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Modern Times Level TWO
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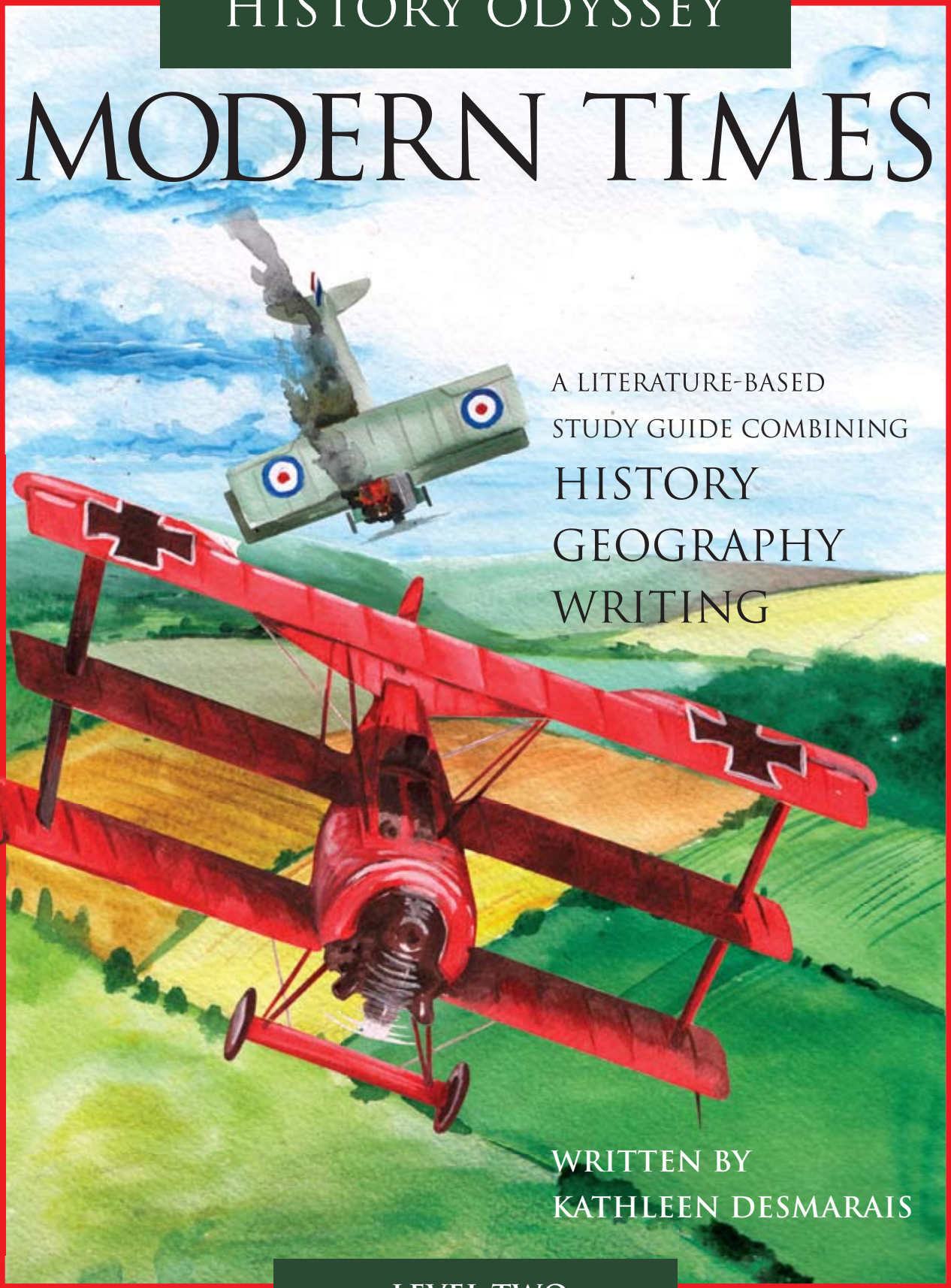
HISTORY ODYSSEY

MODERN TIMES



A LITERATURE-BASED STUDY GUIDE COMBINING

HISTORY
GEOGRAPHY
WRITING

WRITTEN BY
KATHLEEN DESMARAIS

LEVEL TWO

History Odyssey

Modern times

level two

Kathleen Desmarais

Pandia Press

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Dear Parents and Teachers,

Your child is about to embark on a great adventure—studying the history of humankind. History Odyssey guides are intended to assist your child on this adventure with access to the greatest resources and with assistance in organizing a tremendous amount of information. This guide is written for the logic to rhetoric stage of a classical education (approximately seventh through tenth grade) and will challenge your child to compare and contrast, analyze, research, write, and outline. This study guide expands upon the skills taught in previous History Odyssey level two courses. Students who did not complete Ancients, Middle Ages, and Early Modern level two courses, should be able to successfully complete this course if they have some prior knowledge of outlining, research, writing essays, and summarizing.

This study guide contains many writing assignments, including essays, summaries, and writing a research paper. Although basic instructions are given, History Odyssey is not a writing course. I highly recommend that students complete a formal writing class prior to or during this course.

The lesson plans in this study guide speak directly to your child for independent use. However, I recommend assisting with the first few lessons and acknowledge that some students may need assistance throughout the course. Read over the following instruction pages with your child and assist him or her in setting up a binder and gathering resources. Most of the lessons are written to be completed in one to two sittings. The exceptions to this are the lessons that instruct students to read one of the eleven literature books, those containing an essay assignment, and those requiring extended research. For these lessons, students should be given ample time to complete the tasks before going on to the next lesson unless otherwise indicated. If your child's interest is sparked by a subject, refer to the resource list and allow him or her to spend extra time on that subject. I suggest students at this grade level spend about two hours studying history three to four days a week. At that pace, this guide provides a one-year history course. Keep in mind that these lesson plans combine several subjects—history, literature, writing, and geography.

Most of the literature books used in this study guide are at a level that logic stage students can read independently. Some students may benefit from having the books read aloud. Students will not be interrupted with comprehension questions or vocabulary work while reading the assigned literature. I feel that interrupting the reading of these wonderful books tends to make reading laborious and frustrating. However, you may want to suggest that your child read with a pencil in hand and circle difficult words to look up later. Also, it is recommended that you have discussions with your child during the reading to ensure comprehension. Ideally, you will read the books as well.

There are references to Web sites throughout this study guide. All Web site references provide optional resources for research. I highly recommend students not use the Web sites exclusively for their research. In today's high-tech world, it is easy for students to engage in "lazy research" by depending solely on the Internet for information. Although the Internet does contain valuable information, it also contains vast amounts of inaccurate information and harmful materials (see our disclaimer about Web sites on the copyright page). Please guide and supervise your child in Internet research and encourage him to engage in plenty of "old fashioned" library research as well.

Notes

War and Violence: The last 200 years or so of history has been wrought with war and violence; there's just no getting around that fact. When compiling this guide, sifting through the material to cover, it became necessary to weed out some of the more positive incidences in order to confine this course to one year and still cover the most significant events. Whenever possible, I have tried to create object lessons out of violent history, encouraging students to critically examine the reasons behind war and strife, instead of just accepting the violence at face value. I have also tried to soften the blow of modern history with some of the literature choices and by adding a study of the advances in technology and science.

Literature: Any edition or translation of the required reading books may be used. However, I do recommend using The Whole Story editions of *Around the World in Eighty Days*, *The Jungle Book*, and *The Adventures of Tom Sawyer* if you can find them (some of these are out of print). The Whole Story series, published by Viking, provides extra background information and illustrations that might assist students in the writing assignments.

Timeline Work: In this edition of History Odyssey, students will not be given timeline dates for copying onto their timelines. Students are expected to identify significant dates themselves. Some students may require assistance at first in picking out the most important dates. Make sure that your child is not writing every date encountered on his or her timeline.

Rifles for Watie or *The Red Badge of Courage*: Students can choose to read either one of these books for the writing assignment on the American Civil War. While both of these books offer a realistic view of war, *Rifles for Watie* is an easier read. *The Red Badge of Courage* is a more difficult classic that offers a graphic description of war. Some students may wish to read both.

Research Paper: In this study guide, your child will be working on a year-long project—writing a research paper. You will need to assist your child in picking his topic and beginning research, especially if this is the first paper your child has written. Help your child to set a schedule for completing the paper this year. The instructions given for writing the paper follow those recommended by the MLA. An excellent source to have on hand is the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi. This guide provides detailed instructions your child can use this year and on into college.

Essays: In this edition of level two History Odyssey your child will be asked to write formal essays. Prior to writing the first essay, your child is encouraged to read "How to Write an Essay" in Appendix D. These instructions present a starting point to teaching your child essay writing. (Many students may require additional instruction from a writing course that addresses essays and thesis writing. See Appendix E for recommended courses.) Please use "How to Write an Essay" as a guideline only. As your child becomes a more proficient writer, allow him or her to break away from this model and be more creative with writing. Instruction for essays includes writing topic sentences. Topic sentences are similar to thesis statements. Thesis statements are presented in Appendix A ("Writing a Research Paper") and are formally taught in History Odyssey level three courses.

Holocaust: Several lessons and writing assignments center on World War II, Hitler, and the Holocaust. The Holocaust, in particular, deserves sensitive attention. This event was not only significant history, but it also presents a watershed event that includes a unique opportunity to teach the nature of humanity, abuse of power, genocide, civil rights, and the importance of the individual. If you would like more information about teaching this valuable but disturbing subject, I highly recommend the United States Holocaust Memorial Museum in Washington, D.C. The Web site associated with the museum contains a plethora of valuable information including online workshops for how to teach the Holocaust - (www.ushmm.org/education/foreducators).

The Story of Mankind: Due to the polarizing nature of *The Story of Mankind* by Hendrick Van Loon, it is optional reading in this level two course. It should be considered a possible resource for gathering information. If students choose not to read TSOM, they might need to seek out other resources to complete some of the lessons.

Make the Connection: In Lesson 57, students begin making notations on the poster worksheet titled Make the Connection. This worksheet will begin to get very crowded as students make many connections between events in history. This is acceptable and may even be an important visual display of history as messy and complicated. However, if your student can no longer make sense of his worksheet, I suggest you recreate it on a larger sheet of paper or poster board, creating more space for notations and arrows.

Required Resources

The following resources are required to complete this course. Optional resources and book suggestions can be found in the Appendix E.

- ❒ **The Kingfisher History Encyclopedia* (2004 edition) - **KFH**
- ❒ **The Story of Mankind* by Hendrik Willem Van Loon, 1999 edition (optional) - **TSOM**
- ❒ *Timeline from Pandia Press (or a homemade timeline)
- ❒ *Around the World in Eighty Days* by Jules Verne
- ❒ *Things Fall Apart* by Chinua Achebe
- ❒ *The Jungle Book* by Rudyard Kipling
- ❒ *The Red Baron* by Manfred Van Richtofen
- ❒ *The Adventures of Tom Sawyer* by Mark Twain
- ❒ *Rifles for Watie* by Harold Keith or *The Red Badge of Courage* by Stephen Crane
- ❒ *Animal Farm* by George Orwell
- ❒ *Anne Frank: The Diary of a Young Girl* by Anne Frank
- ❒ *To Kill a Mockingbird* by Harper Lee
- ❒ *Chinese Cinderella* by Adeline Yen Mah
- ❒ *No Promises in the Wind* by Irene Hunt

*These resources are used for all History Odyssey level two study guides.

Other Supplies Needed

- Three-ring binder (2-inch size is recommended)
- Seven binder dividers with tabs
- Lined paper or computer paper
- A three-hole punch
- A detailed atlas or world wall map
- A ruler or straight edge
- Colored pencils
- Copies of the worksheets (see the worksheet section for number of copies required)
- Internet access
- Dictionary, encyclopedias, and library access
- Computer presentation software such as PowerPoint, Keynote, Corel Presentations, or movie-making software (optional)

Setting Up Your Binder

Divide your binder into the following seven sections:

1. Summaries
2. Men, Women, & Groups
3. Wars & Conflicts
4. Documents, Legislation, & Government
5. Literature, Technology, & Art
6. Maps & Worksheets
7. Timeline

Insert this study guide in the front of your binder. Label the dividers and insert lined paper into the first five sections. Three-hole-punch your timeline* and place it along with the maps and worksheets in their appropriate sections.

*Alternatively, you can display your timeline on a wall while you are working on it, and then place it in your binder when finished. See the next page for information on making your own timeline.

Lesson Assignments

Throughout these lessons you will be asked to summarize readings by finding central ideas and outlining. You will also mark dates on your timeline, color and label maps, and read from the list of resources. Try to do all of the assignments listed. When asked to add a person or event to your binder, title your entry and include some important information. Place the entry in the appropriate section of your binder. A short summary is one to two sentences. A lengthy summary should be a complete paragraph consisting of at least five sentences. When you are finished with this course you will have a binder full of information you have learned and work you have completed. More importantly, you will have an education about modern history to treasure always.

Map Work

Geography is an important part of history and you will be learning a great deal of modern-times geography throughout this course. When working with a map, carefully color areas with colored pencils. Do not use markers, as they will bleed through the paper and blot out labels and other markings. You can make the land areas colorful by coloring each country or area a different pastel shade. When labeling, use a ruler to lightly make a pencil line. Print the name carefully on the line with a fine-point black pen and then erase the pencil line after your ink dries. Take your time to make the maps beautiful keepsake treasures of your time spent studying modern history.

Outlining

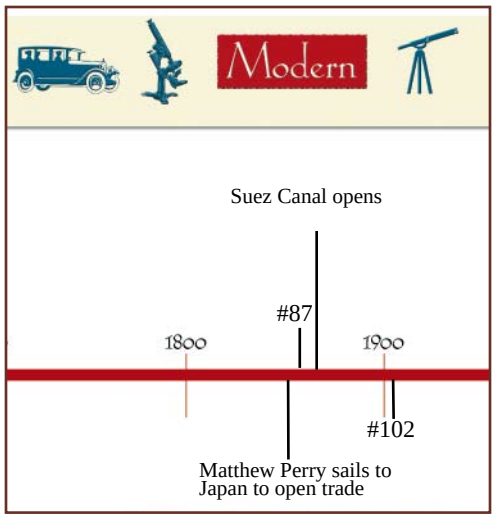
In this course, you will be creating four-level outlines from readings found in the *Kingfisher History Encyclopedia*. Outlining is a very important skill to learn. If you learn this skill well it will help you tremendously when reading complicated writings, when preparing notes for oral presentations and research papers, and when taking notes in high school and college courses. Outlining will help you separate main ideas from details. It will help you break down information into the most important parts and organize them.

Timeline

You will need a timeline to complete this course. Using a timeline will assist you in organizing information and seeing connections between events. At the end of this course, you will be completing an interesting exercise in which you analyze the data on your timeline. Timelines can be purchased or constructed. To construct your own timeline you will need a piece of butcher paper about 2½ feet long. Draw a line across the paper a few inches from the top. Leaving a little space at the beginning of your line for earlier events, mark dates beginning at the year 1700. Continue marking dates in 20-year increments ending with the year 2000. Space your dates approximately 2 inches apart. Accordion-fold the timeline, three-hole-punch it, and place it in your binder.

As you enter events on the timeline you can either draw lines from the information to the point they occurred on the timeline or you can enter a reference number on the timeline that refers to a corresponding entry on a separate piece of paper.

Write events directly on your timeline:



Write reference numbers on your timeline that refer to entries on separate paper.

#87 -
In 1862, the Homestead Act in the U.S.A. was signed. The Act, giving each family 160 acres, encouraged the settlement of the West and railroad construction.

#102 –
In 1919, Mussolini founded the Italian Fascist party. Fascism begins to take hold in Italy, fueled by the economic depression and threat of communism.

Part I
Introduction to Modern Times

Previous page: Poster depicting a scene from the Kiralfy Brothers' 1882 "Spectacular Extravaganza" theatrical rendition of *Around the World in Eighty Days*.

Lesson 1

Around the World in Eighty Days and Geography Review

GET READY For Lessons 1 to 6 you will need:

- *Around the World in Eighty Days* by Jules Verne
- Map 1: *Around the World in Eighty Days*
- Worksheet: Travel Log - *Around the World in Eighty Days*
- Encyclopedias, Internet, and/or library access
- Fine-point black pen or pencil
- Colored pencils
- Atlas

Spend your first week or two of modern history studies reading *Around the World in Eighty Days*. Referring to your atlas, label countries, water areas, cities, and other areas on Map 1 as you read about them in the story. Remember to mark the location of cities on the map with a dot. Make your map as detailed as possible by adding to the places already marked on the map.

Your map should at least include labels for the following places:

Water Areas:

Red Sea	Pacific Ocean
Missouri River	Atlantic Ocean
Ganges River	Mississippi River
Indian Ocean	Indus River

Countries and States:

India	Japan
Britain	Singapore
France	Ireland
Egypt	Sumatra
Africa	Netherlands (Holland)
United States	Newfoundland
California	

Cities:

Bombay	London
Calcutta	New York City
Shanghai	San Francisco
Hong Kong	

Other:

Draw the route of the Great Indian Penisula Railway (as described in the story)

Draw and label the Himalayas

Draw and label the Rocky Mountains

As you read, use a red pencil to trace the route of Phileas Fogg on Map 1 beginning and ending in London. Mark each major stop on his trip with a number on Map 1 (e.g. #1 for London). Record information for at least eight stops on the "Travel Log - Around the World in Eighty Days" worksheet. Write the name of the place, the date Fogg visited, how he got there, the map reference number, and a paragraph about Fogg's adventures there, including any description Jules Verne provides—landscape, culture, the people, politics, transportation, wildlife, geography, architecture, agriculture, British territories, etc. Then research each stop and add details you learn. You can use cultural atlases, encyclopedias, geography and cultural magazines, and online research. During your research try to discern if Verne accurately portrayed the countries visited by Fogg in the story. Be sure to note any contradiction, exaggeration, or changes in the culture since the late 19th century when the story takes place. Include footnotes if you need to attribute information to a source.

Here is an example travel log entry for Fogg's stop in Singapore:

Excursion to: **Singapore** Date of Arrival: **Oct. 31, 1872**

Means of Transportation: **Ship** Map Reference: **#5**

Destination Description in the Story:

Phileas Fogg stopped in Singapore briefly on his way from Calcutta to Hong Kong aboard the steamer Rangoon. He traveled there via the Bay of Bengal and Strait of Malacca. On his way to Singapore, Fogg passes by the island of Andaman in the Bay of Bengal. Verne describes the mountains and lush vegetation and wildlife. He also warns of the "savage Papuans" which he identifies as cannibals. Once docked in Singapore, Fogg takes a carriage ride with Aouda. Verne describes Singapore as flat, but lush tropical and fragrant with nutmeg trees, sago bushes, mangoes, and pepper plants. Fogg appears to enjoy the attractive "heavy-looking" houses and orderly streets.

My Research of the Destination:

Andaman was once used as a British penal colony but is now a territory of India. Verne's report of cannibalism appears to be unfounded.[1] Singapore is an independent city-state and is located on the southern tip of the Malay Peninsula. Verne's description of Singapore flora is accurate. It is a culturally diverse country with original

immigrants from China, Malay, India, and Europe. Singapore has four official languages—Mandarin, Malay, Tamil, and English with English being the most prominent.

1."George Weber's The Loney Islands, the Andamanese and other Negrito people and the Out-of-Africa Story of the human race" www.andaman.org/index.htm

- ❑ Read chapters 1 to 8 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log.

Lesson 2 Around the World (cont.)

- ❑ Read chapters 9 to 14 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log.

Lesson 3 Around the World (cont.)

- ❑ Read chapters 15 to 20 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log.

Lesson 4 Around the World (cont.)

- ❑ Read chapters 21 to 25 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log.

Lesson 5 Around the World (cont.)

- ❑ Read chapters 26 to 30 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log.

Lesson 6 Around the World (cont.)

- ❑ Read chapters 31 to 37 in *Around the World in Eighty Days*.
- ❑ Label places visited by Fogg on Map 1.
- ❑ Add destinations to the travel log. File your Travel log and Map 1 in the Summaries section of your binder.

Lesson 7 Modern History Research Paper Preparation

GET READY For this lesson you will need:

- Appendix A: Writing a Research Paper
- Appendix B: Attribution of Sources
- Worksheet: Research Paper Checklist and Schedule
- KFH

During this modern history course, you will be writing a research paper on a topic of your choosing. A well-written research paper takes considerable time and effort, so you will choose your topic in this lesson and work on your research paper throughout the course.

- ❑ Read "Writing a Research Paper."
- ❑ Read "Attribution of Sources."
- ❑ Choose a topic for your research paper and develop a main question and several sub-questions as described in Appendix A. Use the "Research Paper Checklist and Schedule" worksheet to assist you in scheduling the writing of your research paper throughout the year.

  On the next page are some possible topics for consideration and a few "big questions." You may use one of these or develop your own topic from modern history. You might want to skim through the lessons in this course or through KFH for topic ideas. Spend time working on your research paper every week. There are a few reminders throughout this guide, but you should develop your own schedule, setting deadlines for each step to ensure you pace yourself and complete your paper before the end of this course.

POSSIBLE RESEARCH PAPER TOPICS AND QUESTIONS:

American Civil War:

- What were Abraham Lincoln's personal views of slavery? How did they affect his involvement in the Civil War?
- Compare and contrast Robert E. Lee and Ulysses S. Grant.
- What was the African American experience of the Civil War?
- What was life like for women and children while men were fighting the Civil War?

Vietnam War:

- Why did America get involved in the Vietnam War?
- What effect did the Vietnam War have on the Vietnamese?

Great Depression:

- What caused the Great Depression? Was it an aberration or a predictable event?
- Describe life as a child of the Dust Bowl.
- How did the Great Depression end?

World War I:

- Was "The War to End War" a contrariety describing the First World War or an accurate prediction?
- How did World War I set the stage for World War II?
- What role did trench warfare play in WWI?
- Compare the League of Nations to the United Nations.
- How did the feminist movement advance during WWI? What role did women play in WWI?

World War II:

- How did the bombing of Pearl Harbor happen?
- What factors led to President Truman's decision to drop atomic bombs on Japan? Was it a justified decision?
- How did WWII facilitate the collapse of the British Empire?

Genocide/Civil Rights:

- Choose an area where human rights are being violated and argue if it is a genocide: How does it compare to past genocides? Should nations respond? How?
- What was the women suffrage movement? What effect did it have?

Cold War:

- How did the Cold War start? How did it end?
- How did the Cold War affect the everyday lives of citizens around the world?
- How did the Cold War affect nuclear weaponry then and now?
- How did the collapse of the Soviet Union affect the United States and other countries? How did it affect people in Russia?

Technology:

- Examine the advancement of technology in the twentieth century including medical advances, computer, communications, and warfare.

Presidency:

- Who was the most influential United States president in the twentieth century?
- Choose a recent president and argue his accomplishments and/or failures.
- What was the Watergate Conspiracy and how did the media play a role?

Native Americans:

- How did Manifest Destiny affect Native Americans?
- What was the effect of the American Civil War on Indian nations?

Imperialism/Trade:

- How did the discovery of gold and diamonds affect Africa?
- How did imperialism affect Africa?, India?, Canada?, China?, Etc.?
- How did opening the Suez Canal affect Africa? Affect trade?
- What were Rudyard Kipling's views and influence on imperialism?
- How was Australia settled? What was the British influence?
- How were families affected by the Irish Potato Famine?
- How was Japan affected by opening its borders to trade?

Middle East:

- What is the history of Afghanistan and how did the Taliban take hold?
- How are Judaism and Islam similar? How are they different?
- Will history prove the War in Iraq to be a justified or unjustified war?

Biography: Choose a prominent man or woman from modern times and argue the impact (positive and/or negative) he or she had on history. Some choices:

Martin Luther King, Jr.	Elizabeth Cady Stanton
Rasputin	Adolf Hitler
Nikita Kruschev	Vladimir Lenin
Lyndon B. Johnson	Mikhail Gorbachev
Joseph Stalin	John F. Kennedy
Fidel Castro	Karl Marx
Bill Clinton	Ho Chi Minh
Benito Mussolini	Richard Nixon
Florence Nightingale	Francisco Franco
Franklin D. Roosevelt	Ned Kelly

Pablo Picasso	Jimmy Carter
Matthew Perry	Nelson Mandela
Eleanor Roosevelt	Mao Zedong
Sitting Bull	Ronald Reagan
Otto von Bismarck	Osama Bin Laden
Winston Churchill	Abraham Lincoln

Part II
Imperialism and British Colonization

Previous page: British Empire Map, 1886 by M. P. Formerly. Captions read: *Freedom, Fraternity, Federation. Imperial Federation - Map of the World Showing the Extent of the British Empire in 1886*

While reading *Around the World in Eighty Days*, you learned about several countries that were colonies of Britain. During the last half of the 19th century and the first part of the 20th century, the British Empire practiced imperialism and grew to be one of the largest empires the world has ever known. In the next several lessons, you will study Britain's influence and domination (along with a few other powerful European countries) over Africa, India, Australia, Canada, Ireland, and Southeast Asia.

Lesson 8 South Africa

GET READY For this lesson you will need:

- Encyclopedias and/or Internet
- *Things Fall Apart* by Chinua Achebe
- Worksheet: Imperialism

❑ Look up *imperialism* in your encyclopedia or on the Internet, and write a definition at the top of the worksheet (four pages) titled "Imperialism." Place this worksheet in the Summaries section of your binder; you will be adding to it in several future lessons.

❑ Begin reading *Things Fall Apart*. Read chapters 1 to 5 today; then continue by reading at least three chapters a day until you finish the book. Continue with your history lessons while reading, but finish before Lesson 13 .

Lesson 9 South Africa (cont.)

GET READY For this lesson you will need:

- KFH
- Map 2, The Scramble for South Africa 1836 - 1912
- Colored pencils
- Fine-point black pen or pencil
- Appendix C: *If* by Rudyard Kipling

❑ On Map 2, trace red the Great Trek (the arrows) on the map and on the map key.

❑ Read KFH p. 343.

❑ Write lengthy summaries on the Zulu War, the Boer Wars, and the conflicts with the British in your Wars & Conflicts section. Include information on how these three groups competed and fought each other, what they were fighting about, the Great Trek, the Transvaal and Orange Free State, treaties signed, gains and losses, and the Union of South Africa. Each summary should be one paragraph.

❑ Read *If*.

Kipling is said to have written the poem *If* with Dr. Leander Starr Jameson in mind. Jameson led about five-hundred of his British countrymen in a failed raid against the Boers in southern Africa. The "Jameson Raid" was later considered a major factor in starting the second Boer War (1899-1902). Kipling wrote the poem to inspire his son (and all boys) to emulate Jameson.

An audio reciting of *If*:

- www.learnoutloud.com/Free-Audio-Video/Literature/-/If/15422

❑ After reading *If*, discuss the following with your parent or teacher:

- What did Kipling admire about Jameson?
- Why do you think Kipling chose Jameson, someone who had lost a battle, to exemplify? Why not choose a winner?
- How do think Kipling felt about imperialism and British involvement in Africa?
- List ten abilities and virtues that Kipling thinks a leader should possess (dignity, fortitude, etc.).
- Can you identify paradoxes in the poem? (A paradox is the combination of mutually exclusive ideas that, while seemingly contradictory, serve to make a point in their contradiction.) For example, "If you can trust yourself when all men doubt you, But make allowance for their doubting too . . ." is a paradox: Ignore others' doubts, but still listen to their doubts. This paradox encourages confidence but warns against being over confident. Find at least five other paradoxes and explain their meanings.
- Why do you think Kipling wrote this poem to boys and not children in general? What does the audience tell you about this time period?

- Do you like this poem? Do you think it is applicable to teenagers today?

❑ This poem is one that is often memorized by students. Try to memorize it, recite it, and/or transcribe it into your Literature, Technology, & Art section.

Lesson 10 South Africa (cont.)

GET READY For this lesson you will need:

- KFH
- Worksheet: Record of Document or Legislation
- Internet access and/or history encyclopedias

❑ From the KFH reading in the last lesson, enter one or two summary sentences each for **Cecil Rhodes** and **Cetswayo** in the Men, Women, & Groups section of your binder.

❑ Research and then summarize the Treaty of Vereeniging on a "Record of Document or Legislation" worksheet. (See instructions below. Make several copies of this worksheet; do not write on the original.)

Helpful Web sites for summarizing the Treaty:

- www.anglo-boer.co.za/intro/peace-treaty-vereeniging.php
- http://en.wikisource.org/wiki/Peace_of_Vereeniging

Instructions for Record of Document or Legislation:

The Record of Document or Legislation worksheet is intended to assist you in organizing your summaries of legislation, laws, agreements, and documents that were an important part of modern history. On the worksheet, record the **name**, **date**, and **location** where the document was signed or the legislation was enacted. Record the names of the **parties**, individuals, groups, or nations involved in the drafting of the document, the signing, and/or the enforcement of the legislation. Give **background information** that led up to the legislation or the need for the document. Background information could include politics, tensions, economic situations, war, etc. Then, write one sentence that explains the **purpose** or intention of the document or legislation. Was it to end a war? Right a wrong? Prevent conflict? Divvy up territory? Note that the purpose may not be the actual result of the legislation. Next, **summarize** the document or legislation in your own words, but without giving an opinion about it. Briefly describe what it entails—who gets what, exchanges, promises and guarantees, punishments and reparations, etc. Next, list the **effects** or results of the document or legislation. Record any immediate effects and any long-term ones. You will need to return to the worksheet later in the course if you learn any new situations that were the result of a particular document or legislation. Finally, give your **assessment**: Do you think this was good or bad legislation? Did it achieve its intention? Do you feel it was important? What should have been done differently? Use the backside of the worksheet if you run out of room in any of the boxes. File your Record of Document or Legislation worksheets in the Documents, Legislation, & Government section of your binder.

❑ Add significant dates to your timeline about South Africa from this and the last lesson.

❑ Research paper reminder: By this time you should have constructed a schedule for completing your research report. You should also have chosen a topic and developed a big question and several sub-questions about your topic. If you haven't already, it's time to start researching.

Lesson 11 Scramble for Africa

GET READY For this lesson you will need:

- KFH
- Map 2, The Scramble for South Africa 1836 - 1912, and Map 1
- Atlas
- Colored pencils
- Fine-point black pen or pencil
- Appendix C: "How I Found Dr. Livingstone" by Henry Stanley
- Encyclopedias, Internet, and/or library access

❑ Read KFH pp. 362 – 363.

❑ On Map 2, trace the Suez Canal blue. Use the map on p. 362 of KFH to label the different African nations. Then use eight different colors to shade the areas of

European control and independent nations. Complete the map key. Which European countries held the most control of Africa in the 1800s?

Which two nations remained independent?

Compare Map 2 to a modern-day map of Africa. How have the names and boundaries of African nations changed?

- ❑ Read "How I Found Dr. Livingstone." Enter **Dr. Livingstone** in your Men, Women, & Groups section along with a short summary.
- ❑ Since around 600 BC, people had contemplated and even made attempts at connecting the Mediterranean Sea and the Red Sea. Even Napoleon Bonaparte toyed with the idea. The Suez Canal was one of the most significant advances in travel and transportation. Do you remember the Suez Canal from *Around the World in Eighty Days*? Look on Map 1 and see how long Fogg's sea journey from Britain to India would have been without the Suez Canal. But what effect did the Suez Canal have on Africa? Why did Suez, Egypt suddenly become a strategic location for European nations? Research the effects of the Suez Canal on travel and transport to India and East Asia. Also, research the effects of the Suez Canal on Africa (specifically Egypt) and write a short summary (one to two paragraphs) in your Literature, Technology, & Art section.
- ❑ Add significant dates to your timeline.

Helpful Web site:

- www.touregypt.net/featurestories/suezcanal.htm

Scramble for Africa (cont.)

GET READY For this lesson you will need:

- TSOM (optional)
- Dictionary
- Appendix C: *The White Man's Burden* by Rudyard Kipling, 1899
- Appendix C: *The Black Man's Burden* by H. T. Johnson, 1899
- Appendix C: Imperialism Ads and Political Cartoons
- Worksheet: Imperialism

- ❑ Read TSOM Chapter 62, Colonial Expansion and War (optional). This reading covers colonial expansion including events that played a part in World War I, of which you will soon learn more.
- ❑ Read *The White Man's Burden* by Rudyard Kipling and "The Black Man's Burden," written by African-American clergyman and editor H. T. Johnson in response to Kipling's poem. Also, view the Imperialism Political Cartoons and Ads found in the same section. File the poems and cartoons in your Literature, Technology, & Art section and write responses to the following:

The White Man's Burden

- Who do you think is the intended audience of this poem?
- What is the white man's burden?
- What do think was the purpose of the poem?
- For each stanza, state one service or responsibility of the white man as described by Kipling and/or the sacrifices the white man must make.
- Do you think most Europeans found Kipling's poem offensive or heroic in 1899? Why?
- How do you think this poem would be viewed if it was written today? Why?

The Black Man's Burden

- Who do you think was the intended audience? (Hint: Where was it published?)
- What is the black man's burden in the poem?
- What do you think was the purpose of this poem?
- Can you find sarcasm in this poem? If so, which lines?
- Do you like this poem? Do you think it was a good response to Kipling's?

Imperialism Political Cartoons

- Name the intended audience of each cartoon.
- Describe the message of each cartoon.
- Which are pro-imperialism and which are critical of it?
- At least one cartoon is considered a satire. Look up the word *satire* in your dictionary and explain why the cartoon is satirical.

- ❑ European imperialism had a major effect on Africa and on Europe. On the worksheet titled "Imperialism," which you began in Lesson 8, write a brief history of imperialism in Africa. Color or circle Africa on the map insert. Then record the effects the "Scramble for Africa" had on the African continent and in Europe. Use information learned from KFH, TSOM, *Around the World in Eighty Days*, *How I Found Dr. Livingstone*, *The White Man's Burden*, *The Black Man's Burden*, the cartoons, and *Things Fall Apart*. Include negative and positive effects on trade, weapons, tribal boundaries and tribal traditions, lifestyle, infrastructure, human rights, cultural identity, religion and worship, economics, travel, and politics.

Lesson 13 Point of View - Things Fall Apart

GET READY For this lesson you will need:

- *Things Fall Apart* by Chinua Achebe
- Appendix D: How to Write an Essay
- Worksheet: Essay
- Worksheet: Essay Rubric Checklist

I believe in the complexity of the human story, and that there's no way you can tell that story in one way and say, 'this is it.' Always there will be someone who can tell it differently depending on where they are standing . . . this is the way I think the world's stories should be told: from many different perspectives.

–"Chinua Achebe: The Art of Fiction CXXXVIV," interviewed by Jerome Brooks in *The Paris Review*, Issue #133 (Winter 1994-5)

Until the lions have their own historians, the history of the hunt will always glorify the hunter.

– African proverb

We ought to be as careful in our choice of our historians as we are in the selection of our physicians. . . I state these few facts deliberately that you may know the personal bias of the man who wrote this history and may understand his point-of-view.

–Hendrik Willem Van Loon, *The Story of Mankind*.

- ❑ Finish reading *Things Fall Apart.*

Chinua Achebe wrote *Things Fall Apart* to tell the story of the influence of British missionaries on the Igbo tribe in Nigeria, Africa in the 1890s. He admittedly told the story from his point of view, as an African. In the story, the Igbo tribe is battling the conflict between holding onto tradition and European influence. This conflict between tradition and change is a major theme in *Things Fall Apart*. However, we learn this is not a simple, one-sided story. The situation is complex because not all the Igbo tribe members and missionaries view change and tradition the same way.

- ❑ Choose two characters from *Things Fall Apart* and compare and contrast the way each views British involvement in Nigeria and the disintegration of tradition. Choose one character who wants to preserve tradition and one that sees benefits of modernization. Contrast their perspectives by focusing on how each profits from holding onto his point of view.

  Write this essay in four or five paragraphs. (Refer to "How to Write an Essay" and the Essay Worksheet if you need further assistance in formatting your essay.) Begin with an introductory paragraph describing the story and presenting some background information about the characters you will be contrasting and the historic significance of the story. Then write one paragraph for each character explaining his point of view. Use specific examples and direct quotes from the story to support the characters' view points. Try to explain why each character has this particular perspective. Also include a description of how each character's point of view fluctuates and/or evolves throughout the story and why. Write a final paragraph in which you compare these two viewpoints, explain how they are different, express how they are justified or unjustified, and how they symbolizes actual African and European history. You can express your opinion and give your assessment in the final, concluding paragraph.

- ❑ Share your essay with your parent or teacher and use the Essay Rubric Checklist to improve it. Place a final copy in your Literature, Technology, & Art section.

Writing a Research Paper

In your last history course or in an English course, you have probably written essays. A research paper is like an expanded essay. However, with a research paper, the emphasis is on research (of course), and research papers are longer than a typical five-paragraph essay. For this course, your research paper will be six to ten pages in length. You will spend several weeks or months researching your topic, creating an outline, and developing a thesis before you begin writing a first draft. A research paper is more than just a gathering of information. In a research paper, you use your research to gather evidence, to argue a point, and support your thesis. This process is better explained in the following steps:

Step 1: Choose a topic.

Choose a topic that both interests you and about which you think you can find enough information to meet the page requirements of the paper. The only requirements for your topic are that it has to do with modern history and it has to be something you are interested in learning more about.

For example: Adolf Hitler's childhood

Step 2: Create questions about the topic.

A. Create a Main Question.

Create one big question or main question about the topic. This may be the most important step and will guide the rest of your research. Create a question for which you do not already know the answer, one that interests you, and one that you cannot wait to start finding the answer. You will be living with this question all year, so make it something you are excited about. The question needs to be an open-ended one that requires a long answer. In other words, the main question should not be one that can be answered in one word, a 'yes' or 'no' question, or one that the answer is obvious or a known fact. The question should be narrow enough that your paper can sufficiently answer it within six to ten pages, but wide enough that you will have enough information and research options to meet the page requirement. Do not create a question that will take a book to answer sufficiently, or one that will only take a page. The main question will help you to write your thesis statement in step 5.

For example: Did Adolf Hitler's childhood contribute to his becoming a tyrannical murderous dictator?

B. Create Sub-Questions.

Ask yourself little questions or sub-questions about the "big question." The sub-questions will help you to focus your research. Answers to these questions will likely become main topics on your outline and main points in your paper.

For example: Where did Hitler grow up? What was his household like?
Did he have siblings? What was his relationship with them?
What was his relationship with his parents?
Was he abused as a child? Did he experience any major tragedies?
What were his dreams and aspirations?
Did he have friends? How about girlfriends?
What was his financial situation?
How did he become a leader?
What kind of schooling did he have? Was he a good student?
What was he like as a teenager?
What was he like as a young adult? Was the adult Hitler similar to the child Hitler?

Writing a Research Paper

Step 3: Research and organization of material

Because you are writing a research paper, the majority of your time will be spent doing research. In fact, research can take several weeks, if not months. Take your time to be thorough in your research by investigating a multitude of sources, including secondary sources and primary sources. For a research paper this size, you should be citing at least six sources. You can use print sources from your library as well as online sources. Plan to take several trips (at least three) to your local library throughout your time spent researching, giving yourself adequate time to investigate print sources. Many libraries offer tours and introductory information on how to use their services and how to research a topic. This would be a great time to schedule an appointment with your librarian. For online sources, you can start research at sites dedicated to history.

A few sites:

- historynet.com - enter your subject in the "site search" on the home page
- eyewitnesstohistory.com - contains a lot of primary and secondary sources
- historyplace.com - divided into sections: United States, Nazi Germany/WWII, and World History
- fordham.edu/halsall/mod/modsbook.html - The Internet Modern History Source Book (primary sources and documents)

A. Create a working outline.

Begin to create an outline from the sub-questions you created in the last step. Each sub-question could be a main topic in your outline. This outline is called a "working outline" because you will update and change it many times throughout your research and writing. You can create your outline using pencil, or use word processing software to make changes easily. Under each main topic, create details and sub-details. A detailed, well-organized outline will assist you a great deal in writing your research paper. It will help you to organize information and ensure you are making a logical, progressive argument.

B. Create source cards or a working bibliography.

Create one card for each source you use to gather information for your paper. Source cards are index cards that contain information about the sources you use. Alternatively, you can keep track of sources on a word processing file by creating a working bibliography. Source cards and working bibliographies will assist you in writing your final bibliography and help ensure that you give proper attribution to the sources you use for your paper. They will also assist you in relocating a book or other source if you have to find it again. If using source cards, **use only one index card per source**. On each card, write the author's name, book title, publishing information, and the location of the source (where you found it). In the upper right-hand corner, assign each source a number.

Source card for a book:

Author's Name (last, first) #

Title

Edition and volume (if applicable)
City of Publication: Company, Year.

Location of Source (library, Internet, etc)

Example:

Giblin, James Cross #1

The Life and Death of Adolf Hitler

New York: Clarion Books, 2002.

SUNY New Paltz Sojourner Truth Library
call # DD247.H5 G49 2002

Writing a Research Paper

Source card for an online article:

Author's Name (last, first) #

"Title of the Article"

Date (if available)
Name of the Online Magazine or Web site

URL Address (online location)

Example:

Bülow, Louis #2

"'He was still my brother.' Paula Hitler"

The Holocaust: Crimes, Heroes, and Villains

www.auschwitz.dk/Paula.htm

C. Create note cards.

As you find interesting facts or ideas for your paper, write them down on note cards. Note cards help you to organize information you need to attribute to a source. Note cards, like source cards, are created on index cards. (It is helpful to choose a larger size and/or a different color index card than the source cards). They allow you to easily sort and re-order information. Note cards can contain direct quotes or summaries. If you are writing a direct quote, be sure to appropriately mark it with quotation marks on the note card since it is very easy to forget which notes are quotes and which are paraphrases. Refer to Attribution of Sources in Appendix B for information on how to correctly use direct quotes and paraphrases.

Use only one index card for each note. On the card, write a topic heading. The topic heading will most likely come from your sub-questions. If created from your sub-questions, it will be much easier to organize the information for writing your outline and paper. The topic heading indicates what kind of information is on the card (e.g. causes, solutions, background). Under the topic heading, write a paraphrase of the information or write a direct quote. If you need more space for the paraphrase or quote, write "(over)" in the bottom right-hand corner of the card so you will remember to look on the back for the rest of the information. Back on the front of the card, write the source number that corresponds to a source card. If the source was printed material, write the page number on which you found the information in the bottom left-hand corner of the note card.

Source card set-up:

Topic Heading Source #

"quote" or paraphrase the information

_____
_____
_____
_____
_____

source page # (over)

Example:

Childhood aspirations Source # 1

Hitler had aspirations of being a famous artist. He was a talented sketch artist, but his father had other plans for him. "I thought that once my father saw how little progress I was making at [school], he would let me devote myself to my dream [of being an artist], whether he liked it or not." - Adolf Hitler (12 y.o.)

p. 8

Writing a Research Paper

Step 4: Create a thesis statement

At some point during your research, you will format a thesis statement. A thesis statement is similar to the topic sentences you might have created for essays. A thesis statement is a declaration of your position on your topic. Often, your thesis statement is simply an answer to your big question. Be sure your thesis statement expresses an opinion about the topic that you are prepared to defend in your research paper. Your thesis statement expresses an opinion, not a fact, but you will use facts found in your research to defend your thesis statement in the body of your research paper.

Your thesis statement could be . . .

Hypothetical – How would an event have turned out differently if something in the past could be changed?

A Solution – What were the solutions to a problem? Were they wise? What could the solutions be for a current problem?

A Conclusion - What were the causes of an event? In hindsight, can you see the seeds that were laid?

A Comparison or Analogy- How does an event in modern history compare or contrast to another?

A Judgment- How is an event judged by history? How do you judge it? How do people feel today about an event that occurred?

A Prediction - How will an event affect the future? How will it be judged by future generations?

Write your thesis statement as a concise, detailed, and complete sentence. You may place your thesis statement as the first or last sentence in your introductory paragraph. Be sure to make it very clear that your research paper is going to defend the thesis statement you created. Your thesis statement may change slightly or dramatically as you conduct your research. This is an expected part of the research process; your opinion may change as you learn new information about your chosen topic. Share your thesis statement with your parent or teacher and request feedback as to its scope and interest.

Example thesis statement: *Adolf Hitler's childhood played a significant role in shaping one of the most dangerous despots the world has known.*

Step 5: Create a final outline

After you have completed your research and formulated your thesis statement, create a final outline from which you will organize your research paper. This is an important step you should not skip. An outline will ensure that your information is organized and logically presented. It will also ensure that you have not left out any vital facts. Write your topic and thesis statement at the top of your outline. Each sub-question can be used to format a main topic in your outline. Organize your source cards by each main topic and use them to create the sub-topics and details in your outline. It would be a good idea to share this outline with your parent or teacher and request feedback.

Writing a Research Paper

Example outline beginning:

I. Hitler was born into a tense, crowded household
  A. Born 4th child of six on April 20, 1889 in a small Austrian town on the border of Germany
    1. 1st to live beyond the age of 2
    2. Two older half siblings lived in the house (Alois, Jr. & Angela) from father's former marriage
      a. Resented Adolf and the attention he received from his mother
      b. Alois, Jr. often received beatings. When he ran away, Adolf's abuse increased
    3. Younger brother (Edmund) and sister (Paula)
      a. Edmund died of measles at a young age
      b. Paula had great affection for Adolf
  B. Raised in a middle-class household of extended family members
    1. Father (Alois) was a harsh, well-respected Austrian customs official who beat Adolf often
    2. Mother (Klara) was a former house maid who doted over Adolf
    3. Hunchback aunt (Johanna) lived with the family
      a. Bitter, bad-tempered, often violent
      b. Liked Adolf the best
II. Adolf was very close to his mother

Step 6: Create first and second drafts

You're finally ready to write your paper! If you have carefully followed the previous steps, this shouldn't be too difficult. Use your outline and note cards to write the first draft of your research paper. Don't get too discouraged if your first draft does not turn out how you envisioned; most writers will create several drafts before producing the final product. It is highly recommended that you write your research paper using computer software. It is also recommended that you start with writing the body of your paper first, then write the introduction and conclusion afterward.

Begin each section in the body of your paper with a sentence that introduces a sub-topic or answers one of the sub-questions (the main ideas in your outline). Then write several paragraphs supporting the sub-topic. Use borrowed ideas, paraphrases, and quotes from your note cards as supporting evidence. Carefully follow your outline to ensure the information follows a logical progression.

When you use a paraphrase (a borrowed idea) or quote, you will need to cite the source in the text at the end of the sentence. Directly after the paraphrase or quote and in parentheses, cite the author's name and page number that corresponds to the source. The parenthetical citations refer to an alphabetical list of Works Cited or Bibliography at the end of your paper.

Example of cited work:

By eighteen, Hitler was penniless and deeply dejected after having been turned down twice by the art academy he desperately wanted to attend. For a time he was even homeless in Vienna, living on the streets and begging for food at a local Catholic convent (Giblin 13).

The citation "(Giblin 13)" refers to the author James Cross Giblin and the book The Life and Death of Adolf Hitler, page 13. This book would be listed in the Bibliography at the end of the paper. See Appendix B for how to cite sources in a bibliography.

Writing a Research Paper

After you complete the body of your paper, focus your attention on writing an introduction and a conclusion. Your thesis statement should be placed as the first or last (preferred) sentence in your introduction. You should also paraphrase your thesis statement in the conclusion, restating it in different words.

Present each draft of your paper to your teacher or parent. Request feedback on content and on mechanics—grammar, punctuation, and spelling. Use the feedback to improve your work and create the final paper.

Step 7: Create the final paper

Once you feel your draft paper is as good as you can make it, you are ready to type the final paper. At this point, your concern is mostly with mechanics, structure, and layout. The body of your final paper should be six to ten pages long. Your paper should consist of the following parts:

Title page (optional)
Body - including an introduction and conclusion
Bibliography or Works Cited

Your paper should be typed and printed using computer word processing software. Below are recommendations for formatting and printing your paper:

- Use 8½-by-11-inch, bright white, sturdy paper (24 lb is recommended).
- Choose a standard, easy-to-read font like Times New Roman, Calibri, or Minion Pro. Font size 11 or 12 is recommended.
- Align your margins to the left, but do not hyphenate words (turn off the automatic hyphenation feature).
- Double-space each line throughout your paper and only insert one space (not two) after a period or other concluding punctuation mark. (It is no longer appropriate to place two spaces between sentences.)
- Use one-inch margins on all sides (except for page numbers).
- Use page numbers beginning with page 2, and place them one-half inch from the top and flush with the right margin. (Many word processing programs have convenient automatic page numbering.)
- Print on only one side of the paper.
- You can include a title page or simply place a heading on the first page. Include your name, date, and the course name. Also, include a title you create from the topic (e.g. *Creating a Monster - The Childhood of Adolf Hitler*).
- Bind your paper with a single staple, a paper clip, or a clear plastic folder.

Congratulations! You are now the author of a research paper! Most likely the first of many to come in your academic career.

Attribution of Sources

When conducting research for the writing assignments in this course, you will be reading books and passages written by other people. If you want to use the writings of others in your summaries, essays, and your research paper, you will need to *paraphrase* the work or *quote* the author and then attribute (give credit for) the work to the author. Proper attribution of sources is very important and helps you to avoid plagiarism. *Plagiarism* is presenting someone else's work as your own or not properly attributing an idea to the author. Plagiarism can be a serious offense. At many colleges and high schools, students receive a failing grade if they plagiarize. Also, you should be aware that professors have sophisticated software and resources to assist them in detecting plagiarism.

PARAPHRASING AND QUOTING

Paraphrasing is restating a passage and conveying its meaning with different words. To paraphrase correctly, you need to restate the original author's ideas in your own words. Simply changing a few words in a sentence is not paraphrasing. The best way to paraphrase is to begin by thoroughly reading the passage you want to paraphrase. Then close the book and rewrite the idea without looking at the original work. Be sure to cite all of the authors and their works from which you borrowed ideas in the bibliography at the end of your report (see bibliography examples on the next page).

A *quote* is the exact words of the author placed in quotation marks. When using a quote, state the words *exactly* as the author did. Most of the time it is more appropriate to paraphrase an author than to directly quote him or her. But occasionally you will want to use a quote. You might want to use a quote when the words of the author are particularly powerful, when you are quoting a line in literature, or when using the words of a famous person. For example:

When Rousseau said, "Man is born free, and everywhere he is in chains," he implied that people are hindered by the limitations of their government.

Punctuation in quotations can be tricky. Refer to your grammar book or a writing handbook, like those published by the MLA, to learn proper punctuation when using direct quotes.

BIBLIOGRAPHY

A bibliography is a list of the books, articles, Internet sites, and audiovisuals from which you gathered information when preparing your report. When do you need to cite a source in a bibliography? Basically, you need to cite any source from which you borrow an idea, use direct quotes, or write a paraphrase in your report. You do not need to cite a source when the knowledge is common knowledge. For example, information about Napoleon that indicates he was a successful general of the French army who crowned himself emperor in 1804 does not need to be attributed because this information is common history knowledge.

When writing a bibliography, you should . . .

- Put the sources in alphabetical order by the author's last name or by the first word of the title if there is no author (not counting "a," "an," or "the").
- Indent the second line of an entry if you need to use more than one line.
- Skip a line after each entry.
- Underline the title of a book or magazine (or use italics if typing).

Attribution of Sources

- List the authors in the order they are listed on the title page when there is more than one author.
- List the title of an article from a newspaper of encyclopedia before the name of the newspaper or encyclopedia. Put titles of articles in quotation marks.

BIBLIOGRAPHY EXAMPLES*

BOOK:
Author's last name, first name. *Title of book*. Place of publication: Publisher, copyright year.

Example:
Yates, Elizabeth. *Amos Fortune, Free man*. New York: Puffin Books, 1950.

ENCYCLOPEDIA ARTICLE WITHOUT AN AUTHOR:
"Title of article." *Name of encyclopedia*. Edition number. Copyright year.

Example:
"Civil War Heroes." *World Book Encyclopedia*. 10th ed. 1999.

MAGAZINE OR NEWSPAPER ARTICLE:
Article author's last name, first name. "Title or headline of article." *Name of magazine or newspaper.* Date of magazine or newspaper, section and page.

Example:
Jacobs, Ernie. "War Casualties Rise." *New York Times.* May 10th, 2007, A1.

INTERNET ADDRESS:
Author's last name, first name. "Title of item." Date of document or download. http://address
If there is no author cited, then begin with the title.

Example:
"BookRags Short Guide on Kidnapped." January 29, 2007. www.bookrags.com/shortguide-kidnapped

FILM:
Title of film. Director. Distributor, year of release.

Example:
It's a Wonderful Life. Dir. Frank Capra. RKO, 1946.

* According to the MLA. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: The Modern Language Association of America, 2003.

Literature Selections and Primary Sources

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master,
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it all on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

– Rudyard Kipling (1865-1936)

Literature Selections and Primary Sources

Sir Henry M. Stanley: How I Found Livingstone, 1871

David Livingstone was a celebrated African explorer and missionary. After many years in Africa, he was lost sight of, and it was generally believed that he was dead. James Gordon Bennett, proprietor of the New York Herald, sent the young reporter, who was afterwards known as Sir Henry M. Stanley, with an open account in search of him. After two years of searching, during which Stanley's reports—printed in the Herald—served to energize public interest in the exploration and conquest of Africa, the following scene took place according to Stanley's account.

Dr. Livingstone was an explorer and missionary who traveled Africa with the intention of educating the industrialized world about the "dark continent" and ending the African slave trade. On one such trip in 1864, Dr. Livingstone was apparently lost for several years. In 1871, Henry Stanley, a *New York Herald* reporter, led a group of 2,000 in search of the famous Dr. Livingstone. [Dr. Livingstone was found in Ujiji near Lake Tanganyika, which is on Map 2, The Scramble for Africa.] Below is a portion of Stanley's recount of finding him in central Africa:

We arrive at the summit, travel across, and arrive at its western rim, and Ujiji is below us, embowered in the palms, only five hundred yards from us! At this grand moment we do not think of the hundreds of miles we have marched, of the hundreds of hills that we have ascended and descended, of the many forests we have traversed, of the jungles and thickets that annoyed us, of the fervid salt plains that blistered our feet, of the hot suns that scorched us, nor the dangers and difficulties now happily surmounted. Our hearts and our feelings are with our eyes, as we peer into the palms and try to make out in which hut or house lives the white man with the gray beard we heard about on the Malagarazi.

We were now about three hundred yards from the village of Ujiji, and the crowds are dense about me. Suddenly I hear a voice on my right say, "Good morning, sir!"

Startled at hearing this greeting in the midst of such a crowd of black people, I turn sharply around in search of the man, and see him at my side, with the blackest of faces, but animated and joyous—a man dressed in a long white shirt, with a turban of American sheeting around his woolly head, and I ask:

> "Who the mischief are you?"
>
> "I am Susi, the servant of Dr. Livingstone," said he, smiling and showing a gleaming row of teeth.
>
> "What! Is Dr. Livingstone here?"
>
> "Yes, sir."
>
> "In this village?"
>
> "Yes, sir."
>
> "Are you sure?"
>
> "Sure, sure, sir. Why, I leave him just now."
>
> "Good morning, sir," said another voice.

Literature Selections and Primary Sources

"Hallo," said I, "is this another one?"

"Yes, sir."

"Well, what is your name?"

"My name is Chumah, sir."

"What! are you Chumah, the friend of Wekotani?"

"Yes, sir."

"And is the Doctor well?"

"Not very well, sir."

"Where has he been so long?"

"In Manyuema."

"Now, you, Susi, run, and tell the Doctor I am coming."

"Yes, sir," and off he darted like a madman.

But by this time we were within two hundred yards of the village, and the multitude was getting denser, and almost preventing our march. Flags and streamers were out; Arabs and Wangwana were pushing their way through the natives in order to greet us, for, according to their account, we belonged to them. But the great wonder of all was, "How did you come from Unyanyembe?"

Soon Susi came running back, and asked me my name; he had told the Doctor that I was coming, but the Doctor was too surprised to believe him, and, when the Doctor asked him my name, Susi was rather staggered. But, during Susi's absence, the news had been conveyed to the Doctor that it was surely a white man that was coming, whose guns were firing and whose flag could be seen; and the great Arab magnates of Ujiji—Mohammed bin Sali, Sayd bin Majid, Abid bin Suliman, Mohammed bin Gharib, and others—had gathered together before the Doctor's house, and the Doctor had come out from his veranda to discuss the matter and await my arrival.

In the meantime, the head of the expedition had halted, and the kirangozi was out of the ranks, holding his flag aloft, and Selim said to me, "I see the Doctor, sir. Oh, what an old man! He has got a white beard." And I—what would I not have given for a bit of friendly wilderness, where, unseen, I might vent my joy in some mad freak, such as idiotically biting my hand, turning somersaults, or slashing at trees, in order to allay those exciting feelings that were well-nigh uncontrollable. My heart beats fast, but I must not let my face betray my emotions, lest it shall detract from the dignity of a white man appearing under such extraordinary circumstances.

So I did that which I thought was most dignified. I pushed back the crowds, and, passing from the rear, walked down a living avenue of people until I came in front of the semicircle of Arabs, in the front of which stood the white man with the grey beard. As I advanced slowly towards him, I noticed he was pale, looked wearied, had a grey beard, wore a bluish cap with a faded gold band round it, had on a red-sleeved waistcoat and a pair of grey tweed trousers. I would have run to him, only I was a coward in the presence of such a mob—would have embraced him, only he being an Englishman, I did not

Literature Selections and Primary Sources

know how he would receive me; so I did what cowardice and false pride suggested was the best thing—walked deliberately to him, took off my hat, and said:

"Dr. Livingstone, I presume?"

"Yes," said he, with a kind smile, lifting his cap slightly.

I replace my hat on my head, and he puts on his cap, and we both grasp hands, and I then say aloud:

"I thank God, Doctor, I have been permitted to see you." He answered, "I feel thankful that I am here to welcome you."

I turn to the Arabs, take off my hat to them in response to the saluting chorus of "Yambos" I receive, and the Doctor introduces them to me by name. Then, oblivious of the crowds, oblivious of the men who shared with me my dangers, we—Livingstone and I—turn our faces towards his tembe. He points to the veranda, or, rather, mud platform, under the broad, overhanging eaves; he points to his own particular seat, which I see his age and experience in Africa have suggested, namely, a straw mat, with a goatskin over it, and another skin nailed against the wall to protect his back from contact with the cold mud. I protest against taking this seat, which so much more befits him than me, but the Doctor will not yield: I must take it.

We are seated—the Doctor and I—with our backs to the wall. The Arabs take seats on our left. More than a thousand natives are in our front, filling the whole square densely, indulging their curiosity and discussing the fact of two white men meeting at Ujiji—one just come from Manyuema, in the west, the other from Unyanyembe, in the east.

Conversation began. What about? I declare I have forgotten. Oh! we mutually asked questions of one another, such as: —"How did you come here?" and "Where have you been all this long time?—the world has believed you to be dead." Yes, that was the way it began; but whatever the Doctor himself informed me, and that which I communicated to him, I cannot correctly report, for I found myself gazing at him, conning the wonderful man at whose side I now sat in Central Africa. Every hair of his head and beard, every wrinkle of his face, the wanness of his features, and the slightly wearied look he wore, were all imparting intelligence to me—the knowledge I had craved for so much ever since I heard the words, "Take what you want, but find Livingstone!"

I called 'Kaif-Halek,' or 'How-do-ye-do,' and introduced him to Dr. Livingstone, that he might deliver in person to his master the letter bag he had been intrusted with. This was that famous letter bag marked 'November 1, 1870,' which was now delivered into the Doctor's hand 365 days after it left Zanzibar! How long, I wonder, had it remained at Unyanyembe had I not been dispatched into Central Africa in search of the great traveler? The Doctor kept the letter bag on his knees, then presently opened it, looked at the letters contained there, and read one or two of his children's letters, his face in the meantime lighting up.

He asked me to tell him the news. 'No, Doctor,' said I, 'read your letters first, which I am sure you must be impatient to read.'

'Ah,' said he, 'I have waited years for letters, and I have been taught patience. I can surely afford to wait a few hours longer. No, tell me the general news. How is the world getting along?' "

From: Eva March Tappan, ed., *Egypt, Africa, and Arabia, Vol. III* in *The World's Story: A History of the World in Story, Song, and Art*. (Boston: Houghton Mifflin, 1914), pp. 393-398.

Literature Selections and Primary Sources

The White Man's Burden -Rudyard Kipling, 1899

Take up the White Man's burden –
Send forth the best ye breed –
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness
On fluttered folk and wild –
Your new-caught, sullen peoples,
Half devil and half child.

Take up the White Man's burden –
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
And hundred times mad plain.
To seek another's profit,
And work another's gain.

Take up the White Man's burden –
The savage wars of peace –
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch Sloth and heathen Folly
Bring all your hope to nought.

Take up the White Man's burden –
No tawdry rule of kings,
But toil of serf and sweeper –
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go make them with your living,
And mark them with your dead!

Take up the White Man's burden –
And reap his old reward:
The blame of those ye better,
The hate of those ye guard –
The cry of hosts ye humour
(Ah, slowly!) toward the light: –
"Why brought ye us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden –
Ye dare not stoop to less –
Nor call too loud on freedom
To cloak your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

Take up the White Man's burden –
Have done with childish days –
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years,
Cold-edged with dear-bought wisdom,
The judgment of your peers!

The Black Man's Burden -H.T. Johnson, 1899

Pile on the Black Man's Burden.
'Tis nearest at your door;
Why heed long bleeding Cuba,
Or dark Hawaii's shore?

Hail ye your fearless armies,
Which menace feeble folks
Who fight with clubs and arrows
And brook your rifle's smoke.

Pile on the Black Man's Burden
His wail with laughter drown
You've sealed the Red Man's problem,
And will take up the Brown,

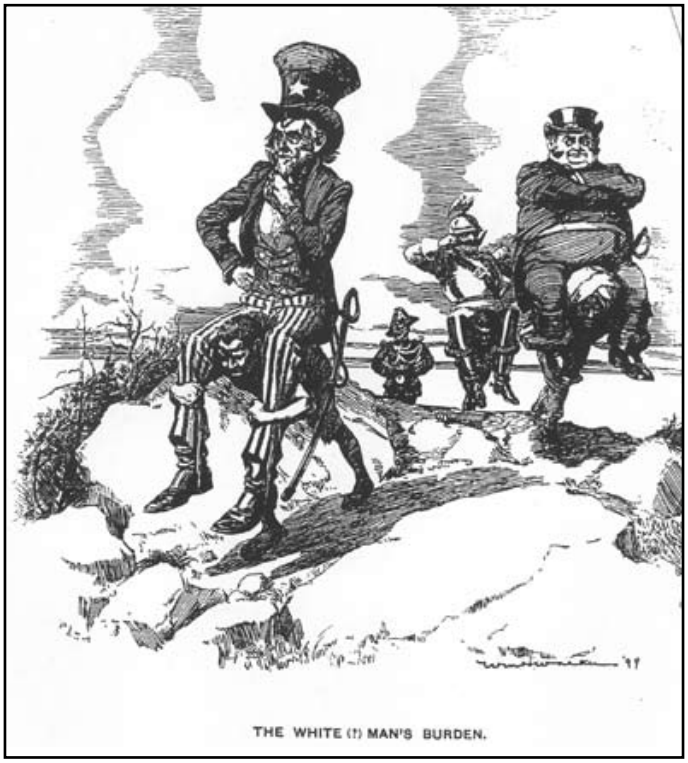
In vain ye seek to end it,
With bullets, blood or death
Better by far defend it
With honor's holy breath.

H.T. Johnson, "The Black Man's Burden," *Voice of Missions*, VII (Atlanta: April 1899)

Literature Selections and Primary Sources

Imperialism Ads and Political Cartoons, 1892 - 1899

Pears' Soap Advertisement, *McClure's Magazine* 13 (Oct., 1899). Caption reads: *The first step towards lightening The White Man's Burden is through teachings the virtues of cleanliness. Pears' Soap is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.*



1892 cartoon depiction of Cecil Rhodes stretching across Africa. Caption reads: *The Rhodes Colossus, Striding from Cape Town to Cairo.*

How to Write an Essay

An assignment to write an essay can be daunting and even scary, especially if you have never written an essay. But essay writing does not have to be difficult if you have a model to assist in directing and organizing your ideas. Here you will be given just such a model. As you become better at writing essays, you can veer away from this model and be more creative with the organization of your essays.

An essay is a short literary composition on a single subject that often expresses an opinion. Essays differ from reports and summaries. Reports are generally several pages long and don't usually express an opinion. The biographies you will be writing in this course are a form of a short report. Summaries are quick summations of information that you take from another source and paraphrase in your own words. Summaries don't express an opinion, and style and organization aren't as important.

The model you will be using to write essays requires you to *select a topic*, develop a *topic sentence*, organize your materials in *pre-writing*, produce a *draft copy*, *edit* your draft, and *publish* your work by producing a final copy.

Step 1: Selecting a Topic

In this course, your topic is often selected for you in the lesson. If it isn't, or if you are given a choice of topics, then select one you are interested in and about which you think you could find enough information to write several paragraphs. Begin to research the topic. In this course, your research will consist of the course readings, literature readings, and outside research in encyclopedias, at the library, and on the Internet. Sometime during your research you will develop a topic sentence (see Step 2). After developing the topic sentence, gear your research toward finding supporting evidence. Supporting evidence consists of specific examples that support your topic sentence. Evidence can be quotes from a book or person, excerpts from documents, opinions of experts, and other supporting information.

Step 2: Developing a Topic Sentence

This step may occur before or during your research in Step 1. A topic sentence summarizes what your essay is about in a succinct and specific way. It is related to but different than the topic. First of all, the topic sentence is a sentence, while a topic is usually a word or phrase. Secondly, the topic sentence announces the topic and makes an assertion about it. The topic sentence often portrays a side to an issue or an opinion about the topic. Think of the topic sentence as "the topic with attitude." For example, "Beekeeping" is a topic, and "Beekeeping is a rewarding hobby" is a topic sentence. The topic sentence also narrows the topic and makes it manageable for an essay. You could write a book about beekeeping, but the rewards of beekeeping as a hobby could be confined to an essay. Make sure that your topic sentence conveys only one idea about the topic, not two or three. The topic sentence is the first sentence or the last sentence in the introductory paragraph of your essay.

Step 3: Pre-writing

Organize into an outline the information you obtained doing research. Write your topic sentence as the title of the outline. Select approximately three main ideas (or points) that support your topic sentence. These three main ideas will become Roman numerals I, II, and III in your outline. Under each main idea, write supportive evidence as A, B, and C. Try to have at least three items of supportive evidence; that way you will have enough information to make each main idea a paragraph in your essay. After you complete the outline, you are ready to format your essay into paragraphs in the next step.

How to Write an Essay

Example of an essay outline:

Beekeeping is a rewarding hobby.

I. Benefits of hive construction
   A. Making hives
   B. Educational
   C. Companionship
II. Benefits of pollination
   A. Fruit trees produce more fruit
   B. Gardens produce more vegetables
   C. Helping the community
III. Benefits of honey
   A. Adventures of farming honey
   B. Delicious
   C. Nutritious

Step 4: Drafting

To assist you in this process, locate the "Essay Worksheet." Now, using the outline you created in Step 3, write the topic sentence in the first box and each main idea (Roman numerals in your outline) in the three boxes under the topic sentence. The introduction is created from your topic sentence and your main ideas. In this paragraph you will "introduce" your essay topic. Begin or end this paragraph with your topic sentence and state your main ideas.

The body of your essay will consist of three paragraphs if you created three main ideas. State the main idea as the first sentence in the paragraph. Use the supportive evidence (A, B, and C in your outline) to create the rest of the paragraph. Do the same for each main idea. Try to make each paragraph approximately five sentences long. To make your essay flow, begin each sentence in the body of your essay with transitional words. Here is a list of commonly used transitional words:

First, second, third	Consequently
To begun with, in addition, finally	However
Furthermore, also	Even though
Therefore	Another
Thus	On the other hand
As a result of	Nevertheless

The conclusion paragraph is a summary of what you have already expressed in the body paragraphs. Do not state any new ideas in the conclusion. Sum up the essay's main points but be careful that you do not restate them exactly. You can insert your assessment of the topic or express an opinion in the conclusion paragraph.

Now, rewrite or type what you have written on the worksheet onto a new sheet of paper, creating a draft copy of your five-paragraph essay.

How to Write an Essay

Step 5: Editing

Read over your draft copy and check it for spelling, punctuation, and grammar. Also make sure your essay is organized and flows from one paragraph to another. Consider your choice of words, making sure you have not repeated a word too many times and that you have used powerful adjectives. Consider using a thesaurus to find word alternatives. The Essay Rubric Checklist found in this guide will assist you with editing your work.

After you correct any mistakes you find, give your essay and the Essay Rubric Checklist to a parent, teacher, or advisor. Have him or her read your draft and ask for advice on how you can improve it.

Step 6: Revising and Publishing

You're almost done! In this step you simply rewrite or type your essay, correcting any mistakes made on the draft and taking into account any advice you were given during editing. Carefully check your revised copy for any mistakes as you did in Step 4. When it looks good, place a final copy in your binder and voilà—you are finished and your essay is "published"!

Worksheets

Below is a list of the worksheets included with this course. You might want to make copies of all the worksheets, and not write on the original. For the worksheets that require more than one copy, the numbers in parentheses refer to the minimum number of copies needed to complete the course.

Travel Log: Around the World in Eighty Days

Research Paper Checklist and Schedule

Imperialism

Record of Document or Legislation (4)

Essay Worksheet (6)

Essay Rubric Checklist (6)

Record of War or Conflict (12)

Storyboard (4)

Tom Sawyer Foreshadowing and Symbolism

The American Civil War

Around the World Prior to World War I

World War I Epilogue - The Aftermath

Make the Connection Poster

The Communist Manifesto

Political Doctrine (3)

The Great Depression

20th Century Totalitarian Regimes

Around the World at War

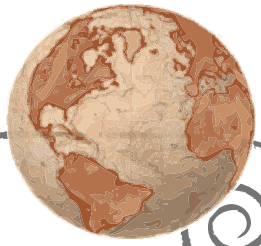
20th and 21st Century Terrorist Groups

Modern Science and Technology Timeline

Around the Modern World

Timeline Analysis

Travel Log
Around the World in Eighty Days



Excursion to: Date of Arrival:

Means of Transportation:

Destination Description in the Story: Map Reference:

My Research of the Destination:

Excursion to: Date of Arrival:

Means of Transportation:

Destination Description in the Story: Map Reference:

My Research of the Destination:

Travel Log

Around the World in Eighty Days

Excursion to: Date of Arrival:

Means of Transportation:

Destination Description in the Story: Map Reference:

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Destination Description in the Story: Map Reference:

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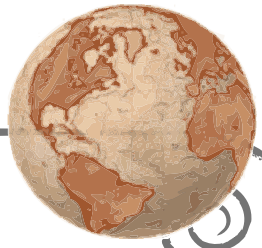
Travel Log
Around the World in Eighty Days



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Travel Log

Around the World in Eighty Days

Excursion to: Date of Arrival:

Means of Transportation:

Destination Description in the Story: Map Reference:

My Research of the Destination:

Excursion to: Date of Arrival:

Means of Transportation:

Destination Description in the Story: Map Reference:

My Research of the Destination:

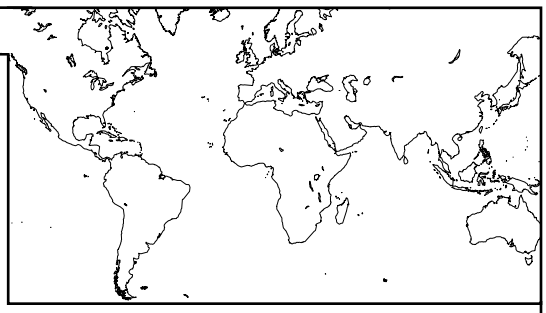
Research Paper Checklist and Schedule

Target Date	✓	Item	Notes
		Topic =	
		Big Question =	
		Sub-questions	
		Library Trip #1	
		Library Trip #2	
		Library Trip #3	
		Working Outline	
		Source Cards or Working Bibliography	❒ At least 6 sources used ❒ At least 3 print sources used ❒ Primary sources used
		Note Cards	
		Thesis Statement =	
		Final Outline	
		First Draft	
		Second Draft	
		Final Paper	

Imperialism

Imperialism -

Africa

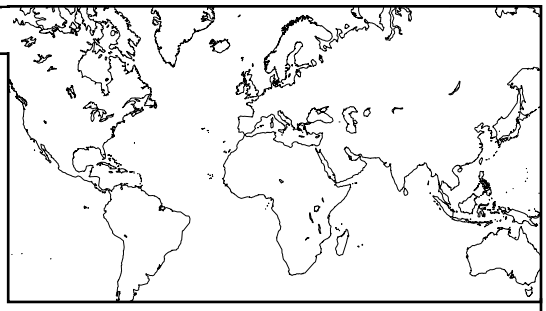


History of European Imperialism in Africa:

Effects of Imperialism on Africa:

Imperialism

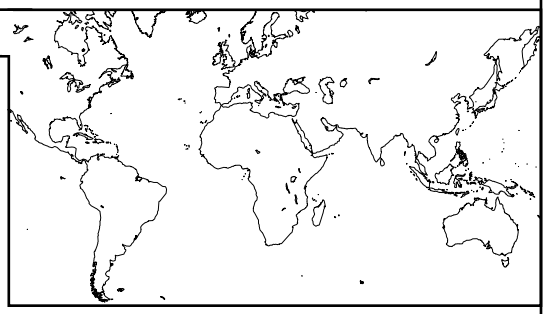
India



History of Imperialism in India:

Effects of Imperialism on India:

Australia

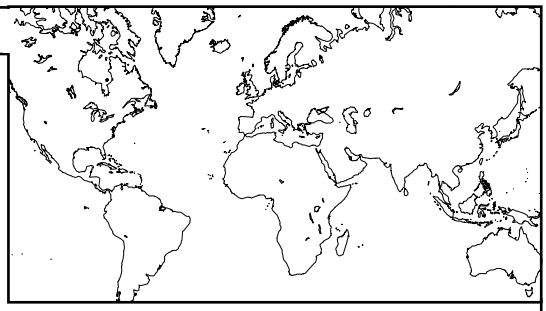


History of Imperialism in Australia:

Effects of Imperialism on Australia:

Imperialism

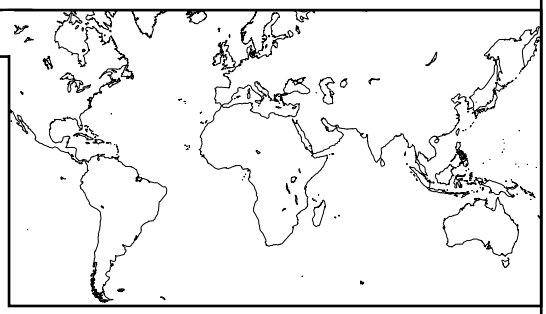
Ireland



History of Imperialism in Ireland:

Effects of Imperialism on Ireland:

Southeast Asia

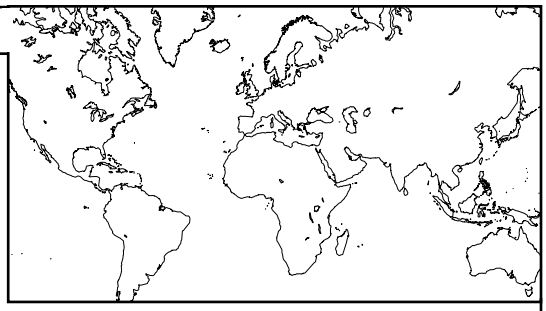


History of Imperialism in Southeast Asia:

Effects of Imperialism on Southeast Asia:

Imperialism

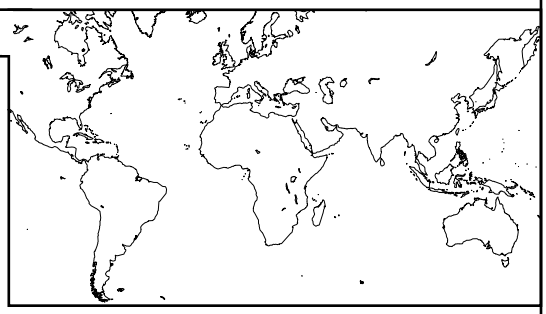
Canada



History of Imperialism in Canada:

Effects of Imperialism on Canada:

China



History of Imperialism in China:

Effects of Imperialism on China:

Record of Document or Legislation

Name of Document or Legislation:

Date:

Location:

Parties Involved (drafting, signing, enforcement):

Background Information (political situation, tensions, economic situation, reasons for the legislation, etc.):

Purpose:

Summary of Document or Legislation:

Effects of the Document or Legislation (immediate and future):

Your Assessment (good or bad legislation, did it achieve its intention, importance, etc):

Essay Worksheet

Topic:

Topic Sentence		
Main Idea	Main Idea	Main Idea
Introduction Paragraph (create from topic sentence and main ideas)		
Body Paragraph 1 (create from main idea 1)		

Body Paragraph 2 (create from main idea 2)
Body Paragraph 3 (create from main idea 3)
Conclusion paragraph

Essay Rubric Checklist

Essay Title: _____

Date:_____ Student:_____

Criteria	✓	Notes
Introduction catches reader's attention		
Introduction begins or ends with the topic sentence		
Topic sentence is detailed and expresses only one idea		
Each paragraph in the body begins with one main idea		
Body paragraphs contain examples that support the main idea		
Quotes are appropriately attributed		
Ideas taken from other works are rewritten in student's words		
Information is presented in a logical order		
Word choices are fresh and interesting		
Body paragraphs begin with transitional words		
Each paragraph contains five sentences or more		
Conclusion summarizes main ideas without restating exactly		
Grammar		
Spelling		
Punctuation		

Maps

Below is a list of the maps included with this course. You might want to make extra copies of the maps, saving the original.

Map 1: Around the World in Eighty Days

Map 2: The Scramble for Africa 1836 - 1912

Map 3: British in India

Map 4: The British Empire

Map 5: Australia

Map 6: British Isles

Map 7: 19th-Century Imperialism in Southeast Asia

Map 8: Canada 1867

Map 9: The Declining Ottoman Empire

Map 10: Balkan Peninsula 1912

Map 11: Unification of Italy 1870

Map 12: The German Second Reich 1871

Map 13: Westward Ho!

Map 14: World War I - The Great War

Map 15: Spain

Map 16: China and Its Neighbors

Map 17: German Expansion 1938 - 1939

Map 18: World War II

Map 19: The Cold War Countries

Map 20: New Nations After World War II

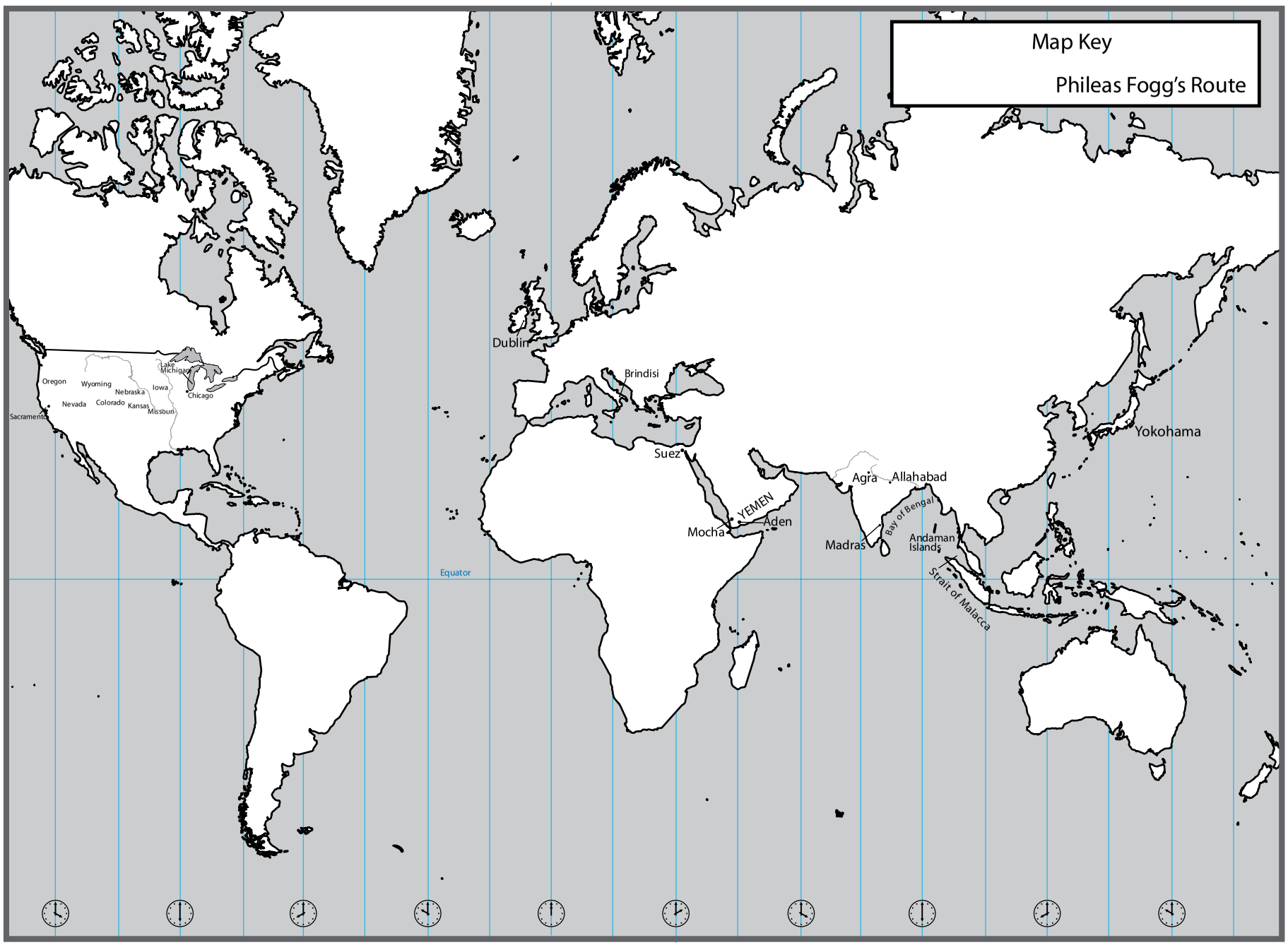
Map 21: Wars in Asia 1950 - 1988

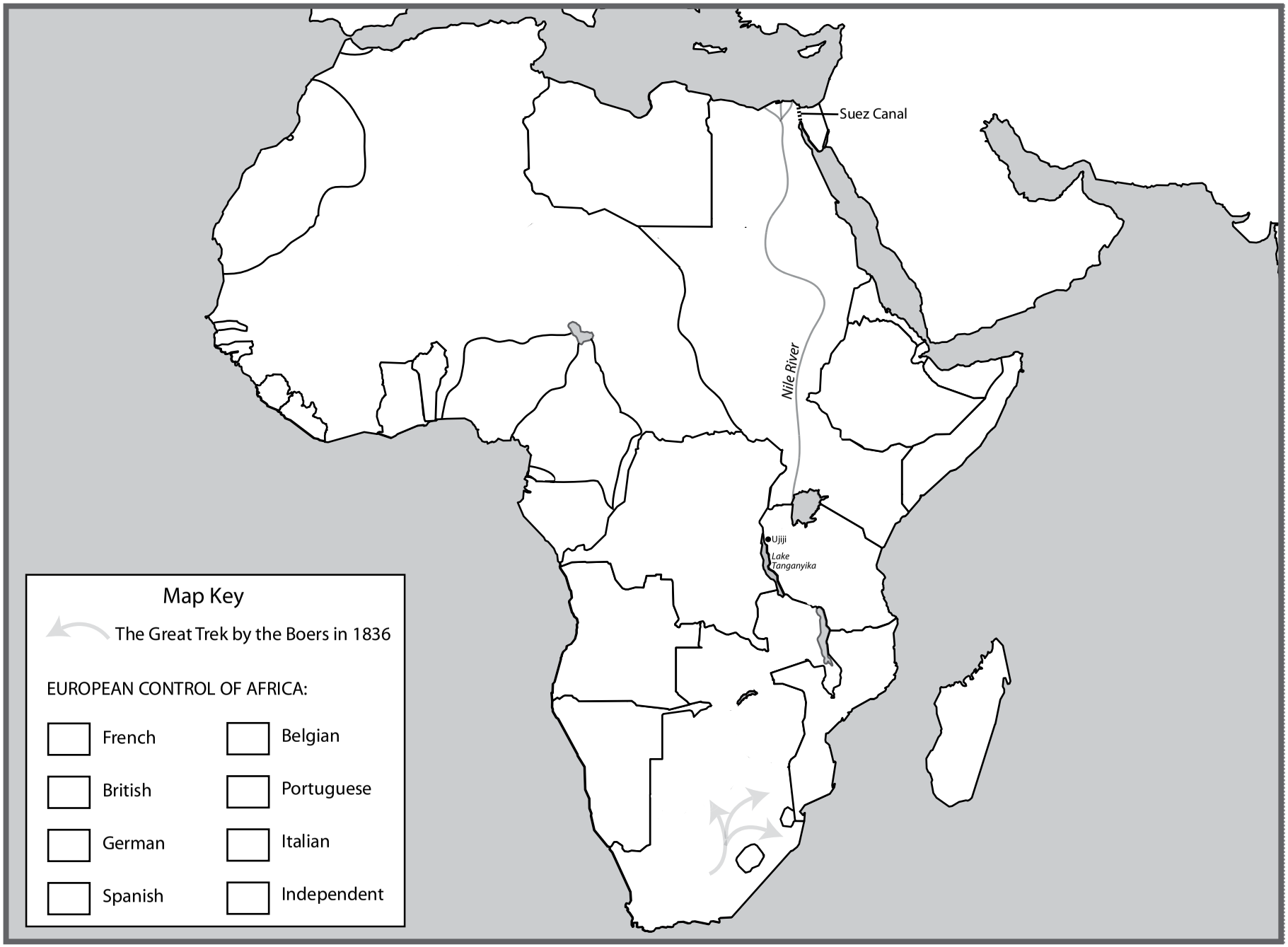
Map 22: Israel

Map 23: The Middle East

Around the World in Eighty Days

Map 1



The Scramble for Africa 1836 - 1912

Map 2