

WKS 35+36 IMPERIALISM/REVIEW 6-109

READ > FOLLOW WK 30 CHART

WRITE > FINISH RESEARCH PAPER  
ORGANIZE NOTEBOOK  
STUDY MAPS + DATES FOR FINAL EXAM

DOE > 6-109 - FINAL RESEARCH PAPER\* (TODAY!)  
6-8-09 - 4<sup>th</sup> Q NOTEBOOK\*  
6-8-09 - FINAL CUMULATIVE EXAM  
\* INCLUDE RUBRIC GRADED W/ ASSISTANCE FROM PARENTS  
SIGNATURE

THE ABOVE ASSIGNMENTS ARE THE CULMINATION OF THIS YEAR'S DIALECTIC HISTORY CLASS. YOU SHOULD BE MORE THAN EQUIPPED TO RESEARCH, WRITE, ORGANIZE, ANALYZE, MEMORIZE, ETC... IN ORDER TO SATISFACTORILY COMPLETE THIS WORK

## GENERAL INFORMATION FOR ALL GRADES

We are coming to the close of many things this week. For some, it is just the end of the unit, but for many it is the end of your school year. This unit also closes out our study of the 1800's. The twentieth century is just over the horizon! Some of you who have been using Year 3 all of this school year may be taking a final exam in two weeks that will test your memory of events and places in the century as a whole. Others will only be tested on the contents of this unit. Please be sure to ask your teacher about her plans for the end of this unit. If you are taking a comprehensive exam, you should probably plan to begin reviewing Units 1 and 2 of Year 3 this week.

Lower-grammar students are in for a treat as they read about one of the most heartwarming stories of the late 1800's and early 1900's. Helen Keller contracted scarlet fever as a baby. She survived, but she was left both blind and deaf by the illness. How would Helen ever learn to communicate? How could her family teach her anything meaningful? Read the story of how her devoted teacher was able to unlock Helen's mind and help her to make a real difference in her world.

Upper-grammar students, too, will read about Helen Keller, and also about another famous woman of this period: Marie Curie. The latter was a physicist and chemist of Polish upbringing who became a French citizen after moving there when she was 24. Curie was a pioneer in the field of radioactivity, the first person honored with two Nobel Prizes and the only one to be awarded two prizes in different fields. Curie was also the first female professor at the University of Paris. In addition, you will learn a little of the fascinating history of Hawaii this week.

Dialectic students will join their younger siblings by learning about the history of Hawaii as they begin a two-week study of American imperialism between 1890 and 1899. You should also enjoy the first of a two-week study of the early life of Theodore Roosevelt, who became President of the United States in 1901. Roosevelt was a key actor in the drama of the Spanish-American War, which we'll study next week.

The reading for rhetoric students centers on the ethnic makeup and history of the Austro-Hungarian empire and the structure and history of the German empire after its unification. The purpose for this entire discussion is to lay the foundation for your grasp of World War I. Most American students have no clear idea why World War I really started. Austria-Hungary was the "powder keg of Europe" that ignited World War I, so we begin with the changes that German unification brought to the old Hapsburg empire, which we have previously referred to as either the Holy Roman Empire or, in the 1800's, as just "Austria."



## GENERAL INFORMATION FOR ALL GRADES

This is the last week of this unit! Many of you are finishing a four-unit study of the 1800's and should take some time this week to reflect on all you have learned! What a rich century it was, full of drama and change. At the start of the century, people traveled and communicated as they always had for thousands of years. They walked, rode or harnessed animals, or moved in boats powered by wind or oars over the water. They wrote letters that were then carried along as people traveled. During the 1800's, though, people learned to build railroads and telegraphs! They lengthened their days by means of electric lights. In America, a majority of workers moved off of the land and into cities; the United States went from a nation of self-employed people to a nation of employees. At times, it was doubtful if America would be one nation or two. The Civil War settled that question, but Reconstruction raised a host of others. So, there's lots to review as we come to the end of this unit, which has focused on the last 25 years of the 1800's, aptly named by Mark Twain, "The Gilded Age."

As we finish up our projects and ready ourselves for our unit celebration, we are going to tie up loose ends. Younger students will have the chance to learn about two men who became famous in the last few years of the nineteenth century: George Washington Carver and W. E. B. Du Bois. Dialectic students will continue learning about the early life of Teddy Roosevelt, who would become the 26<sup>th</sup> President of the United States when President McKinley was assassinated in 1901.

Upper-level students will be reading about several small, but important, conflicts that flickered around the earth as the nineteenth century drew to a close. To varying degrees, they will study details about the Spanish-American War, the Boxer Rebellion in China, and the Boer War in South Africa. We'll finish off our study of American history for this year-plan with America's debut on the world stage as a successful foreign player and holder of a new foreign empire. We'll note the continuing struggle of Chinese nationals to fight off the "foreign devils" unsuccessfully. And, we'll note the bloody conflict between Boers (Dutch settlers, now called Afrikaners) and British soldiers, that ended with British domination. These conflicts were small but important events in the lives of most of humankind in the waning years of the nineteenth century. In both America and in western Europe, most people looked to the dawn of the new century with hope and joy.

