


U.S. HISTORY

American Stories

A steam locomotive, numbered 2003, is the central focus of the image. It is positioned on tracks and is emitting a large plume of white smoke from its smokestack. The locomotive is housed within a large, dark, industrial structure with a high, arched ceiling supported by numerous vertical beams. The lighting is dramatic, with a warm, golden glow from the smoke and the locomotive's headlights, contrasting with the dark interior of the building. The overall atmosphere is one of industrial power and historical significance.

"Railroad iron is a magician's wand,
in its power to evoke the sleeping
energies of land and water."

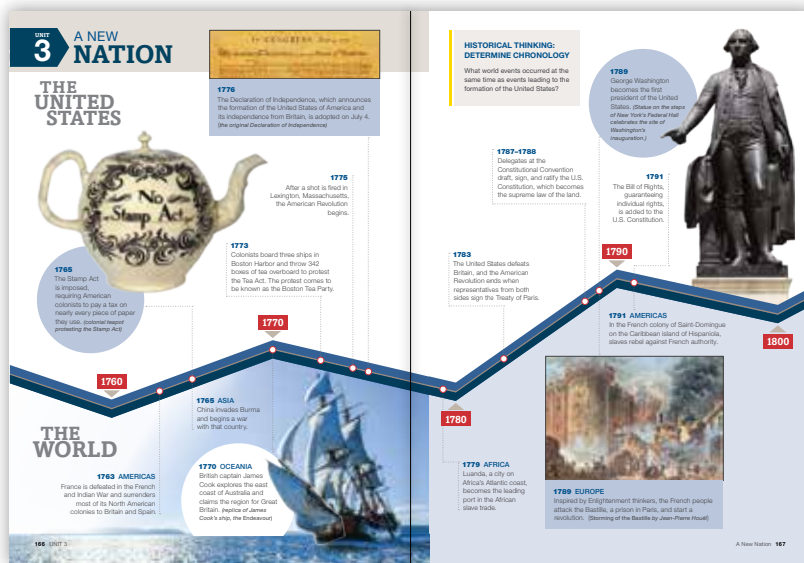
— Ralph Waldo Emerson

Empathy and Empowerment

With currency and relevance at the forefront, U.S. History *American Stories*, National Geographic Learning’s middle school U.S. history program, invites students to connect to history through the stories of individuals and their contributions to the historical record and understand history as a meaningful exploration of identity.

History is contextualized and presented with a global perspective.

A comparative timeline at the beginning of each unit places events in U.S. history alongside events in world history. American Places features show historical landmarks as they exist today.



Comparative Timeline, Student Edition, pp 166–167



American Places, Student Edition, p. 200

Armed with empathy for the world’s peoples and their cultures, students are empowered to experience their unique place in history and apply their own strengths as global citizens.



From “Native American Confederacies and Nations,” Student Edition, pp. 272–279



From “The Boston Tea Party,” Student Edition, p. 190

Art and artifacts bring history to life.

2.1 CURATING HISTORY
The Henry Ford Museum Dearborn, Michigan

One of the world's wealthiest and most influential inventors, Henry Ford grew up on a farm and never lost his ties to rural life. He became a collector of objects from ordinary people and examples of industrial progress and opened a museum in 1929 to share them with the public. The Henry Ford Museum's mission is to provide unique educational experiences based on authentic objects, stories, and lives that represent America's ingenuity, resourcefulness, and innovation. Its impressive collection of American artifacts includes many items related to the cotton industry. How do the artifacts below reflect the cotton production process?

Cotton Blossom
 Cotton grows on shrubs in 17 states across the southern half of the country. Cotton plants first produce blossoms, which change from white to pink and fall off after a few days. In their place grow small green pods called bolls. Cotton seeds and their attached hairs develop within the bolls, which swell and grow. When the boll is open, it bursts into the white, fluffy balls shown here. The seed has been removed so the fibers could be used to make cloth and thread.

Cotton Gin
 Invented by Eli Whitney in 1793, the cotton gin machine revolutionized the process of cleaning seeds out of cotton. Whitney was looking for a friend in the South when he heard about how farmers struggled to efficiently process their cotton crops. He quickly solved their problem with a device that pulled the cotton through a set of wire teeth mounted on a spinning cylinder. The cotton fibers could fit through narrow slots in the cylinder, but the seeds couldn't.

Spinning Wheel
 Spinning fibers into yarn that was then woven into cloth was an important task in many households in the 1800s and 1900s. Long or unspun cotton often became tangled in the bobbins and physically frayed balls. This large spinning wheel would have required the spinner to alternate between spinning fibers into yarn and winding the yarn onto the bobbin.

Fluffy raw wool or cotton fibers were spun into fine yarn used to make clothing.

"Ford's perspective on history was informed by a strong belief in the power of learning by doing."
 —Marc Greuther, Chief Curator, The Henry Ford Museum

Why would advertising thread have been so common during the 1800s?

Cotton Thread Trade Cards
 Without cotton, there is no thread, and without thread, there is no clothing. The cotton industry remained strong throughout American history, as demonstrated by these trade cards for "Super Cotton" or "Thread," which date to the late 1800s. Advertisers appealed to customers with colorful ads providing consumer goods such as thread.

344 CHAPTER 10 Expansion and Growth 345

Curating History invites students to engage with museums and learn about history through art and artifacts.

Curating History, Student Edition, pp. 344–345

Students examine human impact both locally and globally.

3. MAKE CONNECTIONS McCormick's reaper connected both rural and urban innovation. How might another invention described in the text connect the country and the city?

CRITICAL VIEWING Today's combine harvesters definitely look different from Deere's original plow. These machines accomplish all the harvesting tasks: they thresh, separate, clean, and collect the grain. What effect do you think these machines have on farm life and food production?

From "Innovations and Inventions," Student Edition, p. 339

GEOGRAPHY & THE ENVIRONMENT HANDBOOK (5/6)

Earth's "Hope Spots"

CRITICAL VIEWING This satellite map of the world shows the location of 17 "hope spots," places that are important to the overall health of Earth's oceans. What patterns, if any, do you notice about the location of those spots?

Geography & The Environment Handbook (Digital)

Look through a window into bygone times.

AMERICAN STORIES

LEWIS AND CLARK'S JOURNALS
 Among the treasures to emerge from the Corps of Discovery were the journals of Lewis and Clark. In them, the men described in detail the geography of the West as well as the people, plants, and animals they encountered. They also reported a trove of new species and adventures. Some have described the journals as "our national epics."

How do you think Americans living in the eastern United States got their information about the West before Lewis and Clark?

PRIMARY SOURCE
 The Indian woman recognizes the country and claims as that this is the river on which her relations (the Shawnee) live, and that the three forks are at a great distance. This piece of information has changed the course of the party who now begin to consider themselves with the main portion of shortly seeing the head of the Missouri yet unknown to the civilized world.

How is a pioneer exactly how Lewis and Clark explored their expedition. As they did for the first time, they discovered a new species of fish, including striped bass and catfish. When the expedition returned, they discovered that these species were more common than they had realized and had been introduced to the West.

American Stories, Student Edition, pp. 312–313

Witness history as it is reimagined for modern audiences.

1.4 AMERICAN PLACES
Broadway, New York City

New York's theater district revolves around a street you've probably heard of—Broadway. Some 40 theaters make up the district, including the Marquis, the Garden, and the Palace. Broadway's Theater District is home to the original Broadway musicals, including *Hamilton*, *An American Musical* (shown below), and *Hamilton*. *Hamilton* is a musical about the life of Alexander Hamilton, one of the Founding Fathers of the United States. It tells the story of his life from his early years in the Caribbean to his death in 1804.

"My name is Alexander Hamilton And there's a million things I haven't done But just you wait Just you wait."
 —Lyrics from the song "Alexander Hamilton" by Lin-Manuel Miranda

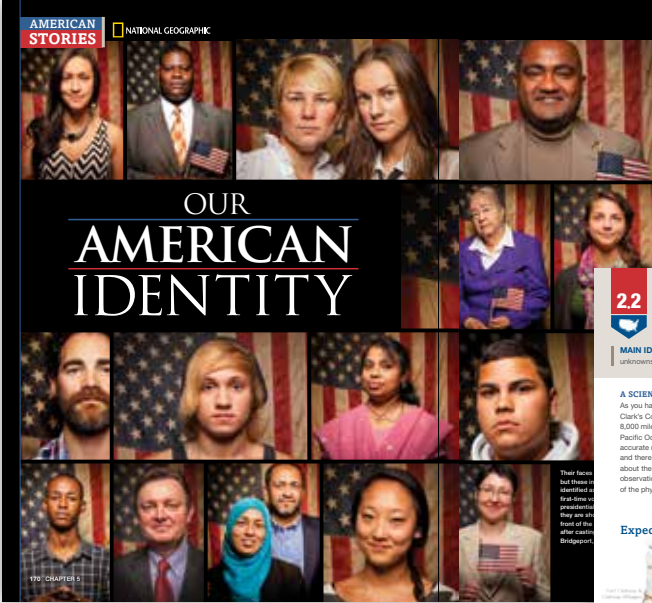
CRITICAL VIEWING What does the reimagining of history tell you about the American dream? How do you think Americans living in the eastern United States got their information about the West before Lewis and Clark?

American Places, Student Edition, pp. 292–293

Immersive, Inclusive, and Intentional

National Geographic U.S. History *American Stories* reaches students from a variety of perspectives.

A Celebration of Diversity



The American flag is one of the most recognizable national symbols. For many of us, seeing it at just the right moment or in just the right setting sends shivers down our spines, raises goosebumps on our arms, or brings tears to our eyes.

An Exploration of Geography

2.2 GEOGRAPHY IN HISTORY
The Discoveries of Lewis and Clark

MAIN IDEA Lewis and Clark's expedition cleared up some of the geographic unknowns of the new, expansive lands that President Jefferson bought from France.

A SCIENTIFIC EXPEDITION
 As you have read, Meriwether Lewis and William Clark's Corps of Discovery traveled almost 8,000 miles from St. Louis, Missouri, to the Pacific Ocean, then back to St. Louis. Few accurate maps of the West existed at that time, and there were many geographic unknowns about the region. Lewis and Clark's recorded observations changed Americans' understanding of the physical landscapes of the West.

Their journey also resulted in the discovery of plants and animals never seen before by European-Americans. Lewis and Clark recorded more than 120 new animal species, including mule deer and coyote. They described 178 new species of plants, like the big leaf maple, the Oregon grapefruit, and the ponderosa pine.

Follow the journey of Lewis and Clark on the map below. Then read about three geographic unknowns in the West and the new geographic knowledge the explorers gained through their travels and observations.

Lewis and Clark's Expedition Route, 1804–1806

THE MISSOURI RIVER AND THE MARIAS RIVER

GEOGRAPHIC UNKNOWN
 In June 1805, Lewis and Clark were sailing up the Missouri River in present-day Montana when they came to another river. One river flowed from the north, and the other flowed from the south. Which one was the main stem of the Missouri River? Which one should they continue to follow?

GEOGRAPHIC KNOWLEDGE
 Their members of Lewis and Clark's expedition wanted to follow the river that flowed from the north. Lewis and Clark were not so sure. They agreed, with Clark arguing the river to the south and Lewis arguing the river to the north. They returned from their quick explorations and agreed—the south branch was the Missouri River and the one they should continue to follow upstream. Lewis named the river to the north the Marias River, after his cousin Merari.

THE NORTHWEST PASSAGE

GEOGRAPHIC UNKNOWN
 Jefferson had hoped Lewis and Clark would find a Northwest Passage, a water route that would connect the Missouri River to the Pacific Ocean and the Indian Ocean. The country that would make that route would control it. When the explorers arrived at the origin of the Missouri River in August 1805, they expected to have a short portage to the Columbia River, which would carry them to the Pacific.

GEOGRAPHIC KNOWLEDGE
 Lewis reached Lemhi Pass, a two-mile span bridging the gap between the ranges of the Rockies near the border of present-day Montana and Idaho. There, Lewis discovered "tremendous ranges of high mountains with the West of us with their tops partially covered with snow." There would not be a short portage to the Columbia River. Instead, the expedition had to cross the rugged Sierra Madre Mountains, which took them until October. The hopes for a Northwest Passage had died.

BISON

GEOGRAPHIC UNKNOWN
 After Lewis and Clark embarked on their expedition, they knew about bison. However, they had no idea how large the bison were or how old these animals were to the Native Americans of the Great Plains. They expected to have a short portage to the Columbia River, which would carry them to the Pacific.

GEOGRAPHIC KNOWLEDGE
 As Lewis and Clark traveled west, they found enormous herds of bison and, like the Native Americans, they came to depend on the bison for the animals' rich-taste meat. The explorers found no bison west of the Rocky Mountains, but when they took different routes east through the Rockies, the bison reappeared.

THINK LIKE A GEOGRAPHER

- IDENTIFY MAIN IDEAS AND DETAILS** How did Lewis and Clark determine that the Northwest Passage did not exist?
- ANALYZE ENVIRONMENTAL CONCEPTS** How might settlement in the lands obtained through the Louisiana Purchase affect the biological diversity of the plants and animals Lewis and Clark discovered?
- DRAW CONCLUSIONS** How did Lewis and Clark's perceptions of the West change as a result of their expedition?

American Stories, Student Edition, pp. 170–171

Explore our identities and roles as global citizens.

Geography in History, Student Edition, pp. 322–323

Examine the environmental and social impact of historical events.

National Geographic Explorers

3.2 NATIONAL GEOGRAPHIC EXPLORER PARDIS SABETI

Genetics, Disease, and Native Americans

"The impact that science has on the world around us is something I'm enthralled with." —Pardis Sabeti

MAIN IDEA Modern scientific research can help explain how diseases from Europe impacted Native Americans in North America.

REFUGES TO RESEARCH SCIENTIST
 When Pardis Sabeti was ten years old, she and her family escaped her dad before the 1979 revolution and settled in Florida. She followed her interests into medical school, where she fell in love with research and data analysis. That's right: research and data analysis.

While in graduate school, Sabeti developed a sophisticated algorithm, or procedure for solving a problem or analyzing data using a computer. She used this algorithm to analyze a specific gene, or the part of a cell that contains genetic information, and to track how some people make a gene discovery. She realized, "I realized it would be the next big thing in the field of natural selection—a trait that does better in the population's new setting of life with moderns than their fathers. It was an amazing feeling because at that moment, I was something about how people realized that nobody else knew."

Today, Sabeti specializes in the study of infectious diseases, or diseases that spread from person to person. She uses mathematical and computer science tools to analyze the different ways diseases change over time and how they influence changes in human biology. Sabeti works in her lab at Harvard University and in countries impacted by diseases such as malaria and cancer.

UNDERSTANDING DISEASE
 Sabeti's research has an urgency, and it's why. Her work is critical to research in West Africa. She and her colleagues led the first team that actually sequenced the human-to-human contact, not from dead bodies or other animals. This knowledge health professionals use, or at least use the evidence, to help prevent disease.

Her research also reveals how infectious diseases have shaped human history. According to Sabeti, we have died of infections or from exposure

HISTORICAL THINKING

- READING CHECK** What kind of research does Pardis Sabeti do?
- SUMMARIZE** In what ways have infectious diseases shaped human history?
- MAKE INFERENCES** In what ways might understanding how diseases change over time help doctors prevent future epidemics?

National Geographic Explorer, Pardis Sabeti, Student Edition, pp. 68–69

NATIONAL GEOGRAPHIC

National Geographic Exploration

National Geographic is open to the study of all subjects, disciplines, adventures, languages, cultures, religions, and geographies across the world. The globe is our classroom and our laboratory.

Ken Givens
 National Geographic Photographer

John Kelly
 Anthropologist

William Salas
 Anthropologist

Robert Reed
 Travel Writer

Pardis Sabeti
 Computational Scientist

Donald Slater
 Biologist

- National Geographic Explorers are role models for students.
- Students read and think about their contributions to the scientific and historical record.

Student-Centered Learning through Inquiry

Putting students at the center of their own learning empowers them to approach a task, create a plan, collaborate with others, and emerge with a solution that can be articulated and shared.

Inquiry begins with the Essential Questions.

CHAPTER 7
FROM CONFEDERATION TO CONSTITUTION
1776–1791

ESSENTIAL QUESTION
How did ideas about the role of state and national government evolve?

AMERICAN STORIES ONLINE
Philadelphia, Summer of 1787

KEY VOCABULARY
checks and balances
commerce clause
common market
delegate
dual sovereignty
electoral college

KEY VOCABULARY
executive branch
federalism
fugitive slave clause
judicial branch

KEY VOCABULARY
legislative branch
separation of powers
Supreme Court
three-fifths clause

SECTION 3
Ratification and the Bill of Rights

KEY VOCABULARY
amendment
Bill of Rights
ratification

READING STRATEGY
DETERMINE CHRONOLOGY
When you analyze chronology, you determine how ideas and events unfold over time. As you read the chapter, use an organizer like this one to record how ideas about state and national government developed in the United States.

“The people are the only legitimate fountain of power.”
—James Madison

CRITICAL VIEWING The National Mall in Washington, D.C., is a park that extends about two miles from the Capitol Building to the Lincoln Memorial, with the Washington Monument in between. Americans gather there to celebrate and to express various aspects of our democracy as embodied in the Constitution. How does the crowd gathered for President Barack Obama's first inauguration represent our unity as a nation?

Chapter 7 Opener, Student Edition, pp. 248–249

- Each chapter opens with a two-page image and a quotation that invites the student to engage in critical thinking.
- Essential Questions activate curiosity and drive engagement.
- Reading strategies support striving readers.

NATIONAL GEOGRAPHIC CONNECTION

Patriots in Petticoats
BY CONNIE ARBMAN
Illustration by "Kathleen M. Williams," by Louisa Mitchell/Photo Credits, Creative Commons BY-NC

ESSENTIAL QUESTION
How did ideas about the role of state and national government evolve?

READING STRATEGY
DETERMINE CHRONOLOGY

CRITICAL VIEWING

UNIT INQUIRY: Prepare an Argument

ASSIGNMENT

PRODUCTION

LEARNING FRAMEWORK ACTIVITIES

RESEARCH A Colonial American

BUILD A Time Line

National Geographic Connection, p. 270; Unit Inquiry Project, p. 271

Unit Inquiry Projects guide students to gather evidence from the text, synthesize a response, and present their results.

4.5 DOCUMENT-BASED QUESTION
Declarations of Freedom

ASSIGNMENT

PRODUCTION

LEARNING FRAMEWORK ACTIVITIES

RESEARCH A Colonial American

BUILD A Time Line

CRITICAL VIEWING

Document-based question, Student Edition, pp. 210–211

Document-based questions are found at the end of every chapter.

Rigor with Accessibility

National Geographic U.S. History *American Stories* makes U.S. history engaging and accessible for all students. Breadth of content paired with key topics creates opportunities for deep exploration and engagement. Lesson variety and multiple entry points into content accommodate a wide range of learners.

Two-page lessons make U.S. history approachable and compelling. Highlighted vocabulary words and infographics draw students to key concepts.

Audio Option

Students can listen to the text and follow along.

3.3 Shot Heard Round the World

In 1837, American poet Ralph Waldo Emerson referred to a bullet fired in Lexington, Massachusetts, as “the shot heard round the world” in his poem “Concord Hymn.” Nobody knows who fired that shot, but it started a revolution that changed the world.

MAIN IDEA The American Revolution began when Massachusetts militia fought the British forces in the towns of Lexington and Concord.

THE REVOLUTION BEGINS
As the British Army marched toward Concord, they heard church bells and saw lights in windows. The colonists were awake and aware. Soon after sunrise on April 19, the troops reached Lexington. There, they met about 70 armed militiamen, nearly half of the town’s adult males. But the Lexington militia was inexperienced and faced a much larger British force.

The scene was chaos as both the British commander and the militia leader called orders to their troops. The British officer, Major John Pitcairn, wanted to disarm the Americans, not engage in battle. But as the British advanced, a shot rang out. Then there were several more. Pitcairn tried to stop his troops, but the shooting continued for 20 minutes, leaving eight Lexington men dead and 10 wounded. Only one British soldier was wounded and none were killed.

The British reached Concord in the morning. Using prearranged supplies, the Americans inflicted more damage than the British did this time. The British soldiers to panic. The sending advance parties to kill residents along the way.

The fighting at Lexington at considered the first battle of the Revolution. By the end of it

totalled 73 dead and 200 wounded or missing. The Americans counted 49 killed and at least 39 wounded or missing.

CHOOSING SIDES
As tensions between Britain and the colonies turned into open violence, colonists took sides in the conflict. Those who called themselves **Patriots** supported the right of the colonies to rule themselves. At first, not all Patriots wanted to separate from Britain. Over time, however, those on the Patriot side became convinced that independence was necessary.

The **Loyalists**, colonists who supported Britain, increasingly found themselves an uncomfortable minority. As time went on, it became dangerous to sympathize with the British cause. Some Loyalists were beaten or saw their homes burned by fellow colonists. In 1776, a Loyalist who spoke openly about his preference was ordered to leave Massachusetts.

HISTORICAL THINKING

- READING CHECK** What were the results of the fighting at Lexington and Concord?
- ANALYZE CAUSE AND EFFECT** Why did the battles of Lexington and Concord increase tensions between Patriots and Loyalists?
- IDENTIFY MAIN IDEAS AND DETAILS** What details support the idea that the Patriots won the battles?

198 CHAPTER 3

LOYALISTS CALLED THE Loyalists
Whig! Rebel!
Yankee!

FAVORITE PATRIOTS
George Washington
Thomas Jefferson
James Madison
Patrick Henry
John Adams
Alexander Hamilton
Benjamin Franklin

COLONIAL ARMY SOLDIER
1 1/2 lb. Bread (or 3/4 lb. Pork)
1 lb. Cheese
1/2 lb. Butter

BRITISH CALLED THE Loyalists
King's Man! Royalist!
Tory!

FAVORITE LOYALISTS
John Howe
Mary Dowd
Myles Cooper
William Franklin
Thomas Hutchinson

BRITISH ARMY SOLDIER
1 1/2 lb. Bread (or Flour)
8 oz. Pork
14 pint Cheese-Peas and 1 oz. Rice
1 1/2 lb. Butter
1 lb. Beef (or 7/8 lb. Pork)

COLONISTS VS BRITISH

ALLIES
France | Spain | United Netherlands

ALLIES
Many Native American Tribes | Hessian Troops

BATTLES WERE FOUGHT ACROSS THE GLOBE

2.5 Million American Colonies in America
20% Imported British

11 Million People in Great Britain
2.5 Million Colonies in America

THE ROAD TO REVOLUTION 199



“Shot Heard Round the World,” Student Edition, pp. 198–199

Modified Text

Modified Text provides access for striving readers with the same content at two levels.

Toggle on and off to control Modified Text.

in just the right setting sends shivers down our spines, raises goosebumps on our arms, or brings tears to our eyes.

Why does a piece of cloth get such a response in so many people? The answer may be simple: identity. For many, being an American is part of our identity, or who we are. The flag may be a symbol of that part of us. It reminds us that being part of a country affects who we are as people.

The Stars and Stripes covers the conquests of heroes who have died on their way back from battle. The flag gives them thanks from their country as they are laid to rest. The flag waves proudly at sporting events. It shows the strength and determination that built the United States. It also shows the country's love for sports and competition. Clothing that has the flag on it often makes a statement. It shows who the person really is. It says: I'm a firefighter. I'm a soldier. I'm a Girl Scout. I'm an astronaut. I'm a veteran. I'm an athlete. I'm a worker who helps others. I live in the United States. I stand for the United States. I support the United States.

Where did this important icon come from, and what does its story tell us about the establishment of national identity?

On July 4, 1776, representatives of the 13 American colonies approved the Declaration of Independence, formally announcing their break with Britain. Soon after the Declaration was drafted, the Continental Congress passed an act.

Rich Instructional Resources

Bundles of digital and print materials provide the flexibility that teachers need in today's classroom.

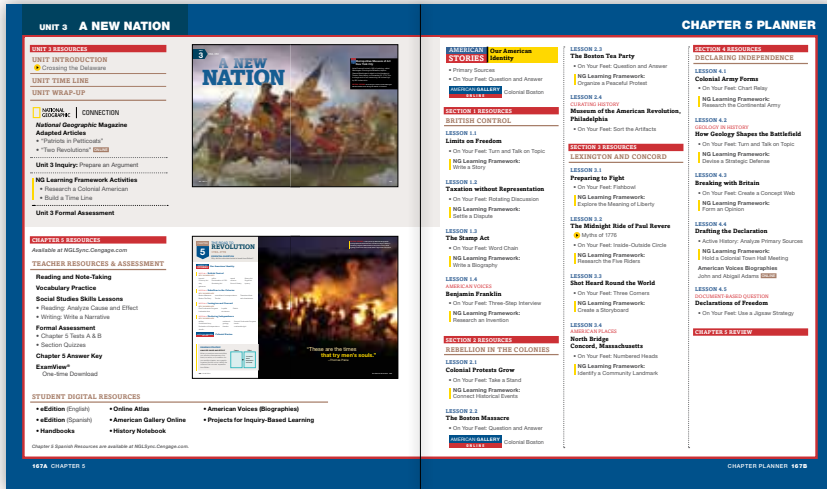
Print Teacher's Edition Features include:

- Planning and pacing of student lessons and assessment
- Wrap-around Teacher's Edition
- Options for active and project-based learning
- Strategies for differentiation in every chapter
- Additional content questions and background information

Digital Teacher's Edition Features include:

- Premade lesson plans
- A bank of summative and formative assessments
- A selection of reading, writing, vocabulary, note-taking ancillaries, and answer keys
- Graphic organizers
- Teaching strategies at point of use
- Classroom management and metrics tool

Teaching strategies in the print and digital Teacher's Editions

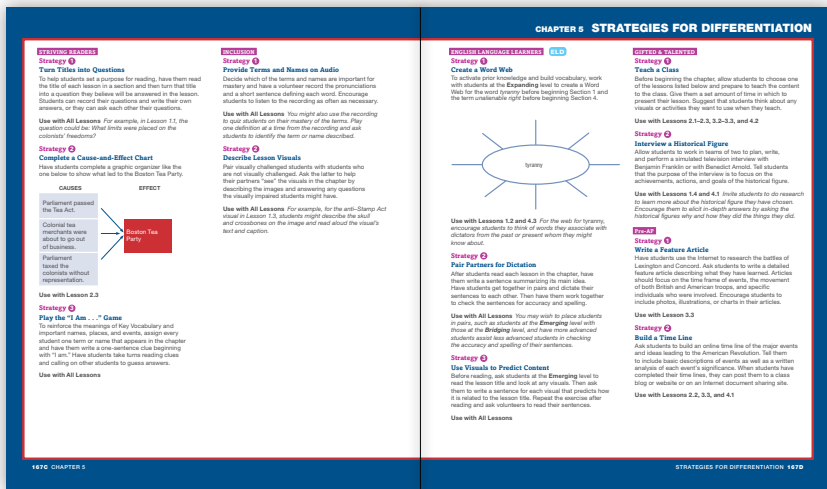


Chapter Planner, Teacher's Edition, pp. 167A–167B

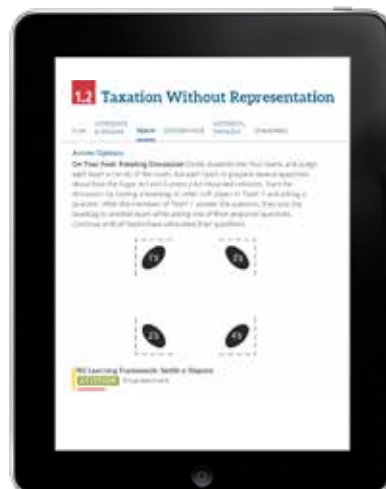


Chapter Planner, Chapter 5 (Digital)

Differentiation strategies in the print and digital Teacher's Editions



Strategies for Differentiation, Teacher's Edition, pp. 167C–167D



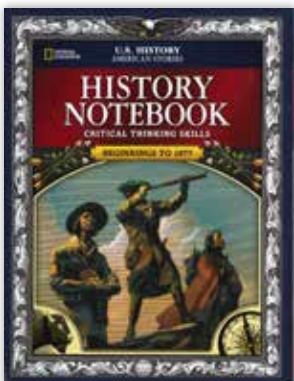
Teaching Strategies, Chapter 5, lesson 1.2 (Digital)

Assessments that Inform Teaching and Learning

Formative and summative assessments inform teaching and learning and measure what students know and are able to produce.

- Document-based questions provide practice working with primary and secondary source materials.
- End of chapter reviews revisit the main ideas, key vocabulary, skills, concepts, and connections.
- Formative assessment tools allow teachers to monitor students' progress, make accommodations, and tailor instruction to individuals.
- eAssessment is available online in English and in Spanish.

Assessment Purpose	Assessment Type	Print	PDF Download	Digital
Formative	Essential Questions	●		●
Formative	Critical Viewing Questions	●		●
Formative	Social Studies Skills Lessons		●	●
Formative	Vocabulary Practice Activities		●	●
Formative	Guided Discussion Questions	●		●
Formative	Reading and Note-Taking Activities		●	●
Formative	On Your Feet Activities	●		●
Formative	Section Quizzes		●	●
Formative	Historical Thinking Questions	●		●
Formative	Write About History Activities	●		●
Formative	NGL Learning Framework Activities	●		●
Formative	Chapter Reviews	●		●
Summative	Chapter Tests at two levels		●	●
Formative	History Notebook Activities	●		●
Formative	Document-Based Questions	●		●
Summative	Unit Tests		●	●
Formative	Unit Inquiry Projects	●		●
Formative	Pretests	●	●	●



The History Notebook supports lessons in the program with extension activities that align with the following features:

- Why Study History?
- American Galleries
- American Stories
- American Voices
- Curating History
- National Geographic Explorers
- National Geographic Photographers
- “Reid on the Road” video program

Digital Transformation

National Geographic Learning’s digital platform, MindTap, provides a personalized learning experience for all students and an array of resources for the teacher to promote better learning outcomes. It is fully available on all devices and has been specifically designed to meet the needs of middle school teachers and their classrooms.



Teachers and student access the digital platform via a single sign-on from school or at home.



Digital resources are designed to enhance learning and increase comprehension.



Videos enhance students’ content understanding and make history real.

Digital Student Resources Include:

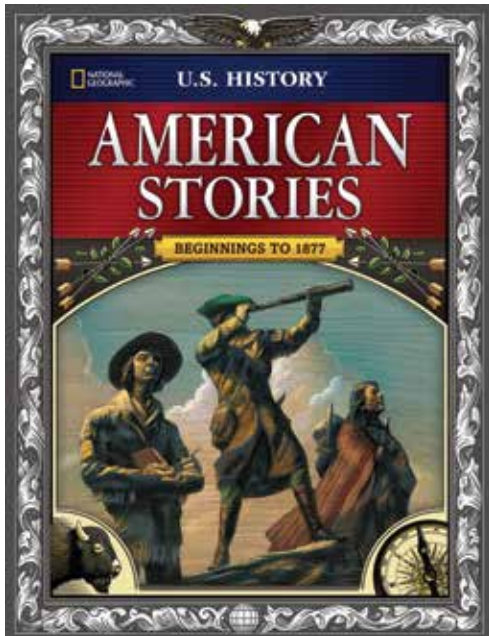
- Digital version of the Student Edition and content handbooks
- Modified Text tool with audio playback
- Pop-up vocabulary features
- Explorers features and “Reid on the Road” video program
- Online assessments
- American Galleries of photographs
- Interactive maps
- Note-taking features

Digital Teacher Resources Include:

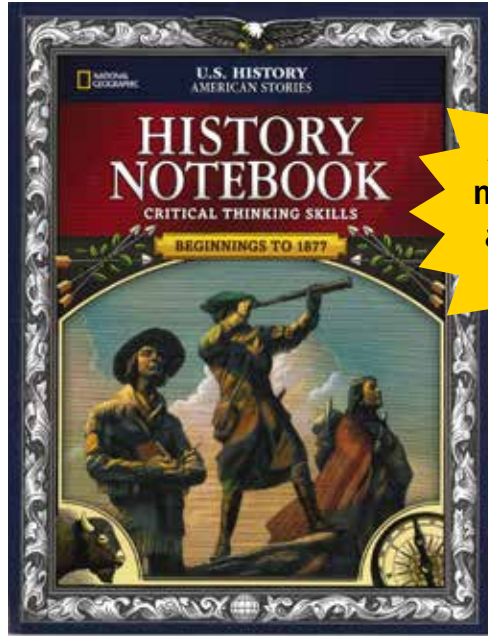
- All of the student materials
- Digital Teacher’s Edition
- Lesson plans and teaching strategies
- Keyword search tool
- Assignment/Assessment feature
- Gradebook

Student Program Components

National Geographic U.S. History *American Stories* is available in both print and digital formats. All Student Editions are also available in Spanish.

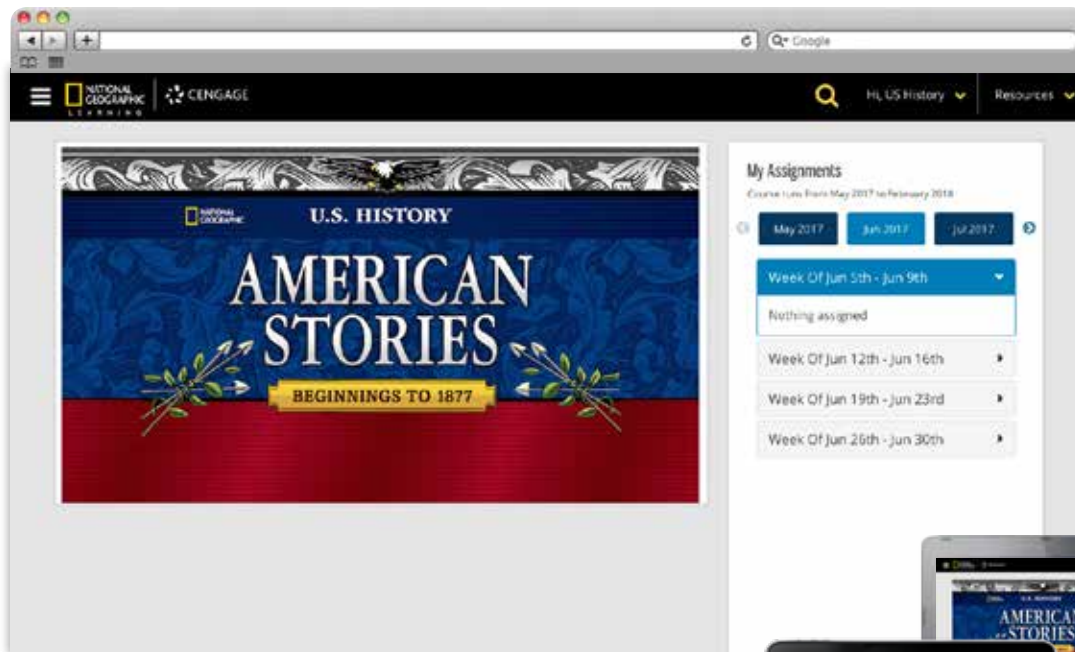


Student Edition, Beginnings to 1877



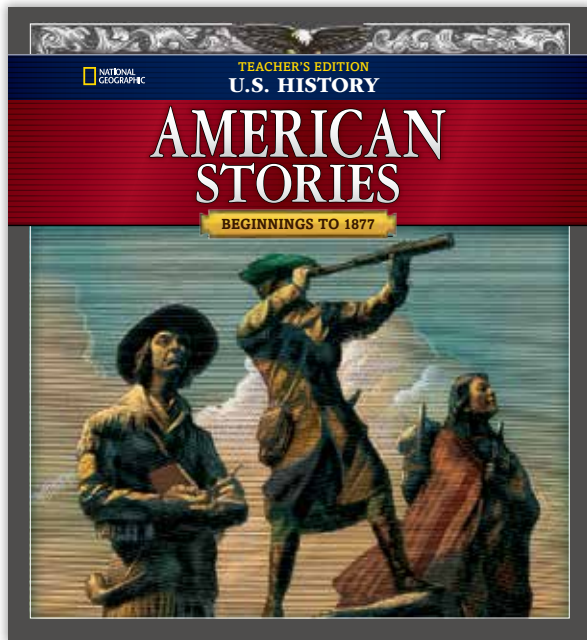
History Notebook, Beginnings to 1877

All Student materials are available in Spanish.



Teacher Program Components

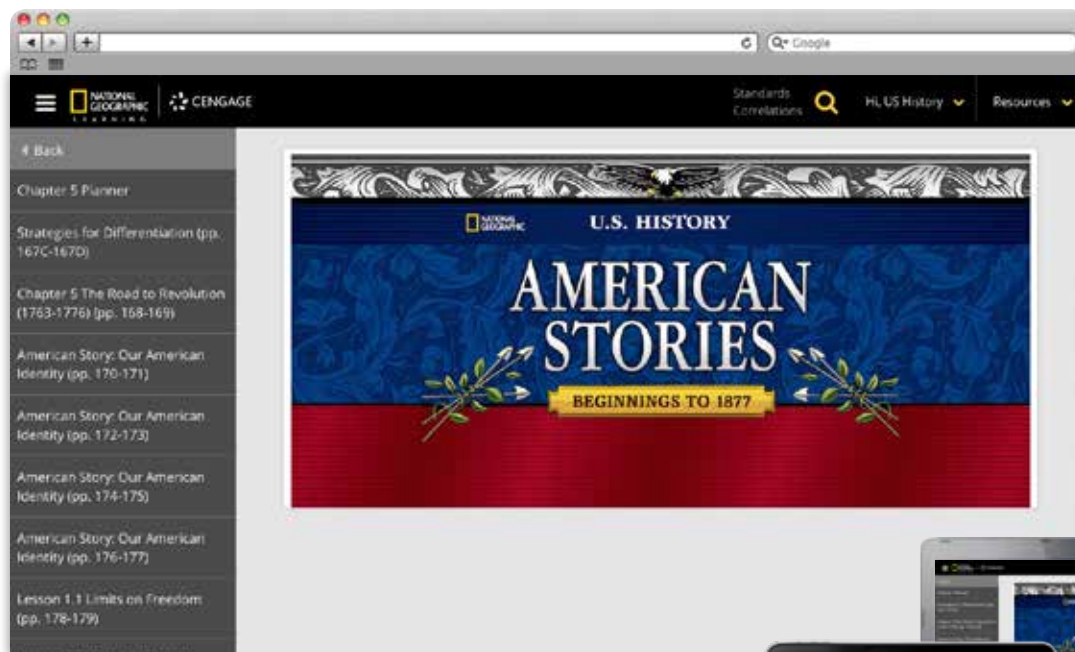
Downloadable, printable supplementary materials are available for the U.S. History program. Supplementary materials that support all programs are available online, saving valuable time and resources.



Teacher's Edition, Beginnings to 1877

American Stories Supplementary Teacher's Resources include:

- Lesson Plans
- Graphic Organizers
- Formative and Summative Assessments including:
 - Chapter Pretests
 - Section Quizzes
 - Chapter Tests A & B
 - Unit Tests
- Citizenship Handbook
- Geography & The Environment Handbook
- Primary & Secondary Sources Handbook
- Glossary





National Geographic Learning & You — Making History

Empathy and Empowerment

Immersive, Inclusive, and Intentional

Student-Centered Learning through Inquiry

Rigor with Accessibility

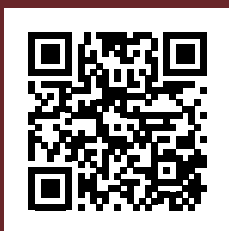
Rich Instructional Resources

Assessments that Inform Teaching and Learning

Digital Transformation

**Contact your Sales Consultant
for a Review Copy.**

Visit us at NGL.Cengage.com/RepFinder to find
your Sales Consultant or call us at **888-915-3276**.



Learn more

NGL.Cengage.com/USHistory



ISBN-13: 978-13378-62653

ISBN-10: 13378-62657



SEP/17