**The Reformation, Enlightenment…Revolutions for all!!**

The Reformation and Enlightenment challenged traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideas inspired political and social movements.

**Choose two revolutions…America, France or???**

Task 1: List examples of social, economic, and political problems in prerevolutionary days leading up to revolution in each of your countries.

**Hand this task in for feedback before your next task.**

Task 2…How did the relationship between the people and the king change in the early stages of each Revolution? Why did the changes happen?

Write one or two paragraphs explaining how the relationship between the people and the king changed in the years leading up to revolution.

Task 3… Create a list of “causes” that led to revolution for each country. Create a list of “propaganda” events for each revolution. Compare the causes and use of propaganda (if they’re not similar make sure you explain why you think this is the case).

Task 4…Choose one revolution! Was it successful?

Using primary and Secondary sources build an argument (e.g., detailed outline, poster, or essay) that addresses this question, using specific claims and relevant evidence from historical sources while acknowledging competing views.

**You must create a bibliography for this assignment. This is a skill that will be graded.**

**This is not an example of a bibliography : www. ABC.com**

Task 4…Investigate a current “unfinished revolution” focusing on a group of people who are currently trying to revolutionize some aspect of society. This could be a political revolution or an economic, social, or even technological revolution.

* Explain using the 5 Ws
* Write an editorial for a newspaper on your current “unfinished revolution.” Within the editorial, students could discuss *their positions* on the efforts of those engaged in revolutionary activity and the extent to which those efforts are currently successful.

Rubric on reverse…

Argument and Editorial Rubric

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| --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | Score |
| ORGANIZATION/FOCUS | ORGANIZATION/FOCUS | ORGANIZATION/FOCUS | ORGANIZATION/FOCUS |  |
| **The response has a clear and****effective organizational structure.****The organization is fully sustained****between and within paragraphs. The response is consistently and purposefully focused:****The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in- depth analysis and the effective use of source material.****The response clearly and effectively develops ideas, using precise language:** | **The response has an evident****organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence.** **The organization is adequately sustained between and within paragraphs.** **The response is generally focused.** | **The response has an inconsistent****organizational structure. Some flaws are evident, and some ideas may be loosely connected.** **The organization is somewhat sustained between and within paragraphs.****The response may have a minor drift in focus.** | **Some copied text** **Off-topic** **Off-purpos e** |  |
| EVIDENCE/SOURCES | EVIDENCE/SOURCES | EVIDENCE/SOURCES | EVIDENCE/SOURCES |  |
| **The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s).****Includes reasoned, in- depth analysis and the effective use of source material.** **The response** **clearly and effectively develops ideas, using precise language.** | **The response provides adequate analysis and elaboration of the support/evidence for the claim and argument(s).****Includes reasoned analysis and appropriate use of source material.** **The response adequately develops ideas,** **employing a mix of precise** | **The response provides uneven, brief analysis and elaboration of the support/evidence for the claim and argument(s).** **Includes some reasoned analysis and partial or uneven use of source material.** **The response develops ideas unevenly, using simplistic language.** | **The response provides minimal analysis and elaboration of the support/evidence for the claim and argument(s).** **Includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** |   |