



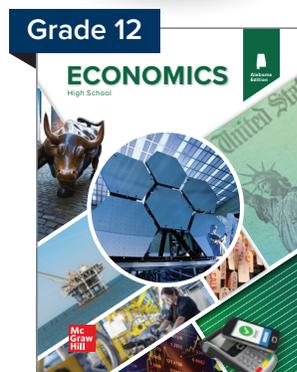
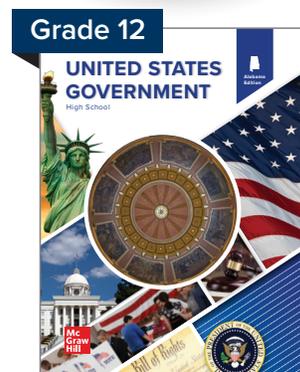
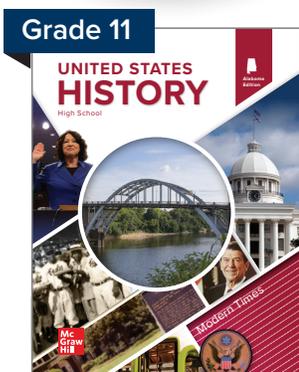
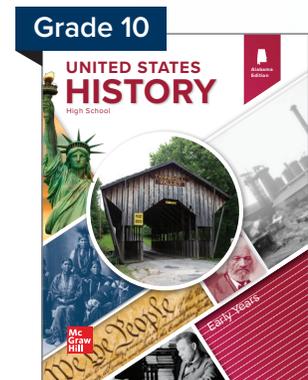
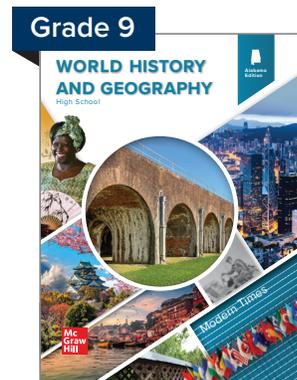
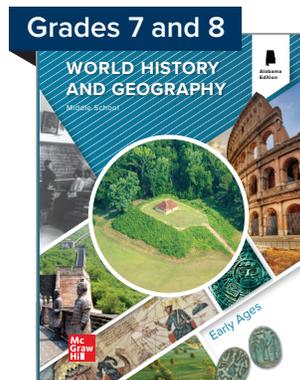
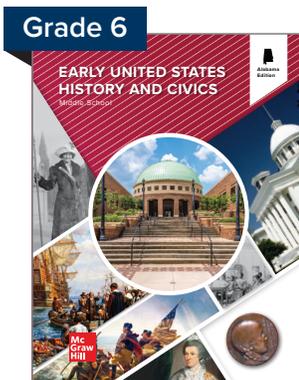
Alabama Social Studies Program Overview

Grades 6–12



Welcome, Alabama Social Studies Teachers!

Component or Supporting Resource	How It works With the Program
Print Student Edition	Print and digital programs aligned fully to the Alabama Course of Study: Social Studies, with additional online standards tagging.
Print Teacher Edition / eBook	Supports students with point-of-use activities as they connect to social studies content and skills. Includes correlations to the Alabama Course of Study: Social Studies.
Interactive Student eBook with Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels.
SmartBook®	Delivers a personalized learning path focused on core content through adaptive questioning.
McGraw Hill K–12 Portal App	Provides offline access to Interactive Student eBook—available in any App Store for free.
Reading & Writing Essentials	Supports struggling readers and ELLs with narrative content two grade levels below the Student Edition and additional reading and writing practice.
Kahoot!	Launches each new topic with engaging, game show–like quizzes embedded in each introductory lesson.
Interactive Maps / Atlases	Allows students to interact with and reference multiple basemaps, data sets, and dynamic tools to explore the places they study.
Inquiry Journal	Extends the inquiry process by posing a Compelling Question and providing a diverse range of primary and secondary sources.



Inspire a Student, Change the World

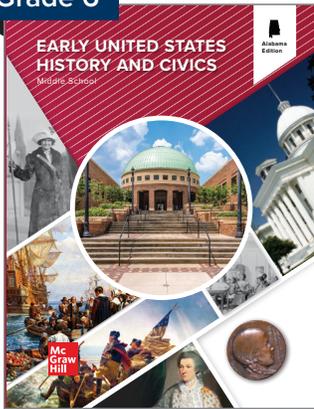
Empower students to make vital connections between the past and present with a flexible curriculum. Inspire students to experience history through multiple lenses and inquiry as they learn to practice civil discourse on their way to becoming future-ready citizens.

PRIMARY SOURCE : POEM

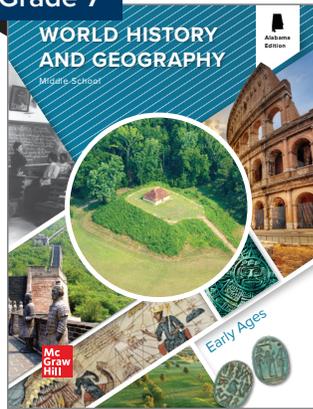


Middle School

Grade 6



Grade 7



Grade 8

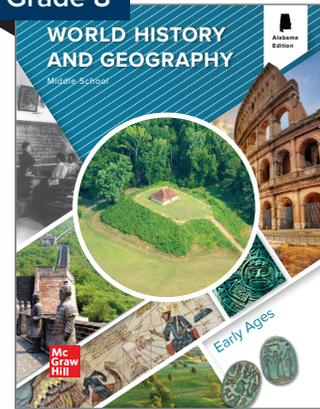


TABLE OF CONTENTS

Early United States History and Civics, Alabama Edition

Topic:

- 1 The First Americans
- 2 Exploration and Colonization
- 3 The English Colonies Are Settled and Grow
- 4 The American Revolution
- 5 First Governments and the Constitution
- 6 The Early Republic

World History and Geography, Early Ages, Alabama Edition

Topic:

- 1 Early Humans and the Agricultural Revolution
- 2 The Fertile Crescent
- 3 Ancient Egypt and Kush
- 4 The Israelites
- 5 Ancient Greece
- 6 Ancient South Asia
- 7 Early China, Korea, and Japan
- 8 Ancient Rome
- 9 The Rise of Christian Kingdoms
- 10 The Americas
- 15 African Civilizations

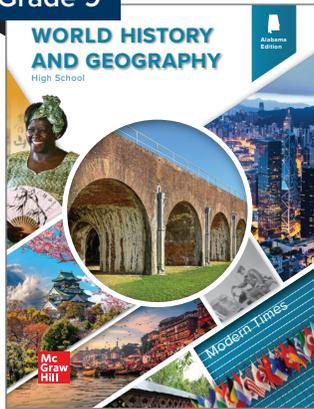
World History and Geography, Early Ages, Alabama Edition

Topic:

- 8 Ancient Rome
- 9 The Rise of Christian Kingdoms
- 10 The Americas
- 11 Medieval Europe
- 12 The Rise of Islamic Empires
- 13 China in the Middle Ages
- 14 Korea and Japan in the Middle Ages
- 15 African Civilizations
- 16 New Ways of Thinking
- 17 The Age of Exploration and Trade
- 18 Revolutions and Empires

High School

Grade 9

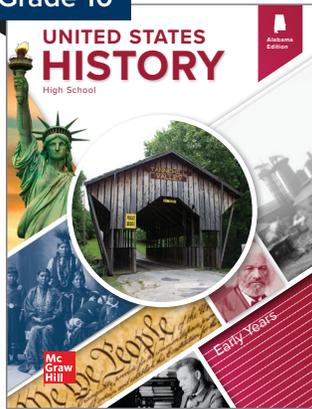


**World History and Geography,
Modern Times, Alabama Edition**

Topic:

- 1 Absolutism, the Enlightenment, and Revolution
- 2 Nationalism
- 3 The Industrial Revolution and Mass Society
- 4 Imperialism
- 5 World War I and Its Aftermath
- 6 World War II
- 7 Independence and New Challenges
- 8 The Cold War
- 9 The Post–Cold War World
- 10 Contemporary Issues

Grade 10

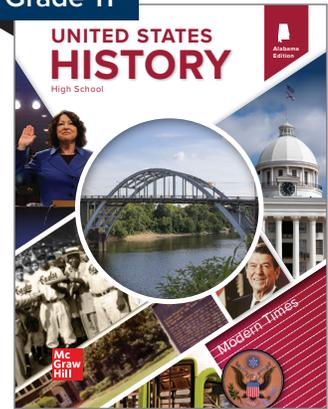


**United States History,
Early Years, Alabama Edition**

Topic:

- 1 Native American Cultures and the Colonial Period
- 2 The American Revolution
- 3 The U.S. Constitution and the Early Republic
- 4 Expanding Early America
- 5 Sectionalism and the Civil War
- 6 Reconstruction
- 7 The West
- 8 New Industry and a Changing Society
- 9 Expansion and War
- 10 The 1920s and the 1930s

Grade 11



**United States History,
Modern Times, Alabama Edition**

Topic:

- 1 Creating a New Nation
- 2 Migration, Industry, and Urban Society
- 3 American Expansion and World War I
- 4 Progressivism and the Jazz Age
- 5 The Great Depression and the New Deal
- 6 World War II
- 7 Cold War Foreign Policy
- 8 Postwar Domestic Issues
- 9 The Civil Rights Movement
- 10 The Vietnam War
- 11 More Civil Rights Voices
- 12 Political Divisions
- 13 The New Millennium

High School *continued*

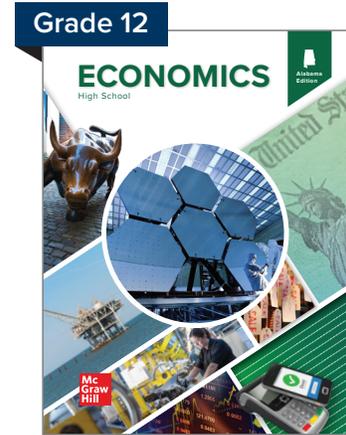
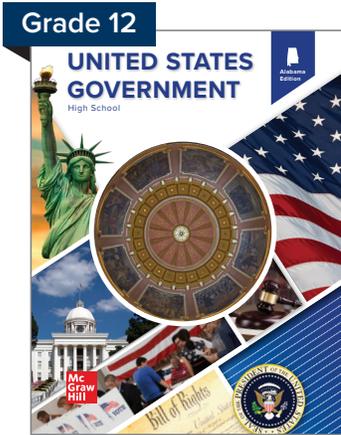


TABLE OF CONTENTS

United States Government, Alabama Edition

Unit 1: Foundations of American Government

- Chapter 1** Foundations of Government
- Chapter 2** Origins of American Government
- Chapter 3** The Constitution
- Chapter 4** Federalism

Unit 2: The Legislative Branch

- Chapter 5** The Structure of Congress
- Chapter 6** Congressional Powers
- Chapter 7** Congress at Work
- Chapter 8** State and Local Legislative Branches

Unit 3: The Executive Branch

- Chapter 9** The Presidency
- Chapter 10** Choosing the President
- Chapter 11** Structure and Functions of the Executive Branch
- Chapter 12** State and Local Executive Branches

Unit 4: The Judicial Branch

- Chapter 13** Federal and State Court Systems
- Chapter 14** The Supreme Court of the United States
- Chapter 15** Constitutional Freedoms
- Chapter 16** Constitutional Right to a Fair Trial

Unit 5: Participating in Government

- Chapter 17** Political Parties
- Chapter 18** Voting and Elections
- Chapter 19** Public Opinion and Interest Groups
- Chapter 20** Mass Media in the Digital Age

Unit 6: Government in Action

- Chapter 21** Financing Government
- Chapter 22** Making Social and Domestic Policy
- Chapter 23** Making Foreign and Defense Policy
- Chapter 24** Comparing Political and Economic Systems

Economics, Alabama Edition

Unit 1: Thinking Like an Economist

- Chapter 1** What is Economics?
- Chapter 2** Economic Systems and Decision Making
- Chapter 3** The American Free Enterprise System

Unit 2: Understanding Markets

- Chapter 4** Demand
- Chapter 5** Supply
- Chapter 6** Prices
- Chapter 7** Market Structures

Unit 3: Business and Labor

- Chapter 8** Business Organization
- Chapter 9** Labor and Wages

Unit 4: Money, Banking, and Finance

- Chapter 10** Money and Banking
- Chapter 11** Financial Markets

Unit 5: Economic Performance

- Chapter 12** Evaluating the Economy
- Chapter 13** Economic Instability

Unit 6: Government and the Economy

- Chapter 14** Taxes and Government Spending
- Chapter 15** Fiscal Policy
- Chapter 16** Monetary Policy

Unit 7: The Global Economy

- Chapter 17** Resources for Global Trade
- Chapter 18** Global Economic Development
- Chapter 19** Personal Financial Literacy

Flexible and Customizable Lessons for Each Topic

Pick and choose lessons within each topic to meet your scope and sequence.



TOPIC

4

This painting created in 1898 shows British troops attacking the American forces at what is commonly referred to as the Battle of Bunker Hill, although the battle was fought on Breed's Hill. The battle occurred early in the American Revolution.

The American Revolution 1754–1782

INTRODUCTION LESSON

01	Introducing The American Revolution	106
-----------	-------------------------------------	-----

LEARN THE EVENTS LESSONS

02	Rivalry in North America	111
03	No Taxation Without Representation	115
05	Declaring Independence	127
06	The War for Independence	139
07	The War Continues	145
08	The American Victory	149

INQUIRY ACTIVITY LESSONS

04	Understanding Multiple Perspectives: Taxes, Protests, and British Rule	121
09	Understanding Multiple Perspectives: Perspectives on the War and Freedom	155

REVIEW AND APPLY LESSON

10	Reviewing The American Revolution	161
-----------	-----------------------------------	-----

PROGRAM FEATURE!

Four-Part Lesson Cycle

Your program follows an easy four-part lesson cycle for structured learning. As you peruse the following pages, refer to this graphic to see how and where the program works within this lesson cycle.



Spark Curiosity and Set the Course for Learning

Students engage with the topic, activate their prior knowledge, look ahead to what they will learn, and begin to consider the Compelling Questions—setting the stage for learning throughout the lesson.

01
Introducing The American Revolution

The Colonists at War

As Britain's American colonies grew, disagreements between the colonists and their home country developed. When the Americans sought independence from the British, the resulting war brought hardships and eventual glory to a new nation.

“I am Sick . . . Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—ratty Cookery—Vexed but my time . . . I can't Endure it—Why are we sent here to starve and Freeze—What sweet Felicities have I left at home; A charming Wife—pretty Children—Good Beds—good food—good Cookery—all agreeable—all harmonious. Here all Confusion—smoke & Cold—hunger & filthiness . . .”

—Abigene Wadon, Continental Army Surgeon of the Connecticut Line, December 14, 1777





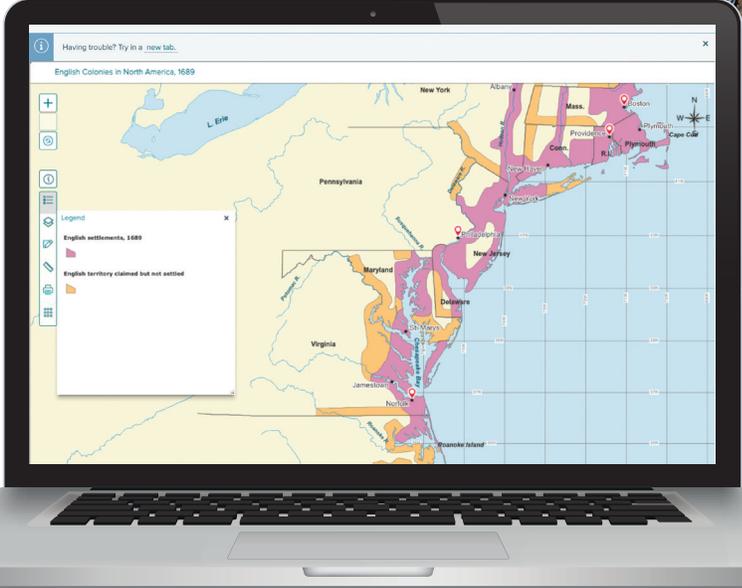
» This painting from the 1800s shows the capture of the British spy Major John Andre by American militia from New York. Andre was carrying incriminating papers hidden in his boot. Both men and women served successfully as spies during the war.

Espionage
Military leaders often seek secret information about an opponent's movements or battle plans. Both sides in the American Revolution employed a variety of espionage, or spying, techniques to acquire and share such information.

ESPIONAGE TECHNIQUES AND TOOLS	
SPREAD OF DISINFORMATION	Deliberate attempt to spread false information
INVISIBLE INK	Chemicals to write in invisible ink and other chemicals to reveal messages
SECRET CODES	Messages written using numbers or other letters that corresponded to words
CONCEALMENT DEVICES	Hidden compartments such as cloth-covered buttons and small lead containers that could be swallowed
CLOTHESLINE CODE	Laundry hung in distinct patterns to send signals

» This image shows a portion of a letter sent by a member of the Custer spy ring, which delivered valuable information to General George Washington.





GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools. **107**

mheducation.com/alabama



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Learn the Concepts lessons.

Engage

- Videos, Interactive Maps, Slideshows, and Timelines
- Kahoot! premade activities

Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



Looking Ahead

In this topic, you will learn how disagreements over Britain's colonial policies led to war and eventual independence for the American colonies.

What Will You Learn?

In these lessons about the American Revolution, you will learn:

- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of the American Revolution.
- the roles of significant individuals during the American Revolution.
- the provisions of the Treaty of Paris.

COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

- How important is it to have a voice in government?
- What hardships do people face in war?

KEY EVENTS OF THE AMERICAN REVOLUTION

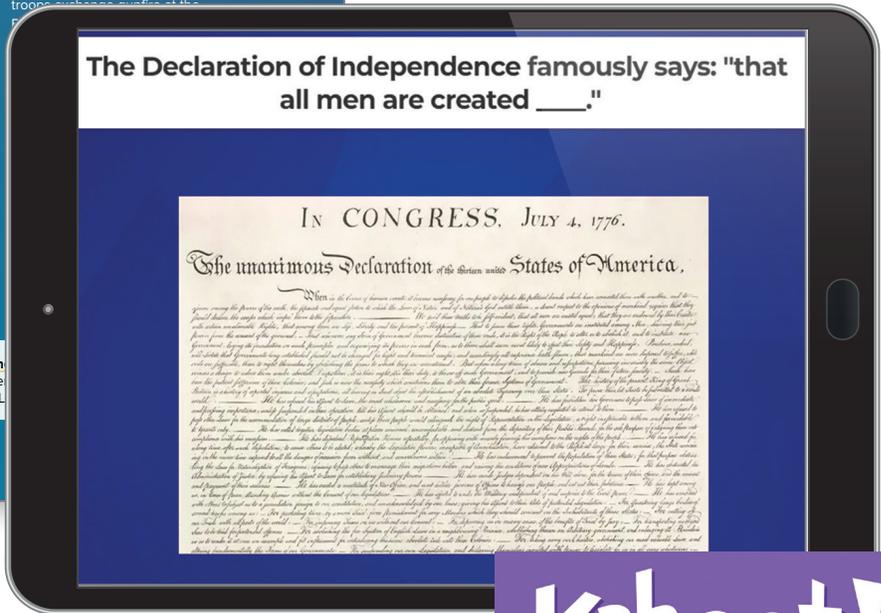
- 1750**
- 1754** The French and Indian War begins
- 1760**
- 1763** France cedes Canada to Britain in the Treaty of Paris
- 1765** Parliament passes the Stamp Act, angering American colonists
- 1770**
- 1770** Five American colonists are killed in the Boston Massacre
- 1774** The First Continental Congress meets in Philadelphia
- 1775** American colonists and British troops exchange gunfire at the



To access content offline, download the McGraw Hill K-12 Portal app

- 1780**
- 1790**

Sequencing
Independent
Battles of L



Differentiate

- Reading and Writing Essentials
- SmartBook®
- Strategies for Differentiation

Assess

- Pre-assessment
- Review and Apply

Offline Access

- McGraw Hill K-12 Portal App

Connect Every Student to Social Studies

Bring the past to life and make connections to today with standards-based Guiding Questions, lesson activities, and engaging interactives that help students build a strong learning foundation.



mheducation.com/alabama



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Learn the Events lessons.

Engage

- Maps
- Timelines
- Charts
- Graphs

Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Analyzing Supreme Court Cases (U.S. History and Civics)

08

Greek Achievements

Greek Art

GUIDING QUESTION

What ideas did the ancient Greeks express in their art and architecture?

READING STRATEGY

Analyzing Key Ideas and Details As you read, take notes about Greek achievements in art and architecture, science and technology, and written language (literature, history, and philosophy).

- Art and Architecture
- Science and Technology
- Written Language

The ancient Greeks expressed ideas in their art and architecture. They created works that expressed the ideals of reason, balance, and harmony. These characteristics became the artistic style called classical. Classical Greek art set standards of beauty that people still admire.

Buildings and Statues

Every Greek city-state had temples, each dedicated to a god or goddess whose statue stood in a central room. Perhaps the best-known Greek temple is the Parthenon in Athens, dedicated to the goddess Athena. The Parthenon formed part of a complex of buildings atop the Acropolis, the fortified center of Athens.

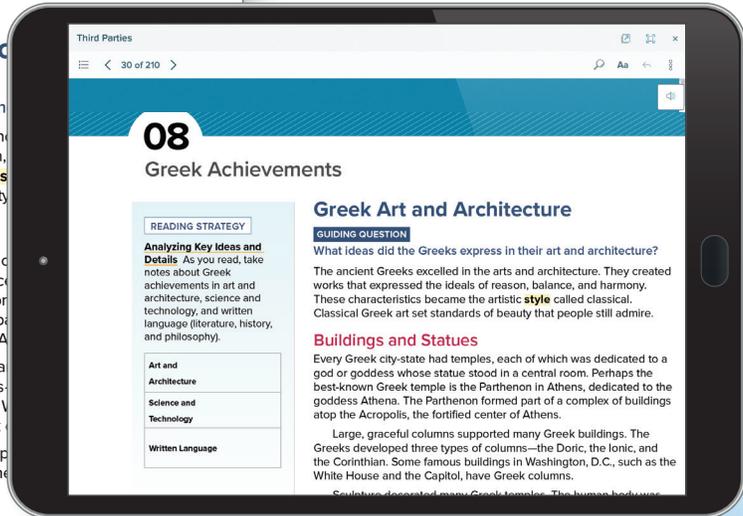
Large, graceful columns supported many Greek buildings. The Greeks developed three types of columns—the Doric, the Ionic, and the Corinthian. Some famous buildings in Washington, D.C., such as the White House and the Capitol, have Greek columns.

Sculpture decorated many Greek temples. The human body was the favorite subject of Greek sculptors. They created ideal beauty in perfect human forms.

style a distinctive form or type of something



Greek temples often incorporated sculptures. Here, carved female figures act as columns to support part of a temple in Athens.



The Parthenon was dedicated to the goddess Athena. It was the most important temple in Athens. It was destroyed by the Romans. Today it is the home of many historic ruins of both Greece and Rome.

LESSON ACTIVITIES

- Argumentative Writing** Write an argumentative paragraph about the contributions you think the ancient Greeks made to the world today.
- Analyzing Information** Analyze the information you read about Greek art and architecture. Describe the characteristics of Greek art and architecture. Give examples.

The Greeks tried to stop Rome's growing power but failed. They began supporting Rome's enemies in various wars. The Romans won these conflicts, however. Gradually, Rome gained control of the Greek mainland.

Differentiate

- Reading and Writing Essentials
- Guided Reading Activity
- History, Geography, and Economics Activities

Assess

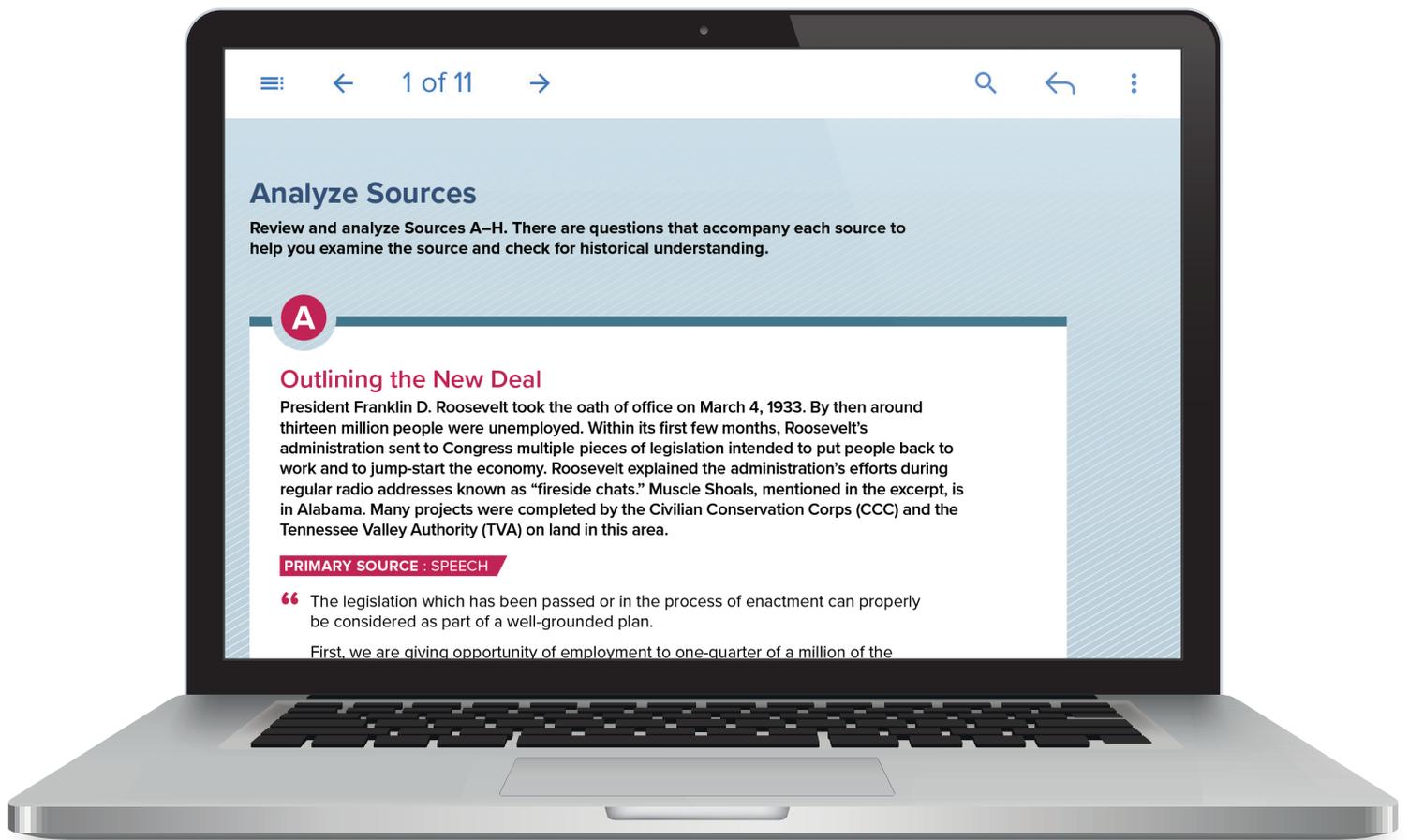
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

Offline Access

- McGraw Hill K–12 Portal App

Explore Social Studies Through the Lens of Those Who Lived It

Incorporate excerpts from interviews, magazine articles, poems, song lyrics, photographs, and more. Students use these **primary and secondary sources** to gather evidence, draw conclusions, and communicate understanding.



mheducation.com/alabama



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Inquiry Activity lessons.

Engage

- Compelling Question
- Interactive Images

Enrich

- Making Connections to Today
- Additional Digital Source (Online Only)



Analyze Sources

Review and analyze Sources A–H. There are questions that accompany each source to help you examine the source and check for historical understanding.

A

Outlining the New Deal

President Franklin D. Roosevelt took the oath of office on March 4, 1933. By then around thirteen million people were unemployed. Within its first few months, Roosevelt's administration sent to Congress multiple pieces of legislation intended to put people back to work and to jump-start the economy. Roosevelt explained the administration's efforts in his regular radio addresses known as "fireside chats." Muscle Shoals, mentioned in his address in Alabama. Many projects were completed by the Civilian Conservation Corporation and the Tennessee Valley Authority (TVA) on land in this area.

PRIMARY SOURCE : SPEECH

“The legislation which has been passed or in the process of enactment will be considered as part of a well-grounded plan. First, we are giving opportunity of employment to one-quarter of our unemployed, especially the young men who have dependents, by putting them to work on forestry and flood prevention work. This is a big task because it involves clothing and caring for nearly twice as many men as we have in the army itself. In creating this civilian **conservation** corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources and relieving an appreciable amount of actual distress. This great work has been entered upon their work on a purely voluntary basis, no military discipline involved and we are conserving not only our natural resources but our resources. One of the great values to this work is the fact that it is directed by the men themselves and requires the intervention of very little machinery.

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire nation.”

—Franklin Roosevelt, Radio Address of the President, May 7, 1933

conservation the planned management and protection of a natural resource

EXAMINE THE SOURCE

3. **Analyzing Perspectives** What is the main purpose and message of this source? Consider the author and likely audience as well as the historical context in your response. What biases should you look out for in the source?

68

PRIMARY SOURCE : SPEECH

“The legislation which has been passed or in the process of enactment will be considered as part of a well-grounded plan.

First, we are giving opportunity of employment to one-quarter of our unemployed, especially the young men who have dependents, by putting them to work on forestry and flood prevention work. This is a big task because it involves clothing and caring for nearly twice as many men as we have in the army itself.

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire nation.”

—Franklin Roosevelt, Radio Address of the President, May 7, 1933

conservation the planned management and protection of a natural resource

EXAMINE THE SOURCE

3. **Analyzing Perspectives** What is the main purpose and message of this source? Consider the author and likely audience as well as the historical context in your response. What biases should you look out for in the source?

Copyright © McGraw-Hill Education. All rights reserved. Printed in the United States of America. This material is intended solely for the individual user's personal and internal use, not for redistribution.

Analyze Sources

Review and analyze Sources A–H. There are questions that accompany each source to help you examine the source and check for historical understanding.

A

A Shortage of Manpower

On April 18, 1942, about five months after the United States entered World War II, President Franklin D. Roosevelt issued an executive order that established the War Manpower Commission. The president charged this new commission with managing, mobilizing, and training the nation's domestic human resources, or workers, to supply the war effort and help keep factories, farms, and other parts of the economy running. To that end, the Commission issued pamphlets, posters, and other propaganda. The city of Mobile, as identified in this source, is in Alabama.

PRIMARY SOURCE : PAMPHLET

TO THE WOMEN OF MOBILE:

“You are needed in the war jobs and in other essential civilian jobs directly aiding the war effort in Mobile NOW. Manpower has been practically exhausted. Housing available at this time will not permit the bringing into Mobile of the thousands of additional workers required for the shipyards and other war and essential industries. We must depend upon you—upon womanpower. There are idle machines in war plants which you can operate. There are idle jobs in the shipyards which you can fill. There are jobs in stores, offices, transportation, restaurants, hospitals in which you can render essential war service.

Hitler will not come to our shores if we build the ships which can transport our soldiers and our war material overseas. We are training the armies, we are building the airplanes, tanks, guns and trucks, to do the job that must be done. But they will be of little use if we do not build the ships that can transport them to the battle zones.”

—War Manpower Commission, United States Employment Service, “If Hitler Came to Mobile,” 1942

EXAMINE THE SOURCE

3. **Determining Context** What problem does the Commission seek to solve, and how?

4. **Analyzing** What is the broader goal in this appeal for workers?

84

Copyright © McGraw-Hill Education. All rights reserved. Printed in the United States of America. This material is intended solely for the individual user's personal and internal use, not for redistribution.

Each program features nearly 400 primary and secondary sources, including illustrations, memoirs, paintings, political cartoons, song lyrics, graphs, maps, treaties, and more!

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook

Assess

- Examine the Source
- Social Studies Practice
- Lesson Quiz

Offline Access

- McGraw Hill K–12 Portal App

Student Choice: Real-World Applications

INTRODUCTION



REVIEW & APPLY

Choose from a variety of activities that allow students to apply their learning to real-world scenarios and the topic learning objectives.

TOPIC ACTIVITIES

Apply What You Have Learned

A Understanding Multiple Perspectives

Loyalists were colonists who did not support independence and wanted to remain under British rule. Charles Inglis was one such colonist. Inglis was born in Ireland and was an official in the Anglican Church. In the face of harassment from Patriots, Inglis, like many other Loyalists, moved to Nova Scotia in Canada.



aside those animosities which have pushed on Britons to shed the blood of Britons. . . . A Declaration of Independency would infallibly disunite and divide the colonists. . . . Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness.”

— Charles Inglis, from *The True Interest of America Impartially Stated*, 1776

ACTIVITY Writing a Comparison Essay
Read and analyze the words of Charles Inglis to understand his perspective on independence. Then search online or in other sources to find an excerpt by a Patriot who believed the colonists should become an independent nation. Write a one-page essay in which you compare the two perspectives. Be sure to consider each writer's argument and the points each writer makes in support of it. Read the excerpt from the Patriot and your essay aloud for the class.

“ I think it no difficult matter to point out many advantages which will certainly attend our reconciliation and connection with Great-Britain. . . . The blood of the slain, the weeping voice of nature cries—it is time to be reconciled; it is time to lay

B Geographic Reasoning

The Treaty of Paris not only ended the Revolutionary War, it changed the map of North America by establishing certain borders. The newly formed United States won control of western lands up to the Mississippi River, and Britain kept Canada. The treaty contained other terms, including the formal recognition of the independence of the United States and permission for both the British and Americans to navigate the Mississippi River.

ACTIVITY Researching and Drawing a Map Conduct online research to find the original boundaries of the North American continent. Draw a map of the Treaty of Paris in 1783. Draw the boundaries and labels the American, and Spanish possessions. Draw the treaty's proclamation line, of the original Thirteen Colonies. Label the areas in dispute. Display

ACTIVITY Researching
Map Conduct online research to find the original boundaries that were established by the Treaty of Paris in 1783. Draw the boundaries and labels the American, and Spanish possessions. Draw the treaty's proclamation line, of the original Thirteen Colonies. Label the areas in dispute. Display

PHOTO: JEFF GORDON/ALAMY Stock Photo; TERRY O'NEILL/CONTOUR/ALAMY Stock Photo; THE BUNNERS OF AMERICA/ALAMY Stock Photo; JAMES HAMILTON/ALAMY Stock Photo

Performance-Based Task Activities:

- Design a Web Page
- Timeline
- Pamphlet
- Digital Slide Show / Visual Tour
- News Report
- Presentation
- Written Response
- Podcast
- And more!

mheducation.com/alabama



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Review & Apply lessons.

Engage

- Interactive Charts and Graphs

Enrich

- Making Connections to Today
- Digital Option Activities

Differentiate

- Differentiation for Each Topic Activity
- Reteaching Activity
- Reading and Writing Essentials
- *SmartBook*®

Assess

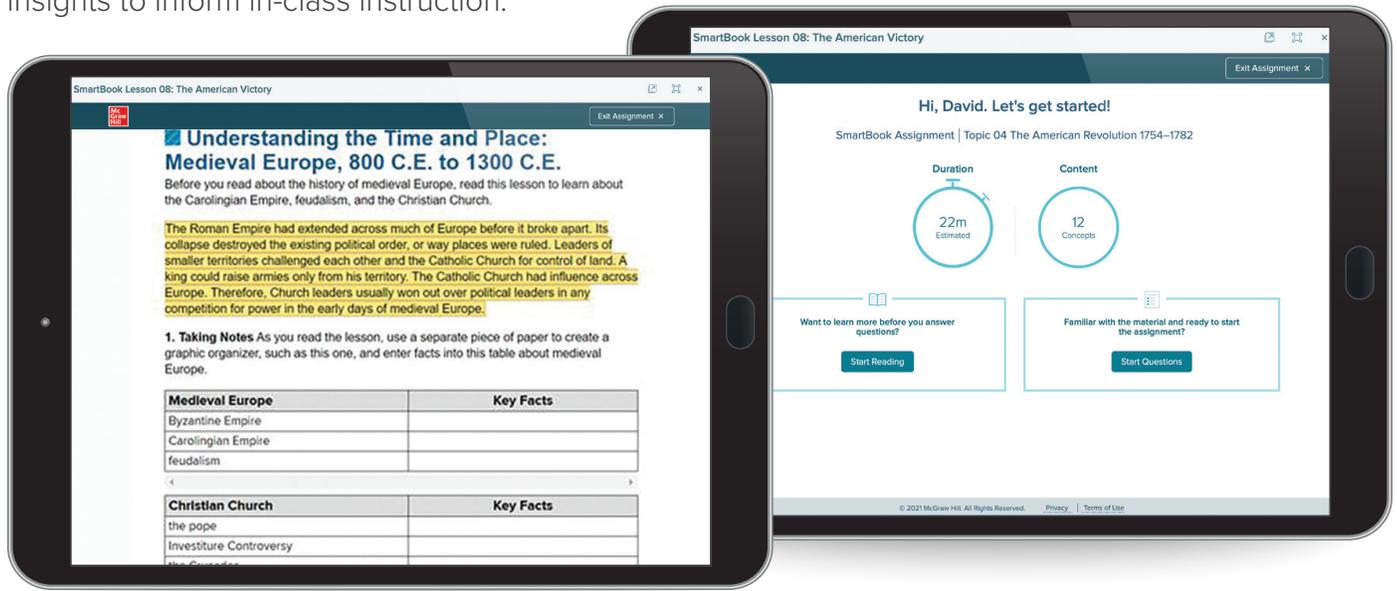
- Topic Activities
- Topic Tests

Offline Access

- McGraw Hill K–12 Portal App

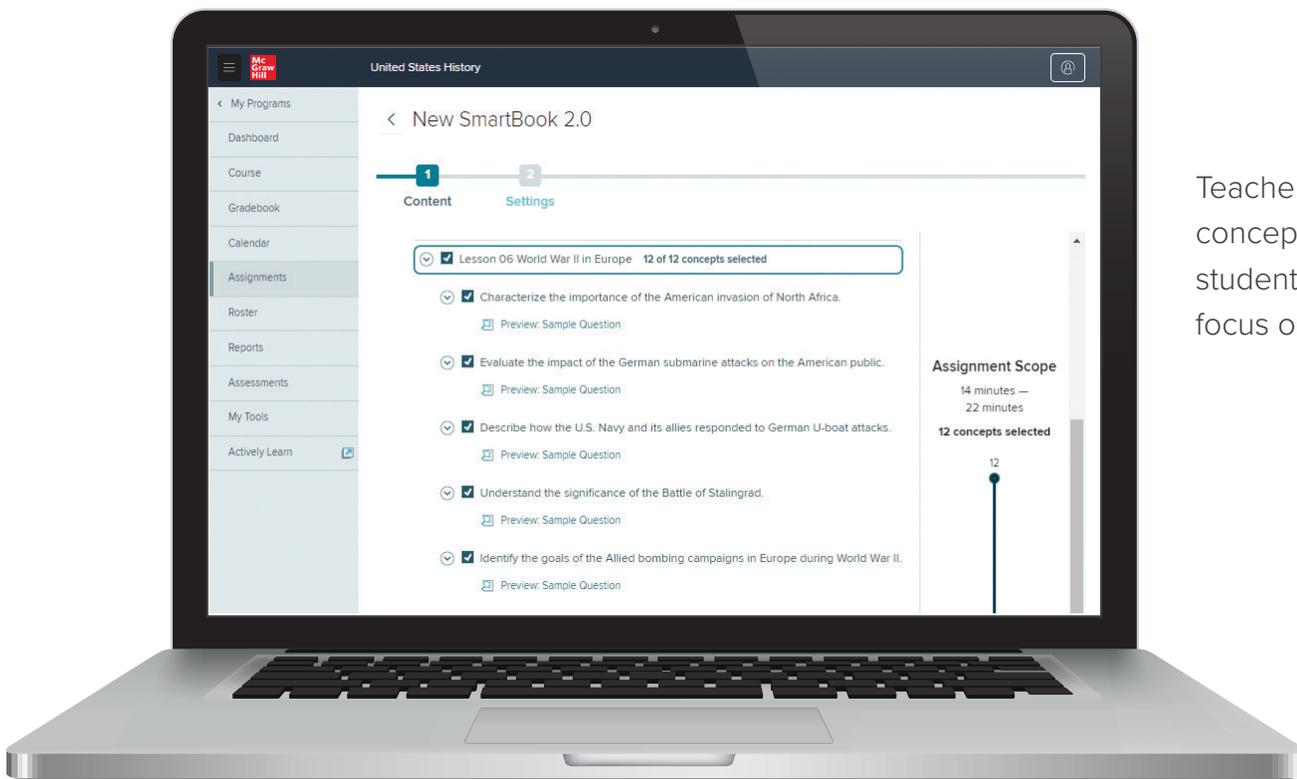
Personalize Learning for Every Student

SmartBook® delivers personalized, **adaptive** learning tailored to each student's individual needs—pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign specific chapters, topics, or concepts and access advanced reporting features. Track students individual and class progress with actionable insights to inform in-class instruction.



Highlights help show key concepts.

Students begin with a clear understanding of time and concepts to complete.



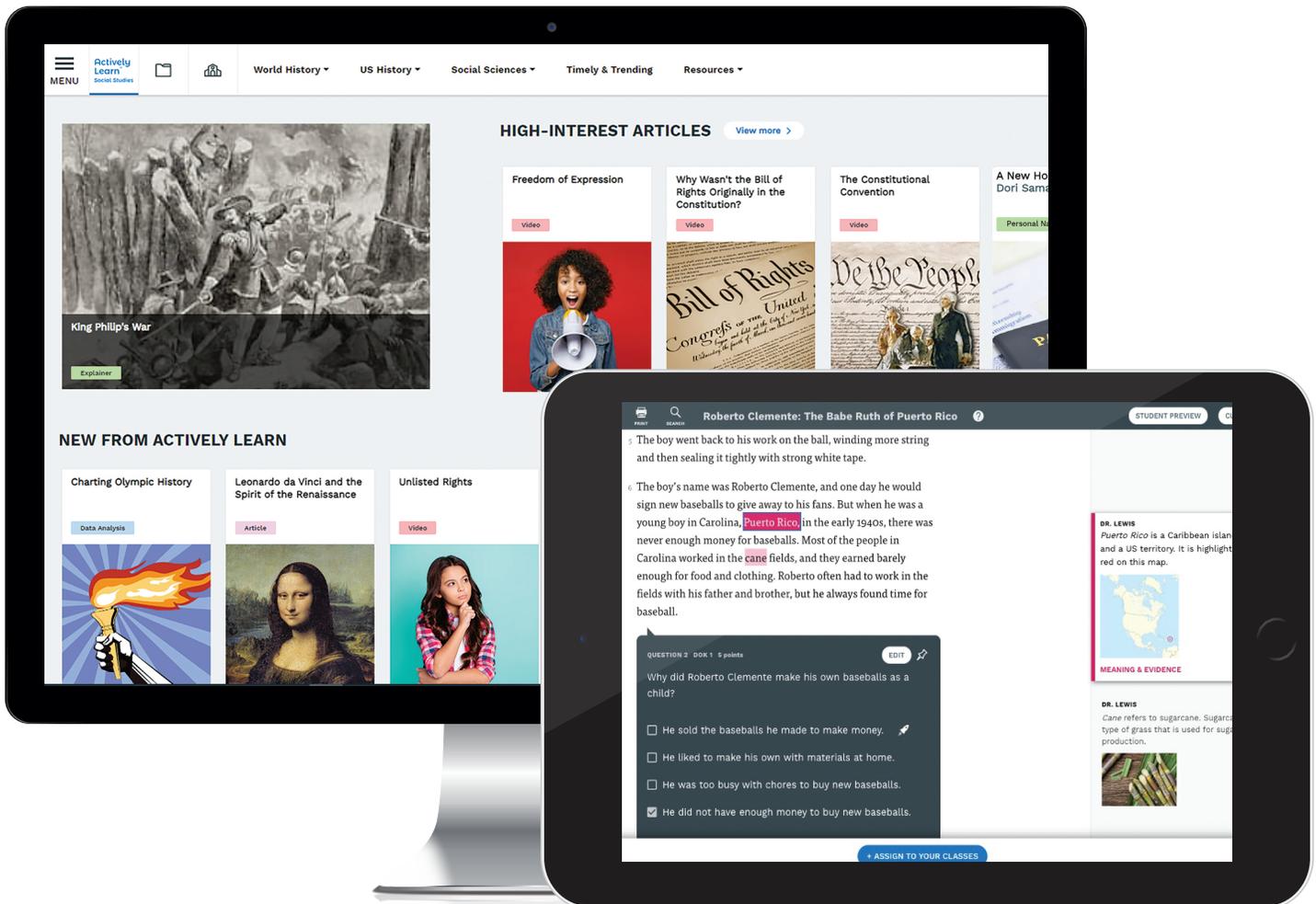
Teachers assign concepts for students to focus on.

Discover a Growing Collection of Content

Enjoy **digitally embedded** access to a variety of supporting resources that boost interactivity with new, ever-growing course content.

Actively Learn™

Discover *Actively Learn*™, McGraw Hill's award-winning curriculum platform for Grades 6–12. This digital resource is your go-to for ever-expanding social studies content designed to maximize student learning and build reading, listening, speaking, writing, and research skills and is aligned to the Alabama Course of Study: Social Studies.

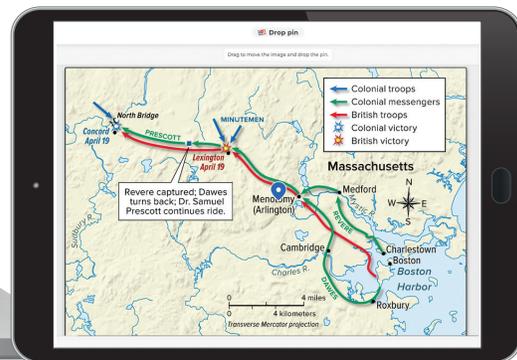


Kahoot!

Exclusive Alabama Social Studies Kahoots! are designed to complement and expand our world-class content library in social studies. **Kahoot!** uses quizzes, puzzles, true/false questions, polls, drop pins, and more to help students review important material in an engaging way. Easily locate your courses' Kahoots, organized by topic, in the Online Learning Platform under [Additional Resources](#).



Teacher View



Student View

Updated Interactive Resources



Interactive Image

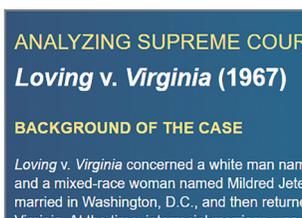


Story Maps

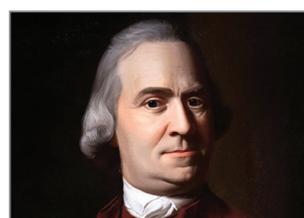


Slideshow

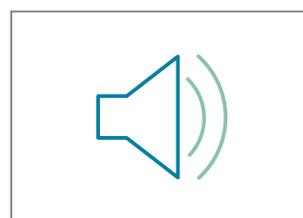
And more!



Analyzing Supreme Court Cases



Biography



Audio

Plan Your Way

Explore teaching resources that offer flexibility as you choose the lesson type and activities that meet your classroom needs.

LESSON 02 • LEARN THE EVENTS PLANNER The Sui, Tang, and Song Dynasties

LEARNING OBJECTIVES

Knowledge:

- the unification of China under the Sui dynasty
- the restoration of a strong central government and opposition to Buddhism by Tang rulers
- economic prosperity and cultural achievements in China under the Song dynasty
- how Tang and Song rulers used Confucianism and civil service examinations to strengthen government

Skills:

- explain how China rebuilt its empire after years of wars
- provide reasons why Buddhism became popular in Tang China
- identify how Confucian ideas shaped China's government
- analyze how civil service examinations affected Chinese society

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activity options for each part of the teaching cycle.

✓ 45-minute lesson plan example

Lesson Options for AL Grade 8	Skill	Pacing	Grouping
ENGAGE p. 463			
<input checked="" type="checkbox"/> Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
TEACH pp. 463–468			
<input checked="" type="checkbox"/> Evaluating Yangdi's Rule	H	15 min	Whole Class
<input type="checkbox"/> GO ONLINE / Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
<input type="checkbox"/> Interpreting Data on a Map of the Tang Dynasty		5 min	Whole Class
<input type="checkbox"/> Making Connections to Today, Analyzing Continuity in Chinese Infrastructure		30 min	Small Group
<input type="checkbox"/> Digital Option: Making a Documentary		45 min	Small Group
<input type="checkbox"/> English Learners Scaffold Reading a Text Closely to Pronounce Unfamiliar and Foreign Words		30 min	Individual
<input type="checkbox"/> Delivering a Monologue About a Chinese Emperor	SL	45 min	Small Group
<input type="checkbox"/> Narrative Writing About Chinese History	W	20 min	Individual
<input type="checkbox"/> Differentiate the Activity Gathering Evidence About Chinese History BL		30 min	Individual
<input type="checkbox"/> Using Maps to Analyze Why the Chinese Moved Their Capital	G	10 min	Whole Class
<input type="checkbox"/> Special Needs Strategy: Autism Spectrum			
<input type="checkbox"/> Summarizing the Role of Buddhism in Tang China	R	25 min	Whole Class
<input type="checkbox"/> Active Classroom Activity Readings in Buddhism and Confucianism		45 min	Whole Class

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Lesson Options for AL Grade 8	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Making Inferences and Finding Context	H	10 min	Whole Class
<input type="checkbox"/> Differentiate the Activity Understanding Neo-Confucianism AL		15 min	Small Group
<input type="checkbox"/> GO ONLINE / History and Civics Activity The Civil Service AL		20 min	Individual
<input type="checkbox"/> Making Connections to Today Civil Service Examinations		10 min	Whole Class
REVIEW p. 468			
<input checked="" type="checkbox"/> Explanatory Writing About the Sui, Tang, and Song Dynasties	W	25 min	Individual
<input type="checkbox"/> GO ONLINE / Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
<input type="checkbox"/> GO ONLINE / Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand lesson content.		20 min	Individual
ASSESS p. 468			
<input type="checkbox"/> GO ONLINE / Lesson 2 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
<input checked="" type="checkbox"/> Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold

For Students With Special Needs

- Guided Reading Activity

For Enrichment

- History and Civics Activity

Digital Instruction Features

Ready-made, customizable and printable lesson plans support your classroom needs while saving you time and clicks.

- |Teacher Edition Activities

Topic | The American Revolution

Lesson 05 | Declaring Independence

GUIDING QUESTIONS

- What role did key individuals play in the movement toward independence?
- Why were the battles at Lexington and Concord important?
- How did individuals and events impact efforts for independence?
- Why did the American colonies declare independence?

▶ ENGAGE OPTIONS

TEACH OPTIONS

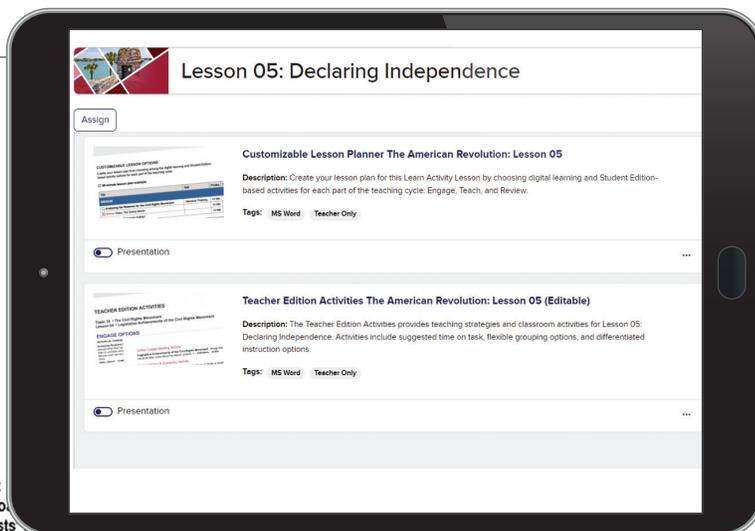
HISTORICAL THINKING SKILLS

Understanding Context Leading to Colonial Unrest Review the facts about the First Continental Congress. Then initiate a class discussion in which students evaluate the good decisions of the First Continental Congress and what it might have meant for the colonists. Guide the discussion with these questions:

- Do you think a complete boycott of trade with the British was necessary?
- Do you think it was necessary for the colonists to begin arming themselves in an organized way?
- Do you think organizing militias might have hastened the onset of war?

As each student responds orally, encourage others to listen carefully and jot down notes. Then ask volunteers to respond to their classmates' ideas in a respectful way.

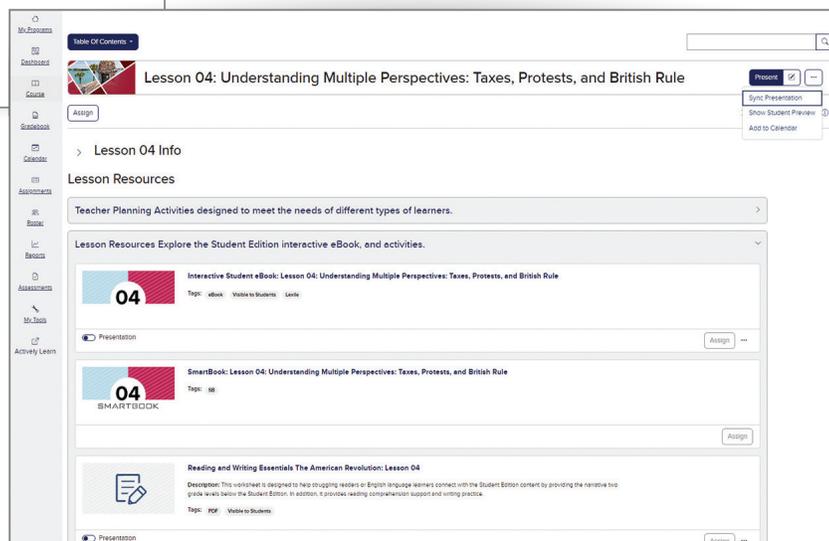
Whole Class | 15 Min



Collapse or expand sections to focus on what your classroom needs.

Sync Presentations Between Classes

Teachers can now sync one presentation across multiple class sections; simply edit the presentation and click the sync feature to automatically update it for every class.



Assign Multiple Resources at Once

Use the checkboxes to select and quickly assign resources, creating a personalized learning experience for an individual, group, or class.

Teach Your Way

Choose from a variety of strategies to support every student. Look for labels in the Teacher Edition including Differentiated Instruction, Predictable Misunderstandings, Global Connections, Making Connections to Today, and many more.

Active Classroom

These small-group participatory activities are designed to get students up and out of their seats.

Activities include:

- Gallery Walks
- Four Corners
- Panel Discussions
- Fishbowl
- Idea Line Ups
- Debates

Teacher Edition Activities

Topic | First Governments and the Constitution

Lesson 02 | The Articles of Confederation

GUIDING QUESTIONS

- What kind of government was created by the Articles of Confederation?
- What process allowed new states to join the Union?
- In what ways was the Confederation government weak?

▶ ENGAGE OPTIONS

TEACH OPTIONS

CIVICS SKILLS

Describing Civic Institutions Have students work in small groups to discuss how they might go about forming a state government for a new state today. Ask them to list functions that they would like their state government to handle and how that would work in conjunction with the current federal government, as well as what type of structure they would want their new state to have. Their new state governments can operate similarly to current state governments, or they can create completely new concepts of what a state government should look like. Encourage them to

Each lesson includes many different activities and teaching strategies to address:

Social Studies Skills

- Civics
- Economics
- Geography
- Historical Thinking

Literacy Skills

- Reading
- Speaking and Listening
- Writing

Scaffolding and Differentiation

- Beyond-Level
- Approaching-Level
- English Language Learners

Additional Teacher Supports

The Teacher Edition offers a wide selection of differentiation supports, including point-of-use English Learner Scaffolds that drive accessibility for students at different levels of English proficiency.

LESSON 02 • LEARN THE EVENTS

TEACH (CONTINUED)

GO ONLINE Guided Reading Activity

The Sui, Tang, and Song Dynasties Assign the Guided Reading Activity to help students take notes about the lesson content.

INDIVIDUAL 20 MIN

GEOGRAPHY SKILLS

Interpreting Data on a Map Draw students' attention to the "Tang China c. 700 C.E." map and have them locate and name the two rivers labeled on the map. (*Huang He, Chang Jiang*) Point out that the Huang He is also called the Yellow River. **Ask: What five major cities are shown on the map? (Beijing, Chang'an, Luoyang, Hangzhou, Guangzhou) Other than the cities, what other human-made feature is indicated? (the Grand Canal) How can you tell that is what it is? (The type of line used to show the route of the canal is indicated on the map's key.)** **WHOLE CLASS** 5 MIN

Making Connections to Today

Analyzing Continuity in Chinese Infrastructure Organize students into small groups. Assign each group a present-day location along the Grand Canal (Beijing, Tianjin, Hebei Province, Shandong Province, Jiangsu Province, Zhejiang Province, or Hangzhou). The group should research the significance of the canal to that site today and collaborate to write an informative paragraph describing the location, its local inhabitants, its economy, and ways in which the canal is integrated into the life of the region. Afterward, lead a discussion about the significance of the Grand Canal today. **SMALL GROUP** 30 MIN

Digital Option

Making a Documentary Instead of a written paragraph, have groups use their findings to create a voice-over for a multimedia documentary about the significance of the Grand Canal to their assigned location. They should research and present images to accompany the narration. **SMALL GROUP** 45 MIN

ANSWERS

GEOGRAPHY CONNECTION

1. Beijing and Hangzhou
2. Students' answers may vary. Point out that the canal made it easier to transport people and goods between the population centers along the canal. The canal also connected the Huang He and the Chang Jiang, making it easier to ship goods between northern and southern China.

English Learners Scaffold

Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

Entering and Emerging

Guide students through the section titled "The Tang." Have them create questions about words they do not know or are unsure how to pronounce. (*Possible answers: How is "Yangdi" pronounced? How is "Chang'an" pronounced? What is the Silk Road? What is a caliphate?*) Guide them in researching answers to their questions. Help them say aloud that pronunciations are provided in the text.

Developing and Expanding

Ask students to think of three or four questions about the pronunciation or meaning of words in "The Tang." Then organize students into pairs and have them ask each other (and then answer) the questions they came up with. Be sure students switch roles so each has a chance to ask and answer questions.

Bridging and Reaching

Ask students to study "The Tang" and write a paragraph summarizing the section. They should then exchange their work with a partner and choose from their partners' work three to five English terms and Chinese words to spell phonetically and define. **INDIVIDUAL** 30 MIN

English Learners Scaffold

Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

Entering and Emerging

Guide students through the section titled "The Tang." Have them create questions about words they do not know or are unsure how to pronounce. (*Possible answers: How is "Yangdi" pronounced? How is "Chang'an" pronounced? What is the Silk Road? What is a caliphate?*) Guide them in researching answers to their questions. Help them say aloud that pronunciations are provided in the text.

Developing and Expanding

Ask students to think of three or four questions about the pronunciation or meaning of words in "The Tang." Then organize students into pairs and have them ask each other (and then answer) the questions they came up with. Be sure students switch roles so each has a chance to ask and answer questions.

Bridging and Reaching

Ask students to study "The Tang" and write a paragraph summarizing the section. They should then exchange their work with a partner and choose from their partners' work three to five English terms and Chinese words to spell phonetically and define. **INDIVIDUAL** 30 MIN

464 China in the Middle Ages



Tang China, c. 700 C.E.
Tang rulers extended China's control over regions far to the west of the empire's home area.

KEY
Tang dynasty
Grand Canal

GEOGRAPHY CONNECTION

1. Exploring Place Which two cities were connected by the Grand Canal?
2. Spatial Thinking How might the building of the canal have affected trade between China's regions?

Yangdi's most ambitious project was building the Grand Canal. This system of waterways was approximately 1,000 miles (1,670 km) in length. It connected China's two great rivers, the Huang He (HUANGHE HUIJI) (Yellow River) and the Chang Jiang (CHANGJIANG ZHANGJIANG) (Yangtze River). The Grand Canal made it easier to ship rice and other products between northern and southern China and united China's economy.

To rule China, Yangdi required the Chinese people to help. Farmers were forced to work on the Great Wall and the Grand Canal. They also had to pay higher taxes to pay for these projects—and for the emperor's luxurious way of life. Farmers became angry and revolted. Yangdi was killed, ending the Sui dynasty after less than 40 years.

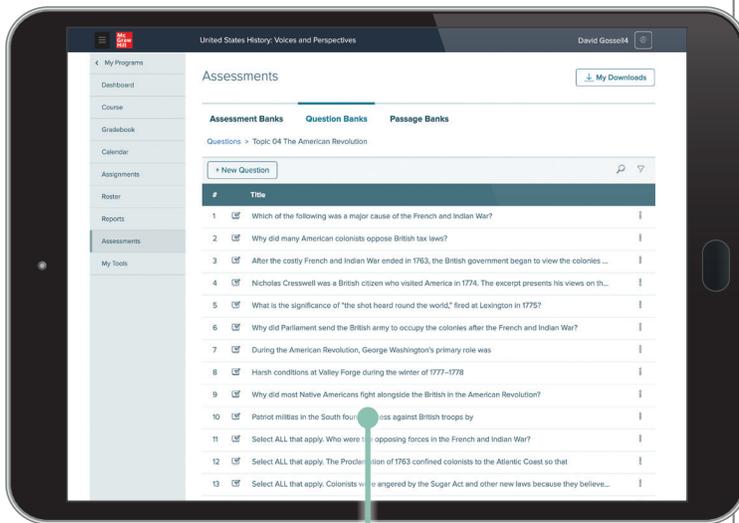
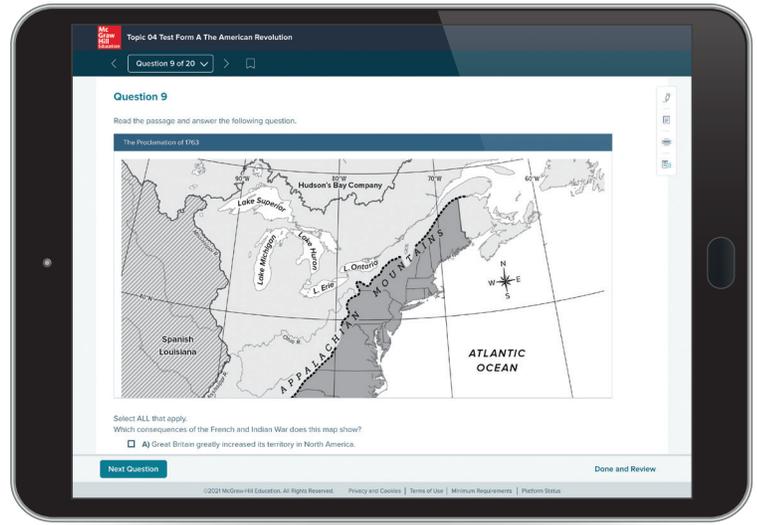
The Tang
In 618 C.E., one of Yangdi's generals took over China. He made himself emperor and founded a new dynasty called the Tang (TANG). The Tang dynasty lasted for nearly 300 years—from 618 to 907 C.E.

Tang rulers worked to restore a strong central government in China. They made many reforms, or changes, to improve the government. The most powerful Tang emperor was Taizong (TAIZONG). He brought back the system of civil service examinations. Once again, government officials were selected based on how well they did on exams rather than on their family connections. Taizong also gave land to farmers and brought peace and order to the countryside.

Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to instruction and are aligned to the Alabama Course of Study: Social Studies Standards include:

- Pre-assessment
- Student Edition Lesson Activities
- *SmartBook*® Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes
- Exit Slips
- Topic Tests
- Hands-On Topic Projects



Digital test banks allow you to select and write new questions to create customized assessments.

NAME _____ DATE _____ CLASS _____

Student Instructions for the Hands-On Topic Project

First Governments and the Constitution, 1777–Today

Collaborating on a Video About an Important Constitutional Amendment

Project Question

- How do constitutional amendments impact society?

Project Summary

Beginning with the Bill of Rights, a number of amendments have been added to the U.S. Constitution over time. These additions to the law of the land have helped to create many changes, such as ending slavery, establishing the Equal Protection Clause, and granting all citizens 18 and over the right to vote. However, adding an amendment is not an easy process. Ratification requires the approval of three-fourths of the states. As a result, amendments have only been added 27 times. The Framers intentionally made the process difficult to ensure that any changes were truly important and had the support of most of the American people.

Think about the different kinds of amendments that have been added to the Constitution or been proposed. Then consider these questions. What are some important constitutional amendments? What did it take to pass them? Are there amendment petitions that are pending today?

Working with a partner, you will choose one constitutional amendment and do research to learn more about it. Then you will create a video to share what you have discovered about the amendment. After completing your video, you will share it with another pair and watch theirs. Then you will engage in a discussion as a small group to talk about what you learned about amendments. Throughout the project, you will complete outlines to describe your work, and you will write a reflection at the end.

Final Product(s)

- Video
- Student Instructions with checklist completed
- Student Self-Evaluation Rubric completed

Step 1: Researching a Constitutional Amendment

To begin, you and your partner will work together to choose one amendment to the U.S. Constitution to research. Identify one that interests you both and that you would like to learn more about. As you discuss which amendment to choose, remain respectful of each other's ideas and suggestions.

Next, you will research to the amendment you have selected. You and your partner will work independently to complete the checklist, answering the questions. You should each choose three or more different sources to study. Take careful notes and list the texts and websites you use, including a publishing date or website address.

McGraw Hill © McGraw Hill 1

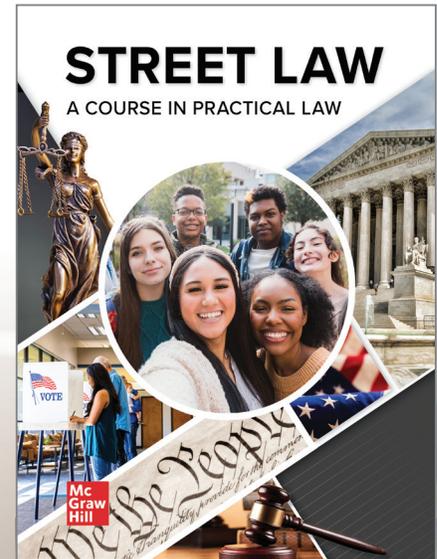
Electives

Street Law: A Course in Practical Law

Explore current issues in *Street Law* with Supreme Court case studies and deliberation activities.

Engage students with features including Taking Action: Law and Democracy, Investigating the Law Where You Live, and You Be the Judge.

Develop analytical skills as students consider the legal aspects of social, economic, moral, and political issues through activities such as mock trials and moot courts.



Electives

Civil Rights: A Global Perspective

Inspire Tomorrow's Leaders

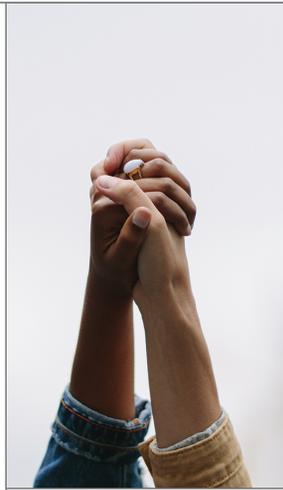
Explore the struggle for civil rights in the United States and globally as you help students grapple with the principles behind these movements and discover how to use their voices to become active citizens and future leaders.



Freedom



Perseverance



Hope



Justice



Conscience

Designed Around Five Powerful Themes

Explore 75 lessons across five units of study organized around the themes of **Freedom**, **Perseverance**, **Hope**, **Justice**, and **Conscience**.

With a wide variety of primary and secondary sources, digital media, and project-based learning experiences students will have an abundance of opportunities to thoughtfully wrestle with ideas, analyze arguments, engage in civil discourse, and translate their learning into meaningful action. Lesson plans and assignments can be customized or expanded with your own resources.

Electives

From Slavery to Freedom: A History of African Americans

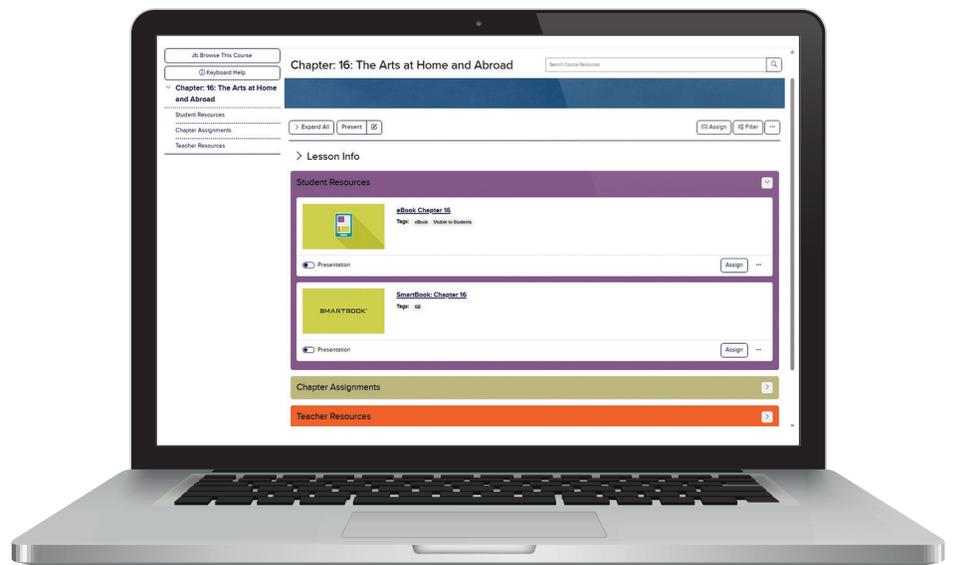
High School Edition, ©2022, 10e

The most revered chronology of the African American experience paired with a new, robust set of online resources.*

Since its first edition in 1947, *From Slavery to Freedom: A History of African Americans* has contextualized the black experience squarely within American history, a narrative that previously denied black contribution or at best dismissed its importance. An ever-growing mountain of scholarship on African Americans informs the book's discussion of several topics, from the development of metallurgy in ancient African civilizations through the story of black life in the British colonies to the emergence of social movements and activism in communities across the United States from the mid-twentieth century to present day. This edition of *From Slavery to Freedom* also incorporates new historical actors, including the role of women throughout history, particularly in slavery, abolitionism, the Jim Crow era, and the civil rights/black power movement.

From Slavery to Freedom was written by the late John Hope Franklin, the legendary, award-winning scholar and preeminent historian of African American History. In 1995 President Bill Clinton conferred on Franklin the Presidential Medal of Freedom in recognition of his scholarship in chronicling the African American experience and specifically for his work on this classic title. The ninth and tenth editions introduce co-author, Evelyn Brooks Higginbotham, former Chair of the African American Studies Department and member of the History Department at Harvard University.

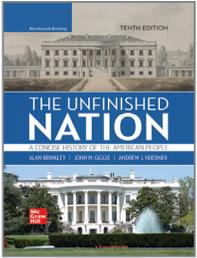
*Available in print, 100% digital, or blended formats.



Ask about
our new
AP Edition

Honors

Develop higher-level skill and knowledge through purposeful lessons, extensive practice, and opportunities for meaningful application to ensure college and career readiness success.

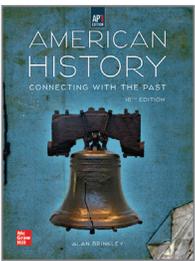


Honors U.S. History

Brinkley, The Unfinished Nation: A Concise History of the American People

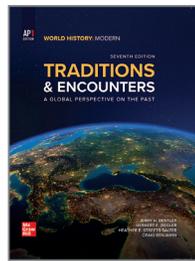
Advanced Placement®

Fully aligned print and digital resources built exclusively for AP® success help engage students with the content, keep pace with the course, and excel on the AP exam.



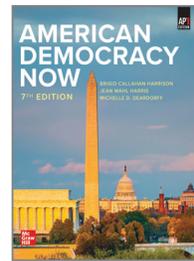
AP U.S. History

Brinkley, American History: Connecting with the Past, AP Edition



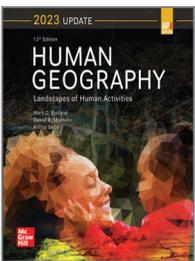
AP World History: Modern

Bentley, Traditions & Encounters: A Global Perspective on the Past, AP Edition



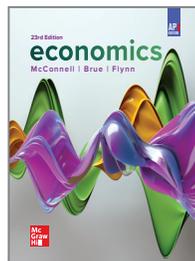
AP U.S. Government and Politics

Harrison, American Democracy Now, AP Edition



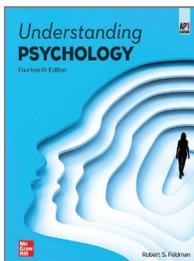
AP Human Geography

Bjelland, Human Geography: Landscapes of Human Activities, AP Edition



AP Micro- and Macroeconomics

McConnell, Economics, AP Edition



AP Psychology

Feldman, Understanding Psychology, AP Edition

AP®, Advanced Placement®, and Advanced Placement Program® are trademarks registered by the College Board, which was not involved in the production of, and does not endorse, these products.

5 Steps to a 5: AP Test Prep

Available for most AP courses in print and digital formats, *5 Steps to a 5* resources guide students through an effective five-step study plan to help them build skills, knowledge, and test-taking confidence for Advanced Placement exam success.



Our Content, Your Platforms

Over 5000+ integrations completed nationwide.

Every day, McGraw Hill is proud to help implement our programs into a range of classroom environments using different platforms. Our dedicated team has collaborated with many of the largest districts in the country for integrations that ensure the learning never stops.

We integrate with the following platforms:



Google
for Education

Clever



Don't see what you need?

We can also integrate with platforms built to any of the following standards:

- 1EdTech LTI® Advantage Standard
- OneRoster CSV 1.0 and 1.1; OneRoster REST API
- LTI™, SAML IDP 2.0
- QTI 2.1



Learn more on our website:
mhed.us/Integrations

Ready to Integrate? Let's Talk.
mhed.us/IntegrationForm

Inspire a Student, Change the World

Go online to learn more, explore resources,
and try the digital program.

mheducation.com/alabama

