



20-2

2 PARALLEL CURRICULUMS need
2 PARALLEL RESOURCES

DISCOVER THE DIFFERENCES and THE SIMILARITIES that allow synergy in 20-1 and 20-2 CLASSROOM PLANNING

READABILITY & ACCESSIBILITY SOLUTIONS

A variety of techniques and strategies have been integrated into the student resource to enhance engagement and accessibility including:

- Clean, uncluttered page layout
- Short, uninterrupted reading passages
- Simple sentence structure
- Questions which are shorter, focused on key concepts and are fewer in number
- The positioning of special features to engage and enhance learning in the margin opposite the related reading



STIMULATING CONTENT SOLUTIONS

The foundation for meaningful inquiry is provided through the text narrative as well as through the following engaging and feature studies:



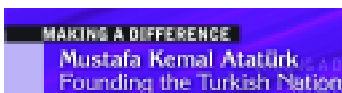
WEB CONNECTION

- The web address in this feature takes students to a central site that provides connections that will expand their research and exploration of an issue
- Controlling the websites ensures safety, reliability and accuracy. *View example on page 32.*



GEOREALITY AND EXPLORATION

- Encourages exploration of the relationship between nations and human, economic, and physical geography and introduces students to various perspectives on geography and nation
- New topics are covered in *Understanding Nationalism*
- More specific in their links to geographic outcomes



MAKING A DIFFERENCE

- Focuses on citizenship and personal responsibility. *View example on page 34.*

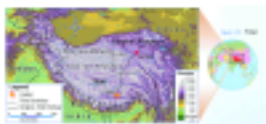


THE VIEW FROM HERE

- Has shorter more direct quotations for greater ease of understanding for at-risk readers *View example on page 22.*

SKILL DEVELOPMENT SOLUTIONS

Skills development is scaffolded throughout each chapter with benchmark skills receiving particular emphasis in the following sections:



LOCATOR MAPS

- Provide immediate location data for sites presented in narrative
- Link to larger maps in the Map Appendix

View example on page 27.



MAP APPENDIX

- 18 Country-specific political and physical maps
- Provides all the maps necessary to make this resource complete. No outside atlas is required

THINK...PARTICIPATE...RESEARCH...RESPOND

- This feature is contained in one page to improve student engagement and keep activities manageable

View example on page 38.

MULTIPLE PERSPECTIVES SOLUTIONS

The concept of Nationalism relies on the integration of multiple perspectives. The following features provide opportunities for open and constructive dialogue:



VOICES

- Provides additional insights into the quotes through guided statements. This makes different viewpoints and perspectives more accessible *View example on page 33.*



TAKING TURNS

- Invites students to examine their own points of view on specific questions and encourages dialogue among students. *View example on page 37.*



UP FOR DISCUSSION

- To encourage metacognition and provide a forum for discussing issues and sharing of points of view on issues.
- Context provided for better student understanding. Different questions posed than in *Exploring Nationalism*. *View example on page 20.*

LEARNING ASSESSMENT SOLUTIONS

Opportunities for assessment as and for learning are interwoven throughout each related issue in the embedded questions and activities. Opportunities for assessment of learning are emphasized in the elements noted below:



YOUR CHALLENGE

- Explicit, guided, instructions with a challenge tip
- Detailed examples and a Checklist to Success help students to succeed. *View example on page 16-17.*



SKILL BUILDER TO YOUR CHALLENGE

- 16 Scaffolded skills, one per chapter, that develop tasks and activities related to the major skill set for the challenge.
- Skills relate directly to the challenge and allow challenge to be completed in class. *View example on page 39.*

Recall... Reflect... Respond

RECALL...REFLECT...RESPOND

- Requires recall prior to responding and provides students with an opportunity to consolidate learning. There are also additional and different types of questions than Reflect and Respond in *Exploring Nationalism*. *View example on page 24.*



MY JOURNAL ON NATIONALISM

- Provides an opportunity for both self and teacher assessment of a student's evolving understanding of the concept of nationalism. *View example on page 19.*