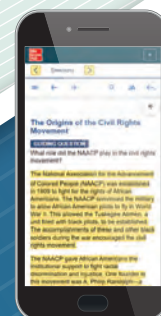
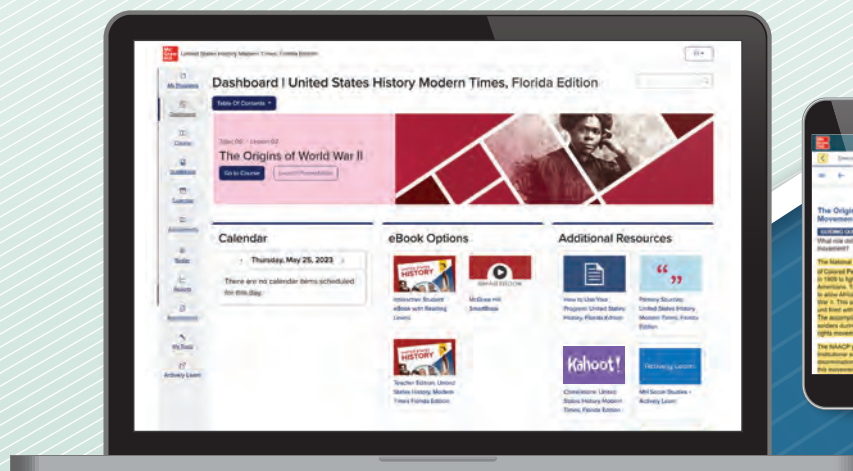
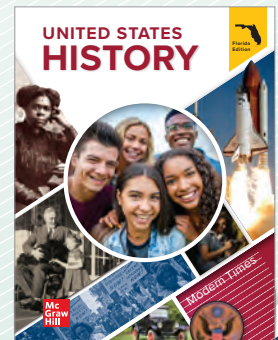
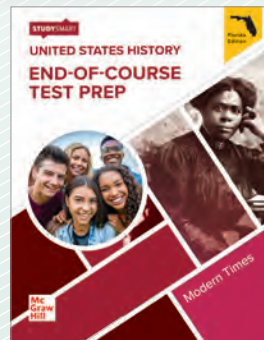
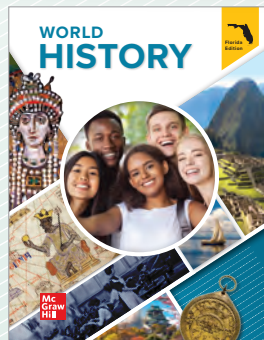
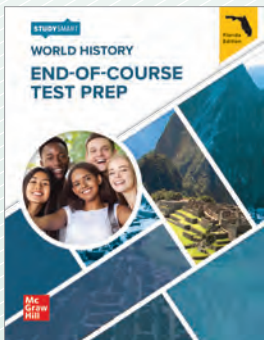




WORLD HISTORY
UNITED STATES HISTORY
Modern Times

Welcome, Florida Social Studies Teachers!

Component or Supporting Resource	How It Works With the Program
Print Student Edition	Aligns fully to Florida standards (print available in English and Spanish).
Print Teacher Edition / eBook	Support students with point-of-use activities as they connect to social studies content and skills.
Interactive Student eBook with Reading Levels	Provides interactive features, read aloud functionality, and active reading strategies—available in two different reading levels .
StudySmart End-of-Course Test Prep	Prepares students for the end-of-course test modeled after the Florida state assessment.
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.
<i>Actively Learn</i> ™	Equips teachers and students with ever-expanding, standards-aligned, digital content curated specifically for Florida.
Kahoot!	Launches each new topic with engaging, game show-like quizzes embedded in each introductory lesson.
Honors Guide	Provides an all-in-one solution to your classroom needs with specific, easily implementable strategies, including examples of how the program content can be used to create a highly effective honors course.



Inquire & Learn | Inspire & Lead

Inspire students to make vital connections between the past and present as they experience history 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 statewide assessments and beyond with repeated, rigorous opportunities for practice.

PRIMARY SOURCE: LYRICS

“ There ain’t nothing I can do or nothing I can say
That folks don’t criticize me
But I’m going to do just as I want to anyway
And don’t care if they all despise me

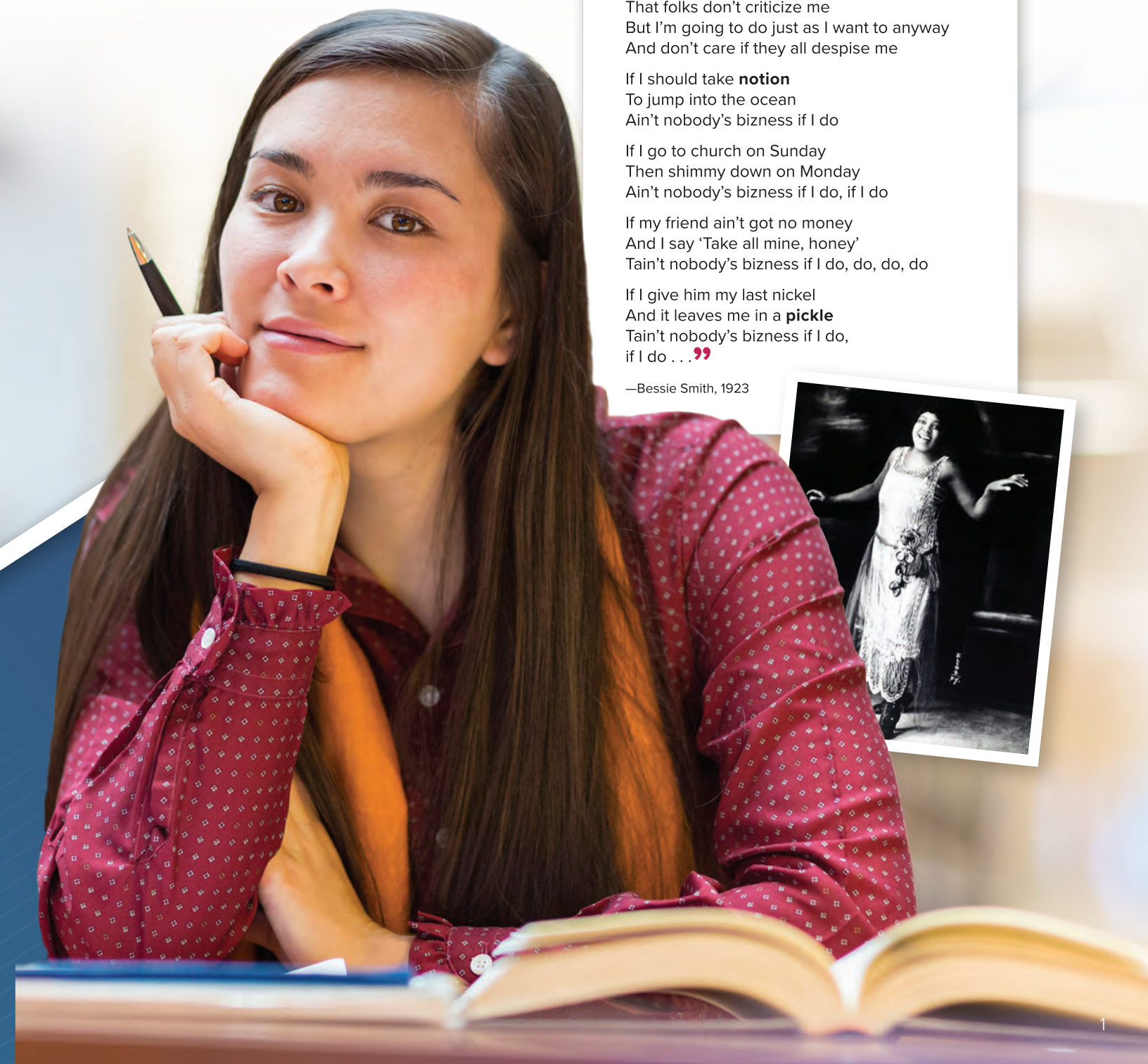
If I should take **notion**
To jump into the ocean
Ain’t nobody’s bizness if I do

If I go to church on Sunday
Then shimmy down on Monday
Ain’t nobody’s bizness if I do, if I do

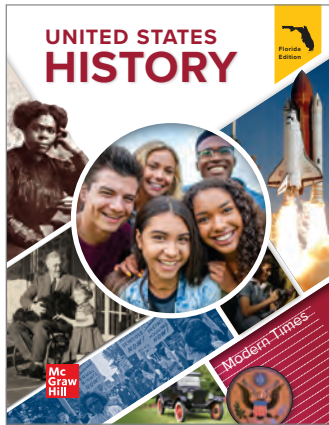
If my friend ain’t got no money
And I say ‘Take all mine, honey’
Tain’t nobody’s bizness if I do, do, do, do

If I give him my last nickel
And it leaves me in a **pickle**
Tain’t nobody’s bizness if I do,
if I do . . . ”

—Bessie Smith, 1923



United States History Modern Times



World History

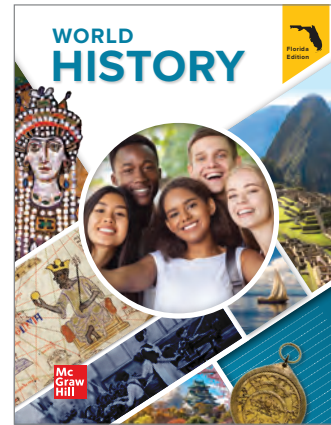


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- 2 Migration, Industry, and Urban Society
- 3 American Expansion and World War I
- 4 Progressivism and the Jazz Age
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- 12 Political Divisions
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Historian's Toolkit

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Flexibility and Customizable Lessons for Each Topic

Asian Empires 1450 to 1800

The expansion of Asian empires was often achieved through war, as depicted in this fresco of the Battle of Taher Abad in 1510.

INTRODUCTION LESSON

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- 09 Reviewing Asian Empires 415

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

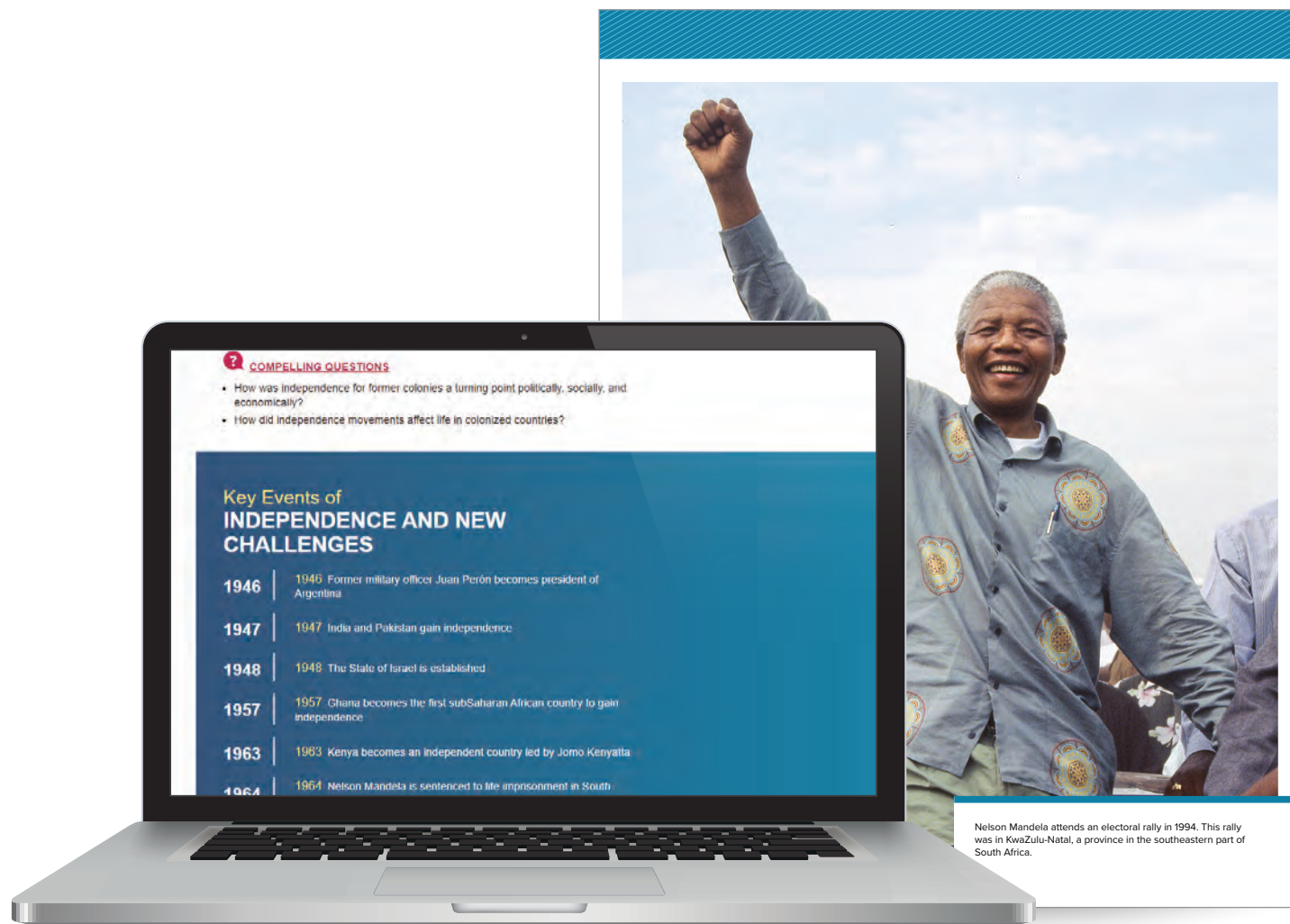


Four-Part Lesson Cycle

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.



COMPELLING QUESTIONS

- How was independence for former colonies a turning point politically, socially, and economically?
- How did independence movements affect life in colonized countries?

Key Events of INDEPENDENCE AND NEW CHALLENGES

1946	1946 Former military officer Juan Perón becomes president of Argentina
1947	1947 India and Pakistan gain independence
1948	1948 The State of Israel is established
1957	1957 Ghana becomes the first sub-Saharan African country to gain independence
1963	1963 Kenya becomes an independent country led by Jomo Kenyatta
1964	1964 Nelson Mandela is sentenced to life imprisonment in South Africa

Nelson Mandela attends an electoral rally in 1994. This rally was in KwaZulu-Natal, a province in the southeastern part of South Africa.

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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 these lessons, you will learn about the main events of World War II, the arguments for and against American neutrality, and the effects of the attack on Pearl Harbor. You will learn about Hitler's Nazi regime and the Holocaust, as well as changes to U.S. society.

You will examine Compelling Questions in the Inquiry Lessons and develop your own questions. Review the time line to preview some key events.

What Will You Learn?

In these lessons focused on World War II, you will learn:

- how the policy of appeasement failed to preserve peace in Europe.
- why the United States tried to maintain neutrality.
- how Nazi leadership attempted to annihilate Europe's Jewish population.
- the changes in American neutrality laws as the war in Europe intensified.
- how the government mobilized the economy and transformed it for wartime manufacturing.
- how minorities and women contributed to the armed forces and the economy.
- how some Americans were discriminated against and detained during the war.
- the military strategies used in Europe and the Pacific.
- the debate surrounding the atomic bombing of Japan.
- why the Normandy invasion was a turning point in World War II.

COMPPELLING QUESTIONS

- Should the United States have entered World War II?
- What made D-Day a turning point?

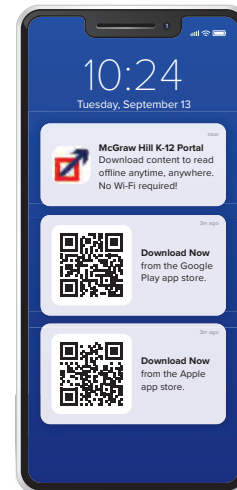
FLORIDA BENCHMARKS	
• SS.912.A.1.2	• SS.912.A.6.6
• SS.912.A.1.3	• SS.912.A.6.7
• SS.912.A.1.4	• SS.912.A.6.15
• SS.912.A.1.5	• SS.912.A.7.6
• SS.912.A.1.6	• MA.K12.MTR.2.1
• SS.912.A.3.10	• MA.K12.MTR.7.1
• SS.912.A.6.1	• ELA.K12.EE.2.1
• SS.912.A.6.2	• ELA.K12.EE.3.1
• SS.912.A.6.3	• ELA.K12.EE.5.1
• SS.912.A.6.4	• ELD.K12.ELL.SI.1
• SS.912.A.6.5	• ELD.K12.ELL.SS.1

280

KEY EVENTS OF WORLD WAR II

- 1933** Hitler becomes chancellor of Germany
- 1935** First Neutrality Act bars sale of weapons to warring nations
- 1935** Mussolini orders Abyssinia invasion
- 1937** Neutrality Act limits trade with all warring nations
- 1939** Germany invades Poland
- 1939** United States denies SS *St. Louis* permission to dock
- 1940** Roosevelt makes Destroyers-for-Bases deal with Britain
- 1941** Congress passes Lend-Lease Act
- 1941** Japan attacks Pearl Harbor (right); United States enters World War II
- 1942** Japan attacks American and internment camps
- 1944** D-Day
- 1945** MAY 8, 1945 Day
- AUGUST** atomic bomb
- AUGUST** Japan's De

Sequencing Time Ide
America's attempts to
during World War II and
America into the war.



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



Differentiate

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

Assess

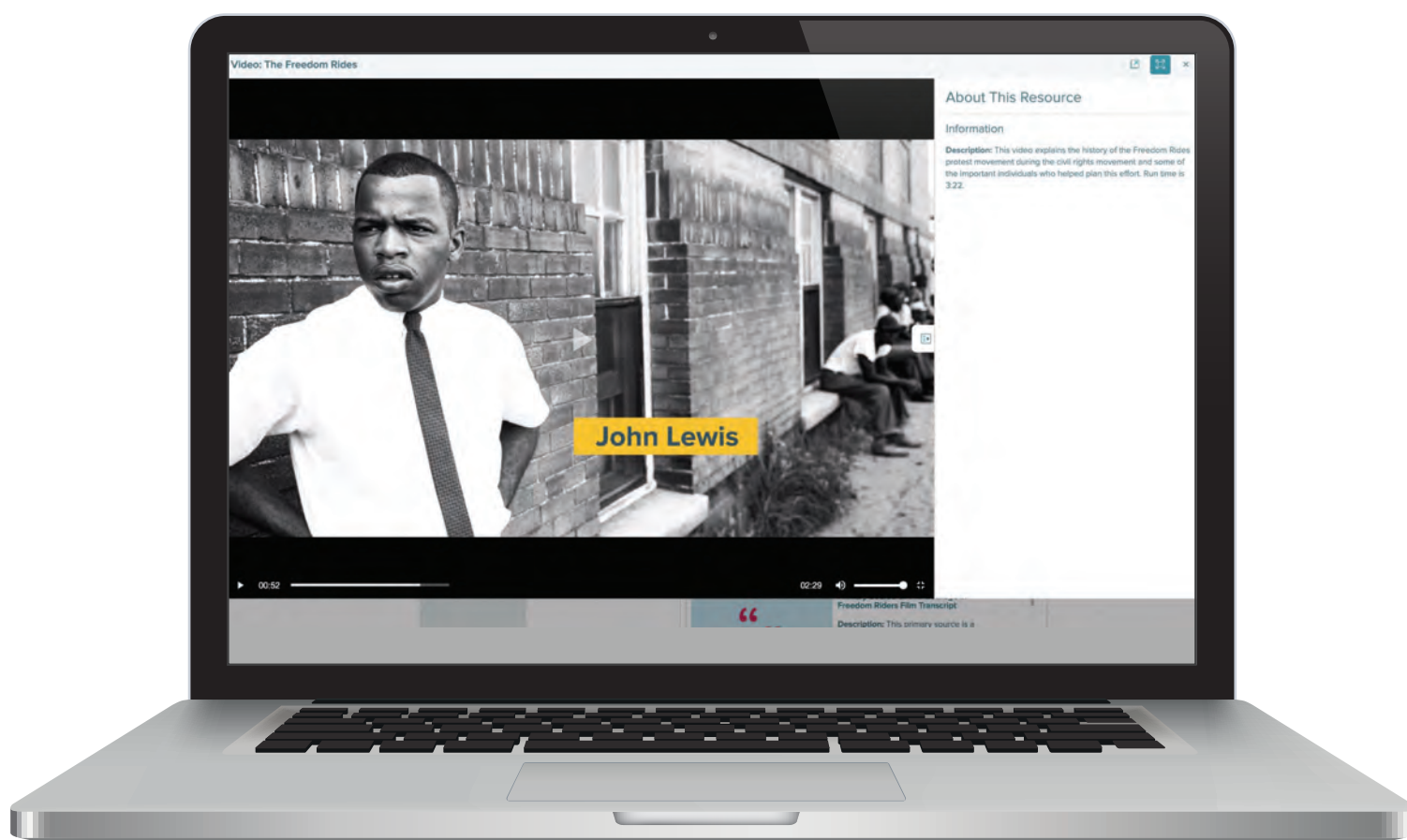
- Pre-assessment
- Review and Apply

Offline Access

- McGraw Hill K-12 Portal App

Connect Every Student to History

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



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Go online or use your 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)

INTRODUCTION



REVIEW & APPLY

03

The Civil Rights

The Origins of the Civil Rights Movement

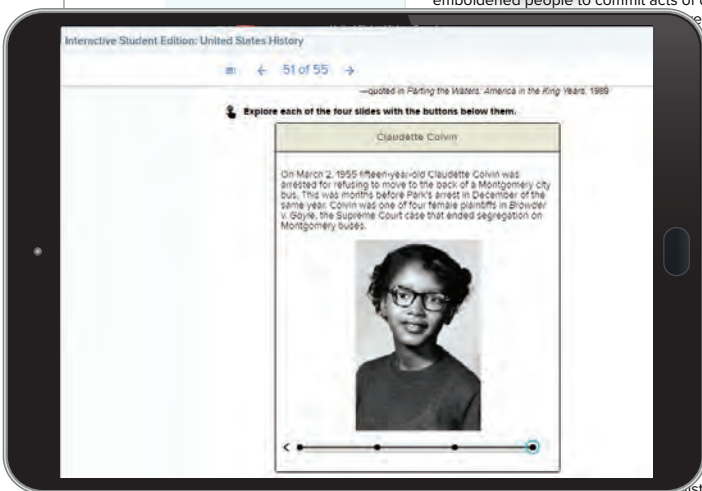
READING STRATEGY

Analyzing Key Ideas and Details As you read, complete a graphic organizer similar to the one here by listing the techniques used to challenge segregation.

GUIDING QUESTION

What role did the NAACP play in the civil rights movement?

The National Association for the Advancement of Colored People (NAACP) was established in 1909.



FLORIDA BENCHMARKS

- SS.912.A.1.4
- SS.912.A.3.12
- SS.912.A.7.4
- SS.912.A.7.5
- SS.912.A.7.6
- SS.912.A.7.7
- SS.912.A.7.8
- SS.912.A.7.17
- ELA.K12.EE.4.1
- ELA.K12.EE.5.1
- ELA.K12.EE.6.1

GO ONLINE Explore the Student Edition eBook

Central Florida

African Americans sought their rights and began supporting the North.

During the Vietnam War, discrimination against military units and pilots. After that their country.

"separate but equal" facilities were provided for African Americans in the South.

de jure segregation

one bus. Fortunately, no one was killed.

In Birmingham riders emerged from a bus to face a gang of young men armed with baseball bats, chains, and lead pipes. The gang beat the riders viciously. Birmingham public safety commissioner Theophilus Eugene "Bull" Connor claimed that there had been no police at the bus station because it was Mother's Day, and he had given many officers the day off. FBI evidence later showed that Connor told the local Klan to beat the riders until "it looked like a bulldog got a hold of them." The violence made national news, shocking many Americans and drawing the federal government's attention to the plight of African Americans in the South.

Kennedy's Civil Rights Response

While campaigning for the presidency in 1960, John F. Kennedy made promises to support civil rights. Civil rights leaders, such as NAACP executive director Roy Wilkins, urged Kennedy to support civil rights

422

advancement of Colored People (NAACP), Americans the institutional support to fight

One founder in this movement was A. Philip Randolph, who was active in the 1920s as well as a civil rights activist—who led a march on Washington, D.C., in 1941. Franklin Roosevelt to issue an executive order ending discrimination in the defense industries during World War II. The NAACP was instrumental in the landmark case of *Brown v. Board of Education*, which led to the desegregation of public schools. The NAACP also played a key role in the *Montgomery Bus Boycott*, which led to the Supreme Court decision in *Blount v. Goyke*, which ended segregation on Montgomery buses.

entrenchment of segregation. In 1896, the Supreme Court decision in *Plessy v. Ferguson* established the "separate but equal" doctrine. Laws that permitted as long as "equal" facilities were provided for African Americans, even if they were not as good as those provided for whites. This led to the practice of *de jure segregation*, or legal segregation, which was enforced by laws, customs, and state laws in the many facets of life, including housing, education, and public facilities.

Alabama. Alabama's governor, George Wallace, was known to be in favor of segregation. As attorney general of the state, he had lived in Alabama, and he had fought

In 1956, teams of African American and white riders became known as Freedom Riders. They rode several southbound interstate buses. In Birmingham, they were met by angry white mobs in the streets. In Montgomery, Alabama, they were arrested and thrown rocks at the bus. In Anniston, someone threw a firebomb into

During the Freedom Riders' bus trip, CORE's funds, he offered Farmer the use of the NAACP Legal Defense Fund's bail-bond account to keep the rides going. When President Kennedy found that the Freedom Riders were still active, he ordered the Interstate Commerce Commission (ICC) to tighten its regulations against segregated bus terminals, and Attorney General Robert Kennedy ordered the Justice Department to take legal action against Southern cities that maintained segregated bus terminals. By late 1962, the committed work of activists began eliminating segregated interstate bus travel.

CHECK FOR UNDERSTANDING

1. How did the Justice Department help the Freedom Riders?

LESSON ACTIVITIES

1. **Informative Writing** Assume that you are a journalist at a college newspaper in 1960. Write an editorial for the newspaper describing the significance of the Freedom Riders, including its participants, goals, and impact.
2. **Presenting** Work in groups of four. Each group will write, and present brief monologues for an event or milestone in the civil rights movement. Each monologue should be at least 1 minute long and presented to the class.

PHOTO: Bettmann/Getty Images; TEXT: Freedom Riders: A History of America's Civil Rights Movement by Robert Weisberg. Copyright © 1998 by Robert Weisberg. Published by LEE.

Differentiate

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

Assess

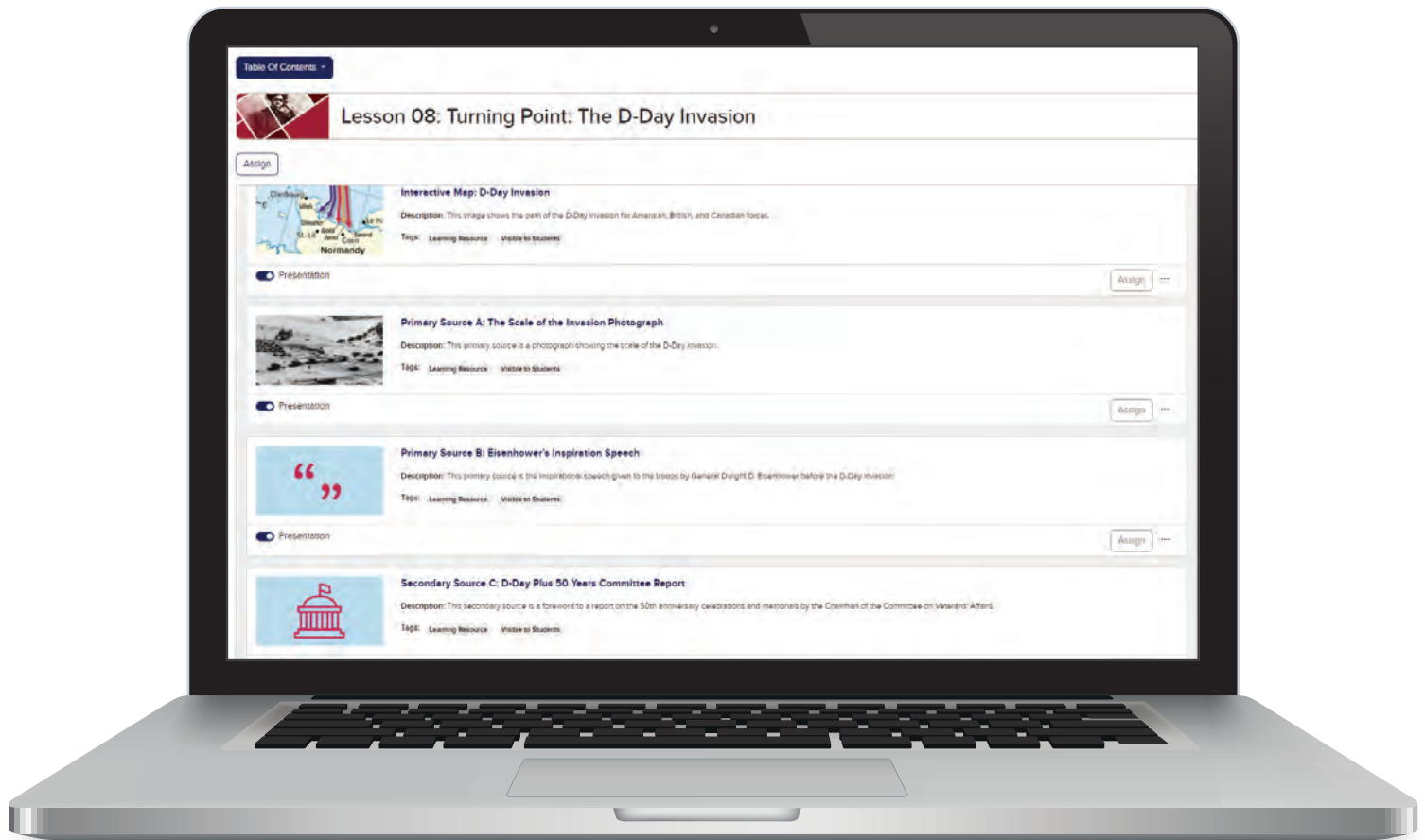
- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

Offline Access

- McGraw Hill K-12 Portal App

Explore History 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 Florida statewide assessment questions and scenarios.



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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 & APPLY

B

"The Tug of War"

Spurred by support for isolationism, Congress passed a series of Neutrality Acts from 1935 to 1939 that barred direct aid to nations engaged in war. However, as international tensions grew, so did the tension at home over whether to remain neutral or assist U.S. allies against a growing threat. This cartoon, published in the *Chicago Tribune* in 1939, illustrates that push and pull.

PRIMARY SOURCE: POLITICAL CARTOON**EXAMINE THE SOURCE**

- Analyzing Visuals** Who are the opposing teams depicted in the cartoon, and who does FDR side with?
- Interpreting** What message is the artist trying to convey?

C

FDR's Quarantine Speech

Roosevelt believed that trade between nations created prosperity and helped prevent war, but he did not veto the Neutrality Acts passed between 1935 and 1937. In March 1936, Nazi forces took control of the demilitarized zone in the Rhineland while Italy led an assault on Ethiopia. A year later, Japan invaded China. President Roosevelt responded with this speech.

PRIMARY SOURCE: SPEECH

"The political situation in the world, which of late has been growing . . . worse, is such as to cause grave concern . . . to all the peoples and nations who wish to live in peace and amity with their neighbors. . . . It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a **quarantine** . . . to protect . . . against the spread of the disease.

It is my determination to pursue a policy of peace . . . It ought to be inconceivable that in this modern era . . . any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in contravention of solemn treaties, the territory of other nations that have done them no real harm and are too weak to protect themselves . . . Yet the peace of the world and the welfare and security of every nation, including our own, is today being threatened. . . .

War is a contagion, whether it be declared or undeclared. . . . We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down."

—Franklin D. Roosevelt, October 5, 1937

quarantine a state of isolation to prevent the spread of disease

EXAMINE THE SOURCE

- Analyzing** What extended metaphor does Roosevelt use in this passage? How does that metaphor relate to his main idea?
- Drawing Conclusions** What does Roosevelt suggest about the nature of war and its potential impact on the United States?

World War II 295

in the *Chicago Tribune* in 1939, illustrates that push and pull.

PRIMARY SOURCE: POLITICAL CARTOON

A

The Scale of the Invasion

More than one D-day took place during World War II. That is because military forces as far back as the first World War began using the label *D-day* to mark the day on which an attack or other military operation would begin. However, the June 6, 1944, D-Day has taken over ownership of the term because of the significance of the invasion and because of its massive scope. More than 6,000 ships and other vessels landed at five beaches in Normandy. More than 11,000 aircraft dropped paratroopers, bombs, and supplies and conducted **reconnaissance**. More would follow. The scale of this operation made this D-Day stand out from all the others.

PRIMARY SOURCE: PHOTOGRAPH

reconnaissance a survey of an area, especially by military forces

EXAMINE THE SOURCE

- Analyzing Visuals** What do you see in this picture? Describe the vehicles and the setting. How do you think American citizens would have reacted viewing this photo?
- Analyzing Perspectives** Why do you think the photographer took this picture? Explain the photographer's choices.

B

Eisenhower's Inspiration

Tens of thousands of troops prepared to land in France on D-Day. More than 2 million others waited to follow them. Their commander was General Dwight D. Eisenhower. In February 1944, Eisenhower began drafting the order for the invasion, which he distributed to thousands of the troops on June 5 and later delivered as a speech.

PRIMARY SOURCE: SPEECH

"Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940–41. The United Nations have inflicted upon the Germans great defeats. . . . Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons . . . and placed at our disposal . . . trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory! . . ."

—General Dwight D. Eisenhower, June 6, 1944

EXAMINE THE SOURCE

- Describing** What goal does Eisenhower give the troops in this statement?
- Interpreting** Eisenhower says, "The tide has turned!" What is the significance of this sentence and of his tone throughout the message?

320

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

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- SmartBook®
- 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.

07

Reviewing the Civil Rights Movement

Summary

Origin of the Movement

During Reconstruction, Congress took some steps to protect African Americans' civil rights. But in 1896 the *Plessy v. Ferguson* decision allowed those rights to be severely curtailed by state statutes known as Jim Crow laws. These laws legalized segregation, restricting African American mobility, labor, and voting rights. Even where it was not enforced by law, de facto segregation limited African Americans' lives.

In response to racism and segregation, the National Association for the Advancement of Colored People (NAACP) and other organizations began to chip away at Jim Crow laws by challenging them in court. The NAACP scored a major victory in 1954 when the U.S. Supreme Court struck down segregation in public education in *Brown v. Board of Education*. The decision caused some Southern governors to increase their resistance to integration.

The Montgomery Bus Boycott

One year after *Brown v. Board*, Rosa Parks's refusal to yield her seat on a city bus to a white man led to the Montgomery Bus Boycott. A young minister named Dr. Martin Luther King, Jr., emerged as a leading voice of the civil rights movement during the boycott. After more than a year, the boycott and legal challenges achieved the desegregation of the city transportation system. That success inspired more resistance throughout the South and led to the formation of the Southern Christian Leadership Conference (SCLC).

Challenging Segregation

The activism of individuals and organizations led to nation-wide changes. Key figures include James Farmer, Roy Wilkins, Dr. Martin Luther King, Jr., and Ella Baker.

CORE

1943: Founded by members such as James L. Farmer on a principle of nonviolence
1961: Organized the Freedom Rides to force integration in interstate bus travel

NAACP

1909: Founded to protest lynchings and advocate for justice
1954: Argued against school segregation in *Brown v. Board of Education*
1955–1956: Supported the Montgomery bus boycotts

Also in 1955, two white men murdered 14-year-old Emmett Till. Till's death highlighted the dangers of racist violence.

Apply What You Have Learned

TOPIC ACTIVITIES

- FLORIDA SKILLS BENCHMARKS**
- SS.912.A.1.3 • SS.912.A.1.7 • ELA.K12.EE.2.1
 - SS.912.A.1.6 • SS.912.H.1.3 • ELA.K12.EE.5.1

A Understanding Chronology

The civil rights movement spanned more than a decade of time and involved a great many people and events. Organizing these events in a simple, logical fashion can help you better understand the most important moments of this historical era. Listing the events in chronological order will also allow you to visualize change over time and understand cause-and-effect relationships.

ACTIVITY Create a Group Time Line Work in small groups of four people each. Each person should list what they think are the ten most important events of the civil rights movement that they learned during their studies of this topic. After everyone has finished their lists, compare lists with one another and discuss why each person chose their events. Be sure to add the month, days, and year for the events listed. Combine the group's events into a single list, eliminating any duplicates. Then work as a group to chronologically sequence the final events in a time line. Create either a time line poster or a digital time line with the events. Then compare and contrast the time line you created with the one found in Lesson 1 of this topic.

TIME LINE

...the events in...
...now you to visualize ch...
...understand cause-and-eff...

ACTIVITY Create a Group Time Line Work in small groups of four people each. Each person should list what they think are the ten most important events of the civil rights movement that they learned during their studies of this topic. After everyone has finished their lists, compare lists with one another and discuss why each person chose their events. Be sure to add the month, days, and year for the events listed. Combine the group's events into a single list, eliminating any duplicates. Then work as a group to chronologically sequence the final events in a time line. Create either a time line poster or a digital time line with the events. Then compare and contrast the time line you created with the one found in Lesson 1 of this topic.

B Understanding Multiple Perspectives

Segregation affected all African Americans, but how people experienced it often depended on other aspects of their identities. For example, think about how segregation might have affected African American men, women, and children differently because of their age or gender.

ACTIVITY Write an Informative/Explanatory Essay Select two famous African American artists, writers, or educators of different genders and research their experiences and responses to segregation using primary and secondary sources. Compare and contrast their experiences and prepare an essay that explains your findings. Your essay should include an introduction, a thesis statement, a presentation of your evidence, and a conclusion. Cite the sources that you used to support your thesis, evidence, and conclusion.

C Connecting to Music

Several popular songs became closely associated with the civil rights movement. Participants in the movement sang at their meetings, as they marched, and even as they were taken to jail. Other forms of music including folk and soul also became part of the soundtrack of the times with lyrics that called for equality and freedom.

ACTIVITY Evaluate Evidence Choose a song from the 1950s or 1960s that is associated with the civil rights movement. Analyze the song's lyrics and how they relate to the movement's purpose and goals. Evaluate the song's effectiveness as a motivating force to bring about change.

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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

D Making Connections to Today

The 50th anniversary of “Bloody Sunday” in Selma, Alabama, was remembered on March 7, 2015. President Barack Obama delivered a speech explaining the significance of Selma to the civil rights movement:

“... [T]here are places and moments in America where this nation’s destiny has been decided. . . .

Selma is such a place. In one afternoon 50 years ago, so much of our turbulent history—the stain of slavery and anguish of civil war; the yoke of segregation and tyranny of Jim Crow; the death of four little girls in Birmingham; and the dream of a Baptist preacher—met on this bridge. . . .

The Americans who crossed this bridge, they were not physically imposing. But they gave courage to millions. . . .

Because of what they did, the doors of opportunity swung open not just for black folks, but for every American. Women marched through those doors. Latinos marched through those doors. Asian Americans, gay Americans, and Americans with disabilities—they all came through those doors.”

—President Obama, “Bloody Sunday” 50th Anniversary Speech

» The right photo shows people reenacting the 1965 march across the Edmund Pettus Bridge. The left photo, taken March 7, 2015, shows President Barack Obama (center left, in white shirt), civil rights leaders from several generations, and former President and First Lady, George W. Bush and Laura Bush. They are commemorating the 50th anniversary of “Bloody Sunday” in Selma, Alabama.

As President Obama notes in his speech, the civil rights movement, directly and indirectly, inspired other activist movements in the United States. Movements for Latino and Native American civil rights as well as the modern feminist and the LGBTQ movements learned from its original example.

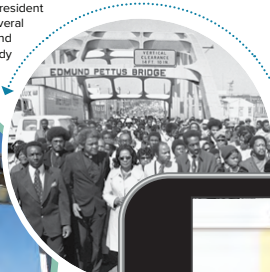
ACTIVITY Podcast Presentation Select one of the other movements President Obama referenced in his speech and create a podcast that compares and contrasts it with the civil rights movement of the 1950s and 1960s. In what ways has the civil rights movement inspired this other movement? How were the movements similar? In what ways did they differ?

As you seek to answer these questions, focus on the following topics, and explain the similarities and differences between the movements:

- The goals of each movement
- The methods used by each movement to achieve these goals
- The judicial or legislative successes of each movement

Use your student text, library, and online sources to research the movement. Use FINDS, Florida’s Library Media Research Model, to guide your research. Then, for your podcast, describe events that help the listeners to visualize the significant moments captured in videos or photographs. Create and submit a bibliography citing the sources you used for your podcast. Publish and share your podcast with family, friends, or a larger audience.

Photo Source: 2015 Obama, Barack. “Remarks by the President at the 50th Anniversary of the Selma to Montgomery March.” Selma, Alabama, March 7, 2015.



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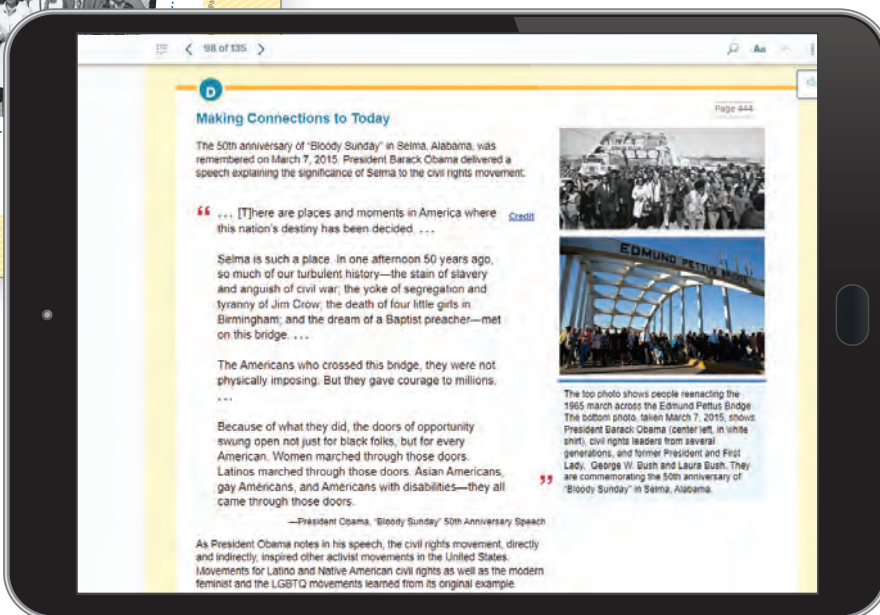
INTRODUCTION



REVIEW & APPLY

Performance-Based Task Activities:

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



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 End of Course test.

SS.912.A.7.1
Protest in the 1960s
Civil rights activists organized protest marches, sit-ins, boycotts, and "Freedom Rides" throughout the decade, prompting widespread change, including desegregation.

SS.912.A.7.3
Civil Rights Act of 1964
A law that made segregation illegal in most places and banned racial discrimination in public places. The law also banned discrimination on religion, gender, and national origin.

SS.912.A.7.4
civil rights legislation
Laws that expanded and protected the rights of African Americans, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

SS.912.A.7.6

sit-ins
Type of nonviolent protest in which activists would attempt to integrate spaces that were identified as segregated by sitting in them and refusing to leave.

Freedom Rides
Type of protest against segregation in the transportation system in which groups of white and Black activists would ride buses together across the South.

boycott
An organized refusal to purchase goods or services in order to place pressure on a business or government to change. One example was the Montgomery Bus Boycott, in which African Americans boycotted the bus system to protest segregation on the buses.

riots
Violent uprisings by a large number of people in the 1960s some riots out in response to racial inequality and civil rights legislation. An example was the Watts riot, in which African Americans rose up violently in protest against racial injustice and police brutality, resulting in 43 deaths and widespread property damage.

protest marches
A large group of people marching together to protest laws and policies that drew attention to injustice, examples from the civil rights movement include the March on Washington and the Selma March.

SS.912.A.7.6

NAACP
National Association for the Advancement of Colored People, organization that fought segregation and discrimination against African Americans, usually through the courts.

National Urban League
Organization that raised money to support African American employment, housing, and education.

Name _____ Date _____ Class _____

SS.912.A.14, SS.912.A.7.4, SS.912.A.7.3
The map shows the percentage change of southern African Americans registered to vote.

9. Which conclusion can be drawn from the map?

(A) The Civil Rights Act of 1964 was successful in increasing African American voter registration.
(B) The Civil Rights Act of 1964 was unsuccessful in increasing African American voter registration.
(C) The Voting Rights Act of 1965 was successful in increasing African American voter registration.
(D) The Voting Rights Act of 1965 was unsuccessful in increasing African American voter registration.

SS.912.A.7.3
10. How did Shirley Chisholm advance the role of women and African Americans in politics?

(A) She helped organize the Congressional Black Caucus (CBC), was the first African American woman to serve in Congress, and was the first African American to run for a major party's presidential nomination.
(B) She helped organize the Congress of Racial Equality (CORE), was the first African American woman to become governor of a state, and was the first woman and the first African American to run for a major party's presidential nomination.
(C) She helped organize the Southern Christian Leadership Conference (SCLC), was the first African American woman to serve in the House of Representatives, and was the first woman and the first African American to run for a major party's presidential nomination.
(D) She helped organize the National Association for the Advancement of Colored People (NAACP), was the first African American woman to serve in the Senate, and was the first woman and the first African American to run for a major party's presidential nomination.

The Civil Rights Movement 151

StudySmart Topic 08 Practice Test

Question 1 of 10

Question 1

Read the passage and answer the following question:

Traveling the Interstate Highway System

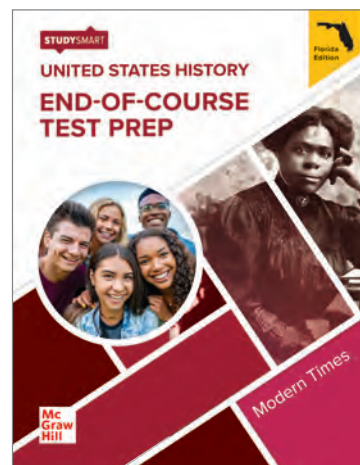
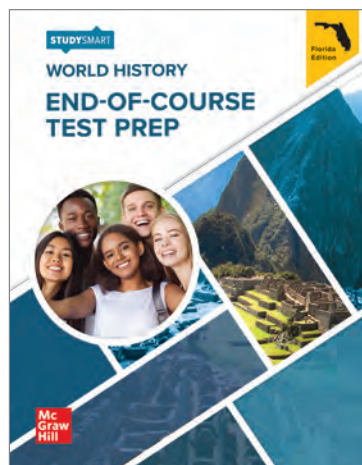
Which statement best describes the conclusion that can be drawn from the map?

(A) The growth of the interstate highway system brought about new types of businesses along coastlines (along the coastlines).
(B) The interstate system had more routes (interstates) in the Midwest and the West than the East and the South.
(C) Many of the interstate highway systems followed the capital cities in most of the states.
(D) The first plans to open along the interstate highways were located along Route 66.

Need help with this question?

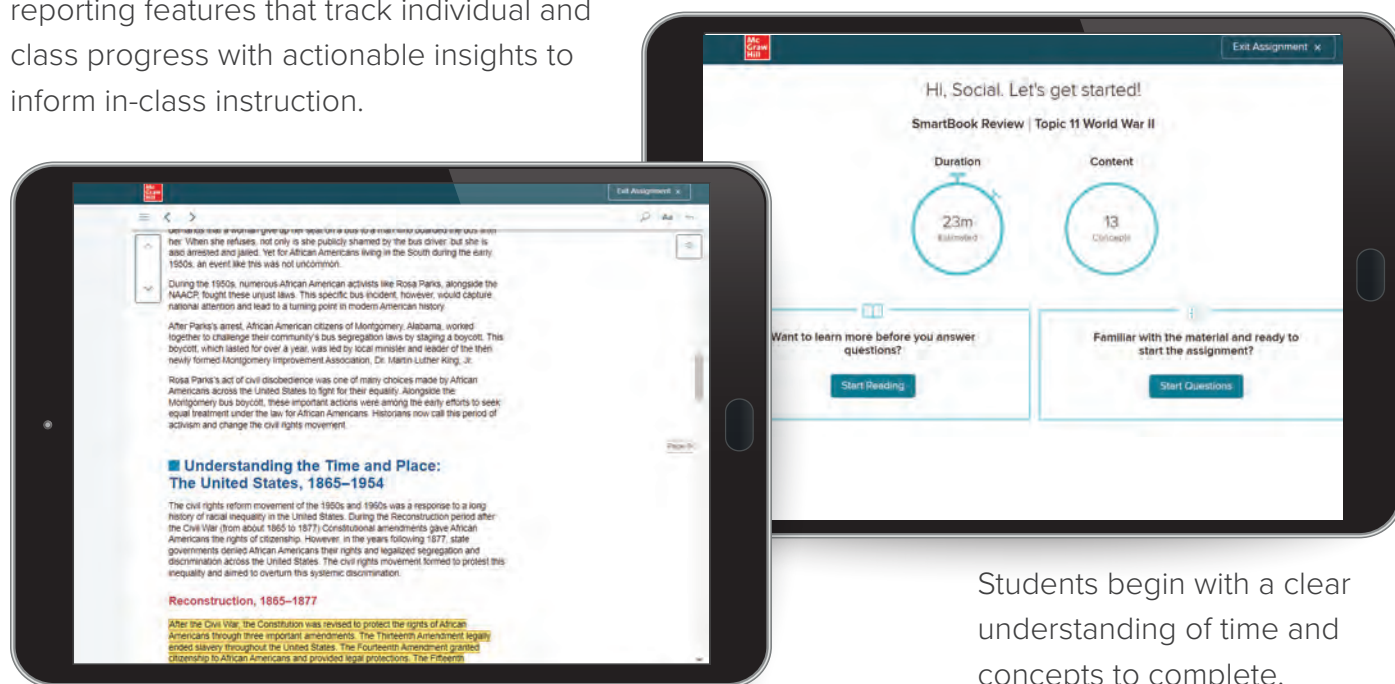
Primary and Secondary Sources

Florida Benchmark Skills



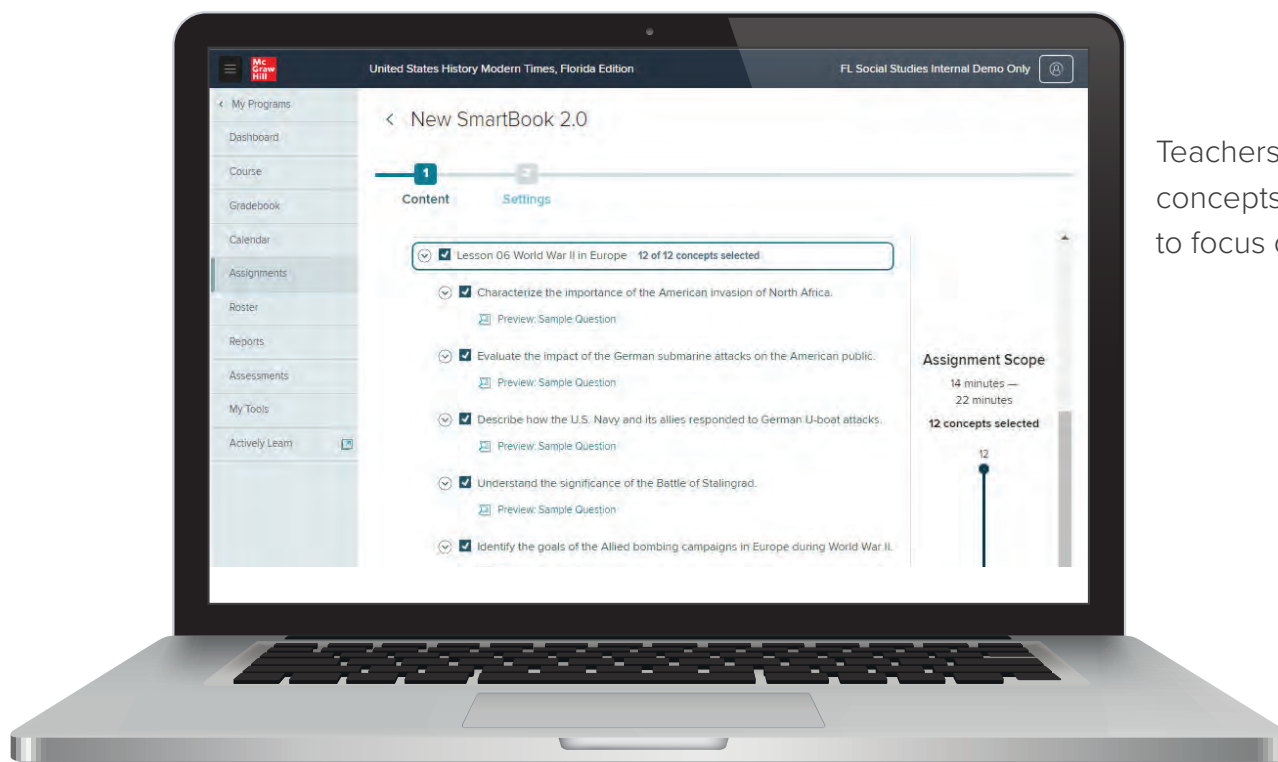
Personalize Learning for Every Student

SmartBook® delivers personalized, **adaptive** learning tailored to each student's individual needs. It works by 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.



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

Highlights help show key concepts.



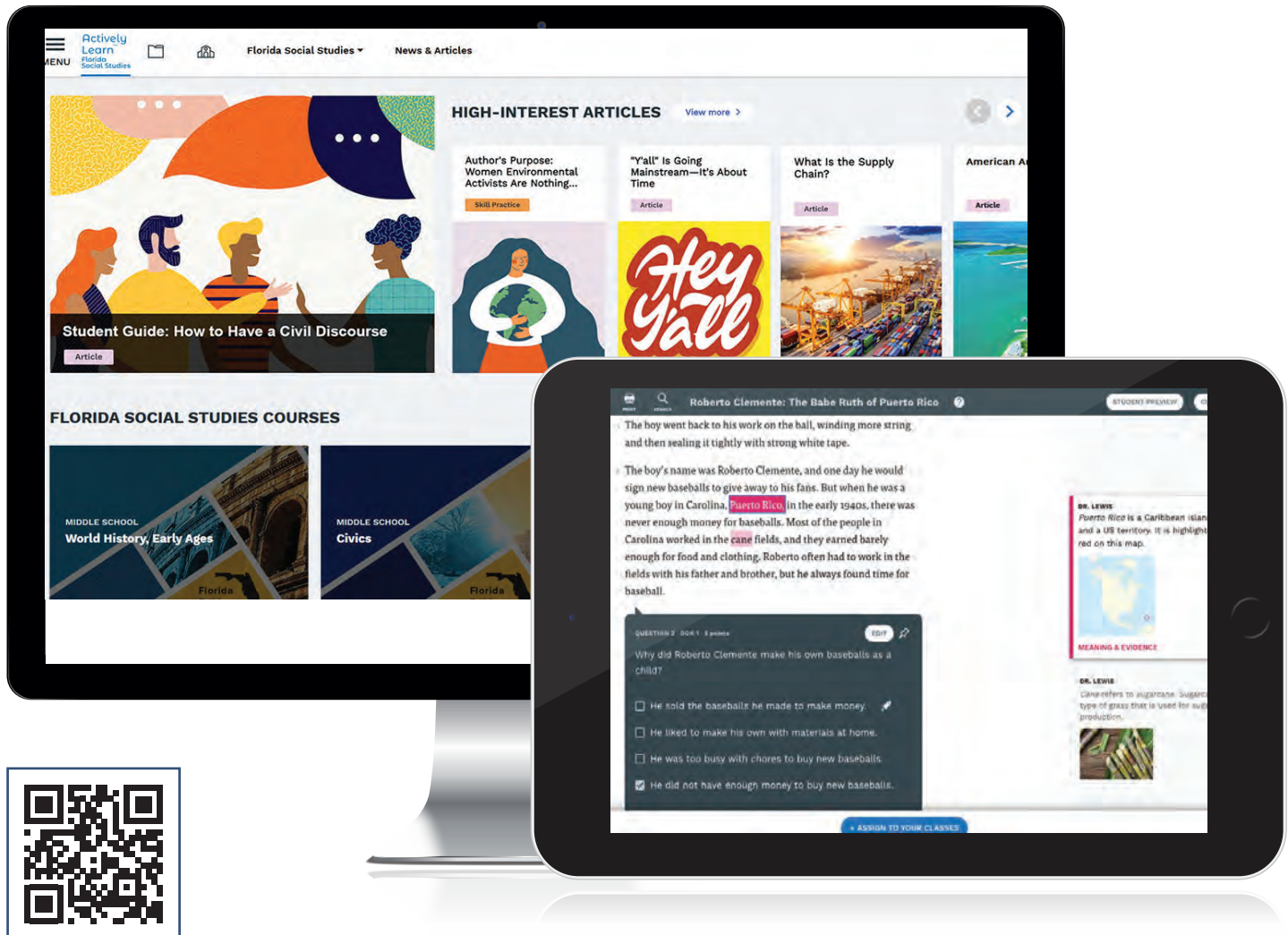
Teachers assign concepts for students to focus on.

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

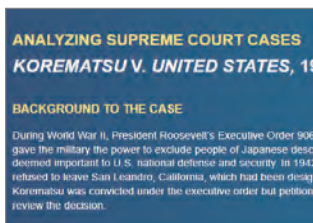


Story Maps



Slideshow

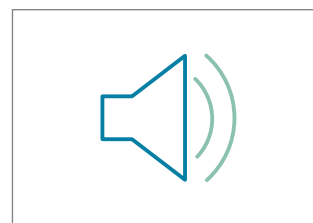
And more!



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.

Honors Guide

The Honors Guide is an all-in-one solution to your classroom needs with specific, easily implementable strategies for teachers, including examples of how the program content can be used to create a highly effective honors course.

TOPIC 11 • OVERVIEW PLANNER
Asian Empires 1450–1800

LEARNING OBJECTIVES

Knowledge:

- explain how military technology contributed to the success of the Ottoman, Safavid, and Mogul empires
- explain why the Ottoman capture of Constantinople was a turning point in world history
- describe the development and beliefs of the Sikh faith
- analyze how connections with Europe affected the political, religious, and social makeup of Asian empires
- explain how the Ming and Qing dynasties were similar and different
- explain how Japan changed during the Tokugawa Era

Skills:

- interpret images to make inferences about the Asian empires
- compare and contrast the characteristics and accomplishments of the Asian empires
- use maps to draw conclusions about the Asian empires
- use writing to convey information about the Asian empires
- interpret primary and secondary sources to answer questions about the fall of Constantinople and life in the Ottoman, Mogul, and Safavid empires

FLORIDA BENCHMARKS

- SS.912.W.1
- SS.912.W.1.1
- SS.912.W.1.3
- SS.912.W.1.4
- SS.912.W.1.5
- SS.912.W.1.6
- SS.912.W.2.7
- SS.912.W.2.8
- SS.912.W.3.4
- SS.912.W.3.6
- SS.912.G.1
- SS.912.G.1.1
- SS.912.G.4.9
- SS.912.H.1
- SS.912.H.1.3
- SS.912.H.3
- SS.912.H.3.1
- ELA.K12.EE.11
- ELA.K12.EE.2.1

FLORIDA BENCHMARKS

- SS.912.W.1
- SS.912.W.1.1
- SS.912.W.1.3
- SS.912.W.1.4
- SS.912.W.1.5
- SS.912.W.1.6
- SS.912.W.2.7
- SS.912.W.2.8
- SS.912.W.3.4
- SS.912.W.3.6
- SS.912.G.1
- SS.912.G.1.1
- SS.912.G.4.9
- SS.912.H.1
- SS.912.H.1.3
- SS.912.H.3
- SS.912.H.3.1
- ELA.K12.EE.11
- ELA.K12.EE.2.1

Florida-aligned standards for every lesson are clearly identified.

SUGGESTED PACING GUIDE

LESSONS	DAYS	PLANNER PAGE	LESSONS	DAYS	PLANNER PAGE
01 INTRODUCTION Introducing Asian Empires	0.5	377D	06 INQUIRY ACTIVITY Analyzing Sources: Daily Life in the Asian Empires	1	377I
02 LEARN THE EVENTS The Ottomans and the Safavids	1	377E	07 LEARN THE EVENTS The Ming and Qing Dynasties of China	1	377J
03 INQUIRY ACTIVITY Turning Point: The Fall of Constantinople 1 COMPELLING QUESTION: Why was the Ottoman capture of Constantinople a turning point in world history?	1	377F	08 LEARN THE EVENTS Japan Under the Shoguns	1	377K
04 LEARN THE EVENTS South Asia and the Mogul Empire	1	377G	09 REVIEW AND APPLY Reviewing Asian Empires	0.5	377L
05 LEARN THE EVENTS The Sikh Faith	1	377H			
			TOTAL TIME	8	

Key for Using the Teacher Edition

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

Beyond Level
BL Beyond Level

Approaching Level
AL Approaching Level

English Language Learners
ELL English Language Learners

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

INDIVIDUAL Independent Activity

SMALL GROUP Pairs or Small Group Activity

WHOLE CLASS Whole Class Activity

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

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

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
LAUNCHING THE INQUIRY p. 389			
✓ Explanatory Writing About Gunpowder	W	15 min	Individual
GUIDING THE INQUIRY pp. 389–392			
<input type="checkbox"/> Understanding Supporting Details About Constantinople's Name	R	10 min	Whole Class
✓ Drawing Conclusions About Gunpowder Ingredients	H	10 min	Whole Class
<input type="checkbox"/> Special Needs Strategy: Visual Impairment			
<input type="checkbox"/> English Learners Scaffold: Explanatory Writing About Source C ELL		15 min	Small Group
<input type="checkbox"/> Analyzing Change After the Fall of Constantinople	H	10 min	Whole Class
Differentiate the Activity Comparing Perspectives About Turkey BL		30 min	Individual

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.

Digital Instruction Features

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

Teacher Edition Activities

Topic | World War II
Lesson 02 | The Origins of World War II

GUIDING QUESTIONS

- What economic and political conditions following World War I encouraged dictatorships?
- How did European nations try to prevent war?
- Why did Germany make a pact with the Soviet Union, and why did the pact surprise people?
- How did President Roosevelt assist Britain while maintaining U.S. neutrality?

ENGAGE OPTIONS

READING SKILLS

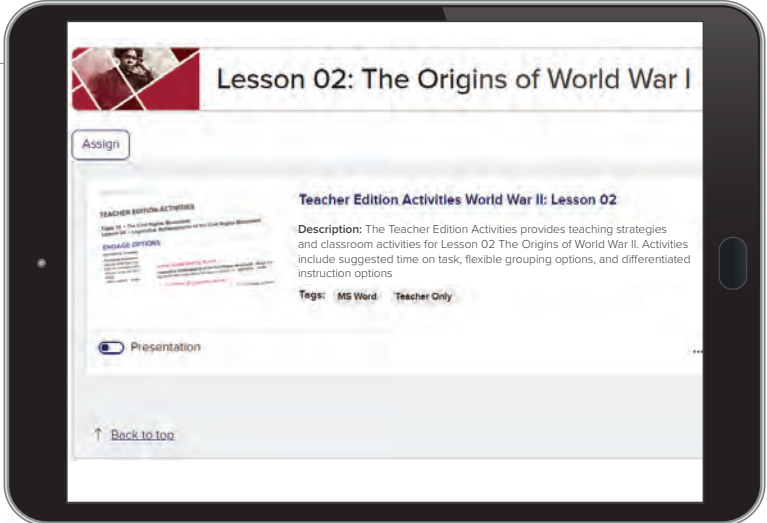
Summarizing the Rise of Military Control in Japan and European Fascism Have students read the sections titled "Militarists Control Japan" and "Mussolini, Stalin, and Hitler Rise to Power." Direct students to create an oral or written summary of how Japanese military leaders took control of the government and how fascism emerged in Europe. *(Student answers will vary. In Japan, military leaders blamed politicians for the country's economic depression and refused to follow Japanese Emperor Hirohito's request to remove troops from China. Military leaders took control of the government. In Europe, Fascists believed that orderly society and national greatness come through a dictator who leads a strong government, so Mussolini and Hitler seized power in Italy and Germany. Students may falsely claim Stalin was an example of a fascist, but remind them that Stalin and the Soviet Union were Communists. Whereas fascism is an aggressive nationalistic movement that places the state over the individual, communism seeks to eliminate all private property in favor of public ownership.)*

Small Group | 15 Min

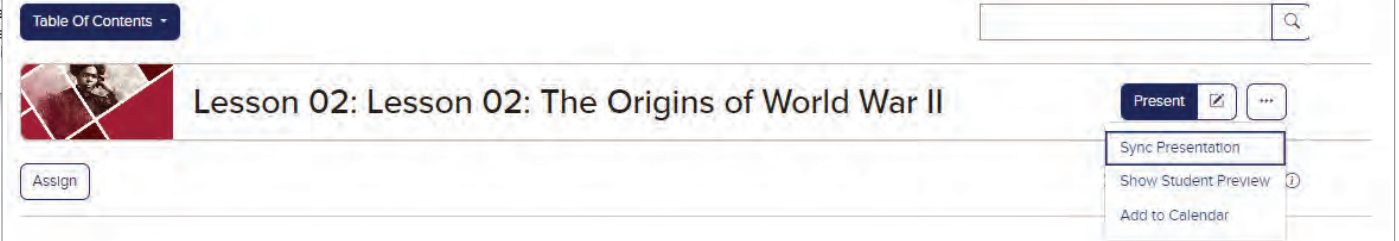
TEACH OPTIONS

REVIEW OPTIONS

ONLINE REVIEW & APPLY ACTIVITY



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



Sync Presentations Between Classes

Within the online learning platform, 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 World War II

LEARNING OBJECTIVES
Knowledge:

- describe the contributions of Vernon Baker as a hero of World War II
- evaluate the impact of racism and segregation on the life of Vernon Baker
- identify the causes of World War II
- explain the entry and impact of the United States in World War II
- summarize the effects of the war on the United States

Skills:

- interpret the map of the global scale of World War II and analyze the global impact of the war
- analyze the topic time line to identify the key events that led from U.S. neutrality to U.S. involvement in the war and to U.S. victory

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

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		

KEY:

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

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

Social Studies skills

- Civics
- Economics
- Geography
- Historical Thinking

Literacy Skills

- Reading
- Speaking and Listening
- Writing

Scaffolding and Differentiation

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

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

Integrating Information About Allied Strategies

Entering and Emerging

Provide students with a copy of “Strategies in Europe” and have them highlight wherever the words *Allied* or *Allies* appear in the text. Direct students to use digital highlighting tools if digital text is being used. Explain to students that Roosevelt and Churchill were Allied leaders, so their names can also be highlighted. Then, after finding examples of Allies in the text, have students list some of the Allies’ actions in their notes.

Developing and Expanding

Have students write two sentences about Allied strategies that were agreed upon during the Casablanca Conference. One sentence should focus on bombing strategies and one sentence should focus on the invasion of Sicily.

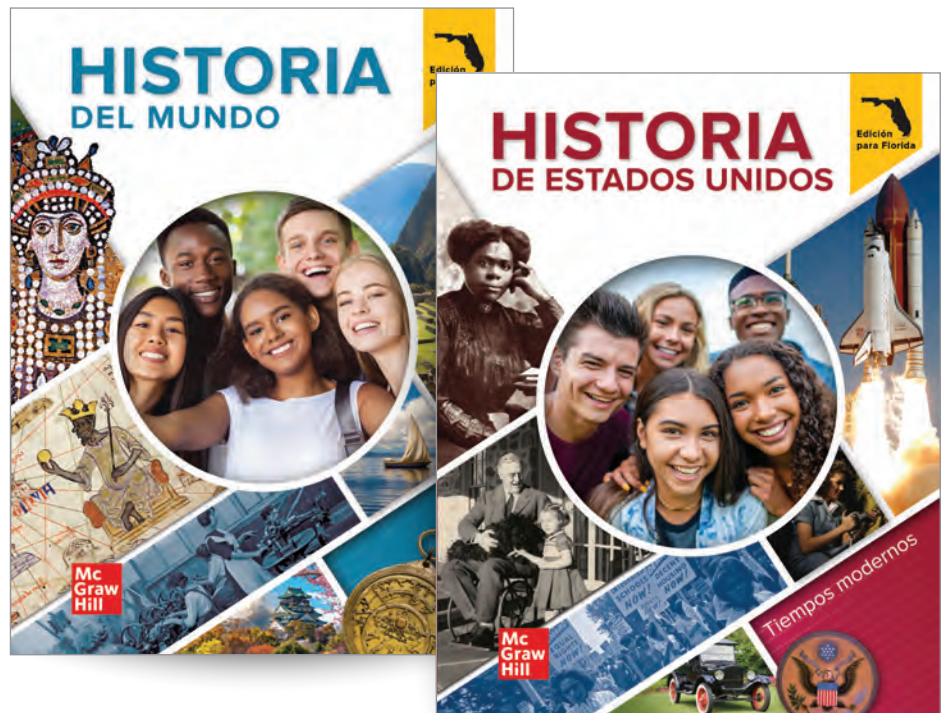
Bridging and Reaching

After reading “Strategies in Europe,” have students write a paragraph about the Allied bombing campaign against Germany. Students should include some details about how many tons of explosives were dropped and how often. Students should also include some of the results of the bombing campaign. (*Oil shortage, destruction of railroad system and aircraft factories.*)

ELL INDIVIDUAL 20 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 standards include:

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

NAME _____ DATE _____ CLASS _____

Topic 14 Preassessment

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

- _____ 1. The court case *Brown v. Board of Education of Topeka* ruled that
 - A. segregated public schools were unconstitutional.
 - B. excluding African Americans from juries was unconstitutional.
 - C. the "separate but equal" doctrine was constitutional.
 - D. Congress could ban discrimination in public facilities.
- _____ 2. What group, established in 1909, pushed for African American civil rights by using the court system?
 - A. CORE
 - B. AFL-CIO
 - C. SNCC
 - D. NAACP
- _____ 3. Civil rights activist Rosa Parks is known for
 - A. organizing the March on Washington.
 - B. helping pass the Civil Rights Act.
 - C. refusing to give up her seat on a segregated bus.
 - D. organizing the Freedom Riders.

"They also had a park. It was about a block from where I was born and raised and where I lived, and it was known as the white person's park. They had a tennis court there and nice park trees, and blacks weren't allowed in that park. I mean we just couldn't go there. You know, it's just one of those things.

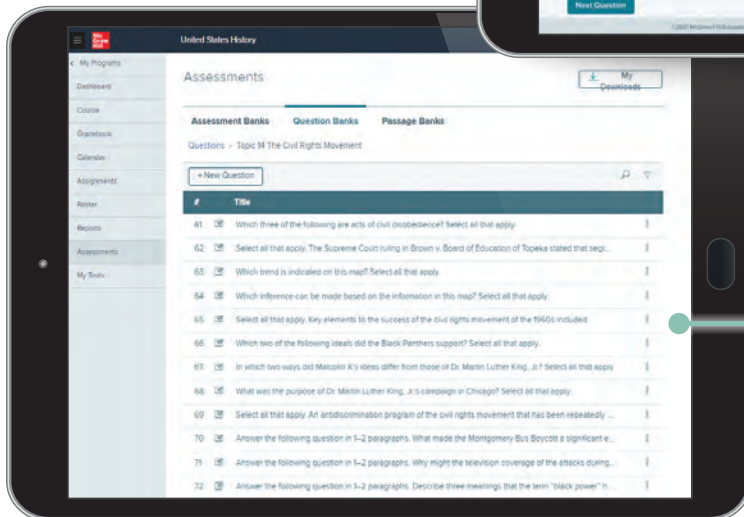
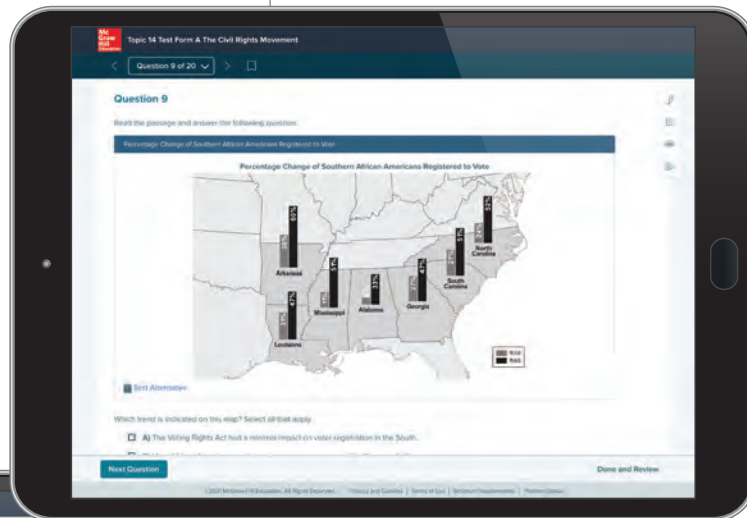
Some days I would be sick, and I could hear the schoolchildren playing during their lunch hour down at Norwood Elementary School, which was all white and that's what really stuck in my mind."

—Charles Gratton, in *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*

- _____ 4. What is this document describing?
 - A. socialism
 - B. discrimination
 - C. nativism
 - D. diversity
- _____ 5. What was a major goal of the March on Washington?
 - A. to raise support for civil rights legislation
 - B. to repeal the Thirteenth Amendment
 - C. to draw attention to gender inequality
 - D. to force the Supreme Court to desegregate schools

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

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**.



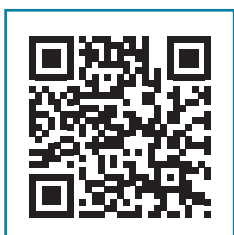
Inquire & Learn | Inspire & Lead



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