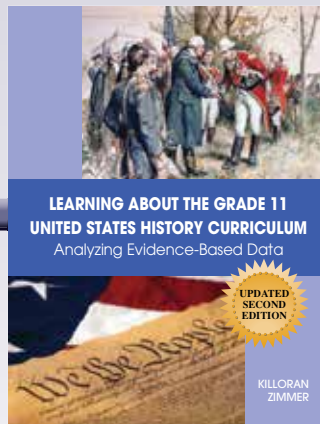
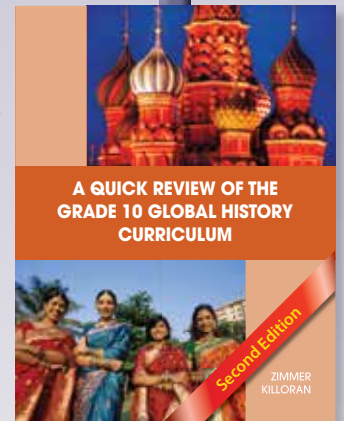
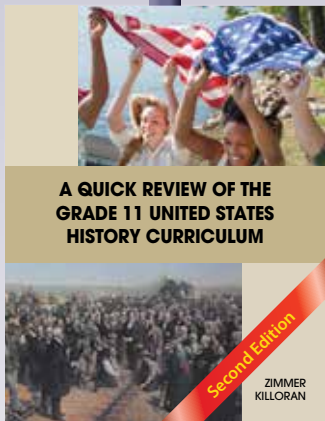
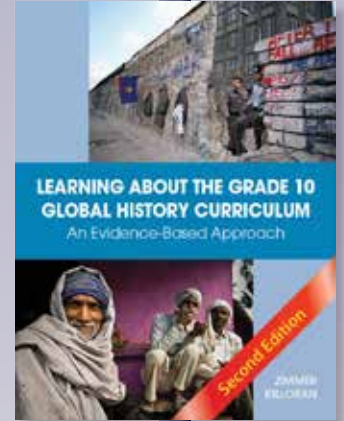
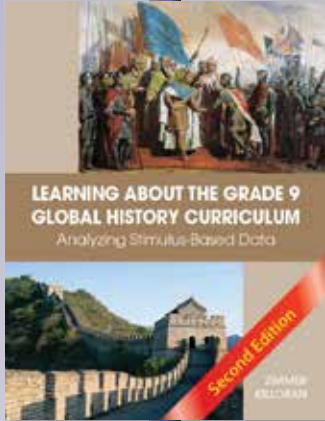
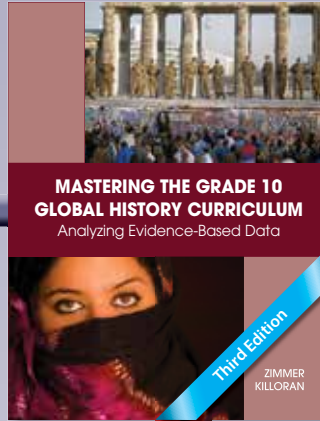


New York State Catalog 2026–2027



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GET AHEAD OF NEW YORK STATE'S GRADUATION PATHWAYS!



New York State still requires students to earn credit and take the Global History & Geography II and U.S. History Regents exams. At the same time, the recently enacted Portrait of a Graduate is creating new ways to demonstrate learning to meet the new State requirements for graduation.

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PROJECT FILES FOR GRADES 9, 10, AND 11

GRADE 9

PORTFOLIO & CAPSTONE PROJECTS



10 FULL-BLOWN PROJECTS

- ✓ Builds civic thinking and research skills
- ✓ Supports early pathway development
- ✓ Engaging, standards-aligned activities

GRADE 10

PORTFOLIO & CAPSTONE PROJECTS



10 FULL-BLOWN PROJECTS

- ✓ Regents-aligned capstone projects
- ✓ Strengthens analysis & communication
- ✓ Prepares students for success on the Global History & Geography II Regents

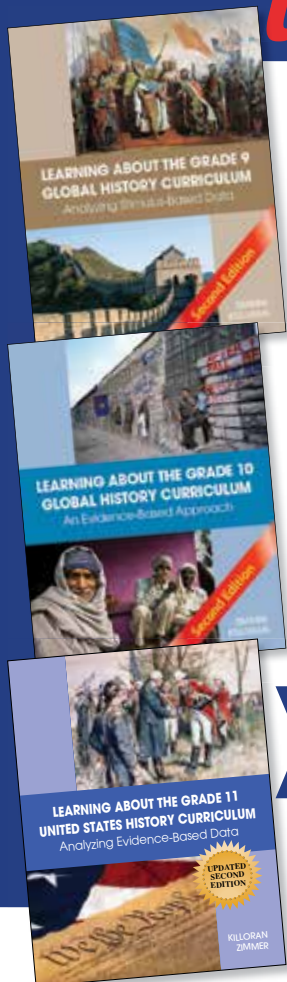
GRADE 11

PORTFOLIO, CAPSTONE PROJECTS & SEAL OF CIVIC READINESS



10 FULL-BLOWN PROJECTS

- ✓ Civic action & participation projects
- ✓ Supports NYSED "Seal of Civic Readiness"
- ✓ Promotes responsible citizenship & leadership





From Regents Examination to Pathways: What the “Portrait of a Graduate” Means for Students

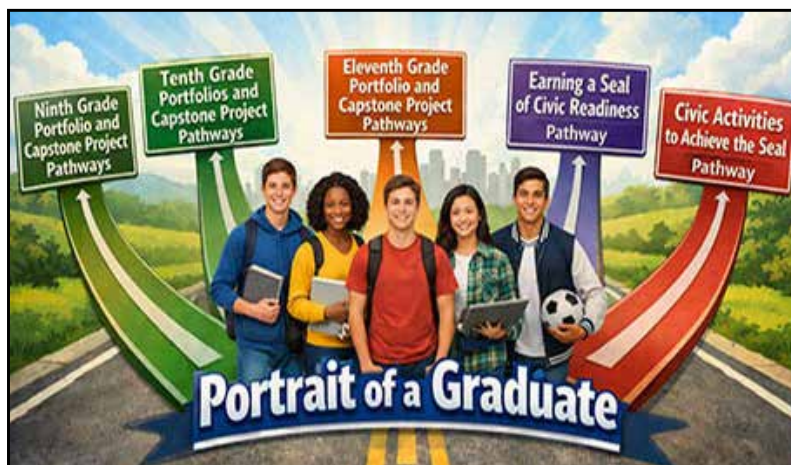
In the next few years, New York State’s high school graduation requirements will look different. The State Board of Education has created something called a “*Portrait of a Graduate*” to describe what every student should know and be able to do by the time they earn a high school diploma.

Instead of focusing only on earning four credits of social studies coursework and passing either the 10th-grade or 11th-grade Social Studies Regents exam, the new system makes the Regents exam just one of several ways to meet the state’s social studies requirements. This means students can still choose the traditional Regents exam route if it fits them best, but they will not be limited to that one option.

PORTRAIT OF A GRADUATE

According to present student requirements — especially those currently in 9th and 10th grade — these new rules are expected to apply. Students will have more than one way to show that they have mastered the skills outlined in the “Portrait of a Graduate” policy.

These different options are called “pathways.” Each pathway connects directly to the “Portrait of a Graduate.” This pathway will allow your diploma to represent real skills, not just completed courses.



PATHWAY TO A PORTFOLIO

One important pathway is called a **portfolio** — a collection of a student’s best work that shows his or her growth and achievement over time. A student’s portfolio is a collection of social studies work showcasing who he or she is as a student.

It does not include everything you have ever done in social studies, since that would be too overwhelming. By placing select items in their portfolio, students get to display their best work and highlight items that best reflect them. A portfolio might include essays they’ve written, internships done, presentations given, research projects, reflections made, Capstone Projects completed, and civic activities they have been involved with.

SEAL OF CIVIC READINESS

Some students may choose to go even further by earning a **Seal of Civic Readiness**. This is an additional recognition that shows they have not only studied civics and government, but have also practiced being active, responsible members of their communities. To earn the **Seal of Civic Readiness**, students will need to complete civic-related activities and projects that demonstrate knowledge, participation, and a commitment to the common good.

For students interested in creating a portfolio or earning a **Seal of Civic Readiness**, Clio Publishing Company has created a series of online files to guide them toward achieving these goals:



File 1. Goals of the Portrait of a Graduate

File 2. Capstone Project vs. Seal of Civic Readiness

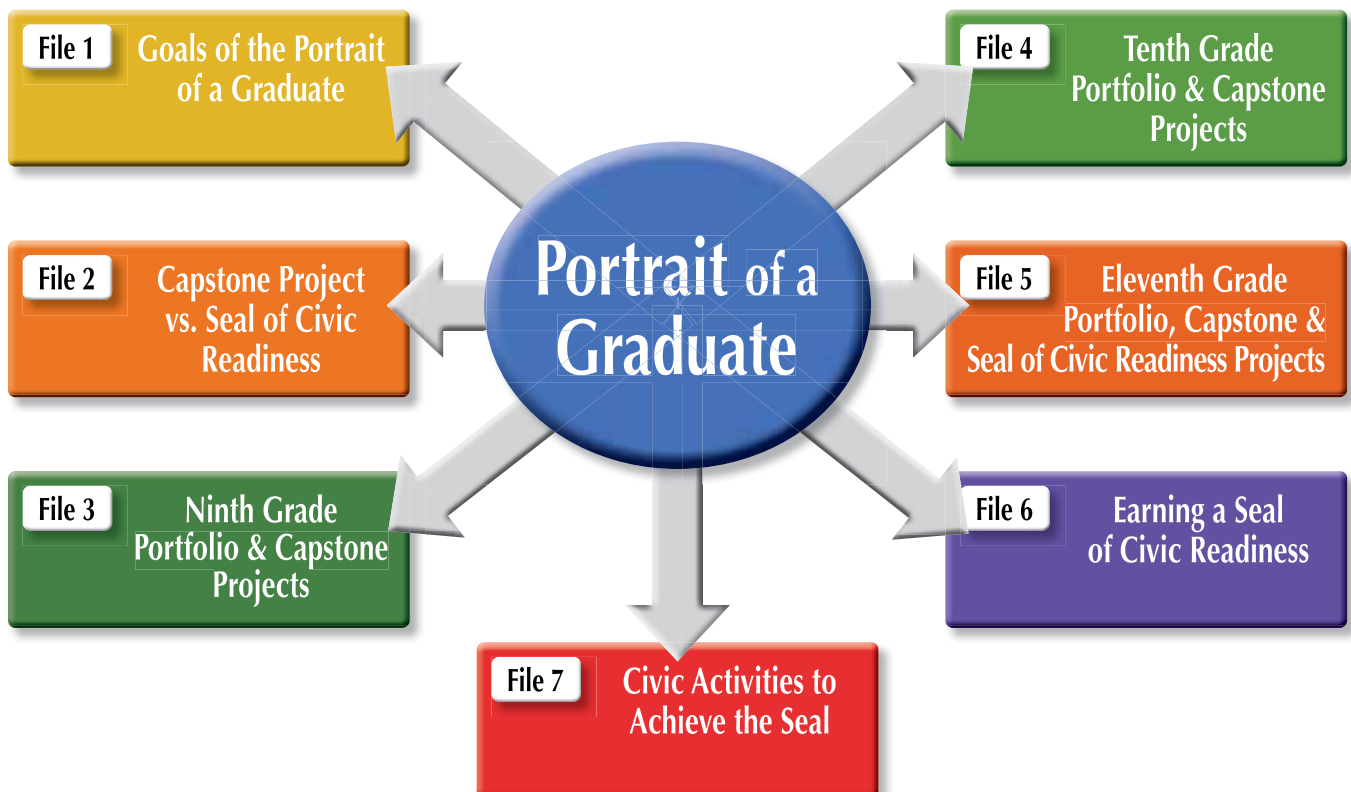
File 3. Ninth Grade Portfolio & Capstone Projects

File 4. Tenth Grade Portfolio & Capstone Projects

File 5. Eleventh Grade Portfolio, Capstone, & Seal of Civic Readiness Projects

File 6. Earning a Seal of Civic Readiness

File 7. Civic Activities to Achieve the Seal

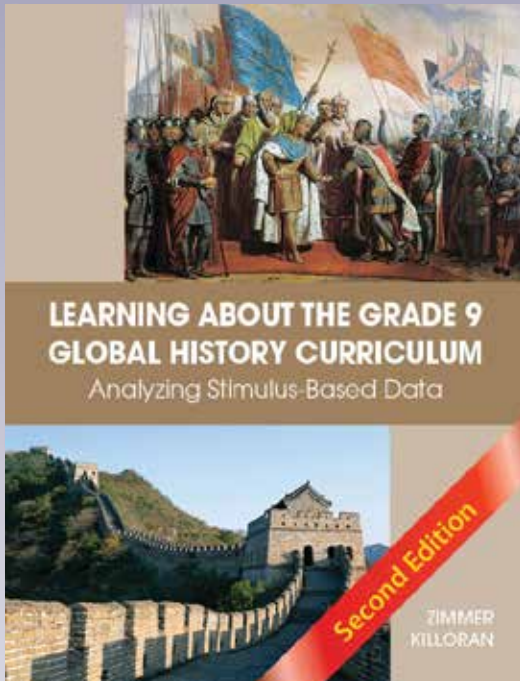


LEARNING ABOUT THE GRADE 9 GLOBAL HISTORY CURRICULUM

ISBN 979-8-9952821-2-9

Price \$24.95

(Minimum Order of 10)



This book is focused on teaching your students the Global History curriculum in Grade 9. You no longer need to rely on those 1,200 page \$70 textbooks in which you have to search for a few lines of text, if they even have it, that covers one of the new Grade 9 Key Ideas. This book follows exactly the new Grade 9 curriculum. If it's mentioned in the framework, you'll find it in this book in the chapter dealing with that Key Idea. Everything you need for this challenging new curriculum is covered in this textbook. It is not just aligned to the new Grade 9 curriculum, it completely embodies it!!!

- Educational research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to use higher-level critical thinking skills, and promotes meaningful learning experiences.
- Active learning requires students to participate in class, as opposed to just sitting and listening. Students learn best when teachers vary strategies and formats to get students actively involved in the learning process. This is precisely the primary focus of this book.
- Every *Key Idea* in the Grade 9 Global History curriculum is explored in a separate chapter, with a variety of activities and questions that employ the latest educational research on how students learn and remember.
- Each chapter concludes with a *Testing Your Understanding* section that provides practice in answering stimulus-based multiple-choice questions that mirror the format and level of difficulty students will find in grade 10 when they take the Global History Regents.
- A complete practice Regents is included to provide added practice answering stimulus-based multiple-choice, Constructed-Response, and Enduring Issues Essay questions.
- You need to provide your students with a variety of formats that interact with the content. For example, in this book students create their own content-related stories, fill-in information in graphic organizers, search the Internet to view visuals about related content, and complete information to build a collection of Study Cards.
- The book has been developed by nationally recognized experts in social studies education with extensive experience in test-writing and authoring almost 80 books in social studies. In addition, these authors have conducted teacher workshops throughout the nation.

LEARNING ABOUT THE GRADE 9 GLOBAL HISTORY CURRICULUM

232 LEARNING ABOUT THE GRADE 9 GLOBAL HISTORY CURRICULUM

SECULARISM AND HUMANISM

During the Renaissance, Europeans began to show a greater interest in the concerns of this world than in the life hereafter. There was a growth of **secularism**—looking at the world from a non-religious standpoint. Scholars used observation and experience to explain the world. Renaissance thinkers had confidence in the powers of human reason to explain the world. **Humanists** placed greater emphasis on the uniqueness and worth of each person.

THE ROLE OF ISLAMIC CALIPHATES ON THE RENAISSANCE

The European Renaissance was greatly influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. During the Middle Ages, the Islamic world was at its cultural peak, and it supplied information and ideas to Europe. The Islamic world was the center of astronomical thought and activity. New cultural relationships and exchanges between Islam and Western Europe resulted in the transfer of technology, science, and other cultural ideas. For example, interaction between Muslim traders and China resulted in the exchange of the technology of paper, which revolutionized the Muslim world and later traveled to Europe.

MUSLIM SCHOLARSHIP

Western Europe, from the Crusades and expanded trade, benefited from exposure to Islamic ideas. Muslims scholars translated ancient texts that later inspired Renaissance thinkers and led to the scientific method and the modern university system, which set the framework for the Scientific Revolution. Islam established medical and agricultural techniques that improved life for European people during the Renaissance. As early as the late seventh century, Islamic scholars started to translate ancient texts, such as the works of Aristotle and Plato. By preserving these classical works, it helped form the foundation of the European Renaissance.



A European and an Arab practicing geometry together.

MUSLIM SCIENCE, MEDICINE, AND AGRICULTURE

Islamic thinkers also made advances in science and medicine, which relied heavily on observation and experimentation. Muslim doctors studied the eye, performed cataract surgery, discovered bacteria, and knew about the heart's connection to the lungs. These medical advances had a strong impact in Europe after the Black Plague, and an Islamic doctor's book was the primary medical text in Europe until the 17th century.

Improvements in agricultural practices were also led by the Islamic caliph. Because of the dry environment of the Arabian Peninsula, Islamic scientists found ways to get the most use out of the available arable land. When the Muslims settled in Spain, they brought with them the concepts of terracing and irrigation. European states borrowed these methods, raising crop yields and helping to support a growing population throughout the Renaissance.

ILLUSTRATION BY JEFFREY M. HARRIS

INTERACTIVE FORMAT

The book's interactive format organizes the *Key Ideas* and *Conceptual Understandings* into an appealing format that students can easily comprehend. Students are shown the *Key Idea* they will focus on in the first page of each content chapter. The opening page has two pictures that visually capture what students will learn about in the chapter. There is a brief summary of the content that acts as an advanced organizer allowing students to see what they'll learn about. The opening page also has a timeline of the most important events in that chapter. A timeline is the beating heart of the chapter, and encapsulates the essence of what is explored.

ALL KEY IDEAS ARE METICULOUSLY COVERED

This book is 100% aligned to the new Grade 9 Social Studies framework. Each *Key Idea* in the framework is covered in a comprehensive fashion that you will not find in any textbook. The Grade 9 curriculum is different from the traditional textbooks you have used since they lack the required content in the new grade 9 curriculum. Instead of hunting to find material to teach the new content, you can find it in this book. For example, here is a page from our book you won't find covered in a traditional text: the role of the Islamic Caliphates on the Renaissance. If the content material is mentioned in the *Content Specifications*, you can be sure you will find it in this book.



RISE OF TRANSREGIONAL TRADE NETWORKS: 500-1500



The above, a ship that played a key role in expanding trade in the post-classical world.



A camel caravan crosses Africa's vast Sahara Desert.

During this period in global history, different civilizations continued to follow different paths of development that influenced each other more than in previous eras. Due to technological advances in transportation, trade increased in three major regions: the Indian Ocean Complex, the Mediterranean Sea Complex, and the Trans-Saharan Trade Routes. As trade increased, the cultures of Eurasia and Africa became more connected. As trade links between civilizations and empires heightened, cultural diffusion among them also increased.

9.4 During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.

TIMELINE*											
200 B.C.	0	200 C.E.	400 C.E.	600 C.E.	800 C.E.	1000 C.E.	1200 C.E.	1400 C.E.	1600 C.E.		
		114 B.C. Silk Road established		330 C.E. Byzantine Empire emerges							
				750 C.E. Kingdom of Ghana							
				1292 C.E. Kingdom of Mali							
				1275 C.E. Marco Polo arrives in China							
				1325 C.E. Travels of Ibn Battuta							
				1371 C.E. Zheng He sails							
				1482 C.E. Ottoman Empire emerges							

*Dates are approximate; some exact dating is unavailable.

98

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122 LEARNING ABOUT THE GRADE 9 GLOBAL HISTORY CURRICULUM

CONSTRUCTED-RESPONSE QUESTIONS

As stated in previous chapters, the first and second questions of a Constructed-Response Set were explained. Now let's look at the third type of question of the Set #1 on the CRS.

The third question will always ask about a **cause-and-effect relationship** between the documents. This question requires you to gather information from **both** documents 1 and 2 in your response. The following chapters will explore Set #2 questions, which deal with "turning point" and "similar/different relationships."

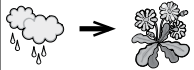
A CAUSE-AND-EFFECT QUESTION

A **cause** is something that contributes to an idea, the occurrence of an event, or the bringing about of a development.

An **effect** is what happens as a consequence — result, impact, outcome — of an event, an idea or a development. Thus, a **cause-effect relationship** is one in which one event (the **cause**) helps make another event happen (helps to grow; effect).

CAUSE: Why something happens

EFFECT: What happens as a result



STEP 2: "IDENTIFYING" AND "EXPLAINING" A CAUSE-AND-EFFECT RELATIONSHIP

A typical "cause-and-effect" question will usually appear in the first set as follows:

- Identify and explain a cause-and-effect relationship associated with the events in documents 1 and 2. Be sure to use evidence from both documents 1 and 2 in your response.

For this question, your task is to **identify** and **explain** the cause-and-effect relationship.

- First**, examine document 1 to see if there is an action or a development that led to a result in document 2.
- Second**, identify by writing down in a sentence or two what the cause-effect relationship is between the documents.
- Third**, explain what is happening. Basically, you need to show how the events that are described in document 1 led to or brought about an effect that is described in document 2.

ILLUSTRATION BY JEFFREY M. HARRIS

STUDENTS PRACTICE ON REGENTS QUESTION

Your students will not be taking the Global History Regents until grade 10. Why bother with something students will not be responsible for until next year? Your students will face serious challenges next year. It would be helpful for students to get in the habit of answering regents-style stimulus-based multiple-choice and essay questions. Each essay is explored in a simple, step-by-step, easy-to-follow manner. *Testing Your Understanding* Sections of the book provide numerous multiple-choice, Constructed-Response, and Enduring Issues Essay questions in the format they'll answer in grade 10. Familiarity with the test format has been shown to lead to improved student performance.

MASTERING THE GRADE 10 GLOBAL HISTORY CURRICULUM

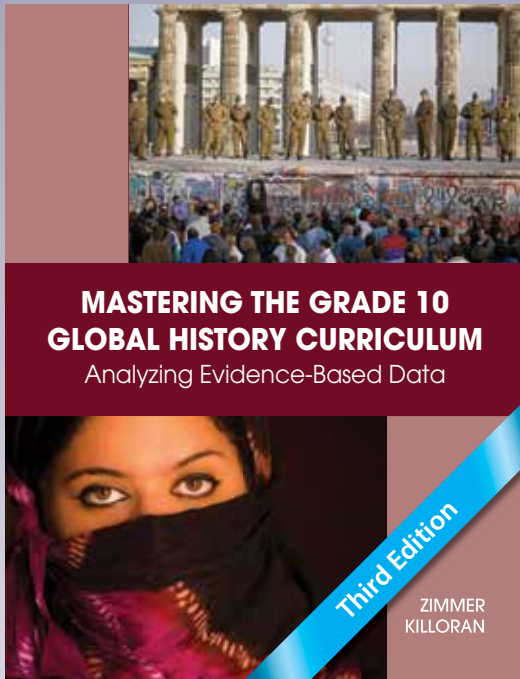
ISBN 1-935022-40-7

Price \$21.95

978-1-935022-40-4

(Minimum order of 10)

The one book your students need to perform their very best on the new and challenging Global History Regents! Now in its Third Edition.



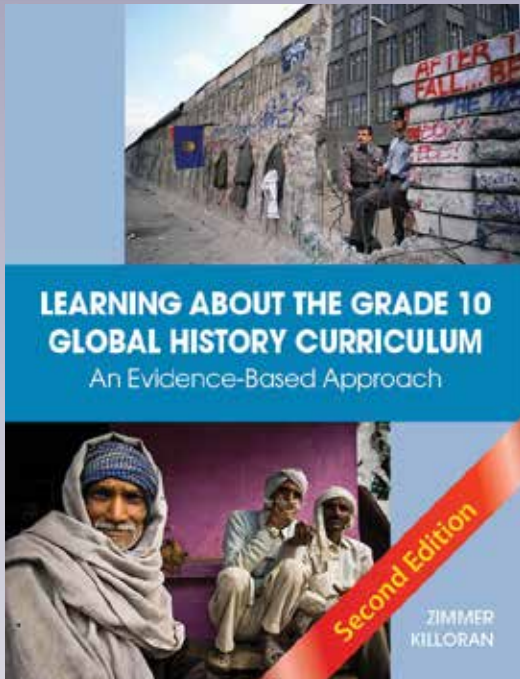
- The new Global History and Geography Regents poses a serious challenge to your students. This new Regents requires students to master a wide range of topics. This book is designed to help your students handle the various challenges presented by this Regents!
- Based on current educational research, the book organizes the curriculum into meaningful concepts that students can easily assimilate, with multiple opportunities for student interaction.
- The book familiarizes students with the new Regents format by providing them with nearly 400 practice questions, all presented in the same format and level of difficulty that your students will face on the Regents examination.
- The book relies on promoting the growth of specialized social studies vocabulary. Educational research supports the learning of content vocabulary as an explicit activity. A “word wall” provides contextualized information and exposes students to high-frequency words found throughout the content chapters and Regents examination.
- The opening chapters of the book provide students with tools to learn how to approach each style question — multiple-choice evidence-based questions, constructed-response sets, and Enduring Issues Essay questions. Each *Key Idea* in the curriculum is explored in a separate chapter, with Study Cards and numerous questions employing the latest educational research on how students learn and remember material.
- The book is perfectly aligned to the new Grade 10 Social Studies curriculum and fully explores all the necessary *Key Ideas* and *Content Specifications*.
- The text is written in a student-friendly manner, with brief content summaries that highlight the essential information needed to understand each *Key Idea*. A guiding principle in the book is the “chunking of information” — breaking information into “bite-sized” pieces so that students can more easily digest the information. Complex events are divided into smaller chunks, making them easier to understand and absorb.
- The book is authored by nationally recognized experts in the field of social studies testing, who have extensive experience in writing for past Regents examinations.

LEARNING ABOUT THE GRADE 10 GLOBAL HISTORY CURRICULUM

ISBN 979-8-9952821-1-2

Price \$24.95

(Minimum order of 10)



Some of your students might find global history especially challenging and have difficulty comprehending those high-priced textbooks written in a language “foreign” to most of your students. This book targets students that find global history perplexing and difficult. This book uses the latest cutting-edge educational research to aid student retention and recall.

- The book covers all the content in Grade 10 Global History and is fully aligned to the new curriculum. Every one of the 10 *Key Ideas*, 33 *Conceptual Understandings*, and all 66 of the *Content Specifications* are meticulously explored in the book.
- The authors are nationally recognized experts in the field of social studies testing and have extensive experience in writing for past Regents examinations and have authored numerous books in the field of global history.
- The content chapters focus on different aspects of each style question — evidence-based multiple-choice, constructed-response, and enduring issues questions. Students learn a simple, step-by-step approach in each chapter so as not to overwhelm them.
- The book illuminates the enduring issues and specialized vocabulary found in each chapter. Educational research supports the learning of content vocabulary as an explicit activity. A “word wall” provides contextualized information and exposes students to high-frequency words they will encounter in the content chapters and on the Regents.
- A guiding principle of the book is the “chunking” of information — breaking down the content into smaller “bite-sized” pieces so that students can easily “digest” it. Complex historical events are divided into smaller “chunks” — making them easier for students to understand.
- There is a complete Global History Regents with questions in the same format and level of difficulty that mirrors what students will find on the actual Regents examination.
- Just about everything in this book is designed to maximize student comprehension: advance organizers, word walls, graphic organizers, study cards, and skill builders — all devoted to helping students in learning the content.
- The book relies on the principles of the National Research Council’s *How People Learn* and the methodologies of Robert Marzano’s *Classroom Instruction that Works*.

LEARNING ABOUT THE GRADE 10 GLOBAL HISTORY CURRICULUM

CHAPTER 14: Globalization and a Changing Global Environment: 1990–Present 249

WMDs AND THE THREAT TO THE GLOBE

The emergence of the Cold War created the possibility of a nuclear holocaust. As a result, nations have begun to try to work together to achieve some type of global security.

DANGERS TO PEACE IN THE WORLD

There are currently three types of weapons of mass destruction that pose a threat to the world: nuclear, biological and chemical. Of the three, nuclear weapons represent the greatest threat. Despite the world's best efforts, these serious threats continue to exist.

Weapons of Mass Destruction (WMDs). Weapons of mass destruction describe weapons having the potential for large-scale destruction and having a devastating impact on civilians. Biological weapons include bacteria such as anthrax, or toxins such as botulinus. WMDs pose a challenge to global peace. The horrific destructive power of WMDs has the potential to kill billions of people.



Nuclear Proliferation. There are approximately 30,000 nuclear weapons in the stockpiles of nations with nuclear weapons: Great Britain, China, France, India, Israel, North Korea, Pakistan, Russia, and the U.S. The United Nations estimates that 15,470 nuclear weapons are deployed globally. Because of secrecy, it's impossible to determine the exact makeup of nuclear arsenals. There is a growing concern over unstable countries with nuclear weapons, especially those that refused to sign the **Non-Proliferation of Nuclear Weapons Treaty**.

Cyber Wars. In the past, countries used technology to spy on one another. With the coming of the Cyber Age, technology could now threaten the world with disastrous effects. **Cyber warfare** involves the actions of a nation or organization to attack another nation's computers or information networks by inserting a computer virus. A cyber attack can disable websites or a network, disrupt basic services, or steal classified data. Defending against cyber warfare is a key concern in our hi-tech world. For example, the U.S. power grid is vulnerable to a cyber-attack.



China has been accused of stealing U.S. defense secrets and corporate technology useful in narrowing gaps in industry. Some experts believe cyber thefts cost billions of dollars in stolen research. Much of this theft is from nation-sponsored spying. What is frightening is that a country does not need a strong or even a large military to wage cyber warfare. Cyber warfare is not limited to nations like China and the United States. Almost any nation or terrorist organization with the right tools can launch a punishing cyber-attack.

EMPHASIS ON VISUAL LEARNERS

Some students are especially challenged to learn complex concepts and facts when their apperceptive base is weak or lacking. Many students absorb material visually, and benefit when they are shown pictures, diagrams, graphs, maps, and graphic organizers to complement the text. For this reason, almost every page in this book contains some visual element to supplement the written material. The book employs a multitude of visual learning techniques to enhance learning. Educational research has shown when content is paired with visual imagery, students are better able to grasp its meaning and comprehend more easily.

COMPREHENSIVE REVIEW

If you are searching for a book that will prepare students that find Global History challenging — with its demanding questions that focus on analyzing and interpreting documents — then this book solves that problem! This book has a clear and straight-forward narrative that provides a complete survey of the curriculum in perfect alignment with the new Social Studies Framework. Hundreds of questions precisely mirror the level of difficulty students will find on the Regents. Written in a student-friendly style with a reading level that is appropriate to students that struggle with global history.

78 LEARNING ABOUT THE GRADE 10 GLOBAL HISTORY CURRICULUM

NEW AGRICULTURAL INVENTIONS

The **Agricultural Revolution**, which began in Great Britain, changed the way farmers operated. Several factors played a role in this revolution. In 1701, **Jethro Tull** invented the horse-drawn mechanical seed drill. This device allowed corn to be planted in regular rows, limiting waste and increasing harvest yields. Soon other agricultural machinery was created to make raising crops less labor-intensive.

Other advances in agricultural machinery soon followed. These included the threshing machine (1786), the first reaping machine (1827), and the first cotton gin (1803). All of these inventions helped to dramatically lessen the need for farm workers and raised crop yields.



The early threshing machine.

THE ENCLOSURE MOVEMENT

Throughout their history, British farmers relied on the open field system, which used scattered strips of land in large, unfenced fields. The **Enclosure Acts** required lands that had formerly been owned by all members of a village and had been available for grazing of their animals and growing food would now be no longer available. It was replaced by privately owned land that would be walled or fenced off, usually with hedges around it. As a result, this change allowed rich landowners to merge farmlands. Lacking economies of scale, peasant farmers often sold off their small strips of farmland to wealthy farmers. With no land to farm, they moved to cities often in search of work. Farmers and their children moved to northwest England where many factories were being built.

CROP ROTATION AND THE USE OF FERTILIZERS

In the past, farmers would leave a field unplanted every two or three years to allow soil nutrients to be replenished. In the early 1700s, **Charles Townshend** introduced the **four-field system** that divided a farmer's fields into four different sections. Each section produced a different food source, resulting in preserving a soil's fertility and restoring some of the plant nutrients that were lost with growing other crops.

Also helping the soil to become more productive was the introduction of fertilizers — chemicals applied to the soil to promote plant growth. Lastly, the use of selective breeding allowed sheep to produce better quality wool and cattle to produce more beef for the land they used. During the 1750s, British farmers began to use animal manure to mix with the soil. This mix helped to fertilize the soil and produce larger and better crop yields. Other advances included building canals, soil restoration and maintenance, soil drainage, and land reclamation technology.



CHAPTER 12: Decolonization and Nationalism: 1900–2000 199

SHARPENING YOUR TEST-TAKING SKILLS

STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

An important skill that is often tested on the multiple-choice questions deals with information that is *relevant* or *irrelevant*. It is important to recognize that the same information can be relevant or irrelevant depending upon what is being asked.

RELEVANT INFORMATION

Relevant information is information that is connected to what you are looking for. In general, relevant information will be useful and appropriate to the task at hand. Relevant information is "related" to what you are looking for.

IRRELEVANT INFORMATION

Irrelevant information is not related or connected to the topic at hand. It is either not useful for what you are working on, or it has no connection with what you are seeking. For example, if the stimulus is a chart dealing with Nazi concentration camps in Europe, then any choice about the Great Depression would be an irrelevant response.



ANSWERING RELEVANT/IRRELEVANT QUESTIONS

Now that you have explored the difference between relevant and irrelevant, let's take a look at how this type of question might appear on a Global History Regents.

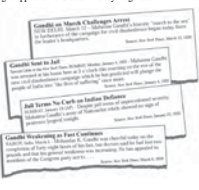
1. Based on these pieces of data, what question would this data be most relevant in answering?

1. How did Mohandas Gandhi achieve power in India?

2. What methods did Mohandas Gandhi use to achieve Indian independence?

3. Why did Mohandas Gandhi use non-violent methods to achieve his goal?

4. Why was Mohandas Gandhi so revered by the people of India?



GUIDED PRACTICE

Guided practice helps students organize their learning, eliminates confusion, and reinforces key points to be learned. Researchers stress the need for students to practice new knowledge and skills under teacher supervision. Learning a new skill is like fine porcelain; it is easily damaged. Misunderstanding at the start is more easily corrected than after. Cognitive research has shown that students have a window of about 6 to 8 hours to correct wrong information skills before these become encoded in their brains. Thus, it's helpful to check for understanding through guided practice before students begin their own independent practice.

QUICK REVIEW OF THE GRADE 10 GLOBAL HISTORY CURRICULUM

ISBN 1-935022-43-1

Price \$19.95

978-1-935022-43-5

(Minimum order of 10)



**A QUICK REVIEW OF THE
GRADE 10 GLOBAL HISTORY
CURRICULUM**



Second Edition

ZIMMER
KILLORAN

This book is more focused on preparing your students for the Global History and Geography Regents than any other book available. It is not just simply aligned to the new curriculum, it completely embodies it!!!

- A highly illustrated text that makes the content comprehensible to students who find Global History especially challenging.
 - Two chapters are devoted to presenting an easy-to-follow step-by-step approach to answering the Constructed-Response and Enduring Issues Essay questions.
 - Each *Key Idea* in the new Framework is covered in a chapter dedicated to that *Key Idea* with a thorough review of all the related *Content Specifications*.
 - A key principle of this book is the “chunking of information” — breaking down the content into small “bite-sized” pieces so it can be more easily “digested.”
-
- A *Testing Your Understanding* section in each chapter provides numerous data-based, extended-response, and enduring issues essay questions for student practice. This book helps your students do their best on the Regents by familiarizing them with its format. Every question in the book closely mirrors the format and level of difficulty found on the actual Global History and Geography Regents.
 - The book is 100% aligned to the new Grade 10 curriculum and explores all the *Key Ideas*, *Conceptual Understandings*, and *Content Specifications*. Based on recent educational research, this book organizes the curriculum into brief content sections that students can easily assimilate and comprehend.
 - The book promotes the growth of specialized global history vocabulary. Educational research has consistently shown the benefits of learning the specialized content vocabulary. A “word wall” provides contextualized information and exposes students to high-frequency words found in the content chapters and used on the Global History Regents examination.
 - A plethora of graphic organizers, maps, and other illustrations target students who are visual learners. Students will find that almost every page in this book has some illustrative item designed to help visualize the content.

LEARNING ABOUT THE GRADE 11 U.S. HISTORY CURRICULUM

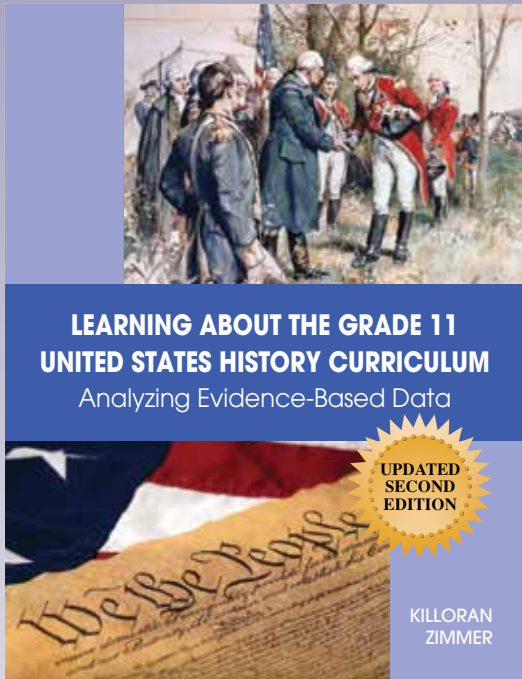
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This book provides a concise but complete survey of the new U.S. History Framework. It provides all the content information your students are required to know.

- Various educational studies have shown a student will remember 10% of what they read three days later. If the same information is presented using a visual, a student will recall 35% of what he or she saw. However, if a student sees a visual, hears the spoken word, and writes about it, a student will remember 90% of the material. As a result, this book is designed to stimulate a student's ability to recall information using a variety of different modalities.
- A concise but complete survey of the new U.S. History Framework provides all the necessary information students are required to know. A key principle of this book is never to overwhelm a student with more information than they can handle.



- Heightened learning is achieved when students can interact with the source of learning in different ways. One of the essential principles of this book is to constantly present the content information in a multitude of diverse formats.
- The book is highly illustrated, with a student-friendly text that is based on the latest educational research on how students learn and remember information.
- The book relies heavily on the “chunking” of information — a learning strategy used to reduce cognitive overload into smaller manageable units.
- Perfectly aligned questions are presented in the same format and level of difficulty that students will face when taking the actual United States History Regents examination.
- The book contains a step-by-step approach that “spoon feeds” students on how to answer all the new style questions without overburdening them with too much to learn at one time.
- As students move through each chapter, they will learn how to answer the short essay questions and the Civic Literacy Essay. The further a student delves into the book, the more often material on how to handle these questions will be repeated. Each chapter shows students a bit less, as the student becomes more responsible for handling these questions.
- The last chapter presents a complete practice Regents that mirrors the number of questions and level of difficulty the students will experience on the actual Regents.

LEARNING ABOUT THE GRADE 11 U.S. HISTORY CURRICULUM

100% ALIGNMENT TO THE NEW CURRICULUM

If the state requires that a student learn something from the Framework, it is fully explored in this book. All the required content is covered. It is perfectly aligned to the new Grade 11 Social Studies Framework. Every *Key Idea*, *Conceptual Understanding*, and *Content Specification* is fully covered. In this sample page, the opening page of each chapter highlights the *Key Idea* in a graphic organizer that also shows the *Conceptual Understandings* that are part of that *Key Idea*. In the rest of the chapter students learn about each *Content Specification* in a concise, but student-friendly manner.

CHAPTER 12

THE COLD WAR (1945–1990)


Soviet soldiers celebrate the Berlin Wall shutting off escapes to the West.


The Vietnam War became one of the most divisive conflicts in U.S. history.

In this chapter, you will learn about the rivalry that emerged between the United States and the Soviet Union following World War II. This rivalry, called the **Cold War**, lasted from 1945 to 1991. Although the Cold War began in Europe, it soon spread to Asia and other parts of the globe. The Cold War became the dominant feature of American foreign and domestic policy for the next fifty years. As the Cold War spread, it grew to include a rivalry involving nuclear arms.

After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

THE COLD WAR, 1945 TO 1990

In the period following World War II, the United States entered into an extended era of international conflict called the **Cold War**, which influenced foreign and domestic policy for more than 40 years.

American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.

A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.

238

EVERY PAGE IS VISUALLY INTERESTING

A guiding principle of this book is to present information to students in a variety of modalities to stimulate student retention and in a visually pleasing manner. Graphic organizers, maps, diagrams, and illustrations are used throughout the book to aide in student memory. Educational research has shown that students recall more information when the content is presented with an accompanying visual. The content on each page is presented in small “chunks” so as never to overwhelm students with too much information. A variety of visual formats are utilized to continuously present the content in different formats.

CHAPTER 7: The Post-Civil War Era (1865–1900) 113

**SECTION 2:
THE WOMEN'S SUFFRAGE MOVEMENT (1870–1914)**


This section focuses on the exclusion of women from the Fourteenth and Fifteenth Amendments and their attempts to achieve the vote and property rights.

THE WOMEN'S SUFFRAGE STRUGGLE

From colonial times till the mid-1800s, the United States was a patriarchal society in which men held positions of authority and control, while women were viewed as inferior. In colonial times, some people saw women as feeble-minded and incapable of learning beyond the basics. In most states, once a woman married, she was required to surrender her property and wages to her husband.

TREATMENT OF WOMEN IN THE 1800S

After the Civil War, women reformers had hoped that along with freed slaves, women would also be enfranchised. Women were quite disappointed when the Fourteenth and Fifteenth Amendments gave citizenship and the vote to freedmen, but not to women. By the late-1800s, women began to see their lack of opportunity in a male-dominated world as a serious problem which was in need of remedy.

LEGALLY: Women were denied full equality of citizenship. They lacked the right to vote, to serve on juries, and to hold public office.

SOCIALLY: Women were expected to care for their home and children. They learned little schooling. In fact, almost no colleges were willing to accept women.

HOW WOMEN WERE TREATED IN THE 1800S

Economically, once a woman married, her husband usually took control of her income and property. Women were paid less than men for the same work. Higher paying jobs were not open to women.

SUSAN B. ANTHONY'S ROLE

In 1872, Susan B. Anthony, a leading reformer, attempted to vote in a Presidential election in Rochester, claiming that she was a U.S. citizen and had a right under the Fourteenth Amendment. A judge refused to grant Anthony the right to vote. In 1874, the U.S. Supreme Court ruled that although women were citizens, they could not vote. Voting, according to their ruling, was not a “privilege” of citizenship.

In 1869, the failure to achieve the vote led Elizabeth Cady Stanton and Anthony to merge several women's groups and create the National Woman Suffrage Association.

CONTENT IS PRESENTED IN VARIOUS FORMATS

This book uses cutting-edge educational research that indicates students must be actively engaged in the learning process. Students recall more when they can interact with the content in a number of ways. The book is all about presenting the content in various formats. Repetition of the content in different modalities is the single most successful way for a student's brain to store information. Educational studies indicate that we learn better when the inputs we experience are expressed in different formats. Our brain functions best when content information comes from multiple sources, especially when the content is presented differently.

CHAPTER 6: Expansion, Nationalism, and Sectionalism (1800–1865) 95

Directions: Complete the graphic organizers below by filling in the information about the course of the Civil War.

THE COURSE OF THE CIVIL WAR

The North's Advantages over the South	The North's Strategy in Fighting the War

KEY EVENTS IN THE CIVIL WAR

Draft Riots in NYC	Emancipation Proclamation	Battle of Gettysburg

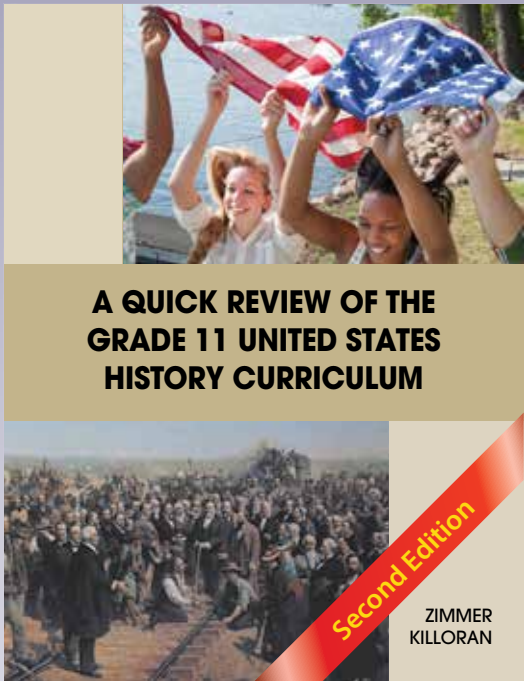
A QUICK REVIEW OF THE GRADE 11 U.S. HISTORY CURRICULUM

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A QUICK REVIEW OF THE GRADE 11 UNITED STATES HISTORY CURRICULUM

Second Edition

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This book is more focused on preparing your students for the new U.S. History and Government Regents than any other book available. It is not simply aligned to the new curriculum, it completely embodies it!!!

- Students seem to recall every word of a popular rap song. Why? Because a student's brain needs to be stimulated and actively engaged. How can you get students to recall things from your classroom lessons? Educational research has demonstrated that engaging students in the learning process increases their focus and motivates them to use higher-level critical thinking skills.
- Educational research has shown that a student's brain is a "learning machine," but it does not take orders well. You can tell it to remember important events in United States history, but on a test a week later, it is sad to learn that very little is recalled. You need

to provide your students with a variety of formats that interact with the content. For example, creating an interesting story, completing a graphic organizer, finding an Internet visual about the material, and compiling information to filling in a study card.

- Active learning requires students to participate in class, as opposed to just being passive — sitting and listening. Teachers need to vary their strategies and formats to get the student actively involved in the learning process. This is exactly the major focus of this book.
- Every *Key Idea* in the Grade 11 curriculum is explored in a separate chapter devoted to that *Key Idea*, with a variety of Regents-style questions that utilizes the latest educational research on how students learn.
- Each chapter concludes with a *Testing Your Understanding* section that provides a plethora of practice questions that mirror the format and level of difficulty students will find on the actual United States History and Government Regents.
- A complete practice Regents is included to provide additional practice in answering stimulus-based multiple-choice, Short Essays, and Civic Literacy Essay questions. Every question on this practice Regents is identified by its *Content Specification*.
- The book has been developed by nationally recognized experts in social studies education with extensive experience in test-writing and authoring almost 80 books in social studies. These authors have conducted teacher workshops throughout the nation.

A QUICK REVIEW OF THE GRADE 11 U.S. HISTORY CURRICULUM

168 A QUICK REVIEW OF THE GRADE 11 UNITED STATES HISTORY CURRICULUM

FINDING VISUAL MATERIALS

Directions: Using a visual Internet source, check out the terms below and write something about them that you found interesting:

A. **Civil Rights Movement.** _____

B. **Chicano Movement.** _____

CREATING STUDY CARDS

Directions: Photocopy each Study Card below. Then, complete the information called for on each card. On the back of each card, draw a simple image that depicts the central idea.

THE WOMEN'S LIBERATION MOVEMENT	ROLE OF THE SUPREME COURT
- Describe the reasons for the Women's Liberation Movement. - What were some of the achievements of the movement? - What role did <i>Roe v. Wade</i> and Title IX play in the movement?	- Describe the Supreme Court decision involving those accused of a crime: <i>Mapp v. Ohio</i> (1961) <i>Gideon v. Wainwright</i> (1963) <i>Miranda v. Arizona</i> (1966) - Describe the U.S. Supreme Court decision of each case involving student rights: <i>Engel v. Vitale</i> (1962) <i>Tinker v. Des Moines</i> (1969)

TELLING A STORY

Directions: Select *two* of the topics below and create a short story based on that topic.

Pretend you are Jackie Robinson and are writing your mother after just signing with the Brooklyn Dodgers. What would you write to calm her fears about the dangers of breaking the "color line"?

Imagine you are Rosa Parks and have been asked to speak to members in your church. What would you tell them about why you refused to give up your seat on the bus?

Pretend you are a reporter for a local NYC newspaper. You have been sent to cover the Stonewall Inn Riots. What would you write in your article about what took place that June day in 1969?

UNKNOWN TO HISTORY

- Educational research has consistently shown that a student's brain is a learning machine, but it does not take orders well! You can tell it to remember key events in U.S. history, but on a test only a week later you learn that very little is recalled.
- Oftentimes a student's brain shuts out what you have to say. The brain needs to be challenged, stimulated, and actively engaged in what it is required to remember.
- You can accomplish this by engaging students in the learning process. This will increase their attention span, motivate them to use their higher-level critical thinking skills, while promoting a meaningful learning experience.
- Active learning requires teachers to vary strategies and formats to get students actively involved in the learning process. This is achieved by providing students with a variety of formats that interact with the content. Throughout this book, students are asked to interact with the content with different formats.

For example, on this page, students visualize material found on the Internet, complete Study Cards, and create a story about a topic covered in the chapter.

- This book has been developed by nationally recognized experts in social studies education with extensive experience in test-writing and authoring over 85 books in social studies.
- Your students will be taking the United States History Regents during grade 11 or 12. They will face challenges when answering Regents-style questions. Familiarity with the test format has been shown to lead to improved student performance.
- The book's *Testing Your Understanding* Sections provide a plethora of multiple-choice, Constructed-Response, and Enduring Issues Essay questions in the same style and format they'll answer on the Regents.

CHAPTER 12: Social and Economic Change/Domestic Issues (1945–Present) 171

You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense.

— www.mccaffed.com

11. The requirements included in this passage are part of the Supreme Court's effort to protect the rights of
1. individuals accused of crimes
 2. defendants from double jeopardy
 3. students from unreasonable searches
 4. criminals from cruel punishment
12. This passage came about as a result of which U.S. Supreme Court decision?
1. *Mapp v. Ohio* (1961)
 2. *Gideon v. Wainwright* (1963)
 3. *Miranda v. Arizona* (1966)
 4. *Tinker v. Des Moines* (1969)

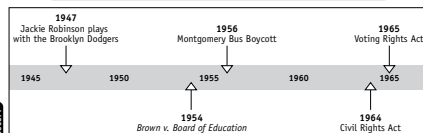
Separation of the races does not place a badge of inferiority upon one group over another, thus it is not a violation of the Fourteenth Amendment.

— 1906

To separate [children in school] from others of similar age and qualification solely because of their race generates a feeling of inferiority as to their status that may affect their hearts and minds in a way unlikely ever to be undone.

— 1954

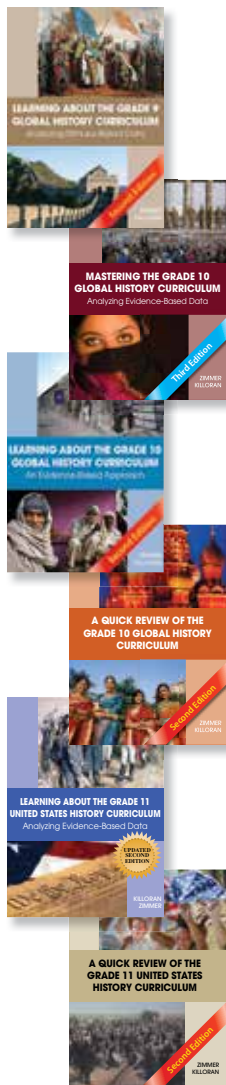
13. The above quotations are from two U.S. Supreme Court decisions. The difference in opinions between these two court rulings best shows
1. a change has occurred in judicial philosophy and public attitudes
 2. the persistent efforts of the major political parties to increase equal opportunity
 3. a recognition that democracy depends on economic equality for all citizens
 4. the refusal of the Supreme Court to deal with controversial issues



14. Which statement most correctly summarizes the main idea of events in the timeline?
1. People must obey rulings handed down by the U.S. Supreme Court
 2. The struggle for civil rights by African Americans has been an ongoing battle.
 3. Violence by African Americans brings faster results than peaceful protests.
 4. The best policy for African Americans to attain their goals is civil disobedience.

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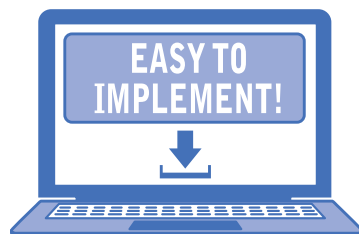
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