Inquiry Description

This inquiry leads students through a study of mass communications by studying the history of radio and broadcasting. Today's students have grown up with access to information for many purposes by wireless technologies; broadcasting in the 20th century represents the first time that large groups of people could receive information instantaneously. This inquiry encourages students to think like historians about the way they and earlier generations use and used wireless technology. The questions of innovation, use, and regulation invite students into the intellectual space that historians occupy. By investigating the questions of who decides what to create, broadcast, and receive, students will need to think about the questions of how technological change affects access to information, how people’s use their technologies, and how governments regulate what changes in broadcast and electronic technology enable people to send and receive.

Students will learn about the technical, political, social, and economic problems of broadcasting and its innovations, and track the intended and unintended consequences of broadcast technology through the 20th century, from wireless telegraphy radio to television. As part of their learning about broadcasting, students should practice articulating and writing various positions on the historical events and supporting these claims with evidence. The final performance task asks them to synthesize what they have learned and consider how key figures from the past and present would evaluate broadcasting in the 20th century.

This inquiry requires prerequisite knowledge of historical events and ideas, so teachers will want their students to have already studied the 20th c. periods of the world wars, interwar prosperity and depression, and the Cold War to ensure that they have an understanding of ideas promulgated in that era. For instance, they should especially understand that the United States was exceptional among the world’s nations in regulating a largely private, for-profit, commercial, broadcast system that was unique in a world of government-controlled broadcasting. Since the 1980s other countries have relaxed government controls over broadcasting but governments everywhere continue to maintain final control over what information is transmitted by this mass medium.

NOTE: Teachers are encouraged to modify and adapt the inquiry to meet the needs and interests of their students as well as themselves.

Content Background

Historians’ and social scientists’ efforts to interpret the effects of 20th century broadcasting on society have produced results as complex as the activity itself. Practically from the moment broadcasting began, its meaning was debated, by scientists, engineers, business people, editors, entrepreneurs, investors, enthusiasts, military leaders, and politicians. The variety of voices indicates the social nature of the innovation, from the scientist’s laboratory to the consumer’s home.

The classic interpretation of broadcasting’s impact interprets it as an informational and educational benefit to most societies, offering a virtual, paternalistic community for isolated households and useful news and enjoyable entertainment to the public. More recent critics observe that as a novel,
government-regulated or –owned mass medium it does not enjoy the traditional freedom of the press and that it largely represents a joint effort between the national governments and corporate capitalists to preserve the political economic status quo in the interests of those in positions of power.

**Content, Practices, and Literacies**

In addressing the compelling question “Did broadcasting change societies?” students will need to weigh evidence and conflicting evidence from each of the four periods addressed in the unit.

Deeply investigating the debates over broadcasting’s impact on societies would involve more time than most high school classes can offer to the topic. Nonetheless, the compelling question “What was the impact of broadcasting?” allows students to wrestle with the complexities of broadcasting as a mass medium in ways similar to those of historians. The question implies that the outcomes were complicated and that an assessment of broadcasting’s influence depends on the way in which one measures it. The first supporting question leads students to understand the scientific and technological, as well as social, origins of broadcasting so that they can evaluate whether the origins had a long-term effect on the way that people, companies, and governments used broadcasting. The next supporting question raises the question of the role of the individual—in this case, the so-called “great man”—in shaping his or her world. The third question examines the major periods within broadcasting, including the first stages and the beginnings of regulation. Both periods help students understand the complexity of revolutionary reforms and their impact on the people. The final supporting question allows students to bookend broadcasting with the rise of television.

By investigating the featured sources, students will be able to construct multiple, complex claims about broadcasting’s influence. In the first formative performance task, they will examine a scientific article to gain an idea of the problems theoretical scientists faced in the nineteenth century. Students will then turn to the issue of how individuals attain and use power to accomplish larger goals. The third task lets students examine print cultures of advertising and magazines to see how the relationship between different audiences and broadcast technologies changed over time. Students will have an opportunity to practice the close reading of sources to determine the rationales for change. Finally, students will examine radio and television broadcasts and transcripts to help explain the technology’s power to influence national affairs. In describing broadcasting’s influence on societies, students should note the ways in which it both furthered and challenged print media.

Throughout the inquiry, students are asked to do increasingly complex assignments that will develop their cognitive capacity to deal with the complex Summative Performance Task. At first, students are asked to complete a chart to identify the transition from theoretical science to commercial technology (Gathering, Using, and Interpreting Evidence). The second and third tasks ask students to begin articulating explanations that will later be used as evidence in the Summative Performance Task (Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation). In the fourth task, they develop a claim, supported with evidence, as a formative step toward the argumentative Summative Performance Task (Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation). Finally, in the Summative Performance Task and the Extension, students need to pull together varying perspectives and support them with evidence from the range of sources used throughout the inquiry (Gathering, Using, and Interpreting Evidence; Comparison and Contextualization).
THE COMPELLING QUESTION “Did broadcasting change societies?” asks students to deal with the unpredictable pathways of innovation and their intersections with societies. To help warm students up for the inquiry, it will be important to have them start thinking about the concept of innovation and the messiness that accompanies major change in technology or any other human activity.

One way to do this is to have students compare how they learned to use smartphones with the way that their parents or grandparents learned to use radios, televisions, or personal computers. If the teacher has time, this article from 1908 (http://earlyradiohistory.us/1908chld.htm) on how a child learned to use a telephone may help students understand that innovation in media and other technologies is not new.

The teacher may want to work with students on making distinctions between a series of terms, including “science,” “research,” “invention,” “engineering,” “entrepreneur,” and “innovation.” The teacher should guide students toward the notion that innovations are characterized by radical change that fundamentally transforms a political, economic, or social paradigm. At this point, the teacher should ask students, “Why do some people currently refer to smartphones as a revolutionary innovation?”

From these initial understandings, the teacher should then show the images of radios and televisions, making note of the dates and asking students to consider how people used the devices pictured. The teacher should move the students toward the compelling question by asking them, “Is broadcasting changing societies today?” The goal of this activity is not for them to come to a definitive answer—the goal is for students to recognize their hesitation and the fact that the answer is not clear. If there is an answer, it must certainly be a complicated one, and it might depend on when the question is asked. It is essential that the teacher names this tentative or hesitant point for students so they can recognize it again when they return to it throughout the inquiry.

At this point, the teacher might want to show similar image sets from other historic revolutions that further engage their students. Alternatively, or additionally, they might want to lead a more general conversation with students about what might make a revolution successful.

It is important to note that making direct comparisons between technological innovations and social/economic/political change is challenging, so teachers should be wary of oversimplifications or anachronistic connections. Technology does not change by itself; people change technology by creating, buying, using, and regulating it. Does this chair change into a swing? Few people bother to predict the long-term outcomes of their work or efforts to change something in the short term, and when they do they are more often wrong than right. Additionally, students generally know little about the process of innovation, so it is important for the teacher to provide enough background knowledge so students can examine the images and thoughtfully engage in the discussion.
The goals of this exercise are two-fold. First, it helps students recognize that the history of innovations in this case study have important implications for the world in which they live. Second, it helps students understand that the broadcasting revolution has lasted more than a century and that the goals of broadcasters and listeners changed over time, with varying effects. Often students see these kinds of events as overnight successes. We hope that, by examining the broadcasting revolution from its inception as a scientific curiosity, students will come to expect the unexpected during revolutions, understand that few people are skilled at predicting the future, and that radical technological change is, to paraphrase Oscar Wilde, never pure and rarely simple.

**Supporting Question 1**
To answer the supporting question “How do you turn equations into a technology?” students will need to understand the problems that led to the broadcasting revolution. By answering this supporting question, students should be able to use their response throughout the rest of the inquiry to judge broadcasting’s impact.

**Formative Performance Task**
The formative performance task calls on students to create a slide presentation demonstrating the international nature of innovation. Within this task, students are working directly with the social studies practices of Gathering, Using, and Interpreting Evidence as they read three featured sources to discover examples of the problems people in western civilization faced in the period preceding the broadcasting revolution.

**Featured Sources**
**Featured Source A** is a webpage for the IEEE Milestone honoring James Maxwell’s conceptual and mathematical unification of electric and magnetic behavior as “fields.” In using this source, teachers should think about the ways they could draw out the meaning that may not be readily apparent to students. A teacher might begin with a sequence of questions:

Who was Maxwell?
What did he do?
How do we know?
Why is it worth remembering?
Did Maxwell think about the technological, economic, or political implications of his discovery?

**Featured Source B** will help students broaden their understanding of Maxwell’s work, in the context of his scientific predecessor, Michael Faraday, life in the 19th century, and the implications of electromagnetic fields.

**Featured Source C** offers a glimpse into how scientists presented their research in the late 19th century. In his landmark article, Maxwell writes simply and clearly about the basic problem that he is trying to resolve. By skimming the physical details of the phenomena (polarization, inductance, etc.) and the equations, young and lay readers can understand the main point of his effort to understand, that is to know, a fundamental aspect of the laws of physics.

This featured source may need to be modified for struggling readers or English language learners. Consider giving students highlighted versions of the documents that help focus their reading or adapted versions of the text. Additionally, the text could be shortened to help students more easily identify specific grievances of the Third Estate. The following article would be a good place to focus.
Featured Source D is a well edited online encyclopedia of primary source articles and other texts, largely on American radio with influences from Europe. The many examples given of people experimenting on, investing in, using, and promoting their versions of wireless telegraphy and early broadcast technologies should indicate to the teacher and students that the history of the broadcast revolution involves many more people than the scientists, engineers, inventors, and entrepreneurs that are the focus of popular culture and documentaries.

Featured Source E are images of electromagnetic spectrum allocation charts. One from Pakistan and one from the United States, there are many others from different governments. (Students can do their own google search for spectrum charts.) Governments decide how to use this natural resource first posed by Maxwell as an “aether” over 150 years ago. By viewing the spectrum charts, also provided with links in the primary source documents, students can see for themselves the many uses of wireless technology.

Additional Resources
In addition, teachers may want students to consider other sources that further their and their students’ understanding of the problems the people involved in the broadcasting revolution sought to address.

Heinrich Hertz, Electric Waves being Researches on the Propagation of Electric Action with Finite Velocity through Space, D. E. Jones, translator, 1893. The English translation of Hertz’s collected researches on electromagnetic waves, with a preface and introduction that puts his work in historical perspective reaching back to Isaac Newton.
Lee De Forest, "The Audion: A New Receiver for Wireless Telegraphy," Proceedings of the AIEE, 1906. Lee De Forest’s lengthy report to his fellow engineers in New York City on his invention or discovery of electronic amplification of Hertzian waves in a vacuum tube, although he doesn’t understand why. For a useful and short critique, see Professor Michael Pupin’s discussion in the following issue of Proceedings.
Robert A. Millikan, “Radios Past and Future,” Journal of the Society of Motion Picture Engineers, 1931. All revolutionary technologies become enmeshed in patent disputes. This article reviews the questions of patent priority and invention, over AT&T’s improvement of De Forest’s Audion. In 1912 engineer Harold Arnold realized that the Audion essentially needed a stronger vacuum to make it practical for the telephone company’s purposes, and he and AT&T’s lawyers did not believe that was a patentable invention. Nineteen years later, in 1931, the U.S. Supreme Court agreed. Radio Station KDKA Historical Marker. Explains KDKA’s role in the birth of sports broadcasting. “First Radio Commercial Hit Airwaves 90 Years Ago,” NPR, 2012. AT&T controlled the nation’s telephone network and

Supporting Question 2
For the second supporting question, students build on their understanding of the broadcasting revolution by analyzing how individuals shaped or tried to shape its direction in the early stages of the era. To help students “think analytically and systematically about how past interactions of people, cultures, and the environment” affected mass media over time and cultures, we use the example of David Sarnoff. The development of the Revolution’s first stages helps them understand
the complexity of revolutionary reforms and their impact, or lack thereof, on the world’s people. Students should evaluate whether one person can make a difference and if so, whether that person accomplished his or her vision. They can look back at the political, social, and economic problems to corroborate whether or not early successes addressed and remedied the prerevolutionary issues.

**Formative Performance Task**

The formative performance task for this supporting question requires students to write one or two paragraphs explaining David Sarnoff’s role in developing the broadcasting revolution, thereby giving students experience with the Chronological Reasoning and Causation. In their explanations, students should describe how the relationship between Sarnoff and the people changed over time using sources from Formative Performance Tasks 1 and 2. As they work through the sources to support their explanation, they will use the social studies practice of Gathering, Using, and Interpreting Evidence. This explanation can be the starting place for the claims that students will write to respond to the compelling question.

**Featured Sources**

**FEATURED SOURCE A, “Who was David Sarnoff?”** Teachers will want to explore with students why it was written, if he was as important a historical figure as many claim. Students should then be able to read the text and use it to articulate Sarnoff’s significance. For students who need assistance navigating the source, consider having them read with a partner or do a whole-group reading of the source before asking students to begin their analyses. Also, the text could be shortened to focus students on a key idea.

**FEATURED SOURCE B, the David Sarnoff Library website,** allows students to broaden their understanding of how Sarnoff encouraged research, invention, and innovation at RCA and its central research laboratories and thus shape the broadcasting revolution to a goal that he saw as benefitting the company, the United States, and the world through RCA’s patent license agreements with companies in Europe and Japan.

**FEATURED SOURCE C, “Pushing Technology: David Sarnoff and Wireless Communications, 1911-1921,”**

The sources featured in this formative performance task are largely textual and require students to closely read terms and ideas that could be challenging for even the strongest readers. One possibility is to significantly reduce the three sources to key ideas (as shown earlier) that would answer the supporting question “Did one person...?” This strategy would not preclude a teacher from showing the entire source, but it could help students reason with the sources as they practice Chronological Reasoning and Causation.

**Additional Resources**

If teachers choose to incorporate the additional sources...

The [Wikipedia entry on David Sarnoff](https://en.wikipedia.org/wiki/David_Sarnoff) and the Talk tab suggest some of the controversies surrounding Sarnoff and his business career. They could be used to discuss the role of documentation and judgment in interpreting people’s actions and motivations in the past. Alexander B. Magoun, “Why Was Sarnoff Allowed to Sell Stalin Television?” offers a view of relations between the United States and the Soviet Union before the Cold War through Sarnoff and RCA’s history. RCA also licensed its electronic television camera and other TV patents to western European and Japanese companies in the 1930s before the war, just as Thomas Edison, IBM, and
Ford Motor Company had done before. (6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice; 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.)

**Supporting Question 3**

This supporting question encourages students to grapple with the material and cultural effects of the broadcasting revolution. After engineers and designers simplified broadcast receivers and made them esthetically attractive by placing them in decorated wooden cabinets in the 1920s, receivers became steadily smaller, cheaper, and simpler into the 1960s. David Sarnoff and RCA led the innovative addition of video to radio receivers with the introduction of television in 1939, and color TV in 1954. In the U.S., sales of radios and then televisions contributed to the development of a public that consumed entertainment as a commodity in the form of soap operas, sitcoms, crime shows, westerns, and super heroes. Radios and televisions were devices for capturing ears and eyeballs for advertisers, and NBC’s profits offset RCA’s losses on radio sales. Rather than only examining a simple narrative of technological and other forms of progress, students should also consider the range of motivations behind innovations. Teachers might use the first featured source to spark student interest while using the second featured source to complete the formative performance task.

**Formative Performance Task**

The formative performance task requires students to closely read and interpret advertisements and period magazines to identify a rationale for consumerism, along with two supporting details.

**Supporting Question 4**

Having examined the innovations, individuals, and material effects of the broadcasting revolution, students will be asked to assess whether or not broadcasting had social or political effects in different societies. They will analyze primary documents, audio and video recordings, and broadcast transcripts that offer provocative examples of the power of broadcast media.

**Formative Performance Task**

This formative performance task requires students to utilize primary and secondary sources in support of an original claim about the impact of broadcasting on a particular country.

**Building an Argument**

In this task, students construct an extended, evidence-based argument responding to the prompt “Did the broadcasting revolution have an effect on society?” At this point in the students’ inquiry, they have examined the problems of prerevolutionary innovation, the role of the great individual in a revolution, and the effects of the broadcasting revolution. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their specific claims. As students work through the Summative Performance task, they are demonstrating the social studies skills of Gathering, Using, and Interpreting Evidence as well as Comparison and Contextualization.
Before the Summative Performance Task, it may be helpful for students to review the sources provided and the graphic organizers created during the formative performance tasks; doing so should help them develop their claims and highlight the appropriate evidence to support their arguments. The Evidence to Argument Chart can be used to provide students with support as they build their arguments with claims and evidence. (See Evidence Chart below.)

Students’ arguments likely will vary but could include any of the following:

- The broadcasting revolution was successful because it gave many people opportunities to inform themselves and sometimes act progressively, even as it anesthetized others to violations of human rights.
- The broadcasting revolution was unsuccessful because it contributed to mass societies of passive consumers and voters.
- The broadcasting revolution was successful in changing attitudes about civil rights in the United States. Although the revolution addressed some of the prerevolutionary problems of communication and information, the successes came at a very high price.

It is possible for students to find support for any of these arguments in the sources provided and through their analysis of the sources.

It is important to note that students’ arguments may take a variety of forms. In some cases, teachers may have them complete a detailed outline that includes claims with evidentiary support, and in other cases, teachers may want them to write a paper that formalizes their argument. Their decision to do either may be predicated on whether they plan to do the Summative Performance Extension Task.

**Extension**

In this task, students will construct an imaginary dialogue between historical and modern figures around the compelling question of whether the broadcasting revolution was successful. At this point in the students’ inquiry, they have examined the problems of prerevolutionary innovation, the role of the great individual in a revolution, and the effects of the broadcasting revolution. This extension offers students the opportunity to use evidence from all of these lessons to make and support competing claims and interpretations.

Once students have selected their historical figures, they should articulate what they think that person’s perspective on the question might be. It might also be helpful for students to construct a three-column chart of all the evidence from the various historical sources they have encountered that could be used to support a view of the revolution’s success or lack thereof. Additionally, it would be important for students to conduct background research on the selected historical figures to avoid overly speculative dialogue. Perspective-taking exercises will always be subject to anachronistic interpretations; however, by foregrounding the exercise with evidenced-based argumentation, the extension is offered in the hopes that students might engage more authentically with the inquiry.

It might also be helpful for students to offer a menu of choices for the historical figures. Examples might include

- Scientists and engineers: James Clerk Maxwell, Guglielmo Marconi, Lee De Forest, Edwin Armstrong
• Broadcast industry figures: David Sarnoff, William Paley, Walter Cronkite

Twitter might serve nicely as a medium for these conversations for three reasons. First, by asking students to use a modern discourse, it can lead to higher engagement and allow the cognitive load for this task to rest primarily on the historical thinking, setting students up for more complex and mature forms of communication throughout the year. Second, by asking them to translate historical discourse into a modern form of communication, they gain a greater ownership and fluency with the content itself. Finally, Twitter’s 140-character limit demands efficiency in students’ communication, ensuring a focus on the fundamentals of articulating claims and supporting them with evidence.

Teachers might ask students to create actual Twitter accounts with fake names. Alternatively, students could construct a script of an imaginary conversation. Of course, if the Twitter aspect of the assignment unnecessarily complicates things for students (or teachers), any form of scripted conversation could accomplish the same historical and literacy goals for this assignment.

This inquiry includes a sample handout (see below) that could be used by students for this task. Teachers can adapt it to fit the conventions of their class and school, particularly around length and medium of submission.
# Evidence Chart

<table>
<thead>
<tr>
<th>Initial Claim</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your opening claim about the success of the broadcasting revolution? This claim should appear in the opening section of your argument. Make sure to cite your sources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Claims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some additional claims you can make that extend your initial one? Make sure to cite your sources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your source.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Double Check</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.</td>
<td></td>
</tr>
<tr>
<td>Pulling it Together</td>
<td></td>
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<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.</td>
<td></td>
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</tbody>
</table>
Handout for Summative Extension (Optional)

Over the past few classes, you have sought to answer the question “Did broadcasting change societies during the 20th century?” At this point, you have examined the problems of innovation, the role of the individual in implementing the broadcasting revolution, and the effects that the governments and businesses running broadcast technologies had on various publics. For your final assignment, you will seek to demonstrate the understandings, knowledge, and skills you have developed throughout the inquiry. You are expected to use evidence from these lessons, as well as any additional evidence you find, to make and support competing claims about the broadcasting revolution.

Task:

Construct an imagined Twitter conversation among three historical figures: a wireless scientist or engineer, someone from the broadcasting industry, and an intelligent 10th grader living today. The topic of the conversation is “Did broadcasting change societies during the 20th century?”

Below is a list of options for the figures in your dialogue. You are welcome to propose alternatives in each category:

Scientist or engineer:

Broadcasting figure:
- David Sarnoff, William Paley, Walter Cronkite

Intelligent 10th Grader:
- Yourself, someone in the class you admire and respect, how you imagine your teacher as a 10th grader

Guidelines:
- Each participant in the conversation should make a clear claim about the success of the broadcasting revolution; there should be disagreement among the claims.
- Each participant should cite specific evidence from the historical sources analyzed in the inquiry. You could find support for any of these arguments or additional arguments in the sources provided and through carefully reading and analyzing the sources.
Taking Informed Action

| Taking Informed Action | UNDERSTAND Investigate a current wireless medium used by a large group of people to try to effect political, economic, or social-cultural change or revolution. This could be a cellphone, smartphone, or social network. |
| | ASSESS Examine the extent to which the current attempt at change is successful and state one’s personal stance on the justification for the revolution or whether it is, in fact, a revolution. |
| | ACT Medical research has shown recently that adolescents would be more alert in school if their bodies’ circadian rhythms were accommodated and they were the last group of children to start a school day instead of the first. Write and share an editorial for a social medium like Facebook calling for the restructuring of the school schedule to resolve this problem. Within the editorial, students should use a mix of rational logic and emotional ideals to address the reasons for the need to change, their solution, its benefits, and the alternatives. Grades are awarded based on the scale of response by their fellow students and the school administration and board. |

Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

The three activities described in this inquiry represent a logic that asks students to (1) understand the issues evident from the inquiry in a larger and current context, (2) assess the relevance and impact of the issues, and (3) act in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students draw on their conceptual understanding of the term “revolution” to think about the nature of contemporary revolutions. Clearly, there are many modern-day examples of political revolutions they could investigate, but they should also consider other types of revolutions, including economic, social, or even technological revolutions. In this way, students will be able to transfer their knowledge around the French Revolution to other contexts, evaluating the ways in which revolutions can be similar or different and ultimately successful or not.

To understand the situation, students could identify a current unfinished revolution, focusing on a group of people who are currently trying to revolutionize some element or aspect of contemporary society. They might select a political revolution (e.g., Syria), but students might also choose a social, economic, or technological revolution. Students should read about the effort and assess the extent to which this group has been successful and the challenges they currently face. Additionally, students should take a stand on the revolution, taking into account their personal reactions and support of the revolutionary effort. In doing so, they may also consider the overuse of the term “revolution” and the extent to which the effort is, in fact, revolutionary. Lastly, students could write an editorial for the school or local newspaper. Within the editorial, students might discuss their positions on the efforts of those engaged in revolution and the extent to which those efforts are currently successful.