

# Age of Revolutions (1750-1914)

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **2nd Marking Period**  
Length: **13 Weeks**  
Status: **Published**

## **Age of Revolutions: French, Latin American, Industrialization, Nationalism and Imperialism**

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The French Revolution began in 1789. Inspired by Enlightenment ideas as well as by the success of the American Revolution, the French sought to free their land from tyranny. They overthrew the absolute monarchy that had ruled them for centuries and overturned an outdated social system that had existed for a thousand years. The French Revolution ushered in the modern era of European politics. In the first half of the 1800s, a wave of violent uprisings swept Western Europe. This "age of revolutions" was fueled by the political ideas of the French Revolution and the economic problems caused by the Industrial Revolution. The rebels were soon crushed, but the uprisings sent a chilling message to rulers across Europe. The winds of liberalism and nationalism also swept across the Atlantic, igniting wars of independence in Latin America.

The Industrial Revolution was the shift of production from simple hand tools to complex machines and from human and animal power to steam power. This transformation began in Britain in the mid-1700s and gradually spread across the world. It marked a major turning point in history, forever changing the lives of people across the globe. From the mid-1800s, industrialism spread rapidly across Europe to North America and beyond. During this second Industrial Revolution, the western world acquired greater wealth and power than any other societies in the past. Big businesses emerged that dwarfed those of other eras. Economic and social changes transformed daily life. By the early 1900s, the western world had taken on much of the structure and patterns of life that are familiar to us today. The Industrial Revolution brought great material progress. It also condemned masses of people to wretched poverty. In Britain, France, and the United States, reformers struggled for an extension of democratic rights and social change. Although many inequalities persisted, their efforts paved the way for great improvements in the quality of life.

The last half of the 1800s saw an upsurge of nationalism in Europe. In some countries, such as Germany and Italy, nationalism was a unifying force, helping to weld fragmented states into strong nations and encouraging them to industrialize and modernize. In other regions, such as the Balkans, nationalism was a divisive force, sparking rivalries, conflicts, and bloodshed.

At the beginning of the 1800s, westerners had little influence outside their own lands. With the Industrial Revolution, however, western nations gained extraordinary power. During the Age of Imperialism, from 1870 to 1914, they carved out empires around the globe. Despite fierce resistance, they dominated other peoples and brought distant lands under their control. The Age of Imperialism brought a global exchange that profited industrial nations but disrupted traditional economies and political life in Africa, Asia, and Latin America. The new imperialism spread western culture around the world. At the same time, western culture changed as it absorbed influences from subject peoples around the world.

## **Transfer**

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Students will be able to independently use their learning to distinguish the causes and effects of the French Revolution, and ascertain how the revolution led to the Napoleonic era.

Students will be able to independently use their learning to evaluate how revolutionary ideals in Europe and Latin America ignited uprisings in the first half of the nineteenth century.

Students will be able to independently use their learning to identify and categorize the technological, social, economic, and cultural changes that occurred as the Industrial Revolution took hold.

Students will be able to independently use their learning to deduce how Britain, France and the United States slowly extended democratic rights during the 1800s and early 1900s.

Students will be able to independently use their learning to analyze the effects that nationalism and the demand for reform had in Europe.

Students will be able to independently use their learning to evaluate and describe how Western industrial powers gained global empires.

Students will be able to independently use their learning to ascertain how political and economic imperialism influenced nations around the world.

## **Meaning**

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### **Understandings**

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Students will understand...

- the causes of the French Revolution
- the political and social reforms of the National Assembly
- the events of the radical phase of the French Revolution
- Napoleon's rise to power, his defeat and his impact on Europe today

- how the clash of opposing ideologies led to more than 30 years of European turmoil
- the causes and effects of the revolutions in Europe in 1830 and 1848
- the key revolutionaries behind Latin American independence movements and their accomplishments
- the events that helped bring about the Industrial Revolution
- the key factors that allowed Britain to lead the way in the Industrial Revolution
- the social effects of the Industrial Revolution
- the new ideas regarding economics and society resulting from the Industrial Revolution
- how science, technology and big business promoted industrial growth
- how the Industrial Revolution changed life in the cities
- ways in which the Industrial Revolution changed the old social order and traditions in the Western world
- the artistic movements which emerged in reaction to the Industrial Revolution
- how political reform gradually expanded suffrage to make the British Parliament more democratic during the 1800s
- the social and economic reforms passed by the British Parliament in the 1800-1900s
- the democratic reforms made in France by the Third Republic
- how Otto von Bismarck led the drive for Germany unity
- how influential leaders helped to create a unified Italy
- how Western nations came to dominate much of the world by the late 1800s
- how Japan became a modern industrial power
- the struggles of Latin American nations for stability

## **Essential Questions**

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Students will keep considering...

-How discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.

-How the Industrial Revolution was a consequence of technological innovation and expanding economic

activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.

-How industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- what caused discontent in the old French regime
- the actions of the members of the Third Estate in May 1789
- the reforms enacted by the National Assembly
- the circumstances of the Reign of Terror
- the reforms made by Napoleon as the leader of France
- how the Congress of Vienna tried to restore the balance of power in Europe
- the main goals of conservatives, liberals and nationalists in Europe
- the causes of the French Revolution of 1830
- the outcomes of the 1848 rebellions in Europe
- how Haiti, Mexico and other Latin American nations gained independence from European nations
- how the enclosure movement affected farmers
- the causes of the population explosion that occurred in the 1700s
- factors that helped bring about the Industrial Revolution in England
- the main characteristics and challenges of factory work
- government reforms sought by laissez-faire economists, utilitarians, socialists and communists

- the impact of new technology on industry, transportation and communication
- the emergence of big business
- the impact of the Industrial Revolution on city life
- how the Industrial Revolution influenced class structure of Western Europe
- the challenges posed by new scientific theories to existing beliefs
- the response of artists, composers and writers to industrialization
- the effects of the Great Reform Act of 1832
- how the British policy towards slavery changed in 1833
- how the party system in France's Third Republic differed from the British party system
- the main goal of the Zionist movement
- the main goal and policies followed by Otto von Bismarck
- the process and individuals responsible for Italian unification
- the four main motives of the new imperialists
- why Western imperialism spread so rapidly
- how the scramble for African colonies began
- the origins of Indian nationalism
- why the Qing dynasty collapsed
- how Japan modernized in the late 1800s
- factors that caused instability in Latin America after independence

### **Students will be skilled at...**

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Students will be skilled at...

- comparing and contrasting the social divisions of France's old order
- evaluating the causes of France's economic troubles in 1789
- analyzing the moderate reforms enacted by the National Assembly
- differentiating the reaction of Europeans to the events of the French Revolution
- assessing how and why radicals abolished the monarchy ushering in the Reign of Terror

- correlating how the excesses of the Convention led to the formation of the Directory
- examining Napoleon's rise to power and why the French strongly supported him
- critiquing the events that led to Napoleon's downfall
- comparing the ideologies of the conservatives, liberals, and nationalists
- contrasting the revolutions that surged through France and throughout the rest of Europe in 1848
- breaking down the causes of discontent in Latin America
- comparing the spread of revolution throughout Latin America (ie. Haiti, Mexico, Central and South America)
- illustrating how the agricultural revolution led to the growth of industry
- evaluating the new technologies that helped trigger the Industrial Revolution
- establishing why Britain was the starting point for the Industrial Revolution
- comparing and contrasting the benefits and challenges of industrialization
- comparing and contrasting the economic beliefs of laissez-faire, utilitarianism, socialism, and communism
- identifying the new industrial powers by the mid-1800s
- outlining the impact of new technology on industry, transportation, and communication
- analyzing the emergence of big business
- assessing how cities had changed by 1900
- characterizing how working-class struggles led to improved conditions for workers
- determining the values that shaped life and the arts in the Industrial Age
- determining the values that Queen Victoria represented
- analyzing the reforms created by the Liberal and Conservative parties to British politics
- detailing the social and economic reforms benefitting British workers and women
- analyzing the causes of conflict between the British and Irish nationalists
- inferring the impact of nationalism on reforms and challenges in Europe
- outlining the unification process in Italy and Germany
- distinguishing how and why Western imperialism spread so rapidly
- judging the impact of Western imperialism on native populations
- breaking down the resistance of native populations (ie. Africa, Middle East, Asia) to European imperialism

-comparing the differing impacts of Western powers in Japan vs. China

-analyzing the development of economic dependence in Latin America, Africa and Asia

## **Academic Vocabulary**

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1. Bourgeoisie
2. Deficit spending
3. Estate
4. Émigré
5. Sans-culotte
6. Suffrage
7. Nationalism
8. Plebiscite
9. Annex
10. Blockade
11. Guerrilla Warfare
12. Ideology
13. Universal manhood suffrage
14. Autonomy
15. Radicals
16. Liberals
17. Recession
18. Discontent
19. Enclosure
20. Entrepreneurs
21. Capital
22. Turnpike
23. Urbanization
24. Communism
25. Socialism
26. Utilitarianism
27. Proletariat
28. Labor union
29. Interchangeable Parts
30. Assembly line
31. Corporation
32. Cartel
33. Women's Suffrage
34. Racism
35. Social Gospel
36. Romanticism
37. Realism
38. Impressionism
39. Home rule
40. Coalition
41. Rotten boroughs
42. Secret ballot
43. Free trade

44. Penal colonies
45. Capital offenses
46. Anarchist
47. Pogrom
48. Refugee
49. Chancellor
50. Annex
51. Realpolitik
52. Emigration
53. Immigration
54. Emancipation
55. Imperialism
56. Protectorate
57. Sphere of influence
58. Cash Crop
59. Balance of trade
60. Trade deficit
61. Indemnity
62. Extraterritoriality
63. Rebellion
64. Concessions
65. Diet
66. Zaibatsu
67. Homogenous Society
68. Indigenous
69. Penal Colony
70. Regionalism
71. Peonage

## **Learning Goal #1**

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SWBAT identify the causes and effects of the French Revolution and how the Revolution led to the Napoleonic Era.

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| SOC.6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. |
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.  |
| SOC.6.2.12.C.3.c | Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.   |
| SOC.6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.  |



## **Target 1: The French Revolution**

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SWBAT analyze how social unrest, economic troubles, and the desire for political reforms led to the French Revolution. Examine how the National Assembly instituted political and social reforms in the moderate first stage of the revolution. Correlate how a radical phase of the revolution led to the monarchy's downfall and a time of violence known as the Reign of Terror.

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.d	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.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## **Target 2: The Age of Napoleon**

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SWBAT Analyze how Napoleon rose to power in France and built a vast empire that included much of Europe; Analyze the events that led to Napoleon's downfall; Outline how the Congress of Vienna tried to create a lasting peace

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## **Target 3: Revolutions in Europe and Latin America**

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SWBAT analyze how after 1815, the clash of people with opposing ideologies plunged Europe into an era of turmoil that lasted more than 30 years. Relate how revolutions broke out across Europe in 1830 and 1848, even though most failed to achieve their goals. Correlate how in the early 1800s, many new nations emerged in Latin America as independence movements freed people from European rule.

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## **Target 4: Industrial Revolution**

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SWBAT assess how the Industrial Revolution had an impact on every aspect of life in Western Europe and the United States. Determine why the Industrial Revolution originated in Britain. Compare and contrast how the Industrial Revolution created material benefits as well as social problems. Outline how the Industrial Revolution fostered new ideas about business, economics, and the arts. Illustrate how the spread of industry, the development of new technologies, and the rise of big business marked the second Industrial Revolution. Infer how the population of cities grew as people moved to urban centers for jobs. Interpret how the Industrial Revolution changed the social order in the western world, and how new ideas challenged long-held traditions.

SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	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.
SOC.6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

## **Learning Goal #4**

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SWBAT explain what effects nationalism and the demand for reform had in Europe

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	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.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized

entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

## **Target 5: Nationalism**

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SWBAT examine how Otto von Bismarck led the drive for German unity and analyze how Germany increased its power by building up its industry and armed forces. Interpret how influential leaders helped to create a unified Italy during the 1800s. Determine how political reform gradually expanded suffrage and made Parliament more democratic throughout the 1800s. Examine how Parliament passed a wide variety of reform measures, but women's suffrage and the status of Ireland remained difficult issues. Outline how democratic reforms in France took place under the Second Empire of Napoleon III and its successor, the Third Republic.

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	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.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## **Learning Goal #5**

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SWBAT explore how Western Industrial Powers gained global empires and how political & economic imperialism influenced nations around the world

SOC.6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

SOC.6.2.12.CS4

A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

## **Target 6: Imperialism**

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SWBAT analyze how in the late 1800s, industrial nations of the West engaged in imperialism and dominated much of the world. Illustrate how the imperialist powers of Europe claimed control over most of Africa by the end of the 1800s. Examine how European nations extended their power into parts of the Muslim and Asian worlds during the 1800s. Investigate how Japan opened its doors to foreign influence and became a modern industrial power. Establish how the economy of Latin America became dependent on industrialized nations for investment, technology, and manufactured goods.

SOC.6.2.12.A.3.e

Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

SOC.6.2.12.B.3.a

Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

SOC.6.2.12.C.3.b

Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

SOC.6.2.12.C.3.e

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

SOC.6.2.12.D.3.a

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

SOC.6.2.12.D.3.c

Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

SOC.6.2.12.D.3.d

Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

SOC.6.2.12.D.3.e

Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

## **Summative Assessment**

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2nd MP Benchmark: Persuasive Essay (Napoleon)

3rd MP Benchmark: Political Cartoons (Nationalism & Imperialism)

All assessments are differentiated and aligned to the social studies standards and curriculum.

## **21st Century Skills & Technology**

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WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

## **Accommodations/Modifications**

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**Enrichment Opportunities: World: College Prep B, College Prep A, Honors, AP**

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Napoleon: Hero or Villain essay or project
- *Les Miserables* - ELA connections
- *Reign of Terror: Was it Justified?* DBQ
- Estates Simulation - demonstrates social class/economic differences
- *Declaration of the Rights of Man* - Personal declarations
- Invention Project - build/diagram/model inventions
- Industrial Revolution SharkTank
- *Oliver Twist* - ELA Connections
- *What Was the Driving Force Behind European Imperialism in Africa?* Mini DBQ

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Flocabulary: Vocabulary Enrichment & Differentiation - <https://www.flocabulary.com/?signup=login>

Newslea: Differentiated Readings/Text to Speech - <https://newsela.com/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-  
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- guided notes
- modified assessments
- modified assignments
- student choice learning activities
- student-generated research tasks
- task-based assessments
- test corrections

## **Unit Resources**

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May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central - World History: [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/228636.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html)

Social Studies Databases

1. ABC-CLIO Database

Student Response Systems

Primary Source Documents

1. The DBQ Project Binders

Online Portfolios

Teacher Resource Kit

1. Text Resources - 2004/2007/2011 Prentice Hall: New Jersey, World History, The Modern Era;

Prentice Hall Video/Audio/Text Files

Choices:

1. French Revolution-The Trial of Louis XVI
2. Colonization and Independence in Africa
3. The Haitian Revolution

Flocabulary:

1. The French Revolution
2. The Industrial Revolution
3. Imperialism

## **Formative Assessment and Performance Opportunities**

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- Analyze Primary Sources
- Data Analysis
- Homework
- \*Teachers may select from the above list
- Cooperative Team Study
- DBQ/FRQ
- Direct Instruction/Lecture
- Field Trip
- Multimedia Analysis
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Projects
- Text Analysis