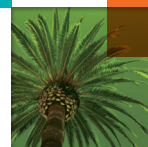




**Experience  
the World.  
Shape the  
Future.**

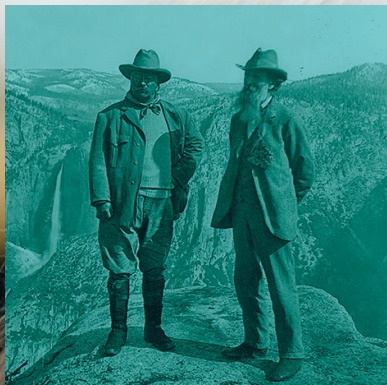


**IMPACT**<sup>™</sup>  
CALIFORNIA  
SOCIAL STUDIES





**What happened?**



**How did  
it happen?**





**Why did  
it happen?**



**How does this  
impact our  
lives today?**



## **Engagement generates impact. And impact changes lives.**

Social studies helps students connect someone else's past to their present, and ultimately helps them shape their own futures.

The incredible power of connection inspires important questions, drives understanding, and promotes the kind of critical thinking skills that motivate students to become active citizens.

Our goal is to help you spark the kind of engagement that turns curiosity, knowledge, and critical thinking into empowered citizenship. That's *IMPACT*.



A young person with brown hair, seen from the back, is looking at a world map. The map is partially obscured by several semi-transparent colored rectangles: a large green one on the left, a small orange one in the center, a large red one on the right, a yellow one on the left, a large blue one in the center, and a small teal one on the right. The text is overlaid on these rectangles.

Create an  
**Impact** in Your  
Classroom

Compelling questions,  
enthralling inquiry,  
and relevant content  
**ignite student  
curiosity.**

Engaging materials  
**provoke critical  
thinking** and  
inspire students.



A young boy with brown hair is seen from the back, looking at a large world map. The map shows continents in various colors like orange, yellow, green, and red. The boy is wearing a plaid shirt. There are several colored rectangular overlays on the image: a dark blue one in the top right, a teal one containing text in the middle right, a red one in the middle, a blue one below the red one, and a large orange one at the bottom containing another text block. The background is a world map with labels like 'ARCTIC OCEAN', 'PACIFIC OCEAN', and 'The World' visible.

Access to rich content—  
with robust support  
for English learners,  
struggling and advanced  
students—means  
**support for all.**

Flexible pathways  
and plans that easily  
incorporate social studies  
into any block of time  
**make every  
minute count.**




# Prepare California Students to Be Global Citizens

Created to meet the vision of the California History-Social Science Framework and Standards, *IMPACT: California Social Studies* was thoughtfully created with a focus on **Inquiry, Literacy, Content, and Citizenship**.


Let's make an impact on the next generation of informed and engaged citizens.

## Make It Relevant



### How Can People Make a Difference in Our World?

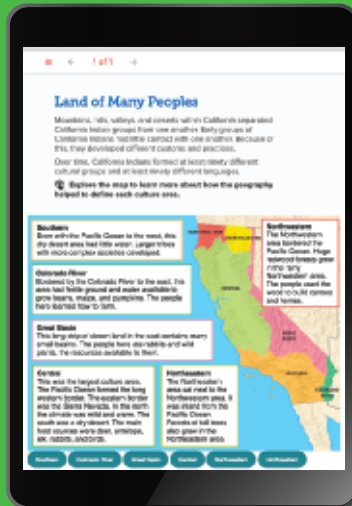
In this chapter, you'll explore how people can make a difference in the world. You'll read about people who made the world a better place. You'll also work with a team on a chapter project to develop a plan for something that will make a difference in your school or town.

**Talk About It** 

Discuss with a partner the questions you have about people who make a difference.

**My Research Questions**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

- Thought-provoking essential questions
- Student-driven inquiry
- Relatable stories



## Develop 21st Century Skills

### Money Saved and Spent

Sam wants to buy a point set. It costs \$15. How can Sam get enough money to buy it? He can **earn** money by working. He can use money he was given for his birthday, too. Let's see how Sam saves money to buy what he wants.

**WordBlast**  
To earn means to get money for doing work. What does Sam do to earn money?

78 Chapter 6: People and Money

### Are Women and African Americans of the Revolution Overlooked?

Work with a partner. Design a monument that honors the contributions of women or African Americans during the war. Consider what your monument should look like.

- Make an outline of the ways women and African Americans contributed to the war.
- Who were some individuals you learned about, and how do they represent the larger groups?
- Think about other monuments you have seen, and think about how your monument could compare to them.

Draw or make a model of your monument.

Present your monument to the class. Explain what you have learned about how women and African Americans helped the war effort.

**James Armistead**, who was a slave, helped the British to win the war for the colonists.

**Deborah Sampson** disguised herself as a man so she could join the Continental Army.

Lesson 4 237

- Financial Literacy
- Citizenship Development
- Effective Discourse



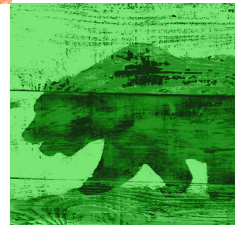


## Ignite Curiosity and Inspire Participation

Want to see your students fired up about social studies?  
Get them talking!

Engage kids with compelling essential questions, interactive resources, and powerful stories that help them see themselves as part of history, and watch the world come alive for them.

Immerse your students in **Google Expeditions** and transport them to exciting places and times- bringing lessons to life.



## Engage with the History-Social Science Analysis Skills Every Day

[illegible]

- Chronological and Spatial Thinking
- Research, Evidence, and Point of View
- Historical Interpretation

## Develop Critical Consumers of Information and Media

# Analyze the Source

## 1 Import

Read: Look at the two versions of the Preamble to the Constitution.

- **Cite** words you don't know.
- **Underline** phrases that are in both versions.
- **Difference** in groups of three. Each group member should lead a short discussion for one of the following questions: Why were some things kept? Why were some things removed? Why were some things added?

My Notes

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## Writing (and Rewriting) the Constitution

The Constitution was not written all at once. It had to be written carefully so that it could cover all of the important issues required by a national government. On May 25, 1787, 55 free members of the Constitutional Convention began meeting at Philadelphia's State House to discuss, plan, and write the Constitution.

A first draft was copied and given to the delegates on August 6. They studied and made notes on their copies before making a final draft, signed on September 17, 1787. The Preamble, or introduction, to the Constitution, changed significantly between the two versions. The article process took about four months, with only one seven-day pause.

### PRIMARY SOURCE

#### In Their Words... The Preamble, First Draft

We the People of the State of New-Hampshire, Massachusetts, Rhode-Island and Providence Plantations, Connecticut, New-Jersey, New-York, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia, do declare, declare and establish the following Constitution for the Government of ourselves and our Posterity:

We the People of the United States of America, August 6, 1787

The Constitutional Convention delegates signing bills during the Constitution

### PRIMARY SOURCE

#### In Their Words... The Preamble, Final Draft

We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

—from the original United States Constitution, September 17, 1787

## 2 Find Evidence

**Beread** The Preamble lists five things the government must do: “establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity...” Think of an example of how the government does each of these things. Compare your list of examples with lists from other students.

## 3 Make Connections

**Write** Imagine you are a delegate at the Constitutional Convention. In what way do you think something you think should be changed in the second version of the Preamble? Write a short speech explaining what you want added, changed, or removed, and why it is important.

PHOTO: GETTY IMAGES/ALAMY; ILLUSTRATION: JAMES HAMILTON/ALAMY

222 Lesson 2 How Does the Constitution Set Up Our Government Framework?

Lesson 2 223

### Analyze the Source Routine:

- Inspect
- Find Evidence
- Make Connections





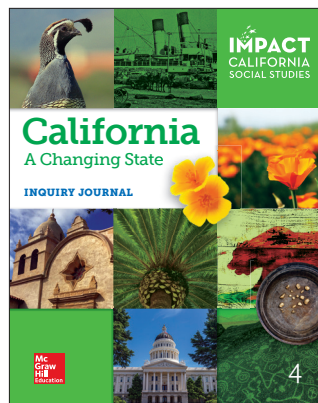
# Flexible Pathways Built on a Dynamic Platform for Teachers and Students

Students begin the inquiry process by asking questions and evaluating sources. They investigate using the research companion, the magazine, or other sources. Students talk and write about their discoveries.

Engage

Investigate

Report



## Engage

### Inquiry Journal

The interactive Inquiry Journal sparks students' curiosity and begins the inquiry process with questions. Then the Inquiry Journal guides the investigation and discovery throughout the lessons.



## Investigate

### Research Companion

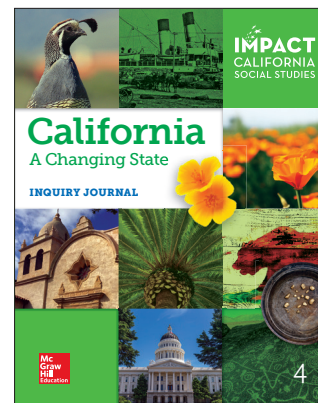
Students continue their investigation using the Research Companion, a collection of informational texts designed to provide social studies concepts required to deepen students' understandings.



## More to Investigate

### Weekly Explorer Magazine

This captivating magazine extends learning and helps students dig deeper into the content.

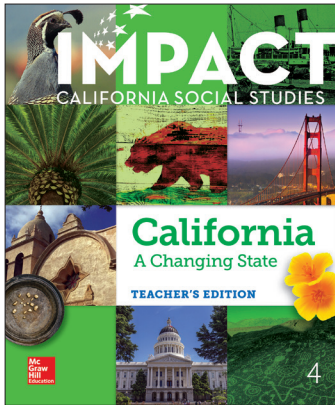


## Report

### Inquiry Journal

Students return to the Inquiry Journal to review the information collected, answer the Essential Question, and report their findings.





### Teacher's Edition

Instructional support, planning guides, correlations, differentiated instruction, and more all found in one easy-to-use Teacher's Edition.



### Language Learners Teaching Guide

Provides focused language study to support language learners unpack the social studies content.



## Make Minutes Count!

- Customizable lesson plans built to fit any block of time.
- Everything you need to teach is guided by the CA History-Social Science Framework and Standards.
- Seamlessly connect to McGraw-Hill *California Wonders* or any other ELA/ELD curriculum.
- See how each social studies lesson relates to math, science and other content areas for maximum impact throughout your day.

1 ENGAGE	2 INVESTIGATE	3 REPORT
<b>Inquiry Journal</b> pp. 182-189 <b>Inquiry Project</b> Timeline of People and Events in California 1848-1851 <b>Explore Words</b> <b>Go Digital!</b> <ul style="list-style-type: none"> <li>The Golden State</li> </ul>	<b>Research Companion</b> pp. 190-193 <ul style="list-style-type: none"> <li>Step into the Time and Place</li> <li>Connect Through Literature Sweet Betty from Pike traditional folk song</li> <li>People You Should Know</li> </ul> <b>Weekly Explorer Magazine</b> pp. 40-55	<b>Inquiry Journal</b> pp. 184-185 <b>Inquiry Project</b> Timeline of People and Events in California 1848-1851
<b>Short on Time?</b> Look for the clock to teach core content in less time.		
<b>CULTIVATE MEANING AND SUPPORT LANGUAGE</b> <b>Language Learner Teaching Guide</b> pp. 86-97 <b>Content Objectives</b> <ul style="list-style-type: none"> <li>Understand the effect of the Gold Rush on California's population, economy, and environment.</li> <li>Understand the issues involved in California becoming a state.</li> </ul> <b>Language Objectives</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of reported speech.</li> <li>Recognize, record, and report main ideas and supporting details.</li> <li>Demonstrate an understanding of quantifiers as pronouns.</li> </ul>	<b>CONNECT TO Wonders</b> <b>Unit 5 Week 2 On the Move</b> <b>Read Aloud:</b> "Horse-Tamer Hattie Heads West" <b>Reading/Writing Workshop:</b> "My Big Brother, Johnny Kay" <b>Literature Anthology/Paired Selection:</b> Apples to Oregon, "Westward Bound: Setting the American West" <b>Levelled Readers</b> The Adventures of Sol Fink, The Great Man of Nebraska, The Tale of John Henry, "Traveling on the Mississippi," "Westward Ho!" and "The Transcontinental Railroad"	<b>CONNECT TO SCIENCE</b> <ul style="list-style-type: none"> <li>Explore how and why gold is found in the ground and how its properties allow prospectors to separate it from rocks and soil. Students can explore how gold is processed and used in jewelry and other applications like gold foil in space ships.</li> </ul> <b>CONNECT TO MATH</b> <ul style="list-style-type: none"> <li>Have students explore the process of surveying unknown areas in preparation for measuring. John C. Fremont surveyed the western territories and used specific instruments and made calculations to produce accurate distances and angles. Have students find out how this was done.</li> </ul>

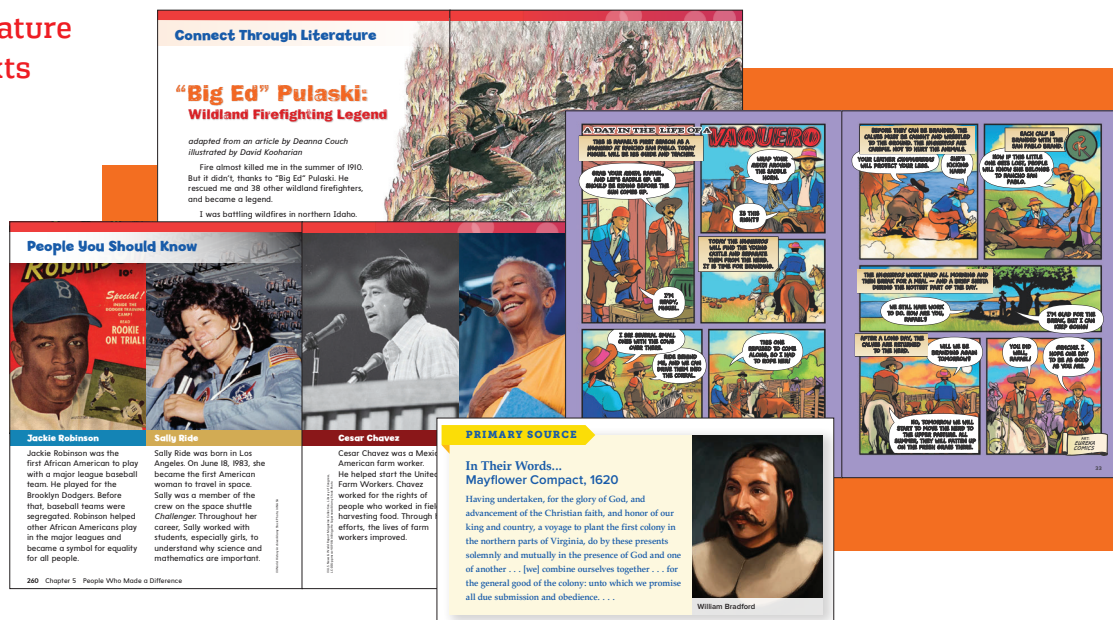




# Connect Seamlessly to Literacy Standards, Strategies, and Skills

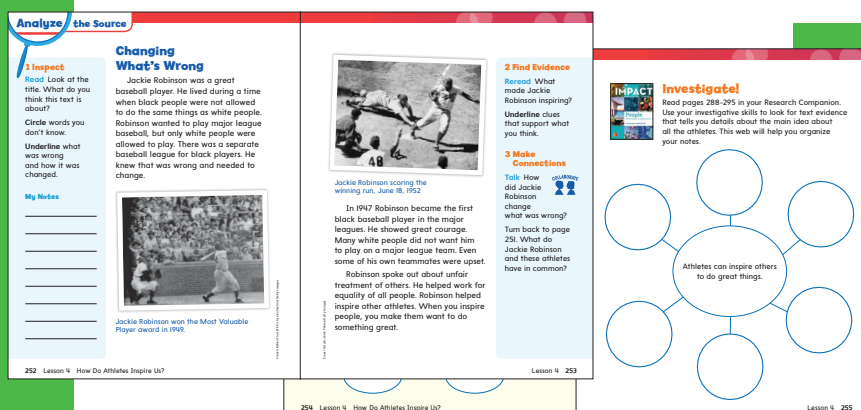
## Rich and Diverse Literature and Informational Texts

- Graphic Novels
- Poetry
- Historical Documents
- Award-Winning Literature
- Biographies



Graphic Organizers and Foldables provide students with organization and study skills strategies to increase comprehension.

Students apply close-reading strategies for complex texts and engage in evidence-based writing.

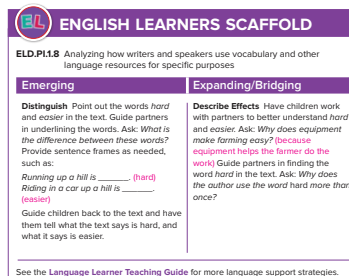


## Impact Every Student

It is essential to support every student, from English learners to struggling and advanced students. We're there, with critical content and differentiated instructional resources that will help you access and unlock every student's potential.

Support Emerging, Expanding, and Bridging English learners with:

- Differentiated instruction
- Targeted Vocabulary Development



### Teacher's Edition

LESSON 1 CULTIVATE MEANING and SUPPORT LANGUAGE		
<b>LESSON QUESTION</b> <b>How Do Businesses Use Resources?</b>	<b>CONTENT OBJECTIVES</b> <ul style="list-style-type: none"> <li>Examine what kinds of resources businesses use.</li> <li>Understand how businesses in California provide goods and services.</li> <li>Describe how businesses in California use resources.</li> </ul>	<b>LANGUAGE OBJECTIVES</b> <ul style="list-style-type: none"> <li>Identify transition word because.</li> <li>Understand adjective clauses.</li> <li>Use an apostrophe to show ownership.</li> </ul>

### Language Learners Teaching Guide

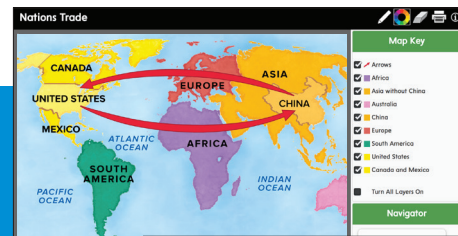


# The Digital Experience

## Bring Your Classroom to Life

Explore, Investigate, and Report with digital tools that engage students in inquiry by learning to think, read, write, and to interact with history-social science content. Whether your Social Studies instruction is center-based, whole class, or woven into cross-curricular explorations, *IMPACT California Social Studies* program will bring your classroom to life with a rich, interactive digital experience.

- Pre-built Lesson Presentations
- Interactive Maps
- Chapter Videos
- Professional Videos Led by Authors
- Field Trip Videos
- Planning Support



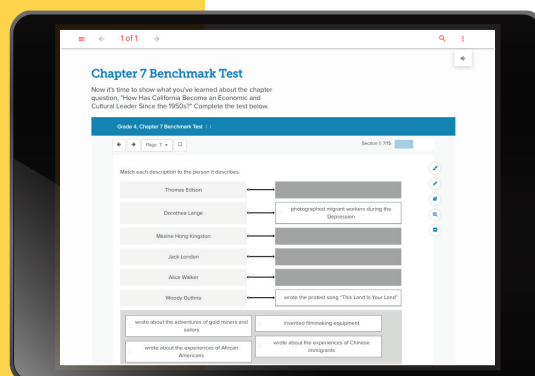
IMPACT NEWS offers engaging news articles about many topics from a variety of perspectives, including current events.



## IMPACT Online Assessment Center

Provides frequent and measurable assessment opportunities to inform instruction and shine a light on areas of mastery.

- Use Stop and Check, Report Your Findings, and Monitor and Differentiate for a quick determination of student understanding, allowing for on-the-spot teachable moments.
- Customize and differentiate assessments to meet the needs of every learner.
- Edit, delete, and add questions to create the precise assessment you want.
- Assign auto-graded assessment questions for immediate feedback.
- Access a variety of detailed reports on students, classes, standards and skills.





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**You deliver educational IMPACT every day.**

YOU are a reason your students love learning. Our goal is to help you spark the kind of engagement that turns curiosity, knowledge, and critical thinking into empowered citizenship. That's IMPACT.

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