

★ Guided Reading Activity 20-1

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Dictators

- A.** What did fascists believe was necessary to achieve order in a society? _____
- B.** How did the fascists believe that nations become great? _____
- C.** Why did many Italians welcome Mussolini's leadership? _____
- D.** How did the Communists establish control in the new Union of Soviet Socialist Republics? _____
- E.** What were the characteristics of the Nazi Party? _____
- F.** Adolf Hitler gained power by having Nazis elected to which part of the German government? _____
- G.** What did Japanese military leaders believe was the only way for Japan to get the resources it needed? _____

II. American Neutrality

- A.** Why were Americans discouraged by the rise of dictatorships in Europe and Asia? _____
- B.** What were the findings of the Nye Committee? _____
- C.** After passage of the Neutrality Act of 1937, how could warring nations buy non-military goods from the United States? _____
- D.** What is the name for the idea that trade between nations creates prosperity and helps to prevent war? _____
- E.** What was Roosevelt's reason for authorizing the sale of arms to China? _____

Answers For Guided Activity For American History

Kenneth Hilton



Answers For Guided Activity For American History:

Hands-On History: American History Activities Garth Sundem, Kristi Pikiiewicz, 2005-05-13 Making learning fun and interactive is a surefire way to excite your social studies students This book includes game formatted activities for major historical topics While the goal of these activities is to create excitement and to spark interest in further study they are also standards based and include grading rubrics and ideas for assessment Encouraging teamwork creativity intelligent reflection and decision making the games of Hands on History Activities will help you take an active approach to teaching while inspiring your students to make their own explorations of history **Focus on U.S. History** Kathy Sammis, 1997

Reproducible student activities cover early Native American settlements African and western European influences and Spanish and Portuguese exploration Document-based Assessment Activities for U.S. History Classes Kenneth Hilton, 1999 Covers significant eras in U S history Encourages students to analyze evidence documents and other data to make informed decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills

American History James P. Stobaugh, James Stobaugh, 2012 Respected Christian educator Dr James Stobaugh offers an entire year of high school American history curriculum in an easy to teach and comprehensive volume American History Observations Assessments from Early Settlement to Today employs clear objectives and challenging assignments for the tenth grade student From before the birth of our republic to the principles of liberty American history trends philosophies and events are thoroughly explored The following components are covered for the student Critical thinking Examinations of historical theories terms and concepts History makers who changed the course of America Overviews and insights into world views Students will complete this course knowing the Christian influences that created a beacon of hope and opportunity that still draws millions to the United States of America This 384 page student resource should be used in conjunction with the American History Observations Assessments from Early Settlement to Today for the Teacher British History and World History are included in this comprehensive high school history curriculum for 10th 11th and 12th grades offered by Dr James Stobaugh and Master Books **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 Resources in Education , 1999-04 **Guide to the American Historical Review, 1895-1945** Franklin Daniel Scott, Elaine Teigler, 1971 *Teaching for Historical Literacy* Matthew T. Downey, Kelly A. Long, 2015-07-30 Teaching for

Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish from managing the prior learning

of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education **Getting to the Roots of Social Studies Vocabulary Levels 6-8**

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