

How to Start a Revolution Storybook

CATEGORY	5	4	3	2
Cover	Title and illustration shows thought and effort	Title is present, but illustration may be incomplete, or sloppy	Either title or illustration is missing	Page is blank
Introduction	Illustration is well thought out. Description shows clear understanding of event and it's effect on starting a revolution. Good use of vocabulary	Illustration is present, but incomplete. Description shows basic understanding of event, but lacks either effect on revolution or vocabulary	Picture may be missing. Description is very basic, lacking both vocabulary and effect on revolution	Page is blank
Denial of Rights (1)	Clearly detailed how the oppressed were denied life, liberty, or property. There was a clear example of that denial.	Unclear how the oppressed were denied life, liberty, or property; or there was not a clear example of that denial.	Unclear how rights are denied or there is no example of a denial of rights or Illustration is missing	Page is blank or missing denial, or example,
Revolution Supporters (2)	There is a clear description of the need to raise supporters for your revolution and an example.	Unclear in the need to raise support or there is not a clear example of the need for supporters	Unclear on need for support and example is unclear.	Page is blank or missing two elements
Raising Resources (3)	Clear how they raised money to launch the revolution, and the illustration complements the element of raising money	Illustration is present, but incomplete or sloppy. Description shows basic understanding of event, but lacks either effect on revolution or vocabulary	Picture may be missing. Description is very basic, lacking both vocabulary and effect on revolution	Page is blank or missing two elements.
Planning the Revolt (4)	A clear presence of rebels planning a revolution. Picture show example of the planning stage	Illustration is present, but incomplete or sloppy. Description shows basic understanding of event, but lacks either effect on revolution or vocabulary	Picture may be missing. Description is very basic, lacking both vocabulary and effect on revolution	Page is blank
Putting Plan into Action (5)	A clear description of launching the revolution and there is an example of the beginning of the revolt, and illustration complements the example.	Illustration is present, but incomplete or sloppy. Description shows basic understanding of event, but lacks either effect on revolution or vocabulary	Picture may be missing. Description is very basic, lacking both vocabulary and effect on democracy	Page is blank
Creativity	The Book is put together in a creative manner. There is a "catchy " intro, a middle with a plot, and resolution which features the start of "Revolution." Great use of Art	Some creativity is present, but it is not fully developed. Book has Intro, Middle, and Conclusion. Illustrations are present	Missing two elements	Page is blank or lacks creativity
Effort	Illustration show great effort. Descriptions are well thought out	Illustrations show some effort, descriptions are not quite complete. May appear hurried	Illustrations are incomplete, and descriptions are limited. May be some blank pages	Little to no effort
Organization/ Layout of Book	One idea or scene follows another in a logical sequence with clear transitions. The story has a beginning, middle and an end.	The story is well organized. 1 idea or scene may seem out of place. Clear transitions used.	The story is a little hard to follow. The transitions are sometimes not clear.	Layout is random

Creating a Revolution “How to Booklet”

Essential Standard:

Clarifying Objective: WH.H.6 - Understand the Age of Revolutions and Rebellions.

Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions, (e.g. natural rights, the works of Locke, Montesquieu, ROUSSEAU, Bolivar, Jefferson, Paine, Adam Smith, etc.)

NC Standard Course of Study:

4.01. Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.

CCSSELA-Literacy RH9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Reading CCSS Anchor Standard 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

I want a booklet that instructs me on what **I need to do to join or prevent a revolution.**

Creativity is a plus, but solid instructions are a must. The number of pages is contingent upon your story; however, your storybook must be at least 8 pages. Give me a creative, well-written, artistic, and colorful storybook.

1. Decide what type of booklet you want to create. (E.g. How to Start a Revolution, How to Prevent a Revolution, How to join a Revolution, etc.)
2. Decide how your story is going to progress. Is transition apparent for every page? Make sure graphics coincide with text.
3. For this activity to be successful you must stay busy at all times. I will help you stay on task!
4. Create your text then add graphics. Picture must be in color, hand drawn or stick figures are okay.
5. You must address, equally, each of the five steps to creating a revolution