Indiana Social Studies

Program Overview

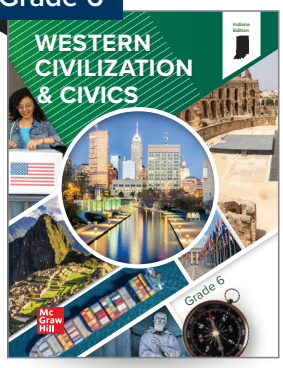
Grades 6–12



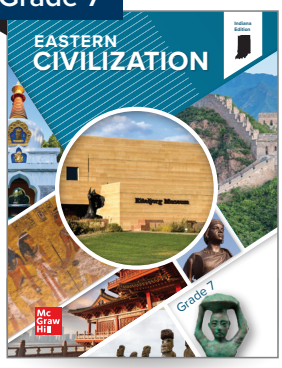
Welcome, Indiana Social Studies Teachers!

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

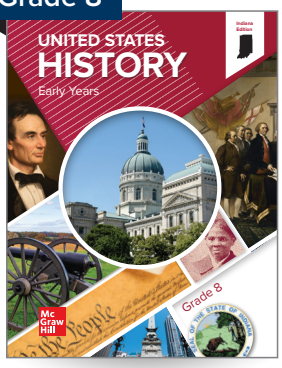
Grade 6



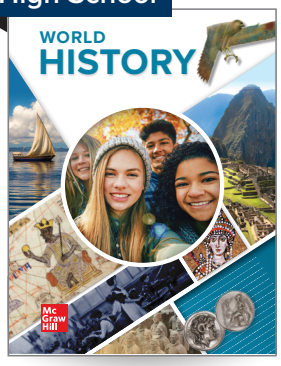
Grade 7



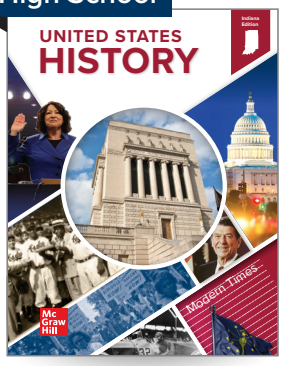
Grade 8



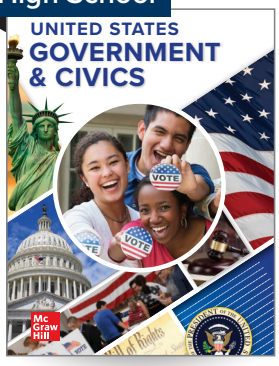
High School



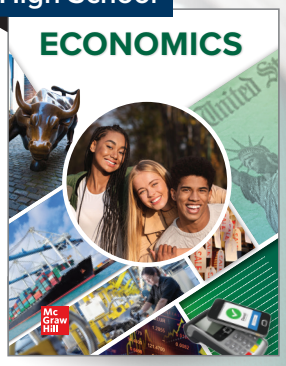
High School



High School



High School





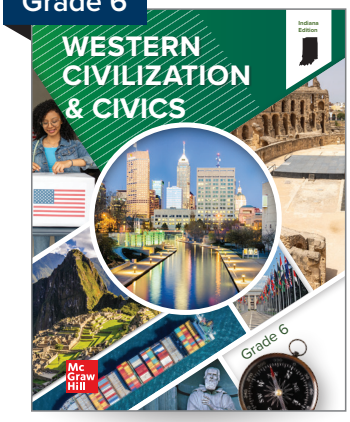
Inspire a Student, Change the World

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

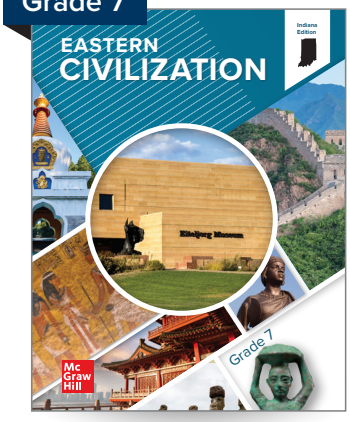


Middle School

Grade 6



Grade 7



Grade 8

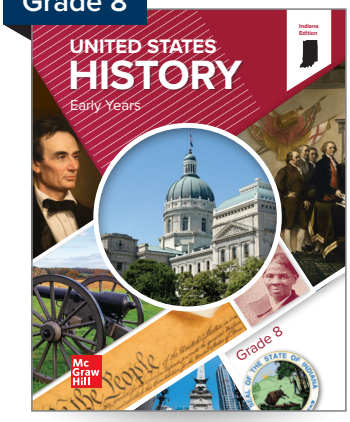


TABLE OF CONTENTS

Western Civilization and Civics, Indiana Edition

Topic:

1 Ancient Greece
2 Ancient Rome
3 The Rise of Christian Kingdoms
4 The Americas
5 Medieval Europe
6 New Ways of Thinking
7 The Age of Exploration and Trade
8 Revolutions and Empires
9 The Western Hemisphere
* **Online -** The Global Economy
* **Online -** Personal Finance
10 The Origins of American Government
11 The Constitution
12 The Legislative Branch
13 The Executive Branch
14 The Judicial Branch
15 Citizenship
16 Civic Participation
17 State and Local Government

Eastern Civilization, Indiana Edition

Topic:

1 The Fertile Crescent
2 Ancient Egypt and Kush
3 The Israelites
4 Ancient South Asia
5 Early China, Korea, and Japan
6 The Rise of Islamic Empires
7 China in the Middle Ages
8 Korea and Japan in the Middle Ages
9 African Civilizations
10 The Modern World
11 Physical Geography of the Eastern Hemisphere
12 History and Culture of the Eastern Hemisphere
13 Economic Activity of the Eastern Hemisphere

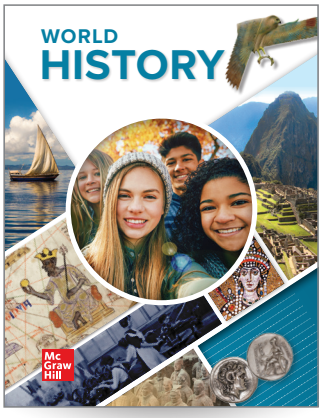
United States History, Early Years, Indiana Edition

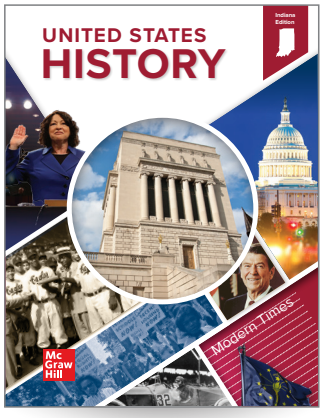
Topic:

1 The First Americans
2 Exploration and Colonization
3 The English Colonies Are Settled and Grow
4 The American Revolution
5 First Governments and the Constitution
6 The Early Republic
7 Political and Geographic Changes
8 Life in the North and the South
9 Division and Civil War
10 Reconstruction
11 The West
12 New Industry and a Changing Society
13 The United States and Foreign Affairs
14 Markets, Money, and Businesses
15 Government and the Economy

** Go online to access these topics.*

High School





World History, Full Survey

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

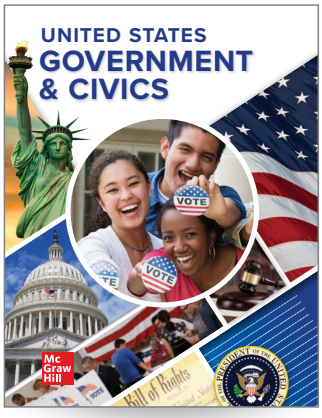
United States History, Modern Times

Topic:

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 Civic Rights Movement
15. The Vietnam War
16. More Civil Rights Voices
17. Political Divisions
18. The New Millennium

Geography: The Human and Physical World **also available. Contact your sales representative to learn more.**

High School *continued*



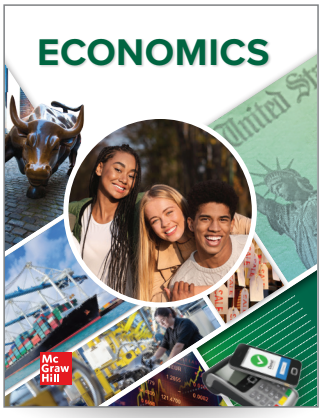


TABLE OF CONTENTS

United States Government and Civics

Unit 1: Foundations of American Government

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

Unit 2: The Legislative Branch

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

Unit 3: The Executive Branch

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

Unit 4: The Judicial Branch

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

Unit 5: Participating in Government

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

Unit 6: Government in Action

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

Economics

Unit 1: Thinking Like an Economist

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

Unit 2: Understanding Markets

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

Unit 3: Business and Labor

Chapter 8 Business Organization
Chapter 9 Labor and Wages

Unit 4: Money, Banking, and Finance

Chapter 10 Money and Banking
Chapter 11 Financial Markets

Unit 5: Economic Performance

Chapter 12 Evaluating the Economy
Chapter 13 Economic Instability

Unit 6: Government and the Economy

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

Unit 7: The Global Economy

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

Flexible and Customizable Lessons for Each Topic

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



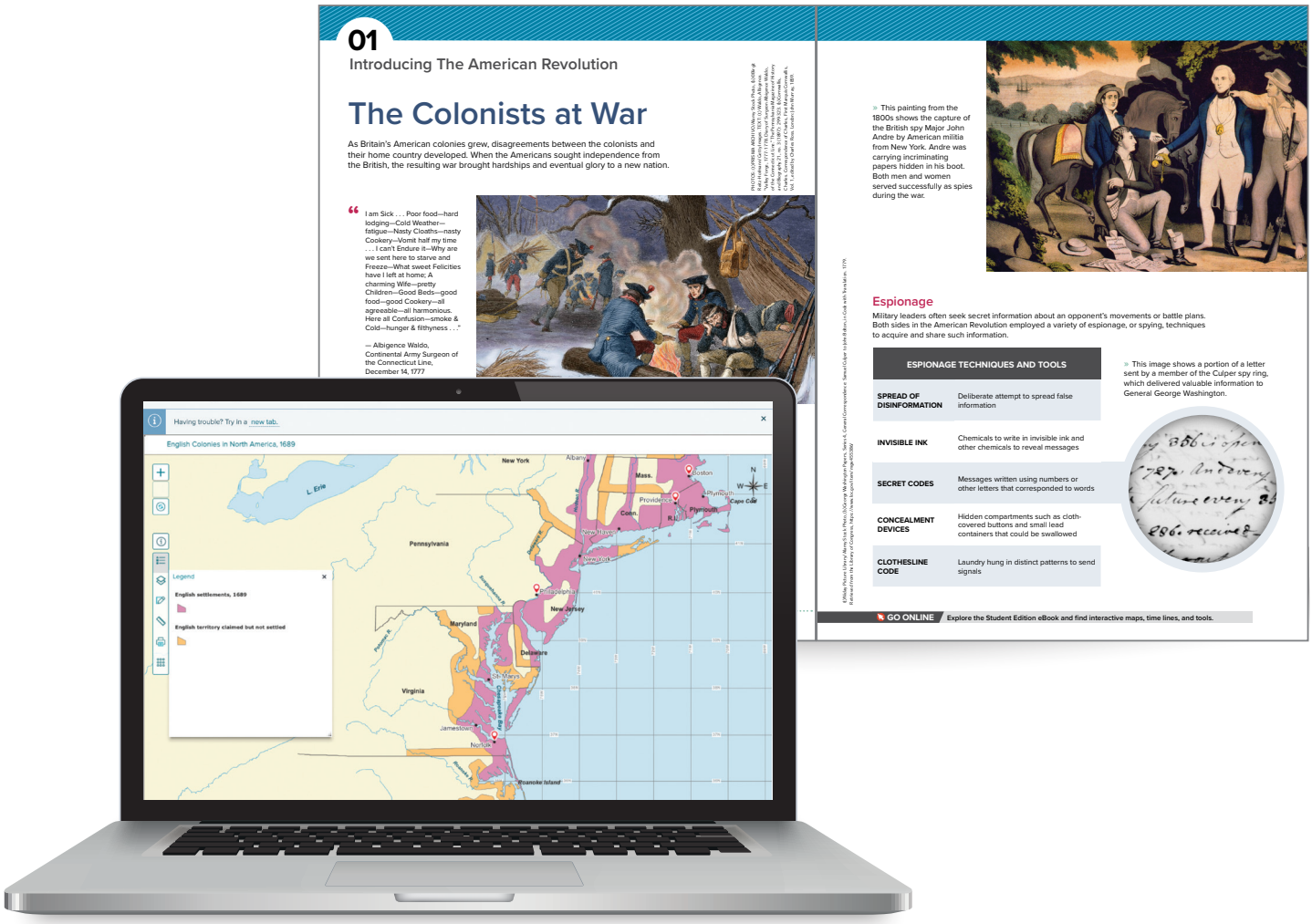
Four-Part Lesson Cycle

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

Indiana 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.



mheducation.com/indiana

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! Pre-made Activities

Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Active Classroom Activities



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

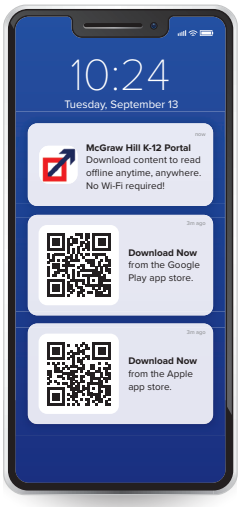
1774 The First Continental Congress meets in Philadelphia

1775 American colonists and British troops

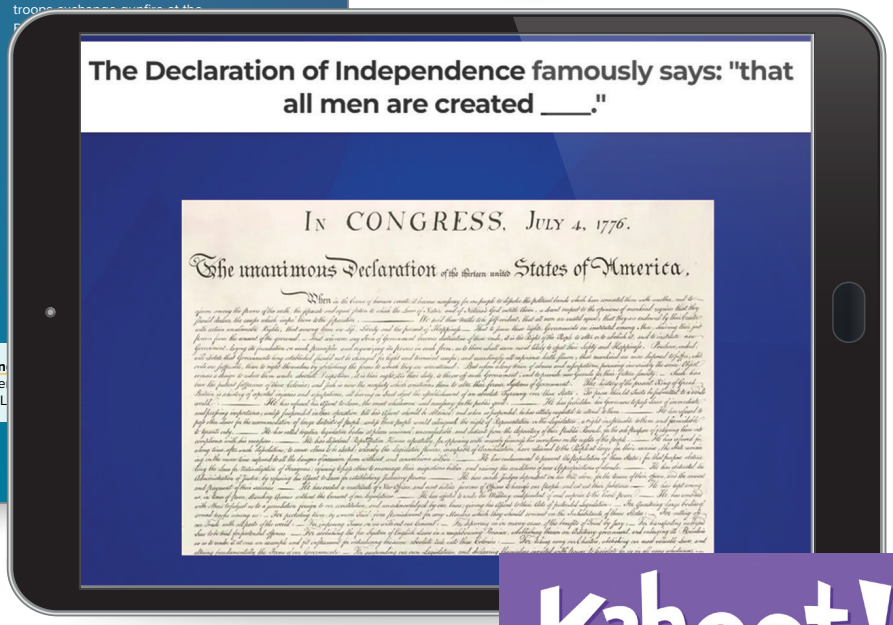
1780

1790

Sequencin
Independe
Battles of L



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



Kahoot!

Differentiate

- Reading and Writing Essentials
- *SmartBook*®
- Strategies for Differentiation
- Videos
- English Learners Scaffold

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/indiana

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
- Biographies
- Global Connections
- Analyzing Supreme Court Cases (U.S. History and Civics)



Differentiate

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

Assess

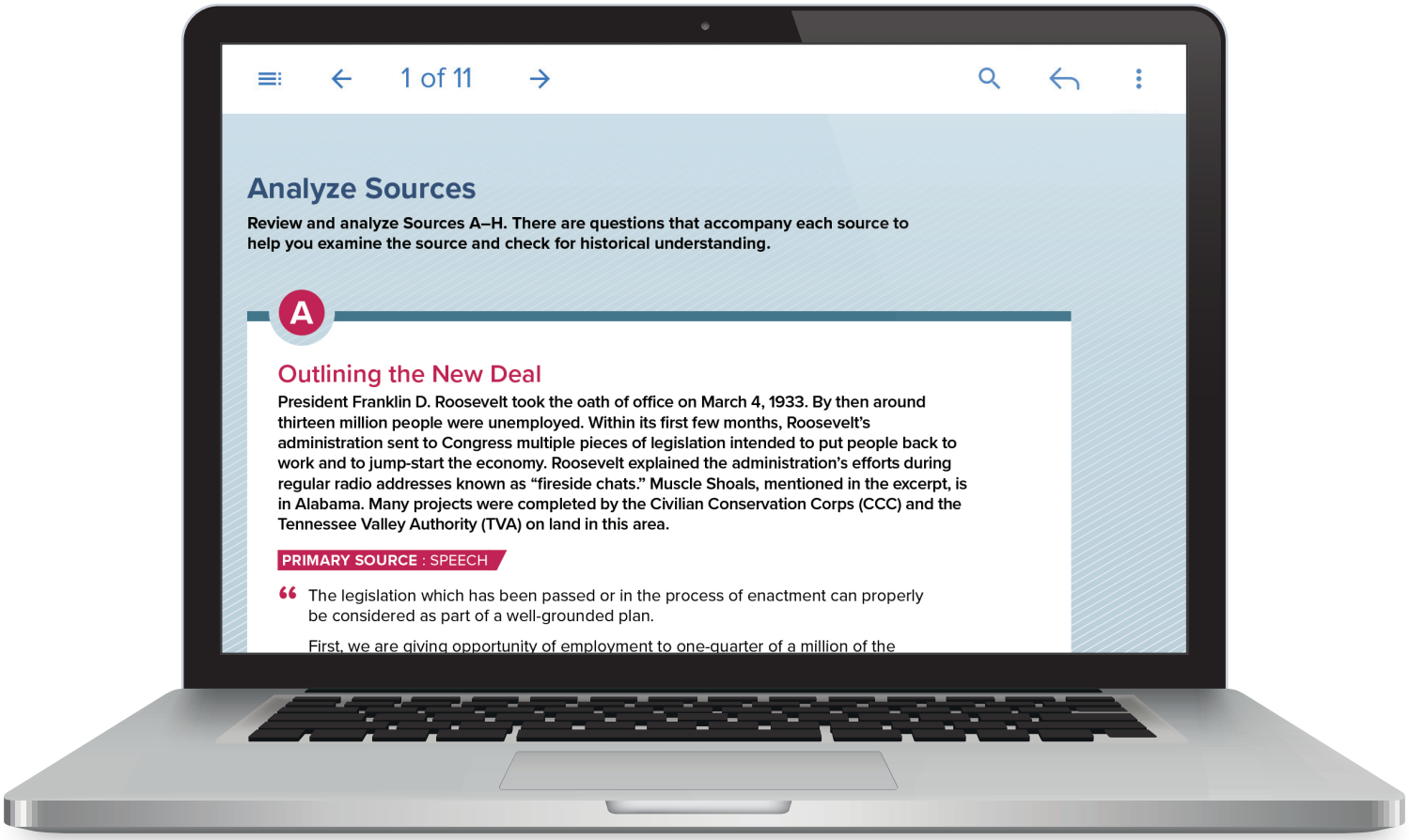
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

Offline Access

- McGraw Hill K–12 Portal App

Explore Social Studies Through the Lens of Those Who Lived It

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



mheducation.com/indiana

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

Engage

- Compelling Question
- Interactive Images

Enrich

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



Analyze Sources

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

A

Outlining the New Deal

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

PRIMARY SOURCE : SPEECH

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

First, we are giving opportunity of employment to one-quarter of the unemployed, especially the young men who have dependents, in reforestation, forestry and flood prevention work. This is a big task because it is not only clothing and caring for nearly twice as many men as we have in the Army itself. In creating this civilian **conservation** corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources and we are relieving an appreciable amount of actual distress. This great army will have entered upon their work on a purely voluntary basis, no military training involved and we are conserving not only our natural resources but our human resources. One of the great values to this work is the fact that it is directed and requires the intervention of very little machinery.

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

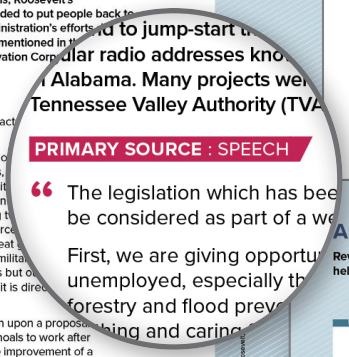
—Franklin Roosevelt, Radio Address of the President, May 7, 1933

conservation the planned management and protection of a natural resource

EXAMINE THE SOURCE

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

Copyright © McGraw Hill TEXT: Fireside Chat, May 7, 1933, Franklin D. Roosevelt Presidential Library and Museum



Analyze Sources

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

A

A Shortage of Manpower

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

PRIMARY SOURCE : PAMPHLET

TO THE WOMEN OF MOBILE:

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

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

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

EXAMINE THE SOURCE

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

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

Copyright © McGraw Hill TEXT: United States Employment Service, War Manpower Commission, "If Hitler Came to Mobile," [Flyer] 1942

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 Quizzes

Offline Access

- McGraw Hill K–12 Portal App

Student Choice: Real-World Applications



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


TOPIC ACTIVITIES

Apply What You Have Learned

A Understanding Multiple Perspectives

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

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

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

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

B Geographic Reasoning

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

ACTIVITY **Researching and Drawing a Map** Conduct online research on North American boundaries that were set by the Treaty of Paris in 1783. Draw a map showing the boundaries and labels that show British, American, and Spanish possessions. Include the treaty's proclamation line, and the original Thirteen Colonies. Explain why there were in dispute. Display your map for the class.

PHOTO: ART Collection/Alamy Stock Photo; TEXT: Inglis, Charles. The True Interest of America Impartially Stated. Philadelphia: James Humphreys, 1776.

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/indiana

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
- Vocabulary Activities

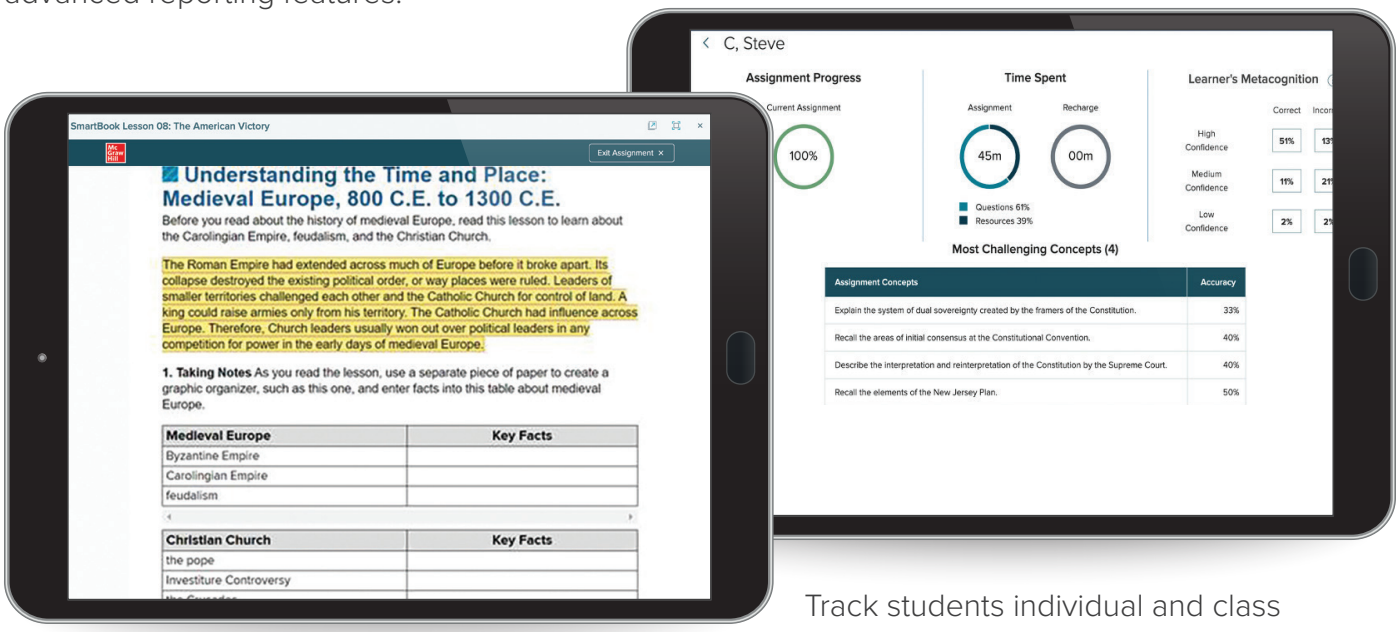
Differentiate
- Differentiation for Each Topic Activity
- Reteaching Activity
- Reading and Writing Essentials
- *SmartBook®*

Assess
- Topic Activities
- Topic Tests

Offline Access
- McGraw Hill K–12 Portal App

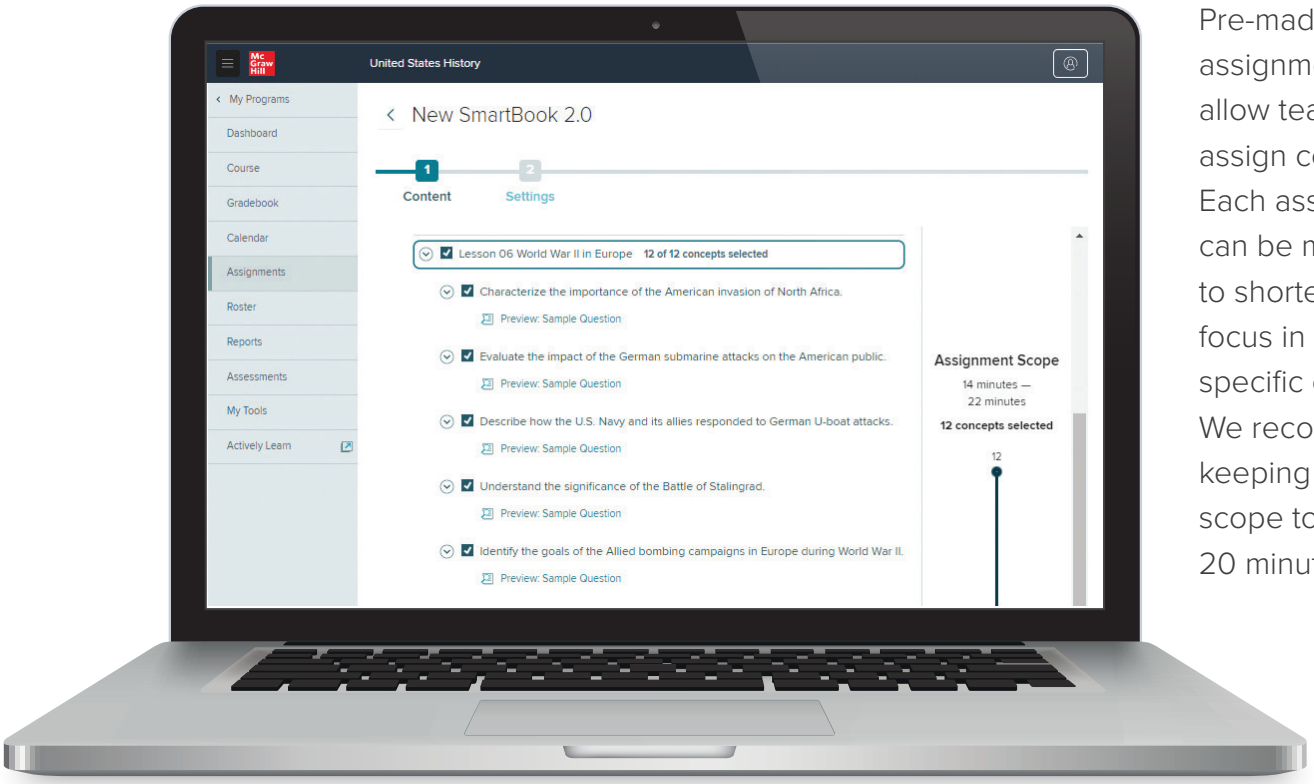
Personalize Learning for Every Student

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.



Highlights help show key concepts.

Track students individual and class progress with actionable insights to inform in-class instruction.



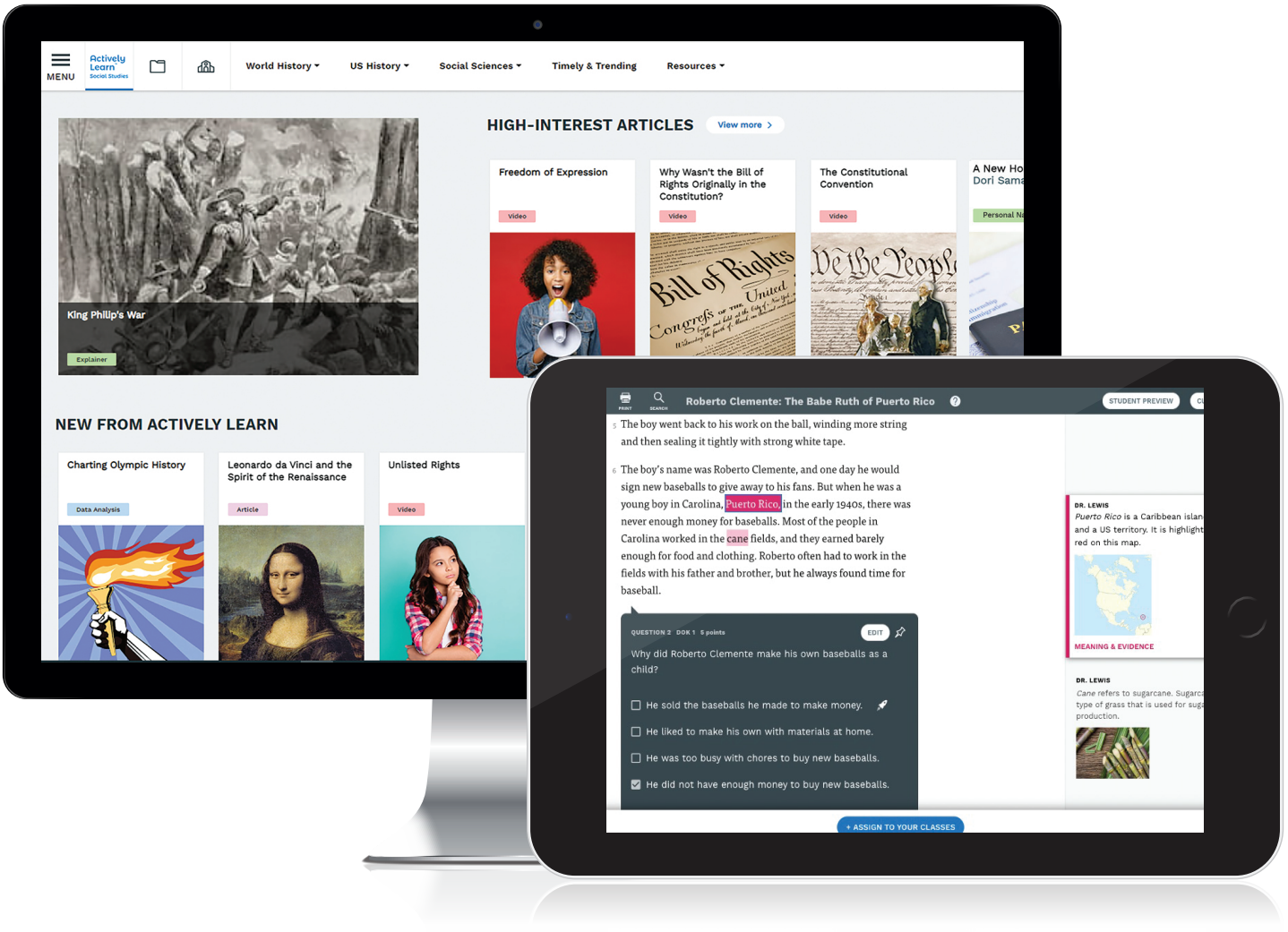
Pre-made assignments allow teachers to assign concepts. Each assignment can be modified to shorten time or focus in on one specific concept. We recommend keeping the scope to around 20 minutes.

Discover a Growing Collection of Content

Enjoy **digitally embedded** access to a variety of supporting resources that boost interactivity with new, ever-growing course content connected to the Indiana Academic Standards for Social Studies.

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 Indiana Academic Standards for Social Studies.



Exclusive Indiana Social Studies Kahoot! games 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

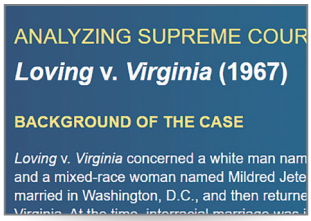


Story Maps

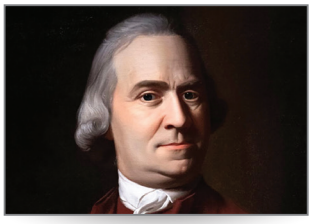


Slideshow

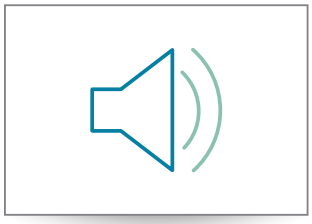
And more!



Analyzing Supreme Court Cases



Biography



Audio

Plan Your Way

Explore teaching resources aligned to the Indiana Academic Standards for Social Studies 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

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

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

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

DIFFERENTIATION

Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention
- Reading and Writing Essentials

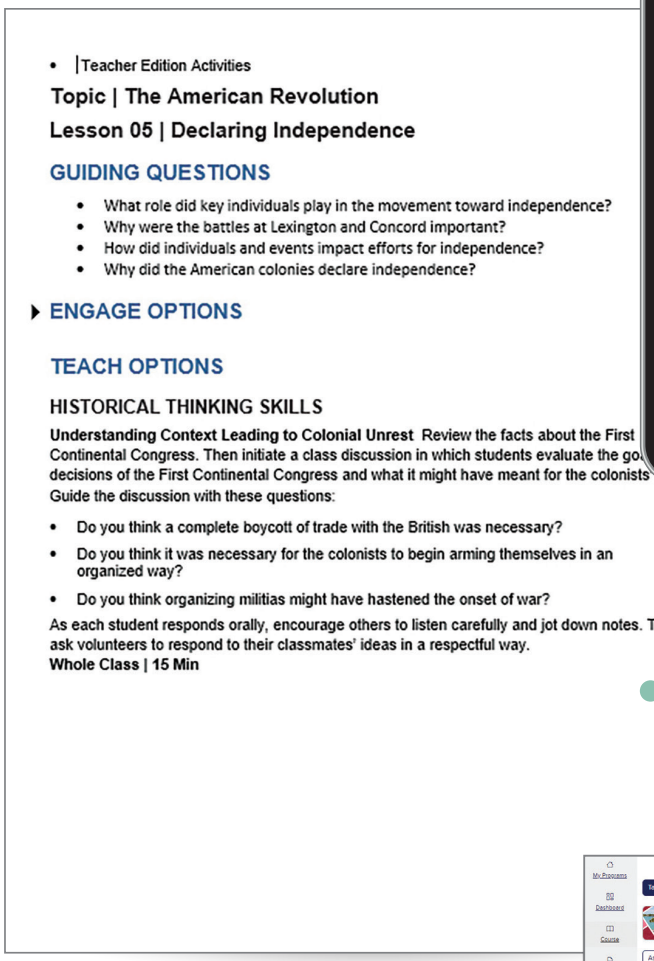
For English Language Learners
- English Learners Scaffold

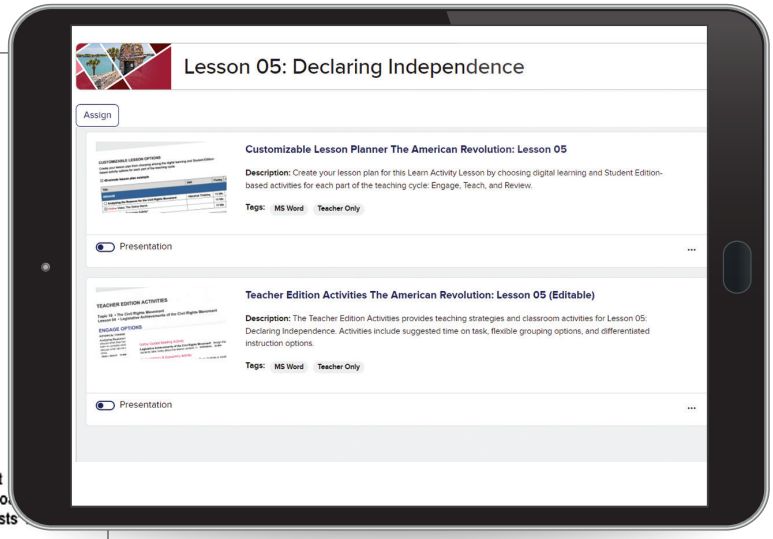
For Students With Special Needs
- Guided Reading Activity

For Enrichment
- History and Civics Activity

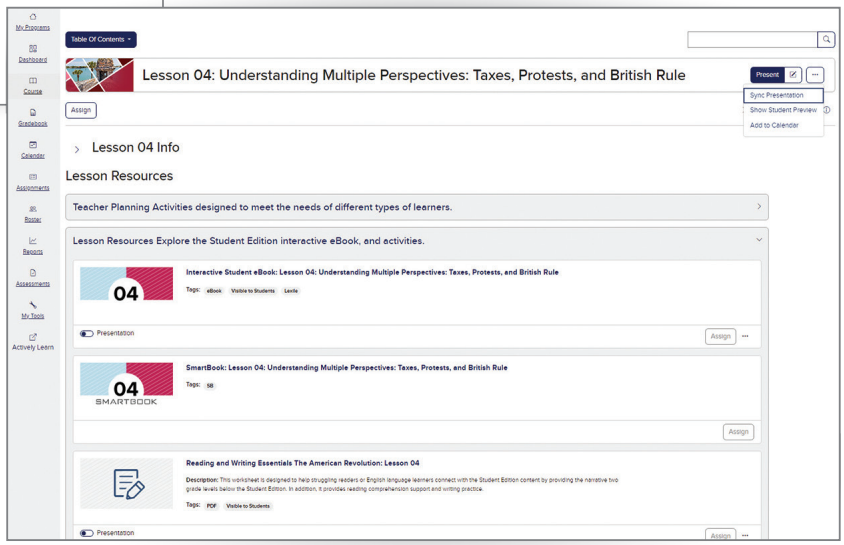
Digital Instruction Features

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





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

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

Social Studies Skills

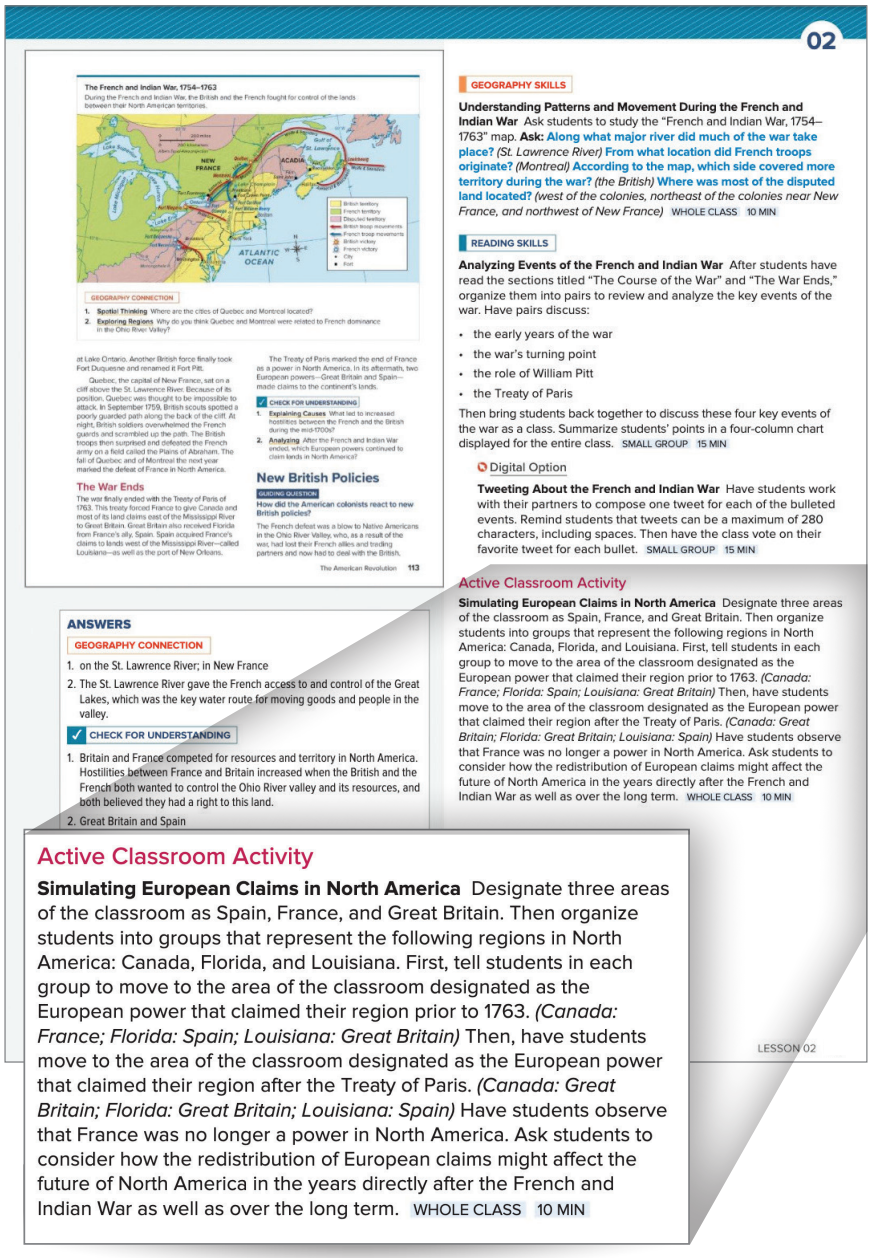
- Civics
- Economics
- Geography
- Historical Thinking

Literacy Skills

- Reading
- Speaking and Listening
- Writing

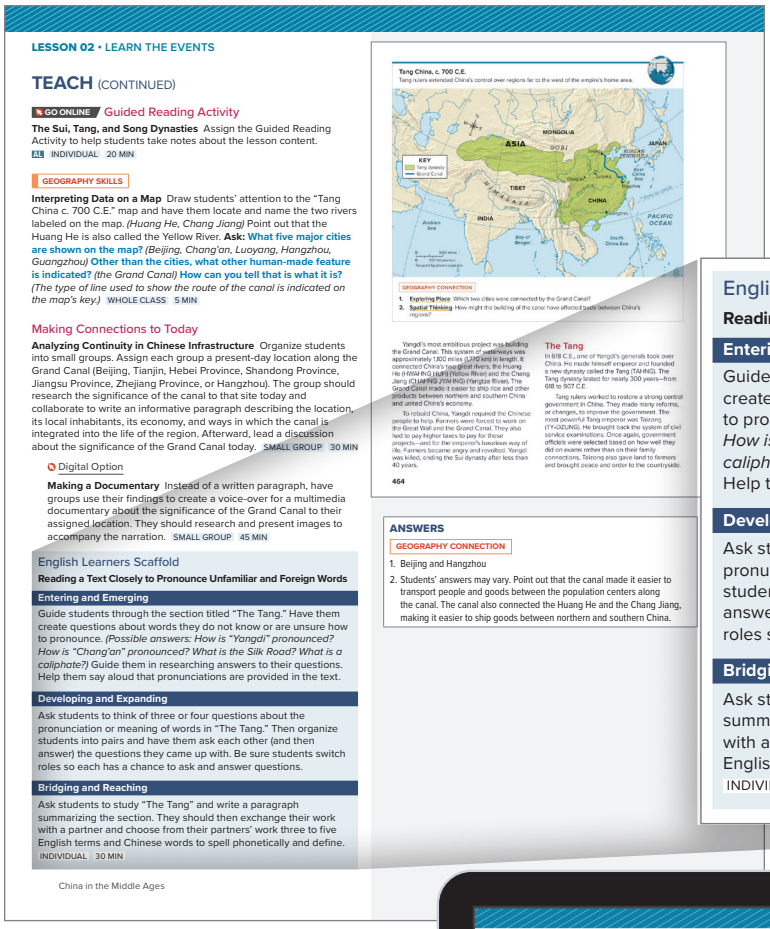
Scaffolding and Differentiation

- Beyond-Level
- Approaching-Level
- English Language Learners
- Students with Special Needs



Active Classroom Activity
Simulating European Claims in North America Designate three areas of the classroom as Spain, France, and Great Britain. Then organize students into groups that represent the following regions in North America: Canada, Florida, and Louisiana. First, tell students in each group to move to the area of the classroom designated as the European power that claimed their region prior to 1763. (Canada: France; Florida: Spain; Louisiana: Great Britain) Then, have students move to the area of the classroom designated as the European power that claimed their region after the Treaty of Paris. (Canada: Great Britain; Florida: Great Britain; Louisiana: Spain) Have students observe that France was no longer a power in North America. Ask students to consider how the redistribution of European claims might affect the future of North America in the years directly after the French and Indian War as well as over the long term. WHOLE CLASS 10 MIN

Additional Teacher Supports



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.
AL INDIVIDUAL 20 MIN

GEOGRAPHY SKILLS

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

Making Connections to Today

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

Digital Option

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

English Learners Scaffold

Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

Entering and Emerging

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

Developing and Expanding

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

Bridging and Reaching

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

China in the Middle Ages

Tang China, c. 700 C.E.

GEOGRAPHY CONNECTION

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

The Tang

ANSWERS

GEOGRAPHY CONNECTION

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

464

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

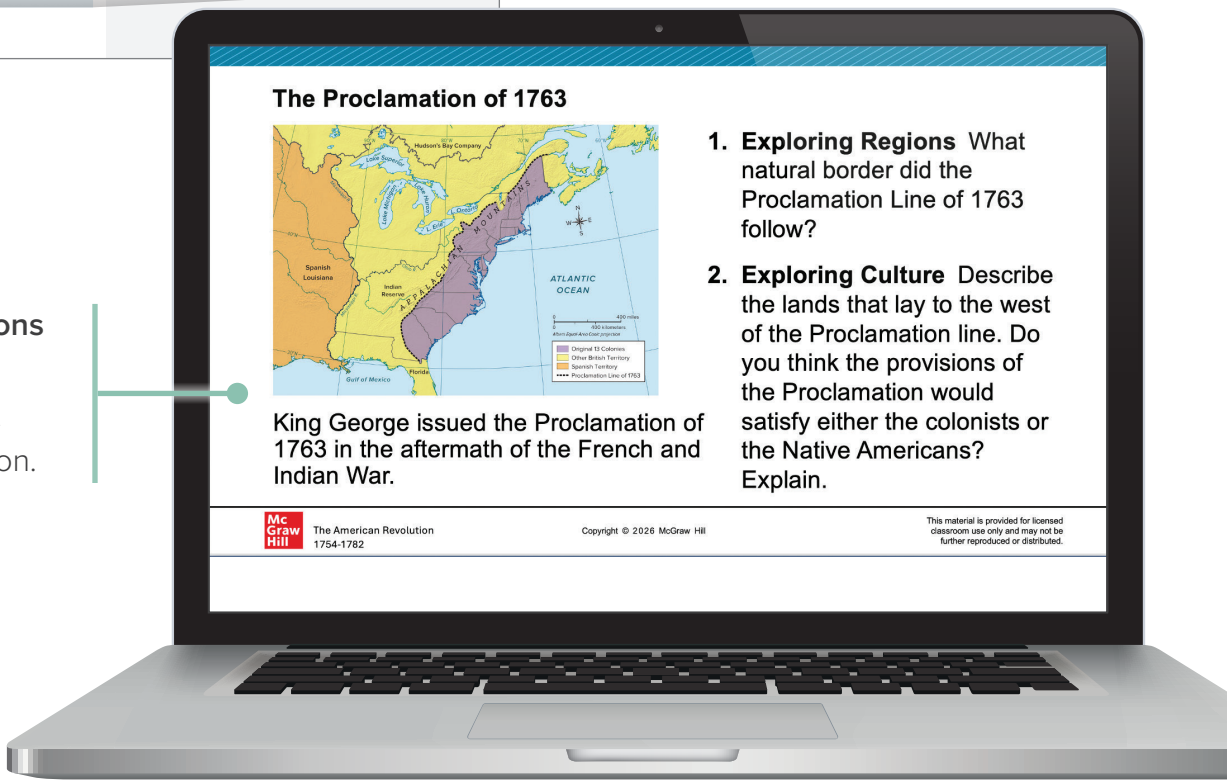
Ask students to think of three or four questions about the pronunciation or meaning of words in "The Tang." Then organize students into pairs and have them ask each other (and then answer) the questions they came up with. Be sure students switch roles so each has a chance to ask and answer questions.

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

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

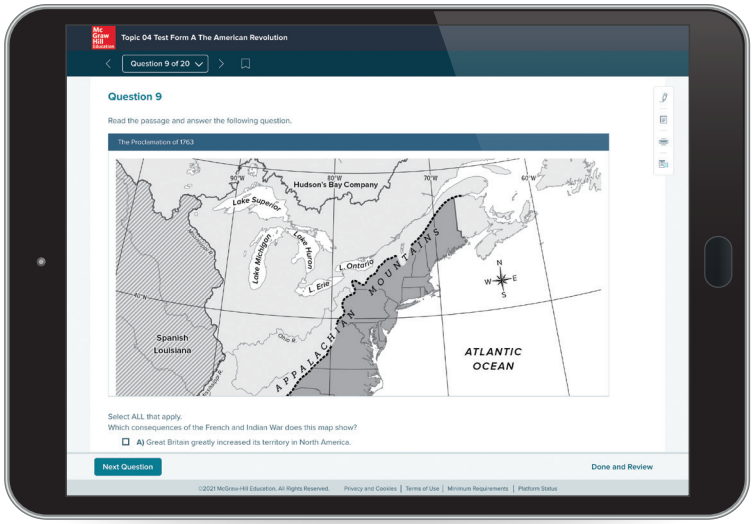
Lesson Presentations are pre-made and editable to support classroom instruction.

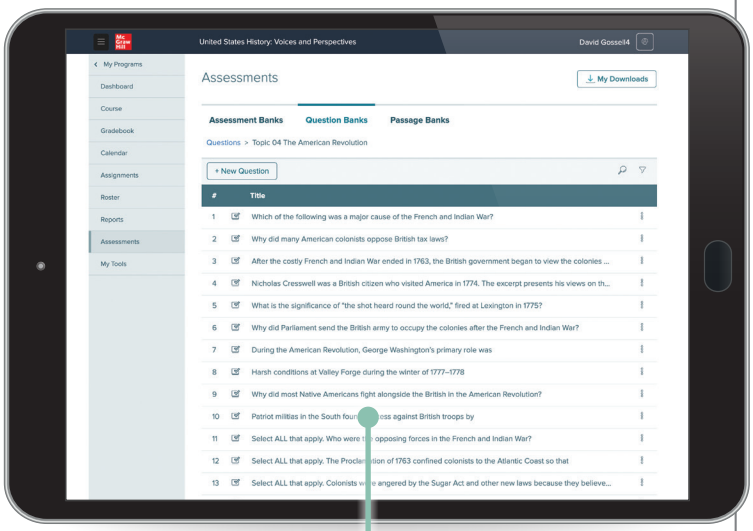


Assess Your Way

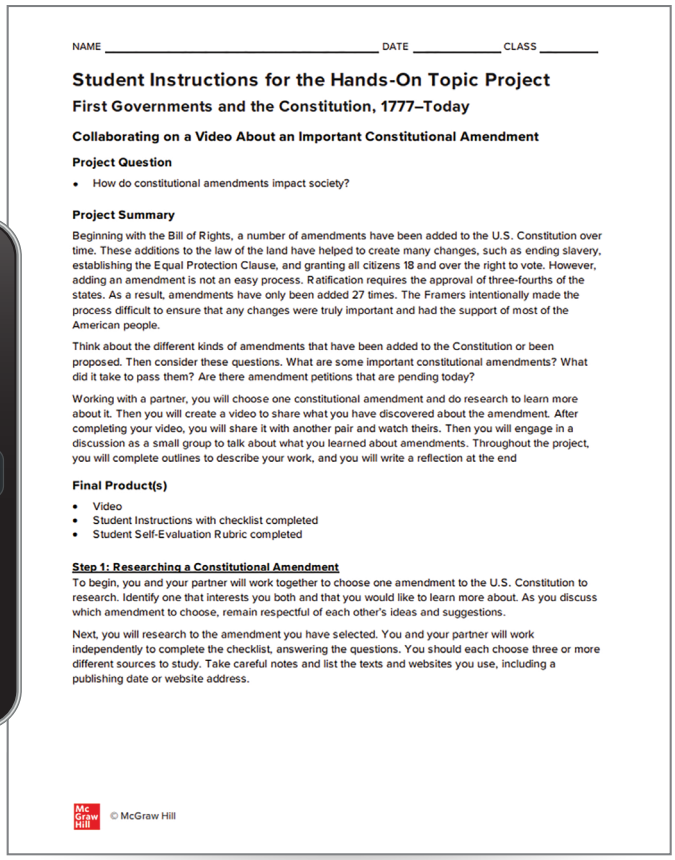
Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to instruction and are aligned and tagged to the Indiana Academic Standards for Social Studies include:

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





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



NAME _____ DATE _____ CLASS _____

Student Instructions for the Hands-On Topic Project

First Governments and the Constitution, 1777–Today

Collaborating on a Video About an Important Constitutional Amendment

Project Question

- How do constitutional amendments impact society?

Project Summary

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

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

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

Final Product(s)

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

Step 1: Researching a Constitutional Amendment

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

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

© McGraw Hill

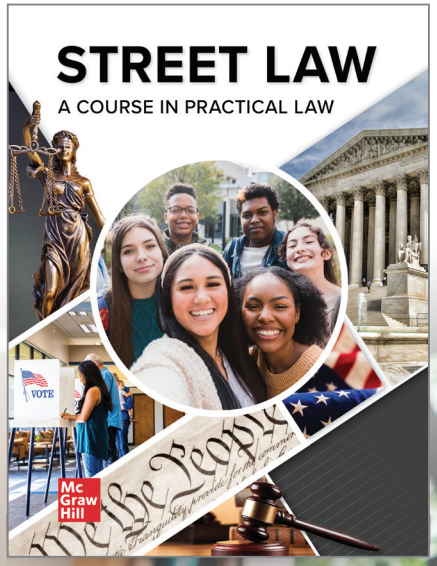
Electives

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

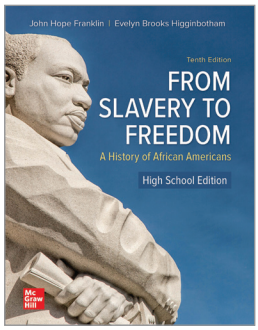


Conscience

Designed Around Five Powerful Themes

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

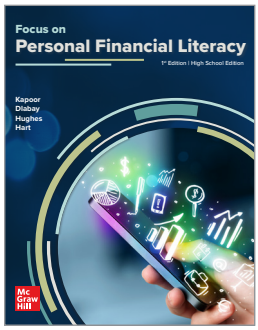
With a wide variety of primary and secondary sources, digital media, and project-based learning experiences students will have an abundance of opportunities to thoughtfully wrestle with ideas, analyze arguments, engage in civil discourse, and translate their learning into meaningful action. Lesson plans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



African American History

***From Slavery to Freedom: A History of African Americans,* High School Edition**
©2022, 10e, Franklin and Higginbotham

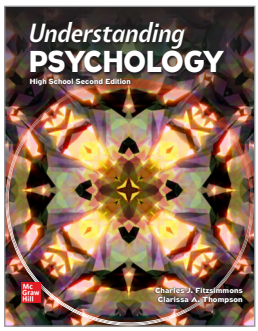
The most revered chronology of the African American experience is paired with a new, robust set of online resources and an ever-growing mountain of scholarship that incorporates new historical actors from ancient Africa through present day.



Personal Finance

***Focus on Personal Financial Literacy,* High School Edition**
©2024, 1e, Kapoor

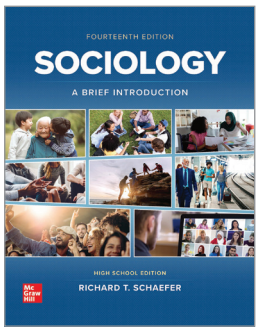
Delivering comprehensive coverage and designed to appeal to a diverse student population with a variety of life situations and financial literacy levels, the hands-on approach encourages students to think about real-life situations and develop an understanding of financial issues that impact their lives today and in the future.



Psychology

***Understanding Psychology,* High School Edition**
©2026, 2e, Thompson and Fitzsimmons

Embark on a captivating journey into the human mind where students explore theories and applications through an inquiry-based lens with case studies, projects, and labs. The modular approach provides flexibility to sequence instruction to match any instructional schedule or teaching and learning style.



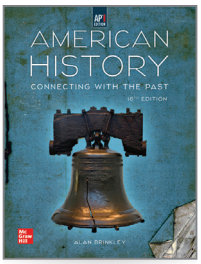
Sociology

***Sociology: A Brief Introduction,* High School Edition**
©2023, 14e, Schaefer

Designed to provide an accessible view through a sociological lens and aligned to the American Sociological Association's National Standards for High School Sociology, the program delivers full, approachable coverage of the domains, competencies, and concepts students need to master.

Advanced Placement®

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



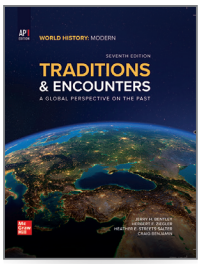
AP U.S. History

Brinkley
American History: Connecting with the Past,
AP Edition



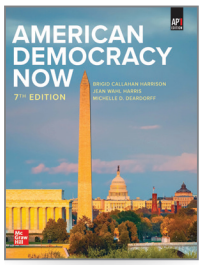
AP African American Studies

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



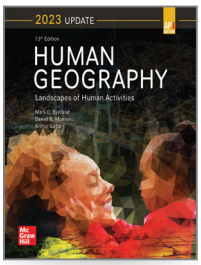
AP World History: Modern

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



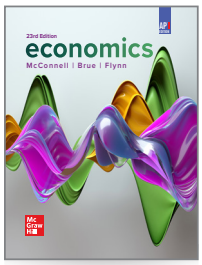
AP U.S. Government and Politics

Harrison
American Democracy Now,
AP Edition



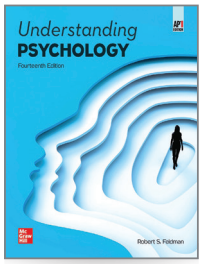
AP Human Geography

Bjelland
Human Geography: Landscapes of Human Activities,
AP Edition



AP Micro- and Macroeconomics

McConnell
Economics,
AP Edition



AP Psychology

Feldman
Understanding Psychology,
AP Edition

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

5 Steps to a 5: AP Test Prep

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

5 STEPS TO A 5™

Our Content, Your Platforms

Over 5000+ integrations completed nationwide.

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:

PowerSchool
Personalized Education for Every Journey

schoology

Google for Education

Clever

CANVAS BY INSTRUCTURE

ClassLink

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

All D2L marks are trademarks of D2L Corporation. Please visit D2L.com/trademarks for a list of D2L marks.

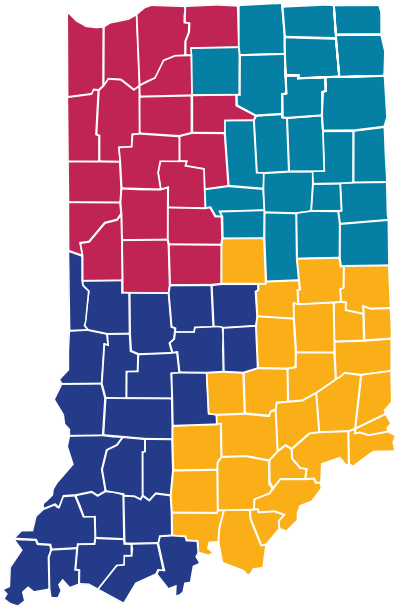
Indiana K–12 Sales Representatives

Bill Miller | Northwest
317-650-5434
bill.miller@mheducation.com

Amanda Corbin | Northeast
317-955-9362
amanda.corbin@mheducation.com

Tony Johnson | Southwest
812-698-1873
tony.johnson@mheducation.com

Shannon Saul | Southeast
317-526-7621
shannon.saul@mheducation.com



Learn more about *Indiana Social Studies* today.

mheducation.com/indiana

Mc Graw Hill

SC.1062830