**Revolutions and Rebellions Project**

To finish off our Revolutionary Unit we will be examining different revolutions and rebellions from world history both past and present. Each person has been assigned a group and a topic to research. We will have a minimum of 5 days of research in my room using the Chromebooks. With your research you will answer the required questions using the proper citation method we have practiced in class. Your group will need to create an annotated bibliography using EasyBib. In addition, your group will be responsible for creating a poster and you will present your topic to the class on the announced day. While your classmates are listening to your presentation they will complete a brief quiz you will create using Google Forms. You will be graded on your public speaking skills based on the provided rubric.

The project will be worth 41 points. Be warned, if we have a snow day it will only push back the schedule one day.

What each group will have to do/complete…

1. Answer the assigned questions (You must print them out and hand them to me)
2. Annotated Bibliography (Printed out in hardcopy)
3. Poster about your topic for the presentation
4. Google Forms Quiz for your classmates to fill out on presentation day

**Crane Brinton’s Fever Model for Revolution**

**Incubation**: What things caused the revolution? Why did it happen?

**Symptomatic Stage**: People are upset and they do things against the government or the establishment. There are many different ways people can act out against the establishment.

**Crisis Stage**: The most important (2-3) moments of the revolution. If these events happened differently or did not happen then the history of the revolution would change dramatically.

**Convalescence Stage**: The final stage of the revolution. Things begin to settle down and a new normal exists throughout the land. The problems that caused the revolution have been settled.
Project Groups

Purple Class

1. Miguel and Tomaso: Cuban Revolution 1953-1959
2. Dylan and Jason: Spartacus and the Third Servile War 71-73BC
3. Sami and Isa: Texas Revolution 1835-1836
5. Woongki and Daniel: Boxer Rebellion 1899-1901
6. Ethan and Graham: Greek War of Independence 1821-1832
7. Charlotte, Olivia and Sydney: King Philip’s War 1675-1676
8. Dawson, Nathan (Harrison): Present day Syria

Green Class

1. Tori, Sophie and Gaby: Texas Revolution 1835-1836
2. Anne and Morgan: Peasants Revolt of 1381
3. Jack and Ethan F.: Greek War of Independence 1821-1832
4. Cassie and Edan: Boxer Rebellion 1899-1901
5. Grace and Julie: King Philip’s War 1675-1676
6. Ethan D. and Griffin: Cuban Revolution 1953-1959
7. Caroline and Sammy: Iranian Revolution 1979
8. Aiden and Eddie: Haitian Revolution 1791-1804
9. Jake and Andrew: Spartacus and the Third Servile War 71-73BC
10. Anella, Mia (Layla): Present day Syria
11. Harrison (Dawson and Nathan): Present day Syria

Red Class

1. Josh and Aidan: Boxer Rebellion 1899-1901
2. Mike and Emerson: Greek War of Independence 1821-1832
4. Grady and Liam: Peasants Revolt of 1381
5. Anna and Abigail: King Philip’s War 1675-1676
6. Madison and Sophie: Texas Revolution 1835-1836
7. Liv and Emma S.: Spartacus and the Third Servile War 71-73BC
8. Sophia and Kathleen: King Philip’s War 1675-1676
9. Lucy and Allison: John Brown’s Raid 1859
10. Ginger and Nora: Haitian Revolution 1791-1804
12. Layla (Anella and Mia): Present day Syria

Blue Class

1. Jeff, Patch, Jose and Larson: Texas Revolution 1835-1836
2. Emily, Carly and Soleil: King Philip’s War 1675-1676
3. Philip, Henry and Lars: Haitian Revolution 1791-1804
4. Carrick and Peter: Spartacus and the Third Servile War 71-73BC
5. Seth and Milly: Peasants Revolt of 1381
6. Zach and Lily: Boxer Rebellion 1899-1901
8. Sean, Alex and Max: Greek War of Independence 1821-1832
9. Parker and Vic: Texas Revolution 1835-1836
10. Deniz and Abby: Greek War of Independence 1821-1832
11. Annabel and Belle: Iranian Revolution 1979

**Revolutions**

41 Points Total

**Annotated Bibliography**

10 points (2 per source) *One per group*

5 Sources Total: 2 must come from the CMS Database. Should be organized alphabetically in MLA format. Explain what information the source has given your group and how you will use that source in your presentation. Each source should have at least 2 sentences written about it. Should be printed out and attached to your questions.

**Questions to Answer**

16 points (4 per stage) *One per group*

1. What occurred during the Incubation Stage of the revolution? Give specific examples and explain what happened.

2. What occurred during the Symptomatic Stage of the revolution? Give specific examples and explain what happened.

3. What occurred during the Crisis Stage of the revolution? Give specific examples and explain what happened.

4. What occurred during the Convalescence Stage of the revolution? Give specific examples and explain what happened.

Should be printed out in hardcopy. Staple your annotated bibliography to the back of your questions.
Poster Presentation
10 points (5 for Poster, 5 for Presentation)

Poster: Worth 5 Points (Group Grade)

The poster must include the title of your revolution and at least 3 pictures. The poster must have sections for each one of your questions. You will use this poster to help you present in front of the class so the words must be easily seen from the back of the room.

Presentation: Worth 5 Points (Individual Grade)

See the Presentation Rubric for details.

Google Form
5 Points (1 point for questions 1-5) One per group

You must create a “quiz” for your classmates who are watching your presentation. While you and your group member(s) are speaking up front your classmates will be on the Chromebooks filling out your quiz.

Therefore, your questions must be in order as they would appear in your presentation. They should not be trick questions and you must discuss the answers in your presentation.

You will create 5 multiple choice questions with 4 possible options. There must be 1 question per stage of revolution and the fifth question can be a random question of your choosing. But again the questions must be in order and you must discuss them clearly in your presentation.

Questions 6-10 will be the same for all groups and as follows…

6. Did the members of the group seem to have practiced and prepared before the day of their presentation? Did their poster look properly done, complete and polished?

   - Very much so…
   - For the most part yes…
   - Sort of…
   - Not at all…

7. Did the members of the group seem to be experts on their subject?

   - Very much so…
   - For the most part yes…
   - Sort of…
   - Not at all…
8. Could the members of the group handle the questions asked of them?
   - Very much so…
   - For the most part yes…
   - Sort of…
   - Not at all…

9. Did the members of the group try to engage you and the rest of the audience during their presentation? Did they have good eye contact? Could you hear them when they were speaking? Did they seem passionate when they were speaking to you?
   - Very much so…
   - For the most part yes…
   - Sort of…
   - Not at all…

10. If you had to give this group a letter grade for this presentation what would it be?
   - A+
   - A
   - A-
   - B+
   - B
   - B-
   - C+
   - C
   - C-
   - D+
   - D
   - F
Annotated Bibliography
10 Points (2 per source)

An annotated bibliography (AB) is a bibliography that includes a brief description about each source you used and how it helped you.

Your bibliography will need to include five (5) sources total. Each group will submit one annotated bibliography with everyone’s name on it. I want it in hardcopy, which means you print it out BEFORE YOU GET TO SCHOOL.

We will use EasyBib, which is available through the Library Media Center and can be accessed at home. EasyBib will essentially do all the hard work for you. When you have gotten all your sources properly formatted (alphabetically in MLA style format) you will need to copy and paste it to another word document. That new document will be your AB. Under each source you will write a minimum of 2 sentences about why you used that source and how it helped you complete your project. BE SPECIFIC. Tell me exactly what parts of your project that source helped you complete.

The Five Sources

2 Sources should be from the CMS Library Database (password: colts)

- Gale Global Issues in Context
- Gale U.S. History in Context
- Gale World History in Context
- Discovering Collection

3 Sources can either be from a website, book, magazine, article, journal, video, political cartoon, newspaper, documentary, audio recording, interview etc. etc. etc.

**Wikipedia**: I understand this is a controversial source but it is usually a good place to start a research paper. Obviously, it should NOT be your only source. The best part of Wikipedia is going to the bottom of the page and looking at “Notes,” “References” and “Bibliography.” It’s a research paper goldmine.

For the AB you will need to write a minimum of two sentences per source. 
Mr. Miller…what should I say about the source?

Here are some ideas…you do not need to answer all these questions…they are simply here to get you started.

Be specific, what did you use the source for? How did the source help your research? How did the source shape your argument or opinion?

**Requirements for the AB**: 12-point Times New Roman, 1 space between the source and the annotation. 2 spaces between the annotation and the new source. Proper Indentation.
Mr. Miller, Jim Bob and Tom Coughlin  
January 10, 2014  
The American Revolution  

**Annotated Bibliography (Sample)**


This reference source was helpful as it outlined the entire revolution and gave our group the background information we needed to understand the major events. The source was especially useful in helping classify the symptomatic stage of the revolution. We used this source to plug in information for each of the revolutionary stages. In addition, this source helped our group find “The Founding of a Nation,” by Jason Merrill.


Mr. Merrill’s work on the American Revolution had a great deal of information on the Incubation Stage of Crane Brinton’s model. Although, it lacked information on the convalescence stage we found other sources to fill that gap in our research. There was a great deal of information on the crisis stage of the revolution but the language Merrill used made it difficult for either Jim or I to understand.


Ms. Warren’s second chapter does an excellent job explaining the Stamp Act Congress, which our group was having a difficult time understanding. Since the Stamp Act Congress was such an important part of the symptomatic stage of the American Revolution it proved to be very useful to complete this part of the research project.


Mr. Selesky’s source was crucial to understanding the incubation stage of our group’s revolution. The source clearly explained the major causes of the American Revolution. In addition, the book had interesting pictures that we will include in our poster.
You must create a “quiz” for your classmates who are watching your presentation. While you and your group member(s) are speaking at the front of the room your classmates will be on the Chromebooks filling out your quiz.

Therefore, your questions must be in order as they would appear in your presentation. They should not be trick questions and you must discuss the answers in your presentation to give everyone a fair chance.

You will create 5 multiple choice questions with 4 options. There must be 1 question for each stage of revolution and the fifth can be a random question of your choosing. But again the questions must be in order and you must discuss them clearly in your presentation.

Questions 6-10 will be the same for all groups and as follows…

6. Did the members of the group seem to have practiced and prepared before the day of their presentation? Did their poster look properly done, complete and polished?

   - Very much so…
   - For the most part yes…
   - Sort of…
   - Not at all…

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9. Did the members of the group try to engage you and the rest of the audience during their presentation? Did they have good eye contact? Could you hear them when they were speaking? Did they seem passionate when they were speaking to you?

   - Very much so…
   - For the most part yes…
   - Sort of…
10. If you had to give this group a letter grade for this presentation what would it be?

- A+
- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- F

Requirements and Directions

1. Form Settings: Click “Require Westport Public Schools login to view this form” and also “Only allow one response per person (requires login)”

2. Form Title: (Class Color, Group Number, Topic)

   Example: Green Group #4 Boxer Rebellion

3. Form Description: Copy/Paste this into the space: “Answer the multiple choice questions by clicking on what you believe is the correct answer. Once our group has finished their presentation you can finish questions 6-10. Then click “Send” when you are finished.”

4. 5 Multiple Choice Questions with 4 options per question. The “Question Title” is your question. Do not fill out the “Help Text” section it is unnecessary. Your 4 options should be short and sweet (simple and concise) and must be grammatically correct. All the questions (1-10) are “required.”

5. Questions 6-10 will have your classmates give you anonymous feedback about your presentation. See the above instructions above for the exact wording you should use.

6. Confirmation Page: Leave as is. The “Show link to submit another response” should be clicked.
Poster Presentation Grading Rubric

5 Points Total

5 Points: Student is well prepared and has minimal reliance on notes. Practice and planning are obvious to see. The student can speak about their topic confidently and accurately. They have no difficulty answering questions. The student maintains good eye contact with their audience. Their voice level is appropriate and they actively look to engage their audience throughout the presentation.

4 Points: Student seems well prepared. The student has little trouble speaking about their topic. Most questions and comments are handled with ease. Most of the time the student looks to engage their audience through proper eye contact and strong delivery.

3 Points: The student is prepared but depends on their notes throughout the presentation. For the most part the student can speak about their topic. Some questions give the student difficulty. For the most part the student tries to engage their audience. The proper voice or a passionate delivery is sometimes missing from the presentation.

2 Points: The student generally seems unprepared and they depend on their notes (if they even have them). The student has difficulty speaking about their assigned topic. Questions may be answered but they are not done so accurately or they are answered with great difficulty. Eye contact, proper voice and delivery are generally lacking from their presentation.

1 Point: The student is unprepared for the presentation. The student does not fully understand their assigned topic and has great difficulty answering questions. Eye contact with the audience and a passionate delivery with a necessary voice are missing. For lack of a better expression the student seems to be “winging it on the fly.”