

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?

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 Guided Reading Answers

R Barnett



Us History Guided Reading Answers:

Reading Lessons Gerald Coles,1999-09 The dominant debate over literacy disregards the myriad societal influences that affect teaching and learning influences that are not readily visible in the classroom No debate can adequately understand how literacy is taught and learned what causes literacy achievement and underachievement or how literacy success is defined unless it accounts for these macro influences If the debate over literacy were more about politics economics and power in society and less about the best way to teach literacy we would better understand how to rear literate children Intro p 8

Unlocking Close Reading Linda Feaman,2014-06-17 Unlock complex informational text through close reading Use this book as a guide to teach close reading in a way that delves deeply into the text and aligns with the Common Core State Standards Each standards based lesson includes Complex informational text that is grade level appropriate text dependent questions designed to facilitate discussion and provide differentiation for all students Thought Capturers to help students organize their ideas for writing and constructed response prompts exemplars and rubrics *Resources in Education* ,1998

Unsolved! Mysterious Places Guided Reading 6-Pack ,2016-12-15 From Stonehenge to the Bermuda Triangle there are many places on Earth that remain a mystery to scientists Readers will discover these curious places and more as they read through this fascinating nonfiction title This mysterious book features detailed images informational text and stimulating facts and theories in conjunction with upper Level Features such as chapter format a glossary of terms and an index This 6 Pack includes six copies of this Level S title and a lesson plan that specifically supports Guided Reading instruction *Teen Ref* Phil Struzziero,2018-02-06 How can you be a football genius if you don t know the rules of the game Fifteen year old Drew Hennings dream of playing quarterback for his local high school team and playing college football in the Ivy League ended when he got a serious concussion Drew can t play football anymore but he loves the game too much to walk away With a close family friend and football official Jack as his mentor Drew decides to transform himself into the first teenage football referee that Boston s South Shore has ever seen Can he transfer his leadership skills to refereeing and make the right call even when it s unpopular Will he be good enough to earn a place on the crew of a youth football playoff game **US**

Government through Infographics Nadia Higgins,2014-08-01 Trying to comprehend the US government can almost make your mind shut down You need to understand how it stacks up to governments around the world from democracy to dictatorship how systems and laws change over time years ago women couldn t vote and who holds the power today how do big decisions get made How can all these laws and ideas make more sense Infographics The charts maps and illustrations in this book tell a visual story to help you better understand key concepts about our country s government Crack open this book to explore mind boggling questions such as Why was the first government created How does a system of checks and balances work Where does all that tax money go The answers will help make you a model citizen *Was the American Revolution a Mistake?* Burton Weltman,2013-08-27 Why was George Washington dismayed by the outcome of the American Revolution

Would slavery still exist if the South had not seceded from the Union in 1861 Might socialists rule America today if Teddy Roosevelt had not run for President and lost in 1912 History is full of contingencies People confront problems and debate options for solving them Then they make a choice and face the consequences of their choice Often they wonder if a different choice might have been better Was the American Revolution a mistake Was racial segregation inevitable Was the Cold War necessary Americans have repeatedly asked these sorts of questions as they examined the consequences of their choices This is a book about revisiting crucial choices people made in history and examining the consequences of those choices for them and for us It demonstrates a method of teaching history that recreates events as people experienced them and asks important questions that troubled them but that rarely appear in conventional textbooks Unlike conventional methods that often reduce history to names dates and factoids for students to memorize it is a method that brings past debates to life the losers as well as the winners points of view and makes the subject exciting In studying history as choice students examine the problems people faced their options for solving them their decision making processes and the choices they made Then students evaluate the consequences of those choices both for people in the past and us today They explore what might have happened if different choices had been made Finally students relate the consequences of those past choices to problems we face today and the choices we need to make History as choice is a practical and practicable method It has been designed to satisfy the curriculum goals of the National Council for the Social Studies and the book explains how it can be used to satisfy any state or local curriculum standards The book also identifies and illustrates resources that can be used with this method from data bases to popular music and explains how teachers can gradually integrate it into their courses In the first part of the book the method of history as choice is explained using the question of whether the American Revolution was a mistake as a case in point The second part of the book explores thirteen other questions about significant issues and events in American history as additional examples of how one might teach history as choice **Focus on U.S. History** Kathy Sammis,1997

Reproducible student activities cover the Civil War and the rebuilding of the postwar South **Reading, Thinking, and Writing About History** Chauncey Monte-Sano,Susan De La Paz,Mark Felton,2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices

Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of Reading Like a Historian Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies

Ready to Go Guided Reading: Analyze, Grades 3 - 4 McKenzie,2018-02-21 Guided Reading Analyze for third and fourth grades includes 36 nonfiction readers six sets of two each for below on and above level student readers The readers in this reading comprehension resource book feature informational text about nocturnal animals movies Australia space and more Ready to Go Guided Reading Analyze provides everything you need to complete comprehensive guided reading lesson plans including discussion guides prompts to encourage students to work with the text leveled readers with intriguing topics graphic organizers and an observation sheet Separated into three readability levels these informational readers capture students attention with graphic charts high interest topics colorful photos and detailed maps Students are encouraged to apply guided reading strategies to the text and respond to a writing prompt at the end of each reader Available for grades 1 6 the 12 book Ready to Go Guided Reading series promotes close reading by providing everything you need for leveled reading success Each 80 page reading comprehension resource book features three reproducible pages six discussion guides and 36 readers Each grade span includes four books focusing on the following reading comprehension strategies Analyze Determine Importance Synthesize Visualize Perfect for differentiation each reader contains short nonfiction texts and text features such as photographs charts maps and vocabulary banks

Jumpstarters for U.S. History, Grades 4 - 8 Armstrong,2008-08-28 Bring history to life for students in grades 4 and up using Jumpstarters for U S History Short Daily Warm Ups for the Classroom This 48 page

resource covers the land and first Americans explorers colonizers and the United States as a world power The book includes five warm ups per reproducible page answer keys and suggestions for use **Holt Mcdougal United States History**,2011-01-06 **American Education** ,1979 **Catholic Reading Circle Review** ,1896 The New Larned History for Ready Reference, Reading and Research Josephus Nelson Larned,1924 **Reading and Learning Strategies** Susan Davis Lenski,Mary Ann Wham,Jerry L. Johns,2006-06-22 **Content-based Second Language Teaching and Learning** Marjorie Hall Haley,Theresa Y. Austin,2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website *Resources in Education* ,1995 **Normal Instructor and Teachers World** ,1924 Covering Immigration Leo R. Chavez,2023-11-15 On October 17 1994 The Nation ran the headline The Immigration Wars on its cover over an illustration showing the western border of the United States with a multitude of people marching toward it In the foreground the Statue of Liberty topped by an upside down American flag is joined by a growling guard dog lunging at a man carrying a pack The magazine s coverage of emerging anti immigrant sentiment shows how highly charged the images and texts on popular magazine covers can be This provocative book gives a cultural history of the immigration issue in the United States since 1965 using popular magazine covers as a fascinating entry into a discussion of our attitudes toward one of the most volatile debates in the nation Leo Chavez gathers and analyzes over seventy cover images from politically diverse magazines including Time Newsweek U S News and World Report Business Week The New Republic The Nation and American Heritage He traces the connections between the social legal and economic conditions surrounding immigration and the diverse images through which it is portrayed Covering Immigration suggests that media images not only reflect the national mood but also play a powerful role in shaping national discourse Drawing on insights from anthropology sociology and cultural studies this original and perceptive book raises new questions about the media s influence over the public s increasing fear of immigration On October 17 1994 The Nation ran the headline The Immigration Wars on its cover over an illustration showing the western border of the United States with a multitude of people marching toward it In the foreground the Statue of Liberty topped

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