# Guided Reading Activity 6-1

For use with textbook pages 133-137,

# Population Patterns

# Short Answer

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

1. Approximately when did the first immigrants to North America begin to arrive, and from where did they come?

They moved into the region from Asia thousands of years ago

2. List the reasons people have immigrated to North America.

Seek political a religious freedom a to find better economic apportunities Others fled wars or notwood discovery

3. What made the United States and Canada attractive destinations to immigrants?

Rich natural reserves a like regions rapid industrial + economic development ( industry and technology)

- 4. Where do most people in the United States and Canada live? Covaca live chang the US barden They live in metropolitan areas (NE, Great Lakes, Ricks Coast ) Bosunda
- 5. How did the development of large commercial farms affect the United States?

It caused extres to grow as the use of machines in agreeture governse to large commercial forms. Workers moved to the city.

- 6. Describe the differences between a metropolitan area and a megalopolis. Their operator 50.00 people or 14.000 A chairs of closely-linked metropolitan areas forms a megalopolis
- 7. What natural features are important to inland cities?

Rivers, lakes, and inland waterways

8. Explain the importance of the St. Lawrence River.

Ships reach the cities of Ouchee, Montreel, Toronto, + Ottawa, through the St Lawrence

9. What do the cities of Atlanta, Denver, and San Antonio in the United States, and Regina and Calgary in Canada have in common?

They grew from agricultural + frading centers

10. Why is immigration important to the region now?

It accounts for most of the regions population growth. / immigration

# **Guided Reading Strategies 4 3 World History**

Stephen J. Thornton, Bárbara C. Cruz

# **Guided Reading Strategies 4 3 World History:**

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Chapter 8 Diversifying Assessments Chapter 9 Committing to Reflection Professional Development and Modification Conclusion References and Resources Index Teaching Social Studies to English Language Learners Stephen J. Thornton, Bárbara C. Cruz, 2013-03-12 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners ELLs and ways in which educators might address them in the social studies classroom The authors offer context specific strategies for the full range of the social studies curriculum including geography U S history world history economics and government These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction in any classroom An annotated list of web and print resources completes the volume making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific context Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs Additional practical examples and new pedagogical elements in Part 3 include more visuals suggestions for harnessing new technologies discussion questions and reflection points New material that takes into account the demands of the Common Core State Standards as well as updates to the web and print resources in Part 4 Believe It Or Not! Pearson Education, 2002-04-26 Navigator is a KS2 reading scheme which covers fiction and non fiction It provides material to give pupils a 20 minute guided reading sesson per week during each school year

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