

Guided Reading Activity 12-2

For use with textbook pages 294–300.

History and Government

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. What physical features of Europe enabled its people to move easily beyond its borders to other parts of the world?

The closeness to the sea, large bodies of water around Europe, mountain passes

2. When did farming spread from Southwest Asia to southeastern Europe and then on to most of northern Europe?

By about 6000 BC

3. What linked the independent city-states of ancient Greece together?

Greek language and culture

4. What territories were included in the Roman Empire?

half of Europe, some of SW Asia, and North Africa

5. Why did western European armies fight in the Crusades?

To win Palestine, the birthplace of Christianity, from Muslim rule

6. Beginning in the 1400s, what European nations became active in developing sea-based trade with Africa, Asia, and the Americas?

England, France, and the Netherlands

7. By 1990, what important changes in the form of governments had occurred throughout much of Europe?

Democracy

Most European countries had constitutions that limited rulers' powers and guaranteed at least some political rights to citizens

8. What conditions enabled dictators like Benito Mussolini and Adolph Hitler to gain control of Italy and Germany, respectively?

Large number of unresolved political problems from WWI and a worldwide economic depression

9. Why did East Germany construct the Berlin Wall in 1961 during the Cold War?

To stop East Germans from fleeing to escape communism

10. What was the goal of the European Union, which was created in the 1990s?

A united Europe / goods, services, and workers could move freely among member countries

Us History Chapter 25 Section 1 Guided Reading

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Us History Chapter 25 Section 1 Guided Reading:

Call to Freedom Sterling Stuckey, 2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations *America Pathways to the Present*, 1995 **American Book Publishing Record Cumulative, 1950-1977** R.R. Bowker Company. Department of Bibliography, 1978 **Standards-Based Comprehension Strategies and Skills Guide** Miriam Myers, 2006-03-13 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests *Call to Freedom* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2002-02 *After the American Century* Brian T. Edwards, 2015-12-01 When Henry Luce announced in 1941 that we were living in the American century he believed that the international popularity of American culture made the world favorable to U S interests Now in the digital twenty first century the American century has been superseded as American movies music and video games are received understood and transformed How do we make sense of this shift Building on a decade of fieldwork in Cairo Casablanca and Tehran Brian T Edwards maps new routes of cultural exchange that are innovative accelerated and full of diversions Shaped by the digital revolution these paths are entwined with the growing fragility of American soft power They indicate an era after the American century in which popular American products and phenomena such as comic books teen romances social networking sites and ways of expressing sexuality are stripped of their associations with the United States and recast in very different forms Arguing against those who talk about a world in which American culture is merely replicated or appropriated Edwards focuses on creative moments of uptake in which Arabs and Iranians make something unexpected He argues that these products do more than extend the reach of the original They reflect a world in which culture endlessly circulates and gathers new meanings *Congressional Record* United States. Congress, 2000 *The School News and Practical Educator*, 1905 **The Comprehensive Commentary on the Holy Bible** William Jenks, 1838 *Ebook: Entrepreneurship* KIRBY, 2002-07-16 Ebook Entrepreneurship *Resources in Education*, 1997 *Library Journal* Melvil Dewey, Richard Rogers Bowker, L. Pylodet, Charles Ammi Cutter, Bertine Emma Weston, Karl Brown, Helen E. Wessells, 1897 Includes beginning Sept 15 1954 and on the 15th of each month Sept May a special section School library journal ISSN 0000 0035 called Junior libraries 1954 May 1961 Issued also separately *In League Against King Alcohol* Thomas J. Lappas, 2020-02-13 Many Americans are familiar with the real but repeatedly stereotyped problem of alcohol abuse in Indian country Most know about the Prohibition Era and reformers who promoted passage of the Eighteenth Amendment among them the members of the Woman s Christian Temperance Union But few people are aware of how American Indian women joined forces with the WCTU to press for positive change in their communities a critical chapter of American cultural history explored in depth for the first time in *In League Against King*

Alcohol Drawing on the WCTU's national records as well as state and regional organizational newspaper accounts and official state histories historian Thomas John Lappas unearths the story of the Woman's Christian Temperance Union in Indian country His work reveals how Native American women in the organization embraced a type of social economic and political progress that their white counterparts supported and recognized while maintaining distinctly Native elements of sovereignty self determination and cultural preservation They asserted their identities as Indigenous women albeit as Christian and progressive Indigenous women At the same time through their mutual participation white WCTU members formed conceptions about Native people that they subsequently brought to bear on state and local Indian policy pertaining to alcohol but also on education citizenship voting rights and land use and ownership Lappas's work places Native women at the center of the temperance story showing how they used a women's national reform organization to move their own goals and objectives forward Subtly but significantly they altered the welfare and status of American Indian communities in the early twentieth century

Leveled Reading, Leveled Lives Timothy Shanahan, 2025-07-28 An engaging and evidence based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students In *Leveled Reading Leveled Lives* leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and presents a compelling case for a new way forward that will bolster students reading skills Today it's not uncommon to find students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to students at their deemed instructional levels but how these instructional levels are determined is suspect With a comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence based consideration of how educators must instead use grade level reading to bring about maximum learning gains This seminal book concludes with practical advice for implementing grade level reading instruction including detailed descriptions of the types of instruction and scaffolding needed to increase students reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal social civic and economic goals

Scientific American, 1912 **Cumulated Index Medicus**, 2000 *Service*, 1914 **One Layman's Contemporary Theology** Michael S. K. Toh, 2014-07-15 *Library Journal*, 1897 **The Holy Bible** Ingram Cobbin, 1866

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