The Butterfly Effect

APUSH---One Event that Changed Everything



*The choices we make, the decisions on both small and large scales; these are the events that can change the future, but for this to be true... some form of reality must be predetermined.*

**The Butterfly Effect**

You go out to the lake one evening, looking to catch a firefly. After searching for a long period of time, you finally catch one. Later that night, a little girl not too far from where you caught your firefly goes out to the lake in search of one, but doesn't find it. After spending some time looking for it, her father gets worried; as a result, he goes out, gets in his truck and starts looking for her. It's a rainy day, and the roads are slippery... he notices the street light has turned red and tries to stop, but his truck spins out of control and kills a pedestrian. As it turns out, that pedestrian's father is the owner of a large oil company that provides for several countries all over the world, and upon hearing of his son's death, he decides to shut down the oil rigs and end his own life. The countries are now depraved of oil, and seek other ways in which it can be achieved- as a result, wars start raging and people are becoming impatient. When other countries get involved in this situation in an attempt to help out their allies, a world war breaks out, and eventually... a majority of the world is in on it; some trying to stop it, others trying to help out their neighbors. A catastrophe has occurred, and many will suffer; the blood must be on someone's hands, and some might agree that it is on the boy who caught the firefly.

This dilemma is unlikely to occur, at least not with such accuracy. The butterfly effect is a theory suggesting that simple events, decisions or occurrences can alter the future drastically.  The scenario above is a good example of what the butterfly effect is, and how the concept can be applied to reality. Similarly, the butterfly effect is also influenced by the concept of time travel, and the ideology in which changing the past will inevitably change the future. Going back in time and preventing an event, such as world war two or world war one could impact the world in ways we cannot imagine; a majority of the people who were born as a result of the wars and the way in which they impacted the geography of Europe would not be born, and the baby boom would never have occurred. This change in time would remove many people who are alive today from existence, and most likely the person who went back in time to stop the war in the first place. If the person who went back in time is removed from existence, then he could never have gone back in the first place, and the wars would have occurred nonetheless. This paradox challenges the concept of time and acts as a window to new theories that may explain our very existence.

**Project Guidelines:**

You are to write a paper, detailing how one **small** event in the History of America changed the rest of history (*for America and inevitably the world*) after which it occurred. You must describe the event itself, the importance of the event, and its ramifications. Your event should be explained in terms of how it impacted life religiously, economically, politically, and socially, and how those subsequent changes thus impacted American History more than any other single event. After this (part I), you are to write a more creative, hypothetic analysis of how the history of the America would be different had your chosen event **never occurred**. You should describe how social, economic, religious and political structure or the realities we know today would be changed had your chosen event never occurred.

**Outline:**

1. **Introduction**
2. 1 page.
3. Discuss what you will be talking about in your paper and how history is shaped by even the smallest events or people.
4. **Part I: Event that Changed History** 
   1. 3-4 pages
   2. State the event
   3. Why was the event significant?
   4. Why have you chosen to focus on this small event?
   5. How did it change the rest of history socially, religiously, economically and politically?
      1. Must link the event with a minimum of 10 other major events, policies, or changes in American History. You must also reference 3-5 primary source documents and site them. (can include art to support your position)
   6. ***Track your event to the present.***
5. **Part II: The Butterfly Effect**
6. 2-3 pages
7. Explain how Europe and the world would be different had your chosen even never occurred, or was avoided somehow.
8. Be detailed and connect to major world events.
9. Track event to the present.
10. **Conclusion**
11. 1 page (two paragraphs)
12. P.1: Summarize your paper.
13. P.2: Reflection on this class, what you’ve learned, etc.
14. **Presentation**
15. You are to prepare to present the major ideas presented in your paper via PowerPoint, Prezi, or video.
16. You should be creative and utilize technology and pictures to make your case.

\*\*\*We will vote as a class on which even most changed history, and whoever does the best job

will get to drop their lowest grade. \*\*\*

1. You will present in class on our designated exam day. Presentation time: 7-10 minutes

Due date: Wednesday, June 1st, 2016

**\*\*Presentations will start this day and continue on the following Friday, June 3rd, 2016. *Regardless your papers are due on Wednesday and I will check for them then*\*\***

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| |  | | --- | | **APUSH--Butterfly Effect Analysis**  **Paper-Rubric**  Teacher Name: **Ms. Alston** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| CATEGORY | | 4 | 3 | 2 | 1 | |
| Content:  FOCUS 1 | | Topic/subject is clear and explicitly stated. | Topic/subject is generally clear though it may or may not be explicitly stated. | Topic/subject may be vague. | Topic/subject is unclear or confusing. | |
| Content:  FOCUS 2 | | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. | |
| Content: ORGANIZATION 1 | | Organizational structure establishes strong relationship between/among ideas/events. | Organizational structure establishes relationships between ideas/events, although minor lapses may be present. | Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete. | Organizational structure does not establish connection between/among ideas/events. The overall stucture is incomplete or confusing. | |
| Content: SUPPORT | | Support information is related to and supportive of the topic/subject. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. | An attempt has been made to add support information, but it was unrelated or confusing. | |
| Content: STYLE - Vocabulary | | Exhibits skillful use of vocabulary that is precise and purposeful. | Exhibits reasonable use of vocabulary that is precise and purposeful. | Exhibits minimal use of vocabulary that is precise and purposeful. | Lacks use of vocabulary that is precise and purposeful. | |
| Content: ELABORATION | | Elaboration consists of specific, developed details (connection to 10 events). | Elaboration consists of some specific details. (8 events) | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion. (5 or less) | Elaboration is sparse; almost no details. | |
| Content: ORGANIZATION 2 | | Organization is a logical progression of ideas/events and is unified and complete. | There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. | One or more major lapses in the logical progression of ideas/events is evident. | Ideas/events are presented in a random fashion. | |
| Formatting:  APA | | Follows APA guidelines including Running head, title page, page numbers, correct in-text citations, works cited page, etc | Generally follows APA format with minor errors | Follows APA format but has several errors | Does not follow APA format | |

**TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_/ 32**

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| |  | | --- | | **Oral Presentation Rubric : APUSH--Butterfly Effect**  Teacher Name: **Ms. Alston**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | 4 | 3 | 2 | 1 |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Attire | Business attire, very professional look. | Casual business attire. | Casual business attire, but wore sneakers or seemed somewhat wrinkled. | General attire not appropriate for audience (jeans, t-shirt, shorts). |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |

**TOTAL: \_\_\_\_\_\_\_\_\_/ 28**

**FINAL GRADE: \_\_\_\_\_\_\_\_\_\_\_/ 60**