# Comparing the 2 Possible Projects

 The one about Teaching and change is a little harder, but it is your decision which one you do. Both are the same 100 points for the project and 50 points for evidence quizzes or equivalent. The students doing **eith**er also do the 2nd and 3rd Part (for another 100 and 50 points). They are equal and one or the other is necessary for you to make a good grade, given the Texas Master syllabus and all students in US History required to have 30% of their letter grade (30% of this 1000 point course) .from writing with primaries.)

The yellow in both highlights equivalent spots. **Caution:** Do notice that both require deleting the first paragraph that explains the file. You must also remove from the file all of the directions and tips to you.

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| **What goes in the Subject for Your Post:** STUDENT’s NAME-Answering questions about representation and taxation using the 3 primaries  **What goes in the Message for Your Post:**  **Tip:** **This paragraph is not part of the paper but a quick explanation:** This shows an **easy and safe** way to answer questions about something **that is real (including history).TIP:** For this option for the 1st Part F.I.O. Project, **you are not trying to notice what changed over time**. Instead, **you answer the question about each primary in chronological order in a separate paragraph**. You need to **use** accurately each of the primaries with at least one textbook page and one video citation. **<READ & THEN DELETE THIS PARAGRAPH FROM YOUR SAMPLE FILE.**  Begins with what is essential about the Stamp Act and taxation and representation. (**TIP**: Write what you would say aloud to another first year student. **Be simple**. In this**first** paragraph, **use** the **earliest** source and at least one **textbook page** and **video transcript number**. Write with a correct citation to a **textbook page** (*Pageant*, 91). Write with a correct citation to **a fact from the earliest primary** (Stamp Act, 1). Make a correct citation to a fact shown at **a transcript number from the video**(*Making a Revolution*, 11:05). (**Tip*:*** In all paragraphs, write so words make **common sense**. You may cite the primary and then its textbook page and then its video transcript number or vice versa. You may use more than one textbook page or primary page and transcript number from the video.)  What is essential about the Declaration of Independence and taxation and representation? In this **second paragraph**, **use** **at least one textbook page**, one **primary page,** and **one transcript number** from a video. Make a correct citation to a fact on **a** **textbook page** (*Pageant*, 106) and a video (*Declaring Independence*, 04.03). Make a correct citation to a fact from the primary (Declaration, 2).  What is essential about the Constitution and taxation and representation? In this **third paragraph**, **use** the **3rd primary** (Constitution, 17). Make a correct citation to **a textbook page** (*Pageant*, 130). Make a correct citation to a **video transcript number** (*Inventing a Nation,* 06.45). (***Caution:***  Do **not**introduce **new** facts in that closing sentence. If you have 400 or more words, delete your words until they are under 400 words!) | **What goes in the Subject for Your Post:** STUDENT’s NAME-Teach the essentials of representation and taxation using the 3 primaries  **What goes in the Message for Your Post:**  **Tip:** **This paragraph is not part of the paper but a quick explanation:** This shows an **easy and safe** way to figure out and answer any question about something **that is real (including history)** **and** **that changed over time**. You cover each primary in chronological order in a separate paragraph. **At a minimum**, you need to discuss each of the primaries and place them in the context of their time period. **At best,** you also show how and why something in history changed over time. The word *Begin* starts the example of this safe way. **<READ & THEN DELETE THIS PARAGRAPH FROM THIS FILE.**  Begin with a brief sentence introducing what the **whole paper covers**. (**TIP**: Write what you would say aloud to another first year student. **Be simple**. **CAUTION**: Notice the word ***use*** in each of the paragraphs. **Do not just passively type words from the sources. Figure it out and teach the history**). In this**first** paragraph, **use** the **earliest** source and at least one **textbook page** and **video transcript number**. Write with a correct citation to a **textbook page** (*Pageant*, 91). Write with a correct citation to **a fact from the earliest primary** (Stamp Act, 1). Make a correct citation to a fact shown at **a transcript number from the video**(*Making a Revolution*, 11:05). (**Tip*:*** In all paragraphs, write so words make **common sense**. You may cite the primary and then its textbook page and then its video transcript number or vice versa. You may use more than one textbook page or primary page and transcript number from the video.)  In this **second paragraph**, **use** the sources to cover how things are **changing** and use **at least one textbook page**, one **primary page,** and **one transcript number** from a video. Make a correct citation to a fact on **a** **textbook page**. (*Pageant*, 106) and a video (*Declaring Independence*, 04.03). Make a correct citation to a fact from the primary (Declaration, 2).  Make another simple, short transition sentence for the **third** paragraph. In this **third paragraph**, **use** the **3rd primary** (Constitution, 17). Make a correct citation to **a textbook page** (*Pageant*, 130). Make a correct citation to a **video transcript number** (*Inventing a Nation,* 06.45). Make a simple, short closing sentence on what the whole paper covered. (***Cautions:*** Do **not**introduce **new** facts in that closing sentence. If you have 400 or more words, delete your words until they are under 400 words!) |