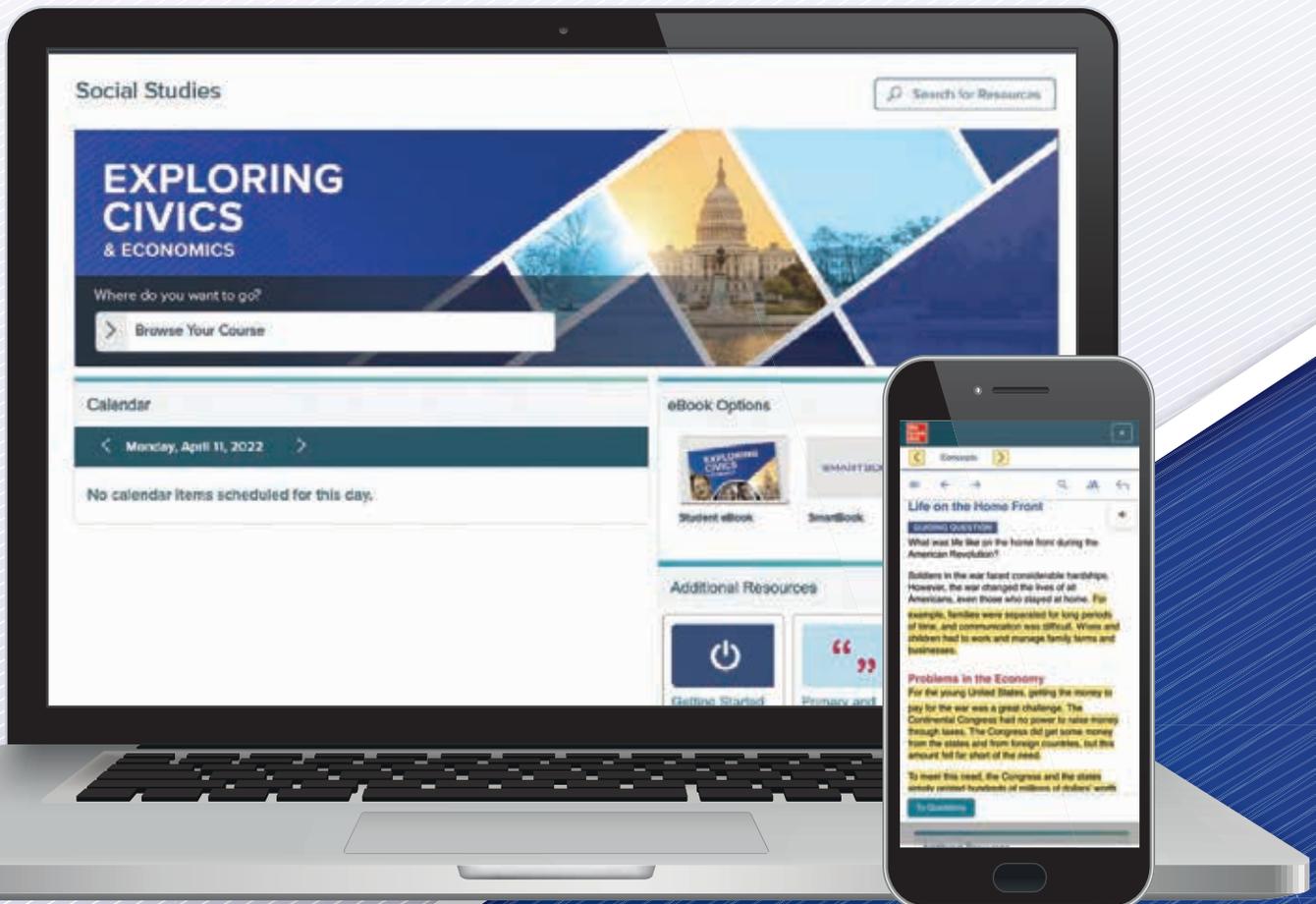
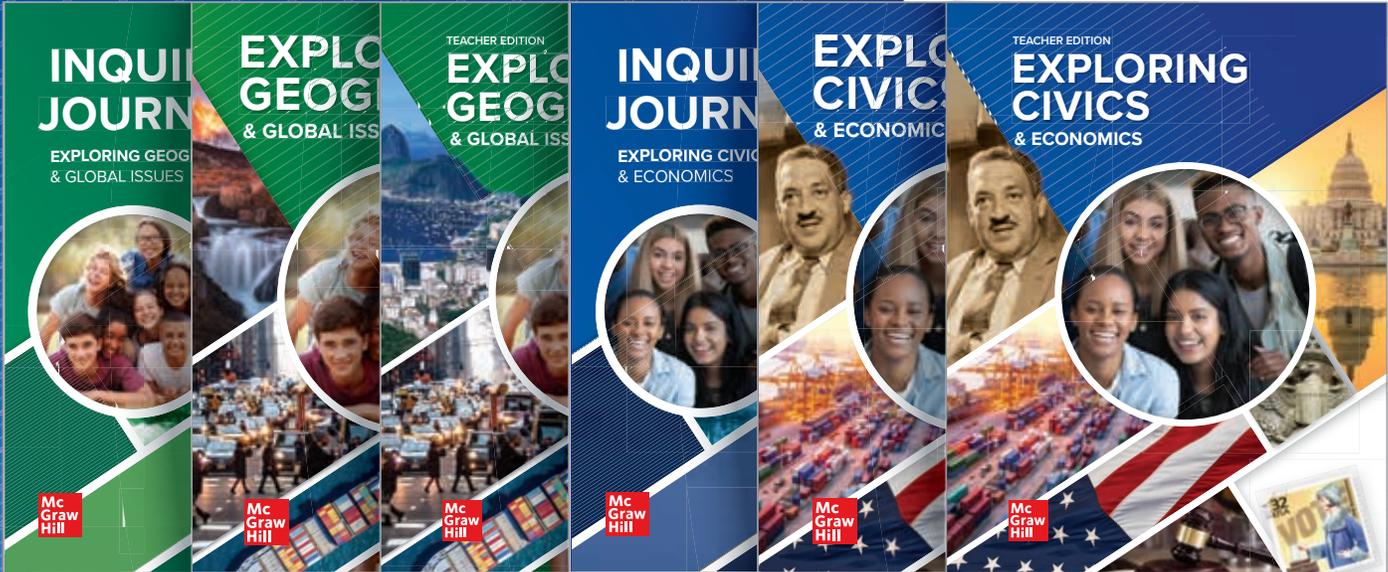




**EXPLORING CIVICS  
& ECONOMICS**  
**EXPLORING GEOGRAPHY  
& GLOBAL ISSUES**

# Welcome to McGraw Hill Social Studies



# Inspire a Student, Change the World

Inspire students to make vital connections between the past and present as they experience geography, civics, economics, and global issues through multiple perspectives and inquiry. Students will engage in civil discourse and understand the challenges of living in a diverse and interconnected world on their way to becoming future-ready citizens.

## PRIMARY SOURCE : SPEECH

Mr. Speaker,

House Joint Resolution 264, before us today, which provides for equality under the law for both men and women, represents one of the most clear-cut opportunities we are likely to have to declare our faith in the principles that shaped our Constitution. It provides a legal basis for attack on the most subtle, most pervasive, and most institutionalized form of prejudice [bias] that exists. . . . It is time we act to assure full equality of opportunity to those citizens who, although in a majority, suffer the restrictions that are commonly imposed [forced] on minorities, to women.

The argument that this amendment will not solve the problem of sex discrimination is not relevant. If the argument were used against a civil rights bill, as it has been used in the past, the prejudice that lies behind it would be embarrassing. Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined [written] in our laws—to **perpetuate** injustice through inaction.

. . . [The Constitution guarantees due process of law, in the Fifth and 14th amendments. But the **applicability** of due process to sex distinctions is not clear. Women are excluded from some State colleges and universities. In some States, restrictions are placed on a married woman who engage business. Women may not be chosen for some juries, heavier criminal penalties than men who commit the same crimes.

The Constitution they [the Founders] wrote was drafted by white, male citizens. As there were no black Founding mothers—a great pity, on both counts. It is work they left undone. Today, here, we should start.

—Rep. Shirley Chisholm, “For the Equal Rights Amendment,” Speech in Congress, August 10, 1970

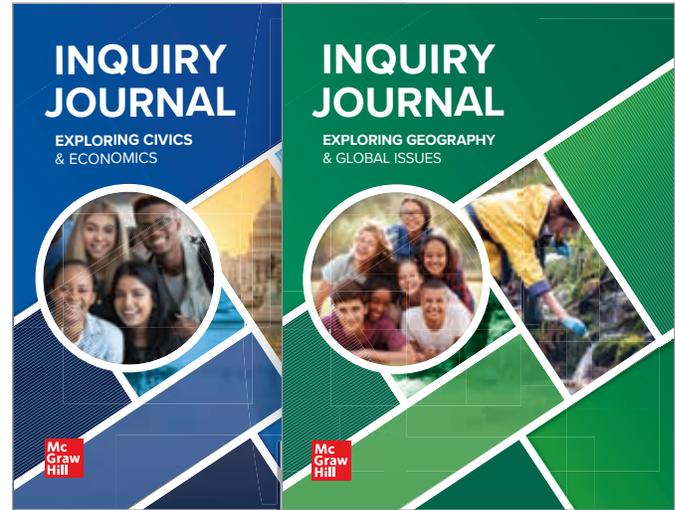
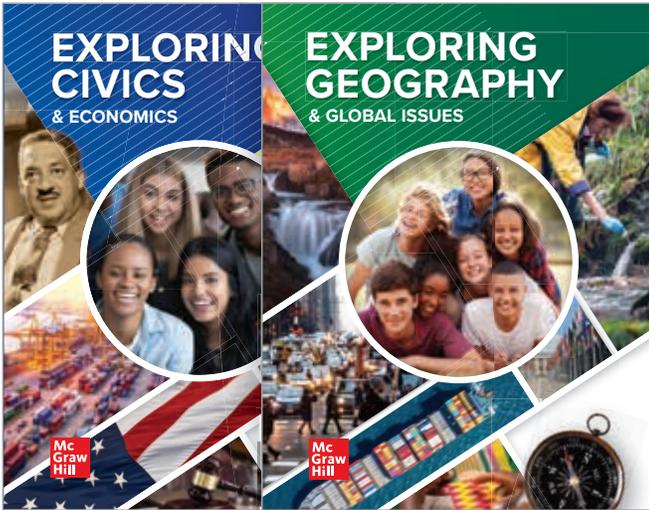


—Rep. Shirley Chisholm, “For the Equal Rights Amendment,” Speech in Congress, August 10, 1970



# 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.

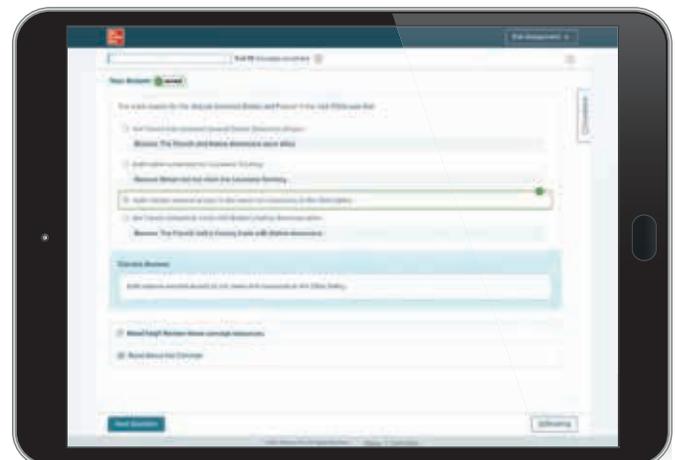


**Student Edition** Four different lesson types organized by modules, designed to make geography and civics relevant and engage every student.

**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.

# Civic Participation

President Barack Obama joins marchers celebrating the fiftieth anniversary of a march in Selma, Alabama. The original protest march helped lead to passage of the 1965 Voting Rights Act.

## INTRODUCTION LESSON

- 01 Introducing Civic Participation C304

## LEARN THE CONCEPTS LESSONS

- 02 History of Political Parties C309
- 03 Political Parties Today C315
- 04 Who Can Vote? C321
- 06 Elections and Campaigns C335
- 07 Forming Public Opinion C341
- 08 Print and Digital Media C347
- 10 Interest Groups and Lobbying C359

## INQUIRY ACTIVITY LESSONS

- 05 Analyzing Sources: Voting Rights Amendments C329
- 09 Analyzing Sources: Evaluating Media Influence C353

## REVIEW AND APPLY LESSON

- 11 Reviewing Civic Participation C365

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 and establish a foundation for learning and inquiry with clear learning objectives for the topic.

### Learn the Concepts Lessons

Students dig in on key concepts in geography and civics as they explore how geography influences population, culture, the environment, and economies while practicing civil discourse.

### 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 a 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 Places and Regions

## How Do Geographers Organize the World?

Places and regions help us organize the world around us.

**What is Place?**  
Place refers to all of the human and physical characteristics, or traits, that give an area its own special identity and meaning to people.

44 A place is a stored landscape, somewhere that has human meaning. . . . Places aren't just about people. . . . they reflect our attempt to grasp and make sense of the . . . land and its many inhabitants that are forever around and beyond us. 49  
—Abigail Thernstrom, *Divided by Race*

The places you live and go to school are . . .

**What is a Region?**  
A region is an area of Earth's surface that has similar physical or human characteristics. Regions may be defined differently depending on what is being studied. You encounter regions in your daily life.

Regions can be:

- different states
- defined as an area with similar physical features (like mountains)
- defined as an area with similar human features (like language)

**Did You Know?**  
All of these are regions:

- the delivery area of your local pizza shop
- the area that a cell-phone tower provides service to
- your school district

**Regions of the National Football League**  
This map shows that NFL teams are popular in larger areas than just the cities or states in which they are located. These groups of places are regions.

**World Culture Regions**  
GUIDING QUESTION  
Why are world culture regions important?  
When looking at maps, you can start to identify regional patterns of some culture traits like language, religion, or a common history. Geographers are interested in the spatial distribution of these individual traits, but they are also interested in the broader culture regions in which these traits exist. So they often organize the world according to these broad culture regions. The map here shows such regions.

The Latin America culture region includes Mexico, Central America, the Caribbean, and South America. The high peaks of the Andes to the lush rain forests of the Amazon have affected human settlement and cultural development here. Cultures have collided in Latin America. Native American civilizations originally flourished here. Then Europeans arrived and through the process of colonialism forced new laws, new languages, and a new religion onto the region's inhabitants. Today the region reflects this shared colonial history. There are also contrasts between urban and rural, rich and poor, and more developed and less developed.

Europe has several major peninsulas and many minor ones, with many pieces of land extending into the Atlantic Ocean and the Mediterranean Sea. Over the centuries, Europeans have taken advantage of this location by using the water as an avenue for trade and exploration. This has shaped the region's culture through interactions with other peoples and cultures. The Europe culture region has many different languages and culture groups.

The United States here has not only its own, but borrowed other ideas.

GO ONLINE! Explore the Student Edition eBook and find interactive maps, charts, graphs, and links.

[mheonline.com/ss-sample](http://mheonline.com/ss-sample)



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

## Engage

- Videos, Interactive Maps, Slideshows, and Time Lines

## Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity

### Looking Ahead

You will learn about the Origins of American Government. You will examine Compelling Questions and develop your own questions about the Origins of American Government in the Inquiry Activities. You can preview some of the key concepts that you will learn about by reviewing the infographic.

### What Will You Learn?

In these lessons about the Origins of American Government, you will learn:

- the purpose of government.
- the major types of government, including autocracy, democracy, monarchy, oligarchy, republic, and theocracy.
- the important documents, such as the Magna Carta and the English Bill of Rights, that influenced the development of American government.

- how the Enlightenment thinkers, including Montesquieu and John Locke, influenced the Founders.
- how early colonial governments developed.

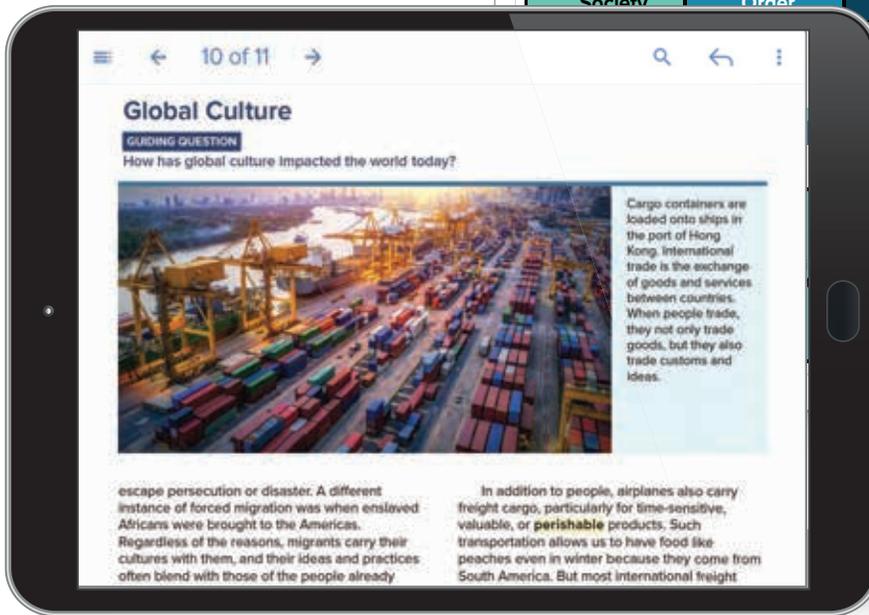
### COMPPELLING QUESTIONS IN THE INQUIRY ACTIVITY LESSONS

- Why might Enlightenment ideas have been used as a foundation for democratic government?
- How did people view American independence differently?

### Some Functions of Government

Governments provide functions for the people they govern. These functions are too large or expensive for people to provide on their own. Below are five examples of government functions.

Protecting Society	Ensuring Order	Providing Services	Promoting Commerce	Making Laws
				
Public schools provide a free education to every student.	Governments make agreements that encourage free and fair trade.	Governments make laws for how people interact with each other.		



### Differentiate

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

### Assess

- Preassessment
- Review and Apply

# Make Geography and Civics Relevant for Every Student

Make connections to today through Guiding Questions, lesson activities, and engaging interactives.



[mheonline.com/ss-sample](https://mheonline.com/ss-sample)



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

## Engage

- Maps, Time Lines, Charts, and Graphs
- Social and Emotional Learning

## Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biographies
- Global Connections
- Culturally Responsive Connections

08

Print and Digital Media

READING STRATEGY

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



# The Influence of Media

GUIDING QUESTION

How do the media influence public opinion and government?

If you are like most Americans, you probably use mass media to provide you with information about current events in the United States and around the world.

In using media information, you may be influenced by what you see. Most American media outlets are privately owned and operated for profit. The larger the audience, the more money can be made from advertising. The more viewers and readers a news outlet has, the higher its profits. The job of a news outlet is to keep readers and viewers informed about what news they make available to you.

**Influencing the Public Agenda**

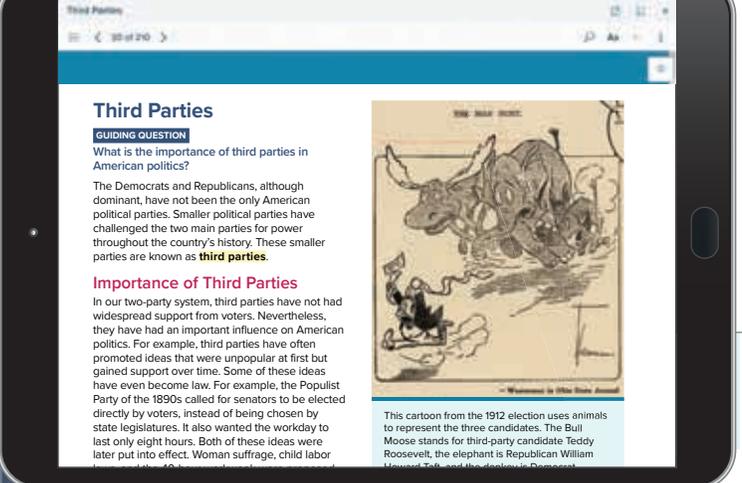
The government deals with many problems. Some of these problems are resolved all of them. Those issues that receive the most attention make up the public agenda. The issues that a person or group wants to address are the issues that government officials believe should be addressed.

**public agenda** the issues that government officials believe should be addressed



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

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



Third Parties

**GUIDING QUESTION** What is the importance of third parties in American politics?

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

**Importance of Third Parties**

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



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

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

LESSON ACTIVITIES

1. **Informative/Explanatory Text** Create an infographic describing the voting process. Include the simple illustrations to help explain each step.

2. **Analyzing Information** In a group, prepare a time line describing how Americans' voting habits have changed since the Civil War.

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

C347

Congress or state and local offices. turnout in the 2018 midterm elections—a national election when people do not vote for president—was 53 percent. This was the highest turnout for a midterm election in 40 years.

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

C328

Differentiate

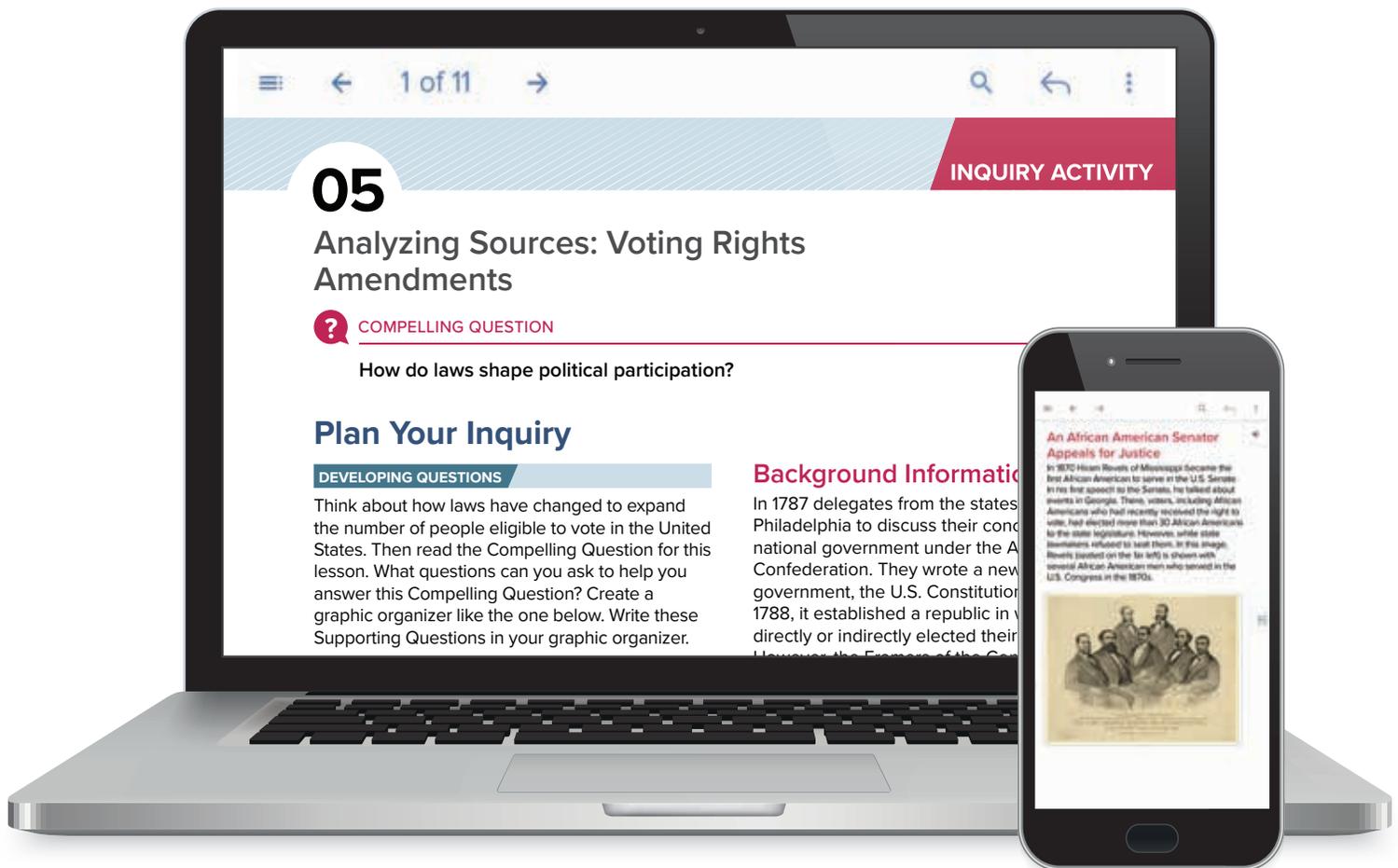
- Reading and Writing Essentials
- Guided Reading Activity

Assess

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

# Explore Our World Through Multiple Perspectives

Excerpts from interviews, magazine articles, poems, song lyrics, photographs, and more serve as the foundation for Inquiry Activity Lessons in the program. Students use these primary and secondary sources to gather evidence, draw conclusions, communicate understanding, and take informed action.



[mheonline.com/ss-sample](http://mheonline.com/ss-sample)



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

## 09 Analyzing Sources: Evaluating Media Influence

INQUIRY ACTIVITY

**COMPELLING QUESTION**  
Why should the public evaluate the media?

**Plan Your Inquiry**

**DEVELOPING QUESTIONS**  
Think about the different roles of reporters, columnists, and influencers. Write a Compelling Question that you can use to guide your inquiry.

**Supporting Questions**

Primary Source	Secondary Source
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

**ANALYZING SOURCES**  
Next, examine each source by following it. How do each Supporting Question do you graphic organizer. After you analyze, use the evidence to communicate and take into account the following:

**A Code of Ethics**  
Founded in 1909, the information it ne protect the First Ame society's Code of Eth

**PRIMARY SOURCE**  
“ Seek Truth and Ethical Journalism sh courageous in gathe

- Take responsibility
- Use original sou
- Provide context (b
- Never deliberate

**Minimize Harm**  
Ethical journalism tre of the public as hum

- Balance the publi
- discourt. Pursu
- intrusiveness. . . .
- Balance a susp
- implications [poss
- charges. . . .

**Act Independently**  
The highest and prin

- Avoid **conflicts of**
- Be wary [cautious]
- Distinguish news
- the lines between

**Be Accountable and Ethical**  
Ethical journalism m decisions to the pub

- Acknowledge mis

**B News and Journalism**  
Journalists, like e experiences, and reflect their bias discusses anoth media present.

**PRIMARY SOURCE**  
“ There are hu These news (view) on any

The notion [ic both sides of reached full broadcast tel the primary s

**If it bleeds, it sells**  
There is one audiences in others want t

Thus, the me audience; the pictures and want to read

The proble to protect ou institutions by what ways dc others—funds

These analys democracy, C read. So they which, while, [keep] a dem

—Marjorie Hers

**C Yellow Journalism**  
In the late 1800s, comp encouraged some new shocking headlines and This form of reporting it William Randolph Hearst his *New York Journal*. H coverage became imp USS *Maine*, an Americ exploded in the harbor days after the explosio had the front page sho discusses the rise of ye followed the explosion

**SECONDARY SOURCE**  
“ The Spanish-Amer to as the first ‘medi journalism that sen sometimes even m events was a powe propel [push] the U owners William Ran 1890s used . . . a st

Yellow journals like sensationalist head understood that a him into a positio battleship *Maine* in sinking of the *Maine* blamed the Spanish

Today, historians pi war. Although it ma yellow journalists s public’s passion fo

**D** Balance the public's passion for the *Maine* with the public's passion for the *Maine*.

**E** Evaluate the public's passion for the *Maine*.

**F Understanding Bias**  
The News Literacy Project is a nonprofit group that focuses on educating people about how to use news media sources responsibly. One approach of the project is teaching people how to think about their own biases as well as those in the media.

**PRIMARY SOURCE: WEBSITE**  
“ Our own perspectives, values and beliefs may lead us to assume that bias exists, especially if we have a strong opinion about the topic being reported on. This can result in confirmation bias (the tendency to quickly embrace [accept] information that affirms [proves] what we already think and feel) and to unfairly dismiss or criticize information that complicates [creates difficulties] or contradicts [goes against] those beliefs and perspectives. Because biases are baked into how we see and understand the world, we often fail to consider them when seeking or evaluating information. We may also perceive [see] bias only in reporting that disagrees with our beliefs or opinions.”

—News Literacy Project

**EXAMINE THE SOURCE**  
1. **Synthesizing** How does this excerpt relate to the ideas in Source E?  
2. **Making Connections** What are some ways that people can challenge their biases when consuming news media?

**Complete Your Inquiry**

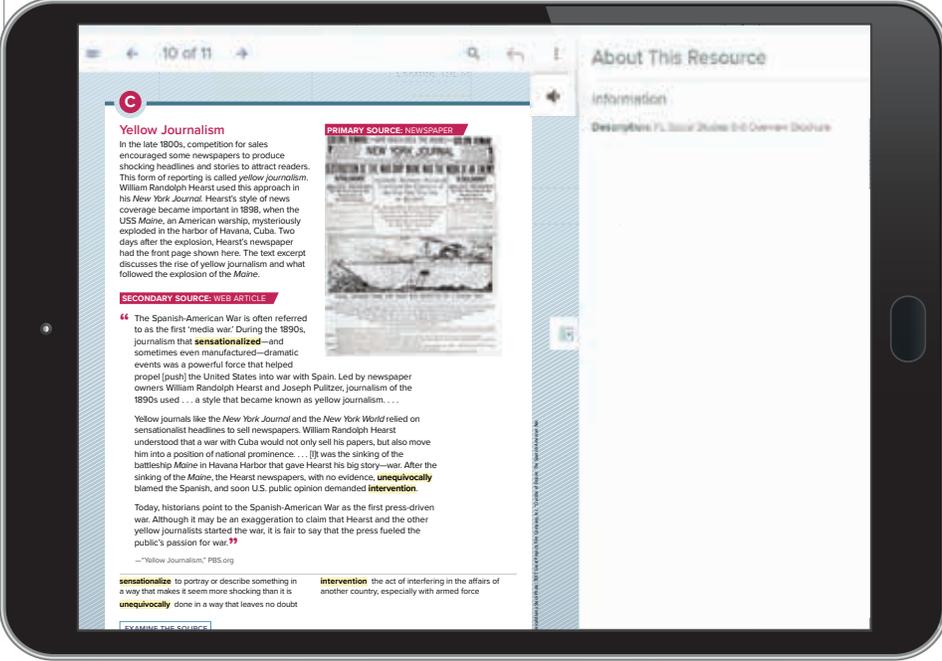
**EVALUATE SOURCES AND USE EVIDENCE**  
Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

- Analyzing** What are two questions that the sources raise for you about using the news media?
- Making Connections** What can you do to limit being influenced by biased media?
- 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**  
5. **Collaborating** With one or two partners, take turns sharing your Supporting Questions and responses. Then, make a T-chart in which you identify positive and negative impacts that the news media can have on personal opinion. Share your completed chart with the class. Discuss how you and your fellow students can be responsible consumers of media.

**TAKE INFORMED ACTION**  
Creating a Media Bias Handbook Work in a small group to develop a brief

public officials: use appropriate voice and tone when discussing. Provide examples of both biased and unbiased reports on the same story.



Student-led Take Informed Action activities include podcasts, speeches, interviews, letters to community leaders, and much more.

Each program features 200 or more primary and secondary sources.

**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 practice civil discourse as they review and apply their learning to real-world scenarios.

TOPIC ACTIVITIES

## Apply What You Have Learned

### A Understanding Multiple Perspectives

American restaurant chains have spread across the world. Today, McDonald's is the world's second largest private employer, with a workforce of nearly 1.5 million people. With such an enormous reach, the company has great influence. McDonald's restaurants in many countries offer food from the American fast-food cuisine that made the company famous as well as local dishes. In countries like China with growing economies, the convenience of fast food has long held appeal. But today, many people are switching from traditional street vendors to American style fast food. However, others criticize the cultural and health effects of switching from traditional meals to fast food.

**ACTIVITY Analyzing Points of View** Work with a partner to explain two points of view about the worldwide influence of fast-food restaurants. Use online sources to support each point of view. Consider these questions: What countries have food cultures that are very different from fast food? What benefits do restaurants like McDonald's bring to the people of those countries? What controversies might those restaurants introduce? Summarize the two points of view in a five-minute report to the class.



### B Writing a Persuasive Argument

A diaspora is a group of people from one culture who live somewhere other than their ancestral homeland. Examples include Jewish communities in the United States or Jamaican neighborhoods in London, England. The reasons for such communities being created vary widely, from displacement by war or social conflict to the desire for better jobs and opportunities.

**ACTIVITY Writing an Argument about a Cultural Concept** Identify and research a specific diaspora, either historical or current. Write a paragraph that answers one of the following questions: What makes it important for members of a diaspora to maintain their home culture's cultural identity? What factors lead members of a diaspora to accept or reject elements of their current home's culture?

Cultural Geography G183

## Checking For Understanding

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

### IDENTIFY AND EXPLAIN

- Identify each of these terms as they relate to cultural geography.
 

A. culture	E. cultural diffusion
B. custom	F. culture hearth
C. culture region	G. migration
D. culture trait	H. globalization

### REVIEWING KEY FACTS

- Analyzing** How does the language you speak give clues about your culture?
- Summarizing** How are the world's languages organized?
- Contrasting** What is the difference between a lingua franca and a dialect?
- Making Connections** Explain the ways in which religion or a lack of religion is important to a culture.

### CRITICAL THINKING

- Analyzing** Why are culture regions important for studying and understanding the world?
- Identifying** What are the large world culture regions commonly used by geographers?
- Identifying** Which world culture region has been described as "a land of immigrants"?
- Making Connections** Which world culture region is located at the crossroads of two other culture regions? How does this affect all three culture regions?
- Making Generalizations** Describe what is meant by expressions of culture and list examples.
- Contrasting** How are cultural convergence and cultural divergence different?
- Making Connections** What did the five culture hearths have in common?
- Identifying Cause and Effect** What was the Agricultural Revolution? How did it lead to the rise of cities?
- Analyzing** How is migration related to cultural diffusion?
- Identifying** What factors have led to the increased spread of culture today?
- Summarizing** Describe one benefit and one drawback of globalization.

1	2	3	4	5	6	7	8	9	10
2, 3, 5	2	2	2	2	2	2	3	2, 3	3
11	12	13	14	15	16	17	18	19	20
3	3	3	3	5	5	5	5	5	5

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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*<sup>®</sup>
- 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.



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

TOPIC 2 • PLACES AND REGIONS

## The Online World

**COMPPELLING QUESTION**

How is the Internet a "place?"

### Plan Your Inquiry

In this Inquiry Activity, you will develop Supporting Questions about the nature, characteristics and impact of the Internet based on the Compelling Question. You will examine primary and secondary sources, answer your Supporting Questions, communicate your research conclusions, and take action based on what you've learned.

### Background Information

The Internet is a system of networks that connects computers across the globe. It developed as a result of human innovation in the 1960s. In the 1990s, the invention of the World Wide Web made the Internet more accessible to the general public. The Web uses a special computer language to store, retrieve, and share information on the Internet. The system is, in essence, a communication tool. However, take a moment to think about the many ways that you and other people use the Internet and the Web today.

Over time, the Internet has expanded and changed in many ways. Over 4.5 billion people across the globe access the Internet every day. Today, it is a library, a school, an art gallery, a restaurant, a store, a movie theater, an arcade, a laboratory, a space

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

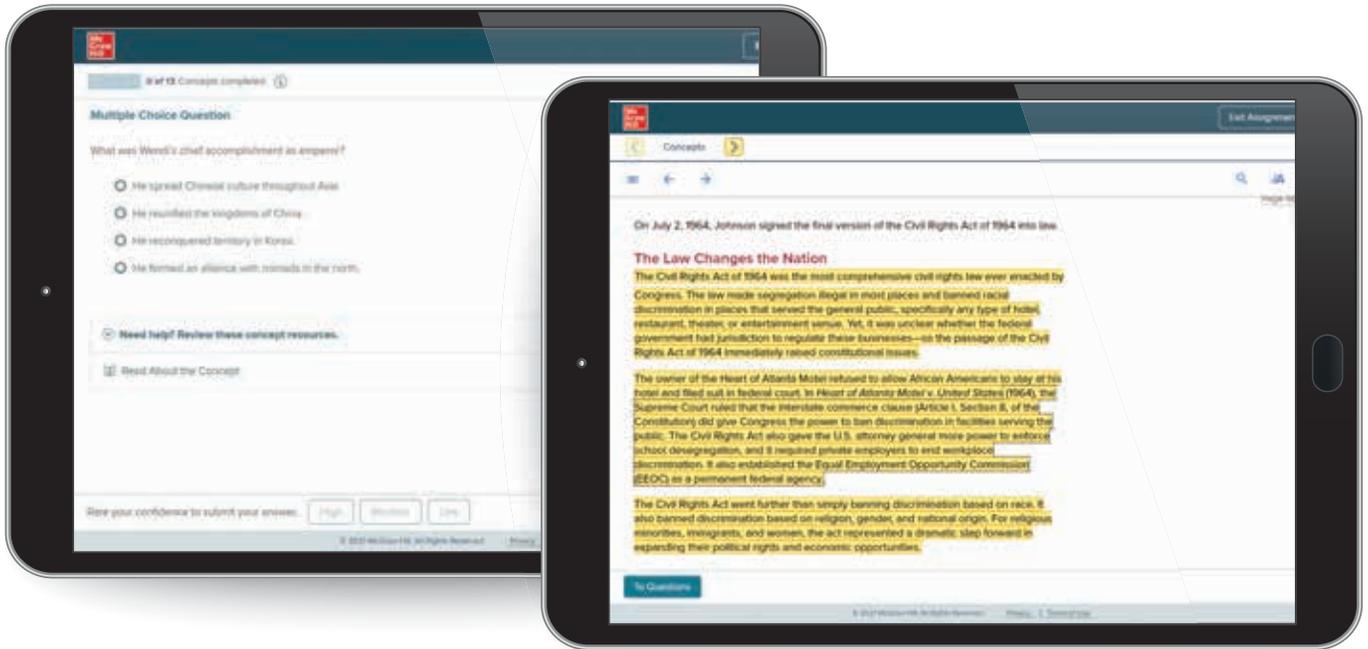
## Evaluate Sources and Use Evidence

**25. Citing Text Evidence** Review the Supporting Questions you developed at the beginning of the topic and the evidence you gathered and recorded in the Graphic Organizer. Which sources will help you answer the Supporting Questions? Circle or highlight those sources in your Graphic Organizer. Looking at the subset of sources you have chosen, be prepared to explain why you chose each source.

Supporting Question	Primary Source and Notes
1.	

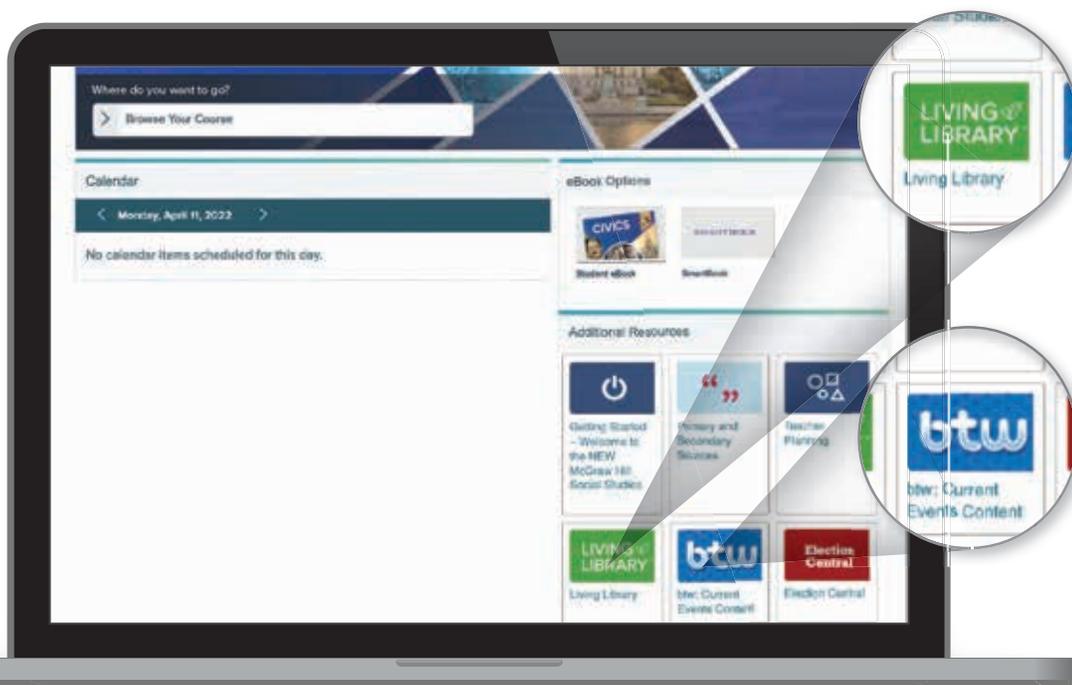
# Personalize Learning for Every Student

*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 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 an interconnected world 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 \_\_\_\_\_

### Civics and Economics Activity

#### Elections and Campaigns

#### Ensuring Corporate Interests Through Political Action

Running for political office, whether it is a local position or the presidency, requires money—and often a quite a lot of it. Candidates running for a seat in Congress can spend tens of millions of dollars during a campaign. Presidential campaigns can cost billions. One source of campaign funding is the contributions made by political action committees, or PACs. These are organizations set up by corporations, labor unions, or special-interest groups. They are designed to aid candidates who will support policies that will benefit the PAC's specific goals. The first PAC was formed in 1944 to strengthen efforts to elect President Franklin D. Roosevelt for a fourth term in office.

The Federal Election Commission (FEC) has established contribution regulations for PACs. First, a PAC can only accept up to \$5,000 from an individual member. For example, an employee of a corporation that set up a PAC cannot make a **voluntary contribution** that exceeds that amount. The same \$5,000 limit applies to contributions to a PAC from another PAC. Second, the PAC cannot donate more than \$5,000 to any one candidate per election, or more than that to any other PAC. Third, the PAC cannot donate more than \$15,000 to a national political party committee during an election. (PACs are also sometimes called **separate segregated funds**, or SSFs. This means that the sponsor, such as a corporation, is allowed to absorb the costs of setting up the PAC and asking for donations.)

PACs carefully identify candidates who will keep their interests in mind (as well as those who will not). For example, the Realtors® PAC is among the largest PAC contributors to federal candidates. It donated almost \$4 million for the 2020 elections. Its members focus on candidates who will support legislation and policy that protects the real-estate industry. Sometimes, PACs also make contributions in a way that draws attention to a very specific issue, such as a ballot initiative. For example, in the past several years, ridesharing giants Uber and Lyft have used PACs to support candidates and campaigns that pledge to keep gig workers (such as rideshare drivers) as independent contractors. These PACs have opposed candidates who would favor ballot initiatives or regulations requiring companies to give these workers health insurance and other benefits.

Fast food is another example of an industry that uses PACs to communicate its concerns to policymakers. For the 2018 and 2020 elections, many restaurant PACs contributed to candidates. They

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

Civics worksheets:

- Civics & Geography
- Civics & Economics
- Civics & History

Geography worksheets:

- Geography & History
- Geography & Civics
- Geography & 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 01 • INTRODUCTION PLANNER

### Introducing Cultural Geography

#### LEARNING OBJECTIVES

##### Knowledge:

- the definition of *culture* and the reasons to study this topic
- the elements and expressions of culture
- the causes and effects of cultural change in the past and today
- the Columbian Exchange of crops and raw materials across the Atlantic Ocean

##### Skills:

- analyze different perspectives on culture and its importance
- read a map on the Columbian Exchange and cultural change
- describe cultural change and identify its causes and effects

## CUSTOMIZABLE LESSON OPTIONS

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

### ✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
<b>ENGAGE</b> pp. G152–G153			
<input checked="" type="checkbox"/> Explaining Cultural Geography	G	15 min	Whole Class
<input type="checkbox"/> Analyzing Perspectives of Mohandas Gandhi	H	10 min	Whole Class
<input type="checkbox"/> <b>GO ONLINE</b> Pre-Assessment Topic Test Assign a test to assess student background knowledge of the topic.		20 min	Individual
<input type="checkbox"/> Describing the Culture of an Area	G	60 min	Small Group
<input type="checkbox"/> Digital Option: Multimedia Presentation	G	60 min	Small Group
<input type="checkbox"/> Special Needs Strategy: Dysgraphia			
<input type="checkbox"/> Comparing Points of View on Culture	R	10 min	Small Group
<input type="checkbox"/> Differentiate the Activity Writing About Points of View on Culture	W	20 min	Individual
<b>ACTIVATE PRIOR KNOWLEDGE</b> pp. G154–G155			
<input type="checkbox"/> Explaining Spatial Perspective	R	5 min	Whole Class
<input type="checkbox"/> Analyzing Cultural Elements and Expressions	R	20 min	Small Group
<input type="checkbox"/> Informative Writing About Dance	W	40 min	Individual
<input type="checkbox"/> English Learners Scaffold Analyzing Central Ideas About Culture	EL	10 min	Whole Class
<input type="checkbox"/> <b>GO ONLINE</b> Reading and Writing Essentials	EL AL	20 min	Individual
Use the worksheets to help struggling and English learners understand the content.			

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
<b>ACTIVATE PRIOR KNOWLEDGE</b> continued			
<input type="checkbox"/> <b>GO ONLINE</b> Hands-On Topic Project Influence Your Economy: What Does Your Town Need?		90 min	Small Group
<input type="checkbox"/> Differentiate the Activity What Business Does Your Town Need?	AL	90 min	Small Group
<input type="checkbox"/> Using Maps to Understand the Columbian Exchange	G	10 min	Whole Class
<input type="checkbox"/> Global Trade in History	E	10 min	Small Group
<input type="checkbox"/> Differentiate the Activity Identifying Impacts of Cultural Change?	AL	10 min	Small Group
<input checked="" type="checkbox"/> Making Connections to Today Describing Cultural Change		10 min	Whole Class
<input type="checkbox"/> Global Connections Trade Across the Atlantic		30 min	Small Group
<b>PREVIEW THE LEARNING</b> p. G156			
<input type="checkbox"/> Social and Emotional Learning: Self-Management Organizing		20 min	Individual
<input type="checkbox"/> Previewing Culture and Cultural Change		10 min	Individual
<input checked="" type="checkbox"/> Active Classroom Activity Culture Gallery		20 min	Whole Class
<input type="checkbox"/> Culturally Responsive Connections			

## DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

**For Remediation and Intervention**  
• Reading and Writing Essentials

**For English Language Learners**  
• English Learners Scaffold  
• Differentiate the Activity

**For Students With Special Needs**  
• An Audio read is available for the  
Hands-On Topic Project

**For Enrichment**  
• Hands-On Topic Project  
• Differentiate the 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 several teaching 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.

## LESSON 05 • LEARN THE CONCEPTS

### TEACH (CONTINUED)

#### GO ONLINE Guided Reading Activity

**Causes and Effects of Cultural Change** Assign the Guided Reading Activity to help students take notes about the lesson content.

INDIVIDUAL 20 MIN

#### WRITING SKILLS

**Informative Writing About a World Culture Hearth** Have students review the section titled “Cultural Change in History” and connect each present-day country mentioned in the text with a shaded area on the “World Culture Hearths” map. Organize students into five groups, and assign each group one of the five countries (Egypt, Iraq, Pakistan, China, or Mexico). Groups will research and create a five-to-seven-event time line that displays the history of their assigned cultural hearth from its initial formation to the present. Students will then share and discuss their work. **SMALL GROUP 30 MIN**

#### Differentiate the Activity

**Gathering Evidence to Answer Questions About Cultural Change in History** Organize students into groups of three. Have them use the section titled “Cultural Change in History” to answer these questions in writing: **What was the Agricultural Revolution? How did civilization change once people were able to produce surplus food? What was the Industrial Revolution, and when did it occur?** Have students share their work with the class.

SMALL GROUP 20 MIN

#### Culturally Responsive Connections

**Migrants and Refugees** The first decades of the 2000s has seen conflicts and severe weather events that have led to significant numbers of migrants and refugees throughout the world. Resettling these displaced persons often creates initial tension in the places they are resettled. Over time, these new residents make contributions to their communities. **Questions to consider:** What economic and political challenges do nations and communities face when accepting migrants and refugees for resettlement? (Answers will vary, but students may note conflicting political views about accepting migrants and refugees and added pressures on housing, job markets, and other resources) How is your community currently balancing the needs of current residents and the needs of migrants and refugees? (Answers will vary) What are some ways you can help those who have moved into your community or school deal with the challenges of living in a new place? (Accept reasoned answers)

#### Social and Emotional Learning: Relationship Skills

**Teamwork** When beginning a paired or group activity, remind students that teamwork allows them to learn not only from the student text and the teacher, but also from each other. Discuss with them that often, all ideas from everyone will create a better form

surrounding areas. The map shows that some of the most influential culture hearths developed in areas that make up the modern countries of Egypt, Iraq, Pakistan, China, and Mexico.

These five culture hearths had certain geographic features in common. They all began as farming settlements in areas with a mild climate and fertile land. In addition, they were located near a major river or source of water. Making use of favorable **environments**, the people dug canals and ditches to irrigate the land. All of these factors contributed to what is known as the Agricultural Revolution. It was a major shift from hunting and gathering food to producing food, and enabled people to grow surplus crops.

Surplus food set the stage for the rise of cities and civilizations. With more food available, there was less need for everyone in a settlement to farm the land. People were able to develop other ways of making a living. They created new technology and carried out specialized economic activities, such as metalworking and shipbuilding. These changes then stimulated the growth of long-distance trade.

The increased wealth from trade reinforced the rise of cities and complex social systems. The ruler of a city or civilization needed a well-organized government to coordinate harvests, plan building projects, and manage an army for defense. Perhaps most importantly, officials and merchants created writing systems that made it possible to record and transmit information.

**environment** the natural world

Cultural diffusion has increased rapidly during the last 250 years. In the 1700s and 1800s, some countries began to industrialize. They used power-driven machines and factories to mass-produce goods. This period is known as the Industrial Revolution. With new production methods, countries produced goods quickly and cheaply, and their economies changed dramatically. These developments also led to social and cultural changes. As people left farms for jobs in factories and mills, cities grew larger.

#### Migration and Cultural Change

**Migration**, the movement of people from one place to another, has also promoted cultural diffusion. People migrate for many reasons. Positive factors like better social and economic conditions and religious or political freedoms may draw people from one place to another. These are called pull factors. Many people move from one place to another in search of better economic opportunity. Negative factors such as wars, persecution, and famine also motivate people to migrate away from a place. These are called push factors. In most cases, these are voluntary migrations.

Migrations can also be forced. Some people are forced to flee their country because of wars, food shortages, or other problems. They are **refugees**, or people who flee a country to

**migration** the movement of people from one place to another

**refugee** a person who flees a country to escape persecution or disaster



6172

People stand together during a rally to welcome refugees escaping a civil war in Syria to a new beginning in Toronto, Canada.

#### Background Information

**Internal Migration in U.S. History** American history cannot be understood without taking migration into account. Apart from the original colonization and expansion of our nation by Western Europe, mass movements from one part of our country to another have played an enormous role in shaping our present culture. More than 6 million African Americans left the South between 1910 and 1970, bound for northern cities in search of jobs. This event is remembered as the Great Migration. During the 1930s, largely in response to the Great Depression, the Dust Bowl migration saw an exodus of more than 2.5 million white migrants from the Plains states, also in search of economic opportunity. Many of them attempted to resettle in California, where they were not well received. Law enforcement officers from that state stood guard at the California border, refusing to let the would-be newcomers enter.

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 05 • LEARN THE CONCEPTS**

**TEACH (CONTINUED)**

**GEOGRAPHY SKILLS**

**Researching UNESCO** As a class, conduct an Internet search to find out more about UNESCO. Find one example of that organization's work, and discuss how that example represents an effort to preserve national culture in the face of increasing globalization.

**English Learners Scaffold**

**Reviewing Terms From the Lesson**

**Entering and Emerging**

Write these words on the board: *refugee*, *perishable*, *benefit*, and *pandemic*. Help students skim the lesson for these words and read aloud the sentences containing them, using the sentence frame: "The term \_\_\_\_\_ means \_\_\_\_\_."

**Developing and Expanding**

Students write complete sentence definitions of the words *refugee*, *perishable*, *benefit*, and *pandemic*. Place them in alphabetical order. Each should include the word, its definition, its part of speech.

**REVIEW**

**GO ONLINE** Review and Apply Activity

**ANSWERS**

Identifying Cause and Effect Globalization promotes the use of

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.

**EDUCACIÓN CÍVICA Y ECONOMÍA**

**GEOGRAFÍA Y CUESTIONES GLOBALES**

**Questionario de la lección 9-3**

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

- ¿Cómo contribuyó principalmente la OACD a la segregación racial?
  - A. financiando instituciones educativas
  - B. estableciendo escuelas afroamericanas
  - C. aumentando a los impuestos de negocios
  - D. eliminando las leyes segregacionistas
- La Segunda Guerra Mundial contribuyó al desarrollo del Movimiento por los Derechos Civiles.
  - A. aligerando al Gobierno federal gubernamental y los estados para que disminuyan la segregación
  - B. animando a los veteranos que habían combatido en el extranjero por la democracia a luchar por sus propios derechos
  - C. promoviendo una implementación gradual
  - D. descubriendo los efectos de violencia
- El senador de Virginia Henry F. Byrd rechazó a la iniciativa de abolir la segregación escolar.
  - A. promoviendo la "resistencia colectiva"
  - B. apoyando la implementación inmediata
  - C. promoviendo una implementación gradual
  - D. descubriendo los efectos de violencia
- En el caso de Brown contra el Junta de Educación de Topeka de 1954 la Corte Suprema de Estados Unidos falló en favor de la derogación de la práctica de:
  - A. separar las escuelas públicas
  - B. separar las escuelas privadas
  - C. separar las escuelas religiosas
  - D. separar las escuelas de los barrios de los barrios en las escuelas públicas
- El Congreso aprobó la Ley de Derechos Civiles de 1967 principalmente para:
  - A. castigar a los estados sureños
  - B. sancionar a los líderes de los derechos civiles
  - C. sancionar los derechos ciudadanos de los afroamericanos
  - D. promover a los sureños sureños
- ¿Por qué se aprobaron las sentencias unánimes de la Corte en el Movimiento por los Derechos Civiles?
  - A. Los participantes rechazaron la violencia de los no violentos
  - B. Los sureños representaban una aceptación de los no violentos para eliminar la segregación
  - C. Los participantes rechazaron la prohibición de los derechos de los no violentos antes de realizar las sentencias
  - D. Los sureños fueron obligados legalmente por la Corte del Movimiento por los Derechos Civiles

**INSTRUCCIONES:** *Respuesta corta.* Responde los preguntas en 7 a 2 párrafos en una hoja de papel aparte.

- Explica la razón por la que el presidente Eisenhower envió soldados federales a Little Rock, Arkansas, después de la manera como ellos salieron y la aplicación de Ley de Derechos Civiles de 1957 combatiendo la resistencia sureña.
- Describe la manera como el boicot de autobuses de Montgomery, los sentados de protesta y los Vigiles de la Libertad desafiaron la segregación racial en lugares públicos.

206 El Movimiento por los Derechos Civiles

# 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
- Topic Tests, Forms A and B
- Hands-On Topic Project

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

### Topic 4 Test, Form A

**DIRECTIONS:** Multiple Choice, Multi-Select Indicate the answer choice or answer choices that best answer the question.

**Selected Executive Offices of the President**

1. What conclusion can you reasonably draw from this diagram of selected groups at the Executive Office of the President (EOP)?

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

### Lesson Quiz 4-4: Analyzing Sources: Presidential Power

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

"[President] Eisenhower [said], 'Congress has absolutely no right to ask [White House staff] to testify in any way, shape, or form about the advice that they were giving to me at any time on any subject.' ... The key sentence [of Eisenhower's May 18 order] read, 'It is not in the public interest that any of their [employees of the executive branch] conversations or communications, or any document or reproductions, concerning such advice be disclosed [made public]. This was the most sweeping assertion [claim] of executive privilege ever uttered'"

—from Stephen E. Ambrose, *Nixon: The Education of a Politician, 1913–1962, 1988*

1. According to the excerpt, why did Eisenhower claim executive privilege?

A. to protect the public interest      C. to keep the advice from his staff private  
 B. to teach a lesson to Congress      D. to express his anger with Congress

2. Which of the following best describes why Eisenhower's order can be considered problematic?

A. it limits the separation of powers in the federal government.  
 B. it limits checks and balances on the executive branch.  
 C. the Constitution does not guarantee executive privilege.  
 D. executive privilege is a power of Congress, not the president.

Social Studies

## Assessments

Assessment Banks    Question Banks    Passage Banks

+ New Assessment

Title
<input type="checkbox"/> My Assessments
<input type="checkbox"/> Copies Received
<input type="checkbox"/> Self-Check Quizzes
<input type="checkbox"/> Inquiry Journal
<input type="checkbox"/> Topic 01
<input type="checkbox"/> Course Tests
<input type="checkbox"/> Topic 02

McGraw Hill

### Lesson Quiz 06-2 Economic Geography

Question 1 of 1

#### Question 1

Which statement about culture is accurate?

A) Culture is something people are born with.

B) A region's physical geography has little effect on the culture of the people who live there.

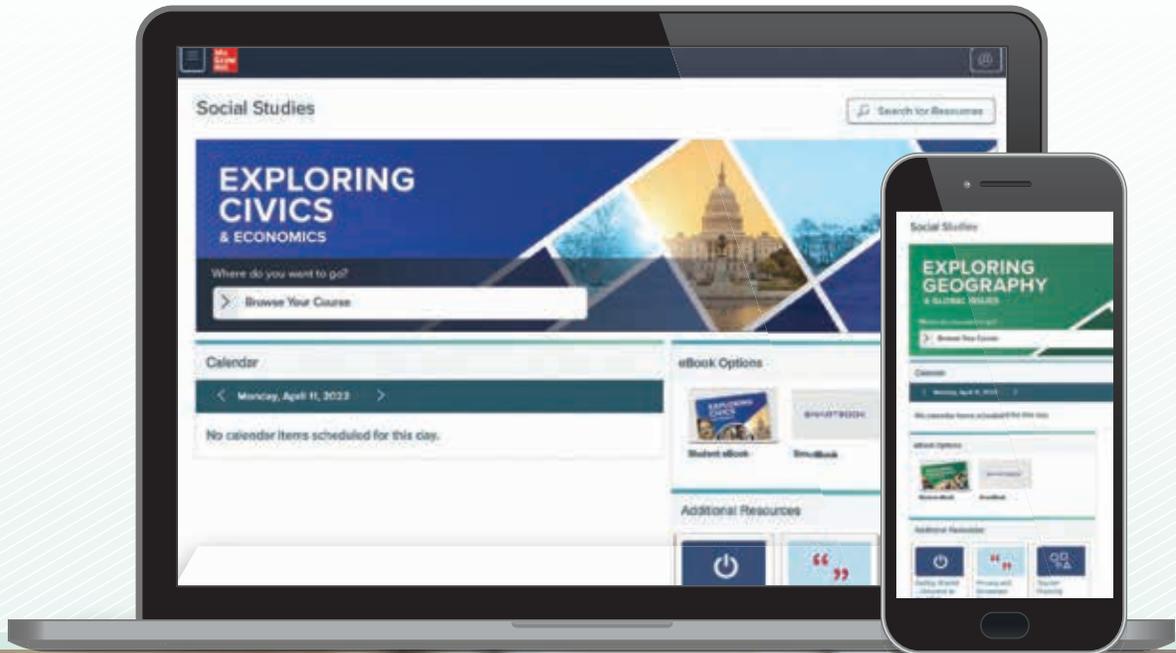
C) Everyone who speaks the same language shares the same culture.

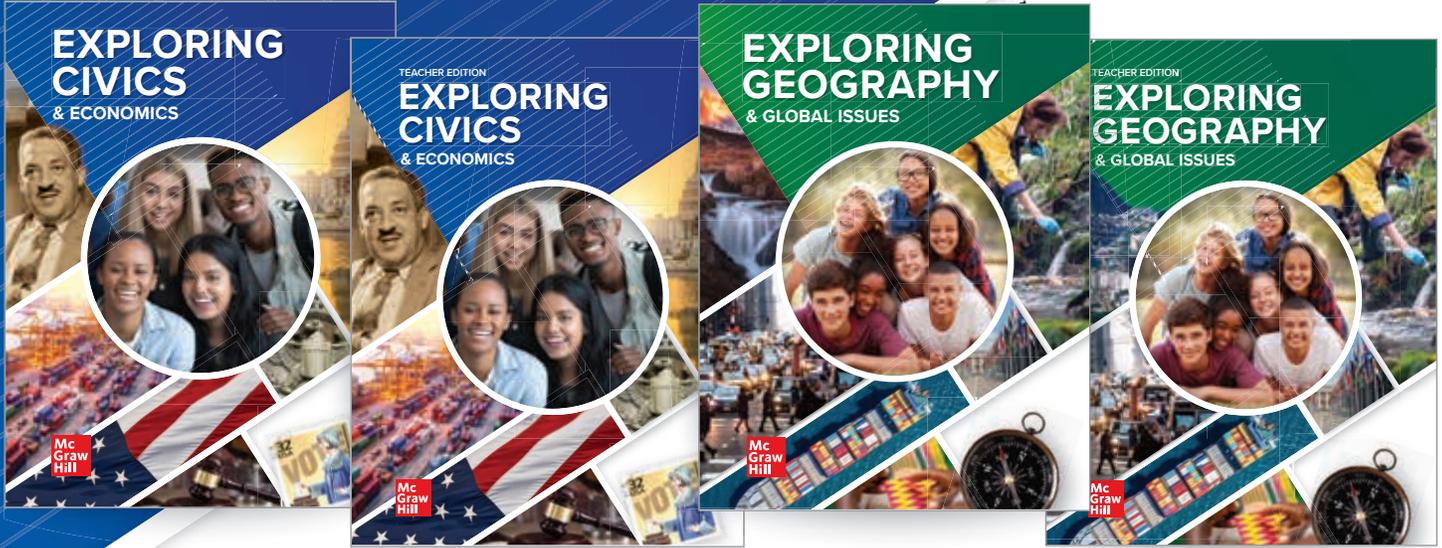
D) It is possible for an individual to belong to more than one culture at a time.

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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