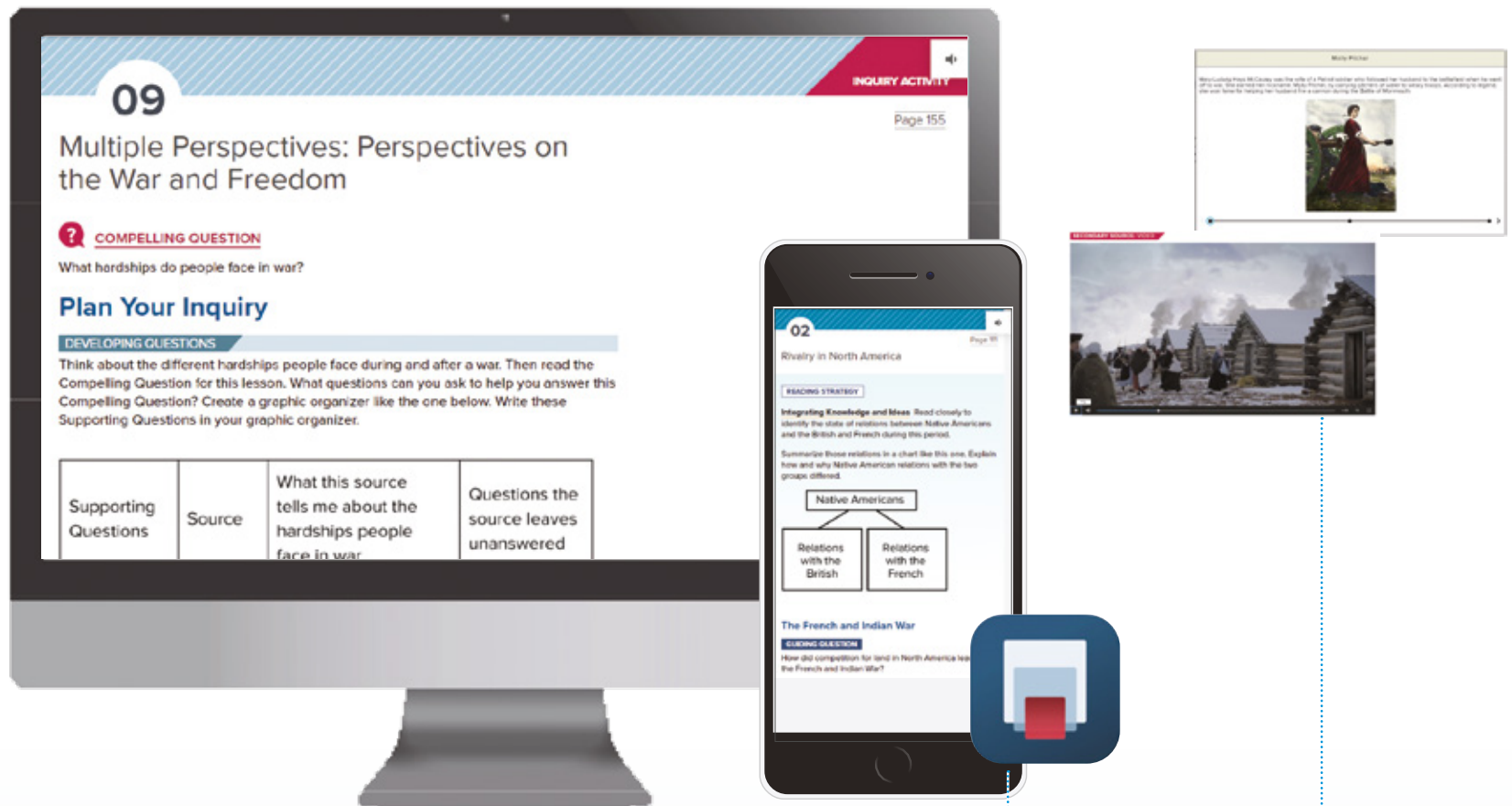
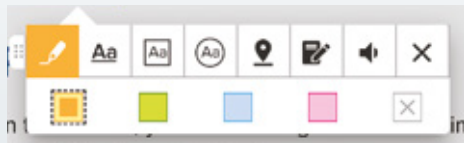


Digital Courseware

Interactive eBook with Approaching Level Version



- Full Student Edition narrative with built-in tools including audio reads, full text search, highlighting, annotations, and notes.



- **An Approaching Level version** provides the core narrative at two grade levels lower than the On-Level version. It also includes additional support for students, especially for comprehending primary and secondary source excerpts.
- **Assign** a topic or lesson of the eBook to your students. Students may answer questions directly in the eBook and submit for review and grading.

- **Interactives** to increase student engagement such as video and audio clips, slide shows, interactive graphs and charts, drag and drop activities, and more.
- Access the eBook on any mobile device through the **ReadAnywhere app**.

Videos

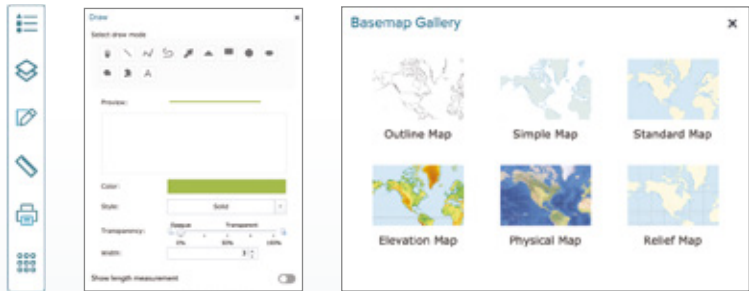
- Videos bring history to life with compelling stories, stunning graphics, and historical photographs and archival footage.
- All videos included in the program are aligned to specific content to enhance the core content.



Interactive Maps



- Based on the maps in the print Student Edition, interactive maps include interactive tools, embedded media, and additional data sources.
- Select from different basemaps, measure between two points on the map, draw on the map, or print a hard copy of the map.
- Interactive Reference Atlas Maps include different base maps and data sets so that students can explore the world.



Digital Worksheets

Assign these digital worksheets to your students for additional support and to extend the learning.

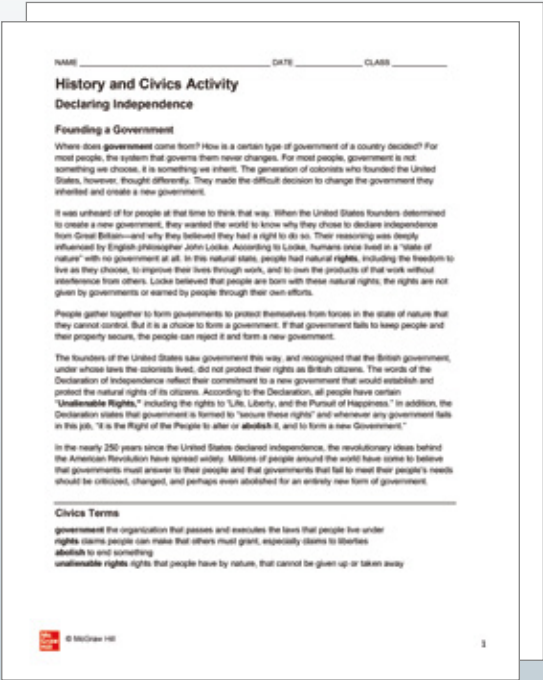
- **Hands-on Topic Projects** for project based learning
- **Guided Reading Activity** and **Vocabulary Activity** for reading support
- **Reading and Writing Essential** for reading and writing support for approaching level
- **Reteaching Activity** for remediation
- **Review and Apply Activity** for historical thinking support
- **Video Response Activity** to accompany the videos in the course
- **History and Geography Activity, History and Civics Activity, and History and Economics Activity** to make connections between history and social studies disciplines and extend the content for beyond-level and on-level learners



Look for this icon to access the printable, accessible version of the worksheet.



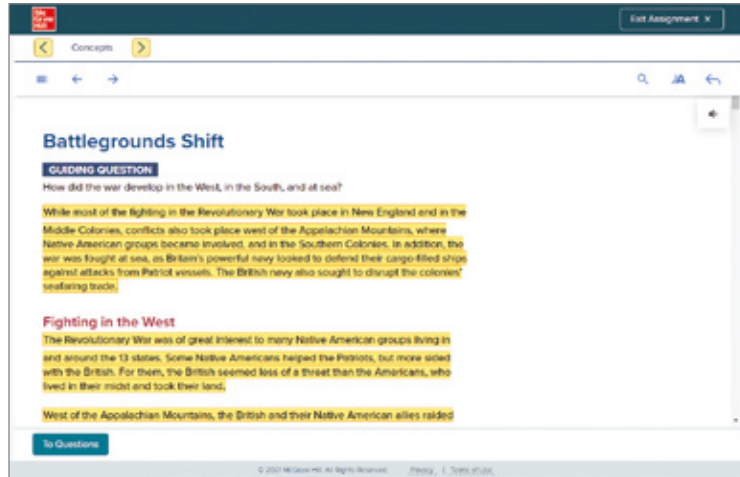
Look for this icon to access the editable version of the worksheet.



Digital Courseware

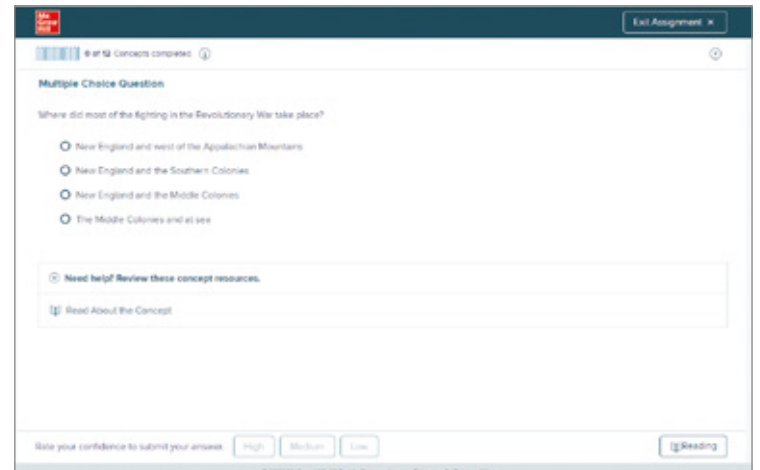
SmartBook

- Features adaptive logic that can more accurately pinpoint knowledge gaps and zero in on topics that require additional study.
- Helps students focus study time and emphasize central topics by highlighting important concepts in the Student Edition and present questions to practice what they've learned.



Assign SmartBook to your students at different levels of content such as entire topics or individual Lessons.

- **New assignments** can be created at the topic or lesson level.
- **Review assignments** can be created by bundling previous topic-level assignments.
- Use detailed and visual tracking reports for an in-depth overview of each student as well as overall class performance.

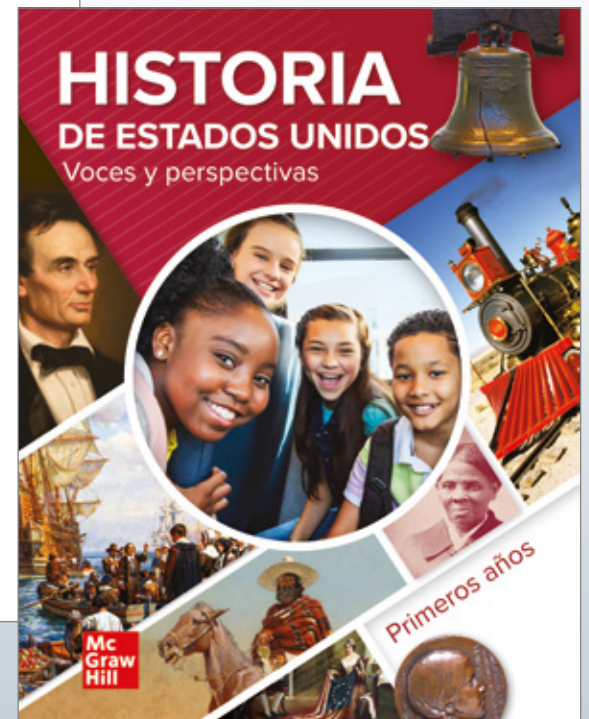
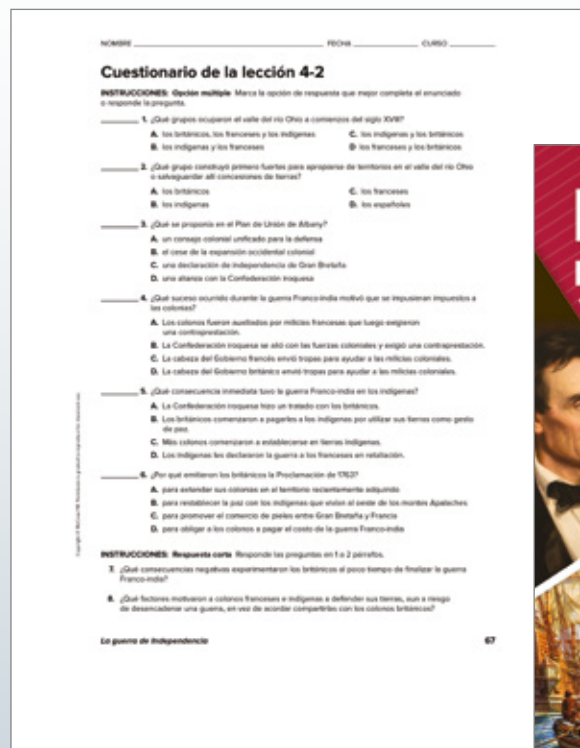


Spanish Resources

Spanish online resources include:

- Student Edition eBook
- Inquiry Journal
- Online assessments
- Closed captioning for videos

For additional purchase, the print Student Edition, print Inquiry Journal, and print Topic Tests and Lesson Quizzes are available in Spanish.



Customizable Lesson Plan and Teacher Activities

- Use the editable Customizable Lesson Plans and Teacher Edition Activities documents in place of or in addition to the Print Teacher Edition.
- These contain all of the material in the Teacher Edition plus additional digital-only activities and support for the interactive eBook and Online Lesson Resources.
- There is one Customizable Lesson Plan and Teacher Edition Activities document per Lesson.
- Pick and choose the best options for your classroom and make edits and notes.

Teacher Edition Activities

Topic | The American Revolution

Lesson 01 | Introducing The American Revolution

ENGAGE OPTIONS

HISTORICAL THINKING SKILLS

Analyzing Perspectives by Viewing an Image

Evaluating Point of View in an Image

READING SKILLS

Evaluating Evidence

PREDICTABLE MISUNDERSTANDINGS

Not All Colonists Wanted Independence

United States History Lesson Planner

Topic | The American Revolution

Lesson 01 | Introducing The American Revolution

LEARNING OBJECTIVES

Knowledge:

- the experience of a colonial volunteer soldier
- techniques and tools of espionage used by both sides in the American Revolution

Skills:

- identify key events of the American Revolution using a time line
- analyze a map of English colonies in North America in 1689
- preview compelling questions and main ideas of upcoming lessons

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	SHR	Pacing	Grouping
ENGAGE			
Analyzing Perspectives by Viewing an Image	Historical Thinking	15 Min	Small Group
Differentiate the Activity	BL	20 Min	Individual
Evaluating Evidence	Reading	5 Min	Whole Class
Interpreting Visual Information About Espionage During the Revolutionary War	Historical Thinking	15 Min	Whole Class
Integrating Information About the Capture of Major Andre	Speaking and Listening	25 Min	Small Group
Analyzing Secondary Sources About the Revolution	Historical Thinking	15 Min	Whole Class
Integrating Information in Codes	Writing	15 Min	Small Group

Online Assessment

NAME _____ DATE _____ CLASS _____

Topic 4 Pre-Assessment

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

1. Which of the following was a major cause of the French and Indian War?

A. Colonists along the Atlantic coast wanted to expand settlement northward into Canada.

B. The French did not want British trappers to interfere with their fur trade.

C. The Iroquois Confederacy made a military alliance with the British.

D. Native Americans resented the building of French settlements on native lands.

2. Why did many American colonists oppose British tax laws?

A. Taxes were already so high that most colonists could not pay them.

B. British tax laws did not apply to Native Americans or French settlers.

C. Britain was the wealthiest nation in Europe and did not need the money.

D. There was no colonial representation in the British Parliament.

3. After the costly French and Indian War ended in 1763, the British government used the war as a source of

A. settlers ready to populate the area west of the Appalachian Mountains.

B. rebellious leaders ready to throw off British rule.

C. revenue needed to solve Britain's financial problems.

D. staunch allies of Britain against the French.

"The King is openly cursed, and his authority set at defiance. In short, rebellion. The New Englanders by their canting [dishonest talking], and in suggesting, especially dishonestly, tricks have persuaded the rest of [British] Government is going to make absolute slaves of them."

—excerpt from the diary of Nicholas Crèvecoeur

4. Nicholas Crèvecoeur was a British citizen who visited America and wrote about the colonists. Based on the excerpt, what opinion did he have about the king?

A. He thinks these colonists are disloyal.

B. He thinks these colonists are patriotic.

C. He thinks these colonists fear the British military.

D. He thinks these colonists trust the British government.

5. What is the significance of "the shot heard round the world"?

A. The shot led to the first decisive Patriot victory in the American Revolution.

B. The shot began a brief conflict in which eight minutes later the British surrendered.

C. The shot was the first fired in the American Revolution.

D. The shot began a skirmish that forced British troops to retreat to Boston.

The American Revolution

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All Preassessment, Quizzes, and Tests from the Topic Tests and Lesson Quizzes blackline master are available as printable PDFs in the digital courseware.

Digital assessments may be assigned online and offer automatic grading on several question types.

Customize your assessments. Edit an existing assessment or create your own.

Assessments

Assessment Banks Question Banks Passage Banks

+ New Assessment

Title	Owner
My Assessments	Me
Copies Received	Me
Topic 04 The American Revolution	McGraw-Hill
MS US IGU Topic 04: The American Revolution	McGraw-Hill

Inquiry Journal

The Inquiry Journal is a printed consumable workbook. It is available digitally as both printable PDFs and as an assignment in Online Practice.

- There is a dedicated inquiry for each topic of the course centered around an important **NEW Compelling Question** for the topic not found in the Student Edition.

- The **primary and secondary sources** were selected in order to provide diverse and multiple perspectives about the topic and help students grapple with the compelling question. These are overwhelmingly **NEW** sources and not repeats of those found in the Student Edition.

- Students follow the same **inquiry arc** and process as in the Student Edition but go more in-depth, beginning with developing their own questions and ending with **Taking Informed Action**. Students are given the choice to select 1 of 3 Take Informed Action activities. Students use the Take Informed Action Rubric for Self-Evaluation and Peer Review.

Name _____ Date _____ Class _____

TOPIC 4 • THE AMERICAN REVOLUTION, 1754–1782

Propaganda in the American Revolution

COMPPELLING QUESTION

How is propaganda used to further a cause?

C

Join or Die

Colonial newspapers helped spread American patriotism through the new opinions, and images they chose to print. One such early newspaper was *Massachusetts Spy*, which started in 1770 by printer Isaiah Thomas. Note the portion of the issue shown here includes a cartoon rattle snake. This image is an engraving made by the Patriot Paul Revere in 1774. However, for the cartoon came from another Patriot, Benjamin Franklin first used the famous Join or Die cartoon in his own Pennsylvania newspaper in 1754. He was to encourage the colonies to join together to help prevent the British from gaining more land in North America. Despite Franklin's efforts, the colonies did not join together at that time. Later, Franklin used the same cartoon to coalesce the colonies to unite to protest the Stamp Act, a British attempt to tax the colonies. The time this issue of the *Massachusetts Spy* was printed, the cartoon had a purpose. It was meant to show that the colonies had no choice but to unite to gain freedom from Britain.

PRIMARY SOURCE: NEWSPAPER

EXAMINE THE SOURCE

11. **Analyzing Visuals** Describe the images that appear on the newspaper masthead and front page. What is the significance of these images? Why might they have been included?

D

"The Glorious Seventy Four"

"The Glorious Seventy Four" was one of many protest, or liberty, songs that appeared in the American colonies. These songs were used to unite and inspire colonists in their opposition to British rule. The songwriter is unknown. However, historians believe the song was first sung in the Virginia colony in 1774. The words to the song were original, but the tune was borrowed. It comes from an existing British song celebrating the British navy. The tune would have been very familiar to a colonial audience. The song also features the line "Their tea still is driven away from our shores." This is a reference to the Boston Tea Party of 1773. In Boston, some colonists protested a British tax on tea by dumping chests of it into the harbor.

PRIMARY SOURCE: SONG

64. Come, come, my brave boys, from my song you shall hear,
That we'll crown seventy four a most glorious year,
We'll convince **Bute and Mansfield, and North**, though they rave,
Britons still, like themselves, **spurn** the chains of a slave.

CHORUS:
Hearts of oak were our **sires**,
Hearts of oak are their sons,
Like them we are ready, as firm and as steady,
To fight for our freedom with swords and with guns.

... Their tea still is driven
Or presented to Neptune
But to swell, to divide, till
On brave Boston their **CHORUS:**
Hearts of oak, etc.
Now, unshook we unite
See our **stores** flow to
Mark! the shout, how it
From each country, each
CHORUS:
Hearts of oak, etc.
With sons, who I love
Fair freedom shall flourish
No tyrant shall rule there
They shall never be slaves

A

"The American Crisis"

Patriot Thomas Paine proved to be a master at writing propaganda meant to inspire revolution. He is especially remembered for his pamphlet *Common Sense*, which asked colonists to fight for their beliefs. Soon after publishing *Common Sense* in 1776, Paine joined the Continental Army led by General George Washington. Washington's troops, including Paine, spent a harsh winter camped out at Valley Forge in Pennsylvania, after suffering major defeats led by British General William Howe. Paine's experience there led him to write "The American Crisis." This series of pamphlets was meant to convince others to take up arms for freedom. General Washington, touched by the language used, ordered the pamphlet to be recited aloud to his soldiers.

PRIMARY SOURCE: PAMPHLET

64. THESE are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it NOW, deserves the love and thanks of man and woman. **Tyranny**, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly:—'Tis dearness only that gives every thing its value. Heaven knows how to set a proper price upon its goods; and it would be strange indeed, if so **celestial** an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX)

Develop Supporting Questions About Propaganda in the American Revolution

COMPPELLING QUESTION

How is propaganda used to further a cause?

Talk About It

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be the following: What is the purpose of propaganda?

Directions: Write down three additional questions that you need to answer to be able to determine how propaganda was used to further a cause during the American Revolution.

Supporting Question

Take Informed Action

29. **Making Connections** During the time of the American Revolution, both Patriots and Loyalists used propaganda to promote their cause. Today, Americans and people throughout the world still use propaganda to further issues they care about. Modern-day propaganda can be found in advertisements for anything from consumer products to political issues and candidates. First, conduct research to find out more about propaganda as it is used today. Don't be surprised if you encounter new terms such as bondwagon, loaded words, and glittering generalities. Then choose a local, state, or national election that interests you. Find a political advertisement for each of two candidates with strongly opposing points of view. Carefully analyze both political advertisements to identify various examples of propaganda included. Record the examples in a chart, and explain why each example can be considered propaganda.

YOU CHOOSE

Select one of these Take Informed Action products to apply what you've learned.

Take Informed Action Rubric: Analysis of Propaganda Techniques				
	Organization	Writing/Editing	Historical Accuracy	Logic
4	The piece is exceptionally well organized and focused and demonstrates a thorough and deep understanding of the event or issue.	The final product is exceptionally well written and includes no errors.	The piece is well researched and is factually accurate.	The decision made shows evidence of extensive thought.
	The piece is well organized and focused and demonstrates a thorough and deep understanding of the event or issue.	The final product is exceptionally well written and includes few errors.	The piece is well researched and contains some factual mistakes.	The decision made shows sufficient evidence of thought.
	The piece is well organized and focused and demonstrates a thorough and deep understanding of the event or issue.	The final product is adequately written but includes a number of errors.	The piece is not well researched and contains some factual mistakes.	The decision made shows limited evidence of thought.
	The piece is poorly organized and focused and demonstrates a lack of understanding of the event or issue.	The final product is not well written and includes multiple errors.	There are many factual mistakes.	No decision has been made, showing a lack of thought.
SCORE				

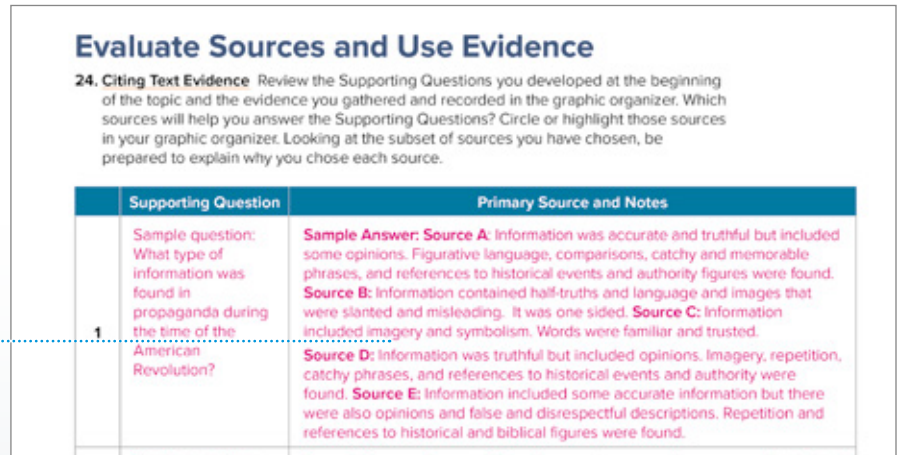
Inquiry Journal Teacher's Guide

Social Studies Skills and Literacy Skills Support

- Each inquiry in the Inquiry Journal Teacher's Guide includes a **2-page Lesson Plan** with teaching strategies and activities to guide you and your students through the inquiry process.
- Each lesson plan includes **teaching tips** for teaching inquiry and support for culturally responsive teaching.
- The Inquiry Journal Teacher's Guide is available in Print and Online.



- The annotations in the Teacher's Guide provide suggested answers for every question in the student Inquiry Journal.



- Teachers may assign or edit the inquiry to include fewer sources or fewer questions by using Online Practice in the Assessment platform.
- Teachers may also create their own questions and add them to the Inquiry.

