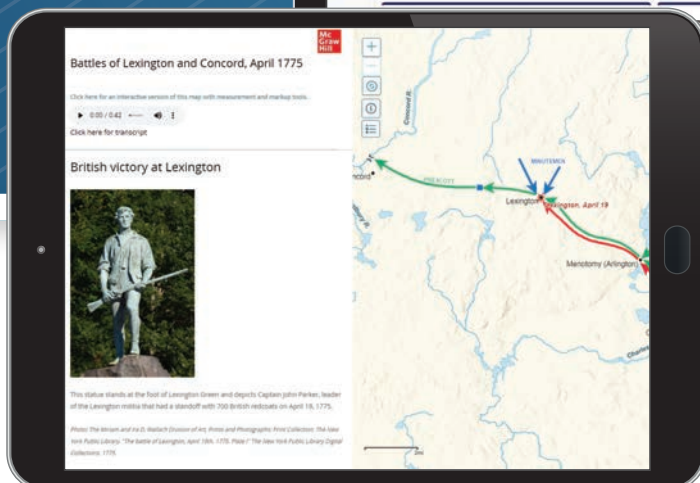
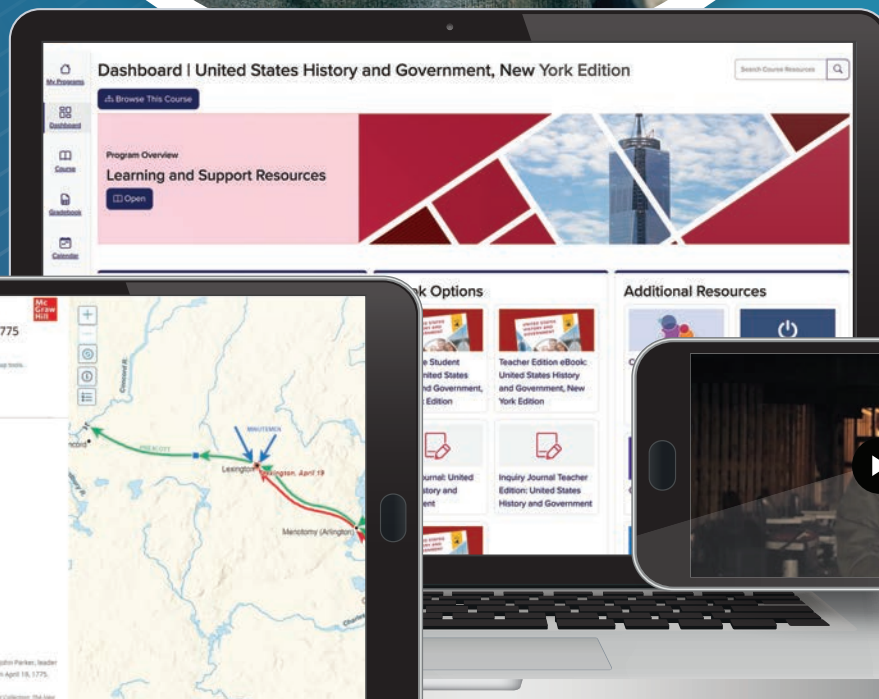




New York Social Studies Program Overview

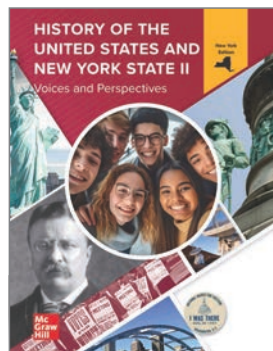
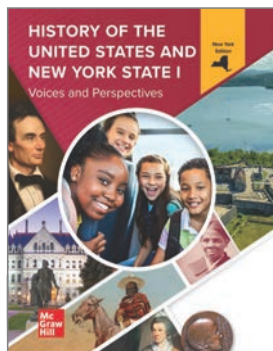
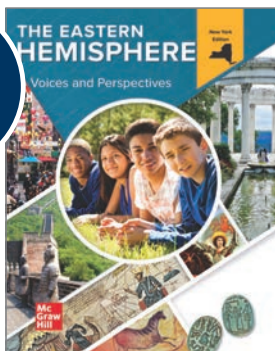
Grades 6–12



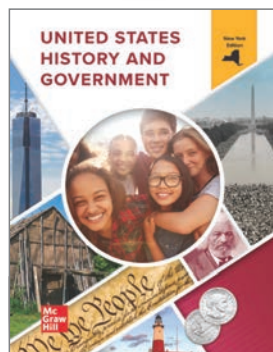
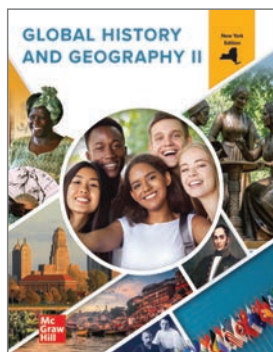
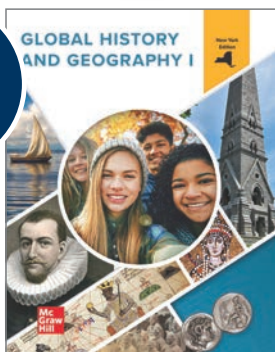
Welcome, Social Studies Teachers!

Component or Supporting Resource	How It works With the Program
Print Student Edition	Print and digital programs aligned fully to the New York Learning Standards for 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 New York Learning Standards for Social Studies.
Interactive Student eBook with Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels.
Inquiry Journal	Extends the inquiry process by posing a Compelling Question and providing a diverse range of primary and secondary sources.
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.

**Grades
6–8**



**Grades
9–11**

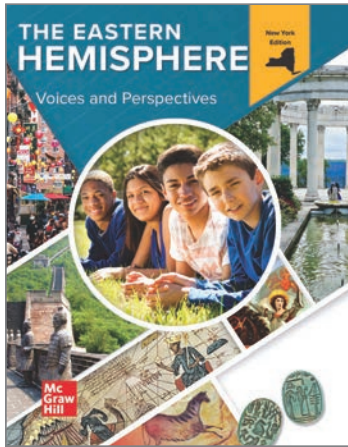


Inspire a Student, Change the World

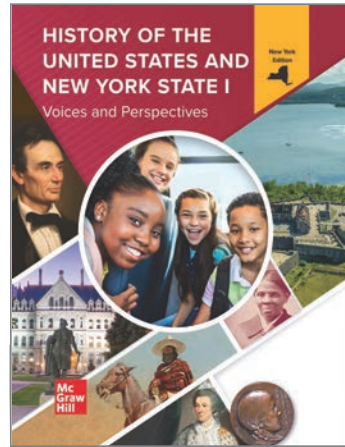
Empower students to make vital connections between the past and present with a flexible curriculum that facilitates choice and remains current with regular content updates. Inspire students to experience history through multiple lenses and inquiry as they learn to practice civil discourse on their way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

PRIMARY SOURCE : POEM





**The Eastern Hemisphere,
Voices and Perspectives,
New York Edition**
Grade 6



**History of the United States and New York
State I, Voices and Perspectives,
New York Edition**
Grade 7

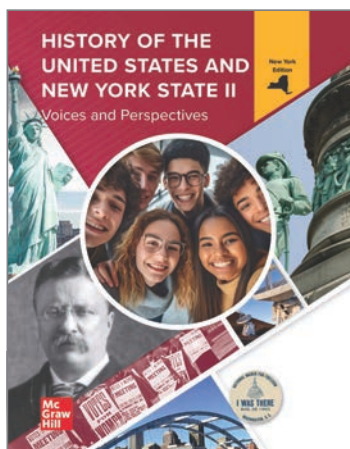
Table of Contents

Topic:

- 1 Physical Geography of the Eastern Hemisphere
- 2 Economic Activity of the Eastern Hemisphere
- 3 Early Humans and the Agricultural Revolution
- 4 The Fertile Crescent
- 5 Ancient Egypt and Kush
- 6 The Israelites
- 7 Ancient Greece
- 8 Ancient South Asia
- 9 Early China, Korea, and Japan
- 10 Ancient Rome
- 11 The Rise of Christian Kingdoms
- 12 Medieval Europe
- 13 The Rise of Islamic Empires
- 14 China in the Middle Ages
- 15 African Civilizations
- 16 The Age of Exploration and Trade

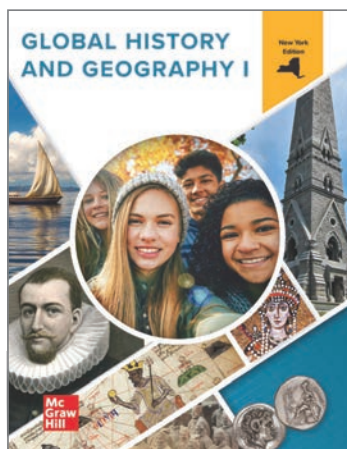
Topic:

- 1 The First Americans
- 2 Exploration and Colonization
- 3 The English Colonies are Settled and Grow
- 4 The American Revolution
– The Declaration of Independence
- 5 First Governments and the Constitution
– The Constitution of the United States
- 6 The Early Republic
- 7 Political and Geographic Changes
- 8 Life in the North and South
- 9 Division and Civil War
- 10 Reconstruction



History of the United States and New York State II, Voices and Perspectives, New York Edition

Grade 8



Global History and Geography I, New York Edition

Grade 9

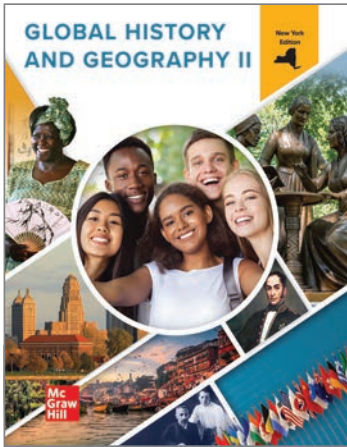
Table of Contents

Topic:

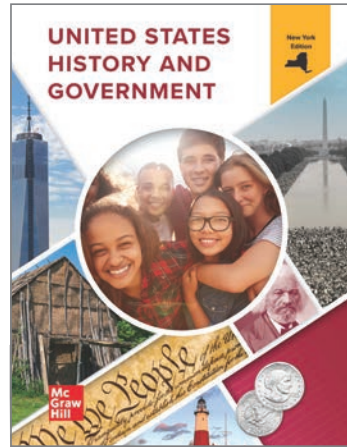
- 1 Reconstruction
- 2 The West
- 3 New Industry and a Changing Society
- 4 Expansion and War
- 5 The 1920s and the 1930s
- 6 World War II
- 7 The Cold War
- 8 Civil Rights and American Society
- 9 America Since the 1970s

Topic:

- 1 Early Humans and Origin of Complex Societies
- 2 Ancient South Asia and East Asia
- 3 Ancient Greece
- 4 Ancient Rome
- 5 The Islamic World
- 6 Medieval Europe
- 7 Medieval South Asia and East Asia
- 8 Early Africa
- 9 The Early Americas
- 10 The Renaissance and Reformation
- 11 Asian Empires
- 12 Exploration and Colonization
- 13 Absolutism, the Enlightenment, and Revolution



**Global History and Geography II,
New York Edition**
Grade 10



**United States History and Government,
New York Edition**
Grade 11

Table of Contents

Topic:

- 1 The World Before Modern Times
- 2 Renaissance and Reformation
- 3 Asian Empires
- 4 Exploration and Colonization
- 5 Absolutism, the Enlightenment, and Revolution
- 6 Nationalism
- 7 The Industrial Revolution and Mass Society
- 8 Imperialism
- 9 World War I and Its Aftermath
- 10 World War II
- 11 Independence and New Challenges
- 12 The Cold War
- 13 The Post-Cold War World
- 14 Contemporary Issues

Topic:

- 1 Native American Cultures and Colonial Period
- 2 The American Revolution
- 3 The US Constitution and the Early Republic
- 4 Expanding Early America
- 5 Sectionalism and the Civil War
- 6 Reconstruction
- 7 Migration, Industry, and Urban Society
- 8 American Expansion and World War I
- 9 Progressivism and the Jazz Age
- 10 The Great Depression and the New Deal
- 11 World War II
- 12 Cold War Foreign Policy
- 13 Postwar Domestic Issues
- 14 The Civil Rights Movement
- 15 The Vietnam War
- 16 More Civil Rights Voices
- 17 Political Divisions
- 18 The New Millennium

Preparing Students for Success on the Regents Exam

Empower Teachers. Equip Students. Ace the Regents Exam

We've enhanced the Inquiry Journal to help teachers prepare students for the New York Regents Exam. By mirroring the test format, we ensure students gain confidence and familiarity with the types of questions they'll encounter on test day.

Courses with Focused Regents Exam Support:

- *Global History and Geography II* (Grade 10)
- *US History and Government* (Grade 11)



Multiple-Choice Questions
DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

1. "Constantinople was put to the sack, but Mehmet II was quick to restore order. There was much less damage done than in 1204, partly because there was much less damage to be done. Mehmet II himself ensured the protection of the fabric of St. Sophia, which he converted into a mosque. In doing so he turned it into a symbol of the new dispensation..."

2. "...a void..."

3. "...some. Content and consequences, 2014..."

4. "...to an end?"

Short Response Set 1
Directions: Examine the documents and answer the questions that follow.

A

Democracy
PRIMARY SOURCE SOURCE

44. Thus it is manifest that the best political community is formed by the middle class, and that those states are likely to be well-administered in which the middle class is large, and stronger if possible than both the other classes taken singly; for the addition of the middle class prevents either of the extremes from being dominant. Great fortune of a state in which the citizens have a moderate and where some possess much, and the others nothing; there is no democracy, or a pure oligarchy, or a tyranny may grow out of out of the most rampant democracy, or out of an oligarchy, to arise out of the middle constitutions and those akin to them; of states is clearly basic, for no other is free from faction, and it is large, there are least likely to be factions and dissensions; large states are less liable to faction than small ones. Because class is large, whereas in small states it is easy to divide all its citizens who are either rich or poor, and to leave nothing in its democracies are safer and more permanent than oligarchies, middle class which is more numerous and has a greater share for when there is no middle class, and the poor greatly exceed the rich, and the state soon comes to an end. 11

—Aristotle, *Politics*, fourth century B.C.E.

EXAMINE THE SOURCE
1. Explain the historical circumstances surrounding Aristotle's writing on

Develop Your Argument
Your task is to identify and analyze a long-standing issue presented in the documents. Then, make a case for why this issue is significant and how it has persisted over time by incorporating both your own historical knowledge and evidence from the documents. Refer to the definitions on the introductory page if needed.

In your essay, be sure to:

- Identify an enduring issue based on a historically accurate interpretation of at least three documents.
- Explain the issue using relevant evidence from at least three documents.
- Demonstrate how the issue has persisted by discussing its impact on people, how people have influenced it, and how it has either remained a problem or evolved over time.
- Incorporate relevant outside information from your understanding of social studies.

My Enduring Issue Is: _____

Essay Requirements	Yes	Which Documents Support Your Argument?	Outside Evidence
Is this an issue supported by at least three documents?		A B C D E	
Which documents will you use?		A B C D E	
Which documents can be used to define the issue?		A B C D E	
Has this issue affected people, or been affected by people over time?		A B C D E	
Which documents support this?		A B C D E	
Has the issue endured or changed over time?		A B C D E	
Which documents support this?		A B C D E	

Designed for Success. Built for Educators.

- **Test-Aligned Content:** We studied New York State's January 2025 Regents Exam materials and built the Inquiry Journal around question types from the exam.
- **Comprehensive Practice:** Multiple examples of each question type ensure thorough preparation, including short answer, short essay, document-based, and long essay questions.
- **Teacher Support:** Annotated versions provide educators with clear expectations and strategies for guiding students.

Examples of Stimulus-Based Questions:

- **Grade 10:** Students analyze primary and secondary sources to answer short questions based on historical documents.
- **Grade 11:** Civic Literacy questions challenge students to interpret quotes and data, fostering critical thinking.

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—nasty Cookery—Vast half 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. . ."

—Abigaela Wadsworth, 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 Culper 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.

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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:

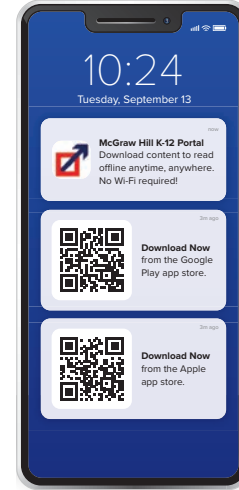
- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of 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?

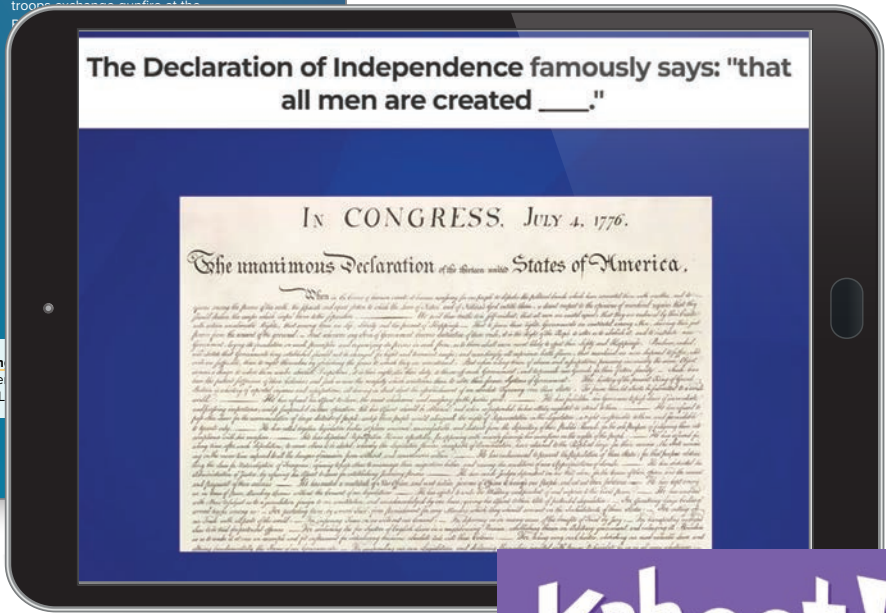
KEY EVENTS OF THE AMERICAN REVOLUTION

- 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 Battle of Concord



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

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.



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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)

09 Physical Geography of Southeast Asia

Landforms and Water

READING STRATEGY
Analyzing Key Ideas and Details As you read, take notes about the physical geography of Southeast Asia.

Landforms

Water Systems


Climates and Biomes

GUIDING QUESTION
 How does physical geography affect settlement?

The mainland sits at the southeastern corner of the Asian continent, bordering the world's two most populous continents, the north and India to the west. In this area, where the Pacific Ocean, thousands of islands and tropical waters.

Peninsulas and Islands
 Most of the mainland occupies a large peninsula on the Asian continent. Located between India and China, this land is known as the Indochinese Peninsula, or Indochina.

insular referring to an island
comprise to make up; to constitute




Ha Long Bay, Vietnam, contains hundreds of rocky, limestone islands and caves. The islands are the remnants of mountains eroded by rainwater.

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


08 Life in the 1950s and 1960s

READING STRATEGY
Analyzing Key Ideas and Details As you read, use a graphic organizer like the one shown to take notes about changes to American society in the Cold War era.



Prosperity and Change in the 1950s
GUIDING QUESTION
 How did a booming economy change social and cultural life in the United States in the 1950s?

The U.S. economy grew rapidly during the 1950s. Americans were earning higher wages than ever before. They bought more consumer goods. As a result, factory production soared. A "baby boom," or increased birth rate, promised even more economic growth in the future.



additive in more than half of foods sold in grocery stores

regions in forests are still forests get (50 cm) of and the world diversity. Few Asia in Asia, for species of 100 species species of trees. , consists of a s, including fects, are he world. 's rain forests as Laos, y on teak ne. widespread

On the Indonesian islands of Sumatra and Borneo, logging has already destroyed much of the forests bordering national parks.

CHECK YOUR UNDERSTANDING
 Identify the impact of logging in Southeast Asia.

LESSON ACTIVITIES

- Argumentative Writing** Write a letter urging government to protect the Southeast Asia to take action to protect the region's tropical forests. Discuss the impact of logging. Discuss the impact of logging and the consequences of logging.

On the Indonesian islands of Sumatra and Borneo, logging has already destroyed much of the forests bordering national parks.

Check Your Understanding
 Identify the impact of logging in Southeast Asia.

On the Indonesian islands of Sumatra and Borneo, logging has already destroyed much of the forests bordering national parks.

Check Your Understanding
 Identify the impact of logging in Southeast Asia.

On the Indonesian islands of Sumatra and Borneo, logging has already destroyed much of the forests bordering national parks.

Differentiate

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

Assess

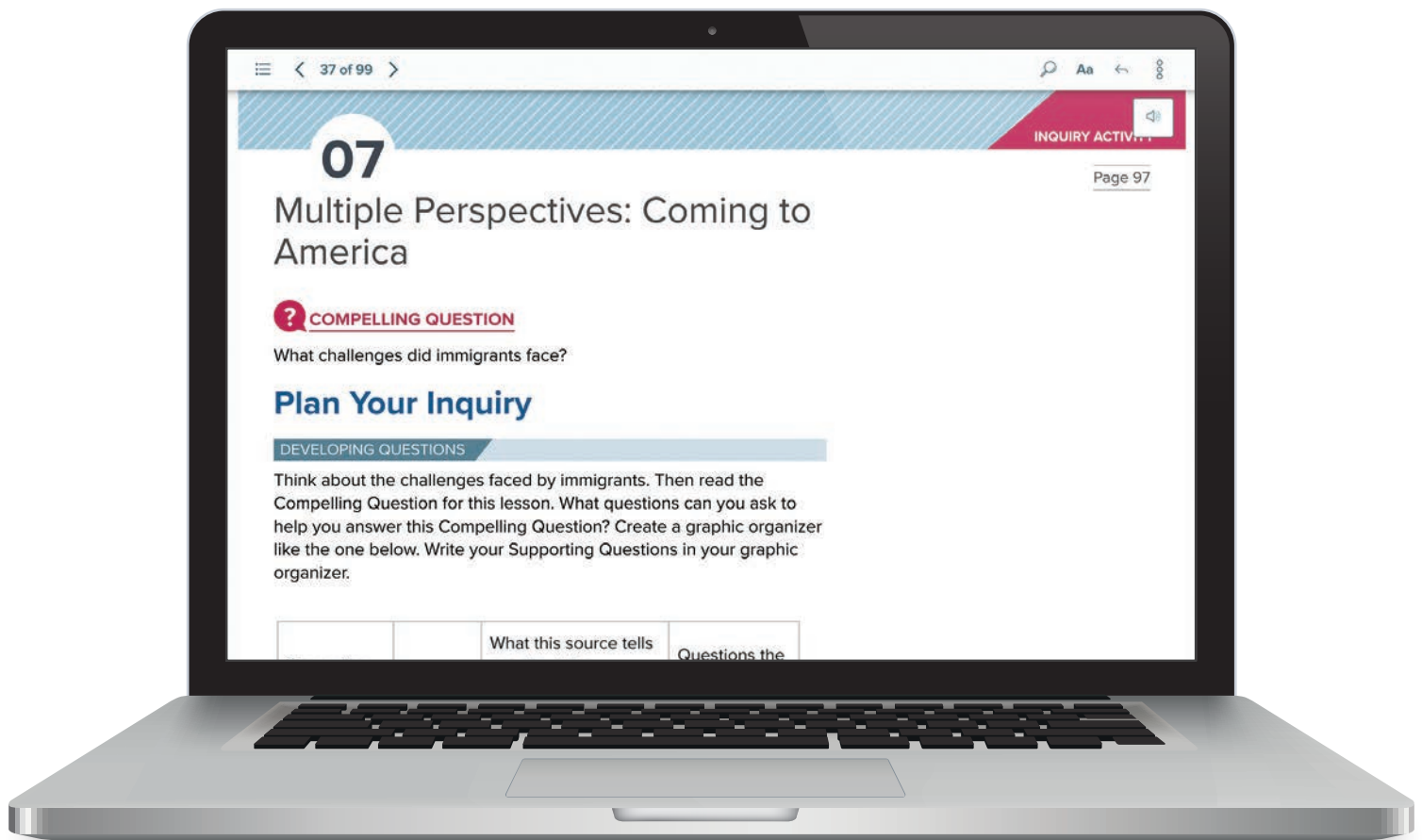
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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, communicate understanding, and take informed action.



mheducation.com/new-york



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)

A

Walden; or, Life in the Woods

Published in 1854, Henry David Thoreau's *Walden* is a series of essays about living a simple life in nature. The collection was an important contribution to the Transcendentalist movement. Transcendentalism was a social movement of writers and philosophers. They promoted the ideas that there is a basic goodness in people and that there should be unity among all living things in nature.

PRIMARY SOURCE: ESSAY

“I went to the woods because I wished to live **deliberately**, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise **resignation**, unless it was quite necessary. I wanted to live deep and suck out all the **marrow** of life....

Our life is **frittered** away by detail. An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand.... Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion.”

— *Walden; or, Life in the Woods*, Henry David Thoreau, 1854

deliberately on purpose
resignation the act of giving up on something
marrow the innermost part of something
frittered wasted

EXAMINE THE SOURCE

1. **Explaining** Based on the excerpt, what was Thoreau's reason for moving to a cabin on Walden Pond?
2. **Analyzing Points of View** What did Thoreau most likely think about people who had lives of luxury or wealth at the time? What recommendation might he have made to them?

B

Birds of America

Born in 1785 in the country now known as Haiti, John James Audubon had a fascination with nature. When he moved to France as a boy to live with his father, Audubon became interested in drawing birds. After moving to the United States at the age of 18, Audubon began to study and draw the birds of North America, many found in Florida. Eventually, his work appeared in a book entitled *Birds of America*, published in 1827. It included different kinds of birds. Audubon's work below is called *Osprey and We*.

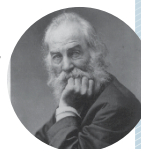
PRIMARY**PRIMARY SOURCE: PAINTING****EXAMINE THE SOURCE**

1. **Identifying** Describe what you see in this painting. How do the details help viewers understand birds?
2. **Inferring** Why might Audubon have created such a book at the time? Why do you think Americans of the mid-1800s may have been interested in Audubon's work?

D

“Song of Myself”

In 1855, Walt Whitman published a collection of poetry entitled *Leaves of Grass* that was inspired by his travels through the American frontier. It explores a variety of themes, including nature, humanity, and democracy. “Song of Myself,” from that collection, became his best-known work. The following excerpt makes up the poem's first section.

**PRIMARY SOURCE: POEM**

“I celebrate myself, and sing myself,
And what I assume you shall assume,
For every **atom** belonging to me as
good belongs to you.
I **loafe** and invite my soul,
I lean and loafe at my ease observing
a spear of summer grass.
My tongue, every atom of my blood,
form'd from this soil, this air,
Born here of parents born here from
parents the same, and their parents
the same,
I, now thirty-seven years old in perfect
health begin,
Hoping to cease not till death.”

— “Song of Myself,” *Leaves of Grass*, Walt Whitman, 1855

atom the smallest part of a substance
loafe [loaf] to waste away time

EXAMINE THE SOURCE

1. **Identifying** What is the tone of this poem?
2. **Interpreting** In what way does the poem honor the American spirit? Cite details from the poem to support your response.

E

“Hard Times Come Again No More”

Known as “America's First Composer,” Stephen Foster wrote nearly 300 songs, including “Oh! Susanna” and “Swanee River.” His inspirations included the sentimental songs that were beloved at the time and African American music. Some of Foster's music reflected the racism of the period. His song, “Hard Times Come Again No More,” noted the difficulties faced by Americans as they lived through an outbreak of the disease cholera.

**PRIMARY SOURCE: SONG**

“’Tis the song, the sigh of the weary;
Hard Times, Hard Times, come again
no more:
Many days you have lingered around
my cabin door;
Oh! Hard Times, come again no
more.
While we seek **mirth** and beauty and
music light and gay
There are frail forms fainting at the
door:
Though their voices are silent, their
pleading looks will say—
Oh! Hard times, come again no
more.”

— “Hard Times Come Again No More,”
Stephen Foster, 1854

mirth happiness

EXAMINE THE SOURCE

1. **Interpreting** How do you know the song is about people facing sickness?
2. **Making Connections** What kinds of emotions might the song evoke in the listener? Cite examples of language used in the song in your answer.

400

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

402

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook

Assess

- Examine the Source
- Take Informed Action
- Lesson Quiz

Offline Access

- McGraw Hill K–12 Portal App


The diagram illustrates the Inquiry Cycle as a continuous loop. It begins with an 'INTRODUCTION' phase, represented by a grey arrow pointing into a circular process. The cycle itself is divided into three main segments: 'LEARN THE EVENTS' at the top, 'INQUIRY ACTIVITY' at the bottom, and 'REVIEW & APPLY' on the right. The 'REVIEW & APPLY' segment is highlighted with a yellow background. The cycle is represented by a grey ring with white text and arrows indicating the flow from one stage to the next.

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.



“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—’Tis time to be reconciled; it is time to lay aside those animosities which have pushed on Britons to shed the blood of Britons. . . . A Declaration of Independence would infallibly disunite and divide the colonists. . . . Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness.”

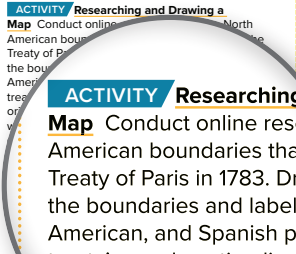
— Charles Inglis, from *The True Interest of America Impartially Stated*, 1776

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.

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 about American boundaries after the Treaty of Paris. Draw a map of North America showing the boundaries of the new United States and the remaining British territory.

ACTIVITY Researching a Map Conduct online research about American boundaries that were established by the Treaty of Paris in 1783. Draw a map of North America showing the boundaries and labels for the original Thirteen Colonies, the new American territory, and Spanish possessions.

PHOTO: ABC Collection/Getty Images; ILLUSTRATION: The New Yorker; CHARLES INGLIS: THE NEW YORKER; MAP: THE NEW YORKER

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

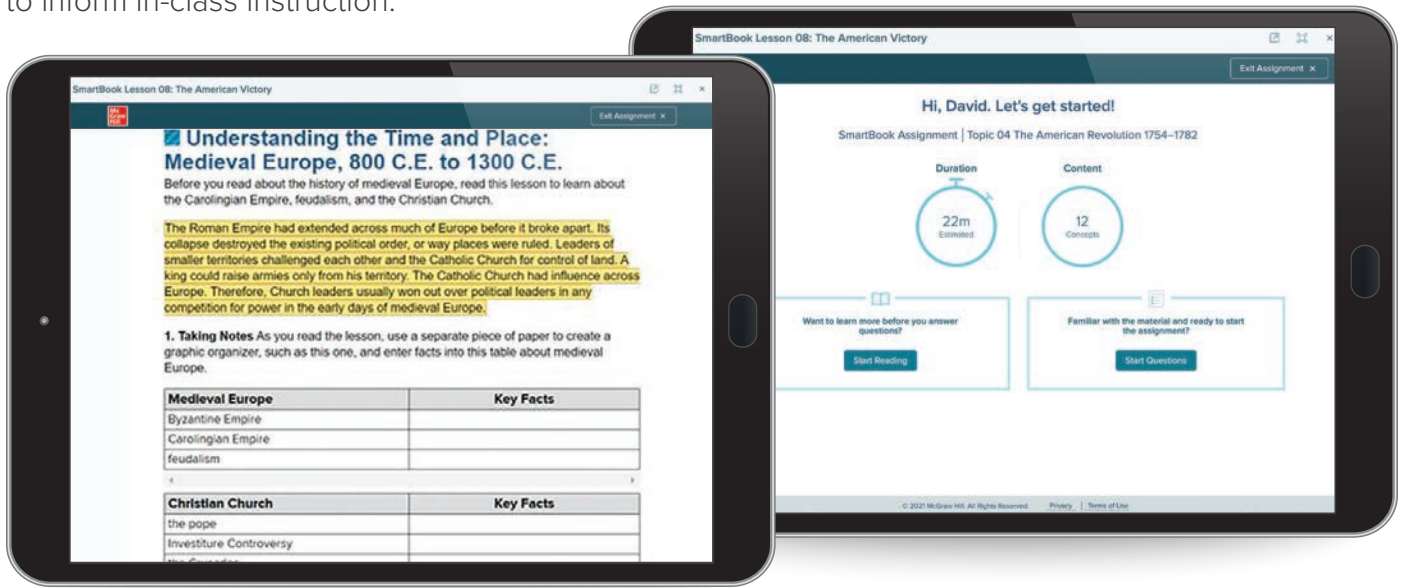


Go online or use your Teacher Edition to explore more teaching strategies and resources for the Review & Apply lessons.

- McGraw Hill K–12 Portal App

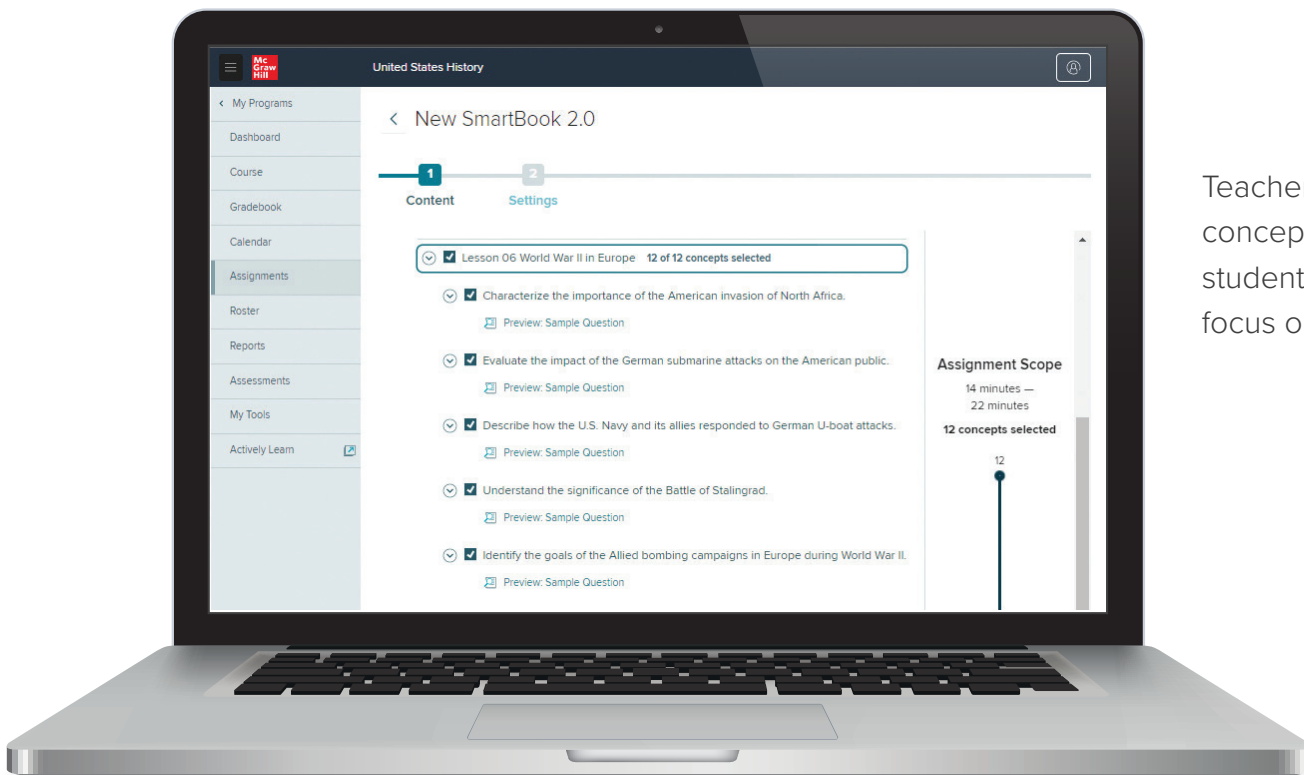
Personalize Learning for Every Student

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 that track 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.



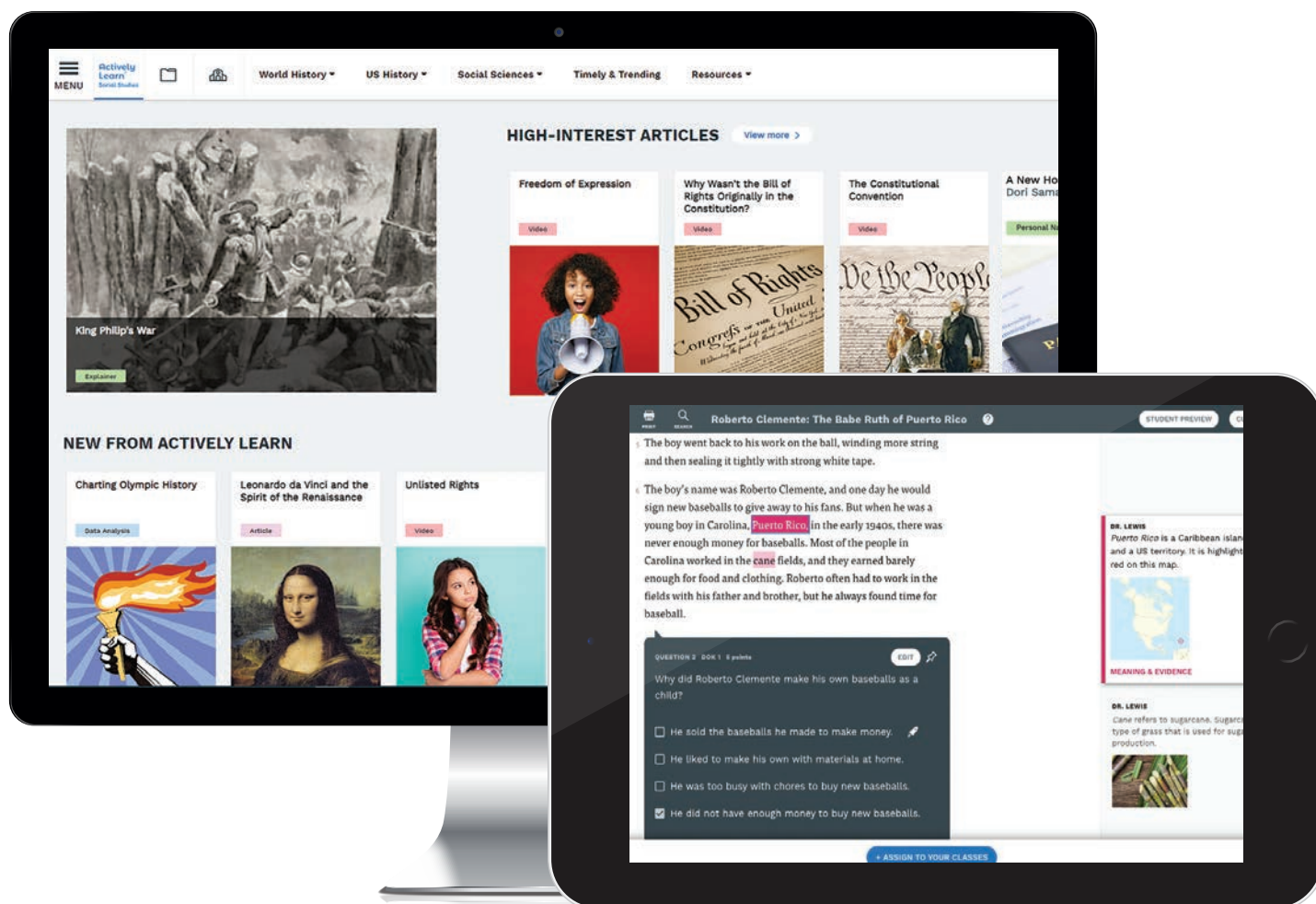
Teachers assign concepts for students to focus on.

Discover a Curriculum that Grows Over Time

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

Actively Learn™

Discover *Actively Learn*, our award-winning curriculum platform for Grades 3–12. 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.

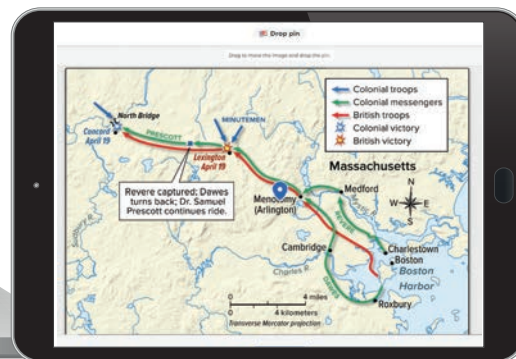




Exclusive New York Social Studies Kahoots! are designed to complement and expand our world-class content library in social studies. **Kahoot!** uses quizzes, puzzles, true/false questions, polls, drop pins, and more to help students review important material in an engaging way. Easily locate your courses'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



Teacher View



Student View

Updated Interactive Resources



Interactive Image

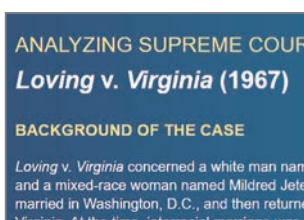


Story Maps



Slideshow

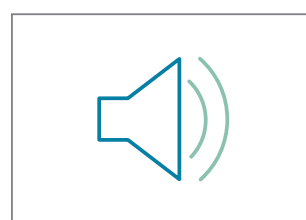
And more!



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

Title	Skill	Pacing	Grouping
ENGAGE p. 595			
✓ Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
TEACH pp. 595–600			
✓ 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		

Title	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. 600			
✓ 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. 600			
<input type="checkbox"/> GO ONLINE / Lesson 2 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- English Learners Scaffold

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Guided Reading Activity
- Reading and Writing Essentials

For Enrichment

- History and Civics Activity
- Reading and Writing Essentials

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

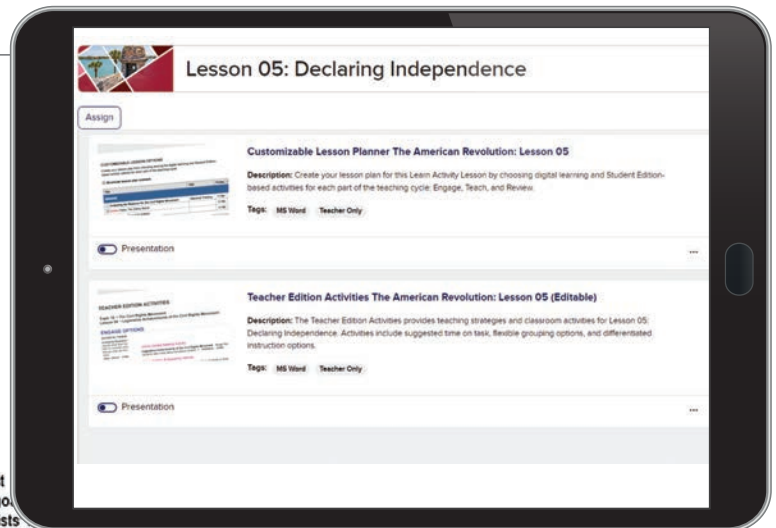
HISTORICAL THINKING SKILLS

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.

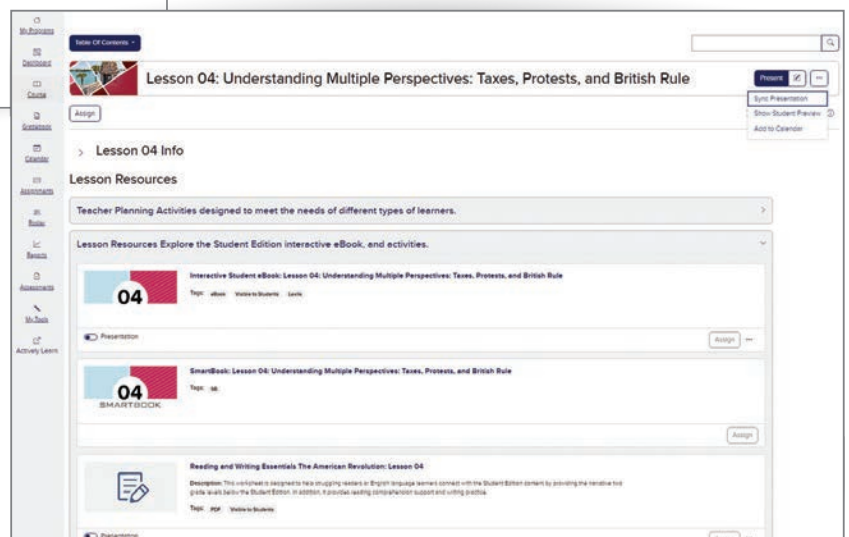
Whole Class | 15 Min



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

LESSON 01 • INTRODUCTION PLANNER

Introducing Citizenship

LEARNING OBJECTIVES

Knowledge:

- the diversity of the U.S. population
- ways in which a person becomes a U.S. citizen
- the social and legal impact of the *Dred Scott* decision
- the duties and responsibilities of citizenship
- the features and importance of civil discourse

Skills:

- interpret graphs about immigration and citizenship
- determine the percentage of foreign-born citizens and residents in the U.S. population
- explain how citizenship has been defined for African Americans
- analyze ways in which citizens can disagree with one another in a civil manner

CUSTOMIZABLE LESSON OPTIONS

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

✓ **45-minute lesson plan example**

Title	Skill	Pacing	Grouping
ENGAGE pp. C260–C261			
ACTIVATE PRIOR KNOWLEDGE continued			

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		

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		

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.

1A 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

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



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

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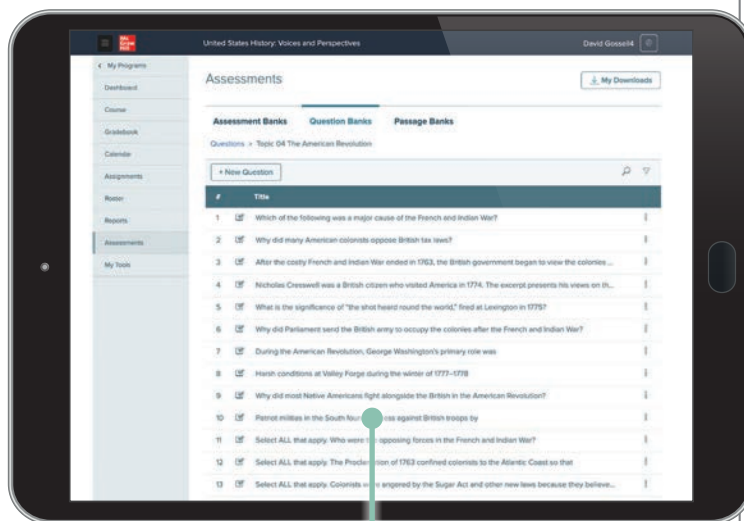
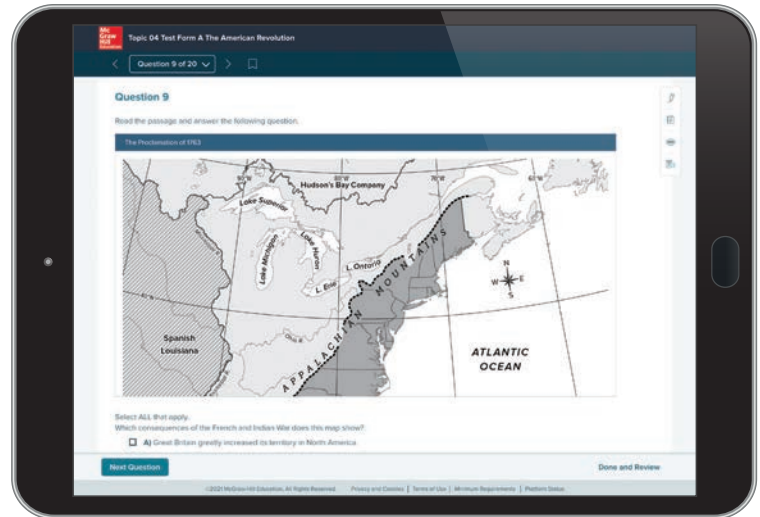
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Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to instruction 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

The American Revolution, 1754–1782

No Taxation Without Representation

Project Question

- How can boycotting be an effective way to protest for change?

Project Summary

By the mid-1700s, American colonists had become frustrated with British rule. Following the costly French and Indian War, Britain increased taxes in the colonies to raise money to pay its war debt. Other policies, such as the Proclamation of 1763, which restricted the colonists to the Atlantic Coast, added to the tension colonists felt. Colonists wanted to fight these changes, but they had no representatives in the British government who could promote their cause. The colonists decided to hold protests to push for reform. One tactic they used was to boycott British goods.

When a group launches a boycott, they decide not to buy something or use a service. They encourage others to refuse to buy a product or service provided by an organization, corporation, or government. One country may even boycott another by refusing to trade with them. Consider the impact a boycott can have. Why might this form of protest succeed? Why might it fail? How might a boycott bring about lasting change?

Working in a small group, you will review what you have learned about boycotts that led up to the American Revolution. Then you will research boycotts that have occurred in the modern era and compare and contrast them with the past. Finally, your group will work together to create a poster and write an essay to describe the impact of boycotts in history. You will fill in checklists to describe your work throughout the project and then complete a reflection at the end.

Final Product(s)

- Poster
- Essay

Step 1: Reviewing and Researching Boycotts from History

To begin, each group member will choose a different law the British government enacted after the French and Indian War: the Sugar Act, Stamp Act, or Townshend Acts. Review what you already have learned about the law and how colonists reacted to it.

Next, conduct research to learn about a boycott from modern American history. There were a number of boycott-related protests during the 1950s, 1960s, and more recent years. Each member of the group will research a different modern boycott. For both phases of your research—past and present—use at least three sources to gather information. List each source, including the publishing date or the website address. As you review the sources, take careful notes.

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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

CANVAS
BY INSTRUCTURE

PowerSchool
Personalized Education for Every Journey

Clever

ClassLink

Infinite
Campus

SKYWARD®

illuminate
education

Synergy®
Education Platform

Aeries®
Student Information System

D2L

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

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