

A photograph of the Space Shuttle Columbia, showing the orbiter and external tank. The orbiter is open, revealing the interior of the payload bay. The shuttle is displayed in a museum setting, with a dark background and a railing in the foreground.

Where will your
instruction take you?

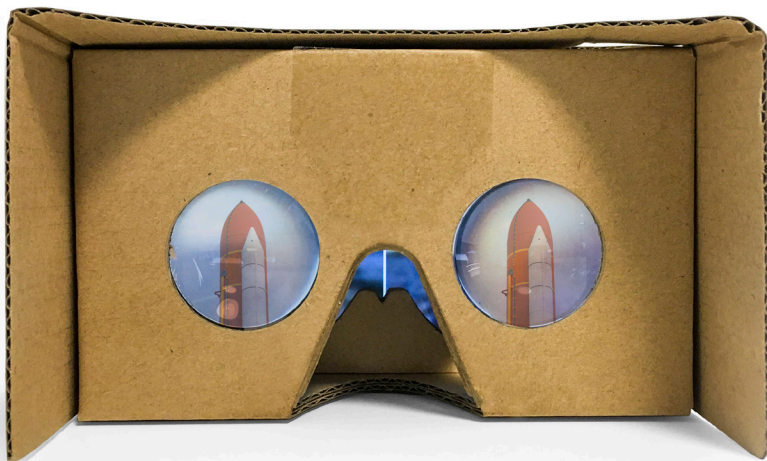
HMH Field Trips powered
by Google Expeditions

Teacher Guide Sampler

The answer is: **virtually anywhere.**

With HMH Field Trips, your students will be able to travel through history, explore the world, and witness scientific wonders without ever leaving their classrooms—and you'll be able to guide them every step of the way using our Teacher Guide lessons.

HMH® has 180 years of experience creating engaging and effective content, experimenting with new ways to deliver classroom materials that inspire curiosity and transform learning. Now, with HMH Field Trips powered by Google® Expeditions, your students will be able to explore and learn like never before.



HMH Field Trips

powered by



Google Expeditions



Learn how it all works together!

What is HMH Field Trips powered by Google Expeditions?

HMH Field Trips powered by Google Expeditions is a classroom experience that takes full advantage of Google's virtual reality technology and HMH's instructional support. It allows teachers to bring students closer than ever to interesting locations they would not normally be able to visit.

These trips are collections of 360° panoramas and 3D images—annotated with details, points of interest, and questions that make them easy to integrate into curricula already used in schools. HMH has also developed Teacher Guides for selected programs so teachers know exactly when and how to use HMH Field Trips in connection with their core programs.

Using this guide, you can explore HMH Field Trips in these content areas: science, American history, world history, world geography, and world languages.



How to Get Started

Step 1: Getting Set Up

You will need:

- a. A device for the teacher, or “guide” (preferably a tablet)
- b. A mobile phone and compatible VR viewer device (like Google Cardboard™) for the student, or “explorer”
- c. A router or hotspot.

Download the FREE Google Expeditions app to your devices from Google Play™ (for Android™) or from iTunes® (for iOS®). The first time you open Google Expeditions, you'll be offered a brief demonstration of the app. In the demo, tap **Full Screen** to see how the app works without a viewer.

Teachers can start Field Trips, guide students through multiple panoramas, access notes, and highlight points of interest throughout the Field Trip. Students can insert the phone into the viewer and start exploring! The Field Trip must be started by the teacher.

Step 2: Selecting HMH Field Trips

HMH has developed many Field Trips that can be accessed through the Google Expeditions app and more are added all the time. For example, use the search function in the app to select one of these Expeditions:

World War I – social studies

Big Cypress National Preserve – science

Field Trip to Mexico – world languages

Step 3: Using the HMH Teacher Guides

HMH has developed Teacher Guides for HMH Field Trips with Google Expeditions that correspond to several of our programs. You can access these guides through your HMH Online Teacher Resources and incorporate them into your lessons. To get you started, we've included three sample guides on the next pages that correspond to the HMH Field Trips listed above.

I like it! How can my school purchase the hardware?

Your school can purchase the recommended equipment through any hardware provider or work with a Google certified provider like Best Buy® Education (bestbuy.com/googleexpeditions). With Best Buy Education, you can purchase a ready-made kit or build your own, depending on what suits your needs.

World War I

Lesson Plan for use with *HMH Into Social Studies* (Grades 3–6), *HMH Social Studies World Civilizations*, *HMH Social Studies United States History*, *HMH Social Studies World History*, or *HMH Social Studies American History*

Use With

World War I (1914–1918), also known as “the Great War,” began after the assassination of Archduke Franz Ferdinand of Austria. That act set off a series of military conflicts in Europe and eventually the world. During World War I, trench warfare developed as a military strategy soon after the war began and was used by both German and Allied forces along the French border, an area known as “the Western Front.” Trenches were useful, because they helped protect soldiers from deadly artillery and machine-gun fire, but they were dangerous and deadly places.

With both sides hidden from one another in their trenches, it was easy to see or hear an attack coming. As a result, neither side wanted to expose themselves by going “over the top” and leaving their trenches to mount attacks, which were usually unsuccessful. Trenches also made surprise attacks very difficult, as any troops running across the No Man’s Land between opposing trenches would be gunned down. The overall effect was static: troop movement slowed, battles became longer, and little land was gained or lost. The stalemates continued until the appearance in 1916 of tanks, which allowed soldiers to cross No Man’s Land without being harmed by bullets or barbed wire. Other weapons, such as airplanes and mustard gas, also helped to force troops from their trenches.

In this activity, students will take an HMH Field Trip to learn about trench warfare during World War I. First, they will visit the Irish Military Museum to see some artifacts from the war. Then they will go inside a virtual trench system to learn about trench warfare. After completing the field trip, students will read and discuss a short primary source describing life in the trenches.

Objectives

In this lesson, students will learn to:

- describe trench warfare and explain why it developed during World War I
- integrate information from different types of visual sources
- analyze a primary source

Classroom Activity

 One 45-minute class period

Introduce

To introduce the lesson, show students a map of Western Europe during World War I. Point out the major Allied Powers (Great Britain, France, Italy, Russia), the main Central Powers (Germany, Austria-Hungary, Ottoman Empire), and the location of the Western Front. Show the direction of German troops during their initial invasion of Belgium and then France. Explain to students that after Allied forces pushed the initial German invasion back, both sides built a vast system of trenches along the Western Front. Ask students: “Why do you think the Allies built trench systems? Why were trenches advantageous in war?” ([Trenches protected soldiers from artillery bombardment and machine gun fire and therefore allowed them to hold onto territory more effectively.](#)) Discuss their responses. Tell students that on this HMH Field Trip, they will travel to a virtual battlefield to learn about trench warfare during World War I. Then they will read and discuss a primary source about life in the trenches. The first stop is the Irish Military War Museum in County Meath, Ireland.

Teach

1. Guide students through the HMH Field Trip **World War I**. 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, and 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. Make sure students understand that the scenes used in this field trip are virtual images that indicate what trench warfare was like, but they are not real historical photographs. Ask students, “Based on this field trip, how would you describe life in the trenches?” Discuss their responses. Explain that living conditions in the trenches were often so bad that many soldiers suffered from shell shock, a nervous disorder caused by the intense fighting and bombing. Because living in the trenches was so dangerous, soldiers regularly rotated from the front-line trenches to the support and communication trenches farther from the enemy.
3. Explain to students that many soldiers wrote letters home or kept diaries in the trenches. These primary sources are a valuable source of information for historians. Read part of a letter by Hugh Andrew Skilling, a British soldier fighting in the trenches of France in 1917.

We went in for four days then out for a rest for about three days then back again. The water was over our knees in the trenches and it was impossible to use the communication trenches at all. We were holding the front line with two platoons (I should say our boys' section of the line). Our platoon was twenty-two strong including the Officer, and during the bombardment we had eight put out in ten minutes. There were no dugouts [bunkers] of any description there, so you can imagine what it was like to stand there for four nights. We hoped the weather would be alright so that we could go over and get it done with but it was not to be. We were out digging one night when they let us have it for five hours with gas shells, we had two chaps hit with them and put right out.

The sights and smells were awful, as a good many of the chaps lay just as they fell during the advance. It was impossible to bury them. Also there were about a dozen dead horses round about in the mud that were killed by shell fire while bringing up ammunition for the guns. Our guns never cease down there, as soon as one section stop, another lot open out . . .

Yours sincerely, H.A. Skilling

—from the letters of Hugh Andrew Skilling,
January 5, 1917, France

(Source: British National Archives. Contains public sector information licensed under the Open Government License v3.0.).

4. Lead a short classroom discussion about Skilling's letter. What does it indicate about life in the trenches? (The trenches were deadly and wet. Some soldiers were killed by bombs and gas attacks.) Ask students, "What do you think Skilling means when he says, 'We hoped the weather would be alright so that we could go over and get it done with but it was not to be'?" ("Going over the top" meant leaving the protection of your trench to attack the enemy's trench.) Ask: "Why do you think Skilling and the other soldiers were 'out digging one night'?" (They were working on the trench system at night. Trenches were busiest at night because the darkness made it safer to move troops and supplies, maintain trenches, lay barbed wire, or spy on the enemy.)



Close

Summarize the lesson by noting that trench warfare became a defining feature of World War I because the military technology at the time favored defensive tactics—it was easier to hold your position and keep your troops alive using a trench system than it was to advance and take control of enemy territory. Trench warfare has also come to symbolize the futility of war, with two entrenched sides sending waves of soldiers out into No Man's Land to little effect. Point out that the development of more-advanced armored and offensive weaponry, including tanks, airplanes, and poison gas, eventually reduced or eliminated the advantages that trenches provided.

Teaching Tips and Information

This HMH Field Trip uses visual effects (VFX) to tell the story of trench warfare during World War I. Although they are not historical photographs, these virtual images can help students visualize and learn about the past.

You might want to give students the transcript of Skilling's letter and let them read it individually before discussing it as a class in Step 4.

You can use this lesson around Veterans Day (November 11) to help students connect the history of World War I to the modern public holiday that honors all veterans.

Big Cypress National Preserve

Use With

Units on wetlands, biomes, ecosystems, and energy transfer in ecosystems.

You can use this field trip as engagement to the lesson content, as an additional Elaborate activity, or as part of a summary and overall class assessment at the unit end.

Location

Big Cypress National Preserve, southwest Florida, about 73 km (45 mi.) west of Miami.

Background

This vast preserve protects a freshwater wetland that channels rainwater through five different ecosystems before the water drains into the Gulf of Mexico: hardwood hammocks, pinelands, prairies, cypress swamps, and estuaries. Each ecosystem encompasses distinct soils and species of plants and animals. Their specific types vary based on the ecosystem's elevation and the length of time surface water is present during the year.

Objective

Upon completion of this field trip, students should be able to state a claim supported by evidence about diversity in wetland ecosystems and how those ecosystems are both similar and different. Students should also be able to state a cause-effect relationship between elevation, surface water, and the biodiversity among ecosystems.

Set a Purpose

Tell students that they are going to explore Big Cypress National Preserve to look for evidence of different ecosystems that make up the preserve as well as for what may cause that diversity.

Standards

SEP Analyzing and Interpreting Data

CCC Systems and System Models
Cause and Effect

DCI **[HS] LS4.C:** Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

Time

30–45 minutes

What to Do

1. Guide students through the *HMH Field Trip Big Cypress National Preserve*. 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 to it. 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 down their viewers.

Note: Some students may be sensitive to the effects of 3D virtual reality and to turning around to look at the entire scene. You may want to take a break between scenes for discussion before proceeding to the next view.

2. For each scene, ask: What kinds of plants do you see growing here? What do you notice about the surface? What kinds of animals do you think might live in this ecosystem?

Teaching Strategies

1. **Use to Engage:** Use this field trip before any lesson or unit that investigates ecosystems or habitats. Have students take a moment to look at the first scene. Have student volunteers describe the elements of what they see in one word or a short phrase, for example, "water", "trees", "lily-pads", "grass", or "variety of

plants". Ask students what they think separates one ecosystem from another: Are there clear boundaries? defining characteristics? Have them name factors they think determine the makeup of an ecosystem: sunlight, climate, etc. Suggest that elevation is one factor that has a huge impact on all aspects of an ecosystem. Tell them to look for reasons this might be the case as they explore the scenes.

2. **Use to Explore/Explain:** After students have looked through the scenes, ask them to name two different ecosystems they have visited in the real world. They can consider local ecosystems such as a creek, the edge of a pond, a wooded park, or an open field. Ask them to describe what makes the two ecosystems different from each other. How are the plants, animals, and nonliving components (e.g., soil, rock, water, sunlight, temperature) different in each ecosystem? Tell students that ecosystems can vary greatly, even if they are near each other.
3. **Use to Explore/Explain:** Have students in pairs or small groups view the scenes. As they view, have them discuss with each other what they see. They should compare and contrast the ecosystems and attempt to explain what causes the ecosystems to be different. Students may want to refer back to specific scenes for evidence.
4. **Use to Explore/Explain:** As students move through the scenes, have them note the adaptations plants and animals have that allow them to live in each ecosystem. What conditions are unique to each ecosystem? How do organisms that live there adapt to these unique conditions? How did natural selection affect the types of organisms that live in each ecosystem?
5. **Use to Elaborate:** Have students working in pairs choose two ecosystems. One ecosystem should be from Big Cypress, but the other can be a local ecosystem or any other ecosystem the students have experience with. Have them compare and contrast the two ecosystems, focusing on the diversity of organisms that live in each one and the conditions that determine which organisms can survive there.

Wrap-Up and Assessment

Have student groups sketch a diagram of the Big Cypress National Preserve as a composite of the ecosystems they explored and discussed. It should show, from left to right, highest elevation (hardwood hammock) to lowest elevation (cypress swamp). The diagram should depict slight differences in elevation among the ecosystems as well as differences in surface water and plant life.



Assess students' understanding with these questions:

1. How does the Big Cypress National Preserve show diversity?

(Sample answer: Different ecosystems are found within the preserve, and each ecosystem supports different forms of life.)
2. What is the relationship between elevation, surface water, and diversity of plant life in the ecosystems of the Big Cypress National Preserve? Support your claim with evidence you gathered from the expedition.

(Sample answer: Even slight changes in elevation affect the amount of time during the year that surface water is present in the ecosystem, and the length of time the surface is underwater affects the kinds of plants that can grow in the ecosystem.)
3. Climate often determines the diversity of life that can exist in an area. How is climate a factor in the ecosystems of Big Cypress National Park? How are other factors important in differentiating the ecosystems?

(Sample answer: Since the ecosystems in the park are generally in the same climate, other factors, such as elevation, become very important in differentiating the different ecosystems.)

Field Trip to Mexico

Lesson Plan for use with *¡Avancemos!*

Use With

- Level 1, Unit 2, Cultura interactiva, pp. 82–83, Comparación cultural, p. 116
- Level 2, Unit 4, Cultura interactiva, pp. 194–195, Comparación cultural, p. 234
- Level 3, Unit 1, Cultura interactiva, pp. 28–29
- Level 4, Unit 3, Lesson 2, Comparación cultural, pp. 204–205, Unit 4, Lesson 2, Conexiones, p. 272

Featured Locations

Chichén Itzá, UNAM, el Zócalo del Distrito Federal, el Malecón de Puerto Vallarta, el Museo Nacional de Antropología, la Plaza de Armas de Guadalajara, el lago Pátzcuaro.

Objective

Upon completion of this trip, students should be able to

- identify landmarks in Mexico
- say where they would like to visit in Mexico
- describe people and customs in Mexico

Introduce

Activate students' prior knowledge by asking them if they have been to Mexico or what they have learned about it. You may wish to project a map of Mexico and show students where they can find the locations they will see in the field trip.

Teach

Guide students through the HMH Field Trip to Mexico. As students look at each scene using their viewer, read to the class the information that appears on your screen. Tap on each point of interest to direct students' attention and then share the additional information. Each scene contains 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 for a few minutes.

Guide students through the field trip a second time, this time using the abbreviated script in Spanish provided below. (Note that there will not be a direct correspondence

with each point of interest.) Then, have them put their viewers down and listen to the Spanish narration a second time, taking notes. After students have heard the Spanish narration read twice, have them complete the following leveled performance tasks. Select those that are most appropriate for the proficiency level your students have reached. For the interpretive task, read through the script as many times as you feel necessary.

Spanish narration for interpretive tasks:

Chichén Itzá es uno de los sitios arqueológicos más famosos de México. Lo establecieron los mayas y luego fue invadido por los toltecas. Es importante porque conserva elementos de la cultura de los dos grupos. Estos grupos usaron el lugar para sus ritos religiosos y astronómicos, pero sirvió también como mercado y centro urbano. Cuenta con pirámides, templos y la cancha de pelota más grande de Mesoamérica.

La UNAM es la primera y más grande universidad de América. Fue fundada en 1540 como la Real y Pontificia Universidad de México; justo antes de la Revolución se reinauguró como la Universidad Nacional de México. En 1929 se le concedió su autonomía del gobierno. Hoy en día cuenta con unos 350,000 estudiantes, incluyendo en sus planes de estudios de preparatoria, posgrados y educación a distancia. La ciudad universitaria de la UNAM es conocida por su deslumbrante arquitectura moderna, que integra obras de varios artistas mexicanos.

El Zócalo es el corazón de la Ciudad de México, y los mexicanos se juntan allí para conmemorar los eventos de importancia nacional. Este lugar fue el nexo religioso y político de los aztecas; por eso, en 1519 Hernán Cortés lo designó como el centro de la nueva colonia. Para mostrar que establecían una sociedad nueva, los españoles usaron piedras de los templos y palacios aztecas para sus nuevos edificios, tales como el palacio nacional o la catedral más grande de América.

Este paseo es una de las atracciones de este centro turístico situado en la costa Pacífica. Francisco Cortés de San Buenaventura reclamó este lugar para España en 1525, y durante la época colonial sirvió de almacén de abastecimientos para los barcos españoles. Puerto Vallarta, que cuenta con un clima agradable, hermosas playas y la tercera bahía más grande de México, llegó a la fama mundial en 1964, cuando el cineasta John Huston filmó aquí su película *Night of the Iguana*. El paseo del Malecón es renombrado por sus restaurantes, tiendas y galerías, y los turistas pueden caminar, bañarse y tomar el sol.

En 1790 se encontraron la Piedra del Sol y otras piezas del Templo Mayor de Tenochtitlan. En estas piezas se representan elementos religiosos y astronómicos de la cultura azteca. Al principio, las guardó la universidad. Ahora el museo, que está en Chapultepec, las protege y hace investigaciones para enseñar al público.

Guadalajara es la segunda ciudad más grande de México. Se conoce por su arquitectura colonial y sus mariachis. La historia colonial y revolucionaria de la ciudad se refleja en la Plaza de Armas, donde se encuentra la catedral, con su techo cubierto de azulejos

azules y amarillos, y el Palacio de Gobierno, con sus famosos murales de Orozco. Hoy en día la tecnología es una industria importante de esta región.

El lago Pátzcuaro, en el estado de Michoacán, es conocido por sus tradiciones indígenas, sobre todo las celebraciones del Día de los Muertos en la isla Janitzio. Las ruinas de Tzintzuntzan, en las orillas del lago, son de la civilización purépecha. Los españoles conquistaron los purépechas y establecieron un gobierno y una iglesia regionales.



Field Trip to Mexico

Lesson Plan for use with ¡Avancemos!

Performance Tasks

Interpretive Listening Tasks

Novice: Ask your students to list ten cognates that they hear.

Intermediate: Ask your students to identify three indigenous groups, two town centers, and one cultural practice.

Advanced: Ask your students what these locations say about two important events in the history of Mexico.

Interpersonal Speaking/Writing Tasks

Novice: Have your students work with a partner to say which place(s) they like more.

—¿Qué lugar te gusta más? (¿Qué lugar no te gusta?)

—Me gusta...¿Y a ti?

—A mí me gusta...

Intermediate: Have your students work with a partner to say which place(s) they like more, and say why.

—¿Qué lugar te gusta más? (¿Qué lugar no te gusta?)

—Me gusta...porque...¿Y a ti?

—A mí me gusta...porque...

Advanced: Have your students work with a partner to recommend to one another a place to visit in Mexico. They should include a description of the location and say why it's a good place to visit.

—¿Adónde me recomienda que vaya?

—Yo te recomiendo que vayas a...Es un lugar...
Es bueno para visitar porque...

Presentational Speaking/Writing Tasks

Novice: Have your students look at the pop-up image of the Day of the Dead celebration in Tzintzuntzan. Ask them to describe the people they see.

Intermediate: Have your students look at the pop-up image of the Day of the Dead celebration in Tzintzuntzan. Ask them what they think the people are doing. Encourage them to do outside research on Day of the Dead celebrations and then briefly describe two customs associated with the holiday in Mexico.

Advanced: Have your students look at the pop-up image of the Day of the Dead celebration in Tzintzuntzan and identify items they see on the altars the people are making. Then, ask them to research the Day of the Dead altars online and give instructions on how to build one. They should include elements such as food and drink, photos, flowers, candles, papel picado, calaveras, and so on.

Wrap-Up

You may use the following questions to sum up what students have learned in the field trip and throughout the unit. Assess students' understanding with these questions:

1. ¿En qué lugares se encuentran restos de civilizaciones indígenas? Se encuentran restos indígenas en Chichén Itzá, en el Zócalo, en el Museo de Arqueología, y en el lago Páztcuaro (Tzintzuntzan).
2. Entre el Distrito Federal y Guadalajara, ¿cuál es la ciudad más grande? ¿De qué manera son semejantes? *El Distrito Federal es más grande que Guadalajara. Las dos tienen una plaza central, la cual es un lugar donde la gente se reúne. En ambos lugares se ven edificios coloniales.*
3. ¿Crees que a los mexicanos les gusta el arte? ¿Por qué crees así? *Answers will vary. Sample answer: Creo que les gusta el arte mucho. Por toda la UNAM se ven obras de arte y en Puerto Vallarta hay esculturas a lo largo del Malecón. La Catedral de Guadalajara tiene un techo cubierto de azulejo y hay murales famosos en el Palacio del Gobierno.*

Tools and Suggestions for Assessment

If time allows, let students ask each other questions about their presentations. Suggest they add their presentations to their portfolios or publish them to a class Web page or Wiki. To assess your students' work, remember that novice students will perform at the word level, while intermediate students will use simple sentences in their exchanges. Advanced students will sustain their exchanges longer and will link sentences, possibly into paragraph-level discourse. As they gain proficiency, they will be able to understand and incorporate new, low-frequency vocabulary into their exchanges and presentations.

Alternate Teaching Strategies

In addition to using this field trip as an extension of the Cultura interactiva and Comparación cultural features of the unit, you may choose to use it as enrichment for the Repaso inclusivo.

Look for these **HMH Field Trips** currently available in the **Google Expeditions App**

SCIENCE

HMH Field Trip

Natural Bridge Caverns

How People Use Natural Resources

Corkscrew Swamp Sanctuary

The Space Race

Apollo/Saturn V Center

From Assembly to Launch:
A Rocket's Journey

Big Cypress National Preserve

University of Central Florida
Photonics Lab

Orange Blossom Cannonball

The Everglades

Engineering in the Everglades

Rocket Garden

Lovers Key State Park

Six Wetlands

Thomas Edison National
Historic Park

Great Barrier Reef

Frontiers of Flight

Life as a Robot

Stratosphere

Volcanoes around the World

Northern Great Plains

Antarctica

Amazonia

California State Parks

Machu Picchu

WORLD LANGUAGES

HMH Field Trip

Spanish

Argentina

Panama

Chile

Dominican Republic

Ecuador

Costa Rica

Hispanic Historic Sites in the U.S.

Mexico

Peru and Bolivia

Puerto Rico

Spain

Uruguay

French

Belgium

L'Île-de-France

Province of Quebec

South Central and
Southwestern France

Southeastern France and Monaco

Switzerland

Western France

Martinique

Guadeloupe

Senegal

Morocco

Paris

HMH Field Trip**American History**

Exploring America's Past
 Native American Cultures
 The Jamestown Colony
 The American Revolution Begins
 The Declaration of Independence
 The United States Constitution
 The National Mall
 The Florida Seminoles
 The Gold Rush
 Slavery in America
 The Civil War
 America Expands West
 The Industrial Age
 Immigration and Cities
 Women's Suffrage in the U.S.
 America's National Parks
 World War I
 The Great Depression
 World War II
 The Space Race
 The Civil Rights Movement
 The Vietnam War
 9/11 Memorial & Museum
 Celebrating America's Diversity
 American Landmarks

Geography

Studying Geography
 Google Earth World Tour
 Physical Geography
 Human Geography
 World Religions
 Urban Geography
 Economic Geography
 Global Environmental Issues
 Geography of the United States
 Geography of Canada
 Geography of Mexico
 Geography of South America
 Geography of Europe
 Geography of Russia
 Geography of Southwest Asia
 Geography of China
 Geography of the Indian Subcontinent
 Geography of Southeast Asia
 Geography of Africa
 Geography of Australia
 Geography of the Poles
 The World Ocean

World History

Studying World History
 Prehistoric Cultures
 World Religions
 Ancient Egypt
 Ancient Greece
 Ancient Rome
 The Middle Ages
 The Vikings
 Civilizations in the Americas
 Chinese Dynasties
 Mughal India
 The Ottoman Empire
 The Industrial Age
 The Great War
 World War II Memorials
 The Holocaust:
 History and Memory
 The Modern World

Look for these **HMH Field Trips** currently available in the **Google Expeditions App**

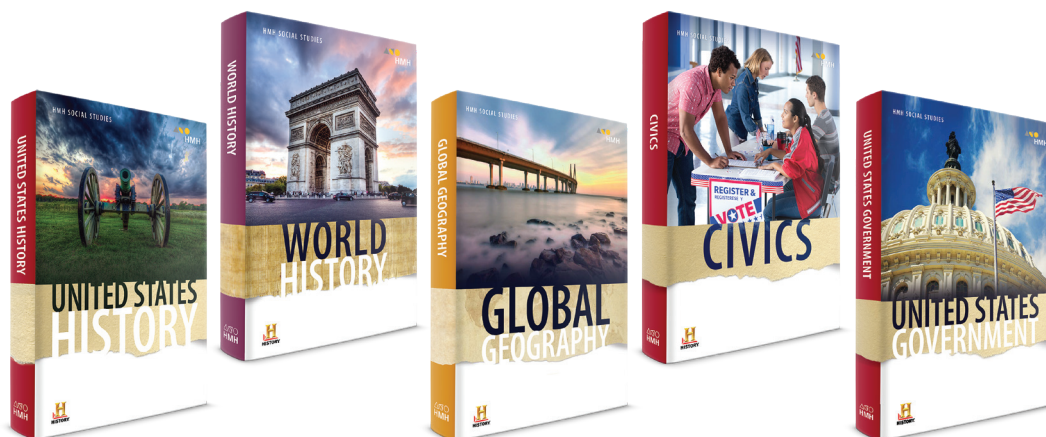
HMH Field Trip

Civics

American Landmarks
Celebrating America's Diversity
Immigration and Cities
The Declaration of Independence
The United States Constitution
The National Mall
Women's Suffrage in the United States
The Civil Rights Movement
The Great Depression
9/11 Memorial & Museum

United States Government

American Landmarks
Celebrating America's Diversity
Immigration and Cities
The American Revolution Begins
The Declaration of Independence
The United States Constitution
The National Mall
The Vietnam War
Women's Suffrage in the United States
The Civil Rights Movement
9/11 Memorial & Museum



And many more exciting locations to come!

Visit hmhco.com/fieldtrips to see an updated list.





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Grades 6–12

iAvancemos!
Grades 6–12

ScienceFusion[®]
Grades K–8

HMH Science Dimensions[®]
Grades K–12

Into Social Studies[™]
Grades 3–6

HMH Social Studies
Grades 6–12

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