

Part I. Set of Assumptions about the Island: Your project, which takes the place of a final exam and which will count as your final exam, is designed to evaluate your understanding of the material you studied this semester.

Our major topics this semester:

- DEMOCRACY -what forms does it take? English Civil War and French Revolution; types of government, from autocracy to direct democracy; Enlightenment thinkers/philosophers and their influence on governments.

- INDUSTRIALIZATION: Problem, Progress, and/or Promise?
 - o What is sustainable development (*The Lorax*)
 - o Agricultural Revolution
 - o Presentation topics: Science and Technology, Urbanization, Economic Theories; Labor Activism; Evolution of Work

BACKGROUND: At the beginning of the semester, everyone participated in a "Deserted Island" activity in which you were asked to figure out how the class would survive as a society. As you may recall, the real purpose of the activity was to see how the class made decisions: "Autocratic, or Democratic." Most classes found that OLIGARCHY was the system they used to get the project completed.

We discussed the methods people have used to change their government in the hope of becoming more democratic and less autocratic. Sometimes this worked, and sometimes it didn't.

We looked at the Agricultural revolution and how it enabled the Industrial Revolution. Both of these Revolutions drastically changed the way people lived and the kind of work they did. Great cities developed, and the individual or village farm gave way to large-scale commercial farming.

New ways of work changed working conditions, and labor activists used various methods to either protect the "old ways" or change the conditions of workers in the new industrial systems.

YOUR TASK: Bring these concepts and details together to write a new history -this time of your ISLAND.

- The story will take place over about three generations -one very long lifetime.
- You will tell the story of how a number of people found themselves stranded on this island, yet managed to FEED, CLOTHE, and SHELTER themselves.
- You will tell the story of how the people used "new" farming methods to feed the entire population as your island grows.
- You will tell the story about how the people used NATURAL RESOURCES to INDUSTRIALIZE as the population increased and more and better goods were needed.
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- HOWEVER: the people will have to figure out HOW TO GOVERN the island in order to accomplish these tasks over several generations.
 - o The government they decide on at the beginning (A dictatorship? An oligarchy? A monarch?) will change overtime.
 - o Will there be a reVOLUTION? Civil war? A constitution?
- HOW WILL they industrialize and yet plan for SUSTAINABLE growth and development? Avoid contributing to Global Warming? How will they avoid the problems faced by the people who industrialized in the 1800s?

***See the NEXT PAGES for more detail

- 1 The Island has abundant fresh water.
- 2 There are several rivers that flow through the island.
- 3 The island has a sheltered harbor.
- 4 There is rich soil for growing crops.
- 5 There are some mountains that contain coal and iron ore.
- 6 There is a large forest.
- 7 The climate is generally mild.

Part II. What your group brought to the Island:

- 1 Somewhere between 100 to 300 people have landed on this island; the people include males and females, and although there are a few infants, the age range of the population is 14-30.
- 2 You have seeds for food plants (grains, fruits, vegetables) as well as some cotton plants.
- 3 You may have brought your own livestock (sheep? Cattle?) or perhaps you find useful (new) animals on the island already. These animals must have something use as FOOD and as "WOOL".
- 4 Luckily, you have basic tools for farming.
- 5 Luckily, the people have brought to the island a variety of skills -smithing, smelting, dyeing, soap-making, sewing, weaving, etc.
- 6 A good number of people have been very well-educated and are widely-read. They have heard of the theories of the Enlightenment, for example, and at least a few people have heard of "recent developments" in agricultural practices.

Part III. Set of Rules for the story:

- 1 You may be "discovered" by others as the years go by, but not to be "rescued." After just a few years, nobody wants to leave this lovely place.
2. As for agricultural and industrial development, you must follow the chronology "actual" history as it unfolded
3. Government: As long as you explain/use the required vocabulary and come up with a government for your island, you can design any type of "history of government" you'd like. The structure of your government should change over time to fit the circumstances on the Island. There could be a revolution!
- 4 See the VOCABULARY LISTS on the next page. On one list, ALL the words must be used and fit into the story at some point. On the other two lists, you must use the MINIMUM number of words listed.
- 5 Underline the vocabulary words in your story.
- 6 TIP: First, outline the words you want to use. Put them in chronological order. THEN, brainstorm the story, using the facts (words) as the basis for "what happens next."

VOCABULARY WORDS:

MANDATORY Vocabulary: Autocratic/autocracy, democratic/democracy; monarch/monarchy, Magna Carta, parliament/congress, revolution, crop rotation, coal, iron, urbanization, cotton/wool, sustainable development capitalism, factory, middle class, working class; Problem, Progress, Promise.

ALL of these words must be used in your story.

VOCABULARY Set A: (Government) You MUST use at least 6 of the following words: "social contract," constitution, bill of rights, John Locke, Thomas Hobbes, Montesquieu, Voltaire, Charles I, William & Mary, Constitutional Monarchy, Louis XVI, "divine right," "balance of power," representative government, "the people," direct democracy, Robespierre/Reign of Terror/Committee of Safety, Napoleon

VOCABULARY Set B: (Agricultural Revolution, Industrial Revolution) You MUST use at least 6 of the following words: seed drill, crop rotation, wheat or barley or oats, Turnip Townshend, Robert Bakewell, cottage industry, "land, labor, capital," capital, textile, labor union, rural, boycott, spinning machine, global warming, pollution, scarcity, steam engine, laborer, child labor, trade/trading.