

SUGGESTED
TEACHING
ACTIVITIES

SUGGESTED TEACHING ACTIVITIES

The suggested teaching activities in this teacher's resource include a variety of materials designed to help you organize the course content to enhance students' learning. These materials include step-by-step lesson plans, as well as reproducibles that can be photocopied for students to use.

STRUCTURE OF SUGGESTED TEACHING ACTIVITIES

The lessons included in this teacher's resource are presented in four sections that correspond to the four related issues of *Understanding Nationalism*. The lessons for each related issue are presented in four chapters, and within each chapter, the pages have been grouped to enable you and the students to cover the course material in a total of 73 lessons. To help achieve this goal, groupwork of various kinds is designed and integrated into the lessons.

The 73 lessons include class time for students to complete the related-issue challenges. The amount of class time you schedule for these activities depends on the periods available and students' needs and abilities. In some cases, you may feel confident about assigning these activities as homework; in other cases, you may decide that students need the support provided by working on the activities in the classroom.

To help students achieve success, each lesson opens with a brief overview of the issues that will be explored and the goals of the teaching and learning strategies in the lesson. The lessons are organized as follows:

Question(s) — Refers to the related-issue question or the chapter-issue question and inquiry question(s) for the section of the chapter covered in the lesson.

Estimated Time — Though each lesson is designed to be completed in a 75-minute period, this is a rough guide only. You will need to adapt the lessons to meet the time constraints imposed by students' timetables at your school, as well as the needs, interests, abilities, and learning styles of the students in your classes.

Getting Ready — Lists things you need to do ahead of time to prepare for each lesson. These preparations may include photocopying or creating overhead transparencies of reproducibles, which are found in the section titled "Reproducibles."

Resources — Highlights the pages of *Understanding Nationalism* covered in each lesson.

Additional Resources — Includes web sites, books, and videos that may be useful references for you or the students.

Assessment and Evaluation Activities — Provides opportunities for you to assess students' learning and for students to use the feedback you provide to revise their work before it is summatively assessed as part of the related-issue challenge.

Prior Learning — Sets out the previous learning that students will draw from and build on as they complete the activities in each lesson.

Teaching and Learning Strategies — Provides step-by-step instructions for using various strategies, such as think-pair-share groups, a jigsaw activity, or a four-corners debate, to guide students through the lesson and help them prepare to engage in discussions, respond to questions, and complete in-chapter and end-of-chapter activities, as well as the related-issue challenge.

More to the Story — Expands on the narrative in *Understanding Nationalism* by providing additional information and anecdotes. These features provide an opportunity for you to engage students through oral storytelling.

Vocabulary Tip — Alerts you to difficult or unusual vocabulary and provides quick suggestions for helping you expand students’ repertoire of decoding skills and knowledge.

Differentiating Instruction — Includes suggestions for accommodating the needs and interests of students with a wide range of abilities and learning styles.

Answers to Reproducibles and Activities in “Think . . . Participate . . . Research . . . Communicate . . .” — Includes answers to questions and activities when specific answers can be identified. Possible responses to activities in the reproducibles are usually suggested when they come into play in the section titled “Teaching and Learning Strategies.” Possible responses to activities in “Think . . . Participate . . . Research . . . Communicate . . .” are included at the end of the final lesson of each chapter.

But because *Understanding Nationalism* is designed to encourage creative and critical thinking, most of the reproducibles and end-of-chapter activities encourage students to explore, experiment, analyze, and evaluate by establishing criteria for making their own judgments about issues. As a result, no single correct answer can — or should — be identified or expected.

HOW TO USE THE SUGGESTED TEACHING ACTIVITIES

The suggested teaching activities may be used effectively in a variety of ways. You may, for example, wish to

- work your way, step by step, through the lessons
- choose the strategies you find most applicable
- use the reproducibles but design your own lessons and assessment activities
- adapt various lessons, reproducibles, and assessment activities to suit the needs, interests, abilities, and learning styles of the students in your class

REPRODUCIBLES

The section titled “Reproducibles” includes all the reproducibles needed for all the lessons presented in this resource. The reproducibles are organized into two groups:

1. Reproducibles identified by letter (e.g., Reproducible G, T-Chart): These are generic reproducibles that can be used repeatedly to achieve specific learning objectives.
2. Reproducibles identified by number (e.g., Reproducible 1.1.6, My Identity Organizer): These reproducibles are designed for use at specific points in specific lessons. They are numbered sequentially by related issue and chapter. In Reproducible 1.1.6, for example, the first number signifies Related Issue 1, the second number signifies Chapter 1, and the third number means that this is the sixth reproducible for this chapter.

An index to both groups is located at the beginning of the section titled “Reproducibles.”

CD-ROMS — UNDERSTANDING NATIONALISM

The CD-ROMs that accompany this teacher’s resource include all the photographs, maps, charts, and diagrams that appear on the pages of *Understanding Nationalism*. These can be used to create overhead transparencies or presentation slides that will enhance both your teaching and students’ learning.

QUICK LESSON PLANNER

Notes

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — emphasized in each chapter are listed in the curriculum congruence chart (pp. 28–35), but all general and specific outcomes for each related issue are reflected to varying degrees in every chapter of each related issue.
3. Skills and processes outcomes are listed in the curriculum congruence chart (pp. 36–55).
4. IQ stands for “inquiry question.”
5. Differentiated instruction strategies are discussed on pages 71 to 74.

QUICK LESSON PLANNER

Related Issue 1 Should nation be the foundation of identity?		
General Outcome Students will explore the relationship between nation and identity.		
Chapter 1 — Nation and Identity Chapter Issue — Are nation and identity related?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 1 (pp. 14–17)	Related Issue Opener Introduce Related Issue 1 Your Challenge Introduce idea of challenges and specifically discuss expectations for the challenge for Related Issue 1	75 minutes
2 Introduction to Chapter 1 Understandings of Nation (pp. 18–24)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some understandings of nation? Explore different concepts of nation The View from Here Three views on what makes a nation a nation	75 minutes
3 Sources of Ideas about Nation (pp. 25–29)	IQ 2: What are some sources of ideas about nation? Explore how language, religion, politics, and other sources shape ideas about nation	75 minutes
4 Nation as a Civic Concept (pp. 30–34)	IQ 3: What is a civic nation? Explore various understandings of nation as a civic concept Making a Difference Mustafa Kemal Atatürk — Founder of the Turkish Nation	75 minutes
5 Nation and Identity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 35–39)	IQ 4: In what ways can identity and nation be related? Explore the relationship between identity and nation Taking Turns Discuss the role of nation in students’ lives Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Choose a Name and Headline	75 minutes

Chapter 2 — Shaping Nationalism		
Chapter Issue — How do external and internal factors shape nationalism?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 2 Factors That Shape Nationalism (pp. 40–43)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some factors that shape nationalism? Explore the French Revolution and some historical factors that shaped French nationalism	75 minutes
7 Factors That Shape Nationalism (continued) (pp. 44–50)	IQ 1: What are some factors that shape nationalism? (continued) Explore social, economic, geographic, and political factors that shaped French nationalism The View from Here Four lists of grievances presented to French delegates at the Estates General in 1789	75 minutes
8 Responses to Some Factors That Shape Nationalism GeoReality (pp. 51–54)	IQ 2: How have people responded to some factors that shape nationalism? Explore how symbols and stories contribute to a sense of nationalism GeoReality Immigrants in France — Liberty, Equality, and Fraternity?	75 minutes
9 Canadian Responses to Some Factors That Shape Nationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 55–61)	IQ 3: How have people in Canada responded to some factors that shape nationalism? Explore some symbols, stories, and perspectives that have shaped nationalism in Canada Making a Difference Victoria Callihoo — The Métis Queen Victoria Taking Turns Discuss how people’s stories have helped shape Canadian nationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Add Visuals and Questions	75 minutes

Chapter 3 — Reconciling Nationalist Loyalties		
Chapter Issue — How should people reconcile their contending nationalist loyalties?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 3 Loyalties and Choices (pp. 62–66)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How do nationalist loyalties shape people’s choices? Explore some ways in which nationalist loyalties shape people’s choices	75 minutes
11 Affirming Nationalist Loyalties (pp. 67–71)	IQ 2: What choices have people made to affirm nationalist loyalties? Explore choices that some Inuit and First Nations people have made to affirm nationalist loyalties Making a Difference Kiviaq — Championing a People’s Rights	75 minutes
12 Nationalist Loyalties and Conflict Impact (pp. 72–76)	IQ 3: How can nationalist loyalties create conflict? Explore how contending nationalist loyalties can create conflict, particularly in Newfoundland and Québec Taking Turns Discuss whether contending nationalist loyalties create conflict for students Impact Québécois Nationalism	75 minutes
13 Reconciling Contending Loyalties Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 77–83)	IQ 4: How have people reconciled contending nationalist loyalties? Students will explore how some Aboriginal peoples in Canada have attempted to reconcile contending nationalist loyalties Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Plan and Draft a Supported Opinion Paragraph	75 minutes

Chapter 4 — Reconciling Nationalist and Non-Nationalist Loyalties		
Chapter Issue — How can nationalist and non-nationalist loyalties be reconciled?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 4 Non-Nationalist Loyalties (pp. 84–88)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are non-nationalist loyalties? Explore the nature of loyalties and examine non-nationalist loyalties	75 minutes
15 Competing Loyalties (pp. 89–94)	IQ 2: How do nationalist and non-nationalist loyalties contend? Explore the conflict that can occur when class, religious, regional, ideological, and cultural loyalties contend with nationalist loyalty	75 minutes
16 Reconciling Contending Loyalties (pp. 95–98)	The View from Here Three points of view on developing the oil sands IQ 3: How have people reconciled nationalist and non-nationalist loyalties? Explore how some people have attempted to reconcile conflicts in their nationalist and non-nationalist loyalties Making a Difference Sandra Lovelace Nicholas — Fighting for First Nations Women	75 minutes
17 Fighting for a Sense of Belonging and Freedoms Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 99–103)	IQ 3: How have people reconciled nationalist and non-nationalist loyalties? (continued) Explore cases of people who have fought for a sense of belonging, religious freedom, ethnic equality, and justice Taking Turns Discuss whether it is important to reconcile nationalist and non-nationalist loyalties Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Put It All Together	75 minutes
18 Your Challenge Presentations (pp. 14–102)	Your Challenge Presentations Opportunities for students to present their magazine spreads	75 minutes

Related Issue 2 Should nations pursue national interest?		
General Outcome Students will understand impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 5 — National Interest and Foreign Policy Chapter Issue — How do national interest and foreign policy shape each other?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 2 Introduction to Your Challenge (pp. 104–107)	Related Issue Opener Introduce Related Issue 2 Your Challenge Discuss expectations for the challenge for Related Issue 2	75 minutes
2 Introduction to Chapter 5 National Interest (pp. 108–112)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is national interest? Explore various understandings of national interest	75 minutes
3 Nationalism and National Interest (pp. 113–115)	IQ 2: How are nationalism and national interest related? Explore the relationship between nationalism and national interest	75 minutes
4 How National Interest Shapes Foreign Policy (pp. 116–121)	IQ 3: How has national interest shaped foreign policy? Explore how national interest can shape foreign policy, using the World War I peace settlements and treaties in the Middle East as examples Making a Difference Woodrow Wilson — Visionary or Dreamer? The View from Here Three views on the Treaty of Versailles	75 minutes
5 How Foreign Policy Shapes National Interest GeoReality Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 122–129)	GeoReality Oil and National Interests in Iraq IQ 4: How has foreign policy shaped national interest? Explore how foreign policy can shape national interest, using Canadian involvement in Afghanistan as an example Taking Turns Discuss whether Canadian foreign policy in Afghanistan has supported the national interests of the Afghan people Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Create a Historical Map	75 minutes

Chapter 6 — Nationalism and Ultrationalism Chapter Issue — How can nationalism lead to ultrationalism?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 6 Ultrationalism (pp. 130–135)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is ultrationalism? Explore the differences between nationalism and ultrationalism, as well as the role of propaganda	75 minutes
7 Development of Ultrationalism (pp. 136–140)	IQ 2: How does ultrationalism develop? Explore some factors and events that can transform nationalism into ultrationalism Taking Turns Discuss how a crisis might affect people’s sense of nationalism and national identity	75 minutes
8 Responses to Ultrationalism (pp. 141–146)	IQ 3: How have people responded to ultrationalism? Explore appeasement and war as responses to ultrationalism	75 minutes
9 Responses to Ultrationalism (continued) Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 147–151)	IQ 3: How have people responded to ultrationalism? (continued) Explore raising awareness and peacekeeping as responses to ultrationalism Making a Difference Joy Kogawa — Shedding Light on a Shameful Story The View from Here Four views on peacekeeping Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Present an Example of Propaganda	75 minutes

Chapter 7 — Ultrationalism and Crimes against Humanity Chapter Issue — How can ultrationalism lead to crimes against humanity?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 7 Crimes against Humanity (pp. 152–156)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are crimes against humanity? Explore the concepts and definitions of crimes against humanity, genocide, and war crimes	75 minutes
11 Ultrationalism and Crimes against Humanity Impact (pp. 157–162)	IQ 2: How has ultrationalism caused crimes against humanity? Explore the role of ultrationalism in the Armenian genocide, the Ukrainian famine, the Holocaust, and the bombing of Hiroshima and Nagasaki Impact Shoah — The Holocaust	75 minutes
12 Contemporary Consequences of Ultrationalism (pp. 163–167)	The View from Here Four views on dropping the atom bomb on Hiroshima and Nagasaki IQ 3: What are some current consequences of ultrationalism? Explore some of the current consequences of ultrationalism, including the creation of the International Criminal Court and events in the former Yugoslavia and Rwanda Making a Difference Louise Arbour — Speaking Out for Human Rights	75 minutes
13 Acting for Good Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 168–171)	IQ 3: What are some current consequences of ultrationalism? (continued) Examine three people who have acted for good in the face of evil Taking Turns Discuss whether crimes against humanity could happen again Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Present an Artifact	75 minutes

Chapter 8 — National Self-Determination Chapter Issue — Should national self-determination be pursued?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 8 National Self-Determination (pp. 172–175)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is national self-determination? Explore the concept of self-determination as it relates to nation-states as well as groups and collectives	75 minutes
15 Effects of Pursuing National Self-Determination (pp. 176–184)	IQ 2: What are some effects of pursuing national self-determination? Explore some effects of pursuing national self-determination in Indochina, India, Pakistan, Kashmir, and Tibet	75 minutes
16 Effects of National Self-Determination in Canada (pp. 185–190)	IQ 3: What are some effects on Canada of pursuing national self-determination? Explore the pursuit of national self-determination by First Nations, Inuit, and Métis and in Québec Making a Difference Zacharias Kunuk — Telling the Truth of What Happened The View from Here Four views on Prime Minister Stephen Harper’s motion recognizing that “the Québécois form a nation within a united Canada”	75 minutes
17 Unintended Results of Pursuing National Self-Determination Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 191–195)	IQ 4: What are some unintended results of pursuing national self-determination? Explore the unintended impact of pursuing national self-determination, including the creation of refugees and their impact on host countries Taking Turns Discuss how the pursuit of national self-determination has affected students Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Put It All Together	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their museum displays	75 minutes

Related Issue 3 Should internationalism be pursued?		
General Outcome Students will assess impacts of the pursuit of internationalism in contemporary global affairs.		
Chapter 9 — National Interest and Foreign Policy Chapter Issue — Does involvement in international affairs benefit nations and nation-states?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 3 Introduction to Your Challenge (pp. 196–199)	Related Issue Opener Introduce Related Issue 3 Your Challenge Discuss expectations for the challenge for Related Issue 3	75 minutes
2 Introduction to Chapter 9 Motives of Nations and Nation-States (pp. 199–206)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What motivates nations and nation-states to become involved in international affairs? Explore motives of nations and nation-states, as well as understandings of national interest	75 minutes
3 Failed States GeoReality Motives and the Responses of Nations and States (pp. 207–211, 213)	The View from Here Three views on failed states GeoReality Botswana and Zimbabwe — Similar Geography, Different Results IQ 2: How do the motives of nations and nation-states shape their responses to the rest of the world? Explore motives of nations and nation-states and how these motives shape their responses to the world Taking Turns Discuss whether isolationism is a valid response to the world	75 minutes
4 Motives and the Responses of Nations and States (continued) Understandings of Internationalism (pp. 212–216)	IQ 2: How do the motives of nations and nation-states shape their responses to the rest of the world? (continued) Continue exploring motives of nations and nation-states and how these motives shape their responses to the world IQ 3: What are some understandings of internationalism? Explore various understandings of internationalism	75 minutes
5 Benefits of Internationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 217–221)	Making a Difference Clara Hughes — Supporting Children’s Right to Play IQ 4: How does internationalism benefit nations and nation-states? Explore benefits of internationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Select Artifacts	75 minutes

Chapter 10 — Foreign Policy and Internationalism Chapter Issue — Should foreign policy promote internationalism?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 10 Foreign Policy (pp. 222–226)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How do countries set foreign policy? Explore factors that influence the development of foreign policy	75 minutes
7 Internationalism and Foreign Policy (pp. 227–232)	IQ 2: How can nation-states promote internationalism through foreign policy? Explore how peace and peacekeeping, and international law and agreements, can promote internationalism	75 minutes
8 Foreign Aid and Internationalism (pp. 233–237)	IQ 2: How can nation-states promote internationalism through foreign policy? (continued) Explore how foreign aid can promote internationalism Making a Difference Jenna Hoyt — The Power of One The View from Here Three views on foreign aid as a tool for promoting internationalism IQ 3: How does Canadian foreign policy promote both national interest and internationalism? Explore the process of balancing national interest and internationalism	75 minutes
9 Canadian Foreign Policy, National Interest, and Internationalism Impact Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 238–243)	IQ 3: How does Canadian foreign policy promote both national interest and internationalism? (continued) Explore banning landmines as an example of balancing national interest and internationalism Impact Canada and Peacekeeping — Myth and Reality Taking Turns Discuss whether national interest should be the focus of foreign policy Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Create Headlines	75 minutes

Chapter 11 — Internationalism and Nationalism		
Chapter Issue — Does promoting internationalism affect nationalism?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 11 Changing World Conditions (pp. 244–248)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How have changing world conditions promoted internationalism? Explore the relationships between changing world conditions and internationalism	75 minutes
11 Effects of the United Nations on Nationalism (pp. 249–254)	IQ 2: How has the United Nations affected nationalism? Explore how the United Nations has affected nationalism	75 minutes
12 Effects of International Organizations on Nationalism (pp. 255–258)	IQ 3: How have various international organizations affected nationalism? Explore how economic and regional organizations affect sovereignty and nationalism The View from Here Two views on the World Trade Organization	75 minutes
13 Effects of International Organizations on Nationalism (continued) Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 259–263)	IQ 3: How do the responses of various international organizations affect nationalism? (continued) Continue to explore how international organizations affect sovereignty and nationalism Making a Difference Mary Simon — A Life Devoted to Activism Taking Turns Discuss how much sovereignty Canada should give up to pursue internationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Create Two Diary Entries	75 minutes

Chapter 12 — Internationalism and Global Issues Chapter Issue — How effectively does internationalism address contemporary global issues?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 12 Contemporary Global Issues (pp. 264–269)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some contemporary global issues? Explore how climate change, the spread of disease, and access to water affect everyone	75 minutes
15 International Responses to Contemporary Global Issues (pp. 270–275)	IQ 2: How have people used internationalism to address contemporary global issues? Explore how internationalism has been used to address contemporary global issues	75 minutes
16 International Responses to Contemporary Global Issues (continued) (pp. 276–279)	IQ 2: How have people used internationalism to address contemporary global issues? (continued) Continue exploring how internationalism has been used to address contemporary global issues Making a Difference Sheila Watt-Cloutier — Defending the Right to Be Cold	75 minutes
17 Effectiveness of Internationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 280–285)	IQ 3: How effective is internationalism in addressing contemporary global issues? Explore different points of view and perspectives on whether internationalism is an effective way of addressing contemporary global issues Taking Turns Discuss whether internationalism is the only way to address global issues The View from Here Three views on whether the UN will remain a useful tool for dealing with global issues Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Write a Letter and Put It All Together	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their challenges	75 minutes

Related Issue 4 Should individuals and groups in Canada embrace a national identity?		
General Outcome Students will understand the complexities of nationalism within the Canadian context..		
Chapter 13 — Visions of Canada Chapter Issue — How have visions of Canadian identity evolved?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 4 (pp. 286–289)	Related Issue Opener Introduce Related Issue 4 Your Challenge Discuss expectations for the challenge for Related Issue 4	75 minutes
2 Introduction to Chapter 13 Visions of Canada (pp. 290–295)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is Canada? Explore various visions of Canada	75 minutes
3 Early Visions of Canada (pp. 296–299)	IQ 2: What were some early visions of Canada? Explore various issues that affected early visions of Canada The View from Here Four visions of pre-Confederation Canada	75 minutes
4 Meeting Canadians’ Needs Impact (pp. 300–307)	IQ 3: Did early visions of Canada meet people’s needs? Explore some groups that were excluded from early visions of Canada Taking Turns Discuss vision of Canada that meets students’ needs Impact The Ukrainian Experience in Canada	75 minutes
5 Reflections of Various Visions in Canada Today Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 308–311)	IQ 4: Does Canada today show that visions of Canadian identity have evolved? Explore how the evolution of visions of Canada is reflected in the country today Making a Difference Neil Bissoondath — Challenging Multiculturalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Analyze the Debate Statement	75 minutes

Chapter 14 — Canadian Identity		
Chapter Issue — Have attempts to promote national identity been successful?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 14 Canadian Symbols and Myths (pp. 312–316)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How have symbols and myths been used to promote a national identity? Explore how symbols and myths have been used to promote a Canadian identity Making a Difference Jowi Taylor and George Rizsanyi — The Six String Nation Guitar	75 minutes
7 Institutions and National Identity (pp. 317–320)	IQ 2: How have institutions been used to promote a national identity in Canada? Explore how institutions attempt to promote a Canadian national identity	75 minutes
8 Government Programs and National Identity (pp. 321–325)	IQ 3: How can government programs and initiatives be used to promote a national identity? Explore how government programs and initiatives can be used to promote national identity The View from Here Three views on a CBC-TV decision	75 minutes
9 Individuals and National Identity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 326–331)	IQ 4: How can individuals promote a national identity? Explore how individuals can promote national identity Taking Turns Discuss whether students have a responsibility to promote national identity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Build a Consensus	75 minutes

Chapter 15 — The Quest for Canadian Unity Chapter Issue — Should Canadian unity be promoted?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 15 (pp. 332–336)	<p>Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism”</p> <p>IQ 1: What is national unity? Explore the nature of national unity</p> <p>Making a Difference Maude Barlow — Dedicated to Canadian Unity</p>	75 minutes
11 Factors Affecting Canadian Unity (pp. 337–342)	<p>IQ 2: How does the nature of Canada affect national unity? Explore how geography, alienation in various regions of Canada, and the federal system affect national unity</p>	75 minutes
12 Factors Affecting Canadian Unity (continued) GeoReality (pp. 343–349)	<p>IQ 2: How does the nature of Canada affect national unity? (continued) Explore how the “Québec issue” and Aboriginal claims affect national unity</p> <p>The View from Here Three views on trying to bring Québec into the Constitution</p> <p>GeoReality Nunavik and the New North</p>	75 minutes
13 Changing Concepts of National Unity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 350–355)	<p>IQ 3: How has the changing face of Canada affected national unity? Explore how some emerging trends and economic globalization are affecting national unity</p> <p>Taking Turns Discuss the impact of globalization on Canadians’ sense of national unity</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Skill Builder to Your Challenge Develop an Informed Position</p>	75 minutes

Chapter 16 — Visions of National Identity Chapter Issue — Should I embrace a national identity?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 16 Visions of Nation (pp. 356–360)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some visions of nation? Explore various visions of nation	75 minutes
15 Visions of Canada (pp. 361–366)	IQ 2: What are some visions of Canada? Explore various visions of Canada Making a Difference Zarqa Nawaz — Breaking Down Stereotypes	75 minutes
16 Visions of Canada (continued) (pp. 366–371)	IQ 2: What are some visions of Canada? (continued) Explore how asymmetrical federalism, multiculturalism, North American integration, and globalization shape visions of Canada The View from Here Three views on the success of multiculturalism Taking Turns Discuss North American integration	75 minutes
17 Personal Visions of National Identity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 372–375)	IQ 3: What is your vision of national identity? Explore personal visions of national identity Think . . . Participate . . . Research . . . Communicate . . . Skill Builder to Your Challenge Develop Relevant Questions	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to participate in a four-corners debate and build a class consensus	75 minutes

INTRODUCING *UNDERSTANDING NATIONALISM*

TOUR OF THE TEXTBOOK AND PROLOGUE AT A GLANCE

“Tour of the Textbook” focuses on the features of *Understanding Nationalism* and introduces the structure of the textbook and the 20-2 course of study.

The prologue lays the foundation for students’ exploration, analysis, and evaluation of nationalism. It introduces the idea that students will encounter many points of view and perspectives on nation, identity, and nationalism and will consider many issues related to these phenomena. The prologue also establishes the critical-thinking framework and the inquiry process that are essential tools in students’ exploration, analysis, and evaluation of issues. Students will use these tools as they develop their responses to the key course question: To what extent should we embrace nationalism?

QUICK LESSON PLANNER

NOTES

1. The time designated for this lesson is an estimate only. You will need to adapt the lesson to match the timetable at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — for each chapter are listed in the curriculum congruence chart (pp. 28–35). All general and specific outcomes for each related issue are reflected to varying degrees in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 36–55).
4. Differentiated instruction strategies are discussed on pages 71 to 74.

Introducing <i>Understanding Nationalism</i>		
Lesson	Lesson Focus	Estimated Time Required
1 Tour of the Textbook and Prologue (pp. viii–13)	<p>Tour of the Textbook Explore the features of <i>Understanding Nationalism</i></p> <p>Prologue Explore course structure and goals, and introduce key concepts (e.g., understandings of nationalism), critical thinking and criteria, issue and powerful questions, and the inquiry process</p>	75 minutes

LESSON 1

TOUR OF THE TEXTBOOK AND PROLOGUE

Key course question: To what extent should we embrace nationalism?

This lesson introduces the 20-2 course, *Understandings of Nationalism*, as well as this textbook, *Understanding Nationalism*. In the process, the lesson lays the foundation for students' exploration, analysis, and evaluation of nation, identity, and nationalism. The lesson also introduces some basic tools and vocabulary that students will need to make the most of the textbook and complete the course successfully.

In addition, students will begin to consider how to prepare the four challenges that they will complete as they progress through the course. These challenges will form the basis of your evaluation of students' overall progress for the purpose of assigning a grade.

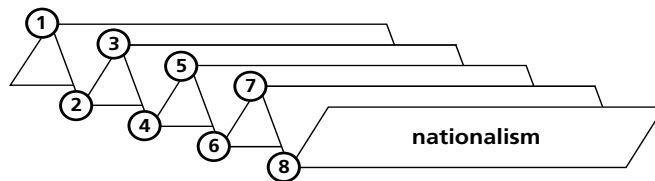
ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible TOT 1, Getting to Know *Understanding Nationalism*
- Reproducible TOT 2, Practise Identifying and Asking Issue Questions
- Reproducible TOT 3, What Criteria Would You Use?
- Reproducible TOT 4, Practise Identifying and Asking Powerful Questions
- Reproducible A, Ten Steps to Preparing Research
- Reproducible B, Ten Steps to Making Effective Presentations
- Reproducible C, Francophone References
- Reproducible D, Aboriginal References

Prepare enough blank sheets of paper to distribute one to each group when you divide the class into groups of three or four. Fold each sheet eight times so it resembles a fan. On the outside of each, write the word "nationalism."



Create an overhead transparency or presentation slide of Figure P-1 (p. 1, *Understanding Nationalism*) and Figure P-6 (p. 9).

Book an overhead projector, or a computer, and screen.

You may also wish to have one or more blank transparencies available.

RESOURCES

Understanding Nationalism, pages viii–xvi, 1–13

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.

www.nationalismproject.org

Eric Zuelow maintains a scholarly site called The Nationalism Project. The site provides a bibliography of journal articles, links to a range of resources, and a page titled “What Is Nationalism?” that briefly encapsulates “the four core debates that permeate the study of nations and nationalism.”

<http://plato.stanford.edu/entries/nationalism>

The Stanford Encyclopedia of Philosophy offers a page titled “Nationalism” that provides a comprehensive analysis of the term and its history.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students’ participation in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and group activities

You may also wish to collect and assess one or more of the reproducibles and make anecdotal notes about students who may benefit from differentiated instruction.

PRIOR LEARNING

The first part of this lesson draws on students’ familiarity with the features and structure of textbooks and informational books. The second part draws on their current understanding of nation and nationalism, as well as their previous experience with the process of inquiry and critical thinking.

TEACHING AND LEARNING STRATEGIES

1. Begin by holding up the textbook and asking students to name both the book — *Understanding Nationalism* — and the course — Understandings of Nationalism. Then ask what single word or concept provides the focus for both the textbook and the course. At this point, what does this word mean to students?
2. Divide the class into groups of three or four and distribute a sheet of fan-folded paper to each group. Point out the word “nationalism” on the outside fold and ask the groups to consider this question: What are some things you think you will explore as you study nationalism?
 Ask one member of each group to lift the outside fold and, on the next fold, record one or two predictions in response to your question. When this group member finishes, tell him or her to cover the fold, open the sheet to the next fold, and pass the paper to the next group member — who should not peek at what was written. Instruct the groups to continue this process until everyone has recorded predictions.
 When the groups finish, collect and unfold their papers. With the class, discuss students’ predictions and their connections to nationalism. Post the sheets of paper or record students’ predictions on the chalkboard, a sheet of chart paper, or an overhead transparency.
3. Instruct students to scan the table of contents on pages iii to vii to locate topics and features that relate to their predictions. As they do this, ask them to identify the page numbers. Record these next to each prediction. Be sure to provide students with opportunities to revise the predictions if they wish.

4. Ask students to locate the page numbers of the map appendix (pp. 376–395, *Understanding Nationalism*). Point out that this appendix includes both political and physical maps and ask volunteers to identify elements of each. Jot their responses on the chalkboard under the headings “Political Maps” and “Physical Maps.” Their responses may include the following:
 - Political Maps
 - show political divisions such as countries, states, and provinces
 - include legends that explain the symbols shown
 - include a scale that shows distance
 - show capital cities and other large cities
 - show major bodies of water
 - Physical Maps
 - show important geographic features
 - do not show cities
 - include lines of latitude and longitude
 - show elevation (height) of the land
 - include a scale that shows distance

Ask students to scan the chalkboard lists and explain the difference between the two kinds of maps. They are likely to respond that physical maps show physical features while political maps show how people have named and divided up land.

Vocabulary Tip

Both scanning and skimming are important previewing skills, but they are different.

- Scanning involves looking quickly down a page to locate specific items, details, or features.
- Skimming means reading quickly to find the main idea of a passage.

4. Distribute Reproducible TOT 1, Getting to Know *Understanding Nationalism*, and ask students to work with a partner to skim the section titled “Tour of the Textbook” (pp. viii–xvi, *Understanding Nationalism*) and to answer the questions on the reproducible. When the pairs finish, guide the class through a discussion by asking volunteers to share their responses.
5. Draw students’ attention to page xi of *Understanding Nationalism*. Point out that they will be completing four challenges as they proceed through the course and distribute Reproducible A, Ten Steps to Preparing Research, and Reproducible B, Ten Steps to Making Effective Presentations. Explain that the points on these reproducibles will help students prepare for the challenges and other activities, then briefly review the points with the class. Instruct students to store these pages in their notebook or portfolio for future reference.
6. Display an overhead transparency or presentation slide of Figure P-1 (p. 1, *Understanding Nationalism*). With students, examine the words contained in the graphic. Ask students which related words they are not yet familiar with. Where would they go to find more information? On the basis of the information in Figure P-1, what do they think they will study in this course? Does one group of words stand out as posing questions that are more difficult? Less difficult? Why?

With students, read the first four paragraphs on page 1. Then ask students to read the section titled “Nationalism: The Word.” Draw their attention to the two activity icons and ask them to turn to “Tour of the Textbook” and find the page that describes the purpose of these symbols.

Explain that students will encounter many of these icons as they progress through *Understanding Nationalism*. Ask them to respond to the activity icons on this page. Give students a few minutes to record their predictions in their journal, learning log, portfolio, or computer file.

7. Explain that as students progress through this course, they will encounter many points of view and perspectives on issues related to nationalism. With the class, read the sections titled “What Is Nationalism?” and “Your Exploration of Nationalism” (pp. 2–3, *Understanding Nationalism*). Then ask the students to respond to the activity icon on page 2.

To guide this discussion, you may wish to draw a continuum on the chalkboard. At one extreme, write “Highly Negative” and at the other “Highly Positive.” Ask students to locate each of the margin definitions on the continuum — and to explain the reasons for their choices.

Note: If you ask students to choose a definition to defend, remind them to use respectful language that is sensitive to the ideas and feelings of others.

8. Explain that this social studies course, *Understandings of Nationalism*, presents an issue-focused, inquiry-based approach to the topic of nationalism. But what is an issue? With students, recall the key question for the course — To what extent should we embrace nationalism? — and explain that this is considered an issue question. Ask students why this might be so and record their responses on the chalkboard, a sheet of chart paper, or an overhead transparency.

Students may suggest reasons such as

- people may respond to the question in various ways
- no single, correct answer can be given
- responding to the question requires people to gather information and think carefully
- an answer, decision, or action is required.

Instruct students to read the section titled “What Is an Issue?” as far as the heading “Elements of Issues” (p. 4, *Understanding Nationalism*). Read aloud the first paragraph of the section titled “Elements of Issues.” Ask a volunteer to read aloud the section titled “Policy.” Instruct students to examine the passage and the example and to explain whether — and how — it matches the responses you recorded on the chalkboard. Do the same for each section on page 5.

Distribute Reproducible TOT 2, *Practise Identifying and Asking Issue Questions*, and instruct students to work with a partner to complete it. When they finish, you may wish to ask volunteers to share some of their questions.

9. Point out that responding to issue questions requires critical thinking — considering evidence and using clear criteria when formulating responses. Direct students’ attention to the exploding concept for the word “criteria” (p. 6, *Understanding Nationalism*). Explain that criteria, as noted in the exploding concept, are standards they can use when making judgments.

Ask students to consider their own lives and suggest examples of occasions when they use criteria to judge things in their own lives. They may suggest

- the quality of a song — has a great beat; is by my favourite singer; is good for dancing
- the quality of a movie — great special effects; includes superstars in the cast; features non-stop action
- a good friend — agrees with me; keeps secrets; shares my sense of humour

Then ask students to read pages 6 and 7 of the prologue. As they read, distribute Reproducibles TOT 3, What Criteria Would You Use?, and Reproducible TOT 4, Practise Identifying and Asking Powerful Questions. Instruct students to complete the reproducibles either on their own or with a partner. To gauge students' ability to work in small and larger groups and to assess how much practice in groupwork may be required, you may wish to organize either or both of these activities as a think-pair-share activity (see p. 75).

10. Draw students' attention to the section titled "Habits of Mind" (p. 8, *Understanding Nationalism*). Ask them to skim this page to pick out three habits of mind that they believe they already possess. Then ask them to pick out three habits of mind they believe they need to develop more thoroughly. You may wish to suggest that they record these in their journal as goals for the course. If so, make a note to remind students to return to these goals as the course progresses so they can monitor their progress.
11. Ask students to read the sections titled "The Inquiry Process" and "Steps in the Inquiry Process" (pp. 9–11, *Understanding Nationalism*). Then display an overhead transparency or presentation slide of Figure P-6 (p. 9) and ask students to suggest examples of each step in the process. Where would they go if they need help with a step? If they need more information? Guidance? Feedback?
12. Explain that students will encounter many new terms as they progress through this course and draw their attention to the section titled "Terms Used in *Understanding Nationalism*" (p. 12, *Understanding Nationalism*). Ask students to scan the page for terms that stand out. They will probably note the boldface terms "multiculturalism" and "pluralism." Demonstrate how they can find definitions of these terms in the narrative that follows the boldface, then ask them to read the rest of the page. As they read, distribute Reproducible C, Francophone References, and Reproducible D, Aboriginal References. Briefly discuss these usages with the class and instruct students to store these pages in their notebook or portfolio for future reference.

DIFFERENTIATING INSTRUCTION

During this first lesson, circulate as students are working on their own, with partners, and in small groups to begin assessing the kinds of accommodations that may be necessary and how effectively students work in groups. You might also collect students' worksheets to assess their skills and abilities. Begin making notes about how individual students might benefit from differentiated learning opportunities (see pp. 71–74).