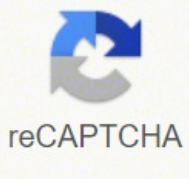




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Open

Name _____ Date 3/10/12 Class _____

GUIDED READING Activity 8-2

For use with textbook pages 200–203

RESOLVING UNION AND MANAGEMENT DIFFERENCES

OUTLINING

Directions: Locate the following headings in your textbook. Then use the information under the headings to help you write each answer. Use another sheet of paper if necessary.

I. Kinds of Union Arrangements

- A. Introduction—What is the main purpose of organized labor?

- B. Closed Shops—What effect did the Taft-Hartley Act have on the closed shop?

- C. Union Shops—What is a union shop?

- D. Modified Union Shops—What happens if workers voluntarily join the union?

- E. Agency Shops—What effect does a contract negotiated by the union have on nonunion workers in an agency shop?

II. Collective Bargaining

- A. Introduction—What happens in collective bargaining?

- B. Mediation—What is the goal of mediation?

- C. Arbitration—What is the difference between arbitration and mediation?

- D. Fact-finding—What is fact-finding?

- E. Injunction and Seizure—What is the purpose of a government seizure?

- F. Presidential Intervention—What can the president of the United States do to end a labor dispute?

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Guided Reading Activity 30-2

For use with textbook pages 740–745

History and Government

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. What kinds of work did the early peoples of Southeast Asia do?
Farmers, advanced metalworkers
2. How did empires develop in the region?
They gained wealth from crops grown in fertile soil
3. How did the kingdom of Funan originate?
SE Asians living in the area blended Indian traditions with their own.
4. What advanced agricultural methods did the Khmer use to increase crop production?
A complex system of lakes, canals, and irrigation channels
5. How did the Srivijaya Empire gain power and wealth?
They used their navy to control the straits
6. What did the Chinese contribute to the culture of Vietnam?
Writing system, ideas about religion, philosophy, and government
7. How did Islam become a major religion in the region?
Islam spread quickly from coastal areas to the interior ~~area~~ areas.
8. What economic changes did Western rule bring to Southeast Asian countries?
Built railroads, paved roads, improved harbors; built commercial plantations
9. What kinds of conflict have occurred in the region since Southeast Asian countries gained independence?
political conflicts and wars, ethnic conflicts
10. What forms of government are found in Southeast Asia?
Democratic Republic, constitutional monarchies, communist rule

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the teacher is actively engaged with the text and students. The teacher is grouped by the general understanding of the capacity of the student, while the guided one is grouped by an assessment of the student's strengths and the appropriate level of the text. During this time, when students are reading, the teacher provides help as needed, as well as record no observations. Here we take a look at the roles and functions of the students during each element, along with some activities for each, also compare the traditional reading group with a dynamic guided reading group. The role of the student: read the text to yourself quietly or gently. To request help if necessary. When you take the time to read something, it's always a when you can really understand and remember what you eat. The role of the student: talk about what they just read. Check predictions and react to history. Revisit the text to answer the questions asked by the teacher's story. Read with partner or group. Observation 3 additional activities extend learning about the story. Look up words if you don't know what they mean. Use context and diagrams to understand concepts. Ask for help if you still don't understand what you're reading. Who Can Practice Active Reading? Anyone can practice active reading from children to students to adults, reading both for instructional purposes and entertainment. Are you surprised about information? Teacher's Role: Talk about and discuss what was just read. Invite students to respond or add details. Return to the text for teaching opportunities such as to find answers to questions. Assess student understanding. Extend the text by providing activities such as writing or drawing. Even if you go back and re-read text, it might not really resonate with you so you understand it. Reading comprehension is important for anyone who wants to focus on reading material to understand and learn it. Traditional reading groups focus on decoding words whereas guided reading groups focus on understanding the meaning. Then have students sort the words into categories. Pearson Edexcel International GCSE (9e) is comparable to the UK reformed GCSEs in terms of the level of demand and assessment standards. There are three essential elements in Guided Reading, they are before reading, during reading, and after reading.

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