

FRECK![®] **IN HISTORY** ***RULES & ACTIVITIES***

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6 FLAGS OVER TEXAS

SCORING CHART



SPAIN (1 PT)

1519 TO 1685; 1690 TO 1821



FRANCE (2 PTS)

1684 TO 1690; 1800 TO 1803



MEXICO (3 PTS)

1821 TO 1835



REP. OF TEXAS (4 PTS)

1836 TO 1845; 1845 TO PRES.



CONFEDERACY (5 PTS)

1861 TO 1865



UNITED STATES (6 PTS)

1845 TO PRESENT

3 WAYS TO PLAY FRECK!*

GAME 1

COLLECT ALL 6 FLAGS OF TEXAS!

The first player to collect all of the 6 flags of Texas is the winner. The SHOWDOWN! cards with a **W** are a WILD card and can replace ANY flag.

GAME 2

COLLECT PAIRS OR THE MOST OF ONE CARD!

The player who collects the most pairs of s or the most of one wins. The SHOWDOWN! cards with a **W** are a WILD card and can replace ANY flag.

GAME 3

WIN THE MOST POINTS!

Each flag is worth points (see 6 Flags points card) according to the order by which each country claims Texas. The player with the most points wins!

***COME UP WITH MORE WAYS ON YOUR OWN, TOO!**

QUICK STEPS TO PLAYING FRECK!

2-8 players answer question or clue cards to build a hand & try to collect as many flags as possible within the chosen time limit. Basically, the person who wins all 6 (or the most) flags of Texas or earns the most points... is the winner!

1) SHUFFLE & PLACE DECK IN THE CENTER OF TABLE.

Discard pile is formed beside the main deck when ACTION or TRAP cards are played.

2) 1ST READER DRAWS 1 CARD FROM DECK.

READER responsibilities (game action) moves clockwise around the table.

3) PLAYERS ANSWER AT ANY TIME. THEY ONLY GET ONE ANSWER PER CARD...

4) THE READER KEEPS ANY MISSED CARDS...

if no one can answer a Money or an Action card!

****TIES ARE BROKEN...** head-to-head. The next card is read by the same READER (if it's a Trap card, replace in deck and use next card). Winner gets both cards. If neither player gets it right, the READER gets both cards!

HOW THE CARDS WORK

"CLUE" CARDS

Each clue card (Fig. 1) has a flag or W, a category and 5 clues or 1 question. Player reads 1 at a time (pausing 3-5 secs). The answer is at the bottom. Players can answer at any time, even after the 1st clue. But, they can **ONLY** answer **ONE** time per card.



"VISUAL" CLUE CARDS

These have historic images players use to answer a single question on the card. Players place a finger or thumb over the answer. They read the question **FIRST** and then show the card to the table. The 1st to answer correctly wins & keeps the card.



"ACTION" CARDS

Create a hand with these to use in the game. These are a single quick-fire question. Be the first to answer right and get the card.



"HELP!" 1 extra answer when a player needs it!

"DEFEND!" Protect from GRAB, NOPE or a TRAP

"NOPE!" Skip opponent for 1 round! (not 2x in a row)

"GRAB!" Take a card from any opponent!

"W" Use as ANY flag in (in Game 1 or 2) or play it on your highest point value flag in your hand to double (2x) the points (in Game 3)!

"TRAP" CARDS

The whole table must answer one at a time, except the reader, starting at the Reader's left. If the table answers the card, nothing happens (discard). The first to miss the question must give the READER one card! If the person who misses has no cards, they cannot Read or answer the next card. (lose a turn)



"SHOWDOWN" CARD

GO ONE ON ONE WITH SOMEONE!

Choose one player to ask the question. If they get it correct, they keep the card. If not, it's yours! The "W" means the card is a WILD card and replaces ANY flag you may need in your set or (in Game 3) can be used to double your highest point flag!



TAKING YOUR TURN (AS READER)

1. DRAW THE TOP CARD.

IF IT'S A "CLUE" CARD, announce the category and NOT the at the top right and begin reading the clues one at a time, pausing 3-5 secs after each clue.

IF IT'S AN "ACTION" CARD, don't announce the type of action. Just read the question & wait for an answer.

2. IF SOMEONE ANSWERS IT CORRECTLY, THAT PLAYER GETS THE CARD.

3. IF NO ONE CAN ANSWER IT...

The reader keep the card or keeps the Action card in your hand and hidden from other players (like Go Fish or poker).

REMEMBER! DON'T TELL ANYONE...

what kind of ACTION card you're about to read. You want to keep it a secret, so it'll be a surprise to others if you win it and use it on them!

WHAT TO DO WHEN...

"...THERE'S A TIE."

If two (or more) players answer at the same time — and it's hard to determine who answered first —

1. THE SAME READER DRAWS TOP CARD.

Replace a TRAP card if it's the top card & redraw.

2. THE PLAYER WHO ANSWERS RIGHT FIRST WINS BOTH CARDS!

3. READER GETS BOTH CARDS IF NO ONE ANSWERS IT RIGHT!

"...I HAVE ZERO CARDS TO GIVE."

It happens. If someone asks a TRAP card and you give a wrong answer, you must let them draw one card from your hand. If you don't have any cards... YOU MUST **SKIP THE NEXT CARD ROUND.**

If you're the next Reader, you must skip being the Reader AND not answer. Basically, you must skip the next card entirely.

DO MORE: FRECK! ACTIVITIES

#1 "HOW DO THEY RELATE?"

IN PAIRS: 5-8 MINS

UNITS: ALL

PURPOSE: Compare/Contrast card characteristics

INSTRUCTIONAL STRATEGIES: Collaboration, Movement, Writing

TEACHER PREPARATION: Select pairs of cards students can compare & contrast. 2 cards per pair of students.

STEP-BY-STEP: Partners analyze cards and write a comparison statement AND a contrasting statement.

EXTENSION: 1) Can be repeated in class. Partners move to a different table to analyze a new card pair. 2) Cover clues up during activity. 3) Add 1-2 cards to the set to compare & contrast. 4) Activity can transition to **#9 ODD MAN OUT**.

#2 "WHERE DO THEY FIT?"

TABLE GROUPS : 10 MINS

UNITS: Colonization, Revolution, Republic, Westward, Civil War

PURPOSE: Students sequence order of events and draw connections between people, events & places

INSTRUCTIONAL STRATEGIES: Collaboration, Sequencing, Writing

TEACHER PREPARATION: Document camera w/ 5-8 EVENT cards, 1-2 PERSON/PLACE cards, 1 piece of butcher paper per table.

STEP-BY-STEP:

- 1) Students sequence EVENT cards on the screen in spiral, then collaborate to put on butcher paper.
- 2) Student tables are given 1-2 PERSON/PLACE cards and must decide where each fits within the events from step 1. Where they place the cards must be justified on the butcher paper.
- 3) When finished, students rotate to another table, leaving butcher paper and cards at the table for next group to add/edit previous analysis.
- 4) The butcher paper is discussed after the activity

DIFFERENTIATION: Each table group is given 2-3 event cards and have to create a timeline on their butcher paper putting the events in the correct sequence. The set of cards rotate to another tables and they have to place these events in their timeline. The same pattern is then followed for the people cards 1-2 at each table and rotate. Justifications should be written for the placement of the people.

#3 "MIX 'N MATCH UP"

IN PAIRS : 20 MIN

PURPOSE: Students identify the key events, people, terms from the unit. They draw connections between the cards and create a human time line with the cards. This is a great culmination after #1 How do they relate and #2 Where do they fit.

STRATEGIES: Collaboration, Movement, Writing, Sequencing, Critical Thinking

TEACHER PREPARATION: Almost none. Just have cards ready to hand to students face down (if you have more cards than you have students pick and choose the cards you want to use for the activity)

STEP-BY-STEP:

- 1) Pass out one card per student (face down). Instruct them not to look.
- 2) Tell them to hold the card up against their head.
- 3) They move about the room and find a partner. Each Partner then can read a clue to help the other student figure out who they are. This can be continued for a few more rounds.

4) Any student who still hasn't identified the card can be helped by the class.

5) Students try to group similar cards. Example: Boston Tea Party/Sam Adams/Sons of Liberty

6) Assist students who might be struggling. Some cards can fit more than one group and that's okay...see where the students think they fit.

7) Have the groups return to a table and each student will prepare a written explanation of who/ what their card is and how it fits with the group. Have students collaborate with the group to tell their "story". Example:

Sam Adams "I'm a leading Patriot and I found the Sons of Liberty"

Sons of Liberty "We are a group founded by Sam Adams to protest taxes by Parliament and the King".

Boston Tea Party "I'm an act of civil disobedience carried out by the Sons of Liberty in response to the Tea Act".

8) Students can place themselves in one giant human time line as a whole class. Then have each student read his/her written explanation to show the connection within the entire unit.

MODIFICATIONS: Create your own card grouping after students have identified their cards in step 4. Sentence stems could be provided to help students begin to draw connections between cards.

#4 WORD SPLASH

SOLO/IN PAIRS/TABLE GROUPS : 15-30 MINS

PURPOSE: Students demonstrate mastery of concepts through writing

STRATEGIES: Collaboration, Critical Thinking and Writing

TEACHER PREPARATION: 5-7 cards

STEP-BY-STEP:

- 1) 5-7 cards are placed at a table (stations) or under a document camera (whole group).
- 2) Each student does a quick write using all terms.
- 3) Students pair up and are given time to collaborate and add to their quick write, if needed.
- 4) Students are placed in table groups and make any needed edits to quick writes.
- 5) These can be shared with the class.

DIFFERENTIATION: Teacher could do the steps independently and not use the progression from individual to group.

EXTENSION: More cards can be added or the clues can be covered up.

MODIFICATION: Use 3 cards to assist struggling learners and/or provide sentence stems.

#5 "TWEET TWEET!"

PAIRS/TABLE GROUPS : 20-30 MINS

UNITS: ALL

PURPOSE: Students show differing viewpoints

STRATEGIES: Perspectives, Collaboration, Partner Debates, Critical Thinking, Writing, Summarizing

TEACHER PREPARATION: 2 PERSON cards and 1 related EVENT card for each partner or foursome. Ex. Calhoun, Jackson, The Nullification Crisis

STEP-BY-STEP:

1) Each person (pair) or each group of 2 (foursome) take one the role of one of the two people cards.

2) Create a Twitter conversation two people might have had regarding the event, we typically exclude the limitation of the number of characters.

DIFFERENTIATION: 1) Teacher could limit them to 140 characters and/or have them create a hash tag after each of their tweets. 2) Students could be given the two people cards, but they could choose their own event/issue to tweet about.

EXTENSION: Add a third person card to the conversation or cover up the clues on the cards.

MODIFICATION: Have sentence stems ready for the entire twitter conversation or first few tweets.

#6 "CONNECT THE DOTS"

SOLO/IN PAIRS : 30 MINS

PURPOSE: Students create a word web to show connections between people, events, terms, places

STRATEGIES: Writing, Critical Thinking, Drawing Comparisons, and/or Collaboration (if in pairs).

TEACHER PREPARATION: Two cards from the same unit on separate ends of the student table.

STEP-BY-STEP:

- 1)** Students start at their own desk, write down on their paper or in their spiral the name of the unit, this bubble begins their word web.
- 2)** Students then draw the first line for their word web and use the word that is the answer to the card on their desk. On the line that connects the two terms they write how they may be connected.
- 3)** Students then circulate around the room to find a card that they think relates to or connects with the previous word they wrote down on their paper.
- 4)** They continue connecting the two words with a line and writing how they think they are connected.

DIFFERENTIATION: Teacher can use cards from different units to have students draw connections between each and justify.

#7 "ODD MAN OUT"

TABLE GROUPS / WHOLE CLASS : 20 MINS

PURPOSE: Comparisons between a group of cards

STRATEGIES: Collaboration, Compare/Contrast

TEACHER PREPARATION: Set of 4 cards at each table group (stations), or ready for the document camera (whole class activity).

STEP-BY-STEP:

- 1) Students analyze the four cards with group to determine which one doesn't fit with the others.
- 2) Students justify why the card doesn't fit and write it down (groups) or share out (whole class).

EXTENSION: Tell all students that their answers are incorrect and have them go through the process again to select and justify another card.

#8 "FRECK SHOWDOWN"

WHOLE CLASS : 45 MINS

PURPOSE: Competitive game to assess content knowledge

STRATEGIES: Competition, Pressure

TEACHER PREPARATION: Split class into teams; each team needs one marker & space at the board.

STEP-BY-STEP

- 1) One player from each team is sent to the board.

2) Teacher draws a card and reads one clue at a time or question. First player to write the correct answer wins points. 2x or 3x points each round.

#10 "TAKE A SEAT"

WHOLE CLASS : 10-15 MINS

PURPOSE: Students draw connections. Teacher creates a new seating chart.

STRATEGIES: Collaboration, Movement, Writing, Sequencing, Critical Thinking

TEACHER PREPARATION: Prepare groups of cards according to seats per table or desks in your room.

STEP-BY-STEP

- 1) The instructor meets students at the door to hand them a card. Each card handed out relates to other cards (depending on table group size).
- 2) Students move around the room, trying to figure out which cards match their card.
- 3) When students arrive at where they think their cards match, they must sit down and justify. The class and instructor discuss and make corrections.



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Game designed & written by Mat Parker & Gregg Williams.
Clues & academic vocabulary align and/or support the Texas Essential
Knowledge & Skills adopted by the Texas Educators Association.

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