

20–2: Understanding Nationalism

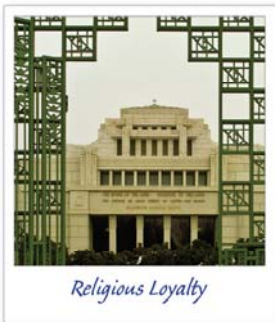
WRITTEN RESPONSE

Assignment I

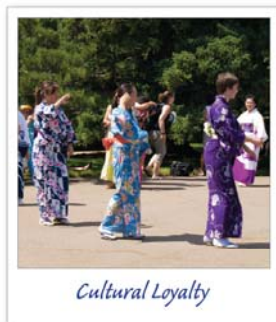
Suggested Time: 20-25 minutes

Assignment I requires you to use the information that follows to write a response to the question on page 2.

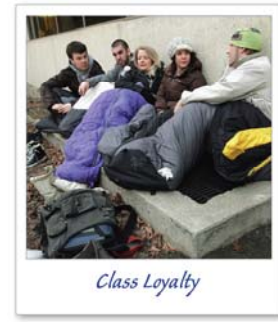
Common forms of non-nationalist loyalties in Alberta



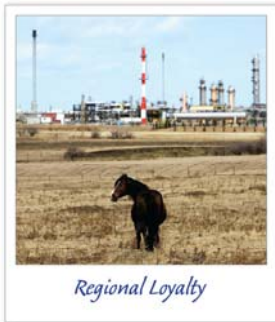
Places of worship are important symbols of loyalty to the beliefs and values of a religion and the community that shares those beliefs.



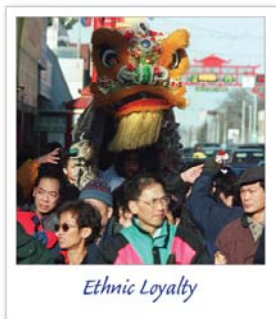
The Momiji dancers perform the *odori* — a traditional Japanese dance — at festivals and community events to show loyalty to the values and ways of life of a cultural group.



These students camped out on a heating vent to raise awareness of and money for homeless people — and to demonstrate a class loyalty.



People who feel regional loyalties may actively promote the economic, social, and political interests of their region.



Chinese Canadians celebrate the Chinese New Year with dragons and music to show their loyalty to people who share the same ethnic background.

Assignment I

Which form(s) of non-nationalist loyalties do you think pose the biggest threat to Canadian nationalism?



Write a response in paragraph form in which you **must**

- **identify** the form(s) of non-nationalist loyalties you think pose the biggest threat to Canadian nationalism
- **explain** why the form(s) pose the biggest threat to Canadian nationalism
- **support** your response by referring to your understanding of social studies

Assignment II

Suggested Time: 40-45 minutes

Assignment II requires you to write a response in which you interpret the three sources on page 4 to answer the question below.

Some people believe individuals can play powerful roles in society, while others believe there is little one person can do.

a) **What ideas does each of the sources on the next page communicate to you about the role of the individual in society?**

AND

b) **Considering the sources, what do you think should be the role of the individual in society?**



Write a response in paragraph form in which you **must**

- **interpret** the sources to **identify** what **each** source tells you about the role of the individual in society
- **explain** your position on what the role of the individual in society should be
- **support** your interpretations and position by referring to the sources and your understanding of social studies

Source I



In October, 2007, protesters staged a peace rally — “Canada Out of Afghanistan: Bring the Troops Home Now” — on Parliament Hill.

Source II



When it became obvious that Japan was losing the war, Kamikazi pilots began crashing their planes into Allied ships. The young pilots in this photograph have tied to their arms the honorary ribbons that marked their missions.

Source III



Assignment III

Suggested time: 40-45 minutes

Your newspaper interviewed three citizens selected at random and asked them to respond to the following question:

How should we respond to Canada becoming more involved in international affairs?

Citizen I

Canada must not only participate in international organizations and treaties, but also initiate these endeavors whenever there is a need, as it did with the Ottawa Convention banishing landmines. We cannot tell others we believe in peace, justice, and equality if we ignore the horrific problems that exist in many parts of the world. We have a responsibility to promote social justice so the world becomes a better place for more people. Internationalism may not only be our best hope for survival, but also our last hope.

Citizen II

Canada is in an enviable position. We are blessed with the resources, political stability, and economic promise that few other countries enjoy. We must remember that our good fortune is mostly due to good luck: we were born in the right place. We owe it to the world to share our good fortune. However, we cannot share our resources without limit. Canada needs to be a better “team player,” but at the same time keep control over the clean water, fossil fuels, and other resources that are so important to our well-being. The challenge is to find a balance between “them” and “us.”

Citizen III

It’s time for Canada to put Canada first! In spite of what many people think, Canada *does* have internal problems like poverty, unemployment, and a lack of infrastructure. We need to concentrate our efforts and resources on domestic needs. How can we help others when our own house is not in order? Empathy for the world’s underprivileged is a natural reaction, but that empathy needs balance. People need to take responsibility for their own actions and decisions. Handouts do not make people change their ways.

Assignment III

Your task is to write a letter to the editor of the newspaper on the following question:

How should we respond to Canada becoming more involved in international affairs?



Write a letter to the editor in which you **must**

- **explore** the issue of whether Canada should be more involved in international affairs
- **analyze** various points of view on the question
- **identify** your point of view on the question
- **support** your point of view by referring to your understanding of social studies

Assignment I: Possible Student Responses

Answers will vary, but could include some of the following points:

- Students who select **religious loyalty** may argue that, for some people, religious loyalties are first and foremost. Students may mention how religions tend to be exclusive, which is not in line with Canadian pluralism and multiculturalism. Specific examples might include the following:
 - followers of pacifist religions (e.g., Mennonites, Hutterites) who rejected conscription
 - the French-Catholic backlash to Louis Riel's execution
 - the French Catholic church's insistence on a "Québec first" policy during the time of Groulx and Duplessis
- Students who select **regional loyalty** may refer to the evolution of alienation or separatist movements in Canada. Students might suggest that provincial concerns undermine Canadian federalism, or that the economic and cultural diversity of Canada's regions give us little reason to come together. Specific examples might include the following:
 - the Western alienation created by the NEP
 - various region's support for or objections to equalization payments
 - the growth of regional parties such as the Parti Québécois, Bloc Québécois, Reform Party, or Western Canada Concept Party
 - disparities in resources across the country
- Students who select **ethnic loyalty** might support their choice with reference to various Aboriginal peoples' land or rights claims or the ongoing pursuit of sovereignty for Québec. Students may also refer to various issues involving Canada's treatment of minorities. Specific examples might include the following:
 - the internment of specific ethnic groups (e.g., Germans, Japanese) during World Wars I and II
 - various conflicts between Aboriginal peoples and the federal government, such as the conflict at Oka
 - Québec under Duplessis or the Quiet Revolution
- Students who select **cultural loyalty** might support their argument by suggesting that cultural loyalties sometimes prevent people from feeling strong loyalty to Canada as a nation. Specific examples might include the following:
 - the preference of some Francophones for Fête Nationale over Canada Day
 - the popularity of the fleur de lis in Québec over the maple leaf
 - immigrants who never learn English or French and choose to live in communities of other immigrants from their country
- Students who select **class loyalty** might argue that threats to people's economic well-being is a threat to their survival. This means class loyalties can result in many strong

emotions and a commitment to change that surpasses other kind of loyalties. Specific examples might include the following:

- the passions involved in the Winnipeg General Strike
- people's resistance to changes in policies affecting pensions or employment insurance
- the sense that people working in industries that are in decline (e.g., forestry, fishing, manufacturing) can suffer many hardships and dislocations as they adjust to changes in the economic climate and/or government policies

Assignment II: Possible Student Responses

a) Answers will vary, but could include some of the following points:

Source I

- suggests that individuals in Canada have the freedoms of association and expression, as well as the right to disagree with the government's policies
- suggests that individuals must be informed about public policy and should take action using all legal methods to protest government policies when necessary

Source II

- stresses patriotism and the idea that individuals have a duty to serve the state
- suggests that an individual's role is to respond to the government's call to military service, no matter how extreme, with unswerving loyalty

Source III

- denounces apathy as a refusal to take responsibility
- suggests that individuals can affect problems by voting in elections

b) Answers will vary, but could include some of the following points:

- Students may argue that individuals can and should play an active role in society. They may suggest that people have a responsibility to make their government responsive and responsible. They could argue that individuals should ensure that governments act in the best interests of all.

Evidence could include the success anti-seal hunt protestors to force changes to the seal hunt or the effect of protests like the Aboriginal National Day of Action. Students might mention the ability of individuals like environmentalist David Suzuki, anti-globalization activist Naomi Klein, or children's rights activist Craig Kielburger to create change in society.

- Students may argue that individual rights and liberties should take precedence in some situations, but at other times, such as during war, people's individual rights are less important than the society's collective needs. Students may suggest that

guidelines for appropriate individual action need to be clarified by law or constitution to avoid disagreements and misunderstandings.

- Students may argue that individual whims and petty concerns should not interfere with the government's ability to govern. This viewpoint would give governments the right to impose their will on individuals for the common good of society. Students might argue that the government should have the right to use all legal means necessary to protect public welfare, national unity, and the good of the many.

Evidence could include examples of legal protests that turned into violent confrontations, such as at Oka. Students might suggest that the use of the War Measures Act during the October Crisis was an appropriate use of government power. Another example could include government decisions taking away people's right to strike in certain circumstances.

Assignment III: Possible Student Responses

Answers will vary, but could include some of the following points:

- Citizen I is a strong internationalist with a cosmopolitan outlook. This person supports all endeavors that bring countries together to solve world problems, such as the threat of thermonuclear war, famine, and climate change.
- Citizen II endorses a mixed or blended policy for Canada. This person recognizes Canada's good fortune and believes Canada can do more to help people in need and that Canada has a role to play in finding solutions to world problems. However, this citizen also believes that Canada needs to maintain control; how much and what we share should be up to us.
- Citizen III strongly supports nationalism and the need for Canada to put itself first. This citizen sees danger in continually giving assistance to others and feels that Canada should address its own problems first. The person implies that marginalized people are at least partly responsible for their own problems and states that *not* helping them may result in more lasting, long-term solutions.
- Letters supporting a greater role for Canada in international affairs could argue that humankind's survival depends on the cooperation of nation-states in solving problems. Suggestions of issues that require global cooperation might include global warming, the growing number of endangered species, or the political instability of many developing countries (e.g., Sudan). Students might also mention successes of an international approach, such as the eradication of smallpox.
- Letters in support of a mixed or blended position could argue that nation-states know best what and how much they can commit to international efforts. Each nation-state

should therefore control its international participation on a case-by-case basis. Evidence could include America's delayed entrance into World Wars I and II, Canada's right to exclude clean water from any trade negotiations, or a brief description of some of Canada's foreign aid programs and contributions.

- A student writing a letter supporting a "my country first" position might argue that countries in need are often somewhat responsible for their own situation, such as in countries where government policies result directly in warfare or starvation (e.g., Sudan). Students might also suggest that there is poverty in Canada in certain regions and among various groups of Aboriginal peoples and that these domestic problems require our full attention. Students may also argue that Canada's previous efforts to help others have not always been well received, such as when some of our peacekeepers were taken hostage in the former Yugoslavia or the lack of response to Roméo Dallaire's calls for help in Rwanda.