

20-2: Understanding Nationalism

UNIT 1 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: Should nation be the foundation of identity?

This alternative challenge activity for related issue 1 requires students to create a coat of arms using symbols that reflect their feelings about the connections between their identity and nation. This lesson provides students with an opportunity to present their coat of arms and their notes, explain the meaning and purpose of the symbols they used, and question other students on the symbols they selected to respond to the related issue question: *Should nation be the foundation of identity?* They will also participate in a culminating class discussion on the related issue question and write a paragraph presenting their position on the question. If more time is needed, allocate a second or third period.

ESTIMATED TIME: 80 minutes

GETTING READY

Obtain a copy of the McGraw-Hill Ryerson 20-1 text, *Exploring Nationalism*. Review the procedure for creating a coat of arms on pages 16 and 17.

To assemble the necessary resources, you must determine how many students plan to present their coat of arms and attached notes in given formats. For example, if some students plan to use computer-generated graphics and software, you will need to book computers and screens.

Decide how you would like students to make their presentations: one by one to the class, or by presentation centers in a carousel activity (see p. 77 in the *Understanding Nationalism Teacher's Resource*). If students will be presenting one by one, you may need to set aside more than one lesson. If you decide to use presentation centers, organize the classroom into centers made up of one or more desks as required. When setting up the centers, ensure that there is enough space around each for students to stand or sit comfortably as they listen to and watch the presentations.

Prepare the reproducibles as suggested below. Note that the suggested reproducibles are from the 20-1 *Exploring Nationalism Teacher's Resource*, but they can be applied to this activity without modification.

Photocopy the following:

- Reproducible B, Ten Steps to Making Effective Presentations
- Reproducible 1.1.1, Thinking about Your Coat of Arms (optional)
- Reproducible 1.1.3, Your Challenge 1 – Checklist for Success (optional)
- Reproducible 1.1.2, Your Challenge 1 – Evaluation Rubric
- Reproducible 1.1.4, My Coat of Arms Proposal (optional)

Create an overhead transparency of the following:

- Reproducible B, Ten Steps to Making Effective Presentations (optional)
- the completed coat of arms and notes from page 17 of the 20-1 text, *Exploring Nationalism* (optional)

RESOURCES

Understanding Nationalism, pages 14–103

Understanding Nationalism Teacher’s Resource

Exploring Nationalism, pages 16–17

Exploring Nationalism Teacher’s Resource

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 20-1.

ASSESSMENT AND EVALUATION ACTIVITIES

You could evaluate students’ final products using Reproducible 1.1.2, Your Challenge 1 – Evaluation Rubric. As students are making their presentations and responding to classmates, make notes about what you see and hear. Follow up by providing specific feedback to individual students on how they could improve their presentations or participation skills.

TEACHING AND LEARNING STRATEGIES

No matter which form of presentation students do, the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, help students discuss their presentation’s successes, and follow up with suggestions for improvement.

1. Present the related issue question: *Should nation be the foundation of identity?* Inform students that they will be creating a coat of arms and making an oral presentation to their classmates.
2. If you wish, distribute copies of Reproducible 1.1.1, Thinking about Your Coat of Arms (from the 20-1 *Exploring Nationalism Teacher’s Resource*) and brainstorm ideas around the questions “What is a coat of arms?” and “What are symbols?”
3. You may also distribute copies of Reproducible 1.1.4, My Coat of Arms Proposal, which could help students get started. Inform them that their coat of arms should include at least six pictures or drawings of selected symbols and two written mottos. Each should reflect their identity. They will also write an edited summary paragraph presenting their position on the related issue question and a set of notes explaining their symbols. These notes will assist in the oral presentation and will be submitted for your evaluation.
4. Present students with a list of tasks:
 - Decide if you will do a coat of arms using a computer or poster paper.
 - Obtain some poster paper approximately 21 x 26 cm (if required).
 - Plan your coat of arms. The elements you choose should send a message about who you are and should reflect connections to events from your past or your values. Elements can also be connected to future goals or aspirations. The coat of arms should show the relationship between your identity and your understanding of nation. If you decide that nation does *not* play a role in your identity, the symbols you select should reflect this.
 - Research pictures and ideas for mottos for inclusion in your coat of arms.
 - Complete the coat of arms and edit your notes into a final draft.

5. You may wish to show students an example of a completed assignment. You could present an overhead transparency of Michaëlle Jean's coat of arms and the notes about her symbols (from the 20-1 text, *Exploring Nationalism*, p. 17).
6. Encourage students to work at the assignment in small segments rather than complete it in one sitting. They should bounce ideas off each other and you as they progress through the assignment.
7. Review the challenge with students and tell them their time limit for the presentations. Have students conduct their research, prepare their final product, and plan their oral presentation. Remind students to plan and rehearse the oral presentation so they feel comfortable and can stay within the time guidelines.
8. Remind students of appropriate behavior for participating in presentations. Review classroom guidelines for showing respect and sensitivity. You could refer students to "Habits of Mind" (*Understanding Nationalism*, p. 8) or use an overhead transparency of Reproducible B, Ten Steps to Making Effective Presentations to guide a discussion of active, positive participation in presentations.
9. Remind students that they must adhere to the time guidelines and appoint a student to keep track of each presenter's time. The timekeeper should signal when presenters have two minutes left so they can wrap up their presentation. Remind students to use clear voice levels and to allow time for questions.
10. When the presentations are completed, students should hand in their notes for your evaluation.
11. Guide students through a discussion of the successes and challenges in doing this activity.
12. Assign the final activity for this unit: a supported opinion paragraph presenting the student's point of view on the related issue question. You may wish to have a class discussion of the related issue question before students begin writing to give them more ideas and opportunities to solidify their point of view.

DIFFERENTIATING INSTRUCTION

Refer to the 20-1 *Exploring Nationalism Teacher's Resource* (p. 184) for detailed options.