



The World Keeps on Turning - Revolutions

Introduction

In every generation on the earth, there has been revolutions. New ideas overturn old. The huddled masses overthrow oppressive governments. Life-styles, morals, and traditions change.

The word "revolution" has two distinct definitions. 1) A sudden or momentous change in a situation. 2) a single complete turn. Revolutions generally do both, completely change a situation, but given time, the change is overturned again. In Animal Farm, the Animals revolted against Mr. Jones, only to replace his leadership with Napoleon's, who was even crueler.

Task

For this project, you will need to independently research and take notes on a revolution - it could be cultural, social, or political. After analyzing the writing and parts of a newspaper, you will create an original newspaper of your chosen revolution.

Process

- 1) Chose a revolution from the list provided. Only one student per topic.
- 2) Using your favorite search engine, research the revolution. You **MUST** take notes. You may use the note-card method or use the sample note-taking form. Read the rubric for the grading of the notes. You **MUST** organize your notes by topic.
- 3) Create a separate bibliography sheet using MLA format. See the Writer's Inc. pages 259-284. It needs to be punctuated and capitalized correctly, double spaced, hanging indent and alphabetized.
- 4) In class, we will discuss and analyze the parts of a newspaper. Keep all the handouts.
- 5) Write articles and advertisements for the newspapers. I will provide checklists at that time.
- 6) Compile everything into a newspaper format - with columns, pictures, headings etc. Again, as we get closer, I will provide a rubric for the finished product.
- 7) Write a short quiz about your newspaper.
- 8) Read your classmate's newspapers and take their quizzes.

Tentative Due Dates:

Notes and Bibliography - May 4th

Rough Draft of articles - May 11th

Final Draft of Newspaper - May 19th

Revolution Topics

American Revolution

Roman Civil War - Last Days of the Republic

American Civil Rights - 1950-60's

Apartheid in Africa - Nelson Mandela, South Africa)

Suffragist Movement (Women's Rights) - From Seneca Falls to the 19th Amendment to Gloria Steinem

Reformation - Martin Luther and the Protestant reformation in Europe

Mexican Revolution - Emiliano Zapata, Pancho Villa and land reform.

Spanish Civil War - July 1936-April 1939

English Civil War - 1600s - a civil war between Parliament and King, culminating in the execution of Charles I and the establishment of a republican Protectorate.

Mao Zedong and the Chinese Revolution - From the Long March to Mao's "Little Red Book"

Industrial Revolution - major technological, economic and cultural changes in the late 18th and early 19th century

Scientific Revolution - the period began with the discoveries of Kepler, Galileo, and others at the dawn of the 17th century, and ended with Isaac Newton.

Technological Revolution - Information Age or Digital Revolution

The Environmental Movement - From Silent Spring to Three Mile Island to the Endangered Species Act

Genetic Revolution - Watson & Crick and the double helix. The Human Genome Project.

Harlem Renaissance - Music, Art, Drama & Dance flourish in Harlem. Langston Hughes, Duke Ellington, Billie Holiday and Jim Crow. The Cotton Club and the Apollo Theatre.

The Agricultural Revolution - the movement of humans from hunter-gathering societies to farming and domesticating animals.

Freudian Psychoanalysis - From Bedlam to the analyst's couch. Freud's ideas about our brains, mental health, the ego and the id.

The Beats (Beatniks) - poetry and literature of the 1950s- Kerouac, Ferlinghetti, Ginsberg, DiPrima, Burroughs (et al).

Dada and the Surrealists - Does art have to make sense or be realistic? From Dada to Dali.

Haitian Revolution Successful slave rebellion led by Jean-Jacques Dessalines. Established Haiti as the first free, black republic.

Cuban Revolution - Revolution led by Fidel Castro against U.S.-backed dictator Fulgencio Batista; establishment by Castro of communist-style state.

Taliban - Islamist movement in Afghanistan, change of lifestyle - then US led invasion

Types of Articles

A **news article** that treats the chosen event as a newly breaking story. This article must include a lead (an opening paragraph of thirty words or less that tells who, what, where, when, why) and supporting paragraphs that give factual information about the event. It should be approximately 150 words long.

An **obituary** or **feature story** (depending on whether the subject is dead or alive!) about the most important person in the event. Discuss that person's life and his/her contributions to the revolution.

An **editorial** that discusses the importance of the event. Why do you think this event is important? How did it affect America and the world when it happened? How did it affect future events in American history? This should be written from today's point of view, and should be about 150 words long. Don't forget to use "we" instead of "I" when you give your opinions. (It is acceptable to do this in editorials.)

Movie review. Watch a movie from (not about!) the period and review it for your newspaper. Be sure to state the title, performers, producer, and date of your movie. Then briefly summarize it, describe American life as it is shown in the film, and tell why you did/didn't like it.

Story about a sports figure or event from the period.

Original **political cartoon** about the event.

Fashion page. What were the styles of the period? Include pictures and your own text.

Original and accurate **advertisement** for a new product of the time.

Original and accurate **TV/radio page** with "highlights" and reviews. What shows were popular at the time? What were they like? If possible, watch one of these shows and review it.

Original **cartoon strip** that deals with issues from your chosen time period.

Food guide. Write your own food column. What kinds of recipes were popular? What kind of equipment existed (or didn't exist!) for food preparation?

Financial report. What was the country's economy like during this period? What new businesses or products were there? What advice would you give investors of the time?

Advice column. Read a column or two by advice columnists in newspapers or magazines from the time period to get an idea of the types of problems people had and create an "authentic" advice column.

Real estate/classified/help wanted section. Create original advertisements. What were homes like in the Chicago area at the time of your chosen event? How are they different from those of today? What kinds of jobs did people have? How was the employment scene different then than it is today?

Another article of your choice. Please make sure that I approve your idea before you start work.

Sample Note-taking Form

Today's date:

Title:

Author(s):

Publication type (book/mag/newspaper etc., interview, email or Internet site):

Copyright date (or date posted):

Publisher name/website address:

Publisher city:

Pages used:

Notes on what I learned from this source and quotes I might want to use:

There are three general types of notes.

1. *Direct quotations*. This is when you copy exactly the words of the author.
 - a. Taking notes on quotations is a piece of cake; you simply write down word for word the passage you want to record. The key here is accuracy. Even if you see obvious grammar or spelling errors, write the passage down word for word
 - b. Include the page number of the quotation
2. *Paraphrases*. This is a detailed summary of specific paragraphs or a group of paragraphs that you put into your own words.
 - a. Paraphrasing is where most students flirt with plagiarism, or copying someone else's words or ideas without giving credit to the author. When you paraphrase, you take the writer's words and put them into your own. Usually when paraphrasing, students translate the author's words sentence by sentence into their own writing. No problem, but you have to cite it. In other words, you have to let the reader know that the thoughts and ideas you just paraphrased are not your own. Check out the example of a paraphrase below:
 1. 'Original quote': "As the Southern states seceded, they seized and occupied most of the federal forts within their borders or off their shores. Only four remained in the hands of the Union." (Gallagher)
 2. 'Paraphrase': When the Southern states left the Union, they took most of the Union forts that were on their territory or off their coasts. The Yankees only held four forts in the entire South.
 - b. You would not need to use quotation marks because they are not the exact words of the author.
3. *Summaries*. In a summary, you write down in your own words a big chunk of information. For example, you would *summarize* an entire article, whereas you would *paraphrase* paragraphs within that article.
 - a. When summarizing, you are just painting the big picture of the material in your own words. Again, you *summarize* an entire article or chapter in your own words. You *paraphrase* specific sentences, paragraphs, or a group of paragraphs

From: Monarch High School Writing Guide
<http://davinci.moh.bvsd.k12.co.us/mhs/academics/writing/research.htm>

When taking notes in this format, you need an organizing structure. As you read each source, find information on each of your sub-topics. Use the sub-topic as a “locator” on the page.

NOTE-TAKING Rubric

Rating	Description
A	<p>Excellent work The information in my notes relates directly to my research question(s). I understand everything I have written in my notes: there are no words I cannot define. I wrote in my own words except for direct quotes. My notes are grouped according to each research question. My notes refer to the bibliography. The bibliography is in the correct format. The notes are detailed - far beyond expectations. Clearly written. Many different sources use.</p>
B	<p>Good work I will probably not use some information in my notes, but most of my notes answer my research question(s). There are words or ideas in my notes that I cannot explain, but I can get more information so they make sense to me. Some notes I copied directly from my source and did not use quotes. My notes are organized according to the source where I found the information and some keyword – I can find what I need, but others has to look harder to see the organization structure. I have a full bibliography, though some of the formatting may be incorrect. There are many notes, written clearly and neatly. Several different sources used.</p>
C	<p>Satisfactory My notes relate to my topic but do not answer all my research questions. When I read my notes there are many things I do not understand. I copied most of my notes directly from my source. Keywords are highlighted, but not all the information is organized. The notes are readable. Bibliography is included, but in the incorrect format. A few different sources used.</p>
D	<p>Needs improvement Some organization, but inconsistent. Took some notes for each area. Made a few connections. Bibliography is just a list of web site addresses.</p>
F	<p>Unsatisfactory Few notes. Notes may not be clear. No bibliography.</p>
0	<p>No attempt or extremely poor effort.</p>

MLA Style

The Modern Language Association (MLA) is involved with the study and teaching of language and literature. MLA documentation style is used in many research papers, especially in middle and high schools.

This page will help you correctly list your **electronic** sources in MLA style. To document other kinds of sources, please see our handbooks, or check the *MLA Handbook for Writers of Research Papers* (The Modern Language Association of America, 1999).

Elements of On-Line Bibliography Entry

1. **Author or editor** (Last name, First name, *ed.* for editor) **NOTE:** The editor's name *follows* the title in an entry for a project or database.
2. **Title of article, page, posting** (followed by the description "On-line posting")
3. **Title of book and printed version information** (if part of a book)
4. **Title of the site, database, periodical, etc.**, or a description such as *Home page*
5. **Version, volume, issue**, or other identifying number
6. **Date posted** (or last update)
7. **Name of subscription service, and name and location (city) of library where accessed**
8. **Listserv or forum name**
9. **Number of pages (pp.) or paragraphs (pars.)**, if numbered
10. **Sponsoring organization**
11. **Date accessed**
12. **Electronic address** (or URL or keyword of the subscription service)
NOTE: If a URL is quite long and complicated, simply give the site's search page or home page URL.

If certain items do not apply or are not available, do not include them.

You **MUST** alphabetize your list in the final copy – based on the author's last name or title of the text.

Format of On-Line Entry

Author or editor. "Title." Book title. Printed version
information. Site title. Volume or issue number. Date
posted. Name of subscription service, library name and
location. Listserv name. 00 pp. Sponsoring organization.
Date accessed <Electronic address>.

Sample Citations

Web Site (Professional)

ESPN.com. 10 Nov. 1999. ESPN Internet Ventures.

24 Nov. 1999 <<http://espn.go.com>>.

Article Within a Web Site

Devitt, Terry. "Flying High." The Why Files. 9 Dec. 1999.

University of Wisconsin, Board of Regents. 4 Jan. 2000

<<http://whyfiles.news.wisc.edu/shorties/kite.html>>.

Article Within a Web Site (Anonymous)

"Becoming a Meteorologist." Weather.com. 12 Nov. 1999. The

Weather Channel. 24 Nov. 1999 <[http://weather.com/](http://weather.com/learn_more/resources/metro.html)

[learn_more/resources/metro.html](http://weather.com/learn_more/resources/metro.html)>.

Note: When line length forces you to break a Web address, always break it after a slash mark.

Web Site (Personal)

Hamilton, Calvin J. Views of the Solar System. 12 Nov. 1999

<<http://solarviews.com/eng/homepage.htm>>.

Note: When a professional or personal site has no title, use the description "Home page" without an underscore.

On-Line Government Document

United States. U.S. Census Bureau. Poverty in the United States: 1998. Sept. 1999. 12 Nov. 1999 <<http://www.census.gov/prod/99pubs/p60-207.pdf>>.

E-Mail Message

Toshner, David. 22 Feb. 1998. E-mail to the author.

25 Feb. 1998.

Note: This entry begins with the name of the e-mail writer and the date the message was sent, and ends with the description "E-mail to the author" and your date of access.

From:

"MLA Style." The Write Source.com. 20 Jan. 2005. Great Source. 29 Mar. 2006. <<http://www.thewritesource.com/mla.htm>>.

Newspaper Rubric

Category	Excellent	Good	Satisfactory	Needs Improvement
Quantity of content	At least, 4 pages – back to back. No “fluff.”	3 pages – back to back or 4 pages with “fluff” - non-related information	2 pages – back to back	Less than 2 pages – back to back
Quality of content	All articles fully address the 5 W's (who, what, when, where and how). All of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. The additional information – advertisement s etc. relate to the topic.	Most of the articles adequately address the 5 W's (who, what, when, where and how). Most of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. The additional information – advertisement s etc. relate to the topic.	Most of the articles address the 5 W's (who, what, when, where and how) in some form. Most of the articles establish a purpose in the lead paragraph and demonstrate a understanding of the topic. Most of the additional information – advertisement s etc. relate to the topic.	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how). Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. Additional information is off topic.
Accuracy of historical information	All information is accurate.	Some minor errors in reporting history.	Missing information or inaccurately reported events/ people.	Major errors in reporting the history of the revolution or major voids.
Presentation of newspaper	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic. A glance at the newspaper makes you think "professional."	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions. A glance at the newspaper makes you think "fairly professional."	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions. White space or blank space is obvious in areas. It is easy to read, but looks somewhat non-professional.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions. TO much white space – or very cluttered. Newspaper is somewhat difficult to read.

Category	Excellent	Good	Satisfactory	Needs Improvement
Conventions of English	Very few, and only minor errors in grammar, mechanics, and usage of English language conventions	Some errors in grammar, mechanics, and usage of English language conventions, which do not hinder understanding	Many errors in grammar, mechanics, and usage of English language conventions -some may hinder understanding	Many errors in grammar, mechanics, and usage of English language conventions. It is difficult to understand the reading.
Citing Sources	All pictures are cited within the newspaper (unless original or clip art). Quotations and paraphrases are cited within the articles.	All pictures are cited within the newspaper (unless original or clip art). Most quotations and paraphrases are cited within the articles.	Most pictures are cited within the newspaper (unless original or clip art). Some quotations and paraphrases are cited within the articles.	Few pictures are cited within the newspaper (unless original or clip art). Few quotations and paraphrases are cited within the articles.
Bibliography	The bibliography is in the correct format.	I have a full bibliography, though some of the formatting may be incorrect.	Bibliography is included, but in the incorrect format.	Bibliography is just a list of web site addresses.
Notes x 2	The information in my notes relates directly to my research question(s). I understand everything I have written in my notes: there are no words I cannot define. I wrote in my own words except for direct quotes. My notes are grouped according to each research question. My notes refer to the bibliography. The notes are detailed - far beyond expectations. Clearly written. Many different sources use.	I will probably not use some information in my notes, but most of my notes answer my research question(s). There are words or ideas in my notes that I cannot explain, but I can get more information so they make sense to me. Some notes I copied directly from my source and did not use quotes. My notes are organized according to the source where I found the information and some keyword – I can find what I need, but others has to look harder to see the organization structure. There are many notes, written clearly and neatly. Several different sources used.	My notes relate to my topic but do not answer all my research questions. When I read my notes there are many things I do not understand. I copied most of my notes directly from my source. Keywords are highlighted, but not all the information is organized. The notes are readable. A few different sources used.	Some organization, but inconsistent. Took some notes for each area. Made a few connections.
Timeliness	All work turned in by due date.	One part of work turned in late.	Several parts turned in late.	The entire project was late.