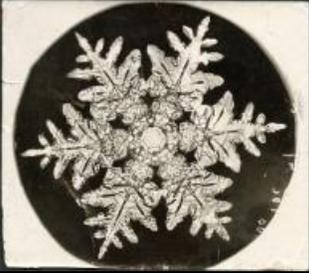


US History Winter Break Bingo: Focus on Five Video Challenge

Complete your Bingo card by watching videos! As you view a video, complete the attached viewing guide. One viewing guide for each video. Remember to mark off which video challenges you completed. Then return the Bingo Challenge card with viewing guide(s) to your teacher.

B	I	N	G	O
<p>A.5.6 Analyze the influence- Harlem Renaissance & Jazz Age</p> <p>America in the 1920s: Arts & Entertainment</p>	<p>A.4.1 Analyze major factors of U.S. Imperialism</p> <p>The Age of Empire</p>	<p>A.4.10 Examine the provisions of the Treaty of Versailles & the failure of the U.S. to support the League of Nations.</p> <p>War and Peace? Part 1</p>	<p>A.4.9 Compare how the war impacted German Americans, African Americans, & women in the U.S.</p> <p>Over Here: Americans at Home WWI, Part 2</p>	<p>A.5.6 Analyze the influence- Prohibition, Fundamentalist Movement, and changing American Society</p> <p>America in the 1920: Changing Political Culture</p>
<p>A.3.7 Compare experiences of European immigrants to Asian immigrants</p> <p>Coming to America: The Era of Mass Immigration</p>	<p>A.5.11 Examine the causes of the Great Depression</p> <p>What caused the Great Depression?</p> <p>The Great Depression</p>	<p>A.4.7 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies.</p> <p>Over There: Americans at War in World War I, Part 1</p>	<p>A.3.11 Analyze the impact of political machines in U.S. cities in the late 19th & early 20th centuries</p> <p>The Story of "Boss" Tweed</p>	<p>A.4.6 Examine how the United States government prepared the nation for war with war measures.</p> <p>Over Here: Americans at Home WWI, Part 1</p>
<p>A.2.1 Civil War- cause, course, consequence</p> <p>Sectional Conflict: Regional Differences</p>	<p>A.4.2 Explain motives of U.S. acquisition of the territories</p> <p>Territorial Behaviors</p>		<p>A.4.10 Examine the provisions of the Treaty of Versailles & the failure of the U.S. to support the League of Nations.</p> <p>War and Peace? Part 2</p>	<p>A.3.8 Examine the importance of social change and reform in the late 19th & early 20th centuries</p> <p>The Progressives</p>
<p>A.5.3/5.1 Examine the impact of U.S. foreign economic policy during the 1920s; Discuss economic outcomes of demobilization</p> <p>The "Isolationists" 1920s</p>	<p>A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women) had while serving in Europe</p> <p>Over There: Americans at War in WWI, Part 2</p>	<p>A.4.3 Examine cause, course, consequences of the Spanish American War</p> <p>Imperialism and the Spanish American War</p>	<p>A.4.7 Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies.</p> <p>Technology in WWI</p>	<p>A.4.5 Examine causes, course, & consequences of U.S. involvement in World War I.</p> <p>Blockades, U-boats and Sinking of the Lusitania</p>
<p>A.2.5/A.2.6 Influence of Jim Crow Laws, Black Codes, Nadir, & Sharecropping</p> <p>Origins of Jim Crow: Black Codes and Reconstruction</p>	<p>A.4.5 Examine causes, course, & consequences of U.S. involvement in World War I.</p> <p>Zimmermann Telegram</p>	<p>A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, & marketing practices.</p> <p>The Economy of the Roaring Twenties</p>	<p>A.5.2 Explain the causes of the public reaction associated with the Red Scare.</p> <p>Postwar Blues... and Reds</p>	<p>A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p> <p>Booker T. & W.E.B., Part 2</p>

If you need a break while completing your BINGO card- Click on the snowflake to check out winter landscapes and even a single snowflake!

Tip: To help you focus your note taking during the videos, you can use your textbook for additional information and the foundational concepts to narrow down what you write about! The concepts highlighted in **GREY** are high impact concepts (focus on those when you can!)

Benchmark	McGraw Hill	Foundational Knowledge (Concepts)
A.2.1 Civil War- cause, course, consequence	Ch. 1 Lesson 4 Ch. 1 Lesson 5	Civil War, Sectionalism , Slavery , Secede, State's Rights, Popular Sovereignty, Missouri Compromise, Compromise of 1850, Slave Codes, Fugitive Slave Act, Kansas-Nebraska Act , Bleeding Kansas, Dred Scott v. Sanford, Abraham Lincoln , Freeport Doctrine, Blockade, Total War, Anaconda Plan , Emancipation Proclamation , Vicksburg Campaign , Battle of Gettysburg, Gettysburg Address , Union, Confederacy, Election of 1860, Lincoln Douglas Debates
A.2.5 & A.2.6 Influence of Jim Crow Laws, Black Codes, Nadir, Sharecropping	Ch. 4 Lesson 5	Civil Rights, Black Codes , Segregation , Sharecropping , Debt Peonage, Lynching, Jim Crow Laws , Nadir , Freedmen's Bureau, Civil Rights Act of 1866, Poll Tax, Literacy Test, Grandfather Clause, Ku Klux Klan, Plessy v. Ferguson
Industrialization		
A.3.7 Compare experiences of European immigrants to Asian immigrants	Ch. 4 Lesson 1 Ch. 6 Lesson 1	Segregation, Ghetto, Ellis Island, Angel Island, Emma Lazarus, Statue of Liberty, Chinese Exclusion Act , Jacob Riis, Gentleman's Agreement (w Japan) , Immigration (Push/Pull) Factors, Melting Pot, Assimilation, Nativism, Xenophobia
A.3.8 Examine the importance of social change and reform in the late 19 th & early 20 th centuries	Ch. 4 Lesson 2 Ch. 4 Lesson 3 Ch. 6 Lesson 1	Reform, Surplus, Social Gospel Movement, Gospel of Wealth, Settlement House , Jane Addams, Plessy v. Ferguson , W.E.B Dubois, Booker T. Washington, NAACP, Urban League, YMCA, WCTU, Salvation Army, Lincoln Steffens, Ida Tarbell, Upton Sinclair, FDA, Sherman Anti-Trust Act , Theodore Roosevelt, William Howard Taft, Woodrow Wilson, 16 th -19 th Amendments , Suffragettes, NWSA , NWP , Alice Paul, Carrie Chapman Catt, Robert LaFollette, Gifford Pinchot , Progressivism, Muckrakers , Trustbusting , Conservation, Prohibition, Child Labor Laws , Suffrage, Anti-Suffragism
A.3.11 Analyze the impact of political machines in U.S. cities in the late 19 th & early 20 th centuries	Ch. 4 Lesson 2	Political Machine , Boss Tweed, Tammany Hall, Thomas Nast
Imperialism		
A.4.1 Analyze major factors of U.S. Imperialism	Ch. 5 Lesson 1 Ch. 5 Lesson 3	Manifest Destiny, Roosevelt Corollary to the Monroe Doctrine, Dollar Diplomacy, Moral Diplomacy, International Police, Imperialism , Anti-Imperialism, Cultural Diffusion, Open Door Policy, Treaty of Portsmouth 1905 , Jingoism, White Man's Burden, Social Darwinism, Sphere of Influence, The Turner Thesis, Henry Cabot Lodge, Theodore Roosevelt, Boxer Rebellion, Rudyard Kipling, Alfred Thayer Mahan, Frederick Jackson Turner, Seward's Folly, Annexation of Hawaii , Commonwealth, Queen Liliuokalani, Sanford Dole
A.4.2 Explain motives of U.S. acquisition of the territories		
A.4.3 Examine cause, course, consequences of the Spanish American War	Ch. 5 Lesson 2	Yellow Journalism , Sensationalism, Guerrilla Warfare, William Hearst, Jose Marti, Ybor City, Role of Florida, Joseph Pulitzer, Spanish-American War ("Splendid Little War") , U.S.S. Maine, DeLome Letter , Rough Riders, Buffalo Soldiers, Commodore Dewey, Great White Fleet , Philippine Insurrection , Emilio Aguinaldo, Teller Amendment, Platt Amendment, Guantanamo Bay, Anti-Imperialism, McKinley
World War I		
A.4.5 Examine causes, course, & consequences of U.S. involvement in World War I.	Ch. 7 Lesson 1 Ch. 7 Lesson 2 Ch. 7 Lesson 3 Ch. 7 Lesson 4	The Great War, Isolationism, Nationalism, Militarism, Neutrality , Entangling Alliances , Lusitania , Zimmermann Note , American Expeditionary Force, General Pershing, Sussex Pledge
A.4.6 Examine how the United States government prepared the nation for war with war measures	Ch. 7 Lesson 2	Draft, Wartime Industry, Patriotism, Propaganda , War Bond , Selective Service Act, War Industries Board , George Creel, CPI (Creel Committee), Espionage Act , Sedition Act, Schenck v. U.S.

A.4.7 Examine the impact of airplanes, battleships, new weaponry & chemical warfare in creating new war strategies	Ch. 7 Lesson 3	Trench Warfare, Chemical Warfare, Submarine Warfare, Convoy System
A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women) had while serving in Europe A.4.9 Compare how the war impacted German Americans, African Americans, & women in the U.S.	Ch. 7 Lesson 2	Women Secretaries, Racially Integrated Society, Segregation, 369 th Infantry Regiment, Assimilation, Anti-German Sentiment, 19 th Amendment
A.4.10 Examine the provisions of the Treaty of Versailles & the failure of the U.S. to support the League of Nations	Ch. 7 Lesson 3	Armistice, Reparations , League of Nations , Woodrow Wilson, Fourteen Points , Treaty of Versailles, Article X(10) , Henry Cabot Lodge
Changing America 1920s		
A.5.3/5.1 Examine the impact of U.S. foreign economic policy during the 1920s; Discuss economic outcomes of demobilization	Ch. 7 Lesson 4 Ch. 8 Lesson 1	Fordney-McCumber Act , "The Business of America is business", Demobilization , Dawes Plan , Tariffs (Smoot-Hawley)
A.5.2 Explain the causes of the public reaction associated with the Red Scare	Ch. 7 Lesson 4 Ch. 8 Lesson 3	Red Scare , Nativism, Communism , Anarchy, Immigration, Quota System, Vladimir Lenin, Palmer Raids , Federal Bureau of Investigation (FBI), J. Edgar Hoover, labor unrest, Sacco-Vanzetti Trial , KKK, social unrest
A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, & marketing practices	Ch. 8 Lesson 2 Ch. 9 Lesson 1 (FL Connections Tab)	Economic boom , Bull market , Speculation, Materialism, Roaring twenties , Teapot Dome Scandal, FL Land Boom, Air Conditioning, Alfred DuPont, Assembly line, installment buying/plans , consumerism, Buying on the margin
A.5.6 Analyze the influence- Harlem Renaissance, Jazz Age, Prohibition, Fundamentalist Movement, & changing American Society	Ch. 8 Lesson 3 Ch. 8 Lesson 4 Ch. 8 Lesson 5	Jazz Age , Harlem Renaissance , Great Migration, Bessie Smith, Al Jolson, Louis Armstrong, Duke Ellington, Flappers, James Weldon Johnson, Zora Neale Hurston, Carter G. Woodson, Langston Hughes, Prohibition , Organized Crime, Speakeasy, Bootlegger, Al Capone, 18th Amendment, Volstead Act, 21st Amendment, Lost Generation, Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway, Marjorie Kinnan Rawlings, Fundamentalism , Scopes Trial
A.5.8 Compare the views of Booker T. Washington, W.E.B. DuBois, & Marcus Garvey relating to the African American experience	Ch. 8 Lesson 3 Ch. 8 Lesson 5	Back to Africa, Marcus Garvey , Booker T. Washington , W.E.B. DuBois , NAACP
The Great Depression		
A.5.11 Examine the causes of the Great Depression		Depression, Stock Market Crash , Buying on Margin , Speculation, Installment Plans , Consumerism, Bank Failure, Black Tuesday

Student Name:

Video Title:

Focus Benchmark:

STEP 1: As you view the video clip or tutorial, take notes in the three sections below. It's ok to pause or view a section over again.

Says What does it say? These are your observations. What key information and facts did you see, hear, and read?

Means What does it mean? These are your inferences. How do you interpret the facts and information?

Matters Why does it matter? These are your conclusions. So what? What is the significance of the facts and information?



STEP 2: From your notes above circle **five** key terms or concepts. Write them below.

STEP 3: Use **at least three** of the terms or concepts from the box to the left to write a "gist" summary of your notes in exactly **30 words**.



Wilson Bentley's Snowflake 976: Wilson A. Bentley first became fascinated with snow during his childhood on a Vermont farm, and he experimented for years with ways to view individual snowflakes in order to study their crystalline structure. He eventually attached a camera to his microscope, and in 1885 he successfully photographed the flakes. This photomicrograph and more than five thousand others supported the belief that no two snowflakes are alike, leading scientists to study his work and publish it in numerous scientific articles and magazines. In 1903 Bentley sent prints of his snowflakes to the Smithsonian, hoping they might be of interest to Secretary Samuel P. Langley. [Smithsonian Institution Archives, Record Unit 31, Image #SIA2013-09135](#)

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Dacre Boulton painted *Winter* while working for Region 7 of the Public Works of Art Project (PWAP), a program sponsored by the [New Deal](#) that paid artists for their work. Under the PWAP, the United States was divided into sixteen regions, and Region 7 included Nebraska, Kansas, Iowa, and Missouri. In this image, Boulton depicted his surrounding urban landscape. The dark, muted colors of the buildings and barren trees, and the snow-covered streets, reveal a dreary winter day, but also hint at the hardships endured all over the country during the Great Depression. Dacre F. Boulton, *Winter*, ca. 1933-1934, oil on canvas, [Smithsonian American Art Museum](#), Transfer from the U.S. Department of Labor, 1964.1.134

Green links- CPALMS tutorial

Blue links- Crash Course, Khan Academy, etc.

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[Wilson Bentley's Snowflake 332](#): Smithsonian Institution Archives, Record Unit 31, Image #SIA2013-09132

Winter Fact: The coldest temperature recorded in Florida was 2 degrees below zero on Feb. 13, 1899, in Tallahassee. Check out coldest temperatures from other states [here](#).

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[Wilson Bentley's Snowflake 1152:](#)
Smithsonian Institution Archives,
Record Unit 31, Image #SIA2013-09131

Student Name:

Video Title:

Focus Benchmark:

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[Wilson Bentley's Snowflake 342:](#)
Smithsonian Institution Archives,
Record Unit 31, Image #SIA2008-1394

