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your notebook. If you did not create one as a class, copy the demand schedule below. Demand Schedule for Product X

Price	Number of Students Willing and Able to Buy
\$10	2
9	2
8	4
7	5
6	8
5	10
4	12
3	15
2	21
1	24

Tape the blank graph you receive into your notebook. Plot the 10 points from your demand schedule, and connect them to create a demand ...

## **NOTEBOOK GUIDE CHAPTER Demand and Supply 5**

© Teachers' Curriculum Institute A Dividing Nation 1 GUID E TO READI NG NOTES Section 2 1. Sketches should show that slavery was illegal in states north of the ...

## **GUID E TO READI NG NOTES - Morgan Park High School**

GUIDE TO READIN NOTES © Teachers' Curriculum Institute The Federal Budget 1 Section 2 1. 1789-1921: The legislative branch dominated the federal budget process. Proposals request-ing

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the spending of federal funds originated in the House and were combined into a single spending bill. Once the House approved the bill, it went to the Senate.

## **Section 2 Section 3**

Conduct the tug-of-war activity the first time by following the steps in the Lesson Guide. For subsequent activities, follow these abbreviated directions. Before each rule change: Prepare students to pull.

## **USHS LM 52.qxp:Layout 1**

from Notebook Handout 53 to the center of a page in your notebook. Also designate a page for recording biographical information about the person you interview. **READING NOTES**  
Section 53.2 Annotate Photograph A by writing at least three historical facts from Section 53.2 in the space around it. Draw a line from each fact to a detail in the photograph that

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