

# Modern Times (Set 2)

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SS131

## Introduction

These are activities designed to make history more interesting by involving students and challenging them intellectually.

The activities can be used with both advanced and slower students. Napoleon, Hitler, Great Leaders and Great Inventions provide short, easy-reading summaries of important events and are appropriate for slower students. The activities requiring negotiation and compromise provide considerable intellectual challenge.

## Activities

### Decision-Making

These decision-making activities should be undertaken as introductory exercises. Students should compare and discuss their choices. Classroom votes on the decisions could be taken. Results can be compared with what actually happened.

### **Napoleon's Decisions (5 pages)**

Twenty decisions. Answers on a separate sheet.

### **Hitler's Decisions (5 pages)**

Twenty decisions. Answers on a separate sheet.

### **Great Leaders (2 pages)**

Students must select the five most important leaders from among 30 19th and 20th Century political leaders.

### **Great Inventions (2 pages)**

Students must select the five most important inventions of the 19th and 20th Centuries. 30 inventions are described. The effects of each invention should be discussed.

### **Spy Game (2 pages)**

Students must evaluate, select and summarize information about a fictional country.

### **Dividing Africa (3 pages)**

Following the rules of the Congress of Berlin in 1885, students are to redraw the map of Africa. Includes a map of Africa as it was in 1884 and as it was in 1914. Students could also be asked to write a description of the differences in the two maps of Africa.

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## **Modern Times Set 2**

by Lawrence Stevens

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## ***Stevens & Shea Publishers, Inc.***

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**Puzzles & Games**

All of these games develop visual memory skills; two require geographic knowledge.

**War (1 page)**

A paper and pencil visual memory game. Students must shoot each other's tanks.

**Spy (1 page)**

Students must draw what they see from memory. A verbal description can also be written.

**Out of Place (1 page)**

Students must identify the objects that do not belong to the 19th Century.  
Answers (in actual book)

**Strategy (3 pages)**

Students use geographic knowledge to claim influence over strategic parts of the contemporary world. Pairs of students can compete against one another. The answers are on separate pages.

**The Peace Game (2 pages)**

Can students avoid World War I? Would they make different decisions than the leaders of Europe? Several key decisions are presented. Students can compare their decisions with the actual decisions. Students working in 7 groups, representing the key countries, can attempt to work out a treaty that would prevent the war.

**Peace of Paris (2 pages)**

Students can work on the problem of a peace treaty ending World War I. The goals of each of the winning countries is presented and students can try to develop a treaty that would satisfy most. Once a treaty is developed for the winning countries, the goals of Germany can be presented and the treaty revised in light of German interests. German interests were ignored in 1919.

**Dividing Africa: The Conference of Berlin 1885**

European involvement with Africa began with the Portuguese sailing around Africa in the late 1400's. They established forts along the coast. The British, because of the slave trade, also established ports along the coast. Dutch and British also settled at the tip of South Africa. European settlements remained along the coast. The vast interior of Africa was unexplored until the latter part of the 19th Century.

Missionaries, explorers and adventurers opened the interior of Africa to European eyes. David Livingstone was a Scottish medical missionary who went to Africa in 1841 to do humanitarian work. He was comfortable there and was friends with the native people. *The New York Herald*, to create news, claimed that Livingstone was "lost" and sent a reporter, H.M. Stanley, to "find" him. His stories fired the imaginations of Europeans about Africa.

Other Europeans began to explore, and claim, parts of Africa for European countries. King Leopold of Belgium set up a private company in partnership with Stanley to create the International Congo Association. Karl Peters claimed parts of East Africa for Germany. Brazza, a Frenchman, claimed parts of the Congo. The Portuguese decided to extend their colonies to the interior. In addition, the Dutch in South Africa had moved into the interior to get away from English rule and set up their own independent countries of Transvaal and the Orange Free State.

European expansion in Africa created the need for a conference to decide on the rules for claiming land in Africa. The conference took place in Berlin in 1885 and was called by Otto von Bismarck, the German Prime Minister. Even the United States attended.

The ground rules and agreements that were set down at the Berlin Conference were these:

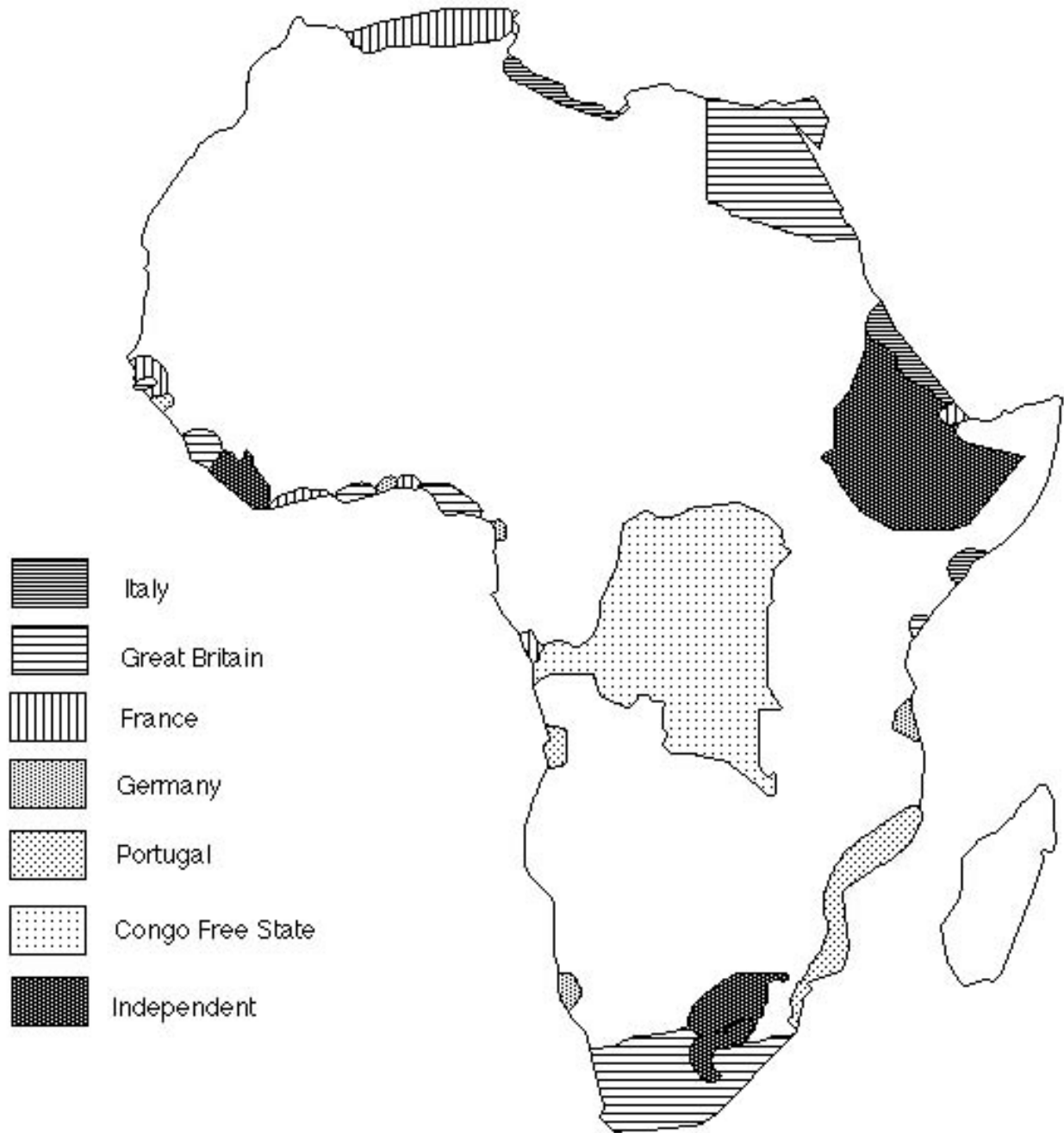
1. The Congo Free State was created from the territory of the International Congo Association. This area belonged to King Leopold but not to Belgium. Its boundaries were defined. Slavery was to be abolished and the Congo River was "internationalized" -- that is, any country could use it. Any country could do business in the area without being taxed on imports.
2. Any European power with holdings along the coast had prior rights to the country inland. Occupation must be real with soldiers and administrators.
3. Each power must give proper notice of what areas it considered its own.

For the next 15 years there was a scramble by European countries to divide up Africa.

**Directions**

On the following page is a map of Africa as it looked in 1885. Draw in the lines that you think fairly divide up Africa among the European countries of Britain, France, Germany, Portugal, Spain and Italy.

Africa as it was in 1884.



Africa as it was in 1914.

