

History Alive!

Chapter 13 Study Guide

Test Date: _____

TERMS TO KNOW

- 1- **Revolutionary War:** The war between the American _____ and _____ from 1775 to 1783. The American revolutionaries wanted _____ and a new government _____.
- 2- **strategize:** _____ for winning a war, such as how and where to use an army or navy.
- 3- **professional soldier:** To be _____ and _____ for one's work. For example, a professional army is made up of soldiers who are taught how to be skilled fighters and who are paid for their service.
- 4- **Continental Army:** The army of _____ led by General _____ that fought the British in the Revolutionary War. This army was created by the Second Continental Congress.
- 5- **Allies:** people or countries who _____ each other (for example, by fighting on the same side in a war)

FACTS TO KNOW

- **13.1 The Continental Army**
 - a. The Continental Army was made up of _____ of poor farmers, merchants, and workers who wanted to defend their rights listed in the Declaration of Independence. The Continental Army was led by General _____.
 - b. _____ also helped the Continental Army. They cooked, fixed uniforms, and cared for the sick/injured. Some women even _____ in battles.
 - c. The Continental Army had little money for _____ and _____. They had to provide their own _____ and _____. They didn't know how to be a soldier and often had little _____.
 - d. The colonial _____ was small against the massive British navy. The colonial navy was mostly small trading and fishing ships.

- **13.2 The British Army**
 - a. The British had 275 _____, and they built 100 more before the war was over.
 - b. The British Army was _____ and _____, and their soldiers were paid and well-trained.
 - c. The British _____ paid for their soldiers' uniforms and supplies. Their guns included _____ (a blade like a sword on the end for their guns)
 - d. The British Army included _____ (soldiers from England), Native Americans, and _____ (soldiers who fight for anyone who will pay them).

History Alive 5th Grade Chapter 13

CO Houle



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Osteoporosis Sarah H. Gueldner, Theresa N. Grabo, Eric D. Newman, David R. Cooper, 2007-10-19 Osteoporosis is a preventable disease But each year some 500 000 people are hospitalized from osteoporosis fractures and another 180 000 people are placed into nursing homes from injuries due to osteoporosis What can nurses clinicians medical researchers physiologists health care policy experts and other providers do to diminish if not eradicate the disease from local to global scales What are the best methods for care and treatment Osteoporosis addresses these questions and more Designed as a complete reference Osteoporosis presents vivid explanations plus illustrations of specific surgical procedures to guide in the preparation and post operative rehabilitation of the patient for surgical repairs of fractures Chapters also discuss leading components of a patient s recovery from dietary requirements and exercise to fall prevention quality of life and independence issues The authors highlight disease prevention strategies and various models of community outreach that have proven effective in educating target populations about osteoporosis encouraging proper lifestyle choices and helping children to achieve their maximum bone potential at a young age Osteoporosis can be prevented Here is the book to help you and your health care institution do just that

Reaching Reluctant Young Readers Rob Reid, 2017-03-09 Reaching Reluctant Young Readers features 150 middle grade books Each profiled title has the potential to hook the reluctant reader and lure them to read the entire book To specifically encourage elementary and middle school age reluctant children to read there is first a pitch to get the reader s attention That is followed by a short reading passage to set the hook and encourage the young person to read the rest of the book on their own Further the book contains several hundred additional recommended titles The books selected for this collection were chosen following the criteria of reluctant reader books created by the Quick Picks committee sponsored by the Young Adult Library Services Association While these guidelines were designed for young adult books they also work well for middle grade books The criteria include clear writing no convoluted long sentences with sophisticated vocabulary high interest hook in the first few pages well defined characters interesting plot and familiar themes

Making Connections in Elementary and Middle School Social Studies Andrew P. Johnson, 2006 Making Connections in Elementary and Middle School Social Studies is based on the idea that students learn more and are more motivated to learn when they are able to connect their own knowledge observations ideas imagination and emotions with the content at hand This book demonstrates how personal connections can be incorporated into social studies education while meeting NCSS thematic pedagogical and disciplinary standards It is written in a very direct reader friendly style Each chapter describes a variety of practical strategies and creative activities that novice and experienced teachers can use to make social studies more interesting and to help students make meaningful personal and academic connections Each chapter contains a wealth of classroom strategies pedagogical techniques activities and lesson plan ideas that can be used to enhance learning and make lessons more interesting active and student centered The book covers the three types of standards that

elementary and middle school teachers work with as they teach social studies o Thinking Ahead questions invite the reader to reflect on his her own experiences as they relate to the material covered in the next chapter These can be used as discussion points for a class or small group or simply as pre reading prompts to enhance comprehension o Teachers in Action boxes contain real life narratives from practicing teachers These cases are designed to expand upon key issues presented in each chapter Every case is accompanied by the author s personal reflection on the case These reflections are intended to give the reader an opinion against which he she can measure his her own reactions After each case the reader is prompted to think about the narrative presented and think about the way that his her reactions compare with those presented by the author o Go There boxes provide links to Web sites that offer additional resources for teachers lesson plans and other activities to enhance a social studies classroom This text is accompanied by a dynamic Instructor s Resources CD The CD includes classroom video footage that can be shown in class to illustrate the concepts presented in the book and stimulate class discussion

A Witch's Primer Lorin Manderly,2005-10-10 Finally Hereis a children s textbook for kids being raised as Witches and Pagans Each chapter teaches the Wiccan basics for each subject and ends with a summary and a list of questions for children to test their knowledge on the material learned This is the first in a series of textbooks that will get progressively more advanced for each grade The intent is to help students begin their Wiccan education and prepare them for seeking out further knowledgeon the topics that interest them the most **Mining in the Americas** Helmut Waszkis,2014-03-14 Twenty years of work went into the writing of this the first book to cover the history of mines and mining in North and South America The text is enlivened by sketches of many miners the author got to know over the decades

Resources in Education ,2001 *Come on Everybody, Let's Sing!* Lois Birkenshaw-Fleming,2000-04-24 Written by the author of *Music for Fun Music for Learning* the book incorporates a child s activities such as singing dancing playing instruments and body movements and gestures to develop the understanding of musical concepts musical literacy and an appreciation for different kinds of music as well as co ordination motor and listening skills social skills and acquisition of basic facts Intended to be a useful and practical resource for teachers parents and leaders of all children *Come on Everybody Let s Sing* also encourages a greater use of music with special students The audio package offers songs from each chapter of the book professionally recorded and produced to provide both the teacher and students with excellent representations of the songs as set out in the book **Complete Learning + Videos** Spectrum,Carson Dellosa

Education,2022-03-11 5th Grade Reading Writing and Math Workbook for kids ages 10 11 Support your child s educational journey with the innovative Spectrum Grade 5 Complete Learning Videos Workbook 5th grade workbooks are a great way for your child to learn essential language arts and math skills such as division and multiplication facts geometry grammar reading passages and more through a variety of activities that are both fun AND educational Why You ll Love This 5th Grade ELA Math Book Featured QR codes link to free videos that reinforce lesson topics with one easy scan The Spectrum

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