

FREEDOMFLIX™

Implementation Guide



Welcome to



Scholastic FreedomFlix is an online resource that transforms content from the respected **Cornerstones of Freedom** and **Ancient World** print series into enhanced e-books. All the e-books are supported with a deep and diverse reservoir of related content and primary sources featuring videos, audio, images, and text.

With more than 70 social studies units spanning ten core curricula areas, **FreedomFlix** provides a wealth of learning opportunities. **FreedomFlix** helps students hone literacy skills, build knowledge of important historical topics, and cultivate critical thinking and problem-solving skills through the inquiry process.

FreedomFlix works on any Web-enabled device and can be the basis for whole- and small-group instruction, and independent learning. Offering content and resources to supplement social studies core curriculum, **FreedomFlix** is a highly engaging multimedia resource that can be used in the library, the classroom, on mobile devices, or at home.









About This Guide

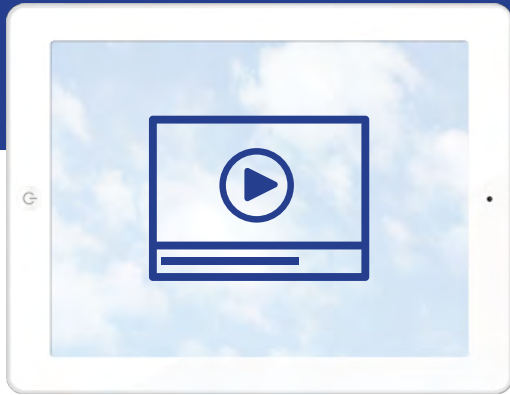
This guide provides an overview of the **FreedomFlix** resource and detailed information about incorporating it into your classroom. Use it to familiarize yourself with the resource's structure, content, and pedagogical features, as well as the navigation and interactive features of the website.

FreedomFlix is extremely adaptable to any social studies curriculum, and can also be a valuable component of your ELA instruction. This guide offers general instructional strategies and activities, as well as recommendations for pacing the lessons and an instructional approach that reflects best practices.

The purpose of FreedomFlix is to help students:

-  Read across a range of text types, including primary sources and media
-  Develop inquiry-based learning skills
-  Master content-area knowledge
-  Use technology and digital media strategically and capably

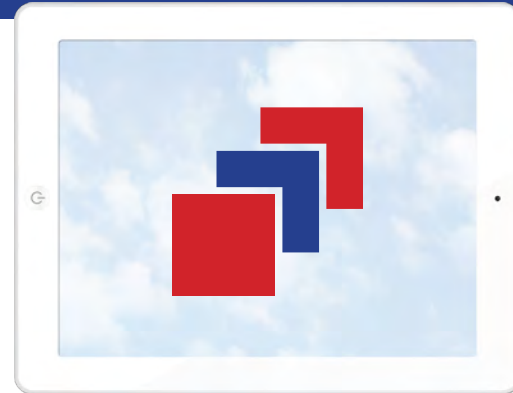
Program Overview



Introductory Video



Nonfiction E-Book



Related Content

Key Instructional Components

Each **FreedomFlix** unit includes the following elements, accessible from the left-hand navigation on each topic page:

INTRODUCTORY VIDEO

Click “Watch It” to view a streaming video that engages the student and provides a brief introduction to the topic.

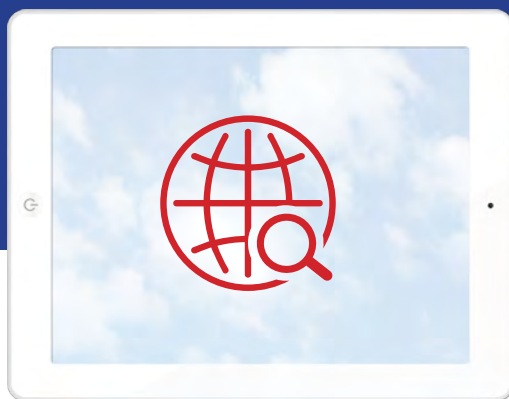
NONFICTION E-BOOK

Click “Read It” to access an e-book version of the **Cornerstones** or **Ancient World** book. In each e-book, key vocabulary terms are identified in boldface type, defined, and read aloud. Optional natural-voice audio can be activated for all text, sidebars, and captions. Books can be navigated in multiple ways: turning the pages, using the hot-linked table of contents, or entering a term in the search box. Each book also contains five to nine pop-up features, including primary-source

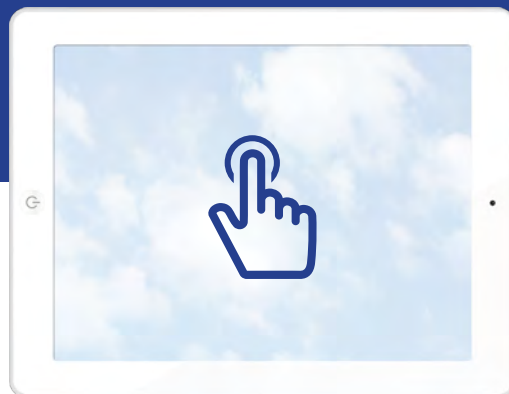
video and audio, virtual tours, dramatic readings of letters and firsthand accounts, images, texts, and facsimiles of historical documents. These features are strategically placed to expand on the text and bring history to life.

RELATED CONTENT

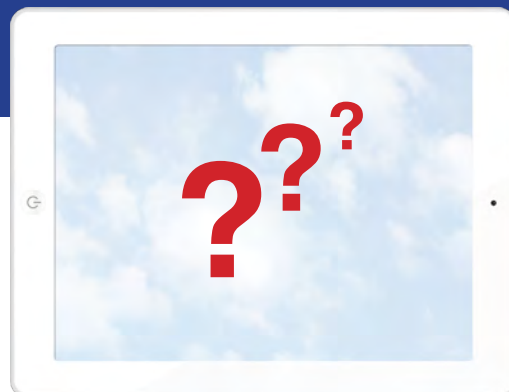
Click “Explore More” to access related content that provides opportunities for further reading across a variety of text types. This content includes reference articles, current events stories, fiction, and primary-source documents—all editorially selected to supplement and enhance the **FreedomFlix** topic. Also included are a selection of Challenge Readings that “stretch” students to read texts at a higher range of complexity.



Internet Links



Project Idea



Quiz

INTERNET LINKS

Click “Related Web Sites” to access editorially selected, age-appropriate Web links related to the topic that help extend learning, broaden the content area, and promote further research.

PROJECT IDEA

Click on “Project Idea” to find a research idea for a project related to the **FreedomFlix** topic. Clearly stated project goals and a list of steps to follow are designed to help young researchers create and complete the assignment.

GUIDING QUESTIONS

Click “What Do You Think?” to access two to three questions to inform reading, spark a class discussion, or to use as writing prompts. Each unit also displays an Essential Question to inspire an inquiry path.

QUIZ

Click “Show What You Know” to access a ten-question comprehension quiz based on important facts and events in the e-book. The quizzes are a mix of multiple-choice questions and cloze passages. A printable PDF of each quiz is also available and can be found within the Resources and Tools section.

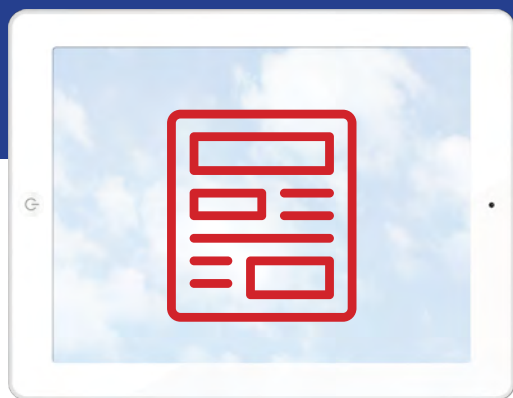
Why Use Video?



Instructional research supports the use of video to introduce a topic. Viewing a video independently or with the whole class is a powerful way to draw in and engage students, particularly visual learners, ELLs, and others with different learning styles. Students who are interested and engaged in a topic have been shown to understand concepts more readily—and retain them longer.

Watching a relevant video helps build background knowledge on a topic. This is critical for reading comprehension, especially for understanding informational texts. **FreedomFlix** videos are custom-created to serve this purpose. They incorporate ideas, images, and key vocabulary that the student will encounter while reading the e-book.

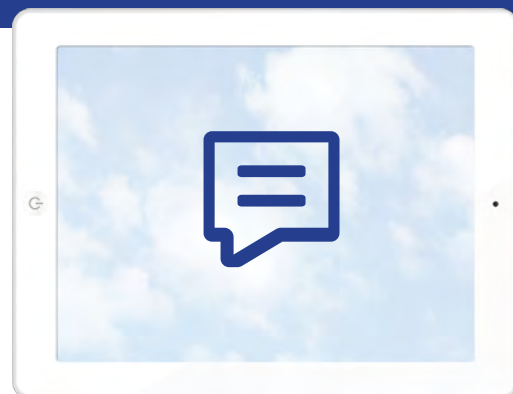
Teacher Tools and Resources



Lesson Plans



Curriculum Correlations



Writing Prompts

LESSON PLANS

Every **FreedomFlix** unit is accompanied by a lesson plan with teaching activities that are tied to the specific content of that unit. Each lesson plan includes a discussion of the video and a review of vocabulary words used in the e-book. Each also provides a small-group classroom activity based on the e-book and a project idea for individual or pair/group research. There are also ideas for introducing the guiding questions and using them to facilitate a classroom discussion. The lesson plan, accessed under Resources and Tools, is also available as a printable PDF.

CURRICULUM CORRELATIONS

All lesson plans are aligned to state and national language-arts and content-area standards. From the lesson plan page for any **FreedomFlix** topic, click "Curriculum Correlations." This will open a popup window displaying a list of that lesson plan's correlations to the standards document selected. The user's home state is pre-selected. The standard may be changed by selecting a different standard from the dropdown menu and clicking "Go."

WRITING PROMPTS

Four writing prompts are provided for each **FreedomFlix** unit, asking students to provide written responses to thoughtful open-ended questions. They can be used to assess comprehension as well as higher-order thinking. Rubrics for evaluating student responses are also provided and can be found in the Resources and Tools section.

WHITEBOARD ACTIVITIES

A variety of whiteboard activities challenge students to order events on a timeline, place labels on a map, match a key person or event to its description, and review key vocabulary via an exciting team soccer match. These engaging interactivities provide opportunities for hands-on learning and review for the whole class or small groups.

UNIT TITLES

73 social studies units that span 10 areas of core curriculum | Read-Aloud with word highlighting to support beginning readers and ELL students | Videos for each topic | eBooks for each topic | Related articles and websites for each topic | Primary sources | Multimedia popups include videos, audio, first-hand accounts, and speeches

Ancient World

Ancient Aztecs

Ancient China

Ancient Egypt

Ancient Greece

Ancient Incas

Ancient India

Ancient Maya

Ancient Mesopotamia

Ancient Rome

Colonial Era

African Americans in the Thirteen Colonies

The Boston Massacre

The Boston Tea Party

The British Colonies in North America

The Declaration of Independence

The French and Indian War

The Jamestown Colony

The Revolutionary War

The Salem Witch Trials

Our Democracy

American Capitalism

The Bill of Rights

The Branches of U.S. Government

Citizenship

The Democratic Process

Forms of Government

The Supreme Court

The U.S. Constitution

Women's Right to Vote

Westward Expansion

The Alamo

The California Gold Rush

The Erie Canal

The Lewis & Clark Expedition

The Louisiana Purchase

The Oregon Trail

The Trail of Tears

Immigration

Ellis Island

Immigration

The Statue of Liberty

Slavery and the Civil War

Abraham Lincoln

The Emancipation Proclamation

Gettysburg

The Surrender at Appomattox

The Underground Railroad

Economy

American Capitalism

Environmental Protection

The Erie Canal

The Great Depression

The Great Recession

Hydrofracking

The Industrial Revolution

Internet Inventors

The Panama Canal

Steve Jobs

U.S. Infrastructure

The United States and Mexico

UNIT TITLES

73 social studies units that span 10 areas of core curriculum | Read-Aloud with word highlighting to support beginning and ELL readers | Videos for each topic | eBooks for each topic | Related articles and websites for each topic | Primary sources | Multimedia popups include videos, audio, first-hand accounts, and speeches

The 20th Century

The Assassination of John F. Kennedy

The Attack on Pearl Harbor

Battle of Midway

Brown v. Board of Education

The Civil Rights Movement

D-Day

The Great Depression

Internet Inventors

The Nuclear Age

The Panama Canal

The Persian Gulf War

The Space Race

The Tiananmen Square Massacre

The Titanic

The Vietnam War

Women's Right to Vote

World War I

World War II

Today's World

America's Struggle with Terrorism

Barack Obama

Environmental Protection

The Great Recession

Gun Control

Homeland Security

Hydrofracking

National Intelligence

September 11 We Will Never Forget

The United States and Mexico

The War in Afghanistan

War

The Alamo

The Attack on Pearl Harbor

Battle of Midway

D-Day

The French and Indian War

The Persian Gulf War

The Revolutionary War

The Vietnam War

The War in Afghanistan

World War I

World War II

The Benefits of



As students reach the middle grades and higher, they must master the knowledge and skills necessary to succeed in college and career and to become informed and engaged citizens. They enter a more demanding academic environment, with higher performance expectations.

Students are expected to read more complex texts, including authentic documents. They must be able to frame relevant questions, gather evidence, and support their conclusions with facts and details from their reading. They are expected to produce more rigorous and deeply researched papers and presentations, and to write for different audiences and purposes.

Education experts agree that students should be provided with daily opportunities to reinforce these higher-level skills. To offset the higher demands on students, teachers look for strategies and tools that will increase student motivation and create a learning environment conducive to success.

FreedomFlix provides the perfect environment to practice higher-level skills while reading widely and deeply in the social studies content area. Inquiry is at the heart of social studies, and **FreedomFlix** combines compelling content with tools and resources that encourage independent explorations. Students can draw information from a variety of

media and sources: the introductory video; the e-book; related reference articles; primary source texts, images, video, and audio; dramatic readings of letters and first-hand accounts; and links to vetted sources of information on the Web. The breadth of resources ensures that students will encounter texts at a range of complexities. Quizzes, project ideas, and writing prompts provide ample opportunities for students to demonstrate understanding of texts and to complete writing and research products in response to a topic.

The e-books provide an engaging and developmentally appropriate environment, with an optional read-along feature to support students who need a model for accuracy and fluency. It can be turned off as students become more proficient readers. All **FreedomFlix** content contains grade-appropriate words, affording opportunities for practicing word-decoding skills. In the e-books, key vocabulary words are boldfaced and defined on mouseover for additional support.

Teaching with Primary Sources



Increasingly, educators see the value of exposing students to primary sources—original documents or objects created during the time being studied. By providing a window into people and events of the past, primary sources truly bring history to life. When students explore and analyze primary sources, they become engaged and active participants in the inquiry process. Using primary sources, students can:

- Evaluate evidence, make inferences, and draw conclusions
- Corroborate information found in textbooks and other secondary sources
- Become exposed to multiple points of view on a topic
- Examine materials in a variety of formats, including authentic audio and video



and Your Instruction

Use **FreedomFlix** to supplement your social studies core curriculum, and to provide practice building literacy skills.

FreedomFlix can be used effectively in a range of settings, including:



**WHOLE-GROUP
INSTRUCTION**
with an interactive
whiteboard



**SMALL-GROUP
INSTRUCTION**
using digital tablets

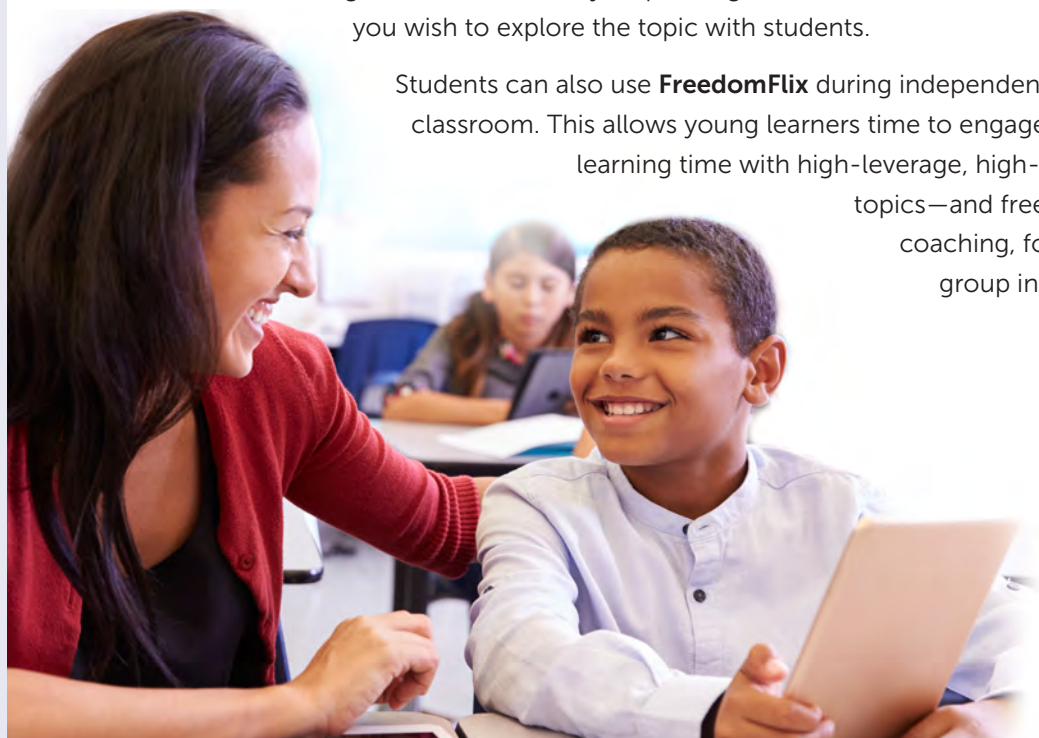


**INDIVIDUAL
INSTRUCTION**
on a desktop or
laptop computer

FLEXIBLE PACING

As a supplemental resource, **FreedomFlix** can be used flexibly to suit a variety of classroom and home/school-connection needs. Use **FreedomFlix** on consecutive days, or on alternating days throughout the week, as best suits the needs of your classroom. There are optional activities and homework assignments for each day, depending on available time, and on how deeply and intensively you wish to explore the topic with students.

Students can also use **FreedomFlix** during independent reading time in your classroom. This allows young learners time to engage in supported yet independent learning time with high-leverage, high-interest social studies topics—and frees you up to provide individual coaching, formative assessments, or small-group instruction.



Option A: CONSECUTIVE DAYS

Complete a **Freedomflix** Unit in **4–5 consecutive days every other week**.

Advantages: Using **Freedomflix** for 20–30 minutes a day over 4–5 consecutive days allows students to focus intensively on exploring social studies topics through watching the video, engaging in academic discussion, reading as a group and independently, and doing related activities. It also allows you time in alternating weeks to engage students in exploring other social studies topics and activities you want or need to include in your curriculum.

M	T	W	TH	F
<ul style="list-style-type: none"> • Introduce the topic and essential question. • Introductory video • Vocabulary preview • Build background • Revisit the essential question. • Free-write and share. • <i>Optional homework:</i> Assign another writing prompt and ask students to respond in a 5-minute free-write. 	<ul style="list-style-type: none"> • Review the topic and essential question. • Introduce the e-book. Preview and discuss guiding questions. • Read the e-book twice with the class: <ul style="list-style-type: none"> – 1st read: straight through. – 2nd read: Use whiteboard activities and guiding questions. • Revisit the essential question. • Free-write and share. • <i>Optional homework:</i> Assign another writing prompt and ask students to respond in a 5-minute free-write. 	<ul style="list-style-type: none"> • Review the topic and essential question. • Re-read the e-book. • Free-write and share. • <i>Optional:</i> Explore the internet links. • <i>Optional homework:</i> Assign additional reading from Related Web Sites. 	<ul style="list-style-type: none"> • <i>Optional:</i> Discuss addition reading from Related Web Sites. • Assessment: Show What You Know quiz. • Wrap-up discussion: Review the topic and essential question. • <i>Optional:</i> Assign project. • <i>Optional:</i> Review the internet links with students • <i>Optional homework:</i> Assign additional reading from Related Web Sites. 	<ul style="list-style-type: none"> • <i>Optional:</i> Project work time and share out

DAY 1 approx. 30 min.

- **Introduce the topic and discuss the essential question.** Pose the essential question, and explain (or remind students) that this question is offered to help readers think deeply and broadly about the topic, and there is no one correct answer to a question like this.
- **Watch the introductory video.** Ask what students are interested in, and what makes them curious about what they saw.
- **Vocabulary preview**
- **Build Background:** Activate prior knowledge by asking questions that invite students to share what they might know about the topic.
- **Free-write and share:** Choose a writing prompt and invite students to free-write for 5 minutes in response. Then have partners or groups of 3 share and discuss their written responses.
- **Optional homework:** Assign another writing prompt and ask students to respond in a 5-minute free-write.

DAY 2 approx. 30 min.

- **Review the topic and essential question:** Invite students to share what they remember about the video. Re-introduce the essential question, and ask for a few responses. Ask students to keep the essential question in mind as they read the e-book.
- **Introduce the e-book, and invite inquiry.** What new information do students have, and what do they wonder now?
- **Read the e-book straight through with the whole class.** Then reread, pausing as needed to support comprehension of concepts and terms, to use the whiteboard activities, and to discuss the guiding questions.
- **Discuss the essential question**
- **Free-write and share**
- **Optional homework:** Assign another writing prompt and ask students to respond in a 5-minute free-write.

DAY 3 approx. 30 min.

20–30 minutes, depending on whether you use optional activities

- **Review the topic:** Review key concepts and vocabulary. What did we learn by reading the e-book?
- **Revisit the essential question:** Re-introduce the essential question, and ask students to keep the essential question in mind as they read the e-book again with.
- **Re-read the e-book.** Invite students to re-read the e-book independently, with a partner, or in small groups.
- **Free-write and share**
- **Optional:** Depending on available time, you may want to explore the internet links with students to extend learning.
- **Optional homework:** Assign additional reading from Related Web Sites.

Continued

PACING: SAMPLE USE PATTERN FOR WHOLE-GROUP USE



20-30 minutes,
depending on
whether you use
optional activities

- **Optional:** Discuss additional reading from Related Web Sites.
- **Assess learning:** Use the Show What You Know quiz to gauge student comprehension.
- **Wrap Up discussion:** Review the topic and revisit the essential question. Invite an open-ended discussion of the topic.
- **Optional:** Explore the internet links.
- **Optional:** Preview the project students will work on the next time. Encourage students to ask clarifying questions about the project..
- **Optional homework:** Assign additional reading from Related Web Sites.



Optional

- **Optional Project time:** Discuss the project students will do.
- **Share out.** Invite students to share their work on projects with you and other students. Encourage others to provide positive feedback and ask questions about each others' work.

Option B: ALTERNATING DAYS

Complete a **FreedomFlix** Unit in **two or three 20–30 minute session per week, across two weeks.**

Advantages: Interaction with a thematic topic is integrated evenly throughout the school week. This model allows you time each week on alternating days to engage students in exploring other social studies topics and activities you want or need to include in your curriculum.

M	T	W	TH	F
	<ul style="list-style-type: none"> • Introduce the topic and essential question. • Introductory video • Vocabulary preview • Build background • Revisit the essential question. • Free-write and share. • Optional homework: Assign another writing prompt and ask students to respond in a 5-minute free-write. 		<ul style="list-style-type: none"> • Review the topic and essential question. • Introduce the e-book. Preview and discuss guiding questions. • Read the e-book twice with the class: <ul style="list-style-type: none"> – 1st read: straight through. – 2nd read: Use whiteboard activities and guiding questions. • Revisit the essential question. • Free-write and share. • Optional homework: Assign another writing prompt and ask students to respond in a 5-minute free-write. 	
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PACING: SAMPLE USE PATTERN FOR INDIVIDUAL USE

Students can follow **OPTION A** or **OPTION B** above, or use **FreedomFlix** during independent reading time in your classroom. This engages young learners in enriching content discovery and self-directed learning and frees you up to provide individual coaching, formatively assess young readers with running records, or provide small-group instruction.

General Instructional Plan



- A general instructional plan for teaching with **FreedomFlix** units is given below.
- Use the Content Overview Chart on pages 5–6 of this Guide to choose a unit.
- Review the lesson plan that accompanies each unit as a starting point for ideas.
- Determine how much time is needed to cover each session below.
- The general strategies and activities listed are appropriate for use with any unit.

INTRODUCE THE TOPIC

- Build background knowledge by talking with students about the content-area topic you will be teaching. Activate prior knowledge by asking students questions or having them fill in a KWL chart. Where applicable, explain key phrases and concepts that they will encounter in the video and later in the e-book.
- Show the video to the class. When finished, ask students to recount the video in their own words, making sure they state the main ideas. Discuss with students what they already know about the topic. Then have students list at least five more things they think they will learn when they read the e-book.
- Access the e-book glossary to preview the list of vocabulary words and their definitions. Pronounce each word and help students repeat them. Have students read and discuss each definition and use each word in a sentence. If you have ELL students, make sure you introduce the vocabulary words to them a few days before the lesson.
- Introduce the Guiding Questions (What Do You Think?) and ask students to think about them as they read the e-book. Revisit the questions as a class after reading is completed.

READING THE BOOK

- Have students read the e-book independently. Depending on grade level and ability, show them how to activate the optional audio to hear text, captions, and sidebars read aloud with word-by-word highlighting. Point out the boldface vocabulary words and show them how to mouse over a word to see its definition and hear it read aloud.
- When reading is completed, divide students into small groups. Have each group focus on a specific chapter, sidebar, graphic, or pop-up feature in the e-book to complete a writing activity or answer a discussion question.
- Regroup as a class to share learning.

STUDENT ASSESSMENT

- Use the Show What You Know quiz that accompanies each unit to gauge student comprehension.
- Redirect students to the Guiding Questions that they encountered at the beginning of the lesson. Use these questions to facilitate a classroom discussion.
- Assign the writing prompts on the topic, which can be found in the Educator Resources section. Use the accompanying rubrics to assess student work.
- Assign the unit project; allow wrap-up time in class for students to share their work.

Activities to Promote Key Literacy Skills



FreedomFlix can be a valuable part of instructional strategies that target specific literacy skills. General ideas and strategies are provided below. Be sure to consult the lesson plan for each unit to find activities tailored to a specific topic.

READING COMPREHENSION

- Model comprehension strategies such as activating prior knowledge, making predictions, asking questions, and summarizing. Then have students practice and share the strategies they use when reading the e-book independently.
- Have students participate in classroom discussions or debates on their reading. Make sure they can state the main themes and key details from the text and respond logically to other student's comments.
- Encourage students to read across a range of text types on a topic by accessing the related content in the e-book pop-up features, Explore More, and Web links. Have students compare and contrast the different accounts.
- Assign selections from the Challenge Readings section of Explore More to "stretch" students to read texts at a higher range of complexity. Gauge comprehension via classroom discussions or writing assignments.

VOCABULARY

- Encourage students to use new vocabulary words in other contexts.
- Have students brainstorm lists of synonyms and antonyms for the new vocabulary words.
- Ask students to write sentences using the words, write a short passage using the words, or create an illustrated glossary.
- Encourage students to use context clues to figure out unknown words. Remind them to decode unknown words by using what they already know about word structure, syllables, and affixes.

ENGAGING WITH PRIMARY SOURCES

- Have students read a primary source letter or first-person account included with a **FreedomFlix** topic. Then have them rewrite it for a contemporary audience or as a series of tweets.
- After reading the writings of a historical figure, have students conduct a debate. Half the class should argue from the historical figure's point of view and half from the modern perspective.
- Have students view or listen to one of the authentic images, videos, or audio clips included with a **FreedomFlix** topic. Then facilitate a class discussion: What did you see or hear that you didn't expect? What does this object tell you about the time period? What conclusions did you draw? Make sure students can support their ideas with sound reasoning and evidence.



WRITING PRACTICE

- Show students the Essential Question that appears on the topic home page. Have them use the question as a focus for reading. After they have read the e-book, ask them to prepare an extended written response to the question, citing evidence from the text to support their conclusions.
- Direct students to write brief essays in response to the Guiding Questions, using examples from their reading to support their points. Emphasize the importance of using correct spelling and grammar and logical organization of ideas.
- Use the project ideas to encourage students to practice writing opinion, informative/ explanatory, and narrative pieces in response to a topic.

RESEARCH SKILLS

- Divide students into small groups to dive deeper into an element from the unit. For example, point them to one of the Related Web Sites; have them read a related work of literature from the Explore More collection; or ask them to examine a primary-source text, video, or audio from the e-book pop-up features. Have each group discuss and prepare a brief review to present to the class.
- Have students use the project ideas to conduct short research projects using several sources. Point out the steps to follow to complete the assignment.
- Ask students to gather information from multiple sources for their research projects, starting with the content in the e-book pop-up features, Explore More, and related Web links. Encourage them to draw evidence from a variety of sources—fiction, primary sources, and media as well as informational texts—to support analysis, reflection, and research.





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