

REVOLUTION

*"Every generation needs a new revolution."
-Thomas Jefferson*

When I first arrived at A3, I immediately connected the idea of revolution with this school. The students, teachers, and community have sparked a movement towards better education through a small arts based learning community. In a town steeped in traditional education methods, A3 is changing the perspective of teaching and learning. However, to truly grasp what is happening in our school and beyond we need to figure out what is a revolution? How is it defined? Is it a broad social movement that changes the idea of ruling and government or can it be a local shift in ideology? Many conjure an image of Che Guevara, Mahatma Ghandi, or Nelson Mandela, but who were these people and what made them revolutionaries? In pursuit of establishing our own identity and gaining perspective on an important method of past, present and future transformation, it is only appropriate that we explore the truth behind the word revolution.

- Objective:**
- **In groups of three, after an initial exploration, you will choose a revolution with enough information to 1) develop a timeline, 2) write a biography, 3) script a monologue, 4) draft a storyboard, 5) create a three to four minute video using pictures and the monologue voice-over, and 6) show your video in a showcase before spring break.**
 - **The expectations are that groups will describe the current politics, culture, literature, and science that created this revolution and delve into the scientific, historical, literary, and artistic implications (how were all of these changed) of your revolution.**

You will have almost every Thursday and Friday over the next 10 weeks to complete the project. Starting in February, you will have one of the aforementioned objectives (1-5 mentioned above) to complete each week in order to move onto the next week's assignment.

** You WILL have to do work outside of class. As a college prep course we expect you to do more than the average student. If you do not complete all of the exploration steps by the last week of February you will not participate in the Pearson Video Project **

The following is a calendar of points, dates and assignments:

POINTS:	ITEM:	DUE DATE:
0	Introduction, Research, Groups	January 10-11
10	Resource List, Research	January 17-18
30	Research at U of Oregon or Eugene Library	January 22-25
30	Timeline completed	February 7-8
10	75 high quality images organized and stored	February 7-8
30	Biography completed	February 14-15
30	Monologue completed	February 21-22
10	Storyboard completed	February 21-22
20	Rehearse monologue and final preparations	February 28-29
30	Pearson Video Project	March 3-7
10	Video Showcase	March 10-12
10	Reflection	March 10-12
Total points = 220 or roughly 50%-70% of your final grade		

Research

The key to success is your research. Your research is the foundation, the heart and soul, of this project. Your research will be used to build each of the components that comprise this project.

The goal of your research is to capture the essence of your revolution. Your research needs to focus on the three stages of a revolution: 1) the pre-revolutionary status quo, 2) the tumultuous change of the revolution, 3) and the new world that came after.

Your research must also include an historical context: What major events were occurring in the worlds of politics, culture, literature and art at the time of your revolution?

Your research should transport the reader into the world as it was.

Resource List

A resource list is a compilation of all the materials that you accessed in your RIGID search, materials that are helpful in providing you with the information to make your project a success.

Your resource list serves as a documentation of how RIGID of a search you conducted.

The list should have a variety of sources and be properly formatted. Remember that OSLLS is your friend.

Research at the U of O or Eugene Library

You and your group will be held accountable for the research and useful information you gather along with your behavior at this public forum. Only groups who are ready and mature enough to handle the trip will be invited to complete their research at these two notable institutions.

Each group **MUST HAVE** a completed resource list before going to the library. This resource list will contain potential books you can read while at the library.

Timeline

Each group will also construct a timeline documenting the events and dates important to your revolution. **BE CREATIVE!** Your timeline needs to use a combination of words and pictures to showcase and capture the three stages of your revolution.

Images

You will need to compile 65-75 high quality images of your revolution in order to take up enough time for your movie. High quality means a pixel size of 800 or larger. These pictures should be saved in a file and organized in some fashion for easy placement in your movie.

Biography

Revolutions, like all stories have important characters in them. A good biography brings individuals to life, making us care about what they did with the time and opportunity they were afforded.

Each group member is responsible for writing a one-page biography on an individual who was essential to the revolution.

Monologue – Voice Over

Your monologue is an attempt to capture the voice and spirit of your revolution. Voices can be heard as people who took part in the revolution, or as a disembodied voice guiding us through it: the key is, there has to be a voice. You are trying to impart to a listener that may be living much later than the events you are speaking of, a sense of the passion, the joy, the sorrow, the energy of your revolution. Revolutions are an energetic change, let that energy shine through! These monologues should run 3-5 minutes, and will be graded based on the voice you present, and the message you impart.

Storyboard

The storyboard will map out how the monologue will fit with your pictures. Understandably, having 60-75 plots on a storyboard would be a little overkill, but you will be required to document how the images flow and where the script matches up the best. This is the time to really nail your timing and emphasize the message you would like to convey to your audience.

Pearson Video Project

This week long internship with two video experts from the Pearson Foundation will be the reward for your hard work. All of the work you have created will be organized and used to develop a professional level documentary about your revolution. The only catch to this privilege is the completion of all sections required. If your group does not complete all the assignments (as clearly listed above!), you will produce your own video on iMovie.

RESOURCE LIST

- A**
 - contains 10 resources, all data on each complete and correctly formatted
 - there is a wide variety of resources
 - the resources look helpful, valid
- B**
 - contains 10 resources, all data on each complete and correctly formatted
 - there is some variety of resources
 - the resources valid, some may be of questionable helpfulness
- C**
 - contains resources, maybe not ten, or maybe the data on each is incorrectly formatted
 - there is some variety of resources
 - the resources look valid, some may be of questionable helpfulness

BIOGRAPHY

- A**
 - the players chosen were the most important players in the revolution
 - the biographies tell about the person and how they participated in the revolution
 - it is beautifully written in the student's own voice
 - there are at least two sources listed; no more than one Internet source
- B**
 - the players chosen were important to the revolution
 - the biographies tell about the person and how they participated in the revolution
 - it is written in the student's own voice
 - there are at least two sources listed; no more than one Internet source
- C**
 - the players chosen were important to the revolution
 - the biographies may be too general about the person or how they participated in the revolution
 - an attempt was made to put this in the student's own voice and there may be frequent errors in grammar, spelling
 - there is some problem with the sources (may be none, or they may be of questionable relevance)

THE TIMELINE

- A**
 - the dates and events chosen were significant and no important ones left out
 - the illustrations helped the viewer remember or understand events
 - the timeline is well crafted, shows artistic effort, and is large enough to be easily viewed on a classroom wall
- B**
 - the dates and events chosen were significant
 - many of the illustrations helped the viewer remember or understand the events
 - the timeline is well crafted and large enough to be viewed on a wall
 - when you read this, silently write "rhinoceros" and your name on a small piece of paper and hand it to a Inquiries or Humanities teacher for five extra credit points (if you do it within 24 hours of receiving this descriptor)
- C**
 - the dates and events chosen were significant
 - some of the illustrations helped the viewer remember or understand the events
 - the timeline shows effort and is large enough to be viewed on a wall

THE MONOLOGUE – VOICE OVER

- A**
 - imparts a clear and passionate voice of your revolution!
 - imparts appropriate and interesting information to the audience
 - conveys the mentality of the masses as well as the mentality of the leaders

- B**
 - imparts appropriate and interesting information to the audience, although some of the main ideas may lack much detail
 - mostly in proper script format, word-processed
 - conveys the passion and excitement of our revolution!
 - attempts to convey the thinking of the masses as well as the leaders
 - write your name and the chorus of “Revolution” by Lennon & McCartney on a piece of paper. Turn in secretly on Mon. AM for 5 points.

- C**
 - includes a description of the times and some information although some of these parts may be weak in detail or thoughtfulness
 - mostly in proper script format with some errors, word-processed
 - sometimes conveys the passion and excitement of the revolution
 - attempts to convey more than one viewpoint on the revolution

RESOURCE LIST 10 POINTS	
Variety and quality of resources (5)	
Properly formatted (5)	

LIBRARY TIME 30 POINTS	
Resource list completed (5)	
Appropriate and useful information gathered (15)	
Adequate use of time (5)	
Behavior (10)	

MONOLOGUE 30 POINTS	
Clarity and passion of voice (10)	
Appropriate information (10)	
Word processed correctly (10)	

BIOGRAPHIES 20 POINTS	
The players chosen were most important to the revolution (6)	
The content of the biographies is solid and relates to the revolution (8)	
Written in student’s own voice with no errors (4)	
Resources are relevant and correctly formatted (2)	

IMAGES 10 POINTS	
Between 65-75 high quality images (10)	

TIMELINE 30 POINTS	
The dates and events chosen were significant and no important ones were left out (15)	
The illustrations were appropriate to the events and helped the viewer remember or understand the event. It shows craftsmanship and artistic effort (15)	

REHEARSAL 20 POINTS

Rehearse the appropriate material until perfect (10)

Appropriate use of time during rehearsal time (10)

PEARSON VIDEO PROJECT 30 POINTS

Finished video project (15)

Appropriate use of time (10)

Behavior (5)

VIDEO SHOWCASE 10 POINTS

Show your video (10)