**Causes of the American Revolutionary War**

**Acts and Events Leading to the Revolution – Mini Group timeline Presentations**

* Directions:
	+ Small groups (max of 4) will be chosen by you
	+ Each group will be responsible for creating a timeline that demonstrates an understanding of relevant information, important facts, dates about each act or event
		- Topics
			* Proclamation of 1763
			* The Declaratory Act
			* The Townshend Acts
			* Sugar Act
			* The Tea Act
			* Trial of John Peter Zenger
			* French and Indian War
			* The Coercive or Intolerable Acts
			* The Continental Congress
			* Stamp Act
			* Salutary Neglect
			* Common Sense
			* Boston Massacre
		- Presentations must include the following . . .
			* Content
				+ Background information

What caused this to take place?

* + - * + Description of the act or event

Who were the people involved? Who were the people effected by this Act/Event?

What happened?

Where was the area that was effected?

When did this take place?

Why is this event a cause?

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| **Timeline : Causes of Revolutionary War**Teacher Name: **Mr. Shepard** Student Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Content/Facts**  | Facts were accurate for all events reported on the timeline.  | Facts were accurate for almost all events reported on the timeline.  | Facts were accurate for most (~75%) of the events reported on the timeline.  | Facts were often inaccurate for events reported on the timeline.  |
| **Content/Facts**  | Facts were accurate for all events reported on the timeline.  | Facts were accurate for almost all events reported on the timeline.  | Facts were accurate for most (~75%) of the events reported on the timeline.  | Facts were often inaccurate for events reported on the timeline.  |
| **Fonts and Colors**  | The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.  | The use of font styles and colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat.  | The use of font styles and colors is consistent , but is not used effectively to organize.  | The use of font styles and colors is not consistent OR detracts from the organization.  |
| **Graphics**  | All graphics are effective and balanced with text use.  | All graphics are effective, but there appear to be too few or too many.  | Some graphics are effective and their use is balanced with text use.  | Several graphics are not effective.  |
| **Readability**  | The overall appearance of the timeline is pleasing and easy to read.  | The overall appearance of the timeline is somewhat pleasing and easy to read.  | The timeline is relatively readable.  | The timeline is difficult to read.  |
| **Title**  | The timeline has a creative title that accurately describes the material and is easy to locate.  | The timeline has an effective title that accurately describes the material and is easy to locate.  | The timeline has a title that is easy to locate.  | The title is missing or difficult to locate.  |
| **Dates**  | An accurate, complete date has been included for each event.  | An accurate, complete date has been included for almost every event.  | An accurate date has been included for almost every event.  | Dates are inaccurate and/or missing for several events.  |
| **Learning of Content**  | The student can accurately describe 75% (or more) of the events on the timeline without refering to it and can quickly determine which of two events occurred first.  | The student can accurately describe 50% of the events on the timeline without refering to it and can quickly determine which of two events occurred first.  | The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.  | The student cannot use the timeline effectively to describe events nor to compare events.  |
| **Preparation**  | The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.  | The student had notes about almost all the events and dates s/he wished to include on the timeline before beginning to design the timeline.  | The student had notes about most (~75%) of the events and dates s/he wished to include on the timeline before beginning to design the timeline.  | The student had not prepared adequate notes before beginning to design the timeline.  |
| **Time Use**  | Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.  | Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.  | Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.  | Student did not use classroom time to work on the project and/or was highly disruptive.  |