

INTRODUCING
TEACHER'S RESOURCE
UNDERSTANDING
NATIONALISM

INTRODUCING *TEACHER'S RESOURCE: UNDERSTANDING NATIONALISM*

Understanding Nationalism is an innovative, integrated textbook tailored to the issues-focused, inquiry-based approach of Understandings of Nationalism, the 20-2 social studies course. In addition to accommodating the needs, interests, abilities, and learning styles of 20-2 students as they explore, analyze, and evaluate points of view and perspectives on nationalism, *Understanding Nationalism* also provides teachers with exciting opportunities to integrate a variety of teaching strategies that help engage students in the curriculum and support them as they develop social studies skills and respond to issue and inquiry questions. This process encourages students to become thoughtful, interested, and active learners and critical thinkers.

CURRICULUM CONGRUENCE

Understanding Nationalism provides a 100 per cent match to the Alberta curriculum for the 20-2 social studies course, Understandings of Nationalism. The curriculum congruence charts on pages 28 to 55 set out this match. These charts also provide a handy reference for teachers, who can check them to ensure that students are provided with many opportunities not only to achieve the general and specific outcomes of the 20-2 course, but also to develop the social studies skills identified in the curriculum document.

CURRICULUM COMPARISON

In the course of studies for 20-2, Understandings of Nationalism, and 20-1, Perspectives on Nationalism, the outcomes related to values and attitudes are the same. The general and specific outcomes are also similar; in many cases, the difference lies in the verb that expresses what students are expected to achieve — and it is important to be aware of these differences. The verb “evaluate,” for example, appears more frequently in the 20-1 outcomes than in the 20-2 outcomes. In addition, some specific examples set out in the 20-1 course of study are not included in the 20-2 curriculum. In Related Issue 1, for example, the analysis of the Napoleonic era — and its relationship to the development of nationalism — is included in the 20-1 course, but this is not part of the 20-2 course.

Though the outcomes related to skills and processes are also similar, subtle differences distinguish the outcomes identified for the 20-2 and 20-1 courses. Students taking the 20-2 course are, for example, expected to communicate effectively in a variety of situations, while those enrolled in the 20-1 course are expected to communicate effectively *to express a point of view* in a variety of situations. And whereas 20-2 students are expected to determine the strengths and weaknesses of arguments, 20-1 students are required to synthesize information to develop an informed position and to evaluate the logic of assumptions underlying a position. A chart titled “Comparison: 20-1 and 20-2 Curriculum Outcomes” follows.

COMPARISON
20-1 AND 20-2 CURRICULUM OUTCOMES

20-1 — Perspectives on Nationalism	20-2 — Understandings of Nationalism
Overview	Overview
Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.	Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.
Rationale	Rationale
While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.	As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian context as nationalism continues to shape visions of identity and nation. Understanding the significance of nationalism contributes to an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.
Key Issue	Key Issue
To what extent should we embrace nationalism?	To what extent should we embrace nationalism?
Key Outcome	Key Outcome
Students will understand, assess, and respond to the complexities of nationalism.	Students will understand, assess, and respond to the complexities of nationalism.

Outcomes — General and Specific	
Note: Differences between the 20-1 and 20-2 courses are highlighted in italics.	
20-1 — Perspectives on Nationalism	20-2 — Understandings of Nationalism
Related Issue 1 <i>To what extent should</i> nation be the foundation of identity?	Related Issue 1 <i>Should</i> nation be the foundation of identity?
General Outcome Students will explore the relationships among identity, nation, and nationalism.	General Outcome Students will explore the relationships among identity, nation, and nationalism.
Values and Attitudes	
1.1 appreciate that understandings of identity, nation, and nationalism continue to evolve (I, C)	1.1 appreciate that understandings of identity, nation, and nationalism continue to evolve (I, C)
1.2 appreciate the existence of alternative views on the meaning of nation (I, C)	1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)	1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)	1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)
Knowledge and Understanding	
1.5 explore a range of expressions of nationalism (I, C)	1.5 explore a range of expressions of nationalism (I, C)
1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)	1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
1.7 <i>analyze</i> the relationship between nation and nation-state (TCC, PADM, C)	1.7 <i>examine</i> the relationship between nation and nation-state (TCC, PADM, C)
1.8 <i>analyze</i> how the development of nationalism is shaped by historical, geographic, political, economic, and social factors (French Revolution <i>and Napoleonic era</i> , contemporary examples) (ER, PADM, CC, TCC, LPP)	1.8 <i>examine</i> how the development of nationalism is shaped by historical, geographic, political, economic, and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)
1.9 <i>analyze</i> nationalism as an identity, internalized feeling, and/or collective consciousness shared by a people (French Revolution <i>and Napoleonic era</i> , Canadian nationalism, Québécois nationalism, <i>American nationalism</i> , First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)	1.9 <i>examine</i> nationalism as an identity, internalized feeling, and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
1.10 <i>evaluate</i> the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, <i>civic nationalism</i> in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)	1.10 <i>analyze</i> the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

1.11 <i>evaluate</i> the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)	1.11 <i>analyze</i> the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)
Related Issue 2 <i>To what extent should</i> national interest be pursued?	Related Issue 2 <i>Should</i> nations pursue national interest?
General Outcome Students will <i>assess</i> impacts of nationalism, ultranationalism, and the pursuit of national interest.	General Outcome Students will <i>understand</i> impacts of nationalism, ultranationalism, and the pursuit of national interest.
Values and Attitudes	
2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)	2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)
2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)	2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)
2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)	2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)
Knowledge and Understanding	
	2.4 explore the concept of national interest (PADM, I, LPP)
2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)	2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)
2.5 <i>analyze</i> how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)	2.6 <i>examine</i> how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
2.6 <i>analyze the relationship</i> between nationalism and ultranationalism (PADM, I)	2.7 <i>examine similarities and differences</i> between nationalism and ultranationalism (PADM, I)
2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)	2.8 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)
2.8 <i>analyze</i> ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)	2.9 <i>examine</i> ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)
2.9 <i>analyze</i> impacts of the pursuit of national self-determination (<i>successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples</i>) (PADM, TCC, ER, LPP)	2.10 <i>evaluate</i> impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

Related Issue 3 <i>To what extent should internationalism be pursued?</i>	Related Issue 3 <i>Should internationalism be pursued?</i>
General Outcome Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	General Outcome Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
Values and Attitudes	
3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)	3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)	3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)	3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
Knowledge and Understanding	
3.4 <i>analyze</i> the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)	3.4 <i>examine</i> the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC, PADM)
3.5 explore understandings of internationalism (GC, PADM)	3.5 explore understandings of internationalism (GC, PADM)
3.6 <i>analyze</i> how internationalism can be promoted <i>through</i> foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)	3.6 <i>examine</i> how internationalism can be promoted <i>by</i> foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
3.7 <i>evaluate</i> the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, <i>contemporary examples</i>) (GC, PADM, ER)	3.7 <i>analyze</i> the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
3.8 <i>analyze</i> impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)	3.8 <i>examine</i> impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)
3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)	3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

Related Issue 4 <i>To what extent should</i> individuals and groups in Canada embrace a national identity?	Related Issue 4 <i>Should</i> individuals and groups in Canada embrace a national identity?
General Outcome Students will <i>assess strategies for negotiating</i> the complexities of nationalism within the Canadian context.	General Outcome Students will <i>understand</i> the complexities of nationalism within the Canadian context.
Values and Attitudes	
4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)	4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)	4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
4.3 respect the views of others on alternative visions of national identity (I, C)	4.3 respect the views of others on alternative visions of national identity (I, C)
Knowledge and Understanding	
4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)	4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)
4.5 <i>analyze</i> methods used by individuals, groups, and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)	4.5 <i>examine</i> methods used by individuals, groups, and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)
4.6 <i>examine</i> historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, <i>Sir Clifford Sifton</i> , <i>Henri Bourassa</i> , French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)	4.6 <i>identify</i> historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)
4.7 <i>evaluate</i> the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)	4.7 <i>explore</i> the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)
4.8 <i>evaluate</i> various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)	4.8 <i>analyze</i> various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)
4.9 develop personal and collective visions of national identity (I, C)	4.9 develop personal and collective visions of national identity (I, C)

Outcomes — Skills and Processes	
Note: Differences between the 20-1 and 20-2 courses are highlighted in italics.	
20-1 — Perspectives on Nationalism	20-2 — Understandings of Nationalism
Dimensions of Thinking	
<i>Critical thinking and creative thinking</i> evaluate ideas and information from multiple sources	<i>Critical thinking and creative thinking</i> <i>analyze</i> ideas and information from multiple sources
<i>Historical thinking</i> <i>analyze multiple</i> historical and contemporary perspectives within and across cultures	<i>Historical thinking</i> <i>understand diverse</i> historical and contemporary perspectives within and across cultures
<i>Geographic thinking</i> <i>analyze the impact of</i> physical and human geography on history	<i>Geographic thinking</i> <i>analyze the ways in which</i> physical and human geographic features influence world events
<i>Decision making and problem solving</i> <i>demonstrate leadership in groups to achieve</i> consensus, solve problems, formulate positions, <i>and take action, if appropriate, on important issues</i>	<i>Decision making and problem solving</i> <i>demonstrate skills needed to reach consensus,</i> solve problems, and formulate positions
Social Participation as a Democratic Practice	
<i>Co-operation, conflict resolution and consensus building</i> demonstrate leadership by <i>initiating and employing various strategies</i> to resolve conflicts peacefully and equitably	<i>Co-operation, conflict resolution and consensus building</i> demonstrate leadership by <i>persuading, compromising and negotiating</i> to resolve conflicts and differences
<i>Age-appropriate behaviour for social involvement</i> demonstrate leadership by engaging in actions that <i>enhance personal and community well-being</i>	<i>Age-appropriate behaviour for social involvement</i> demonstrate leadership by engaging in actions that <i>will enhance the well-being of self and others in the community</i>
Research for Deliberative Inquiry	
<i>Research and information</i> develop, express <i>and defend</i> an informed position on an issue	<i>Research and information</i> develop and express an informed position on an issue
Communication	
<i>Oral, written, and visual literacy</i> communicate effectively <i>to express a point of view</i> in a variety of situations	<i>Oral, written, and visual literacy</i> communicate effectively in a variety of situations
<i>Media literacy</i> assess the authority, reliability, and validity of electronically accessed information	<i>Media literacy</i> assess the authority, reliability, and validity of electronically accessed information

Dimensions of Thinking	
S.1 develop skills of critical thinking and creative thinking:	S.1 develop skills of critical thinking and creative thinking:
<ul style="list-style-type: none"> • <i>evaluate</i> ideas and information from multiple sources 	<ul style="list-style-type: none"> • <i>analyze</i> ideas and information from multiple sources
<ul style="list-style-type: none"> • determine relationships among multiple <i>and varied</i> sources of information 	<ul style="list-style-type: none"> • determine relationships among multiple sources of information
<ul style="list-style-type: none"> • <i>assess</i> the validity of information based on context, bias, sources, objectivity, evidence or reliability 	<ul style="list-style-type: none"> • <i>determine</i> the validity of information based on context, bias, sources, objectivity, evidence or reliability
<ul style="list-style-type: none"> • <i>predict</i> likely outcomes based on factual information 	<ul style="list-style-type: none"> • <i>suggest</i> likely outcomes based on factual information
<ul style="list-style-type: none"> • evaluate personal assumptions and opinions <i>to develop an expanded appreciation of a topic or an issue</i> 	<ul style="list-style-type: none"> • evaluate personal assumptions and opinions
	<ul style="list-style-type: none"> • determine the strengths and weaknesses of arguments
<ul style="list-style-type: none"> • synthesize information from contemporary and historical issues to develop an informed position 	
<ul style="list-style-type: none"> • evaluate the logic of assumptions underlying a position 	
<ul style="list-style-type: none"> • <i>assemble</i> seemingly unrelated information to <i>support an idea</i> or to explain an event 	<ul style="list-style-type: none"> • <i>identify</i> seemingly unrelated ideas <i>to explain a concept</i> or event
<ul style="list-style-type: none"> • analyze current affairs from a variety of perspectives 	<ul style="list-style-type: none"> • analyze current affairs from a variety of perspectives
	<ul style="list-style-type: none"> • identify main ideas underlying a position or issue
S.2 develop skills of historical thinking:	S.2 develop skills of historical thinking:
<ul style="list-style-type: none"> • <i>analyze multiple</i> historical and contemporary perspectives within and across cultures 	<ul style="list-style-type: none"> • <i>understand diverse</i> historical and contemporary perspectives within and across cultures
<ul style="list-style-type: none"> • analyze connections among patterns of historical change by identifying cause-and-effect relationships 	<ul style="list-style-type: none"> • analyze connections among patterns of historical change by identifying cause-and-effect relationships
<ul style="list-style-type: none"> • <i>analyze similarities and differences among</i> historical narratives 	<ul style="list-style-type: none"> • <i>compare and contrast</i> historical narratives
<ul style="list-style-type: none"> • <i>evaluate</i> the impact of significant historical periods and patterns of change <i>on the contemporary world</i> 	<ul style="list-style-type: none"> • <i>identify and describe</i> the impact of significant historical periods and patterns of change <i>on society today</i>

<ul style="list-style-type: none"> • <i>discern</i> historical facts from historical interpretations <i>through an examination of multiple sources</i> 	<ul style="list-style-type: none"> • <i>understand</i> the difference between historical facts and historical interpretations
<ul style="list-style-type: none"> • <i>identify reasons underlying similarities and differences among</i> historical narratives 	<ul style="list-style-type: none"> • <i>compare alternative</i> historical narratives
<ul style="list-style-type: none"> • develop a reasoned <i>position</i> that is <i>informed by</i> historical and contemporary evidence 	<ul style="list-style-type: none"> • develop <i>reasoned arguments supported by</i> historical and contemporary evidence
<ul style="list-style-type: none"> ➤ <i>demonstrate an understanding of</i> how changes in technology can benefit or harm society — <i>in the context of the present, the future, and various historical time periods</i> 	<ul style="list-style-type: none"> ➤ <i>describe</i> how changes in technology can benefit or harm society
<ul style="list-style-type: none"> ➤ use current, reliable information sources from around the world 	<ul style="list-style-type: none"> ➤ use current, reliable information sources from around the world
S.3 develop skills of geographic thinking:	S.3 develop skills of geographic thinking:
<ul style="list-style-type: none"> • analyze <i>the impact of</i> physical and human geography <i>on history</i> 	<ul style="list-style-type: none"> • analyze <i>the ways in which physical and human geographic features influence world events</i>
<ul style="list-style-type: none"> • <i>make inferences</i> and draw conclusions from maps and other geographical sources 	<ul style="list-style-type: none"> • draw conclusions from maps and other geographic sources
<ul style="list-style-type: none"> • locate, gather, interpret, and organize information, using historical maps 	<ul style="list-style-type: none"> • locate, gather, interpret, and organize information, using historical maps
<ul style="list-style-type: none"> • develop and assess geographic representations to demonstrate the impact of factors of geography on world events 	
<ul style="list-style-type: none"> • assess the impact of human activities on the land and the environment 	<ul style="list-style-type: none"> • assess the impact of human activities on the land and the environment
<ul style="list-style-type: none"> • assess how human interaction impacts geopolitical realities 	
<ul style="list-style-type: none"> ➤ use current, reliable information sources from around the world, including online atlases 	<ul style="list-style-type: none"> ➤ use current, reliable information sources from around the world, including online atlases
S.4 demonstrate skills of decision making and problem solving:	S.4 demonstrate skills of decision making and problem solving:
<ul style="list-style-type: none"> • <i>demonstrate leadership in groups to achieve</i> consensus, solve problems, formulate positions, <i>and take action, if appropriate, on important issues</i> 	<ul style="list-style-type: none"> • <i>demonstrate skills needed to reach</i> consensus, solve problems, and formulate positions
<ul style="list-style-type: none"> • <i>develop inquiry strategies</i> to make decisions and solve problems 	<ul style="list-style-type: none"> • <i>use inquiry processes</i> to make decisions and solve problems
<ul style="list-style-type: none"> • <i>generate and apply new</i> ideas and strategies to contribute to decision making and problem solving 	<ul style="list-style-type: none"> • <i>apply ideas</i> and strategies to contribute to decision making and problem solving
<ul style="list-style-type: none"> ➤ describe a plan of action to use technology to solve a problem 	<ul style="list-style-type: none"> ➤ describe a plan of action to use technology to solve a problem

➤ use appropriate tools and materials to accomplish a plan of action	➤ use appropriate tools and materials to accomplish a plan of action
Social Participation as a Democratic Practice	
S.5 demonstrate skills of co-operation, conflict resolution and consensus building:	S.5 demonstrate skills of co-operation, conflict resolution and consensus building:
<ul style="list-style-type: none"> demonstrate leadership <i>by initiating and employing various strategies</i> to resolve conflicts <i>peacefully and equitably</i> 	<ul style="list-style-type: none"> demonstrate leadership <i>by persuading, compromising and negotiating</i> to resolve conflicts and differences
	<ul style="list-style-type: none"> make meaningful contributions to discussion and group work
<ul style="list-style-type: none"> participate in persuading, compromising, and negotiating to resolve conflicts and differences 	
<ul style="list-style-type: none"> <i>interpret patterns of</i> behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding 	<ul style="list-style-type: none"> <i>identify</i> behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
<ul style="list-style-type: none"> <i>demonstrate leadership</i> during discussions and group work 	
<ul style="list-style-type: none"> <i>respect the needs</i> and perspectives of others 	<ul style="list-style-type: none"> <i>consider the points of view</i> and perspectives of others
	<ul style="list-style-type: none"> identify and use a variety of strategies to resolve conflicts peacefully and equitably
<ul style="list-style-type: none"> <i>collaborate</i> in groups to solve problems 	<ul style="list-style-type: none"> <i>demonstrate co-operativeness</i> in groups to solve problems
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
<ul style="list-style-type: none"> demonstrate leadership by engaging in actions that enhance <i>personal and community</i> well-being 	<ul style="list-style-type: none"> demonstrate leadership by engaging in actions that will enhance <i>the well-being of self and others in the community</i>
	<ul style="list-style-type: none"> promote and respect the contributions of team members when working as a team
	<ul style="list-style-type: none"> co-operate with others for the well-being of the community
<ul style="list-style-type: none"> acknowledge the importance of multiple perspectives in a variety of situations 	
Research for Deliberative Inquiry	
S.7 apply the research process:	S.7 apply the research process:
<ul style="list-style-type: none"> develop, express, <i>and defend</i> an informed position on an issue 	<ul style="list-style-type: none"> develop and express an informed position on an issue

<ul style="list-style-type: none"> reflect on changes of points of view or opinion based on information gathered and research conducted 	
<ul style="list-style-type: none"> <i>draw pertinent</i> conclusions based on evidence <i>derived</i> from research 	<ul style="list-style-type: none"> <i>develop</i> conclusions based on evidence <i>gathered</i> through research of <i>a wide variety of sources</i>
<ul style="list-style-type: none"> <i>demonstrate proficiency in the use of</i> research tools and <i>strategies</i> to investigate issues 	<ul style="list-style-type: none"> <i>use</i> research tools and <i>methods</i> to investigate issues
<ul style="list-style-type: none"> consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues 	<ul style="list-style-type: none"> consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
<ul style="list-style-type: none"> integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry 	
<ul style="list-style-type: none"> <i>develop, refine and apply</i> questions to address <i>an issue</i> 	<ul style="list-style-type: none"> <i>revise questions on an issue as new information becomes available</i>
<ul style="list-style-type: none"> <i>select and analyze</i> relevant information when conducting research 	<ul style="list-style-type: none"> select relevant information when conducting research
	<ul style="list-style-type: none"> cite sources correctly to respect the ownership and integrity of information
<ul style="list-style-type: none"> ➤ plan and perform <i>complex</i> searches, using digital sources 	<ul style="list-style-type: none"> ➤ plan and perform searches, using digital sources
<ul style="list-style-type: none"> ➤ use calendars, time management or project management software to assist in organizing the research process 	<ul style="list-style-type: none"> ➤ use calendars, time management or project management software to assist in organizing the research process
<ul style="list-style-type: none"> ➤ generate <i>new</i> understandings of issues by using some form of technology to facilitate the process 	<ul style="list-style-type: none"> ➤ generate understandings of issues by using some form of technology to facilitate the process
<ul style="list-style-type: none"> ➤ record relevant data for acknowledging sources of information, and cite sources correctly 	
<ul style="list-style-type: none"> ➤ respect ownership and integrity of information 	
Communication	
S.8 demonstrate skills of oral, written and visual literacy	S.8 demonstrate skills of oral, written and visual literacy
<ul style="list-style-type: none"> communicate effectively <i>to express a point of view</i> in a variety of situations 	<ul style="list-style-type: none"> communicate effectively in a variety of situations
<ul style="list-style-type: none"> use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue 	
	<ul style="list-style-type: none"> engage in respectful discussion

	<ul style="list-style-type: none"> • use a variety of oral, visual, and print sources to present informed positions on issues
<ul style="list-style-type: none"> • ask respectful and relevant questions of others to clarify viewpoints 	<ul style="list-style-type: none"> • ask respectful and relevant questions of others to clarify viewpoints <i>on an issue</i>
<ul style="list-style-type: none"> • listen respectfully to others 	
	<ul style="list-style-type: none"> • make respectful and reasoned comments on the topic of discussion
<ul style="list-style-type: none"> • use a variety of oral, visual, and print sources to present informed positions on issues 	
<ul style="list-style-type: none"> ➤ apply information technologies for context (situation, audience, and purpose) to extend and communicate understanding of complex issues 	
<ul style="list-style-type: none"> ➤ use appropriate presentation software to demonstrate personal understandings 	
<ul style="list-style-type: none"> ➤ compose, revise and edit text 	<ul style="list-style-type: none"> ➤ <i>use technology to compose, revise and edit text</i>
<ul style="list-style-type: none"> ➤ apply general principles of graphic layout and design to a document in process 	
<ul style="list-style-type: none"> ➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts, and statistics) 	
<ul style="list-style-type: none"> ➤ apply principles of graphic design to enhance meaning and engage audiences 	
	<ul style="list-style-type: none"> ➤ employ technologies to adapt information for context (situation, audience and purpose)
S.9 develop skills of media literacy	S.9 develop skills of media literacy
<ul style="list-style-type: none"> ➤ assess the authority, reliability and validity of electronically accessed information 	<ul style="list-style-type: none"> ➤ assess the authority, reliability and validity of electronically accessed information
<ul style="list-style-type: none"> ➤ <i>evaluate</i> the validity of various points of view presented in the media 	<ul style="list-style-type: none"> ➤ <i>analyze</i> the validity of various points of view in media messages
<ul style="list-style-type: none"> ➤ <i>appraise</i> information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence 	<ul style="list-style-type: none"> ➤ <i>analyze</i> information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
<ul style="list-style-type: none"> ➤ analyze the impact of various forms of media, <i>identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</i> 	<ul style="list-style-type: none"> ➤ analyze the impact of various forms of media
<ul style="list-style-type: none"> ➤ demonstrate discriminatory selection of electronically accessed information <i>that is relevant to a particular topic</i> 	<ul style="list-style-type: none"> ➤ demonstrate discriminatory selection of electronically accessed information

PEDAGOGICAL STRUCTURE OF *UNDERSTANDING NATIONALISM*

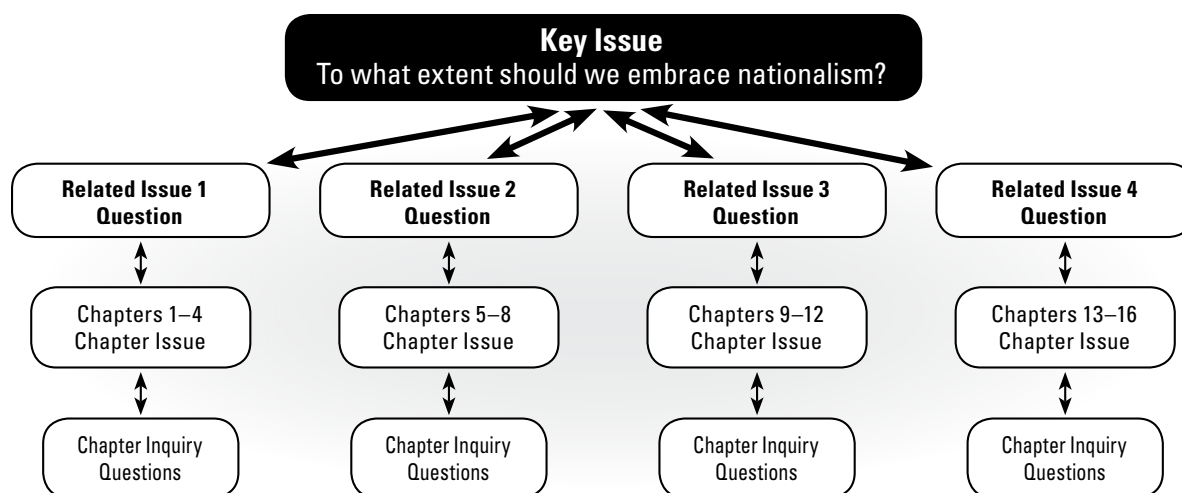
Understanding Nationalism is structured around the same key issue — To what extent should we embrace nationalism? — as the 20-1 social studies course, *Perspectives on Nationalism*.

To help guide students' exploration, analysis, and evaluation of possible responses to this question, four related issues evolve from — and feed into — this key issue. The four related issues of *Understanding Nationalism* match exactly the related issues set out in the curriculum. Within each related issue are four chapters, each built around an issue that evolves from — and feeds into — the related issue, as well as the general and specific outcomes identified in the curriculum.

Within each chapter, inquiry questions guide students' exploration, analysis, and evaluation of topics raised by the chapter issue, the related issue, the key issue, and the general and specific outcomes.

The charts on the following pages provide an overview of the relationship between the issue and inquiry questions.

STRUCTURE OF *UNDERSTANDING NATIONALISM*



SPIRAL CURRICULUM DEVELOPMENT

The pedagogical structure of *Understanding Nationalism* lays the foundation for spiral curriculum development, a concept articulated by Jerome Bruner. In this case, spiral curriculum design enables students not only to repeatedly revisit specific skills and concepts, but also to re-examine concepts, issues, and events from many points of view and perspectives as they explore, analyze, and evaluate responses to nationalism.

The issue of the extent to which nation and identity are related illustrates how spiral curriculum design works. This issue picks up on and extends the exploration of identity that formed an important part of the 10-2 social studies curriculum, and it provides the bookends for the 20-2 course.

In Chapter 1, this theme is introduced in the context of nation and how understandings of nation affect people's identity. This theme then recurs repeatedly as students progress through *Understanding Nationalism*. In Chapter 8, for example, the theme is explored in the context of national self-determination. By the time students reach Chapter 16, in which they are asked to articulate their vision of national identity, they will have had many opportunities not only to recall, consolidate, and expand their understandings of nation and identity, but also to explore, analyze, and evaluate their personal responses to this concept as they respond to the chapter-issue, the related-issue, and the key-issue questions.

ISSUE QUESTIONS, INQUIRY QUESTIONS, AND CHAPTER CONTENT

Key Issue To what extent should we embrace nationalism?		
Related Issue 1 Should nation be the foundation of identity?		
Chapter and Chapter Issue	Chapter Inquiry Questions	Chapter Overview
1 Nation and Identity Are nation and identity related?	What are some concepts of nation? What are some understandings of nation? What is a civic nation? In what ways can identity and nation be related?	Explores various ideas about and understandings of nation and the relationship between identity and nation Explores the complexities of various expressions of nation and identity Develops understandings of how people express their identity through nation
2 Shaping Nationalism How do external and internal factors shape nationalism?	What are some factors that shape nationalism? How have people responded to some factors that shape nationalism? How have people in Canada responded to some factors that shape nationalism?	Explores historical and contemporary factors that have shaped nationalism Explores how various people have responded to these factors both in the past and today Develops understandings of how people in Canada have responded to factors that shape nationalism
3 Reconciling Nationalist Loyalties How should people reconcile their contending nationalist loyalties?	How do nationalist loyalties shape people's choices? What choices have people made to affirm nationalist loyalties? How can nationalist loyalties create conflict? How have people reconciled contending nationalist loyalties?	Explores how nationalist loyalties shape people's choices Explores how people have chosen to affirm their nationalist loyalties Develops understandings of how nationalist loyalties can create conflict and how people have reconciled contending nationalist loyalties
4 Reconciling Nationalist and Non-Nationalist Loyalties How can nationalist and non-nationalist loyalties be reconciled?	What are non-nationalist loyalties? How do nationalist and non-nationalist loyalties contend? How have people reconciled nationalist and non-nationalist loyalties?	Explores non-nationalist loyalties and how these can compete with nationalist loyalties Develops understandings of how nationalist and non-nationalist loyalties can create conflict and how people have reconciled these loyalties

Related Issue 2		
Should nations pursue national interest?		
<p>5 National Interest and Foreign Policy How do national interest and foreign policy shape each other?</p>	<p>What is national interest? How are nationalism and national interest related? How has national interest shaped foreign policy? How has foreign policy shaped national interest?</p>	<p>Explores understandings of how nationalism and national interest are related Develops understandings of the relationship between national interest and foreign policy</p>
<p>6 Nationalism and Ultrationalism How can nationalism lead to ultrationalism?</p>	<p>What is ultrationalism? How does ultrationalism develop? How have people responded to ultrationalism?</p>	<p>Explores various points of view and perspectives on ultrationalism, as well as examples of how and why ultrationalism has developed Develops understandings of various responses to ultrationalism</p>
<p>7 Ultrationalism and Crimes against Humanity How can ultrationalism lead to crimes against humanity?</p>	<p>What are crimes against humanity? How has ultrationalism caused crimes against humanity? What are some current consequences of ultrationalism?</p>	<p>Explores crimes against humanity, genocide, and war crimes Explores various points of view and perspectives on how ultrationalism has caused crimes against humanity Develops understandings of the connections between ultrationalism and crimes against humanity</p>
<p>8 National Self-Determination Should national self-determination be pursued?</p>	<p>What is national self-determination? What are some effects of pursuing national self-determination? What are some effects on Canada of pursuing national self-determination? What are some unintended results of pursuing national self-determination?</p>	<p>Explores understandings of national self-determination Explores effects of various groups' pursuit of national self-determination on Canada and the world Develops understandings of the effects — both intended and unintended — of pursuing national self-determination</p>

Related Issue 3		
Should internationalism be pursued?		
<p>9 Nations, Nation-States, and Internationalism Does involvement in international affairs benefit nations and nation-states?</p>	<p>What motivates nations and nation-states to become involved in international affairs? How do the motives of nations and nation-states shape their responses to the rest of the world? What are some understandings of internationalism? How does internationalism benefit nations and nation-states?</p>	<p>Explores the motives of nations and states and develops understandings of how these motives shape the way they respond to world events Explores various points of view and perspectives on internationalism Develops understandings of how internationalism benefits nations and states</p>
<p>10 Foreign Policy and Internationalism Should foreign policy promote internationalism?</p>	<p>How do countries set foreign policy? How can nation-states promote internationalism through foreign policy? How does Canadian foreign policy promote both national interest and internationalism?</p>	<p>Explores forces that influence countries' foreign policies Explores how states promote internationalism through foreign policy decisions Develops understandings of the factors that affect Canada's foreign policy decisions</p>
<p>11 Internationalism and Nationalism Does promoting internationalism affect nationalism?</p>	<p>How have changing world conditions promoted internationalism? How has the United Nations affected nationalism? How have various international organizations affected nationalism?</p>	<p>Explores some contemporary world conditions and whether they promote international responses Explores various points of view and perspectives on the United Nations and other organizations as vehicles for promoting international responses Develops understandings of various points of view and perspectives on internationalism and its effects on nationalism</p>
<p>12 Internationalism and Global Issues How effectively does internationalism address contemporary global issues?</p>	<p>What are some contemporary global issues? How have people used internationalism to address contemporary global issues? How effective is internationalism in addressing contemporary global issues?</p>	<p>Explores various points of view and perspectives on contemporary global issues Explores how international approaches have attempted to resolve contemporary global issues Develops understandings of whether international approaches have successfully addressed contemporary global issues</p>

Related Issue 4		
Should individuals and groups in Canada embrace a national identity?		
<p>13 Visions of Canada How have visions of Canadian identity evolved?</p>	<p>What is Canada? What were some early visions of Canada? Did early visions of Canada meet people's needs? Does Canada today show that visions of Canadian identity have evolved?</p>	<p>Explores ideas about Canada today Explores early visions of Canada and the extent to which these visions met the needs of various groups Develops understandings of how Canada today evolved from these early visions</p>
<p>14 Canadian Identity Have attempts to promote national identity been successful?</p>	<p>How have symbols and myths been used to promote a national identity? How have institutions been used to promote a national identity in Canada? How can government programs and initiatives be used to promote a national identity? How can individuals promote a national identity?</p>	<p>Explores the relationships among symbols, myths, institutions, and government programs and initiatives — and how these have been used to promote a national identity in Canada Develops understandings of how individuals can promote a national identity</p>
<p>15 The Quest for Canadian Unity Should Canadian unity be promoted?</p>	<p>What is national unity? How does the nature of Canada affect national unity? How has the changing face of Canada affected national unity?</p>	<p>Explores the concept of national unity and how this is affected by the nature of Canada Develops understandings of how Canada is changing and how these changes have affected the concept of national unity</p>
<p>16 Visions of National Identity Should I embrace a national identity?</p>	<p>What are some visions of nation? What are some visions of Canada? What is your vision of national identity?</p>	<p>Explores various points of view and perspectives on the concept of nation and the concept of Canada as a nation Develops personal understandings of whether a national identity should be embraced</p>

TEXTUAL FEATURES OF UNDERSTANDING NATIONALISM

The textual features of *Understanding Nationalism* are designed specifically to support students' exploration of the issue and inquiry questions.

Support for Readers	
Textual Feature	Benefit
1. Issue and inquiry questions	Set a clear and specific purpose for reading Encourage reading to explore specific ideas and concepts Help students prepare to respond to related-issue and key course-issue questions
2. Age- and course-appropriate readability	About 400 words on a page Information is highly focused Vocabulary, as well as sentence and paragraph length, is keyed to appropriate reading level and provides many opportunities to develop meaning from context
3. Narrative flow	Narrative flows smoothly from top to bottom of page Features do not cut into the narrative — eliminates distractions that may interfere with students' ability to follow the narrative flow
4. Text	Is set flush left and ragged right — improves readability by eliminating end-of-line hyphenation and awkward inter-word spacing
5. Sentence and paragraph breaks	Do not break across columns or pages Improve readability by helping students make the transition from one column or page to the next
6. Transition words and phrases (e.g., "but," "however," "because," "though," "as a result")	Enhance readability by helping students connect ideas Improve understanding of relationships among complex ideas
7. Headings and subheadings	Appear at top of all pages to help orient students and focus reading Provide white space to improve readability Present narrative in manageable chunks Provide a secondary focus for reading for meaning Reduce "threat" for reluctant readers and others who may have difficulties
8. Boldface words	Draw students' eyes to important vocabulary that is defined in the narrative Signal that a dictionary-style definition appears in the glossary
9. Exploding concepts	Are margin features that draw students' eyes to important vocabulary that is defined in the narrative Go beyond simple definitions Provide related information that helps students make connections to other words and ideas by illustrating usage and context

10. Specialized vocabulary	<p>Is defined in context</p> <p>Encourages students to develop skill at drawing meaning from context</p> <p>Mimics “real” reading situations</p>
11. Activity icons	<p>Are integrated into the narrative</p> <p>Provide appropriate pauses for students to think about and discuss issues</p> <p>Provide opportunities for focused talk that invites personal engagement in the narrative</p> <p>Provide opportunities for teacher to check and assess students’ developing knowledge and understandings of concepts and issues presented in the narrative</p>
12. Visuals	<p>Are placed so that they do not interrupt the flow of the narrative</p> <p>Provide context for the narrative and alternative learning opportunities, especially for visual learners</p>

USING THE FEATURES OF *UNDERSTANDING NATIONALISM*

The features of *Understanding Nationalism* are designed to add context to the narrative and provide additional information that not only expands students’ appreciation and understanding of the issues, but also encourages them to think critically about them. Though the narrative is complete on its own, these features deepen its meaning and increase students’ enjoyment and understanding.

Understanding Nationalism also provides many opportunities for teachers to assess — either formatively or summatively — students’ progress. The activities included in each chapter are integrated to scaffold learning by presenting material in manageable chunks that provide students with many opportunities to practise skills and engage in critical reflection. This improves their chances of achieving success.

All activities can be adapted to differentiate instruction (see pp. 71–74) by accommodating students’ needs, interests, abilities, and learning styles. Specific suggestions for differentiating instruction are included in the lessons.

YOUR CHALLENGE

Each of the four related issues in *Understanding Nationalism* presents a critical challenge — a culminating activity. The requirements of each challenge are described on the spread titled “Your Challenge,” which follows the related-issue overview and precedes the chapters.

The challenge is presented at the beginning of each related issue so students know — from the beginning — what they will be expected to do when the related issue concludes. This knowledge helps promote students’ engagement in their own learning by enabling them to think about and plan their challenge presentation as they progress through the related issue. It also separates complex assignments into manageable, unthreatening chunks that provide plentiful opportunities for peer and teacher feedback and for students to achieve success.

The challenges are intended to be presented for summative assessment. On each challenge spread in *Understanding Nationalism*, a feature titled “Checklist for Success” provides a summary of how the challenge will be evaluated. A marking rubric based on the checklist for success is

also provided in this teacher's resource. It is a reproducible designed to be distributed to students when the challenge is introduced.

Distributing the rubric ahead of time helps students achieve success by ensuring that they are aware of the criteria that will be used to summatively assess their assignment. They can use the rubric as a checklist that can help them plan, prepare, and revise their work as they complete their challenge presentations.

SKILL BUILDER TO YOUR CHALLENGE

The final page of every chapter highlights a feature titled "Skill Builder to Your Challenge." This feature reminds students of the challenge, presents the challenge in a series of manageable chunks, and provides a step-by-step, how-to guide that helps students complete an aspect of each challenge.

Completing each activity set out in the skill builders also provides students with opportunities to practise the social studies skills identified in the 20-2 skills and processes outcomes.

When students have completed the four skill builders of each related issue, they will have substantially completed the challenge. Tips for guiding students through each skill builder are provided in the lessons set out in "Suggested Teaching Activities."

ACTIVITY ICON

These icons appear at appropriate points in the narrative. They are placed at natural stopping points and are designed to encourage you and the students to pause briefly to discuss specific questions raised by the narrative. In some cases, these icons direct students to examine a map, chart, or graph, or to synthesize the information presented and to link it to the narrative.

PICTURING . . .

Every chapter of *Understanding Nationalism* includes a photo essay designed to appeal to visual learners and to illuminate and stimulate discussion of an aspect of the chapter issue or the related issue. As students examine the photographs and explore the questions raised, they will come to view issues from differing points of view or perspectives and, in the process, deepen their understanding of the issue.

In some cases, the captions include questions to help guide students' exploration of the photo essay; in other cases, activities related to the photo essay are included in an activity icon in the main narrative.

RECALL . . . REFLECT . . . RESPOND

Within chapters, each section that opens with an inquiry question concludes with an opportunity for students to recall, reflect on, and respond to the issues they have explored. The exception is the final inquiry question, which is followed by the end-of-chapter activities.

Most activities set out in "Recall . . . Reflect . . . Respond" are designed to encourage oral answers, usually in a class discussion. You may wish, however, to encourage students to respond in small groups or to design a think-pair-share activity. When a written response is required, a reproducible worksheet is usually provided.

These activities can be differentiated to meet the needs and accommodate the learning styles of the students in your class. Written assignments can be shifted to charts or visuals (e.g., pho-

tographs, drawings, and clippings), group assignments can be completed by an individual, individual assignments can be completed by a group, and presentations to the whole class can be made to a small group or to you alone.

The first question in each “Recall . . . Reflect . . . Respond” is often a recall question designed to enable you to check and assess students’ understanding of the material they have read. Subsequent activities are open-ended. There are no right or wrong answers, as long as students’ responses are well-thought-out and justified.

Completing these activities helps students think about the inquiry question — as well as the chapter issue, the related issue, and the key course issue — in different ways as they deepen and broaden their understanding of the range of points of view and perspectives on these issues. And by scaffolding students’ learning, these activities also help them prepare to complete the end-of-chapter activities and the related-issue challenge.

Although these activities are designed as vehicles for formative assessment, they can also be assessed summatively.

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

These end-of-chapter activities, which are designed to encourage critical reflection, sum up the chapter and scaffold students’ learning as they prepare to complete the challenge and develop an informed opinion on the key course question. They can be integrated into your instruction in a variety of ways and can be completed individually, in small groups, or as a class. Many include a variety of steps and stages that offer differentiation opportunities.

Because *Understanding Nationalism* offers students many opportunities to explore and analyze a variety of points of view and perspectives, engage in critical reflection, develop informed opinions in response to the issue questions, and refine their social studies skills (see “Curriculum Congruence — Skills and Processes,” pp. 36–55), it is unnecessary for all students to complete every end-of-chapter activity. You may wish to

- choose one or more activities that focus on a skill or process that your formative assessment has revealed requires additional practice
- differentiate instruction by assigning activities to individual students on the basis of their preferred learning style
- divide the class into small groups and assign one activity to each group
- choose an activity and move it forward into the chapter so that it functions as an end-of-section activity

Like the activities in “Recall . . . Reflect . . . Respond,” the end-of-chapter activities are designed to be assessed formatively, but they can also become the focus of summative assessment.

MAJOR FEATURES

Understanding Nationalism includes several major features that are designed to help students explore, analyze, understand, and evaluate issues in greater depth. In many cases, these features provide insights into specific examples that crystallize issues and provide differing points of view and perspectives.

Impact

The two-page feature titled “Impact” focuses on a particular aspect of nationalism and how a particular individual, group, or organization has shaped — and been shaped by — this phenomenon. The purpose of this feature is to illustrate an aspect of the chapter narrative and scaffold students’ learning by focusing on an example that provides differing points of view and perspectives and explores and analyzes the issue or inquiry focus in greater depth.

Titled “Explorations,” the activities that accompany this feature encourage students to develop their critical-thinking skills and to consider the issue(s) raised in the feature from a variety of points of view and perspectives. The first question is often a recall question that enables you to check and assess students’ understanding of the material.

GeoReality

The two-page feature titled “GeoReality” encourages students to explore in greater depth the relationship between nations and human, economic, and physical geography as they explore various points of view and perspectives on geography and nation.

The activities highlighted in “Explorations” support the geographic-thinking skills set out in the 20-2 social studies curriculum and reflect national geographic standards. The first question in this feature is often a recall question that enables you to check and assess students’ understanding of the material.

The View from Here

“The View from Here” presents the often differing views of at least two people involved in an issue introduced in the narrative. It is designed to broaden students’ understanding of the range of views that may exist.

Engaging in the activities included in “Explorations” provides opportunities to explore, analyze, understand, and evaluate the points of view and perspectives presented. The first question in “Explorations” is often a recall question that enables you to check and assess students’ understanding of the material.

Making a Difference

“Making a Difference” focuses on the stories of people who have made decisions that embody the values and attitudes of local and global citizenship. This feature is designed specifically to highlight curriculum outcomes related to values and attitudes and to focus on citizenship and identity.

“Explorations” provides opportunities for students to engage in discussion and debate on the choices people have made and to encourage the development of the concept of individual responsibility. The first question in “Explorations” is often a recall question that provides you with an opportunity to check and assess students’ understanding of the material.

Taking Turns

“Taking Turns” depicts three fictitious Alberta Grade 11 students from a variety of backgrounds responding to a question raised in the chapter. By inviting students to share their views on the same question, “Your Turn” encourages dialogue, social interaction, co-operation, and the sharing of ideas. This feature demonstrates the variety of points of view that may be generated as people consider issues.

The students featured in “Taking Turns” are

- Harley, a member of the Kainai Nation near Lethbridge.
- Jean, a Francophone student who lives in Calgary.
- Rick, who was born in the United States but moved to Fort McMurray with his family when he was 10.
- Blair, who lives in Edmonton and whose heritage is Ukrainian, Scottish, and German. Blair’s vision is impaired.
- Pearl, who lives in St. Albert and whose great-great-great grandfather immigrated from China to work on the Canadian Pacific Railway.
- Violet, a Métis who is a member of the Paddle Prairie Métis Settlement. Violet has a physical disability.
- Jane, who lives in Calgary and is descended from black Loyalists who fled to Nova Scotia after the American Revolution.
- Amanthi, who lives in Edson and whose parents immigrated from Sri Lanka.

Map Appendix

The map appendix helps make *Understanding Nationalism* a stand-alone resource. The 19 maps include political and physical maps of the regions of the world and eliminate the need for students to refer to an atlas. They provide a handy reference that simplifies students’ research. The maps have been kept straightforward to meet the needs of a course in which location, context, and relationships are more important than detailed representations.

MARGIN FEATURES

The margin features are designed to add context to the narrative, provide additional information about the content, and increase students’ understanding of the issue. Though the narrative is complete on its own, these features deepen its meaning and develop additional context. They also provide opportunities for students with differing learning styles to approach the issue in different ways and excellent opportunities for full-class or small-group discussions.

Charts, graphs, and diagrams: Various diagrams summarize and present information in a format that is especially helpful to visual learners. Statistical information is often presented in chart or graph form to enhance students’ understanding and to enable them to make insightful comparisons, connections, and predictions.

Maps: The maps present geographic information. In some cases, this may simply involve locating a place discussed in the narrative; in other cases, the map may present additional information that illuminates an issue and encourages students to explore it more deeply.

In many cases, a locator globe is provided to show where the country or region is located in the world. In addition, a note refers students to a map in the map appendix, which includes political and physical maps of the regions of the world.

Photographs and other visuals: Photographs — and their captions — provide important information about events and issues and add new dimensions to the narrative, providing students with a better understanding of the issues and events. Many of the captions include questions that encourage students to consider an issue from a different point of view or perspective.

FYI: These for-your-information features highlight offbeat, interesting, or unusual tidbits that add an extra dimension to students’ understanding of the material in the narrative.

Web Connection: These features connect students to the Internet through monitored links on the McGraw-Hill Ryerson web site. They help students expand their knowledge and understanding of an issue by connecting them to a broad range of opinions and information.

Note: Although McGraw-Hill Ryerson monitors all Internet links on a regular basis, it is important to check these sites before directing students to them.

Voices: This feature provides additional points of view and perspectives on the issues discussed in the narrative. The points of view and perspectives presented offer excellent opportunities for class discussions.

CheckBack and CheckForward: “CheckBack” helps students link new knowledge and understandings to issues they have explored previously, while “CheckForward” alerts them to the fact that an issue will be raised again in subsequent chapters.

Up for Discussion: These features are designed to stimulate thoughtful reading and debate by presenting alternative views on an issue. These views will generate creative tension and deeper understandings of issues as students think about their own thinking and consider issues from various points of view and perspectives.

You may wish to discuss every question or select a few to focus on. Your choice depends entirely on the classroom situation — students’ needs, interests, abilities, backgrounds, and learning styles, as well as your teaching style.

You might, for example, use the question to introduce a lesson. Read the question aloud and ask why the authors included it. What was their purpose? Why might they want students to consider this question? Summarize students’ responses on the chalkboard, then assign the reading. As students read, instruct them to decide whether their reading confirms the thoughts expressed during the introductory discussion. When students finish reading, return to the chalkboard notes and discuss whether students wish to revise their responses — and why or why not.

THE CD-ROMS FOR *UNDERSTANDING NATIONALISM*

The CD-ROMs that accompany this teacher’s resource for *Understanding Nationalism* include

- a complete version, in PDF format, of this teacher’s resource
- all reproducibles in this teacher’s resource
- many of the images, including all numbered margin features, that appear in the pages of *Understanding Nationalism*

Using the Overheads and Reproducibles

The overheads and reproducibles on the CD-ROM for *Understanding Nationalism* are presented in two versions: PDF and Microsoft Word.

The Word version enables you to adapt and tailor the reproducibles to the particular approach you are using in your classroom and to meet the needs of the students in your classes.

With students who need extra support, for example, you may wish to open the Microsoft Word version of a specific reproducible and add labels to a graphic organizer or include more examples on a chart. With students who are able to work more independently, however, you may wish to delete examples from the reproducibles before distributing them.

The section titled “Reproducibles” includes all the reproducibles needed for all the lessons presented in this resource. The reproducibles are organized into two groups:

1. Reproducibles identified by letter (e.g., Reproducible F, Mind Map): These are generic reproducibles that can be used repeatedly to achieve specific learning objectives.
2. Reproducibles identified by number (e.g., Reproducible 1.2.3, Immigration Factors): These reproducibles are designed for use at specific points in specific lessons. They are numbered sequentially by related issue and chapter. In Reproducible 1.2.3, for example, the first number signifies Related Issue 1, the second number signifies Chapter 2, and the third number means that this is the third reproducible for this chapter.

An index to both groups is located at the beginning of the section titled “Reproducibles.”

Using the Images

The colour images on the CD-ROM for *Understanding Nationalism* include

- all photographs, posters, paintings, illustrations, and editorial cartoons
- all charts and graphs
- all maps, including those in the map appendix

These colour images are included to enable you to enhance your lessons by displaying overhead transparencies or presentation slides that can be discussed by small groups or the entire class. In many cases, specific strategies for using overhead transparencies or presentation slides created from the images on the CD-ROM are included in the lessons of “Suggested Teaching Activities.”

The overhead transparencies or presentation slides can be used in a variety of ways:

- to help activate students’ previous knowledge and stimulate discussion as you introduce lessons
- to enhance class discussions by enabling the whole class to view and interact with a particular feature of *Understanding Nationalism*
- to allow small groups to view and work with particular features
- to enable you to display enlarged versions of particular features as you work with students to develop specific skills (e.g., reading graphs or maps)
- as a follow-up to or review of lessons

ONLINE STUDENT AND TEACHER CENTRES

The *Understanding Nationalism* Online Student Centre and Online Teacher Centre complement both the student resource and the teacher’s resource by offering a variety of features that enhance teaching and learning.

Online Student Centre

In addition to monitored links to the web connections recommended in *Understanding Nationalism*, students can stay on top of developing issues by accessing daily nationalism-related news feeds from media outlets such as the CBC and *The Globe and Mail*.

They can also access — and modify — checklists for success and assessment rubrics, as well as electronic files for the reproducibles and graphic organizers used in lessons.

Online Teacher Centre

Various online features are available through the Online Teacher Centre. These include

- a PDF version of this teacher’s resource
- news feeds from organizations such as the CBC, *The Globe and Mail*, and Canadian Business Online, as well as updates from Statistics Canada
- annotated links to all “Web Connections” in *Understanding Nationalism*, as well as additional sites of specific interest
- libraries of modifiable unit tests and assessment rubrics, as well as modifiable reproducibles and checklists
- a library of the images — photographs, charts, graphs, and maps — included in *Understanding Nationalism*
- strategies for integrating and correlating your teaching of the 20-2 and 20-1 courses

To access the Online Teacher Centre, go to the McGraw-Hill Ryerson web site for *Understanding Nationalism* — www.UnderstandingNationalism.ca. Under user name, enter understand. Under password, enter teach08.

Notes

Aboriginal and Francophone References

Language and cultural background are an important part of people’s identity. The prologue of *Understanding Nationalism* provides important notes about Aboriginal and Francophone references in the student resource. In addition, Reproducible C, Francophone References, and Reproducible D, Aboriginal References, provide students with a guide to the use of terms that are important to Francophones and Aboriginal peoples.

Roleplaying

Respect for others is an essential element of every classroom. Many of the explorations and activities in *Understanding Nationalism* invite students to imagine themselves as others, to act a part, to enter into the mindset of others, and to represent others graphically. As the students’ guide in the classroom, you must ensure that students are aware of the sensitivities involved in issues that focus on identity, language, culture, religion, and race. Encourage students to engage in roleplaying on the basis of their knowledge of the point of view or perspective of the individual whose role they are playing.

Before assigning an activity that may touch on highly sensitive issues or that could cause embarrassment or feelings of discomfort among students, review with the class the basics of respectful language, behaviour, and attitudes. It may be necessary to speak to some students privately to forewarn them of the issue(s) to be discussed. This action enables you to develop your awareness of students’ concerns and to provide an opportunity for individual students to privately share their concerns and sensitivities with you.

Sensitive Issues

The 20-2 course of studies, *Understandings of Nationalism*, focuses on issues. By their very nature, issues are contentious. If they were not contentious, they would not be issues.

Some students may be uncomfortable discussing, or listening to discussions of, issues that include references to violence (e.g., the *Holodomor* and the Rwandan genocide), war and its effects (e.g., the Holocaust), and other events. It is important to be aware of students’ concerns and to speak to them privately before lessons that may cause them embarrassment, discomfort, or distress.

Understanding Nationalism	
Curriculum Congruence — General Outcomes*	
Social Studies 20-2: Understandings of Nationalism	
*Boldface highlighting indicates that the outcome is an important focus of a chapter. The outcome is touched on in chapters that are listed but not highlighted in boldface.	
Key Issue	
To what extent should we embrace nationalism?	
Related Issue 1	
Should nation be the foundation of identity?	
Outcome	Chapter(s)
General Outcome — Students will understand, assess and respond to the complexities of nationalism	Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties
Specific Outcomes	
Values and Attitudes	
<i>Students will</i>	
1.1 appreciate that understandings of identity, nation, and nationalism continue to evolve (I, C)	Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
1.2 appreciate the existence of alternative views on the meaning of nation (I, C)	Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity

Outcome	Chapter(s)
1.3 appreciate how the forces of nationalism have shaped, and continue to shape Canada and the world (I, TCC, GC)	<p>Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
1.4 appreciate why people seek to promote their identity through nationalism (I, C)	<p>Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
<p>Knowledge and Understanding <i>Students will</i></p>	
1.5 explore a range of expressions of nationalism (I, C)	<p>Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)	<p>Chapter 1: Nation and Identity Chapter 2: Shaping Nationalism</p> <p>Chapter 8: National Self-Determination Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
1.7 examine the relationship between nation and nation-state (TCC, PADM, C)	<p>Chapter 1: Nation and Identity</p> <p>Chapter 8: National Self-Determination Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>

Outcome	Chapter(s)
1.8 examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)	Chapter 2: Shaping Nationalism Chapter 8: National Self-Determination Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
1.9 examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)	Chapter 2: Shaping Nationalism Chapter 3: Reconciling Nationalist Loyalties Chapter 8: National Self-Determination Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
1.10 analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)	Chapter 3: Reconciling Nationalist Loyalties Chapter 8: National Self-Determination Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
1.11 analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)	Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 11: Internationalism and Nationalism Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
Related Issue 2 Should nations pursue national interest?	
Outcome	Chapter(s)
General Outcome — Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.	Chapter 5: National Interest and Foreign Policy Chapter 6: Nationalism and Ultranationalism Chapter 7: Ultranationalism and Crimes against Humanity Chapter 8: National Self-Determination
Specific Outcomes Values and Attitudes <i>Students will</i>	
2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)	Chapter 5: National Interest and Foreign Policy Chapter 6: Nationalism and Ultranationalism Chapter 7: Ultranationalism and Crimes against Humanity Chapter 8: National Self-Determination Chapter 9: Nations, Nation-States, and Internationalism Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity

Outcome	Chapter(s)
2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC)	<p>Chapter 5: National Interest and Foreign Policy Chapter 6: Nationalism and Ultrationalism Chapter 7: Ultrationalism and Crimes against Humanity Chapter 8: National Self-Determination</p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC)	<p>Chapter 5: National Interest and Foreign Policy Chapter 6: Nationalism and Ultrationalism Chapter 7: Ultrationalism and Crimes against Humanity Chapter 8: National Self-Determination</p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
<p>Knowledge and Understanding <i>Students will</i></p>	
2.4 explore the concept of national interest (PADM, I, LPP)	<p>Chapter 5: National Interest and Foreign Policy Chapter 6: Nationalism and Ultrationalism Chapter 7: Ultrationalism and Crimes against Humanity Chapter 8: National Self-Determination</p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)	<p>Chapter 5: National Interest and Foreign Policy</p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>
2.6 examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)	<p>Chapter 6: Nationalism and Ultrationalism</p>

Outcome	Chapter(s)
2.7 examine similarities and differences between nationalism and ultranationalism (PADM, I)	Chapter 6: Nationalism and Ultranationalism Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
2.8 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)	Chapter 7: Ultranationalism and Crimes against Humanity Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism
2.9 examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)	Chapter 8: National Self-Determination Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
2.10 evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)	Chapter 8: National Self-Determination Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
Related Issue 3 Should internationalism be pursued?	
Outcome	Chapter(s)
General Outcome — Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
Specific Outcomes Values and Attitudes <i>Students will</i>	
3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues

Outcome	Chapter(s)
3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
Knowledge and Understanding <i>Students will</i>	
3.4 examine the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
3.5 explore understandings of internationalism (GC, PADM)	Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)	Chapter 10: Foreign Policy and Internationalism Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues
3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)	Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 9: Nations, Nation-States, and Internationalism Chapter 12: Internationalism and Global Issues
3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)	Chapter 12: Internationalism and Global Issues Chapter 9: Nations, Nation-States, and Internationalism Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism
3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)	Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues

Related Issue 4 Should individuals and groups in Canada embrace a national identity?	
Outcome	Chapter(s)
General Outcome — Students will understand the complexities of nationalism within the Canadian context.	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity
Specific Outcomes	
Values and Attitudes	
<i>Students will</i>	
4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.3 respect the views of others on alternative visions of national identity (I, C)	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
Knowledge and Understanding	
<i>Students will</i>	
4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity

Outcome	Chapter(s)
4.5 examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)	Chapter 14: Canadian Identity Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.6 identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)	Chapter 13: Visions of Canada Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.7 explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)	Chapter 15: The Quest for Canadian Unity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.8 analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)	Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination
4.9 develop personal and collective visions of national identity (I, C)	Chapter 13: Visions of Canada Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity Chapter 3: Reconciling Nationalist Loyalties Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties Chapter 8: National Self-Determination

UNDERSTANDING NATIONALISM

CURRICULUM CONGRUENCE — CODING OF SKILLS AND PROCESSES OUTCOMES

The following coding system is used to identify outcomes in the curriculum congruence chart for skills and processes.

Dimensions of Thinking

S.1 Develop skills of critical thinking and creative thinking

- 1.1 analyze ideas and information from multiple sources
- 1.2 determine relationships among multiple sources of information
- 1.3 determine the validity of information based on context, bias, sources, objectivity, evidence, or reliability
- 1.4 suggest likely outcomes based on factual information
- 1.5 evaluate personal assumptions and opinions
- 1.6 determine the strengths and weaknesses of arguments
- 1.7 identify seemingly unrelated ideas to explain a concept or event
- 1.8 analyze current affairs from a variety of perspectives
- 1.9 identify main ideas underlying a position or issue

S.2 Develop skills of historical thinking

- 2.1 understand diverse historical and contemporary perspectives within and across cultures
- 2.2 analyze connections among patterns of historical change by identifying cause-and-effect relationships
- 2.3 compare and contrast historical narratives
- 2.4 identify and describe the impact of significant historical periods and patterns of change on society today
- 2.5 understand the difference between historical facts and historical interpretations
- 2.6 compare alternative historical narratives
- 2.7 develop reasoned arguments supported by historical and contemporary evidence
- 2.8 describe how changes in technology can benefit or harm society
- 2.9 use current, reliable information sources from around the world

S.3 Develop skills of geographic thinking

- 3.1 analyze the ways in which physical and human geographic features influence world events
- 3.2 draw conclusions from maps and other geographic sources
- 3.3 locate, gather, interpret and organize information, using historical maps
- 3.4 assess the impact of human activities on the land and the environment
- 3.5 use current, reliable information sources from around the world, including online atlases

S.4 Demonstrate skills of decision making and problem solving

- 4.1 demonstrate skills needed to reach consensus, solve problems, and formulate positions
- 4.2 use inquiry processes to make decisions and solve problems
- 4.3 apply ideas and strategies to contribute to decision making and problem solving
- 4.4 describe a plan of action to use technology to solve a problem
- 4.5 use appropriate tools and materials to accomplish a plan of action

Social Participation as a Democratic Practice

S.5 Demonstrate skills of co-operation, conflict resolution, and consensus building

- 5.1 demonstrate leadership by persuading, compromising, and negotiating to resolve conflicts and differences
- 5.2 make meaningful contributions to discussion and group work
- 5.3 identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- 5.4 consider the points of view and perspectives of others
- 5.5 identify and use a variety of strategies to resolve conflicts peacefully and equitably
- 5.6 demonstrate co-operativeness in groups to solve problems

S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

- 6.1 demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
- 6.2 promote and respect the contributions of team members when working as a team
- 6.3 co-operate with others for the well-being of the community

Research for Deliberative Inquiry

5.7 Apply the research process

- 7.1 develop and express an informed position on an issue
- 7.2 develop conclusions based on evidence gathered through research of a wide variety of sources
- 7.3 use research tools and methods to investigate issues
- 7.4 consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
- 7.5 revise questions on an issue as new information becomes available
- 7.6 select relevant information when conducting research
- 7.7 cite sources correctly to respect the ownership and integrity of information
- 7.8 use calendars, time management or project management software to assist in organizing the research process
- 7.9 plan and perform searches, using digital sources
- 7.10 generate understandings of issues by using some form of technology to facilitate the process

Communication

5.8 Demonstrate skills of oral, written, and visual literacy

- 8.1 communicate effectively in a variety of situations
- 8.2 engage in respectful discussion
- 8.3 use a variety of oral, visual, and print sources to present informed positions on issues
- 8.4 ask respectful and relevant questions of others to clarify viewpoints on an issue
- 8.5 make respectful and reasoned comments on the topic of discussion
- 8.6 use technology to compose, revise, and edit text
- 8.7 employ technologies to adapt information for context (situation, audience, and purpose)

S .9 Develop skills of media literacy

- 9.1 assess the authority, reliability, and validity of electronically accessed information
- 9.2 analyze the validity of various points of view in media messages
- 9.3 analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- 9.4 analyze the impact of various forms of media
- 9.5 demonstrate discriminatory selection of electronically accessed information

<i>Understanding Nationalism</i>						
Curriculum Congruence — Skills and Processes Social Studies 20-2: Understandings of Nationalism						
	Activity Icon	Issue Questions	Selecting Criteria	Powerful Questions		
Prologue	p. 1 — 1.1, 1.5, 7.3 p. 1 — 1.1, 1.4, 1.5, 7.3 p. 2 — 1.1, 1.5, 7.1, 7.3 p. 9 — 1.1, 1.4, 7.1	p. 5 — 1.1, 1.4, 1.7, 1.8, 4.2, 4.3, 7.1, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4	p. 6 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 4.3, 7.1, 8.1, 8.2	p. 7 — 1.1, 1.2, 1.3, 1.6, 1.8, 4.1, 4.2, 4.3, 4.5, 5.4, 5.5, 5.6, 7.1., 7.7, 8.1, 8.2, 8.3, 8.4, 8.5		
Related Issue 1 Should nation be the foundation of identity?						
Your Challenge	pp. 16-17: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 4.2, 4.5, 7.1, 7.3, 7.4, 7.8, 8.1, 8.2, 8.5, 8.6, 8.7					
Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
Chapter 1	p. 20 — 1.1, 1.5, 1.6, 1.8, 7.1, 7.2, 8.1, 8.6 p. 20 — 1.1, 1.5, 1.9, 2.1, 2.3, 2.7, 8.1, 8.6 p. 21 — 1.1, 1.5, 8.1, 8.2, 8.3, 8.4 p. 21 — 1.1, 1.5, 1.8, 2.1, 3.1, 7.1, 7.2, 8.1, 8.6 p. 23 — 1.1, 1.5, 1.9, 8.1, 8.6 p. 23 — 1.1, 1.4, 1.5, 1.9, 8.1, 8.6 p. 25 — 1.1, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 8.1, 8.6 p. 25 — 1.1, 1.2, 1.7, 1.9, 2.1, 2.7, 8.1, 8.6 p. 26 — 1.1, 1.5, 1.7, 1.8, 2.1, 2.7, 2.9, 3.1, 3.5, 8.1, 8.6 p. 27 — 1.1, 1.2, 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.5, 8.1, 8.6	p. 22 — 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 7.1, 8.1, 8.6 p. 34 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 5.4, 7.1, 7.2, 8.1, 8.6 5.4, 7.1, 7.2, 8.1, 8.6	p. 37 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.6, 3.1, 5.4, 7.1, 7.2, 8.1, 8.6	p. 24 — 1.1, 1.5, 1.9, 8.1, 8.3, 8.6 p. 29 — 1.1, 1.5, 1.6, 1.9, 1.9, 2.1, 2.6, 2.9, 3.1, 7.1, 8.1, 8.3, 8.6 p. 33 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 7.1, 7.2, 8.1, 8.6	p. 38 1 — 1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3, 8.6 2 — 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 3.1, 3.4, 5.2, 5.4, 5.6, 6.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6	p. 39 — 1.1, 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.5, 2.7, 2.9, 3.1, 4.4, 5.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.10, 8.1, 8.3, 8.7

Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
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Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
Chapter 2 (continued)	<p>p. 50 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.2, 2.4, 2.7, 7.1, 7.2, 8.1, 8.6</p> <p>p. 54 — 1.1, 1.5, 2.1, 2.4, 2.7, 2.8, 3.1, 7.1, 7.5, 8.1, 8.3</p> <p>p. 57 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 58 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.4, 5.4, 7.1, 8.1, 8.3</p>	<p>p. 53 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 5.4, 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.3, 8.6</p> <p>p. 56 — 1.1, 1.2, 2.1, 2.2, 2.3, 2.7, 7.1, 7.2, 7.4, 8.1, 8.3</p>	<p>p. 59 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 2.9, 5.4, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 50 — 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 7.1, 7.2, 7.4, 8.1, 8.3, 8.6</p> <p>p. 54 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.2, 3.4, 3.5, 5.4, 7.1, 7.2, 7.4, 8.1, 8.3, 8.6</p>	<p>2 — 1.1, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 4.2, 4.3, 5.2, 5.3, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7, 2.9, 5.4, 7.1, 7.2, 8.1, 8.3, 8.6</p>	<p>7.4, 7.5, 7.6, 7.7, 7.9, 7.10, 8.1, 8.3, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.5</p>
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Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge	
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Related Issue 2						
Should nations pursue national interest?						
Your Challenge	Should nations pursue national interest?					
Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
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Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
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Chapter	Activity Icon	Explorations	Your Turn	Recall ... Reflect ... Respond	Think ... Participate ... Research ... Communicate ...	Skill Builder to Your Challenge
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Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
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Related Issue 3						
Should internationalism be pursued?						
Your Challenge	Should internationalism be pursued?					
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Your Challenge	pp. 288-289 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5					
Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
Chapter 13	p. 292 — 1.1, 1.2, 1.3, 1.5, 1.8, 2.7, 7.1, 8.1, 8.3, 9.2, 9.4	p. 298 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 7.1, 7.2, 7.6, 8.1, 8.3	p. 302 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 4.2, 7.1, 7.2, 7.6, 8.1, 8.3	p. 295 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 7.1, 8.1, 8.3, 8.6, 9.2, 9.4	p. 310 1 — 1.1, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 7.6, 8.1, 8.3, 8.6 2 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 3 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 4 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6	p. 311 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6
	p. 293 — 1.1, 1.2, 1.3, 1.5, 1.8, 2.7, 7.1, 8.1, 8.3, 9.2, 9.4	p. 321 — 1.1, 1.4, 1.5, 1.7, 2.1, 2.3, 2.6, 7.1, 7.2, 7.3		p. 299 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.5, 2.7, 2.9, 7.1, 7.2, 7.6, 8.1, 8.3		
	p. 294 — 1.1, 1.2, 1.3, 1.8, 1.9, 2.1, 2.3, 2.5, 2.6, 7.1, 8.1, 8.3	p. 305 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.6, 3.1, 3.4, 4.1, 4.2, 5.2, 5.3, 5.4, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6				
	p. 296 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 7.1, 7.2, 8.1, 8.3	p. 309 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 5.4, 7.1, 7.2, 8.1, 8.3				
	p. 297 — 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.3					
	p. 299 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.2, 3.4, 7.1, 7.2, 8.1, 8.3					
	p. 300 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.4, 7.1, 7.2, 7.6, 8.1, 8.3					
	p. 301 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3					
	p. 303 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 4.1, 4.2, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6					
	p. 306 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.3					
	p. 306 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.3					

Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
Chapter 13 (continued)	<p>p. 307 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.5, 2.7, 8.1, 8.3</p> <p>p. 308 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 4.1, 4.2, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 308 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.3</p> <p>p. 309 — 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 8.1, 8.3</p>					
Chapter 14	<p>p. 314 — 1.1, 1.5, 1.8, 2.9, 7.1, 7.6, 8.1, 8.3</p> <p>p. 315 — 1.1, 1.5, 1.8, 2.7, 2.9, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 316 — 1.1, 1.5, 1.8, 2.9, 7.1, 7.6, 8.1, 8.3</p> <p>p. 317 — 1.1, 1.5, 1.8, 2.9, 3.1, 7.1, 7.6, 8.1, 8.3</p> <p>p. 317 — 1.1, 1.5, 1.8, 2.9, 7.1, 7.6, 8.1, 8.3</p> <p>p. 318 — 1.1, 1.5, 1.8, 2.7, 2.9, 7.1, 7.6, 8.1, 8.3</p> <p>p. 319 — 1.1, 1.5, 1.8, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 319 — 1.1, 1.5, 1.8, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 320 — 1.1, 1.3, 1.4, 1.5, 1.8, 2.3, 2.7, 7.1, 7.2, 8.1, 8.3</p> <p>p. 323 — 1.1, 1.5, 1.8, 2.2, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 324 — 1.1, 1.5, 1.8, 2.1, 2.2, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 326 — 1.1, 1.5, 1.8, 2.1, 2.2, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 329 — 1.1, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 7.6, 8.1, 8.3</p>	<p>p. 315 — 1.1, 1.4, 1.5, 1.8, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3, 8.6</p> <p>p. 322 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 328 — 1.1, 1.5, 1.6, 1.8, 1.9, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 316 — 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.9, 7.1, 7.2, 7.6, 8.1, 8.3</p> <p>p. 320 — 1.1, 1.2, 1.5, 1.8, 2.1, 2.2, 2.9, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.5, 7.6, 7.10, 8.1, 8.3, 8.6</p> <p>p. 325 — 1.1, 1.5, 1.8, 1.9, 2.1, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.5, 7.6, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p>	<p>p. 330</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 3.1, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>2 — 1.1, 1.5, 1.7, 1.8, 2.1, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.5, 2.6, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3, 8.6</p>	<p>p. 331 — 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9, 3.1, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.3, 5.5, 5.6, 6.2, 7.1, 7.2, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p>

Chapter	Activity Icon	Explorations	Your Turn	Recall ... Reflect ... Respond	Think ... Participate ... Research ... Communicate ...	Skill Builder to Your Challenge
Chapter 15	<p>p. 334 — 1.1, 1.5, 7.1, 8.1</p> <p>p. 335 — 1.1, 1.2, 1.3, 1.5, 1.8, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 337 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.2, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 7.1, 7.2, 7.6, 8.1, 8.3</p> <p>p. 338 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.3</p> <p>p. 339 — 1.1, 1.2, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3</p> <p>p. 340 — 1.1, 1.2, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 342 — 1.1, 1.2, 1.3, 1.8, 2.1, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 342 — 1.1, 1.5, 1.8, 2.1, 2.2, 2.7, 3.1, 4.2, 5.2, 5.4, 5.6, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>p. 344 — 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 346 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 347 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 350 — 1.1, 1.2, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.8, 3.1, 3.2, 7.1, 7.2, 8.1, 8.3</p> <p>p. 351 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.8, 3.1, 3.2, 3.4, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 335 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.7, 2.9, 7.1, 7.2, 7.6, 7.9, 7.10, 8.1, 8.3, 8.6, 9.1, 9.2, 9.3, 9.5</p> <p>p. 345 — 1.1, 1.2, 1.4, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9, 3.1, 7.1, 7.2, 7.6, 8.1, 8.3</p> <p>p. 349 — 1.1, 1.2, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3</p> <p>8.3</p>	<p>p. 353 — 1.1, 1.2, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 7.1, 7.2, 7.6, 8.1, 8.3</p>	<p>p. 336 — 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 7.6, 8.1, 8.3, 8.6</p> <p>p. 347 — 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 4.2, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p>	<p>p. 354</p> <p>1 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 7.1, 7.2, 7.6, 8.1, 8.3, 8.6</p> <p>2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 4.1, 4.2, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 4.1, 4.2, 4.3, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p>	<p>p. 355 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.5</p>

Chapter	Activity Icon	Explorations	Your Turn	Recall . . . Reflect . . . Respond	Think . . . Participate . . . Research . . . Communicate . . .	Skill Builder to Your Challenge
Chapter 16	<p>p. 358 — 1.1, 1.4, 1.5, 1.9, 7.1, 8.1</p> <p>p. 359 — 1.1, 1.5, 1.9, 7.1, 8.1</p> <p>p. 361 — 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.1, 2.7, 2.9, 7.1, 8.1</p> <p>p. 362 — 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.1, 2.7, 2.9, 7.1, 7.2, 8.1</p> <p>p. 365 — 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 365 — 1.1, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 4.1, 4.2, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>p. 366 — 1.1, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 4.1, 4.2, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 8.1, 8.3</p> <p>p. 368 — 1.1, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 7.1, 7.2, 8.1, 8.3</p> <p>p. 369 — 1.1, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3</p> <p>p. 370 — 1.1, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 371 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 372 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p> <p>p. 373 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3, 9.4</p>	<p>p. 363 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.3, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3, 8.6</p> <p>p. 367 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 369 — 1.1, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.4, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 360 — 1.1, 1.5, 1.6, 1.8, 1.9, 2.1, 2.7, 7.1, 7.2, 8.1, 8.3</p> <p>p. 371 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 8.1, 8.3</p>	<p>p. 374</p> <p>1 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.5, 7.6, 7.10, 8.1, 8.3, 8.6, 8.7</p> <p>2 — 1.1, 1.5, 1.8, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 5.4, 7.1, 7.2, 8.1, 8.3, 8.6</p>	<p>p. 375 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3</p>

