IS 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Modern Revolutions

In this class we will be studying 5 Revolutions that, while they happened 200 years ago, still influence our world today. They have inspired revolutions around the world where people have decided to force change on governments that resist it. Today you will choose one modern Revolution and research it in pairs. Tomorrow you will choose a creative way to share your information with the class. To present you can draw a picture (Whiteboard, chalkboard, windows), write a poem or create 4 Newspaper Headlines)

**Revolution Choices**

The Russian Revolution (1917) Budapest Uprising (1956) India (1948)

The Arab Spring (2010) Prague Spring (1968) Sierra Leone (1991)

Syria (2011) Idle No More (2012) Darfur (2003)

Egypt (2011) Solidarity in Poland (1989) Turkey (2016)

Libya (2011) Sri Lanka (2009) Standing Rock (2016)

Tiananmen Square (1989) Treblinka Concentration Camp (1943) Warsaw Uprising

East Germany Uprising (1953) Alcatraz Occupation (1969) Oka Crisis (1990)

Black Lives Matter (2013-present day) Farmer protests in India (2021)

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Statement of Inquiry: Revolutions can create change and are affected by people who believe that they have a lack of access to power and privilege***

Where it took place:

When it took place:

What was the main conflict?

Who did it involve?

Timeline of major events

Outcome of the Revolution:

How does this event relate to the statement of Inquiry?

Why you chose this topic and what was the most interesting thing that you learned:

**Criterion C: Communicating**

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| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, 2. structures information and ideas according to the specified format in a limited way, |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, 2. structures information and ideas in a way that is somewhat appropriate to the specified format, |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, 2. structures information and ideas in a way that is mostly appropriate to the specified format, |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, 2. structures information and ideas in a way that is completely appropriate to the specified format, |  |

**Criterion D: Thinking Critically**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, |  |