

All American History

Volume I

Celeste W. Rakes

AAH Jr.

Challenge Cards

All American History

★ VOLUME I ★

Q:

What did the
Emancipation
Proclamation state?

Stacey Lane

What did the Emancipation Proclamation state?

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

Lesson 4



Bright
ideas
press



All American History Volume I

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AAH Jr. Challenge Cards Stacey Lane

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Challenge Cards



DIRECTIONS

Challenge Cards take advantage of children's amazing ability 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 one or more questions that give the highlights of who, what, when, where, and how. When memorized over the course of the school year, these questions provide 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

Hide a few of the Challenge Cards 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 student spots a card, he 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

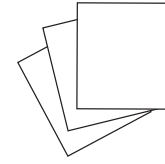
Draw a small football field on paper or on a dry-erase board or use a table marked with painter tape. Mark off the yard lines. Each team should pick a name and choose their end zone. Fold a football out of paper or draw one and cut it out; make it no more than 2 inches long. Place it on the 50-yard line. 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. In turn, each student asks for permission to move. For example, a student might say, "Mother, may I take two steps forward?" Then "Mother" says, "Only if you can answer this question." If the student answers correctly, he may move forward the number of steps (or jumps, hops, somersaults, etc.) that he asked for. If he doesn't know the answer, he must stay where he is. If the student asks to take a lot of steps, give him a difficult question; but if the student only asks to move forward a little, give him an easier question. (If he asks 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

This one will require some creativity on the part of the teacher, as well as familiarity with the lesson. 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&M’S or other small candy. Now ask true or false questions based on Challenge Card answer cards. For example, if a Challenge Card answer says “James Madison was president during the War of 1812,” 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. As the challenge cards are all “true,” the teacher will have to generate “false” answers by falsifying the card when they read it aloud. The teacher may provide wrong dates or incorrect names, negate the card by inserting “not” into the statement, or find other clever ways of making the card statement “false.”

CHALLENGE CARD BINGO

Make your own generic bingo cards or find some online to print. 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, she covers that spot on the card. If she answers the question correctly, she may cover an additional spot of her 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 he can answer it, he gets 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 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 ten-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 additional information about the topics of the Challenge questions. The cards can also be used as tools to engage them in the writing process. For example, assign a narrative or essay based on the questions for that week 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 indicate to which quarter the card belongs.
- Print out the cards using a different color of 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 if the stack is 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 for printing these cards.

- If you want them to be single-sided (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 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 grayscale 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.

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to make double-sided printing easier.

All American History

★ VOLUME I ★

Q:

Who was the first recorded European explorer of America?

All American History

★ VOLUME I ★

Q:

Who was one of the first Europeans to travel across Asia to present-day China?

All American History

★ VOLUME I ★

Q:

Who was the founder of a groundbreaking school of navigation, mapmaking, and shipbuilding?

All American History

★ VOLUME I ★

Q:

Who was the first explorer to suggest sailing west to reach Asia and the Spice Islands?

All American History

★ VOLUME I ★

Q:

The Latin form of his name became the name of a new continent.

All American History

★ VOLUME I ★

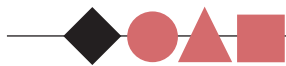
Q:

Who established England's claim to an empire in North America?

Who was the founder of a groundbreaking school of navigation, mapmaking, and shipbuilding?

A:

Prince Henry the Navigator



Lesson 2

Who was one of the first Europeans to travel across Asia to present-day China?

A:

Marco Polo



Lesson 2

Who was the first recorded European explorer of America?

A:

Leif Eriksson, a Viking

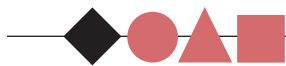


Lesson 1

Who established England's claim to an empire in North America?

A:

John Cabot



Lesson 4

The Latin form of his name became the name of a new continent.

A:

Amerigo Vespucci

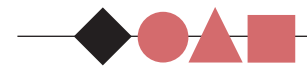


Lesson 3

Who was the first explorer to suggest sailing west to reach Asia and the Spice Islands?

A:

Christopher Columbus



Lesson 3

All American History



VOLUME I



Q:

What was the driving force behind the westward expansion of the United States?

All American History



VOLUME I



Q:

In 1849, eighty thousand people traveled to this state in search of gold.

All American History



VOLUME I



Q:

What was the name given to the journey taken by fifteen thousand Cherokee forced westward to Oklahoma by the U.S. government?

All American History



VOLUME I



Q:

Which state was once part of the Mexican Republic but became an independent republic after the Battle of the Alamo?

All American History



VOLUME I



Q:

What provided mail service from the east coast to west coast, but was put out of business by the telegraph?

All American History



VOLUME I



Q:

What was the name given to the journey taken by fifteen thousand Cherokee forced westward to Oklahoma by the U.S. government?

A:

The Trail of Tears



In 1849, eighty thousand people traveled to this state in search of gold.

A:

California



What was the driving force behind the westward expansion of the United States?

A:

The ambition of every American to own land



A:



What provided mail service from the east coast to west coast, but was put out of business by the telegraph?

A:

Pony Express



Which state was once part of the Mexican Republic, but became an independent republic after the Battle of the Alamo?

A:

Texas

