

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)

Basic US History
Unit 7 – Changing America
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

Unit 7 – Changing America
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
object of the game is to win by answering the most questions correctly

60
5

Format (35 points)

game questions are written with correct spelling and grammar
game questions are based on the most important content from this unit
all game props are creative and attractive and exhibit the student’s effort
rules are easily followed and allow for smooth flow of play

10
10
10
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?