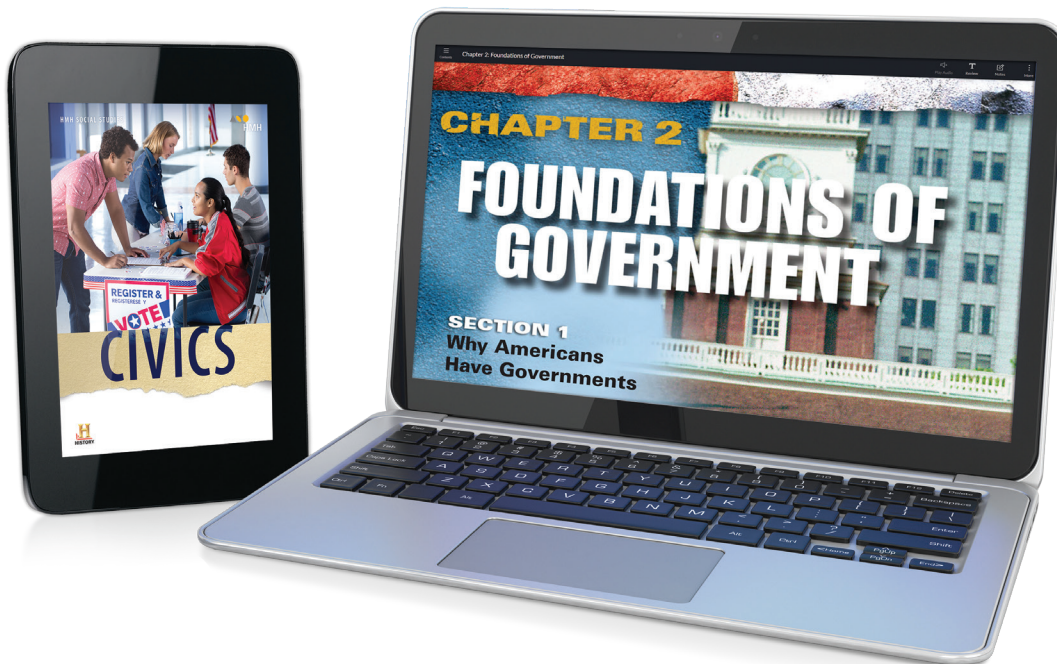


HMH SOCIAL STUDIES

Enhance your instruction
with digital learning

CIVICS DIGITAL HIGHLIGHTS



UNCOVER THE **CONNECTIONS**

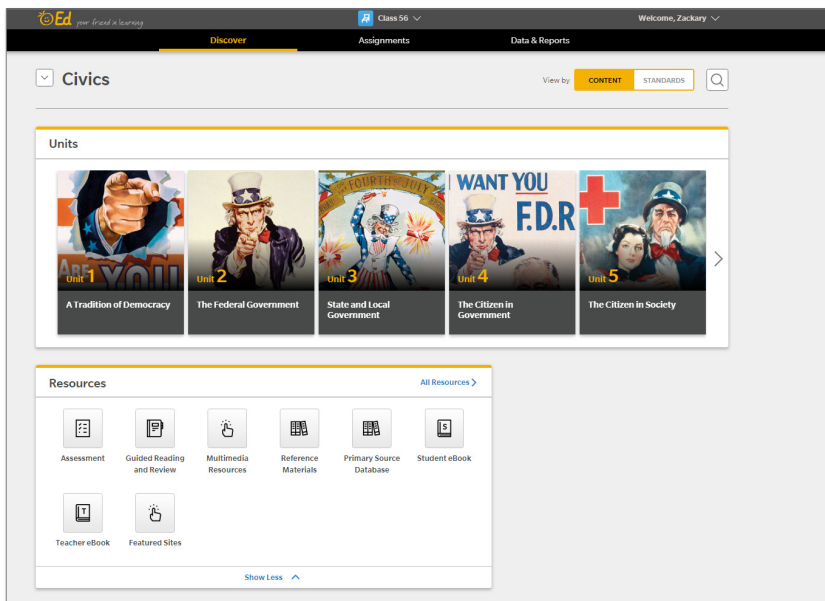
HMH Social Studies Civics

Designed for today's digital natives, **HMH Social Studies Civics** offers you and your students a robust but intuitive online experience. **Explore now!**



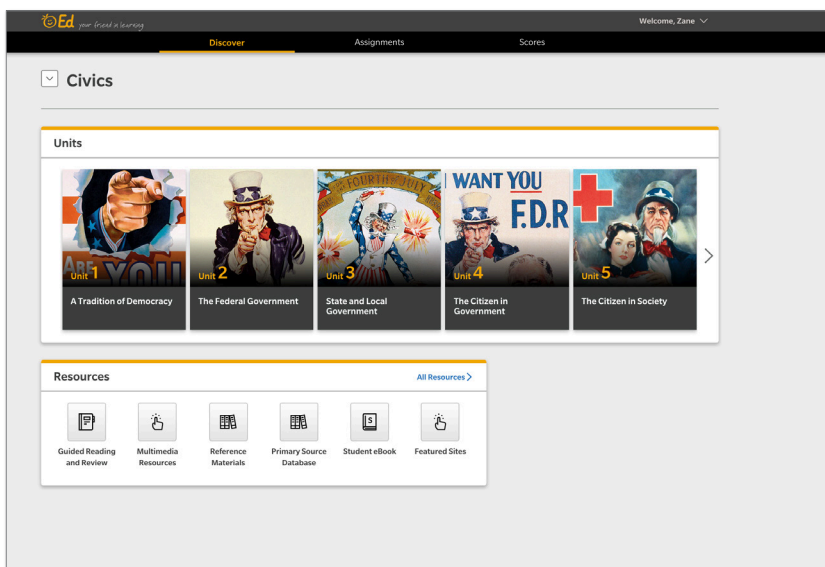
Discover *HMH Social Studies*

Discover is where it all begins. Teachers and students can explore the eBook, key program resources, and more!



TEACHERS ARE ABLE TO:

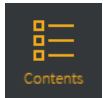
- Discover program content and resources
- Search content by topic
- Launch the Teacher or Student eBook
- Assign content to individual students, whole classes, or multiple classes



STUDENTS ARE ABLE TO:

- Discover program content and resources
- Launch content in the Student eBook

Online eBook Chapter and Section Navigation



Contents

Students open the Table of Contents to access the topics they need.



Bookmarks

Students can add a bookmark to the page they want to access later. They can also create their own title for the bookmark and add a note to it.

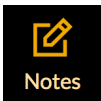
Go to Page

Students can easily enter a page number to navigate to that page.



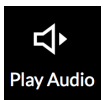
Page Navigation

Students can click on the side arrows to navigate to the next or previous page.



Notes

Students are encouraged to take notes while reading the text and highlight important concepts. They can easily access annotations and review them later to ensure comprehension.

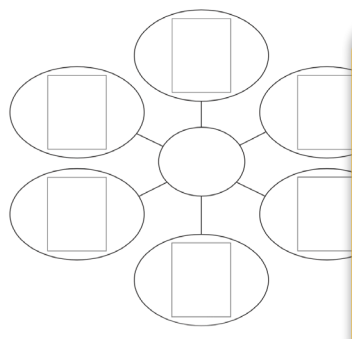


Audio

To support struggling readers, the student edition includes full text audio in a natural voice.

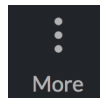
Name _____ Class _____ Date _____

As you read, use the interactive graphic organizer to take notes on how the Constitutional Convention made government stronger, and how the Constitution was ratified.



Taking Notes Graphic Organizers

Taking Notes Graphic Organizers help students process, summarize, and keep track of their learning.




More


Students can zoom in and out on a page, as well as fit the page to height or width.

Resources


Resources [All Resources >](#)




Guided Reading and Review




Multimedia Resources




Reference Materials



Primary Source Database



Student eBook



Featured Sites

Resources gives students instant access to valuable content, including Guided Reading and Review, Multimedia Resources, Reference Materials, Primary Source Database, Student eBook, and Featured Sites.

Name _____ Class _____ Date _____

Foundations of Government **Section 2**

MAIN IDEA
The American ideals that people should rule themselves and that government should protect human rights are clearly set forth in the Declaration of Independence.

Key Terms
human rights, basic rights to which all people are entitled
confederation, a loose association, rather than a firm union, of states
sovereignty, absolute power

Section Summary
THE DECLARATION OF INDEPENDENCE
The American colonists were to vote against Great Britain in 1776. Colonists were angry about new taxes and other steps taken by the British Parliament. In 1776, a group called the Continental Congress met in Philadelphia. Their goal was to write a Declaration of Independence. Thomas Jefferson wrote most of the Declaration of Independence. The Continental Congress approved this document on July 4, 1776. The Declaration of Independence explains why the colonies wanted to form their own separate nation. The colonies thought the power of the government should come from the people. They said that if a government ignores what its people want, the people have a right to change the government.
Because of these ideas, the Declaration of Independence has become a statement of American ideals. It says that government should protect human rights. These are the basic rights to which all people are entitled. Today, the words of the Declaration of Independence mean that all Americans are equal under the law. It has become one of the greatest documents in American history.

What was the purpose of the Declaration of Independence?

Why has the Declaration of Independence become an important document in American history?

Name _____ Class _____ Date _____

Section 2, continued

human rights confederation sovereignty

DIRECTIONS: Answer each question by writing a sentence that contains at least one term from the word bank.

- How did the writers of the Articles of Confederation address the powers of the states?
- How did the government of the colonies change after the Revolutionary War ended?
- What ideal did the Declaration of Independence present for American government?

Guided Reading and Review includes the **Guided Reading Workbook** and the **Taking Notes Graphic Organizers**.

Multimedia Resources gives students instant access to the **HISTORY**® videos included in the program.



Primary Source Database gives students access to a variety of documents and speeches, providing them opportunities to review and practice source analysis.

MAGNA CARTA
1215

Magna Carta was an English charter issued in 1215 by English barons which put certain legal restrictions on the King of England. The Magna Carta limited King John's power and also granted his subjects protection from arbitrary imprisonment. It was instituted because English nobles believed that King John was abusing his power. Magna Carta has become known as one basis of modern constitutional law, and was used extensively in the drafting of the United States' Bill of Rights.

READING FOCUS:
What civil liberties were established by the signing of Magna Carta?

John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, and count of Anjou, to the archbishops, bishops, abbots, monks, knights, gentlemen, citizens, merchants, women, servants, and to all his faithful and lawful subjects, greeting. Know that we, out of reverence for God and for the sake of our soul and those of our ancestors and those, for the honor of God and the exaltation of holy church, and for the relief of our realm, on the advice of our nobles, knights, barons, and bishops, prelates, persons of all England and cardinal of the holy Roman church, Henry, archbishop of Dublin, William of London, Prior of Winchester, Geoffrey of Bath and Gloucester, Hugh of Lincoln, Walter of Worcester, William of York, and of the noble men, William Marshal earl of Pembroke, William earl of Salisbury, William earl of Warren, William earl of Arundel, Alan of Galloway constable of Scotland, Thomas Brocard, knight of the household, Robert de Barga constable of Poitou, Hugh de Northwold, Matthew de Inschips, Thomas Basset, Alan Basset, Philip de Aubrey, Robert de Bagley, John Marshall, John de Hagen, and others, we GRANT and ASSESS:

[1] In the first place, have granted to God, and by His own consent confirmed for us and our heirs forever the English church the right, full, and absolute in rights, maintenance, and liberation unmolested, and it is our will that it be thus observed, which is evident from the fact that before the aforesaid grant we and our heirs began, we willingly and spontaneously granted and by our charter confirmed the freedom of elections, which is reckoned most important and very essential to the English church, and obtained confirmation of it from the lord pope Innocent III, to which we will adhere and we wish our heirs to adhere in good faith for ever. We have also granted to all free men of our kingdom, for ourselves and our heirs for ever, all the liberties and customs which Henry our father and our father's father had.

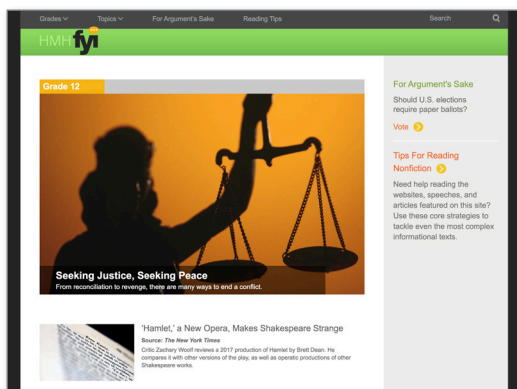
[2] If any of our barons or other holding of us or his chief by knight service dies, and if he has a son but he is of full age and over that he shall have the inheritance on payment of the old and lawful debts that he or his father or his grandfather owed to a knight or to a baron, he shall have a heron 100 for a whole heron; the heir or heirs of a knight 100, as much; for a whole knight's fee; and he who owes him shall give his accords in the ancient usage of fealty.

READING FOCUS:
What civil liberties were established by the signing of Magna Carta?

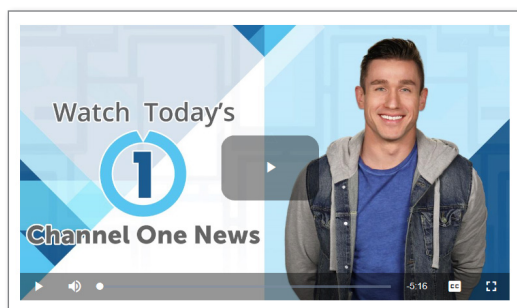
Featured Sites



HMH Current Events provides trustworthy articles on today's news to connect the classroom to current events. The site spotlights today's headlines with blogs, quizzes, activities, and web links.



The **HMHfy** experience provides text and sources for research and extended reading on social studies topics. The site offers links to current websites with thematic connections to social studies topics, such as community, people to know, and history, as well as tips for reading information text.



Channel One News[®], a digital content and curriculum provider, encourages young people to be informed, digital-savvy citizens while sparking conversations on current events. Engaging Daily Newscasts feature:

- Reports from young digital journalists
- Headline news and feature stories each day
- Transcript for the entire newscast

Associated Curriculum provides:

- Quizzes
- Discussion Prompts
- Vocabulary

Teacher's Editions Support All Learners

Units

Unit 2
The Federal Government

Teacher eBook Student eBook View Resources >

- Chapter 5: The Legislative Branch
- Chapter 6: The Executive Branch
- Chapter 7: The Judicial Branch

A Teacher Review icon can be found in the Student eBook, allowing educators to view highlights and responses students have made within their eBooks.

Historic Document: The Declaration of Independence

Go to Page...

- Chapter 2: Foundations of Government
 - Chapter 2: Foundations of Government
 - Reading Skills: Chronological Order
 - Section 1: Why Americans Have Governments
 - Section 2: The First Government
 - Historic Document: The Declaration of Independence**
 - Civics Skills: Learning from Fine Art
 - Section 3: A New Constitution
 - Students Take Action: Keeping Students Safe
 - Chapter 2 Review

Historical Documents

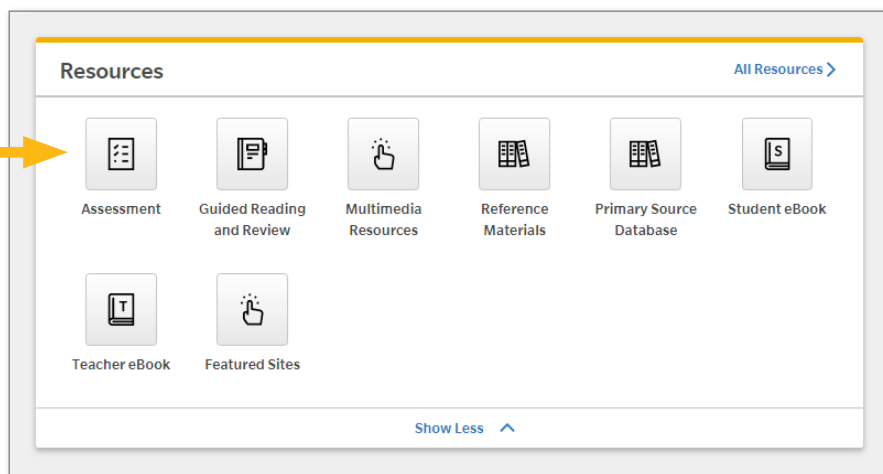
Reading Skills
Activity Discuss with students the way in which Jefferson and the other authors logically built a case for the right of the colonies to declare independence. Have students, working as a class or in small groups, create graphic organizers that show the logical progression of points in the case for independence. If they come across a word that is unfamiliar, tell them to use the word's context to define it.
Logical/Mathematical

Vocabulary
 impel force
 endowed provided
 usurpations wrongful seizures of power
 evinces clearly displays
 despotism unlimited power
 tyranny oppressive power exerted by a government or ruler
 candid fair

The Declaration of Independence
 In Congress, July 4, 1776
 The unanimous Declaration of the thirteen united States of America,
 When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
 We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

The Teacher's Edition supports you as you plan and deliver instruction for different levels of students and different types of activities.

Teachers have access to all of the **Student Resources**, plus **Answer Keys** and **Assessments**



Chapter Tests are automatically scored for reporting to provide immediate feedback.

Online Assessment Chapter Test: Foundations of Government
ID: L_9781328917140-0062

Which of the following statements is false?

- Government makes it possible for large groups of people to live together peacefully.
- Some form of government is found in every society.
- Most governments are designed to control all aspects of citizens' lives.
- A government's most important laws are stated in its constitution.

Online Assessment Chapter Test: Foundations of Government
ID: L_9781328917140-0062

Who was the principal author of the Declaration of Independence?

- Thomas Jefferson
- George Washington
- John Adams
- James Madison

Assignments

Assignments serves as the “traffic control” area of the system for teachers to monitor student progress.

Assignment Name	Due Date	Not Started	In Progress	Ready to Grade	Completed
Student eBook	01/28/2018	3	0	0	0
Guided Reading Workbook	01/28/2018	3	0	0	0
Taking Notes Graphic Organizer	01/26/2018	1	0	0	1
HISTORY Video: Declaration of Independence	01/20/2018	3	0	0	0
Online Assessment	12/21/2017	2	1	0	0

TEACHERS ARE ABLE TO:

- View a list of the assignments they’ve assigned
- Monitor student progress on assignments
- Explore details about an individual assignment
- View completed assessments for individual students

Assignment Name	Due Date	Status
Student eBook	07/03/2017	Completed
Guided Reading Workbook	07/03/2017	Completed
Taking Notes Graphic Organizer	07/03/2017	In Progress <input type="button" value="I'm Done"/>
HISTORY Video: Declaration of Independence	07/03/2017	In Progress <input type="button" value="I'm Done"/>
Online Assessment	07/03/2017	Not Started

STUDENTS ARE ABLE TO:

- View their assignments
- Complete and submit assignments or assessments
- Save an assignment and come back to it later
- Monitor their own progress on assignments

Data and Reports

Data and Reports gives teachers insight about student performance and data on assessments to help inform their instructional perspective.



TEACHERS ARE ABLE TO:

- View a Performance Report for all or individual classes
- View a distribution of class proficiency across assessments
- View class proficiency on an individual assessment
- Review individual student scores on assessments
- View assessment reports for individual assessments

Scores

Scores gives students access to view scores for assessments they have completed.

Assignment Name	Due Date	Submit Date	Score
Student eBook	12/20/2017	12/13/2017	33.3%
Guided Reading Workbook	12/13/2017	12/06/2017	0.0%
Taking Notes Graphic Organizer	11/14/2017	11/08/2017	26.7%
HISTORY Video: Declaration of Independence	11/14/2017	11/07/2017	18.8%
Online Assessment	11/05/2017	11/04/2017	66.7%

STUDENTS ARE ABLE TO:

- Sort the list by Assignment Name, Due Date, and Submission Date
- View grades after all grading activities have been completed

HMH SOCIAL STUDIES



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For more information and to review online materials, visit:
hmhco.com/hmh-social-studies

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