**Academic Grid Activities:**

**Directions:** You must choose 3 activities to complete. One from each of the 3 revolutions. Each activity will be worth 100 points (Combined these activities will be worth 300 points). This will be equivalent to 1.5 Unit Test grades.

You will be given some class days to work on this assignment; starting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the activity you choose requires material to be brought in from home (ex. On-line pictures to paste), please do so. In order to make the most of the time given to you, you must come prepared to class. If you come unprepared or without proof of a fully completed project additional work will be provided in addition to be turned in with the project.

Of course, if you feel you need additional time, you may continue to work on this assignment at home.

In order to receive full credit, the activities must be complete with the listed requirements/rubrics (see below).

**Due date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**French Revolution Activities:**

1. ***A French Revolution Story Board***

Create a series of scenes that retell the story of the French Revolution. Each scene should be on a separate piece of paper and then stapled/bound into a booklet with a cover. Your scenes must include text and appropriate visuals. Grades will be based on the accuracy and detail of each scene. The following scenes must be included in order (choose 4 out of the 5 listed).

1. Pre-revolutionary France
2. The Tennis Court Oath
3. The Reign of Terror
4. Napoleon’s Conquests
5. One other scenes of your choice
6. ***A Museum Exhibit***

Find and print copies of five artifacts that should be included in a museum on the French Revolution. For each item explain what it is and its relevance to the French Revolution. Grades will be based on the relevance of the artifact as well as the detail and clarity of the descriptions. Bind the images and descriptions into a guide that could be given to museum visitors.

1. ***First Person Accounts***

Write a summary of the following events (choose 3 out of the 6 listed) from the perspective of the person listed with the event. Each account should be approximately at least half page in length.

1. Pre-revolutionary France and the Estates system from the point of view of Louis XVI
2. Pre-revolutionary France from the point of view of a member of the bourgeoisie
3. The Reign of Terror from the point of view of Robespierre
4. Napoleon’s conquests from the point of view of one of his soldiers
5. The beheading of Louis XVI from the point of view of a French peasant
6. The beheading of Louis XVI from the point of view of the King of England

**American Revolution Activities:**

1. ***Illustrated Timeline***

Prepare an illustrated timeline of the events in colonial America during the age of Revolutions. The following 6 items should be dated and illustrated on your timeline. Your illustrations should be clear and detailed. Include a brief description for each event (2 sentences for each).

1. Navigation Acts b. Stamp Act
2. The Tea Act d. Lexington and Concord
3. The Declaration of Independence f. The Constitution
4. ***Political Cartoons***

Create 2 Political Cartoons, one from a Patriot perspective and one from a Loyalist perspective, in response to 1 of the following events. Each cartoon must express the feelings, attitudes, and viewpoints from each opposing perspective.

* + Boston Massacre
  + Stamp Act
  + Intolerable Acts
  + Boston Tea Party
  + Signing of the Declaration of Independence

1. ***Songs:***

You are to create the lyrics to two songs.

The genres you will use are *country, rock*, and *rap.*

Choose two songs you are familiar with. You will use the melody, beat, rhythm of the song but in place of the lyrics of that song you will create your own. Each of the songs will focus on one of the topics listed;

1. The perspective of King George III
2. The perspective of a patriot
3. The perspective of a loyalist

**English Revolution Activities:**

1. ***Bumper Stickers***

Create slogans for three bumper stickers. Write approximately one half page describing/ explaining the point of each sticker. The stickers must reflect the following ideas and perspective.

1. In support of Charles I
2. In opposition to Charles I
3. In support for James II
4. In opposition to James II
5. In support of the Magna Carta
6. ***Newspaper Article***

Write a persuasive article for an underground newspaper to incite the British people to overthrow Charles I.

Write a persuasive article for an underground newspaper to incite the British people to stay loyal Charles I.

Articles should include the following:

* Title
* Clearly taking the side of overthrowing/staying loyal to Charles I
* Be at least 1/2 page handwritten or one page typed double spaced 10-12 pt font.

1. ***Campaign poster***

Your task is to create a campaign poster for the English Civil War. You must either take the side of the Cavaliers or the Roundheads. Your poster should support the side you have chosen and be able to persuade people to join that side. The campaign poster must have both pictures and words.

On the back, you must write a one half page persuasive speech highlighting the side you have chosen to support. Make sure to include what their beliefs were, who was included in that group.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Revolutions Project Assignment Rubrics** | | | | |  |
| **StoryBoard or Comic** | 4- All scenes are present with appropriate texts/visual. Details/descriptions show a comprehensive understanding of the topic. Shows exceptional creative effort. | 3- All scenes are presents with appropriate text/visuals. Descriptions show minimal understanding. Shows above average effort. | 2- All scenes are present. May have inappropriate text/visuals. Some descriptions are inaccurate and show little to no understanding. Shows average effort. | 1-All scenes are present. Text/visuals are inappropriate and descriptions are inaccurate. Shows no understanding and shows below average effort. | **0-Assignment is not turned in or is less than 50% complete** |
| **Museum Exhibit** | 4- All five artifacts clearly relate to the French Revolution. Descriptions are detailed and accurate showing complete understanding. Images are bound together neatly in a presentable fashion. Shows exceptional creativity and effort. | 3-All five artifacts relate to the French Revolution. Descriptions are detailed and accurate showing minimal understanding. Images are bound together. Shows above average creativity and effort. | 2- All five artifacts relate to the French Revolution. Descriptions are accurate showing some understanding. Images are bound together. Shows average creativity and effort. | 1- Some artifacts do not relate to the French Revolution. Some Descriptions are inaccurate, and demonstrate little understanding. Images are not bound together. Shows below average creativity and effort. | **0-Assignment is not turned in or is less than 50% complete** |
| **Personal Accounts** | 4-All 3/6 personal accounts are complete and at least one half page in length. Written as a first personal account, demonstrates originality and complete comprehension. Information is accurate from the appropriate perspective. Shows exceptional creativity and effort. | 3- All 3/6 personal accounts are complete and at least one page in length. Written as a first personal account, demonstrates comprehension. Information is accurate from the appropriate perspective. Shows above average creativity and effort. | 2- All 3/6 personal accounts are complete and one page in length. Written as a first personal account, demonstrates minimal comprehension. Information is not all accurate or from the appropriate perspective. Shows average creativity and effort. | 1- Not all 3/6 personal accounts are one page in length. Not all written as a first personal accounts, demonstrates little or no comprehension. Information is not all accurate or from the appropriate perspective. Shows below average creativity and effort. | **0-Assignment is not turned in or is less than 50% complete** |
| **Illustrated Time Line** | 4-All nine items are included dated and in order with a clear and detailed illustration with description. Information is accurate and shows full understanding. Exceptional effort. | 3- All nine items are included dated and in order with a clear illustration with description. Information is accurate and shows understanding. Above average effort. | 2- All nine items are included dated and in order with a clear illustration and description. Not all the information is accurate and shows minimal understanding. Average effort. | 1- All nine items are included. Some are not dated or in order with a clear illustration or no description. Not all the information is accurate and shows little to no understanding. Below average effort. | **0-Assignment is not turned in or incomplete** |
| **Political Cartoons** | 4-Two events are chosen with two perspectives on each event, one from a Loyalist and one form a Patriots, totaling four different political cartoons. Cartons are original and creative, show exceptional effort, and full understanding of each event. Information that is presented is all accurate. | 3- Two events are chosen with two perspectives on each event, one from a Loyalist and one form a Patriots, totaling four different political cartoons. Cartons are original, show above average effort, and understanding of each event. Information that is presented accurate. | 2- Two events are chosen with two perspectives on each event, one from a Loyalist and one form a Patriots, totaling four different political cartoons. Cartons are original, show average effort, and understanding of each event. Information that is presented is not all accurate. | 1- Two events are chosen with two perspectives on each event, one from a Loyalist and one form a Patriots, totaling four different political cartoons. Cartons show some originality, show below average effort, and little to no understanding of events. Information that is presented is not all accurate. | **0-Assignment is not turned in or less than 50% complete** |
| **Revolution Songs** | 4- All two songs are written, original and apply to the topics chosen. Length is according to the directions. Title of song you are using for a melody is provided. Lyrics convey a comprehensive understanding of the song topic. Demonstrates exceptional creativity and effort. | 3- All two songs are written, original and apply to the topics chosen. Length is according to the directions. Title of song you are using for a melody is provided. Lyrics convey a basic understanding of the song topic. Demonstrates above average creativity and effort. | 2- All two songs are written, original and apply to the topics chosen. Length is according to the directions. Title of song you are using for a melody is provided. Lyrics convey minimal understanding of song topic. Some information may be inaccurate. Demonstrates average creativity and effort. | 1- Not all two songs are written, original and apply to the topics chosen. Length is not all according to the directions. Titles of songs you are using for a melody are not all provided. Lyrics convey little understanding of song topic. Information may be inaccurate. Demonstrates below average creativity and effort. | **0-Assignment is not turned in or less than 50% complete** |
| **Bumper Stickers** | 4-All three bumper stickers are complete, original and each includes at least a one page explanation of the slogan. Slogan and explanations demonstrates full understanding of the topic and show exceptional effort. | 3- All three bumper stickers are complete, original and each includes a one page explanation of the slogan. Slogan and explanations demonstrates an understanding of the topic and show above average effort. | 2- All three bumper stickers are complete and original. Not all includes a one page explanation of the slogan. Slogan and explanations demonstrates some understanding of the topic and show average effort. | 1- Not all three bumper stickers are complete and original. Not all includes a one page explanation of the slogan. Slogan and explanations demonstrates little understanding of the topic, some information is inaccurate and show below average effort. | **0-Assignment is not turned in or less than 50% complete** |
| **Newspaper Article** | 4- Cleary takes a stance on overthrowing or supporting Charles I. Is original and at least the required length. Article is compelling with clearly stated point to support their arguments. Content of the article shows a full comprehension of the subject. | 3- Takes a stance on overthrowing or supporting Charles I. Is original and the required length. Article is compelling with points to support their arguments. Content of the article shows a comprehension of the subject. | 2- Takes a stance on overthrowing or supporting Charles I. Is original and may not be the required length. Article has points to support their arguments. Arguments may not be accurate for the subject matter. Content of the article shows some comprehension of the subject. | 1- Does not clearly take a stance on overthrowing or supporting Charles I. May not be original or the required length. Article has points to support their arguments. Arguments may not be accurate for the subject matter. Content of the article shows little comprehension of the subject. | **0-Assignment is not turned in or is less than 50% complete** |
| **Campaign Posters** | 4- Poster is clearly from either the Roundhead or Cavalier perspective. Speech is in first person format, persuasive, and at least one page in length. Poster and speech are original, display exceptional creativity and a full comprehension of the topic. | 3- Poster is from either the Roundhead or Cavalier perspective. Speech is in first person format, persuasive, and is one page in length. Poster and speech are original, display above average creativity and comprehension of the topic. | 2- Poster is from either the Roundhead or Cavalier perspective. Speech is in first person format, persuasive, and may not be one page in length. Poster and speech are original, display average creativity and comprehension of the topic. Some information may be inaccurate. | 1- Poster is from either the Roundhead or Cavalier perspective. Speech is in first person format, persuasive, and is not one page in length. Poster and speech are original, display below average creativity and little comprehension of the topic. Some information is not accurate. | **0-Assignment is not turned in or is less than 50% complete** |