

Thinking about Your Coat of Arms

Partners' Names _____ Date _____

Category	Partner 1 _____	Partner 2 _____
Questions about content (what will be in it)		
Questions about purpose (how you will inform and persuade)		
Questions about process (how you will work on it)		
Questions about product (what you will create)		

Your Challenge 1 – Evaluation Rubric

Name _____ Date _____

Your coat of arms

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Knowledge and Understanding					
Symbols illustrate understanding of connections between identity and nation	Symbols show insufficient understanding of connections between identity and nation	Symbols show limited understanding of connections between identity and nation	Symbols show emerging understanding of connections between identity and nation	Symbols show solid understanding of connections between identity and nation	Symbols show a high degree of understanding of connections between identity and nation
Criteria indicate understanding of related-issue question	Criteria show insufficient understanding of related-issue question	Criteria show limited understanding of related-issue question	Criteria show emerging understanding of related-issue question	Criteria show solid understanding of related-issue question	Criteria show a high degree of understanding of related-issue question
Notes show underlying meaning of coat of arms	Notes show insufficient understanding of underlying meaning of coat of arms	Notes show limited understanding of underlying meaning of coat of arms	Notes show emerging understanding of underlying meaning of coat of arms	Notes show solid understanding of underlying meaning of coat of arms	Notes show a high degree of understanding of underlying meaning of coat of arms
Responses to questions show understanding of this challenge’s meaning	Responses show insufficient understanding of this challenge’s meaning	Responses show limited understanding of this challenge’s meaning	Responses show emerging understanding of this challenge’s meaning	Responses show solid understanding of this challenge’s meaning	Responses show a high degree of understanding of this challenge’s meaning
Selection, Analysis, and Evaluation of Information					
Criteria guided research	Criteria guided by insufficient research	Criteria guided by limited research	Criteria guided by some research	Criteria guided by solid research	Criteria guided by excellent research
Coat of arms is based on criteria	Coat of arms based on inadequate criteria	Coat of arms based on limited criteria	Coat of arms based on a few criteria	Coat of arms based on solid criteria	Coat of arms based on excellent criteria

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REPRODUCIBLE 1.1.2 CONTINUED

Symbols, information, and notes reflect understanding of related-issue question	Shows insufficient understanding of related-issue question	Shows limited understanding of related-issue question	Shows emerging understanding of related-issue question	Shows solid understanding of related-issue question	Shows excellent understanding of related-issue question
Coat of Arms					
Is interesting and engaging	Is not sufficiently interesting and engaging	Is interesting and engaging in a limited way	Is somewhat interesting and engaging	Is effectively interesting and engaging	Is extremely interesting and engaging
Notes are complete and support coat of arms	Notes are insufficient and do not adequately support coat of arms	Notes are limited and support coat of arms in a limited way	Notes are somewhat complete and support coat of arms	Notes are complete and effectively support coat of arms	Notes are complete and do an excellent job of supporting coat of arms
Use of language and references is appropriate	Use of language and references is poor	Use of language and references is limited	Use of language and references is appropriate	Use of language and references is effective	Use of language and references is excellent
Responses to questions positive and constructive	Responses to questions are inadequate	Responses to questions are limited	Responses to questions are somewhat positive and constructive	Responses to questions are effective	Responses to questions are extremely positive and constructive

Your Challenge 1 – Checklist for Success

Name _____ Date _____

Item	Not Complete	Partly Complete	Complete	Date Completed	Note	Comment (Teacher or Peer)
My Knowledge and Understanding						
My symbols illustrate my understanding of the connections between my identity and nation.						
My criteria indicate my understanding of the related-issue question.						
My notes show the underlying meaning of my coat of arms.						
My responses to questions show my understanding of the purpose of this challenge.						
My Selection, Analysis, and Evaluation of Information						
My criteria guided my research.						
My coat of arms is based on my criteria.						
My symbols, information, and notes reflect my understanding of the related-issue question.						

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REPRODUCIBLE 1.1.3 CONTINUED

My Coat of Arms						
My coat of arms is interesting and engaging.						
My notes are complete and support my coat of arms.						
My use of language and references is appropriate.						
My responses to questions will be positive and constructive.						

My Coat of Arms Proposal

Name _____ Date _____

My coat of arms will take the form of _____

I plan to include the following in my coat of arms:

People Who Can Help Me with My Coat of Arms

Who?	How?
Another student (_____)	
My teacher	
Another adult (_____)	

Feedback

Notes for My Coat of Arms

Name _____ Date _____

Criterion	Evidence	Possible Symbol

Some Ways to Understand Nation

Name _____ Date _____

Expert Group 1: Ethnic and Cultural Understandings of Nation	Expert Group 2: Religious and Geographic Understandings of Nation
Expert Group 3: Relationship to Land and Spiritual Understandings of Nation	Expert Group 4: Political Understandings of Nation

Understandings of Nation

Name _____ Date _____

Understanding	People for Whom Understanding Is Important	My Rating of Importance 1 = Not very important 5 = Very important

Is Canada a Nation?

Name _____ Date _____

Criteria	Shared in Canada?	Absolutely Required of a Nation?
Language		
Ethnicity		
Culture		
Religion		
Geography		
Spiritual connection		
Political beliefs		

Conclusions:

My KWL Chart

Name _____ Date _____

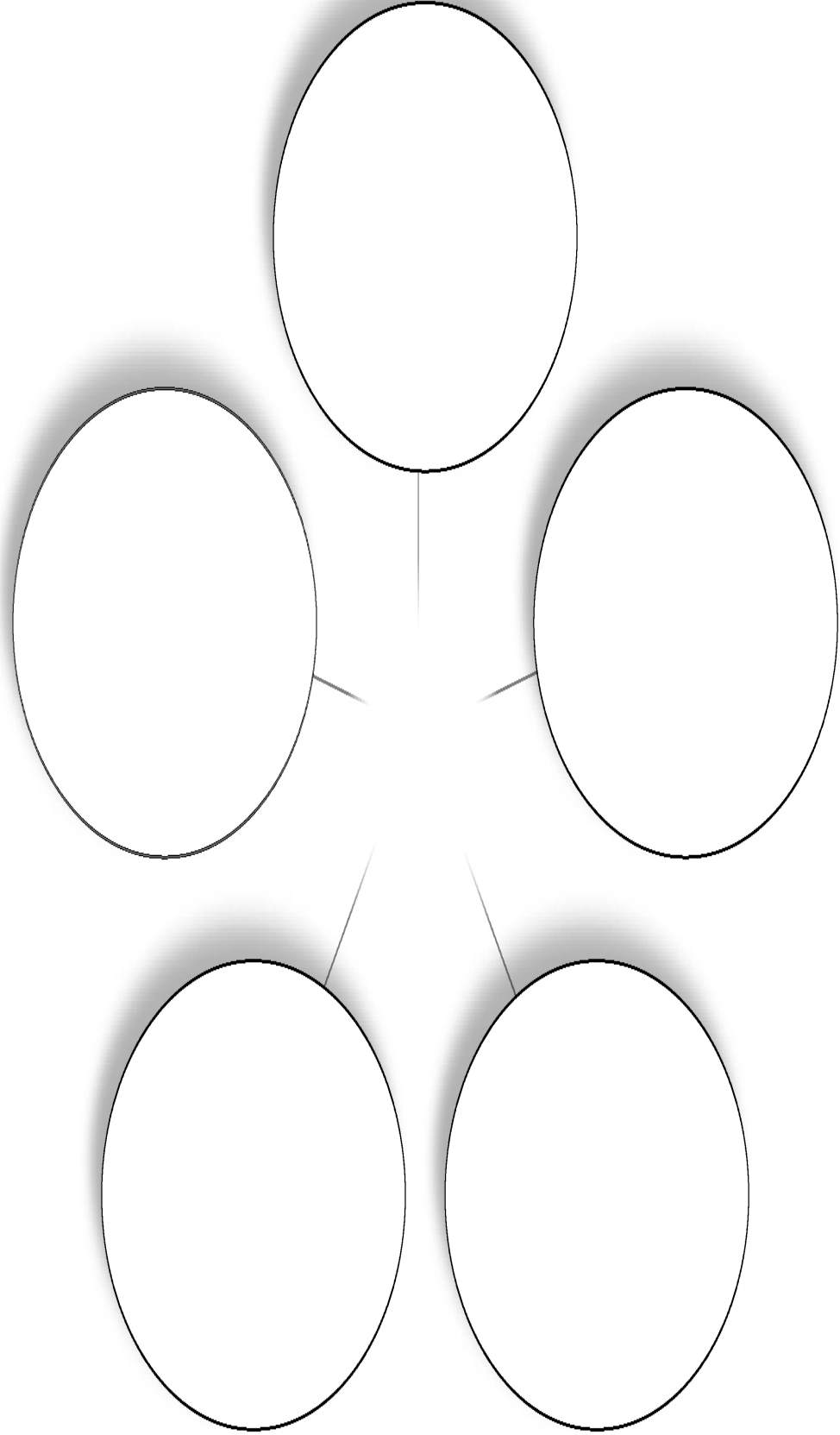
Topic _____

K	W	L
What do I already KNOW or think I know about this topic?	What do I WANT to know or think I need to know about this topic?	What have I LEARNED about this topic?

Mind Map

Name _____

Date _____



Creating Effective Inquiry Questions Checklist

Name _____ Date _____

Criterion	Question 1	Question 2	Question 3	Question 4	Question 5
<ul style="list-style-type: none"> Does the question seek information? 					
<ul style="list-style-type: none"> Is the question relevant to the topic or issue question? 					
<ul style="list-style-type: none"> Responses can be found through research. 					
<ul style="list-style-type: none"> You don't already know the answer. 					
<ul style="list-style-type: none"> There may not be a right or wrong answer. 					
<ul style="list-style-type: none"> The question is focused and specific, not general and sprawling. 					
<ul style="list-style-type: none"> The question is connected to the issue you want to explore. 					
<ul style="list-style-type: none"> The question will help you find a variety of points of view and perspectives. 					
<ul style="list-style-type: none"> You find the question interesting, and you would really like to explore it. 					

5Ws+H Chart Storming the Bastille

Name _____ Date _____

Who?	
What?	
When?	
Where?	
Why?	
How?	

The fact that the Bastille contained no political prisoners at that time has not affected its status as a symbol of French nationalism. Does this matter? Explain your answer.

Should this fact make a difference in the status of the fall of the Bastille as a powerful nationalist symbol? Why?

What aspects of the storming of the Bastille made this event so important? Why?

Identifying Rhetoric and Bias

Name _____ Date _____

IDENTIFYING RHETORIC		
Question	Response	Example(s)
Does the author use simple, memorable words?		
Does the author repeat key terms or phrases?		
Does the author create one or more images that stick in the mind?		
Does the author use emotional language?		
Does the author keep the message simple and straightforward?		
IDENTIFYING BIAS		
Does specific vocabulary create bias? Identify the basis of the bias.		
Do the facts selected tilt your conclusion(s) in a specific direction?		
Do the examples selected favour one group over another?		
Are any groups singled out and shown in a particularly positive or negative light?		

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REPRODUCIBLE 1.2.2 CONTINUED

Are counter-arguments included?		
Does the author use stereotyping or overgeneralizing?		
Does the author appeal to emotions rather than reason?		

Some Factors That Shape Nationalism

Name _____ Date _____

Factor	Influence in France	Influence in Canada
Historical		
Social		
Economic		
Geographic		
Political		

Grievances and Recommendations

Name _____ Date _____

Grievances and Recommendations				
Group	Proposed Action(s)	Rating of Argument		Reason(s) for Rating
		Strong	Weak	

Some Perspectives on Nationalism within Canada

Name _____ Date _____

First Nations and Métis	Inuit	Québécois

Choosing among Loyalties

Name _____ Date _____

Scenario

1st Course of Action	2nd Course of Action	3rd Course of Action

My list of criteria: Which loyalty should come first?

1. _____
2. _____
3. _____
4. _____

My Decision

Affirming Nationalist Loyalties

Name _____ Date _____

Record examples of the ways you and others have affirmed nationalist loyalties. An example has been provided in each section to get you started.

Ways I Have Affirmed My Canadian Nationalism

- Standing and singing the national anthem
-
-
-
-

Ways Other People Have Affirmed Their Nationalist Loyalties

- First Nations people established the National Indian Brotherhood, then renamed it Assembly of First Nations
-
-
-
-
-
-
-
-

National Loyalties in a Multicultural and Pluralistic Society

Name _____ Date _____

Points Made by George Jonas	Points Made by John Ibbitson

My Summary Statement

Oaths of Citizenship: Canada and the United States

Name _____ Date _____

Canada
When immigrants become Canadian citizens, they are required to repeat the following oath: I swear [or affirm] that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.
United States
When immigrants become citizens of the United States, they take the following oath of allegiance: I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the Armed Forces of the United States when required by law; or that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion: So help me God.

1. Do immigrants have to reject their cultural values and beliefs when they become Canadian citizens? When they become citizens of the United States?

2. Do you think Canada should demand that immigrants renounce past nationalist loyalties when they choose to become Canadian citizens? Why or why not?

3. What are the benefits of allowing immigrants to maintain past nationalist loyalties when they move to a new country? Explain your answer.

Protecting Language and Culture in Québec

Name _____ Date _____

Boosting the Birthrate	
Details	Impact
Anglophone Domination and the Parti Québécois	
Details	Impact
Bill 101	
Details	Impact
	On Québec anglophones
	On Québec Francophones

Analyzing Information by Assessing Its Authority and Validity

Name _____ Date _____

Source _____		
Point of View or Perspective _____		
Criterion	Response	Evidence or Example(s)
<p>Authority</p> <p>Is the source of the information identified?</p> <p>Does the speaker or writer have knowledge of the subject?</p> <p>Are qualifications provided?</p> <p>Does the speaker or writer present the perspective of a people or group?</p> <p>Is the speaker or writer a respected member of a particular people or group?</p>		
<p>Validity</p> <p>Is the argument well grounded in facts and supporting arguments?</p> <p>Does the argument match what you already know about the topic?</p> <p>Do you suspect bias?</p>		
Information Provided _____		

Aboriginal Peoples' Attempts to Reconcile Contending Nationalist Loyalties

Name _____ Date _____

Expert Group 1: Oka Crisis	Expert Group 2: Royal Commission on Aboriginal Peoples
Expert Group 3: Statement of Reconciliation	Expert Group 4: Land Claims

Inventory of Nationalist Symbols, Events, or Activities

Name _____ Date _____

Day	Symbol, Event, or Activity

How These Made Me Feel:

My Nationalist and Non-Nationalist Loyalties

Name _____ Date _____

Types	Examples
Nationalist	
Non-nationalist: Class	
Non-nationalist: Religious	
Non-nationalist: Regional	
Non-nationalist: Ideological	
Non-nationalist: Cultural	
Non-nationalist: Racial or Ethnic	
Non-nationalist:	
Non-nationalist:	

Analyzing and Interpreting Cause-and-Effect Relationships

Name _____ Date _____

Step 1: Question Assumptions	
<ul style="list-style-type: none"> • If you were a news editor, why would you have chosen to feature this image? What message would you be sending? What loyalties would you be highlighting? • As a newspaper reader, how would you have responded to the image? What loyalties would have influenced your responses? Would the image have challenged or reinforced these loyalties? 	
Step 2: Think about Bias	
<ul style="list-style-type: none"> • What did the news organizations that presented the image have to gain? • What information might have been left out of the picture? Is it possible that other images presented a conflicting version of the event — and were not used? • What might you see if you could look beyond the edges of the photograph? 	
Step 3: Analyze the Context	
<ul style="list-style-type: none"> • Who told the story that went with the image? • What might the storyteller have to gain? 	
Step 4: Be a Spinbuster — Look for Alternative Points of View and Information	
Resources to consult:	

When Regional and Nationalist Loyalty Compete

Name _____ Date _____

The Alberta Oil Sands			
Oil, Gas, and Regional Loyalty (p. 95)	The Oil Sands and Loyalties (p. 96)	The Oil Sands and Ideological Loyalties (p. 97)	The Oil Sands and Cultural Loyalties (p. 98)

Defending an Informed Position Development in the Oil Sands

Name _____ Date _____

Is a moratorium on development in the tar sands a good idea?

Our Position _____

Our Reasons for Supporting This Position _____

Stakeholder Challenging Our Position	Argument(s)	Rating of Argument 1 = very weak 5 = very strong	Our Counter-Argument(s)	Rating of Counter-Argument 1 = very weak 5 = very strong

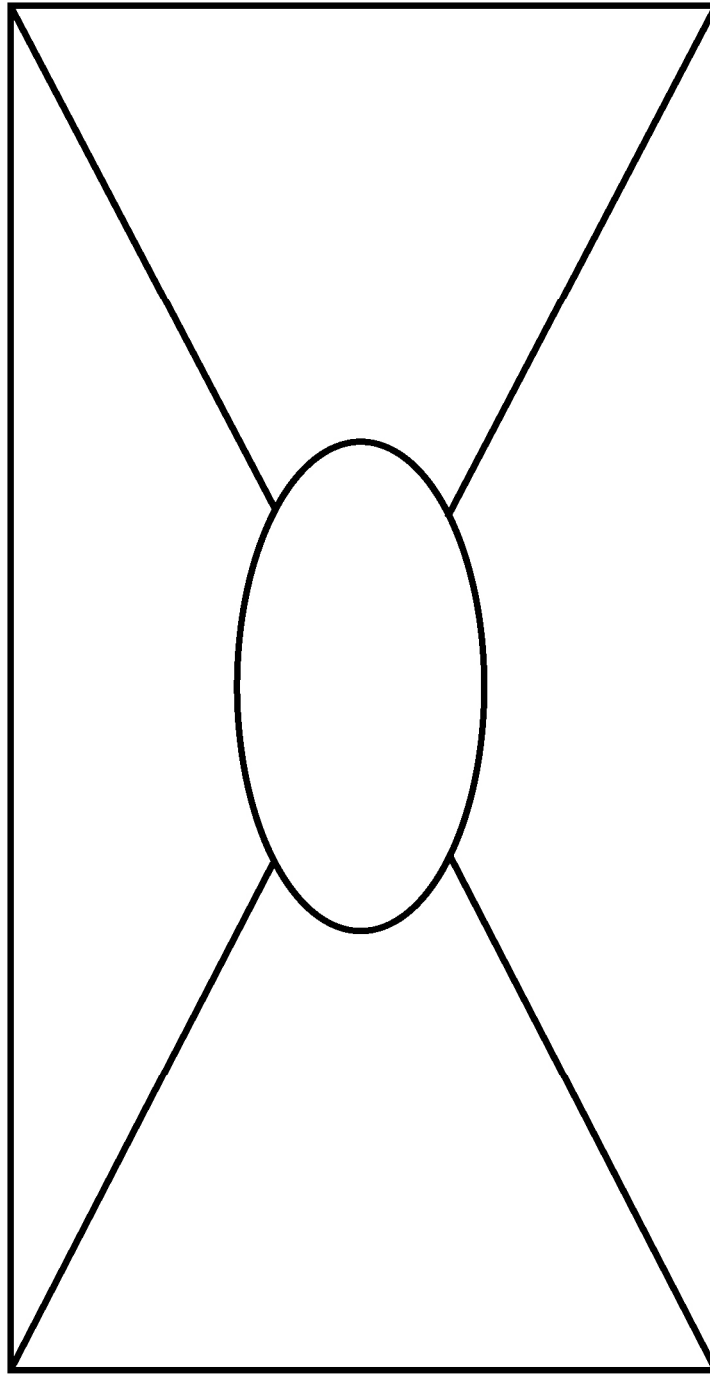
Reconciling Nationalist and Non-Nationalist Loyalties

Name _____ Date _____

Strategy 1 Ignoring Contending Loyalties	Strategy 2 Choosing One Loyalty over Another	Strategy 3 Finding Ways to Include Both Nationalist and Non- Nationalist Loyalties
Advantages	Advantages	Advantages
Disadvantages	Disadvantages	Disadvantages
Examples	Examples	Examples

Placemat

Name _____



Name _____

Name _____

Name _____