

Evidence of MTRs, EEs and ELDs			
United States History Honors (#2100320) • Land of Hope, Student Edition and Teacher's Edition • Grades 9–12			
If category does not apply to materials please mark "N/A"			
Lesson	Benchmark of Focus	Connecting Benchmark(s)	Integrated MTRs within Student Materials and Teacher Guides
Teacher's Edition. Ch. 6 → Lesson 6.8 → Civic Discourse: Students calculate by what multiple the votes cast for president increased between 1824 and 1828, state the multiple, and assess whether a change of that magnitude is consistent with the widening of the franchise the chapter describes, checking the result against the figures in the text. Student Edition: The Election of 1828, Ch. 6, p. 193.	SS.912.CG.2.2	SS.912.A.1.6	MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.K12.MTR.6.1, MA.K12.MTR.7.1
Lesson	Benchmark of Focus	Connecting Benchmark(s)	Integrated MTRs within Student Materials and Teacher Guides
Teacher's Edition. Ch. 3 → Lesson 3.5 → Classroom Experience: Students read the Declaration of Independence and answer, citing the text, where governments derive their power, what should follow when a government fails to protect rights, which philosopher's ideas most shaped the argument, and what questions the phrase “all men are created equal” left unanswered. Student Edition: The Declaration of Independence, Ch. 3, p. 88.	SS.912.CG.1.2	SS.912.CG.1.1, SS.912.A.1.2	ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1
Teacher's Edition. Ch. 15 → Lesson 15.4 → Speaking Skills: Ask students to imagine that they are a U.S. senator in 1920 who has been approached by Henry Cabot Lodge regarding President Wilson’s desired “association of nations.” In a short 2-3 minute speech, have them either criticize or defend the League of Nations and the United States’ prospective participation in it. Student Edition: The Treaty of Versailles and the League of Nations, Ch. 15, p. 508-509.	SS.912.A.4.10	SS.912.CG.1.5, SS.912.A.1.2, SS.912.A.4.10	ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1

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Teacher's Edition. Ch. 13 → Lesson 13.3 → Language Support: Yellow journalism is glossed directly as an idiom whose meaning cannot be recovered from its parts. Students establish the term, rehearse the reasoning aloud using the frame “Newspapers influenced opinion by ____, which led readers to ____,” then write it, and label a front page with what it shows and what it argues. Student Edition: Figure 13.7, New York Evening Journal front page, Ch. 13, p. 426.	SS.912.A.4.3	SS.912.A.1.4, SS.912.A.1.7	ELD.K12.ELL.SS.1, ELD.K12.ELL.SI.1