be having difficulty, based on class discussion or student results on the chapter practice questions. For such topics, students should read (or re-read) appropriate sections of the chapter text.

These features can be used in different combinations, making possible an infinite number of variations for conducting your course review. Here are just a few possible instructional strategies:

Review Lesson Plan #1 (Test-taking Strategies)

1. Begin by having your students review the introductory pages of *A Nation Conceived in Liberty* (pages v–xii) on test-taking skills and on interpreting different types of data.
2. Remind students that, when answering EOC-type questions, they should be sure to read the question carefully and to study any stimulus contained within the question. Then they should think of what they know about the topic of the question. Finally, they should answer the question.
3. Some students find it helpful to answer the question in their own minds before reviewing the answer choices. Then they look for the correct answer. Other students find it helpful to examine the answer choices and eliminate those choices that are obviously wrong—such wrong answer choices could be factually incorrect or irrelevant to the question. Each student should develop his or her own style after practice. Remind your students not to rush through the test. There is no prize for finishing first.

Review Lesson Plan #2

1. Divide your students into groups. Assign each group several of the numbered paragraphs in the *Georgia “Peaches” of Wisdom*. Ask them to explain those paragraphs to the rest of the class. They can refer to the chapter text for more information about each of their assigned paragraphs.
2. Have students read and analyze any historical documents in the chapter that relate directly to the Georgia Standards of Excellence.
3. Have students review the *Georgia Milestones Checklist*. They should look back at the chapter for explanations of any items they are unsure about.
4. Have students take the end-of-chapter practice test and review their answers.

Review Lesson Plan #3

1. Have your students study the *Georgia “Peaches” of Wisdom* and the concept map for the chapter.
2. Have students review the *Georgia Milestones Checklist* and look back at the chapter to fill gaps in their knowledge. Students might be asked to write explanations or descriptions in their own words for each item on the checklist.
3. Print out copies of the blank concept map for the chapter found in the *Teacher’s Guide*. Have your students fill in the blank concept map from memory and then compare their results with the actual concept map.
4. Divide your students into groups. Have students answer the end-of-chapter questions with the other members of their group.
5. Ask the groups of students to justify their answers to the rest of the class.

Review Lesson Plan #4

1. Have your students study the standards-based questions and *Georgia “Peaches” of Wisdom* at the beginning of the chapter.
2. Have students create their own glossaries based on the *Names and Terms You Should Know* found on the second page of the chapter. Where possible, they should add illustrations and diagrams as well as definitions and explanations.

Review Lesson Plan #5

1. Print out several sets of the *Review Cards* for the chapters you wish to review.
2. Divide your students into groups. Provide each group with a set of the *Review Cards* for one of the chapters.
3. Have your students use the *Review Cards* as the basis for making their own shorter review cards in their own words. These summaries can be written on blank 3 x 5 or 4 x 6 index cards. Research shows that understanding and recall are greatest when students actually create their own review cards.

4. Have students add an illustration or diagram to the front or back of each study card. Research demonstrates that creating a visual image makes information easier to recall.
5. Have students write one question on the back of each study card. The groups can be further divided into pairs and answer each other's question.

Review Lesson Plan #6

1. Have your students review the *Georgia "Peaches" of Wisdom* and *Names and Terms You Should Know* for the chapter
2. Have them review the *Georgia Milestones Checklist* and look back at the chapter to fill gaps in their knowledge.
3. Divide your students into groups. Have students answer the chapter questions with the other members of their group.
4. Ask the groups of students to identify the numbered paragraph in the *Georgia "Peaches" of Wisdom* or the pages of the chapter text where they obtained the information they needed to answer the question (or to check their response).

Review Lesson Plan #7

1. Have your students review the *Georgia "Peaches" of Wisdom* and *Names and Terms You Should Know* for the chapter
2. Have them circle or highlight key names and terms found throughout the chapter.
3. Have your students create a glossary using the key names and terms they have highlighted.
4. Have them review the *Georgia Milestones Checklist*.
5. Have students take the end-of-chapter test and review their answers.

The Final Day(s)

The *Georgia "Peaches" of Wisdom*, the *Georgia Milestones Checklists* and the concept maps found at the end of each chapter can serve as a final course summary that students can review just before taking the test. Be sure to have your students review all 19 *Checklists* in the final days before they take the EOC Assessment.

