

HMH SOCIAL STUDIES

FOUNDATIONAL RESEARCH BASE

2018

American History



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Introduction

With its *HMH Social Studies* series, **Houghton Mifflin Harcourt** continues to lead the way and build upon the strength of previous editions of its programs to create even stronger learning opportunities for students. The new series represents an evolution that more fully supports principles of 21st-century instruction through increased technology and engagement in critical thinking. In addition, the series meets the increasing demands of new standards, responds to new understandings of how students learn, and incorporates effective teaching practices that advance student learning.

The purpose of this report is to clearly and explicitly provide a research base for the core programs within *HMH Social Studies* © 2018 and help readers better understand how the design and features of the series build upon the research. The series incorporates what we know about teaching and learning in the social studies and specifically addresses skills related to historical thinking, reading and writing in the program areas, and the needs of diverse learners in our schools.

This report is organized around key strands that provide a foundation for the series and make clear the connections between various elements included in each program and effective, research-based practices in social studies. These five strands are:

- Technology for Teaching and Learning;
- Literacy and Learning in Social Studies;
- Effective Instructional Approaches;
- Meeting the Needs of All Learners; and
- Assessment.

Throughout the report, the following sections are used within each strand to help readers orient themselves to the research and draw connections to program elements in *HMH Social Studies*:

- **Defining the Strand.** This section summarizes the terminology and provides an overview of the research related to the strand.
- **Research that Guided the Development of *HMH Social Studies*.** This section identifies subtopics within each strand and provides excerpts from and summaries of relevant research on each subtopic.
- **From Research to Practice.** This section explains how research findings are exemplified in *HMH Social Studies*—including print and online components and features.

A reference list of works cited is provided at the end of this document.

Overview

Description of the Series

Programs in the ***HMH Social Studies*** series are designed to develop student understanding of our world, its history, and factors that influence our past, present, and future. The series includes middle grades programs in United States History, World Civilizations, and World Geography; and high school programs in World History, American History, Economics, Psychology, Civics, Government, and Sociology.

Each program is built around modules driven by Essential Questions and lessons based on Big Ideas. Through modules that explore significant events, time periods, or major developments, students engage with multimedia texts, develop their reading comprehension, and use writing as a tool to build critical thinking skills. Each module also includes opportunities to focus in on important themes (e.g., geography and science and technology), reading skills and strategies for comprehending informational texts (e.g., asking questions to understand), and social studies skills (e.g., comparing maps).

HMH Social Studies (available in print and online editions) includes interactive charts, graphs, and maps; document-based investigations; and assessments and performance tasks that build historical thinking and help teachers meet the needs of the diverse students in their classrooms.

Alignment to NCSS Standards and C3 Framework

The ***HMH Social Studies*** series is aligned to content and domain-specific standards produced by the National Council on Social Studies and, where applicable, state standards for social studies. The design of the new series and its programs is also heavily influenced by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework was developed around an Inquiry Arc and “emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world” (NCSS, 2013a, p. 6).

The ***HMH Social Studies*** series supports engagement with content that is grounded in inquiry and helps students develop the skills emphasized in the C3 Framework, such as “the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences;

separate evidence-based claims from parochial opinions; and communicate and act upon what they learn” (NCSS, 2013a, p. 6).

By using ***HMH Social Studies*** programs in their schools, educators can be assured that they are engaging in the complex task of preparing students for college, career, and civic life as laid out by leading experts in the field and the National Council on Social Studies. For more information about alignment between the series and the C3 Framework visit <http://www.hmhco.com/shop/education-curriculum/social-studies/hmh-social-studies#why-c3-framework>.

Strand 1: Technology for Teaching and Learning

Technological change has proven one of the few constants of the early 21st century, providing social studies educators with the challenge and opportunity of preparing digital citizens in a global setting. This requires rethinking the type of social studies learning necessary in the 21st century.

- National Council for the Social Studies, 2013b, IV-1

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new.

- National Governors Association and Council of Chief State School Officers, 2010, p. 4

Defining the Strand

A significant body of research has demonstrated that technology, including the use of computers specifically, has the potential to increase student achievement (Britt & Aglinskis, 2002; Cheung & Slavin, 2012a, 2012b; Goldberg, Russell, & Cook, 2003; Means, Toyama, Murphy, Bakia, & Jones, 2010; North Central Regional Educational Laboratory, 2003; Waxman, Lin, & Michko, 2003; Tamim, Bernard, Borokhosvski, Abrami, & Schmid, 2011; Teh & Fraser, 1994). Student engagement in social studies classrooms in particular has also been shown to increase when various forms of technology are employed (Akkerman, Admiraal & Huizenga 2009; Ioannou, Brown, Hannafin, & Boyer, 2009; Kaya, 2011).

Twenty-first century instruction must include effective uses of technology that engage today's young people—the “digital natives” who have grown up with a previously unprecedented ubiquity of technology in their lives (Prensky, 2001)—and embrace the ever-expanding nature of literacy, communication, and information access in a world that is increasingly global and online (International Reading Association, 2009; Rhodes & Robnolt, 2009). As Darling-Hammond writes, “the new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not yet been invented” (2010a, p. 2).

As NCSS’s position statement on technology indicates, “Social studies’ integrative nature, its exploration of the human experience across time and place, and its commitment to readying youth for life in a democratic society within a global context means the field is well suited to enabling youth to learn with and about technology for several reasons” (2013b). Teachers committed to this type of exploration will benefit from the specific components in ***HMH Social Studies*** programs that acknowledge the globalization of our society and build upon effective uses of technology in education.

Research that Guided the Development of ***HMH Social Studies***

Multimedia Learning

There is “clear and consistent evidence that multimedia works—that is, it is better to present a multimedia explanation using both words and pictures than using words alone” (Mayer, 2009, p. 274). Technology in the classroom must include opportunities for learning and engaging with content in multiple modes. The combination of multimedia, online learning, and strong classroom pedagogy creates highly effective learning conditions (Means, Toyama, Murphy, Bakia, & Jones, 2009). In addition, results of standardized assessments indicate that students who engage in computer use more frequently perform at higher levels. Students who more frequently used computers to conduct research and produce written assignments in their social studies classes performed at higher levels on the NAEP U.S. History Assessment (National Center for Education Statistics, 2002).

The preparation of students for college, career, and civic life must include the use of technology and must address the changing nature of information and literacy in an increasingly digital world. Educators must help students build effective practices and skills related to technology so that they become increasingly sophisticated consumers of information in its various forms. Because we live “in a technology and media-driven environment, marked by access to an abundance of information” (Partnership for 21st Century Skills, 2009, online), the ***HMH Social Studies*** series provides significant, varied opportunities for the incorporation of technology and the presentation of multimedia content.

Students respond positively to content that goes beyond face-to-face interaction and the written words in a textbook because it allows for more flexibility and opportunities to

revisit material and engage with it through different means (Rosenbaum, 2012). Multimedia presentation of information, technology use, and web-based learning have been shown to increase engagement and academic outcomes (Taylor & Parsons, 2011; Chen, Lambert, & Guidry, 2010). Using games for learning has also shown potential for increasing student engagement and producing greater learning outcomes (Garris, Ahlers, & Driskell, 2002; Gee, 2009; Prensky, 2006). This increased engagement is attributable to the interactive nature of multimedia environments and scaffolds that are embedded there (Reinking, 2001).

Computer-Based Teaching and Blended Learning

While technology has the power to increase student engagement by building on some of “the most powerful forces in young people’s lives today” (Rideout, Foehr, & Roberts, 2010, p. 1), we know that technology is only powerful as an educational tool when it is used purposefully and intentionally (Mayer, 2005, 2009, 2013). Through computer-based assessments, interactive online graphs and charts, digital graphic organizers for notetaking, and lesson plans that support print, online, and hybrid pathways, the ***HMH Social Studies*** series strategically uses computers and opportunities for blended learning (the combination of classroom teaching and digital learning opportunities) to support student achievement and give educators the tools they need to create data- and student-driven instruction. Opportunities to work online allow for flexibility and allow teachers to customize instruction and engage in flipped instruction, where the delivery of content and direct instruction occur outside of class time and in-class time is spent on higher levels of learning (Newman, Kim, Lee, Brown, & Huston, 2016).

The use of computers during writing exercises and instruction aids students in becoming “not only more engaged and motivated in their writing” but also more likely to “produce written work that is of greater length and higher quality” (Goldberg, Russell, & Cook, 2003, abstract). The use of computers in classroom instruction more generally has been shown benefit lower performing students (Cheung & Slavin, 2012a, 2012b; Means, Toyama, Murphy, Bakia, & Jones, 2010), English learners (Lopez, 2010), and advanced learners.

Blended learning is not only viewed positively by students (Uğur, Akkoyunlu, & Kurbanoglu, 2011) but also leads to more active, personalized, and reflective learning (Imbriale, 2013; Tucker, 2012; Public Impact, 2013; Cooner, 2010). Most importantly, “blended learning that combines digital instruction with live, accountable teachers holds unique promise to improve student outcomes dramatically” (Public Impact, 2013, p. 1).

The use of computers for reading, annotating text, taking notes, and organizing information is also of significant importance given the new forms of assessment that are now prominent in middle and high schools. Many tests require students to interact with

various forms of media and respond via computer. Because some tests require students to use technology, it is essential that teachers and students use online tools and assessments throughout the year, not just on standardized tests.

From Research to Practice

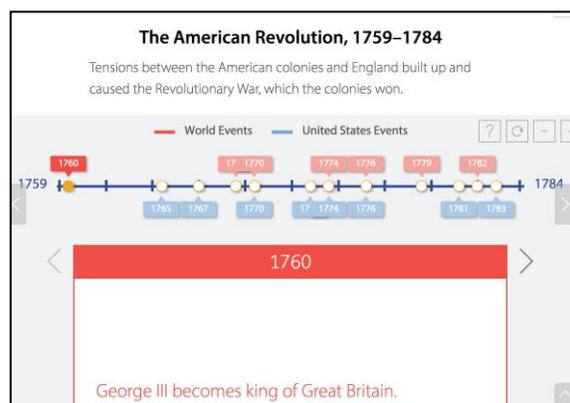
Multimedia Learning in HMH Social Studies

In **HMH Social Studies** © 2018, dynamic multimedia learning is abundant.

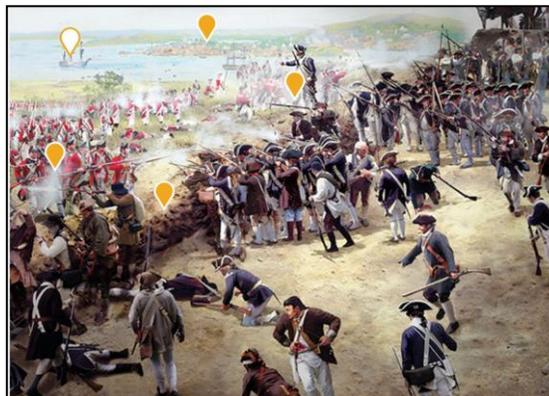
In keeping with research on the amount and type of multimedia presentation that is beneficial to students, the print edition of these programs has been carefully structured to both take into account the cognitive demands of multimedia text and maximize its positive impacts on learning.

Multimedia learning opportunities in **HMH Social Studies** core programs are designed to enhance student understanding of history and geography. Each program’s emphasis on multimedia texts increases student engagement, motivation, and learning because “meaningful learning outcomes occur as a result of the learner’s [cognitive] activity during learning” (Mayer, 2009, p. 21).

Specific components of the online version of **HMH Social Studies** that support multimedia learning include interactive timelines, graphics, charts, and maps.

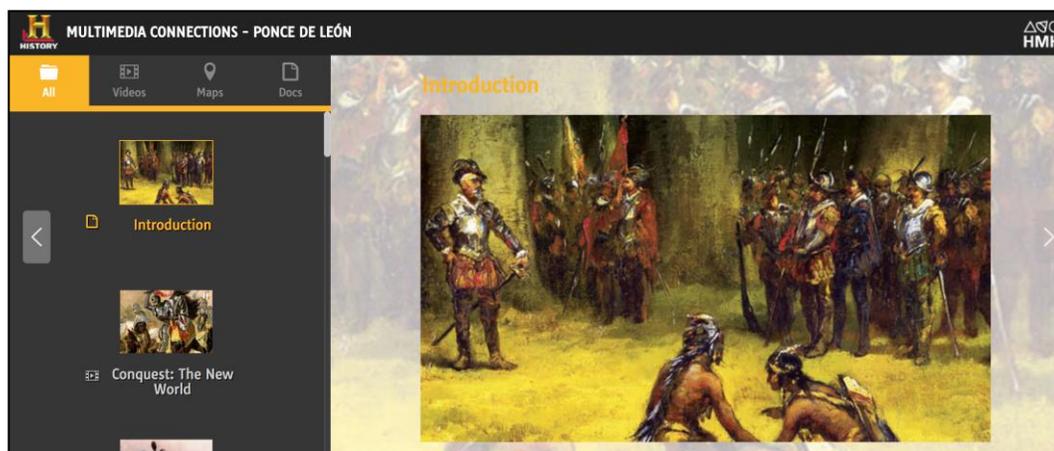


Causes	Effects
<ul style="list-style-type: none"> • 1765—Britain passed the Stamp Act, requiring colonists to purchase special stamps to prove payment of tax. • 1767—With the Townshend Acts, Britain taxed certain colonial imports and stationed troops at major colonial ports to protect customs officers. • 1770—British troops stationed in Boston were taunted by an angry mob. The troops fired into the crowd, killing five colonists. • 1773—Britain passed the Tea Act, which gave the East India Company special concessions in the colonial tea business and shut out colonial tea merchants. • 1774—King George III tightened control over Massachusetts by closing Boston Harbor and quartering troops with the Intolerable Acts. 	<ul style="list-style-type: none"> • After the act colonists harassed stamp distributors, boycotted British goods, and wrote a Declaration of Rights and Grievances. • Colonists protested the Townshend Acts over "taxation without representation" and organized a new boycott of imported goods. • Colonial agitators labeled the conflict with troops in Boston a "massacre" and published a dramatic engraving depicting the violence. • Protesting the Tea Act, a group of colonists in Boston rebelled, dumping 18,000 pounds of East India Company tea into Boston Harbor. • In response to increased royal control, colonial leaders formed the First Continental Congress and drew up a declaration of colonial rights.



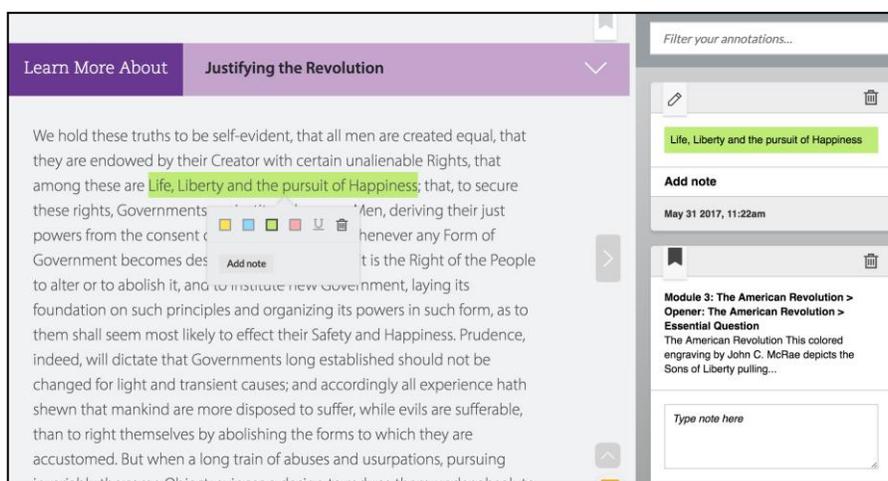
British Attack From their positions in Boston, British lookouts spotted the colonial army fortifying the hills. Alarmed, British leaders decided to attack. General William Howe crossed the bay with 2,200 British soldiers.

The **HMH Social Studies** series continues its partnership with HISTORY® online, making additional multimedia content, particularly via video format, available to teachers and students. HISTORY® provides award-winning, original content that is informative and engaging. This content draws connections between the people, places, and events that students are learning about and the HISTORY® viewers. The partnership with HISTORY® strengthens the multimedia features of **HMH Social Studies** and brings various components of each program to life. The online edition of the program links these videos to relevant textual descriptions and includes opportunities for students to take notes as they watch.



Computer-Based Teaching and Blended Learning in HMH Social Studies

The opportunities for students to engage with technology through **HMH Social Studies** provide multiple benefits. These offer means to increase students' skills in using technology, learning more about the content through its use, assessing their own learning, conducting research, and responding in a variety of formats. Throughout each program, students can engage and interact with content in dynamic ways, as well as build and demonstrate their understanding through multiple forms of performance and assessment.



The screenshot shows a digital document titled "Justifying the Revolution" under the "Learn More About" tab. The text of the document is partially highlighted in green, with the phrase "Life, Liberty and the pursuit of Happiness" visible. To the right of the document is a sidebar for annotations. At the top of the sidebar is a search bar labeled "Filter your annotations...". Below it is a list of notes, with one note titled "Life, Liberty and the pursuit of Happiness" highlighted in green. Below the list is an "Add note" section with a date and time stamp: "May 31 2017, 11:22am". At the bottom of the sidebar is a section for "Module 3: The American Revolution > Opener: The American Revolution > Essential Question" with a description of a colored engraving by John C. McRae depicting the Sons of Liberty pulling a banner.



The screenshot shows a digital document titled "Quebec Act" under the "Learn More About" tab. The text of the document is as follows:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

Below the text is a table with four columns: "Key Ideas and Documents", "Key Patriots", "Key British/Loyalists", and "Key Events". The "Quebec Act" is listed in the "Key Ideas and Documents" column.

Key Ideas and Documents	Key Patriots	Key British/Loyalists	Key Events
Quebec Act			



An Era of Social Change

This photograph, taken in 1969, shows hippies in El Rito, New Mexico, participating in a Fourth of July parade.

Essential Question

How are significant and lasting social changes created?

In this module you will learn about how the Kennedy and Johnson administrations pushed for social reforms from within the

Graphic organizers and online texts (like those above) allow students to synthesize, annotate, and highlight as they read. Ongoing opportunities for assessment in the online edition foster continuous reflection and improvement. Assessment opportunities provide built-in scaffolds to support student understanding. They lead to opportunities for review and enrichment. Extended writing and performance tasks can also be completed online.

Correct! Next

Why did Richard Nixon agree to take part in televised debates during the election of 1960?

- He hoped to expose his opponent's perceived national political inexperience.
- He was well prepared after receiving coaching from television producers.
- He knew his on-screen charisma would make up for his inexperience.
- He was an unknown candidate and he wanted to gain exposure.

Reading Check

Voters would begin making decisions based on a candidate's perceived image rather than on his or her stand on the issues.

Analyze Effects What effect do you think the televised debate had on American politics?

People watching became very fond of JFK

Integrated skill support is available to assist students in working with and understanding interactive graphs, charts, maps, and other tools.

Strand 2: Learning and Literacy in Social Studies

Texts are not lifeless strings of facts, but the keys to unlocking the character of human beings, people with likes and dislikes, biases and foibles, airs and convictions. . . . Skilled readers of history enter into the text to ‘participate actively in the fabrication of meaning’. . . they ‘write’ texts while reading them.

- Wineburg, 1991, p. 503

Many social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students are learning that history is open to interpretation. Students are being taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, questioning earlier conclusions drawn from them.

- Ogle, Klemp, & McBride, 2007, p. 9

Historical questions, then, demand that students search out relevant accounts; identify what types of accounts they are; attribute them to authors; assess the authors’ perspectives, language, motives, and agendas; and judge the reliability of those texts for addressing the questions posed.

- National Council for the Social Studies, 2013a, p. 87

Defining the Strand

By studying the reading practices and approaches of disciplinary experts, researchers have demonstrated the importance of understanding and applying disciplinary literacy practices in secondary classrooms (Shanahan, Shanahan, & Misischia, 2011; Wineburg, 1991). Successful teaching in the social studies classroom demands a careful and intentional focus on the skills of reading comprehension and writing, especially as they relate to nonfiction text and argument writing. To read like a historian, we must teach students a specific set of skills and strategies, indeed a whole way of thinking about text, that is specific to the disciplines of social studies and to the study of history (Lee, 2005; Wineburg, 2001; VanSledright, 2011). As Wineburg (1991) argues, “teach students to ask a short story one set of questions and their history book a different set” (p. 518).

In social studies classes, effectively reading complex informational text is necessary for students to master content-specific knowledge and skills. In addition, students must develop the skills necessary to produce and communicate strong arguments based on close reading of sources and grounded in textual evidence (De La Paz, Ferretti, Wissinger, Yee, & MacArthur, 2012). A strong approach to reading and writing instruction in the discipline also better prepares students to engage in increasingly advanced conversation and critical thinking about significant issues in social studies (Wilcox, 2014).

As students progress through school, enter college, begin careers, and engage in civic life, they will need to read informational texts, comprehend them, question them, and respond to them using the skills of historical thinking. As Duke (2004) points out, “We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace, and society depends on our ability to comprehend this material” (p. 40). The importance of this type of engagement with text is reflected not only in the C3 Framework, but also on many assessments, such as the National Assessment for Educational Progress (NAEP), that require students to comprehend and analyze significant amounts of informational text.

Research that Guided the Development of *HMH*

Social Studies

Informational Text, Close Reading, and Document-Based Instruction

HMH Social Studies was designed to develop students’ skills in reading and comprehending complex informational texts in the social studies classroom. The series exposes students to an array of primary sources and focuses on the skills of critical thinking, analyzing documents and situations from multiple perspectives, and approaching the study of history through an inquiry lens.

Reading carefully and closely in social studies requires students to examine multiple perspectives and understand the subtext present in any account (Wineburg, 1991). “When students identify and reconcile multiple perspectives, they can begin to see history as an interpretive enterprise based on the deliberation of varying accounts of the past” (Monte-Sano & De La Paz, 2012, p. 290). In history, the “comprehension of text

reaches beyond words and phrases to embrace intention, motive, purpose, and plan” (Wineburg, 2001, p. 67).

This understanding of reading in social studies requires teachers to intentionally use primary documents and multiple accounts of events. Students who read well are then able to build arguments based on evidence from the text. As Barton (1997) argues, “the use of evidence to reach supportable conclusions is one of the most important objectives of the social studies—or, indeed, of most disciplines” (p. 407).

In their seminal work, Adler and Van Doren (1972) remind us that we read history “not only to learn what really happened at a particular time and place in the past, but also to learn the way men [sic] act in all times and places, especially now” (p. 241). Cultivating the kind of reading that promotes critical thinking and deeper historical understanding is difficult work. Students can be taught to be more critical consumers of primary source documents (Barton, 1997), and this type of instruction helps them develop more advanced literacy skills that can be applied in the history class and beyond (Monte-Sano, 2011).

Close reading approaches and comprehension strategies instruction have been shown to be effective in content area classrooms. Close reading approaches focus on the details in the text (Coleman & Pimentel, 2012) and can promote comprehension of more complex text (Fisher & Frey, 2012) and deeper understanding of important ideas in the text (McKeown, Beck, & Blake, 2009). Specifically, students need to

- cite specific textual evidence;
- analyze primary and secondary sources;
- determine central ideas of texts;
- provide accurate summaries of texts;
- evaluate causes and effects for actions and events;
- evaluate authors’ differing points of view and premises, claims, and evidence; and
- integrate multiple sources of information.

As the C3 Framework suggests, “[Students] need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions” (NCSS, 2013a, p. 89).

An extensive body of research also demonstrates the effectiveness of using comprehension strategies in approaching informational text (see Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; Duke, 2004; Hollingsworth & Woodward, 1993; National Institute for Literacy, 2007; National Institute of Child Health and Human Development, 2000; Nokes & Dole, 2004; Snow, 2002; Underwood & Pearson, 2004). As the National Institute for Literacy (2007) argues, “good readers are strategic readers”

(p. 19). Strategy instruction that includes explicit teaching, modeling of strategy use, cooperative learning, and opportunities for independent practice and application helps students develop deeper comprehension (Baumann, 1984; Bereiter & Bird, 1985; Rosenshine, Meister, & Chapman, 1996), particularly benefits struggling readers (Allington, 2001; Nelson & Manset-Williamson, 2006), and increases motivation (Schunk, Pintrich, & Meece, 2008).

Monte-Sano (2011) has found that students who engage extensively with primary source documents and are taught to synthesize information gleaned through these accounts are better able to develop historical understanding and improve their literacy skills. Blake (1981) argues specifically that document-based instruction gives students “a clearer view of life in the past” (p. 547), and Kobrin (2001) found that this type of instruction increased student motivation in history classes.

Anderson, Day, Michie, and Rollanson (2006) outline several key elements of effective document-based instruction, including

- primary source documents;
- the subtexts of primary sources (intended audience, author’s viewpoint, etc.);
- active questioning;
- history content;
- synthesizing sources; and
- citing sources.

Vocabulary Acquisition

Vocabulary instruction is an essential component of building reading comprehension and content knowledge in history and social studies classrooms. Developing stronger vocabulary, and pre-teaching words and concepts in particular, can increase student comprehension of specific texts and content more broadly (International Reading Association, 2006; Wixson, 1986).

Direct and indirect instruction (Baumann & Kame’enui, 1991; Graves, 2006; Nagy, 1988; NICHD, 2000; Stahl, 1986), multiple exposure to words (Baumann & Kame’enui, 1991; Beck, McKeown, & Kucan, 2002, 2008; Blachowicz & Fisher, 2000; Fisher, Blachowicz, & Watts-Taffe, 2011; Graves, 2006; Kolich, 1988; NICHD, 2000; Stahl, 1986; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006), and opportunities to engage with words in context are all essential components of effective vocabulary instruction (Beck, McKeown, & Kucan, 2002). Durkin (2003) argues that effective vocabulary instruction “(1) relates what students know to the word receiving attention; (2) shows the relationship of the word targeted for instruction to other words; (3) provides

opportunities for students to use the word they are learning in thoughtful ways” (p. 268). Given the terms, names, and concepts often unfamiliar to students in social studies classrooms, instruction in morphology (i.e., word parts such as roots, prefixes, and suffixes) also benefits students’ vocabulary development (Aronoff, 1994; Bowers & Kirby, 2010; Kieffer & Lesaux, 2007; Nunes & Bryant, 2006; Templeton, 1989, 2004, 2012; National Institute for Literacy, 2007).

“Given the importance of academic background knowledge and the fact that vocabulary is such an essential part of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms” (Marzano & Pickering, 2005, p. 3). The value and importance of vocabulary instruction in the social studies cannot be understated. This value is especially significant for students from socioeconomically disadvantaged backgrounds (Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995; Snow, Burns, & Griffin, 1998) and English learners (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

Attention to vocabulary development in ***HMH Social Studies*** honors the fundamental principle that “words are tools; academic words are tools for communicating and thinking about disciplinary content” (Nagy & Townsend, 2012, p. 105).

Graphic Organizers and Visual Representations

Visual supports are an effective means of increasing comprehension and improving learning outcomes for students (Jukes, McCain, & Crockett, 2012; Marzano, 2003; Mayer, 2009). In fact, Marzano (2003) has identified nonlinguistic representations as one of the nine most effective instructional strategies available to teachers.

Visuals have always played a central role in the social studies curriculum through the use of images, timelines, maps, and charts. These visuals provide a scaffold to support student sense-making of content area knowledge (Clarke, 1991; National Institute for Literacy, 2006; Carnine, Caros, Crawford, Hollenbeck, & Harniss, 1996).

Visual representations and graphic organizers help readers to develop and understand relationships between concepts and ideas within the discipline (National Institute for Literacy, 2007). Students also need to be given opportunities to create such connections and to organize ideas in visual formats, as this helps them to write and respond to their learning in a more organized fashion (National Institute for Literacy, 2006). Better recall is also supported by the use of graphic organizers (Pearson & Fielding, 1991; NICHD, 2000; Snow, 2002). Graphic organizers build students’ critical

and historical thinking skills (Stahl & Shanahan, 2004) by helping them focus on text structures and the relationships between key concepts (Robinson & Kiewra, 1995).

Writing to Learn

One compelling reason that we write, and expect students to write, is to aid deeper understanding of what we read and hear, to process and make sense of new information. “The writing process itself is a key factor in facilitating students’ reasoning, conceptual change, and content area learning” (Monte-Sano & De La Paz, 2012, p. 293). Teachers should, as much as possible, “have students write about the texts they read” (Graham & Hebert, 2010). Writing after reading has been shown to be of significant benefit to students: “Writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction” (Graham & Hebert, 2010, p. 22).

Research support for the use of writing to build comprehension is abundant and has been shown to be an effective practice within content area instruction. “Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they respond to a text in writing . . . , write summaries of a text, write notes about a text, [and] answer questions about a text in writing or create and answer written questions about a text” (Graham & Hebert, 2010, p. 5).

The fundamental connection between reading and writing has long been established in the research literature (Dahl & Farnan, 1998; Pearson & Tierney, 1984; Ruddell, 2002; Shanahan, 1990, 2006; Tierney & Shanahan, 1991). Reading and writing are mutually supportive processes (Calkins, 1994; Sulzby & Teale, 1991; Lewin, 1992). In their widely circulated report *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, Graham and Perin (2007) identified writing for content learning as one of the 11 most effective research-based strategies, arguing that it is effective for students across content areas. In a review of numerous quantitative and qualitative studies, Graham, Harris, and Santangelo (2015) found instructional practices such as strategy instruction, goal setting, and a process-based approach effective methods for teaching writing.

Quite simply, writing is an essential component of the social studies classroom and, therefore, of the ***HMH Social Studies*** series.

From Research to Practice

Informational Text, Close Reading, and Document-Based Instruction in HMH Social Studies

HMH Social Studies has students engage in close reading of primary and secondary sources and develops students’ skills for comprehending content area text. Modules within the series’ programs include specific instruction related to reading strategies that support understanding of the text, such as Asking Questions to Understand.

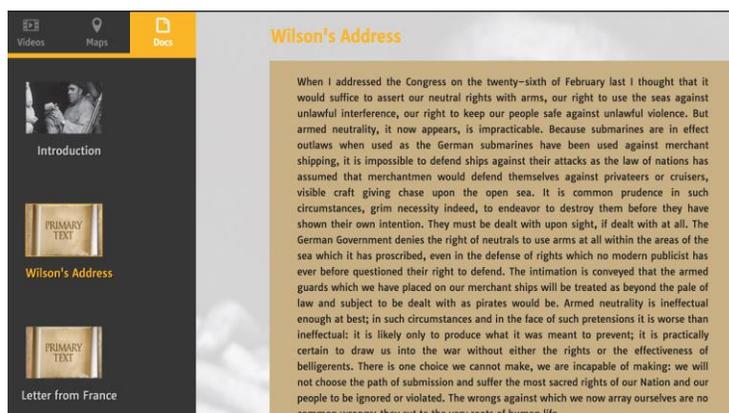
Reading Check

Check

Make Inferences What did rock ‘n’ roll symbolize for American youth?

Other reading skills—and specifically reading skills for history—are addressed throughout **HMH Social Studies**.

Throughout modules in each program within the series, a variety of primary historical sources are presented in conjunction with secondary analysis, other representations, and questions for analysis.

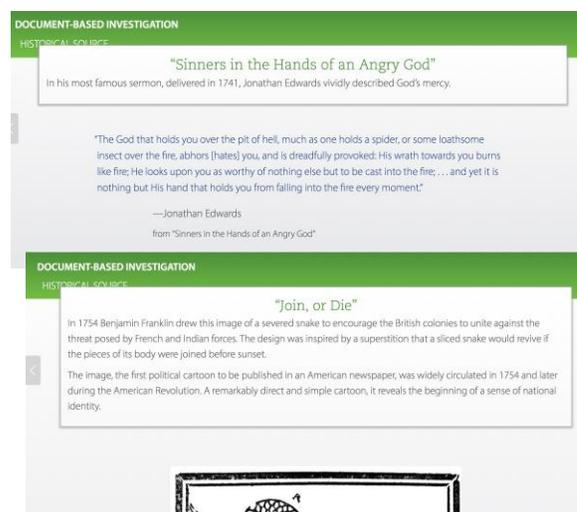
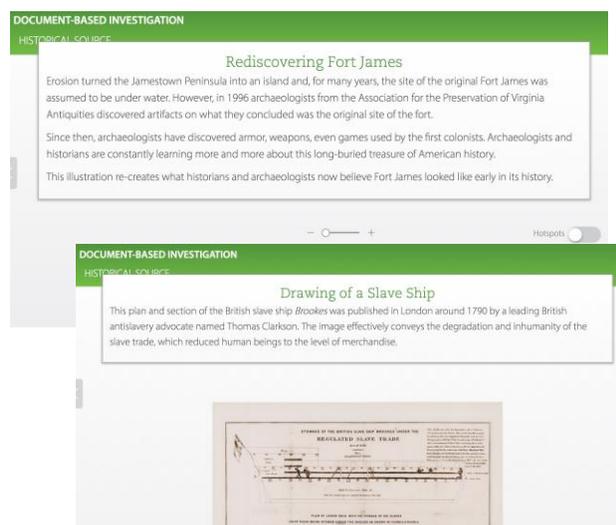


The screenshot shows a digital reading application interface. On the left is a dark sidebar with a navigation menu containing three items: 'Introduction' with a small image, 'Wilson's Address' with a 'PRIMARY TEXT' icon, and 'Letter from France' with another 'PRIMARY TEXT' icon. The main content area on the right is titled 'Wilson's Address' and contains a block of text starting with 'When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea. It is common prudence in such circumstances, grim necessity indeed, to endeavor to destroy them before they have shown their own intention. They must be dealt with upon sight, if dealt with at all. The German Government denies the right of neutrals to use arms at all within the areas of the sea which it has proscribed, even in the defense of rights which no modern publicist has ever before questioned their right to defend. The intimation is conveyed that the armed guards which we have placed on our merchant ships will be treated as beyond the pale of law and subject to be dealt with as pirates would be. Armed neutrality is ineffectual enough at best; in such circumstances and in the face of such pretensions it is worse than ineffectual: it is likely only to produce what it was meant to prevent; it is practically certain to draw us into the war without either the rights or the effectiveness of belligerents. There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our Nation and our people to be ignored or violated. The wrongs against which we now array ourselves are no common wrongs; they cut to the very roots of human life.'

As students engage with written texts, **Reading Checks** are designed to keep them focused on **Big Ideas** and **Main Ideas** that comprise each lesson. These questions ask students to

- draw conclusions;
- summarize;
- generalize;
- identify points of view;
- draw inferences;
- analyze;
- sequence; and
- find main ideas.

Primary sources throughout **HMH Social Studies** are included to help students understand history more deeply and analyze events more critically. These skills are developed through a series of Document-Based Investigations.



These investigations require students to analyze a variety of primary sources (including photographs, political cartoons, written text, audio, and video) and engage in written analysis of their understanding based on these multiple texts and perspectives.

In addition, the **HMH Social Studies** series ancillaries further support document-based instruction. Program ancillaries reinforce and extend the content of the **Student Edition**, inviting students to analyze information from a document-based perspective to create a richer understanding.

- The program’s partnership with HISTORY® gives teachers and students the opportunity to access chapter-level videos and unit-level multimedia connections, which cover key concepts through video, primary source documents, and engaging lessons.
- The Skillbuilder Handbook gathers tutorials on key social studies skills in one handbook for easy reference.
- The Geography and Map Skills Handbook provides a set of key geography and map skills tutorials.
- The Reading Like a Historian Handbook offers instruction on how to tackle historical sources in the manner of a trained historian to help students build their questioning and analysis skills.
- Additional reference resources are offered, such as Supreme Court Decisions summaries, a catalog of U.S. Presidents, and a collection of Historic Documents.

The program’s **Guided Reading Workbook** is designed to help students develop better skills in comprehension. A bilingual version of the Guided Reading Workbook is available for students learning English. Within the **Guided Reading Workbook** students can

- take notes while reading adapted-level summaries;
- practice skills with an activity; and
- assess their understanding of content.

Name _____ Class _____ Date _____
The Civil War
 Lesson 1

The Issue of Slavery

Key Terms and People

secession Decision by a state to leave the Union
Compromise of 1850 Series of measures that were intended to settle the disagreements between free states and slave states
popular sovereignty Idea that people living in a territory should make their own decisions, especially the decision to admit slavery
Stephen A. Douglas Senator from Illinois who worked to pass the Compromise of 1850
Millard Fillmore 13th president
Fugitive Slave Act Law that provided for harsh treatment for escaped slaves and for those who helped them
Underground Railroad Secret network of people who hid fugitive slaves who went north to freedom
Harriet Tubman Famous “conductor” on the Underground Railroad
Harriet Beecher Stowe Author of the antislavery novel *Uncle Tom’s Cabin*
Kansas-Nebraska Act Law that split Nebraska into the territories of Nebraska and Kansas and allowed for popular sovereignty there
John Brown Fierce opponent of slavery who led a raid that killed five proslavery people
Bleeding Kansas Nickname given to the Kansas Territory because of the bloody violence there

Before You Read

In the last lesson you read about changes in work and in working conditions during the 1800s. In this lesson you will see how the issue of slavery in the western territories caused conflict in the nation.

As You Read

Use a chart to take notes on the Compromise of 1850, the people involved in it, and the issue of slavery.

Name _____ Class _____ Date _____
 Lesson 1, *continued*

Complete the chart by summarizing the terms of the Compromise of 1850 and the role played by several key figures in developing it. Then answer the questions about the issue of slavery.

CONGRESS DEBATES THE COMPROMISE OF 1850	
1. The terms of the Compromise of 1850	2. The role played by the following figures in the compromise Henry Clay: John C. Calhoun: Daniel Webster: Stephen Douglas:
THE NORTH-SOUTH SPLIT GROWS DEEPER	
3. How had the Missouri Compromise proposed to limit slavery?	4. How did the Kansas-Nebraska Act propose to deal with the issue of slavery?
THE KANSAS-NEBRASKA ACT IS PASSED IN 1854	
5. Why did Douglas believe that popular sovereignty would solve the problem of slavery in the Nebraska Territory?	6. Why did popular sovereignty, in fact, lead to “Bleeding Kansas,” instead of settling the issue of slavery in the Nebraska Territory?

Name/Nombre _____ Class/Clase _____ Date/Fecha _____
 Lesson/Lección 1, *continued/continuación*

Before You Read/Antes de leer

In the last lesson you read about changes in work and in working conditions during the 1800s. In this lesson you will see how the issue of slavery in the western territories caused conflict in the nation./En la lección anterior, leíste acerca de los cambios en el trabajo y en las condiciones de trabajo durante el siglo xix. En esta lección, leerás acerca de cómo el tema de la esclavitud en los territorios del Oeste generó conflictos en la nación.

As You Read/AI leer

Use a chart to take notes on the Compromise of 1850, the people involved in it, and the issue of slavery./Usa un cuadro para tomar notas sobre el Compromiso de 1850, los participantes y el tema de la esclavitud.

SLAVERY IN THE TERRITORIES/LA ESCLAVITUD EN LOS TERRITORIOS

Why was slavery a major issue?/¿Por qué la esclavitud era un tema importante?

By the mid-1800s the North and South had grown further apart, particularly on the issue of slavery./A mediados del siglo xix, el Norte y el Sur se habían distanciado más, especialmente en el tema de la esclavitud.

In 1846 Congress debated the Wilmot Proviso. This was a bill that would ban slavery in the new territories acquired from Mexico. Northerners favored the bill. They felt that more slave states would give the South too much power in Congress. Southerners opposed the Proviso. They argued that slaves were property, and the Constitution protected property, so the Wilmot Proviso was unconstitutional. Southerners also feared that if the Wilmot Proviso became law, there would be more free states and the North would have more power. It never became law./En 1846, el Congreso debatió la Cláusula Wilmot, un proyecto

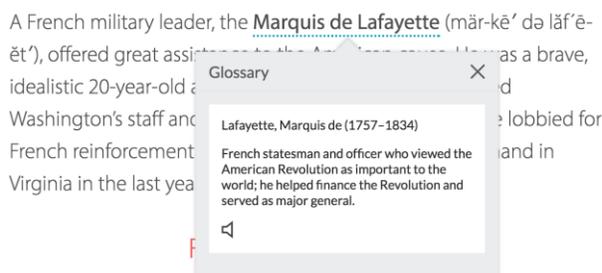
de ley que prohibiría la esclavitud en los nuevos territorios adquiridos de México. Los nortieños estaban a favor del proyecto. Pensaban que más estados esclavistas darían al Sur demasiado poder en el Congreso. Los sureños se oponían a la Cláusula. Sostenían que los esclavos eran una propiedad y que la Constitución protegía la propiedad, de modo que la Cláusula Wilmot era inconstitucional. También temían que, si esta Cláusula se promulgaba como ley, habría más estados libres y el Norte tendría más poder. Este proyecto nunca se convirtió en ley.

Then, in 1849 California asked to enter the Union as a free state. Southerners thought it should be a slave state since most of it lay south of the Missouri Compromise line. (This imaginary line running through the western territories was created in 1820. South of the line, slavery was legal; north, it was outlawed.)/A usage, en 1849, California pidió entrar a la Unión como un estado libre. Los sureños pensaban que debía ser un estado esclavista, dado que la mayor parte de este estaba al sur de la línea del

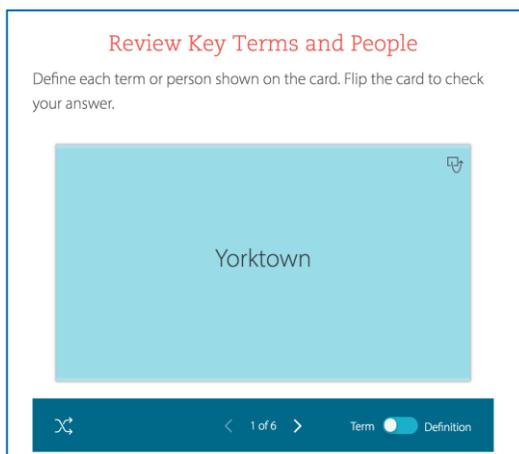
Vocabulary Acquisition in HMH Social Studies

Vocabulary and the study of key terms and people are highlighted throughout **HMH Social Studies**. The concepts themselves and the associated activities help improve learning outcomes for students.

Key Terms and People are highlighted throughout the text with available descriptions.



As these terms repeat throughout the lessons and module, they are highlighted to reinforce students' learning. Each lesson concludes with an assessment that asks students to **Review Ideas, Terms, and People**.

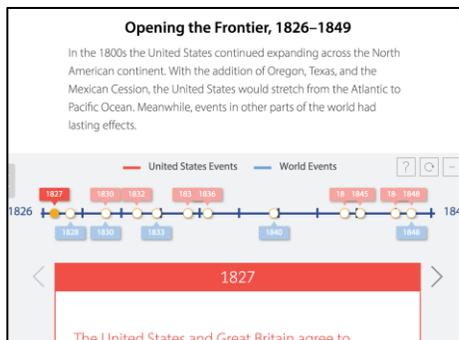


The **English-Spanish Glossary** provided in full in the **Student Edition** of the program further supports students' vocabulary acquisition.

Graphic Organizers and Visual Representations in HMH Social Studies

HMH Social Studies programs include abundant and varied visual representations of information to support learning.

Modules in the series begin with visual representations, such as **Timelines of Events**, and include other visuals, such as detailed maps. Throughout lessons in each module, students are invited to analyze photographs, political cartoons, art, and more.



Graphic organizers are available to students for notetaking, helping them organize their thinking and make comparisons across people and concepts.

Facts	→	Generalization
The Frontier Draws Settlers		
	→	Many Americans were convinced that a better life awaited them in the West.
Settlers and Native Americans		
	→	The westward movement of settlers from the United States had disastrous effects on Native Americans.
Trails West		
	→	For many, the benefits of a life in the West outweighed the risks of the journey there.

Writing to Learn in HMH Social Studies

Multiple, varied opportunities for writing in response to content reading and instruction are provided throughout the programs in the **HMH Social Studies** series. **Lesson Assessments** at the end of each lesson include various types of questions to get students thinking critically, recalling information, and analyzing details.

Students are asked to do more extensive writing through the **Document-Based Investigations** and **Essential Question-Writing** activities included in each module. Examples of the specific type and format of these writing prompts are given below.

Essential Question–Writing	Document-Based Investigation
<p>In this module, you've learned how the nation's belief in the rightful expansion of the United States redefined the nation's borders, but also led to conflict. Now it's your turn to demonstrate your understanding of the module content by writing an essay.</p> <p>What did "opening the frontier" mean for different groups in North America?</p> <p>Write a persuasive essay in response to the essential question. Your essay should include the key people, decisions, and circumstances behind the realization of the nation's manifest destiny. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.</p>	<p>Part 2: Write a Compare and Contrast Essay</p> <p>Historical Context The early 19th century was a time of terrible hardship for many Americans. Various groups faced widespread discrimination or were forced to endure horrible living or working conditions. Witnessing the misery of their fellow Americans drove many reformers to call for changes in society. Religious reformers and transcendentalists, abolitionists and women's rights campaigners, labor leaders and immigrants—all worked to better the lives of the people around them.</p> <p>Task Reformers of the early 19th century toiled ceaselessly to right the</p>

Strand 3: Effective Instructional Approaches

Enough is known about teaching and learning to develop a well-founded set of principles on which to base systematic approaches to effective teaching.

- Killen, 2007, p. 1

Defining the Strand

Student learning improves when teachers employ effective instructional strategies and practices. Instructional approaches that have been found to be effective across content areas and grade levels should be included in school-based social studies programs.

Extensive research has focused on determining and understanding the teaching practices that most frequently and reliably result in increased learning outcomes. For example, the RAND Reading Study Group (Snow, 2002) found cooperative learning and the use of graphic organizers as instructional strategies that have a strong evidence base in the research literature. Other groups (see for example, Northwest Regional Educational Laboratory, 2005) and educational researchers (see for example, Marzano, 2003) have catalogued instructional practices that have measurable effects on student learning and performance.

The **HMH Social Studies** series was designed to support deeper understanding of content through the strategic use of research-based instructional practices. Throughout programs in the series, suggestions for specific approaches are included. Teachers can employ these strategies for instruction to accomplish their instructional goals and meet the learning needs of their students. Strategies that informed the design of the program and are specifically addressed in this report include

- scaffolding;
- collaborative and cooperative learning;
- active learning and engagement; and
- inquiry-based learning.

Research that Guided the Development of *HMH*

Social Studies

Scaffolding

Scaffolding—providing appropriate, targeted support and guidance to students as they learn—yields higher achievement (Kim & White, 2008; Simons & Klein, 2007; Fretz, Wu, Zhang, Davis, Krajcik, & Soloway, 2002; Rosenshine & Meister, 1992). Embedding scaffolds in instruction supports a gradual release model and transitions students to independence. This approach “has repeatedly been identified as one of the most effective instructional techniques available” (Graves & Avery, 1997, p. 138).

Because social studies instruction must attend to goals for content learning as well as goals related to ways of thinking, scaffolding is essential. Scaffolding has been shown to be “particularly useful, and often indispensable, for teaching higher-level cognitive strategies where many of the steps or procedures necessary to carry out these strategies cannot be specified” (Rosenshine & Meister, 1992, p. 26). Providing scaffolds for engaging with the complex informational texts that are central to the social studies curriculum can “make the difference between a frustrating reading experience and one that is meaningful to students” (Graves & Avery, 1997, p. 138).

Scaffolds can take the form of tools (such as a graphic organizer) or instructional strategies (such as a collaborative discussion). Researchers (Schunk, Pintrich, & Meece, 2008; Stone, 1998) have identified strategies that are particularly beneficial scaffolds, including activating prior knowledge, questioning, cueing, modeling/thinking aloud, providing useful feedback, and utilizing different representations (such as illustrations) to convey written ideas (Carnine, Caros, Crawford, Hollenbeck, & Harniss, 1996). In the history classroom, scaffolding can take these and other forms, including digital technologies and tools for writing (Anderson, Mitchell, Thompson, & Trefz, 2014).

Hillocks (1993) identifies several key characteristics of effective scaffolds for student learning, including

- logical structure;
- carefully sequenced models and examples that reveal essential characteristics;
- progression from easier to more difficult content and from easier to more difficult tasks;
- additional information/elaboration as needed;
- peer-mediated instruction;

- materials the guide students, such as key words, think sheets, and graphic organizers; and
- ultimately, independent work in which the scaffolding is removed and students apply what they have learned to new situations.

Collaborative and Cooperative Learning

Opportunities for collaboration should be a fundamental component of instruction in all classrooms (Cotton, 1995; Johnson & Johnson, 1999) and especially in social studies classrooms focused on the civic lives of students. As the C3 Framework suggests, “[c]ollaborative opportunities to inquire into and then communicate understandings support students’ informed civic engagement, a principal goal of a rich social studies education” (NCSS, 2013a, p. 90). Teachers must foster opportunities for shared inquiry and give students the tools to engage in investigations of rich and meaningful questions (Bain, 2000; VanSledright, 2002). “While it is important for students to demonstrate their individual progress, they make more rapid progress in building their social studies understandings when working together” (NCSS, 2013a, p. 90).

According to Marzano’s (2003) conclusions based on his meta-analysis of effective instructional strategies, cooperative groups are one of the nine most effective practices teachers can use. Learning in collaboration with others promotes understanding and application of key concepts, the use and development of critical thinking skills, confidence, and positive attitudes toward others (Vermette, 1998).

There is a specific link between cooperative learning strategies and increased reading comprehension as well (Stevens, Slavin, & Farnish, 1991). Additionally, collaboration has been identified as a key 21st-century skill because of its prominence and necessity in the workplace and our global economy (Partnership for 21st Century Skills, 2009).

Fostering small-group discussions and collaboration have been shown to support deeper learning (National Research Council, 2012). “The open-ended collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students’ thinking, understanding, learning, or appreciation of text” should be a key component of social studies instruction (Wilkinson & Nelson, 2013, p. 299). Open discussion provides “spontaneous scaffolding or support for developing ideas” (Applebee, Langer, Nystrand, & Gamoran, 2003, p. 722) and supports student engagement with the important issues they encounter as members of society (Hess, 2002). These discussions can promote enhanced understanding of complex text for low- and high-achieving students (Applebee, Langer, Nystrand, & Gamoran, 2003).

Active Learning, Engagement, and Inquiry-Based Instruction

We know that learning requires active engagement, and we, unfortunately, know that students are too often disengaged in classrooms. In a national survey of over 170,000 high school students, “less than half the students said they did work that made them curious about learning, and less than a third were excited by their classes” (Quate & McDermott, 2009). Those students who are interested in their classes persist in learning events and in school more generally (Hidi & Boscolo, 2006; Guthrie & Humenick, 2004; Eccles, Wigfield, & Schiefele, 1998). Engagement and motivation are necessary for active learning to occur.

Human beings possess an innate curiosity and desire to find meaning (Caine & Caine, 1997). The goal of effective instruction should be to harness this curiosity. To motivate their students, teachers should design lessons and use resources that pique the interest of their students and connect content area learning to students’ abilities and interests (Bohn, Roehrig, & Pressley, 2004).

In addition to techniques and approaches described in previous sections of this report, such as multimedia and digital tools for engaging students, student engagement can be fostered through an inquiry-based approach to teaching and learning. Inquiry-based instruction begins with questions and presents students with opportunities and tools to investigate those questions. So central is the idea of inquiry in the research literature on effective teaching that it serves as the frame for the C3 Framework (NCSS, 2013a). Based on scholarly research, the framework delineates four dimensions of instruction that form the basis of inquiry in social studies classrooms:

1. developing questions and planning inquiries;
2. applying disciplinary concepts and tools;
3. evaluating sources and using evidence; and
4. communicating conclusions and taking informed action.

This approach to instruction reflects the type of engagement that the social studies curriculum should build in students: “Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small” (NCSS, 2013a, p. 19).

Instruction grounded in inquiry is essential for student engagement and should be a key component of 21st-century classrooms (Darling-Hammond, et al., 2008).

From Research to Practice

Scaffolding in HMH Social Studies

Varied approaches to scaffolding are used throughout *HMH Social Studies* to support learning. Programs in the series include the following scaffolds:

- **Tools – Interactive Lesson Graphic Organizers** help students process, summarize, and keep track of their learning for end-of-module performance tasks.
- **Supports** – Each lesson opens with a summary of the **The Big Idea** and the **Main Ideas** for that lesson to scaffold students’ understanding of the important ideas in the reading.
- **Visuals** – Modules include numerous visuals to support student understanding of the text, significant concepts, and main ideas. Visuals include textual descriptions and prompts for analysis (see “Two Views of a Historic Battle” below for an example).
- **Prompts** – Throughout the readings in the *HMH Social Studies* lessons, **Reading Checks** appear within the text to question students and support their development of independent skills as they:
 - **Draw Conclusions;**
 - **Summarize;**
 - **Identify Points of View;**
 - **Make Inferences;**
 - **Analyze Information;**
 - **Sequence;** and
 - **Find Main Ideas.**
- **Techniques** – In the **Teacher’s Guide**, Core Instruction notes are differentiated for **Below Level**, **At Level**, and **Above Level**. **Tiered Activities** enable teachers to engage all students in the same activities while providing different levels of support.
- **End-of-Lesson assessment** – Students are prompted to pause, review, and reassess before moving on: **Remediation Activities** at the end of every lesson offer re-teaching and reassessment for students who struggle. **Enrichment Activities** close every lesson to give students an opportunity to explore additional topics in depth to further demonstrate their understanding of the material, and to take action in their community.
- **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** help guide students as they read and take notes while reading adapted-level summaries.

Collaborative and Cooperative Learning in HMH Social Studies

In *HMH Social Studies*, the **Teacher's Guide** regularly features suggestions for **Collaborative Learning** activities.

Collaborative Learning

Take the Train

1. Have each student create a travel journal about a railroad trip in the 1800s.
2. First, students should research what a railroad trip would have been like, such as conditions on the train, the time from boarding to destination, costs, and any other possible experiences.
3. Students should then use their evidence to include a critique of the experience, noting what would be good and what would need to be improved.
4. Then have the class combine their journals into a "railroad experience" guidebook.
5. Have volunteers share the critiques of their experiences.

Invite students to ask questions about the critiques and offer constructive feedback.

[Link to Integrated Assessment, Rubric 5: Writing Activities](#)

Active Learning, Engagement, & Inquiry-Based Instruction in HMH Social Studies

HMH Social Studies promotes inquiry and active learning through supported Document-Based Investigations that ask students to think critically, expand their curiosity, and tackle challenging concepts as they dig deep into the story. Inquiry is at the center of learning to challenge and prepare students for college and career readiness.

- Modules begin and close with **Essential Questions** and model the development of key questions and offer writing tasks.

Explore the Essential Question

Did rapid industrialization benefit economic and social systems in the United States?

Introduce initial discussion of the Essential Question by sharing the following points with students:

Explain how big corporations became a powerful force in the American economy.

Consider why workers organized unions and staged labor strikes.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

What was essential for industrialization to take place?

How did different segments of society react to growing industrialization?

You may want to assign students to write a short essay in response to the Essential Question when they complete this module. Encourage students to use their notes and responses to inform their essays.

- **Skills Support** helps students examine source material and foster critical thinking skills, preparing students for college and career readiness. Explicit **point-of-use** skills are critical to mastering the skills needed for college and career readiness.
- **Document-Based Investigations**, found throughout the Module, ask students to think critically as they dig deep into the story. They ask students to examine documents as historians do, weighing evidence, and defending their argument by providing multiple and varied primary sources. Students are then asked to complete a performance task based on the collection of sources.
- **HISTORY® Multimedia Connections** provide in-depth coverage of key concepts with interactive features, video, primary sources, and engaging activities.



- **Google® Expeditions** provide virtual reality experiences to classrooms, allowing educators to take their students on virtual field trips with Teacher Guides for United States History and American History.

Slavery in America

Overview

Slavery was legal in the United States for more than 240 years. It was an institution that treated certain people, primarily African Americans, as personal property. Slavery was practiced in British North America in early colonial times and lasted until the Civil War and passage of the Thirteenth Amendment in 1865. Millions of innocent people suffered under the system of slavery, and it was the root cause of the Civil War.

The Whitney Plantation is a museum near Wallace, Louisiana, dedicated to teaching the history of slavery in America. It serves as both a museum and memorial to the many African Americans who lived their lives as enslaved people in Louisiana and other parts of the United States and has historic buildings and memorials honoring enslaved men, women, and children. At the Whitney, visitors learn about the plantation from an enslaved person's perspective.

In this activity, students will travel to the Whitney Plantation to go inside a slave cabin and a Baptist church, explore the main plantation house, and visit some of the memorials to those who suffered under slavery. Then students will discuss the creation of a national slave memorial.

Objectives

In this lesson, students will learn to

- contrast the lives of enslaved people at the Whitney plantation with the lives of the plantation owners
- discuss the idea of a national slave memorial

Classroom Activity

🕒 One 45-minute class period

Introduce

Tell students that today they will learn about slavery in the United States. Slavery, which began during colonial times, was a legal institution that treated certain people, primarily African Americans, as personal property. The institution of slavery was finally ended with the Civil War and passage of the Thirteenth Amendment in 1865. Tell students that on this HMH Field Trip, they will visit a special place designed to remember and honor the many people who suffered under slavery in America—the Whitney Plantation near Wallace, Louisiana. The Whitney Plantation has historic buildings and memorials honoring enslaved men, women, and children and is dedicated to teaching the history of slavery.

Teach

1. Guide students through the HMH Field Trip *Slavery in America*. As students look at each scene using their viewers, read the information that appears to the class. Tap on each point of interest to direct students' attention, then share the additional information. Each scene includes a set of leveled questions that you can use to check students' understanding. At the end of the field trip, have students put their viewers down.
2. Briefly discuss with students what they learned from the field trip. Point out that at the Whitney, tours generally begin at the slave quarters, continue to the memorials, and end at the Big House. Ask students, "Why do you think the tours follow this order? How might it affect visitors' experiences at the Whitney?"
(The order is intentional and is designed to help visitors see plantation life from an enslaved person's perspective first and foremost, unlike most historic plantation tours. At the Whitney, visitors learn how much work enslaved people were forced to do and how deprived they were of human rights and basic necessities, and they hear personal stories and details about some of the individuals who were enslaved. At the end of the tour, visitors can contrast the lives of the enslaved people with the lives of the plantation owners.)

Strand 4: Meeting the Needs of All Learners

Students are not all alike. They differ in readiness, interest, and learning profile, even when similar in chronological age. Shoot-to-the-middle teaching ignores essential learning needs of significant numbers of struggling and advanced learners. To challenge the full range of learners appropriately requires that a teacher modify or “differentiate” instruction in response to the varying needs of varying students in a given classroom.

- Tomlinson, 1997, p. 1

Today’s schools are becoming increasingly diverse. Many teachers find that their classrooms are populated by English language learners, gifted students, students with disabilities, and students who are culturally diverse. Nearly half of all students in U.S. public schools (42 percent) are students of color, approximately 20 percent of students speak a language other than English at home, and approximately 14 percent of students have an identified disability. . . . To add to this diversity, approximately 12 percent of students in public schools are labeled as gifted and talented ... Like their peers with disabilities, gifted and talented students are also integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex.

- Voltz, Sims & Nelson, 2010, p. xi

Defining the Strand

American classrooms have become increasingly diverse. As teachers engage with students, they must consider the needs of these various student populations—struggling readers, advanced students, English learners, and students with differing learning and cultural backgrounds. It is essential that teachers are able to match learning activities and instructional practices with the needs of their students in order to help individual students be successful; this includes differentiating approaches to curriculum, content, process, and/or products in the classroom (Tomlinson & Allan, 2000). As Huebner (2010) emphasizes, “Today’s classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences” (p. 79).

Research supports the inclusion of specific strategies to support the learning of students who struggle, those who need enrichment, and those who are learning English as a second language. Lessons should: include supports such as graphic organizers; provide explicit, skills-based instruction in reading, writing, and analyzing content; and increase students' engagement and motivation to learn (Collins, 1998; Cunningham & Allington, 2007).

English learners (ELs) “require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development” (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006, p. 1). In addition, the learning preferences of all students should be attended to in the curriculum so that students can access and integrate information in multiple modes (Gardner, 1993). Providing multiple points of access, both linguistic and nonlinguistic, can increase reflection and recall for English learners and all students (Marzano, Pickering, & Pollock, 2001).

Given the rigorous academic goals for all students and the “wide range of student differences” in classrooms, curriculum must continue

- “Helping educators focus on critical knowledge and skills.
- Enhancing the coherence and continuity of instruction . . .
- Addressing the soft bigotry associated with lower expectations for poor and minority students” (Voltz, Sims, & Nelson, 2010, p. xii).

When teachers understand the specific needs of the students in their classrooms and adjust their practices accordingly, they will help students reach high levels of achievement. ***HMH Social Studies*** helps teachers meet the needs of *all* students by focusing on sound practices of differentiation and providing strategies geared toward specific populations of students in the classroom, including ELs, students who struggle, gifted students, and students from a variety of cultural backgrounds.

Research that Guided the Development of ***HMH***

Social Studies

Differentiated Instruction

There are a number of methods for differentiating instruction that teachers can take advantage of in their classrooms. By implementing these approaches, teachers can engage in “best-practice instruction in mixed-ability classrooms. This makes more sense

than the timeworn method of aiming for students in the middle and hoping for the best for those on the upper and lower extremes” (Tomlinson, 2001, p. 5).

According to Tomlinson (2001), differentiation of instruction can occur in relation to content (what students learn), process (how students learn and make sense of content), and products (assessment of that learning). Computer-based resources are powerful tools for providing all types of differentiation (Kalea, 2007) and are included throughout ***HMH Social Studies***.

Specific, research-based strategies for differentiation to meet the needs of diverse learners include multiple modes for presenting information, chunking content, collaborative discussions, and explicit instruction in academic English (Tomlinson, 2004; Klingner & Vaughn, 2004).

Meeting the Needs of Special Populations

Struggling Learners

Cunningham and Allington (2007) argue that students who struggle in the classroom need “consistently high-quality classroom instruction” rather than a slowed-down pace. Teachers should provide authentic opportunities and purposes for reading and writing in multiple formats. Struggling learners need the same type of instruction as all students accompanied by explicit instruction on specific skills required in the social studies classroom (Au, 2002).

Aids to support struggling readers and writers should include: color coding and other formatting signposts; graphic organizers; focus on small chunks of text; sequential tasks; integration of skills and process; and multiple opportunities to reflect on learning (Collins, 1998). Motivating students who have previously performed below level is increasingly important as students progress in school. The “grading and grouping practices prevalent in middle and high schools” can often have a detrimental effect on motivation and engagement; grading and feedback need to be more regular and tied to process, and groupings of students should be more intentional and fluid (National Institute for Literacy, 2007, p. 34). Such an approach toward grouping helps students begin seeing themselves as more capable in relation to their peers (National Academy of Sciences, 2003; Peterson, et al., 2000; Reed, et al., 2004).

Increased self-efficacy of students can occur when teachers set clear expectations for learning (Wigfield, 2004; Reed, et al., 2004) and increase opportunities for collaboration in the classroom (Strickland & Alvermann, 2004; Wigfield, 2004). The use of specific

strategies and instruction in specific areas is also beneficial and supported by research; these practices include:

- the use of graphic organizers in content area classrooms (Horton, Lovitt, & Bergerud, 1990);
- targeted vocabulary instruction focused on academic language and content-specific terminology (Sedita, 2005);
- explicit instruction in reading comprehension strategies (Cunningham & Allington, 2007; Allington, 2001; Dole, Duffy, Roehler, & Pearson, 1991; Fielding & Pearson, 1994; Armbruster, Anderson, & Ostertag, 1987; Raphael & Pearson, 1985; Baumann, 1984), which also leads to increased motivation (Schunk, Pintrich, & Meece, 2008); and
- opportunities for increased collaboration and interaction (Strickland & Alvermann, 2004; Wigfield, 2004).

Engagement increases when teachers are strategic in supporting deeper conceptual knowledge (Guthrie & Wigfield, 2000) and make the purpose and goals of activities transparent to students (Cunningham & Allington, 2007; Wigfield, 2004).

English Learners

English learners (ELs) are one of the fastest-growing groups in the United States (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). The size and proportion of this population continues to increase; in the 2013–2014 academic year nearly 10% of the U.S. public school students—an estimated 4.5 million—were ELs (NCES, 2015). The specific needs of ELs should therefore influence the instructional choices of classroom teachers.

ELs need specific instruction in academic language. As Francis and colleagues (2006) explain, students learning English often possess strong skills in conversational English but lack the academic language necessary to succeed in content area classrooms. They argue, “mastery of academic language is arguably the single most important determinant of academic success for individual students” (Francis, Rivera, Lesaux, Kieffer, & Rivera 2006, p. 5).

Based on a synthesis of research on the needs of ELs, Francis and colleagues (2006) concluded that effective instruction for ELs must include these six elements:

1. Content area teachers must address ELs literacy needs (through explicit strategy instruction and meaningful literacy activities).

2. Teachers must provide instruction in academic language (through direct, varied, frequent, and systematic instruction in words and word-learning strategies).
3. Comprehension strategy instruction should be made explicit (through strategies instruction, teacher modeling, and scaffolded practice opportunities).
4. ELs must receive intensive academic writing instruction (through meaningful writing assignments, with opportunities to see models and receive feedback).
5. Teachers should diagnose students' areas for growth and of strength, and monitor progress through ongoing assessments.
6. Teachers should provide targeted reading skill instruction for those ELs with specific needs.

Prior reviews of research (see for example, Fitzgerald, 1995b) support the use of explicit vocabulary instruction, a focus on text structure, and comprehension strategy development.

One significant challenge for ELs is that they are often learning the language of instruction as they attempt to learn the content. Despite this, research suggests that instructional practices that are effective for general student populations are also effective for ELs (Fitzgerald, 1995a). ELs benefit from targeted vocabulary instruction, the integration of reading and writing, regular opportunities to write, and appropriate small-group interventions (Baker, et al., 2014). Research has determined that other specific strategies and approaches that are particularly beneficial for students learning English in U.S. classrooms include the use of technology (Silver & Repa, 1993; Lopez, 2010) and the importance of rigor and high academic expectations (Gibbons, 2009; Walqui & van Lier, 2010).

Advanced Learners

Teachers must also attend to the needs of gifted students and advanced learners in order to maintain high levels of engagement for these students (Rogers, 2007; Tomlinson, 1997; VanTassel-Baska & Brown, 2007). Teachers can create learning environments that feature characteristics demonstrated to be most effective for this population, including on-going assessment, options for learning, varied pacing, engaging tasks, and flexible grouping (Tomlinson, 2004).

Gifted and advanced students need a challenging, enriched classroom environment that includes open-ended questions and frequent opportunities for problem-solving (George, 1993; Johnsen & Ryser, 1996; Rogers, 2007). As with other populations, cooperative learning has been emphasized for its benefits for high-achievers (Slavin, 2002).

Advanced students also need sufficient opportunity for independent, self-directed learning: “A synthesis of the research on gifted learning styles (Rogers, 2002) showed that ahead of all other forms of instructional delivery, when compared to regular learners, gifted learners are significantly more likely to prefer independent study, independent projects, and self-instructional materials” (Rogers, 2007).

Students with Varied Learning Styles

Effective instruction addresses multiple modes of learning and reflects the various learning styles of students in the classroom. When there is a match between instructional approaches and students’ individual learning styles, students achieve at higher levels (Cotton, 1995; Dunn, Beaudry, & Klavas, 1989; Joyce, Weil, & Calhoun, 2000; Kellough & Kellough, 2003). It is essential that teachers use a variety of modes to deliver instruction. This maximizes student learning and allows students to build on their strengths (Kapusnick & Hauslein, 2001). Because “the same instructional environment, methods, and resources will be effective for some learners and ineffective for others” (Burke & Dunn, 1998, p. 104), it essential that teachers use various modes throughout their lessons and throughout the school year.

Students with Varied Cultural Backgrounds

Instructional content is particularly impactful for students from diverse cultural backgrounds. It is essential that within social studies classes multiple perspectives are presented and engaged (Parker, 2005) in order to not only build historical thinking skills, but also to reflect the lives and backgrounds of all of the students in the classroom (Arroyo & Rhoad, 1999).

A multicultural approach to social studies acknowledges and examines the way in which our “culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up U.S. society” (Banks, 2001, p. 235). The promotion of an active civic life in our society requires attention to and understanding of the diverse perspectives represented.

According to the Center for Research on Education, Diversity, and Excellence (CREDE, 2011), there are five main standards for the education of students from diverse backgrounds:

1. Teachers and students work together.
2. Literacy skills are developed across the curriculum.
3. Lessons are meaningful and connections are made to the outside world.
4. Lessons are challenging and encourage complex thinking.
5. Dialogue is emphasized.

The emphasis on these characteristics in ***HMH Social Studies*** ensures that teachers committed to the principles of multicultural education will be able to find resources and tools that bridge multiple perspectives and value multiple, diverse voices.

From Research to Practice

Differentiation in the HMH Social Studies series

The ***HMH Social Studies*** series supports the learning of all students.

The **Teacher's Guide** of each program includes multiple opportunities and suggestions in each lesson for differentiating instruction:

- Below Level – Below-level activities designed for all students encountering new material
- At Level – Intermediate-level activities designed for average students
- Above Level – Challenging activities designed for honors and gifted and talented students
- Tiered Activities
- Collaborative Learning
- English Learners
- Struggling Readers

English-Language Learners

Economic Panic

1. Students may be unfamiliar with the term panic as it is applied to economics here. Explain that the word's definition in economics is the same applied to any situation.
2. Have students write a list of events that happened in the panic of 1893, and then explain aloud how those events would have created panic.

Meeting the Needs of Special Populations in HMH Social Studies

Struggling Learners

The program meets the needs of struggling learners in specific ways:

- Every module in ***HMH Social Studies*** opens with an **Essential Question**, a **What You Will Learn** overview, and a visual **Timeline**.

- Specific program features at each section—**Main Ideas, Big Idea, Key Terms and People**, and **Taking Notes**—aid struggling learners.
- Visual **Chapter Summaries** support struggling readers with the Big Ideas of the chapter.
- Section subheadings make the text more considerate for struggling readers.
- **Reading Checks** help struggling readers self-monitor comprehension and keep them actively focused on comprehending.
- **Maps, visuals, and charts** make content accessible to all students.
- Both the print and online program components tell compelling stories with online visuals that are designed to grab students’ interest and stimulate and encourage learning.
- **Guided Reading Workbooks** help guide students as they read, take notes while reading adapted-level summaries, practice skills, and assess their understanding of content.
- The **Student eBook** presents students with embedded audio at the point of use.
- HISTORY content means that **HMH Social Studies** includes engaging and innovative **Multimedia Connections**.

Struggling Readers

Create a Chronological Chart

1. Draw a three-column chart, with “Date,” “Inventor,” and “Invention” as the column heads. Under “Date,” list 1867, 1876, and 1880.
2. Have students search for those dates in the lesson.
3. Then have them fill in the inventions and the inventors.

Advanced/Gifted

Edison’s Laboratory

1. Tell students that in 1876 Thomas Edison opened his research laboratory in Menlo Park, New Jersey.
2. Have each student write a letter applying for a position at Edison’s Laboratory. Students should also prepare a résumé with their letters. Letters can be fictional.
3. Students’ letters should convince Edison to hire them by explaining their roles as innovative thinkers and how they can further his research. In their résumés, students should document their experiences.

[Link Integrated Assessment, Rubric 5: Activities](#)

English Learners

The program meets the needs of English learners in specific ways:

- Every module in ***HMH Social Studies*** opens with an **Essential Question**, a **What You Will Learn** overview, and a visual **Timeline**.
- **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** help guide students as they read, take notes while reading adapted-level summaries, practice skills, and assess their understanding of content.
- **Maps, visuals, photographs, and charts** augment the text and make the content accessible to all students, including ELs.
- **Full-text audio** allows students to listen to the narrative as they read.
- Specific program features—**Main Ideas**, **Big Idea**, and **Taking Notes**—provide the structure needed to support English learners.
- The specific vocabulary needs of ELs are met through explicit definitions of **Key Terms** and the program’s attention to **Academic Vocabulary**.
- Section subheadings make the text more considerate for English learners.
- **English and Spanish glossaries** are included as references in both the print and online versions of the program.
- **Multiple viewpoints** from first-person accounts, newspaper reports, official documents, and other varied primary and secondary sources help second-language learners to reinforce topics, concepts, and terms.
- **Multimedia Connections** provided through the HISTORY partnership mean that ELs can learn through visual and verbal means and reinforce concepts by processing information in ways that may be more accessible to them.

Name/Nombre _____ Class/Clase _____ Date/Fecha _____
 Lesson/Lección 1, *continued/continuación*

Before You Read/Antes de leer
 In the last lesson you learned about the outcome of the French and Indian War. In this lesson you will learn about the conflicts that led to the start of the American Revolution./En la lección anterior, aprendiste acerca del resultado de la Guerra contra Franceses e Indígenas. En esta lección, leerás acerca de los conflictos que condujeron al inicio de la Guerra de Independencia.

As You Read/AI leer
 Use a chart to take notes on the major events of the growing conflict between Great Britain and the American colonies./Usa un cuadro para tomar notas sobre los acontecimientos más importantes del creciente conflicto entre Gran Bretaña y las colonias norteamericanas.

THE COLONIES ORGANIZE TO RESIST BRITAIN/LAS COLONIAS SE ORGANIZAN CONTRA GRAN BRETAÑA
Why did the colonists protest Britain's taxes?/¿Por qué los colonos protestaron en contra de los impuestos de Gran Bretaña?
 Tension between Britain and the colonists continued to grow. In 1765, to finance debts from the French and Indian War and other European wars, the British Parliament passed the **Stamp Act**. This act required colonists to buy and place stamps on items such as documents, newspapers, and even playing cards. The tax affected the colonists directly because it was placed on the everyday goods they bought. So it angered the colonists. Many boycotted British products in protest. A secret group called the Sons of Liberty played an active role in the boycott. A founder of the Sons of Liberty was political activist **Samuel Adams**./La tensión entre Gran Bretaña y los colonos siguió creciendo. En 1765, para financiar las

deudas de la Guerra contra Franceses e Indígenas y otras guerras europeas, el Parlamento británico promulgó la **Ley del Timbre**. Esta ley exigía que los colonos compraran y colocaran timbres en ciertos artículos como documentos, periódicos e, incluso, naipes. El impuesto afectó a los colonos de manera directa porque se imponía a los productos que se compraban a diario. Por este motivo, enojó a los colonos. Muchos boicotearon los productos británicos en señal de protesta. Un grupo secreto llamado los Hijos de la Libertad desempeñó un papel activo en el boicot. Uno de los fundadores de los Hijos de la Libertad fue el activista político **Samuel Adams**. Delegates from nine colonies held a Stamp Act Congress and issued a Declaration of Rights and Grievances. They declared that Parliament could not tax them because they were not represented in Parliament. Only colonial lawmaking bodies had the right to tax./Los delegados de nueve colonias formaron un Congreso de la Ley del Timbre y presentaron una

Advanced Learners

The program meets the needs of advanced learners in specific ways:

- **Enrichment Activities** are provided at the end of each lesson and provide opportunities for students to further explore the content and ideas presented. (See example below.)
- **Tiered Activities and Advanced/Gifted Activities** in the Teacher's Guide allow teachers to meet the needs of advanced students.

Lesson 2

Enrichment

If you would like to explore more about people, places, and events discussed in this lesson, take a look at these activities.

Railroad Worker Journal Entry

Write a journal entry about life as an immigrant worker building the transcontinental railroad.



View a video about the transcontinental railroad.

Railroad Age Political Cartoon

Create a political cartoon depicting the opinion of Herman Melville about the railroad age.

Lesson 2 Enrichment

Railroad Worker Journal Entry
Writing Activity Students conduct research about the lives of Chinese and Irish immigrant workers building the transcontinental railroad. Then students imagine that they are immigrants who are building the transcontinental railroad and write journal entries describing what their lives might have been like.

Transcontinental Railroad
Video Students view a video about the transcontinental railroad. Then they create a list of interview questions for leaders of the Central Pacific and Union Pacific railroads.

Railroad Age Political Cartoon
Create a Political Cartoon Students create a political cartoon that depicts Herman Melville's opinion of the railroad age. The activity walks students through planning, drawing, and reviewing their cartoon.

Students with Varied Learning Styles

The program meets the needs of students with varied learning styles in specific ways:

- Multiple options for activities are designed to address various learning styles.
- Graphic organizers are provided to aid visual learners.
- Thought-provoking questions for discussion help students who learn best through collaborative, discussion formats.
- Pictures in **HMH Social Studies** make abstractions of time and space more real.
- Maps help readers associate ideas with locations.
- A visual summary at the end of each chapters provides another way for students to remember important ideas and events.
- The **Student eBook** features audio at point of use for students who learn better when information is presented aloud rather than in print.
- **Multimedia Connections** provided through the HISTORY partnership engage visual and verbal and auditory learners through effective multimedia instruction.

Activities marked with the **Learning Styles** symbol are specifically noted as to what type of learner each activity is best suited for—including

- **Verbal/Linguistic** learners;
- **Visual/Spatial** learners;
- **Interpersonal** learners;
- **Kinesthetic** learners;
- **Logical/Mathematical** learners; and
- **Auditory/Musical** learners.

Students from Varied Cultural Backgrounds

HMH Social Studies meets the needs of students from diverse cultural backgrounds through the use of cooperative learning, content-specific literacy skills, and opportunities for reading, writing, speaking, listening, and viewing. Specific activities and components of these areas have been described in detail in previous sections of this report.

In addition, ***HMH Social Studies*** meets the needs of students with varied cultural backgrounds by

- presenting multiple, often contrasting points of view on issues to stimulate deeper engagement and more learning in line with research on multicultural education (Parker, 2005); and
- incorporating a thematic approach—with themes that allow for exploration of topics such as cultural diversity, democracy, immigration, science and technology, and women in history.

Strand 5: Assessment

The effect of assessment for learning, as it plays out in the classroom, is that students keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn. In other words, students don't give up in frustration or hopelessness.

- Stiggings, 2002, p.5

Effective instruction depends on sound instructional decision-making, which, in turn, depends on reliable data regarding students' strengths, weaknesses, and progress in learning content and developing literacy.

- Afflerbach, 2004, in National Institute for Literacy, 2007. p. 27

Defining the Strand

Teachers need reliable information about student learning in order to make instructional decisions that can increase achievement. Diagnostic and formative assessments are essential for making determinations about which students are ready for or need specific learning activities (National Institute for Literacy, 2007). Through formative assessments, teachers are able to better track student progress and make adjustments accordingly.

Used effectively, assessment is an essential tool for improving classroom teaching and learning. One requirement for an effective assessment system is that varied approaches are used so that a complete, robust picture of student knowledge and skills can be obtained. Diagnostic assessments reveal starting points for instruction, and formative assessments can show progress and have a positive effect on learning (Black & Wiliam, 1998b; Cotton, 1995; Jerald, 2001). Formative assessment is key for teachers to differentiate instruction and meet the needs of all students.

The **HMH Social Studies** series provides effective assessment resources to support teaching and learning. It supports teachers in collecting data about student acquisition of knowledge and skills so that they are able to assess their own instructional approaches and make adjustments. Assessment leads to reflection and precise action based on what is and is not working instructionally. Teachers must provide feedback to students and be clear with them about the goals that are driving instruction. Instruction must align with these goals and the assessments used in order to fully address students' needs. Ongoing assessment of this type has the potential to improve student

learning (Fuchs, 2004; Black & Wiliam, 1998b; Cotton, 1995; Jerald, 2001). Formative assessment requires less attention to grades and more attention to student progress and the determination of what comes next (Breakstone & Wineburg, 2015).

Research that Guided the Development of *HMH*

Social Studies

Varied Approaches to Assessment

Students deserve multiple, varied opportunities to demonstrate their understanding and reflect on what they have learned. One approach to assessment that allows for this kind of deep and more complete measure of understanding is the use of performance-based assessments (Hibbard, 1996). Performance-based tasks are varied in their approach and can be used for formative or summative purposes. According to Darling-Hammond (2010b), countries with the most robust systems of assessment “emphasize deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis, and critical thinking.” These “nations use open-ended performance tasks . . . to give students opportunities to develop and demonstrate higher order thinking skills” (p. 3).

Performance-based assessments are beneficial because of their focus on authentic, real-world tasks (AERA, APA, & NCME, 1999; Fox, 2004). These assessments reflect “what is important to teach and . . . what is important to learn” (Lane, 2013, p. 313). In addition, performance-based assessments measure multiple dimensions of learning (Marzano, Pickering, & McTighe, 1993). Performance-based assessment should be aligned to rigorous standards, focus on challenging tasks, and measure “the depth and breadth of standards as well as all areas of the curriculum” (Darling-Hammond, 2010b, p. 1). Finally, these types of assessments lead to better retention of information than traditional multiple-choice tests (Roediger & Karpicke, 2006; McDaniel, Roediger, & McDermott, 2007).

Ongoing Assessment

Formative assessment includes formal and informal measures used to gather data and assess student understanding. Ongoing, formative assessment allows teachers to adapt instructional decisions and ensure that students’ needs are met in the classroom; formative assessment happens throughout teaching rather than at the end (Heritage,

2007). Teachers monitor student learning through formal tools (e.g., quizzes and essays) and informal ones (e.g., checks for understanding and discussions) to check progress and make needed adjustments (Cotton, 1995; Christenson, Ysseldyke, & Thurlow, 1989).

The Committee on Defining Deeper Learning and 21st Century Skills identified formative assessment as a key component of 21st-century learning (NRC, 2012). Formative assessment, the Committee argues, should be used to “(a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students’ learning progress; and (c) involve students in self- and peer assessment” (NRC, 2012, p. 182).

Formative assessment can lead to student gains in learning when it is directly tied to the curriculum and accurately reflects the outcomes of instruction (Stecker, Fuchs, & Fuchs, 2005). Part of the power of formative assessment lies in providing timely, regular feedback to students on their performance (Black & Wiliam, 1998a, 1998b). In addition, this type of assessment can be especially helpful for struggling students and students with mild learning disabilities (Black & Wiliam, 1998b; Christenson, Ysseldyke, & Thurlow, 1989).

“Effective instruction depends on sound instructional decision-making, which in turn, depends on reliable data regarding students’ strengths, weaknesses, and progress in learning content” (National Institute for Literacy, 2007, p. 27). Teachers who employ formative assessment and use the results to improve instruction demonstrate a greater sense of self-efficacy (Coyne & Harn, 2006).

From Research to Practice

Varied Approaches to Assessment in HMH Social Studies

Each module in ***HMH Social Studies*** Student eBooks includes varied assessment activities, including

- **Reading Checks** that help students monitor their own understanding of the written material;
- **Lesson and Module Assessments** with terms and names for identification, graphic organizers for notetaking, and critical thinking questions. The assessments include varied question types (see images below) and may be assigned and taken online;

- **Module Reviews** with terms and names, main ideas questions, critical thinking questions, activities related to reading comprehension and social studies skills, and opportunities for writing;
- **Focus on Writing** activities that include a writing task that would provide additional information about students' understanding of chapter content; and
- **Document-Based Investigations** and **Writing about Essential Questions** that require students to analyze, synthesize, and respond to a variety of information and sources.

Write a brief response to the question below.

Compare and Contrast How did motivations for travelers differ between the Santa Fe, Oregon, and Mormon Trails?

RESOLVING TERRITORIAL DISPUTES

The Oregon Territory was only one point of contention between the United States and Britain. In the early 1840s, Great Britain still claimed areas in parts of what are now Maine and Minnesota. The Webster-Ashburton Treaty of 1842 settled these disputes in the East and the Midwest, but the two nations merely continued "joint occupation" of the Oregon Territory.

The presence of so many Americans in the Oregon Territory prompted presidential candidate James K. Polk to campaign in 1844 on the promise of annexing the entire Oregon territory. Reflecting widespread support for Polk's views, newspapers adopted the slogan "54° 40' or Fight!"

Drag the answer choice into the box to complete the sentence correctly.

Despite calls from James K. Polk's presidential campaign for a boundary farther north, the Oregon Treaty set _____ latitude as the permanent boundary with Canada.

40°N 49°N 50°N

54°N

Review the passage below and then answer the question.

ATTITUDES TOWARD THE FRONTIER

Most Americans who moved West had practical reasons for doing so. They were seeking new economic opportunities. Lumberers, trappers, and miners wished to capitalize on the abundant forests and mineral resources of the region. And those left poor after the Panic of 1837 felt that they had little to lose and much to gain by attempting a fresh start in the West.

The abundance of land in the West was the greatest attraction. Whether for farming or speculation, land ownership was an important step toward prosperity. As farmers, miners, and others moved west, merchants followed, seeking new markets.

Select the answer choice from the drop-down list to complete the sentence correctly.

Among the reasons for moving west, the greatest attraction was the abundance of _____

gold land rivers trees

The Cold War

ID: L_9781328916891-00962

Select the correct button in the table to show whether each statement is true or false.

	True	False
The UN had 10 soldiers for every 1 Chinese soldier.	<input type="radio"/>	<input type="radio"/>
Chinese forces captured the South Korean capital of Seoul.	<input type="radio"/>	<input checked="" type="radio"/>
China wanted North Korea to be Communist so it could have a buffer country.	<input type="radio"/>	<input type="radio"/>
Truman thought it was a good idea to attack China directly.	<input type="radio"/>	<input type="radio"/>

ID: L_9781328916891-00962

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Drag each answer choice into the correct column in the table. All of the answer choices will be used.

Soviet Union	United States

totalitarian government
 democratic republic form of government
 private citizens and corporations control nearly all economic activity
 state controls all of the property
 individuals work for the betterment of the state
 private land ownership

Ongoing Assessment in HMH Social Studies

HMH Social Studies builds sequentially and provides teachers with in-depth views of their students' content knowledge and skills through **Lesson Assessments** and **Module Reviews**. Additional assessment tools provided online can provide further information for teachers to use for instructional planning.

Formative assessment is a key component within the design of **HMH Social Studies**. In each corresponding section of a program, **Lesson Assessments** ask students to consider the significance of people and ideas; identify and describe the main ideas and important details; and think critically and inferentially.

Module Reviews provide information for teachers and students about how well students can

- demonstrate ability in key social studies skills (e.g., comparing maps) and reading comprehension skills;
- recall key terms and people, as well as identify important social studies themes;

- demonstrate comprehension and critical thinking; and
- write about chapter content and concepts.

Obama's Presidency

Select the correct answer.

What was the result of the 2008 elections?

- Republicans won the presidency and both houses of Congress.
- Democrats won the presidency but lost their majority in the Senate.
- Republicans lost the presidency but took control of the House of Representatives.
- Democrats won the presidency and increased their majority in the House of Representatives.

▶ 🔊

HMH Social Studies online components support further, self-guided assessment through such features as the **Guided Reading Workbook** (available in English and Spanish/English) where students can assess their understanding of content.

Program Assessments contain end of Module, Benchmark, and End-of-Year Assessments and can be automatically scored for immediate feedback.

Rubric 6: Technology Activities

General Criteria/Guidelines for Evaluation

- A presentation using technology should
 - Either engage or educate the viewer, depending on the topic.
 - Use an interesting and creative style.
 - Use interesting images and/or audio elements to make points in a multimedia presentation.
 - Show a deep understanding of the character, times, topic, etc.
 - Contain links and written summaries on a Web page that will encourage browsers to visit other Web sites.
 - Use correct mechanics in written materials.
 - Exhibit the ability to use the technology correctly.

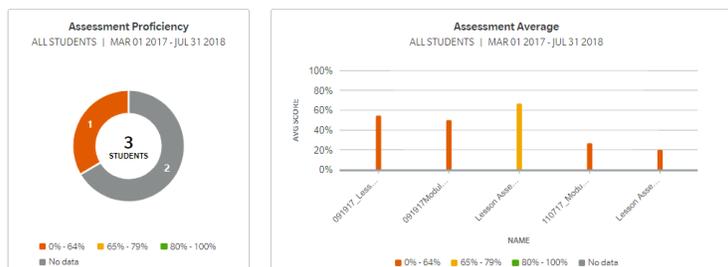
Specific Criteria/Guidelines for Evaluation

These guidelines will help you evaluate specific technology activities.

Criteria	Excellent	4	3	2	Poor
6.1 Web Page					
• Contains at least three links	5	4	3	2	1
• Makes effective use of pictures and icons	5	4	3	2	1
• Demonstrates logical organization and is easy to navigate	5	4	3	2	1
• Uses a consistent format in layout	5	4	3	2	1
• Shows technical proficiency	5	4	3	2	1
6.2 Media Campaign					
• Clearly presents persuasive reasons for supporting the goal	5	4	3	2	1
• Utilizes a variety of media	5	4	3	2	1
• Uses correct grammar in the script or print materials	5	4	3	2	1
6.3 Video/Audio Presentation					
• Portrays the historical event accurately and in a dramatic style	5	4	3	2	1
• Clearly demonstrates an understanding of the concepts presented	5	4	3	2	1
• Shows technical proficiency	5	4	3	2	1
6.4 Multimedia Presentation/Electronic Presentation					
• Utilizes two or more media	5	4	3	2	1
• Clearly demonstrates an understanding of the concepts presented	5	4	3	2	1
• Shows technical proficiency	5	4	3	2	1

Assignment Name	Due Date	To Grade	Not Started
Lesson Assessment: The English Colonies, Lesson 4	02/28/2017	2	2
Essential Question Writing Activity: The English Colonies, Lesson 4	02/18/2017	12	12
Document Based Investigation Writing Activity: The English Colonies	02/12/2017	3	3
Student eBook: The English Colonies, Lesson 1: The Southern Colonies	02/12/2017	2	2
Module Assessment: The English Colonies	02/08/2017	1	1
Student eBook: New Empires in the Americas, Lesson 4: The Race for ...	02/06/2017	6	6
Lesson Assessment: New Empires in the Americas, Lesson 4	02/04/2017	0	0
Document Based Investigation Writing Activity: New Empires in the ...	02/04/2017	1	1
Lesson Assessment: New Empires in the Americas, Lesson 3	02/01/2017	0	0

Performance Report: Assessments



Assessment Performance

ALL STUDENTS | MAR 01 2017 - JUL 31 2018

1 of 2 | NEXT >

Student	Assess. Score	02/02/2018 Lesson Assessment: The American Revolution, Lesson 1 see report >	11/14/2017 110717_Module Assessment: American Beginnings see report >	11/05/2017 Lesson Assessment: American Beginnings, Lesson 1 see report >	09/26/2017 091917_Module Assessment: The American Colonies see report >
All Students	43.6%	20.0%	26.7%	66.7%	50.0%

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