

Project Revolution 2013

An Exploration of Change in Society
11th grade - First Semester

Project Description

The purpose of **Project Revolution** is for students to examine the intricacies of society, and to discover how the changes through time lead to the transformation of culture and technology. Students will also explore the interdependency of historical events and determine their impact nationally and/or globally. By the conclusion of the semester, students will demonstrate their cumulative knowledge using various means of oral and written communication.

Essential Question

All revolutions begin with small changes in thought or act, but not all small changes lead to revolutions. What are the most significant factors that determine if a small change leads to a revolution?

Project Components

1. The Butterfly Effect (100 pts) [D] – CP/Math

Students will commit to a hypothesis and attempt to prove or disprove it by exploring the impact of small changes using existing data and appropriate statistical tools. The final product will be a mixed media presentation that summarizes how the changes affect the ultimate outcome.

2. Science Experiment (100 pts) [D] – CP/Chemistry

Students will create an experiment using the scientific method to prove that small changes can, in fact, result in a revolutionary aftermath. The final product will be a formal lab report that outlines measurable independent and dependent variables.

3. Fact Finding (50 pts total) [ND]

Each member of the group will choose an event in history prior to the 21st century that interests them. Each member will then research their event, with the ultimate goal being proof that their choice was revolutionary. The final product is a summary of the topic, with at least 3 valid references, along with a 300-word persuasive narrative that explains why the chosen topic should be pursued for the remainder of the semester. Students will then decide on a final group topic.

4. Cause and Effect Splatter (100 pts) [ND] – CP/English and U.S. History

Students will explore the final topic from at least four to five different domains (depending on number of group members), finding research that outlines the escalation that leads to the ground zero event within the parameters of the domains. Students will continue their exploration of their chosen revolution by identifying the aftermath following the “ground zero” event. They will trace these effects within the parameters of their chosen domains. The final product will be a multimedia display along with a formal report that explains each domain’s path from escalation to ground zero and beyond.

5. Revolution Expo '13 (100 pts) [ND] - IP

Students will present the previously completed components using creative multimedia.

Project Revolution Checklist

Group: _____

Due Date	In order to be eligible for an AE assessment, you must complete ALL of the following specifications listed below ON TIME .
08/22 [R]	<ul style="list-style-type: none"> • Introduce Project Revolution in House • Create groups
08/26 [M]	<ul style="list-style-type: none"> • Introduce Component #1 – The Butterfly Effect
08/30 [F]	<ul style="list-style-type: none"> • <i>Frequency</i> viewing + discussion
09/06 [F]	<ul style="list-style-type: none"> • Farmer's Activity/Listening Activity
week of 09/09	<ul style="list-style-type: none"> • COMPONENT #1 – The Butterfly Effect due
09/13 [F]	<ul style="list-style-type: none"> • 1st Mini-assessment
09/16 [M]	<ul style="list-style-type: none"> • Introduce Component #2 – Science Experiment
09/20 [F]	<ul style="list-style-type: none"> • Hypothesis presentation – feedback from peers
09/24 [T]	<ul style="list-style-type: none"> • Final hypothesis/procedures check and teacher sign-off
09/27 [F]	<ul style="list-style-type: none"> • Materials check • Primary Source Study
10/04 [F]	<ul style="list-style-type: none"> • Photo evidence of experiment • Primary Source Study
10/11 [F]	<ul style="list-style-type: none"> • Preliminary binder check • Primary Source Study
10/14 [M]	<ul style="list-style-type: none"> • COMPONENT #2 – Science Experiment due
10/18 [F]	<ul style="list-style-type: none"> • Introduce Component #3 – Fact Finding • Primary Source Study
10/25 [F]	<ul style="list-style-type: none"> • COMPONENT #3 due • Intro Component #4 – Cause and Effect Splatter
week of 10/28	<ul style="list-style-type: none"> • 2nd Mini-assessment
11/01 [F]	<ul style="list-style-type: none"> • Scare Fair!
11/08 [F]	<ul style="list-style-type: none"> • Rough draft of paper • Peer review day
11/15 [F]	<ul style="list-style-type: none"> • 4-core
11/22 [F]	<ul style="list-style-type: none"> • COMPONENT #4 - Final paper due
12/06 [F]	<ul style="list-style-type: none"> • COMPONENT #4 – Multimedia display due • Primary Source Study
12/11 [W]	<ul style="list-style-type: none"> • COMPONENT #5 – Revolution Expo '13

Component #1 – The Butterfly Effect

For ‘P’ consideration, the final presentation MUST include a(n):

- Original group analyses of pre-existing data
- Data submitted electronically by 12 midnight on Sunday, September 1st
- Presentation submitted electronically by 12 midnight on Sunday, September 8th
- In-class presentation does NOT exceed 12 minutes
- Students are NOT re-presenting

AE = Above and Beyond the Proficient Status

	NC	CR	AP	P	Score
Argument (<i>Effective Communicator</i>)	Concern with 3 or major problems with one: Specific hypothesis Clear position Logical flow	Concern with 2 or major problems with one: Specific hypothesis Clear position Logical flow	Concern with one: Specific hypothesis Clear position Logical flow	Specific hypothesis Clear position Logical flow	
Data (<i>Effective Learner</i>)	Validity Quantifiable variables Math medium	Validity Quantifiable variables Math medium	Validity Quantifiable variables Math medium	Validity Quantifiable variables Math medium	
Presentation (<i>Effective Communicator and Effective User of Technology</i>)	Content Professionalism Persuasiveness	Content Professionalism Persuasiveness	Content Professionalism Persuasiveness	Content Professionalism Persuasiveness	

Component #2 – Science Experiment

For ‘P’ consideration, the final written report **MUST** include a(n):

- Introduction detailing a summary of the problem and the purpose of the experiment.
- Materials list
- Procedure of actual experiment that is detailed (step-by-step).
- Data that is presented in an effective medium and is easily understood by the reader.
- Conclusion that is insightful and considers possible sources of error.

	NC	CR	AP	P	Score
Hypothesis (<i>Effective Communicator</i>)	Concern with 3 or major problems with one: Detailed statement Clear position Testable	Concern with 2 or major problems with one: Detailed statement Clear position Testable	Concern with one: Detailed statement Clear position Testable	Detailed statement Clear position Testable	
Experimental Procedure (<i>Effective User of Technology and Effective Learner</i>)	Methodical Quantifiable data Reproducible	Methodical Quantifiable data Reproducible	Methodical Quantifiable data Reproducible	Methodical Quantifiable data Reproducible	
Conclusion (<i>Effective Communicator</i>)	Logical Insightful interpretation of data Convincing	Logical Insightful interpretation of data Convincing	Logical Insightful interpretation of data Convincing	Logical Insightful interpretation of data Convincing	

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Component #3 – Fact Finding

For ‘P’ consideration, the component **MUST** include a(n):

- Typed reference sheet in proper MLA format from each group member (at least 3 valid sources per)
- Summary introducing chosen topic
- Justification for chosen topic

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	NC	CR	AP	P	Score
Summary/Research (<i>Effective Learner and Effective Communicator</i>)	Concern with 3 or major problems with two: Clear and specific explanation Evidence of research Journalistic style (5Ws + H)	Concern with 2 or major problems with one: Clear and specific explanation Evidence of research Journalistic style (5Ws + H)	Concern with one: Clear and specific explanation Evidence of research Journalistic style (5Ws + H)	Clear and specific explanation Evidence of research Journalistic style (5Ws + H)	
Justification (<i>Effective Communicator</i>)	Persuasiveness Sentence Fluency Evidential support	Persuasiveness Sentence Fluency Evidential support	Persuasiveness Sentence Fluency Evidential support	Persuasiveness Sentence Fluency Evidential support	
Conventions (<i>Effective Communicator</i>)	Grammar Punctuation Spelling	Grammar Punctuation Spelling	Grammar Punctuation Spelling	Grammar Punctuation Spelling	

Possible Domains: Art Literature Sports Entertainment
 Medicine Economy Politics Music
 Fashion Science/Tech Education Religion

Component #4 – Cause and Effect Splatter

For ‘P’ consideration, the final product **MUST**:

- Individual papers are labeled with group members’ name and assigned domain
- Individual papers are 12 pt. font, 1” margins all around, no longer than 1500 words
- Individual papers are submitted to turnitin.com
- Final binder includes all individual papers and a **consolidated** Works Cited page in MLA format, with at least 3 sources per group member (MUST have 1 print resource per group member)
- Display contains splatter template elements (status quo, escalating events, ground zero, aftermath)
- Displays and reports include as many domains as there are group members

	NC	CR	AP	P	Score
Paper (<i>Effective Learner and Effective Communicator</i>)	Concern with 3 or major problems with one: Logical Flow Depth / Evidence of research English Conventions	Concern with 2 or major problems with one: Logical Flow Depth / Evidence of research English Conventions	Concern with one: Logical Flow Depth / Evidence of research English Conventions	Logical Flow Depth / Evidence of research English Conventions	
Binder (<i>Effective Communicator</i>)	Organization Completeness Neat and professional	Organization Completeness Neat and professional	Organization Completeness Neat and professional	Organization Completeness Neat and professional	
Display Aesthetic (<i>Effective Communicator and Effective User of Technology</i>)	Creative in design Visually striking Legible and logical	Creative in design Visually striking Legible and logical	Creative in design Visually striking Legible and logical	Creative in design Visually striking Legible and logical	

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Component #5 – Expo

For “P” consideration:

- Content expectations met
- Visual display with Essential Question and group answer present
- Professional dress
- Research source sheet present

	NC	CR	AP	P	Score
Professionalism (Effective Communicator, Effective I-Poly Citizen, Effective Learner)	Concern with 3 or major problems with two: Demeanor and appearance Individual contribution Clean up	Concern with 2 or major problems with one: Demeanor and appearance Individual contribution Clean up	Concern with one: Demeanor and appearance Individual contribution Clean up	No concern with: Demeanor and appearance Individual contribution Clean up	
Booth (Effective Learner, Effective Communicator, Effective User of Technology)	Use of space Aesthetic Prepared (5:45 PM)	Use of space Aesthetic Prepared (5:45 PM)	Use of space Aesthetic Prepared (5:45 PM)	Use of space Aesthetic Prepared (5:45 PM)	
Research and evidence to support the EQ answer (Effective Learner, Effective Communicator)	Source sheet referenced Supported with facts/examples Credibility of sources	Source sheet referenced Supported with facts/examples Credibility of sources	Source sheet referenced Supported with facts/examples Credibility of sources	Source sheet referenced Supported with facts/examples Credibility of sources	

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House: _____

Topic: _____