

Tennessee Social Studies

Program Overview

Grades 6–12



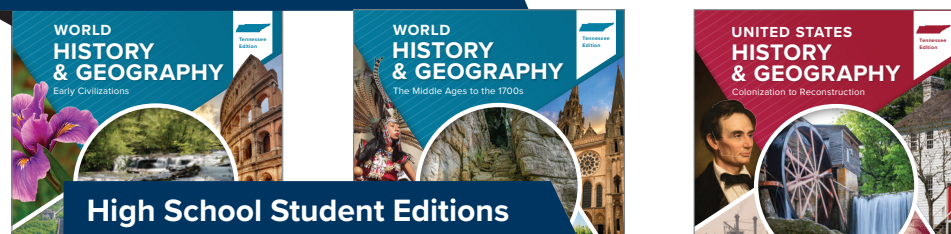
Built for Tennessee

Welcome, Tennessee Social Studies Teachers!

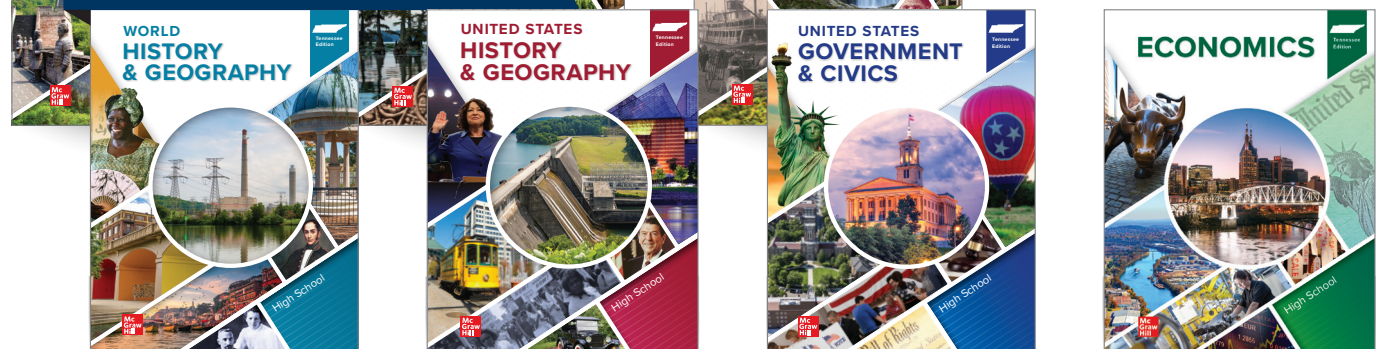
McGraw Hill's *Tennessee Social Studies* for Grades 6–12 provides a flexible, engaging curriculum fully aligned to the **Tennessee Social Studies Standards and Practices (SSPs)**.

Component or Supporting Resource	How These Components Support Your Teaching
Print Student Edition	Print and digital programs aligned fully to the Tennessee Social Studies Standards. Includes inquiry lessons embedded directly within each topic and Tennessee-specific content.
Interactive Student eBook with Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels.
Print Teacher Edition / eBook	Supports students with point-of-use activities as they connect to social studies content and skills. Includes correlations to the Tennessee Social Studies Standards at the topic and lesson level.
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 English Language Learners with narrative content two grade levels below the Student Edition and additional reading and writing practice.
Kahoot! Premier Partnership	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.
TCAP and EOC Test Prep Workbooks	Test Prep workbooks are aligned to the topics with Tennessee Social Studies Standards clearly labeled.

Middle School Student Editions



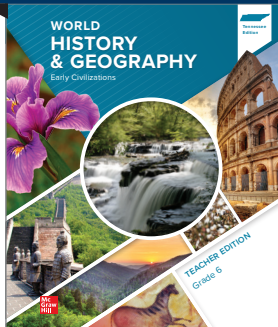
High School Student Editions



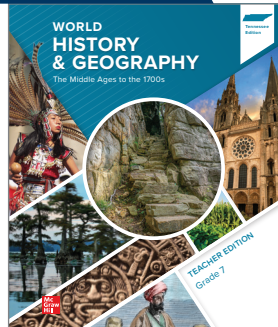
Inspire a Student, Change the World

Empower students to connect the past with the present through a dynamic, flexible curriculum. Encourage them to explore social studies from multiple perspectives, engage in meaningful inquiry, and practice civil discourse—skills that prepare them to thrive as informed, future-ready citizens.

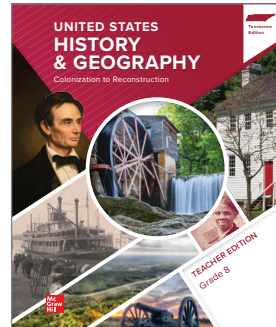
Middle School Teacher Editions



Grade 6

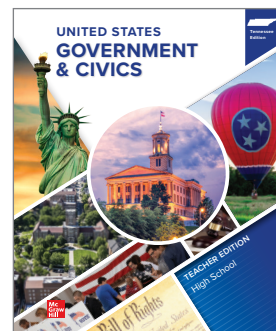
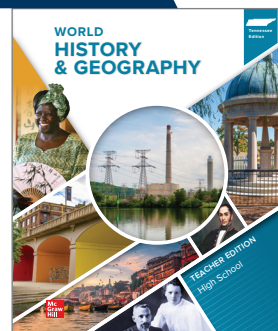
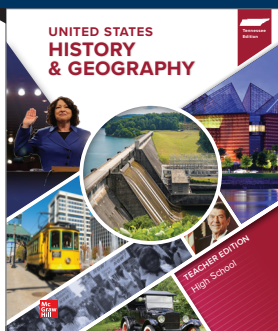


Grade 7

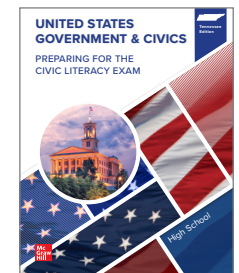
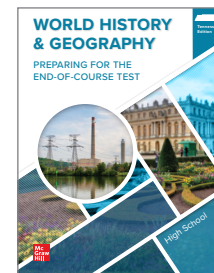
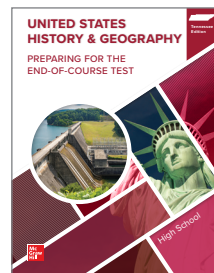
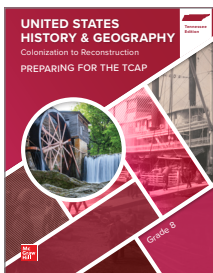
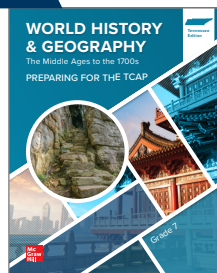
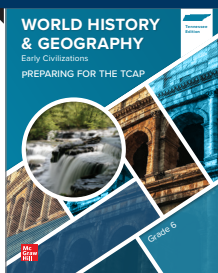


Grade 8

High School Teacher Editions



TCAP Test Prep

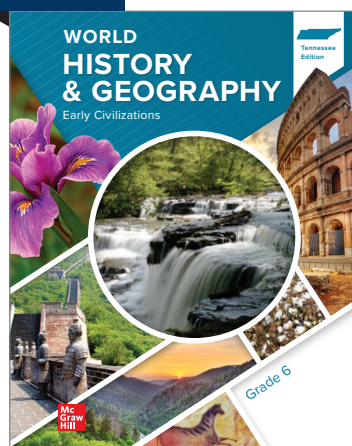


Built for Tennessee Classrooms

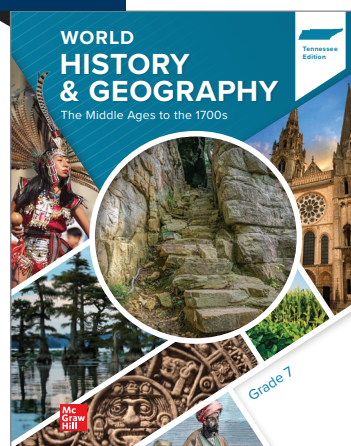
Aligned courses that meet state standards. Engaging lessons that bring Tennessee history and civics to life. Assessments that build confidence for TCAP, EOC, and Civic Literacy success.

Middle School

Grade 6



Grade 7



Grade 8

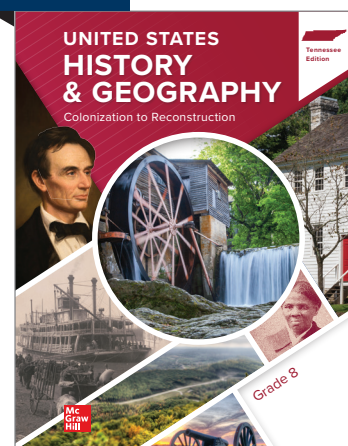


TABLE OF CONTENTS

**World History & Geography,
Early Civilizations
Tennessee Edition**

Topic:

- 1 Early Humans and the Agricultural Revolution
- 2 The Fertile Crescent
- 3 Ancient Egypt and Kush
- 4 The Israelites
- 5 Ancient South Asia
- 6 Early China
- 7 Ancient Greece
- 8 Ancient Rome
- 9 The Rise of Christianity

**World History & Geography,
The Middle Ages to the 1700s
Tennessee Edition**

Topic:

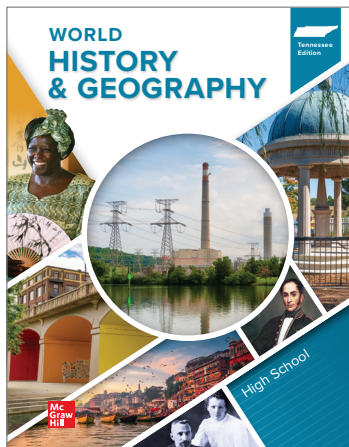
- 1 The Rise of the Byzantine Empire
- 2 The Rise of Islamic Empires
- 3 African Civilizations
- 4 China and Japan in the Middle Ages
- 5 Medieval Europe
- 6 New Ways of Thinking
- 7 The Americas
- 8 The Age of Exploration and Trade

**United States History &
Geography, Colonization
to Reconstruction
Tennessee Edition**

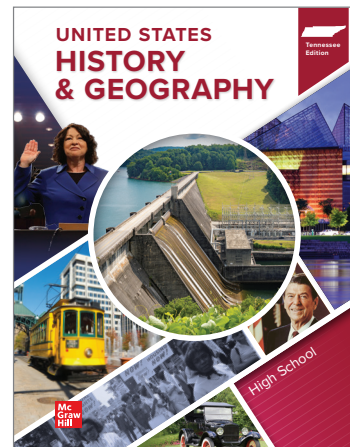
Topic:

- 1 Colonial America
- 2 The American Revolution
- 3 First Governments and the Constitution
- 4 The Early Republic
- 5 Political and Geographic Changes
- 6 Life in the North and the South
- 7 Division and Civil War
- 8 Reconstruction

High School



World History & Geography,
Tennessee Edition



United States History & Geography,
Tennessee Edition

Topic:

- 1 The World in the 1700s
- 2 Absolutism, the Enlightenment, and Revolution
- 3 Nationalism
- 4 The Industrial Revolution and Mass Society
- 5 Imperialism
- 6 World War I and Its Aftermath
- 7 World War II
- 8 Independence and New Challenges
- 9 The Cold War
- 10 The Post-Cold War World
- 11 Contemporary Issues

Topic:

- 1 A Changing 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

High School *continued*

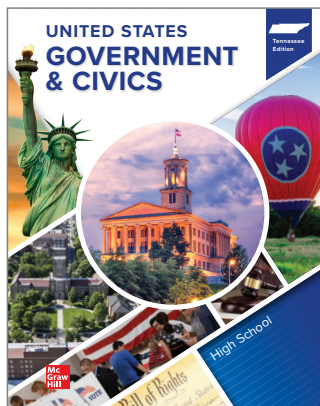


TABLE OF CONTENTS

United States Government & Civics, Tennessee Edition

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 Voting and Elections

Chapter 18 Public Opinion and Interest Groups

Chapter 19 Mass Media in the Digital Age

Economics, Tennessee Edition

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 and Supply

Chapter 5 Prices

Chapter 6 Market Structures

Unit 3: Business and Labor

Chapter 7 Business Organization

Chapter 8 Labor and Wages

Unit 4: Money, Banking, and Finance

Chapter 9 Money and Banking

Chapter 10 Financial Markets

Unit 5: Economic Performance

Chapter 11 Evaluating the Economy

Chapter 12 Economic Instability

Unit 6: Government and the Economy

Chapter 13 Taxes and Government Spending

Chapter 14 Fiscal Policy

Chapter 15 Monetary Policy

Unit 7: The Global Economy

Chapter 16 Resources for Global Trade

Chapter 17 Global Economic Development

Flexible and Customizable Lessons for Each Topic

The Early Republic

1789–1823

ESSENTIAL QUESTIONS

- What are the characteristics of a leader?
- Why does conflict develop?
- What was the impact of the Louisiana Purchase?
- How did the worldviews of Native Americans and settlers lead to conflict?

INTRODUCTION LESSON

01 Introducing The Early Republic 182

LEARN THE EVENTS LESSONS

02	The First President and Early Challenges	187
03	Political Parties and New Presidents	193
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INQUIRY ACTIVITY LESSONS

05	Turning Point: The Louisiana Purchase—The United States Grows	205
07	Multiple Perspectives: Conflicts on the Frontier	217

REVIEW AND APPLY LESSON

10 Reviewing The Early Republic 235

PROGRAM FEATURE!

During the War of 1812, the British attacked Fort McHenry, near Baltimore. The fort's waving flag inspired the writing of "The Star-Spangled Banner."

Album/Alamy Stock Photo

Pick and choose lessons within each topic to meet your district's scope and sequence. Suggested pacing provided.



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 Essential Questions—setting the stage for learning throughout the lesson.

01 Introducing The American Revolution

The Colonists at War

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

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

— Abigail Adams, Continental Army Surgeon of the Connecticut Line, December 14, 1777



Espionage

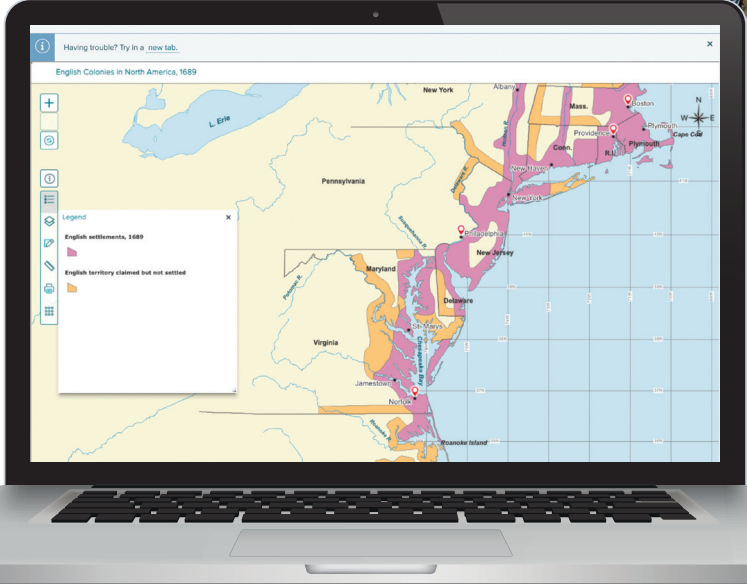
Military leaders often seek secret information about an opponent's movements or battle plans. Both sides in the American Revolution employed a variety of espionage, or spying, techniques to acquire and share such information.

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

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

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mheducation.com/tennessee



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
- 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.

ESSENTIAL QUESTIONS

- Why does conflict develop?
- What motivates people to act?
- How important is it to have a voice in government?
- What hardships do people face in war?

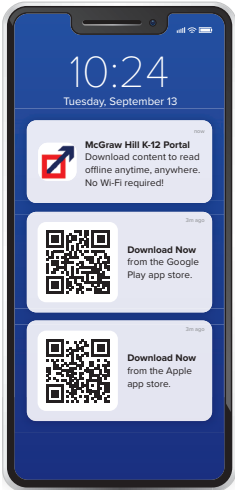
TENNESSEE STANDARDS

- SSP.01
- SSP.06

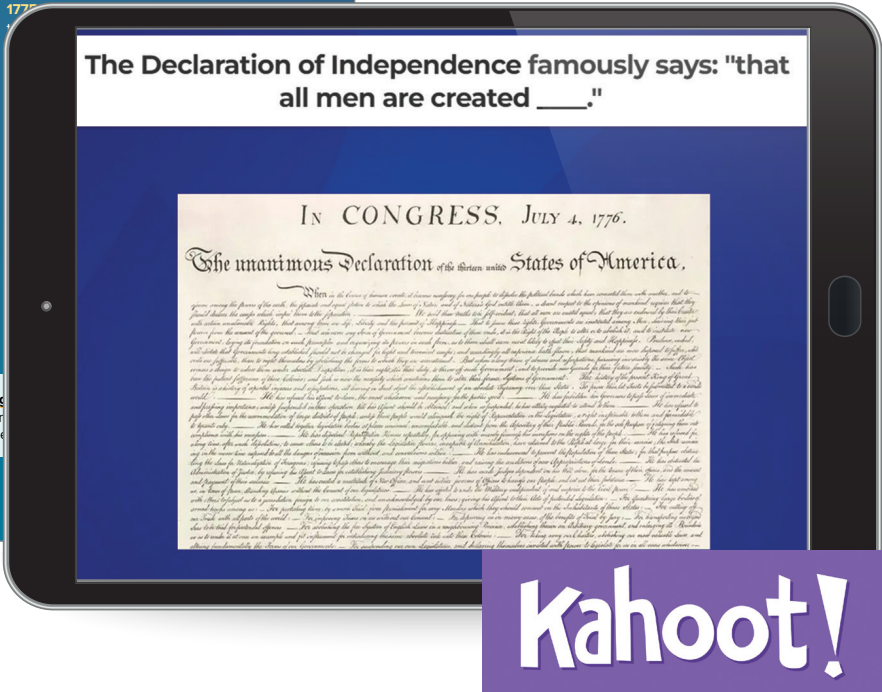
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KEY EVENTS OF THE AMERICAN REVOLUTION

- 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



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



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.



mheducation.com/tennessee



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

Engage

- Interactive
- 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

Greek Achievements

Greek Art and Architecture

GUIDING QUESTION

What ideas did the ancient Greeks express in their art and architecture? The ancient Greeks expressed ideas of reason, balance, and harmony in their art and architecture. These characteristics became the artistic style called classical. Classical Greek art set standards of beauty that people still admire.

Buildings and Statues

Every Greek city-state had temples, each dedicated to a god or goddess whose statue stood in a central room. Perhaps the best-known Greek temple is the Parthenon in Athens, dedicated to the goddess Athena. The Parthenon formed part of a complex of buildings atop the Acropolis, the fortified center of Athens.

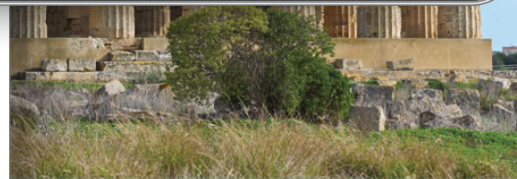
Large, graceful columns supported many Greek buildings. The Greeks developed three types of columns—the Doric, the Ionic, and the Corinthian. Some famous buildings in Washington, D.C., such as the White House and the Capitol, have Greek columns.

Sculpture decorated many Greek temples. The human body was the favorite subject of Greek sculptors. They created ideal beauty in perfect human forms.

style a distinctive form or type of something



Greek temples often incorporated sculptures. Here, carved female figures act as columns to support part of a temple in Athens.



After the Greeks, the Romans built many temples. Today it is the home of many historic ruins of both Greek and Roman temples. [c. 490–470 B.C.E.]

—Doric, Ionic, and Corinthian columns were used in Greek temples.

LESSON ACTIVITIES

- Argumentative Writing** Write a paragraph explaining the contributions you think the ancient Greeks made to the world today.
- Analyzing Information** Analyze the information about the Parthenon to create a model of a Greek temple.

The Greeks tried to stop Rome's growing power but failed. They began supporting Rome's enemies in various wars. The Romans won these conflicts, however. Gradually, Rome gained control of the Greek mainland.

Differentiate

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

Assess

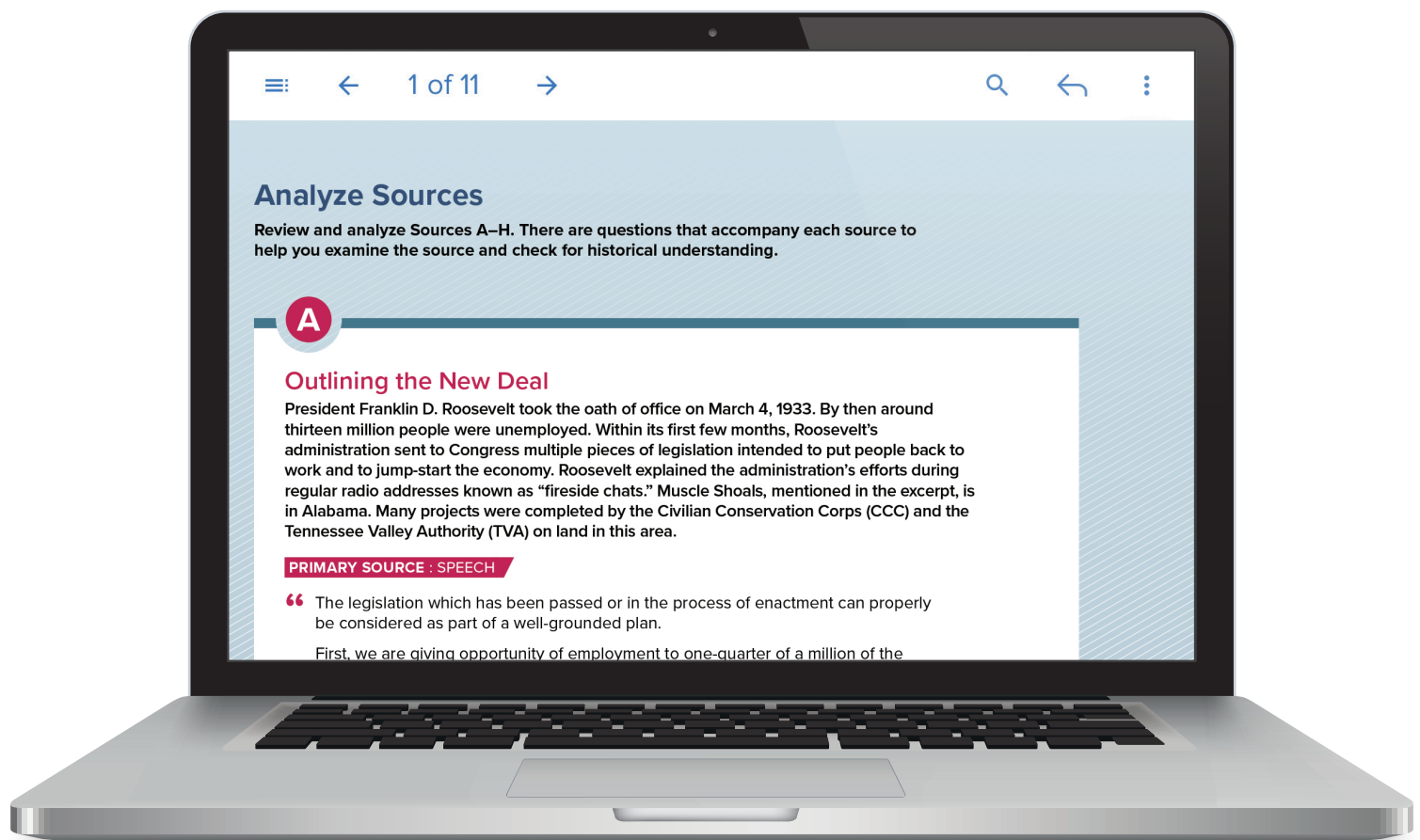
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

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. Students use these **primary and secondary sources** to gather evidence, draw conclusions, and communicate understanding.



mheducation.com/tennessee



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

The Signing of the Louisiana Cession Treaty

The painting below, created in the 1990s, is on view in the U.S. Capitol. It shows the signing of the cession treaty in New Orleans on December 20, 1803.

SECONDARY SOURCE: PAINTING



EXAMINE THE SOURCE

- Explaining** Why is the American flag being raised and the French flag being lowered in the background of the image?
- Analyzing** What details does the artist include to show that the signing of the document was an important event?
- Inferring** Why do you think this painting would be chosen to be displayed in the U.S. Capitol?

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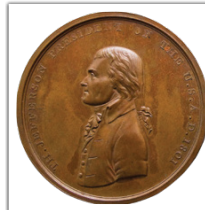
Each program features nearly 400 primary and secondary sources, including illustrations, memoirs, paintings, political cartoons, song lyrics, graphs, maps, treaties, and more!

C

Indian Peace Medals

Between 1790 and the 1870s, the U.S. government produced peace medals that were given to Native American leaders at treaty signings and other diplomatic events. For the Americans, the medals were a sign of goodwill as well as tangible evidence that a treaty or alliance had been made. This was especially necessary because the two sides often did not speak the same language. For Native American leaders, the medals were prized possessions and considered symbols of power.

PRIMARY SOURCE: ARTIFACT



EXAMINE THE SOURCE

- Interpreting** What details do you see on the medal, and what do you think they symbolize?
- Analyzing** Why do you think the designer of the medal chose these details?

PHOTOS: © The Library of Congress, Prints and Photographs Division, LC-USZ62-20271 (Top); Black Hawk, *Autobiography of Ma-kah-tai-me-she-kia-kiak, or Black Hawk*, 1833. © 1833. Reprinted by permission of the University of Chicago Press.

D

Autobiography of Black Hawk

Black Hawk was the leader of a group of Native Americans that included the Sauk and the Fox.

In his later years, Black Hawk related his life story to a newspaper editor. In this excerpt, Black Hawk recalls a day in 1804 when an American official arrived at his village on the Rock River in Illinois, just a short time before the November signing of the Treaty of St. Louis.



PRIMARY SOURCE: AUTOBIOGRAPHY

“Sometime afterwards a boat came up the river with a young American chief . . . We were well pleased with the speech of the young chief. He gave us good advice and said our American father would treat us well . . . He then requested us to . . . give him our British medals, promising to send others on his return to St. Louis. This we declined to do as we wished to have two fathers . . . We were fortunate in not giving up our medals, for we learned afterwards, from our traders, that the chiefs high up the Mississippi, who gave theirs, never received any in exchange for them.”

— Black Hawk, from *Autobiography of Ma-kah-tai-me-she-kia-kiak, or Black Hawk*, 1833

EXAMINE THE SOURCE

- Identifying** According to Black Hawk, what happened at the meeting with the American official?
- Inferring** What does the meeting reveal about relations between the British and the Native Americans?
- Analyzing Perspectives** How do you think the Native Americans perceived the meeting? Give evidence from the excerpt to support your answer.

The Early Republic 219

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook

Assess

- Examine the Source
- Social Studies Practice
- 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

TENNESSEE STANDARDS

• 8.28	• 8.33	• 8.46	• SSP04
• 8.29	• 8.35	• 8.48	• SSP05
• 8.30	• 8.37	• 8.53	• SSP06
• 8.32	• 8.45	• SSP03	

A Understanding Multiple Perspectives

The national bank was a cause of great disagreement among leaders when it was proposed by Alexander Hamilton in 1790. The purpose of the bank would be to hold government funds, make debt payments, and issue a single national currency, but not everyone agreed it would benefit the United States.

ACTIVITY Writing a Dialogue With a partner, write a dialogue between Alexander Hamilton and Thomas Jefferson in which the leaders discuss their reasons for opposing or supporting a national bank. Point out whether each claim made by Hamilton is valid or irrelevant from Jefferson's point of view. For each claim Jefferson makes, have Hamilton point out its validity or irrelevance. When you are finished, present your dialogue to the class.



» Bank of the United States, Philadelphia, Pennsylvania

B Writing a Persuasive or Argumentative Essay

The Louisiana Purchase was approved by the Senate in October 1803. A month after its approval, Samuel White, a Federalist senator from Delaware, argued against incorporating the land into the Union. He commented:

“But as to Louisiana, this new, immense, unbounded world, if it should ever be incorporated into this Union, which I have no idea can be done but by altering the Constitution, I believe it will be the greatest curse that could at present befall us. . . . Louisiana must and will become settled, if we hold it, and with the very population that would otherwise occupy part of our present territory. Thus our citizens will be removed to the immense distance of two or three thousand miles from the capital of the Union, where they will scarcely ever feel the rays of the General Government. . . . Our interests will become all but lost in the vastness of the new world.”

ACTIVITY Writing About the Purchase Write a one-page response to White's comments about the Louisiana Purchase. Explain what White thinks will happen if the United States acquires the Louisiana Territory, and argue why you think his argument is or is not valid. Argue whether or not you think the Louisiana Purchase was worth the cost.

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

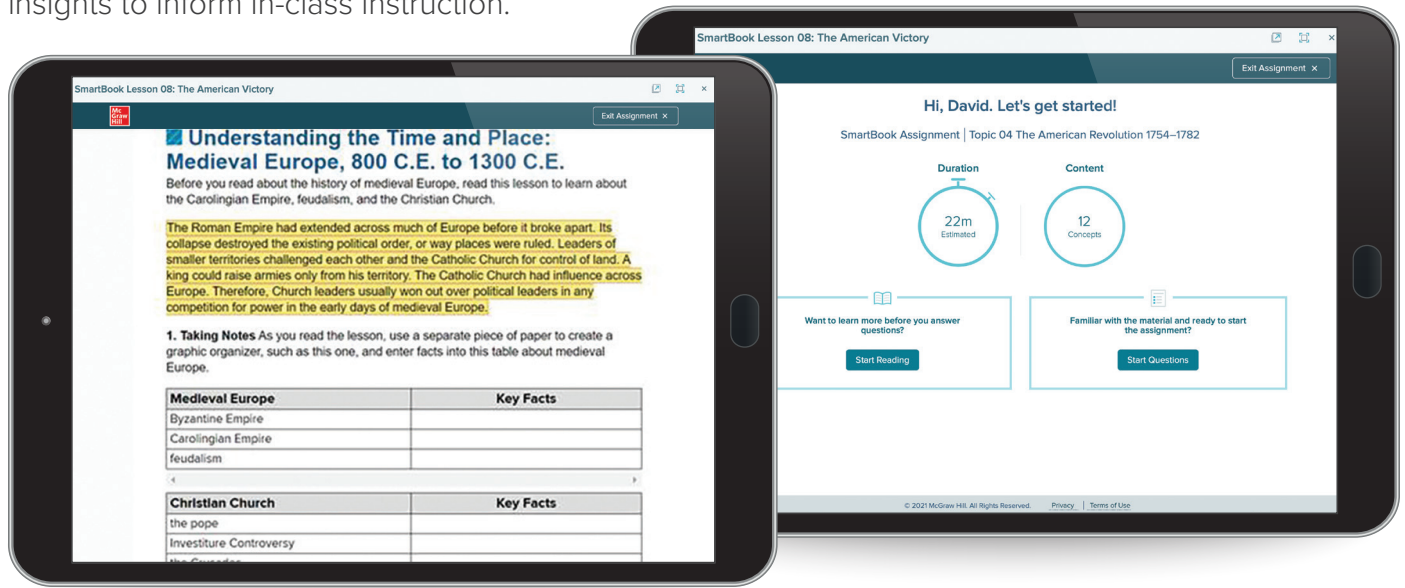
- Topic Activities
- Topic Tests

Offline Access

- McGraw Hill K–12 Portal App

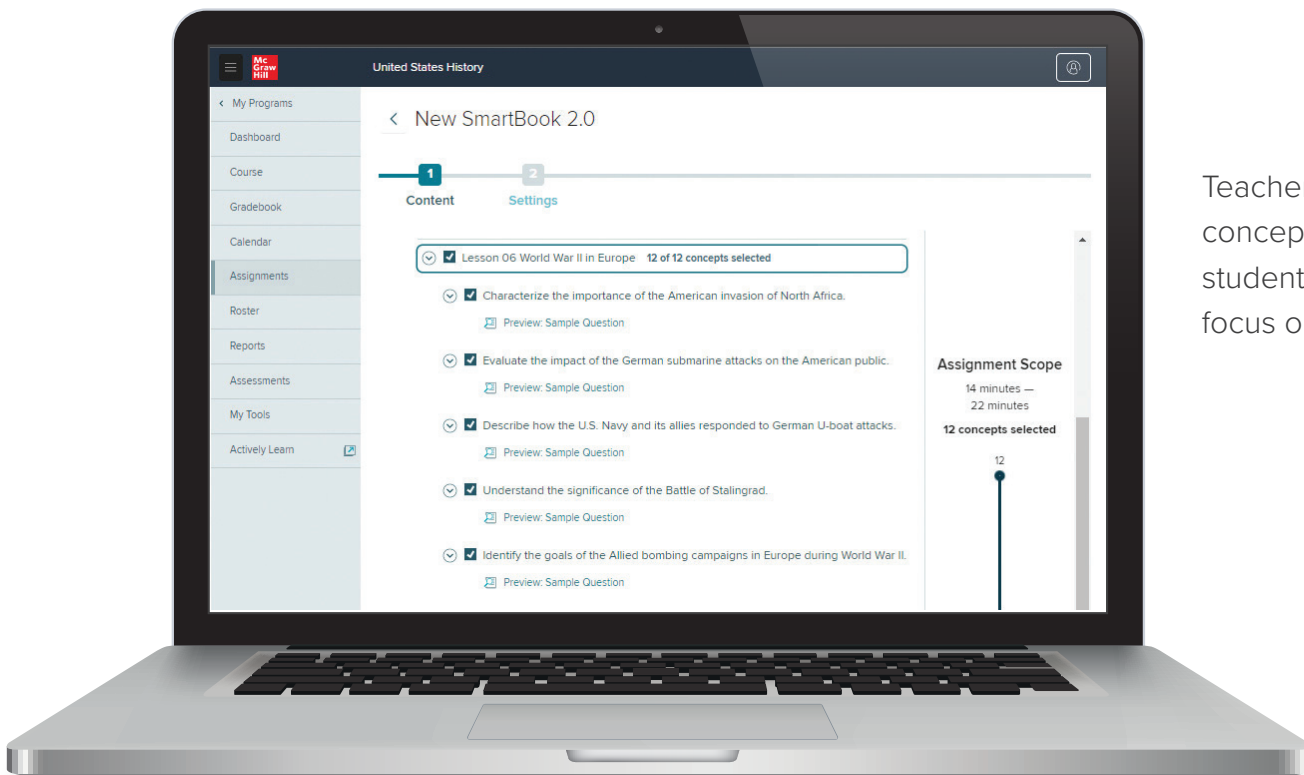
Personalize Learning for Every Student

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. Track students' 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.

Tennessee Social Studies: Ready for TCAP & End-of-Course Success

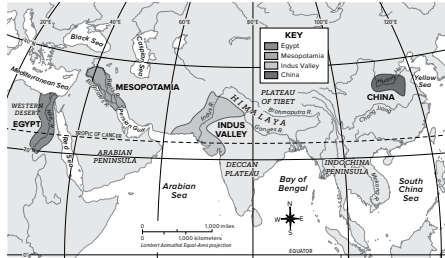
Our Social Studies program gives middle and high school students rigorous, Tennessee-aligned practice built for TCAP and End-of-Course (EOC) success.

The student workbook, available in print and digital form, offers ongoing opportunities to practice question types found on TCAP and EOC exams.

Middle School: TCAP prep woven through all Social Studies courses.

Name _____ Date _____ Class _____

9. Study the map and answer the question.



Which statement describes the physical feature that early civilizations had in common? (Standards 6.04, SSP.01, SSP.06)

- They developed in river valleys.
- They developed in the mountains.
- They developed in forests.
- They developed in deserts.

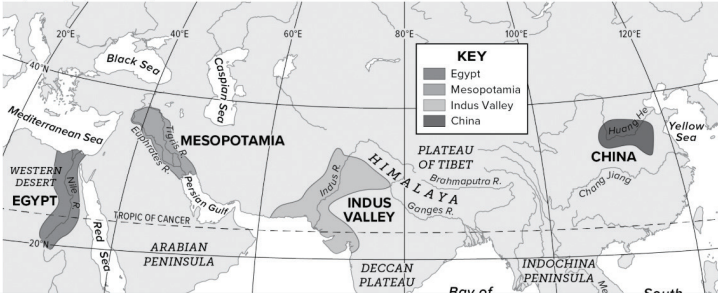
10. Which **two** characteristics did the ancient civilizations of Egypt, Mesopotamia, the Indus Valley, and China share? (Standard 6.04)

- systems of writing
- a focus only on farming
- social equality
- organized governments

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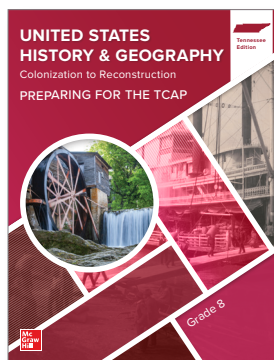
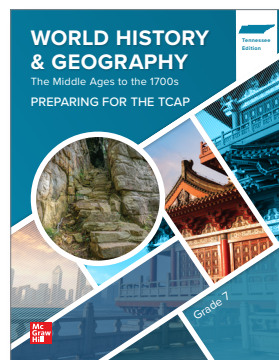
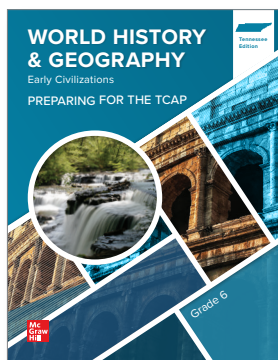
Map: Physical Features of Early Civilizations

Study the map and answer the question.



Which statement describes the physical feature that early civilizations had in common?

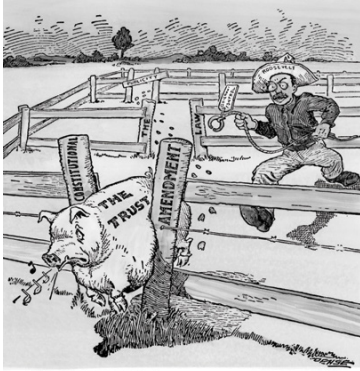
- ☐ A) They developed in river valleys.
- ☐ B) They developed in the mountains.
- ☐ C) They developed in forests.
- ☐ D) They developed in deserts.



High School: EOC practice for U.S. History and World History to strengthen readiness and confidence.

Name _____ Date _____ Class _____

9. Study the photograph and answer the question.



A GLIMPSE INTO THE FUTURE.—FAST AND TIGHT

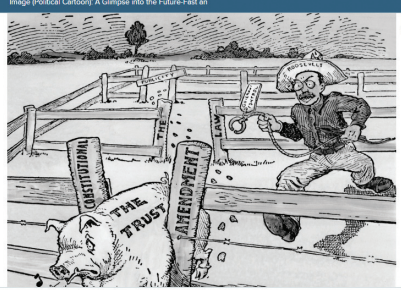
What does this political cartoon depict President Theodore Roosevelt doing?
(Standard US.17, SSP.01)

- A. Roosevelt is controlling farmers.
- B. Roosevelt is regulating big business.
- C. Roosevelt is battling government policies.
- D. Roosevelt is opposing expanding the country.

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Question 9 | EOC: 01: A Changing Nation

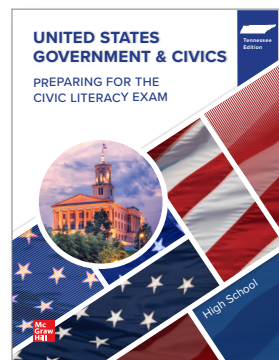
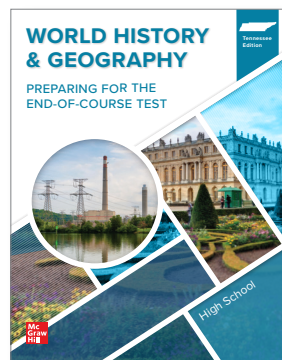
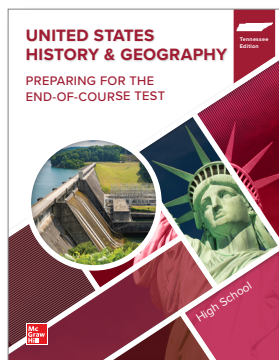
Image (Political Cartoon): A Glimpse Into the Future—Fast and Tight



Study the photograph and answer the question.
What does this political cartoon depict President Theodore Roosevelt doing?

- ☐ A) Roosevelt is controlling farmers.
- ☐ B) Roosevelt is regulating big business.
- ☐ C) Roosevelt is battling government policies.
- ☐ D) Roosevelt is opposing expanding the country.

[Previous](#) [Next](#)



Educators across Tennessee value tools that are rigorous, scaffolded, and easy to use—and that keep students engaged. Our solution integrates:

- Inquiry-based learning with visuals and primary sources
- Built-in test prep at the topic level
- Clear alignment to Tennessee standards
- Differentiated support for every learner

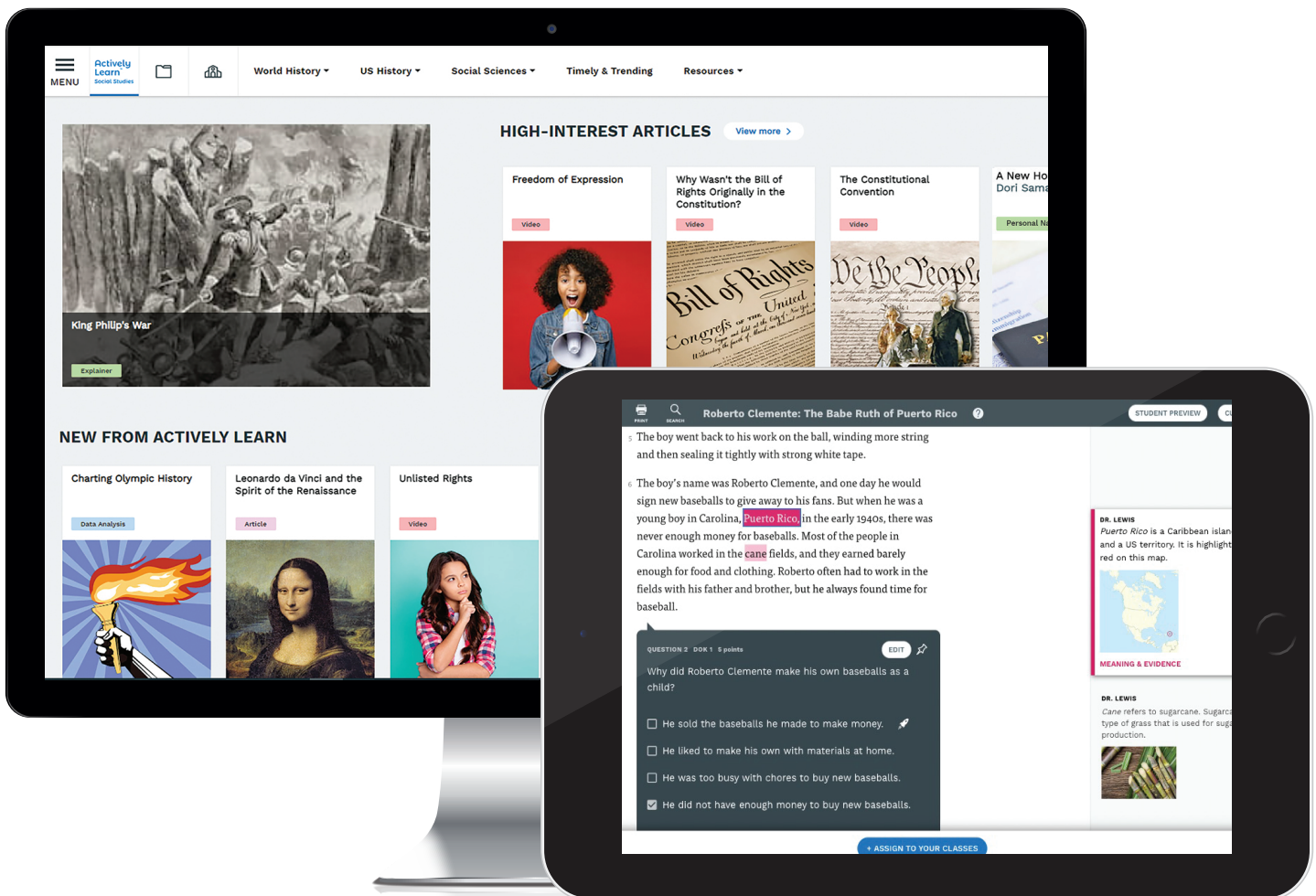
Together, these resources bring rigor, relevance, and readiness to every Tennessee classroom.

Discover an Ever-Growing Collection of Content

Enjoy **digitally embedded** access to a variety of supporting resources that boost interactivity with new, ever-growing course content, in a single, easy to use digital platform.

Actively Learn™

Aligned to the Tennessee Social Studies Standards, *Actively Learn* is your go-to for ever-expanding digital social studies content designed to maximize student learning and build reading, listening, speaking, writing, and research skills.

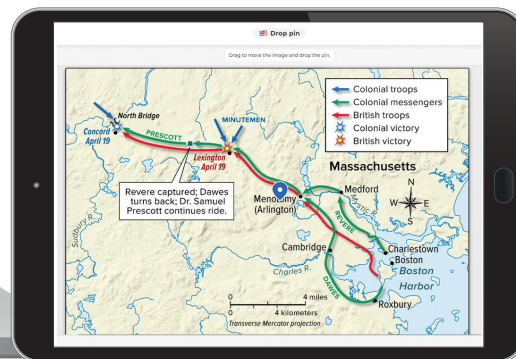




Exclusive *Tennessee Social Studies* Kahoots! are designed to complement and expand our world-class content library in social studies. **Kahoot!** uses quizzes, puzzles, true/false questions, polls, drop pins, and more to help students review important material in an engaging way. Easily locate your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



Teacher View



Student View

Updated Interactive Resources



Interactive Image

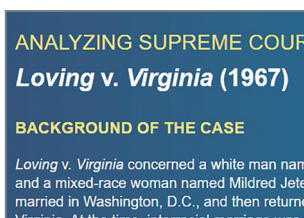


Story Maps

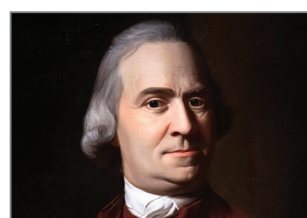


Slideshow

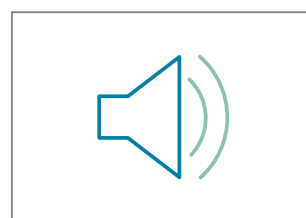
And more!



Analyzing Supreme Court Cases



Biography



Audio

Lesson Planning Support

Explore teaching resources that offer flexibility as you choose the lesson type and activities that meet your classroom needs.

LESSON 03 • LEARN THE EVENTS PLANNER

Rival City-States: Athens and Sparta

LEARNING OBJECTIVES

Knowledge:

- the differences in what students were taught in Athens and Sparta
- the historical influences on Athens and Sparta and how these created unique types of governments in the city-states
- the democratic government of Athens and the oligarchy system in Sparta

Skills:

- identify the location of Athens and Sparta
- explain the differences in the education systems in Athens and Sparta
- describe the unique histories of Athens and Sparta
- summarize how the governments of Athens and Sparta were different

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. 211			
✓ Analyzing Text Structure	R	10 min	Small Group
TEACH pp. 211–215			
✓ Differentiating Between Greek and Modern Tyrants	H	15 min	Small Group
☐ Differentiate the Activity Researching Greek Tyrants BL		60 min	Small Group
☐ GO ONLINE Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
✓ Evaluating Attempts at Reform in Athens	H	15 min	Whole Class
✓ Exploring Regions in Ancient Greece	G	5 min	Whole Class
☐ Comparing Democracies	C	10 min	Whole Class
☐ Differentiate the Activity Making Connections to a Modern Direct Democracy BL		45 min	Small Group
☐ Contrasting Education Systems	H	10 min	Individual

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			
☐ Special Needs Strategy: Reading Organization			
☐ English Learners Scaffold Understanding Spartan Training		15 min	Individual
REVIEW p. 216			
☐ Active Classroom Activity: Debate Between Athens and Sparta		25 min	Whole Class
☐ GO ONLINE Review and Apply Activity Use the worksheet to help students summarize the lesson content.		20 min	Individual
☐ GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand the lesson content.		20 min	Individual
ASSESS p. 216			
☐ GO ONLINE Lesson 3 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
- Review and Apply Activity
- Guided Reading Activity

For English Learners

- Self-Check Lesson Quiz
- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Guided Reading Activity

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

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

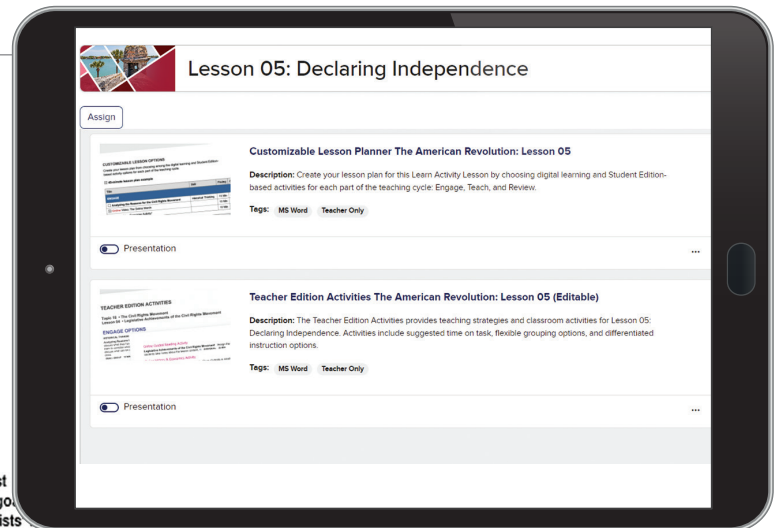
TEACH OPTIONS

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



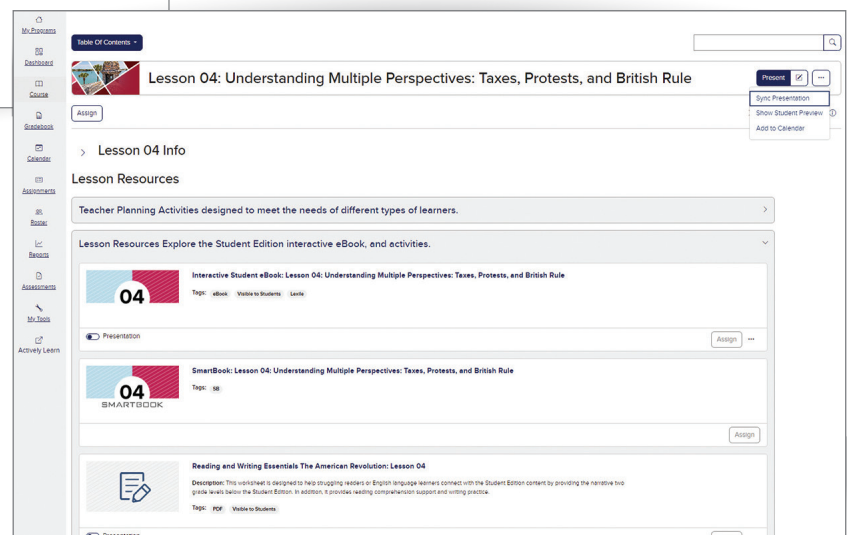
Collapse or expand sections to focus on what your classroom needs.

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 check boxes 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

Teacher Edition Activities

Topic | First Governments and the Constitution

Lesson 02 | The Articles of Confederation

GUIDING QUESTIONS

- What kind of government was created by the Articles of Confederation?
- What process allowed new states to join the Union?
- In what ways was the Confederation government weak?

► ENGAGE OPTIONS

TEACH OPTIONS

CIVICS SKILLS

Describing Civic Institutions Have students work in small groups to discuss how they might go about forming a state government for a new state today. Ask them to list functions that they would like their state government to handle and how that would work in conjunction with the current federal government, as well as what type of structure they would want their new state to have. Their new state governments can operate similarly to current state governments, or they can create completely new concepts of what a state government should look like. Encourage them to

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.

ALL 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



Yangdi's most ambitious project was building the Grand Canal. This system of waterways was approximately 1,000 miles (1,770 km) in length. It connected China's two great rivers, the Huang He (HUANGHE RIVER) (Yellow River) and the Chang Jiang (CHANGJIANG RIVER) (Yangtze River). The Grand Canal made it easier to ship rice and other products between northern and southern China and united China's economy.

To rule China, Yangdi required the Chinese people to help. Farmers were forced to work on the Great Wall and the Grand Canal. They also had to pay higher taxes to pay for these projects—and for the emperor's luxurious way of life. Farmers became angry and revolted. Yangdi was killed, ending the Sui dynasty after less than 40 years.

The Tang
In 618 C.E., one of Yangdi's generals took over China. He made himself emperor and founded a new dynasty called the Tang (TANG). The Tang dynasty lasted for nearly 300 years—from 618 to 907 C.E.

Tang rulers worked to restore a strong central government in China. They made many reforms, or changes, to improve the government. The most powerful Tang emperor was Taizong (TAIZONG). He brought back the system of civil service examinations. Once again, government officials were selected based on how well they did on exams rather than on their family connections. Taizong also gave land to farmers and brought peace and order to the countryside.

ANSWERS

GEOGRAPHY CONNECTION

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

English Learners Scaffold

Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

Entering and Emerging

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

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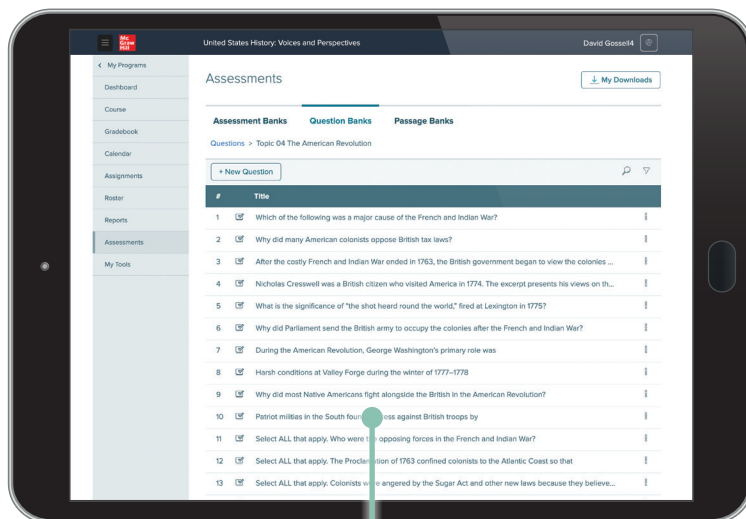
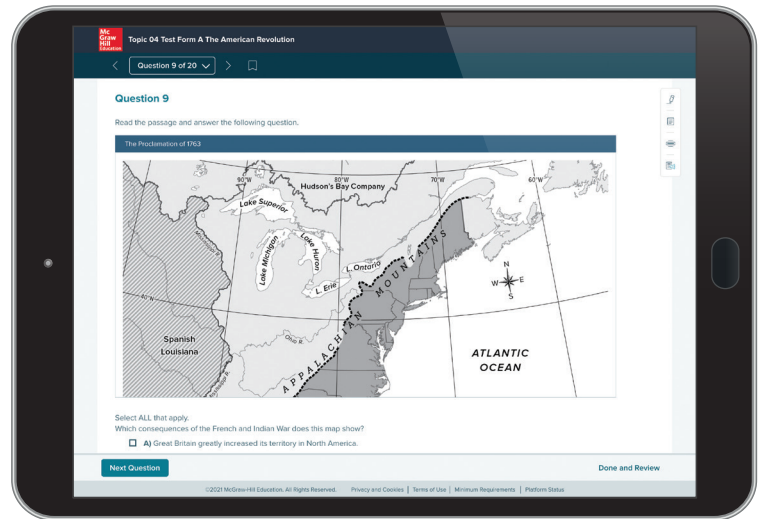
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Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to instruction and are aligned to the Tennessee Social Studies 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
- TCAP and EOC Test Prep



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

Name _____ Date _____ Class _____

Topic Practice Test

- How did the Tennessee Constitution of 1834 change voting rights in the state? Choose two answers. (Standard 8.41)
 - It allowed all citizens to vote.
 - It allowed white men without property to vote.
 - It removed the right to vote from African American men.
 - It removed the right to vote from men without property.
- Review the map. Then, answer the question.

The Election of 1828

ELECTORAL VOTE
Total: 261
Jackson: 132 (50.6%)
Adams: 70 (26.8%)
Mixed: 59 (22.6%)

POPULAR VOTE
Total: 1,143,450
Jackson: 500,897 (43.8%)
Adams: 642,553 (56.2%)

In which regions was Jackson's support the strongest in the election of 1828? (Standards 8.38, SSP.01, SSP.06)

 - the Northeast
 - the South and the Midwest
 - the states along the East Coast
 - the Northeast and the Midwest

56 Political and Geographic Changes

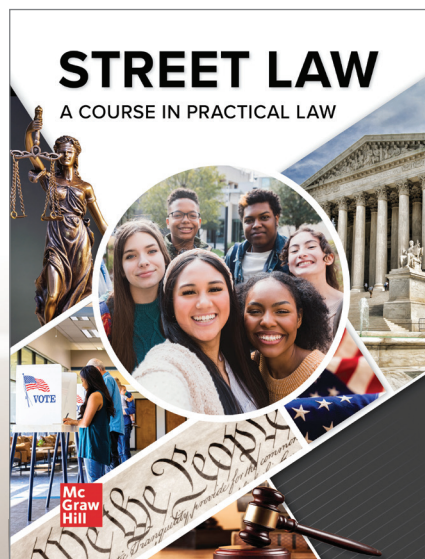
Electives

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.



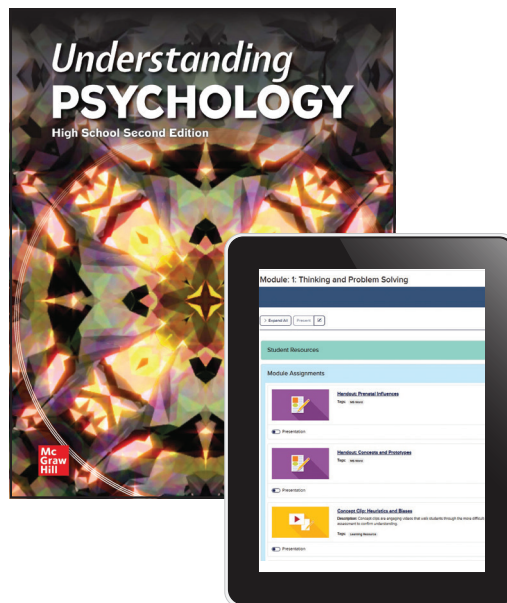
Electives

Understanding Psychology, High School Edition

2nd Edition © 2026

Ignite Curiosity, Empower Success

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



The new, expert author team brings a student-friendly, accessible voice with timely updates, including new scholarship and research, alignment to the DSM-5-TR, and a focus on scientific inquiry, research methods, and the biological pillars.

Foster Active Learning and Engagement

- Chapter opening lab activities act as a motivational tool by piquing student curiosity about the diverse topics covered in the chapter.
- Case studies bridge the gap between theory and practice as students analyze popular psychological studies and apply their knowledge to real-world scenarios.
- “Analyzing Readings in Psychology” provides vocabulary support and questions for analyzing primary sources, supporting students with the tools they need to engage with complex texts and research.
- “Diversity in Psychology”, “More About”, “Psychology & You”, and “Careers in Psychology” aim to broaden students’ understanding of psychology and demonstrate its relevance to their lives.
- A wide array of digital resources, including the eBook, *SmartBook*®, *Actively Learn*™, videos, interactivities, and Kahoot! games provide a more dynamic and interactive experience.
- The Teacher Manual, available in print and online, includes pacing guides, teaching topics for each pillar with integrative themes, group activities and discussions, differentiated instruction, critical thinking, and reading and writing skills activities.

Actively Learn™

For more information, see page 18.

Electives

From Slavery to Freedom: A History of African Americans

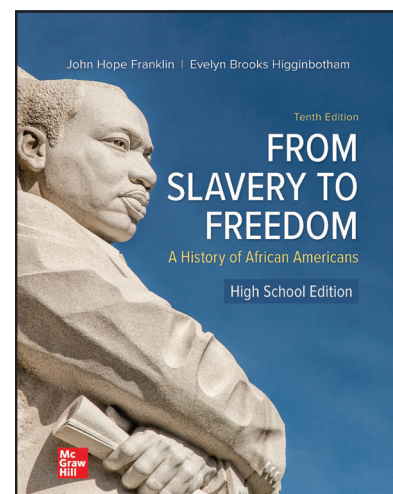
High School Edition, ©2022, 10e

The most revered chronology of the African American experience paired with a new, robust set of online resources.*

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.

**Available in print, 100% digital, or blended formats.*

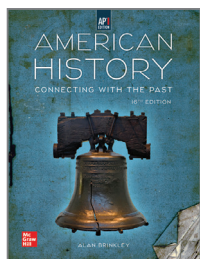


Actively Learn™

For more information, see page 18.

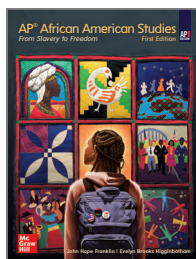
Advanced Placement®

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.



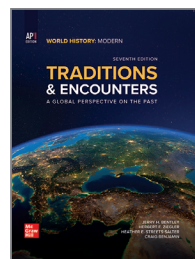
AP U.S. History

Brinkley
American History: Connecting with the Past, AP Edition



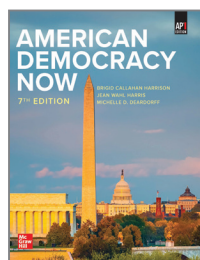
AP African American Studies

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



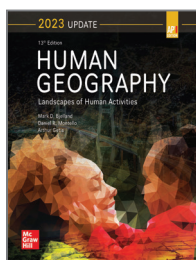
AP World History: Modern

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



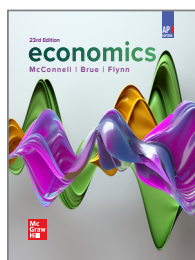
AP U.S. Government and Politics

Harrison
American Democracy Now, AP Edition



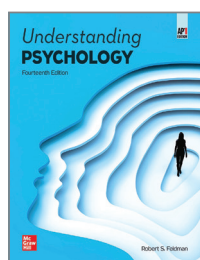
AP Human Geography

Bjelland
Human Geography: Landscapes of Human Activities, AP Edition



AP Micro- and Macroeconomics

McConnell
Economics, AP Edition



AP Psychology

Feldman
Understanding Psychology, AP Edition

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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.



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Over 5000+ integrations completed nationwide.

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

We integrate with the following platforms:

Google
for Education

Clever



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

Notes: _____

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and try the digital program.

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