**Objective:**

You have been assigned topics in United States History that you must individually research and then construct a finished project on for each topic for two project grades. Each student will be provided 4x6 inch index cards to use for the finished project which can be hand drawn or completed with the help of a computer. Any work that cannot be completed in class must be completed in your own time. Assignment due dates will be posted in the classroom. You will work on this project in two parts with one project grade earned for the first half of the semester and a second project grade earned for the second half of the semester. The cards will be informative but still usable for a class game that we will model after other fun games such as *Pokémon* or *Magic: The Gathering.*

**Task:**

For this project, each student will individually create trading game cards on their assigned topics. You will create one 4x6 inch card per topic following the instructions given below.

**Specific Directions/Trading Card Requirements:**

For every topic that you are assigned, it will be designed as either “people”, “time period”, or a “power card”. All “people” cards will later be glued onto a specified size of green construction paper to designate it as a “people” card. All “power cards” will later be glued onto a specified size of red construction paper to designate it as a “power card”. All “time period” cards will later be glued onto a specified size of blue construction paper to designate it as a “time period” card.

This is how your card **MUST** be organized. Please make your card colorful, neat, and attractive. Only write on the non-lined side. Note: the amount of points each card is worth will be determined by the class as a group so do not list that on the card but leave that space blank!

Time Period History Points

(Picture of person/event/invention)

Name of person/event/invention under the picture

Key facts: (the more you list, the better your grade and the

higher the points for the card)

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**Grading Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | 25 | 20 | 15 | 10 | 0 |
| Followed Directions | All directions are followed in constructing the trading cards. | Most directions are followed in constructing the trading cards. The student’s final work could use a bit more editing before use in a whole class activity following the class objective. | Some of the directions are followed in constructing the trading cards but failure to follow directions does distract from the project’s goal. | Student did not make enough of an effort to follow directions. The final product does not meet the project objective. | Student did not turn in their project at all or within the required period for late assignments. |
| Assigned topics | Student completed all assigned topic trading cards. | Students turned in 95% of their assigned topic trading cards. | Students turned in 90% of their assigned topic trading cards. | Students did not complete 89% or less of their assigned topic trading cards which will hurt the class from meeting the project objective. | Student did not turn in their project at all or within the required period for late assignments. |
| Trading Card Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. | The cards are not usable for the class objective due to content or construction errors. |
| Attractiveness—Presentation and Project | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. | The cards are not usable for the class objective. |

**Assigned Topics:**

***Black “Time Period” Cards:***

European Exploration (VUS.2)

Colonization of the Americas (VUS.3)

Revolutionary Period (VUS.4)

Constitutional Period (VUS.5)

Early National Period (VUS.6)

Civil War and Reconstruction (VUS.7)

Late 19th to Early 20th Century—Domestic Affairs (VUS.8)

Late 19th to Early 20th Century—Foreign Affairs (VUS.9)

Roaring 20s through the Great Depression (VUS.10)

World War II (VUS.11-12)

Cold War (VUS.13)

Civil Rights Movement (VUS.14)

Recent Decades (VUS.15)

***Blue “People” Cards (\*means that the person could go in two time periods):***

Abraham Lincoln

Adolf Hitler

Alexander Graham Bell

Alexander Hamilton\*

Alger Hiss

Andrew Carnegie

Andrew Jackson

Andrew Johnson

Benito Mussolini

Benjamin Franklin

Booker T. Washington

Cavaliers

Christa McAuliffe

Christopher Columbus

Clarence Thomas

Conquistadors

Cornelius Vanderbilt

Dr. Jonas Salk

Dwight Eisenhower\*

Eli Whitney

Elizabeth Cady Stanton

Eugene V. Debs

Fidel Castro

Franklin Roosevelt\*

Frederick Douglass

George H.W. Bush

George Mason

George W. Bush

George Calvert

George Washington\*

Harriet Beecher Stowe

Harriet Tubman

Harry Truman\*

Henry Bessemer

Henry Clay

Henry Ford

Herbert Hoover

Hideki Tojo

Ida B. Wells

Ida Tarbell

J.P. Morgan

James Madison

James Monroe\*

Jane Addams

Jefferson Davis

Jimmy Carter

John F. Kennedy

John Glenn

John Hay

John Jay

John Locke

John Marshall

John Rockefeller

John Rolfe

John Smith

Joseph McCarthy

Joseph Stalin

Lewis and Clark

Lyndon B. Johnson

Martin Luther King, Jr.

Mikhail Gorbachev

Nat Turner

Neil Armstrong

Nikita Khrushchev

Oliver Hill

Patrick Henry

Puritans

Richard Nixon

Robert E. Lee

Ronald Reagan

Rosenbergs

Rosie the Riveter

Ruth Bader Ginsburg

Sacajawea

Sally Ride

Samuel Gompers

Sandra Day O’Connor

Stephen Douglas

Susan B. Anthony

Theodore Roosevelt\*

Thomas Edison

Thomas Jefferson\*

Thomas Paine

Thurgood Marshall

Ulysses S. Grant

Upton Sinclair

W.E.B. DuBois

William Clinton

William Lloyd Garrison

William McKinley

William Taft

Winston Churchill

Woodrow Wilson\*

***Red “Power” Cards:***

“Uncle Tom’s Cabin”

14 Point Plan

Agricultural Adjustment Act

Annexation of Hawaii

Antietam

Anti-Federalist Arguments against the Constitution

Articles of Confederation

Atom Bomb at Hiroshima and Nagasaki

Attack on Pearl Harbor

Battle of Britain

Bay of Pigs

Berlin Wall

Bessemer Steel Process

Bomb shelters

Brown v. Board of Education

Capitalism

Civil Rights Act of 1964

Columbian Exchange

“Common Sense”

Communism

Compromise of 1850

Compromise of 1877

Constitution

Cotton Gin

Cuban Missile Crisis

Declaration of Independence

Democratic Republicans Party Ideas

Dollar Diplomacy

Dred Scott Supreme Court Case

El Alamein

Emancipation Proclamation

Enlightenment

European diseases

Federal Deposit Insurance Corporation

Federalist Arguments for the Constitution

Federalist Political Party Ideas

Finance Industry

Fort Sumter

Geneva Convention

Gettysburg

Gettysburg Address

Gibbons v. Ogden

Great Awakening

Hawley Smoot-Act

Homestead Act

House of Burgesses

Hubble Telescope

Initiative

Invasion of Normandy

Iwo Jima and Okinawa

Kansas-Nebraska Act

Korean War

Laissez-faire economics

Lexington and Concord

Louisiana Purchase

Manhattan Project

Manifest Destiny

Marbury V. Madison

Marshall Plan

Massive Retaliation

Mayflower Compact

McCarthyism

McCulloch v. Maryland

Mechanical Reaper

Middle Passage

Midway

Missouri Compromise

Monroe Doctrine

NASA

New Deal

New Freedom Plan

North Atlantic Treaty Organization (NATO)

Oil

Open Door Policy

Panama Canal

Plessy v. Ferguson

Polio Vaccine

Proclamation of 1763

Progressive Movement

Recall

Referendum

Saratoga

Seneca Falls Declaration

Social Security

Spanish-American War

Square Deal

Stalingrad

Steel

Surrender at Appomattox Courthouse

Texas Revolution

The Liberator (Newspaper)

Town meetings/direct democracy

Trail of Tears

Transcontinental Railroad

Triangular Trade

Truman Doctrine

Vietnam War

Virginia Declaration of Rights

Virginia Statute for Religious Freedom

Voting Rights Act of 1965

War of 1812

War with Mexico

Warsaw Pact

Watergate

Women’s Suffrage Movement

Works Progress Administration

World War I

World War II

Treaty of Versailles

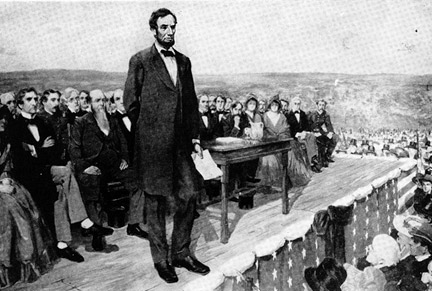
Yorktown

Model Card at the exact

dimensions with proper font and spacing.

Civil War and

Reconstruction (VUS.7) HP:\_\_\_\_



Abraham Lincoln

*AKA “Honest Abe” Born 1809 Died 1865*

*Key facts:*

* *Republican President from 1861-1865*
* *Presided over the Union during the Civil War and was determined to put the country back together again*
* *Said in the Lincoln-Douglas debates that “A house divided against itself cannot stand.”*
* *Issued the Emancipation Proclamation which freed the slaves in the rebellious states*
* *\*Gave the famous Gettysburg Address which referenced the Declaration of Independence on how the U.S. should be a country “of the people, by the people, and for the people”*

**Time Period Cards:**

European Exploration VUS.2



European Exploration

*When the East meets the West*

*Key facts:*

* *The Old World Confronts the New World*
* *Often led to violent conflicts over the ownership of land*
* *European diseases wiped out millions of indigenous peoples*
* *American Indians were moved from their ancestral lands to accommodate the new European arrivals*
* *Exploration and colonization began a worldwide commercial expansion as products were exchanged between the Americas and Europe.*
* *This was when many thought going west was best.*

Colonization of the Americas VUS.3



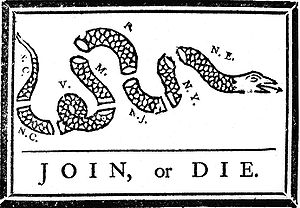
Colonization of the Americas

*AKA Colonial America*

*Key facts:*

* *Economic and political institutions in the colonies developed in ways that were typically European or distinctively American*
* *Economic activity and political institutions of the three colonial regions reflect the resources and climate as well as the European origins of their settlers.*
* *There was a strong belief in private ownership of property and free enterprise in all colonies.*

Revolutionary Period VUS.4



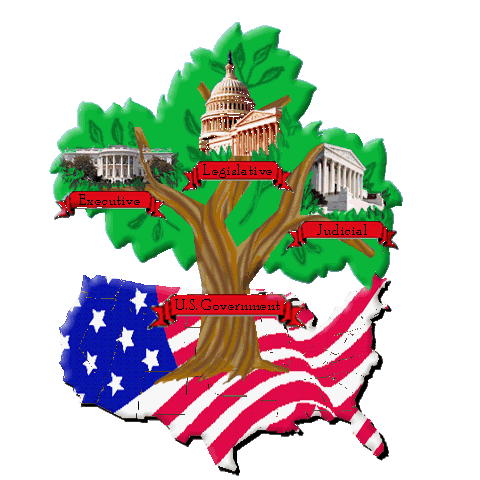
Revolutionary Period

*The War for Independence Begins…….*

*Key facts:*

* *Enlightenment ideas inspired the colonists to declare independence from Britain over their political differences*
* *The Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”*
* *By the end of the war, there was little popular support for the war in Britain which contributed to America’s win.*

Constitutional Period VUS.5



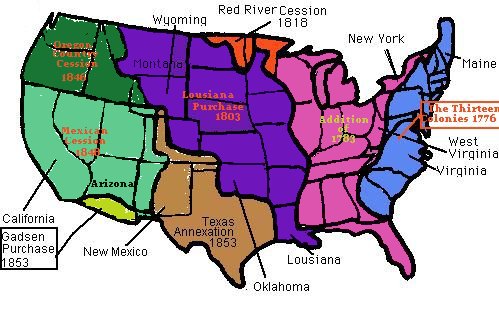
Constitutional Period

*America’s 2nd attempt at a national government*

*Key facts:*

* *The Americans made two attempts to establish a workable government based on republican ideals: Articles of Confederation and the Constitution*
* *Fearful of a powerful central government like England’s, America’s political leaders created the Articles of Confederation. However, it will not be enough so the Constitution will replace it.*
* *Under the Constitution, the power is shared between the national government and the states. (= federalism)*
* *There is a system for orderly change to the Constitution through amendments.*

Early National Period VUS.6



Early National Period

*Baby America*

*Key facts:*

* *America will be tested on many fronts.*
* *Political parties, territorial acquisition, westward expansion and economic development, forced movement of Indians, a second war against the British, changing nature of politics, and growing sectional tensions were facets of early 19th century America.*
* *Different views on economic and foreign policy issues led to the development of the first American political parties in the1790s.*

Civil War and VUS.7

Reconstruction



Civil War and Reconstruction

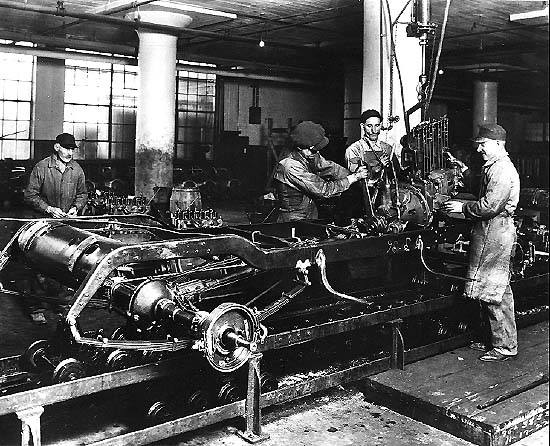
*A nation divided…..*

*Key facts:*

* *Mounting sectional tensions and a failure of political will led to the Civil War.*
* *President Lincoln’s call for federal troops in 1861 for Ft. Sumter is considered to be the starting point of the Civil War by many.*
* *The secession of the southern states triggered a long and costly war that ended with Northern victory, a restoration of the Union, and the emancipation of the slaves.*

Late 19th-Early 20th Century VUS.8

Domestic Affairs



Late 19th-Early 20th Century—Domestic Affairs

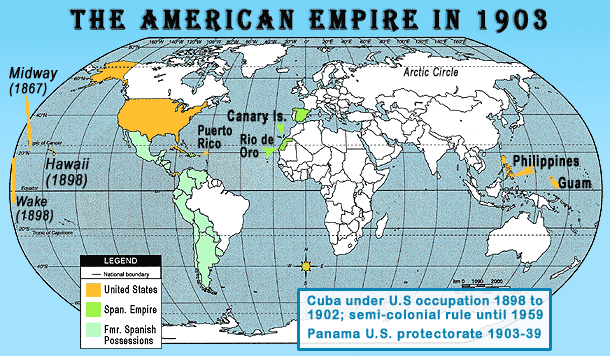
*America becomes “modern”*

*Key facts:*

* *Vast post-war changes: territorial expansion, westward movement, new immigration, growth of cities, and complete economic transformation lead to a much changed America.*
* *More immigrants are coming into America as more Americans are moving north and west*
* *A few Americans capitalize on inventions and innovations to become giants in their industrial fields but there is a backlash to this “income disparity” with the labor movement and Progressive Movement.*

Late 19th-Early 20th Century VUS.9

Foreign Affairs



Late 19th-Early 20th Century—Foreign Affairs

*America becomes a World Power*

*Key facts:*

* *Many 20th century American foreign policy issues have their origins in American foreign policy at the end of the 19th century.*
* *With industrialization, America abandoned its traditional isolationist role to expand its influence in the world and create international markets.*
* *The US abandoned its traditional isolationist foreign policy in this time period through its actions in Latin America and WWI.*

Roaring 20s through the VUS.10

Great Depression 

Roaring 20s through the Great Depression

*From Boom to Bust*

*Key facts:*

* *A new popular culture was created during the prosperity of the 1920s that challenged traditional values.*
* *The 1929 Stock Market crash signaled the Great Depression with a major impact on the American people.*
* *The New Deal permanently altered the role of government in the economy. It changed people’s belief in the responsibility of the government to deliver public services, intervene in the economy, and to promote the general welfare.*

World War II VUS.11-12



World War II

*Our Greatest Generation*

*Key facts:*

* *The US gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.*
* *WWII began in Europe when Hitler invaded Poland in 1939, followed by the Soviet Union’s invasion of Poland and the Baltic countries from the eastern side.*
* *After the horrors of the Holocaust were revealed to the world, many promised that “never again” would the world allow such horrors to be committed against mankind.*

Cold War VUS.13



Cold War

*The bi-polarization of Europe and the world*

*Key facts:*

* *Consequences of WWII produced the Cold War which set the framework for global politics for 45 years and influenced domestic politics and the role of government in the economy.*
* *The West represented the “best” while the East represented the “beast”*
* *The Truman Doctrine of “containment of communism” was a guiding principle throughout the Cold War. = Not to roll it back but to keep it from spreading and resist communist aggression into other countries.*

Civil Rights Movement VUS.14



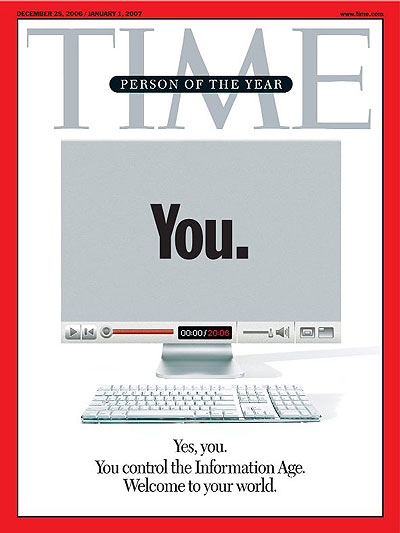
Civil Rights Movement

*It was about time!*

*Key facts:*

* *African Americans, working through the court system with the NAACP and mass protest, reshaped public opinion and secured the passage of civil rights legislation.*
* *In the 1954 case of Brown v. Board of Education of Topeka, Kansas, the Supreme Court ruled that segregated schools are unequal and must desegregate.*
* *Martin Luther King, Jr. inspired participants in the 1963 March on Washington with his “I Have a Dream” speech.*

Recent Decades VUS.15



Recent Decades

*It’s a buffet of information!*

*Key facts:*

* *Economic, social, cultural and political developments in recent decades have resulted from Supreme Court decisions, immigration, scientific and technological developments, the role of government (including the Reagan Revolution), and the confrontation with terrorism.*
* *In the early 1960s, President Kennedy pledged support for the American space program.*
* *In the past three decades, technology and media have brought better access to communication and information for rural areas, businesses and individual consumers.*