

## ENGAGING LEARNERS IN CRITICAL THINKING

### Reflect and Respond

#### REFLECT AND RESPOND

If you were asked to choose the five aspects of your identity that are the most important to you, which would you select? What influences (e.g., language, family, heritage, physical location) helped shape each of the aspects you chose? List your choices on a chart.



- Questions and activities appear three to five times in every chapter.
- Helps students think more deeply about the material and provides students with opportunities for self-assessment.

View example in Chapter 1 on page 6.

### Think, Participate, Research, Communicate

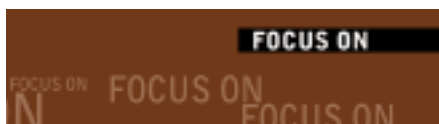


- End of chapter questions and activities.
- Based on the skills and processes identified in the curriculum document.
- Reviews and expands upon the material presented in the chapter.
- Encourages wider exploration of material and provides opportunities for a variety of learning styles to participate.

View example in Chapter 1 on page 24.

## ENGAGING LEARNERS IN SKILL DEVELOPMENT

### Focus on ...



- A how-to guide focusing on a specific skill that is practised in the chapter.
- To introduce and practise the scaffolding skills needed to gain appropriate levels of competence in the skills and processes listed in the curriculum document.
- **NOTE: Skills are practised and reinforced throughout the textbook through various activities: Explorations, captions, Reflect & Respond, the Related Issue Culminating Activity (Your Challenge), and the end-of-chapter material.**

View example in Chapter 1 on page 19.

## ENGAGING LEARNERS IN CASE STUDIES

### Impact



- Focuses on a particular aspect of globalization and how people have responded to it. Followed by "Explorations" activities.
- Encourages more in-depth exploration of a specific example directly flowing from the inquiry question, as well as the chapter issue, related issue, and key issue.
- Helps scaffold students' learning as they explore the issue and develop their critical-thinking skills.
- Also introduces students to various perspectives and points of view on an issue.

View example in Chapter 1 on page 17.

## ENGAGING LEARNERS IN MULTIPLE PERSPECTIVES

### Voices



- A relevant quotation in the margin provides alternative points of view and perspectives.
- Encourage students to explore, examine, and evaluate various points of view and perspectives.

View example in Chapter 1 on page 10.

### Points of View



- Pertinent quotations, articles, and graphics followed by exploration questions and activities.

- Encourage students to explore, examine, and evaluate various points of view and perspectives.

View example in Chapter 1 on page 23.

### Ideas

#### Ideas

- Invite students to examine their own points of view on specific questions.
- Encourages dialogue among students.

View example in Chapter 1 on page 8.

### Profile



- Illustrates how people act and react in different ways and encourages students to better understand the many facets of activism.

- Encourages students to recognize that individuals matter.

View example in Chapter 1 on page 21.

## ENGAGING LEARNERS BEYOND THE TEXT



### Web Connection

- Margin feature connecting students to the dedicated, monitored MHR website.
- Provides further research and a wider range of opinions and information.

View example in Chapter 1 on page 6.