

Expedition: Learn! x Test Prep

Research shows that deliberate practice with high quality texts and assessments positively affects student performance, metacognition, and knowledge retention. Developing skills that support content mastery and assessment strategies ensures that students can confidently interpret questions, analyze possible responses, and demonstrate subject-area knowledge.

By including a range of expert-written, technology-enhanced items with varying DOK levels, Expedition: Learn! replicates state exams and standardized tests, preparing students for varied testing experiences. Each assessment question allows students to practice a specific skill while applying their understanding of content-area concepts. The Skill and DOK level tags on each question, along with the Skills Reports, enable educators to implement differentiated support strategies.

Using the Teaching Tips and Britannica resources featured in this guide, teachers can help students build stamina with reading informational texts, practice test-taking strategies, and boost confidence—ultimately preparing students to excel.

Assessment Question Skills

Social Studies ELA	Science ELA	ELA Science Social Studies
Analyze Media	Analyze and Interpret Data	Cause and Effect
Author's Perspective	Claims-Evidence-Reasoning	Compare and Contrast
Cite Text Evidence	Construct and Interpret Models	Main Idea and Details
Make Inferences		Sequence and Patterns
Problem and Solution	Engineering and Design	Summarize and Synthesize
	Mathematical Reasoning	Use Vocabulary

Analyze Media questions ask students to interpret information from media. Students demonstrate their ability to assess multimedia elements and integrate findings with content from text. With practice, students can evaluate how media helps them understand a topic.



The Industrial Age

This political cartoon, titled "The Protectors of Our Industries," illustrates activists' opinions of the relationship between workers and business owners.

Library of Congress, Washington, D.C. (LC-USZC4-3108)

DOK 3 ►

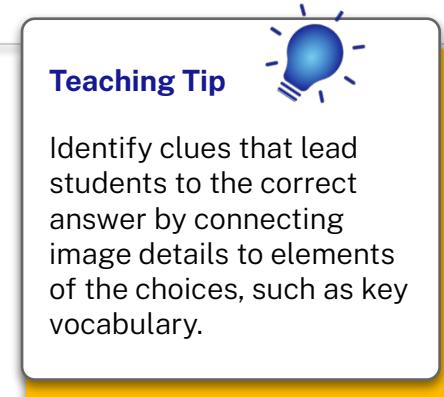
Study the political cartoon, titled “The Protectors of Our Industries,” on this page. It was created by artist Bernhard Gillam in 1883 and published in a magazine called *Puck*. It shows various wealthy industrialists of the Gilded Age seated on a large raft. Based on what you learned in this lesson, which statement below best reflects the message that the artist likely intended to communicate?

- It was the rightful duty of immigrant workers to protect the U.S. industries that supported them.
 - The wealthiest industrialists were philanthropists who gave their money to the poorest workers.
 - Wealthy industrialists built their fortunes on the backs of workers whom they paid poorly.
 - Industrialists got wealthier by controlling the shipping of their products to overseas markets.

Check Answer

Back

Next



Teaching Tip



Identify clues that lead students to the correct answer by connecting image details to elements of the choices, such as key vocabulary.

Teach Britannica Resources

SKILL BUILDER

ANALYZING PRIMARY SOURCES

Name: _____ Date: _____

Indian Land for Sale (1911)

Instructions: Analyze the poster. Then answer the questions that follow.



INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
@
EASY PAYMENTS

PERFECT TITLE
IN
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED GRAZING AGRICULTURAL DRY FARMING

In 1910 the Government of the Indians gave away 100,000,000 acres of Indian Land in the West.

Indian Land For Sale (1911)

WALTER L. FISHER ROBERT G. VALENTINE

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GRAPHIC ORGANIZER

Name: _____ Date: _____

Analyzing Political Cartoons

Title of political cartoon:

Getting started: Before you begin analyzing, take a full minute to observe the cartoon carefully. Look closely at every detail—characters, objects, text, and symbols. In your own words, describe what you see. Don't rush—focus on what is in the image before trying to interpret it.

Step 1: Visual elements analysis

1. List all specific objects, people, text elements, and dates or numbers that appear in the cartoon.

Objects
People
Text
Dates/Numbers

2. Is there a caption for this cartoon? If yes, write it below.

Step 2: Symbols and specific details

Analyzing Political Cartoons

What it Represents Why I Think This

Cite Text Evidence questions ask students to cite information and details that relate to the central idea or support a conclusion drawn from the text. Students demonstrate their ability to identify and explain the relevance of key facts. With practice, students can leverage cited evidence to provide and support their own text analysis.

\$50,000 REWARD.—WHO DESTROYED THE MAINE!—\$50,000 REWARD

NEW YORK JOURNAL
AND ADVERTISER.

FIRST EDITION.

NO. 3,572

Copyright, 1898, by W. A. Ross — **NEW YORK, THURSDAY, FEBRUARY 17, 1898.—16 PAGES.**

PRICE ONE CENT TO SUBSCRIBERS, ONE DOLLAR PER YEAR.

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

\$50,000 CASH FURNISHED TO EXCLUSIVELY
The New York Journal offers a reward of \$50,000 CASH FURNISHED TO EXCLUSIVELY, for the detection of the Perpetrator of the Maine Outrage. The reward will be paid to the person or persons who furnish the information which will convict the criminal or criminals who destroyed the War Ship Maine.

THE \$50,000 CASH is to be paid to the person or persons who furnish the information which will convict the criminal or criminals who destroyed the War Ship Maine.

FOR THE PERPETRATOR OF THIS OUTRAGE HAD ACCOMPLICES

NO. 6,101,657

Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000 Reward for the
Conviction of the Criminals Who Sent
258 American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

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FOR THE PERPETRATOR OF THIS OUTRAGE HAD ACCOMPLICES

NO. 6,101,657

W. A. ROSS.

The Sinking of a Warship
The *New York Journal and Advertiser* was one of many newspapers to print exaggerated articles about the USS Maine.

The Sinking of a Warship

The *New York Journal and Advertiser* was one of many newspapers to print exaggerated articles about the USS Maine.

© Everett Collection Historical/Alamy

DOK 1 ►

Cite Text Evidence ►

In the late 1800s, many newspapers practiced “yellow journalism.” This kind of reporting focused less on facts and more on exaggerated, sometimes false, accounts of events.

Read the passage below and think about the image on this page. Then highlight the sentence that best explains the impact of yellow journalism.

On February 15, 1898, an explosion sank a United States battleship, the USS Maine. More than 260 sailors and marines were killed. United States newspapers had no proof that Spain was responsible. But they blamed the Spanish anyway. Such reporting played an important role in the rising tensions between the United States and Spain. ✓

Check Answer

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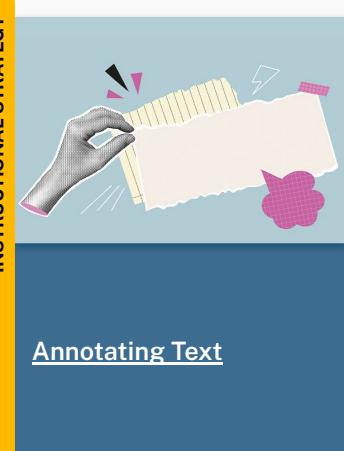
Teaching Tip



Encourage students to underline or highlight exact words that answer the question to keep their evidence focused.

Teach Britannica Resources

INSTRUCTIONAL STRATEGY



Annotating Text

Reading Informational Text

Name: _____ **Date:** _____

The Gupta Empire

Instructions: Read the article and answer the questions found throughout the text in your own words. Then complete the Main Idea and Details graphic organizer.

For more than two centuries, from about 320 to 540 ce, the Gupta dynasty governed the northern half and central parts of the Indian subcontinent. This territory included most of the Indian peninsula, as well as areas now in Pakistan and Bangladesh. The Gupta period holds a significant place in Indian history. It has often been called the "Golden Age" of India. It was a time of great developments in literature, art, architecture, and various scientific fields that are traditionally thought to have taken place during the reign of the Gupta dynasty.

History of the Gupta Empire

The first ruler of the dynasty, Chandragupta I, ruled from about 320 to 350 ce. He was able to expand his empire to include the region of Magadha (modern Bihar). He was succeeded by his son, Samudragupta, who ruled about 332 to 370 ce. Magadha became a local center in the kingdom of Magadha (part of modern Bihar). Samudragupta's empire was the largest that controlled north India, and perhaps he, increased his power and territory. By the time of his son, Chandragupta II, who ruled from 380 to 415 ce, for his son and successor, Samudragupta, to begin the military conquests

The Gupta dynasty rose from the earth this month in the year 400 ce. This area of ancient India is the near-eastern city of Cusco. This area of ancient Inca culture is the city of Machu Picchu. The Inca culture is known for its precision engineering and its intricate stone walls. The Inca culture is known for its precision engineering and its intricate stone walls.

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Many dynastries, Among the places he annexed, or added to the empire, was Pataliputra (modern Patna), which was to become the capital of the Gupta Empire. At the end of his reign, he was succeeded by his son, Samudragupta, who continued the campaigns successfully demonstrated his military skill. In India, he is depicted as a single figure, standing on a lion, holding a sword and the ganges river. He is also shown during the Gupta reign. He was known as a devotee of the god Vishnu, indicating a reliance of Hinduism.

The Gupta Empire

A gold coin from the Gupta Empire, showing the emperor Samudragupta.



DOK 3 ►

Make Inferences ►

Make Inferences questions ask students to draw conclusions from text. Students demonstrate their ability to perceive an author's intention or deduce implied meaning. With practice, students develop processes of reasoning for analyzing many types of text.

Teaching Tip

Encourage students to consider historical context to better understand how the text's time, place, and circumstances shape its meaning and intent.

In his Farewell Address of 1796, George Washington said he feared that people wanting power might use political parties to take over the government. He also worried that the competition in political parties would distract leaders from doing their jobs and serving the people. As the first president of the United States, Washington was the only one who did not represent any political party.

Which **two** of the following statements would Washington agree with?

- Political parties ensure an equal distribution of government power among people.
- Bipartisanship is easier to achieve due to shared values and beliefs on many topics.
- The two-party system may lead to ideas not being included in government and policies.
- Bipartisanship can be difficult to achieve because of divides between political parties.
- All citizens feel represented by the two major political parties and their platforms.

Check Answer**Back****Next**

SKILL BUILDER

"I Have A Dream" Speech by Martin Luther King, Jr. (1963)

Instructions: Read the primary source, define the terms in bold using context clues or a dictionary, and answer the questions found throughout the text in your own words. Then complete the Quotes That Make History activity.



Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been living in the shadow of slavery. It came as a joyous daybreak to end

"I Have A Dream"
Speech by Martin Luther King, Jr. (1963)

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INSTRUCTIONAL STRATEGY



Assessment Item Analysis

GRAPHIC ORGANIZERS

Multi-Event Critical Analysis

Why did it happen? → What happened? (critical event) → What was the impact?

Multi-Event Critical Analysis

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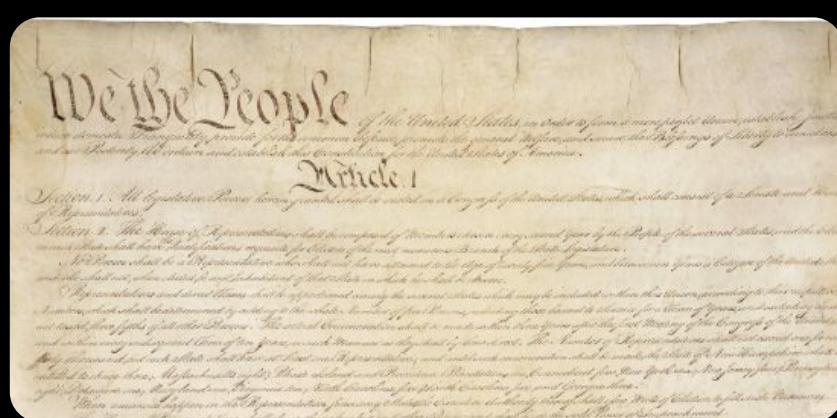
SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

SWOT Analysis

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Problem and Solution questions ask students to explain, describe, and analyze a problem-solution relationship. Students demonstrate their ability to connect concepts and causation to understand a topic. With practice, students develop a deeper understanding of how events and ideas connect.



The United States Constitution

This original copy of the U.S. Constitution is on display in Washington, D.C.

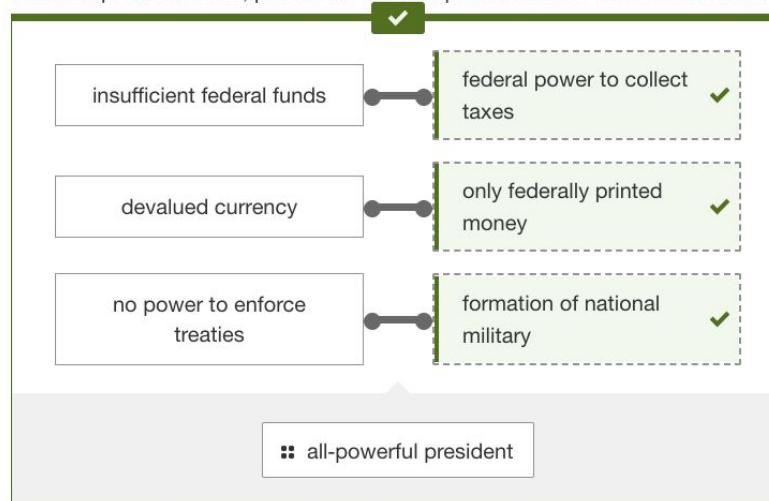
National Archives, Washington, D.C.

DOK 3 ►

Problem and Solution ►



This lesson's articles discuss the power struggle between the federal and the state governments under the Articles of Confederation and the problems that this struggle caused. The U.S. Constitution is designed to address these issues. For each problem below, predict the solution provided in the U.S. Constitution.



Check Answer

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Teaching Tip



Encourage students to identify what the situation was like at the beginning and track how it changed over time, or to recognize conflicts and tensions along with their resolutions, to deepen their understanding of historical events.

Teach Britannica Resources

INSTRUCTIONAL STRATEGY



Critical Event Analysis

GRAPHIC ORGANIZER

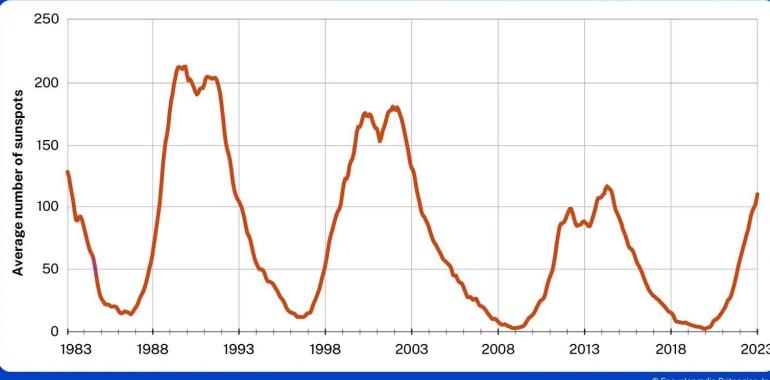
Problem and Solution		
Problem/Issue		
Solution #1	Solution #2	Solution #3
Action	Action	Action
Result	Result	Result

Problem and Solution



Average Sunspot Activity

Source: Space Weather Prediction Center



© Encyclopædia Britannica, Inc.

A Changing Surface

Scientists track solar activity, including sunspots, over time.

Encyclopædia Britannica, Inc.

DOK 3 ▶

Analyze and Interpret Data ▶



During the solar cycle, solar activity reaches a solar maximum, a period during which the appearance of sunspots peaks before dropping off sharply.

Based on information in the lesson and the graph above, which **three** statements below can be inferred?

- There are three solar maximums during each solar cycle.
- The Sun's magnetic poles flipped three times in the shown time period. ✓
- The Sun's relative effect on Earth was likely greatest from 1989 to 1992. ✓
- The Sun was much cooler in the solar cycle that peaked around 2014.
- The Sun's solar cycle varies in length and intensity of solar activity. ✓
- The effect of the Sun's features on Earth continues to decrease over time.

[Check Answer](#)

[Back](#)

[Next](#)

Analyze and Interpret Data

questions ask students to find meaning and patterns in data presented in various ways. Students demonstrate their ability to understand data by tabulating, graphing, or using statistical analysis. With practice, students can assess the meaning and relevance of data when constructing explanations and solving problems.

Teaching Tip



When working with data, guide students to read all labels, headings, and units. Then have them identify trends or patterns in the data and apply those observations as they evaluate the answer choices.

Teach Britannica Resource

GRAPHIC ORGANIZER

Name: _____ Date: _____ Britannica EDUCATION

Patterns

Describe the pattern. Use details to support your description.

Classify the pattern. Explain whether it is a pattern in structure, a pattern in data, or a pattern of events.

Use the pattern to make and support a prediction or to identify evidence of a cause-and-effect relationship. Clearly explain the connection to the pattern.

Patterns



Claims-Evidence-Reasoning questions ask students to analyze connections among evidence, scientific reasoning, and claims and to evaluate examples of evidence and reasoning as support for a specific claim. Students demonstrate their ability to explain how evidence does or does not support an argument. With practice, students develop reasoning processes and can leverage evidence to provide and support their own claims.



Changing the Flow of Water

A dam blocks the natural flow of water and affects the watershed on both sides of it.

© Lawrence W Stolte/Dreamstime.com

DOK 2 ►

Claims-Evidence-Reasoning ►



What claim is best supported by the image and caption on this page?

- Weathering shapes the land.
- Human activities affect watersheds.
- Natural processes affect watersheds.
- People use dams to collect water for farming.

Check Answer

Back

Next

Teaching Tip



Remind students that scientific reasoning provides the connection between evidence and a scientific claim. Then have them identify the scientific reasoning that would connect the evidence to the claim in the question.

Teach Britannica Resources

INSTRUCTIONAL STRATEGY

Argumentative Writing

Name: _____ Date: _____ Britannica EDUCATION

Claim, Evidence, Reason Web

Claim

Reason A	Reason B	Reason C
----------	----------	----------

Claim, Evidence, Reason Web

Evidence A3 Evidence B3 Evidence C3

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Construct and Interpret Models questions ask students to develop and revise models to accurately represent scientific concepts or phenomena and to use existing models to analyze the parts of a system and how they interact. Students demonstrate their ability to identify the limitations of models and to use models to support explanations and predictions. With practice, students understand how evidence and observations lead to the development and revision of models that make sense of phenomena.

DOK 3 ►

Construct and Interpret Models ►



Read the passage below. Then answer the question.

Imagine your teacher instructs you and a partner to create a model of the Sun. You create a 3-D model that is about the size of a basketball. In the center, you label the core. You label the layer above the core as the radiative zone and the layer above that as the convection zone. Above the convection zone, you label the photosphere, and above that, the chromosphere. Finally, you label the outermost layer the corona. After reviewing your model with your partner, you decide to make some changes.

What could you do to improve your model to make it more accurate or detailed? Select the **three** correct answers.

- Draw several circular sets of arrows in the convection zone
- Add another thick layer around the corona to make it larger
- Switch the labels of the photosphere and the chromosphere
- Add a solar flare and prominence erupting from the outer layer
- Paint or draw a few pairs of dark sunspots on the photosphere
- Add rays coming from all around the outer layer of the model

Check Answer**Back****Next****Teaching Tip**

Reinforce that questions based on scientific models might require interpreting an existing model or developing a new model of a scientific phenomenon. In both cases, understanding that models are simplified representations can help students select the correct response.

Teach Britannica Resources

INSTRUCTIONAL STRATEGY

Draw to Understand

Name: _____	Date: _____	
See, Think, Wonder		
What do you see?	What do you think?	What do you wonder?
See, Think, Wonder		



Engineering and Design questions ask students to apply their understanding of scientific concepts and the engineering design process as they identify problems, describe criteria and constraints related to possible solutions, and explain how possible solutions are tested, modified, and optimized through iterative testing. Students demonstrate their ability to navigate all steps of the design process. With practice, students develop their design thinking skills and can logically approach many types of problems.

DOK 3 ►

Engineering and Design ►



Read the passage below. Then answer the question.

Drip irrigation and water sprinklers are two solutions for watering plants. When water sprinklers are used, water is delivered to the plants rapidly, which can result in runoff and evaporation. Drip irrigation involves running tubes alongside plants. Water drips steadily from the tubes, which allows plants to receive water more slowly than they would if sprinklers were used. This decreases evaporation and runoff.

Based on this description, what design problem was drip irrigation designed to solve?

- How can plants be watered as quickly as possible?
- How can water be collected and reused to water plants?
- How can water quality be monitored while plants are watered?
- How can water be conserved while still supporting plant growth? ✓

Check Answer**Back****Next****Teaching Tip**

Remind students that questions may draw on their knowledge of specific steps in the design process or might emphasize the connections between problems and solutions. Taking time to determine the focus of the question can help students select the correct response.

Teach Britannica Resources

GRAPHIC ORGANIZERS

Name: _____ Date: _____ Britannica EDUCATION					
Developing and Evaluating Designs					
Design 1	Design 2				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Advantages</td> <td style="width: 50%;">Disadvantages</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Advantages	Disadvantages		
Advantages	Disadvantages				
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Advantages	Disadvantages				
Design 3 Design 4					
Developing and Evaluating Designs					

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Date: _____

The Step-by-Step Plan

Task	Materials	Tools

The Step-by-Step Plan



Mathematical Reasoning questions ask students to use mathematics to describe the natural and designed worlds. Students demonstrate their ability to use computation to analyze data and explain phenomena. With practice, students use mathematical reasoning to evaluate ideas, draw conclusions, and compare alternative design solutions.

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$\text{speed} = \frac{25 \text{ m}}{25 \text{ s}}$$

$$\text{speed} = 1 \frac{\text{m}}{\text{s}}$$

$$\text{velocity} = \frac{\text{displacement}}{\text{time}}$$

$$\text{velocity} = \frac{25 \text{ m, right}}{25 \text{ s}}$$

$$\text{velocity} = 1 \frac{\text{m}}{\text{s}}, \text{ right}$$

Calculating Speed and Velocity

Speed is calculated by dividing distance by time. Velocity is calculated by dividing displacement by time.

© Lawrence W Stolte/Dreamstime.com

Teaching Tip



Remind students that incorrect response choices are often based on common errors in calculations. Taking the time to double-check and assess the reasonableness of their responses can help students eliminate careless mistakes.

DOK 2 ▶

Mathematical Reasoning ▶



Read the passage below. Then select the correct value from each drop-down menu to complete the passage.

In 10 minutes, a swimmer moved a distance of 200 meters. Their speed is 20 m/min. If their motion occurred by swimming back and forth, starting at the left edge, in a pool that is 50 meters from one edge to the other, their displacement at the end of the 10-minute period is 0 m and their velocity is 0 .

Check Answer

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Teach Britannica Resource

TEACHER TOOLKIT

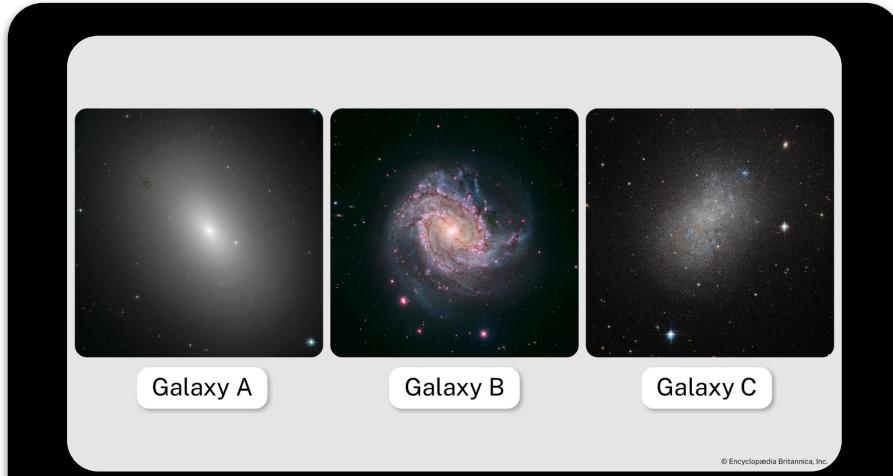


Mathematical Reasoning

Compare and Contrast



Compare and Contrast questions require students to examine two or more ideas, events, or sources and identify how they are similar and different in ways that deepen their understanding of the topic.



Three Galaxies

Each of these images shows a different kind of galaxy.

NASA/ESA/Hubble Space Telescopes Advanced Camera for Surveys (ACS), NASA Goddard; Photo illustration Encyclopædia Britannica, Inc.

DOK 2 ►

Compare and Contrast ►



Think about the article you just read and observe the images of the three galaxies on this page. Then drag each description to the correct column.

Galaxy A	Galaxy B	Galaxy C
elliptical galaxy	✓	✓
little gas to form new stars	✓	✓
random movement of stars	✓	✓

Check Answer

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Next

Teaching Tip



Remind students that comparing and contrasting involves finding similarities and differences between objects or ideas.

Teach Britannica Resources

BELL RINGER/EXIT TICKET

Name: _____	Date: _____	<small>© Encyclopædia Britannica, Inc. All rights reserved.</small>
Comparing the News		
<p>Instructions: Use the Venn diagram below to compare and contrast two news items. Then answer the questions that follow.</p>		
Comparing the News		
<p><small>© Encyclopædia Britannica, Inc. All rights reserved.</small></p>		

Name: _____	Date: _____	<small>© Encyclopædia Britannica, Inc. All rights reserved.</small>
Odd One Out		
<p>1. I think the odd one out is _____</p>		
<p>2. I think the odd one out is _____</p>		
<p>3. I think the odd one out is _____</p>		
<p>4. I think the odd one out is _____</p>		
Odd One Out		
<p><small>© Encyclopædia Britannica, Inc. All rights reserved.</small></p>		

Main Idea and Detail questions ask students to identify the main idea of a text and explain details that support it. Students demonstrate their ability to determine one or more central ideas in a text and analyze how the details help advance the expressed ideas. With practice, students develop their reading comprehension and deepen their topical knowledge by self-orienting within any text and analyzing it for understanding.

Teaching Tip



Remind students that the main idea will be supported in multiple parts of the text. If only one sentence fits, it's probably a detail, not the main idea.

DOK 1 ➔

Main Idea and Details ►

三



Read the passage below. Then highlight the sentence that describes Homer's lasting influence.

Homer was an early Greek poet known for creating two famous epic poems, *The Iliad* and *The Odyssey*. Homer's stories established key themes of heroism and adventure that continue to shape literature today. ✓ *The Iliad* tells the story of the Trojan War and the Greek hero Achilles. *The Odyssey* follows King Odysseus on his long journey home. These poems were spoken or sung by storytellers before being written down.

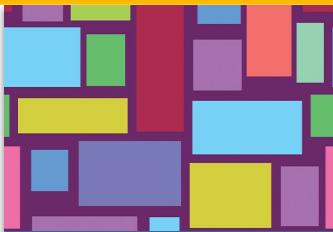
Check Answer

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Teach Britannica Resources

INSTRUCTIONAL STRATEGIES



Column Notes



Paraphrasing

SKILL BUILDERS

Reading Informational Text	
Name:	Date:
<h2>Eugenics</h2>	
<p>Instructions: Read the article and define the terms in bold using context clues or a dictionary. Then complete the Main idea and Details graphic organizer.</p> <p>Eugenics is the selection of desired heritable characteristics in order to improve future generations, typically through selective breeding. The term was coined in 1883 by Sir Francis Galton, a cousin of Charles Darwin's theory of natural selection, advocated a system that would allow "the more suitable races or strains of men a better chance of prevailing over the less suitable than do the rest of mankind." Galton's ideas were popular in the early 1900s, and the term "eugenics" was coined in 1901. The term was used to describe the belief in society was ruled by "survival of the fittest," helped advance eugenics into serious scientific study in the early 1900s. By World War I many scientists and political leaders supported eugenics. However, after Hitler came to power in the 1930s and 1940s, when the experiments of eugenics became heavily criticized, and the Nazis used eugenics to support the extermination of entire races.</p>	
Term	Definition
heritable	
suitable	

HISTORY
The advance of eugenics in the late 19th century was concurrent with an increasing appreciation of Darwinian account for change or evolution within society—what contemporaries referred to as social Darwinism. Darwin had concluded his explanations of evolution by arguing that the greatest steps humanity could make in their own history would occur when they realized that they were not completely guided by instinct. Rather, humans, through selective reproduction, had the ability to control their own future evolution.

A. **Eugenics** (from the Greek *eugenes*, meaning “of noble stock”) developed. It led to terms such as positive eugenics, (eugenics of stock), and negative eugenics, defined as “protecting mankind from genetic defects.”

Reading Informational Text

Name: _____ Date: _____

Standing Rock Protests

Instructions: Read the article and write a summary in your own words.

The Standing Rock protests were launched in 2016 and 2017 to halt the construction of the Dakota Access pipeline. The pipeline, which carries oil from North Dakota to Illinois, was built by members of the Standing Rock Sioux Tribe, who argue that the pipeline would pollute their sacred land as well as their water supply, but over time the demonstrations grew into a movement that spread across the United States. The protests culminated in numerous acts of violence, with federal officers using tear gas and rubber bullets, shocking them with Tasers, and blasting them with water cannons.



construction, but this decision was reversed after President Donald Trump took office, and construction was finished in 2017.

Opposition to the Pipeline

Resistance to the oil pipeline started as early as 2014, when the representatives of the Standing Rock Sioux Tribe met with Energy Transfer Partners, the Texas-based company behind the project. The company's plan was for the pipeline to run more than 1,100 miles, from a section of the Bakken shale formation in North Dakota through South Dakota, Minnesota, and North Dakota to the refineries in Illinois.



Sequence and Patterns questions ask students to observe and recognize patterns. Students demonstrate their ability to examine the relationship between ideas in a text, such as a process, cycle, or series of events. With practice, students can identify and use a sequence or pattern to analyze complex relationships.

Excerpt from *The Souls of Black Folk* (1903)

It is in the early days of rollicking boyhood that the revelation first bursts upon one, all in a day, as it were. I remember well when the shadow swept across me. I was a little thing, away up in the hills of New England.... In a wee wooden schoolhouse, something put it into the boys' and girls' heads to buy gorgeous visiting-cards—ten cents a package—and exchange. The exchange was merry, till one girl, a tall newcomer, refused my card,—refused it peremptorily, with a glance. Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil.

rollicking: enjoyable in a lively or noisy way

revelation: a usually secret or surprising fact that is made known

peremptorily: in a way that means you must obey without any questions or excuses

mayhap: perhaps

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Teaching Tip



Teach students to look for words that indicate order, such as *first*, *next*, *then*, *after*, and *finally*, and use those clues to trace the relationships or connections between events or items.

A Realization

In *The Souls of Black Folk*, Du Bois wrote about his realization that others saw him as different.

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DOK 1 ▶

Sequence and Patterns ▶



Think about the article you just read. Put the following events in W.E.B. Du Bois's life in the order in which they happened. Begin with the event that happened first.

- ☰ He won a scholarship to Fisk University in Nashville, Tennessee. ✓
- ☰ He became the first Black American to earn a Ph.D. from Harvard University. ✓
- ☰ He studied the social and economic conditions of Black Americans in Philadelphia. ✓
- ☰ He published a book of essays called *The Souls of Black Folk*. ✓

Check Answer

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Teach Britannica Resources

GRAPHIC ORGANIZER

Name: _____ Date: _____ Britannica EDUCATION

Patterns

Describe the pattern. Use details to support your description.

Classify the pattern. Explain whether it is a pattern in structure, a pattern in data, or a pattern of events.

Use the pattern to make and support a prediction or to identify evidence of a cause-and-effect relationship. Clearly explain the connection to the pattern.

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SKILL BUILDER

Name: _____ Date: _____ Britannica EDUCATION

Feudal Japan

Instructions: Read the article and use the Annotating Text Codes to demonstrate your thinking. Then choose eight significant events to add to the Timeline graphic organizer.

Annotating Text Codes

- ☰ Identify important keywords/terms.
- ☰ Define definition or supporting context clues.
- ☰ Identify opinions and confusion.
- ☰ Identify new important information or big ideas.
- ☰ Draw arrows to show related ideas.

Timeline

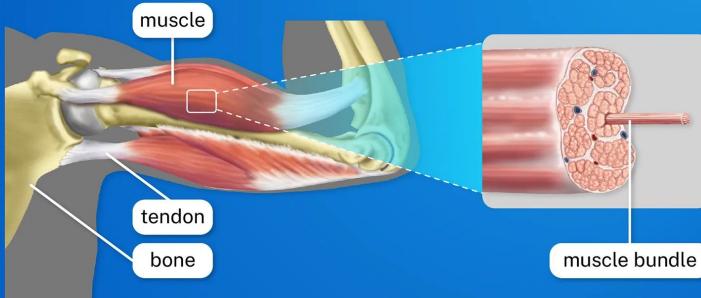
Japan is an island nation in East Asia. It is the 10th largest country in the world. The first was founded by Minamoto Yoritomo in 1192 and lasted until 1333 and was based in Kamakura. It was known as the Kamakura Shogunate. The second, called the Kamakura Shogunate, was established in 1333. It lasted until 1392. The third was founded by Tokugawa Ieyasu. Its headquarters were at Edo (modern Tokyo) and lasted from 1603 until 1868. It is also known as the Edo Shogunate.

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Summarize and Synthesize questions ask students to condense and retell the most important information and, possibly, to combine ideas. Students demonstrate their ability to take multiple thinking steps and to scaffold their thinking around multiple sources and points of data. With practice, students build the scientific knowledge to extract evidence and critique arguments.

Structure of Muscle



Teaching Tip



Remind students that the skill of summarizing information is used when analyzing text as well as with diagrams, images, charts, and graphs.

Muscle Tissue

Skeletal muscles are made of bundles of muscle fibers.

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DOK 2 ►

Summarize and Synthesize ►



Which sentences best summarize the information in the diagram on this page?
Select the **two** correct answers.

- One muscle function is to pump blood.
- One muscle function is to move body parts. ✓
- Each muscle bundle is part of a different muscle.
- Each muscle is made up of many muscle bundles. ✓
- Many muscles make up a single muscle bundle.
- Tendons and bones are also made up of muscle bundles.

Check Answer

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Teach Britannica Resources

SKILL BUILDER

Reading Informational Text

Name: Date: **Sean Sherman**

Instructions: Complete the pre-reading section of the Summarization Note-Taking graphic organizer before you read the article. Then use the graphic organizer to take notes as you read and complete a final reflection.

Early life
Sean Sherman is a chef, activist, ethnohistorian, and educator. He is a member of the Oglala Lakota people and grew up on the Pine Ridge Reservation in South Dakota. His family had lived there for generations. Sherman learned to hunt, fish, and garden to supplement government food rations. He began cooking in restaurants in the 1990s. After graduating from high school, he worked for the U.S. Forest Service. Sherman learned about native plants, ingredients, and cooking from his grandmother. In 2001, Sherman became an executive chef at the First Call restaurant in Minneapolis, Minnesota, in 2002.

The Sioux Chef
In 2003, Sherman was living in San Francisco, a small town in Nayarit, Mexico, he was inspired by the local Indigenous Huichol customs. Sherman returned to the United States and began to research native ingredients and cooking methods. In 2008, he moved to the United States and began to work in the food industry. In 2010, he founded the Sioux Chef, a catering and food education company. The following year, along with the Little Earth of United Tribes Community, Sherman opened Tatanka's Cook, a food truck serving traditional, sustainable food of the Indigenous peoples of the Dakota and Minnesota territories.

Key Terms
ethnohistorian: a person who studies how peoples of a particular culture and region make use of indigenous natural plants
Food sovereignty: the right of a community to choose what food to grow and to sustainably manage their lands and their cultures
Sean Sherman: **award-winning** sustainable managing between people and land

INSTRUCTIONAL STRATEGY



Six-Word Summary

Use Vocabulary questions ask students to determine the meaning of domain-specific words or phrases using context clues. Students demonstrate their ability to navigate the scientific and technical vocabulary in scientific texts. With practice, students can read, understand, and use appropriate terminology in scientific discussions and writing.

Teaching Tip



Remind students that many words have several meanings. The correct meaning often can be determined by reading the word in context.

DOK 2 ► Use Vocabulary ►



Read the passage below. Then answer the question.

After the big bang, the universe continued to expand. Within a few minutes, the universe cooled enough to allow the formation of nuclei of certain chemical *elements*.

Which phrase is closest in meaning to the word *elements* as it is used in the passage?

- parts of a situation or an activity
- parts of an electrical device that produces heat
- violent or severe weather
- substances that consist of atoms of one kind



[Check Answer](#)

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Teach Britannica Resources

SKILL BUILDER

Reading Informational Text

Name: _____ Date: _____

The Ghana Empire

Instructions: Read the article. Define the terms in bold using context clues or a dictionary. Then answer the questions below.

The Ghana Empire was the first known and most powerful of the medieval trading empires in West Africa. Led by Mande-speaking peoples of the Soninke and Wolof ethnic groups, it derived its name from the Mandé word for "warrior king." Although the modern country of Ghana was named after the empire, the empire's borders covered hundreds of miles north and west of modern Ghana. In an area that is now part of Mali and Senegal, the empire's capital was moved many times. The capital was moved from one place to another; archaeologists have tentatively identified several possible locations, including the modern Bamako, Mali, as the final capital. According to unconfirmed Soninke tradition, the empire of Ghana originated in the 4th century. It expanded rapidly, conquering neighboring kingdoms and founded from the 7th through the 13th century. Ghana capitalized on its location at the crossroads of trade between the Axum and Berber salt traders of the Sahara to the north and the gold and ivory traders of the south.

The Ghana Empire

Term	Definition
empires	large, powerful states
annexed	added to the empire
ivory	the white, textured material from the tusks of elephants

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INSTRUCTIONAL STRATEGIES



Collaborative Vocabulary Exploration



Linked Words



Mini Glossary