

LESSON 13

INTRODUCTION TO CHAPTER 8 NATIONAL SELF-DETERMINATION

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What is national self-determination?

In this lesson, students will explore and debate the concept of self-determination, both for nation-states and for other groups and collectives.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible M, Point-Proof-Comment Organizer
- Reproducible 2.8.1, Triangle Debate Organizer

Create an overhead transparency or presentation slide of Figure 8-1 (p. 180, *Exploring Nationalism*) and Reproducible M, Point-Proof-Comment Organizer.

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

RESOURCES

Exploring Nationalism, pages 180–183

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.cbc.ca/canada/montreal/story/2006/07/27/hydro-quebec-rupert-river.html

This CBC article explores why three chiefs of northern Quebec First Nations banded together to oppose Hydro-Québec's plan to divert the Rupert River in the next phase of the James Bay Project.

www.cbc.ca/news/background/balkans/austin.html

A CBC News in Depth story about the next steps on Kosovo's road to independence provides links to a timeline of Kosovo independence and a Q&A with University of Toronto professor Robert Austin.

www.cbc.ca/newsinreview/apr08/PDFs/kosovo.pdf

A CBC News in Review story offers background information about the former Yugoslavia, a map of the region, timelines, and student activities.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in the triangle debate and other class discussions and activities
- completing one of the activities in “Differentiating Instruction”

PRIOR LEARNING

Students will build on their understandings of nationalism and self-determination.

TEACHING AND LEARNING STRATEGIES

1. When students have settled, ask whether any of them have ever participated in a protest. What was it about? Why did they feel that they should participate? What happened next — what was the outcome? Would they participate in a similar protest again? If so, what would they do differently next time — and why? If students have never protested, is there a cause that would motivate them to take action? If so, why — or why not?
2. Display an overhead transparency or presentation slide of Figure 8-1 (p. 180, *Exploring Nationalism*). With students, read the caption aloud. Then ask them in what ways these photographs show examples of national self-determination. Students may suggest that the opening of Parliament shows Canada's independence as a nation-state; that the Cree and Inuit of James Bay were asserting their rights and acting as a nation by protesting Hydro-Québec's plans for their land; and that protesters demanding freedom for the Tibetan people were asserting Tibetans' rights to self-determination as a nation. Some may also point out that national self-determination has limits in these illustrations: Canada's Parliament still opens with a vestige of colonial status — a speech from the throne; the Cree and Inuit brought their protest against a provincial initiative to Ottawa, where their struggle may fail; and the protesters marching on Parliament Hill are far from the scene of the actions that they hope to influence.
3. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read page 181 of *Exploring Nationalism* and to respond to the questions about the photographs on page 180. When they finish, ask the pairs to join at least one other pair to discuss their responses.
4. 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 (see Step 2, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will learn about in this chapter.
Complete this part of the lesson by giving students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
5. Ask students to read pages 182 and 183 of *Exploring Nationalism*. To help them organize their understanding of what they have read and prepare for this chapter's skill focus, display an overhead transparency or presentation slide and distribute copies of Reproducible M, Point-Proof-Comment Organizer. With students, decide on a subject, such as “National Self-Determination,” then ask them to suggest points, proofs, and comments. Fill in the transparency as students jot the notes in their organizers. Students may suggest points, proofs, and comments such as the following.

Subject or Reference National Self-Determination	
Point	National self-determination is a people's power to control their own affairs.
Proof	Kosovo had been part of Yugoslavia, then of Serbia, until it declared independence in 2008.
Comment	This may not bring an end to the conflict in the area — and the UN's continuing presence could be seen as an attempt to prevent others from regaining or taking control of the region.
Point	At the end of World War I, it was hoped that self-determination would bring lasting peace.
Proof	This concept was articulated and supported by American president Woodrow Wilson.
Comment	It did not apply to all nations — and it has not succeeded in bringing peace to the world.
Point	The desire for self-determination can unite people — or drive them apart.
Proof	American historian Louis L. Snyder makes this point in the <i>Encyclopedia of Nationalism</i> .
Comment	Nation-states must decide how they will deal with the divisions that can occur among citizens.
Point	The right to self-determination is reflected in the charter of the United Nations and defined by the International Court of Justice as belonging to peoples as well as to governments, but it is not clear what should happen when peoples within nation-states want self-determination.
Proof	Kosovo's independence, for example, was recognized by some governments but not by others, nor by the UN.
Comment	The right of Aboriginal peoples to govern themselves within nation-states is often especially complex and unclear.

6. Divide the class into groups of three for a triangle debate (see p. XX) and write the following statement on the chalkboard: Kosovo's right to self-determination should be recognized by other nations and by the UN. Assign each student in each group the letter A, B, or C to identify her or his role in the debate.

- A will argue in favour of the statement.
- B will argue against the statement.
- C will listen, record, and prepare comments and questions for A and B.

Distribute Reproducible 2.8.1, Triangle Debate Organizer, and explain that students A and B should record their response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.

Give students time to prepare for the debate, then explain that each group member will be responsible for listening and recording information while the other group members either present their case or comment on the arguments.

Once the arguments have been presented, tell student C to pose questions to the debaters — and to listen carefully to their responses. At the end of this stage of the debate, student C must decide who won the debate by presenting and defending arguments most effectively.

If time allows, you may wish to follow up by organizing a roundtable discussion in which each student C reports to the class who won the group's debate and which arguments she or he found most compelling.

7. Ask students to work with their partner to respond to “Reflect and Respond” on page 183 of *Exploring Nationalism*. When they have developed their three criteria, ask the pairs to join at least one other pair to compare and revise their criteria. Students’ responses will vary, but they may suggest criteria and consequences such as
- whether it is in the best interests and human rights of all citizens of the new country
 - whether the country was ever independent in the past
 - whether the majority of people in the country agree with the demand for self-determination
 - whether the people within the new country share common values, goals, and loyalties
 - whether the creation of a new country will have negative impacts on those living within the area or in surrounding areas
 - whether recognizing the new country will complicate diplomatic relations elsewhere

DIFFERENTIATING INSTRUCTION

1. Struggling readers may benefit from being assigned the student C role for the triangle debate. This will put less pressure on them to work from the written text and allow them to use their auditory and analytic skills.
2. Encourage interested students to conduct further research on the James Bay hydroelectric project. Be sure that they seek out both sides of the issue and include the views of the Québec government or Hydro-Québec executives, as well as those of environmentalists and Aboriginal opponents. They could present their findings in a point-counterpoint visual display.
3. In Step 7, some students may prefer to present their criteria and consequences as an audiotape.

LESSON 14

EFFECTS OF PURSUING NATIONAL SELF-DETERMINATION

FOCUS ON SKILLS: PREDICTING LIKELY OUTCOMES

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What are some effects of pursuing national self-determination?

This lesson explores some of the effects of pursuing national self-determination, such as conflict, war, and instability. Students will write a brief letter to a UN tribunal, while “Focus on Skills: Predicting Likely Outcomes” provides them with steps to follow in reaching an informed opinion that will help them predict likely outcomes.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.2, Decolonization and Self-Determination: Indochina and Tibet
- Reproducible M, Point-Proof-Comment Organizer

Prepare an overhead transparency or presentation slide of “Voices” (p. 185, *Exploring Nationalism*) and “Voices” (p. 187).

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

Book time in the resource centre or a computer lab with an Internet connection (optional).

RESOURCES

Exploring Nationalism, pages 184–189

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.un.org/depts/dpi/decolonization/main.htm

The web site of the United Nations Special Committee on Decolonization provides information on the committee’s work and its goals, as well as maps of the world before 1945 and today.

www.csmonitor.com/2007/0802/p05s01-woap.html

A *Christian Science Monitor* article titled “Cambodia’s First Step toward Justice for Khmer Rouge” explores some of the reasons it has taken so long to bring to justice the perpetrators of crimes against humanity in the 1970s.

www.yale.edu/cgp/news.html

The web site of Yale University’s Cambodian Genocide Program provides a chronology of the UN-backed tribunal to try Khmer Rouge officials for crimes against humanity. It also offers links to a wide range of readings.

www.tibet.com

The web site of the Government of Tibet in Exile.

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

PRIOR LEARNING

This lesson builds on ideas about national self-determination introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 184 of *Exploring Nationalism*. With students, read aloud the opening paragraphs or ask volunteers to do so. When you reach the activity icon, ask students to rejoin the partner they worked with to complete “Reflect and Respond” on page 183. When they finish, ask volunteers whether Kosovo met their criteria — and why or why not.
2. Distribute Reproducible 2.8.2, Decolonization and Self-Determination: Indochina and Tibet, and organize the reading of the sections titled “Decolonization and Self-Determination” (p. 184, *Exploring Nationalism*), “Decolonization in Indochina” (p. 185), “The Vietnam War” (p. 185) “Cambodia, Justice, and the Pursuit of National Self-Determination” (p. 186), and “Tibet and the Pursuit of National Self-Determination” (p. 187) as a think-pair-share activity (see p. XX).

Instruct students to read the passage under each heading, pausing after each to think about what they read and to jot notes in the appropriate box of the reproducible. Tell them they will then discuss this information with their partner and revise their notes if they wish.

Circulate to provide guidance and help as required and perhaps to determine whose notes take an approach you would like to discuss. When they finish their reading and notes, select students to read from their notes and guide the class through a discussion of the points you find relevant or perhaps need to clarify.

3. Display an overhead transparency or presentation slide of “Voices” on page 185 of *Exploring Nationalism*. Read aloud the words of Martin Luther King Jr. Then ask students whether they think his comments support the concept of national self-determination. Students may suggest that not only does he support national self-determination, but he also condemns all forms of neo-colonialism that fail to sympathize with the oppressed.
4. Instruct students to respond to the activity icon on page 186 of *Exploring Nationalism* by writing a letter containing their recommendations to the tribunal responsible for trying Khmer Rouge officials for crimes against humanity. In addition to the questions raised in the activity icon, make sure they consider Theary Seng's words in “Voices” and the photograph and the caption in Figure 8.7.

When they finish their letters, divide the class into small groups to discuss their recommendations. You may choose to ask the groups to appoint a spokesperson to report on the group's recommendations and guide the class through a discussion of the similarities and differences, as well as the motivations and probable effects of their recommendations.

5. Display an overhead transparency or presentation slide of the Dalai Lama's words in “Voices” on page 187 of *Exploring Nationalism*. Guide a short class discussion by asking questions like the following:

- Why did the UN fail to respond to the Dalai Lama’s appeal?
- What message does this failure send about the UN’s position on self-determination?
- Should the UN express a position on self-determination, or should the organization take a neutral stance?

Then ask students to respond to the activity icon on page 187. This subject may become controversial, so be sure that students remain on track and use respectful and sensitive language.

6. Draw students’ attention to “Focus on Skills: Predicting Likely Outcomes” (pp. 188–189, *Exploring Nationalism*). With students, read aloud the opening paragraphs. Ask students if they have questions, then tell them to work through Step 1.

As students work, distribute Reproducible M, Point-Proof-Comment Organizer, to help them complete Steps 2 and 3. Remind them that when they finish, they will write a paragraph in response to this question: How is the increased settlement of Chinese people in Tibet likely to affect Tibetans’ pursuit of national self-determination?

Time permitting, you may choose to allow students to spend time in the resource centre or computer lab to conduct additional research.

Students’ completed point-proof-comment organizer may include points like these.

Point-Proof-Comment Organizer Chinese Immigration and Tibet	
Point	The Qinghai–Tibet railway has greatly increased tourism to Tibet, especially from China.
Proof	A February 8, 2008, report from Xinhua.
Comment	Tourism could further erode Tibet’s traditional culture and its claim for the right of self-determination.
Point	The transfer of non-Tibetans into Tibet is eroding its culture and amounts to a form of cultural genocide.
Proof	A March 18, 2008, news release from the Dalai Lama.
Comment	Chinese immigration will dilute Tibet’s population and culture at the same time as it increases ties with the Chinese government.
Point	The Chinese government regards Tibetans’ desire for autonomy as a threat to the national sovereignty and territorial integrity of China.
Proof	A March 18, 2008, news release from the Chinese embassy in the U.S.
Comment	China will oppose any attempt to assert Tibet’s right to autonomy — if necessary, by force.

7. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether this lesson contained new ideas they would like 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 consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. To help struggling readers complete the think-pair-share activity, read difficult passages aloud with them and model how you would make notes about what you have read.
2. Interested students could be encouraged to conduct further research into any of the groups struggling to achieve self-determination that are mentioned in this part of the chapter. Students could prepare a role play or other dramatic representation of the group's struggle and perform it in front of the class.
3. Some students may wish to know more about the tribunal established to try Khmer Rouge officials. The sites in "Additional Resources" are a good place to start.
4. In Step 4, some students may prefer to prepare an audiotape of their recommendations.

LESSON 15

SUCCESSOR STATES

NATIONAL SELF-DETERMINATION IN CANADA

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry questions: What are some effects of pursuing national self-determination? (continued)

What are some effects on Canada of pursuing national self-determination?

In this lesson, students will explore successor states by debating a number of possible statements. They will also consider the pursuit of national self-determination by First Nations, Inuit, and Métis, and Québec, as well as how these pursuits affect Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.3, Positive and Negative Consequences of the Pursuit of Self-Determination
- Reproducible 2.8.4, Pursuit of National Self-Determination in Canada

Make an overhead transparency or presentation slide of “Voices” (p. 193, *Exploring Nationalism*), “Voices” (p. 196), and Figure 8-16 (p. 197).

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

On cards, prepare four signs — Strongly Agree, Agree, Strongly Disagree, Disagree — and post them in the four corners of the classroom.

RESOURCES

Exploring Nationalism, pages 190–198

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://news.bbc.co.uk/2/hi/in_depth/629/629/6922293.stm

A BBC story on the 60th anniversary of the partition of India, including a link to an in-depth story on the Kashmir conflict.

www.humanlaw.org/archives.html

www.humanlaw.org/kashmirself.html

The Association of Humanitarian Lawyers offers links to a number of issues and articles, such as one by Karen Parker that defines what is meant by the “right” to self-determination and explores the role the United Nations should play in resolving the conflict in Kashmir.

www.actioncanada.ca/english/pdf/FerbeyGlobe.jpg

Action Canada’s site provides a link to the article by Justin Ferbey, titled “We Are Not an Indian Band,” that is quoted in “Voices” on page 193 of *Exploring Nationalism*. The article appeared in *The Globe and Mail* on April 2, 2008, and argues that the Carcross Tagish First Nation is no longer an Indian band governed by the federal Indian Act but a legitimate level of government.

www.itk.ca/index.html

The web site of Canada's national Inuit organization, Inuit Tapiriit Kanatami. The site explores issues of current interest to Inuit, including climate change, the education gap between Inuit children and other Canadians, and a statistical profile of Inuit.

www.metisnation.ca

The web site of the Métis nation provides articles on self-determination for the Métis, links to current initiatives of interest to Métis, and a summary of the case against Alfred Janvier, which is discussed in this section of *Exploring Nationalism*.

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
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their knowledge of self-determination and Canadian nationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask students to read pages 190 through 192 of *Exploring Nationalism* and to respond to the activity icons in their notebooks. Tell them that when they are finished, they will participate in a four-corners debate.

When students finish reading and making notes, draw their attention to the four signs you posted. Remind them how to conduct a four-corners debate (see p. XX). You may choose to create a number of statements for consideration — but be sure to introduce only one at a time. Possible statements include:

- The people who live in a region should decide which nation-state they will join.
- Mohandas Gandhi demanded that India become independent too quickly.
- Pakistan and India should not have become separate successor states.
- The division of India made conflict — and the resulting violence — inevitable.
- The UN should demand a plebiscite in Kashmir — or the violence will continue.

During the four-corners debate, be sure to ask a variety of students to explain the reasons for the positions they took and, if they move, why they did so.

2. Direct students' attention to "Reflect and Respond" (p. 192, *Exploring Nationalism*) and distribute Reproducible 2.8.3, Positive and Negative Consequences of the Pursuit of Self-Determination, to help them complete this activity. When they finish, ask volunteers to share some of the outcomes they recorded and guide the class through a discussion.

Student's charts may contain an example like the one shown.

Positive and Negative Consequences of the Pursuit of Self-Determination People — South Asians			
Positive Outcomes	Example or Proof	Negative Outcomes	Example or Proof
Non-violent independence movement	Mohandas Gandhi's Quit India campaigns in the 1930s and 1940s	Division into separate successor states	Partition into India and East and West Pakistan
Success in achieving independence from Britain	Independence achieved in 1947	Violence between Muslims and Hindus	The conflict led to many deaths
Establishment of independent successor states	India and West and East Pakistan (later Bangladesh) established	Kashmiri's right to self-determination still in dispute	Plebiscite has still not been held, and the violence continues in Kashmir

- To introduce the pursuit of self-determination in Canada, display an overhead transparency or presentation slide of the two quotations in “Voices” on page 193 of *Exploring Nationalism*. With students, read the two quotations aloud or ask volunteers to do so. Point out the dates and ask students to comment on the similarities between the quotations. Then ask them to comment on the differences.
- With students, read aloud the first three paragraphs of page 193 of *Exploring Nationalism*. Then divide the class into home groups of four for a jigsaw activity (see p. XX) and distribute copies of Reproducible 2.8.4, Pursuit of National Self-Determination in Canada. 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 on the First Nations' pursuit of self-determination (pp. 193–194, *Exploring Nationalism*), members of Group 2 will become experts on the Inuit people's pursuit of self-determination (p. 194–195), members of Group 3 will become experts on the Métis's pursuit of self-determination (p. 196), and members of Group 4 will become experts on Québec's pursuit of self-determination (p. 197).
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.
When they finish, tell students to return to their home groups and to share their 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. You may choose to follow up by selecting students to tell the class one or two points they learned that surprised them as they worked through this activity.
- Ask students to read — or review — “Making a Difference: Zacharias Kunuk — Telling the Truth of What Happened” and to respond to “Explorations” (p. 195, *Exploring Nationalism*). Students' answers will vary, but in response to Question 1, they may suggest that Kunuk decided to film the dialogue in Inuktitut because he wanted the film to be authentic and to tell his people's stories in the language they actually spoke. In response to Question 2, students may suggest that Kunuk and Cohn might have argued that a YouTube-like web site could showcase the talents of Indigenous filmmakers who would not otherwise receive much, if any,

exposure. The site also provides a community for these filmmakers to learn from one another, share industry information, and work with the most up-to-date technologies and means of distribution. Finally, it is important to support Indigenous filmmakers because they provide a unique window into Indigenous culture.

6. Ask students to turn to page 196 of *Exploring Nationalism*. Read aloud the first two paragraphs on the page. Guide a brief discussion on the case of Alfred Janvier by asking questions such as the following:

- Should Janvier have been charged with hunting out of season?
- Should exceptions for Aboriginal peoples be made to Canadian laws?
- Why might some Aboriginal peoples feel that Canada's laws should not apply to them?
- Can a Canadian legal system coexist with self-determination for Aboriginal peoples? For Québec?

To conclude this activity, display an overhead transparency of "Voices" (p. 196). Read aloud the quotation or ask for a volunteer to do so. Ask students if they agree or disagree with Janvier. Have his words changed their position on this issue? If so, why or why not?

More to the Story

Not all Francophone Canadians support a desire for self-determination for Québec. In March 1995, seven months before the referendum on Québec sovereignty, la Fédération des communautés francophone et acadienne du Canada — an organization representing Canadian Francophones who live outside Québec — announced that it would support the no side.

7. Display an overhead transparency or presentation slide of Figure 8-16 (p. 197, *Exploring Nationalism*). Ask students to examine the map. Then ask whether — and how — the existence of Aboriginal nations within Québec complicates the province's desire for sovereignty. How might the needs of Aboriginal nations differ from the needs of other Québécois? How might these differing needs be resolved? And who should be responsible for this resolution?
8. Direct students' attention to "Reflect and Respond" on page 197 of *Exploring Nationalism*. Ask students to select a partner — or assign partners — and instruct the pairs to work together to respond. Students' answers will vary, but some of the positive effects may include creating respect for diversity, allowing all Canadians to enjoy fundamental human rights, and correcting some of the injustices that have occurred in the past. Some of the negative effects may include fragmenting Canada into separate groups or "nations," high legal fees, and an inability to include everyone equally.
9. Divide the class into groups of three and ask them to turn to "The View from Here" (p. 198, *Exploring Nationalism*). Instruct each group member to take a turn reading one of the views to the other group members. Then ask the groups to work together to complete the questions in "Explorations." If you choose to have students complete Question 2 in class, you will need to allow time at the end of this lesson or the start of the next. Alternatively, you could assign this question as homework.

DIFFERENTIATING INSTRUCTION

1. Reluctant readers could be assigned the task of reviewing photo captions and figures during the jigsaw activity. An analysis of marginalia is a useful source of information and provides struggling readers with a way to contribute to the group's efforts in a meaningful way.
2. Alfred Janvier's case may be of great interest to students. For students who wish to know more, one link is provided in "Additional Resources." Students who conduct further research could be encouraged to write a news story, to role-play the trial, or to create a point-counterpoint display for the classroom.
3. Encourage interested students to conduct further research on the partition of India or the situation in Kashmir. "Additional Resources" provides places to start.
4. Students could use their notes in Reproducible 2.8.3, Positive and Negative Consequences of the Pursuit of Self-Determination, as the basis of a photo essay they could post in the classroom.

LESSON 16

UNINTENDED CONSEQUENCES OF PURSUING NATIONAL SELF-DETERMINATION

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

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What are some unintended consequences of the pursuit of national self-determination?

Students will explore some of the unintended consequences of the pursuit of national self-determination, in particular the creation of refugees and their impact on host countries. They will also discuss how the pursuit of national self-determination has affected them personally. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.5, Unintended Consequences of the Pursuit of Self-Determination
- Reproducible 2.5.2, Your Challenge 2 — Checklist (optional)

Make an overhead transparency or presentation slide of Figure 8-18 (p. 199, *Exploring Nationalism*), as well as Figure 8-17 (p. 199) and Figures 8-19 and 8-20 (p. 200) (optional).

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

RESOURCES

Exploring Nationalism, pages 199–203

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.cic.gc.ca/ENGLISH/refugees/index.asp

The web site of Citizenship and Immigration Canada explains the Canadian government's position on refugees living in Canada who are afraid to return home, as well as those who live elsewhere and want to come to Canada. This site also explains how Canadians can sponsor refugees from abroad who qualify to come to Canada.

www.amnesty.ca/Refugee

The Canadian site of human rights organization Amnesty International. The site outlines the legal rights of refugees and highlights the plight of refugees around the world.

www.unhcr.org/cgi-bin/texis/vtx/home

The Office of the UN High Commissioner for Refugees attempts to protect and support refugees and assists in their settlement. This site is a good starting point for students interested in conducting research into current crisis situations for refugees around the globe.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing Reproducible 2.8.5, Unintended Consequences of the Pursuit of Self-Determination
- 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 understandings of the consequences of pursuing national self-determination.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 8-18 (p. 199, *Exploring Nationalism*). With students, read aloud the information in the table. Tell students that in 2006, about 32 million people were living as refugees around the world. Ask students what they think the quality of life must be like for refugees. What do they think they would feel like if they were uprooted from their homes, forced to flee their community, and separated from their family?
2. Write the following “Up For Discussion” question on the chalkboard: Should Canada and other developed nations take in more refugees (p. 200, *Exploring Nationalism*)? Remind students that they should be respectful of others as they respond, then guide a brief discussion on this question. You may wish to ask a student to jot the responses on a sheet of chart paper or on the side chalkboard so you can revisit this question later in the lesson. You may also wish to take a poll of students' present position on this question.
3. Ask students to select a partner — or assign partners — and distribute Reproducible 2.8.5, Unintended Consequences of the Pursuit of Self-Determination. Ask students to work with their partner to read pages 199 through 201 of *Exploring Nationalism* as far as “Taking Turns” (p. 201), using the reproducible to make notes and summarize what they read. Circulate and provide help as required.

When they finish, you may choose to revisit the opening “Up For Discussion” question: Should Canada and other developed nations take in more refugees? You may also wish to poll the class again to determine whether students have changed their positions — and ask why or why not.
4. Write the following “Up For Discussion” question on the chalkboard: Why doesn't the UN just step in and quickly resolve the refugee dilemma (p. 199, *Exploring Nationalism*)? Again, guide the class through a discussion until it is clear that students have a sense of the issue's complexity. Students may suggest that the UN cannot force a country to take in refugees, that the UN cannot stop the conflicts and hostilities that create refugees, and that some countries are not members of the UN and do not recognize the UN as an authority.

5. You may wish to spend some time exploring the visuals in this part of the chapter by displaying and discussing the caption questions for Figure 8-17 (p. 199, *Exploring Nationalism*), Figure 8-19 (p. 200), and Figure 8-20 (p. 200).
6. Direct students' attention to "Taking Turns" (p. 201, *Exploring Nationalism*). Ask three volunteers to each read one of the students' responses aloud. Then ask students to respond to the questions in "Your Turn." When they finish, ask students to arrange themselves in small groups to compare their responses. After they have discussed their responses within their groups, ask volunteers to share their conclusions with the class.
7. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 202–203, *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. 203, *Exploring Nationalism*). Remind students of the challenge they are completing for this related issue and give them time to organize the work they have completed to date and to write or otherwise prepare the first draft of their investigative report. Tell students to get feedback from at least one other student on this draft. Remind students to use Reproducible 2.5.2, Your Challenge 2 — Checklist, to ensure that they include all the required elements in their final product. If students cannot locate this reproducible, provide them with new copies.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit from one-on-one assistance from you as they work on the first draft of their report for the related-issue challenge. You could help them compile the work they have completed to date or review the draft with them.
2. A number of students may be interested in the plight of refugees. Encourage these students to conduct additional research on a current crisis situation (see "Additional Resources") and then to create a poster to help raise public awareness of this crisis. Alternatively, they could arrange to have a guest speaker from a local agency that helps refugees come to speak to the class.
3. The end-of-chapter activities can be adjusted to fit the needs of your students. To accommodate students with a flair for drama, for example, Question 1 (p. 202, *Exploring Nationalism*) could be amended to ask students to prepare a submission to the United Nations in response to the chapter issue question: To what extent should national self-determination be pursued? After preparing a response to the question, students could role-play delivering their submission before the UN.

To accommodate visual and kinesthetic learners, you could modify Question 2 by asking students to prepare their own cartoon depicting the conflict over Québec sovereignty or another group struggling for self-determination. Completed cartoons could be turned into overhead transparencies or presentation slides and displayed for the class. Students should be prepared to explain why they selected particular elements of their cartoons.

Question 4 could be modified to become a class vote on the plebiscite question. Or students could prepare an information display on the current situation in the Kashmir region and conduct a school plebiscite.

Question 5 could be completed as a timeline of major changes in China's attitude toward sovereignty and self-determination for national minorities since the 1930s. Students could do this as individuals, in pairs, or as a class. If they do it as a class, a large timeline could be displayed around the classroom.

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

(pp. 202–203, *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. Although students' answers will vary, they may suggest points like the following:
 - a) The question can be deconstructed as follows:
 - “To what extent” means “to what degree” or “how much.”
 - “National” can refer to a person's own nation. It can also denote a nation's interests.
 - “Self-determination” means the power to control one's own affairs.
 - “Pursued” means “to attempt” or “to follow.”
 - b) Students may analyze the pursuit of national self-determination by Kosovars, Vietnamese, Cambodians, Tibetans, Indians, Pakistanis, Kashmiris, First Nations, Inuit, Métis, or Québécois. Their conclusions about whether this pursuit should continue will vary, but be sure that they use sensitive language.
 - e) Students' final statements will vary, but, again, be sure that they remain respectful.
2. Students may suggest
 - a) The hornets' nest represents the controversial issue of Québec sovereignty. The images of the fleur-de-lis on the tree's branches support this conclusion.
 - b) Krieger's message is that Prime Minister Harper is stirring up trouble — and that he may get stung.
 - c) Krieger may have selected the image of a hornets' nest to represent the fact that although the issue of Québec sovereignty never quite goes away, many people believe that if they do not talk about it, it will remain dormant. If the issue is raised, it will flare up again.
 - d) Other symbols Krieger might have used to send the same message include a pot simmering on a stove, a big sleeping dog being poked, or Prime Minister Harper bending down to light the fuse on a bomb.
3. Students' answers may vary, but they may say

- a) Treaties may be resolved more quickly because Aboriginal peoples will have greater political power and influence as their numbers increase.
 - b) Employment and education opportunities may increase with growing economic development both on and off reserves. And with more Aboriginals in positions of power as business leaders and educators, they would act as role models to Aboriginal youth.
 - c) Aboriginal self-determination would be more likely to become a reality with an increased population. Aboriginal self-government may or may not occur — and it may not be necessary if a higher population means Aboriginal Canadians can secure economic security and independence within the existing political systems.
4. Options for plebiscite questions on Kashmir include
- Should Kashmir become part of India?
 - Should Kashmir become part of Pakistan?
 - Should the Kashmir region be divided in half and the parts join India and Pakistan?
 - Should Kashmir become an autonomous, independent region?
5. The two quotations demonstrate that China's policy on self-determination for minorities has shifted dramatically since 1931. Over the decades, China has become increasingly opposed to the idea of sovereignty or self-determination for minorities. In fact, those who speak out in favour of such autonomy today risk prosecution — or worse.

LESSON 17

YOUR CHALLENGE PRESENTATIONS

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

The challenge for Related Issue 1 requires students to create an investigative report on a nationalist movement. In this lesson, students will present their reports.

ESTIMATED TIME: 75 minutes

GETTING READY

To assemble the necessary resources, you must first ascertain how students plan to present their reports. If some students plan to present a video documentary, for example, you will need to book one or more DVD players and TV sets or computers with a DVD player.

Photocopy reproducibles.

- Reproducible D, Ten Steps to Making Effective Presentations (optional)
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric

Prepare an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric.

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

Book TV sets and DVD players, computers and screens, or audio equipment as required to accommodate pairs of students who will be making their presentations in these formats.

RESOURCES

Exploring Nationalism, pages 110–203

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.

ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' investigative reports using Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. You may also wish to incorporate this lesson's peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they can improve their research, writing, and organization skills.

TEACHING AND LEARNING STRATEGIES

Notes: Students' presentations may take various forms, but the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, and follow up by asking students to discuss the presentation's successes and to offer suggestions for improvement.

No matter which of the following strategies you choose to use, be sure to read, view, or listen and respond to each student's completed report.

1. Remind students of appropriate behaviour for participating in presentations and review guidelines for showing respect and sensitivity in the classroom. You may also wish to reintroduce Reproducible D, Ten Steps to Making Effective Presentations, from Step 1 of Lesson 18 for Related Issue 1.
2. Display an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Focus students' attention on the section titled "Knowledge and Understanding of the Issue." Explain that you will use this rubric to evaluate their reports. Ask students to examine the categories and the criteria for evaluating each level of achievement, then ask if they have any questions about the criteria. If students ask, for example, about the difference between proficient and excellent, suggest that the difference would involve the number of examples presented, the breadth and depth of explanations offered, and the number of connections shown — in other words, the difference between the levels is one of degree.
3. Distribute copies of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric, and tell students to choose a partner or assign partners. Wherever possible, partners should be presenting their reports in the same format to simplify organizing the presentation centres that will be required.

Instruct the pairs to present their reports to their partner while the partner uses the rubric as a guide for assessment and feedback. Then tell the partners to reverse roles.

When they finish presenting their reports, every student will have a peer review. Instruct students to make a brief note about this review at the end of their report or to prepare a separate page they can hand in. Their notes should include a statement explaining whether — and why — they agree or disagree with their partner's assessment.
4. Ask each student to assess his or her own report on the basis of the evaluation rubric. Tell students to make notes in the margins of their report or on a separate page they can submit. These notes should indicate where and to what degree they believe they have met the criteria. In addition, ask students to add brief notes at the end to indicate their overall assessment.
5. Ask volunteers to read, play, or show the opening and closing parts of their report to the class. After each brief presentation, encourage the class to ask questions like the following:
 - Why did you choose the nationalist movement that you did?
 - What two events had the most impact on this movement's development?
 - What is the status of the movement today?
 - What do you predict for the future of this movement? Why?
6. Collect and evaluate the reports using Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Provide each student with detailed feedback and support to help them complete future challenges.

DIFFERENTIATING INSTRUCTION

1. Students who have completed their reports in a non-written form should be grouped accordingly and follow the same steps to provide peer feedback that can be applied to the final product.
2. Note the formats selected by each student — they may provide useful indicators of the student's preferred style of learning and participation.
3. During the presentations, circulate to determine students' presentation style and their comfort level with presenting reports. Provide help and feedback as required.
4. You may prefer to divide the class into small groups rather than pairs or to structure the presentations as a carousel activity (see page XX and Lesson 18 of Related Issue 1). A carousel activity may take more than one lesson, however.