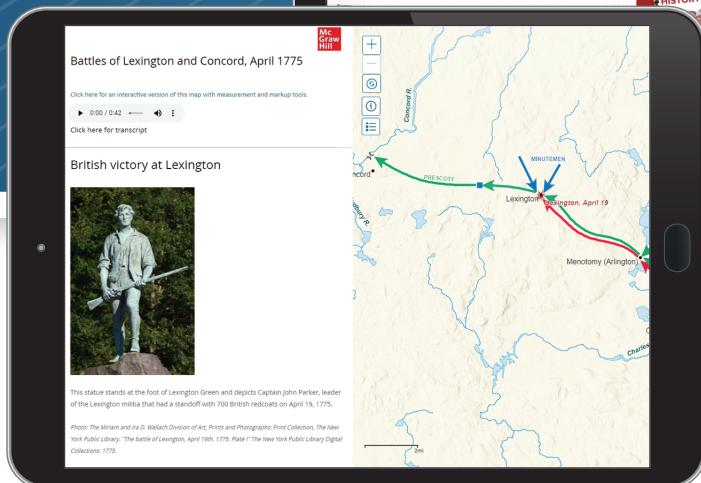
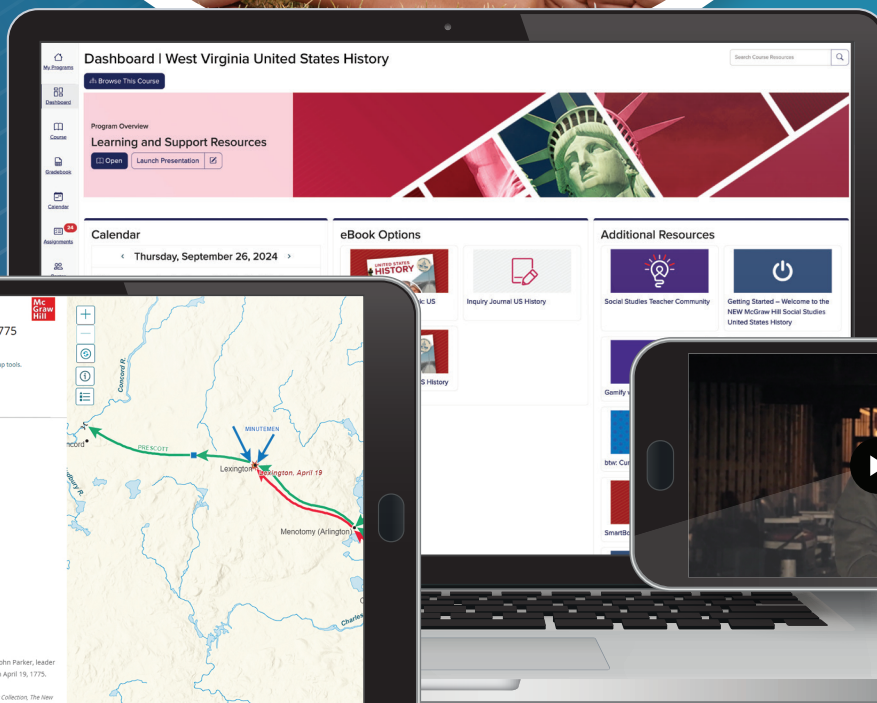




West Virginia Social Studies Program Overview

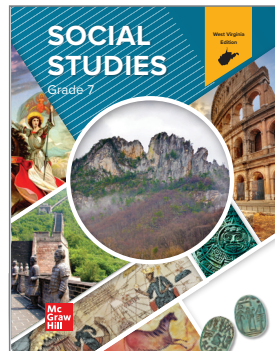
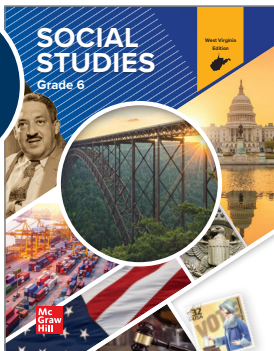
Grades 6–12



Welcome, West Virginia Social Studies Teachers!

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

Grades
6–7



Grades
9–12



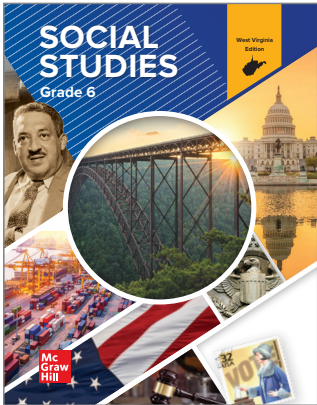
Inspire a Student, Change the World

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.

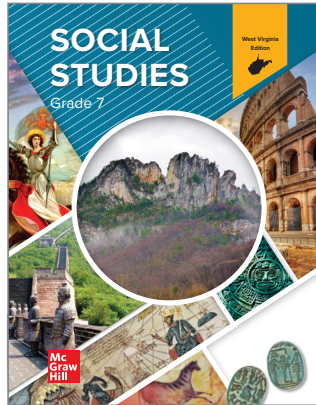
PRIMARY SOURCE : POEM



**West Virginia
Social Studies**
Grade 6



**West Virginia
Social Studies**
Grade 7



**West Virginia
World History**

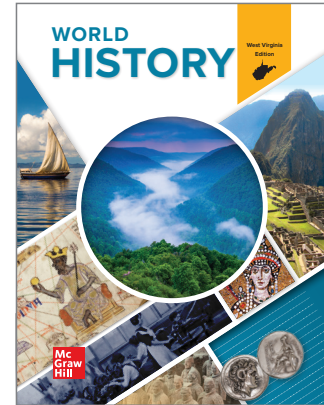


TABLE OF CONTENTS
Middle School

Topic:

- 1 The Legislative Branch
- 2 The Executive Branch
- 3 The Judicial Branch
- 4 Citizenship
- 5 State and Local Government
- 6 The United States and Foreign Affairs
- 7 What Is Economics?
- 8 Markets, Money, and Businesses
- 9 Government and the Economy
- 10 The Global Economy
- 11 Economic Geography
- 12 Political Geography
- 13 Human-Environment Interaction
- 14 The Modern World

Topic:

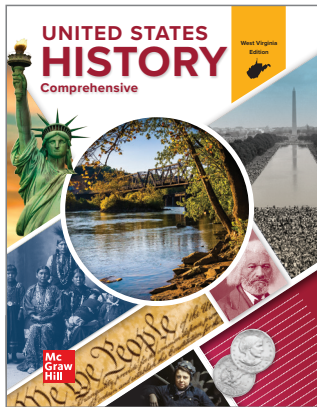
- 1 Early Humans and the Agricultural Revolution
- 2 The Fertile Crescent
- 3 Ancient Egypt and Kush
- 4 The Israelites
- 5 Ancient Greece
- 6 Ancient South Asia
- 7 Early China, Korea, and Japan
- 8 Ancient Rome
- 9 The Rise of Christian Kingdoms
- 10 The Americas
- 11 Medieval Europe
- 12 The Rise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

High School

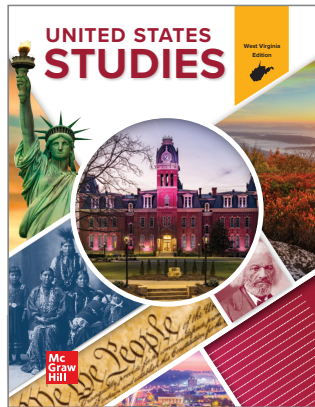
Topic:

- 1 Early Humans and Origin of Complex Societies
- 2 Ancient South Asia and East Asia
- 3 Ancient Greece
- 4 Ancient Rome
- 5 The Islamic World
- 6 Medieval Europe
- 7 Medieval South Asia and East Asia
- 8 Early Africa
- 9 The Early Americas
- 10 The Renaissance and Reformation
- 11 Asian Empires
- 12 Exploration and Colonization
- 13 Absolutism, the Enlightenment, and Revolution
- 14 Nationalism
- 15 The Industrial Revolution and Mass Society
- 16 Imperialism
- 17 World War I and Its Aftermath
- 18 World War II
- 19 Independence and New Challenges
- 20 The Cold War
- 21 The Post–Cold War World
- 22 Contemporary Issues

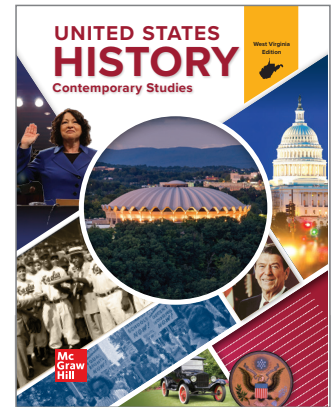
**West Virginia
United States History,
Comprehensive**



**West Virginia
United States Studies**



**West Virginia
United States History,
Contemporary Studies**



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

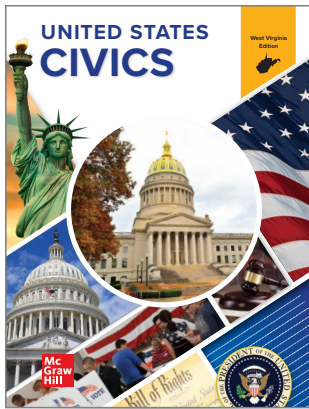
Topic:

- 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

Topic:

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

West Virginia
United States Civics



Economics

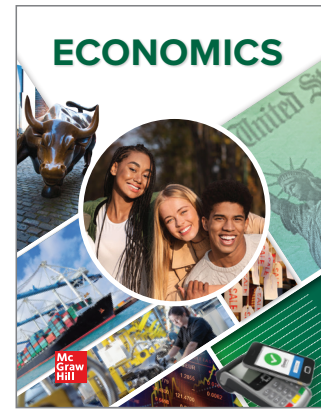


TABLE OF CONTENTS
High School

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

Unit 1: Thinking Like an Economist

Chapter:

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

Unit 2: Understanding Markets

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

Unit 3: Business and Labor

- 8 Business Organization
- 9 Labor and Wages

Unit 4: Money, Banking, and Finance

- 10 Money and Banking
- 11 Financial Marketing

Unit 5: Economic Performance

- 12 Evaluating the Economy
- 13 Economic Instability

Unit 6: Government and the Economy

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

Unit 7: The Global Economy

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

Flexibility and Customizable Lessons for Each Topic

The American Revolution

1754–1782

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.

INTRODUCTION LESSON

01 Introducing The American Revolution 106

LEARN THE EVENTS LESSONS

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

INQUIRY ACTIVITY LESSONS

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

PROGRAM FEATURE!

REVIEW AND APPLY LESSON

10 Reviewing The American Revolution 161

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



Four-Part Lesson Cycle

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

Spark Curiosity and Set the Course for Learning

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


01
Introducing The American Revolution


The Colonists at War

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

“ I am Sick . . . poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—ratty Cookery—Vexed 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 . . . ”

—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.

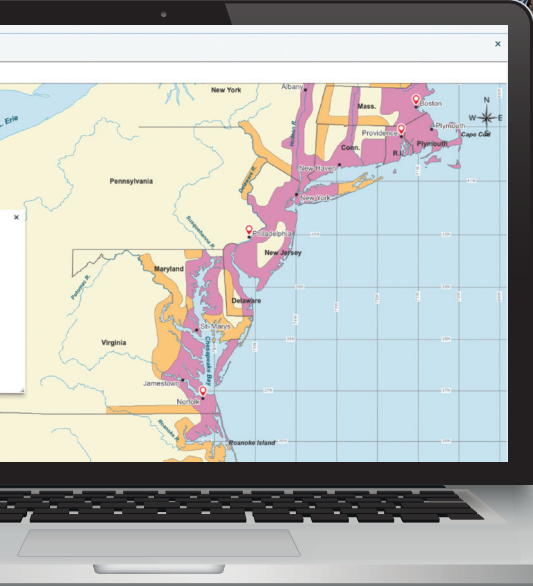
Espionage

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	
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.





Having trouble? Try in a new tab.

English Colonies in North America, 1689

Legend

- English settlements, 1689
- English territory claimed but not settled

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

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

Engage

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

Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



Looking Ahead

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

What Will You Learn?

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

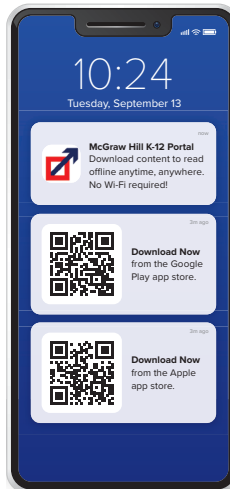
- the course and results of the French and Indian War.
- the colonial reactions to British economic and political policies following the French and Indian War.
- the causes of the American Revolution.
- the meaning and significance of the Declaration of Independence.
- the major events and battles of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

COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

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

KEY EVENTS OF THE AMERICAN REVOLUTION

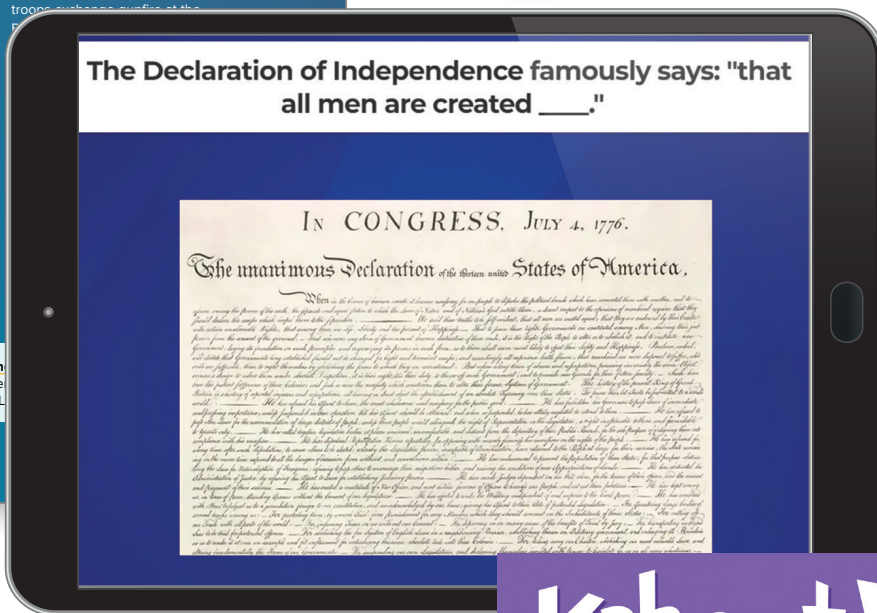
- 1750**
- 1754** The French and Indian War begins
- 1760**
- 1763** France cedes Canada to Britain in the Treaty of Paris
- 1765** Parliament passes the Stamp Act, angering American colonists
- 1770**
- 1770** Five American colonists are killed in the Boston Massacre
- 1774** The First Continental Congress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



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

- 1780**
- 1790**

Sequencing
Independent
Battles of L



Differentiate

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

Assess

- Pre-assessment
- Review and Apply

Offline Access

- McGraw Hill K-12 Portal App

Connect Every Student to Social Studies

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



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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

GUIDING QUESTION

How do the media influence public opinion? If you are like most Americans, you get a lot of information from the media. This information can include 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 a company can charge advertisers. The more money a company makes, the higher its profits. The job of a news producer is to keep readers and viewers interested. This fact shapes what news they make available to you.

Influencing the Public Agenda

The government deals with many problems and cannot resolve all of them. Those issues that receive the most attention make up the public agenda. An issue is one that a person or group wants to address. The public agenda consists of the issues that government officials believe are most important.

public agenda the issues that government officials believe are most important

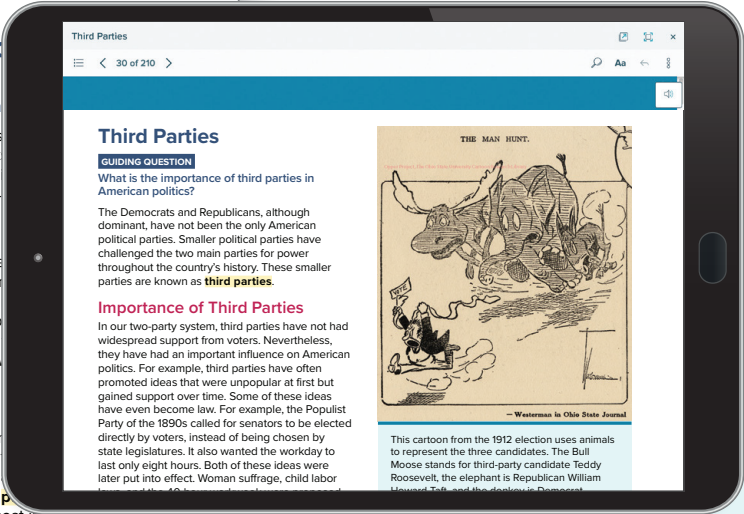
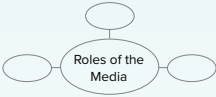


In this image, members of the media are shown covering the launch of a private spacecraft from the Kennedy Space Center in Florida.

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

READING STRATEGY

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



Why is turnout low? One reason is apathy, or a lack of interest. Some people feel they are too busy to vote, or they have decided that their vote will not make a difference. Some people believe that the system is rigged or that they do not have enough of a say in the process. Some people do not register to vote, and others do not take the time to 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 steps in the voting process.

GO ONLINE Explore the Student Edition eBook and find interactive maps, charts, graphs, and tools. **C347**

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

LESSON ACTIVITIES

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

Differentiate

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

Assess

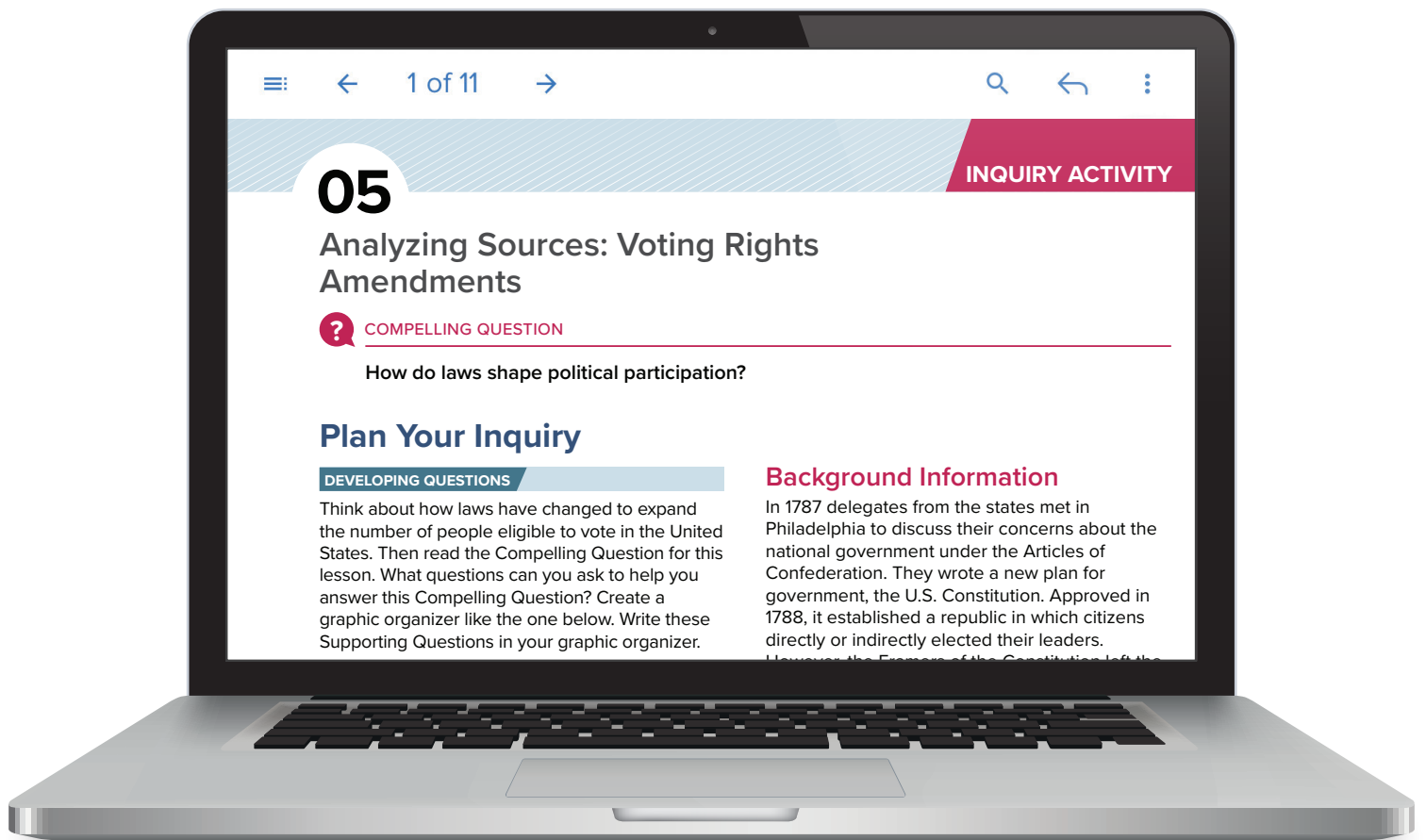
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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.



Civics, Topic 7, Lesson 5

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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 Question
- Interactive Images

Enrich

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

A

Walden; or, Life in the Woods

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

PRIMARY SOURCE: ESSAY

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

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

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

deliberately on purpose

resignation the act of giving up on something

marrow the innermost part of something

frittered wasted

EXAMINE THE SOURCE

- Explaining** Based on the excerpt, what was Thoreau's reason for moving to a cabin on Walden Pond?
- 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?

400

B

Birds of America

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

PRIMARY

PRIMARY SOURCE: PAINTING**EXAMINE THE SOURCE**

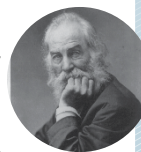
- Identifying** Describe what you see in this painting. How do the details help viewers understand birds?
- Inferring** Why might Audubon have created such a book at the time? Why do you think Americans of the mid-1800s may have been interested in Audubon's work?

PHOTO COURTESY NATIONAL ARCHIVES; ILLUSTRATION: JOHN JAMES AUDUBON; ILLUSTRATION: JOHN JAMES AUDUBON

D

“Song of Myself”

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

**PRIMARY SOURCE: POEM**

“I celebrate myself, and sing myself,
And what I assume you shall assume,
For every **atom** belonging to me as
good belongs to you.

I **loafe** and invite my soul,

I lean and loafe at my ease observing
a spear of summer grass.

My tongue, every atom of my blood,
form'd from this soil, this air,

Born here of parents born here from
parents the same, and their parents
the same,

I, now thirty-seven years old in perfect
health begin,

Hoping to cease not till death.”

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

atom the smallest part of a substance

loafe [loaf] to waste away time

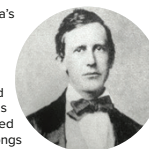
EXAMINE THE SOURCE

- Identifying** What is the tone of this poem?
- 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

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

PHOTO: U.S. LIBRARY OF CONGRESS; PHOTOGRAPH COURTESY OF THE NATIONAL ARCHIVES; PHOTO: U.S. LIBRARY OF CONGRESS; PHOTOGRAPH COURTESY OF THE NATIONAL ARCHIVES; PHOTO: U.S. LIBRARY OF CONGRESS; PHOTOGRAPH COURTESY OF THE NATIONAL ARCHIVES

402

Civics, Topic 8, Lesson 9

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

INTRODUCTION



REVIEW & APPLY


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

TOPIC ACTIVITIES

Apply What You Have Learned

A Understanding Multiple Perspectives

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



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

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

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

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

B Geographic Reasoning

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

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

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

PHOTO: JEFF GORDON/SHUTTERSTOCK.COM; THE BUNNERS OF AMERICA/SHUTTERSTOCK.COM; PHOTOFEST/ALAMY.COM; 576

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

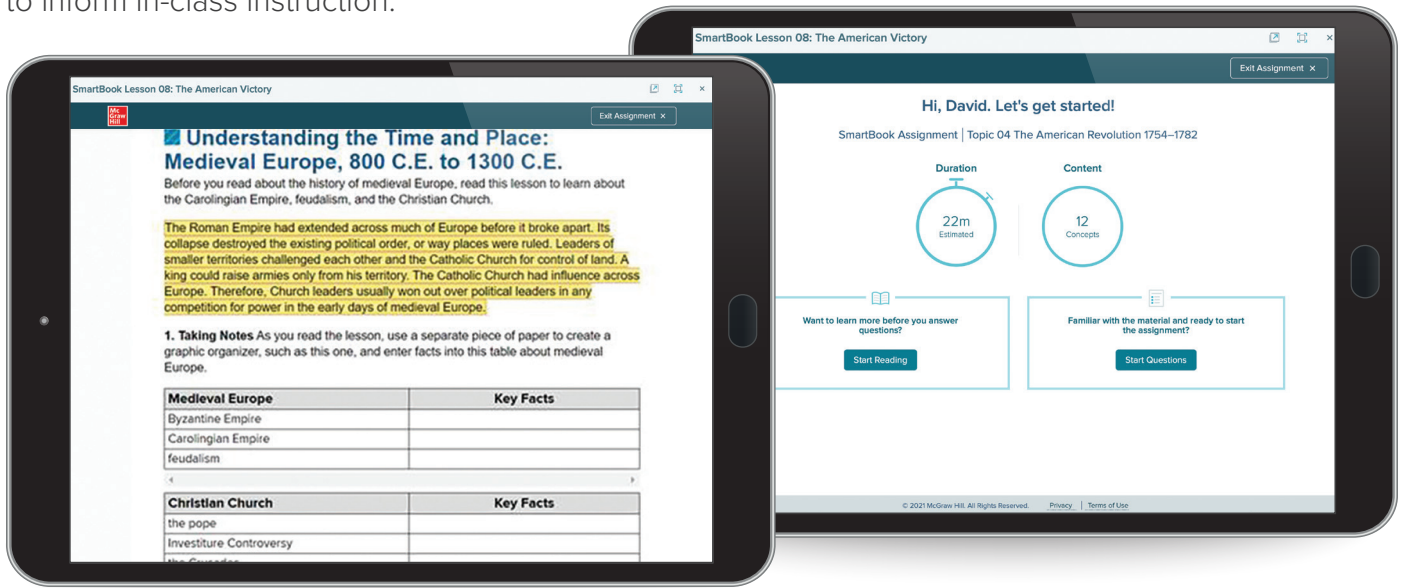
- Topic Activities
- Topic Tests

Offline Access

- McGraw Hill K–12 Portal App

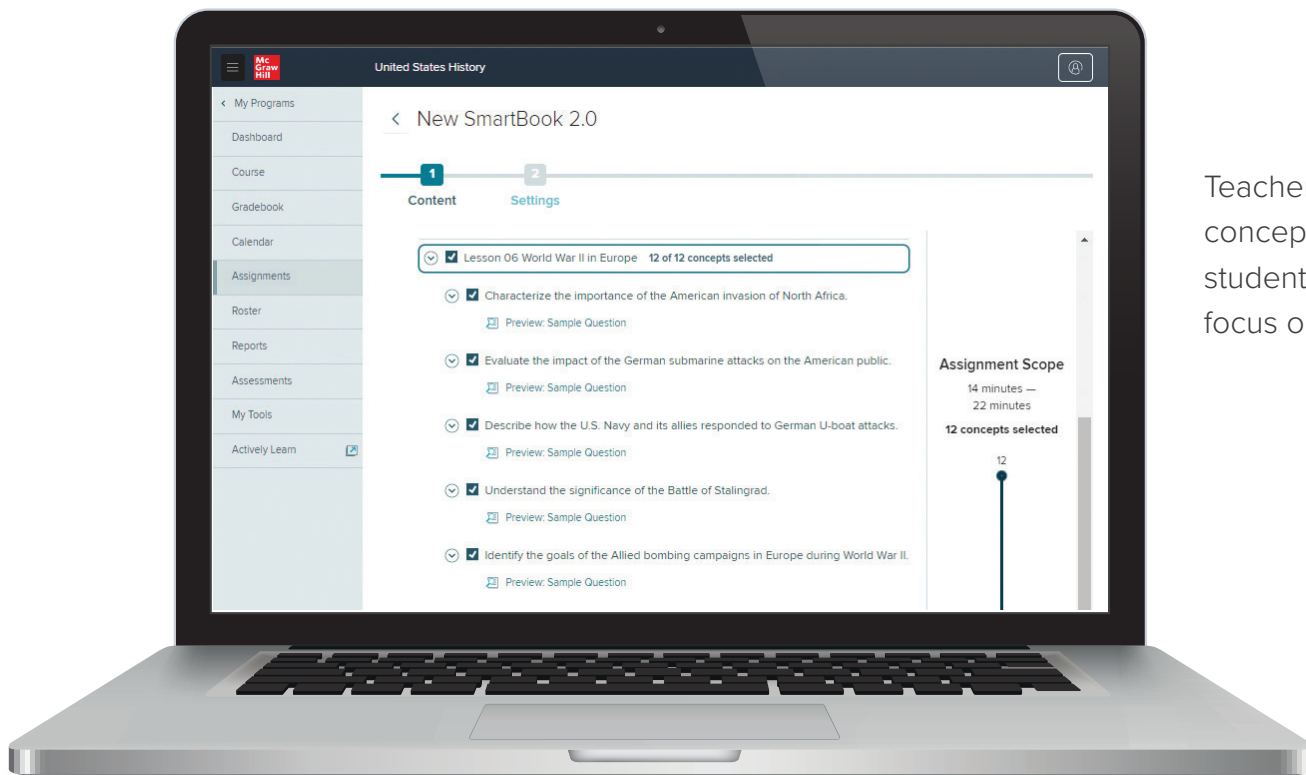
Personalize Learning for Every Student

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.



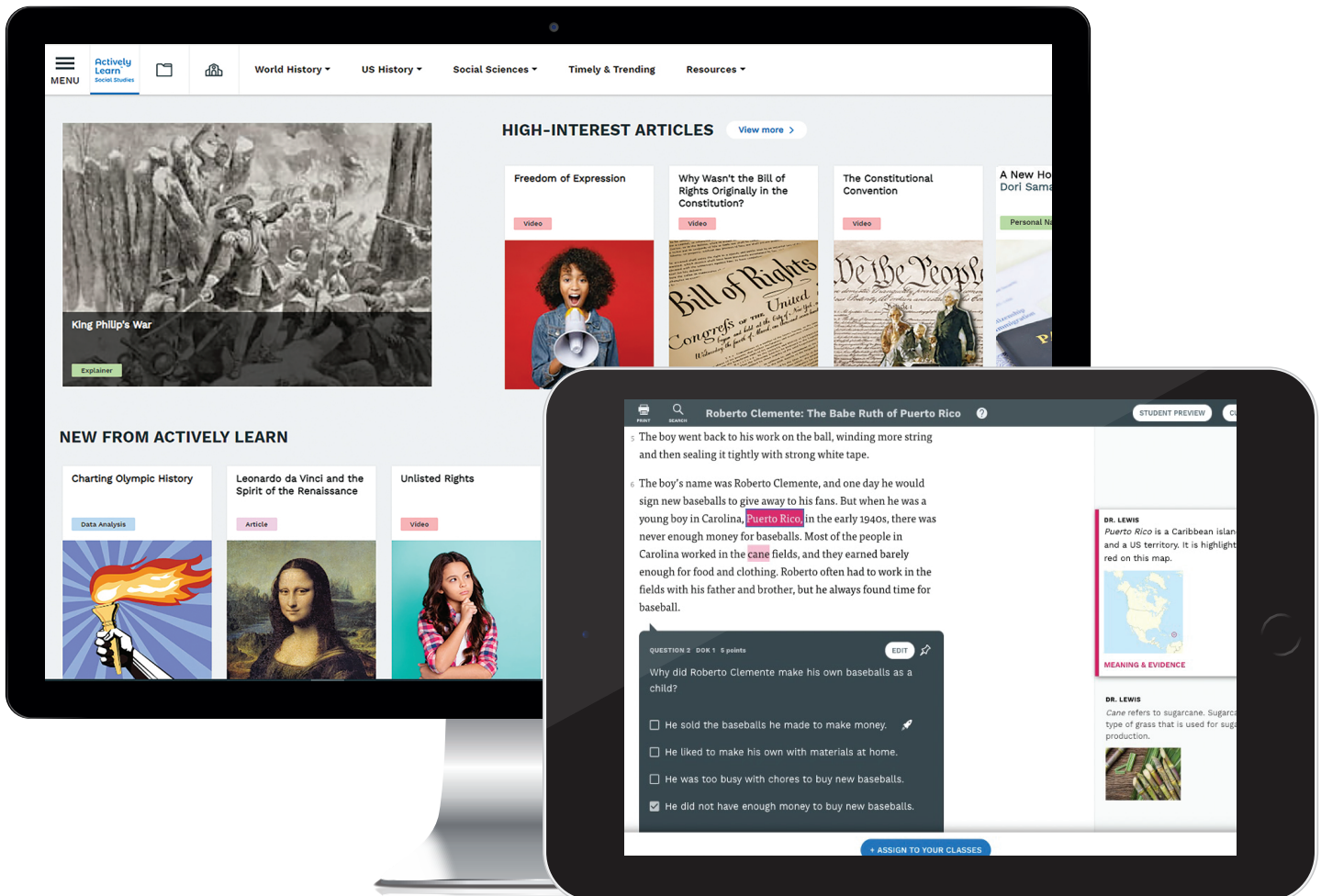
Teachers assign concepts for students to focus on.

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 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 West Virginia College and Career Standards.

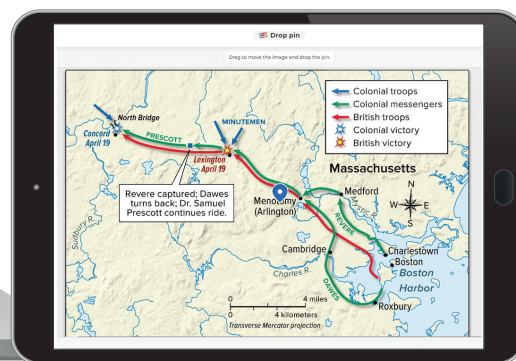


Kahoot!

Exclusive West Virginia 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](#).

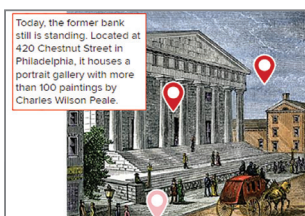


Teacher View



Student View

Updated Interactive Resources



Interactive Image

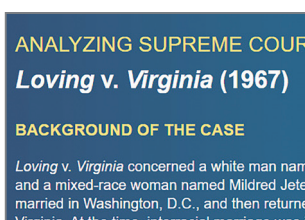


Story Maps

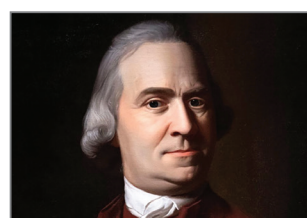


Slideshow

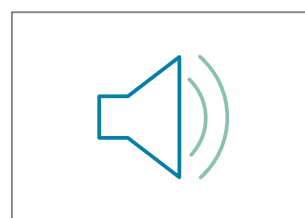
And more!



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			
<input checked="" type="checkbox"/> Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
TEACH pp. 463–468			
<input checked="" type="checkbox"/> Evaluating Yangdi's Rule	H	15 min	Whole Class
<input type="checkbox"/> GO ONLINE / Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
<input type="checkbox"/> Interpreting Data on a Map of the Tang Dynasty		5 min	Whole Class
<input type="checkbox"/> Making Connections to Today, Analyzing Continuity in Chinese Infrastructure		30 min	Small Group
<input type="checkbox"/> Digital Option: Making a Documentary		45 min	Small Group
<input type="checkbox"/> English Learners Scaffold Reading a Text Closely to Pronounce Unfamiliar and Foreign Words		30 min	Individual
<input type="checkbox"/> 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			
<input checked="" type="checkbox"/> Explanatory Writing About the Sui, Tang, and Song Dynasties	W	25 min	Individual
<input type="checkbox"/> GO ONLINE / Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
<input type="checkbox"/> GO ONLINE / Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand lesson content.		20 min	Individual
ASSESS p. 468			
<input type="checkbox"/> GO ONLINE / Lesson 2 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
<input checked="" type="checkbox"/> Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold

For Students With Special Needs

- Guided Reading Activity

For Enrichment

- History and Civics Activity

Digital Instruction Features

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

- |Teacher Edition Activities

Topic | The American Revolution

Lesson 05 | Declaring Independence

GUIDING QUESTIONS

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

▶ ENGAGE OPTIONS

TEACH OPTIONS

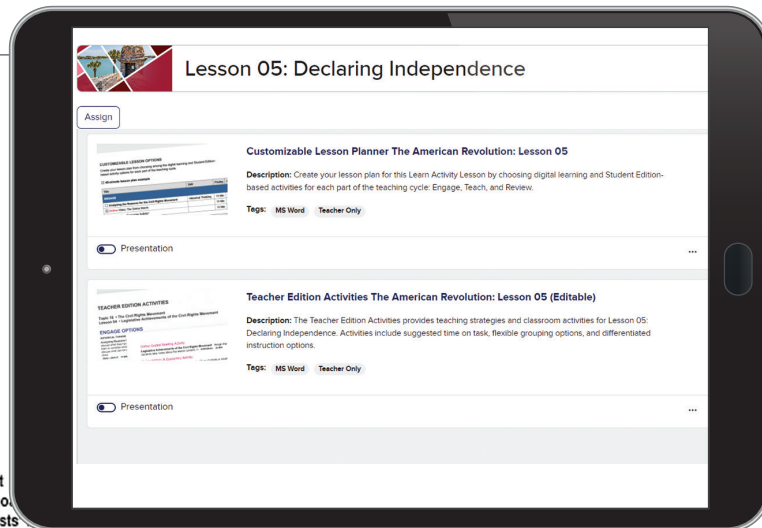
HISTORICAL THINKING SKILLS

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

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

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

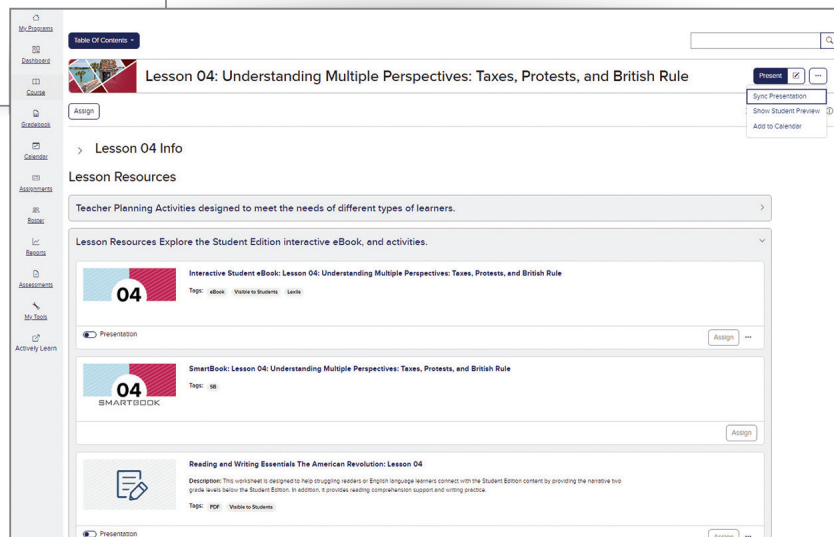
Whole Class | 15 Min



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

Sync Presentations Between Classes

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



Assign Multiple Resources at Once

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

Teach Your Way

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

Active Classroom

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

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

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	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		

Civics, Topic 6, Lesson 1

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

464 China in the Middle Ages

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



KEY
Tang dynasty
Grand Canal

GEOGRAPHY CONNECTION

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

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

To stabilize 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.

464

ANSWERS

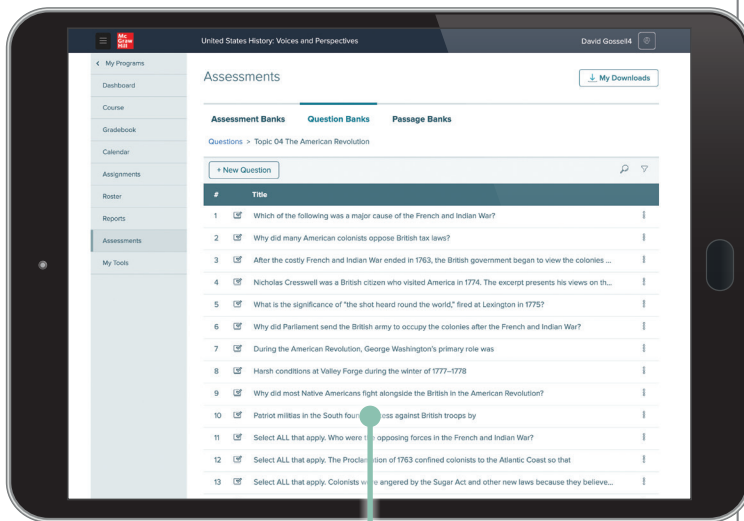
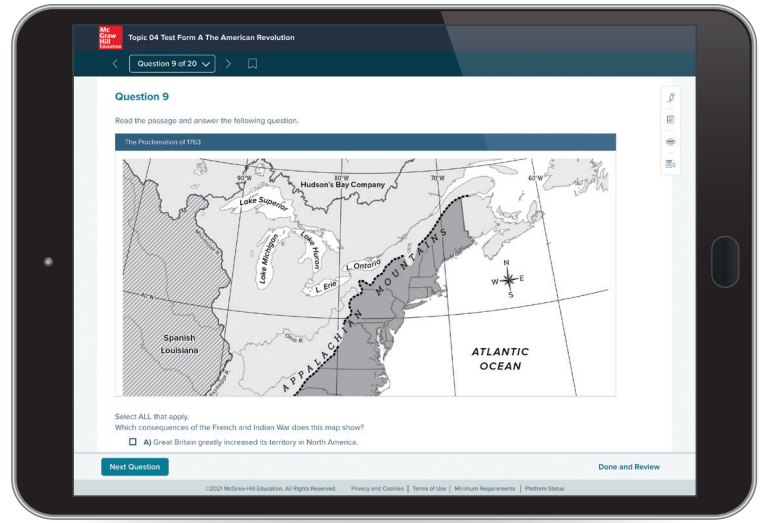
GEOGRAPHY CONNECTION

- Beijing and Hangzhou
- 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.

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 West Virginia College & Career Readiness Standards include:

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



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

NAME _____ DATE _____ CLASS _____

Student Instructions for the Hands-On Topic Project

The American Revolution, 1754–1782

No Taxation Without Representation

Project Question

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

Project Summary

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

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

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

Final Product(s)

- Poster
- Essay

Step 1: Reviewing and Researching Boycotts from History

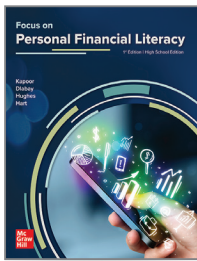
To begin, each group member will choose a different law the British government enacted after the French and Indian War: the Sugar Act, Stamp Act, or Townshend Acts. Review what you already have learned about the law and how colonists reacted to it.

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

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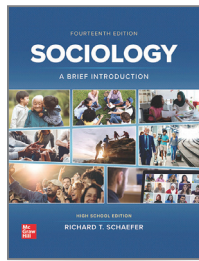
Honors and Electives

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



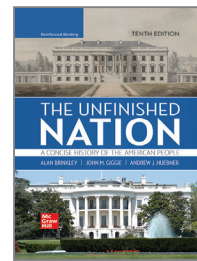
Personal Finance

Kapoor, Focus on Personal Financial Literacy



Sociology

Schaefer, Sociology: A Brief Introduction

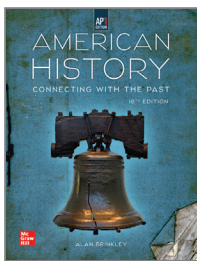


Honors U.S. History

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

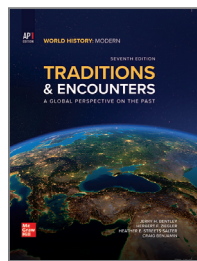
Advanced Placement®

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.



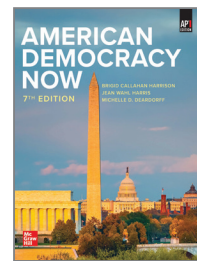
AP U.S. History

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



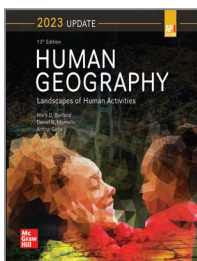
AP World History: Modern

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



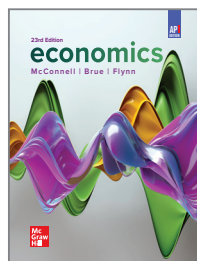
AP U.S. Government and Politics

Harrison, American Democracy Now, AP Edition



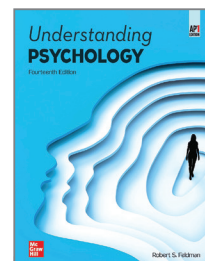
AP Human Geography

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



AP Micro- and Macroeconomics

McConnell, Economics, AP Edition



AP Psychology

Feldman, Understanding Psychology, AP Edition

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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.

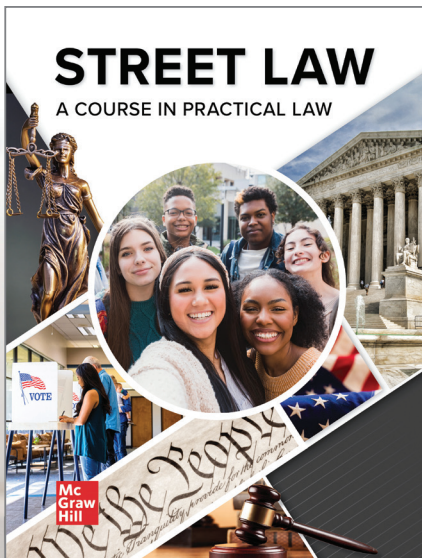


Street Law: A Course in Practical Law

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.



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.



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**.

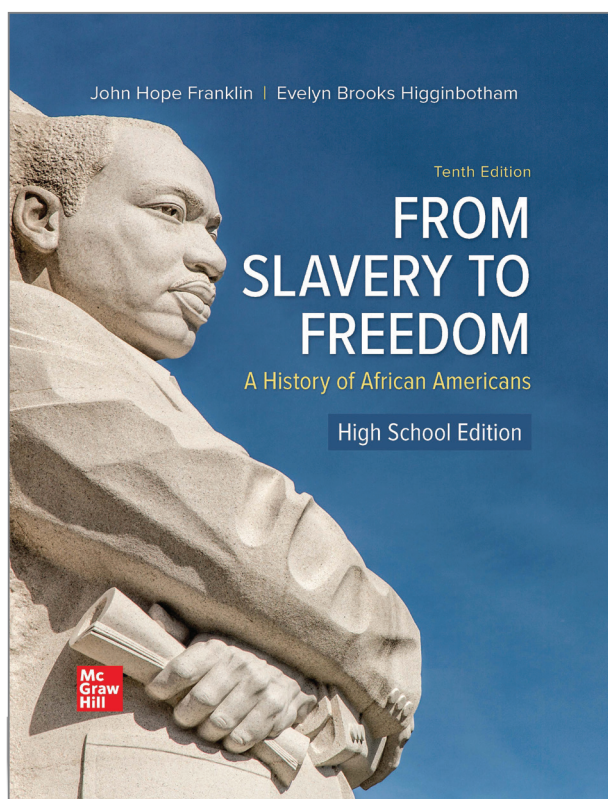
With a wide variety of primary and secondary sources, digital media, and project-based learning experiences students will have an abundance of opportunities to thoughtfully wrestle with ideas, analyze arguments, engage in civil discourse, and translate their learning into meaningful action. Lesson plans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

The Most Revered Chronicling of African American History of Our Time

Franklin, *From Slavery to Freedom: A History of African Americans*

High School Edition, ©2022, 10e

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



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

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

Our Content, Your Platforms

Over 5000+ integrations completed nationwide.

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

We integrate with the following platforms:



Don't see what you need?

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

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



Learn more on our website:
mhed.us/Integrations

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



Inspire a Student, Change the World

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

mheducation.com/west-virginia



**Questions? Contact Your
West Virginia Representative:**

Mark Hurt
304-951-8027
mark.hurt@mheducation.com



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