

Mc  
Graw  
Hill  
Education

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



# IMPACT™

## SOCIAL STUDIES

also available as  
**IMPACTO™**  
ESTUDIOS SOCIALES



North Atlantic  
Ocean  
Africa

*Reflect on  
the PAST,*



**IMPACT™**  
the future.

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

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

*How has the past  
influenced today?*

*Why should  
I vote?*



# WHY IMPACT?

## **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!**

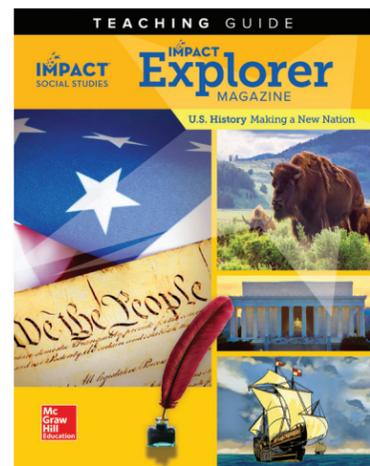
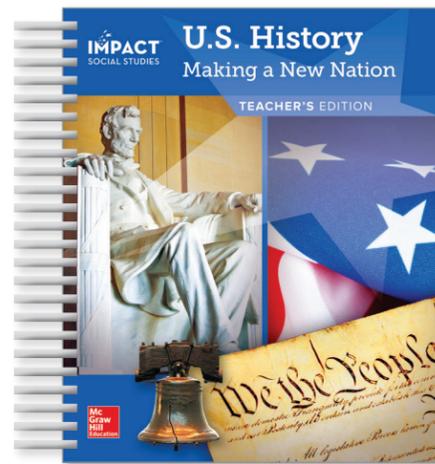


# IMPACT IS VERSATILE

## For Teachers

### Teacher's Edition

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



### IMPACT Explorer Magazine Teaching Guide

Three-step instructional model to guide students through engaging texts with reading scaffolds to support 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.



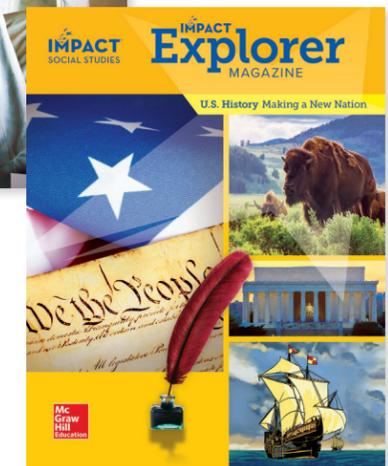
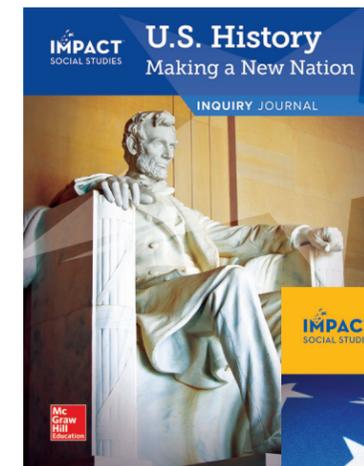
There are days when you have very limited time for social studies. Then, there may be days when you have time for longer lessons. With IMPACT, YOU get to choose what lessons to teach, what resources you want to use, how you want to teach and when.

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.

## 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.



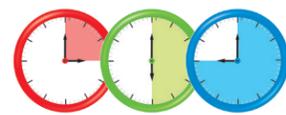
# IMPACT IS FLEXIBLE

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

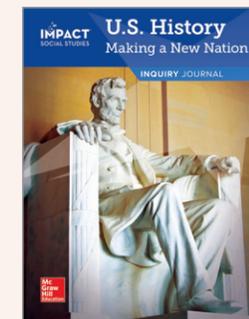
Want to start with a lesson presentation online? Introduce the chapter with a video! Need to quickly engage students and begin work on the Inquiry Project? Start in the Inquiry Journal. Looking to spend time investigating the Essential Question? Work in the Research Companion or the Explorer Magazine.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



## EXAMPLES OF INSTRUCTIONAL OPTIONS

### 15 MINUTES

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



Inquiry Journal

OR



IMPACT Explorer Magazine

OR



IMPACT Explorer Magazine

### 30 MINUTES

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



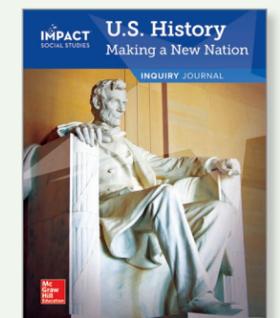
IMPACT Explorer Magazine

OR



Research Companion

OR



Inquiry Journal

### 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

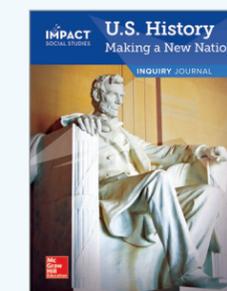
- Engagement begins with Essential Questions and images to spark curiosity.
- Read and write with specific purposes in mind.

#### INVESTIGATE

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

#### REPORT

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



Inquiry Journal



Research Companion

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



# IMPACT IS FLEXIBLE 15 MINUTES

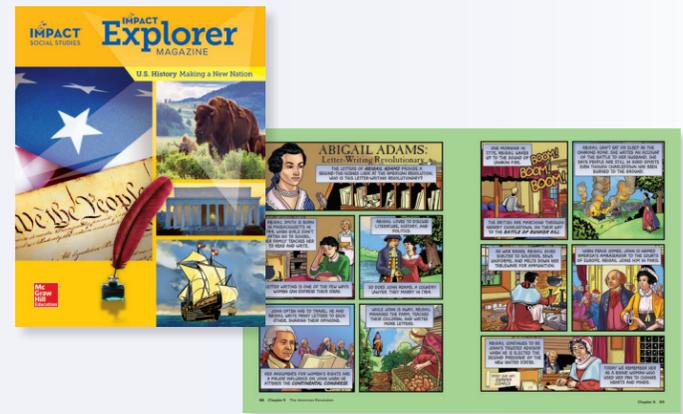
**IMPACT Social Studies** empowers you to incorporate Social Studies even if you only have 15 minutes. Be creative and add your own ideas, as well!

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



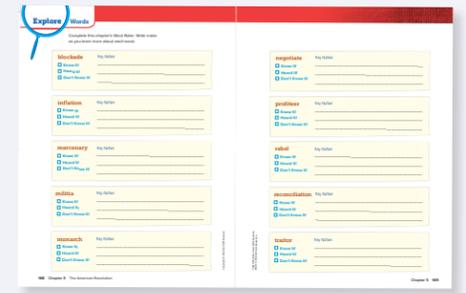
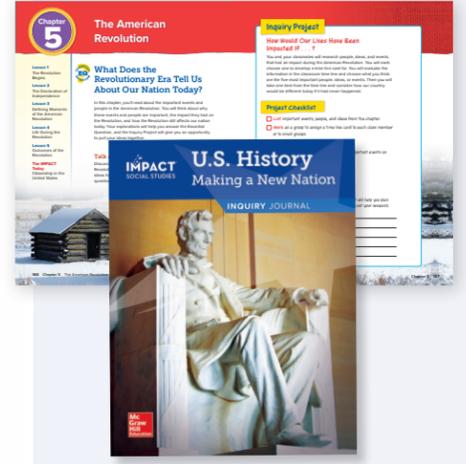
### EXAMPLE 1

#### IMPACT Explorer Magazine

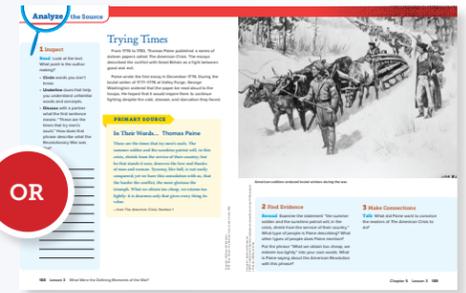


### EXAMPLE 2

#### Inquiry Journal



OR

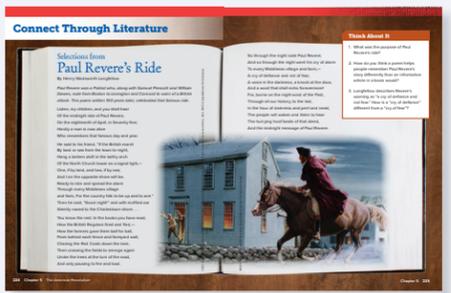
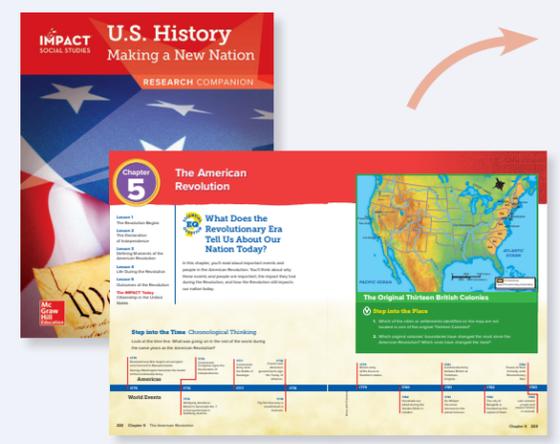


OR



### EXAMPLE 3

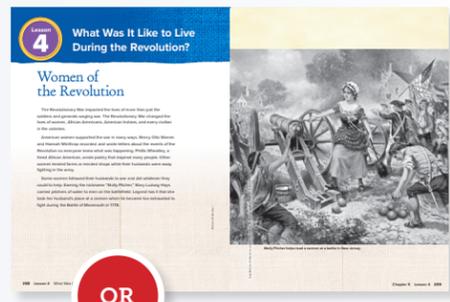
#### Research Companion



OR



OR



### EXAMPLE 4

#### IMPACT News Current Events Site

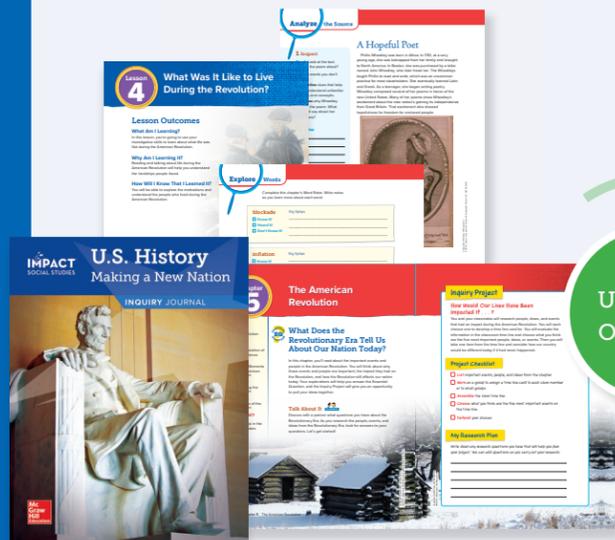




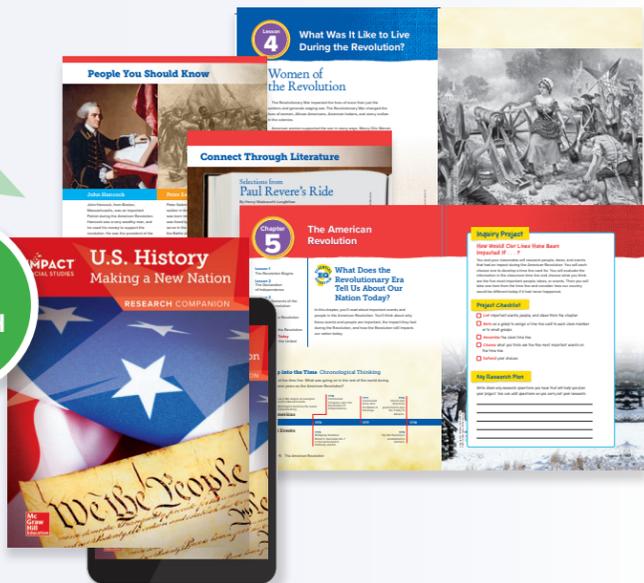
# IMPACT IS FLEXIBLE 30 MINUTES

## EXAMPLE 1

### Inquiry Journal



### Research Companion



USE ONE OR BOTH

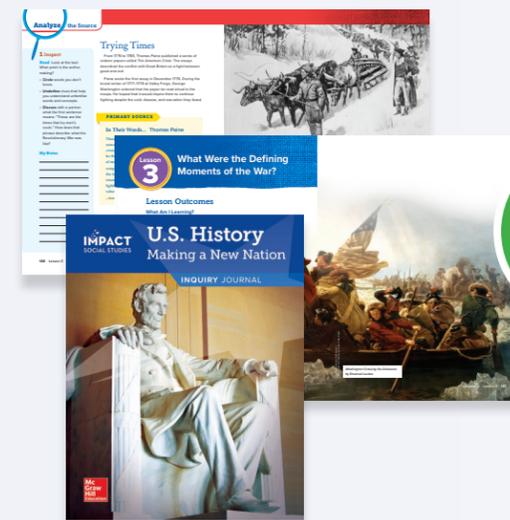
For 30-minute lessons, there are many options to choose from. These are just some examples. Be creative and add your own ideas, as well!

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

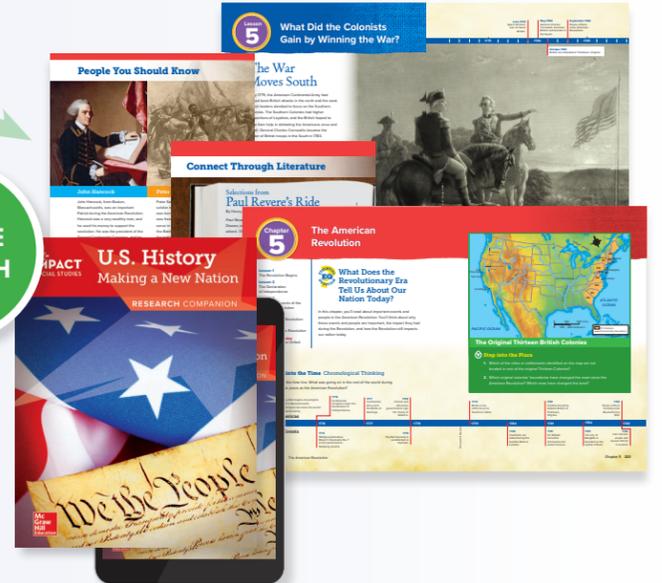


## EXAMPLE 2

### Inquiry Journal



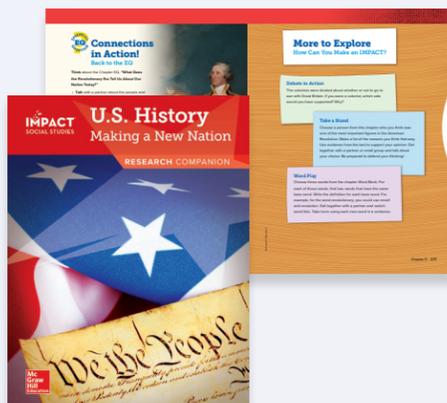
### Research Companion



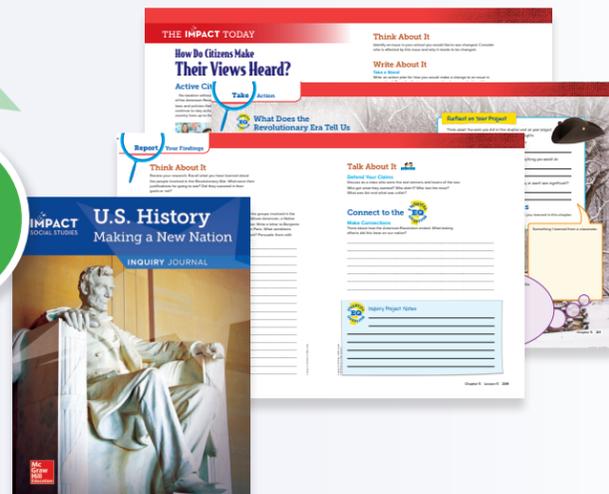
USE ONE OR BOTH

## EXAMPLE 3

### Research Companion



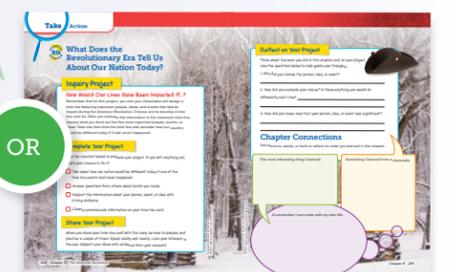
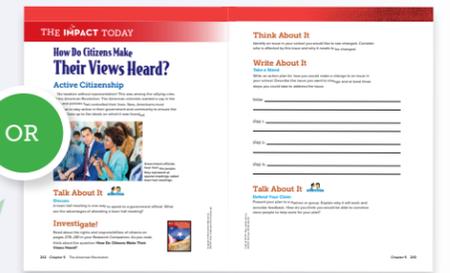
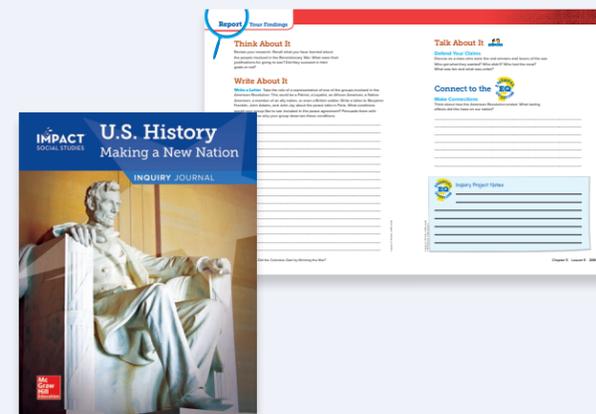
### Inquiry Journal



USE ONE OR BOTH

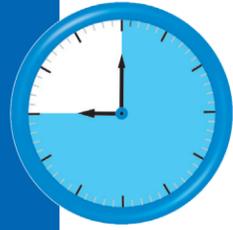
## EXAMPLE 4

### Inquiry Journal



OR

OR



# IMPACT IS FLEXIBLE 45 MINUTES

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

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



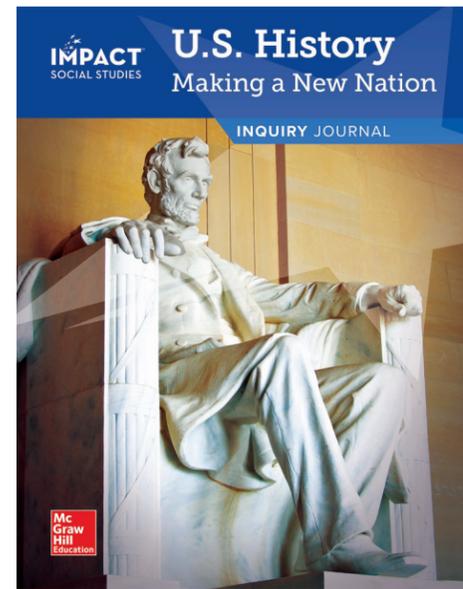
Have students work together collaboratively during the lesson.

Go Online for Chapter & Lesson Level Videos.

## FOR DIFFERENTIATED INSTRUCTION:

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

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



# IMPACT IS INQUIRY

## Curiosity is at the center of Inquiry.

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

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



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



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



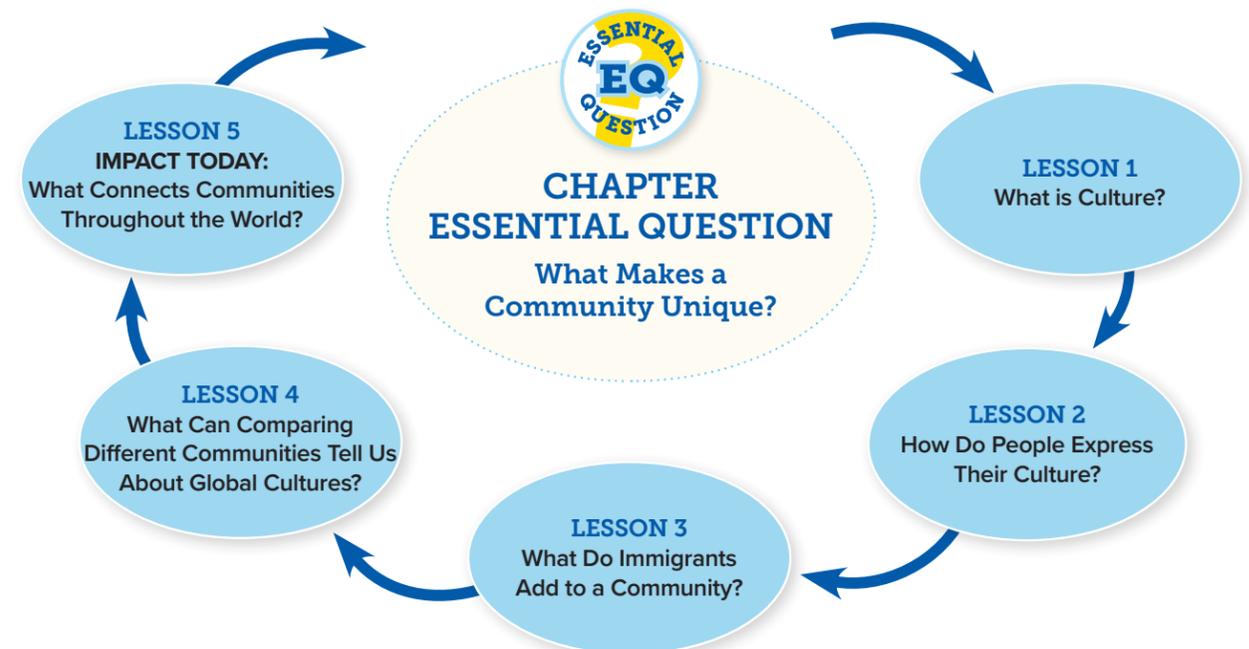
“When we teach with inquiry, we engage students in a way of thinking so that they will learn important content.”

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



## Aligns to the C3 Framework's Inquiry Arc

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



# 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 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.



**Citizenship**

**Does the Inauguration Resemble Our Government?**

**Build Citizenship**

**Think About It**

**Civic Responsibilities**

**Participating in Politics**

**Stop and Check**

**What Do You Think?**

**Analyze the Source**

**A Hopeful Poet**

**PRIMARY SOURCE**

**From "To His Excellency General Washington" by Phillis Wheatley**

**Explore Words**

**Word Play**

**century**

**18th century**

**this century**

computers, telegraph, television, cars, wagons, trains, cell phones



**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.

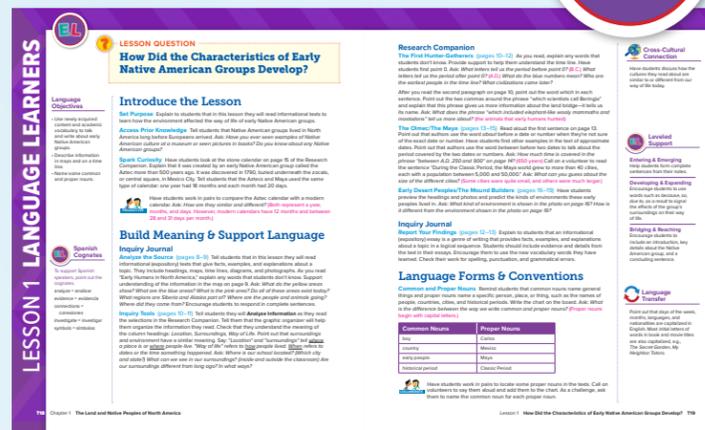
What are **FOLDABLES**?  
**Foldables** are interactive graphic organizers that can be used to enhance vocabulary, strengthen note-taking skills, and unlock content.

# IMPACT BUILDS LANGUAGE

## Support all Language Learners.

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

By focusing on language development, all students can participate and engage in meaningful discussions. **IMPACT** supports teachers as they adapt the instruction to meet the language needs in their students.



# IMPACT TEACHES THE WHOLE CHILD

## Nurture critical competencies.

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

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

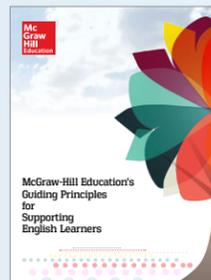
**IMPACT Social Studies** provides children with the tools they need to complete daily tasks, meet challenges, and interact with others in positive, effective, and ethical ways.



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

### Built upon McGraw-Hill's Guiding Principles for English Learners

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



**Social Emotional Learning**

**Relationship Skills**

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



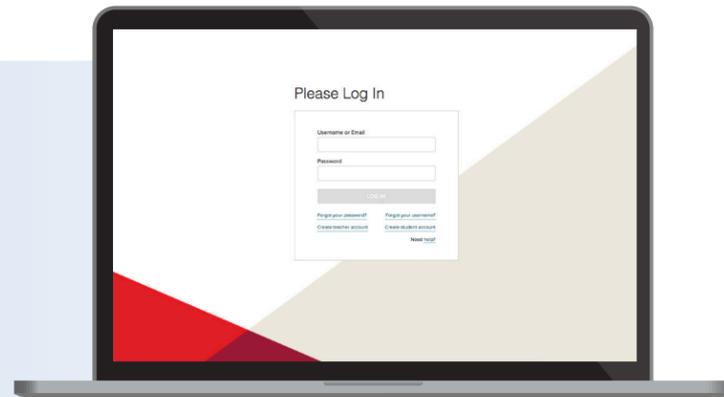
**Chapter-level School to Home** letters deepen the connection between community and classroom, supporting social emotional development.

# GO TO mheonline.com/Impact

## Are you ready to make an **IMPACT**?

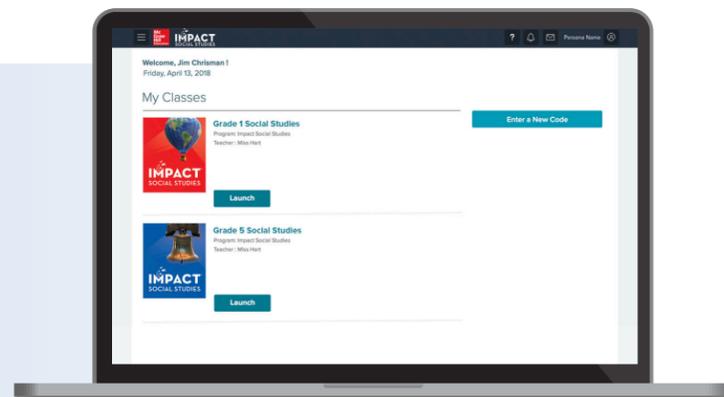
1

Log in to the **IMPACT Social Studies** digital book bag.



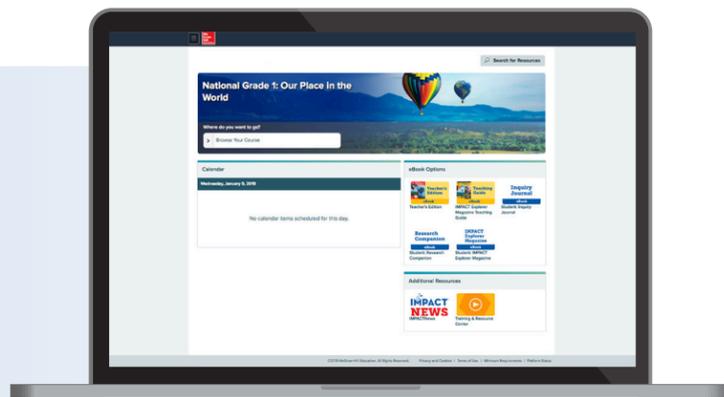
2

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



3

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



# VARIETY and DEPTH of ASSETS

## Digital Tools at mheonline.com/Impact

### 1 ENGAGE

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

#### ePresentation

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

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

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

#### eBook

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

#### Interactive IMPACT

Assign student content, including digital-only content.

#### Resources include:

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

### 2 INVESTIGATE

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

#### ePresentation

Display chapter-level content for whole class instruction.

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

Display **Research It** tiles.

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

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

#### eBook

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

#### Interactive IMPACT

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

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

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

### 3 REPORT AND TAKE ACTION

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

#### ePresentation

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

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

#### eBook

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

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

#### Interactive IMPACT

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

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

# PRINT and DIGITAL FIDELITY

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

## THESE RESOURCES INCLUDE:

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

The screenshot shows the main interface of the IMPACT Social Studies platform. At the top, it says 'CHAPTER 1 Being a Good Citizen'. Below this, there are three main sections: 'ENGAGE' (Inspect, Find Evidence, Make Connections), 'INVESTIGATE' (Research and Take Notes), and 'TAKE ACTION' (Think About It, Write About It, Talk About It). Each section has a list of available resources: ePresentation, eBook, and Interactive IMPACT. The interface is clean and user-friendly, with clear navigation options.

This screenshot shows the 'ENGAGE' section of the platform. It features a header 'Inspect, Find Evidence, Make Connections' and a sub-header 'Introduce the chapter Essential Question and launch students on their own Investigative Journeys with Engage resources.' Below this, there are several resource cards for 'Being a Good Citizen' and 'Our Classroom is a Country'. Each card includes a title, a brief description, and options to 'Add to student page' and 'Include in presentation'. The cards are arranged in a grid format, making it easy to browse and select resources.

## ENGAGE

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

This screenshot shows the 'INVESTIGATE' section of the platform. It features a header 'Research and Take Notes' and a sub-header 'The Investigate section includes the core content of the chapter and additional resources for students to gather research and take notes.' Below this, there are several resource cards for 'Investigate' and 'Pass It On'. Each card includes a title, a brief description, and options to 'Add to student page' and 'Include in presentation'. The cards are arranged in a grid format, making it easy to browse and select resources.

## INVESTIGATE

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

This screenshot shows the 'TAKE ACTION' section of the platform. It features a header 'Think About It, Write About It, Talk About It' and a sub-header 'In the Take Action section, students can demonstrate their understanding of the core chapter content and vocabulary.' Below this, there are several resource cards for 'Take Action' and 'Connections in Action'. Each card includes a title, a brief description, and options to 'Add to student page' and 'Include in presentation'. The cards are arranged in a grid format, making it easy to browse and select resources.

## REPORT AND TAKE ACTION

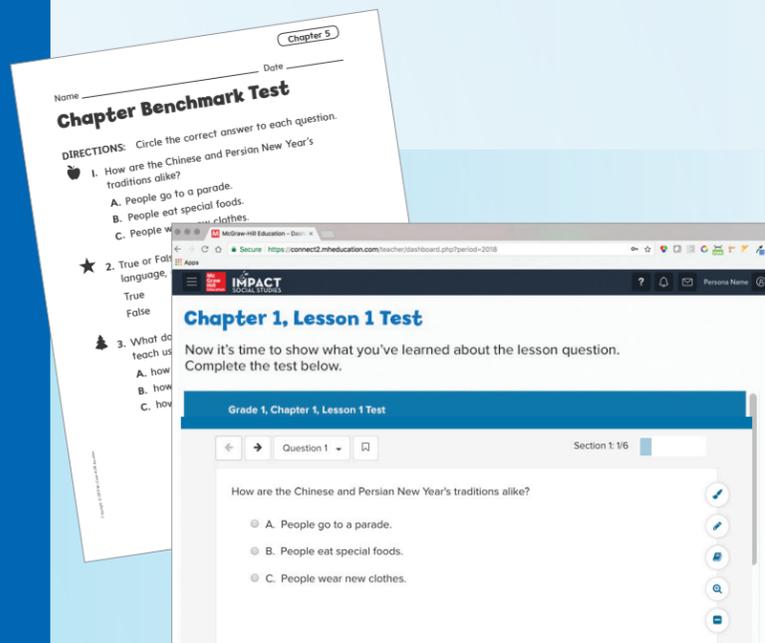
- Encourage students to make an IMPACT in their own communities with Connections in Action
- Assign Word Play activities for student to demonstrate their understanding of chapter vocabulary
- Interactively report findings and cite evidence from investigations

# ASSESSMENT

**IMPACT**'s frequent and measurable assessment is the cornerstone of effective teaching as it shines a light on areas of mastery and helps to drive instruction.

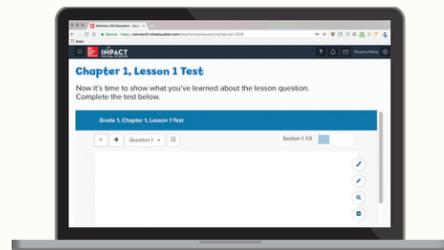
Formal assessment includes multiple choice, short response, and extended response. The tests can be taken directly online or printed off for a paper and pencil task.

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



## ASSESSMENT

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



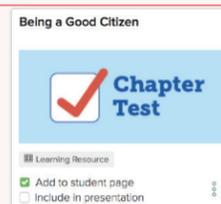
“Effective social studies programs provide daily opportunities for students to gain new knowledge, produce questions and ideas, and receive feedback to keep them immersed in a productive cycle of learning.”

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

## Assessment

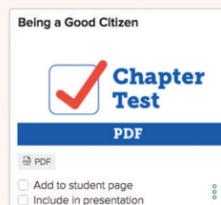
### Online Chapter Assessment

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



### Printable Chapter Assessment

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



Options for flexible use

# 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.



# I

## Inquiry

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

**What Are the Rights and Responsibilities of Citizens?**

# M

## Multiple Perspectives

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

**Perspectives**

**Are Women and African Americans of the Revolution Overlooked?**

Work with a partner. Design a monument that honors the contributions of women or African Americans during the war. Consider what your monument should look like.

- Make an outline of the ways women and African Americans contributed to the war.
- Who were some individuals you learned about, and how do they represent the larger group?
- Think about other monuments you have seen, and think about how your monument could compare with them. Draw or make a model of your monument.

Present your monument to the class. Explain what you have learned about how women and African Americans helped the war effort.

*Delia's Revolution, with an African American leader who led the fight for the vote.*

Chapter 5, Lesson 4, 205

# P

## 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.

**4 Why Do We Vote?**

**Voting for Choices**

There are different ways to vote. You can raise your hand. You can write your vote on paper. You can say "Yes" to vote yes and "No" to vote no.

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

**People You Should Know**

**Robert Smalls**  
Robert Smalls was a hero in the Civil War. Smalls escaped the South and became a hero for the Union. He was a brave man. Smalls worked on a ship that carried supplies and medicine to the Union army. He was a hero for the Union.

**Clara Barton**  
Clara Barton was a nurse during the Civil War. She was a brave woman. She worked in a hospital and helped the wounded soldiers. She was a hero for the Union.

**Neighbors Help in a Storm**

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

How do communities stay safe? Neighbors help each other!

**Before a Hurricane**  
Neighbors help cover windows with boards.

**During a Hurricane**  
Neighbors pick up neighbors at beach.

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

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

Chapter 2, Our Community

# A

## Accessibility

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

**English Learners SCAFFOLD**

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

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

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

**Developing**  
Provide students with sentence starters to focus their writing.

**Expanding**  
Remind students to elaborate on their ideas using specific details.

**Bridging and Reaching**  
Work with students to identify the strongest information to describe their chosen group.

**Social Emotional Learning**

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

# C

## Content and Citizenship

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

# T

## Teach in the Time You Have

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

**Short on Time?**

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

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

**Stop and Check**

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

**Digital Tools**

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



**Inquiry Project**

**Show What Life Was Like . . .**

A museum has asked you to design a display for a Native American group that lived in this chapter. Create a poster or diorama to showcase an aspect of this group's daily life before the 1900s. You might focus on the group's tools, clothing, or shelter, or you might depict the group's spiritual or cultural traditions, government, or economy. Think about how location and surroundings affected the group's daily life. Prepare a museum plaque to describe your visit.

**Project Checklist**

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

**My Research Plan**

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

**Voting Is a Right**

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

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

**PRIMARY SOURCE**

SIGNATURES OF STATE WOMEN WHO WANTED THE VOTE

Women fought for the right to vote and won.

36 Lesson 4 Why Do We Vote?



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