

INTRODUCING  
*TEACHER'S RESOURCE*  
*EXPLORING*  
*NATIONALISM*

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## INTRODUCING TEACHER'S RESOURCE: EXPLORING NATIONALISM

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*Exploring Nationalism* is an innovative, integrated textbook tailored to the issues-focused, inquiry-based approach of Perspectives on Nationalism, the 20-1 social studies course. In addition to accommodating the needs, interests, abilities, and learning styles of students as they explore, analyze, and evaluate points of view and perspectives on nationalism, *Exploring Nationalism* also provides teachers with exciting opportunities to integrate a variety of teaching strategies that help engage students in the curriculum, support students as they respond to issue and inquiry questions and develop social studies skills and processes, and encourage students to become thoughtful, interested, and active learners and critical thinkers.

### CURRICULUM CONGRUENCE

*Exploring Nationalism* provides a 100 per cent match to the Alberta curriculum for the 20-1 social studies course, titled Perspectives on Nationalism. The curriculum congruence charts on pages 16 to 59 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 20-1 course, but also to develop the skills and processes they are expected to achieve by the time they complete the 30-1 social studies course.

### PEDAGOGICAL STRUCTURE OF EXPLORING NATIONALISM

*Exploring 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 *Exploring 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.

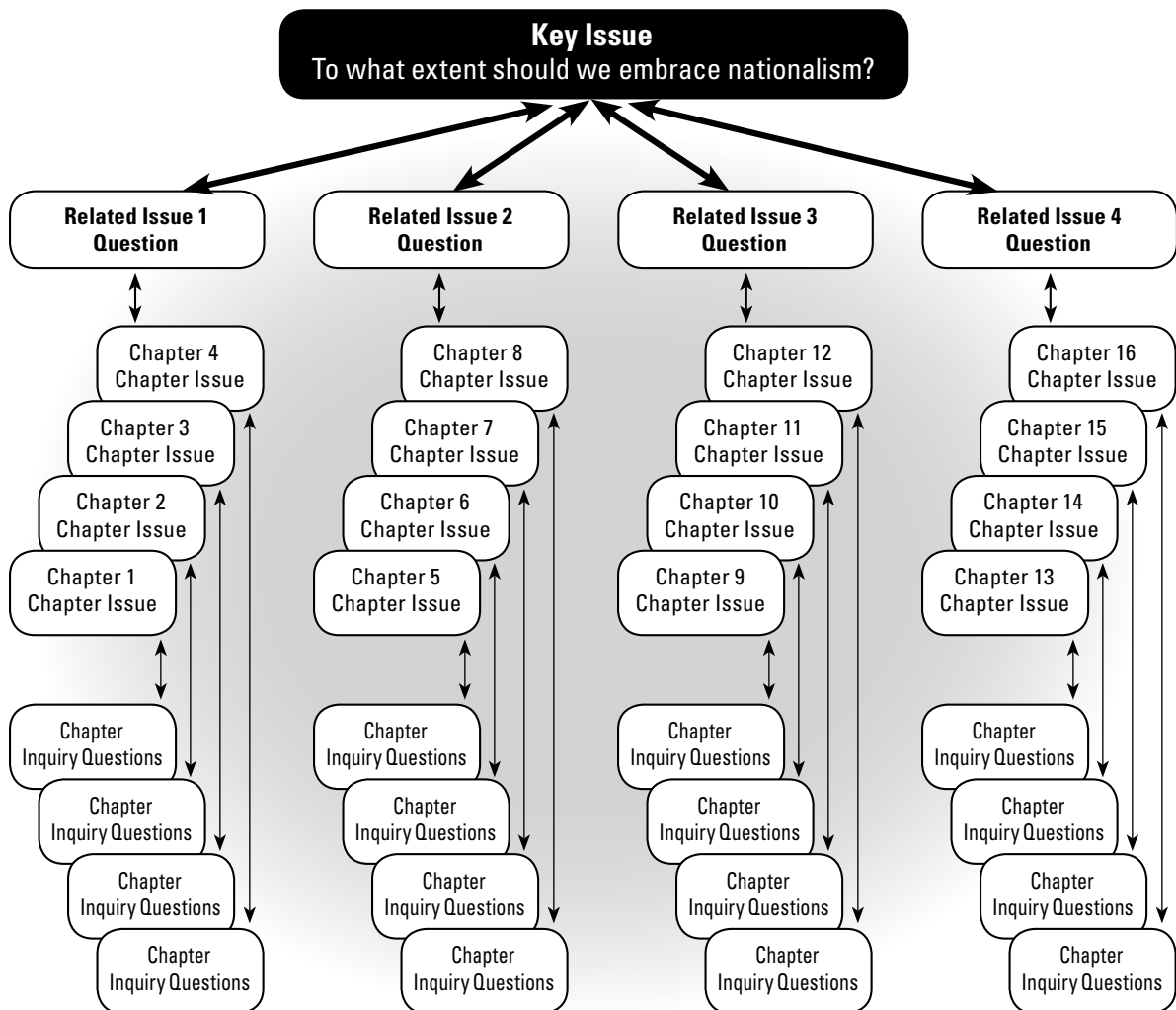
## SPIRAL CURRICULUM DEVELOPMENT

This organizational structure 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 10-1 social studies curriculum, and it provides the bookends for the 20-1 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 *Exploring 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 key issue question.

## STRUCTURE OF *EXPLORING NATIONALISM*



## ISSUE QUESTIONS, INQUIRY QUESTIONS, AND CHAPTER CONTENT

<p style="text-align: center;"><b>Key Issue</b> To what extent should we embrace nationalism?</p>		
<p><b>Related Issue 1</b> To what extent should nation be the foundation of identity?</p>		
<p><b>Chapter and Chapter Issue</b></p>	<p><b>Chapter Inquiry Questions</b></p>	<p><b>Chapter Overview</b></p>
<p><b>1 Nation and Identity</b> To what extent are nation and identity related</p>	<p>What are some concepts of nation? What are some understandings of nation? How can nation be understood as a civic concept? How do people express their identity through nation?</p>	<p>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</p>
<p><b>2 Shaping Nationalism</b> To what extent do external and internal factors shape nationalism?</p>	<p>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?</p>	<p>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</p>
<p><b>3 Reconciling Nationalist Loyalties</b> To what extent should people reconcile their contending nationalist loyalties?</p>	<p>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?</p>	<p>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</p>
<p><b>4 Reconciling Nationalist and Non-Nationalist Loyalties</b> To what extent should people reconcile their contending nationalist and non-nationalist loyalties?</p>	<p>What are non-nationalist loyalties? How can nationalist and non-nationalist loyalties compete? How have people reconciled contending nationalist and non-nationalist loyalties?</p>	<p>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</p>

<b>Related Issue 2</b> To what extent should national interest be pursued?		
<b>Chapter and Chapter Issue</b>	<b>Chapter Inquiry Questions</b>	<b>Chapter Overview</b>
<p><b>5 National Interest and Foreign Policy</b></p> <p>To what extent do national interest and foreign policy shape each other?</p>	<p>How are nationalism and national interest related?</p> <p>How has national interest shaped foreign policy?</p> <p>How has foreign policy shaped national interest?</p>	<p>Explores understandings of how nationalism and national interest are related</p> <p>Develops understandings of the relationship between national interest and foreign policy</p>
<p><b>6 Nationalism and Ultrationalism</b></p> <p>To what extent can nationalism lead to ultrationalism?</p>	<p>What is ultrationalism?</p> <p>How does ultrationalism develop?</p> <p>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</p> <p>Develops understandings of various responses to ultrationalism</p>
<p><b>7 Ultrationalism and Crimes against Humanity</b></p> <p>To what extent can the pursuit of ultrationalism lead to crimes against humanity?</p>	<p>What are crimes against humanity?</p> <p>How has ultrationalism caused crimes against humanity?</p> <p>What are some contemporary consequences of ultrationalism?</p>	<p>Explores crimes against humanity, genocide, and war crimes</p> <p>Explores various points of view and perspectives on how ultrationalism has caused crimes against humanity</p> <p>Develops understandings of the connections between ultrationalism and crimes against humanity</p>
<p><b>8 National Self-Determination</b></p> <p>To what extent should national self-determination be pursued?</p>	<p>What is national self-determination?</p> <p>What are some effects of pursuing national self-determination?</p> <p>What are some effects on Canada of pursuing national self-determination?</p> <p>What are some unintended consequences of the pursuit of national self-determination?</p>	<p>Explores understandings of national self-determination</p> <p>Explores effects of various groups' pursuit of national self-determination on Canada and the world</p> <p>Develops understandings of the effects — both intended and unintended — of pursuing national self-determination</p>

<b>Related Issue 3</b> To what extent should internationalism be pursued?		
<b>Chapter and Chapter Issue</b>	<b>Chapter Inquiry Questions</b>	<b>Chapter Overview</b>
<p><b>9 Nations, Nation-States, and Internationalism</b></p> <p>To what extent does involvement in international affairs benefit nations and states?</p>	<p>What are some common motives of nations and states?</p> <p>How do the motives of nations and states shape their responses to the world?</p> <p>What are some understandings of internationalism?</p> <p>How does internationalism benefit nations and 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</p> <p>Explores various points of view and perspectives on internationalism</p> <p>Develops understandings of how internationalism benefits nations and states</p>
<p><b>10 Foreign Policy and Internationalism</b></p> <p>To what extent can foreign policy promote internationalism?</p>	<p>How do countries set foreign policy?</p> <p>How can states promote internationalism through foreign policy?</p> <p>How does Canadian foreign policy try to balance national interest and internationalism?</p>	<p>Explores forces that influence countries' foreign policies</p> <p>Explores how states promote internationalism through foreign policy decisions</p> <p>Develops understandings of the factors that affect Canada's foreign policy decisions</p>
<p><b>11 Internationalism and Nationalism</b></p> <p>To what extent do efforts to promote internationalism through world organizations affect nationalism?</p>	<p>How have changing world conditions promoted the need for internationalism?</p> <p>How have the United Nations' changing international responses affected nationalism?</p> <p>How do the responses of various international organizations affect nationalism?</p>	<p>Explores some contemporary world conditions and whether they promote the need for international responses</p> <p>Explores various points of view and perspectives on the United Nations and other organizations as vehicles for promoting international responses</p> <p>Develops understandings of various points of view and perspectives on internationalism and its effects on nationalism</p>
<p><b>12 Internationalism and Global Issues</b></p> <p>To what extent can internationalism effectively address contemporary global issues?</p>	<p>What are some contemporary global issues?</p> <p>How has internationalism been used to address contemporary global issues?</p> <p>Is internationalism always the most effective way of addressing contemporary global issues?</p>	<p>Explores various points of view and perspectives on contemporary global issues</p> <p>Explores how international approaches have attempted to resolve contemporary global issues</p> <p>Develops understandings of whether international approaches have successfully addressed contemporary global issues</p>

<b>Related Issue 4</b> To what extent should individuals and groups in Canada embrace a national identity?		
<b>Chapter and Chapter Issue</b>	<b>Chapter Inquiry Questions</b>	<b>Chapter Overview</b>
<b>13 Visions of Canada</b> To what extent have visions of Canadian identity evolved?	What is Canada? How and why did early visions of Canada emerge? To what extent did various early visions of Canada meet people's needs? How is the evolution of visions of Canada reflected in the country today?	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
<b>14 Canadian Identity</b> To what extent have attempts to promote a national identity been successful?	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?	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
<b>15 The Quest for Canadian Unity</b> To what extent should Canadian national unity be promoted?	What is national unity? How does the nature of Canada affect national unity? How has the changing face of Canada affected national unity?	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
<b>16 Visions of National Identity</b> To what extent should I embrace a national identity?	What are some possible visions of nation? What are some possible visions of Canada? What is your vision of national identity?	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

## TEXTUAL FEATURES OF EXPLORING NATIONALISM

The textual features of *Exploring 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	Clearly set a 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	No more than 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. Transition words and phrases (e.g., "but," "however," "because," "though," "as a result")	Improve readability by helping students connect ideas Improve understanding of relationships among complex ideas
4. Sentences and paragraphs	No breaks across pages — improves readability by easing the transition from one page to the next
5. Headings and subheadings	Provide white space to facilitate reading Present narrative in manageable chunks Provide a secondary focus for reading for understanding Reduce "threat" for reluctant readers and others who may have difficulties
6. Boldface words	Draw students' eyes to important vocabulary that is defined in the narrative Signal that a dictionary-style definition appears in the glossary
7. Specialized vocabulary	Defined in context Encourages students to develop their skill at drawing meaning from context Mimics "real" reading situations
8. Text flow	Text flows smoothly from top to bottom of page No features interrupt text flow (i.e., text flows around features) Improves readability by ensuring that students can follow the main narrative
9. Activity icons	Are integrated into the narrative Provide appropriate pauses for students to think about issues Invite personal engagement in the narrative Provide opportunities for teacher to check students' knowledge and developing understandings of concepts in the narrative
10. Visuals	Are placed in margins (i.e., do not interrupt the flow of the narrative) Enhance the context of the narrative Provide alternative learning opportunities



## USING THE FEATURES OF EXPLORING NATIONALISM

The features of *Exploring Nationalism* are designed to add context to the narrative and provide additional information that expands students' appreciation and understanding of the issues and 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 learning potential.

*Exploring 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 p. 73) 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 *Exploring Nationalism* presents a critical challenge. 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 *Exploring Nationalism*, a feature titled “Checklist for Success” provides students with 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 and by enabling them to use the rubric as a checklist that can help them plan, prepare, and revise their work as they complete their challenge presentations.

The final page of every chapter includes a feature titled “Think about Your Challenge.” This reminds students of the challenge and encourages them to plan their response to the challenge and to think about how they can integrate their explorations and analyses into the challenge that they are preparing.

### 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; to synthesize the information presented; and to link it to the narrative.

## REFLECT AND RESPOND

Within chapters, each section that opens with an inquiry question concludes with an opportunity for students to 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 reflect-and-respond activities 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., photographs, 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.

These 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. 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 *Exploring 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," p. 30), 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 reflect-and-respond activities, the end-of-chapter activities are designed to be assessed formatively, but they can also become the focus of summative assessment.

## MAJOR FEATURES

*Exploring Nationalism* includes several major features that are designed to help students explore, analyze, 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.

### Focus on Skills

The two-page feature titled “Focus on Skills” is a how-to guide that highlights a specific social studies skill drawn from the skills and processes section of the 20-1 social studies curriculum. It introduces the skill in the context of an aspect of the chapter issue and provides students with a step-by-step guide to developing the skill.

Once this skill is introduced, subsequent chapter activities provide students with plenty of opportunity for practice and reinforcement. Although the feature focuses on a specific skill, it is never practised in isolation. In Chapter 1, for example, the skill focus deals with developing effective inquiry questions. As students follow the steps of this feature, they are also developing other skills, such as evaluating ideas and information, assessing the validity of information and ideas, and evaluating the logic of assumptions. This means that, although the focus is on developing an informed position, students are actually practising many skills as they hone the identified skill.

The skills developed in *Exploring Nationalism* are set out in the table of contents.

### 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.

### 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 20-1 social studies curriculum and reflect national geographic standards.

### 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, and evaluate the points of view and perspectives presented.

### 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.

## Taking Turns

“Taking Turns” depicts three 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.
- 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.

## 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.

**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 are intended to 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.

**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 different 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, and backgrounds, and 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 *EXPLORING NATIONALISM*

The CD-ROMs that accompany this teacher’s resource for *Exploring 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 many of the margin features and other elements, that appear in the pages of *Exploring Nationalism*

## Using the Overheads and Reproducibles

The overheads and reproducibles on the CD-ROM for *Exploring 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.

## Using the Images

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

- all photographs, posters, paintings, illustrations, and editorial cartoons
- all charts and graphs
- all maps

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 *Exploring 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 reading maps)
- as a follow-up to or review of lessons

## **ONLINE STUDENT AND TEACHER CENTRES**

The *Exploring 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 *Exploring 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 *Exploring 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 *Exploring Nationalism*
- alternative related-issue challenges
- strategies for integrating and correlating your teaching of the 20-1 and 20-1 courses

To access the Online Teacher Centre, go to the McGraw-Hill Ryerson web site for *Exploring Nationalism*: <[www.exploringnationalism.ca](http://www.exploringnationalism.ca)>. Under user name, enter exploring08. Under password, enter teacher1.

## Notes

### ***Aboriginal and Francophone References***

Language and cultural background are an important part of people's identity. The prologue of *Exploring 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 *Exploring Nationalism* invite students to imagine themselves as others, to act a part, to enter into the mindset of others, and to represent others graphically. Encourage students to engage in roleplaying based on their knowledge of the point of view or perspective of the individual whose role they are playing.

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. 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 their sensitivities with you.

### ***Sensitive Issues***

The 20-1 course of studies, Perspectives on 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.

<b>Understanding Nationalism</b>	
<b>Curriculum Congruence — General and Specific Outcomes*</b> <b>Social Studies 20-1: Perspectives on Nationalism</b>	
<i>* 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.</i>	
<b>Key Issue</b> Key Issue — To what extent should we embrace nationalism?	
<b>Related Issue 1</b> To what extent should nation be the foundation of identity?	
Outcome	Chapter(s)
<b>General Outcome</b> — Students will explore the relationships among identity, nation, and nationalism.	<b>Chapter 1: Nation and Identity</b> <b>Chapter 2: Shaping Nationalism</b> <b>Chapter 3: Reconciling Nationalist Loyalties</b> <b>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</b>
<b>Specific Outcomes</b> Values and Attitudes Students will	
1.1 appreciate that understandings of identity, nation, and nationalism continue to evolve (I, C)	<b>Chapter 1: Nation and Identity</b> <b>Chapter 2: Shaping Nationalism</b> <b>Chapter 3: Reconciling Nationalist Loyalties</b> <b>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</b>  <b>Chapter 8: National Self-Determination</b> <b>Chapter 11: Internationalism and Nationalism</b> <b>Chapter 13: Visions of Canada</b> <b>Chapter 14: Canadian Identity</b> <b>Chapter 15: The Quest for Canadian Unity</b> <b>Chapter 16: Visions of National Identity</b>



Outcome	Chapter(s)
1.2 appreciate the existence of alternative views on the meaning of nation (I, C)	<p>Chapter 1: Nation and Identity</p> <p>Chapter 2: Shaping Nationalism</p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p> <p>Chapter 11: Internationalism and Nationalism</p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>
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</p> <p>Chapter 2: Shaping Nationalism</p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p> <p>Chapter 11: Internationalism and Nationalism</p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>

Outcome	Chapter(s)
1.4 appreciate why people seek to promote their identity through nationalism (I, C)	<p>Chapter 1: Nation and Identity</p> <p>Chapter 2: Shaping Nationalism</p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p> <p>Chapter 11: Internationalism and Nationalism</p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>
<p><b>Knowledge and Understandings</b></p> <p><i>Students will</i></p>	
1.5 explore a range of expressions of nationalism (I, C)	<p>Chapter 1: Nation and Identity</p> <p>Chapter 2: Shaping Nationalism</p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p> <p>Chapter 11: Internationalism and Nationalism</p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>

Outcome	Chapter(s)
<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>	<p><b>Chapter 1: Nations and Identity</b> 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>
<p>1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)</p>	<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>
<p>1.8 analyze 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)</p>	<p><b>Chapter 2: Shaping Nationalism</b></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>
<p>1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)</p>	<p><b>Chapter 2: Shaping Nationalism</b> Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination Chapter 14: Canadian Identity Chapter 15: The Quest for Canadian Unity Chapter 16: Visions of National Identity</p>

Outcome	Chapter(s)
<p>1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)</p>	<p><b>Chapter 3: Reconciling Nationalist Loyalties</b></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>
<p>1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)</p>	<p><b>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</b></p> <p>Chapter 11: Internationalism and Nationalism                      Chapter 14: Canadian Identity                      Chapter 15: The Quest for Canadian Unity                      Chapter 16: Visions of National Identity</p>

<b>Related Issue 2</b> To what extent should national interest be pursued?	
<b>Outcome</b>	<b>Chapter(s)</b>
<b>General Outcome</b> — Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.	<p><b>Chapter 5: National Interest and Foreign Policy</b></p> <p><b>Chapter 6: Nationalism and Ultranationalism</b></p> <p><b>Chapter 7: Ultranationalism and Crimes against Humanity</b></p> <p><b>Chapter 8: National Self-Determination</b></p>
<b>Specific Outcomes</b> <b>Values and Attitudes</b> <i>Students will</i>	
2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)	<p><b>Chapter 5: National Interest and Foreign Policy</b></p> <p><b>Chapter 6: Nationalism and Ultranationalism</b></p> <p><b>Chapter 7: Ultranationalism and Crimes against Humanity</b></p> <p><b>Chapter 8: National Self-Determination</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>
2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)	<p><b>Chapter 5: National Interest and Foreign Policy</b></p> <p><b>Chapter 6: Nationalism and Ultranationalism</b></p> <p><b>Chapter 7: Ultranationalism and Crimes against Humanity</b></p> <p><b>Chapter 8: National Self-Determination</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism</p> <p>Chapter 11: Internationalism and Nationalism</p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 16: Visions of National Identity</p>

Outcome	Chapter(s)
<p>2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)</p>	<p><b>Chapter 5: National Interest and Foreign Policy</b>  <b>Chapter 6: Nationalism and Ultrationalism</b>  <b>Chapter 7: Ultrationalism and Crimes against Humanity</b>  <b>Chapter 8: National Self-Determination</b></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><b>Knowledge and Understanding</b>  <i>Students will</i></p> <p>2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)</p>	<p><b>Chapter 5: National Interest and Foreign Policy</b>  <b>Chapter 6: Ultrationalism</b>  <b>Chapter 7: Ultrationalism and Crimes against Humanity</b>  <b>Chapter 8: National Self-Determination</b></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>

Outcome	Chapter(s)
2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)	<p><b>Chapter 5: National Interest and Foreign Policy</b></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 analyze the relationship between nationalism and ultranationalism (PADM, I)	<p><b>Chapter 6: Nationalism and Ultranationalism</b></p>
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)	<p><b>Chapter 6: Nationalism and Ultranationalism</b>  <b>Chapter 7: Ultranationalism and Crimes against Humanity</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism            Chapter 11: Internationalism and Nationalism            Chapter 12: Internationalism and Global Issues</p>
2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)	<p><b>Chapter 7: Ultranationalism and Crimes against Humanity</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism            Chapter 10: Foreign Policy and Internationalism</p>
2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)	<p><b>Chapter 8: National Self-Determination</b></p> <p>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</p>

<b>Related Issue 3</b> To what extent should internationalism be pursued?	
<b>Outcome</b>	<b>Chapter(s)</b>
<b>General Outcome</b> — 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
<b>Specific Outcomes</b> 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, 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
3.2 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



Outcome	Chapter(s)
<p><b>Knowledge and Understanding</b> <i>Students will</i></p>	
<p>3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)</p>	<p><b>Chapter 9: Nations, Nation-States, and Internationalism</b></p> <p>Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues</p>
<p>3.4 explore understandings of internationalism (GC, PADM)</p>	<p><b>Chapter 9: Nations, Nation-States, and Internationalism</b></p> <p>Chapter 10: Foreign Policy and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues</p>
<p>3.5 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)</p>	<p><b>Chapter 10: Foreign Policy and Internationalism</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues</p>
<p>3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)</p>	<p><b>Chapter 10: Foreign Policy and Internationalism</b></p> <p>Chapter 9: Nations, Nation-States, and Internationalism Chapter 11: Internationalism and Nationalism Chapter 12: Internationalism and Global Issues</p>

Outcome	Chapter(s)
3.7 evaluate 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, contemporary examples) (GC, PADM, ER)	<p><b>Chapter 10: Foreign Policy and Internationalism</b>  <b>Chapter 11: Internationalism and Nationalism</b>            Chapter 9: Nations, Nation-States, and Internationalism            Chapter 12: Internationalism and Global Issues</p>
3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)	<p><b>Chapter 12: Internationalism and Global Issues</b>            Chapter 9: Nations, Nation-States, and Internationalism            Chapter 10: Foreign Policy and Internationalism            Chapter 11: Internationalism and Nationalism</p>
3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)	<p><b>Chapter 10: Foreign Policy and Internationalism</b>             Chapter 9: Nations, Nation-States, and Internationalism            Chapter 11: Internationalism and Nationalism            Chapter 12: Internationalism and Global Issues</p>
3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)	<p><b>Chapter 10: Foreign Policy and Internationalism</b>  <b>Chapter 11: Internationalism and Nationalism</b>  <b>Chapter 12: Internationalism and Global Issues</b></p>

<b>Related Issue 4</b> To what extent should individuals and groups in Canada embrace a national identity?	
<b>Outcome</b>	<b>Chapter(s)</b>
<b>General Outcome</b> — Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.	<p><b>Chapter 13: Visions of Canada</b>  <b>Chapter 14: Canadian Identity</b>  <b>Chapter 15: The Quest for Canadian Unity</b>  <b>Chapter 16: Visions of National Identity</b></p>
<b>Specific Outcomes</b> <b>Values and Attitudes</b> <i>Students will</i>	
4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)	<p><b>Chapter 13: Visions of Canada</b>  <b>Chapter 14: Canadian Identity</b>  <b>Chapter 15: The Quest for Canadian Unity</b>  <b>Chapter 16: Visions of National Identity</b></p> <p>Chapter 3: Reconciling Nationalist Loyalties  Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties  Chapter 8: National Self-Determination</p>
4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)	<p><b>Chapter 13: Visions of Canada</b>  <b>Chapter 14: Canadian Identity</b>  <b>Chapter 15: The Quest for Canadian Unity</b>  <b>Chapter 16: Visions of National Identity</b></p> <p>Chapter 3: Reconciling Nationalist Loyalties  Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties  Chapter 8: National Self-Determination</p>

Outcome	Chapter(s)
<p>4.3 respect the views of others on alternative visions of national identity (I, C)</p>	<p>Chapter 13: Visions of Canada                      Chapter 14: Canadian Identity                      Chapter 15: The Quest for Canadian Unity                      Chapter 16: Visions of National Identity</p> <p>Chapter 3: Reconciling Nationalist Loyalties                      Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties                      Chapter 8: National Self-Determination</p>
<p><b>Knowledge and Understanding</b>  <i>Students will</i></p>	
<p>4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)</p>	<p>Chapter 13: Visions of Canada                      Chapter 14: Canadian Identity                      Chapter 15: The Quest for Canadian Unity                      Chapter 16: Visions of National Identity</p>
<p>4.5 analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)</p>	<p><b>Chapter 14: Canadian Identity</b>  <b>Chapter 16: Visions of National Identity</b></p> <p>Chapter 3: Reconciling Nationalist Loyalties                      Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties                      Chapter 8: National Self-Determination</p>

Outcome	Chapter(s)
<p>4.6 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i>, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)</p>	<p><b>Chapter 13: Visions of Canada</b></p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination of National Identity</p>
<p>4.7 evaluate 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)</p>	<p><b>Chapter 15: The Quest for Canadian Unity</b></p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p>
<p>4.8 evaluate various perspectives of future visions of Canada (pluralism, multinational model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)</p>	<p><b>Chapter 16: Visions of National Identity</b></p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p>
<p>4.9 develop personal and collective visions of national identity (I, C)</p>	<p><b>Chapter 16: Visions of National Identity</b></p> <p>Chapter 13: Visions of Canada</p> <p>Chapter 14: Canadian Identity</p> <p>Chapter 15: The Quest for Canadian Unity</p> <p>Chapter 3: Reconciling Nationalist Loyalties</p> <p>Chapter 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Chapter 8: National Self-Determination</p>

## EXPLORING 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*

##### **SPI Develop skills of critical thinking and creative thinking:**

- 1.1 evaluate ideas and information from multiple sources
- 1.2 determine relationships among multiple and varied sources of information
- 1.3 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- 1.4 predict likely outcomes based on factual information
- 1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an Issue
- 1.6 synthesize information from contemporary and historical issues in order to develop an informed position
- 1.7 evaluate the logic of assumptions underlying a position
- 1.8 assemble seemingly unrelated information to support an idea or to explain an event
- 1.9 analyze current affairs from a variety of perspectives

##### **SP2 Develop skills of historical thinking:**

- 2.1 analyze multiple 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 similarities and differences among historical narratives
- 2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world
- 2.5 discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- 2.8 demonstrate an understanding of how changes in technology can benefit or harm society- in the context of the present, the future and in various historical time periods

- 2.9 use current, reliable information sources from around the world

### **SP3 Develop skills of geographic thinking:**

- 3.1 analyze the impact of physical and human geography on history
- 3.2 make inferences and draw conclusions from maps and other geographical sources
- 3.3 locate, gather, interpret and organize information, using historical maps
- 3.4 develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- 3.5 assess the impact of human activities on the land and the environment
- 3.6 assess how human interaction impacts geopolitical realities
- 3.7 use current, reliable information sources from around the world, including online atlases

### **SP4 Demonstrate skills of decision making and problem solving:**

- 4.1 demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- 4.2 develop inquiry strategies to make decisions and solve problems
- 4.3 generate and apply new 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 in order to accomplish a plan of action

### *Social Participation as a Democratic Practice*

#### **SP5 Demonstrate skills of co-operation, conflict resolution and consensus building:**

- 5.1 demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- 5.2 participate in persuading, compromising and negotiating to resolve conflicts and differences
- 5.3 interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- 5.4 demonstrate leadership during discussions and group work
- 5.5 respect the needs and perspectives of others
- 5.6 collaborate in groups to solve problems

**SP6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- 6.1 demonstrate leadership by engaging in actions that enhance personal and community well-being
- 6.2 acknowledge the importance of multiple perspectives in a variety of situations

***Research for Deliberative Inquiry*****SP7 Apply the research process:**

- 7.1 develop, express and defend an informed position on an issue
- 7.2 reflect on changes of perspective or opinion based on information gathered and research conducted
- 7.3 draw pertinent conclusions based upon evidence derived from research
- 7.4 demonstrate proficiency in the use of research tools and strategies to investigate issues
- 7.5 consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- 7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- 7.7 develop, refine and apply questions to address an issue
- 7.8 select and analyze relevant information when conducting research
- 7.9 plan and perform complex searches using digital sources
- 7.10 use calendars, time management or project management software to assist in organizing the research process
- 7.11 generate new understandings of issues by using some form of technology to facilitate the process
- 7.12 record relevant data for acknowledging sources of information, and cite sources correctly
- 7.13 respect ownership and integrity of information

***Communication*****SP8 Demonstrate skills of oral, visual and print literacy:**

- 8.1 communicate effectively to express a point of view in a variety of situations
- 8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue



- 8.3 ask respectful and relevant questions of others to clarify viewpoints
- 8.4 listen respectfully to others
  - 8.5 use a variety of oral, visual and print sources to present informed positions on issues
  - 8.6 apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
  - 8.7 use appropriate presentation software to demonstrate personal understandings
  - 8.8 compose, revise and edit text
  - 8.9 apply general principles of graphic layout and design to a document in process
  - 8.10 understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
  - 8.11 apply principles of graphic design to enhance meaning and engage audiences

**SP9 Develop skills of media literacy:**

- 9.1 assess the authority, reliability and validity of electronically accessed information
- 9.2 evaluate the validity of various points of view presented in the media
- 9.3 appraise 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, identifying complexities and discrepancies in the information, and making distinctions between sound generalizations and misleading oversimplification
- 9.5 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

Exploring Nationalism						
Curriculum Congruence — Skills and Processes						
Social Studies 20-1: Perspectives on Nationalism						
Chapter	Activity Icon	Issue Questions	Selecting Criteria	Powerful Questions		
<b>Prologue</b>	p. 1 — 1.1, 1.5, 7.3 p. 1 — 1.1, 1.4, 1.5, 7.3	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, 8.8	p. 6 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 4.3, 7.1, 8.1, 8.2, 8.8	p. 8 — 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, 8.8, 9.3		
<b>Related Issue 1</b>						
To what extent should nation be the foundation of identity?						
<b>Your Challenge</b>	pp. 16–17: 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 4.2, 4.5, 7.1, 7.2, 7.3, 7.4, 7.8, 8.1, 8.2, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.3, 9.5					
Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 1</b>	p. 20 — 1.1, 1.5, 1.6, 1.8, 7.1, 7.2, 8.1 p. 20 — 1.1, 1.5, 1.9, 2.3, 2.1, 2.7, 8.1, 8.2, 8.3, 8.4 p. 21 — 1.1, 1.5, 8.1, 8.2, 8.3, 8.4 p. 23 — 1.1, 1.5, 1.7, 1.8, 1.9, 2.6, 2.7, 8.1 p. 24 — 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 8.1, 8.9, 8.10, 8.11 p. 25 — 1.1, 1.2, 1.7, 1.9, 2.1, 2.3, 2.4, 8.1 p. 27 — 1.1, 1.5, 2.1, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 8.1	p. 22 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.3, 2.4, 7.1, 7.2, 7.3, 8.1, 8.2 p. 33 — 1.1, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 4.1, 4.2, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.7, 8.1, 8.2, 8.3, 8.4	pp. 34–35 — 1.1, 1.5, 1.7, 1.9, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5	p. 37 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4, 2.4, 2.5, 2.6, 3.1, 6.2, 7.1, 7.2, 8.1	p. 24 — 1.1, 1.2, 1.5, 1.9, 8.1, 8.9, 8.10, 8.11 p. 29 — 1.1, 1.2, 1.6, 1.9, 2.1, 2.2, 2.3, 2.6, 2.9, 8.1, 8.5, 8.8, 8.9, 8.10, 8.11 p. 32 — 1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.3, 2.6, 2.9, 7.1, 7.3, 8.1	pp. 40–41 1 — 1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 3.1, 7.1, 7.2, 7.3, 8.1, 8.5, 8.8, 8.9, 8.10 2 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.7, 2.9, 3.1, 4.2, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8 3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.6, 2.9, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4, 8.8

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 1 (continued)</b>	<p>p. 28 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 3.1, 3.2, 3.3, 3.5, 3.6, 5.5, 5.5, 5.6, 8.1, 8.4, 8.5, 8.9, 8.10, 8.11</p> <p>p. 29 — 1.1, 1.5, 1.9, 2.1, 7.1, 8.1</p> <p>p. 30 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 12.3, 2.7, 2.9, 3.1, 3.2, 7.1, 8.1</p> <p>p. 31 — 1.1, 1.3, 1.5, 1.7, 1.9, 2.1, 2.3, 7.1, 8.1</p> <p>p. 32 — 1.1, 1.2, 1.3, 1.5, 1.9, 2.1, 2.7, 7.1, 8.1</p> <p>p. 36 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 5.5, 6.2, 8.1</p> <p>p. 38 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.6, 2.7, 3.1, 6.2, 7.1, 7.2, 7.13, 8.1</p> <p>p. 39 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 6.2, 7.1, 8.1</p>					<p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.4, 5.5, 5.6, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.5</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 2</b>	<p>p. 44 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.4, 2.7, 7.1, 7.2, 7.3, 7.6, 8.1</p> <p>p. 45 — 1.1, 1.7, 2.1, 2.2, 2.4, 7.1, 7.2, 8.1</p> <p>p. 46 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.7, 7.1, 7.6, 8.1</p> <p>p. 47 — 1.1, 1.2, 2.1, 2.1, 2.4, 7.1, 7.2, 7.3, 8.1</p> <p>p. 47 — 1.1, 1.6, 1.8, 2.1, 2.2, 8.1, 8.9, 8.10, 8.11</p> <p>p. 50 — 1.1, 1.3, 1.5, 1.7, 3.1, 3.4, 3.5, 3.6, 7.1, 7.2, 7.3, 8.1, 8.9, 8.10, 8.11</p> <p>p. 52 — 1.1, 1.6, 1.7, 2.1, 2.3, 2.4, 2.6, 2.7, 2.9, 7.1, 7.3, 8.1</p> <p>p. 54 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 7.1, 7.3, 7.5, 7.6, 8.1, 8.10</p> <p>p. 56 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.2, 2.4, 2.6, 2.7, 7.1, 7.3, 7.6, 8.1</p> <p>p. 57 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9, 6.2, 7.1, 7.3, 8.1</p> <p>p. 59 — 1.1, 1.3, 1.6, 1.7, 2.1, 2.2, 2.7, 6.2, 7.1, 7.3, 7.5, 7.6, 8.1</p> <p>p. 61 — 1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 8.1</p>	<p>p. 51 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 7.1, 7.2, 8.1, 8.5, 8.8, 8.9, 8.10, 8.11</p> <p>p. 60 — 1.1, 1.2, 1.3, 2.1, 2.7, 7.1, 7.2, 7.3, 7.6, 8.1</p>	<p>pp. 48–49 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.4, 2.5, 2.6, 2.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 9.1, 9.3, 9.4, 9.5</p>	<p>p. 63 — 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, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.3, 7.5, 8.1, 8.5</p>	<p>p. 53 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 2.5, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.8</p> <p>p. 58 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.5</p>	<p>pp. 64–65</p> <p>1 — 8.1, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5, 5.6, 6.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4, 2.6, 2.7, 3.1, 3.6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.8</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 2 (continued)	<p>p. 62 — 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 7.1, 7.3, 7.6, 8.1</p> <p>p. 63 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.5, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1</p>					

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 3</b>	<p>p. 68 — 1.1, 1.5, 1.7, 5.6, 8.1, 8.2</p> <p>p. 70 — 1.1, 1.2, 1.7, 1.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 7.1, 7.2, 7.3, 8.1</p> <p>p. 71 — 1.1, 1.5, 1.7, 1.9, 2.1, 2.7, 2.8, 2.9, 6.2, 7.1, 7.2, 8.1</p> <p>p. 72 — 1.1, 1.5, 1.9, 2.1, 2.7, 2.9, 7.1, 7.2, 7.3, 8.1</p> <p>p. 75 — 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.7, 7.1, 8.1, 8.2</p> <p>p. 76 — 1.1, 1.2, 1.9, 7.1, 7.2, 7.3, 7.6, 8.1</p> <p>p. 77 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.3, 2.5, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 8.1</p> <p>p. 82 — 1.1, 1.6, 1.7, 1.9, 2.1, 2.3, 2.6, 2.7, 3.1, 3.4, 3.5, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p.83 — 1.1, 1.5, 1.7, 2.1, 2.2, 2.7, 6.2, 7.1, 7.2, 8.1</p> <p>p. 84 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.2, 3.5, 3.6, 4.1, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.3, 8.4, 8.8, 8.9, 8.10, 8.11</p>	<p>p. 71 — 1.1, 1.5, 1.6, 1.7, 2.7, 7.1, 7.3, 8.1</p> <p>p. 78-79 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.9, 7.1, 7.2, 7.3, 7.6, 8.1, 8.10</p> <p>p. 85 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.8</p>	<p>pp. 80-81 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>p. 94 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.5, 2.8, 2.9, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3, 7.6, 7.12, 8.1, 8.2, 8.3, 8.4, 8.8, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p>p. 76 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 1.7, 1.9, 6.2, 7.1, 7.2, 8.1, 8.2</p>	<p>p. 69 — 1.1, 1.3, 1.4, 1.5, 2.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>p. 74 — 1.1, 1.4, 1.5, 1.7, 1.9, 2.1, 2.7, 7.1, 7.2, 8.1</p> <p>p. 77 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.3, 2.6, 2.7, 2.9, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11</p>	<p>pp. 86-87</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.8</p> <p>2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.4, 2.5, 2.7, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.8</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.4, 2.5, 2.6, 2.7, 2.9, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.6, 7.8, 7.9, 7.12, 7.13, 8.1, 8.5, 8.6, 8.8, 9.1, 9.3, 9.5</p> <p>5 — 1.1, 1.5, 1.7, 1.8, 2.1, 7.1, 7.3, 7.6, 7.8, 8.1, 8.8, 8.9, 8.10, 8.11, 9.2, 9.4</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 4</b>	<p>p. 90 — 1.1, 1.5, 1.7, 7.1, 7.2, 7.3, 8.1</p> <p>p. 92 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.4, 2.7, 6.2, 7.1, 7.6, 8.1</p> <p>p. 93 — 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, 3.2, 3.6, 7.1, 7.3, 8.1, 8.10</p> <p>p. 96 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 7.1, 7.3, 7.6, 8.1, 8.8, 8.10, 8.11</p> <p>p. 97 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 7.1, 7.3, 7.6, 8.1, 8.8, 8.10</p> <p>p. 103 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.2, 2.7, 2.9, 6.2, 7.1, 8.1, 8.10</p> <p>p. 105 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 6.2, 7.1, 7.2, 8.1</p> <p>p. 106 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 2.9, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 8.1, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>p. 107 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 6.2, 7.1, 8.1</p>	<p>p. 99 — 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, 2.8, 2.9, 3.1, 3.5, 3.6, 6.2, 8.1</p> <p>p. 104 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 7.1, 7.2, 7.3, 8.1</p>	<p>pp. 100–101 —</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11</p>	<p>p. 107 —</p> <p>1.1, 1.2, 1.5, 2.1, 6.2, 7.1, 7.2, 8.1</p>	<p>p. 91 — 1.1, 1.8, 2.1, 2.7, 5.4, 5.5, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.9, 8.10, 8.11</p> <p>p. 98 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 2.8, 3.1, 3.5, 3.6, 6.2, 8.1</p>	<p>pp. 108–109</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 6.2, 7.1, 7.2, 8.1, 8.8</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.7, 6.2, 7.1, 8.1, 8.8, 8.10</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 4.2, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11</p> <p>4 — 1.1, 1.2, 1.5, 1.7, 1.9, 2.1, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.8, 8.18.8</p> <p>5 — 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, 2.9, 3.1, 3.2, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11, 9.3, 9.5</p>

<b>Related Issue 2</b> To what extent should national interest be pursued?						
<b>Your Challenge</b>	pp. 112–113 — 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, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5					
<b>Chapter</b>	<b>Activity Icon</b>	<b>Explorations</b>	<b>Focus on Skills Spinbuster</b>	<b>Your Turn</b>	<b>Reflect and Respond</b>	<b>Think . . . Participate . . . Research . . . Communicate . . .</b>
<b>Chapter 5</b>	p. 117 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 4.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 8.1, 8.2, 8.3, 8.4  p. 118 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 7.1, 8.1  p. 122 — 1.1, 1.2, 1.3, 2.1, 2.7, 5.3, 5.6, 7.1, 8.1, 8.2, 8.3, 8.4, 8.8, 8.9, 8.10, 8.11  p. 123 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 7.1, 8.1  p. 126 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 7.1, 8.1  p. 130 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 8.1, 8.2, 8.3, 8.4  p. 131 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 7.1, 7.2, 8.1  p. 132 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.4, 8.10	p. 124 — 1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 7.1, 7.2, 8.1, 8.5, 8.8  p. 125 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.8	pp. 120–121 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 8.1, 8.2, 8.3, 8.8, 8.9, 8.10, 8.11	p. 133 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.7, 6.2, 7.1, 7.2, 7.5, 8.1	p. 119 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 4.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 8.1, 8.2, 8.3, 8.4  p. 127 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 21, 2.2, 2.4, 2.7, 7.1, 8.1	pp. 134–135 1 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2, 8.3, 8.8, 8.9, 8.10, 8.11  2 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.5, 8.8, 8.9, 8.10  3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8, 8.9, 8.10, 8.11  4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.8



Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 6</b>	<p>p. 138 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.7, 6.2, 7.1, 7.3, 7.6, 7.7, 8.1</p> <p>p. 139 — 1.1, 1.6, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1</p> <p>p. 140 — 1.1, 1.5, 2.1, 2.3, 2.7, 3.1, 5.1, 5.5, 7.1, 7.5</p> <p>p. 144 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.5</p> <p>p. 146 — 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.6</p> <p>p. 147 — 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 6.2, 7.1, 8.1</p> <p>p. 149 — 1.1, 1.2, 1.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 7.1, 7.7, 8.1</p> <p>p. 150 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.8, 2.9, 7.1, 8.1</p> <p>p. 151 — 1.1, 1.2, 1.5, 2.1, 2.2, 2.4, 2.7, 7.1, 7.6, 8.1, 8.1</p> <p>p. 153 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.7, 3.1, 3.4, 3.6, 7.1, 8.1</p> <p>p. 154 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.4, 3.5, 3.6, 7.1, 7.2, 7.3, 7.6, 8.1</p>	<p>p. 145 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 7.1, 8.1, 8.2</p> <p>p. 153 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 7.1, 7.6, 7.7, 8.1, 8.8</p> <p>p. 155 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p>	<p>pp. 142–143 —</p> <p>1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 9.1, 9.2, 9.3</p> <p>p. 146 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.12, 8.1, 8.2, 8.3, 8.4, 8.8, 8.9, 8.10</p>	<p>p. 144 —</p> <p>1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.2, 2.3, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>p. 140 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.5, 2.7, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1</p> <p>p. 148 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 6.2, 7.1, 8.1, 8.5, 8.8, 8.9, 8.10</p>	<p>pp. 156–157</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.5, 2.7, 2.9, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8</p> <p>2 — 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, 2.6, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</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, 2.4, 2.6, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.2, 7.1, 7.2, 7.5, 7.6, 8.1, 8.8</p> <p>5 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 2.5, 2.7, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.8</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 7</b>	<p>p. 161— 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8</p> <p>p. 162 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 7.1, 8.1, 8.8, 8.9, 8.10</p> <p>p. 163 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 163 — 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 7.1, 8.1, 8.10</p> <p>p. 165 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.8, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.6, 8.8, 8.10, 9.1, 9.4</p> <p>p. 168 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 2.8, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1</p> <p>p. 170 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 5.1, 5.2, 5.1, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.9, 8.10</p>	<p>p. 167 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.8</p> <p>p. 169 — 1.1, 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.8, 8.9, 8.10</p> <p>p. 172 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.7, 6.2, 7.1, 8.1</p>	<p>pp. 174–175 — 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, 2.9, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9, 8.10, 8.11</p>	<p>p. 177 — 1.1, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 6.2, 7.1, 7.2, 7.6, 8.1</p>	<p>p. 162 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 7.1, 7.6, 7.7, 8.1</p>	<p>pp. 178–179</p> <p>1 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 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, 8.8, 8.10</p> <p>2 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 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, 8.8, 8.9, 8.10</p> <p>3 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.6, 4.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.6, 4.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 7 (continued)						5 — 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, 2.9, 3.1, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.9, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 9.1, 9.2, 9.3, 9.5  6 — 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 6.2, 7.1, 7.2, 7.6, 8.1, 8.8, 8.10

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 8</b>	<p>p. 184 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>p. 186 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 7.1, 7.6, 8.1, 8.2</p> <p>p. 187 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p> <p>p. 190 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 3.1, 3.2, 3.3, 3.6, 6.2, 7.1, 7.6, 8.1, 8.10</p> <p>p. 191 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.7, 6.2, 7.1, 7.6, 8.1, 8.2</p> <p>p. 192 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.7, 3.1, 3.4, 3.6, 6.2, 7.1, 8.1, 8.2</p> <p>p. 194 — 1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 7.1, 8.1, 8.2</p> <p>p. 196 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.3, 3.6, 7.1, 8.1, 8.2</p> <p>p. 196 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.2, 3.6, 5.5, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p>	<p>p. 195 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 7.1, 7.6, 8.1, 8.2</p> <p>p. 198 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 2.9, 3.1, 3.6, 4.4, 6.2, 7.1, 7.6, 7.11, 8.1, 8.2, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11</p>	<p>pp. 188–189 — 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, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.4, 8.5, 8.8, 8.9, 8.10</p>	<p>p. 201 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.2, 2.4, 3.1, 3.6, 7.1, 7.2, 8.1, 8.2</p>	<p>p. 183 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>p. 192 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 7.1, 8.1, 8.2, 8.8</p> <p>p. 197 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.4, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p>	<p>pp. 202–203</p> <p>1 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 2.9, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.5, 8.8, 8.10</p> <p>3 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 7.13, 8.1, 8.2, 8.3, 8.5, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.7, 2.9, 3.1, 3.6, 5.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 8.1, 8.8</p> <p>5 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.5, 2.6, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.8</p>

<b>Related Issue 3</b> To what extent should internationalism be pursued?						
<b>Your Challenge</b>	pp. 206–207: 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, 2.9, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.10					
<b>Chapter</b>	<b>Activity Icon</b>	<b>Explorations</b>	<b>Focus on Skills Spinbuster</b>	<b>Your Turn</b>	<b>Reflect and Respond</b>	<b>Think . . . Participate . . . Research . . . Communicate . . .</b>
<b>Chapter 9</b>	p. 210 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.7, 6.2, 7.1, 8.1, 8.10  p. 211 — 1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 8.1, 8.8, 8.9, 8.10  p. 212 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.6, 6.2, 7.1, 7.3, 8.1, 8.2  p. 213 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 6.2, 7.1, 7.6, 8.1  p. 214 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.7, 7.1, 8.1, 8.10  p. 220 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1  p. 222 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 6.2, 7.1, 7.2, 7.3, 8.1	p. 215 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.6, 7.1, 7.6, 7.7, 8.1, 8.2  p. 217 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.6, 7.1, 7.6, 8.1, 8.2, 8.8  p. 225 — 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2	pp. 218–219 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.4, 2.5, 2.9, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5	p. 221 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 3.1, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2	p. 214 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8, 8.10  p. 222 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8, 8.10  p. 224 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.1.4, 6, 8.1, 8.8  4 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.6, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2	

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 9 (continued)	<p>p. 223 — 1.1, 2.1, 2.7, 7.1, 7.2, 7.6, 8.1</p> <p>p. 224 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 226 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 227 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 9.1, 9.4</p>					<p>5 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11, 8.1, 8.2, 8.6, 8.8, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 10</b>	<p>p. 232 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2</p> <p>p. 235 — 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 3.1, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2</p> <p>p. 236 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2</p> <p>p. 237 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 238 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 239 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.8, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9, 8.1, 9.3, 9.5</p> <p>p. 242 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 243 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 8.1</p>	<p>p. 234 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7, 2.9, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 9.1, 9.2, 9.4</p> <p>p. 243 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.6, 3.7, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 247 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.6, 3.7, 6.2, 7.1, 7.2, 7.6, 8.1, 8.8</p>	<p>pp. 240–241 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11, 9.1, 9.3, 9.5</p>	<p>p. 249 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p>	<p>p. 235 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2</p> <p>p. 244 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.8</p>	<p>pp. 250–251</p> <p>1 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.11, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11</p> <p>2 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.2, 8.5, 8.8, 8.10</p> <p>3 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.2, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 3.1, 3.6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.2, 8.5, 8.8, 8.10, 8.11</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 10 (continued)	<p>p. 245 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.6, 7.1, 7.2, 8.1, 8.2, 8.8, 8.10</p> <p>p. 248 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.3, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 249 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 2.9, 7.1, 7.6, 8.1</p>					



Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 11</b>	<p>p. 255 — 1.1, 1.2, 1.4, 1.7, 1.9, 2.1, 2.2, 2.7, 2.8, 3.6, 6.2, 7.1, 8.1, 9.4</p> <p>p. 255 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.8, 3.6, 6.2, 7.1, 7.3, 8.1, 9.4</p> <p>p. 256 — 1.1, 1.2, 1.4, 1.7, 1.9, 2.1, 2.2, 2.7, 2.8, 3.6, 6.2, 7.1, 8.1, 9.4</p> <p>p. 257 — 1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.6, 6.2, 7.1, 8.1</p> <p>p. 258 — 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 3.1, 3.2, 3.3, 3.4, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1</p> <p>p. 260 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.8, 8.9, 8.10</p> <p>p. 261 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1</p> <p>p. 264 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 3.6, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 265 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 266 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p>	<p>p. 267 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.8, 8.1, 8.8</p> <p>p. 269 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.8</p>	<p>p. 259 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 3.1, 3.6, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 9.1, 9.2, 9.3, 9.4</p> <p>pp. 262–263 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.48.5, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3</p>	<p>p. 268 — 1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.6, 3.1, 3.6, 7.1, 7.6, 8.1</p>	<p>p. 256 — 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.6, 6.2, 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.8</p>	<p>pp. 270–271</p> <p>1 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 7.7, 7.8, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.6, 8.1, 8.2, 8.3, 8.4, 8.8</p> <p>2 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.8, 8.9, 8.10, 8.11</p> <p>3 — 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 3.1, 3.6, 7.1, 7.2, 7.3, 7.5, 7.6, 7.8, 8.1, 8.2, 8.8</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.4, 9.5</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 12</b>	<p>p. 274 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 275 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.7, 3.1, 3.6, 6.2, 7.1, 7.6, 8.1</p> <p>p. 276 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1</p> <p>p. 277 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 3.1, 2.7, 3.5, 3.6, 7.1, 7.2, 8.1</p> <p>p. 278 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8, 8.9, 8.10, 8.11</p> <p>p. 279 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 279 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p> <p>p. 281 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.4</p> <p>p. 290 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 3.1, 3.6, 6.2, 7.1, 7.2, 8.1</p> <p>p. 283 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 3.1, 3.2, 3.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.10</p>	<p>p. 283 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p> <p>p. 291 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 3.1, 3.6, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4</p>	<p>pp. 286–287 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 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, 7.11, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p>p. 289 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 3.1, 2.2, 2.4, 2.7, 7.6, 8.1, 8.2</p>	<p>p. 277 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6, 5.1, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p> <p>p. 285 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 4.2, 4.3, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p>	<p>pp. 292–293 1 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 3.6, 3.7, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2</p> <p>2 — 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, 2.6, 2.7, 2.8, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p> <p>3 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.2, 2.4, 2.7, 2.8, 2.9, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 7.6, 8.1, 8.2, 8.8, 8.9, 8.10, 8.11</p> <p>4 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 3.1, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8</p> <p>5 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.8, 8.9, 8.10, 8.11</p> <p>6 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 2.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 8.1, 8.2, 8.1, 8.2, 8.8, 8.10</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 12 (continued)	<p>p. 284 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 3.1, 3.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.10</p> <p>p. 284 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 3.1, 3.3, 3.6, 6.2, 7.1, 7.2, 8.1, 8.2, 8.10</p> <p>p. 288 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 3.1, 3.5, 3.6, 6.2, 7.1, 7.2, 7.6, 8.1, 8.2</p>					

<b>Related Issue 4</b> To what extent should individuals and groups in Canada embrace a national identity?						
<b>Your Challenge</b>	pp. 344–345: 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, 2.7, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 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, 8.1, 8.2, 8.3, 8.4, 8.5, 9.2, 9.3					
<b>Chapter</b>	<b>Activity Icon</b>	<b>Explorations</b>	<b>Focus on Skills Spinbuster</b>	<b>Your Turn</b>	<b>Reflect and Respond</b>	<b>Think ... Participate ... Research ... Communicate ...</b>
<b>Chapter 13</b>	p.300 — 1.1, 1.2, 1.5, 1.6, 1.8, 2.7, 4.2, 7.3, 7.6, 7.8, 8.1 p.300 — 1.1, 1.3, 1.5, 1.7, 1.8, 2.1, 2.7, 5.3, 7.1, 7.3, 7.6, 7.8, 8.1, 9.2 p.304 — 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.6, 6.2, 7.3, 7.5, 8.1 p.305 — 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.7, 3.2, 3.4, 7.1, 8.5, 8.10, 9.2, 9.3, 9.4 p.309 — 1.1, 1.4, 1.5, 1.9, 2.2, 2.7, 3.1, 3.5, 3.7, 7.1, 7.6, 7.8 p.314 — 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.7, 2.9, 3.1, 3.6, 4.2, 6.2, 7.1, 7.5, 8.1 315 — 1.1, 1.2, 1.5, 1.7, 2.1, 2.3, 2.4, 2.6, 2.7, 6.2, 7.1, 7.3, 7.5, 9.3 p.316 — 1.1, 1.2, 1.5, 1.7, 1.9, 2.3, 4.1, 4.2, 5.4, 5.5, 5.6, 7.1, 8.2, 8.3, 8.4 p.316 — 1.1, 1.3, 1.5, 2.1, 1.9, 2.7, 5.3, 6.2, 7.1, 7.2, 7.3, 7.6, 9.2 p.317 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.3, 2.4, 2.7, 2.9, 5.3, 5.5, 8.1, 8.2	p.306 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.7, 3.1, 3.5, 3.6, 7.2, 7.3, 7.6, 7.7, 8.1, 9.3 p.313 — 1.1, 1.5, 1.6, 1.9, 2.1, 2.4, 2.7, 2.9, 3.1, 3.2, 3.4, 3.6, 4.1, 4.2, 5.3, 5.5, 5.6, 6.2, 7.1, 8.5, 8.7, 8.8, 8.9, 8.10 p.317 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.6, 6.2, 7.1, 7.3, 7.6, 8.1, 8.5, 9.2	p.302 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 7.1, 7.3, 7.4, 7.6, 7.7, 7.8, 8.5, 8.6, 9.2, 9.3, 9.4	p.310 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 3.1, 8.1, 8.5, 9.3	p.301 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 2.1, 2.3, 2.7, 4.2, 7.1, 7.5, 8.1, 8.5, 8.8 p.307 — 1.1, 1.4, 1.5, 1.6, 1.9, 2.1, 3.1, 5.5, 5.6, 6.2, 7.1, 7.2, 7.6, 7.7, 7.8, 8.1, 8.5, 8.10 p.315 — 1.1, 1.3, 1.5, 1.6, 1.7, 2.1, 2.4, 2.7, 4.2, 7.1, 7.3, 7.4, 7.6, 7.8, 8.1, 8.5, 8.8, 9.3	pp.318-319 1 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7, 3.1, 3.5, 3.6, 4.1, 4.2, 4.5, 5.5, 5.6, 6.2, 7.1, 7.3, 7.6, 8.1, 8.2, 8.5, 9.3 2 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.7, 4.1, 4.2, 4.3, 5.6, 6.1, 6.2, 7.1, 7.3, 7.5, 7.6, 7.7, 7.8, 7.11, 8.1, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11, 9.4 3 — 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 2.1, 2.4, 2.7, 4.2, 7.1, 7.6, 7.8, 8.1, 8.5, 8.8, 8.9, 8.10 4 — 1.1, 1.2, 1.3, 1.6, 1.8, 1.9, 2.1, 2.2, 2.6, 2.7, 3.1, 3.5, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 13 (continued)						5— 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.4, 2.5, 2.6, 2.7, 7.1, 7.3, 7.5, 7.6, 7.8, 8.1, 8.5, 8.10, 9.1, 9.2, 9.5

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 14</b>	<p>p.322 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.7, 3.1, 4.2, 5.5, 6.2, 7.3, 7.6, 8.10</p> <p>p.323 — 1.1, 1.2, 1.7, 2.1, 2.3, 2.5, 2.6, 2.7, 6.2, 7.6, 7.8, 8.1, 8.10</p> <p>p.324 — 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 6.2, 7.1, 7.3, 7.6</p> <p>p.325 — 1.1, 1.3, 1.5, 1.7, 1.8, 2.1, 2.4, 2.7, 6.2, 8.1, 8.6, 8.10, 9.4</p> <p>p.325 — 1.1, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5, 2.7, 6.2, 8.2, 9.2, 9.3</p> <p>p.325 — 1.1, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 6.2, 7.1, 7.3, 8.10, 9.1, 9.2, 9.3, 9.4</p> <p>p.326 — 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 2.7, 5.3, 5.5, 7.1, 7.2, 7.5, 7.6</p> <p>p.326 — 1.1, 1.2, 1.5, 1.6, 1.7, 2.7, 4.2, 4.3, 5.5, 7.1, 7.7, 7.8</p> <p>p.327 — 1.1, 1.6, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 4.3, 6.2, 7.1, 7.3, 7.5, 7.6, 9.3</p> <p>1.7, 1.9, 2.3, 2.5, 4.2, 4.3, 6.2, 7.1, 8.1, 8.2, 9.2</p> <p>p.328 — 1.1, 1.3, 1.5, 1.7, 1.9, 2.7, 4.3, 6.2, 7.3, 7.6, 7.7, 8.5, 9.3</p> <p>p.333 — 1.1, 1.4, 1.5, 1.7, 1.9, 2.7, 4.2, 4.3, 5.5, 7.1, 7.6, 8.2, 8.3, 8.4</p>	<p>p.323 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.7, 3.1, 3.5, 3.6, 6.2, 7.1, 7.3, 7.6, 7.7, 7.8, 8.5</p> <p>p.339 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.7, 3.1, 3.5, 3.6, 6.2, 7.1, 7.3, 7.6, 7.7, 7.8, 8.5</p>	<p>p.329 — 1.1, 1.3, 1.7, 2.3, 2.4, 2.5, 2.6, 2.7, 4.1, 4.2, 5.5, 6.2, 7.3, 7.5, 7.7, 7.8, 7.11, 9.1, 9.2, 9.3, 9.5</p> <p>pp.330–331 — 1.1, 1.5, 1.7, 1.9, 2.1, 2.7, 3.1, 3.6, 4.3, 5.2, 5.4, 7.1, 7.2, 7.6, 8.1, 8.2, 8.5, 8.8, 8.10, 9.2</p>	<p>p.337 — 1.1, 1.5, 1.6, 1.7, 1.9, 4.1, 4.2, 5.2, 5.3, 5.5, 6.2, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.5, 8.8</p>	<p>p.324 — 1.1, 1.2, 1.3, 1.6, 1.8, 2.2, 2.5, 2.7, 6.2, 7.1, 7.3, 7.5, 7.6, 8.1, 8.10, 9.2, 9.3, 9.4</p> <p>p.328 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.5, 2.6, 2.7, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 3.6, 3.7, 7.1, 8.1, 8.6, 8.8</p> <p>p.335 — 1.1, 1.4, 1.5, 1.6, 1.9, 4.1, 5.4, 5.5, 5.6, 7.1, 7.3, 7.4, 7.11, 7.12, 7.13, 8.1, 8.2, 8.5, 8.7, 8.10, 9.2, 9.4</p>	<p>pp.340–341</p> <p>1 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>2 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.5, 8.8, 9.1, 9.2, 9.3</p> <p>3 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 3.6, 3.7, 7.1, 7.3, 7.5, 7.6, 8.1, 8.5, 8.6, 8.7, 8.8, 8.9, 8.11, 9.3, 9.4</p> <p>4 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.7, 5.5, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.5, 8.8</p> <p>5 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.7, 7.1, 7.3, 7.4, 7.6, 7.8, 7.12, 7.13, 8.1, 8.5, 8.6, 8.8</p> <p>6 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 3.7, 5.5, 6.2, 7.1, 7.3, 7.6, 7.8, 8.1, 8.5, 8.8, 9.2</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 14 (continued)	<p>p.324 — 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5, 2.7, 6.2, 7.1, 7.3, 7.5, 7.6, 9.4</p> <p>p.338 — 1.1, 1.3, 1.5, 1.6, 1.9, 2.1, 2.3, 2.6, 2.7, 7.1, 7.2, 7.3, 7.5, 9.2, 9.4</p>					

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 15</b>	<p>p.344 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 2.7, 4.2, 5.5, 6.1, 6.2, 7.1, 7.3, 7.5, 7.6, 7.7</p> <p>p.345 — 1.3, 1.4, 1.7, 1.9, 2.1, 2.4, 3.1, 3.6, 7.1, 7.2, 7.4, 7.5, 7.7, 9.2, 9.3</p> <p>p.347 — 1.1, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5, 5.6, 6.2, 7.1, 7.6, 7.8, 8.2</p> <p>p.347 — 1.1, 1.2, 1.4, 1.6, 1.8, 2.2, 2.7, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 7.1, 7.3</p> <p>p.348 — 1.1, 1.3, 1.7, 2.1, 2.2, 2.4, 2.7, 2.8, 3.1, 3.6, 6.2, 7.1, 7.3, 7.7, 8.1</p> <p>p.349 — 1.1, 1.4, 1.6, 1.9, 2.2, 2.4, 2.6, 2.7, 3.1, 3.5, 3.6, 3.7, 7.1, 7.6</p> <p>p.350 — 1.1, 1.2, 1.6, 1.8, 1.9, 3.1, 7.1, 7.3, 7.4, 7.6, 7.8, 9.3</p> <p>p.350 — 1.1, 1.4, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5, 6.1, 6.2, 7.1, 7.3, 7.6, 7.7, 8.1, 8.3, 8.4</p> <p>p.352 — 1.1, 1.2, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.8, 4.2, 4.3, 5.1, 5.3, 7.1, 7.3, 7.8, 8.1, 8.2</p> <p>p.356 — 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 5.5, 7.1, 7.3</p> <p>p.357 — 1.1, 1.4, 1.6, 1.9, 2.2, 2.4, 2.7, 3.1, 3.6, 5.5, 6.2, 7.1, 7.3, 7.5, 7.6</p>	<p>p.345 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.7, 2.8, 2.9, 4.1, 4.2, 5.1, 5.5, 6.2, 7.9, 7.11, 7.12, 7.13, 9.1, 9.2, 9.3, 9.5</p> <p>p.353 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.5</p> <p>p.359 — 1.1, 1.4, 1.6, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.5, 6.2, 7.1, 7.3, 7.6, 7.8, 8.1, 8.5</p>	<p>pp.354-355 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.7, 3.1, 4.1, 6.2, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.5, 8.8</p>	<p>p.363 — 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 3.1, 3.5, 3.6, 4.1, 4.2, 4.3, 6.2, 7.1, 7.6, 8.1, 8.2, 9.3</p>	<p>p.346 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 2.7, 4.2, 4.3, 5.1, 5.3, 5.5, 6.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.5</p> <p>p.357 — 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 7.1, 7.2, 7.6</p>	<p>pp.364–365</p> <p>1 — 1.1, 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 5.5, 6.2, 7.1, 7.3, 7.6, 7.7, 7.8, 8.1, 8.5, 8.8</p> <p>2 — 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7, 7.1, 7.2, 7.3, 7.6, 8.1, 8.2, 8.8, 9.2, 9.3</p> <p>3 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>4 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.7, 3.1, 4.1, 5.1, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.2, 7.6, 7.7, 8.1, 8.2, 8.3, 8.4</p> <p>5 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.4, 2.7, 3.1, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5, 5.6, 7.1, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4</p>



Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 15 (continued)	<p>p.360 — 1.1, 1.3, 1.4, 1.7, 1.9, 2.1, 2.7, 2.9, 7.1, 7.3, 7.4, 8.1, 9.2, 9.3, 9.4</p> <p>p.361 — 1.4, 1.5, 1.7, 1.9, 3.1, 3.5, 3.6, 7.1, 7.2, 7.6, 7.7, 8.10</p> <p>p.361 — 1.1, 1.2, 1.4, 1.6, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.5, 7.1, 7.3, 7.6</p>					

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
<b>Chapter 16</b>	<p>p.368 — 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 2.1, 2.7, 4.2, 4.3, 6.2, 7.1, 7.2, 7.3, 7.6</p> <p>p.369 — 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.6, 2.7, 3.1, 4.2, 5.3, 7.1</p> <p>p.370 — 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 3.1, 3.6, 5.3, 7.1, 7.2, 7.3, 7.6, 7.8, 9.2</p> <p>p.371 — 1.1, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.6, 2.7, 7.1, 7.3, 7.6</p> <p>p.372 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.4, 2.7, 6.2, 7.1, 7.3, 7.4, 7.6, 7.8, 9.2</p> <p>p.375 (top) — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.6, 2.9, 3.1, 3.6, 6.2, 7.1, 7.5</p> <p>p.375 — 1.1, 1.6, 2.7, 4.3, 5.1, 5.2, 5.3, 5.5, 5.6, 6.2, 7.1, 7.6, 8.1, 8.3, 8.4, 8.5, 9.3</p> <p>p.376 — 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 4.3, 5.1, 6.2, 7.1, 7.3, 8.1, 9.2</p> <p>p.378 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 3.6, 4.3, 7.1, 7.3, 7.6, 9.2</p> <p>p.379 — 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 3.6, 7.1, 7.3, 7.6, 7.8</p>	<p>p.373 — 1.1, 1.3, 1.5, 1.7, 1.9, 2.1, 2.6, 2.7, 5.3, 5.5, 6.1, 6.2, 7.1, 7.3, 7.5, 7.7, 7.8, 8.1, 8.2, 8.5, 9.2, 9.4</p> <p>p.377 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.7, 3.1, 4.2, 5.3, 6.2, 7.1, 7.3, 7.4, 7.6, 8.1, 9.2, 9.3</p>	<p>pp.382-383 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.7, 3.1, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.11, 9.4</p>	<p>p.379 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.4, 2.7, 3.1, 3.4, 2.7, 7.6, 8.1, 8.2</p>	<p>p.370 — 1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.4, 2.7, 3.1, 2.4, 2.7, 3.1, 4.2, 4.3, 5.1, 5.3, 6.2, 7.1, 7.6, 8.1</p> <p>p.381 — 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 4.1, 5.1, 6.1, 7.1, 7.3, 7.4, 7.6, 7.8, 8.1, 8.2, 8.5, 8.8, 8.9, 8.10, 8.11</p>	<p>pp.386-387 1 — 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.7, 2.9, 3.1, 4.2, 5.5, 6.2, 7.1, 7.2, 7.3, 7.8, 7.8, 8.1, 8.5, 8.8, 8.9, 8.10</p> <p>2 — 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.4, 2.7, 3.1, 4.1, 4.2, 4.3, 4.5, 5.2, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2, 7.3, 7.6, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.10</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, 2.7, 3.1, 4.1, 4.2, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 7.1, 7.3, 7.5, 7.6, 7.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.10, 8.11, 9.2, 9.3, 9.4</p> <p>4 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4, 2.6, 2.7, 3.1, 4.2, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1</p> <p>5 — 1.1, 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.3, 2.6, 2.7, 6.2, 7.1, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.8, 9.2</p> <p>6 — 1.1, 1.2, 1.5, 1.6, 1.8, 2.1, 2.3, 2.5, 2.7, 3.1, 3.5, 3.6, 7.1, 7.2, 7.3, 7.6, 7.7, 8.1, 8.5, 8.8, 8.10</p>

Chapter	Activity Icon	Explorations	Focus on Skills Spinbuster	Your Turn	Reflect and Respond	Think . . . Participate . . . Research . . . Communicate . . .
Chapter 16 (continued)	<p>p.380 — 1.1, 1.4, 1.5, 1.6, 1.9, 4.1, 4.3, 5.1, 5.2, 5.3, 7.1, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4</p> <p>p.381 — 1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.3, 2.5, 2.6, 2.7, 7.1, 7.3, 7.6, 8.1, 9.2, 9.3, 9.4</p> <p>p.384 — 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.4, 2.7, 6.2, 7.1, 7.3, 7.6, 7.8, 9.2</p> <p>385 — 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.4, 2.7, 3.1, 4.2, 4.3, 5.3, 7.1, 7.3, 7.5, 7.6, 7.8, 8.2</p>					

