

READING PASSAGE REVIEW

Grade 5 Passage Accuracy Chart

Historical and scientific fact check of every Grade 5 reading passage

PREPARE + Clusters 1-8

20 passages

62 stamina versions

473 claims checked

The Writing Academy®, LLC.

PURPOSE OF THIS CHART

Every checkable fact in the Grade 5 passages (dates, names, numbers, places, events, scientific statements, and definitions) was checked against authoritative sources. Fiction passages were checked only for the real-world facts inside them. Every item that needed clarification has now been resolved with a minimal, grade-appropriate wording change, applied in every product where the passage appears (updated September 27, 2026). Resolved items are listed first, each with the new wording and where it was changed.

SUMMARY

What Was Checked and What We Found

20

passages (62 stamina versions)

473

factual claims checked

6

items resolved

Rating	Meaning	Count
Inaccurate	The fact is wrong. The correct fact and a fix are given.	0
Needs Clarification	True in part, but oversimplified or likely to mislead students.	0
Unverifiable	An opinion or ranking that no source can confirm.	0
Resolved	Was Needs Clarification or Unverifiable. The wording has been corrected in every product.	6
Accurate	Confirmed by the source listed.	467

HOW TO READ THE TABLES

Each claim shows the passage wording in italics and the stamina levels (Low, Moderate, High, Very High) where it appears. Stories, characters, and dialogue invented for fiction passages are not errors and were not rated.

Passage	Cluster	Type	Claims	Resolved
The Great Chocolate Chip Cookie Mystery	PREPARE Cluster	Fiction	10	0
The Fifth-Grade Cookie Commission	PREPARE Cluster	Fiction	3	0
From Tension to Revolution	Cluster 1	Nonfiction	40	1
The Ocean Lesson	Cluster 1	Fiction	18	0
Spanish Rule in Early Texas	Cluster 2	Nonfiction	50	0
A Harvest to Remember	Cluster 2	Nonfiction	37	1
Our Rights, Our Voices	Cluster 3	Nonfiction	22	2
A Voice of Their Own	Cluster 3	Fiction	19	1
The Garden That Wouldn't Grow	Cluster 4	Fiction	13	0
Words That Changed a Nation	Cluster 4	Nonfiction	53	0
A Difficult Compromise	Cluster 5	Nonfiction	37	1
A Visit to the Workshop	Cluster 5	Fiction	18	0

Passage	Cluster	Type	Claims	Resolved
A Voice in the Community	Cluster 6	Nonfiction	12	0
A Gift that Welcomed Millions	Cluster 6	Fiction	16	0
One Voice Can Start a Wave	Cluster 7	Nonfiction	20	0
Try, Learn, Change	Cluster 7	Nonfiction	11	0
From Protest to Participation: How a Nation Changes	Cluster 8	Nonfiction	32	0
How Change Happens: Observe, Adapt, Test, and Improve	Cluster 8	Nonfiction	20	0
Six Turning Points: What Made Change Happen?	Cluster 8	Nonfiction	26	0
The Change Files: How Questions Become Decisions	Cluster 8	Nonfiction	16	0

RESOLVED FIRST

Items Resolved (New Wording and Where It Changed)

Passage	Claim (levels)	Rating	Correct fact or suggested fix	Source
From Tension to Revolution Cluster 1	The Intolerable Acts allowed British soldiers to stay in colonists' homes and buildings. <i>"allowed British soldiers to stay in colonists' homes and buildings when needed"</i> M3 High, M4 Very High	Resolved	Resolved. Now reads: "The laws also allowed British soldiers to be housed in empty buildings when needed." Changed in: Passage source files, Daily lesson plans, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides.	https://www.battlefields.org/learn/articles/quartering-act https://www.americanhistorycentral.com/entries/quartering-act-1774-facts/
A Harvest to Remember Cluster 2	The Pilgrims invited members of the Wampanoag tribe to join their celebration. <i>"They invited members of the Wampanoag tribe to join them."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "During the celebration, Massasoit and about 90 Wampanoag men joined them." Changed in: Passage source files, Daily lesson plans, InterActivity notebooks, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Our Rights, Our Voices Cluster 3	The Second Amendment protects the right to keep and bear arms / self-defense <i>"The Second says you have a right To keep yourself safe day or night"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "The Second says you have a right / To keep and bear arms, day or night, (rhyme and meter kept)" Changed in: Passage source files, Daily lesson plans, Explanation decks, scripts, tracking, High-Frequency Words, InterActivity notebooks, Paraphrasing, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.archives.gov/founding-docs/bill-of-rights-transcript

Passage	Claim (levels)	Rating	Correct fact or suggested fix	Source
Our Rights, Our Voices Cluster 3	The Third Amendment prohibits the quartering of soldiers in homes <i>"The Third says soldiers cannot stay, Inside your home in any way"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "The Third says soldiers cannot stay, / Inside your home without your say. (rhyme kept)" Changed in: Passage source files, Daily lesson plans, Explanation decks, scripts, tracking, High-Frequency Words, Paraphrasing, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.archives.gov/founding-docs/bill-of-rights-transcript
A Voice of Their Own Cluster 3	The American colonies were governed by laws made in England, far from the colonies. <i>"In the colonies, most laws were made far away in England."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "In the colonies, most laws were made far away in Great Britain. (Also "Great Britain should continue..." in the High and Very High versions.)" Changed in: Passage source files, Daily lesson plans, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.parliament.uk/about/living-heritage/evolutionofparliament/legislativescrutiny/act-of-union-1707/
A Difficult Compromise Cluster 5	In 1861 several Southern states left the Union after Abraham Lincoln was elected president. <i>"several Southern states left the Union after Abraham Lincoln was elected president"</i> M4 Very High	Resolved	Resolved. Now reads: "In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president." Changed in: Passage source files, Daily lesson plans, Evidence decks, scripts, tracking, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides.	https://www.archives.gov/milestone-documents/emancipation-proclamation https://www.battlefields.org/learn/articles/secession

PASSAGE BY PASSAGE

Full Claim Tables

The Great Chocolate Chip Cookie Mystery

PREPARE Cluster • Modules 1-2 • Fiction • 10 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The chocolate chip cookie was invented by accident. <i>"chocolate chip cookies were invented by accident"</i> PREPARE Cluster • Modules 1-2	Accurate	The passage correctly presents the 'accident' story as a popular legend and then corrects it.	https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
The popular origin story says the inventor ran out of chocolate, added pieces of a broken chocolate bar to cookie dough expecting them to melt, and they did not melt. <i>"A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't."</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Ruth Wakefield is a real woman associated with the chocolate chip cookie. <i>"a woman named Ruth Wakefield"</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Ruth Wakefield ran the Toll House Inn located in Massachusetts. <i>"ran the Toll House Inn in Massachusetts"</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Ruth Wakefield ran the Toll House Inn during the 1930s. <i>"during the 1930s"</i> PREPARE Cluster • Modules 1-2	Accurate	She created the cookie about 1938 at the Toll House Inn in Whitman, Massachusetts.	https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Ruth Wakefield was an experienced cook who prepared meals and desserts for guests at the inn. <i>"She was an experienced cook who prepared meals and desserts for guests."</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_a_dams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/

Claim (levels)	Rating	Correct fact or suggested fix	Source
Evidence suggests Wakefield was an experienced baker who developed her recipes carefully and deliberately. <i>“Wakefield was an experienced baker who developed recipes carefully”</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_adams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Wakefield's cookie became closely connected with Nestlé chocolate. <i>“closely connected with Nestlé chocolate”</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_adams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Wakefield's recipe helped make the chocolate chip cookie a favorite across the United States. <i>“Her recipe helped make the chocolate chip cookie a favorite across the country.”</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_adams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/
Ruth Wakefield was an experienced cook who developed the recipe at the Toll House Inn. <i>“Ruth Wakefield was an experienced cook who developed the recipe at the Toll House Inn”</i> PREPARE Cluster • Modules 1-2	Accurate		https://blogs.loc.gov/inside_adams/2025/12/ruthwakefield/ https://www.thehenryford.org/collections-and-research/digital-collections/artifact/79833/

The Fifth-Grade Cookie Commission

PREPARE Cluster • Modules 3-4 • Fiction • 3 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Bananas contain potassium (a nutritional science fact). <i>“Potassium.”</i> PREPARE Cluster • Modules 3-4	Accurate		https://www.usa.gov/branches-of-government
If 44 percent chose cookies, more than half (56 percent) chose other options (arithmetic: 100 minus 44). <i>“more than half the students voted for something else”</i> PREPARE Cluster • Modules 3-4	Accurate		https://www.usa.gov/branches-of-government

Claim (levels)	Rating	Correct fact or suggested fix	Source
56 percent of students wanted something other than cookies (100% minus the 44% cookie share). <i>"fifty-six percent chose something other than cookies"</i> PREPARE Cluster • Modules 3-4	Accurate		https://www.usa.gov/branches-of-government

From Tension to Revolution

Cluster 1 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 40 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Intolerable Acts allowed British soldiers to stay in colonists' homes and buildings. <i>"allowed British soldiers to stay in colonists' homes and buildings when needed"</i> M3 High, M4 Very High	Resolved	Resolved. Now reads: "The laws also allowed British soldiers to be housed in empty buildings when needed." Changed in: Passage source files, Daily lesson plans, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides.	https://www.battlefields.org/learn/articles/quartermaster-act https://www.americanhistorycentral.com/entries/quartermaster-act-1774-facts/
Before the American Revolution, the thirteen American colonies were part of Great Britain. <i>"the thirteen colonies were part of Great Britain"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
Great Britain was a superpower in the period before the American Revolution. <i>"a superpower at the time"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
The French and Indian War took place before the American Revolution and preceded the new colonial taxes. <i>"the French and Indian War"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
The Stamp Act required colonists to pay taxes on printed materials such as newspapers and legal documents. <i>"It required colonists to pay taxes on printed materials such as newspapers and legal documents"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Stamp Act taxed printed items including licenses and playing cards. <i>“newspapers, legal documents, licenses, and playing cards”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The American colonists had no representatives in the British Parliament. <i>“they had no representatives in Parliament”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The phrase 'taxation without representation' arose from colonial opposition to taxes passed without colonial representation in Parliament. <i>“taxation without representation”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The British Parliament placed new taxes on the colonies after the French and Indian War. <i>“Parliament placed new taxes on the colonies”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Boston Massacre occurred in 1770. <i>“In 1770, the Boston Massacre occurred”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	March 5, 1770.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
At the Boston Massacre British soldiers fired into a crowd of colonists, killing several people. <i>“British soldiers fired into a crowd of colonists, killing several people”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
At the Boston Massacre several colonists were killed or wounded. <i>“several colonists were killed or wounded”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Tea Act was passed a few years after the Boston Massacre. <i>“the Tea Act was passed”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
The Boston Tea Party was a protest that followed the Tea Act. <i>“the Boston Tea Party”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
During the Boston Tea Party colonists dumped tea into Boston Harbor. <i>“colonists dumped tea into Boston Harbor”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
Samuel Adams and the Sons of Liberty helped organize colonial resistance. <i>“Samuel Adams and the Sons of Liberty helped organize resistance”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
Great Britain passed the Intolerable Acts to punish the colonies and limit their rights. <i>“Great Britain passed the Intolerable Acts”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
The American Revolution led to the Declaration of Independence and the creation of a new nation. <i>“the Declaration of Independence”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act
The French and Indian War was fought between Great Britain and France, with Native American groups joining on different sides. <i>“This war was fought between Great Britain and France, with Native American groups joining on different sides”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartermaster-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Great Britain won the French and Indian War and gained a large amount of land in North America. <i>"Great Britain won the war and gained a large amount of land in North America"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Sons of Liberty organized protests in cities such as Boston and New York. <i>"Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Paul Revere created an engraving depicting British soldiers firing at colonists in the Boston Massacre. <i>"Paul Revere created an engraving that showed the soldiers firing at colonists"</i> M3 High, M4 Very High	Accurate	Revere's engraving, 1770.	https://www.loc.gov/item/2008661777/
Great Britain eventually repealed the Stamp Act. <i>"Great Britain eventually repealed, or canceled, the Stamp Act"</i> M3 High, M4 Very High	Accurate	Repealed 1766.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists were taxed on goods including glass, paper, paint, lead, and tea. <i>"Colonists were taxed on goods such as glass, paper, paint, lead, and tea"</i> M3 High, M4 Very High	Accurate	Townshend Acts, 1767.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Definition: A boycott is refusing to buy or use certain products as a form of protest. <i>"A boycott means refusing to buy or use certain products as a form of protest"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Tea Act allowed one British company to sell tea directly to the colonies. <i>"Parliament passed the Tea Act, which allowed one British company to sell tea directly to the colonies"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Colonists at the Boston Tea Party threw hundreds of chests of tea into the water. <i>“threw hundreds of chests of tea into the water”</i> M3 High, M4 Very High	Accurate	342 chests of tea, December 16, 1773.	https://www.bostonteapartyship.com/
Some colonists dressed as Native Americans to hide their identities during the Boston Tea Party. <i>“Some colonists dressed as Native Americans to hide their identities”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Part of the Intolerable Acts closed Boston Harbor until the ruined tea was paid for. <i>“closed Boston Harbor until the ruined tea was paid for”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Part of the Intolerable Acts gave British officials more control over the colony of Massachusetts. <i>“gave British officials more control over Massachusetts”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
During the Boston Massacre some colonists threw snowballs and other objects (sticks in some versions). <i>“Some threw snowballs and other objects”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
After the Intolerable Acts, colonists in other places sent food, supplies, and support to Boston. <i>“Colonists in different places sent food, supplies, and support to Boston”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Some colonists refused to buy stamped paper to protest the Stamp Act. <i>"Some refused to buy stamped paper"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Tea Act allowed one British company to sell tea at a lower price. <i>"The Tea Act allowed one British company to sell tea at a lower price"</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The British king ruled from across the Atlantic Ocean. <i>"The king ruled from far across the Atlantic Ocean"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Definition: Parliament is the lawmaking group in Great Britain. <i>"Parliament, the lawmaking group in Great Britain"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Before the American Revolution, Great Britain had a strong army, a powerful navy, and a large empire spanning many parts of the world. <i>"Great Britain had a strong army, a powerful navy, and a large empire that reached across many parts of the world"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The French and Indian War lasted for several years. <i>"The war lasted for several years"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Both Great Britain and France wanted control of land in North America in the French and Indian War. <i>"Both Great Britain and France wanted control of land in North America"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Colonial women supported resistance by spinning thread and making cloth instead of buying British goods. <i>"Women often helped by spinning thread, making cloth"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

The Ocean Lesson

Cluster 1 • Module 1, Module 2, Module 3, Module 4 • Fiction • 18 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Sea turtles hatch from eggs buried in sand nests on beaches. <i>"dozens of sea turtles began to hatch from the sand"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
A sea turtle hatchling's crawl toward the ocean is instinctive (innate), not learned from adults. <i>"They don't need to be taught... It's an instinct. They are born with that behavior."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Instinct helps newly hatched turtles move from sand to ocean, improving their chances of survival. <i>"Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Birds and other predators threaten sea turtle hatchlings crossing the beach. <i>"Even though birds circled above and the sand was uneven"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings

Claim (levels)	Rating	Correct fact or suggested fix	Source
Birds, crabs, and other animals prey on sea turtle hatchlings before they reach the ocean. <i>"Birds, crabs, and other animals could catch them before they reached the sea."</i> M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas (killer whales) swim and act together in coordinated groups. <i>"orcas swam together in coordinated patterns"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas depend on learned behavior rather than instinct alone. <i>"Orcas rely on learned behavior"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Young orcas learn hunting strategies by observing and practicing with older members of their group. <i>"Young orcas observe older members of their group. Over time, they learn strategies and practice working together."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas live in social groups called pods, typically family groups including mothers and young. <i>"young orcas learn from the older members of their group, called a pod"</i> M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas communicate with sounds and signals used for hunting, traveling, and protecting one another. <i>"orcas use sounds and signals to stay connected. These signals can help them hunt, travel, and protect one another."</i> M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Some birds migrate by instinct, knowing when to migrate. <i>"Some birds know when to migrate."</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings

Claim (levels)	Rating	Correct fact or suggested fix	Source
Some spiders spin webs through instinctive behavior. <i>"Some spiders know how to spin webs."</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas hunt cooperatively, and teamwork lets them catch prey that is hard to catch alone. <i>"orcas often hunt animals that are difficult to catch alone. Working as a team helps them be more successful."</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas have black and white bodies. <i>"Their black and white bodies glided past the glass"</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas are large animals, while sea turtle hatchlings are tiny. <i>"A tiny turtle and a giant orca"</i> M3 High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Sea turtle flippers used for crawling on sand are also used for swimming in water. <i>"Their flippers moved in a new way now that they were no longer on land... In the water, those same flippers helped them swim."</i> M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Young sea turtles face predators in the ocean and must find food. <i>"They would need to avoid predators and find food."</i> M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Instincts guide behavior in many animals. <i>"instincts are important for many animals"</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings

Spanish Rule in Early Texas

Cluster 2 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 50 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Before the year 1600, Spain began exploring and claiming the land that is now Texas. <i>"Before 1600, Spain began to explore and claim land in what is now Texas."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spain's goals in the region were imperial expansion, spreading Catholicism, and defending its territory from rival nations. <i>"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spain built missions and presidios throughout the Texas region. <i>"they built missions and presidios across the region"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Missions were settlements run by Spanish priests known as missionaries. <i>"Missions were settlements led by Spanish priests called missionaries."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
The primary purpose of the missions was to convert Native Americans to Catholicism. <i>"Their main goal was to convert Native Americans to Catholicism."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spanish leaders feared France or other powers would claim Texas first. <i>"Spanish leaders worried that France or other groups might move into the area first."</i> M2 Moderate	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Spain was especially concerned about French expansion into the region. <i>"Spanish leaders were especially worried about France."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
French settlement in Texas threatened Spanish control of land near Mexico. <i>"If France moved into Texas, Spain could lose control of land near Mexico."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Mexico was valuable to Spain for its cities, farms, mines, and trade. <i>"Mexico was very important to Spain because it had cities, farms, mines, and trade."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spain wanted Texas to serve as a borderland/buffer zone. <i>"Spain wanted Texas to act like a borderland, or a protective area"</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Presidios were forts constructed by Spanish soldiers. <i>"Presidios were forts built by Spanish soldiers."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
At that time Spain was among the most powerful countries in the world. <i>"Spain was one of the most powerful countries in the world during this time."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spanish explorers had previously traveled throughout many parts of the Americas. <i>"Spanish explorers had already traveled to many parts of the Americas."</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Spain was among the world's strongest nations at the time. <i>"Spain was one of the strongest countries in the world during this time."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Texas was strategically important because other European nations also desired nearby lands. <i>"Texas was important because it was near other lands that European countries also wanted."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Texas was already inhabited by numerous Native American communities before Spain arrived. <i>"Texas was not empty land waiting to be claimed. It was already home to many Native American communities."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Native American groups had varied subsistence practices including hunting, gathering, and farming. <i>"Some hunted animals, some gathered plants, and some farmed."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Texas's geography includes forests, rivers, plains, grasslands, coastlines, and dry western areas. <i>"Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Parts of Texas had fertile soil and water while other parts were dry and hard to farm. <i>"Some places had rich soil and water. Other places were dry and difficult to farm."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Some Texas areas faced harsh weather, scarce water, or poor soil. <i>"Some areas had harsh weather, limited water, or poor soil for farming."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Spanish rule had enduring effects on Texas. <i>"Spanish rule had lasting effects on Texas."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spanish language and Catholicism became embedded in daily life in the region. <i>"The Spanish language and Catholic religion became part of daily life in the region."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Many current Texas place names and traditions reflect Spanish influence. <i>"Many place names and traditions in Texas today reflect this influence."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Native Americans lost land and freedom under Spanish rule, creating tension between groups. <i>"Native Americans lost land and freedom, which caused tension between groups."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
New roads were built connecting missions, presidios, and towns. <i>"New roads connected missions, presidios, and towns."</i> M2 Moderate	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Cattle ranching grew more common in some areas over time. <i>"Cattle ranching became more common in some areas."</i> M2 Moderate	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Texas culture was shaped by a mix of Spanish, Native American, and later Mexican influences. <i>"The mix of Spanish, Native American, and later Mexican influences helped shape the culture of Texas."</i> M2 Moderate, M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Texas place names such as San Antonio, El Paso, and Rio Grande reflect Spanish language influence. <i>"Words such as San Antonio, El Paso, and Rio Grande show the influence of the Spanish language."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are Texas names with Spanish origins. <i>"San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are examples of names connected to Spanish language and history."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Texas later became part of the United States. <i>"before Texas became part of the United States"</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
A major Spanish colonial route was called El Camino Real, meaning "the Royal Road." <i>"One important route became known as El Camino Real, which means "the Royal Road.""</i> M3 High, M4 Very High	Accurate	El Camino Real de los Tejas.	https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Disease spread within some missions, harming Native American communities. <i>"Disease also spread in some missions, which hurt Native American communities."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Europeans introduced diseases to which Native Americans had no prior exposure. <i>"Europeans brought diseases that Native Americans had never been exposed to before."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Crowded conditions in mission communities caused rapid disease spread. <i>"Diseases spread quickly in some mission communities because people lived close together."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
The Alamo originally began as a Spanish mission. <i>"The Alamo, for example, began as a Spanish mission"</i> M4 Very High	Accurate	Mission San Antonio de Valero, founded 1718.	https://www.tshaonline.org/handbook/entries/san-antonio-de-valero-mission
Some Spanish missions later became well-known historic sites. <i>"Some missions later became famous historic sites."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
The Spanish introduced cattle, horses, sheep, and goats to the region. <i>"The Spanish brought cattle, horses, sheep, and goats."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Cattle, horses, and sheep were raised near missions and settlements. <i>"Cattle, horses, and sheep were raised near missions and settlements."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Horses changed transportation and hunting practices. <i>"Horses affected transportation and hunting."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Cattle eventually became a major part of the Texas economy. <i>"Cattle later became a major part of the Texas economy."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Ranching terms such as "rodeo" and "lasso" derive from Spanish. <i>"Words connected to ranching, such as rodeo and lasso, come from Spanish."</i> M4 Very High	Accurate	'Rodeo' and 'lasso' (from 'lazo') come from Spanish.	https://www.merriam-webster.com/dictionary/lasso

Claim (levels)	Rating	Correct fact or suggested fix	Source
Ranching was among the most enduring Spanish influences on Texas. <i>"Ranching became one of the most lasting Spanish influences in Texas."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Missions, presidios, and towns relied on roads to stay connected. <i>"Missions, presidios, and towns needed to stay connected."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spanish settlement changed the Texas economy. <i>"Spanish settlement also affected the economy of Texas."</i> M3 High, M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Farming and ranching increased in some areas due to Spanish settlement. <i>"Farming and ranching became more common in some areas."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Catholic churches and traditions became part of the region's culture. <i>"Catholic churches and traditions also became part of the region's culture."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Catholicism became an important part of the region. <i>"Catholicism also became an important part of the region."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Some Native Americans learned and used new skills to survive. <i>"Some Native Americans learned new skills and used them to survive."</i> M1 Low, M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Some Native American groups resisted Spanish control to protect their land and freedom. <i>"Some groups fought against Spanish control because they wanted to protect their land and freedom."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Spain used settlement and claims to assert ownership of territory against rival nations. <i>"When Spain claimed land, leaders wanted other countries to know that the area belonged to them."</i> M3 High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

A Harvest to Remember

Cluster 2 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 37 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Pilgrims invited members of the Wampanoag tribe to join their celebration. <i>"They invited members of the Wampanoag tribe to join them."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "During the celebration, Massasoit and about 90 Wampanoag men joined them." Changed in: Passage source files, Daily lesson plans, InterActivity notebooks, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
In 1621 a group of English settlers known as the Pilgrims held a celebration at Plymouth, in present-day Massachusetts. <i>"In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Pilgrims were English settlers. <i>"English settlers called Pilgrims"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Plymouth is located in present-day Massachusetts. <i>"in Plymouth, in present-day Massachusetts"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
Native Americans of the Wampanoag tribe helped the Pilgrims. <i>"Native Americans from the Wampanoag tribe helped them"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
A man named Squanto taught the Pilgrims to grow crops such as corn, to catch fish, and to find food in the area. <i>"A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	Tisquantum (Squanto) showed them how to plant corn using fish to enrich the soil.	https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Squanto understood the geography of the area and taught the Pilgrims how to best use the land. <i>"He also understood the geography of the area and showed them how to use the land in ways that worked best."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Pilgrims crossed the ocean hoping to build a new life. <i>"They had crossed the ocean hoping to build a new life"</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Pilgrims traveled across the Atlantic Ocean hoping to build a new life. <i>"They had traveled across the Atlantic Ocean hoping to build a new life"</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Wampanoag people had lived in the region for a long time. <i>"The Wampanoag people had lived in the region for a long time."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Wampanoag people had lived in the area for generations. <i>"They had lived there for generations"</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
Some crops the Pilgrims knew how to grow in England did not grow the same way in the new land. <i>"Some of the crops they knew how to grow in England did not grow the same way in this new place."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Pilgrims' homes were simple and they had few supplies. <i>"Their homes were simple, and they did not have many supplies."</i> M1 Low, M2 Moderate, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Squanto showed the Pilgrims how to plant corn so it would grow better. <i>"He showed them how to plant corn so it would grow better."</i> M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Corn was an important food because it could be stored and used in different ways. <i>"Corn was an important food because it could be stored and used in different ways."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Corn was an important crop because it could be eaten, dried, and stored for later. <i>"Corn was an important crop because it could be eaten, dried, and stored for later."</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Fish could be eaten fresh or used to help the soil. <i>"Fish could be eaten fresh or used to help the soil."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Fish could be eaten and could also help the soil when used in farming. <i>"Fish were useful because they could be eaten, and they could also help the soil when used in farming."</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
A productive harvest means gathering enough crops to feel more prepared for the future. <i>"A productive harvest meant they had gathered enough crops to feel more prepared for the future."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
A productive harvest means crops grew well enough to provide food for the people. <i>"A productive harvest meant that the crops had grown well enough to provide food for the people."</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
To adapt means to change in order to fit a new situation. <i>"To adapt means to change in order to fit a new situation."</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
To adapt means to change in order to fit a new situation or environment. <i>"To adapt means to change in order to fit a new situation or environment."</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 celebration meal likely included deer, fish, corn, and other local foods. <i>"They likely ate deer, fish, corn, and other local foods."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	The Wampanoag brought five deer; the colonists hunted wild birds ('fowl').	https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 meal may have included wild birds, beans, squash, berries, nuts, or other local foods. <i>"There may have been wild birds, beans, squash, berries, or nuts."</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The exact meal of the 1621 celebration is not fully known. <i>"the exact meal is not fully known"</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
Historians believe the 1621 meal was very different from the modern Thanksgiving meal. <i>“historians believe it was very different from the modern Thanksgiving meal”</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Pilgrims probably did not eat pumpkin pie, mashed potatoes, or cranberry sauce the way people do today. <i>“They probably did not eat pumpkin pie, mashed potatoes, or cranberry sauce in the way many people do today.”</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 settlers did not have ovens for pies or many foods now served at Thanksgiving. <i>“They did not have ovens for pies or many of the foods now served at Thanksgiving tables.”</i> M2 Moderate	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 settlers did not have the same stores, ovens, recipes, or supplies people have today. <i>“They did not have the same stores, ovens, recipes, or supplies that people have today.”</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 celebration was not a large feast like modern Thanksgiving meals but was an important event. <i>“It was not a large feast like modern Thanksgiving meals, but it was an important event.”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Corn was part of the 1621 meal, and the word “maize” is being punned on. <i>“Since corn was part of the meal, someone might say the celebration was a-maize-ing.”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
“Maize” is another word for corn. <i>“This pun uses the word “maize,” another word for corn, to create a playful meaning.”</i> M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 gathering lasted for several days. <i>“The gathering lasted for several days.”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	About three days.	https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The 1621 celebrants used the food the land provided. <i>“People used what the land provided”</i> M2 Moderate, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Geography affects how people live. <i>“geography affects how people live”</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The location of rivers, forests, fields, and coastlines helps people decide where to build homes, plant crops, and gather food. <i>“The location of rivers, forests, fields, and coastlines can help people decide where to build homes, plant crops, and gather food.”</i> M3 High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Thanksgiving holiday is often connected to the 1621 gathering and the idea of giving thanks. <i>“The holiday is often connected to this early gathering and the idea of giving thanks.”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Our Rights, Our Voices

Cluster 3 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 22 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Second Amendment protects the right to keep and bear arms / self-defense <i>"The Second says you have a right To keep yourself safe day or night"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "The Second says you have a right / To keep and bear arms, day or night, (rhyme and meter kept)" Changed in: Passage source files, Daily lesson plans, Explanation decks, scripts, tracking, High-Frequency Words, InterActivity notebooks, Paraphrasing, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Third Amendment prohibits the quartering of soldiers in homes <i>"The Third says soldiers cannot stay, Inside your home in any way"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "The Third says soldiers cannot stay, / Inside your home without your say. (rhyme kept)" Changed in: Passage source files, Daily lesson plans, Explanation decks, scripts, tracking, High-Frequency Words, Paraphrasing, Reading passage PDFs, Station Rotation, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.archives.gov/founding-docs/bill-of-rights-transcript
The United States was once a newly founded nation <i>"Long ago, when a nation was new"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
Leaders wrote down a set of rights (the Bill of Rights) to establish fairness <i>"They wrote down rights to make things fair"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The First Amendment protects freedom of speech <i>"The First says you can speak your mind"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The First Amendment protects freedom of religion <i>"Practice religion of any kind"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

Claim (levels)	Rating	Correct fact or suggested fix	Source
The First Amendment protects freedom of the press and of assembly <i>“Write your thoughts and gather too”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The First Amendment protects the transmission of ideas (speech/press) <i>“And transmit ideas as others do”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The First Amendment protects the right to peaceful assembly <i>“People also have the right to meet Peacefully along a town or street”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The First Amendment protects the right to petition the government <i>“They can ask leaders to hear their plea”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Fourth Amendment protects against unreasonable searches and seizures <i>“The Fourth is protective of things and space, No searches happen without a case”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Fifth Amendment guarantees fair treatment in court (due process) <i>“The Fifth says courts must treat you fair”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Sixth Amendment guarantees the right to a fair trial by jury <i>“The Sixth gives you a trial that’s fair, With a jury there to listen and care”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Seventh Amendment guarantees the right to a jury trial in certain civil cases <i>“The Seventh keeps your right to sue, In certain cases brought to court too”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Eighth Amendment prohibits cruel and unusual punishment <i>“The Eighth says punishments must be fair, Not too harsh or hard to bear”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Ninth Amendment states that rights not enumerated still exist <i>“The Ninth reminds us rights still exist, Even ones not on the list”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Tenth Amendment reserves unlisted powers to the states and the people <i>“The Tenth says powers not written down Belong to states and people around”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The United States Constitution was completed (1787) before the Bill of Rights was added <i>“After the Constitution was complete”</i> M4 Very High	Accurate	Constitution signed 1787; Bill of Rights ratified 1791.	https://www.archives.gov/founding-docs/bill-of-rights-transcript
The first ten amendments to the Constitution are called the Bill of Rights <i>“The first ten changes, large and small, Are known as the Bill of Rights by all”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Bill of Rights has remained in effect over a long period <i>“The Bill of Rights has stood the test”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

Claim (levels)	Rating	Correct fact or suggested fix	Source
Many years have elapsed since the Bill of Rights was created <i>"Though many years have passed us by"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Tenth Amendment divides authority between federal and state government (balance of power) <i>"This helps divide authority, Creating balance for you and me"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

A Voice of Their Own

Cluster 3 • Module 1, Module 2, Module 3, Module 4 • Fiction • 19 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The American colonies were governed by laws made in England, far from the colonies. <i>"In the colonies, most laws were made far away in England."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Resolved	Resolved. Now reads: "In the colonies, most laws were made far away in Great Britain. (Also "Great Britain should continue..." in the High and Very High versions.)" Changed in: Passage source files, Daily lesson plans, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides, Listen-along audio (read in Randi's voice).	https://www.parliament.uk/about/living-heritage/evolutionofparliament/legislativescrutiny/act-of-union-1707/
The king and Parliament of England made the laws the colonists had to follow. <i>"The king and Parliament decided what rules the colonists had to follow."</i> M3 High, M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
The king and Parliament made the rules for the colonies. <i>"Because the king and Parliament make the rules."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Virginia had a group of representatives that helped make decisions. <i>"I've been hearing about Virginia. They have a group of representatives who help make decisions."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	The Virginia House of Burgesses, first met 1619.	https://www.encyclopediavirginia.org/entries/house-of-burgesses/

Claim (levels)	Rating	Correct fact or suggested fix	Source
Self-government is the term for people having a voice in making their own laws. <i>"It's called self-government."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Under representative government, people choose representatives to speak for them. <i>"The people choose representatives to speak for them."</i> M3 High, M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Representatives meet, discuss problems, and work together before making decisions. <i>"They meet, discuss problems, and work together before making choices."</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
News moved slowly between the colonies. <i>"News traveled slowly from one colony to another."</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
News was carried between colonies by riders with letters and by travelers sharing stories. <i>"Riders carried letters, and travelers shared stories wherever they stopped."</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
News spread slowly, carried by people sharing what they heard. <i>"News moved slowly, but people shared what they heard."</i> M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Before newspapers were widely available, people learned news from travelers. <i>"Before newspapers reached everyone, many people learned by listening to travelers."</i> M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/

Claim (levels)	Rating	Correct fact or suggested fix	Source
People learned about representative government by reading newspapers. <i>"Some people learned about representative government by reading newspapers."</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Representative government was an established idea, not a new one. <i>"The idea of representative government was not new"</i> M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
The colonies were geographically far apart from one another. <i>"Even though the colonies were far apart"</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
The colonies were spread out over a wide area. <i>"Even though the colonies are spread out"</i> M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Ideas about self-government spread through the colonies and shaped their future. <i>"These ideas continued to spread and helped shape the future of the colonies."</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
The spread of self-government ideas led to significant changes in American history. <i>"helped lead to important changes in American history"</i> M2 Moderate	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/
Beliefs about self-government and representative government became part of American history. <i>"Those beliefs would become an important part of American history."</i> M3 High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/

Claim (levels)	Rating	Correct fact or suggested fix	Source
These discussions were a step toward the development of American self-government. <i>“became an important step in the growth of American self-government”</i> M4 Very High	Accurate		https://www.encyclopediavirginia.org/entries/house-of-burgesses/

The Garden That Wouldn't Grow

Cluster 4 • Module 1, Module 2, Module 3, Module 4 • Fiction • 13 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Water is necessary for plant growth. <i>“water is necessary for plant growth”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)
Excess water in soil can deprive plant roots of air. <i>“too much water can prevent roots from getting enough air”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)
Plant roots require air (oxygen) to function effectively. <i>“Without proper air, the roots cannot function effectively”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)
Healthy soil supplies plants with nutrients and physical support for growth. <i>“healthy soil gives plants the nutrients and support they need to grow”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)
Weeds compete with garden plants for water, sunlight, nutrients, and space. <i>“weeds compete with garden plants for water, sunlight, nutrients, and space”</i> M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)

Claim (levels)	Rating	Correct fact or suggested fix	Source
Many flowering plants depend on pollinators to reproduce. <i>"many flowering plants depend on pollinators to help them reproduce"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
Plants use sunlight to make food in their leaves through photosynthesis. <i>"Plants need sunlight to make food in their leaves through photosynthesis"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
Roots absorb water and nutrients but also require air spaces between soil particles. <i>"Healthy roots absorb water and nutrients from the soil, but they also need tiny spaces between soil particles where air can reach them"</i> M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
When soil pores fill with water, oxygen moves through the soil less easily. <i>"oxygen cannot move through the soil as easily"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
The scientific method involves collecting evidence before drawing conclusions. <i>"scientists collect evidence before drawing conclusions"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
Tomatoes, peppers, and herbs are plants commonly grown in gardens. <i>"tomatoes, peppers, and herbs"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
Bees visit flowers, acting as pollinators. <i>"bees visit the flowers"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)
Tomatoes ripen from green to red. <i>"clusters of green tomatoes that slowly ripened into bright red fruit"</i> M4 Very High	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth (soil air and water for roots)

Words That Changed a Nation

Cluster 4 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 53 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
In the summer of 1776, leaders from the thirteen colonies met to decide on independence. <i>"In the summer of 1776, leaders from the thirteen colonies met"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration of Independence was approved on July 4, 1776. <i>"approved the Declaration of Independence on July 4, 1776"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	Congress voted for independence July 2 and approved the Declaration's wording July 4, 1776.	https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration announced freedom from Great Britain. <i>"announce freedom from Great Britain"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration states that all men are created equal. <i>"all men are created equal"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration names unalienable rights: life, liberty, and the pursuit of happiness. <i>"unalienable rights, including life, liberty, and the pursuit of happiness"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration's rights were considered natural rights a government cannot take away. <i>"These rights were considered natural"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Abigail Adams was the wife of John Adams. <i>"Abigail Adams, the wife of John Adams"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
Abigail Adams wrote a letter urging leaders to 'Remember the Ladies.' <i>"Remember the Ladies"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	Letter of March 31, 1776.	https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Colonists objected to taxes imposed without representation in Parliament. <i>"taxes placed on them without representation in Parliament"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration states governments derive their just powers from the consent of the governed. <i>"their just powers from the consent of the governed"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration argued people may change or replace a government that fails to protect rights. <i>"the people had the authority to change or replace it"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration listed complaints against King George III. <i>"The Declaration listed many complaints against King George III"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Enslaved people remained without freedom after the Declaration. <i>"Enslaved people remained without freedom"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Native American groups faced conflict as settlers moved west. <i>"many Native American groups faced conflict as settlers continued moving west"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Declaration was written in 1776. <i>“the words written in 1776”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Colonists spoke English, traded with British merchants, and followed British laws. <i>“traded with British merchants, and followed many British laws”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Colonial relations with Britain changed after the French and Indian War. <i>“changed after the French and Indian War”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Britain won the French and Indian War. <i>“Although Britain won the war”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Parliament passed new taxes on the colonies. <i>“Parliament passed new taxes on the colonies”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The colonists' protest became known as 'taxation without representation.' <i>“taxation without representation”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Boston Massacre increased colonial anger toward British soldiers. <i>“The Boston Massacre increased anger toward British soldiers”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Tea Act led to the Boston Tea Party. <i>“The Tea Act led to the Boston Tea Party”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Colonists dumped tea into Boston Harbor to protest British policies. <i>“colonists dumped tea into Boston Harbor”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
Britain passed laws punishing Massachusetts. <i>"laws that punished Massachusetts"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
In 1776 the Continental Congress voted to separate from Great Britain. <i>"members of the Continental Congress voted to separate from Great Britain"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Enlightenment thinker John Locke influenced the Declaration's ideas. <i>"Enlightenment thinkers such as John Locke"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
John Locke believed people are born with natural rights that governments should protect. <i>"Locke believed that people are born with natural rights"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Many European kings claimed authority came from birth or divine right. <i>"authority came from birth or divine right"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration announced the colonies were 'Free and Independent States.' <i>"Free and Independent States"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Signers of the Declaration could be considered traitors by Britain. <i>"considered traitors by the British government"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Revolutionary War determined the outcome of independence. <i>"If the colonies lost the Revolutionary War"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
Free Black Americans recognized the gap between the Declaration's ideals and reality. <i>"Free Black Americans"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The French and Indian War ended in 1763. <i>"which ended in 1763"</i> M4 Very High	Accurate	1763, Treaty of Paris.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Britain gained more land in North America after the French and Indian War. <i>"gained more land in North America"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Parliament passed the Sugar Act and the Stamp Act. <i>"Sugar Act and the Stamp Act"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Sons of Liberty protested against British policies. <i>"Groups such as the Sons of Liberty"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
In 1770 British soldiers fired into a crowd in the Boston Massacre, killing several people. <i>"In 1770, the Boston Massacre occurred when British soldiers fired into a crowd"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Tea Act was passed three years after the Boston Massacre. <i>"Three years later, Parliament passed the Tea Act"</i> M4 Very High	Accurate	Tea Act 1773.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Protesters dumped hundreds of chests of tea into Boston Harbor. <i>"dumped hundreds of chests of tea into the water"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Britain passed the Intolerable Acts punishing Massachusetts. <i>"passing the Intolerable Acts, which punished the colony of Massachusetts"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
Leaders gathered at the First Continental Congress. <i>"First Continental Congress"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Fighting began in 1775 at Lexington and Concord. <i>"Fighting began in 1775 at Lexington and Concord"</i> M4 Very High	Accurate	April 19, 1775.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
In June 1776 the Continental Congress appointed a committee to write the Declaration. <i>"In June 1776, the Continental Congress appointed a committee"</i> M4 Very High	Accurate	Committee of Five named June 11, 1776.	https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Thomas Jefferson wrote most of the Declaration of Independence. <i>"Thomas Jefferson wrote most of the document"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
John Locke argued governments should protect life, liberty, and property. <i>"governments should protect life, liberty, and property"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Revolutionary War continued until 1783. <i>"The Revolutionary War continued until 1783"</i> M4 Very High	Accurate	Treaty of Paris, 1783.	https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists loyal to Britain were called Loyalists; supporters of independence were Patriots. <i>"remained loyal to Great Britain were called Loyalists"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Women could not vote at the time of the Declaration. <i>"Although women could not vote at that time"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Some Native American groups sided with Britain during the Revolutionary War. <i>"Some Native American groups sided with the British"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
Abolitionists used the Declaration's language to argue against slavery. <i>"Abolitionists used its language"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Women's rights advocates cited the Declaration's promises. <i>"Women's rights advocates pointed to its promises"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Civil rights leaders invoked the Declaration's founding ideals. <i>"Civil rights leaders later reminded Americans"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration's ideas have been discussed for more than two centuries. <i>"more than two centuries"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

A Difficult Compromise

Cluster 5 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 37 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
In 1861 several Southern states left the Union after Abraham Lincoln was elected president. <i>"several Southern states left the Union after Abraham Lincoln was elected president"</i> M4 Very High	Resolved	Resolved. Now reads: "In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president." Changed in: Passage source files, Daily lesson plans, Evidence decks, scripts, tracking, Reading passage PDFs, Student workbooks, Teacher Lesson Plan Guides.	https://www.archives.gov/milestone-documents/emancipation-proclamation https://www.battlefields.org/learn/articles/secession
In the summer of 1787, leaders met in Philadelphia to revise the country's government. <i>"In the summer of 1787, leaders met in Philadelphia"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The meeting was the Constitutional Convention, held in Philadelphia in 1787. <i>"At the Constitutional Convention"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Constitutional Convention debated how to count enslaved people for purposes of representation in Congress. <i>“how to count enslaved people when deciding representation in Congress”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The agreement was named the Three-Fifths Compromise. <i>“This became known as the Three-Fifths Compromise”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Under the compromise, each enslaved person was counted as three-fifths of a person. <i>“each enslaved person would count as three-fifths of a person”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Southern states wanted enslaved people counted in their population totals. <i>“Southern states wanted enslaved people counted as part of their population”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Northern states argued it was unfair to count people who were not free and could not vote. <i>“it wasn’t fair to count people who were not free and could not vote”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The three-fifths formula added three to a state’s population total for every five enslaved people. <i>“For every five enslaved people, three were added to a state’s population total”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
Under the formula, a state with 5,000 enslaved people would have 3,000 included in its count. <i>"If a state had 5,000 enslaved people, 3,000 would be included in that count"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The three-fifths formula was also applied to the division of certain taxes among states. <i>"The formula was also used when certain taxes were divided among the states"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Under the compromise, each state would have two members in the Senate. <i>"In the Senate, every state would have two members"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
In the House of Representatives, the number of members per state was based on population. <i>"In the House of Representatives, the number of members from each state would depend on population"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Congress was structured with two parts, a Senate and a House of Representatives. <i>"Congress would have two parts"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Delegates from twelve states attended the Philadelphia convention to write a new plan of government. <i>"Delegates from twelve states traveled to Philadelphia to write a new plan"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Rhode Island did not send delegates to the Constitutional Convention. <i>"Rhode Island chose not to send anyone"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Constitutional Convention meetings were held in secret so delegates could speak freely. <i>"The meetings were held in secret so delegates could speak freely"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Under the nation's first plan of government, Congress had little power to collect money or resolve disputes among states. <i>"Under its first plan of government, Congress had little power to collect money"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The states were governed under the Articles of Confederation, which gave most power to the states. <i>"The states were joined under a plan called the Articles of Confederation"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Under the Articles of Confederation, Congress could request money from states but could not compel payment. <i>"Congress could ask states for money, but it could not force them to pay"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Large and small states disagreed over whether representation should be based on population. <i>"Larger states wanted the number of representatives to be based on population"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Enslaved people were forced to grow crops including tobacco, rice, and indigo in the South. <i>"forced to grow crops such as tobacco, rice, and indigo"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Electoral College is the body that selects the president. <i>"the Electoral College, which selects the president"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
Hundreds of thousands of people remained enslaved in the new nation. <i>"hundreds of thousands of people remained enslaved"</i> M3 High, M4 Very High	Accurate	The 1790 census counted about 700,000 enslaved people.	https://www.census.gov/histroy/www/through_the_decades/fast_facts/1790_fast_facts.html
By 1861 the nation had divided and the Civil War had begun. <i>"By 1861, the nation had divided and the Civil War had begun"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Civil War lasted four years. <i>"The war lasted four years"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Thirteenth Amendment ended slavery in the United States. <i>"the Thirteenth Amendment ended slavery in the United States"</i> M3 High, M4 Very High	Accurate	Ratified 1865.	https://www.archives.gov/milestone-documents/13th-amendment
The Fourteenth Amendment required states to count the whole number of persons for representation, ending the three-fifths formula. <i>"The Fourteenth Amendment later required states to count the whole number of persons for representation"</i> M3 High, M4 Very High	Accurate	14th Amendment (1868), Section 2.	https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
President Lincoln issued the Emancipation Proclamation declaring enslaved people in Confederate-controlled areas free. <i>"President Lincoln issued the Emancipation Proclamation, which declared enslaved people in areas controlled by the Confederacy to be free"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Some enslaved people escaped through networks known as the Underground Railroad. <i>"networks that became known as the Underground Railroad"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
Abolitionists worked to end slavery and described its cruelty. <i>"Abolitionists worked to end slavery and described its cruelty"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The United States declared its independence from Britain. <i>"the nation declared its independence from Britain"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The nation was founded on the idea that people have natural rights including life and liberty. <i>"founded on the idea that people had natural rights, including life and liberty"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The compromise left millions of people without freedom or representation. <i>"they left millions of people without freedom or representation"</i> M3 High, M4 Very High	Accurate	About 700,000 people were enslaved in 1790 and about 4 million by 1860, so over the years the compromise affected millions.	https://www.census.gov/history/www/through_the_decades/fast_facts/1790_fast_facts.html
The Constitution opens with the words "We the People." <i>"We the People"</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The United States was still a young nation after the American Revolution. <i>"The United States was still a young nation after the Revolution"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Slavery was tied to the economy of many Southern states, where enslaved people worked on farms and plantations. <i>"slavery was tied to the economy of many Southern states"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

A Visit to the Workshop

Cluster 5 • Module 1, Module 2, Module 3, Module 4 • Fiction • 18 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The story is set in the year 1880. <i>"The year was 1880"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	Edison's Menlo Park lab made its first long-lasting carbon filament bulb in late 1879.	https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Thomas Edison was a real person who ran a workshop/laboratory. <i>"stood Thomas Edison"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Thomas Edison is known as an inventor. <i>"Some called him an inventor"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Edison was known for working late into the night. <i>"he often worked late into the night"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
An incandescent bulb produces light from a thin wire (filament) sealed inside a glass bulb. <i>"a thin wire inside a glass bulb... it began to glow"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Edison did not invent the first electric light; earlier electric lights existed but burned out too quickly. <i>"Other people have made electric lights before, but the lights often burn out too quickly"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Early electric lights were sometimes too bright/dangerous or too expensive for ordinary homes. <i>"Some are too bright and dangerous. Others cost too much to use in ordinary homes"</i> M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Edison and his workers were working to make electric light last longer. <i>"They are trying to make electric light last longer"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Removing air from a bulb (creating a vacuum) helps the glowing material last longer. <i>"air inside the bulb could cause the glowing material to burn too quickly. By removing most of the air"</i> M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Oil lamps produce flickering light and smoke. <i>"Her family used oil lamps that flickered and sometimes filled the air with smoke"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Oil lamps require trimming the wick and adding oil. <i>"Her mother had to trim the wicks and add oil each day"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Oil lamps give off a weak, yellow light. <i>"The lamps gave off a weak, yellow light"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Before electric light, people had to carry a flame (lamp/candle) from room to room. <i>"No one would need to carry a flame from room to room"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Providing electric light to homes required wires and power-generating stations to distribute electricity. <i>"They need a way to send electricity to many homes and businesses. They need wires, machines, and stations that can produce power"</i> M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Edison's invention was developed by a team of workers, not by Edison alone. <i>"an invention this large takes a team"</i> M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Many of Edison's early filament experiments failed (wires burned too quickly or glowed too dimly). <i>"many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Edison's team kept detailed written records/notebooks of their experiments. <i>"We write everything down"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Before electric lighting, nights were very dark. <i>"Someday, people may forget how dark the nights used to be"</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm

A Voice in the Community

Cluster 6 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 12 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Civic participation opportunities exist in many communities across the United States. <i>"In many communities across the United States"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
Civic actions can occur at the local, state, or national level of government. <i>"actions can happen at the local, state, or national level"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government

Claim (levels)	Rating	Correct fact or suggested fix	Source
Local elections can decide how money is used in schools, and national elections can shape laws for the entire country. <i>“a local election might decide how money is used in schools, while a national election can shape laws for the whole country”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
City council meetings are a form of local civic participation. <i>“people may attend a city council meeting”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
State governments make decisions about education, transportation, health, and other services. <i>“State governments make decisions about education, transportation, health, and other services”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
National government decisions can involve taxes, national defense, immigration, or the environment. <i>“National decisions can involve taxes, national defense, immigration, or the environment”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
At the national level citizens can vote for leaders, write letters, and sign petitions. <i>“citizens can vote for leaders, write letters, sign petitions”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
In elections, citizens choose leaders or decide questions placed on a ballot. <i>“In an election, citizens choose leaders or decide questions placed on a ballot”</i> M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government

Claim (levels)	Rating	Correct fact or suggested fix	Source
In close elections, only a few votes may separate the winning side from the losing side. <i>“only a few votes may separate the winning side from the losing side”</i> M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
A minimum voting age exists, and young people can take part in civic life before reaching it. <i>“even before they are old enough to vote”</i> M3 High, M4 Very High	Accurate		https://www.usa.gov/branches-of-government
A compromise is when people give up part of what they want so that a group can reach an agreement. <i>“A compromise happens when people give up part of what they want so that a group can reach an agreement”</i> M4 Very High	Accurate		https://www.usa.gov/branches-of-government
Volunteering to help after a storm is a form of community service. <i>“help after a storm”</i> M4 Very High	Accurate		https://www.usa.gov/branches-of-government

A Gift that Welcomed Millions

Cluster 6 • Module 1, Module 2, Module 3, Module 4 • Fiction • 16 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The story is set in the spring of the year 1907 <i>“In the spring of 1907, twelve-year-old Rosa stood on the deck”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
There is a harbor in New York <i>“entered New York Harbor”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The family emigrated from Italy <i>“Her family had traveled for weeks from Italy”</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Statue of Liberty is a real monument in the harbor <i>"That's the Statue of Liberty"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty holds a raised torch <i>"the statue's raised torch shining in the morning light"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The statue's torch symbolizes hope and freedom <i>"the torch stood for hope and freedom"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty holds a tablet in its arm <i>"The tablet in the statue's arm"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	The tablet reads JULY IV MDCCLXXVI.	https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Independence Day is July 4, 1776 <i>"July 4, 1776"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The United States declared independence on July 4, 1776 <i>"the day the United States declared its independence"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Ellis Island was the immigration inspection station in New York Harbor <i>"At Ellis Island"</i> M1 Low, M2 Moderate, M3 High, M4 Very High	Accurate	Ellis Island station opened 1892; 1907 was its busiest year.	https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty's crown has seven rays <i>"Seven rays stretched from its crown"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Statue of Liberty was a gift from France <i>“the statue had been a gift from France”</i> M2 Moderate, M3 High, M4 Very High	Accurate	Dedicated October 28, 1886.	https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The statue commemorates friendship between France and the United States <i>“It honored the friendship between France and the United States”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Liberty is defined as freedom to make choices and build a future <i>“liberty meant being free to make choices and build a future”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
New York City is reachable by ferry from Ellis Island <i>“a ferry that would take them into New York City”</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty stands on a small island <i>“The statue stood on a small island in the harbor”</i> M3 High, M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm

One Voice Can Start a Wave

Cluster 7 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 20 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The American colonies were taxed by a distant government (Britain) while the colonists had little or no voice in those taxes. <i>“New taxes came from far away, / Though colonists had little say”</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The British Parliament made governing decisions for the colonies. <i>“And Parliament still made the choice”</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Before the American Revolution, many colonists remained loyal to Britain. <i>"Before the Revolution grew, / Many colonists still felt loyal too"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Some colonists were loyal to Britain and its crown. <i>"Some honored Britain and the crown"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists spread their views through printed materials. <i>"They printed words on papers and walls"</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists used boycotts and writing as forms of protest. <i>"Some chose boycotts, some would write"</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Declaration of Independence asserted that natural rights should guide government. <i>"The Declaration made the claim / That natural rights should guide the frame"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration of Independence claimed that people have a right to life and liberty. <i>"It claimed that people had a right / To life and liberty held tight"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Government derives its power from the consent of the governed. <i>"And government, the writers said, / Gets power from the people led"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Bill of Rights was created to protect liberties. <i>"The Bill of Rights became a guide / To help keep liberty beside"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Bill of Rights protects freedoms such as speech and religion and limits government power. <i>“Speech and religion, courts and law / Placed limits on what power saw”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
Abigail Adams wrote asking that rights be extended to women. <i>“Abigail Adams used her pen / To ask that rights reach women then”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Enslaved Americans existed in the United States and were denied the promised freedom. <i>“Enslaved Americans also knew / That promised freedom was not true”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Native peoples lost land as borders changed. <i>“Native peoples also faced / Loss of land as borders changed”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The United States Constitution established the framework of government. <i>“The Constitution built a frame”</i> M3 High, M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Stamp Act angered many colonists. <i>“The Stamp Act angered many then”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Boston Massacre occurred, and accounts of it differed. <i>“The Boston Massacre brought fear; / Different accounts were people’s lens”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists dumped tea into a bay (the Boston Tea Party). <i>“Then tea was dumped into the bay”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Intolerable Acts were British laws intended to punish the colonies. <i>"The Intolerable Acts were meant / To punish those whom Britain blamed"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Three-Fifths Compromise counted enslaved people as three-fifths for representation while denying them the vote. <i>"The Three-Fifths Compromise would count / Enslaved people for representation's amount, / While those same people had no vote"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Try, Learn, Change

Cluster 7 • Module 1, Module 2, Module 3, Module 4 • Nonfiction • 11 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Sea turtle hatchlings instinctively crawl toward the sea without being taught or trained. <i>"Its instinct helps it seek the sea, / A born behavior naturally."</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Sea turtles hatch by emerging up through beach sand. <i>"A turtle breaking through the sand / Has no instructor close at hand."</i> M2 Moderate, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas (killer whales) learn hunting skills by observing and practicing with older members of their pod. <i>"An orca learns from older guides, / And practices while with its pod it glides."</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas use sound/signals and group cooperation (teamwork) in hunting. <i>"Through practice, signals, sound, and team, / It learns to hunt within the stream."</i> M3 High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings

Claim (levels)	Rating	Correct fact or suggested fix	Source
Thomas Edison and his workers developed the light bulb through repeated trial, error, and testing in his workshop. <i>"In Edison's workshop, bulbs would break, / But every failure helped them make / A better guess, a stronger test,"</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Edison's workers tested wire filaments aiming to make a longer-lasting light. <i>"Edison's workers tested wire, / Hoping longer light would fire."</i> M2 Moderate, M3 High, M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
English settlers arrived at Plymouth (New England) where they were unfamiliar with the land. <i>"At Plymouth, settlers found the land / Was not a place they understood firsthand."</i> M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Wampanoag people had longstanding knowledge of the local land, seasons, plants, and waters. <i>"The Wampanoag knew the ground, / The seasons, plants, and waters found."</i> M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Wampanoag knowledge helped the Plymouth settlers learn where and when to grow crops. <i>"That knowledge helped the settlers learn / Where crops might grow and seasons turn."</i> M3 High, M4 Very High	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Spanish settlement in Texas introduced roads, ranching, and new customs. <i>"Spanish settlement in Texas too / Brought roads and ranching, customs new."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Native peoples in Texas lost freedom and land as a result of Spanish settlement. <i>"But Native peoples also faced / Loss of freedom, land displaced."</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

From Protest to Participation: How a Nation Changes

Cluster 8 • Module 1 • Nonfiction • 32 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Before the American Revolution, the thirteen American colonies were part of Great Britain. <i>"Before the American Revolution, the thirteen colonies belonged to Great Britain."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Great Britain incurred large debts after the French and Indian War. <i>"After the French and Indian War, however, Great Britain had large debts."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The British Parliament passed new taxes affecting the colonies. <i>"Parliament passed new taxes affecting the colonies."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Stamp Act imposed taxes on printed materials. <i>"The Stamp Act placed taxes on printed materials."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The colonies did not elect representatives to the British Parliament. <i>"the colonies did not elect representatives to Parliament"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The colonists' grievance was known as "taxation without representation." <i>"Their complaint became known as taxation without representation."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Sons of Liberty was a colonial organization. <i>"Some joined organizations such as the Sons of Liberty."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonial merchants boycotted certain British goods. <i>"Merchants participated in boycotts by refusing to purchase certain British goods."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Boston Massacre occurred and increased distrust of British soldiers. <i>"The Boston Massacre increased distrust of British soldiers."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Tea Act led to the Boston Tea Party. <i>"The Tea Act led to the Boston Tea Party."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Great Britain passed laws the colonists called the Intolerable Acts. <i>"laws the colonists called the Intolerable Acts"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
By 1776, more colonial leaders believed independence was necessary. <i>"By 1776, more colonial leaders believed independence was necessary."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Declaration of Independence declared the colonies' separation from Great Britain. <i>"The Declaration of Independence announced that the colonies intended to separate from Great Britain."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Declaration of Independence names life, liberty, and the pursuit of happiness as rights government should protect. <i>"It identified life, liberty, and the pursuit of happiness among those rights."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration of Independence states governments derive legitimate power from the consent of the governed. <i>"governments receive their legitimate power from the consent of the governed"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration of Independence proclaimed equality. <i>"The Declaration proclaimed equality"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
In 1776, American society did not provide equal rights to everyone. <i>"American society in 1776 did not provide equal rights to everyone"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
In 1776, women could not participate equally in political life. <i>"Women could not participate equally in political life."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Enslaved people were denied freedom in the founding era. <i>"Enslaved people were denied freedom."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Native American nations faced increasing pressure and conflict as colonial settlement expanded. <i>"Native American nations faced increasing pressure and conflict as colonial settlement expanded."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Abigail Adams urged her husband John Adams to "Remember the Ladies." <i>"She urged her husband, John Adams, to "Remember the Ladies""</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Abigail Adams, wife of John Adams, recognized the contradiction between the Declaration's equality and unequal treatment of women. <i>"Abigail Adams recognized part of this contradiction"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Delegates met at the Constitutional Convention in 1787. <i>"In 1787, delegates met at the Constitutional Convention."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The U.S. Constitution created a stronger national government with separate branches and divided power. <i>"The Constitution they produced created a stronger national government with separate branches"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Southern states wanted enslaved people counted when determining representation in Congress. <i>"Southern states wanted enslaved people counted when determining representation in Congress"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Under the Three-Fifths Compromise, every five enslaved people were counted as three persons for representation. <i>"every five enslaved people would be counted as three persons"</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
The first ten amendments to the Constitution are known as the Bill of Rights. <i>"The first ten amendments became known as the Bill of Rights."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Bill of Rights protects individual freedoms and limits government power. <i>"These amendments protect important freedoms and establish limits on government power."</i> M1 Low	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript
The Statue of Liberty is located in New York Harbor. <i>"immigrants arriving in New York Harbor could see the Statue of Liberty"</i> M1 Low	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty's tablet is inscribed with the date July 4, 1776. <i>"Its tablet connects it to July 4, 1776."</i> M1 Low	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The Statue of Liberty holds a torch symbolizing light and liberty. <i>"Its torch suggests light and liberty."</i> M1 Low	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Ellis Island was an immigration arrival point. <i>"Immigrant families arriving through places such as Ellis Island"</i> M1 Low	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm

How Change Happens: Observe, Adapt, Test, and Improve

Cluster 8 • Module 2 • Nonfiction • 20 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Pilgrims arrived and settled at Plymouth. <i>"When the Pilgrims arrived in Plymouth"</i> M2 Moderate	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Plymouth environment differed from England's environment. <i>"differed from what they knew in England"</i> M2 Moderate	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
The Wampanoag are a Native American people with generations of local knowledge of the Plymouth region. <i>"The Wampanoag people possessed knowledge developed through generations of living in the region."</i> M2 Moderate	Accurate		https://plimoth.org/yath/unit-4/eye-witness-account-of-the-1621-harvest-celebration https://plimoth.org/yath/unit-4/what-did-they-eat-at-the-1621-harvest-celebration
Spanish colonization of Texas introduced missions, presidios, roads, livestock, ranching, language, religion, and settlements there. <i>"Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements."</i> M2 Moderate	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Native American communities were pressured by Spanish settlement to change religion, customs, and ways of life. <i>"Many Native American communities faced pressure to change their religions, customs, locations, or ways of life."</i> M2 Moderate	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Thomas Edison was an inventor who ran a workshop. <i>"Thomas Edison's workshop"</i> M2 Moderate	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Edison's development of practical electric lighting involved repeated testing. <i>"Developing a practical electric lighting system required repeated testing."</i> M2 Moderate	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
Orcas (killer whales) hunt cooperatively in groups called pods. <i>“Orcas hunt in pods”</i> M2 Moderate	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
A newly hatched sea turtle must travel from its nest to the ocean. <i>“move from its nest toward the ocean”</i> M2 Moderate	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Young orcas learn behaviors by observing older pod members. <i>“Young orcas can learn behaviors by observing older members of their pod.”</i> M2 Moderate	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Before the American Revolution, many colonists initially sought reforms rather than independence. <i>“Before the American Revolution, many colonists did not initially demand independence.”</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Articles of Confederation were the first U.S. governing document and were seen as inadequate by many leaders. <i>“The Articles of Confederation did not provide the national system many leaders believed the new nation needed.”</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The U.S. Constitution replaced the Articles of Confederation with a new governmental structure. <i>“The Constitution created a different structure.”</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Bill of Rights was added to address concerns about individual rights. <i>“Concerns about individual rights led to the Bill of Rights.”</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/bill-of-rights-transcript

Claim (levels)	Rating	Correct fact or suggested fix	Source
The U.S. Constitution has been amended after the Bill of Rights. <i>"Later amendments changed the Constitution again."</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Delegates at the Constitutional Convention negotiated agreements to create the Constitution. <i>"At the Constitutional Convention, delegates needed agreements"</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Three-Fifths Compromise was an agreement at the Constitutional Convention over representation. <i>"The Three-Fifths Compromise helped resolve one disagreement about representation."</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Three-Fifths Compromise strengthened slaveholding political power while enslaved people remained unfree. <i>"it strengthened political power tied to slavery while enslaved people themselves remained without freedom"</i> M2 Moderate	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Plant roots need access to air as well as water. <i>"Roots also require access to air"</i> M2 Moderate	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)
Plants need balanced conditions including sunlight, water, nutrients, and healthy soil. <i>"plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil"</i> M2 Moderate	Accurate		https://extension.umn.edu/soil-management-and-health/soil-and-plant-growth(soil air and water for roots)

Six Turning Points: What Made Change Happen?

Cluster 8 • Module 3 • Nonfiction • 26 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Stamp Act dates to 1765. <i>"Date: 1765"</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Stamp Act was passed in 1765. <i>"1765 , Stamp Act passed"</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The British Parliament required American colonists to pay taxes on many printed materials (the Stamp Act). <i>"Parliament required colonists to pay taxes on many printed materials."</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The American colonies did not elect representatives to the British Parliament. <i>"The colonies did not elect representatives to Parliament."</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Colonists protested and boycotted the Stamp Act. <i>"Colonists protest and boycott"</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Stamp Act was repealed in 1766. <i>"1766 , Stamp Act repealed"</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The repeal of the Stamp Act showed colonists that organized resistance could affect British decisions. <i>"The repeal showed colonists that organized resistance could affect British decisions."</i> M3 High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
The Declaration of Independence is a historical document. <i>"Document: Declaration of Independence"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Declaration of Independence is dated 1776. <i>"Date: 1776"</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Declaration of Independence argued that people possess natural rights and that government receives power through the consent of the governed. <i>“The Declaration argued that people possess natural rights and that government receives power through the consent of the governed.”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
Abigail Adams urged the nation's leaders to remember women as they formed a new government. <i>“Abigail Adams urged leaders to remember women as they created a new government.”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa
The Constitutional Convention is an historical event. <i>“Event: Constitutional Convention”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The Constitutional Convention took place in 1787. <i>“Year: 1787”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
At the Constitutional Convention, delegates disagreed about how enslaved people would be counted for purposes of representation. <i>“Delegates disagreed about how enslaved people would be counted when representation was determined.”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
A compromise helped the Constitutional Convention continue. <i>“A compromise helped the convention continue.”</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment

Claim (levels)	Rating	Correct fact or suggested fix	Source
Enslaved people were denied freedom and political voice. <i>"But enslaved people themselves were denied freedom and political voice."</i> M3 High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
The workshop's stated goal was to create a practical electric light (associated with Edison). <i>"Goal: Create a practical electric light."</i> M3 High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Thomas Edison kept actual notebook entries (the passage's lab notes are simulated, not reproductions of them). <i>"These lab notes are simulated for instructional practice and are not reproductions of Edison's actual notebook entries."</i> M3 High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
Ellis Island is located in New York Harbor. <i>"Location: New York Harbor and Ellis Island"</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/edis/learn/historyculture/index.htm
The Ellis Island immigration case is set in the early 1900s. <i>"Time Period: Early 1900s"</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/edis/learn/historyculture/index.htm
Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York. <i>"Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York."</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/edis/learn/historyculture/index.htm
The Statue of Liberty is a real monument/symbol. <i>"Statue of Liberty"</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/edis/learn/historyculture/index.htm
The Statue of Liberty's torch symbolizes light and liberty. <i>"Torch: Light and liberty"</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/edis/learn/historyculture/index.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Statue of Liberty's tablet references the date July 4, 1776. <i>"Tablet: Connected to July 4, 1776"</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Immigrant families in the early 1900s could experience hard work, crowded housing, language barriers, and discrimination. <i>"Families could still experience hard work, crowded housing, language barriers, and discrimination."</i> M3 High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
The founding words of the United States created an ideal that later supported arguments for broader rights. <i>"The nation's founding words created an ideal that people could later use when arguing for broader rights."</i> M3 High	Accurate		https://www.archives.gov/founding-docs/declaration https://www.masshist.org/digitaladams/archive/doc?id=L17760331aa

The Change Files: How Questions Become Decisions

Cluster 8 • Module 4 • Nonfiction • 16 claims

Claim (levels)	Rating	Correct fact or suggested fix	Source
Sea turtle hatchlings emerge on beaches and must travel to the water, a dangerous journey. <i>"A sea turtle hatching on a beach immediately faces a dangerous journey toward the water."</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
Orcas live in pods and learn complex behaviors needed for group survival. <i>"An orca growing inside a pod must learn complicated behaviors that help the group survive."</i> M4 Very High	Accurate		https://www.fisheries.noaa.gov/species/killer-whale https://www.fisheries.noaa.gov/national/marine-life-distress/sea-turtle-hatchlings
American colonists were governed by a British government in which they had no elected representation. <i>"laws are being created by a government in which the colonist has no elected representative"</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act

Claim (levels)	Rating	Correct fact or suggested fix	Source
Thomas Edison's workers measured how long light bulbs stayed lit. <i>"Edison's workers could record how long a bulb stayed lit."</i> M4 Very High	Accurate		https://www.nps.gov/edis/learn/historyculture/edison-biography.htm
American colonists shared laws, newspapers, letters, and reports among the colonies. <i>"Colonists could read laws, newspapers, letters, and reports from other colonies."</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Britain imposed policies on the American colonies. <i>"One colonist might describe a British policy as necessary."</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
American colonists faced a decision about remaining part of Great Britain. <i>"Colonists eventually had to decide whether they would remain part of Great Britain."</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs https://www.battlefields.org/learn/articles/quartering-act
Delegates at the Constitutional Convention decided the structure of the U.S. government. <i>"Delegates at the Constitutional Convention had to make decisions about the structure of government."</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Spanish settlement in Texas expanded Spanish influence in the region. <i>"Spanish settlement in Texas expanded Spanish influence"</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm
Native American communities lost freedom, land, or traditional ways of life. <i>"many Native American communities experienced loss of freedom, land, or traditional ways of life"</i> M4 Very High	Accurate		https://www.tshaonline.org/handbook/entries/spanish-texas https://www.nps.gov/articles/000/san-antonio-missions-on-el-camino-real-de-los-tejas.htm

Claim (levels)	Rating	Correct fact or suggested fix	Source
The Three-Fifths Compromise helped delegates reach agreement at the Constitutional Convention. <i>“The Three-Fifths Compromise helped delegates reach an agreement”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Enslaved people had no voice in the Three-Fifths Compromise and remained enslaved. <i>“enslaved people had no voice in the decision and remained enslaved”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Immigration provided new opportunities to many families. <i>“Immigration offered many families new opportunities”</i> M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Immigrants often faced difficult living and working conditions. <i>“newcomers could also face difficult living and working conditions”</i> M4 Very High	Accurate		https://www.nps.gov/stli/learn/historyculture/statue-statistics.htm https://www.nps.gov/elis/learn/historyculture/index.htm
Laws can be amended. <i>“Laws can be amended.”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment
Constitutions can be changed through amendments. <i>“Constitutions can be changed through amendments.”</i> M4 Very High	Accurate		https://www.archives.gov/founding-docs/more-perfect-union https://www.archives.gov/milestone-documents/14th-amendment