Paths to Change

Sort revolutions by how people sought political change.

GHW.6.1 "Distinguish between violent and non-violent revolution(s). Use a variety of text (writing, maps, timelines and/or other graphic representations) to document the spread of political ideas that resulted from those revolutions to other..."

NAME _____ DATE _____

VIOLENT REVOLUTION

People seeking political change use armed force or physical attacks. Judge their methods, even if they also hold protests.

In Bolivia in 1952, miners seized weapons and clashed with the military as a new political party took power.

NONVIOLENT REVOLUTION

People seeking political change use methods such as marches, strikes, or sit-ins without attacking others. Violence by authorities does not make the protesters' methods violent.

In Mongolia in 1990, hunger strikes pushed leaders to end one-party rule.

1 SORT

8 items

For each numbered description, circle VIOLENT or NONVIOLENT based on how people sought change, then choose two items and explain the clues that helped you decide.

1.	1. Haiti, 1791: Enslaved rebels fought French colonial troops to end slavery and colonial rule.	VIOLENT NONVIOLENT
2.	2. Mexico, 1910: Rebel armies battled government soldiers to replace a dictator.	VIOLENT NONVIOLENT
3.	3. Philippines, 1986: Large, unarmed crowds filled the streets until the president fled.	VIOLENT NONVIOLENT
4.	4. American colonies, 1775: Colonial militias fought British soldiers to break from British rule.	VIOLENT NONVIOLENT
5.	5. Czechoslovakia, 1989: Marches and work stoppages pressured Communist leaders to give up power.	VIOLENT NONVIOLENT
6.	6. Georgia, 2003: Crowds protested a disputed election, and the president resigned without armed fighting.	VIOLENT NONVIOLENT
7.	7. Nicaragua, 1979: Sandinista forces fought the National Guard to remove the ruling family.	VIOLENT NONVIOLENT
8.	8. East Germany, 1989: Peaceful street demonstrations helped bring down the ruling party.	VIOLENT NONVIOLENT

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new, made-up example of a violent revolution and one of a nonviolent revolution. In each example, show how people change a government.

VIOLENT _____

NONVIOLENT _____

CHALLENGE

Choose one revolution from the list. In two sentences, name another world region its political ideas reached and explain how those ideas traveled there.

ANSWER KEY

Paths to Change

HIGH SCHOOL · GHW.6.1

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	1. Haiti, 1791: Enslaved rebels fought French colonial troops to end slavery and colonial rule.	**VIOLENT**	Rebels used armed force against colonial troops.
2	2. Mexico, 1910: Rebel armies battled government soldiers to replace a dictator.	**VIOLENT**	Rebel armies used armed force.
3	3. Philippines, 1986: Large, unarmed crowds filled the streets until the president fled.	**NONVIOLENT**	The crowds used unarmed demonstrations.
4	4. American colonies, 1775: Colonial militias fought British soldiers to break from British rule.	**VIOLENT**	Colonial militias used armed force.
5	5. Czechoslovakia, 1989: Marches and work stoppages pressured Communist leaders to give up power.	**NONVIOLENT**	The methods described are marches and work stoppages.
6	6. Georgia, 2003: Crowds protested a disputed election, and the president resigned without armed fighting.	**NONVIOLENT**	The protesters brought about change without armed fighting.
7	7. Nicaragua, 1979: Sandinista forces fought the National Guard to remove the ruling family.	**VIOLENT**	Sandinista forces used armed force.
8	8. East Germany, 1989: Peaceful street demonstrations helped bring down the ruling party.	**NONVIOLENT**	The demonstrations were peaceful.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **VIOLENT**: In Westhaven, rebels used weapons to overthrow the ruling council.
- **NONVIOLENT**: In Pineford, residents held peaceful strikes until leaders agreed to hold free elections.

Challenge: Haiti's revolution spread ideas about ending slavery to mainland South America when Haitian leaders aided Simón Bolívar. Bolívar later issued decrees freeing enslaved people in Venezuela.

Sort the described methods, not every action or event associated with a revolution. For Part 2, accept two explanations that identify a specific clue, such as armed fighting, a strike, or an unarmed demonstration.