



SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

**World History:
Age of
Enlightenment to
Present**



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares them for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



RESOURCES

- Europeana - <https://www.europeana.eu/en>
- British Library - <https://www.bl.uk/research/>
- The Avalon Project - <https://avalon.law.yale.edu/>
- Khan Academy - <https://www.khanacademy.org/humanities/whp-1750>
- The Crash Course - <https://thecrashcourse.com/topic/worldhistory2/>
- National Geographic Education - <https://education.nationalgeographic.org/>
- Ted-ED - <https://ed.ted.com/lessons?category=history>
- Smithsonian Learning Lab - <https://learninglab.si.edu/>
- Library of Congress - <https://www.loc.gov/>



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.1: *Investigate the important ideas and achievements of the Scientific Revolution and the Age of Enlightenment*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Identify the theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton. 2. Compare and contrast new methods of reasoning as demonstrated by Francis Bacon and Rene Descartes (e.g., inductive reasoning and the scientific method, deductive reasoning, etc.). 3. Contrast the views of Thomas Hobbes and John Locke concerning the domination of absolute governments. 4. Differentiate the influence of Charles de Montesquieu, Voltaire, and Jean- Jacques Rousseau on the development of democratic ideals. 	<ul style="list-style-type: none"> • Heliocentrism • Geocentrism • Universal Gravitation • Scientific Revolution • Empiricism • Rationalism • Inductive Reasoning • Deductive Reasoning • Scientific Method • Leviathan 	<ul style="list-style-type: none"> • Social Contract • Natural Rights • State of Nature • Separation of Powers • Freedom of Thought • General Will • Civil Society • Enlightenment • Liberty • Equality



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.1)

- **Debate:** Divide students into groups and assign each group a pair of philosophers (e.g., Hobbes vs. Locke). Have them research and prepare arguments contrasting their views on absolute government domination. Host a structured debate where students present their arguments and counterarguments.
- **Timeline Construction:** In small groups, have students create a timeline of key events and discoveries during the Scientific Revolution, including milestones by Copernicus, Galileo, and Newton. Encourage them to include visual representations and short explanations for each event.
- **Philosophical Dialogues:** Pair students up and assign each pair a philosopher from the Enlightenment era (e.g., Montesquieu, Voltaire, Rousseau). Students should engage in a dialogue, taking on the perspectives of their assigned philosophers, discussing their influences on democratic ideals and contrasting their views.
- **Experiential Experimentation:** Set up a series of simple scientific experiments related to concepts like gravity or motion. Allow students to work in small groups to perform the experiments, record their observations, and draw conclusions, mimicking the empirical approach advocated by Bacon.
- **Reading Circles:** Provide excerpts from primary sources written by Copernicus, Galileo, and Newton. Divide students into reading circles, assigning each group one of the texts. Encourage them to discuss and analyze the texts together, focusing on the theories of cosmology presented by each scientist.
- **Philosophical Writing Prompts:** Assign students writing prompts inspired by the philosophical ideas of Bacon and Descartes. For example, ask them to reflect on a personal experience using inductive or deductive reasoning, or to explain how they would apply the scientific method to solve a real-world problem.
- **Comparative Analysis:** Provide students with excerpts from the works of Hobbes and Locke discussing the social contract and the state of nature. Have them compare and contrast the two philosophers' views through a written analysis or group discussion.
- **Multimedia Presentations:** Assign each student or group a key figure from the Enlightenment (e.g., Montesquieu, Voltaire, Rousseau). Have them create multimedia presentations exploring the individual's life, ideas, and influence on democratic ideals, using visuals, videos, and audio clips.



- **Philosophical Role-Play:** Organize a role-play activity where students assume the personas of various Enlightenment thinkers and engage in a mock salon discussion. Encourage them to debate philosophical ideas, challenge each other's perspectives, and explore the principles of liberty, equality, and civil society.
- **Current Events Connection:** Have students research and identify contemporary issues related to democratic principles such as freedom of thought, separation of powers, or equality. In small groups, analyze how these issues relate to the ideas and influences of Enlightenment philosophers, presenting their findings to the class.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.1)

- **Space Exploration:** Theories of cosmology proposed by Copernicus, Galileo, and Newton laid the foundation for our understanding of the universe, influencing modern space exploration missions and technologies like telescopes, satellites, and space probes.
- **Medical Research:** The scientific method, as advocated by Bacon and Descartes, is widely used in medical research to develop new treatments, drugs, and therapies. It involves systematic observation, experimentation, and analysis to advance our understanding of diseases and improve patient outcomes.
- **Political Science:** Contrasting views of Hobbes and Locke on absolute government domination have parallels in modern political debates about the role of government, individual rights, and social contracts. Understanding these perspectives helps analyze contemporary political systems and policies.
- **Legal Systems:** Concepts such as natural rights and the social contract, discussed by Enlightenment thinkers like Locke, have influenced legal systems worldwide, shaping laws that protect individual freedoms.
- **Environmental Policy:** Ideas of Montesquieu, Voltaire, and Rousseau on the separation of powers, freedom of thought, and the general will have implications for environmental policy-making, emphasizing the importance of balanced governance, public participation, and collective decision-making.
- **Educational Practices:** The philosophies of Bacon and Descartes have contributed to modern educational practices, emphasizing hands-on learning, critical thinking, and inquiry-based approaches to teaching and learning.
- **International Relations:** Principles of liberty, equality, and civil society championed by Enlightenment thinkers have influenced movements for democracy, human rights, and shaping international relations and diplomatic efforts.
- **Technological Innovation:** Newton's theory of universal gravitation has practical applications in various fields, including engineering, architecture, and telecommunications, influencing the design and development of infrastructure and technology.
- **Social Movements:** Enlightenment ideals of freedom, reason, and progress continue to inspire social movements advocating for change and reform.



- **Economic Systems:** Ideas of Montesquieu, Voltaire, and Rousseau on governance and society have implications for economic systems, influencing debates about capitalism, socialism, and the role of government in regulating markets and promoting economic justice.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.1)

- **Debate: Economic Troubles and Democratic Ideals**
 - **Tier 2:** Offer additional resources and debate preparation time for students to deepen their understanding of economic theories and democratic ideals, allowing for more nuanced arguments.
 - **Tier 3:** Encourage advanced students to explore primary sources and scholarly articles to develop sophisticated arguments and counterarguments, promoting critical thinking and research skills.
- **Simulation: Drafting the Declaration of Rights**
 - **Tier 2:** Offer flexibility in role assignments and simulation rules to allow students to tailor their participation based on their interests and abilities, fostering autonomy and engagement.
 - **Tier 3:** Facilitate peer feedback sessions and reflection discussions where students evaluate their performance and identify areas for improvement, promoting metacognitive skills and self-directed learning.
- **Mapping Napoleon's Influence**
 - **Tier 2:** Offer additional historical context and resources for students to analyze the geopolitical impact of Napoleon's policies in greater depth, fostering critical thinking and spatial reasoning skills.
 - **Tier 3:** Encourage students to create their own maps or interactive visualizations using digital tools, allowing for creative expression and deeper exploration of historical concepts.
- **Model Congress of Vienna**
 - **Tier 2:** Assign roles and responsibilities based on students' interests and strengths, allowing them to take on leadership roles or specialize in areas of expertise, promoting teamwork and leadership skills.
 - **Tier 3:** Introduce constraints or additional challenges to the simulation, such as conflicting agendas or hidden objectives, to provide a more realistic and complex negotiation experience, fostering strategic thinking and adaptability.
- **Timeline Analysis: Revolutionary Period**



- **Tier 2:** Offer opportunities for students to analyze primary sources and interpret historical events from multiple perspectives, fostering critical thinking and historical empathy.
- **Tier 3:** Encourage students to conduct independent research and create their timelines, incorporating lesser-known events or global perspectives, promoting advanced research and synthesis skills.
- **Historical Role-Play: Abolitionists and Revolutionaries**
 - **Tier 2:** Encourage students to conduct research and develop their own character profiles, motivations, and dialogue, allowing for greater authenticity and engagement in the role-play.
 - **Tier 3:** Facilitate debriefing discussions where students reflect on their experiences and consider the broader historical significance of abolition and independence movements, promoting critical reflection and historical analysis.
- **Document Analysis: Enlightenment Texts**
 - **Tier 2:** Offer a choice of primary sources and encourage students to compare different perspectives on democratic ideals and social equality, fostering critical thinking and textual analysis skills.
 - **Tier 3:** Introduce advanced analytical frameworks or discussion prompts to challenge students to consider the broader intellectual debates and historical contexts surrounding Enlightenment texts, promoting deep analysis and synthesis of ideas.
- **Interactive Map: European Alliances**
 - **Tier 2:** Offer additional historical background information and encourage students to analyze the implications of European alliances for regional stability and power dynamics, fostering critical thinking and geopolitical awareness.
 - **Tier 3:** Facilitate collaborative discussions where students evaluate the long-term consequences of European alliances and propose alternative scenarios based on historical precedents, promoting strategic thinking and historical inquiry.
- **Research Project: Impact of Revolution**



- **Tier 2:** Offer opportunities for students to explore interdisciplinary connections and present their findings through creative formats such as multimedia presentations or written narratives, fostering autonomy and creativity.
- **Tier 3:** Encourage students to engage with primary sources, scholarly articles, and historiographical debates to deepen their understanding of the impact of revolutionary movements on global politics and human rights, promoting advanced research and critical analysis skills.
- **Classroom Congress: Modern Diplomacy**
 - **Tier 2:** Assign roles and responsibilities based on students' interests and strengths, allowing them to take on leadership roles or specialize in areas of expertise, promoting collaboration and leadership skills.
 - **Tier 3:** Introduce complex geopolitical scenarios or conflicting interests to challenge students to negotiate diplomatic treaties that balance competing priorities and promote international cooperation, fostering strategic thinking and diplomatic reasoning.



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World History: Age of Enlightenment to Present

Standard WH.2: Analyze the causes of the French Revolution and its impact on Europe.

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Examine various opinions of the developing democratic ideals amidst the economic troubles of the French social class. 2. Explain the impact of the American Revolution on the French call for social equality as expressed in the “Declaration of Rights of Man and the Citizen (1789).” 3. Examine Napoleon’s geographic and political influence on Europe through the spread of liberalism and nationalism. 4. Evaluate the significant outcomes of the Congress of Vienna and the creation of the Concert of Europe. 5. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the Emancipation of Spanish America, and the Issuance of the Monroe Doctrine by the United States. 	<ul style="list-style-type: none"> • Atlantic Slave Trade • Emancipation • Spanish America • Monroe Doctrine • Liberalism • Revolutionary Period • Nationalism • Congress of Vienna • Concert of Europe • Democratic Ideals 	<ul style="list-style-type: none"> • Political Influence • Colonial Expansion • Abolitionist Movement • Sovereignty • Diplomatic Relations • Colonialism • Coup d’etat • Revolutionaries • Treaty Negotiations • National Identity



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.2)

- **Debate: Economic Troubles and Democratic Ideals** Divide students into groups representing different social classes in revolutionary France. Have them research and present arguments on how economic troubles influenced the development of democratic ideals.
- **Simulation: Drafting the Declaration of Rights** Organize a simulation where students role-play as delegates drafting the "Declaration of Rights of Man and the Citizen." They must consider the impact of the American Revolution on French calls for social equality.
- **Mapping Napoleon's Influence** Provide maps of Europe during Napoleon's reign label territories influenced by Napoleon and analyze how his policies spread liberalism and nationalism across the continent.
- **Model Congress of Vienna** Organize a model Congress of Vienna simulation. Students will represent different European powers and negotiate treaties to restore balance after Napoleon's defeat, experiencing the complexities of diplomacy.
- **Timeline Analysis: Revolutionary Period** Provide a timeline of events from the Atlantic slave trade abolition to the Monroe Doctrine. Students analyze key events' significance and their impact on global politics and human rights.
- **Historical Role-Play: Abolitionists and Revolutionaries** Students could research and embody historical figures such as Toussaint Louverture or Simon Bolivar and role-play discussions to understand the motivations and challenges faced during abolition and independence movements.
- **Document Analysis: Enlightenment Texts** Provide excerpts from Enlightenment texts related to democratic ideals and social equality. Students analyze primary sources to understand the intellectual foundations of revolutionary movements.
- **Interactive Map: European Alliances** Create an interactive map where students explore the shifting alliances and territories influenced by the Congress of Vienna and discuss the implications of these agreements for European stability.
- **Research Project: Impact of Revolution** Assign students topics like the abolition of the Atlantic slave trade or the issuance of the Monroe Doctrine. Research and present the impact of revolutionary movements on global politics and human rights.



- **Classroom Congress: Modern Diplomacy** Students simulate a modern diplomatic summit where they discuss contemporary issues related to self-determination, colonialism, or sovereignty. They propose solutions and negotiate diplomatic treaties in line with historical precedents.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.2)

- **Economic Struggles and Democratic Ideals:** Discuss contemporary economic challenges faced by various social classes globally, and analyze how these challenges influence the development of democratic ideals in different societies.
- **Impact of Revolutions on Social Equality:** Explore how recent revolutions or movements have been influenced by earlier revolutions like the American Revolution and the French Revolution.
- **Napoleon's Legacy on Nationalism:** Investigate the impact of Napoleon's conquests and policies on modern nation-states, considering how his actions contributed to the formation of national identities and nationalist movements across Europe.
- **Modern Diplomatic Agreements:** Examine current international treaties and diplomatic agreements, drawing parallels with the outcomes of the Congress of Vienna and the establishment of the Concert of Europe, and discuss their significance for global peace and stability.
- **Humanitarian Efforts and Abolition:** Explore contemporary campaigns and initiatives aimed at ending modern forms of slavery and human trafficking, connecting them to historical efforts to abolish the Atlantic slave trade and emancipate enslaved peoples.
- **Colonial Legacies and Independence Movements:** Investigate ongoing struggles for independence and self-determination in regions with colonial legacies, such as movements for sovereignty in territories like Palestine or Western Sahara.
- **Revolutionary Ideals in International Relations:** Analyze how revolutionary ideals of liberty, equality, and fraternity influence contemporary international relations, including debates on humanitarian intervention, democracy promotion, and global governance.
- **Global Efforts Against Authoritarianism:** Explore contemporary movements and initiatives aimed at challenging authoritarian regimes and promoting democracy, drawing parallels with historical struggles against absolute monarchies and autocratic rulers.
- **Technological Impact on Diplomacy:** Discuss the role of technology in modern diplomacy, considering how digital communication tools and social media platforms have transformed diplomatic negotiations and international relations, compared to the diplomacy of the Congress of Vienna era.



- **Multilateral Cooperation and Peacekeeping:** Examine the role of international organizations like the United Nations in promoting multilateral cooperation, peacekeeping, and conflict resolution, reflecting on their efforts to maintain stability in regions affected by nationalism and geopolitical tensions.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.2)

- **Debate: Economic Troubles and Democratic Ideals**
 - **Tier 2:** Offer additional support through guided research materials, simplified arguments, or peer assistance for struggling students.
 - **Tier 3:** Provide individualized support such as modified tasks, small-group debates with teacher guidance, or extra time for preparation as needed.
- **Simulation: Drafting the Declaration of Rights**
 - **Tier 2:** Provide scaffolded support with templates, sentence starters, or model documents to assist students who may struggle with language or organization.
 - **Tier 3:** Offer one-on-one support, additional time, or alternative assessment methods for students with significant learning challenges.
- **Mapping Napoleon's Influence**
 - **Tier 2:** Offer differentiated maps with varying levels of detail or guided questions to support understanding for students who need additional assistance.
 - **Tier 3:** Provide individualized support, such as direct instruction, visual aids, or peer tutoring, for students with limited spatial reasoning or historical comprehension.
- **Model Congress of Vienna**
 - **Tier 2:** Offer additional guidance and support for students who may struggle with negotiation skills or understanding complex diplomatic concepts.
 - **Tier 3:** Provide individualized coaching, simplified tasks, or peer support for students with significant social or cognitive challenges.



- **Timeline Analysis: Revolutionary Period**
 - **Tier 2:** Offer differentiated timelines with varying levels of detail or guided questions to support understanding for students who may struggle with sequencing or historical context.
 - **Tier 3:** Provide one-on-one support, alternative formats, or simplified tasks for students with significant difficulties in comprehension or organization.
- **Historical Role-Play: Abolitionists and Revolutionaries**
 - **Tier 2:** Offer additional support through background information, role-playing prompts, or structured scenarios for students who may struggle with social interaction or historical understanding.
 - **Tier 3:** Provide individualized coaching, small-group activities, or modified roles for students with social or emotional challenges.
- **Document Analysis: Enlightenment Texts**
 - **Tier 2:** Provide scaffolded support with vocabulary assistance, graphic organizers, or simplified excerpts for students who may struggle with reading comprehension or historical context.
 - **Tier 3:** Offer one-on-one support, alternative texts, or modified tasks for students with significant difficulties in literacy or critical thinking.
- **Interactive Map: European Alliances**
 - **Tier 2:** Provide differentiated maps with varying levels of detail or guided questions to support understanding for students who may struggle with spatial reasoning or historical context.
 - **Tier 3:** Provide individualized support, such as direct instruction, visual aids, or peer tutoring, for students with limited spatial or cognitive abilities.
- **Research Project: Impact of Revolution**
 - **Tier 2:** Offer differentiated tasks or research guides to support understanding and organization for students who may struggle with independent research or critical analysis.



- **Tier 3:** Provide individualized support, such as modified tasks, extended time, or alternative formats, for students with significant difficulties in research skills or executive function.
- **Classroom Congress: Modern Diplomacy**
 - **Tier 2:** Offer additional guidance and support for students who may struggle with negotiation skills or understanding complex diplomatic concepts.
 - **Tier 3:** Provide individualized coaching, simplified tasks, or peer support for students with significant social or cognitive challenges.



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World History: Age of Enlightenment to Present

Standard WH.3: *Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> Analyze the factors that led to the Industrial Revolution in England. Discuss the significance of the Agricultural Revolution, Enclosure Movement, and the Industrial Revolution and their impact on society (e.g., Charles Townshend, John Deere, Cyrus McCormick, etc.). Evaluate important concepts and inventors during the Industrial Revolution (e.g., James Hargreaves, Eli Whitney, James Watt, Thomas Edison, the Bessemer Process, etc.). Contrast factors that enhanced or impeded the spread of the Industrial Revolution into Eastern Europe and the Far East. 	<ul style="list-style-type: none"> Industrial Revolution Bessemer Process John Deere Jethro Tull Innovation Manufacturing Urbanization Economic Growth Thomas Edison Agricultural Revolution 	<ul style="list-style-type: none"> Enclosure Movement Far East Charles Townshend John Deere Cyrus McCormick Inventions James Hargreaves Eli Whitney James Watt Thomas Edison



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.3)

- **Factors Leading to the Industrial Revolution:** Divide students into groups and assign each group a factor (e.g., technological innovations, labor supply, natural resources). Have them research and present on how their assigned factor contributed to the Industrial Revolution in England.
- **Timeline of Revolutions:** Have students create a timeline highlighting the Agricultural Revolution, Enclosure Movement, and Industrial Revolution. They should include key events, inventions, and influential figures, emphasizing the interconnectedness of these revolutions and their impact on society.
- **Inventors and Inventions Gallery Walk:** Set up a gallery walk with posters or displays featuring inventors and inventions from the Industrial Revolution era. Students rotate through the gallery, taking notes and discussing the significance of each inventor and their contribution to industrialization.
- **Debate: Impact of Industrialization:** Organize a debate where students argue for or against the proposition: "The Industrial Revolution had a predominantly positive/negative impact on society." Assign students to research and present arguments supporting their assigned position, fostering critical thinking and research skills.
- **Case Studies of Industrialization:** Provide case studies of different regions affected by industrialization, including England, Eastern Europe, and the Far East. Students analyze factors that enhanced or impeded industrialization in each region, identifying commonalities and differences.
- **Simulation: Industrialization Game:** Develop a simulation game where students role-play as entrepreneurs, workers, and government officials during the Industrial Revolution. They make decisions regarding technological investments, labor practices, and government policies, experiencing the complexities of industrialization firsthand.
- **Innovator Interviews:** Assign each student or group an inventor from the Industrial Revolution period. Students research the inventor's background, contributions, and impact, then conduct mock interviews with their peers, embodying the perspectives of the inventors.
- **Documentary Analysis:** Screen documentaries or historical films about the Industrial Revolution, such as "How We Got to Now" or "The Ascent of Money." After viewing, students discuss key themes, events, and individuals portrayed in the film, connecting them to the learning objectives.



- **Interactive Mapping Activity:** Using online mapping tools, students create interactive maps highlighting the spread of industrialization into different regions. Students will annotate the maps with relevant information about factors influencing industrial growth and compare patterns across regions.
- **Creative Writing: Industrial Revolution Narratives:** Ask students to write fictional narratives set during the Industrial Revolution, incorporating historical details and characters. Explore various perspectives, such as factory workers, inventors, or rural farmers, to deepen their understanding of the era's social and economic dynamics.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.3)

- **Technology and Economic Development:** Explore how modern technological advancements, such as automation and digital innovation, parallel the role of technological advancements during the Industrial Revolution in driving economic growth and societal change.
- **Agricultural Innovations and Food Production:** Investigate the impact of contemporary agricultural innovations, like genetically modified crops and precision farming techniques, on food production and distribution, drawing parallels to the significance of the Agricultural Revolution in improving agricultural productivity.
- **Urbanization and Global Megacities:** Examine the phenomenon of urbanization and the rise of global megacities in the present day, considering how rapid urban growth and migration patterns mirror the urbanization trends observed during the Industrial Revolution.
- **Labor Practices and Workers' Rights:** Analyze contemporary labor practices, including issues like outsourcing, minimum wage debates, and workplace safety regulations, in relation to historical labor conditions and the struggle for workers' rights during the Industrial Revolution.
- **Environmental Impact of Industrialization:** Discuss the environmental consequences of industrialization in modern times, such as pollution, deforestation, and climate change, drawing parallels to the environmental impacts of early industrial activities like coal mining and factory emissions.
- **Globalization and Trade Networks:** Explore how contemporary globalization and interconnected trade networks resemble the expansion of global trade routes and markets during the Industrial Revolution, shaping modern economies and cultural exchanges.
- **Innovation and Entrepreneurship:** Investigate the role of innovation and entrepreneurship in driving economic growth and societal change in present-day industries like technology, healthcare, and renewable energy, reflecting the entrepreneurial spirit of inventors and innovators during the Industrial Revolution.
- **Infrastructure Development and Transportation:** Examine modern infrastructure projects, such as high-speed rail networks and smart cities, in comparison to historical transportation advancements like canals, railways, and bridges that facilitated trade and communication during the Industrial Revolution.



- **Economic Disparities:** Analyze contemporary issues of economic disparities, including wealth inequality, access to education, and healthcare disparities, in relation to historical class divisions and social upheaval during the Industrial Revolution.
- **Government Policies and Industrial Regulation:** Explore how modern government policies and regulations, such as environmental regulations, antitrust laws, and labor protections, are shaped by historical precedents and responses to the social and economic challenges posed by industrialization.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.3)

- **Factors Leading to the Industrial Revolution**

- **Tier 2:** Assign factors based on readiness level, providing additional guidance and resources for groups who may struggle with research or presentation skills.
- **Tier 3:** Assign factors based on readiness level, provide scaffolded research materials, and offer additional support through guided questioning or peer collaboration for groups who require more assistance.

- **Timeline of Revolutions**

- **Tier 2:** Offer partially completed timelines with some events filled in for students who may struggle with organization or research skills.
- **Tier 3:** Provide individualized support with guided research and simplified texts. Offer alternative formats for presenting timelines, such as a storyboard or oral presentation, for students who require more support.

- **Inventors and Inventions Gallery Walk**

- **Tier 2:** Offer guided questions or prompts to focus students' attention. Provide additional support with simplified texts or multimedia resources.
- **Tier 3:** Provide one-on-one or small group support with guided exploration and simplified texts. Offer alternative assignments focusing on understanding key concepts, such as creating a poster or digital presentation with fewer inventors and inventions.

- **Debate: Impact of Industrialization**

- **Tier 2:** Offer structured outlines or sentence starters to help students organize their arguments. Provide additional support with research materials or peer collaboration.
- **Tier 3:** Provide one-on-one or small group support with personalized coaching and simplified arguments. Offer alternative assignments focusing on comprehension and critical thinking skills, such as writing a persuasive essay or creating a multimedia presentation with fewer arguments.



- **Case Studies of Industrialization**
 - **Tier 2:** Offer guided analysis worksheets or graphic organizers. Provide additional support with simplified texts or multimedia resources.
 - **Tier 3:** Provide one-on-one or small group support with guided discussion and simplified texts. Offer alternative assignments focusing on comprehension and analysis skills, such as creating a concept map or participating in a structured discussion with fewer case studies.
- **Simulation: Industrialization Game**
 - **Tier 2:** Offer support materials such as decision-making guides or role-play scripts for students who may struggle with decision-making or role-play skills.
 - **Tier 3:** Provide one-on-one or small group support with guided decision-making and role-play. Offer alternative assignments focusing on understanding key concepts, such as creating a written report or participating in a guided discussion.
- **Innovator Interviews**
 - **Tier 2:** Offer interview question prompts or templates for students who may struggle with generating questions or conducting interviews.
 - **Tier 3:** Provide one-on-one or small group support with guided interview preparation and role-play. Offer alternative assignments focusing on understanding key concepts, such as creating a written profile or participating in a structured discussion.
- **Documentary Analysis**
 - **Tier 2:** Offer guided viewing notes or graphic organizers for students who may struggle with comprehension or attention.
 - **Tier 3:** Provide one-on-one or small group support with guided viewing and discussion. Offer alternative assignments focusing on understanding key concepts, such as creating a visual representation or participating in a guided discussion with fewer key themes.



- **Interactive Mapping Activity**
 - **Tier 2:** Offer guided mapping templates or tutorials for students who may struggle with using mapping tools or organizing information.
 - **Tier 3:** Provide one-on-one or small group support with guided mapping and data interpretation. Offer alternative assignments focusing on understanding key concepts, such as creating a written analysis or participating in a guided discussion with fewer regions.
- **Creative Writing: Industrial Revolution Narratives**
 - **Tier 2:** Offer story starters or outlines for students who may struggle with generating ideas or organizing their writing.
 - **Tier 3:** Provide one-on-one or small group support with guided brainstorming and writing. Offer alternative assignments focusing on understanding key concepts, such as creating a storyboard or participating in a guided discussion with fewer characters or plot elements.



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World History: Age of Enlightenment to Present

Standard WH.4: *Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and communism.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine the principles of capitalism as developed by classical economist Adam Smith. 2. Compare and contrast the rise of economic theories as a result of the industrial revolution (e.g., capitalism, socialism, Marxism, communism, etc.). 3. Appraise government reactions to social problems including Britain’s and Germany’s passage of labor laws, early welfare, and insurance programs. 4. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control (e.g., the contributions of Baron Haussmann, Edwin Chadwick, Louis Pasteur, Joseph Lister, etc.). 5. Analyze the International impacts and contributions of intellectual movements (e.g., Darwinism, suffrage, medicine, psychology, physics, etc.). 	<ul style="list-style-type: none"> • Capitalism • Classical Economist • Adam Smith • Economic Theories • Industrial Revolution • Socialism • Marxism • Communism • Laissez-faire • Social Darwinism • Labor Laws • Welfare Programs • Insurance Programs • Social Problems • Urbanization • Public Policy • Baron Haussmann • Edwin Chadwick • Louis Pasteur • Joseph Lister



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.4)

- **Adam Smith's Capitalism Lecture:** Prepare a lecture or presentation discussing Adam Smith's principles of capitalism. Include key concepts such as the invisible hand, division of labor, and the role of self-interest. Use visual aids and examples to enhance understanding.
- **Economic Theories Debate:** Organize a debate where students represent different economic theories that emerged during the Industrial Revolution (capitalism, socialism, Marxism, communism, etc.). Provide resources for research and assign roles to each student. Encourage students to compare and contrast the ideologies, their proponents, and their impacts.
- **Government Reactions Analysis:** Divide students into groups and assign each group a specific government reaction to social problems during the Industrial Revolution (e.g., labor laws, welfare programs, insurance programs). Have groups research the context, implementation, and effectiveness of their assigned policy. Then, present their findings to the class and engage in a discussion on the role of government in addressing social issues.
- **Urbanization and Social Problems Gallery Walk:** Create a gallery walk activity where students explore posters or displays showcasing major social problems caused by urban overcrowding and lack of environmental control during the Industrial Revolution. Include information on the contributions of individuals such as Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister. After the gallery walk, facilitate a discussion where students identify common themes, analyze the impact of these individuals' contributions, and brainstorm potential solutions.
- **Historical Investigation Project:** Assign students to conduct research on a specific social problem related to urbanization during the Industrial Revolution (e.g., poor sanitation, overcrowded housing, disease outbreaks). Students should investigate the causes, consequences, and responses to the problem, including the contributions of key figures like Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister. present their findings through presentations, reports, or multimedia projects, highlighting the significance of these historical events and individuals in addressing social challenges.
- **Adam Smith's Capitalism Lecture:** Prepare a lecture or presentation discussing Adam Smith's principles of capitalism. Include key concepts such as the invisible hand, division of labor, and the role of self-interest. Use visual aids and examples to enhance understanding.



- **Economic Theories Debate:** Organize a debate where students represent different economic theories that emerged during the Industrial Revolution (capitalism, socialism, Marxism, communism, etc.). Provide resources for research and assign roles to each student. Encourage students to compare and contrast the ideologies, their proponents, and their impacts.
- **Government Reactions Analysis:** Divide students into groups and assign each group a specific government reaction to social problems during the Industrial Revolution (e.g., labor laws, welfare programs, insurance programs). Have groups research the context, implementation, and effectiveness of their assigned policy. Then, present their findings to the class and engage in a discussion on the role of government in addressing social issues.
- **Urbanization and Social Problems Gallery Walk:** Create a gallery walk activity where students explore posters or displays showcasing major social problems caused by urban overcrowding and lack of environmental control during the Industrial Revolution. Include information on the contributions of individuals such as Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister. After the gallery walk, facilitate a discussion where students identify common themes, analyze the impact of these individuals' contributions, and brainstorm potential solutions.
- **Historical Investigation Project:** Assign students to conduct research on a specific social problem related to urbanization during the Industrial Revolution (e.g., poor sanitation, overcrowded housing, disease outbreaks). Students should investigate the causes, consequences, and responses to the problem, including the contributions of key figures like Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister. present their findings through presentations, reports, or multimedia projects, highlighting the significance of these historical events and individuals in addressing social challenges.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.4)

- **Modern Capitalist Economies:** Explore how the principles of capitalism, as developed by Adam Smith, are reflected in contemporary capitalist economies around the world. Examine current economic policies, market structures, and business practices to understand how Smith's ideas continue to influence economic thought and behavior.
- **Global Economic Systems:** Analyze and compare economic theories such as capitalism, socialism, Marxism, and communism in the context of diverse global economic systems. Examine how different countries implement these theories and the impact on economic development, social welfare, and income inequality.
- **Labor Laws and Social Welfare Programs:** Research and compare labor laws, welfare programs, and insurance systems in different countries, including Britain and Germany, to understand how governments address social problems and protect workers' rights. Explore the effectiveness of these policies in promoting economic stability.
- **Urban Planning and Public Health:** Examine the contributions of historical figures like Baron Haussmann, Edwin Chadwick, Louis Pasteur, and Joseph Lister to urban planning and public health initiatives. Investigate modern urban planning projects, public health campaigns, and sanitation systems to understand how past innovations continue to shape cities and improve public health outcomes.
- **Environmental Sustainability:** Explore the environmental impact of urbanization and industrialization during the Industrial Revolution and draw parallels to contemporary environmental challenges. Investigate efforts to combat air and water pollution, promote renewable energy sources, and address climate change, highlighting the importance of sustainable development and environmental stewardship.
- **Global Health Crises:** Examine historical disease outbreaks, such as cholera and typhoid epidemics during the Industrial Revolution and compare them to modern health crises like the COVID-19 pandemic. Analyze government responses, public health measures, and the role of scientific research in controlling disease spread and protecting public health.
- **Income Inequality and Wealth Distribution:** Analyze income inequality trends and wealth distribution patterns in different countries and regions, drawing connections to economic theories and government policies. Explore the implications of unequal wealth distribution for social mobility, poverty alleviation, and economic stability.



- **Globalization and Economic Interdependence:** Examine the interconnectedness of global economies and the role of multinational corporations, trade agreements, and financial markets in shaping economic dynamics. Explore how economic theories and government policies impact international trade, investment flows, and economic development worldwide.
- **Social Entrepreneurship and Innovation:** Study examples of social entrepreneurship and innovation aimed at addressing social problems, promoting sustainable development, and advancing economic justice. Explore how businesses, nonprofits, and government agencies collaborate to create positive social impact and drive meaningful change in communities around the world.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.4)

- **Modern Capitalist Economies**
 - **Tier 2:** Offer simplified readings or visual aids to support understanding for students who may struggle with complex economic concepts. Provide guided questions to focus their analysis.
 - **Tier 3:** Provide one-on-one or small group support with guided discussions, simplified texts, and additional explanations for students who require more personalized assistance in understanding economic theories.
- **Global Economic Systems**
 - **Tier 2:** Offer structured outlines or graphic organizers to help students organize their comparisons. Provide additional support with simplified texts or multimedia resources for students who may struggle with reading comprehension.
 - **Tier 3:** Provide one-on-one or small group support with guided research, simplified texts, and alternative assignments for students who require more intensive assistance in understanding economic theories and systems.
- **Labor Laws and Social Welfare Programs**
 - **Tier 2:** Provide guided research questions or templates to help students structure their presentations. Offer additional support with simplified texts or multimedia resources for students who may struggle with comprehension.
 - **Tier 3:** Provide one-on-one or small group support with guided research, simplified texts, and alternative assignments for students who require more assistance in understanding government policies and social programs.
- **Urban Planning and Public Health**
 - **Tier 2:** Offer simplified readings or visual resources to support students' understanding of historical figures and their contributions to urban planning and public health. Provide structured note-taking guides or graphic organizers.



- **Tier 3:** Provide one-on-one or small group support with guided exploration, simplified texts, and additional explanations for students who require more assistance in understanding historical contexts and concepts in urban planning and public health.
- **Environmental Sustainability**
 - **Tier 2:** Provide structured research guides or templates to help students organize their presentations. Offer simplified texts or multimedia resources for students who may struggle with reading comprehension.
 - **Tier 3:** Provide one-on-one or small group support with guided research, simplified texts, and alternative assignments for students who require more assistance in understanding environmental concepts and sustainability practices.
- **Global Health Crises**
 - **Tier 2:** Provide structured discussion questions or prompts to guide students' reflections on historical and contemporary health crises. Offer simplified readings or multimedia resources for students who may struggle with comprehension.
 - **Tier 3:** Provide one-on-one or small group support with guided discussions, simplified texts, and additional explanations for students who require more assistance in understanding the causes and consequences of global health crises.
- **Income Inequality and Wealth Distribution**
 - **Tier 2:** Provide structured debate outlines or argumentative essay templates to help students organize their thoughts. Offer simplified readings or multimedia resources for students who may struggle with comprehension.
 - **Tier 3:** Provide one-on-one or small group support with guided debates, simplified texts, and additional explanations for students who require more assistance in understanding economic concepts related to income inequality and wealth distribution.
- **Globalization and Economic Interdependence**



- **Tier 2:** Provide structured research guides or templates to help students organize their presentations. Offer simplified readings or multimedia resources for students who may struggle with reading comprehension.
- **Tier 3:** Provide one-on-one or small group support with guided research, simplified texts, and alternative assignments for students who require more assistance in understanding economic concepts related to globalization and economic interdependence.
- **Social Entrepreneurship and Innovation**
 - **Tier 2:** Provide case studies or profiles of social entrepreneurs and their innovative solutions to social challenges. Offer structured reflection questions or discussion prompts to guide students' analysis.
 - **Tier 3:** Provide one-on-one or small group support with guided discussions, simplified texts, and additional explanations for students who require more assistance in understanding concepts related to social entrepreneurship and innovation.



SUGGESTED

INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.5: *Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Examine nationalist movements throughout the world (e.g., the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, the self-strengthening movement in China, etc.). 2. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. 3. Trace the emergence of political economic, and social modernization in the early twentieth-century Russian Empire (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs, etc.). 4. Examine the creation of the dual monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula. 	<ul style="list-style-type: none"> • Nationalist Movements • Unification • Meiji Restoration • Tanzimat Reforms • Self-Strengthening Movement • Nationalism • Multinational Empires • Sovereignty • Russia • Austria-Hungary 	<ul style="list-style-type: none"> • Communism • Autocracy • Constitutional Monarchy • National Identity • Militarism • Alliance System • Imperial Expansion • Secession • Balkanization • Decentralization • Revanchism



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.5)

- **Nationalist Movements Timeline:** Research and create a timeline of nationalist movements around the world during the specified time period. Include key events such as the unification of Italy and Germany, the Meiji Restoration in Japan, the Tanzimat reforms in the Ottoman Empire, and the self-strengthening movement in China. present their timelines to the class and discuss the common themes and differences among these movements.
- **Empire Analysis: Characteristics and Impacts:** Divide students into groups and assign each group one of the multinational empires mentioned (Russia, Austria-Hungary, Ottoman Empire). Research and analyze the characteristics that defined each empire, including their political structure, ethnic diversity, and imperial policies. Present their findings and discuss the impact of these characteristics on the stability and longevity of the empires.
- **Modernization Case Study:** Assign students to choose one aspect of political, economic, or social modernization in the early twentieth-century Russian Empire (e.g., the reign of the Romanov dynasty, Russian expansionism, emancipation of the serfs) and conduct a case study. Research the historical context, causes, and consequences of their chosen topic and present their findings to the class through presentations or written reports.
- **Dual Monarchy Simulation:** Organize a simulation where students role-play as key figures involved in the creation of the dual monarchy of Austria-Hungary. Students take on roles such as Emperor Franz Joseph, Hungarian leaders, and Austrian ministers, and negotiate the terms of the Ausgleich (Compromise) of 1867. Through the simulation, students gain insight into the complexities of ethnic diversity and political compromise in multinational empires.
- **Empire Mapping Activity:** Provide students with maps of Europe and Asia during the specified time period. Have them identify and label the territories of Russia, Austria-Hungary, and the Ottoman Empire, as well as regions affected by nationalist movements and imperial expansion. analyze the geographic factors influencing empire building and nationalist aspirations.
- **Primary Source Analysis:** Select primary sources related to nationalist movements, imperial policies, or modernization efforts from the specified time period. This can include political speeches, government documents, letters, and newspaper articles.



Divide students into groups and have them analyze the sources to extract key information and perspectives, fostering critical thinking and historical analysis skills.

- **Debate: Nationalism vs. Imperialism:** Organize a debate where students argue the merits and drawbacks of nationalism and imperialism during the specified time period. Divide the class into teams representing each ideology and assign roles such as historians, politicians, and citizens. Students research and prepare arguments supporting their assigned positions, then engage in a structured debate, considering historical evidence and ethical considerations.
- **Research Project: Ethnic Complexity in Multinational Empires:** Assign students to research and create presentations on the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula, as well as the implications for imperial governance and stability. Students should explore factors such as religious diversity, linguistic differences, and cultural identities, analyzing how these complexities contributed to tensions and conflicts within the empire.
- **Role-Play: Reformers and Revolutionaries:** Divide students into groups and assign each group a historical figure associated with nationalist movements or modernization efforts, such as Giuseppe Garibaldi, Otto von Bismarck, Mustafa Kemal Atatürk, or Sun Yat-sen. Students research their assigned figure and role-play a meeting where they discuss strategies for achieving their goals and overcoming challenges. This activity helps students understand the diverse motivations and strategies of reformers and revolutionaries during this era.
- **Film Analysis: Historical Dramas:** Screen historical dramas or films related to nationalist movements, imperial expansion, or modernization efforts during the specified time period. After viewing, students analyze the accuracy of the portrayal of historical events, characters, and themes, discussing how the films depict the complexities and nuances of the historical context. This activity encourages students to engage critically with historical narratives and representations.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.5)

- **Contemporary Nationalist Movements:** Explore current nationalist movements happening around the world, such as those advocating for independence or autonomy in regions like Catalonia, Scotland, or Tibet. Analyze the reasons behind these movements and compare them to historical nationalist movements studied in class.
- **Ethnic Diversity and Multinational States:** Examine modern multinational states like Canada, Belgium, or India, which have diverse ethnic populations and face challenges related to governance, identity, and autonomy. Explore how these countries manage ethnic diversity and navigate nationalist aspirations within their borders.
- **Political Modernization:** Analyze recent political modernization efforts in countries like South Korea, Taiwan, or Chile, which have transitioned from authoritarian regimes to democratic governments. Study the factors that contributed to these transitions and the impact on society and governance.
- **Economic Development in Post-Imperial States:** Investigate the economic development strategies of former imperial states, such as Russia, Turkey, or Austria, and their efforts to modernize and diversify their economies. Examine how these countries navigate the legacy of imperialism and nationalist movements in shaping their economic policies.
- **Human Rights and Self-Determination:** Explore contemporary debates surrounding human rights and self-determination, particularly in regions experiencing conflicts related to nationalism and ethnic identity, such as the Rohingya crisis in Myanmar or the Kurdish struggle for autonomy in the Middle East. Analyze the role of international organizations and governments in addressing these issues.
- **Globalization and National Identity:** Examine how globalization impacts national identity and cultural preservation in the face of nationalist movements. Investigate phenomena such as cultural homogenization, the rise of nationalist populism, and debates over immigration and multiculturalism in various parts of the world.
- **Terrorism and Nationalism:** Analyze the intersection of terrorism and nationalism, particularly in cases where nationalist movements resort to violent tactics to achieve their goals. Study examples such as the Basque separatist group ETA in Spain or the Tamil Tigers in Sri Lanka and explore the complexities of addressing political grievances through violence.



- **International Conflicts and Border Disputes:** Examine ongoing international conflicts and border disputes fueled by nationalist sentiments, such as the Israel-Palestine conflict, the Kashmir dispute between India and Pakistan, or territorial disputes in the South China Sea. Analyze the historical roots of these conflicts and the challenges of finding peaceful resolutions.
- **Genocide and Ethnic Cleansing:** Study instances of genocide and ethnic cleansing driven by nationalist ideologies, such as the Rwandan genocide or the ethnic cleansing in Bosnia and Herzegovina during the Yugoslav Wars. Explore the role of propaganda, political manipulation, and international intervention in preventing and addressing such atrocities.
- **Global Citizenship and Civic Engagement:** Reflect on their role as global citizens and the importance of civic engagement in promoting peace, tolerance, and understanding in a world marked by nationalist tensions and identity politics. Discuss strategies for fostering empathy, dialogue, and cooperation across diverse cultures and perspectives.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.5)

- **Nationalist Movements Timeline:**
 - **Tier 2:** Provide additional resources and guidance for students who may struggle with research or organizing the timeline.
 - **Tier 3:** Offer personalized support and simplified materials for students who require more assistance in understanding the concept of nationalist movements.
- **Empire Analysis: Characteristics and Impacts:**
 - **Tier 2:** Provide structured outlines or graphic organizers to support students in organizing their analysis.
 - **Tier 3:** Offer one-on-one or small group support with simplified texts and additional explanations for students who need more assistance in understanding complex historical concepts.
- **Modernization Case Study:**
 - **Tier 2:** Provide research guides and checklists to support students in conducting their case studies.
 - **Tier 3:** Offer personalized assistance and simplified resources for students who may struggle with research or comprehension.
- **Dual Monarchy Simulation:**
 - **Tier 2:** Provide role-specific instructions and guidelines to support students in their negotiations.
 - **Tier 3:** Offer additional support and guidance during the simulation, ensuring all students are able to participate and understand their roles.
- **Empire Mapping Activity:**
 - **Tier 2:** Provide labeled maps or simplified instructions for students who may struggle with geography or map reading.



- **Tier 3:** Offer individualized support and simplified materials for students who require more assistance in understanding geographic concepts.
- **Primary Source Analysis:**
 - **Tier 2:** Provide guided questions and annotations to support students in analyzing the sources.
 - **Tier 3:** Offer one-on-one or small group support with simplified texts and additional explanations for students who need more assistance in understanding historical documents.
- **Debate: Nationalism vs. Imperialism:**
 - **Tier 2:** Provide structured debate outlines and argument templates to support students in formulating their arguments.
 - **Tier 3:** Offer personalized guidance and simplified resources for students who may struggle with public speaking or argumentation.
- **Research Project: Ethnic Complexity in Multinational Empires:**
 - **Tier 2:** Provide research templates and organizational tools to support students in their presentations.
 - **Tier 3:** Offer individualized support and simplified materials for students who require more assistance in conducting research or organizing their presentations.
- **Role-Play: Reformers and Revolutionaries:**
 - **Tier 2:** Provide role-specific instructions and background information to support students in their roles.
 - **Tier 3:** Offer personalized guidance and simplified resources for students who may struggle with understanding historical figures or contexts.
- **Film Analysis: Historical Dramas:**
 - **Tier 2:** Provide structured analysis guides and discussion prompts to support students in their reflections.



- **Tier 3:** Offer personalized assistance and simplified materials for students who require more support in understanding film analysis or historical contexts.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.6: *Evaluate western imperialism as a force of global change, emphasizing its impact on colonized peoples and lands.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine various social and economic factors of the spread of imperialism. 2. Analyze the important events of imperialism in Asian and Oceania (e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.). 3. Compare important events in the partition of Africa by European powers (e.g., construction of the Suez Canal, the French occupation of Algeria, Belgium’s claim to the Congo, defeat of Italy by Ethiopia, Anglo- Boer Wars, development of apartheid in South Africa, etc.). 4. Analyze important events in U.S. imperialism in Latin American (e.g., the Spanish-American War, issuance of the Roosevelt Corollary, construction of the Panama Canal, etc.). 5. Investigate the responses of imperialism (e.g., the Philippine-American War, Opium War, Boxer Rebellion, The First War of Indian Independence, Zulu Resistances in Southern Africa, etc.). 	<ul style="list-style-type: none"> • Imperialism • Colonization • Economic exploitation • Social hierarchy • Cultural assimilation • Spheres of influence • Annexation • Open Door Policy • Russo-Japanese War • Partition • Colonialism • Sovereignty • Sphere of influence • Suez Canal • Apartheid • Boer Wars • Nationalism • Resistance • Interventionism • Expansionism



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.6)

- **Imperialism Infographic:** Have students create an infographic illustrating various social and economic factors driving imperialism. Include visuals and concise explanations to highlight key points such as economic motives, cultural impacts, and social hierarchies.
- **Imperialism Role-Play:** Divide students into groups, assigning each group a specific event of imperialism in Asia and Oceania. Have them research their assigned event and prepare a role-play where they act out the perspectives of different stakeholders involved, such as Western powers, indigenous peoples, and local leaders.
- **Partition of Africa Timeline:** Students create a timeline of important events in the partition of Africa by European powers. They research events such as the construction of the Suez Canal, the French occupation of Algeria, and the Anglo-Boer Wars, and plot them on the timeline along with brief explanations of their significance.
- **U.S. Imperialism Debate:** Organize a debate where students argue for or against the expansionist policies of the United States in Latin America. Assign students to research and present arguments on topics such as the Spanish-American War, the Roosevelt Corollary, and the construction of the Panama Canal.
- **Imperialism Response Analysis:** Provide case studies of imperialist responses such as the Philippine-American War, Opium War, and Boxer Rebellion. Students analyze each case study to identify the causes, consequences, and differing perspectives of imperialism and resistance.
- **Imperialism Mapping Activity:** Using maps of Asia, Oceania, Africa, and Latin America, students label and color code regions affected by imperialism. They identify key events such as colonization, annexation, and conflicts, and analyze patterns of imperialist expansion and control.
- **Imperialism Documentary Viewing:** Screen documentaries or historical films about imperialism, focusing on different regions and events mentioned in the objectives. After viewing, students discuss the complexities and impacts of imperialism, comparing and contrasting the experiences of colonizers and colonized peoples.
- **Imperialism Inquiry Project:** Students could choose a specific aspect of imperialism to investigate further, such as the role of missionaries, the impact of economic exploitation, or the development of nationalist movements. Students will conduct



research, analyze primary and secondary sources, and present their findings through written reports or multimedia presentations.

- **Imperialism Simulation Game:** Develop a simulation game where students role-play as leaders of imperialist powers, indigenous peoples, and resistance movements. Students will make decisions regarding territorial expansion, economic policies, and diplomatic negotiations, experiencing the complexities and ethical dilemmas of imperialism firsthand.
- **Imperialism Debate: Intervention vs. Non-Intervention:** Divide students into groups representing different perspectives on imperialism, such as interventionist powers and advocates for non-intervention. Students will research and prepare arguments on whether imperialist actions were justified or unethical, considering factors such as economic interests, humanitarian concerns, and long-term consequences.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.6)

- **Imperialism Infographic:** Have students create an infographic illustrating various social and economic factors driving imperialism. Include visuals and concise explanations to highlight key points such as economic motives, cultural impacts, and social hierarchies.
- **Imperialism Role-Play:** Divide students into groups, assigning each group a specific event of imperialism in Asia and Oceania. Have them research their assigned event and prepare a role-play where they act out the perspectives of different stakeholders involved, such as Western powers, indigenous peoples, and local leaders.
- **Partition of Africa Timeline:** Students can create a timeline of important events in the partition of Africa by European powers. Research events such as the construction of the Suez Canal, the French occupation of Algeria, and the Anglo-Boer Wars, and plot them on the timeline along with brief explanations of their significance.
- **U.S. Imperialism Debate:** Organize a debate where students argue for or against the expansionist policies of the United States in Latin America. Assign students to research and present arguments on topics such as the Spanish-American War, the Roosevelt Corollary, and the construction of the Panama Canal.
- **Imperialism Response Analysis:** Provide case studies of imperialist responses such as the Philippine-American War, Opium War, and Boxer Rebellion. Students analyze each case study to identify the causes, consequences, and differing perspectives of imperialism and resistance.
- **Imperialism Mapping Activity:** Using maps of Asia, Oceania, Africa, and Latin America, students label and color code regions affected by imperialism. They identify key events such as colonization, annexation, and conflicts, and analyze patterns of imperialist expansion and control.
- **Imperialism Documentary Viewing:** Screen documentaries or historical films about imperialism, focusing on different regions and events mentioned in the objectives. After viewing, students discuss the complexities and impacts of imperialism, comparing and contrasting the experiences of colonizers and colonized peoples.
- **Imperialism Inquiry Project:** Students choose a specific aspect of imperialism to investigate further, such as the role of missionaries, the impact of economic exploitation, or the development of nationalist movements. They conduct research, analyze primary and secondary sources, and present their findings through written reports or multimedia presentations.



- **Imperialism Simulation Game:** Develop a simulation game where students role-play as leaders of imperialist powers, indigenous peoples, and resistance movements. They make decisions regarding territorial expansion, economic policies, and diplomatic negotiations, experiencing the complexities and ethical dilemmas of imperialism firsthand.
- **Imperialism Debate: Intervention vs. Non-Intervention:** Divide students into groups representing different perspectives on imperialism, such as interventionist powers and advocates for non-intervention. They research and prepare arguments on whether imperialist actions were justified or unethical, considering factors such as economic interests, humanitarian concerns, and long-term consequences.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.6)

- **Imperialism Infographic:**
 - **Tier 2:** Provide templates and guided prompts for students who may need support in organizing information.
 - **Tier 3:** Offer additional resources and one-on-one guidance for students who require more assistance in research and graphic design skills.
- **Imperialism Role-Play:**
 - **Tier 2:** Provide role-specific instructions and support materials to aid students in understanding their roles.
 - **Tier 3:** Offer personalized guidance and scaffolding for students who may struggle with understanding complex historical contexts or perspectives.
- **Partition of Africa Timeline:**
 - **Tier 2:** Provide structured outlines or pre-selected events for students who may require more support in research and organization.
 - **Tier 3:** Offer simplified texts and additional explanations for students who need more assistance in understanding complex historical events.
- **U.S. Imperialism Debate:**
 - **Tier 2:** Provide argument templates and guided prompts to support students in formulating arguments.
 - **Tier 3:** Offer personalized assistance and simplified resources for students who may struggle with argumentation or comprehension of historical events.
- **Imperialism Response Analysis:**
 - **Tier 2:** Provide structured analysis guides and graphic organizers to support students in organizing their thoughts.
 - **Tier 3:** Offer one-on-one or small group support with simplified texts and additional explanations for students who need more assistance in understanding complex historical events.
- **Imperialism Mapping Activity:**
 - **Tier 2:** Provide pre-labeled maps and guided instructions for students who may require more support in map reading or geography.



- **Tier 3:** Offer individualized support and simplified materials for students who need more assistance in understanding geographic concepts.
- **Imperialism Documentary Viewing:**
 - **Tier 2:** Provide structured discussion questions and prompts to support students in reflecting on the documentaries.
 - **Tier 3:** Offer personalized assistance and simplified materials for students who may struggle with understanding complex historical narratives or concepts.
- **Imperialism Inquiry Project:**
 - **Tier 2:** Provide research guides and checklists to support students in conducting their inquiries.
 - **Tier 3:** Offer personalized guidance and scaffolding for students who require more assistance in research skills or understanding complex topics.
- **Imperialism Simulation Game:**
 - **Tier 2:** Provide structured scenarios and decision-making guides to support students in understanding their roles.
 - **Tier 3:** Offer personalized assistance and simplified resources for students who may struggle with understanding the simulation or making decisions.
- **Imperialism Debate: Intervention vs. Non-Intervention:**
 - **Tier 2:** Provide structured debate outlines and argument templates to support students in formulating their arguments.
 - **Tier 3:** Offer personalized guidance and scaffolding for students who may struggle with public speaking or argumentation skills.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.7: *Examine the causes, effects, and significant events of World War I in Europe.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Assess the primary causes of World War I (e.g., the rise of militarism, alliance systems, nationalism, imperialism, assassination of Archduke Franz Ferdinand, etc.). 2. Describe how trench warfare and advances in military technology affected the course and outcome of World War I. 3. Examine the role of propaganda as a means to mobilize civilian populations during World War I. 4. Evaluate the physical and economic destruction of Europe caused by World War I. 5. Analyze the United States’ increasing role in global affairs during and after World War I. 	<ul style="list-style-type: none"> • Militarism • Alliance systems • Nationalism • Imperialism • Assassination • Archduke Franz Ferdinand • Trench warfare • Military technology • Mobilization • Propaganda • Civilian populations • Physical destruction • Economic destruction • Global affairs • United States • Neutrality • Treaty of Versailles • League of Nations • Reparations • Isolationism



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.7)

- **Primary Causes Analysis:** Divide students into small groups and assign each group one primary cause of World War I (e.g., militarism, nationalism). Have them conduct research to analyze how their assigned cause contributed to the outbreak of the war. Groups can then present their findings to the class.
- **Trench Warfare Simulation:** Set up a simulation of trench warfare in the classroom or outdoors. experience the conditions of trench warfare firsthand and discuss how it impacted the course and outcome of World War I. also explore advances in military technology used during this period.
- **Propaganda Analysis:** Provide students with examples of World War I propaganda posters and media clips. In small groups, students analyze the messages, imagery, and techniques used to mobilize civilian populations. discuss the effectiveness of propaganda in shaping public opinion and influencing behaviors.
- **Europe's Destruction Debate:** Organize a debate where students argue for or against the statement: "World War I caused more physical and economic destruction in Europe than any previous conflict." Students research and prepare arguments supporting their assigned positions, considering factors such as casualties, infrastructure damage, and economic upheaval.
- **United States' Role Timeline:** Have students create a timeline of key events highlighting the increasing role of the United States in global affairs during and after World War I. Events can include U.S. entry into the war, the Treaty of Versailles, the League of Nations, and the implementation of isolationist policies.
- **Interactive Map Activity:** Provide students with maps of Europe before, during, and after World War I. Students mark and discuss the territorial changes, alliances, and geopolitical shifts resulting from the war. also identify major battles and fronts to understand the war's impact on different regions.
- **War Poetry Analysis:** Introduce students to war poetry written during World War I, such as works by Wilfred Owen or Siegfried Sassoon. Students analyze the themes, emotions, and perspectives portrayed in the poetry, gaining insight into the human experiences of soldiers and civilians during the war.
- **Economic Reconstruction Plan:** In small groups, students could develop a reconstruction plan for a European country devastated by World War I. They will consider strategies for rebuilding infrastructure, revitalizing economies, and addressing social challenges. Groups will present their plans and discuss the potential long-term effects of their proposed measures.



- **Role-Playing Treaty Negotiations:** Divide students into teams representing different countries involved in the Treaty of Versailles negotiations. Each team researches their country's interests, concerns, and goals, and role-plays negotiations to reach a treaty agreement. Students discuss the fairness and effectiveness of the final treaty terms.
- **Historical Fiction Writing:** Students could write short stories or narratives set during World War I, incorporating historical details and perspectives. Explore themes such as the human cost of war, the impact on families and communities, and the complexities of wartime alliances. Stories can be shared and discussed in class to deepen understanding of the war's effects.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.7)

- **Primary Causes Analysis:** Divide students into small groups and assign each group one primary cause of World War I (e.g., militarism, nationalism). Have them conduct research to analyze how their assigned cause contributed to the outbreak of the war. Groups can then present their findings to the class.
- **Trench Warfare Simulation:** Set up a simulation of trench warfare in the classroom or outdoors to “experience” the conditions of trench warfare firsthand and discuss how it impacted the course and outcome of World War I. Also explore advances in military technology used during this period.
- **Propaganda Analysis:** Provide students with examples of World War I propaganda posters and media clips. In small groups, students analyze the messages, imagery, and techniques used to mobilize civilian populations. The class can discuss the effectiveness of propaganda in shaping public opinion and influencing behaviors.
- **Europe’s Destruction Debate:** Organize a debate where students argue for or against the statement: "World War I caused more physical and economic destruction in Europe than any previous conflict." Students can research and prepare arguments supporting their assigned positions, considering factors such as casualties, infrastructure damage, and economic upheaval.
- **United States’ Role Timeline:** Have students create a timeline of key events highlighting the increasing role of the United States in global affairs during and after World War I. Events can include U.S. entry into the war, the Treaty of Versailles, the League of Nations, and the implementation of isolationist policies.
- **Interactive Map Activity:** Provide students with maps of Europe before, during, and after World War I. Students can mark and discuss the territorial changes, alliances, and geopolitical shifts resulting from the war. Also identify major battles and fronts to understand the war's impact on different regions.
- **War Poetry Analysis:** Introduce students to war poetry written during World War I, such as works by Wilfred Owen or Siegfried Sassoon. Students can analyze the themes, emotions, and perspectives portrayed in the poetry, gaining insight into the human experiences of soldiers and civilians during the war.
- **Economic Reconstruction Plan:** In small groups, students develop a reconstruction plan for a European country devastated by World War I. They can consider strategies for rebuilding infrastructure, revitalizing economies, and addressing social challenges. Groups present their plans and discuss the potential long-term effects of their proposed measures.



- **Role-Playing Treaty Negotiations:** Divide students into teams representing different countries involved in the Treaty of Versailles negotiations. Each team researches their country's interests, concerns, and goals, and role-plays negotiations to reach a treaty agreement. Students discuss the fairness and effectiveness of the final treaty terms.
- **Historical Fiction Writing:** Write short stories or narratives set during World War I, incorporating historical details and perspectives. Explore themes such as the human cost of war, the impact on families and communities, and the complexities of wartime alliances. Stories can be shared and discussed in class to deepen understanding of the war's effects.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.7)

- **Primary Causes Analysis:**
 - **Tier 2:** Offer additional primary sources and multimedia materials for students who require more depth in their analysis.
 - **Tier 3:** Assign specific roles within groups, such as researcher, note-taker, or presenter, to accommodate varying abilities and foster collaboration.
- **Trench Warfare Simulation:**
 - **Tier 2:** Offer additional challenges or objectives for students who excel in the simulation, such as strategic planning or leadership roles.
 - **Tier 3:** Provide alternative activities, such as watching a video documentary on trench warfare, for students who may find simulations overwhelming or stressful.
- **Propaganda Analysis:**
 - **Tier 2:** Provide guiding questions and graphic organizers to support analysis for students who require more structure in their thinking.
 - **Tier 3:** Offer opportunities for creative expression, such as creating their own propaganda posters, for students who may benefit from hands-on activities to reinforce learning.
- **Europe's Destruction Debate:**
 - **Tier 2:** Assign roles based on students' strengths and interests, such as research assistant or rebuttal specialist, to support active participation and engagement.
 - **Tier 3:** Offer additional time and resources for students who require more support in preparing their arguments or articulating their thoughts during the debate.
- **United States' Role Timeline:**
 - **Tier 2:** Offer opportunities for students to choose specific events to research and present, allowing for personalized exploration and engagement.



- **Tier 3:** Facilitate small group discussions or peer collaborations for students who may require more assistance in understanding complex historical contexts.
- **Interactive Map Activity:**
 - **Tier 2:** Provide additional historical context and background information for students who require more support in understanding territorial changes and geopolitical shifts.
 - **Tier 3:** Offer alternative activities, such as creating a 3D model of Europe's changing borders, for students who may struggle with abstract representations or visual-spatial tasks.
- **War Poetry Analysis:**
 - **Tier 2:** Offer guided discussions and sentence starters to support students in articulating their thoughts and interpretations of the poetry.
 - **Tier 3:** Allow students to choose their own poems to analyze and present, encouraging autonomy and personalized learning experiences.
- **Economic Reconstruction Plan:**
 - **Tier 2:** Offer additional resources and examples of successful reconstruction plans for students who require more depth and complexity in their proposals.
 - **Tier 3:** Facilitate peer collaborations and group discussions to encourage brainstorming and idea-sharing among students with varying abilities and perspectives.
- **Role-Playing Treaty Negotiations:**
 - **Tier 2:** Assign specific roles based on students' interests and strengths, ensuring that each participant has a meaningful contribution to the negotiations.
 - **Tier 3:** Offer opportunities for students to negotiate with peers at their own pace and comfort level, allowing for flexibility and adaptation to individual needs.
- **Historical Fiction Writing:**
 - **Tier 2:** Offer feedback and encouragement to students as they develop their stories, focusing on strengths and areas for improvement to foster confidence and growth.



- **Tier 3:** Allow students to choose their own topics and genres for their historical fiction writing, promoting autonomy and creative expression while providing guidance and support as needed.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.8: *Analyze the challenges of the interwar period, emphasizing the rise of totalitarian states.*

Objectives	Vocabulary
<ol style="list-style-type: none"> Analyze the Treaty of Versailles as an agent for unrest. Examine the global impact of the Great Depression. Compare the civil wars in Russia and China and how they led to the growth and spread of Communism (e.g., the rise of Vladimir Lenin, the Bolsheviks in Russia, Mao Zedong in China, etc.). Analyze Japanese militarism and territorial expansion (e.g., Manchuria, the Rape of Nanjing, etc.). 	<ul style="list-style-type: none"> Unrest Treaty of Versailles Global Impact Great Depression Economic downturn Recession Civil Wars Russia China Communism Vladimir Lenin Bolsheviks Mao Zedong Japanese militarism Territorial expansion Manchuria Rape of Nanjing Aggression Annexation Imperialism



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.8)

- **Treaty of Versailles Simulation:** Divide students into groups representing different countries involved in the Treaty of Versailles negotiations. Each group researches their country's interests and objectives and engages in a negotiation simulation to understand the challenges and consequences of the treaty.
- **Great Depression Timeline:** Have students create a timeline of key events during the Great Depression, including economic downturns, government responses, and social impacts. They analyze how these events unfolded globally and discuss their significance.
- **Civil Wars Comparative Analysis:** Assign students to research and compare the causes, events, and outcomes of the civil wars in Russia and China. They create presentations or reports highlighting similarities and differences and discuss how these conflicts contributed to the growth of communism.
- **Communism Leaders Profile:** Students research and create profiles of key communist leaders such as Vladimir Lenin and Mao Zedong. They explore their ideologies, rise to power, and impact on their respective countries, presenting their findings to the class.
- **Japanese Militarism Debate:** Organize a debate where students argue for or against the proposition: "Japanese militarism was a primary cause of territorial expansion and aggression in the early 20th century." Students research and present arguments supporting their assigned positions.
- **Propaganda Analysis:** Provide students with examples of propaganda used during the Great Depression era. In small groups, they analyze the messages, imagery, and techniques used to sway public opinion and mobilize support for various political and economic agendas.
- **Primary Source Analysis: Treaty of Versailles:** Distribute excerpts from the Treaty of Versailles and related documents to students. They analyze these primary sources to understand the motivations behind the treaty and its impact on international relations.
- **Role-Playing Civil Wars:** Divide students into groups representing different factions involved in the civil wars in Russia and China. They will role-play scenarios depicting key events and decisions during these conflicts, gaining insights into the perspectives of different stakeholders.



- **Economic Simulation: The Great Depression:** Students participate in an economic simulation representing the challenges faced during the Great Depression. They will make decisions as individuals or groups to manage resources, navigate economic hardships, and understand the consequences of policy choices.
- **Historical Newspaper Project:** Divide students into small groups and assign each group a specific event or aspect related to the objectives, such as the signing of the Treaty of Versailles, the onset of the Great Depression, or a significant battle in the civil wars of Russia or China. Students then research their assigned topic and create a front-page newspaper article that covers the event or aspect from multiple perspectives. They include headlines, photographs, quotes, and editorials to convey the historical significance and impact of their chosen topic. After completing their articles, groups present their newspapers to the class, explaining their editorial decisions and engaging in discussions about the broader historical context.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.8)

- **Modern-Day Treaties:** Research and analyze contemporary treaties or international agreements and compare them to the Treaty of Versailles. Explore how these agreements address issues of territorial disputes, economic cooperation, and peacekeeping efforts.
- **Global Economic Crises:** Examine recent global economic crises, such as the 2008 financial crisis or the COVID-19 pandemic-induced recession and compare them to the Great Depression. Investigate similarities and differences in causes, responses, and long-term impacts on economies and societies worldwide.
- **Communist Ideologies:** Explore the legacy of communism in modern-day politics and societies. Examine countries that still adhere to communist ideologies or have historical ties to communist regimes, such as Cuba, North Korea, or Vietnam, and analyze their political systems, economic policies, and international relations.
- **Nationalist Movements:** Investigate contemporary nationalist movements around the world and draw parallels with the civil wars in Russia and China. Explore how nationalist sentiments manifest in modern conflicts, separatist movements, or political movements advocating for self-determination and sovereignty.
- **Militarism and Territorial Disputes:** Examine current examples of militarism and territorial expansion, such as disputes in the South China Sea or conflicts in the Middle East. Analyze the role of military power, alliances, and geopolitical tensions in shaping modern-day territorial disputes and security challenges.
- **Propaganda in the Digital Age:** Explore how propaganda techniques evolve in the digital age, particularly through social media platforms and online misinformation campaigns. Analyze contemporary examples of propaganda used to influence public opinion and mobilize support for political agendas or social movements.
- **Globalization and Interconnected Economies:** Investigate the interconnectedness of modern economies and analyze how events such as the Great Depression impact global markets and trade networks. Explore the role of multinational corporations, international trade agreements, and economic policies in shaping the modern global economy.
- **Authoritarian Regimes:** Examine contemporary authoritarian regimes and draw comparisons to the totalitarian regimes of the early 20th century, such as Nazi Germany or Stalinist Russia. Analyze similarities in tactics of repression, control of information, and suppression of dissent, as well as differences in historical context and global dynamics.
- **Humanitarian Crises and Human Rights:** Explore modern humanitarian crises, such as refugee crises or humanitarian interventions in conflict zones and examine efforts to address human rights violations and promote peace and stability.



Analyze the role of international organizations, non-governmental organizations, and global initiatives in responding to humanitarian challenges.

- **Global Power Dynamics:** Investigate contemporary global power dynamics and analyze how historical events such as the Treaty of Versailles, the Great Depression, and the rise of communism continue to influence geopolitical relationships and international alliances. Examine shifting power balances, regional conflicts, and emerging challenges to global stability in the 21st century.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.8)

- **Treaty of Versailles Simulation:**
 - **Tier 2:** Assign roles based on students' interests and strengths, ensuring that each participant has a meaningful contribution to the negotiation process.
 - **Tier 3:** Offer additional historical context and background information for students who require more depth in their understanding of the treaty's implications.
- **Great Depression Timeline:**
 - **Tier 2:** Offer opportunities for students to choose specific events to research and present, allowing for personalized exploration and engagement.
 - **Tier 3:** Facilitate small group discussions or peer collaborations for students who may require more assistance in understanding complex historical contexts.
- **Civil Wars Comparative Analysis:**
 - **Tier 2:** Offer additional primary sources and multimedia materials for students who require more depth in their analysis.
 - **Tier 3:** Facilitate peer collaborations and group discussions to encourage critical thinking and synthesis of information from multiple sources.
- **Communism Leaders Profile:**
 - **Tier 2:** Offer additional resources and primary sources for students who require more depth in their exploration of communist leaders' ideologies and impacts.
 - **Tier 3:** Allow students to choose their own communist leaders to research and present, encouraging autonomy and personalized learning experiences.
- **Japanese Militarism Debate:**



- **Tier 2:** Assign roles based on students' strengths and interests, such as research assistant or rebuttal specialist, to support active participation and engagement.
- **Tier 3:** Offer additional time and resources for students who require more support in preparing their arguments or articulating their thoughts during the debate.
- **Propaganda Analysis:**
 - **Tier 2:** Provide guiding questions and graphic organizers to support analysis for students who require more structure in their thinking.
 - **Tier 3:** Offer opportunities for creative expression, such as creating their own propaganda posters, for students who may benefit from hands-on activities to reinforce learning.
- **Primary Source Analysis: Treaty of Versailles:**
 - **Tier 2:** Offer guided discussions and sentence starters to support students in articulating their thoughts and interpretations of the primary sources.
 - **Tier 3:** Allow students to choose their own primary sources to analyze and present, promoting autonomy and personalized exploration.
- **Role-Playing Civil Wars:**
 - **Tier 2:** Offer additional background information and primary sources for students who require more depth in their understanding of the civil wars and their implications.
 - **Tier 3:** Facilitate peer collaborations and group discussions to encourage empathy and perspective-taking among students with varying abilities and perspectives.
- **Economic Simulation: The Great Depression:**
 - **Tier 2:** Offer additional challenges or objectives for students who excel in the simulation, such as strategic planning or leadership roles.



- **Tier 3:** Provide personalized feedback and support for students as they navigate the simulation, focusing on individual learning goals and areas for improvement.
- **Historical Newspaper Project:**
 - **Tier 2:** Offer additional resources and guidance for students to conduct in-depth research on their chosen topics, allowing for more depth and complexity in their newspaper articles.
 - **Tier 3:** Facilitate peer collaborations and group work, allowing students to work together to research and create their newspaper articles, promoting teamwork and collaboration while providing support as needed. Offer options for students to present their articles in different formats, such as oral presentations or multimedia presentations, to accommodate diverse learning preferences and abilities.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.9: *Compare and contrast the causes, effects, and significant events of World War II.*

Objectives	Vocabulary
<ol style="list-style-type: none"> Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war. Examine how antisemitism in the 19th century and Nazi ideas about race and nation led to the dehumanization and genocide of Jews in the Holocaust. Analyze the major turning points of World War II in both the European and Pacific theatres (e.g., the German invasion of Poland, the North African Campaign, the Battle of Midway, the Battle of Stalingrad, D-Day Invasion, the Battle of the Bulge, etc.). Trace the geopolitical shifts following World War II, including the bipolarization and independence movements of Europe. Explain the political and geographic disputes that necessitated the creation of the United Nations (e.g., the Atomic Era, war crimes, “crimes against humanity”, etc.). 	<ul style="list-style-type: none"> Totalitarianism Expansionism Aggression Fascism Propaganda Genocide Antisemitism Dehumanization Ethnic cleansing Axis Powers Allies Blitzkrieg Holocaust Concentration camps Pearl Harbor Normandy Invasion Cold War Iron Curtain Marshall Plan United Nations



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.9)

- **Totalitarian Regimes Analysis:** Divide students into groups and assign each group a totalitarian regime (Germany under Hitler, Italy under Mussolini, Japan under Hirohito, and the Soviet Union under Stalin). Have each group research and present on the methods and policies used by their assigned regime to consolidate power and promote aggression.
- **Timeline of Aggression:** Create a timeline of significant events leading to the outbreak of World War II, focusing on the aggressive actions taken by Germany, Italy, Japan, and the Soviet Union. Include key dates, treaties, invasions, and declarations of war.
- **Holocaust and Antisemitism Discussion:** Facilitate a discussion on the origins of antisemitism in the 19th century and how Nazi ideology contributed to the dehumanization and genocide of Jews during the Holocaust. Encourage students to explore primary sources and survivor testimonies.
- **Turning Points in World War II:** Assign each student or group a major turning point of World War II (e.g., Battle of Stalingrad, D-Day Invasion, Battle of Midway) and have them create a multimedia presentation detailing the significance of their assigned event, its outcome, and its impact on the overall course of the war.
- **Geopolitical Shifts Simulation:** Organize a simulation activity where students role-play different countries or political leaders involved in the geopolitical shifts following World War II. Encourage negotiation and discussion on topics such as the division of Europe, independence movements, and the formation of new alliances.
- **United Nations Debate:** Divide the class into groups representing different countries or regions and stage a debate on the political and geographic disputes that led to the creation of the United Nations. Each group should present their perspective on issues such as war crimes, territorial disputes, and human rights violations.
- **Primary Source Analysis:** Provide students with excerpts from speeches, propaganda posters, and documents from the World War II era. Have students analyze these primary sources to understand the ideologies, motivations, and tactics employed by totalitarian regimes and their opponents.
- **Film Study: World War II Battles:** Screen excerpts from films or documentaries depicting key battles of World War II, such as the Battle of Stalingrad, the Normandy Invasion, or the Pacific Island Campaigns. Facilitate a discussion on the strategies, tactics, and human experiences portrayed in the films.



- **Interactive Map Activity:** Create an interactive map or timeline online that explores and annotates key events and locations related to World War II, including invasions, battles, and treaties. This activity helps reinforce geographic and chronological understanding of the war.
- **Research Project: Post-War Geopolitical Changes:** Assign students a research project where they investigate the geopolitical changes that occurred after World War II, focusing on topics such as the division of Europe, the Cold War, decolonization, and the emergence of new global powers. Present their findings through essays, presentations, or multimedia projects.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.9)

- **Modern Authoritarian Regimes:** Draw parallels between the totalitarian regimes of World War II and modern authoritarian regimes can help students understand contemporary political dynamics. Analyze the tactics used by leaders like Vladimir Putin in Russia or Kim Jong-un in North Korea can shed light on the enduring nature of totalitarianism and its impact on global politics.
- **Ethnic Conflict and Genocide:** Explore recent instances of ethnic conflict and genocide, such as the Rwandan genocide or the persecution of Rohingya Muslims in Myanmar, provides real-world examples of dehumanization and ethnic cleansing. Examine how propaganda, discrimination, and political ideologies contribute to such atrocities.
- **Global Security Threats:** Discuss current global security threats, such as terrorism and nuclear proliferation that allow students to connect the aggression and expansionism seen in World War II with contemporary challenges.
- **Human Rights Violations:** Examine ongoing human rights violations around the world, including mass incarceration, forced displacement, and suppression of dissent, highlighting the importance of addressing political and geographic disputes to prevent atrocities and promote peace.
- **Diplomatic Alliances and Conflicts:** Analyze modern diplomatic alliances and conflicts, such as tensions in the South China Sea or negotiations over nuclear disarmament with North Korea and illustrate the complexities of post-World War II geopolitics. Explore how historical events continue to shape international relations today.
- **United Nations Peacekeeping:** Study the role of the United Nations in peacekeeping missions and humanitarian interventions provides a real-world example of how political and geographic disputes are addressed on the global stage. Examine the successes and limitations of UN efforts to maintain peace and security.
- **Technological Warfare:** Explore the use of technology in modern warfare, including cyberattacks, drones, and surveillance, demonstrating how military strategies and tactics have evolved since World War II.
- **Globalization and Interdependence:** Discuss the interconnectedness of the modern world through trade, finance, and communication highlights the importance of diplomacy and cooperation in preventing conflicts. Explore how economic interdependence shapes geopolitical dynamics and fosters peace.



- **Humanitarian Crises and Refugee Movements:** Examine contemporary humanitarian crises, such as the Syrian refugee crisis or the humanitarian situation in Yemen, underscores the consequences of political and geographic disputes for civilian populations. Explore the role of international organizations and civil society in responding to such crises.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.9)

- **Totalitarian Regimes Analysis**
 - **Tier 2:** Provide simplified texts or visual aids. Offer additional support during group discussions, such as sentence starters or graphic organizers.
 - **Tier 3:** Provide one-on-one or small-group instruction for students who require more intensive support. Break down complex concepts into smaller parts and provide frequent checks for understanding.
- **Timeline of Aggression**
 - **Tier 2:** Provide simplified versions of the timeline or highlight key events for students who struggle with reading or organization. Offer additional explanations or examples as needed.
 - **Tier 3:** Work individually with students to create personalized timelines focusing on specific events. Provide visual aids and frequent checks for understanding.
- **Interactive Map Activity**
 - **Tier 2:** Offer guidance and support to students who may struggle with navigating the map or understanding geographic concepts. Provide simplified maps or specific tasks to focus their exploration.
 - **Tier 3:** Work closely with individual students to guide them through the map activity, providing step-by-step instructions and additional explanations as needed.
- **Holocaust and Antisemitism Discussion**
 - **Tier 2:** Offer additional resources and support to students who may struggle with understanding complex historical topics. Provide simplified explanations and visuals to aid comprehension.
 - **Tier 3:** Conduct small-group discussions or one-on-one sessions with students who need more intensive support. Focus on building background knowledge and addressing specific questions or concerns.
- **Turning Points in World War II**



- **Tier 2:** Provide additional resources and support to students who may struggle with research or presentation skills. Offer templates or outlines to help organize their findings.
- **Tier 3:** Work closely with individual students to develop research skills and create presentations tailored to their abilities. Provide frequent check-ins and assistance as needed.
- **Geopolitical Shifts Simulation**
 - **Tier 2:** Offer support to students who may struggle with understanding the rules or objectives of the simulation. Provide examples or demonstrations to clarify concepts.
 - **Tier 3:** Provide individualized instruction and support to students who require additional assistance with comprehension or participation. Offer scaffolding and modeling to help them navigate the simulation effectively.
- **United Nations Debate**
 - **Tier 2:** Provide additional support to students who may struggle with argumentation or public speaking skills. Offer sentence starters or prompts to help them articulate their ideas.
 - **Tier 3:** Work closely with individual students to develop debate skills and confidence. Provide opportunities for rehearsal and feedback to address specific areas of need.
- **Primary Source Analysis**
 - **Tier 2:** Offer additional support to students who may struggle with interpreting primary sources. Provide annotated documents or simplified versions to aid comprehension.
 - **Tier 3:** Work individually with students to build skills in analyzing primary sources. Provide explicit instruction and practice opportunities tailored to their needs.
- **Film Study: World War II Battles**
 - **Tier 2:** Offer support to students who may struggle with processing visual information or understanding complex narratives. Provide guided viewing questions and pause for discussion.



- **Tier 3:** Provide individualized support to students who require additional assistance with comprehension or engagement. Offer alternative viewing formats or supplementary materials to accommodate their needs.
- **Research Project: Post-War Geopolitical Changes**
 - **Tier 2:** Provide additional support to students who may struggle with research skills or project management. Offer checklists or organizers to help them plan and organize their work.
 - **Tier 3:** Work closely with individual students to develop research skills and complete the project. Provide personalized guidance and feedback to address specific areas of difficulty.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.10: *Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Explain the origins and significance of the United Nations’ Partition Plan, establishment of the modern State of Israel, and the reactions by surrounding countries 2. Analyze various economic, political, and military shifts of the post-World War II world (e.g., effects of the Truman Doctrine, the Marshall Plan in Europe and Southeast Asia, nationalism in Africa, détente in China, the fall of Communism in the Soviet Union, etc.). 3. Trace the development of the United States and the Soviet Union as the two Cold War Superpowers. 4. Compare and contrast American democracy and Soviet communism (e.g., expansionist efforts of the Soviet Union verses America’s policy of containment, etc.). 5. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa (e.g., Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc.). 6. Explore the collapse of the Soviet Union (e.g., Russia’s struggle for democracy, the impact of liberalism, perestroika (free markets), glasnost (openness), economic recovery brought on by Mikhail Gorbachev, Ronald Regan, Boris Yeltsin, etc.). 	<ul style="list-style-type: none"> • Partition Plan • Statehood • Reactions • Surrounding countries • Economic shifts • Political shifts • Military shifts • Truman Doctrine • Marshall Plan • Nationalism • Détente • Communism • Superpowers • Containment • Expansionism • Nationalist movements • Leaders • Collapse • Perestroika • Glasnost



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.10)

- **Model United Nations Simulation:** Organize a Model United Nations simulation focusing on the United Nations Partition Plan for Palestine. Students represent different countries involved in the plan and engage in debates and negotiations to understand the complexities of international diplomacy and the origins of the modern State of Israel.
- **Cold War Timeline:** Create a timeline of key events tracing the development of the United States and the Soviet Union as Cold War superpowers. Include events such as the Berlin Airlift, the Cuban Missile Crisis, and the collapse of the Soviet Union to understand the geopolitical shifts of the era.
- **Debate: American Democracy vs. Soviet Communism:** Divide students into teams representing American democracy and Soviet communism. Research and prepare arguments comparing and contrasting the political systems, expansionist efforts, and containment policies of each ideology, culminating in a structured debate.
- **Nationalist Movements Research Project:** Assign students to research nationalist movements and leaders in various regions, such as Latin America, the Middle East, French-Indochina, and Africa. They could create presentations or posters highlighting the goals, strategies, and impacts of these movements on decolonization and independence struggles.
- **Collapse of the Soviet Union Timeline:** Create a timeline illustrating the key events leading to the collapse of the Soviet Union. Include milestones such as the policies of perestroika and glasnost, the fall of the Berlin Wall, and the dissolution of the Soviet Union, analyzing the factors contributing to the end of the Cold War era.
- **Historical Role-Play:** Divide students into roles representing key figures in the collapse of the Soviet Union, such as Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin. Research their assigned character's background, motivations, and actions, then participate in a role-play scenario discussing the events leading to the Soviet Union's demise.
- **Analyzing Political Cartoons:** Provide students with political cartoons from the Cold War era depicting American democracy and Soviet communism. Analyze the symbols, imagery, and messages conveyed in the cartoons to understand public perceptions and propaganda strategies used during the Cold War.



- **Case Study: Nationalist Movements:** Conduct a case study on a specific nationalist movement and leader, such as Fidel Castro in Cuba or Ho Chi Minh in Vietnam. Analyze primary sources, speeches, and historical documents to understand the context, goals, and impacts of the movement on regional politics and global relations.
- **Interactive Map Activity:** Use interactive mapping tools to trace the geopolitical shifts following World War II, including the expansion of American and Soviet influence. Annotate the map with key events, alliances, and conflicts to visualize the global power dynamics of the Cold War era.
- **Modern Superpowers Debate:** Divide students into teams representing contemporary superpowers, such as the United States, China, and Russia. Research and prepare arguments discussing their country's role in the modern world order, including economic, political, and military influence, and engage in a structured debate to analyze current global power dynamics.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.10)

- **Middle East Peace Process:** The ongoing Israeli-Palestinian conflict and efforts towards peace negotiations reflect the significance of the United Nations' Partition Plan and the establishment of the modern State of Israel. Understanding this historical context helps make sense of current geopolitical challenges and diplomatic initiatives in the region.
- **Globalization and Economic Interdependence:** Analyze the economic shifts of the post-World War II world, such as the Marshall Plan and nationalism in Africa, provides insights into contemporary globalization trends and economic interdependence among nations. Explore how economic policies and developments impact global trade, investment, and cooperation in the modern era.
- **Diplomatic Relations and International Conflict:** The development of the United States and the Soviet Union as Cold War superpowers offers parallels to modern-day diplomatic relations and international conflicts. Draw connections to current geopolitical tensions, such as those between major world powers like the United States, China, and Russia, and analyze their implications for global stability and security.
- **Political Ideologies and Global Politics:** Comparing and contrasting American democracy and Soviet communism provides a framework for understanding modern political ideologies and their influence on global politics. Explore how different political systems shape domestic governance, international relations, and geopolitical strategies in contemporary contexts.
- **Nationalism and Identity Movements:** Study nationalist movements and leaders in various regions sheds light on contemporary identity politics and nationalist movements worldwide. Examine current examples of nationalism, separatism, and self-determination struggles in regions like Catalonia, Scotland, and Kurdistan, and analyze their historical roots and geopolitical implications.
- **Post-Soviet Transitions and Democratization:** Explore the collapse of the Soviet Union and the transition to democracy in Russia offers insights into contemporary political developments in post-Soviet states. Examine challenges and opportunities faced by former Soviet republics in building democratic institutions, fostering civil society, and managing political transitions in the modern era.
- **Global Security and Arms Control:** Analyze Cold War tensions and nuclear deterrence strategies highlights the importance of arms control and non-proliferation efforts in contemporary global security agendas. Explore current arms control treaties, such



as the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), and assess their relevance in preventing nuclear proliferation and promoting international peace and security.

- **International Organizations and Multilateral Diplomacy:** Understand the geopolitical shifts following World War II underscores the role of international organizations like the United Nations in addressing global challenges and promoting multilateral diplomacy. Examine the functions and effectiveness of international institutions in addressing modern-day issues such as climate change, human rights, and global health.
- **Globalization and Cultural Exchange:** Study the Cold War era and its impact on global culture and communication offers insights into contemporary globalization trends and cultural exchange. Explore how technological advancements, such as the internet and social media, facilitate cross-cultural interactions and shape cultural identities in the modern world.
- **Conflict Resolution and Peacebuilding:** Analyze historical conflicts and nationalist movements provides lessons for contemporary conflict resolution and peacebuilding efforts. Examine case studies of successful peace processes, such as the Good Friday Agreement in Northern Ireland or the peace negotiations in Colombia, and draw insights from past experiences to inform strategies for resolving current conflicts and fostering sustainable peace worldwide.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.10)

- **Model United Nations Simulation:**
 - **Tier 2:** Assign roles based on students' interests and strengths, ensuring that each participant has a meaningful contribution to the negotiation process.
 - **Tier 3:** Offer additional historical context and background information for students who require more depth in their understanding of the United Nations' Partition Plan and the establishment of the modern State of Israel.
- **Cold War Timeline:**
 - **Tier 2:** Offer opportunities for students to choose specific events to research and present, allowing for personalized exploration and engagement.
 - **Tier 3:** Facilitate small group discussions or peer collaborations for students who may require more assistance in understanding complex historical contexts and geopolitical shifts.
- **Debate: American Democracy vs. Soviet Communism:**
 - **Tier 2:** Assign roles based on students' strengths and interests, such as research assistant or rebuttal specialist, to support active participation and engagement.
 - **Tier 3:** Offer additional resources and opportunities for students to engage in in-depth research and analysis, encouraging critical thinking and synthesis of information.
- **Nationalist Movements Research Project:**
 - **Tier 2:** Offer flexibility in research topics and presentation formats to accommodate diverse interests and learning preferences.
 - **Tier 3:** Facilitate peer collaborations and group work, allowing students to share expertise and support each other in conducting in-depth research and analysis.
- **Collapse of the Soviet Union Timeline:**



- **Tier 2:** Offer additional primary sources and multimedia materials for students who require more depth in their exploration of the collapse of the Soviet Union.
- **Tier 3:** Encourage students to create multimedia presentations or timelines incorporating multiple sources and perspectives, fostering creativity and critical thinking skills.
- **Historical Role-Play:**
 - **Tier 2:** Offer opportunities for students to engage in improvisation and role-playing exercises to deepen their understanding of historical events and personalities.
 - **Tier 3:** Encourage students to research and develop their own role-play scenarios based on historical events, promoting autonomy and creativity in historical interpretation.
- **Analyzing Political Cartoons:**
 - **Tier 2:** Offer opportunities for students to explore a variety of political cartoons from different time periods and regions, fostering comparative analysis and critical thinking skills.
 - **Tier 3:** Encourage students to create their own political cartoons or visual representations of historical events, demonstrating their understanding of complex political concepts and ideologies.
- **Case Study: Nationalist Movements:**
 - **Tier 2:** Offer flexibility in case study topics and research methods to accommodate diverse interests and learning styles.
 - **Tier 3:** Facilitate peer feedback and reflection sessions, allowing students to share their findings and insights with classmates and receive constructive feedback on their analysis.
- **Interactive Map Activity:**
 - **Tier 2:** Offer opportunities for students to explore interactive mapping tools and create their own maps highlighting key events and geopolitical shifts, promoting creativity and critical thinking skills.



- **Tier 3:** Encourage students to collaborate on creating multimedia presentations or digital storytelling projects incorporating interactive maps, primary sources, and multimedia elements, fostering collaboration and digital literacy skills.
- **Modern Superpowers Debate:**
 - **Tier 2:** Assign roles based on students' interests and strengths, ensuring that each participant has a meaningful contribution to the debate.
 - **Tier 3:** Offer opportunities for students to engage in in-depth research and analysis, allowing them to develop nuanced arguments and responses based on multiple perspectives and sources of evidence.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World History: Age of Enlightenment to Present

Standard WH.11: *Debate the changing role of globalization in the contemporary world.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Examine social and political issues that helped advance civil and human rights (e.g., Mahatma Gandhi in India, Martin Luther King Jr. in the United States, Nelson Mandela in South Africa, etc.). 2. Examine OPEC’s dominance over the world’s oil market and its influence in determining the foreign policies of Middle Eastern nations (e.g., oil embargos, the Iranian Hostage Crisis, the Gulf Wars, etc.). 3. Analyze the aspects of modern domestic and global terrorism (e.g., the September 11th attack, the War in Afghanistan, the rise of ISIS, etc.). 4. Recognize the global impact of the internet (e.g., social media platforms and its influence on politics and social movements, immigrations, climate change, activism, the rise of global culture, etc.). 	<ul style="list-style-type: none"> • Civil rights • Human rights • Nonviolent resistance • Segregation • Apartheid • Discrimination • Contemporary Activism • OPEC (Organization of the Petroleum Exporting Countries) • Oil embargo • Energy dominance • Geopolitics • Foreign policy • Hostage crisis • Gulf Wars • Terrorism • Extremism • Radicalization • Cyberterrorism • Internet globalization



Learning Activities (World History: Age of Enlightenment to Present: Standard WH.11)

- **Biographical Research Project:** Assign students to research and present on influential figures in civil and human rights movements, such as Mahatma Gandhi, Martin Luther King Jr., or Nelson Mandela. Create presentations, posters, or multimedia projects highlighting their contributions to advancing social and political issues.
- **Current Events Analysis:** Have students analyze recent news articles or documentaries related to OPEC's dominance over the oil market and its influence on Middle Eastern nations' foreign policies. Discuss the implications of oil embargoes, geopolitical tensions, and conflicts in the region.
- **Terrorism Case Studies:** Assign students to research and analyze case studies of modern domestic and global terrorism incidents, such as the September 11th attacks or the rise of ISIS. Explore the motivations, tactics, and impacts of terrorist organizations on societies and global security.
- **Debate: Internet Regulation:** Organize a debate where students discuss the pros and cons of Internet regulation in the context of its global impact. Argue for or against government intervention in regulating social media platforms, online activism, and cybersecurity measures.
- **Role-Play Simulation: OPEC Negotiations:** Divide students into groups representing different OPEC member countries and simulate negotiations over oil production quotas and pricing strategies. Students must consider economic, political, and environmental factors as they advocate for their country's interests.
- **Timeline of Civil Rights Milestones:** Have students create a timeline highlighting significant milestones in civil rights movements around the world, including key events led by figures like Gandhi, King, and Mandela. Illustrate the timeline with images, quotes, and explanations of each event's significance.
- **Globalization and Social Media Analysis:** Assign students to analyze the impact of social media platforms on global activism, social movements, and cultural exchange. Research case studies of online activism campaigns, such as the Arab Spring or climate change protests, and evaluate the role of social media in mobilizing individuals and shaping public discourse.



- **Literature Circle Discussions:** Assign students to read and discuss literature related to civil rights, terrorism, or globalization themes. Provide a selection of fiction and non-fiction books, articles, or essays exploring diverse perspectives on these topics, and facilitate small group discussions to deepen understanding and critical analysis.
- **Documentary Screening and Discussion:** Screen documentaries or films related to civil rights movements, OPEC's influence, terrorism, or the impact of the internet on global society. Lead a guided discussion where reflect on the themes, narratives, and real-world implications depicted in the documentary.
- **Research Symposium:** Organize a research symposium where students present their findings from independent research projects on topics related to civil rights, OPEC, terrorism, or internet globalization. Showcase their research through poster presentations, oral presentations, or multimedia displays, fostering peer learning and collaboration.



Real World Connections (World History: Age of Enlightenment to Present: Standard WH.11)

- **Impact of Civil Rights Movements:** Explore how civil rights movements have influenced contemporary movements around the world. Analyze parallels in activism, strategies, and challenges faced by marginalized communities seeking equality.
- **Global Energy Security:** Understand OPEC's dominance over the oil market and its influence on foreign policies of Middle Eastern nations provides insights into global energy security challenges. Examine how fluctuations in oil prices, supply disruptions, and geopolitical tensions impact international relations, economic stability, and energy policies in different regions.
- **Counterterrorism Strategies:** Explore modern terrorism and its impacts on society helps students understand the complexities of counterterrorism strategies and security measures implemented by governments worldwide. Analyze initiatives such as intelligence-sharing agreements, border security enhancements, and counter-radicalization programs aimed at preventing terrorist attacks and safeguarding public safety.
- **Digital Citizenship and Online Activism:** Study the global impact of the internet and social media platforms highlights the role of digital citizenship in promoting social change and activism. Examine how online platforms empower individuals to advocate for human rights, environmental conservation, and political reform, as well as the ethical considerations and challenges associated with digital activism.
- **Economic Interdependence and Globalization:** Analyze OPEC's influence on the world's oil market underscores the interconnectedness of global economies and the impact of energy policies on international trade, economic growth, and development. Explore how energy dependencies, trade agreements, and market fluctuations shape economic relationships among nations and regions.
- **Cultural Exchange and Global Citizenship:** The internet's role in facilitating cultural exchange and fostering a sense of global citizenship allows students to connect with people from diverse backgrounds, cultures, and perspectives worldwide. Engage in online forums, virtual exchanges, and collaborative projects to broaden their understanding of global issues and promote intercultural dialogue and understanding.
- **Geopolitical Conflicts and Diplomacy:** Understand the geopolitical tensions and conflicts fueled by energy resources, terrorism, and political ideologies provides insights into diplomatic efforts to mitigate conflicts and promote peace and



stability. Analyze diplomatic negotiations, peacekeeping missions, and international treaties aimed at resolving regional disputes and fostering diplomatic relations.

- **Environmental Sustainability and Energy Transition:** Explore OPEC's influence on the oil market prompts discussions on the environmental impacts of fossil fuel consumption and the transition towards renewable energy sources. examine initiatives such as the Paris Agreement, renewable energy investments, and sustainability policies aimed at addressing climate change and promoting green technologies.
- **Social Media Influence on Political Discourse:** Analyze the role of social media platforms in shaping political discourse and influencing public opinion offers insights into contemporary media landscapes and information ecosystems. Critically evaluate the spread of misinformation, echo chambers, and filter bubbles on social media platforms and discuss their implications for democracy, civic engagement, and digital literacy.
- **Global Citizenship:** Engage with civil rights movements and human rights advocacy efforts empowers students to become active global citizens and agents of change in their communities.



Differentiation (World History: Age of Enlightenment to Present: Standard WH.11)

- **Biographical Research Project:**
 - **Tier 2:** Allow students to choose from a list of civil rights leaders and provide scaffolded research templates to guide their exploration, supporting independent inquiry and critical thinking skills.
 - **Tier 3:** Encourage students to select lesser-known figures or explore multiple perspectives on civil rights movements, facilitating deeper research and analysis of historical contexts and contributions.
- **Current Events Analysis:**
 - **Tier 2:** Assign students to analyze primary sources such as diplomatic statements, economic reports, or interviews with experts, allowing for deeper analysis and critical thinking about complex geopolitical issues.
 - **Tier 3:** Facilitate group discussions or debates where students synthesize multiple perspectives and evaluate the reliability and bias of different sources, fostering advanced analytical skills and nuanced understanding of global affairs.
- **Terrorism Case Studies:**
 - **Tier 2:** Offer a choice of case studies and multimedia resources to accommodate diverse interests and learning preferences, allowing students to engage with the material in ways that align with their strengths.
 - **Tier 3:** Facilitate small group discussions or Socratic seminars where students analyze multiple case studies, compare and contrast different terrorist groups' tactics and motivations, and critically evaluate the ethical dilemmas and moral implications of counterterrorism strategies.
- **Debate: Internet Regulation:**
 - **Tier 2:** Assign roles based on students' interests and strengths, allowing them to specialize in researching and advocating for different perspectives on internet regulation, promoting collaboration and critical thinking skills.



- **Tier 3:** Encourage students to conduct independent research on internet governance models, international treaties, and ethical considerations, fostering advanced argumentation skills and nuanced understanding of complex policy issues.
- **Role-Play Simulation: OPEC Negotiations:**
 - **Tier 2:** Assign roles based on students' interests and strengths, allowing them to immerse themselves in the negotiation process and develop strategies to represent their country's interests effectively.
 - **Tier 3:** Facilitate a multi-round negotiation simulation where students take on different roles and adapt their strategies based on changing circumstances, fostering advanced negotiation skills and diplomatic reasoning.
- **Timeline of Civil Rights Milestones:**
 - **Tier 2:** Allow students to create their own timelines using a combination of text, images, and multimedia elements, providing scaffolded templates and guidelines to support organization and creativity.
 - **Tier 3:** Encourage students to conduct independent research and incorporate lesser-known events or perspectives into their timelines, promoting critical analysis and synthesis of historical information.
- **Globalization and Social Media Analysis:**
 - **Tier 2:** Offer a choice of case studies and multimedia resources that cater to diverse interests and learning preferences, allowing students to explore different aspects of globalization and social media impact in depth.
 - **Tier 3:** Facilitate collaborative research projects where students investigate the role of social media platforms in specific global events or movements, analyze data trends, and present their findings using multimedia presentations or digital storytelling formats, fostering advanced research and presentation skills.
- **Literature Circle Discussions:**
 - **Tier 2:** Offer a choice of texts with varying levels of complexity and scaffolded discussion prompts to support comprehension and critical analysis, allowing students to engage with literature at their own pace and comfort level.



- **Tier 3:** Facilitate small group discussions where students analyze themes, characters, and literary devices in depth, draw connections to historical contexts and contemporary issues, and articulate their interpretations through written reflections or oral presentations, fostering advanced literary analysis skills and critical thinking.
- **Documentary Screening and Discussion:**
 - **Tier 2:** Facilitate structured discussions with guided questions and discussion prompts to scaffold comprehension and critical analysis for students with diverse learning needs, ensuring equal participation and understanding.
 - **Tier 3:** Encourage students to conduct independent research on related topics, compare multiple documentaries or media sources, and lead group discussions where they critically evaluate the content, biases, and perspectives presented, fostering advanced media literacy and critical thinking skills.
- **Research Symposium:**
 - **Tier 2:** Offer a choice of research topics and presentation formats to accommodate diverse interests and learning preferences, allowing students to showcase their strengths and creativity in conveying their research findings.
 - **Tier 3:** Facilitate peer feedback sessions and interdisciplinary collaborations where students provide constructive feedback on each other's research projects, engage in scholarly debates, and synthesize insights from multiple disciplines, fostering advanced research and collaboration skills.