

## 20-2: Understanding Nationalism

### UNIT 4 ALTERNATIVE CHALLENGE ACTIVITY

**Related-issue question:** Should individuals and groups in Canada embrace a national identity?

This alternative challenge activity for related issue 4 requires students to prepare arguments and participate in a tag debate. After the debate, students will engage in a class discussion to identify which points were the most persuasive and which issues seemed the most controversial. They will be asked to decide on and write a brief explanation of their personal position on the related-issue question.

**ESTIMATED TIME:** 80 minutes

#### GETTING READY

Obtain a copy of the McGraw-Hill Ryerson 20-1 *Exploring Nationalism Teacher's Resource*. Review the tag debate process on page 82.

Divide the class into two groups.

Prepare the reproducible and overhead transparency as suggested below:

- Photocopy Your Challenge 4 – Evaluation Rubric (attached)
- Create an overhead transparency of Your Challenge 4 – Evaluation Rubric (optional)

Arrange desks into two groups facing each other with a narrow corridor between them. Two desks from each side should be placed in front of each group.

You may choose to use a scoreboard to award points for valid arguments and counter-arguments. You may prepare the chalkboard, a blank transparency, or a flip-chart to display scores.

#### RESOURCES

*Understanding Nationalism*, pages 286–375  
*Exploring Nationalism Teacher's Resource*

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://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 evaluation rubric provided.

#### TEACHING AND LEARNING STRATEGIES

1. Present the related issue question: *Should individuals and groups in Canada embrace a national identity?* Inform students that they will be participating in a tag debate that will help them clarify their position on the issue.

2. Remind students of appropriate behavior for participating in debates and review guidelines for showing respect and sensitivity in the classroom. You could refer students to “Habits of Mind” (*Understanding Nationalism*, p. 8) as the basis for active, positive participation in debates.
3. Explain the debate process. Remind students that everyone’s views are important and will be heard, but reasonable time limits will be placed on discussion. Emphasize that every student will be required to take at least one turn in the speaker’s chair to either present an argument in favor of the assigned position or refute an opponent’s argument. Establish acceptable voice levels and encourage students to make notes as they listen to other speakers. They can use these notes to help them develop better arguments or as a base to develop counter-arguments. Students should be encouraged to establish arguments on facts and logic, not on feelings or emotion.
4. Initiate a class discussion with the questions “What is national identity?” and “What does it mean to embrace something?”
5. If you wish, display the overhead transparency of the attached evaluation rubric. Go through the expectations so students understand the process. Emphasize that the evaluation is based on both a written component and a presentation component.
6. Introduce the topic for debate by writing it on the board: “Be it resolved that individuals and groups in Canada should embrace a distinct national identity.” Inform each group which side of the debate they will support. You may also introduce the scoring method that will be used.
7. Allow students time to prepare arguments in support of their assigned position. Each student should have a minimum of three arguments.
8. Begin the debate by having four students, two from each side, occupy the speaker’s chairs in front and present their respective arguments. Either side may start, and then the two sides should take turns presenting arguments and refuting the position taken by the opposing side.
9. Once the debate has started, the remaining students may “tag” into the debate by touching the shoulder of a participating member of their team. You may also choose to stop the debate at any time and require that a “tag” take place that involves students who have not yet presented ideas. As students participate, make initial assessments on their rubric that will help in your final evaluation of their performance.
10. After the debate, lead a class discussion by asking students to identify which arguments on both sides were the most persuasive and which issues seemed to be the most controversial.
11. Display a continuum on the board that has the debate question on top and the numbers zero to ten at the ends of the line. Inform students that zero is the strongest negative response to the debate question and the number ten is the strongest positive response to the question. Have students copy this continuum onto the sheet that contains their initial three arguments and then mark with an X where their opinion fits on the spectrum now that they have completed the debate. (Students may have changed their minds from their initial written positions.) Students should then write the most important reason for their decision about

where to place the X. If students choose the middle (5) position, they should explain why they are undecided or unable to present a clear position. Collect these written responses and incorporate them into the final assessment for this activity.

12. Guide students through a discussion of the successes and challenges in doing this activity.

## Your Challenge 4 – Evaluation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

### Your Tag Debate

#### Knowledge and Understanding of the Issue

Category	Insufficient	Limited	Adequate	Proficient	Excellent
<b>Shows an understanding of the issues that relate to Canada's national identity</b>	Shows insufficient understanding of the issues that relate to Canada's national identity	Shows little understanding of the issues that relate to Canada's national identity	Shows some understanding of the issues that relate to Canada's national identity	Shows solid understanding of the issues that relate to Canada's national identity	Shows excellent understanding of the issues that relate to Canada's national identity
<b>States arguments to support assigned position</b>	Does not clearly state arguments	States arguments with little clarity	States arguments with some clarity	States arguments clearly	States arguments with a high degree of clarity
<b>Includes valid evidence to support arguments</b>	Does not include much valid evidence	Includes limited valid evidence	Includes some valid evidence with minor errors	Includes clear and valid evidence	Includes a great deal of valid, well-chosen evidence

#### Analysis and Evaluation of Information

<b>Effectively analyzes and evaluates different viewpoints</b>	Does not analyze or evaluate different viewpoints	Analyzes and evaluates different viewpoints with limited effectiveness	Analyzes and evaluates different viewpoints with some effectiveness	Analyzes and evaluates different viewpoints effectively	Analyzes and evaluates different viewpoints with a high degree of effectiveness
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#### Quality of the Written Component of the Assignment

<b>Clarity of writing</b>	Writing is not clear and intent is not discernible	Writing is insufficiently clear and leaves some doubt of intent	Writing is somewhat clear and intent is discernible	Writing is clear and presents a consistent message	Writing is very clear and purposefully structured
<b>Completeness and degree of thoughtfulness</b>	Incomplete with disjointed ideas	Somewhat incomplete with simple assertions	Mostly complete with straight-forward explanations	Complete with reasonable explanations	Complete with well-considered explanations
<b>Uses appropriate spelling, grammar, and usage conventions</b>	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