

Another way to differentiate instruction is to use learning contracts with students. “Learning contracts can blend skill- and content-based learning matched to student’s need [and] allows students to work at appropriate pace” (Tomlinson, 2005, p. 106). At the beginning of a unit on World War II, I will present students with the list of terms/people/events that need to be known, the essential questions that need to be answered, and skills that need to be demonstrated. I will also provide students with a list of possible methods of learning/practicing these pieces, with the option for a student-driven idea. I will then have students design their own learning contracts, specifying how they will learn which piece of information and when.

Below is the learning contract:

U.S. History: World War II Learning Contract

Essential questions to answer:

- What unresolved issues from WWI led to the outbreak of WWII?
- What were the innovations that affected the outcome of the war?
- How did events of the conflict alter the political, cultural, and economic landscape of America?

Terms/Events/People to know:

Adolf Hitler	Benito Mussolini	Emperor Hirohito
Winston Churchill	Fascism	Joseph Stalin
Third Reich	Lend-Lease Act	Neutrality Acts
Pearl Harbor	Atomic bomb	Battle of Britain
Battle of the Bulge	Blitzkrieg	D-Day (Operation Overlord)
Douglas MacArthur	Holocaust	Iwo Jima
J. Robert Oppenheimer	Manhattan Project	Midway
Nuremberg Trials	V-E Day, V-J Day	

Skills to demonstrate:

I can analyze how the unresolved issues from WWI led to the outbreak of WWII.

I can identify innovations and evaluate their significance on the military turning points, and the eventual outcomes of the war.

I can analyze how the events of the conflict altered the political, social, economic, and cultural landscape of America.

I can assess the changing role of US foreign policy from isolationist to interventionist.

Possible learning/practicing methods:

KWL chart	Graphic Organizers	Timeline
Create a Newspaper	Using Maps	Foldables
Create an Outline		

Below is a detailed calendar of WHICH products I will be working on, WHEN I will be working on these products, and what PIECES OF INFORMATION/SKILLS will be practiced and mastered by creating these products:

[Insert appropriate schedule/calendar]

I _____ certify that I promise to uphold and meet these deadlines as they are set.

Student signature

Date

Teacher signature

Date

Reference

Tomlinson, C. (2005). *How to differentiate instruction in mixed-ability classrooms*. (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.