



Section 1

REINFORCING ACTIVITY *World War I Begins*

Summarizing

Study the information in the chart and enter in it as you complete the sentences that follow.

Causes of The First World War				
Rise of Nationalism Ethnic groups banded together and became more nationalistic, each demanding their own independent nation.	Growth of Imperialism The race to gain overseas colonies led to heated competition and tension among European nations.	Increased Militarism The major powers of Europe had built up great armies and increased their stockpile of weapons.	Formation of Military Alliances By 1914, two major alliances had formed in Europe. They would become known as the Allies (France, Great Britain, and Russia) and the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire).	Splendid Incident In June of 1914, a Serbian killed Archduke Franz Ferdinand and his wife, Austria-Hungary declared war on Serbia. Russia came to the aid of Serbia. Germany, an ally of Austria-Hungary, declared war on Russia and France. Great Britain then declared war on Germany.

- Three political situations that led to the beginning of World War I were _____ and _____.
- The banding together of ethnic groups as a search for greater independence and self-determination resulted from an increasing feeling of _____.
- _____ was an effort by major European nations to gain more colonies.
- The two major alliances of Europe would become known as the _____ and the _____.
- The growth of militarism prompted European nations to increase their _____ and _____.
- France, Great Britain, and Russia formed the _____.
- Germany, Austria-Hungary, and the Ottoman Empire became known as the _____.
- The incident that sparked the beginning of the war was _____.

Reteaching Activity World War I Begins Answers

William Collins



Reteaching Activity World War I Begins Answers:

101 Answers for New Teachers and Their Mentors Annette Breaux, 2024-06-06 This beloved easy to use book provides 101 simple practical solutions to common challenges faced by all new teachers These include establishing classroom management motivating students managing behavior planning relevant activities that involve all students and more Now in its fourth edition new features include Remind Yourself summaries for each tip which provide key takeaways as well as a new section specifically designed to help mentors increase their effectiveness in using and discussing the book's content with their mentees Whether you're a beginning teacher mentor teacher induction coordinator or veteran educator this book provides a treasure trove of helpful advice and simple ideas that will help you improve your own skills and assist new teachers with becoming the effective teachers their students need and deserve

History of the United States Thomas V. DiBacco, Lorna C. Mason, Christian G. Appy, 1991

The American Journey Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003

World, 1997

Glencoe Mathematics William Collins, 1999

And know they love you Betsy Graham, 2020-09-09 This highly entertaining account of life as a teacher in an infant classroom offers a hilarious behind the scenes look at what really happens after parents have kissed their child goodbye in the morning There are no glue sticks no pencils and no time to finish a cup of tea but that won't stop Miss Graham and Mrs Wright from making sure their class have a fantastic year whatever the trials and obstacles ahead

Observation Skills for Effective Teaching Gary D. Borich, 2016-01-08 Thoroughly updated for the new era of Common Core Standards this seventh edition of *Observational Skills for Effective Teaching* is vital in this time of educational change It offers a detailed yet easily accessible handbook for teachers to prepare for and design their first classroom experiences Updated with the newest research on effective teaching and learning the book cogently introduces such topics as learning climate classroom management and lesson clarity with the newest findings that lead to desirable cognitive social and emotional outcomes in learners

Aesthetic Experience in Science Education Per-Olof Wickman, 2006-04-21 This book examines the role of aesthetic experience in learning science and in science education from the perspective of knowledge as action and language use The theoretical underpinnings are based on the writings of John Dewey and Ludwig Wittgenstein In their spirit aesthetics is examined as it appears in the lives of people and how it relates to the activities in which they are involved Centered around an empirical analysis of how students and their teachers use aesthetic language and acts during laboratory and field work the book demonstrates that aesthetics is something that is constantly talked about in science class and that these aesthetic experiences are intimately involved in learning science These empirical findings are related to current debates about the relation between aesthetics and science and about motivation participation learning and socio cultural issues in science education This book features an empirical demonstration of the importance and specific roles of aesthetic experiences in learning science a novel contribution to the current debate on how to understand motivation participation and learning and a new methodology of studying learning in

action Part I sketches out the theoretical concepts of Wickman's practical epistemology analysis of the fundamental role of aesthetics in science and science education Part II develops these concepts through an analysis of the use of aesthetic judgments when students and teachers are talking in university science classes Part III sums up the general implications of the theoretical underpinnings and empirical findings for teaching and learning science Here Wickman expands the findings of his study beyond the university setting to K 8 school science and explicates what it would mean to make science education more aesthetically meaningful Wickman's conclusions deal to a large extent with aesthetic experience as individual transformation and with people's prospects for participation in an activity such as science education These conclusions have significance beyond science teaching and learning that should be of concern to educators generally This book is intended for educational researchers graduate students and teacher educators in science education internationally as well as those interested in aesthetics philosophy of education discourse analysis socio cultural issues motivation learning and meaning making more generally

Doorways Virginia A. Arnold, 1989 **A More Perfect Union [kit].: A more perfect union : teachers edition** ,1991 **Mathematics** GLENCOE, 1995 *Prentice Hall Algebra 1* Jan Fair, 1992 **Macmillan Language Arts Today** ,1990 *Creating America* ,1995 Each unit includes guided reading vocabulary building skillbuilder practice geography applications primary sources literature selections reteaching activities enrichment activities for gifted and talented students history workshop resources and answer key **Awards: Teacher's guide** ,1983 **Economics** Gary E. Clayton, 2008 **Lofty Achievements** Virginia A. Arnold, 1990 **The Tablet** ,1999 The international Catholic weekly

Become the Primary Teacher Everyone Wants to Have Sean Delaney, 2016-10-04 No matter how much you want to teach and no matter how well prepared you are beginning teaching is tough A teacher's work is never done even when you work hard there is always something more you could do *Become the Primary Teacher Everyone Wants to Have* tells you what teaching is really like As you set out on your teaching career this book offers thoughtful and sensible support from an experienced and sympathetic teacher Whether you read the book through from cover to cover or dip into sections you need at particular times each page has suggestions and ideas to help you lay a solid foundation for a fruitful and fulfilling career in teaching Chapters cover Getting Ready for Teaching Teaching to Reach All Children Assessing Learning and Teaching Communicating with Parents and Guardians about Teaching Relating with Colleagues when Teaching Integrating Life Teaching and Learning This book will be an invaluable guide for newly qualified and experienced teachers alike who are wanting to develop their practice and thrive in teaching *The Australian Mathematics Teacher* ,1985

Reviewing **Reteaching Activity World War I Begins Answers**: Unlocking the Spellbinding Force of Linguistics

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