

Your Challenge 1 – Checklist for Success

Name _____ Date _____

Item	No	Partly	Yes	Date Completed	Comment (Teacher or Peer)
My two-page spread or e-zine . . .					
Knowledge and Understanding					
Shows my understanding of nation and nationalism and their relationship to identity					
States my position in my choice of headline and title					
Includes valid evidence to support my position					
Selection, Analysis, and Evaluation of Information					
Shows that I have used a variety of sources					
Reflects diverse points of view and perspectives					
Shows the criteria I used to make judgments					
Analyzes my bias through the support material selected					
Presentation					
Presents a consistent message					
Is suited to my purpose and audience					
Is supported by graphics and uses technology appropriately					
Uses appropriate spelling, grammar, and language					

Your Challenge 1 – Evaluation Rubric

Name _____ Date _____

Your two-page spread or e-zine

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Knowledge and Understanding					
Shows understanding of nation and nationalism and their relationship to identity	Shows insufficient understanding of terms and connections	Shows limited understanding of terms and connections	Shows emerging understanding of terms and connections	Shows solid understanding of terms and connections	Shows excellent understanding of terms and connections
States position in choice of headline and title	Choice of headline and title does not indicate position	Choice of headline and title indicates position in a limited way	Choice of headline and title indicates position adequately	Choice of headline and title indicates position well	Choice of headline and title indicates position highly effectively
Includes valid evidence to support position	Includes insufficient evidence to support position	Includes a limited amount of valid evidence to support position	Includes enough valid evidence to support position	Includes a good amount of valid evidence to support position	Includes a great deal of excellent evidence to support position
Selection, Analysis, and Evaluation of Information					
Uses a variety of sources	Uses an insufficient variety of sources	Uses a limited variety of sources	Uses some variety of sources	Uses a good variety of sources	Uses an excellent variety of sources
Reflects diverse points of view and perspectives	Reflects insufficient diversity	Reflects limited diversity	Reflects some diversity	Reflects solid diversity	Reflects a high degree of diversity
Shows the criteria used to make judgments	Uses inadequate criteria	Uses limited criteria	Uses some criteria	Uses valid criteria	Uses very good criteria
Analyzes bias through the support material selected	Analyzes bias and uses support material inadequately	Analyzes bias and uses support material in a limited way	Analyzes bias and uses support material adequately	Analyzes bias and uses support material well	Analyzes bias and uses support material very well

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REPRODUCIBLE 1.1.2 CONTINUED

Presentation					
Presents a consistent message	Presents a message that is not consistent	Presents a message with limited consistency	Presents a somewhat consistent message	Presents a consistent message	Presents a very consistent message
Is suited to its purpose and audience	Is not sufficiently suited to its purpose and audience	Is suited to its purpose and audience in a limited way	Is somewhat suited to its purpose and audience	Is well-suited to its purpose and audience	Is very well-suited to its purpose and audience
Is supported by graphics and uses technology appropriately	Uses graphics and technology appropriately	Uses graphics and technology in a limited way	Uses graphics and technology appropriately	Uses graphics and technology effectively	Uses graphics and technology highly effectively
Uses appropriate spelling, grammar, and language	Uses poor spelling, grammar, and language	Uses spelling, grammar, and language in a limited way	Uses spelling, grammar, and language somewhat effectively	Uses spelling, grammar, and language effectively	Uses spelling, grammar, and language highly effectively

Personal Identity and Concepts of Nation

Name _____ Date _____

Question	Response
What symbols and colours did Keenan and Matt choose when they dressed up for the parade? What do these symbols and colours communicate?	
What does taking part in the parade say about Keenan and Matt? How is it a way for them to express their Canadian identity?	
How would you make a statement about your feelings about Canada? What would it show about who you are?	
The photographer chose to take a picture of Keenan and Matt for a reason. What do you think it was? If you were to take a picture to show Canadians expressing who they are, what picture would you take?	
Example of a time when I made a strong statement (e.g., wearing a T-shirt or button, participating in a protest)	
What was I saying about who I am?	

Understandings of Nation

Name _____ Date _____

Understanding	Explanation	Example
Nation as Us		
Country and Nation		
Collective Identity and Nation		
My Group's Understanding of Nation		

Where Do Ideas about Nation Come From?

Name _____ Date _____

Source(s)	How can these sources affect a concept of nation?	How have these sources played a role in Canada's nationhood?
Language		
Ethnicity, Culture, and Religion		
Geography, Relationship to Land, and Spirituality		
Politics		

My Identity Organizer

Name _____ Date _____

Aspect of My Identity	Connection to a Collective	Connection to a Nation
Love sports	Play on the school hockey team	Love hockey, the Canadian game
Speak Hindi at home	Can communicate with others at our temple	Keeps me in touch with my Indian heritage Helps me appreciate Canada's diversity

5Ws+H Chart Storming the Bastille

Name _____ Date _____

Who?	
What?	
When?	
Where?	
Why?	
How?	

The fact that the Bastille contained no political prisoners at that time has not affected its status as a symbol of French nationalism. Does this matter? Explain your answer.

What aspects of the storming of the Bastille made this event so important? Why?

Grievances and Recommendations

Name _____ Date _____

Group	Request	Yes/No	Why

Immigration Factors

Name _____

Date _____

Factor	Classification (Push or Pull)	Reason for Classification

Migration Factors and Examples

Name _____ Date _____

Factors	Example from <i>Understanding Nationalism</i> Push or Pull?	Canadian Example
Historical	Colonies uprooted Indigenous peoples. (Push)	Colonization in Canada forced First Nations to live on reserves.
Geographic		
Economic		
Political		
Social		

Some Perspectives on Nationalism within Canada

Name _____ Date _____

First Nations and Métis	Inuit	Québécois

Canadian Symbols and Canadian Identity Survey

Name _____ Date _____

Symbol	Not Important at All	Somewhat Important	Important	Very Important	Another Important Symbol
Interview 1					
Interview 2					
Interview 3					
Interview 4					
Interview 5					

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Interview 6					
Interview 7					
Interview 8					
Interview 9					
Interview 10					

Choosing among Loyalties

Name _____ Date _____

Scenario

1st Course of Action	2nd Course of Action	3rd Course of Action

My list of criteria: Which loyalty should come first?

1. _____
2. _____
3. _____
4. _____

My Decision

Affirming Nationalist Loyalties

Name _____ Date _____

Record some examples of how you and others have affirmed nationalist loyalties. An example has been provided in each section to get you started.

Ways I Have Affirmed My Canadian Nationalism

- Standing and singing the national anthem
-
-
-
-

Ways Other People Have Affirmed Their Nationalist Loyalties

- First Nations people established the National Indian Brotherhood, then renamed it the Assembly of First Nations
-
-
-
-
-
-
-
-

Protecting Language and Culture in Québec

Name _____ Date _____

Population	
Details	Impact
Language and Economic Opportunity	
Details	Impact
The Quiet Revolution	
Details	Impact
Ready for Change	
Details	Impact
Bill 101 and Québec Anglophones	
Details	Impact
Bill 101 and Québec Francophones	
Details	Impact



Name _____ Date _____

Self-determination is a right which belongs to peoples. It does not belong to states. It is a right of all peoples. It is universal and non-divisible; that is, either you have it or you do not. It is not a right that is given to peoples by someone else. Please understand, you may have to fight to exercise this right, but you do not negotiate for the right of self-determination because it is yours already.

— *Matthew Coon Come, Cree leader and former grand chief of the Assembly of First Nations, in documents filed with the UN Commission on Human Rights, 1992*

Aboriginal Peoples' Attempts to Reconcile Contending Nationalist Loyalties

Name _____ Date _____

Expert Group 1: Oka Crisis	Expert Group 2: Royal Commission on Aboriginal Peoples
Expert Group 3: Statement of Reconciliation	Expert Group 4: Land Claims

Inventory of Nationalist Symbols, Events, or Activities

Name _____ Date _____

Day	Symbol, Event, or Activity

How These Made Me Feel:

My Nationalist and Non-Nationalist Loyalties

Name _____ Date _____

Nationalist Loyalties	Non-Nationalist Loyalties
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

When Regional and Nationalist Loyalties Compete

Name _____ Date _____

Alberta Oil Sands		
Oil, Gas, and Regional Loyalty (p. 91)	A Clash of Loyalties (p. 91)	The National Energy Program (p. 92)
The Oil Sands and Loyalties (p. 92)	The Oil Sands and Ideological Loyalties (p. 93)	The Oil Sands and Cultural Loyalties (p. 94)

Reconciling Nationalist and Non-Nationalist Loyalties

Name _____ Date _____

Strategy 1 Living with Contending Loyalties	Strategy 2 Choosing One Loyalty over Another
Advantages	Advantages
Disadvantages	Disadvantages
Examples	Examples
Strategy 3 Finding Ways to Include Nationalist and Non-Nationalist Loyalties	Strategy 4 Bringing about Change in the Nation
Advantages	Advantages
Disadvantages	Disadvantages
Examples	Examples