

Chapter 1.2 Questions 1-10 (short-essay)

Monday 10 March 2022

1. Do you read this chapter with notes or answer questions about theories during class, rather than re-reading it at the weekend?

Q1.1	Chapter 1.2: Europe	1. Which did the 19th-century scholars prefer, mercantilism? They preferred mercantilism over liberalism because they thought that liberalism was not a good idea for the world.
Q1.2	Impact of British rule on Indians.	2. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.3	European Empire versus an independent nation	3. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.4	Self-interest by independent states (mercantilism)	4. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.5	European Empire versus an independent nation	5. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.6	European Empire versus an independent nation	6. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.7	European Empire versus an independent nation	7. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.8	European Empire versus an independent nation	8. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.9	European Empire versus an independent nation	9. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.
Q1.10	European Empire versus an independent nation	10. Which did the 19th-century scholars prefer, mercantilism or liberalism? They thought that liberalism was a better idea for the world because it was a better idea for the world than mercantilism.

Us History Chapter 2section Guided Reading Moving Toward Conflict Answers

Hongru Du



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Reading, Thinking, and Writing About History Chauncey Monte-Sano, Susan De La Paz, Mark Felton, 2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of Reading Like a Historian Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies

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