

Mc
Graw
Hill

Brand New for **K-5** Social Studies



IMPACTTM

SOCIAL STUDIES

also available as
IMPACTOTM
ESTUDIOS SOCIALES



*Reflect on
the **PAST**,*

IMPACTTM
the future.

*How can I make
a difference in
my community?*

*What are my rights
and responsibilities
as a citizen?*

*How has the past
influenced today?*

*Why should
I vote?*





Dear Indiana Educators,

It's so important to create and cultivate an environment where students grow in their capacity to understand the world around them – both locally and globally.

With Indiana *IMPACT Social Studies*, students will gain building blocks for **critical thinking** and **analysis** as they use **inquiry** to learn about history, geography, economics and civics.

Indiana *IMPACT Social Studies* is purposefully designed for YOU – so you can easily meet your ELA goals by integrating **literacy** into social studies, and offers **flexibility** in resources and the time you have for social studies. Indiana *IMPACT* is a perfect solution for learning in the classroom or remotely.

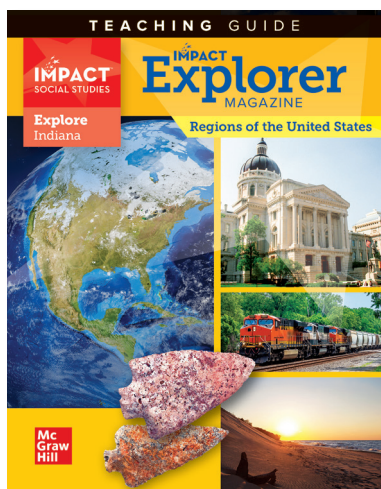
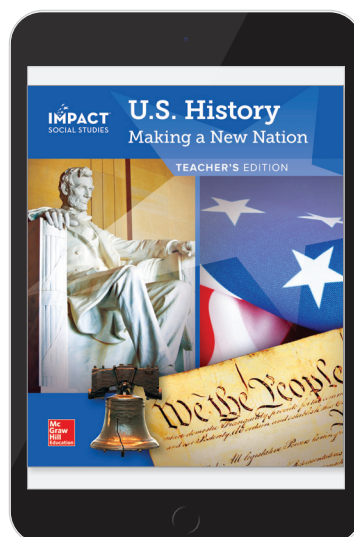
It's time to make an *IMPACT* with your students!

IMPACT IS VERSATILE

For Teachers

Teacher's Edition

Instruction for lessons; pacing and planning; scaffolded reading strategies; differentiated instruction; language learners support and development and all you need to teach social studies in both a print and digital environment.

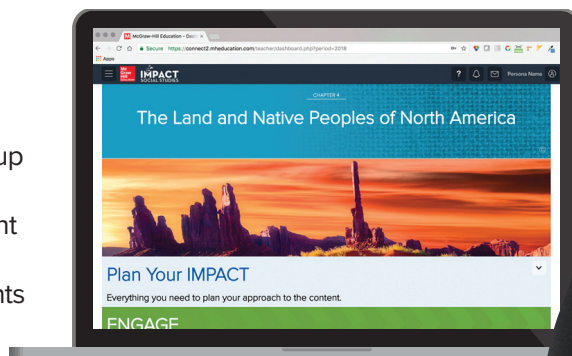


IMPACT Explorer Magazine Teaching Guide

Three-step instructional model to guide students through engaging texts with reading scaffolds to support students as they navigate each unit, including customized Indiana History in Grade 4.

IMPACT Online

Data management with the ability to assign tasks and assessments; personalize tasks and assessments; group students; review student progress and capture student progress; use presentation mode to interact with students and complete lessons.



There are days when you have very limited time for social studies. Then, there may be days when you have time for longer lessons. With Indiana *IMPACT*, YOU get to choose what lessons to teach, what resources you want to use, how you want to teach and when.

With Indiana *IMPACT*'S unique and innovative resources, you can decide the length of time to teach, if you want to use print and/or digital and which resources best fit your classroom needs.

For Students

Inquiry Journal

Start the inquiry process with analyzing images and sources; make meaning through engaging activities with close reading strategies; citing evidence to write in response to reading; Reader's Theater and more.



IMPACT Explorer Magazine

Extend content tied to the chapter Essential Question with a variety of genres with captivating, real-world stories and informational texts. Includes customized Indiana History in Grade 4.



IMPACT Online

Videos, interactive activities and features, games, and more.

Research Companion

Explore primary and secondary sources; use features such as Infographics, Perspectives, Then and Now and more to investigate Essential Questions with informational text reading; excerpts from authentic literature connected to chapter content and more.



IMPACT IS FLEXIBLE

Flexible options let you teach how you want, when you want.

Mix and match to meet your needs and priorities:

15 MINUTES

IMPACT provides short-on-time options to ensure you maximize the teaching time you have.

30 MINUTES

A little more time? Integrate *IMPACT* into reading blocks, enable individual exploration or promote collaborative discourse! The choices are endless.

45 MINUTES

Leverage *IMPACT*'s full instructional model and maximize the art of inquiry by helping students deepen their understanding of social studies content and build critical-thinking skills.

1 CHOOSE YOUR TIME

Some days you will have more time for social studies than others. *IMPACT* was designed to accommodate windows of time that work best for your instruction. Pick and choose what works best for you within the time you have.



2 SET YOUR PRIORITIES

Use the Instructional Model of *Engage, Investigate* and *Report* to help guide your planning and determine your instructional goals.

1 ENGAGE

2 INVESTIGATE

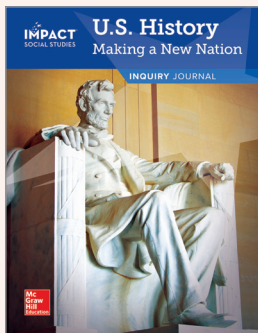
3 REPORT AND TAKE ACTION

3 PICK YOUR TOOLS

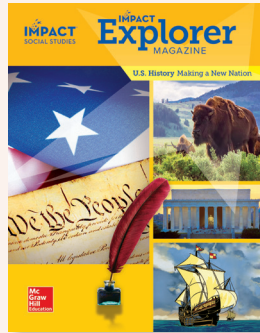
Want to start with a lesson presentation online? Introduce the chapter with a video! Need to quickly engage students and begin work on the Inquiry Project? Start in the Inquiry Journal. Looking to spend time investigating the Essential Question? Work in the Research Companion or the Explorer Magazine. Print and Digital options are available to you!



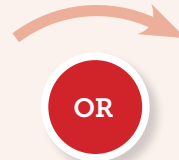
EXAMPLES OF INSTRUCTIONAL OPTIONS



Inquiry Journal



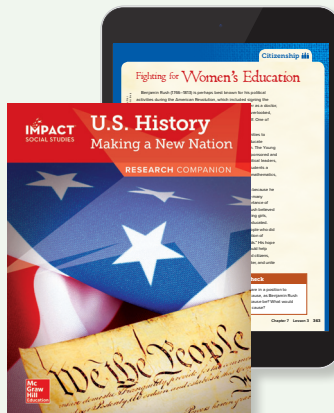
IMPACT Explorer Magazine



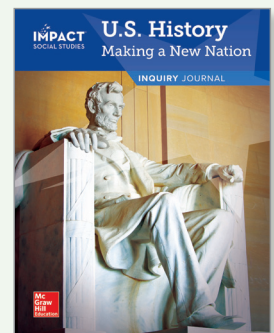
IMPACT Explorer Magazine



IMPACT Explorer Magazine



Research Companion



Inquiry Journal

ENGAGE

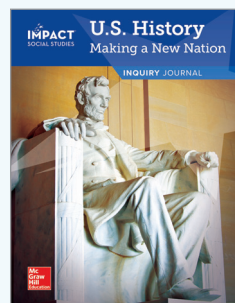
- Engagement begins with Essential Questions and images to spark curiosity.
- Read and write with specific purposes in mind.

INVESTIGATE

- Explore a rich range of informational texts including primary and secondary sources.

REPORT

- Cite evidence via text-based discussions, collaborative presentations, debates and questioning.



Inquiry Journal



Research Companion

WANT MORE IDEAS? Check out the following pages for more examples.



IMPACT IS FLEXIBLE 15 MINUTES

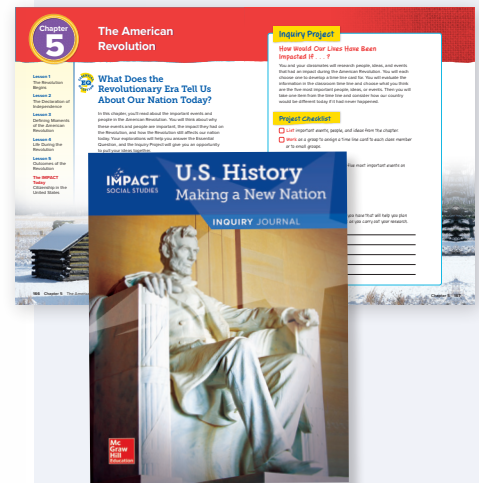
EXAMPLE 1

IMPACT Explorer Magazine



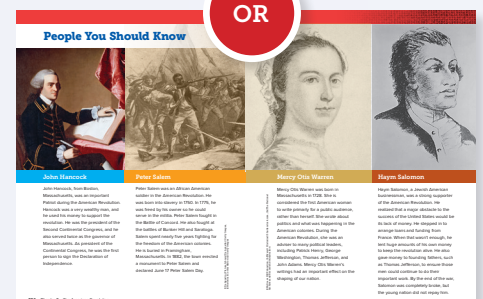
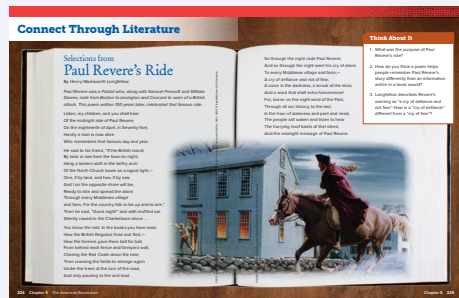
EXAMPLE 2

Inquiry Journal



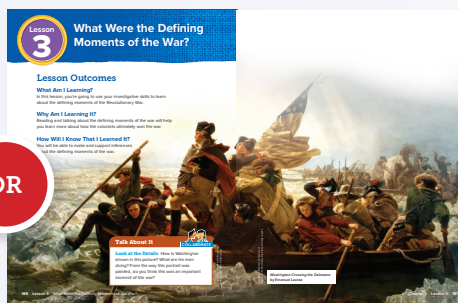
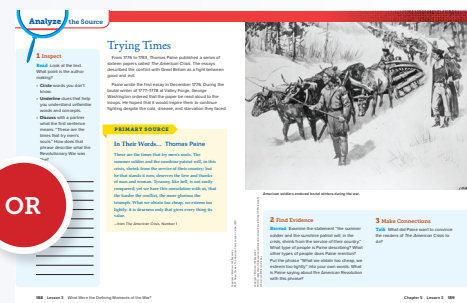
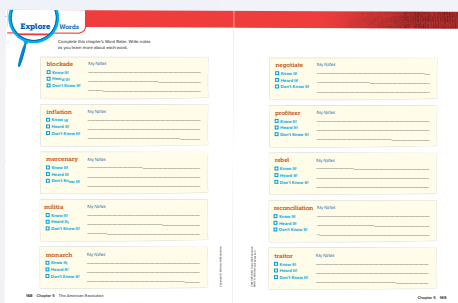
EXAMPLE 3

Research Companion

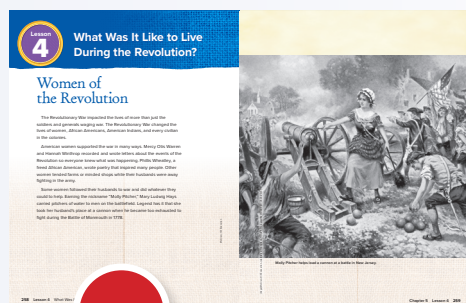


IMPACT Social Studies empowers you to incorporate Social Studies even if you only have 15 minutes. Be creative and add your own ideas, as well!

This week, I only have 15 minutes for social studies. I will go online for *IMPACT News* and have my students read the Magazine.

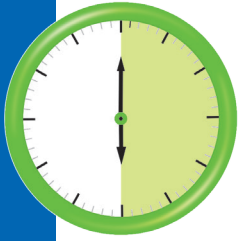


EXAMPLE 4



IMPACT News Current Events Site

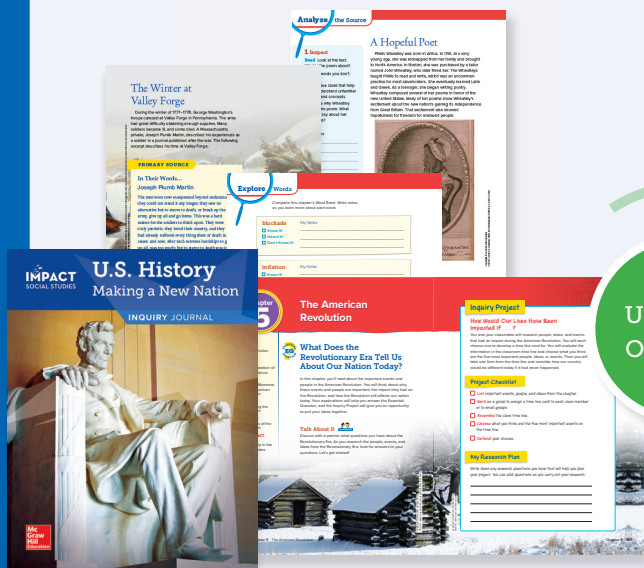




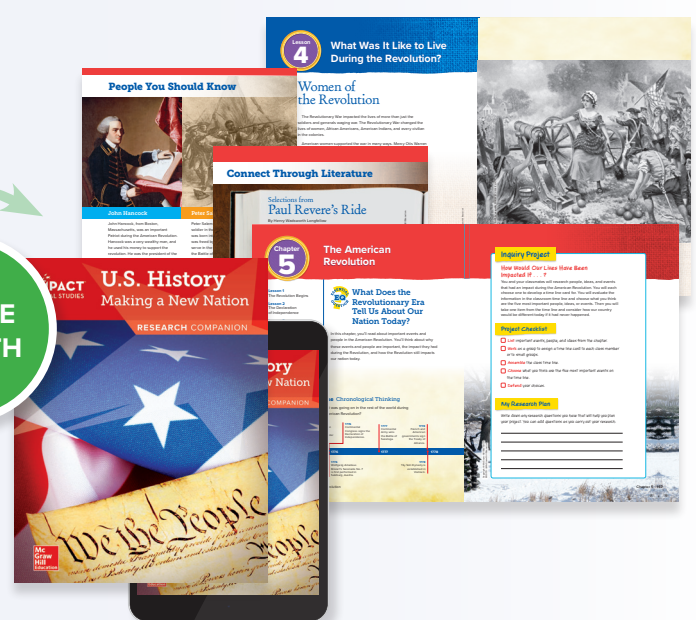
IMPACT IS FLEXIBLE 30 MINUTES

EXAMPLE 1

Inquiry Journal



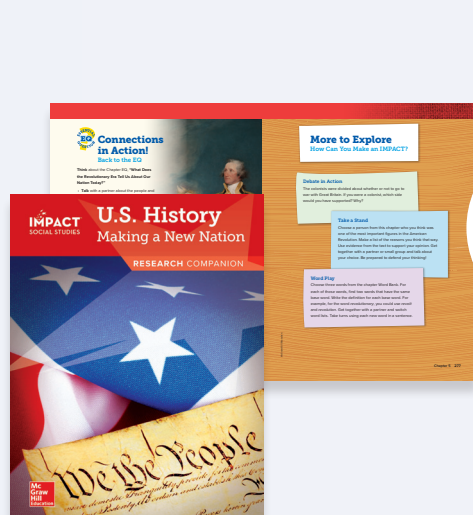
Research Companion



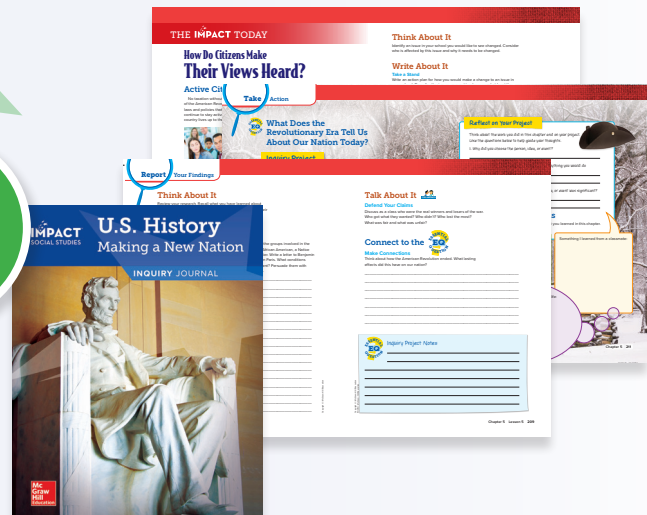
USE ONE
OR BOTH

EXAMPLE 3

Research Companion



Inquiry Journal



USE ONE
OR BOTH

For 30-minute lessons, there are many options to choose from. These are just some examples. Be creative and add your own ideas, as well!

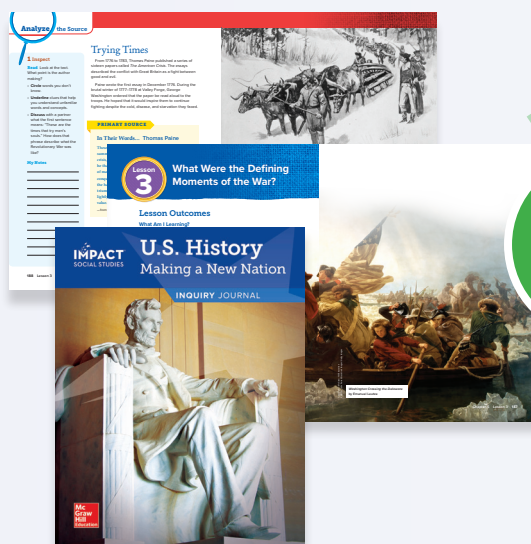
I like teaching social studies during reading time. I will use the Magazine in small groups and the Research Companion with my whole class.



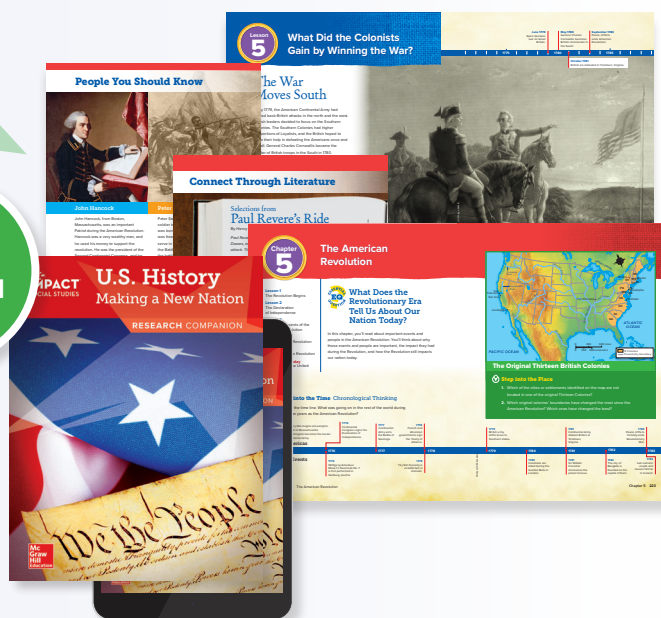
30 MINUTES

EXAMPLE 2

Inquiry Journal



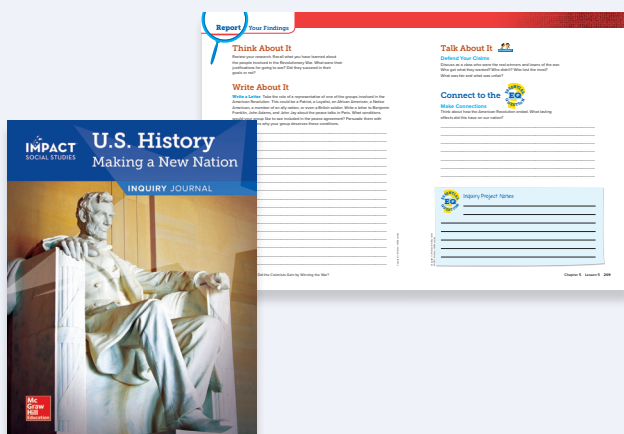
Research Companion



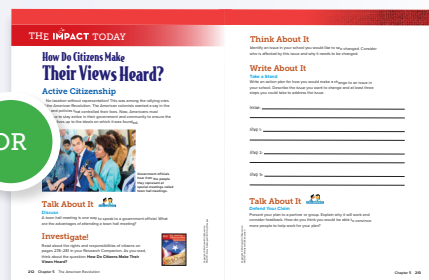
USE ONE OR BOTH

EXAMPLE 4

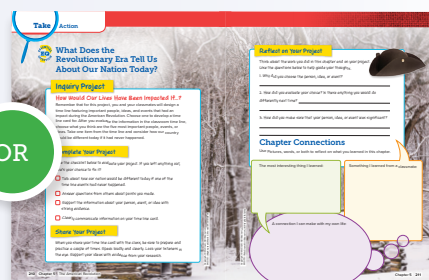
Inquiry Journal



OR



OR





IMPACT IS FLEXIBLE 45 MINUTES

Lesson-At-A-Glance

1 ENGAGE INQUIRY JOURNAL

- Talk About It: Photograph of the Kukulkan pyramid
- Analyze the Source: Early Humans of North America and Map
- Inquiry Tools: Analyze Information

pp. 6–11

2 INVESTIGATE RESEARCH COMPANION

- The First Hunter-Gatherers
- The Olmec
- The Maya
- Early Desert Peoples
- The Mound Builders

pp. 10–19

3 REPORT INQUIRY JOURNAL

- Think About It
- Write About It: Write an Informational Article: Cite Evidence from Text
- Talk About It
- Connect to the Essential Question

pp. 12–13

ASSESSMENT

- Online Lesson Test
- Printable Lesson Test

For more details, see pages T4–T5.

Go Further with IMPACT Explorer Magazine!

The **IMPACT Explorer Magazine** supports student exploration of the Essential Question and provides additional resources for the EQ Inquiry Project.

pp. 2–13

Lesson 1 How Did the Characteristics of Early Native American Groups Develop? T17

Digital Tools
at my.mheducation.com

ePresentation
Teach the Engage, Investigate, and Report content to the whole class from ePresentations that launch directly from the lesson dashboard.

eBook
You can flip your instruction with the **IMPACT eBooks** found on your lesson dashboard.

Interactive IMPACT
Blend in digital content when you want it and where you want it.

Blended Learning features in the Teacher's Edition highlight ways to connect in-class work with online experiences to enhance learning.

Investigate current events with **IMPACT News**.

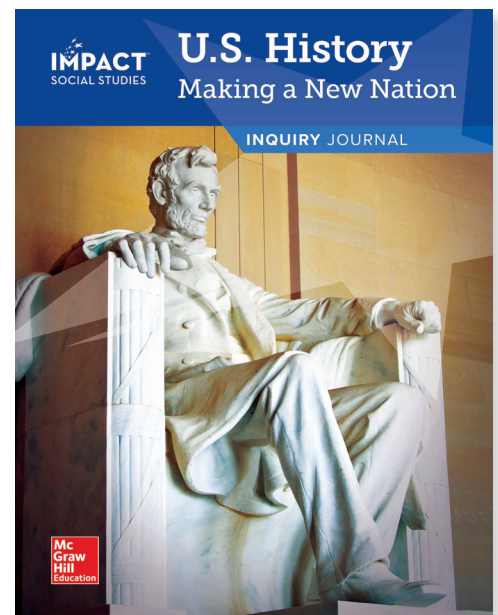
Explore domain-based vocabulary with **Explore Words** and **Word Play** vocabulary activities.

eBook
Interactive IMPACT

Have students work together collaboratively during the lesson.

Go Online for
Chapter & Lesson
Level Videos.

Ask students to *Report Findings* in the Inquiry Journal, complete *More to Explore*, play a game online or read articles from the Magazine to extend their learning.



When you have a 45-minute block of time for Social Studies, follow the “Full Inquiry” path from the Teacher’s Edition.

I have 40–45 minutes to teach social studies this week. I will use the Full Inquiry Path.



FOR DIFFERENTIATED INSTRUCTION:

OR

Work with students on Language Learners Lessons or support skill development and comprehension with Check for Success differentiation.

OR

More to Explore How Can You Make an IMPACT?

Q and A

Work with a partner. Each of you will play the part of a member of an early Native American group. Write three to five questions for your partner to answer about the culture and civilization of his or her chosen group. You will answer your partner's questions about the group you choose.

Travel Guide

Write a blog post for a travel website that early humans to migrate to a specific region in America. Include information about the rivers, or weather. Make suggestions about civilization the early humans could build in location. Draw a picture of the area to illustrate your blog post.

Picture It!

Choose three words from the Chapter Word Bank. Create an illustration or series of illustrations, such as a comic strip, that provides context for each word you choose. Share your images with the class, and tell how each one gives context to the vocabulary word.

OR

OR

IMPACT IS INQUIRY

Curiosity is at the center of Inquiry.

Students who collaborate in inquiry-based learning experiences become deeper thinkers and stronger communicators. These students develop principled, balanced, and more open views of the world which can lead to greater involvement in and active civic contributions to our global communities.

When we are doing inquiry activities, I like that I am doing something, not just reading about something. And I like finding evidence to back up my thoughts.



Using questions helps me to gather, organize and think about possible answers. The questions we start with help guide my thinking.



I like talking with my friends about what they think and their point of view.



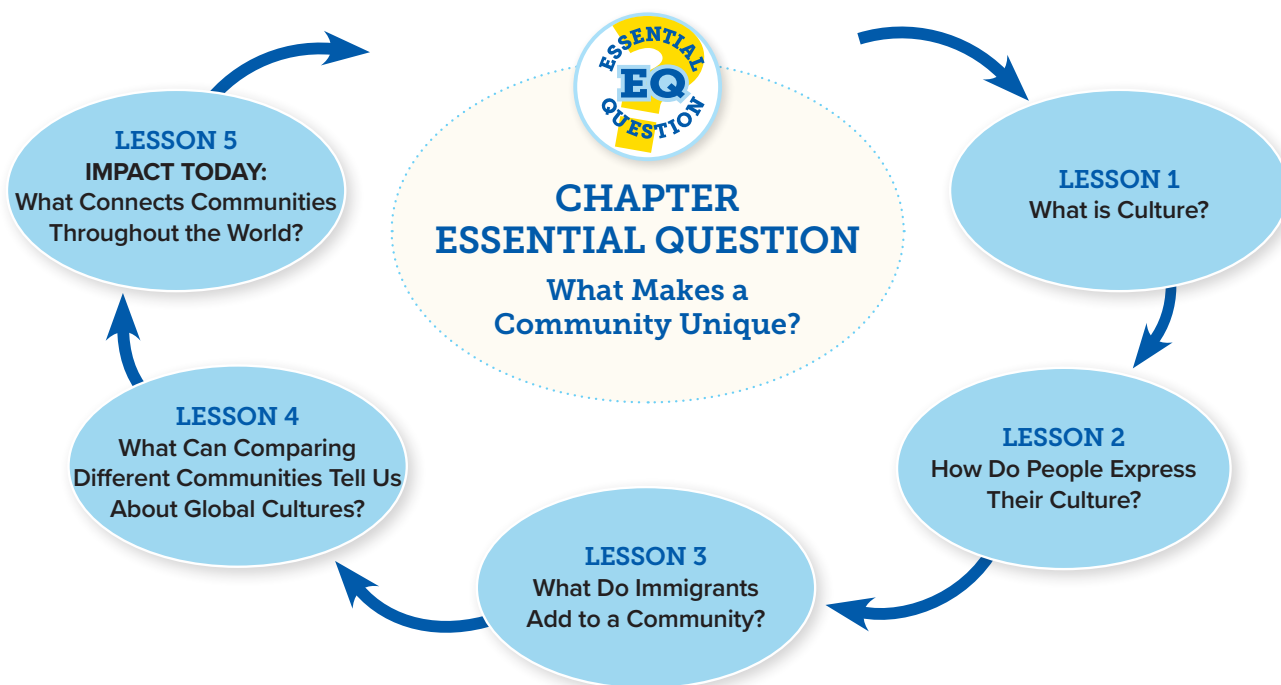
“ When we teach with inquiry, we engage students in a way of thinking so that they will learn important content. ”

—Walter Parker, Ph.D., *IMPACT* Program Author



Aligns to the C3 Framework's Inquiry Arc and the Indiana Academic Standards

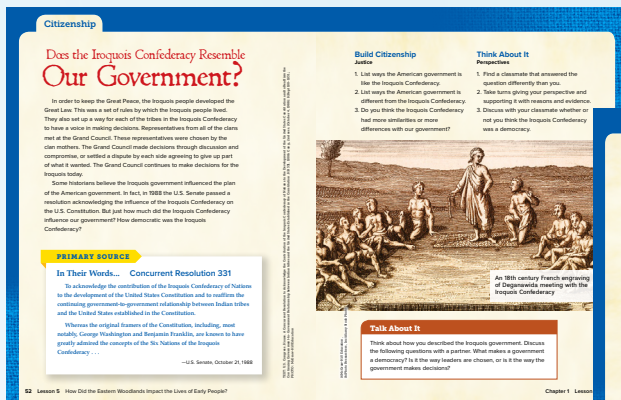
Indiana **IMPACT's** instructional model scaffolds the inquiry process to make it easy to implement in your classroom!



IMPACT IS CITIZENSHIP

Today's Indiana students are tomorrow's leaders.

Prepare students to become **active citizens locally and globally** in an ever-changing world through **reading, writing, and conversation**. Students are provided myriad opportunities to explore the **meaning of citizenship** and the qualities of good citizens, such as good sportsmanship, fair play, sharing, respect, integrity, and taking turns. Students become **informed and engaged citizens** by using **critical thinking skills** and **considering multiple perspectives**.



IMPACT News is a current-events site.

Through rich, curated assets, the information provided on this site will enable students to develop new or different understandings of the world around them as they keep abreast of current events.

IMPACT IS LITERACY

Reading about people and events that shape our world is relevant.

Literacy skills provide the foundation for inquiry. Students apply literacy tools—strategies for close reading, writing, and speaking and listening—to comprehend, critique, and synthesize social studies content.

Students **read, write, and investigate** for a purpose as they **analyze** primary and secondary sources; **explore** facts and figures; **form connections** to art and literary texts; and work with an array of texts written from **different perspectives** around an issue, problem, or question. Additionally, daily instruction is enhanced through text-based discussions, collaborative presentations, debates, games, and questioning.



Analyze the Source

1. Inspect
Read the text. What is the poem about?
• Circle words you don't know.
• Underline clues that help you understand unfamiliar words and concepts.
• Discuss why Wheatley wrote the poem. What does it say about her opinion?

My Notes

A Hopeful Poet
Phillis Wheatley was born in Africa. In 1761, at a very young age, she was kidnapped from her family and brought to North America. In Boston, she was purchased by a sailor named John Wheatley, who later freed her. The Wheatleys taught Phillis to read and write, which was an uncommon practice for most slave children. She eventually learned Latin and Greek. As a teenager, she began writing poetry. Wheatley composed several of her poems in honor of the new United States. Many of her poems show Wheatley's excitement about the new nation's gaining its independence from Great Britain. That excitement also showed hopefulness for freedom for enslaved people.

Talk About It
Interview
Work with a partner. Interview each other. One of you will take the role of a journalist, and the other will be the character you created. The journalist should ask questions such as "Why are you fighting (or not fighting)?" "What do you hope to accomplish?" "How has the war changed your life?" After the first interview, switch roles with your partner.

Connect to the
Make Connections
Think about what you have learned about the American Revolution. What does it have in common with modern conflict? What is different?

Inquiry Project Notes

Phillis Wheatley

196 Lesson 4 What Was It Like to Live During the Revolution? Chapter 5 Lesson 4

Explore Words
Do you know this word?

century

Flip for a clue.

Word Play
Sort words related to the 19th century (1800s) and to this century and drag them to the correct column.

19th century	this century
computers	cell phones
telegraph	cars
stagecoaches	television
wagon trains	

Check Answer

What are FOLDABLES®?

Foldables are interactive graphic organizers that can be used to enhance vocabulary, strengthen note-taking skills, and unlock content.

IMPACT BUILDS LANGUAGE

Support all Language Learners.

Indiana **IMPACT Social Studies** ensures that the language learning that occurs in social studies is especially valuable for English Learners, because it expands their language development in new directions as they engage with the content.

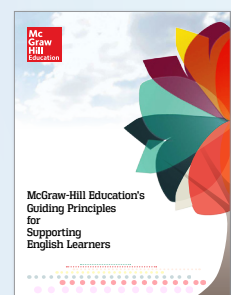
By focusing on language development, all students can participate and engage in meaningful discussions

Indiana **IMPACT** supports teachers as they adapt the instruction to meet the language needs in their students.

McGraw Hill is committed to providing English Learners appropriate support as they simultaneously learn content and language. As an organization, we recognize that the United States is culturally and linguistically diverse and value the backgrounds growing population of English Learners bring to school.

Built upon McGraw Hill's Guiding Principles for English Learners

- Provide Specialized Instruction
- Cultivate Meaning
- Teach Structure and Form
- Develop Language in Context
- Scaffold to Support Access
- Foster Interaction
- Create Affirming Cultural Spaces
- Engage Home to Enrich Instruction
- Promote Multilingualism



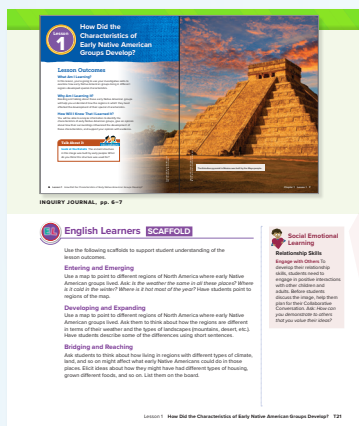
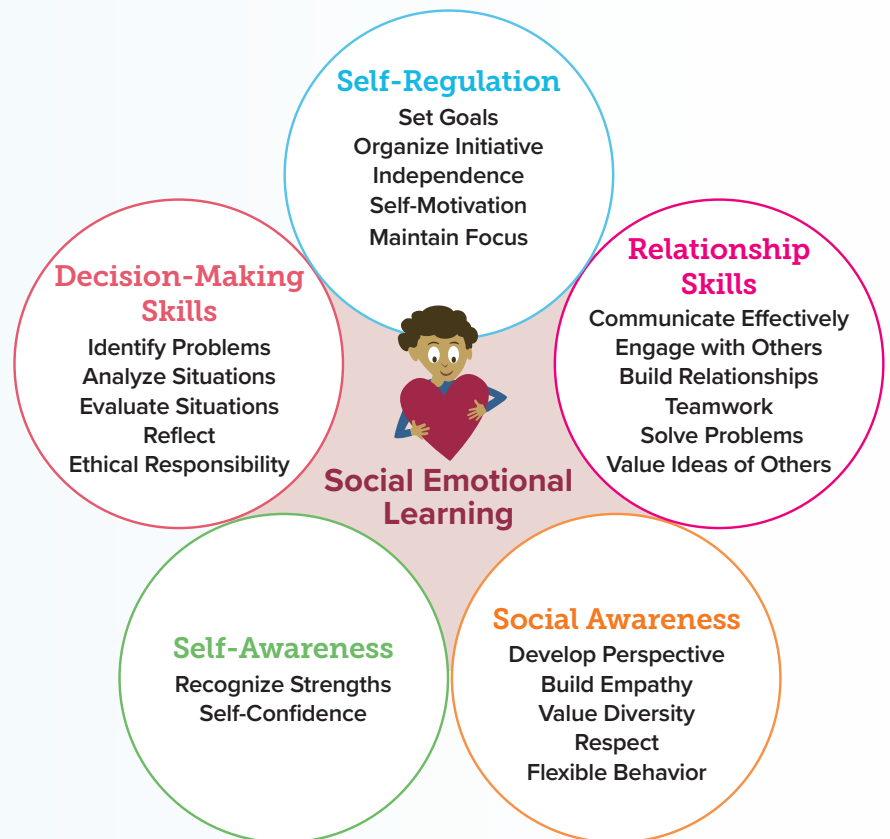
IMPACT TEACHES THE WHOLE CHILD

Nurture critical competencies.

Social Emotional Learning is one of the most important factors in predicting school success.

Indiana IMPACT Social Studies supports students in mastering themselves and how they interact with the world. Social Emotional Learning brings together affective and cognitive learning and social behavior.

Indiana IMPACT Social Studies provides children with the tools they need to complete daily tasks, meet challenges, and interact with others in positive, effective, and ethical ways.



Social Emotional Learning

Relationship Skills

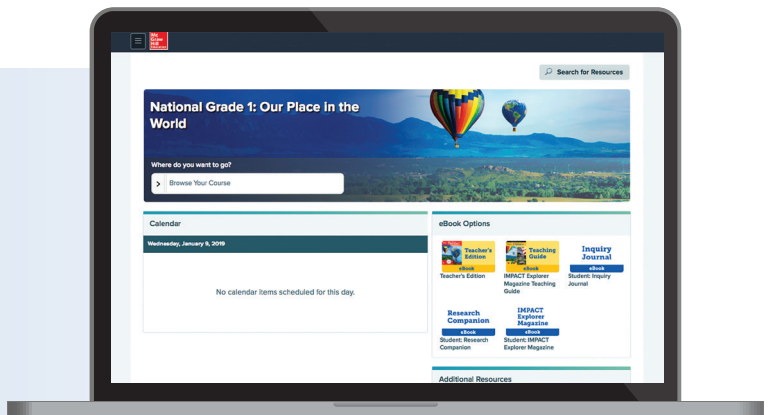
Engage with Others To develop their relationship skills, students need to engage in positive interactions with other children and adults. Before students discuss the image, help them plan for their Collaborative Conversation. Ask: *How can you demonstrate to others that you value their ideas?*



School To Home

PDF

Chapter-level School to Home letters deepen the connection between community and classroom, supporting social emotional development.



VARIETY and DEPTH of ASSETS

Digital Tools at mheonline.com/Indiana

1 ENGAGE

Resources in **Engage** will help you launch students on their investigative journeys.

ePresentation

Share a **Chapter** or **Lesson Video** to spark student interest.

Introduce content vocabulary with **Explore Words** and **Song Connections**.

Launch the **Inquiry Project** to promote collaboration.

eBook

Click on the icon to access the **Inquiry Journal** to start students on their journey.

Interactive IMPACT

Assign student content, including digital-only content.

Resources include:

- Engage with the EQ
- Chapter Video
- Inquiry Project
- Lesson Question
- Talk About It
- Analyze the Source
- Inquiry Tools Graphic Organizer (Printable and Online)

2 INVESTIGATE

The **Investigate** section includes chapter, lesson, and additional resources related to the topic.

ePresentation

Display chapter-level content for whole class instruction.

Model how to edit **Inquiry Tools Graphic Organizers**.

Display **Research It** tiles.

Share **Lesson Videos** for further enrichment on lesson topics.

Project and read **IMPACT Explorer Magazine** articles to deepen student understanding.

eBook

Access the **Research Companion** and **IMPACT Explorer Magazine** online.

Interactive IMPACT

Explore interactive **Time Lines**, **iMaps**, and **InfoGraphics**.

Stay up to date on current events with **IMPACT News**.

Access the **More to Investigate** section to extend student learning.

3 REPORT AND TAKE ACTION

In the **Report Your Findings** section, students demonstrate their understanding of the chapter content and vocabulary.

ePresentation

Provide a checklist to make sure students have covered all areas of the **Inquiry Project** with **EQ Take Action**.

Encourage students to find ways to make an **IMPACT** in their own communities with **Connections in Action**.

eBook

Click the icon to access the **Inquiry Journal** to **Take Action**.

Click the icon to access the **Research Companion** for **Connections in Action**.

Interactive IMPACT

Assign **Word Play** activities to give students the opportunity to demonstrate their understanding of chapter vocabulary.

Wrap up students' investigations with **Report Your Findings**.

PRINT and DIGITAL FIDELITY

Digital resources invite students to explore new people, places and ideas and to engage with content, enhance students' critical thinking skills, and inspire students to learn more.

THESE RESOURCES INCLUDE:

- eBooks that can be accessed anywhere, anytime
- ePresentations to extend learning
- Interactive *IMPACT* to make content come alive and fun for students

The screenshot displays the IMPACT Social Studies digital resource interface. At the top, a navigation bar includes the IMPACT logo, a search icon, a notification bell, and a user profile icon labeled 'Person's Name'. Below the navigation bar, the chapter title 'CHAPTER 1' is followed by 'Being a Good Citizen'. A large, colorful mural featuring portraits of diverse individuals and people in green shirts is shown. The interface is organized into several sections: 'Plan Your IMPACT' (light blue background) with the subtitle 'Everything you need to plan your approach to the content.'; 'ENGAGE' (green background) with the subtitle 'Inspect, Find Evidence, Make Connections' and the text 'Introduce the chapter **Essential Question** and launch students on their own investigative journeys with **Engage** resources.'; 'INVESTIGATE' (orange background) with the subtitle 'Research and Take Notes' and the text 'The **Investigate** section includes the core content of the chapter and additional resources for students to gather research and take notes.'; and 'TAKE ACTION' (teal background) with the subtitle 'Think About It, Write About It, Talk About It' and the text 'In the **Take Action** section, students can demonstrate their understanding of the core chapter content and vocabulary.' Each section lists three resource types: 'ePresentation', 'eBook', and 'Interactive IMPACT', each with a dropdown arrow to its right.

ENGAGE

Inspect, Find Evidence, Make Connections

Introduce the chapter **Essential Question** and launch students on their own investigative journeys with **Engage** resources.

ePresentation

Customize the Engage section of the chapter ePresentation by deselecting items.

Rules for Clubs

Being a Good Citizen
ePresentation

Learning Resource

☐ Add to student page

☒ Include in presentation

Our Classroom Is a Country

Our Classroom Is a Country
ePresentation

Learning Resource

☐ Add to student page

☒ Include in presentation

eBook

Open your pages in the **Inquiry Journal**.

Being a Good Citizen

Being a Good Citizen
eBook

Learning Resource

☒ Add to student page

☐ Include in presentation

Interactive IMPACT

Engage and explore the **Essential Question**.

Engage with the EQ

Engage with the EQ
Interactive IMPACT

Learning Resource

☒ Add to student page

☐ Include in presentation

Our Classroom Is a Country

Our Classroom Is a Country
Inquiry Project

Learning Resource

☒ Add to student page

☐ Include in presentation

ENGAGE

- Introduce content vocabulary with Explore Words
- Share a Chapter or Lesson video to spark interest
- Start students on their inquiry journey

INVESTIGATE

Research and Take Notes

The **Investigate** section includes the core content of the chapter and additional resources for students to gather research and take notes.

ePresentation

Customize the Investigate section of the chapter ePresentation by deselecting items.

Investigate

Investigate
ePresentation

Learning Resource

☒ Add to student page

☐ Include in presentation

Pass It On

Pass It On
ePresentation

Learning Resource

☐ Add to student page

☒ Include in presentation

eBook

Open your pages in the **Research Companion** and **IMPACT Explorer Magazine**.

Being a Good Citizen

Being a Good Citizen
eBook

Learning Resource

☒ Add to student page

☐ Include in presentation

Being a Good Citizen

IMPACT Explorer Magazine
eBook

Learning Resource

☒ Add to student page

☐ Include in presentation

Interactive IMPACT

Investigate and find evidence.

What Are the Rights and Responsibilities of Citizens?

What Are the Rights and Responsibilities of Citizens?
Interactive IMPACT

Learning Resource

☒ Add to student page

☐ Include in presentation

Pass It On

Pass It On
Connect Through Literature

Learning Resource

☒ Add to student page

☐ Include in presentation

INVESTIGATE

- Display content for whole class instruction
- Access all student materials digitally
- Stay up to date with the current events site, *IMPACT News*

TAKE ACTION

Think About It, Write About It, Talk About It

In the **Take Action** section, students can demonstrate their understanding of the core chapter content and vocabulary.

ePresentation

Customize the **Report Your Findings** section of the chapter ePresentation by deselecting items.

Take Action

Take Action
ePresentation

Learning Resource

☒ Add to student page

☐ Include in presentation

Connections in Action

Connections in Action
ePresentation

Learning Resource

☐ Add to student page

☒ Include in presentation

eBook

Open your pages in the **Inquiry Journal** and **Research Companion**.

Being a Good Citizen

Being a Good Citizen
eBook

Learning Resource

☒ Add to student page

☐ Include in presentation

Being a Good Citizen

Research Companion
eBook

Learning Resource

☒ Add to student page

☐ Include in presentation

Interactive IMPACT

Take Action and report your findings online.

Being a Good Citizen

Being a Good Citizen
Word Play

Learning Resource

☒ Add to student page

☐ Include in presentation

Take Action

Take Action
Inquiry Project

Learning Resource

☒ Add to student page

☐ Include in presentation

REPORT AND TAKE ACTION

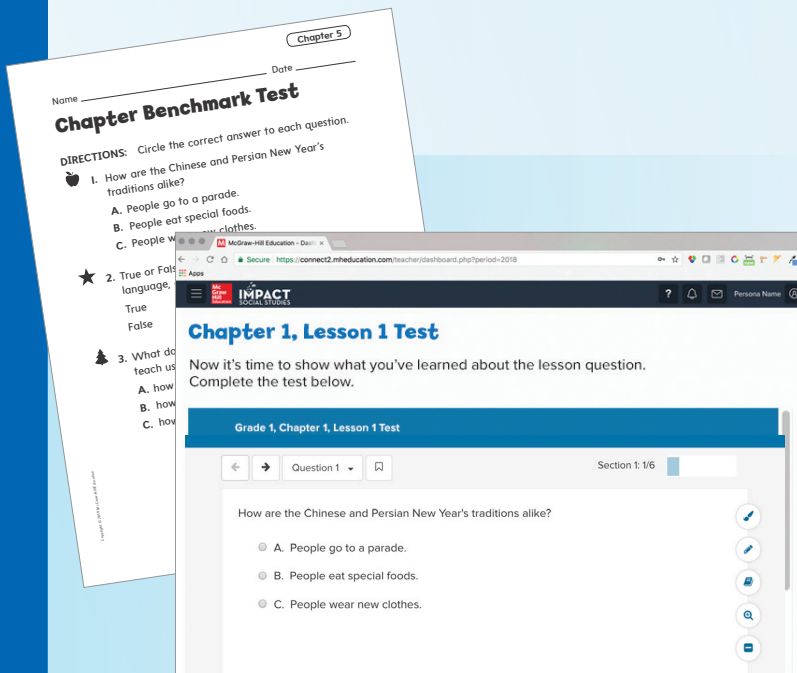
- Encourage students to make an *IMPACT* in their own communities with Connections in Action
- Assign Word Play activities for student to demonstrate their understanding of chapter vocabulary
- Interactively report findings and cite evidence from investigations

ASSESSMENT

Indiana IMPACT has a variety of assessments that are the cornerstones of effective teaching as it shines a light on areas of mastery and helps to drive instruction.

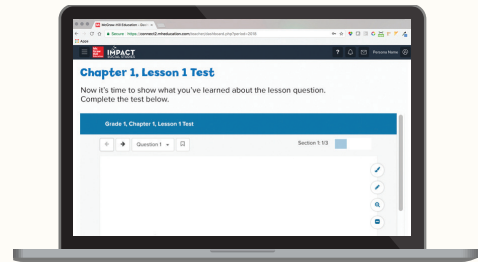
Formal assessment includes multiple choice, short response, and extended response. The tests can be taken directly online or printed for a paper and pencil task. This makes them perfect for in class or digital learning.

Available assessments include pretests, benchmark tests, lesson tests, chapter tests, mid-year and end-of-year tests.



ASSESSMENT

Assessment of student learning is informed by formative discussion, writing prompts, and lesson specific rubrics to measure student comprehension of the core content, engagement, and students' application of Inquiry Tools!



“Effective social studies programs provide daily opportunities for students to gain new knowledge, produce questions and ideas, and receive feedback to keep them immersed in a productive cycle of learning.”

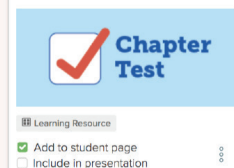
—Emily Schell, Ph.D.,
IMPACT Program Author

Assessment

Online Chapter Assessment

This **Chapter Test** will capture students responses to questions and auto-grade select question types.

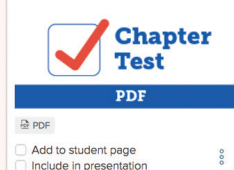
Being a Good Citizen



Printable Chapter Assessment

This **Chapter Test** can be printed for off-line administering.

Being a Good Citizen



Options for flexible use

PROFESSIONAL LEARNING with **IMPACT**

Teach with Confidence.

At McGraw Hill, we are your partner in professional learning. From point-of-use expert videos to point-of-use teacher support notes, you will be well supported throughout the instructional journey.

Once you are in your course, click on Getting Started, then you will see the Professional Learning button.

Point-of-Use Teaching Support

Point-of-use quick tips and features designed to give you the confidence to be the expert in the subject area are found in both the print and digital Teacher's Editions. They are designed to provide support at the teaching moment.



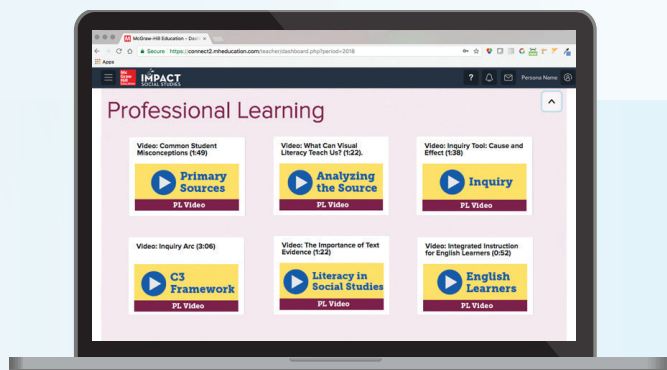
Ongoing Professional Learning

IMPACT Social Studies brings the experts to you by providing learning modules that focus on a set of best practices in social studies pedagogy, such as:

- How to teach with primary and secondary sources
- How to support Language Learners in the content areas
- How to teach with and for inquiry in social studies
- How to address sensitive topics in your classroom

Digital Tools

Digital Tool notes help you determine how and why to blend your students' learning experience.



I



P

Inquiry

- Integrate inquiry effectively
- Students investigate **Essential Questions** as they work through the inquiry process.
- Chapter Inquiry Projects offer a time to collaborate and think critically while taking action.



What Are the Rights and Responsibilities of Citizens?

Inquiry Project

Show What Life Was Like . . .

A museum has asked you to design a display for a Native American group that you'll study in this chapter. Create a poster or diorama to showcase an aspect of this group's daily life before the 1500s. You might focus on the group's tools, clothing, or shelter, or you might depict the group's spiritual or cultural traditions, government, or economy. Think about how location and surroundings affected the group's daily life. Prepare a museum plaque to describe your visual.

Project Checklist

- ☐ Choose a Native American group from the chapter that you'd like to research.
- ☐ Decide on an aspect of the group's daily life or culture that you'd like to explore.
- ☐ Research and gather information from reliable sources.
- ☐ Create a museum display to communicate the information you found in your research.
- ☐ Make a plaque for your museum display.

My Research Plan

Write down any research questions you have that will help you plan your project. You can add questions as you carry out your research.

Voting Is a Right

In America, adult citizens have the **right** to vote. Voting gives everybody a chance to make a choice. Americans get to choose the leaders of the government.

In the past, not everyone could vote. There was a time when American women were not allowed to vote. Women wanted the right to vote.

PRIMARY SOURCE



Women fought for the right to vote and won.

Multiple Perspectives

- Students share perspectives as they investigate questions and, analyze primary and secondary sources.
- Students evaluate diverse viewpoints to reflect on opinions and evidence.
- Students cite evidence as they develop arguments and share opinions.

Perspectives

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.
- Write down some individuals you learned about, and how do they represent the larger group?
- Think about other monuments you have seen, and think about how your monument could compare with 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.



Sojourner Truth, who was an enslaved African, raised his life to fight for the colonists.



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

People

- Learning from the past helps to build tomorrow's leaders.
- Biographies celebrate the roles of diverse people so students see themselves on the pages and in history.
- Students understand citizens are active members of society and belong to a community.
- Students imagine their roles in creating our future.



Why Do We Vote?

Voting for Choices

There are different ways to **vote**. You can raise your hand. You can write your vote on paper. You can say "I'll vote yes" and "I'll vote no."

Your class might vote on which field trip to go on. Each student gets to vote. That way it is fair to everyone. All of the votes are counted. The class will go on the trip with the most votes.



People You Should Know



Robert Smalls

Robert Smalls was born into slavery in 1839. During the Civil War, he escaped the South and became a naval hero for the Union. He was awarded the Medal of Honor for his bravery. He was also a member of the U.S. House of Representatives.



Clara Barton

Clara Barton was born in Massachusetts in 1821. She was a nurse and a humanitarian. She was the first president of the American Red Cross. She was also a member of the U.S. House of Representatives.

Neighbors Help in a Storm

The weather report says a hurricane is coming. It's a big storm. There could be flooding. It's a weather **emergency**.

How do communities stay safe? Neighbors help each other!

Before a Hurricane
Neighbors help each other: windows with boards.

During a Hurricane
Neighbors pick up neighbors in boat.

After a Hurricane
Neighbors help each other: clean up their community.

Wordlist
A hurricane is a big windy storm, usually with lots of rain. Why might that be a weather emergency?

24 Chapter 2 Our Community

A

Accessibility

- Students use literacy skills to unlock Social Studies content.
- Scaffolded support helps all learners engage and participate.
- Focused-language study helps students learn academic vocabulary.
- Paired texts provide leveled support.



English Learners SCAFFOLD

Use the following scaffolds to support student understanding of the Inquiry Projects.

Entering

Provide students with labels for each part of their exhibit, and have them create the art.

Emerging

Encourage students to use a bulleted list to describe their chosen group.

Developing

Provide students with sentence starters to focus their writing.

Expanding

Remind students to elaborate on their ideas using specific details.

Bridging and Reaching

Work with students to identify the strongest information to describe their chosen group.



Social Emotional Learning

Demonstrates Creativity

Students need to express their creativity in thinking and communicating. As students plan their Inquiry Project, encourage students to consider innovative ways to complete their project. Ask: What are some interesting ways you could present information about the Native American group you chose?

C

Content and Citizenship

- Geography, Economics, History, and Civics are woven together for rigorous content learning.
- The study of domains provokes and inspires civic engagement and global citizenship.
- Students utilize disciplinary tools to evaluate sources and use evidence.
- Students develop skills to take responsible, informed action.

T

Teach in the Time You Have

- Pacing and instructional pathways to honor your time.
- Resources can be used flexibly.
- **IMPACT** content and literacy focus allows you to teach social studies your way.



Short on Time?

Engage with the content the way **YOU** want to teach—and *your* students want to learn!

Check out the three suggested **Flexible Instructional Pathways** on pages FM36–FM37.

Stop and Check



Perspectives Work with a partner to reread the section on civic responsibilities. Talk about the quotation from “The American’s Creed.” What do you think about the duties mentioned in the Creed? What other responsibilities do you think are important for citizens in a country?



Digital Tools

Assessments

Use the **EQ Inquiry Project Rubric** to track student mastery of chapter content.



Indiana K-12 Sales Representatives



Dr. Neal McCutcheon | Northwestern
765-655-6024
neal.mccutcheon@mheducation.com



Bill Miller | Northeastern
317-518-2551
bill.miller@mheducation.com



Tony Johnson | Southwestern
812-698-1873
tony.johnson@mheducation.com



Shannon Saul | Southeastern
317-526-7621
shannon.saul@mheducation.com

