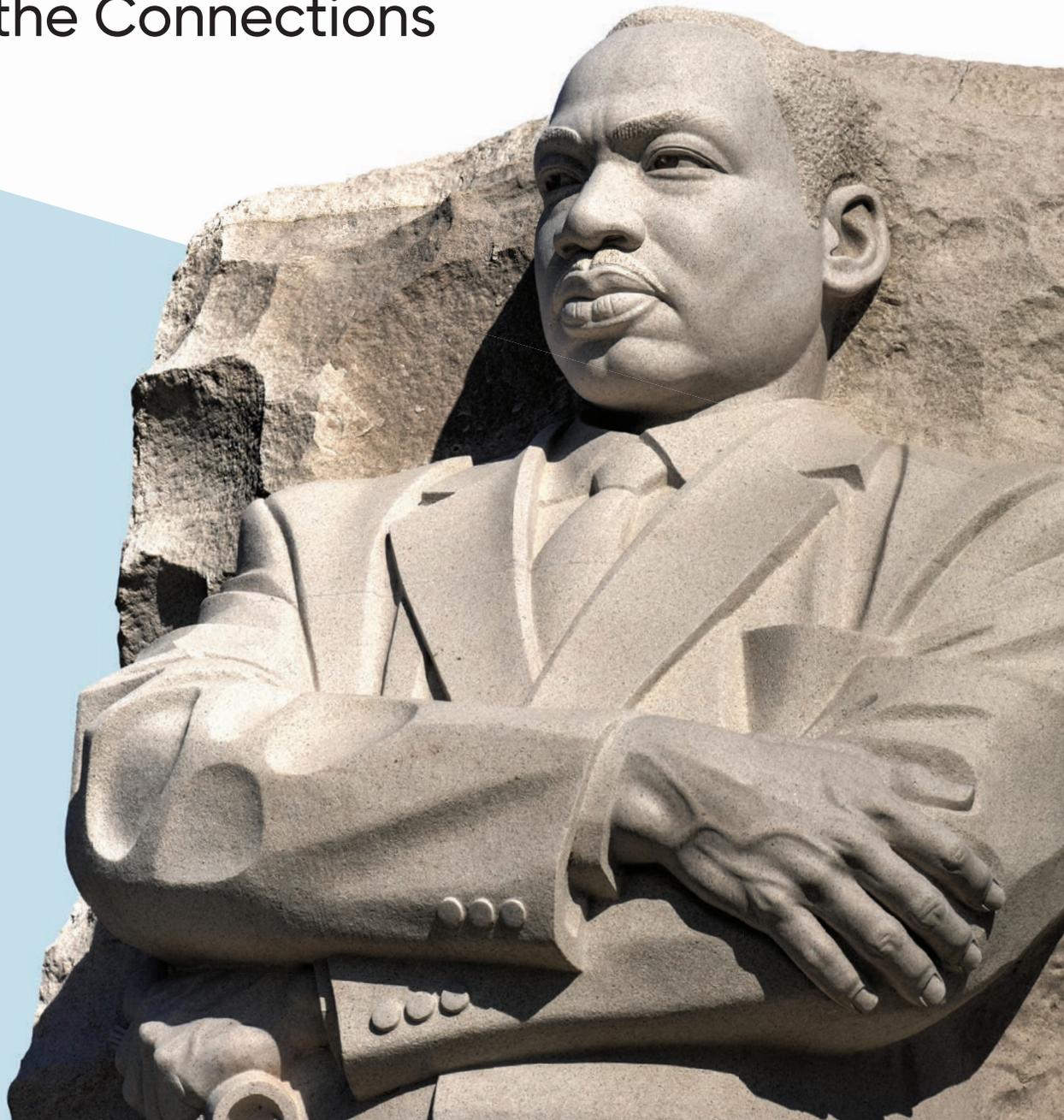


HIGH SCHOOL



HMH Social Studies

Uncover the Connections





Uncover the Connections

HMH Social Studies American History and *HMH Social Studies World History* ask students to uncover the connections and inspire them to look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions.

The next generation of social studies offers flexible programs that foster students' curiosity and cultivate their analytical skills to succeed in college, career, and civic life.

HMH Social Studies

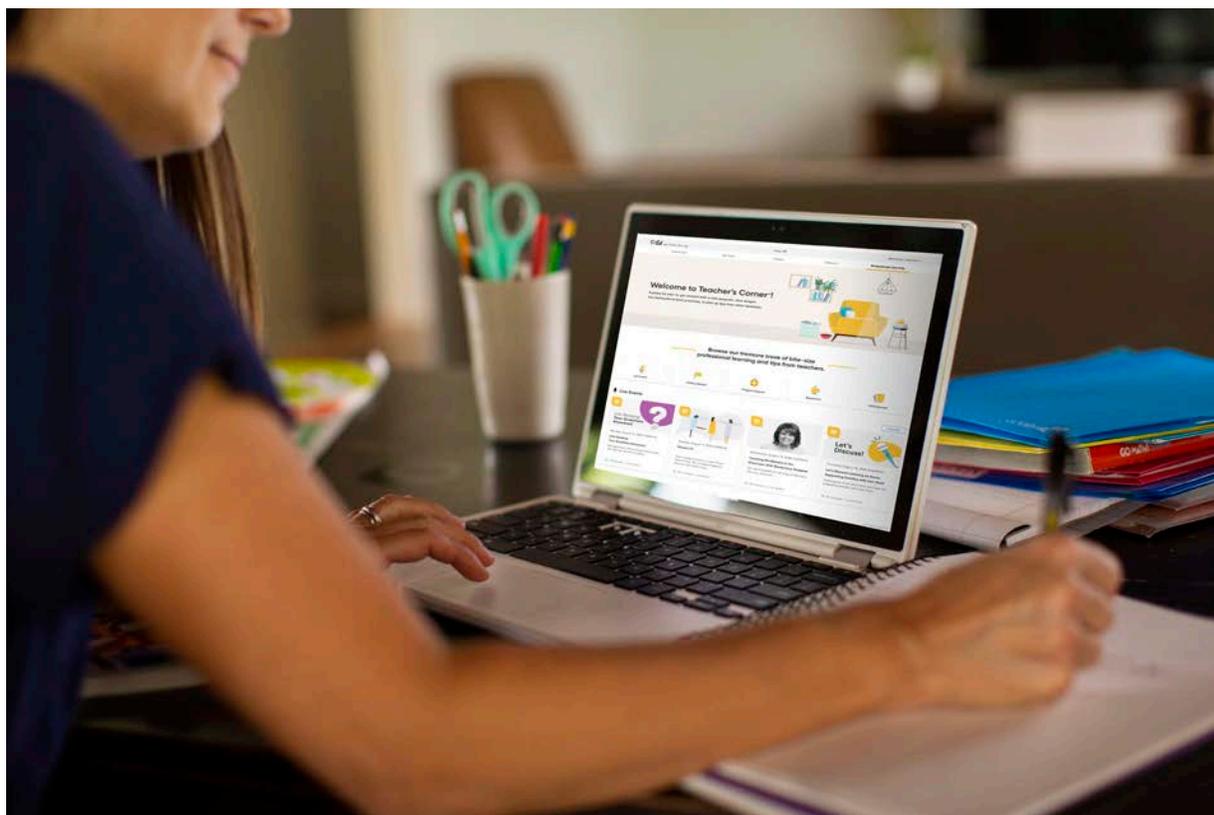
By delivering compelling narratives enriched with HISTORY® streaming videos and interactive graphics, maps, and games, we're connecting students to social studies through experiences that are energizing, inspiring, and memorable.

Digital tools and instructional supports challenge students to approach history through **active inquiry** and connect content, interest, and their curiosity to uncover connections to the past.



Introducing Teacher's Corner

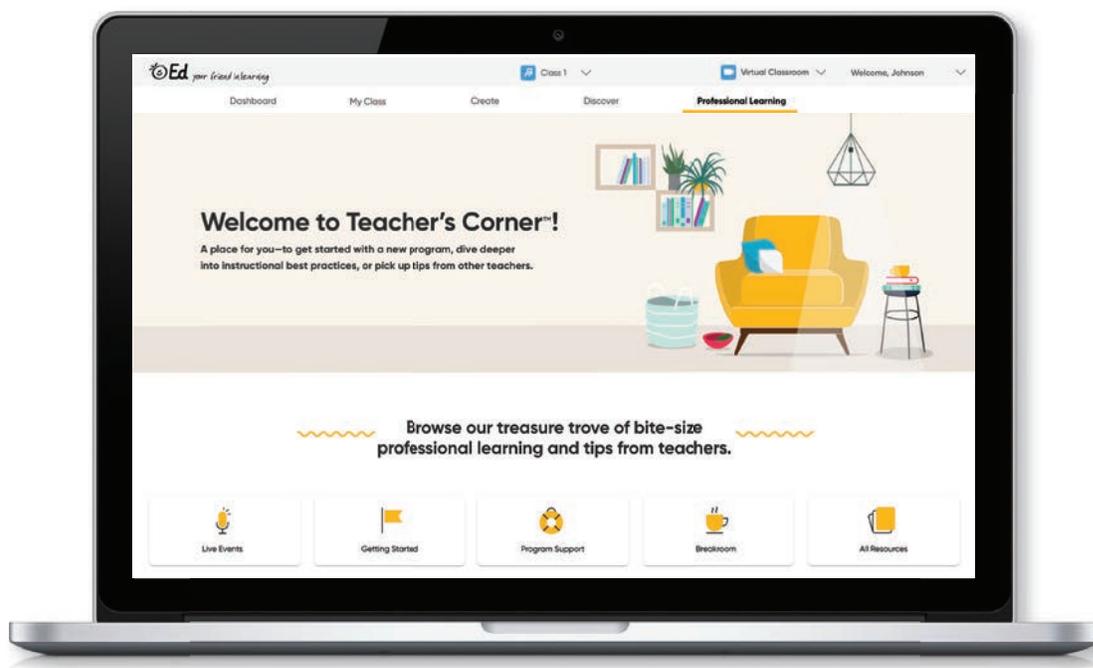
Social Studies professional learning, delivered by *Literacy Solutions*[®] supports you with connected and continuous professional learning to help you get started and implement your *HMH Social Studies* program successfully. Together, we help create meaningful learning experiences to prepare students for college, career, and civic life.



Welcome to Teacher's Corner— A Place Just for You.

We want you to feel confident teaching with our programs—and that comes with ongoing support. *Teacher's Corner*™ gives you the support you want with an ever-growing library of professional learning resources from live event webinars to tips from other teachers and our team of experienced coaches.

So whether you want to quickly prep for a lesson or invest time in your professional growth, we have trusted resources to enhance your instruction and classroom tomorrow.



On Demand, But Not One-Size-Fits All

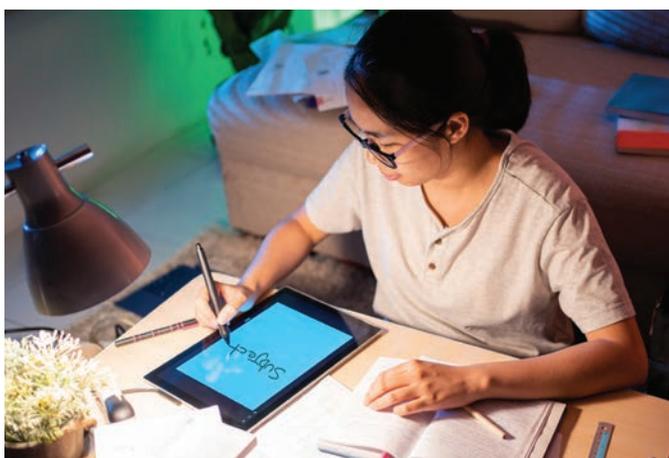
Teachers have the choice of bite-size professional learning resources that were designed to help you get ready to teach *HMH Social Studies*. With dedicated 24/7 support we are here to help prepare you for tomorrow's instruction. We empower teachers with the information they need to choose what's right for them and offer a variety of media types, duration time, and authors.

Curated, Trusted Content

There's no shortage of free resources online, but with *Teacher's Corner*, professional learning and instructional recommendations align to research-based practices. Hear from prominent thought leaders, experienced coaches and former teachers, and practicing teachers.

Relevant and Ready for Tomorrow's Instruction

Teacher's Corner includes authentic classroom videos and articles from teachers who are currently teaching with HMH® programs. The number one teacher-requested resource, these videos will build teacher confidence and share how the programs can be tailored to each classroom's unique needs.

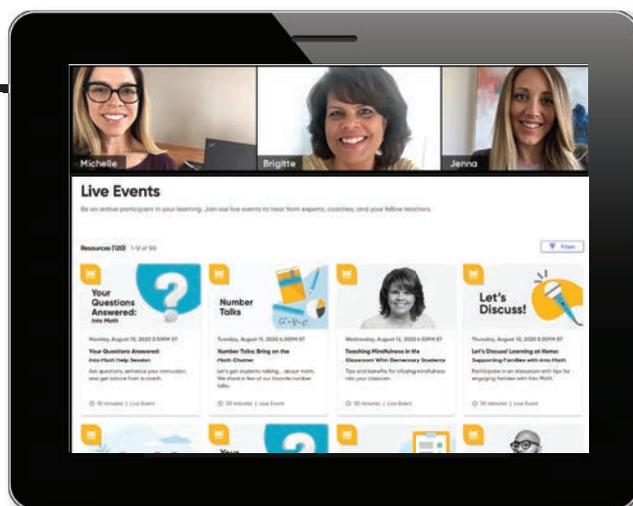


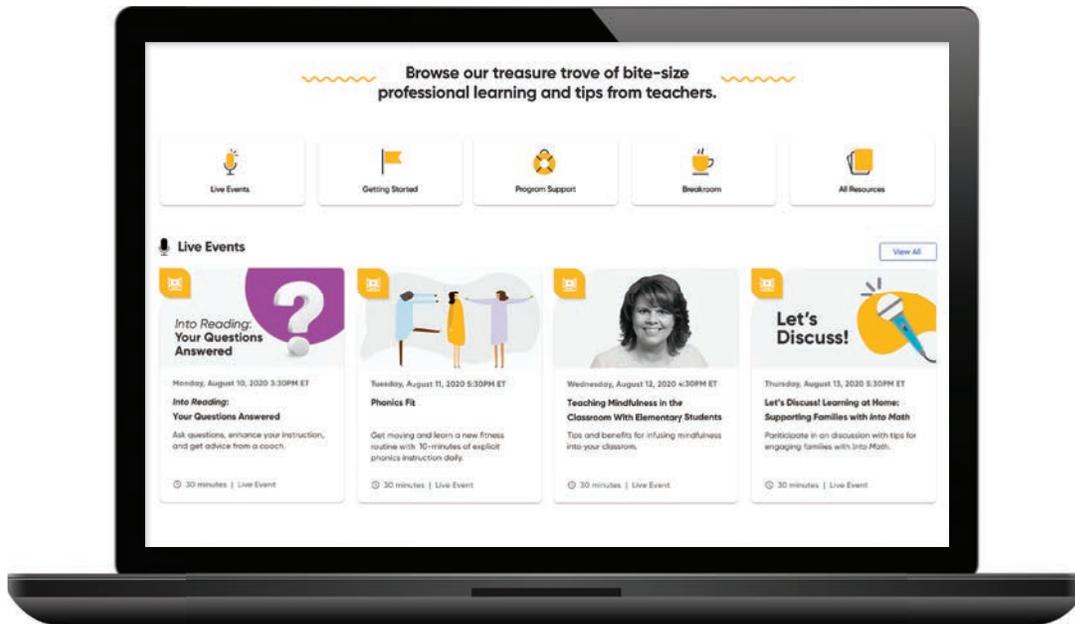
Getting Started

Build teacher confidence with *HMH Social Studies* resources focused on setting up the learning environment, pacing and prioritizing instruction, and more.

Live Community Support

Whether they have a question or want implementation advice, our Live Events offer teachers opportunities to connect with HMH coaches and each other. Teachers can register for these online sessions that feature everything from groundbreaking new author research to group discussions facilitated by other teachers.

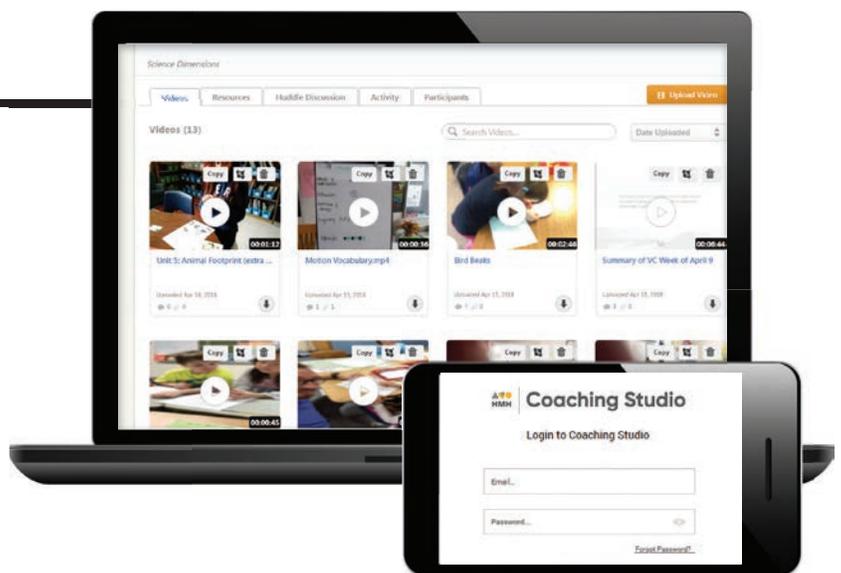




Extend Your Professional Learning

Whether you are interested in focusing on instructional best practices, deepening your *HMH Social Studies* knowledge at each grade level, or closing the achievement gap, Social Studies professional learning, delivered by *Literacy Solutions* can provide the support you need to grow your practice with online coaching, courses, and professional learning communities.

Award-winning ***HMH Coaching Studio*** platform allows you to stay connected with your coach and your colleagues, share and upload resources, and access a library of on-demand lesson-modeling videos.



Connecting Your Students to the **Story** in **History**

It's all about content with context. Your students learn best when quality narrative is blended with media, audio, and visuals for an immersive experience. *HMH Social Studies* provides relevant content to encourage the "Aha!" moments in your classroom.

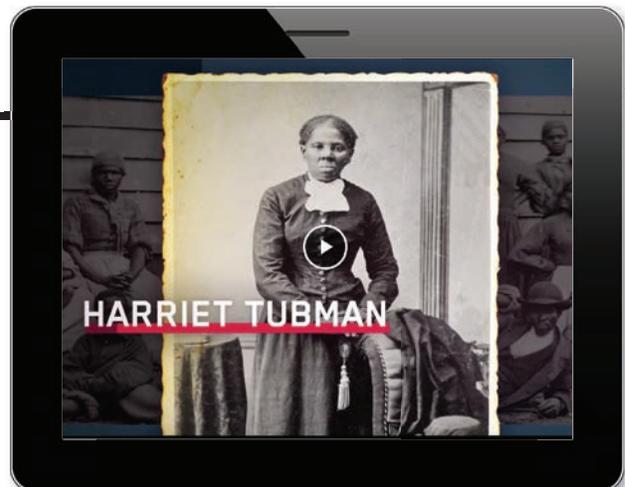
"If history were taught in the form of stories, it would never be forgotten."

RUDYARD KIPLING

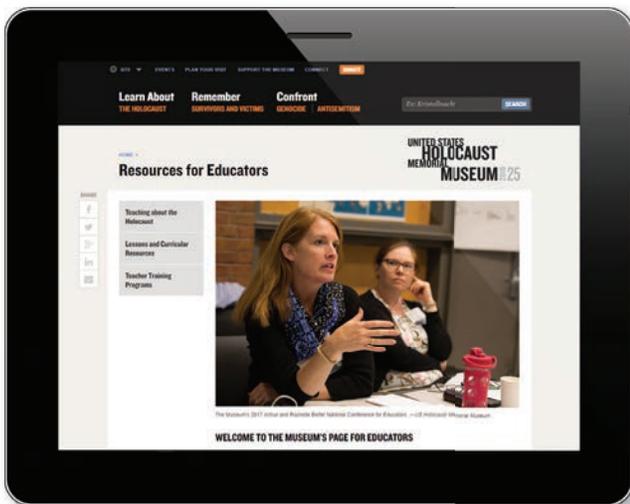


HISTORY videos bring content to life through primary source footage, dramatic storytelling, and expert testimonials.

HISTORY Shorts videos explore the extraordinary history behind inspiring people, places, and events, from the Continental Army to the Harlem Hellfighters, the Statue of Liberty to space flight. These are unexpected tales from history you didn't know you needed to know.

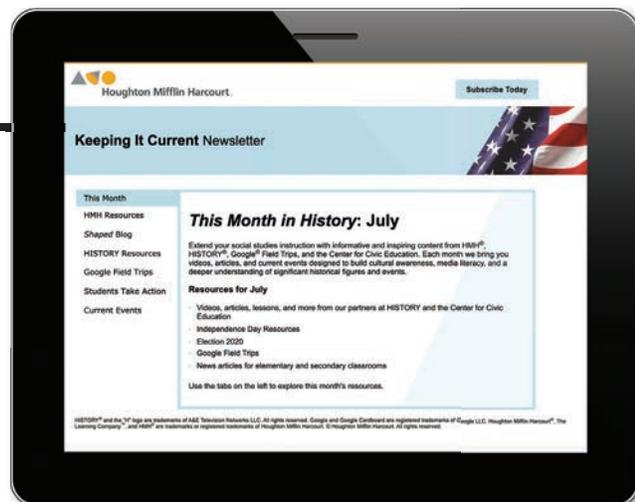


Lesson Introductions engage students with compelling personal experiences by placing them in a historical experience.



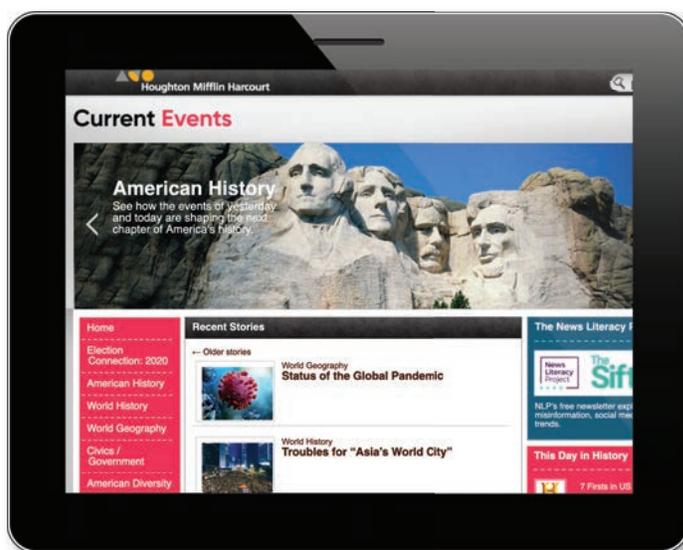
The **United States Holocaust Memorial Museum Resources for Educators** provides resources tailored for classroom use—films, lesson plans, and curricular materials. In addition, there is guidance on sound teaching strategies and information about professional development opportunities.

Keeping It Current proved free high-quality content each month, such as standards-based videos, lesson plans, blogs with downloadable resources, connections to current events, and more.



Engaging Students with Currency and Relevancy

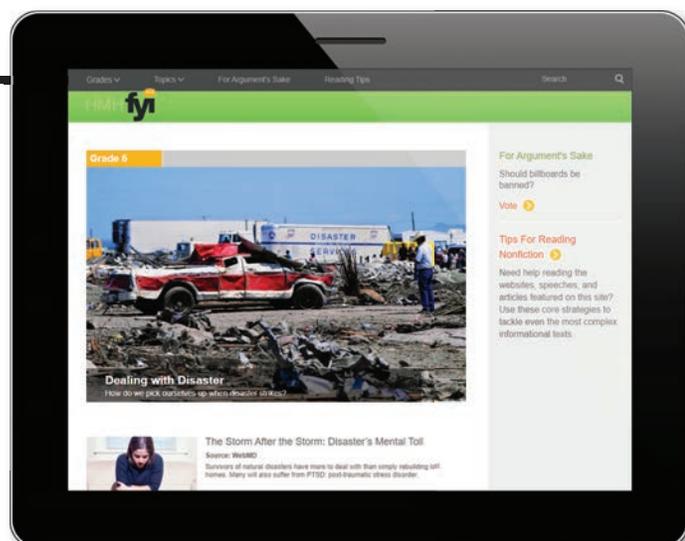
It's now easier than ever for students to make sense of current events with vetted, high-interest news articles written just for them.



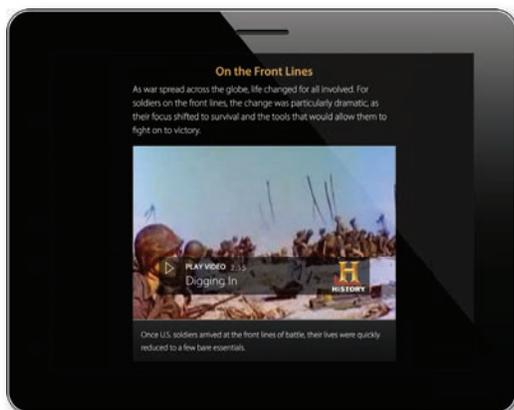
HMH Current Events

provides trustworthy articles on today's news to connect the students to current events.

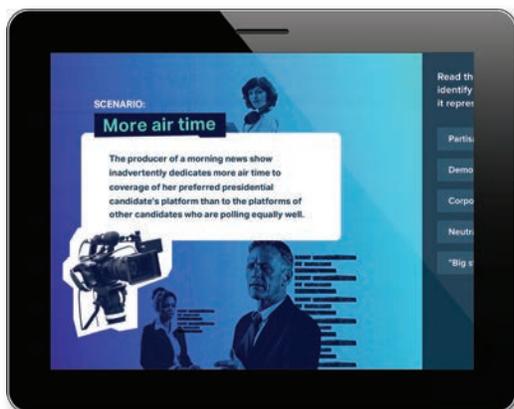
HMHfyi provides text and sources for research and extended reading on social studies topics.



Partners



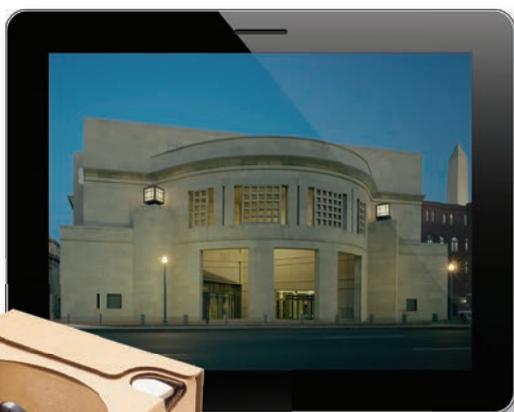
HISTORY is the leading destination for award-winning series and specials that connect viewers with history in an informative, immersive, and entertaining manner across all platforms. HISTORY has a long-standing record in providing teachers and students with curriculum resources that bring the past to life in the classroom. The network's content covers a diverse variety of subjects, including American and world history, government, and economics. The HISTORY website is located at history.com.



News Literacy Project ignites student engagement with currency and higher-order thinking that ties to students' lives.

Checkology®: NLP's Checkology virtual classroom is a browser-based platform that empowers educators to teach students how to sort fact from fiction and discern what information to trust, share, and act on.

The Sift: NLP's free newsletter explores timely examples of misinformation, social media activity, and news literacy trends.

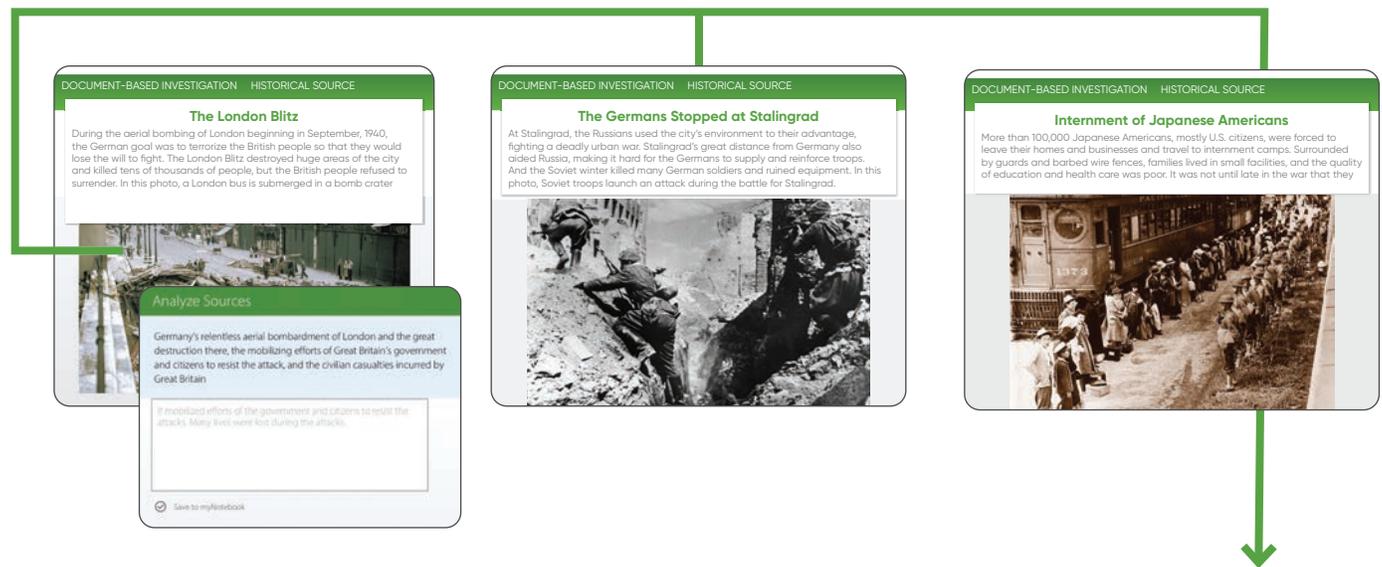


As a Google® content partner, HMH has developed Field Trips for **Google Expeditions**. Using a simple virtual reality viewer and a smartphone, students are swept away into immersive virtual worlds where learning and engagement are maximized. These virtual field trips are 3D, 360-degree experiences in fascinating locations, directly tied to content! A Teacher Guide provides ideas for incorporating virtual field trips into your lessons, as well as tips on how to guide and customize the experience.

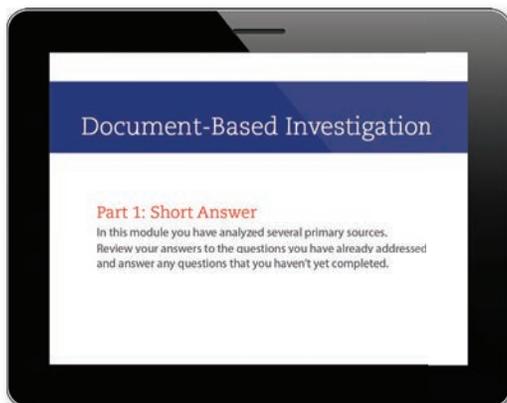
You'll Promote Inquiry and Active Learning

Teaching students to think critically can be challenging. With this goal in mind, *HMH Social Studies* gives you the tools you need so students learn how to analyze primary sources like a historian and complete evidence-based writing tasks.

Document-Based Investigations in every lesson build to end-of-module DBI performance tasks.



End-of-Module DBI Performance Tasks ask students to summarize the evidence drawn from module text.



Part 1: Short Answer

Task

Each principal Allied and Axis nation experienced total war in ways that greatly impacted both personnel on the battlefield and their civilian populations. Write an essay in which you compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.

Complete the following steps as you plan and compose your essay.

Module 22
Document-Based Investigation

Compare and Contrast Essay

Each principal Allied and Axis nation experienced total war in ways that greatly impacted both personnel on the battlefield and their civilian populations. Write an essay in which you compare and contrast the ways that the total war approach defined each Allied and Axis nation during World War II.

Complete the following steps as you plan and compose your essay:

1. Review your notes and sources before you start writing.
2. Use at least three of the sources in Part 1, and develop the topic with relevant, well-chosen evidence from the documents.
3. Cite specific evidence from each of the three sources in your responses.
4. Plan your essay so that it includes an introductory, several body paragraphs, and a concluding paragraph.
5. Organize your essay in a clear and logical way that highlights comparisons and contrasts.

Part 2: Performance Task

World War II



A German bombing raid on London during the Battle of Britain

Essential Question

Why did the Allies win World War II?

In this module you will learn that, during World War II, the Allies defeated the Axis powers, the Jewish people suffered through the Holocaust, and Europe and Japan were left devastated. As you read the module, look for political, economic, and military factors that contributed to the ability of the Allies to overcome the aggressors.

Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.

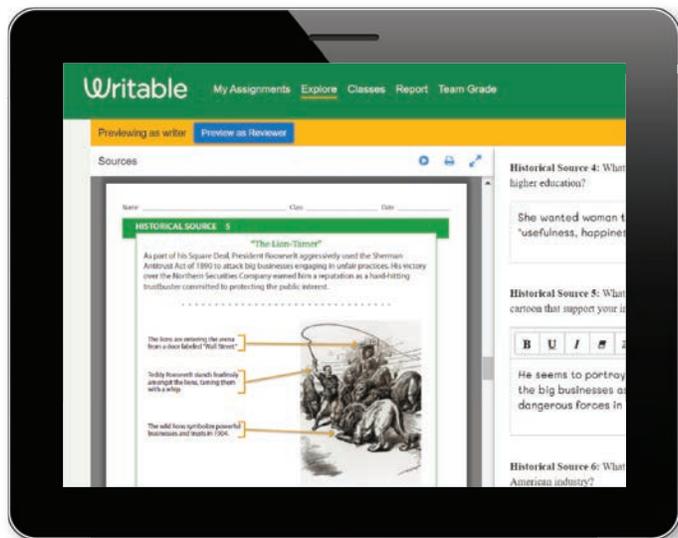
Module 22

Essential Question—Writing

In this module, you've learned about how, during World War II, the Allied forces defeated the Axis powers, the Jewish people suffered through the Holocaust, and Europe and Japan were left devastated. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

Why did the Allies win World War II?

Write an argument answering this question. Your essay should include key people, events, and turning points in World War II. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.



Writable for American History

Writable® for HMH Social Studies American History provides a robust online academic writing experience for students. It allows teachers the flexibility to create, access, and modify assignments to meet their needs as well as supplement the curriculum with the bank of 600+ additional assignments and prompts available in *Writable*, including AP® assessment prep and civics assignments.

Multimedia Analysis at Your Fingertips

You no longer have to search for powerful videos, maps, primary sources, and virtual field trips. *HMH Social Studies* provides you with an integrated design so all resources and lesson plans are just a click away at point of instruction.

HISTORY's Multimedia Connections provide in-depth coverage of key concepts brought to life in the Interactive Online Edition. They extend and enrich the content with additional videos, primary sources, maps, and CGI films.

Introduction

Fought over nearly two centuries, the Crusades were a violent struggle between soldiers of two religions. In a series of nine wars, European Christians battled Turkish and Arabic Muslims for control of the city of Jerusalem and the surrounding areas, considered sacred by both religions. Thousands died in the fighting—both soldiers and civilians—and whole cities were destroyed. The brutality of the Crusades created strong feelings of resentment between Christians and Muslims. This resentment lingered for centuries after the wars themselves had ended.

Byzantium's Call for Help

A Letter to the Crusaders

Urban, bishop, servant of the servants of God, to all the faithful, both princes and subjects, waiting in Flanders; greeting, apostolic grace, and blessing.

Your brotherhood, we believe, has long since learned from many accounts that a barbaric fury has deplorably afflicted and laid waste the churches of God in the regions of the Orient. More than this, blasphemous to say, it has even grasped in intolerable servitude its churches and the Holy City of Christ, glorified b[ly] His passion and resurrection. Grieving with pious concern at this calamity, we visited the regions of Gaul and devoted ourselves largely to urging the princes of the land and their subjects to free the churches of the East. We solemnly enjoined upon them at the council of Auvergne [the accomplishment of] such an undertaking, as a preparation for the remission of all their sins. And we have constituted our most beloved son, Adhemar, Bishop of Puy, leader of this expedition and undertaking in our stead, so that those who, perchance, may wish to undertake this journey should comply with his commands, as if they were our own, and submit fully to his loosings or bindings, as far as shall seem to belong to such an office. If, moreover, there are any of your people whom God has inspired to this vow, let them know that he [Adhemar] will set out with the aid of God on the day of the Assumption of the Blessed Mary, and that they can then attach themselves to his following.

In November 1095, Urban II gave his famous speech at Clermont, France, calling upon the people of Europe to journey to the Holy Land and wrest control of Jerusalem from the Muslim Seljuk Turks. His address inspired thousands upon thousands of Europeans from all strata of society to join the forces of Christendom in a mission that would become known as the First Crusade. A month after giving the Clermont speech, Urban II sent this letter to the people of Flanders, a region that covered parts of modern day Belgium, France, and the Netherlands.

HMH Judicial Inquiries: Interactive Supreme Court Case Studies promote critical viewing, source analysis, and writing about Supreme Court cases that impact teens (*American History only*).



From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow.

Joseph Stalin headed the Communist Party and was premier of the U.S.S.R.

Close Read Screencasts model an analytical conversation about critical historical content and primary sources.

Newberry Library's Digital Collections for the Classroom gives students and teachers access to nearly 100 content-based essays accompanied by discussion questions, classroom activities, and high-quality digitized primary sources. The collections offer an excellent avenue for teaching students how to use primary sources to examine critical moments in history.



Providing Choice for Your Students

You put the learning in your students' hands. Lessons and activities in *HMH Social Studies* are presented in a variety of ways to give you and your students options for how to examine content and important social studies concepts.



Need help with historical

Interpret Historical Maps

Historical maps show information about a place at a certain time in history. They might show political units, alliances, trade routes, empires, cultural groups, or battles. Sometimes, historical maps include a timeline. Historical maps are useful to historians because they show how places have changed over time.

Use these strategies to interpret historical maps.



- 1 Read the title and caption. This will help you understand the topic and time frame the map is showing.

Point-of-use support provides skills instruction on how to draw knowledge from and interpret each element from a map or a graphic.

Remember to complete the graphic organizer with information about how conditions after World War I led to the beginning of World War II.

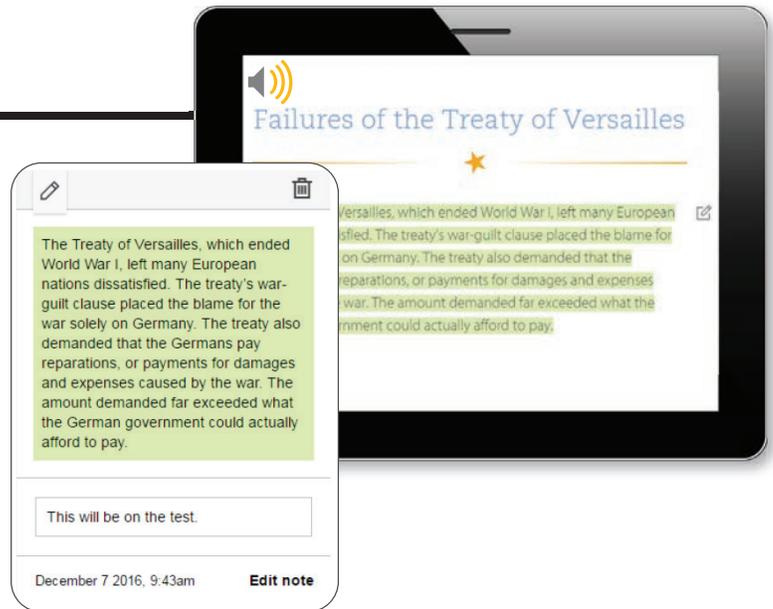
	Joseph Stalin	Benito Mussolini	Adolf Hitler	Hideki Tojo and other militarists	Francisco Franco
Nation					
Conditions in Nation after World War I					



Interactive Lesson Graphic Organizers help students process, summarize, and keep track of their learning for end-of-module performance tasks.

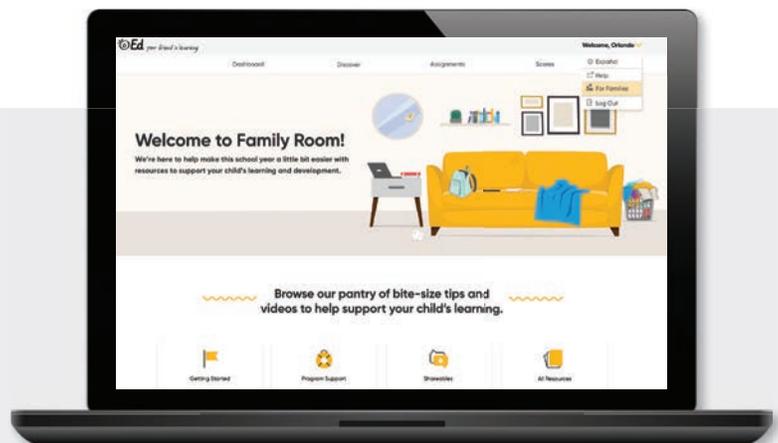
Full-text audio provides support for struggling readers and auditory learners.

Notes gives students the opportunity to take notes while reading the text. They can easily access them for review later to ensure comprehension.



Interactive Features, Maps, and Games, at point of instruction in the Online Student Edition, provide quick, entertaining activities and assessments that present important content in a fun way.

Family Room provides bite-size tips and videos to help support families and caregivers engage their children at home.



Supporting Learners the Way You Want

With *HMH Social Studies*, you'll have numerous differentiated instruction and assessment opportunities to ensure that every student has a clear path to success.

Lesson Assessment: World War II, Lesson 1
ID: L_9781328917041-01192

In August of 1939, Soviet dictator Joseph Stalin signed a ten-year nonaggression pact with Hitler. After being excluded from the Munich Conference, Stalin was not eager to join with the West. Also, Hitler had promised him territory. In a secret part of the pact, Germany and the Soviet Union agreed to divide Poland between them. They also agreed that the USSR could take over Finland and the Baltic countries of Lithuania, Latvia, and Estonia. It was an unlikely alliance between the fascist and communist leaders of two traditionally enemy countries, and it shocked Britain and France, who had been discussing an alliance with Stalin. His pact with Hitler indicated that war with Germany was inevitable.

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

Stalin agreed to sign a nonaggression pact with Hitler because Hitler promised to give _____ to Stalin.

Stalin also was not eager to join forces with the West because he felt slighted during the Munich Conference.

Lesson-Level Assessments with

Remediation

serve to inform instruction rather than simply assign grades to students. If students miss a question, the system gives them the option to pause, review instructional material, and then go back to their work. Teachers can further guide this process through reports on their students' performance, tied to standards and curriculum, to provide personalized intervention.

Lesson Assessment: World War II, Lesson 1
ID: L_9781328917041-01192

Which of the following is a reason that Stalin signed the nonaggression pact with Hitler?

- Britain wanted to join forces with Hitler.
- Poland had declared war on the Soviet Union.
- Stalin wanted to bring communism into Germany.
- The West had excluded Stalin from the Munich Conference.

Enrichment Activities

at the end of every lesson provide avenues for students to stretch their curiosity and explore select topics in greater depth.

Lesson 1
Enrichment

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

Presidential Elections, 1932–1940 Read about the presidential elections in the 1930s. explore	A Fireside Chat Write a speech to offer Americans encouragement during difficult times. explore	The National Recovery Administration (NRA) View the video to learn about opposition to the National Recovery Administration. explore	Schechter Poultry Corporation v. United States Read about a Supreme Court case that temporarily derailed the New Deal. explore
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A Fireside Chat

Write a speech to offer Americans encouragement during difficult times.

explore

Name _____ Class _____ Date _____

The New Deal Lesson 1

A New Deal Fights the Depression

Key Terms and People

Franklin Delano Roosevelt 32nd president
New Deal Franklin Roosevelt's programs to end the Depression
Glass-Steagall Act Law that created insurance for bank deposits
Federal Securities Act Law to regulate stock information
Agricultural Adjustment Act (AAA) Programs to help farmers
Civilian Conservation Corps (CCC) Program to employ young men in work projects
National Industrial Recovery Act (NIRA) Programs to help industry
deficit spending Spending more than the government receives in revenue
Huey Long Political leader from Louisiana who criticized the New Deal

Before You Read

In the last lesson you read about Herbert Hoover's reaction to the Great Depression. In this lesson you will learn about Franklin Delano Roosevelt's programs to fight the Depression.

As You Read

Use a chart to take notes on Roosevelt's New Deal programs, their purposes, and their long-term goals.

AMERICANS GET A NEW DEAL
What were the goals of the New Deal?
 In 1932 Americans elected Democrat **Franklin Delano Roosevelt**, known as FDR, president. He beat Hoover by a landslide. Democrats won majorities in Congress, too.
 During Roosevelt's first Hundred Days, he and his advisers planned programs to end the Depression. They were part of the **New Deal**, which had three goals: relief for the needy, economic recovery, and financial reform. Congress passed many laws that expanded the government's role in

the nation's economy and citizens' lives.
 Roosevelt declared a "bank holiday" by closing banks to stop more bank failures. Then Congress passed the **Emergency Banking Relief Act**, giving the Treasury Department the power to inspect and close banks. Sound ones reopened, while those in trouble stayed closed. Public confidence was restored. The **Glass-Steagall Act** set up the **Federal Deposit Insurance Corporation (FDIC)**, which protects the money people put in banks. Congress also passed the **Federal Securities Act**. This

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Nombre _____ Clase _____ Fecha _____

The New Deal/El New Deal Lesson/Lección 1

A New Deal Fights the Depression/ El New Deal combate la Depresión

Key Terms and People/Personas y palabras clave

Franklin Delano Roosevelt/Franklin Delano Roosevelt 32nd president/Presidente Nº 32
New Deal/El New Deal Franklin Roosevelt's programs to end the Depression/
 Programas de Franklin Roosevelt para combatir la Depresión
Glass-Steagall Act/Ley Bancaria Glass-Steagall Law that created insurance for bank deposits/Ley que aseguró los depósitos bancarios
Federal Securities Act/Ley Federal de Valores Law to regulate stock information/
 Ley para regular la información sobre las acciones de las empresas
Agricultural Adjustment Act (AAA)/Ley de Ajustes Agrícolas Programs to help farmers/Programas para ayudar a los granjeros
Civilian Conservation Corps (CCC)/Cuerpo Civil de Conservación Program to employ young men in work projects/Programa para emplear a hombres jóvenes en proyectos de trabajo
National Industrial Recovery Act (NIRA)/Ley Nacional de Recuperación Industrial Programs to help industry/Programas para ayudar a la industria
deficit spending/gasto deficitario Spending more than the government receives in revenue/Gasto que sobrepasa el dinero que el gobierno recibe en concepto de rentas públicas
Huey Long/Huey Long Political leader from Louisiana who criticized the New Deal/Diáctico político de Louisiana que criticó el New Deal

Before You Read/Antes de leer

In the last lesson you read about Herbert Hoover's reaction to the Great Depression. In this lesson you will learn about Franklin Delano Roosevelt's programs to fight the Depression./En la lección anterior, leíste acerca de la reacción de Herbert Hoover ante la Gran Depresión. En esta lección, aprenderás acerca de los programas de Franklin Delano Roosevelt para combatir la Depresión.

As You Read/AI leer

Use a chart to take notes on Roosevelt's New Deal programs, their purposes, and their long-term goals./Usa un cuadro para tomar notas sobre los programas del New Deal de Roosevelt, sus propósitos y metas a largo plazo.

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The **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** help students as they read and take notes while reading adapted-level summaries.

SE, p. 552

ONLINE INTERACTIVE MAPS

World War II: The War in the Pacific, 1942–1945
 Have students explore the map using the interactive features and answer the associated question.
Location Which battle gave the Allies a jumping-off point to begin the attack on Peleliu in September 1944? Guam
 In print edition, see map of same title.
 1. **Movement** Which island served as a jumping-off point for several Pacific battles? Guam
 2. **Human-Environment Interaction** How do you think the distances between the Pacific islands affected U.S. naval strategy? The distances meant that the Allies had to transport from one island to another, causing great difficulties in transporting goods and men.

STRUGGLING READERS BELOW LEVEL

Map Reading

1. Reading a map involves different spatial and visual skills than reading text. Students may need assistance reading a complicated map, such as the "World War II: The War in the Pacific, 1942–1945" map.
2. Have students work in pairs. Ask them to find each map key item on the map; list each battle discussed in the text and find it on the map; and use their list to create a timeline of the war in the Pacific.
3. Students may benefit from seeing a chronology for the battles shown on the map.

626 MODULE 11

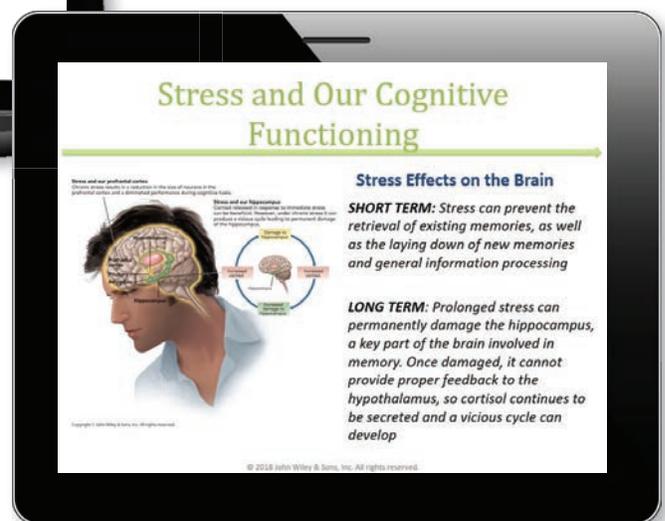
Differentiated Instruction Activities in the Teacher's Guide offer further options for varying lessons to meet the needs of every student.

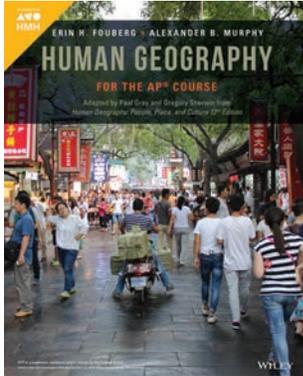
Help Students Prepare for AP Exams and College-Level Coursework

To address the needs of high school educators and learners, *HMH Social Studies* serves not just the core, but AP and electives as well, providing the same authoritative content used on college campuses and supported by features developed especially for AP classrooms. This fully engaging suite of AP and Elective resources covers a wide variety of topics, including Human Geography, Economics, Psychology, and Personal Finance.

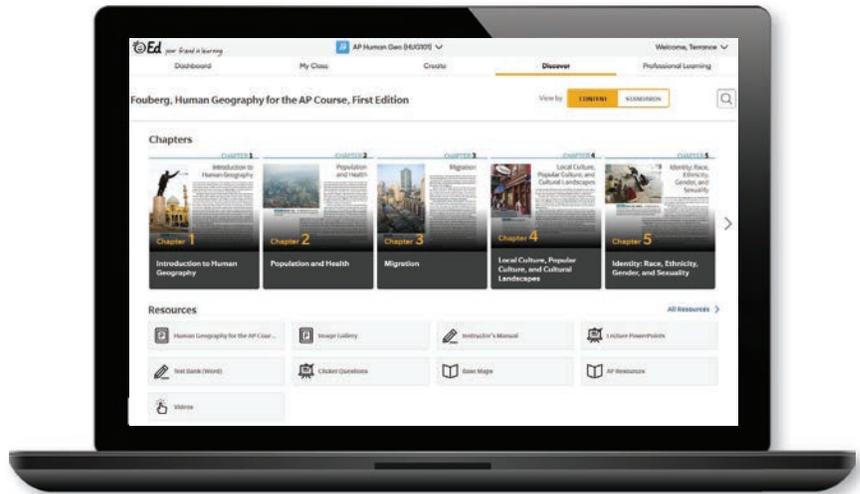


Online Teacher Materials connects teachers to tools and resources for AP and Elective programs in the same convenient location as your general curriculum. Resources vary by program, but typically include Instructor's Solution Manual, Lecture Notes PowerPoint Presentations (see right), Test Bank, Videos, Unit Exams & Quizzes, and more.



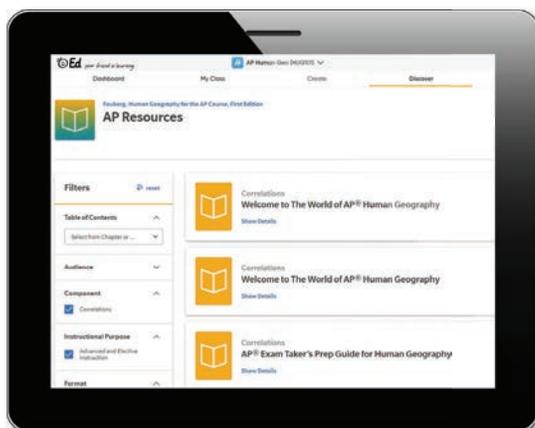
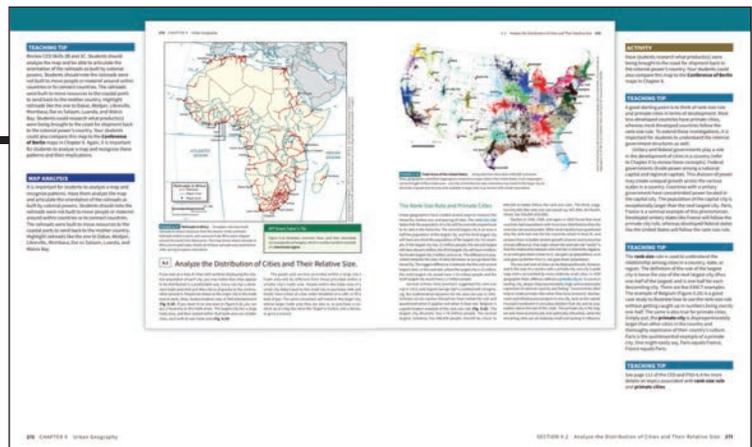


Human Geography for the AP Course is available on our K–12 platform, *Ed*, the HMH learning platform, providing a seamless transition from general to AP coursework.



Support students on their learning journey with chapter assessments and teacher resources that gauge student mastery.

Wrap-Around Teacher's Edition provides thoughtful insights for interactive class activities, teaching tips, and map analysis.

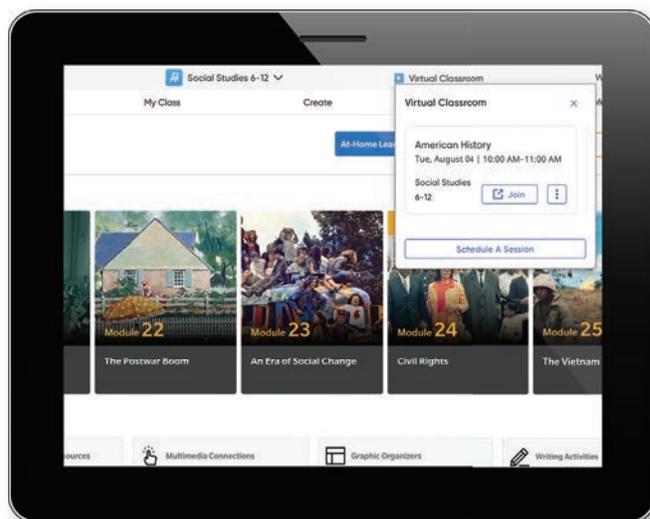
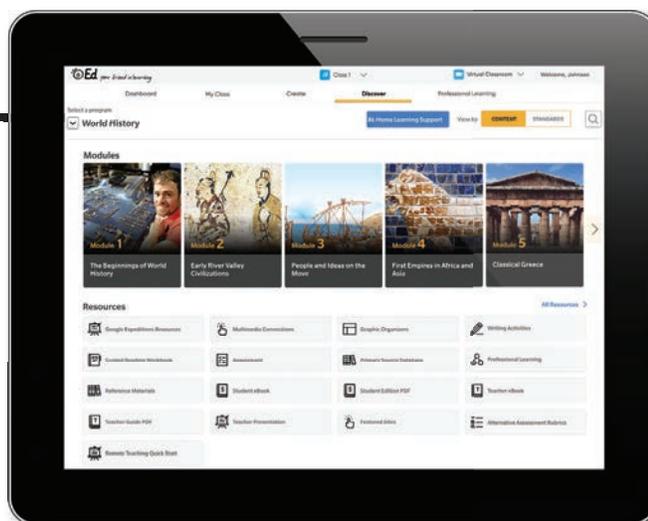


Guided AP Exam Preparation features tip boxes throughout each chapter, end-of-chapter self-tests, and a complete AP exam preparation at the end of the book.

You'll Love the Flexibility and Customization

We know your time is precious. *HMH Social Studies* offers maximum flexibility and access to content through responsive digital technology. You and your students have instant access whenever, wherever you want—which allows you to focus on what matters most.

Ed, the HMH learning platform brings together assessment insights, professional learning, instruction, and practice. With **Ed**, you can extend the classroom and form meaningful connections with students, from anywhere.



With **Virtual Classroom**, you can launch video chat sessions without ever leaving *Ed*. Students are able to join the Virtual Classroom via their *Ed* accounts, removing the need to remember an additional username and password. Launch a video chat/virtual classroom directly from *Ed* to support virtual/blended learning.



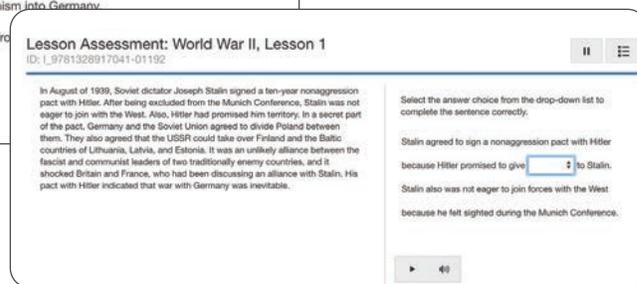
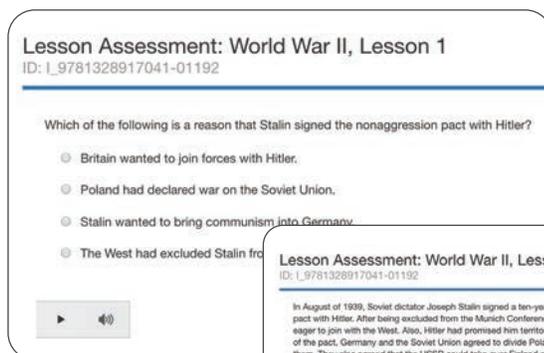
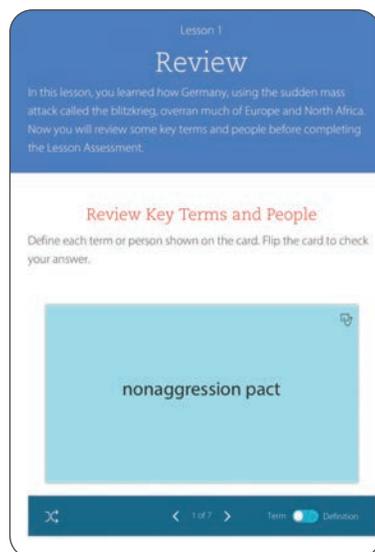
HMH Go™ is a free learning app that connects students and teachers to *Ed* content and instructional resources online, offline, or on the go. Students and teachers can download content to work on in class or at home regardless of their connectivity limitations.



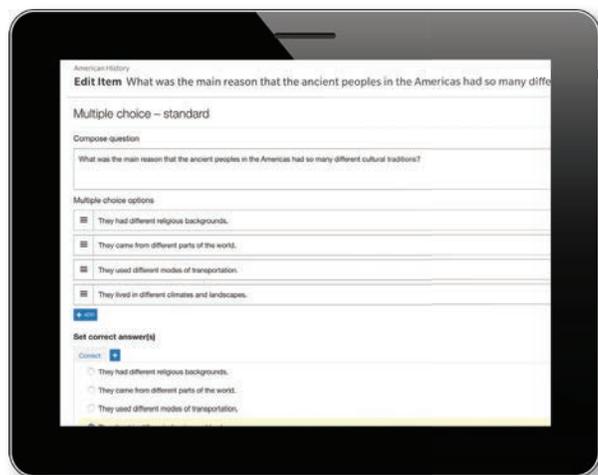
The **Teacher's Guide** focuses on planning and instructional support with a special emphasis on helping teachers balance their print and digital resources to maximize blended learning.

Online Assessments

Lesson Review and **Assessments** gauge student mastery with scoring and reporting capabilities.



Program Assessments enables teachers to assign students prebuilt Module, Benchmark, and End-of-Year Assessments, which provide automatic scoring and reporting for immediate feedback.



Custom Assessments give teachers the flexibility to assign assessments that meet the assessment needs within their classroom. Teachers are able to:

- Create their own assessments or customize prebuilt assessments and assign them to students
- Edit online assessment items, modify the text of the answer choices, and eliminate or add answer choices
- Develop assessment questions and answers, providing greater control to measure student performance

HMH Subscriptions

Easy, Flexible Access

Benefiting both teachers and students, subscriptions provide equity, access, and the flexibility you demand.

Subscriptions provide the latest and greatest in content in addition to ongoing updates.

Teachers and students will have access to ongoing updates to the newest features, functionality, activities, and resources.

Access to ongoing professional development to match your schedule and your needs.

Professional learning is provided for each year of your subscription. On-demand coaching is always available for professional growth.

Unlimited access to content!

Support and challenge the full range of learners in your classroom. With the purchase of student licenses, receive free online access for as many teachers as needed.



HMH Social Studies



Uncover the Connections

For more information and to review online materials, visit:
hmhco.com/hmh-social-studies



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