



RETEACHING ACTIVITY *The Harding Presidency*

Matching

A. Complete each sentence with the appropriate term or name.

business affairs
Charles D. Forbes
Dawes Plan
Albert B. Fall
social reforms

Fordney-McCumber Tariff
Andrew Mellon
upper house
Kellogg-Briand Pact
Charles Evans Hughes

1. In 1925, fifteen nations signed the _____, which recognized war as a national policy.
2. Under the _____, American investors loaned Germany billions of dollars to pay its war reparations to Britain and France.
3. As president, Warren G. Harding favored a limited role for government in _____ and _____.
4. _____, a member of Harding's so-called Ohio Gang, was caught illegally selling government and hospital supplies to private companies.
5. As Harding's secretary of treasury, _____ set about cutting taxes and reducing the national debt.

Evaluating

B. Write T in the blank if the statement is true. If the statement is false, write *no* in the blank and then write the corrected statement on the line below.

_____ 1. Haiti was not invited to the U.S.-sponsored Washington Naval Conference in 1921 because it did not have a navy.

_____ 2. A significant weakness of the Kellogg-Briand Pact was that it had no means of enforcement.

_____ 3. The Dawes Plan caused great excitement among the United States, Britain, and France.

_____ 4. For his role in the Teapot Dome Scandal, Secretary of the Interior Albert B. Fall became only the second sitting cabinet member to be convicted of a felony.

_____ 5. President Harding died while in office in August 1923, the victim of an assassination.

Reteaching Activity The Presidency Answers

PT Brinkman



Reteaching Activity The Presidency Answers:

The American Journey Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 **The Mathematics Experience** Mary Ann Haubner, 1992 **A More Perfect Union [kit].: A more perfect union : teachers edition** ,1991
Mathematics GLENCOE, 1995 *Scott Foresman Reading Street* ,1985 **The Writing Revolution** Judith C. Hochman, Natalie Wexler, 2017-08-07 Why you need a writing revolution in your classroom and how to lead it The Writing Revolution TWR provides a clear method of instruction that you can use no matter what subject or grade level you teach The model also known as The Hochman Method has demonstrated over and over that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback Insurmountable as the challenges faced by many students may seem The Writing Revolution can make a dramatic difference And the method does more than improve writing skills It also helps Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing There s no separate writing block and no separate writing curriculum Instead teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction But perhaps what s most revolutionary about the TWR method is that it takes the mystery out of learning to write well It breaks the writing process down into manageable chunks and then has students practice the chunks they need repeatedly while also learning content HBJ Social Studies ,1988 **So All Can Learn** John McCarthy, 2017-02-15 How do we educate so all can learn What does differentiation look like when done successfully This practical guide to differentiation answers these questions and more Based on national and international work McCarthy shares how educators finally understand how differentiation can work Bridging pedagogy and practice each chapter addresses a key understanding for how good teaching practices can include differentiation with examples and concrete methods and strategies The book is constructed to differentiate for diverse educators veteran of many years to the pre service teacher classroom teacher leader to administrator as instructional leader and coaches for staff professional development Presents common language for staff discussing learner needs Provides structures for designing powerful learning experiences so all can learn Includes chapter reflection questions and job embedded tasks to help readers process and practice what they learn Explore a supporting website with companion resources All learners deserve growth All teachers and administrators deserve methods and practices that helps them to meet learner needs in an ever challenging education environment Take this journey so all can learn Mathematics ,1991 Leadership in Higher Education Francis L. Lawrence, 2017-07-12 In this collection of interviews presidents and chancellors of some of America s most respected universities candidly reflect on their experiences during the decade leading up to the twenty first century and immediately following it This was a time of change and uncertainty when opportunities for achievement and potential for failure made their role uncommonly challenging and

success called for considerable determination integrity foresight skill and courage The American higher education system often characterized as the best in the world is distinguished for its scholarship as well as its accessibility Its indispensable role as an engine for individual and societal economic advancement has made universities the targets of media interest critical examination and political manipulation Higher education has become the passport to the American dream and the percentage of those going to college has increased challenging individual institutions and systems to accommodate growing numbers of aspiring students while searching for solutions to problems of inadequate college preparation and inadequate financial assistance for low income students Despite their increasing importance to the nation the region and their communities public and private universities have seen states reduce their support to their state systems of higher education shifting the responsibility to individuals and institutions Leadership in Higher Education traces the careers of thirteen women and men who have presided over a total of twenty universities or university systems and three national organizations of higher education Robert Berdahl Myles Brand Molly Corbett Broad John T Casteen III Mary Sue Coleman Norman C Francis Nils Hasselmo Shirley Ann Jackson Shirley Strum Kenny William English Kirwan Francis L Lawrence Charles M Vest and David Ward **Challenges to Implementing Effective Reading Intervention in Schools** Barbara

Foorman,2016-12-27 This special issue is a how to on overcoming the many systems level challenges in K 12 public education to implement effective reading interventions for the vast numbers of students reading below grade level It emphasizes building researcher practitioner partnerships providing ongoing professional development for teachers and removing institutional barriers to change as the keys to effective reading intervention Interventions for the upper grades focus on the challenges of coaxing content area teachers to learn new routines for building background knowledge teaching academic vocabulary and conducting discussions to foster critical reading and knowledge application In the primary grades interventions follow a multi tiered system of support where enhanced classroom instruction is supported by small group intervention for struggling readers The volume also discusses the importance of training special educators to implement data based individuation This is the 154th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field *Invitation to*

Mathematics: Teacher's edition L. Carey Bolster,1985 **Macmillan Language Arts Today** ,1990 **Becoming Active Citizens** Tom Driscoll,Shawn W. McClusker,2022-05-24 Reimagine civic education This innovative resource provides practical strategies and technological resources for creating authentic engaging learning experiences that empower students to participate in civic discourse and action It examines the current reality of civic education in the United States and other democracies identifies why change is necessary and guides readers on how to spark interest and build skills for participating in a democratic society K 12 educators and leaders will Learn how to transform civic education to prepare students to

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