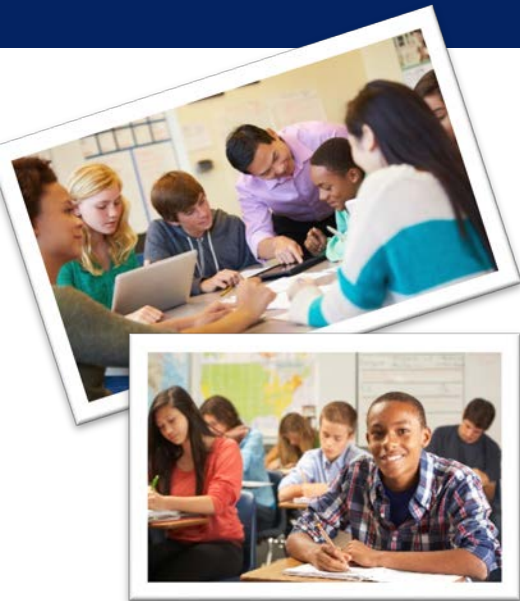




The Active Social Studies Classroom



Active Classroom

ACTIVE CLASSROOM strategies are just one of the ways myWorld Interactive supports active learning. These strategies provide a ton of **cooperative learning** activities to get your students **actively involved** with the content. Students get to build their own arguments, collect evidence, and collaborate with others through a variety of strategies in every lesson.

Use the **Rank It** strategy to have students rank the most significant advantages of the American Revolution.



How does **myWorld Interactive** support active learning?

ACTIVE CLASSROOM

Use the **Take a Stand** strategy. Ask students whether they would have preferred to live in the Assyrian or Persian empire. Have them move to different sides of the room based on their answers. Groups should discuss reasons for their choice and appoint a representative to share them with the class.

ACTIVE CLASSROOM

After completing the Interactive Chart, have students use the **Rank** strategy to **rank** the advantages and disadvantages from most to least significant in the eventual outcome of the American Revolution, providing justification for their decisions. Poll the class to see if they agree.



Use the **Take a Stand** strategy to have students decide what empire they would have preferred to live in.

ACTIVE CLASSROOM strategies provide teachers with quick and effective activities to engage students as they explore a variety of concepts. They are embedded within lessons at point of use and are also located in the Front Matter section of the Teacher's Edition as a bank of strategies.

Beforemen in the East worked to expand suffrage in that region. By the 1830s, most eastern states had dropped the requirement that voters had to own land. To the very laborers, artisans and craft workers, and shopkeepers gained the right to vote.

Throughout the country, growing numbers of Americans asserted their newly acquired right to vote. Before 1828, the number of eligible voters was never more than 37 percent. That low percentage rose to nearly 58 percent in the election of 1828. By 1840, voter turnout was nearly 60 percent.

Units on Suffrage Despite the nation's growing democratic spirit, a growing number of Americans still couldn't vote. These included women, Native Americans, and the vast majority of African Americans.

Topic 4 LESSON 1

ACTIVE CLASSROOM

Have students use the Make Headlines strategy for the Interactive Timeline: Changing Voting Rights in Early America. Ask: If you were an investigative reporter writing about voting rights in the Jacksonian era, what would the headline be? Compose it as a Twitter post with a creative hashtag. Pass your headline to a partner for revision suggestions.

How did the change in white men compared man? How did this African Americans? (Even had won suffrage, free at the right to vote in African Americans were because they had not vote in any

1824 Leads

candidates held out, they all belonged by. Help students relate which TV debates only what a political each candidate from

decades to come. Adams, however, was uncomfortable campaigning among the common people. In fact, to most people he seemed hard and cold.

Lesson 4.1 • Jackson Wins the Presidency 249

ELD PL.B.5

Bridging Combine challenging and unfamiliar vocabulary and language structures to speak to students about social groups in America. Ask students to summarize to a partner what was said in a few sentences.

WORKSHEET **TEACHER RESOURCES**

For additional ELD support addressing this standard, have students complete the Lesson ELD activity from the Teacher Resources found on the course.

ANSWERS

Summarize More Americans gained the right to vote, including many white males who did not own land.

Infer Possible response: They may not have wanted to give up any of their own power.

Lesson 4.1 • Jackson Wins the Presidency 249



Active Classroom Strategies	
Activity Name	How to Activate
Quick Write	<ul style="list-style-type: none"> Ask students to write what they know about a key idea or term in 30 seconds.
Make Headlines	<ul style="list-style-type: none"> Have students write a headline that captures the key idea in a map, photo, timeline, or reading. Ask students to share their headline with a partner.
Circle Write	<ul style="list-style-type: none"> Break into groups and provide a writing prompt or key question. Have students write as much as they can in response to the question or prompt for one minute. Next have students give their response to the person on their right. That person should improve or elaborate on the response where the other person left off. Continue to pass each response to the right until the original response comes back to the first person. Each group then reviews all the responses and decides which is the best.
Write 1-G (or Write)	

Active Classroom Strategies	
Activity Name	How to Activate
Walking Tour	<ul style="list-style-type: none"> Post passages from a reading around the room. Ask small groups to tour the room and discuss each passage. Summarize each passage as a class. Alternatively, assign each small group to a passage and have them summarize that passage for the rest of the class.
Audio Tour	<ul style="list-style-type: none"> Ask students to work in pairs. Have the first student give the second a verbal "tour" of a map, graph, or infographic. Have the second student give the first an explanation of what the graphic shows.
My Metaphor	<ul style="list-style-type: none"> Post the following metaphor on the board: This (map, timeline, image, primary source) shows that _____ is like _____ because _____. Ask students to fill in the metaphor prompt based on their understanding of the source.
Act It Out	<ul style="list-style-type: none"> Choose an image in the lesson and ask students to think about one of the following questions as appropriate to the image: <ul style="list-style-type: none"> What may have happened next in this image? What may have happened just before this image? What do you think the people in this image are thinking? What do you think the people in this image are saying to each other?
If Photos/Images/ Art Could Talk	<ul style="list-style-type: none"> Ask the following questions about an image in the course: What do you think the person in this photo would say if they could talk? What's your evidence?

Embedded within lessons

Bank of strategies in Front Matter of TE

Active Journals

Active Journals provide students with consumable notebooks that include investigations and action-oriented **Quest** inquiry activities, **Essential Question** activities, **Writing Workshops**, **Quick Activities**, comprehensive note-taking and vocabulary support, as well as the creation of maps and timelines.



Quest activities provide an opportunity for students to develop questions, investigate a topic, synthesize information from different sources, and communicate their findings. There are several types of Quests: Project-Based Inquiry, Discussion Inquiry, and Document-Based Writing Inquiry.

Quest

Quest
Civic Discussion Inquiry

The Mexican-American War

On this Quest, you will explore sources and gather information about the Mexican-American War in the role of a modern historian. Then, you will participate in a civic discussion with other historians about the Guiding Question.

1 Ask Questions

As you begin your Quest, keep in mind the Guiding Question: Was the Mexican-American War justified? and the Essential Question: Why do people move?

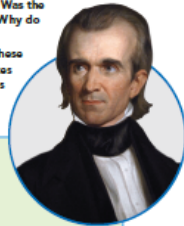
What other questions do you need to ask in order to answer these questions? Consider that the dispute between the United States and Mexico over the boundary of the southern border of Texas remained hostile. Two questions are filled in for you. Add at least two questions for each category.

Theme Troubles with Mexico
Sample questions:
What were the hostilities about?
What was President Polk's view?

Theme Manifest Destiny and Westward Expansion

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TOPIC 6 132 The Age of Jackson and Westward Expansion



Quest CONNECTIONS

2 Investigate

As you read about the Mexican-American War, collect five connections to help you answer the Guiding Question. Three connections are already chosen for you.

Connect to Colonies In Texas

Lesson 6 Americans Colonize Mexican Texas
Here's a connection! Read this section in your text. What does this event tell you about the significance of Texas and Mexico to the United States?

How did the United States' relationship with Mexico develop after Mexican independence from Spain?

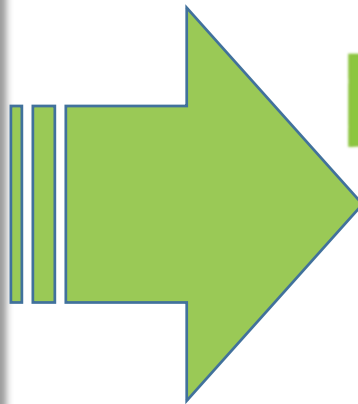
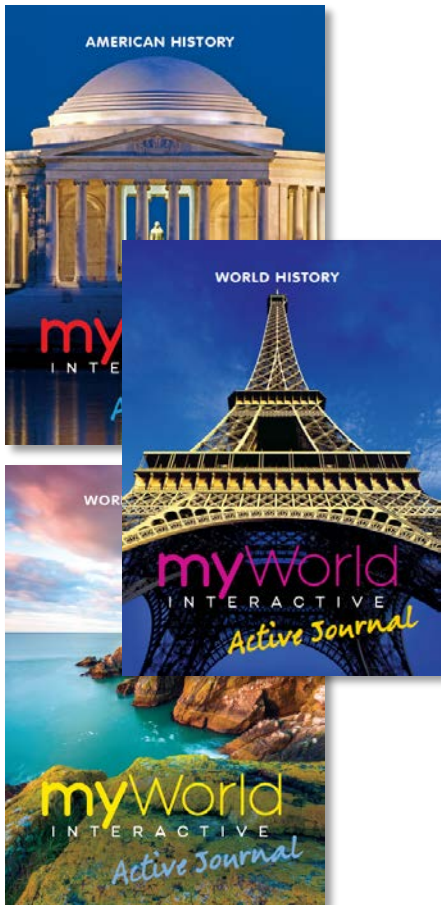
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TOPIC 6 134 The Age of Jackson and Westward Expansion



Active Journal

The Essential Question starts the inquiry process that continues throughout each topic. It helps students make connections. These questions address social studies standards that call for compelling questions at the heart of inquiry.



The Essential Question

TOPIC
6

The Age of Jackson and Westward Expansion Preview

Essential Question Why do people move?

Before you begin this topic, think about the Essential Question by answering the following questions.

1. If you had the option to move to any city or country in the world, where would you choose to go and why? Include at least three reasons why you chose that location.



Timeline Skills

As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

1820

1830

TOPIC 6

130

The Age of Jackson and Westward Expansion

Writing Workshop and **Take Notes** features within students' Active Journals provide opportunities for students to practice literacy skills as they complete various activities.

Quick Activities within students' Active Journals encourage students to work collaboratively on short team challenges that dig deeper to explore program content.

Writing Workshop

Writing Workshop Narrative Essay

What was life like for people in ancient Mesopotamia? How did the environment affect the ways people lived? What technologies did they use to overcome challenges and solve problems?

Lessons 1 groups of group about them. Consider sex, and with whom

Writing Workshop Narrative Essay

As you read, build a response to this prompt: It is 1844 and your family has decided to move to Oregon. Write a journal entry describing the trip. The prompts below will help walk you through the process.

Lesson 1 Writing Task: Introduce Characters List the characters who will play important roles in your journal entry and explain why your family has decided to move west.

Lesson 2 Writing Task: Establish a Setting Describe the trail from your point of view. How does the setting affect your experiences?

Lesson 3 Writing Task: Organize Sequence of Events Anecdotes are short, amusing or interesting stories about an incident or person. Create an outline for your journal entry. Start with the planning of your trip. Then identify three anecdotes you could tell about your family's trip.

Planning for Trip

Anecdotes

TOPIC 4 156 The Age of Jackson and Westward Expansion

Take Notes

Lesson 3 Conflict with American Indians

Take Notes

Literacy Skills: Cite Evidence Use what you have read in Lesson 3 to respond to the following statement: The lives of American Indians were radically changed when settlers arrived. Fill in the concept web below.

Lesson 4 Westward Movement

Take Notes

Literacy Skills: Classify and Categorize Use what you have read to complete the table below about the westward movement. The first entry has been completed for you.

Moving Westward		
New territories	Why people moved there	Life in the West
Oregon country	Northwest Ordinance opens up opportunities to buy and settle land	farming
Missouri territory		
Texas		
Land from Mexican cession		

INTERACTIVE

For extra help, review the 21st Century Tutorial: Categorize.

TOPIC 4 109 The Age of Jackson and Westward Expansion

Quick Activities

Lesson 4 The Byzantine Empire

Quick Activity Prepare a Statement

Every major event throughout history has had many causes and many effects. Select one of the four pictures below and write a brief statement that explains what it illustrates and its causes and effects.

Quick Activity Workers Needed!

Examine the map showing the land use and major resources of South America.

South America: Land Use, Major Resources

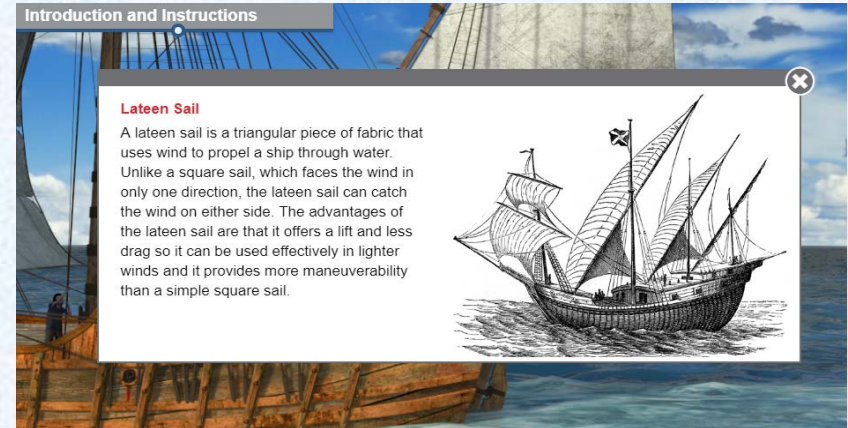
KEY

- Urban areas
- Forest
- Oil
- Cropland
- Pasture and other grassland
- Natural gas
- Mix of cropland and woodland
- Coal
- Copper
- Land without economic use

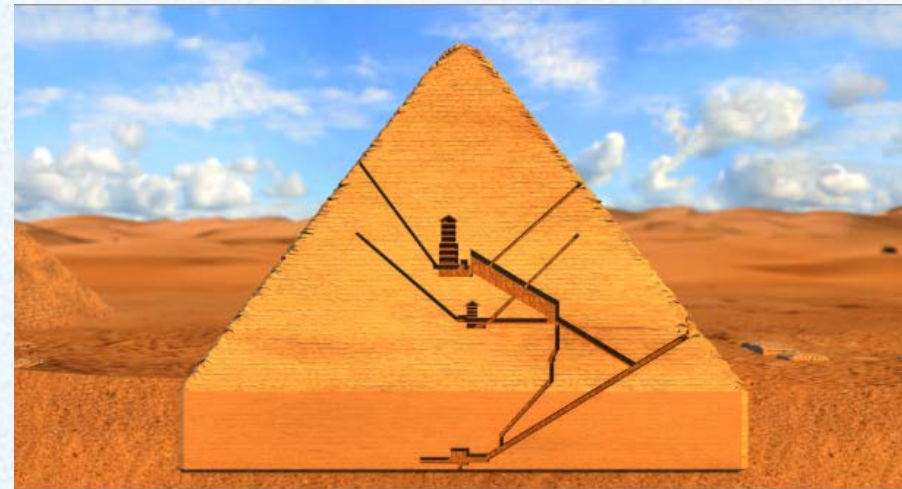
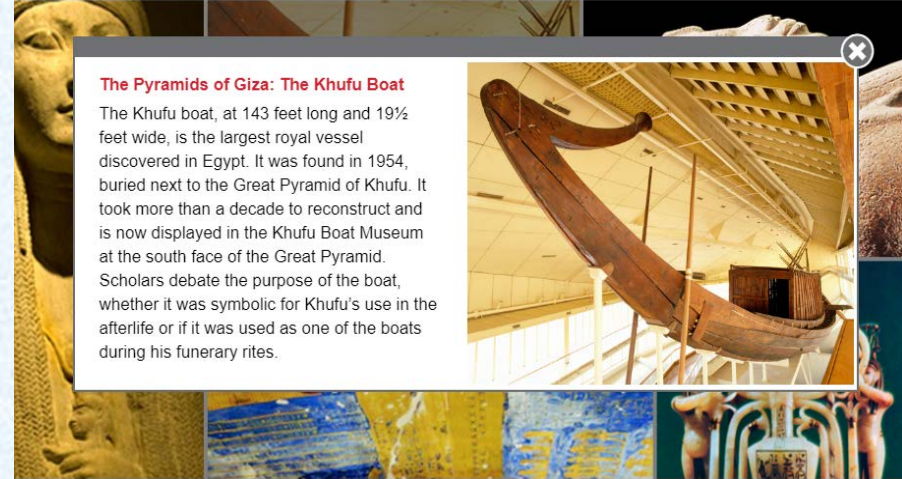
Team Challenge! With a partner, look at this map and think of a business you could start by taking advantage of one of South America's resources. Write a short ad to post on a business website to attract investors to invest money in your business. Mention where your business will be located and the resource it will use.

TOPIC 4 109 The Age of Jackson and Westward Expansion

Interactive 3-D Model



Interactive 3-D Models allow students to manipulate virtual objects and explore them from different perspectives, such as a seafaring ship.



Interactive 3-D Models provide students with opportunities to actively experience history. Want to see the Egyptian Pyramids...no problem!

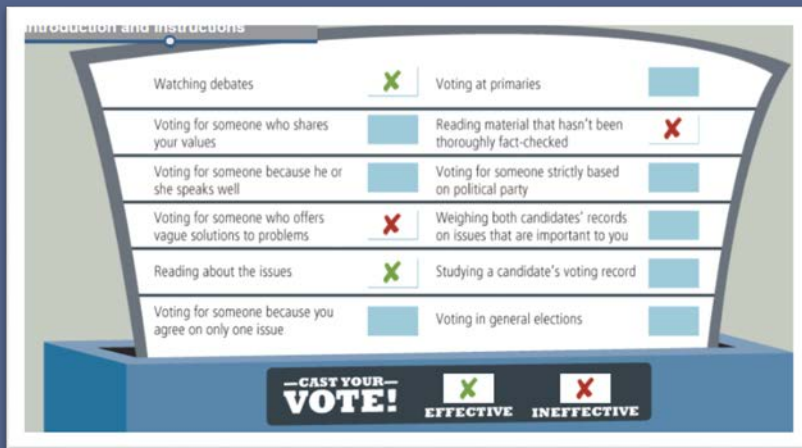
Interactive Charts

Engaging

Fun

Formative Feedback

Dynamic



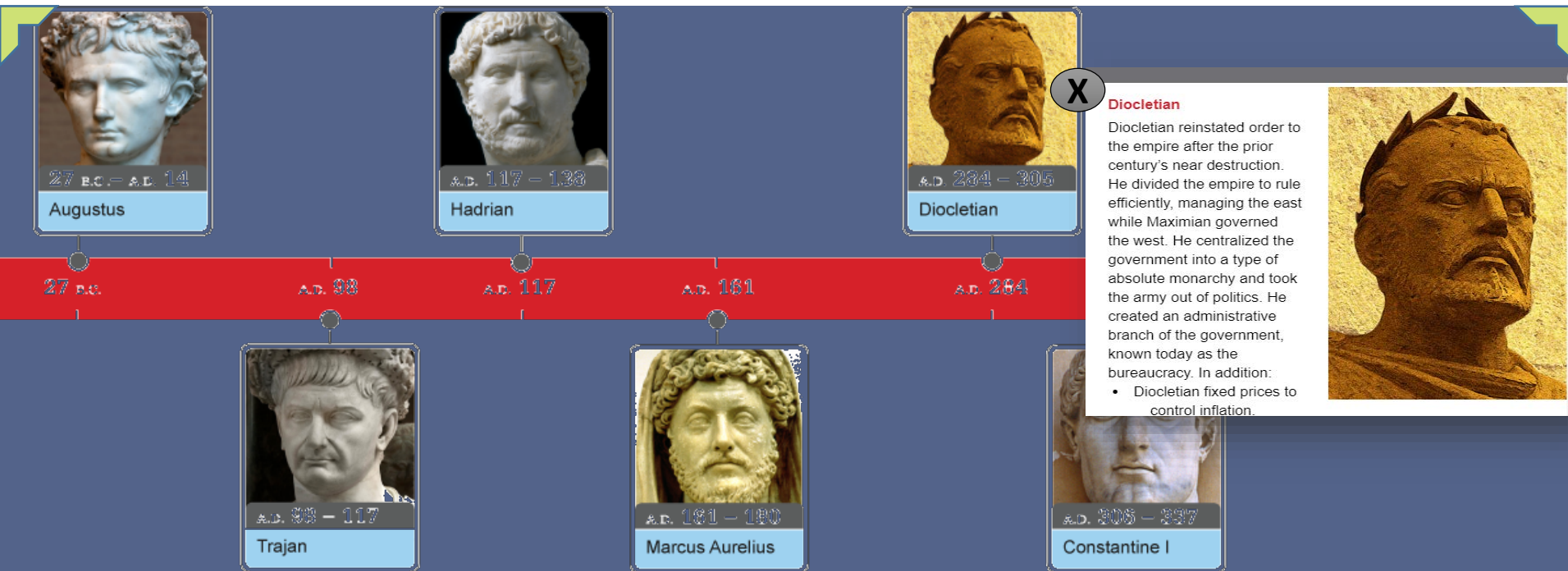
Interactive Chart: Voting Responsibility

What should I consider when I vote?
Should I watch the debates?
Students learn what is effective and ineffective in this engaging activity.

Interactive Chart: Confucianism and Daoism

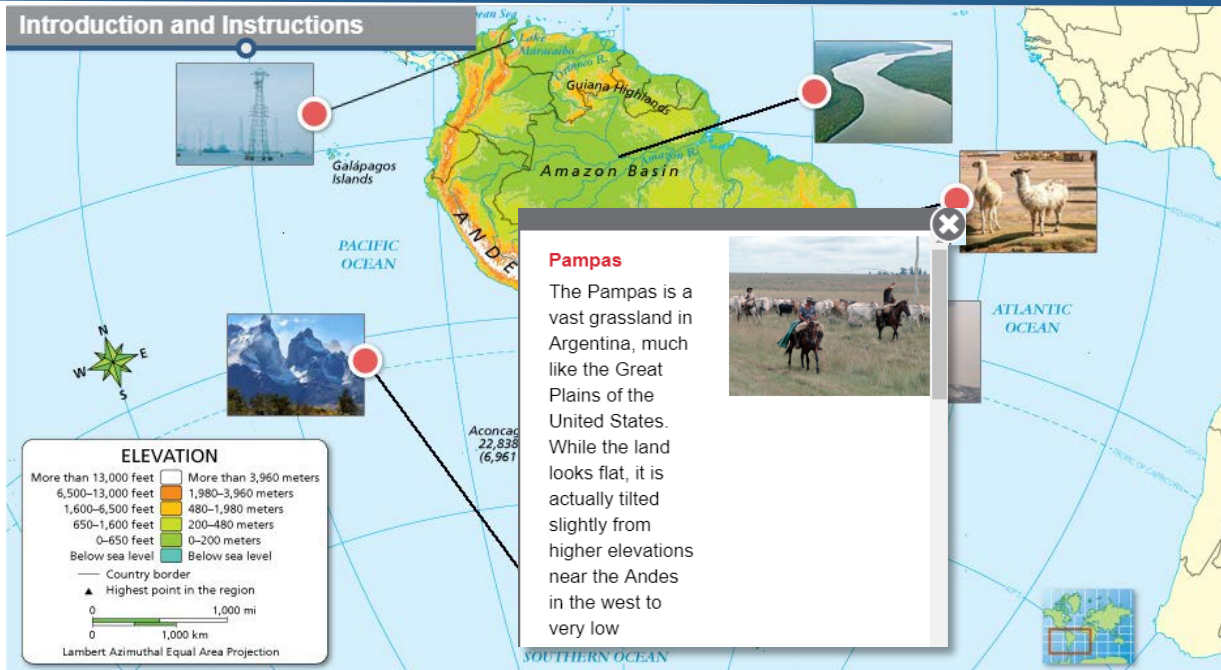
Want to read a quote from Confucius? Well, it's only a click away!

Interactive Timelines



Interactive Timelines organize content into meaningful displays. In this example, students actively explore Roman rulers by clicking the various pictures along the timeline to gather more information.

Interactive Maps



Interactive Maps offer opportunities for students to learn how location, climate, resources, and politics shape a region.

So what are the major features of South America that make it special? Students simply click a spot on the map to learn more.



The best part is students can check their understanding and get **instant feedback!**



Analyze Images Greece's physical features and location have played a major role in economic activities such as fishing and tourism. **Identify Effects** How did Greece's physical features and location affect its ability to connect with the rest of the world?

Mainland Greece is divided by mountain ranges with narrow valleys and small plains between them. People settled in isolated farming communities in those flatter areas.

A Land Tied to the Sea Divided by mountains, the ancient Greeks looked to the sea. Their fishing and trading ships crisscrossed the waters of the surrounding seas. This led to contact with the older, more complex cultures of North Africa and Southwest Asia.

A Mediterranean Climate Greece has a Mediterranean climate, with mild, wet winters and hot, dry summers. The lack of rain made it difficult to grow shallow-rooted crops such as wheat. On the other hand, this climate was ideal for growing deep-rooted plants such as olive trees and grape vines. The Greeks produced olive oil and wine for trade.

READING CHECK Identify Main Ideas How did ancient Greek culture respond to Greece's geography?

Early Greek History

The Greeks were influenced by an early civilization—the Minoans. Minoan culture developed during the 2500s BCE on Crete, an island south of mainland Greece.

Minoan Civilization Minoan civilization was highly advanced. The Minoans had a writing system and built huge stone palaces with

The Dark Age With the fall of the Mycenaeans, Greek culture declined. The following period, which lasted roughly from 1100 to 750 BCE, has been called a dark age. During these centuries, many mainland Greeks migrated across the Aegean, settling the west coast of present-day Turkey, an area that became known as Ionia (eye OH nee uh). During the Dark Age, Greeks learned to smelt iron from iron ore. Iron was an even stronger metal than bronze and made even more effective weapons and tools. This was the beginning of the Iron Age in Europe.

READING CHECK Understand Effects What effect did the Dark Age have on ancient Greece?

City-States Emerge

By the 700s BCE, each Greek community had begun to organize itself into a city-state. A **city-state** was an independent state consisting of a city and its surrounding territory. The city-state became one of the most important features of Greek culture.

The City-State Each Greek city-state usually had a marketplace and government center. Here members of the city-state who had legal rights—those who were the citizens—would meet to discuss issues for the entire community.

The idea of citizenship set the Greeks apart. **Citizenship** is membership in a community that gives a person civil and political rights and obligations. Elsewhere in the ancient world, people lived as subjects of a ruler whom they were expected to obey without question. In contrast, ordinary Greeks could have a voice in government decisions.

Greek Society In early times, city-states were governed by an **aristocracy**, a hereditary class of rulers. Aristocracy meant “rule by the best people.” These nobles were landowners who owned large areas of land. They enjoyed a relatively high status, or rank in society. Because they did not work the land themselves, they had free time for politics and leisure activities.

These aristocrats made up only a minority of citizens. Many more citizens were small farmers.

Merchants and artisans were often residents

Academic Vocabulary
exclude • v., to prevent from entering a place or participating in an activity

Analyze Images The ruins of the Parthenon, an ancient temple, sit on the acropolis of Athens, high above the modern city. **Use Visual Information** How does this view of Athens help you understand the idea of an acropolis?



READING CHECK Identify Main Ideas How did ancient Greek culture respond to Greece's geography?

civilization was destroyed by newcomers from the north who spoke a different form of Greek.

excluded from the process.

Reading Checks are positioned strategically throughout each lesson to check comprehension and ensure students **interact** with the text as they read. You can also use them as a whole-class discussion point to encourage collaboration and connections to the content.



realizereader™

▼ Explore

The Essential Question

What should governments do?

South America's thriving native cultures were conquered by Europeans in the 1500s. Since then, countries have formed and won independence. But governments on the continent sometimes face difficult challenges. How should they use their resources? What is best for all their people?



Online Notebooks

on **Savvas Realize®** provide opportunities for students to respond to the content throughout a lesson.

▼ Watch



Videos

The Essential Question

and topic videos encourage excitement, curiosity, and active involvement at the start of every topic.

Discussion Board prompts provide opportunities to encourage **classroom conversations** and **engagement**. These prompts are located at the end of every lesson on the side panel of the Teacher's Edition.

Topic 1 LESSON 1

ACTIVE JOURNAL

Writing Workshop Have students complete the Lesson 1 Writing Task in their Active Journals. Students will write three or more ways geography has affected their life. As they move through the topic, students will revisit this introduction, adding details as needed.

DEMONSTRATE

ASSESSMENT ONLINE LESSON QUIZ

Assign the Online Lesson Quiz for this lesson if you haven't already done so. Students will be offered automatic remediation or enrichment based on their score.

DISCUSSION DISCUSSION BOARD

Post this question to the class on the Discussion Board:

Categorize What are some different ways to use maps? (to find directions from one place to another, to understand relationships between places, to determine locations)

ANSWERS



DISCUSSION

DISCUSSION BOARD

Post this question to the class on the Discussion Board:

Categorize What are some different ways to use maps? (to find directions from one place to another, to understand relationships between places, to determine locations)

3. **Compare and Contrast** In what ways do the themes of place and region work with movement and human-environment interaction to create a portrait of a location on Earth?

In your **Active Journal**, write three or more ways geography has affected your life. You will use these ideas in a narrative essay you will write at the end of the topic about the effects of geography on daily life.



Need additional
tips?



Look no further than the **Front Matter** of your
Teacher's Edition.

Thank you!

