

Reinforcement and Review

Students need to review frequently—some more than others. Each student needs to discover the most effective manner for him or her to retain the material. Some students highlight significant statements in their textbooks and/or in their class notes. A few outline reading assignments or make flash cards. Others record lectures and discussions and listen to them as many times as necessary to gain control of the material.

E-mail has made it possible for students to e-mail their questions to the teacher when they realize that they do not understand something. This practice should be encouraged as long as it does not become a daily habit. Specific questions can be answered quickly by e-mail; however, except in rare cases, students whose questions require long, complicated explanations should be asked to make an appointment with the teacher.

Since most honor students do well at reviewing and since several may work as peer tutors in mythology after completing the course, require each student, as a mythology project, to design a review session on a specific topic—for example, the Trojan War saga. When explaining the project to the students, outline the elements of a unit and elicit from the students guide questions such as the following:

- Major characters (e.g., Heracles)
 - What is the basic outline of his or her “biography”?
 - Why is the character important?
 - What are his or her outstanding traits? Actions?
 - In which pieces of literature does the character appear?
 - What characters are associated with him or her?
 - What is his or her genealogy?
 - Is he or she associated with a place?
 - Does he or she have alternative names?
 - Are any English words derived from his or her name or elements in his or her story?
- Works of literature (e.g., *Iliad*)
 - What is the basic plot?
 - Who are the main characters?
 - What are significant themes? Important passages?
 - Who wrote the work? In what language?
- Events (e.g., sacrifice of Iphigenia)
 - What is significant about the event?
 - Where did it occur?
 - What characters were involved?
- Terms (e.g., anthropomorphic and foreign words such as *thyrsus*)
 - What does the word mean or refer to?
 - Why is the word important in mythology?

Using these questions as a guide (which have been either written out or typed and then duplicated), each student should be required to compose a well-balanced quiz to be incorporated into his or her review session. The quiz should include at least two essay questions, ten multiple-choice questions (with five choices), one matching section on a theme (five items), and five true-or-false questions.

On the designated day, each student comes to class with a written description of how he or she would conduct a review session and with sample materials (e.g., outlines, lists, flash cards, etc.) that he or she would use. The students might create their sample materials using a word processing software such as *WordPerfect* or *Word*. The student should be prepared to share favorite ways of reviewing. The students take each other's quizzes; then, they discuss the content of the quizzes and reveal any problems that they experienced in composing or taking them. Each student describes how he or she would run a review session and demonstrates the use of his or her review materials. The student should be allowed to use the equipment in the "smart" classroom. The teacher collects, reads, and comments on the sample quizzes and review sessions.