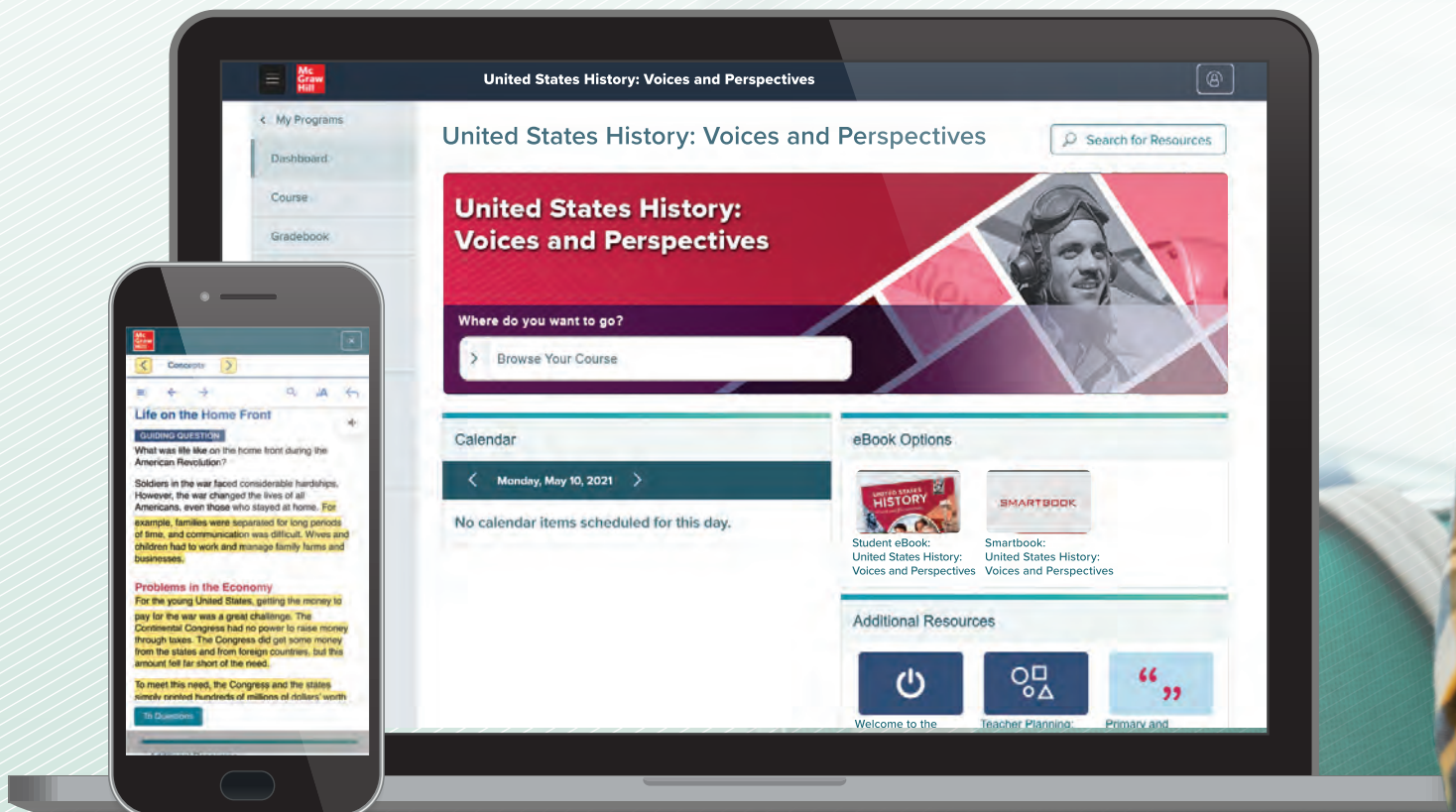
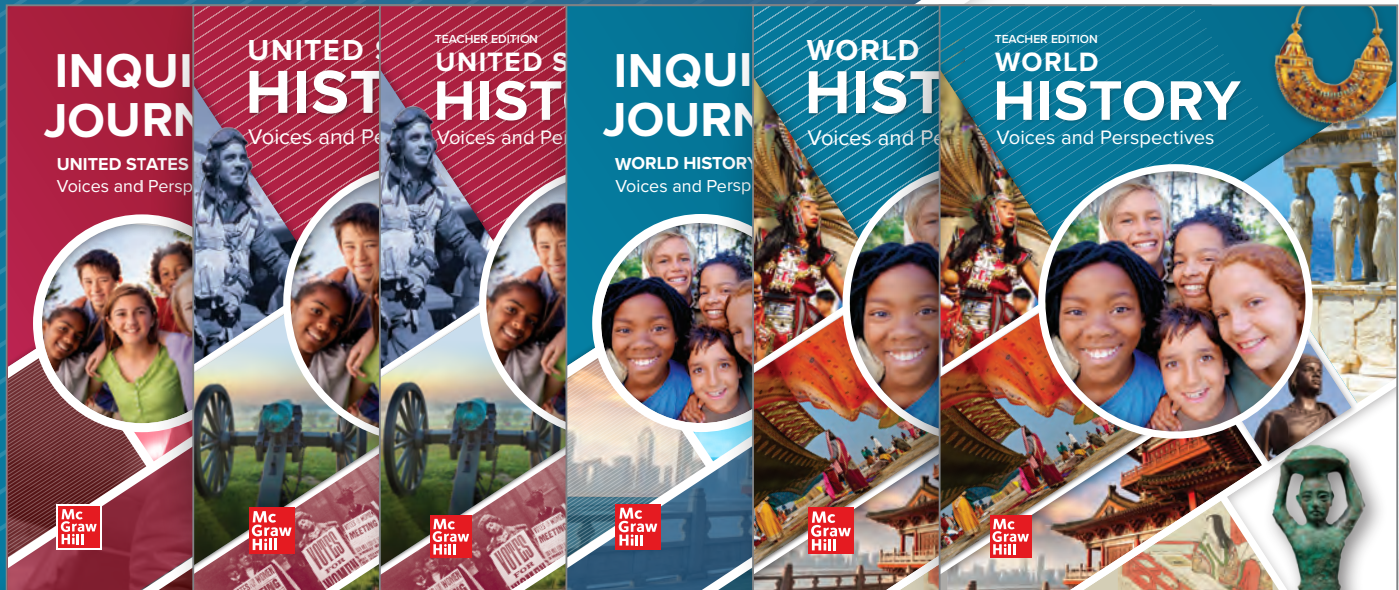




WORLD HISTORY
UNITED STATES HISTORY
Voices and Perspectives

Welcome to McGraw Hill Social Studies



Inspire a Student, Change the World

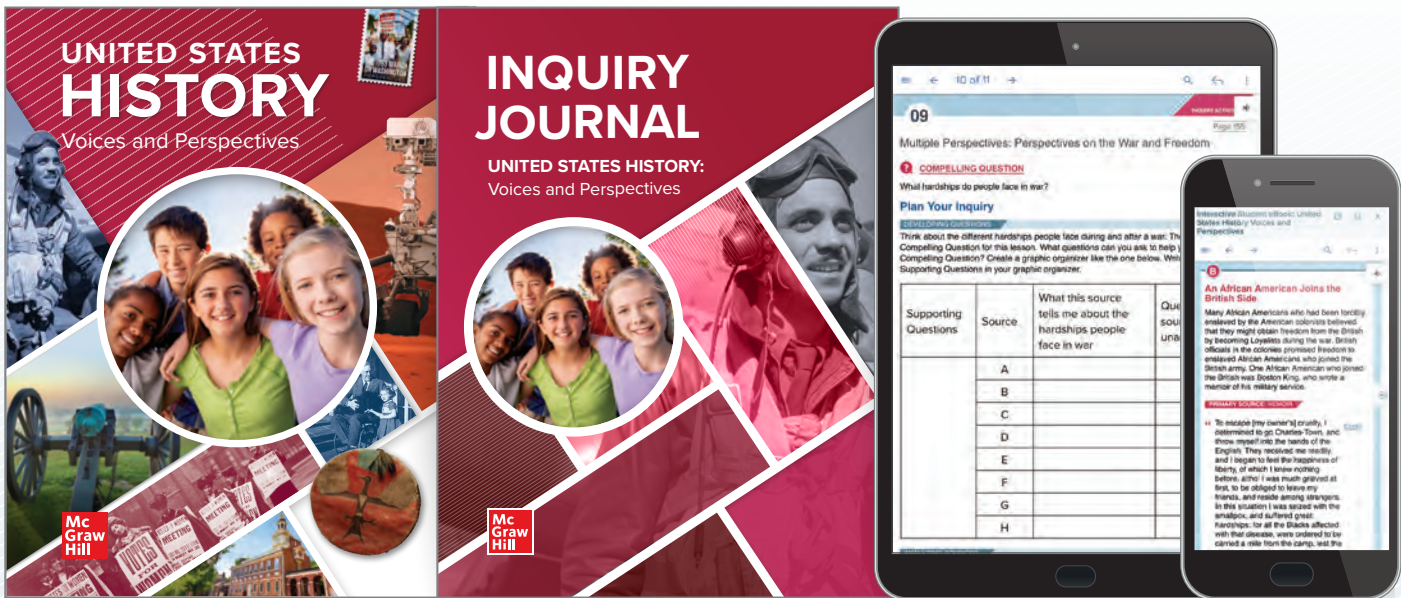
Empower students to make vital connections between the past and present with a flexible curriculum that facilitates choice and remains current with regular content updates. Inspire students to experience history through multiple lenses and inquiry as they learn to practice civil discourse on their way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

PRIMARY SOURCE : POEM



Create Dynamic Teaching and Learning Experiences

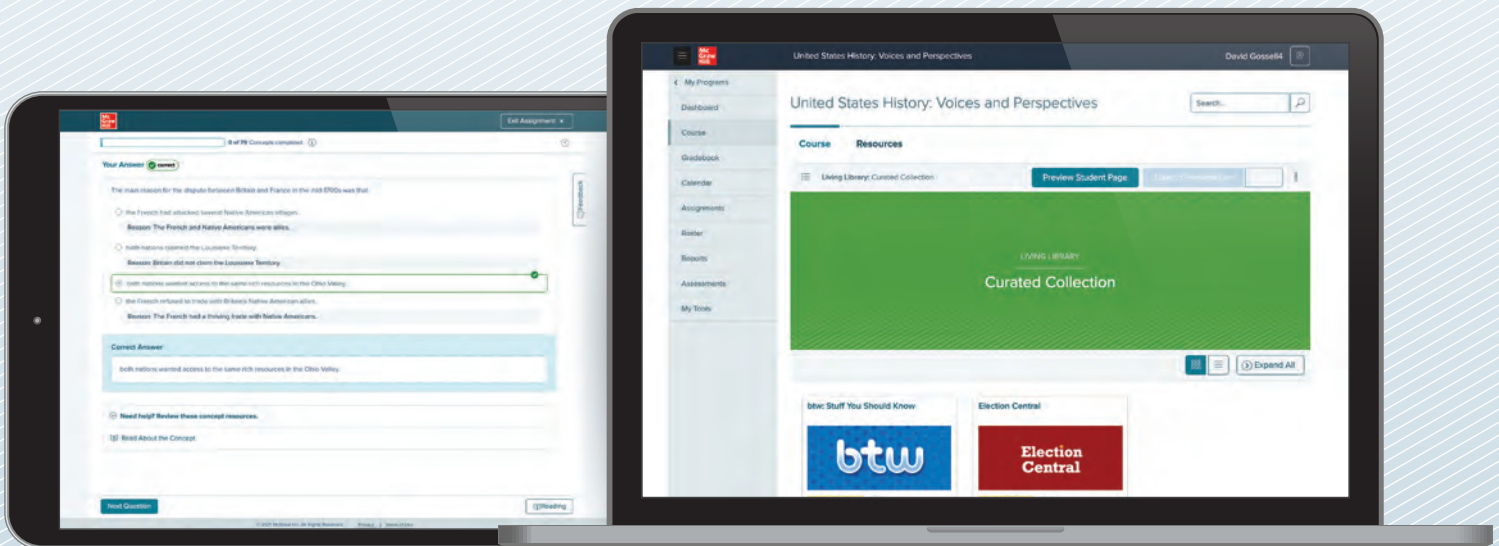
Choose between a variety of learning resources as well as four different lesson types to engage your students in thought-provoking and personalized learning opportunities.



Student Edition Four different lesson types organized by modules, designed to make history relevant and engage every student.

Inquiry Journal Interactive worktext designed around new Compelling Questions and additional primary and secondary sources.

Interactive eBook Designed to match the print content with robust digital tools to enhance learning.



SmartBook® Built for adaptive personalized learning to empower students to focus on key concepts and achieve mastery through practice and study.

Living Library™ Ever-expanding library of resources updated regularly.

The American Revolution

1754–1782

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

INTRODUCTION LESSON

01 Introducing The American Revolution

106

LEARN THE EVENTS LESSONS

02	Rivalry in North America	111
03	No Taxation Without Representation	115
05	Declaring Independence	127
06	The War for Independence	139
07	The War Continues	145
08	The American Victory	149

INQUIRY ACTIVITY LESSONS

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

REVIEW AND APPLY LESSON

10 Reviewing The American Revolution

161

Flexibility and customizable options allow you to use all the lessons in a topic or pick and choose the ones you'd like for your classroom.

Introduction Lesson

Engage students by activating prior knowledge about place and time to establish a foundation for learning and inquiry with clear learning objectives for the topic.

Learn the Events Lessons

Students dig in on key historical concepts, ideas, people, and events with an emphasis on cause-and-effect relationship, explanation, and continuity and change in history.

Inquiry Activity Lessons

Using Compelling Questions and inquiry, students develop their own questions, analyze primary and secondary sources, draw conclusions and communicate about them, and have opportunity to translate what they've learned into informed action.

Review and Apply Lesson

Students review and apply what they have learned about the topic through activities such as Making Connections to Today, Understanding Multiple Perspectives, and Writing and Reasoning Activities.

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.

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—foggy—Nasty Cloaths—tasty 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 Bed—good food—good Cookery—all agreeable—all harmonious. Here all Confusion—smoke & Cold—hunger & filthiness . . ."

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



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



Espionage

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

ESPIONAGE TECHNIQUES AND TOOLS

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

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



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

107

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

Engage

- Videos, Interactive Maps, Slideshows, and Timelines

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.

COMPPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

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

KEY EVENTS OF THE AMERICAN REVOLUTION

- 1750 ○
- 1754 The French and Indian War begins
- 1760 ○
- 1763 France cedes Canada to Britain in the Treaty of Paris
- 1765 Parliament passes the Stamp Act, angering American colonists
- 1770 ○
- 1770 Five American colonists are killed in the Boston Massacre
- 1774 The First Continental Congress meets in Philadelphia
- 1775 American colonists and British troops exchange gunfire at the Battles of Lexington and Concord
- 1776 The Declaration of Independence is approved
- 1777 The American victory at the Battle of Saratoga is a turning point in the Revolution
- 1780 ○
- 1781 British General Cornwallis is forced to surrender at the Battle of Yorktown
- 1790 ○
- 1783 The Treaty of Paris recognizes American independence



Sequencing Time Was the Declaration of Independence approved before or after the Battles of Lexington and Concord were fought?

Source: History Imagery/Getty Images

Understanding the Time and Place: North America, 1587–1754

Although several European nations had claims in North America, it was the British who eventually dominated the eastern part of the continent. By the mid-1700s, British colonies stretched for hundreds of miles along the Atlantic Coast.

The Earliest Settlements

The earliest English colonies were founded at Roanoke Island, off the coast of North Carolina, in 1587, and at Jamestown, in Virginia, in 1607. The colony at Roanoke did not succeed, but the Jamestown colony did. Jamestown was settled on behalf of the Virginia Company, which was searching for gold and other resources. Early hardships, including starvation and disease, nearly doomed the colony, but the aid of local Native Americans helped the colonists survive. Eventually, as the colonists learned to plant and raise tobacco, Jamestown began to grow and thrive. The settlers' desire for new lands, however, soon led to warfare with the region's Native Americans.

Religious Freedom in New England

The next group of English settlers to come to America was not searching for gold and riches. Fleeing religious persecution in England, the Pilgrims came to Massachusetts in 1620 to practice their religion freely. Much like in Virginia, Native American aid helped the settlers survive their early days, although conflict between the newcomers and Native Americans quickly developed.

Select each icon for more information.

Differentiate

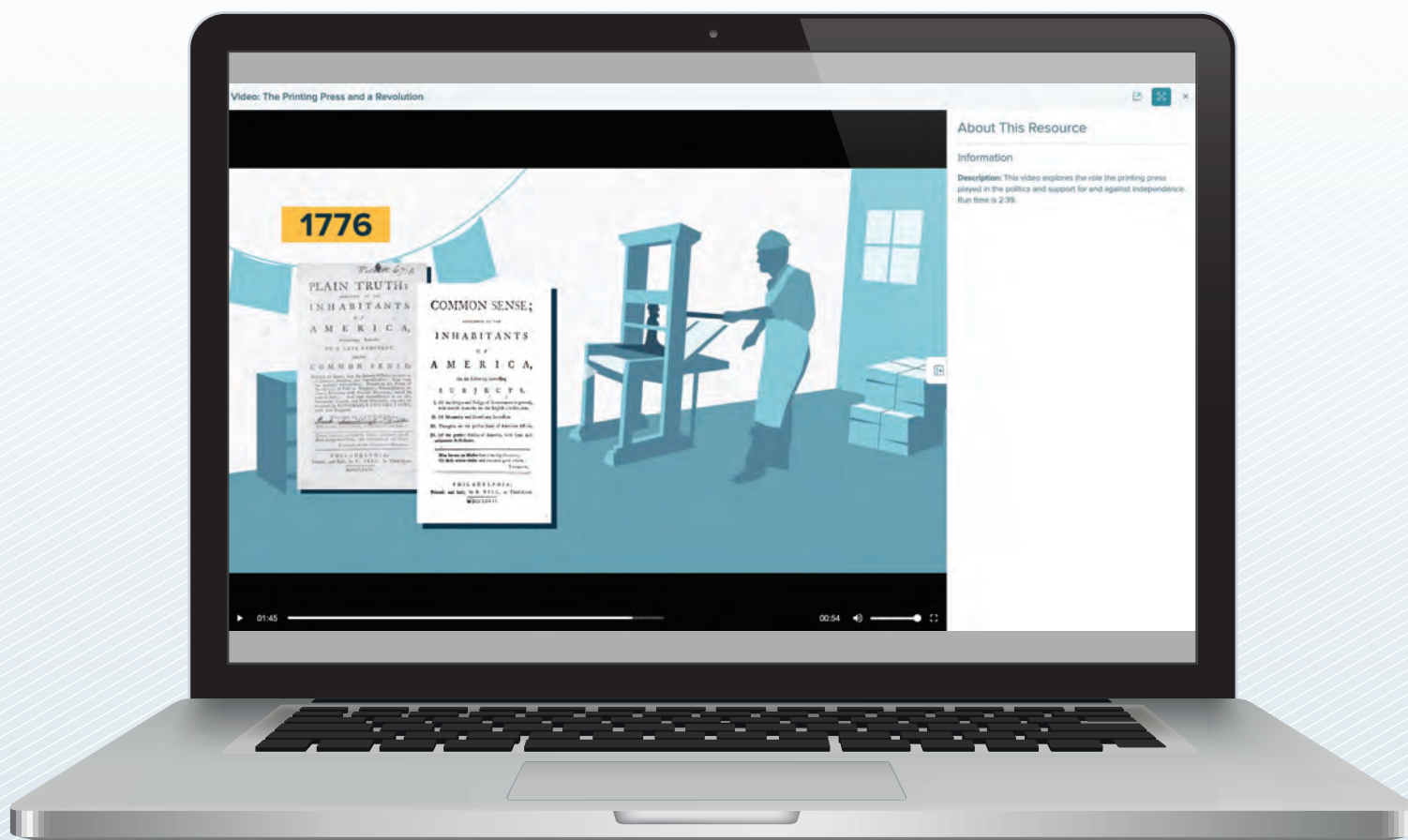
- Reading Essentials
- SmartBook
- Spanish Student Edition
- Strategies for Differentiation

Assess

- Preassessment
- Review and Apply

Make History Relevant for Every Student

Bring the past to life and help make connections to today through Guiding Questions, lesson activities, and engaging interactives.



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

Engage

- Maps, Timelines, Charts, and Graphs
- Social and Emotional Learning

Enrich

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

03

No Taxation Without Representation

New Policies on Taxes in America

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify British policies that affected the colonists.

Record each policy in a chart like this one. Describe what the colonists thought of each policy. Write down evidence that shows their opinion.

British policy	Colonists' View

GUIDING QUESTION

Why did the British government establish new policies?

After their victory in the French and Indian War, the British controlled much of North America. Now they had to protect all of the continent. To meet this challenge, King George III issued the Proclamation of 1763, which order **prohibited**, or barred, colonists from settling west of the Appalachian Mountains on Native American land.

For the British, the proclamation offered several advantages. It helped keep peace between Native Americans and settlers. It also kept colonists near the Atlantic Coast, where British authority was stronger. Finally, it allowed Britain to control westward expansion and the fur trade in the region. The colonies to enforce the policy with Native Americans.

of 1763 in the aftermath of the

The colonists believed all or most new laws violated their rights as British citizens. They expressed their feelings about the laws by calling them the Intolerable Acts. *Intolerable* means "painful and unbearable."

CHECK FOR UNDERSTANDING

Citing Text Evidence: The British ships carried away the tea from the ships involved in New York.

LESSON ACTIVITIES

- Argumentative Writing** Write a speech from the perspective of a British soldier involved in the Boston Massacre. Explain about the Boston Massacre and anti-rebellion opinions in 1770.
- Collaborating Work** Write a speech to convince your class to support your own their main point. Use the evidence explaining why you agree or disagree with them.

North Wind Picture Archives/Getty Images

the colonists for resisting British authority. Massachusetts, though, received the harshest treatment.

One of the Coercive Acts banned town meetings in Massachusetts. Another closed Boston Harbor until the colonists paid for the ruined tea. This stopped most shipments of food and other supplies to the colony. Parliament was trying to cut Massachusetts off from the other colonies. Instead, the Coercive Acts drew the colonies together. Other colonies sent food and clothing to support Boston.

Following the Coercive Acts, Parliament also passed the Quebec Act. This law created a government for Canada and extended its territory

120

Differentiate

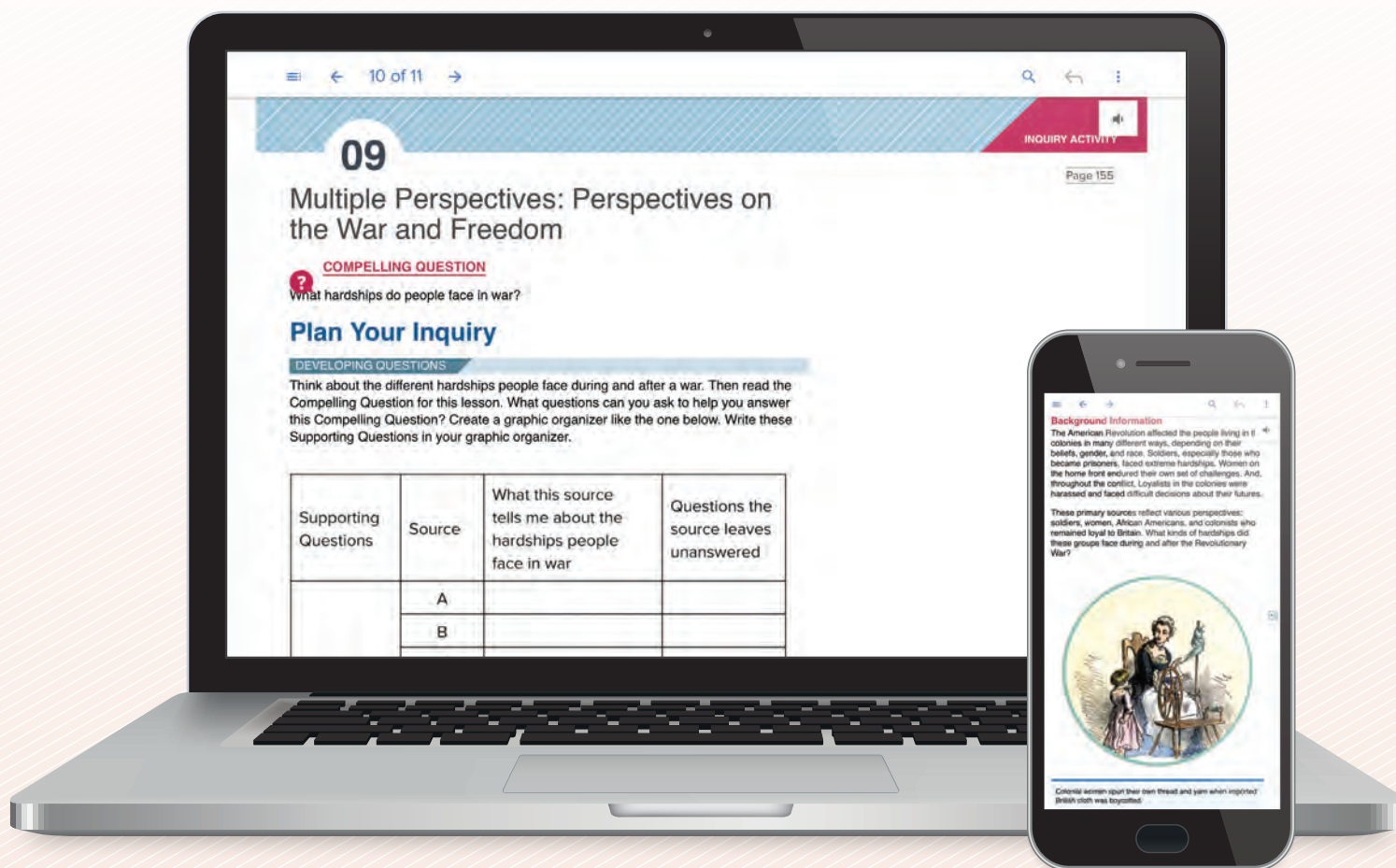
- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity
- History & Civics Activity
- History & Geography Activity

Assess

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

Explore History Through the Lens of Those Who Lived It

With a focus on primary and secondary sources, students will gather evidence, draw conclusions, communicate understanding, and take informed action. There are up to three Inquiry Activity Lessons in every topic covering a wide range of voices and perspectives, provided by excerpts from interviews, magazine articles, poems, song lyrics, photographs, and much more.



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

Engage

- Compelling Question
- Interactive Images

Enrich

- Making Connections to Today
- Culturally Responsive Connections
- Social and Emotional Learning
- Additional Digital Source (Online Only)
- Culturally Responsive Connections

Complete Your Inquiry

EVALUATE SOURCES AND USE EVIDENCE

Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

- Identifying** What is one source that reveals hardships faced by the Patriots? Which source presents hardships experienced by Loyalists? Explain each choice.
- Analyzing Perspectives** How does each writer's identity impact his or her experience in the war and perspective about its hardships? Use two examples in your answer.
- Gathering Sources** Which sources helped you answer the Supporting Questions and the Compelling Question? Which sources, if any, challenged what you thought you knew when you first created your Supporting Questions? What information do you still need in order to answer your questions? What other viewpoints would you like to investigate? Where would you find that information?
- Evaluating Sources** Identify the sources that helped answer your Supporting Questions. How reliable is the source? How would you verify the reliability of the source?

COMMUNICATE CONCLUSIONS

- Collaborating** Work with a partner to write an essay about the different kinds of hardships experienced during and after the Revolutionary War. How do the sources help illustrate the different perspectives that existed at that time? Use the graphic organizer that you created at the beginning of the lesson to help you. *Conclude your work with the class.*

TAKE INFORMED ACTION

and the hardships that local people are enduring as a result of the war or dispute. Write a poem, song, or rap that explains the situation and describes the hardships. If you choose, you may issue a call to action or offer a potential solution in your piece, as well. Perform your poem, song, or rap for the rest of the class.

A

A Patriot Soldier's Experiences

Joseph Plumb Martin joined state militia when he was 17. He went on to serve in the war under George Washington. 70 years old, he published this poem during his seven years of

PRIMARY SOURCE: DIARY

"After the army had come and recovered from the march, we were marching, starving and nothing else happened that was enough, until at a place called the Valley about twelve miles to the north of Philadelphia; where there was a spell of weather there not being wind several days to be displaced by the fires in the woods were so affected by it that we were able to open them for together, the ground, and loamy, was covered with mortar, and so dirty with hogsty was preferable to sleep in; and to cap our misery, we had no scarcely any thing

loamy made of loam, a soil mortar a mixture of sand, and that is used to make bricks hogsty a pen where pigs are

EXAMINE THE SOURCE

- Identifying** What hardships does the diary describe?
- Speculating** How might these hardships have impacted the soldiers' morale?

C

British Prison Ships

Patriot soldiers who were captured by British ships anchored in the harbor of Philadelphia. Philip Freneau spent several years in the prison ships. He published this poem about his experience.

PRIMARY SOURCE: POEM

"At sundown we were nearly three hundred on a chest, almost before morning, by suppose. The wretched indeed; could assure me that prison?"

— Philip Freneau, from "The Prison Ship"

procure to acquire or obtain wretched miserable exchanged released



Thousands of Patriot soldiers were held in British prison ships.

EXAMINE THE SOURCE

- Identifying** What hardships does the poem describe?
- Making Connections** How does the poem relate to the diary entry?

D

"Offering of the Ladies"

Patriot women, such as Esther De Berdt Reed, the wife of the governor of Pennsylvania, often raised money for the war effort. Reed published this handbill to promote and explain the women's campaign.

PRIMARY SOURCE: HANDBILL

"This is the offering of the time is arrived to display the same sentiments which animated us at the beginning of the revolution when we renounced the use of teas, however agreeable to our taste, . . . when our republican and laborious hands spun the flax, prepared the linen intended for the use of our soldiers, when exiles and fugitives we supported with courage. . . . [L]et us be engaged to offer the homage of our gratitude at the altar of military valor, and you, our brave deliverers, while mercenary slaves combat to cause you to share with them the irons with which they are loaded, receive with a free hand our offering, the purest which can be presented to your virtue, BY AN AMERICAN WOMAN."

— Esther De Berdt Reed, from "The Offering of the Ladies"

sentiment a thought or feeling laborious to give up homage honor mercenary

EXAMINE THE SOURCE

- Making Connections** To what sacrifices in the war does she bring up those of the women?
- Interpreting** What language when mentioning Patriot women? Why might she use such language?

F

Loyalists Attack

Following the American Revolution in 1781, many Patriots in the city of Philadelphia fled to Lancaster. This excerpt, the 24-year-old Anna Rawle, describes her experience at her home, which did not survive the attack.

PRIMARY SOURCE: DIARY

"A mob surrounded [my house] broke the shutters of the windows, and we none but forlorn we for a time listened for fear and trembling to grow more loud and knowing what to do, yard. . . . We had not many minutes before back by the sight of climbing the fence, a mob were coming in. It proved to be [my friend] called to us not to be fixed lights up at the pacified the mob, and huzzas they moved was the most alarming remember."

— Anna Rawle, from "The Loyalist's Story: A Narrative of the Loyalist's Experience in the City of Philadelphia, 1781"

forlorn abandoned; left behind huzza a cheer, as in "hooray"

EXAMINE THE SOURCE

- Identifying** What happened to the other women on the Cornwallis's surrender?
- Analyzing Points of View** How does her experience during her capture affect her perspective?
- Analyzing** What does she say about the treatment of women?

H

Freedom for the New Country

Phillis Wheatley was an enslaved African who worked as a "domestic," or maid, for the Wheatley family of Boston. After recognizing Wheatley's intelligence, the Wheatley family taught her to read and write, and she became well-known for her poetry.



PRIMARY SOURCE: POEM

"... As from the East thy illustrious king of day, With rising radiance drives the shades away, So freedom comes array'd with charms divine, And in her train commerce and plenty shine. ... And great Germania's ample coast admires The generous spirit that Columbia fires. Auspicious Heaven shall fill with fav'ring gales, Where e'er Columbia spreads her swelling sails: To every realm shall peace her charms display, And heavenly freedom spread her golden ray."

— from "Liberty and Peace," 1784

Columbia America auspicious suggesting future success gale a strong wind

EXAMINE THE SOURCE

- Analyzing** Does Wheatley celebrate America's freedom? Explain.
- Analyzing Perspectives** How does Wheatley view America's future? Explain your analysis using the text.

Interactive Student eBook Lesson 09: Multiple Perspectives: Perspectives on the War and Freedom

10 of 11

Page 158

"Offering of the Ladies"

Patriot women, such as Esther De Berdt Reed, the wife of the governor of Pennsylvania, often raised money for the war effort. Reed published this handbill to promote and explain the women's campaign.

PRIMARY SOURCE: HANDBILL

"This is the offering of the Ladies. The time is arrived to display the same sentiments which animated us at the beginning of the revolution when we renounced the use of teas, however agreeable to our taste, . . . when our republican and laborious hands spun the flax, prepared the linen intended for the use of our soldiers, when exiles and fugitives we supported with courage. . . . [L]et us be engaged to offer the homage of our gratitude at the altar of military valor, and you, our brave deliverers, while mercenary slaves combat to cause you to share with them the irons with which they are loaded, receive with a free hand our offering, the purest which can be presented to your virtue, BY AN AMERICAN WOMAN."

EXAMINE THE SOURCE

- Making Connections** To what sacrifices in the war does she bring up those of the women?
- Interpreting** What language when mentioning Patriot women? Why might she use such language?

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- Special Needs Strategies and Activities
- SmartBook
- Spanish Student Edition

Assess

- Examine the Source
- Take Informed Action
- Lesson Quiz

Empower the Next Generation of Informed, Active Citizens

Choose from a variety of activities that allow students to review and apply their learning.

10

Reviewing The American Revolution

Summary

Cause

- the French and Indian War and the Proclamation of 1763
- writs of assistance
- the Sugar Act
- the Stamp Act
- the Townshend Acts
- the Boston Massacre
- the Tea Act
- the Intolerable Acts

Effect/Cause

- colonial boycotts of British goods
- committees of correspondence
- Sons of Liberty and Daughters of Liberty
- the Boston Tea Party
- First Continental Congress
- Fighting between American militia and British troops at Lexington and Concord
- Second Continental Congress
- Common Sense
- the Declaration of Independence

Effect

- The American Revolution



General George Washington



Colon Stamp

TOPIC ACTIVITIES

Apply What You Have Learned

A Understanding Multiple Perspectives

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



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

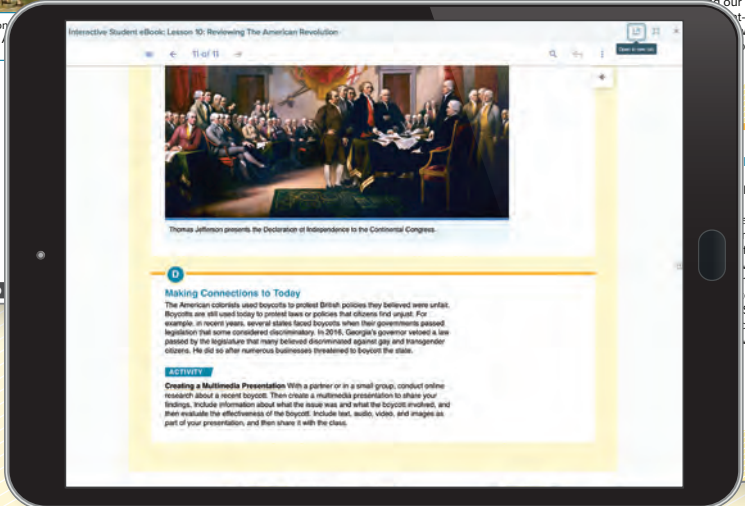
— Charles Inglis, from *The True Interest of America Impartially Stated*, 1776

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.

Graphic Reasoning

Paris not only ended the War, it changed the map of the world by establishing certain 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 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.



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

Engage

- Interactive Charts and Graphs

Enrich

- Making Connections to Today
- Digital Option Activities
- Social and Emotional Learning



Differentiate

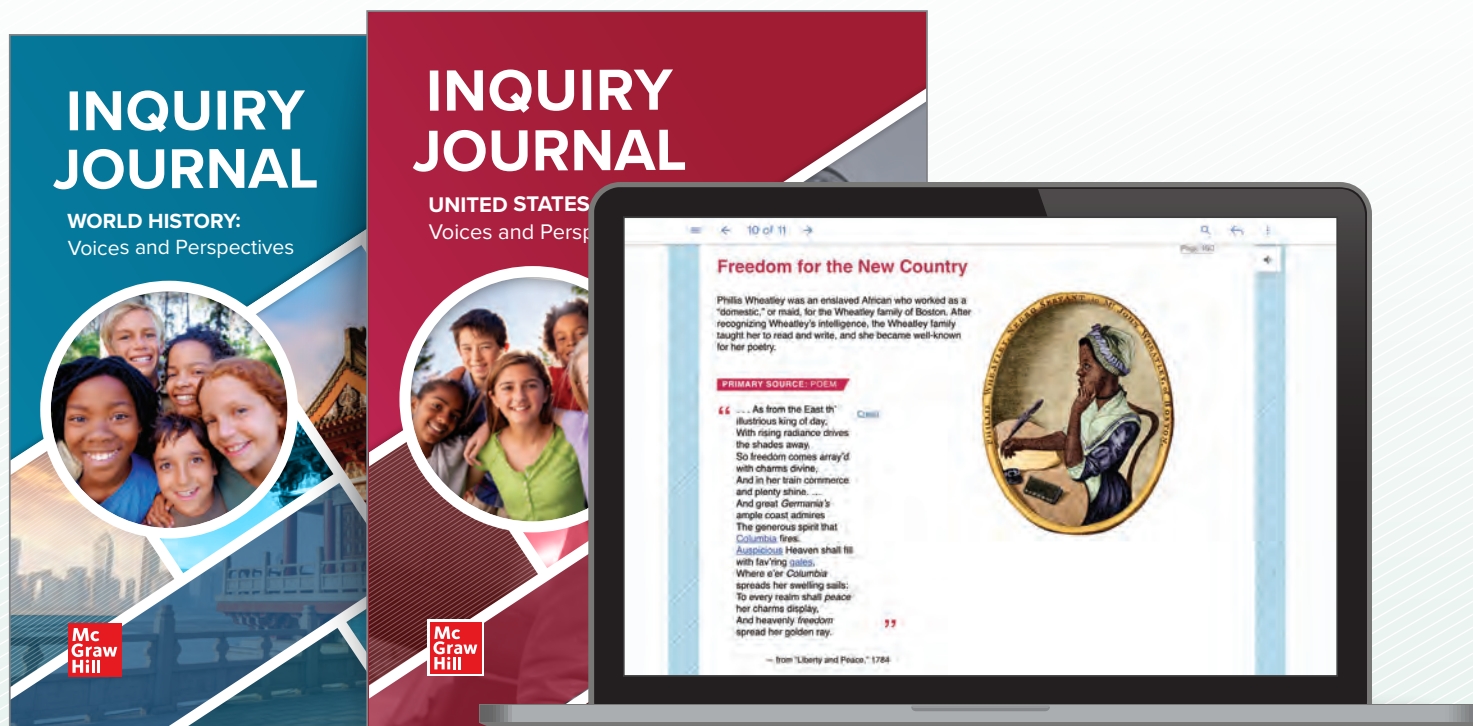
- Differentiation for Each Topic Activity
- Reteaching Activity
- Reading and Writing Essentials
- *SmartBook*
- Spanish Student Edition

Assess

- Topic Activities
- Topic Tests

Advance Learning Through Inquiry

For the teacher who never has enough sources or is all in on inquiry, the Inquiry Journal is designed to extend the inquiry process and delves deeper with a new Compelling Question and a diverse range of additional primary and secondary sources.



09

INQUIRY ACTIVITY

Multiple Perspectives: Perspectives on the War and Freedom

COMPPELLING QUESTION

What hardships do people face in war?

Plan Your Inquiry

DEVELOPING QUESTIONS

Think about the different hardships people face during and after a war. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Create a graphic organizer like the one below. Write these Supporting Questions in your graphic organizer.

Supporting Questions	Source	What this source tells me about the hardships people face in war	Questions the source leaves unanswered
	A		
	B		
	C		
	D		
	E		
	F		

Background Information

The American Revolution affected the people living in the colonies in many different ways depending on their beliefs, gender, and race. Soldiers, especially those who became prisoners, faced extreme hardships. Women on the home front endured their own set of challenges. Throughout the conflict, Loyalists in the colonies were harassed and faced difficult decisions about their futures.

These primary sources reflect various perspectives: soldiers, women, African Americans, and colonists who remained loyal to Britain. What kinds of hardships did these groups face during and after the Revolutionary War?

Name _____ Date _____ Class _____

Reading and Writing Essentials

TOPIC 4 • THE AMERICAN REVOLUTION

Lesson 9 | Multiple Perspectives: Perspectives on the War and Freedom

COMPPELLING QUESTION

What hardships do people face in war?

Background Information

The American Revolution affected the people living in the colonies in many different ways. How they were affected depended on their beliefs, gender, and race. Soldiers, especially those who became prisoners, faced extreme hardships. Women on the home front endured their own set of challenges. And, throughout the conflict, Loyalists in the colonies were harassed and faced difficult decisions about their futures.

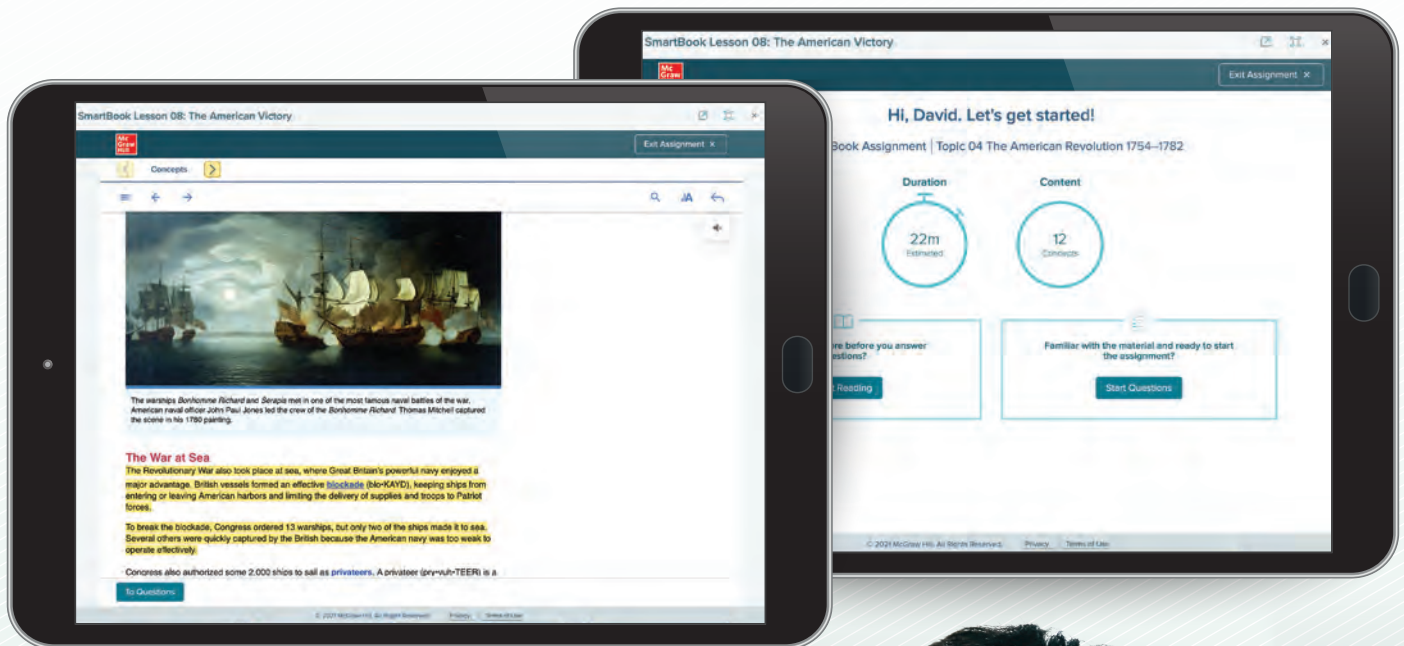
These primary sources reflect various perspectives: soldiers, women, African Americans, and colonists who remained loyal to Britain. What kinds of hardships did these groups face during and after the Revolutionary War?

Plan Your Inquiry

Step 1 Think about the different hardships people face during and after a war. Then read the Compelling Question for this lesson. Now, what questions can you ask to help you answer this Compelling Question? These would be your Supporting Questions to this inquiry. Write your Supporting Questions in the graphic organizer below.

Personalize Learning for Every Student

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



Fuel Engagement With a Curriculum That Grows Over Time

Experience a platform that puts resources at your fingertips, including new content added regularly with the Living Library, By the Way (BTW) current events, and Election Central.

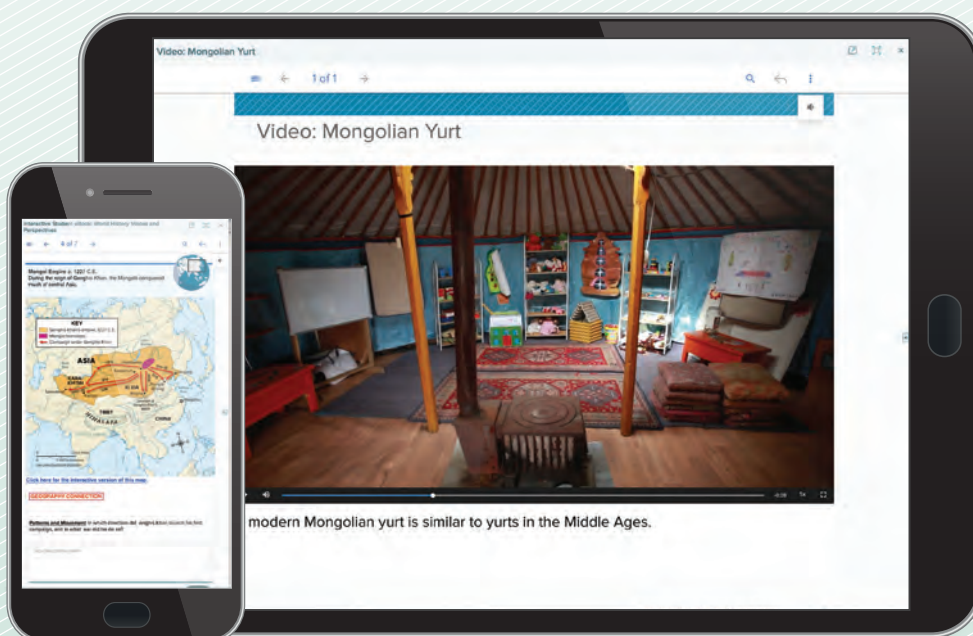


The Living Library provides an ever-expanding library of regularly updated resources.

BTW provides current events articles for students to engage with history as it's happening.

Videos enhance core content and bring history to life with compelling stories, stunning graphics, historical photographs, and archival footage.

The ReadAnywhere app provides access to the Student eBook on any mobile device.



Interactive maps include dynamic tools, embedded media, and additional data sources. Select from different basemaps, draw, measure between two points, or print a hard copy of the map. Interactive Reference Atlas Maps include different basemaps and data sets so that students can explore the places they study.



NAME _____ DATE _____ CLASS _____

History and Civics Activity

The Sui, Tang, and Song Dynasties

The Civil Service

The Han Empire was the first dynasty to use examinations to choose people for the civil service—the administrative service of a government. Before then, many government workers got their jobs because of who their families were or how well connected they were in society. The use of civil service exams declined after the fall of the Han Empire, but their use was brought back into favor by Tang and Song rulers. As a result, the central government was once again filled with learned, competent employees. (However, only a few people could afford tutors to help them prepare for exams.) After a while, these civil service employees became a class of their own: the scholar-officials. This new class, considered too educated to be corrupted, had an enormous influence on the progress of Chinese government that has lasted even into recent history.

It took much longer for other regions of the world to approach civil service in the same way as the Chinese. Still, over time, many European countries adopted competitive civil service examinations, requiring exams as well as certain levels of education or experience for many positions. It took the United States until the late 1800s to regulate its civil service in a similar way. This finally happened as a result of widespread disgust on the part of the American people with **patronage**—the practice of the political party that is currently holding office giving its supporters jobs in government. (This is also known as the “spoils system.”) In 1883, legislation created a new **merit selection system**. This is a way of choosing people for government jobs based on how well they perform on competitive exams and meet job requirements.

When the merit selection system went into effect, only about ten percent of federal employees fell under its umbrella. However, as time passed, more and more government jobs were placed under the system. Today, the vast majority of the more than two million federal employees are covered by it. Additionally, civil service jobs are now further supported by related agencies. These special offices help employees voice work-related complaints, ensure they are paid the correct level of salary, and offer other services.

Civics Terms

patronage the practice of the political party currently elected to office giving supporters jobs in government
merit selection system a way of choosing people for government jobs based on how well they perform on competitive exams and meet job requirements

Digital worksheets provide additional support and extend learning with:

- Hands-On Topic Projects.
- Reading and Writing Essentials.
- Activities in Guided Reading, Reteaching, Review and Apply, Video Response, History & Geography, History & Civics, and History & Economics.

Plan Your Way

Explore teaching resources that offer flexibility as you choose the lesson type and activities that meet your classroom needs. Topics for professional learning videos include educational equity and culturally responsive pedagogy, inquiry, and much more.

LESSON 02 • LEARN THE EVENTS PLANNER

The Sui, Tang, and Song Dynasties

LEARNING OBJECTIVES

Knowledge:

- the unification of China under the Sui dynasty
- the restoration of a strong central government and opposition to Buddhism by Tang rulers
- economic prosperity and cultural achievements in China under the Song dynasty
- how Tang and Song rulers used Confucianism and civil service examinations to strengthen government

Skills:

- explain how China rebuilt its empire after years of wars
- provide reasons why Buddhism became popular in Tang China
- identify how Confucian ideas shaped China's government
- analyze how civil service examinations affected Chinese society

CUSTOMIZABLE LESSON OPTIONS

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

✓ 45-minute lesson plan example

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

KEY:

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

Title	Skill	Pacing	Grouping
TEACH continued			
☐ Social and Emotional Learning: Relationship Skills, Listening to Others		20 min	Whole Class
☐ Making Inferences and Finding Context	H	10 min	Whole Class
☐ Differentiate the Activity Understanding Neo-Confucianism AL		15 min	Small Group
☐ Culturally Responsive Connections		15 min	Whole Class
☐ GO ONLINE History and Civics Activity The Civil Service AL		20 min	Individual
☐ Making Connections to Today Civil Service Examinations		10 min	Whole Class
REVIEW p. 468			
✓ Explanatory Writing About the Sui, Tang, and Song Dynasties	W	25 min	Individual
☐ GO ONLINE Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
☐ GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand lesson content.		20 min	Individual
ASSESS p. 468			
☐ GO ONLINE Lesson 2 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

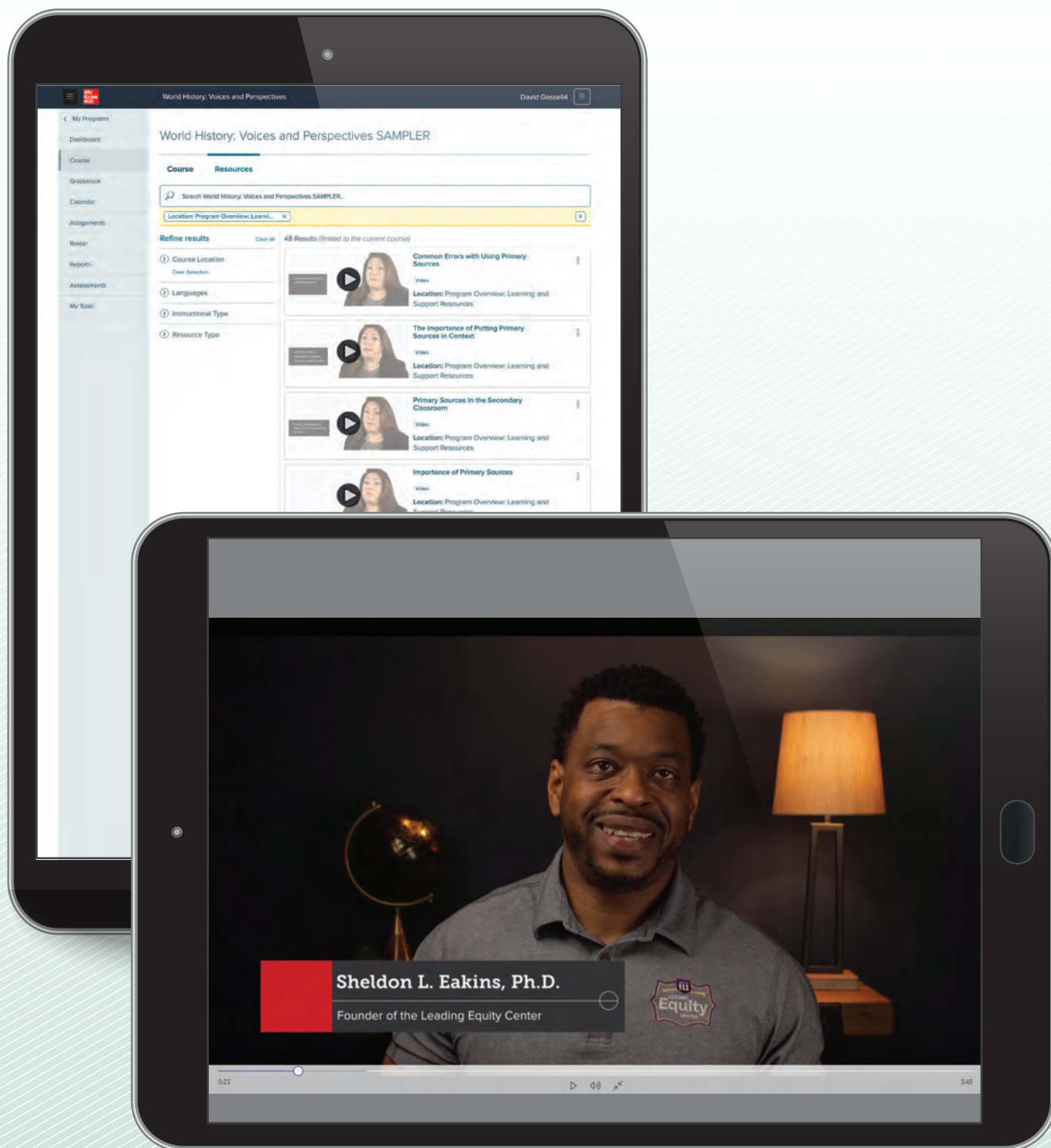
For Remediation and Intervention
• Reading and Writing Essentials

For English Language Learners
• English Learners Scaffold

For Students With Special Needs
• Guided Reading Activity

For Enrichment
• History and Civics Activity

Discover professional development resources at point of use. Contact your sales representative to learn more about customizing professional development for your school or district.



Teach Your Way

Support every student with additional strategies for you to choose from. Look for labels in the Teacher Edition such as differentiated instruction, multiple strategies to support social and emotional learning, culturally responsive connections, and many more.

Culturally Responsive Connections in the Teacher Edition provide support for creating a culturally responsive climate in your classroom.

06

The Continental Army

After the Declaration of Independence, the Continental Congress served as the national government. However, the Congress lacked the power to raise money through taxes. Delegates led by James Madison of Virginia called for a stronger national government to bind the colonies together, believing that winning independence was possible only under a strong national government.

Not every American agreed. They placed great value on liberty and personal freedom. After rejecting the rule of the British Parliament, they were unwilling to **transfer** power to their own Continental Congress. As a result, the American Revolution was in some ways 13 separate wars, with each state fighting for its own interests. This made it hard for the Congress to get soldiers and raise money.

Local militia made up a key part of the Patriot forces. These troops were limited, however, as many were farmers who needed to provide for their families and did not want to leave their fields unattended. The Patriots also needed well-trained soldiers who could fight the British throughout the colonies. To meet this need, the Congress established the Continental Army, which depended on the states to **recruit** (ree-KROOT) soldiers.

At first, soldiers signed up for just one year, but General Washington asked for longer terms. "If we hope for success," he said, "we must have men enlisted for the whole term of the war." Eventually, the Continental Congress invited soldiers to sign up for three years or until the war ended. Most soldiers, however, still signed up for only one year.

The Continental Army also had a hard time finding officers—qualified military commanders. Some were young men who were recruited from the ranks. The best officers had experience from previous, or earlier, wars.

Men did all the fighting—with a few exceptions. For example, Margaret Corbin of Pennsylvania went with her husband when he joined the Continental Army. After he died in battle, she took his place. Mary Ludwig Hays McCauley joined her husband in battle as well. The soldiers called her

transfer to move
recruit to enlist in the military

"Moll of the Pitcher," or "Molly Pitcher," because she carried water pitchers to the soldiers. Legend has it she also took part in combat. On February 21, 1822, Pennsylvania recognized Molly Pitcher's service by granting her an annual payment of \$40. Deborah Sampson of Massachusetts took a different route to the battlefield. She joined as a soldier by disguising herself as a man.

CHECK FOR UNDERSTANDING

1. **Summarizing** What advantages did the British have as the Revolutionary War began?
2. **Analyzing Points of View** Explain why some American colonists did not support a strong national government and how that belief affected the course of the war.



Mary Ludwig Hays McCauley was the wife of a Patriot soldier who followed her husband to the battlefield when he went off to war. She earned her nickname, Molly Pitcher, by carrying pitchers of water to weary troops. According to legend, she won fame for helping her husband fire a cannon during the Battle of Monmouth.

The American Revolution 141

READING SKILLS

Describing the Continental Army Ask students to read closely the section titled "The Continental Army." Draw a web graphic organizer on the board and write "Continental Army" in the large center circle. Ask volunteers for facts from the text about the Continental Army. As students offer facts, write them in their own medium-sized circles or in smaller circles that extend off the medium-sized ones. Encourage students to identify which kind of circle their fact should be placed into. When the web is completed, students can use it to review key facts about the Continental Army. **WHOLE CLASS 15 MIN**

ECONOMICS SKILLS

Economic Decision Making About Farming During the Revolutionary War Organize students into pairs and ask them to consider the perspective of a Patriot farmer who supports the war effort but also needs to maintain the family farm and ensure that crops are grown and harvested. Have partners discuss with one another whether they, as farmers, should join a local militia to fight for a cause they believe in or whether they should stay home and focus on raising their crops. Encourage students to think of alternative solutions that could encompass ways farmers could maintain their yield yet still serve the Patriot cause. **SMALL GROUP 15 MIN**

Culturally Responsive Connections

Women Progressing in the Military A woman participating in combat in the American Revolution, as Molly Pitcher did, was a rarity because technically only men were allowed to serve as soldiers. Since the American Revolution, women have served in some capacity during all major American conflicts. Women in the different branches of the armed services faced restrictions and discrimination from men as well as women for challenging the traditional role of women. Nonetheless, women persevered in their desire to serve their country. Jobs in different career fields in the military gradually opened for women over the years. In 1976, women were admitted to the service academies, such as the U.S. Air Force Academy and the U.S. Military Academy, for the first time. This act of Congress also acknowledged women as part of the regular military instead of serving in the auxiliary. Women flew combat missions beginning in 1991. Beginning in January 2016, women could apply to serve in any combat or non-combat position. Qualified women, for example, may serve in the Special Forces and in reconnaissance roles. **Questions to Consider:** What qualities do you think it takes to overcome obstacles? If you were told that you could not do something, how would you respond? **WHOLE GROUP 15 MIN**

Background Information

The History of the Draft Today's military is made up of volunteers, but historically the United States used a military draft in many wars, including the War of 1812, the Civil War, the two World Wars, the Korean War, and the Vietnam War. Anti-draft protests were common during the Vietnam War, and in 1973 the draft ended, establishing an all-volunteer military. The government could reinstate the draft at any

ANSWERS

CHECK FOR UNDERSTANDING

1. The British had the world's strongest navy, a well-trained army, greater wealth, a much larger population, and some local support from Loyalists.
2. Some colonists valued freedom and liberty above all else and were concerned that transferring greater power to the Continental Congress might enable a central government to become too powerful and controlling, thus endangering personal freedom; they wanted decentralized power that would remain with the individual states.

The Teacher Edition offers a wide variety of differentiation support, including at point-of-use with English language learner scaffolds to make the text accessible to students who are learning English at different levels of proficiency.

LESSON 02 • LEARN THE EVENTS

TEACH (CONTINUED)

GO ONLINE **Guided Reading Activity**
The Sui, Tang, and Song Dynasties Assign the Guided Reading Activity to help students take notes about the lesson content.

INDIVIDUAL 20 MIN

GEOGRAPHY SKILLS

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

English Learners Scaffold

Reading a Text Closely to Pronounce

Entering and Emerging

Guide students through the section graph, have them create questions about words that are difficult to pronounce. (*Possible answers: "Chang'an" pronounced "Chang-an" or "Chang-an" (Chang-an) Guide them in pronouncing the word.*)

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

KEY
 Legend
 Grand Canal

GEOGRAPHY CONNECTION

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

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

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

ANSWERS

GEOGRAPHY CONNECTION

1. Beijing and Hangzhou
 2. Students' answers may vary. Point out that the canal made it easier to

Authentically translated Spanish resources are available in print and digital. Digital Spanish resources include: Student eBook, Inquiry Journal, assessments, and closed captioning for videos. Printed Spanish resources include: Student Edition, Inquiry Journal, and Topic Tests and Lesson Quizzes.

HISTORIA DEL MUNDO
 Voces y perspectivas

McGraw Hill

Cuestionario de la lección 19-2

INSTRUCCIONES: Opción múltiple Marca la opción de respuesta que mejor completa el enunciado o responde la pregunta.

1. ¿Cómo se han ampliado los derechos de las mujeres en los países de Asia del Sur y Asia Sudoccidental?
 A. al abrir escuelas técnicas. B. al prohibir las leyes que rigen la herencia. C. al modificar las leyes que rigen la herencia. D. al establecer escuelas especiales.

2. ¿Cuál de estas afirmaciones apoya mejor la conclusión de que India quedó centrada en cuestiones internas en lugar de las internacionales?
 A. India les concedió la independencia a regiones con mayoría religiosa.
 B. India enfocó su política económica en aliviar la pobreza urbana.
 C. India llevó su política exterior en el principio de la no-intervención.
 D. India firmó el tratado de la empresa privada con la inversión extranjera.

3. La partición de India en países distintos dio lugar a:
 A. intensos sentimientos de asombrado.
 B. la necesidad de intervención extranjera.
 C. una transición de poder pacífica.
 D. violentas migraciones masivas.

4. En comparación con Jia de Gandhi, los partidarios de Jawaharlal Nehru estaban a favor de:
 A. las creencias modernas y favorables a Occidente.
 B. las creencias tradicionales y respetuosas del Islam.
 C. una ruptura gradual con Gran Bretaña.
 D. un gobierno consuetudinario con los británicos.

5. ¿Qué semejanza hay entre Laos y Camboya?
 A. Originalmente fueron colonias de Gran Bretaña.
 B. Comenzaron período contra las minorías religiosas.
 C. Adoptaron el comunismo después de la independencia.
 D. Reconocieron a Ho Chi Minh como su líder.

6. ¿Cómo trabajó la Comisión de Leites para difundir el comunismo en Asia?
 A. al enviar agentes en México para luego enviarlos de vuelta a los países de origen.
 B. al enviar misioneros anticapitalistas a los países locales y regionales desde Moscú.
 C. al emplear activamente los recursos y la mano de obra de los países imperialistas.
 D. al iniciar revoluciones violentas en pequeños aldeas y comunidades rurales.

INSTRUCCIONES: Respuesta corta Responde las preguntas en 1 a 2 párrafos en una hoja.

7. ¿Qué factores contribuyeron a la formación de Bangladesh?
 8. ¿De qué manera luchó Gandhi por la independencia de India? Menciona un ejemplo. ¿Por qué abogado por estos métodos?

Independencia y nuevos desafíos: 1919 a 1992

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Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options include:

- Preassessment
- Student Edition Lesson Activities
- *SmartBook* Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes 2–7
- Topic Tests, Forms A and B
- Hands-On Topic Project

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?

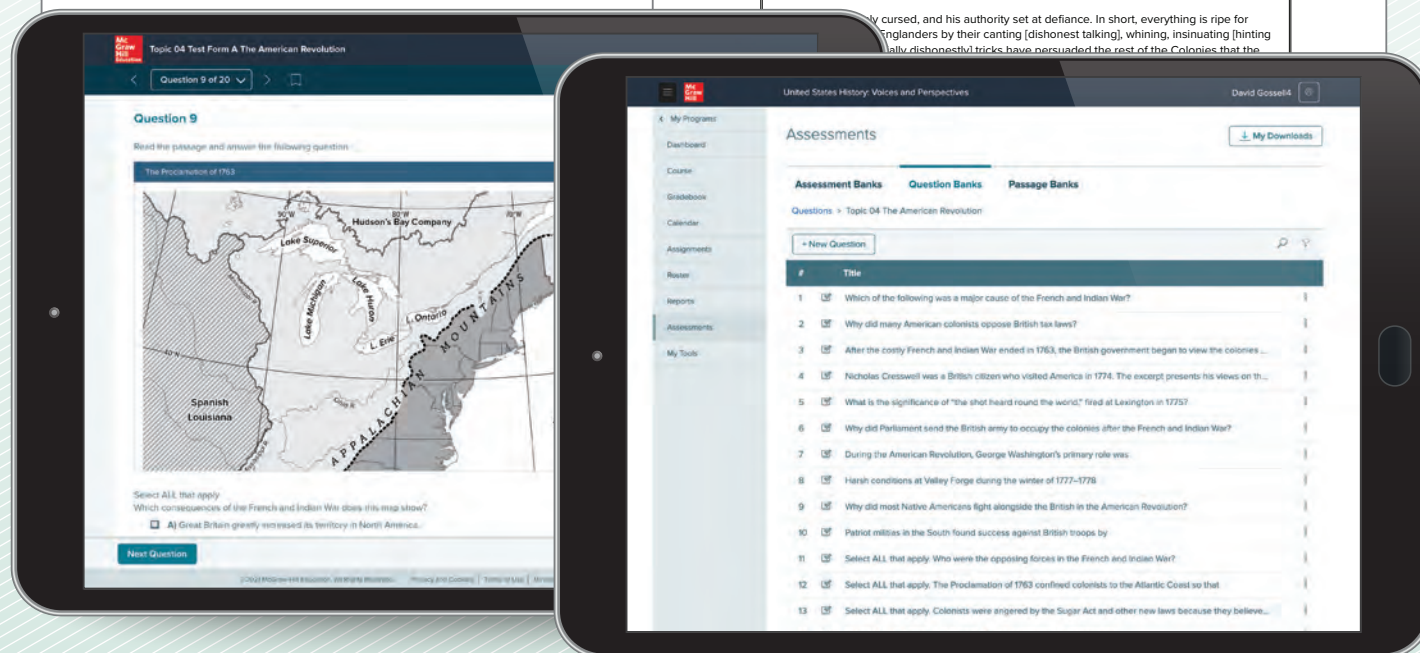
Working in a small group, you will review what you have learned about boycotts that led up to the American Revolution. Then you will research boycotts that have occurred in the modern era and compare and contrast them with the past. Finally, your group will work together to create a poster and write 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.

NAME _____ DATE _____ CLASS _____

Topic 4 Pre-Assessment

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

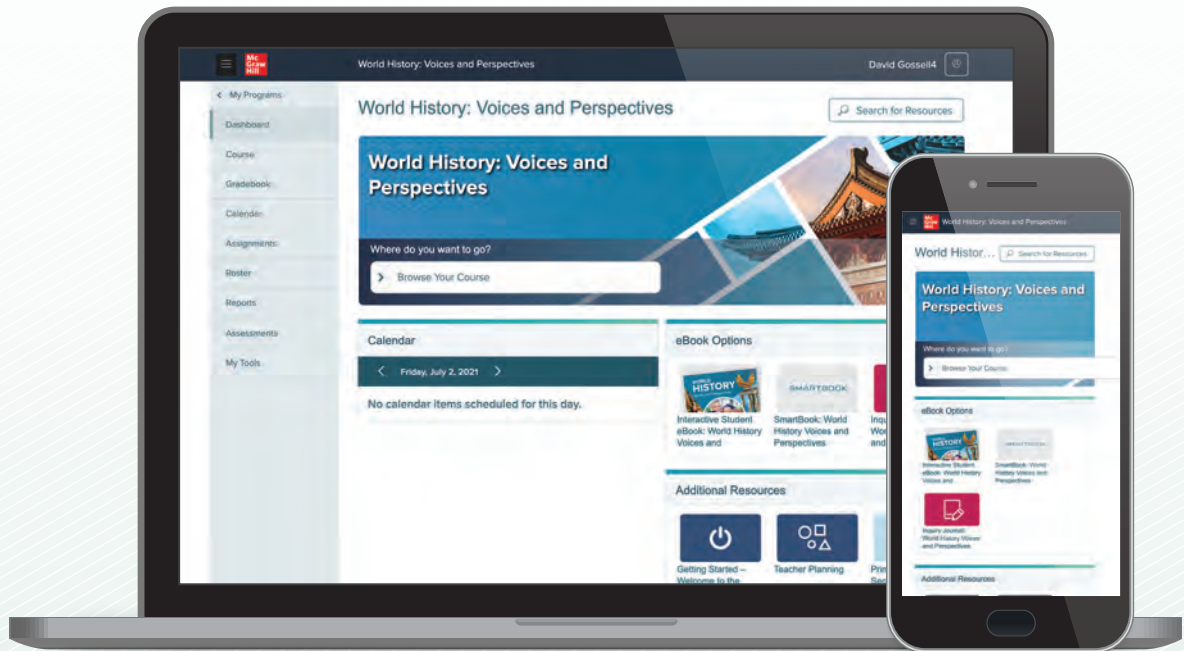
- Which of the following was a major cause of the French and Indian War?
 - Colonists along the Atlantic coast wanted to expand settlement northward into Canada.
 - The French did not want British trappers to infringe on the fur trade.
 - The Iroquois Confederacy made a military alliance with the British.
 - Native Americans resented the building of French settlements on native lands.
- Why did many American colonists oppose British tax laws?
 - Taxes were already so high that most colonists could not pay them.
 - British tax laws did not apply to Native Americans or French settlers.
 - Britain was the wealthiest nation in Europe and did not need extra revenue.
 - There was no colonial representation in the British Parliament.
- After the costly French and Indian War ended in 1763, the British government began to view the colonies as a source of
 - settlers ready to populate the area west of the Appalachians.
 - rebellious leaders ready to throw off British rule.
 - revenue needed to solve Britain's financial problems.
 - staunch allies of Britain against the French.

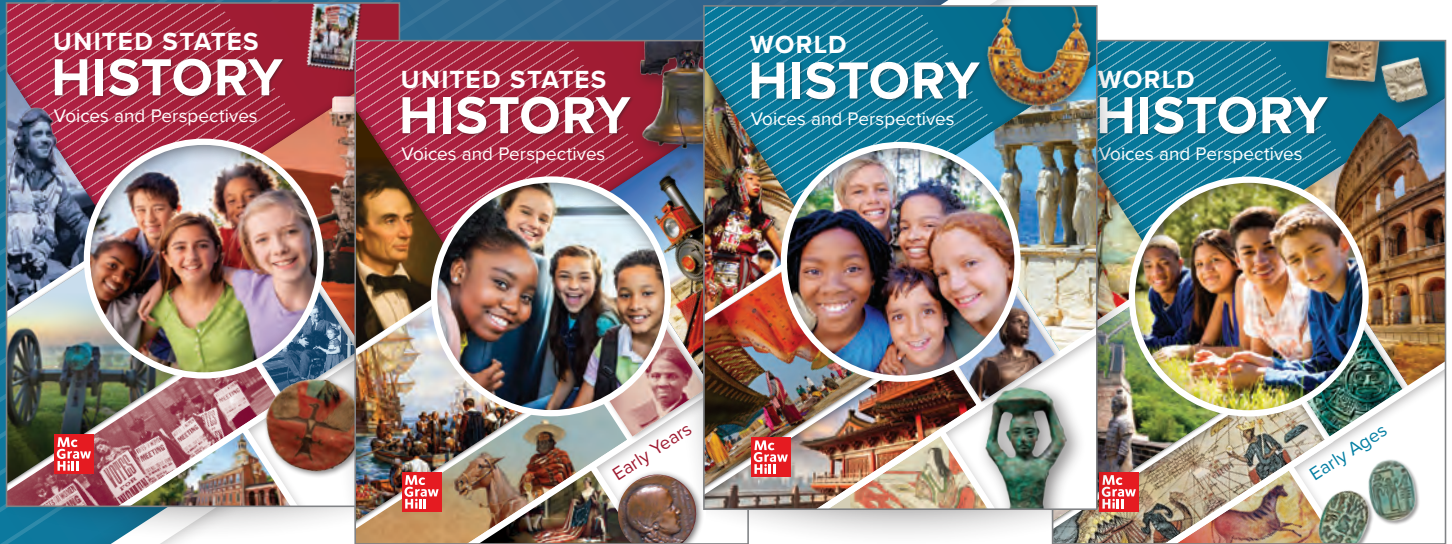


Digital assessments offer automatic grading on multiple choice, true/false, matching, and fill-in-the-blank questions. Digital test banks allow you to select and write new questions to create customized assessment.

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