

Guided Reading Activity 9-1

For use with textbook pages 211–217.

Population Patterns

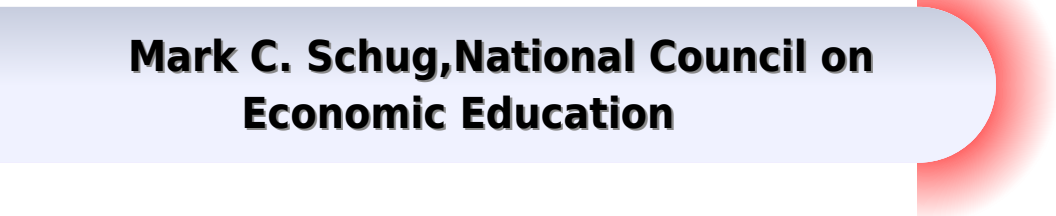
Fill in the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Three Native American groups to develop civilizations in Latin America were the Maya of Central America, the Aztec of Mexico, and the Inca of Peru.
2. Of the first Europeans to settle in Latin America, most were Spanish and Portuguese.
3. Africans were brought to Brazil and the Caribbean to work on plantations.
4. Overall, the nations of Latin America have a diversity of ethnic groups.
5. Most Latin American countries adopted the language of their European colonizers.
6. People in different parts of Latin America speak different dialects, or forms of a language unique to a particular place or group.
7. Most Latin Americans live along the coasts of either the Atlantic or the Pacific Oceans.
8. The vast interior of South America remains largely uninhabited because of the harsh climate and rugged landscape.
9. The Brazilian government moved its capital from coastal Rio de Janeiro to Brasilia to encourage people to settle the interior.
10. Unlike South America, with its huge expanses of land, small Caribbean countries have extremely high population density.
11. A significant part of the Mexican population is concentrated in and around Mexico City.
12. A megacity, such as Mexico City, has expanded to absorb surrounding cities and suburb.
13. Primate cities are so big that they often dominate the country's politics, culture, and economy.
14. In Latin America, many poor people who flock to cities are forced to live in areas with substandard housing and few services.
15. The stress of poverty in overcrowded cities often results in homelessness for many children, who must fend for themselves on the streets.

Guided Reading Activity 1 answers Us History

**Mark C. Schug, National Council on
Economic Education**



Guided Reading Activity 1 answers Us History:

United States History, Volume One Mark C. Schug, Jean Caldwell, Donald R. Wentworth, Beth Kraig, Robert J. Highsmith, 1993 Supplementing secondary U S history textbooks this publication blends historical facts and economic reasoning through case studies lectures and class discussion **United States History** Mark C. Schug, National Council on Economic Education, 1993 Supplementing secondary U S history textbooks this blends historical facts and economic reasoning through case studies lectures and class discussion Focus on U.S. History Kathy Sammis, 1997 Reproducible student activities cover early Native American settlements African and western European influences and Spanish and Portugese exploration *Resources in Education* ,2001-04 AP United States History G. Piggrem, J. McDuffie, 2011-09-09 REA's AP U S History Test Prep For Students Serious About Scoring a 5 New 8th Edition Our best selling AP test prep is completely up to date through the 2008 Obama presidential election This book contains a comprehensive review of all the topics covered on the official AP exam including the Colonial Period the American Revolution the U S Constitution Westward expansion the Civil War Reconstruction Industrialism World War I the Great Depression World War II the Vietnam Era Watergate Carter and the New Conservatism Each detailed review chapter contains in depth historical timelines that help you study smarter and boost your AP score The book features six full length practice exams with detailed explanations of answers The practice tests are composed of every type of question that can be expected on the actual AP U S History exam so you can practice for real and target your strengths and weaknesses before the test After building your U S History knowledge follow up with REA's proven test taking strategies and a study schedule that gets you ready for exam day REA has helped more than a million students succeed on their AP exams Teachers across the country consider our AP titles to be invaluable resources and consistently recommend our books to their students Our high quality test preps are authored by AP experts who have mastered the exam content and teach the course *Strategic Reading in U. S. History* Social Studies School Service, 2006 **The Publishers Weekly** ,1911 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1977 *Teaching History with Film* Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, Jeremy D. Stoddard, 2018-07-04 Teaching History with Film provides a fresh engaging and clear overview of teaching with film to effectively enhance social studies instruction Using cases of experienced teachers to illustrate accomplished history teaching through movies this text provides pre and in service teachers with ideas for implementing film based lessons in their own classrooms and offers a deeper understanding of the thorny issues involved in using film to teach history The second edition is completely revised and updated including two entirely new case studies a new chapter focusing on using international film and incorporating a more global view in the classroom and additional material on using film to tackle difficult and controversial issues as well as updates to all of the cases Each section of the book focuses on how teachers can effectively support the development of students historical film literacy through topics such as using film to develop interpretive skills to

explore controversial issues and to develop historical empathy By developing the skills students need to think critically about the past or what they think they know about history the lessons in this book illustrate how to harness the pedagogical power of film to provide the tools necessary for rigorous inquiry and democratic citizenship Special features include Reflection on the Case following each chapter analyzing and discussing the strengths and limitations of the teacher s approach as well as providing strategies for using and choosing films specific to the educational outcome Sample unit outlines descriptions of class texts and films worksheets essay questions viewer guides and exercises for the classroom throughout Discussion of the practical considerations facing classroom teachers including juggling time restraints issues of parental permission and meeting standards **Houghton Mifflin History-social Science** ,2007 Teach students the skills they need for long lasting social studies success

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