Reflect on the PAST, the future.
Dear 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 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.

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.

It’s time to make an IMPACT with your students!

WHY IMPACT?

Why should I vote?

How has the past influenced today?

What are my rights and responsibilities as a citizen?

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?

How can I make a difference in my community?
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 IMPACT, YOU get to choose what lessons to teach, what resources you want to use, how you want to teach and when.

With 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.

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 all learners.

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.

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.

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 Online
Videos, interactive activities and features, games, and more.
Flexible options let you teach how you want, when you want.

Mix and match to meet your needs and priorities:

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.

3. **PICK YOUR TOOLS**
   
   Want to start with a lesson presentation online? Introduce the chapter with a video! Need to quickly engage students and start 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**

1. **15 MINUTES**
   
   IMPACT provides short-on-time options to ensure you maximize the teaching time you have.

   - Engage
   - Investigate
   - Report and Take Action

   *OR*

   - Inquiry Journal
   - IMPACT Explorer Magazine

2. **30 MINUTES**
   
   A little more time? Integrate IMPACT into reading blocks, enable individual exploration or promote collaborative discourse! The choices are endless.

   *OR*

   - IMPACT Explorer Magazine
   - Research Companion
   - Inquiry Journal

3. **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.

   **ENGAGE**
   
   - Engagement begins with Essential Questions and images to spark curiosity.
   
   **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.

---

**WANT MORE IDEAS?** Check out the following pages for more examples.
In this chapter, you'll read about important events and outcomes of the American Revolution. This could be a Patriot, a Loyalist, an African American, a Native American, a merchant, or a member of the military hierarchy. People You Should Know*

The American Crisis, written by Thomas Paine, was published in January 1776. In this pamphlet, Paine argued that the American colonies needed to fight for independence. He wrote, "He that stands it now, deserves the love and thanks of mankind."

*Lesson 3 of Chapter 5

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!

- Inquiry Journal
- Research Companion

Example 1: Inquiry Journal
- USE ONE OR BOTH
- U.S. History: Making a New Nation

Example 2: Research Companion
- USE ONE OR BOTH
- Inquiry Journal

Example 3: Inquiry Journal
- USE ONE OR BOTH
- U.S. History: Making a New Nation

Example 4: Research Companion
- USE ONE OR BOTH
- Inquiry Journal

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

Inquiry Tools:

Analyze the Source:

INQUIRY JOURNAL

Photograph of the pp. 2–13 online or read articles from the IMPACT Explorer. The IMPACT Explorer supports students' exploration of the Teacher's Edition highlight ways Blended Learning where you want it. Blend in digital content when you want, and ePresentation.

You can flip your instruction with the content to the whole class from ePresentation, and

Chapter & Lesson Go Online

INQUIRY JOURNAL

for Social Studies, follow the “Full Inquiry” T018_T019_NASS_TE_G5_CH01_L01_LL_691424.indd 19/06/18 09:47AM 1

LESSON 1

Talk

The Land and Native Peoples of North America T18T18

Language evidence = evidencia line.

in maps and on a time line.

Stop and Check

Make Connections

Find Evidence

Inspect

the Hopewell, and the Mississippian cultures? (Answers may include that the cultures

What is similar about the series of events that led to the rise of the Olmec,

What regions are Siberia and Alaska part of? Where are the people and animals going?

“Early Humans in North America,” explain any words that students don’t know. Support

topic. They include headings, maps, time lines, diagrams, and photographs. As you read

learn how the environment affected the way of life of early Native American groups.

The earliest of these cultures is known as the Adena, after a site in

Distant peoples. What is known about Adena culture comes from such

such as smoking pipes used in rituals. They fashioned ornaments from

gatherers, the Adena people later began to farm. Their crops included

simply as “Mound Builders.” Archaeologists have identified several

shapes of animals. The most amazing of these is the Great Serpent

Hopewell obtained these

products from the New World.

The earliest mound builders

were the Adena people. After

of life.

Location, Surroundings, Way of Life. They included ancestors of the Cherokee,Choctaw, Chickasaw, and Seminole tribes. They lived in small villages and

mainly as hunter-gatherers. The Adena people also made fine pottery and

sculpted bone and stone. They used farming tools such as digging sticks.

What do the blue numbers mean?

Some cities were quite small, and others were much larger.

What does the phrase “which included elephant-like wooly mammoths and

(A.D.) letters tell us the period after point 0?

What do the red numbers mean?

Which characteristic did the Adena, Hopewell,

and Mississippian cultures have in common? (Answers may include that the cultures

surrounded by high walls. These structures were not homes, but ceremonial places.

Mississippian towns and cities. Priest-kings ruled Mississippian society.

food surpluses. This encouraged the growth of large populations in

Then and Now

Site (established in 1979).

Cahokia Mounds State Historic

Archaeologists have been

A.D. 1050)

Which numerical notation is most commonly used in the Middle and late

Classic Period (c. A.D. 1200–1450)

Maya societies were organized into city-states. Each city-state was ruled by a

Early Desert Peoples/The Mound Builders

(Productive) essay is a genre of writing that provides facts, examples, and explanations

(650 years) Call on a volunteer to read

During the Classic Period, the Maya world grew to more than 40 cities,

the text in their essays. Encourage them to use the new vocabulary words they have

the sentence “During the Classic Period, the Maya world grew to more than 40 cities,

hash marks. (pages of 10–12) As you read, explain any words that

Language Forms & Conventions

The Maya used a unique calendar called the Haab’.

type of calendar: one year had 18 months and each month had 20 days.

Each town or city controlled a group of outlying villages. High fences of

of life.

Location, Surroundings, Way of Life.

these are the same words? (No, these words are not the same)

country Mexico

early people Maya

people, countries, cities, and historical periods. Write the chart on the board. Ask:

is the difference between the way we write common and proper nouns?

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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

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.

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.

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Aligns to the C3 Framework’s Inquiry Arc

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

1 ENGAGE

Learning begins with curiosity, and great questions are at the center of learning.

 DIMENSION 1 Framing Questions and Planning Inquiries

2 INVESTIGATE

Sparking investigation of content, encouraging critical thinking, and inspiring more questions to research.

 DIMENSION 2 Gathering Content Knowledge
 Civics, Economics, Geography, History

 DIMENSION 3 Evaluating Sources and Using Evidence
 Gathering and Evaluating Sources
 Making Claims Supported with Evidence

3 REPORT AND TAKE ACTION

Building problem solvers, critical thinkers, and inspired innovators!

 DIMENSION 4 Communicating Conclusions and Taking Informed Action

LESSON 1 What is Culture?

LESSON 2 How Do People Express Their Culture?

LESSON 3 What Do Immigrants Add to a Community?

LESSON 4 What Can Comparing Different Communities Tell Us About Global Cultures?

LESSON 5 IMPACT TODAY: What Connects Communities Throughout the World?

CHAPTER ESSENTIAL QUESTION

What Makes a Community Unique?
**IMPACT IS CITIZENSHIP**

Today’s 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.

**What are FOLDABLES?**

Foldables are interactive graphic organizers that can be used to enhance vocabulary, strengthen note-taking skills, and unlock content.
By focusing on language development, all students can participate and engage in meaningful discussions. IMPACT supports teachers as they adapt the instruction to meet the language needs in their students. 

McGraw-Hill Education is committed to providing English Learners with 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

Social Emotional Learning is one of the most important factors in predicting school success. IMPACT Social Studies supports students in mastering themselves and the way they interact with the world. Social Emotional Learning brings together affective and cognitive learning and social behavior. 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.

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

**Vocabulary games, interactive maps, and timelines are found digitally. Chapter and lesson videos enhance the student experience. Teachers can add their own content.**

Log in to the IMPACT Social Studies digital book bag.

All of the student and teacher print materials are available digitally, plus more! Choose your grade level and click the launch button.

Vocabulary games, interactive maps, and timelines are found digitally. Chapter and lesson videos enhance the student experience. Teachers can add their own content.

**LOGY and DEPTH of ASSETS**

**Digital Tools at mheonline.com/Impact**

**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.

**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.

**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 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)

- **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.

- **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.
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

**PRINT and DIGITAL FIDELITY**

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

**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**
- 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

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 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!

Formal assessment includes multiple choice, short response, and extended response. The tests can be taken directly online or printed off for a paper and pencil task.

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

Chapter Benchmark Test

DIRECTIONS: Circle the correct answer to each question.

1. How are the Chinese and Persian New Year’s traditions alike?
   A. People go to a parade.
   B. People eat special foods.
   C. People wear new clothes.

2. True or False: American Indians who have the same language, customs, and beliefs are called a tribe.
   True False

3. What do some American Indians think horses can teach us?
   A. how to be strong
   B. how to find our way
   C. how to be able to wait

Name
Date

Chapter 5
Grade 1, Chapter 5 Benchmark Test

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PROFESSIONAL LEARNING with IMPACT

Teach with Confidence.

At McGraw-Hill Education, 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.
Where and How Did Native Americans First Arrive?

- Chapter Inquiry Projects offer a time to collaborate and think critically while taking action.
- 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.

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.

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.

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.

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.

The Land
- Chapter 1 of the Plains
- Native Americans in the days before European settlement. Then have students brainstorm in small groups. Complete the pages found at pages 46–49.

- Emerging the art.

In this chapter, you’ll read about how groups of early humans migrated across the Americas and formed civilizations. You’ll learn how the environments and cultures of early Native Americans are related.

Emerging

- Arrival of Europeans?

- Why Do We Vote?

- Show What Life was Like...

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- Emerging the art.
Social Studies does not need to be one more thing on your plate.

Social Studies IS the plate.

Rebecca Valbuena
—Program Consultant

Reflect on the PAST,
IMPACT the future.

For additional information, contact your McGraw-Hill Education representative.

To sample digitally, go online: mheonline.com/Impact