



Recipe for a Revolution

Directions:

- With your partner, or individually, **create** a “recipe” for your assigned revolution. We are using the ‘recipe for a revolution’ as a metaphor for analyzing all the components that play into making a successful or unsuccessful revolution happen. Your recipe should display **your** in-depth knowledge of the revolution.
- Project is due at the beginning of class on **Friday, March 30th, 2018**.
- **BONUS:** You can bring your food in for the class on Friday for an extra 10 points.
- You will have **2 days in class to work on the project**. If you do not finish, you must complete the project on your own time.
- Grading (see rubric at bottom).
 - This will count as a **summative assessment** for the revolutions.
- **Requirements include:**
 - *Written recipe* on template provided. All elements of the template must be complete
 - Cook Time
 - The actual amount of time it took to complete the revolution
 - Servings
 - Population of the country that is revolutionizing
 - Ingredients
 - These are the people, ideas, weapons, problems in the country etc. of the revolution. The “amount” should be equivalent to how much that “ingredient” affected the revolution.
 - Directions
 - Steps Revolutionaries took to carry out the revolution
 - Final Product
 - Outcome for the country. This should be a 3-5 sentence explanation of the overall success or failure of the revolution/“recipe”. Basically, if you follow this recipe will the outcome be a beautiful tasty dish or an epic failure.
 - *Annotated Timeline* with a minimum of 5 events
 - You will choose 5 major events from the revolution (causes all the way to effects). Elaborate (3-5 sentences) on how that event affected the revolution. Each event should also include an image. This needs to be your own words not copied and pasted from the internet.
- *Optional:* Bring your “recipe” in for the class on Friday. Bring to me by Friday morning between 8:00 – 8:15 a.m.
 - *On Friday, we will have a Gallery Walk of your recipes and food. You will each fill out an assignment sheet for a grade.*

Rubric:

Category	Exceeds	Proficient	Emerging
Use of class time	Uses time well during each class period. Focused on completing the project and did not distract others.	Used some of the class time well. There was some focus on getting the project done, but was occasionally off task.	Did not use class time to focus on the completion of the project and/or distracted others. Needed redirection multiple times.
Originality and Graphics	Several of the concepts reflect an exceptional degree of student creativity in their creation and/or display.	Some concepts reflect a degree of student creativity in their creation and/or display	Concepts to do reflect elements of creativity and/or ideas belong to other sources or individuals.
Content Accuracy and Depth of Knowledge	Student displays accurate information and shows a deep level of understanding for the topic.	Student displays accurate information and shows basic understanding of the topic.	Student copied most of the information from the resources provided and/or shows little understanding of the topic
Required Elements	The project includes all required elements as well as additional information	Student included the bare minimum of assigned elements.	Student is missing multiple elements of the assigned project.
Knowledge Gained	Student can accurately answer questions related to the project topics.	Student can accurately answer 70% of the questions related to the project topics.	Student appears to have insufficient knowledge about the facts or processes used in the project.