

### Analyzing and Evaluating a Revolution

#### DESCRIPTION OF THE TASK:

You are a historian working on a new project looking at Revolutions, specifically how they progress and the level of success they achieve in meeting their goals and making society a better place. Your job is to analyze a revolution of your choice, looking at how the stages of a revolution apply to it, and then evaluate the whether or not the revolution could be considered a success.

#### WHAT YOU NEED TO DO:

- Choose a revolution and understand the causes and goals of the revolutionaries. It will probably help to use the same revolution you have worked on for your speech.
- Understand the course of the revolution and be able to see the different stages through which the revolution progressed. Remember, not all stages apply to every revolution.
- Understand the outcomes of the revolution, both intended and unintended, and make a value judgement as to whether the revolution was a success. Were the goals of the revolutionaries met? If so, was the cost worth it?
- Communicate your findings effectively through a Prezi (see example Prezi provided by your teachers)



Follow the Link Here: [http://prezi.com/6drqx7d2bjgd/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/6drqx7d2bjgd/?utm_campaign=share&utm_medium=copy)

**REVOLUTION DOCUMENTARY**

	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Topic/Content</b>  <b>A) Knowing and understanding</b>	The student does not reach a standard described by any of the descriptors below.	The stages of the revolution are <b>very brief</b> and inaccurate. Terminology is limited and <b>inaccurate</b> .	Includes <b>some</b> essential information about the stages and events within the revolution. Terminology is used but is <b>inaccurate</b> and <b>limited</b> .	Includes <b>detailed</b> information about the stages and events within the revolution. Terminology is <b>mostly accurate</b> and used effectively.	Includes <b>detailed</b> information about the stages and events. Terminology is <b>accurate</b> and key terms are used effectively.		
<b>C) Communicating</b>	The student does not reach a standard described by any of the descriptors below.	Ideas are not communicated effectively using an inappropriate format.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work.	Communicates ideas with proper voice projection. Arguments are mostly valid and visual displays lack clarity in places.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Arguments are valid and visual displays are well presented.		
<b>D) Thinking critically</b>	The student does not reach a standard described by any of the descriptors below.	There is very basic reasons why the revolution is considered successful or unsuccessful. Arguments are unclear and very brief.	Reasons why the revolution is or isn't successful are given but are not valid and arguments lack structure.	Some valid reasons why the revolution is or isn't successful are given. Some arguments lack structure. The stages of the revolution are applied.	Some valid reasons why the revolution is or isn't successful are given. Arguments are structured and the stages of the revolution are applied effectively.		

## Criterion A

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"><li>i. uses <b>limited</b> relevant terminology</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li></ol>
3-4	The student: <ol style="list-style-type: none"><li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li></ol>
5-6	The student: <ol style="list-style-type: none"><li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li></ol>
7-8	The student: <ol style="list-style-type: none"><li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li><li>ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li></ol>

## CRITERION C

At the end of year 5, students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li><li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li><li>iii. documents sources of information in a <b>limited way</b>.</li></ol>
3-4	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li><li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li></ol>
5-6	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li><li>iii. <b>often</b> documents sources of information using a recognized convention.</li></ol>
7-8	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li><li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li></ol>

## CRITERION C

At the end of year 5, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li><li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li><li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>few</b> values and limitation</li><li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li></ol>
3-4	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>summarizes</b> information to make arguments</li><li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li><li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li></ol>
5-6	The student: <ol style="list-style-type: none"><li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li><li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li><li>iv. <b>interprets</b> different perspectives and their implications.</li></ol>
7-8	The student: <ol style="list-style-type: none"><li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li><li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li><li>iii. <b>effectively analyses and evaluates a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li><li>iv. <b>thoroughly interprets a range</b> of different perspectives and their implications.</li></ol>