**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. |