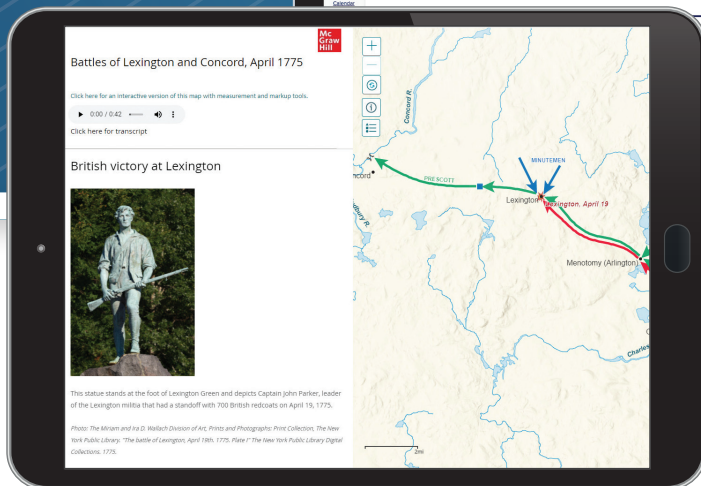
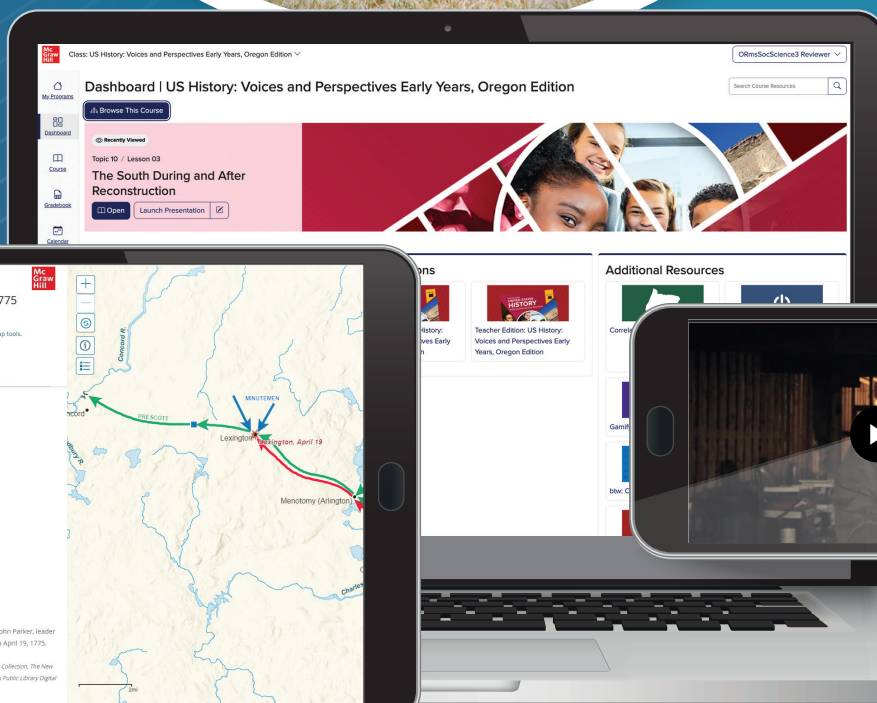




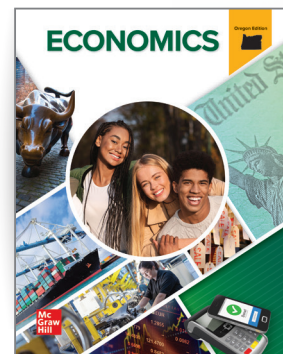
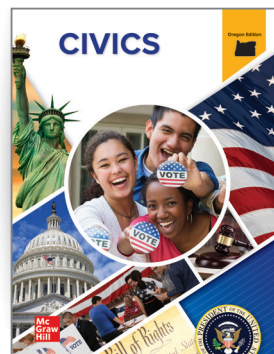
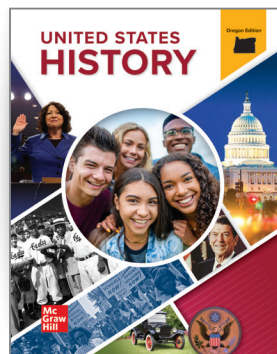
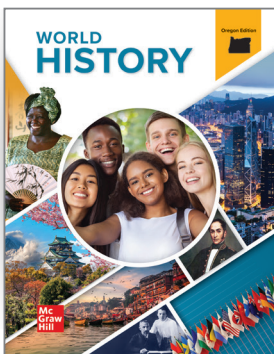
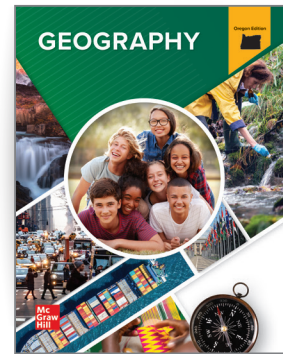
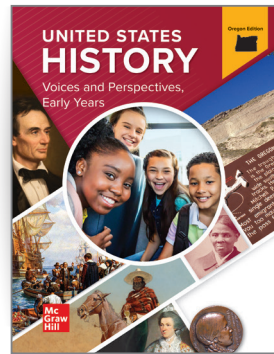
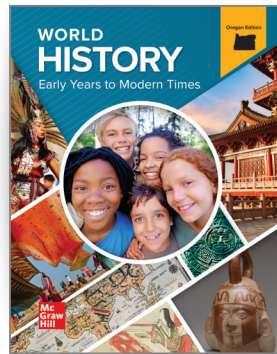
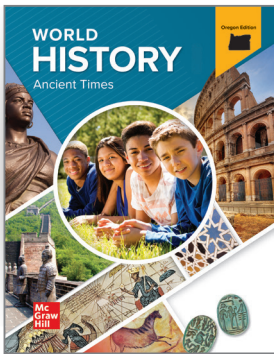
# Oregon Social Studies Program Overview

Grades 6–12



# Welcome, Oregon Social Studies Teachers!

Component or Supporting Resource	How It works With the Program
Print Student Edition	Aligned fully to standards (print available in English and Spanish).
Print Teacher Edition / eBook	Supports students with point-of-use activities as they connect to social studies content and skills.
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.

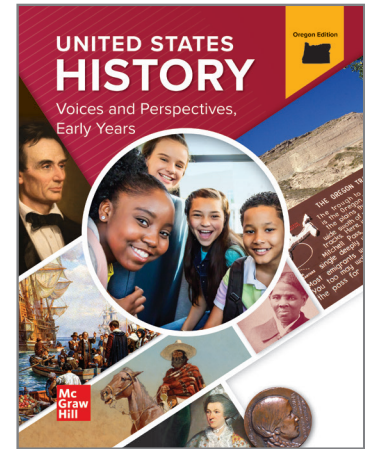
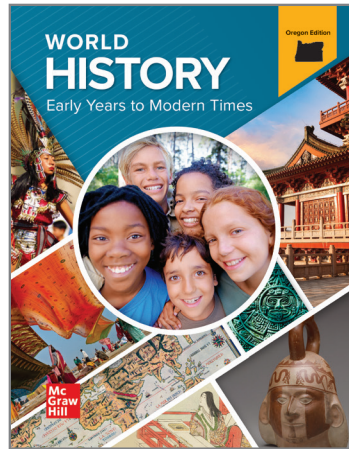
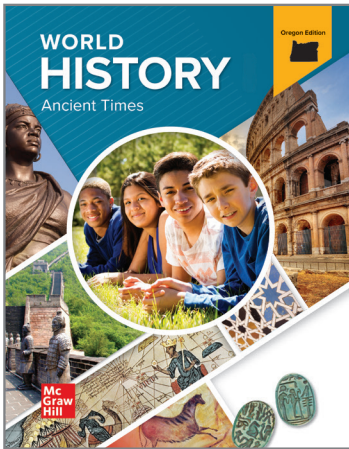


# Inspire a Student, Change the World

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





## TABLE OF CONTENTS

World History, Ancient Times,  
Oregon Edition  
Grade 6

### Topic:

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

World History, Early Years to Modern Times,  
Oregon Edition  
Grade 7

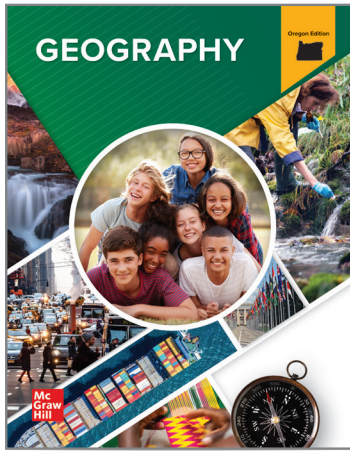
### Topic:

- 1 The Americas
- 2 Medieval Europe
- 3 China in the Middle Ages
- 4 Korea and Japan in the Middle Ages
- 5 New Ways of Thinking
- 6 The Age of Exploration and Trade
- 7 Revolutions and Empires
- 8 The Origins of American Government
- 9 What Is Economics?
- 10 Markets, Money, and Businesses
- 11 Government and the Economy
- 12 The Global Economy

United States History, Voices and Perspectives,  
Early Years,  
Oregon Edition  
Grade 8

### Topic:

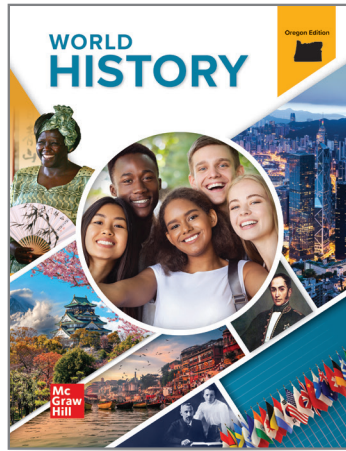
- 1 The First Americans
- 2 Exploration and Colonization
- 3 The English Colonies Are Settled and Grow
- 4 The American Revolution
- 5 First Governments and the Constitution
- 6 The Early Republic
- 7 Political and Geographic Changes
- 8 Life in the North and the South
- 9 Division and Civil War
- 10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



**Geography,  
Oregon Edition  
Grade 9**

**Topic:**

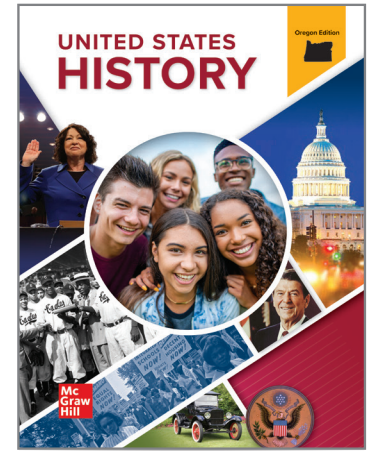
- 1 The World in Spatial Terms
- 2 Places and Regions
- 3 Physical Geography
- 4 Population Geography
- 5 Cultural Geography
- 6 Economic Geography
- 7 Political Geography
- 8 Human-Environment Interaction



**World History,  
Oregon Edition  
Grade 10**

**Topic:**

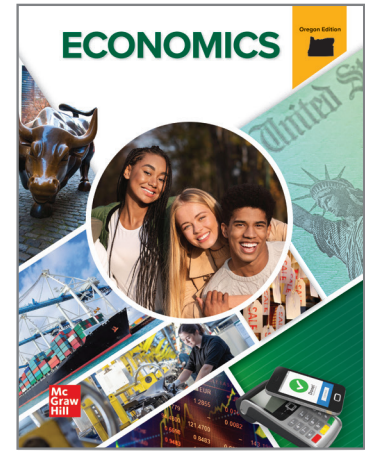
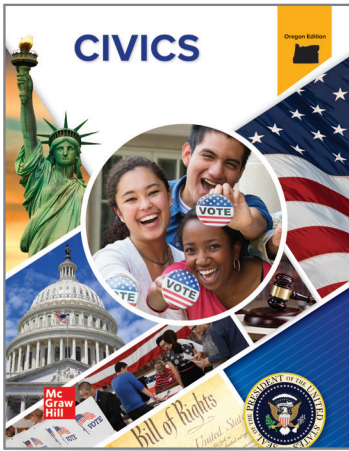
- 1 The World Before Modern Times
- 2 The Renaissance and Reformation
- 3 Asian Empires
- 4 Exploration and Colonization
- 5 Absolutism, the Enlightenment, and Revolution
- 6 Nationalism
- 7 The Industrial Revolution and Mass Society
- 8 Imperialism
- 9 World War I and Its Aftermath
- 10 World War II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



**United States History,  
Oregon Edition  
Grade 11**

**Topic:**

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



## TABLE OF CONTENTS

Civics,  
Oregon Edition  
Grade 12

### Chapter:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1 Foundations of Government</li> <li>2 Origins of American Government</li> <li>3 The Constitution</li> <li>4 Federalism</li> <li>5 The Structure of Congress</li> <li>6 Congressional Powers</li> <li>7 Congress at Work</li> <li>8 State and Local Legislative Branches</li> <li>9 The Presidency</li> <li>10 Choosing the President</li> <li>11 Structure and Functions of the Executive Branch</li> <li>12 State and Local Executive Branches</li> <li>13 Federal and State Court Systems</li> <li>14 The Supreme Court of the United States</li> <li>15 Constitutional Freedoms</li> <li>16 Constitutional Right to a Fair Trial</li> <li>17 Political Parties</li> <li>18 Voting and Elections</li> </ul> | <ul style="list-style-type: none"> <li>19 Public Opinion and Interest Groups</li> <li>20 Mass Media in the Digital Age</li> <li>21 Financing Government</li> <li>22 Making Social and Domestic Policy</li> <li>23 Making Foreign and Defense Policy</li> <li>24 Comparing Political and Economic Systems</li> </ul> |
|---|---|

Economics,  
Oregon Edition  
Grade 12

### Chapter:

- 1 What is Economics?
- 2 Economic Systems and Decision Making
- 3 The American Free Enterprise System
- 4 Demand
- 5 Supply
- 6 Prices
- 7 Market Structures
- 8 Business Organization
- 9 Labor and Wages
- 10 Money and Banking
- 11 Financial Markets
- 12 Evaluating the Economy
- 13 Economic Instability
- 14 Taxes and Government Spending
- 15 Fiscal Policy
- 16 Monetary Policy
- 17 Resources for Global Trade
- 18 Global Economic Development
- 19 Personal Financial Literacy

# Flexible and Customizable Lessons for Each Topic

Oregon 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**

<b>01</b>	Introducing The American Revolution	106
-----------	-------------------------------------	-----

**LEARN THE EVENTS LESSONS**

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

**INQUIRY ACTIVITY LESSONS**

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

**REVIEW AND APPLY LESSON**

<b>10</b>	Reviewing The American Revolution	161
-----------	-----------------------------------	-----

PROGRAM FEATURE!

## Four-Part Lesson Cycle

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



# Spark Curiosity and Set the Course for Learning

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


**01**  
Introducing The American Revolution

## The Colonists at War

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

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

—Abigene 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.

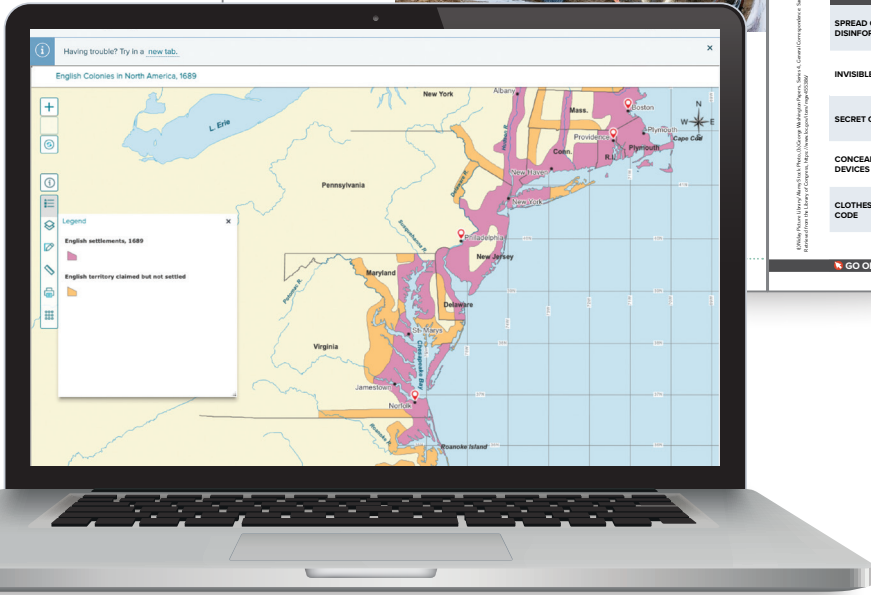
**Espionage**

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

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





[mheducation.com/oregon](http://mheducation.com/oregon)



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Introduction Lesson.

### Engage

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

### Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



### Looking Ahead

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

#### What Will You Learn?

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

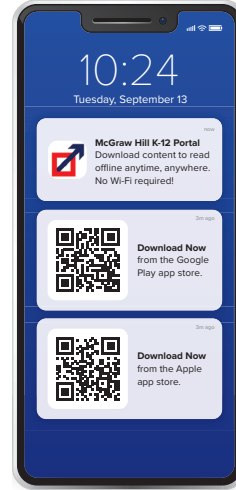
- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of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

#### COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

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

### KEY EVENTS OF THE AMERICAN REVOLUTION

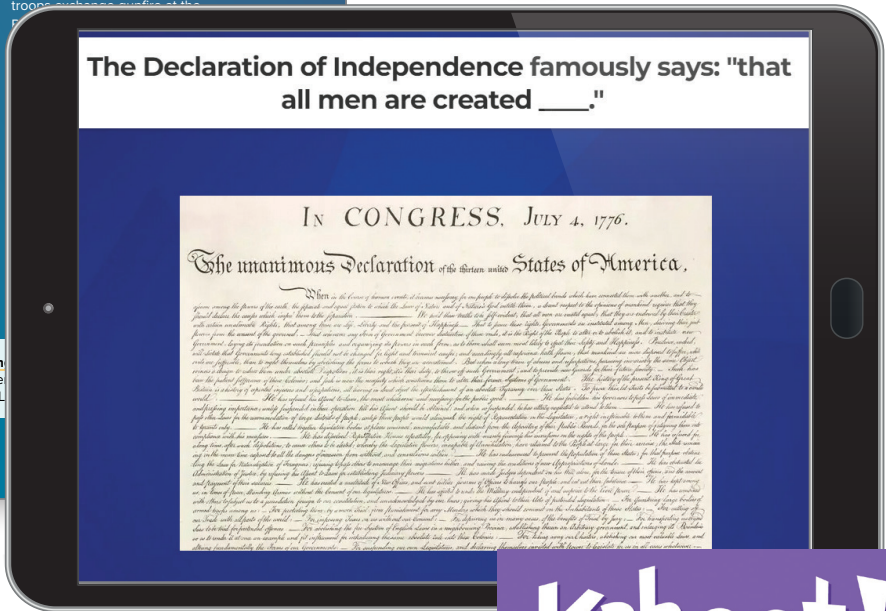
- 1750**
- 1754** The French and Indian War begins
- 1760**
- 1763** France cedes Canada to Britain in the Treaty of Paris
- 1765** Parliament passes the Stamp Act, angering American colonists
- 1770**
- 1770** Five American colonists are killed in the Boston Massacre
- 1774** The First Continental Congress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



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

- 1780**
- 1790**

Sequencing  
Independent  
Battles of L



### Differentiate

- Reading and Writing Essentials
- SmartBook®
- Spanish Student Edition
- Strategies for Differentiation

### Assess

- Pre-assessment
- Review and Apply

### Offline Access

- McGraw Hill K–12 Portal App

# Connect Every Student to Social Studies

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



[mheducation.com/oregon](https://mheducation.com/oregon)



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

## Engage

- Maps, Timelines, Charts, and Graphs
- Social and Emotional Learning

## Enrich

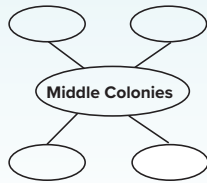
- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Analyzing Supreme Court Cases (U.S. History and Civics)
- Culturally Responsive Connections

04

The Middle Colonies

READING STRATEGY

**Integrating Knowledge and Ideas** As you read, take notes about why each of the Middle Colonies was founded and by whom.



New York and Jersey

GUIDING QUESTION

Why did the Middle Colonies become so important?

By 1660, England had gained control of the New Netherland colony.

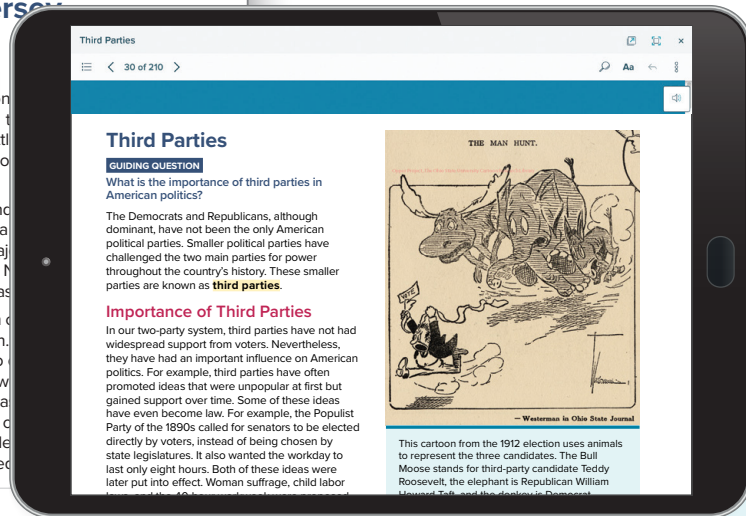
With the New Netherland colony, the Dutch had a strong presence in the Hudson River valley. The river served as a major center of shipping to and from the Americas.

The Dutch West India Company, which wanted to increase the colony's population, offered large grants of land to anyone who would work the land. To receive these grants, wealthy colonial landowners (patroons) paid for the new settlers' passage and provided them with labor and a share of the profits. The patroons ruled like kings. They controlled the land and they made their own laws and operated their own courts.

**patroon** wealthy colonial landowner



This scene of New Amsterdam was painted in 1664, the year the city was conquered by the English. The painting portrays the Dutch influence, such as the windmill, as well as the ships flying the Dutch red, white, and blue colors.



**Third Parties**

**GUIDING QUESTION**  
What is the importance of third parties in American politics?

The Democrats and Republicans, although dominant, have not been the only American political parties. Smaller political parties have challenged the two main parties for power throughout the country's history. These smaller parties are known as **third parties**.

**Importance of Third Parties**

In our two-party system, third parties have not had widespread support from voters. Nevertheless, they have had an important influence on American politics. For example, third parties have often promoted ideas that were unpopular at first but gained support over time. Some of these ideas have even become law. For example, the Populist Party of the 1890s called for senators to be elected directly by voters, instead of being chosen by state legislatures. It also wanted the workday to last only eight hours. Both of these ideas were later put into effect. Woman suffrage, child labor laws, and the Federal Reserve Bank were also ideas that were first promoted by third parties.

**THE MAN HUNT.**

This cartoon from the 1912 election uses animals to represent the three candidates. The Bull Moose stands for third-party candidate Teddy Roosevelt, the elephant is Republican William Howard Taft, and the donkey is Democrat Woodrow Wilson.



or drink, and, be it said, they may sullen,

nothing is so fine as a fine lass twenty part, strong most merry and dance such, nor the high none [they are]

ers, 1683

33, more than 3,000 English, Welsh, Irish, Dutch, and German settlers had arrived. By 1700, Pennsylvania's population reached 21,000. In 1701, in the Charter of Privileges, Penn granted colonists the right to elect representatives to the legislature.

then the English took over the area. Penn allowed these southern counties to form their own legislature. The counties then functioned, or worked, as a separate colony known as Delaware and Pennsylvania. The southern counties remained under the control of the governor.

LESSON ACTIVITIES

- Explanatory Writing**  
describing and evaluating the impact of the move toward Native American governance.
- Analyzing Main Ideas**  
features of the colony and seen in the text of this lesson. Mark the text that you find most interesting.

Then work with a partner. Share your lists with each other, and decide on a joint answer to this question: If you were a settler moving to America in the late 1600s, where would you choose to live? Together, write a description of the location and construction of the settlement.

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

81

Differentiate

- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity/Civics & Economics Activity
- History & Civics Activity
- History & Geography Activity/Civics & Geography Activity

Assess

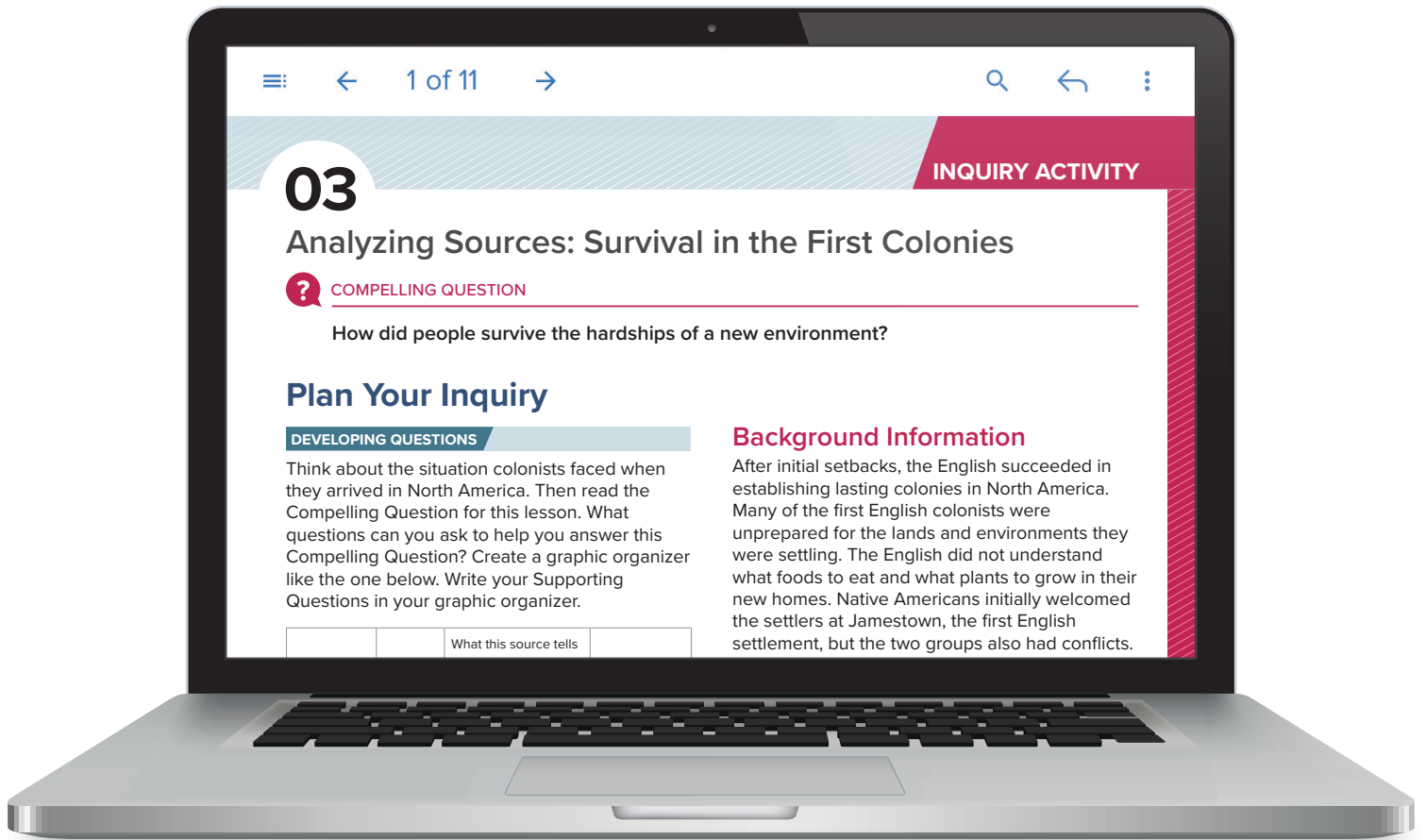
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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/oregon](https://mheducation.com/oregon)



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)
- Culturally Responsive Connections
- Social and Emotional Learning



# Student Choice: Real-World Applications

INTRODUCTION



REVIEW & APPLY


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

**TOPIC ACTIVITIES**

### Apply What You Have Learned

**A Understanding Multiple Perspectives**

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



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

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

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

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

**B Geographic Reasoning**

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

**ACTIVITY Researching and Drawing a Map** Conduct online research to find the original boundaries of the United States as defined in 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. Areas in dispute. Display

**ACTIVITY Researching**  
**Map** Conduct online research to find the original boundaries of the United States as defined in 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. Areas in dispute. Display

PHOTO: JEFF GORDON/GETTY IMAGES; PHOTOS: TERRY O'NEILL/GETTY IMAGES; PHOTOS: JAMES HAMILTON/GETTY IMAGES

## Performance-Based Task Activities:

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

[mheducation.com/oregon](http://mheducation.com/oregon)



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

### Engage

- Interactive Charts and Graphs

### Enrich

- Making Connections to Today
- Digital Option Activities
- Social and Emotional Learning

### Differentiate

- Differentiation for Each Topic Activity
- Reteaching Activity
- Reading and Writing Essentials
- SmartBook®
- Spanish Student Edition

### Assess

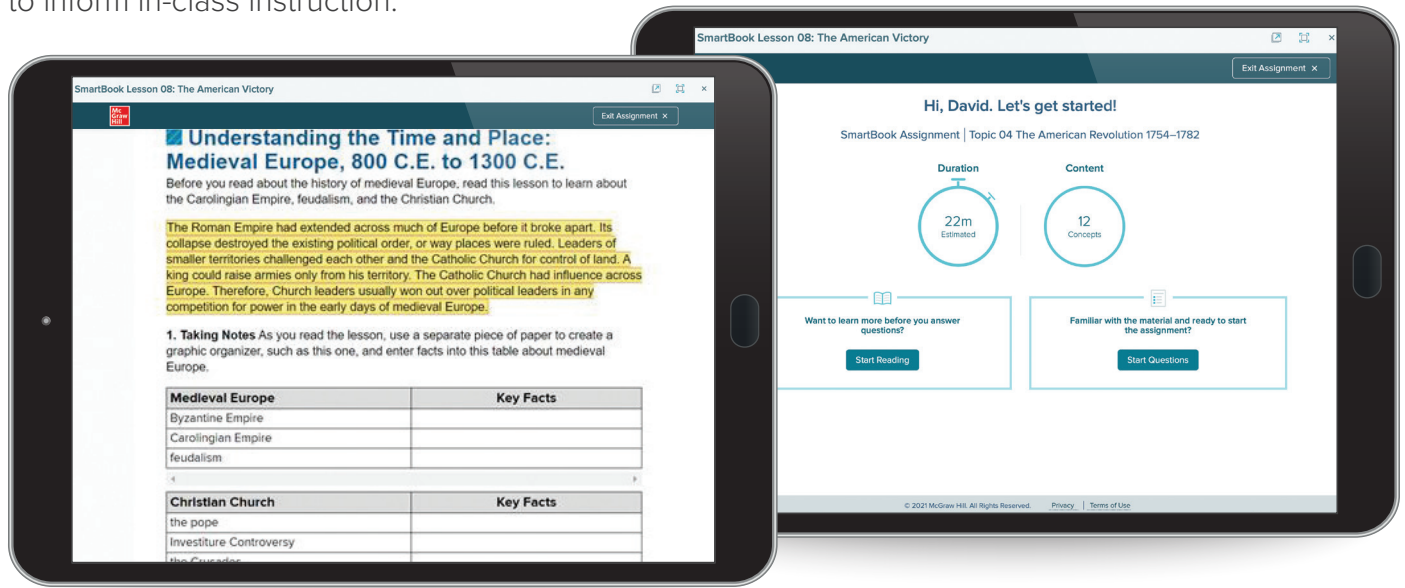
- Topic Activities
- Topic Tests

### Offline Access

- McGraw Hill K–12 Portal App

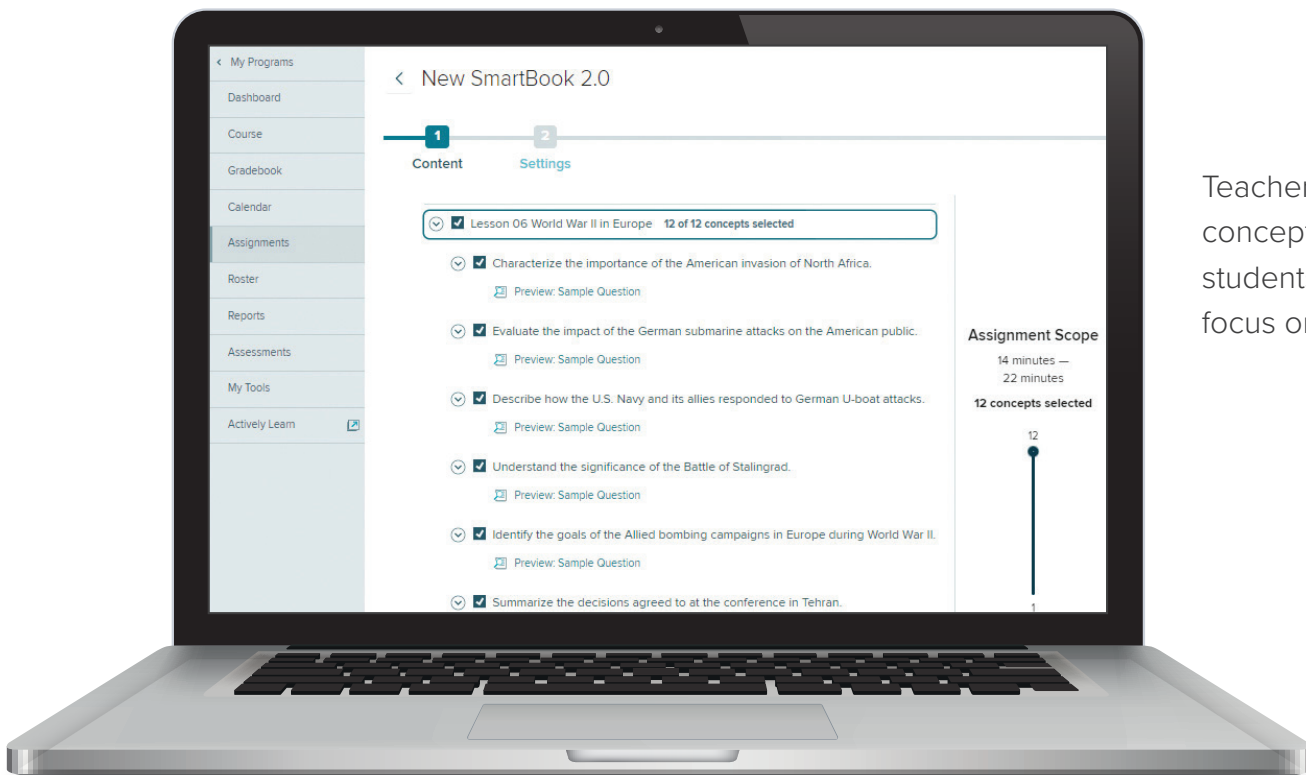
# Personalize Learning for Every Student

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.

# 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™*, McGraw Hill's 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.

**ACTIVELY LEARN IS AN OPTIONAL PURCHASE TO ADD ON TO THE CORE PROGRAM**

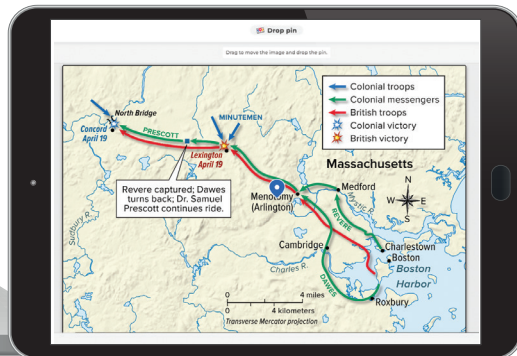
# Kahoot!

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 engaging ways. Easily locate your courses'

Kahoots, organized by topic, in the Online Learning Platform under Additional Resources.



Teacher View

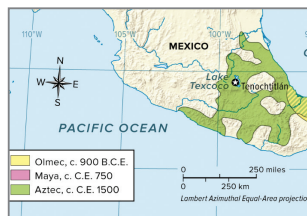


Student View

## Updated Interactive Resources



Interactive Image

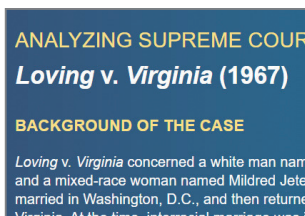


Story Maps

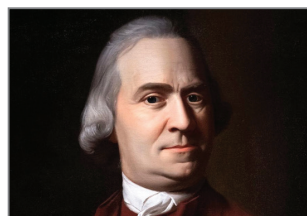


Slideshow

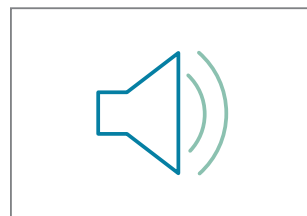
And more!



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. Topics for professional learning videos include educational equity and culturally responsive pedagogy, inquiry, and so much more.

## 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
<b>ENGAGE</b> p. 463			
<input checked="" type="checkbox"/> Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
<b>TEACH</b> pp. 463–468			
<input checked="" type="checkbox"/> Evaluating Yangdi's Rule	H	15 min	Whole Class
<input type="checkbox"/> <b>GO ONLINE</b> / Guided Reading Activity <b>AL</b> 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"/> <b>Digital Option:</b> 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"/> <b>Differentiate the Activity</b> Gathering Evidence About Chinese History <b>BL</b>		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:

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

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

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Reading and Writing Essentials

#### For English Language Learners

- English Learners Scaffold

#### For Students With Special Needs

- Guided Reading Activity

#### For Enrichment

- History and Civics Activity

# 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. Culturally Responsive Connections in the Teacher Edition provide support for creating a culturally responsive climate in your classroom. These are only visible to teachers.

## 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 03 • INQUIRY ACTIVITY PLANNER**  
**Analyzing Sources: Survival in the First Colonies**

**? COMPELLING QUESTION:**  
 How did people survive the hardships of a new environment?

**LEARNING OBJECTIVES**

**Knowledge:**

- ways native peoples aided English settlers in colonies in Virginia and New England
- food and supplies available to English settlers in colonies
- effect geography and climate had on crops settlers grew
- the importance of trade with native peoples to settlers' survival

**Skills:**

- compare and contrast life of first English colonists in Jamestown and Plymouth
- evaluate sources and gather information
- write a public service announcement addressing modern-day problems that threaten people's survival

**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	Title	Skill	Pacing	Grouping

**KEY:**

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

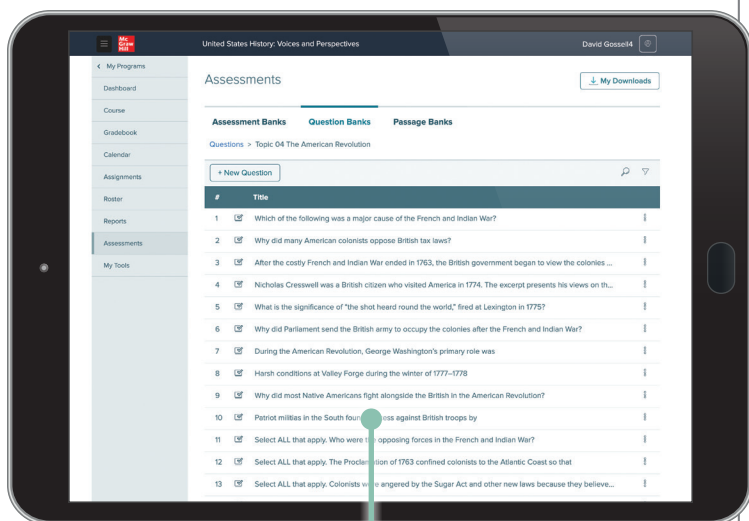
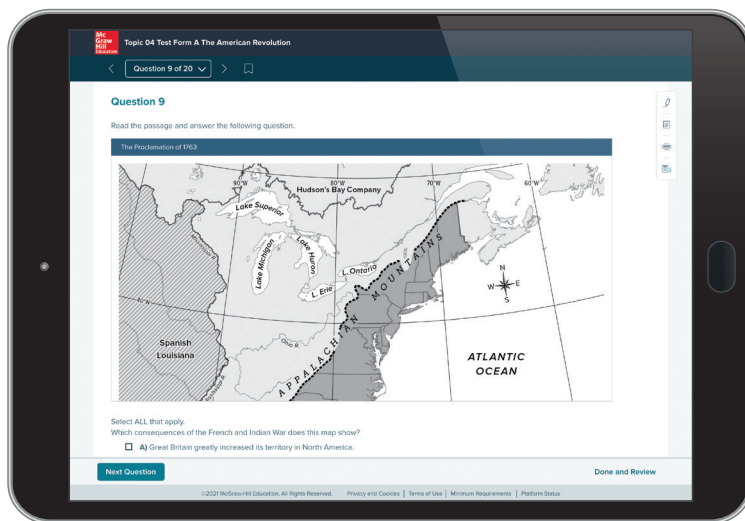
### Scaffolding and Differentiation

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

# 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.

© McGraw Hill

1

# 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

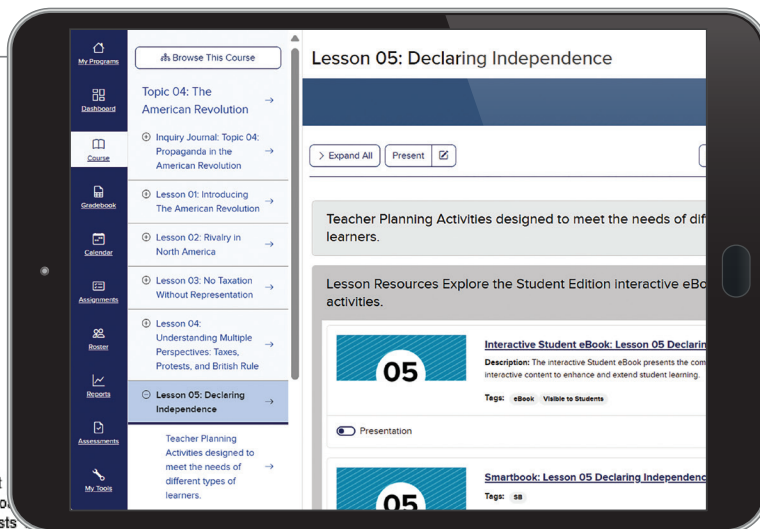
#### HISTORICAL THINKING SKILLS

**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.

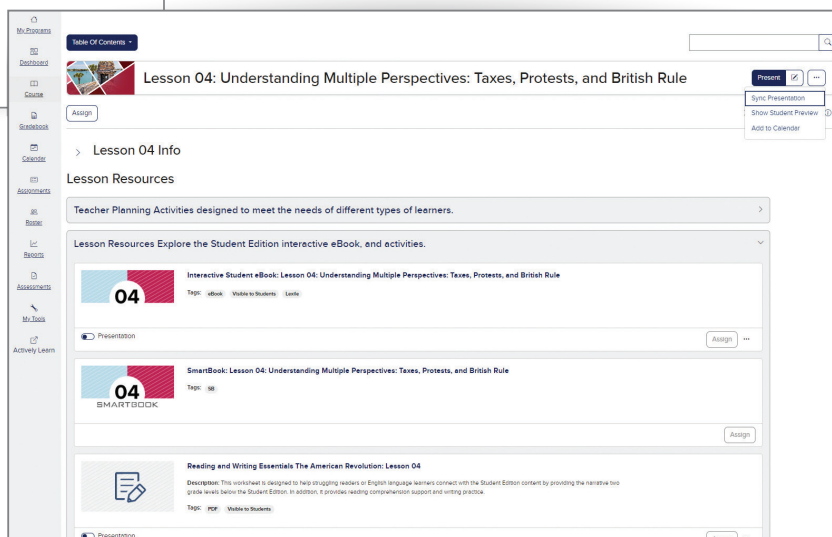
**Whole Class | 15 Min**



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.

## 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.

### 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

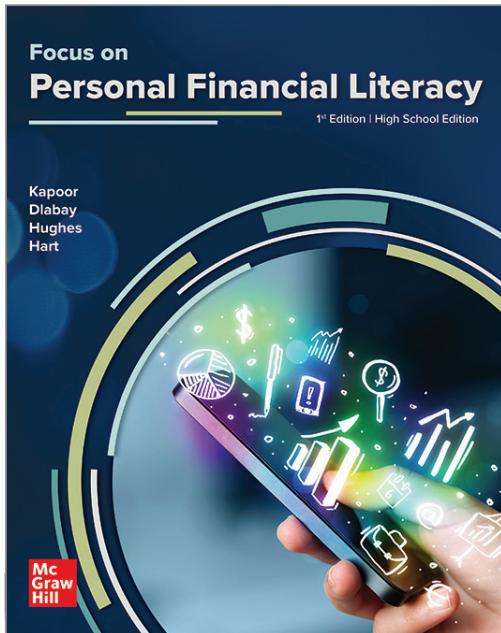
Ask students to study “The Tang” and write a paragraph summarizing the section. They should then exchange their work with a partner and choose from their partners’ work three to five English terms and Chinese words to spell phonetically and define.

INDIVIDUAL | 30 MIN

## Authentically Translated Spanish Resources

The Spanish Student Editions are available digitally.

# Personal Financial Education



## A Real-World Approach to Personal Financial Literacy

Delivering comprehensive coverage of the key topics in Personal Finance courses, the program is designed to appeal to a diverse student population with a variety of life situations and financial literacy levels. The hands-on approach encourages students to think about relevant, real-life situations and goals, and to develop an understanding of financial issues that impact their lives today and in the future. Customized content aligns to the Council for Economic Education and Jump\$tart Coalition National Standards for Personal Financial Education.

### Focus On

- Accessible instruction with a high school friendly design, examples that resonate with students, and engaging illustrations of complex concepts and processes.
- Real life application with Your Dollars and \$ense, BE AWARE!, Take Action, Financial Literacy NOW, Do the Math!, and What Would You Do features that engage students in the decision making, critical thinking, and practical skills they need for sound financial planning.
- Practice and assessment activities to help students develop core competencies with daily spending diaries, road maps, case studies, self-tests, and research assignments and projects.
- Extension activities in the companion workbook that offer an abundance of additional resources correlated to the textbook.
- Unmatched teacher support, in print and online, that includes pacing information, lecture support, discussion prompts, and project-based learning ideas.

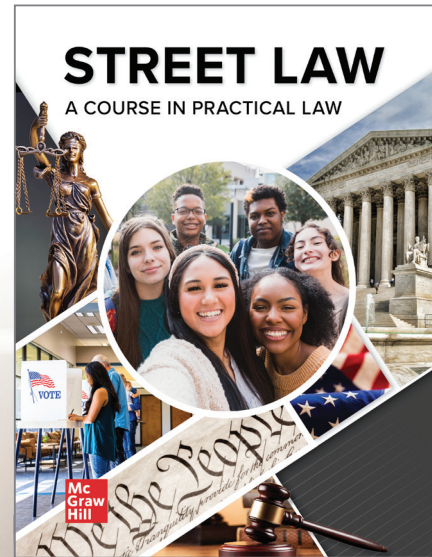
# Electives

## Street Law: A Course in Practical Law

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

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

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



# Electives

## Civil Rights: A Global Perspective

### Inspire Tomorrow's Leaders

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



Freedom



Perseverance



Hope



Justice



Conscience

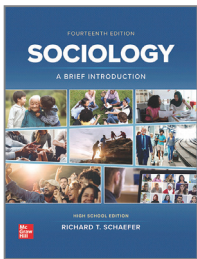
### Designed Around Five Powerful Themes

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

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

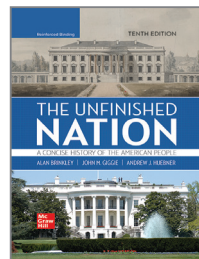
# Electives and Honors

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



## Sociology

Schaefer, *Sociology: A Brief Introduction*

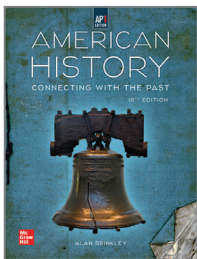


## Honors U.S. History

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

# Advanced Placement®

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



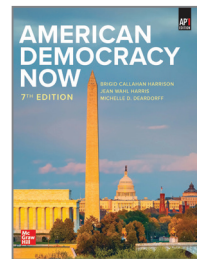
## AP U.S. History

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



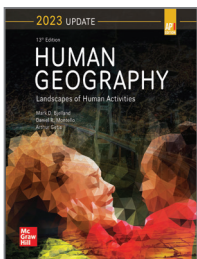
## AP World History: Modern

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



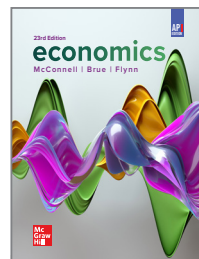
## AP U.S. Government and Politics

Harrison, *American Democracy Now, AP Edition*



## AP Human Geography

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



## AP Micro- and Macroeconomics

McConnell, *Economics, AP Edition*



## AP African American Studies

Franklin, *AP African American Studies: From Slavery to Freedom, AP Edition*

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

## 5 Steps to a 5: AP Test Prep

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



# Our Content, Your Platforms

Over 5000+ integrations completed nationwide.

Every day, 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**

 **schoolology**

## 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](https://mhed.us/Integrations)

Ready to Integrate? Let's Talk.  
[mhed.us/IntegrationForm](https://mhed.us/IntegrationForm)

All D2L marks are trademarks of D2L Corporation. Please visit [D2L.com/trademarks](https://D2L.com/trademarks) for a list of D2L marks.



## Inspire a Student, Change the World

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

[mheducation.com/oregon](http://mheducation.com/oregon)



SC.1057277



**Mc  
Graw  
Hill**