

Modern World History Curriculum 2025-2026

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

| Subject: Social Studies | Course/Level: Modern World History 9 th & 11 th |
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| Time Frame | Unit |
| Unit 1: The Emergence of the First Global Age (1350-1770) ~Topics: <i>Global Encounters & Interactions. Exploration.</i> | September 9, 2025 - November 1, 2025 36 days |
| Unit 2: Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700) | November 4, 2025 - December 20, 2025 36 days |
| Unit 3: The Amistad Case & Age of Revolutions (1750-1914) | January 2, 2026 - February 28, 2026 36 days |
| Unit 4: A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945) | March 2, 2026 - May 1, 2026 36 days |

Unit 5 : 20th Century Since 1945 (1945 – Today)

May 4, 2026 - June 15, 2026
36 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit 3: The Amistad Case & Age of Revolutions

Grade Level: 9th & 11th

Time Frame: 7 weeks

Essential Questions

1. Was the outcome of the French Revolution truly revolutionary? (Does the fact that Napoleon becomes an emperor negate the revolutionary ideas?)
2. Did the French Revolution set the stage for the revolutions of the 19th and early 20th centuries?
3. Was England in fact the logical starting point for the Industrial Revolution?
4. Did imperialism unite the world or divide the world?
5. If China or Islam had imperialized the world instead of the West, how would the world be different?
6. How do industrialism, imperialism, secularism and political revolution connect to each other: i.e. What effect did industrialism have on secularism, or secular Darwinism on imperialism, etc?

Focus Standards

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

- 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- 6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Supplemental Standards

- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

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- 6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Interdisciplinary Standards

English Language Arts

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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Computer Science & Design Thinking

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

Instructional Plan

Pre-Assessment:

1. SW will write down all the words they think of when they the word “Revolution”.
2. Have students write down 5 things they believe rulers must do in order to stay in power.
3. During the introduction to the lesson, students will be presented with several images from the Industrial Revolution, including scenes from early factories, as well as images showing the quality of life of common factory workers. Students will then be prompted to react to the images they see in a class discussion.
4. What is imperialism?
5. Could the ideas of one of group of people be better than another’s?

| SLOs WALT..... | Formative Assessments | Learning Activities | Reflection |
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| Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of | <ul style="list-style-type: none"> ● DOLs ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics | <p>Brainstorm term "nation state". Use concept chart to define.</p> <p>Have students (in groups) debate the quote by Bishop Bossett (the tutor to Louis XIV's son) "The royal throne is not the throne of a man, but the throne of God himself."</p> <p>Have students produce a newspaper about France during the reign of Louis XIV. Students might be assigned to any of</p> | |

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| <p>Man and Citizen caused political changes during this time period.</p> <p>Evaluate the arguments of Enlightenment philosophers (e.g., Rousseau, Montesquieu, Hobbes, Locke, Voltaire) using primary sources.</p> <p>Analyze the benefits and limitations of separation of powers among branches of government.</p> <p>Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas.</p> | <ul style="list-style-type: none"> ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis | <p>the following departments: national news, international news, the arts, literature, the economy, or editorial.</p> <p>Students create a journal describing a day at the palace of Versailles.</p> <p>Examine the main ideas of Voltaire, Montesquieu, and Rousseau. After studying all three have students discuss which had the most impact on U.S. principles, practices, and government.</p> <p>Discuss the evolution of the idea of natural right and how it transformed people's thinking of government.</p> <p>Have students create a chart listing the major figures of the enlightenment, their ideas, and find those ideas within the U.S. Declaration of Independence and Constitution.</p> <p>Compare and contrast the English Bill of Rights with the U.S. Bill of Rights.</p> <p>Use a T-chart comparing the theocracy of Cromwell and the "separation of church and state" in the United States.</p> | |
| <p>Benchmark Assessment #1:</p> <ul style="list-style-type: none"> ➤ SW Explain how monarchs used the argument of divine right to justify their powers. ➤ SW Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. | | | |
| <p>Analyze incident: Although murder charges were dismissed, the Africans continued to be held in confinement and the case went to trial in the Federal District Court in Connecticut.</p> | <ul style="list-style-type: none"> ● US v Amistad ● John Q Adams' request for papers regarding Amistad | <p>Students will analyze specified passages from the Supreme Court's decision in <i>United States v. Libellants of Schooner Amistad</i> to explore the concept of jurisdiction and how a case travels through the Federal court system. Students will also interpret the Supreme Court's role in the judicial branch by connecting the document back to the United</p> | |

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| <p>The plantation owners, government of Spain, and captain of the Washington each claimed rights to the Africans or compensation.</p> | | <p>States Constitution, and ultimately decide if they agree with the Supreme Court's ruling in the case.</p> | |
| <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ➤ SW Explain in their own words how the Amistad Case occurred and the historical figures associated with it. ➤ Describe the shift in the balance of power among the slavers and the slaves aboard the <i>Amistad</i>. | | | |
| <p>Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions.</p> <p>Use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, Bolsheviks).</p> <p>Describe the <i>Old Order</i> and how it influenced the revolution in France.</p> | <ul style="list-style-type: none"> ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis | <p>Open with Louis XIV quote, "After me comes the deluge." Ask students to brainstorm the meaning.</p> <p>Use continuum to help students define critical vocabulary terms: <i>reactionary, conservative, moderate, liberal, and radical</i>.</p> <p>Use chart to list social, economic, and political privileges/rights of the First, Second, and Third estates.</p> <p>Have students research the role women played in protests and the revolution.</p> <p>Compare Constitution of 1791 to the U.S. Constitution.</p> <p>Read excerpt from or watch part of Dickens' classic <i>A Tale of Two Cities</i>. Discuss viewpoints from different perspectives (royalist vs. commoner).</p> <p>Have students speculate as to why the revolution shifts to the "left."</p> <p>Have students illustrate aspects of the Reign of Terror (impact on culture, law, fashions, etc.).</p> <p>Create a time line showing the events of the French Revolution.</p> | |

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| <p>Analyze the events and the aftermath of the Reign of Terror.</p> <p>Explain how the execution of Louis XVI affected the French Revolution.</p> <p>Summarize the creation of the National Assembly.</p> <p>Summarize how Napoleon restored power to France. Explain how Napoleon's political and military actions led to his downfall.</p> <p>Explain how Napoleon was able to regain power in France and his eventual exile.</p> <p>Explain the significance of the Congress of Vienna.</p> | | <p>Explain how storming the Bastille affected France.</p> <p>Explain the "great fear" and the women's march on Versailles.</p> <p>Have groups of students chart the political, economic, and social effects of the French Revolution.</p> <p>Debate Topic: The French Revolution was more important than the American Revolution.</p> <p>Have students develop a time line annotating the rise and fall of Napoleon.</p> <p>Use a Venn Diagram: Napoleonic Code vs. U.S. legal system.</p> <p>Review Napoleonic Wars. Ask students to explain why the Continental System backfired.</p> <p>Use maps to trace Napoleon's invasion of Russia. Brainstorm the impact of geography on this historical event.</p> <p>Have students list the goals of the Congress of Vienna.</p> <p>Discuss why the monarchs of Europe wanted to return to the Pre-Revolutionary past or status quo.</p> <p>Have students Think-Pair-Share the concept of "balance of power."</p> <p>Chart the Principles of the Congress of Vienna. Use maps to compare Napoleonic Europe and Europe after the Congress of Vienna. Have students describe the boundary changes.</p> | |
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Benchmark Assessments #2:

1. SW Analyze the causes, motivations, and consequences of dictatorial rule

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2. SW Assess the short and long-term social, economic consequences of the violence and destruction of the French Revolution.
3. Why did the French Revolution become the classic model for later revolutions?

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| <p>Identify influences in Europe's independence struggle.</p> <p>Describe how revolutions and reforms affected Europe, especially France and Russia.</p> <p>Explain the shift in the balance of power among nations.</p> <p>Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period.</p> <p>Use historical maps from different time periods in the 19th and 20th century to determine which European country had the greatest geographic and economic advantage in the world.</p> | <ul style="list-style-type: none"> ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis | <p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Alexander II ● Concert of Europe ● Congress of Berlin ● Conservative ● Holy Alliance ● Junkers ● Kaiser ● Liberal ● Ludwig van Beethoven ● Napoleon III ● Nationalism ● Nation-state ● Nicolas I ● Otto von Bismarck ● pogroms ● Quadruple Alliance ● Radical ● Red Shirts ● Revolution <p>Have students construct an annotated timeline of Russian History (1800-1914).</p> <p>Have students discuss the meaning of nationalism and give examples of actions expressing nationalism.</p> <p>Compare and contrast the unification of Italy and Germany. This can be done through a graphic organizer or through a class discussion.</p> | |
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| | | <p>Have students create political cartoons showing the various policies of Bismarck.</p> <p>Have teams create multimedia presentations on the wars that led to German unification: music, maps, literature, art, etc.</p> <p>Brainstorm the problems faced by Germany and Russia when it came to political and social reforms.</p> <p>Have students construct a chart illustrating the government of the Germany under Bismarck. The chart will show each branch and the powers it was given.</p> <p>Use a graphic organizer to show the causes for the decline of Bismarck, the Ottoman Empire, etc.</p> | |
| <p>Benchmark Assessments #3:</p> <ol style="list-style-type: none"> 1. Explain how revolutions and reforms affected Europe, especially France and Russia. 2. Describe the shift in the balance of power among nations. | | | |
| <p>Explain the impact of industrialization on population growth, urbanization, and the environment by evaluating the quality of life in this time period.</p> <p>Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men,</p> | <ul style="list-style-type: none"> ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis | <p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Capitalism ● Child labor laws ● Collective bargaining ● Darwinism ● Entrepreneur ● Industrialism ● Laissez Faire ● Marxism ● Middle Class ● Socialism ● Union ● Urbanization | |

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| <p>women, and children in England.</p> <p>Compare and contrast Capitalism versus Marxism.</p> <p>Explain the cause and effect of the “agricultural revolution” in England to the mechanization of production with population growth and land-holding during this time period.</p> <p>Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).</p> <p>Produce clear and coherent writing that compares the competing economic and political philosophies (e.g., amount of government influence or regulation) of capitalism in the United States, socialism in Western Europe, and communism in the Soviet Union.</p> | <ul style="list-style-type: none"> ● Open ended writing assignments ● Notebook assessments ● DO NOW’s ● Map Activities ● Homework ● Comparative Source Analysis | <p>Explain the beginnings of industrialization in Europe.</p> <p>Describe the social and economic effects of the Industrial Revolution in Europe and the rest of the world.</p> <p>Describe key inventions that furthered the Industrial Revolution.</p> <p>The students will compare and contrast capitalism, socialism, and communism by using a four column chart graphic organizer.</p> <p>Brainstorm ways that the Industrial Revolution changed peoples' lives.</p> <p>Create list of the factors which allowed the Industrial Revolution to begin in England.</p> <p>Ask students to look for a relationship between countries which embraced the Industrial Revolution long before others and their situations as producers and/or users of modern technology of the day.</p> <p>Create a list of the major inventors and social reformers of the Industrial Revolution. Students create a presentation on one major inventor or social reformer who had an impact on Technology or social change in the Industrial Revolution.</p> <p>Have students interview an older person about the technological and medical changes they have seen in their lifetime.</p> <p>Have student select the invention that they feel had the greatest impact on the Industrial Revolution. Each student should (1) create a Power Point presentation on the</p> | |
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| <p>Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period.</p> <p>Evaluate the effect of economic development (e.g., telegraph, railroad, schools, bureaucracy) in Africa (e.g., Ghana, Egypt, South Africa) and Asia (e.g., India, China).</p> | | <p>invention, or (2) develop a diagram or model of the invention. In both cases the student must explain to the class how the invention worked and what impact it had.</p> | |
| <p>Benchmark Assessments #4:</p> <ol style="list-style-type: none"> 1. Explain the social and economic effects of the Industrial Revolution in Europe and the rest of the world. 2. Describe key inventions that furthered the Industrial Revolution. | | | |
| <p>Compare and contrast China's and Japan's views of and responses to imperialism (i.e., Japan imperialistic interests in Korea, Manchuria; China: rejection of imperialist powers).</p> <p>Determine the effects of imperialism on the development and change to livelihood and economic</p> | <ul style="list-style-type: none"> • DOL's • Written Assignments • Oral Presentations • Observations • Participatory • Rubrics • Role Play • Research • Assignments • Interviews • Primary Source Analysis | <p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> • "new" imperialism • Berlin Conference • Dependent colonies • Great Trek • Imperialism • Settlement colonies • Sphere of influence <p>Brainstorm: Do good ideas spread around the world without imperialism?</p> | |

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| <p>growth of each country in the 20th century (e.g., Japan: industrialization / westernization, China: civil war Chiang Kai-shek / Mao Zedong).</p> <p>Identify factors allowing the Europeans to control Africa</p> <p>Summarize the motives of European colonizers</p> <p>Debate effects of colonialism. Explain the decline of the Ottoman Empire.</p> <p>Explain the effect of Social Darwinism as a motive for imperialism (i.e., White Man's Burden, religious conflicts between Buddhism and Christianity).</p> | <ul style="list-style-type: none"> • Open ended writing assignments • Notebook assessments • DO NOW's • Map Activities • Homework • Comparative Source Analysis | <p>Have students create a chart on imperialism: Who, Where, and Conflict Encountered (Great Britain, France, Italy, Belgium, Germany, and Japan)</p> <p>Write a narrative regarding the consequences of imperialism (e.g., Boxer Rebellion, Opium Wars, Sepoy Rebellion, Philippine Rebellion) from the perspectives of native populations and European colonizers.</p> <p>Brainstorm, "Does imperialism exist in some form today?"</p> <p>Summarize African resistance movements.</p> <p>Have students develop a chart showing the effects of imperialism: Social, Political, Military, and Economic.</p> <p>Discuss the Open Door Policy and Roosevelt's Corollary and the success of each.</p> <p>Discuss how imperialism led to unification and the rise of nationalism.</p> <p>How might nations use military strength to gain an unequal advantage with other nations?</p> <p>Using a graphic organizer have students show the causes of imperialism: political, social and economic.</p> <p>The students will write an essay as an indigenous African explaining how imposed European culture and ideas have changed your way of life.</p> | |
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Benchmark Assessments #5:

1. Explain the role might have technology played in the acquisition and development of an empire?

2. How might nations use military strength to gain an unequal advantage with other nations?
3. How do trends of the 19th century lead to world war?

Summative Performance Assessment

SW choose 1 of the following assignments:

1. Find pictures (or create your own) of working conditions during the industrial revolution age (1800s) and photos from our current time. Photos can show child labor, factories, housing, etc. Put them together in a collage using multimedia. Examples might be a PowerPoint, an online photo album on a site like Snapfish, a website, scrapbook, etc. Minimum of 20 pictures. Include captions with your pictures to provide a description of the images.
2. Create a soundtrack of at least ten songs that shows the working and living conditions during the industrial revolution and/or songs about working and living conditions today. Themes you might include are sickness, stress, low pay, pollution, etc. Design the cover of the CD as well as an explanation of why you selected those songs.
3. Write and produce a movie based on the life of someone living during the industrial revolution. The person can be a member of the working poor, a wealthy capitalist, a middle class individual, a child laborer, etc. You can act out the movie or use software to produce it.
4. Many inventions were created during the Industrial Revolution. These include the seed drill, the spinning jenny, cotton gin, steam engines, telephone, sewing machine, Morse Code (electrical signals over a telegraph), railroad, among many others. Select three and create instructional/user manuals for the inventions. The manuals can be hand created or computer generated using software such as Publisher.

Summative Written Assessment

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SW complete a series of multiple-choice questions on the WALTs from throughout the unit.

SW complete a writing task answering the essential question: How do industrialism, imperialism, secularism and political revolution connect to each other: i.e. What effect did industrialism have on secularism, or secular Darwinism on imperialism, etc?

Teacher Notes

- Web resources include www.historyteacher.net
- Links to the Industrial Revolution <http://www.schoolshistory.org.uk/IndustrialRevolution/links.htm>
- Biographies of the Inventors of the Industrial Revolution <http://www.blupete.com/Literature/Biographies/Science/Inventors.htm>
- Comprehensive listing of Industrial Revolution Web Links <http://dewey.chs.chico.k12.ca.us/irev.html>
- Industrial Revolution Game: http://www.bbc.co.uk/history/society_culture/industrialisation/
- Women Inventors of the Industrial Revolution <http://inventors.about.com/od/womeninventors/>
- Overview of Marxism http://www.arthistoryclub.com/art_history/Marxism
- Biography of Karl Marx http://en.wikipedia.org/wiki/Karl_Marx
- Overview of Imperialism <http://members.aol.com/sniper43/Imperialism.html>
- Internet Web links of European Imperialism <http://www.kn.sbc.com/wired/fil/pages/listeuropeanth.html>
- Imperialism, Colonization, Mercantilism http://www.encyclopedia.com/html/section/imperial_ClassicImperialism.asp
- Imperialism Resources in specific world regions http://www.jlhs.nhusd.k12.ca.us/Classes/Social_Science/Imperialism/Imperialism.html
- Imperialism Resources: <http://www.mcps.k12.md.us/departments/isa/ninvest/imperial/imperialismmainpage.htm>

Suggested Resources:

- AGS World History.
- Prentice Hall World History
- Other World History Textbooks
- History Alive!.

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating

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- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions

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- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

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- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program