



Image: Source unknown. Photographer: Agustin Victor Casasola.

INTRODUCTORY MATERIALS: WHAT IS A REVOLUTION?

MATERIALS NEEDED

Whiteboard or chalkboard, pens, pencils, markers, paper

PROCEDURE

1. Write the word “revolution” on the board for the entire class.
2. Give students two minutes to write what they think the word “revolution” means, what other words they associate with “revolution,” and/or where they’ve heard the word “revolution” and in what contexts they’ve seen it used.
3. At the end of the two minutes, ask students to turn to the person next to them and discuss what they wrote for “revolution.” Give them approximately five minutes to do this.
4. Next, ask students to form groups of 4 or 5 with the students sitting closest to them. As a group, they should discuss their ideas for the meaning of the word “revolution” and create a definition for the word. Give them five to ten minutes to do this.
5. Reconvene as a whole class and ask each group to share their definition. Write each definition on the board. Once all groups have shared, look at all of the definitions to see if there are any common ideas. Create a final working definition of the word “revolution.” Keep this definition posted throughout the unit.