JEAN-JACQUES ROUSSEAU’S
CONFESSIONS IN WISCONSIN

PUBLIC LECTURE: AN EVENING WITH
DANIELLE S. ALLEN
TUESDAY, MARCH 24
7:30 PM, SHANNON HALL
WISCONSIN UNION THEATER

2014-2015 GREAT WORLD TEXTS
STUDENT CONFERENCE
WEDNESDAY, MARCH 25 / 8:30-3:30 PM
VARSITY HALL, UNION SOUTH
FREE AND OPEN TO ALL

KEYNOTE ADDRESS
A CONVERSATION WITH DANIELLE S. ALLEN
MacArthur Award-Winning Classicist, Political Theorist, and Author of Our Declaration
MARCH 25 / 11:30 AM / VARSITY HALL, UNION SOUTH

CENTER FOR THE HUMANITIES
University of Wisconsin - Madison
WELCOME to the CONFESSIONS in WISCONSIN STUDENT CONFERENCE

Confessions in Wisconsin is the tenth installment in the Great World Texts program sponsored by the Center for the Humanities at the University of Wisconsin-Madison. Today, we are delighted to welcome students from eighteen high schools around the state who have read Confessions, the autobiography of eighteenth-century philosopher and political theorist Jean-Jacques Rousseau. Great World Texts supports Wisconsin high school teachers and students in the effort to engage with important works of world literature that otherwise would not have a place in their classrooms. 800 students have participated in this year’s program.

Nearly 50 of Wisconsin’s finest teachers join us today. These dedicated teachers have introduced their students to the complex historical, political, and cultural issues that emerge in the autobiography. In September and February, they came to the UW-Madison campus for intensive preparatory colloquia. We thank them for teaching world literature in Wisconsin classrooms, and applaud them for the impressive work of their students.

We are especially honored to welcome our keynote speaker, Danielle S. Allen (Institute for Advanced Study), to Wisconsin. Students will have the unique opportunity to join in A Conversation with Danielle S. Allen at 11am. UW-Madison faculty and their students also are part of today’s events, and will participate in the Parisian Salon, a discussion forum for high school students. Today’s program will conclude with a “scratch” theatre performance coordinated by Jen Plants, the Carl Djerassi Playwriting Fellow in the Department of English at UW-Madison.

Throughout the day, students who have analyzed and discussed Confessions in their schools will have the opportunity to connect with their peers from across the state, as well as members of the University of Wisconsin community. They will experience firsthand the power, potential, and significance of literature, and the vibrant culture of the University of Wisconsin-Madison. Confessions, an autobiography narrated by a man of many – and often contradictory – selves situated in a distant time and place, has brought these students, teachers, and scholars together, leading them to engage with questions of selfhood, public vs. private, gender and sexuality, and democratic philosophy. The dialogues that Great World Texts has spawned in classrooms across the state give a taste of what happens every day at UW-Madison and demonstrate how studying literature, history, and culture prepares us for the demands of global citizenship.

We welcome you – the students, teachers, and campus partners who make this conference matter – and we invite you to be active participants in our full day of events.

Sara Guyer
Director
Center for the Humanities

Devin M. Garofalo
Public Humanities Fellow
Great World Texts in Wisconsin
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8:00-8:30  Arrivals, set-up of projects
8:30-8:45  Welcome: Madison Mayor Paul Soglin & Center for the Humanities Director Sara Guyer
8:45-9:30  Plenary Session 1  (Varsity Hall 1 & 2)
9:40-10:55 Poster Sessions  (Varsity Hall 3 & Parisian Salon locations)
   Session 1:  Group 1 Schools: Present your projects
                9:40-10:15  Group 2 Schools: Tour Project Hall
                Parisian Salon: A, B, C, D, E, F (see pg. 14 for locations)
   Session 2:  Group 1 Schools: Tour Project Hall
                10:20 – 10:55  Group 2 Schools: Present your projects
                Parisian Salon: G, H, I, J, K, L (see pg. 15 for locations)
11:00-12:00 Keynote: “A Conversation with Danielle S. Allen”  (Varsity Hall 1 & 2)
   If you are presenting a question on behalf of your school, please meet in front of the stage at 10:45.
12:00-12:45 Lunch
   On your own. See your teacher for details. Please remain in Union South during the lunch hour. You may eat in the conference area. Cake will be served in Plenary Hall at 12:30.
   Theatre workshop participants should meet in the Northwoods Room (3rd floor) at 12:30.
1:00-1:55  Plenary Session 2
2:00-2:45  “A Scratch Performance” Theatre Workshop
   Led by Jen Plants, Carl Djerassi Playwriting Fellow, Department of English
2:45-3:00  Closing & Departure

GOT A SMARTPHONE? LIVE TWEET THE CONFERENCE!

We encourage attendees to live tweet the 2014-2015 Great World Texts in Wisconsin Annual Student Conference. Use Twitter to share photos of your favorite projects and Rousseau-style selfies!

Tag us [ @WiscoRousseau ] in your tweets so we can re-tweet your posts.
Use the following hashtag to keep up with the conversation: #confessionsinwi
PARTICIPATING SCHOOLS & LEAD TEACHERS

Bay Port High School
Big Foot High School
Bonduel High School
Chippewa Falls Senior High School
Community High School
Elkhart Lake-Glenbeulah High School
Madison Country Day School
Madison East High School
Milwaukee High School of the Arts
Necedah Area High School
New Horizons for Learning Charter School

Osseo-Fairchild High School
Southern Door High School
St. Mary’s Springs Academy
Washington High School
Wauwatosa East High School

Janelle Bailey
Suzanne Floody
Hannah Fritsch
Molly Barnes
William Harvill
Lei Lund
Evelyn Lasky
Sarah Motl
William Gibson
Amy Isensee
Krista Claypool
Mikki Maddox
Renee Glembin
Bohdan Nedilsky
Brandon Hemphill
Aurora Shimshak
Brian Phelps
Dee Beasley
Erika May
Lesa Bartel
Alexander Branderhorst
Damon White

ABOUT DANIELLE S. ALLEN

Danielle S. Allen, UPS Foundation Professor of Social Sciences at the Institute for Advanced Study, is a MacArthur Award-winning classicist and political theorist. Her work examines issues of contemporary citizenship and argues for the importance of connecting people across racial, socioeconomic, educational and religious divides. Her recent book, Our Declaration, is an incisive re-reading of the Declaration of Independence that restores equality to its rightful place alongside freedom as a foundational principle of democratic governance.

Today’s keynote address, “A Conversation with Danielle S. Allen” provides an opportunity for students to engage with a scholar whose work encompasses the political and philosophical questions provoked by Confessions. We are thrilled to welcome Professor Allen to this celebration of Rousseau’s autobiography, and encourage students to use this opportunity to reflect on what it means to read Great World Texts “in Wisconsin.”
Plenary Hall // Varsity Hall 1 & 2: Plenary presentations, keynote address, and “A Scratch Performance” Theatre Workshop
Project Display Area // Varsity Hall 3: General project display area
Parisian Salon: Various break-out rooms on the 2nd floor (see page 14-15 for schedule)
Northwoods Room: “A Scratch Performance” Theatre Workshop preparation
Welcome & Information Table is located outside of Varsity Hall 1
Look for staff wearing a Great World Texts badge if you need help or have any questions!
POSTER SESSION GROUPS

SESSION 1
Bay Port High School  Osseo-Fairchild High School
Community High School  Southern Door High School
Madison East High School  Wauwatosa East High School

SESSION 2
Big Foot High School  Necedah Area High School
Bonduel High School  New Horizons for Learning Charter School
Chippewa Falls Senior High School  Oshkosh North High School
Elkhart Lake-Glenbeulah High School  Oshkosh West High School
Madison Country Day School  St. Mary’s Springs Academy
Milwaukee High School for the Arts  Washington High School

If you are presenting in the Parisian Salon, please see pages 14-15 for information about where and when you will present your project.

THEATRE WORKSHOP VOLUNTEERS
Meet in the **Northwoods Room** (3rd floor) at 12:30. You’ll rejoin us at 2:00.

Clara Gerdes  Big Foot High School
Emily Migala  Big Foot High School
Cynthia Root  Bonduel High School
Abby Smits  Chippewa Falls Senior High School
McKayla Streit  Chippewa Falls Senior High School
Justyn Jones  Community High School
Kianna Newsom  Community High School
Olivia Stelter  Elkhart Lake-Glenbeulah High School
Chieri Yasko  Elkhart Lake-Glenbeulah High School
Zoey Li  Madison Country Day School
Om Salunkhe  Madison Country Day School
Seth Campbell  Madison East High School
Rosie Rodriguez  Madison East High School
NyQuesta Thompson  Milwaukee High School for the Arts
Kate Udell  Milwaukee High School for the Arts
Olivia Nokovic  Necedah Area High School
Vanessa Zipperer  Necedah Area High School
Olajuwon Cawthon  New Horizons for Learning Charter School
Satya Purvis  New Horizons for Learning Charter School
JimMya Williams  New Horizons for Learning Charter School
Liza Hawley  Oshkosh North High School
Cheyenne Thompson  Oshkosh North High School
Sara Anderson  Oshkosh West High School
Jessica Engedal  Oshkosh West High School
Garrett Paider  Southern Door High School
Lily Samuels  Southern Door High School
Sidney Davis  Wauwatosa East High School
Sidney Rakowiecki  Wauwatosa East High School
PLENARY PRESENTATIONS

Plenary project presentations are selected by the students and teachers at each school to represent their work on Confessions. While each student attending the conference will present his or her project individually, the plenary presentations give each school a chance to formally share the stellar work they have created in response to Rousseau’s autobiography.

PLENARY SESSION 1 // 8:45 - 9:30

8:45-8:50  Osseo-Fairchild High School – Wynonah Filla
8:50-8:55  Big Foot High School – Clara Gerdes, Amelia Hayden, Nick Klesmith, Emily Migala, Ethan Payton & Katy Vacula
8:55-9:00  New Horizons for Learning Charter School – Shannon Brill; Olajuwon Cawthon
9:00-9:05  Wauwatosa East High School – Erik Brzezinski & Madeline Gorecki; Sidney Rakowiecki & Sidney Davis
9:05-9:10  St. Mary’s Springs Academy – Molly Kluever; Todd Petrie
9:15-9:30  Madison East High School – Rose Caplan & Emily Barkei; Olivia Enriquez, Grace Heiman, Haley Johnson & Lydia Myer; Shannon Connor, Mitch Deitz, Sam Galligan, Philip Le & Mason Martinez

PLENARY SESSION 2 // 1:00 – 2:00

1:05-1:10  Chippewa Falls Senior High School – Kate Forner
1:10-1:15  Bonduel High School – Race McClone
1:15-1:20  Elkhart Lake-Glenbeulah High School – Adam Kuhn & Hunter Schoenborn
1:20-1:25  Bay Port High School – Jacob LaVine; Lucas Hanson & Rebecca Kornowski
1:25-1:30  Necedah Area High School – Kristin Darnell
1:30-1:35  Milwaukee High School for the Arts – Adam Holbus
1:35-1:40  Southern Door High School - Raven Brenneke, Rebecca Malcore & Robyn Zuleger
1:40-1:45  Oshkosh North High School – Emily Hilt & Zoe Bossert
1:45-1:50  Community High School – Jasmine Kimbrough
PLENARY SESSION 1 PROJECT DESCRIPTIONS

Wynonah Filla
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

2015 Confessions Movie Trailer I have created a movie trailer based off of Confessions, as I think it would occur in the 21st century. The trailer includes information from books one through four, with a specific emphasis on book four. To create the trailer, I took clips from different movies that portray a 21st-century interpretation of important events or confessions that occur in the book.

Clara Gerdes, Amelia Hayden, Nick Klesmith, Emily Migala, Ethan Payton, & Katy Vacula
Big Foot Union High School: Suzanne Floody & Margaret Mary Zirngibl, GWT - Rousseau Club

Ma vie (Video) Our project uses a multimedia narrative to explore the intricately complex and multilayered nature of the interpersonal and personal experiences of the human condition. Using specific quotes from the novel to inspire each vignette, our aim is to expose the vanity and hypocrisy with which we view others and ourselves. By reinterpreting some of Rousseau’s unique experiences, we are able to showcase the shifting societal perception of the relationship between truth and honesty and integrity and honor.

Shannon Brill
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Untitled (Painting) Jean-Jacques Rousseau, a man living in the 1700s, had an idea that led a revolution of the self. In a sense, he is a philosopher and, through his memorable autobiography, I came to know this man as someone who is on a mission. In my project I address his views on society, relationships and overall individuality. I do this through a large painting with symbols of these themes decorated in a stained glass window. In front of the stained glass window I have depicted my view of how I pictured Rousseau throughout the book. The dramatic colors capture his romantic personality.

Olajuwon Cawthon
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Introducing Jean-Jacques Rousseau For my project, I will embody Jean-Jacques Rousseau. Because the author obviously cannot be with us, I will become him. I will circulate around the conference hall dressed as Rousseau, and I will be prepared to answer questions about issues important to Rousseau such as freedom, corruption, education, children, music and religion.

Erik Brzezinski & Madeline Gorecki
Wauwatosa East High School: Damon White, World Literature

The Watchmaker’s Son: A Rousseau Rap We sampled a modern background track and composed a rap performance detailing events in Rousseau’s life. As with Rousseau, what seems rather simple to compose musically and lyrically is quite challenging, and hopefully at least as entertaining as The Village Soothsayer.

Sidney Rakowiecki & Sidney Davis
Wauwatosa East High School: Damon White, World Literature

Rousseau’s Drag Race (Game) A paper doll dress-up game inspired by Jean-Jacques Rousseau’s cross-dressing and his ideas about gender. Elements of the “costumes” are influenced by specific life events and symbols throughout Rousseau’s life. We were intrigued by Rousseau’s hypocrisy when it came to gender and gender roles. The topic of gender fluidity is not only relevant to Rousseau, but to the world today.

Molly Kluever
St. Mary Springs Academy: Lesa Bartel, British Literature (English 11)

A Lifetime Achievement (Video) This project is a fictional story based on a common trope: a person looking back on his or her life with disappointment. Rousseau did a similar retrospective analysis, and it is evident to all of his readers that he was rather satisfied with his life. In my story, though, the protagonist struggles with accepting a Lifetime Achievement Award. He remembers all of his faults and failings, and does not feel he is deserving of one. However, as he begins to think of all of his simple accomplishments, his attitude changes. He thinks of his wife and children, his friends and his talents. He comes to realize by
the end that it is the small things – not the big ones – that define a person and make a life. Rousseau understood this, and I believe that is why readers continue to enjoy reading his *Confessions*.

**Todd Petrie**  
St. Mary Springs Academy: Pat Reiher, Advanced Art 12  
*Growth* (Slip-Cast Porcelain Tiles) Documenting my artistic journey throughout high school, *Growth* represents an abstraction of the experiences, events, and feelings that have molded me into the individual I am today. The ceramic squares are an expressive reminder of my commitment to the constant evolution of self, a dedication that has culminated in the eventual discovery of inner peace and vocational understanding. Designed in a language that speaks to its literary companion, *Growth*’s anomalous method of representation echoes Rousseau’s confident voice evident in his autobiography. *Growth* and *Confessions*, when examined together, establish a sense of parallelism between the notion of setting a precedent and the emergence of personal vision. In light of the time that separates the two works of art, they both create a reflective paradigm with eyes fixed upon the future.

**Reagan Beyer, Emily Koerner, Kara Stevens & Olivia Vanden Heuvel**  
Oshkosh West High School: Brian Phelps, Kelly Wayne & Cory Beaulieu, English 2 Honors  
*Money: A True Necessity?* (Game) Our project is a card game based off of the original *Would You Rather* game. It is inspired by Rousseau’s claim that he has “no particular taste for things that can be bought. I only want pleasures that are pure, whereas money poisons everything...And so it is with all the pleasures that are within my reach: unless they are free, I find them insipid.” Rousseau’s past experiences eventually lead him to this conclusion about money and where wealth can take you, rather than the destination of a path without the aid of affluence. Rousseau’s use of personification strengthens his point that money is the evil of society and pure pleasure is discovered through the absence of wealth. Our project encapsulates Rousseau’s ideals by forcing players to think critically about choices they must make today, and to relate their responses back to Rousseau and eighteenth-century France. There are playing cards with two options to choose from: a free pleasure vs. purchased or acquired through wealth. They are made to represent modern-day examples of decisions similar to those that Rousseau encountered in his time. Once the player answers twenty of these questions, based on their decisions, they are matched to either a character from the book or to a representative class in France around Rousseau’s time.

Through playing this game, we hope that people realize that money is more of a mental sense of security, rather than a physical necessity of life, both then and now.

**Rose Caplan & Emily Barkei**  
Madison East High School: Sarah Motl, Honors World History  
*Reflections* (Sculpture) *Reflections* is a sculptural piece that highlights some important aspects of Jean-Jacques Rousseau’s childhood and early life. It consists of a hand-sculpted ceramic portrait of Rousseau positioned in front of a mirror. The main focus of the piece is the connection between Rousseau and his reflection. The mirror depicts a shadow of Rousseau, surrounded by images from the span of his life captured in the first two books of his autobiography, *Confessions*. The images are displayed in a way that illustrates the events that shaped his life from his own perspective, acknowledging the bias that is presented in his writing.

**Olivia Enriquez, Grace Heiman, Haley Johnson & Lydia Myer**  
Madison East High School: Sarah Motl, Honors World History  
*Dancing Confession* (Dance Video) This project is a video of us performing an original dance inspired by Rousseau’s autobiography. It is meant to represent his life in dance form. Along with the dance there is an in-depth analysis explaining how the choreography symbolizes the events in the book. Different dance moves help to reflect different stages of Rousseau’s life, and it provides a sort of timeline of major events that happened to him.

**Shannon Connor, Mitch Deitz, Sam Galligan, Philip Le & Mason Martinez**  
Madison East High School: Amy Isensee & Claudine Clark, AP English & French 4  
*Musique Interpretatif de le Coeur* In this extended musical piece, ambient instrumentation, vocal readings of passages from the book and a cornucopia of musical themes highlight especially interesting aspects of *Confessions*.  

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PLENARY SESSION 2 PROJECT DESCRIPTIONS

Kate Forner
Chippewa Falls Senior High School: Molly Barnes, World Literature

**Dirty Little Secret: A Confessions Mixtape** (Mixtape) My project is a “mixtape” of songs that occurred to me as I read the first six books of Rousseau’s *Confessions*. The songs connect to a variety of themes, motifs and philosophies in the text, including freedom, choice, love and money.

Race McClone
Bonduel High School: Hannah Fritsch, English Composition

**Unfinished Work** (Aluminum Engraving) This is a piece of CNC (Computer Numeric Control) engraved aluminum with the engraving of an unfinished gate. The gate on the piece is only half finished, which symbolizes the apprenticeship that Rousseau did not complete due to the abusive relationship that he had with his master. The line where the engraving is broken off is sharp and jagged, showing the abruptness of his decision to leave and fend for himself. Finally, the symbol that is engraved is a closed gate, which symbolizes Rousseau’s decision to abandon his apprenticeship after taking a walk outside the city and finding the gate closed. This is the breaking point for his youth and yet also represents Rousseau in his entirety because, no matter where he goes to try to make a life for himself, there always seems to be a closed gate that is blocking his way.

Adam Kuhn & Hunter Schoenborn
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English

**Rousseau’s Guide to Picking Up Women** This project will look into Rousseau’s many encounters with women, some successful and some not. The project will also pick the “ideal” woman for Rousseau by assessing best physical characteristics and personality. We will also offer an explanation for his weird and awkward encounters with women.

Jacob LaVine
Bay Port High School: Janelle Bailey, AP English Literature and Composition

**Jean-Jacques Rousseau Musical Piece** (Saxophone Solo) My favorite thing about Rousseau is that at one point in his life he was a very accomplished composer, predominantly in writing operas. I have written an original piece for my instrument, the tenor saxophone, that expresses Rousseau’s philosophy that everyone should make their own rules in life as long as they are structured. In this piece, I have incorporated melodic structures and writing styles from some of his operas to truly express this aspect of Rousseau in the solo piece.

Lucas Hanson & Rebecca Kornowski
Bay Port High School: Janelle Bailey, AP English Literature and Composition

**Suite to Jean-Jacques Rousseau** (Musical Composition) Jean-Jacques Rousseau covers several distinct periods of his life in *Confessions*. From his childhood years to his years abroad to his time at The Hermitage to his exile, these periods encompass a wide range of moods, ideas, and experiences. We use music to convey certain periods of Rousseau’s life as he explains them in his own words. This is accomplished through various musical techniques used for storytelling, such as musical motifs and thematic development, as well as through performing the music in a chamber music setting (as would have been common in Rousseau’s lifetime).

Kristin Darnell
Necedah High School: Carney Lentz, AP Language and Composition

**Sculpted** (Poetry) My project will display how the moments Jean-Jacques Rousseau wrote about in *Confessions* sculpted him into the person he was at the end of his life. Our experiences throughout life shape us by providing knowledge and understanding about the world and the people in it, and through those experiences we change, like Rousseau. I will display through my project why Rousseau chose to talk about these specific events in his life and why they are significant to him.
Adam Holbus
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*The Walnut Tree and the Willow Tree* (Film) This project highlights Rousseau’s tale about planting the walnut and willow trees as a child. In the film, Rousseau and his cousin, Bernard, have a sense of wonder when their guardian, M. Lambercier, plants a walnut tree. Then, like many curious people, they try to do the exact same thing with a willow tree. In the end, they fail. The film relates to Rousseau’s *Confessions* because it expresses the curious feeling that many of us feel when we try to achieve something like this.

Raven Brenneke, Rebecca Malcore & Robyn Zuleger
Southern Door High School: Erika May, AP Literature and Composition

*The Rousseau Complex* (Poster) This project analyzes Rousseau’s thoughts and actions. Based on the text, we’ve assembled a diagram of what we think Rousseau’s brain contained. We set up the diagram on a tri-fold poster board. On the side panels of the board there are explanations about different sections of the brain and what those sections contain. The brain is divided into the corresponding sections and there are flaps that contain information about Rousseau’s thoughts in that section along with corresponding photos.

Emily Hilt & Zoe Bossert
Oshkosh North High School: Aurora Shimshak, English 2 Honors

*The Journey of a Confession* (Film) We decided to go out into the community and talk to different people on what they believe a definition of a confession is to them. The video is meant to showcase the different perspectives of a confession. We also went and interviewed three different people, asking them similar questions on their perspectives; but we also asked about times in their lives. These moments could be ones that defined them, embarrassed them, or something they regretted. We hope this short video helps people understand where Rousseau is coming from when he wrote his book, *Confessions*. There are so many different ways people can confess, and so many different stories people can share about their lives. Rousseau declares that no one will ever write a book like his; he is correct. No one confession is the same. Everyone has varying stories; each person leads a different life, making everyone unique. We tried to show this throughout our video and we hope people take away a deeper understanding of the concept of confession.

Jasmine Kimbrough
Community High School: William Harvill, English 12

*The Evolution of Innocence* (Spoken Word Performance) In my spoken word performance, I will chronicle the evolution of Rousseau’s innocence from “Book One” of *Confessions* and draw correlations between Rousseau’s life experiences and that of my own. In conducting close reading analyses of specific excerpts from “Book One”, I will use my interpretations and inferences about Rousseau and draw parallels between our two worlds, finding the commonalities and collisions to help me better understand the age of enlightenment.
PARISIAN SALON
A Discussion Forum for Film & Analytical Essay Projects
Discussion sessions facilitated by UW-Madison graduate students:
Julia Dauer, Brandee Easter, Laini Kavaloski, Ruth Kellar, Katie Lanning & Elizabeth Scheer
Students will summarize their film and essay projects, sharing how they offer critical interpretations of the novel. They will then discuss where their readings of Confessions connect, overlap, and differ.

SESSION ONE // 9:40 - 10:15

A
SIFT & WINNOW
Moderator: Brandee Easter
Brandon Aroononsavath, Ian Falu-Simonetti, Saha Lewis-Norelle, Jarod Markeland, Devin Porter & Tucker Saar
Madison East
Natalie Englebert, Sommer Gay, Morgan Warner & Julia Urban
Bay Port
Kaela Henkel
Madison East
Tenzin Kunsel, David Ruiz, Conor Schlichting & Harrison Van Hout
Madison East

B
TRADITIONS
Moderator: Julia Dauer
Jane Ann Drill, Kendra Longoria-Myadze, Anna Massey, Hannah Nyoike & Bennet Salber
Madison East
Andre Dufresne, Turner Entenmann, Alyssa McGillivary, Brigit Stattleman-Scanlan & Leah Stevenson
Madison East
Tyler Kruger, Garrett Paider, Austin Wheaton & Kevin Zawilinski
Southern Door
Kalley Rittman & Ben Sefarbi
Madison East

C
WISCONSIN IDEA
Moderator: Laini Kavaloski
Maggie Caplan
Madison East
Seth Goldstein, Mika Hoecherl, David Kwong, Jonah Jossart, Jasper Staley-Ross
Madison East
Leo Rohn-Capalero, Benji Thiel, Ben Toney & Indigo Tripp
Madison East

D
FIFTH QUARTER STUDIO
Moderator: Katie Lanning
Alexis Auman, Hayley Elbe & Cecil Ross
Madison East
Emily Barry, Seth Campbell, Wendy Hoang, Robbie Knauff, Josh Ptak-Presman & Ari Rosenthal
Madison East
Marcel Bogucki, Robbie Doherty & Soren Gotschall
Madison East

E
GOVERNANCE
Moderator: Elizabeth Scheer
Peter Conowall & Mitch Johnson
Madison East
Elise Drott, Emma Holtan & Claire Johnson
Madison East
Dominic Johnson
Community
Mathew Podolske, Charlie Seversin, Sean Sponem & Thomas Mullholland
Madison East

F
SCHOLARS
Moderator: Ruth Kellar
Craig Grindrod
Madison East
Paul Nwankwo
Madison East
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PARISIAN SALON PROJECT DESCRIPTIONS

A  SIFT & WINNOW // 9:40-10:15  Moderator: Brandee Easter

Brandon Aroonsavath, Ian Falu-Simonetti, Saha Lewis-Norelle, Jarod Markeland, Devin Porter & Tucker Skaar
Madison East High School: Sarah Motl, Honors World History

The Chains of Rousseau (Video) Our video starts off with scenes representing the American and French revolutions. It then cuts to the Narrator talking about the impact Rousseau had on the two revolutions. They now enter the world of Rousseau and see how his early life was. It starts out portraying Rousseau as the very positive and likable figure he believes himself to be, but slowly develops into the more accurate, negative and self-confident person he was.

Natalie Englebert, Sommer Gay, Julia Urban & Morgan Warner
Bay Port High School: Janelle Bailey, AP English Literature and Composition

Rousseau: Confessions On a Dancefloor (Multimedia) Our project uses multimedia functions along with a visual presentation to explore and explain the similarities shared between Rousseau’s Confessions and Madonna’s Confessions On a Dancefloor. By analyzing specific lyrics from Madonna’s songs and specific passages from Rousseau’s novel, we portray various motifs from the book and compare their relevance to the modern album.

Kaela Henkel
Madison East High School: Sarah Motl, Honors World History

Joyous Path (Musical Composition) This piece demonstrates Rousseau’s delight at being free from his apprenticeship as an engraver. The happy D major resembles the part in the book when he describes how he saw the beautiful, glittering world as he travelled to Turin. I chose some parts to be light and bubbly to represent Rousseau’s love for Mme de Warens. This piece expresses the “Feeling of freedom of worry and care” (57). In some parts of this piece, the tempo is slower to represent Rousseau’s walk to Turin. In other parts, the tempo is faster to express his excitement and gay feelings.

Tenzin Kunsel, David Ruiz, Conor Schlichting & Harrison Van Hout
Madison East High School: Sarah Motl, Honors World History

The Rousshow (Video) This video project consists of multiple questions that provide a deep understanding of Confessions and its meaning. The video contains a fair amount of comedy, yet also undertakes an in-depth discussion of Rousseau’s achievements and points of view on many topics that were controversial in the eighteenth century. We decided to take on this project because we thought it would be an exciting adventure that many of our peers would find appealing.

B  TRADITIONS // 9:40-10:15  Moderator: Julia Dauer

Jane Ann Drill, Kendra Longoria-Myadze, Anna Massey, Hannah Nyoike & Bennet Salber
Madison East High School: Sarah Motl, Honors World History

I’m Your Confession: A Song on Rousseau’s Philosophies (Music Video) Our project is a mash-up of “I’m Yours” by Jason Mraz and “Confessions Part Two” by Usher. During this presentation you will view a music video about Jean-Jacques Rousseau’s philosophies on education and social injustice based on his life experiences. We focus on his loss of innocence and its impact on his future choices. In particular, we highlight the moment when Rousseau was accused of stealing and how, from then on, he felt no remorse when stealing food and other products from his boss.
Andre Dufresne, Turner Entenmann, Alyssa McGillivary, Brigit Stattelman-Scanlan & Lea Stevenson

Madison East High School: Sarah Motl, Honors World History

*Crash Course World Literature: Confessions* (Video) For our project, we have made a crash course video that gives an overview of *Confessions* and Rousseau’s life. Crash Course World Literature goes beyond the plot of the book and explores how the book reflects the world in which it was written. It also explores how literature changes the world we live in today.

Tyler Kruger, Garrett Paider, Austin Wheaton & Kevin Zawilinski

Southern Door High School: Erika May, AP English

*Rousseau Remix 2K15* (Parody Music Video) Our project consists of five song parodies of popular songs based on Rousseau’s endeavors throughout his life. Each song describes a different aspect of Rousseau’s life in a comedic yet educational manner. Our project is formatted like an infomercial attempting to sell the audience *Rousseau Remix 2K15*. In our video we provide transitions into each song with a brief analysis explaining why our parody is relevant to Rousseau’s life.

Kalley Rittman & Ben Sefarbi

Madison East High School: William Gibson, AP European History

*Unearthing the Self* (Documentary) Like Rousseau, we all require an outlet that allows us, in the most cathartic format, to confess our deepest truth. While the act of confessing can yield rich rewards, it can also be messy; unearthing parts of the self that are best left covered. This short documentary film explores how two women – Bethany, a contemporary dancer, and Kynala, a poet – confess their truth through artistic expression. Each woman’s artistic medium is a catalyst for confession. These artistic expressions, in conjunction with the stories they tell, unearth commentary on the universal struggle to understand our purpose and the quest to discover what is genuine in ourselves.

C WISCONSIN IDEA // 9:40-10:15

Moderator: Laini Kavaloski

Maggie Caplan

Madison East High School: William Gibson, AP European History

*Rousseau’s School of Hard Knocks* (Multimedia) This project is an advertisement for a Montessori-type school for children aged 5-18 based on Rousseau’s childhood experiences and how they affected his childhood development. It includes both a trifold “brochure” describing the school and a video personally welcoming students and explaining the environment to their parents. In *Confessions*, Rousseau devotes much of his time to explaining how specific occurrences in his life and treatment he received had been particularly formative in the development of his personality and philosophy. This school would recreate similar experiences in a modern setting to elicit the same developments in other children. As Rousseau considers himself one of the most unique individuals to ever exist, with one of the most unique mindsets to match, exploring how a similar individual could be artificially created through a carefully structured environment delivers an alternate perspective on Rousseau’s development other than what he himself proposes.

Seth Goldstein, Mika Hoecherl, David Kwong, Jonah Jossart & Jasper Staley-Ross

Madison East High School: William Gibson, AP European History

*Journeys Through Life* (Documentary) Our project shows how Rousseau’s views and opinions on life, human nature, and self transformed based on different places he lived throughout his early life. The video describes how meeting different people, establishing social connections, learning new trades and exploring the geography of each place molded Rousseau into the influential philosopher he would become later in life. The project presents not only our ideas about how Rousseau changed, but also his own reflections upon his life as they are written in *Confessions*. 
Leo Rohn-Capalero, Benji Thiel, Ben Toney & Indigo Tripp
Madison East High School: Sarah Motl, Honors World History

*The Confession Game* (Movie Trailer) We conducted a project where we filmed ourselves acting as if we were in a trailer for a movie. We focused mainly on the style in which *Confessions* is written and how, unlike most autobiographies, it focuses mainly on Rousseau’s imperfections and virtues, and the mishaps that occurred throughout his life. We shot scenes displaying parts of Rousseau’s life events and try to show how important *Confessions* is to understanding Rousseau as a just and good individual. We also explore how Rousseau advanced romanticism and how childhood affects adulthood.

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Alexis Auman, Hayley Elbe & Cecil Ross
Madison East High School: Amy Isensee & William Gibson, AP English Language and Composition / AP European History

*Confessions: An Interview* (Q&A Video) “Confessions: An Interview” is a video documenting reactions to passages within *Confessions* and explores how *Confessions* relates to its readers. Rousseau tends to overshare his life experiences which raises a number of questions, including: through what means is the modern day citizen willing to confess? Why do people confess? Who benefits from confessions? These brief interviews confront readers with questions that challenge them to relate the book to their own lives. This video will help viewers understand how the notion of confession has changed over time and attempts to take a closer look at how confessions impact the confessor.

Emily Barry, Seth Campbell, Wendy Hoang, Robbie Knauff, Josh Ptak-Pressman & Ari Rosenthal
Madison East High School: William Gibson, AP European History

*Removing the Chains* (Video) In this movie, we selected scenes from *Confessions* to re-enact and, when pieced together, serve as a representation of the whole autobiography. A script that summarizes the film and demonstrates our analysis of the book accompanies the movie. *Removing the Chains* reinvents Jean-Jacques Rousseau’s *Confessions* into a modern interpretation of the classic autobiography. The film explores the foundations of Rousseau’s philosophy, with a focus on the modes of self-reflection and societal constraints explored by Rousseau. The story follows a young Rousseau through his triumphs and trials, from the loss of his mother to his unrequited loves. Confronted with the rigors of an unyielding social structure, he struggles to find his own identity. Here, Rousseau’s journey from a child in Geneva to famous philosopher is captured through the modern medium of film. This piece focuses on Rousseau’s philosophy and the ever-present question of one’s own existence and meaning in life.

Marcel Bogucki, Robbie Doherty & Soren Gotschall
Madison East High School: Sarah Motl, Honors World History

*Rousseau and Education Rap* (Video) We created this video by finding a theme – education – upon which to focus on and then writing interpretive lyrics. The accompanying music video was filmed in several locations in Madison and provides several visual aids to help deepen the viewer’s understanding of *Confessions*. We wanted to do a rap video because everyone in our group is interested either in poetry or film and film-editing. Our project reflects a critical interpretation of the text by exploring how Rousseau viewed education; it contrasts contemporary education methods with those envisioned by Rousseau, as well as his life experiences and philosophy.
Peter Conowall & Mitch Johnson  
Madison East High School: Amy Isensee, AP English Language and Composition  
*Untitled* (Video) This is a comedic video in which the strange actions of Rousseau are portrayed through a song parody.

Elise Drott, Emma Holtan & Claire Johnson  
Madison East High School: Amy Isensee & Claudine Clark, AP English Language and Composition / French 4  
*What Is Your Biggest Chain?* (Video) Our project is a video that, in English and French, documents people’s responses to the following questions: “What does it mean to you to be free? Is there a moment in your life where you have felt the most free? What is the biggest chain that’s holding you back? Is there a moment in your life when you have felt the most chained?” This project was inspired by our interest in what people want to confess, how personal they are willing to be, and what kind of persona they will perform. This project makes an argument that everyone has different experiences, which makes them have their own special and specific chain that’s holding them back, and that everyone has a different idea of what freedom means.

Dominic Johnson  
Community High School: English 12, William Harvill  
*The Real Rousseau* (Movie Trailer) This project is a movie trailer that rehearses the key problems in Rousseau’s life, particularly during his formative years. While producing the animation, I sought to re-create the dialogue between Rousseau and his father and how they would have communicated. This project does not focus on actual acting; rather, it aims to re-enact different characters’ voices. The inclusion of background music is intended to build suspense and capture the more climactic moments of Rousseau’s life, especially during his most impressionable age.

Mathew Podolske, Charlie Seversin, Sean Sponem & Thomas Mullholland  
Madison East High School: Sarah Motl, Honors World History  
*I Thought Alone* (Green Day Parody) We did a rewrite of the lyrics to *Boulevard of Broken Dreams* by Green Day. We did this because we thought it would be a fun way to voice the opinion of Jean-Jacques Rousseau. This fun twist on a popular song represents what he felt at the time of writing *Confessions*.

Craig Grindrod  
Madison East High School: Sarah Motl, Honors World History  
*Essay on Excuses* (Essay) I wrote an essay on the bad and strange things that Rousseau did throughout his life, the excuses for or reasoning behind his actions, and the foundations of his philosophies. I also researched the mindset behind people making excuses. This essay reflects a critical analysis of *Confessions* in that it discusses why Rousseau makes so many excuses for his poor actions instead of owning up to them like he seems to believe he has done.

Paul Nwankwo  
Madison East High School: Sarah Motl, Honors World History  
*Rousseau* (Essay) I wrote a paper about the stages of Jean-Jacques Rousseau’s life and what we can learn from them. I focused on how he overcame different trials and events in his life.
**SIFT & WINNOW // 10:20-10:55**

**Moderator: Brandee Easter**

**Jacob Jones**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Le Devin du Village Interpretation (Video)* My project consists of a rendition of Rousseau’s Le Devin du Village. I use the video to show the parallels between the genre of the Romantic Comedy and the qualities of two lovers, who suspect each other of being unfaithful. I use contemporary qualities and mix them in with the classic to show Rousseau’s work and how he valued it.

**Shelly King**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Intergenerational Journey of Freedom and Constraint (Video)* For my project I conducted social opinion interviews, which are presented in my video. The interviews focus on Jean-Jacques Rousseau’s philosophies of freedom and constraint. I’m focusing on how, over time and throughout generations, ideas about freedom change. I’m also focusing on how situations constrain people from achieving their goals in life.

**Ellen Otto**

Oshkosh North High School: Aurora Shimshak, English 2 Honors

*Confessions of Oshkosh North (Video)* I asked my peers to write down a confession of theirs. I received lots of responses and picked a few to include in this video. The pictures in the video are all taken around Oshkosh North High School. This project shows that, like Jean-Jacques Rousseau, we all have something to confess.

**McKayla Streit**

Chippewa Falls Senior High School: Molly Barnes, World Literature

*Patterns Within Confessions (Video)* In almost every piece of literature ever written, there is a pattern or two in the text. Sometimes it’s very hidden and sometimes it’s staring you right in the face. In *Confessions*, by Jean-Jacques Rousseau, I found the same recurring pattern that seemed to summarize his entire young life. I decided to document the patterns I saw and their interrelationships in a short video with orchestral music, which is also structured by patterns.

**TRADITIONS // 10:20-10:55**

**Moderator: Julia Dauer**

**LeShaundria Brown, Kendal Taffe & Darius Stokes**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*What I Did for Love (Video Scene)* Our project shows us going back in time to follow the people in Rousseau’s life. We chose to reenact the ribbon scene from *Confessions*, in particular, which shows Rousseau denying that he took the ribbon for a girl he liked. We choose to depict this scene in a humorous way. Highlighting that it is no ordinary moment in the text.

**Satiya Purvis**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Then & Now: A Comparison of Sexist Language (Poster)* My presentation began with my observation of the sexist language used by Rousseau in *Confessions*. The first part of my project is a display that shows the sexist language Rousseau uses toward women in *Confessions*. The second part is my taped interviews with Shorewood High School students as they answer questions about these same words being used toward them and how these words make them feel. My project will show that words are powerful and that the sexist language toward women has not changed much in all these years.

**Melanie Steinert**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Constant Changes (Video)* This video shows how different one person’s experiences are from those of another. It explains why people react differently to the following question: “What is the biggest or most significant life lesson you have learned?” I asked numerous people about their most significant
life lesson; practically everyone responded differently. These different reactions reflect the idea that people have very different lives and they have had different learning experiences as a result. This concept proves that actions and events influence whom someone is and who they have become as a person, just as Jean-Jacques Rousseau suggests in *Confessions*.

**Richard Yang**

Chippewa Falls Senior High School: Molly Barnes, World Literature  
*Confessions of Rousseau Trailer (Movie Trailer)*  
Our project is a movie trailer created to display a more humorous perspective on the book, *Confessions*, by Jean-Jacques Rousseau. By using quotes from the book, as well as multiple short clips and descriptions, we show the repetitive and absurd nature of the things that Rousseau does throughout the book.

**Grace Hageman**

Oshkosh North High School: Jason Cummings / Aurora Shimshak, English 2 Honors  
*The Struggle to Communicate* (Dance Video)  
For my *Confessions*-themed project, I created a video of me dancing to an excerpt from the book, which I read aloud. This project aims to interpret the text by trying to perform how Rousseau sees the world. I have found that Rousseau liked to speak his mind and tell stories in long phrases of poetic words. This is much like the way dance uses fluid movements to convey a message. The excerpt that I selected is when he’s talking about his social anxiety and trouble with conversation (213). I thought this was appropriate because he envisions writing as a medium with which he’s more comfortable than speaking. Likewise, I am more comfortable using dance as a way to express myself than talking. So, this was how I tried to see from his perspective. I decided to not choreograph anything in advance, but rather to just make it up as I went so that it would reflect the purest form of improvisation. This, too, is an interpretation of the text. By creating shapes and lines, I found it was easier for me to understand the reading. My project is simplistic, but I enjoyed partaking in it. And I hope you enjoy it as much as I do.

**Maddie Oates, Irene Wald, Cameron Warnke & Scott Weyenberg**

Oshkosh West High School: Brian Phelps, English 2 Honors  
*Looking Through the Eyes of Disney* (Video)  
In *Confessions*, the main character, Jean-Jacques Rousseau, falls in love very easily. In one of these cases, he meets a woman by the name of Mlle. Vulson, for whom he falls quickly. Noticing this, she manipulates him into buying her a dress, then leaves him to wed someone else. Focusing on *Frozen*, the purpose of our project is to use this passage to compare and contrast how Disney edits loves stories to make them more family-oriented. Our goal is to turn *Confessions* into a Disney movie by adding things that didn’t necessarily happen in the book and by taking out gruesome details, such as Rousseau’s many sexual encounters. In order to make our short film more Disney-esque, we have added fairy-tale characteristics (such as talking animals) and we have also incorporated themes which suggest that, like *Frozen*, family is more than anything.

**Abby Smits**

Chippewa Falls Senior High School: Molly Barnes, World Literature  
*J.J. Rousseau’s Diaries* (Video Diary)  
For my project I made a video diary based on books 1 – 4 of Rousseau’s *Confessions*. I got my idea from a YouTube video of a *Pride and Prejudice* diary. I talk about the things that struck me as most important, interesting and funny. As I do so, I portray Rousseau as a modern-day guy running about his everyday life. I wear glasses to represent Rousseau’s intelligence and maturity. I wear a moustache to represent his time in France, and a beanie and hood to show his cocky personality towards some things. I even give him a more modern-day name: J.J.
Ashlyn Abraham, Elizabeth Hawley, Rebecca Iversen & Cheyenne Thompson
Oshkosh North High School: Jason Cummings & Aurora Shimshak, English 2 Honors

*Goodnight, Roast: With Beatrice Wexcomb* (Parody Video) In this video, Jean-Jacques Rousseau is in an interview with Beatrice Wexcomb on the “Goodnight, Roast” show. He reflects on earlier memories through flashbacks. These flashbacks include his first injustice, his first loves, his travels, and his not-so-good sides. We used the comb and ribbon scene, the two lovers’ description, and the scene in which he left Geneva to demonstrate the most significant events of Rousseau’s earlier years. As a group, we decided to make a parody of *Confessions* because we know that the book can be exhausting; we want to bring a little comic relief to the table. This parody has not only funny parts, but serious ones as well. This allows space for critical analysis. The interview format gives us the opportunity to interpret *Confessions*, providing some insight into what he was thinking during the events that shaped his life.

Shannon Davis
New Horizons for Learning Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Hip Hop Hopera* (Musical Video) For my project I have created a dance and song performance. In book five of *Confessions*, Rousseau reveals to his readers that, above all, music is his true and enduring calling. In a creative manner, my video reflects this passion with other participants in the Great World Texts in Wisconsin program.

Malarie Griese
Oshkosh West High School: Brian Phelps, English 2 Honors

*Born This Way* (Dance Video) My video features the Oshkosh Twirl Team, which is directed by Julie Seckar-Anderson. In the featured routine, we dance and twirl batons to the song “Born This Way” by Lady Gaga. Before I started this project, I was trying to think of my strengths and things that I am interested in, and baton stood out to me as something I enjoy doing the most. Listening to my classmates talk about how Jean-Jacques Rousseau struggled with expressing who he was as an individual sparked the idea of basing my project off of that common experience. I find it interesting how some people to this day still struggle with being unique and different. I had to research how people in the 18th century were judged just because they don’t conform to societal norms and expectations. There was a specific way that each person was expected to be and act. I also researched the Enlightenment period to educate myself about how different the fundamental change was.

Emma Drew
Oshkosh North High School: Aurora Shimshak, English 2 Honors

*Injustice* (Essay) In my project, I zoom in on one major theme in *Confessions*: injustice. I chose to do this project because I had written a close reading paper on injustice in *Confessions*, which made me interested about the connections between injustice as depicted in the book and other unjust situations in history. I decided to write a paper to analyze especially unjust historical events. I chose the Holocaust, African American injustice in the 1900s and *To Kill a Mockingbird* as examples of injustice over time. The essay analyzes the representation of injustice in *Confessions* and its parallels to other historical events.

Gina Krause
Oshkosh West High School: Cory Beaulieu, English 2 Honors

*Rousseau Was Wrong* (Essay) Jean-Jacques Rousseau was a famous French philosopher who inspired thousands to change their lives. He wrote during the time between the Ancien regime and the French Revolution, ergo intense censorship was instilled. One of Rousseau’s most famous works was *Confessions*, an autobiography full of the unfiltered tales that made up his life. Rousseau believed *Confessions* was the first autobiography ever truthfully written and also goes on to say his book will be the only book in history to ever tell the true experiences of a man. Rousseau was and is wrong,
however, because as time has progressed many people, such as Oscar Wilde, Mahatma Gandhi and Andre Agassi, have published books that document their lives and their mistakes.

Sean McNally
Necedah High School: AP Language and Composition, Carney Lentz
The Confessions: Analyzing the Development of Rousseau’s Social Views (Essay) Everyone’s individual belief system is determined by one’s perception of past, present, and future experiences. Jean-Jacques Rousseau’s philosophical views are no exception. This paper examines Rousseau’s perception of his life experiences in an attempt to explain their relevance to the development of his sociopolitical views as they are expressed in The Social Contract.

Andrew Mertz
Wauwatosa East High School: Damon White, World Literature
An Exploration of Rousseau Through Confessions (Essay) Presented here is a critical analytical essay where the author looks at Rousseau himself from multiple perspectives. Using Confessions as a primary source, the essay examines how society judged him in his day, what we can infer about his own self-image and, finally, the author’s own raw opinion.

L SChoLARS // 10:20-10:55
Moderator: Ruth Kellar

Lily Markoff
New Horizons for Learning Charter School: Renee Gleminb, Bohdan Nedilsky & Brandon Hemphill
Women’s Rights in the Time of Rousseau (Essay). Reading Confessions made me wonder about how women were treated in the 18th Century. Many of the women in the book were maids or servants without much power. Even the wealthy women had access to money only through men. They did not work or have their own investments. My report will explore the lives of women, both rich and poor, in the 18th Century, addressing how they were treated by the men of their day, such as Rousseau. Did his idea of freedom extend to women?

Julia Reigh
Oshkosh West High School: Brian Phelps, English 2 Honors
The Confessions and the Three Estates (Essay) This essay was inspired by the following quote: “Cured of childish and delinquent inclination by reading, and even by what I read, which, although indiscriminate and often bad, reawakened my heart to nobler sentiments than those encouraged by my low estate, filled with distaste for everything that was within my reach but seeing as too far removed from me anything that might have tempted me, I saw no prospect that beguiled my heart“(39). This quote explains that by seeing and reading about things in his society, Rousseau realizes that he is in the lowest estate: the peasantry. He also realizes that he will never become rich or escape from his estate, and that he will never do things that the people of the clergy and nobility can do. After he realizes this, he thinks he might as well do wrong things like steal. This quote helps to answer the initial question of whether the three estates had a negative effect on the eighteenth century and how it affected Rousseau himself. This essay concludes that the three estates definitely had a negative effect on society and on Rousseau.

John Sitter
Oshkosh North High School: Jason Cummings, English 2 Honors
In the Mind of Jean-Jacques Rousseau and the Effects of Shame (Essay) I got the idea to focus on shame because I thought it would make for an interesting paper. Jean-Jacques Rousseau displays his feelings of shame throughout his autobiography, Confessions. This essay analyzes the topic of shame based on Rousseau’s feelings, as well as my own thoughts and evidence that supports this point of view. To complete this particular essay, I used scholarly articles from the JSTOR database, portions of book found on Google Books, and textual evidence from Confessions. I analyze Rousseau’s view of shame and connected it with those of others, and at the end I display my own point of view regarding how shame affects the person. I use moments from Rousseau’s life wherein he was deceiving others.
or displaying sorrow to analyze his beliefs about shame. Jean-Jacques Rousseau is an interesting man, and to analyze his thoughts, connects them to other ideas, and to then analyze these connected points on my spectrum really made this essay intriguing.

**Payton Spanbauer**  
Oshkosh North High School: Aurora Shimshak, English 2 Honors  
*Founding Hospital Research* (Essay). My project is an informative essay about the Foundling Hospitals of the eighteenth century. I chose this project because, after hearing about the conditions of the Foundling Hospitals, I wanted to learn more. My goal for the project was to use my research and essay to get a better understanding of Rousseau’s decision to abandon his five children. In order to achieve my goal, I had to close read the section in *Confessions* where Rousseau speaks of his decision, as well as to research Foundling Hospitals extensively.

**Tajah Taylor**  
Milwaukee High School of the Arts: Krista Claypool, Honors English 10  
*Every Writer Has a Bit of Narcissism* (Essay). My essay illustrates times in which Rousseau shows his narcissistic traits and explores their similarities to those of modern-day songwriter, Kanye West, who has some confidence of his own.
Paige Anderson
Bay Port High School: Janelle Bailey, AP English Literature and Composition
Rousseau: An Ordinary Man (Display) This project performs an analysis of the character of Jean-Jacques Rousseau, focusing in particular on how ordinary he really is. His fame in philosophy and political science overshadows him as an individual and his personality gets lost in the midst. He seems to be much less radical in the living of his own life than how he wishes for others to be able to live theirs, and my project examines this phenomenon.

Kayla Arnoldi & Maddie Reed
Bay Port High School: Janelle Bailey, AP English Literature and Composition
Relationships in the Eye of Jean-Jacques Rousseau (Scrapbook) This scrapbook shows Jean-Jacques Rousseau’s relationships with others and how they affect Rousseau’s theories, works, and his life. Maman, Therese, the Lord Marshall, Claude Anet, and other minor characters are analyzed in this scrapbook to show the importance of their connections with Rousseau. Analysis of the interactions between Rousseau and others shows how he is both impacted and influenced by these relationships, and how much he truly values them. The analysis of the types of relationships he was engaged in help us understand more about Rousseau in reality versus the idea one may have about who he is as a result of his reputation as an Enlightenment thinker.

Katie Brown and Gretchen Trast
Bay Port High School: Janelle Bailey, AP English Literature and Composition
Conflicting Views of Rousseau in Political Theory and Personal Action (Venn Diagram) Our project is a comparison of the interpretations of Jean-Jacques Rousseau’s Confessions and his political theories as displayed in Emile and the Social Contract. The question that drives our thesis is: Are Rousseau’s political theories less valid after learning about his personal morals and truths, or his confessions? We examine the discontinuity between his everyday life and the virtues that he conveys in his political works. Specifically, we examine his differentiating views on women, social welfare, the morals of society, and his views on the arts. While we evaluate these differences, there will be connecting factors which show the hypocrisies and truths of Rousseau’s works.

Kyle Bumstead
Bay Port High School: Janelle Bailey, AP English Literature and Composition
Untitled (Poster board) This project demonstrates how Jean-Jacques Rousseau interacts with and is connected to the people he meets. It displays the basic information given by Rousseau about people he meets, as well as with whom they are connected, and how he communicates with them. My project shows that even the people that seem insignificant to Rousseau are always going to be linked to him and shape the way he interacts with others in the future.

Jessica Gentz and Emily Younkle
Bay Port High School: Ms. Bailey, AP English Literature and Composition
Where’s Rousseau? (Map) This is a visual representation of the many places Jean-Jacques Rousseau mentions in Confessions. For each pushpin on our map, there is a corresponding description on paper of how this place either shaped Rousseau’s character or impacted his life in some significant way. Rousseau never had a stable home and was constantly on the move; this had a great impact on his life and has thus drawn our interest. This project interprets how Rousseau was impacted by his surroundings.
An Analysis of Nature vs. Society (Paintings & Essay) These paintings focus on Jean-Jacques Rousseau and his connections to society (represented by Paris) and nature (represented by the hermitage), and how these settings reflect the opinion of the public as differing from Rousseau’s opinion of himself. The accompanying essay further details and evidences these themes.

The Multiple Sides of Jean-Jacques Rousseau (Blog & Social Media Accounts) In today’s society, the best way to learn about someone is by viewing his or her online presence. A simple Google search will reveal embarrassing photos from a party that happened months ago and Facebook posts detail every pedestrian detail in one’s life, yet also boasts many prestigious awards, recognitions, or skills they possess. In order to convey the multitude of ways that people view Jean-Jacques Rousseau, here exists a series of profiles for Rousseau as if he were alive now. These accounts will express thoughts, ideas, and interactions that best show his personal, social, and professional lives. Perhaps Rousseau’s struggle to clearly portray himself to others will teach people to openly and respectfully express themselves so as to prevent people from misconceiving who they truly are.

Twenty-First Century Rousseau (Facebook Page) The presentation of Jean-Jacques Rousseau’s Facebook page as if he lived in contemporary times explores how his thoughts and actions might fit in today. This project recreates Rousseau in a twenty-first-century light. It elicits all sorts of aspects to his life as explained in his autobiography. There are specific aspects to Rousseau as a character and also to his interactions with others. Depicting Rousseau’s character in a social media context makes those aspects quite clear and puts it into a form where all others can see how he is. His life entailed many things and the Facebook page includes many of those aspects as he explains to the reader.

Lost in Translation? This project compares the different aspects of Jean-Jacques Rousseau’s Confessions in translation and the ways in which the meanings are conveyed to the audience. It examines the preface to the Neuchâtel manuscript, as well as other significant passages from Confessions. The contrasts in diction, syntax, and tone from these various excerpts are noted and analyzed, with particular attention paid to the multiple possible connotations and denotations of the words chosen for translation in comparison to the original French. The differences in tone are a primary focus, particularly whether the translator’s personal beliefs or native language appear to pervade the translation and perception of Rousseau’s original words and intentions.

Ma vie (Video) Our project uses a multimedia narrative to explore the intricately complex and multilayered nature of the interpersonal and personal experiences of the human condition. Using specific quotes from the novel to inspire each vignette, our aim is to expose the vanity and hypocrisy with which we view others and ourselves. By reinterpreting some of Rousseau’s unique experiences, we are able to showcase the shifting societal perception of the relationship between truth and honesty and integrity and honor.
Jonathan Ballestad
Bonduel High School: Hannah Fritsch, English Composition

J.J. Monopoly (Board Game) I made a board game that takes the concept of Monopoly and changes it to relate to Confessions. I chose to do this because there were so many different places mentioned in the book, which relates to the Monopoly game because of the various spots on the board. In addition, the cards that players draw may include setbacks that move you back, just as Jean-Jacques Rousseau endured over the course of his life. Every time he falls “in love” and something happens to the woman he adores he is moved back in the game, just like in his life. In Monopoly there is also a jail, but instead of it being jail I made it “Homeless” to show how many times Rousseau was homeless.

Kayla Beyersdorf
Bonduel High School: Hannah Fritsch, English Composition

Book of Shame (Book Art) My project uses old books to help represent the “shame” that Jean-Jacques Rousseau refers to throughout the book, Confessions. I chose to use books because whenever Rousseau faces a hard time in his life, books save him. Rousseau first started reading his late mother’s books with his father to help with the shame and grief he had felt. Books have helped Rousseau overcome the shame within his life.

Amanda Gamm
Bonduel High School: Hannah Fritsch, English Composition

The Taste of Confessions (Food Preparation) The traditional French cuisine of fondue not only represents the culture of Confessions, but also explores the different aspects of the autobiography and the various feelings that Jean-Jacques Rousseau acted upon. This dish reflects the ideology of shame and Rousseau’s inability to completely act upon his impulses towards women through the idea of the melting pot. In addition, his impulses told him to act quickly, but his heart told him to “tread lightly,” which is reflected through way this food is eaten: one small bite at a time instead of a full meal.

Isaiah Griesbach
Bonduel High School: Hannah Fritsch, English Composition

Picnic Baskets (Picnic Basket Display) I have prepared two baskets to show the two different meal styles Jean-Jacques Rousseau experienced while in the Rue du Po. This project displays the foods he was enjoying when he spent most of his money and then the foods he had to resort to once he was becoming broke. This experience is memorable in the autobiography because it forces Rousseau to consider the nature of independence; he is torn between being dependent on the money he was receiving and eating lesser quality foods, or going out and being more independent to make his own money to support his expensive lifestyle.

Bennet Gunderson
Bonduel High School: Hannah Fritsch, English Composition

Rousseau Daily (Online Newspaper) This online newspaper is used to follow Jean-Jacques Rousseau’s life after his mother’s death, told by newspaper articles. It describes mostly the negative events that occurred following his mom’s death and how this event shaped him, causing Rousseau to commit actions he may have not committed otherwise. It is almost a “TMZ” feeling, as if the news is following him to find him at his most vulnerable moments to try and capture what is going on.

Aspen LeMieux
Bonduel High School: Hannah Fritsch, English Composition

Rousseau’s Web of Women (Web Diagram) My project is a web diagram that depicts Jean-Jacques Rousseau and his relationships with the women in his life. I believe that since Rousseau grew up without a motherly figure he spent his life trying to find one, which explains why he was chasing after love. Not only did Rousseau lust after these ladies, but also had many awkward encounters with these women.
Nicole Reinke
Bonduel High School: Hannah Fritsch, English Composition

Walking Around with Jean-Jacques Rousseau (Scrapbook) My project uses pictures that represent memorable events that Jean-Jacques Rousseau reflects upon in his autobiography, Confessions. This project illustrates to viewers what the story is about by looking at symbolic pictures, which give us a visual representation of the story. In addition, important quotes from the book accompany the pictures.

Cynthia Root
Bonduel High School: Hannah Fritsch, English Composition

Confessions Vs. My Personal Life (Scrapbook) My project compares and contrasts Jean-Jacques Rousseau’s life to my own personal life. I was able to connect my own experiences in my lifetime to Rousseau’s descriptions of his lifetime. Rousseau and I have a lot of similar experiences and opportunities, which I will reflect upon by showcasing a variety of quotes from Confessions. His quotes burned deeply in my heart and soul; the book showed me that I was not the only one who had experienced tragic events. This comparative project will illustrate how Rousseau’s text changed my feeling of being alone in this world when tragic experience arose in my life.

John Shest
Bonduel High School: Hannah Fritsch, English Composition

Church Courtyard (Diorama/Structure) My project uses the concept of a visual display to show a setting in Confessions. It shows the courtyard from Jean-Jacques Rousseau’s balcony. It catches the mood and gives a model image as to what a courtyard of a catholic church may look like, which illustrates the impact that religion had on Rousseau’s overall philosophies of life.

Mitch Sokolski
Bonduel High School: Hannah Fritsch, English Composition

The Game of “Confessing” (Game Show) I have positioned different questions on a wheel. Someone will spin the wheel and try to answer the selected questions about Confessions. My project brings Jean-Jacques Rousseau’s autobiography to life by creating cardboard cutouts of various characters that he encountered throughout his early life and analyzes how various interactions with people impacted Rousseau’s overall life.

JaKen Spreeman
Bonduel High School: Hannah Fritsch, English Composition

The Split Life of Jean-Jacques Rousseau (Plasma Cut Metal Project) For my project I chose to create an image of the fully-grown version of the tree Jean-Jacques Rousseau planted in his youth with his cousin. The tree symbolizes the life of Rousseau: one side of the tree is vibrant and lush to express the fruitfulness of how Rousseau’s life became and the other side of the tree is dead, showing the hardships and torments he endured throughout his life.

Megan Urban
Bonduel High School: Hannah Fritsch, English Composition

Love: A Crime In Itself (Diagram) I created a diagram about how love is a crime in itself, connecting Mme. de Warens to Rousseau’s crimes using passages and quotes from his autobiography, Confessions. My goal is to further analyze how Mme. de Warens plays a critical role in Rousseau’s life and how she is one of the major contributors to his misfortunes in his life, the crimes that he is always committing and why he partakes in them. The diagram illustrates what he thinks about his “love” with Mme. de Warens, the crime he does while being “in love” with her, and a stronger analysis about why he does the crime. All of these pieces of information are linked back to the main idea, love is a crime within itself, using string or yarn to show the pieces of the diagram either relate to each other.
Bayleigh Buss
Chippewa Falls Senior High School: Molly Barnes, World Literature
The Game of Life: Jean-Jacques Rousseau Edition (Board Game) My project puts Jean-Jacques Rousseau's life into a game. The game of life is about your journey through life and what choices you make. I put this game together so it follows Rousseau through his life and explains the significance and impact of some of his choices.

Luke Moua
Chippewa Falls Senior High School: Molly Barnes, World Literature
Journey of Ross: Book 1, The Search for Freedom (Graphic Novel Drawings) My project uses various scenes and aspects from the book Rousseau’s Confessions and expresses how Rousseau’s childhood life would’ve been if he had existed today in our modern world. Within this format, it is easier to understand and relate to the mindset of Rousseau. The project also contains comedy as I try to make this a interesting, pleasant and non-serious graphic novel.

Ricki Peterson
Chippewa Falls Senior High School: Molly Barnes, World Literature
Through the Eyes of Marion (Creative Writing) In Confessions, Jean-Jacques Rousseau explains a specific situation in his life when he threw a girl named Marion under the bus after stealing a ribbon from Mme. de Vercellis. This project tells the story of Marion's life following this event. This event in particular spoke to me because of how Rousseau had been accused of doing something he had not done earlier in his life and how it made him feel. Knowing this, why would he do such a thing to another? This creative writing explains this event from the perspective of Marion.

Cassie Riedel
Chippewa Falls Senior High School: Molly Barnes, World Literature
Psychoanalysis of Jean-Jacques Rousseau (Digital Presentation) I have an interest in psychology, so I chose to psychoanalyze Jean-Jacques Rousseau based on the personal details he provides in Confessions. Using a modern understanding of psychology, I play therapist to Rousseau and uncover his behavior patterns, thinking, and proclivities. This information is in a digital presentation format.

Chelsea Vue
Chippewa Falls Senior High School: Molly Barnes, World Literature
Rousseau’s Shadow (Painting) This piece of art shows the relationship between Jean-Jacques Rousseau’s past and his present day life. As he is walking towards God, his past self is still clinging onto him. Pay attention to the colors and what they symbolize.

Ruth Zylstra
Chippewa Falls Senior High School: Molly Barnes, World Literature
Rousseau in Three Layers (Cake) Have you ever wondered why Rousseau’s women mostly were way older than him? Well, my theory is that since he never had a mother figure in his life he wanted the attention that a mother would give. This led him to seek women who could care for all of Rousseau’s needs. My project shows how not having a mother affects Rousseau all throughout his life. My cake represents three layers of Rousseau’s life; each color and the texture of the icing are significant. Also, the cake is decorated with fondant images of motherhood, the most prominent being the mother and child sunken into the top of a cake, as in a grave. Our class enjoyed eating my project on the day of our final.
Antwon Berry
Community High School: William Harvill, English 12
*Rousseau in Close Reading* (Prezi Presentation) I created a Prezi for my project and used ten close reading analyses to show Rousseau's tone and how that affected the reader’s mood. In this way, I was better able to break down the meaning of *Confessions*. In order to deconstruct “Book One” and better understand the man we know as Rousseau, I summarized the context of different incidents in Rousseau’s life and analyzed his attitude toward the subjects in his life, which led me to better comprehend who he was, how he grew up, and how his experiences influenced the man he became.

Tashaina Boyette
Community High School: William Harvill, English 12
*The ABC’s of Rousseau: Analyzing, Blogging, and Confessing* (Blog) I developed a blog to better understand the economic, historical, political, and social context of Rousseau’s early life. While researching about his culture and the society in which he lived, I got a better understanding of what it might have been like to walk a day in his shoes. As I conducted my research, I tried to post interesting information about the time period to better inform those who have also read Rousseau. I also included some of my close reading analyses on the blog for others to check out at their leisure. Feel free to stop in, peruse the postings, and leave some feedback.

Jakerria Davis
Community High School: William Harvill, English 12
*Contextualizing Confessions and the Role of Rousseau* (Magazine) My goal was to evaluate the role of Rousseau through researching the economic, historical, social, and political context of 18th century society in France. After conducting my research, I produced a magazine to better illustrate my understanding of how French society was influenced by Rousseau the philosopher. In addition to researching these contexts, I included ten of my close reading analyses to capture a better glimpse of the man we know as Jean-Jacques Rousseau.

Janay Davis
Community High School: William Harvill, English 12
*Traveling to Geneva with Rousseau* (Travel Guide) I wanted to make a travel guide to show people what it would have been like back in the birthplace of Rousseau, so I created this brochure to better illustrate the culture, food, religion(s), and government of Geneva. My goal was to help other students studying Rousseau get a feel for what his birthplace was like for Jean-Jacques Rousseau. Through the close readings I conducted, I evaluated how the setting of Geneva would have influenced his life, encouraging others to see the connection between his environment and his sense of self.

Franklin Evans
Community High School: William Harvill, English 12
*Coloring Tone and Mood in Confessions* (Crayon/Pastel Artistic Rendering of Close Reading Analysis) Through my artistic rendering of *Confessions*, I evaluated the way in which Rousseau’s tone affected the reader’s mood. By blending colors of ton and mood, readers of visual texts can gain a deeper understanding of how language evokes an emotional response in readers. After conducting a close reading of ten different excerpts from “Book One” in *Confessions*, I went about visualizing the excerpts into the rendering you see before you today. My project seeks to explore the psychology of color and demonstrate a visual representation of Rousseau’s life experiences through the lens of tone and mood. The accompanying Prezi presentation articulates the connections I made.
Justyn Jones
Community High School: William Harvill, English 12

The Confessional Talks: Podcasting with Rousseau as Revolutionary (Podcast) My goal was to create a podcast and chronicle the context of Confessions. I wanted to explore the challenges of the economic, historical, political, and social ideas of Genevan society. Through my exploration, I also aimed to help others better understand the world in which Rousseau was born. In researching these ideals, I developed a greater appreciation for my own development as an individual and how I came to be. These podcasts represent my research about 18th century Genevan society and my connection to their cultural expectations.

Kianna Newsom
Community High School: William Harvill, English 12

Relating to Rousseau through Data Visualization, Surveying, and Analyzing Familial Relationships (Presentation) For my project, I developed survey questions to administer, analyze, and synthesize, leading me to better comprehend the relationship between family, severed relationships, and the influence of said relationships on the individual. Through field observations and surveying, I determined the role family bonds play in human development and how the absence of family might influence the individual. This study was created to see if there was a correlation between life experiences and whether or not those experiences have a positive/negative impact on someone during their formative years. By using an on-line mapping technology, I was able to create data visualization charts to see how survey respondents were affected by relationships.

Destiny Peterson
Community High School: William Harvill, English 12

A Man Influenced: Rousseau as a Man of Influence (Newspaper Article) In my project, I incorporated my ten close reading analyses to gain an understanding of Jean-Jacques Rousseau, the man who became such an influential figure. Through the inclusion of these excerpts and analyses, I came to better understand the man behind the mystique. Aside from learning more about Rousseau as a person, I tried to get a better sense of his societal influences, or, rather, how he influenced society by researching the economic, historical, political, and social conditions of 18th century French society.

Delores Raines
Community High School: William Harvill, English 12

Making Connections with Confessions (Comic Strip) For my project, I created a comic strip and used my ten close reading analyses. In my analyses, I wrote about things I considered being the most important confessions Rousseau made from “Book One”. My goal was to simplify each confession with my artwork and provide the viewer with a visual representation of each close reading analysis. I tried to make these confessions more understandable and relatable through my own creative process.

Johnny Starks
Community High School: William Harvill, English 12

Life is But a Game – In What Position Are You? (Board Game) I developed a board game based on the book to better understand the way 18th century French society functioned. I took some of the events that happened in Rousseau’s life in order to see what it might have been like to live during this time period. The cards in the card pile cover Rousseau’s journey out of servitude. The winning player is the one who becomes the most literate citizen in the age of enlightenment. Through the creation of this project, I learned more about Rousseau’s life, the time period, and improved my literacy, too!

Ashley Tousey
Community High School: William Harvill, English 12

Connecting Rousseau with My Reality (A Melted Crayon Visual Representation of Close Reading) My goal was to develop an artistic rendering of Rousseau’s life experiences that I found relatable to that of my own. While reading “Book One” of Confessions, I frequently identified with some of the more traumatic incidents he endured, and through this process of self-identification, I gained a greater appreciation for the experiences of others. Toward the bottom of my visual representation, I
provided my ten close reading analyses, which shed light on how his experiences shaped his understanding and impacted my mood. Through this vein, I hoped to gain a better sense of myself, as this artwork allowed me to connect with a man of many words.

**Antonio Watson**
Community High School: William Harvill, English 12

*Rousseau the Revolutionist* (Prezi Presentation) I made a Prezi presentation about *Confessions* and gave various examples/images to go along with my close reading of the text. I incorporated my ten close reading analyses into the presentation and organized them in chronological order to better understand the age and outlook of Rousseau during that time period. By organizing the presentation in this fashion, I gained a better understanding of the context in which Rousseau was raised and how his upbringing might have affected his outlook on life.

**ELKHART LAKE-GLENBEULAH HIGH SCHOOL**
*Lei Lund & Leslie Corbin*

**Gary Higgins**
Elkhart Lake-Glenbeulah High School: Leslie Corbin, French 3

*The Words of Rousseau* (Visual Display) A digital image (picture) of Rousseau created from his words (in French), using Adobe software, I created a color picture of Rousseau composed from his own confessions.

**Hannah Jenny & Krista Landwher**
Elkhart Lake-Glenbeulah High School: Lei Lund, European Literature II

*Rousseau’s Scrapbook* (Scrapbook) We will make/construct an old-looking scrapbook of Rousseau’s life as revealed in *Confessions*. It will include some of his writings, music, fashion, and drawings that relate to him at various points in his life. Viewers of the scrapbook will get a feeling of what life overall was like at the time and will learn about Rousseau’s life.

**Olivia Stelter**
Elkhart Lake-Glenbeulah High School: Leslie Corbin, French 4

*Our Confessions: Before & After* (Poster Display) My project will relate Rousseau’s *Confessions* to our own “Challenge Day,” during which students in my high school participate in a day to build empathy for one another’s challenges. Each participant will be involved in his/her own “confessions.” I will be taking photographs and interviewing student participants both during and after the day to show how people felt and relate our experiences to some of Rousseau’s most revealing confessions.

**Chieri Yasko**
Elkhart Lake-Glenbeulah High School: Leslie Corbin & Lei Lund, French 4/College Credit English Letters (Poster Display of Letters) I will re-create in French what Rousseau’s letters to Mlle. Vulsen and hers to him (from Book 1 of *Confessions*) may have looked like and what they may have written to each other.

**MADISON COUNTRY DAY SCHOOL**
*Evelyn Lasky, Mark Childs & Drew Ciancia*

**Grace Benson,** Madison Country Day School, Ms. Lasky, English 9

*Worms*: A *Confessional Narrative* (Narrative). My confessional, called “Worms,” tells the story of my struggle to deal with being rejected by the popular crowd in school. This narrative, like some of Rousseau’s lighter confessions, balances humor with retrospection to tell the story about an event in my life that I still feel a mixture of emotions about.
Zoey Li
Madison Country Day School: Mark Childs, IB English HL
The Self Portrait (Painting) The painting project described the authenticity, purpose and the responses of the Confession. The self-portrait that the Artist did is based on his image from an indistinct mirror shows how Rousseau shows his own Phenomena as the Noumena of himself. The position of the artist, which is on a high stage, under the spotlight and around audiences, shows the historical role the Confession played and the purpose of Rousseau, which is to be exposed to others. The different copies of the self-portrait hold by some audiences show the Phenomena that the audiences observed.

Om Salunkhe
Madison Country Day School: Evelyn Lasky, English 9
The Unforgettable Shot (Narrative) My confessional, called “The Unforgettable Shot,” tells the story of my basketball team’s quest for the state championship. The story starts with an ordinary scene preparing for the game and builds to a climax when the other team seemed to be ahead of us by fifteen points. Later our team catches up to 58-58 with thirty seconds left in the game. In the end, the fate of the team rests on me, as I have the opportunity to take a game-changing free throw shot when the score is tied. Like Rousseau in Confessions, I tell the story of an event about which I feel shame and regret.

Chris Taylor
Madison Country Day School: Evelyn Lasky, English 9
“New Shoes”: A Confessional Narrative (Narrative) My confessional, called “New Shoes,” tells the story of my quest for new shoes. The story starts with a series of unfruitful trips to shoe store after shoe store and builds to a climax when my mother finally finds what she hopes will be a suitable pair of shoes. This narrative, in contrast to Rousseau’s Confessions, takes a humorous approach to the confessional.

MADISON EAST HIGH SCHOOL
Sarah Motl, William Gibson, Amy Isensee, Kathy Grimm & Claudine Clark

Luna Abresch & Alana Converse
Madison East High School: Sarah Motl, Honors World History
LIFE: Rousseau Edition (Board Game) Our project is based on the game “Life.” In the original game, the goal is to end up with the most money. Our game incorporates Rousseau's philosophy on personal possession and is based around the quote "man was born free, and he is everywhere in chains." Rather than finish with the most wealth and life accomplishments, the object of our game is to remain free, similarly to how Rousseau tried to live his life.

Israel Aguayo, Nicole Sanchez Vinueza & Stephanie Espinal
Madison East High School: Sarah Motl, Honors World History
Confessions (Poster and Figurine) Our poster is composed of a mix of drawings that portray scenes throughout Confessions. Our aim is to convey a visual representation of the autobiography to the viewers of our project. The project also includes a figurine, which is supposed to capture Jean-Jacques Rousseau and his various philosophies.

Livia Arneson, Inez Dufresne, Kyra Hay-Chapman & Talia Resnick
Madison East High School: Sarah Motl, Honors World History
Rousseau’s Chains (Photography collage/slideshow) Our project is a compilation of paintings that make up one big representation of Jean-Jacques Rousseau’s life experiences and the beliefs that affected his life. These paintings make up a tree that is bound by chains. We have created this project to portray the life of Jean Jacques Rousseau. Rousseau had a lot of experiences in his life that changed his views and
beliefs of certain things, whether political, emotional, or physical. This tree represents Rousseau’s life and each painting represents an event that changed him. The chains bound around the paintings show that Rousseau believed that “chains” bind humans and that they are never free from them, whatever those chains might be.

Isaac Ballwahn
Madison East High School: Sarah Motl, Honors World History

*Map of Geneva, Switzerland, c. 1712 (Map)* As you can see, I have placed events that happened in Jean-Jacques Rousseau’s life while in Geneva in various locations on the map. This is a way to remember early transformative events in Rousseau’s life, while also giving them a physical space as a way to better visualize them. Although I have based my map on whatever maps of Geneva I could find from the time, I took a couple of liberties, especially pertaining to the places in which the events took place. Those are not well documented, so I have instead placed my best guess as to where each could have been.

Hans Barkei
Madison East High School: William Gibson, AP European History

*Rousseau’s Crow (Metal Sculpture)* This welded metal sculpture represents, on the surface, Jean-Jacques Rousseau’s dubious relationship with money. Within the crow’s belly are coins saved and trapped permanently. While deriving pleasure neither from having money nor spending it, Rousseau nonetheless keeps it. Afraid of being judged for having money, or for how he spends it, his trips to the market always end with his pockets as full as he started with. He gains pleasure however, from stealing what he believes he should rightfully have access to in the first place, such as his master’s diagrams. Being caught and beaten is a paradoxical fulfillment of an unspoken contract between the thief and the victim, and a justification for continued infractions, as represented by the bird’s weathered look and spattered welding. A drooping rose of Rousseau’s confused romances dangles in the crow’s beak, but strutting proudly, it stands oblivious.

Bryn Bennet-Feinblatt and Charlie Carroll
Madison East High School: Sarah Motl, Honors World History

*Grissini de Piedmont (Food)* Our project explores the significance of the Italian classic Grissini to Jean-Jacques Rousseau. When Rousseau was hungry and alone living on the streets, he relied on the Italian Grissini, a thin type of breadstick with a crunchy crust. These breadsticks not only satisfied his hunger, but he grew to enjoy them and they represented his desire to create better situations for himself. This bread also represents a rustic and honest life style that he divulges into at times, throughout the book.

Lucas Boettger and Catherine Kiesler
Madison East High School: William Gibson, AP European History

*Rousseau Roulette (Board Game)* Our project is a board game, which features scenes and scenarios from *Confessions* and from Rousseau’s political philosophies. In *The Social Contract* Rousseau said, “man is born free, but he is everywhere in chains,” the object of the game is to reach Rousseau’s idea of the state of nature. There are two ways to achieve this goal; either reaching the center of the board, or to remove all of your chain links. To progress through the game the player rolls the dice and will either land on a confession tile or a question tile. Confession tiles determine how fast you move across the board, while question tiles determine your number of chain links. The first person to reach the state of nature wins.

Nicole Bowden
Madison East High School: Sarah Motl, Honors World History

*The Pathway to Understanding (Drawing/Painting on Canvas)* This art piece conveys the path that Jean-Jacques Rousseau took to reach for freedom of citizens through his life story. One of Rousseau’s main theories was that the people should rule themselves, rather than being ruled by a centralized monarchy. Rousseau, like many, tells us that he is the only one that knows himself the best, which reflects how he has the right to rule himself. The chains in the drawing/painting represent those issues which hold people back from their true freedom. As Rousseau states, “Man is born free, and everywhere he is in chains.” People are born free, but such chains and the tight hold of the centralized monarchy were holding people back from being completely free.
Cristofer Brown
Madison East High School: Sarah Motl, Honors World History
Confessions (Prezi Presentation) My project is a Prezi; it explores themes significant to Confessions. My project interprets Confessions in pictures and critical thinking summaries. I conducted this project because I believe it is a good way of summarizing Confessions and also reflects my interpretation of the book.

Diana Bulaong
Madison East High School: Claudine Clark, French 4
Rousseau Wears (Drawing) This art project portrays Jean-Jacques Rousseau as one single man who holds a diversity of selves within. This project translates what Rousseau thought and saw in the world to apply to what we can see in his appearance.

Claire Burke
Madison East High School: Claudine Clark, French 4
Rousseau vs. Social Media (Collage) Jean-Jacques Rousseau is considered to be the father of autobiography. He greatly impacted the social norms of his time. Rousseau’s use of autobiography can be compared to social media today in terms of how he puts information out about himself that is personal. Today people post everything from where they are to what they are eating on social media. Rousseau was ridiculed for his writings, as are some people today who seem to display every detail of their daily lives on social media.

Paige Callen
Madison East High School: Amy Isensee, AP English Language & Composition
Untitled (Mixed Media) This project addresses the difference between who we present ourselves to be in comparison to who we think we are. This multimedia painting explores the differences between the fantasy and reality of who Jean-Jacques Rousseau was, as well as his claims of unbiased truth. In this painting I hope to capture the different sides of Rousseau and how they compares to our modern world.

Charlie Chang & Andy Yang
Madison East High School: Sarah Motl, Honors World History
Rousseau’s Time Period (Timeline) Our project explains and shows not only what happens to Jean-Jacques Rousseau, but also what happens to the world around him. We chose to do a timeline because it shows us about Rousseau’s life and how those events affected him. In his book, Confessions, he writes about his experiences and his point of view of the world around him.

Anna Cohen
Madison East High School: Kathleen Grimm, AP French Language
From French to English to French Again: An Analysis of Translations of Confessions (Poster) I examine how various translations of Confessions into English have gained or lost content, as compared to the original French text of Confessions. I do this by translating an English version of Confessions into French using various translation strategies, including basic Google translate and manual translation. I also translate a French version of Confessions to English using the same translation techniques. The project compares and contrasts the content of the translations with the original texts to see what ideas are picked up and lost in translation. Through these translations, I’ll attempt to decipher exactly what Jean-Jacques Rousseau is trying to say and attempt to summarize his ideas.

Noah Degenhardt
Madison East High School: Sarah Motl, Honors World History
Vide (Poem/Short Story) For this project, I wrote a simple piece describing Jean-Jacques Rousseau’s life and his works. I wrote about his public persona and how his peers viewed him.
Zander Esh
Madison East High School: Sarah Motl, Honors World History

Für Rousseau (Violin Piece) This piece was arranged using various pieces of French music, including Rousseau’s own operas, to create a song that acts as a timeline of sorts. I used music specific to the places he lived, in the order in which he visited them. I used dynamics to portray his mood as I interpreted it as I was reading. The rhythm’s I selected show his personality, as I perceived it. When I read that Rousseau had written operas, I instantly thought of writing this piece. Music is something we both enjoy, so I thought it would deliver a new understanding of Rousseau to both me and whoever hears the music.

Madison Fuller
Madison East High School: William Gibson, AP European History

Max Fuller’s Confessions and Education Poster (Poster) For my project I am making a poster analyzing Rousseau’s views on education and how they appear in Confessions. Specifically, I will be focusing on the early portion of the book which focuses on his childhood and how he evolved as a person during that period. My poster will feature text examining quotes from the book and images which relate to Rousseau’s philosophy when it comes to how children should be raised. This is an interesting topic to look at because Rousseau’s ideas on education were quite influential and were clearly based on his own experiences as a child and young man.

Jonathon Garcia & Amadou Daff
Madison East High School: Sarah Motl, Honors World History

Rousseau’s Journey (3D Model) This is a project depicting Jean-Jacques Rousseau’s journey through where he lived in Confessions. For example, he was born Geneva, so we made a 3D model of Geneva to the best of our ability using research that we did on it. And we placed it on an art board saying how long he stayed there and when he arrived to the next place.

Henry Gaylord & Isaia Ben-Ami
Madison East High School: Amy Isensee, AP English Language & Composition

Rousseau the Man vs. Rousseau the Ideal (Poster) The project analyzes the differences between how Rousseau views himself as an individual and how he views humanity as a whole, building from his actions and quotes from this text as well as his writings of social philosophy. The writings were used to assess how his social philosophies may have impacted his personal life or vice versa.

Joshua Graham
Madison East High School: Amy Isensee & Claudine Clark, AP English Language and Composition / French 4

Jean-Jacques Ouest (Scratch Game) This project is an arcade game that is a comical rendition of a Pac-Man style game, with bits of the French language thrown in because Rousseau was born in Geneva. A bust of Rousseau races around different arenas, picking up baguettes while his many girlfriends are chasing after him.

Brianna Hanson
Madison East High School: Kathleen Grimm, AP French Language

Lost in Translation (Project Analysis) I will look at Confessions in both English and French. I will convert a section of the French text into literal English to look at the differences between the two versions: what was lost and what was added between the two versions. I will then analyze what these deletions and additions add or take away from the original meaning, and put that into a visual presentation.

Vickira Hengst
Madison East High School: Sarah Motl, Honors World History

Reaching for the Apple (Collage & Painting) I conducted this project by gluing two pieces of two canvases together. The big canvas is a collection of words and images to describe Rousseau personality and who he was. The front canvas is a hand drawn art piece representing the scene in the book where Rousseau was determined to reach an apple that hung in a tree he could reach through a louvred blind.
He used a spit to spear the apples. The next day he attempted once more where it ended in disaster. Along the outside borders of the canvases, there are quotes from Rousseau describing his personality from when he was about 16 years old.

Lucy Jackson
Madison East High School: Sarah Motl, Honors World History

_Understanding Rousseau_ (Collage) This project is a collage of pictures and words that relate to what Rousseau shows and talks about in his book _Confessions_, especially his discussions of “taint” in society and its effects on one’s life. Throughout the book Rousseau talks about how his society affects and changes his thoughts and opinions on things. I decided to relate this to how, especially now in society, social media and everyday life change your opinions and how you live your life.

Chelsea Johanning & Zane Sayre
Madison East High School: Amy Isensee, AP English Language & Composition

_Nothing’s Really Changed_ (Political Cartoon) Our project shows how not many things have changed in our society the time of Rousseau. The cartoon shows how self-centered Rousseau seems to be and how many people are the same way now.

Kyra Killian, Madison East High School, Sarah Motl, Honors World History

_The Web of Rousseau_ (Poster) I created a poster with a spider web made out of yarn in the background. Attached to the web are several images and pictures of people and symbols that influenced Rousseau’s beliefs or had a big impact on his life. Each image is important to understanding what Rousseau believed, why he believed these things, and how these beliefs influenced his actions. By looking at my poster, the viewer gains an even deeper understanding of where these beliefs come from and how Rousseau got about to believing these things.

Candace Kipp
Madison East High School: Sarah Motl, Honors World History

_A Life Woven in Time_ (Knitted Scarf) My project is a scarf expressing the life of Rousseau through patches, each one a different size, which determines its importance. The patches are pictures representing different aspects of his life. The size gets smaller towards the middle of the scarf forcing you to focus on the patches there due to their importance to his life and his views.

Sophie Klimowicz, Lily Jenssen & Tenzin Chokyi
Madison East High School: Sarah Motl, Honors World History

_Rousseau’s Life in Poems_ (Poetry Compilation) We’ve written a variety of different poems all based on Rousseau’s life as recorded in _Confessions_. These poems have been compiled into a book and are accompanied by a mosaic. The image in the mosaic represents the poems and themes throughout the book, and attempt to project ideas about Rousseau’s life in creative symbolism. This project aims to show Rousseau as he reveals his confessions and reflects on his life and mankind in general.

Oliva Lemberger & Zachary Newman
Madison East High School: Sarah Motl, Honors World History

_C’est La Vie_ (Card Game) Based on the French card game roulé, this fast-paced card game looks at Rousseau’s life and the challenges he faced. Players must sabotage each other in order to advance in life and beat the game. This game has many problems that can be faced and remedies much like those in Rousseau’s own life. This game is meant to bring light to many of the decisions and sacrifices Rousseau made. As the name suggests, the game is controlled by many factors, some more controllable than others. _C’est La Vie_ or “That’s Life” explores the many unpredictable and difficult challenges that can be faced in life, specifically those faced by Rousseau.

Grace Link, Cecilia Monroy & Jenna Sexson
Madison East High School: Sarah Motl, Honors World History

_A Calendar of Jean-Jacques Rousseau’s Early Life_ (Calendar) Our project is a timeline covering Jean-Jacques Rousseau’s life from the age of six to seventeen in the form of a calendar. We include important events from books one and two of Rousseau’s autobiography _Confessions_ as well as significant
images connected to the events. On the twelfth page of our calendar we explain the significance of Rousseau’s later achievements that are not covered in our formal timeline.

Taylor Liska
Madison East High School: Sarah Motl, Honors World History
The Rousseau Experience (Spoken Word Monologue) Jean-Jacques Rousseau, narcissistic to some, noble to others. Which is he, though? Why not hear from the man himself. From his sexual desires to crimes he did not commit, I have researched and come up with what I feel Rousseau would say. I have put together a monologue, which will explain the man of the day in a fun and interactive way.

Dalton McGowan
Madison East High School: William Gibson, AP European History
Social Media’s Effect on Society (Poster) Confessions by Jean-Jacques Rousseau is different from confessions today. However, there are also similarities. This project looks at how confessions today are used in social media. In addition to this, I will look at how confessions can hurt or benefit parts of society. This will be done by looking at citizens and the state. There are many types of confessions in social media that can either tell too much about people or tell too much about state activities. I plan to look at both, while comparing and contrasting how both can hurt or benefit society.

Marissa McMiller, Sarah Arafat & Hannah Dyer
Madison East High School: Sarah Motl, Honors World History
Confessions Timeline (Timeline) Our project is a timeline of Rousseau’s childhood progression and experiences, of how they make up who he became before he died. The timeline will include events from his childhood to before he died and events that were going on during the same time period. The diorama is one event taken from the timeline and recreated into clay. We chose to do this for our project because it shows how Rousseau grew up and experience life and how they affected him and made him who he is.

Fiona Mulhern, Olivia Hansen-LeBlanc, Celia Ramsey, Lida McCuaig & Maia Rivoire
Madison East High School: Sarah Motl, Honors World History
Jean-Jacques Rousseau’s Digital Footprint (Social Media Accounts) Our group has created a social media project to portray what we thought Jean-Jacques Rousseau’s life and views would be like. We used outlets, such as Twitter, to show small writings and snippets of his thoughts and opinions, Instagram to post pictures of his environment and hobbies, Facebook, to post longer chains of thought and family relationships and even Snapchat, to combine pictures with captions. Even though Confessions is an autobiography, we conducted this type of project to give a viewer an easier and more general understanding of the text.

Lillian Norman & Rosee Xiong
Madison East High School: Sarah Motl, Honors World History
Rousseau’s Tangled Tree (Paper Mache Sculpture) This project was constructed from mass amounts newspaper, printer paper, spools of thread, heaving throngs of wire, and multiple other things scattered here and there. The tree was made because not only do trees commonly represent life, but they also symbolize growth of things such as ideals and ideas. In the book Confessions Rousseau and his cousin Bernard try and grow a tree, but it torn down before it reaches maturity. My Partner and I wish to aid Rousseau and his friend in finally growing that tree, though ours will be one of life and ideas.

George Ohima
Madison East High School: Amy Isensee, AP English Language & Composition
The Only Portrait of a Man (Illustration) A visual representation of why Jean-Jacques Rousseau wrote “Confessions” and how it differs from other popular autobiographies.

Adam Putman, Ryan Monson & Sergio Perez
Madison East High School: Sarah Motl, Honors World History
Confessions of Sexuality (Poster) This poster is about sexuality in Rousseau’s time and in modern times. In his book, Confessions, Rousseau mentions a time where he was beaten by his female nanny at
the age of eleven and desired to be beaten again. He then analyzes this as being his entry into the world of adult sexuality. He also had relationships with many older women and expressed dissatisfaction with sex with someone of the same age. This poster explores Rousseau’s sexuality, eighteenth-century ideas about sexuality and their relationship to those of modern times.

**Kyra Raines**  
Madison East High School: Amy Isensee & William Gibson, AP English Language and Composition / AP European History

_A Man and His Ego_ (Sculpture) This sculpture depicts the way in which Rousseau views himself and how he believes others view him, contrasted with the actual way that others see Rousseau. This was inspired by Rousseau’s ego and his relationships with women. The sculpture is divided into two sides. On the side of Rousseau’s viewpoint, he is raised above other people, depicting his belief that he is better and his opinions more valid. He is reading _Confessions_ to an admiring group of people and is surrounded by many women. On the other side, the figure of Rousseau is alone, as he had few long lasting relationships. He still reading _Confessions_, but nobody is listening. The sculpture is made out of “found” materials, as well as newspaper, cardboard, paper clips and yarn.

**Eli Resnick & Caleb Schwartz**  
Madison East High School: Sarah Motl, Honors World History

_Rousseau’s Journey Through the Ages_ (Artistic Map) We created a map of Europe and tacked on yarn to represent Rousseau’s influence and how it spread. We used different shades of yarn to represent how much time passed along its journey. We also used symbols in areas in which major conflicts occurred from Rousseau's ideas, such as the French Revolution.

**Rachel Richter**  
Madison East High School: Sarah Motl, Honors World History

_Rousseau’s Confessional Booth_ (Poster) I made a poster presenting glimpses into Rousseau’s autobiographical stories. The backdrop is a confessional with various secrets posted behind curtains that Rousseau confessed to in his autobiography. It is presented in the form of a confessional, which represents the sharing of one’s personal details. It is somewhat of an ironic presentation because Rousseau tried not to have religion and other factors influence how he wrote his autobiography. Peek behind each curtain to reveal a secret Rousseau shared and why it was important in his life.

**Rosie Rodriguez**  
Madison East High School: Sarah Motl, Honors World History

_Rousseau Redone_ (Gossip Column) As outlined in _Confessions_, Rousseau had some unusual sexual experiences and preferences. This gossip column-style piece explores his adventures in a more modern setting. The title of the column, "The Amour Account," refers to both the place Rousseau lived and the subject matter. In my project I want to connect his scandalous stories to his outcome as a person in a more digestible way than his writing is currently in.

**Bella Scateni**  
Madison East High School: Amy Isensee, AP English Language & Composition

_Public Perception_ (Photography) This project is loosely based on the Facebook page “Humans of New York.” “Humans of New York” is a page dedicated to photography and sharing the life experiences of those who live in New York City; it has now spread globally. I wanted to construct a project that reflected the opinions of others and their perceptions of Rousseau. By interviewing those who have little knowledge about Rousseau and his philosophies, it allowed me to see Rousseau through different eyes, which, overall, helped me better appreciate and more fully comprehend _Confessions_. Adding photography was a way to produce a more interesting and visually appealing project. By comparing the public’s opinions of Rousseau and his ideas to the actual meaning of Rousseau’s philosophies, I was able to analyze _Confessions_ on a deeper level.

**Olivia Scott-Lantz, Aidan Coffin Ness, Santi Elbow & Mariana Brendel**  
Madison East High School: Amy Isensee, AP English Language & Composition

_Rhetorical Devices in Rousseau’s Confessions_ (PowerPoint Presentation) This project explains the
types of rhetorical strategies Jean-Jacques Rousseau uses most or commonly favors in his book – specifically: sarcasm, irony, hyperbole, and nostalgia.

**Luke Soldner, Sean McCarthy, Charles Jetty & Jimmy Kasel**  
Madison East High School: William Gibson, AP European History  
**Vie de Rousseau** (Board Game) This is a board game centered around the life and confessions of Rousseau. After all, life is a game *(vie est un jeu)*, and *Vie de Rousseau* will encapsulate this while also shedding light on some of Rousseau’s more tender moments. By combining elements from the beloved board game *The Game of Life* with the experiences chronicled in Rousseau’s signature book, *Confessions*, players will experience Rousseau’s life in a fun manner and will learn something about themselves along the way. Players will begin as naked savages in the “state of nature” and will be forced to construct a society working with the other players. Landing on certain squares will bind a player to “social contracts” with their companions, which will vary depending on the square. Picking up “Confessions” cards will provide the player with either a bonus or a handicap, with each card featuring cool anecdotes from the life of one JJ Rousseau. *Vie de Rousseau* is sure to be a hit with the whole family, assuming the whole family are intellectuals.

**Ezra Stahl**  
Madison East High School: Sarah Motl, Honors World History  
**Rousseau Cuboid** (3D Cube) My project is a cube that details certain important aspects of Rousseau’s life captured in either detailed sketches or some sort of creative piece of writing. While my viewer is allowed to look over the cube, I will answer questions that pertain to *Confessions* and will cultivate a high-level intellectual conversation about the subject of the text we are analyzing.

**Elize Steinhoff & Nathan Hunter**  
Madison East High School: Amy Isensee, AP English Language & Composition  
**Rousseau’s New Single** (Pop Song) This project is a parody of a recent pop song. The lyrics are replaced with words that depict the way people think of Rousseau, as well as how he thinks of himself. The song has been recorded with the new lyrics. There is also a written copy of the new lyrics.

**Bintou Suso & Robert Nwadinobi**  
Madison East High School: Amy Isensee & William Gibson, AP English Language and Composition / AP European History  
**SELF** (Picture Analysis) Rousseau is well known as a philosopher and Enlightenment thinker whose ideas are widely studied in educational institutions. However, reading his autobiography, *Confessions*, we have been exposed to a rich array of his funky life experiences, some of which contradict his political philosophy on human nature and the “general will” as presented in *The Social Contract*. Our project is a tri fold showing a picture of Rousseau in an office setting. His head is placed on the body of a man dressed up with a tie, and there is a trash can where he dumps his philosophical thoughts, representing how he contradicts his own philosophy of man and the general will, alongside quotes from both sources.

**Sean Thiboldeaux**  
Madison East High School: William Gibson, AP European History  
**Courage in the Face of Ridicule** (Drawing) This is a visual art expression explaining my imagery and interpretation of this passage. In this passage I feel that Rousseau is telling us that he has just taken this leap of faith from which he cannot turn back. In portraying this massive and detailed portrait of himself, he leaves himself vulnerable to the attack of anyone who wishes to read it. I know many of us do not really appreciate Rousseau and find his confessions drawn out and quite bizarre at times, but I feel that it takes a lot of courage to do what he has done. These two aspects are what I am choosing to focus my creative expression on; the fact that he is open for extreme ridicule and also his courage for making this portrait of himself showing even his greatest flaws. But I also wish to portray how Rousseau understands that people are judging him, but he feels that he is above any comment or ridicule that can be made against him and his work. He feels proud, or even heroic, for giving himself up to the judgment of society.
The Confession Tree (Metal Sculpture) The Confession Tree is representative of the truth that Rousseau conveyed to the reader with so much effort. As I read through Confessions, every one of his truths was accompanied by an excuse or some sort of justification that made Rousseau’s actions not wrong and even right. The tree itself symbolizes the tree the author planted with his cousin early in the book. Each leaf is an example of his truths and justifications and, as the book goes on, the tree grows. The chain decorating the tree represents the chains of society that Rousseau lived under. These chains, he thought, underlie all his justifications, because the rules of society were unjust and wrong according to his beliefs.

Josie Varda & Susan Sullivan
Madison East High School: Sarah Motl, Honors World History
Childhood (Painting) This painting represents Rousseau’s childhood through surreal versions of memories he describes in Confessions. In the painting, Rousseau is shown crossing to a new period in his life as he leaves his home in Geneva. On one side are his childhood exploits and desires, on the other, his changing world as he moves forward into adulthood.

Nell Vanden Brook, Ava Duren & Thad Hoffer
Madison East High School: William Gibson, AP European History
Modern Age Confessions (Portrait Series) For our project we decided to make a confessional art project. We painted a series of portraits of people, including us, and wrote confessions on each portrait. We feel this is a more powerful and meaningful expression than writing a book because all of our confessions are personable and easy to comprehend. Because our culture is so focused on an image-based aesthetic, we feel this would be a proper interpretation of our confessions. While Rousseau felt most comfortable writing a book, we feel most comfortable with a visual interpretation of our lives. Each confession or image in our piece portrays our personal struggles, achievements, and experiences; which likely resonate with a wide range of people.

Sydney Walter & Evan Crabb
Madison East High School: Sarah Motl, Honors World History
Connected Worldwide (Map & Timeline) For our project we decided to make a map display roughly based on one that could be made by a police officer investigating a case. We have read about the experiences Rousseau has had and where they take place throughout the world, but we wanted to further investigate their connection to the rest of the world and if there was any correspondence. In order to do so we have connected points of places around the world to the events that we found most significantly represent Rousseau. Our goal was to see if there was something larger to what Rousseau was thinking. Hopefully our bird’s eye view will lead us to a clear answer.

Reginald White, Finn Gamble & Kalea Kruser
Madison East High School: Sarah Motl, Honors World History
Inside the Mind of Rousseau (Poster) Our poster represents the mindset of Rousseau. Each part of the brain is highlighted to explain why Rousseau acts the way he is. The poster also explains certain things that he does in his life. It shows his romance, how he feels about education, how he grew up, and how he describes himself.

Quantez Williams
Madison East High School: Sarah Motl, Honors World History
Pieces of Rousseau (Poster) This poster is a collage of traits that Rousseau displayed in his autobiography, Confessions. I chose to do a collage poster because it’s a creative way to incorporate the many traits and characteristics that he has shared in his book. Confessions is a book about the things that Rousseau experienced and my poster is about the main things that I took away from his experiences.
Fiona Wolfe and Wei Li Werner  
Madison East High School: Sarah Motl, Honors World History  
*Perceptions (Stained Glass Project)* Our project is about perceptions. In the first paragraph of *Confessions*, Rousseau talks about how he is the only one who can write truthfully about himself and that this is the most honest thing that will ever be written. Our opinion is that he can’t truly be honest about himself because he is choosing to include certain stories and exclude other aspects of his life. His writing illustrates the way that he sees himself. People who read the book also have their own perceptions about him. We used mirrors and glass to represent how people see differently from different angles. Everyone sees things differently depending on their experiences which effects the way people interpret the book and Rousseau.

Evan Yang & Simon Thao  
Madison East High School: Amy Isensee, AP English Language & Composition  
*State of Nature (Visual Art)* Rousseau’s Philosophy in a picture. The picture illustrates how nature would look like according to Rousseau’s *Discourse on Inequality* and *The Social Contract*: a prehistoric place that was eventually corrupted by society.

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**MILWAUKEE HIGH SCHOOL OF THE ARTS**  
**Krista Claypool**

Nayla Balderas & NyQuesta Thompson  
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English  
*Rousseau’s Falling Leaves (Tree Sculpture)* In *Confessions*, Rousseau starts with the words, “I am like no other.” He describes himself as the greatest example of man at his best. Our project shows Rousseau for what we saw him as, an average man with faults and merits just like everyone else. We express this by putting certain objects that symbolize significant life changing events in Rousseau’s life on a tree which not only stands for Rousseau’s first encounter with injustice but also his life, which takes sharp and dramatic turns.

Grace Berendt & Alex Whitmarsh  
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English  
*The Comb and the Ribbon (Graphic Novel Scenes)* Our project shows two scenes drawn in a graphic novel style depicting the ways in which the destruction of the comb and the theft of the ribbon compare and contrast each other. Through our project we illustrate Rousseau and his behavior in both positions as the wrongfully accused and the false accuser.

Kira Berkoff & Caitlyn Dillon  
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English  
*Rousseau Novels through Cake (PowerPoint)* Our project is designed to showcase the novels that influence Rousseau’s childhood through the medium of cake. We baked and decorated cake to look like a popular romance novel from Rousseau’s life, and equally, one book on war. Our PowerPoint explains the look of the cakes, the process, and how it ties into his mother and father’s passions. Our project also explores the influence the books had on his life and personality.

Wahlee Brown, Danielle Hoffman, Joey Mendez & Sarah Smith  
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English  
*Confessions of a Confused Lover (Parody Song)* Our project is a reinvention of Taylor Swift’s “Shake it Off” in regards to Rousseau’s love affair with Mlle Goton, a girl of his age, and Mlle Vulson, a woman much older than him. Our song exhibits the way his relationships with the women differ from each other and how they differ from the common competitions of romantic love in our time. Finally, this piece tells the audience how these relationships affected the way he viewed love, attention, and relationships as well as how it affected his personal outlook.
Clairyssa Browning & Maggie Murphy
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

*A City’s Confessions* (Photographic Narrative) This project consists of photographs and interviews of
10 young people from the years of 1975-2015, or otherwise expressed as Generations Y-Z. Many of these
interviews consist of questions that have relating events/confessions to the autobiography. All the stories
display a Polaroid black and white portrait of the person interviewed to add a personal and more creative
touch to the project. Our main focus through this project was to learn about peoples’ personal experiences
and relate them to our own, as was *Confessions*.

Korayma Diaz-Galarza
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

The Great Dinner of the 1700s (Research/Cooking Project) My project showcases food that a regular
family in the 1700s would eat. I show how Rousseau wanted to eat but couldn’t. In the text he discusses
how he wanted to eat roast and eat whatever he wanted. He states, “Good night roast” as he goes to bed,
barely having anything to eat. Rousseau shows his temptation with food, his delicacies, by stealing them. I
researched how a family in the 1700s ate. This project explains how a Victorian meal compares to a modern
day meal.

Brody Drews
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

Rousseau’s Selfies (Mixed Media Poster) Selfies have become extremely popular in recent years. A
selfie once in a while might be a good thing, but constantly taking them shows you are full of yourself.
After reading *Confessions*, it is easy to see Rousseau thinks very highly of himself. This project shows this
by photo shopping selfies of him. The center shows Rousseau posing for a selfie as his 3-D arm takes it.
Overall, this project just shows that Rousseau is self-centered throughout the important events in
*Confessions*.

KimberLee Emmerich & Chelsea Marek
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

Your Life in the 1700’s (Tri-Fold Board Quiz) For our project we researched more about the women of
the 1700’s since Rousseau provides many accounts of his relationships with women and displayed it on a
poster board with an interactive quiz. Participants can take the quiz to learn more about the time period.

Virlagio Euseary, Katelyn Korth, Sam Guyton & Gracee Nadboralski
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

These Are My Confessions (Song) Our project is meant to compare Rousseau’s confessions with our
own using musical instruments. We incorporated specific quotes and how our personal confessions relate
to them. This expresses Rousseau’s true self with our true self.

Stephanie Kendl, Aidan Treder & Kate Udell
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

The Cultural Influence on Rousseau (Poster) This project shows the cultural influence of the early
1700’s on Rousseau’s childhood.

Renee Marfitt
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

Maman. (Portrait) Madam de Warens played a vital role in Rousseau’s life not only as a lover but as a
mother figure. For my project, I painted a portrait of what I believe her to have looked like. The character
analysis not only describes her relationship with Rousseau, but the events in her life before him.

Zi Meyer
Milwaukee High School of the Arts: Krista Claypool, Honors 10 English

Fashion Fantasies and Realities of the 1700s (Mixed Media Drawings) This project shows visual
representations of quoted pieces of Rousseau’s *Confessions* through the eyes of a modern reader,
particularly the fashion of the time of the 1700s. Next to each created drawing are pictures that represent
the true fashion of that time. This shows the difference or lack of difference between the writer’s imagination, other works of art from the 1700s, and reader’s interpretation depicted through visual art.

**NECEDAH AREA HIGH SCHOOL**

**Mikki Maddox & Carney Lentz**

**Gary Deven Felber & Vanessa Zipperer**
Necedah High School: Mikki Maddox, Global Literature

*Books as Windows to the World* (Mixed Media Sculpture) Our mixed media sculpture is made out of the books Rousseau read as a child and illustrates how they affected him in his future life. It reflects *Confessions* by showing how books can affect a person's life and how literature can help them get through tough situations.

**Michaela Horak, Logan Myhre & Logan Platz**
Necedah High School: Mikki Maddox, AP English Literature and Composition

*Influences* (Mixed Media) Our project examines the influence books played in Rousseau's life and how books can influence us all. As a result of reading, Rousseau saw the world differently and we wanted to examine how that is also true with the people we know as well.

**Breanne Housworth, Deneille Lessard & Angel Pintarro**
Necedah High School: Carney Lentz, AP Language and Composition

*Can We Trust Our Memories?* (Trifold Display) Our project is looking at the perceptions of memories and how they change as we get older. We created a board with memory jars. We explore how our perception of memories can change, and how others who experienced the same ones have totally different views. So, how trustworthy is Rousseau if he is recalling the events of his life many years after they have happened?

**Anastasia Knapinski, Jessicah Murphy & Cheyenne Sterbenz**
Necedah High School: Mikki Maddox, Global Literature

*Rousseau’s Growth* (Watercolor Portrait) Using a watercolor art display, we chose to depict the three main stages of a tree’s life. This project symbolizes the growth that Rousseau experiences throughout the writing of his autobiography. We used specific sections within *Confessions* as inspiration for the project as a whole. We decided to show the seed, sapling and full-grown tree to represent different points in Rousseau’s life where a situation occurred that helped him better understand who he was as person.

**Olivia Nokovic & Vanessa Zipperer**
Necedah High School: Mikki Maddox, AP English Literature and Composition

*Memories of the Willow Tree* (Painting) For our project we are painting a large willow tree on a canvas board. With this willow tree we will include information from the text telling the meaning behind the willow tree in *Confessions*. The willow tree was the first spark of interest in botany for Rousseau. Because of this initiation, he spent the duration of his life as an avid botanist. Nature was a big influence in his life. Rousseau considered the improvised aqueduct and the planting of the willow tree and the greatest accomplishment thus far in his life. Though he considered this an accomplishment, it was also a deviant act. Stealing the water from Monsieur Lambercier’s walnut tree, and hiding the willow from him was a development in Rousseau’s deviant lifestyle.

**Hailee Ruskowsky & Elyssa Sheley**
Necedah High School: Carney Lentz, AP Language and Composition

*Revealing Rousseau* (Trifold Display Board) For our project we are exploring why Rousseau wrote *Confessions* in the first place. We analyze the parts of his life that would lead him to writing his autobiography. For example, his love life, his teenage years and his adventures. We believe there is more
to his reasons for writing the book than nature and all its truth. We think there are more reasons given throughout the book to explain why he would write it.

NEW HORIZONS FOR LEARNING CHARTER SCHOOL
Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Joel Acevedo
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Mystery Date Game: Jean-Jacques Rousseau Edition (Board Game) My project is a board game modeled after the Milton Bradley board game, Mystery Date. Rousseau “confessed” to loving several people in his young life. This game will show four of these people: Mme. de Warens, Mll. Gorton, Mme. Basile and Venture of Lausanne. The object of the game will be for the player to find Jean-Jacques Rousseau the perfect date and not to get the “dud: “ the Moor “bandit” who attempted to molest Rousseau when he was a young man of sixteen (65).

Gerald Berenson
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Evolution of Jean-Jacques Rousseau (Poster) I conducted this project to see how Rousseau’s life, actions and beliefs evolved over time. Specifically, my project intends to examine, extract, and present critical moments in Rousseau’s life (focusing on books 1-6 of Confessions) paying particular attention to the theme of freedom. Providing a visual graphic of beliefs and actions allows both the viewer and the presenter to spark discussion and stretch understanding beyond the poster.

Ian Brockman and Ethan Brockman
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Untitled (Music Collection) My project will focus on revealing a prominent theme of Freedom in Rousseau’s Confessions through music. We intend to tap into the auditory experience for participants at the summit. Our strategy will be to begin with contemporary music, which relates to today’s youth. That relatable point will trigger emotional understanding. By making this experience interactive, we hope that everyone not only gains insight but that their understanding is sustained beyond our conversation as they navigate to other displays/presentations.

Alexis Carter
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Mme. De Warens: Confessions of a Complex Woman (Journal) I created a journal to reflect Mme. de Warens’ point of view. In this journal the reader will hear about her relationship with Rousseau through a woman’s eyes. I believe she showed love to him, but she did take advantage of him. She knew that he adored her and she used that. But she did take care of him and provided his education, and for that she is a good person.

Cole Compton
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Botanical Inspiration (Terrarium) I created a succulent terrarium representing Rousseau’s interest in herborization. In Book 5, page 176 of Confessions, Jean-Jacques reveals to us that his esteemed mentor, Claude Anet, comes home enthused and delighted from an afternoon of collecting medicinal plants. My hope is to bring my similar passions through my own business, Green Earth Terrariums, to “the table.” Bringing living plants to the Great World Text Summit will help reveal why he loved plants and why we might all enjoy their beauty.

MaKahyla Kanady
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

Jean-Jacques Rousseau: Sex & Gender. My project displays Rousseau’s various attractions to men and women. My project also displays that even though Rousseau was attracted to all these people he still had that one particular person he had his eye on and that was Mme. De Warrens. As evidence I take
quotes out the book to show the various obsessions Rousseau had with these men and women throughout his life. However, his path and heart will always lead him back to that one woman that was his love and his life. My project is also meant to highlight the fact that same-sex relationships are nothing new. They have always existed. Also, like today, there were different opinions about them. Some people were fine with same sex relationships or ménage-a-trois, while others were against it and thought it was immoral.

Kate La Follette
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill
Recreation of Famous Rousseau Painting (Painting) I chose to recreate the famous painting of Rousseau and conduct research on the piece and the artist’s background because I was immediately interested in the work. My project provides insight on Rousseau’s life and the painting’s place in history. I hope that it provides various taking points as I interact with other participants at the summit.

Dale Lafford
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill
Happiness in the Mind of Rousseau: A Behavior Over Time Graph (Poster) I conducted this project to describe, layout, and clearly explain Jean-Jacques Rousseau’s behavior patterns and growth over time. I chose to adopt Peter Senge’s Behavior Over Time Graph (BOTG) because it is a valuable tool used to gain insight of a particular behavior or belief as it relates to time. Jean-Jacques Rousseau faced a number of changes throughout his life. As a rebellious teenager he left his master and joyless life behind to seek freedom and happiness. Discovering his true self seemed to preoccupy Rousseau’s thoughts. Searching for freedom led him to try everything from stealing to lusting over others. Jean-Jacques Rousseau perceives freedom, politics, religion, and love differently from your average person. My role on this project is to capture these behaviors, which reject conformity as he craves freedom. Ultimately, a BOTG allows for clarification of the Rousseau’s happiness through an interactive process between presenter and audience.

Carl Organ
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill
Contrasting Thoughts of Rousseau on Religion…and Mine (Interactive Poster) For my project I will be discussing religious themes brought out in Rousseau’s Confessions. In contrast, I will provide my own life understandings and conclusions on this topic while allowing for an interactive experience for Great World Text participants. Providing post-its to be placed in a common ground section of the poster board will do this.

JimMya Williams
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill
Confessional Booth (Confessional) Our project is based on people’s need to confess. In the book, Rousseau reveals both the good and bad details of his childhood and young life in an effort of explaining who he is and how he became a famous philosopher as an adult. In the beginning of the book, Rousseau quoted the Latin phrase “Intus, et in cute”—“Underneath and in the flesh” -- meaning a person has to know themselves inside and out, good and bad, in order to live a full honest life. Our booth will challenge high school students to “confess” their answers to the questions inspired by Rousseau’s teachings. By doing this, they will gain self-knowledge and reveal their true selves to others.

Aneiya Thompson
New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill
Let Freedom Ring! (Poster) My project is about freedom and how it changed over time for Rousseau. Freedom is a new world / life for us, but back in the mid 1700’s we didn’t have as much freedom as we do now. I am going to present my poster board project in an orderly fashion with a poster board stating the facts of freedom and who it affected in Rousseau’s Confessions. I decided to do my project on freedom because I thought of slavery, masters, commands, and ordered work that our ancestors had to go through. Hardship was rough in their experience. Freedom related to Jean-Jacques Rousseau because when Rousseau was sixteen years old, he had to obey his master. Rousseau didn’t have freedom at all and sought his own idea of freedom at all cost.
Deion Trotter  
New Horizons Charter School: Renee Glebin, Bohdan Nedilsky & Brandon Hemphill  
*In Pursuit of Freedom* (Digital Portrait accompanied by Music) For my project I will be developing a portrait of Rousseau that combines classical and new age music in digital form. The first half of the emerging portrait will be paired with classical music while the second half of the emerging portrait will be paired with contemporary or new age music. The theme of the digital painting will reflect symbols of freedom beginning with Rousseau and then blending today’s symbols of freedom. I plan to blend music so that I can engage viewers with sound as well as visual images. I also plan to provide a space for post-its so that viewers can leave their thoughts and reflections on their experience.

OSHKOSH NORTH HIGH SCHOOL  
Aurora Shimshak & Jason Cummings

Trevor Beam & Joseph Szydlie  
Oshkosh North High School: Jason Cummings, English 2 Honors  
*The Adventures of Rousseau* (Board Game) This game is based on two popular board games, “Risk” and “Monopoly.” Players travel around the outside of the board by rolling dice and buy cities that Rousseau traveled to. They collect taxes on the cities when other players land on them. Players use the money they collect to buy troops to spread their philosophy throughout Europe.

Max Bossert, Ike Reichenberger & Justin Robinson  
Oshkosh North High School: Jason Cummings, English 2 Honors  
*The Rousseauian Vanity Scale: Weighing In on Rousseau’s Personality* (Interactive Exhibit) Throughout the autobiography of *Confessions*, Jean-Jacques Rousseau attempts to portray himself as a cultured, wise, and modest man. This attempt fails consistently through the course of the book as he contradicts his proclamations of modesty by committing a multitude of “sins” that display Rousseau as a vile and vain man. In this project the theme of vanity is analyzed and broken down into two key categories, physical and mental. Furthermore, these traits are connected to historical and present day figures. The exhibit contains these paragraphs analyzing and connecting Rousseau as well as an interactive portion that will have a “meter” graded with different Rousseauian actions and traits that will allow viewers to rate the figures previously mentioned in the paragraphs. After rating each figure on the Rousseauian Scale the viewers are shown the ratings, as well as the reasons, given by our group to compare to their own. The intention of our project is to give viewers a quantitative perspective on vanity to help them obtain the same view Jean Jacques Rousseau as our group.

Sydney Burns, Emma Fenrich & Addie Schmitz  
Oshkosh North High School: Jason Cummings, English 2 Honors  
*Miroir* (Still-life with Real Objects) Our idea to really portray the insight of Rousseau’s life was through the creative and “time-stopping” still-life, which we named “Miroir” which is mirrored in French. The idea is to transport the viewer back to the 18th century. When someone sits in the classic French-style chair, they are transformed into Rousseau himself by the elements of this interactive art piece. You will notice such pieces as an apple, a candle, a used book, a map of France, and a picture of a woman among other items. On the mirror itself, we have written words relevant to Rousseau’s life and personality; the viewer then sees the words reflected upon him or herself, making the Rousseauian experience come to life!

Morgan Dunbar  
Oshkosh North High School: Aurora Shimshak, English 2 Honors  
*Aftermath of Comb Scene* (Drawing) For my project I wanted to recreate the famous comb scene in which Rousseau is accused of breaking Mlle. de Lambercer’s comb, when in fact he was innocent. The drawing reflects Rousseau’s emotions and forces the viewer to relate and/ or understand his feelings. This piece also demonstrates the act of injustice and helps the audience realize that it has been around for centuries and will probably never dissipate.
Izzy Eliasen  
Oshkosh North High School: Aurora Shimshak, English 2 Honors  
*Hidden Confessions* (Mask) My project will be an art project of a mask that shows what Rousseau presents to the world versus what he hides from world on the inside. After analyzing some of the many things that Rousseau has confessed to, this mask represents the things that he feels and tries to hide on the inside, and what he shows to the world of *Confessions*. This mask also goes beyond *Confessions* and represents what we hide from the world, and what we limit the world to see of ourselves as well.

Kelsey Hintz  
Oshkosh North High School: Aurora Shimshak, English 2 Honors  
*Memories: An Autobiography to Understand an Autobiography* (Autobiography) *Memories: An Autobiography to Understand an Autobiography* is the complete story of my first 14 years of life. Writing the autobiography shed new light on Rousseau. Rousseau did not hold anything back in *Confessions*. He wrote everything, which takes a lot of guts. While reading the book, I honestly thought it was extremely boring. However, everything he wrote seemed important to him. While writing my own story, I realized how weird memories actually are. They come and go. Important ones leave and pointless ones stay. While writing I kept asking myself, “Who is actually going to care about what I wrote?” I realized that in fact, I care about what I wrote. This leads me to the belief that Rousseau did not write *Confessions* for the people. He wrote *Confessions* for himself. He wrote what was important to him. Reading the book now, I actually enjoy it. I know that the memories he writes about are the ones who made him who he was, and I think it’s a wonderful thing he’s able to write about these memories so fluently. My project gave me a deeper understanding of *Confessions* by showing me how hard it actually is to write an autobiography and why Rousseau is so beloved. What seemed cocky to me at first actually makes sense now. My project was very beneficial to me, and I hope others reading it can relate to it.

Kiley Klauer, Allison Konrad & Baylee Tabbert  
Oshkosh North High School: Jason Cummings, English 2 Honors  
*Consequences* (Board Game) Requires a table and chairs for people to sit down and play the game. Our group got the idea for the board game Consequences when we discovered that Rousseau was an advocate for games to help teach children morals and skills. We discovered that a board game called the Game of the Goose, similar to the modern Chutes and Ladders, reached the height of its popularity in 18th-century France when Rousseau was alive. The Game of the Goose was often used to depict a journey; in this case, it is the journey of Rousseau’s life. Our game shows different events in his life and gives the player consequences based on how Rousseau handled the event. The game board also depicts Rousseau’s different virtues and vices relayed in *Confessions*. By the time the game is finished, all players should have a good idea of Rousseau’s personality and how his different traits affected him throughout his life.

Michelle Lokken  
Oshkosh North High School: Aurora Shimshak, English 2 Honors  
*Reflections* (Scrapbook) My project is an autobiographical scrapbook, including photographs of my childhood to make it a visually interesting. I started my project by mapping out my life and then choosing the most significant events of my childhood to write about. After I completed all of my writing, I searched for pictures and compiled all of this into a scrapbook. While doing this project, comparing my experience of writing an autobiography to Rousseau’s, *Confessions*, It broadened my perspective, teaching me about tendencies in self-reflection. I learned through this project and by reading *Confessions* that self-reflection can be slanted even if you try to avoid it. I noticed this through tendencies such as not mentioning important events, or sugar-coating events to make them sound better. I also noticed these tendencies while reading and re reading *Confessions*. I now better understand the difficulties of writing any type of confession. Especially, those you don’t want to admit to others or those you don’t want to admit to yourself. Through writing and reading an autobiography, I also learned that relatability is what adds the most value. That is what I was striving for when composing my own. Reading *Confessions* and writing an autobiography revealed to me the importance of inner perspective. How this inner perspective has a filter and how it is vital to avoid this defense mechanism. Then we can view the world how it truly is. Finally, we are not just seeing what we want to see.
Nicole Markofski
Oshkosh North High School: Aurora Shimshak, English 2 Honors

*Minds vs. Minds* (Card Game) When I heard about this project months ago, I immediately thought of constructing a game. Of course, I did not know what format of game, but I was certain of my idea. After a month, I came up with a spin-off of the popular game Apples to Apples. It would work perfectly with gaining larger perspectives on the book and involving many people. With the students debating on various main ideas from the book, I hope that the participants will walk away with new views that they may not have even thought of before my game. Also, the game brings up events in the books that the students may have forgotten or not have thought about as a big idea. I believe my project does interpret *Confessions* because it is a good, fun way for high school students to gain insight on 1700’s Geneva.

OSHKOSH WEST HIGH SCHOOL
Brian Phelps, Cory Beaulieu & Kelly Wayne

Sara Anderson
Oshkosh West High School: Brian Phelps, English 2 Honors

*Discourse on Child-Raising and Education* (Book) This project identifies the flaws in Rousseau’s ideal education and provides evidence against his main theory, which is that a perfect human can be molded through a controlled environment. With the goal of providing a counter argument for Rousseau’s novel *Emile* and connecting to themes in his autobiography *Confessions*, the manual was constructed according to every step Rousseau advocated in a child’s education. The narrative component of the project, however, identifies that while good in theory, Rousseau’s method lacks realistic application and does not account for the intrinsic human need to socialize. As evidenced by this project, working against human creation to champion and preserve nature is logistically impossible and damaging to both the subject and mentor of an education. Bits and pieces of Rousseau’s advice are sound. However, as a whole, his process is incompatible with a contemporary setting and fails to accomplish the very goal it was created to do; his system does not prevent corruption in human behavior, children or otherwise.

Alissa Arneson
Oshkosh West High School: Brian Phelps, English 2 Honors

*Welcome to Society* (Spoken Word Poem) My project is a spoken word poem about how society judges people and what that does to a person — something we see play out in Rousseau’s *Confessions*. It focuses on the long-term effects of constantly being judged and it takes you through the mind of a teenage girl who is a victim to this. She goes through different phases of her feeling trapped, then lost, and finally free. But, eventually, she ends up at a dead end with a sign above her reading, “WELCOME TO SOCIETY.” I end there to show how she feels like she can never escape from those voices telling her that who she is and what she likes is wrong.

Hunter Barber
Oshkosh West High School: Brian Phelps, English 2 Honors

*Drawing the Mask* (Artwork) The purpose of my drawing was to show viewers the importance of not allowing assumptions to define a person. The passage on page 155 of Jean-Jacques Rousseau’s *Confessions* was the inspiration for the drawing. Rousseau explains: “How contrary to what I had expected was my first sight of Paris!...I had imagined a city as broad as it was fair...where all one would see were magnificent streets and palaces of marble and gold.” The drawing shows how blind Rousseau was, the blindness being represented by the mountains, to the truth of what Paris truly looked like. It also shows how much he was let down because of the fact that he let the stories he was told and read define the city for him. By believing the stories he was brought up on about Paris, Rousseau was greatly disappointed by what he found after arriving to Paris and taking its single-storied mask off.
Sydney Behlman
Oshkosh West High School: Brian Phelps, English 2 Honors

*Rousseau’s Logic* (Poster) The main point of my project was to analyze a quote that answers the question: “Why did Rousseau write *Confessions* in the first place?” The quote as shown on the canvas and further analyzed on the poster board shows Rousseau’s explanation of how the world works in relation to human nature. Rousseau states that “the more [he has] seen of the world, the less [he has] been able to adapt to it’s ways” (152). By doing so, he shows how his ability to adapt to change is decreasing as time goes on; this can reflect human nature in that since the world is always changing, humans struggle to adapt due to our dependence on routine, habits, and familiarity. Rousseau’s juxtaposition of human nature to the ways of the world, and his explanation of how the ways of the world enable him from being able to adapt to change, allow him to take the blame of his decisions, his confessions, off of himself, and onto a force beyond his control.

Claire Bischel
Oshkosh West High School: Brian Phelps, English 2 Honors

*The Three Estates* (Poster) This poster will go into depth about the three estates in France before the French Revolution took place. The three estates are the way the French society was divided in the early 18th century. It was a form of social class that gave privileges to those higher up and limited life greatly for those on the bottom. This project goes into detail about each of the three estates and explains who is in each one and their quality of life. Rousseau was limited in his life because after he left his family to go on his own he became part of the third estate. This limited his opportunities in life because he was stuck in the lowest estate with restrictions on his daily life. The quote this project stemmed from is a great example of the restrictions Rousseau went through in his life. This proves how classes in society can greatly influence one’s quality of life and shows all the negatives for the people in the bottom levels of society.

Emily Boettcher, Montana Novak, Nicole Hauck
Oshkosh West High School: Brian Phelps & Kelly Wayne, English 2 Honors

*A Million Pieces* (Collage) Our project was inspired by the various experiences Jean Jacques Rousseau acquired throughout his eventful life. A quote that influenced our choice was: “this is where my life’s brief happiness begins; this is where those moments belong, tranquil but fleeting, which gives me the right to say that I have lived. Moments so precious, and so much missed, oh! Retrace once more for me your charming course; move more slowly in my memory, if this is possible, than ever you did in your first rapid flight. What can I do to prolong as I would wish a story so simple, so touching, to tell the same things again and again” (220). We decided that a collage of all of Rousseau’s memories would be the best way to keep them alive, even after 250 years. Various mirrors became the base for our project to induce the effect that we are looking into Rousseau’s life; the good, the bad, and the ugly. The first smaller mirror attempts to convey his interest in literature, his general thoughtfulness, writing, reading, and the symbolic letters of his relationships. We choose to use aged and distressed pages to cover the mirror to display that failure is inevitable to achieve success and the numerous products of dedication. Overlapping the pages are letters that are symbolizing the intricate relationships of Rousseau, and the wax seals represent the honesty and integrity of those relationships. Bordering the literature mirror are the products of his interest in writing, including the various works, including *Heloise*, *Discourse on Science and Nature*, and *Confessions*. For the second minor mirror, we decided to show his successful career as a composer and how it enabled the production of seven opera, as well as his work as a theorist. The lines of music alternating the mirror symbolize Rousseau’s determination and balance of life and work. The pictures represent the influential people who helped inspire Jean Jacques Rousseau’s work (the many women he had in his life, including his aunt). We decided to remain loyal to the common theme of displaying the products of his interest around the border by placing the means to achieve musical success with instruments. The third and final mirror, which is the centerpiece for our project, summarizes Rousseau’s life in whole. We took various images depicting scenes from his life, influential people, and the locations he lived to create a photo mosaic shaping Rousseau.
Alyssa Brayton & Rheannon Wenig  
Oshkosh West High School: Kelly Wayne, English 2 Honors

*Reconstruction of Confessions (Painting & Paper)* We wrote a paper and made a painting about the connections between the quote we used and the confessions of Rousseau. We decided that by painting an image of Rousseau, that is slightly blurred out, we could explain that although Rousseau is confessing throughout *Confessions*, the point isn’t clear to us as readers right in the beginning. The picture of Rousseau shows that the whole picture isn’t fully there by the blurred out image. We weren’t clear about the purpose of the book until Rousseau started getting deeper into his confessions, which is really important for us to know as readers to connect more the autobiography.

Emmy Carrick and Kendra Dobbins  
Oshkosh West High School: Brian Phelps, English 2 Honors

*Homosexuality: Rousseau’s Impact (Poster & PowerPoint)* Our project focuses on France, studying how the treatment of homosexuals (along with other sexualities) and the factors that made up Rousseau’s sexuality have changed from the 1700s to now. By using both a powerpoint and poster board we hope to showcase the previously mentioned treatment of people of other sexualities, as well as the rape Rousseau was subjected to and their interrelationship with modern times. In the powerpoint we focus mostly on history and use those points to prove our explication of the quote we based our project around. On the poster board we mostly focus on the progress the LGBT movement has made all around the world, as well as show Rousseau’s rape bears similarities to the rape cases and victim blaming you would see in modern times. By using both we can look through time and prove that Rousseau revolutionized the LGBT movement, and is really one of the main reasons it has come as far as it has.

Julia Colantonio  
Oshkosh West High School: Brian Phelps, English 2 Honors

*The Influence of Rousseau on the French Revolution (Artwork and Information Display)* The whole reason why I chose to do my project on the French Revolution was because it had a great impact on France as you can already tell and I was wondering if Rousseau had any influence on the Revolution. I learned that Rousseau has helped influence the French Revolution through his writings in *The Social Contract*. In his writings, he explains that everyone has an individualistic view and that one person shouldn’t control everyone, and that the people should get the voice to pick a leader. In the end of this project, I have learned that Rousseau has been given some credit in helping the ideals of the French Revolution!

Jamie Constantine  
Oshkosh West High School, Mr. Phelps, English 2 Honors

*Abuse is Everyone’s Problem (Poster)* For my final *Confessions* project, my focus is on abuse. Because of Rousseau’s individual situation and time period, his abuse (physical, verbal, emotional) went unnoticed and undisclosed. Rousseau, without many outlets, lived a life affected by this. I have created a poster with a physically abused person in the center. Around the person are word bubbles with hateful words about the abused. Above the person is a thought bubble with them justifying that they deserved the abuse and how lowly they think of themselves. Along with the poster is a sheet with statistics about different kinds of abuse. There are different reasons why I chose to create this project. First, I chose to make a poster in order to show that verbal abuse can be just as damaging as physical abuse. Secondly, I chose to have statistics to go with the poster to show how often abuse occurs and in what settings. I hope that from my project people will be able to understand that as a society we need to start talking about abuse and not just go silently on our way. I hope that people will understand that there is such a thing as verbal abuse. I hope to show people how an abused person is able to justify what has happened to them and how they can stay with an abuser, which I hope will stop victim blaming. I chose a poster because a picture is worth a thousand words, and I choose to have statistics to accompany the poster to get people aware of abuse and talking about it, rather than just “staying out of other peoples business.”
Natalie Craig
Oshkosh West High School: Brian Phelps, English 2 Honors

The Truth About Sexual Abuse (Trifold) In Jean-Jacques Rousseau’s autobiography Confessions, Rousseau is abused as a child. Rousseau offers a complex picture of the effect this had on him. Because of his personal position and the historical view of the situation, he never received help and had to overcome its negative effects on his own. Unfortunately, despite advances in understanding of abuse, it continues to be a problem. By raising awareness about sexual abuse, the problem can become less common and people affected by sexual assault will not have to suffer alone. Sexual abuse and child molestation are big problems today in the United States. This project raises awareness about sexual abuse. There are many long-term effects of sexual assault along with short-term effects. Many things count as child molestation and it should be prevented.

Jessica Engedal
Oshkosh West High School: Brian Phelps, English 2 Honors

A Portrait of Modern Identity (Series of Photographs) This set of introspective self-portrait photographs, each in which the subject has a drastically different appearance, question the extent to which an individual’s identity is influenced by the social groups the individual belongs to. Each image represents visually how the identity is flexible despite concrete genetics— for the subject is the same in each one, but the self-expression is varied. The first image in the series is the subject without any alterations, to symbolize the individual in isolation, without the pull of societal groups and consequently without divergence in self-expression. However, even in the “control” picture, nurture leaks over into nature through skin markings, hair color, and facial expressions: products of the environment. Here is a metaphor for the inseparable nature of the individual and society and, therefore, a counterargument to Rousseau’s Romantic ideology.

Chelsea Fast
Oshkosh West High School: Brian Phelps, English 2 Honors

Society’s Hold on Humanity (Poster/ Speech) My project is an informal speech explaining how society and media affect our everyday actions as human beings. It includes posters with clippings from several men’s and women’s magazines to show different expectations of each gender. This ties back to Jean-Jacques Rousseau as he struggled with his own self-identity, as he explains in his Confessions. I will in a sense be comparing what media attention Confessions would get if it were written today. I then created a speech to delve deeper into this issue. The speech compares the struggles of individualism in eighteenth-century France and modern times. I will also explain the common issues of the era of the French Revolution. My project will then consider the personal struggle to stand out above judgment and cruelty in our non-individualistic world.

Carson Faust and Jacob Rand,
Oshkosh West High School: Brian Phelps, English 2 Honors

Rousseau Revealed (Interactive Exhibit) After reading Jean-Jacques Rousseau’s autobiography, Confessions, it became apparent that Rousseau misunderstands the ideas of true love and infatuation. This leads to his isolation; he puts up mental barriers that keep him from a normal life. In order to illustrate these two aspects of his life we decided to construct a picture that portrays both of these struggles. This was accomplished by drawing Rousseau spying through a wall at a woman. The wall symbolizes all the barriers that exist in his life preventing him from obtaining normality through self-betterment. To incorporate the idea of infatuation that is present in Confessions we drew a heart with his and Rosie’s initials on his hand symbolizing his love for Rosie. The fact that Rousseau acts as though he loves Rosie, even though he barely knows her, illustrates how impulsive he is towards women. This illustrates how the misunderstanding between love and infatuation can prevent self-betterment and normality within a society.

Kaitlin Grey
Oshkosh West High School: Brian Phelps, English 2 Honors

A Million Pieces (Poster) I chose to create two different puzzles that represent all the characteristics that make up Rousseau’s life. The first puzzle contains pieces showing how Rousseau thought he would
pass through his ideal life, as well as the various expectations that 18th century French society places on him. The second puzzle reflects the components that shape how Rousseau’s life actually turned out to be. Even though Rousseau only lived one life, I decided to make two contradistinctive puzzles to present how incomparable his imaginary life was against the reality of his life. Moreover, there can also be clear distinctions seen within the format of the disagreeing puzzles. The first puzzle, which displays how Rousseau imagined his life to be—has all blank pieces because there have been no outside influences that have changed his life—yet. On the other hand, the second puzzle is mounted on the background of the cover of Rousseau’s *Confessions*, where he shares all the twists and the turns of the realities in the life that he lived. Because the reality of Rousseau’s life is harsher than the imaginary, these puzzle pieces are much sharper, jagged and broken than the first. Through these puzzles, I hope to demonstrate the harsh discrepancies between the expectations for and reality of Rousseau’s life, which can also reflect the differences between what we imagine and the glaring actuality of our own lives.

**Emma Guenther**

**Oshkosh West High School: Brian Phelps, English 2 Honors**

*Understandings (Artwork and Autobiography Display)* This painting conveys one of the key ideas of Rousseau’s autobiography: that you shouldn’t judge someone based on their actions if you don’t know their story. The gluing, painting and writing were all done to show that everyone is different and that you can’t criticize someone unless you have walked in his shoes. The purpose of the project was to help people respect them difference, both good and bad. The journal entries were found in old journals, which is significant because it explains the reason behind everyday actions. The handprint also means a lot because no one has the same hand as everyone else, so no one could copy it. *Confessions* illustrates these ideas on a deeper level, showing how, even though we are hundreds of years apart, we can still relate to Rousseau.

**Kaylee Harris & Haille LaCroix**

*Oshkosh West High School: Brian Phelps, English 2 Honors*

*Moving Past the Past (Painting)* This painting illustrates Rousseau’s aims in writing *Confessions*. Rousseau says that although his childhood may have been full of many hard times, he has learned from those experiences about how to be a better man. Rousseau explains how writing *Confessions* made him realize this. Rousseau’s dark childhood is represented in the painting with the dark, stormy sky behind him. Rousseau is painted on a path that represents his life, looking backwards into the storm he had to go through to get where he is, just how he had to go through hard times during his childhood. Ahead of Rousseau the sky gets bright and sunny. This is to represents how Rousseau decides that he will not allow for the past to bring him down any more in the future.

**Austin Heidl, Emily Edsell & Sophie Salzer**

*Oshkosh West High School: Brian Phelps, English 2 Honors*

*A Life of Confusion (Poetry & Artwork)* In *Confessions*, Jean-Jacques Rousseau goes through many hardships that shape the way he views himself and the world. The purpose of this project is to show a condensed version of Rousseau’s life and feelings, to make it easier for an audience to understand Rousseau as a person since the book is so complex. These artworks represent how Rousseau’s mind becomes blurred and crammed with confusion over the eight years of his life. This is because he is unable to understand himself due to the lack of communication provided to him throughout his life. Each picture represents two years of Rousseau’s life, with each becoming increasingly more black to show how Rousseau’s falls more and more into darkness as his years go on. The poems paired with the pictures show these ideas from a literary standpoint.

**Mackenzie Heinz**

*Oshkosh West High School: Kelly Wayne, English 2 Honors*

*Rousseau Quilt (Quilt)* For my project I decided to create a quilt that incorporates the quotes that I found most important throughout Rousseau’s *Confessions*. I decided to make a quilt because I thought it was a unique way to express the quotes. This project also finally gave me the opportunity to make a quilt with my grandma, which I have wanted to do for months. I chose multiple quotes to show his idea of self-expression and his confidence in showing who he really was. I chose these colors because I believe the gray and black represent the dark times Rousseau went through, while red stands for the good things that have happened throughout his life.
Karla Hiscocks, Maggie Rowe & Morgan Troth  
Oshkosh West High School: Brian Phelps, English 2 Honors  
*Individualism in Pieces* (Poster) Our project is a collage of pictures and quotes that symbolize individualism. We picked individualism as the focus of our project because it was a recurring central theme throughout the book *Confessions* by Jean-Jacques Rousseau. We hand selected photos and quotes from different decades including the 1800s France, modern day, and historical figures who symbolize individualism to show how individualism hasn’t changed throughout the years. We showed this by merging the photographs from different decades together in a collage format to prove there are similarities between different variations of individualism.

Ashley Hogan, Maria Landgraf, Katie Voss & Dylan Caskey  
Oshkosh West High School: Brian Phelps, English 2 Honors  
*Confessions and Social Media* (PowerPoint) Our project shows what *Confessions* would look like if written now. We wanted to relate 18th century “social media” to how we most commonly communicate and share our lives in the 21st century, and to show how Rousseau would have done so. We created a Twitter account for Rousseau to show how his book and his emotions would have been displayed in modern day society. We also took an anonymous survey from a variety of different age groups to gauge their opinions about social media and how it affects teenagers these days. We also used outside sources to answer our question of how social media affects teenagers. We found that social media can have both a negative and a positive effect on teens. Our project was to analyze how personal information was shared in Rousseau’s time and compared to nowadays. We wanted to make it as relatable as possible, by creating the Twitter, and obtain outside opinions about the effects of social media, which was done by creating the survey.

Lydia Lairson  
Oshkosh West High School: Brian Phelps, English 2 Honors  
*The Individual of Confessions* (Tri-Fold & Video) The overarching goal of this project was to determine the motivations of Rousseau as he wrote *Confessions* in order to discover the type of individual Rousseau was, how he presented himself in his autobiography, and how this information connects to modern day. A large part of this project is social media and how people present themselves as individuals and how technology has changed this view of the self and of peers. The self-expression such as music written during the French Revolution and pictures of social media posts are presented in the video while the research and the explanations are presented in the tri-fold.

Becca Lee  
Oshkosh West High School: Brian Phelps, English 2 Honors  
*Butterfly Wings* (Poem) The essential idea being illustrated throughout this poem is the idea of how Jean-Jacques Rousseau in his autobiography *Confessions* is able to come to terms with himself after overcoming his past by opening up his life with the world. The poem itself describes Rousseau in the form of a butterfly, and its attempt to be liberated from its cocoon and fly freely. Like Rousseau, the butterfly feels trapped in its cocoon of misery and shame, but then finally breaks the walls and is ready to begin a new chapter in its life. The wings are representative of God, as Rousseau—during the period of his life that this poem was inspired from—felt as though the strength of God was the reason he was able to escape the abyss in his life. But earlier in his life his faith is more questionable. When he gains more faith in God, his life almost seems to smooth out for a period of time. Similarly, when the butterfly’s faith in its wings are weaker, it is not able to fly as gracefully or for long periods of time. But when the butterfly trusts its wings, it is able to travel beautifully and far because it has faith that the power of its wings will be there for support. This poem may on the surface seem secular, but dispersed throughout are underlying religious references. This also parallels to how Rousseau writes *Confessions*.

Brooklynn Markofski & Kylie Owen  
Oshkosh West High School: Brian Phelps, English 2 Honors  
*Aveugle* (Poster) While reading Jean-Jacques Rousseau’s biography, *Confessions*, readers often wonder why or how Rousseau thinks the way he does, and even why he does the things he does. The objective of our project is to answer these questions, and to inform readers about Rousseau’s thoughts.
about his feelings, why and how they came to be the way they are, and how his feelings affect his life. According to ASCA (Adults Surviving Child Abuse), adults who were sexually abused as children, like Rousseau, “are often out of touch with their feelings - confused by emotions or reactions they cannot explain.” In Confessions, Rousseau often expresses how he does not fully understand his feelings or his actions, like in our main quote: “feelings come quicker than lightning and fill my soul, but they bring me no illumination; they burn me and dazzle me.” Rousseau feels these crazy emotions, and often times they are so powerful that the feelings backfire and cause conflict in these peoples’ lives. With this in mind, we painted a portrait of Rousseau on a canvas with quotes from Confessions in the background about his unexplainable feelings, but left his eyes white. The quotes represent how his feelings overpower his mind, and his white eyes represent how his feelings are so powerful they metaphorically blind him from reality since it seems to him as if “[his] heart and [his] brain do not belong to the same person.

Sammi Neustifter & Sarah Witherspoon
Oshkosh West High School: Cory Beaulieu, English 2 Honors
The Invisible Truth (Multigenre Project) This project studies Rousseau’s reflections upon his childhood experiences of abuse, and the difference in language and discourse about the subject then and now. By exploring a story about the life of a victim through poems, lyrics, and statistics, the contemporary experience is connected to Rousseau’s historical one. No abuse case is the same as anyone else’s, but with research that was done, certain types of words stood out and should be used. The idea for this project was to cover what all ages of victims feel and go through; to spread awareness and make the signs clear to people who may know of someone with these signs.

Breah Ostertag & Brook Moriearty
Oshkosh West High School: Brian Phelps, English 2 Honors
Paris (Not All It’s Creped Up To Be) (Sculpture) We titled our project “Paris (not all it’s creped up to be),” but it’s not just to use the French pastries. Rather, it shows the contrasting ideas about Paris in the 1750s. Most people in this time period thought Paris was a romantic city: “What I had expected was my first sight of Paris!...I had imagined a city as broad as it was fair, whose every aspect was imposing, where all one would say.” (Rousseau 155). This romanticized version of Paris was how most people and Rousseau viewed Paris in the 1750s and it is similar to today’s vision. But in reality Rousseau learns it was “nothing but dirty, stinking little streets, dark and ugly houses, an air of filth and poverty, beggars, carters, old crones mending, hawkers of herbal teas and old hats” (155). The realities of Paris were astonishing to Rousseau. We found this part in the book especially interesting because of the detail Rousseau went into about his changing view of Paris. Our project explores this changing view of Paris through research and constructs a unique way to present this information. We include information on both the realities and romanticized views of Paris in this time period and are even making the project interactive. By doing this we hope people can understand the differences and how it affected Rousseau by having such high hopes. This project may even end up teaching people a life lesson to apply to real life: don’t believe everything you hear until you see it or else you could be greatly disappointed.

Lauren Potratz, Maykazia Lo & Kylie Wendt
Oshkosh West High School: Kelly Wayne, English 2 Honors
Rousseau’s Life Versus Modern Day Society (Poster) Our poster displays aspects of Rousseau’s life and childhood. We are comparing three parts of his childhood to modern day society. The three parts we compare are affection, innocence, and his perspective, along with outside examples to show the differences between our time and Rousseau’s. The reason we chose to compare and contrast his childhood to ours is because he said “this is where the serene days of my childhood ended. Never again did I enjoy pure happiness, and even today I sense my memories of childhood enchantment stopped short at this moment” (Rousseau 20). We recognize that his childhood ended much sooner than it does today, which is the basis of every other difference we mention and explain. Since the French Revolution is a big part of his lifetime, we decided to use the colors blue, white, and red to resemble the French flag. The main point of our project is to show how society has evolved throughout three hundred years and to show how some things barely change at all.
Kiera Robe & Nancy Miller
Oshkosh West High School: Kelly Wayne & Cory Beaulieu, English 2 Honors

*Interpretations of Rousseau* (Poster) Different people will always have their own opinions. When we created this project, we took some of the most meaningful and challenging quotes from *Confessions*, by Jean-Jacques Rousseau, and then we asked several people to respond to them in a series of questions. Their opinions and responses were recorded, and using the responses we created a web showing how varied the responses are. We hope to add even more to the web, allowing anyone who wishes to include their opinion the chance to. If you would like to add your response, feel free to write it down on a post-it and add it to the web, commenting on the quotes themselves or to a response. Remember: the more replies that are added, the greater the discussion will be, so feel free to add as many as you would like.

Matt Schnabel
Oshkosh West High School: Brian Phelps, English 2 Honors

*Hero Fountain* (Tabletop Display) This project answers the following question: *How does Rousseau portray his life in his book, Confessions?* To provide an answer, we analyze elements of Rousseau's text, including literary elements such as symbolism, metaphors, and foreshadowing. These various elements help piece together and make sense of events in Rousseau's life. Through the utilization of this process it was found that Rousseau uses simple, memorable objects of importance to him from his childhood as a way to explain events that occur later in his life. Upon further analysis of this discovery, it was found that this process is not solely limited to Rousseau and his *Confessions*, but rather to the world as a whole. Each person has an object from the past that is of greater importance to them, and with this object they can reflect back to the past as a means of understanding their life in the present, as well as predicting the future.

Olivia Skoglind & Alissa Kies
Oshkosh West High School: Brian Phelps, English 2 Honors

*Painting and Scrapbook of Geneva* (Painting and Scrapbook) Jean-Jacques Rousseau, in the first book in his autobiography *Confessions*, describes the everlasting beauty he believes his hometown of Geneva to possess. My acrylic painting is of modern Geneva, but also showcases the same classic and timeless beauty Rousseau saw over two centuries ago. This time in Rousseau’s life was very important to him, and he credits the environment he was surrounded by as having a significant impact on this pure time in his life. This painting of an ancient castle in modern day Geneva gives people an insight of the raw beauty Rousseau saw in his day. Jean-Jacques Rousseau goes through many challenges throughout the first three books, in his autobiography *Confessions*. My project was inspired by many quotes throughout these three books. I decided to portray Rousseau’s life through a scrapbook and how I imagined Rousseau would create his own scrapbook about his life. The first part of the scrapbook is about his family and where he is from. Then it changes to the places he traveled during the first three books. This scrapbook shows mostly the happiest, most memorable moments of Rousseau’s life.

Max Snyder & Tanner Calo
Oshkosh West High School: Kelly Wayne, English 2 Honors

*Viva La Revolution* (Board Game) Our project is a board game called Viva La Revolution based on the French Revolution. It is played by 2-6 players who pick a character from the French Revolution. How it relates to Rousseau is that Rousseau is a character that the players may choose. To win you must control all of the locations in the game or kill all enemy players. You start out on either the side of the monarchy or on the side of the revolutionaries and must kill the other team.

Kaylee Steeno & Sydney Ryback
Oshkosh West High School: Brian Phelps, English 2 Honors

*Confessions: Women in the 18th Century* (Display) For our project we decided to focus on women in the 18th century. Our main points focus on the roles of women, the treatment of women, and also the characteristics of women. While we explain the roles of women, we describe what they were allowed and expected to do in society as well as in the household. We then further unfold how women were treated in society, including by men and their husbands, while bringing up a couple of examples. Our last main point
explicates the characteristics of women, which include what social classes women were in, how they were expected to look, their clothing, and their education. We also discuss how the concept of women during the 18th century relates to Jean-Jacques Rousseau’s *Confession*. We mention how Rousseau was an advocate for women’s equality and for the feminist movement.

**Brandon Tibbetts, Brennan Lamers & Garrett Kern**  
Oshkosh West High School: Cory Beaulieu, English 2 Honors

*Human Nature, Tyranny, and Independence* (Book & Artwork) “Such was the tyranny of my master that, in the end, work that I liked became intolerable, and I acquired vices that I would have otherwise have hated, such as lying, laziness, and stealing” (30). Such was the quote that leads us to our question on how human nature, being naturally good, fights against tyranny to become more independent. To present this idea we decided to make a book made by Rousseau that tells historical stories from the past and present. These stories were that of the Roman Emperor Caligula, Wallachia Vlad the Impaler, and the beginnings of the American Revolution. We found these stories and presented them as if Rousseau himself had written them. These stories come from separate parts of the world, yet all conclude with the same ending: the people rise to take back the powers that are theirs.

**OSSEO-FAIRCHILD HIGH SCHOOL**  
*Dee Beasley*

**Wyatt Haas & Rome Rauter**  
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*Rousseau’s Proposal* (Musical Composition and Performance) Our project is based on a piece from *Titanic, The New Musical* titled “The Proposal: The Night Was Alive.” Our goal was to showcase Rousseau in the early years of his life, mainly in the first three books of *Confessions*. We want to show the conflicting personalities between his passionate and his rational sides through a multistory narrative, quick transitions, and an abrupt ending.

**Abraham Hall**  
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*Rousseau’s Head* (Multimedia Drawing) My project utilizes a computerized sketch program to allow us to peer into Rousseau’s head. The visual image highlights various important events or thoughts inside of his mind, including simple memories, beliefs, and feelings. All come together to provide an outline of who he is and how Rousseau lived his life.

**Stephanie Higley**  
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*Rousseau’s Collection of Memories* (Scrapbook) My scrapbook is based on Rousseau’s *Confessions*, which are represented as his memories. I took four main confessions from books 1, 2, and 5 of *Confessions* and designed a scrapbook page to go along with each confession. The scrapbook is written in first-person point-of-view, as if he is making a page after each “memory” occurs. A picture is included with each memory to help provide a better understanding of the confession.

**Abby Kempf & Molly Wiedenhoeft**  
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*Travelling Confessions* (Sculpture) Rousseau went on many journeys that helped shape him into the man he became. These sculpted shoes represent the journeys he made in book one, two, and four. Each shoe contains hand-drawn pictures that are color coded to correlate to the deeper meanings they represent in Rousseau’s life. We decided to use shoes to signify that traveling was a big part of his life, along with how he would run away from his problems.
Mikey Morrow & Nicole Pralle
Osseo-Fairchild High School, Dee Beasley, Advanced English 12

*Tweeting Confessions* (PowerPoint) The PowerPoint displays Rousseau’s thoughts and feelings during his journey in *Confessions*, through his Twitter account. We created an account for Rousseau, as well as other key people in his life, for them to personally tweet and tweet at each other. The presentation includes a slideshow PowerPoint displaying all of the tweets, along with a description of each tweet and a page number on which information about each tweet can be found.

Hailey Rue
Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*An Open Heart* (Paper Mache) The heart portrays some of the loves Jean-Jacques Rousseau discusses in *Confessions*. The heart displays three main loves, including: music, women, and reading. The colors in each box represent a certain tie to the book and the heart itself demonstrates how Rousseau let the whole world peer into his life story without it being filtered.

**SOUTHERN DOOR HIGH SCHOOL**

Erika May

Reilly Clafin, Shannon Columb & Haley Sheets
Southern Door High School: Erika May, AP English

*Untitled* (Display) To think that the Internet itself has only been around for a few decades and is merely a “new invention” in our history is simply incredible. How did people centuries ago survive without it? In our project, we take a look at how Rousseau and company would’ve used the Internet - primarily, social media. From boasting about his travels to discussing his sexuality with the public, Rousseau is now “trending!” Our project showcases major events and symbols throughout the book, while also adding some humor here and there through Facebook, Instagram, Twitter, Yahoo, Snapchat, and text messages.

Alyssa Dantoine, Kelsey Pavlik, Lily Samuels & Rebecca Thiry
Southern Door High School: Erika May, AP English

*Untitled* (Mixed Media) For our project, we took small sections of Taylor Swift songs that described Rousseau’s life and then acted out the parts of his life that the songs described. We arranged the songs and video clips in chronological order to make a short video about Rousseau’s life, presented through Taylor Swift songs.

Sydney DeBroux, Micaela Dunn & Amber Kolstad,
Southern Door High School: Erika May, AP English

*Journey to Rousseau* (Card Game) Much like the popular games Apples to Apples or Cards Against Humanities, we have created Journey to Rousseau. We thought this would be a fun way to have students play a game based on *Confessions* while demonstrating the knowledge that they’ve gained from reading the text. In order to have enough cards, we came up with 300 individual words, sentences, or jokes about the book, individually cut them out, and then pasted them to construction paper. This project interprets *Confessions* in a way that allows all students to have their own opinions: there are no right or wrong answers. Our project has many aspects from various trips, personal thoughts and struggles Rousseau experienced in his life which at the same time will allow for a fun way to show the knowledge of Rousseau.

Lacey Englebert, Shauntelle Huber & Emma Werkheiser
Southern Door High School: Erika May, AP English

*Modern Day Rousseau* (Poster) While reading the book *Confessions*, we learned that even though Rousseau lived in the 18th century, he faced problems that people today face. Our project puts Rousseau in modern-day situations, which enabled us to relate to his “confessions” in his autobiography. Each of the pictures has an explanatory paragraph regarding the similarities. The pictures show Rousseau’s “confessions” at the hair salon, with friends at school, with his therapist, and on Facebook.
Adam Guilette, Jon LeBrun & Janae Mancheski
Southern Door High School: Erika May, AP English

_Confessions Map_ (Map) One of Rousseau’s goals was for us to learn everything about him so that we could then make a judgment of his character. “It is for the reader to assemble all these elements and to determine the being they constitute.” (page 170) In our interpretation of Confessions by Jean-Jacques Rousseau we show how the randomness of his travels and lack of a stationary life exemplify his ever-changing thoughts and ideas. We have created a visual map highlighting events and travels in his life. At each marker on the map you find a short video and description about his time spent at that destination. Come discover the surprises in Rousseau’s life and take a dive into his mind.

ST. MARY’S SPRINGS ACADEMY
Lesa Bartel, Maggie Sales & Pat Reiher

Tiffany Alequin
St. Mary’s Springs Academy: Maggie Sales, World Literature 12

_The Art of Life_ (Clay Sculpture) The project I created is a clay sculpture of a sketch book, pencil, and an artist’s pallet, depicting the importance and impact of art in my life, as well as its necessity and connection to making meaning from the world around me and my unique life experiences. Just as Rousseau realized the essential nature of recognizing and appreciating one’s life as an exploration of the human experience, I have portrayed the picture of kronos, because Art is my moment to shine and it’s my moment to release all my stress and feelings into what I draw. Rousseau gave me the understanding to believe in yourself and figure out your situation all around you, because you have the mind, spirit, and attitude to succeed. Rousseau also understands friendship as another way to succeed in your goals. My friends give me all the support I need for my Art Career, and their energy is what keeps me positive about my art projects.

Paige Case
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11

_Paige’s Cross Country Journey_ (3D Poster) The project I created conveys a message of contradiction that captures my experience throughout high school. I reflect upon the difficulties I face during the cross-country season and combine them with what occurs during school at the same time. I chose this as my topic because athletics itself easily contradicts the educational aspect of high school, and I am dedicated to both. Rousseau documented some of the same ideas as I, in light of wanting to make a change in something bigger than himself but needing a way to express himself through a medium he enjoyed. The project reflects interpretations of the text through the realization of what you have to do to make things the way you want them without disappointing the people around you.

Gabbi Hanion
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11

_My Journey as a Dancer_ (Posters) In the making of my project I focused on the little events in my life that had the greatest impact on me, events similar to those in the life of Rousseau. With time, I found that all of these experiences, no matter how significant, shaped the individual that I am today. Like Rousseau, I did not hold back on sharing any of my memories. I looked to Rousseau as an inspiration to let go of my insecurities and share them with those who wish to hear of my journey as a dancer. In _Confessions_, Rousseau noted all of his hardships and embarrassing memories that made him who he was. Similarly, I look at my past experiences, no matter how embarrassing or heart-wrenching, and share them so all can realize my passion for dance and the respect I have for the strong individual I have become. Dancing is my way of expressing who I am and after completing this project I can take a step back and appreciate all the hard work it took to get to where I am today.

Hannah Hellman
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11

_The Evolution of Me: My Very Own Confessions_ (Video Timeline) The creation of my project took me on a journey where I traveled through my past to find the road to my future. My project revisits
memories and experiences that define me as a person. The realization that none of us are on this journey alone came to me as I sat sifting through hundreds of old photos and scrapbooks. It’s the lessons learned by others that can teach us the most and it’s the experiences of my family, friends, and even strangers that have influenced the path I am taking. Each and every day we speak, we share, we quarrel, we invest in the lives of others and this is the focus of my project. In relation to Rousseau, I find that my past has given me my future and just like Rousseau used his experiences to justify his views within his book, my video explains my own choices. The path I am on now is still being created, but I could not be more thrilled to find out where it will take me.

Annika Hintze
St. Mary's Springs Academy: Lesa Bartel, British Literature English 11

The Evolution of One’s Self (Scrapbook) As I began this project I took a look at myself as a whole, in which I reflected back on the past, focused the present, and contemplated the future. The pictures that appear within my scrapbook clarify that life goes by faster than you think, but all in all you have to embrace mainly what you believe in. Starting from day one of existence I challenged the world even though I cannot remember it, but I started to form into my own person, someone who isn't afraid of the fall, someone who takes risks, who shows passion and excitement, and a person that stops at nothing to prove the beliefs of themselves. Just as in the book Confessions, I continue to challenge society by demonstrating and clarifying my qualities and beliefs to the world. One has to be willing to take on new challenges, accept the struggles along the way and not be swayed by those who may disagree; just as Rousseau did. The main point of my scrapbook is to show how so many people can impact your life and your decisions, but with the outlook of peers it can make life one rollercoaster of emotions. Pictures from the past made me realize the journey I have taken, and at the end I take one last look back and realize that all that really matters is to live life in the present.

Luke Holzmann
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11

My Growth as an Athlete (Poster)

Athletics have played a significant role in the formation of who I am today, and who I will become in the future. My project exhibits my development as an athlete, and therefore my development as an individual. It explains the many characteristics I earned from the time and dedication that I have put forth into so many different sports. Being an athlete encompasses a lot more than just having athletic ability; it takes dedication, teamwork, and the willingness to constantly push yourself towards improvement. Similarly to Rousseau's Confessions, I incorporated the influences of my past experiences on my present thoughts and actions. Rousseau once wrote, “We are born sensitive and from our birth onwards we are affected in various ways by our environment. As soon as we become conscious of our sensations we tend to seek or shun the things that cause them” (Emile, or On Education). The way we respond to stimulants from our environment creates the foundation for the way we will come to live thereafter.

Anna Huck & Austin Stacey
St. Mary’s Springs Academy: Maggie Sales, World Literature 12

Silhouette Selves (3D Cardboard Structure) The project we created is a three-dimensional art project constructed of cardboard. It shows the impact and importance of connections in life in relation to Rousseau’s interpretation of the value and necessity of truth, and the recognition that confessing requires some form of recipient whether internal or external. Through the depiction of our varied life experiences, our project shows the universality of recognizing moments of kronos intertwined with those crucial moments of kairos.

Meghan Lamb
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11

Life is a Dance (Open Book) When it came time to create this project, there was no doubt in my mind that it would be about dance. When I dance, it is as if I enter into a whole new world. Just as Rousseau found his comfort in writing and never held back, I find my inner peace through dance. It is how I express myself and show the world my achievements. It is sheer grace and power all compiled into one brilliant sport. My project exhibits the struggles I have faced and the triumphs I have worked so hard to achieve. Just as Rousseau did in Confessions, I searched deep down into my inner self to pull out some of my most
genuine feelings relating to this topic. I have covered everything from my magnificent teammates, to the strenuous practices, all the way to the most rewarding competitions. As pointed out by Rousseau in *Confessions*, life is all about ups and downs and how we handle them; challenging people to be bold as they face their critics. If there is one point I would like to stress, just as Rousseau did, it is to chase your dreams as far as they will take you, regardless what people say. My project gives the reader a glimpse into the thing that I have gladly and without regret sacrificed much of my recent life to.

**Calli Malter**  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*Enlightenment Through Volleyball* (Poster board) My project reflects the hardships and successes throughout my volleyball career. I mainly focused on the challenges and how I overcame them with my thoughts, words, and actions. I want people to understand that volleyball is not just a sport; it takes dedication of time and effort to earn a position on the team. In exchange, the thrill of the game and sense of team is phenomenal. Rousseau once said, “I have always said and felt that true enjoyment can not be described.” I can relate this project to Rousseau because he had many challenges that he had to face yet his determination and “never give up” attitude prevailed. I decided to use volleyball to compare one part of my life to Rousseau’s *Confessions* because it has been an important aspect of my life over the past six years and a great example of trials and triumphs.

**Lauren McGalloway**  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*The Art of Growing Up* (3D Poster) Just as writing does for Rousseau, art gives me a way to find myself and lose myself at the same time. This project has given me the opportunity to reflect on the past, face the present and imagine the possibilities for the future. Art is my escape. Whether it is painting, sculpting or drawing, it transports me to a different universe. However, sometimes I struggle to imagine my future self. Rousseau gave me the understanding that the greatest way to succeed in the future is to learn from the past. After taking a deeper look into what is behind me, it is obvious to me that I was meant to be an artist. So many incidents have led me to this point, and it has only made seeing my future easier.

**Kurt Mueller**  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*My Life in Sports* (Poster Board) Being a three-sport athlete, it was an easy decision for me on what my project would be about. Athletics have taught me many skills and lessons that I apply to my daily life. Similar to Rousseau, I give everything I have for what I believe in. Athletics has taught me that I have to be willing to rely on my beliefs, and not on those of others. Throughout my athletic career I have had many ups and downs, but regardless what happens I still love the sports that I play. Similar to Rousseau’s struggles in *Confessions*, sports have taught me to persevere through any opposition that comes my way. There is no doubt that the experiences and people I have met on my sports teams have shaped the way I view the world today. Some of my best moments have come through sports, feats that could have only been accomplished with the help of my peers and my teammates.

**Liz Mugan**  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*My Life Journey* (Poster Board) From the moment of time I took my first breath in this world, I have experienced moments of hardships, but at the same time felt moments of joy. As human beings we all go through these stages of life and these stages in my life have shaped who I am as an individual. Family, friends, and my passions have been alongside me, always there to support this fast-paced journey of life. Without these three important things positively impacting my life every day, I would be completely lost and a very different person. Through this project, it helped me to realize all the little memories in life that have made a difference in forming who I am and to learn from them. Similarly, in *Confessions* Rousseau reflected on the small memories in his life that affected his personal growth, even though to many others they may have seemed unimportant. Reflecting on it all, I feel I have remembered some of the things about myself that I have long forgotten; compelling me to realize I am making a difference in this life, and hopefully will continue to.
Liz Payne  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*My Life in Lyrics* (Display) My project originated from the deeply rooted love for art and music that Rousseau and I hold in common, as well as our common interest in childhood, relationships and the contradictory. To produce this project, I spent time contemplating different things in my life that I believe change the way I think and act. Particularly, the effect of art and music. I’ve come to the conclusion that music can express every feeling and thought. It provides a relation between all the listeners, despite their personal differences. Similarly, art is a way for people to express what they think and feel through countless mediums that can then be seen and interpreted by other individuals. I conducted this project because I believe that it is extremely important for people to truly understand themselves and I began to better understand myself during my process. In relation to the text, I found it very empowering to divulge and explain different aspects of my life, despite possible misunderstanding and criticism. I connected my project with Rousseau for his dedicated passion for diverse aspects of life. He felt things so completely that he could barely put it into words, and I found it incredibly refreshing to connect with that.

Hailey Rohlinger  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*A Sketch of Life* (3D Poster) The poster I created shows the struggle and growth of a passion that I was afraid to share. To make this project I deeply reflected on situations in my life where I wish I would have stood up and told people about my desire to design clothes, but it was something I always kept to myself. Eventually I realized that if designing was something I was passionate about, I should stop trying to make everyone else happy and do it for myself. This project helped me to understand and accept my passion, in doing this I have finally decided to let everyone know that someday I plan to make an impact on the fashion world. In relation to the text I feel that it is important to know that you can find your true self by looking deep within yourself and not at the world around you. Rousseau did not allow the world to define him but rather sought to clarify how the world perceived him. In Rousseau’s *Confessions* he showed us how life can be challenging but we should always follow our dreams because our own happiness is all that matters.

Owen Spartz  
St. Mary’s Springs Academy: Lesa Bartel, British Literature English 11  
*What is Art?* (Double Poster) The examination of myself as an artist really broadened my perspective on the limits of art in a whole. Like Rousseau, I used influences from my past to help portray my development along my journey. I show how art, for me individually, changed and developed along with my maturity and understanding of it. I also show my weaknesses like Rousseau did, keeping no experience hidden. In fact, my flaws helped in the formation of the individual. Furthermore, art is a concept very challenging for many to grasp the true meaning of, myself included. Art for many is a very narrow margin of different medias to paper. My project displays how my personal works of art evolved from this stereotypical view to application in an industrial society. Art is a concept created by humans. Who better then to test those boundaries? Art is a psychological notion, which can have diverse meanings to individuals. I challenge others to broaden their thinking and see the beauty that can come from anywhere. My art currently is in metalworking and fabrication. Rousseau found that if beauty can come from the filth and dirt in this environment, then why limit ourselves; challenging people to continually test the limitations and expand artistic vision across many walks of life. Much like Rousseau’s examination faced contradiction, art faced criticism regularly. Now critics will argue against what is art. Still, art is my escape, I regularly can elude their opinions in my own imagination.
LaQuesha McGee
Washington High School: Alexander Branderhorst, English 12

*The Food that Reflects Me (Photographs and illustrations)* In *Confessions*, Rousseau describes the cultural significance of food. Likewise, the foods that I like to cook are foods that people in my culture eat. My family has always eaten this kind of food. I want express who I am through food like Rousseau does in *Confessions* with food.

Lah May Paw, Mu Say Leh, Mu Aye Nah & Mo Aye La
Washington High School: Alexander Branderhorst, English 12

*Karen Clothing and Traditional Games (Poster and Demonstration)* As Rousseau’s *Confessions* shows, one’s outward experience can communicate important things about your identity. Likewise, traditional Karen clothes can send a message or just be for fun. For example, a long white dress means a girl has never been married. A traditional sport for the Karen people is Chilo. People stand in a circle and kick a ball in the air from person to person. It is a cooperative game that no person needs to win. It is played on big holidays and by all ages. Karen clothing and the sport Chilo both reflect tradition while allowing personal expression. We wanted to express who we are like Rousseau did in Confessions by explaining these two parts of our culture.

Madeline Berendt, Bella Gordon, Alexandra Schmidt & Cassandra Waters
Wauwatosa East High School: Damon White, World Literature

[@Rousseau_Confessions: A Twitter Page](Twitter Account) Our group decided to create a Twitter page for Rousseau based in the 21st century. Each group member shares the account and is in charge of a different aspect of the page. We deal with governmental philosophy, educational philosophy, personal philosophy, and his personal life including current opinions on music. The tweets consist of real world situations as well as Rousseau tweeting about life events from *Confessions*. With the Twitter, we will also be doing a write-up summary of each section the Twitter page covers.

Daj Cain-Gibson & Andrae’a McAfee
Wauwatosa East High School: Damon White, World Literature

“Who Stole the Ribbon?” (Board Game) Our game is “Who Stole the Ribbon?” We are conducting this game because it reflects on who will have taken the ribbon, who is innocent and who is guilty? The outside skirt of the game board will contain information about Rousseau and his life. There are cards that will either move you forward or back on your journey. The object of the game is to NOT get caught with the ribbon.

Destiny Dallas, Hyleah Pulley, Isabel Ricalde & Emily Winter
Wauwatosa East High School: Damon White, World Literature

*Dearest Jean Jacques: Letters to Rousseau from Women Who Care* (Creative Writing) In our project we each wrote a letter to Rousseau from the point of view of a significant woman in his life. We extended and extrapolated what we thought they might say if we were to hear their voice, to read their words. From his deceased mother to Madame Warens and women betwixt and between, we read the words of these women that are omitted from *Confessions*, the voices silenced.
Jake Falk, John Halaska & Johanna Marks  
Wauwatosa East High School: Damon White, World Literature  
*Camp Rousseau (Commercial/Brochure)* Come to Camp Rousseau! In our project we present a fictional camp based upon Rousseau’s teachings and his life. Reminiscent of a traditional summer camp experience, take a look at our summer camp video or peruse one of our brochures. At Camp Rousseau, you will find leisurely walks, classes in music, and educational experiences centered on your natural curiosities.

Morgan Kramlich & Lily Wenzel  
Wauwatosa East High School: Damon White, World Literature  
*Ribbon Girl (Photo Montage)* We chose to highlight the incident of the ribbon through the use of black and white photography. We hope this will give it a dramatic affect, deserving of the incident. We manipulated the photos with different chemicals to give a different ‘spin’ on the story.

Sally Rohrer  
Wauwatosa East High School: Damon White, World Literature  
*The New York Times Op-Ed Article (Newspaper Article)* Rousseau was known for his bold and daring opinions in his times, causing him to be exiled as well as alienating him from many of his closest friends later in his life. With this project, I attempt to take on the personae of Rousseau and write to *The New York Times* as if it was today and as if I were attempting to critique contemporary current events and issues. I try to stay true to what Rousseau believed and what his writing might have looked like in the present day. Enjoy.
GREAT WORLD TEXTS IN WISCONSIN
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We are grateful to the program’s sponsors: the A.W. Mellon Foundation; the Evjue Foundation, the charitable arm of The Capital Times; UW-Madison Libraries; the Departments of English, History, and French & Italian; the Center for European and German Studies; the Anonymous Fund of the College of Letters & Science; and the Wisconsin Department of Public Instruction.

Special thanks to our partners, to this year’s faculty advisor, Theresa M. Kelley, Marjorie & Lorin Tiefenthaler Professor of English, and to Devin M. Garofalo, Public Humanities Fellow and Great World Texts in Wisconsin program coordinator. Thanks, too, to Gabriella Ekman for writing “Teaching Confessions in Wisconsin: A Guide for Educators.” Many UW-Madison faculty and graduate students participated in our educator colloquia and helped with this year’s programming, including: Robin Rider, Special Collections Librarian at Memorial Library; Suzanne Desan, Vilas-Shinners Professor of History; Heather DuBois Bourenane; Caroline Levine, Professor of English and Department Chair; Laini Kavaloski, PhD Candidate in English; and John Zumbrunnen, Professor of Political Science and Director of the American Democracy Forum. Gerhard Fischer and Marci Glaus of the Wisconsin Department of Public Instruction have been supportive partners. And special thanks to students and other members of the UW–Madison community who volunteered to help make today’s conference a success: Julia Dauer, Brandee Easter, Laini Kavaloski, Ruth Kellar, Katie Lanning & Elizabeth Scheer.

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To learn more, visit our website or contact Devin M. Garofalo at (608) 890-1468 or greattexts@humanities.wisc.edu

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