



**CIVICS**

**WORLD HISTORY**

Voices and Perspectives, Early Ages

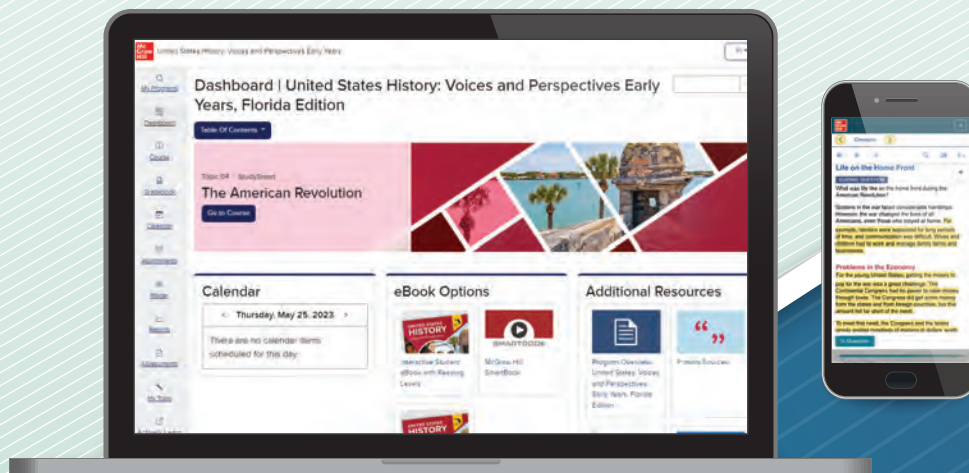
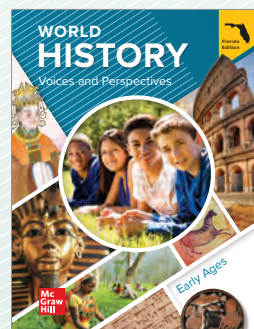
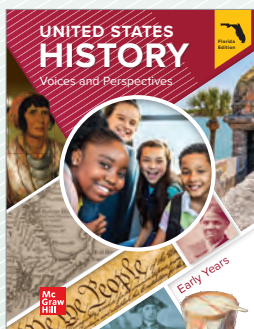
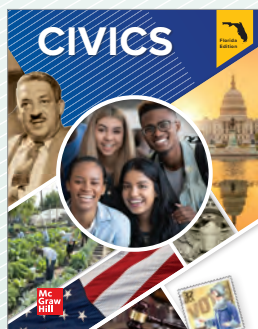
**UNITED STATES HISTORY**

Voices and Perspectives, Early Years



# Welcome, Florida Social Studies Teachers!

Component or Supporting Resource	How It Works With the Program
<b>Print Student Edition</b>	Aligned fully to Florida standards (print available in English and Spanish).
<b>Print Teacher Edition / eBook</b>	Supports students with point-of-use activities as they connect to social studies content and skills.
<b>Interactive Student eBook with Reading Levels</b>	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels.
<b>StudySmart® End-of-Course Test Prep</b>	Prepares students for end-of-course test modeled after the Florida state assessment.
<b>SmartBook</b>	Delivers a personalized learning path focused on core content through adaptive questioning.
<b>McGraw Hill K-12 Portal App</b>	Provides offline access to Interactive Student eBook—available in any App Store for free.
<b>Actively Learn™</b>	Equips teachers and students with ever-expanding, standards-aligned, digital content curated specifically for Florida.
<b>Kahoot!</b>	Launches each new topic with engaging, game show-like quizzes embedded in each introductory lesson.
<b>Advanced and Career Planning Guide</b>	Provides an all-in-one solution to your classroom needs with specific, easily-implementable teaching strategies, including examples of how the program content can be used to create a highly effective advanced and career-planning course.



# Inquire & Learn | Inspire & Lead

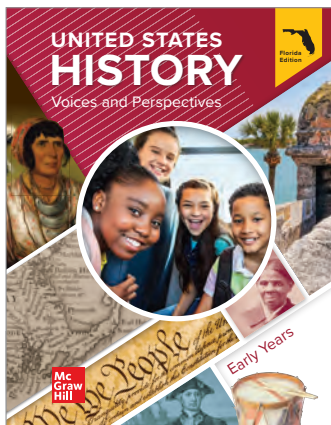
Inspire students to make vital connections between the past and present as they experience history and civics through core content narratives and a wealth of primary and secondary sources. Help them embrace their role in their community, state, country, and world as they engage in civil discourse on their way to becoming future-ready citizens. Along the way, set the foundation for success on Florida state assessments and beyond with repeated, rigorous opportunities for practice.



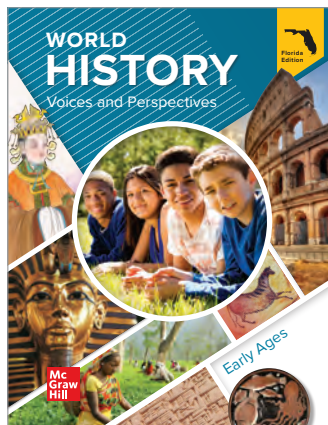
PRIMARY SOURCE: POEM



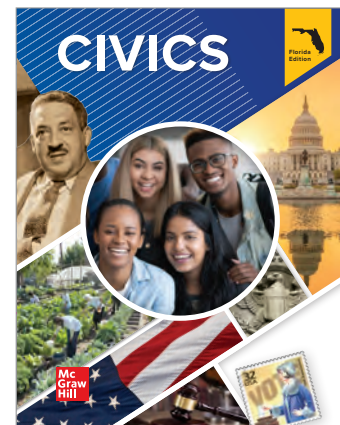
## United States History Early Years



## World History Early Ages



## Civics



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- 9 Division and Civil War
- 10 Reconstruction

#### Anti-Semitism and the Holocaust

### Historian's Toolkit

#### Topic 1 Early Humans and the Agricultural Revolution

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- 3 Ancient Egypt and Kush
- 4 The Israelites
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#### Anti-Semitism and the Holocaust

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- 10 The United States and Foreign Affairs
- 11 What is Economics?
- 12 Markets, Money, and Businesses
- 13 Government and the Economy
- 14 The Global Economy
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#### Anti-Semitism and the Holocaust



# Flexibility and Customizable Lessons for Each Topic

**The American Revolution** 1754–1782

This painting created in 1898 shows British troops attacking the American forces at what is commonly referred to as the Battle of Bunker Hill, although the battle was fought on Breed's Hill. The battle occurred early in the American Revolution.

**INTRODUCTION LESSON**

01 Introducing The American Revolution 106

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



## Four-Part Lesson Cycle

Your program follows an easy four-part lesson cycle for structured learning.

As you peruse the following pages, refer to this graphic to see how and where the program works within this lesson cycle.

# Spark Curiosity and Set the Course for Learning

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

01

## Introducing The American Revolution

### The Colonists at War

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

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

— Abigene Wadd, Continental Army Surgeon of the Connecticut Line, December 14, 1777



» This painting from the 1800s shows the capture of the British spy Major John Andre by American militia from New York. Andre was carrying incriminating papers hidden in his boot. Both men and women served successfully as spies during the war.



#### Espionage

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

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

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



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

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[mheonline.com/florida](https://mheonline.com/florida)



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

#### Engage

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

#### Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity



## Looking Ahead

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

### What Will You Learn?

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

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

### COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

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

FLORIDA BENCHMARKS	
• SS.8.A.1.2	• SS.8.A.3.5
• SS.8.A.1.3	• SS.8.A.3.6
• SS.8.A.1.4	• SS.8.A.3.7
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• SS.8.A.1.6	• SS.8.A.3.15
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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
- 1775** American colonists and British troops exchange gunfire at the



**1780**

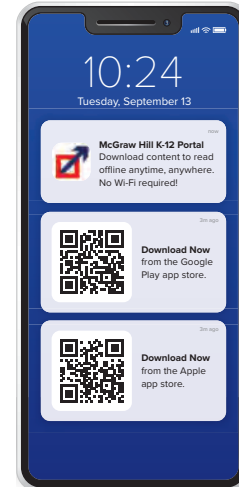
**1790**

Sequencing  
Independence  
Battles of L

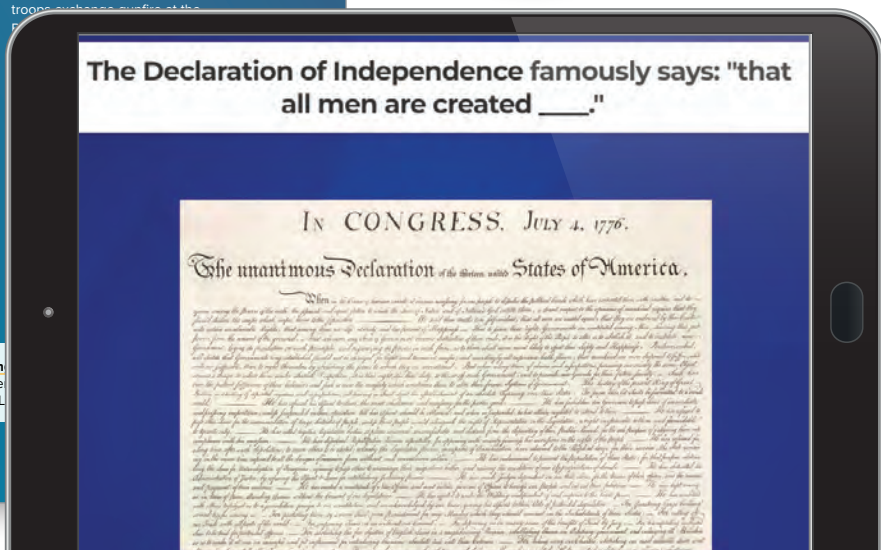
INTRODUCTION



REVIEW &amp; APPLY



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



# Kahoot!

## Differentiate

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

## Assess

- Pre-assessment
- Review and Apply

## Offline Access

- McGraw Hill K-12 Portal App

# Connect Every Student to History and Civics

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.



[mheonline.com/florida](https://mheonline.com/florida)



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

## Engage

- Maps, Timelines, Charts, and Graphs

## Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Analyzing Supreme Court Cases (US History and Civics)





INTRODUCTION

REVIEW &amp; APPLY

08

## Print and Digital Media

## READING STRATEGY

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



## The Influence of the Media

## GUIDING QUESTION

How do the media influence public opinion?

If you are like most Americans, you rely on the media for information. The Internet, television, newspapers, and newsletters are just a few of the ways that media influence public opinion.

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

## Influencing the Public Agenda

The government deals with many problems. It cannot resolve all of them. Those issues that receive the most media attention make up the public agenda. These are the issues that a person or group wants to address. These are the issues that government officials believe are most important.

**public agenda** the issues that government officials believe are most important



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

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

## FLORIDA BENCHMARKS

- SS.7.CG.2.3
- SS.7.CG.2.4
- SS.7.CG.2.8
- ELA.K12.EE.3.1
- ELA.K12.EE.4.1

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

C347

**voter turnout rate** the percentage of eligible voters who actually vote

C328

Third Parties

## Third Parties

## GUIDING QUESTION

What is the importance of third parties in American politics?

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

## Importance of Third Parties

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



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

Why is turnout low? One reason is apathy, or lack of interest. Many people feel they are too busy to vote. Some people may have decided that no candidate deserves their vote or that they cannot decide among the candidates. Some people think their vote will not make a difference or change the results of the election. Some people fail to register to vote. When people move to a new address—which millions of Americans do every year—they need to register again in their new location. Many simply do not. People who do not register are likely to take the time to vote.

## Participation

to vote. The **voter** eligible voters, if 100 people vote, the turnout is 100 percent. Turnout in American elections is low compared to other countries.

s voting in 55 percent in 1950. Turnout in the 2000 election was 65 percent. Turnout in the 2004 election was 66 percent. Turnout in the 2008 election was 66 percent. Turnout in the 2012 election was 66 percent. Turnout in the 2016 election was 66 percent.

## LESSON ACTIVITIES

- 1. Informative/Explanatory** Create an infographic describing the voting process. Include the simple illustrations to show each step.
- 2. Analyzing Information** In a group, prepare a time line describing how Americans' voting rights have changed since the Civil War.

## Differentiate

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

## Assess

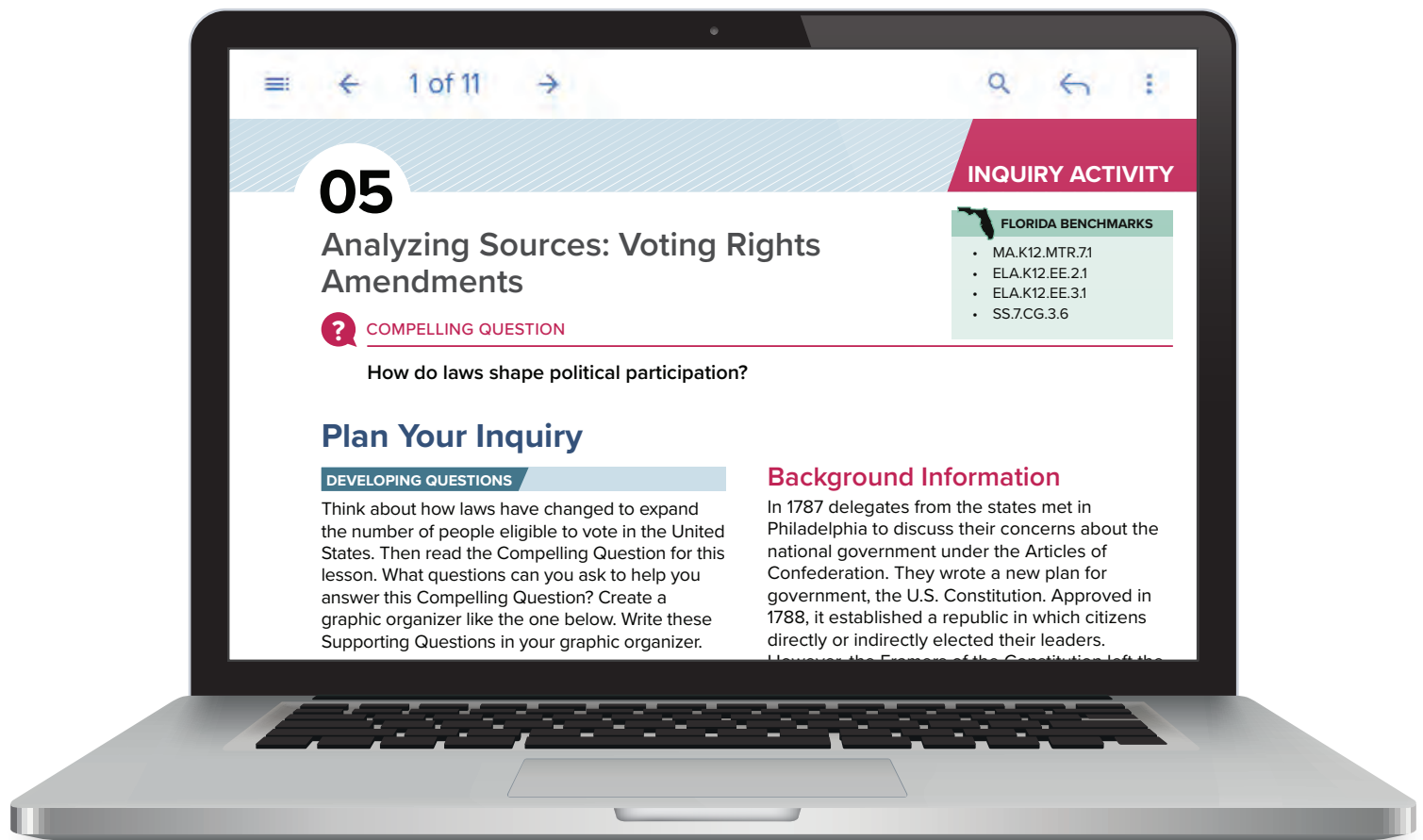
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

## Offline Access

- McGraw Hill K-12 Portal App

# Explore History and Civics 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—a powerful way to support success through exposure to state assessment questions and scenarios.



Civics, Topic 7, Lesson 5

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

## Engage

- Compelling Question
- Interactive Images

## Enrich

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



INTRODUCTION



REVIEW &amp; APPLY

A

**Walden; or, Life in the Woods**

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

**PRIMARY SOURCE: ESSAY**

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

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

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

**deliberately** on purpose  
**resignation** the act of giving up on something  
**marrow** the innermost part of something  
**frittered** wasted

**EXAMINE THE SOURCE**

1. **Explaining** Based on the excerpt, what was Thoreau's reason for moving to a cabin on Walden Pond?
2. **Analyzing Points of View** What did Thoreau most likely think about people who had lives of luxury or wealth at the time? What recommendation might he have made to them?

400

B

**Birds of America**

Born in 1785 in the country now known as Haiti, John James Audubon had a fascination with nature. When he moved to France as a boy to live with his father, Audubon became interested in drawing birds. After moving to the United States at the age of 18, Audubon began to study and draw the birds of North America, many found in Florida. Eventually, his work appeared in a book entitled *Birds of America*, first published in 1827. It included 435 prints of different kinds of birds. Audubon's painting below is called *Osprey and Weakfish*.

**PRIMARY SOURCE: PAINTING****EXAMINE THE SOURCE**

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

PHOTO: Courtesy National Gallery of Art, Washington, D.C. Text: Thoreau, Henry David. *Walden and Other Essays*. Cambridge, MA: Harvard University Press, 1983.

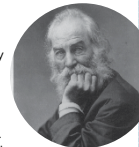
Civics, Topic 8, Lesson 9

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

D

**"Song of Myself"**

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

**PRIMARY SOURCE: POEM**

“I celebrate myself, and sing myself,  
And what I assume you shall assume,  
For every **atom** belonging to me as  
good belongs to you.  
**I loafe** and invite my soul,  
I lean and loafe at my ease observing  
a spear of summer grass.  
My tongue, every atom of my blood,  
form'd from this soil, this air,  
Born here of parents born here from  
parents the same, and their parents  
the same,  
I, now thirty-seven years old in perfect  
health begin,  
Hoping to cease not till death.”

— "Song of Myself," *Leaves of Grass*, Walt Whitman, 1855

**atom** the smallest part of a substance  
**loafe** [loaf] to waste away time

**EXAMINE THE SOURCE**

1. **Identifying** What is the tone of this poem?
2. **Interpreting** In what way does the poem honor the American spirit? Cite details from the poem to support your response.

402

E

**"Hard Times Come Again No More"**

Known as "America's First Composer," Stephen Foster wrote nearly 300 songs, including "Oh! Susanna" and "Swanee River." His inspirations included the sentimental songs that were beloved at the time and African American music. Some of Foster's music reflected the racism of the period. His song, "Hard Times Come Again No More," noted the difficulties faced by Americans as they lived through an outbreak of the disease cholera.

**PRIMARY SOURCE: SONG**

“’Tis the song, the sigh of the weary;  
Hard Times, Hard Times, come again  
no more:  
Many days you have lingered around  
my cabin door;  
Oh! Hard Times, come again no  
more.  
While we seek **mirth** and beauty and  
music light and gay  
There are frail forms fainting at the  
door:  
Though their voices are silent, their  
pleading looks will say—  
Oh! Hard Times, come again no  
more.”

— "Hard Times Come Again No More,"  
Stephen Foster, 1854

**mirth** happiness

**EXAMINE THE SOURCE**

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

PHOTO: Library of Congress Prints and Photographs Division, LC-GB2002-000472; John Van Dongen. *Portrait of Stephen Foster*. New York: Van Dongen, 1906. <http://www.vandongen.com/>.  
Copyright: Stephen Foster. "Hard Times Come Again No More." First Published in: *The Folio*, 1854. <http://www.foliosongs.com/>.

**Differentiate**

- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook®
- Spanish Student Edition

**Assess**

- Examine the Source
- Take Informed Action
- Lesson Quiz

**Offline Access**

- McGraw Hill K-12 Portal App

# Student Choice: Real-World Applications With Performance-Based Tasks

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

## Checking For Understanding

Answer the questions to see if you understood the topic content.

### IDENTIFY AND EXPLAIN

1. Identify each of the following terms as it relates to the Revolutionary era.

- |             |              |
|-------------|--------------|
| A. militia  | F. Patriot   |
| B. alliance | G. mercenary |
| C. boycott  | H. recruit   |
| D. repeal   | I. blockade  |
| E. Loyalist | J. siege     |

### REVIEWING KEY FACTS

- Explaining** Why did both Britain and France want control of the Ohio River valley? What economic activity in the region was important for the French?
- Explaining** What were the causes of the colonial opposition to British taxes? What effects did the colonial opposition have on the British government?
- Explaining** How did the Boston Massacre affect relations between the colonists and Britain?
- Explaining** Why did British troops march on the towns of Lexington and Concord? How do these events mark the start of the American Revolution?
- Identifying** What policies of King George III did the colonists condemn in the Declaration of Independence? Identify at least three of their grievances.
- Identifying** Why did the Second Continental Congress draft the Declaration of Independence?
- Identifying** Why did Loyalists support Britain rather than the Patriot cause?
- Describing** What were conditions like for Washington's troops in the winter of 1778 at Valley Forge?
- Explaining** Why did the Marquis de Lafayette join the Patriot cause? In what ways did he contribute to the American victory?

- Summarizing** How did the British navy use the location of the colonies to their advantage?
- Explaining** Why did the British sign the 1783 Treaty of Paris? What did Great Britain agree to do under the treaty?

### CRITICAL THINKING

- Analyzing** What was the Stamp Act? How did it contribute to the start of the American Revolution?
- Drawing Conclusions** What factors led to the Boston Tea Party? How did this incident represent an act of civil disobedience?
- Analyzing** Describe in your own words what "No taxation without representation" means. How did the issue of representation contribute to the start of the American Revolution?
- Speculating** Why do you think the poet Ralph Waldo Emerson described the Americans at Lexington and Concord as having fired the "shot heard 'round the world"?
- Predicting** How might the war have taken a different turn without the leadership of George Washington? Give examples.
- Comparing** Peter Salem and other African Americans served heroically during the American Revolution. What values did they share with the Patriots?
- Analyzing** Why was the Battle of Saratoga a turning point in the American Revolution?
- Analyzing** Why can it be stated that the Patriot forces consisted of an international group of supporters?

### FLORIDA BENCHMARKS

- |              |                 |
|--------------|-----------------|
| • SS.8.A.2.6 | • SS.8.CG.2.2   |
| • SS.8.A.3.1 | • SS.8.CG.2.3   |
| • SS.8.A.3.2 | • SS.8.G.4.6    |
| • SS.8.A.3.3 | • SS.8.G.6.2    |
| • SS.8.A.3.6 | • ELA.K12.EE.21 |
| • SS.8.A.3.8 |                 |

### NEED EXTRA HELP?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10
Review Lesson	2, 3	2	5	5	5	5	5	5, 6	6	7

If You've Missed Question	11	12	13	14	15	16	17	18	19	20
Review Lesson	8	8	3	3	3	5	6	6	6	7

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US History, Topic 4, Lesson 10

## TOPIC ACTIVITIES

FLORIDA SKILLS BENCHMARKS  
• SS.8.A.1.2 • SS.8.A.1.3 • ELA.K12.EE.51

## Apply What You Have Learned

### A Understanding Multiple Perspectives

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



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

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

#### ACTIVITY Writing a Comparison Essay

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

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

### B Geographic Reasoning

The Treaty of Paris not only ended the Revolutionary War, it changed the map of North America. It gave certain States

#### ACTIVITY Researching and Drawing a Map

Conduct online research about the North American boundaries that were set as part of the Treaty of Paris in 1783. Draw a map that illustrates the boundaries and labels the various British, American, and Spanish possessions. Draw the treaty's proclamation line, outline and label the original Thirteen Colonies, and indicate areas that were in dispute. Display your map for the entire class.

#### ACTIVITY Researching

**Map** Conduct online research about the North American boundaries that were set as part of the Treaty of Paris in 1783. Draw the boundaries and labels the various British, American, and Spanish possessions. Draw the treaty's proclamation line, outline and label the original Thirteen Colonies, and indicate areas that were in dispute. Display your map for the entire class.

The American Revolution 163

[mheonline.com/florida](http://mheonline.com/florida)



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

## Engage

- Interactive Charts and Graphs

## Enrich

- Making Connections to Today
- Digital Option Activities





### C Writing a Persuasive Essay

During the struggle for independence, leadership took many forms. George Washington was a military leader. Thomas Jefferson wrote the Declaration of Independence. Thomas Paine wrote *Common Sense*, which influenced the thinking of many. All contributed significantly to the eventual victory and independence of the United States.

**ACTIVITY Writing a Persuasive Essay**  
Review what you have learned in the topic about George Washington, Thomas Jefferson, and Thomas Paine. Think about the way they showed leadership. Then write a short persuasive essay in which you answer the following question: Who did the most to promote the cause of independence: George Washington, Thomas Jefferson, or Thomas Paine? Support your thinking with evidence and details from the topic.



» Thomas Jefferson presents the Declaration of Independence to the Continental Congress.

### D Making Connections to Today

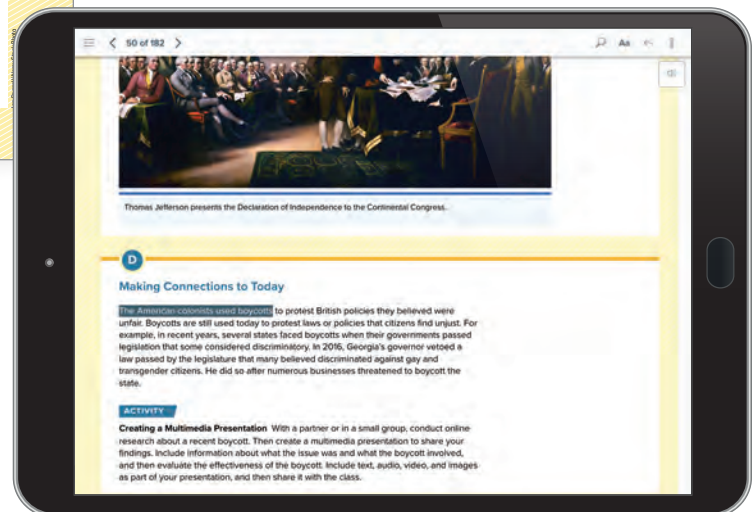
The American colonists used boycotts to protest British policies they believed were unfair. Boycotts are still used today to protest laws or policies that citizens find unjust. They are also used to initiate laws or policies that would benefit society. In recent years, boycotts have occurred over poor wages, poor business practices, environmental concerns, and many other issues.

**ACTIVITY Creating a Multimedia Presentation**  
With a partner or in a small group, conduct online research about a recent boycott. Then create a multimedia presentation to share your findings. Include information about what the issue was and what the boycott involved, and then evaluate the effectiveness of the boycott. Include text, audio, video, and images as part of your presentation, and then share it with the class.

## Performance-Based Task Activities:

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

164



## Differentiate

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

## Assess

- Topic Activities
- Topic Tests

## Offline Access

- McGraw Hill K-12 Portal App

# Gain Confidence and Experience with Florida End-of-Course Practice

StudySmart® End-of-Course Test Prep provides students with opportunities to review topic benchmarks through a range of activities and questions modeled after the Florida state assessment.

- **Florida Benchmark Skills** provide activities for students to practice social studies, math, and literacy skills.
- Additional **Primary and Secondary Sources** go beyond what is in the Student Edition.

**Benchmark Key Terms**

**DIRECTIONS:** Review these key terms to help you prepare for the test.

**SS.8.A.2.6**

<b>alliances</b>	The French allied with the British against the Spanish. The French allied with the British against the Spanish.
<b>French and Indian War</b>	France had a successful war against the British. France built forts to protect its territory. Virginia's militia tried to attack the British, but they were defeated.
<b>Treaty of Paris</b>	This treaty ended the war between the British and the French. France's ally, Spain, included the port of New Orleans.

**SS.8.A.3.1**

<b>Proclamation of 1763</b>	Prevented colonists from settling west of the Appalachian Mountains. The goal was to decrease conflicts between Native Americans and colonists and to keep colonists closer to the coast, where Britain could more easily control them. King George III sent 10,000 British troops to enforce the proclamation.
<b>Sugar Act</b>	Passed in 1764, this act lowered the tax on molasses imported into the colonies to discourage colonists from smuggling. The law allowed officers to take goods from people accused of smuggling without going to court.
<b>Stamp Act</b>	The Stamp Act, passed in 1765, taxed all printed items. This was the first direct tax the British government imposed on American colonists.

TOPIC 04 • THE AMERICAN REVOLUTION

**Topic Overview**

Great Britain began taxing the colonies for imported British goods in the mid-1700s as a way to repay the debts it owed for the French and Indian War. The taxes angered many colonists. They argued that Great Britain did not have the right to tax them because the colonies did not have direct representation in Parliament. Colonists staged protests and boycotted British goods. In response, Great Britain passed punishing laws and posted British troops in the colonies. Physical conflicts between the colonists and British soldiers were frequent.

In 1775, the Second Continental Congress established itself as a governing body for the colonies. Delegates approved the creation of an army and discussed how to negotiate with Great Britain. When King George III refused the group's petition for equal rights, the Continental Congress agreed that the colonies should be an independent nation.

The Revolutionary War lasted from 1775 to 1782. Despite heavy losses and hardships, the Continental Army was victorious. Control of the colonies passed to the colonists, paving the way for the formation of the United States of America.

**FOLDABLES**

**The American Revolution**

Make this Foldable® booklet, write The American Revolution on the front, and add a title on each page—Patriots, Loyalists, the British government, enslaved African Americans, and Native Americans. Use it to record the perspectives and experiences of these groups of people affected by the American Revolution.

**Florida Benchmarks**

**SS.8.A.1.2** Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

**SS.8.A.1.5** Identify, within both primary and secondary sources, the audience, format, and significant historical details.

**SS.8.A.1.7** View history through the eyes of the people as shown in their music, and artifacts.

**SS.8.A.2.6** Examine the French and Indian War, the French and Indian War, and the consequences of the war.

**SS.8.A.3.1** Explain the role of the French and Indian War in the development of the American Revolution.

**SS.8.A.3.2** Explain the role of the French and Indian War in the development of the American Revolution.

**SS.8.A.3.3** Recognize the contributions of the French and Indian War to the development of the American Revolution.

**SS.8.A.3.4** Examine the role of the French and Indian War in the development of the American Revolution.

**SS.8.A.3.5** Describe the role of the French and Indian War in the development of the American Revolution.

**SS.8.A.3.6** Examine the role of the French and Indian War in the development of the American Revolution.

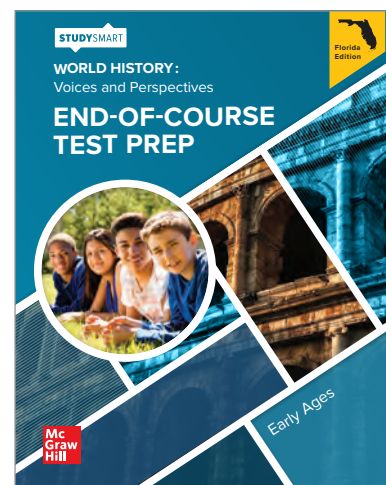
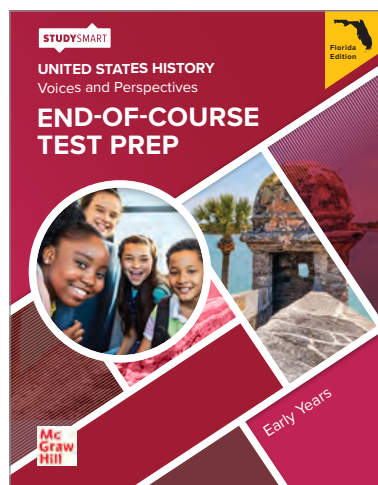
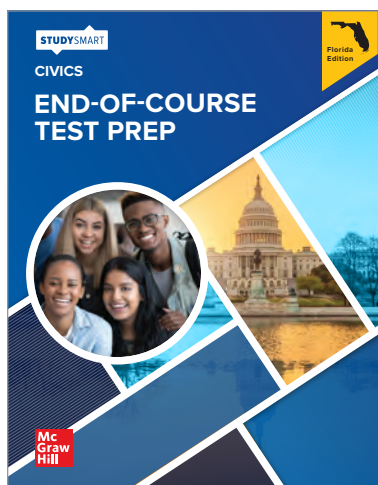
**SS.8.A.3.8** Examine the role of the French and Indian War in the development of the American Revolution.

**Topic Practice Test**

**DIRECTIONS:** Select the best answer for each question.

<SS.8.A.1.2, SS.8.A.3.1, SS.8.G.4.6

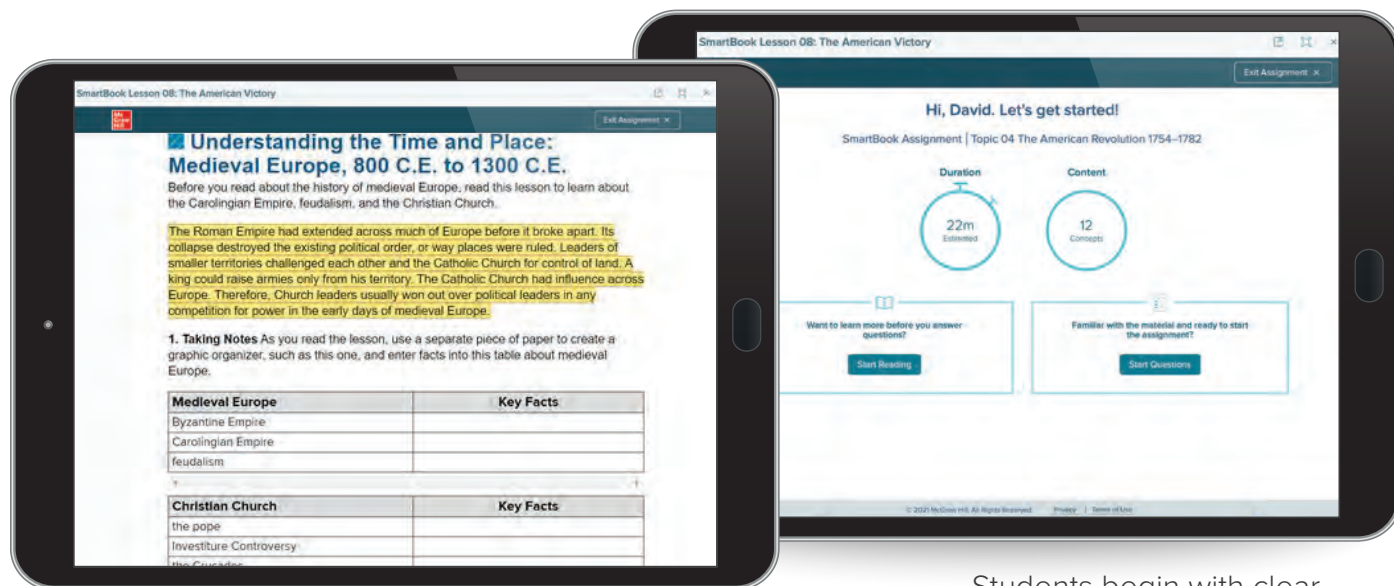
Examine the map below and answer the following question.





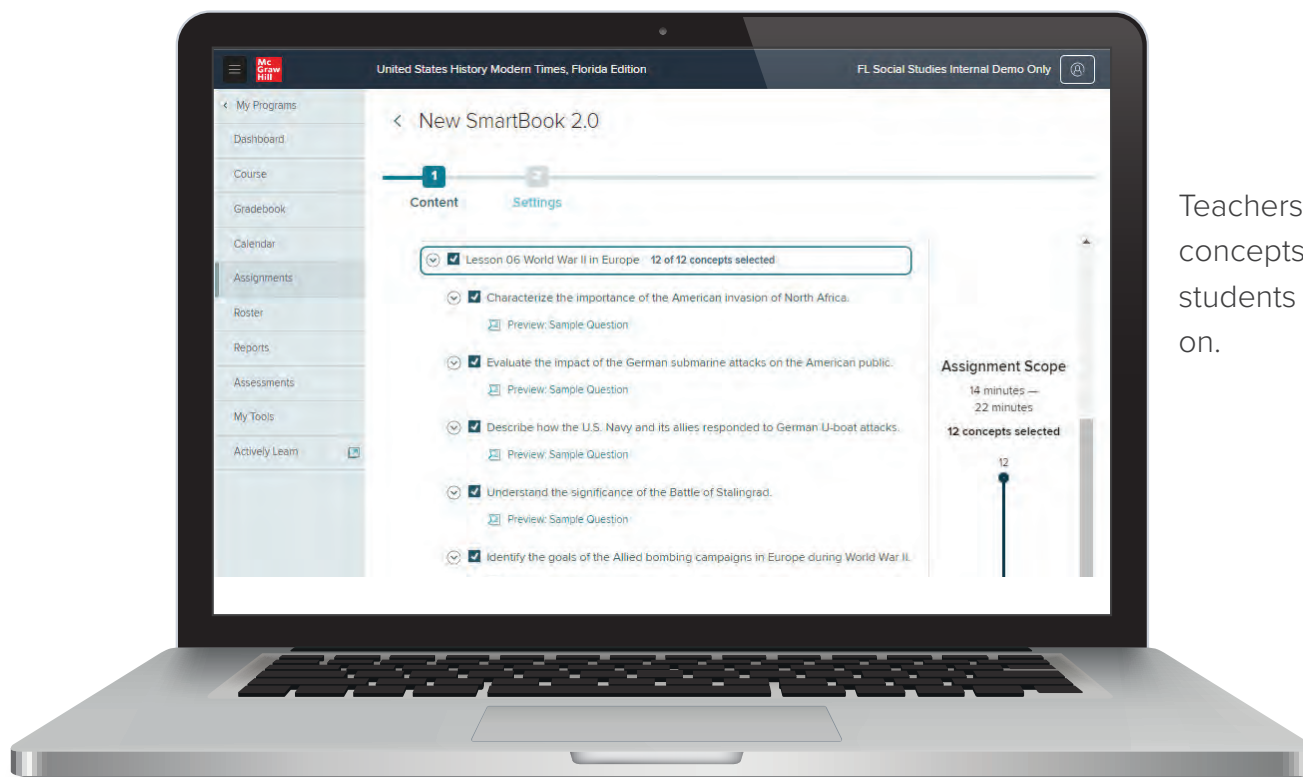
# Personalize Learning for Every Student

SmartBook® delivers personalized, **adaptive** learning tailored to each student's individual needs—pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign specific chapters, topics, or concepts and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.



Highlights help show key concepts.

Students begin with clear understanding of time and concepts to complete.



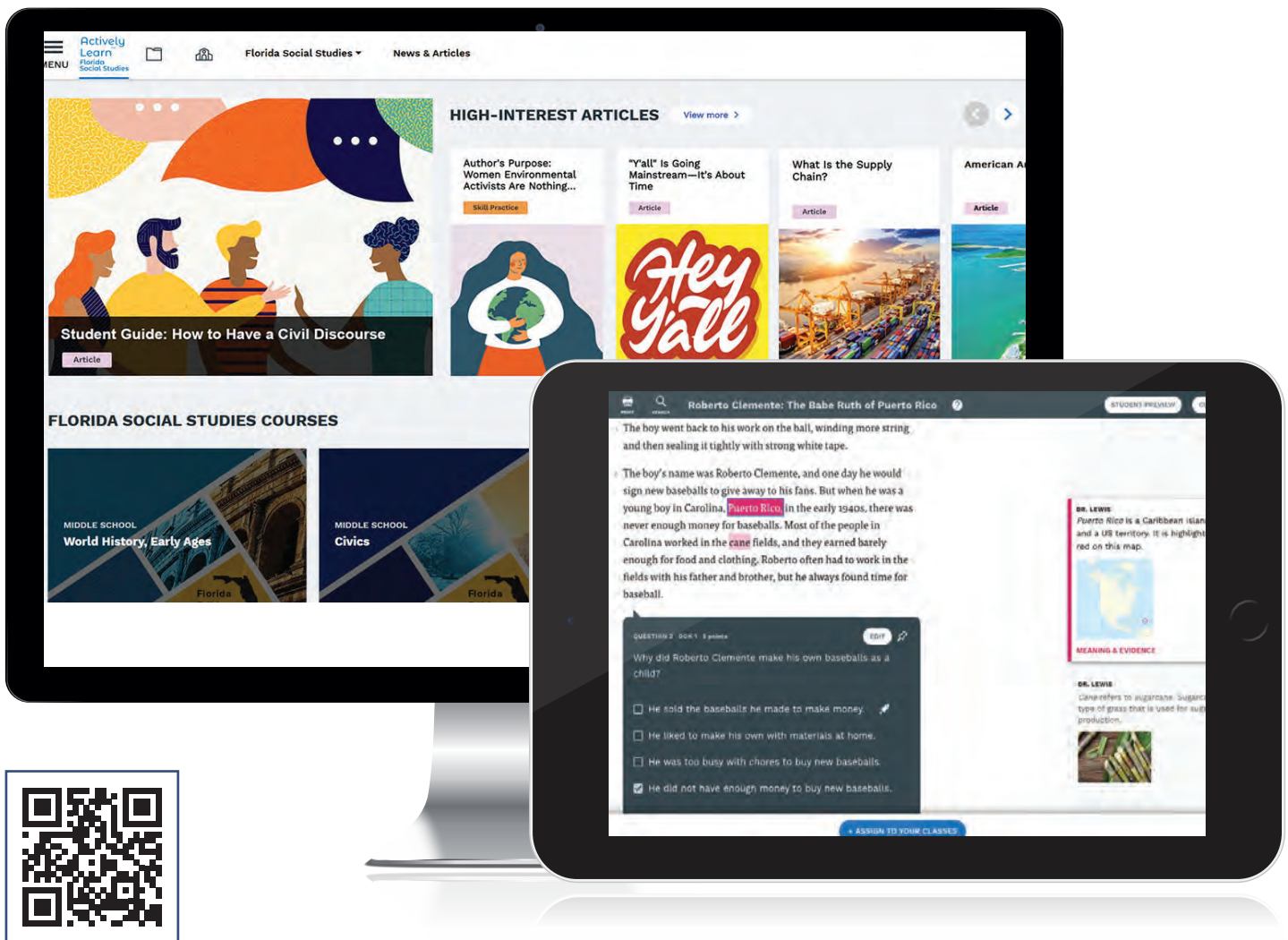
Teachers assign concepts for students to focus on.

# Discover a Florida Standards-Based Curriculum That Grows Over Time

Enjoy **digitally embedded** access to a variety of supporting resources **aligned to Florida standards** that boost interactivity with new course content.

## Actively Learn™

Discover *Actively Learn*, McGraw Hill's award-winning curriculum platform for grades 3–12. This digital resource is your go-to for ever-expanding social studies content designed to maximize student learning and build reading, listening, speaking, writing, and research skills.

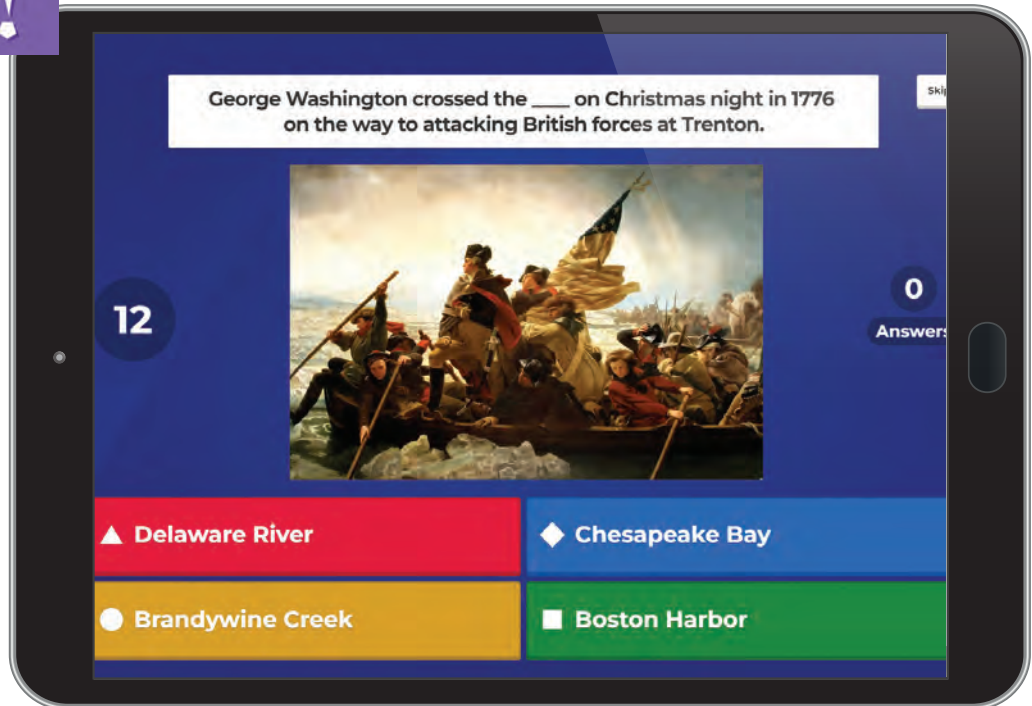


Scan to learn more about *Actively Learn*



# Kahoot!

**Kahoot!** uses fun, game show-like quizzes to help students review important material in an engaging way.



## Updated Interactive Resources



Interactive Image

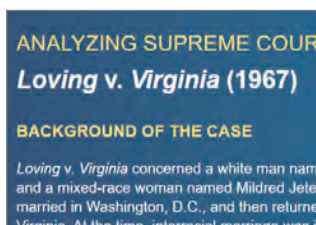


Story Maps



Slideshow

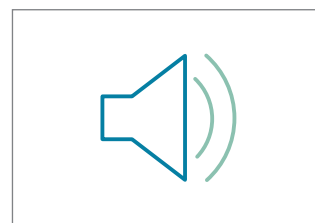
**And more!**



Analyzing Supreme Court Cases



Biography



Audio

# Plan Your Way

We understand that every teacher teaches differently, and every class has unique needs. *McGraw Hill Florida Social Studies* programs champion flexibility, so you can pick and choose lesson types and activities that work for you.

## Advanced and Career Planning Guide

**How It Works with the Program:** Provide an all-in-one solution to your classroom needs with specific, easily implementable teaching, including examples of how the program content can be used to create a highly effective advanced and career-planning course.

**TOPIC 4 • OVERVIEW PLANNER**  
The American Revolution

**LEARNING OBJECTIVES**

**Knowledge:**

- the causes and effects 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
- the lasting impact of the American Revolution

**Skills:**

- explore the causes and effects of British taxation on the colonies
- analyze primary sources that highlight the points of view of various people during the American Revolution
- compare and contrast the effect the American Revolution had on Patriots and Loyalists
- explain how geography impacted the American Revolution

**FLORIDA BENCHMARKS**

- SS.8.A.1.2
- SS.8.A.1.3
- SS.8.A.1.4
- SS.8.A.1.5
- SS.8.A.1.6
- SS.8.A.1.7
- SS.8.A.2.6
- SS.8.A.3.1
- SS.8.A.3.2
- SS.8.A.3.3
- SS.8.A.3.4
- SS.8.A.3.5
- SS.8.A.3.6
- SS.8.A.3.7
- SS.8.A.3.8
- SS.8.A.3.15
- SS.8.CG.2.2
- SS.8.CG.2.3
- SS.8.E.1.1
- SS.8.G.2.1
- SS.8.G.4.6
- SS.8.G.6.2

**SUGGESTED PACING GUIDE**

LESSONS	DAYS	PLANNER PAGE	LESSONS	DAYS	PLANNER PAGE
01 INTRODUCTION Introducing The American Revolution	1	105D	07 LEARN THE EVENTS The War Continues	3	105J
02 LEARN THE EVENTS Rivalry in North America	2	105E	08 LEARN THE EVENTS The American Victory	3	105K
03 LEARN THE EVENTS No Taxation Without Representation	2	105F	09 INQUIRY ACTIVITY Multiple Perspectives: Perspectives on the War and Freedom	3	105L
04 INQUIRY ACTIVITY Understanding Multiple Perspectives: Taxes, Protests, and British Rule	3	105G	10 REVIEW AND APPLY Reviewing The American Revolution	1	105M
05 LEARN THE EVENTS Declaring Independence	1	105H			
06 LEARN THE EVENTS The War for Independence	3	105I			
			<b>TOTAL TIME</b>	<b>25</b>	

**Key for Using the Teacher Edition**

**Differentiation**  
All activities are written for the on-level student unless otherwise marked with the leveled labels below.

**Flexible Grouping Options**  
Each activity includes a suggestion for how to group students.

**Digital Learning**  
Online activities, including interactive learning activities and digital worksheets, are identified by **GO ONLINE**.

**Time on Task**  
Each activity includes a suggested amount of time it will take to complete. **XXMIN**

**Key:**

- Beyond Level
- Approaching Level
- English Language Learners

**Individual:** Independent Activity

**Small Group:** Pairs or Small Group Activity

**Whole Class:** Whole Class Activity

105A

For new teachers, substitutes, or those looking to try something different, every lesson includes a detailed **45-minute lesson plan** example flagged with a red checkmark.

**FLORIDA BENCHMARKS**

- SS.8.A.1.2
- SS.8.A.1.3
- SS.8.A.1.4
- SS.8.A.1.5
- SS.8.A.1.6
- SS.8.A.1.7
- SS.8.A.2.6
- SS.8.A.3.1

Florida-aligned standards for every lesson are clearly identified.

## CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition–based activities for each part of the teaching cycle.

### ✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
<b>ENGAGE</b> p. 115			
✓ Identifying Main Ideas About the Proclamation of 1763	SL	10 min	Whole Class
GO ONLINE / Video and Video Response Activity: The Printing Press and a Revolution		10 min	Individual
<b>TEACH</b> pp. 115–120			
Using a Map About the Proclamation of 1763	G	15 min	Whole Class
Differentiate the Activity Using a Map to Compare Colonies and States	AL	10 min	Whole Class
GO ONLINE / Guided Reading Activity	AL	10 min	Individual
Use the worksheet to help students develop critical reading skills as they read the lesson.			
Comparing and Contrasting the Sugar Act and the Stamp Act	R	15 min	Whole Class
Analyzing Colonial Resistance	C	5 min	Whole Class
Active Classroom Activity: Think-Pair-Share About Taxation		10 min	Whole Class
Summarizing Using Key Vocabulary	R	15 min	Small Group
Global Connections: Human Rights and the Right to Protest		60 min	Small Group
GO ONLINE / History and Economics Activity: Boycotting British Goods	BL	15 min	Individual
Making Connections to Today: Boycotts in the Twenty-First Century		35 min	Small Group
✓ Collaborating to Summarize the Boston Massacre	SL	15 min	Whole Class
Differentiate the Activity Analyzing Information	AL	10 min	Small Group

# 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

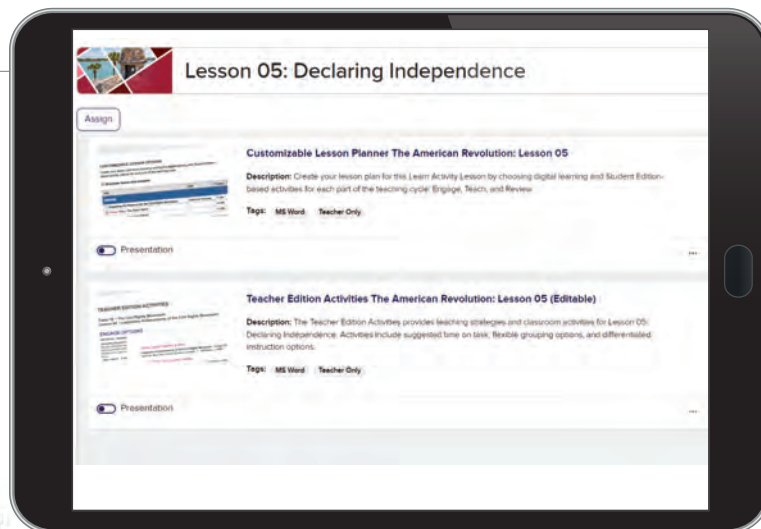
#### HISTORICAL THINKING SKILLS

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

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

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

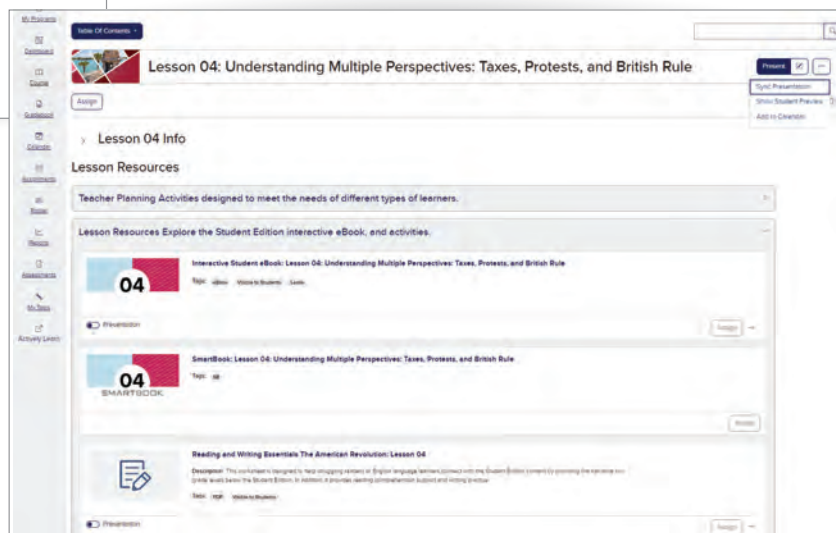
**Whole Class | 15 Min**



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

## Sync Presentations Between Classes

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



## Assign Multiple Resources at Once

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



# Teach Your Way

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

## Active Classroom

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

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

**LESSON 01 • INTRODUCTION PLANNER**  
Introducing Citizenship

**LEARNING OBJECTIVES**

**Knowledge:**

- the diversity of the U.S. population
- ways in which a person becomes a U.S. citizen
- the social and legal impact of the *Dred Scott* decision
- the duties and responsibilities of citizenship
- the features and importance of civil discourse

**Skills:**

- interpret graphs about immigration and citizenship
- determine the percentage of foreign-born citizens and residents in the U.S. population
- explain how citizenship has been defined for African Americans
- analyze ways in which citizens can disagree with one another in a civil manner

**CUSTOMIZABLE LESSON OPTIONS**  
Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ **45-minute lesson plan example**

Title	Skill	Pacing	Grouping
ENGAGE pp. C260–C261			
ACTIVATE PRIOR KNOWLEDGE continued			

**KEY:**

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

Civics, Topic 6, Lesson 1

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

The Teacher Edition offers a wide selection of differentiation support, including at point-of-use with English Learner Scaffolds to make the text accessible to students learning English at different levels of proficiency.

### English Learners Scaffold

#### Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

##### Entering and Emerging

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

##### Developing and Expanding

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

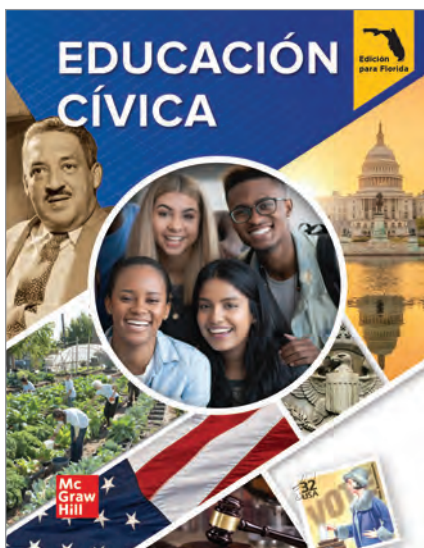
##### Bridging and Reaching

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

INDIVIDUAL 30 MIN

## Authentically translated Spanish resources

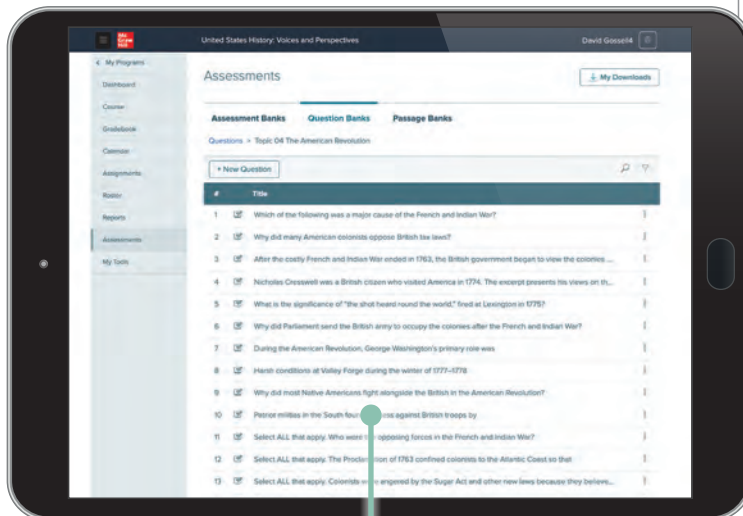
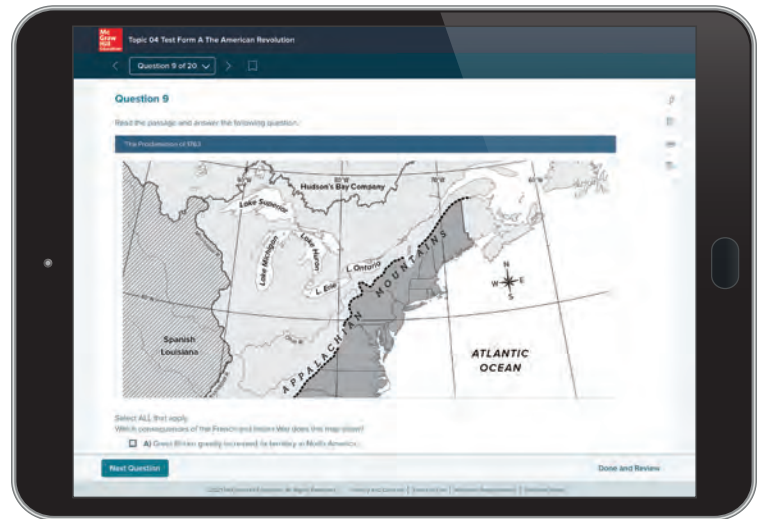
Available in print and digital. Digital Spanish resources include the Student eBook, assessments, and closed captioning for videos. The Spanish Student Edition is available in print.



# Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options relevant to Florida instruction and tied to Florida standards include:

- Pre-assessment
- Student Edition Lesson Activities
- *SmartBook*® Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes
- Exit Slips
- **Topic Tests**, Forms A and B
- **Hands-On Topic Projects**
- *StudySmart*® End-of-Course Test Prep



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

NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

## Student Instructions for the Hands-On Topic Project The American Revolution, 1754–1782

### No Taxation Without Representation

#### Project Question

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

#### Project Summary

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

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

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

#### Final Product(s)

- Poster
- Essay

#### Step 1: Reviewing and Researching Boycotts from History

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

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



# We Are Your Integration Partner Every Step of the Way

As a busy educator, you need a program that seamlessly integrates into the platforms you already use. That's why our programs are structured for a smooth integration with **Schoology (PowerSchool)**, **Canvas**, **Clever**, **Google Classroom**, and more. With the ability to access all your content from your current platforms, you can skip the tedious onboarding and dive right into teaching and learning.

Our Digital Integration Services team is here to help with all your platform integration needs, offering **integration support throughout the life of your adoption**.





## Inquire & Learn | Inspire & Lead



Go online to learn more, explore resources, and try the digital program:  
[mheonline.com/florida](https://mheonline.com/florida)