

20-2: Understanding Nationalism

UNIT 2 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: Should national interest be pursued?

This alternative challenge activity for related issue 2 requires students to research events and create a power point presentation or a scrapbook on a nationalist person, movement, or organization. After the research assignment is complete, students will participate in a class discussion focused on the related issue question and then write a supported opinion paragraph presenting their position.

ESTIMATED TIME: 80 minutes

GETTING READY

Book the library or computer lab for student research.

Prepare the reproducible as suggested below.

- Photocopy Your Challenge 2 – Evaluation Rubric (attached)
- Create an overhead transparency of Your Challenge 2 – Evaluation Rubric (optional)

RESOURCES

Understanding Nationalism, pages 104–195.

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.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 the attached evaluation rubric.

TEACHING AND LEARNING STRATEGIES

1. Present the related issue question: *Should national interest be pursued?* Inform students that they will be creating a power point presentation or scrapbook on a nationalist figure, movement, or organization that will help them gain insight into the related issue question.
2. Initiate a class discussion with the questions “Why are some people considered to be national heroes?” and “What is a nationalist movement and how is it connected to self-determination?”
3. Present students with a list of tasks:
 - Participate in a class brainstorming session on questions related to the assignment.
 - Decide whether you will do a computer-assisted assignment or one in a scrapbook style.
 - Obtain a scrapbook (if required).

- Research your topic, make research notes, and acquire suitable visuals that can be used to enrich your assignment. The focus must be on the pros and cons of pursuing national interest.
 - Your finished research assignment should include pictures, maps, timelines, other suitable visuals, and written notes that focus on the value of pursuing national interest. It could also include background on key events that sparked a nationalist movement or that prompted the nationalist to take action; key people involved, including those who supported and opposed the movement; the current status of the movement and its impact on neighboring or involved countries; some predictions about what is likely to happen in the future and why; and any ties, impact, or involvement that concern or concerned Canada.
 - Complete the power point presentation or scrapbook and edit your written notes into a final draft.
 - Write a supported opinion paragraph on the related issue question and submit it for evaluation.
4. Present students with a list of possible nationalists, national organizations, and nationalist movements from which they may choose to do their research. You may wish to assign a different topic to every student to maximize the examples for the class discussion at the end. Remain open, of course, to other possible topics that could be related to a student's family roots or interests. Possible topics could include any of the following:

Ho Chi Minh (Viet Minh)
 Gandhi (Indian National Congress Party)
 Chief Dan George (Assembly of First Nations)
 The F.L.Q.
 Maurice Duplessis
 Mao Tse Tung
 Abdul Nasser
 Yassir Arafat (PLO)
 Mustafa Kemal
 Slobodan Milosovic
 The Black Hand
 Inuit Tapiriit Kanatami
 Winston Churchill
 Adolf Hitler
 Prince Emir Faysal
 The Boxers of China
 The Mau Mau
 Khmer Rouge (Pol Pot)
 Joseph Stalin
 Emperor Hirohito
 Benito Mussolini
 Sir John A. Macdonald
 Nelson Mandela
 Augusto Pinochet
 Sandinistas (Augustine Sandino)
 Simón Bolívar
 Fidel Castro

Vladimir Ilyich Lenin
Abraham Lincoln
Sien Féin (I.R.A.)
Dalai Lama
Louis Riel
Queen Victoria
Oliver Cromwell
Georges Danton
Napoleon
Fretilin Party
Muhammad Ali Jinnah
David Ben-Gurion
Giuseppe Garibaldi
Otto von Bismarck

5. 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.
6. After students complete the assignment, guide them through a discussion of the successes and challenges in doing this activity.
7. Assign the final activity for this unit: a written paragraph presenting the student's point of view on the related issue question. You may wish to lead a class discussion of the related issue question before students write their paragraph to give students more ideas and opportunities to solidify their point of view.

Your Challenge 2 – Evaluation Rubric

Name _____ Date _____

Power Point Presentation or Scrapbook on a Nationalist Figure, Movement, or Organization

Knowledge and Understanding of the Issue

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Shows an understanding of the events and issues that relate to the pursuit of national interest	Shows insufficient understanding of the events and issues that relate to the pursuit of national interest	Shows little understanding of the events and issues that relate to the pursuit of national interest	Shows some understanding of the events and issues that relate to pursuit of national interest	Shows solid understanding of the events and issues that relate to the pursuit of national interest	Shows excellent understanding of the events and issues that relate to the pursuit of national interest
States position on whether national interest should be pursued	Does not clearly state position	States position with little clarity	States position with some clarity	States position clearly	States position with a high degree of clarity
Includes valid evidence to support position	Does not include valid evidence	Includes a limited amount of valid evidence	Includes some valid evidence	Includes valid evidence	Includes insightful, valid evidence

Analysis and Evaluation of Information

Uses a variety of sources	Does not use a variety of resources	Uses an insufficient variety of sources	Uses some variety of sources	Uses a variety of sources	Uses a wide variety of sources
Reflects diverse points of view and perspectives	Does not reflect a sufficient degree of diversity	Reflects a limited degree of diversity	Reflects some diversity	Reflects a solid range of diversity	Reflects a wide range of diversity
Effectively analyzes and evaluates the impact of the pursuit of national interest	Does not analyze or evaluate the impact of the pursuit of national interest	Analyzes and evaluates the impact of the pursuit of national interest with limited effectiveness	Analyzes and evaluates the impact of the pursuit of national interest with some effectiveness	Analyzes and evaluates the impact of the pursuit of national interest effectively	Analyzes and evaluates the impact of the pursuit of national interest with a high degree of effectiveness

Appearance and Quality of the Assignment

Presents a clear and consistent message	Does not present a clear and consistent message	Presents an insufficiently clear and consistent	Presents a somewhat clear and consistent	Presents a clear and consistent message	Presents a very clear and consistent message
Is suited to purpose	Is not suited to purpose	Is insufficiently suited to purpose	Is somewhat suited to purpose	Is well suited to purpose	Is very well suited purpose
Is supported by graphics and other visuals	Is not well supported by graphics and visuals	Is insufficiently supported by graphics and visuals	Is somewhat supported by graphics and visuals	Is well supported by graphics and visuals	Is very well supported by graphics and visuals
Uses appropriate spelling, grammar, and usage conventions	Uses inappropriate spelling, grammar, and usage conventions	Uses few appropriate spelling, grammar, and usage conventions	Uses some appropriate spelling, grammar, and usage conventions	Uses appropriate spelling, grammar, and usage conventions	Uses highly appropriate spelling, grammar, and usage conventions