

Guided Reading Activity 27-1

For use with textbook pages 661–665.

Population Patterns

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in parentheses that correctly completes the sentence.

- About 1/4 of all people on Earth live in East Asia. (one-fourth/one-tenth)
- More than 90 percent of people living in China belong to the ancient Han ethnic group. (Xinshua/Han)
- Despite its distinct culture and history, the Himalayan Buddhist kingdom of Tibet was taken over by China in 1950. (Tibet/Nepal)
- Japan's population is ethnically homogeneous, with about 99 percent of its people belonging to the same ethnic group. (diverse/homogeneous)
- Ancestors of the Mongolians once ruled the world's largest empire. (Chinese/Mongolians)
- Most East Asians live along rivers or in coastal areas. (coastal/mountainous)
- About 90 percent of China's population lives on one-sixth of the land. (90 percent/one-fourth)
- Most Chinese people live in the fertile valleys along the country's three great rivers, the Yangtze, the Xi, and the Yellow River. (Ganges/Yellow)
- About two-thirds of South Koreans live in Seoul and Pyongyang. (Seoul/Tai Pei)
- Because of high population density, most Japanese live in small houses or apartments. (long/small)
- In China many rural people are migrating to urban areas. (migrating/abandoning)
- On the Korean peninsula, many people left the communist North and fled to South Korea. (peninsula/landlocked)
- In China and South Korea, urbanization has resulted in labor shortages in farming communities. (labor/irrigation)
- The growth rate of the Chinese population slowed after the government instituted its one child policy in 1979. (one child/one child)

Guided Activity 27 1 Answers Us History

Michael Brown



Guided Activity 27 1 Answers Us History:

Us History Teachers Guide and Resource/7195-3n27 Diane Hart,1988 Resources in Education ,1998 **Subject Catalog, 1980** Library of Congress,1980 **America, History and Life** ,2006 Article abstracts and citations of reviews and dissertations covering the United States and Canada **Summer Bridge Activities**”, **Grades 5 - 6** Summer Bridge Activities,2011-01-13 Designed specifically for preparing Canadian fifth grade students for the new year ahead Reviewed by Canadian teachers and students this workbook features daily activities in reading writing math and language arts plus a bonus section focusing on character development and healthy lifestyles The exercises are easy to understand and are presented in a way that allows your child to review familiar skills and then be progressively challenged on more difficult subjects Give your children the head start they deserve with this fun easy to use award winning series and make learning a yearlong adventure 160 full colour perforated pages and an answer key **Subject Catalog** Library of Congress,1980

The Bicentennial of the United States of America American Revolution Bicentennial Administration,1977 *Library of Congress Catalogs* Library of Congress,1981 **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 **Ski** ,1983-02 *Official Gazette of the United States Patent and Trademark Office* ,2005 *Air Force Magazine* ,2001-07 *History of Tracks and Track Testing at the Air Force Missile Development Center* Air Force Missile Development Center (U.S.),David Bushnell,1959 **Index Medicus** ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings **Cumulated Index Medicus** ,1982 **The Congregationalist** ,1895 **Hollywood or History?** Thomas E. Malewitz,Adam P. Zoeller,2023-01-01 Teaching and learning through Hollywood or commercial film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century However purposeful and effective instruction through film is not problem free and many challenges accompany classroom applications of Hollywood motion pictures In response to the problems and possibilities associated with teaching through film we are developing a collection of practical classroom ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms We believe that film can serve as a powerful tool in the social studies classroom and where appropriately utilized foster critical thinking and civic mindedness The NCSS College Career and Civic Life C3 framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking reading and writing Our hope is that this edited book might play a small role in the larger project of supporting practitioners specifically 6 12 teachers of social studies and world religion content by offering a collection of classroom ready tools based on the Hollywood or History strategy and designed to foster inquiry through the careful use of selected motion pictures and television productions Topics of interest include the roots rituals symbols beliefs and controversial or significant people or events related to The Abrahamic Religions Judaism Christianity

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
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