

GAMES AND STRATEGIES FOR TEACHING U.S. HISTORY

by Marvin Scott

Samples are provided for evaluation purposes. Copying of the product or its parts
for resale is prohibited. Additional restrictions may be set by the publisher.

J. WESTON
WALCH
PUBLISHER

User's Guide to *Walch Reproducible Books*

As part of our general effort to provide educational materials that are as practical and economical as possible, we have designated this publication a "reproducible book." The designation means that the purchase of the book includes purchase of the right to limited reproduction of all pages on which this symbol appears:

Repro

Here is the basic Walch policy: We grant to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to a single teacher and does not apply to entire schools or school systems, so institutions purchasing the book should pass the permission on to a single teacher. Copying of the book or its parts for resale is prohibited.

Any questions regarding this policy or request to purchase further reproduction rights should be addressed to:

Permissions Editor
J. Weston Walch, Publisher
10200 Jefferson Blvd.
Culver City, CA 90232

ISBN 978-0-8251-3772-3
Copyright © 1998
J. Weston Walch, Publisher
10200 Jefferson Blvd. | Culver City, CA 90232
www.socialstudies.com/walch
Printed in the United States of America

Contents

<i>Introduction</i>	<i>ix</i>
<i>To the Teacher</i>	<i>ix</i>
<i>National Standards</i>	<i>x</i>
<i>About the Author</i>	<i>x</i>
<i>Some Free Material</i>	<i>x</i>
<i>Inexpensive Material</i>	<i>xi</i>
<i>Note on Bibliographies</i>	<i>xi</i>
I. Exploring America	1
Preparation	1
Orienting the Class	1
A Sample Game	1
Debriefing	1
Games/Materials	
Rules	2
Questions	3
Map	6
II. A Model Constitutional Convention	7
Preparation	7
Orienting the Class	7
A Sample Convention	8
Modifications or Revisions	8
Bibliography	8
The Rules	9
III. The Mini-States of America Elect a President	11
Preparation	11
Orienting the Class	11
A Sample Game	12
Debriefing	13
Bibliography	14
Games/Materials	
The Rules	15
Transparency Master: Sample Ballot and Mini-States Election Results	19

IV. The Congress Game	21
Preparation	21
Orienting the Class	21
A Sample Game	22
Debriefing	22
Games/Materials	
Congress Quiz	23
The Rules—Playing Sheet	24
V. Congress: A Larger Simulation	25
Preparation	25
Orienting the Class	26
A Sample Game	26
Debriefing	27
Bibliography	27
Games/Materials	
Schedule	28
The Rules	29
VI. Amending the Constitution	31
Preparation	31
Orienting the Class	31
A Sample Game	32
Debriefing	32
Bibliography	33
Games/Materials	
Boards I–III	34–36
VII. The Civil War	37
Preparation	37
Orienting the Class	38
Playing the Game	39
The Small-Group Game	40
Debriefing	40
Bibliography	41
Games/Materials	
Rules	42
Maps	49–50
Tokens, Random Number Device	51–52

VIII. The Wild West	53
Preparation	53
A Sample Game	53
Debriefing	54
Indian Fighting	54
The Cavalry	54
Bibliography	54
Transparency Master: Cattle-Town Homicides	55
IX. The Railroad Game	57
Preparation	57
A Sample Game	57
Debriefing	58
Modifications	59
Games/Materials	
The Rules	60
Transparency Master—The Railroad Game	61
X. 1898	63
Preparation	63
Orienting the Class	63
A Sample Game	63
Debriefing	64
Bibliography	65
Games/Materials	
The Rules	66
Action Sheet	67
Information Sheets	67–71
Reaction Sheets	72–73
XI. The Stock Market Game: A Simulation of the Great Crash of 1929	75
Preparation	75
Orienting the Class	75
A Sample Game	76
Debriefing	78
The More Recent Stock Market	79
Bibliography	79
Games/Materials	
The Rules	80
Transparency Masters	81-85

	Time Chart	86
	Work Sheet	87
XII.	Berlin, 1948	89
	Preparation	89
	A Sample Game	89
	Debriefing	90
	Bibliography	91
	Transparency	92
XIII.	Gulf of Tonkin	93
	Preparation	93
	Orienting the Class	93
	A Sample Game	94
	Debriefing	94
	Bibliography	94
	Games/Materials	
	Game Procedure	95
	Handouts	96–98
XIV.	Presidential Election	99
	Iowa Caucuses	100
	Orienting the Class	100
	A Sample Game	101
	Debriefing	101
	Alternatives	101
	Schedule: Iowa Caucus	102
	Bibliography	102
	Presidential Election	
	Calendar of Delegate Selection, 1996	103–105
	Transparency: Electoral Votes, 2000	106
XV.	Reports	107
	The System	107
	Flavor of History	108
	Artifacts	109
	Interpretive Reading	109
	Plays	110
	A Technology Note	111
	Videos	111

A Contest	112
Bibliography	112
XVI. Computers	115
Research	115
Computer Presentations	117
Bibliography	117
Study Guide	118
XVII. Debate	119
Webster–Hayne	119
Lincoln–Douglas	120
Preparation	121
Research	123
Sample Debate	124
Cross-examination	125
Who Won?	126
Bibliography	126
Handouts	
Ten Guidelines for Debaters	127
Guidelines for Cross-examination	128
Sample Evidence Card	128
Debate Topics	129-130
Debate Formats	131
XVIII. Classroom Trials	133
Getting the Class to Try a Case	133
Setting up the Trial	133
The Trial	134
Debriefing	134
Handout	
Outline of Trial Procedure	135
XIX. Reading and Writing	137
Quizzes as Practice Writing	137
Student Papers	138
Essay Tests	138
Rewriting	139
Reading	140
Reading Textbooks	140
Book Reports	140

viii *Games and Strategies for Teaching U.S. History*

	A Reading Break	141
	Bibliography	142
XX.	When the Teacher or the Student Is Away from School	143
	Extended Student Absences	144
	Sample Contract	147

CHAPTER I



EXPLORING AMERICA

Competition is a powerful motivator. When I tested this game in July, school was out, but my test players all insisted that they have a chance to read the textbook. How often do students insist on reading the text? This game is a race to explore America. Three teams—English, French, and Spanish—try to advance their tokens along a course taken by explorers. They progress by answering questions about explorers and exploration. Playing time is roughly half an hour.

PREPARATION

You may find that the rules are so simple that you don't need to distribute them. You do need to prepare the map transparency and locate some markers. Coins, tokens, or washers will do nicely. I suggest duplicating questions for students to use as a study guide. They are set up so that you can mask the answers with a strip of paper. Check your textbook to see if it provides answers to these questions. If not, you can send students to encyclopedias.

ORIENTING THE CLASS

First you need to create teams. If your class sits in rows, you can make the rows different teams. You could also have students just count off one, two, three. Once teams are formed, you should briefly describe the game, stressing that all students need to prepare carefully: If a single student on a team misses a question, it hurts. This should create some peer pressure, and perhaps even lead to some peer tutoring. The next day, you are ready to play the game.

A SAMPLE GAME

Selecting the first team to answer questions

and assigning countries to teams is purely an arbitrary process. I use age of team leaders, oldest first. Height or picking a number between 1 and 100 are other possibilities. Then, flash the transparency on the screen with each team's marker resting on the home country. As you ask questions, each right answer advances the team's token. My players found the first few questions easy but later questions much harder, so I resorted to a few hints to make things easier. On Question 23, for example, I hummed "The Marines' Hymn" hoping the student would think of "the halls of Montezuma" and get "Montezuma." It didn't help.

Questions 10 and 12 have multiple answers. You can have teams take turns providing one answer each if you like. You can add a few questions, or delete some that are too hard. In my test game, all three teams managed to make it to America, but nobody was able to build colonies. The optional rule about answering missed questions would have raised scores considerably.

DEBRIEFING

Strictly speaking, there is no need for a debriefing, but there are some possible activity assignments that could launch the game. In order to get Europe on the map, I had to move it closer to North America. Please point out this distortion of the map. Because of the need to make wide courses, the routes of the explorers are only crudely indicated. The Spanish route does not do justice to Columbus's four voyages. For the French route, I had to move a couple of islands slightly to make room down the St. Lawrence. The English route is not much better. Perhaps your students could draw a better map?

Name _____

CHAPTER I: EXPLORING AMERICA

Date _____



EXPLORING AMERICA



THE RULES

1. The teacher will divide students into teams: English, French, Spanish.
2. The teacher will ask questions of a student from each team on a rotating basis.
3. For each correct answer, the teacher will advance the marker of the team along the course that team's explorer followed. The first team to reach America wins.

4. *Optional rules for missed questions:*

The teacher may permit the next team in turn to answer missed questions. If they are unable to answer, the third team will be given a chance. Answering a missed question does not replace the chance to answer questions in a team's regular turn.

5. *Optional rules for colonizing:*

Once teams have landed in America, the teacher may permit them to set up colonies. They can take over any square by answering a question correctly, subject to these conditions: They must be either in possession of an adjoining square or on the last space of their sea voyage. The Spanish team may, if they choose, start colonization with the square at the tip of Florida.

Repro

Name _____

CHAPTER I: EXPLORING AMERICA

Date _____



QUESTIONS

- | | |
|---------------------------------|---|
| Armada | 1. The great Spanish fleet defeated by the English was called the
_____. |
| Renaissance | 2. The time of "new birth" in Europe filled with energy and curiosity is the
_____. |
| Crusades | 3. From 1096 to 1272 the Europeans battled the Moslems in the
_____. |
| Pepper | 4. The product from India called "black gold" is
_____. |
| Monopoly | 5. When a business has complete control of the supply of a product, it has a(n)
_____. |
| Prince Henry the Navigator | 6. The Portuguese ruler who encouraged exploration was
_____. |
| Africa | 7. The continent the Portuguese first contacted was
_____. |
| Bartholomeu Dias | 8. The Portuguese explorer who was the first European to round the southern tip of Africa was
_____. |
| Vasco da Gama | 9. In 1498 the Portuguese explorer who made the voyage to India was
_____. |
| <i>Nina, Pinta, Santa Maria</i> | 10. Name one of Columbus's ships. (May be repeated.)
_____. |

Repro

Name _____

CHAPTER I: EXPLORING AMERICA

Date _____



QUESTIONS (continued)

Vinland the Good

11. In the year 1000, the Vikings landed in America and called it

_____.

Inca, Aztec, Maya

12. Name an Indian group with a highly organized, complex culture.

_____.

Bering Sea

13. By what route did the Indians come to America?

_____.

Vasco Nuñez Balboa

14. The first Spaniard to see the Pacific Ocean was

_____.

Ferdinand Magellan

15. The leader of the first circling of the earth was

_____.

Pedro Alvares Cabral

16. The explorer who first landed in what would become Brazil was

_____.

Amerigo Vespucci

17. The explorer whom America is named after was

_____.

Ponce De León

18. The explorer who first sailed along Florida's coast was

_____.

Hernando Cortés

19. The leader of the conquest of Mexico was

_____.

Francisco Pizarro

20. The leader of the conquest of Peru was

_____.

Colony

21. A settlement of people in a new land controlled by their mother country is called a

_____.

Repro

Name _____

CHAPTER I: EXPLORING AMERICA

Date _____



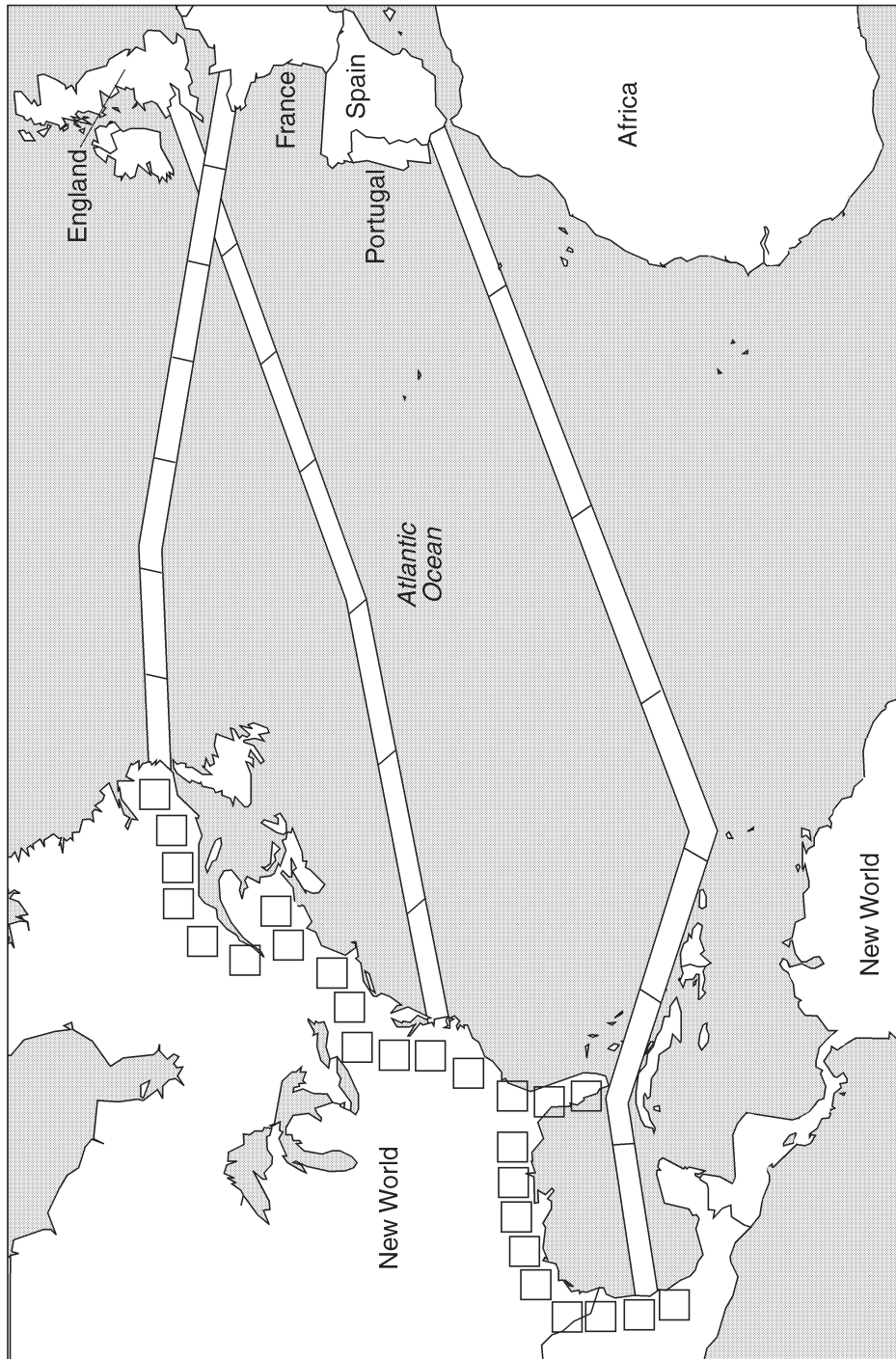
QUESTIONS (continued)

- | | |
|-------------------|--|
| Conquistadors | 22. The Spaniards called people who conquered Mexico, Peru, and so forth,
_____. |
| Montezuma | 23. The Emperor of the Aztecs was
_____. |
| Esteban | 24. The black member of a number of Spanish expeditions was
_____. |
| Coronado | 25. The leader of the expedition that discovered the Grand Canyon, among other things, was
_____. |
| De Soto | 26. The leader of the Spanish expedition to the Mississippi was
_____. |
| John Cabot | 27. King Henry VIII of England sponsored his voyages to America.
_____. |
| Giovanni Verazano | 28. His voyages gave the French their claim to the new lands.
_____. |
| Jacques Cartier | 29. The French-sponsored explorer who helped establish French claims to Canada was
_____. |
| St. Lawrence | 30. The name of the gulf and river Cartier explored was
_____. |

Name _____

Date _____

CHAPTER I: EXPLORING AMERICA



Repro