

# Anatomy of a Revolution Project: Revolt!

**Due Date: September 24<sup>th</sup> (A-Day) and September 25<sup>th</sup> (B-Day)**

## Directions

**Step 1:** Choose a group (1, 2, 3 or 4 people) and a revolution from the list below

Glorious Revolution 1688	Philippine 1896	Egyptian Revolution 1952
American Revolution 1776	Taiping Rebellion China 1851	Iranian Revolution 1978
Haitian Revolution 1791	China 1911	Lebanese Civil War 1975
Mexico 1810	China 1949	Soviet Union 1991
Mexican – American War 1848	Vietnam 1949	Bosnia Civil War 1992
Argentina (Rio de la Plata) 1810	Russian Revolution 1917	Chechen Revolution 1994
Venezuela (Grand Columbia) 1810	Spanish Civil War 1936	Arab Spring (Syria, Egypt, Tunisia, Libya) 2011
Meiji Restoration Japan 1868	Cuba 1959	

**Step 2:** Name, date(s) and location of revolution:

**Step 3:** Keep track of your resources Bibliography (4 minimum educational sources) Use proper MLA format  
Secondary sources:

Primary source(s) (must consult at least one):

Key quotes from primary sources:

**Step 4:** Research the conditions and course that a country's revolution took. Use the following questions to help guide you in collecting the appropriate data you will need to create your poster or electronic visual (Infographic.) Your presentation should include the answers to these questions and you discuss the events of the Incubation, Symptomatic, Crisis, and Convalescence Stages. **In addition, use the Revolution Research Worksheet (worth 20 points, submitted individually) as your outline for the Presentation.**

1. **Who Revolted? Who fought whom?** What did most of the people who came together to revolt have in common? Class or caste? Race or ethnicity? Religion? Political affiliation? Type of job? Or was it the people as a whole?
2. **Why did the people revolt? What were their Grievances** or Why were people unhappy with their government? Why did they believe that revolution was the only way to make the change that they wanted? **What was the goal of the people?** Have a list of the issues and goals
3. **How did they organize?** Was the revolution planned for a long time? Was it spontaneous? How did people find out about the revolution? Were there leaders who did the organizing?
4. **How did the people overthrow the government?** Did they take over government buildings? Did they assassinate leaders? Did they engage in peaceful demonstrations? Did they have the support of the military? Did they engage in acts of warfare?
5. **How did the government respond?** Did leaders peacefully give in to the people's demands? If so, how long did it take for them to give in? Did they fight back using military force?
6. **What was the outcome of the Revolution? Was their goal achieved?** How was the government the same or different following the revolution? What type of government emerged after the revolution? Why?

**Step 5:** Create your presentation. Include at least 10 slides that cover all of the 4 stages.

**Stage 1: Incubation**  
(Problem/Causes)

**Stage 2: Symptomatic**  
(Action/Starting Change)

**Stage 3: Crisis**  
(Conflict/Fighting)

**Stage 4: Convalescence**  
(Outcome)

## Anatomy of a Revolution

### Group Presentation Directions and Rubric

**Directions:** Create an electronic visual that accurately represents the events and pattern of your assigned revolution. Your presentation should be in Google Slides or PowerPoint format. Focus on, or highlight, the ways that your assigned revolution did and did not follow Crane Brinton's pattern that revolutions typically follow from our "Anatomy of a Revolution" presentation and notes.

**Format:** Your presentation should follow the phases of the Anatomy of a Revolution. The "Revolution Research" worksheet is your outline. Your presentation will introduce the revolution. It will include information about why and how anger about social, political, and economic problems spread during the "incubation phase" and how intellectuals contributed to public opinion. Then, it will discuss how the anger turned into direct action and why the government was unable to stop it in the "symptomatic phase." Then the presentation will tell us what happened during the "crisis stage," and finally what happened immediately after while the country recovered during the "convalescence stage".

**Title of Your Revolution:**

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**Group Members:**

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#### Rubric:

Criteria	Excellent - 5	Good - 4	Fair - 3	Poor - 2	Not Attempted 1
<b>Presentation of Information</b>	Student presents unique and relevant information, findings and thorough evidence clearly, concisely, and logically Student is able to guide listeners to effortlessly follow the line of reasoning	Student presents relevant information, findings, and evidence clearly, concisely, and logically Student is able to guide listeners to easily follow the line of reasoning	Student presents information, findings and evidence, yet lacks clarity in presentation This may cause listeners some confusion in following the line of reasoning	Student presents information, findings, and evidence, yet lacks clarity in presentation. This causes confusion in following the line of reasoning	Student lacks clear and logical information, findings and evidence, and/or the presentation of the material may not be following a line of reasoning
<b>Organization</b>	The presentation was very well organized. It followed the pattern of the Anatomy of a Revolution. It was easy to follow the transition from one slide to another	The presentation had organized ideas and followed the pattern of the Anatomy of a Revolution. The transitions between slides were usually clear.	The presentation was somewhat organized, but didn't stick to the pattern of the Anatomy of a Revolution and the slides sometimes lacked transition causing confusion.	The presentation lacked flow and organization from one slide to another.	There weren't attempted transitions from one slide to another. The information was out of order or incomplete.
<b>Historical Content</b>	Presentation had an exceptional amount of valuable material. It cited historical evidence to make show how the revolution progressed in a way that was extremely beneficial to the class	Presentation cited historical evidence while showing how the revolution progressed in a way that was beneficial to the class.	Presentation had moments where valuable historical material was presented. It could have been more abundant. Or, the information was present but not necessarily presented in a way your classmates could follow.	Some of the historical information was lacking or inaccurate. More information is needed to understand this revolution.	Presentation lacked historical content related to showing the events of this revolution.

<b>Aesthetically and Visually Pleasing</b>	Student makes unique use of digital media (textual, graphical, photographs, etc.) to enhance understanding and add interest.	Student uses digital media (textual, graphical, photographs, etc.) to help with understanding and add interest.	Student uses digital media (textual, graphical, photographs, etc.) to sometimes help with understanding and sometimes add interest	The presentation had a little but should include more use of digital media (textual, graphical, photographs, etc.) to help with understanding and add interest.	The presentation lacked use of digital media (textual, graphical, photographs, etc.)
<b>Appropriate Use of Speech and Language</b>	Student uses distinctive, appropriate, and relevant language in context. It is presented in your own words that your classmates can follow.	Students uses appropriate and relevant language in context. It is written in your own words that your classmates can follow.	Student uses sometimes appropriate and relevant language in context. Some language or wording might be confusing for your classmates to follow.	Student uses language that is sometimes not appropriate or isn't always in your own words.	Some of the presentation is plagiarized and/or the language is inappropriate or confusing to follow.
<b>MLA Format Works Cited</b>	The Presentation includes a Works Cited Page with at least 4 unique sources in proper MLA Format that are all referenced in the material included in the presentation.	The Presentation includes a Works Cited Page with at least 3 unique sources in proper MLA Format that are all referenced in the material included in the presentation.	The Works Cited page includes at least 3 unique sources and makes an attempt at MLA format.	The Works Cited page is included, but lacks 4 sources or is not in MLA Format.	The presentation is lacking a Works Cited Page
<b>Overall Presentation</b>	Group achieves a high level of success in delivering a competent and accurate message to the class with valuable information that engaged the audience and accurately summarized the revolution	Group achieves a good level of success in delivering an accurate message to the class with valuable information that engaged the audience and accurately summarized the revolution	Group achieves some success in delivering a competent and accurate message to the class, but the presentation didn't always engage or lacked information about the revolution	Group does not present much valuable information to the students. It lacked organization or at times was difficult for the classmates to follow the events of the revolution	Group does not have a completed presentation or does not provide a complete understanding of the revolution

Comments:

Total: \_\_\_\_\_