

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.

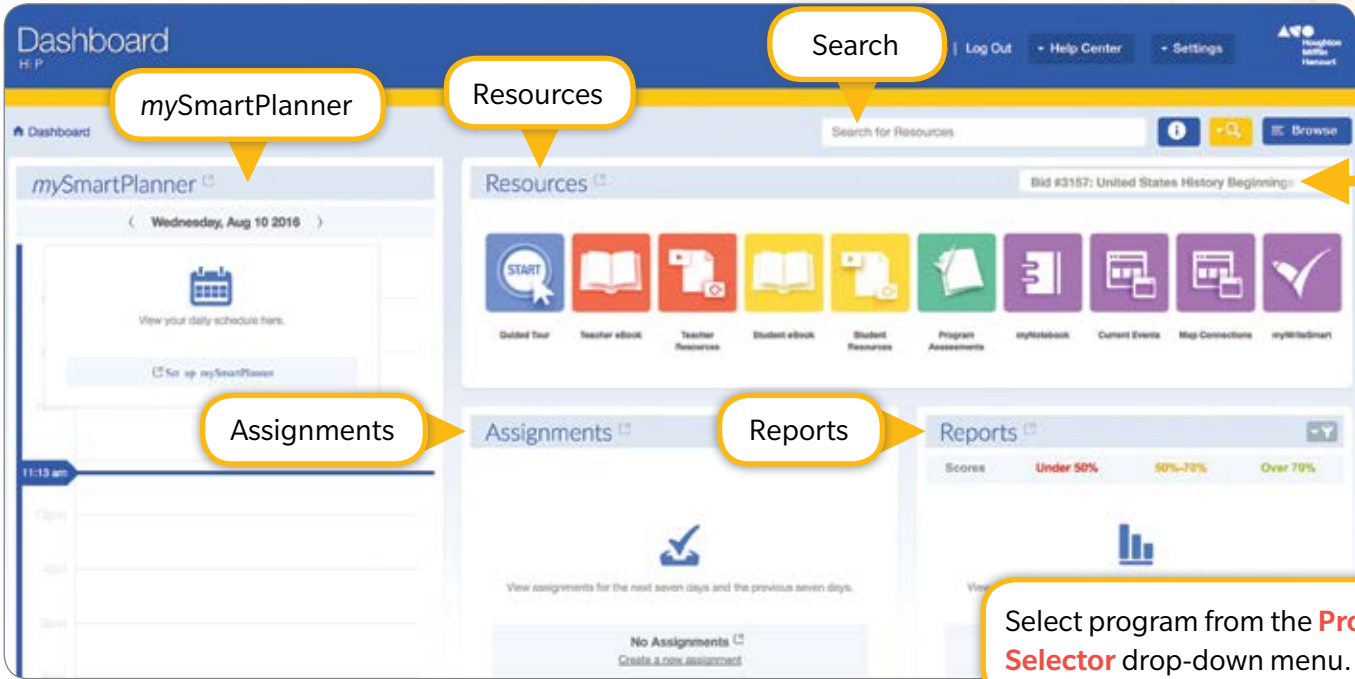
Experience **HMH Social Studies** © 2018, Florida


- 1. Login to **my.hrw.com**
- 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

Watch first!



Teacher eBook

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



Teacher Resources



Student eBook

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




Student Resources



Program Assessments


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




myNotebook



Current Events



Map Connections



myWriteSmart

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 **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.

Module 11: World War II

- Opener: World War II
- Lesson 1: War Breaks Out
- Lesson 2: The Holocaust
- Lesson 3: America Moves Toward War
- Lesson 4: The War Effort on the Home Front
- Lesson 5: The War for Europe and North Africa
- Lesson 6: The War in the Pacific
- Lesson 7: The End of World War II

World War II

This painting, *Dawn Patrol Launching* by Paul Sample, depicts an aircraft carrier. Carriers were used extensively in the Pacific Theater of World War II.

Essential Question

Why did the Allies win World War II?

In this module you will learn about the events that led to the outbreak of World War II. You will also discover and evaluate how political decisions, military campaigns, and home front sacrifices led to an Allied victory.

As you read the module, look for evidence of key events in the outcome of World War II. Note the key people, decisions, circumstances, and turning points that resulted in victory for the Allies. When you are done, you may be assigned to write a short essay answering the Essential Question for this module.

On the Front Lines

As war spread across the globe, life changed for all involved. For soldiers on the front lines, the change was particularly dramatic, as their focus shifted to survival and the tools that would allow them to fight on to victory.

Once U.S. soldiers arrived at the front lines of battle, their lives were quickly reduced to a few bare essentials.

Analyze Videos

Geography

Why did the shovel become an essential tool of many infantry troops?

Module Opener

World War II

Interpret the Painting

World War II is sometimes known as the age of the aircraft carrier. The attack on Pearl Harbor, carried out by carrier-based planes, clearly demonstrated the value of this new style of warfare. Paul Sample's painting illustrates a series of planes ready for an early morning patrol assignment. The painting appeared in an issue of *Life* magazine. Ask students why *Life* magazine might have chosen to publish this painting: to show people what action on an aircraft carrier was like.

Explore the Essential Question

Why did the allies win World War II?

Introduce initial discussion of the Essential Question by sharing the following points with students:

- Explain to students how totalitarian rulers rose to power in Europe and Asia.
- Point out that two competing alliances, the Allied powers and the Axis powers, battled each other in Europe and the Pacific.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

- How did the rise of dictators contribute to the outbreak of World War II?
- How did the Allies work together to defeat their enemies?

You may want to assign students to write a short essay in response to the Essential Question when they complete this module. Encourage students to use their notes and responses to inform their essays.

Explore the Video

Digging In

Have students watch the video individually or as a class to learn what it was like for soldiers on the front lines of the war.

Analyze Videos Answer

It allowed soldiers to dig foxholes in the ground that would offer them some protection from battle.

Explore the Timeline

World War II, 1930-1946

Have students examine the timeline, reminding them to view all images and extended entries.

Analyze Timelines Answer

1943



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



Student eBook

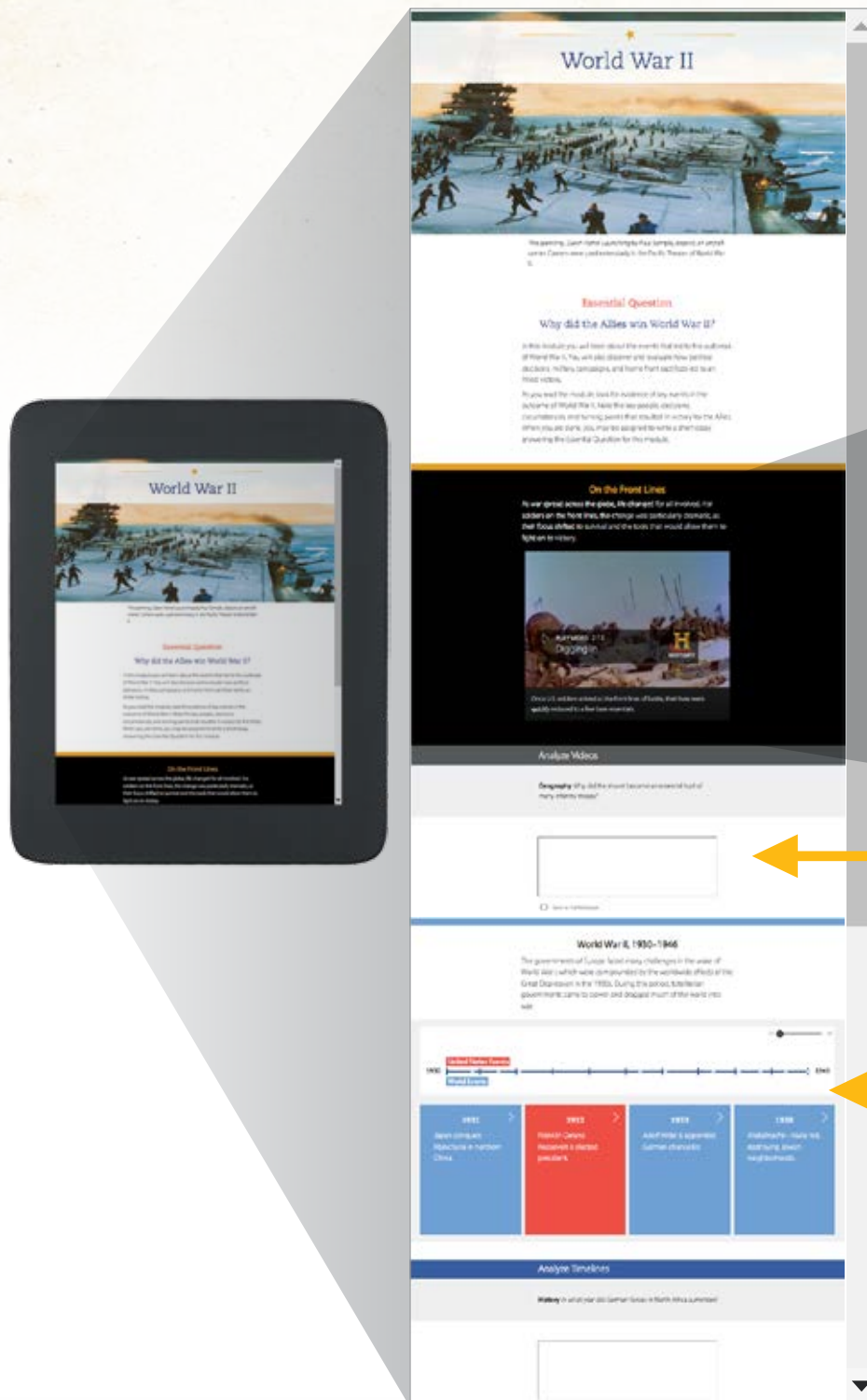
Student eBook Module and Lesson Experience

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

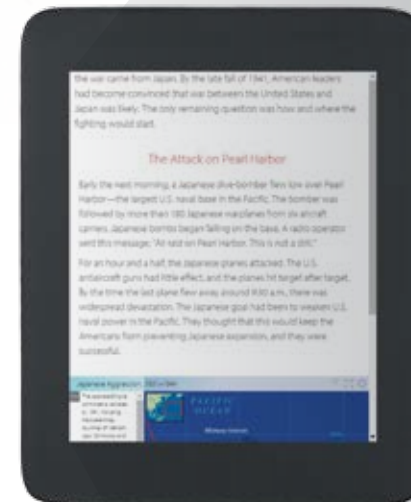


HISTORY® videos bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



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

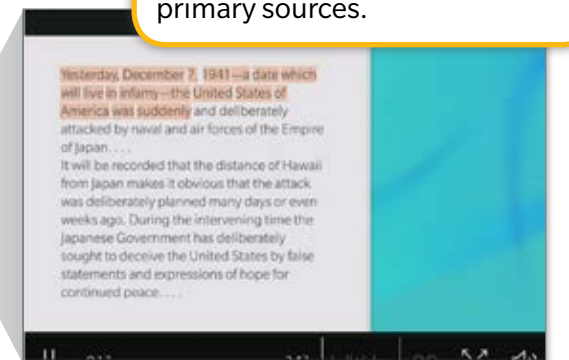
Interactive timelines encourage students to dig deeper into topics and check their answers for immediate feedback.



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.



Teacher eBook



Student eBook

Point-of-Use Instructional Support

The Teacher and Student eBooks provide a variety of instructional options and point-of-use support.

TIP: Use the scroll bar to view the entire page.

Historical Source

The Destruction of Hiroshima

The atomic bomb destroyed or damaged over 97 percent of Hiroshima's buildings and by year's end led to the death of over 100,000 of the city's 343,000 inhabitants. Shiro Murao was a teenager living less than a mile from the epicenter when the bomb hit. He later told his daughter Akiko about it.



"In that instant, I felt a searing pain that spread through my entire body. It was as if a bucket of boiling water had been dumped over my whole body and scoured my skin.

At the same time, I was thrown into a pit of absolute darkness. What had happened? I couldn't see anything. I was in total shock. I could feel nothing more."

—Shiro Murao
As recounted by Akiko Murao in *Hiroshima*

Analyze Sources

What information does the caption photograph doesn't show?

Save to myNotebook

Analyze Primary Sources

Primary sources are materials written or made by people who took part in or witnessed historical events. Letters, diaries, speeches, newspaper articles, photographs, autobiographies, and legal documents are all examples of primary sources. When you analyze primary sources, you interpret them to understand what they reveal about history. All primary sources include a point of view because they were written or created by one person or group. Historians compare primary sources to understand events from multiple points of view.

Use these strategies to analyze primary sources.

Historical Source

September 17, 1904, Great Plains

While traveling across the Great Plains, Mendelsohn took a break at the old fort of the war.

"The darkness of green gave the place the appearance throughout its whole history of beautiful leafy green in the order... this evening, already rich, glowing, and beautiful, and further heightened by immense fields of yellow, blue, and red and Andromeda which we saw in every direction looking on the hills and plains. I do not think I exaggerate when I estimate the number of bushes which could be comprehended in one view for miles to 1000."

Analyze Historical Sources
What questions and observations about this source?

Save to myNotebook

Lesson 7: The End Of W...

Lesson Opener

The Allies Liberate Europe

The Atomic Bomb Ends the War in the Pacific

The Challenges of Victory

Changes on the Home Front

Lesson 7 Review

Lesson 7 Assessment

Lesson 7 Enrichment

Credits

The Atomic Bomb Ends the War in the Pacific

The taking of two Iima and Okinawa opened the way for an invasion of Japan. However, Allied leaders knew that such an invasion would become a desperate struggle. Japan still had a huge army that would defend every inch of homeland. President Truman saw only one way to avoid an invasion of Japan. He decided to use a powerful new weapon that had been developed by scientists working on the Manhattan Project—the atomic bomb.

The Manhattan Project

General Leslie Groves led the project, with research directed by American scientist J. Robert Oppenheimer. The development of the atomic bomb was the most ambitious scientific enterprise in history. It was also a very costly enterprise, requiring more than \$2 billion in government investment. There was also significant opportunity cost involved with the project. Resources and personnel who could have been used in other war industries were instead employed in a highly theoretical undertaking. Over the life of the project, more than 600,000 Americans at sites across the country were involved in it.

Now & Then

Atom Bombs to Brain Scans

Among the major sites were Oak Ridge, Tennessee, where the project was headquartered, and Los Alamos, New Mexico, where the actual bomb was built. Despite the number of people involved, though, the Manhattan Project was the best kept secret of the war. Few of the workers engaged in the project knew its ultimate purpose. The government and the military took every precaution to keep news of the bomb's development from reaching enemy ears.

PLAY VIDEO 3:05

The Manhattan Project

A secret program known as the Manhattan Project developed the atomic bomb during World War II.

Analyze Videos

Why was the United States well positioned to build the atomic bomb during the war?

Save to myNotebook

The first test of the new bomb took place on the morning of July 16, 1945, in an empty expanse of desert near Alamogordo, New Mexico. A blinding flash, which was visible 160 miles away, was followed by a deafening roar as a tremendous shock wave rolled across the trembling desert. Otto Frisch, a scientist on the project, described the huge mushroom cloud that rose over the desert as "a red-hot elephant standing balanced on its trunk." The bomb worked!

The Atomic Bomb Ends the War in the Pacific

Graphic Organizer

As students read the lesson, have them use the graphic organizer to take notes.

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was the Manhattan Project?
- What factors influenced the decision of whether to use the atomic bomb?
- When and where was the atomic bomb used?

More About . . .

First Atomic Bomb Test

J. Robert Oppenheimer, in describing the first bomb test in New Mexico, recalled, "A few people laughed, a few people cried, most people were silent." Oppenheimer himself said that as he watched the incredible spectacle, he thought of two passages from the ancient Hindu epic Bhagavad-Gita. First: "If the radiance of a thousand suns were to burst into the sky, that would be the splendor of the Mighty One." But the second was, "I am become Death, the shatterer of worlds."

Hiroshima in Ruins

The Hiroshima atomic bomb killed over 70,000 people on impact and injured 65,000. In Hiroshima, the bomb destroyed about 67 percent of the city's structures. In Nagasaki, it is estimated that the bomb destroyed about 40 percent of the city. The Nagasaki bomb did less damage because of the geography of the city. It killed more than 39,000 and injured 25,000. Hiroshima and Nagasaki have become centers for peace movements to ban atomic bombs. Hiroshima houses the Peace Memorial Park, which is located near the center of the atomic blast site. The park contains a museum and a memorial to those who died in the blast.

Core Instruction

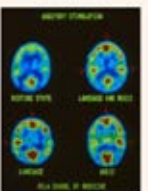
Now & Then

Atom Bombs to Brain Scans

Have students open the Now & Then to read about atomic technology. Ask students to consider whether peaceful applications of atomic technology make up for its destructive past. Some students may argue that the benefits outweigh the costs; others may point out that the destruction of the atomic bombs and the fear of future use are too great to be overcome; still others may point out that atomic technology could have led to peacetime applications without the atomic bomb having been developed.

Now & Then

Atom Bombs to Brain Scans



But the resulting ability to harness the atom's energy also led to new technologies for diagnosing and treating human diseases. Today, the diagnostic techniques using radioisotopes instead of weapons can allow imaging of both bones and soft tissues. For example, positron emission tomography (PET) is able to reveal the inner workings of the human brain. Another major use of radioisotopes as a diagnostic tool is in laboratory blood tests. Radioisotopes are also used to treat a variety of cancers. One new field is Targeted Alpha Therapy (TAT), which uses alpha emitters to combat cancers dispersed throughout the body.

Core Instruction and Extension Activities provide teachers customized lessons and content based on the needs of students and curriculum.

myNotebook

World War II

Atomic Bomb

History Video Notes

Folder: Unassigned

Save

myNotebook allows teachers to communicate with students and to review their notes, annotations, and answers to analysis questions.

Document-Based Investigations in every lesson include primary sources and analysis questions with **Embedded Skills Support** to help students tackle challenging social studies skills.



Teacher Resources Student Resources

Resources **Extend Learning** for All Students

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

TIP: ALL Resources open in new window.

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

Florida Constitution
Study Guide Answer Key

Florida Correlations

End Of Course Countdown To Assessment answer key

End Of Course Countdown To Assessment answer key

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 Versailles.

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

c. The French and Indian Wars 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

1794 1795 1796 1797 1798 1799

Sugar Act Stamp Act Townshend Act Declaratory Acts Intolerable Acts Acts

3. Which events should be entered on the timeline under 1790?

a. Declaration of Independence, Revolutionary War ends

b. First Continental Congress, Sons of Liberty form

c. Boston Massacre, repeal of Townshend Acts

d. Boston Tea Party, Battle of Bunker

THURSDAY LAFS.1112.WHST.3.9

Module 1 Lesson 2

4. Why did the colonists form committees of correspondence?

a. to respond to the presence of British soldiers on the streets of Boston

b. to communicate about the threats to American liberties

c. to protect the Boston Tea Party

d. to show support for the Intolerable Acts

FRIDAY LAFS.1112.WHST.3.9

Module 1 Lesson 2

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

MONDAY LAFS.1112.WHST.3.9

Module 1 Lesson 2

1. When did the Continental army become an effective fighting force?

a. Philadelphia

b. Trenton

c. Saratoga

d. Valley Forge

FL10

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 was granted a royal charter by King Charles II.

b. He formed a joint stock company.

c. It belonged to the Quaker church.

d. He received it from the Dutch government.

WEDNESDAY LAFS.1112.WHST.3.9

Module 1 Lesson 1

3. 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.

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 coasts.

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

c. Those few towns that developed were small and disorganized.

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, not vice versa.

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

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

d. Religious revivals must restore the intensity and dedication of the early Puritans.

FL19

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—born in this century, tempered by war, disciplined 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 invoke 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 burden . . . and to let the oppressed go free." . . .

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

President, http://www.inaugural.org/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, the phonograph, and motion pictures become part of everyday life in 20th century America. Beginning in 1881, 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 (1811–1895) 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

Social Studies: Program Assessment

Assessment

Houghton Mifflin Harcourt

- 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.

Module Assessment: World War II

1 of 21

Drag the name of the leader into the box next to the country he led.

Germany	
Great Britain	
Italy	
Japan	
Soviet Union	

Winston Churchill Adolf Hitler Benito Mussolini Joseph Stalin Hideki Tojo

Correct answers:

1 Adolf Hitler 2 Winston Churchill 3 Benito Mussolini 4 Hideki Tojo 5 Joseph Stalin

Accessibility Options

Color Scheme Font Size Zoom

Click on a color scheme below to change background/foreground colors.

Black on White (Default) ✓

Purple on Light Green

Yellow on Blue

Black on Rose

Medium Gray on Light Gray

White on Black

Cancel Continue

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

Lesson 1 Review

In this lesson you learned about how the top of Jackson's Canyon and how led to World War I. Now you will review some key terms, people, and concepts from the lesson before completing the Lesson Assessment.

Review Key Terms and People

Define each term or person shown on the card. Tap the card to check your answer.

Joseph Stalin

Lesson 1 Assessment

War Breaks Out

Incorrect! Next

How did many German citizens react to the Treaty of Versailles following World War I?

- ☐ They felt the treaty was fair since German leaders helped write it.
- ☐ They were angry and resentful at what they felt was an unfair treaty.
- ☒ They felt cheated because the treaty failed to protect their sovereignty.
- ☐ They were thankful.

Lesson 1 Assessment

War Breaks Out

Review the passage below and then answer the question.

Treaty of Versailles, which ended World War I, left many European nations dissatisfied. The treaty's war-guilt clause placed the blame for the war on Germany. The treaty also demanded that the Germans pay reparations, or payments for damages and expenses caused by the war. Amount demanded far exceeded what the German government actually could afford to pay.

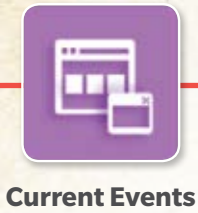
Why were many Germans angry and resentful at the Treaty of Versailles?

Select the three correct responses.

- ☐ Germany became a democracy.
- ☐ Germany was required to pay reparations.
- ☐ Germany was forced to trade with former enemies.
- ☐ Germany had to assume blame for starting World War I.
- ☐ Germany lost its overseas colonies and border territories.

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

Current Events

American History

See how the events of yesterday and today are shaping the next chapter of America's history.

Home

Presidential Election Connection

American History

World History

World Geography

Civics / Government

American Diversity

Economics

Psychology

Sociology

Web Resources

- Center for Civic Education
- Channel One News
- HISTORY®
- HMH Social Studies
- Newsreel: Today's Front Pages

Events Calendar

August 2016

12345678910111213141516171819202122232425262728293031

Jul

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%)

Recent Stories

Older stories

American Diversity

150th Anniversary of the Thirteenth Amendment

American History

France: America's "Oldest Ally"

World History

ISIS Destroys Ancient Ruins of Palmyra

World Geography

China's One-Child Policy to End

American History

AP U.S. History Standards under Attack

World History

How the Inca Engineered an Empire

World Geography

Migrant Crisis at the English Channel

Civics / Government

Republican Presidential Candidates Debate

Older stories

Presidential Election Connection

HMH ELECTION CONNECTION 2016

Your news and information hub for the 2016 Presidential Election

This Day in History

August 09, 1974: Unusual succession makes Ford president

BBC Lead Stories

- US election: Anger over Donald Trump gun rights remarks
- El Faro: Sunk cargo ship's black box found
- Texas baby dies from Zika-linked defect
- Judoka's journey
- Poland 'predatory pensioner' accused of drugging victims

More News Topics

African American archaeology Barack Obama behavior China civil rights consumers culture democracy Democratic Party diplomacy diversity economic crisis economics education election employment environment global economy health history mysteries immigration international relations internet law natural disaster Obama administration Olympic Games President Obama protests psychology religion Republican Party republicans Russia slavery Sociology sports technology terrorism United States US Congress US economy US military

HMH is not responsible for the content of third party websites.

Polls connect students throughout the nation.

MAP CONNECTIONS

BROWSE BY SUBJECT

GEOGRAPHY

HISTORY

EARTH SCIENCE

SPANISH LANGUAGE

CIVICS

SUBSCRIBER RESOURCES

BLACK HISTORY MONTH

HISPANIC HERITAGE COLLECTION

Women's History Month

EARTH MONTH

Map Collections

Interactive Maps

Spanish Language

Reference Atlas

Global Perspectives

Classroom Resources

Learn & Play

HISTORY OUTLINE MAPS

MAP SKETCH

INTERACTIVE CENSUS MAPS

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

myWriteSmart

Chapter 17: Focus on Writing

Write an expository essay in which you evaluate the economic and ideological arguments of President Trump's 2016 election and Mary S. Turner during World War II. Consider the U.S. domestic economy's legal foundation for the war effort and the economic interdependence of all its vital components. Explain how your study.

Collaborate

Resources

Attachments

Messages

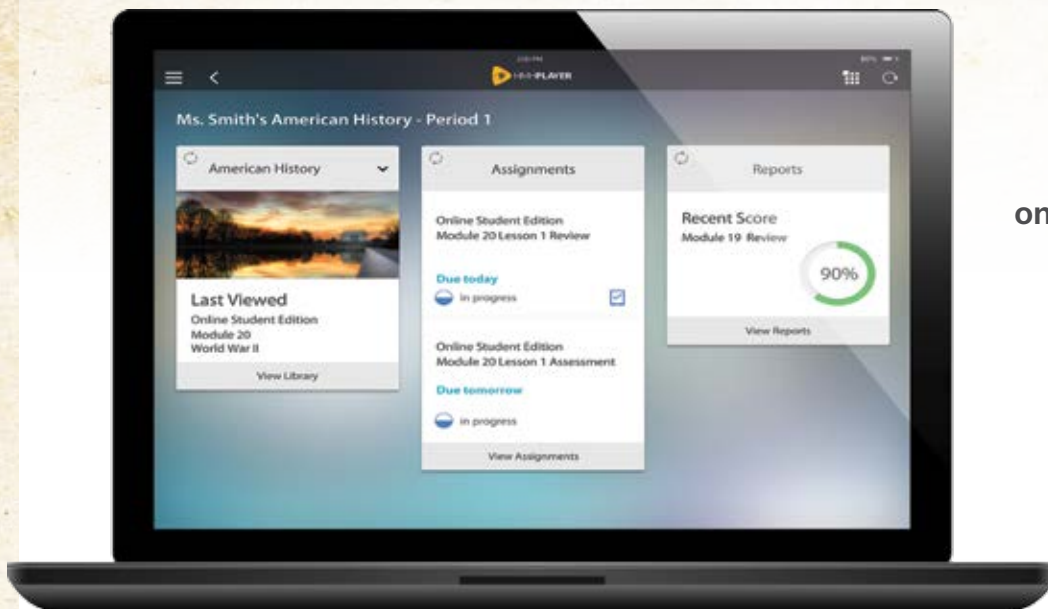
Index Comments

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