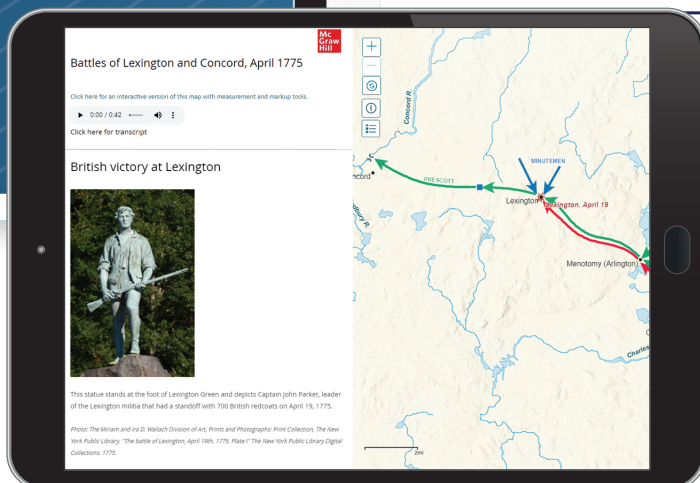
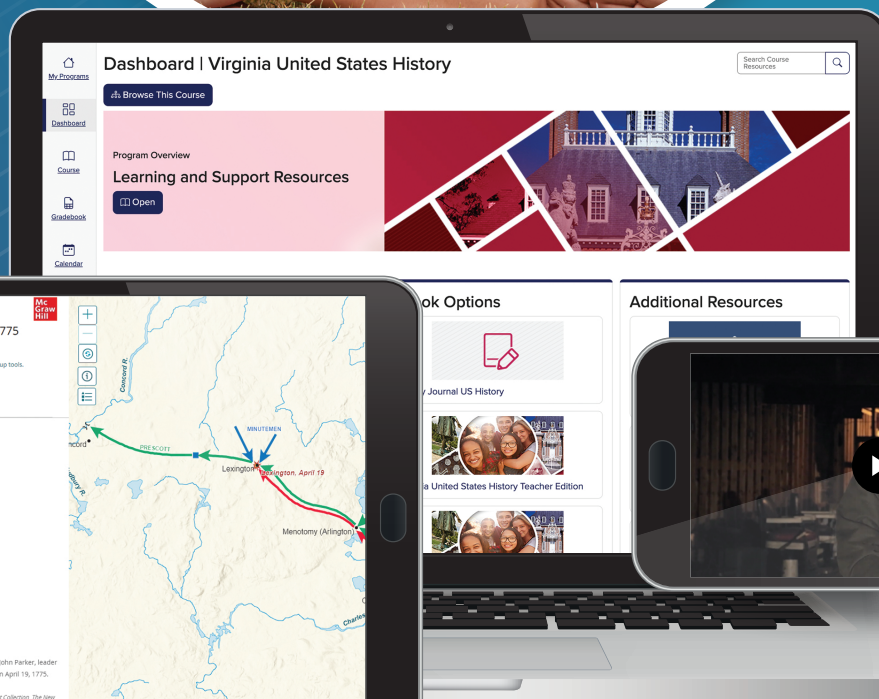




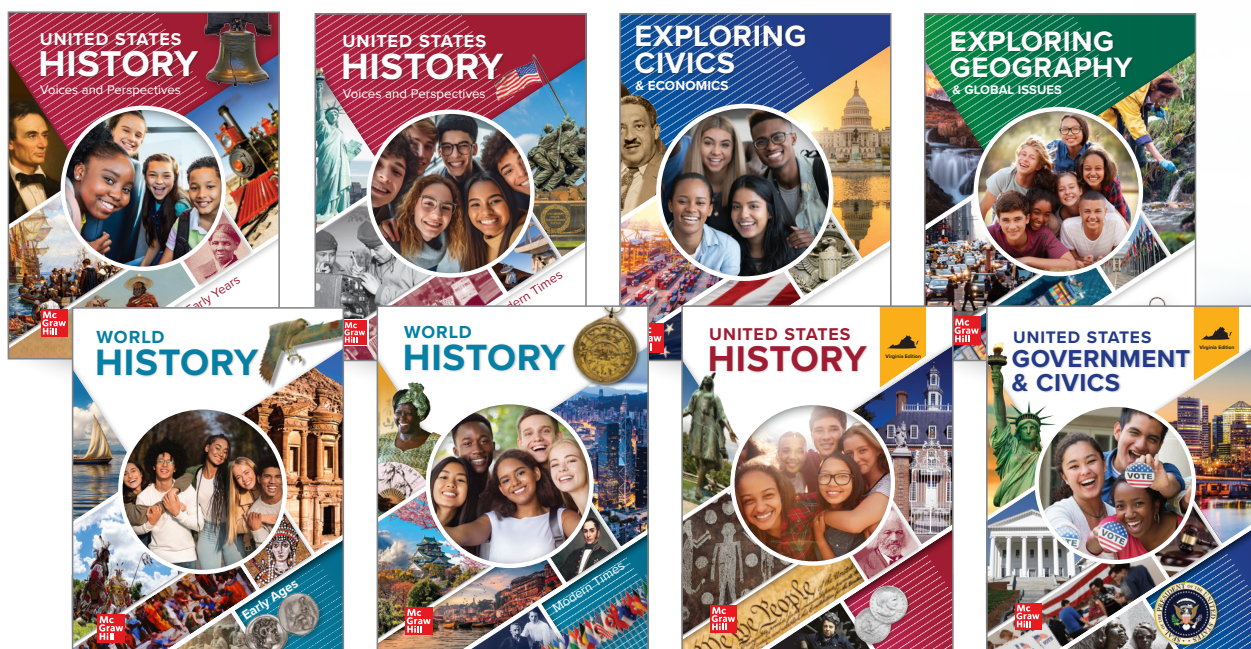
Virginia Social Studies Program Overview

Grades 6–12



Welcome, Virginia Social Studies Teachers!

Component or Supporting Resource	How It Works with the Program
Print Student Edition	Print and digital programs are aligned fully to the History and Social Science Standards of Learning for Virginia Public Schools, 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 Virginia History and Social Science Standards of Learning.
Interactive Student eBook with Differentiated Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels. Spanish materials available digitally.
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	Designed to support students reading comprehension including ELLs with narrative content two grade levels below the Student Edition and includes additional reading and writing practice opportunities.
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.



Inspire a Student, Change the World

Empower Virginia 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



Middle School

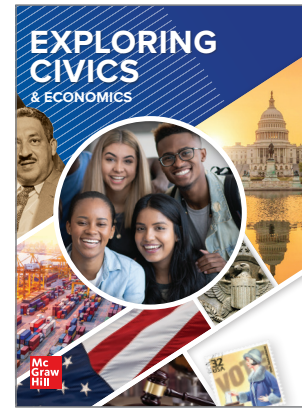
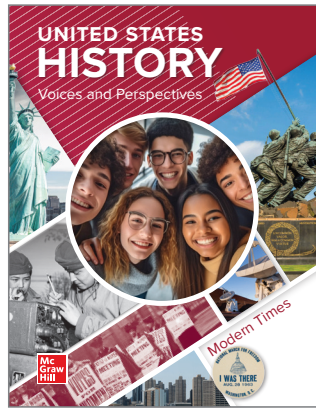
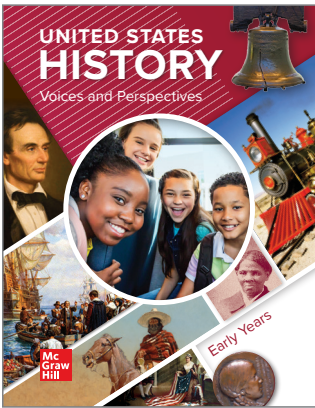


TABLE OF CONTENTS

United States History: Voices and Perspectives, Early Years

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
- 7 Political and Geographic Changes
- 8 Life in the North and the South
- 9 Division and Civil War
- 10 Reconstruction

United States History: Voices and Perspectives, Modern Times

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

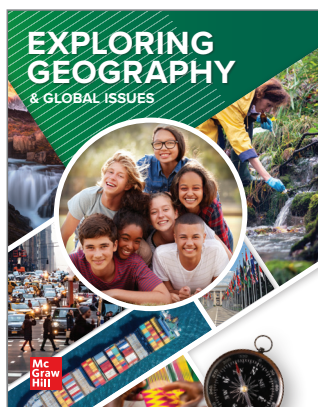
Exploring Civics & Economics

Topic:

- 1 The Origins of American Government
- 2 The Constitution
- 3 The Legislative Branch
- 4 The Executive Branch
- 5 The Judicial Branch
- 6 Citizenship
- 7 Civic Participation
- 8 State and Local Government
- 9 Understanding the Law
- 10 The United States and Foreign Affairs
- 11 What Is Economics?
- 12 Markets, Money, and Businesses
- 13 Government and the Economy
- 14 The Global Economy

Connect deeper with Virginia! Our online experience offers additional Virginia-specific tagged content that enriches learning about the state's history, geography, and culture. Start exploring today at mheducation.com/virginia.

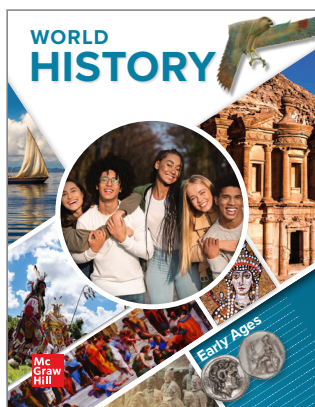
Middle School or High School



Exploring Geography & Global Issues

Topic:

- 1 The World in Spatial Terms
- 2 Places and Regions
- 3 Physical Geography
- 4 Population Geography
- 5 Cultural Geography
- 6 Economic Geography
- 7 Political Geography
- 8 Human-Environment Interaction
- 9 What Is Economics?
- 10 Markets, Money, and Businesses
- 11 Government and the Economy
- 12 The Global Economy
- 13 The Western Hemisphere (online)
- 14 Physical Geography of the Eastern Hemisphere (online)
- 15 History and Culture of the Eastern Hemisphere (online)
- 16 Economic Activity of the Eastern Hemisphere (online)

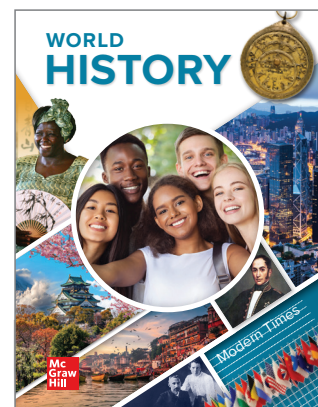


World History, Early Ages

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

High School



World History, Modern Times

Topic:

- 1 The World Before Modern Times
- 2 The 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

High School *continued*

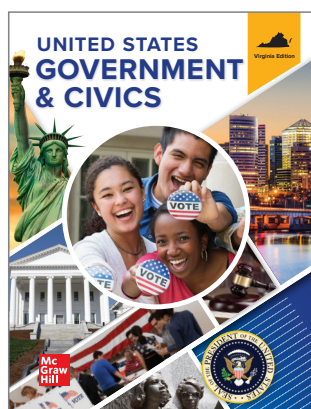
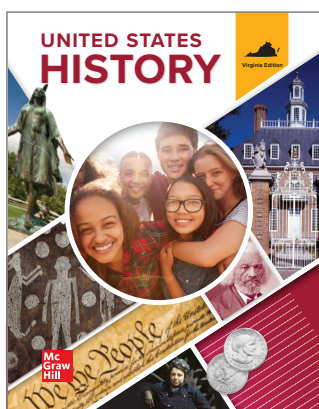


TABLE OF CONTENTS

United States History, Virginia 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 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

United States Government & Civics, Virginia Edition

Unit 1: Foundations of American Government

Chapter:

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

Unit 2: The Legislative Branch

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

Unit 3: The Executive Branch

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

Unit 4: The Judicial Branch

- 13 Federal and State Court Systems

- 14 The Supreme Court of the United States

- 15 Constitutional Freedoms

- 16 Constitutional Right to a Fair Trial

Unit 5: Participating in Government

- 17 Political Parties

- 18 Voting and Elections

- 19 Public Opinion and Interest Groups

- 20 Mass Media in the Digital Age

Unit 6: Government in Action

- 21 Financing Government

- 22 Making Social and Domestic Policy

- 23 Making Foreign and Defense Policy

- 24 Comparing Political and Economic Systems

Flexible and Customizable Lessons for Each Topic

Virginia Social Studies was designed with the flexibility to 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
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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

REVIEW AND APPLY LESSON

10	Reviewing The American Revolution	161
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INQUIRY ACTIVITY LESSONS

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

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—nasty Cookery—don't 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 . . ."

— Abigail Adams, 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.

mheducation.com/virginia



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

INTRODUCTION



REVIEW & APPLY

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:

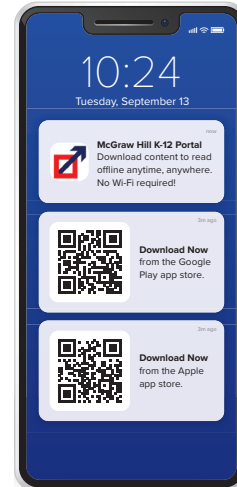
- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of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

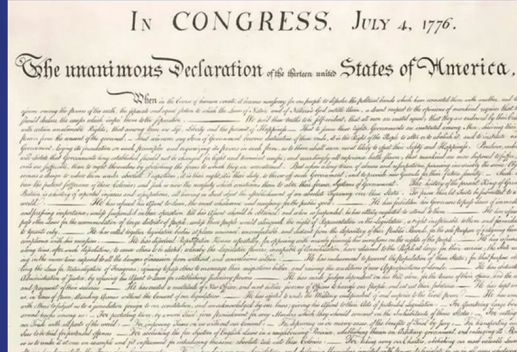
- 1750**
 - 1754** The French and Indian War begins
- 1760**
 - 1763** France cedes Canada to Britain in the Treaty of Paris
 - 1765** Parliament passes the Stamp Act, angering American colonists
- 1770**
 - 1770** Five American colonists are killed in the Boston Massacre
 - 1774** The First Continental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

The Declaration of Independence famously says: "that all men are created ____."



Kahoot!

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)



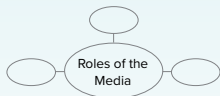
08

Print and Digital Media

The Influence of Media

READING STRATEGY

Analyzing Key Ideas and Details As you read, create a graphic organizer like this one to record the roles of the media.



GUIDING QUESTION

How do the media influence the public agenda?

If you are like most Americans, you get a lot of information from the media. This information can come from many sources, including newspapers, magazines, newsletters, radio, television, and the Internet.

In using media information, you must remember that most American media outlets are private businesses that want to make a profit. The larger the audience, the more money they can charge advertisers. The more money a media outlet makes, the higher its profits. The job of a news producer, editor, or reporter is to keep—readers and viewers. This fact shapes what news they make available to you.

Influencing the Public Agenda

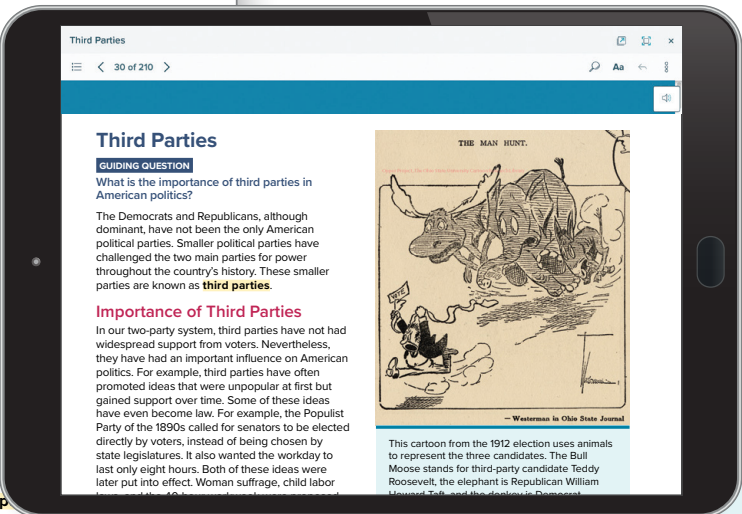
The government deals with many problems and must resolve all of them. Those issues that receive the most media attention make up the public agenda. An issue that a person or group wants to address. The public agenda is the issues that government officials believe are most important.

public agenda the issues that government officials believe are most important



In this image, members of the media are shown covering the launch of a private spacecraft from the Kennedy Space Center in Florida.

Analyzing Visuals Why do you think the media would choose to cover an event like the one described in the caption?



Why is turnout low? One reason is apathy, or lack of interest. Some people feel they are too busy to vote, or they have decided that their vote won't make a difference. Some people think that the system is rigged, so they don't bother to register or vote.

LESSON ACTIVITIES

- 1. Informative/Explanatory Writing** Create an infographic describing the steps in the voting process. Include the simple illustrations to make the process clear.
- 2. Analyzing Information** Create a time line describing the history of voting in the United States.

LESSON ACTIVITIES

- 1. Informative/Explanatory Writing** Create an infographic describing the steps in the voting process.

GO ONLINE Explore the Student Edition eBook and find interactive maps, charts, graphs, and tools.

2016. Then the 2020 election reversed that trend. Nearly 67 percent of eligible voters cast a ballot in 2020. That was the highest turnout rate since 1900. Even fewer Americans vote for Congress or state and local offices. Turnout in

Differentiate

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

Assess

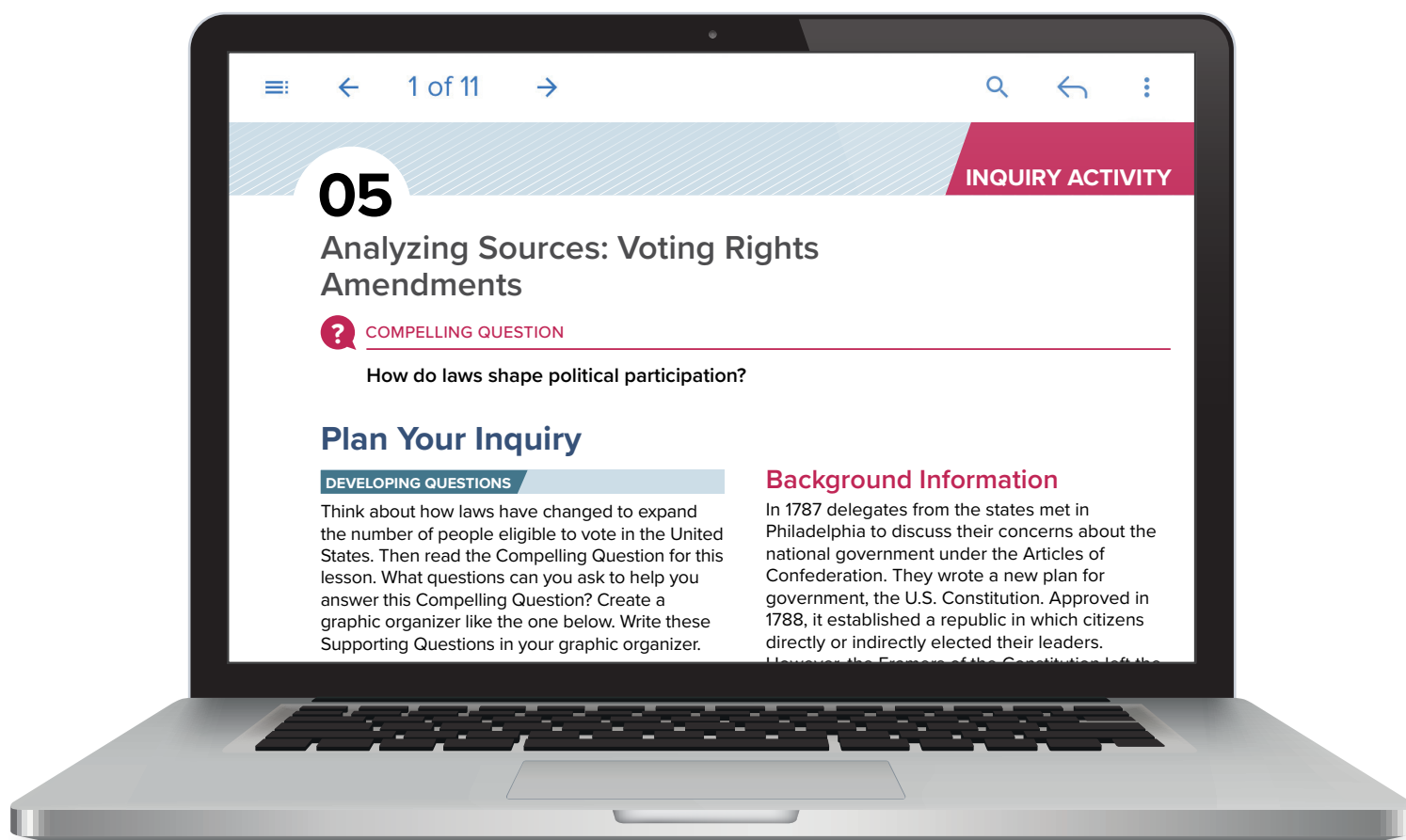
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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.



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

Engage

- Compelling Questions
- 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*. The first volume was published in 1826, and the last one in 1838. In between those years, Audubon published several other books about birds. He also wrote about different kinds of birds. His most famous work, *The Birds of America*, was published in 1827. It included illustrations of more than 200 different kinds of birds.

A magnifying glass is positioned over the bottom right portion of the page, specifically highlighting the title "The Birds of America" which appears in a large, stylized font. The lens of the magnifying glass is centered over the words "Birds of America". The background of the entire page is a light blue sky with soft white clouds. At the very bottom, there are silhouettes of palm trees against a darker blue horizon.

PRIMA

PRIMARY below is called *Osprey and We*

PRIMARY SOURCE: PAINTING

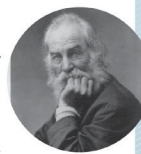
EXAMINE THE SOURCE

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 loaf and invite my soul,
I lean and loaf at my ease observing
a spear of summer grass.
My tongue, every atom of my blood,
born'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.

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
- Take Informed Action
- Lesson Quiz

Offline Access

- McGraw Hill K–12 Portal App

Student Choice: Real-World Applications




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.

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 American 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. Draw the areas in dispute. Display

ACTIVITY Researching
Map Conduct online research to find the American 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. Draw the areas in dispute. Display

PHOTO: JEFF GORDON/SHUTTERSTOCK.COM; ILLUSTRATION: JAMES HARRINGTON, 1776

Performance-Based Task Activities:

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

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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

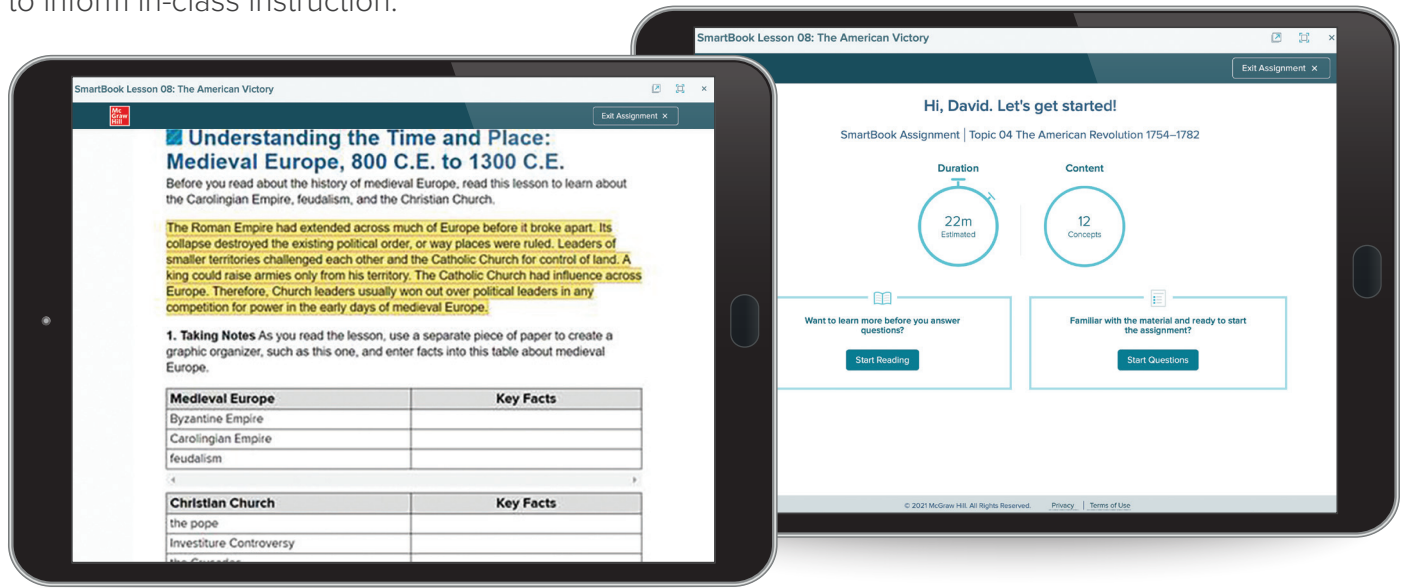
- Topic Activities
- Topic Tests

Offline Access

- McGraw Hill K–12 Portal App

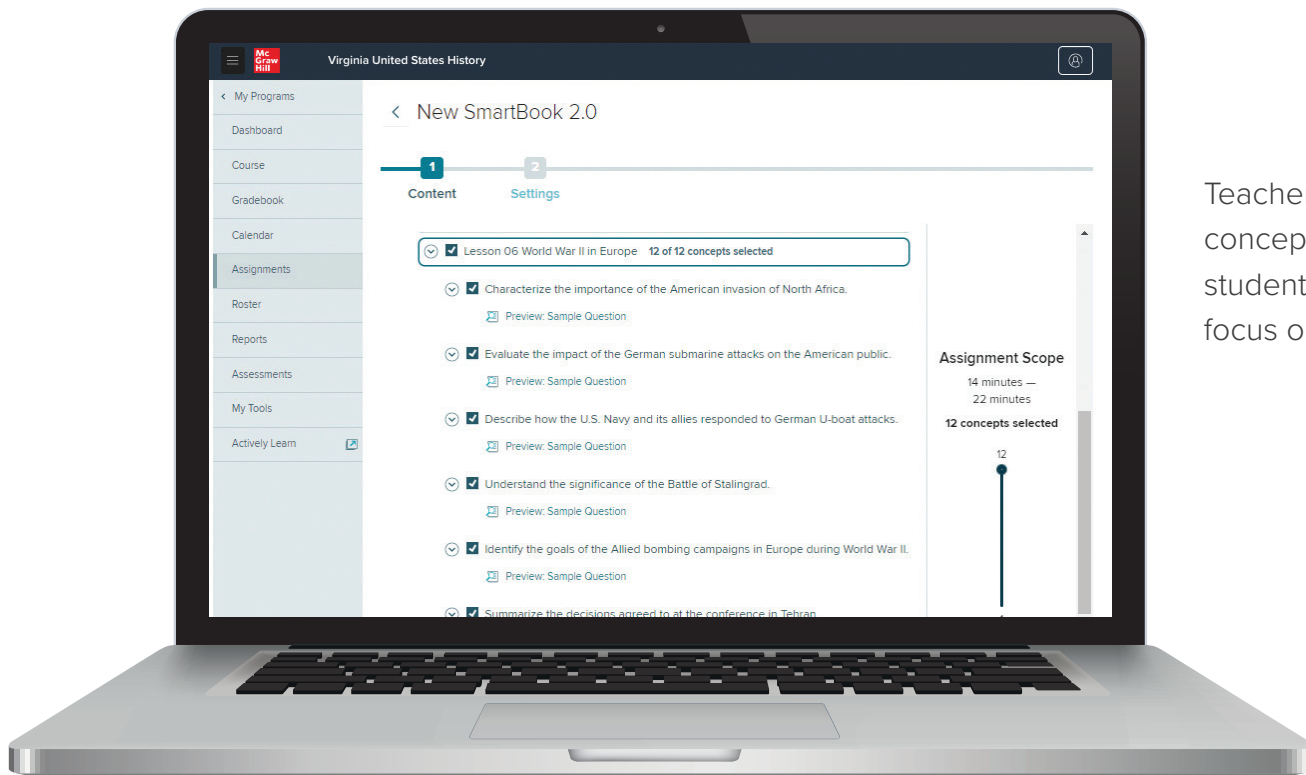
Personalize Learning for Every Student

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 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.



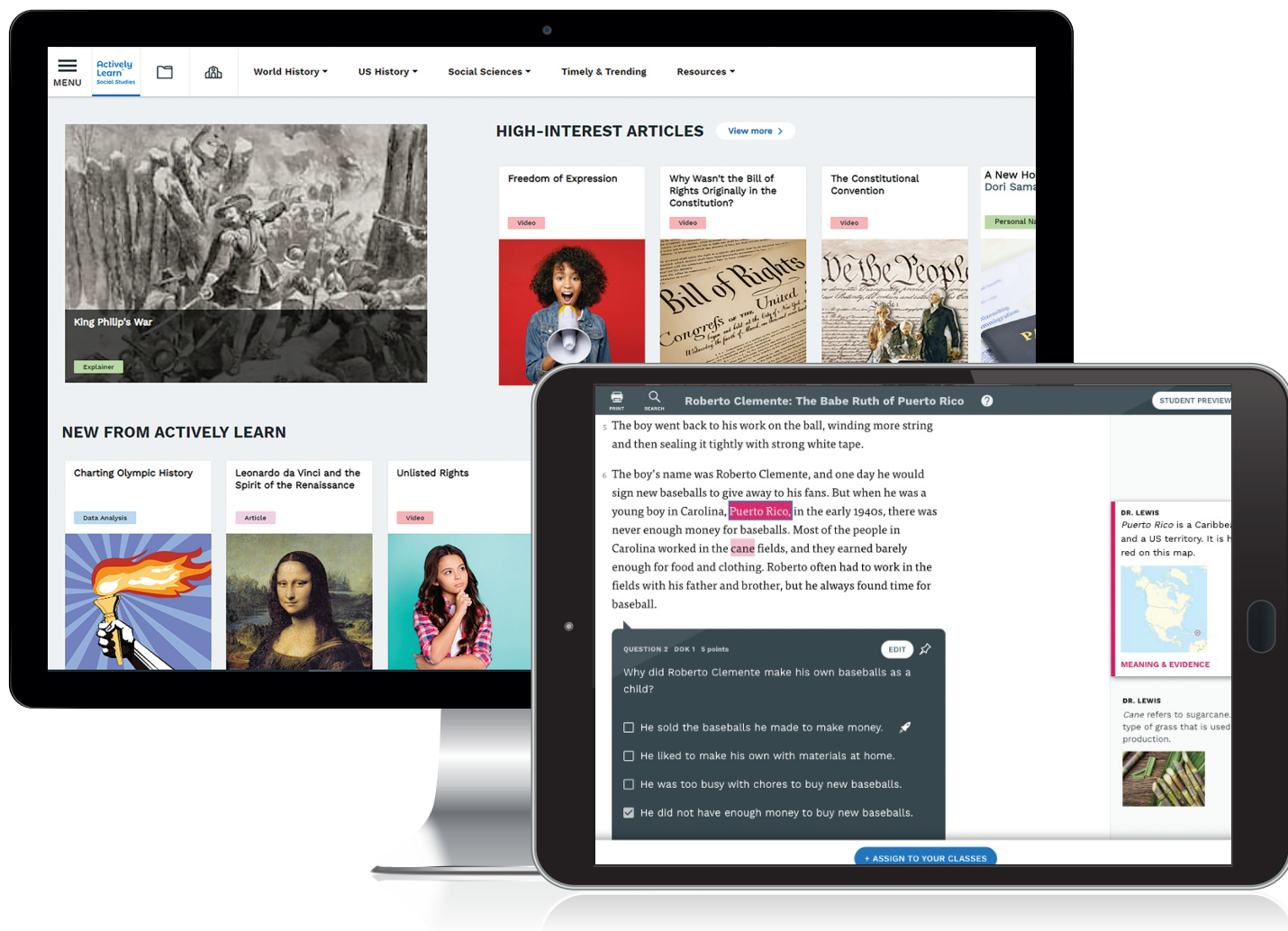
Teachers assign concepts for students to focus on.

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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 cross-curricular 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 History and Social Science Standards of Learning for Virginia Public Schools.

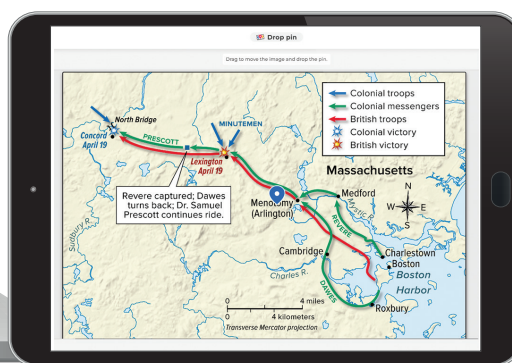


Kahoot!

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

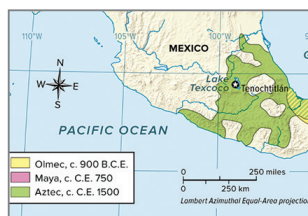


Student View

Updated Interactive Resources



Interactive Image

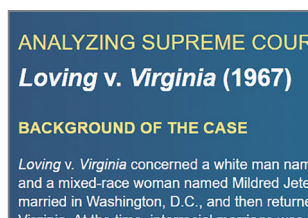


Story Maps

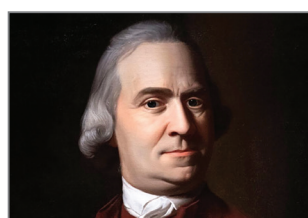


Slideshow

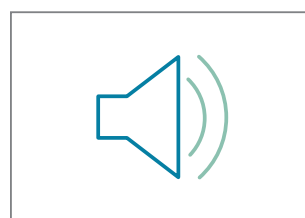
And more!



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. 463			
✓ Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
TEACH pp. 463–468			
✓ 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"/> Role Playing the Part of 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. 468			
✓ 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
✓ 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
- English Learners Scaffold

For Students With Special Needs

- Guided Reading Activity
- English Learners Scaffold

For Enrichment

- History and Civics Activity
- English Learners Scaffold

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

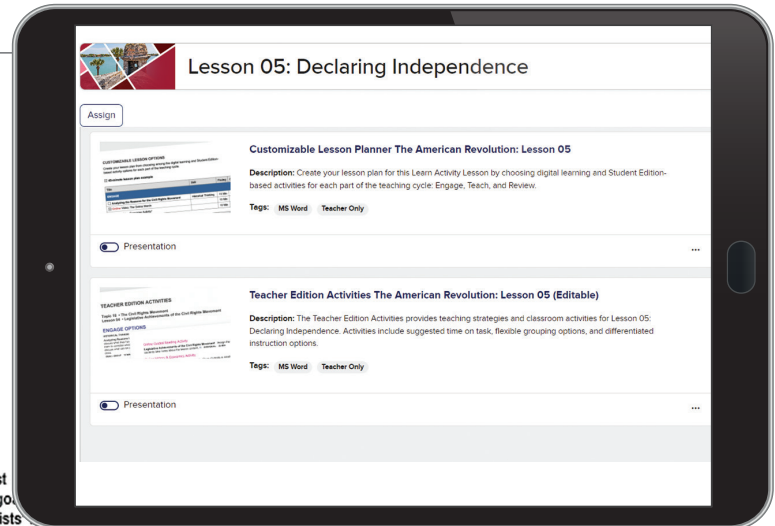
HISTORICAL THINKING SKILLS

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.

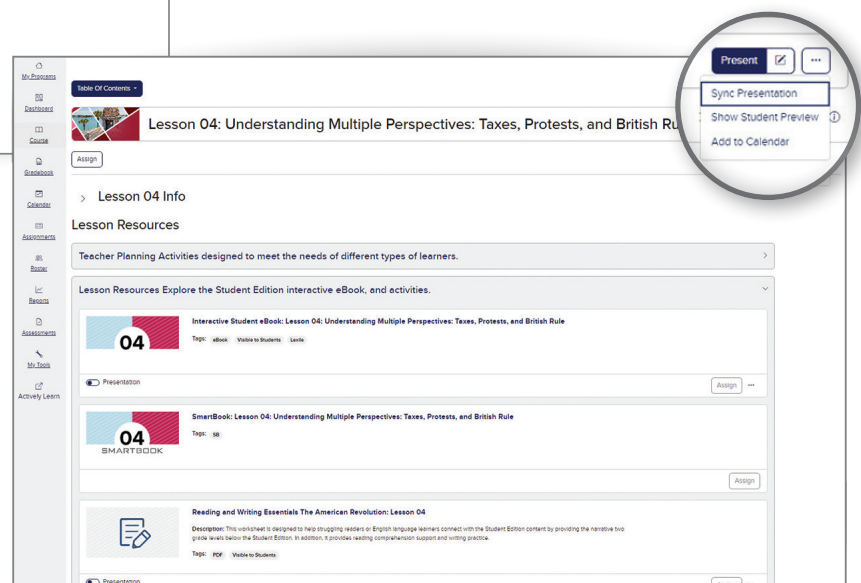
Whole Class | 15 Min



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.

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**

China in the Middle Ages



Yangdi's most ambitious project was building the Grand Canal. This system of waterways was approximately 1,000 miles (1,770 km) in length. It connected China's two great rivers, the Huang He (HUANGHE RIVER) (Yellow River) and the Chang Jiang (CHANGJIANG RIVER) (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.

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.

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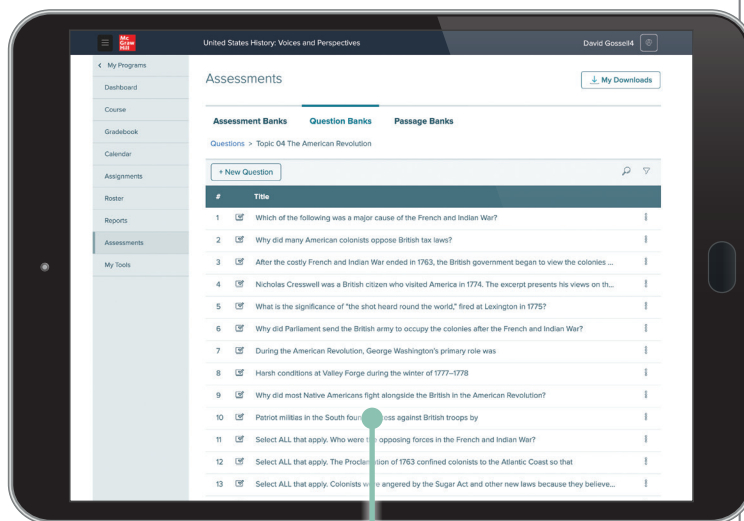
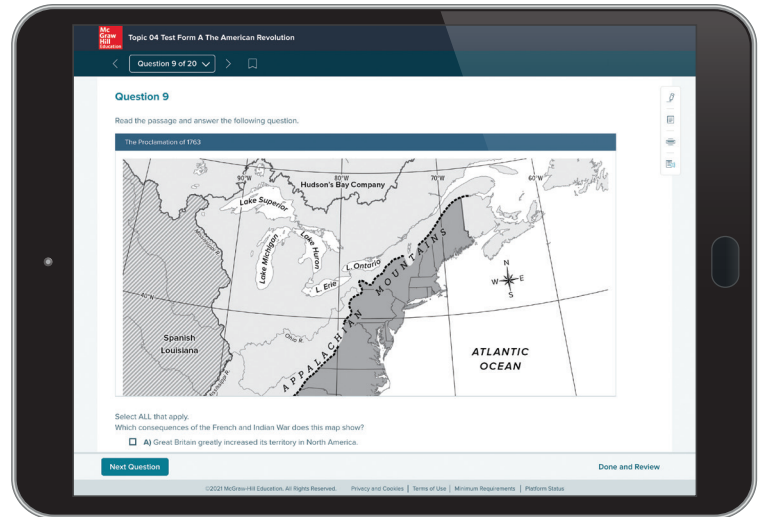
Bridging and Reaching

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**

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 Virginia History and Social Science Standards of Learning 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.

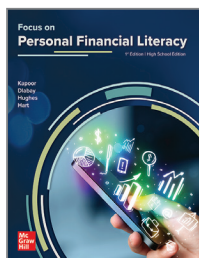
Next, conduct research to learn about a boycott from modern American history. There were a number of boycott-related protests during the 1950s, 1960s, and more recent years. Each member of the group will research a different modern boycott. For both phases of your research—past and present—use at least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

© McGraw Hill

1

Honors and Electives

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

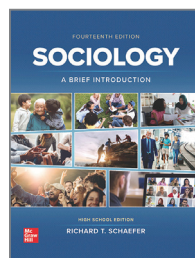


Personal Finance

Focus on Personal Financial Literacy

©2024, High School Edition, 1e, Kapoor

Developed for high school, this program delivers comprehensive coverage of the key topics in Personal Finance courses. Its hands-on approach encourages students to think about relevant, real-life situations and goals and develop their understanding of the financial issues impacting them today and in the future.

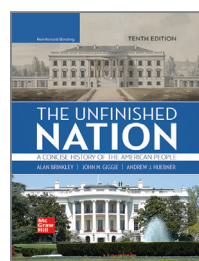


Sociology

Sociology: A Brief Introduction

©2023, High School Edition, 14e, Schaefer

This program fully covers the American Sociological Association's National Standards for High School Sociology. Written in a student-friendly, accessible voice, Schaefer contextualizes sociological theories, research, and concepts in real-world scenarios with vivid examples that promote engagement and understanding. Inclusive in coverage of race, ethnicity, gender, and cultures, the program reflects the most recent research findings and includes up-to-date statistics.

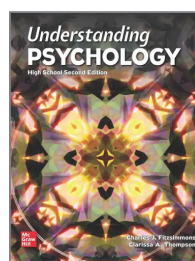


Honors U.S. History

The Unfinished Nation

©2023, 10e, Brinkley

The Unfinished Nation, known for its clear narrative voice and impeccable scholarship, is the best-selling concise text for Honors or AP U.S. History. The tenth edition sheds new light on the experiences and perspectives of populations that have been under-represented in the historical narrative, particularly of Native Americans, Black Americans, and women throughout American history. *The Unfinished Nation* invites students to think critically about the forces that continually develop the unfinished nation that is the United States.

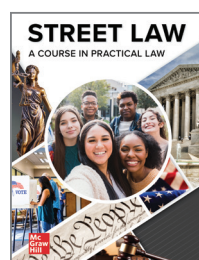


Psychology

Understanding Psychology

©2026, High School Edition, 2e, Fitzsimmons and Thompson

Embark on a captivating journey into the human mind with the second edition of *Understanding Psychology*. Students explore theories and applications through an inquiry-based lens with Case Studies, Projects, and Labs. The modular approach provides flexibility to sequence instruction to match any instructional schedule or teaching and learning style. The new, expert author team brings a student-friendly approach and focus on scientific inquiry, research, and biological pillars.



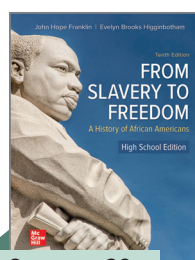
Law

Street Law: A Course in Practical Law

©2026, 11e

The most widely-used and trusted resource for teaching law in high schools!

Street Law provides young people with practical legal knowledge that is relevant to their everyday lives. Student-centered, interactive, democratic pedagogy ensures the development of high-level critical thinking and problem-solving skills, engagement, and communication skills that are consistent with emerging state and national standards.



See page 26
for AP edition

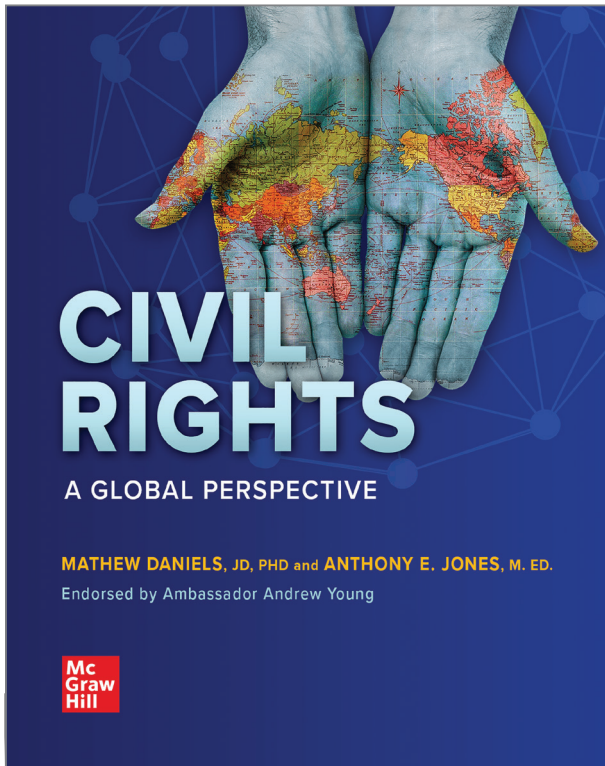
African American History

From Slavery to Freedom: A History of African Americans

©2023, High School Edition, 10e, Franklin

Considered the most respected chronicling of African American history of our time, first written in 1947 by award-winning author John Hope Franklin, this High School Edition includes accessible coverage with updated discussion based on the latest historical scholarship. A variety of activities allow students to apply their learning to real-world scenarios and the topic learning objectives.

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.

This unique, **all-digital curriculum** is designed to build empathy in students so they can apply the lessons learned to current global challenges and feel inspired to help build a more equal society.

Designed Around Five Powerful Themes

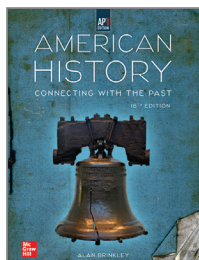
Explore 75 lessons across five units of study organized around the themes of **Freedom**, **Perseverance**, **Hope**, **Justice**, and **Conscience**.



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.

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.

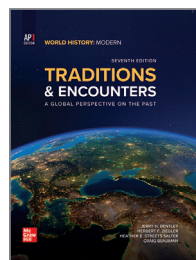


AP U.S. History

American History: Connecting with the Past

©2023, 16e, Brinkley

American History: Connecting with the Past, AP Edition, is completely aligned with the latest AP U.S. History curriculum, providing students with support to master key concepts and themes, and succeed on the AP U.S. History Exam.

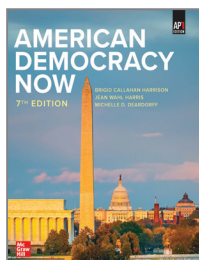


AP World History: Modern

Traditions & Encounters: A Global Perspective on the Past

©2023, 7e, Bentley

Accessible to students at all levels, the narrative is brought to life through compelling features and rich visuals, images, and graphics, and full alignment to the AP Framework. Updated rubrics reflect the 2023–2024 revisions.

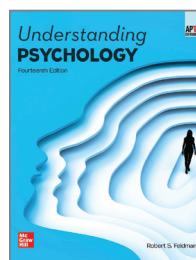


AP U.S. Government and Politics

American Democracy Now

©2022, 7e, Harrison

With chapters organized to mirror the AP Framework, clearly identified AP-specific features, and a multitude of opportunities for students to apply disciplinary practices and reasoning process, students are well supported for Exam success.

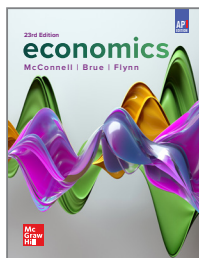


AP Psychology

Understanding Psychology

©2020, 14e, Feldman

Psychology is presented as a vibrant science that is both theoretical and relevant. The modular organization and illustrative connections to applied fields and topics help students deeply engage with concepts. Digital updates reflect the organization, test practice, and content of the newly revised course.

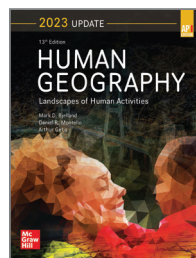


AP Economics

Economics

©2025, 23e, McConnell

Economics is fully aligned to the AP Microeconomics and Macroeconomics frameworks with a streamlined focus on AP content and easy visual cues to distinguish coverage for each course. Decades of teaching success is reflected in the authors' clear treatment of economic concepts, balanced coverage, and patient explanations.



AP Human Geography

Human Geography: Landscapes of Human Activities

©2023, 13e, Bjelland

Fully aligned to the AP framework, this program seeks to introduce students to the scope and excitement of human geography and help them develop an awareness of geography's relevance to their daily lives and their role as informed citizens.

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

Helps students build their AP test prep muscle memory all year long through daily engagement with the most up-to-date course content, exam format, subject-specific strategies, and tips for success with *5 Steps to a 5*.



AP African American Studies

From Slavery to Freedom

AP Edition, ©2026, 1e, Franklin

Unparalleled Scholarship and Course Alignment

The first edition of *AP African American Studies: From Slavery to Freedom* builds upon the vast historical and current scholarship of John Hope Franklin's *From Slavery to Freedom: A History of African Americans*, a widely revered chronology of the African American experience. This AP Edition provides complete coverage of the source-based content, themes, and skills, while meticulously aligning with the course's chrono-thematic structure.

Beginning with “What is African American Studies?” which covers the history of the field of study and its major researchers and authors, the program takes a multi-disciplinary approach that helps students grasp the key concepts, developments, and processes enabling them to understand diverse perspectives surrounding historical events and debates.

Co-author, Dr. Evelyn Brooks Higginbotham, served on the AP course development committee and the parent text was used as a reference in building the course. This AP Edition is in lock-step alignment with the Framework.

Incomparable Support for AP Success

- **Mastering AP Skills:** Special features provide explicit instruction and practice for skills including content application, source analysis, and argumentation.
- **Analyzing Primary Sources:** An abundance of primary visuals and texts, including Window in Time source analysis, provide opportunities to engage directly with sources to build essential analytical skills.
- **Source-Based Skills Practice:** Targeted guidance on applying these crucial skills use sample questions that mirror the format and complexity of the AP Exam.
- **Exceptional Teacher Support:** Print and digital resources include a Teacher Manual, pacing guides and strategies, activities, resources for source analysis, navigating sensitive subject areas, and support for teachers who are new to the discipline or the AP program.



Our Content, Your Platforms

Over 5000+ integrations completed nationwide.

Every day, we are 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

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