

## Stop searching and start networking. Use ConnectED for a one-stop online center for content for World History, U.S. History, and Civics

- *Allows students and parents to access their textbook and more*
- *Helps teachers plan, teach, and assess with ready-to-go lesson plans*
- *Access program components at point of use*
- *Upload favorite resources into the one-stop online center*



stop searching  
start **networking**



## Resources for McGraw-Hill networks<sup>™</sup> includes the following:

### Powerful Primary Sources

**The Gold Rush**  
ANALYZING PRIMARY SOURCES

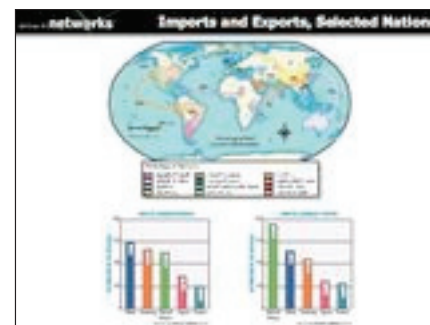
The most famous gold strike took place at Sutter's Mill in 1848 when James W. Marshall and John Sutter discovered gold near the Sacramento River in California. They tried their best to keep their discovery a secret, but soon thousands of people hoping to strike it rich descended on California.

“Many, very many, that come here meet with bad success & thousands will leave their bones here. Others will lose their health, contract diseases that they will carry to their graves with them. Some will have to beg their way home, & probably one half that come here will never make enough to carry them back. But this does not alter the fact about the gold.”

—from *The California Gold Rush, 1849*, by S. Shufelt

Source: <http://www.eyewitnesshistory.com/californiagoldrush.htm>

### Interactive Maps, Graphs and Games



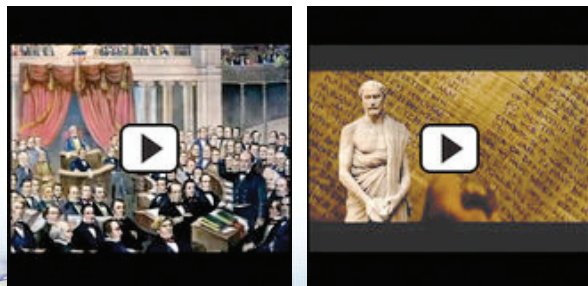
### Clarifying Graphic Organizers

**Your Economic Vocabulary**

Directions: Click the dollar sign to see the definition of each economic vocabulary word.

- Credit
- Debt
- Credit Card
- Bank
- Interest
- Taxes
- Depression
- Stock Market

### Engaging Videos



## Worksheets, Activities, and Projects

## What Do You Know? Activities

WHAT DO YOU KNOW?

Answers, Clarity, and Connections

Optimism

Directions:

Choose the words or phrases that best complete each sentence. Place an X in front of the answer(s) you choose. Some questions have more than one correct answer.

1. Most immigrants have come to the United States

at the end of the 19th century

in the early 1900s

from North America

from Europe

from Asia

from Africa

from Latin America

2. To establish a constitutional republic, a person must be

born in the United States

at least 14 years old

at least 21 years old

at least 35 years old

at least 42 years old

at least 50 years old

3. To establish a constitutional republic, a person must

be born in the United States

be at least 14 years old

be at least 21 years old

be at least 35 years old

be at least 42 years old

be at least 50 years old

4. The United States government is a

constitutional monarchy

constitutional republic

constitutional democracy

constitutional oligarchy

constitutional dictatorship

5. A modern constitutional monarchy is a form of

constitutional democracy

constitutional republic

constitutional oligarchy

constitutional dictatorship

6. Important principles of democratic governments include

the right to free elections

the right to free speech

the right to free religion

the right to free movement

8

## Guided Reading Activities

NAME _____	DATE _____	GRADE _____
<b>Guided Reading</b>		<b>network</b>
<b>The Cow War</b>		
<b>Lesson 1 The Two Sides</b>		
<b>ESSENTIAL QUESTION</b> <i>Why does conflict arise?</i>		
<b>Two Different Sides</b>		
<b>Answering Questions:</b> As you read the section, answer the questions below.		
<b>1. Listing</b> List the border states. _____ _____ _____		
<b>2. Sequencing</b> Explain the importance of the location of two of the border states. _____ _____		
<b>3. Comparing</b> Compare the different goals of the North and the South at the start of the war. _____ _____		
<b>4. Describing</b> What were the strategies of the North and the South at the start of the war? _____ _____		
<b>5. Evaluating</b> What strengths did the North and South have at the start of the war? _____ _____		

## 21st Century Skills Activities


[illegible]

## Vocabulary Builder Activities

[illegible]

## Chapter Summary

### English and Spanish





# Chapter Summary


## Annexes, Comprehensions, and Generators

### networks


## Hands-On Chapter Projects


**Blackboard**


**Canvas**


**FutureLearn**

# Join On Chapter Project Discussion and Reflection



## Project Overview

**Project Goal**  
 To understand the contributions of management practice to the development of the business and to understand the role of the business in society. Students will undertake an important piece of the business plan by developing a business plan for a new business. The business plan will include a mission statement, a vision statement, a business strategy, and a financial plan. The business plan will be developed in a group setting and will be presented to the class.

## ESSENTIAL QUESTION

**What do you think change is for people like you?**

**Objectives**

- communicate responsibility and accountability; decision
- historical information, analyzing primary and secondary sources
- understand the role of the business, literature, and research in the business plan

**Activities**

Students will read *A History of the World: World Edition* by William H. McNeill and students for research. Students will read *Chapter Project: Business Plan*.

**Duration**

• approximately work time and 1 class day

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### Technology Extension Activities

[illegible]

## Biography

[illegible]

## Economics of History Activities

[illegible]

## Geography and History Activities

[illegible]

### Primary Source Activities

[illegible]

## Interpreting Political Cartoons

[illegible]

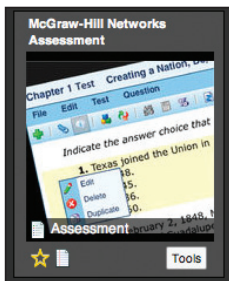
## Supreme Court Case Studies

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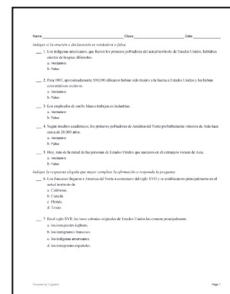
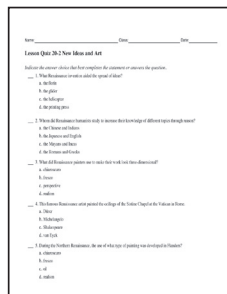


## Assessments

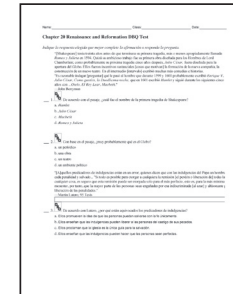
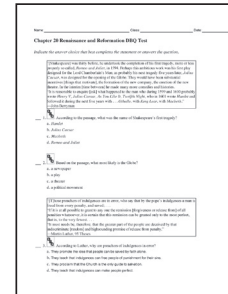
### McGraw-Hill Online Assessment



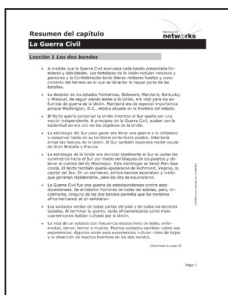
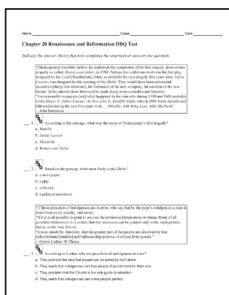
### Lesson Quizzes English and Spanish



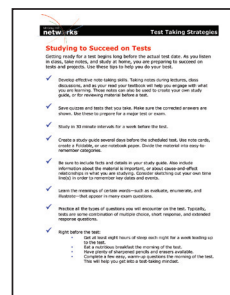
### DBQ Chapter Test English and Spanish



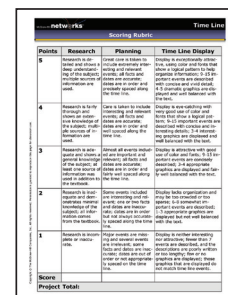
### Traditional Chapter Test English and Spanish



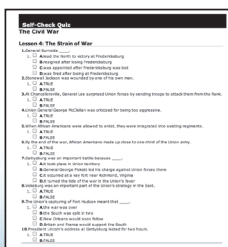
### Test-Taking Tips



### Rubrics



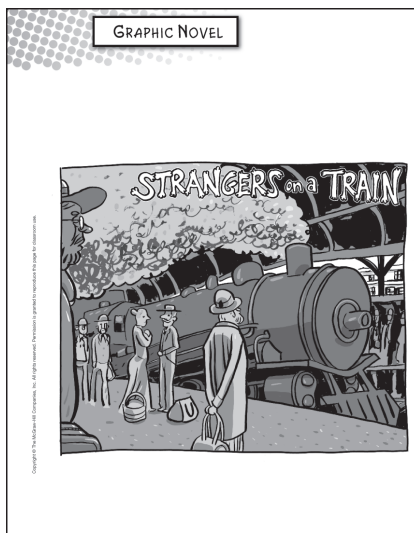
### Self-Check Quiz





## Reference Resources

### Graphic Novels



### Foldables<sup>TM</sup>

**Causes of the Civil War**

**TOPIC SUMMARY**  
As slavery grew, so did opposition to it. The North and South had become more distinct over time in every way—socially, economically, and politically. These differences made compromise over slavery even more difficult and tensions grew. Finally, it was territorial expansion which brought war. The status of slavery in each new territory was intensely debated. The North did not want a slave-state majority in Congress any more than the South wanted a free-state majority.

**Analyzing Events**

What happened?	How it changed	What if...
Free Slavery		
Anti Slavery		

**Distinguishing Different Opinions**

Argument	Point of View	Point of View	Point of View
Free Slavery			
Anti Slavery			

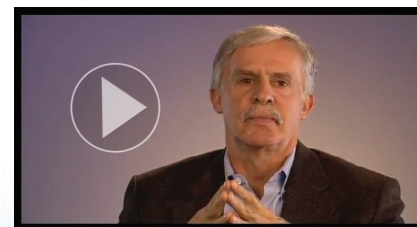
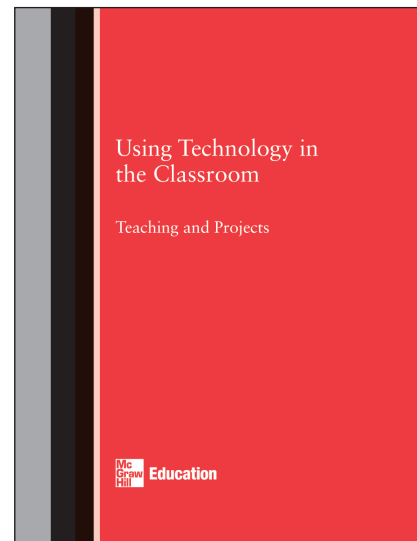
**Trifold Book**  
Ask students to choose one of the following to research: the Fugitive Slave Act, the Dred Scott Decision, the Lincoln-Douglas Debates, the Missouri Compromise, the Kansas-Nebraska Act, or John Brown's Raid. Have each student write a three-part account of the event in a Trifold Book: what happened, how it influenced events leading to the Civil War, what might have happened if the event had turned out differently.  
**Materials Needed:** one sheet of 8.5" x 11" paper.

**Organizing Geographical Information**

Northern States	Border States	Southern States

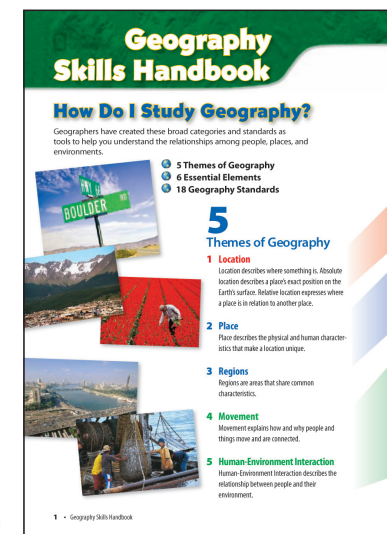
**Three-Tab Book**  
Have students make a Venn diagram on a Three-Tab Foldable and list the states in the following categories: Northern, Border, and Confederate Southern. Inside each tab, students should list facts about the legal status and living conditions of African Americans. Encourage students to consider such things as families, educational and economic opportunities, and citizens' rights.  
**Materials Needed:** one sheet of 8.5" x 11" paper.

### Professional Development



### Author Videos

### Handbooks



## McGraw-Hill networks<sup>™</sup> Resource Library

### *Student Learning Center includes:*

- Student Narrative
- Digital Media Player
- Audio for Student Edition
- Student Notebook
- Reading Essentials and Study Guide
- Message Center
- Assignments and Projects
- Calendar
- Test Practice and Rubrics
- Skillbuilder Center
- Student Resource Library:
  - Primary Source Documents
  - Photographs, images, political cartoons
  - Lesson videos assigned by the teacher
  - Graphic Novels
  - Foldable suggestions and templates
  - Biographies
  - btw...current events site
  - Nations of the World Atlas
- College and Career Readiness

### *Teacher Lesson Center includes:*

- Correlations to standards
- Ready-to-go Lesson Plans
- Tools to customize the Lesson Plans
- Presentation Builder and Presenter
- Interactive Worksheet Builder
- McGraw-Hill Assessment
  - Lesson Quizzes
  - Chapter Tests
  - Rubrics for Assessments
- Simulations
- PDF or Editable Digital Worksheets
- Chapter Project and Technology Extensions
- Lesson Videos
- Student Edition and Student Annotated Edition
- My Notes
- My Files to store personal resources
- Teacher Resource Library:
  - Primary Source Documents
  - Photographs, images, political cartoons
  - Graphic Novels
  - Foldable suggestions and templates
  - Biographies
  - Nations of the World Atlas
  - btw...current events site
  - College and Career Readiness materials
- Manage and Assign Classes
- Broadcast Message Center
- Professional Development
  - 16 Understanding by Design® Videos
  - 8 Talking Tech with Tom and Justin Videos
  - 20 "How-to" Videos for **Networks**
- Comprehensive User Manual

