

T2D11,12 Ch. 6.1 “The American Revolution: The Early Years”

Presentation Project (50 + 25 pts)

We recently have been discussing all the events that led up to full out **war** with Great Britain. For this assignment, you'll be **researching one of the following sections**, from the textbook, while also researching additional info to add depth to your knowledge of the information presented. Then you'll be creating a **presentation** about your assigned topic. See below for **group assignments**, as well as **key points** that you **need to cover**:

- **The Opposing Sides (pp 163-164):** The **Patriot view** of things, (Ex: *Common Sense*, etc.) **Loyalist views**, and why they had those ideas. Who was neutral, and why etc.
- **African Americans in the War + Patriot Advantages (pp 164):** Why did some Blacks fight for the British?
 - **Patriot Advantages** in the conflict, versus the British. Who were the **mercenaries** the British hired, and how did the Patriots portray that to their fellow Americans?
- **Raising an Army (pp 164-165):** how did this work, the role of **militias**; specific **women** who fought, etc.
- **Fighting in New York (pp 166-167):** Gen. Howe and his troops; The Battle of Long Island; Nathan Hale story; Winter of 1776-1777 and issues with soldiers leaving.
- **Patriot Gains (p. 167):** Issue of enlisting blacks to fight; examples: **Lemuel Hayes, Peter Salem. Victories in New Jersey:** What did armies usually do in winter? How did Washington take advantage of this?
- **British Plan for Victory (pp 167-168):** Describe the plan for the British in 1777; what leaders were in charge?
 - **British Capture Philadelphia:** describe how this happened.
 - **Patriots slow the British:** describe how the Americans slowed St. Leger's army; how Gen. Burgoyne was slowed down in his progress.
 - **Battle of Saratoga:** summarize the conflict, including mention of **General Horatio Gates**.

Make sure to check the backside for all other details on grading. You will be **presenting** your project for **~7 minutes**, so be ready to do so, and also to answer any questions. Also, do not forget to **source your info** (at the end of your slideshow as a **Works Cited** page is fine) Good luck!

(Presentations will occur and are due: T2D13)

Other Required Steps to Follow:

- Use at least **one picture** per slide, to keep it interesting. Make sure to cite all pictures / info too!
- Use **bullet points** for every 2-3 sentences of info. Keeps it organized in easy to digest chunks.
- Answer **potential questions** people may have (at least **7 important facts** / questions for full credit)
- Anything that is **bolded** or **blue-colored** in the textbook should be **understood** and **explained!**
- Make sure to **cover all** the info mentioned in the textbook (in your own words, of course), as well as the **main points** I mentioned above (will be included as **Guided Notes** on Thursday)
- Pick at least **3 subtopics** that are **most interesting** to you, and show that you have **gone beyond** the **textbook** info in describing your chosen topics.
- Include a **short video clip** as part of your presentation (no longer than 2 minutes max).
- Include a **short interactive activity** for the class, for them to engage each other and show what they have learned!
- **Don't** just **read** from the **slideshow**; use it as a **reference**, but remember to **talk** to the class, not the projector.
- Review the **rubric** on the back, and make sure to follow it for full points!
- **NOTE:** Also, you will be turning in a **paragraph summarizing your group work experience** (what did you do, how did you contribute, etc.). Explain what grade you feel you deserve (out of **25 total points**), and what **grade** you think the **other members** of your **group** deserve (also out of 25 total points), and **explain why**. This will be added to your presentation grade of 50 points, for a total of 75 points.

Presentation Rubric

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Context & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product correctly answers +7 potential questions / facts about the topic.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product accurately answers 5-4 potential questions / facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product correctly answers several of potential questions / facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly answers correctly any potential questions / facts about the topic.	
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Completes all of the required steps	The message is clear. Uses several different persuasive techniques to good effect; completes most of the required steps	The message is somewhat clear, but not very powerful or strong. Completes several of the required steps	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't complete the required steps	
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Presentation & Sources	Info, pictures used, etc., is correctly & fully cited. Presenter(s) fully engaged, excited and follow the time allotted.	Info, pictures used, etc., appear to be mostly cited. Presenter(s) at times seem(s) fully engaged, excited and mostly follow(s) the time allotted.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Presenter(s) is polite, but not very enthusiastic and the time frame is only loosely followed.	Sources are not documented at all. Presenter(s) seem(s) not interested in the topic at all, distracted, etc. Time frame is not followed well.	
Comments:					
					Total Score:

Tips to Make this Assignment Awesome! (50 pts available):

- Use fresh, original ideas; also, ideas should be backed up by accurate examples, illustrations and a variety of support.
- Make sure your message to the reader is clear, strong, persuasive, and easily understood.
- Demonstrate a strong grasp of conventions by using proper punctuation, capitalization, grammar, usage and paragraphing in a way that enhances the message of the paper.
- Make sure your product is neat, well-organized and easy to follow. Use creative illustrations that support your message.
- Take the assignment and complete it in a way that is your own.