

# What Is in My Best Personal Interests?

Name \_\_\_\_\_ Date \_\_\_\_\_

**One of my personal interests**

**What I can do to pursue this interest**

**Factors that I can control**

**Factors I cannot control**

**How I might feel about this personal interest two years from now**

# Your Challenge 2 – Checklist for Success

Name \_\_\_\_\_ Date \_\_\_\_\_

Item	Not Started	Partly Complete	Complete	Date Completed	Comment (Teacher or Peer)
<b>My Knowledge and Understanding</b>					
My opinion is clearly expressed and supported by reliable, valid evidence.					
My report shows my understanding of the issue.					
My conclusions are logical and clearly expressed.					
<b>My Selection, Analysis, and Evaluation of Information</b>					
My information was drawn from a variety of sources that are cited correctly and accurately.					
My information reflects diverse points of view and perspectives.					
My criteria for judgment are clearly explained.					

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**REPRODUCIBLE 2.5.2 CONTINUED**

<b>My Report</b>					
My choice of technology is appropriate.					
My presentation engages the audience and provides opportunities for audience feedback.					
My presentation is respectful of others.					

## Your Challenge 2 – Evaluation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

### Your investigative report

Category	Insufficient	Limited	Adequate	Proficient	Excellent
<b>Knowledge and Understanding of the Issue</b>					
<b>Opinion expressed and supported by reliable, valid evidence</b>	Report shows insufficient understanding and uses insufficient evidence	Report shows little understanding and uses a limited amount of evidence	Report shows emerging understanding and uses some evidence	Report shows solid understanding and use of evidence	Report shows a high degree of understanding and use of evidence
<b>Report shows understanding of the issue</b>	Report shows insufficient understanding	Report shows limited understanding	Report shows emerging understanding	Report shows solid understanding	Report shows a high degree of understanding
<b>Conclusions are logical and clearly expressed</b>	Conclusions show insufficient understanding and are poorly expressed	Conclusions show limited understanding and are not well expressed	Conclusions show emerging understanding and are adequately expressed	Conclusions show solid understanding and are well expressed	Conclusions show a high degree of understanding and are very well expressed
<b>Selection, Analysis, and Evaluation of Information</b>					
<b>Information drawn from a variety of sources, cited correctly and accurately</b>	Draws information from an insufficient variety of sources and does not cite these with a sufficient degree of correctness and accuracy	Draws information from a limited variety of sources and cites these with a limited degree of correctness and accuracy	Draws information from some sources and cites these with some degree of correctness and accuracy	Draws information from a variety of sources and cites these correctly and accurately	Draws information from a wide variety of sources and cites these with a high degree of correctness and accuracy
<b>Information reflects diverse points of view and perspectives</b>	Shows an insufficient degree of diversity	Shows a limited degree of diversity	Shows some diversity	Shows a good range of diversity	Shows a high degree of diversity
<b>Criteria for judgment clearly explained</b>	Does not explain criteria clearly	Explains criteria to a limited degree	Explains criteria to some degree	Explains criteria well	Explains criteria very well

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**REPRODUCIBLE 2.5.3 CONTINUED**

<b>The Report</b>					
<b>Choice of technology appropriate</b>	Choice of technology was not appropriate	Choice of technology shows a low degree of appropriateness	Choice of technology was somewhat appropriate	Choice of technology was appropriate	Choice of technology was highly appropriate
<b>Presentation engages the audience and provides opportunities for feedback</b>	Presentation was not sufficiently interesting and engaging and did not provide opportunities for feedback	Presentation was interesting and engaging in a limited way and presented limited opportunities for feedback	Presentation was somewhat interesting and engaging and presented some opportunities for feedback	Presentation was interesting and engaging and presented adequate opportunities for feedback	Presentation was highly interesting and engaging and presented excellent opportunities for feedback
<b>Presentation is respectful of others</b>	Presentation showed insufficient respect for others	Presentation showed a limited degree of respect for others	Presentation showed an appropriate degree of respect for others	Presentation showed solid respect for others	Presentation showed a high degree of respect for others

# Notes for My Investigative Report

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>To what extent should national interest be pursued?</b>		
<b>Nationalist movement _____</b>		
<b>Aspect of Report</b>	<b>Information</b>	<b>Notes and Sources</b>
Background and key events		
People		
Current status		
Predictions		

## Differing Views on National Interest

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Point of View</b>	<b>Understanding or Argument</b>
A Canadian who supports peacekeeping	
A Canadian who supports peacemaking	
Condoleeza Rice	
A Chinese government official	
Kofi Annan	
John Spritzler	
A Russian's view of Arctic sovereignty	
A Canadian's view of Arctic sovereignty	

# **What Is in My Nation's Best Interest?**

Name \_\_\_\_\_ Date \_\_\_\_\_

**One of my nation's interests**

**What the nation can do to pursue this interest**

**Factors that the nation can control**

**Factors that the nation cannot control**

**What this issue might look like 10 years from now**



# Protecting Canada's Claim to the Northwest Passage

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Point of View</b>	<b>Reasons for This View</b>	<b>Group Members' Comments</b>	<b>Possible Compromises among Various Views</b>
1.			
2.			
3.			
4.			
5.			

# Canada's National Interests

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Priority</b>	<b>Reasons for Choice</b>	<b>Stakeholders</b>	<b>Action or Strategy</b>
1.			
2.			
3.			
4.			
5.			

## Consensus-Building Tips

Name \_\_\_\_\_ Date \_\_\_\_\_

Whenever you are involved in an activity where you are trying to achieve a consensus, keep the following tips in mind:

- Focus on arriving at a decision that everyone can live with. Remember, your goal is to reach a compromise, not win an argument.
- Join the group discussion and encourage everyone else to join in.
- Listen to — and try to understand — everyone's ideas, especially those you don't agree with at first.
- Bring forward evidence to support the various points of view and consider this evidence as you work toward consensus.
- Be respectful and willing to change your mind if the evidence suggests that this is appropriate.

# Terms of the Treaty of Versailles

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>General</b>	<b>Economic</b>
<ul style="list-style-type: none"> <li>• Germany had to admit full responsibility for starting the war.</li> <li>• Germany was found responsible for all the damage caused by the war and ordered to pay reparations. Most of these funds would go to France and Belgium to pay for the damage done to the infrastructure of both countries.</li> <li>• The League of Nations was established to ensure world peace in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Germany's loss of vital industrial territory made it almost impossible to rebuild its economy. Coal from the Saar and Upper Silesia was a particularly vital loss.</li> <li>• In an attempt to keep Germany's economic potential to a minimum, Germany was forbidden to unite with Austria.</li> </ul>
<b>Military</b>	<b>Territorial</b>
<ul style="list-style-type: none"> <li>• Germany's army was reduced to 100 000.</li> <li>• Germany's army was not allowed tanks or an air force.</li> <li>• Germany was allowed only six large naval ships and no submarines.</li> <li>• German soldiers and weapons were barred from a demilitarized zone, or DMZ, which took up much of the country.</li> <li>• The Allies were to keep an army of occupation on the west bank of the Rhine for 15 years.</li> </ul>	<p>The following land was taken away from Germany:</p> <ul style="list-style-type: none"> <li>• Alsace-Lorraine was given to France.</li> <li>• Eupen and Malmedy was given to Belgium.</li> <li>• Northern Schleswig was given to Denmark.</li> <li>• Hultschin was given to Czechoslovakia.</li> <li>• West Prussia, Posen, and Upper Silesia were given to Poland.</li> <li>• The Saar, Danzig, and Memel were put under the control of the League of Nations. The people of these regions would be allowed to vote to stay in Germany or not in a future referendum.</li> <li>• Germany had to return to Russia land taken in the Treaty of Brest-Litovsk. Some of this land was made into the new states of Estonia, Lithuania, and Latvia. An enlarged Poland also received some of this land.</li> <li>• The League of Nations took control of Germany's overseas colonies.</li> </ul>

# T-Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

# Ultranationalism under Stalin and Hitler

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Stalinist Russia</b>	<b>Nazi Germany</b>

## **Factors That Can Contribute to the Development of Ultrationalism**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Factor</b>	<b>How This Factor Can Help Transform Nationalism into Ultrationalism</b>

# Validity of Information Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Information Source</b> _____		
<b>Criterion</b>	<b>Question</b>	<b>Response</b>
Reliability	Who is the author?	
	Why did the author write this piece?	
	Has the author written other material on this subject?	
	What is the author's reputation for reliability?	
Context	When and where was the piece written?	
	Who is the target audience?	
	What medium was used to deliver the message?	
	What effect might the choice of medium have on the target audience?	
Bias	What are the author's main arguments or interpretations?	
	What preferences or dislikes does the author express? Provide at least one example.	
	What persuasive or propaganda techniques does the author use? Provide at least one example.	

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**REPRODUCIBLE 2.6.3 CONTINUED**

	What powerful words and phrases does the author use? Are they used in a positive or negative manner?	
Objectivity	What is the purpose of the message?	
	Is the information based on fact, or does the message appeal mainly to emotions?	
	Is the language of the piece objective or emotionally charged?	
	Does the piece present alternative points of view and perspectives?	
Evidence	What evidence does the author present to support the arguments?	
	Can the evidence be checked against other accounts?	
	Does the author overgeneralize, stereotype, or exaggerate?	
	Are relevant facts left out?	

# Analyzing Propaganda

Name \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Item</b> (e.g., poster, radio announcement) <b>and Source</b></p>	<p><b>Audience</b> (Who is the target of the message?)</p>	<p><b>Purpose</b> (What actions is the piece promoting?)</p>	<p><b>Persuasion Techniques</b> (What words and images are used to persuade? What emotions does the piece appeal to?)</p>

## Responses to Ultrationalism

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Response</b>	<b>Explanation for Response</b>	<b>Advantages and Disadvantages of Response</b>
Do nothing	Sometimes fear, apathy, or ignorance can lead people to respond to ultrationalism by doing nothing.	<ul style="list-style-type: none"> <li>● Advantage — You may be able to remain “invisible” and therefore safe.</li> <li>● Disadvantage — Others may suffer and feel abandoned by their friends and neighbours.</li> </ul>
Appeasement		
Ask an international body for help		
War: Total war  Conscription in Canada  Internment in Canada		
Peacekeeping		

## Worksheet "What Do I Remember of the Evacuation"

Joy Kogawa's poem tells this story:

<p><b>Competing Views in the Poem</b></p>	<p><b>Do these views represent nationalist or ultranationalist ideologies?</b></p>
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Elements of Information in the Poem</b></p>	<p><b>Elements of Propaganda in the Poem</b></p>
<p><b>The poem is a remembrance of things past, propaganda, or both:</b></p> <p><b>Reasons for my conclusion:</b></p>  <p><b>On the basis of this poem, nationalism can lead to ultranationalism to the following extent:</b></p>	

# Venn Diagram

Name \_\_\_\_\_ Date \_\_\_\_\_

