

All American History

Volume II

Celeste W. Rakes

AAH Jr.

Challenge Cards

All American History

★ VOLUME II ★

Stacey Lane

Q:

What did the
Emancipation
Proclamation state?

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What did the Emancipation Proclamation state?

A: It stated that all slaves in territories held by the Confederates were free.

Lesson 4



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AAH Jr. Challenge Cards by Stacey Lane

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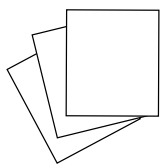
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Challenge Cards



DIRECTIONS

Challenge Cards are a tool that takes advantage of the amazing ability of children to memorize large quantities of information before their minds get all cluttered up like adult minds! There are multiple creative ways to use this tool, so feel free to try different techniques to see what works for your family. Remember that as young children grow and mature, they will have more “hooks” in their brain on which to hang these facts. Don’t be overly concerned that they do not understand everything at a young age.

Each lesson has three (sometimes four) questions that give the highlights of “who, what, when, where, and how.” These questions, when memorized over the course of the school year, give a framework and chronology of history that will eventually work into the long-term memory. It’s highly recommended that you review them regularly as you move through the study of history.

GAME SUGGESTIONS

HIDE IN PLAIN SIGHT

Take a few of the Challenge Cards and hide them around the house; some cards with the answer side up, and some with the question side up. The cards have to be visible without moving anything to see them. When a card is spotted, the student must provide the information from the side not seen. For example, if the card is found “question side up,” the student must provide the answer. If the card is found “answer side up,” the student must provide the question.

SHINE A LIGHT ON HISTORY

This is played like “Hide in Plain Sight,” except it is played in one very dark room and students have to find the cards using flashlights.

GO FISH

Use the Challenge Cards to play the traditional children’s card game “Go Fish.” In this version, a “match” is composed of a Challenge Card question and its corresponding answer card. (This game requires that you print out two sets of cards, or that you print out a set of single-sided instead of double-sided cards.)

CHALLENGE CARD FOOTBALL

Draw a small football field on paper or on a dry-erase board or use a table marked with painter tape. Mark off the yard lines. Each team should pick a name and choose their end zone. Place a football (fold one out of paper or draw one and cut it out; make it no more than 2 inches long) on the 50-yard line. Place the stack of cards next to the field. The team that is up must correctly answer the question on the card in order to move 10 yards. If correct, they go again. If incorrect, the other team gets an “interception” and then must give the correct answer to that question to move 10 yards. However, if the second team also answers incorrectly, they “fumble” and the correct answer is read aloud. The play goes back to the first team with a new question card. Reward seven points for each touchdown.

“MOTHER, MAY I?”

Have students stand on a line while the “Mother” stands on a parallel line some distance away. When it is their turn, the students say “Mother, May I take two steps forward?” Then “Mother” says, “Only if you can answer this question.” If they answer correctly, they may move forward the number of steps (or jumps, hops, somersaults, etc.) that they asked for. If they don’t know the answer, they must stay where they are. If the student asks to take a lot of steps, give them a difficult question; but if the student only asks to move forward a little, give them an easier question. (If they ask to take way too many steps forward, just reply “No, you may not.”) The first student to reach the line “Mother” is standing on wins.



Challenge Cards



TRUE OR FALSE

Give each student an index card with “True” written on it and another index card with “False” written on it. Place a cup in front of each student. Grab a bag of M&Ms or other small candy. Now ask true or false questions based on Challenge Card answer cards. For example, if a Challenge Card answer says “The supreme commander of Confederate forces was Robert E. Lee,” the teacher can say “true or false” and read that statement word for word. After a question is read, each student must hold up one card (True or False). Reward an M&M for each correct answer. Place the M&M in the cup, to be eaten at the end of the game.

CHALLENGE CARD BINGO

Make your own generic bingo cards or find some online to print out. Make sure each student has a unique card. Write numbers on the Challenge question cards to correspond to the bingo cards you made. Place all the numbered question cards in a container and mix them up. When a number is pulled that matches a number on a student’s bingo card, they cover that spot on the card. If they answer the question correctly, they may cover an additional spot of their choice.

FLASHCARD RACES

Whichever player answers the Challenge Card question first gets the card. At the end, the person with the most cards wins.

- Variation: Give an M&M (or mini-marshmallow or penny) to the student who answers first. Rotate through the cards several times in one game.

TAKE TURNS

Show a Challenge Card question to each player in turn. If they can answer it, they get the card. If not, show it to the next player. At the end of the game, the person with the most cards wins.

- Variation: Give an M&M, rather than a card, to students for each correct answer. (This allows you to continue rotating through the cards.)

JEOPARDY!

Pretend that everyone is on the game show *Jeopardy!* Students can make it as realistic as they like. The teacher is the game show host, the students are the players, and the Challenge Cards are used for the questions and answers.

STUDENTS’ CHOICE #1

Have students go through the lessons and make their own question-and-answer cards. Use these in a game of their choice.

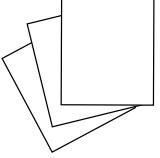
STUDENTS’ CHOICE #2

Allow students to design their own board game this week. Use game pieces from other board games, brainstorm ideas together, and gather art supplies for creative fun. As an extra bonus, share your students’ game ideas with the Illuminations Yahoo! group!

CHALLENGE BEE

A little friendly competition among siblings or co-op members can make for a “Challenge Question Bee” at the end of each quarter and/or a cumulative one at the end of the school year. Consider making it cumulative using the Challenge Cards from both volumes of *All American History* as well!

Challenge Cards



OTHER WAYS TO USE CHALLENGE CARDS

Rewriting the questions and answers from the Challenge Cards can be a great handwriting practice for younger children as well as another memorization technique.

One option to help motivate younger children to make use of their amazing ability to memorize is good, old-fashioned bribery. Even a 10-cent reward for every Challenge question memorized correctly can be quite motivating for some children to work extra hard without breaking Mom and Dad's budget. Adults like to get paid for working extra hard at their jobs, and so do kids. Most children are also willing to work for marshmallows and chocolate chips!

Older students should be able to articulate the information "around" the Challenge questions, and these can also be used as tools to engage them in the writing process—assign a narrative or essay based on the questions for that week, for example, to ensure that they understand and "own" the material presented. Require them to answer in a clear and firm voice (practice for public speaking and interaction—something easily lost in today's world of text and online communication). Consider having them do a drill in front of a mirror to practice enunciating clearly and firmly.

With all ages, remember the key to learning is to use every modality possible:

- Visual: See/read the Challenge questions.
- Touch: Type or handwrite the Challenge questions and answers.
- Auditory: Hear the Challenge questions and answers.
- Taste/Speech: Speak the Challenge questions out loud.

IDEAS FOR ORGANIZATION OF CHALLENGE CARDS

- Take notice of the symbols across the bottom of each card (diamond, circle, triangle, and square) that notate to which quarter the card belongs.
- Print out the cards using different-colored card stock for each AAH volume (and/or each quarter) to help provide more visual clues for memory retention. If you only have white paper, use a different-colored marker for each AAH volume and draw a line or border on the cards.
- For long-term use, consider laminating the cards.
- An index card box with dividers for each quarter and volume can be very helpful.
- Number the cards so that they are easily put back into order should the stack be dropped.
- Punch a hole in the corner of each card and use a ring to keep the cards together by quarter or volume.
- Easily store cards in any small container like a labeled plastic bag.

PRINTING DIRECTIONS

You have several options when it comes to printing these cards.

- If you want them to be single-sided (ie. just the questions, or Q&A on one side) you can print just the even or odd pages. That should be a setting in your print dialog box.
- If you want them double-sided Q/Q&A, and you have a printer that can print double-sided documents, make sure you:
 - Select "Short-Edged Binding"
 - Turn off "Page Scaling" or "Fit-to-Page"
 - Print a test of just two pages before you try the entire document
- If your printer does not permit double sided printing, you'll need to print the odd pages, replace them in your paper tray, and print the even pages on the backsides. Again, test it with one sheet to see how it works.
- The last two pages are blank. You can use these to make card "backs" when playing memory games, or to create your own set of challenge cards.
- Consider printing in black and white or greyscale to conserve color ink.
- Please note that you can turn the cut lines on and off using the bookmarks panel. They are on by default.



All American History

★ VOLUME II ★

Q:

This president worked to weaken the spoils system and resisted pressure from farmers and labor to increase the amount of paper money and silver coins in circulation.

All American History

★ VOLUME II ★

Q:

Who was the last of the “log cabin presidents” and was shot just a few months after taking office?

All American History

★ VOLUME II ★

Q:

This president wanted civil service reform and signed the Pendleton Act, which established a merit system for many government jobs.

All American History

★ VOLUME II ★

Q:

Who was the first Democrat to be elected president after the Civil War?

All American History

★ VOLUME II ★

Q:

During his term in office, the Sherman Silver Purchase Act required the U.S. Treasury to buy 4.5 million dollars of silver each month.

All American History

★ VOLUME II ★

Q:

Who was president during the Spanish-American War?

This president wanted civil service reform and signed the Pendleton Act, which established a merit system for many government jobs.

A:

Chester Arthur



Lesson 9

Who was the last of the “log cabin presidents” and was shot just a few months after taking office?

A:

James Garfield



Lesson 9

This president worked to weaken the spoils system and resisted pressure from farmers and labor to increase the amount of paper money and silver coins in circulation.

A:

Rutherford B. Hayes



Lesson 9

Who was president during the Spanish-American War?

A:

William McKinley



Lesson 9

During his term in office, the Sherman Silver Purchase Act required the U.S. Treasury to buy 4.5 million dollars of silver each month.

A:

Benjamin Harrison



Lesson 9

Who was the first Democrat to be elected president after the Civil War?

A:

Grover Cleveland



Lesson 9

All American History

★ VOLUME II ★

Q:

At the end of the Spanish-American War, the Paris Peace Treaty put these three countries under American control.

All American History

★ VOLUME II ★

Q:

This act permitted settlers to claim 160 acres of public land in the West by living on it for five years and paying a small fee.

All American History

★ VOLUME II ★

Q:

What two things eliminated the need for long cattle drives?

All American History

★ VOLUME II ★

Q:

From 1865 to 1900, more immigrants came to the United States than in the previous 250 years combined. After 1892, where did most of these immigrants arrive in the United States?

All American History

★ VOLUME II ★

Q:

Describe some of the changes to agriculture during the Gilded Age.

All American History

★ VOLUME II ★

Q:

In 1905 this president received the Nobel Peace Prize for his mediations in the Russo-Japanese War.

What two things eliminated the need for long cattle drives?

A:
Barbed wire and
expansion of the
railroads.



This act permitted settlers to claim 160 acres of public land in the West by living on it for five years and paying a small fee.

A:
The Homestead
Act of 1862



At the end of the Spanish-American War, the Paris Peace Treaty put these three countries under American control.

A:
Puerto Rico, Guam, and
the Philippines



In 1905 this president received the Nobel Peace Prize for his mediations in the Russo-Japanese War.

A:
Theodore Roosevelt



Describe some of the changes to agriculture during the Gilded Age.

A:
Agriculture required
mechanization, specialization,
and large amounts of capital.
Prices of crops dropped, and
prices of transportation and
storage increased, resulting in
foreclosures of farms.



From 1865 to 1900, more immigrants came to the United States than in the previous 250 years combined. After 1892, where did most of these immigrants arrive in the United States?

A:
Ellis Island

