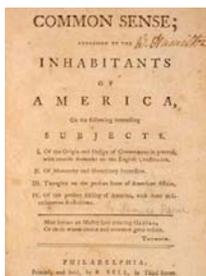# Communicating the Ideas of Revolution
Student Resource

One reason we study history is to understand the power of ideas and to trace their importance in the past, as well as the role that they play in the present.

Look below at the chronologies of the American Revolution and the current uprising in Egypt (also called the Papyrus Revolution).

Compare the timeline of the Papyrus Revolution to that of the American Revolution. What do they have in common? Can you think of ways that these events parallel each other? What is the correlation between the use of the Internet in Egypt in the twenty-first century, and the publication of important American documents in the eighteenth century?

1775:

March 23:   Patrick Henry's **"Give me liberty or give me death"** speech

April 18:   The Rides of **Paul Revere** and William Dawes

April 19:   Minutemen and redcoats clash at **Lexington and Concord** ("The shot heard 'round the world")

May 10:   **The Second Continental Congress** meets in Philadelphia

July 3 :   Washington assumes command of the Continental Army

1776:

January 15:   Paine's **"Common Sense"** published

July 1—4:   Congress debates and revises the Declaration of Independence. See **Chronology of the Declaration**

July 4:   Congress adopts the Declaration of Independence; it's sent to the printer

July 8:   The Declaration of Independence is read **publicly**

August 2:   Delegates begin to sign The Declaration of Independence

2011

Tuesday, 1/25:   Protests Begin, 'Day Of Rage'

Wednesday, 1/26:   Second Day Of Protests

Thursday, 1/27:   Egypt Shuts Down The Internet

Friday, 1/28:   Mubarak Speaks, Says He'll Form A New Government

Saturday, 1/29:   Anonymous Internet Users Help Egypt Communicate

Monday, 1/31:   Egypt's New Government Is Announced, Sworn In

Tuesday, 2/1:   President Mubarak Says He Won't Run For Re-Election

Wednesday, 2/2:   Internet Service Returns In Egypt

Thursday, 2/3:   Foreign Journalists Rounded Up

Friday, 2/4:   "Day of Departure" Protests Held Across Egypt

Saturday, 2/5:   Members Of Ruling Party Leadership Resign

Sunday, 2/6:   Government Agrees On Concessions

Monday, 2/7:   Google Executive Released In Egypt

Tuesday, 2/8:   Freed Activist Energizes Protests

Wednesday, 2/9:   Widespread Labor Strikes Throughout Egypt

Thursday, 2/10:   Despite Rumors, Mubarak Refuses To Step Down

Friday, 2/11:   Mubarak Resigns As President, Leaves Cairo

Communicating the Ideas of Revolution
Teacher Resource

The events in this chronology are hyperlinked to websites that provide further information. You may want to guide your student through these pictures and articles on the Internet to aid in their understanding. (Note: Take a moment to review the websites by yourself. Some of these news articles might not be suitable for young students. Also, keep in mind that these articles are from popular news sources, and are not written from a Christian worldview.)

Have your student calculate the time span of events for each revolution. Discuss what factors might have affected the rate of escalation.

The main point to take away from this short analysis is that in the 18th century, the publishing industry—like the Internet today—was responsible for distributing ideas. In both cases, a combination of ideas, economic problems/issues, and the distribution of information came together to foster an era of revolution.

The distribution of *ideas* enables individuals to recognize and defend their families and homes, their customs and traditions, and their own *liberty*.

Tim Berners-Lee is a British engineer and computer scientist who will go down in history for creating the World Wide Web. Like Johannes Gutenberg, who invented the printing press in the fifteenth century, Tim Berners-Lee created a medium by which powerful ideas could be distributed. Because of these tools, information is distributed that calls into consideration the authority of institutions.

Talk to your student about the importance of literacy and education in defending our heritage and our faith.

Optional

You may want to discuss the importance of the printing press in church history, especially with regard to the Protestant Reformation.

In 1517, Martin Luther called into question the authority of the Catholic Church. The Reformers made heavy use of inexpensive pamphlets (using the relatively new printing press) so there was swift movement of both ideas and documents, including *The Ninety-Five Theses*.

How did Luther utilize technology to defend the teachings of Scripture, and to teach others? How can we use technology to do the same thing? (Consider blogs, Facebook, and other websites that seek to glorify God and honor His Word.)