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GUIDE TO READING NOTES 5.

©Teachers'Curriculum InstituteLesson 5
91. Read Sections 5.2 through 5.8 in
History Alive! The United States Through
Industrialism. After you read each
section, complete the notes comparing
the illustration with the historical events.
5.2 Before 1763. In Metaphor. Students

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Answers

happily playing basketball Student
Council Minutes No adults allowed
Principal's office away from gym.

GUIDE TO READING NOTES 5

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1- freedom of speech (symbolic/action)...
2- freedom of religion....

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Consult your Reading Notes and, when
necessary, History Alive! The United
States Through Industrialism. For each
question below, record notes that

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prepare you to answer it. 1. How did European nations compete to claim lands and riches in the New World? 2. What changes did the arrival of Europeans bring to Native American life? 3.

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that will help you remember what you read. (Caption) You'll use History Alive! The United States Through Industrialism during classroom activities. You'll be turning to it over and over again to find the information you need to know. Page xi Graphically Organized Reading Notes Note taking is very important in the TCI Approach.

Page i History Alive! Welcome to History Alive! Welcome to ...

474 Lesson 23 GUIDE TO READING
NOTES 23 Station A:Warfare Step 1:Read and guess the answer to the question on Placard 23A. Your guess: _____ Correct answer: B Step 2:Read Section 23.2 and answer these questions: 1. How far did

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the Han empire extend? The Han empire reached west into central Asia, east to present-day

GUIDE TO READING NOTES 23

History Alive Notes Chapter 7 American Colonies declared independence in 1776 ... but they had to fight a long hard battle (7.2) 1. List American Weaknesses: Soldiers only enlisted for a short period of time Not well trained and Shortage of men Lacked the power to be able to raise money Low on food, supplies, uniforms Left foot prints behind Gun powder shortage (7.2) 2.

History Alive Notes Chapter 7 - pdsd.org

Section 5 1. Possible answers:
Northerners: We support the new tariff law. Higher prices for imported factory goods means we can sell the products made in our own factories. Southerners: The new tariff law is unconstitutional. The tariffs hurt our cotton sales to other countries. We will secede if the

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government tries to enforce the law. 2.

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Students use Venn diagrams to note similarities and differences between their lives and those of the children they read about. ... Reading Further: How Slaves Kept Hope Alive. 9. ... Then they play a card game to better understand the importance of the historical periods in the past 200 years of U.S. history. Reading Further: Challenges and ...

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GUIDE TO READING NOTES 8 Read each section in History Alive! The United States Through Industrialism. Then

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answer the question in the corresponding box. 8.3 Shays's Rebellion and the Need for Change Why were many Americans concerned by the actions of Shays and his supporters? Congress could not defend its arsenal against Shays and

GUIDE TO READING NOTES 8 - umasd.org

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Essential Questions Consult your Reading Notes and, when necessary, History Alive! The Medieval World and

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Beyond. For each question below, record notes that prepare you to answer it. 1. What political developments during the 12th and 13th centuries helped to weaken feudalism? How did they weaken feudalism? (7.6.5) 2.

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This PowerPoint accompanies the 5th grade History Alive textbook (America's Past). Each section of the chapter has slides for students respond to verbally or on paper. Answers to the blanks appear with each mouseclick. This PowerPoint is for use with Chapter 6 (Early English Settlements).

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Follow these steps to complete the
Reading Notes: 1. Look at the map on
page 121 of History Alive! The Medieval
World and Beyond. On the map on the
opposite page, neatly label these
locations: • France • Byzantine Empire •
Vienna • England • Anatolia •
Constantinople • Spain • Clermont •
Acre

READING NOTES 11 - sevies.

READING NOTES 11 Read Section 11.6 of
History Alive! The Ancient World and
complete the scroll below. 11.6 The
Lives of David and Solomon: Kings of

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Israel 1. Describe an important action taken by David or Solomon. 2. List at least two contributions David and Solomon made to the development of Judaism. • • 3.

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