

# Assignment Check List

**Driven2Teach: Virginia to Pennsylvania**  
**Dates June 23<sup>rd</sup> June 30<sup>th</sup>, 2024**  
**Founding Generation Founding Principles**  
 Mid-Atlantic

Assignment Title & Texts	Brief Description	Due Date	Completion
<p><u>Blogs</u>            Stephen Waldman, Founding Faith;            David Waldstreicher: Slavery's Constitution</p>	<p>Read "The Reconstruction Era" &amp; "Slavery: Cause and Catalyst of the Civil War"            Write, and post a response essay on each of the two blogs:</p> <ul style="list-style-type: none"> <li>• Blog 1, Stephen Waldman attempts to tackle three key questions regarding Freedom of Conscience, specifically, why do we have religious freedom? How did it happen? How do we preserve and treasure it? Use evidences provided throughout the text to answer these three questions</li> <li>• Blog 2: What is Waldstreicher's stance in the debate outlined (see blog)? Specifically, according to him, how did slaveholders learn of their need to control the state, and how did that shape the Revolution, the drafting of the Constitution, and the ratification of the Constitution? Is his argument persuasive to you? Why or why not?</li> </ul> <p>Respond to a minimum of three of your peer's posts (i.e. two per blog) within the blogs. Blog available @<a href="https://ucanteach.org">ucanteach.org</a></p>	<p><u>Essays</u>            4/04/2024</p> <p><u>Responses</u>            4/11/2024</p>	
<p><u>Online Chalk Talk</u>            Online Readings            McCullough; Why History. A Founding Contradiction, Thomas Jefferson's Stance on Slavery</p>	<p>Instructions: All participants will read David McCullough's "Knowing History and Knowing Who We Are", and listen to the podcast entitled "A Founding Contradiction: Thomas Jefferson's Stance On Slavery" The article and podcasts are accessible via the web link below. Each participant will identify 2/3 of their favorite quotes, ideas etc. found within each of the readings and/or podcast and write why (briefly) this quote, idea appeals to them. In addition participants will respond to a minimum of three of their peer's posts within each online Chalk Talk. Chalk Talk available @<a href="https://ucanteach.org">ucanteach.org</a></p>	3/02/2024	
<p><u>Book in a Day</u>            Blood on the River</p>	<p>Read the entire text, "Blood on the River" when finished write a brief summary, and create an illustration, which includes a 10-15 word synopsis of your selected portion of the text. Upload a copy of your assignment to the site and print and bring a copy to the field seminar. Selections and instructions available @<a href="https://ucanteach.org">ucanteach.org</a></p>	<p>04/25/24</p> <p>Bring to field seminar</p>	
<p><u>Comparative Voices</u>            Revolutionary Mothers &amp; Revolutionary Characters</p>	<p>Instructions for each text. Read both texts. Use the content to create a Similarities and Differences activity. Select a minimum of five 'voices', individuals or groups of individuals from the text to highlight. Select a Similarities and Differences activity (you may use one from the list provided and/or select one that best suits the assignment for you). Compare their stories using your selected format. If choosing your own format, be sure that the format compares and contrasts multiple voices from the text. When finished upload your final assignment using the link on the Revolutionary Mothers/ Revolutionary Upload and print a copy of your assignment to the website. Instructions and upload site are available @<a href="https://ucanteach.org">ucanteach.org</a></p>	<p>3/14/2024</p> <p>Bring to field seminar</p>	

# Assignment Check List

**Driven2Teach: Virginia to Pennsylvania**  
**Dates June 23<sup>rd</sup> June 30<sup>th</sup>, 2024**  
**Founding Generation Founding Principles**  
 Mid-Atlantic

Assignment Title & Texts	Brief Description	Due Date	Completion
<p><i>Note Taking &amp; Reading Strategies</i>  <i>Private Yankee Doodle by Joseph Plumb Martin, A Narrative of a Revolutionary Soldier: Some Adventures, Dangers, and Sufferings of Joseph Plumb Martin.</i></p>	<ul style="list-style-type: none"> <li>• Read the entire text.</li> <li>• While doing so make color coded notes in the text that identify JPM's feelings, analysis, and reactions to the experiences he recounts.</li> <li>• Find at least two secondary voices that support or differentiate from those shared by JPM and be prepared to share both your evaluation and secondary voices on the field seminar.</li> <li>• Textual notes must be completed, and scans of 10 sample pages uploaded to the website on/or before May 30th.</li> <li>• Sample notes are available @ucanteach.org</li> </ul>	5/30/2020	
<p><i>Reflective Journal</i></p>	<p>A journal of personal reflections, learning, and experiences during the travel seminar.</p>	Completed during Field Seminar	
<p><i>Research Paper</i>  <i>Research, Short Paper with presentation suggestions</i></p>	<p>Prior to the field seminar participants will select a subject related to the seminar, they will research, write and share a paper about their subject, including best strategies for teaching the subject in the classroom. Participants should prepare a lesson idea topic of their choice, related to the Founding Generations &amp; Founding Principles Field Seminar using best strategies. Participants should be prepared to share their project with the directors for publication prior to the final meeting; as such, please ensure submitted work is not copyrighted. Sample projects and examples are available @ucanteach.org</p>	DTBA  Upload to website, share w/Libby Robertson	
<p><i>American Revolution Timeline</i>            Alan, Taylor, American Revolution: A Continental History, 1750-1804</p>	<p>Prior to the field seminar participants will read their selected portions of the text and..</p> <ul style="list-style-type: none"> <li>• Identify the five-ten most significant events that occurred during the era they chose during the Pre-field Seminar</li> <li>• Participants will complete the forms entitled "A Timeline of the American Revolution", FOR EACH SEPARATE EVENT highlighted.</li> <li>• Each event must include a headline, a synopsis, an evaluation and a video or photo that best encapsulates the event.</li> <li>• Completed timelines will be referenced during the field Seminar.</li> </ul>	5/09/2024	
<p>Magazine Layered Booklet            Common Sense by Thomas Paine</p>	<ul style="list-style-type: none"> <li>• Common Sense</li> <li>• Participants will understand the primary arguments for Revolution as enunciated by Thomas Paine in the pamphlet "Common Sense". They will create a online pamphlet/ magazine or website that uses research based instructional strategies to identify his primary arguments and their relevance today*</li> <li>• When finished upload your final assignment using the Common Sense homepage on or before May 23rd</li> <li>• Bring a hard copy of your comparative assignment to share during the field seminar</li> <li>• USE GUIDELINES AVAILABLE @ ucanteach.org for specific information to be included.</li> </ul>	5/23/2024	