**Revolution, Rebellion, and Independence**

Over the course of this year, you will not only learn about what happened in the past, but also about how to *do* history! You will be researching a specific revolution, rebellion, or struggle for independence that we have not yet covered in class, and will not have time to cover in detail. This project has 3 components: 1. a research paper about what happened immediately before, during, and immediately after the revolution; 2. an analysis of how your art discipline reflected the revolutionary thinking of the time and how the revolution changed the art of the country you have chosen; and 3. a presentation in which you collaborate with your group members to teach the class about the revolution using your art.

You will do this project in an assigned, artistically diverse group of 3 or 4. Each member of your group will be in a different art discipline (and I know that the instrumental disciplines are different, but for the purposes of this project and the type of research that can be done about music from a historical time period, Band, Orchestra, Piano, Guitar and World Music will count as the same discipline, listed in the components as Instrumental Music). The reason for this is that I want each group to be able to research and present a diverse assessment of the art that reflects their revolution, and three song performances (or three films, or paintings, or dramatic readings) won't make for a diverse presentation. The best presentations involve artists from three different disciplines using their expertise to create one great performance.

Presentations will begin the last week of regular classes in the spring, and your paper and arts analysis will be due on that same day. There will be a calendar of due dates for the steps this project requires. Please stick to the calendar – if you don’t, you will have A LOT to do at the very end of the year, and you will regret your decision to procrastinate so very very much. This is a big project, so you should plan for plenty of out-of-class time with your group. You'll have at least 3 full days of in-class time too, but it won't be enough for you to do this project well enough to get a good grade.

Your Group (fill this out, and then if you have a camera on your phone, take a picture of it.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>email</th>
<th>phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research Process**
During this project, you will be guided through a specific research process. This process is used by historians all over the world, and is a valuable tool for any type of academic research. To be successful at notecard research, you must be willing to take notes on and research much more than you will actually include in your paper. You must also be willing to physically write things down. You will be required to gather together at least 30 notecards over the course of your research, in the format explained on the “How to Do Proper Notecard Research” worksheet. The process is represented in this packet by items #1-6.

**Research Paper Component**

As a group you will research your revolution using the techniques and worksheets accompanying this assignment, and following the calendar of due dates. Once you have completed packet items #1-6, you will collaborate on a research paper that includes the following information:

1. An introduction that covers the dominant culture including religion, racial and ethnic makeup of the country, food, traditions, holidays, and popular figures, the country’s economy and the government structure. (~2 pages)
2. The story of your country before it’s struggle for independence. Who was in power? How did they get there? How were the people being mistreated? (3-5 pages)
3. The story of the revolution, rebellion or struggle for independence itself. What event started it? Who led it? What did they want? What means did they use to achieve those goals? What impact did the struggle have on the people? Were they successful? (3-5 pages)
4. The details of the aftermath, and what the country looks like today. What government replaced the toppled one, if any? What happened to the leaders of the revolution? Were the goals achieved? What is the country like now? What legacy did the revolution have? (3-5 pages)

**Research Paper Requirements**

1. You must use **at least 5** different sources, 2 of which must be physical books, and 2 of which must be primary sources.
   *Yes, this means you'll probably have to go to the public library. The one downtown is your best bet, as they have the most books, and have very qualified librarians who can help you find books with the information you're looking for. We will have at least one optional but highly recommended after-school meeting at the Main Library downtown.
2. Each major section of the paper should be typed in 12 point font with 1 inch margins, double spaced, and from 2-5 pages long. This means that the total length of the paper should be from 11-17 pages. Be warned - if your paper is any less than 9 pages, you will not score well because chances are you haven't been thorough enough. Don't panic – this still equals out to about 5 pages per person, over an entire semester.
3. You must use at least 5 citations (quotations or references) in **each** section of the paper.
4. You must turn in your evidence of research (notecards, outline of paper, rough draft of paper, full bibliography)
   *Bibliography - For correct citation format go to the following site: [www.easybib.com](http://www.easybib.com). You should use MLA format. Be warned (like you don't already know) if you plagiarize, intentionally or not, you will receive a 0 on this paper. No exceptions. When in doubt, cite it!
5. You can collaborate on the whole thing if you want to, or you can assign each part to a different member of your group. However, you will all be graded on the paper as a whole, so communicate with each other! **IF YOU SLACK, YOU WILL INCUR THE WRATH OF YOUR CLASSMATES, AND YOU WILL DAMAGE THEIR GRADE ALONG WITH YOUR OWN.**
**Arts Discipline Component**
You must demonstrate your understanding of how your art was used or seen during the revolution and make a recreation/reinterpretation of one example of this. Each of these examples should be created by people from the country where the revolution took place. What you do for this component depends on what your art discipline is. Guidelines for each discipline are listed below. You will develop your analysis and interpretation/ performance through consulting with your group members and me over the next few months.

**Visual**
1. Collect a representative set (at least 3) of works of art inspired by or created during the revolutionary period.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who each artist was
   * why they were important
   * how the composition of the piece reflects the times
   * how the piece is connected to the revolution
3. You will also create your own art piece based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).

**Music**
1. Find three songs from the revolutionary time period or inspired by it.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who each composer was
   * why they were important
   * how the composition of the piece reflects the times
   * how the piece is connected to the revolution
3. You will also write/rewrite your own song in the style of this time based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).

- **Instrumental disciplines** - focus on changes in instrument use, composition, performance and audience
- **Vocal** - focus on lyrics, performers, and audience

**Creative Writing**
1. Collect a representative set of 3 different types of literary works (speech, letter, poem, short story, fiction, diary, etc.) from the time period of the revolution, or written about it.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who each author was
   * why they were important
   * how the composition, tone, and topic of the piece reflect the times
   * how the piece is connected to the revolution
3. You will also write your own literary work based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).
**Tech**
1. Research the architecture/clothing style/technology/materials/staging/lighting/ of the time (pick at least 3) and show an example of each choice, preferably items or pieces that were inspired by or created during the revolution.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who designed each piece and why they were important
   * how the piece reflects the times
   * how the piece is connected to the revolution
3. You will also create your own piece based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).

**Dance**
1. Research the dance styles of the times and the culture of the country you are researching and analyze how those styles were used to express stuff about the revolution and how they reflect the changes going on at the time. Try to find at least three different dances.
2. Explain:
   * who designed each piece and why they were important
   * how the style, movement and expression of the piece reflect the times
   * how the piece is connected to the revolution
3. Learn how to do at least one of these dances, and perform it or teach it to others during your presentation. Or, choreograph an interpretive dance about the revolution, cuz those are great to watch. Either way, you're dancing in collaboration with your group members during your presentation, and you guessed it…it must be very high quality.

**Media**
1. Research the journalism/filmmaking/photography of the time and find at least 3 examples of each, or of films inspired by the revolution.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who created each piece and why they were important
   * how the topic, tone, and form of the piece reflect the times
   * how the piece is connected to the revolution
3. You will also create your own film or piece of journalism based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).

**Theatre**
1. Research dramatic performances of the time and find at least 3 examples of works that were performed and written then, or were inspired by the revolution.
2. Analyze how they reflect the sentiments guiding the revolution. Explain:
   * who wrote/performed each piece and why they were important
   * how the piece reflect the times
   * why the piece is historically significant to the revolution
3. You will also create your own dramatic performance (monologue, dialogue, scene, etc) based on the revolution in collaboration with your group members and use it during your presentation (must be very high quality).

**Musical Theater - split the difference between Vocal Music and Theatre as you please**
**Presentation Component** - 15 minutes
Your group will present your revolution in a way that teaches the rest of the class about the revolution. Your presentation will be graded on thoroughness, preparedness, accuracy, entertainment value, and evidence of teamwork. Your presentation must tell the story of the revolution, using your arts and must cover at least 6 of these bullet points. Your group should collaborate, using your artistic strengths, to create a presentation that is interdisciplinary, interesting and informative.
* what conditions were like before the revolution
* what sparked the revolution
* who led the revolution
* what they wanted to change
* important events during the revolution
* what ended the revolution
* what the new government was like after the revolution
* what the country was like after the revolution

If you read your paper out loud, you will not get any higher than a C on the presentation component

**The Revolutions!**
So now you get the exciting part! Here is a list of the revolutions/rebellions/struggles for independence you can choose from. You may have heard of many of these, and some will probably be unfamiliar. We haven't studied any of them in depth in class, though, so now's your chance to learn about whichever of these revolutions you find most interesting! They'll be assigned on a first come/first served basis - only one group per revolution, so start talking to your group and rank your top 5!

Mexican War for Independence, 1810-1821
The Taiping Rebellion in China 1851-1864
The Philippine-American War 1899-1902
The Irish War of Independence 1919-1921
Indian Independence, 1920-1946
The Bolivian Revolution, 1952
Communist led Revolution in Cuba, 1956-1959
The Iraqi Revolution, 1958
Tibetan Uprising Against the Chinese, 1959
Communist led Revolution in Cambodia, 1975
The Iranian Revolution, 1979
The Velvet Revolution in Czechoslovakia, 1989
The Overthrow of Apartheid in South Africa, 1990-1994
The Arab Spring, 2011-present
2. Revolution Outline

Revolution: ____________________________________________________________

Before:
Who was in charge? ______________________________________________________
What kind of government was in place? ______________________________________
What was it like to live in the country? ______________________________________
What were the major problems facing the country? ____________________________
How did the government keep control over the people? ______________________

During:
What events sparked the rebellion? _________________________________________
Who led the rebellion? ____________________________________________________
What were the goals of the rebels? _________________________________________
How did the government react? _____________________________________________
What tactics did the rebellion use? _________________________________________
How long did the rebellion last? ____________________________________________

After:
What ended the revolution? ________________________________________________
What kind of government was set up? _______________________________________
Is it still in place? _________________________________________________________
Who led the new government? _____________________________________________
How many casualties were there? _________________________________________

10 years after the revolution ended, is the country more or less:

<table>
<thead>
<tr>
<th>Freedom</th>
<th>More</th>
<th>Less</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wealthy</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
<tr>
<td>Religious</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
<tr>
<td>Industrialized</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
<tr>
<td>Isolated</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
<tr>
<td>Militaristic</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
<tr>
<td>Nationalistic</td>
<td>More</td>
<td>Less</td>
<td>Example:</td>
</tr>
</tbody>
</table>
4. Timeline of Major Revolution Events

Revolution: ____________________________

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Name (if it has one)</th>
<th>Major Players (who was involved: individuals, groups, etc)</th>
<th>Event Description (what happened? Why?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Country Fact Sheet Worksheet:** Name of Country _____________________________

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City</td>
<td></td>
</tr>
<tr>
<td>Type of Government now</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Ethnic Groups (include percentages)</td>
<td></td>
</tr>
<tr>
<td>Current Leadership</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Total Land Area</td>
<td></td>
</tr>
<tr>
<td>Total Water Area</td>
<td></td>
</tr>
<tr>
<td>Border Length</td>
<td></td>
</tr>
<tr>
<td>Coastline Length</td>
<td></td>
</tr>
<tr>
<td>Bordering Countries</td>
<td></td>
</tr>
<tr>
<td>States/Provinces</td>
<td></td>
</tr>
<tr>
<td>National Symbols</td>
<td></td>
</tr>
<tr>
<td>Official Language(s)</td>
<td></td>
</tr>
<tr>
<td>Unofficial Language(s)</td>
<td></td>
</tr>
<tr>
<td>The Flag:</td>
<td></td>
</tr>
<tr>
<td>Type of Economy</td>
<td></td>
</tr>
<tr>
<td>GDP (Gross Domestic Product)</td>
<td></td>
</tr>
<tr>
<td>National Currency</td>
<td></td>
</tr>
<tr>
<td>Percent of Population in Poverty</td>
<td></td>
</tr>
<tr>
<td>Major Industries</td>
<td></td>
</tr>
<tr>
<td>Major Exports</td>
<td></td>
</tr>
<tr>
<td>Major Imports</td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td></td>
</tr>
<tr>
<td>Popular/traditional food</td>
<td></td>
</tr>
<tr>
<td>National Holiday(s)</td>
<td></td>
</tr>
<tr>
<td>Literacy Rate</td>
<td></td>
</tr>
<tr>
<td>Life Expectancy</td>
<td></td>
</tr>
<tr>
<td>Suffrage</td>
<td></td>
</tr>
<tr>
<td>Major Religion(s)</td>
<td></td>
</tr>
<tr>
<td>Popular Sports</td>
<td></td>
</tr>
<tr>
<td>Historical/Famous Figures</td>
<td></td>
</tr>
</tbody>
</table>
How to Tell a Reliable Internet Source

This is not a guarantee. These are guidelines – use your judgment as someone who knows good writing and how history should be treated.

**Credibility** – look for author credentials (name, organization, education, job title, contact info) – can’t tell who wrote the website? That’s a bad sign. If you can tell, look them up – have they written anything else?

**Quality Control** – are there typos? Factual mistakes? An incorrect or missing bibliography/list of sources? These are all bad signs. Reliable sources are usually edited, proofread, and endorsed by an organization, maybe a journal, a school, or a magazine.

**Timeliness** – when was it written? Does it contain the most up to date information?

**Comprehensiveness** – Does it cover the whole topic, or only a piece? Does it present more than one viewpoint, or is it completely one-sided? Does it contain important facts that you know should be included?

**Audience and Purpose** – Who is it intended for? An article written for children may be credible and high quality, but it will also be much too simple for your purposes.

**Objectivity** – A good and reliable writer should be able to control their bias. You may still be aware of their viewpoint, but you shouldn’t feel like they’re trying to convince you they’re right, or worse, that they think the opposing viewpoint is idiotic. Unless the opposition is claiming that clouds are made of marshmallows, they probably have a reasonable view.

**Consistency** – The document should not contradict itself

**Reasonableness** – If the author takes an argument beyond reason, they’re likely unreliable. The author should not need to resort to crazy accusations or insults to get their point across. Some examples of unreasonableness:

- Intemperate tone or language ("stupid jerks," "shrill cries of my extremist opponents")
- Overclaims ("Thousands of children are murdered every day in the United States.")
- Sweeping statements of excessive significance ("This is the most important idea ever conceived!")
- Conflict of Interest ("Welcome to the Old Stogie Tobacco Company Home Page. To read our report, 'Cigarettes Make You Live Longer,' click here." or "The products our competitors make are dangerous and bad for your health.")

**Source Documentation/Bibliography** – You should know where your author got his/her information. If there are no sources available, how can you be sure the author is telling the truth? How do you know how they found out what they know?

**Corroboration** – someone else should say the same thing. Check other websites/books, etc.

Adapted from http://www.virtualsalt.com/evalu8it.htm
3. **How to do proper “notecard” research**

1. Review what you are researching – what question(s) are you trying to answer? In this case, it’s most likely something like “What was my country like before the revolution?” or “What caused the revolution?” or “How did this country recover from the revolution?”

2. Find a book, website or other resource (map, newspaper, etc) that is related to your research topic. Flip through it to make sure it will be helpful.

3. Get your notecards ready – have a pen/pencil in hand and a stack of at least 10 notecards.

4. Skim through the text, looking for keywords related to your research topic. When you see something that seems related or important, write it down on your notecard in this way:
   
   1. Title of Book
   2. Author of Book
   3. Publisher of Book, City Published in, Year Published in
   4. Page number
   5. “Exact Quotation from the book”

   6. What part of your paper does this quotation relate to?
   1. Title of Website
   2. Author/Owner of Website
   3. Website Address
   4. Date you accessed it
   5. “Exact Quotation from the Website”

   6. What part of your paper does this quotation relate to?

You may use both the front and back of the notecard for your notes.

5. Each quotation or different piece of information must go on its own notecard. It may be helpful to color code your cards based on source.

6. Once you’ve completed a good amount of research, you will be able to arrange your notecards in the order you plan to use them. It’s extremely helpful to be able to move them around, to arrange them on the floor or desk, and to see the whole of your research all at once.

**FAQ:**

**Q:** Can I just copy and paste stuff from the internet onto a word document?  
**A:** No. Plagiarism rates jump through the roof when students do this. Also, your hand will not fall off from actually writing, so just deal with it.

**Q:** What if it’s a map/newspaper/picture? You didn’t give a specific example from that!  
**A:** Look at MLA format citations online (the website’s in your project assignment). Figure out what specific info you need for that type of document, make adjustments.

**Q:** I found a book online – Can I use it as a non-internet source?  
**A:** Only if you can prove to me that there are not 3 useful books physically available in the city of San...
Francisco.
6. Revolution Section Outline – Use this worksheet to organize what you are planning to write about. Each topic should represent a major event or motivation for revolution. Try to organize the events in chronological order and have three details for each event (each detail should be supported by one notecard). If you don’t have a notecard for the detail yet, plan to get one!

Years Covered: ____________________________

I. Introduction
   a. 
   b. 

II. Topic 1: ____________________________
   a. 
   b. 
   c. 

III. Topic 2: ____________________________
    a. 
    b. 
    c. 

IV. Topic 3: ____________________________
    a. 
    b. 
    c. 

V. Topic 4: ____________________________
    a. 
    b. 
    c. 

VI. Topic 5: ____________________________
    a. 
    b. 
    c. 

VII. Conclusion
    a. 
    b. 
5. Arts Analysis Outline – This worksheet will help you organize your Arts Analysis paper. The finished product should be approximately 1-2 pages long and explain the majority of the ideas covered in this outline.

Art Piece 1 Title: _____________________________________________________________________

Artist Name: ____________________________________________________________________________

Date created: ___________________________________________________________________________

Source: ________________________________________________________________________________

Describe the piece. What does it look like/sound like?
_______________________________________________________________________________________

What is the purpose of the piece? What message is it trying to get across? Does it tell a story? Does it have a function? ________________________________________________________________________________
________________________________________________________________________________________

What techniques does the artist use?
_______________________________________________________________________________________

What materials does the artist use?
_______________________________________________________________________________________

How does the piece relate to the culture of your country? 
_______________________________________________________________________________________

How does the piece relate to the revolution?
_______________________________________________________________________________________

Any other interesting information?
_______________________________________________________________________________________

Art Piece 2 Title: _____________________________________________________________________

Artist Name: ____________________________________________________________________________

Date created: ___________________________________________________________________________

Source: ________________________________________________________________________________

Describe the piece. What does it look like/sound like?
_______________________________________________________________________________________

What is the purpose of the piece? What message is it trying to get across? Does it tell a story? Does it have a function? ________________________________________________________________________________
________________________________________________________________________________________

What techniques does the artist use?
_______________________________________________________________________________________
What materials does the artist use?

How does the piece relate to the culture of your country?

How does the piece relate to the revolution?

Any other interesting information?

Art Piece 3 Title: ____________________________

Artist Name: ____________________________

Date created: ____________________________

Source: ____________________________

Describe the piece. What does it look like/sound like? ____________________________

What is the purpose of the piece? What message is it trying to get across? Does it tell a story? Does it have a function? ____________________________

What techniques does the artist use? ____________________________

What materials does the artist use? ____________________________

How does the piece relate to the culture of your country? ____________________________

How does the piece relate to the revolution? ____________________________

Any other interesting information? ____________________________
7. Arts Example Plan – This worksheet details what you plan to do for your artistic interpretation of the revolution.

Art Disciplines: _____________________________________________
Revolution: _______________________________________________
What are you creating? _______________________________________________________________
__________________________________________________________________________________
How does it mesh with the art your group members are creating? ______________________________
__________________________________________________________________________________
What is your inspiration? _____________________________________________________________
__________________________________________________________________________________
What is your subject? ________________________________________________________________
__________________________________________________________________________________
What supplies do you need? ___________________________________________________________
__________________________________________________________________________________
How long will it take you to create? _____________________________________________________
__________________________________________________________________________________
## 8. Presentation Plan

<table>
<thead>
<tr>
<th></th>
<th>What will you say?</th>
<th>What will you do?</th>
<th>Who is in charge?</th>
<th>What presentation aids will you use?</th>
<th>Whose art example fits best here?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Story of Before</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Story of During</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Story of After</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>