

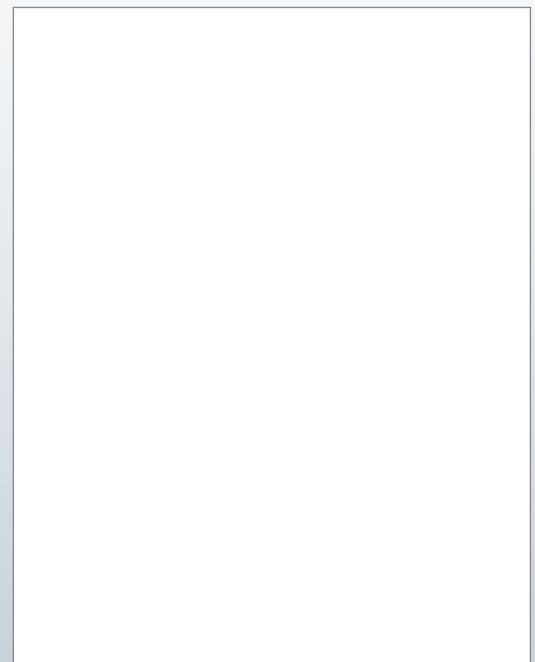
# Digital Courseware

Interactive eBook with Approaching Level Version

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## Videos

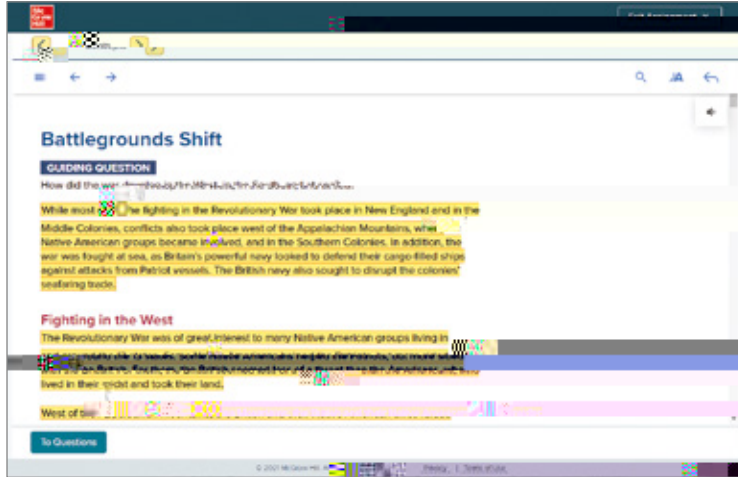
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# Digital Courseware

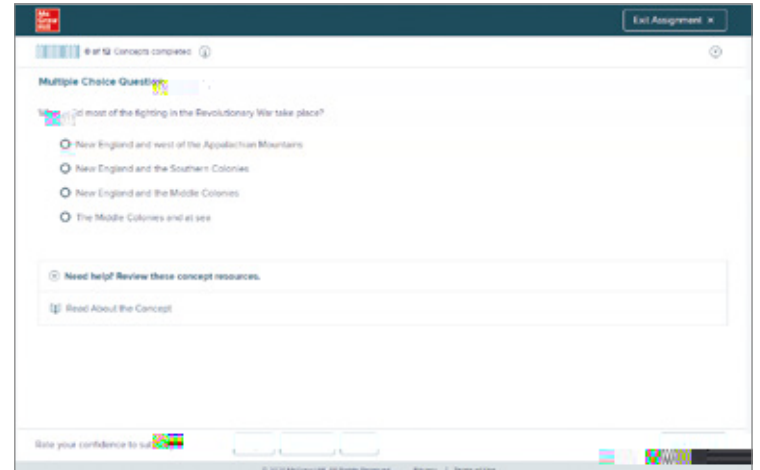
## SmartBook

- Features interactive content
- Highlights key concepts



## Assignments

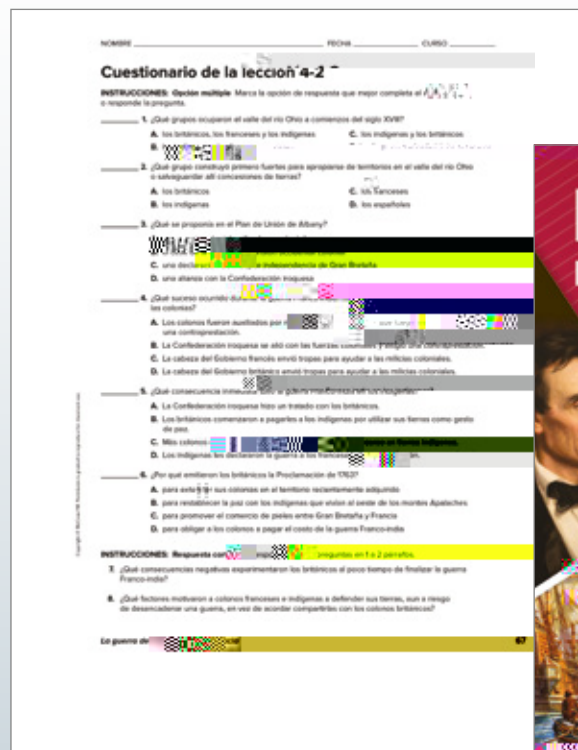
- New assignments available
- Review assignments available
- User interface



## Spanish Resources

- Spanish resources
- Interactive content
- Online
- Content

- Features
- SmartBook
- Assignments
- User interface



### Customizable Lesson Plan and Teacher Activities

- Use the Plan and Teacher Activities
- The Plan and Teacher Activities
- The Plan and Teacher Activities
- Plan and Teacher Activities

**Teacher Edition Activities**  
**Topic | The American Revolution**  
**Lesson 01 | Introducing The American Revolution**

**ENGAGE OPTIONS**

**HISTORICAL THINKING SKILLS**  
**Analyzing Perspectives by Viewing an Image** Instruct students to view the image and write an overview sentence. (Possible: The men have tired, sad looks on their faces. It is winter. They are warming their hands by the fire, yet they are walking toward the fire look like they are leaving again. One man is injured and has his arm in a sling.) Have students share with the class.  
**Small Group | 15 Min**

**DIFFERENTIATE THE ACTIVITY**  
**Evaluating Point of View in an Image** Instruct students to take place among the men by the campfire in the image to help with ideas.  
**BL | Individual | 20 Min**

**READING SKILLS**  
**Evaluating Evidence** Have each student read the "I do you think these rations were determined? (Are rations determined based on the amount of food available?)" with enough energy to fight? How do you think the daily rations listed each day for a month? (Answer: become tired of eating the same food all the time and amount of physical activity they did in the military. So others might see the rations as a necessary sacrifice.)  
**Whole | Class | 5 Min**

**PREDICTABLE MISUNDERSTANDINGS**  
**Not All Colonists Wanted Independence** Students supported independence from Great Britain, but this meant that 15 to 20 percent of the colonists remained loyal to independence, and 20 to 45 percent were undecided. This situation and wanted to gain more support from the war progressed. Ultimately, the Patriots were more a undecided colonists.

© McGraw Hill Teacher Edition Activities, Topic: The American Revolution Lesson 1 Introducing The American Revolution

**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
- analyze a map of English colonies in North America in 1689
- preview compelling questions and main ideas of upcoming lessons

**CUSTOMIZABLE**

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

**45-minute lesson plan example**

Title	Skill	Pacing	Grouping
<input type="checkbox"/> Analyzing Perspectives by Viewing an Image	Historical Thinking	15 Min	Small Group
<input type="checkbox"/> Differentiate the Activity	BL	20 Min	Individual
<input type="checkbox"/> Evaluating Evidence	Reading	5 Min	Whole Class
<input type="checkbox"/> Interpreting Visual Information About Espionage During the Revolutionary War	Historical Thinking	15 Min	Whole Class
<input type="checkbox"/> Integrating Information	Historical Thinking	20 Min	Small Group
<input type="checkbox"/> Analyzing Secondary Sources About the American Revolution	Historical Thinking	15 Min	Whole Class
<input type="checkbox"/> Integrating Information in Codes	Writing	15 Min	Small Group

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### Online Assessment

**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?

- Colonists along the Atlantic coast wanted to expand settlement westward.
- The French and British were both trying to establish colonies in the Ohio River Valley.
- The British and French were both trying to establish colonies in the Ohio River Valley.
- Native Americans resented the building of French settlements on native lands.

2. Why did many colonists support the Stamp Act?

- Tax laws were already in place that most colonists could not pay.
- British tax laws did not apply to Native Americans or French settlers.
- Britain was the wealthiest nation in Europe and did not need the money.
- There was no colonial representation in the British Parliament.

3. The French and Indian War ended in 1763. It was a source of:

- settlers ready to populate the area west of the Appalachian Mountains.
- rebellious leaders ready to throw off British rule.
- British soldiers who were angry about the war.
- British soldiers who were angry about the war.

"The King is openly cursed, and his authority set at defiance. In short, rebellion. The New Englanders by their cunning (dishonest talking), set off suggesting, especially dishonestly (tricks have persuaded the rest of the British) Government is going to make absolute slaves of them."  
 —excerpt from the diary of Nicholas Crèvecoeur

4. Nicholas Crèvecoeur's view of the colonists. Based on the excerpt, what can you infer about the king?

- He thinks the colonists are dishonest.
- He thinks these colonists are patriotic.
- He thinks these colonists fear the British military.
- He thinks these colonists trust the British government.

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

- The shot led to the first decisive Patriot victory in the American Revolution.
- The shot began a brief conflict in which eight minutes of fighting were enough to force British troops to retreat to Boston.
- The shot was the first step in the American Revolution.
- The shot began a skirmish that forced British troops to retreat to Boston.

**The American Revolution**

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**AI Plan and Teacher Activities PDF**

**Question Bank**

What did the Albany Plan of Union propose?

- a unified colonial council for defense
- a suspension of westward colonial expansion
- a declaration of independence from Great Britain
- an alliance with the Iroquois Confederacy

**Assessments**

Assessment Banks | Question Banks | Passage Banks

+ New Assessment

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



# Inquiry Journal Teacher's Guide

## Social Studies Skills and Literacy Skills Support

- **Engaging/Challenging**  
2-page Lesson Plan

- **Teaching tips**

- **Targeted Skills**

- **Targeted Skills**

- **Targeted Skills**

- **Targeted Skills**

10

**TOPIC 4 - THE AMERICAN REVOLUTION**  
**Inquiry Lesson Plan: Propaganda in the American Revolution**

**LESSON OBJECTIVES**  
In this lesson, students will complete the inquiry by:  
 • analyzing propaganda from the American Revolution, including the British and the British.  
 • exploring the meaning behind individual pieces of propaganda.  
 • identifying persuasive language used in propaganda and describing its effects.

**ANSWER THE COMPELLING QUESTION**  
**The Compelling Question for this inquiry topic is:**  
 How is propaganda used to further a cause?  
 In order to answer this question, students will analyze primary sources created by different sides in the American Revolution. As each side tried to win supporters and keep their supporters loyal, both the British and Patriots used propaganda to persuade Americans that their point of view was the only one and that supporting the other side would be a betrayal of their country. This lesson will explore how each side used propaganda to persuade its own people and how each side used propaganda to persuade the other side.

**INTRODUCE THE INQUIRY TOPIC**  
**Activating Prior Knowledge:** Propaganda is a powerful tool for convincing people to adopt a point of view. Ask students to describe the propaganda they have encountered. Students might respond with a poster or a speech. A teacher could also use a video. Then ask students how they differentiate between propaganda and legitimate news sources. Students might say that propaganda is often biased and aims to persuade, while legitimate news sources aim to inform.

**DEVELOP SUPPORTING QUESTIONS**  
Review the list of questions that the American Revolution unit offers. Ask students to select a question that interests them and to write a question that they would like to explore. They could then work together to develop a plan for exploring their question. They could also work together to develop a plan for exploring their question. They could also work together to develop a plan for exploring their question.

**Lesson Objectives**  
Students will be able to:  
 • identify the author, date, and title of the source.  
 • describe the author's purpose and audience.  
 • analyze the author's use of persuasive language.  
 • evaluate the author's credibility and bias.

**Answer Question 1**  
**John or Dr. Paul Revere, The Minutemen, Sep. 1776**  
 Interpreting Ask students what emotion is shared along the bottom of the image. It looks like pride. Ask them how people describe emotion with negative connotations, but have the same connotation as a positive emotion. Ask why might the image of a soldier be used to inspire? (Students can be asking, "Why is the image important?") The image is important because it shows a soldier in uniform, ready to fight.

**Answer Question 2**  
**"The Return," Captain John Smyth, Pennsylvania Ledger, 1776**  
 Comparing and Contrasting After reading the source, have students look back at Source 1. How are the two sources similar? How are they different? Ask students to describe how the image in Source 1 might be used to inspire, especially on details related to their role as a soldier. Ask students to describe how the image in Source 2 might be used to inspire, especially on details related to their role as a soldier. Ask students to describe how the image in Source 3 might be used to inspire, especially on details related to their role as a soldier.

**CULTURALLY RESPONSIVE TEACHING**  
**Make connections to students' lives**  
 Ask students to describe how they might use propaganda in their own lives. Some students might describe how they might use propaganda in their own lives. Some students might describe how they might use propaganda in their own lives. Some students might describe how they might use propaganda in their own lives.

**WRAP-UP**  
 Ask students to describe how they might use propaganda in their own lives. Some students might describe how they might use propaganda in their own lives. Some students might describe how they might use propaganda in their own lives.

**Evaluate Sources and Use Evidence**

**24. Citing Text Evidence** Review the Supporting Questions you developed at the beginning of the topic and the evidence you gathered and recorded in a graphic organizer. Which sources will help you answer the question? Circle or highlight those sources that provide significant evidence. Write a brief statement of your evidence and explain how it prepared to explain why you chose that source.

Supporting Question	Primary Sources and Notes
1. Sample question: What type of information was found in propaganda during the time of the American Revolution?	<p><b>Sample Answer:</b> Source A: Information was accurate and truthful but included some opinions. Figurative language, comparisons, catchy and memorable phrases, and references to historical events and authority figures were found. Source B: Information was accurate and truthful but included some opinions. Figurative language, comparisons, catchy and memorable phrases, and references to historical events and authority figures were found. Source C: Information was accurate and truthful but included some opinions. Figurative language, comparisons, catchy and memorable phrases, and references to historical events and authority figures were found. Source D: Information was truthful but included opinions. Figurative language, comparisons, catchy phrases, and references to historical events and authority figures were found. Source E: Information includes accurate information but there were some errors. Information was accurate and truthful but included some opinions. Figurative language, comparisons, catchy phrases, and references to historical events and authority figures were found.</p>

**My Programs**

- Dashboard
- Course
- Gradebook
- Calendar
- Assignments
- Roster
- Reports
- Assessments
- My Tools

**Examine the Source**  
 Drawing Conclusions To what does Paine compare taxation without representation? Why do you think he does this?

**PRIMARY SOURCE: PAMPHLET**  
 "THESE are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service; but he that stands firm under all the fire of opposition, he is his country's true friend."