

## 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 **either** 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.

**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 1<sup>st</sup> 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.**

**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.**

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**

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

(*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 **3<sup>rd</sup> 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!)

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 **3<sup>rd</sup> 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!)