

Program
Overview

AMERICAN HISTORY

Social Studies Reimagined!



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American History Survey

American History: Beginnings Through Reconstruction

Overview

Social studies is more than dots on a map or dates on a timeline.

It's where we've been and where we're going. It's stories from the past and our stories today. And in today's fast-paced, interconnected world, it's essential.

Welcome to the next generation of social studies!

Pearson's new social studies program was created in collaboration with educators, social studies experts, and students. The program is based on Pearson's Mastery System. The System uses tested best practices, content expectations, technology, and a four-part framework—Connect, Investigate, Synthesize, and Demonstrate—to prepare students to be college- and career-ready.



◀ The System includes:

- Higher-level content that gives support to access complex text, acquire core content knowledge, and tackle rigorous questions.
- Inquiry-focused Projects, Civic Discussions, and Document Analysis activities that develop content and skills mastery in preparation for real-world challenges.
- Digital content on the Pearson Realize™ platform that is dynamic, flexible, and uses the power of technology to bring social studies to life.
- The program uses essential questions and stories to increase long-term understanding and retention of learning.



Connect

Make a Connection

Get students ready to learn by helping them make a personal connection to new content while activating prior knowledge.

Connect with real-world stories!

Developed in partnership with NBC Learn, Pearson's My Story videos help students understand Social Studies through a unique perspective. Students will soon make the connection that they themselves are the vital link between long-past eras and the world today.



Topic

3

TOPIC INQUIRY: PROJECT-BASED LEARNING

TEKS 30.A.1, 30.B.V, 30.D.1, 31.B.1

Write an American Revolution Blog

In this Topic Inquiry, students create, publish, and present an American Revolution blog. The blog will document their decision-making process as they consider whether they would have sided with Britain, the Patriots, or remained neutral during the Revolutionary War if they lived in Philadelphia in 1776. Learning about how colonists made their decision in 1776. Learning about how colonists made their decision in 1776.

STEP 1: CONNECT

Read the Project Launch

Expect to identify that in this project, they will be developing a blog that will document their decision-making process as they consider whether they would have sided with Britain, the Patriots, or remained neutral during the Revolutionary War if they lived in Philadelphia in 1776. Learning about how colonists made their decision in 1776. Learning about how colonists made their decision in 1776.

STEP 2: INVESTIGATE

Discovering Sources for Research on the Declaration of Independence

Students will explore the sources that the colonists used to make their decision in 1776. Learning about how colonists made their decision in 1776. Learning about how colonists made their decision in 1776.

STEP 3: SYNTHESIZE

How the Declaration of Independence was Written

Students will explore the sources that the colonists used to make their decision in 1776. Learning about how colonists made their decision in 1776. Learning about how colonists made their decision in 1776.

STEP 4: DEMONSTRATE

Present Your Blog

Students will present their blog to the class and to the community. Learning about how colonists made their decision in 1776. Learning about how colonists made their decision in 1776.

Connect through inquiry-based learning.

Easy-to-Use Projects offer rubrics for students and resources for teachers.

Civic Discussions encourage students to base arguments on evidence.

Document-Based Questions provide complete writing activities all in one place.

Connect to today's students with a new Student Text.

- A fresh, new, slimmer student book provides rigorous content.
- A magazine-like design with primary source call-outs and dramatic photos that support the text.
- Higher-order thinking questions and higher Depth of Knowledge assessments than traditional textbooks.



Notes:



Investigate

Spark Investigation

Keep students engaged throughout the learning process. Create a dynamic learning experience in which students participate actively inside and outside of class.



Engage every learner with a personalized pathway!

- Chunked text allows students to learn at their own pace, in their own way, on any device
- Dynamic images for visual learners
- Audio support for struggling readers
- One-click access to vocabulary definitions in English and Spanish



Engage attention with interactive features.

Including:

- Flipped videos
- Interactive 3-D models
- Charts
- Primary source image galleries
- Cartoons
- Illustrations
- Timelines
- Simulations



Engage students with Active Classroom strategies.

- Quick and easy energizers paired with each interactive feature increase in-class participation
- Differentiate instruction and support ELL
- Integrated in each daily lesson plan
- Incorporates process skills and encourages students to justify their thinking
- Offers a quick method to check understanding

Flexibility

Flexible Options for Every Classroom

Choose how you want to teach and how you want your students to learn. Use instructional materials based on your own technology set-up, teaching preferences, and classroom needs.

All Digital



Digital Options

- Student Digital Courseware
- Student eText
- ExamView® Test Bank CD-ROM
- Teacher Resource DVD
- Teaching Support Online

Blended



Blended Options (Digital and Print)

- Student Edition
- Student Digital Courseware
- Student eText
- ExamView® Test Bank CD-ROM
- Teacher Resource DVD

Primarily Print



Print Options

- Student Edition
- Teacher Edition
- Teacher Resource DVD
- ExamView® Test Bank CD-ROM

Now, Choose Your Teaching Support

Pearson's *American History* is the first program to give you a new approach to teaching support. Available in two formats, these teaching resources give you the flexibility to choose your support based on your instruction and individual classroom needs.

Teacher's Edition

This innovative printed edition provides instruction and support for every digital asset on the online course.

Teaching Support Online

Point-of-use digital course instructional strategies, flexible planning tools, and instant access to student data on the Realize™ platform provide comprehensive teaching support online.



Program Tour

Start Online at PearsonRealize.com

Pearson's Realize™ platform is your online destination for the entire course, including all of the digital resources. With rich and engaging content, embedded assessments with instant data, and flexible tools to manage your classroom, Realize™ gives you the power to raise student interest and achievement.

What you'll find on Realize™:

- Teacher resources in one location
- Flexible class management tools and embedded assessments
- Student and class performance data available instantly
- Core program resources, instruction, and professional development at point-of-use
- Customize program content or upload other content into your lessons

Pearson Sign In

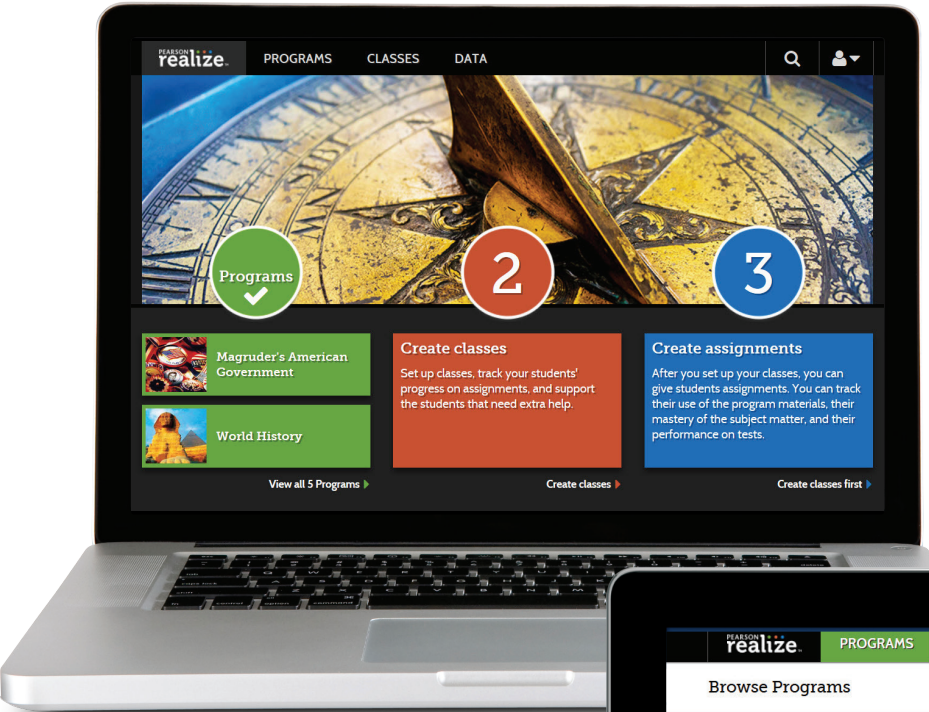
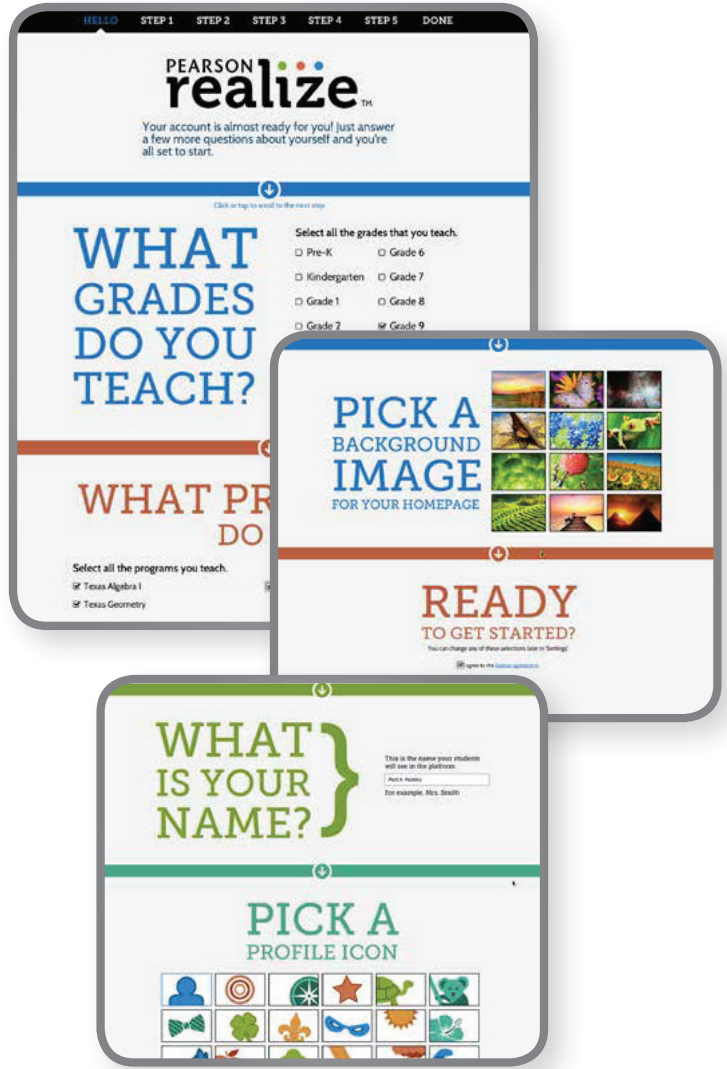
Help

Username

Password

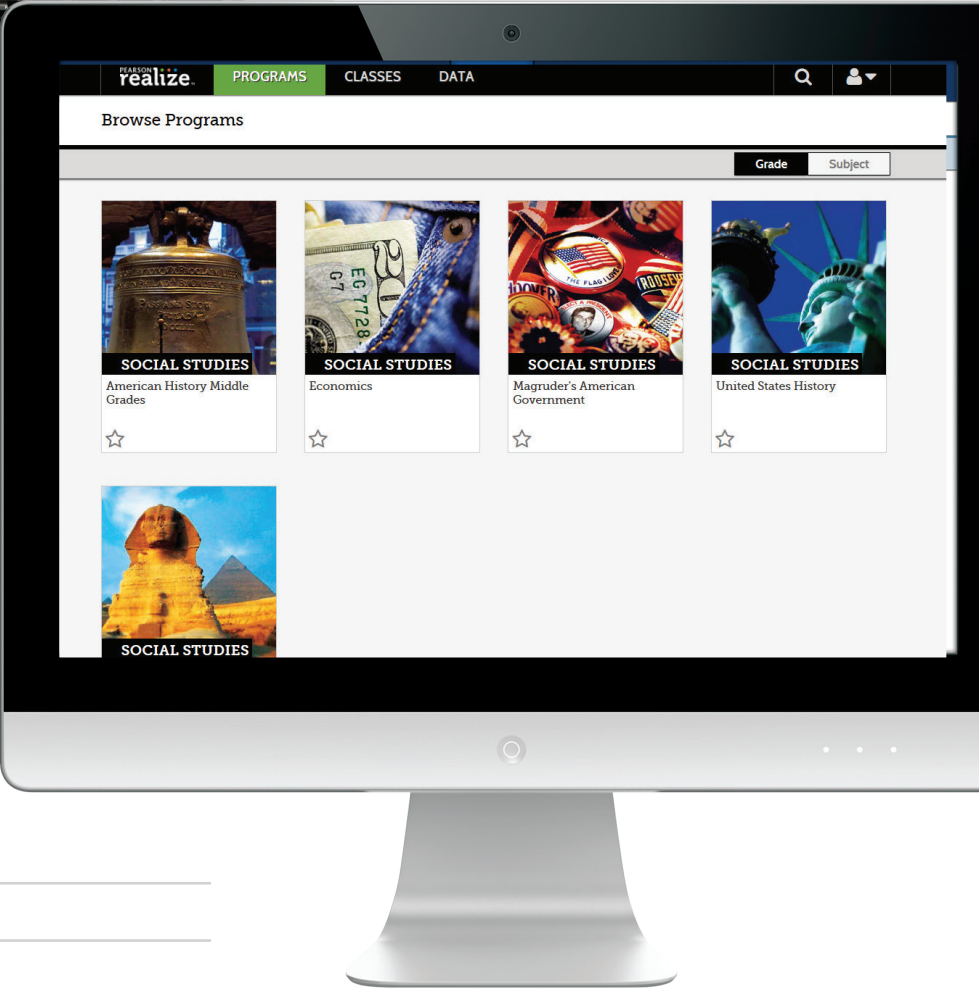
Forgot your username or password?

Sign In



◀ Access the Programs

Select Your Course ▶

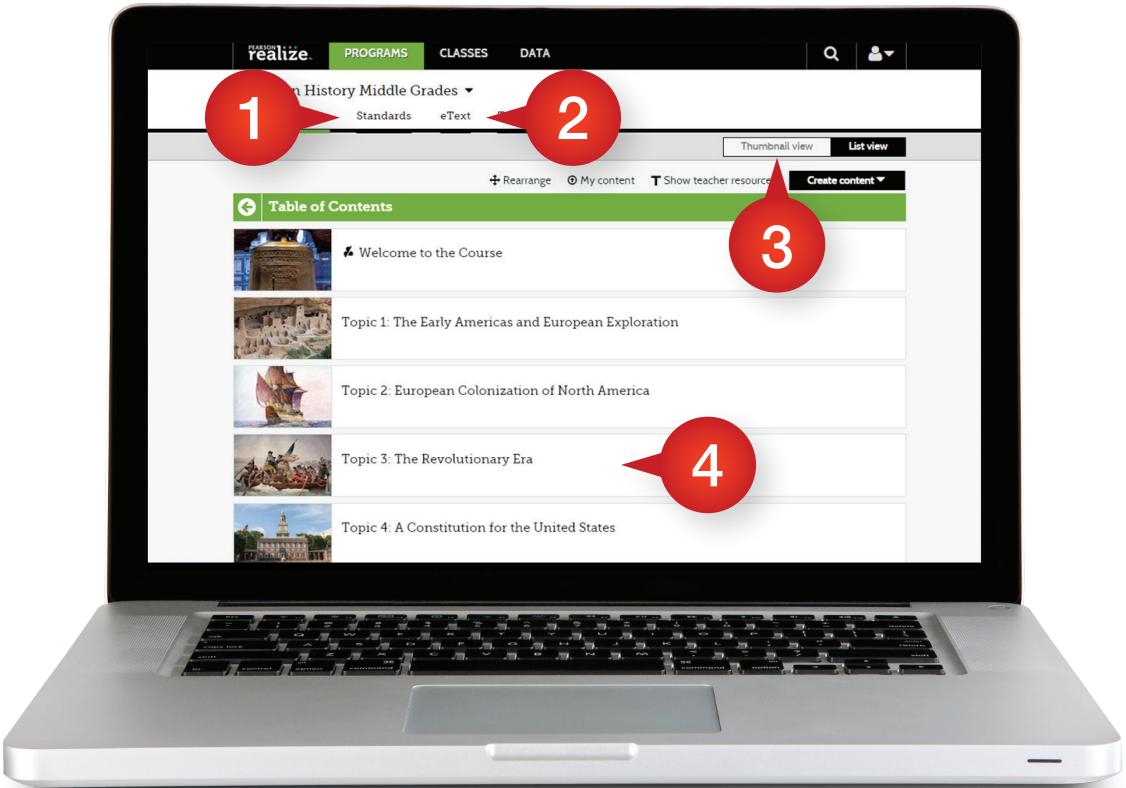


Notes:

Program Tour

Navigate Through Your Course

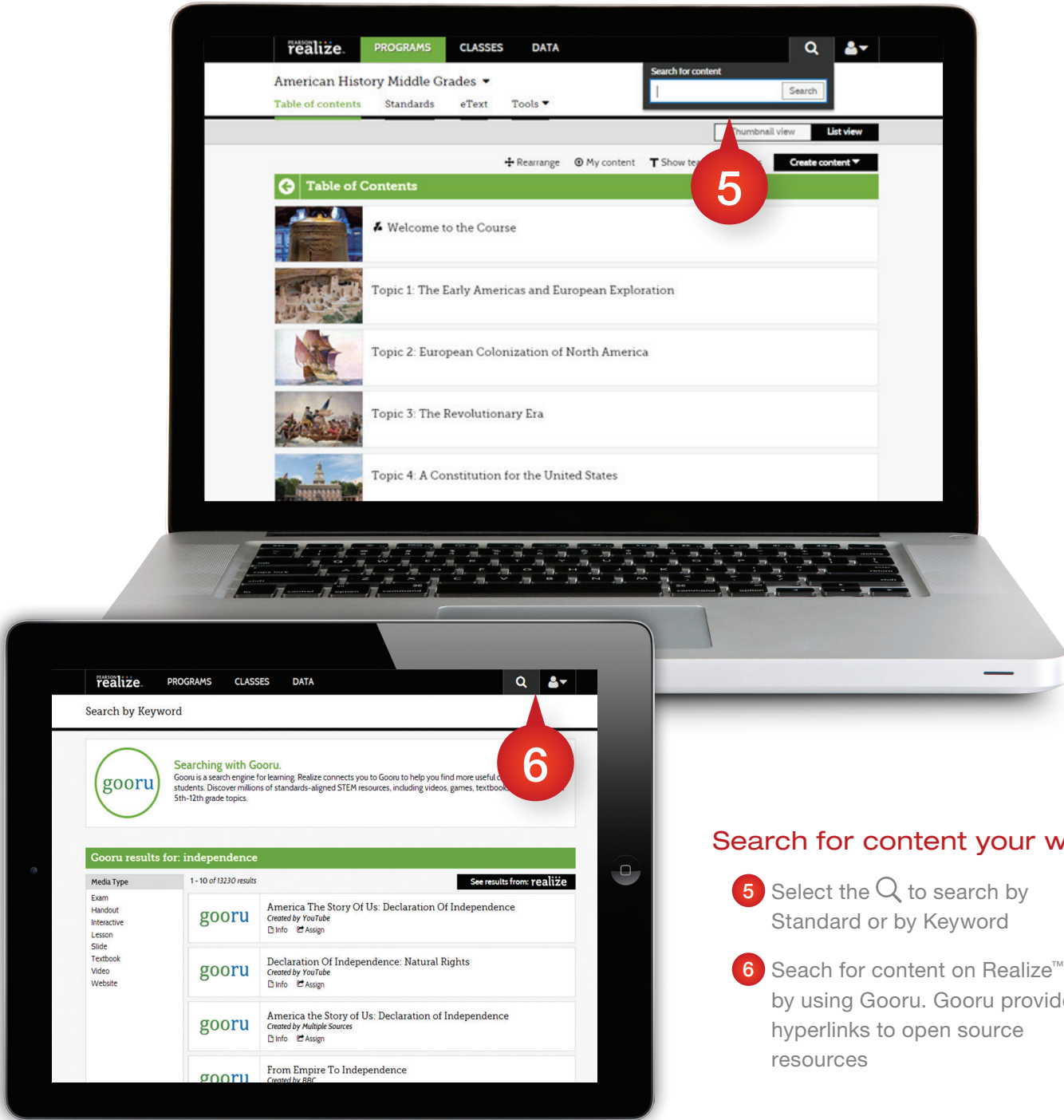
Use a clean, intuitive, and easy structure to access and adapt your course content, your lesson, and your assignments in real time. Simply click and teach!



Use the Table of Contents

- 1 Select **Standards** to view standard and see where they are taught
- 2 Select **eText** to access online ebook
- 3 Anytime you see **Rearrange**, **My content**, or **Customize**, you can customize the order or content of your curriculum
- 4 Select **Topic**, then lesson and text

Notes: _____



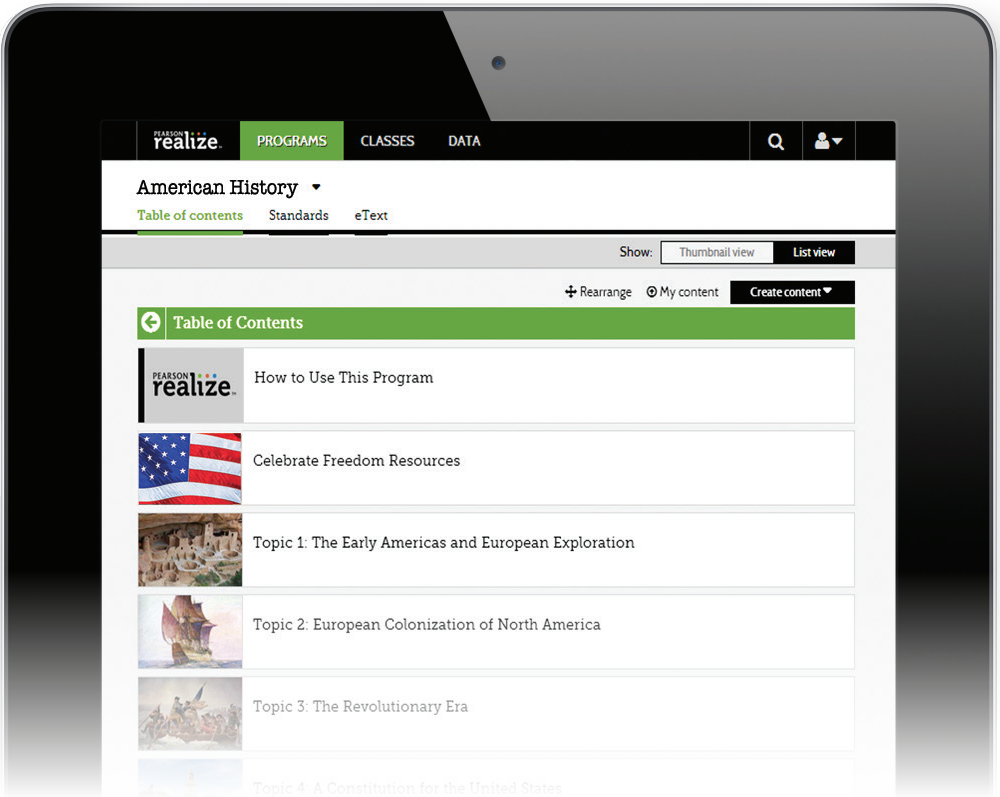
Search for content your way

- 5 Select the **Q** to search by Standard or by Keyword
- 6 Search for content on Realize™ or by using Gooru. Gooru provides hyperlinks to open source resources

Program Tour

Focus Your Coverage

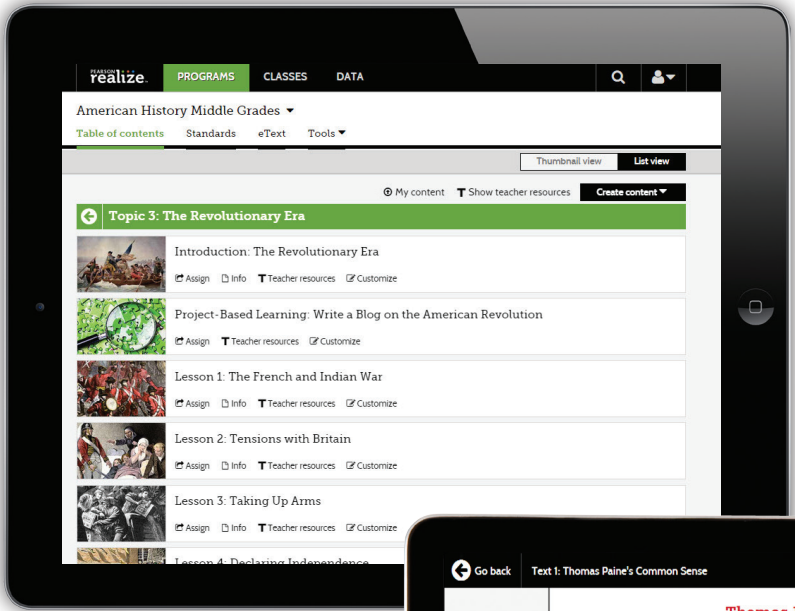
Get through all you need to cover in the time you have. This streamlined course is organized into Topic, Lesson, Text—making it more manageable to assign to students and teach in class.



Topic:

- 1 As you decide what you want to teach, you search first for the topic.

Notes: _____

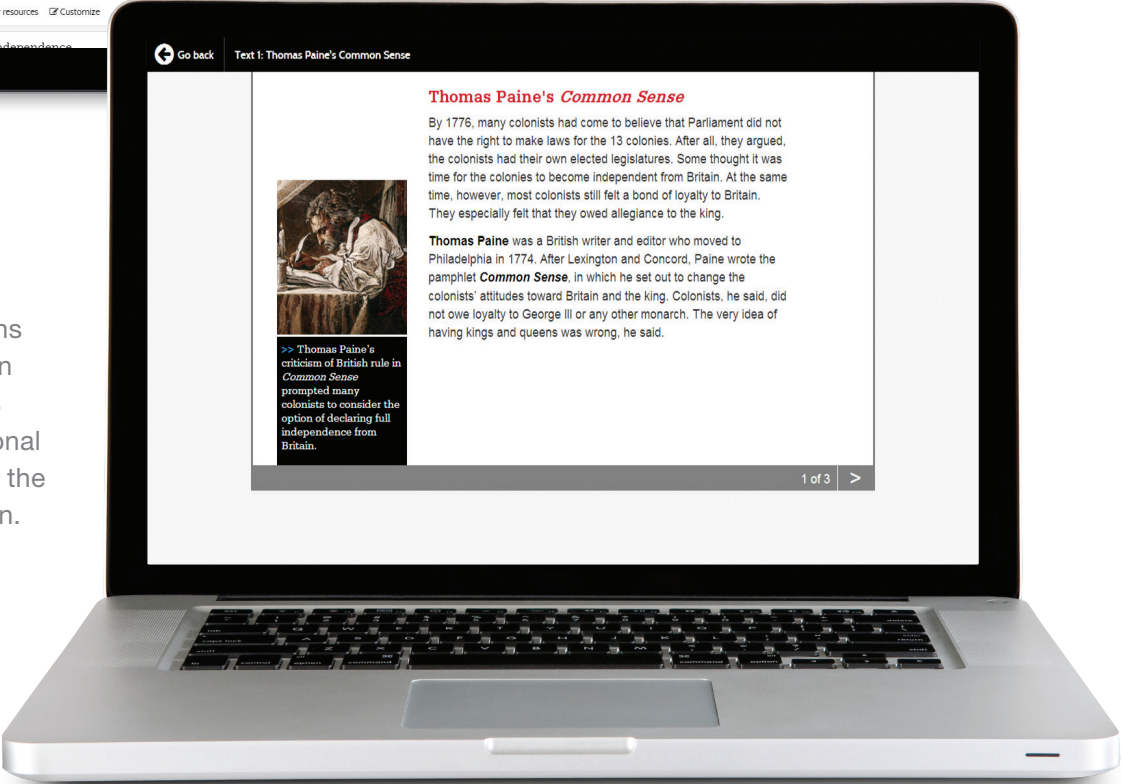


Lesson:

- 2 Within each topic are several lessons where you will find a variety of diverse resources to support teaching and learning.

Text:

- 3 Each lesson contains chunked information called Texts. This is the same informational text that appears in the print Student Edition.



Program Tour

Introduce the Topic

Start each topic of instruction with a high-impact video story, a launch for inquiry-based learning, and a quick visual overview.

Notes: _____

Essential Question: When is war justified?

Essential Question: When is war justified? > By the mid-1700s, European powers were fighting to grow their empires in the Americas. War broke out—the French and Indian War—between Britain, France, and several Native American tribes. The British won, but victory came at a cost. To pay for the war, Parliament imposed new taxes on the colonies, and widespread protests broke out. The American Revolution was not only a fight to break from Britain. It was also a fight for a radically new society and an experimental form of government: democracy.

As colonists grew increasingly angered by British policies, they faced a difficult decision. Should they break from Britain and go to war? Some people were eager to fight. Others remained loyal to the British crown. Many were undecided, too.

When do you think it is right to go to war? When do you think war should be avoided? Make a list of reasons that you think justify going to war. Then make a second list of reasons that you think do not justify going to war. To help you get started, consider the following reasons wars are often fought:

- to stand up for ideas
- to defend against aggressors
- to help allies
- to protect a way of life

[ESSENTIAL QUESTION] When is war justified?

3 The Revolutionary Era (1750–1783)

>> George Washington crossing the Delaware River with his troops

Enduring Understandings

- Great Britain's victory over France in the French and Indian War increased British power and territory in North America.
- Following the French and Indian War, Britain imposed taxes on the colonists without consent or representation, causing conflict.
- Conflict between the colonists and Britain eventually led to fighting in Massachusetts, uniting the colonies, and starting the American Revolution.
- The Continental Congress issued the Declaration of Independence to cut ties with Britain and form the United States of America.
- Americans gained their independence from Britain after winning an eight-year war with assistance from France.

PEARSON realize NBC LEARN

Watch the My Story Video to learn about the life and accomplishments of Benjamin Franklin.

Access your digital lessons including: Topic Inquiry • Interactive Reading Notepad • Interactivities • Assessments

Start with Enduring Understandings

Each topic opens with an Enduring Understandings Preview, allowing students to preview expected learning outcomes.

Start with a Story!

My Story videos help students connect to the topic by hearing the personal story of an individual whose life is related to the content.

Interact with the Page

Realize™ icons throughout the text alert students to corresponding interactive features.

Program Tour

Present Lessons with Rigor

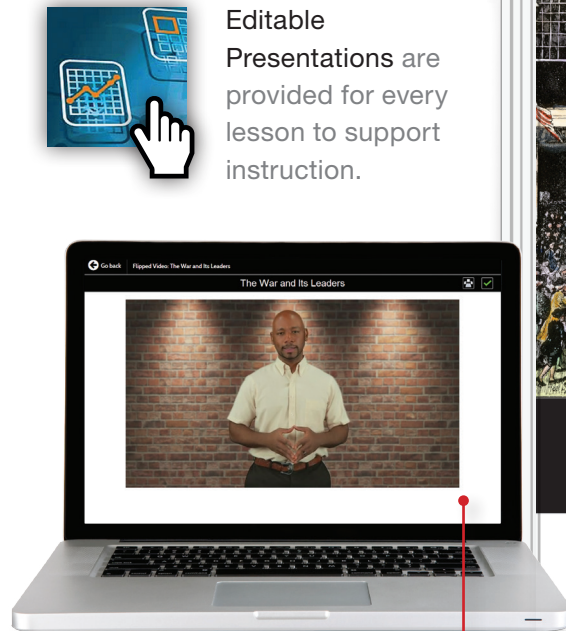
Teach each lesson with text and features that ensure relevancy and rigor.

Context for content

Each lesson begins with a narrative preview that provides context for what students will learn in the coming lesson.

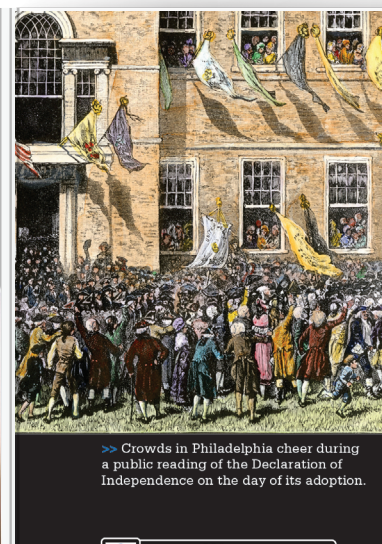
Mileposts for understanding questions act as reading speed-bumps, ensuring students understand what they've read before continuing on—available as open-ended questions in the Student Text or as multiple choice in online Text for instant feedback.

Editable Presentations are provided for every lesson to support instruction.



Engaging video summaries
Taught by a master teacher, these videos can be used for flipped instruction as remediation for struggling readers or absentee students.

Embedded reading support at the start of each lesson includes Objectives and Key Terms, helping students read and understand informational texts.



>> Crowds in Philadelphia cheer during a public reading of the Declaration of Independence on the day of its adoption.

Interactive Flipped Video

>> **Objectives**
Describe the impact of Thomas Paine's pamphlet, *Common Sense*.
Explain the steps Congress took to declare independence.
Summarize the main ideas of the Declaration of Independence.

>> **Key Terms**
traitor
Declaration of Independence
preamble
natural rights
unalienable rights
Richard Henry Lee
Robert Livingston
Roger Sherman
Common Sense
Thomas Paine
Benjamin Franklin

PEARSON realize www.pearsonTEXAS.com Access your Digital Lesson

3.4 By 1776, many colonists had come to believe that Parliament did not have the right to make laws for the 13 colonies. After all, they argued, the colonists had their own elected legislatures. Some thought it was time for the colonies to become independent from Britain. At the same time, however, most colonists still felt a bond of loyalty to Britain. They especially felt that they owed allegiance to the king.

Declaring Independence

Thomas Paine's *Common Sense*

Thomas Paine was a British writer and editor who moved to Philadelphia in 1774. After Lexington and Concord, Paine wrote the pamphlet *Common Sense*, in which he set out to change the colonists' attitudes toward Britain and the king. Colonists, he said, did not owe loyalty to George III or any other monarch. The very idea of having kings and queens was wrong, he said.

In England a King hath little more to do than to make war and give away [jobs]; which in plain terms, is to impoverish the nation. . . . Of more worth is one honest man to society and in the sight of God, than all the crowned ruffians that ever lived.

—Thomas Paine, *Common Sense*, 1776

The colonists did not owe anything to Britain, either, Paine went on. If the British had helped the colonists, they had done so for their own profit. It could only hurt the colonists to remain under British

rule. "Everything that is right or reasonable pleads for separation," he concluded. " 'Tis time to part." *Common Sense* was a great success, selling over 500,000 copies in six months. Paine's writing played an important role in moving toward revolution.

? **IDENTIFY CENTRAL IDEAS** What was the central idea of *Common Sense*?

Choosing Independence

Common Sense caused many colonial leaders to move toward declaring independence from Britain. It also deeply impressed many members of the Continental Congress. Richard Henry Lee of Virginia wrote to Washington, "I am now convinced . . . of the necessity for separation." In June 1776, Lee rose to his feet in Congress to introduce a resolution in favor of independence:

Resolved, That these United Colonies are and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.

—Richard Henry Lee, Resolution at the Second Continental Congress, June 7, 1776

Drafting the Declaration of Independence The delegates faced a difficult decision. There could be no turning back once they declared independence. If they fell into British hands, they would be hanged as traitors. A traitor is a person who betrays his or her country.

After long debate, the Congress took a fateful step. They appointed a committee to draft a formal declaration of independence. The committee included John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman. Their job was to tell the world why the colonies were breaking away from Britain.

The committee asked Thomas Jefferson to write the document. Jefferson was one of the youngest delegates. He was a quiet man who spoke little at formal meetings.

Among friends, however, he liked to sprawl in a chair with his long legs stretched out and talk for hours.



>> Thomas Paine's criticism of British rule in *Common Sense* prompted many colonists to consider the option of declaring full independence from Britain.

Interactive Gallery



>> The Declaration of Independence, delegates to the Second Continental notice to King George III that the 13 separated from Great Britain.

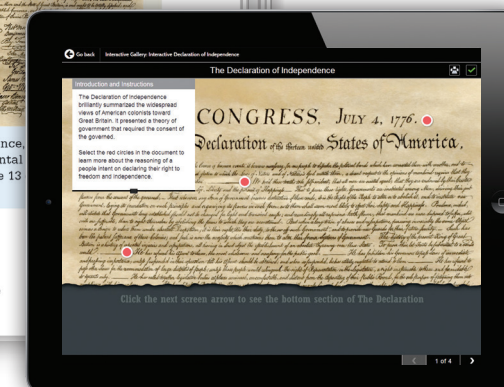
Interactive Gallery



Interactive Reading Notepad allows students to review lesson objectives, key terms, and academic vocabulary, and provides rigorous close reading support.

See, analyze, and interact

Students can use primary source image galleries throughout the lesson to interact with images that tie to the topic's story content.



Program Tour

Practice Process Skills

Offer your students powerful lessons in Social Studies process skills and provide multiple opportunities for practice with support.



Core Concepts offers review of social studies strands—government, history, geography, culture, economics, and personal finance—as background or for re-teaching.

His ability to write clearly and gracefully had earned him great respect.

Adopting the Declaration of Independence In late June, Jefferson completed the declaration, and it was read to the Congress. On July 2, the Continental Congress voted that the 13 colonies were “free and independent States.” After polishing Jefferson’s language, the delegates adopted the document on the night of July 4, 1776. They then ordered the **Declaration of Independence** to be printed.

John Hancock, president of the Continental Congress, signed the Declaration first. He penned his signature boldly, in large, clear letters. “There,” he said, “I guess King George will be able to read that.”

Copies of the Declaration were distributed throughout the colonies. Patriots greeted the news of independence with joyous—and sometimes rowdy—celebrations.

In New York, colonists tore down a statue of King George III. In Boston, the sound of cannons could be heard for hours.

IDENTIFY What were the potential consequences for the delegates who chose to declare independence?



>> The Declaration of Independence lists grievances against King George III, including the presence of British troops in the colonies during times of peace without the consent of colonial legislatures.

The Declaration of Independence

The Declaration of Independence consists of a **preamble**, or introduction, followed by three main parts.

Unalienable Rights The first section of the Declaration stresses the idea of **natural rights**, or rights that belong to all people from birth. In bold, ringing words, Jefferson wrote:

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

—The Declaration of Independence

According to the Declaration of Independence, people form governments in order to protect their natural rights and liberties.

These **unalienable rights**—including the rights to be free and to choose how to live—cannot be taken away by governments, for governments can exist only if they have the “consent of the governed.” If a government fails to protect the rights of its citizens, then it is the people’s “right [and] duty, to throw off such government, and to provide new guards for their future security.” Ideas such as unalienable rights, adopted by the Founding Fathers (men such as George Washington, John Adams, Benjamin Franklin, and Thomas Jefferson), are good examples of the civic virtues that have since become the cornerstone of American government. These values continue to ensure that human rights are protected and human needs are met in our nation.

Colonial Grievances The second part of the Declaration lists the wrongs, or grievances, that led the Americans to break away from Britain. Jefferson condemned King George III for disbanding colonial legislatures and for sending troops to the colonies in peacetime. He complained about limits on trade and about taxes imposed without the consent of the people.

Jefferson listed many other grievances to show why the colonists had the right to rebel. He also pointed out that the colonies had petitioned the king to correct these injustices. Yet, the injustices remained. A ruler who treated his subjects in this manner, he boldly concluded, is a tyrant and not fit to rule.

In every state of these oppressions, we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

—The Declaration of Independence

Independence The last part of the Declaration announces that the colonies are the United States of America. All political ties with Britain have been cut.

As a free and independent nation, the United States has the full power to “levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do.”

The signers closed the declaration with a solemn pledge:

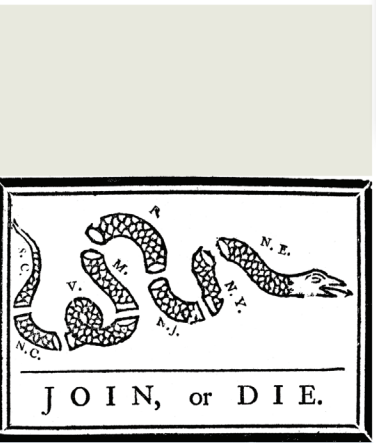
And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

—The Declaration of Independence

LIST What are some of the grievances Jefferson included in the Declaration?

ASSESSMENT

1. **Identify Central Issues** What was the main point of Thomas Paine’s *Common Sense*, and how did he support this idea?



>> Benjamin Franklin created this illustration encouraging colonists to band in 1754 during the French and Indian War. It was later used for the same purpose during the American Revolution.

2. **Hypothesize** How do you think the Loyalists reacted when the Declaration of Independence was first distributed throughout the colonies?
3. **Make Generalizations** Why, to this day, do many people refer to their signatures as their “John Hancock’s”?
4. **Cite Evidence** that the Second Continental Congress was acting like a governmental body.
5. **Evaluate Arguments** What justifications for separation were included in the Declaration of Independence?



See content through multiple viewpoints
Online interactive galleries make the printed text come alive. Galleries include numerous primary source photos that help to show different perspectives of an event or topic.



Primary sources at point-of-use provide scaffolded props to support ability to do in-depth analysis and supports key process skills.

Program Tour

Support All Learners

Empower your students to learn independently based on their own interests, learning preferences, and level of standards mastery.



21st Century Skill Tutorials cover everything from how to collaborate to how to read a map.



Experience history in 3-D!

Students will feel like they are part of the story as they use interactive 3-D models.

as Hale. **Haym Salomon**(HY um SAL uh mun), a Jewish immigrant from Poland, was arrested by the British in September of 1776 and thrown into prison. Salomon had supported the American cause from the start, helping the new government get loans. Salomon even gave his own money to soldiers and military units for equipment. He managed to escape to Philadelphia and continued to aid the fight for independence.

A Surprise Attack Leads to an American Victory

Months of hard campaigning took a toll on the Continental Army. In December 1776, Washington described his troops as sick, dirty, and “so thinly clad as to be unfit for service.” Every day, soldiers deserted. Washington wrote to his brother: “I am wearied to death. I think the game is pretty near up.”

Washington decided on a bold move: a surprise attack on Trenton, New Jersey. The Delaware River separated the British in Trenton and the Americans, and the soldiers guarding Trenton would not expect American troops to cross it. On Christmas night, Washington secretly led his troops across the icy river. The British were caught off guard. Once ashore, they marched through swirling snow. Some had no shoes. They tied rags around their feet. “Soldiers, keep by your officers,” Washington said.



>> The British hired Hessian mercenaries to compensate for a shortage of British troops. At the time, British troops were fighting in other wars.

Early on December 26, the Americans surprised the Hessian troops guarding Trenton and took most of them prisoner. The Hessians were soldiers from Germany. An American summed up the **Battle of Trenton**: “Hessian population of Trenton at 8 A.M.—1,408 men and 39 officers; Hessian population at 9 A.M.—0.”

British General Charles Cornwallis set out at once to retake Trenton and to capture Washington. Late on January 2, 1777, he saw the lights of Washington’s campfires. “At last we have run down the old fox,” he said, “and we will bag him in the morning.”

Washington fooled Cornwallis. He left the fires burning and slipped behind British lines to attack a British force that was marching toward Princeton. There, the Continental Army won another victory. From Princeton, Washington moved to Morristown, where the army would spend the winter. The victories at Trenton and Princeton gave the Americans new hope.

RECALL What advantages did the British have in the Battle of Long Island?

The Tide Turns for the Americans

In London, British officials were dismayed by the army’s failure to crush the rebels. Early in 1777, General John Burgoyne (bur GOYN) presented a new plan for victory. If British troops cut off New England from the other colonies, he argued, the war would soon be over.

The New England Strategy Burgoyne wanted three British armies to march on Albany, New York, from different directions. They would crush American forces there. Once they controlled the Hudson River, the British could stop the flow of soldiers and supplies from New England to Washington’s army.

Burgoyne’s plan called for General Howe to march on Albany from New York City.

George III, however, wanted Howe to capture Philadelphia first.

In July 1777, Howe sailed from New York to the Chesapeake Bay, where he began his march on Philadelphia. Howe captured Philadelphia, defeating the Americans at the battles of Brandywine and Germantown. But instead of moving toward Albany to meet Burgoyne as planned, he retired to comfortable quarters in Philadelphia for the winter. For his part, Washington retreated to Valley Forge, Pennsylvania.

Meanwhile, British armies under Burgoyne and Barry St. Leger (bay ZHAIR) marched from Canada toward Albany. St. Leger tried to take Fort Stanwix.

Text or online? Your choice

Students can learn content by reading narrative text online or in a printed Student Edition.



>> **Analyze Maps** What were the results of the battles in 1777 that were part of General Burgoyne’s plan?

However, a strong American army, led by Benedict Arnold, drove him back.

American Troops Prevail at Saratoga Only Burgoyne was left to march on Albany. His army moved slowly because it had many heavy baggage carts to drag through the woods. To slow Burgoyne further, Patriots cut down trees and dammed up streams to block the route.

Despite these obstacles, Burgoyne recaptured Fort Ticonderoga, shocking Americans. However, he delayed at the fort, giving American forces time to regroup. He also sent troops into Vermont to find food and horses. There, Patriots attacked the redcoats. At the Battle of Bennington, they wounded or captured nearly 1,000 British.

Burgoyne’s troubles grew. The Green Mountain Boys hurried into New York to help American forces there. At the village of Saratoga, the Americans surrounded the British. When Burgoyne tried to break free, the Americans beat him back. Realizing that he was trapped, Burgoyne surrendered his entire army to the Americans on October 17, 1777.

The American victory at the **Battle of Saratoga** was a major turning point in the war. It ended the British threat to New England.

It boosted American spirits at a time when Washington’s army was suffering defeats. Most

importantly, it convinced France to become an ally of the United States. Nations that are **allies** work together to achieve a common goal.

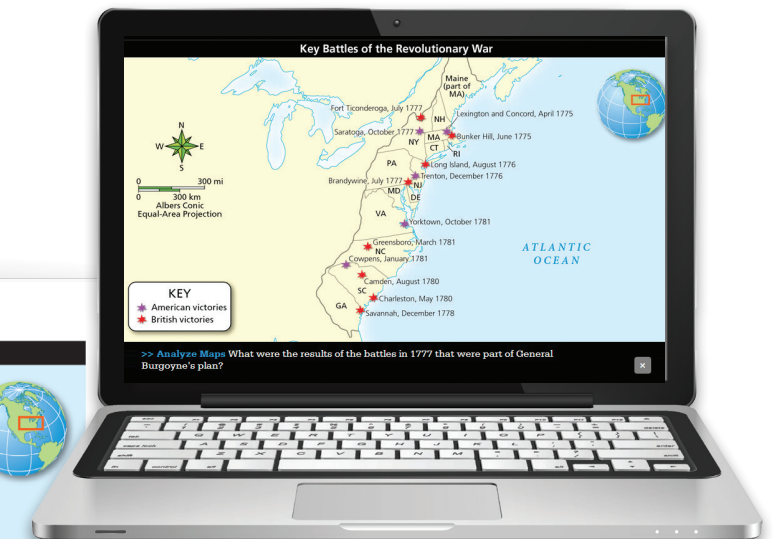
Europeans Aid the American Cause The Continental Congress had long hoped for French aid. In 1776, the Congress had sent Benjamin Franklin to Paris to persuade Louis XVI, the French king, to give the Americans weapons and other badly needed supplies. In addition, the Congress wanted France to declare war on Britain.

The French were eager to defeat Britain, but they were also cautious. France was still angry about its defeat at British hands in the French and Indian War. However, Louis XVI did not want to help the Americans openly unless he was sure that they could win.

The American victory at Saratoga convinced France that the United States could stand up to Britain.

In February 1778, France became the first nation to sign a treaty with the United States. It recognized the new nation and agreed to provide military aid. Later, the Netherlands and Spain also joined in the war against Britain. France, the Netherlands, and Spain all provided loans to the United States.

Even before European nations agreed to help the United States, individual volunteers had been coming from Europe to join the American cause. Some became leading officers in the American army.



Maps come to life

Students will continue to investigate the topic story through dynamic interactive maps. Students build map skills while covering the essential standards.

Point-of-Use Critical Thinking Questions

Prompts help students read, analyze, and understand maps.

Audio helps struggling readers

Students can listen to the entire text read to them with the online eText. An audio glossary defines key terms.

Program Tour

Assess the Lesson and Topic

Students demonstrate their understanding, knowledge, and skills through Lesson Quizzes, Topic Tests, and Topic Inquiry performance assessments. Find numerous opportunities to assess students—both in print and online.

- 3 Practice allows students to take a practice test at the end of each topic. Designed in the same format used in standardized tests.

- 4 Topic Tests provide a comprehensive assessment. Online tests include higher-order thinking, primary sources, maps, and rigorous, open-ended writing prompts.

Lesson Level Assessment

- Reading Checks
- Writing Responses
- Synthesis Activities
- Performance Tasks
- Process Skills Assessment

Topic Level

- Topic Synthesis Activities
- Review and Assessment
- Practice
- Topic Assessments
- Online Tests and Test Banks

Program Level

- Test Prep
- ExamView®

- 1 Lesson quizzes provide a quick assessment of understanding, with instant feedback.

- 2 Assessment provides comprehensive print review and assessment for each topic.

Notes: _____

- 5 ExamView® Create your own test, quizzes, study guides, benchmarks, and worksheets with the ExamView® Test Bank CD-ROM.

Program Tour

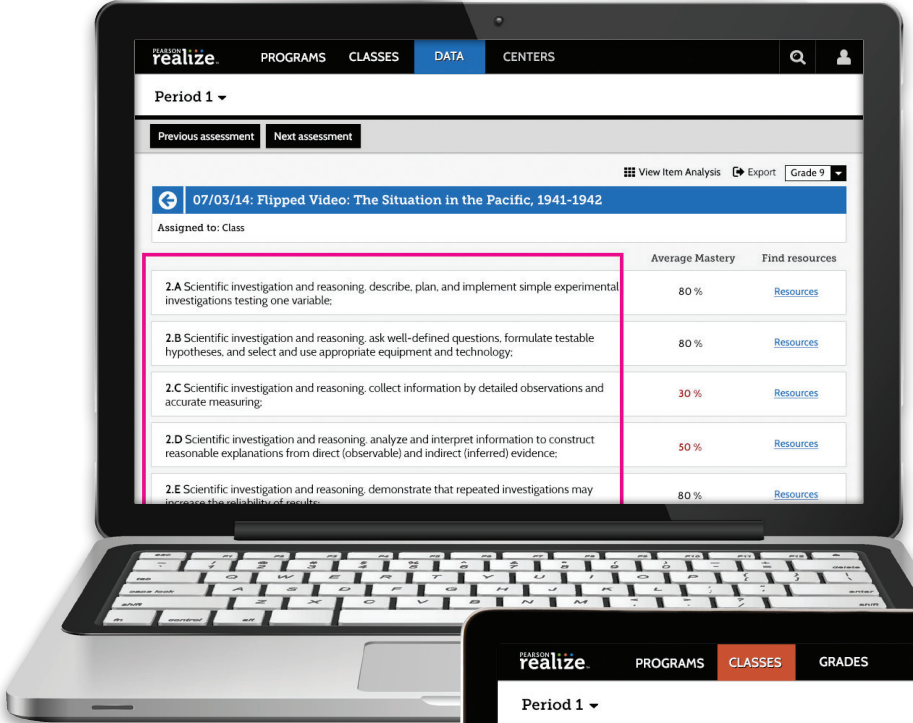
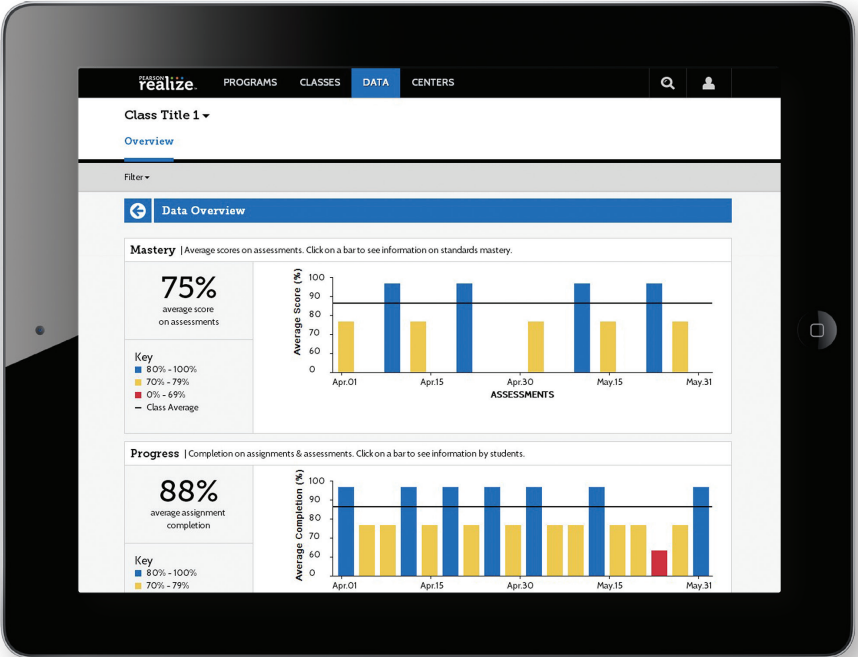
Track Mastery

Use data to guide instruction by seeing immediately how classes and individual students are progressing toward mastery.

Visual dashboard of progress

Realize™ generates data to monitor progress and inform instruction:

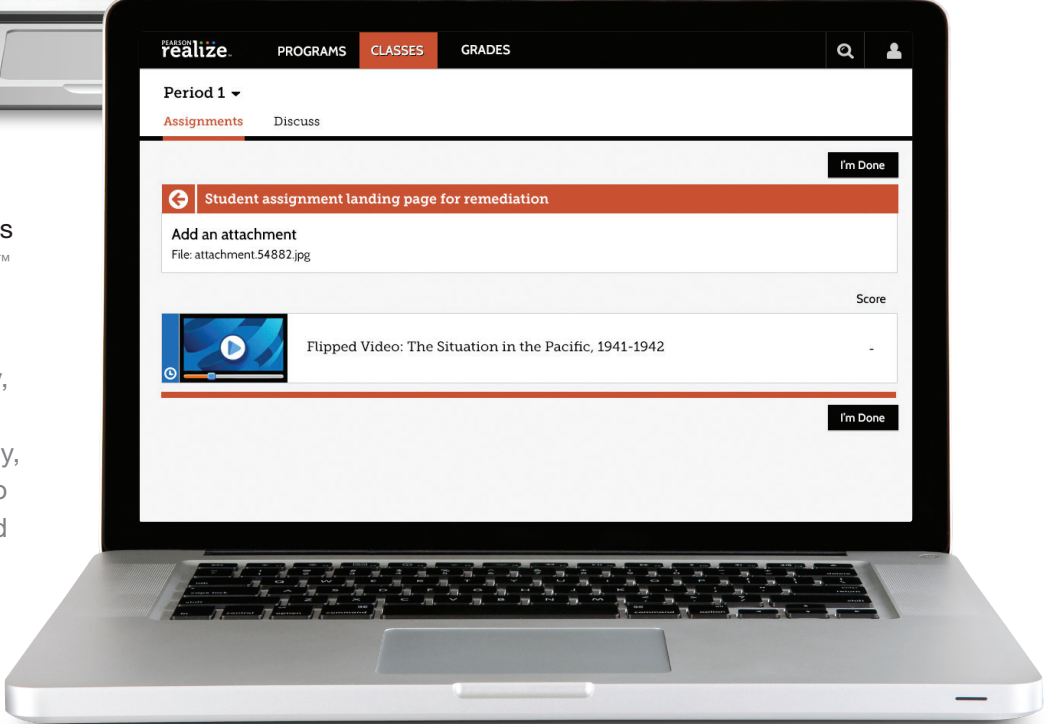
- Check progress after lessons and chapters
- In-depth, real-time reporting
- Anytime access to detailed information on student mastery, progress, and usage
- Automatic remediation to support struggling students
- Monitor time spent on online assignments and tests



Access personalized class data instantly

Links to additional resources and content help you support individual students who are struggling to understand concepts.

Address individual students easily by using the Realize™ system. As each student completes assignments and assessments, mastery, progress, and usage data are generated automatically, and you can give access to immediate remediation and enrichment.



Notes: _____

For Students

Reimagine Learning for Your Students

Prepare every student for college, career, and citizenship with Pearson's 21st century Social Studies program. Partner with the best educational resources to reimagine learning today.



Buck Institute, Constitutional Rights Foundation, and Pearson make inquiry easy.

Step-by-step support in three different forms of inquiry: Project-Based Learning team project, Document-Based Question individual writing assignment, or Civic Discussion exercise.

Realize™ Results with these Student Resources

- Student Digital Course allows each student to read text, get assignments, submit answers, take quizzes and tests, and get instant feedback on mastery with remediation and enrichment.
- Student Text provides the narrative text, practice, and assessment in a highly readable, magazine-like design.
- eText provides an electronic version of the student text with note-taking, highlighting, and reading support including audio.

NBC Learn brings the world into your classroom!

Search and integrate over 16,000 additional highly engaging videos into your course on Realize™. Get up-to-date news and current events.



For Teachers



Reimagine Teaching for You

Created in collaboration with educators and students, this program provides comprehensive support for teaching and learning social studies.

Stay current throughout the lifetime of the adoption. Search by standard or keyword to find the latest and most appropriate educational materials.



Realize™ Results with these Teacher Resources

- **Teacher Digital Course** offers complete course content and Teaching Support with lesson suggestions, blackline masters, professional development videos, and other resources at point-of-use in Realize™.
- **Teacher's Edition** pairs suggestions with preview images of digital resources to help you plan and teach the course.
- **Resources DVD-ROM** contains offline versions of the interactive features and flipped videos found on the Digital Course.
- **ExamView Test Bank CD-ROM** provides ready-made tests and makes it easy to create customized tests.

Comprehensive Teacher Support

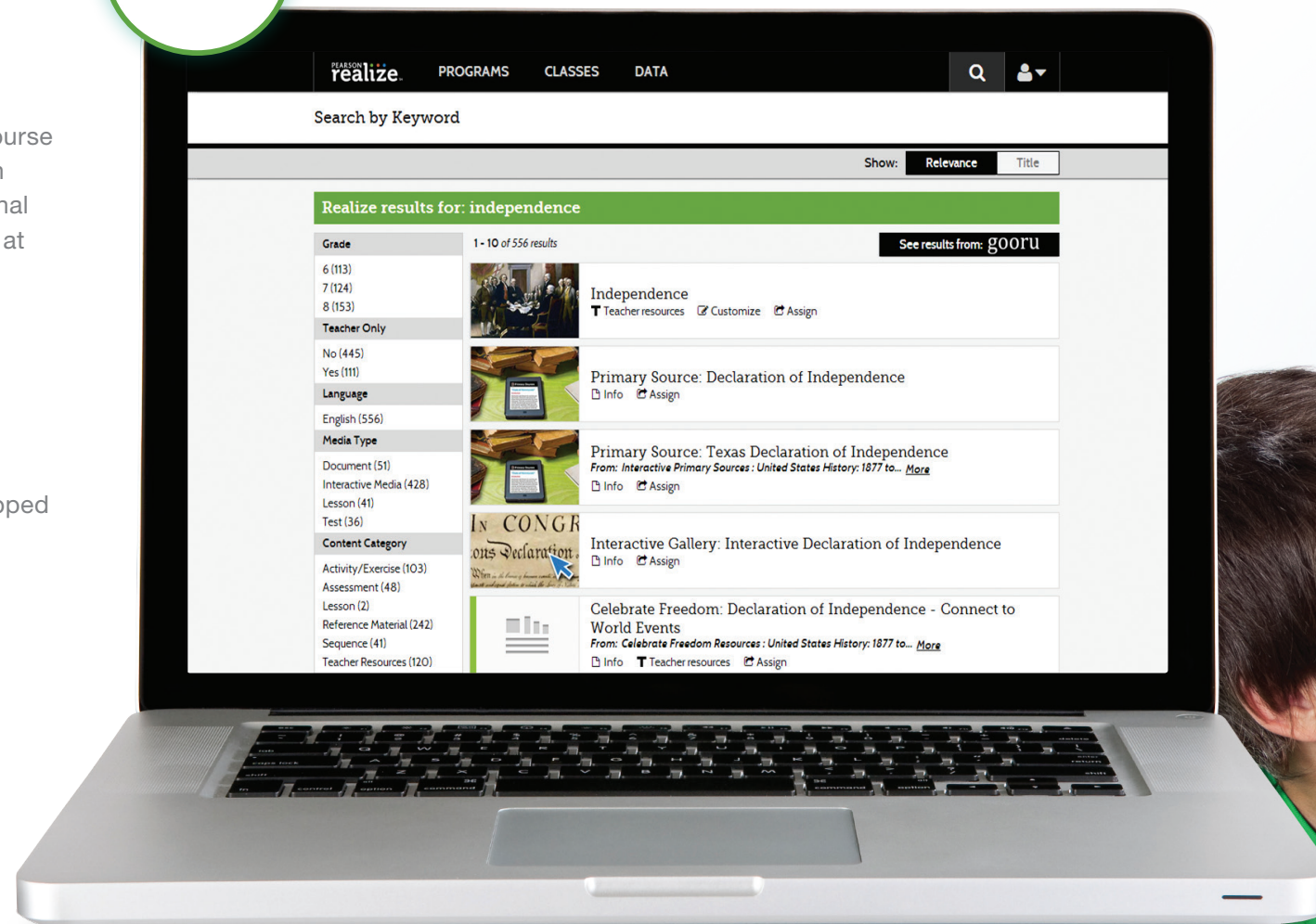
Your choice of 2 formats:



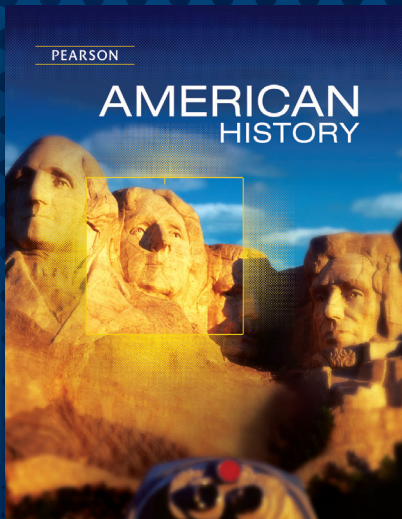
Teacher's Edition



Teacher Support in Realize™

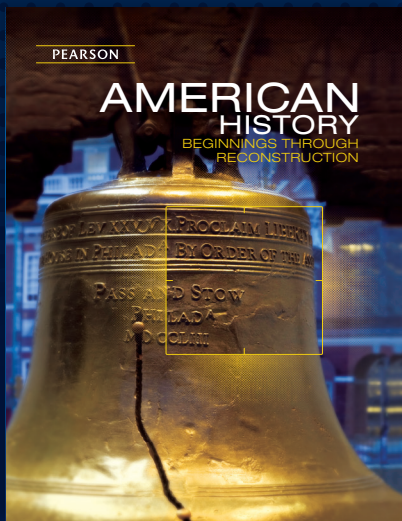


Pearson Social Studies Social Studies Reimagined!



American History Survey

- Topic 1: The Early Americas and European Exploration (Prehistory–1550)
- Topic 2: European Colonization of North America (1500–1750)
- Topic 3: The Revolutionary Era (1750–1783)
- Topic 4: A Constitution for the United States (1776–Present)
- Topic 5: The Early Republic (1789–1825)
- Topic 6: The Age of Jackson and Westward Expansion (1824–1860)
- Topic 7: Society and Culture Before the Civil War (1820–1860)
- Topic 8: Sectionalism and Civil War (1820–1865)
- Topic 9: The Reconstruction Era (1865–1877)
- Topic 10: Industrial and Economic Growth (1865–1914)
- Topic 11: The Progressive Era (1865–1920)
- Topic 12: Imperialism and World War I (1853–1919)
- Topic 13: Prosperity and Depression (1919–1939)
- Topic 14: World War II (1935–1945)
- Topic 15: Postwar America (1945–1975)
- Topic 16: A Global Superpower Facing Change (1975–2000)
- Topic 17: Meeting New Challenges (2001–Present)



American History: Beginnings Through Reconstruction

- Topic 1: The Early Americas and European Exploration (Prehistory–1550)
- Topic 2: European Colonization of North America (1500–1750)
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