

Cornell Notes

Name
Strickland (Student) MR. Fowler (Teacher)

Date
October 26

Topic

Class/
Subject
MWH (18R-2)

Power point:

Fall of Napoleon
└───────────>

Invasion of Russia
└──────────>

Grand Army
└──────────>

(2 Hand-out sheets)
due tomorrow

Homework
!!!
!!!
!!!

VI. The Fall of Napoleon

- The spread of the Napoleonic code also served as a seed of destruction for the Empire
- New ideas of Nationalism and equality change the old social structures in Central Europe
- as a consequence the conquered states and people grew restless with French control

The Invasion of Russia

◦ Did not like the changes Napoleon was bringing to Europe.

◦ In 1810 Russia withdrew from the continental system and prepared for war.

◦ Napoleon was determined to end the Russian military threat.

- created Grand Army

◦ 600,000 ~~Frenchmen~~ Frenchmen and others countries under French rule.

◦ Core trained / Empire soldiers

Napoleon created the Grand Army but his Reign was coming to an end. Losing face w/ the French people and losing 60,000 men during the winter

* Reminder Industrial Revolution Project (on syllabus)
(last hand out page)

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Scorched earth policy

1814 - allies marched to Paris and forced me to abdicate and go into exile on the island of Elba.

Hundred days

Waterloo

Napoleon intended for the usual short campaign crowned by a decisive battle.

But the Russians (w/ 160,000 troops) would not risk traditional battle.

Instead used "Scorched earth tactic"

Thinking that the Russians would never abandon their capital, Napoleon decided to attack Moscow,

Again the Russian army burned Moscow down around Napoleon.

• alliance defeats Napoleon began to break apart.

• Escaped from France much of the army was still loyal to the emperor

Napoleon continued to try and rebuild his empire several times but his mere existence re-aligned the 4 allies to war against him.

Linking Past and Present Activity

Legacy of Colonialism: Class and Tribal Conflict

THEN Like society in pre-Revolutionary France, Latin American society was rigidly stratified. Spanish and Portuguese colonists helped to set this class system in place.

In colonial times, *peninsulares*—people born on the Iberian Peninsula where Spain and Portugal are located—were at the top of the social hierarchy. As governors of the colonies, *peninsulares* made sure that much of Latin America's wealth went to Spain and Portugal.

The Creoles were born in Latin America but had Spanish or Portuguese parents. Creoles controlled the profitable export-import businesses and mining industries. They believed that their "pure European blood" entitled them, as it did the *peninsulares*, to govern Latin America and to enjoy its wealth.

The mestizo people were part Spanish and part Native American. Most of them were shopkeepers or mine and plantation supervisors. In spite of their skills and the importance of their work, mestizos were poorly paid and had little political power. They were, however, better off than the Native Americans and blacks—many blacks were enslaved, while the Native Americans lived in abject poverty.

Latin Americans won their independence from Spain and Portugal when the focus of these countries shifted to thwarting Napoleon's attempt to conquer Europe. Independence somewhat improved social conditions. Most Latin American countries abolished slavery; and blacks and Native Americans who had fought in the revolution were often rewarded with land and political offices. Nonetheless, class structure remained a dominant characteristic of Latin American society.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** What was one reason that the *peninsulares* and the Creoles believed that they were entitled to rule and exploit Latin America?
- 2. Making inferences:** How does neocolonialism contribute to the class hierarchy in Latin America?

NOW Tradition and neocolonialism have kept Latin America's divisive class structure alive. Neocolonialism developed when foreign corporations began to invest in Latin American plantations and mines. Like the countries of Europe that originally controlled the Latin American colonies, neocolonial investors have drained Latin America of much of its wealth.

Extremes of poverty and wealth have led to political instability and violence in Latin America. Some political figures have attempted to establish socialist governments in their countries in hopes of dividing the sources of wealth more evenly. Foreign states with economic interests in Latin American countries have often backed brutal military regimes in order to preserve the status quo. The conflict between socialists and the leaders of military regimes has been bloody and devastating. Several democratic governments in Latin America are now trying to heal the damage caused by centuries of social injustice.

European colonial policies in nineteenth- and twentieth-century Africa have left a legacy of violence on that continent as well. Colonial administrators created countries by imposing artificial boundaries. The countries created by the administrators usually contained several tribal groups, often traditionally hostile to one another. Administrators ignored such realities as they drew the borders of new African nations.

Today, in the twenty-first century, warring tribes within one country often compete for political or military control or for resources such as diamond mines. Civil wars and conflicts within countries such as Nigeria, Rwanda, and Kenya have become commonplace, due in large part to the existence of old tribal conflicts.

- 3. Synthesizing information:** How did race divide Latin American society? Do research in the library and on the Internet to learn about how Latin American racial attitudes originated in Spain with the Spanish Inquisition. Write a brief report of your findings.

**Chapter 3**

Score

Section Quiz 3-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

- _____ 1. Minister of Justice for the Paris Commune
- _____ 2. individuals qualified to vote
- _____ 3. sudden overthrow of a government
- _____ 4. dissenting groups
- _____ 5. upper legislative house under the Constitution of 1795

Column B

- A.** coup d'état
- B.** Georges Danton
- C.** Council of Elders
- D.** factions
- E.** electors

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

- _____ 6. The Reign of Terror set up revolutionary courts to prosecute
 - A.** Austrian prisoners.
 - B.** the *sans-culottes*.
 - C.** enemies of the republic.
 - D.** Robespierre's followers.
- _____ 7. The two dissenting groups within the National Convention were the
 - A.** Girondins and the Mountain.
 - B.** Jacobins and the Marats.
 - C.** Commune and the Paris mob.
 - D.** Dantons and the Robespierres.
- _____ 8. During its rule, the government of the Directory was opposed by
 - A.** Robespierre.
 - B.** royalists and radicals.
 - C.** the Jacobins.
 - D.** moderates.
- _____ 9. The Directory was eventually toppled by
 - A.** Robespierre.
 - B.** Louis XVI.
 - C.** the Jacobins.
 - D.** Napoleon Bonaparte.
- _____ 10. The Committee of Public Safety was originally set up to
 - A.** defend France against foreign armies.
 - B.** oppose the *sans-culottes*.
 - C.** guard Marie Antoinette.
 - D.** eliminate the king.

email completed projects to jfowler@nuview.k12.ca.us

Industrial Revolution Project
Due 11/4/2011

Directions: Select three project options to complete. You may select three across, three down or three through the diagonally.

<p>Photo-essay/Art Find pictures (or create your own) of working conditions during the industrial revolution age (1800s) and photos from our current time. Photos can show child labor, factories, housing, etc. Put them together in a collage using multimedia. Examples might be a PowerPoint, an online photo album on a site like Snapfish, a website, scrapbook, etc. Minimum of 20 pictures. Include captions with your pictures to provide a description of the images.</p>	<p>Technical Many inventions were created during the Industrial evolution. These include the seed drill, the spinning jenny, cotton gin, steam engines, telephone, sewing machine, Morse Code (electrical signals over a telegraph), railroad, among many others. Select three and create instructional/user manuals for the inventions. The manuals can be hand created or computer generated using software such as Publisher.</p>	<p>Creative Writing Imagine that you are living during the early years of the Industrial Revolution. Choose to be one of the following: a factory worker, a child laborer, or a working class mother. Write a series of diary entries (at least five) in the role of your assumed character. Be sure to record the events of your day and include specific details about your life. You should include not only activities and observations, but also your feelings and emotions</p>
<p>Research/Writing Research current child labor laws in the US. Find out what the laws are and then consider: Should there be stiffer legislation? Should there be more careful monitoring of children's work by parent and teachers? What should the rules be regarding work hours and responsibilities? Should there be rules regarding interference with school work? Punishments for violators? Write a letter to a policy maker or editor expressing your opinions, based on your research.</p>	<p>Economics/Technical Working conditions still vary widely depending on the work being performed and the area in which the work is located. Research global companies that have a good reputation for high quality working conditions. Create a top ten list of modern companies. Define your criteria and defend your list. Then, create a recruitment advertisement for one of the companies. Ex: commercial, poster, website</p>	<p>Drama Write and produce a movie based on the life of someone living during the industrial revolution. The person can be a member of the working poor, a wealthy capitalist, a middle class individual, a child laborer, etc. You can act out the movie or use software to produce it.</p>
<p>Musical Create a soundtrack of at least ten songs that shows the working and living conditions during the industrial revolution and/or songs about working and living conditions today. Themes you might include are sickness, stress, low pay, pollution, etc. Design the cover of the CD as well as an explanation of why you selected those songs.</p>	<p>Logical/Sequential Create a series of charts that show rapid urban growth during the industrial revolution. Include information on population, productivity, average life span, pollution information, etc. Ex: Manchester & London (England), Lowell, Massachusetts Create the same series of charts that show rapid urban growth for modern times. Ex: China, India, etc.</p>	<p>Science/Health Poor and crowded living conditions during the Industrial Revolution led to the spread of many illnesses, including cholera. Research the causes, symptoms, and treatments for cholera. Then, create a public service campaign to educate the masses about the illness. This can include posters, brochures, commercials, etc</p>

