- 14. When Mongols started trade with China through the Silk Route in the 12th century, who benefited from it?
- a. Eastern European countries
- Western European countries
- c. Eastern Asian countries
- d. Western Asian countries
- 15. The term "Native Americans" refers to:
- a. Indigenous peoples of North America
- b. People who migrated to North America from Europe
- c. People of African descent living in North America
- d. People of mixed European and Native American ancestry
- 16 The term "reservation" refers to:
- a. A piece of land set aside for Native Americans
- b. A treaty between Native Americans and the U.S. government
- c. A cultural practice of Native Americans
- d. A religious ceremony of Native Americans
- 17. The arrival of Europeans in the Americas led to:
- a. The spread of disease among Native American populations
- b. The introduction of new crops and animals
- c. The displacement of Native American peoples from their lands
- d. All of the above
- 18 The Indian Removal Act of 1830
- a) Authorized the forced relocation of Native Americans to the West
- b) Protected the rights of Native Americans
- c) Promoted the assimilation of Native Americans into American society
- d) All of the above
- 19. The Tokugawa shogunate was:
- a Amilitary government that ruled Japan from 1603 to 1867
- b. A democratic government that ruled Japan from 1603 to 1867
- c. A feudal system that ruled Japan from 1603 to 1867
- d. A monarchy that ruled Japan from 1603 to 1867
- 20 The Meni government's policy of "Fulcoku Kyohei" means
- a. "Rich Country, Strong Army"
- b. "Peaceful Nation, Happy People"
- c. "Traditional Japan, Modern World"
- d "Isolated Nation, Prosperous People"
- 21 The Meni government implemented policies of
- Westernization and modernization.
- Isolationism and traditionalism
- e. Communism and socialism
- d. Feudalism and feudalism



2014 Grade11 History Paper 2 Question Paper

Maureen Connolly, Vicky Giouroukakis

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Literacy and the Common Core Sarah Tantillo, 2014-07-21 Tools and Insights for Meeting and Exceeding the Common Core Standards Literacy and the Common Core offers K 12 teachers clear guidance on how to design units lessons and objectives to meet the Common Core State Standards in English Language Arts it's filled with practical strategies that teachers can use immediately to target key standards and it describes how to analyze the standards to support instructional planning and curriculum development This book aims to make life a little easier for everyone teachers school leaders parents and students as we all strive to prepare students for college and the careers they most desire The book includes practical tools templates and rubrics ready to be downloaded and customized to meet your needs Additional resources may be found on the companion site www literacycookbook com Here are just a few of the essential topics addressed Which standards to start with and how to tackle them How to bridge the gap when students are not on grade level How to engage and support parents How to teach students to write effectively How to translate the standards for actual use Take the recipes in this book make them your own and enjoy your new Common Core Master Chef status Achieving Next Generation Literacy Maureen Connolly, Vicky Giouroukakis, 2016-04-29 As a teacher what you want most is for your students to learn to immerse themselves in rich and challenging content and leave your classroom better prepared for school and life In English language arts and humanities this includes developing the multifaceted reading writing thinking and communication skills that constitute next generation literacy including the ability to Read complex text independently Develop strong content knowledge through reading writing listening and speaking Tailor communication in response to different audiences tasks purposes and disciplines Comprehend text as well as critique it Value evidence in arguments they read hear or develop Use technology strategically and capably Understand perspectives and cultures that differ from their own But as a teacher you also know how much is riding on THOSE TESTS achievement tests from the national assessment consortia the SAT and ACT and independent state assessments Is it possible to help students succeed on mandated tests without sacrificing your values your creativity and their education Yes it is possible This book shows you how This not a test prep book It is not about drill and kill practices that narrow learning so that students will pass an exam Instead authors Maureen Connolly and Vicky Giouroukakis present a lesson planning approach for the secondary classroom that generates test success as a byproduct of comprehensive literacy learning After a comparative analysis of how current ELA assessments measure literacy they model a backward design based process for using these test items as a tool to create engaging and effective instruction With 6 sample lessons 42 instructional techniques and tips for differentiation this practical resource will empower you to help the students you love become capable literate individuals who are also well prepared to ace high stakes tests The Observation Protocol for Academic Literacies Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in

US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs

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