

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

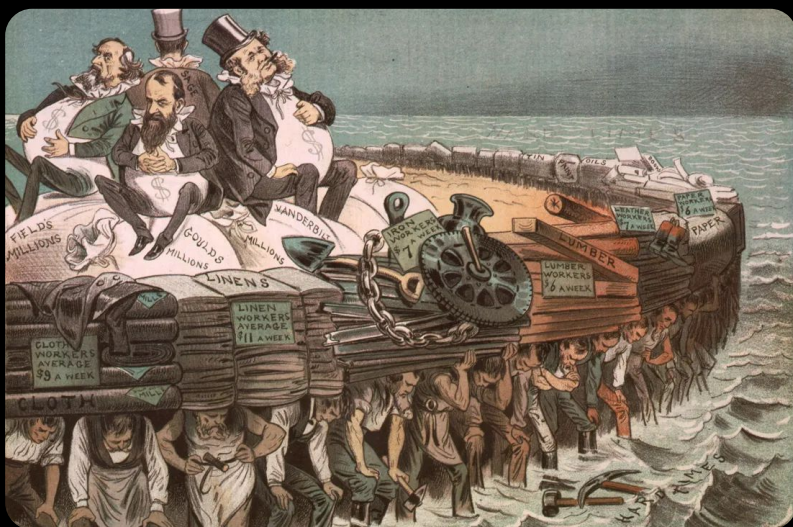


Analyze Media questions ask students to interpret information from media. Students demonstrate their ability to assess multimedia elements and integrate findings with content from text. With practice, students can evaluate how media helps them understand a topic.

Teaching Tip



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



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 ▶

Analyze Media ▶



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

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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 OR EASY PAYMENTS

PERFECT TITLE OR POSSESSION WITHIN THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

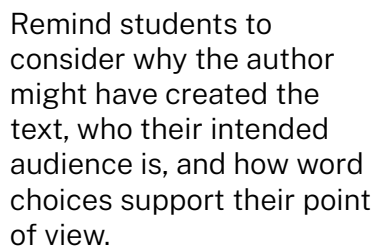
In 1909 the Government of the United States Sold Six Acres More Land in Figures:

Category	1911-13	1912-14	1913-15	1914-16	1915-17	1916-18	1917-19	1918-20	1919-21	1920-22	1921-23	1922-24	1923-25	1924-26	1925-27	1926-28	1927-29	1928-30	1929-31	1930-32	1931-33	1932-34	1933-35	1934-36	1935-37	1936-38	1937-39	1938-40	1939-41	1940-42	1941-43	1942-44	1943-45	1944-46	1945-47	1946-48	1947-49	1948-50	1949-51	1950-52	1951-53	1952-54	1953-55	1954-56	1955-57	1956-58	1957-59	1958-60	1959-61	1960-62	1961-63	1962-64	1963-65	1964-66	1965-67	1966-68	1967-69	1968-70	1969-71	1970-72	1971-73	1972-74	1973-75	1974-76	1975-77	1976-78	1977-79	1978-80	1979-81	1980-82	1981-83	1982-84	1983-85	1984-86	1985-87	1986-88	1987-89	1988-90	1989-91	1990-92	1991-93	1992-94	1993-95	1994-96	1995-97	1996-98	1997-99	1998-00	1999-01	2000-02	2001-03	2002-04	2003-05	2004-06	2005-07	2006-08	2007-09	2008-10	2009-11	2010-12	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29	2028-30	2029-31	2030-32	2031-33	2032-34	2033-35	2034-36	2035-37	2036-38	2037-39	2038-40	2039-41	2040-42	2041-43	2042-44	2043-45	2044-46	2045-47	2046-48	2047-49	2048-50	2049-51	2050-52	2051-53	2052-54	2053-55	2054-56	2055-57	2056-58	2057-59	2058-60	2059-61	2060-62	2061-63	2062-64	2063-65	2064-66	2065-67	2066-68	2067-69	2068-70	2069-71	2070-72	2071-73	2072-74	2073-75	2074-76	2075-77	2076-78	2077-79	2078-80	2079-81	2080-82	2081-83	2082-84	2083-85	2084-86	2085-87	2086-88	2087-89	2088-90	2089-91	2090-92	2091-93	2092-94	2093-95	2094-96	2095-97	2096-98	2097-99	2098-00	2099-01	2100-02	2101-03	2102-04	2103-05	2104-06	2105-07	2106-08	2107-09	2108-10	2109-11	2110-12	2111-13	2112-14	2113-15	2114-16	2115-17	2116-18	2117-19	2118-20	2119-21	2120-22	2121-23	2122-24	2123-25	2124-26	2125-27	2126-28	2127-29	2128-30	2129-31	2130-32	2131-33	2132-34	2133-35	2134-36	2135-37	2136-38	2137-39	2138-40	2139-41	2140-42	2141-43	2142-44	2143-45	2144-46	2145-47	2146-48	2147-49	2148-50	2149-51	2150-52	2151-53	2152-54	2153-55	2154-56	2155-57	2156-58	2157-59	2158-60	2159-61	2160-62	2161-63	2162-64	2163-65	2164-66	2165-67	2166-68	2167-69	2168-70	2169-71	2170-72	2171-73	2172-74	2173-75	2174-76	2175-77	2176-78	2177-79	2178-80	2179-81	2180-82	2181-83	2182-84	2183-85	2184-86	2185-87	2186-88	2187-89	2188-90	2189-91	2190-92	2191-93	2192-94	2193-95	2194-96	2195-97	2196-98	2197-99	2198-00	2199-01	2200-02	2201-03	2202-04	2203-05	2204-06	2205-07	2206-08	2207-09	2208-10	2209-11	2210-12	2211-13	2212-14	2213-15	2214-16	2215-17	2216-18	2217-19	2218-20	2219-21	2220-22	2221-23	2222-24	2223-25	2224-26	2225-27	2226-28	2227-29	2228-30	2229-31	2230-32	2231-33	2232-34	2233-35	2234-36	2235-37	2236-38	2237-39	2238-40	2239-41	2240-42	2241-43	2242-44	2243-45	2244-46	2245-47	2246-48	2247-49	2248-50	2249-51	2250-52	2251-53	2252-54	2253-55	2254-56	2255-57	2256-58	2257-59	2258-60	2259-61	2260-62	2261-63	2262-64	2263-65	2264-66	2265-67	2266-68	2267-69	2268-70	2269-71	2270-72	2271-73	2272-74	2273-75	2274-76	2275-77	2276-78	2277-79	2278-80	2279-81	2280-82	2281-83	2282-84	2283-85	2284-86	2285-87	2286-88	2287-89	2288-90	2289-91	2290-92	2291-93	2292-94	2293-95	2294-96	2295-97	2296-98	2297-99	2298-00	2299-01	2300-02	2301-03	2302-04	2303-05	2304-06	2305-07	2306-08	2307-09	2308-10	2309-11	2310-12	2311-13	2312-14	2313-15	2314-16	2315-17	2316-18	2317-19	2318-20	2319-21	2320-22	2321-23	2322-24	2323-25	2324-26	2325-27	2326-28	2327-29	2328-30	2329-31	2330-32	2331-33	2332-34	2333-35	2334-36	2335-37	2336-38	2337-39	2338-40	2339-41	2340-42	2341-43	2342-44	2343-45	2344-46	2345-47	2346-48	2347-49	2348-50	2349-51	2350-52	2351-53	2352-54	2353-55	2354-56	2355-57	2356-58	2357-59	2358-60	2359-61	2360-62	2361-63	2362-64	2363-65	2364-66	2365-67	2366-68	2367-69	2368-70	2369-71	2370-72	2371-73	2372-74	2373-75	2374-76	2375-77	2376-78	2377-79	2378-80	2379-81	2380-82	2381-83	2382-84	2383-85	2384-86	2385-87	2386-88	2387-89	2388-90	2389-91	2390-92	2391-93	2392-94	2393-95	2394-96	2395-97	2396-98	2397-99	2398-00	2399-01	2400-02	2401-03	2402-04	2403-05	2404-06	2405-07	2406-08	2407-09	2408-10	2409-11	2410-12	2411-13	2412-14	2413-15	2414-16	2415-17	2416-18	2417-19	2418-20	2419-21	2420-22	2421-23	2422-24	2423-25	2424-26	2425-27	2426-28	2427-29	2428-30	2429-31	2430-32	2431-33	2432-34	2433-35	2434-36	2435-37	2436-38	2437-39	2438-40	2439-41	2440-42	2441-43	2442-44	2443-45	2444-46	2445-47	2446-48	2447-49	2448-50	2449-51	2450-52	2451-53	2452-54	2453-55	2454-56	2455-57	2456-58	2457-59	2458-60	2459-61	2460-62	2461-63	2462-64	2463-65	2464-66	2465-67	2466-68	2467-69	2468-70	2469-71	2470-72	2471-73	2472-74	2473-75	2474-76	2475-77	2476-78	2477-79	2478-80	2479-81	2480-82	2481-83	2482-84	2483-85	2484-86	2485-87	2486-88	2487-89	2488-90	2489-91	2490-92	2491-93	2492-94	2493-95	2494-96	2495-97	2496-98	2497-99	2498-00	2499-01	2500-02	2501-03	2502-04	2503-05	2504-06	2505-07	2506-08	2507-09	2508-10	2509-11	2510-12	2511-13	2512-14	2513-15	2514-16	2515-17	2516-18	2517-19	2518-20	2519-21	2520-22	2521-23	2522-24	2523-25	2524-26	2525-27	2526-28	2527-29	2528-30	2529-31	2530-32	2531-33	2532-34	2533-35	2534-36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Author's Perspective ►



Teaching Tip



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.

Teaching Tip



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



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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Teach Britannica Resources

INSTRUCTIONAL STRATEGY



Annotating Text

SKILL BUILDING

[illegible]

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](#)**Teach Britannica Resources****SKILL BUILDER**

Analyzing Primary Sources

Name: _____ Date: _____

"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 Quote That Make History activity.



On August 28, 1963, an estimated 250,000 people gathered for Martin Luther King Jr.'s historic "I Have A Dream" speech in Washington, D.C. In his speech, King described a vision of a future where all people are treated equally and where the promises of the American dream are fulfilled for everyone.

Five 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 oppressed people who had been shackled to the cruel chains of slavery. It was a promise of freedom and a pledge of justice that has inspired the hearts of men and women of every race and creed.

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

INSTRUCTIONAL STRATEGY

Assessment Item Analysis

GRAPHIC ORGANIZERS

Name: _____ Date: _____

Multi-Event Critical Analysis

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

Multi-Event Critical Analysis

Name: _____ Date: _____

SWOT Analysis

Strengths	Weaknesses

Opportunities	Threats

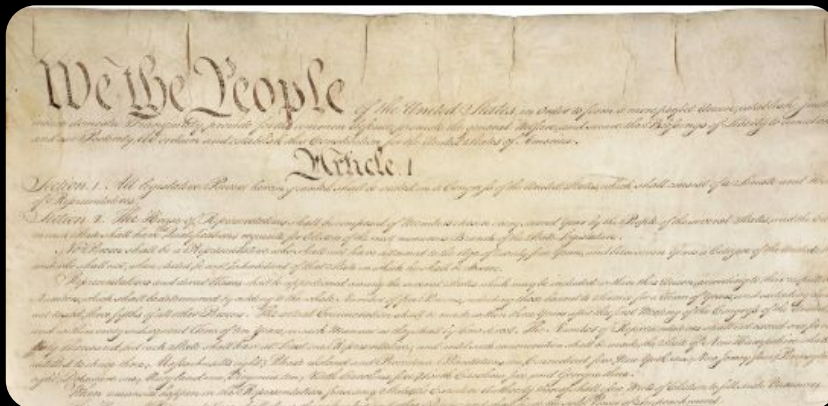
SWOT Analysis

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.

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.



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.

insufficient federal funds	federal power to collect taxes	✓
devalued currency	only federally printed money	✓
no power to enforce treaties	formation of national military	✓

all-powerful president

Check Answer

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Teach Britannica Resources

INSTRUCTIONAL STRATEGY



Critical Event Analysis

GRAPHIC ORGANIZER

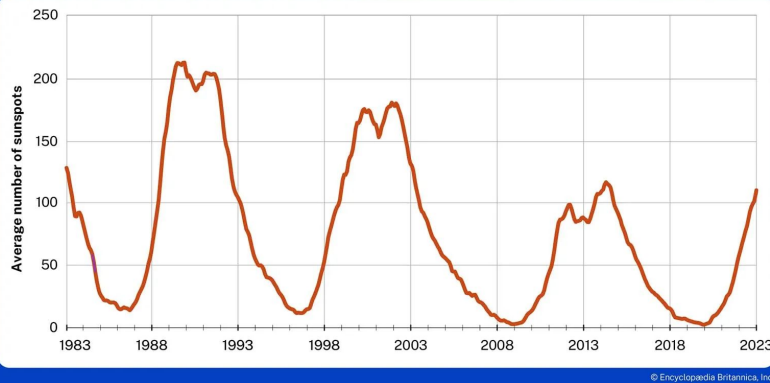
Problem and Solution	
Problem/Issue	
Solution #1	Solution #2
Action	Action
Result	Result

Problem and Solution



Average Sunspot Activity

Source: Space Weather Prediction Center



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

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 existence 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 Stoltz/Dreamstime.com

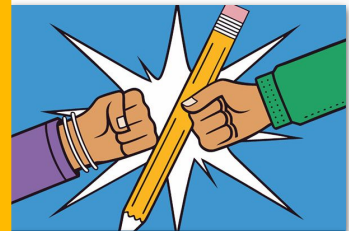
Teaching Tip



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

GRAPHIC ORGANIZER

Name: _____ Date: _____

Claim, Evidence, Reason Web

Claim		
Reason A	Reason B	Reason C
Evidence A	Evidence B	Evidence C
Evidence A2	Evidence B2	Evidence C2
Evidence A3	Evidence B3	Evidence C3

Claim, Evidence, Reason Web

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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



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.

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.

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

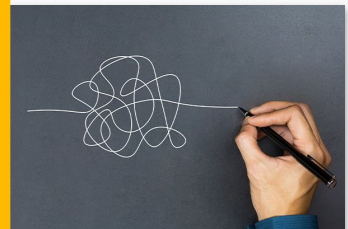
Check Answer

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Teach Britannica Resources

INSTRUCTIONAL STRATEGY


Draw to Understand

GRAPHIC ORGANIZER

Name: _____
Date: _____
BRITANNICA
EDUCATION

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: _____

Developing and Evaluating Designs

Design 1		Design 2	
Advantages	Disadvantages	Advantages	Disadvantages

Design 3		Design 4	
Advantages		Disadvantages	

Developing and Evaluating Designs

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Date: _____

The Step-by-Step Plan

Task	Materials	Tools

The Step-by-Step Plan

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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 Stoltz/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 . 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 and their velocity is .

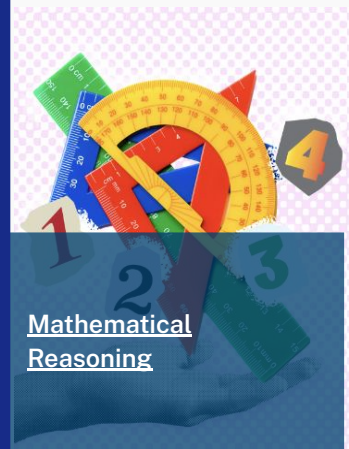
Check Answer

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Teach Britannica Resource

TEACHER TOOLKIT



Mathematical
Reasoning

Cause and Effect questions ask students to recognize and explain cause-and-effect relationships. Students demonstrate their ability to describe, illustrate, and analyze causal relationships. With practice, students observe how relationships can help them to better understand topics, events, or concepts.

Teaching Tip

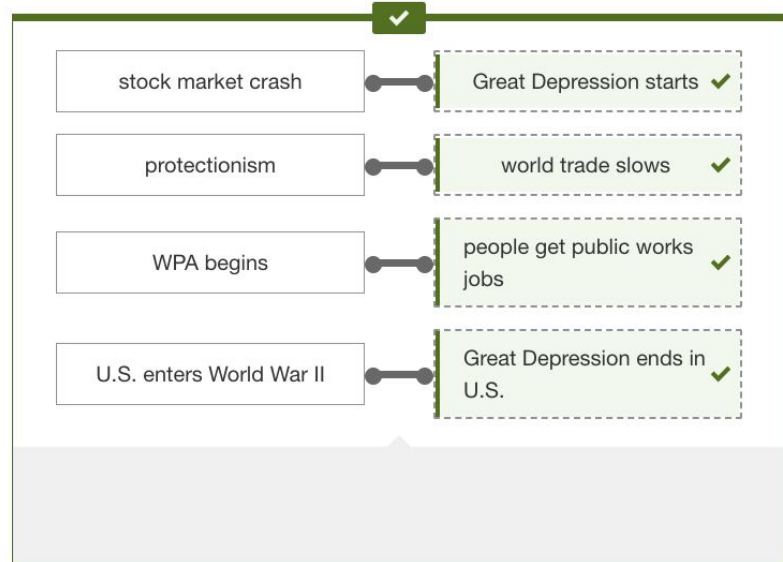
Ask students to explain the mechanism of how the cause leads to the effect to move beyond labeling and toward clearer ordered reasoning.

DOK 2 ►

Cause and Effect ►



Match each event or policy discussed in the lesson with its effect.



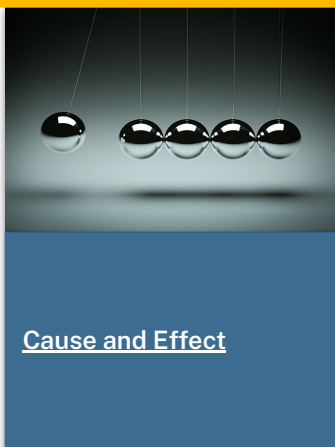
[Check Answer](#)

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Teach Britannica Resources


INSTRUCTIONAL STRATEGY



GRAPHIC ORGANIZER

Name: _____

Date: _____



Multi-Event Critical Analysis

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

Why did it happen?

→

What happened?
(critical event)

→

What was the impact?

SKILL BUILDERS

[illegible][illegible]

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.

Teaching Tip



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



Galaxy A

Galaxy B

Galaxy C

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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 ✓	spiral galaxy ✓	irregular galaxy ✓
little gas to form new stars ✓	central bulge ✓	no central disc ✓
random movement of stars ✓	arms attached to a center ✓	variety of shapes ✓

Check Answer

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Teach Britannica Resources

BELL RINGER/EXIT TICKET

Name: _____ Date: _____

Comparing the News

Instructions: Use the Venn diagram below to compare and contrast two news items. Then answer the questions that follow.

1. _____

2. _____

3. _____

Name: _____ Date: _____

Odd One Out

1. I think the odd one out is _____

2. I think the odd one out is _____

3. I think the odd one out is _____

Odd One Out

4. I think the odd one out is _____

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 ▶



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.

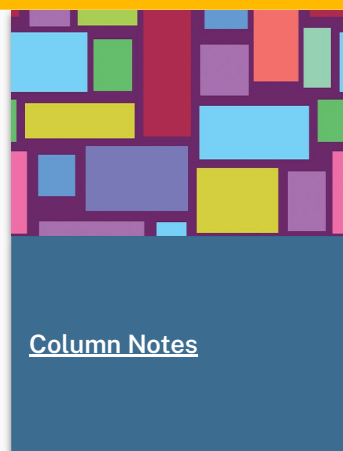
Check Answer

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Teach Britannica Resources

INSTRUCTIONAL STRATEGIES



Column Notes



Paraphrasing

SKILL BUILDERS

Reading Informational Text

Name: _____ Date: _____

Eugenics

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.

Eugenics is the selection of desired **hereditary** characteristics in order to improve future generations, typically in reference to humans. The term eugenics was coined in 1869 by British explorer and natural scientist Francis Galton, who, influenced by his cousin Charles Darwin's theory of natural selection, advocated a system that would allow "the more **valuable** races or strains of blood a better chance of prevailing speedily over the less **valuable**." Social Darwinism, the popular theory in the late 19th century that life for humans 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 scientific authorities and political leaders supported eugenics. However, it ultimately failed as a science in the 1930s and 1940s, when the assumptions of eugenics became heavily criticized, and the Nazis used eugenics to support the extermination of entire races.

Term	Definition
hereditary	
valuable	

History
The science of eugenics in the late 19th century was concurrent with an increasing appreciation of Darwin's 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 rise humans 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.

Aims
Eugenicists sought to control and improve eugenics development. It led to terms such as positive eugenics, **deliberate breeding**, and **sterilization**, and negative eugenics, defined as prohibiting marriage between eugenics, nature was far more contributory than nurture in making humans.

Term	Definition
sterilization	
deliberate breeding	

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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 a campaign undertaken in North Dakota in 2016 and 2017 to halt the construction of the Dakota Access pipeline. Early resistance to the oil pipeline was launched by members of the Standing Rock Sioux Tribe, who argued it would threaten sacred land as well as their water supply, but over time the demonstrations drew thousands of supporters from all across the United States. The protests continued in numerous acts of violence, with security workers slicing through the camps and dismantling and police arresting them with rubber bullets, shocking them with tear gas, and beating them with water cannons. In response to the campaign, President Donald Trump's administration suspended the pipeline's 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 1,700 miles from a section of the Bakken shale formation in northeastern North Dakota through South Dakota and Iowa and into Illinois. It would run through a dammed section of the Missouri River that some believed was near sacred burial sites. Many also feared that the location of the pipeline would threaten the reservation's water supply. Construction plans moved ahead despite these concerns, and North Dakota's government gave its approval in January 2016. On April 1, members of

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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.

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.

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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A Realization

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

© Peter Zelei Images — Moment/Getty Images. Photo illustration Encyclopædia Britannica, Inc.

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: _____

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 existence of a cause-and-effect relationship. Clearly explain the connection to the pattern.

Patterns

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SKILL BUILDER

Reading/Informational Text

Name: _____ Date: _____

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.
- Underline definition or supporting context clue.
- Identify sequence and confusion.
- Identify new important information or big ideas.
- Show answer to how or what.
- Identify cause or interesting part.
- Identify important main idea.

Feudal Japan

Japan is an island nation in East Asia. For most of the period between 1185 and 1603, the government of Japan was dominated by hereditary military aristocrats called shoguns. The word shogun means "general." The government of a shogun is called a shogunate.

As the shoguns acquired increased control over national affairs, they became the most powerful rulers of Japan. The shoguns lived mostly in the eastern part of Japan, in the Kanto region.

The first was founded by Minamoto Yoritomo in 1185 and lasted until 1333 and was based in Kamakura. It was known as the Kamakura shogunate. The second, called the Ashikaga shogunate, founded by Ashikaga Takauji, was based in Kyoto and lasted from 1336 until 1573. The third was founded by Tokugawa Ieyasu. Its headquarters were in Edo (modern Tokyo), and it was in power from 1603 until 1867. It is known as either the "Shogunate" or "Edo shogunate."

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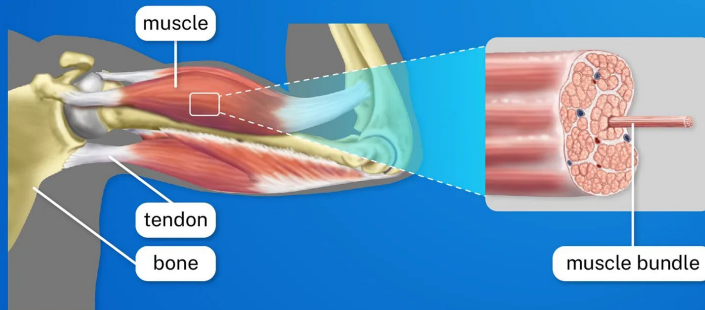
Summarize and Synthesize questions ask students to condense and retell the most important information and, possibly, to combine ideas. Students demonstrate their ability to take multiple thinking steps and to scaffold their thinking around multiple sources and points of data. With practice, students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

Teaching Tip



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

Structure of Muscle



Muscle Tissue

Skeletal muscles are made of bundles of muscle fibers.

Encyclopædia Britannica, Inc.

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, ethnobotanist, and educator. He is a member of the Ojibwe Lake Superior Tribe. Sherman was born in 1974 on the Pine Ridge Indian Reservation in South Dakota. His family had lived there for generations. Sherman grew up watching his grandparents hunt, forage, and garden to supplement government food rations. He began cooking in restaurants while attending high school. After high school, he worked for the U.S. Forest Service. Sherman learned about native plants, and plants that were used by his ancestors, as an ethnobotanist. Sherman became an executive chef in 2005.

The Sioux Chef
In 2007, Sherman was living in San Francisco, a small town in Hayward, Mexico. He was inspired by the local indigenous food culture. Sherman realized that, though the restaurants he had worked at in the United States served different types of cuisine, his cultural ingredients were missing. He wanted to create a restaurant that would honor his heritage and the cultures of the people he was working with. He founded the **Sioux Chef**, a restaurant that serves traditional, sustainable food of the Ojibwe and Dakota peoples of the Dakota and Minnesota territories.

Key Terms
ethnobotanist: a person who studies how people of a particular culture and region make use of indigenous (native) plants.
food sovereignty: the right of a community to choose the foods they will use to sustain themselves and their culture.
stewardship: sustainably managing resources and their culture.
restoring healthy relationships: between people and land.

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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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Next

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 best known and most powerful of the medieval trading empires in West Africa. Led by Mande-speaking peoples of Soninke clans, the empire took its name from the Mande word for "warrior king." Although the modern country of Ghana was named after the empire, ancient Ghana was located hundreds of miles north and west of modern Ghana, in an area that is now part of Mali and Mauritania. Over the centuries, the empire's capital was moved from one place to another; archaeologists have tentatively identified **Kumbi** as the capital of the empire. **Timbuktu** was a major center of the empire. **Wax** was a valuable export of the empire. **Gold** was mined in the empire. **Slaves** were used in the empire. **Pepper** was a valuable export of the empire. **Shells** were used in the empire. **Wax** was a valuable export of the empire. **Gold** was mined in the empire. **Slaves** were used in the empire. **Pepper** was a valuable export of the empire. **Shells** were used in the empire.

The Ghana Empire

Term	Definition
empire	
mined	
used	

INSTRUCTIONAL STRATEGIES

WORDS

Collaborative Vocabulary Exploration

Linked Words

GLOSSARY

Mini Glossary