**The American Colonies**

**Group Timeline Project**

The Taylor reading briefly examined the immense complexity and diversity present in the American Colonies. In this project, we will deepen our understanding of this theme by focusing in on specific colonies. Your group will create a Padlet timeline that explores the native American/colonial interaction, geographic impact, and the general history of your assigned colony. You will also use this timeline to create a context for a primary source. After you finish the timeline and primary source analysis, your group will present to the class (with a handout for the class as well).

**Padlet Timeline Requirements:**

For this assignment we are exclusively using Padlet for our timelines. Your group will attempt to create a visually appealing timeline that addresses all of the requirements below.

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| Possible Points | Requirement |
| \_\_\_\_\_/  5 | The group included accurate descriptions of both Native American and Colonist groups, detailing their interactions |
|  | Notes: |
| \_\_\_\_\_\_/  5 | The group identified and explained 5 identification terms that are relevant to the themes and the specific history of the colony |
|  | Notes: |
| \_\_\_\_\_\_/  5 | The group identified and explained 2-3 themes present in the history of their colony (Diversity, Inequality etc.) |
|  | Notes: |
| \_\_\_\_\_\_/  5 | The group outlined the basic economy and government structure of the colony. |
|  | Notes: |

\*Make sure that the Padlet layout is on Stream not Free Form

**Primary Source Requirements:**

In addition to analyzing your primary source as a group, you are also explaining the source to the class. Use your timeline to create the context for your primary source.

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| --- | --- |
| Possible Points | Requirements |
| \_\_\_\_\_\_/  2 | The group provided the proper context for the source before presenting it to the class. The source was integrated successfully into the timeline. |
|  | Notes: |
| \_\_\_\_\_/  2 | The group identified the authors, evaluating the source’s reliability and biases. |
|  | Notes: |
| \_\_\_\_\_\_/  2 | The group identified and paraphrased the general content of the document. |
|  | Notes: |
| \_\_\_\_\_\_/  4 | The group connected the primary source to the greater themes present in their work. Through the analysis they were able to make conclusions about the document’s place in the colony’s larger history. |
|  | Notes: |

**Teaching Requirements:**

You are not merely ‘presenting’ your work, you are educating your fellow classmates about your colony. Your information and primary source analysis is just as important as any information that I would give the class.

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| Possible Points | Requirements |
| \_\_\_\_\_\_\_/  2 | Groups created a handout with a brief summary of the colony at the top. The handout included a 5 ID terms and one theme that the students can fill in during the presentation. |
|  | Notes: |
| \_\_\_\_\_\_\_/  4 | The group clearly organized their presentation beforehand. The presentation is well-paced and thorough. All students participated |
|  | Notes: |
| \_\_\_\_\_\_\_/  4 | The group taught the rest of the class the primary source. They used an excerpt to have the class discuss its meaning before explaining their own connections and conclusions. |
|  | Notes: |

Total: \_\_\_\_\_\_/40

Overall Notes: