

## RELATED-ISSUE LESSONS

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## INTRODUCING RELATED ISSUE 1

### SHOULD NATION BE THE FOUNDATION OF IDENTITY?

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#### RELATED ISSUE 1 AT A GLANCE

**Related Issue 1** focuses on understandings of nation and how these understandings shape — and are shaped by — identity, both individual and collective. This exploration, analysis, and evaluation lays the groundwork for many of the concepts and issues that will be explored in this and subsequent related issues, as the relationship between personal identity and the identity of nations is integral to developing understandings of people's points of view and perspectives on nation and nationalism.

Students' exploration, analysis, and evaluation of nation and identity will touch on a variety of issues, including the idea of a nation as made up of its people, the distinction between nation and nation-state, and nation as a collective, patriotic, linguistic, ethnic, cultural, religious, geographic, spiritual, and political concept. Students will explore, analyze, and evaluate the development of a civic nation and historical nationalism, as well as how people have attempted to reconcile the nationalist and non-nationalist loyalties that can come into conflict.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — Should nation be the foundation of identity? — and complete the challenge for this related issue, they will also be working toward developing their own response to the key-issue question: To what extent should we embrace nationalism?

#### QUICK LESSON PLANNER — RELATED ISSUE 1

##### 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 to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 36–55).
4. IQ stands for “inquiry question.”
5. Strategies for differentiated instruction are discussed on pages 71 to 74.

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

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

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

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

## LESSON 1

### INTRODUCTION TO RELATED ISSUE 1

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

This lesson introduces Related Issue 1 and its challenge: creating a two-page spread for a magazine or e-zine.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible E, My KWL Chart
- Reproducible 1.1.1, Your Challenge 1 — Checklist for Success
- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric

Prepare an overhead transparency or presentation slide of Reproducible E, My KWL Chart, and Figure 1-5 (p. 23, *Understanding Nationalism*).

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

Collect sheets of chart paper and markers.

Collect a selection of magazines and/or book time in a computer lab (optional).

### RESOURCES

*Understanding Nationalism*, pages 14–17

### 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.

<http://web.ku.edu/~edit/heads.html>

Tips on how to write headlines.

[www.americanpressinstitute.org/content/p318\\_c1390.cfm](http://www.americanpressinstitute.org/content/p318_c1390.cfm)

A checklist of tips on creating captions.

[http://www2.actden.com/Writ\\_Den/tips/paragrap](http://www2.actden.com/Writ_Den/tips/paragrap)

Step-by-step instructions on writing a paragraph.

[www.snd.org/about/history\\_contests.html](http://www.snd.org/about/history_contests.html)

The Society for News Design gives out awards every year. Students can check out the winners for design tips that can help them complete the challenge for this related issue.

### ASSESSMENT AND EVALUATION ACTIVITIES

This lesson sets the stage for assessment and evaluation throughout the course by introducing students to the first of the challenges that frame each related issue. It also demonstrates to students that their work in the course — and the way their work is assessed and evaluated — will involve them in working on their own, in pairs and small groups, and as a class. Continue monitoring students to identify their learning abilities and preferences.

**PRIOR LEARNING**

This lesson builds on ideas introduced in the prologue and on students' knowledge of Canada and other countries today.

**TEACHING AND LEARNING STRATEGIES**

1. To activate prior learning and prepare for this lesson, show an overhead transparency or presentation slide of Reproducible E, My KWL Chart, and distribute the KWL chart to students. Fill in the topic as "Nation and Identity" and instruct students to do the same on their copies. Work with students to fill in a couple of lines in the first two columns, then ask students to complete the first two columns on their own.
2. When students finish these columns, ask them to choose a partner — or assign partners — and instruct the pairs to compare their responses. Then ask volunteers to read out a point from their charts and guide the class through a discussion of these. When the discussion is finished, collect the KWL charts and store them for Lesson 5.
3. Divide the class into groups of four or five students. Display an overhead transparency or presentation slide of Figure 1-5 (p. 23, *Understanding Nationalism*). Distribute a sheet of chart paper and a marker to each group.

Instruct each group to choose a recorder to jot points under the headings "National Identity" and "Individual Identity." Ask them to work as a group to respond to these questions:

- What does the photograph tell us about Canada's national identity?
- What does it tell us about the fans' individual identities?

Under "National Identity," they may list

- Canada's national game
- Canada famous for hockey
- Team Canada

Under "Individual Identity," they may list

- sports fan
- likes to cheer on a local team
- grew up playing hockey

4. When the groups finish, ask each group to choose a spokesperson to share their points with the class. Or conduct a poll to determine how many students are hockey fans, how many play hockey, and whether they consider hockey part of their identity.
5. Draw students' attention to the opening chart on page 14 of *Understanding Nationalism*. Remind students of the chart they examined in the prologue and discuss how the shaded boxes containing the issue, chapter, and inquiry questions represent the structure of this first related issue.

Point out that the chapter-issue questions grow out of — and feed into — the related-issue question (e.g., the Chapter 1 issue question — Are nation and identity related? — grows out of and feeds into the Related Issue 1 question — Should nation be the foundation of identity?). Tell students that similar charts appear in the opener for each related issue.



6. To help students understand the structure of *Understanding Nationalism* and the course, ask them to scan the opening pages of Related Issue 2 (pp. 104–105), Related Issue 3 (pp. 196–197), and Related Issue 4 (pp. 286–287). Discuss how this structure will help students understand and form opinions on issues because learning comes from inquiry and asking questions. Information, perspectives, and points of view are easier to explore and remember when they are tied to focus questions.
7. Encourage students to consider what they are likely to explore in the four chapters of Related Issue 1 by asking questions like the following:
  - Which of the issue and inquiry questions on page 14 do you find most interesting?
  - Which questions are you able to respond to at this early stage?
  - Which topics do you already know something about?
  - Which questions do you think will be the most challenging?
8. Organize a think-pair-share activity (see p. 75) by telling students to choose a partner — or assign partners. Instruct the pairs to read the section titled “The Big Picture” (p. 15, *Understanding Nationalism*) and to jot brief notes in response to the following questions:
  - What is the main idea of the section titled “The Big Picture”?
  - In what ways is a national identity similar to an individual identity?
  - What are some of the factors that influence national identity?
  - Is more than one perspective represented?

Instruct the pairs to compare their notes with those of two other pairs. Then ask volunteers to read some of their points and guide a class discussion of these.
9. Draw students’ attention to “Your Challenge” on pages 16 and 17 of *Understanding Nationalism*. With students, read the sections titled “Your Two-Page Spread” and “What to Include” (p. 16), making sure that they understand the challenge they are expected to complete for this related issue.
10. Read aloud the section titled “How to Complete Your Challenge” and review the chart of skill builders (p. 17, *Understanding Nationalism*), making sure students understand how they will proceed through the steps of the challenge.

### Vocabulary Tip

Write the verbs “explore,” “analyze,” “evaluate,” and “explain,” on the chalkboard. Explain the importance of these verbs in the 20-2 curriculum — Understandings of Nationalism — and in *Understanding Nationalism*. Ask students what these four verbs mean.

- “Explore” means to inquire and investigate thoroughly.
- “Analyze” means to break down into parts and examine in detail, to examine critically, and to indicate which elements are essential.
- “Evaluate” mean to assess or appraise.
- “Explain” means to present a position that is well expressed, well supported, and persuasive.

11. Divide the class into small groups and ask students to review the sample two-page spread on page 17 of *Understanding Nationalism*. Instruct them to carefully consider the design elements that appear in the spread. Then distribute magazines to each group and ask students how designers have presented information in ways that attract and interest readers. As students respond, record design elements on the chalkboard or a sheet of chart paper so that you can return to them later.

12. Distribute copies of Reproducible 1.1.1, Your Challenge 1 — Checklist for Success and Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric. Explain that as students progress through this related issue and begin working on their two-page spread, they can use the checklist to gather feedback from you and their classmates and to ensure that they have met all the evaluation criteria. Then explain that the assessment rubric lets students know — ahead of time — how you will evaluate their two-page spreads. With students, examine the criteria included in the rubric to ensure that they understand all the items.

#### **DIFFERENTIATING INSTRUCTION**

1. Organize pairs and groups so that proficient readers and writers are grouped with students who may benefit from help with these tasks. You may also plan for continuing assessment of students as they work alone, in pairs, and in small groups.
2. Some students may want to examine online magazines, or e-zines, rather than review printed magazines. If you have computers in your classroom, this can be easily done. If not, you may decide to conduct part of the lesson in a computer lab.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge. Instead of a two-page spread, students could assemble a collage of photographs or drawings, make a short video, or present a dramatic or humorous skit that illustrates the connections between nation and identity.

## LESSON 2

### INTRODUCTION TO CHAPTER 1 UNDERSTANDINGS OF NATION

**Chapter-issue question:** Are nation and identity related?

**Inquiry question:** What are some understandings of nation?

In this lesson, students will begin to explore various understandings and concepts of nation. They will also begin to consider the connections between identity and nation.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.3, Personal Identity and Concepts of Nation
- Reproducible 1.1.4, Understandings of Nation
- Reproducible F, Mind Map (optional)

Create an overhead transparency or presentation slide of Figure 1-1 (p. 18, *Understanding Nationalism*).

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

#### RESOURCES

*Understanding Nationalism*, pages 18–24

#### 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.

[www.theglobeandmail.com/servlet/story/RTGAM.20070406.cover07/BNStory/VimyRidge](http://www.theglobeandmail.com/servlet/story/RTGAM.20070406.cover07/BNStory/VimyRidge)

This article by Michael Valpy explores how the victory at Vimy Ridge became a part of our national identity — and questions whether this is a myth.

[www.canada.com/calgaryherald/news/story.html?id=f3aeb05c-29de-4489-81c4-b57454d97604&k=90865](http://www.canada.com/calgaryherald/news/story.html?id=f3aeb05c-29de-4489-81c4-b57454d97604&k=90865)

This story explores the decision by Ramzah Khan, a 12-year-old from Calgary, to begin wearing a traditional Muslim headscarf and the role of clothing in a person's sense of identity and assimilation.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on students' understandings of nation and identity.

**TEACHING AND LEARNING STRATEGIES**

1. Display an overhead transparency or presentation slide of Figure 1-1 (p. 18, *Understanding Nationalism*). With students, examine the photograph and read the caption aloud. Then ask students whether they have participated in Canada Day celebrations. Did they dress up? Why — or why not? Are people who dress up more patriotic than people who do not?
2. Ask students to choose a partner — or assign partners — and distribute Reproducible 1.1.3, Personal Identity and Concepts of Nation. Instruct students to work with their partner to read page 19 of *Understanding Nationalism* and to use the reproducible to respond to the questions about the photograph, then to add examples from their own lives. When they finish, ask the pairs to compare their charts with that of another pair and to revise their charts if they wish.
3. While students are still in their groups of two pairs, direct their attention to “Looking Ahead,” the key terms, and “My Journal on Nationalism” on page 19 of *Understanding Nationalism*. Instruct students to work as a group to complete their first journal entry. Circulate to help groups who are having trouble getting started and to determine which students are taking a novel approach. Then ask the groups to share some of their words, phrases, or images.  
**Note:** You may choose to clear an area of the room where students can store their journals so they do not get lost.
4. Draw students' attention to the exploding concepts “nation” and “country” (p. 20, *Understanding Nationalism*). Read aloud the descriptors associated with each concept. Ask students to suggest one other meaning for each term. Then hold a short discussion of the concepts by asking the following questions:
  - Is Canada mainly a country or mainly a nation?
  - Does it matter if Canada is defined as a nation or country?
  - How might a person's idea of nation affect his or her identity?
5. Divide the class into home groups of three for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, or 3 to identify the expert group he or she will join. Members of Group 1 will become experts on nation as us (p. 20, *Understanding Nationalism*), members of Group 2 will become experts on country and nation (p. 21), and members of Group 3 will become experts on collective identity and nation (pp. 23–24).
6. Distribute Reproducible 1.1.4, Understandings of Nation, and explain the information you expect students to record in point form on the chart.
7. Instruct members of each expert group to read their assigned section of the text, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of his or her chart. Remind students to check the visuals on their assigned page(s) for additional information.

8. Tell students to return to their home groups and share their information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage of the activity, all students' charts should be filled in completely. You may wish to ask students to complete the chart with their own understanding of nation. With the class, briefly review the information on their charts.
9. Ask students to read "The View from Here" (p. 22, *Understanding Nationalism*) and to jot notes in response to the questions in "Explorations." Some students may have trouble reading and understanding the quotes in this feature. Point out that even if they have trouble understanding the quotes, they can look for clues in the introductions to each one. Remind students that there is no right or wrong answer to the questions in "Explorations" — the important part is the reason(s) they give for their choice.
10. Draw students' attention to "Recall . . . Reflect . . . Respond" on page 24 of *Understanding Nationalism* and ask them to respond to the first question. On the chalkboard or a sheet of chart paper, record the words and phrases students come up with in response to this question.

Ask students to respond to Question 2 by creating a mind map (see p. 82). You may wish to distribute copies of Reproducible F, Mind Map, to help them complete this activity.
11. Time permitting, you may choose to conclude this lesson with a short tag debate (see p. 80) on the question: Would you die for your country? Instruct students to review the chart on page 24 of *Understanding Nationalism* to help them prepare for the debate — and remember that some students may have strong views on this subject. Remind students to be careful not to offend, for example, classmates who have family members in the armed forces.

#### **DIFFERENTIATING INSTRUCTION**

1. Encourage one or more students to start creating a concept wall (see p. 63) for the classroom. Students can post the key words and concepts from this section of the chapter and add understandings, visuals, articles, and other related materials.
2. You may wish to read "The View from Here" aloud with students and model the way they might respond to the questions in "Explorations." This will prepare them to work more confidently and independently on this feature in future chapters.
3. When organizing the jigsaw activity, ensure that the groups are well balanced. Proficient readers and writers will be able to help struggling students, who should be reassured that in a group activity, they can ask other group members for help.
4. Encourage interested students to conduct further research on the Battle of Vimy Ridge and its place in Canadian history (see "Additional Resources"). They could create a brief report or collage on one aspect of the battle and life as a soldier in World War I.

## LESSON 3

### SOURCES OF IDEAS ABOUT NATION

**Chapter-issue question:** Are nation and identity related?

**Inquiry question:** What are some sources of ideas about nation?

Students will explore where some ideas of nation come from. Sources include language, ethnicity, culture, religion, geography, spirituality, and politics. Students will also continue to explore the idea that people with similar ideas about themselves can make up a nation.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 1.1.5, Where Do Ideas about Nation Come From?

Prepare an overhead transparency or presentation slide of Reproducible 1.1.5, Where Do Ideas about Nation Come From? (optional).

Book an overhead projector, or a computer, and screen (optional).

### RESOURCES

*Understanding Nationalism*, pages 25–29

### 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.

Coles, Robert. *The Political Life of Children*. New York: Atlantic Monthly Press, 2000.

This book explores how young people develop political consciousness, nationalism, and morality. It includes a chapter on nationalism and French Canada.

[www.gitxsan.com](http://www.gitxsan.com)

The Gitxsan First Nation occupies 33 000 square kilometres of territory in northwest British Columbia. The web site of the Gitxsan Chiefs' Office provides an excellent overview of Gitxsan history and describes the people's spiritual relationship with the land.

<http://andrewcoyne.com/2006/11/alternation.php>

Journalist Andrew Coyne explores whether Québec should be called a nation. In this piece, Coyne discusses different understandings of nationhood, including the sociological and the political.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.1.5, Where Do Ideas about Nation Come From?
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on the concepts of nation introduced in the previous lesson.

**TEACHING AND LEARNING STRATEGIES**

1. To begin this lesson, ask students to brainstorm what Canada means to them and record their responses on the chalkboard or a sheet of chart paper. Then ask them to rank these ideas on a scale of 1 to 5 (1 = this idea matches my idea of what Canada means; 5 = this idea does not match my idea of what Canada means). Take a poll of their rankings and note the results. Then ask students to explain their rankings and record their responses. To close the discussion, take a minute to review the rankings and points. Ask students whether they would alter their ideas or rankings at this point — and why.
2. Divide the class into home groups of four for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in language (p. 25, *Understanding Nationalism*), members of Group 2 will become experts in ethnicity, culture, and religion (pp. 26–27), members of Group 3 will become experts in geography, relationship to land, and spirituality (pp. 27–28), and members of Group 5 will become experts in politics (p. 29) as foundations of nation.
3. Distribute Reproducible 1.1.5, *Where Do Ideas about Nation Come From?* With students, discuss the information you expect them to record on the chart. To help students get started, you may wish to display an overhead transparency or presentation slide of the reproducible and work with students to start filling in one of the rows. Point out that they may not find exact answers for the third column — they can use their own understanding of Canada to fill in these boxes.
4. Instruct members of each expert group to read their assigned section of the textbook, to discuss the information it contains, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind students to check the visuals and margin features for additional information, but they can ignore the activity icons for now.
5. Tell students to return to their home groups and to share with their home-group members the information that they have recorded. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students' charts should be filled in completely. With the class, briefly review the information on the charts.
6. You may wish to ask students to skim pages 25 through 29 of *Understanding Nationalism* and then to respond to the activity icons.
  - In response to the first activity icon on page 25, students may say that Bernard Pivot's words are intense and refer to our bodies and family relationships. They appeal to strong emotions.
  - In response to the second activity icon on page 25, students may suggest that when Prime Minister Stephen Harper said the Québécois form a nation within a united Canada, he equated a nation with its people — but at the same time restricted it to a linguistic and cultural understanding of nation. This avoids some of the worst possible consequences for Canada, such as dividing the country into two nations.

- In response to the activity icon on page 26, students may say that the images in Figure 1-9 are both linked to national identity because they reflect the cultural diversity that makes Canada unique. They are also unique because one reflects a Plains culture based on the buffalo and the other a forest culture built on wood products.
  - In response to the activity icon on page 27, students may say that mountains and high elevations isolated the people of Tibet and made them feel like a nation apart from other nations and cultures. Even if Tibet is not recognized as a country, it can still be a nation because of the people's shared history, culture, religion, ethnicity, and forms of government.
  - Ensure that the Venn diagrams or other images that students prepare in response to the activity icon on page 28 show connections between geography, relationship to the land, and a sense of nation.
7. With students, examine Figures 1-10 and 1-11 (p. 27, *Understanding Nationalism*). Ask students whether they think Tibetans have the right to call themselves a nation. Then draw students' attention to the Dene declaration on page 29 and ask questions like the following:
- What reasons do the Dene give for wanting to be considered a nation by the world community?
  - Do the Dene have as much right as Tibetans to call themselves a nation? Why — or why not?
  - If the Dene were given independence and self-determination, what impact might this have on Canada? On the Dene?
8. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 29 of *Understanding Nationalism*. Students' responses to Question 1 may include:
- Language — Québécois
  - Ethnicity — Korean, Vietnamese, Japanese, Norwegian
  - Culture — Haida, Piikani
  - Religion — Jewish
  - Geography — Tibetan
  - Relationship to land — Siksika
  - Spirituality — Plains First Nations
  - Politics — Dene

When students finish making their rankings in response to Question 2, ask volunteers to explain how their ratings might be different from those of one of the peoples discussed in this section of the chapter.

### **DIFFERENTIATING INSTRUCTION**

1. When organizing the jigsaw activity, ensure that the groups are well balanced. Or you may wish to work with some students yourself.
2. Some students may prefer to focus on the margin features after completing the readings for the jigsaw activity.



3. Encourage interested students to conduct further research on what has happened since the Dene's 1975 declaration and their current situation. They could prepare a short feature like the one in this related issue's challenge and present it to the class.
4. Some students may wish to report on the protests in Tibet and around the world as China prepared to host the 2008 Summer Olympics. They could post a display of their findings in the classroom.

## LESSON 4

### NATION AS A CIVIC CONCEPT

**Chapter-issue question:** Are nation and identity related?

**Inquiry question:** What is a civic nation?

In this lesson, students will explore concepts of a civic nation. These concepts include shared values and beliefs, the nation-state, and civic and ethnic nationalism.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Prepare an overhead transparency or presentation slide of Figures 1-13 through 1-19 (pp. 30–31, *Understanding Nationalism*) and Figures 1-20 and 1-21 (p. 32).

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

### RESOURCES

*Understanding Nationalism*, pages 30–34

### 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.

[http://laws.justice.gc.ca/en/const/annex\\_e.html](http://laws.justice.gc.ca/en/const/annex_e.html)

Canada's Constitution Act, 1982, including the Charter of Rights and Freedoms.

[www.canada25.com/downloadreport.html](http://www.canada25.com/downloadreport.html)

An overview of a report titled “Canadians and the Common Good: Building a Civic Nation through Civic Engagement,” which includes recommendations for involving young people.

[www.civicyouth.org/research/products/youth\\_index.htm](http://www.civicyouth.org/research/products/youth_index.htm)

A summary of a 2006 study on American young people's civic engagement and attitudes. The study was conducted by the Center for Information and Research on Civic Learning and Engagement.

[www.pacefunders.org/publications/pubs/Moving%20Youth%20report%20REV3.pdf](http://www.pacefunders.org/publications/pubs/Moving%20Youth%20report%20REV3.pdf)

A publication titled “From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement” may provide you with ideas for further discussion.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities

### PRIOR LEARNING

Students will build on their understandings of nation and where ideas about nation come from.

## TEACHING AND LEARNING STRATEGIES

1. Write the following statement on the chalkboard: “In the psychological sense, there is no Canadian nation . . . There is a legal and geographical entity, but the nation does not exist. For there are no objects that all Canadians share as objects of national feeling.” Guide the class through a discussion of this statement by asking questions like the following:
  - What does this statement mean?
  - What is meant by “psychological sense”? “Entity”? “National feeling”?
  - Do you agree with this statement?
  - Can you name some “objects of national feeling” in Canada?
  - Does it matter whether there are objects of “national” feeling? Why — or why not?
  - Could a lack of these objects be defined as Canadian?
  - Could this lack reflect Canada’s diversity?

**Vocabulary Tip**

You may wish to explain that the word “entity” comes from the Latin for “being” and means something with distinct existence, as opposed to a quality or relation.

2. Draw students’ attention to the exploding concept “civic nation” (p. 31, *Understanding Nationalism*). With students, read the term and its correlates and instruct students to record them in their notebooks. Explain that many people believe that Canada is a civic nation. Ask students whether they agree or disagree — and why.
3. Display an overhead transparency or presentation slide of the photo essay titled “Picturing a Civic Nation” (Figures 1-13 through 1-19, pp. 30–31, *Understanding Nationalism*). Ask the students to examine the photographs carefully as you read the captions aloud. Guide the class through a brief discussion based on these questions:
  - If a civic nation is based on shared values and beliefs, what values and beliefs do these photographs express?
  - Do any photographs make you question the idea of Canada as a civic nation?
  - What photograph(s) would you add to show another aspect of the civic nation? Why did you choose this photograph?
  - Can the idea of a civic nation ever become a reality? How — or why not?
4. Follow up by dividing the class into small groups. Instruct the groups to read the sections titled “What Is a Civic Nation?” and “Shared Values and Beliefs” on pages 30 and 31 of *Understanding Nationalism* and to work together to respond to the activity icon on page 31. Students began to do this in Step 3, but now ask them to record their responses in their notebooks.
5. Ask students to read the section titled “Expressing Shared Values and Beliefs” on page 32 of *Understanding Nationalism*. When they finish, display an overhead transparency or presentation slide of Figure 1-20 (p. 32) and ask students to provide specific examples of the freedoms listed. Record their responses on the chalkboard or a sheet of chart paper and guide the class through a discussion. Then ask questions like the following:
  - How important is the Charter of Rights and Freedoms in shaping the values and beliefs of Canadians?

- Would Canadians still share values and beliefs if the Charter did not exist? If the Constitution did not exist?
- How does the Charter contribute to a sense of civic nation?
- Why do you think the creators of the Constitution set up a complex amending formula?

**More to the Story**

An early draft of Canada's 1982 Constitution Act opened with the words "We, the people of Canada." This phrase was later taken out because some people disagreed with using it. The Constitution of the United States begins with the words "We the People of the United States."

6. Conclude this part of the lesson by displaying an overhead transparency or presentation slide of Figure 1-21 (p. 32, *Understanding Nationalism*) and reading the caption aloud. Ask students to respond to the question in the caption.
7. Ask students to select a partner — or assign partners — and ask the pairs to work together to read page 33 of *Understanding Nationalism*, including the margin features but not "Recall . . . Reflect . . . Respond." Ask students to respond to the activity icon on that page by carefully considering the equation in Figure 1-24, then creating a similar equation to represent the Canadian civic nation. Ask volunteers to explain their equation and ask how it is similar to or different from the one for the British civic nation.
8. Ask students to work with their partner to review the material on page 33 of *Understanding Nationalism* and to record definitions for the terms "ethnic nationalism" and "civic nationalism."
9. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 33 of *Understanding Nationalism* and ask them to work with their partner to respond to the questions. When the pairs finish, instruct them to join two other pairs to compare and discuss the position they took, the photograph they selected to support this position, and their reasons.
10. Write the following question on the chalkboard: Do any Canadians deserve the title Father — or Mother — of Canada? Discuss the question with the class, then tell students that the citizens of Turkey revered one leader so much they gave him an additional last name that means "father of the Turks."
11. Ask students to read "Making a Difference" on page 34 of *Understanding Nationalism* and to respond to the questions in "Explorations."

In response to Question 1, students may say that the Turks gave Mustafa Kemal the last name Atatürk because they believed that Turkey did not become a nation until he inspired them to fight for their independence and became the country's leader. Kemal was responsible for the birth of the nation.

In response to Question 2, students may say that Atatürk's vision was based on the notion of a civic nation because it focused on sovereignty and resisted foreign rule. It was also based on the notion of an ethnic nation, however, because people of Turkish descent were in the majority.

In response to Question 3, students may say that Atatürk's speech was inspiring because it placed the responsibility for the future of the republic in the hands of young people. On the other hand, this might bother students who may feel that it asked too much of youth and not enough of others. The last questions in Question 3 provide an excellent opportunity for a class discussion of how much young people should be held responsible for.

**DIFFERENTIATING INSTRUCTION**

1. To complete reading and writing activities, pair struggling students with students who are proficient readers and writers. They can work together to explain difficult concepts and words.
2. Assign students to update the concept wall.
3. Encourage interested students to find out how young people can become more involved in civic activities (see “Additional Resources”). They can report their findings to the class.

## LESSON 5

### NATION AND IDENTITY

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

**SKILL BUILDER TO YOUR CHALLENGE: CHOOSE A NAME AND HEADLINE**

**Chapter-issue question:** Are nation and identity related?

**Inquiry question:** In what ways can identity and nation be related?

In this lesson, students will explore the relationship between nation and identity by examining how myths and stories shape a sense of nation. The lesson concludes with end-of-chapter activities and the skill builder — assessing bias — which will help students complete the first phase of this related issue's challenge.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 1.1.6, My Identity Organizer (optional)

Prepare an overhead transparency or presentation slide of Figures 1-26 and 1-27 (p. 35, *Understanding Nationalism*) and the lyrics to “Big Joe Mufferaw” (p. 38 — optional).

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

You may also wish to locate a sound or video recording of Stompin' Tom Connors singing “Big Joe Mufferaw.” In that case, you will need to book a CD or DVD player.

Collect envelopes or file folders for students to store work in progress (optional).

### RESOURCES

*Understanding Nationalism*, pages 35–39

### 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.

[www.canadianidentity.com](http://www.canadianidentity.com)

An educational web site with a wide range of resources about Canadian identity.

[http://archeion-ao.fis.utoronto.ca/VirtualExhibits/canadian\\_identity/](http://archeion-ao.fis.utoronto.ca/VirtualExhibits/canadian_identity/)

“Canadian Identity through Artistic Expression” explores what it means to be Canadian through the eyes of Ontario artists. Students can view selected works of Pierre Berton, the National Ballet of Canada, Marian Engel, and others.

[www.stompintom.com](http://www.stompintom.com)

The web site for Stompin' Tom Connors.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

## PRIOR LEARNING

Students will build on their understandings of nation and the relationship between nation and identity.

## TEACHING AND LEARNING STRATEGIES

1. Ask students how they would rank on a scale of 1 to 5 (1 = very strong; 5 = very weak) people's desire to belong. Take a poll of the rankings and ask volunteers to explain why they chose their position.
2. Display an overhead transparency or presentation slide of Figure 1-26 (p. 35, *Understanding Nationalism*). Ask the students to examine the diagram. Then ask them to suggest other groups or collectives that provide them with a sense of belonging. You may want to add some of these to the transparency or presentation slide.
3. Display an overhead transparency or presentation slide of Figure 1-27 (p. 35, *Understanding Nationalism*). Guide the class through a discussion by reminding students that people can identify with more than one collective and nation and asking students to consider the language used by the teenager portrayed in the figure. When does she use "I"? When does she use "we"? What do these words tell you? Students will likely suggest that the girl uses "I" when she is talking about her individual identity and "we" when referring to her collective and national identities.
4. Instruct students to read page 35 of *Understanding Nationalism* and then to create their own graphic to represent their individual, collective, and national identities. When they finish, instruct them to discuss their completed work with a small group of classmates.
5. Ask students to choose a partner — or assign partners — and ask them to work together to read page 36 of *Understanding Nationalism*. Ask students to respond to the activity icon by recording family stories that have been passed down through the generations. How have these stories shaped their identity?
6. Then ask students to consider the information about Canadian humour. Ask students who their favourite funny Canadians are. Are there universal themes in Canadian humour (e.g., ending a sentence with "eh")? What do these themes tell us about people's perceptions of Canada?
7. With students, read the first paragraph on page 37 of *Understanding Nationalism*. You may also choose to play a sound or video recording of Stompin' Tom Connors singing "Big Joe Mufferaw" and display an overhead transparency or presentation slide of the lyrics on

page 38 of *Understanding Nationalism*. Ask students why they think the stories about Joe Mufferaw grew and grew over time.

8. Draw student's attention to "Taking Turns" (p. 37, *Understanding Nationalism*) and ask three volunteers to read the quotations aloud.

As each reading is completed, ask students to express in their own words the essential message of the speaker. Students may suggest that Harley feels his identity is linked to two nations, that of the Kainai and Canada; Jean feels more Franco-Albertan than Canadian; and Violet worries that although she currently feels strongly tied to the Métis nation, her feelings will change when she moves away to attend university and begin her career.

Then ask students to respond to the questions in "Taking Turns" (p. 37, *Understanding Nationalism*) and guide a brief class discussion of their responses.

9. Redistribute the KWL charts you stored at the end of Step 2 in Lesson 1. Ask students to briefly review what they read in this chapter and to fill in the third column of the charts. Ask volunteers to read a point they recorded and guide a discussion of some of these.
10. Assign one or more of the end-of-chapter activities on page 38 of *Understanding Nationalism*. Because the curriculum outcomes are visited and revisited many times throughout *Understanding Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework. Distribute Reproducible 1.1.6, My Identity Organizer, to assist students in completing Question 1.
11. Remind students of the challenge for this related issue — creating a two-page spread for a magazine or e-zine — and tell students that by the end of this class, they will have created a name for their magazine and a headline for their feature. Remind them that they will need to keep the materials they create in each skill builder. They will be assembling these materials into their final product when they finish this related issue. You may choose to provide each student with a large envelope or file folder to store in the classroom so the materials do not get lost. You may also wish to review the design elements you recorded in Step 11 of Lesson 1.
12. Divide the class into small groups and ask students to turn to "Skill Builder to Your Challenge: Choose a Name and Headline" (p. 39, *Understanding Nationalism*). With students, read the introduction aloud.
13. Instruct the groups to work together to work through the steps of the skill builder. As they work through the steps, circulate to provide help and assess students' progress and difficulties.
14. When students finish, ask the groups to choose a spokesperson to report on the titles and headlines they chose.

#### **DIFFERENTIATING INSTRUCTION**

1. Instead of recording family stories or completing the KWL chart in Steps 5 and 9 in writing, students could make a drawing or graphic.
2. Ask interested students to bring in other stories, songs, or an artifact that capture aspects of the Canadian identity. They can play the songs or explain why they chose the artifact to the class, then explain what aspect of Canada the song or artifact represents.



3. Modify the end-of-chapter activities to accommodate students' strengths and interests. Instead of the paragraph requested in Question 1, for example, students could prepare a graphic organizer or other visual representation.

**POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 38, *Understanding Nationalism*)

**Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

**Answers**

1. Students' charts should include five aspects of their individual identity, such as gender, birth order, ethnic origin, the languages they speak, hobbies, likes and dislikes, and part-time employment. Ensure that the aspects they chose provide links to collective and national identities and that students' summary paragraphs are based on valid criteria and use language effectively.
2. Students' tall tales may illustrate elements of bravery, such as risking life and limb to save someone in danger, or a strong work ethic, such as clearing playing fields so a town can have baseball and football teams, or business instinct, such as sponsoring a celebration with vast quantities of food and mountains of prizes — all made by the subject of the tall tale's company. The tall tale should be presented to the class in an effective and interesting way.  
You may wish to suggest that some students turn their tall tale into a book, complete with illustrations, for early readers. These students could then read their story to an elementary class. They could also make a copy of the book for the elementary class's library.

## LESSON 6

### INTRODUCTION TO CHAPTER 2 FACTORS THAT SHAPE NATIONALISM

**Chapter-issue question:** How do external and internal factors shape nationalism?

**Inquiry question:** What are some factors that shape nationalism?

In this lesson, students will begin to explore what shapes nationalism by examining the French Revolution and some historical factors behind the emergence of French nationalism in the 18th century.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 1.2.1, 5Ws+H Chart: Storming the Bastille

Create an overhead transparency or presentation slide of Figure 2-1 (p. 40, *Understanding Nationalism*) and Figures 2-2 and 2-3 (p. 42).

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

Collect sheets of chart paper.

#### RESOURCES

*Understanding Nationalism*, pages 40–43

#### 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.

Bell, David A. *The Cult of the Nation in France: Inventing Nationalism, 1680–1800*. Cambridge, MA: Harvard University Press, 2001.

For teachers who want to learn more about French nationalism, Bell's book provides a readable overview. Bell points out, for example, that French nationalism came in so many varieties that it is difficult to pin down the precise moment when it was “invented.”

<http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=priest>

A site that provides links to 20 primary documents on the French Revolution, such as the journal of a country priest, contemporary engravings and newspaper articles, and depositions, testimony, and petitions of women involved.

[www.cbc.ca/news/background/paris\\_riots](http://www.cbc.ca/news/background/paris_riots)

This CBC story, with links to a timeline, examines the violence that erupted in Paris and other French cities in fall 2005.

[www.cbc.ca/newsinreview/jan06/PDFs/riots.pdf](http://www.cbc.ca/newsinreview/jan06/PDFs/riots.pdf)

A CBC News in Review story and study guide on the 2005 riots in France.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.2.1, 5Ws+H Chart: Storming the Bastille
- participating in class discussions and activities

## PRIOR LEARNING

This lesson builds on ideas of ethnic and civic nation, identity, and nationalism introduced in Chapter 1.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 2-1 (p. 40, *Understanding Nationalism*). With students, read the caption aloud. Ask students what they think distinguishes the rebellions of 1789 and the riots of 2005. Is rebelling an acceptable course of action if people are unhappy with their government? Is rioting? What good may come out of rebelling? What harm can it do? Guide the class through a discussion, making sure students remain thoughtful and respectful of the ideas and feelings of others.
2. With students, read the first three paragraphs of the introduction on page 41 of *Understanding Nationalism*. Ask students to choose a partner — or assign partners — and instruct them to work with their partner to respond to the questions about Figure 2-1. Ask volunteers for their answers and discuss these as a class.
 

Students may suggest that the cartoonist's message is that human rights are fragile and at risk of being destroyed in France. The cartoon relates to nationalism and national identity in that it challenges France's fundamental belief in equality. Some citizens do not believe they receive equal treatment. In responding to the third question, be sure that students give reasons. In response to the last question, some students may say that similar riots are unlikely in Canada because the country has a history of peaceful protest based on the founding notions of peace, order, and good government. Other students may say that Canada is becoming more multicultural — and this could lead to unrest.
3. Instruct students to read the IQs in “Looking Ahead” (p. 41, *Understanding Nationalism*). Ask them to predict answers to these questions. Record their predictions on a sheet of chart paper and post it so that you can return to it later.
4. Conclude this part of the lesson by drawing students' attention to “My Journal on Nationalism” (p. 41, *Understanding Nationalism*). Give students a few minutes to update their notes, then ask volunteers whether — and how — their concepts of nation, identity, and nationalism have changed since their first journal entry.
5. Draw students' attention to the exploding concepts “revolution” and “republic” (p. 42, *Understanding Nationalism*). Read aloud the descriptors associated with each concept. Ask students to suggest one other meaning for each term. Then guide a discussion of the terms by asking questions like the following:
  - Has there ever been a revolution in Canada? Students may suggest the Winnipeg General Strike of 1919 and the FLQ crisis of the 1970s.

- Canada came into being as a democracy, so a revolution was not required to establish people's rights, freedoms, and power. How has that shaped the country's development as a nation? Students may suggest that Canada's democratic roots came about through evolution rather than revolution, and Canadians tend to trust the government and justice system to resolve problems.
  - What are some of the advantages of living in a republic as opposed to a monarchy? What are some of the disadvantages? Students may suggest that people have more rights and more power and freedom to control their own destiny — and more responsibilities, too.
6. Ask three volunteers to read aloud the first three paragraphs on page 42 of *Understanding Nationalism*. With students, read aloud the activity icon on that page and ask them to respond. Students may suggest that the most important difference was that after the French Revolution, citizens were no longer loyal to the king but to each other. They held political power and made the decisions themselves.

### **More to the Story**

Louis XVI has often been accused of being disconnected from the people he governed, of lacking empathy for their situation. The following incidents are often cited as evidence — though they may be more like an irony or just a coincidence.

On July 14, 1789, Louis XVI returned to Versailles from a hunting expedition and recorded his take in his diary as "14 juillet : rien" — "July 14: Nothing." Then he went to bed.

Soon after, he was awakened by the Duc de La Rochefoucauld-Liancourt, who reported that the people of Paris had stormed the Bastille. "Why, this is a revolt!" Louis exclaimed. "No, Sire," the duke replied. "It is a revolution!"

7. Ask two more volunteers to read aloud the remaining two paragraphs on page 42 of *Understanding Nationalism*. Then display an overhead transparency or presentation slide of Figures 2-2 and 2-3 (p. 42, *Understanding Nationalism*). Ask students to comment on the changes these two illustrations reveal. Students will likely suggest that instead of supporting the king, the citizens were supporting the nation and the republic. You may wish to tell students that at the end of this section of the chapter, you will revisit these two illustrations and ask them to explain the factors that resulted in this change.
8. Distribute Reproducible 1.2.1, 5Ws+H Chart: Storming the Bastille, and instruct students to read page 43 of *Understanding Nationalism*, using the 5Ws+H questions to record the details of the storming of the Bastille and the questions at the bottom of the chart to respond to the activity icon on that page.
9. When they finish, ask volunteers to discuss their responses. Students' answers will vary, but they may say that the lack of political prisoners made little difference to the status of the Bastille as a symbol of tyranny because people's belief in its importance was so strong and liberating the Bastille came to symbolize the people's strength when they acted together.

**DIFFERENTIATING INSTRUCTION**

1. Visual learners may benefit from constructing a timeline of the French Revolution and colour-coding the factors that shaped this event. These students could be paired with a fluent reader or work with you on this task.
2. Assign students to update the concept wall. In addition to the six new key terms from this lesson, you may also assign other concepts that presented a challenge as students worked through the material.
3. Ask students whether they can imagine a Canadian version of the opening cartoon (p. 40, *Understanding Nationalism*). If they draw one, ask them to explain to the class the symbols, images, and words that they chose to include.
4. Some students may prefer to record answers on audiotape rather than in writing. If so, you may need to find a quiet space for them to do this.

## LESSON 7

### FACTORS THAT SHAPE NATIONALISM (CONTINUED)

**Chapter-issue question:** How do external and internal factors shape nationalism?

**Inquiry question:** What are some factors that shape nationalism? (continued)

Students will consider the role of some social, economic, geographic, and political factors on the development of French nationalism. “The View from Here” explores four lists of grievances presented to French delegates at the Estates General in 1789.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 1.2.2, Grievances and Recommendations

Create an overhead transparency or presentation slide of Figure 2-6 (p. 44, *Understanding Nationalism*) (optional) and an overhead transparency or worksheet of the readings in “The View from Here” (p. 47) (optional).

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

Collect envelopes or file folders for students to store work in progress (optional).

### RESOURCES

*Understanding Nationalism*, pages 44–50

### 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.

<http://library.thinkquest.org/C006257/revolution/default.shtml>

A site about the French Revolution that includes stories about the estates, the Tennis Court Oath, the Rights of Man, the Reign of Terror, and the death of Marie Antoinette.

[www.pbs.org/marieantoinette](http://www.pbs.org/marieantoinette)

A PBS site on Marie Antoinette and the French Revolution. The site offers links to a timeline, a biography, quizzes, interviews with leading authorities, and a virtual tour of the queen's royal chamber.

[http://findarticles.com/p/articles/mi\\_m2005/is\\_2\\_34/ai\\_68660116](http://findarticles.com/p/articles/mi_m2005/is_2_34/ai_68660116)

A useful review of *Revolutionary Demands: A Content Analysis of the Cahiers de Doleances of 1789*. The article raises many of the questions addressed by the book, which uses the cahiers as a vast database to illustrate the crises consuming France and concludes that the public “figured out what might be plausible.”

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.2.2, Grievances and Recommendations
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of factors that shape nationalism.

## TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the following question: "What factors play a role in what you can become?" Some students may say that with a good education, hard work, and determination, they can become whatever they want. Others may say that their chances are limited because of their family's financial situation, their gender, their ethnicity, or a lack of natural talent.
2. Explain to students that in pre-revolutionary France, most people's roles were determined before they were born. The son or daughter of a commoner — a peasant, labourer, or businessperson — was likely to remain a commoner all his or her life. Ask students how they would feel about having their lives predetermined like this. Explain that this was one of the social factors that contributed to the French Revolution.
3. Divide the class into small groups and ask the groups to work together to read pages 44 and 45 of *Understanding Nationalism*. Instruct the groups to discuss the material as they read and to respond to the question in "Up for Discussion" on page 44 and the first activity icon on page 45. Circulate to provide help and assess which students may need special assistance.
 

**Note:** To help students respond to "Up for Discussion," you may choose to display an overhead transparency or presentation slide of Figure 2-6 (p. 44, *Understanding Nationalism*). This cartoon shows that people in France were becoming convinced that the wealthy and privileged elites were being carried on the backs of the workers.
4. Draw students' attention to the second activity icon on page 45 of *Understanding Nationalism*. Instruct the groups to respond by working together to create a web diagram titled "People's New Sense of French Nationalism" and to note various social factors that helped shape new ideas about the French nation. Again, circulate and provide help as required. When they finish, tell students to store their diagram where they can find it again. You may wish to provide envelopes or file folders for them to do this.
5. Divide the class into home groups of four for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group he or she will join. Members of Group 1 will become experts on economic factors (p. 46, *Understanding Nationalism*), members of Group 2 will become experts on geographic factors (p. 48), members of Group 3 will become experts on political factors in France (p. 49), and members of Group 4 will become experts on threats from outside France and the Reign of Terror (p. 50). Tell students to skip "The View from Here" (p. 47) for now.

6. Instruct members of each expert group to read their assigned section of the text, to discuss the information, and to work together to make notes on how the factor affected French nationalism. Tell them that they will be using the information they record to complete the web diagram titled “People’s New Sense of French Nationalism.” Remind them to check the features and visuals on their assigned pages for additional information.
7. Tell students to return to their home groups and to share with their home-group members the information they recorded. As they do this, the other group members should make notes. By the end of the activity, all students should have a complete set of notes on the economic, geographic, and political factors that helped shape new ideas about the French nation, as well as the threats from outside France that resulted in the Reign of Terror.
8. When they finish, tell the groups to use the information in their notes from the jigsaw activity and the previous lesson to add bubbles to their web diagrams, as instructed in the activity icon on page 46 and “Recall . . . Reflect . . . Respond” on page 50 of *Understanding Nationalism*. With the class, briefly review the information contained in their web diagrams.
9. Draw students’ attention to “The View from Here” (p. 47, *Understanding Nationalism*) and read the introduction aloud. Then ask volunteers to read the four excerpts from the *cahiers*, which will provide a good opportunity to involve students with a flair for drama. Give students a few minutes to read ahead and allow the volunteers to rehearse before they begin to read aloud. Ask the rest of the class, as they read, to record any words or terms they are unfamiliar with. When the readings are finished, ask students what terms they recorded and explain difficult terminology.

**Vocabulary Tip**

This “View from Here” feature provides a useful opportunity to explain the use of square brackets as opposed to parentheses in *Understanding Nationalism*. Square brackets are used to add an explanation for difficult terms, such as “levy [tax]” and “inviolable and sacred [that is, it cannot be taken away].” They can also be used to indicate material that has been altered or added for clarity, such as “the most numerous and useful class [the bourgeoisie]” and “all [privileges].”

10. Ask students to choose a partner — or assign partners — and distribute Reproducible 1.2.2, Grievances and Recommendations. Instruct the students to read Question 1 in “Explorations” (p. 47) and to use the reproducible to respond. Students’ charts may include information like the following:
  - Farmers from Ménouville proposed that there should be no taxes but that a fee could be put on drinks so that everyone would be free.
  - The bourgeoisie of Lauris proposed that all employment and prerogatives allowed only to nobles be open to members of the Third Estate.
  - The clergy of Blois stated that no constitutional reforms were needed.
  - The nobility of Dourdan said that an individual’s liberty, rank, position, and property rights should be guaranteed.

Students’ opinions of whether or not the king would respond yes or no to the requests will vary, but be sure that they can explain their reasons.



**More to the Story**

Voting in the Estates General was heavily weighted. A combination of the clergy and nobles, then about 4 per cent of the population, could easily outvote the 96 per cent of the French who made up the Third Estate. But different precedents had been set. A provincial assembly called in 1778 and 1787 had doubled the numbers of the Third Estate, and another called in Dauphin had also allowed for voting by head: one vote per member, not per estate.

As a result, a demand soon arose to double the Third Estate numbers and to count votes by head. In 1789, the government received more than 800 different petitions, mainly from the bourgeoisie, who had come to recognize their potentially vital role.

The debate over the size and voting rights of the Third Estate brought the Estates General to the forefront of conversation and thought. Writers and thinkers published a wide range of views. Terms like “national” and “patriotism” became ever more frequent and were linked with the Third Estate. More importantly, this flowering of political thought caused a group of leaders to emerge, organizing meetings, writing pamphlets, and generally politicizing the Third Estate. In the forefront of this group were the lawyers, educated bourgeoisie with an interest in the many laws involved.

11. Instruct students to work with their partner to examine the photo essay entitled “Picturing the French Declaration of the Rights of Man and of the Citizen” on page 49 of *Understanding Nationalism*. Ask students what Canadian photographs they might include to represent the four rights under consideration.
12. With students, examine the excerpts of the two declarations in Figure 2-13 (p. 50, *Understanding Nationalism*). Does the Declaration of the Rights of Woman seem controversial? Why — or why not? Were students surprised to discover that the declaration’s author, Olympe de Gouges, was executed because of her views? How did they respond to this information? Students’ responses may touch on sensitive ground, so remind them to remain respectful of the thoughts and feelings of others.
13. Draw students’ attention to “Recall . . . Reflect . . . Respond” on page 50 of *Understanding Nationalism*. Students have already completed the first activity, but ask them to respond to Questions 2 and 3 now.
14. You may wish to return to Figures 2-2 and 2-3 (p. 42, *Understanding Nationalism*) and ask students to explain the factors that resulted in the changes they noted in Step 7 of Lesson 6.
15. Time permitting, you may also return to the predictions about the IQs that you posted in Step 3 of Lesson 6 and ask students whether — and how — they would revise their ideas at this point.

**DIFFERENTIATING INSTRUCTION**

1. Some students may find the readings in “The View from Here” are a challenge. To help these students, you may wish to prepare a copy of the passages with selected words deleted. Then provide a copy of the passages on an overhead transparency or a worksheet. You may also provide a list of words to choose from. Tell students to fill in the blanks, then write a summary of the passage, using the word list as clues.
2. Visual learners can continue to work on the timeline they started in Lesson 6.
3. You may wish to ask interested students to conduct further research on some of the individuals and events of the French Revolution. Options include Louis XVI, Marie Antoinette, Olympe de Gouges, and the Reign of Terror. Students could write a brief report and post it on the bulletin board or a web site, present a report to the class, or create a visual representation to share with the class.

## LESSON 8

### RESPONSES TO SOME FACTORS THAT SHAPE NATIONALISM

#### GEOREALITY: IMMIGRANTS IN FRANCE — LIBERTY, EQUALITY, AND FRATERNITY?

**Chapter-issue question:** How do external and internal factors shape nationalism?

**Inquiry question:** How have people responded to some factors that shape nationalism?

In this lesson, students will explore how symbols such as flags and clothing contribute to a sense of nationalism. “GeoReality” explores some of the push and pull factors that have affected migration to France from former French colonies in western Africa.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.3, Immigration Factors
- Reproducible 1.2.4, Migration Factors and Examples

Create an overhead transparency or presentation slide of Reproducible 1.2.3, Immigration Factors (optional).

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

Collect sheets of chart paper and markers.

#### RESOURCES

*Understanding Nationalism*, pages 51–54

#### 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.

[www.dominionpaper.ca/articles/1686](http://www.dominionpaper.ca/articles/1686)

An article by Stefan Christoff explores France’s colonial history, immigration laws, and current conflicts.

[www.undp.org/goodwill/zidane.shtml](http://www.undp.org/goodwill/zidane.shtml)

French soccer star Zinedine Zidane became a United Nations goodwill ambassador in 2001. This site provides a biography and information about how he uses soccer to help reduce poverty around the world.

<http://news.bbc.co.uk/1/hi/world/europe/3328277.stm>

A BBC News Q&A on the ban on headscarves in France.

[www.cbc.ca/news/background/islam/hijab.html](http://www.cbc.ca/news/background/islam/hijab.html)

This CBC News in Depth story explores the pros and cons of the headscarf ban in France and provides links to stories about similar situations in Canada.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in a tag debate
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of factors that shape nationalism.

## TEACHING AND LEARNING STRATEGIES

1. Divide the class into four groups and provide each group with a sheet of chart paper and a marker. Ask Group 1 to jot down the names of Canadians they admire and the reasons they admire them. Group 2 will make a list of important events that create shared memories — and possibly shared pride — in Canada, such as Canada's performance at a recent Olympics or world championship or the country's role in Afghanistan. Group 3 will record any slogans or music they believe played a role in shaping Canadian identity. And Group 4 will record examples of clothing or symbols they find uniquely Canadian, such as mukluks, hockey gear, or the maple leaf.
2. Ask the groups to select a spokesperson to briefly explain the group's notes to the class.
3. On the chalkboard, write the heading "Factors That Shape Nationalism." You could ask students to come up and record information discussed in the previous activity or work with students to make a list that pulls together the information from the previous activity. The list could include
  - famous people and stories
  - important events and achievements
  - national slogans or anthems
  - Canadian clothing
  - the Canadian flag, the colour red, and some logos
4. Ask students to read page 51 of *Understanding Nationalism*, including "Voices" and the captions to Figures 2-14 and 2-15. Instruct students to jot point-form notes as they read the section titled "Nationalism and Remembering," to record the stories, events, slogans, or other factors that have contributed to French nationalism. Circulate to provide help where required and perhaps to identify students who are making good notes. Students' notes may include
  - capturing the Bastille
  - the slogan "Liberté, égalité, fraternité!"
  - the marching song "La Marseillaise"
  - red, white, and blue cockades
5. When they finish, ask selected students to share their notes with the class and guide a brief discussion on why these factors became important symbols of French nationalism. Then ask whether these symbols seemed likely to become permanent markers of French people's feelings or whether circumstances have changed people's feelings — and why.

6. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read “GeoReality” (pp. 52–53, *Understanding Nationalism*). As they read, distribute Reproducible 1.2.3, Immigration Factors.
7. When students finish reading, you may choose to display an overhead transparency or presentation slide of Reproducible 1.2.3, Immigration Factors, and work with the class to complete the first row of the chart. This will show them how to complete the task and allow them to ask questions before they begin to respond to the questions in “Explorations” (p. 53, *Understanding Nationalism*).

Students' responses will vary, but in response to Question 1, they may suggest

- European colonization made life difficult for many Africans (push)
- the need to rebuild France after World War II brought many Africans to Europe because jobs were available (pull)
- unemployment in western Africa in the 1950s and 1960s made many Africans move to Europe in search of a better life (push)
- political unrest and civil war in western Africa made living elsewhere more attractive (push)
- many Africans lost their traditional language and culture when they were forced to speak French, and this drew them to France (pull)
- France seemed to present more opportunities for an education and good jobs (pull)

**Note:** Questions 2 and 3 may raise strong feelings. Remind students how to share their ideas in a sensitive way.

In response to Question 2, students may say

- The survey results give non-white immigrants little reason to hope the situation will improve because discrimination is prevalent.
- There is reason to hope, because the survey responses are about perceived discrimination, not what people have actually experienced.
- Times may be tough for non-white immigrants in France, but the standard of living is still higher than in Africa.

In response to Question 3, students may say

- Discrimination is much less prevalent in their community, in the province, and across Canada.
- The levels of discrimination would be as high or higher in their community, in the province, and across Canada.

Ensure that students can provide reasons for their responses — and ask whether they or anyone they know has ever experienced discrimination.

8. Instruct students to turn to page 54 of *Exploring Nationalism* and read aloud the section titled “Changes in National Identities.” Direct students' attention to Figure 2-20 (p. 54) and read the caption with students. Guide the class through a brief discussion on how the figure demonstrates that national identities can change and evolve. Then ask them how Canada's national identity has changed or is changing. How does this affect their lives as Canadians?

9. Divide the class into halves for a tag debate (see p. 80) on the question: Does the ban on headscarves violate France’s national ideals of liberty, equality, and brotherhood? Assign one half of the class to take the yes and the other to take the no position, then give students time to reread page 54 of *Understanding Nationalism* and prepare their arguments. Tell students to prepare a minimum of five arguments for the position they have been assigned to support. You may also want to draw students’ attention to some of the sites in “Additional Resources.”
10. Ask two students from each side to begin to debate. Once the debate has begun, any student may “tag” into the debating circle by touching the shoulder of a participating member of their team.
11. When students have finished debating — or you have called a halt — ask them to reflect on the points that they found most persuasive. Ask students whether they would change their initial position — and why.
12. Distribute Reproducible 1.2.4, Migration Factors and Examples. Draw students’ attention to “Recall . . . Reflect . . . Respond” (p. 54, *Understanding Nationalism*) and read Question 1 with the class. Work through the example provided for students in the chart. Answer questions the students may have, then ask them to complete the chart and to respond to Question 2.
13. When they finish, ask students to select a partner — or assign partners — to compare their responses and revise their charts if they wish.
14. Time permitting, return to the predictions about the IQs that you posted in Step 3 of Lesson 6 and ask students whether — and how — they would revise their ideas at this point.

#### **DIFFERENTIATING INSTRUCTION**

1. Many of the new words and historical concepts in this section of the chapter are fairly abstract. Students can demonstrate their understanding of concepts by sketching them and sharing their visual interpretations with classmates. You may, for example, ask students to sketch what they think is meant by “push factors” and “pull factors.”
2. Students who are uncomfortable speaking in front of the class may find the tag debate difficult. You may wish to give these students the option of making an audio recording of the arguments and a summary of their position.
3. Students who are interested in sports may want to conduct further research on Zinedine Zidane (see “Additional Resources”) or other sports stars who are contributing to worthy causes.

## LESSON 9

### CANADIAN RESPONSES TO SOME FACTORS THAT SHAPE NATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

**SKILL BUILDER TO YOUR CHALLENGE: ADD VISUALS AND QUOTATIONS**

**Chapter-issue question:** How do external and internal factors shape nationalism?

**Inquiry question:** How have people in Canada responded to some factors that shape nationalism?

In this lesson, students will explore some Canadian myths and how Canadian stories have been created and challenged. In particular, students will see that different cultural groups perceive nation, a national character, and nationalism differently. The lesson concludes with end-of-chapter activities and the skill builder — using visuals and other resources to support an informed opinion.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.5, Some Perspectives on Nationalism within Canada
- Reproducible 1.2.6, Canadian Symbols and Canadian Identity Survey (optional)

Locate a CD with Gordon Lightfoot singing “The Canadian Railroad Trilogy.”

Book a CD player.

### RESOURCES

*Understanding Nationalism*, pages 55–61

### 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.

[www.ainc-inac.gc.ca/ch/rcap/sg/sg18\\_e.html](http://www.ainc-inac.gc.ca/ch/rcap/sg/sg18_e.html)

This Indian and Northern Affairs Canada site discusses legislative and constitutional attempts — including the 1969 White Paper — to address the needs of Aboriginal peoples in Canada from 1969 to 1992.

[www.canadiana.org/citm/\\_textpopups/aboriginals/doc75\\_e.html](http://www.canadiana.org/citm/_textpopups/aboriginals/doc75_e.html)

A summary of “Citizens Plus,” also known as the Red Paper, by the Indian Chiefs of Alberta, 1970.

[www.ammsa.com/buffalospirit/2004/footprints-VBCallihoo.html](http://www.ammsa.com/buffalospirit/2004/footprints-VBCallihoo.html)

A web page about Victoria Callihoo, presented by the Aboriginal Multi-Media Society.

[www.spartacus.schoolnet.co.uk/PRvictoria.htm](http://www.spartacus.schoolnet.co.uk/PRvictoria.htm)

A useful site about Britain’s Queen Victoria.

[www.pbs.org/empires/victoria](http://www.pbs.org/empires/victoria)

A wide-ranging PBS site about Queen Victoria.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities
- completing the end-of-chapter activities
- completing the skill builder

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

## PRIOR LEARNING

Students will build on their understanding of some factors that shape nationalism and how different groups have responded to these factors.

## TEACHING AND LEARNING STRATEGIES

1. As students enter the classroom, play Gordon Lightfoot's song "The Canadian Railroad Trilogy." When they have taken their seats, play it again. Then conduct an exercise that will allow auditory learners to shine. Guide students through a discussion of the song's lyrics and the building of the railway by asking questions like the following:
  - How does Lightfoot describe Canada before the railroad was constructed?
  - How would life change when the railroad was finished?
  - Who built the railway? What was the work like?
  - How might the lyrics change if they were written from the perspective of First Nations or Métis people? From the point of view of a Chinese worker?
2. With students, read page 55 of *Understanding Nationalism*. If you have confident readers in the class, you could ask them to help you read the material. When you get to the activity icon at the bottom of the page, ask students to respond and guide the class through a brief discussion. Students may suggest that building the railroad can be an important Canadian myth in spite of the suffering of the navvies because it stands as a symbol of perseverance and unity. Others may say that the railway myth is an example of how a story is made to seem more heroic than the reality — and an example of history as written by the dominant group in a society.
3. Remind students that a nation-state's history is usually told from the dominant culture's perspective. Ask students to read the section titled "Challenges to Canadian Myths" (p. 56, *Understanding Nationalism*). Then ask students to brainstorm how Canada has been influenced and shaped by its British background. Ask students how important they think it is for Canada to maintain strong ties to Britain today. Be sure that they can give reasons for their responses.
4. On the chalkboard, write the question from "Up for Discussion" on page 56 of *Understanding Nationalism*: Is it the duty of every new generation to challenge Canada's national myths? Ask students to respond and jot their responses on the chalkboard. Then ask them if they feel it is unpatriotic to challenge national myths. What do they think is an appropriate way to challenge national myths? To embrace national myths? What would they do to challenge or embrace some myths?

5. Draw students' attention to "Making a Difference: Victoria Calihoo — The Métis Queen Victoria" (p. 56, *Understanding Nationalism*). Ask students to select a partner — or assign partners — and instruct the pairs to work together to read the feature and to respond to the questions in "Explorations."
6. Ask volunteers to share the stories of Alberta life they chose in response to Question 3 of "Explorations" (p. 56, *Understanding Nationalism*) — and to explain why they selected this story.
7. Divide the class into home groups of three for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, or 3 to identify the expert group he or she will join. Members of Group 1 will become experts on First Nations and Métis perspectives on nationalism (p. 57, *Understanding Nationalism*), members of Group 2 will become experts on Inuit perspectives (p. 58), and members of Group 3 will become experts on Québécois perspectives (pp. 58–59).
8. Distribute Reproducible 1.2.5, *Some Perspectives on Nationalism within Canada*. Instruct members of each expert group to read their assigned section of the text, to discuss the information, and to work together to complete their section of the chart.
9. Tell students to return to their home groups and share their information with their home-group members. As they do this, the other group members should use the information to complete their chart. By the end of the activity, all students should have filled in their chart.
10. Ask volunteers to read points from their charts and ask questions such as the following:
  - Whose stories have been excluded in Canada?
  - Whose stories have been dominant?
  - Has the balance shifted? How? Why?

### **More to the Story**

In 1969, a year after Pierre Trudeau became prime minister, his government issued a White Paper on Aboriginal policy. The paper argued that Canada should not negotiate any further treaties with Aboriginal peoples. Trudeau believed treaties could only be signed between sovereign nations. His government also did not agree with settling Aboriginal land claims because they were too broad.

A year later, a group called the Indian Chiefs of Alberta responded with their own document. Titled "Citizens Plus," it became more commonly known as the Red Paper. The Red Paper countered all the White Paper's proposals, and an Aboriginal delegation met with the government and succeeded in convincing it to change its policies and positions.

11. Ask three volunteers to each read aloud one of the three quotations in "Taking Turns" (p. 59, *Understanding Nationalism*). As each reading is completed, ask students to express in their own words the speaker's main message. Students may suggest that both Violet and Pearl feel that their people's stories helped shape Canadian nationalism, while Rick, as a new Canadian, feels that his people are adding a new chapter to this story.
12. Conclude this activity by asking students to respond to the "Taking Turns" question. Then ask volunteers to tell their peoples' stories.
13. Assign one or more of the end-of-chapter activities (p. 60, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the text, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.



14. Remind students of the challenge for this related issue — creating a two-page spread for a magazine or e-zine — and the first skill builder, where they created a name for their magazine and a headline for their feature. Divide the class into small groups and ask students to review the work they completed in the previous skill builder. You may need to help them locate the work they stored in the classroom at the end of Lesson 5. You may also wish to review the design elements you recorded in Step 11 of Lesson 1.
15. Ask students to turn to “Skill Builder to Your Challenge: Add Visuals and Quotations” (p. 61, *Understanding Nationalism*). With students, read the introduction aloud.
16. Instruct the groups to work together to work through the steps of the skill builder and circulate to provide help and assess students’ progress and difficulties.
17. Tell students to file their visuals and quotations so they can find them when it comes time to assemble their challenge. If you chose to provide each student with a large envelope or file folder to store their materials in the classroom (Step 11, Lesson 5), tell them to put their materials in the envelopes or file folders now.

#### **DIFFERENTIATING INSTRUCTION**

1. You could ask visual learners to review the photos and margin features in assigned readings. They could respond to caption questions, explain “Voices,” or prepare a response to the “Up for Discussion” questions. Then ask them to share their results with the class when the other students have completed their readings.
2. Encourage students to compose and play a song or story about a Canadian national myth. You could suggest that they add verses to the “The Canadian Railroad Trilogy” or create a song or story on a national myth of their choosing.
3. Interested students may want to review other textbooks in light of Chief Dan George’s statement, “My nation was ignored in your history textbooks.” Students could work as a group to review early history and social science textbooks, or they could work in pairs on a variety of textbooks. Your school librarian may be able to help you locate these resources.
4. Interested students may wish to conduct further research to discover why Victoria Callihoo was linked with Britain’s Queen Victoria in the title of “Making a Difference.” They could write a brief report that compares the two women (see “Additional Resources”).
5. Modify the end-of-chapter activities to accommodate students’ strengths and interests. For example, struggling readers or visual learners may choose to create a collage or cartoon strip in response to Question 3.

#### **POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 60, *Understanding Nationalism*)

#### **Notes**

1. No single correct answer should be expected when assessing students’ responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-

of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

**Answers**

1.
  - a) Figaro is raging about the fact that noblemen were born rich and well-placed and thought they were geniuses simply because of their station. He is angry because he can never attain wealth and status — even though he is more worthy of them.
  - b) This play would have been popular in France in 1784 because the country was going through a revolution and rethinking who should have power and why.
  - c) A play could encourage revolution and help shape nationalism because it can reach a large and diverse audience, and promote ideas that can become a catalyst for change.
  - d) Students may suggest artists such as the Dixie Chicks, who spoke out against the war in Iraq.
  - e) Students' ratings will vary, but be sure that they can explain their ratings and the importance of artists in shaping their identity.
  - f) Students' rap lyrics should remain respectful and sensitive and use appropriate language.
2. Distribute Reproducible 1.2.6, *Canadian Symbols and Canadian Identity Survey*, to help students complete this activity. You may need to work with students to choose a symbol that will help them conduct the survey. You may also need to help them summarize the results of their 10 interviews.
3. Students' responses to the chapter issue question may include
  - historical factors such as revolution and immigration
  - social factors such as status and ethnicity
  - economic factors such as poverty, taxation, and the costs of war
  - geographic factors such as location, isolation, and climate
  - political factors such as access to power, equality rights, and the threat of invasion

## LESSON 10

### INTRODUCTION TO CHAPTER 3

#### LOYALTIES AND CHOICES

**Chapter-issue question:** How should people reconcile their contending nationalist loyalties?

**Inquiry question:** How do nationalist loyalties shape people's choices?

In this lesson, students will rank their own loyalties and examine some ways in which nationalist loyalties shape people's choices. They will explore personal loyalty, nationalist loyalty, and patriotism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 1.3.1, Choosing among Loyalties

Create an overhead transparency or presentation slide of Figure 3-1 (p. 62, *Understanding Nationalism*), Figure 3-2 (p. 64), and Figure 3-4 (p. 65).

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

Locate a song about parades, such as Judy Garland singing "Easter Parade," Barbra Streisand singing "Don't Rain on My Parade," or another song about parades (optional).

Book a CD player (optional).

#### RESOURCES

*Understanding Nationalism*, pages 62–66

#### 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.

[www.katimavik.org](http://www.katimavik.org)

The web site of Katimavik, a learning program where participants aged 17 to 21 volunteer to live and work in communities across Canada.

[www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070824/online\\_petition\\_070824/20070824](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070824/online_petition_070824/20070824)

A story about renaming a stretch of Highway 401 between Trenton and Toronto, Ontario, now known as the Highway of Heroes.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.3.1, Choosing among Loyalties
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of nation and nationalism.

**TEACHING AND LEARNING STRATEGIES**

1. You may wish to establish an ambience by playing a song about parades, such as Judy Garland singing “Easter Parade” or Barbra Streisand singing “Don’t Rain on My Parade,” as students enter the room.
2. On the chalkboard, write the following question: Does everyone love a parade? Ask students to brainstorm responses. Students may respond by naming particular parades they know about or attend, what kinds of parades they know about or attend, and whether they have ever participated in a parade by helping to design a banner or float, decorating their face or their bicycle, or just marching. Ask students why they think people attend — and enjoy — a parade.
3. Display an overhead transparency or presentation slide of Figure 3-1 (p. 62, *Understanding Nationalism*). With students, read the caption aloud and spend a few minutes discussing the parades in the photographs. Ask students which parade or parades they would most like to attend — and why.
4. With students, read the introduction on page 63 of *Understanding Nationalism*. Ask students to choose a partner — or assign partners — and instruct students to work with their partner to respond to the questions about the photographs of parades. Circulate to determine which students are producing unique responses and positions. Then select students to respond to the questions and guide a class discussion of some of these answers.
5. Ask students to work with their partner to read the IQs in “Looking Ahead” on page 63 of *Understanding Nationalism* and to record three points in answer to each.
6. Draw students’ attention to the key terms on page 63 of *Understanding Nationalism* and ask them to guess what these terms might mean. Instruct them to record the best guesses after their responses to the IQs and to file them so they can return to them later. You may wish to provide envelopes or space in a filing drawer in the classroom for them to do this.

**Vocabulary Tip**

You may want to ensure that students know what is meant by the terms “nationalist loyalties” and “non-nationalist loyalties.” “Nationalist loyalties” means a commitment to one’s nation. “Non-nationalist loyalties” means a commitment to other aspects of people’s identity.

7. Conclude this part of the lesson by drawing students’ attention to “My Journal on Nationalism” (p. 63, *Understanding Nationalism*) and give them a few minutes to revise their notes. Then ask students to look at the first entry in their journal to determine how little or how much their concept of nation has changed.
8. Read aloud the introduction under the heading “How Do Nationalist Loyalties Shape People’s Choices?” on page 64 of *Understanding Nationalism*. Spend a moment discussing the activity icon with the class.

9. Display an overhead transparency or presentation slide of Figure 3-2 (p. 64, *Understanding Nationalism*). With the class, examine the graphic, then ask students to create a similar graphic that illustrates their own loyalties. When they finish, ask them to rank the loyalties they depicted in the order of most to least important. Ask students to compare their completed graphic and ranking with those of their partner.
10. Instruct students to work with their partner to read the section titled “Loyalties and Choices” on page 64 of *Understanding Nationalism*. Then ask students to imagine themselves in each of the scenarios suggested in the text. What would they do in each situation? Tell students to discuss their responses with their partner. You may wish to suggest they ask questions like the following:
  - Were your answers similar to your partner’s? Dissimilar? Why?
  - What factors did you consider when deciding what to do in each situation?
  - How comfortable or uncomfortable would you be in each situation?
11. With students, read aloud the section titled “Patriotism and Loyalty” (p. 65, *Understanding Nationalism*). Then display an overhead transparency or presentation slide of Figure 3-4 (p. 65). Read the caption and discuss the caption questions with the class. Conclude your discussion by taking a poll to determine how many students agree with renaming the highway — and why.
12. Ask students to turn to page 66 of *Understanding Nationalism*. Discuss the exploding concept “contending loyalties.” Then ask students to take a few minutes to sketch the concept in their notebooks. You may choose to ask a few students to share their sketches with the class.
13. Instruct students to work with their partner to read the section titled “How Contending Loyalties Can Affect Choices” and to respond to the questions in “Recall . . . Reflect . . . Respond” (p. 66, *Understanding Nationalism*).
 

In response to Question 1, students may say that “contending loyalties” means “struggling” or “competing.” They may also say that a loyalty to one group may compete with loyalty to another.

Students’ responses to Question 2 may vary widely, but they may suggest that loyalty to their nation could contend with loyalty to their family or community if they were to join the armed forces or volunteer for Katimavik in the near future.
14. To help students respond to Question 3, ask each pair to join another pair to form a small group and distribute Reproducible 1.3.1, *Choosing among Loyalties*. The group may choose to respond to a scenario identified by one of the group members in Question 2. When students finish, ask volunteers to share their scenarios and possible courses of action. Discuss these with the class.

#### DIFFERENTIATING INSTRUCTION

1. Instead of recording their best guesses about the IQs and key terms, you may choose to ask students to complete prediction charts (see p. 62). To create a prediction chart, students can make a T-chart or divide a sheet of notepaper into two columns to record the question, word, or phrase and predict its answer or meaning. When they have completed the chapter, students can compare their predictions with the information and definitions in the text.
2. Assign one or more students to update the concept wall with the new terms in this section.

3. Some students may wish to create a memorial to soldiers who have served in Afghanistan. This could involve a collage, a sketch, or a performance. Memorials could be presented to and/or performed for the class. This issue may be sensitive, however, so be sure that the representations respect the feelings of others.
4. Encourage interested students to conduct further research on Katimavik projects (see “Additional Resources”). They could report their findings to the class in a brief written report or a two-page magazine spread like the one they are working on for this related-issue’s challenge.

## LESSON 11

### AFFIRMING NATIONALIST LOYALTIES

**Chapter-issue question:** How should people reconcile their contending nationalist loyalties?

**Inquiry question:** What choices have people made to affirm nationalist loyalties?

This lesson explores choices that people have made to affirm nationalist loyalties. In particular, it focuses on choices that some Inuit and First Nations' people have made. Students will also consider the pros and cons of multiculturalism, as well as the concept of reasonable accommodation.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 1.3.2, Affirming Nationalist Loyalties
- Reproducible G, T-Chart

Create an overhead transparency or presentation slide of Figure 3-9 (p. 69) (optional).

Book time in a computer lab with an Internet connection (optional).

### RESOURCES

*Understanding Nationalism*, pages 67–71

### 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.

[www.afn.ca](http://www.afn.ca)

The web site of the Assembly of First Nations.

[www.collectionscanada.gc.ca/inuit/index.html](http://www.collectionscanada.gc.ca/inuit/index.html)

The web site for Project Naming is posted in three languages — French, English, and Inuktitut — and includes a useful page on the Inuktitut language.

[www.ctv.ca/servlet/ArticleNews/story/CTVNews/20060425/atanarjuat\\_documentary\\_060425/20060425?hub=Entertainment](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20060425/atanarjuat_documentary_060425/20060425?hub=Entertainment)

A story about Inuit filmmaker Zacharias Kunuk and his film about Kiviaq.

<http://osgoode.yorku.ca/media2.nsf/83303ffe5af03ed585256ae6005379c9/1a4f10fa8d2b2ed585256eda005eabbf!OpenDocument>

[www.nunatsiaq.com/archives/nunavut010331/nvt10316\\_10.html](http://www.nunatsiaq.com/archives/nunavut010331/nvt10316_10.html)

Two stories about Kiviaq's lawsuit against the federal government, one from a law professor and the other from Inuit newspaper *Nunatsiaq News*.

[www.cbc.ca/newsinreview/dec07/PDFs/accommodation.pdf](http://www.cbc.ca/newsinreview/dec07/PDFs/accommodation.pdf)

This CBC News in Review story investigates the reasonable accommodation debate in Québec. The study guide is suitable for high school students and includes an exercise on reasonable accommodation cases in Canada.

[www.accommodements.qc.ca/index-en.html](http://www.accommodements.qc.ca/index-en.html)

The web site of Québec's Consultation Commission on Accommodation Practices Related to Cultural Differences provides links to the commission's final report and 13 research reports.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.3.2, *Affirming Nationalist Loyalties*
- participating in class discussions and activities

### PRIOR LEARNING

This lesson builds on ideas about nationalist loyalties introduced in the previous lesson.

### TEACHING AND LEARNING STRATEGIES

1. To activate prior learning and get students started, place copies of Reproducible 1.3.2, *Affirming Nationalist Loyalties*, on their desks before they come into the classroom. When students have settled, instruct them to start filling in the section titled "Ways I Have Affirmed My Canadian Nationalism." You may wish to ask volunteers to read aloud a few points they recorded and discuss these as a class.
2. Ask students to read page 67 of *Understanding Nationalism*. Instruct them to begin to fill in the section of Reproducible 1.3.2. titled "Ways Other People Have Affirmed Their Nationalist Loyalties" as they read. Remind them to include information from the photos and "Voices" if they wish. Point out that they do not need to complete the reproducible at this point — they will be able to add examples as they proceed through the chapter.

#### **More to the Story**

Some other Inuktitut place names and their meanings include

- Arviat — place of the bowhead whale
- Inuvik — place of man
- Pangnirtung — place of the bull caribou
- Qausuittuq — place with no dawn
- Tununiq — place that faces away from the sun
- Tuktoyaktuk — place where there are caribou
- Taloyoak — big caribou blind (stone corral)

And Indigenous peoples in other countries are also reclaiming place names. In New South Wales, Australia, for example, the government is working with local Aborigine groups to give dual names to geographical features. As a result, Dawes Point Park — located under the southern approach to the Sydney Harbour Bridge — has also been given the Cadigal name Tar-ra to recognize both the Aboriginal and non-Aboriginal significance of the site.

3. Read aloud the section titled "Names and Inuit Identity" and "Voices" on page 68 of *Understanding Nationalism*. Explore the power of names by asking students questions like the following:



- How important is a name?
  - How do you feel when someone mispronounces your name?
  - How would you feel if someone changed your name?
  - What is the difference between a number and a name?
  - What are some examples of situations where people are referred to by a number?
  - How would you feel if you were referred to by a number instead of by name?
4. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read “Making a Difference: Kiviaq — Championing a People’s Rights” (p. 68, *Understanding Nationalism*) and to respond to the questions in “Explorations.”

In response to Question 1, students may suggest that Kiviaq’s choices and actions were strongly linked to his Inuit identity because he did not feel fully himself with his non-Inuit name — and without the right to use his single Inuit name — and identity. They may also point out that he feels his people should have the same rights and benefits as other Aboriginal peoples in Canada.

In response to Question 2, some students may feel that to be loyal to a nation, you need to be immersed in it. You could point out that some Canadians do not feel patriotic until they travel in other countries and experience different conditions. And some people, such as Nelson Mandela of South Africa, Aung San Suu Kyi of Myanmar, or the Dalai Lama of Tibet, spend years in jail, house arrest, or exile and are therefore not directly immersed in their country — but they continue to struggle for justice, democratic and human rights, and the freedom of their nation.

#### **More to the Story**

Kiviaq could not fly to visit family members in Nunavut because he suffers from Ménière’s syndrome, a debilitating illness caused by increased pressure in the inner ear. Episodes of dizziness, loss of balance, and loss of hearing are common, and people with this condition can become nauseous and incapacitated for hours, even days, at a time. The pressurized air on a plane would make this condition much worse and trigger an attack. Kiviaq was also diagnosed with cancer in 2004.

5. Draw students’ attention to the exploding concept “cultural pluralism” (p. 69, *Understanding Nationalism*). With students, examine and discuss the correlative terms. Then ask students for two or three examples of cultural pluralism in action in Canada. They may suggest special events and celebrations that recognize the contributions of diverse groups — such as Black History Month — laws that protect against discrimination, and Canada’s multicultural makeup. You may wish to display an overhead transparency or presentation slide of Figure 3-9 on page 69 and draw students’ attention to “FYI” (p. 69) as examples of cultural pluralism.
6. Explain to students that Canada’s version of cultural pluralism is multiculturalism. Point out that while many people believe multiculturalism is a good policy, others do not. Distribute Reproducible G, T-Chart, and instruct students to use it to record the pros and cons of multiculturalism in Canada as they read page 69 of *Understanding Nationalism*. When they finish, instruct them to compare the points they recorded with those of their partner or a small group.
7. Ask students to turn to page 70 of *Understanding Nationalism*. Read the introductory paragraphs aloud as far as the heading “Putting Pluralism to the Test” or ask volunteers to do so. Then ask students to share personal examples of times when they might have had trouble fitting in.

8. Divide the class into groups of five and ask the groups to examine Figure 3-11 (p. 70, *Understanding Nationalism*). Instruct students to take turns reading out the quotations, then to discuss which quotation comes closest to their own understanding of Canada. Alternatively, the groups could work together to compose their own definitions.
9. Instruct students to stay in their groups and work together to read the sections titled “Putting Pluralism to the Test” and “Reasonable Accommodation and Nationalist Loyalties” (pp. 70–71, *Understanding Nationalism*).
10. When they finish, ask the groups to work together to answer the questions in “Recall . . . Reflect . . . Respond” (p. 71, *Understanding Nationalism*).

**Note:** The topic of reasonable accommodation can be sensitive. Remind students to use language that respects the ideas and feelings of other group members.

Students' answers will vary, but in response to Question 1, they may suggest that “reasonable accommodation” means the extent to which Canadians and Canadian institutions are willing — and able — to change in response to the religious and cultural needs and demands of minority cultures.

In responding to Question 2, students may say that Asmahan Mansour would have felt sad, angry, and embarrassed when she was ordered to remove her hijab. When her teammates supported her, she may have felt happy, relieved, and proud.

In response to Question 3, arguments in favour of making reasonable accommodations may include that Canada is a multicultural nation, that all Canadians benefit from respect for differences and fostering inclusiveness, and that it helps Canadians understand one another. Arguments against making reasonable accommodations may include that it makes it seem as if there are no uniquely Canadian values, that it sends the impression that people can come to Canada and demand whatever they want, and that it is expensive to try to accommodate everyone's desires and beliefs.

11. Time permitting, you may want to ask students to return to Reproducible 1.3.2, *Affirming Nationalist Loyalties*, and add examples from this part of the chapter. Or you may wish to conduct a brief tag or continuum debate (see p. 80) on the question: Should Canada demand that immigrants give up their previous nationalist loyalties when they become Canadian citizens?

### **DIFFERENTIATING INSTRUCTION**

1. Pair struggling readers with more proficient readers who can help them through the readings in this lesson. The pairs can continue working together to complete the reproducibles.
2. Visual learners could be asked to sketch one or more of the exploding concepts or key terms from the sections of the chapter that have been covered to date. These sketches could be displayed on the concept wall.
3. Encourage interested students to conduct research on people who have fought for justice and legal rights while they were in prison or exiled. Examples could include Nelson Mandela, Aung San Suu Kyi, Ken Saro-Wiwa, Václav Havel, and Benazir Bhutto. Students could prepare a photo essay illustrating their findings and post it on the bulletin board.

## LESSON 12

### NATIONALIST LOYALTIES AND CONFLICT

#### IMPACT: QUÉBÉCOIS NATIONALISM

**Chapter-issue question:** How should people reconcile their contending nationalist loyalties?

**Inquiry question:** How can nationalist loyalties create conflict?

Students will explore how contending nationalist loyalties can create conflict. In particular, they will examine the mixed feelings that can accompany Canada Day celebrations in Newfoundland by creating an account of a World War I soldier's experiences. They will also explore nationalism in Québec.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.3.3, Protecting Language and Culture in Québec
- Reproducible G, T-Chart (optional)

Create an overhead transparency or presentation slide of Figure 3-13 (p. 72, *Understanding Nationalism*) (optional) and Figure 3-14 (p. 73).

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

#### RESOURCES

*Understanding Nationalism*, pages 72–76

#### 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.

[www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumonthamel](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumonthamel)  
Veterans Affairs Canada provides an in-depth exploration of the role played by the Newfoundland Regiment at the Battle of Beaumont-Hamel.

<http://www.army.ca/inf/rnflr.php>

The web site of the Royal Newfoundland Regiment.

[www.ww1battlefields.co.uk/somme/newfoundland.html](http://www.ww1battlefields.co.uk/somme/newfoundland.html)

A web page on the Newfoundland Memorial Park at Beaumont-Hamel includes a number of photographs of the World War I battlefield as it was then and is now.

[http://archives.cbc.ca/politics/federal\\_politics/topics/1891/](http://archives.cbc.ca/politics/federal_politics/topics/1891/)

The CBC Archives offers a web page called “Separation Anxiety: The 1995 Quebec Referendum,” with links to a selection of radio and television vignettes that capture the anxiety and tension of this period, plus resources for teachers.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities in the lesson. These may include

- creating a written or visual account of a World War I soldier's experiences
- completing the reproducibles
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understanding of how people affirm nationalist loyalties.

**TEACHING AND LEARNING STRATEGIES**

1. Draw students' attention to Margaret Saunders's poem in "Voices" (p. 72, *Understanding Nationalism*). With students, read the excerpt aloud. Explain that the poem is about the contradictory feelings of an immigrant settling in a new country. The speaker longs for her homeland but realizes she cannot return.
2. Guide the class through a discussion of loyalties and conflict by asking questions like the following:
  - What contending loyalties is Saunders expressing?
  - Have you ever had mixed feelings about being Canadian?
  - What are some aspects of Canada that you love?
  - What are some aspects of Canada that give you cause for concern?
  - Have you ever had to deal with contending loyalties? If so, how did you deal with this conflict?
3. You may want to ask students to put themselves in the place of an immigrant settling in to a new country and to write a letter or poem or song expressing their feelings to family members or old friends at home.
4. With students, read aloud the first two paragraphs on page 72 of *Understanding Nationalism*. Students have addressed the activity icon in the steps above, but you may wish to ask them to review and summarize their conclusions at this point. Then explain that the rest of the material on the page provides an example of contending loyalties for many Newfoundlanders — July 1. Ask a volunteer to read the first paragraph of the section titled "July 1 in Newfoundland" (p. 72). At this point, you may wish to display an overhead transparency or presentation slide of Figure 3-13 (p. 72) to add visual impact. Ask volunteers to continue reading the paragraphs to the end of this section.
5. Ask students to select a partner — or assign partners — and ask students to imagine that they were a soldier in the Newfoundland Regiment during World War I. As a soldier, they survived difficult battles, lost friends at Beaumont-Hamel, and then saw the jurisdiction they fought for become part of Canada about 30 years later. Now their grandchildren, the editor of the local newspaper, or the *Rick Mercer Report* are asking them how they feel on Canada Day.
6. Instruct each pair of students to prepare a brief account or depiction of the contending loyalties their character may feel. They can follow the example of the Saunders quotation in "Voices" (p. 72, *Understanding Nationalism*); write a letter or e-mail to their grandchildren; prepare a story, cartoon, or comic strip for their hometown newspaper; or conduct a brief interview to

submit as the script for a video segment. Circulate to provide help, and perhaps to determine which students are taking a novel approach.

7. Ask a few students to read their account or interview aloud or to show their drawings to the class. Then ask the class what elements might have been added — and why. How do students think these soldiers may have resolved a conflict in their loyalties?

### More to the Story

Despite the huge loss of life suffered by the Newfoundland Regiment at the Battle of Beaumont-Hamel, the battalion went on to acquire an outstanding reputation. After the battle, the regiment was brought back to full strength. In six weeks, they were fighting in Flanders and went on to distinguish themselves in a number of battles, including more of the Battle of the Somme in October 1916, the Battle of Arras in April 1917, the Battle of Cambrai in November 1917, and at Bailleul in April 1918. During the last hundred days of the war, Private Tommy Ricketts of the Newfoundland Regiment became the war's youngest soldier to win the Victoria Cross. He had not yet turned 18.

8. Display an overhead transparency or presentation slide of Figure 3-14 (p. 73, *Understanding Nationalism*). Read the caption and question aloud and guide the class through a brief discussion. Then read aloud the section titled “Contending Loyalties and Conflict” on page 73 and ask students to respond to the activity icon. Remind students to listen and respond respectfully as classmates state the loyalties they would be willing to fight for.
9. Instruct students to read “Taking Turns” (p. 73, *Understanding Nationalism*). Then ask them to respond to the questions in “Your Turn.” Students may suggest that
  - Amanthi’s parents seem to be experiencing contending loyalties, but that conflict does not seem to be affecting her own identity.
  - Blair does not seem to be experiencing contending loyalties.
  - Rick is definitely experiencing conflict, but it seems to affirm his dual identity.
  - Amanthi’s parents are experiencing some conflict.
  - Rick may come into conflict with people who speak badly about Americans.
  - Amanthi’s parents may resolve their conflict when they have lived in Canada longer.
  - Rick’s conflict may not be resolved, and it will be important for him to learn how to express his position and feelings.
10. Instruct students to work with their partner to read “Impact: Québécois Nationalism” (pp. 74–75, *Understanding Nationalism*). To help focus their reading, tell students to keep the following question in mind as they read: How has Québec tried to preserve its language and culture?
11. As they read, distribute Reproducible 1.3.3, Protecting Language and Culture in Québec. When they finish reading, instruct students to work with their partner to fill in the chart, then to compare their responses with those of another pair.
12. Ask students to respond to the questions in “Explorations” (p. 75, *Understanding Nationalism*).

In response to Question 1, students may suggest that Figures 3-16 and 3-17 show an increase in the use of French in Québec but a decrease outside Québec. Bill 101 may have influenced these trends by legislating the use of French in the province, but some Canadians

saw the bill as “anti-English” and it gave rise to an anti-French backlash. They may also suggest that the trends had more to do with immigration and demographic patterns than with Bill 101. In response to the second part of this question, they may say that the trends will continue or even intensify.

In response to Question 2, students may say that some Francophone Québécois parents are seeking more English-language education for their children because English is more widely used around the world and remains the predominant language of business, and they want their children to be able to compete for good jobs. These parents may also feel that they can teach their children French on their own and that the children will remain fluent in French even if they receive more education in English. Students may also note the similarity to some anglophone Canadian parents’ desire to send their children to French immersion classes and schools.

13. Write the following question on the chalkboard: Should Alberta separate from Canada? You may wish to distribute copies of Reproducible G, T-Chart, or to ask students to create a simple T-chart in their notebooks. Tell them to use the headings “Yes” or “Pros” and “No” or “Cons” and give them a few minutes to record a few points. Guide a brief class discussion on this question, then point out that the “Yes” and “No” arguments — or the “Pros and Cons” — reveal contending nationalist loyalties.
14. Ask students to read page 76 of *Understanding Nationalism*, looking for new arguments in support of or against Québec’s sovereignty. Instruct them to add these arguments to their T-charts. When they finish reading and recording their notes, you may wish to ask them to write a brief summary of their position on whether Québec — or Alberta — should separate from Canada.
15. Direct students’ attention to “Recall . . . Reflect . . . Respond” (p. 76, *Understanding Nationalism*). Divide the class into small groups to respond to the questions. When the groups have created their slogan or symbol in response to Question 3, ask them to share their work with another group or the class.

#### **DIFFERENTIATING INSTRUCTION**

1. One way to improve reading skills is to model fluent reading by reading a passage aloud as students read along silently, then instructing students to reread the passage on their own. You may choose to approach “Impact: Québécois Nationalism” in this way with some students.
2. Encourage interested students to conduct further research on the Battle of Beaumont-Hamel and others fought by the Newfoundland Regiment. Each of the battles mentioned in “More to the Story” (p. 149), for example, is remarkable because the regiment achieved success even though it was greatly outnumbered. Visual learners could be encouraged to create a model of a battle and to display it in the classroom or the school’s foyer. Kinesthetic learners could roleplay parts of a battle.
3. Some students may wish to collect the written and visual projects created in Steps 5 and 6 and assemble them into a two-page spread like the one they are working on for their challenge for this related issue. They can post their display in the classroom or on a school web page.
4. Ask some students to prepare a report or create a collage on the 1995 Québec referendum. They could use the site in “Additional Resources” to get started.

## LESSON 13

### RECONCILING CONTENDING LOYALTIES

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

SKILL BUILDER TO YOUR CHALLENGE: PLAN AND DRAFT A SUPPORTED OPINION PARAGRAPH

**Chapter-issue question:** How should people reconcile their contending nationalist loyalties?

**Inquiry question:** How have people reconciled contending nationalist loyalties?

Students will explore how some Aboriginal peoples in Canada have attempted to reconcile contending nationalist loyalties. The lesson concludes with end-of-chapter activities and the skill builder — writing a supported opinion paragraph.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 1.3.4, “Voices” (optional)
- Reproducible 1.3.5, Aboriginal Peoples’ Attempts to Reconcile Contending Nationalist Loyalties
- Reproducible 1.3.6, Inventory of Nationalist Symbols, Events, or Activities (optional)
- Reproducible H, RAFTS Chart

Prepare an overhead transparency or presentation slide of Reproducible 1.3.4, “Voices” (optional).

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

### RESOURCES

*Understanding Nationalism*, pages 77–83

### 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.

*Honour of the Crown*. National Film Board, 2001.

This NFB documentary explores François Paulette’s 30-year struggle to see the Canadian government fulfil the terms of an 1899 treaty with the Thebatthi — Chipewyan — people. The film was shot in northern Alberta and Ottawa, and is recommended for students in Grade 10 and above.

[www.ainc-inac.gc.ca/ch/rcap/rpt/index\\_e.html](http://www.ainc-inac.gc.ca/ch/rcap/rpt/index_e.html)

Highlights from the report of the Royal Commission on Aboriginal Peoples, *People to People, Nation to Nation*.

<http://pm.gc.ca/eng/media.asp?id=2146>

The text of Prime Minister Stephen Harper’s apology to First Nations residential school students. He delivered this speech to Parliament on June 11, 2008.

[www.nationalpost.com/news/story.html?id=580574](http://www.nationalpost.com/news/story.html?id=580574)

Assembly of First Nations national chief Phil Fontaine's response to Prime Minister Harper's June 11, 2008, apology.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

### PRIOR LEARNING

Students will build on their understanding of some factors that shape nationalism and how different groups have responded to these factors.

### TEACHING AND LEARNING STRATEGIES

1. Direct students' attention to the exploding concept "reconciliation" (p. 77, *Understanding Nationalism*). With students, examine the associated terms and explanations, then ask students to provide an additional definition or a specific example of a treaty, apology, or settlement. Explain that this last section of the chapter focuses on how Aboriginal peoples in Canada have attempted to reconcile contending nationalist loyalties.
2. You may wish to display an overhead transparency or presentation slide and/or distribute copies of Reproducible 1.3.4, "Voices." Ask a volunteer to read aloud Matthew Coon Come's words and ask students whether they agree with his thoughts. Does Coon Come's position have consequences for individuals? For peoples? For governments? What might these consequences be? And who should be responsible for protecting the right to self-determination?
3. With students, read aloud the first two paragraphs in the section titled "How Have People Reconciled Contending Nationalist Loyalties?" (p. 77, *Understanding Nationalism*). Ask whether they have any questions. Then ask whether they can provide a few other examples of situations that may lead to a need for reconciliation and examples of how these situations can be — or were — reconciled.
4. With students, read aloud the first paragraph of the section titled "Aboriginal Peoples in Canada" (p. 77). You may wish to pause here to discuss what students know about such situations from their own experience.
5. Divide the class into groups of four for a jigsaw activity (see p. 76). Assign each student the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts on the Oka crisis (p. 77, *Understanding Nationalism*), members of Group 2 will become experts on the Royal Commission on Aboriginal Peoples (p. 78), members of Group 3 will become experts on the Statement of Reconciliation (p. 79), and members of Group 4 will become experts on land claims (p. 80).



6. Distribute copies of Reproducible 1.3.5, *Aboriginal Peoples' Attempts to Reconcile Contending Nationalist Loyalties*. Review the information you expect each group to record on the chart and instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to make sure that everyone fills in full and accurate information in the appropriate place on their chart. Remind students to check the visuals, margin features, and activity icons for additional information.
7. Tell students to return to their home groups and to share the information with other home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage of the activity, all students' charts should be filled in completely.
8. With the class, discuss the information students filled in and, if necessary, give them time to revise their charts. You may also ask students to state whether each of the events on their charts helped or hindered Aboriginal peoples' attempts to reconcile contending nationalist loyalties, as instructed in the activity icon on page 80 of *Understanding Nationalism*.
9. Instruct students to read "The View from Here" (p. 81, *Understanding Nationalism*) and to respond to the questions in "Explorations." In response to Question 1, students may suggest words or phrases like
  - "civil disobedience"; "upset with our lot"; "culture of negotiation"; "respect of law"; "not fine"; "serious problems"; and "failed promises."
  - "push this button"; "outstanding issues"; "results"; and "test run."
  - "hear"; "notice"; "peaceful protest"; and "respect."

For Questions 2 and 3, be sure that students provide reasons for their responses and use respectful and sensitive language.
10. Time permitting, ask students to return to the three points about the IQs and the key terms that they recorded and filed in Step 5 of Lesson 10. Ask whether — and how — they would revise those points now. You may also wish to ask them to locate Reproducible 1.3.2, *Affirming Nationalist Loyalties*, and to add new examples from this part of the chapter.
11. Conclude the lesson by assigning one or more of the end-of-chapter activities (p. 82, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Understanding Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
12. Remind students of the challenge for this related issue — creating a two-page spread for a magazine or e-zine — and divide the class into small groups. Ask students to work as a group to briefly review the names, headlines, visuals, and captions they completed in the previous skill builders. Give them a few minutes to make revisions if they wish.
13. Ask students to turn to "Skill Builder to Your Challenge: Plan and Draft a Supported Opinion Paragraph" (p. 83, *Understanding Nationalism*). With students, read the introduction aloud. Review each of the steps and answer questions that students may have. Direct their attention to "Tips for Writing an Effective Supported Opinion Paragraph" and tell them to refer to these tips frequently when preparing their paragraphs.

14. Instruct the groups to work together to work through the steps of the skill builder. While they are working, distribute copies of Reproducible H, RAFTS Chart, to each student. Tell students to use this chart to complete Step 3. As they work through the steps, circulate to provide help and assess students' progress and difficulties.
15. When they finish, remind students that they will need to keep the materials they create in each skill builder and instruct them to file their materials in their notebooks or the file folders or large envelopes that you may have provided (see Step 11, Lesson 5).

#### **DIFFERENTIATING INSTRUCTION**

1. When assigning students to expert groups, ensure that the groups include a balanced mix of reading and social skills. As well, make sure that you vary the composition of groups so that students get to know all their classmates.
2. The activity icon on page 79 of *Understanding Nationalism* mentions that some Aboriginal people viewed the Statement of Reconciliation as a positive step, but others viewed it as empty words. Ask a few students to find responses that they can assemble as "Voices" to share with the class.
3. It may be helpful for visual learners to create a timeline of Aboriginal attempts to reconcile contending loyalties. Each event on the timeline should be explained in a sentence or two.
4. Instead of asking struggling readers to take part in the jigsaw activity, you might choose to place some of these students in a group and ask them to review the photo essay on pages 78 and 79. They could write their own captions for the photos, suggest additional photos, or create a sketch or cartoon that demonstrates how people can reconcile competing loyalties.
5. Modify the end-of-chapter activities to accommodate students' strengths and interests. For Question 1, for example, you may ask students to write their own version of a national anthem for Canada.

#### **POSSIBLE ANSWERS TO "THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . ."**

(p. 82, *Understanding Nationalism*)

#### **Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in "Think . . . Participate . . . Research . . . Communicate . . ."

#### **Answers**

1. Students' answers will vary, but they may include the following:
  - a) Only immigrants from Britain — the British, Scottish, and Irish — had their loyalties affirmed by "The Maple Leaf Forever." The loyalties of Aboriginal peoples and immigrants from everywhere else were ignored. And this may have intensified conflicts in loyalties.

b) Possible arguments in favour of using “The Maple Leaf Forever” as Canada’s national anthem include:

- Immigrants from Britain played a major role in Canada’s history.
- Canada is still tied to England through the queen and the office of the governor general.

Possible arguments against the use of the song as the national anthem include:

- It intensifies the contending nationalist loyalties of immigrants who are not from Britain.
- It does not represent Canada’s current multicultural society.

2. You may want to help students respond to this question by reviewing with students and writing on the chalkboard definitions of ethnic and civic nations. Or you can refer to the class’s concept wall if the terms are posted there.

- Ethnic nationalism is founded on shared ethnicity, culture, and language.
- Civic nationalism occurs when people, no matter what their ethnicity, culture, and language, agree to live according to particular values and beliefs expressed as laws.

Students’ opinions should be supported by evidence.

3. Distribute Reproducible 1.3.6, Inventory of Nationalist Symbols, Events, or Activities, to help students complete this activity. Students can use the reproducible to record the nationalist symbols they encounter over the course of a week and to write a few sentences that express their feelings about what they encountered. Students may be surprised at the number of symbols they find, and their explanations for how this made them feel should be well argued and well supported.

## LESSON 14

### INTRODUCTION TO CHAPTER 4 NON-NATIONALIST LOYALTIES

**Chapter-issue question:** How can nationalist and non-nationalist loyalties be reconciled?

**Inquiry question:** What are non-nationalist loyalties?

In this lesson, students will explore the nature of loyalties, examine their non-nationalist loyalties, and participate in a debate.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.1, My Nationalist and Non-Nationalist Loyalties
- Reproducible F, Mind Map (optional)

Create an overhead transparency or presentation slide of Figure 4-1 (p. 84, *Understanding Nationalism*).

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

#### RESOURCES

*Understanding Nationalism*, pages 84–88

#### 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.

[www.cbc.ca/news/background/sealhunt](http://www.cbc.ca/news/background/sealhunt)

A CBC News in Depth page of FAQs on the seal hunt.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing reproducibles
- participating in class discussions and activities

#### PRIOR LEARNING

Students will draw on their existing understanding of personal and collective non-nationalist loyalties.

#### TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 4-1 (p. 84, *Understanding Nationalism*). Ask students what they see in the photograph. When they understand they are looking at a protest against the seal hunt on Canada's East Coast, ask them to brainstorm the pros and cons of the seal hunt.

Students may suggest that the pros include

- providing an income for some Canadians
- preserving traditional ways of life
- controlling the seal population, and thus perhaps benefiting the fish population

They may suggest that the cons of the hunt include

- killing innocent animals
- provoking international condemnation of Canada

2. Read aloud with students. Ask them whether — and how — this information changes their responses.
3. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read the introductory material on page 85 of *Understanding Nationalism*. Then ask them to respond to the questions about the photograph. When they finish, guide the class through a discussion by asking questions like the following:
  - What competing loyalties might seal hunters feel?
  - What competing loyalties might protesters feel?
  - What tactics did the protesters use to draw negative attention to the seal hunt?
  - What images and information might seal hunters use to develop a positive presentation?
4. Direct students' attention to the IQs in "Looking Ahead" (p. 85, *Understanding Nationalism*). Instruct students to jot in their notebooks two or three point-form notes in response to each question, then to compare their points with those of their partner and to revise their points if they wish. Instruct them to store their notes where they will be able to find them again.
5. Draw students' attention to "My Journal on Nationalism" (p. 85, *Understanding Nationalism*). Give students a few minutes to update their journals, then divide the class into small groups. Ask students to share their most recent entry or to select any of their four entries to share with the group.
6. Draw students' attention to the exploding concept "non-nationalist loyalties" (p. 86, *Understanding Nationalism*). Examine and discuss the term with the class, then ask students to work with their partner to list at least 10 of their loyalties, such as family, friends, school, community, country, and music groups.
7. Divide the class in half for a tag debate (see p. 80). One side will represent protesters against the seal hunt; the other side will represent seal hunters. Instruct students to read the section titled "What Are Non-Nationalist Loyalties?" and the margin features on page 86 of *Understanding Nationalism* to help them prepare for the debate. Tell students to prepare at least five arguments for the position that they are assigned to support.
8. Remind students to remain respectful of the other side's views and begin the debate. Allow students to debate for as long as you wish or until useful arguments seem to be covered. Then ask students which arguments were most persuasive and whether — and how — they think this conflict can ever be resolved.
9. Ask students to read the section titled "The Nature of Loyalties" (p. 86, *Understanding Nationalism*) and to respond to the activity icon in their notebooks.

10. Ask students to work with their partner to examine the photo essay on page 87 of *Understanding Nationalism*. Instruct the pairs to consider the photographs and captions carefully. Then ask students to review their list of loyalties to determine which could be classified as religious, regional, cultural, ethnic, or class-based. If their list does not include a loyalty from each of these categories, tell them to add an example. When they finish, ask them to write a short summary statement that explains which category of loyalties plays the most significant role in their lives at this point — and why.
11. Instruct students to work in their small groups to read the section titled “Distinguishing between Nationalist and Non-Nationalist Loyalties” (p. 88, *Understanding Nationalism*).
12. Direct students’ attention to “Recall . . . Reflect . . . Respond” and distribute Reproducible 1.4.1, My Nationalist and Non-Nationalist Loyalties. Instruct students to work on their own to respond to Questions 1 and 2.
13. Instruct students to work with their partner to complete Question 3. You may wish to distribute Reproducible F, Mind Map, to help students complete this activity. Or you may choose to bring their attention to another graphic organizer, such as the ones in Figure 1-4 (p. 21, *Understanding Nationalism*) or Figures 1-26 or 1-27 (p. 35), as a model for them to follow. Circulate to provide help and ensure that students are using colour and shapes and including a title, a legend, and a rating system. When students finish their graphics, ask volunteers to display their work. Then ask them to explain it and to respond to questions and comments from their classmates.

#### **DIFFERENTIATING INSTRUCTION**

1. Some students may need one-on-one help from you to complete the graphic organizer in “Recall . . . Reflect . . . Respond” (p. 88, *Understanding Nationalism*).
2. You can help struggling readers by reading assigned material aloud. Model fluent reading — but read slowly enough that students can follow along.
3. Students who experience anxiety when speaking in front of others could help you evaluate the arguments presented in the tag debate.
4. Interested students may want to conduct further research on the seal hunt. They could prepare a display they can post in the classroom — but be sure they examine both sides of the issue.

## LESSON 15

### COMPETING LOYALTIES

**Chapter-issue question:** How can nationalist and non-nationalist loyalties be reconciled?

**Inquiry question:** How do nationalist and non-nationalist loyalties contend?

Students will explore the conflict that can occur when class and nationalist loyalties contend by writing the lyrics for a song. They will also explore religious, regional, ideological, and cultural loyalties.

**Estimated Time:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 1.4.2, When Regional and Nationalist Loyalties Compete

Prepare an overhead transparency or presentation slide Figure 4-9 (p. 89, *Understanding Nationalism*).

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

Locate a CD of the Maria Dunn song “We Were Good People,” the Woody Guthrie song “Tom Joad,” or the Billy Bragg song “Between the Wars” (optional).

Locate a CD of the U2 song “Sunday Bloody Sunday” (optional).

Book a CD player (optional).

### RESOURCES

*Understanding Nationalism*, pages 89–94

### 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.

<http://radio3.cbc.ca/bands/MARIA-DUNN>

A CBC radio site where students can listen to 12 of Maria Dunn’s songs.

[www.cnn.com/SPECIALS/2000/n.ireland/overview.html](http://www.cnn.com/SPECIALS/2000/n.ireland/overview.html)

This web page provides an overview of the conflict and tension in Northern Ireland.

[www.cbc.ca/doczone/tarsands](http://www.cbc.ca/doczone/tarsands)

This site offers an overview of a documentary commissioned by the CBC, *Tar Sands: The Selling of Alberta*, and provides a link to a web page of discussion about it.

[www.energy.gov.ab.ca/OurBusiness/oilsands.asp](http://www.energy.gov.ab.ca/OurBusiness/oilsands.asp)

The Alberta government’s web page on the oil sands.

[www.oilsandsdiscovery.com](http://www.oilsandsdiscovery.com)

The web page of the Oil Sands Discovery Centre.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.4.2, When Regional and Nationalist Loyalties Compete
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on the information on non-nationalist loyalties introduced in the previous lesson.

**TEACHING AND LEARNING STRATEGIES**

1. Draw students' attention to the IQ — How do nationalist and non-nationalist loyalties contend? — on page 89 of *Understanding Nationalism*. Tell students the first aspect of this question that they will explore is when class and nationalist loyalties compete. To set the stage, ask questions like the following:
  - What does the term “social class” mean?
  - What assumptions are sometimes made about members of the upper class? The middle class? The lower — or working — class?
  - Why do people use labels like upper and lower class? How are they significant?
  - Do you know anyone who has experienced class conflict? How did the conflict make this person feel? How did the person respond? How was the conflict resolved?
  - Why do people tend to pigeonhole others according to class?
2. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read the information on class loyalty on page 89 of *Understanding Nationalism*. Then tell students to respond to the activity icon at the bottom of the page. Students' answers will vary, but they may suggest that the violence could have been avoided entirely if employers had been willing to listen to the concerns of employees. They may also suggest that violence could have been avoided once the strike had started if the government had allowed the workers to stay on strike for a while. Maybe then the employers would have been willing to meet with the unions.
3. With students still in their pairs, write the following question on the chalkboard: In what ways was the Winnipeg General Strike a clash between nationalist and non-nationalist loyalties? Guide a brief discussion on this question to ensure that students understand the difference between nationalist and non-nationalist loyalties.

Students may suggest that the police took action in response to orders from the federal government, and this would be a nationalist loyalty. But many of the police may have been sympathetic to the workers who were marching, and this would be a non-nationalist loyalty. Students may also suggest that the workers' demands do not mean that they were being disloyal to Canada — in fact, they were only asking the government to do what was best for a majority of its citizens.
4. Divide the class into small groups and display an overhead transparency or presentation slide of Figure 4-9 (p. 89, *Understanding Nationalism*). Also draw students' attention to the lyrics to “Solidarity Forever” in “Voices” (p. 89). Ask students to work in their groups to review the caption in Figure 4-9 and respond to the questions.



### More to the Story

“Solidarity Forever” is the most popular union song in North America. If a union member knows only one song, it is probably this one. It has become, in effect, the anthem of the North American labour movement.

Ralph Chaplin was a well-known poet, artist, writer, and organizer for the Industrial Workers of the World when he wrote the song in 1915. The idea had come to him the year before, when he had been covering a coal miners’ strike in Kanawha County, West Virginia, for *Solidarity*, the official IWW publication in the eastern United States.

Chaplin said, “I wanted a song to be full of revolutionary fervor and to have a chorus that was singing and defiant.” But perhaps he never dreamed that the song would live on quite so forcefully.

5. Ask students to work in their small groups to write their own lyrics for a union song. You may wish to suggest that the groups discuss what they know about unions and whether group members have relatives or friends who belong to unions before they begin. To motivate students and give them an example to follow, you may also choose to play a pro-union song such as Maria Dunn’s “We Were Good People,” Woody Guthrie’s “Tom Joad,” or Billy Bragg’s “Between the Wars.”

When they finish, ask volunteers to read aloud — or to sing — their group’s lyrics.

### More to the Story

Maria Dunn is an Alberta singer-songwriter who is featured on page 92 of *Exploring Nationalism*. Dunn has won a number of City of Edmonton awards and been nominated for Prairie Music Awards and a Juno. Her song “We Were Good People” tells the story of people arrested and injured as the result of a peaceful march to urge the government to help them at the height of the Great Depression. Dunn has given a voice to working people, people who are poor, and people who are largely unnoticed — and in this she is following in the footsteps of many other singer-songwriters.

- Inspired by the movie version of John Steinbeck’s novel about the plight of migrant Depression-era farm workers, *Grapes of Wrath*, American singer-songwriter Woody Guthrie wrote the ballad “Tom Joad.”
- Another American folk singer, Pete Seeger, sang about and for workers and wrote “Where Have All the Flowers Gone?” after testifying before the House Un-American Activities Committee in 1955. The song later helped galvanize the anti-Vietnam War movement.
- British punk artist Billy Bragg gave a voice to coal miners when British prime minister Margaret Thatcher “waged war” on the unions in the 1980s. Bragg’s song “Between the Wars” expresses a desire for a government that would support working people.
- Canadian singer-songwriter Bruce Cockburn has been an outspoken opponent of the International Monetary Fund, the World Bank, and many aspects of environmental and foreign policy. When his song “If I Had a Rocket Launcher” was released, he was temporarily banned from entering the United States.

6. Organize the reading of page 90 of *Understanding Nationalism* as a think-pair-share activity (see p. 75). Ask students to carefully consider the main narrative and the visuals, caption, and margin features, pausing after each feature and every few paragraphs to think about what they read or saw and to summarize the information by jotting a couple of points in their notebooks. When they finish, tell them to discuss their points with their partner and to revise

their points if they wish. Ask volunteers to read out a few of their points and discuss these with the class.

7. You may then wish to play the U2 song “Sunday Bloody Sunday” for the class. Explain that U2 — an Irish band — wrote this song about a particularly violent clash between British police and Irish Catholic protesters.
8. Read aloud the first paragraph on page 91 of *Understanding Nationalism*. Then divide the class into home groups of six for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, 3, 4, 5, or 6 to identify the expert group she or he will join. Members of Group 1 will become experts in oil, gas, and regional loyalty (p. 91, *Understanding Nationalism*); members of Group 2 will become experts in the clash of loyalties for Westerners when Pierre Trudeau fixed the price of oil (p. 91); members of Group 3 will become experts in the National Energy Program (p. 92); members of Group 4 will become experts in the oil sands and loyalties (p. 92); members of Group 5 will become experts in the oil sands and ideological loyalties (p. 93); and members of Group 6 will become experts in the oil sands and cultural loyalties (p. 94).
9. Distribute Reproducible 1.4.2, *When Regional and Nationalist Loyalties Compete*. Discuss with students the information you expect them to record on the chart. Then instruct members of each expert group to read their assigned section, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind students to check the visuals and margin features for additional information.
10. Tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all charts should be completed. With the class, briefly review the information they recorded in their charts.
11. Direct students’ attention to “Recall . . . Reflect . . . Respond” on page 94 of *Understanding Nationalism* and ask them to respond to the questions. In response to Question 1, ask students to provide at least two reasons for their choice. In response to Question 2, students may suggest that the scenarios depict a clash between nationalist and non-nationalist loyalties because they force people to make a choice between protecting the environment and a job in the oil sands or having to buy gasoline to operate a non-fuel-efficient vehicle.

#### **DIFFERENTIATING INSTRUCTION**

1. Visual learners may choose to make a drawing or create a cartoon strip instead of helping their group write a song.
2. Tap into students’ vast knowledge of music by asking volunteers to bring in songs that depict class struggle to play for the class. Each student could provide a brief introduction to his or her song before it is played.
3. Encourage interested students to conduct further research on an aspect of the oil sands, such as the technology used to extract and refine bitumen (see “Additional Resources”). They could write a report or create a collage to post on the bulletin board or a web site.

## LESSON 16

### RECONCILING CONTENDING LOYALTIES

**Chapter-issue question:** How can nationalist and non-nationalist loyalties be reconciled?

**Inquiry question:** How have people reconciled contending nationalist and non-nationalist loyalties?

Students will examine three views on developing the oil sands and explore how people have attempted to reconcile conflicts in their nationalist and non-nationalist loyalties.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 1.4.3, Reconciling Nationalist and Non-Nationalist Loyalties

### RESOURCES

*Understanding Nationalism*, pages 95–98

### 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.

[www.bbc.co.uk/dna/h2g2/A2922644](http://www.bbc.co.uk/dna/h2g2/A2922644)

An in-depth BBC report on Falun Gong.

[www.gg.ca/gg/bio/index\\_e.asp](http://www.gg.ca/gg/bio/index_e.asp)

A brief biography of Michaëlle Jean on the web site of the governor general.

[www.nationtalk.ca/modules/news/article.php?storyid=4888](http://www.nationtalk.ca/modules/news/article.php?storyid=4888)

An article that explores the case of Sharon McIvor, a First Nations woman from Merritt, B.C., who started a legal challenge against gender discrimination in the Indian Act on the grounds that it violated the Charter of Rights and Freedoms. The site provides a link to an interview with McIvor, who recently received the Carole Geller Human Rights Award.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.4.3, Reconciling Nationalist and Non-Nationalist Loyalties
- participating in class discussions and activities

### PRIOR LEARNING

Students will build on their understanding of how nationalist and non-nationalist loyalties can contend.

**TEACHING AND LEARNING STRATEGIES**

1. With students, read the introduction to the “The View from Here” on page 95 of *Understanding Nationalism*. Then ask volunteers to read the introductions to each speaker and the quotations, pausing after each to ask if students have questions and explain difficult vocabulary.
2. Ask students to respond to the questions in “Explorations.” Students may suggest that Melody Lepine is trying to strike a difficult balance in her cultural, regional, and nationalist loyalties. Don Thompson and Richard Schneider seem more determined to advance or block further development. Students may say that the competing loyalties are economic benefits and jobs versus the environment. These loyalties compete because gaining the economic benefits may be at the cost of irreparable damage to the environment. As students respond to the question about which of the views is farthest from their own position, be sure that they remain respectful of other people’s ideas.
3. Divide the class into groups of about five. Ask the groups to briefly review what they have read about the oil sands so far in this chapter. Then instruct each group member to create a character based on this information — the mayor of Fort McMurray, the host of a radio call-in or TV talk show, a pipeline welder whose family remains in southern Alberta while he works in northern Alberta, an oil patch worker from Newfoundland, a fast-food worker, an environmentalist, or one of the speakers in “The View from Here.” Tell students to work as a group to determine an issue that needs to be addressed, such as a lack of affordable housing or dangers to water resources. Their characters will then exchange views in a town hall meeting, a radio call-in or TV talk show, or a format of the group’s choice.
4. Give the groups time to decide on an issue and format. Remind them that their remarks must remain respectful of the views and feelings of others, then ask the groups to conduct their meetings or interviews.
5. Ask students to think of an occasion when they had to struggle with contending loyalties. Perhaps they had promised to keep a secret for a friend, but they were also concerned about the friend’s emotional and physical safety and felt they should ask an adult for advice. Ask students to record the situation in their notebooks. Then ask the students to record how the situation turned out — how they reconciled their contending loyalties. Did they feel good about the resolution or not? Would they do anything differently next time — or not? Explain that many people have to deal with conflicts like these when nationalist and non-nationalist loyalties contend.
6. Distribute Reproducible 1.4.3, Reconciling Nationalist and Non-Nationalist Loyalties, and instruct students to read page 96 of *Understanding Nationalism*. As they read, they can fill in advantages and disadvantages of the first two strategies included in the reproducible. Then ask them to work in pairs or small groups to fill in some examples of each.
7. When they finish, ask volunteers to read aloud some advantages, disadvantages, and examples of these two strategies. Guide the class through a discussion of these.
8. Write the following question on the chalkboard: How has Michaëlle Jean been able to reconcile her nationalist and non-nationalist loyalties?  
Ask students to work in their pairs or small groups to read page 97 of *Understanding Nationalism*, paying attention to all the visuals and margin features, as well as the main narrative. Tell them to fill in the third section of Reproducible 1.4.3, Reconciling Nationalist

and Non-Nationalist Loyalties, using Jean as an example of the third strategy for reconciling nationalist and non-nationalist loyalties and creating a list of points in response to the question on the chalkboard. Ask volunteers to record their points on the chalkboard and guide a brief class discussion.

9. Ask students to read the section titled “Bringing about Change in the Nation” (p. 98, *Understanding Nationalism*) and to fill in the fourth section of Reproducible 1.4.3, Reconciling Nationalist and Non-Nationalist Loyalties, as they read. When they finish, again guide a brief discussion by asking students which strategy they think is most effective — and why. Would different strategies be more effective in different situations? At different times? Why?
10. Draw students’ attention to “Making a Difference: Sandra Lovelace — Fighting for First Nations Women” (p. 98, *Understanding Nationalism*). Ask volunteers to read a paragraph each, then ask students to respond to the questions in “Explorations.” Be sure that they remain sensitive and use respectful language as they respond to what may become emotional issues and examples.

#### **DIFFERENTIATING INSTRUCTION**

1. Students who may not wish to participate in the town hall meeting or radio call-in or TV talk show could choose an issue and write a letter to the editor of a local newspaper or compose an entry in a blog.
2. Assign a few students to update the concept wall.
3. Some students may enjoy creating a coat of arms that embodies their own nationalist and non-nationalist loyalties. You may choose to offer this activity as a bonus assignment for students who want an opportunity to upgrade their mark.
4. Encourage some students to prepare a brief report on a person of their choice who has worked to bring about change as a way to reconcile nationalist and non-nationalist loyalties.

## LESSON 17

### FIGHTING FOR A SENSE OF BELONGING AND FREEDOMS

THINK . . . PARTICIPATE . . . RESEARCH. . . COMMUNICATE . . .

SKILL BUILDER TO YOUR CHALLENGE: PUT IT ALL TOGETHER

**Chapter-issue question:** How can nationalist and non-nationalist loyalties be reconciled?

**Inquiry question:** How have people reconciled contending nationalist and non-nationalist loyalties? (continued)

Students will examine cases of people who have attempted to reconcile conflicts in their nationalist and non-nationalist loyalties by fighting for a sense of belonging, religious freedom, ethnic equality, and justice. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible I, Placemat

Assemble a selection of well-designed magazines and bring them to the classroom for students to review and/or book time in a computer lab with an Internet connection (optional).

### RESOURCES

*Understanding Nationalism*, pages 99–103

### 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.

[www.nwhp.org/whm/trickey\\_bio.php](http://www.nwhp.org/whm/trickey_bio.php)

A brief biography of Minnijean Brown Trickey from the National Women's History Project.

[www.filmakers.com/indivs/JourneyLittleRock.htm](http://www.filmakers.com/indivs/JourneyLittleRock.htm)

A 2001 National Film Board co-production, *Journey to Little Rock: The Untold Story of Minnijean Brown Trickey*, follows Brown Trickey's life from her experiences as one of the Little Rock Nine through her lifelong struggle for social justice.

[www.maherarar.ca](http://www.maherarar.ca)

Maher Arar's web site provides background and a link to the report of the commission of inquiry into his case.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducible
- participating in class discussions and activities

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

### PRIOR LEARNING

Students will build on their understanding of how nationalist and non-nationalist loyalties can contend and be reconciled.

### TEACHING AND LEARNING STRATEGIES

1. Divide students into groups of four for a placemat activity (see p. 77). Distribute one copy of Reproducible I, Placemat, to each group and arrange the students around the organizer. One group member will read the section titled “Fighting for a Sense of Belonging” (p. 99, *Understanding Nationalism*), another will read the section titled “Fighting for Religious Freedoms” (p. 100), the third will read the section titled “Making Reconciliation Work” (p. 100), and the fourth will read “Taking Turns” (p. 101).
2. Instruct the group members to record the main points in their individual sections of the placemat. They may need to use their notebooks or extra sheets of paper as well if they run out of room. They will then briefly explain the information they recorded and collaborate as a group to decide which points to record in the centre section.
3. Follow up by asking questions like the following:
  - To what extent are people entitled to pursue justice inside a nation? Outside it?
  - Are schools or other institutions that separate genders or cultures ever a good idea?
  - To what extent can people’s religious beliefs justify breaking society’s rules?
  - Can monetary compensation right a wrong?
4. Ask students to review the situations they recorded in Step 5 of Lesson 16 or instruct students to record other contending nationalist and non-nationalist loyalties in their own lives. Then ask students to read — or reread — “Taking Turns” and to respond to the questions in “Your Turn” on page 101 of *Understanding Nationalism*. Ask volunteers to share some of their competing loyalties and whether they think it is important to reconcile them. Then ask them to speculate on how they may be able to do this.
5. Ask students to return to the point-form notes they made in response to the IQs in Step 4 of Lesson 14. Ask volunteers whether — and how — they would revise these at this point.
6. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (p. 102, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Understanding Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
7. Ask students to turn to “Skill Builder to Your Challenge: Put It All Together” (p. 103, *Understanding Nationalism*). With students, read the introduction. Then ask students to locate the materials they have already completed or to collect the file folders or envelopes containing the elements they have stored for this challenge.

8. With students, read aloud the steps they need to complete. Remind them that they will present their two-page magazine feature in the next lesson, so they will need to complete it in this one.
9. You may wish to bring in a selection of well-designed magazines for students to examine in Step 2. In addition, or alternatively, you may book time in a computer lab with an Internet connection so that they can review online magazines.
10. Circulate to provide help as required. Alternatively, you may choose to have students assemble the final product at home or extend the skill builder into Lesson 18.

### **DIFFERENTIATING INSTRUCTION**

1. Assign struggling readers the shorter sections to read for the placemat activity — and be sure to point out that the other members of their group can help them with their assigned section of reading. Encourage all students to ask group members for help while reading or trying to determine the points to include on the placemat.
2. Encourage interested students to conduct further research on segregation and the civil rights movement in the United States and/or First Nations reserves and residential schools in Canada. They could prepare a report or create a collage and post it in the classroom.
3. Modify the end-of-chapter activities to accommodate students' strengths and interests. You may choose, for example, to arrange students in pairs or small groups to answer the questions. Or you may ask some students to draw their own version of a cartoon that depicts contending nationalist and non-nationalist loyalties, rather than analyzing the political cartoon in Question 4.

### **POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 102, *Understanding Nationalism*)

#### **Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

#### **Answers**

1. a) Students' answers will vary, but some may find Michaëlle Jean's challenge inspiring. Others may think it is unrealistic.  
b) Students may suggest that Jean's challenge could provoke a clash of loyalties because a student's “big dream” may be to join the army (a nationalist loyalty), but the student's family may be against that choice (a non-nationalist loyalty). There are different ways to reconcile conflicting loyalties. The best way to do so will depend on the situation, but options include ignoring the contending loyalties, choosing one loyalty over another, or trying to bring about change.



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- c) Although answers will vary, students may suggest that “wild or unattainable” dreams could include becoming president of the United States or a Hollywood star. A student who identified becoming president of the U.S. may realize that she would have to be a native-born American. And a student who identified becoming a Hollywood star may say that realizing his dream would give him the chance to gain support for the causes he believes in, but it might harm his community because he would have to leave and would not be around to pitch in and help there.
2. Students’ answers will vary, but they may include the following points:
- a) People may want to reconcile their competing nationalist and non-nationalist loyalties so they do not feel alienated from their society, because it is stressful to have conflicting loyalties, and because contending loyalties can cause conflict.
  - b) People may not want to reconcile their competing loyalties because they may believe that they need to be true to each loyalty, because they feel that it may be too difficult, or because they believe that they can get on with their lives without reconciling the loyalties.
  - c) Be sure that students provide reasons for their rankings in response to 2a) and 2b) and their choice of the most important.
3. Students’ answers will vary, but their epigraph should be about love and/or unity. It should also be illustrated with examples from Canada. These examples might include the Charter of Rights and Freedoms that demands all Canadians be treated with respect, the amount of money Canadians give to charities and those in need all over the world, or the fact that a great many English-speaking Canadians became involved in the last referendum to keep Québec in Canada.
4. a) The characters in the cartoon are Peter Lougheed and Pierre Trudeau.
- b) Students may say that Innes titled the cartoon “Team Canada?” because he wanted to portray a national symbol. They may also say that Team Canada is made up of Canada’s best hockey players, so he is poking fun at the idea of these two politicians being part of the best team that Canada can assemble — and then playing against one another. Students may say the question mark lets readers know that Tom Innes is not sure whether these two can handle the puck of “oil pricing.” Students may suggest that both men are dressed in hockey gear, with a maple leaf on their shoulder, to evoke national symbols and to demonstrate that, despite their differences, they both represent the same nation-state.
  - c) Students may suggest that Lougheed laughed at the cartoon, while Trudeau may have been frustrated by its title. Both may have been uncomfortable with the suggestion that they were passing — and fumbling — the puck. Students’ descriptive sentences should be based on valid criteria.

## LESSON 18

### YOUR CHALLENGE PRESENTATIONS

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

The challenge for Related Issue 1 requires students to create a two-page spread for a magazine or e-zine. This lesson provides students with an opportunity to present their magazine feature in class, but you may need to allocate additional periods for the presentations.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

To assemble the necessary resources, you must first determine how many students will be presenting online magazines.

You must also decide how you would like to ask students to make their presentations: one by one to the class or by organizing presentation centres for a carousel activity (see p. 77).

If students will be presenting one by one, you may need to set aside more than one lesson. You may also choose to ask all the students who plan to present e-zines to make their presentations on the same day. In this case, book computers and screens as required for this lesson.

If you decide to use presentation centres, organize the classroom into centres made up of one or more desks as required. The centres should be geared to the kinds of presentations that students are planning to make. If a number of students plan to present e-zines, for example, you may need to organize more than one computer presentation centre. When setting up the centres, ensure that there is enough space around each for students to stand or sit comfortably as they listen to and watch the presentations.

Photocopy reproducibles.

- Reproducible 1.1.1, Your Challenge 1 — Checklist for Success (optional)
- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric
- Reproducible D, Ten Steps to Making Effective Presentations

### RESOURCES

*Understanding Nationalism*, pp. 14–102

### 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 will evaluate students' final product 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 are seeing and hearing. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they could improve their presentations or participation skills.

## TEACHING AND LEARNING STRATEGIES

**Note:** Students' presentations may take various forms. No matter what form they select, the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, and follow up by guiding students to discuss the presentation's successes and to offer suggestions for improvement.

1. Remind students of appropriate behaviour for participating in presentations. Review classroom guidelines for showing respect and sensitivity. You might use the section titled "Habits of Mind" (p. 8, *Understanding Nationalism*) or an overhead transparency or presentation slide of Reproducible D, Ten Steps to Making Effective Presentations, to guide a discussion of active, positive participation in presentations.
2. Ask students to review the guidelines for the challenge (pp. 16–17, *Understanding Nationalism*). Tell students that they will have a time limit and appoint a student to keep track of presenters' time. The timekeeper will signal when presenters have two minutes left so that they can begin to wrap up their presentation. Remind students to establish acceptable voice levels and to allow time for questions.
3. If you choose to ask students to evaluate the presentations, assign students a partner and distribute copies of Reproducible 1.1.1, Your Challenge 1 — Checklist for Success, to each student. Instruct students to use the reproducible to assess their partner's presentation. Point out that these peer assessments may become part of students' evaluation and provide insights into how a classmate viewed their magazine spread.  
Review all peer assessments before sharing them with students.
4. Ask students to begin their presentations.
  - If they are presenting their magazine features one by one, ask the first student to begin.
  - If they are using presentation centres, assign students to presenting and visiting groups. Explain that as a student is making a presentation, a visiting group will form the audience. When the time is up and the signal to change is given, the visiting groups will rotate to the next display or presentation centre. This process will continue until each visiting group has seen each presentation, which means that presenters will make their presentations a number of times. Then a new round will begin. This process will be repeated until all students have made their presentations.
5. When all the presentations are finished, give students time to assess their partner's presentation if you have chosen to do this.
6. Guide the class through a discussion of the successes and challenges students encountered. Remind students that this is the first of four challenges that they will complete as they progress through the course and that this feedback is designed to help them achieve greater success.

## DIFFERENTIATING INSTRUCTION

1. Note each student's selection of format as an indication of the student's preferred learning style. You can use this information to help you structure future activities for this student.
2. During the presentations, note the presenter's comfort level with giving the presentation. This information may help you decide how — and how often — to call on this student to respond in class.

3. Students who experience anxiety while presenting may prefer to prepare an audiotape or video recording rather than present their magazine or e-zine in front of the class.
4. Students' magazine or e-zine spreads could be displayed in the classroom, in the school foyer, or on parents' night.