

20-2: Understanding Nationalism

UNIT 3 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: Should internationalism be pursued?

This alternative challenge activity for related issue 3 requires students to participate in an international summit convened to respond to the impending world water crisis. The summit will focus on the issue that follows: *Should management of the world's water resources be taken from national governments and turned over to an international body?* Working in small groups that represent different stakeholders, students will present and argue an initial position and then attempt to reach consensus with the other stakeholders as to the best course of action for the global community. As students explore this question, they will be responding to the related issue question: *Should internationalism be pursued?*

ESTIMATED TIME: 80 minutes

GETTING READY

Obtain a copy of the McGraw-Hill Ryerson 20-1 text, *Exploring Nationalism*. Review a similar procedure for conducting a summit on pages 206 and 207. This activity has been modified here for the 20-2 student, but the intent and procedure are similar.

Book an overhead projector or computer and screen.

Divide the class into six groups. The number in each of the six groups will vary according to class size. Each group should include one student who is comfortable and capable of presenting the group's ideas to the other summit members. You may wish to assign roles, such as spokesperson, recorder, facilitator, clarifier, timer, and so on.

Obtain a copy of the *Exploring Nationalism Teacher's Resource*. See page 314 under Additional Resources for websites dealing with this topic. This information could be used for your own background, or you may decide to share your notes with students.

Prepare the reproducibles as suggested below. Note that the reproducibles listed below are from the 20-1 *Exploring Nationalism Teacher's Resource* and require minor modifications to suit this activity.

Modify, if required, and photocopy the following reproducibles:

- Reproducible 3.9.2, Your Challenge 3 – Checklist for Success (optional) (Modify by replacing “my” with “our.” Some categories, such as the one referring to graphics and technology, may not apply and can be omitted.)
- Reproducible 3.9.3, Your Challenge 3 – Evaluation Rubric (Modify by replacing “Name” with “Group Members.” You may also choose to omit the presentation references to graphics and technology.)
- Reproducible 3.9.4, Summit Stakeholders and Goals
- Reproducible I, Consensus-Building Tips (optional)

Create overhead transparencies as suggested below:

- Create an overhead transparency of Reproducible 3.9.4, Summit Stakeholders and Goals
- Create an overhead transparency of modified Reproducible 3.9.3, Your Challenge 3 – Evaluation Rubric
- Create an overhead transparency of the background information in 20-1 text, *Exploring Nationalism*, page 206 (optional)

RESOURCES

Understanding Nationalism, pages 196–285

Exploring Nationalism, pages 206–207

Exploring Nationalism Teacher’s Resource

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 modified Reproducible 3.9.3, Your Challenge 3 – Evaluation Rubric.

TEACHING AND LEARNING STRATEGIES

1. If you chose to, share your background notes from the websites with students. Ask for student responses, which may be simple assertions, such as “That’s really scary.”
2. Ask students what they recall from the graffiti activity on water from a previous lesson (*Understanding Nationalism Teachers’ Resource*, p. 341). You may wish to write their contributions on the board. Instruct students that the water crisis is going to be the focus for a class activity that will hopefully produce a consensus as to the way the global community should handle this challenge.
3. Inform students that they will participate in a summit on the water crisis. It may be necessary to discuss the concept of world summits and when they have been used in the past.
4. Identify your pre-selected six groups that represent the stakeholders in this issue. Explain that, working in a small group, students will prepare and present a stakeholder position to the other stakeholders. After listening to the other presentations, they will re-evaluate their own position, challenge other groups on their positions, and engage in a consensus building activity to form a reasonable plan of action for the world to implement on the water crisis. This plan will take the form of a media release.
5. Explain the different roles in the group. You may choose to designate the student with the best oral skills to be the presenter.
6. Display the overhead transparency of modified Evaluation Rubric 3.9.3. Go through the expectations so students understand the process.

7. Assign each group a stakeholder position.
8. Distribute copies of Reproducible 3.9.4, Summit Stakeholders and Goals. You could also display an overhead transparency (optional) of this reproducible to aid in the explanation of the goals.
9. As a class, organize a process for exchanging views. You may, for example, decide that each stakeholder will open with a one-minute statement, then have three minutes to present supporting arguments. This can be followed by a two-minute question-and-answer session. To close, each stakeholder may have five minutes to consult with group members and prepare counter-arguments, suggestions for compromise, or a final appeal for support.
10. Stakeholder groups should work independently to prepare their formal stakeholder positions. They could start by developing three or four inquiry questions to help them focus on what is important. They should also anticipate the point of view and arguments of the other stakeholders and prepare counter-arguments in advance. Encourage students to use Reproducible 3.9.4, Summit Stakeholders and Goals in their work. Stakeholder groups need to decide on the best way to present their point of view and convince other stakeholders that their proposals should be adopted.
11. Convene the summit. Evaluate students throughout the activity and record your observations to assist with your final evaluation. You may choose to assign a single mark to each stakeholder group rather than individual evaluations.
12. Help groups try to reach a consensus on the best course of action for the world community to take. You may use Reproducible I, Consensus-Building Tips (optional) as a guide for students.
13. If the groups reach consensus, ask each student to prepare a one-page media release summing up the conclusion. If they were unable to reach consensus, their media release should explain why. You may need to give students an example of a media release to use as a model.
14. As a class, have students revisit the related issue question: *Should internationalism be pursued?* They should reflect on what happened during the summit that was encouraging and what was disappointing.
15. Guide students through a discussion of the successes and challenges in doing this activity.

DIFFERENTIATED INSTRUCTION

Consult the 20-1 *Exploring Nationalism Teacher's Resource* (p. 330) for ideas.