DIRECTIONS: Each student is to read this page individually. Then, as a group, answer the question found in the box at the bottom of this page. ALSO - HIGHLIGHT something in this reading that you didn’t know.

CHART THE COURSE TO REVOLUTION PROJECT
AMERICAN ANGER BUILDS

BACKGROUND

The French and Indian War had caused the British to go deeply into debt. Britain needed more revenue or income, therefore,… Parliament (the British gov’t) decided to pass new laws that forced the colonies to pay for imported goods such as sugar, tea, and coffee.

After winning the F&I War England now owned large lands in Indian territory - BUT - they didn’t want the expense of defending them … so they passed a law forbidding American colonists from going beyond the Appalachian Mtns. The King and Parliament decided to keep a standing army (The Quartering Act) on the American frontier - this would need to be paid for.

Another way the British decided to raise money was to send British warships to enforce the Navigation Acts which, up until that time (1763), had been largely ignored. The extra money went to Britain.

From this point on, for the next 13 years, how the colonists and the British acted and reacted towards each other PAVED THE ROAD TO WAR!

In your opinion, what will this project be about? ANSWER HERE:
I. GROUP RESPONSIBILITIES – POSTER DUE DATE: “THREE (3)” WEEKS FROM TODAY - __________________________
The ACT NAME or Event our group must EXPLAIN is: - ____________________________________________
The ORAL PRESENTATION DATE for my group is: - _____________________________________________

DIRECTIONS:

A. Create/Form a GROUP of 4 from within this class. Your group must include one of the “ARTISTIC”
people we listed on the board.

B. GENERAL OBJECTIVES – PERSON 1, 2, & 3 may TYPE but it is NOT mandatory.

See pp.3 – 6 of this packet for specific poster requirements and design.

1. POSTERS must have the following information ON THE BACK!: STUDENT’S FIRST AND LAST NAME, GROUP LETTER, PERSON # and
CLASS NAME – CAPRAS, FORDS, HITCH, OR SPIEL.

2. FONT & FONT SIZES: for POSTER CHART HEADINGS (FRONT of poster) – use ARIAL size 12 or larger. For RESEARCH NOTES/FACTS
– ARIAL NARROW no smaller than size 7 or 8. Your notes can be larger BUT this font and size fits the most info in the smallest space.

3. Person #1, #2 and #3 will each create their own separate charts. (on poster paper no smaller than 22” x 28” or 20” x 30”), set-up EXACTLY like the
SAMPLE CHARTS found on pp.3 - 5 of this packet. All events are to be in the exact same order as they are found on the SAMPLE CHARTS found on pp.3 - 5 of
this packet. Each person is responsible for finding out certain information about the 11 British Acts listed in the first column of the SAMPLE CHARTS found on pp.3 - 5 of
this packet and including the research on their poster’s chart. Each person will know what to research based on the HEADINGS found at the top of each column
on the SAMPLE CHARTS ditto #4.

*Appropriate use of color, creative lettering, LINES for Columns and Rows AND neatness are ALL REQUIRED throughout the
entire chart/poster. *ALL CHART RESEARCH IS TO BE SHOWN ON ONE SIDE OF THE POSTER.*

4. Person #4 - THE TEACHER will assign one (1) of the British Acts to each group. Person #4 will, in a creative and artistic way with
appropriate use of artistic coloring and lettering; neatness and accurate history are all important. On poster paper no smaller than 22” x
28” or 20” x 30” create a poster that does ONE of the following:
   a) protest the Act from the colonists’ point of view. OR
   b) try to encourage colonists to join a certain activity that fights the Act.
   c) support the ACT from a British or Loyalist point of view.

4. ORAL PRESENTATION: present your poster to the class. Your ORAL PRESENTATION will consist of explaining to the
class the one ACT the teacher assigned you. The class will take notes based on your oral presentation.

ANALYZE YOUR ARTWORK – EXPLAIN what you are trying to say in your artwork. EXPLAIN your reasons
behind the choice of colors and symbolism, etc..

C. GROUP REQUIREMENTS:

1. Present ALL work to the class in an ORAL PRESENTATION. You need to communicate with each other about how you’re going to
present your oral work, how your chart or poster will look and be set up. Get each others’ input and approval for overall appearance and
content. GROUP QUIZ GRADE.

2. PERSON #1, PERSON #2 AND PERSON #3 must present his/her own chart to the class AND EXPLAIN, in depth and in your own
words, the one ACT/Event your group was assigned by the teacher. It should be written down on the line above. Get approval & input
from teammates on your poster ideas.

3. The ART PERSON - PERSON #4 is to present his/her poster to the class and EXPLAIN what it represents - ANALYZING its details to
the class AND EXPLAINING what it has to do with your group’s ACT OR EVENT. Get approval & input from teammates on your poster
ideas.

4. ALL oral presentations are to be done from memory and/or with the aid of 3x5 note cards.

PARENT/GUARDIAN SIGNATURE: ________________________________________________________________

STUDENT NAME (PLEASE PRINT) : _______________________________________________________________

I AM PERSON #. (CIRCLE ONE) PERSON #1 PERSON #2 PERSON #3 PERSON #4
III. GRADING

A. Individual Grade From Individual Poster = TEST GRADE.
   - Each student will be graded individually on the QUALITY OF WORK.
     This includes thoroughness of detail, factual detail, neatness, and artistic effort - NOT artistic ability.

   • Use a STRAIGHT EDGE – straight lines and straight columns and rows are EXTREMELY IMPORTANT!

B. Group Grade From Oral Presentations = QUIZ GRADE.
   - You need to know basic information about the individual act that your group is responsible for no matter if you are PERSON #1 OR #2 OR #3 OR #4 - YOU NEED TO KNOW BASIC INFORMATION OF ALL FOUR PARTS.
   - EACH GROUP will be graded on how well its organization and preparation shows through in their oral presentation. KNOW what you are talking about in regard to the ACT OR EVENT your group was assigned.

C. ORAL PRESENTATIONS -

<table>
<thead>
<tr>
<th>ORAL PRESENTATIONS – GRADED REQUIREMENTS</th>
<th>A POINTS</th>
<th>B POINTS</th>
<th>C POINTS</th>
<th>D POINTS</th>
<th>F POINTS</th>
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</thead>
<tbody>
<tr>
<td>EYE CONTACT WITH ENTIRE AUDIENCE</td>
<td>15 – 13</td>
<td>13 – 11</td>
<td>11 – 9</td>
<td>9 – 8</td>
<td>8 &amp; LOWER</td>
</tr>
<tr>
<td>CONFIDENCE/POISE</td>
<td>15 – 13</td>
<td>13 – 11</td>
<td>11 – 9</td>
<td>9 – 8</td>
<td>8 &amp; LOWER</td>
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<tr>
<td>SPEAKS LOUD WITH EXPRESSION - NO MONOTONES</td>
<td>15 – 13</td>
<td>13 – 11</td>
<td>11 – 9</td>
<td>9 – 8</td>
<td>8 &amp; LOWER</td>
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<tr>
<td>EXPERTISE &amp; PREPAREDNESS</td>
<td>15 – 13</td>
<td>13 – 11</td>
<td>11 – 9</td>
<td>9 – 8</td>
<td>8 &amp; LOWER</td>
</tr>
<tr>
<td>THOROUGHNESS OF CONTENT/DEPTH OF KNOWLEDGE</td>
<td>25 – 22</td>
<td>22 – 19</td>
<td>19 – 16</td>
<td>16 – 13</td>
<td>13 &amp; LOWER</td>
</tr>
<tr>
<td>NEATNESS &amp; ARTISTIC EFFORT ON POSTER</td>
<td>15 – 13</td>
<td>13 – 11</td>
<td>11 – 9</td>
<td>9 – 8</td>
<td>8 &amp; LOWER</td>
</tr>
</tbody>
</table>

   • MOST IMPORTANT - PERSONAL DEPTH OF KNOWLEDGE OF YOUR SUBJECT (your ACT OR EVENT)!

   • SECOND MOST IMPORTANT – It should be obvious that you rehearsed and are well prepared. NO reading off cards (use them to assist but not to read off of) or charts, etc..

   • POISE - VOICE PROJECTION - EYE CONTACT - CLARITY OF PRESENTATION.

HELPFUL HINT know the material well enough that you are just talking about the subject as if it is totally natural to you.
IV. RESEARCH ADVICE

A good start is found on pp. 175 - 189 in the old textbook - AMERICA'S PAST AND PROMISE but NOT all of the information is there. You need to look at the resources found below for good areas to find out more about these ACTS AND EVENTS. ALL DATA AND INFORMATION is AVAILABLE! NO EXCUSES! Remember I know the answers - I know what’s available here at school and on-line so, before you give-up, remember I am grading you.

V. TITLES OF THE BRITISH ACTS & THEIR YEARS

1. THE NAVIGATION ACTS OF 1651
2. THE PROCLAMATION ACT OF 1763
TEAM - A. THE SUGAR ACT (also known as the MOLASSES ACT) OF 1764
TEAM - B. THE STAMP ACT OF 1765
TEAM - C. THE QUARTERING ACT OF 1765
TEAM - D. THE TOWNSHEND ACTS OF 1767
TEAM - E. THE TEA ACT OF 1773
TEAM - F. THE INTOXICABLE ACTS (also known as the COERCIVE ACTS) OF 1774-1775
3. THE REPEAL OF THE STAMP ACT IN 1766
TEAM - G. THE QUEBEC ACT OF 1774

VI. POSSIBLE RESOURCES TO USE

A. BOOKS
2. AMERICA’S PAST AND PROMISE, PP.175 - 189. SEE MR. SAUNDERS
3. ADVENTURE TALES OF AMERICA - see Mr. Saunders
4. DON'T KNOW MUCH ABOUT HISTORY - see Mr. Saunders
5. AMERICA: ITS PEOPLES AND VALUES - see Mr. Saunders

B. MORE BOOKS -
1. WE THE PEOPLE - see Mr. Saunders
2. AMERICA’S WAR OF INDEPENDENCE: 1763-1783, pp.3 - 9. see Mr. Saunders
3. School Media Center:
   a) A SOURCEBOOK ON COLONIAL AMERICA - GOVERNING AND TEACHING: 973.2 GOV
   b) COLONIES IN REVOLT: 973.3 CAR
   c) Various ENCYCLOPEDIAS

HISTORY SITES ON THE INTERNET –

b. Path To The Am Rev - http://www.hobart.k12.in.us/gmedia/amrevrevwarrevindex.htm
d. MASSACHUSETTS HIST SOCIETY http://www.masshist.org/revolution/index.html
e. USHISTORY.ORG - http://www.ushistory.org/declaration/related/

COMPUTER & INTERNET

g. SPARK NOTES: http://www.sparknotes.com/history/american/prerevolution/
h. www.revolutionary-war-and-beyond.com/index.html
i. www.landofthebrave.info
j. www.tax.org/museum/1776-1776.htm
l. OTHER:_____________________________________________

GENERAL RESEARCH SITES ON THE INTERNET –

1. ENCYCLOPEDIA.COM - http://www.encyclopedia.com/topic/American_Revolution.aspx#1
USER NAME: medfordmms PASSWORD: memorial
<table>
<thead>
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<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<td>CLASSROOM SEARCH ... AND RE - SEARCH</td>
<td>ON YOUR OWN SEARCH ... AND RE - SEARCH</td>
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<td>AMERICAN REVOLUTION VOCAB QUIZ</td>
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<td>FINISH your RESEARCH</td>
<td>BEGIN POSTERS AT HOME!</td>
<td>POSTER WORK AT HOME!</td>
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<td>FINISH POSTERS AT HOME!</td>
<td>DATES/EVENTS &amp; SIGNIFICANCES QUIZ FINISH POSTERS AT HOME!</td>
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<td>5 ORAL PRESENTATION REHEARSALS</td>
<td>6 ORAL PRESENTATIONS BEGIN</td>
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