

# Guided Reading Activity 27-1

For use with textbook pages 661–665.

## Population Patterns

### Underline the Correct Word

**DIRECTIONS:** Underline the word or phrase in parentheses that correctly completes the sentence.

- About 1/4 of all people on Earth live in East Asia. (one-fourth/one-tenth)
- More than 90 percent of people living in China belong to the ancient Han ethnic group. (Xinshua/Han)
- Despite its distinct culture and history, the Himalayan Buddhist kingdom of Tibet was taken over by China in 1950. (Tibet/Nepal)
- Japan's population is ethnically homogeneous, with about 99 percent of its people belonging to the same ethnic group. (diverse/homogeneous)
- Ancestors of the Mongolians once ruled the world's largest empire. (Chinese/Mongolians)
- Most East Asians live along rivers or in coastal areas. (coastal/mountainous)
- About 90 percent of China's population lives on one-sixth of the land. (90 percent/one-fourth)
- Most Chinese people live in the fertile valleys along the country's three great rivers, the Yangtze, the Xi, and the Yellow River. (Ganges/Yellow)
- About two-thirds of South Koreans live in Seoul and Pyongyang. (Seoul/Tai Pei)
- Because of high population density, most Japanese live in small houses or apartments. (long/small)
- In China many rural people are migrating to urban areas. (migrating/abandoning)
- On the Korean peninsula, many people left the communist North and fled to South Korea. (peninsula/landlocked)
- In China and South Korea, urbanization has resulted in labor shortages in farming communities. (labor/irrigation)
- The growth rate of the Chinese population slowed after the government instituted its one child policy in 1979. (one child/one child)

# World History Guided Reading Activity 22

**J Dewey**



## **World History Guided Reading Activity 22:**

**World History** ,2000      *World History: Connections to Today* Elisabeth Gaynor Ellis,Pearson/Prentice Hall,2003-12

**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      Human Heritage Miriam Greenblatt,Peter S. Lemmo,2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions      **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

*Holt People, Places, and Change* Robert J. Sager,2003      **61 Cooperative Learning Activities in ESL** Charles Hirsch,Deborah Beres Supple,1996 Help your ESL students function comfortably in the classroom around school and in their communities with these conversation based activities The collaborative lessons encourage second language students to interact with each other and with English speaking classmates Discussion reading and writing activities give you opportunities for authentic assessment of students strengths Topics cover language literature social studies math science technology health and safety The book provides teaching notes objectives and a student page for each activity      **Reading Reconsidered** Doug Lemov,Colleen Driggs,Erica Woolway,2016-02-11 TEACH YOUR STUDENTS TO READ WITH PRECISION AND INSIGHT The world we are preparing our students to succeed in is one bound together by words and phrases Our students learn their literature history math science or art via a firm foundation of strong reading skills When we teach students to read with precision rigor and insight we are truly handing over the key to the kingdom Of all the subjects we teach reading is first among equals Grounded in advice from effective classrooms nationwide enhanced with more than 40 video clips Reading Reconsidered takes you into the trenches with actionable guidance from real life educators and instructional champions The authors address the anxiety inducing world of Common Core State Standards distilling from those standards four key ideas that help hone teaching practices both generally and in preparation for assessments This Core of the Core comprises the first half of the book and instructs educators on how to teach students to read harder texts closely read texts rigorously and intentionally read nonfiction more effectively and write more effectively in direct response to texts The second half of Reading Reconsidered reinforces these principles coupling them with the fundamentals of reading instruction a host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary interactive reading and student autonomy Reading Reconsidered breaks an overly broad issue into clear easy to

implement approaches Filled with practical tools including 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms note for online access of this content please visit my teachlikeachampion.com

Recommended book lists Downloadable tips and templates on key topics like reading nonfiction vocabulary instruction and literary terms and definitions Reading Reconsidered provides the framework necessary for teachers to ensure that students forge futures as lifelong readers **Resources in Education** ,2000-10 **Classroom Connect Newsletter** ,2002

**Pop-Up Books** Nancy Larson Bluemel,Rhonda Harris Taylor,2012-02-02 A convincing explanation of why interactive or movable books should be included in the library collection that documents their value as motivational instructional tools in all areas of the school curriculum across many grade levels Pop up books possess universal appeal Everyone from preschoolers to adults loves to see and tactilely experience the beautiful three dimensional work of Robert Sabuda David A Carter and other pop up book creators Sabuda himself was inspired to become a pop up book artist after experiencing the 1972 classic pop up The Adventures of Super Pickle The effect of these movable books on young minds is uniquely powerful Besides riveting children s attention pop up books can also help build motor skills teach cause and effect and develop spatial understanding of objects Based on their direct experience and many presentations to teachers and librarians the authors have provided template lesson plans with curriculum and standards links for using the best pop up books currently available in the instructional program of the school The book also includes profiles of the most notable authors a history of the format definitions of terms such as flap book and paper engineer and information on how to create movable books Librarians will find the section regarding collection development with the format how and where to acquire them proper storage methods and the annotated listing of the authors 50 favorite pop ups extremely helpful **School Life** ,1945 **Supporting Reading in Grades 6-12** Sybil M. Farwell,Nancy L. Teger,2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork Supporting Reading Grades 6 12 A Guideaddresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner

**Normal Instructor and Teachers World** ,1911      **The Oxford Handbook of Modern British Political History, 1800-2000** David Brown,Robert Crowcroft,Gordon Pentland,2018-03-29 The two centuries after 1800 witnessed a series of sweeping changes in the way in which Britain was governed the duties of the state and its role in the wider world Powerful processes from the development of democracy the changing nature of the social contract war and economic dislocation have challenged and at times threatened to overwhelm both governors and governed Such shifts have also presented challenges to the historians who have researched and written about Britain s past politics This Handbook shows the ways in which political historians have responded to these challenges providing a snapshot of a field which has long been at the forefront of conceptual and methodological innovation within historical studies It comprises thirty three thematic essays by leading and emerging scholars in the field Collectively these essays assess and rethink the nature of modern British political history itself and suggest avenues and questions for future research The Oxford Handbook of Modern British Political History thus provides a unique resource for those who wish to understand Britain s political past and a thought provoking long view for those interested in current political challenges      *Standard Catalog Bimonthly* H.W. Wilson Company,1922      *The Journal of the National Education Association* National Education Association of the United States,1925      *Journal of the National Education Association* ,1925      **The Complete Home Learning Sourcebook** Rebecca Rupp,1998 Lists all the resources needed to create a balanced curriculum for homeschooling from preschool to high school level      **Elementary and Middle School Social Studies** Pamela J. Farris,2015-02-03 The latest edition of Pamela Farris s popular value priced text continues to offer pre and in service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies Farris together with contributors who specialize in implementing successful teaching methods and theories demonstrate how classroom teachers can excite and inspire their students to be engaged learners

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