



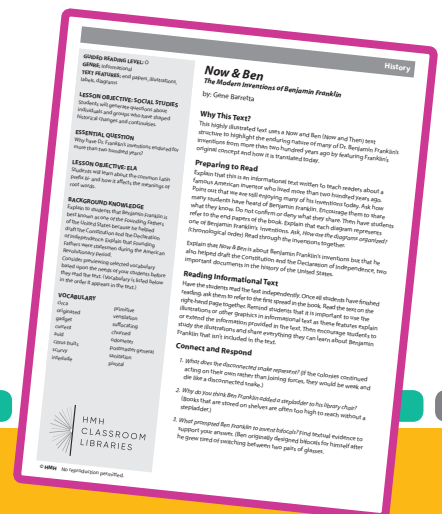
HMH
CLASSROOM
LIBRARIES

Social Studies Classroom Libraries Grades K–5

NEW

Develop literacy and content-area knowledge
with engaging, relevant texts!

Standards-based lesson plans
included for every book!



Are you looking for an effective way to address cross-curricular social studies instruction during your literacy block?

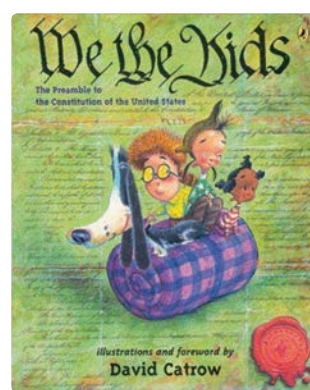
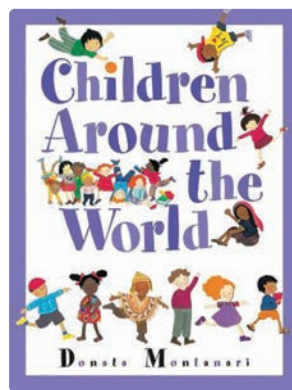
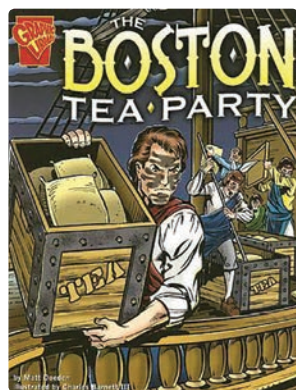
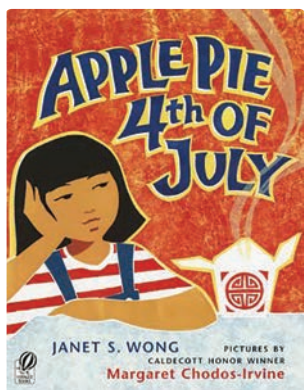
HMH Classroom Libraries are the perfect solution!



Each grade-level library includes 40 social studies titles in the focus areas of History, Civics & Government, Geography & Maps, Economics & Financial Literacy, and Culture & Community.

Each grade-level collection

- is carefully aligned to recommended Guided Reading Levels for each grade
- is filled with high-interest literary and informational texts
- is designed to help you meet today's rigorous standards, including those outlined in the C3 Framework.
- contains content-area support such as captions, glossaries, and high-quality photographs and illustrations
- builds academic vocabulary—strengthening reading and writing skills
- is organized in durable totes labeled with title details, including reading levels, for active classroom management
- includes title-specific Lesson Plans



Diverse and Inspiring Social Studies Libraries

Meticulously curated to contain high-quality books — Titles are chosen from a wide variety of publishers to ensure collections include only the best literary and informational texts.

Engaging and award-winning titles — Carefully curated books empower teachers to build strong, fluent readers and informed citizens who understand the relevance of history in today's world.

Thoughtfully aligned content — Hand-picked titles represent a range of the following social studies strands: Economics & Finance, Civics & Government, Geography & Maps, Culture & Community, and History.

Precisely leveled texts — Books are strategically chosen based on recommended Guided Reading Levels for each grade to meet the needs of a diverse classroom.

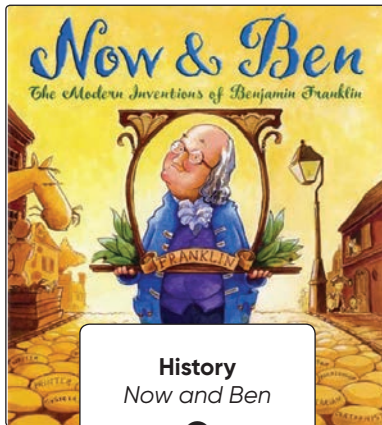
Grade	Guided Reading Levels
Grade K	A B C D E F
Grade 1	C D E F G H I J K L
Grade 2	I J K L M N O
Grade 3	L M N O P Q R
Grade 4	O P Q R S T U
Grade 5	R S T U V W X

Each Classroom Library can be purchased as either an Independent Reading Library or as a Guided Reading Library

Independent Reading Libraries

Each grade-level collection includes

- 1 copy of 40 social studies titles
- books labeled with title details, including Guided Reading Level
- durable, clearly labeled totes



History
Now and Ben



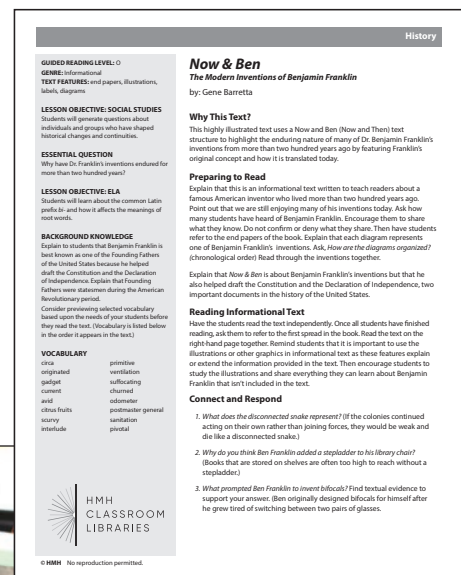
Guided Reading Libraries

Each grade-level collection includes

- 6 copies of 40 social studies titles
- 6-packs packaged in resealable, clearly labeled plastic bags
- durable, clearly labeled totes
- title-specific Lesson Plans

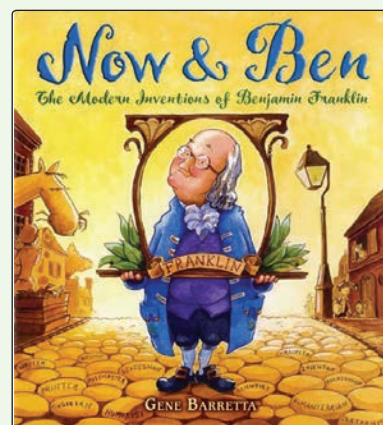


History
Now and Ben



Engaging, Standards-Based Lesson Plans

Title-specific Lesson Plans accompany each book in the Guided Reading Libraries. Instruction including Essential Questions and Primary Source Activities offer rich opportunities for students to gain and practice literacy skills and deepen social studies content knowledge.



History

GUIDED READING LEVEL: O

GENRE: Informational

TEXT FEATURES: end papers, illustrations, labels, diagrams

LESSON OBJECTIVE: SOCIAL STUDIES

Students will generate questions about individuals and groups who have shaped historical changes and continuities.

ESSENTIAL QUESTION

Why have Dr. Franklin's inventions endured for more than two hundred years?

LESSON OBJECTIVE: ELA

Students will learn about the common Latin prefix bi- and how it affects the meanings of root words.

BACKGROUND KNOWLEDGE

Explain to students that Benjamin Franklin is best known as one of the Founding Fathers of the United States because he helped draft the Constitution and the Declaration of Independence. Explain that Founding Fathers were statesmen during the American Revolutionary period.

Consider previewing selected vocabulary based upon the needs of your students before they read the text. (Vocabulary is listed below in the order it appears in the text.)

VOCABULARY

circa primitive
originated ventilation
gadget suffocating
current churned
avid odometer
citrus fruits postmaster general
scumvy sanitation
interlude pivotal

Now & Ben

The Modern Inventions of Benjamin Franklin

by Gene Barretta

Why This Text?

This highly illustrated text uses a Now and Ben (Now and Then) text structure to highlight the enduring nature of many of Dr. Benjamin Franklin's inventions from more than two hundred years ago by featuring Franklin's original concept and how it is translated today.

Preparing to Read

Explain that this is an informational text written to teach readers about a famous American inventor who lived more than two hundred years ago. Point out that we are still enjoying many of his inventions today. Ask how many students have heard of Benjamin Franklin. Encourage them to share what they know. Do not confirm or deny what they share. Then have students refer to the end papers of the book. Explain that each diagram represents one of Benjamin Franklin's inventions. Ask, *How are the diagrams organized?* (chronological order) Read through the inventions together.

Explain that *Now & Ben* is about Benjamin Franklin's inventions but that he also helped draft the Constitution and the Declaration of Independence, two important documents in the history of the United States.

Reading Informational Text

Have the students read the text independently. Once all students have finished reading, ask them to refer to the first spread in the book. Read the text on the right-hand page together. Remind students that it is important to use the illustrations or other graphics in informational text as these features explain or extend the information provided in the text. Then encourage students to study the illustrations and share everything they can learn about Benjamin Franklin that isn't included in the text.

Connect and Respond

1. What does the disconnected snake represent? (If the colonies continued acting on their own rather than joining forces, they would be weak and die like a disconnected snake.)
2. Why do you think Ben Franklin added a stepladder to his library chair? (Books that are stored on shelves are often too high to reach without a stepladder.)
3. What prompted Ben Franklin to invent bifocals? Find textual evidence to support your answer. (Ben originally designed bifocals for himself after he grew tired of switching between two pairs of glasses.)



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ELA SKILLS SUPPORT

Teach important word morphology and related literacy skills

SOCIAL STUDIES SKILLS SUPPORT

Primary source and social studies skills activities explore and extend the content

ENGLISH LANGUAGE SUPPORT

Title-specific vocabulary support strategies for English learners

DIGITAL RESEARCH CONNECTION

Links provided for further study when appropriate

Morphology

Call students' attention to the word *bifocals* in the text. Read the two pages together.

- Write the word *bifocals* where all can see. Underline the prefix *bi-*. Remind students that a prefix is a word part added to the beginning of a word that changes the word's meaning.
- Then explain that the prefix *bi-* comes from Latin and means "two." Establish that the word *bifocals* means "two foci, or focuses."
- Ask, *How does the meaning of this word match Dr. Franklin's invention?* (Dr. Franklin's invention combined two sets of lenses into one pair of glasses. The bottom lens helps to see near, and the top lens helps to see far.)

Language Arts Activity

Have students write a paragraph about which of Benjamin Franklin's inventions they think will help shape the future and how that invention may change over time.

Primary Source Activity

Remind students that Ben Franklin's first invention was a pair of swim fins. He invented the swim fins in 1717 when he was just 11 years old. Explain that he enjoyed swimming from a young age and continued swimming throughout his life.

Share the primary source provided. Explain that it is a description in Ben Franklin's words of his swim fins invention. Ask students whether they enjoy swimming and if they have ever used swim fins for their feet.

Discuss that most inventions are created to solve a problem or job or process. Have students explain how the following inventions solved a problem or made life easier.

- bifocals (people no longer needed two pairs of glasses)
- lightning rod (prevented lightning from striking buildings and starting fires)
- long arm (helped people get things that were out of reach)

Encourage students to think of a problem they would like to solve. You may want to brainstorm a class list of problems. Challenge students to plan an invention to solve the problem. Have them write a description of the invention as well as draw a picture of it. Encourage them to create a model of their invention.

Social Studies Activity

Remind students that Benjamin Franklin also helped draft the Constitution of the United States. This document established laws and rights for the people of the United States. Share background with students on Ben Franklin's role as a Founding Father. If students could meet Ben Franklin, what questions would they ask him. Encourage students to each write at least two questions. Provide time for sharing.

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Materials/Resources Needed

paper
pencils
crayons
miscellaneous craft materials

Support English Learning

Offer realia, gestures, or photos to support the introduction of the new vocabulary.

- Provide English learners context for what life was like at the time Franklin lived and build background knowledge of what it means to be an inventor.
- Share items within your classroom that were invented, such as eyeglasses, scissors, umbrellas.

Research Connection

A copy of the Declaration of Independence can be found at <https://search.archives.gov/search?query=Declaration+of+Independence&submit=Butts&affiliate=national-archives>

A copy of the Constitution can be found at <https://catalog.archives.gov/search?q=Constitution&rows=20>

Primary Source

The following are Ben Franklin's words as he described his swim fins invention.

Franklin writes, in March 1717:

When a youth, I made two oval pallets, each about ten inches long, and six broad, with a hole for the thumb, in order to retain it fast in the palm of my hand. They much resembled a painter's galleys. In swimming I pushed the edges of these forward, and I struck the water with their flat surfaces as I drew them back. I remember I swam faster by means of these pallets, but they fatigued my wrists. I also fitted to the sides of my feet a kind of sandals, but I was not satisfied with them, because I observed that the stroke is partly given by the inside of the feet and the ankles, and not entirely with the sides of the feet.

A TITLE DETAILS

Includes reading levels, genre, and text features

B SOCIAL STUDIES LESSON OBJECTIVE and ESSENTIAL QUESTION

C ELA LESSON OBJECTIVE

D BACKGROUND KNOWLEDGE and VOCABULARY

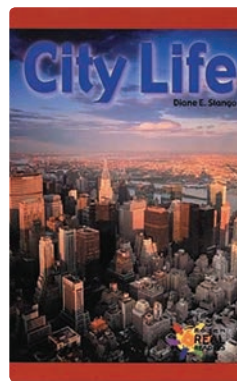
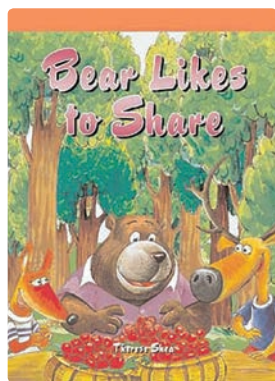
E PREPARING TO READ

F READING INFORMATIONAL TEXT

Suggestions to guide students in applying critical reading strategies

G CONNECT AND RESPOND

Text discussion prompts focusing on recall, making inferences, and providing textual evidence



Grade K Social Studies Independent Reading Library

978-1-328-63735-2

- 1 copy of 40 titles
- books labeled with title details, including Guided Reading Level
- organized in durable, labeled totes

Grade K Social Studies Guided Reading Library

978-1-328-63750-5

- 6 copies of 40 titles
- 6-packs packaged in labeled plastic bags
- organized in durable, labeled totes
- title-specific Lesson Plans

HISTORY

- | | |
|---------------------------|--------------------------|
| B Meet Lady Liberty | E Exploring Calendars |
| B What Day Is It? | E George Washington |
| D Daily Life Now and Then | F A Look at the Calendar |

GEOGRAPHY & MAPS

- | | |
|----------------------------------|-------------------------------------|
| A East, West, North, and South | B Our Community Is in the Mountains |
| A Ramon's Town Tour (F) | C City Life |
| B Our Community Is in the Desert | F Families Around the World |

CIVICS & GOVERNMENT

- | | |
|----------------------|------------------------------|
| A Workers in My City | D Firefighters |
| B Rules at School | D Librarians |
| C Keeping Us Safe | E Be a Good Leader! |
| D The Class Vote | E Who Looks After Your Town? |
| D Doctors | |

ECONOMICS & FINANCE

- | | |
|-------------------------|---------------------------------|
| A Dollars and Cents | E My Money Choices |
| A What Can I Buy? | E Saving and Spending |
| C A Dime's Busy Day (F) | E Spending My Money |
| D Making Money | F What Happens at a Dairy Farm? |
| E Food From Farms | |

CULTURE & COMMUNITY

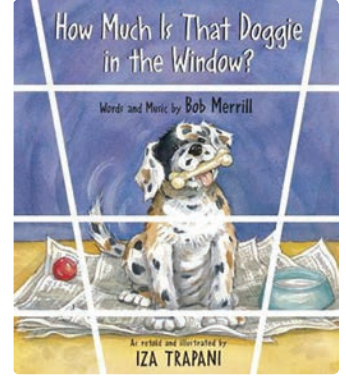
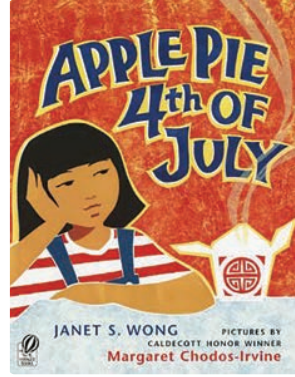
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|--------------------------------|---------------------------------------|
| A Bear Likes to Share (F) | B I Can Share |
| A I Listen When You Speak | B School Rules! (F) |
| B A Trip to the Police Station | C On the Job |
| B Do I Need It? | D Are You a Bully? |
| B I Can Be a Friend | D I Am a Citizen of the United States |

Due to availability of titles, substitutions may be made. Grade K substitutions are:

- | | |
|-------------------------|-----------------------------------|
| A What Is For Sale? | E Maps Are Flat, Globes Are Round |
| C Happy Fourth of July! | F Patterns at the Museum |
| E What Is Money? | |

Blue letters identify
Guided Reading Levels

(F) identifies fiction titles



HISTORY

- | | |
|--|---|
| E Transportation Then and Now | J Apple Pie 4 th of July (F) |
| F Abraham Lincoln | K From Chalkboards to Computers: How Schools Have Changed |
| H Harriet Tubman: Little Biographies of Big People | K Martin's Big Words |
| I Betsy Ross | L This First Thanksgiving Day: A Counting Story |

GEOGRAPHY & MAPS

- | | |
|----------------------------|--------------------------|
| C At the Dairy Farm | H Earth's Many Landforms |
| E Keys and Symbols on Maps | I Me on the Map |
| E Lily's Treasure Map | J North America |
| F Reading a Map | K Going Home |

CIVICS & GOVERNMENT

- | | |
|----------------------------|-------------------------------|
| E Akihiro Volunteers | G I Am Responsible |
| F Benjamin Franklin | G Our Class Rules |
| F What Are Rules and Laws? | G What Does the Principal Do? |
| G Following Rules | I U.S. Symbols |

ECONOMICS & FINANCE

- | | |
|------------------------------|--|
| E Police Officers on the Job | G Money: Saving and Spending |
| E Saving My Money | H How to Earn Money |
| F Services | H How to Make a Budget |
| G Farmers Market | J How Much Is That Doggie in the Window? (F) |

CULTURE & COMMUNITY

- | | |
|------------------------|---------------------------------|
| D Being a Good Citizen | H Let's Work Together |
| G Camille's Team (F) | I Citizenship |
| G Earth and I | J Schools Around the World |
| H Being Honest | K Celebrations Around the World |

Due to availability of titles, substitutions may be made. Grade 1 substitutions are:

- | | |
|------------------------------|---|
| F We Honor America | K First Thanksgiving (F) |
| G Save Energy Every Day | L Exploring Our Impact on the Environment |
| H Martin Luther King Jr. Day | |

Grade 1 Social Studies Independent Reading Library

978-1-328-63736-9

- 1 copy of 40 titles
- books labeled with title details, including Guided Reading Level
- organized in durable, labeled totes

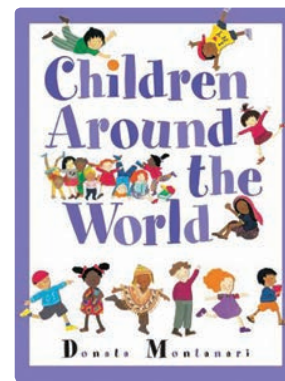
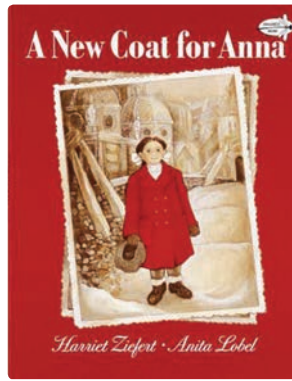
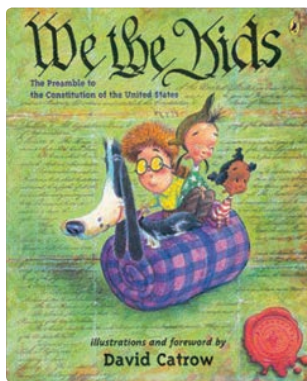
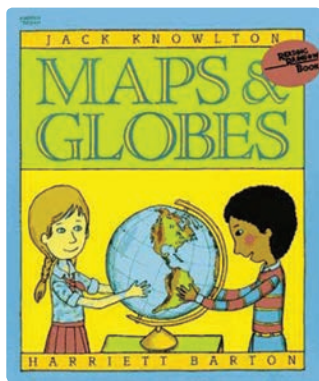
Grade 1 Social Studies Guided Reading Library

978-1-328-63751-2

- 6 copies of 40 titles
- 6-packs packaged in labeled plastic bags
- organized in durable, labeled totes
- title-specific Lesson Plans

Blue letters identify
Guided Reading Levels

(F) identifies fiction titles



Grade 2 Social Studies Independent Reading Library

978-1-328-63737-6

- 1 copy of 40 titles
- books labeled with title details, including Guided Reading Level
- organized in durable, labeled totes

Grade 2 Social Studies Guided Reading Library

978-1-328-63752-9

- 6 copies of 40 titles
- 6-packs packaged in labeled plastic bags
- organized in durable, labeled totes
- title-specific Lesson Plans

HISTORY

- | | |
|----------------------------------|-----------------------------------|
| I The Life of Susan B. Anthony | M School Days Then and Now |
| K Primary vs. Secondary Sources | M Timelines, Timelines, Timelines |
| L The Long Way Westward | N Ellis Island |
| L Native American Cultures | N Life in Colonial America |
| M Measuring Time with a Calendar | |

GEOGRAPHY & MAPS

- | | |
|--------------------------------|-------------------|
| J Compass Roses and Directions | L Deadly Droughts |
| K Types of Maps | M Drawing Maps |
| L Children Around the World | M Map Parts |
| L Climate Zones | |

CIVICS & GOVERNMENT

- | | |
|---------------------------------------|--------------------------------------|
| L Be an Active Citizen at Your School | M We the Kids |
| L The Statue of Liberty | M Why Do We Have Laws? |
| L Why Do We Need Rules and Laws | N What Are the Levels of Government? |
| M Community Helpers Then and Now | N What Is a Government? |

ECONOMICS & FINANCE

- | | |
|-----------------------------|--|
| K Lemonade for Sale (F) | M Alexander, Who Used to Be Rich Last Sunday (F) |
| K Ox-Cart Man (F) | M What Is a Bank? |
| K The Penny Pot (F) | O A New Coat for Anna (F) |
| M A Chair for My Mother (F) | |

CULTURE & COMMUNITY

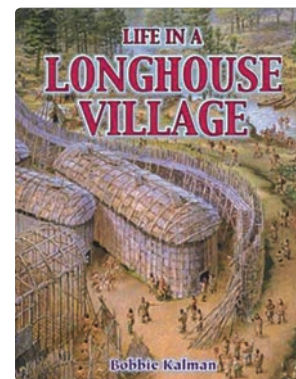
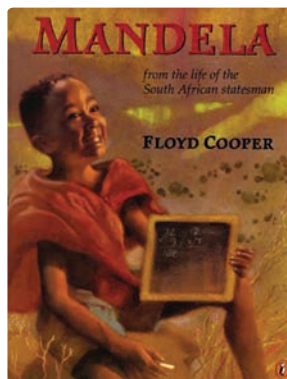
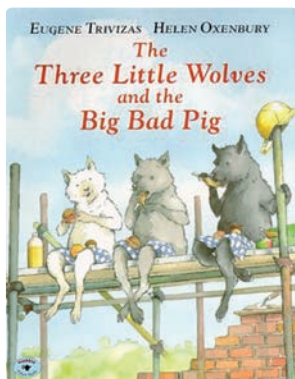
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| J Head, Body, Legs (F) | L The Josefina Story Quilt (F) |
| K Citizenship | L Our Heroes |
| K My Family | L What's New with Mr. Pizooti? (F) |
| L Be the Change in Your Community | M Recycle!: A Handbook for Kids |
| L Be the Change in Your School | |

Due to availability of titles, substitutions may be made. Grade 2 substitutions are:

- | | |
|--|----------------------------------|
| I Where Does Our Food Come From? | L Making Choices in my Community |
| L Be an Active Citizen in Your Community | M Measuring Time with a Clock |
| L Making Choices at School | |

Blue letters identify
Guided Reading Levels

(F) identifies fiction titles



HISTORY

- | | |
|-------------------------------|---|
| O Eye on Ancient Egypt | P Women Who Changed the World |
| O Now & Ben | P Your Life as a Pioneer on the Oregon Trail |
| P Inside Ancient Rome | P Your Life as a Settler in Colonial America |
| P Life in a Longhouse Village | Q Traveling on the Freedom Machines of the Transportation Age |

GEOGRAPHY & MAPS

- | | |
|--------------------------------------|---------------------|
| M Maps, Maps, Maps | O Maps and Globes |
| O Different Kinds of Maps | P How to Draw a Map |
| O Grand Canyon | Q The Southwest |
| O Keys, Legends, and Symbols in Maps | R Arctic Research |

CIVICS & GOVERNMENT

- | | |
|---------------------------------------|---------------------------------|
| M A Bill's Journey Into Law | O Voting in Elections |
| M You and the Law | P If I Ran for President |
| O Equality Under the Law | P What Is the Executive Branch? |
| O Understanding the U.S. Constitution | Q Who Really Created Democracy? |

ECONOMICS & FINANCE

- | | |
|--|-------------------------------------|
| M The Three Little Wolves and the Big, Bad Pig (F) | O What Are Wants and Needs? |
| N The Internal Revenue Service | O Why Do We Pay Taxes? |
| O Run Your Own Recycling Business | P Run Your Own Babysitting Business |
| O What Are Goods and Services? | Q Buy It! History of Money |

CULTURE & COMMUNITY

- | | |
|-------------------|------------------------------|
| M John F. Kennedy | O Who Was Eleanor Roosevelt? |
| N Barack Obama | P Mandela |
| N I Am Rosa Parks | Q Ancient America |
| O Helping Others | Q Who Was Helen Keller? |

Due to availability of titles, substitutions may be made. Grade 3 substitutions are:

- | | |
|-------------------------------|---|
| O Maps: What You Need to Know | O What Are Resources? |
| O Natural Resource Depletion | P Your Life as an Explorer on a Viking Ship |
| O What Are Money and Banks? | |

Grade 3 Social Studies Independent Reading Library 978-1-328-63738-3

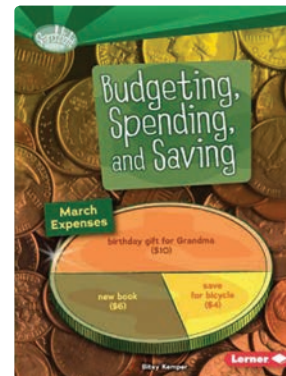
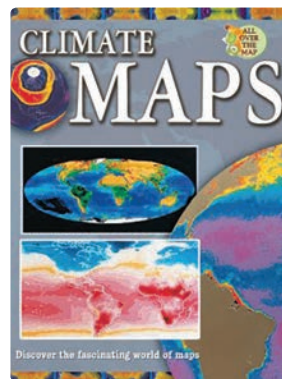
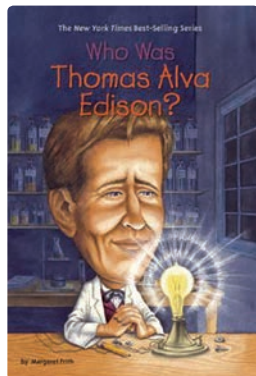
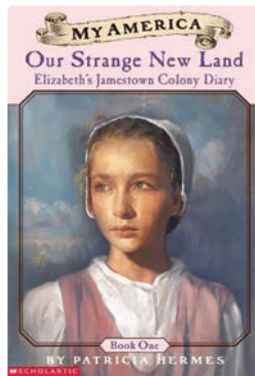
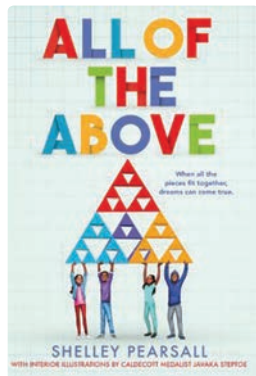
- 1 copy of 40 titles
- books labeled with title details, including Guided Reading Level
- organized in durable, labeled totes

Grade 3 Social Studies Guided Reading Library 978-1-328-63753-6

- 6 copies of 40 titles
- 6-packs packaged in labeled plastic bags
- organized in durable, labeled totes
- title-specific Lesson Plans

Blue letters identify
Guided Reading Levels

(F) identifies fiction titles



Grade 4 Social Studies Independent Reading Library

978-1-328-63739-0

- 1 copy of 40 titles
- books labeled with title details, including Guided Reading Level
- organized in durable, labeled totes

Grade 4 Social Studies Guided Reading Library

978-1-328-63754-3

- 6 copies of 40 titles
- 6-packs packaged in labeled plastic bags
- organized in durable, labeled totes
- title-specific Lesson Plans

HISTORY

- | | |
|----------------------------------|--|
| Q The American Revolution | S Samuel's Choice (F) |
| Q Ancient China | S The Underground Railroad |
| Q On Both Sides of the Civil War | U Patriots and Redcoats: Stories of American Revolutionary War Leaders |
| S Agricultural Inventions | U World War II Women in Uniform |

GEOGRAPHY & MAPS

- | | |
|---|--|
| Q Ancient Egypt | S Ellis Island: An Interactive History Adventure |
| Q Exploring Argentina with the Five Themes of Geography | S Immigration |
| R Climate Maps | S Smothered in Smog |
| R Political Maps | U Endangered Animals of the Sea |

CIVICS & GOVERNMENT

- | | |
|---------------------------------------|---|
| O Civic Responsibilities | R The Journey of the One and Only Declaration of Independence |
| P Christina Studies Laws (F) | R What is a Constitution? |
| Q Becoming a State Governor | S Checks and Balances |
| R The Branches of the U.S. Government | T Freedom of Speech, the Press, and Religion |

ECONOMICS & FINANCE

- | | |
|---|--|
| O Paying Taxes | S Budgeting, Spending, and Saving |
| R Government Regulation of the Railroad | S Labor Legislation |
| R The Stock Market Crash of 1929 | S You Wouldn't Want to Live Without Money |
| R What Is Scarcity of Resources? | T The Price You Pay: A Look at Supply and Demand |

CULTURE & COMMUNITY

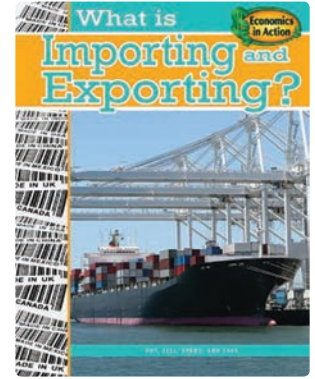
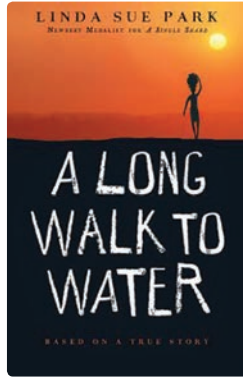
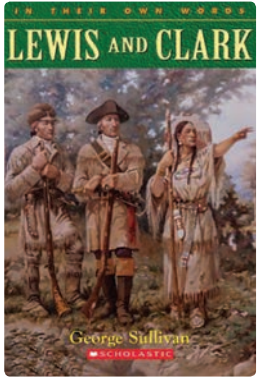
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|-----------------------------|--|
| R Sojourner Truth | T Step-by-Step Guide to Problem Solving at School & Work |
| R Stealing Home | U All of the Above |
| R Women's Suffrage Movement | P Our Strange New Land |
| S Civil Rights | |

Due to availability of titles, substitutions may be made. Grade 4 substitutions are:

- | | |
|--|----------------------------|
| O Governor (Know Your Government) | S Exploring the New World |
| Q Industrial Revolution | T The Science of Computers |
| S The Civil Rights Movement in America | |

Blue letters identify
Guided Reading Levels

(F) identifies fiction titles



HISTORY

- | | |
|--|---------------------------------------|
| T George vs. George: The American Revolution as Seen from Both Sides | U Timeline of the Revolutionary War |
| U African Americans in the West | V Hamilton vs. Jefferson |
| U The Attack on Fort Sumter | V Spies of the American Revolution |
| U Discovering Ancient Greece | V What Caused the American Revolution |

GEOGRAPHY & MAPS

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| Q A Long Walk to Water (F) | U Native Americans in the West |
| S Canada | U Understanding Global Warming with Max Axiom, Super Scientist |
| S Immigration to Colonial America | W Cree (Spotlight on Native Americans) |
| T In Their Own Words: Lewis and Clark | |

CIVICS & GOVERNMENT

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|--|---|
| T Constitutional Democracy | U Understanding the Electoral College |
| T The Declaration of Independence | V The Legislative Branch |
| U Thomas Jefferson vs. John Adams: Founding Fathers and Political Rivals | V Preventing Cruel and Unusual Punishment: The Eighth Amendment |
| U Understanding Supreme Court Cases | W Democracy |

ECONOMICS & FINANCE

- | | |
|---|----------------------------------|
| Q What Was the Battle of Gettysburg? | T The Boston Tea Party |
| R A "Cool" Inventor: Frederick McKinley Jones Invents Refrigeration | T Witness to a Revolution |
| R What Is Importing and Exporting? | V School in the Great Depression |
| R What Is Trade? | X Socialism and Communism |

CULTURE & COMMUNITY

- | | |
|---|--|
| S Harriet Tubman: A True Book | U Rosa Parks: My Story |
| T Civic Engagement: How Individuals and Institutions Interact | U You Can Too! Change the World |
| T Civic Roles in the Community: How Citizens Get Involved | V Discovering Native North American Cultures |
| T U.S. Culture Through Infographics | V Sojourner Truth: Ain't I a Woman? |
| U Inside the Labor Movement | |

Due to availability of titles, substitutions may be made. Grade 5 substitutions are:

- | | |
|------------------------------------|--|
| T Federalists and Anti-Federalists | V Apache Resistance: Causes and Effects of Geronimo's Campaign |
| U The Double Life of Pocahontas | V The Top Ten Events That Changed the World |
| U The Exploration of North America | |

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