- Students can use **wikis**, **blogs**, **or course sites** to share their reactions with classmates and other students, and read what their classmates write. Students in college classes are often asked to write reactions to readings on a class website, where they must take into account what others have written when they write their comments, a task involving reading.

C. Establishing a Community of Readers

Students can be asked to keep a reading journal in a notebook. With each chapter in the book, they can write their reactions, favorite quotes, questions, self-assessments, and words they wish to remember for their permanent knowledge base. Teachers may collect the notebooks periodically during the term, either all at the same time or a few each week. Teacher responses should encourage reading and deeper thinking, and should be confined to content, not accuracy of writing, because the purpose is to encourage reading and depth of thinking.

D. Developing Critical Thinking

Understanding what is said on a page is not enough for college-level work. **Critical thinking** involves many skills: drawing conclusions, assessing accuracy, relating information to what is already known or to another area of knowledge, relating what has been read to one's own life, and applying what has been learned. The teacher might ask students to:

- Describe
- Compare and contrast
- Associate (What does it make you think of?)
- Analyze
- Apply (How can the insights be used?)
- Argue for or against

Critical thinking is more than just a solitary process. It must be shared in the academic environment, and students must be able to participate in class discussion. The teacher needs to explain **how students can contribute to a class discussion**:

- Report what their group has discussed.
- Report differences of opinion.
- State a personal opinion.
- Agree or disagree with another student.
- Add something to what another student has said.
- Give another example.

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3. Ask students a few questions that incorporate some of the collocations. For example, ask: "What are some examples of changing circumstances in your life since you moved to a new country? In what ways do people need to adapt to a changing world? Who gave you emotional support at a critical time in your life? How can someone with a good idea reach a wider audience?"

B Synonyms *(page 25)*

Have students compare answers with a partner. Answer any questions.

C Word Forms *(page 26)*

1. Go over the answers by writing the chart on the board and asking students to fill in the correct word forms.
2. Go over the answers to the second part (the sentences) with the class.

NOTE-TAKING: Creating a Chart to Summarize Information from a Text *(page 27)*

Have students complete the chart and compare answers with a partner. Then go over the answers with the class.

CRITICAL THINKING *(page 27)*

1. Have students work on questions 1 and 2 in small groups.
2. Discuss question 3 with the class.

AFTER YOU READ *(page 28)*

Bringing It All Together *(page 28)*

Have students discuss the questions in groups. Alternatively, each group can discuss one question in depth. Then have a representative of each group present the group's responses for a class discussion.

Writing Activity *(page 28)*

1. Explain what is expected of students when writing a short composition. Students may do this writing activity in class or for homework. If in class, they need time to think about their writing and to write coherent paragraphs.
2. Ask students to share what they have written in small groups.
3. Alternatively, collect students' work and respond to it in writing. In this case, confine responses to organization and content because the purpose is to encourage depth of thinking.

Discussion and Writing Topics *(page 28)*

1. These questions can be used for discussion with the class or in groups.
2. Some questions can also be used for homework as a culminating exercise to demonstrate an understanding of the readings. Then assess how much each student has understood about what was read and how well the student can take the information to the next level, that is, relating the information to the student's own life or to other people.
3. Quizzes are available in this Teacher's Manual for each chapter. One reading from the chapter with main ideas and close reading can always be used as a quiz to check on students' progress.

Vocabulary *(page 29)*

Ask students to circle the words that they still do not understand well. Then have them go back to the readings and see the contexts in which they appeared. Encourage students to refer to this list, and to use the vocabulary in their discussions and writing activities.

Self-Assessment *(page 29)*

1. Remind students to try out the various strategies they have learned in this chapter in other readings. Have students look up an Internet, magazine, or newspaper article about human development, and use their reading strategies to improve comprehension.
2. Have students write their ideas about the chapter in their reading journal.
3. Have students write the types of exercises they are having trouble with.

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3. Ask students to post what they have written on a blog or wiki or simply on paper taped on the walls of the classroom. Then have them read one another's paragraphs and compare viewpoints.

READING THREE: Night Flying Woman: An Ojibway Narrative *(pages 78–85)*

A Warm-Up *(page 78)*

Divide the class into small groups and have students in each group discuss the questions. Then discuss the questions with the class. Point out that students can examine the illustration of a traditional Ojibway woman on page 80 to help provide a reference to the title. Explain that in many Native American cultures, names are often drawn from nature or animals, or are based on physical descriptions or personal characteristics (e.g., Grey Wolf, Star Fire, Dressed in Furs, One Who Smiles). Native Americans may have more than one name, and their names may change throughout their lives.

B Reading Strategy *(page 78)*

1. Make sure students understand what *point of view* means and go over the example in the text box.
2. Have students read the sentences and decide whether they indicate a subjective or an objective point of view. Then go over answers with the class.
3. Have students read the passage and then ask them how thinking about the author's point of view helped them understand the narrative. Also ask students to identify several more instances of subjective and objective points of view.

COMPREHENSION *(page 82)*

A Main Ideas *(page 82)*

Have students discuss their answers with a partner. Go over the answers with the class.

B Close Reading *(page 82)*

Go over the answers with the class, having students write their complete sentences on the board to ensure accuracy. Discuss variations.

VOCABULARY *(page 83)*

A Understanding Content-Specific Vocabulary *(page 83)*

1. Have students complete the task alone or with a partner.
2. Go over the answers and offer explanations when necessary.

B Using the Dictionary *(page 84)*

Be sure students understand that they are looking for the most appropriate definition, given the context. Go over the answers with the class.

C Synonyms *(page 85)*

Ask students to compare answers with a partner. Answer any questions.

CRITICAL THINKING *(page 85)*

Have students discuss the questions in small groups, then share their responses with the class.

AFTER YOU READ *(page 86)*

Bringing It All Together *(page 86)*

1. Have students discuss the questions in groups. Alternatively, each group can discuss one question in depth. Then have a representative of each group present the group's responses for a class discussion.
2. Students can complete questions 2 and 3 in class, but preferably for homework so they have time to review the three readings and consider their response.

Writing Activity *(page 86)*

1. Explain to students what is expected of them in writing a personal narrative. Students may do this writing activity in class or for homework. If in class, they need time to think about their writing and to write coherent paragraphs.
2. Ask students to share what they have written in small groups.
3. Alternatively, collect students' work and respond to it in writing. Confine comments to a personal response.

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Vocabulary: Reading Two

Cross out the option that is NOT a synonym for the word.

1. distinctive
- **a.** unique
- **b.** distinguishing
- **c.** general

2. dynamic
- **a.** ever-changing
- **b.** unusual
- **c.** vibrant

3. trait
- **a.** attribute
- **b.** characteristic
- **c.** belief

4. predominantly
- **a.** mostly
- **b.** principally
- **c.** surprisingly

5. predispose
- **a.** influence
- **b.** prompt
- **c.** encourage

6. drives
- **a.** techniques
- **b.** urges
- **c.** necessities

7. relieve
- **a.** amplify
- **b.** alleviate
- **c.** lessen

8. neglected
- **a.** ignored
- **b.** supported
- **c.** abandoned

9. inhibit
- **a.** stop
- **b.** help
- **c.** restrain

10. surrogate
- **a.** replacement
- **b.** substitute
- **c.** assistant

Vocabulary: Reading Three

Circle the option that best rephrases each sentence. Focus carefully on the words in *italics*.

1. The *functioning* of the human body is complex.
- **a.** The way that the human body works is complicated.
- **b.** Human beings change a lot over time.

2. Human beings are most *receptive* to outside influences when they are very young.
- **a.** The world and society have a bigger influence on human beings when they are young compared to when they are old.
- **b.** Human beings influence their culture as much as their culture influences them.

3. The family unit *initiates* the socialization process.
- **a.** Of the many elements of the socialization process, the family unit is the most important.
- **b.** The process of socialization begins with the family.

4. Most people retain *emotional ties* to their families throughout their lives.
- **a.** The connections between people and their families persist for many years.
- **b.** People's emotional states are influenced by their families.

5. A child's *ethnicity* may influence his or her beliefs and behavior.
- **a.** People from different nationalities have different beliefs and act in different ways.
- **b.** A child's background affects the way he or she behaves.

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4. Beringia was a land bridge that connected Asia and North America, but it is now submerged beneath the Bering Sea.
5. Around 10.7 million Africans were forced out of their homelands and made to work in the American colonies.
6. Even before the Europeans colonized the New World, the Portuguese purchased 1,000 slaves per year.

III. Critical Thinking

A. Choose the correct answer.

1. At the time of Columbus's first voyage, there was little awareness of the Norse voyages to the New World.
   This statement . . . the main ideas of Reading One.
   a. agrees with **b.** disagrees with **c.** has no connection to
2. Since the Paleo-Indians had such extensive contact with domesticated animals, they acquired immunities from many contagious germs.
   This statement . . . the main ideas of Reading Two.
   a. agrees with **b.** disagrees with **c.** has no connection to
3. Slavery is no longer legal anywhere in the world.
   This statement . . . the main ideas of Reading Three.
   a. agrees with **b.** disagrees with **c.** has no connection to
4. Societies changed, both in the Old World and the New World, as a result of conquest and exploration.
   This statement . . . the main ideas of the chapter.
   a. agrees with **b.** disagrees with **c.** has no connection to

B. Circle the questions that would be most appropriate to ask the authors of the readings. Then write two questions of your own.

1. What are some examples of the new ways of thinking that emerged as a result of the Renaissance?
2. Did the Renaissance take place before or after the Enlightenment?
3. What cultural values and assumptions did the different tribes of North American Indians share?
4. What medical treatment was offered to the native populations when they contracted typhoid?
5. What were some of the languages spoken by West African peoples, and are they still spoken today?
6. Did the different European slave traders treat the slaves in similar or different ways?

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4. Why is it important for people to learn about the recent research on personality that Professor Jackson describes?

- ☐ **a.** So that introverts can learn to act more like extroverts
- ☐ **b.** So that people understand how society neglects the needs of young introverts
- ☐ **c.** Because it was the first research ever done on introversion and extroversion
- ☐ **d.** Because it gives encouragement to introverts who feel out of place in society

5. What did the Harvard longitudinal study find?

- ☐ **a.** That introverts and extroverts have similar reactions to their environments
- ☐ **b.** That schools have begun to respond to the needs of introverts
- ☐ **c.** That introversion and extroversion are both completely natural
- ☐ **d.** That introversion is more widespread than commonly believed

6. What does the interviewer learn in his conversation with Professor Jackson?

- ☐ **a.** That he has an extroverted personality
- ☐ **b.** That Susan Cain was heavily influenced by Carl Gustav Jung
- ☐ **c.** That the everyday definitions of *introvert* and *extrovert* are not quite correct
- ☐ **d.** That introverts face many obstacles in their day-to-day lives

7. Which of the following would be good titles for this interview?

- ☐ **a.** Changing Ideas about Shyness and Identity
- ☐ **b.** Welcoming Introverts into Society
- ☐ **c.** Carl Gustav Jung's Followers Today
- ☐ **d.** Advice for Parents of Extroverts

Part 2. Read the quotes from the reading. Circle the statement that best explains each quote. **(*30 points*)**

1. "The two terms were popularized by psychologist Carl Gustav Jung in his 1921 book *Psychological Types*, and they refer to the level of stimulation people need in order to be productive and feel satisfied." *(paragraph 2)*

- **a.** Jung was the first to write about introversion and extroversion and explain that people need to be stimulated to make them be productive.
- **b.** Jung made the words *introversion* and *extroversion* familiar to the general public; they describe differences in how people respond to various environments.

2. "At a noisy get-together or in a busy newsroom—that is, in high-stimulation environments—extroverts will feel right at home." *(paragraph 6)*

- **a.** When faced with noisy and busy surroundings, extroverts fit in with few problems.
- **b.** Extroverts feel happiest when they can surround themselves with other extroverts.

3. "The image of a square peg in a round hole comes to mind." *(paragraph 13)*

- **a.** People need to recognize the kinds of places where they can and cannot fit in.
- **b.** It is difficult for people to adjust to environments that do not fit their personalities.

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