Friday, 30 October 2015

Dear American History Parents and Families,

Your student has completed set of slide or flashcards of the thoughts and actions that led this country to revolution and fed its creation of the Constitution. We created the cards because these topics are not presented in a linear, chronological fashion in our readings but instead are presented thematically through discussion of the beginnings of the colonies, the developments of regions, philosophical political ideas and British political history, and the French and Indian War. So these cards allowed us to gather together these ideas into a set organized into logical groupings.

We have been studying these cards as we created them, one or two a day to better internalize all the complex set of causes. Students will take a new kind of test that asks them to use their understanding of the causes to approach a set of documents related to the causes. So instead of just answering questions reflecting their knowledge, students might read a letter from one colonist to another expressing anger over the Proclamation of 1763 and be asked questions that show they understand the thoughts expressed. Instead of answering questions about the Stamp Act, students might be asked to interpret a political cartoon about the act. Instead of answering questions about the Declaration of Independence, students might be given a section read and asked to show their understanding of the thoughts expressed by the Continental Congress.

So to solidify their understanding before they approach these documents, they are being asked to **present** all they know to their family, walking their family through the events that led to the announcement of a new kind of country in the Declaration of Independence. All the work that your student has done in class and in studying and creating the cards should allow him or her to relate the ideas we have discussed. If your student cannot relate a topic clearly and accurately, he can **restudy and try again**. If he or she has to re-present every day between now and the deadline, next Wednesday night November 5th, he should, building his knowledge and confidence with each session. Being able to tell you all about the ideas and events on the Road to Revolution clearly and completely will help your student successfully interpret the documents next Thursday and Friday, so their presentation to you is **due back on that Thursday, November 6th**. You want your student to try, try, and try again, until you can check all the boxes on the **presentation checklist** so I can award 40/40 points for this effort. Your student was given a copy of the checklist and a copy of our notes for you to use to support your viewing, and these are also loaded on my website.

Please also send in a **picture** of your family during the presentation, as we want to make a display of this successful study for all to be proud of. We know it took a Revolution! Each year the students enjoy the display of pictures of their presentations to their families as a celebration of the beginning of our study together.

The students have learned much this year already and are proud to show you what they know. Thank you very much for your support!

Please **sign and return the attached portion of this letter Monday,** **November 2nd**, to let me know your student began your student began the presentation over the weekend.

Virginia Fitzgerald and the 8th Grade American History Students

|  |  |
| --- | --- |
| http://www.i2clipart.com/cliparts/7/b/6/1/clipart-scissors-icon-7b61.png | Cut off and return bottom portion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Monday,** **November 2nd**

I have received the parent letter, presentation checklist, and class notes for my student's presentation of the Road to Revolution topics. My child has begun presenting. I know the presentation checklist and picture are **due on the day of the test, Thursday, November 5th.**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fitzgerald /40 Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Sheet for Presentation of Pre-revolutionary and Pre-Constitutional Thoughts and Events

**DUE Thursday, Nov 5th – TEST DAY FOR THIS MATERIAL**

* Checklist completed? I will figure a % from your checks and award the number of points out of 40 possible that corresponds to that percentage.
* Photo of family during presentation sent in? Thank you!

 Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please place a check in the boxes*** on the chart to indicate successful presentation of the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | Slide/Card notes the **name we have given to the topic** | **An image tied to a key ideas** of the event , not just the title, is presented with the topic name to spur the student's memory | Our **class notes** on the topic have been written on the next slide or the back of the flashcard. | The student is **able to tell his or her audience about that topic in a way that reflects knowledge of our reading, discussion, and notes**. An word-by-word account is not required. |
| Magna Carta  |  |  |  |  |
| Parliament  |  |  |  |  |
| English Civil War and the Glorious Revolution |  |  |  |  |
| English Bill of Rights |  |  |  |  |
| House of Burgesses  |  |  |  |  |
| Mayflower Compact  |  |  |  |  |
| Representative Government of the Puritans |  |  |  |  |
| Colonial Self-Government |  |  |  |  |
| Freedom of Religion and Separation of Church and State |  |  |  |  |
| Zenger Trial  |  |  |  |  |
| The Theories of John Locke |  |  |  |  |
|  Mercantilism |  |  |  |  |
| The Navigation Acts |  |  |  |  |
| Sugar and Stamp Acts |  |  |  |  |
| Declaratory Act |  |  |  |  |
| The Townshend Acts |  |  |  |  |
| The Proclamation of 1763 |  |  |  |  |
| Quartering Act |  |  |  |  |
| Closing of the New York Legislature |  |  |  |  |
| Writs of Assistance  |  |  |  |  |
| Boston Massacre |  |  |  |  |
| Intolerable Acts |  |  |  |  |
| Sons of Liberty |  |  |  |  |
| Boston Tea Party |  |  |  |  |
| Common Sense  |  |  |  |  |
| Declaration of Independence  |  |  |  |  |