

★ Guided Reading Activity 20-1

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Dictators

- A.** What did fascists believe was necessary to achieve order in a society? _____
- B.** How did the fascists believe that nations become great? _____
- C.** Why did many Italians welcome Mussolini's leadership? _____
- D.** How did the Communists establish control in the new Union of Soviet Socialist Republics? _____
- E.** What were the characteristics of the Nazi Party? _____
- F.** Adolf Hitler gained power by having Nazis elected to which part of the German government? _____
- G.** What did Japanese military leaders believe was the only way for Japan to get the resources it needed? _____

II. American Neutrality

- A.** Why were Americans discouraged by the rise of dictatorships in Europe and Asia? _____
- B.** What were the findings of the Nye Committee? _____
- C.** After passage of the Neutrality Act of 1937, how could warring nations buy non-military goods from the United States? _____
- D.** What is the name for the idea that trade between nations creates prosperity and helps to prevent war? _____
- E.** What was Roosevelt's reason for authorizing the sale of arms to China? _____

Guided Reading Activity 1 answers History

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Teacher's Guide for World History Societies of the Past Linda McDowell, Marilyn MacKay, 2005 World History Teacher's Guide is a comprehensive resource filled with fun captivating and thought provoking hands on activities In each chapter you will find practical hands on activating and acquiring applying activities useful teacher reference notes and organizational techniques vocabulary building exercises assessment ideas and activities review activities fun puzzles engaging word games and easy to prepare games suggested resources for both teachers and students many useful blackline masters such as activities maps and graphic organizers

Cambridge Global English Stage 6 Teacher's Resource Jane Boylan, Claire Medwell, 2014-05-22 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher's Resource 6 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner's Book 6 Notes on Activity Book 6 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner's Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists

Informative Writing, Teacher Guide, Grades 9-12 PCG Education, 2016-06-02 Informative Writing Paths to College and Career Jossey Bass and Public Consulting Group Inc PCG 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 The Paths Writing Units Argument Writing Informative Writing and Narrative Writing complement the full instructional program and can also be used independently providing in depth writing instruction to support all students in grades 9 12 in meeting grade level standards To emphasize the relationship between reading and writing each Writing Unit includes accessible model texts that exemplify key elements of each text type and source texts that provide a topic for the unit writing assignment Individual lessons guide students through the writing process providing instruction on grammar and conventions and highlighting collaboration and reflection as key elements of effective writing Students final essays are assessed using a checklist developed by the class over the course of the unit The organization and distinctive content of the model and source texts in each unit afford teachers the flexibility to implement each unit independently of the others and at any point during the curriculum For example a unit may be implemented to assess students writing prior to implementation of the standard curriculum to scaffold writing instruction leading into a writing assessment or to support struggling writers by addressing gaps in skills as demonstrated in previous assessments The Paths Writing Units provide teachers with invaluable

opportunities to engage students as active participants in their own learning at every stage of the writing process and to customize instruction to meet the varying needs of all students

ABOUT PUBLIC CONSULTING GROUP Public Consulting Group works with schools districts and state education agencies to build their capacity for instructional and programmatic improvements We provide curriculum development coaching professional development and technical assistance services Our work alongside educators and policy makers ensures effective implementation of both the Common Core State Standards and state specific standards for college and career readiness As the creators of the Paths ELA curriculum for grades 6 12 PCG 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

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

Foreign Language Units for All Proficiency Levels Carl Falsgraf, 2007 Language students learn best when given the opportunity to communicate meaningful content in realistic settings See how technology can help

Teaching for Diversity and Social Justice Maurianne Adams, Lee Anne Bell, 2016-01-22 For twenty years Teaching for Diversity and Social Justice has been the definitive sourcebook of theoretical foundations pedagogical and design frameworks and curricular models for social justice teaching practice Thoroughly revised and updated this third edition continues in the tradition of its predecessors to cover the most relevant issues and controversies in social justice education in a practical hands on format Filled with ready to apply activities and discussion questions this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms The revised edition also focuses on providing students the tools needed to apply their learning about these issues Features new to this edition include A new bridging chapter focusing on the core concepts that need to be included in all SJE practice and illustrating ways of getting started teaching foundational core concepts and processes A new chapter addressing the possibilities for adapting social justice education to online and blended courses Expanded overview sections that highlight the historical contexts and legacies of oppression opportunities for action and change and the intersections among forms of oppression Added coverage of key topics for teaching social justice issues such as establishing a positive classroom climate institutional and social manifestations of oppression the global implications of contemporary SJE work and action steps for addressing injustice New and revised material for each of the core chapters in the book complemented by fully developed online teaching designs including over 150 downloadables activities and handouts on the book's Companion Website www.routledgegettextbooks.com/textbooks/_author/teachingfordiversity A classic for teachers across disciplines Teaching for Diversity and Social Justice presents a thoughtful well constructed and inclusive foundation

for engaging students in the complex and often daunting problems of discrimination and inequality in American society

Reading Objectives Charles Joseph Anderson, Isobel Davidson, 1923 Practising science: reading the rocks and ecology The Open University, This 14 hour free course provided an introduction to environmental analysis assessing the age and formation of rocks and their surrounding ecology **A Kid's Guide to African American History** Nancy I.

Sanders, 2007-06-01 What do all these people have in common the first man to die in the American Revolution a onetime chief of the Crow Nation the inventors of peanut butter and the portable X ray machine and the first person to make a wooden clock in this country They were all great African Americans For parents and teachers interested in fostering cultural awareness among children of all races this book includes more than 70 hands on activities songs and games that teach kids about the people experiences and events that shaped African American history This expanded edition contains new material throughout including additional information and biographies Children will have fun designing an African mask making a medallion like those worn by early abolitionists playing the rhyming game Juba inventing Brer Rabbit riddles and creating a unity cup for Kwanzaa Along the way they will learn about inspiring African American artists inventors and heroes like Harriet Tubman Benjamin Banneker Rosa Parks Langston Hughes and Louis Armstrong to name a few **Rhoades To**

Reading Fourth Edition, Level I Teaching Guide Jacqueline Rhoades, 2004 Reading program for 5th grade adult students Instruction level K 2 5 Includes 340 sight words vowel and consonant sounds sound blending consonant vowel consonant words beginning and ending blends silent e rule three letter clusters cursive handwriting 115 activity sheets and 6 stories

Study Guide for World History I United States Armed Forces Institute, 1956 **Critical Reading Activities for the Works of Mildred Taylor** Nancy Dyer, 2000 **Illinois History Teacher**, 2009 *In The Hands of A Child* Grades 4-8 *Project Pack Creation Anatomy*, **The Story of the World** Susan Wise Bauer, 2004-05-31 Presents a history of the ancient world from 6000 B C to 400 A D Census Education Project, 1990, 1988 World History - Teacher Guide James P. Stobaugh, 2012-03-01 This convenient teacher s guide is all a parent or teacher needs to easily grade the 12th grade student assignments for World History Observations Assessments from Creation to Today Assignments with answers learning objectives grading criteria and short essay questions are included This course is designed for a student to practice independent learning The guide will assist teachers by offering 34 chapters for 34 weeks of study Chapters include 5 lessons taking approximately 30 minutes each The final lesson of the week is an exam covering the week s instruction Student questions are organized in the back for easy use in testing and review Teachers parents or students can grade assignments daily or weekly As the teacher you will enjoy partnering with your student as he or she processes world history while developing or strengthening a Christian world view **Multicultural American History** Kay Chick, Deborah A. Ellermeyer, 2003-09-08 This integrated teacher resource provides lesson ideas for the instruction of social studies and history concepts within the context of quality multicultural children s books and picture books Each chapter focuses on three picture

books related to various multicultural themes in American history Chapters are organized chronologically and by theme and include book summaries materials lists student centered activities related books and poetry and links to national history standards Multicultural themes include Old West American Revolution Slavery Civil War World War II and the Holocaust Vietnam Native Americans **Aerospace Curriculum Resource Guide, Massachusetts Department of Education in Cooperation with ... January 1968** United States. National Aeronautics and Space Administration, 1968 *Options Iv Tm' 2005 Ed. ,*

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reply to the employee within 28 days tell them they re entitled to 52 weeks maternity leave confirm their return to work date they can change it later if they want to take less but must give you 8 weeks notice if the employee tells you how long they want off use this to work out their return to work date

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jun 1 2013 send this letter to an employee who has informed you of her pregnancy to confirm details of the health and safety risk assessment to inform the employee of her entitlement to maternity leave and statutory maternity pay and to give

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employer's confirmation of maternity leave letter when you receive the employee's maternity leave request you typically respond with a confirmation letter your response acknowledges the request outlines the terms of the leave including duration and maternity pay and outlines the process for the team member returning to work

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the proper maternity leave letter to employer format includes a brief statement of your pregnancy the exact dates of your departure and return from the leave and depending on company policy an enclosed confirmation of pregnancy from your doctor

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this letter is to inform you that your maternity leave request has been reviewed and approved we understand that you will have to be absent from may 15 to june 15 we wish you a safe and relatively easy delivery and look forward to seeing you and your baby very soon

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