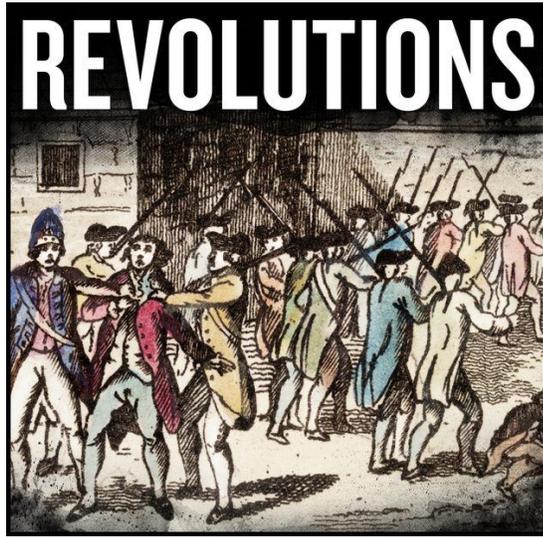


# World Revolutions Project



The world after the American Revolution was an unstable one. While the United States quickly established itself as a stable and expanding democracy, France continued to go through upheavals throughout the nineteenth century, as did much of Europe and the Americas. European colonies in the Americas during the early nineteenth century seized upon the liberal ideas of the American and French revolutions and sought to remove themselves of colonial strings. The resulting conflicts lasted for nearly two decades. As a result of the independence movements in Latin America, by 1825, the majority of Latin American nations were free from colonial powers.

Revolutions in the twentieth century followed similar patterns. Groups who felt wronged sought of overthrow the groups in power. Russia's revolutions of 1905 and 1917 are prime examples of this. But so too are Mexico's, Algeria's, and Iran's twentieth-century revolutions. This assignment will ask you to focus on a country that in the nineteenth or twentieth century experienced revolution. Some were successful, some less so.

Your group of six students will create a Google Slides presentation that you will narrate to explain one the following revolutions:

- The Haitian Revolution (1794-1804)
- The French Revolution (1789-1799)
- The Mexican Revolution (1910)
- The Algerian Revolution (1954-1962)
- The Cuban Revolution (1956-1959)
- The Iranian Revolution (1978-1979)
- The Nicaraguan Revolution (1979)

Each of you will be assigned one of these topics:

1. **Overview of the revolution and connections to the U.S. revolution** (basic who, what, where, when, why; connections to the U.S. revolution and/or documents [Dec. of Ind., Constitution])
2. **Root causes / conditions** (Why were people unhappy with their government? Who were the groups advocating for change and how were these people bound together — by race, culture, class, religion? Why did they believe that revolution was the only way to make the change that they wanted?)

3. **Leadership** (How did they organize? Was the revolution planned for a long time? Was it spontaneous? How did people find out about the revolution? Were there leaders who did the organizing? Who were they? What qualities or skills set them apart as leaders rather than followers?)
4. **The Revolutionaries** (Did they take over government buildings? Did they assassinate leaders? Did they engage in peaceful demonstrations? Did they have the support of the military? Did they engage in acts of warfare?)
5. **The Government's Response** (How did the government respond? Did leaders peacefully give in to the people's demands? If so, how long did it take for them to give in? Did they fight back using military force? How was the government the same or different following the revolution?)
6. **Positive / negative outcomes** (Was the revolution successful? How do you know? Numbers of casualties? What was the impact on civilians? How did the country look different after the revolution?)

### **Suggested Online Sources**

#### **The Haitian Revolution (1794-1804)**

Secondary Sources: [PBS: The Haitian Revolution](#) and [Britannica Academic Edition: The Haitian Revolution](#)

Primary Sources: [Digital History: The Haitian Revolution](#)

#### **The French Revolution (1789-1799)**

Secondary Sources: [History.com: French Revolution](#) and [Britannica Academic Edition: French Revolution](#)

Primary Sources: [Internet Modern History Sourcebook: French Revolution](#)

#### **The Mexican Revolution (1910)**

Secondary: [History.com: Mexican Revolution](#) and [Britannica Academic Edition: Mexican Revolution](#)

Primary Sources: [Internet Modern History Sourcebook: Mexico](#)

#### **The Algerian Revolution (1954-1962)**

Secondary Sources: [History.com: Algerian War](#); [Britannica Academic Edition: Algerian War for Independence](#)

Primary Sources: [The Library: Modern Records Centre \(History of France\)](#)

### **The Cuban Revolution (1956-1959)**

Secondary Sources: [PBS: Fidel Castro](#) and [History.com: Batista Forced Out Castro-Led Revolution](#)

Primary Sources: [Casa Historia: Cuba and the Castro Revolution](#)

### **The Iranian Revolution (1978-1979)**

Secondary Sources: [BBC In Pictures: The Iranian Revolution](#) and [Britannica Academic Edition: Iranian Revolution of 1978-79](#)

Primary Sources: [Internet Modern History Sourcebook: Iranian Revolution](#)

### **The Nicaraguan Revolution (1979)**

Secondary Sources: [Country Studies: The Sandinista Revolution](#) and [University of Pittsburgh: The Sandinista Revolution \(PDF\)](#)

Primary Sources: [National Security Archive Electronic Briefing Book: The Contras, Cocaine, and Covert Operations](#) and [Finding Dulcinea: On This Day: Reagan Endorses Support of Nicaraguan Contras](#)

### **Your tasks**

1. **Research** your country's revolution in general, and as you do so, focus on your topic. Take notes on a piece of notebook paper. We will show you in class how we want you to set up this paper.
2. As a group, create a **Google Slides presentation** (use your school accounts). There should be the same number of slides as there are group members (in other words, each of you will do one slide).
3. When you present, you will **present** in the order of the topics listed above. Each of you will be allowed one note card with five words printed on that note card. You will turn in this card (along with the notes you took) after you present. You will have 1½ - 2 minutes to talk about your topic (not including any transitions).

## Scoring Guide

5

- Speaker demonstrates an excellent understanding of the subject matter; stays focused on assigned topic
- Slide enhances speaker's presentation and coordinates well with group's slides
- Speaker demonstrates mastery of speaking components: volume, pacing, eye contact, posture, tone, confidence (doesn't sound memorized)
- Speaker adheres to time guidelines
- Speaker transitions seamlessly to next speaker or concludes presentation well
- Class time is **always** used productively, speaker meets **all** deadlines, outstanding attendance during project work days

4

- Speaker demonstrates an good understanding of the subject matter; stays focused on assigned topic
- Slide compliments speaker's presentation and coordinates with group's slides
- Speaker demonstrates mastery of most speaking components: volume, pacing, eye contact, posture, tone, confidence (doesn't sound memorized)
- Speaker adheres to time guidelines
- Speaker transitions well to next speaker or concludes presentation satisfactorily
- Class time is most **always** used productively, speaker meets most **all** deadlines, good attendance during project work days

3

- Speaker demonstrates a surface-level understanding of the subject matter; mostly stays focused on assigned topic
- Slide supports speaker's presentation, but may have minor typos or not coordinate fully with group's slides
- Speaker demonstrates good understanding of speaking components but may have a marked weakness in one area: volume, pacing, eye contact, posture, tone, confidence (doesn't sound memorized)
- Speaker may be slightly under time or considerably over time
- Some attempt to transition to the next speaker or conclude presentation, but not necessarily gracefully
- Class time is usually used productively, though speaker may miss a deadline, decent attendance during project work days

2

- Speaker demonstrates minimal understanding of the subject matter; may stray from assigned topic
- Speaker has a slide, but the slide does not visibly add to the speaker's presentation, may be poorly written or not coordinate with group's slides
- Speaker demonstrates limited understanding of speaking components with a marked weakness in two or more areas: volume, pacing, eye contact, posture, tone, confidence (doesn't sound memorized)
- Speaker may be under time or considerably over time (perhaps from pauses or lapses in speech)
- Weak attempt at transition to the next speaker or poor conclusion to the presentation
- Class time may not be used productively, speaker misses deadlines, attendance may be an issue

1

- Speaker demonstrates little or incomprehensible understanding of the subject matter; may stray from assigned topic
- Speaker may have a poor slide with errors or no slide at all
- Speaker demonstrates limited understanding of speaking components with a marked weakness in several areas: volume, pacing, eye contact, posture, tone, confidence (doesn't sound memorized)
- Speaker may be significantly under time or considerably over time (perhaps from pauses or lapses in speech)
- Speaker does not attempt a transition or conclusion at the end of speech
- Class time may not be used productively, speaker misses deadlines, attendance may be an issue