Student sheet

Bingo review 1

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| * Choose nine words from the word bank below.
* Fill up the grid above by writing your chosen words into the boxes, in any order that you choose.
* If, as your teacher reads out a definition, it applies to one of your chosen words, mark that box with an X.
* The winner is the first person to get a row of three correct.
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**Word bank**

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| --- | --- | --- |
| Reconstruction | Secession | Confederacy |
| Tariff | Abolitionist | Free state |
| The Union | Carpetbagger | Emancipation |
| Plantation | Slave labour | Federal System |

Student sheet

Bingo review 2

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| * Choose nine words from the word bank below.
* Fill up the grid above by writing your chosen words into the boxes, in any order that you choose.
* If, as your teacher reads out a definition, it applies to one of your chosen words, mark that box with an X.
* The winner is the first person to get a row of three correct.
 |

**Word bank**

|  |  |  |
| --- | --- | --- |
| Nat Turner’s Rebellion | Uncle Tom’s Cabin | Tariff of 1828 |
| Fort Sumter | Kansas-Nebraska Act | John Brown’s Raid |
| 13th Amendment | Reconstruction Acts | 14th Amendment |
| 15th Amendment | Missouri Compromise | Compromise of 1877 |

Teaching notes

This activity is an alternative way of testing students’ knowledge/understanding of some aspects of the American Civil War and can be used as a revision exercise.

* Review 1 tests knowledge/understanding of some of the basic terminology used in the study.
* Review 2 tests knowledge/understanding of some of the main causes/outcomes of the American Civil War.

Instructions

* Each student receives a student sheet (p.4 or p.5, depending which version you are playing).
* They choose nine words from the word bank and put one word in each grid box, in any order that they wish.
* The teacher cuts out the sentence strips from their sheet and puts them in a bag/container.
* They then pull out one sentence at a time and read the definition sentence out (but not the term itself!)
* Students who have the correct term mark that box with an X.
* The winner is the student with the first row (horizontal, vertical, or diagonal) of correctly identified terms.
* At the end, review all sentences and answers.

Variations

* The number of boxes on the grid could be increased and other terms/names added to the word bank.
* Traditionally one line wins, but it could be two lines; one vertical and one horizontal, or any combination chosen by the teacher.
* Although designed as a class activity, it could be played in smaller groups with a student in each group taking the teacher role.
* In a preparatory lesson, students could be involved in designing the activity by, instead of being given the provided word bank, discussing and choosing the words/terms/names etc. to put in the word bank which they consider important in a study of the American Civil War.
* In the review at the end of the activity, students could discuss/suggest alternative definitions for the words in the word bank.
* If using Review 2, as well as marking a box with an X when a word is identified, students could also be asked to jot down one other piece of information about that word/term – for 10 of the12 it could be a date.

Teachers sheet – Bingo review 1

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| **Reconstruction** | The process of restoring the Confederate states to the Union after the Civil War |
| **Tariff** | A tax put on goods brought into the United States |
| **The Union** | The northern states of the US during the Civil War |
| **Plantation** | A large estate on which a single crop such as sugar or tobacco is grown |
| **Secession** | The withdrawal of eleven southern states from the US |
| **Abolitionist** | Someone who wanted to get rid of slavery |
| **Carpetbagger** | A white American from the North who settled in the South after the Civil War |
| **Slave labour** | The economy of the southern states relied on this. |
| **Confederacy** | Those southern states who left the Union in 1861 |
| **Free state** | A state of the United States in which slavery did not exist |
| **Emancipation** | The act of setting free from slavery |
| **Federal system** | The central government decides on subjects that affect all the states, but each state has power over its own internal affairs |

Teachers sheet – Bingo review 2

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| **Nat Turner’s rebellion** | Led to further restrictions on the education of slaves and their right to meet together  |
| **Fort Sumter** | Saw the first shots of the American Civil War fired |
| **13th Amendment** | Confirmed the Emancipation Proclamation which had abolished slavery |
| **Uncle Tom’s Cabin** | A book which attacked the practice of slavery |
| **15th Amendment** | Gave African American men the right to vote |
| **14th Amendment** | Guaranteed all American citizens equality under the law |
| **John Brown’s raid** | Involved a store of weapons at Harper’s Ferry |
| **Compromise of 1877** | This ended the period of Reconstruction |
| **Reconstruction Acts** | These had to be implemented by the Confederate states before they could be re-admitted to the Union |
| **Kansas-Nebraska Act** | This repealed (ended) the Missouri Compromise |
| **Tariff of 1828** | Raised the cost of living in the southern states |
| **Missouri Compromise** | This set a boundary line for the existence of slavery |