



TEACHER RESOURCE

GAMES AND ACTIVITIES

FOR

NORTH CAROLINA U.S. HISTORY

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How to Play Carousel Graffiti

Create posters (using butcher paper) and have them laminated (if you want to reuse them). Fill them in with open-ended questions that review topics from previous classes. These cannot be questions that have one or two simple answers, but multiple answers that can be explained. Have the posters covered so that students don't get a head start before the process starts. Put students in groups (no more than three to a group or it will get too crowded) and give each group a marker or Vis-à-Vis pen (depending on if it is laminated). When the music starts, have the students undo the posters and discuss with their group the possible answers to the question. After about thirty seconds, stop the music and have the students rotate with their groups to the next poster. When the music starts, they are to address the new topic. This is continued until all groups have had a chance to rotate to all posters.

Rules to follow:

- Be appropriate when writing on the poster—don't make snide comments or personal remarks.
- Don't mark out someone else's answers. If you disagree, put your answer next to theirs.
- When the music stops, you must stop writing, even if you are in the middle of a word.

When the posters have been completed, have the students return to their seats and pass out the chart that has all of the poster topics shrunken down. Go over students' answers and redirect when necessary so that students will go away with a corrected review sheet on which they all had input. This process allows students to be actively engaged and with an absence of embarrassment. There isn't any embarrassment because they don't have to own up to the incorrect answers unless they want to, and everyone goes away with correct answers after you have gone over the questions.

GOAL 1

- 1 What are some of the main issues or conflicts of the Federalist Period (1789–1815)?
- 2 How were the following groups treated during the Federalist Period (1789–1815)?
 - **Women**
 - **Commoners/Poor People**
 - **Immigrants**
 - **Native Americans**
 - **African Americans**
- 3 What issues related to America’s foreign affairs with Britain, France, and Spain arose during the Federalist Period (1789–1815)?
- 4 What topics are associated with America’s first political parties?

GOAL 2

- 1 What do you remember about American expansion during the early 1800s?
- 2 How was nationalism reflected in art and literature during the early 1800s?
- 3 What are some people, events, and terms that contributed to sectionalism during the early 1800s?
- 4 What are some people, events, and terms that contributed to nationalism during the early 1800s?
- 5 What do you remember about reform movements that were meant to improve American society in the early 1800s?
- 6 What were issues that created domestic conflict in America during the Federalist Period (1789–1815)?
- 7 What do you remember about foreign affairs in America during the Federalist Period (1789–1815)?



How to Play Door Busters

These review questions can be used to assess students at the end of the period or as a warm up at the start of class after the content has been taught.

If you are using the questions as an assessment at the end of the period, have students get a scrap of paper out and simply answer the questions. This can be a quiz grade, or simply something to have them wrap up their thoughts with no grade attached.

If you are using the questions as an assessment at the start of the period to see what they remember from earlier classes, have students keep a Door Buster notebook and have them write down the questions and answers. This can be gone over for participation credit or just as a way of getting back into the topic. Or it can be done on loose-leaf paper and taken up for a quiz grade.

I personally don't use them as a grade, but rather to get a pulse of how much my students comprehend; it is also one more time that students are engaged with the information and will increase the likelihood of them remembering the content.

GOAL 2

U.S. HISTORY 2.01

- 1 What territory did America receive through the Adams-Onís Treaty?
 - **Florida**
- 2 What policy tried to address the question of slavery in the Louisiana Territory by admitting new states two at a time (one free; one slave) and dividing the territory at 36°30' to determine the border between free and slave territories?
 - **Missouri Compromise**
- 3 What did the American government give to Native Americans as part of the Indian Removal Act?
 - **the Indian Territory (better known as Oklahoma)**
- 4 What territory is associated with the slogan “54°40’ or Fight”?
 - **Oregon**
- 5 What did the Wilmot Proviso propose about slavery in the territories taken from Mexico?
 - **None of the land taken from Mexico would allow slavery.**

U.S. HISTORY 2.02

- 1 What two philosophical leaders established Transcendentalism?
 - **Ralph Waldo Emerson and Henry David Thoreau**
- 2 What did the artists of the Hudson River School use to show the beauty of America in comparison to European nations?
 - **paintings of American landscapes**
- 3 What American writer showed nationalism through his stories of life on the frontier, such as *The Last of the Mohicans*?
 - **James Fenimore Cooper**



How to Play Frisbee

This is an enjoyable way to review that gets students up and moving as well as reviewing important content. This is very fast paced. Teachers who have good classroom control will be able to handle this better than others. There are ways to adjust the activity to work without Frisbees, but the energy and movement does add a physiological element to learning that kinesthetic learners crave but rarely get to do.

Secure the classroom and make sure that all bookbags, purses, etc. are secured under desks and make sure that there aren't any drinks that could get knocked over or spilled.

If you have foam Frisbees of different colors, when the music starts let students throw them (this is a way to let off steam and play for a moment before you get down to business). When the music stops, have each student get one Frisbee and then have students get into groups with others that have the same color Frisbee. If you don't have access to foam Frisbees, you can use household sponges of different colors, different colored paper that has been balled up (paper fight) to modify and keep the same qualities.

Place a transparency on the overhead that has the review questions listed and have students share answers in their group. Play music softly while they talk. Stop the music and let them know that they will be changing groups in a moment. When the music starts, the student must throw their Frisbees again.

After a few seconds, have students regroup with the new colors. On the overhead, place an overlay on the question transparency, which indicates a color that goes along with a particular question. The group with Frisbees of that color is now responsible for reporting out the answer to the entire class.

GOAL 7

- 1 What do muckrakers try to expose?
- 2 What was unusual about the presidential election of 1912?
- 3 What did the following muckrakers write about: Upton Sinclair, Ida Tarbell, and Jacob Riis?
- 4 What amendment gave women the right to vote?
- 5 What are three barriers designed to keep African Americans from voting?
- 6 What was the basic ideological difference between Booker T. Washington and W.E.B. DuBois?

GOAL 8

- 1 What are three reasons for America entering World War I?
- 2 What incident actually sparked the fighting of World War I?
- 3 Who are the most famous victims of the Red Scare?
- 4 What was decided in the case of *Schenck v. United States*?
- 5 What peace plan tried to end the war with forgiving terms that addressed the actual causes of the war?
- 6 How did the American public respond to the Treaty of Versailles and League of Nations?



How to Play Jeopardy

Divide the class into three groups. Put desks into three groups, leaving one empty as the “Hot Seat.” Students will then be given numbers (1–10) for each group; the 1s will compete against other 1s and so on. When you call for that number, that person will be in the “Hot Seat” and will be eligible to answer the question.

Put the categories and point values on the board or overhead and have student pick numbers to see which group chooses the category and amount first. Students need to raise their hands to answer questions or use some other sort of signaling device. Students earn those points if they get the question correct and lose that many points if they get it wrong.

Those questions that are underlined are the Double Jeopardy questions and the student may risk as many points as the group has for those questions.

GOAL 3

ROUND ONE

CAUSES OF THE CIVIL WAR

5 points	A: This was the court decision that established slaves as property, not citizens, and as such could be taken anywhere. Q: What is the Dred Scott decision?
10 points	A: This leader of the Underground Railroad helped slaves escape to the North. Q: Who is Harriet Tubman?
15 points	A: This idea proposed by Stephen Douglas would allow territories to decide for themselves if they would condone slavery. Q: What is popular sovereignty?
20 points	A: This was the part of the Compromise of 1850 that pleased Southerners most, because now they could retrieve runaway slaves. Q: What is the Fugitive Slave Law?
25 points	A: This was the immediate cause of the Civil War, when Abraham Lincoln was elected without any southern support. Q: What is the presidential election of 1860?

FIGHTING THE CIVIL WAR

5 points	A: He was president of the Confederate States of America. Q: Who is Jefferson Davis?
10 points	A: This was the name for the Union strategy for defeating the Confederacy. The plan is to “squeeze” them into submission. Q: What is the Anaconda Plan?
15 points	A: This was the turning point battle of the Civil War. Q: What is the Battle of Gettysburg?
20 points	A: President Lincoln passed this law to free slaves in areas in rebellion. Q: What is the Emancipation Proclamation?
25 points	A: They were the leading generals for the Union and Confederacy at the end of the war Q: Who are Ulysses S. Grant and Robert E. Lee?

TIMELINE OF EVENTS: 1788 – 1800

- 1788:** • The U.S. Constitution is ratified.
- 1789:** • The Bill of Rights is officially added to the U.S. Constitution.
- George Washington is elected and inaugurated the first president of the United States.
- The Judiciary Act establishes the U.S. federal court system and the authority of the Supreme Court.



John Jay

- 1790:** • Congress approves Hamilton’s economic plan.
- 1793:** • President Washington issues his Proclamation of Neutrality.
- Eli Whitney invents the Cotton Gin.
- 1794:** • The Whiskey Rebellion occurs.
- 1795:** • Jay’s Treaty is ratified.
- Native American tribes are forced to sign the *Treaty of Greenville*.
- U.S. and Spain sign *Pinckney’s Treaty*.

- 1796:** • President Washington gives his farewell address.
- John Adams elected second president of the United States (Thomas Jefferson is vice president).



John Adams

- 1797 – 1800:** • The XYZ Affair and tension with France.
- 1798:** • Congress passes the Alien and Sedition Acts.
- State legislatures of Virginia and Kentucky adopt the *Virginia and Kentucky Resolutions*.
- 1800:** • Thomas Jefferson and Aaron Burr end up tied in the electoral college.
- Convention of 1800 improves U.S.-French relations.



How to Use the Jigsaw Puzzle

Place students in groups of two or three and give them a set of “puzzle pieces” that have been cut apart. At the starting signal have the students put the puzzle together so that terms are adjacent to the descriptions that go with them. The first team to finish gets a prize (gum, candy, or extra credit points). Keep a copy of the sheet that was copied to use as the key. Keep all of the puzzle sets together in a Ziploc bag with the answer key/sheet to keep it easy to access.

Berlin Airlift	ERA	Americans were taken prisoner because President Carter gave shelter to the Shah	Iran Hostage Crisis	New Federalism	supply side economics	Ronald Reagan's plan for using tax cuts to improve the economy	Iran-Contra Affair	Persian Gulf War	Betty Friedan	No Child Left Behind
Freedom Summer	Neil Armstrong	first man on the moon	Osama Bin Laden	<i>Silent Spring</i>	book that addresses the dangers of pesticides	Hawley-Smoot Tariff	highest import taxes in U.S. history; helped cause the Depression	President Gerald Ford	NOW	AIDS
Roe v. Wade	Patriot Act	policy that gives U.S. government the right to withhold civil rights while looking for terrorists	Osama Bin Laden	Medicare	health care for people over 65	campus protest of bombing of Cambodia and Laos	Kent State	he pardoned Nixon so that the nation could avoid a lengthy trial and get over the Watergate scandal	liberal interest group that supports feminist causes	outlawed poll tax
Watergate	service industries	types of jobs found in America today rather than manufacturing	NATFTA	McCarthyism	the act of accusing someone of being Communist without any evidence	giving extra consideration to women and minorities due to past discrimination	president of the United States during the Spanish-American war	he pardoned Nixon so that the nation could avoid a lengthy trial and get over the Watergate scandal	Twenty-fourth Amendment	AI Qaeda
Little Rock Crisis	Republican plan to deregulate programs, cut taxes, and balance the budget	Contract with America	all trade barriers were removed between Canada/U.S./Mexico	racial segregation in South Africa	apartheid	affirmative action	William McKinley	Mikhail Gorbachev	NATO	Texas v. Johnson
Truman Doctrine	Truman Doctrine	Truman Doctrine	Swann v. CMS	Open Door Policy	the United States has equal trading rights to China	inventor of polio vaccine	Jonas Salk	Sandra Day O'Connor	Marshall Plan	Challenger Shuttle
				Platt Amendment	Camp David Accords	peace talks between U.S./Egypt/Israel during Jimmy Carter's administration	Malcolm X	he pardoned draft dodgers from the Vietnam War	Jimmy Carter	Freedom Rides