

- A. **Main Idea:** After rival Greek city-states united to defeat the Persians, they were free to

## Guided Reading Activity

networks

### The Ancient Greeks

#### Lesson 3 *Classical Greece*

##### Review Questions

develop their own empire.

- Detail:** In the mid-sixth century B.C., the Persian Empire controlled the \_\_\_\_\_ **IONIAN** \_\_\_\_\_ Greek cities in western \_\_\_\_\_ **ASIA MINOR** \_\_\_\_\_, and in 490 B.C., they made an unsuccessful attempt to capture \_\_\_\_\_ **MARATHON** \_\_\_\_\_.
  - Detail:** After an extended war against \_\_\_\_\_ **PERSIA** \_\_\_\_\_, \_\_\_\_\_ **the Greeks, Spartans, and Athenians united to defeat the Persians** at \_\_\_\_\_ **SALAMIS** \_\_\_\_\_ and again at \_\_\_\_\_ **PLATAEA** \_\_\_\_\_.
- B. **Main Idea:** The Classical period of Athenian and Greek history lasted from and 461 B.C. to 429 B.C. Historians have called this period the Age of Pericles, in which Athens reached the height of its power and brilliance.
- Detail:** Under Athenian leadership, the \_\_\_\_\_ **DELIAN** \_\_\_\_\_ League liberated virtually all of the Greek states in the \_\_\_\_\_ **AEGEAN** \_\_\_\_\_ from Persian control.
  - Detail:** Pericles created a direct \_\_\_\_\_ **DEMOCRACY** \_\_\_\_\_ that included every male citizen and used \_\_\_\_\_ **OSTRACISM** \_\_\_\_\_ to protect against ambitious politicians.
  - Detail:** Most people in the ancient world owned \_\_\_\_\_ **SLAVES** \_\_\_\_\_, who worked in the \_\_\_\_\_ **FIELDS** \_\_\_\_\_, in the home, or on government **PUBLIC CONSTRUCTION** \_\_\_\_\_ projects.
  - Detail:** Athenian women were \_\_\_\_\_ **CITIZENS** \_\_\_\_\_, but they were excluded from \_\_\_\_\_ **PUBLIC (political)** \_\_\_\_\_ life and expected to work chiefly at \_\_\_\_\_ **home** \_\_\_\_\_.
- C. **Main Idea:** After they defeated Persia, the Greek city-states returned to rivalry and war among themselves.
- Detail:** After they defeated the Persians, Athens and the Delian League formed the \_\_\_\_\_ **ATHENIAN** \_\_\_\_\_ Empire, while Sparta and its supporters formed a rival **PELOPONNESIAN** \_\_\_\_\_ League.
  - Detail:** The Great \_\_\_\_\_ **PELOPONNESIAN WAR** \_\_\_\_\_ between Sparta and \_\_\_\_\_ **ATHENS** \_\_\_\_\_ weakened the major Greek states and allowed them to fall prey to the growing \_\_\_\_\_ **MACEDONIAN** \_\_\_\_\_ empire.

# Guided Reading Activity 15 3 Answers

**SA Adler**



### **Guided Reading Activity 15 3 Answers:**

**The American Journey** Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003      *Standards-Based Comprehension Strategies and Skills Guide* Christine Dugan, 2006-06-16 This series ensures that students learn necessary reading skills by offering a variety of texts combined with targeted lessons to practice and reinforce comprehension and fluency The fiction and nonfiction passages prepare students for the type of reading found on most standardized tests

*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      *The Virginia School Journal* , 1894 Includes Official department conducted by Superintendent of Public Instruction      **Cambridge IGCSE English as a Second Language Exam Preparation Guide** Peter Lucantoni, 2010-11-18 Provides extra guidance and practice for both Core and Extended students in Papers 1 and 2 Reading and Writing The Cambridge IGCSE English as a Second Language Exam Preparation Guide Reading and Writing provides extra guidance and practice in each of the seven examination exercises for both Core and Extended students in Papers 1 and 2 Reading and Writing and can be used independently or alongside other IGCSE English as a Second Language coursebooks The guide is divided into five units with each one focussing on one or more different exam exercises The contents include what the exam exercises look like what you need to remember guidance on answering the questions student answers with examiner comments exam style practice questions      *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      *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      **1969 Census of Agriculture** ,1972      **Little Bear: An Instructional Guide for Literature** Tracy Pearce,2014-03-01 Spend some time with Little Bear and Mother Bear as they wait for Father Bear to return home Young readers will enjoy completing these fun activities and lessons based on these delightful short stories about family This resource is filled with tools and tactics that will help students comprehend and analyze story elements practice close reading and text based vocabulary determine meaning through text dependent questions and much more Strengthen your students literacy skills by implementing this high interest resource in your classroom      Where the Wild Things Are - Literature Kit Gr. 1-2 Marie-Helen Goyetche,2007-01-01 Escape to a land of Wild Things to discover that being with people who love you best is more important than misbehaving Get into Max s mindset and decide whether he regrets being a Wild Thing Match the beginning of a word with its ending Transform words from the story in their past tense to their present tense Complete statements about the story by adding the word before or after to make them true Students describe a time when they made mischief just like Max and what the consequences were Create a Wild Things menu complete with meal vegetables drink and dessert Students compare themselves with Max to see what things they have in common in a Venn Diagram Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel This story is based on a mischievous boy named Max who dresses up in a wolf suit and does things he shouldn t His mom gets upset and calls him a Wild Thing Max retaliates by screaming back to his mom I ll eat you up From within his imagination Max s room goes from forest to ocean with Max inside the little boat where he comes up to the land of Wild Things Max becomes lonely and he smells good things to eat Wanting to be with someone who loved him best of all he leaves the land of Wild Things He comes back to his own room where he finds his supper still hot waiting for him      **The ADHD Toolkit** Linda Wheeler,2010-04-14 Are you struggling with students who have ADHD Attention Deficit Hyperactivity Disorder There is likely to be at least one student in any mainstream class with ADHD an evolving concept that affects pupils learning concentration behaviour and social relationships In order to offer effective support and maximize the learning potential of all students in your classroom you will need to understand the different needs of all children but perhaps especially those with ADHD With sections covering the background to ADHD the school setting and the wider context of home life this complete resource ensures excellent practice for working with students with ADHD It provides examples of successful tried and tested strategies activities to use with children checklists information on referral pathways advice on working with parents case studies to facilitate discussion A substantial bank of electronic resource materials is available from the SAGE website to use with the book including PowerPoint presentations and a range of photocopiable sheets Packed with the most up to date information and rooted in real life examples from the author s own experiences and research this is the complete resource you need to help you work successfully with students who have ADHD Every class teacher SENCO and teaching assistant in a primary or secondary school will find this an invaluable and

supportive guide Linda Wheeler is an independent education consultant and researcher having been for many years a teacher in both mainstream and special schools She is currently a part time Lecturer at the University of Worcester

Number the Stars Suzanne Barchers,2014-09-01 Use the engaging lessons and activities in this guide to help students comprehend the story of a Danish community that helped Jews escape the Nazis Frog and Toad Together Studying the Story Elements Emily R. Smith,2014-01-01 Students will enjoy studying the story elements of Frog and Toad Together by Arnold Lobel Through these engaging activities students create products to share their understanding of characters plots and settings of the short stories in the book *Frog and Toad Together Making Cross-Curricular Connections* Emily R. Smith,2014-01-01 These cross curricular activities for Frog and Toad Together 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 Frog and Toad Together Vocabulary Activities Emily R. Smith,2014-01-01 These vocabulary activities for Frog and Toad Together 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 **Compact First Teacher's Book** Peter May,2012-09-06 A highly focused Cambridge English First FCE course providing efficient exam preparation in 50 60 core hours The syllabus for this exam has changed and this book has now been replaced by 9781107428577 Compact First Second edition Teacher s Book **A Guide for Using How to Eat Fried Worms in the Classroom** Jane Benes Denton,1996-11 Two boys set out to prove that worms can make a delicious meal Copyright Libri GmbH All rights reserved *Mastering Critical Reading: A Guide for English Language Students* Lely Novia,Ananta Vidya, Mastering Critical Reading A Guide for English Language Students is a useful book that helps students master the art of critical reading It covers various skills such as understanding texts evaluating arguments and integrating information It also shows how to apply these skills in real world situations The book helps students to read different kinds of texts separate facts from opinions identify assumptions and biases and write effective critical responses By improving their critical reading and thinking skills students can achieve better academic and professional outcomes *Low Vision Rehabilitation* Mitchell Scheiman,Maxine Scheiman,Steven Whittaker,2007 Presents an emerging model in which occupational therapists practice as part of a team of vision rehabilitation professionals serving adults with low vision Occupational therapists offer a unique contribution to the vision rehabilitation team with a focus on meaningful occupational goals the incorporation of occupation into therapy and the orchestration of environmental social and non visual personal factors into a treatment plan The authors have developed a practical and straightforward text outlining an evaluation approach to interventions that focus on recovering occupational performance in adults *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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