

If you are unclear about any aspect of this assignment, contact your lead instructor immediately.

**Assignment Description for
Teaching American History Grant
American Revolution/Primary Sources**

Assignment: American Revolution Discussion Posts and Responses

Description:

This assignment requires you post and respond online within your grade-level folder in the TAH American Revolution InterAct conference during weeks 4 and 5 of the grant module. You must create two individual and unique posts and provide two thoughtful responses to your colleagues' posts. Lead instructors will grade each post and response separately.

The purpose of this assignment is for you to engage with your colleagues in generative discussions including academic and pedagogical dimensions that relate to the Revolutionary era. The content of your posts and responses will vary by week, but *each entry* must meet the following minimum expectations:

- Uses professional, syntactically-correct discourse intended to make or support a unique point;
- Focuses on references to Revolutionary era and/or pedagogically-related (i.e., primary sources, foldables, video streaming) content;
- Includes reference to course materials;
- Provides detailed entries comprising of at least two paragraphs (i.e., at least five sentences per paragraph); and,
- Focus on application, analysis, synthesis, or evaluation levels of Bloom's taxonomy.

Note: You are *expected* to review the TAH American Revolution and your grade-level conference folder every workday of the module, and you are *encouraged* to participate in these conferences beyond the above expectations. In addition to meeting the discussion requirements, freely use these forums to ask questions, share your professional expertise, and use them in other ways you feel will enhance your own and your colleagues' content and pedagogical growth.

**American Revolution Discussion Posts and Responses
Assignment Expectations**

The basis for grading all post, response, and critique assignments will be the expectations below, but Post I will receive double points (for a total of 10 possible points).

Expectations	Your Score
<input type="checkbox"/> Adequately addresses <i>all parts</i> of the post/response question <input type="checkbox"/> Includes reference to course materials <input type="checkbox"/> Uses professional, syntactically-correct discourse intended to make or support a unique point <input type="checkbox"/> Focuses on references to Revolutionary era content and/or pedagogical content <input type="checkbox"/> Detailed response <input type="checkbox"/> At least two paragraphs in length <input type="checkbox"/> Focuses on the application, analysis, synthesis, or evaluation level of Bloom's taxonomy	____/5

American Revolution Discussion Posts and Responses Entry Expectations

Post I

Due Date: 1/10/11 11:59 PM PST

Note: This post is worth ten points.

List and briefly describe each of the resources studied outside class during this module. These items include:

- “Women of the Revolutionary Era”
- “The Revolution as a Different Kind of War”
- Three articles from the “Teaching with Documents” series
- One episode of Liberty’s Kids
- Several episodes from “Keyhole to History”
- One episode each of “Teaching American History Podcast” and “Colonial Williamsburg Podcast”
- Two episodes of “Great Moments in History”

Upon completing the overviews, answer the following question:

- Based on these resources and your review of *Using Primary Sources in the Classroom*, how could you integrate primary sources into your classroom when teaching about the American Revolution or any other era of American history?

Response I

Due Date: 1/14/11 11:59 PM PST

Based on your reading of primary sources shared in class and children’s literature provided by the grant, respond to the suggested pedagogical approaches posted by one or more of your grade-level peers. Your response must include supported analysis, evaluation, or extension of the proposed pedagogical method with reference to Revolutionary era content.

Post II

Due Date: 1/17/11 11:59 PM PST

Share with your fellow teachers items or concepts you learned while preparing your unit plan. Include references to both content and pedagogy.

Critique I

Due Date: 1/21/11 11:59 PM PST

Critique a unit plan designed by one of your grade-level colleagues. If possible, respond to a unit plan that no one has yet reviewed. Your post must include both items of strength *and* suggestions for improvement, and you should suggest ways you might use or adapt it for use in your classroom.