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 on **Tuesday, May 5th**

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

MAIN

militarism

alliances

imperialism

nationalism

Archduke Francis Ferdinand

Gavrilo Princip

the Black Hand

Central Powers v. Allied Powers

“The Great War”

“The War to End All Wars”

blockade

war bonds

German U-boats

Lusitania

the Sussex Pledge

Zimmerman Telegram

Eastern Front/Western Front

Selective Service Act

African Americans in WWI

“doughboys”

armistice

11/11/18

War Industries Board

Fuel Administration

Food Administration

victory gardens

Liberty Bonds

Committee on Public Information

“four minute men”

Espionage and Sedition Acts

Wilson’s Fourteen Points

League of Nations

Paris Peace Conference

“Big Four”

Treaty of Versailles

war guilt clause

reparations

Red Scare

Attorney General A. Mitchell Palmer’s “raids”

18th Amendment

19th Amendment

“a return to normalcy” after WWI

Washington Conference

mobs, speakeasies, Chicago

“Scarface” Al Capone

“Public Enemy Number One”

“G-men”

Emergency Quota Act of 1921

Immigration Act of 1924

Harlem Renaissance

Ku Klux Klan of the 1920s

*The Birth of a Nation*

Orville and Wilbur Wright

Charles Lindbergh

Henry Ford’s assembly line

Model A, Model T

“Flappers”

“bobbed” hair

the Charleston

Theodore Roosevelt

Franklin Delano Roosevelt

Eleanor Roosevelt

polio

governor of New York

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)

Basic US History

Unit 7 – Changing America

##### Board Game Project Option

##### *Description*

The project option for this assessment is to create a board game that highlights the main ideas of our Changing America unit. The game will be of your own design but based on specific format and content guidelines.

##### *Format*

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. Write rules for your game that can be easily followed and explain that the object of the game is 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 answer some basic rule of play questions

2. Create questions that cover specific information from the unit (see study guide).

**SUGGESTIONS**:

> write the questions neatly or computer print them, question on one side and answer on the other

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

> create special cards with more difficult questions that award players bonus points or moves

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

> use a pizza box, cardboard, oak tag, construction paper, legal sized file folders, etc.

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

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

4. Play the game and ask **TWO** other players for feedback by having each player complete the “Game Evaluation Questions.” Hand these in with the game.

#### **Content**

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

#### **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 the game rules and all questions and answers.

3. A final copy of the rules of the game and the questions and answers used in the game.

4. Two completed “Game Evaluation Questions” sheets filled out by individuals who played your game and gave you feedback.

#### **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: Tuesday, May 5th**

##### Board Game Rubric

**Basic Requirements**

includes proofread, signed draft of all written pieces and two completed “Game Evaluation” sheets \_\_\_\_\_\_\_

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

**Content (70 points)**

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

rules include object of winning by answering the most questions correctly \_\_ 10\_\_ \_\_\_\_\_\_\_

**Format (30 points)**

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

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

all game props are creative and attractive and exhibit the student’s effort \_\_ 5\_\_ \_\_\_\_\_\_\_

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

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

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?

---------------------------------------------------------------------------

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?