Basic US History

Unit 7 – Changing America

Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.

2. Review the handouts and notes you completed on this unit.

3. Go through the list of information on this study guide, writing out an identification of each item.

4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.

5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.

6. The exam and due date for the project will be **Wednesday, May 14th**

You should be able to identify/describe/explain the following:

MAIN

militarism

alliances

imperialism

nationalism

Archduke Francis Ferdinand

Gavrilo Princip

Central Powers

Allied Powers

“The Great War”

blockade

German U-boats

Lusitania

Zimmerman Telegram

Selective Service Act

African Americans in WWI

“doughboys”

11/11/18

War Industries Board

Fuel Administration

Food Administration

victory gardens

Committee on Public Information

“four minute men”

Wilson’s Fourteen Points

League of Nations

Paris Peace Conference

“Big Four”

Treaty of Versailles

war guilt clause

reparations

Red Scare

18th & 19th Amendments

Washington Conference

Chicago, mobs, speakeasies

“Scarface” Al Capone

“G-men”

Emergency Quota Act of 1921

Immigration Act of 1924

Harlem Renaissance

Ku Klux Klan of the 1920s

The Birth of a Nation

Charles Lindbergh

Henry Ford’s assembly line

Model A, Model T

“Flappers” & “bobbed” hair

the Charleston

Franklin Delano Roosevelt

Theodore & Eleanor Roosevelt

polio

Presidential Election of 1932

The Hundred Days

Bank Holiday

*“the only thing we have to fear is fear itself. . . .”*

the New Deal

Emergency Banking Relief Act

Securities and Exchange Commission (SEC)

Federal Deposit Insurance

Corporation (FDIC)

Home Owners’ Loan Corporation

(HOLC)

Agricultural Adjustment

Administration (AAA)

National Recovery Administration

(NRA)

Civilian Conservation Corps (CCC)

Federal Emergency Relief Administration (FERA)

Public Works Administration

(PWA)

Civil Works Administration

(CWA)

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##### Board Game Project Option

##### *Description*

The project option for this unit is to create a board game that highlights the main ideas of our unit on the changes that occurred in the United States from the World War I era through the New Deal era. The game will be of your own design, based on specific format and content guidelines.

##### *Format*

You will make a board game that can be played by others. The general set-up and method of play of your game are up to you, but the game should be interesting, fact-based, attractive, and fun to play. Here are the specific parts of the game that you must include:

1. The rules for your game must be written out and easily followed. The object of the game must be to win by answering the most questions correctly. Suggestions:

> game could be played by individual players or teams of players

> simple board game rules from other games may help you design your game

2. Make up questions that cover the specific information listed on the study guide. You must hand in a page containing the questions and answers along with your game. **SUGGESTIONS**:

> write the questions neatly or computer print them with the question on one side and the

answer on the other

> divide your questions into categories and/or levels of difficulty; i.e.: political/social, easy/medium/difficult

> create cards with more difficult questions that allow the player bonus points or moves

3. Decorate the board to make it attractive.   **START** and **FINISH** areas should be clearly marked. Suggestions:

> use cardboard, oak tag, construction paper, legal sized file folders, etc. for the base

> use such things as a spinner, dice, chance cards, etc.

> remember to include pieces to mark each player’s spot on the board while they play

4. Play the game and ask one of the players for feedback by having them to complete the “Game Evaluation Questions.” Hand this in with the game.

#### **Content**

Your game must include at least **20** questions with correct answers of the most important information we’ve covered in this unit (information from the study list on the other side of this sheet).

#### **What You Will Hand In**

1. Your game, including all pieces (the board, cards, playing pieces, dice, etc.)

2. A proofread, signed rough draft of all written pieces (game rules and questions).

3. An explanation of the rules of the game and list of the questions and answers used in the game.

4. One “Game Evaluation Questions” sheet filled out by someone who played your game.

#### **Your Grade**

The board game will count as 80% of the assessment grade and the 20 question, multiple choice quiz taken on the day of the exam will count as 20% of the assessment grade.

#### **Due Date (same day as exam)** Black 5-6 Class: Wednesday, May 14th

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##### Board Game Project Rubric

**Basic Requirements**

includes proofread, signed rough draft of rules, questions, and answers \_\_\_\_\_\_\_

includes a “Game Evaluation” sheet completed by game player \_\_\_\_\_\_\_

includes all necessary game props \_\_\_\_\_\_\_

**Content (65 points)**

includes 20 questions and correct answers on content from this unit \_\_ 60\_\_ \_\_\_\_\_\_\_

object of the game is to win by answering the most questions correctly \_\_\_ 5\_\_ \_\_\_\_\_\_\_

**Format (35 points)**

game questions are written with correct spelling and grammar \_\_ 10\_\_ \_\_\_\_\_\_\_

game questions are based on the most important content from this unit \_\_ 10\_\_ \_\_\_\_\_\_\_

all game props are creative and attractive and exhibit the student’s effort \_\_ 10\_\_ \_\_\_\_\_\_\_

rules are easily followed and allow for smooth flow of play \_\_\_ 5\_\_ \_\_\_\_\_\_\_

Total Points Earned on Project: \_\_\_\_\_\_\_

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##### Board Game Evaluation

Thank you for playing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s board game.

(Student’s Name)

To allow this student to receive some feedback on the game, please answer the following questions after the game has been finished.

1. How clear (easy to follow, understandable, etc.) were the rules?

2. How easy or difficult were the questions?

3. How attractive, colorful, etc. was the board game?

4. What suggestions for changes (additions/changes/deletions) do you have for the designer of this

game?