

Canada: Face of a Nation Ministry Correlation to Canadian History in the Twentieth Century, Grade 10, Applied (CHC2P)

CODE		PAGE REFERENCE
	COMMUNITIES: LOCAL, NATIONAL, AND GLOBAL	
	<i>Overall Expectations</i>	
CGV.01P	demonstrate an understanding of the elements of Canadian identity	ix–xiii, 368–380, 393–394
CGV.02P	explain the ways in which outside forces and events have influenced Canada’s policies	xii, 21–25, 38, 86, 90, 91, 93, 122–124, 161–162, 165, 167, 177, 186, 207, 212, 213, 230, 276, 277, 279, 295, 350, 392
CGV.03P	describe the main steps in the development of French-English relations in Canada during the twentieth century	11, 63–64, 161–163, 217–218, 220, 221, 247–250, 261, 262, 269–273, 311–312, 313–314, 317, 324, 337–338, 340–341, 389, 395–396
CGV.04P	demonstrate a knowledge of Canada’s participation in war, peace, and security	32–37, 38–42, 45–46, 47, 50, 51, 52–54, 58, 59, 129–138, 142–143, 146, 150, 151, 153, 155, 156, 157, 164, 168, 170, 185, 186, 187, 188–189, 190–191, 196–197, 198, 234, 282, 283–285, 286, 287, 295–297, 335–336, 344, 352–356, 357, 375–376, 386, 395, 396
	<i>Specific Expectations</i>	
	Canadian Identity	
CG1.01P	determine to what extent certain national symbols (e.g., national anthem, Mounties, Canadian flag, provincial flags and their symbols, Order of Canada, Governor General’s Awards) represent all Canada and Canadians	81, 223, 224, 302, 350, 368, 381, 389
CG1.02P	describe the contributions to Canadian society of its regional, linguistic, ethnic, and religious communities (e.g., Aboriginal nations, Franco-Ontarians, Métis, Doukhobors, Black Canadians)	9, 10, 20, 51–52, 58, 157, 164, 192, 286, 291, 313, 314, 321, 324, 334, 338, 348, 377, 389
CG1.03P	demonstrate an understanding of how artistic expression reflects the Canadian identity (e.g., works of Emily Carr, Oziás Leduc, Daphne Odjig, Group of Seven, Joy Kogawa, Farley Mowat, Michael Ondaatje, Karen Kain, Susan Aglukark, Miyuki Tanobe)	18–19, 79–81, 173, 175, 212, 235, 236, 300, 320, 348, 349, 377, 378, 379, 380
CG1.04P	explain how and why the federal government has tried to promote a common Canadian identity through various agencies (e.g., Canadian Broadcasting Corporation, National Film Board, Heritage Canada, Canadian Radio-television and Telecommunications Commission) and assess the effectiveness of these efforts	92, 123, 174, 175, 207, 208, 285, 350, 374

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	External Forces Shaping Canada's Policies	
CG2.01P	explain how American culture and lifestyle have influenced Canadian identity from 1900 to the present (e.g., music, dance, clothing, speech, movies, television)	xii, 90, 91, 93, 122–124, 207, 212, 213, 230, 350
CG2.02P	summarize Canada's changing relationship with the United States from 1900 to the present	25–29, 89, 93, 126, 186–187, 188, 206, 207, 228, 230–231, 253–255, 294–295, 350, 374
CG2.03P	describe the influence of Great Britain and Europe on Canadian policies from 1900 to the present	21–25, 38, 86, 161–162, 165, 167, 177, 186, 276, 277, 279, 295, 392
CG2.04P	identify post-World War II developments that have led to the globalization of the Canadian economy (e.g., General Agreement on Tariffs and Trade, North American Free Trade Agreement) and choose a few examples to illustrate the impact of those developments on Canadians	230, 266, 298, 315–317, 341, 374, 391, 392, 394
CG2.05P	produce a time line that charts and identifies significant historical events related to the Holocaust and World War II (e.g., anti-semitism, rise of Naziism, Kristallnacht, establishment of ghettos, concentration camps, and death camps) and describe Canada's response to those events	152, 153, 154, 160
CG2.06P	describe Canada's response to the Holocaust and the subsequent development of policies dealing with hate crimes and Nazi war criminals in Canada	135, 136, 153, 286, 289, 326, 342
CG2.07P	investigate the political and economic challenges and opportunities that Canada faces as a result of international developments (e.g., end of Cold War; globalization of economy, advent of world telecommunications)	295, 296, 297, 392, 396
	French-English Relations	
CG3.01P	identify the major events that contributed to the growth of Québec nationalism and the separatist movement in Québec from 1900 to the present	247–250, 261, 262, 269–273, 311–312, 313–314, 338, 340–341, 395–396
CG3.02P	explain how the conscription crises of World Wars I and II created tensions between English Canada and Québec	63–64, 161–163
CG3.03P	demonstrate an understanding of how the federal government and Canadians in general have reacted to the Québec separatism movement (e.g., bilingualism and biculturalism, October Crisis, two referenda, Meech Lake and Charlottetown accords, Calgary Declaration)	11, 217–218, 220, 221, 247–250, 269, 311–312, 313–314, 317, 324, 337–338, 389, 395–396
CG3.04P	identify the major groups of French Canadians outside Québec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition	11, 247
	Canada's Participation in War, Peace, and Security	
CG4.01P	explain how Canada became involved in World War I and World War II, after researching the causes of the two wars	32–36, 36–37, 38–42, 129–138, 142–143,

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CG4.02P	compare Canada's military contributions in World War I and World War II (e.g., Ypres, Somme, Dieppe, D-Day, Sicily)	38-39, 45-46, 47, 50, 146, 150, 151, 155, 156, 157
CG4.03P	evaluate Canada's role in the Allied victories of World War I and World War II (e.g., Vimy Ridge, D-Day, liberation of Holland, release of prisoners from Nazi concentration camps)	45-46, 50, 52-54, 146, 151, 155
CG4.04P	describe how Canadians of various backgrounds, individually and as communities, contributed at home and overseas to the war effort during World War I and World War II	45, 51, 52, 58, 59, 157, 164, 168, 170
CG4.05P	explain the influence on Canadian society from 1914 to the present of pacifists, the human rights movement, and the civil rights movement (e.g., Hutterites, Mennonites, Canadian Civil Liberties Union, Elizabeth Fry Society, John Howard Society, Amnesty International)	187, 189, 234, 282, 285, 296, 344, 386, 395, 396
CG4.06P	describe Canada's role in Cold War activities (e.g., espionage, Korean War, nuclear arms race, North American Aerospace Defence Command, North Atlantic Treaty Organization)	185, 186, 188-189, 190-191
CG4.07P	demonstrate knowledge of the roles and functions carried out by the Canadian armed forces since 1945 (e.g., maintaining collective security, asserting national sovereignty, providing aid to civil powers, peacekeeping, peacemaking) and assess their success in performing these tasks	295-297, 352-356, 357, 375-376, 395, 396

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CHANGE AND CONTINUITY		
<i>Overall Expectations</i>		
CCV.01P	demonstrate an understanding of the changing demographic and social patterns within Canada since 1900	5, 7–10, 67–68, 72, 76–78, 86, 196–198, 209–210, 283–285, 291–294, 324–325, 332–336, 370–371, 383, 385
CCV.02P	describe the impact of technological developments on Canadians	5, 15–16, 89–92, 204, 206–210, 230, 232, 297, 318, 322, 323, 358–359, 371–373, 392, 396, 397
CCV.03P	explain how and why Canada’s international status and foreign policy have changed since 1914	25–26, 131–132, 139, 142, 186, 188–191, 193, 228, 230–231, 253–258, 276, 277, 279, 285, 289–290, 297, 298, 342–345, 347, 352, 355–357, 375, 384, 394–396
<i>Specific Expectations</i>		
Demographic Patterns		
CC1.01P	identify the major groups that have immigrated to Canada from 1900 to the present and describe significant factors (e.g., push and pull factors) that led to their immigration	5, 9, 10, 196–198, 283–285, 335–336, 370, 371, 383, 385
CC1.02P	compare contemporary immigration patterns with historical immigration patterns	198, 283–284, 370–371
CC1.03P	explain how the lives of adolescents and women have changed as a result of post-World War I urbanization and the post-World War II population shift to the suburbs (e.g., in terms of schooling, consumerism, leisure)	67–68, 86, 209–210
CC1.04P	evaluate the impact of the baby boom generation on Canadian society since the 1960s	202–204, 207, 209, 360, 384
CC1.05P	assess the impact of demographic and social changes on Aboriginal communities (e.g., relocation, urbanization, education, pressures to assimilate)	7, 8, 76–78, 210, 291–294, 324–325, 332–334
Scientific and Technological Impact		
CC2.01P	use visual displays effectively to show how technological developments have changed lifestyles through the twentieth century (e.g., cars, television, plastics, computers, biotechnology)	15–16, 90–92, 358–359, 392, 396, 397
CC2.02P	describe the relationship between invention and the economy (e.g., the invention of the car and its effect on transportation)	16, 90–91, 318, 322, 323, 372–373
CC2.03P	describe the technological innovations that have changed the way war has been fought in the twentieth century (e.g., aircraft, radar, nuclear arms, laser technology, guided missiles)	26, 47, 48–50, 51, 145, 187–188

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CC2.04P	assess the scientific and technological innovations discovered or created by Canadian inventors (e.g., Joseph Bombardier, Sir Frederick Banting, Sir Charles Saunders, Eli Burton)	5, 89–90, 322, 323, 372–373
CC2.05P	compare how Canadians worked during the industrial era with how they work in the post-industrial era	204, 210, 230, 232, 371–372, 392
	Canada's International Status and Foreign Policy	
CC3.01P	identify why certain documents are important in the evolution of Canada's political autonomy (e.g., Treaty of Versailles, Balfour Report, Statute of Westminster)	131–132, 139, 142
CC3.02P	explain the significance of Canada's contribution to the United Nations (e.g., campaign against apartheid in South Africa, human rights initiatives, aid and relief programs, treaty on land mines)	189–191, 297, 344, 347, 352, 355–357, 375, 396
CC3.03P	demonstrate an understanding of how the experience and memory of the Holocaust helped shape Canada's role as a world leader in human rights (e.g., drafting of Declaration of Human Rights for the United Nations, introduction of Ontario Human Rights Code (1962), and Canadian Human Rights Act (1977))	285, 289–290, 342–345, 384
CC3.04P	summarize Canada's changing relationship with the United States (e.g., Alaska Boundary Dispute, Lend-Lease Act, St. Lawrence Seaway Agreement, Auto Pact, Foreign Investment Review Agency)	25–26, 186, 188–189, 193, 228, 230–231, 253, 257–258, 298, 374, 394–395

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CITIZENSHIP AND HERITAGE		
<i>Overall Expectations</i>		
CHV01.D	demonstrate an understanding of the contributions of various social and political movements to Canadian history during the twentieth century	8, 16–18, 67–69, 77, 85–86, 107–113, 177, 232, 233, 291, 313, 323, 338, 386–389, 390
CHV02.D	demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity	16–17, 23, 38, 49–50, 53–54, 63–65, 74, 79, 80–83, 85, 88, 89, 92, 114, 139, 164, 192–194, 205, 227, 233, 235, 236, 244–246, 292, 300, 311, 315, 319, 320–322, 339, 344, 346–349, 372, 376–382
<i>Specific Expectations</i>		
Social and Political Movements		
CH1.01P	summarize the contributions of the women’s movement (e.g., suffrage, access to employment, equal pay for work of equal value)	16–18, 85–86, 232, 233, 323, 386–388
CH1.02P	evaluate the role of the labour movement (e.g., One Big Union, Canadian Labour Congress) in Canadian society	18, 67–69, 108–110
CH1.03P	describe the contributions of Aboriginal peoples in forming national organizations (e.g., National Indian Advisory Council, National Indian Brotherhood, Assembly of First Nations) to gain recognition and rights for Aboriginal peoples	8, 77, 291, 313, 338, 388–390
CH1.04P	evaluate the role of movements that resulted in the founding of political parties, such as Social Credit, Union Nationale, Co-operative Commonwealth Federation	107–108, 108–110, 110–111, 111–113, 177
Individual Canadians and Canadian Identity		
CH2.01P	demonstrate an understanding of how significant individuals (e.g., Henri Bourassa, Robert Borden, Nellie McClung, Billy Bishop, Max Aitken, Arthur Currie) contributed to the growing sense of Canadian identity during World War I	16–17, 38, 49–50, 53–54, 63, 64, 65, 85
CH2.02P	describe the contributions of selected individuals to the development of Canadian identity since World War I (e.g., Thérèse Casgrain, Georges and Pauline Vanier, Marshall McLuhan, Chief Dan George, Oscar Peterson, Max Ward, Rosemary Brown)	74, 79, 80, 81–83, 85, 88, 89, 92, 164, 192, 205, 233, 235, 236, 292, 300, 319, 320, 321, 322, 344, 346–347, 348, 349, 372, 376, 377, 378, 379, 380, 381–382
CH2.03P	compare the backgrounds, careers, and contributions of twentieth-century Canadian prime ministers, in both formal and anecdotal reports	23, 114, 139, 193, 194, 227, 244–246, 311, 315, 339

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SOCIAL, ECONOMIC, AND POLITICAL STRUCTURES		
<i>Overall Expectations</i>		
SPV.01P	demonstrate a knowledge of how and why changing economic conditions and patterns have affected Canadians	xii, 14, 15, 16, 18, 27–29, 73, 89, 92, 191, 193–194, 204, 206–207, 222, 228, 230–231, 232, 253–255, 282–283, 295–296, 315–317, 372, 390–391, 392, 394
SPV.02P	demonstrate an understanding of the changing role of Canadian governments from World War I to the present, including the evolution of Canada’s social support programs	16–17, 41, 51–53, 66, 73, 85, 105–113, 114, 118, 121, 153, 161–163, 166, 170–174, 193–194, 222–227, 252, 259–260, 265–266, 273–274, 315–316, 319, 326, 341, 350, 373–374, 394
<i>Specific Expectations</i>		
Economic Conditions and Structures		
SP1.01P	describe Canada’s economic growth at the start of the twentieth century (e.g., mergers and development of corporations, resource development)	14, 15, 16, 18, 27–28, 29
SP1.02P	compare economic conditions at different times in Canada’s history (e.g., stock market crash of 1929, World War II, oil crisis of 1973) and their impact on the daily lives of Canadian families	73, 165–166, 101–114, 117–126, 165–166, 168, 170, 176–177, 204, 206, 259
SP1.03P	demonstrate knowledge of the advantages and disadvantages of American participation in the Canadian economy (e.g., branch plants, Auto Pact, North American Free Trade Agreement, fisheries disputes)	206–207, 228, 230, 295–296, 315–317, 341, 374, 391, 392, 394
Changing Role of Government		
SP2.01P	identify and describe the early twentieth-century pressure groups (e.g., Woman’s Christian Temperance Union, veterans’ and various ethnocultural associations) that were established to promote social support programs	16–17, 73, 85, 106, 121
SP2.02P	explain why social support programs (e.g., old age pensions, unemployment insurance, family allowance, medicare) were established in Canada	107, 118, 166, 222–227, 252, 259–260, 373–374
SP2.03P	demonstrate an understanding of the role of government in wartime and explain why the government acted as it did (e.g., implementing centralized planning, rationing, censorship)	41, 51–53, 66, 118, 153, 161–163, 166, 170–173
SP2.04P	explain how and why the Canadian government restricted certain rights and freedoms in wartime, and describe the impact of these restrictions on the general population and on various groups within the Canadian population	41, 153, 170–174, 326

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SP2.05P	explain how Canadian governments, at various levels, reacted to the economic conditions of the Depression in the 1930s	105–113, 114, 118, 121
SP2.06P	explain the role of government in promoting economic opportunity in post-World War II Canada (e.g., developing infrastructure, negotiating international economic treaties, promoting resource development, protecting freedom of information)	193–194, 222–223, 265–266, 273–274, 315–316, 341
SP2.07P	explain how the government has promoted Canada's cultural distinctiveness (e.g., through the Canadian Radio-television and Telecommunications Commission; through opposition to split-run magazines)	319, 350, 374, 394

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METHODS OF HISTORICAL INQUIRY		
<i>Overall Expectations</i>		
MHV.01P	use appropriate historical research methods to investigate topics and issues in history	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.02P	use a variety of information sources to research historical topics or issues and then organize the information in a meaningful way	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.03P	evaluate information when researching historical topics or issues	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MHV.04P	communicate the results of research in oral and written presentations	(covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
<i>Specific Expectations</i>		
Investigating Historical Topics and Issues		
MH1.01P	use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation)	(covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH1.02P	use who, what, where, when, why, and how questions effectively when researching historical topics and issues	251, (also covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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MH1.03P	formulate a thesis statement and use it effectively to research a historical topic	174, 203, 288, 418, (also covered throughout end of chapter Investigate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
	Researching, Recording, and Organizing Information	
MH2.01P	use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history	96, 97, 306–307, 364–365, 409, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.02P	use technology (e.g., computer databases, Internet) effectively when researching Canadian history topics	1, 11, 19, 26, 42, 45, 62, 68, 96, 97, 106, 130, 155, 185, 209, 256, 276, 290, 364–365, 409, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.03P	record and organize information effectively using notes, lists, concept webs, time lines, charts, maps, graphs, and mind maps	364–365, 403, 404, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.04P	use computer-based systems effectively to organize information for research, report preparation, and presentations	364–365, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH2.05P	use correct notation methods (e.g., footnotes, endnotes, parentheses) and proper formatting to acknowledge sources of information in reports and essays	403, (also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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	Analyzing and Evaluating Information	
MH3.01P	identify different viewpoints and explicit biases when evaluating information for a research report or participating in a discussion	6, 47, 111, 119, 143, 150, 152, 174, 226, 312, 335, 351, 376, 407, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH3.02P	distinguish between primary and secondary sources of information, and use both appropriately in historical research	47, 61, 78, 143, 152, 312, 376, 406, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH3.03P	distinguish between fact and inference in primary and secondary sources (e.g., artifacts, visuals, textbook articles)	6, 78, 376, 406, 408, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH3.04P	demonstrate an ability to draw conclusions based on adequate and relevant supporting evidence	6, 47, 180–181, 195, 198, 203, 213, 224, 240–241, 273, 288, 303, 351, (also covered throughout end of chapter Analyze and Evaluate activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
	Communicating Research Results and Applying Insights	
MH4.01P	make reasoned generalizations or appropriate predictions based on research	150, 195, 198, 312, 400–401, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH4.02P	demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing)	119, 220, 226, 240–241, 251, 306–307, 364–365, 400–401, 411, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)

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MH4.03P	express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays	224, 335, 180–181, 400–401, 412–413, 416–417, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)
MH4.04P	demonstrate, after participating in dramatizations of historical events, insights into historical figures' situations and decisions	414–415, (also covered throughout end of chapter Apply activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399)