

Group members:

Spring Semester Portfolio

Instead of just taking a multiple-choice test over the final components of this course, you will be given class time to construct items that show your learning in a different way. In groups of 4ish, you will be asked to make a semester portfolio. This will count as a review for the semester and is worth a test grade!!

We have covered the material in your textbooks from the chapters & sections listed below. Use your table of contents and these chapters to help you do this portfolio. Remember all that work we did this semester? That's helpful too!

Revolutions (French, Haitian, Chinese, and Mexican): chapters 18 and 22

Industrialization: 19.1 & 19.2, 20.1 & 20.2, 22.3

Imperialism (Scramble for Africa, White Man's Burden): chapter 21

WWI: chapter 23

Interwar: chapter 24

WWII: chapter 26

Cold War: chapters 27, 28, 29, 30, 31

Each group will create a portfolio that contains each of the following:

- _____ / 15 A detailed **map** showing the location, origin, dates and/or spread of the following topics: Revolutions, Industrialization, Imperialism, WWI, Interwar, WWII, and the Cold War. A blank map will be provided for you. When deciding how to represent each topic on your map, consider where did this event start? Where did important turning points occur? Where did it spread? Why is the location of this event important? On the back of your map, write a geographic analysis (2-3 paragraphs) where you compare the locations of different countries, citing the benefits and disadvantages different regions had during this era.
- _____ / 15 A **timeline** (use 11 x 17 paper) from 1750-present that includes places we have studied, major innovations, major events and important historical figures. You should include events related to **each** of the following terms/topics on your timeline: Revolutions, Industrialization, Imperialism, WWI, Interwar, WWII, and the Cold War. Your timeline should have *at least* 15 events. On the back of the timeline you should identify three turning points from the front and explain why they are turning points.
- _____ /15 An **image** taken from a current magazine, website, newspaper, etc. that you feel illustrates an effect of the Industrial Revolution. Included with this image is a 2-3 paragraph, typed analysis/explanation of how the image relates to the Industrial Revolution of the late 1700s/early 1800s. This analysis should offer an overview of the industrial revolution, as well as its effects, referencing the image.
- _____ /20 A typed, double spaced "**global narrative**" for this trimester (Revolutions through the Cold War). This should be the general overview of the units we went through and the changes that occurred. In other words, what changes did we see between 1750 and today? Your narrative should include:
Revolutions, Industrialization, Imperialism, WWI, Interwar, WWII, and the Cold War. You may of course use other topics, but it must mention each of these at least once.
Your narrative should run between 2 and 3 pages (double spaced, typed if possible). Use old assignments and quizzes to help!!
- _____ /3 Neat, in order, the portfolio looks good
- _____ /20 Group members were able to accurately answer questions about the materials they created
- _____ /2 This sheet was included in the front of the portfolio with all groups members' names on it
- _____ /90 Total points —————→

You will all need to be able to answer questions on ALL PARTS of the portfolio, so make sure you don't just split it up and then never talk to each other.

FAQs

Q. Where do I get the information?

A. Use your book & class assignments!!! For maps, flip through the chapters & sections listed above. Look at the titles of the maps to see if they will be useful. Use any old assignments too. Unit charts will be REALLY helpful in writing the global narrative. Look at the generalizations we made as a class. The era PowerPoint we did at the beginning of the tri will be helpful as well. Review guides too.

Timeline makers: use the timelines at the beginning of each chapter and the beginning of each section. Pick out the important stuff- no randomness!!

Q. Should the global narrative be an essay?

A. It is more like a story. You can either give a general overview of all the big changes, or focus on one major issue/trend (war, women, trade, power, population, etc.) to tie your story together. Make an outline first, use your unit charts and review guides, and make sure you just look at the big ideas.

Q. Does it have to be in color?

A. Yes, everything should have color and look like you spent time on it.

Q. One of my group members is absent. What do I do?

A. All of the portfolio is due on Friday, regardless of absences. Don't leave any major parts with any one person. Leave materials in class so they don't get left at home. Finish it early and go over it together so each person isn't a "specialist" on a section, and you won't have to worry about someone being absent.

Q. Is this a group grade?

A. Sort of. You will get a portfolio grade. You can decide as a group if you want that grade to be shared equally or if some people should get more points than others. For example, if there are 70 points awarded (out of 80) and there are 4 of you, that is 280 points. You can choose to have two people have 80 points and two people have 60 points. Let me know if you have questions. We'll discuss points when I ask your group questions on Tuesday.

Q. Do we get to pick our own groups?

A. No. Your groups will be chosen for you.

Q. Why do teachers always assign big projects all at the same time?

A. The semester ends at the same time for all classes. ☹ Think of this assignment as a more well rounded way to show what you have learned this trimester, instead of just a multiple choice test. Also, remember that this assignment will help you review for the final exam.

Q. Will we have time to work in class?

A. Yes. This whole week – with its crazy testing schedule – is yours to work. I will provide guidelines as to where you should be at the end of each day. Remember that **everything** is due by the end of the hour on **Monday**. During the hour on Monday I'll be asking each group questions; it is fine if you're still putting on the finishing touches at this point. But when the bell rings, everything should be completed.