# Roots of Revolution

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<thead>
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<th>Activity Name</th>
<th>Roots of Revolution</th>
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<td><strong>Details</strong></td>
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<tr>
<td>Grade Level</td>
<td>6th</td>
</tr>
<tr>
<td>Subject</td>
<td>History</td>
</tr>
<tr>
<td>Relevant Country(s)</td>
<td>Libya, Egypt, Bahrain, Syria, Tunisia, Yemen</td>
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<tr>
<td>Relevant Unit/Curriculum</td>
<td>CORE Knowledge Revolutions: American, French, and Latin American</td>
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## Activity Overview

**Big Understanding:** A revolution is a popular uprising motivated by a people's desire for governmental improvement.

**Essential Question(s):** *What are the roots of revolution? How is revolutionary discontent communicated in the media? What do revolutions have in common? What is worth fighting for?*

**Standards (State or National):**

- 6.8 Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests, and beliefs.
- 6.21 Clarify key aspects of an event, issues, or problem through inquiry and research.
- 6.23 Interpret documents and data from multiple primary and secondary sources.

**Time Required:** Six, one hour sessions

**Objectives:**

- To identify common themes in what motivates people to revolt.
- To demonstrate how political discontent is expressed in media.

**Materials/Resources:**

- Cut leaf shapes, tree poster, markers, and tape
- Student access in groups of 3 to computers with internet and PowerPoint
- Photo Analysis Worksheet
- Revolt! pdf

Suggested Resources:

- [Images of Egypt's protest](#)
• Rap Music of Revolution
• Arab spring: an interactive timeline of Middle East protests

**The American Revolution (1775-1783)**
Secondary Sources:
• PBS: Liberty! The American Revolution
• History.com: American Revolution

Primary Sources:
• Internet Modern History Sourcebook: American Independence

**The Haitian Revolution (1794-1804)**
Secondary Sources:
• PBS: The Haitian Revolution
• Britannica Academic Edition: The Haitian Revolution

Primary Sources:
• Digital History: The Haitian Revolution

**The French Revolution (1789-1799)**
Secondary Sources:

Primary Sources:
• Internet Modern History Sourcebook: French Revolution

**Preparation**
• Cut out and create the tree and leaves for the poster.
• Students have been taught the prior knowledge about the American, French, and Latin American revolutions.
• Gather the resources for the photo analysis activity and Revolt! worksheet.
• Prepare the assessment rubrics for PowerPoint and reflection essay (use RubiStar).

**Procedure**
**Day 1: *What are the roots of revolution?***
Split the class into three groups. Each group is assigned a revolution (American, French, and Latin American). Within the group they are to brainstorm what caused the revolution, how people reacted, what major events occurred, and what was the outcome. These ideas will be recorded on construction paper leaves (marked with the appropriate flag), shared with the class, and taped onto a
tree shaped poster.

**Day 2: How is revolutionary discontent communicated in the media?**

Split the class into groups of three. Assign each group an image of protest from one of the countries and have them complete the Photo Analysis Worksheet. Once they complete this activity (15 min) then introduce the Arab Spring project. Each group is assigned an Arab country that has experienced a recent revolution (Tunisia, Libya, Egypt, Syria, Bahrain, Yemen). They are to research the country and the revolution that took place and present media images and sounds from the revolution. Students should use the Revolt! pdf worksheet to gather information.

**Day 3:** Students continue to research their Arab country and create a PowerPoint presentation. Research and media can include art, artifacts, eyewitness accounts, letters, diaries, blogs, tweets, poems, music lyrics, charts, graphs, diagrams, new stories, etc. Primary and secondary sources should be utilized.

**Day 4:** Continue to research and organize the PowerPoint slides for presentation.

**Day 5:** Each group presents their PowerPoint slides to the class. Create and add leaves of information to the tree for the Arab countries discussed.

**Day 6: What do revolutions have in common?**

Re-examine the Roots of Revolution tree poster. As a whole class, brainstorm and label the roots of the tress with theme phrases that represent what revolutions have in common.

**Homework Assessment:** Answer the reflection question: *What is worth fighting for?*

| Assessment/Reflection | • PowerPoint-group, formal, cumulative presentation  
| | • Participation in research activities and discussion-independent, informal, ongoing  
| | • Reflection essay homework response-independent, formal, cumulative |