The Cheatsheet for the 1st Part Writing for US History I

This is about a ½ page paper handwritten. Think of these as a way you would write to your boss about a problem to solve, not as a composition. Memos to a boss are brief, accurate, and useful. If the memo is about time, the earliest event comes first. For this class, you may either write a summary of each part of the content or show interconnections on 2 or 3 issues covered in the content (the stronger method and the higher grade and usefulness to your boss).

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| **Cheatsheet for a Summary of Each Part of the Content** Brief sentence saying what you will teach freshman students about this subject or about this 1st paragraph. Fact about Southern colonies. Your personal view of that fact. Another fact about Southern colonies. Still another fact about Southern colonies. One last fact about Southern colonies. Perhaps your reminding the reader about what you have shown about Southern colonies.Brief sentence saying what this second paragraph covers. Fact about Middle Colonies. Another fact about Middle Colonies. Still another fact about Middle Colonies. Your personal view of that fact. One last fact about Middle Colonies. Perhaps your reminding the reader about what you have shown about Middle Colonies. |

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| **Cheatsheet for Paragraphs Showing Interconnections on 2 or 3 Issues in the Content** Brief sentence saying what you will teach freshman students about this subject on issue X, issue Y, and issue Z. If needed, transition sentence to introduce issue X. Fact about Southern colonies on issue X. Your personal view of that fact. Fact about New England on issue X. Fact about Middle Colonies on issue X.Transition sentence to introduce issue Y. Fact about Southern colonies on issue Y. Fact about New England on issue Y. Your personal view of that fact. Fact about Middle Colonies on issue Y.Transition sentence to introduce issue Z. Fact about Southern colonies on issue Z. Fact about New England on issue Z. Your personal view of that fact. Fact about Middle Colonies on issue Z. Perhaps your reminding the reader about what you have shown about issue X, Y, and Z. |

Your Prof’s answers – This is what I have found safest. If you are in a different class, do what the prof or boss asks.

* . = a place where I would **not** cite. Cite = to state the source and specific page where readers can find that fact.
* = a place where I might cite
* ~~Strikethrough~~ = words you should **not** write. Unsupported opinions do not belong in a memo to the boss. If you do not strike it out, you better find a page of the source that supports what you wrote.

**In the summary, why do you only cite one time each in the 2 paragraphs?** Because all facts in each paragraph are from the same page.

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| **Cheatsheet for a Summary of Each Part of the Content** Brief sentence saying what you will teach freshman students about this subject or about this 1st paragraph. Fact about Southern colonies. ~~Your personal view of that fact.~~ Another fact about Southern colonies. Still another fact about Southern colonies. One last fact about Southern colonies.1 Perhaps your reminding the reader about what you have shown about Southern colonies. .Brief sentence saying what this second paragraph covers. Fact about Middle Colonies. Another fact about Middle Colonies. Still another fact about Middle Colonies. ~~Your personal view of that fact.~~ One last fact about Middle Colonies.2 Perhaps your reminding the reader about what you have shown about Middle Colonies. .1 Kennedy, Cohen, and Piehl, *American Pageant*, 32.2 Kennedy, Cohen, and Piehl, *American Pageant*, 45. |

**In the paragraphs showing interconnections, why do you cite multiple times in each paragraphs?** Because you cite when the source changes or when you separate the prior citation from the next with a paragraph or an introduction.

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| **Cheatsheet for Paragraphs Showing Interconnections on 2 or 3 Issues in the Content** Brief sentence saying what you will teach freshman students about this subject on issue X, issue Y, and issue Z. If needed, transition sentence to introduce issue X. Fact about Southern colonies on issue X.1 ~~Your personal view of that fact.~~ Fact about New England on issue X. Fact about Middle Colonies on issue X.2Transition sentence to introduce issue Y. Fact about Southern colonies on issue Y.3 Fact about New England on issue Y. ~~Your personal view of that fact~~. Fact about Middle Colonies on issue Y.4Transition sentence to introduce issue Z. Fact about New England on issue Z.5 ~~Your personal view of that fact.~~ Fact about Southern colonies on issue Z.6 Fact about Middle Colonies on issue Z.7 Perhaps your reminding the reader about what you have shown about issue X, Y, and Z.1 Kennedy, Cohen, and Piehl, *American Pageant*, 32.2 Kennedy, Cohen, and Piehl, *American Pageant*, 45.3 Kennedy, Cohen, and Piehl, *American Pageant*, 32.4 Kennedy, Cohen, and Piehl, *American Pageant*, 45.5 Kennedy, Cohen, and Piehl, *American Pageant*, 45.6 Kennedy, Cohen, and Piehl, *American Pageant*, 32.7 Kennedy, Cohen, and Piehl, *American Pageant*, 45. |