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Before the Summative Performance Task, it may be helpful for students to review the sources provided and utilize the Evidence to Argument Chart for 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:

- x The broadcasting revolution was successful because it gave people opportunities to inform themselves and sometimes act progressively as it anesthetized others to violations of human rights.
- x The broadcasting revolution was unsuccessful because it contributed to mass societies of passive consumers and voters
- x The broadcasting revolution was successful in changing attitudes about civil rights in the United States. Although the revolution addressed some of the revolutionary 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

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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

Initial Claim	
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.	

Evidence	
What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.	

Additional Claims	
What are some additional claims you can make that extend your initial one? Make sure to cite your sources.	

Additional Evidence	
What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your source.	

Double Check	
What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.	

Pulling it Together	
What is your overall understanding of the compelling question? This should be included in your conclusion. Cite your sources.	

## Handout for Summative Extension (Optional)

Over the past few classes, you have sought to answer the question “Did broadcasting change societies during the 20<sup>th</sup> 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 20<sup>th</sup> 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:*

- James Clerk Maxwell, Heinrich Hertz, Lee De Forest, Edwin Armstrong, H. P. Arnold, Frank Conrad, Vladimir Zworykin, Philo Farnsworth.

*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

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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.