

# HMH SOCIAL STUDIES ★ FLORIDA ★

# Digital Highlights



UNCOVER THE **CONNECTIONS**

# HMH Social Studies Florida Online Program Highlights

**TIP:** When you click on an icon, it will open in a new window.

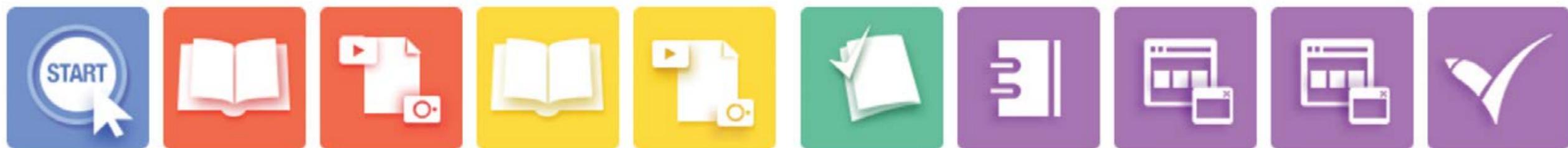
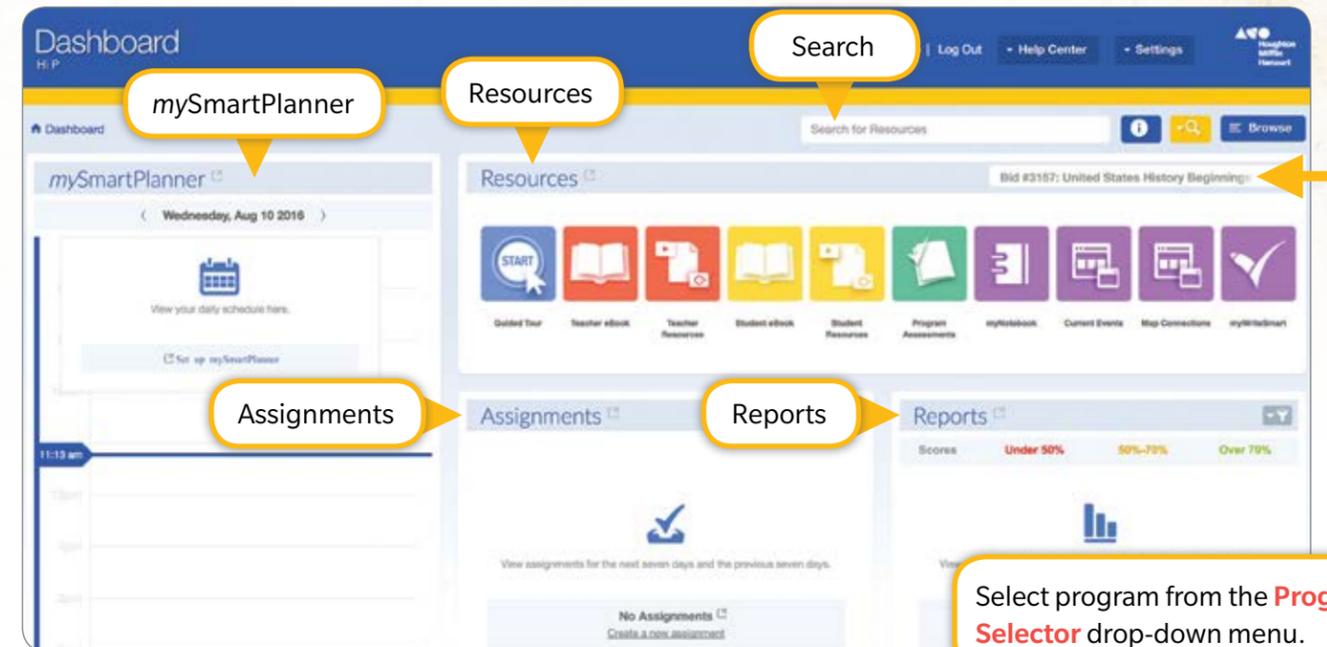
Experience **HMH Social Studies** © 2018, Florida

1. Login to [my.hrw.com](http://my.hrw.com)
2. Enter sample word: **FLSS17**
3. Write down your username and password
4. Bookmark the login page for easy return



Your personalized Teacher Dashboard is organized into four main sections:

1. mySmartPlanner
2. Assignments
3. Resources
4. Reports



Guided Tour    Teacher eBook    Teacher Resources    Student eBook    Student Resources    Program Assessments    myNotebook    Current Events    Map Connections    myWriteSmart

**Watch first!**

**Teacher eBook and Resources**  
Interactive lessons and planning tools include support for English language learners, advanced learners, and students who need extra support.

**Student eBook and Resources**  
These interactive, collaborative materials include videos, tutorials, online skill lessons, note-taking tools, and additional primary sources.

**Program Assessments**  
A wide variety of assessments feature adapted question types and automatic scoring and reporting.

**Collaboration Resources**  
These tools allow students and teachers to stay connected in the 21st-century classroom.



Teacher eBook

# Teacher eBook Module and Lesson Navigation

The Teacher navigation bar provides easy access and navigation to all online tools and resources.

**TIP:** Student navigation mirrors Teacher navigation.



Student eBook

The screenshot shows the Teacher eBook interface for Module 11: World War II. On the left is a navigation bar with a Table of Contents, a Notes icon, and a Hat icon. The main content area features a painting titled 'Dawn Patrol Launching' and an Essential Question: 'Why did the Allies win World War II?'. Below this is a video player for 'Digging In' and a section titled 'On the Front Lines'. The right sidebar contains several activity sections: 'Module Opener World War II', 'Interpret the Painting', 'Explore the Essential Question', 'On the Front Lines', 'Explore the Video', and 'Explore the Timeline'.

The **Table of Contents** enables navigation to each Module and Lesson.

The **Notes** icon enables annotation, tagging, and the ability to save notes.

The **Hat** icon in the **Teacher eBook** displays and hides the Teacher Panel with Lesson Support and Resources.

**Audio** includes option to have **text highlighted** when read.



Student eBook

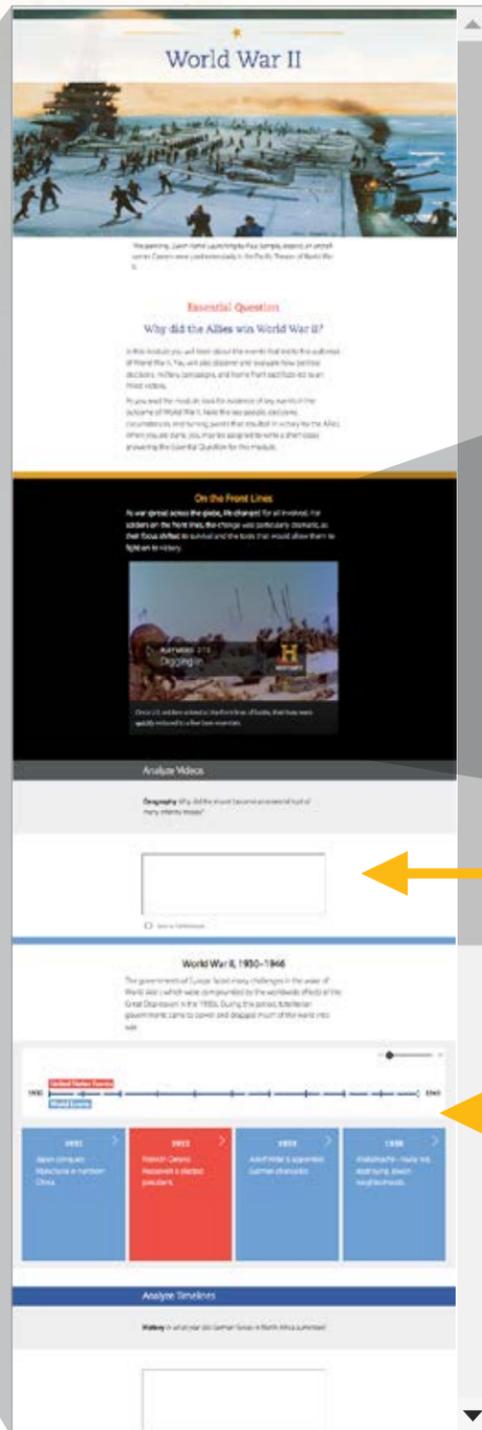
# Student eBook Module and Lesson Experience

Embedded online media and digital tools extend and enrich instruction, encouraging meaningful discussions and collaboration for all students.

**TIP:** Multimedia resources and tools are embedded at point of use in the Teacher eBook too!



Teacher eBook

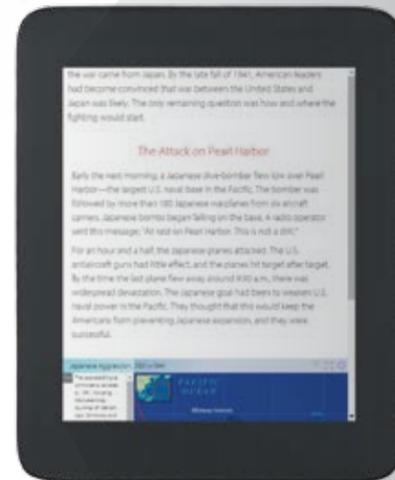


**HISTORY**® videos bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



**Analyze Video prompts** ask students to analyze primary source footage for a deeper understanding.

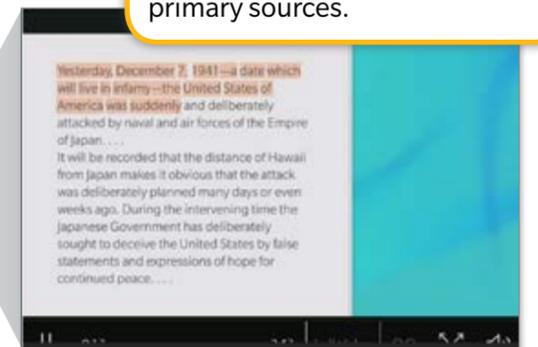
**Interactive timelines** encourage students to dig deeper into topics and check their answers for immediate feedback.



**Interactive Map Toolbars** enable students to write, draw, save, and print.



**Close Read Screencasts** model an analytical conversation about primary sources.



**Analyze source questions** help students gain a deep understanding of each concept and provide immediate feedback. Students can save and share their answers.





# Resources **Extend Learning** for All Students

**TIP:** ALL Resources open in new window.

Teacher Resources Student Resources

Teacher and Student Resources provide a wide range of activities and instructional tools for extension and support.

Guided Reading Workbook with annotations

Integrated Assessment Rubric

Graphic Organizer Answer Key

Teacher Presentation

Student Edition PDF

Teacher Guide PDF

Social Studies: Teacher Resources

Teacher Presentation Guided Reading Workbook with annos Student Edition PDF Integrated Assessment Rubric Teacher Guide PDF Graphic Organizer Answer Key

Florida Constitution Study Guide Answer Key Florida End-of-Course Assessment Test Prep Workbook Answer Key FL Correlations End Of Course Countdown To Assessment answer key

Florida End-of-Course Assessment Test Prep Workbook Answer Key

End Of Course Countdown To Assessment answer key

End Of Course Countdown To Assessment answer key

Florida Constitution Study Guide Answer Key

Florida Correlations

Countdown to American History End-of-Course Assessment

**TUESDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

2. Which of the following statements about the French and Indian War is NOT true?

a. The war officially ended in 1763 with the Treaty of Paris.

b. The French and their Native American allies wanted against the British.

c. The French and Indian War were fought for dominance of the Ohio valley region.

d. During the early years of the war, most victories went to the French.

**WEDNESDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 2**

1. What was the importance of Thomas Paine's pamphlet *Common Sense*?

a. It helped shift colonial public opinion in support of independence.

b. It pointed out the connection to the Magna Carta, signed by the king in 1215.

c. It made clear that the colonists owed allegiance to King George and Parliament.

d. It declared that "These United Colonies are, and of a right ought to be, free and independent States."

**THURSDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 2**

4. What was Washington's position regarding the French Revolution?

a. He sent Thomas Pinckney to negotiate a treaty with Spain.

b. He gave American support to the French revolutionaries.

c. He issued a proclamation of American neutrality.

d. He supported both French and British troops.

**FRIDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 3**

3. Why did the Antifederalists insist upon a Bill of Rights?

a. They wanted a document stronger than the Articles of Confederation.

b. They wanted a formal argument against the ratification of the Constitution.

c. They didn't trust the Federalists who had authored the Constitution.

d. They feared the power of a strong central government.

**MONDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 2**

1. What did the Continental Army become as an effective fighting force?

a. Maudslayi's

b. Thomson

c. Saratoga

d. Valley Forge

Countdown to American History End-of-Course Assessment

**TUESDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

2. How did William Penn acquire the land that later became Pennsylvania?

a. He formed a joint stock company.

b. It was the gift of a debt owed by King Charles II.

c. He belonged to the Quaker church.

d. He received it from the Dutch government.

**WEDNESDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

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**THURSDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

4. What was the result of the South's particular culture and geography?

a. Fewer towns developed but those that did were on the coast.

b. Fewer towns developed but those that did were in the north.

c. Plantations took root and fewer towns and cities developed.

d. Those few towns that developed were small and dispersed.

**FRIDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

5. Why was slavery less widespread in the North than in the South?

a. Northerners were mostly opposed to slavery.

b. Slavery was against the law in the North.

c. Actually, it wasn't less widespread in the North than in the South.

d. The kind of crops grown in the North required less labor.

**MONDAY** LAFS.1112.WHST.3.9

**Module 1 Lesson 1**

1. What was the central thought of the Enlightenment that profoundly affected colonial politics?

a. The earth and other planets revolve around the sun.

b. Truth can be obtained from logical and reasoned observation.

c. Human beings are born with natural rights that governments must respect.

d. Relative rewards must restore the intensity and dedication of the early Puritans.

Social Studies: Student Resources

Guided Reading Workbook Spanish/English Guided Reading Workbook Reference

References

- Atlas
- Biographical Dictionary
- Economics Handbook
- English/Spanish Glossary
- Facts about the States
- Geography and Map Skills Handbook
- Historic Documents
- Presidents of the United States
- Reading Like a Historian
- Skillbuilder Handbook
- Spotlight on Florida
- Supreme Court Decisions
- Symbols of the United States
- Writing Workshop
- Unpacking the Standards
- Florida Maps and Facts
- Florida Constitution Study Guide

**Historic Documents**

**John F. Kennedy's Inaugural Address**

John F. Kennedy became president in 1961, during the middle of the Cold War. In his inaugural address, he spoke to citizens of the United States and the world, asking for peace to be restored for the good of humanity.

"We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forefathers prescribed nearly a century and three quarters ago.

"The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forefathers fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state, but from the hand of God.

"We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—a generation that will be tested by war, discipline by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.

"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.

"This much we pledge—and more . . .

"So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

"Let both sides explore what problems unite us instead of belaboring those problems which divide us.

"Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

"Let both sides seek to arouse the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

"Let both sides unite to heed in all corners of the earth the command of Isaiah—to 'undo the heavy burdens . . . and to let the oppressed go free.' . . .

"And as we follow Americans, ask not what your country can do for you—but what you can do for your country."

President, <http://www.inaugural.gov>, 1961

**Notable Floridians**

**William Bartram (1739–1823)** Naturalist, writer, artist. William Bartram traveled throughout Florida during the 18th century, composing poetry that celebrated Florida's animals and landscape. He also wrote of the customs of the Seminole. His work influenced 19th century botanists, and is still valued today.

**John James Audubon (1785–1851)** Artist and American naturalist. John James Audubon did not live in Florida but spent several years studying and recording Florida's birds and their environments along the state's east coast region. The outbreak of the Second Seminole War prevented his studying of birds found in Florida's western area. Audubon's detailed drawings of birds native to Florida continue to be enjoyed today.

**Thomas Alva Edison (1847–1931)** Inventor. Thomas Alva Edison was born before the outbreak of the Civil War and lived to see his inventions, including the electric light, phonograph, and motion pictures become part of everyday life in 20th century America. Beginning in 1891, Edison spent winters in Florida and found inspiration for many of his inventions in his Fort Myers home.

**Henry Morrison Flagler (1830–1913)** Businessman. As a founding member of the Standard Oil Company, Henry Morrison Flagler dedicated much of his professional life developing Florida's East Coast. He established railroads and hotels, built streets, installed water and power systems, and was instrumental in promoting Florida as an attractive state for development.

**Harriet Beecher Stowe (1811–1896)** Author. An accomplished writer, Harriet Beecher Stowe is best known for her anti-slavery novel *Uncle Tom's Cabin*, published in 1852. The novel highlighted the plight of the enslaved and called for an end to slavery. Stowe purchased property in Mandarin, Florida, in the 1860s. Living in Florida inspired her writings about the state. Her book *Palmetto Leaves*, published in 1872, includes stories and drawings about her beloved Florida home.

**Spotlight on Florida**

John James Audubon, Summer red bird, Tanager

# Program Assessments Offer a Wide Variety of Assessment Types Including Lesson, Module, Benchmark, End of Year, and End of Course (EOC)



Program Assessments

**TIP:** Self-check Lesson Assessments are found at the end of each lesson within the Student and Teacher eBooks.



Student eBook

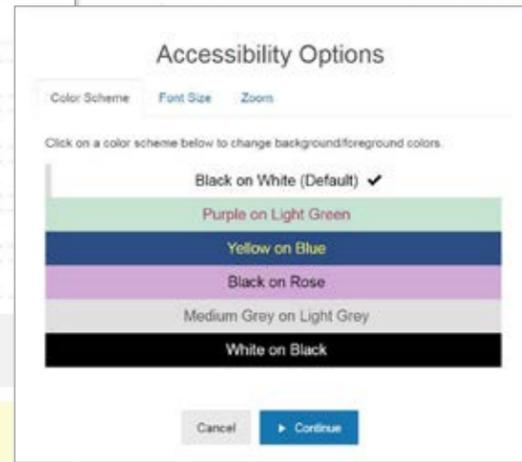
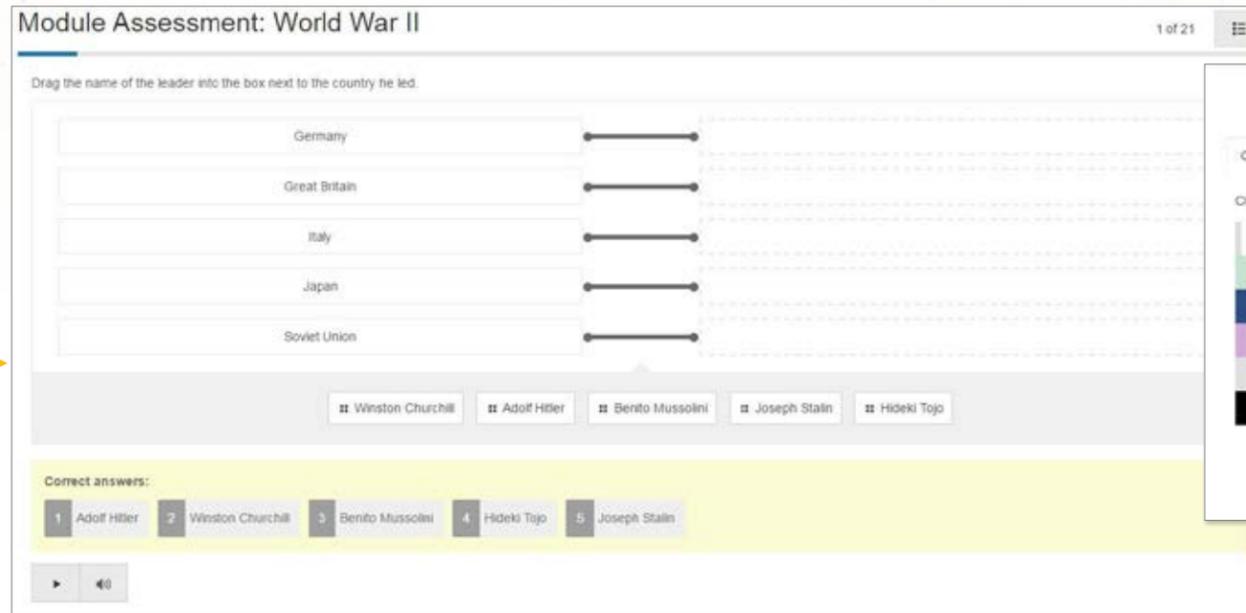


Teacher eBook

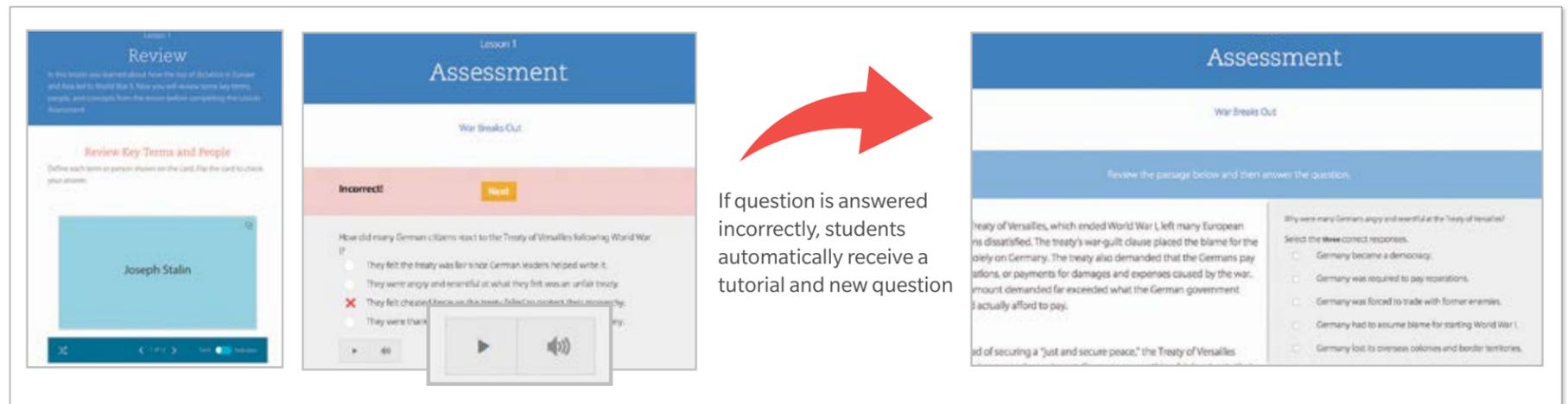


- End of Module Assessments
  - Module Assessment: Prologue: American Beginnings
  - Module Assessment: Westward Expansion
  - Module Assessment: Industrialization
  - Module Assessment: Immigration and Urbanization
  - Module Assessment: Progressivism
  - Module Assessment: U.S. Imperialism
  - Module Assessment: World War I
  - Module Assessment: The Roaring Twenties
  - Module Assessment: The Great Depression
  - Module Assessment: The New Deal
  - Module Assessment: World War II
  - Module Assessment: The Cold War
  - Module Assessment: The Postwar Boom
  - Module Assessment: An Era of Social Change
  - Module Assessment: Civil Rights
  - Module Assessment: The Vietnam War
  - Module Assessment: Transitions and Conservatism
  - Module Assessment: Into a New Millennium
  - Module Assessment: The United States in the 21st Century
- Benchmark Assessments
- End of Year Assessment

Module, Benchmark, and End-of-Year Integrated online assessments track and analyze student performance with automatic scoring and reporting.



Lesson Review and Assessment provides immediate feedback with personalized study tools for remediation and acceleration.



If question is answered incorrectly, students automatically receive a tutorial and new question

# Innovative Collaboration Tools and Exclusive Partnerships Connect Students to the Story in History



Current Events

Current Events Site features trustworthy articles on today's news that connect what students learn to the world around them.

**Polls**

What do you think should be done with Confederate flag symbols on state government property?

Keep them as is because they're historic. (39%)

Remove them immediately. (32%)

Let the people of each state vote on it. (29%)

Polls connect students throughout the nation.



Map Connections

Map Connections provide interactive maps, games, and data to deepen understanding.

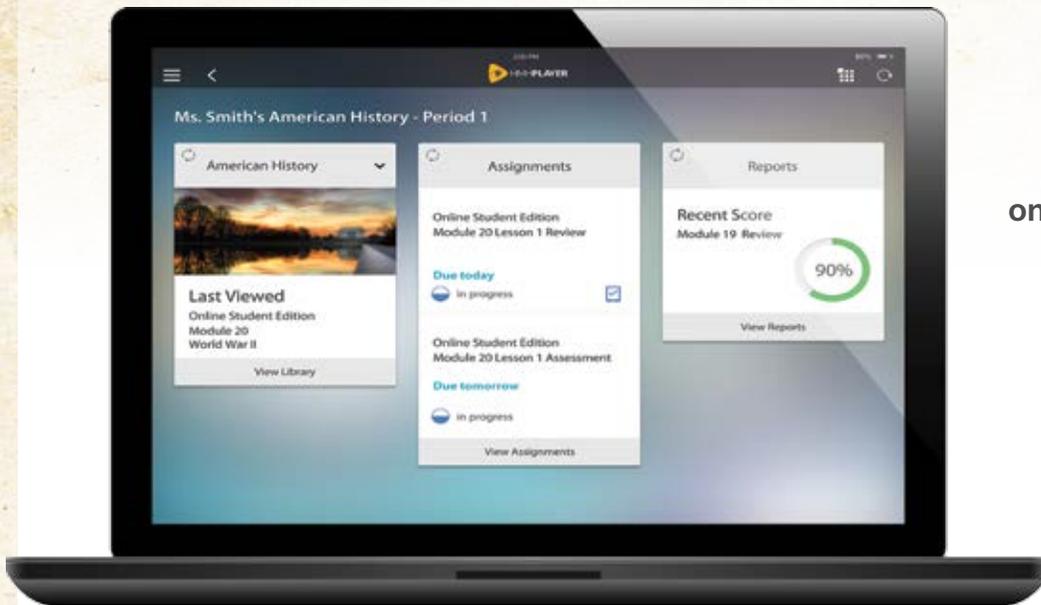
MAPS.com



myWriteSmart

myWriteSmart provides a digital workspace for writing, collaborating, and publishing.

# HMH SOCIAL STUDIES ★ FLORIDA ★



**Flexible**  
online and offline access; sync work  
when you return online

**Customizable**  
add your own lessons and  
open-source content

**Collaborative**  
“Raise a Hand” during lessons

## UNCOVER THE CONNECTIONS

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