

2026 Florida K-12 Social Studies Instructional Materials Adoption Bid #2005–Land of Hope, Second Edition

IM 8 Questionnaire:

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Answer: Wilfred M. McClay holds the Victor Davis Hanson Chair in Classical History and Western Civilization at Hillsdale College. Before coming to Hillsdale in the fall of 2021, he was the G.T. and Libby Blankenship Chair in the History of Liberty at the University of Oklahoma, and the Director of the Center for the History of Liberty. His book, *The Masterless: Self and Society in Modern America*, received the 1995 Merle Curti Award of the Organization of American Historians for the best book in American intellectual history. He is a graduate of St. John's College (Annapolis) and received his Ph.D. in History from Johns Hopkins University.

John D. McBride was educated at Rice University (BA 1968, MA 1971) and the University of Virginia (PhD 1977). He taught high school history in Chattanooga, Tennessee, from 1974 to 2010 at the Baylor School and David Brainerd Christian School. He also taught political science and history as an adjunct for the past twenty-five years at the University of Tennessee at Chattanooga. For the past six years, Dr. McBride has taught (as a volunteer and most recently as an adjunct for Georgia State University) at Walker State Prison, which is Georgia's character-and-faith-based prison.

Timothy K. Minella is the Director of Higher Education at the Goldwater Institute's Van Sittert Center for Constitutional Advocacy. He has served on the faculty of the Lewis Honors College at the University of Kentucky. He has also taught at Emory University and Villanova University. He has published works on American history, the history of science, and the history of education. Timothy earned his Ph.D. in history from the University of South Carolina.

Scott Backus is the Civics Education Specialist with the Van Sittert Center for Constitutional Advocacy at the Goldwater Institute. Previously, Scott served for almost 30 years in public education. He taught social studies, sociology, and U.S., world and ancient history at the high school and middle school level. Later, Scott received a master's degree from Grand Canyon University in Education Administration. He has worked as the Director of Alternative Education, overseeing 13 independent campuses. He has also served as an assistant principal and principal of various schools in Texas, Tucson and Phoenix.

Billy Robb is a Master Teaching Fellow with the Van Sittert Center for Constitutional Advocacy at the Goldwater Institute. He lives in Phoenix, Arizona, where he has been teaching American history at the high school level for the past eleven years. He has a bachelor's degree from Arizona State University and a master's degree from Santa Clara University.

Monica Klem is an independent scholar whose research has focused on ordinary women's negotiations of moral questions in private and civic life during the nineteenth century. She holds an M.P.P. in American Politics from Pepperdine University and a B.A. in History from the University of Dallas. A co-author of *Pity For Evil: Suffrage, Abortion, and Women's Empowerment in Reconstruction America* (Encounter Books, 2023), she has been published in *National Review*, *Public Discourse*, *Philanthropy* magazine, and the *Encyclopedia of American Philanthropy*.

Students: Describe the type(s) of students for which this submission is intended.

Answer: These instructional materials are designed to serve high school students enrolled in a United States Honors History course.

1. List the Florida districts in which this program has been piloted in the last eighteen months.

Answer: The Land of Hope, second edition program has just been released with a copyright of 2026, and thus, has not been piloted in the state.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Answer: The Teacher's Edition contains a standards index for both the Student Edition and the Teacher's Edition. It will be available in a digital EPUB 3.3 file that is searchable on standard EPUB readers.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Answer: The Land of Hope textbook offers an integrative approach to history, in which students engage with a single, continuous narrative while analyzing embedded primary sources, maps, illustrations, photographs, and paintings as historical evidence. The Teacher's Edition reinforces the narrative by providing chapter by chapter lesson plans, primary source engagement exercises, foundational skills and exercises, and formative and summative assessments, while spiraling essential themes, facts, and key concepts throughout the materials. The coherent, narrative structure, paired with the Teacher's Edition allows students to grasp the causes and consequences of major historical events, retain content over time, and connect any one event to the larger story of which it is a part. The Land of Hope instructional materials aim to provide students with an honest and balanced historical account of our nation's history, grounded in the ideals of American civic life.

Major Tool – Student Components: Describe each of the components, including a format description.

Answer: The Student Edition is available in both print and electronic formats, including a reflowable EPUB 3.3. It utilizes a historical narrative, integrating primary sources, maps, illustrations, photographs, and paintings to guide students through United States history. Chapters are introduced with an epigraph that conveys the spirit of the chapter and a timeline that includes the chapter's most important dates. Each chapter is divided into subsections that organize the material into discrete portions, highlighting the narrative's themes and major events.

Major Tool – Teacher Components: Describe each of the components, including a format description.

Answer: The Teacher's Edition is available in both print and electronic formats, including a reflowable EPUB 3.3. Each chapter of the Teacher's Edition follows a chapter of the Student Edition. The Chapter Overview includes the summary, objectives, key persons, key concepts, key terms, and timeline for the relevant chapter. A Planner divides the chapter into numbered subsections and paces them across class periods. Backgrounds on Figures, Maps, Quotes, and Primary Sources include additional information that provides context for teachers to help guide students through understanding, analyzing, and interpreting the most important sources. Daily Lesson Plans by Subsection include Essential Understanding, the single point a student should carry away; concrete Lesson Objectives, specific outcomes the day aims at; Key Concepts, developed for the relevant section; and a Classroom Experience section. The Classroom Experience section contains Suggested Homework Assignments; Suggested Exercises and Foundational Skills Opportunities, concrete activities for the classroom organized by the skill they develop—namely, speaking, analysis, writing, and civic discourse; Guiding Classroom Questions, or prompts for classroom discussion; and a Formative Assessment, a quick check for lesson comprehension. The lesson begins with a suggested path through the lesson's materials and ends with a Daily Recap, a short lesson review, and a Looking Ahead section, introducing the next lesson. Language Support sections are also provided in each lesson,

with fundamental lesson reinforcement exercises for students building academic English. Finally, each chapter ends with a Summative Assessment to gauge student mastery of the material.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials – Student Components: Describe each of the components, including a format description.

Answer: There are no ancillary materials.

Ancillary Materials – Teacher Components: Describe each of the components, including a format description.

Answer: There are no ancillary materials.

5. Identify which industry standard protocols are utilized for interoperability?

Answer: Our EPUB 3.3 file fully complies with EPUB 3.3 standards and W3C recommendations. It opens in EPUB-compatible reading systems on commonly available mobile and desktop digital devices.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Answer: The Land of Hope instructional materials are divided into 22 Chapters, containing 145 lessons. The Teacher's Edition provides information about the structure and pacing estimates for each lesson. Districts, schools, and teachers may adjust these estimated instructional time allocations to meet their specific needs.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Answer: There is no professional development available at this time.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Answer: No hardware or equipment is included in this bid. Our EPUB 3.3 digital file can be accessed on any EPUB-compatible reading system or device.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Answer: N/A.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Answer: No states have adopted the submission.

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Answer: There are no Open Educational Resources available.

12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?

Answer: There are no advanced placement or accelerated program instructional materials available.

13. What, if any, foreign language translations do you have available?

Answer: There are no foreign language translations available.

14. Do you provide access point scaffolding or an access point correlation upon request?

Answer: We do not provide access point scaffolding or correlations.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Answer: The Land of Hope instructional materials meet ESSA's Level 4 criteria, "Demonstrates a Rationale." Encounter for Culture and Education Inc. works in collaboration with authors and educators to implement researched-based principles in its educational approach. The first edition of the Land of Hope has already been used by thousands of students across the country in a variety of educational styles. For the Florida adoption cycle, Encounter for Culture and Education Inc. is submitting the second edition of the Land of Hope with its accompanying Florida Teacher's Edition. These materials build upon and extend the instructional framework established in the first edition. Using the textbook, students engage with a single, continuous narrative deliberately supplemented with works of art, maps, and primary source documents treated as historical evidence. The Teachers' Edition reinforces this approach through guided primary source engagement and formative and summative assessments. The materials also incorporate intentional spiraling of key themes and concepts across chapters.

Encounter Books intends to move beyond a logic-model rationale toward direct evidence of impact. As the second edition of Land of Hope is adopted more broadly, we plan to pilot the program nationally across a range of school settings and student populations, and to commission an independent, peer-reviewed evaluation led by an outside evaluator not affiliated with Encounter Books or the authoring team.

More information regarding the research that informed the development of the Land of Hope educational approach is available upon request.