

Western Civilization Honors Portfolio (A Day)

As the third component to your final exam grade for this class (midterm and final exam other two), you will submit a portfolio that is a collection of some of the work completed for our course. The assignments should be typed, free from errors, and in all cases include the original copy with my grade on it. ONLY assignments that received less than a B will have to be revised. Below is a list of the required assignments:

- 1.) Political Map of Europe (completed at the beginning of the year)
- 2.) Personal History Timeline
- 3.) Sensory Figure Philosophie project* *Compare Contrast*
- 4.) French Revolution Timeline
- 5.) Map of Europe 1810 (Napoleon's Empire at its Height)
- 6.) Map of Europe 1815 (After the Congress of Vienna)
- 7.) Reflection for Map of Europe 1810/1815 (I have this if turned in)
- 8.) Political Cartoon For Chapter 8 Section 2 (Nationalism, Revolutions of 1848)
- 9.) Unification Timeline
- 10.) Imperialism in Africa Map
- 11.) Reflection: Typed reflection (2 pages) written in the first person (a.) reflecting on your own learning and experiences during the year. What did you learn? Activities you liked and didn't like? Topics you liked/disliked? (b.) Second part of reflection should be an essay discussing the most important person or event we studied this year as it relates to the emergence of Western Civilization. Include sufficient detail to support your position. *2-3 things*

Assignment with the * is extra credit if included.

*make sure
map things typed*

Western Civilization Portfolio

What belongs in the Western Civilization Portfolio?

The 9th Grade Western Civilization Portfolio is comprised of five components: 1) a set of hand-generated maps depicting select events and accompanied by a information writing piece detailing the events that brought about changes to the political landscape of Europe (only 3 maps will require the writing piece), 2) a series of illustrated timelines representing various time periods, 3) two essays reflecting the most influential person and event studied in this course, 4) a collection of revised personal responses demonstrating critical thinking skills and persuasive writing skills, and 5) a self reflection paper.

Final Portfolio Components & Points:

- Maps (8) 96 points
- Timelines (3) 60 points
- Essays (2) 40 points
- Personal Responses (3) 20 points
- Self-Reflection (1) 20 points

Total 231 points

Do 1st
Grade
Revise (if necessary)
Put in

Rubrics will be used to assess each component of the portfolio with the exception of the self-reflection. Students will be asked to evaluate each of their maps, timelines and essays based on the rubrics. This self-assessment will be included with the final component of the portfolio, the self-reflection essay. This will ensure that each student is aware of the criteria outlined in the rubric. Various components of the portfolio will be graded during the marking period in which they were assigned. Students have the option of completing various components early, as a way to effectively manage their time.

Maps to be included in the Portfolio:

- A map of political Europe for the current year
- A map depicting Napoleon's French Empire at its peak
- A map depicting Europe after the collapse of the French Empire
- A map illustrating the Age of Imperialism in Africa
- A map depicting Pre-World War I Europe
- A map depicting Post-World War I Europe
- A map representing Europe during World War II
- A map depicting Post-World War II Europe (Cold War)

***Refer to rubric

Congress of Vienna

Timelines to be included in the Portfolio:

- A timeline tracing the events of the French Revolution
- A timeline depicting the major events of World War I
- A timeline summarizing the major events of the Cold War

****Please refer to rubric

Essays to be included in Portfolio:

- A persuasive essay on the most influential person studied in this course
- A persuasive essay on the most influential event studied in this course

Responses to be included in the Portfolio (Enduring Understandings):

- Students are to select 3 personal responses from 3 different units of study; the response must show revision and include the original.

Checklist for the Portfolio:

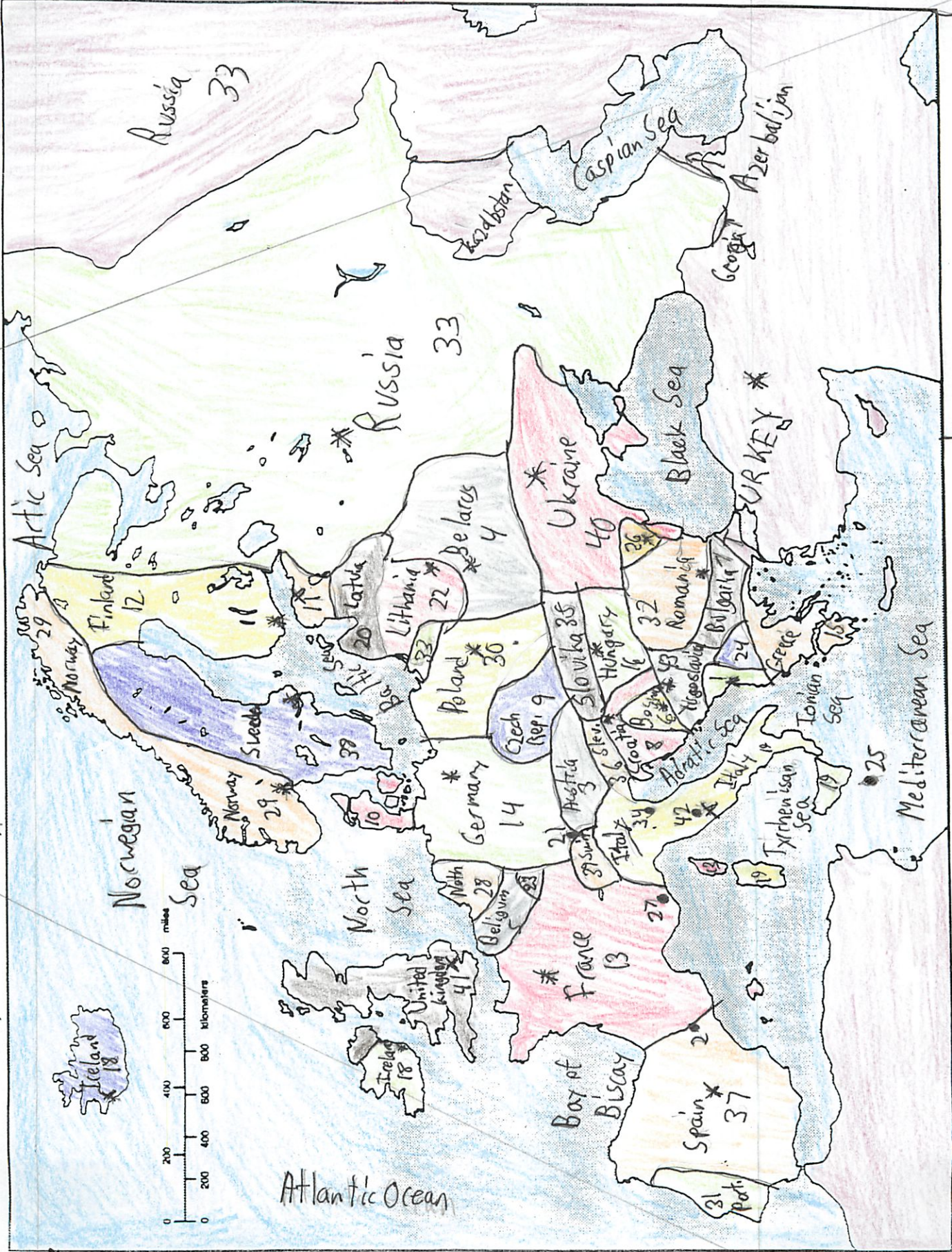
Assignment: Maps	Date Completed	Initials of Teacher:
1. <i>Map of Europe</i>	<i>9/30/55</i>	
2. <i>Nap's Empire</i>	<i>12/5</i>	
3.		
4.		
5.		
6.		
7.		
8.		
Assignment: Timeline	Date Completed	Initials of Teacher:
1. <i>French Rev</i>		
2.		
3.		
Assignment: Essays	Date Completed	Initials of Teacher:
1.		
2.		
Assignment: Response	Date Completed	Initials of Teacher:
1.		
2.		
3.		
Assignment: Reflection	Date Completed	Initials of Teacher:
1.		

EUROPE

- Good looking map
- Use pen or a thin marker for pencil writing
- Add seas around Italy
- Use pen or type up an answer key (second page) for final copy

20
20

56%



- Legend
- Small Country
 - * Capital City
 - Water
 - Other Continent

70°N
Arctic Circle

40°N
10°N

Atlantic Ocean
Atlantic Ocean



Atlantic Ocean

Western Civilization

Name: Michael Plascencia
 Date: 9/14/05

- On Quiz

Map of Europe Activity

Directions: Using the map of Europe, fill in the countries and capitals.

	Country	Capital
1	Albania	Tirana
2	Andorra	Andorra la Vella
3	Austria	Vienna
4	Belarus	Minsk
5	Belgium	Brussels
6	Bosnia and Herzegovina	Sarajevo
7	Bulgaria	Sofia
8	Croatia	Zagreb
9	Czech Republic	Prague
10	Denmark	Copenhagen
11	Estonia	Tallinn
12	Finland	Helsinki
13	France	Paris
14	Germany	Berlin
15	Greece	Athens
16	Hungary	Budapest
17	Iceland	Reykjavik
18	Ireland	Dublin
19	Italy	Rome
20	Latvia	Riga
21	Liechtenstein	Vaduz
22	Lithuania	Vilnius
23	Luxembourg	Luxembourg
24	Macedonia	Skopje
25	Malta	Valletta
26	Moldova	Kishinev
27	Monaco	Monaco
28	Netherlands	Amsterdam
29	Norway	Oslo
30	Poland	Warsaw
31	Portugal	Lisbon
32	Romania	Bucharest
33	Russia	Moscow

34	San Marino	San Marino
35	Slovakia	Bratislava
36	Slovenia	Ljubljana
37	Spain	Madrid
38	Sweden	Stockholm
39	Switzerland	Bern
40	Ukraine	Kiev
41	United Kingdom	London
42	Vatican City	Vatican

43 Yugoslavia (Serbia) Belgrade ?

Turkey Istanbul

Map of Europe List

Directions: Using the map of Europe, fill in the countries and capitals.

#	Flag	Country	Capital
1		Albania	Tirana
2		Andorra	Andorra la Vella
3		Austria	Vienna
4		Belarus	Minsk
5		Belgium	Brussels
6		Bosnia and Herzegovina	Sarajevo
7		Bulgaria	Sofia
8		Croatia	Zagreb
9		Czech Republic	Prague
10		Denmark	Copenhagen
11		Estonia	Tallinn
12		Finland	Helsinki
13		France	Paris
14		Germany	Berlin
15		Greece	Athens
16		Hungary	Budapest
17		Iceland	Reykjavik
18		Ireland	Dublin
19		Italy	Rome
20		Latvia	Riga
21		Liechtenstein	Vaduz
22		Lithuania	Vilnius
23		Luxembourg	Luxembourg
24		Macedonia	Skopje
25		Malta	Valletta
26		Moldova	Chişinău
27		Monaco	Monaco
28		Netherlands	Amsterdam
29		Norway	Oslo
30		Poland	Warsaw
31		Portugal	Lisbon
32		Romania	Bucharest
33		Russia	Moscow
34		San Marino	San Marino
35		Slovakia	Bratislava
36		Slovenia	Ljubljana
37		Spain	Madrid

38		Sweden	Stockholm
39		Switzerland	Bern
40		Turkey	Istanbul (Ankara)
41		Ukraine	Keiv
42		United Kingdom	London
43		Vatican City	Vatican
44		Yugoslavia (Serbia and Montenegro)	Belgrade

Michael Plasmeier

Western Civilization

Personal History Timeline

Mr. Smith

Objective: To create a timeline of your own history from birth until now. This will allow everyone to get to know one another and learn the highlights of your life. You will also see that YOU are a part of history.

Procedure:

- 1.) Make a rough list of information you would like to include - your list should include at least 20 events.
- 2.) Select 10 pivotal events from that list that have shaped your life and include them on the timeline.
- 3.) Create a timeline of these events. You have complete creative freedom, so have fun! This will be placed in the classroom so make it good! You can include pictures and illustrations. **Follow format listed below!**
- 4.) Write a one paragraph annotation (paragraphs contain 5-7 sentences) for each of the ten events.

- Within the paragraph, you should explain what each event was, why you included it and/or the impact it had on your life.

- 5.) Be prepared to share your timeline with a small group in class.

Format:

- 1.) You must use 8.5" X 11" paper (UNLINED ONLY), if you need more than 1 page, use two sheets to form a booklet.
- 2.) You must include 10 events with a MINIMUM of 5 pictures or illustrations. For each event you must EXPLAIN WHY you included it, WHY is it important to you and HOW did it affect you?
- 3.) Annotations should be typed (if you cannot do this at home make time for the library) in 12pt, Times New Roman Font and 2 PAGES in length. BE SURE TO PROOFREAD!

Rubric:

Timeline:

Title

2 / 2

10 events

10 / 10

Presentation

4 / 4

Essay:

Required info on events- complete sentences are used to Provide a clear explanation and purpose of each event included.

20 / 20

Spelling and Punctuation

4 / 4

Total:

40 / 40

Nice use of computer graphics

Nice work, Michael

Michael 's Life

April 14,
1991
My Birth

March 2,
1992
My First
Steps

August 30,
1991
My First
Tooth

September
11, 2001 A
day the
changed
America

December 6,
2002
Still Ticken'

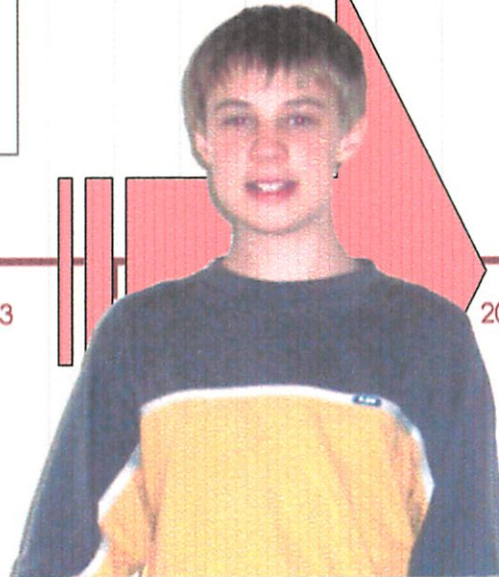
June 18, 2002
5th Grade
Graduation

December
25, 2004
Get my
Laptop

September 6,
2005
First day of
High School

July 29,
2004 We
the
Insects at
NCC

April 22, 2005
Wonderland!



Michael Plasmeier

Smith

Western Civ. 9H

14 Sept 2005

Michael's Life Timeline

14 Apr 1991 – My Birth at Lankenau Hospital - This had the biggest impact on my life; more than anything, because it started it. It was very important to me because without it, there would be no rest of this timeline. It also affected me greatly because of the above reasons. I was born at 4:33 AM and weighed 7 lbs, 7 ounces. I was 21.25 inches long at birth. *Wow!*

→ Great Memory

30 Aug 1991 – My First Tooth – This was day my first tooth appeared in my mouth. It was on the bottom right center. This is an important milestone in a baby's development. My second tooth appeared next to it, one day later. Having teeth is important to chew your food into smaller pieces to swallow. The first baby tooth is the beginning of being able to chew your food.

2 March 1992 – My First Steps – Just as your first tooth is the first step to being able to eat, your first steps are the beginning to being able to walk. These milestones are again, very important to any baby. Being able to walk upright is something few animals can; it is very important that humans are able to walk. The first steps are the beginning to a life of walking upright.

11 Sept 2001 - A Day the Changed America – Just as we were talking about in class, September 11th had and still is having a massive effect in the country where I live. Security is so much tighter and we are spending billions of dollars in a foreign country creating more terrorists.



More people are angry at the government and caused such a fierce battle at election time. Still


the after-effects are visible, especially if the new (because of Iraq) terrorists attack again in the USA.

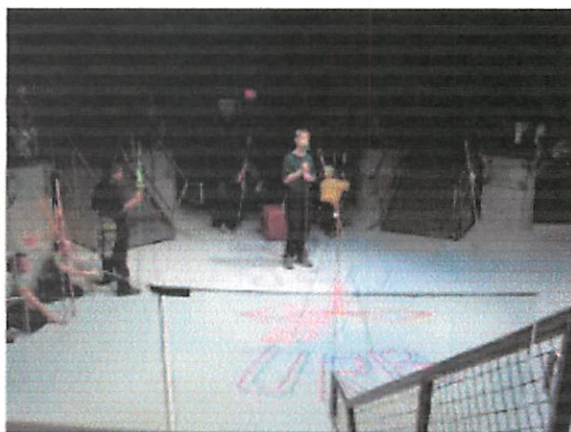
18 June 2002 – 5th Grade Graduation – This event was important for me because I graduated from Manoa Elementary School. I was there for 6 years of my life. After this it was my time to start Middle School and move on to a whole new school with new opportunity and new friends. This was a major milestone in my education.

6 Dec 2002 – *Still Ticken'* – This was my first foray into acting, and was my first real stage-show-musical and led the way for 3 summer camps and 3 more shows so far, and more to come. I was the lead girl's father in the closing scene. I was also in the chorus, and I helped out with stage crew. This was also my first time around technical theater, which is a path I will consider following far into the future. *Great... I hope to see you in HHS productions!*

29 July 2004 - *We the Insects* at NCC – This is a show that I am real proud of. I played the role of head beetle in the show that our summer camp of 70 kids made up. It was also my last year in People's Light Youth Summerstage. For one night, we traveled to the National



Constitution Center and preformed our show  in the round Kimmel Theater in the middle. I traveled with the stage manager and helped set up the show. I am also very proud because I made up the name and logo. *Nice experience*



25 Dec 2004 – Got my Laptop – This Christmas was very special to me because I

bought myself a laptop. (I am typing this on it now) This is very special to me because I love

I just got a laptop too, and I love it

computers. I can now do my work alone in my room with no one else wanting to share my computer. It is a Dell 600m and it is all my own to do what ever I want with.

22 Apr 2005 – *Wonderland!* – This was the 6th grade show when I was in 8th grade. It is important to me because it is the show I helped produce and stage manage. It also got me further interested in Technical Theater. It also convinced me which after-school activity to do in the High School. It was a lot of fun as were all shows because of the months of hard work, preparation, and paperwork leading up to the shows.

6 Sept 2005 – First Day of High School – This started yet another part of my education. I am finally in High School, no longer a middle school-er. This is the time when I get to pick my classes and what I will do with my life. There are so many courses, clubs, and activities to choose from; it is very hard to pick. I think I am ready for it to start in earnest and complete the final leg of the first part of the great journey of life.



← My laptop looks like that!

Compare/Contrast the Philosophes

The spirit of the Enlightenment governed much of the 18th century, a time when thinkers and writers, known as philosophes, valued reason above all else. Enlightened thinkers believed that their goals of social welfare, individual freedom, and the happiness of humanity could be reached through greater economic and political freedom.

As part of our ongoing research and interaction with the "Age of Reason," also known as the Enlightenment, we are going to compare and contrast a couple of the leading thinkers of the time. As we are concluding our investigation of the beliefs and lives of John Locke, Baron de Montesquieu, Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft, and Voltaire, you will select two and discover their similarities and differences.

In pairs or individually, you are to select two of the philosophes we have discussed in class, the only restriction being that the two philosophes cannot be Locke and Hobbes together. Secondly, each pair will select a visual method to present the information. Possibilities include, but are not limited to, poster board, Power Point presentation, or a mobile. Next, you are to choose 8-10 aspects to research about each of the two philosophes using the readings passed out in class, or the textbook. Additionally, your final evaluation must include at least four similarities. After each group has presented a visual aid to compare and contrast the two selected philosophes, the following questions should also be answered and presented. *How did the ideas of the philosophes of the Enlightenment alter society's values? How do the philosophes ideas contribute to economic, religious, and/or political liberty? How did their early experiences in life shape their later beliefs?*

Your activity is due Friday, October 14, 2005. We will spend approximately 20-25 minutes in class on Friday and again on Tuesday to work on the project. Make sure you are also allotting time during study hall and after school to work on the philosophe activity. The following is an outline of the requirements and details:

Enduring Understanding: 1. Changes in political values alter the distribution of power within a society.

Critical Content: Reason, Nature, Happiness, Progress, Liberty, Philosophes, Locke, Wollstonecraft, Voltaire, Montesquieu, Rousseau, Hobbes.

Requirements: 1. Select two philosophes. (Your pair cannot be Locke and Hobbes together).
2. Select a visual (Poster board, mobile, power point).

- Requirements (con't):
3. Set up a matrix chart, T-chart, Venn Diagram, or any other visual aide to compare and contrast eight to ten characteristics about your two philosophes.
 4. Your visual aide must include at least 4 similarities between your two philosophes.
 5. Lastly, you must answer in written form on the visual the three questions from above.

Grading: Each project will be evaluated on its accuracy, ability to answer the key questions, creativity, and thoroughness of the compare and contrast visual.


Points: 40 points for compare/contrast info.
 15 points for responses to questions
 10 points for accuracy (all information correct and present)
 5 points for editing (spell/grammar check)

Total: 70 points

** I like how you added the Freshmenators symbol to your project!*

<i>* Solid factual support for each parallel fact/statement</i>	<i>39 - 40</i>
<i>* Your essays were well supported w/ facts from our reading + class discussions</i>	<i>15 - 15</i>
	<i>10 - 10</i>
	<i>5 - 5</i>
	<hr/>
	<i>69 - 70</i>

** Incorporation of technology!
 Good idea*

1  *Philosophes:*

Voltaire vs. Rousseau

By: Michael Plasmeier

2  *Type of Government*

1

Voltaire

- Constitutional monarchy
- Distrusted democracy
 - Propagated the idiocy of the masses
 - He "would rather obey 1 lion than 200 rats of his own species"

2

Rousseau

- (Direct) Democracy
- Grew up in Switzerland where adult males had direct vote in a small government
- Distrusted representative democracy
 - "any law which the people has not ratified in person, is void"

3  *Outlook on Life*

1

Voltaire

- People too optimistic
- People intolerant of other ideas
- People foolish

2

Rousseau

- People want power
- People born good and free
- People who are strong imprison weaker people

4  *Perfect Society*

1

Voltaire

- People must work to make society better
- "Everything happens for the better" is not true
- People must work to perfect society

2

Rousseau

- If people lived alone on island, society would be perfect
- Government makes a society less perfect

5  *Religion*

1

Voltaire

- Thought the Church controlled too much
- Wanted religious tolerance for all

2

Rousseau

- No view listed

→ if one does not have a view,
choose another
category

6  *Book*

1

Voltaire

- *Candide*
 - Written under pseudonym and never admitted writing it
 - Had a sharp wit, words, and ideas

2 Rousseau

- *The Social Contract*
 - People have direct say in government and sign “social contract”
 - Said that government should be ruled by the general will of the people

7  *Their Life*

1 Voltaire

- Educated at Louis-le Grand, a Jesuit college
- Frequently in prison or fleeing the country due to brash remarks
- Wrote many books

2 Rousseau

- Abandoned during teen years
- Forced apprenticeship to evil engraver
- Sheltered by rich people, who educated him

8  *Their Dates*

1 Voltaire

- Born November 21, 1694 in Paris
- Died in Paris, 1777
 - Denied burial at church
- Wrote book in 1759

2 Rousseau

- Born in Geneva in 1712
- Died 1778
- Wrote famous book in 1762

9  *Famous Quotes*

1 Voltaire


- “*Écrasez l’infâme!*”
 - Crush the evil thing
- Prejudice = “*opinion without judgment*”
- Wrote over 70 plays and was good with words

2 Rousseau

- “Man was born free, and everywhere he is in chains”
- “Any law which the people has not ratified in person; it is not law at all

10  *Similarities*

- #1 - Both had ideas that went against all other Philosophes
- #2 – Wanted people to be free
- #3 – Both had traditional views on women
- #4 – Spend a lot of time in Paris.

11  *How did the ideas of the Philosophes alter society’s values?*

- 12 *How did the Philosophes' ideas contribute to economic, religious, and political liberty?*
- 13 *How did early experiences shape the Philosophes life?*



Philosophes Essay 1

The Philosophes during the Enlightenment changed the moral values of society greatly. They increased the power and respect of women. They increased doubt in authoritarian sources and allowed society to petition the king for changes. The Philosophes also promoted tolerance and equality for all. They let people strive for perfection and happiness.

Some Philosophes wanted to increase the power and rights of women. Women were no longer just objects of men in some of the Philosophes' minds. Women became equal with men in making decisions in the family. Also, they could now hold all of the jobs that were previously reserved for men only, nice support for example doctors and lawyers.

The Philosophes also increased the amount of doubt in society. Scientists could now probe farther into science and they began to doubt the teachings of Aristotle and other ancient scientists. People also began to doubt the Catholic Church's teachings, and learned that the Church was not always correct. This increase in doubt eroded the church's power letting other ideas and religions grow. ✓

People were now able to petition the king and ask him to make their lives better. People did not need to fear being put into jail for speaking bad things about the government or asking for a better life. People could now ask the king to improve their lives and livelihoods without fear of punishment. → not always, but more people became active in

Philosophes, especially Voltaire, promoted the tolerance and equality of all people, religions, and races. The Catholic Church persecuted people of other religions. Many Philosophes wanted religious freedom, which let people believe in whatever and

Politics

whoever they wanted without fear. Philosophes also wanted all races to be treated equally. This vision was written in the United States Constitution, but was unattainable in America till women were able to vote and segregation was over. The Philosophes paved the foundation for these changes in our values.

Philosophes started convincing people that society could be made better and happiness could be attained. Before the Philosophes, people believe that their lives were miserable and that nothing could be done about that fact. The Philosophes changed this and people tried to be happier.

The Philosophes changed many of the moral values of society. They let women do jobs that men formally did. They increased doubt in ideas and doubt in authoritarian sources like the church and the king. They let people improve their lives and strive for perfection and happiness. They believed in tolerance and equality for all. The Philosophes changed the moral values of society greatly.

Your essay structure
allows smooth
reading of your
writing



Essay 2

The Philosophes improved economic, religious, and political liberties during the Enlightenment. Many Philosophes challenged old ideas that the government and church ruled and controlled all with no limit to their power and petitioning for changes.

All of the Philosophes believed that people should choose the type of government they wanted. Some even went further and wanted people to make their own laws in a democracy. This expanse of power by the people let more favorable economic treaties pass, which helped the people. → *in some cases, but not w/ an absolute monarchy*

Most Philosophes were tolerant of all religions. Voltaire wanted people to become tolerant of everyone regardless of their religion or race. Voltaire even went against the powerful Church because they were not tolerant of others. As more people adopted other religions and the power of the church decreased, people were able to believe what they wished and become tolerant to everyone.

The Philosophes wanted government to change, to allow more voices to be heard. Also, the Philosophes pushed governments to grant more freedoms to more people. Most governments let people say and do almost whatever they wanted after the Enlightenment. People were now allowed to make complaints against the government to improve their own lives.

These expanses in economic, religious, and political liberties were caused by the pioneering questioning of the Philosophes of the Enlightenment.

Michael Plasmeier
Smith
Western Civ 9H
17 October 2005



Essay 3

The Philosophes early experiences in life helped shape their later beliefs and ideas.

John Locke met a man named John Owen in college. He introduced Locke to the idea of religious freedom. Locke did not catch onto this idea, though and remained tolerant only of other Protestants. Locke also read the works of René Descartes when he was young. This experience led him to say that all humans have three natural rights; the rights to life, liberty, and property. He also experienced the glorious revolution in England, which helped shape his later beliefs about change in governments.

Thomas Hobbes witnessed a bloody battle which led him to the conclusion that all people are evil and need a strong government to keep the peace and control them. This led him to believe that an absolute monarchy was the best form of government.

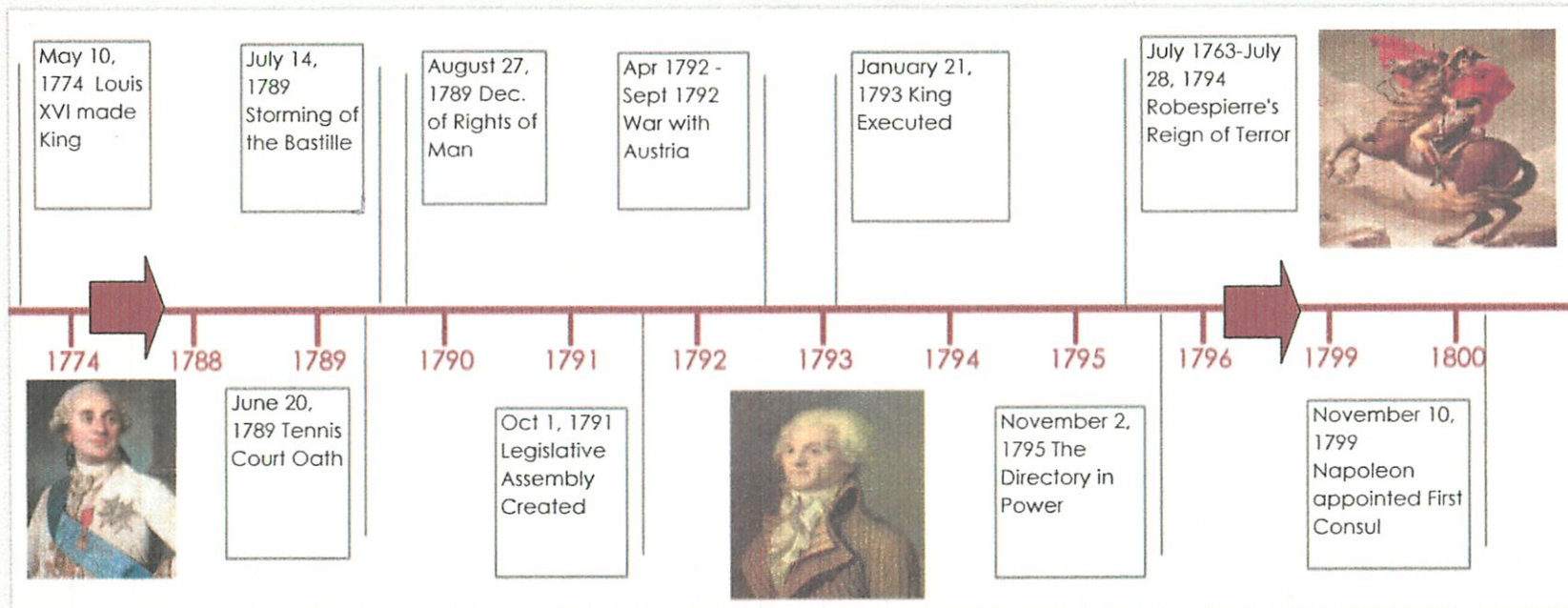
Jean Jacques Rousseau was abandoned during his teen years. He spent years forced into servitude as an apprentice. Later, wealthy people were good to him and took care of him. These experiences led him to believe that people are born good, but society's ^Sintuitions turns them bad in their quest for power or wealth. Also he was influenced by the peace and stability he saw in traditional Swiss villages where he grew up near.

Baron de Montesquieu was born to a wealthy family, yet raised in a poorer family. In this other family, he observed people fighting for their religion and prosecuting non-believers. This led him to his belief of tolerance for all religions.

Mary Wollstonecraft grew up in a family where everything went to the oldest son, even though she was older than her oldest brother. This experience led her to fight for women's equality and rights. She believed that women and men should be equal.

Voltaire's education at a Jesuit school taught him, in his opinion, not much except "Latin and the Stupidities." This type of education led him to want to change the Church's control over education and all other matters including tolerance and equality for all people, regardless of race or religion.

The French Revolution



by: Michael Plasmeier



The French Revolution Timeline

May 10, 1774 - Louis XVI made King – King Louis the

16th became king in 1774. He was a weak leader and had trouble making decisions.

Also, his wife, Marie Antoinette was despised by the French people because she came from long-hated Austria. She also spent

money like crazy while the price of bread rose above the means of the people.



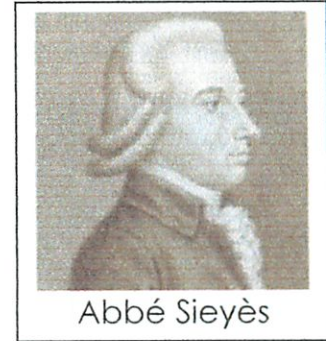
Louis XVI

5

King Louis also created a lot of debt by helping the Americans beat long-time French enemy, Britain. In 1786, the banks refused to lend the king any more money causing the government to have serious troubles. Louis then called a meeting of the ***Estates-General*** to try and solve the money problem. Unfortunately this bad decision, along with the others he made, set the road to the French Revolution.

June 20, 1789 - Tennis Court Oath - When the Estates-

General met, the third estate, in which 98% percent of the French citizens lived, demanded equal representation and taxation. Abbé Sieyès lead the revolt saying, "What is the Third Estate?



Everything. What has it been in political order? Nothing. What does it demand? To be something herein." Abbé led the delegates to have more influence and to be called the **National Assembly**.

Three day^s later, they were locked out of their meeting room and met on a handball court to pronounce their **Tennis Court Oath** saying that they would end the absolute monarchy in France and write a new constitution.

5

This was the first deliberate act of revolution against the king. The Third Estate stood up against the **Old Regime** and declared an end to the absolute power of the monarchy. They were spreading the Enlightenment ideals that people ^{can} govern themselves and reforms are enacted in the name of the people.

Add
another
sentence
here

July 14, 1789 - Storming of the Bastille – Louis XVI faced the new Assembly

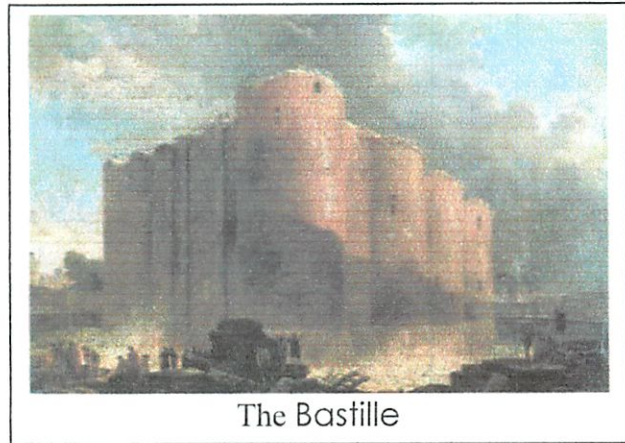
and did not know what to do, as usual. Because he no longer trusted the French soldiers to be loyal, he hired Swiss mercenaries to

need
another
sentence

guard Paris. The citizens were scared of the Swiss soldiers and attacked the Bastille, where the gunpowder for the city was stored.

5 The fall of the Bastille, also the political prison, was a shot against the king. It has become the greatest symbolic act of the French Revolution. Today, July 14 is a national holiday in France. The fall of the Bastille also inspired women to walk ten miles to the king's

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limited monarchy. This split in different directions weakened the revolution because leaders could not decide where it was headed. This caused internal weakness and allowed other countries to attack and set up internal conflicts. *Good*

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4

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November 10, 1799 - Napoleon appointed First Consul - Napoleon

** one has nothing to do w/ the other*

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Napoleon Bonaparte is a

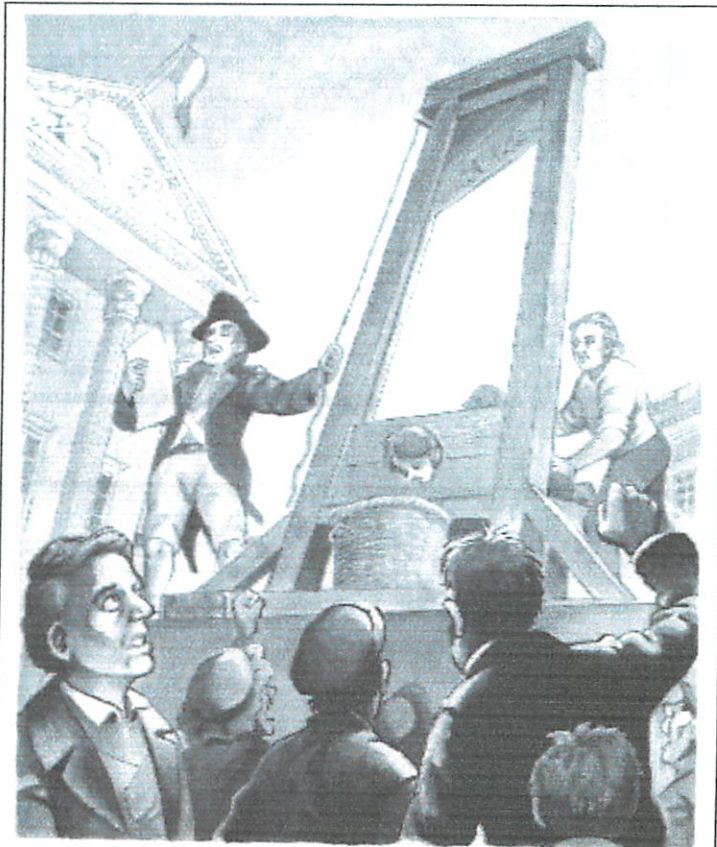
General in the military

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The guillotine

Grading

- * 6 pictures w/ captions 12 / 12 → Great cover page
- * 10 Events 10 / 10
- * Written Explanations 49 / 50 → All paragraphs should be 4-5 sentences
- * 12 Terms Included 6 / 6
- * 2 sentences for each term 16 / 16
- * Spelling / Grammar / 5 / 6 → make sure you proofread Presentation

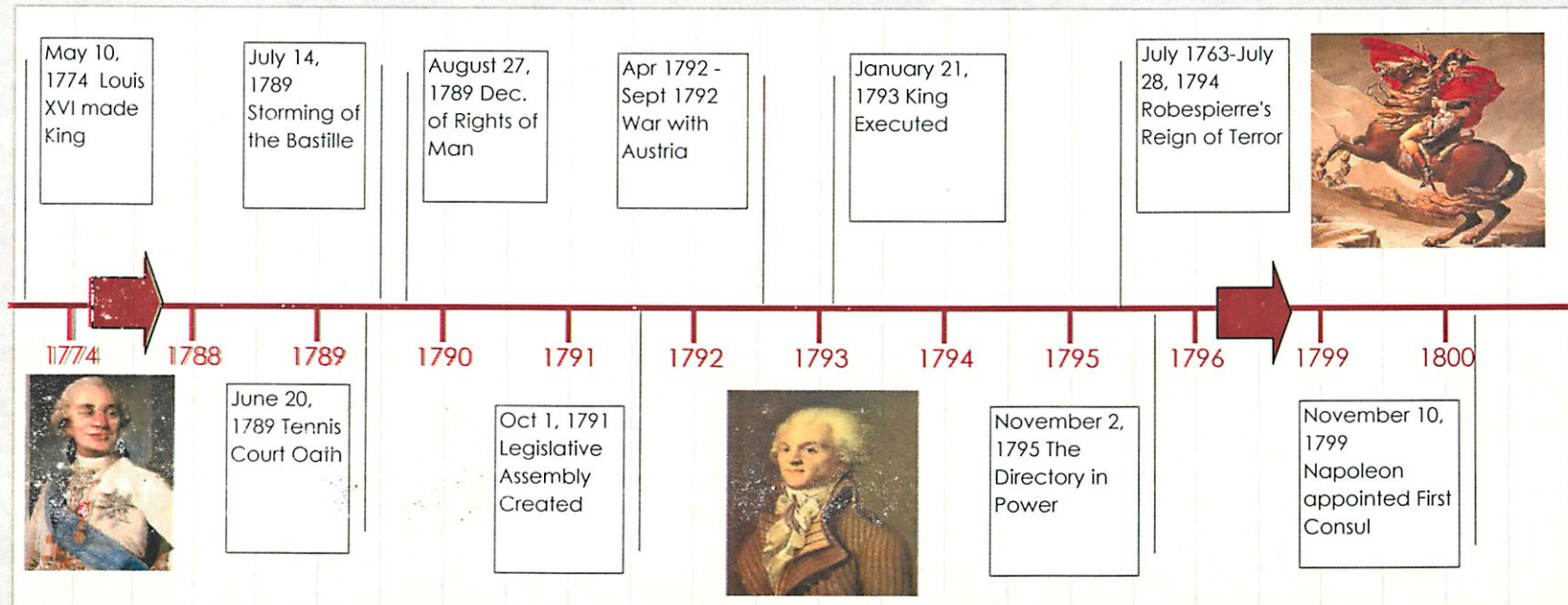
98 / 100

Can be single space
Now

Great job, Michael!

- You met most of the requirements
- Accurate information (except in one spot)
- Proofread + make revisions for final copy

The French Revolution



by: Michael Plasmeier



The French Revolution Timeline

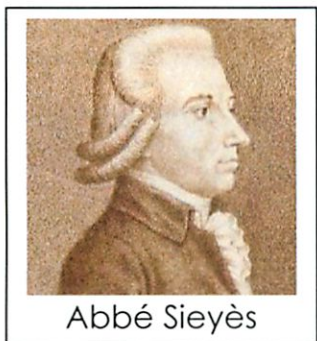
May 10, 1774 - Louis XVI made King – King Louis the 16th became king in 1774. He was a weak leader and had trouble making decisions. Also, his wife, Marie Antoinette was despised by the French people because she came from long-hated Austria. She also spent money like crazy while the price of bread rose above the means of the people.



Louis XVI

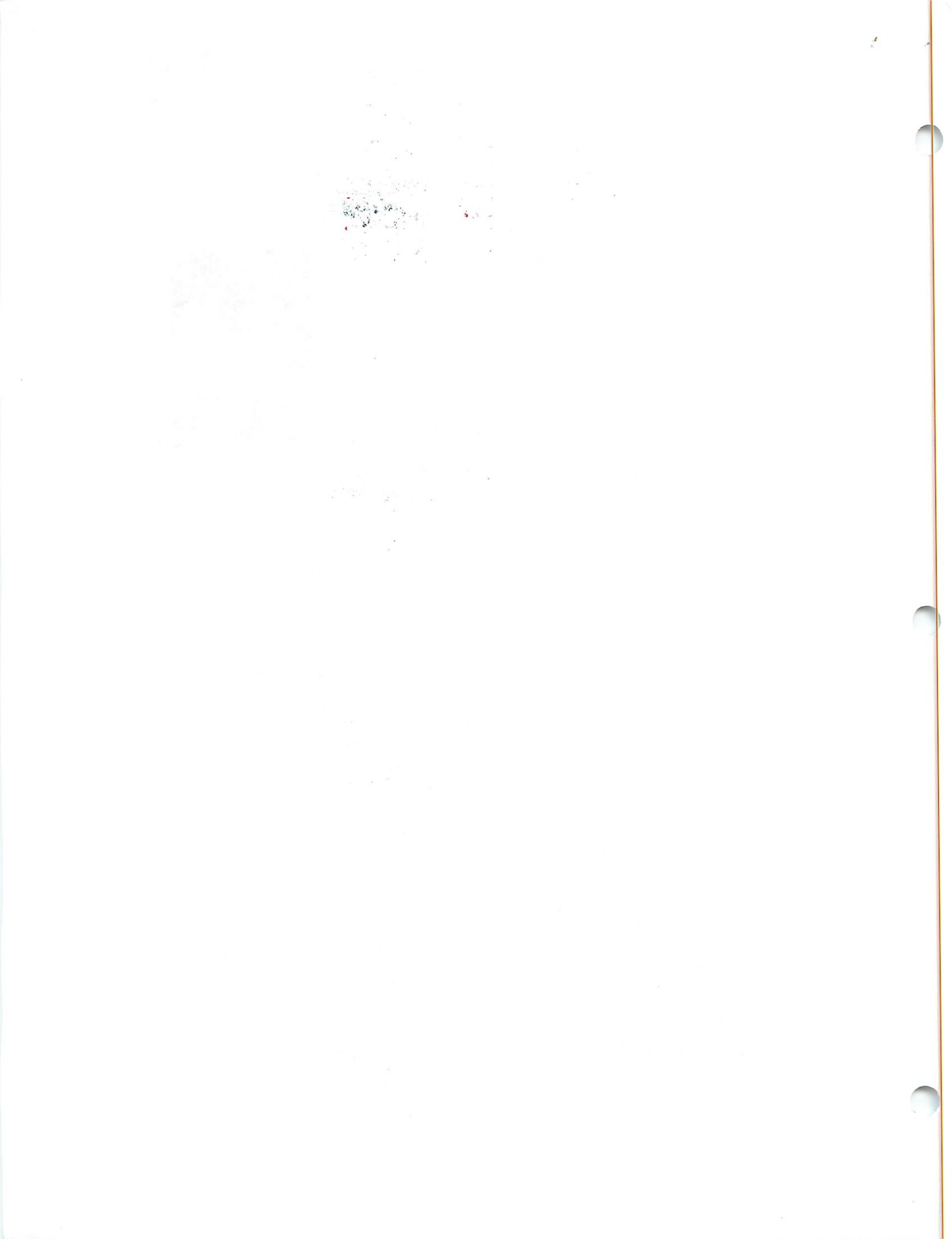
King Louis also created a lot of debt by helping the Americans beat long-time French enemy, Britain. In 1786, the banks refused to lend the king any more money causing the government to have serious troubles. Louis then called a meeting of the **Estates-General** to try and solve the money problem. Unfortunately this bad decision, along with the others he made, set the road to the French Revolution.

June 20, 1789 - Tennis Court Oath - When the Estates-General met, the



Abbé Sieyès

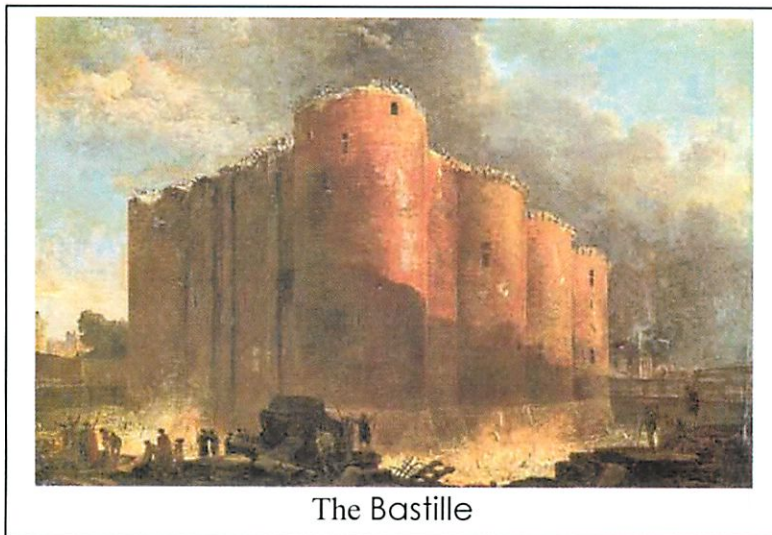
third estate, in which 98% percent of the French citizens lived, demanded equal representation and taxation. Abbé Sieyès lead the revolt saying, "What is the Third Estate? Everything. What has it been in political order? Nothing. What does it demand? To be something herein." Abbé led the delegates to have more influence



and to be called the **National Assembly**. Three days later, they were locked out of their meeting room and met on a handball court to pronounce their **Tennis Court Oath** saying that they would end the absolute monarchy in France and write a new constitution.

This was the first deliberate act of revolution against the king. The Third Estate stood up against the **Old Regime** and declared an end to the absolute power of the monarchy. They were spreading the Enlightenment ideals that people can govern themselves and reforms are enacted in the name of the people. They were proactive in seeking a change of government.

July 14, 1789 - Storming of the Bastille – Louis XVI faced the new Assembly and did not know what to do, as usual. Because he no longer trusted the French soldiers to be loyal, he hired Swiss mercenaries to guard Paris. The citizens were scared of the Swiss soldiers and attacked the Bastille, where the gunpowder for the city was stored. The prison was defeated, but the mercenaries never came.



The Bastille

The fall of the Bastille, also the political prison, was a shot against the king. It has become the greatest symbolic act of the French Revolution. Today, July 14 is a national holiday in France. The fall of the Bastille also inspired women to walk ten miles to the king's palace, Versailles. The women took the king from his magnificent palace to Paris, where he would stay forever. Also, peasants all over the countryside tore up old feudal papers and attacked nobles. This wave of revolution was called the **Great Fear**, as the peasants thought the nobles would send troops to attack them and the peasants were starting to fill their heads with revolutionary fever.

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**Maximilien
Robespierre**

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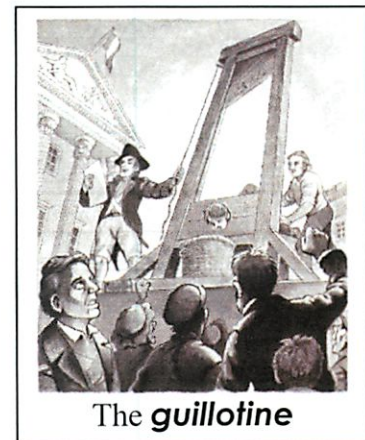


Napoleon Bonaparte is a general in the military.

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The **guillotine**

Name: Michael Plasmeier

Reflection

Directions: After giving each question below serious thought and reflection, answer the following COMPLETELY and in complete sentences. You will receive a check, check plus or check minus depending on how well you appear to have reflected and answered.

1. Are you satisfied with your grade? Why or why not?

Yes, I am very satisfied with my grade, even with the comments and many grammar errors and dropping some sentences.

2. How do you think you did with following directions? Why did you do well/not well?

I did miss one or two sentences here or there, but I did that with the understanding that my average sentences per paragraph was above 5 and this would cover the occasional short paragraph.

3. What (if any) mistakes did you make with format? What questions do you still have with the format? (parenthetical citations, quotes)

No mistakes, though I did hate the 2x space rule

4. What kind of editorial problems do you see in your essay? Are they problems that you don't know how to fix or are they "duh!" problems that were just careless?

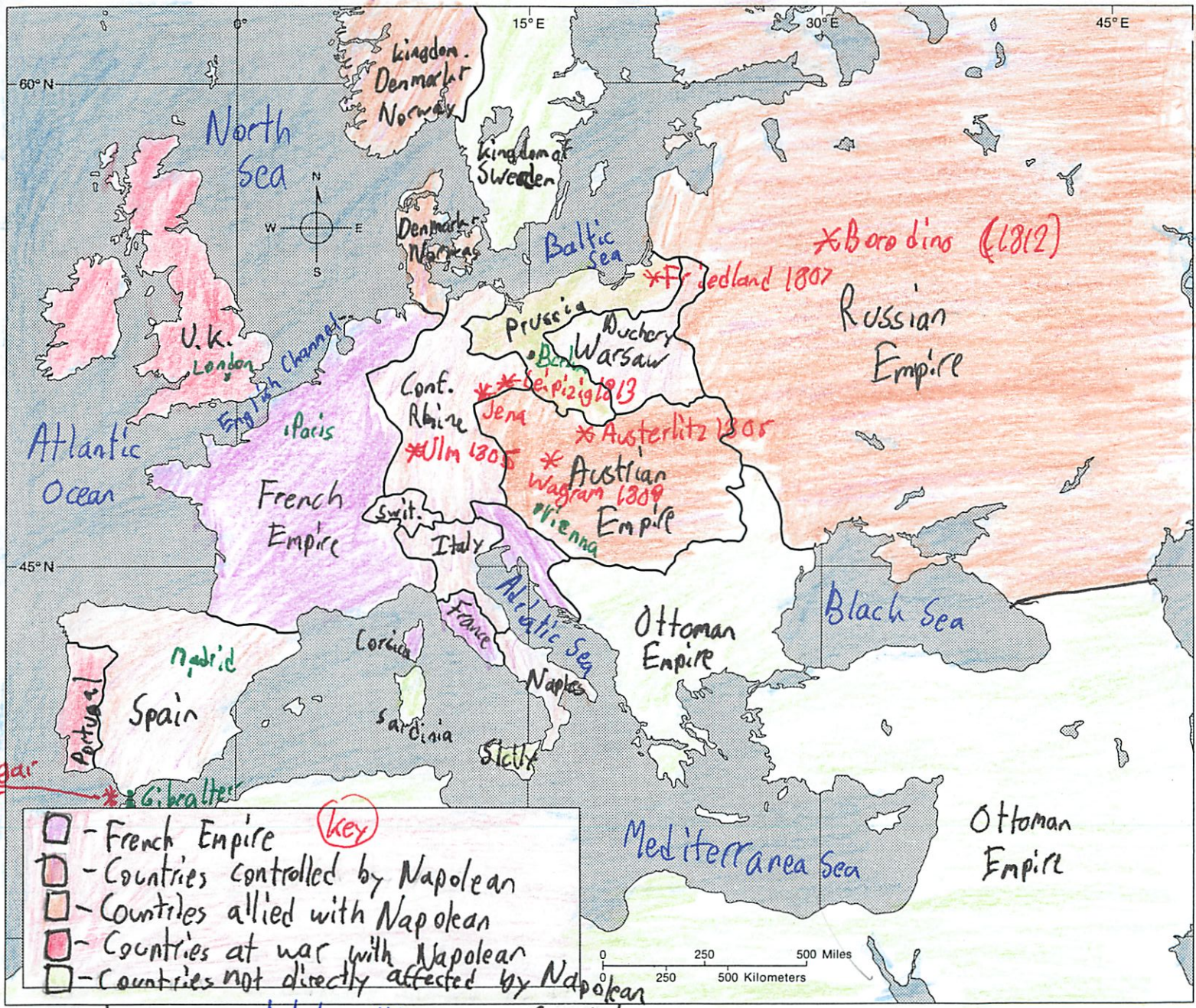
I made too many spelling + mechanical errors,
I also made one content error when I confused
the assemblies

5. On a scale of 1-10 (1 being the lowest and 10 the highest) how much effort did you put into this assignment (be honest)? Does your grade reflect the amount of work you did?

I would say 7. My grade over reflects the work I did -
but I like it that way :-)

6. What five things will you do differently for the writing assignment? Why?

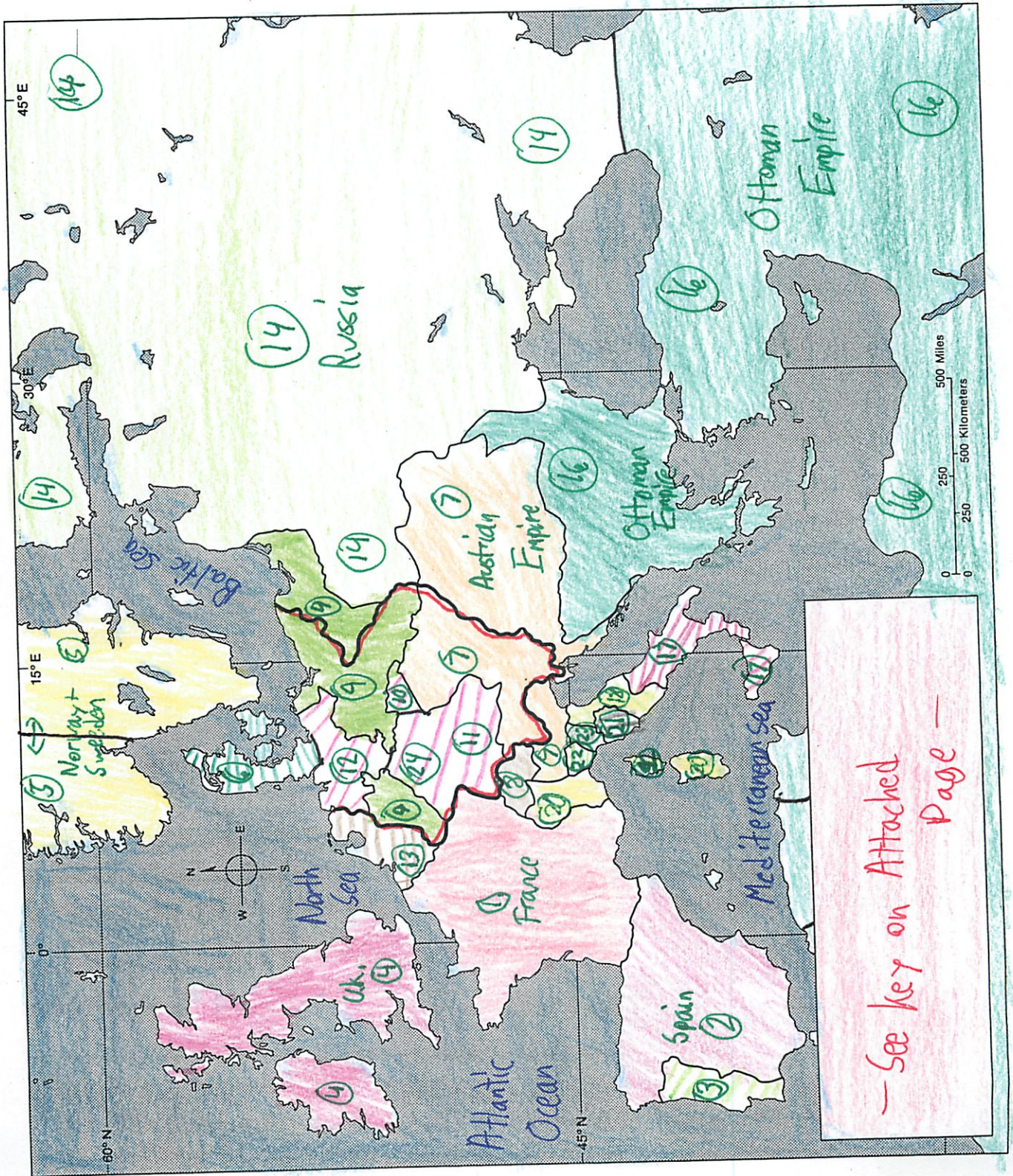
1. Put it in 2x spacing first
 2. Check better for mechanics + spelling
 3. Don't confuse the assemblies
 4. Better remember to read the assignment sheet when done
 5. Get a 100% - word-for-word, even if that means sacrificing the quality of my assignment
 6. Follow the rubric
- If I don't get points for going above + beyond, even though I did, should I?



- key**
- French Empire
 - Countries controlled by Napoleon
 - Countries allied with Napoleon
 - Countries at war with Napoleon
 - Countries not directly affected by Napoleon
 - Water
 - Water Names
 - Countries
 - Cities
 - * Battles

32 Europe in 1812
Napoleon's Empire

33 Europe After the Congress of Vienna, 1815





Map after Congress of Vienna Key

Directions: Using the map of Europe, fill in the countries and bodies of water as existing after the Congress of Vienna in 1815.

#	Color	Country
1		France
2		Spain
3		Portugal
4		United Kingdom of Britain and Ireland
5		Norway and Sweden
6		Denmark
7		Austrian Empire
8		Switzerland
9		Prussia
10		Saxony
11		Bavaria
12		Hanover
13		Netherlands
14		Russia
15		German Confederation (Boundary)
16		Ottoman Empire
17		Kingdom of Two Sicilies
18		Papal States
19		Corsica - To France ①
20		Kingdom of Sardinia
21		Tuscany
22		Parma
23		Modena
24		Misc. Small German States
25		
26		Mediterranean Sea
27		Baltic Sea
28		North Sea
29		Atlantic Ocean
30		
31		
32		
33		
34		
35		

Michael Plasmeier
Smith
Western Civ 9H
8 January 2006

Revision: B

1/8/2006



Europe – Napoleon and the Congress of Vienna

Napoleon Bonaparte played a large role in reshaping Europe, both directly through his conquests, and indirectly, when the Congress of Vienna reshaped Europe after he was exiled.

Napoleon Bonaparte became emperor after the French Revolution, where the people of France disposed the king and tried to create a democracy. This effort failed however, and Napoleon became emperor. Napoleon was always trying to expand France. He attacked neighboring countries and either added it to France or installed his family as rulers. Napoleon ended up controlling most of Europe himself or through his many alliances. He even tried to make Europe self-sufficient with the continental system. However this effort did not work and this and other mistakes he made weakened his empire. Nationalism, feeling towards one's culture and country, and the too large expanses of his territory, were overwhelming for him to guard. Napoleon's enemies attacked and exiled him far, far away.

After removing Napoleon, other countries wanted to weaken France to prevent future revolution. They also wanted to restore the monarchs that were replaced by democracy. They decided to meet at the Congress of Vienna, in order to reshape Europe. Metternich and others made many changes to the map like joining Norway and Sweden together. They also created the German Confederation, linking together 39 small German states. The legacy continues today, as all of the German states are inside one country, Germany. Italy was also split up into The Kingdom of the Two Sicilies, the Kingdom of Sardinia, the Papal States, Tuscany, Parma, and Modena. France was restored to near its

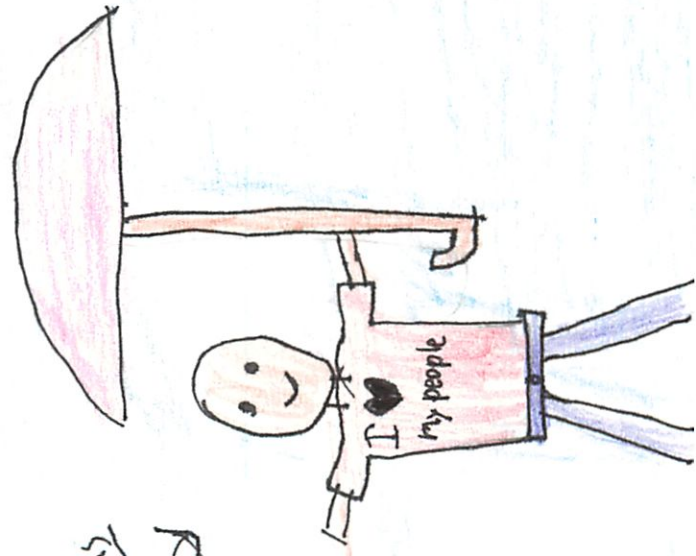
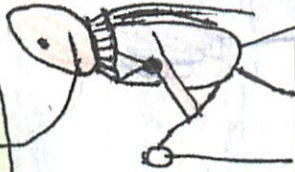
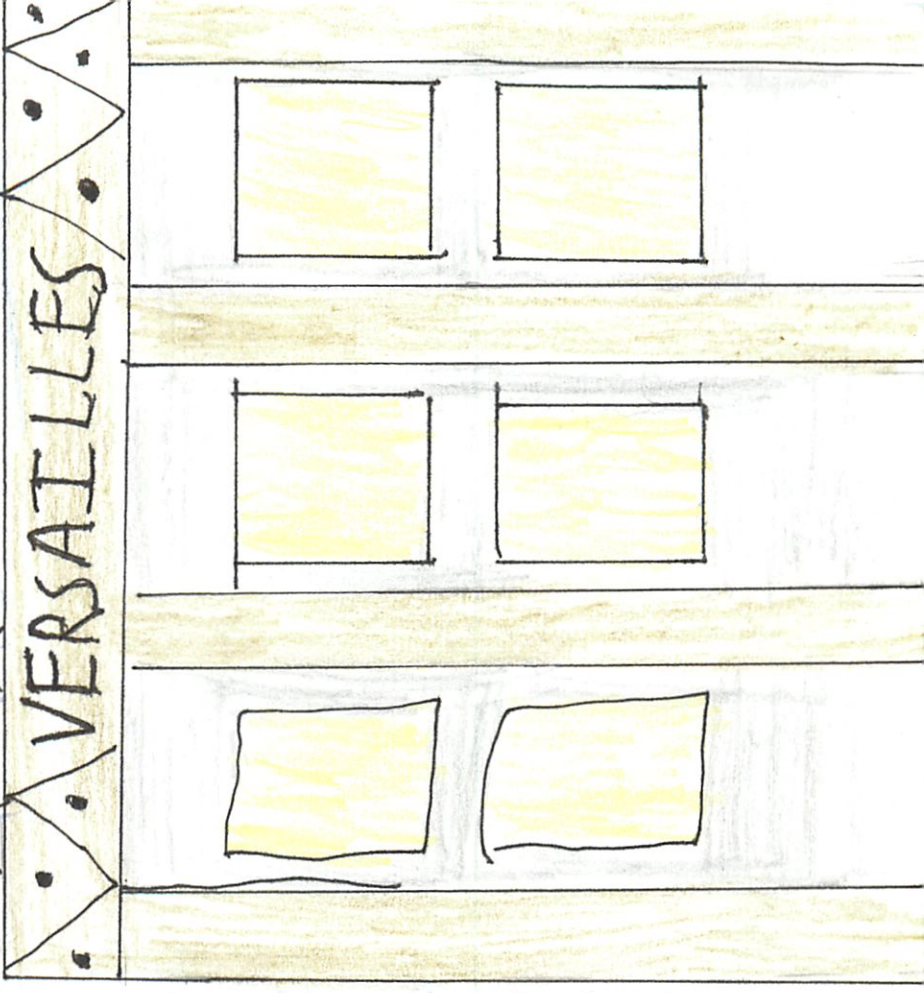
former size, but not made too small. The goal was to balance the power in Europe. Again, many of the former monarchs were restored to their former thrones. In France, Louis XVIII returned to being the king of France. Overall, Napoleon and the Congress of Vienna that followed him, greatly changed the map of Europe for years to come.

by Michael Plasmeier
2/26/06
Smith
Western Civ 9H

Louis-Phillipe
Acting like
a citizen
of France

Look at
Louis-Phillipe,
he is not acting
very kindly

No, he is an
embarrassment
to the legacy of
the Sun King



King Louis

20/20
Creative placement of objects
like Versailles, clothing of
speakers, + sun.

Michael Plasmeier

Western Civilization
B4/Freshmenators



Unification Project

Graded Package



BIG IDEA: Nationalism can influence the social, economic, and political direction of a society.

Goal: To use knowledge about the Unification of Italy/Germany, nationalism, romanticism, and realism to creatively explain the unification process through the personal testimonies of Camillo di Cavour and Otto von Bismarck.

Objective: To create a timeline with key events from the unification of Italy and Germany. Each event will have a journal entry from the perspective of a major participant in the process.

Content: * Chapter 8 Section 2-4

* Unification of Italy and Germany worksheets

* Supplemental textbook pages from World History: Perspectives on the Past textbook

Due Date: March 9, 2006 (B Day)
March 10, 2006 (A Day)

Finished project: Will contain:

- 6-8 events
- Each event will have 2 paragraphs: (a.) One (minimum of 5 sentence) paragraph describing the event and its role in the unification process (b.) The second paragraph will also be a (minimum of 5 sentences) and will come from the perspective of a main character in the unification process. Each entry should reflect Cavour's or Bismarck's view on the corresponding event and thoughts they have about the unification process up to that point.
- Incorporate required vocabulary
- At the end of the timeline, there should be a 2 paragraph entry answering the following question(s): **How did nationalism impact the unification of Italy? Germany?** ---answer the question that applies to your nation-state
- 2 maps: one of Italy and Germany (worksheets provided in class)
- 2 pictures with captions

Important Information:

- Unification topics will be selected in class
- Make sure that paragraphs are well developed, are in your own words, include important detail, and are proofread for spelling and grammar errors

Raised in portfolio

Characters: Italy- Camillo di Cavour
 Germany – Otto van Bismarck

Required Vocabulary:

Unification of Italy	Unification of Germany
Congress of Vienna	Congress of Vienna ✓
Giuseppe Mazzini	Metternich ✓
Napoleon	German Confederation ✓
Napoleon III	Federal Diet ✓
Young Italy	Austria ✓
Austria	Prussia ✓
Metternich	Realpolitik ✓
Romanticism	Nationalism ✓
Kingdom of Sardinia	Wilhelm I ✓
Victor Emmanuel II	Junkers ✓
Alliance	Blood and Iron ✓-
Giuseppe Garibaldi	Seven Week's War ✓
Red Shirts	Franco-Prussian War ✓
Nice and Savoy	Napoleon III ✓
Nationalism	Second Reich ✓

Grading:

- Map of your nation-state w/ required information 25 points **24-1**
- Required number of events 15 points **15**
- Accuracy of information 15 points **14-1**
- Creativity/quality of journal entries 15 points **15**
- Required number of sentences in each paragraph 10 points **10**
- Required vocabulary included 15 points **14.5-.5**
- Answer to nationalism question 15 points **15**
- Pictures w/ captions 5 points **5**
- Summary of event 30 points **29.5-.5**
- Voice of Cavour/Bismarck is clear in journal entry 15 points **15**
- Conventions (spelling, grammar) 10 points **9-1**
- Presentation 5 points **5**

Total: 175 points

$$\frac{171}{175} = 98\% \quad -4$$

I like the additional maps provided, as well as the timeline as the first page

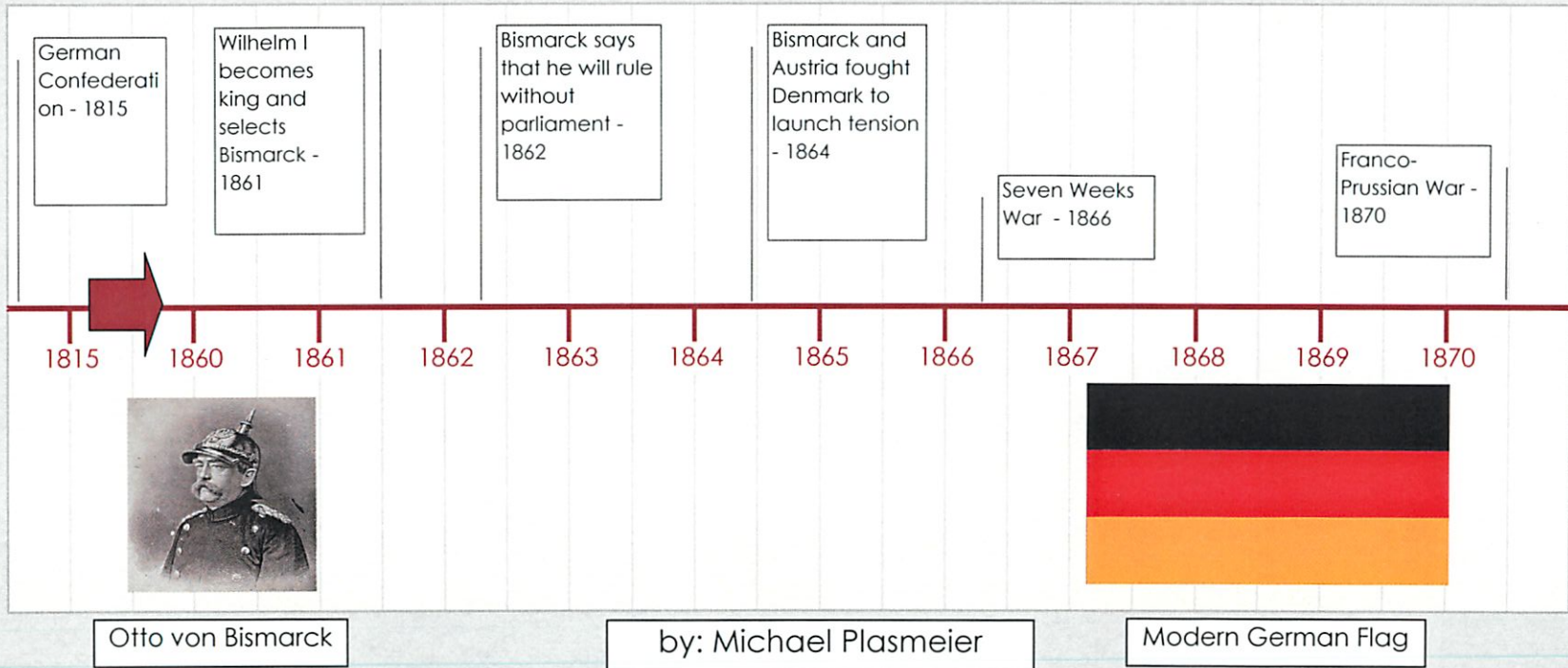
question wrong

Cannot say "Germany" before it is united

explain blood+iron better

**Michael,
 Great job explaining the unification process in detail. Your conventions need some improvement. Always make sure you proofread.*

German Unification





Germany Unification Timeline

German Confederation - 1815

In 1815, at the **Congress of Vienna**, **Metternich** and others set up the loosely organized **German Confederation**. This united the 39 countries that made up Germany. Every year, the German states would send representatives to a meeting in Frankfurt, called the **Frankfurt Diet**. **Prussia** and **Austria** dominated this meeting, which didn't do anything unless all 39 states agreed. However, Prussia and Austria did not agree frequently and not much was ever accomplished. However, people looked to this meeting as a sign of what could come.

→ tell more about Metternich

I liked the German Confederation set up by the leader of my arch-rival Austria. It set the stage in the minds of nationalists of a unified Germany. This was one that I hoped to create and have Prussia rule over. Other than that, nothing much happened in the convention. Austria was the leader at the time in ~~Germany~~. However their citizens were from many different backgrounds and cultures. Also, we (Prussia) were more industrialized ~~the than~~ Austria. We formed a Zollverein trade group with all of the real German nations. You see, "Germany is clearly too small for both of us [Austria and Prussia]".

→ not created yet. You can say, "Among the German states."

Wilhelm I becomes king and selects Bismarck - 1861

In 1861, **Wilhelm I** became the king of Prussia. He was strong minded and wanted to reform and double the army. However, a liberal parliament that was set up by his predecessor refused his reforms. **The Junkers**, a conservative, wealthy class that supported the king, also opposed the liberal parliament that they believed challenged the authority of the king. In 1862, Wilhelm I appointed Junker **Otto van Bismarck** to the post of Prime Minister.

That's me! This is the event when I first seriously come into the picture of European History! King Wilhelm I was a really nice guy. He wanted to double the size of the army and set Prussia even farther ahead than others with our industrialization. Of course the parliament wouldn't hear anything about this, (more on that ~~later~~) so desperate measures had to be taken. The Junkers, which I was a member of, was committed to keeping the conservative values of our country strong. So Wilhelm I picked lots of us for the high posts in the government and in the army. He picked me as his Prime Minister and secretary of foreign affairs to help the country!

Bismarck says he will rule without Parliament - 1862

^{van} Otto van Bismarck was a strong and commanding figure. He believed strongly in the the idea of **realpolitik**. (describe below) The Prussian parliament refused to grant his and Wilhelm I's desires. So Bismarck decided that he would rule without the consent of parliament and defy the budget they had set for him. These acts were in direct violation of

the new constitution. In parliament, he told them, "The great questions of the day will not be settled by speeches or by majority decisions - that was the great mistake of 1848 and 1849 - but by **blood and iron.**" Bismarck soundly rejected the idealism of romanticism in favor of a more realistic reality in tune to the here and the now.

→ explain what blood+iron is

So my friend, Wilhelm I, king of Prussia, was having a little trouble with a liberal parliament the previous king foolishly agreed to. They wouldn't accept anything we tried to do. Desperate measures had to be taken, and frankly, I couldn't stand all of those lying liberals. So Wilhelm and I decided that we would announce that we were going forward without that snobby parliament's approval. I don't care if it was in direct violation of the constitution, that Wilhelm I's predecessor was forced to set up. I wanted the power to expand Prussia for the better. To do that, I needed to remove Austria from the equation. And I had the perfect plan

Bismarck and Austria fought for Denmark to launch tension - 1864

Bismarck needed to disable Austria if he wanted any hope of truly uniting Germany. In 1864, he came up with a clever plan to harm Austria's feelings and gain land from Denmark at the same time. He forged an alliance with his rival Austria and suggested they attack Denmark. The quick victory rose pride in the country and won Schleswig and Holstein from Denmark. However, Bismarck arranged it so that Prussia would control Schleswig, while Austria controlled Holstein. Bismarck correctly predicted that this would cause tension between the two countries.

... mple of Realpolitik

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Seven's Weeks War - 1866

In 1866, the border conflict of Denmark land between Austria and Prussia turned to war. Austria couldn't take it anymore and declared war on Prussia. However, that was a big mistake for the Austrians. The Prussians had a highly skilled military and an industrialized support system that led them to a speedy victory in the **Seven's Week War**. The Austrians lost Venetia to the Italians and a lot of territory to the Prussians. In 1867, the north German states joined the North German Confederation which Prussia controlled completely, practically putting them under the control of Bismarck and Wilhelm I.



Who's the king now? Who? Who? Oh, not me sadly. I'm just the prime minister, but I did manage to orchestrate this grand scheme to get more land. I, me, joined for the first time the eastern and western parts of the Prussian kingdom. I humiliated Austria and increased the pride and nationalistic feelings among my people. I did all this. Of course the superior training of the army and the wonderful, industrialized economy supported my troops very

→ Good connection

well. I think that is what led my troops to victory, no wait, I think it was my stunning courage and bravery that did it. You decide. (Decide properly or I will hunt you down.) → clever

Franco-Prussian War - 1870

By 1867, a few southern German states remained independent of the growing Prussia. However, these southern Germans were of the Catholic faith and did not want to be ruled by the Protestant Prussia. So Bismarck did what he did best and created another "incident." Bismarck reworded a telegram description of a meeting between Wilhelm I and a French ambassador. In the telegram it sounded as if Wilhelm I had insulted the French. France took offence and attacked Prussia. This again was a dumb mistake made by **Napoleon III** to try and restore France's glory. Prussia again used their superior training and economy to surround 80,000 prisoners in Sedan, France. Also the Germans sieged Paris for four months until the French food supply ran out. On January 18, 1871, Bismarck captured Versailles and was crowned **kaiser** or emperor. This was the end to the **Franco-Prussian War**. The southern Germans were convinced not to hold out longer. Bismarck has succeeded in taking over Germany with blood and iron. Some people called this empire the **Second Reich**.

Wilhelm
was crowned
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Again, another success. I am doing even better than Napoleon I. He didn't understand the concept and power of **nationalism**. I, however, have not failed once. Take that, Napoleon. So yes, I was able, again, to trick a country to attack me, and again our superior industrial system wiped them out quickly. It is a perfect system, and guess who came up with it. That's right, me! Now I gained even more land for Prussia. My plan is complete. With only a little bit of help from nationalism, I have united Germany for Prussia! I won! So there you have it. That's the story of the world's greatest (and most successful) political figure, me, Otto von Bismarck!

How did nationalism impact the unification of Germany?

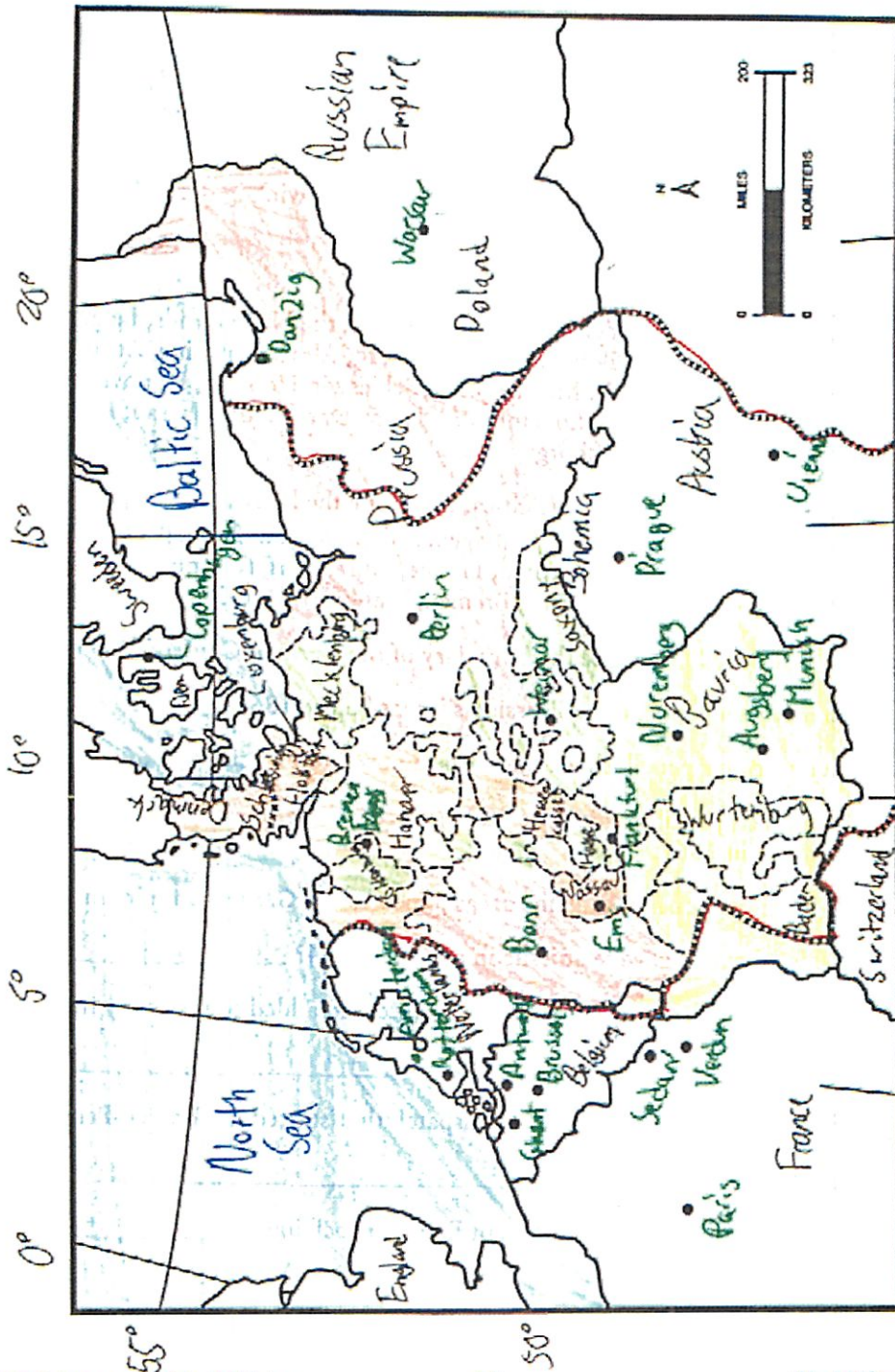
Nationalism greatly helped Bismarck unify Germany, even if he wouldn't admit it in his journal. Nationalism is the feeling that one's greatest loyalty should not be to the king or ruler of the time, but to the people who share a common culture. The common culture and background, as well as the similar geographic regions and resources brought Germans together. Bismarck knew how to exploit these feelings to his advantage. He manufactured a telegram to get the French mad at him. He then used Prussia's superior army and industrial might to end the war in his favor. However, this incident scared the southern Germans to join him and Prussia.

↳ promoted nationalism more than fear

The North German Confederation united many northern German states. Bismarck got independent states to join under his leadership in order to reach their goals of a unified German state. This was all supposedly through the power of nationalism. I also suspect the nations were threatened by Bismarck and his military might. The entire confederation was ruled by Bismarck and Wilhelm I. Bismarck was able to unite Germany both with nationalism as the starting, beginning force, but then using blood and iron to force people to comply and unite with his wishes.

Name Michael Plasmeier
Date 3/8/06

Unification of Germany, 1815-1871



Original in Portfolio

Name _____

Date _____



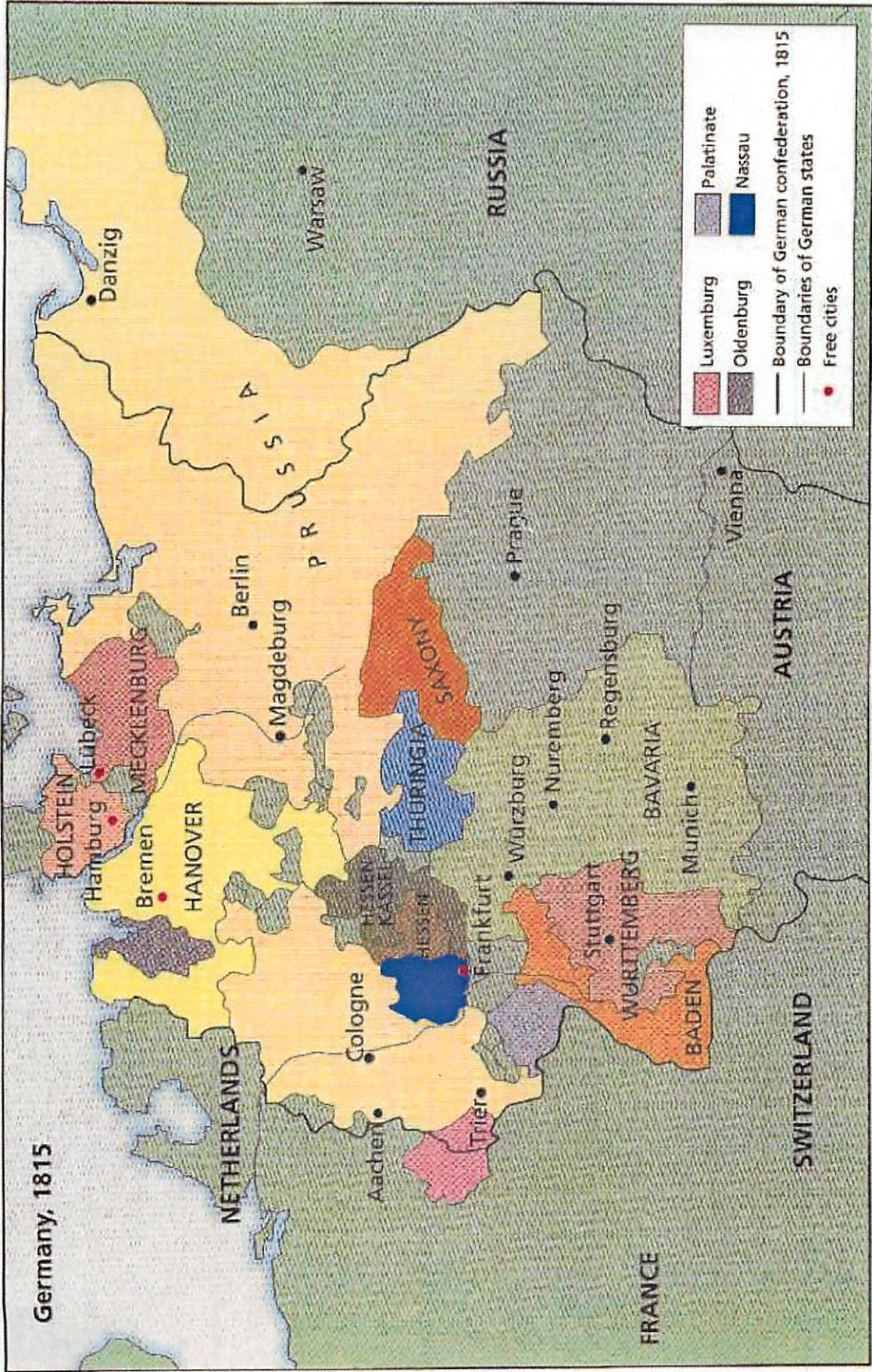
Unification of Germany, 1815-1871

Read all directions before starting work. Print all labels neatly.

Original
in Portfolio

1. The latitude and longitude lines are drawn at 5° intervals. Label these on the west and north sides of the map.
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4. Locate and label the following cities. Underline the labels.
Berlin, Vienna, Warsaw, Copenhagen, Sedan, Verdun, Paris, Brussels, Antwerp, Ghent, Amsterdam, Rotterdam, Prague, Nuremberg (Nürnberg), Augsburg, Munich, Weimar, Bonn, Ems, Bremen, Frankfurt, Danzig
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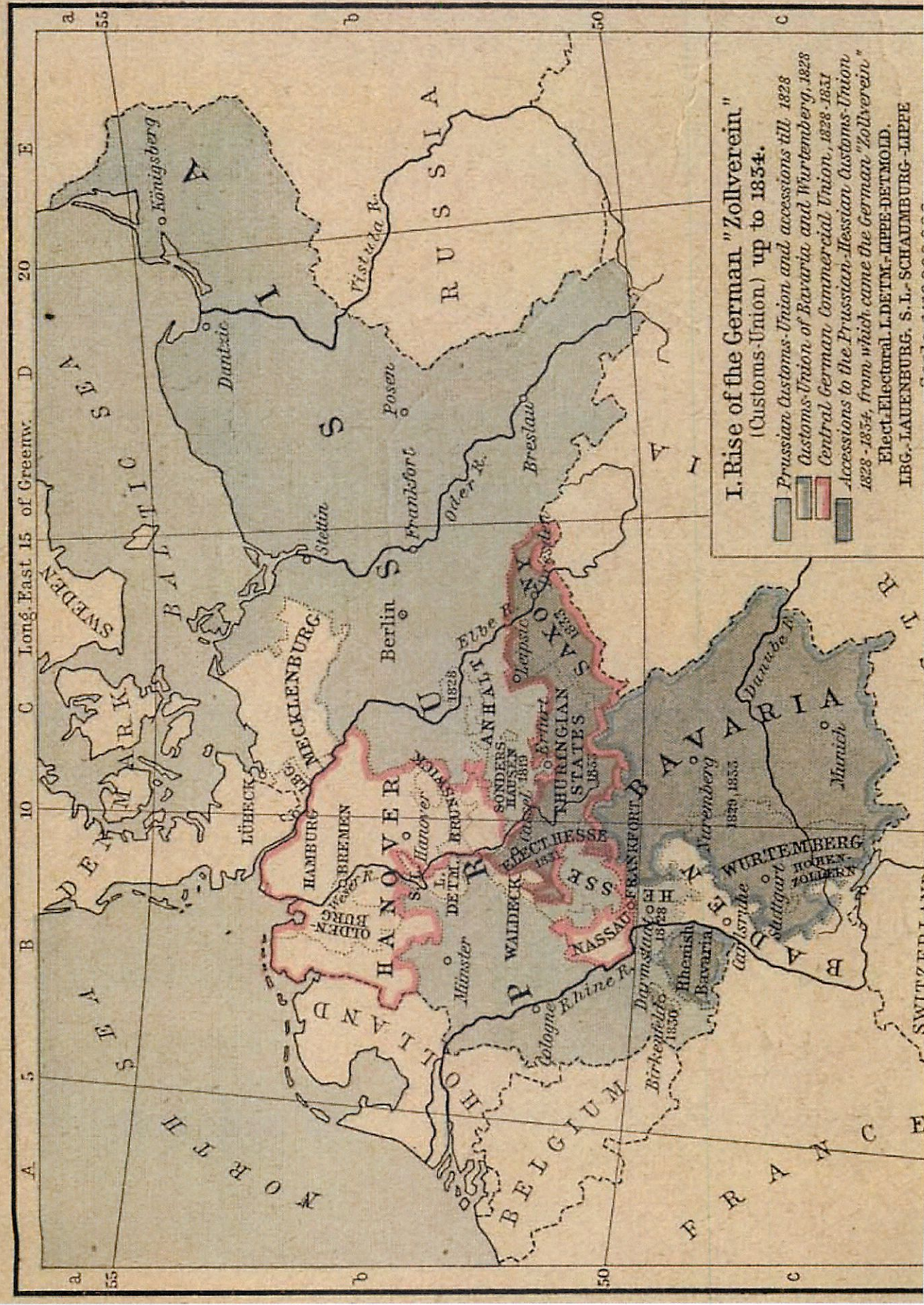




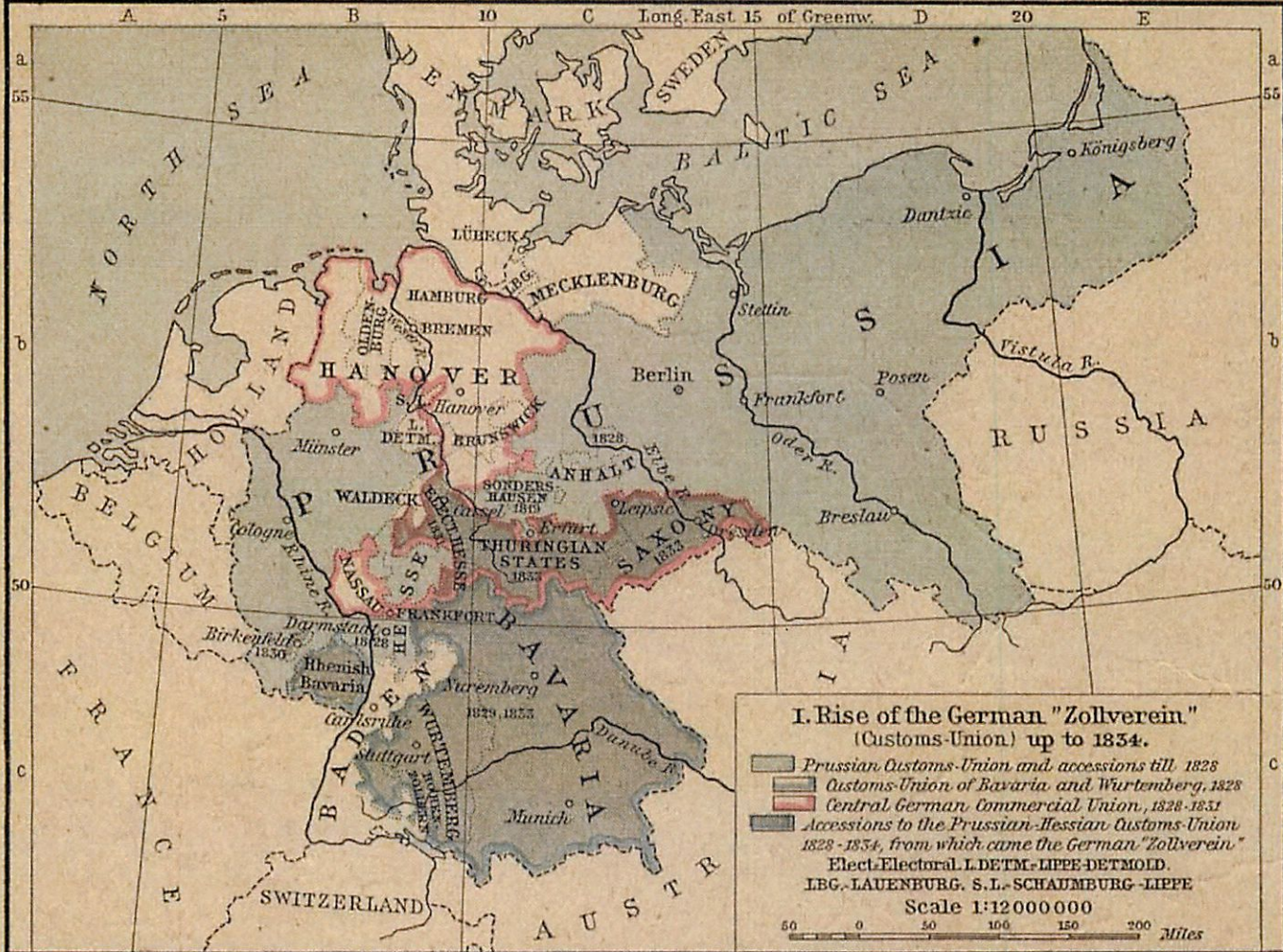
The German Empire, 1871



The Unification of Germany, 1815—1871, I, II.

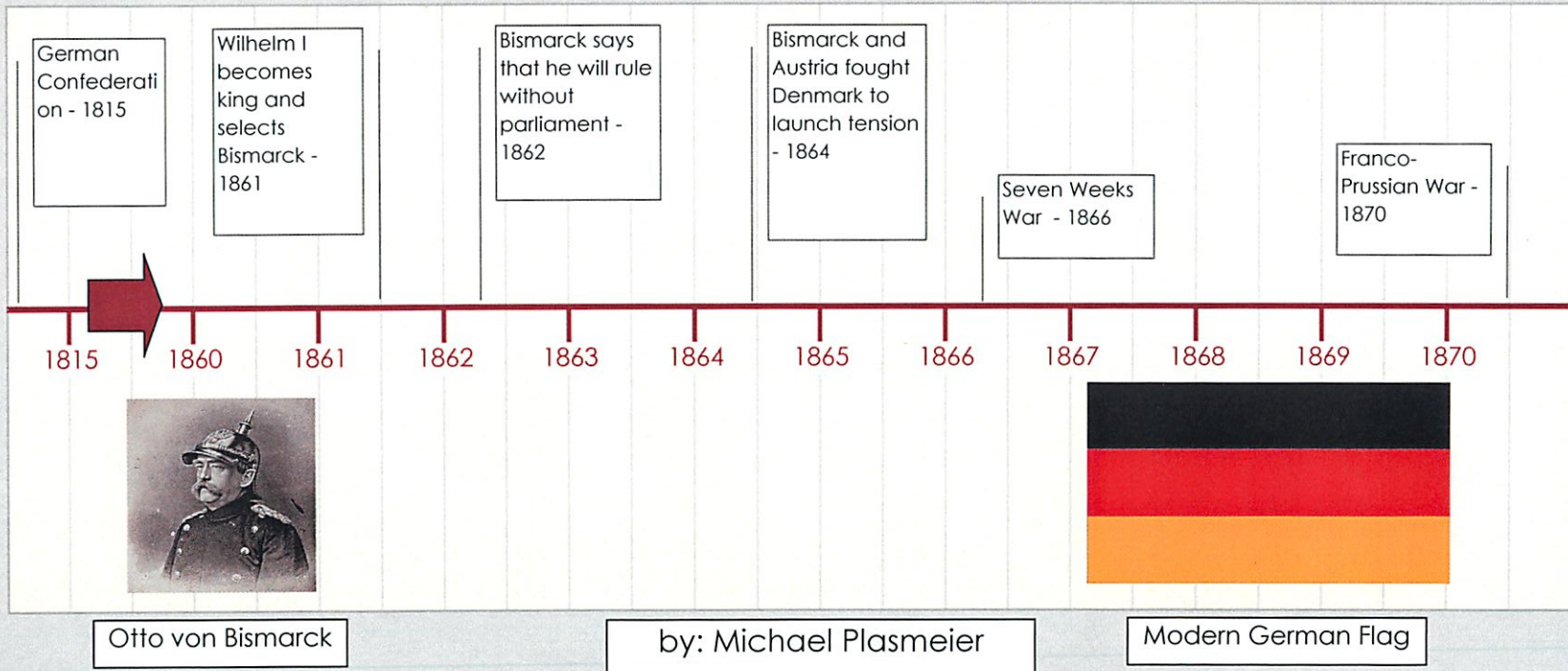


The Unification of Germany, 1815—1871, I, II.





German Unification





Germany Unification Timeline (Revised)

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settled by speeches or by majority decisions - that was the great mistake of 1848 and 1849 - but by **blood and iron.**" Bismarck soundly rejected the idealism of romanticism in favor of a more realistic reality in tune to the here and the now. Blood and iron is in line with this concept. Von Bismarck believed that war and action was the answer, not ideas and words.

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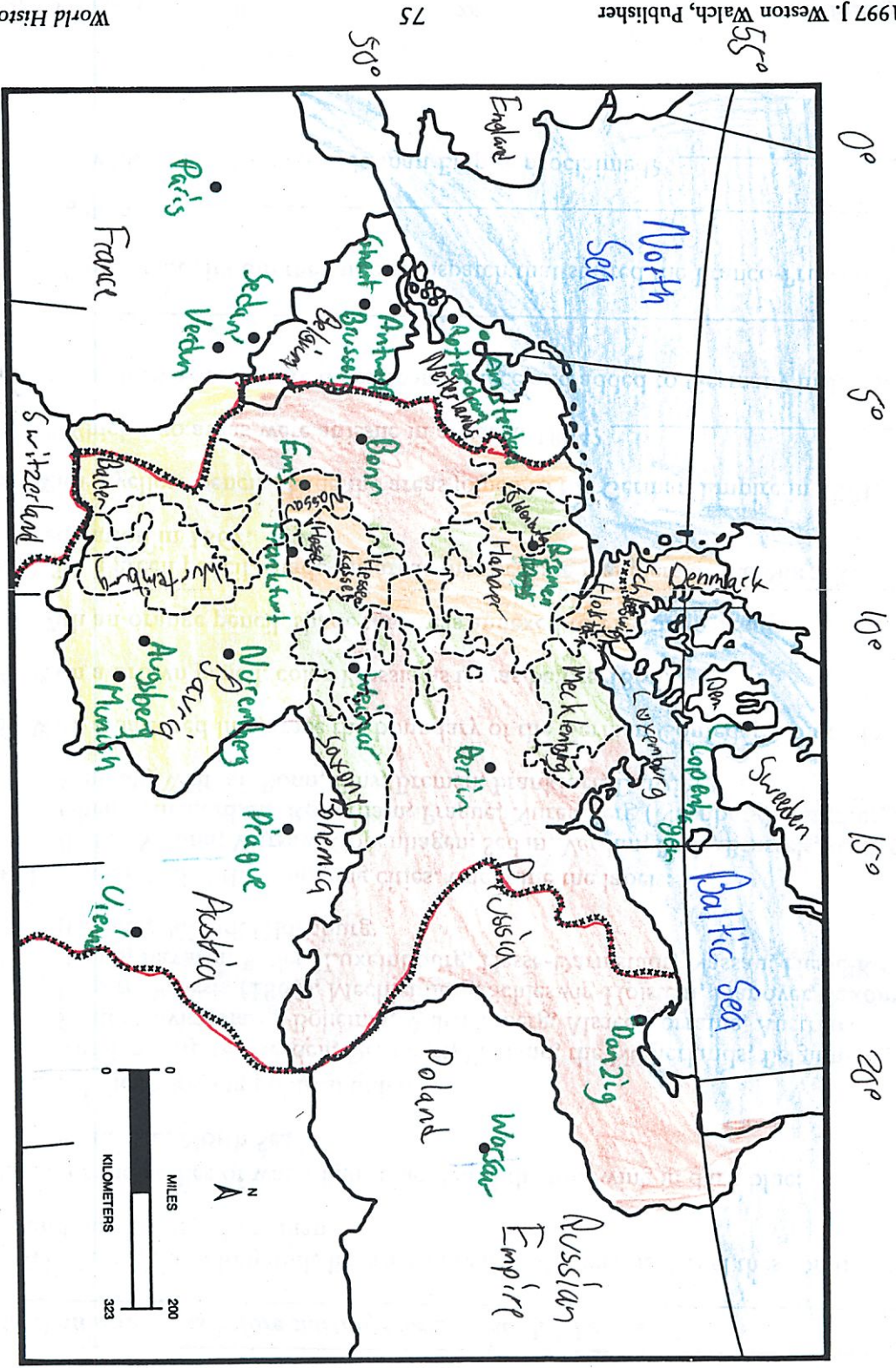
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Name Michael Plasmeyer
Date 3/8/06

STUDENT ACTIVITY PAGE

Unification of Germany, 1815-1871



Name _____

Date _____

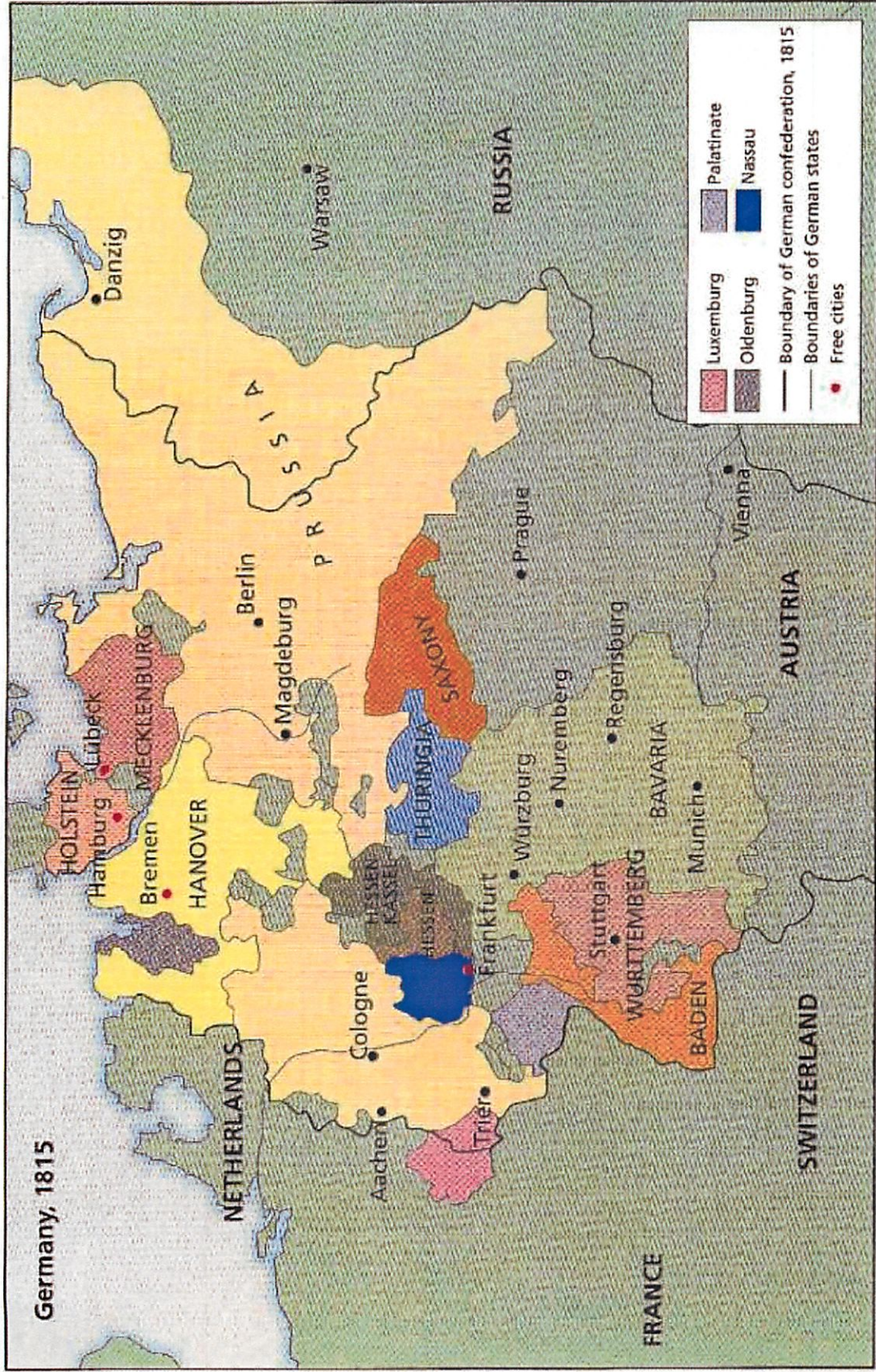


Unification of Germany, 1815–1871

Read all directions before starting work. Print all labels neatly.

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13. **In which palace was the German Empire proclaimed? Verdun

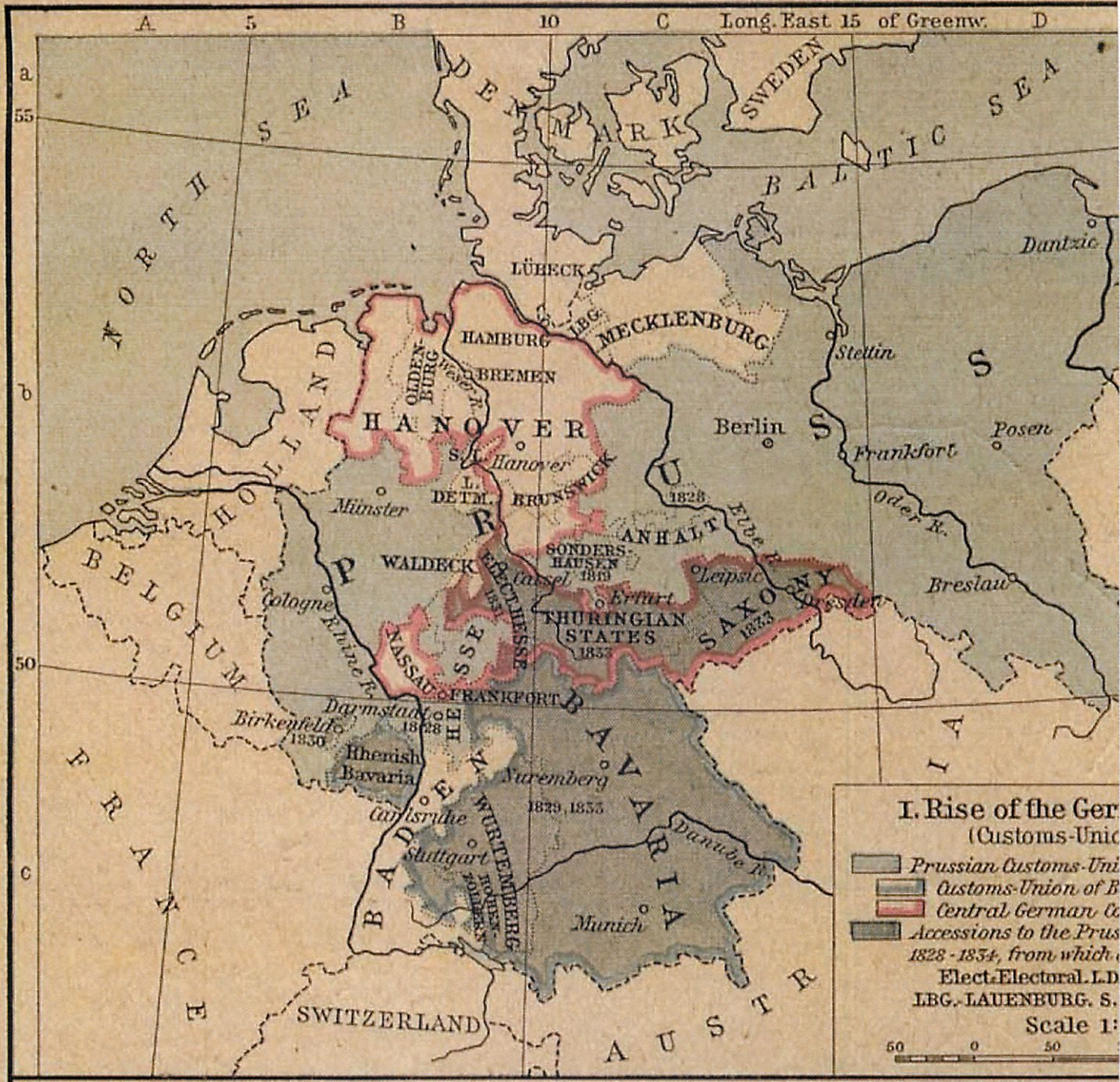




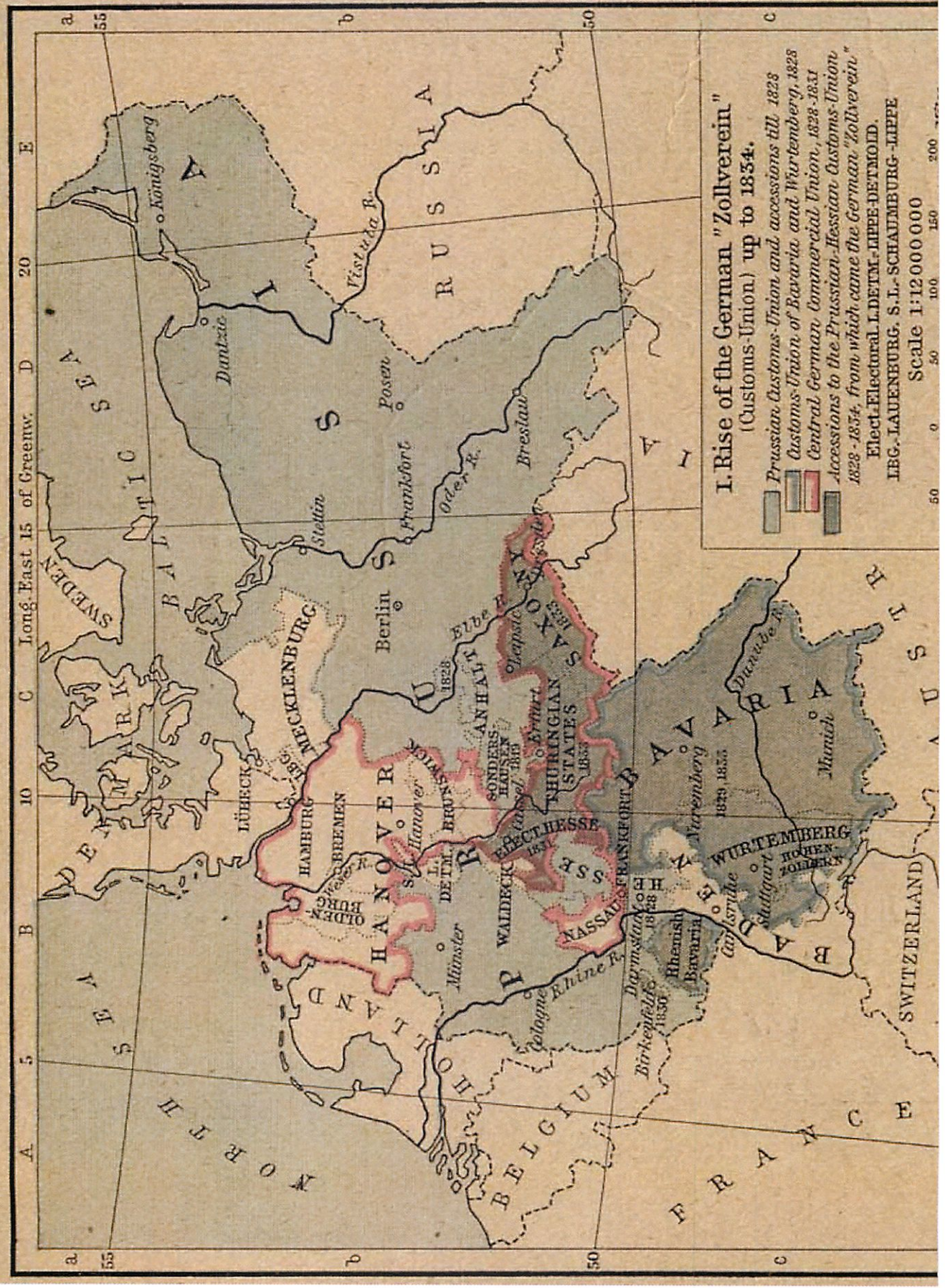
The German Empire, 1871



The Unification of Germany, 1815—1871



The Unification of Germany, 1815—1871, I, II.



20. African Colonies, 1914



TEACHER BACKGROUND

For centuries, Europeans did not penetrate the interior of Africa and showed little interest in colonizing. Then, about 1885, the powers of Europe began a scramble to gain colonies. By 1914, only two African states were in fact independent: Liberia and Ethiopia. The story of this change focuses on Europe, because it was the Europeans who drew the maps of Africa. The Africans did resist, but were, with one exception, unable to stop the march of European soldiers and their machine guns.

The first major European colony was a private venture. King Leopold of Belgium decided to take over the Congo River basin. He hired David Stanley, a famous explorer, to trek through the area persuading African chiefs to sign treaties selling their land to Leopold. It did not matter much that some who signed were not in fact chiefs or that African cultures did not recognize land as property that could be sold. Once Leopold got his claim to the land, he began a program of forcing the Africans to collect rubber from the rubber trees in the forest. When his brutal methods became known, he was forced to give up his private rubber plantation. The Congo became a colony of Belgium. Leopold had actually lost money on the venture, so the Belgian Congo started with a debt.

The French were the most successful of the colonial powers. They controlled the most area. Unfortunately, much of it was Sahara Desert. The French tried to control a band running from west to east. They were blocked by the British and got only a tiny colony, French Somaliland, on the east side of Africa. They had better luck moving south into French Equatorial Africa.

The Italians were a weak power in Europe and got the least valuable lands: Libya, Eritrea, and Somaliland. They tried to take over Ethiopia, but in 1896, the Ethiopians defeated them. Ethiopia remained an independent country until 1935.

The Portuguese had been the first Europeans to explore the African coast. When the scramble began, they established claims to Portuguese Guinea, Angola, and Mozambique. Spain got a small bit of land in North Africa.

The British were the most enthusiastic colonizers. They took over the Gold Coast and Nigeria, but their most dramatic project was a line of colonies running from Capetown to Cairo. They were opposed by Africans, Germans, and Boers. The British had gained control of Egypt in an effort to protect their investment in the Suez Canal. The British government maintained the fiction that the Egyptians were self-governing and Britain was simply protecting them. This protectorate was the base for a push south into the Sudan. A Muslim leader known as the Mahdi started a rebellion against Egypt. The British sent troops to put down the rebellion. The man sent to pacify the Sudan was Charles "Chinese" Gordon, who had made a reputation for dealing with rebels in China. Gordon was the British Custer. He marched to Khartoum, and the Mahdi surrounded him. Word reached the British that Gordon was trapped, but the relief expedition arrived too late. Khartoum fell, and Gordon was killed. The British relief force proceeded to subdue the Sudan.

On the Capetown end of the Capetown-to-Cairo line, Cecil Rhodes was the driving personality. He was enthusiastic about pushing north to link up with Sudan, Uganda, and Kenya. His efforts were blocked by the Germans, who took German East Africa and were trying to link with the Kamerun (Cameroons) and German Southwest Africa. Rhodes was also blocked by the Boers. The Boers were a rarity in Africa: European settlers.

The ancestors of the Boers had come to the Cape of Good Hope as Dutch settlers in the 1600's. They had settled down and become farmers. Boer is the Dutch word for farmer. In 1815, the cape had become a British colony. A few years later, the British abolished slavery in their empire. The Boers deeply resented this. They set out on a great trek to move farther inland and found their own republics, the Orange Free State and Transvaal. The Boers wanted to be left alone, but the discovery of gold and diamonds in their land brought swarms of adventurers—mostly British. The Boers hated these foreigners, and eventually the British and Boers fought a war, the Boer War (1899–1902). The Boers had horses, modern weapons, and a fierce resentment of the British. They could hit hard, run away, and hit again. The British found this the most difficult of their colonial wars. Eventually the Boers were defeated, and their republics became part of the Union of South Africa. By 1910, the Union of South Africa was self-governing within the British Empire. The white settlers of South Africa were the only people represented in the government.

During the war, the German government supported the Boers. This stirred anger in Britain. The Germans showed a knack for stirring up other powers. In 1905 and 1911, the Germans made attempts to shake the French claim on Morocco. All they succeeded in doing was irritating the French.

One other African country besides Ethiopia kept its independence. This was Liberia. Liberia was a protectorate of the United States. It had been founded as a homeland for American slaves who were freed and wanted to return to Africa. Liberia developed a unique population. The returned ex-slaves became the ruling class over the other Africans.

For other Europeans, the scramble for Africa was a glorious time. They built empires, spread Christianity, railroads, and European-style education. In French colonies, the African students studied textbooks that taught them the history of “our ancestors, the Gauls.”

Key:

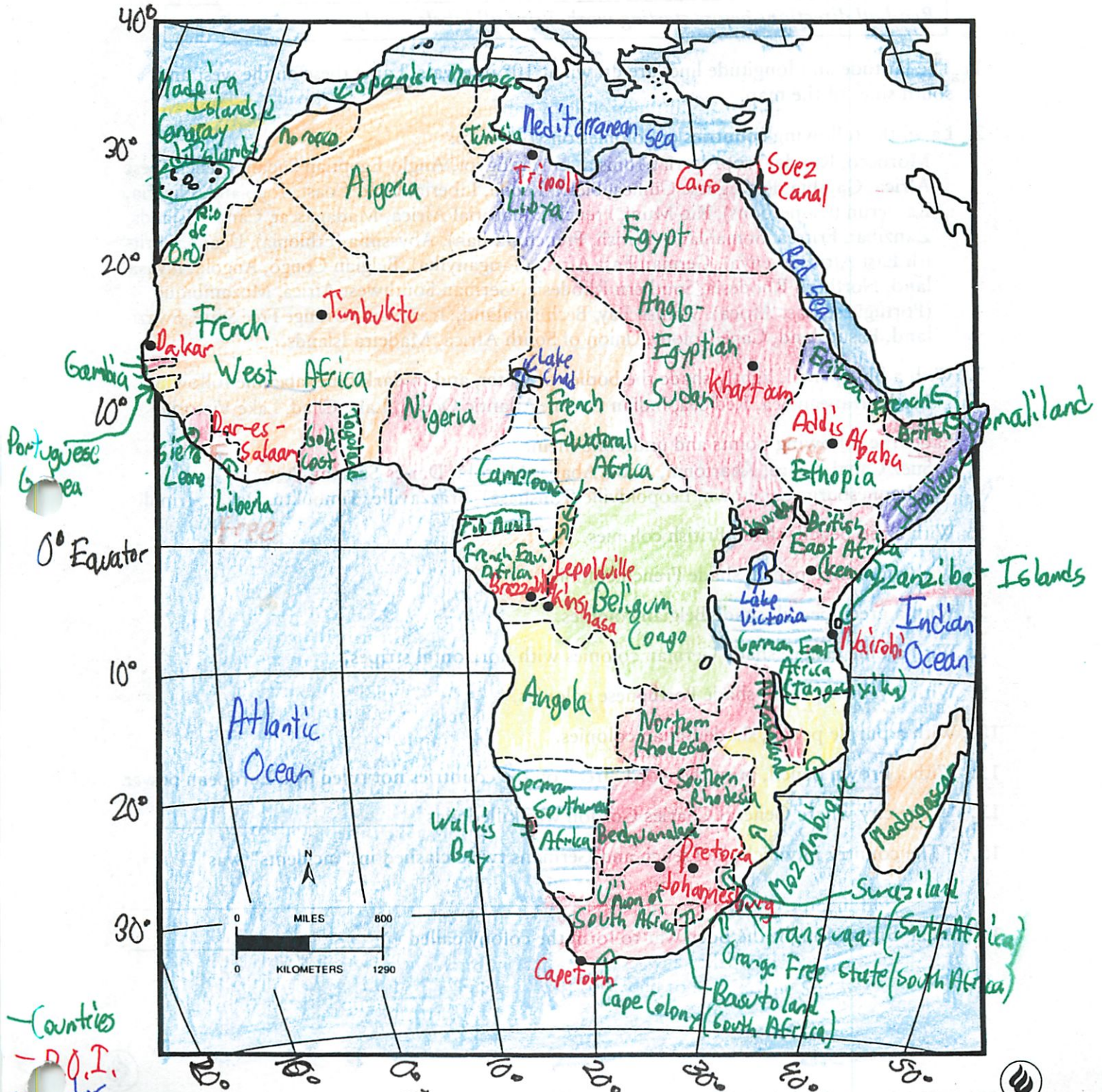
12. Khartoum
13. Morocco
14. Union of South Africa

Weight: 10 points

Name Michael Plasmeier
 Date 4/23/06

20/20

African Colonies, 1914



- British Colonies
- French Colonies
- Belgium Colonies
- German Colonies
- Portuguese Colonies
- Italian Colonies
- Free Colonies

Counties
 - P.O.I.
 - water
 - Water

Name _____

Date _____

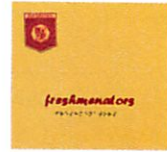


African Colonies, 1914

Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 10° intervals. Label these on the west and south sides of the map.
2. Label the following countries or colonies on your map:
Morocco, Rio de Oro, Algeria, Tunisia, Libya, Egypt, Anglo-Egyptian Sudan, French West Africa, Gambia, Portuguese Guinea, Sierra Leone, Liberia, Gold Coast, Togoland, Nigeria, Kamerun (Cameroons), Rio Muni, French Equatorial Africa, Madagascar, Canary Islands, Zanzibar, Eritrea, Somaliland (British, French, Italian), Abyssinia (Ethiopia), Uganda, British East Africa (Kenya), German East Africa (Tanganyika), Belgian Congo, Angola, Nyasaland, Northern Rhodesia, Southern Rhodesia, German Southwest Africa, Mozambique (Portuguese East Africa), Walfish Bay, Bechuanaland, Transvaal, Orange Free State, Swaziland, Basutoland, Cape Colony, Union of South Africa, Madeira Islands
3. With a blue pencil, lightly shade the bodies of water, and in dark blue label the following:
Mediterranean Sea, Red Sea, Indian Ocean, Atlantic Ocean, Lake Chad, Lake Victoria
4. Label the following points and underline them:
Suez Canal, Cairo, Khartoum, Addis Ababa, Nairobi, Dar-es-Salaam, Pretoria, Johannesburg, Capetown, Leopoldville (Kinshasa), Brazzaville, Timbuktu, Dakar, Tripoli
5. With a red pencil, shade British colonies.
6. With an orange pencil, shade French colonies.
7. With a green pencil, shade Belgian colonies.
8. With a blue pencil, shade German colonies with horizontal stripes.
9. With a yellow pencil, shade Portuguese colonies.
10. With a purple pencil, shade Italian colonies.
11. With a brown pencil, print the word "free" on the countries not ruled by a European power.
12. **The city where General Charles Gordon was killed was Khartoum.
13. *The country in which the French and Germans twice clashed in "incidents" was Morocco.
14. *The British fought the Boer War to form the colony called Union of South Africa.





Portfolio Reflections

As I was paging through tonight's Western Civilization homework, I came across the recurring theme of nationalism, feelings for one's home country. Just in the sections I read, Hitler and Mussolini used nationalism to legally come to power in their countries. They wanted to return their homelands to the prior glories. They wanted to expand their borders. Granted they had help from an economic downturn and their countries were inexperienced with democracies, but these fascist leaders still appealed to their voters. The thing is that nationalism also came up earlier in the year. The revolutionaries were thinking about the nation of France, when they tried for democracy. Napoleon miscalculated the effects of nationalism and it hurt him greatly. He wanted to rule all of Europe through his puppet governments. It seems that from the lessons learned from Napoleon you can not create one nation that rules over the whole world. Nationalism stands in they way. The British Empire tried for a worldwide empire, but they conquered lesser people who fought for their independence as soon as they could. Also, Britain did not control their colonies as tightly as Napoleon did. So it seems there can not be one world-wide state. There are too many different interests in the world to meet them all.

Nationalism also had other effects in Western Civilization that we learned. Europe felt the need to imperialize after the industrial revolution thanks to nationalism. Europe went to Africa and the Pacific and took over lesser countries like Britain had been doing for some time. Again, these countries did not calculate the effects of nationalism among the conquered countries. Again however, the imperialized countries could not successfully revolt until they had the technology to do so and the inspiration of other

former free colonies. European countries could not keep a lid on nationalistic and democratic ideals once all nations had advanced weapons.

Nationalism was also used in the propaganda posters, put up by totalitarian leaders and nations at war, as their primary motivational tool. Stalin, as well as other totalitarian leaders, military generals, and unificationists, such as Otto von Bismark, and Cavour of Italy, talked about the strength of their nation and the need to return to its past glories or look forward to its future glories. These nationalistic tendencies caused a lot of wars and the motivator for the expansion of the nation's borders.

So nationalism has had a big effect on Western civilization. I would even say that nationalism was the most influential thing ever to happen to Western Civilization. If you are looking for a specific event, I would say that the recognition of nationalism was a big event. Countries and leaders needed to be aware and be able to exploit nationalism for their own interests.

Democracy also rose in the years we studied. Yes, it did have some bumps along the road, like the failed French revolution, communists in Russia, and weakness in new democracies after World War One. But, ultimately that is what form of government succeeded. Fascist leaders became too greedy; communists too corrupt. Democracy ultimately succeeded, but it took time. Even democracy has its faults, like sometimes it takes forever to get things done, but leaders are held accountable eventually and can be ousted from power. Free speech is allowed and there is no secret police. (oops, yes there is, the NSA) To make a connection to current day, Iraq is having problems with its new democracy. In Iraq, conflicting groups use violence rather than accept their minority position and vote. Those who had power now can't accept losing it. Hopefully, they can

sort it out peacefully. I realize now just how similar Iraq is to the prior fresh democracies we studied.

Something that is scary is the President's "war on terrorism." I believe that he is going beyond his power to stop terrorists. It is alleged that he is breaking laws that restrict his power. He spies on Americans with secret police and people can be arrested without the normal rights of the accused. Congress is scared into passing legislation that allows this (USA PATRIOT Act – see my 8th grade research report). I see the need to fight terrorism, but President Bush is becoming more like some of the totalitarian leaders we learned about this year.

I am now totally off topic and over the page requirement. Now on to more about me....

I feel that this has been a very big year for me. Personally I have changed a lot in this first year of high school. I believe that I am a lot "freer," "rawer," and less type "A" than I was in the beginning of the year. I feel that both physically, thanks to an out-of-school class, and procedurally, thanks to something or other, probably helped by that class and just the recognition of other more important things. I am less worried about having everything planned in advance. For example, in planning the Russian Revolution class I deliberately passed up the opportunity to divide up who was saying what for the PowerPoint. I felt like I would not have missed this opportunity to plan in the beginning of the year. In addition, getting above a 100% and tracking my grades is not as important to me. My "obsession" in raising grades I believe started in the very beginning of 8th grade when I got a B in English and just missed getting one in Math. That year I went on a campaign to raise my grades, and by the end of the year I was close to getting 100+ in

ever class. That spirit carried over to this year. However, around the 6th marking period, I started trying to lose interest in grades and become more Type “B.” I think that class I took at People’s Light had a lot to do with me caring less about these things and being freer in what I write. (I think I would never be writing like at the start of the year.) Is this a good thing? I don’t know. I will probably stay healthier with the decreased stress. As long as it doesn’t really affect me, I guess worrying less is better. And it hasn’t really affected me (by seeing my grades haven’t changed). However, that might be hold-over and I am just coasting through the end of the year on the initial spirit. Or maybe I connect better when I am more “raw” and less restricted.

I am also coming to realize that just working “straight through-the-book” and “we must keep on schedule and finish before the end of the year” is not always best. Sometimes we learn more about a topic by stopping to discuss it. That doesn’t mean we need to learn absolutely everything about that topic. We should still have a basic knowledge of all topics that we are supposed to learn in that year.

This brings me to the pace of class. We seemed too got hung up in what should be the beginning, but ended up being the middle of the year. Like around the French Revolution. At that point, we fell totally behind. That means we learned almost nothing about World War 2. Although we talked a lot about things, we could have left out some details. We also discussed a lot of off topic things in class. Just today we talked about frivolous lawsuits and 3-handed baby. Yes it increases our knowledge in other areas, which I realized more this year, but it also does not let us learn what the curriculum says to. This puts us behind the other students in the next few years. Yes, I do try to read

all of the textbook chapters to expand my knowledge, and it helps. I do try to study independently, as you pointed out, but then the other students in the class miss out.

As I was reading the other chapters in the textbook, it seems like we always skip the sections on Japan and India. It seems like there is always a section saying what the East is up to. I know this is Western Civilization class and not World History, despite having a World History textbook, but should the course be expanded to include these topics we never learned or will learn. Lose some of the extra details and teach all of the sections in the chapters we studied. Forget the old textbook, which is not a second source, but merely an older edition of the same book. Rework the lesson plans to remove some of the details the new book cut out and add the other cultures of the East from the new book. I know this will be a lot of work for teachers, but it will benefit hundreds of students each year.

As for activities, I don't like coloring maps. Yes, we might learn locations better, but this isn't elementary school. I didn't really like any of the art projects, but they were all supposed to be drawn by hand. I would have done a project like: make a World War II propaganda poster using the pop-art styles of Andy Warhol. But, I just like that style of art. And as a bonus, that project would also teach about an art movement, connecting to another subject. But is there time for these connections? As I was making the PowerPoint for the Russian Revolution sideshow, I had to cut out the "connect to other stuff" sections like those which mentioned later communist dictators, *Animal Farm*, and *1984*. I now see the pressures of time, and of trying to keep the class interested by not going on too long.

I like studying history, and realize some of my other classmates do not mirror my passion. I saw this while looking around during the Russian Revolution class lesson. You seemed to be the only one really interested as I was explaining about the man who was arrested for being the first to stop clapping. Also, we sure got them when it was time for the activities. My problem is that I try to just meet the requirements, but I just happen to exceed them because I like doing these things. I find that if I like what I am learning and doing I am a lot happier. This is how the 2 page reflection expanded to 6 pages, and part of the reason why I run my learning-support site www.theplaz.com

That was just a little of what I learned and observed this year, as well as suggestions for you for moving this course forward. I hope the history department considers teaching Modern World history instead of just Western Civilization. There is a lot of material that we miss, especially now with focus shifting to the Middle East, China, and India. I barely knew the Ottoman Empire existed before this year, this year all I learned is how it fell. I know barely anything about the history of China, India, or any other eastern country. I know I can study it out of school, and I do, but the other students don't have the same motivation, and therefore don't receive the same benefits. I feel that those topics should be better taught in middle school. They do teach about Africa and some about other cultures in project dig. However, I don't feel that it is enough. Overall, I feel that the History curriculum at Haverford does not include a truly global focus.