DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Social Studies Grades K – 12

FULL CURRICULUM
Instructional Materials

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.

To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Title: **Louisiana: Our History, Our Home** Grade/Course: **8**

Publisher: **Clairmont Press** Copyright: **2015**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 5.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Content			
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	The textbook and activities address more than 90% of the GLEs.
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**Yes**	By utilizing both the textbook and the student activities, the textbook's materials provide plentiful opportunities to explore relevant content and explore key questions throughout the entirety of Louisiana history. For example, the textbook explores the long-term effects of the Louisiana Purchase on Louisiana and American history in Chapter 8, and in Chapter 15, the textbooks explores the mixed legacy of the Edwin Edwards era.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims.	**No**	The textbook is a narrative-driven text that, while having plentiful images from Louisiana geography and history, does not stray from a third-party account of Louisiana history and provides few opportunities for students to develop content knowledge and express claims using primary and secondary sources. In addition, while the publisher has created a primary source activity for each chapter that includes sources that are directly from

[1] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Louisiana history, the primary source activities in Chapters 7-15 are links to the activities available through the National Archives' DocsTeach program and which only include Louisiana-specific sources twice (see Lewis and Clark in Chapter 8 and Twelve Years a Slave in Chapter 9).
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The textbook uses large quantities of images to display content about Louisiana geography and history. The Teacher's Edition includes links to videos for students to view in each chapter as well as copies of primary source documents aligned to the textbook content for each chapter.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	The document-based activities for the chapters utilize multiple primary and secondary sources, however sourcing and corroboration are not always explicitly stated as objectives to complete the activities. For example, in Chapter 11's "To What Extent was Reconstruction a Revolution?" students are asked to evaluate supplied sources to support claims, but are not asked to source the supplied sources. Instead, the teacher notes ask teachers to remind students to use historical thinking

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			skills such as corroboration in the activity. In addition, differing perspectives addressed in Chapter 8's Document-Based Learning is actually focused on the Northwest Territory. There are also examples, such as found in Chapter 7's Primary Source Activity, where students are not actually looking at a primary source, but rather a summarization of the information from the source referenced.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[4]	**No**	The document-based activities for the chapters focus specifically on events in Louisiana (and by extension American) history discussed in the chapter itself only. For instance, in the Chapter 10 activity "Comparing Civil War Recruitment Posters", students source two recruitment posters for African Americans. However, the activity does not extend to compare to recruitment posters for other American wars, such as those made during both World Wars. One exception was found in Chapter 11, Section 3 in which students complete a Venn Diagram comparing the elections of Hayes-Tilden in 1876 and the Bush-Gore in 2000. However, there are no instructions to teachers on how students should utilize the

[4] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			diagram or sources for students to complete the task.
II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	The textbook system as a whole focuses on engaging students with content in varied contexts. Through document-based activities included with the chapters, students can examine different sources and complete tasks. The publisher included weekly skill PowerPoint's, which require students to analyze maps, charts & graphs, artifacts, timelines, and political cartoons. In addition, the textbook provides geography activities involving maps, and aligned practice assessments with document-based tasks, and multiple-choice questions included with the included test-making software.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.	**No**	The publisher-created document-based learning activities do not require students to make connections between ideas across time and place, or recognize recurring themes. For example, in the Chapter 6 activity "Conflict with the Chickasaw" students answer comprehension questions from the letter. It would have been more effective for the activity to connect

[5] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

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			Bienville's campaign against the Chickasaw to similar activities in British North America, and later relations between the US and Native Americans. ” Chapter 7’s Writing Across Curriculum is another example of this indicator not being met. First, the task is not source-dependent. Second, rather than writing about connections, etc., students are writing a letter asking for mercy for people involved in the revolt. This type of prompt doesn’t get kids thinking about the bigger picture. Although there are tasks linked in DocsTeach that make connections to larger issues in American history across time and place, they lack a coherent sequence of questions as required by this indicator.
	REQUIRED **3c)** Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	**No**	The publisher-created document-based learning activities do not require students to make connections between ideas across time and place, or recognize recurring themes. For example, in the Chapter 6 activity "Conflict with the Chickasaw" students answer comprehension questions from the letter. It would have been more effective for the activity to connect Bienville's campaign against the Chickasaw to similar activities in British North America, and later relations between the US and

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			Native Americans. This is also the case in Chapter 7's Writing Across Curriculum, where the task is actually not source-dependent. Rather than have students write about the connections, recurring themes, or evaluate the causes and consequences of events and developments, students write a letter asking for mercy for people involved in the revolt. This type of writing prompt does not promote thinking about the bigger picture. It should be noted that the sources linked to DocsTeach.org do make connections to larger issues in American history across time and place, but as previously stated few of these activities are linked directly to Louisiana history.
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**No**	The textbook system includes software and a test bank of questions aligned to each chapter and Louisiana GLEs, as well as standardized test preparation questions aligned to LEAP assessments. However, the textbook system does not include individual lesson quizzes, pre-assessments for checking background knowledge, or self-assessment quizzes for students to use apart from review sections at the end of the chapter where students answer questions about

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			important concepts from the chapter.
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Answer keys for student workbooks and Internet activities are provided, as well as for standardized test practice questions, where LEAP short-answer rubrics are clearly shown. Document-based activities from DocsTeach include answer keys, as well as the included test making software. However, the essay questions provided in the software do not have answers supplied, and instead state "Answers may vary"
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **4b)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED for **grades 3-12 only** **4c)** A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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	REQUIRED **4d)** Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**Yes**	The textbook provides the student with opportunities to explore the big ideas of social studies as a discipline as well as the specific concepts as outlined by the Grade-Level Expectations
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	The textbook is a standard narrative supported by copious amounts of graphics in the textbook, and selected primary source documents aligned to each chapter for teacher use. However, the vast majority of primary source document activities provided by the publisher are not specific to Louisiana history, but instead encompass the greater topic of American history.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	The document-based activities presented by the textbook are uneven in rigor; the links curated from the National Archives are of high quality, but the publisher-created activities do not require students to make claims supported by documented evidence and historical thinking. In addition, assessment options provided are extremely limited and do not readily allow for pre-assessment and self-assessment by students.

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	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

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To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place.

To accomplish this, they:

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- Evaluate the causes and consequences of events and developments

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Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Content				
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials address the content of 90% of the GLEs.	**Yes**	The textbook and activities address more than 90% of the GLEs.	Agree
	1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	**Yes**	By utilizing both the textbook and the student activities, the textbook's materials provide plentiful opportunities to explore relevant content and explore key questions throughout the entirety of Louisiana history. For example, the textbook explores the long-term effects of the Louisiana Purchase on Louisiana and American history in Chapter 8, and in Chapter 15, the textbooks explores the mixed legacy of the Edwin Edwards era.	Agree
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims.	**No**	The textbook is a narrative-driven text that, while having plentiful images from Louisiana geography and history, does not stray from a third-party account of Louisiana history and provides few opportunities for students to develop content knowledge and express claims using primary and secondary sources. In addition, while the publisher has created a primary source activity for each chapter that includes sources that are directly from	We agree that this textbook is narrative driven with plentiful images (art, political cartoons, timelines, charts, graphs, maps, photographs, and more) including both primary and secondary sources. Exposure to the "plentiful resources", in color, in the student text allows the teacher to naturally instructionally integrate these primary and secondary resources with students on a daily basis.

[1] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

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			Louisiana history, the primary source activities in Chapters 7-15 are links to the activities available through the National Archives' DocsTeach program and which only include Louisiana-specific sources twice (see Lewis and Clark in Chapter 8 and Twelve Years a Slave in Chapter 9).	We agree that there are primary source activities from the DocsTeach program which place Louisiana in the broader context of US history. In the Louisiana Student Workbook the following pages have primary source activities that are specific to the state of Louisiana: WB. chp 4 pg 33 "Preamble Comparisons" WB. Chp 6 pg 51 "Conflict with the Chickasaw" WB. Chp 7 pg 58 "Interpreting Documents" WB. Chp 7 pg 59 "Summary of Joseph Villere's Personal Property" WB. Chp 8 pg 67 "Black Code of 1806" Wb Chp 8 pg 69 "Analyzing Primary Sources: Eyewitness Accounts of the Battle of New Orleans" WB Chp 9 pg 73 "Interpreting a Primary Source: Governor Roman's Address" WB Chp 9 pg 74 "Interpreting a Political Cartoon: The Know-Nothing Party" WB Chp 9 pg 76 "Analyzing a Primary Source: Recollections of New Orleans" WB chp 10 pg 84 "An Excerpt from Sarah Moran Dawson's Diary" WB chp 10 pg 85 "Political Cartoon-the Anaconda Plan" WB Chp 11 pg 90 "Letter to Governor Michael Hahn"

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				WB Chp 11 pg 91 "Black Codes" WB Chp 12 pg 98 "Convict Lease System" WB Chp Chp 12pg 99 "Text Messages from the Cotton Centennial Exposition" WB Chp 12 pg 101 "Plessy v. Ferguson" WB Chp 13 pg 106 "1927 Flood Headlines" WB Chp 13 pg 107 "An Appeal to the Citizens Flood Relief Committee" There are numerous other primary resources specific to Louisiana scattered throughout the Teacher Guide. For example: Chp 5 review T185 Bldg 21st Century Skills. Primary Source Documents; Chp 6 pg T168 Bldg 21st Century Skills Primary Sources. Additional Louisiana-Specific Primary Source Documents have been added to the Tool Kit of the Teacher Tech website
	REQUIRED **2b)** Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.	**Yes**	The textbook uses large quantities of images to display content about Louisiana geography and history. The Teacher's Edition includes links to videos for students to view	Agree

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			in each chapter as well as copies of primary source documents aligned to the textbook content for each chapter.	
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	The document-based activities for the chapters utilize multiple primary and secondary sources, however sourcing and corroboration are not always explicitly stated as objectives to complete the activities. For example, in Chapter 11's "To What Extent was Reconstruction a Revolution?" students are asked to evaluate supplied sources to support claims, but are not asked to source the supplied sources. Instead, the teacher notes ask teachers to remind students to use historical thinking skills such as corroboration in the activity. In addition, differing perspectives addressed in Chapter 8's Document-Based Learning is actually focused on the Northwest Territory. There are also examples, such as found in Chapter 7's Primary Source Activity, where students are not actually looking at a primary source, but rather a summarization of the information from the source referenced.	A "Sourcing Written Document Analysis Worksheet" has been added to the Toolkit on the Teacher Tech website to use in comparing and contrasting primary and secondary sources. This document is also listed with the Primary Source Documents for chapters 4, 7, 8, 10, and 14 to remind teachers to use the document for sourcing purposes. The "Sourcing Written Document Analysis Worksheet" can be used with Multiple resources are provided, both primary and secondary. The act of sourcing and corroboration are instructional strategies embedded in historical methodology, and as you state, the teachers are asked to remind students to use historical thinking with the activity. The textbook is directed at middle school students learning historical knowledge and is not meant to be a methods textbook geared toward teacher certification and inservice learning. Ample quality materials have been provided for teachers' use in planning their lessons with a variety of

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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				methods of instruction and assessment. The textbook and online materials are resources which enable teachers to plan their lessons with the purpose of students understanding the encompassing important history of each chapter and how each piece of that history weaves together to make Louisiana the state it is today. Regarding the Chapter 7 concern, students are indeed working with a primary source on a topic in the Louisiana standards. The Chapter 8 summary of a document is a secondary source and is called for in the Louisiana standard, so it is also in alignment with the Louisiana requirements. On the Teacher Tech website, the LEAP Activities in chapters 6, 8, 9, 10, 11, 12, 13, and 14 use Louisiana-specific Primary Source Documents to answer multiple choice, multiple select, technology enhanced, and constructed response assessments. Each activity contains three or four Sources for the students to read before answering the questions. The Assessment section for each chapter contains "Additional ExamView LEAP Questions Banks" which require students to read three Sources before responding to the questions pertaining to those Sources. On the Teacher Tech website, in the

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				workbook section for chapters 4, 6, 8, 9, 10, 11, and 12, teachers have been instructed to use the "Sourcing Written Document Analysis Worksheet" with the workbook pages in those chapters to allow opportunities for comparing and contrasting.
	2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.[4]	**No**	The document-based activities for the chapters focus specifically on events in Louisiana (and by extension American) history discussed in the chapter itself only. For instance, in the Chapter 10 activity "Comparing Civil War Recruitment Posters", students source two recruitment posters for African Americans. However, the activity does not extend to compare to recruitment posters for other American wars, such as those made during both World Wars. One exception was found in Chapter 11, Section 3 in which students complete a Venn Diagram comparing the elections of Hayes-Tilden in 1876 and the Bush-Gore in 2000. However, there are no instructions to	Our linear approach to the presentation of the documents makes sense instructionally. The teacher is empowered to refer the example in the current chapter to chapters previously taught. Your example from Chapter 10 asking students to examine WWII posters with Civil War posters would be confusing to students who have not yet studied World War II. Writing Across the Curriculum, Chp 8 instructs students to write a news story from an American or British perspective on the outcome of the Battle of New Orleans; Exploring Louisiana on the Internet: Chp 9, directs students to a primary source document written by a slave. Teachers may

[4] Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

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			teachers on how students should utilize the diagram or sources for students to complete the task.	use the Sourcing Written Document Analysis Worksheet to analyze the document. Chp 10 refers to a document on Civil War battles and instructs students to compare the battles. Chp 12 instructs students to look at two websites showing photographs of children working in factories. Teachers may use the Sourcing Written Document Analysis Worksheet to analyze those photographs.
II. Claims				
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to make and support claims about social studies content. ☐ Yes ☒ No	**REQUIRED** **3a)** Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).	**Yes**	The textbook system as a whole focuses on engaging students with content in varied contexts. Through document-based activities included with the chapters, students can examine different sources and complete tasks. The publisher included weekly skill PowerPoint's, which require students to analyze maps, charts & graphs, artifacts, timelines, and political cartoons. In addition, the textbook provides geography activities involving maps, and aligned practice assessments with document-based tasks, and multiple-choice questions included with the included test-making software.	Agree

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	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] and tasks focus students on building knowledge and skill with content through various texts (primary and secondary sources), classroom research, conversations, etc. and then synthesizing and applying those understandings to recognize recurring themes and evaluate the causes and consequences of events and developments.	**No**	The publisher-created document-based learning activities do not require students to make connections between ideas across time and place, or recognize recurring themes. For example, in the Chapter 6 activity "Conflict with the Chickasaw" students answer comprehension questions from the letter. It would have been more effective for the activity to connect Bienville's campaign against the Chickasaw to similar activities in British North America, and later relations between the US and Native Americans. ” Chapter 7’s Writing Across Curriculum is another example of this indicator not being met. First, the task is not source-dependent. Second, rather than writing about connections, etc., students are writing a letter asking for mercy for people involved in the revolt. This type of prompt doesn’t get kids thinking about the bigger picture. Although there are tasks linked in DocsTeach that make connections to larger issues in American history across time and place, they lack a coherent sequence of questions as required by this indicator.	Our learning activities are coherently sequenced and build on prior knowledge and skills using a variety of text types. The teacher is expected to use the chapter-specific content and skills to guide students to apply these understandings to prior content learned. The example provided by the reviewer asks students to make links to events both prior to and after the "Conflict with the Chickasaw". Until students have the scaffolding needed (exposure to the content), comparisons would be difficult to make. In the Teacher Tech materials, the following materials are source-dependent: Document-Based Learning-Primary Source Activities in Chp 2 (interview with primary source), Chp 4 (research your state legislator and town ordinances and debate {orally or written} for/against specific ordinances); Chp 5 (analyze a primary source); Chp 6 (analyze military objectives for battle-compare those objectives with other battles previously studied); Chp 7 (interpret documents and predict future success or failure); Chp 11 (

[5] Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students’ responses are dependent upon the source(s).

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				interpret, compare and contrast maps, and make decisions); Chp 13 (evaluate photographs); Chp 14 (evaluate Jim Crow Laws' effects in Louisiana). On the Teacher Tech website, the LEAP Activities in chapters 6, 8, 9, 10, 11, 12, 13, and 14 use Louisiana-specific Primary Source Documents to answer multiple choice, multiple select, technology enhanced, and constructed response assessments. Each activity contains three or four Sources for the students to read before answering the questions. At the end of each chapter there are (1) Developing Critical Thinking activities which require students to synthesize their learning. For example, Chp 3-"How has the television and movie industry growth brought economic benefits to Louisiana?"; Chp 4-"Create a flow chart for how a bill becomes law in the state legislature."; Chp 7-"Compare and contrast any Spanish governors described in the chapter."; Chp 8-"Why was the Louisiana Purchase controversial?" (2) Writing Across the Curriculum activities-Chp 8 "As a reporter, write a news story from either the American or British perspective on the outcome of the Battle of New Orleans"; Chp 10 "Write three separate telegrams updating headquarters

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				on the condition of your men, your food supplies, and enemy strength-incorporate information from photographs and primary sources from a given website"; (3) Building 21st-Century Skills-Chp 11 "Identify issues that created conflict and the opposing viewpoints. Propose a compromise to bring an end to violence."; Chp 15 "Create a Concept Map incorporating the accomplishments, failings, people, events, and terms from this section while showing their interconnections."
	REQUIRED **3c)** Source-dependent written and oral tasks require students to demonstrate understanding of social studies content and make connections between ideas, people, and events across time and place, recognize recurring themes, and evaluate the causes and consequences of events and developments.	**No**	The publisher-created document-based learning activities do not require students to make connections between ideas across time and place, or recognize recurring themes. For example, in the Chapter 6 activity "Conflict with the Chickasaw" students answer comprehension questions from the letter. It would have been more effective for the activity to connect Bienville's campaign against the Chickasaw	Again, our learning activities are coherently sequenced and build on prior knowledge and skills using a variety of text types. The teacher is expected to use the chapter-specific content and skills to guide students to apply these understandings to prior content learned. The example provided by the reviewer asks students to make links to events both prior

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			to similar activities in British North America, and later relations between the US and Native Americans. This is also the case in Chapter 7's Writing Across Curriculum, where the task is actually not source-dependent. Rather than have students write about the connections, recurring themes, or evaluate the causes and consequences of events and developments, students write a letter asking for mercy for people involved in the revolt. This type of writing prompt does not promote thinking about the bigger picture. It should be noted that the sources linked to DocsTeach.org do make connections to larger issues in American history across time and place, but as previously stated few of these activities are linked directly to Louisiana history.	to and after the "Conflict with the Chickasaw". Until students have the scaffolding needed (exposure to the content), comparisons would be difficult to make. At the end of each chapter there are (1) Developing Critical Thinking activities which require students to synthesize their learning. For example, Chp 3-"How has the television and movie industry growth brought economic benefits to Louisiana?"; Chp 4-"Create a flow chart for how a bill becomes law in the state legislature."; Chp 7-"Compare and contrast any Spanish governors described in the chapter."; Chp 8-"What was the Louisiana Purchase controversial?" (2) Writing Across the Curriculum activities-Chp 8 "As a reporter, write a news story from either the American or British perspective on the outcome of the Battle of New Orleans"; Chp 10 "Write three separate telegrams updating headquarters on the condition of your men, your food supplies, and enemy strength-incorporate information from photographs and primary sources from a given website"; (3) Building 21st-Century Skills-Chp 11 "Identify issues that created conflict and the opposing viewpoints.Propose a compromist to bring an end to violence."; Chp 15 "Create a

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				Concept Map imcorporating the accomplishments, failing, people, events, and terms from this section while showing their interconnections."
	3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	**No**	The textbook system includes software and a test bank of questions aligned to each chapter and Louisiana GLEs, as well as standardized test preparation questions aligned to LEAP assessments. However, the textbook system does not include individual lesson quizzes, pre-assessments for checking background knowledge, or self-assessment quizzes for students to use apart from review sections at the end of the chapter where students answer questions about important concepts from the chapter.	We agree that the Louisiana program includes a digital bank of test questions aligned to the Louisiana GLEs and to the LEAP assessments. Because of that test bank, teachers are empowered to use this resource to create individual lesson quizzes, pre-assessments, self-assessments, as well as tests and exams. As you've noted, the textbook is also formatted with each chapter section opening with "As you read, look for…." and ends with questions to check for comprehension. Each chapter ends with questions "Understanding the Facts", "Developing Critical Thinking" questions, a writing activity and an Internet activity. Writing Across the Curriculum assesses the knowledge the student gained during the chapter and allows the student to apply that knowledge in: writing your state representative expressing your thoughts about a problem in your district that should be addressed by your state government (pg

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				133), creating an advertisement to sell the Louisiana territory because it has become too costly (pg 185), writing influential letters with alternative solutions to the problems (pg 211), writing a news article from the perspective of someone who had lived through the Battle of New Orleans (pg 237), writing a report as a representative of the Freedmen's Bureau monitoring race relations (pg 319), writing a song to influence citizens to purchase war bonds (pg 399).
	3e) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Answer keys for student workbooks and Internet activities are provided, as well as for standardized test practice questions, where LEAP short-answer rubrics are clearly shown. Document-based activities from DocsTeach include answer keys, as well as the included test making software. However, the essay questions provided in the software do not have answers supplied, and instead state "Answers may vary"	Agree
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and	**REQUIRED** **4a)** Materials provide regular opportunities for students through discussions to develop claims about social studies content identified in the GLEs.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **4b)** Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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support of claims in writing. ☐ Yes ☐ No	writing/formal essays, on-demand and process writing, etc.).			
	REQUIRED for **grades 3-12 only** **4c)** A vast majority of written tasks require students to present well-defended claims and clear information, providing evidence to support valid inferences from sources to explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **4d)** Materials provide frequent opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 5. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**Yes**	The textbook provides the student with opportunities to explore the big ideas of social studies as a discipline as well as the specific concepts as outlined by the Grade-Level Expectations	Agree
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	The textbook is a standard narrative supported by copious amounts of graphics in the textbook, and selected primary source documents aligned to each chapter for teacher use. However, the vast majority of primary source document activities provided by the publisher are not specific to Louisiana history, but instead encompass the greater topic of American history.	In the Louisiana Student Workbook the following pages have primary source activities that are specific to the state of Louisiana: pg 33 "Preamble Comparisons" pg 51 "Conflict with the Chickasaw" pg 58 "Interpreting Documents" pg 59 "Summary of Joseph Villere's Personal Property" pg 67 "Black Code of 1806" pg 69 "Analyzing Pprimary Sources:

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				Eyewitness Accounts of the Battle of New Orleans" pg 73 "Interpreting a Primary Source: Governor Roman's Address" pg 74 "Interpreting a Political Cartoon: The Know-Nothing Party" pg 76 "Analyzing a Primary Source: Recollections of New Orleans" pg 84 "An Excerpt from Sarah Moran Dawson's Diary" pg 85 "Political Cartoon-the Anaconda Plan" pg 90 "Letter to Governor Michael Hahn" pg 91 "Black Codes" pg 98 "Convict Lease System" pg 99 "Text Messages from the Cotton Centennial Exposition" pg 101 "Plessy v. Ferguson" pg 106 "1927 Flood Headlines" pg 107 "An Appeal to the Citizens Flood Relief Committee" On the Teacher Tech website, the LEAP Activities in chapters 6, 8, 9, 10, 11, 12, 13, and 14 use Louisiana-specific Primary Source Documents to answer multiple choice, multiple select, technology enhanced, and constructed response assessments. Each activity contains three or four Sources for the students to read before answering the questions.

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II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	The document-based activities presented by the textbook are uneven in rigor; the links curated from the National Archives are of high quality, but the publisher-created activities do not require students to make claims supported by documented evidence and historical thinking. In addition, assessment options provided are extremely limited and do not readily allow for pre-assessment and self-assessment by students.	The document-based activities (both primary and secondary) purposely address all levels of rigor (from DOK 1 through DOK 3) so that teachers can differentiate student learning activities. The item bank provides teachers the information needed to develop additional assessments as needed in individual classrooms. On the Teacher Tech website, in each chapter home page under "Assessment", the "Additional ExamView LEAP Questions Bank" requires students to read three or four Sources and use this documented evidence to support their responses.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.