

# Guided Reading Activity

## The Vietnam War, 1954–1975

### Lesson 2 Vietnam Divides the Nation

#### Review Questions: Outlining

**DIRECTIONS:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

#### I. The Antiwar Movement Emerges

- A. As the Vietnam War dragged on, \_\_\_\_\_ **support** \_\_\_\_\_ waned because many believed that ~~the Johnson administration~~ \_\_\_\_\_ was not telling the truth about the war.
- B. Many Americans believed a \_\_\_\_\_ **credibility gap** \_\_\_\_\_ existed because of inconsistencies between \_\_\_\_\_ **what was shown by media** \_\_\_\_\_ and what the administration said about the war.
- C. Students and teachers at universities held \_\_\_\_\_ **teach-ins** \_\_\_\_\_ to explain why they opposed the war, while many protesters focused on what they thought was an unfair \_\_\_\_\_ **draft system** \_\_\_\_\_. Most of the soldiers were \_\_\_\_\_ **working-class and minority** \_\_\_\_\_ youths.
- D. As the war went on, many young men burned their \_\_\_\_\_ **draft cards** \_\_\_\_\_ while an estimated 500,000 \_\_\_\_\_ **refused to go** \_\_\_\_\_.

Many soldiers argued that if they were old enough to fight, they were old enough to

\_\_\_\_\_ **vote** \_\_\_\_\_. The \_\_\_\_\_ **26th amendment** \_\_\_\_\_ gave 18-year-olds the

- a. \_\_\_\_\_ **right to vote** \_\_\_\_\_, \_\_\_\_\_ **supported the** \_\_\_\_\_ and \_\_\_\_\_, who \_\_\_\_\_ **opposed the war** \_\_\_\_\_.

#### B. 1968: The Peace Year

- A. Senator Eugene \_\_\_\_\_ **McCarthy** \_\_\_\_\_ and South Vietnamese \_\_\_\_\_ **President** \_\_\_\_\_ This attack, called the \_\_\_\_\_ **Tet Offensive** \_\_\_\_\_, was reported. Americans, however, were alarmed that an enemy \_\_\_\_\_ **could launch such a large-scale attack** \_\_\_\_\_.

On March 25, 1968, Johnson declared the nation with the announcement that

\_\_\_\_\_ **he would not seek reelection** \_\_\_\_\_.

His announcement marked the nation \_\_\_\_\_ **enter a new era** \_\_\_\_\_.

- B. \_\_\_\_\_ **Barry Kennedy** \_\_\_\_\_, who appeared to be in the lead for the \_\_\_\_\_ **Democratic Party's** \_\_\_\_\_ nomination for president.

- a. In the presidential election of 1968, Republican candidate \_\_\_\_\_ **Richard Nixon** \_\_\_\_\_ won because he promised to \_\_\_\_\_ **bring peace** \_\_\_\_\_, \_\_\_\_\_ **restore law and order** \_\_\_\_\_, and \_\_\_\_\_ **bring the war to a** \_\_\_\_\_.

# Guided Reading Activity 5 Answers

**N Colangelo**



## Guided Reading Activity 5 Answers:

**Reading Wonders 4 Teacher's Manual** 1st Ed. 2006 ,      **Forum** ,1997      **Study Guide for Nursing Research - E-Book** Geri LoBiondo-Wood, Judith Haber, Carey Berry, 2017-07-01 NEW Increased emphasis on multiple choice questions helps you better prepare for standardized exams like the NCLEX Exam and reduces busy work NEW Thoroughly updated content reflects the content updates and emphases of the 9th edition of the LoBiondo Wood Haber main textbook      *English Language Arts, Grade 9 Module 1* PCG Education, 2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6-12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation      *Dimensions in Learning English* ,      **Packet Guide to Routing and Switching** Bruce Hartpence, 2011-08-25 Go beyond layer 2 broadcast domains with this in depth tour of advanced link and internetwork layer protocols and learn how they enable you to expand to larger topologies An ideal follow up to Packet Guide to Core Network Protocols this concise guide dissects several of these protocols to explain their structure and operation This isn t a book on packet theory Author Bruce Hartpence built topologies in a lab as he wrote this guide and each chapter includes several packet captures You ll learn about protocol classification static vs dynamic topologies and reasons for installing a particular route This guide covers Host routing Process a routing

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LITERACY and LEARNING THROUGH TALK Roy Corden, 2000-07-16 This book focuses on the inter relationship between reading writing and speaking and listening Psychologists and educationalists influenced by the work of Vygotsky have emphasised the importance of social interaction in learning and the National Writing Oracy and LINC Projects highlighted the need for quality interactive pupil discourse and effective teacher pupil interaction However although the DfEE claims that the successful teaching of literacy is characterised by good quality oral work speaking and listening is not included in the National Literacy Strategy Framework and the Literacy Training Pack does not address the issue Literacy and Learning through Talk blends theory research and practice to show how an integrated programme of work can be developed to ensure that literacy is taught in a vibrant and stimulating way Strategies for developing successful group work and whole class interactive discourse are examined and effective teaching roles and questioning techniques are explored Transcripts of group discussions and examples of children's work illustrate various points and work plans and practical classroom activities are described

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**Rhoades To Reading Fourth Edition, Level IV Teaching Guide** Jacqueline Rhoades, 2004 Reading Program designed for students grade 5 adult Instruction Level 6 6 8 9 Includes suffixes beginning with a vowel soft sounds and syllables sounding practice irregular sound patterns homonyms prefixes 131 activity sheets and 11 stories

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