

Guided Reading Activity

The Vietnam War, 1954–1975

Lesson 2 Vietnam Divides the Nation

Review Questions: Outlining

DIRECTIONS: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Antiwar Movement Emerges

- A. As the Vietnam War dragged on, _____ support _____ waned because many believed that ~~the Johnson administration~~ _____ was not telling the truth about the war.
- B. Many Americans believed a _____ credibility gap _____ existed because of inconsistencies between ~~what was shown by media~~ _____ and what the administration said about the war.
- C. Students and teachers at universities held _____ teach-ins _____ to explain why they opposed the war, while many protesters focused on what they thought was an unfair ~~draft system~~ _____. Most of the soldiers were _____ working-class and minority _____ youths.
- D. As the war went on, many young men burned their _____ draft cards _____ while an estimated 500,000 _____ refused to go _____.

Many soldiers argued that if they were old enough to fight, they were old enough to

_____ vote _____. The _____ 26th amendment _____ gave 18-year-olds the

- a. _____ right to vote _____, _____ supported the _____ and _____, who _____ opposed the war _____.

II. 1968: The Peace Year

- A. Senator Lyndon _____ Born _____, _____ and _____ South Vietnam _____. This attack, called the _____ Tet Offensive _____, was reported. Americans, however, were alarmed that an enemy _____ could launch such a large-scale attack _____.

On March 25, 1968, Johnson declared the nation with the announcement that

_____ he would not seek reelection _____.

His announcement marked the nation _____ MLA _____.

- a. _____ Barry Kennedy _____, who appeared to be in the lead for the _____ Democratic Party _____ nomination for president.

- b. _____ in the presidential election _____, _____ Republican candidate _____, _____ because he promised to _____ bring order _____ to the country.

Guided Reading Activity 15 5 Answer Key

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Grade 5 Teacher's Resource Guide Nancy Boyles, 2017-07-01 In this Grade 5 Teacher's Resource Guide you will find 10 best practices for close reading applied to small group instruction Strategies for differentiating instruction for on grade level approaching grade level above grade level and English Language Learners Mini lessons to teach the process of independent close reading A launching lesson for each unit Lessons for all six books 3 literary sources and 3 informational sources that include independent close reading follow up text dependent questions and a skill matched to the selected passages A text to text lesson at the end of the unit integrating all sources Assessment tasks aligned to Common Core Standards and Depth of Knowledge Rubrics checklists annotation sheets skill targets answer frames and more to help you scaffold student learning

Reading Simplified G, 2024-12-31 This resource is for grades 6-8 and aligns to the International Reading Association IRA and National Council of Teachers of English NCTE Standard 1, 2, and 3 Learning to read is one of life's most important skills. Becoming an accomplished reader greatly enhances a person's chances for success in school, in work, and in leisure activities. Success in any endeavor requires insight, effort, and practice. This series *Reading Simplified* provides an opportunity for students to satisfy those requirements. Insight comes with the understanding of steps and structure. The structure of reading is broken down into its many steps or skills: letter sound recognition, kinesthetic discrimination, phonics, word structure, vocabulary, comprehension, oral reading, study skills, and content area reading. Effort usually comes from within, but students' efforts are sparked and sustained by the variety of motivating activities found in each book. Practice is at the heart of these books. Proper sequencing and progressive recapping of skills and approaches lead students toward reading mastery.

Number & Operations - Task Sheets Gr. 6-8 Nat Reed, 2009-10-01 Be prepared for the real world with math skills that will transfer to your life. Our resource provides task and word problems surrounding real life scenarios. Use multiplication to find out the total Internet expenses over 4 months. Use fractions and percentages to divide pizzas into slices. Calculate the price per ball based on the provided rate. Translate ratios into percentages. Calculate the total cost of several items. Find the average amount of time spent at a fitness club. Write a story for the fraction $\frac{176}{12}$ and tell what you will do with the remainder. The task sheets provide a leveled approach to learning starting with grade 6 and increasing in difficulty to grade 8. Aligned to your State Standards and meeting the concepts addressed by the NCTM standards, reproducible task sheets, drill sheets, review, and answer key are included.

Because of Winn-Dixie: An Instructional Guide for Literature Tracy Pearce, 2014-11-01 *Because of Winn-Dixie* An Instructional Guide for Literature provides appealing and challenging cross-curricular lessons and activities to support this award-winning children's favorite. This guide is the perfect tool to aid young readers in analyzing and comprehending this inspiring story. Students will learn how to analyze and comprehend story elements in multiple ways, practice close reading, and text-based vocabulary. Determine meaning through text-dependent questions and much more. Add rigor to your students' explorations of this Newbery Honor book. [Bookwise](#)

Sharon Parsons,2001 With a balance of fiction and non fiction text types and genres Bookwise is carefully graded and organised into five cross curricular strands encouraging links to other subjects The full colour readers are accompanied by Teacher s Guides and Resource Sheets to help you get the most out of your Guided Reading and Writing sessions

English Language Arts, Grade 6 Module 3 PCG Education,2015-11-24 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation *American Vision, Unit 5 Resources* McGraw-Hill Staff,2002-04 Because of Winn-Dixie Close Reading and Text-Dependent Questions Tracy Pearce,2014-10-01 Students analyze Because of Winn Dixie using key skills from the Common Core Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers Grade 3 Teacher's Resource Guide Nancy Boyles,2017-07-01 In this Grade 3 Teacher s Resource Guide you will find 10 best practices for close reading applied to small group instruction Strategies for differentiating instruction for on grade level approaching grade level above grade level and English Language Learners Mini lessons to teach the process of independent close reading A launching lesson for each unit Lessons for all six books 3 literary sources and 3 informational sources that include independent close reading follow up text dependent

questions and a skill matched to the selected passages A text to text lesson at the end of the unit integrating all sources
 Assessment tasks aligned to Common Core Standards and Depth of Knowledge Rubrics checklists annotation sheets skill
 targets answer frames and more to help you scaffold student learning *Read! Explore! Imagine! Fiction Readers: Fluent:
 Teacher's Guide* ,2013-09-01 *Charlotte's Web Vocabulary Activities* Debra J. Housel,2015-02-01 These vocabulary
 activities for Charlotte s Web incorporate key skills from the Common Core The activities integrate vocabulary with a study
 of the text Includes text dependent questions definitions and text based sentences **Charlotte's Web Making
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 incorporate key skills from the Common Core The activities integrate literature with social studies science mathematics and
 more Included activity pages engage and challenge students *A Guide for Using The Sign of the Beaver in the Classroom*
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 Elizabeth George Speare Included are sample lesson plans biographical sketch of the author book summary book report ideas
 and more **The Complete Guide to Shakespeare's Best Play** Aileen M. Carroll,2000 Ideal as a year long program or for
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 Night s Dream and The Tempest Each of the 40 lessons opens up the world of Shakespeare his words and his characters
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 engaging hard to reach learners *A Guide for Using the Watsons Go to Birmingham - 1963 in the Classroom* Debra
 Housel,2002-02 Pages perforated for removal and reproduction **Because of Winn-Dixie Vocabulary Activities** Tracy
 Pearce,2014-10-01 These vocabulary activities for Because of Winn Dixie incorporate key skills from the Common Core The
 activities integrate vocabulary with a study of the text Includes text dependent questions definitions and text based sentences
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 Institute,

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web oxidation reduction redox reactions oxidation $\text{Cu} \rightarrow \text{Cu}^{2+} + 2\text{e}^{-}$ reduction $\text{MnO}_4^{-} + 4\text{H}^{+} + 3\text{e}^{-} \rightarrow \text{MnO}_2 + 2\text{H}_2\text{O}$
l when the half reactions listed above are combined into a balanced chemical equation the ratio of the coefficients $\text{Cu} : \text{MnO}_4^{-}$ is

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web solution 1 the two half reactions balanced as if in acidic solution $2\text{CN}^- + \text{Au} \rightarrow 2\text{e}^- + 2\text{H}^+ + \text{H}_2\text{O}_2$ make electrons equal convert to basic solution $4\text{CN}^- + 2\text{Au} \rightarrow 2\text{e}^- + 2\text{H}_2\text{O} + \text{O}_2 + 2\text{OH}^-$ the final answer

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web aug 29 2023 the first step to balance any redox reaction is to separate the reaction into half reactions the substance being reduced will have electrons as reactants and the oxidized substance will have electrons as products usually all reactions are written as reduction reactions in half reaction tables

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web apr 17 2013 in order to balance redox reactions well you must first be able to assign oxidation numbers well oxidation the loss of electrons resulting in a more positively charged species reduction the gain of electrons resulting in a

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web the half equation method separates the oxidation and reduction of a redox reaction in half reactions overall scheme for the half reaction method step 1 split reaction into half reactions reduction and oxidation step 2 balance the charge or oxidation number with electrons step 3 balance c e o by adding c e h₂o

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web bonus problem here is a balanced net ionic equation $3\text{Br}_2 + 6\text{OH}^- \rightarrow 5\text{Br}^- + \text{BrO}_3^- + 3\text{H}_2\text{O}$ the above equation takes place in two stages first bromine reacts with oh⁻ ions to form bromide ions and bro⁻ ions second the bro⁻ ions react to form bromide ions and bromate v ions

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web we can balance it for charge by adding two electrons to the right side of the equation so that the net charge on each side is 0 oxidation $\text{Ni} \rightarrow \text{Ni}^{2+} + 2\text{e}^-$ now that the oxidation half reaction is balanced it tells us that two electrons are produced for every atom of nickel oxidized but where do those electrons go

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web balance each half reaction in basic solution 4 5 6 7 $\text{Cr}_2\text{O}_7^{2-} + \text{NO}_2 \rightarrow \text{NO}_3^- + \text{MnO}_2$ $\text{Cr}_2\text{O}_7^{2-} + \text{NO}_3^- + \text{SO}_2 \rightarrow \text{Mn}_2\text{O}_3$ balance each redox reaction in acid solution using the half reaction method 8 $\text{H}_2\text{O}_2 + \text{Cr}_2\text{O}_7^{2-} \rightarrow \text{TeO}_3^{2-} + \text{N}_2\text{O}_4$ $\text{O}_2 + \text{Cr}_3^+ \rightarrow \text{TeO}_4^{4-}$ 11 $\text{PbO}_2 + \text{IO}_3^- \rightarrow \text{IO}_2 + \text{Pb}^{2+}$ 12 as $\text{NO}_3^- + \text{IO}_3^- \rightarrow \text{IO}_2 + \text{H}_2\text{AsO}_4^-$

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web in the redox equation below that occurs in our stomach which of the following pairs identifies the reducing and oxidizing agents respectively $\text{C}_6\text{H}_8\text{O}_6 + 2\text{HNO}_2 \rightarrow \text{C}_6\text{H}_6\text{O}_6 + 2\text{H}_2\text{O} + 2\text{NO}$ choose 1 answer $\text{C}_6\text{H}_8\text{O}_6$ and NO_2 a $\text{C}_6\text{H}_8\text{O}_6$ and NO b NO_2 and $\text{C}_6\text{H}_8\text{O}_6$ c $\text{C}_6\text{H}_8\text{O}_6$ and HNO_2 d HNO_2 and $\text{C}_6\text{H}_8\text{O}_6$

2 and c 6 h 8 o 6 b no 2 and c 6 h 8 o 6 h and no 2 c h and

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