

Print Teacher Edition

Flexibility and Customizable Options

The Teacher Edition offers maximum flexibility for your classroom with support for different types of lessons.

- Each Topic begins with an **Introduction Lesson** and concludes with a **Review & Apply Lesson**.
- There are a series of **Learn the Events Lessons** and **Inquiry Activity Lessons** in each topic.
- Use all of the lessons in a topic or pick and choose the lessons for your classroom.



Overview and Lesson Planner Pages

The Planners provide learning objectives and a snapshot of the variety of activities and resources available to enhance student learning.

Learning Objectives

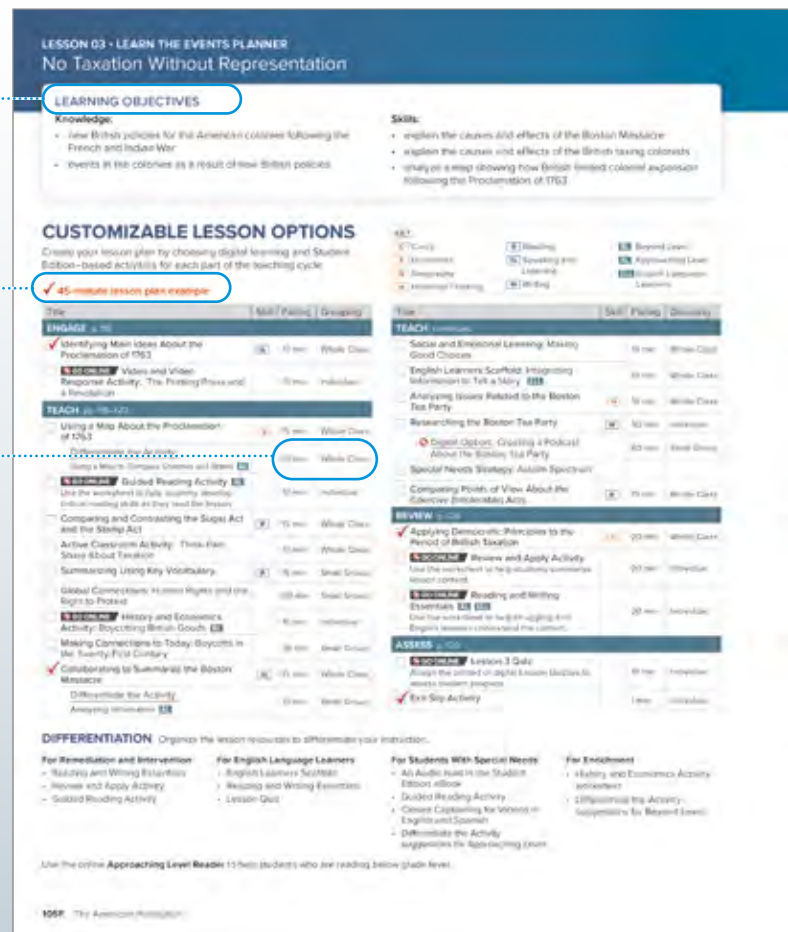
Each Lesson Planner begins with Learning Objectives for the **knowledge** students should attain and the **skills** they will be able to apply by the end of the lesson.

45-minute Lesson Plan Example

All Lesson Planners include a 45-minute sample lesson plan. Or if you prefer, make your own lesson plan by selecting from the many other activity and resource options that best suit your classroom's needs.

Flexible Grouping and Time on Task

Each activity includes a suggestion for how to group students and a suggested amount of time it will take to complete.



HISTORICAL THINKING SKILLS

Interpreting Images of War: Draw students' attention to the painting of George Washington during the French and Indian War. Have students interpret the image in the context of Washington's eventual position as a Revolutionary War general and first president of the United States. **Ask: What aspects of the image make Washington appear to be a strong leader?** (Student answers will vary, but many will point to Washington wearing a splendid-looking military uniform and hat, and he is holding a sword that is extended outward. Also, Washington is riding a powerful-looking white horse.) **How might an image of Washington made at the time of the French and Indian War be different from the painting, which was made in the 1800s?** (Student answers will vary, but some might say that an image of Washington made at a time before he was powerful and famous might not look as heroic; it might more accurately portray him as a colonial military leader who actually had to surrender.)

WHOLE CLASS 15 MIN

Print Teacher Edition

Using the Wraparound Resources and Activities

The entire Student Edition appears in the Teacher Edition. Activities and recommended resources appear in side and bottom margins of the Teacher Edition, at point of use.

Social Studies Skills

Each Lesson includes many different activities and teaching strategies to address Social Studies Skills

- Civics
- Economics
- Geography
- Historical Thinking Skills

CIVICS SKILLS

Applying Democratic Principles to the Period of British Taxation Begin a class discussion about the degree to which the following democratic

ECONOMIC SKILLS

Comparing and Contrasting the Economies of Colonial Regions

Point out to students that each colonial region had economic

GEOGRAPHY SKILLS

Using a Map of the Battles of Lexington and Concord Ask students to study the "Battles of Lexington and Concord, April 1775" map.

HISTORICAL THINKING SKILLS

Identifying Causes and Effects of British Policies and Taxes Tell students that Great Britain's victory in the French and Indian War led to a series of causes and effects that escalated tensions between Britain and the American colonies. Have students read the Background Information section, then ask: **What are two causes that spurred Great Britain to enforce new policies and taxes on the colonists?** (debt from the war; costs of maintaining troops in the

Literacy Skills Support

Each lesson includes different activities and strategies to address Literacy Skills.

- Reading
- Speaking and Listening
- Writing

READING SKILLS

Analyzing Events of the French and Indian War After students have read the sections titled "The Course of the War" and "The War Ends,"

SPEAKING AND LISTENING SKILLS

Presenting a Campfire Dialogue About the Home Front Organize students into groups of three. Have students review all the material under the heading "Life on the Home Front." Have them each choose

WRITING SKILLS

Gathering Evidence About "Paul Revere's Ride" Explain that the American poet Henry Wadsworth Longfellow wrote a famous poem called "Paul Revere's Ride" that describes Revere riding through the countryside to warn that the British were advancing to Concord. Provide students with copies of the poem and ask them to read the poem together in small groups. First, set the scene: A group of friends is gathered around a fire at the Wayside Inn near Boston. The landlord at the Wayside Inn is describing what he thinks Paul Revere's ride to Lexington and neighboring towns was like. After reading, ask groups to write responses to the questions below.

Scaffolding and Differentiation

There are many Differentiated Instruction and Scaffolding options! The Teacher Edition offers a wide variety of support for different learners.

[illegible]

English Learners Scaffold

Analyzing Central Ideas About the French and Indian War

Entering and Emerging

Have students make a graphic to help them identify the two sides in the French and Indian War. *(French, British)* **Ask: Which group joined the French?** *(some Native Americans)* Have students add this to the graphic. **Ask: What group did the British try to get to join their side?** *(the Iroquois League)* Ask if they should add "Iroquois League" to either side of their chart. *(no)*

Developing and Expanding

Explain the meaning of the terms *allies*, *treaty*, *alliance*, and *neutral*. Instruct students to read the sentences and fill in the blanks.

- The French and some _____ were allies. *(Native Americans)*
- The British tried to make a treaty with the _____. *(Iroquois League)*
- The Iroquois refused an alliance with the _____ and promised to remain neutral. *(British)*

Bridging and Reaching

Ask students to use the words *allies*, *treaty*, *alliance*, and *neutral* to describe the relationships that the French and the British had with various Native American groups. *(Some Native Americans were allies with the French. The British tried to make a treaty with the Iroquois League, but they remained neutral.)* **WHOLE CLASS** 10 MIN

- Additional **English Language Learner** scaffolds make the text accessible to students who are learning English at different levels of proficiency.
- Additional support is provided for students with **Special Needs**.

Special Needs

Strategy: Autism Spectrum Certain strategies that you do consistently will particularly support students on the autism spectrum. Three such strategies are:

- Keep class routines constant and consistent, and give ASD students a warning when a routine is going to change.
- Provide a daily class schedule that shows the broad activity categories for the day. This will support ASD students as they transition from one task to the next.
- Give ASD students an outline for each lesson in the topic, which

Social and Emotional Learning (SEL)

SEL activities build students skills around all five core competencies:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making

Social and Emotional Learning: Social Awareness

Understanding Different Perspectives Tell students that one of the goals of studying history is to appreciate the perspectives of marginalized groups. Read the *What Will You Learn?* topic aloud to the class. Then ask students to write down what they already know about these goals and what they need to learn about them. Then have them write two or three personal learning goals for this topic. Suggest the following strategies to help them meet their learning goals:

- review my notes each night at home
- ask questions in class when I do not understand something
- pay attention during class and while reading and do not let my mind wander
- make sure I turn assignments in on time

Making Connections to Today

Make history relevant through connections between the past and the present.

Making Connections to Today

Boycotts in the Twenty-First Century Review with students that boycotting British goods was a powerful tool used by colonists to protest British taxes that they perceived as unfair. Explain to students that boycotts are still used as a form of protest today. Ask students to work in pairs to research a boycott that has taken place recently in the United States. Have students present their findings in a flowchart that shows the effect of the boycott.

Making Connections to Today

Identifying Modern Causes Ask students to brainstorm causes that people are willing to protest and fight for in the United States today. Encourage students to share general observations based on the media and their own experiences. Discuss the motivation behind these protests as well as the desired outcome of the protesters. Ask students what factors might drive them to participate in a protest and why. **WHOLE CLASS 15 MIN**

Digital Options

Digital teaching options modify or convert an analog activity to take advantage of digital open-source tools and McGraw Hill platform capabilities.

Digital Option

Creating a Podcast About the Boston Tea Party Have the student pairs who exchanged their papers collaborate on a podcast. Using an audio-recording app, have students speak informally about the Boston Tea Party based on what they read in the text. **SMALL GROUP 15 MIN**

Digital Option

Creating a Video of a News Report Have groups perform and record their scripts for the news report about the Boston Tea Party. Suggest that they include sound effects that might have been audible, such as ocean waves, to make the video segment more realistic. **SMALL GROUP 15 MIN**



Calaimage/Robert Daly/Getty Images

Support for All Students

Student and Teacher Editions, Inquiry Journal, Digital Courseware, and more

Diverse and Multiple Perspectives

- Learn about history through different voices and perspectives.
- Inquiry Activity lessons include multiple and diverse perspectives.

Support for Academic Achievement for All Students

- Scaffolding and Differentiation
- Social and Emotional Learning support



Accessibility of Learning Resources

- Accessibility of Digital Material ensures that students with disabilities can access the material.

Students Gain Awareness to Take Informed Action

- Compelling Questions and sources lead to deeper understanding.
- Students encouraged to be civically minded and Take Informed Action.

Culturally Responsive Connections

Culturally Responsive Connections in the Teacher Edition support teachers in creating a classroom that supports all students.

- In each Introduction Lesson, **Points to Consider** encourages teachers to be self-reflective and think about how to support students with different backgrounds as they learn about history. The Points to Consider include an overview of difficult issues in the topic, tips for how to support students with concrete examples, self-reflection questions, and questions to help connect the material to today.
- Learn the Events and Inquiry Activity Lessons include point-of-use background information along with **Questions to Consider** for discussing different voices and perspectives in history with an emphasis on achievement. There is also additional support for difficult language from history and sensitive photographs and imagery.

Culturally Responsive Connections

Points to Consider As you plan your instruction for this topic on The American Revolution, think about the students in your classroom and their cultural contexts as well as your own. How might you support your students with different backgrounds and experiences as they learn about the American Revolution? Think about the following points as you create your lesson plans:

- **Background of the Founders:** The Founders of the United States were all white men. How might students of different backgrounds react to the exclusion of women? How might they react to the exclusion of Native Americans and African Americans?

- **Diverse Population During the American Revolution:** What populations were living in the colonies at this time? How might they have experienced the experience of propertyless males? This topic to hear the voices of women, Native Americans in

- **Victory over the British:** What perspective from this victory? Did everyone benefit equally? Who did not?

- **Connecting to Today:** What societal norms do students include:

- What societal norms from the Revolutionary War?
- What societal norms from today?

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

Instructional Pathway

McGraw Hill Social Studies provides flexibility and customizable options to support teachers with the way they want to teach and the way students learn. Each topic includes an Introduction Lesson, a series of Learn the Events Lessons and Inquiry Activity Lessons, and a Review & Apply Lesson.

| INTRODUCTION | | |
|--|---|--|
| In this lesson type, students engage with the topic, activate their prior knowledge about the place and time, and establish the learning intentions for the topic. | | |
| ENGAGE | ACTIVATE PRIOR KNOWLEDGE | PREVIEW THE LEARNING |
| Goal | | |
| An activity to spark curiosity. | Teacher works with students to assess and build upon students' background knowledge for the concepts and skills covered in the topic. | Teacher looks ahead to preview the concepts students will learn about in the topic, introduces the Compelling Questions in the Inquiry Activity lessons, and reviews a timeline of key events. |
| Outcomes | | |
| Students are ready to learn about the topic and are introduced to some key concepts. | Students activate their background knowledge on the topic and teachers use results from preassessment to plan instruction. | Students know what they will learn about in the topic and begin to think about the Compelling Questions. |
| Components | | |
| <div>TESE★</div> <div>📖</div> | <div>TESE★</div> <div>📖✔️</div> | <div>TESE★</div> <div>📖</div> |

| LEARN THE EVENTS | | | |
|---|---|---|---|
| In this lesson type, students learn about the key historical concepts, ideas, people, and events with an emphasis on cause-and-effect relationships, explanation, and continuity and change in history. | | | |
| ENGAGE | TEACH | REVIEW | ASSESS |
| Goal | | | |
| An activity to spark curiosity. | Teacher works with students to assess and build upon students' knowledge of the topic with a variety of instructional strategies. | Teacher facilitates a review of key concepts for students. | Assess student understanding of the learning objectives in the lesson. |
| Outcomes | | | |
| Students become engaged with key lesson learning objectives and understand their goals. | Students demonstrate understanding of key learning objectives from the lesson. | Students demonstrate understanding of key lesson concepts through formative assessment. | Students demonstrate understanding of key lesson concepts through summative assessment. |
| Components | | | |
| <div>TE★</div> <div>📖</div> | <div>TESE</div> <div>📖</div> | <div>TESE★</div> <div>📖SB</div> | <div>★✔️</div> <div>📖</div> |

Component Key

SE

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📖

SB

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Student Edition

Inquiry Journal

Teacher Edition

Assessment

Digital

SmartBook

Activities

Topic Model

Each topic includes a series of lessons with different teaching and learning options for your classroom.

INTRODUCTION



REVIEW & APPLY

INQUIRY ACTIVITY

In this lesson type built around student inquiry, students grapple with a compelling question. They develop questions, analyze primary and secondary sources, draw conclusions, communicate those conclusions, and then take informed action. For another inquiry option, assign the Inquiry Journal.

LAUNCHING
THE INQUIRY

GUIDING
THE INQUIRY

REVIEW

ASSESS

Goal

Review Compelling Question and begin inquiry planning.

Review sources to help answer the supporting questions and organize evidence.

Support students as they synthesize their analysis and draw conclusions.

Support students as they communicate conclusions and apply their knowledge to take action.

Outcomes

Students become engaged with the Compelling Question and write supporting questions for their inquiry.

Students use critical thinking skills to analyze sources, organize evidence, and begin to answer Supporting and Compelling Questions.

Students synthesize material from multiple primary sources and draw conclusions about the Supporting Questions.

Students apply what they learned in the inquiry process to take informed action.

Components

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REVIEW & APPLY

In this lesson type, students review what they have learned about the topic and apply that learning through activities. They are assessed on the topic learning objectives and have opportunities to revisit material.

REVIEW

ASSESS

REMEDiate

Goal

Review of key concepts, knowledge, and skills in the topic.

Assess students' understanding of the learning objectives in the topic.

Revisit missed learning objectives so all students master content and skills.

Outcomes

Students prepare for assessment by reviewing what they have learned.

Students demonstrate understanding of key topic concepts through summative assessment.

Some students learn concepts they did not understand during the initial instruction.

Components

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DIFFERENTIATION AND SCAFFOLDING

For Remediation and Intervention

- Reading and Writing Essentials
- Review and Apply Activity
- Guided Reading Activity
- Use the online Approaching Level eBook to help students who are below grade level.
- Differentiate the Activity suggestions

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Special Needs Scaffold
- Audio read in the Student Edition eBook
- Closed Captioning for Videos in English and Spanish

For Enrichment

- Hands-on Topic Project
- Differentiate the Activity suggestions
- History and Geography Activity
- History and Economics Activity
- History and Civics Activity