

INTRODUCING RELATED ISSUE 2 TO WHAT EXTENT SHOULD NATIONAL INTEREST BE PURSUED?

RELATED ISSUE 2 AT A GLANCE

Related Issue 2 focuses on national interest and foreign policy, how nationalism can become ultranationalism, how ultranationalism can lead to crimes against humanity, and the consequences of pursuing national self-determination. This exploration, analysis, and evaluation extends students' understandings of nation and nationalism and how they affect people's lives — and provides the foundation for the issues and inquiries in subsequent related issues, where students will explore internationalism and national identity in Canada.

Students' exploration, analysis, and evaluation of national interest, ultranationalism, and national self-determination will touch on a variety of issues, including how nationalism, national interest, and foreign policy are related; the development of and responses to ultranationalism and crimes against humanity; and some of the results of pursuing national identity, both in Canada and elsewhere in the world.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should national interest be pursued? — and complete the challenge for this related issue, they will also be working toward developing their response to the key-issue question: To what extent should we embrace nationalism?

QUICK LESSON PLANNER — RELATED ISSUE 2

NOTES

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — emphasized in each chapter are listed in the curriculum congruence chart (pp. XX–XX), but all general and specific outcomes for each related issue are to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. XX–XX).
4. IQ stands for “inquiry question.”
5. Differentiated instruction strategies are discussed on pages XX to XX.

Related Issue 2 To what extent should national interest be pursued?		
General Outcome Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 5 – National Interest and Foreign Policy Chapter Issue – To what extent do national interest and foreign policy shape each other?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 2 Introduction to Chapter 5 (pp. 110–115)	Related Issue Opener Introduce Related Issue 2 Your Challenge Discuss expectations for challenge for Related Issue 2 Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism”	75 minutes
2 Nationalism and National Interest Focus on Skills (pp. 116–121)	IQ 1: How are nationalism and national interest related? Explore the relationship between nationalism and national interest Focus on Skills Building Consensus	75 minutes
3 How National Interest Shapes Foreign Policy (pp. 122–127)	IQ 2: How has national interest shaped foreign policy? Explore how national interest can shape foreign policy, using the World War I peace settlements and treaties in the Middle East as examples Making a Difference Woodrow Wilson — Visionary or Dreamer? The View From Here Three views on the Treaty of Versailles	75 minutes
4 GeoReality How Foreign Policy Shapes National Interest Think . . . Participate . . . Research . . . Communicate . . . (pp. 128–135)	GeoReality Oil and National Interest in Iraq IQ 3: How has foreign policy shaped national interest? Explore how foreign policy can shape national interest, using the Amazon rainforest and Afghanistan as examples Taking Turns Discuss whether Canadian foreign policy in Afghanistan has supported the national interests of the Afghan people Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Related Issue 2 To what extent should national interest be pursued?		
General Outcome Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 6 – Nationalism and Ultranationalism Chapter Issue – To what extent can nationalism lead to ultranationalism?		
Lesson	Lesson Focus	Estimated Time
5 Introduction to Chapter 6 Ultrnationalism (pp. 136–140)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is ultranationalism? Explore the differences between nationalism and ultranationalism, as well as the role of propaganda	75 minutes
6 Development of Ultrnationalism Focus on Skills Spinbuster (pp. 141–146)	IQ 2: How does ultranationalism develop? Explore some of the factors and events that can transform nationalism into ultranationalism Focus on Skills Assessing the validity of information Taking Turns Discuss how a crisis might affect people’s sense of nationalism and national identity Spinbuster Analyzing Propaganda	75 minutes
7 Development of Ultrnationalism (continued) Responses to Ultrnationalism (pp. 147–150)	IQ 2: How does ultranationalism develop? (continued) Explore other factors and events that can transform nationalism into ultranationalism IQ 3: How have people responded to ultranationalism? Explore various ways people have responded to ultranationalism	75 minutes
8 Responses to Ultrnationalism (continued) Think . . . Participate . . . Research . . . Communicate (pp. 151–157)	IQ 3: How have people responded to ultranationalism? (continued) Explore other ways people have responded to ultranationalism Making a Difference Joy Kogawa — Shedding Light on a Shameful Story The View from Here Three views of nation-building Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	

Related Issue 2 To what extent should national interest be pursued?		
General Outcome Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 7 — Ultrationalism and Crimes against Humanity Chapter Issue — To what extent can the pursuit of ultrationalism lead to crimes against humanity?		
Lesson	Lesson Focus	Estimated Time
9 Introduction to Chapter 7 Crimes against Humanity (pp. 158–162)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are crimes against humanity? Explore the concepts and definitions of crimes against humanity, genocide, and war crimes	75 minutes
10 Ultrationalism and Crimes against Humanity Impact (pp. 163–169)	IQ 2: How has ultrationalism caused crimes against humanity? Explore the role of ultrationalism in the Armenian genocide, the Ukrainian famine, the Holocaust, and the bombing of Hiroshima and Nagasaki Impact Shoah — The Holocaust The View From Here Three views on dropping the atom bomb on Hiroshima and Nagasaki	75 minutes
11 Contemporary Consequences of Ultrationalism (pp. 170–175)	IQ 3: What are some contemporary consequences of ultrationalism? Explore some of the contemporary consequences of ultrationalism, including the creation of the International Criminal Court Making a Difference Louise Arbour — Speaking Out for Human Rights Focus on Skills Analyzing Cause-and-Effect Relationships	75 minutes
12 Acting for Good Think . . . Participate . . . Research . . . Communicate . . . (pp 176–179)	IQ 3: What are some contemporary consequences of ultrationalism? (continued) Examine three people who have acted for good in the face of evil Taking Turns Discuss whether crimes against humanity could happen again Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	

Related Issue 2 To what extent should national interest be pursued?		
General Outcome Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 8 – National Self-Determination Chapter Issue – To what extent should national self-determination be pursued?		
Lesson	Lesson Focus	Estimated Time
13 Introduction to Chapter 8 National Self-Determination (pp. 180–183)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is national self-determination? Explore the concept of self-determination as it relates to nation-states as well as groups and collectives	75 minutes
14 Effects of Pursuing National Self-Determination Focus on Skills (pp. 184–189)	IQ 2: What are some effects of pursuing national self-determination? Explore some of the effects of pursuing national self-determination, including conflict, war, and instability Focus on Skills Predicting Likely Outcomes	75 minutes
15 Successor States National Self-Determination in Canada (pp. 190–198)	IQ 2: What are some effects of pursuing national self-determination? (continued) Examine India, Pakistan, and Kashmir as successor states IQ 3: What are some effects on Canada of pursuing national self-determination? Explore the pursuit of national self-determination by First Nations, Inuit, and Métis, and in Québec Making a Difference Zacharias Kunuk — Telling the Truth of What Happened The View from Here Three views on Prime Minister Stephen Harper’s motion recognizing that “the Québécois form a nation within a united Canada”	75 minutes
16 Unintended Consequences of Pursuing National Self-Determination Think . . . Participate . . . Research . . . Communicate . . . (pp. 199–203)	IQ 4: What are some unintended consequences of the pursuit of national self-determination? Explore some of the unintended consequences of the pursuit of national self-determination, including the creation of refugees and the impact on host countries. Taking Turns Discuss how the pursuit of national self-determination has affected students Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
17 Challenge Presentations	Your Challenge Presentations Opportunities for students to present their investigative reports	75 minutes

LESSON 1

INTRODUCTION TO RELATED ISSUE 2

INTRODUCTION TO CHAPTER 5

Related-issue question: To what extent should national interest be pursued?

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

This lesson introduces Related Issue 2 and its challenge: an investigative report on a nationalist movement. It also introduces Chapter 5.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.1, What Is in My Best Personal Interests?
- Reproducible 2.5.2, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric
- Reproducible 2.5.4, Notes for My Investigative Report

Create an overhead transparency or presentation slide of Reproducible 2.5.1, What Is in My Best Personal Interests?, and Figure 5-1 (p. 114, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

Collect sheets of chart paper, markers, and tape.

RESOURCES

Exploring Nationalism, pages 110–115

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.iwmf.org/training/investigative.php

The International Women’s Media Foundation offers some tips on investigative reporting and links to other useful sites and resources.

http://encarta.msn.com/encyclopedia_761553949/ottoman_empire.html

An overview of the Ottoman Empire that provides background and details on how “World War I was a disaster for the Ottoman Empire.”

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 2.5.1, What Is in My Best Personal Interests?
- developing a list of words and definitions
- participating in class discussions and activities

PRIOR LEARNING

Students will build on the understandings of nationalism they explored in Related Issue 1.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following question on the chalkboard: What is in your best personal interests? When students have settled, ask them to brainstorm ideas about their personal interests and how they might pursue them. Record their contributions on the chalkboard, then guide the class through a discussion of personal interests and how best to pursue them. Point out that personal interests are not fixed — they change as we change and as we face new challenges. Also point out that some ways of pursuing these interests are in our control — and some aren't. And the best ways of pursuing these interests may involve doing something that we may not like much, such as taking more classes or paying taxes to provide education and health services.

Display an overhead transparency or presentation slide of Reproducible 2.5.1, *What Is in My Best Personal Interests?* Select one of the personal interests recorded on the chalkboard and fill in the boxes, modelling aloud some of your thinking and asking students for feedback.

Distribute Reproducible 2.5.1 and instruct students to fill in the boxes. When they finish, ask volunteers to share their notes with the class. Instruct students to file this reproducible for future reference.

2. Draw students' attention to the Related Issue 2 organization chart on page 110 of *Exploring Nationalism*. With students, review how the textbook's four related issues are connected to the key issue — To what extent should we embrace nationalism? Ask students to identify the titles of the four Related Issue 2 chapters. Then tell them to read the inquiry questions below each chapter's title. Instruct students to record in their notebooks
 - words in the titles and inquiry questions that they have encountered and used in Related Issue 1
 - words that are new to their study of nationalism
 - words that are new to them

Ask volunteers to share their word lists. On the chalkboard or a sheet of chart paper, list the words that are new to students and ask volunteers to suggest definitions for these words. Instruct students to keep their word lists for reference as they work through this related issue and to update definitions as required.

Vocabulary Tip

Ask students to turn to page 1 of the prologue and review Figure P.1, which contains a number of words related to the root word "nation." With students, review the section of the prologue that talks about the suffix "-ism" and the activity icon that asks students to predict the meaning of the words "internationalism," "ultranationalism," and "supranationalism."

3. Write an issue of national interest — such as Canada's role in Afghanistan, supporting the United Nations, or free trade — on the chalkboard. Divide students into four groups and number the groups from 1 to 4. Ask students to read page 111 of *Exploring Nationalism*. Students in Group 1 will explore how the first bulleted point at the bottom of the page applies, for example, to Canada's mission in Afghanistan. Students in Group 2 will consider

how the second bulleted point relates to the mission. Group 3 will explore the third bulleted point, and Group 4 will explore the fourth point.

Instruct each group to record three or four key points on a piece of chart paper and to tape it to the wall or the chalkboard. Then ask each group to select a speaker to explain the group's points with the class.

4. Draw students' attention to "Your Challenge" (pp. 112–113, *Exploring Nationalism*). Explain that they will conclude their study of Related Issue 2 by creating an investigative report on a nationalist movement in response to the question: To what extent should national interest be pursued? With the class, read the sections titled "Your Investigative Report" and "What Your Report Will Include" (p. 112). Encourage students to suggest some nationalist movements that they might consider exploring. Record their suggestions on a sheet of chart paper and post it in the classroom.
5. Direct students' attention to "Checklist for Success" on page 112 of *Exploring Nationalism*. Point out that this checklist can form the basis of their criteria for selecting what to include in their report. Remind them that information in the prologue on developing issue questions (pp. 5–6, *Exploring Nationalism*) and "Focus on Skills: Developing Effective Inquiry Questions" (pp. 34–35) will also help them formulate questions they can use to prepare their report.
6. With students, discuss how they might use technology to present their results. Record their suggestions on a sheet of chart paper and post it in the classroom.
7. Distribute Reproducible 2.5.2, Your Challenge 2 — Checklist for Success, and Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Guide students through the items on the checklist and the rubric. Explain that they can use the checklist to help them ensure that their report meets the challenge and that the rubric will be used to evaluate the reports at the end of the related issue. Encourage students to discuss the sections of the checklist and rubric and remind them to keep both reproducibles available as they prepare to meet the challenge.
8. With students, read the section titled "Preparing Your Report" (p. 113, *Exploring Nationalism*). Distribute copies of Reproducible 2.5.4, Notes for My Investigative Report, and instruct students to use the chart to help them stay organized as they collect information and materials for their report.

At an appropriate time, collect these reproducibles and provide feedback and suggestions. In some cases, you may wish to schedule individual conferences with students to discuss their proposals and provide guidance; in other cases, you may wish to provide time for students who are planning to use the same type of technology for their report — for example, an e-zine or blog — to meet and share ideas.

9. Display an overhead transparency or presentation slide of Figure 5-1 (p. 114, *Exploring Nationalism*). Explain that the map shows the Middle East before and after World War I. Ask students to identify the major changes to the Ottoman Empire that occurred after World War I. Then ask them how people living in these areas might have felt when the country they lived in was divided up and given a new name and new government. You may choose to generate interest by using an example from closer to home. Ask students how they might feel, for example, if Alberta or Nunavut were divided up and its structures of government changed so the rest of Canada could have a bigger share of the region's resources.

10. Ask students to select a partner — or assign partners — and instruct the pairs to read page 115 of *Exploring Nationalism*, then to respond to the questions about the map of the Middle East. When they finish, ask volunteers to share their responses and guide the class through a discussion of these.
11. Give students a few minutes to complete “My Journal on Nationalism.”

DIFFERENTIATING INSTRUCTION

1. You may wish to ask two or three students to transfer to the concept wall the word lists developed in Step 2 of this lesson.
2. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge and provide help on an ongoing basis.
3. Encourage interested students to find out more about the Ottoman Empire and what happened to it as the result of World War 1 (see “Additional Resources”). They could prepare a report of their findings to present to the class.

LESSON 2

NATIONALISM AND NATIONAL INTEREST

FOCUS ON SKILLS: BUILDING CONSENSUS

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How are nationalism and national interest related?

In this lesson, students will explore the relationship between nationalism and national interest. The skill focus provides students with steps to follow to build a consensus.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.5, Differing Views on National Interest
- Reproducible 2.5.6, What Is in My Nation's Best Interest?
- Reproducible 2.5.7, Protecting Canada's Claim to the Northwest Passage
- Reproducible I, Consensus-Building Tips

Create an overhead transparency or presentation slide of "Voices," (p. 117, *Exploring Nationalism*), Figure 5-5 (p. 117), Figure 5.7 (p. 119), and Reproducible I, Consensus-Building Tips.

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 116–121

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.ifrc.org/where/country/cn6.asp?countryid=87

The web site of the International Federation of Red Cross and Red Crescent Societies.

www.cbc.ca/newsinreview/nov07/PDFs/arctic.pdf

This CBC News in Review story explores the debate over sovereignty in the Arctic, including some details of the impact of climate change on the North.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on students' understanding of nationalism and national interests.

TEACHING AND LEARNING STRATEGIES

1. Remind students of the chart they filled out in Reproducible 2.5.1, *What Is in My Best Personal Interests?* Then ask them to read pages 116 and 117 of *Exploring Nationalism*. When they finish, ask them to examine the photographs on page 116. What aspects of personal interest does each one portray? Is this also a national interest? Students may suggest that Figure 5-2 represents an interest in economic stability and a good quality of life; Figure 5-3 represents an interest in promoting beliefs, values, and culture; and Figure 5-4 represents an interest in safety and security. They may also suggest that these interests are both personal and national.
2. Ask students how they would rank the three areas of personal interest on page 116 of *Exploring Nationalism*. Economic prosperity, for example, may be their strongest interest at present. Then ask them to predict how these rankings might change in five, 10, and 20 years. Instruct students to return to Reproducible 2.5.1, *What Is in My Best Personal Interests?*, and ask whether — and how — they would revise some points now.
3. Ask students to respond to the activity icon on page 117. Then ask volunteers to share their ideas with the class. Guide the class through a discussion of these.
4. Display an overhead transparency or presentation slide of “Voices” (p. 117, *Exploring Nationalism*). With students, read Kofi Annan’s words aloud. Ask a volunteer to explain the difference between national interest and collective interest. Guide the class through a discussion of these terms — and their consequences. Ask students why they think Annan says the concept of national interest needs to change. Then display an overhead transparency or presentation slide Figure 5-5 (p. 117) and read the caption with students. Ask them whether — and how — the photograph illustrates the ideas raised by Annan.
5. Distribute Reproducible 2.5.5, *Differing Views of National Interest*. With students, review the points of view listed on the chart. Instruct students to read pages 118 and 119 of *Exploring Nationalism* and to use the reproducible, as they read, to jot notes about each person’s point of view.

As they read and take notes, write on the chalkboard the following question from “Up for Discussion” (p. 118, *Exploring Nationalism*): Can a national government ever represent the interests of all citizens through a single national policy? Ask students to use the information on their charts to prepare a response to the question. Ask volunteers to share their responses and guide the class through a discussion.
6. Display an overhead transparency or presentation slide of Figure 5-7 (p. 119, *Exploring Nationalism*). Ask students questions such as:
 - Has climate change affected the Northwest Passage? How?
 - Is it in Canada’s national interest to claim the Northwest Passage? Why?
 - What arguments might the government use to claim the Northwest Passage for Canada?
 - Should Canada maintain a military presence in the Arctic?
 - How should the issue of Arctic sovereignty be resolved?

7. Distribute Reproducible 2.5.6, What Is in My Nation's Best Interest? Remind students that their nation may be Canada or some other collective to which they belong. Instruct students to fill in the boxes with an issue of their choice and to file the reproducible for future reference.
8. Instruct students to respond to "Reflect and Respond" on page 119 of *Exploring Nationalism*. When they finish designing their strategies, ask volunteers to share some of these with the class.
9. Ask students to turn to "Focus on Skills: Building Consensus" (pp. 120–121, *Exploring Nationalism*). With students, read aloud the introduction.

Display an overhead transparency or presentation slide of Reproducible I, Consensus-Building Tips, and discuss strategies to help the groups come to a consensus. Distribute copies of this reproducible for students to consult and suggest that they file their copy for future reference.

Divide students into small groups and distribute Reproducible 2.5.7, Protecting Canada's Claim to the Northwest Passage. Inform students that they will work through the steps on page 120 until their group comes to a consensus.
10. When the groups reach a consensus, ask the groups to appoint a spokesperson to present their conclusions. Guide the class through the same steps to arrive at a class consensus.

DIFFERENTIATING INSTRUCTION

1. Ask a few students to update the concept wall.
2. When dividing students into groups for the skill focus, ensure that the groups are well balanced in their social and literacy skills.
3. Interested students may want to conduct further research into the Red Crescent Society (see "Additional Resources") or another non-governmental organization. Ask those students to prepare a report on the work that is being conducted, why the work is necessary, the risks NGO workers may face, and the benefits of the work to the people affected.
4. Encourage students to speculate on the possible consequences of attitudes to military power held, for example, by the United States and China. They could present their conclusions to the class in the form of a broadcast of a panel of experts or call-in debate.

LESSON 3

HOW NATIONAL INTEREST SHAPES FOREIGN POLICY

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How has national interest shaped foreign policy?

In this lesson, students will explore how national interests can shape foreign policy.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible J, Terms of the Treaty of Versailles

Collect sheets of chart paper, markers, and tape.

RESOURCES

Exploring Nationalism, pages 122–127

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.bbc.co.uk/history/worldwars/wwone/middle_east_01.shtml

An article written by Professor David R. Woodward of Marshall College in West Virginia that contains accessible information about the role of the Middle East in World War I.

www.firstworldwar.com/source/versailles.htm

This site offers primary documents about World War I, including the complete text of the Treaty of Versailles.

www.historylearningsite.co.uk/treaty_of_versailles.htm

An overview of the Treaty of Versailles, including easy-to-read figures on the devastating results of World War I, profiles of the main people and issues involved in the process of negotiating the treaty, and an account of its aftermath. This is a very commercial site.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the lesson. These may include

- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of national interests and how they affect relationships with the rest of the world.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by writing on the chalkboard the following question: What are some elements of our school policy? Students may suggest, for example, rules about attendance, what happens when students are late, and a dress code.

When students have provided five or six aspects of school policy, divide students into small groups and give each group a piece of chart paper and a marker. Assign each group one of the aspects of school policy and ask the groups to make notes on how the policy affects students, teachers, school administrators, and parents. Then ask each group to select a speaker to share their notes with the class.

2. With students, read page 122 of *Exploring Nationalism*, pausing to discuss the definitions of “domestic policy” and “foreign policy” and instructing students to record these in the word lists they started in Step 2 of Lesson 1. Then ask students to respond to the activity icon at the bottom of the page. You may wish to assign a policy other than Canada’s claim to the Northwest Passage for students to analyze.
3. Direct students’ attention to “Voices” on page 122 of *Exploring Nationalism*. Ask students how this quotation demonstrates that Canada’s foreign policy decisions are important to the lives of all Canadians. Students may suggest that it demonstrates the many connections between different places. What happens in one place can have an impact almost everywhere else in the world.
4. Divide the class into home groups of five for a jigsaw activity (see p. XX). Assign each student in the home group the number 1, 2, 3, 4, or 5 to identify the expert group she or he will join. Members of Group 1 will become experts in World War I (p. 123, *Exploring Nationalism*), members of Group 2 will become experts in the treaty negotiations in France (p. 123), members of Group 3 will become experts in national interests after World War I (p. 126), members of Group 4 will become experts in nationalism and national interests in the Middle East (p. 126), and Group 5 will become experts in treaties in the Middle East (p. 127).

Instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to write a point-form summary of the main points in their assigned reading. Remind them to check the visuals and margin features for additional information, but tell them they can ignore the activity icons for now.

Tell students to return to their home groups and to share the information they’ve gathered with their home-group members. As they do this, the other group members should record the information in their notes. By the end of this stage, all students should have complete notes on the readings. Ask volunteers to share points from their notes until all the readings are covered.

More to the Story

In 1920, the Syrian National Congress made Prince Emir Faysal king of Syria. But in April that year, France was given the mandate for that country. Faysal was expelled and went to live in the United Kingdom in August 1920.

The British government held the mandate in Iraq. Faced with unrest in the colony, they decided to step back from direct administration and create a monarchy to head the country while maintaining the mandate. Faysal agreed to become king when a plebiscite showing 96 per cent of Iraqis in favor.

Faysal was made king of Iraq in August 1921 and was instrumental in making his country nominally independent in 1932. He died of a heart attack in Berne, Switzerland, in 1933. An equestrian statue that stood in a square named in his honour in Baghdad was knocked down after the monarchy was overthrown in 1958, but it was later restored.

5. Ask students to respond to the activity icon on page 123 of *Exploring Nationalism*. Guide the class through a discussion of nationalist feelings in Canada and Germany after the Paris peace talks, which nationalist feelings can be healthy and which can be unhealthy, and what makes the difference. This may be sensitive ground, so ensure that students remain respectful of the views and feelings of others.
6. Ask students to respond to the activity icon on page 126 of *Exploring Nationalism*. Again, guide the class through a discussion, making sure that they do not resort to stereotyping and that their remarks remain sensitive to the beliefs and feelings of others.
7. Ask students to select a partner — or assign partners — and ask them to read “Making a Difference” on page 124 of *Exploring Nationalism* and to respond to “Explorations.” Students’ answers will vary, but they may suggest that
 - Open diplomacy and no secret deals between countries has not yet been achieved. The focus on anti-terrorism policies after the attacks of September 11, 2001, has resulted in more secrecy rather than less.
 - Freedom of the seas is a problem when one nation infringes on the territory or resources of another. Many believe that the cod stocks off Canada’s East Coast, for example, would not be as badly depleted if other nations had not been allowed to catch tonnes of fish every year.
 - Open and equal trade is perhaps becoming more of a reality. Many developing nations are still at a disadvantage, but some have experienced significant growth as a result of more open and equal trading. Students may also suggest that this growth has its costs, however, such as the migration of young workers to cities and environmental degradation.
8. Divide the class in half for a tag debate (see p. XX) and assign the halves to be either for or against the following statement: The Treaty of Versailles was a significant cause of World War II. Distribute Reproducible J, Terms of the Treaty of Versailles. Instruct students to read the excerpts from the terms of the treaty and “The View from Here” (p. 125, *Exploring Nationalism*). Tell students to prepare at least five arguments for the position they have been assigned, then conduct the debate for as long as seems useful.
9. Direct students’ attention to “Reflect and Respond” on page 127 of *Exploring Nationalism* and give them a few minutes to prepare their responses. Tell students they will be presenting their responses as if they were advisers at the Paris Peace Conference. Ask volunteers to present their recommendations. Then ask them to explain how they arrived at these policies and why they are making these recommendations.
10. You may wish to ask students to review Reproducible 2.5.6, What Is in My Nation’s Best Interest?, and revise some of their points if they wish. Ask volunteers whether — and how — they would make some revisions.
11. You may also wish to draw students’ attention to the notes you posted in Steps 4 and 6 of Lesson 1 and ask whether they would like to add some new national movements or choices of technology to prepare for their challenge.

DIFFERENTIATING INSTRUCTION

1. Help struggling readers by employing a think-aloud strategy. Highlight significant features of the text, such as boldface type, figure titles, or photo captions, and describe aloud how a strategic reader might respond to these features.
2. Assign students to update the concept wall.
3. Encourage interested students to conduct further research into the foreign policy decisions made at the end of World War I that still have an impact today. They could prepare a short report to present to the class or display in the classroom.

LESSON 4

GEOREALITY: OIL AND NATIONAL INTEREST IN IRAQ

HOW FOREIGN POLICY SHAPES NATIONAL INTEREST

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How has foreign policy shaped national interest?

In “GeoReality: Oil and National Interest in Iraq,” students will explore the struggle for control of a vital resource. Students will also explore how foreign policy can shape national interest. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible K, T-Chart
- Reproducible 2.5.8, Canada’s National Interests (optional)

RESOURCES

Exploring Nationalism, pages 128–135

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.globalpolicy.org/security/oil/irqindx.htm

The Global Policy Forum offers a web page about oil in Iraq with a brief overview and a host of links to stories and analysis.

www.iop.org/EJ/abstract/1748-9326/2/4/045005

An academic article titled “The Dilemma of Contact: Voluntary Isolation and the Impacts of Gas Exploitation on Health and Rights in the Kugapakori Nahua Reserve, Peruvian Amazon,” by Dora Napolitano and Aliya Ryan, contains interviews with isolated peoples in southeast Peru and information about how to respect their rights to life, health, territory, and independence.

www.cbc.ca/newsinreview/feb07/PDFs/afghanistan.pdf

This CBC News in Review story explores Canada’s successes and losses in Afghanistan.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- completing a brief writing assignment
- completing Reproducible K, T-Chart
- participating in class discussions and activities
- completing the end-of-chapter activities

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their understanding of the links between nationalism and foreign policy.

TEACHING AND LEARNING STRATEGIES

1. Organize a think-pair-share activity (see p. XX) by asking students to select a partner — or assigning partners — to read “GeoReality: Oil and National Interest in Iraq” (pp. 128–129, *Exploring Nationalism*). Instruct students to read the introduction and the passage under each heading on their own, pausing after each to think about what they read and summarize the information in one or two sentences. Tell them to discuss this summary with their partner and revise the information in their summary if they wish. Then ask the partners to discuss their summaries with one other pair and revise them again if they wish.
2. Draw students’ attention to “Explorations” (p. 129, *Exploring Nationalism*) and ask them to respond. Students’ responses will vary, but they may suggest:
 - Question 1 — Britain and the United States wanted access to Iraq’s oil, while Iraq wanted independence and a greater role in the region.
 - Question 2 — Students may say that if Iraq did not have a lot of oil, the international community would have been much less likely to become involved in the country’s affairs.
 - Question 3 — Students may suggest that no country has the right to invade another country. Others may suggest that direct threats to a nation’s security and the lives of its citizens justify an invasion. Be sure that their answers give reasons and remain respectful of others.
3. Ask students to imagine that they are an American soldier in Iraq, an Iraqi woman living in Baghdad, or a member of the Iraqi government. Instruct students to write a short personal account about their daily life and its problems, and how they think the situation could be improved if Canadian forces joined the U.S. mission. When they finish, ask volunteers to read their accounts and to give reasons for their positions.
4. Begin a discussion about developing the world’s rainforests by writing the following question on the chalkboard: Because rainforests affect the health of the whole planet, should we all have a say in how other countries manage their rainforests?

Students may suggest that because the health of the rainforests affects their own health, the answer is yes. Others may say that we would not want other nations telling us what to do with our resources, so the answer is no.
5. Ask students to read page 130 of *Exploring Nationalism* and to answer the questions in the activity icon at the bottom of the page. The first question was explored in Step 4 of this lesson, but you may wish to ask volunteers to discuss the rights of Indigenous peoples.

More to the Story

The Nahua people of Peru are not the only isolated community that has suffered as the result of contact with outsiders.

- In 2003, 15 members of an isolated community in northern Peru died after contact with Europeans in search of the mythical Incan kingdom of Paititi.
- Development of the Camisea basin has led to a variety of health problems for isolated peoples in the region. Several members of the Yora community died of a virus brought to the region when workers from Shell and Chevron began drilling for oil in the 1980s.
- In 2003, the Indigenous organizations of the Amazon basin released a statement that claimed that isolated peoples are particularly vulnerable to respiratory and gastrointestinal infections as the result of contamination of the area and contact with workers. One of the organization's demands was for closed systems of waste disposal to decrease contamination.

6. Distribute Reproducible K, T-Chart. Instruct students to read the sections titled “9/11 and Canada in Afghanistan” (p. 131, *Exploring Nationalism*), “Debate over Afghanistan” (p. 132, *Exploring Nationalism*), and “National Interests and Rights for Women” (p. 133, *Exploring Nationalism*) and to use the reproducible to prepare for a debate (see p. XX) on the following question: Be it resolved that Canada should continue to support the military mission in Afghanistan. You may choose to divide the class in half for a full-class debate or into groups of four to six so that each group can conduct a mini debate.

Assign students to argue for or against Canada's continued participation and remind them to check the visuals, margin features, and activity icons for additional information. Tell students to give their T-chart a title and to use the two columns of the chart to record information supporting both sides of the argument so that they will be prepared to refute these points during the debate.

When they finish taking notes, conduct the debate. Then take a poll of how many members of the class would like to change their position and ask volunteers why they would like to change sides.

7. Ask students to read “Taking Turns” on page 133 of *Exploring Nationalism*, then ask volunteers to respond to the questions in “Your Turn.”
8. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 134–135, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
9. Draw students' attention to “Think about Your Challenge” (p. 135, *Exploring Nationalism*). Divide students into small groups to discuss the nationalist movement they plan to explore and any of the research that they have conducted to date.

DIFFERENTIATING INSTRUCTION

1. When assigning students to pairs and groups, ensure that the pairs and groups include a balance of struggling and proficient readers.
2. Suggest that interested students conduct additional research into voluntarily isolated peoples (see “Additional Resources”) and create a visual report to post in the classroom.

3. Encourage interested students to conduct further research into the situation of women in Afghanistan. They could use the information as the basis for a question-and-answer report.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. You may need to help struggling students if you choose to assign Questions 2 and 3.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 134–135, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. Ask students to select a partner — or assign partners — and distribute copies of Reproducible 2.5.8, Canada's National Interests. Instruct students to complete the chart, then to share their responses with another pair. You may want to complete one section of the chart with students. An example follows.

Canada's National Interests			
Priority	Reasons for Choice	Stakeholders	Action or Strategy
Arctic sovereignty	<ul style="list-style-type: none"> • Inuit and other Canadians have made the North their home for generations. • Canada stands to benefit economically if it can control trade and resource exploration in the Arctic. 	<ul style="list-style-type: none"> • Inuit and other First Nations who live and work in the North. • Private businesses and corporations, such as oil companies. • The federal government. • Canadian taxpayers. 	<ul style="list-style-type: none"> • Enter into a profit-sharing agreement with other nations who also claim sovereignty. • Establish military positions in the Arctic.

Other examples students may choose include trade treaties, international laws that protect people and resources, national security, and the military mission in Afghanistan.

2. You may wish to review the sections titled “Critical Thinking” and “Choosing Criteria” (p. 6, *Exploring Nationalism*) with students before they prepare their essays. Be sure that students' essays use solid criteria to judge whether Canada should pursue its national interests.
3. You may wish to review the section titled “Powerful Questions” (p. 7, *Exploring Nationalism*) and “Focus on Skills: Developing Effective Inquiry Questions” (pp. 34–35) with students before they prepare their survey. Circulate and provide help as students create their survey questions and tabulate their results. When students finish their survey, you may wish to divide the class into small groups to share their results and recommendations to the government.

4. Students' answers will vary, but they may suggest:
- The cartoonist is telling the story of the debate over Arctic sovereignty.
 - Canada stands to gain a great deal if it can assert sovereignty over the North.
 - The cartoonist appears to believe that Prime Minister Stephen Harper is not standing up for Canadian sovereignty; in fact, his priorities are upside down.
 - The scene and setting evoke national sentiment through the use of the Canadian flag and the country's prime minister.
 - The cartoonist seems to believe that Canada should take a more aggressive policy in the North. He communicates this opinion by poking fun at Harper's actions to date and by including a speech bubble that implies the prime minister is admitting defeat. But staking a claim to the South Pole — which is about as far away from Canada as you can get — does not make much sense.

LESSON 5

INTRODUCTION TO CHAPTER 6

ULTRANATIONALISM

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: What is ultranationalism?

In this lesson, students will examine the relationship and differences between nationalism and ultranationalism. They will also continue to explore the nature and uses of propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.6.1, Ultranationalism under Stalin and Hitler

Create an overhead transparency or presentation slide of the poster in Figure 6-1 (p. 136, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

Collect sheets of chart paper.

RESOURCES

Exploring Nationalism, pages 136–140

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.cnn.com/SPECIALS/cold.war/kbank/profiles/stalin/

CNN's web site provides a brief overview of Joseph Stalin's life and legacy that is suitable for most readers.

www.spartacus.schoolnet.co.uk/RUSstalin.htm

A more detailed overview of Stalin's life and the impact of his dictatorship.

www.armeniapedia.org/index.php?title=Hrant_Dink

This site explores Hrant Dink's life and death and offers examples of his writings, including his last column.

www.internationalpen.org.uk/internationalpen

International PEN is a worldwide association of writers working to support freedom of expression and to publicize and support writers who have been persecuted.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 2.6.1, Ultranationalism under Stalin and Hitler
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nation and nationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of the poster in Figure 6-1 (p. 136, *Exploring Nationalism*). With students, read the caption aloud, then ask students to examine the poster. You may wish to guide the discussion by asking questions like the following:

- How would you describe the tone or mood of the poster?
- How would you describe the facial expressions of Joseph Stalin? Of the people around him?
- How are colour and other elements of the poster used to create a particular impression?
- How does the slogan on the poster reinforce the images?
- What impression of this leader does the poster convey?

Ask students why they think this poster was made. Guide the class through a discussion that touches on the poster's goals and usefulness as a form of propaganda.

2. With students, read aloud the introductory paragraphs on page 137 of *Exploring Nationalism*. Then ask students to respond to the questions about the poster and map in Figure 6.1 on page 136. Guide the class through another discussion, then ask volunteers whether — and how — their initial responses have changed.

3. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping. Then draw their attention to the IQs and ask students to speculate about what they will learn about in this chapter.

Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.

4. Begin an exploration of ultranationalism by writing on the chalkboard or a sheet of chart paper the definition on page 138 of *Exploring Nationalism* — an extreme form of nationalism. Ask students where they would draw the line between nationalism and ultranationalism and record their ideas on the chalkboard or chart paper.

Instruct students to read page 138. Then ask students to respond to the questions in the activity icon and the caption for Figure 6-2. Ask students to revisit their initial understanding of the line between nationalism and ultranationalism and revise the ideas recorded if necessary.

More to the Story

The caption to figure 6.2 (p. 138, *Exploring Nationalism*) translates signs saying "We are all Hrant Dink" and "We are all Armenians." On June 26, 1963, shortly after communist East Germany had built the Berlin Wall to prevent movement between East and West, U.S. president John F. Kennedy gave a speech in West Berlin. In it, he said:

"Two thousand years ago, the proudest boast was *civis romanus sum* (I am a Roman citizen). Today, in the world of freedom, the proudest boast is 'Ich bin ein Berliner' (I am a Berliner) . . . All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words 'Ich bin ein Berliner!'"

5. Ask students to select a partner — or assign partners — and distribute Reproducible 2.6.1, *Ultrationalism under Stalin and Hitler*. Instruct students to work together to read pages 139 and 140 of *Exploring Nationalism* and to use the reproducible, as they read, to record examples of ultrationalism. Remind students to check the figures, photo captions, and “Voices” for additional information.

When they finish, ask students to compare their examples with those of another pair.
6. Remind students that they learned to identify propaganda in “Spinbuster: Identifying Spin the News” (p. 94, *Exploring Nationalism*). With students, read aloud the bullet points on page 140 of *Exploring Nationalism*. Ask students to rank the tactics used by propagandists on a scale of 1 to 5 (1 = very effective; 5 = not very effective). Then ask them to rank the tactics based on the harm they can do, for example, to people’s sense of security and well-being. Which scale of importance would they say is more important? Why? Do ends justify means? Why — or why not?
7. Draw students’ attention to “Reflect and Respond” (p. 140, *Exploring Nationalism*) and instruct them to complete the activity. Students’ criteria will vary but could include whether the message
 - resorts to name calling
 - appeals to people’s anger or fears
 - uses words that hide the true meaning of actions
 - uses respected symbols to appeal to people’s values and beliefs
 - uses fear to encourage support
8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether they have new ideas to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). You may also wish to give them a few minutes to update the notes they are keeping in preparation for the challenge or to consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. Assign one or more students to update the concept wall.
2. Some students may be more comfortable working in pairs to develop their criteria orally when responding to “Reflect and Respond” on page 140 of *Exploring Nationalism*.
3. Encourage students to conduct further research on Hrant Dink (see “Additional Resources”) and present a brief report on their findings. They may also wish to include other journalists and writers who have suffered for defending their views — and how this affects the availability of views and information.

LESSON 6

DEVELOPMENT OF ULTRANATIONALISM

FOCUS ON SKILLS: ASSESSING THE VALIDITY OF INFORMATION

SPINBUSTER: ANALYZING PROPAGANDA

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: How does ultranationalism develop?

This lesson explores some of the factors and events that can combine to transform nationalism into ultranationalism. The skill focus — assessing the validity of information — provides students with steps to follow when trying to determine the validity of information, and “Spinbuster” provides steps to follow when analyzing propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism
- Reproducible 2.6.3, Validity of Information Checklist
- Reproducible 2.6.4, Analyzing Propaganda

Prepare an overhead transparency or presentation slide of Figure 6-6 (p. 141, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 141–146

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

<http://query.nytimes.com/gst/fullpage.html?res=950DE4DA1F3EF93BA15756C0A96F948260&sec=&spon=&pagewanted=all>

A *New York Times* story on the legacy of Hirohito and current debates about the relationship between politics, ritual, and Japanese identity.

www.vac-acc.gc.ca/remembers/sub.cfm?source=history/secondwar

The Veterans Affairs Canada web site offers a rich resource centre of materials about World War II, including print, video, and primary sources.

www.propagandacritic.com

A site that explores how — and why — to analyze propaganda techniques.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on ideas about ultranationalism introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 6-6 (p. 141, *Exploring Nationalism*). With students, examine the photograph and discuss the caption.

Distribute Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, and tell students to record “indoctrinating children” as the first example of a factor that can contribute to the development of ultranationalism. Then ask them why they think this factor is important. Instruct them to use the right-hand column of the T-chart to record their response.
2. Instruct students to read page 141 and the first half of page 144 of *Exploring Nationalism*. Tell them to skip the skill focus for now. Instruct students to use Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, to record, as they read, other factors that can contribute to ultranationalism and why these are significant. Tell students they will be using this chart a number of times as they read, so they should not attempt to fill it all in at this point.

When they finish, ask them to select a partner — or assign partners — to compare and revise their charts if they wish. Tell them to keep their charts handy to use again later in the lesson.
3. Ask students to work with their partner to record their initial thoughts in response to this question: How might a crisis affect people's sense of nationalism and national identity? Ask them to consider what would happen, for example, if Canada suffered an attack like the ones in the United States on September 11, 2001. To help students get started, you may ask questions like the following:
 - Would such a crisis make people more nationalistic or less nationalistic?
 - Would it unite Canadians of all backgrounds or cause suspicion and hostility?
 - Would such a crisis make Canadians support their government more — or less?

Instruct students to read “Taking Turns” on page 144 of *Exploring Nationalism*. Then ask volunteers to summarize the main point(s) raised by Pearl, Blair, and Amanthi. Ask students how they responded to this question.
4. Ask students to turn to “Focus on Skills: Assessing the Validity of Information” (pp. 142–143, *Exploring Nationalism*). With students, read the introduction aloud, then explain that it can be difficult to assess the validity of information from a limited reading — further skills are required.

5. Ask students to work with their partner to work through Step 1, then distribute two copies of Reproducible 2.6.3, Validity of Information Checklist, to each pair. Instruct students to use the charts to complete Step 2 and make sure they understand what will be required in Step 3, when they will compare their assessments with those of another pair of students and discuss the two speeches' effectiveness.
6. When they finish, ask volunteers what they concluded about the effectiveness of each speech in achieving its purpose. Why did they reach these conclusions?

More to the Story

In 17th-century Europe, Jacques-Benigne Bossuet reinforced medieval notions of kingship with his theory of the divine right of kings. This theory argued that certain kings were entitled to rule because they were chosen by God and that these kings were accountable only to God. Though this concept extends as far back as the practice of monarchy in European, Middle Eastern, and North African history, it stops short of saying that the monarch *is* divine. In Japan, however, the concept of *arahitogami* meant that Hirohito was considered a god who was also a human being.

7. Ask students to brainstorm a list of important or famous world leaders. Select some of the leaders the students identify and ask them why they had heard of this person. Was it because of what the person accomplished? Because the person was a good speaker? Because the person was widely reported in the media? Because the person was a good leader?

Ask students what they think the word “charisma” means. Explain that one factor linked to ultranationalism is the emergence of a charismatic leader. Ask students to locate their copy of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, and to read page 145 of *Exploring Nationalism*, using the chart, as they read, to record information about the role that Hitler, Hirohito, and Tojo played in the emergence of ultranationalism in Germany and Japan in the 1920s and 1930s. When they finish, tell students to file their chart where they can find it to use in the next lesson.

Vocabulary Tip

The term “charisma” is used to describe a unique quality possessed only by exceptional individuals and is often associated with a leader’s ability to inspire devotion. The word comes from a Greek word meaning “favour” or “grace” and was associated with divine favour and exceptional powers and talents, such as an ability to heal the sick and make miracles.

8. Direct students’ attention to “Spinbuster: Analyzing Propaganda” (p. 146, *Exploring Nationalism*) and distribute Reproducible 2.6.4, Analyzing Propaganda, to help them complete the first step. Then divide the class into groups of three or four and instruct students to work together to complete Steps 2 and 3. You may choose to poll the class to see what groups decided, then ask volunteers to explain the reason for their groups’ judgments. Repeat the poll and ask whether students have changed their positions — and why.

DIFFERENTIATING INSTRUCTION

1. Ensure that pairs and small groups are well balanced so they can help each other complete the skill focus and spinbuster activities.
2. You may wish to ask students to analyze information from newspapers, magazines, or other media about the military conflicts in Afghanistan or Iraq to determine whether the materials qualify as propaganda. These materials — or a description of them, if broadcast media are selected — and assessments could be displayed in the classroom.
3. The charts students are working on in Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultrnationalism, could be used as the basis for a display to post in the classroom. Students could add illustrations or photographs to flesh out the concepts that they are developing.

LESSON 7

DEVELOPMENT OF ULTRANATIONALISM (CONTINUED)

RESPONSES TO ULTRANATIONALISM

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry questions: How does ultranationalism develop? (continued)
How have people responded to ultranationalism?

In this lesson, students will continue to explore how ultranationalism develops. They will also examine various ways people have responded to ultranationalism: by doing nothing, practising a policy of appeasement, or asking an international body for help.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.5, Responses to Ultranationalism
- Reproducible L, Venn Diagram

Create an overhead transparency or presentation slide of “Voices” (p. 149, *Exploring Nationalism*) and Figure 6-16 (p. 150).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 147–151

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-2.

www.freedomtoread.ca/censorship_in_canada/challenged_books.asp

This web site provides information on more than 100 books and magazines that have been challenged in Canada. Each challenge sought to limit public access to the books in schools, libraries, or bookstores.

www.holocausteducationweek.com/

The Holocaust Centre of Toronto provides educational materials and a selection of online resources.

www.ushmm.org

The web site of the United States Holocaust Memorial Museum offers a wealth of materials about the Holocaust and preventing genocide today.

www.spartacus.schoolnet.co.uk/GERresistance.htm

This web site presents biographies of more than 50 Germans who resisted the Nazis.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the lesson. These may include

- completing the reproducibles
- completing a brief writing assignment
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by asking who has read a Harry Potter book. Then tell students that in 2002, the Durham Board of Education in Ontario received a number of complaints about reading these books in classrooms. Parents felt that wizardry was inappropriate subject matter and that the books promoted a nature-based religion called Wicca, which is often associated with witchcraft.

Guide the class through a short discussion of banning books and restricting access to information. Do students feel that they should be protected from certain ideas? From some images? What can happen if people are exposed to controversial materials? Should governments be able to decide what to ban? Should school boards? Should parents?

Direct students' attention to the activity icon and Figure 6-13 at the bottom of the page 147 of *Exploring Nationalism*. Ask volunteers to respond to the questions in the activity icon and the caption and discuss their responses.

2. Ask students to locate their copy of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism. Tell them to read pages 147 and 148 of *Exploring Nationalism* and to continue to fill in the chart as they read. When they finish, ask students to rank the points in their charts on a scale of 1 to 5 (1 = least important; 5 = most important). Then ask volunteers to explain their ratings.
3. Direct students' attention to "Reflect and Respond" on page 148 of *Exploring Nationalism*. Ask students to select a partner — or assign partners — and distribute Reproducible L, Venn Diagram, to help students complete the first part of the activity. Then ask them when they think the Soviet Union, Germany, and Japan crossed the line that separates nationalism and ultranationalism. Be sure that they give reasons and evidence that supports their views and that they do not slip into stereotypes of generalizations.
4. Display an overhead transparency or presentation slide of Martin Neimoeller's words in "Voices" (p. 149, *Exploring Nationalism*). With students, read the quotation aloud. Explain that Neimoeller was attempting to explain why some people failed to take action against the Nazi regime during the 1930s and 1940s. Guide the class through a discussion by asking questions like the following:
 - What is Neimoeller saying about why some people failed to take action?
 - Does Neimoeller sound critical or not? What makes you say this?
 - How might people who failed to take action have felt when they became aware of the Holocaust?
 - What lessons can be learned from this failure to take action? From the Holocaust?

To conclude the discussion, tell students that a failure to act is one response to ultranationalism. Ask students to brainstorm other possible responses and record their ideas on the chalkboard or a sheet of chart paper.

5. Distribute Reproducible 2.6.5, Responses to Ultrationalism. Ask students to read pages 149 and 150 of *Exploring Nationalism*. Point out that the first row of the chart has been completed with information about one response to ultranationalism and refers to the comments in “Voices” on page 149. Instruct them to use the chart to jot notes, as they read, about the next two responses to ultranationalism. When they finish, ask students to compare their notes with those of two other students and to revise their charts if they wish. Then tell them to keep their charts where they can find them to use in the next lesson.
6. Direct student’s attention to the activity icon on page 149 and ask them to respond. Students may suggest that they would have agreed with Neville Chamberlain’s response because no one could have known at the time what Germany really intended and the countries affected were far away and none of Britain’s concern. Others may suggest that they would have supported Winston Churchill because appeasement only allowed Germany to become stronger — and it still led to war.
7. Display an overhead transparency or presentation slide of Figure 6-16 (p. 150, *Exploring Nationalism*). With the class, read the caption aloud. Ask students to respond to the information that Italy sprayed poison gas on women, children, animals, and the environment in Ethiopia. Then ask students to imagine that they’d been teenagers living in either China or Ethiopia during the 1930s.

Divide the class in half and tell one half to imagine that they are teenagers living in China in the early 1930s. The other half will be teenagers living in Ethiopia in 1936. Ask students to write a letter to a relative living outside their own country, explaining their living conditions and their feelings about what is happening. Remind students to refer to page 150 of *Exploring Nationalism* as they write their letters. When they finish, ask them to exchange their letter with another student and write a brief letter back as the relative.

8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether they have new ideas to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). Ask volunteers to discuss their progress to date and ask the class for feedback.
9. You may also wish to give students a few minutes to update the word lists they started in Step 2 of Lesson 1 in Chapter 5.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall.
2. You may choose to ask students with a flair for drama to present short skits rather than write letters to demonstrate their living conditions and feelings in 1930s China or Ethiopia. Other students may prefer to make a series of drawings or cartoons to explain their situation.
3. Some students may wish to know more about books that have been banned or challenged in Canada. The Freedom to Read web site (see “Additional Resources”) is a good place to start.
4. Encourage students to conduct research on a German citizen who resisted the Nazis. The Spartacus Educational web site (see “Additional Resources”) contains almost 60 biographies of such people.

LESSON 8

RESPONSES TO ULTRANATIONALISM (CONTINUED)

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: How have people responded to ultranationalism? (continued)

Students will explore going to war and peacekeeping as responses to ultranationalism. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.6.6, Worksheet: “What Do I Remember of the Evacuation?” (optional)

Make an overhead transparency or presentation slide of Figure 6-17 (p. 151, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 151–157

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site.

http://history1.cbc.ca/histoire/?MIval=EpisContent.html&series_id=1&episode_id=14&chapter_id=3&page_id=3&lang=E

http://archives.cbc.ca/war_conflict/second_world_war/topics/568

Two CBC stories on the internment of Japanese Canadians. The CBC Digital Archives page offers links to 10 TV and 14 radio clips.

www.nobelprize.org/nobel_prizes/peace/laureates/1957/pearson-bio.html

The Nobel Prize web site offers a profile of Lester B. Pearson and explains why he was awarded a Nobel Peace Prize.

www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/the-first-missionsuez-crisis-1956/

The web site of the United Nations Association in Canada provides an overview to the Suez crisis and summarizes Canada’s contributions to peacekeeping since then.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in the lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency of Figure 6-17 (p. 151, *Exploring Nationalism*). Read the caption aloud, then guide students through a brief discussion based on the questions contained in the caption. As the students share their ideas about whether they would classify the poster as propaganda — and why or why not — be sure that they can state reasons and criteria for their judgments.
2. With students, read aloud the section titled “War as a Response to Ultranationalism” (p. 151, *Exploring Nationalism*). After reading the activity icon, discuss with the class whether Prime Minister King’s words were propaganda. Again, be sure that students can state their criteria for their judgments.
3. Divide the class into home groups of four for a jigsaw activity (see p. XX) and ask students to locate their copies of Reproducible 2.6.5, Responses to Ultranationalism, to help them complete this activity. Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in total war as a response to ultranationalism (p. 151, *Exploring Nationalism*), members of Group 2 will become experts in conscription in Canada (p. 152), members of Group 3 will become experts in internment in Canada (pp. 152–153), and members of Group 4 will become experts in peacekeeping (p. 154).

Instruct members of each expert group to read their assigned section, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind them to check the visuals and margin features for additional information, but the group assigned to internment in Canada can skip “Making a Difference: Joy Kogawa — Shedding Light on a Shameful Story” (p. 153) if they wish.

When they finish, tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students’ charts should be filled in completely.

Ask volunteers to explain some of the advantages and disadvantages they noted in column three of their charts. Then ask students to rank the responses to ultranationalism on a scale of 1 to 5 (1 = least effective; 5 = most effective). Ask volunteers to explain the reasons for their rankings.

4. Direct students’ attention to “Making a Difference: Joy Kogawa — Shedding Light on a Shameful Story” (p. 153, *Exploring Nationalism*) and read the feature aloud with them. Then ask them to respond to the questions in “Explorations.” Students’ responses will vary, but they may suggest in response to Question 1
 - Yes, I’d accept the award. I still resent what the government did during World War II, but that has nothing to do with the current government.

- Yes, I'd accept the award. Being recognized by the Canadian government shows how far the country has come.
- No, I wouldn't accept the award. Doing so would make it look like I'm accepting a sort of apology.
- No, I wouldn't accept the award. Giving me an award sort of lets the government off the hook — and I don't think they should be allowed to get it away with it so easily.

In response to Question 2, students may say

- It is not fair to judge past actions from the perspective of today's knowledge and understanding alone. People had to make decisions at the time, often under extreme pressure, on the basis of the information at hand and the attitudes people held then.
- It is fair to judge whether past actions were fair and reasonable by standards that may be regarded as universal, such as fair and humane treatment.

Criteria that could be used to make this determination include

- Was the decision made for the good of the people?
 - Was the decision given careful thought?
 - Were both the short- and long-term consequences of the decision considered?
5. Time permitting, you may wish to divide the class in half and conduct a brief tag debate (see p. XX) on the "Up for Discussion" question on page 154 of *Exploring Nationalism*: Should peacekeeping forces carry guns? This topic may be sensitive to some students, however, so remind students to remain respectful of the feelings of others.
 6. Ask students to read "The View from Here" (p. 155, *Exploring Nationalism*) and to respond to the questions in "Explorations." Be sure that in responding to Question 1, students explain why they agree with one speaker more than another. To help students respond to Question 2, you may prompt them to look for examples of emotional language in the excerpts. In responding to Question 3, students will need to locate the criteria they developed in response to Question 2 in "Making a Difference" on page 153.
 7. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 156–157, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
 8. Draw students' attention to "Think about Your Challenge" (p. 157, *Exploring Nationalism*). Remind students that the chart they are keeping to help plan their report should be almost complete. Divide students into small groups and instruct students to work together to review their plans and provide feedback on the ideas and research completed to this point. Circulate to make sure that all students have begun work on the challenge. Make a note of any students who have not or who appear to be having difficulty and provide help where required.

DIFFERENTIATING INSTRUCTION

1. Students who enjoy artwork could create their own propaganda posters. They could select a topic from this chapter of *Exploring Nationalism* or a current issue of their choosing.
2. Some students may benefit from one-on-one assistance from you as they read "The View from Here" and respond to "Explorations" (p. 155, *Exploring Nationalism*).

3. When assigning students to groups for the jigsaw activity, ensure that the groups are well balanced. In addition, in the groups for the challenge activity in Step 8, close friends may have trouble providing solid feedback to one another.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 156–157, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. Before you assign this activity, you may want to conduct a short brainstorming session to generate topics. Topics should be related to Canada's national interest (e.g., taxation, the role of Canadian troops in Afghanistan, funding culture, or promoting tourism). Circulate as students work to provide help and keep students on task. Students may need to complete the second part of the question more than once if they find it difficult to create a statement that is informational and one that is propaganda. In responding to the fourth part, students' statements should be thoughtful, well expressed, and sensitive to the ideas and feelings of others.
2. Before students begin this activity, you may want to remind them that propaganda can be used for a worthy goal, such as getting people to stop smoking, or an unworthy goal, such as generating bad feelings about a particular group. You may also suggest that students review the information on propaganda in this chapter and the spinbuster in Chapter 4 (p. 94, *Exploring Nationalism*) and take another look at the propaganda posters on pages 136 and 151 of *Exploring Nationalism*. Students' arguments should include a clear opening statement, solid criteria, supportive examples, and a logical conclusion that restates the student's position.
3. You may encourage students to select someone they consider a genius who does not appear in this chapter. In this case, students will need access to a computer with an Internet connection or the library to conduct research. Remind students that they will need to conduct enough research to explain this person's ideas, how this person changed the world in which she or he worked, and how this person made lasting contributions that extended beyond his or her own culture. Other students may choose figures from the chapter who are not admirable, such as Stalin or Hitler. In that case, be sure they can explain their position without simply stereotyping and resorting to emotional language.

4. Students' answers will vary, but they may suggest that the Soviet Union was set up as a union of socialist republics because it was based on the idea of divide and conquer; the area was so large and historically diverse; this arrangement allowed a number of leaders to exert influence in various areas; it prevented any one subsidiary state from gaining too much power; and it allowed each republic to pursue its own national interests while at the same time permitting the central government to stay in control.
5. To help students complete this activity, you may choose to distribute Reproducible 2.6.6, Worksheet: "What do I Remember of the Evacuation?" You may also wish to ask students to work with a partner.

Students may suggest that the poem tells a story of exclusion, racism, and self-loathing — but also of isolated kindnesses and excitement — from a child's point of view. They may conclude that it is both a remembrance of things past and a piece of propaganda, on the side of the excluded this time, and that nationalism can lead to ultranationalism when a specific group of people is labelled the enemy, deprived of their rights, and treated like animals (e.g., "herded . . . like cattle").