

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 build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

**Claims:** Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **The Idea of America**

Grade/Course: **U. S. History**

Publisher: **The Colonial Williamsburg Foundation dba Nystrom Education**

Copyright: **2015**

Curriculum Type: **Supplemental**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>N/A</b></p> <p><b>Yes</b></p>	<p>The materials sufficiently explore key questions and build knowledge and skills indicated by the Louisiana state standards for US History. Each case study addresses a multitude of US History standards that include multiple choice, written response, and review questions. For example, the case study, The Industrial Revolution In America, includes a picture of Robert Fulton's Steamboat, a map of steam boat routes, a steamboat advertisement, a picture of a general ticket for Norwich, and Diaries and Journals of Narcissa Whitman, the primary document, Fifty Years on the Mississippi, and the primary document Steamboat Disasters, 1840. Each source provides opportunities for students to engage with the source to explore the key questions to build knowledge, skills and make claims.</p> <p>Additionally, in the case study, The Gilded Age, students are given the opportunity to watch brief video to explore how the distribution of wealth affected Americans during the Gilded Age, evaluate a textile industry picture, timeline, analyze Standard</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Oil pictures, make claims about a quote from Robert Hunter, while still making the connection to the following GLEs: US.1, US.1.1, US 1.1c, US 1.1.d, US.1.2, US 1.2.a, US 1.2.b, US 1.2, US. 1.3, US.2, US.2.3, US .2.4, US.2.6, and US.2.8.
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>Yes</b></p>	<p>The main focus of the materials is on primary and secondary sources that allow students to develop content knowledge and express claims. Each case study includes many different primary and secondary sources that provide students opportunities to examine content and develop claims. For example, in the case study, the Cold War, the following primary and secondary sources allow students to develop content and express claims: The "Sinews of Peace" speech, quotes and excerpts from secondary sources such as George F. Kennan, a picture of Winston Churchill, Harry Truman, and Joseph Stalin, a map depicting events related to the Cold War, and four primary sources on the events in post–World War II Europe that led to the Cold War. Within each primary document, students are expected to analyze</p>

<sup>1</sup> 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](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
			the challenge or situation it addresses, evaluate a recommended action, and make claims to possible consequences of action or inaction.
	<p><b>REQUIRED</b>  <b>2b)</b> 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.</p>	<b>Yes</b>	<p>Primary and secondary sources are varied in their type and length throughout the materials. Sources range in length and size from longer excerpts to quotes of primary and secondary sources. Additionally, each case study provides a time line related to the topic of the case study. Pictures, maps, and political cartoons are also utilized throughout the material.</p> <p>The Civil Rights Movement case study allows students to engage with primary and secondary sources of varied length and type. These include short text narratives from "A Nation's Wound", "We Shall Overcome", and "Promises of the Public." Additionally, quotes from Abraham Lincoln, a picture of Abraham Lincoln, excerpts from the 13<sup>th</sup> amendment of the Constitution, a quote from R.L. Van, a video of the Civil Rights Movement, a timeline and interactive balance scale, an excerpt from the Executive Order 9981, an excerpt from the Racial Integrity Act of 1924 are also included with each source allowing opportunities for students to be evaluated on content and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			make claims.
	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>Yes</b></p>	<p>Materials provide sources that allow students to examine topics from a variety of sources. For example, the Roosevelt's New Deal case study provides various primary sources, including text and maps, which allow students to compare and contrast and corroborate claims surrounding Roosevelt's New Deal. This case study focuses on content that encourages students to review and analyze text primary sources and images of the First New Deal's response to a major issue during the Great Depression. Students are to determine the cause and effect of the New Deal's Responses through the evaluation of a picture of Wall Street after the End of the Bank Holiday, a picture of the Bureau of Engraving and Printing Workers Prepare More Currency for Distribution, excerpt from a former CCC worker, a comment from a contemporary journalist who evaluates the educational part of the CCC, an Indiana farmer quote, statements from Theodore Roosevelt's reaction to the AAA policies and practices, a picture of a Texas farmer in the AAA who receives an allotment check in 1939, letters</p>

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> 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
			<p>to Eleanor Roosevelt from Teenager among others. The case study allows students to engage with the documents through critical thinking questions throughout the course of the case study.</p>
	<p><b>2d)</b> 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.<sup>4</sup></p>	<p><b>Yes</b></p>	<p>Materials include both primary and secondary sources from different time periods for students to make connections within and across time periods. For example, in the case study of Capitalist Economy under the topic of the Industrial Revolution, a brief video, a picture of Samuel Slater, a map of the Erie Canal, a quote from Alexander Hamilton, Thomas Jefferson, and Eli Whitney are included. Students are encouraged to compare and contrast the quotes from the industrialists and interpret pictures to make claims as to why new technologies brought about rapid and unexpected change to the early republic.</p> <p>Additionally, included in this case study is a picture of Robert Fulton's Steamboat, a map of steam boat routes, a steamboat advertisement, a picture of a general ticket for Norwich, and Diaries and Journals of Narcissa Whitman, the primary document,</p>

<sup>4</sup> 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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			Fifty Years on the Mississippi, and the primary document Steamboat Disasters, 1840. These primary and secondary documents are accompanied with text questions to allow students to develop content knowledge and make claims as to the social and economic changes industry made to the nation and whether those changes better served the nation's private wealth or common wealth.
<b>Section II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> 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 understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> 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).</p>	<p><b>Yes</b></p>	<p>Materials include questions and tasks that focus on engaging students with content in varied contexts. For example, in the case study, The Progressive Era, the materials provide various primary sources, including artifacts, maps, videos, pictures of the Industrial Workers of the World, excerpts from Upton Sinclair's book, "The Jungle," pictures of immigrants in tenements, quotes from Jane Adams, and a variety of primary sources focusing on different perspectives of the Triangle Shirtwaist Fire or working conditions there and compared to similar factories. Each source allow students to answer multiple choice questions, written response questions, and interactive charts and graphs to make connections about how the people were impacted socially, economically, politically and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			environmentally.
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<b>No</b>	<p>Materials do not provide a coherent sequence of source-dependent questions as required by the indicator. The teacher materials do include essential questions, but there is no indication that these are ever posed to students.</p> <p>It should be noted that each case study (e.g., in the Mapping of America, Industrial Revolution in America, Wars for Empires, and the 1920's) has an interactive map, multiple choice and written response quiz that allows students to apply the content to what they have learned from the interactive maps, primary sources, pictures, quotes from Nathan Miller, primary source documents from the Scopes Trial, and the Red Scare. In the case study, the 1920's, students are encouraged to analyze the resources and determine the short and long terms impact of the events and issues.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and</p>	<b>No</b>	<p>Written and oral task do not require students to develop questions and support their claims. Case studies (e.g., World War I, World War II, and Wars for Empires) include a multitude of images depicting propaganda,</p>

<sup>5</sup> 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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	historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		other images, quotes from world leaders, and primary source documents that allow students to explore the significance of the aftermath of the wars and evaluate the causes and consequences of events and developments. Occurring frequently in the supplemental resource (e.g., see the Wars for Empires where students are to demonstrate their understanding of how certain Native American groups have led to unity with European nations) is the use of an interactive map.
	<b>FULL CURRICULUM ONLY</b> <b>3d)</b> 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.	<b>N/A</b>	
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	<b>N/A</b>	
<b>4. RESPONSE TO SOURCES:</b> 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.	<b>REQUIRED</b> <b>4a)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4c)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section III. Scaffolding and Support</b>			
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	<b>Yes</b>	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	<b>Yes</b>	The main focus of the materials is on primary and secondary sources that allow students to develop content knowledge and express claims.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	<b>No</b>	Materials do not provide a coherent sequence of source-dependent questions as required by the indicator. The teacher materials do include essential questions, but there is no indication that these are ever posed to students. In addition, written and oral task do not require students to develop questions and support their claims.
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

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.

**Content:** Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

**Claims:** Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **The Idea of America**

Grade/Course: **U. S. History**

Publisher: **The Colonial Williamsburg Foundation dba Nystrom Education**

Copyright: **2015**

Curriculum Type: **Supplemental**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	3. Questions and Tasks (Non-Negotiable)
2. Range and Volume of Sources (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	PUBLISHER RESPONSE
<b>Section I. Content</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. SCOPE AND QUALITY OF CONTENT:</b>  Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b>  <b>1a)</b> Materials address the content of 90% of the GLEs.</p>	<p><b>N/A</b></p>		
<p><b>1b)</b> Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p><b>Yes</b></p>	<p>The materials sufficiently explore key questions and build knowledge and skills indicated by the Louisiana state standards for US History. Each case study addresses a multitude of US History standards that include multiple choice, written response, and review questions. For example, the case study, The Industrial Revolution In America, includes a picture of Robert Fulton's Steamboat, a map of steam boat routes, a steamboat advertisement, a picture of a general ticket for Norwich, and Diaries and Journals of Narcissa Whitman, the primary document, Fifty Years on the Mississippi, and the primary document Steamboat Disasters, 1840. Each source provides opportunities for students to engage with the source to explore the key questions to build knowledge, skills and make claims.</p> <p>Additionally, in the case study, The Gilded Age, students are given the opportunity to watch brief video to explore how the distribution of wealth affected Americans during the Gilded Age, evaluate a textile industry picture, timeline, analyze Standard</p>		

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			Oil pictures, make claims about a quote from Robert Hunter, while still making the connection to the following GLEs: US.1, US.1.1, US 1.1c, US 1.1.d, US.1.2, US 1.2.a, US 1.2.b, US 1.2, US. 1.3, US.2, US.2.3, US .2.4, US.2.6, and US.2.8.	
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>Yes</b></p>	<p>The main focus of the materials is on primary and secondary sources that allow students to develop content knowledge and express claims. Each case study includes many different primary and secondary sources that provide students opportunities to examine content and develop claims. For example, in the case study, the Cold War, the following primary and secondary sources allow students to develop content and express claims: The "Sinews of Peace" speech, quotes and excerpts from secondary sources such as George F. Kennan, a picture of Winston Churchill, Harry Truman, and Joseph Stalin, a map depicting events related to the Cold War, and four primary sources on the events in post–World War II Europe that led to the Cold War. Within each primary document, students are expected to analyze the challenge or situation it addresses,</p>	

<sup>1</sup> 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](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	PUBLISHER RESPONSE
			evaluate a recommended action, and make claims to possible consequences of action or inaction.	
	<p><b>REQUIRED</b>  <b>2b)</b> 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.</p>	<b>Yes</b>	<p>Primary and secondary sources are varied in their type and length throughout the materials. Sources range in length and size from longer excerpts to quotes of primary and secondary sources. Additionally, each case study provides a time line related to the topic of the case study. Pictures, maps, and political cartoons are also utilized throughout the material.</p> <p>The Civil Rights Movement case study allows students to engage with primary and secondary sources of varied length and type. These include short text narratives from "A Nation's Wound", "We Shall Overcome", and "Promises of the Public." Additionally, quotes from Abraham Lincoln, a picture of Abraham Lincoln, excerpts from the 13<sup>th</sup> amendment of the Constitution, a quote from R.L. Van, a video of the Civil Rights Movement, a timeline and interactive balance scale, an excerpt from the Executive Order 9981, an excerpt from the Racial Integrity Act of 1924 are also included with each source allowing opportunities for students to be evaluated on content and</p>	

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	<p data-bbox="526 329 1257 464"><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p data-bbox="1338 329 1405 354"><b>Yes</b></p>	<p data-bbox="1489 248 1642 272">make claims.</p> <p data-bbox="1489 329 2018 1385">Materials provide sources that allow students to examine topics from a variety of sources. For example, the Roosevelt's New Deal case study provides various primary sources, including text and maps, which allow students to compare and contrast and corroborate claims surrounding Roosevelt's New Deal. This case study focuses on content that encourages students to review and analyze text primary sources and images of the First New Deal's response to a major issue during the Great Depression. Students are to determine the cause and effect of the New Deal's Responses through the evaluation of a picture of Wall Street after the End of the Bank Holiday, a picture of the Bureau of Engraving and Printing Workers Prepare More Currency for Distribution, excerpt from a former CCC worker, a comment from a contemporary journalist who evaluates the educational part of the CCC, an Indiana farmer quote, statements from Theodore Roosevelt's reaction to the AAA policies and practices, a picture of a Texas farmer in the AAA who receives an allotment check in 1939, letters</p>	

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>to Eleanor Roosevelt from Teenager among others. The case study allows students to engage with the documents through critical thinking questions throughout the course of the case study.</p>	
	<p><b>2d)</b> 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.<sup>4</sup></p>	<p><b>Yes</b></p>	<p>Materials include both primary and secondary sources from different time periods for students to make connections within and across time periods. For example, in the case study of Capitalist Economy under the topic of the Industrial Revolution, a brief video, a picture of Samuel Slater, a map of the Erie Canal, a quote from Alexander Hamilton, Thomas Jefferson, and Eli Whitney are included. Students are encouraged to compare and contrast the quotes from the industrialists and interpret pictures to make claims as to why new technologies brought about rapid and unexpected change to the early republic.</p> <p>Additionally, included in this case study is a picture of Robert Fulton's Steamboat, a map of steam boat routes, a steamboat advertisement, a picture of a general ticket for Norwich, and Diaries and Journals of Narcissa Whitman, the primary document,</p>	

<sup>4</sup> 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	PUBLISHER RESPONSE
			Fifty Years on the Mississippi, and the primary document Steamboat Disasters, 1840. These primary and secondary documents are accompanied with text questions to allow students to develop content knowledge and make claims as to the social and economic changes industry made to the nation and whether those changes better served the nation's private wealth or common wealth.	
<b>Section II. Claims</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b> 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 understand social studies content.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> 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).</p>	<p><b>Yes</b></p>	<p>Materials include questions and tasks that focus on engaging students with content in varied contexts. For example, in the case study, The Progressive Era, the materials provide various primary sources, including artifacts, maps, videos, pictures of the Industrial Workers of the World, excerpts from Upton Sinclair's book, "The Jungle," pictures of immigrants in tenements, quotes from Jane Adams, and a variety of primary sources focusing on different perspectives of the Triangle Shirtwaist Fire or working conditions there and compared to similar factories. Each source allow students to answer multiple choice questions, written response questions, and interactive charts and graphs to make connections about how the people were impacted socially, economically, politically and</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			environmentally.	
	<p><b>REQUIRED</b>  <b>3b)</b> Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<b>No</b>	<p>Materials do not provide a coherent sequence of source-dependent questions as required by the indicator. The teacher materials do include essential questions, but there is no indication that these are ever posed to students.</p> <p>It should be noted that each case study (e.g., in the Mapping of America, Industrial Revolution in America, Wars for Empires, and the 1920's) has an interactive map, multiple choice and written response quiz that allows students to apply the content to what they have learned from the interactive maps, primary sources, pictures, quotes from Nathan Miller, primary source documents from the Scopes Trial, and the Red Scare. In the case study, the 1920's, students are encouraged to analyze the resources and determine the short and long terms impact of the events and issues.</p>	<p>Materials DO provide a coherent sequence for source-dependent questions as required by the indicator. See, for example the handout on The Great Debate in the unit on the 1920's. Students are asked to assess how themes that are drawn across all of U.S. History play out in this time period (e.g. tensions between common wealth and private wealth or unity vs. diversity). They are encouraged to complete that handout and discuss their opinions with other students in the class. Students are expected to address these issues as they apply to specific topics in that time period. Also, essential questions are provided in the teacher's guide, BUT ALSO presented in the student study notes and a variation on at least one of the essential questions is included as part of the unit quiz. This framing of the big issues is evidenced by the content in the teacher and student handouts in the 1920's unit, but applies to all 65 case studies as well.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> Source-dependent written and oral tasks require students to make claims which demonstrate understanding</p>	<b>No</b>	<p>Written and oral task do not require students to develop questions and support their claims. Case studies (e.g., World War I,</p>	<p>Written and oral tasks DO require students to develop questions and support their claims. In the 1920's unit the handout on The</p>

<sup>5</sup> 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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>		<p>World War II, and Wars for Empires) include a multitude of images depicting propaganda, other images, quotes from world leaders, and primary source documents that allow students to explore the significance of the aftermath of the wars and evaluate the causes and consequences of events and developments. Occurring frequently in the supplemental resource (e.g., see the Wars for Empires where students are to demonstrate their understanding of how certain Native American groups have led to unity with European nations) is the use of an interactive map.</p>	<p>Great Debate encourages students to "make an educated guess about a value tension and then test your assumptions" (p. 3), for example. Students are also asked to "read between the lines" and make inferences from texts as noted on page 2 of the Great Debate handout. Students are also asked to analyze cause and effect. In each unit there is actually a student handout that is titled "determine cause and effect" which details key issues that students should evaluate when assessing historical events. Additionally, each case study includes a timeline activity which asks students to understand and evaluate how prior events may have influenced subsequent ones. Please reference the student handout on how to "Read a Timeline." Finally, the whole point of this program is that certain tensions exist in the very Idea of America that have been with us since the founding and are still relevant today. The tensions between freedom and equality, common wealth and private wealth, law versus ethics, and unity versus diversity are as relevant today as they were 250 years ago. This framing allows students an excellent opportunity to "recognize recurring themes across time and place."</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment</p>	<p><b>N/A</b></p>		

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	measures that are unbiased and accessible to all students.			
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	<b>N/A</b>		
<b>4. RESPONSE TO SOURCES:</b> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED (GRADES 3-12 ONLY)</b> <b>4b)</b> A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>4c)</b> Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FULL CURRICULUM ONLY</b> <b>4d)</b> Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4e)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Section III. Scaffolding and Support</b>				
<b>5. SCAFFOLDING AND SUPPORT:</b> Materials provide all students	<b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on	<b>Not Evaluated</b>	This section was not evaluated because the	

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<p>with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	how to scaffold instruction for students to build understanding of the content.		non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5b)</b> The materials are easy to use and well organized for students and teachers.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5c)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Content	1. Scope and Quality of Content ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	
	2. Range and Volume of Sources ( <b>Non-Negotiable</b> )	<b>Yes</b>	The main focus of the materials is on primary and secondary sources that allow students to develop content knowledge and express claims.	
II: Claims	3. Questions and Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	Materials do not provide a coherent sequence of source-dependent questions as required by the indicator. The teacher materials do include essential questions, but there is no indication that these are ever	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			posed to students. In addition, written and oral task do not require students to develop questions and support their claims.	
	4. Response to Sources	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.