
INTRODUCING RELATED ISSUE 2

SHOULD NATIONS PURSUE NATIONAL INTEREST?

RELATED ISSUE 2 AT A GLANCE

Related Issue 2 focuses on national interest and foreign policy, how nationalism can become ultranationalism, how ultranationalism can lead to crimes against humanity, and the consequences of pursuing national self-determination. This exploration, analysis, and evaluation extends students' understandings of nation and nationalism and how they affect people's lives — and provides the foundation for the issues and inquiries in subsequent related issues, where students will explore internationalism and national identity in Canada.

Students' exploration, analysis, and evaluation of national interest, ultranationalism, and national self-determination will touch on a variety of issues, including how nationalism, national interest, and foreign policy are related; the development of and responses to ultranationalism and crimes against humanity; and some of the results of pursuing national identity, both in Canada and elsewhere in the world.

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

QUICK LESSON PLANNER — RELATED ISSUE 2

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. Differentiated instruction strategies are discussed on pages 71 to 74.

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

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

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

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

LESSON 1

INTRODUCTION TO RELATED ISSUE 2

Related-issue question: Should nations pursue national interest?

This lesson introduces Related Issue 2 and its challenge: a museum display called Pursuit of National Interest.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.1, In My Personal Interest
- Reproducible 2.5.2, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric
- Reproducible 2.5.4, Tracking My Museum Display

Create an overhead transparency or presentation slide of Reproducible 2.5.1, In My Personal Interest.

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

Collect sheets of chart paper, markers, and tape. You may also wish to collect a large envelope or file folder for each of your students, or to use the same ones they used in Related Issue 1.

RESOURCES

Understanding Nationalism, pages 104–107

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.uefap.com/vocab/build/building.htm

A useful site for finding the meanings of prefixes and suffixes.

www.glenbow.org/exhibitions/online/index.cfm

The Glenbow Museum offers several online exhibits that illustrate techniques designed to interest an audience.

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 2.5.1, In My Personal Interest
- developing a list of words and definitions
- participating in class discussions and activities

You may also wish to monitor students' progress in their challenge by periodically asking them to submit Reproducible 2.5.2, Your Challenge 2 — Checklist for Success, and Reproducible 2.5.4, Tracking My Museum Display, and discussing difficulties they may be encountering.

PRIOR LEARNING

Students will build on the understandings of nationalism they explored in Related Issue 1.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following sentence fragment on the chalkboard: If I were a _____, it would be in my personal interest to _____. When students have settled, ask them to take turns completing the sentence as various individuals. To get them started, you may wish to provide examples like the following:

- a student with an exam the next day would probably study
- a soldier in enemy territory may hide
- a laid-off worker might get a new job

Record students' ideas on the chalkboard, then guide the class through a discussion of personal interests and why and how people pursue them. Point out that personal interests are not fixed — they change as our circumstances change and as we change. Also point out that some ways of pursuing these interests are in our control — and some are not. And the best ways of pursuing these interests may involve doing something that we may not like much, such as taking a difficult course or paying taxes so that our government will be able to provide education and health services.

2. Now ask students to consider their own personal interests. Display an overhead transparency or presentation slide of Reproducible 2.5.1, *In My Personal Interest*. Point out the example that is filled in and ask students to suggest other examples. As they respond, you may wish to fill in a few other samples.
3. Distribute Reproducible 2.5.1, *In My Personal Interest*, and instruct students to fill it in, but not with the examples already recorded. When students finish, ask volunteers to share their notes with the class.
4. Draw students' attention to the Related Issue 2 organization chart on page 104 of *Understanding Nationalism*. Remind them how the textbook's four related issues are connected to the key issue: To what extent should we embrace nationalism? By exploring Related Issue 2, they will be preparing to respond to the key issue. Ask students to identify the titles of the four Related Issue 2 chapters. Then tell them to read the chapter-issue questions below each chapter's title. Instruct students to use the words in the titles and questions to create three brief lists of words in their notebooks. Their lists should include
 - words they saw and used in Related Issue 1
 - words that are new to their study of nationalism
 - words that are new to them

5. Ask volunteers to share their word lists. On the chalkboard or a sheet of chart paper, list the words that are new to students and ask volunteers to suggest definitions for these words.

Many students may suggest the word "ultranationalism." Show students how to build this word from its four parts.

- Write the root noun "nation" on the chalkboard.
- Add the suffix "-al" and explain that this makes it an adjective.

- Add the prefix “ultra-” and explain that this prefix means “beyond” or “extreme.”
- Add the suffix “-ism” and explain that this addition has created a noun that means “extreme nationalism.”

Or you may wish to ask students to turn to page 1 of the prologue and review Figure P-1, which contains a number of words related to the root word “nation.” With students, review the section of the prologue that talks about the suffix “-ism” and the activity icon that asks students to predict the meaning of the words “internationalism,” “ultranationalism,” and “supranationalism.”

Instruct students to update their definitions as they work through this related issue and to leave space in their word lists for more new terms that they will encounter.

6. With students, read the first two sentences of “The Big Picture” (p. 105, *Understanding Nationalism*). Ask students if they think it is acceptable to pursue their personal interests without considering the interests of others. Would they act in their personal interest if doing so may result in harm to someone else? You may wish to give them an example, such as hurrying down the street to a job interview when they saw a toddler wander into the street. Would they keep going or stop to make sure the child was safely returned to his or her parents — even if it would almost certainly make them late for the interview? Similarly, could there be times when a nation should *not* pursue its national interest?

7. Organize reading the remainder of “The Big Picture” (p. 105, *Understanding Nationalism*) as a think-pair-share activity (see p. 75). Ask students to choose a partner — or assign partners — and instruct them to work together to read page 105. Instruct the pairs, as they read, to jot down two reasons why nations might have second thoughts about pursuing their national interest. Ask the pairs to share their ideas with another pair and to revise their lists if they wish. Then ask volunteers to share one of their points with the class. As students respond, build a list on a sheet of chart paper. If students do not identify the key points in the first four bullet points on page 105, be sure to include these. Post or store this list for future reference (see Lesson 4).

Conclude this part of the lesson by pointing out that in this related issue, students will explore both some positive and negative effects of pursuing national interest.

8. Draw students’ attention to “Your Challenge” (pp. 106–107, *Understanding Nationalism*). Explain that they will conclude their study of Related Issue 2 by creating a museum display titled Pursuit of National Interest. With the class, read the sections titled “Your Museum Display” and “What to Include” (p. 106).
9. Direct students’ attention to “Checklist for Success” on page 106 of *Understanding Nationalism* and distribute Reproducible 2.5.2, Your Challenge 2 — Checklist for Success. Guide students through the items on the checklist. Explain that they can use the checklist to evaluate and acquire feedback on their display items. Tell students that you will periodically collect the reproducible to provide feedback and suggestions on students’ ideas. In some cases, you may wish to schedule individual conferences to discuss students’ proposals and provide guidance. You can also help students evaluate their own work by requesting that they present their checklist at various points in their preparations for the challenge. You may also wish to ask them to supply a completed checklist with each display item when the item is completed.
10. Distribute Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Tell students that the rubric will be used to evaluate the completed displays and ask if they have questions.

11. With students, read the section titled “How to Complete Your Challenge” (p. 107, *Understanding Nationalism*). Then ask them to examine the skill builders chart to clarify what they will do and when. Distribute Reproducible 2.5.4, Tracking My Museum Display, and tell students that they can use this chart to monitor their progress as they develop each item in their museum display. Tell students that, before they create each display item, they will use the reproducible to record a brief description of the item and that you may collect the tracking charts to provide feedback and suggestions before they go ahead. In some cases, you may wish to schedule individual conferences with students to discuss their proposals and provide guidance. You may also wish to track students’ progress by requesting that they present their tracking chart at various points in their preparations for the challenge. You may also wish to ask them to supply a completed tracking chart with each display item when the item is completed.

You may wish to reassure students that the skill builders at the end of each chapter will provide guidance that will guide them through the procedures. You may also wish to point out that the tracking chart includes date lines for completing each phase and encourage them to use these lines as guidelines and goalposts. They could, for example, pencil in a projected date for completing a stage, then record when it is actually finished.
12. Instruct students to file the checklist, the rubric, and the tracking chart where they can find them as they prepare to meet the challenge. As in Related Issue 1, you may wish to provide storage facilities in the classroom to help them do this.
13. Read aloud the challenge tip and ask students what they think makes a museum display effective. With students, examine the sample museum display on page 107 of *Understanding Nationalism* and match up the various parts of the display with the four skill builders. Ask students if they think this example is an effective display. How would they improve it? To help them investigate further, you may wish to direct students to the Glenbow Museum’s online exhibits (see “Additional Resources”) or suggest that they visit a museum display in your community. The public library or school library may also be a source of displays worth examining.

DIFFERENTIATING INSTRUCTION

1. You may wish to ask two or three students to update the concept wall with the word lists developed in Steps 4 and 5 of this lesson.
2. You may wish to conduct the think-pair-share activity in Step 7 as a class discussion. In this way, you can ensure that students understand that pursuing the national interest may have both positive and negative effects.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge and continue to provide help as required.

LESSON 2

INTRODUCTION TO CHAPTER 5

NATIONAL INTEREST

Chapter-issue question: How do national interest and foreign policy shape each other?

Inquiry question: What is national interest?

This lesson introduces Chapter 5 and familiarizes students with mapping conventions. Students will also explore a variety of understandings of national interest.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.5.5, Differing Views of National Interest

Create an overhead transparency or presentation slide of Figures 5-1a and 5-1b, provided on the CD-ROM for *Understanding Nationalism*, and of Figures 5-2, 5-3, and 5-4 (p. 110, *Understanding Nationalism*).

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

RESOURCES

Understanding Nationalism, pages 108–112

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

http://atlas.nrcan.gc.ca/site/english/learningresources/cartocorner/map_content_carto_type.html#3

This web page from the online Atlas of Canada explains the use of typefaces on maps.

http://atlas.nrcan.gc.ca/site/english/learningresources/cartocorner/map_content_carto_symbology.html

This online Atlas of Canada web page explains the use of symbols on maps.

http://encarta.msn.com/encyclopedia_761553949/ottoman_empire.html

An overview of the Ottoman Empire that provides background and details on how “World War I was a disaster for the Ottoman Empire.”

www.ifrc.org/where/country/cn6.asp?countryid=87

The web site of the International Federation of Red Cross and Red Crescent Societies.

ASSESSMENT AND EVALUATION ACTIVITIES

During the activities on mapping conventions, you may diagnostically assess students' knowledge and skills. This will help you ascertain what further support may be needed when students create their maps for the skill builder in this chapter.

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

- completing Reproducible 2.5.5, Differing Views of National Interest
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on students' understanding of nationalism and national interests. It also draws on their map-reading skills.

TEACHING AND LEARNING STRATEGIES

1. The CD-ROM for *Understanding Nationalism* provides two versions of the map in Figure 5-1 (p. 108, *Understanding Nationalism*): 5-1a is the base map of the Ottoman Empire in 1914, while 5-1b includes the overlay that shows the region after World War I. Begin to examine this figure by displaying an overhead transparency or presentation slide of the base map. Ask students questions like the following:
 - What area of the world does the map show? The Middle East.
 - How do you know this? By the bodies of water included.
 - What mapping conventions are used? Be sure that they mention the compass rose, distance scale, legend, and different colours for sea and land. To help guide this discussion, you may wish to refer to the web sites suggested in "Additional Resources" for more information on mapping conventions.
 - What does the map tell you about the region? Where the Ottoman Empire and Kurdish areas were located.
 - How do you know this? By the colours and shading.
 - What period does the map show? The year World War I started, 1914.
 - How do you know? By the legend.
2. Now display the map with its overlay and point out that the overlay enables the map to show two different periods at once. Ask students to identify the added layer — the region after World War I ended, 1924. How do they know? By the legend. Ask questions like these:
 - What does the overlay add that was not in the underlay? Borders and the names of countries and cities.
 - What mapping conventions are added? Typographical distinctions for the names of countries and cities; various forms of shading and cross-hatching identified in the legend; an impression of greater detail.

Then ask students to compare the two ways of identifying countries at two different times in the same region.

 - What are the benefits and drawbacks of each method?
 - What are the benefits of showing a region at two periods on a single map?
3. Explain that the skill builder for this chapter requires students to create a map like Figure 5-1 to show how the borders of a country can change over time. Ask students to suggest other ways they might show border changes. They may suggest using different colours for borders at different periods or cross-hatching the regions that have been shifted between jurisdictions.

4. Ask students to identify the major changes to the Ottoman Empire after World War I. Then explain that the new borders were decided by governments outside of the Middle East. Ask students how people living in the region might have felt when the country they lived in was divided up and given a new name and new government — by a foreign power far away from this region. Why do they think this was done? And whose interests were served? Ask students how they might feel, for example, if Alberta or Nunavut were divided up and its structures of government changed so the rest of Canada could have a bigger share of the region's resources.
5. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read page 109 of *Understanding Nationalism* and to respond to the questions about the map of the Middle East. When they finish, discuss their responses as a class. If students need help with the second question, explain that Britain, France, and the United States were attempting to control oil resources in the Middle East.
6. Direct students' attention to the key terms. Ask them to add these terms to the word lists they started to develop in Steps 4 and 5 of Lesson 1, leaving space to record definitions as they come across them in the chapter.
7. Give students a few minutes to respond to "My Journal on Nationalism."
8. Remind students of the chart they filled out in Reproducible 2.5.1, In My Personal Interest. Then read aloud or ask students to read page 110 of *Understanding Nationalism*. When they finish, display an overhead transparency or projection slide of the three photographs on the page (Figures 5-2, 5-3, and 5-4). What aspect of personal interest does each one portray? Is this also a national interest? With students, read the captions aloud. What interests do the captions articulate? Students may suggest that Figure 5-2 illustrates the need for safety and security; Figure 5-3 illustrates a commitment to beliefs and values; and Figure 5-4 illustrates a desire for economic prosperity.
9. Ask students to respond to the activity icon on page 110, then guide the class through a discussion of the last question. Students may suggest that interests — whether personal or national — can change over time as circumstances and a person's or nation's needs and desires change.
10. Divide the class into groups of three. Instruct the groups to read the sections titled "Aspects of National Interest" and "Changing Views of National Interest" (p. 111, *Understanding Nationalism*). Then ask each group member to represent one of the three aspects of national interest listed in the bullet points as the group discusses what might happen if a nation failed to meet this need. Can a nation afford not to meet these three needs?
11. Distribute Reproducible 2.5.5, Differing Views of National Interest, and divide the class into groups of six. Each paragraph on page 112 of *Understanding Nationalism* presents the views of one of the six individuals listed on the reproducible. Ask each group member, as the groups read through page 112, to read a paragraph and suggest how to record this person's point of view on how to pursue the national interest. Instruct the groups to pause and fill in the appropriate box on the reproducible after each reading. When they finish, guide the class through a discussion of the points of view represented.
12. With students, read Kofi Annan's words at the end of the third paragraph on page 112. Write the phrases "national interest" and "collective interest" on the chalkboard and ask students to

suggest what the two phrases mean. Can they mean the same thing, as Annan suggests? If so, how? Or why not? Direct students' attention to Figure 5-6 (p. 112, *Understanding Nationalism*) and ask a volunteer to read the caption aloud. Ask students whether — and how — the photograph illustrates Annan's ideas.

13. Instruct students to respond to the questions in “Recall . . . Reflect . . . Respond” on page 112 of *Understanding Nationalism*. Refer them to the exploding concept on the previous page to help them with Question 1. In response to the second question, students may suggest a national interest such as economic prosperity because it benefits all Canadians. In response to the questions in Question 3, they may say a national government cannot represent the interests of all its citizens through a single national policy in a country as large and diverse as Canada. Others may say that national policies are the best way to equitably satisfy the needs of a majority of citizens — and that's as good as it's likely to get.

DIFFERENTIATING INSTRUCTION

1. Choose pairs and small groups with a balance of learning styles, skills, and abilities.
2. You may wish to use the skills of visual learners to present the three aspects of national interest discussed in Steps 8 and 10. Choose three students to focus on one of the three aspects each. Ask them to create a sketch that shows a nation achieving this aspect of national interest and another that shows the results of a nation's failing to do so. These students can post and discuss their illustrations with the class.
3. Encourage interested students to read ahead in this chapter and to conduct further research on the Ottoman Empire (see “Additional Resources”). Why were outside countries so interested in this region after World War I? They could summarize their findings and present them to the class in Lesson 4.
4. Some students may want to know more about the Red Crescent Society (see “Additional Resources”) or another non-governmental organization. Ask those students to tell the class more about the work that is being conducted, why the work is necessary, the risks NGO workers may face, and how their work benefits people.

LESSON 3

NATIONALISM AND NATIONAL INTEREST

Chapter-issue question: How do national interest and foreign policy shape each other?

Inquiry question: How are nationalism and national interest related?

In this lesson, students will explore the relationship between nationalism and national interest.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.6, Survey on Arctic Sovereignty
- Reproducible 2.5.7, In the National Interest

Create an overhead transparency or presentation slide of Figure 5-10 (p. 114, *Understanding Nationalism*), Reproducible 2.5.6, Survey on Arctic Sovereignty, and Reproducible 2.5.7, In the National Interest.

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

Make sure that a wall map of Canada is posted in the classroom.

On pieces of card, prepare three signs for a human graph activity: “Agree,” “Disagree,” and “Not Sure” (optional).

RESOURCES

Understanding Nationalism, pages 113–115

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

<http://china.hrw.org>

The Human Rights Watch web site provides extensive coverage of some of the issues associated with the Beijing Olympics.

www.cbc.ca/newsinreview/nov07/PDFs/arctic.pdf

This CBC News in Review story explores the debate over sovereignty in the Arctic, including some details of the impact of climate change on the North.

www.cbc.ca/news/background/cdnmilitary/arctic.html

A CBC backgrounder titled “Arctic Sovereignty: Drawing a Line in the Water.”

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

If you choose to use the human graph activity in Steps 8 to 10, it will provide an opportunity to assess students' co-operation skills.

PRIOR LEARNING

This lesson builds on students' understanding of nationalism and national interest.

TEACHING AND LEARNING STRATEGIES

1. Write on the chalkboard the IQ for this section of the chapter: How are nationalism and national interest related? Draw an arrow pointing toward the term "national interest" to emphasize it. Then ask students to suggest what this graphic suggests they will explore in the section. National interest can also affect nationalism, but for now, focus on national interest as the key factor.
2. Read aloud the first paragraph on page 113 of *Understanding Nationalism*, then ask students to suggest how nationalism can inspire people to take action on their nation's behalf, just as a grandchild can be inspired by loyalty to take action on a grandmother's behalf. If loyalty to a grandmother does not resonate with students, ask them to suggest ways that various loyalties inspire particular actions in their lives.
3. Ask students to examine the photographs on page 113 of *Understanding Nationalism*. Read the captions aloud or ask volunteers to do so. Ask students what the Tibetans in Figure 5-7 are doing — protesting Chinese rule — and why — partly as the result of the Chinese government's hosting the Olympic Games, as described in Figure 5-8. Were either of these actions inspired by nationalism? How? Students may suggest that the protesters want self-determination for Tibet, while the Chinese government wants China to be seen as a world power and to bring glory to China.
4. Ask students to read the remainder of page 113 of *Understanding Nationalism*. As a class, discuss the activity icon. Students may suggest points like the following:
 - Many countries feel that the national interests served by hosting the Olympic Games are more important than potential protests and will easily overshadow them.
 - Some governments may not realize the potential for protest.
 - Some countries may be able to easily afford the costs associated with hosting the games.
 - Many governments believe that hosting the Olympic Games is a tremendous boost to tourism, which has economic benefits and increases people's knowledge of and goodwill toward the hosting country.
5. Ask students to turn to pages 114 and 115 of *Understanding Nationalism*. Instruct them to scan the margin features and to read the titles. What predictions can they make about the content of the main narrative? Jot students' predictions on the chalkboard or a sheet of chart paper. Then direct them to read pages 114 and 115 one paragraph at a time. After each paragraph, ask the class to pause and check the predictions to see if any have been proven correct or inaccurate.
6. Display an overhead transparency or presentation slide of Figure 5-10 (p. 114, *Understanding Nationalism*). Ask students questions such as
 - Is it in Canada's national interest to claim the Northwest Passage? Why?
 - What arguments might the government use to claim the Northwest Passage for Canada?

- Should Canada maintain a military presence in the Arctic?
 - How should the issue of Arctic sovereignty be resolved?
 - Has climate change affected the Northwest Passage? How? Why is this important?
7. Conduct the following exercise to help students recognize nationalism as a factor that affects views about the national interest. First, ask them to examine southern Canada on a wall map of Canada. Then ask them to examine northern Canada. Which has more visible features, such as cities and towns? Which do they know more about? Students may suggest the North is a vast, frigid, land with a sparse population — and they don't know much about it. Why, then, should they care about lands and waters that few Canadians ever visit? Students may say, for example, that the North is still central to their understanding of themselves as citizens of a northern country and that the North holds many untapped resources.
 8. Distribute Reproducible 2.5.6, *Survey on Arctic Sovereignty*. Ask students to complete the survey individually. When they finish, ask for a show of hands on how they responded to each question and record the numbers on the chalkboard or a sheet of chart paper. Ask volunteers to explain the reasons for their responses to each question and instruct students to revise their responses if another student's argument has persuaded them to do so. You may also wish to record a recount and follow up by asking students why they changed their position.
 9. Alternatively, you may wish to turn Step 8 into a human graph activity. If so, instruct students *not* to write their names on their survey sheet. While students are deliberating, post the three signs you prepared earlier — “Agree,” “Disagree,” and “Not Sure” — along one wall.
 10. When students finish filling out the surveys, collect their sheets. Shuffle and redistribute them randomly so that students do not receive their own sheets. Direct students' attention to the three signs you posted. Display an overhead transparency of Reproducible 2.5.6, *Survey on Arctic Sovereignty*, and read aloud the first statement. Instruct students to go to the sign that matches the response on the worksheet they were given. Tell the students under each sign to line up perpendicular to the wall so they form a human graph. Count the number of students under each sign and record the results on the overhead transparency.
 11. Read aloud the next statement and repeat the process. Continue until all the statements have been read and the results recorded on the transparency.
 12. To discuss the survey results with the class, you may wish to ask volunteers to take the position of the person making a statement in the survey and to give a reason for this response, whether they agree with it or not.
 13. Distribute Reproducible 2.5.7, *In the National Interest*. Remind students that their nation may be Canada or some other group or collective to which they belong. Display an overhead transparency or presentation slide of the reproducible and draw students' attention to the example that has been filled in to help them get started. Instruct them to fill in the rest of the boxes. When they finish, guide the class through a discussion of some of the options they chose.
 14. Instruct students to respond to the questions in “Recall . . . Reflect . . . Respond” on page 115 of *Understanding Nationalism*. In response to Question 2, students may suggest Arctic sovereignty; economic prosperity, safety and security; and values, beliefs and culture. To help students create the slogan in Question 3, you may wish to suggest that an effective slogan would connect Canadians' sense of their own best interests and the national interest.

DIFFERENTIATING INSTRUCTION

1. In Step 5, you may vary the reading approach depending on which approach suits the students. You may read the passages aloud, you may ask students to read silently, or you may ask proficient readers to read paragraphs aloud for the class.
2. Ask students who excel in mathematical skills to convert the results of the survey on Arctic sovereignty into percentages and to compare these with the results in Figure 5-12.
3. Some students may want to conduct further research on some of the issues associated with the 2008 Olympics, hosted by China. Ask these students to find one interesting update to report to the class. Human Rights Watch provides an excellent, up-to-date source (see “Additional Resources”).
4. Encourage interested students to conduct further research on the legitimacy and progress of the various claims to the Arctic, such as Russia’s. Web sites listed in “Additional Resources” provide places to start.

LESSON 4

HOW NATIONAL INTEREST SHAPES FOREIGN POLICY

Chapter-issue question: How do national interest and foreign policy shape each other?

Inquiry question: How has national interest shaped foreign policy?

In this lesson, students will explore how national interest can shape foreign policy.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible J, Some Terms of the Treaty of Versailles
- Reproducible 2.5.8, Political Cartoons
- Reproducible K, Reading Political Cartoons
- Reproducible F, Mind Map

Make sure the chart-paper list the class developed in Lesson 1 (see Step 7) is posted.

RESOURCES

Understanding Nationalism, pages 116–121

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.bbc.co.uk/history/worldwars/wwone/middle_east_01.shtml

An article written by Professor David R. Woodward of Marshall College in West Virginia that contains accessible information about the role of the Middle East in World War I.

www.firstworldwar.com/source/versailles.htm

This site offers primary documents about World War I, including the complete text of the Treaty of Versailles.

www.historylearningsite.co.uk/treaty_of_versailles.htm

An overview of the Treaty of Versailles, including easy-to-read figures on the devastating results of World War I, profiles of the main people and issues involved in the process of negotiating the treaty, and an account of its aftermath. This is a very commercial site.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of how the pursuit of national interests affects relations among nations.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by writing on the chalkboard the following question: What are some of our school's policies? Students may suggest, for example, rules about attendance, what happens when students are late, and a dress code. Read aloud the first paragraph on page 116 of *Understanding Nationalism*. Then point out that, just as a school has policies to guide its decisions, so do nations have policies to help them make decisions.
2. Draw students' attention to the exploding concept for "policy" on page 116 and, with students, examine the correlative terms. Read aloud the remainder of the section under the IQ, then ask students to use their notebooks or a sheet of paper to create their own exploding concepts for "domestic policy" and "foreign policy" from the information in the two bullet points on page 116. When they finish, ask volunteers to share and explain a correlative term that they used and build the exploding concepts on the chalkboard or a sheet of chart paper.
3. With students, read the section titled "Some Effects on Foreign Policy" (p. 116, *Understanding Nationalism*). Then ask students to respond to the activity icon at the bottom of the page. You may wish to assign a policy other than Canada's claim to the Northwest Passage for students to analyze.
4. Divide the class into home groups of five for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, 3, 4, or 5 to identify the expert group she or he will join. Members of Group 1 will become experts in the factors leading to World War I (p. 117, *Understanding Nationalism*), members of Group 2 will become experts in the treaty negotiations in France (p. 117), members of Group 3 will become experts in national interests after World War I (p. 120), members of Group 4 will become experts in nationalism and national interests in the Middle East (p. 120), and members of Group 5 will become experts in national interest and policy in the Middle East (p. 121).
5. Instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to write a point-form summary of the main points in their assigned reading. Ask each expert group to record a minimum of three points. Remind students to check the visuals and margin features for additional information, but tell them they can ignore the activity icon for now. Remind students that each of them should keep their own record of the points gathered by their expert group.
6. Tell students to return to their home groups and to share the information they have gathered with their home-group members. As they do this, the other group members should record the information in their notes. By the end of this stage, all students should have complete notes on the readings.

More to the Story

In the Franco-Prussian War of 1870–1871, the Prussian — German — army resoundingly defeated France, finally ending a long period in which France had dominated Europe militarily. France was forced to give up parts of the French provinces of Alsace and Lorraine and was occupied by German soldiers until it had paid five billion gold francs (\$1 billion) — three years after the end of the war. The war left France and Germany bitter enemies. France yearned for revenge and was determined to regain both military ascendancy and Alsace and Lorraine. Germany, for its part, was finally united and revelled in the remarkable successes of its powerful army. Militarism would dominate German society for half a century and fan the flames of its imperialist ambitions.

7. Direct students' attention to the FYI on page 117 of *Understanding Nationalism*. Point out that many historians say Canadian nationalism was born on the battlefields of World War I and inspired Robert Borden to demand that Canada be treated as a country in its own right. German nationalism was also affected by World War I, but for different reasons — the harsh terms of the Treaty of Versailles. Distribute Reproducible J, Some Terms of the Treaty of Versailles, and briefly examine these terms with the class. Then ask students to compare the two sources of the nationalist feelings. Can some forms of nationalism be healthy, while others are not? What makes the difference? This may enter sensitive ground, so ensure that students remain respectful of the views and feelings of others.
8. Ask students to select a partner — or assign partners — and ask them to read “Making a Difference: Woodrow Wilson — Visionary or Dreamer?” (p. 118, *Understanding Nationalism*). Then distribute Reproducible 2.5.8, Political Cartoons, and Reproducible K, Reading Political Cartoons, and guide the class through a discussion based on the two cartoons and the steps for analyzing cartoons.
9. Ask students to respond to the questions in “Explorations” (p. 118, *Understanding Nationalism*).

In response to Question 1, students may suggest that strong nationalists might object because the measures would limit the ability to build and use military might and to assert their country's interests on the world stage.

For Question 2, you may wish to organize a think-pair-share activity (see p. 75) in which students build a larger and larger list of possible additions, first as pairs, then as groups, and finally at the class level.

For Question 3, encourage students to discuss their understandings of the differences between a visionary and a dreamer. Some students may argue that Woodrow Wilson was a visionary because his plan to create an international peacekeeping organization was eventually realized as the United Nations. Others may suggest that he was a dreamer because the goal of world peace has still not been achieved. And still others may argue that Wilson was both — because being a visionary and being a dreamer can be the same thing.
10. With students, read “The View from Here” on page 119 of *Understanding Nationalism*. As you read, encourage students to identify unfamiliar words. You may need to explain terms such as “provisions,” “rehabilitation,” and “impoverished.” Ensure that students grasp that the vengeance John Maynard Keynes is talking about is the vengeance of Germany, which he predicts will inevitably result from the harsh terms of the treaty.
11. Ask students to complete the activities in “Explorations” on page 119 of *Understanding Nationalism*. In response to the first question, students may suggest that many Germans equated the treaty with their country's disgrace and dishonour. In response to Question 2,

students may say that both Keynes and Margaret MacMillan see the treaty as a major cause of Hitler's rise to power and the subsequent war. MacMillan, however, does not think that it was the only cause — Hitler would have wanted more anyway. Make sure that students use sensitive language and respect the ideas of others as they respond to Question 3.

More to the Story

The promises made by Sir Henry McMahon to Sharif Husayn ibn 'Ali in 1915 were in essence made moot by the Sykes-Picot agreement of 1916. This agreement divided the Middle East into areas of influence controlled by France, Britain, and others. The agreement mentions the possibility of an Arab state, but in fact it made it impossible for Britain to honour the promises McMahon had made to Husayn. The agreement extended the lines south from the districts specified by Husayn and McMahon so that Palestine was excluded from Arab control. The agreement also excluded two much larger areas, splitting the Arab area into zones under direct British and French control in a way that would prevent full independence.

12. Ask students to respond to the activity icon on page 120 of *Understanding Nationalism*. Guide the class through a discussion, making sure that students do not resort to stereotyping and that their remarks remain respectful to the beliefs and feelings of others.
13. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 121 of *Understanding Nationalism* and distribute Reproducible F, Mind Map, to help them complete Question 2. Students may choose any of the terms, but be sure that they can give reasons. In response to Question 3, they may suggest that the foreign policies of Britain and France took into consideration their own national interest, regardless of the interests of other nations and peoples — and this inevitably led to resentments.
14. Remind students of the list they made in Step 7 of Lesson 1 and repost it if necessary. Ask them to review the reasons why nations might have second thoughts about pursuing their national interest. Which points have been confirmed? Which points would they change? What would they add to the list at this point?

DIFFERENTIATING INSTRUCTION

1. Help struggling readers by employing a think-aloud strategy. Highlight significant features of the text, such as boldface type, figure titles, or photo captions, and describe how a strategic reader might respond to these features.
2. Some students may wish to create their own editorial cartoon to illustrate whether Woodrow Wilson was a visionary or dreamer, or to make a sketch of the exploding concepts in Step 2.
3. Encourage interested students to find out more about foreign policy decisions made at the end of World War I that still have an impact today, such as U.S. involvement in the Gulf War of 1990–1991 and the war in Iraq. You may wish to suggest that they assemble a photo essay to post in the classroom

LESSON 5

HOW FOREIGN POLICY SHAPES NATIONAL INTEREST

GEOREALITY: OIL AND NATIONAL INTERESTS IN IRAQ

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

SKILL BUILDER TO YOUR CHALLENGE: CREATE A HISTORICAL MAP

Chapter-issue question: How do national interest and foreign policy shape each other?

Inquiry question: How has foreign policy shaped national interest?

In “GeoReality: Oil and National Interests in Iraq,” students will make a mind map to explore the struggle for control of a vital resource. Students will also explore how foreign policy can shape national interest by debating whether Canada should continue to support the military effort in Afghanistan. The lesson concludes with end-of-chapter activities and the first skill builder for the challenge for Related Issue 2.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible G, T-Chart
- Reproducible 2.5.9, Canada's National Interests (optional)

Collect small sheets of paper about the size of playing cards, tape, and glue.

RESOURCES

Understanding Nationalism, pages 122–129

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.globalpolicy.org/security/oil/2002/1000history.htm

The Global Policy Forum is a non-profit organization with consultative status at the UN. This page of its web site offers a useful overview of Iraqi history.

www.globalpolicy.org/security/oil/irqindx.htm

The Global Policy Forum also offers a web page about oil in Iraq with a brief overview and a host of links to stories and analysis.

www.canada-afghanistan.gc.ca/cip-pic/afghanistan/library/stories-en.asp

This government of Canada web site offers up-to-date information and backgrounders on Canada's military mission in Afghanistan.

www.cbc.ca/newsinreview/feb07/PDFs/afghanistan.pdf

This CBC News in Review story explores Canada's successes and losses in Afghanistan.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- creating a concept web
- completing the reproducibles
- participating in class discussions and activities
- completing the end-of-chapter activities

You may wish to collect students' copies of Reproducible 2.5.4, *Tracking My Museum Display*, to provide feedback on the map students propose to create. You may also wish to give them feedback on their draft maps at this stage.

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 the connections between nationalism and foreign policy.

TEACHING AND LEARNING STRATEGIES

1. Divide the class into groups of four and instruct the groups to assign each of the four sections of "GeoReality: Oil and National Interests in Iraq" (pp. 122–123, *Understanding Nationalism*) to one member. Tell students that they will create a mind map that illustrates the key issues in the feature, so they must read the information in their assigned section carefully. Distribute small sheets of paper, about the size of playing cards, to students and instruct them to use the sheets to jot point-form summaries of the key ideas and facts in their assigned reading.
2. When the groups finish recording their notes, instruct them to share and discuss the information they recorded and to revise the information on their slips, if necessary, in response to questions from group members. Then tell them to use the members' slips of paper to create a mind map by taping or gluing the slips onto a blank sheet of paper and adding lines, circles, and titles. Ask each group to display and explain their mind map to the class. You may also wish to instruct students to record a version of the mind map in their notebooks.
3. Draw students' attention to "Explorations" (p. 123, *Understanding Nationalism*) and ask them to respond. Students' responses will vary, but they may suggest

Question 1

Events involving British and American involvement may stem from their desire to have access to Iraq's oil; events involving Iraqi attacks on neighbours may stem from a desire to increase Iraqi power in the region.

Question 2

Students may say that if Iraq did not have a lot of oil, the international community would have been much less likely to become involved in the country's affairs.

Question 3

Some students may suggest that no country has the right to invade another country. Others may suggest that direct threats to a nation's security and the lives of its citizens justify an invasion.

Tell students that there is no right or wrong answer, as long as they can provide reasons that are supported by valid evidence — but remind them to remain respectful of others.

4. Ask students to imagine that their school has decided to put in place a school policy that all students wear uniforms. How might this affect students' ability to express their culture and individuality through their choice of clothing and accessories? Then ask them to imagine that another school policy would place a security camera at every entrance and in every hallway and classroom. How might this policy decision affect the safety and security of students? Their behaviour? Their right to some privacy? Guide students to an understanding that foreign policies can have similar effects on a country's citizens. Then read aloud the first two paragraphs on page 124 of *Understanding Nationalism*.
5. Distribute Reproducible G, T-Chart. Instruct students to title it "Should Canada continue to support the military mission in Afghanistan?" and to write the heading "Yes" in the left column and "No" in the right. Ask students to read the sections titled "9/11 and Canada in Afghanistan" (p. 124, *Understanding Nationalism*), "Debate over Afghanistan" (p. 125), "Canadians' Concerns" (p. 126), "Afghans' Concerns" (p. 126), and "National Interests and Women's Rights" (p. 127). Instruct students to jot down, as they read, facts or arguments that support either side of the question. Tell students they will use the points in their T-charts to debate the question.

More to the Story

Safia Ama Jan was 56 when she was shot four times in the head through a burka on September 25, 2006. Her murder appeared to mark a return to a strategy of intimidation after Taliban fighters had suffered a defeat at the hands of a NATO force in western Kandahar. An advocate for women's rights, Ms Jan had been appointed provincial director of women's affairs five years before. And she had supported women's education for more than three decades. She had stayed in Taliban-ruled Kandahar to give secret classes to local girls at her home and later opened schools that trained girls in various vocations, such as baking, tailoring, and selling their goods.

6. When students finish reading and taking notes, divide the class in half for a tag debate (see p. 80) or into groups of four to six to conduct mini debates. Since this subject may enter sensitive ground, remind students of the guidelines for using sensitive and respectful language and how to participate in debates. Assign students to argue for or against Canada's continuing support for the mission and conduct the debate(s) for as long as seems useful. You may then wish to take a poll of the class to see how many students would like to change their position and ask volunteers why they would like to change sides.
7. Draw students' attention to "Taking Turns" on page 127 of *Understanding Nationalism*. Divide the class into groups of three and instruct one member of each group to assume the role of Pearl, Jean, or Violet and to read aloud the comments of their character. Ask students which opinion most resembles their own. Why? Then instruct the groups to work together to respond to the questions in "Your Turn."
8. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (p. 128, *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.

9. Draw students' attention to "Skill Builder to Your Challenge: Create a Historical Map" (p. 129, *Understanding Nationalism*). Ask students to choose a partner or assign partners and instruct the pairs to work together to work through Step 1. Circulate to keep students on track and to listen for productive approaches. If you conducted a diagnostic assessment of students' knowledge of mapping conventions in Lesson 2, this will help you identify which mapping conventions and which students require extra help. See "Additional Resources" in Lesson 2 for some sources of mapping conventions.
10. Instruct students to complete Step 2 of the skill builder to choose a focus for their map and Step 3 to propose sources. Then ask students to locate their copy of Reproducible 2.5.4, Tracking My Museum Display, and to fill out the middle box, headed "Description of My Display Item," with a brief description of the country and the border change they propose to map. You may wish to ask them to submit their proposals to you for feedback.
11. Give students time to create a draft of their map. If you wish, review the drafts before students complete their final maps and write their captions in Step 4. Remind students to store their completed map to present for the challenge and provide large envelopes, folders, or space in the classroom for them to do so if you wish.

DIFFERENTIATING INSTRUCTION

1. If students have trouble with some of the readings, assign a proficient partner or work with them yourself.
2. Visual learners may prefer to use their T-charts to sketch points for and against support for a military role in Afghanistan.
3. If students have trouble ensuring that their maps for the challenge include all the necessary components, you may wish to suggest that they make a checklist like the one shown. They can use the checklist for both peer and self-assessment.

Checklist for My Historical Map

- title
 - date(s)
 - legend identifying all border types and shading
 - compass rose
 - distance scale
 - labels
4. Encourage interested students to conduct further research into the situation of women in Afghanistan. They could use the information as the basis for a question-and-answer report.
 5. Modify the end-of-chapter activities to accommodate students' learning styles and abilities. You may wish to work with some students yourself to complete either or both of these activities.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”(p. 128, *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. For Question 1, distribute Reproducible 2.5.9, Canada's National Interests. You may want to complete the first section of the chart with students. Students' ideas will vary, but an example is shown.

Canada's National Interests			
Priority	Reasons for Choice	Stakeholders	Action or Strategy
Arctic sovereignty	<ul style="list-style-type: none"> • To protect Canada's claim to the Northwest Passage • Inuit and other Canadians have made the North their home for generations • Canada stands to benefit economically if it can control trade and resource exploration in the Arctic 	<ul style="list-style-type: none"> • All Canadians, but especially Inuit • Other First Nations and people who live and work in the North • Private businesses and corporations, such as oil companies • The federal government • Canadian taxpayers 	<ul style="list-style-type: none"> • Station more Canadian forces in the Arctic • Enter into a profit-sharing agreement with other nations who also claim sovereignty

Ask students to complete the chart with their partner. Students' choices will vary, but other examples include trade treaties, international laws that protect people and resources, national security, and the military mission in Afghanistan.

2. You may wish to remind students of the exercise they conducted in Step 6, Lesson 4, where they analyzed political cartoons. Students' answers will vary, but they may suggest
 - The cartoonist is telling the “story” of the debate over Arctic sovereignty.
 - Canada stands to gain a great deal if it can assert sovereignty over the North.
 - The cartoonist appears to believe that Prime Minister Stephen Harper is not standing up for Canadian sovereignty; in fact, his priorities are upside down.
 - The scene and setting evoke national sentiment through the use of the Canadian flag and the country's prime minister.
 - The cartoonist seems to believe that Canada should pursue a more aggressive policy in the North. He communicates this opinion by poking fun at Harper's actions to date and by including a speech bubble that implies the prime minister is admitting defeat. But staking a claim to the South Pole — which is about as far away from Canada as you can get — does not make much sense.

LESSON 6

INTRODUCTION TO CHAPTER 6

ULTRANATIONALISM

Chapter-issue question: How can nationalism lead to ultranationalism?

Inquiry question: What is ultranationalism?

In this lesson, students will examine the relationship — and the differences — between nationalism and ultranationalism. They will also continue to explore the nature and uses of propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.1, Ultranationalism in Kosovo and the USSR
- Reproducible L, Venn Diagram

Prepare an overhead transparency or presentation slide of the poster and map in Figure 6-1 (p. 130, *Understanding Nationalism*) and Figures 6-7 and 6-8 (p. 135).

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

RESOURCES

Understanding Nationalism, pages 130–135

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.cnn.com/SPECIALS/cold.war/kbank/profiles/stalin/

CNN's web site provides a brief overview of Joseph Stalin's life and legacy that is suitable for most readers.

www.spartacus.schoolnet.co.uk/RUSstalin.htm

A more detailed overview of Stalin's life and the impact of his dictatorship.

http://nobelprize.org/nobel_prizes/literature/laureates/1970/solzhenitsyn-autobio.html

A brief autobiography by Aleksandr Solzhenitsyn, written for the Nobel Committee in 1970.

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

Students will build on their understandings of nation, nation-states, nationalism, and the pursuit of national interest.

TEACHING AND LEARNING STRATEGIES

Note: Materials in this chapter and lessons occasionally deal with violent events that may cause discomfort to some students. You may wish to speak to students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they feel.

1. Display an overhead transparency or presentation slide of the poster in Figure 6-1 (p. 130, *Understanding Nationalism*), but do not read the caption or identify Stalin. Ask students to share their first impressions of the poster. To guide their responses, you may wish to ask questions like the following:
 - How would you describe the tone or mood of the poster?
 - How would you describe the facial expressions of the man at the centre? Of the children around him?
 - What kind of photograph is this? What does the fact that it is a collage — assembled from many different photographs — tell you?
 - Does the use of colour create an impression? The size of the people? What the people are doing?
 - What kind of person does the poster present the man at the centre to be? Is it obvious he is a leader? What kind? How do you know this?
2. Now display the map in Figure 6-1 (p. 130, *Understanding Nationalism*) and read the caption aloud. Ask students what SSR stands for. Explain that these are countries that were directly controlled by Russian dictator Joseph Stalin. Ask students how many SSRs they see on the map. What does this tell them about Stalin?

Now that students have some context, return to the image of the poster on page 130. Ask students whether — and how — information provided in the caption and map may have changed their impression of the poster.

Then ask students why they think this poster was made. What was it intended to do? Does thinking about its context and purpose change your impression of Stalin? In what ways?
3. With students, read aloud the introductory paragraph on page 131 of *Understanding Nationalism*. Ask students to respond to the questions about the poster and map. Guide the class through another discussion, then ask volunteers to explain how adding more context has changed their initial impressions.
4. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Steps 4 and 5, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will explore in this chapter.

Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
5. Draw students' attention to the inquiry question at the top of page 132 of *Understanding Nationalism* — What is ultranationalism? — and remind students that they examined the construction of the word “ultranationalism” in Step 5 of Lesson 1. If necessary, repeat this step to keep the word's meaning clear in students' minds.
6. Write the word “ultranationalism” on the chalkboard with plenty of space around it and ask five students to help you reproduce the exploding concept on page 132 of *Understanding*

Nationalism. Ask each student to add one correlative term at a time. Then pause to discuss each term with the class.

With students, read aloud the first four paragraphs on page 132 of *Understanding Nationalism*. Pause after each paragraph and ask students to identify at least one point to add to the exploding concept. Jot these down on the chalkboard or ask volunteers to do so. Ask students to record this expanded concept web in their notebooks.

7. Draw a continuum on the chalkboard like the one shown.



Ask students what they think the scale means. Explain that ultrationalism is an exaggerated form of nationalism — with differences in degree as well as in kind. Guide the class through a preliminary discussion by asking them where they think one begins and the other ends. Could a person’s opinion be affected by his or her point of view? Their nation’s perspective? In what ways?

Then ask students to read the section titled “From Nationalism to Ultrationalism” and the caption for Figure 6-2 (p. 132, *Understanding Nationalism*).

8. Distribute Reproducible L, Venn Diagram, and divide the class into pairs or small groups. Ask them to brainstorm a list of the characteristics of nationalism. Then ask them to refer to the expanded exploding concept for “ultrationalism” that they created in Step 6 and to use the Venn diagram to compare the two concepts. You may wish to ask students to summarize their findings by writing one or two sentences that describe the key similarities and differences between nationalism and ultrationalism. You may also wish to ask students to retain this Venn diagram to revisit later.

More to the Story

In Kosovo, some Serb and Albanian Kosovars have resorted to violence. On March 17, 2008 — the fourth anniversary of Albanian violence against Serbs in Kosovo that remains a painful memory — Serb nationalists attacked UN peacekeepers in north Kosovo. The UN forces were attempting to take over a courthouse in Mitrovica that had been occupied since March 14 by Serb court employees, judges, lawyers, and staff who wanted to be paid by the UN. Many Serb nationalists said the timing of the UN action was unfortunate — and perhaps provocative — while UN officials said the violence had been orchestrated to keep Kosovo in the news and was aimed at putting ultrationalists in power in Serbia in an election slated for May.

9. Ask students to select a partner — or assign partners — and distribute Reproducible 2.6.1, Ultrationalism in Kosovo and the USSR. Instruct students to work together to read pages 133 and 134 of *Understanding Nationalism* and to use the reproducible, as they read, to record examples of ultrationalism. Remind students to check the visuals and margin features for additional information. When they finish, ask students to share their findings with those of another pair and revise their sheets if they wish.
10. Ask four students to recreate on the chalkboard the exploding concept for “propaganda” on page 135 of *Understanding Nationalism*. Then ask students to brainstorm a list of ways to expand it.

11. With students, read page 135 of *Understanding Nationalism*. Then focus on the bullet points in the first paragraph. Ask students to give each propaganda tactic a ranking on a scale of 1 to 5 (1 = not very effective; 5 = very effective). Then ask them to rank the tactics based on the harm they can do, for example, to people's sense of security and well-being. Which scale of importance would they say is more important? Why? Do ends justify means? Why — or why not?
12. Display an overhead transparency or presentation slide of Figure 6-7 (p. 135, *Understanding Nationalism*) and read the caption aloud. Ask students whether they think the Nazi tactic of using propaganda on children is acceptable. Why — or why not? When Canada's government provides information to children that promotes, for example, healthy food choices, how is this the same? How is it different?

Display an overhead transparency or presentation slide of Figure 6-8 (p. 135, *Understanding Nationalism*) and read the caption aloud. Warn students that the photograph is disturbing to some, then ask what is disturbing about it.

Guide the class through a discussion that makes connections between the two photographs, using the question in the caption for Figure 6-8 as a starting point.

More to the Story

Propaganda was not the only tool Hitler used to indoctrinate the children of Germany. He created the Hitler Youth in the 1920s, and attendance became compulsory. Membership stood at four million by 1936. Girls were trained to bear children and be mothers. Among other things, they practised running, marching, swimming, and making a bed. Boys were trained to be soldiers. Among other things, they practised bayonet drill, grenade throwing, pistol shooting, and trench digging.

13. Draw students' attention to "Recall . . . Reflect . . . Respond" (p. 135, *Understanding Nationalism*) and instruct them to complete the activity. Students' criteria will vary, but they may include whether the message
 - resorts to name calling
 - appeals to people's anger or fears
 - uses words that hide the true meaning of actions
 - uses respected symbols to appeal to people's values and beliefs
 - uses fear to encourage support

DIFFERENTIATING INSTRUCTION

1. You may wish to complete Step 9 as a class rather than as a think-pair-share activity.
2. Some students may be more comfortable working in pairs or small groups to develop their criteria in response to "Recall . . . Reflect . . . Respond" on page 135 of *Understanding Nationalism*. Others may prefer to make sketches or audiotapes of their criteria.
3. Interested students may wish to conduct further research on the experiences of someone whose life was affected by Joseph Stalin, such as Nobel Prize-winning author Aleksandr Solzhenitsyn. The web site listed in "Additional Resources" is one place they could start.

LESSON 7

DEVELOPMENT OF ULTRANATIONALISM

Chapter-issue question: How can nationalism lead to ultranationalism?

Inquiry question: How does ultranationalism develop?

In this lesson, students will explore three factors that can combine to transform nationalism into ultranationalism: a social or economic crisis, charismatic leaders, and the use of national symbols and myths that promote feelings of superiority.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism

Prepare an overhead transparency or presentation slide of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism (optional).

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

RESOURCES

Understanding Nationalism, pages 136–140

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.time.com/time/asia/asia/magazine/1999/990823/hirohito1.html

Time magazine's Asian edition offers a reader-friendly biography of Japan's Emperor Hirohito.

http://www.warmuseum.ca/cwm/chrono/1931crisis_e.html

The War Museum of Canada hosts this user-friendly history with abundant photos of Canada's participation in World War II.

www.vac-acc.gc.ca/remembers/sub.cfm?source=history/secondwar

The Veterans Affairs Canada web site offers a rich resource centre of materials about World War II, including print, video, and primary sources.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing a section outline
- completing Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on ideas about ultranationalism introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Explain to students that many authors create an outline to organize their ideas before they begin writing. For a fictional work, such as a novel, that outline is generally not apparent — but in a textbook, the outline can often be found in the headings and subheadings.

Instruct students to recreate the author's outline for this section of the chapter by recording a list of all the headings in pages 136 through 140 of *Understanding Nationalism*, not including margin features or "Taking Turns." Ask students to differentiate the three levels of headings in some way — through indenting, using boldface and larger type for the first level of headings, using different colours, or by some other means — and model an example on the chalkboard.

First level, or H1 or A heads: **Section Heading** (in red)

Second level, or H2 or B heads: **Subheading** (in blue)

Third level, or H3 or C heads: *Subheading* (in green)

2. Ask students to predict what the section will be about, based on the outline that they have recorded. What two countries will the section focus on? What period in history? Which page or subsection do they think will be the most interesting? The least interesting? How would they answer the inquiry question at this point?

Vocabulary Tip

The word "factor" comes from a Latin word meaning "maker." A factor — which may be an event or an underlying circumstance — is something that contributes to bringing about a result. A single factor may produce a result, but more often a result is due to a combination of factors.

3. With students, read the first paragraph on page 136 in *Understanding Nationalism*, pausing after each sentence to record on the chalkboard the factors that can contribute to the development of ultranationalism:

- a social or economic crisis
- a charismatic, powerful leader
- national symbols and myths that promote feelings of superiority

Ask students to refer to their outlines to see how the three factors will be covered in the three subsections of this part of the chapter. You may need to draw their attention to the three main subheadings.

4. Ask students to respond to this question: How might a crisis affect people's sense of nationalism and national identity? Ask them to imagine, for example, what might happen if Canada were to be attacked as the United States was attacked on September 11, 2001. This issue may be sensitive, so proceed with caution. To help students get started, ask questions like these:
 - Would such a crisis make people more nationalistic or less nationalistic?
 - Would it unite Canadians of all backgrounds or cause suspicion and anger?
 - Would such a crisis make Canadians support their government more — or less?

5. Read aloud the section titled “Countries in Crisis” (p. 136, *Understanding Nationalism*). Then distribute Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultrationalism. Ask students to choose a partner — or assign partners — and designate half the pairs as Germany specialists and half the pairs as Japan specialists. Tell them they can skip the activity icons and “Taking Turns” for now and direct the Germany specialists to read the section titled “Germany after World War I” (p. 136) and the Japanese specialists to read the section titled “Japan after World War I” (p. 137). Instruct the pairs to work together to record one example of a crisis that contributed to ultrationalism on the reproducible’s concept web.

More to the Story

In 17th-century Europe, Jacques-Benigne Bossuet reinforced medieval notions of kingship with his theory of the divine right of kings. This theory argued that certain kings were entitled to rule because they were chosen by God and that these kings were accountable only to God. Though this concept extends as far back as the practice of monarchy in European, Middle Eastern, and North African history, it stops short of saying that the monarch *is* divine. In Japan, however, the concept of *arahitogami* meant that Hirohito was considered a god who was also a human being.

6. Ask volunteers to share their example of a crisis contributing to the rise of ultrationalism with the class. Use an overhead transparency or presentation slide of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultrationalism, to record a German and a Japanese example and instruct students to make sure their copies of the reproducible contain at least one example of each.

Vocabulary Tip

Some students may be familiar with the Christian use of the term “charismatic,” which describes a person blessed with special powers, for example, to perform miracles. Advise students that the text does not use this meaning of charismatic. Instead, it describes a leader with exceptional power to inspire devotion — whether or not they deserve it.

Note: Depending on the class’s learning styles and concentration levels, you may wish to conduct the following readings and notes in an uninterrupted flow or to break them up with the steps that address the activity icons, “Taking Turns,” and other features of the textbook.

7. Read aloud the introduction to the section titled “Charismatic Leaders” (p. 138, *Understanding Nationalism*). Then discuss the term “charisma” with the class, using a few examples as illustration. Suppose, for example, a charismatic leader convinced the people of Alberta to prosecute people who wear purple hats. Would this leader be an *effective* leader? Did he or she accomplish goals? Would this leader be a *good* leader? Did he or she accomplish goals that benefited society?
8. Instruct the Germany specialists to read the section titled “Adolf Hitler in Germany” (p. 138, *Understanding Nationalism*) and the Japanese specialists to read the section titled “Hirohito and Tojo in Japan” (p. 138). Remind students that the visuals on pages 137 and 138 may contain additional information. Instruct the pairs to record one example of a charismatic leader who contributed to the rise of ultrationalism on Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultrationalism.

9. Ask volunteers to share an example of a charismatic leader with the class. Using an overhead transparency or presentation slide of Reproducible 2.6.2, record a German and a Japanese example and instruct students to make sure their copies of the reproducible contain at least one example of each.
10. Read aloud the introduction to the section titled “Instilling Ultrationalist Values” (p. 139, *Understanding Nationalism*). Then direct the Germany specialists to read the sections titled “Ultrationalist Values in Germany” and “Anti-Jewish Laws” (p. 139) and the Japanese specialists to read the section titled “Ultrationalist Values in Japan” (p. 140). Draw students’ attention to the figures and margin features on pages 139 and 140, which provide additional information. Instruct the pairs to record one example of instilling ultrationalist values on their concept webs in Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultrationalism.
11. Repeat the procedures above until the overhead transparency of Reproducible 2.6.2 is filled in to your satisfaction. Then guide a class discussion to decide which of the three factors is most significant in the development of ultrationalism. This may enter sensitive ground, so remind students to remain sensitive to and respectful of the ideas and feelings of others — and point out that there are no right or wrong answers, as long as students can provide valid reasons supported by evidence.
12. To help students grasp the profound impact the Depression had on the world, ask them to examine Figures 6-9 and 6-10 (p. 136, *Understanding Nationalism*). Ask them what might happen in their own communities if people were losing their jobs and their homes. What if the price of a loaf of bread rose from \$2 to \$6 million — in six years? Then ask students to respond to the question in the activity icon at the bottom of page 136.
13. Direct students’ attention to “Taking Turns” on page 137 of *Understanding Nationalism*. Ask volunteers to read aloud the responses of Pearl, Blair, and Amanthi. Ask students which response most closely matches their own. Then ask students to use the response that they chose as a model for developing their own response to the question.
14. Students may be particularly interested in the question posed in the activity icon at the bottom of page 139 of *Understanding Nationalism*. You may wish to begin a discussion by asking students to give one reason why people might feel they should disobey a law. Students may suggest that they might feel a moral compulsion — that the law is just wrong. Ask other students to propose a counter-argument.
15. Direct students’ attention to “Recall . . . Reflect . . . Respond” on page 140 of *Understanding Nationalism*. To help students complete the first activity, suggest that they answer the following questions:
 - Did all three countries face a crisis?
 - Did all three countries see the rise of a charismatic leader?
 - Did national symbols and myths leading to feelings of superiority arise in all three countries?

In Activity 2, students must decide where the dividing line between nationalism and ultranationalism is and when a country has crossed that line. To complete the first task, you may wish to ask students to generate a list of markers of ultranationalism, such as waging war for the glory of the nation and denying the human rights of selected groups of people. Students may also wish to refer to the Venn diagram they developed in Step 8 of the previous lesson to help them complete this activity. Be sure that they can cite evidence for their views and that their responses remain respectful and sensitive.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit from completing Activity 2 of “Recall . . . Reflect . . . Respond” on page 140 of *Understanding Nationalism* as an inside-outside circles discussion (see p. 79). Divide the class into groups of six. Tell each group to form a circle, with three students facing outward and the other three forming a circle around them, facing inward so that each student faces a partner. Tell each pair to respond to the question. For this round, students may have complete access to their notes and the textbook. Then tell the students in the centre circle to rotate so they are facing a new partner. Continue until the students have discussed the question with three different partners. By the final turn, encourage students not to refer to the textbook or their notes.
2. Ask a few students to create a cause-and-effect collage or graphic that uses visuals and connecting arrows to demonstrate how various factors can contribute to the development of ultranationalism.
3. Encourage interested students to create a dossier — like a secret service file, for example — about one of the charismatic leaders discussed in the chapter thus far. The file can contain brief pieces of interesting information — and perhaps serve as the basis for a trial for war crimes or crimes against humanity when students have completed Chapter 7.
4. On page 140 of *Understanding Nationalism*, reference is made to the Yasukuni Shrine and the controversy over commemorating people found guilty of war crimes. You may wish to ask some students to conduct further research on why some people Japanese people want Tojo Hideki’s name removed, for example, and others do not.

LESSON 8

RESPONSES TO ULTRANATIONALISM

Chapter-issue question: How can nationalism lead to ultranationalism?

Inquiry question: How have people responded to ultranationalism?

In this lesson, students will examine appeasement and war as responses to ultranationalism in the pre-war and World War II period. They will also continue to explore the nature and uses of propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible M, Exit Slips
- Reproducible 2.6.3, Recognizing Propaganda

Prepare an overhead transparency or presentation slide of Figure 6-17 (p. 141, *Understanding Nationalism*) and Reproducible 2.6.3, Recognizing Propaganda.

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

Collect sheets of chart paper and five different-coloured markers.

RESOURCES

Understanding Nationalism, pages 141–146

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.spartacus.schoolnet.co.uk/GERresistance.htm

This web site presents biographies of more than 50 Germans who resisted the Nazis.

www.infoukes.com/history/internment

This web site offers extensive information about the internment of Ukrainians in Canada during and after World War II.

www.shevchenkofoundation.com/news20080509.html

A press release from the Ukrainian Canadian Foundation of Taras Shevchenko when the federal government announced the foundation had been granted a \$10-million endowment fund to commemorate the experiences of Ukrainian and other interned Europeans during World War II.

http://history1.cbc.ca/histoire/?MIval=EpisContent.html&series_id=1&episode_id=14&chapter_id=3&page_id=3&lang=E

http://archives.cbc.ca/war_conflict/second_world_war//topics/568

Two CBC stories on the internment of Japanese Canadians. The CBC Digital Archives page offers links to 10 TV and 14 radio clips.

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

You may also wish to use the exit slips to diagnostically assess students' learning.

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Distribute exit slips, which you can make from Reproducible M, Exit Slips. Ask students to examine the slips and tell them that they will complete and hand in the slips at the end of the lesson.
2. Draw students' attention to Martin Neimoeller's words in "Voices" (p. 141, *Understanding Nationalism*). With students, read the quotation aloud. Explain that Neimoeller was attempting to explain why some people did not take action against the Nazi regime during the 1930s and 1940s. Guide the class through a discussion by asking questions such as the following:
 - What is Neimoeller saying about why some people failed to take action?
 - Does Neimoeller sound critical or not? What makes you say this?
 - Why might people have failed to speak up?
 - In a similar situation, what would make you speak up?
 - How might people who failed to take action have felt when they became aware of the Holocaust?
 - What does this poem tell you about the importance of recognizing and guaranteeing the human rights of all peoples?

To conclude the discussion, tell students that a failure to act is one response to ultranationalism. Ask the class to brainstorm a list of other possible responses and record their ideas on the chalkboard or a sheet of chart paper.

3. Explain to students that they will take part in a graffiti activity (see p. 78) to explore five other ways that individuals — and countries — have responded to ultranationalism. Write each of the following questions at the top of a sheet of chart paper, along with the relevant reading from *Understanding Nationalism*:
 - Should people respond to ultranationalism by appeasement? (pp. 141–142)
 - Should people respond to ultranationalism by going to war? (p. 143)
 - Should a country use propaganda and censorship in wartime? (p. 144 and the photo essay at the bottom of pp. 144–145)
 - Should a country use conscription to fight a war? (p. 145)
 - Should a country put "enemy aliens" in internment camps during a war? (p. 146)

Under each question, create a T-chart with a column labelled "Yes" and a column labelled "No." Post the sheets in five different areas of the classroom, then divide the class into five heterogeneous groups. Give each group a different-coloured marker and assign a question to each group. Instruct group members to gather in the area where their question is posted.

4. Point out that the examples in *Understanding Nationalism* are all related to the period before and during World War II. Remind students to check the visuals and margin features for additional information, but they can ignore the activity icons for now. Instruct students to read the assigned passages and to use the sheets of chart paper to record one or two good reasons to support or oppose the approach in their question. Give each group a few minutes to read the relevant pages and record a response. You may wish to write the following hints on the chalkboard to give students ideas:
 - Give an example of this approach working — or failing.
 - Give a drawback to this approach — or a benefit.
 - Who gets hurt — and how?
 - Who benefits — and how?
5. Instruct the groups to rotate clockwise to the next station, taking their coloured marker with them. Tell them to complete the relevant reading, then to read the question and the reasons that have already been posted. They will then record a different reason or make a comment about one or more of the reasons. At this stage, new responses may be becoming more difficult, so you may wish to write the following hints on the chalkboard:
 - Suggest a better alternative.
 - Comment respectfully about a reason recorded by another group.
6. When the groups have rotated through all five stations, guide the class through a discussion of the responses.
7. Display an overhead transparency or presentation slide of Figure 6-17 (p. 141, *Understanding Nationalism*) and ask students to respond to the activity icon at the bottom of page 141. The first question encourages students to practise the map-reading skills they developed in Chapter 5, and you may wish to spend a few minutes on this. In response to the second question, students may suggest that they would have agreed with Neville Chamberlain's response because no one could have known at the time what Germany really intended and the countries affected were far away and none of Britain's concern. Others may suggest that they would have supported Winston Churchill because appeasement only allowed Germany to become stronger — and it still led to war.
8. Draw students' attention to the activity icon at the bottom of page 142 of *Understanding Nationalism*. Ask students to predict what might have happened if the League of Nations had been more effective and other countries had taken forcible steps against Germany, Japan, and Italy.

More to the Story

On August 23, 1939, Germany and the Soviet Union signed the Nazi-Soviet Non-aggression Pact. This treaty assured Hitler that his armies would not have to fight on two fronts when Germany began taking over Europe. The world was shocked at a pact between fascist and communist governments — such a development seemed unbelievable. Seven days later, Germany invaded Poland.

9. Ask students to turn to the activity icon at the bottom of page 143 of *Understanding Nationalism*. Display an overhead transparency or presentation slide of Reproducible 2.6.3, Recognizing Propaganda. With students, fill out the three boxes at the top of the sheet to identify the piece you are assessing. Discuss and decide on a question to add to the list on the sheet. Students may suggest adding, for example, Does the message exaggerate the facts? or Does the message leave out important information? If possible, play an audio version of William Lyon Mackenzie's speech at the web site referred to in "Web Connection" on page 143. With students, fill out the reproducible to assess the speech and decide whether it is propaganda or not. Then tell them that they will assess a propaganda poster or cartoon on their own.
10. Distribute Reproducible 2.6.3, Recognizing Propaganda. Assign students a number from 1 to 4 and use the numbers to identify the four pieces of propaganda in the photo essay at the bottom of pages 144 and 145 of *Understanding Nationalism*. Ask students to use the reproducible to assess their assigned poster or cartoon. You may also wish to remind them of the exercise they conducted in Chapter 5 (see Step 8, Lesson 4) about reading political cartoons.
11. When students finish, ask them to join the other students with the same number to compare their findings and revise their notes and conclusion if they wish.
12. Ask students to respond to the activity icon at the bottom of page 145 in *Understanding Nationalism*. What do the results tell them about divisions within Canada?
13. You may wish to give students a few minutes to update the word lists they started in Steps 4 and 5 of Lesson 1.
14. Tell students to fill in their exit slips now and give them a few minutes to finish them. Collect the slips as students leave the classroom and use students' answers to diagnostically assess what they learned in this lesson. You can use your conclusions in your preparations for subsequent lessons.

DIFFERENTIATING INSTRUCTION

1. For the graffiti activity, choose groups that include students with complementary reading and social skills.
2. Some students may prefer to work with a partner to assess the posters or cartoon in Step 10, or you may wish to assess the posters and cartoon as a class.
3. If you have students who enjoy roleplay, ask them to examine the caption for Figure 6-19 (p. 142, *Understanding Nationalism*) and imagine that they are a teenager living in Ethiopia during the 1930s. Ask them to write a letter, e-mail, or text message to a relative living outside Ethiopia, explaining their living conditions and their feelings about what is happening. Remind students to refer to page 142 as they write their letters. When they finish, ask them to exchange their message with another student, who will write a brief message back as the relative. Alternatively, students may wish to make an audiotape of a telephone call with a relative.
4. Encourage interested students to conduct research on how some people have responded to ultranationalism by examining a German citizen who resisted the Nazis. The Spartacus web site (see "Additional Resources") contains almost 60 biographies of such people — but be sure you check web sites before you ask students to use them.

LESSON 9

RESPONSES TO ULTRANATIONALISM (CONTINUED)

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

SKILL BUILDER TO YOUR CHALLENGE: PRESENT AN EXAMPLE OF PROPAGANDA

Chapter-issue question: How can nationalism lead to ultranationalism?

Inquiry question: How have people responded to ultranationalism? (continued)

Students will explore raising awareness and peacekeeping as responses to ultranationalism. The lesson concludes with end-of-chapter activities. The skill builder provides students with steps to follow to create a piece of propaganda in preparation for the challenge for Related Issue 2.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.3 Recognizing Propaganda (optional)
- Reproducible 2.6.4, Analyzing a Victory Bonds Poster (optional)

Prepare an overhead transparency or presentation slide of Figure 6-28 (p. 148, *Understanding Nationalism*) and a world map. Alternatively, make sure a wall map of the world is posted in the classroom.

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

RESOURCES

Understanding Nationalism, pages 147–151

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.mhc.ab.ca/library/oboc/events-archives/2005/readersguide2005.pdf

Medicine Hat College and Medicine Hat Public Library developed a reader's guide to Joy Kogawa's *Obasan* for its One Book, One Community reading program. This PDF contains a detailed timeline of Kogawa's life, research sources, explanation of terms, and Kogawa's poem "What Do I Remember of the Evacuation."

www.nobelprize.org/nobel_prizes/peace/laureates/1957/pearson-bio.html

The Nobel Prize web site offers a profile of Lester B. Pearson and explains why he was awarded a Nobel Peace Prize.

www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/the-first-missionsuez-crisis-1956/

The web site of the United Nations Association in Canada provides an overview of the Suez crisis and summarizes Canada's contributions to peacekeeping since then.

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

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. Do not summatively assess students' work on the challenge at this point, though you may wish to ask students to hand in Reproducible 2.5.2, Your Challenge 2 — Checklist for Success, and/or Reproducible 2.5.4, Tracking My Museum Display, to provide feedback.

PRIOR LEARNING

Students will build on their understandings of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Direct students' attention to "Making a Difference: Joy Kogawa — Shedding Light on a Shameful Story" (p. 147, *Understanding Nationalism*). Write the following numbers on the board and ask students to identify the significance of each as they read the first column of the feature: 24 hours, 68 kilograms, 22 000, and 6. When they finish, ask a student with drama skills to read the excerpt from *Obasan* to the class.
2. Ask students to respond to the questions in "Explorations." Students' responses will vary, but in response to Question 1, they may suggest
 - Yes, I'd accept the award. I still resent what the government did during World War II, but that has nothing to do with the current government.
 - Yes, I'd accept the award. Being recognized by the Canadian government shows how far the country has come.
 - No, I wouldn't accept the award. Doing so would make it look like I'm accepting a sort of apology.
 - No, I wouldn't accept the award. Giving me an award sort of lets the government off the hook — and I don't think they should be allowed to get away with it so easily.

In response to Question 2, students may say

- No, it is not fair to judge past actions from the perspective of today's knowledge and understanding alone. People had to make decisions at the time, often under extreme pressure, on the basis of the information at hand and the attitudes people held then.
 - Yes, it is fair to judge past actions by today's standards. Fair and humane treatment of people is a universal, timeless standard. What happened then was discrimination.
3. Display an overhead transparency or presentation slide of Figure 6-28 (p. 148, *Understanding Nationalism*). Point out the Suez Canal and tell students that the Suez Canal is more than 195 kilometres long and at least 60 metres wide. Fully loaded ships can make the journey from one end to the other in about 15 hours. Ask students to speculate on why the canal was built where it was. Students may say that is the shortest route between the Mediterranean Sea and the Red Sea.

Then display an overhead transparency or presentation slide or draw students' attention to a wall map of the world and ask students to describe the route a ship would have had to take between the Mediterranean and India before the canal was built. Students will probably recognize that the canal eliminates the need to go around Africa.

More to the Story

Egypt and France were partners in building the Suez Canal. It took nearly 11 years to build, and of the 1.5 million Egyptians who worked on the canal's construction — most as forced labour — 125 000 died, mostly of cholera. When Egypt could not pay off the loans it had taken to pay for construction, it was forced to sell its share of the canal's ownership to Britain.

4. Ask students to read page 148 of *Understanding Nationalism* with this question in mind: How is peacekeeping a response to ultranationalism? Ask students why the League of Nations failed to stop ultranationalism before World War II. Students may suggest it was because of the League's failure to act. Is an attempt to keep peace so a resolution can be found before conflict breaks out an action? Is it worthy of the Nobel Peace Prize — or not?
5. Ask students to read "The View from Here" (p. 149, *Understanding Nationalism*) and to respond to the questions in "Explorations." For Activity 1, students' responses will vary but may include
 - a) "Remain above the conflict" means that peacekeepers must remain neutral and not lean toward either side of a conflict. This will help them avoid a resolution that may include ultranationalism.
 - b) "One of the highest expressions of our humanity" means that the purpose of peacekeepers is to provide humanitarian relief efforts and prevent violence and other tactics used by ultranationalists.

For Activity 2, students' answers and ideas for a third photograph will vary, but make sure they include an explanation.
6. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (p. 150, *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. Draw students' attention to "Skill Builder to Your Challenge: Present an Example of Propaganda" (p. 151, *Understanding Nationalism*). With students, read the introduction. Refer students to the propaganda poster on page 150 of *Understanding Nationalism* as an example of propaganda that focuses on pursuing national interest.
8. Ask students to work with a partner to complete Steps 1 and 2 by bouncing ideas off each other and helping each other identify a format suited both to the message they each wish to communicate and their individual talents. Instruct them to assess each other's ideas by asking the questions at the end of Step 2. As students discuss their ideas, circulate to help pairs who are having trouble.

9. Instruct students to move on to Step 3: preparing a first draft of their piece of propaganda. Ask them to record a brief description on their copy of Reproducible 2.5.4, Tracking My Museum Display. You may also wish to ask them to submit this sheet, along with their first draft, to you.
10. Ask students to complete Steps 4 and 5: writing the display card and creating a finished product. You may wish to assign these steps as homework, but remind students they will have to have their piece of propaganda available for their challenge presentation and provide storage space in the classroom if you wish.

DIFFERENTIATING INSTRUCTION

1. Work with some students yourself to complete the skill builder.
2. You may wish to ask some students to create a photo essay in response to Activity 2 in “Explorations” on page 149 of *Understanding Nationalism*.
3. Encourage interested students to find out more about the Ukrainian Canadian community’s efforts to raise awareness about their wartime experiences. Alternatively, invite a Ukrainian Canadian to visit the classroom to speak on the subject.
4. Modify the end-of-chapter activities to suit the learning styles and abilities of students. For Question 1, for example, students may prefer to present their understanding of ultranationalism in a visual form, such as a collage or a concept web. For Question 3, students may present an audiotape of their slogan. You may also wish to ask the class to create a graffiti-style display and/or a sound collage of their slogans.

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

(p. 150, *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. You may wish to ask students to expand on the concept web you developed as a class in Step 6 of Lesson 6 or their Venn diagram (see Step 8, Lesson 6). Alternatively, you may wish to summatively assess their learning by requesting a written, point-form, or oral explanation. Students may include the following points in their descriptions of ultranationalism:
 - extreme nationalism
 - may promote racism
 - glorifies national identity
 - may involve contempt for other nations and groups identified as “other” within a society

- ignores the interests of other nations and peoples
 - encourages an “us” and “them” view of the world
2. Students’ choices will vary, but many students will choose extreme forms of ultranationalism such as Nazism or the Ukrainian famine. Ensure that students provide reasons for their placement and choices and refer to nationalism and ultranationalism.
 3. Remind students not to use disrespectful language or target a specific group in creating their slogans. Students may create slogans such as “The Führer is always wrong” and “Hitler is never right,” but encourage more original slogans, such as “The truth will prevail” or “Germans yearn to be free.”
 4. Before students begin this activity, you may want to remind them that propaganda can be used for a worthy goal, such as getting people to stop smoking, or an unworthy goal, such as generating bad feelings about a particular group. You may also wish to distribute Reproducible 2.6.3, *Recognizing Propaganda*, again to help students organize their thoughts about the poster. This worksheet will help them confirm that the poster is indeed propaganda.

Distribute Reproducible 2.6.4, *Analyzing a Victory Bonds Poster*. Students’ responses will vary, but they may suggest

 - a) The poster is telling Canadians to purchase government bonds to help the government finance the war. The poster implies that this will keep German and Japanese hands off Canadian women and children.
 - b) The poster can be described as nationalistic because it encourages support of the government’s efforts to protect the national interest. It can be described as ultranationalistic because it shows Nazis and Japanese as faceless enemies with cruel intentions — to tear apart helpless women and babies with hands hooked into claws like those of wolves or birds of prey. It encourages an “us” versus “them” mentality and appeals to people’s fears.
 - c) During a crisis, the government needs all its citizens to remain united and dedicated to the efforts and sacrifices required. At such a time, a government may be forced to use propaganda — but it should stick to the facts and not appeal to people’s anger and fear.

LESSON 10

INTRODUCTION TO CHAPTER 7 CRIMES AGAINST HUMANITY

Chapter-issue question: How can ultranationalism lead to crimes against humanity?

Inquiry question: What are crimes against humanity?

In this lesson, students will explore and debate concepts and definitions of crimes against humanity, genocide, and war crimes. They will also explore how such crimes are connected to ultranationalism.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.7.1, Classifying Crimes against Humanity

Create an overhead transparency or presentation slide of Figure 7-1 (p. 152, *Understanding Nationalism*), Figures 7-2 through 7-6 (pp. 154–155), page 156 of *Understanding Nationalism*, and Reproducible 2.7.1, Classifying Crimes against Humanity.

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

Make sure you have two colours of chalk available.

RESOURCES

Understanding Nationalism, pages 152–156

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

http://archives.cbc.ca/war_conflict/second_world_war/topics/1794/

A CBC Archives story titled “Shadows of Hiroshima” examines the atom bomb, its impact on Hiroshima, and its legacy. The page includes links to radio and TV clips.

www.cbc.ca/news/background/hiroshima/

This CBC News in Depth article from August 4, 2005, explores the 60th anniversary of the dropping of the atom bomb on Hiroshima.

http://findarticles.com/p/articles/mi_hb3547/is_200007/ai_n8365510

An article titled “Teaching and Learning Multiple Perspectives: The Atomic Bomb” may be useful for the debate in Step 3.

Chang, Iris. *The Rape of Nanking: The Forgotten Holocaust of World War II*. Basic Books, 1997.

This powerful account of the Nanjing massacre contains descriptions of atrocities that may be disturbing for some.

www.jhu.edu/~jhumag/1197web/nanking.html

John Hopkins Magazine published this article about Iris Chang when *The Rape of Nanking* was first published. The article contains descriptions that may disturb some.

www.icc-cpi.int/home.html&l=en

The web site of the International Criminal Court.

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 2.7.1, Classifying Crimes against Humanity
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

Note: Materials in this chapter and lessons occasionally deal with violent events that may cause discomfort to some students. You may wish to speak to students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they feel.

1. Display an overhead transparency or presentation slide of Figure 7-1 (p. 152, *Understanding Nationalism*). Ask students to examine the photographs, then ask them what they see. Ask them what they think happened here and what clues each photograph offers. Then read the caption aloud. You may wish to guide the class through a further discussion of the photographs by asking questions such as these:
 - What do you feel when you look at these photographs?
 - What do you think it might have been like for Japanese citizens living in the area in the days, months, and years after the bombing?
 - Why do you think the Japanese chose not to rebuild the remains of the building that is now the Hiroshima Peace Memorial?
2. With students, read aloud the introductory paragraphs on page 153 of *Understanding Nationalism*. For the first bullet question, ask students to describe their immediate responses in a single word and jot their responses on the chalkboard. Do the same to elicit responses to the second question, then pause and ask students to note the similarities and differences in the two lists. For the third bullet question, guide the class through a discussion.
3. Divide the class in half and conduct a brief tag debate (see p. 80) on the following statement: A nation-state that uses nuclear weapons should be charged with committing crimes against humanity. This may be a sensitive topic, so remind students to use appropriate language and remain respectful of the feelings of others.
4. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Steps 4 and 5, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will explore in this chapter.

Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.

5. Begin an exploration of crimes against humanity by writing the word “crimes” on the chalkboard. Ask students to brainstorm to create a list of definitions and examples of this term. They may suggest, for example, “break the law,” “serious offences,” “should be punished,” “offend society,” “hurt other people,” and “examples — theft, murder.” As they respond, create an exploding concept around the term on the chalkboard.
6. Using a piece of chalk of a different colour, write the phrase “crimes against humanity” on the chalkboard. Ask students to brainstorm to create a list of terms that explain their current understanding of this term. Again, create an exploding concept as students respond, but make sure they cover all the points in the exploding concept on page 154 of *Understanding Nationalism*.
7. Ask students to turn to the photo essay on pages 154 and 155 of *Understanding Nationalism*. Ask them to examine the photographs and read aloud the introductory paragraph on page 154 as they do so. Display an overhead transparency or presentation slide of each photograph. As each photo appears on the screen, ask a volunteer to read the caption from the textbook. Discuss each photograph by asking questions such as
 - What does the photograph show?
 - What happened — what is the photograph’s context?
 - Did the event(s) happen in wartime or peacetime?
 - Does the photograph portray or imply an “other”? If so, who or what is it? How is this “otherness” portrayed?
 - How does this photograph make you feel? Does it make you want to take action? If so, what would you do?
8. With students, read the section titled “The Nanjing Massacre” and “Voices” on page 154 of *Understanding Nationalism*. To help students understand the scale of the massacre, you may wish to compare the number of Canadians who died in all of World War II — about 45 000 — with the number of Chinese civilians killed in a single city over the course of about six weeks — about 300 000.
9. With students, read the section titled “Naming the Crimes” and “Voices” on page 155 of *Understanding Nationalism*. Draw a three-circle Venn diagram on the chalkboard. With students, fill in the Venn diagram with the similarities and differences among the three terms as defined by the International Criminal Court.
10. Time permitting, ask students to respond to the “Up for Discussion” question on page 155 of *Understanding Nationalism*. Students may suggest that crimes against humanity, genocide, and war crimes could never be successfully prosecuted without clear definitions.
11. Display an overhead transparency of page 156 of *Understanding Nationalism*. Draw students’ attention to the title at the top of the page and circle the word “humanity” on the overhead. Ask students what the word means in this context. Then draw students’ attention to “Voices” on the same page. Ask students which two words in the quotation contain the root “human,” then circle them on the overhead. Discuss with the class how these words are used and what they mean. With students, read the first two paragraphs on the page, then ask where “human” occurs in these paragraphs — “less than human” in Paragraph 1 and “inhumane” in Paragraph 2. Ask students why they think this word keeps appearing in a discussion about ultranationalism and crimes against humanity.

12. On the overhead transparency of page 156, draw students' attention to Figure 7-7. With students, read the caption and ask students to respond to the question. They may suggest that restricting Jews' rights meant that they had been named as "the other" in Nazi Germany. With students, read the bullet points on the page. Ask students how each of these laws further dehumanizes "the other" and may make people capable of crimes against humanity.
13. Draw students' attention to "Recall . . . Reflect . . . Respond" (p. 156, *Understanding Nationalism*). As students complete their diagrams and work in pairs to compare them in response to the first activity, circulate to determine which students' diagrams are particularly clear or may produce useful discussion points. When they finish, ask selected students to draw their diagram on the chalkboard and to explain it to the class.
14. Distribute Reproducible 2.7.1, *Classifying Crimes against Humanity*, to help students complete Activity 2. Instruct students to use pencil to fill in their chart so they can revise it in Activity 3.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall. You may also wish to ask them to create a visual representation of one or more of the new key terms in this part of the chapter.
2. Students who are not comfortable with the debate format could be asked to help you assess students' arguments.
3. Students interested in the Nanjing massacre may wish to conduct further research. The book and article listed in "Additional Resources" provide places to start, but warn students that this may be disturbing material.

LESSON 11

ULTRANATIONALISM AND CRIMES AGAINST HUMANITY

IMPACT: SHOAH — THE HOLOCAUST

Chapter-issue question: How can ultranationalism lead to crimes against humanity?

Inquiry question: How has ultranationalism caused crimes against humanity?

This lesson explores some of the ways that ultranationalism can result in crimes against humanity. In particular, students will examine the Armenian genocide of 1915–1916 and the Ukrainian famine of 1932–1933. They will also examine the bombing of Hiroshima and Nagasaki in 1945. “Impact” explores the Holocaust.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.2, Ultranationalism and Crimes against Humanity
- Reproducible 2.7.3, Factors That Can Lead to Crimes against Humanity

Prepare an overhead transparency or presentation slide of Figure 7-9 (p. 158, *Understanding Nationalism*) and Figure 7-11 (p. 160).

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

Collect five sheets of chart paper, five markers in different colours, and tape.

RESOURCES

Understanding Nationalism, pages 157–162

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.armeniapedia.org/index.php?title=Armenian_Genocide_Contemporary_Articles

This page of the Armenia Encyclopedia web site provides links to newspaper accounts written at the time of the genocide. This material may be upsetting to some.

www.faminegenocide.com

This web site, created and maintained by the Ukrainian Canadian Congress, provides an overview of the famine, as well as artwork depicting the tragedy. The UCC also offers a writing competition for students. This material may be upsetting to some.

Holodomor: Ukraine’s Genocide of 1932–33. Moksha Films, 2008

This feature-length documentary — and a 7½-minute short version — tells the story of the millions of Ukrainians who died in the *Holodomor*. This material may be disturbing to some.

Harvest of Despair: The Unknown Holocaust. International Historic Films, 2004

Slavko Nowtyski directed this Canadian-made, 55-minute documentary that presents photographic evidence and eyewitness accounts of the Ukrainian famine. This material may be disturbing to some.

news.bbc.co.uk/2/hi/europe/7111296.stm

This BBC News article by Laura Sheeter contains powerful images and quotations from people who survived the horrors of the Ukrainian famine. The page also contains links to other articles commemorating the 75th anniversary of the tragedy. This material may be disturbing to some.

www.eliewiesel.org/homepage.aspx

The Elie Wiesel Foundation for Humanity was established soon after Wiesel was awarded the 1986 Nobel Prize for Peace. The foundation's mission is "to combat indifference, intolerance, and injustice through international dialogue and youth-focused programs that promote acceptance, understanding, and equality."

www.pbs.org/wgbh/aso/databank/entries/baoppe.html

www.pbs.org/wgbh/amex/bomb/peoplevents/pandeAMEX65.html

Two brief PBS biographies of J. Robert Oppenheimer explore his accomplishments and the dilemma faced by scientists when the interests of the nation and their own conscience conflict.

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

Students will build on ideas about crimes against humanity introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following statement on the chalkboard: If you want to belong, go along with the crowd. When students have settled, ask them whether they agree with this statement. Ask them to share a few situations in which the statement may have applied to them or someone they know. To get them talking about peer pressure, ask questions like these:
 - In an open vote in class, have you ever changed your vote because of how everyone else was voting?
 - Do you wear certain styles of clothing or accessories because other people do? Because you want to separate yourself from certain groups?
 - Have you ever acted unlike your usual self at a party? At a sporting event? At the mall? Somewhere else?
 - Have you ever gone to a movie or concert you couldn't afford so you could be with your friends?
 - Have you ever made fun of someone — to his or her face or in private — because other people were doing so?
2. With students, read the first three paragraphs on page 157 of *Understanding Nationalism*. Then ask students to respond to the question in the activity icon. Guide the class through a brief discussion.

More to the Story

Some Armenian nationalists turned to Russia in part because they are both Slavic peoples — a linguistic and ethnic branch of Indo-European peoples that forms the most populous group in Europe. The Slavs' original homeland is generally thought to be in Eastern Europe, but since the early sixth century, they have inhabited most of eastern Central Europe, Eastern Europe, and the Balkan states. Slavic settlers mixed with existing local populations and later invaders. As a result, modern Slavic peoples are genetically and culturally diverse — but they are connected by often closely related Slavic languages, by a sense of common identity and history, and by being predominantly Christian.

3. Divide the class into home groups of four for a jigsaw activity (see p. 76) and distribute Reproducible 2.7.2, *Ultrnationalism and Crimes against Humanity*. Assign each student in the home group the number 1, 2, or 3, to identify the expert group she or he will join. Members of Group 1 will become experts in the Armenian genocide (pp. 157–158, *Understanding Nationalism*), members of Group 2 will become experts in the famine in Ukraine (p. 159), and members of Group 3 will become experts in the Holocaust (pp. 160–161).

Note: The material in these sections of the chapter may be upsetting for some students — proceed with caution.

4. Instruct members of each expert group to read their assigned section, to discuss the information they find, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their individual charts. Remind them to check the visuals and margin features for additional information, but they can ignore the activity icons for now.
5. When students finish meeting with their expert groups, tell them to return to their home groups and to share their findings 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 students' charts should be filled in completely.

More to the Story

Besides imposing collectivized farming on the Ukrainian people, another objective of the genocidal famine was to destroy any sense of a Ukrainian collective consciousness. Stalin's aim was to assimilate minority cultures into the dominant Russian culture. To achieve this goal, Ukrainian political and intellectual leaders were arrested and the Ukrainian Orthodox Church destroyed.

The Soviet government denied any references to the famine in Ukraine or by the international community or relief organizations such as the Red Cross. But Ukraine lost more than 25 per cent of its population during this genocidal famine — and one-third of the *Holodomor's* victims were children.

6. To follow up, ask students to compare the three events and the role that ultrnationalism played in each. Ask students if peer pressure or fear of “the other” played a role in these events. Students may suggest
 - Peer pressure and fear of “the other” must have affected Turkish soldiers, who normally wouldn't execute fellow soldiers or civilians, such as teachers.

- Peer pressure and fear of “the other” must have affected Soviet soldiers, who normally wouldn’t take food away from starving people.
- Peer pressure and fear of “the other” must have affected German soldiers, who normally wouldn’t kill people because they were Jewish.

You may also wish to ask students to rank the Armenian genocide, the Ukrainian genocide, and the Holocaust for their links to ultranationalism on a scale of 1 to 5 (1 = no link to ultranationalism; 5 = strong link to ultranationalism). Ask volunteers to explain the reasons for their rankings.

7. Display an overhead transparency or presentation slide of Figure 7-9 (p. 158, *Understanding Nationalism*) and ask students to examine the map and to respond to the first activity icon on page 158. Students may suggest that these marches amounted to a death sentence because they were so long and went through barren regions and mountains — and the people had no food or water.
8. Prepare a graffiti activity (see p. 78). At the top of each of the five sheets of chart paper you have collected, record one of the following questions, adapted from questions on pages 157, 158, and 159 of *Understanding Nationalism*:
 - Why is it important to many survivors of genocide that their experience be recognized and remembered?
 - Photographs of crimes against humanity can be highly disturbing because they show terrible suffering. Should some of these photographs have been included in *Understanding Nationalism*? Why or why not?
 - Why might a government deny that a genocide occurred?
 - Hitler may have used the Armenian genocide as his model for the Holocaust. If the international community had quickly condemned the Armenian genocide, would Hitler have changed his plans? Why or why not?
 - Will contemporary communication systems make genocide impossible in the future?
9. Post the sheets in five different areas of the classroom and divide the class into five heterogeneous groups. Give each group a different-coloured marker and assign one question to each group. Instruct group members to gather in the area where their question is posted and to brainstorm a list of responses. Give each group three or four minutes to record their responses on the sheet of chart paper at their assigned station.
10. Instruct the groups to rotate clockwise to the next station, taking their coloured marker with them. Tell them to read the question and the responses that have already been posted, then to record alternative responses or comments. As the groups progress through the stations, it may become difficult to think of alternatives. When this happens, instruct the groups to record follow-up questions or comments on the responses that have already been recorded and to write their names beside these questions and comments.
11. When the groups have rotated through all five stations, guide the class through a discussion of the responses posted on the sheets. Be sure that students use sensitive language and remain respectful of the ideas and feelings of others. When the discussion is finished, you may wish to post the sheets of chart paper as a reference for students as they progress through the rest of the chapter and related issue.

More to the Story

Yad Vashem, in Jerusalem, is a memorial to the six million Jews killed during the Holocaust. It contains the world's largest repository of information on the Holocaust and is a leader in education, commemoration, research, and documentation of the Holocaust. It also maintains an online database of the names of victims, a photo archive, and teaching materials. One of its principle duties is to award the title of "Righteous among the Nations" to non-Jews who acted with heroism to save Jews during the Holocaust.

12. Display an overhead transparency or presentation slide of Figure 7-11 (p. 160, *Understanding Nationalism*). Read aloud the introductory information to "Impact: Shoah — The Holocaust" and the caption to the photograph or ask a volunteer to do so. Give students time to examine the photograph and the information. Then guide a brief discussion by asking questions such as the following:
 - How might it have affected Josef Pitel to be the sole survivor in his family?
 - Why is it important that this photograph exists?
 - What might have happened to other victims' stories and memories if there were no photographs or written accounts of their tragedy?
13. Ask students to read — or reread — the remainder of "Impact: Shoah — The Holocaust" (pp. 160–161, *Understanding Nationalism*). Then ask them to respond to the questions in "Explorations." These questions may result in emotional responses, so remind students to remain sensitive to the feelings of others.

Question 1

Some students may say that forgetting is not a crime, so Wiesel is wrong. Others may say that ignorance is no excuse — people owe it to themselves and others to find out about what has happened in the world and to stay informed. However students respond, make sure they support their opinions.

Question 2

Some students may wish to make blanket condemnations of what happened during that period. Others may say that people had to act on the basis of what they knew and believed at the time — and they didn't know much in these wartime conditions.

Question 3

Students may say that many people feared for their own lives. Other people were so accustomed to doing what they were told that they couldn't imagine not doing so. Still others were blinded by ultranationalist values and believed what the government told them. And some students may suggest that ultranationalism's dehumanizing effects — and the prejudices of the time — played a role.

14. Ask students to turn to page 162 of *Understanding Nationalism*. With students, read the first two paragraphs on the page. Ask students whether the United States was justified in dropping the atomic bombs. Has their position changed since they debated this issue in Step 3 of the previous lesson? Ask students to finish reading this section of the chapter, then ask them again whether their position on whether the U.S. was justified in dropping the bombs has remained the same or changed — and why. Did the information about, for example, some scientists who had helped build the bomb affect students' ideas? Why — or why not?

15. Direct students' attention to "Recall . . . Reflect . . . Respond" (p. 162, *Understanding Nationalism*). Distribute Reproducible 2.7.3, *Factors That Can Lead to Crimes against Humanity*, to help students complete the first two activities. You may wish to organize Activity 3 as a think-pair-share activity (see p. 75) to help students share and develop their ideas with a partner and other classmates.

DIFFERENTIATING INSTRUCTION

1. Ensure that the groups are well balanced so the members can help one another complete the jigsaw and graffiti activities.
2. Some students may prefer to respond to the questions in "Explorations" (p. 161, *Understanding Nationalism*) in a visual format, such as a series of sketches.
3. Encourage interested students to view the films listed in "Additional Resources" to find out more about the Ukrainian famine. Warn them, however, that this material may be disturbing.
4. Some students may wish to conduct further research on the scientists who developed the atomic bomb but asked the United States government not to use it against the Japanese people. The web sites listed in "Additional Resources" provide places to start. Ask students to find one really interesting fact to report to the class.

LESSON 12

CONTEMPORARY CONSEQUENCES OF ULTRANATIONALISM

Chapter-issue question: How can ultranationalism lead to crimes against humanity?

Inquiry question: What are some current consequences of ultranationalism?

“The View from Here” presents four views on dropping the atom bomb. Students will also explore some contemporary consequences of ultranationalism, including the creation of the International Criminal Court and crimes against humanity in the former Yugoslavia and Rwanda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.4, Arguments for and against Dropping the Atomic Bomb
- Reproducible 2.7.5, Contemporary Examples of Crimes against Humanity

Prepare an overhead transparency or presentation slide of Figure 7-14 (p. 164, *Understanding Nationalism*) and Reproducible 2.7.5, Contemporary Examples of Crimes against Humanity.

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

RESOURCES

Understanding Nationalism, pages 163–167

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.hrw.org/doc/?t=justice

Human Rights Watch operates the International Justice Program to “promote justice and accountability for genocide, war crimes, and crimes against humanity in countries where national courts are unable or unwilling to do so.” Its web site offers readable summaries of current human rights abuses. Because of the horrific nature of these crimes, some of the information may be disturbing for students.

www.icc-cpi.int/home.html&l=en

The International Criminal Court’s web site provides information on current court cases, but the reading level may be a challenge for students.

www.historyplace.com/worldhistory/genocide/index.html

This page on the History Place site provides an overview and links to stories of genocide in the 20th century, including the former Yugoslavia, Rwanda, Cambodia, the Holocaust, Nanjing, Ukraine, and Armenia.

Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Random House of Canada, 2004

Shake Hands with the Devil: The Journey of Roméo Dallaire. White Pine Pictures, 2004

Dallaire’s heartwrenching account of the events in Rwanda in 1994 and an award-winning film that shows his return visit 10 years later. This material may be disturbing to some.

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

Students will build on their understandings of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to “The View from Here” (p. 163, *Understanding Nationalism*) and ask volunteers to read the quotations aloud. Then ask students to respond to the questions in “Explorations.” Instruct students to select a partner — or assign partners — to work together to respond to the first two activities and distribute Reproducible 2.7.4, Arguments for and against Dropping the Atomic Bomb, to help them organize their thinking.

If you choose to guide the class through a discussion of this issue, you may wish to ask questions like the following:

- Germany was also working on the atom bomb. If they had succeeded and used it, what would other nations have said? Would it be considered a crime against humanity?
 - How do the actions of the United States differ from Germany's? Does it matter what force is applied and how it is used to determine crimes against humanity?
 - What about Germany's mass bombing of London and other British cities? Are these crimes against humanity?
 - What about the Allies' firebombing of Tokyo and the bombing of Dresden? Does it matter what force is applied and to what purpose when discussing ultranationalism?
 - How might these discussions unfold if biological and chemical warfare is used in the future?
2. You may wish to ask students to respond to Question 3 of “Explorations” (p. 163, *Understanding Nationalism*) as a class. Students may suggest that nuclear bombs act as deterrents against other countries' aggression. Some may draw the analogy that it's like arming police officers — even though people hope they won't have to use their weapons — if the bad guys have guns. Others may suggest that building weapons and bearing arms does present the risk that they will be used — and not always judiciously.
 3. Display an overhead transparency or presentation slide of Figure 7-14 (p. 164, *Understanding Nationalism*). Ask a volunteer to read the caption on page 164. Then ask the class to respond to the question in the caption.
 4. To provide a focus for the lesson, write the following question on the chalkboard or a sheet of chart paper: Why was the International Criminal Court created? Ask students to select a partner — or assign partners — and ask the pairs to work together to read page 164 of *Understanding Nationalism*. Tell students to keep the focus question in mind as they read. When they finish, ask volunteers to respond to the question. Students may suggest that the ICC was created because the trials after World War II had highlighted the need for a permanent international court.
 5. Ask students to work with their partner to develop an argument in response to the activity icon on page 164 of *Understanding Nationalism*. Ask volunteers to share their argument and

guide the class through a discussion of possible arguments. You may also wish to ask why they think these arguments may — or may not — persuade countries such as China and the United States to support the ICC.

6. To refresh students' memory and prepare for the next sections of the chapter, write the following question on the chalkboard or a sheet of chart paper: What lessons did the world learn from the Holocaust? Ask students to respond and record the points they make. Students might suggest that
 - people can be evil
 - ultranationalism can lead to crimes against humanity
 - the world community needs to respond quickly to genocide and other crimes against humanity
 - people must never forget tragedies like these — or they may be repeated
7. Divide the class into small groups and distribute Reproducible 2.7.5, Contemporary Examples of Crimes against Humanity. Instruct students to read the sections titled “Crimes against Humanity in the Former Yugoslavia” (pp. 165–166, *Understanding Nationalism*) and “Crimes against Humanity in Rwanda” (p. 167). Tell students they can ignore the feature about Louise Arbour for now, but remind them to examine the margin features for additional information. Instruct students to work in their groups to complete the reproducible as they read.
8. When the groups finish, ask a volunteer from each group to discuss their responses in one column of the chart with the class. You may also want to ask the class to compare all the responses in the final row, which asks what role ultranationalism played in the crimes.

More to the Story

Achieving justice can take a long time. The International Criminal Tribunal for the Former Yugoslavia charged Bosnian Serb leader Radovan Karadžić with a number of counts of genocide, war crimes, and crimes against humanity. But he evaded capture for 13 years, using elaborate disguises and living in various remote locations in eastern Bosnia, as well as Vienna and Venice. He was finally arrested in 2008 in Serbia's bustling capital city, Belgrade, where he had been practising alternative medicine and psychology under the alias Dr. Dragan “David” Dabić.

9. Instruct students to read “Making a Difference: Louise Arbour — Speaking Out for Human Rights” and to respond to the questions in “Explorations” (p. 166, *Understanding Nationalism*). Students' answers will vary, but in response to Question 1, students may suggest that by shining a light on the misdeeds of the powerful, Louise Arbour is trying to make sure that leaders behave better. And by giving a voice to the powerless, she is trying to make sure their interests are represented. Together, these factors may help prevent crimes against humanity. In response to Question 2, students may suggest that a suitable motto for prosecutors of war crimes would be “The world is watching” or “Justice for all.”
10. Direct students' attention to the activity icon on page 167 of *Understanding Nationalism* and ask them to respond. You may wish to discuss as a class students' ratings of the UN's usefulness and what the UN should do the next time it is warned of a genocide, but be sure that students use appropriate language and remain respectful of the ideas and feelings of others.

11. If you have not provided storage space in the classroom for students to keep track of their museum display pieces and relevant reproducibles, remind students to bring their copy of Reproducible 2.5.4, *Tracking My Museum Display*, to the next lesson.

DIFFERENTIATING INSTRUCTION

1. Some students may prefer to prepare an audiotape of their arguments for and against using atomic bombs. You could ask them to play their tape and explain it to the class.
2. Supply struggling students with sticky notes to flag difficult terms as they read. You can help them find out what these words mean. They can record their understandings on the sticky notes and then on the list of new words they are keeping (see Steps 4 and 5, Lesson 1).
3. Some students may prefer to create a visual emblem rather than a motto for prosecutors of war crimes.
4. Encourage interested students to find out more about Roméo Dallaire and what happened to him in Rwanda. The book and film listed in “Additional Resources” provide places to start — but warn students that they may find this material disturbing.

LESSON 13

ACTING FOR GOOD

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

SKILL BUILDER TO YOUR CHALLENGE: PRESENT AN ARTIFACT

Chapter-issue question: How can ultranationalism lead to crimes against humanity?

Inquiry question: What are some current consequences of ultranationalism? (continued)

Students will continue to explore crimes against humanity by looking at three examples of people who opposed a crime against humanity and acted on their beliefs. Students will also consider whether crimes against humanity could happen again and complete the end-of-chapter activities. The skill builder provides students with steps to follow to find or create an artifact for their museum display.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.6, Acting for Good in the Face of Evil
- Reproducible N, 5Ws+H Chart (optional)
- Reproducible 2.7.7, Responding to Jason Love's Cartoon (optional)

Prepare an overhead transparency or presentation slide of Figures 7-20 and 7-21 (p. 168, *Understanding Nationalism*) and Figure 7-22 (p. 169).

Prepare three signs on pieces of card or construction paper. Each sign should include one of the following statements: Crimes against humanity are a thing of the past; Crimes against humanity could happen again; Undecided. Post the signs in three areas of the classroom so they form a continuum or a U shape.

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

Make sure students have their copy of Reproducible 2.5.4, Tracking My Museum Display.

RESOURCES

Understanding Nationalism, pages 168–171

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

<http://fcit.usf.edu/holocaust/People/Rescuer.htm>

This site provides an overview and links to the stories of more than 40 individuals who helped Jews escape during World War II — a good resource for students who want to conduct additional research into people who chose to help others even though this put their own lives at risk.

www1.yadvashem.org/righteous_new/index.html

Yad Vashem's web page about its Righteous among the Nations program provides an overview and links to featured stories.

Courtemanche, Gil. *A Sunday at the Pool in Kigali*. Vintage Canada, 2004 (first published in Québec in 2000)

A Sunday in Kigali. Equinoxe Films, 2006

Hotel Rwanda. United Artists, 2005

A novel by a French Canadian writer and two films — one adapted from Gil Courtemanche's novel — based on the story of Paul Rusesabagina and his efforts to save Tutsis in Rwanda. This material may be disturbing to some.

http://childrensbooks.suite101.com/article.cfm/write_a_haiku

Simple instructions on writing a haiku.

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

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. Do not summatively assess students' work on the challenge at this point, though you may wish to use Reproducible 2.5.4, *Tracking My Museum Display*, to give students feedback.

PRIOR LEARNING

Students will build on their understanding of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask volunteers to tell the class about a situation where they helped someone in need. Then ask them why they were helpful in these situations. Their responses might include
 - They liked the person, or the person was a friend.
 - They had time, or some other resources.
 - They felt sorry for the person.

Finally, ask them how they felt after each situation in which they were helpful.

2. Ask volunteers to tell the class about a couple of situations where they did not help someone who asked them for help — for example, someone asking for money on the street, a parent asking for help around the house, or a friend or sibling asking for help with a problem. Again, ask why they did not help in each situation. Their responses might include
 - It wasn't their problem.
 - They didn't know what to do.
 - They didn't really care about the person asking for help.

Ask them how they felt in each of these situations. Then ask them to compare these feelings with the way they felt when they did help someone else.

3. Display an overhead transparency or presentation slide of Figures 7-20, 7-21, and 7-22 (pp. 168–169, *Understanding Nationalism*). Without identifying the photographs, ask questions such as these:
 - What do you see in each photograph?
 - How does the photographer capture your interest?
 - What does the photograph tell you about the people shown?
 - How does the photograph make you feel?
 - Which photograph makes you want to know more? Why?
4. Ask three students to read aloud the three captions on pages 168 and 169 of *Understanding Nationalism*. Ask questions such as
 - How well did the facts match your ideas of what the photographs showed?
 - Do the individuals in the photographs look like heroes to you? What do heroes look like?
 - The captions mention a book, an exhibit of paintings, and a film. How is each a result of ultranationalism?

More to the Story

In 1963, Yad Vashem embarked on a worldwide project to grant the title Righteous among the Nations to the non-Jews who helped Jews during the Holocaust. The concept and title Righteous has become a singular term of honour. People from 44 countries have been granted the title: men and women from all walks of life, of all ages, of all religious faiths or of none, educated and illiterate, rich and poor. The only common denominator is their humanity and the courage it took to act on their moral principles, often at great risk to themselves. Many people were arrested and killed for aiding Jews.

5. Ask students to select a partner — or assign partners — and distribute Reproducible 2.7.6, Acting for Good in the Face of Evil. Ask students to read the section titled “Acting for Good in the Face of Evil” (pp. 168–169, *Exploring Nationalism*) and to work with their partner to complete the reproducible. They may wish to add an example of their own choosing in the last row.
6. Ask the pairs to compare their charts with those of at least one other pair and to consider the similarities and differences in the reasons for helping. To conclude this activity, ask volunteers who they added in the last row — and why.
7. Ask students to respond to the activity icon on page 169 of *Understanding Nationalism*. You may wish to provide an example of a traditional haiku for students, such as

Old tomcat sitting (5 syllables)

Watching autumn leaves blow by (7 syllables)

Wishing they were mice (5 syllables)

You may also wish to model writing a haiku, such as

They were innocent

Their names on slips of paper

Sendler kept them safe

When they finish, ask volunteers to read their haikus to the class. You may also wish to ask students to make a clean copy of their haikus and post them on a bulletin board in the classroom, a hallway, or the school's foyer.

8. Direct students' attention to "Taking Turns" (p. 169, *Understanding Nationalism*). Ask three proficient readers to read the responses of Rick, Violet, and Amanthi to the class. Then ask students to respond to the questions in "Your Turn."
9. Organize an activity similar to a continuum debate (see p. 80). Point out the signs you have posted and instruct students to stand under the sign that best represents their response to the "Taking Turns" question. Students who are leaning toward a position but are not yet ready to commit may stand halfway between "Undecided" and one of the other signs.
10. Invite volunteers to justify their choice of position. As students make their case, other students should move to a new location if the argument has changed their mind. When students move to a new location, ask them to identify the argument that swayed them.
Note: This subject may provoke strong responses, so be sure that students remain on track and remain respectful and sensitive to the thoughts and feelings of others.
11. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (p. 170, *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. Draw students' attention to "Skill Builder to Your Challenge: Present an Artifact" (p. 171, *Understanding Nationalism*). With students, read the introduction.
13. Ask students to complete Step 1. They may choose an example that represents a response to any crime against humanity that resulted from ultranationalism. Possibilities include crimes against humanity in the former Yugoslavia, Rwanda, Cambodia, the Holocaust, Nanjing, Ukraine, or Armenia. If necessary, book time in a resource centre or computer lab with an Internet connection for students who wish to conduct additional research.
14. To help students complete Step 2, review the steps to developing criteria found on page 6 of *Understanding Nationalism*. Then ask students to choose an artifact and to briefly describe it on Reproducible 2.5.4, Tracking My Museum Display. You may wish to ask them to submit this sheet to you for feedback.
15. Instruct students to move on to Step 3: drafting their display card. To help with this task, you may wish to distribute Reproducible N, 5Ws+H Chart.
16. Ask students to complete Step 4 by preparing their artifact for display. Remind them that they will be presenting this artifact and the display card as part of the challenge for this related issue. Instruct them to store it where they will be able to find it — such as the folders or large envelopes that you have provided or the space you have cleared in the classroom.

DIFFERENTIATING INSTRUCTION

1. In Step 2, make sure you ask for volunteers. Some students may not wish to share situations where they failed to help.
2. Some readers may prefer to prepare an audiotape of their haiku. You may also wish to adapt this activity to make it a rap or a folksong.
3. Some students may have seen *Schindler's List* and want to know more about people who helped Jews during the Holocaust. The sites in "Additional Resources" are a good place to start.
4. Encourage interested students to read books and see movies about Paul Rusesabagina (see "Additional Resources") — but warn them that these materials may be disturbing.
5. Adapt end-of-chapter activities to the learning styles and abilities of students. For Activity 1, for example, you may wish to help students identify the key words and ideas in the two quotations, and instead of a written response, you may wish to ask students to prepare an audiotape or a video presentation of their advice for the International Criminal Court. For the second activity, students could create another cartoon whose message is either parallel or opposite to the one on page 170 of *Understanding Nationalism*. These students should be prepared to explain why they chose to create their cartoon in this manner. Did they think it would be more effective? How would it be more effective? And why?

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

(p. 170, *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 in their advice to the International Criminal Court, they may suggest points such as the following:
 - a) and b) From the Saburo Ienaga quotation:
 - Key word: rational.
 - Ienaga's opinion: If an act is carried out in the heat of combat, it may be inevitable. Under other conditions, an atrocity carried out according to a rational plan is more truly a crime against humanity.

From the Leó Szilárd quotation:

- Key idea: definitions depend on which side you are on.
- Szilárd's opinion: If Germans had dropped the bomb instead of Americans, we would have called it a war crime and executed those responsible — it's the winners' perspective that tends to survive in the history books.

From *Understanding Nationalism*:

One definition of crimes against humanity is “crimes that offend nearly everyone because they reflect so badly on all humanity” (p. 154). According to the International Criminal Court, widespread attacks against a civilian population are a crime against humanity (p. 155) — and the atomic bombs killed about 140 000 Japanese civilians (p. 162).

- c) Make sure that students stay on track and use appropriate language in their responses. Also make sure that they provide reasons.
2. Remind students of the exercises in reading political cartoons they completed in Chapter 5 (see Step 8, Lesson 4, and the second end-of-chapter activity). You may also wish to distribute Reproducible 2.7.7, Responding to Jason Love's Cartoon, to help students complete this activity. Student's answers may include the following points:
 - a) The cartoon's message is that nationalism can be as bad for your health as addiction to alcohol.
 - b) Students may complete the sentences as follows:
 - I agree with Jason Love because an excess of nationalism can lead to ultranationalism, which is not good for anyone.
 - Nationalism benefits the national interest when leaders keep in mind the interests of others.
 - Extreme nationalism can lead to crimes against humanity.
 - To serve their national interests, nations should embrace nationalism in moderation.
 - c) Students' creative responses to nationalism will vary, but be sure that they do not resort to stereotypes or target individuals or groups.

LESSON 14

INTRODUCTION TO CHAPTER 8 NATIONAL SELF-DETERMINATION

Chapter-issue question: Should national self-determination be pursued?

Inquiry question: What is national self-determination?

In this lesson, students will explore — and debate — the concept of self-determination, both for nation-states and for other groups and collectives.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible O, Point-Proof-Comment Organizer
- Reproducible P, Triangle Debate Organizer

Create an overhead transparency or presentation slide of Figure 8-1 (p. 172, *Understanding Nationalism*) and an overhead transparency of Reproducible O, Point-Proof-Comment Organizer.

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

RESOURCES

Understanding Nationalism, pages 172–175

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.timor-leste.gov.tl/AboutTimorleste/timorleste.htm

This government of Timor-Leste web site offers a brief history, as well as descriptions of the country's culture, government, and geography.

<https://www.cia.gov/library/publications/the-world-factbook/geos/tt.html>

The World Factbook provides facts and figures on Timor-Leste.

<http://news.bbc.co.uk/1/hi/world/europe/7250764.stm>

The BBC offers an article titled “Kosovo: To Recognize or Not to Recognize?”

www.cbc.ca/news/background/balkans/austin.html

A CBC News in Depth story about the next steps on Kosovo's road to independence provides links to a timeline of Kosovo independence and a Q&A with University of Toronto professor Robert Austin.

www.cbc.ca/newsinreview/apr08/PDFs/kosovo.pdf

A CBC News in Review story offers background information about the former Yugoslavia, a map of the region, timelines, and student activities.

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

Students will build on their understandings of national self-determination.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 8-1 (p. 172, *Understanding Nationalism*) and ask a volunteer to read the caption. Ask students in what ways these photographs show examples of national self-determination. Students may suggest that the opening of Parliament shows Canada's independence as a nation-state; that protesters demanding freedom for the Tibetan people were asserting Tibetans' rights to self-determination as a nation; and that dancing on Parliament Hill on the National Day of Action celebrates Canada's Aboriginal cultures and their desire for self-determination. Some may also point out that national self-determination has limits in these illustrations: Canada's Parliament still opens with a vestige of colonial status — a speech from the throne; the Tibetan protesters are far from the scene of the actions that they hope to influence; and Aboriginal peoples have not attained full self-determination in Canada.
2. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read page 173 of *Understanding Nationalism* and to respond to the questions about the photographs on page 172. When they finish, ask the pairs to join at least one other pair to discuss their responses.
3. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Steps 4 and 5, Lesson 1). Then draw students' attention to the IQs and ask students to speculate about what they will explore in this chapter.

Complete this part of the lesson by giving students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
4. With students, read the inquiry question and the first paragraph on page 174 of *Understanding Nationalism*. Then draw students' attention to the exploding concept for "plebiscite" on page 174. Ensure that students understand how a plebiscite works and ask them to speculate about the role that this process may play in self-determination.
5. Ask students to read the remainder of pages 174 and 175 of *Exploring Nationalism*. To help them organize their thoughts, display an overhead transparency and distribute copies of Reproducible O, Point-Proof-Comment Organizer. With students, decide on a subject, such as "National Self-Determination," then ask them to suggest points, proofs, and comments. Fill in the transparency and instruct students to jot notes on their organizers. Students may suggest points, proofs, and comments such as the following.

Subject or Reference	
National Self-Determination	
Point	National self-determination is a people's power to control their own affairs.
Proof	Timor-Leste had been a Portuguese colony, then it was invaded by Indonesia in 1975, but it became independent in 2002.
Comment	Independence did not bring an end to the conflict in the area — and the UN had to return in 2006 to try to prevent further violence.
Point	At the end of World War I, it was hoped that self-determination would bring lasting peace.
Proof	This concept was articulated and supported by American president Woodrow Wilson.
Comment	It did not apply to all nations — and it has not succeeded in bringing peace to the world.
Point	The desire for self-determination can unite people — or drive them apart.
Proof	American historian Louis L. Snyder makes this point.
Comment	Nation-states must decide how they will deal with the divisions that can occur among citizens.
Point	The right to self-determination is reflected in the charter of the United Nations and defined by the International Court of Justice as belonging to peoples as well as to governments, but it is not clear what should happen when peoples within nation-states want self-determination.
Proof	Kosovo had been part of Yugoslavia, then of Serbia, until it declared independence in 2008 — but Kosovo's independence has not been recognized by some governments or the UN.
Comment	Kosovo's declaration may not bring an end to the conflict in the area — and the UN's continuing presence could be seen as an attempt to prevent others from regaining or taking control of the region.

6. Divide the class into groups of three for a triangle debate (see p. 81) and write the following statement on the chalkboard: Kosovo's right to self-determination should be recognized by other countries and by the UN. Assign each student in each group the letter A, B, or C to identify her or his role in the debate.
 - A will argue in favour of the statement.
 - B will argue against the statement.
 - C will listen, record, and prepare comments and questions for A and B.
7. Distribute Reproducible P, Triangle Debate Organizer, and explain that students A and B should record their response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.

Give students time to prepare for the debate, then explain that each group member will be responsible for listening and recording information while the other group members either present their case or comment on the arguments.
8. Once the arguments have been presented, tell student C to pose questions to the debaters — and to listen carefully to their responses. At the end of this stage of the debate, student C must decide who won the debate by presenting and defending arguments most effectively.

9. If time allows, you may wish to follow up by organizing a roundtable discussion in which each student C reports to the class who won the group's debate and which arguments she or he found most compelling.
10. Ask students to work with their partner to respond to the questions in "Recall . . . Reflect . . . Respond" on page 175 of *Exploring Nationalism*. When they have developed their three criteria in the first activity, ask the pairs to join at least one other pair to compare and revise their criteria. Students' responses will vary, but they may suggest criteria and consequences such as
 - whether it is in the best interests of all citizens of the new country
 - whether the country was ever independent in the past
 - whether the majority of people in the country agree with the demand for self-determination
 - whether the people within the new country share common values, goals, and loyalties
 - whether the creation of a new country will have negative impacts on those living within the area or in surrounding areas
 - whether recognizing the new country will complicate diplomatic relations elsewhere

For Activity 2, ask pairs to convert their criteria to questions before applying them to the two examples.

In response to the question in the third activity, students may suggest that UN recognition matters a lot because it is a matter of pride. Others may point out that establishing trade and diplomatic relations with other countries is far more important on a practical level.

DIFFERENTIATING INSTRUCTION

1. Struggling readers may benefit from being assigned the student C role for the triangle debate. This will put less pressure on them to work from the written text and allow them to use their auditory and analytic skills.
2. Encourage interested students to conduct further research on the situation in Timor-Leste. The web sites listed in "Additional Resources" provide places to start. You may wish to ask students to create a timeline of major events in the country's history, focusing on who controlled it and when.
3. In Step 10, some students may prefer to present their criteria and consequences as an audiotape.

LESSON 15

EFFECTS OF PURSUING NATIONAL SELF-DETERMINATION

Chapter-issue question: Should national self-determination be pursued?

Inquiry question: What are some effects of pursuing national self-determination?

This lesson explores some of the results of pursuing national self-determination, particularly in Indochina, India, Pakistan, Kashmir, and Tibet.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.1, Types of National Self-Determination
- Reproducible 2.8.2, Pursuing National Self-Determination: Indochina, India, Pakistan, Kashmir, and Tibet
- Reproducible 2.8.3, Some Effects of Pursuing Self-Determination (optional)
- Reproducible 2.8.4, Positive and Negative Consequences of the Pursuit of Self-Determination

Prepare an overhead transparency of Reproducible 2.8.1, Types of National Self-Determination, and Reproducible 2.8.3., Some Effects of Pursuing National Self-Determination (optional).

Book an overhead projector and screen.

Book audio or video recording and playback equipment — video or digital cameras and players, computers with webcams, or cassette audio recorders and players — for five groups of students (optional).

RESOURCES

Understanding Nationalism, pages 176–184

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.csmonitor.com/2007/0802/p05s01-woap.html

A *Christian Science Monitor* article titled “Cambodia’s First Step toward Justice for Khmer Rouge” explores some of the reasons it has taken so long to bring to justice the perpetrators of crimes against humanity in the 1970s.

www.yale.edu/cgp/news.html

The web site of Yale University’s Cambodian Genocide Program provides a chronology of the UN-backed tribunal to try Khmer Rouge officials for crimes against humanity. It also offers links to a wide range of readings.

http://news.bbc.co.uk/2/hi/in_depth/629/629/6922293.stm

A BBC story on the 60th anniversary of the partition of India, including a link to an in-depth story on the Kashmir conflict.

www.humanlaw.org/archives.html

www.humanlaw.org/kashmirself.html

The Association of Humanitarian Lawyers offers links to a number of issues and articles, such as one by Susan Parker that defines what is meant by the “right” to self-determination and explores the role the United Nations should play in resolving the conflict in Kashmir.

www.tibet.com

The web site of the Government of Tibet in Exile.

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

Students will build on ideas about national self-determination introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 176 of *Understanding Nationalism*. With students, read the four paragraphs at the top of the page, pausing to discuss why defining “a people” has proven difficult and emphasizing the bullet points.
2. Ask students to read the first two paragraphs on page 177 of *Understanding Nationalism*. Then ask them what problems might be associated with the pursuit of national self-determination. Students may suggest that control of territory is a major problem. Contending claims can create conflict, for example in Kosovo, where both Albanian and Serbian Kosovars claim the region because of historical ties to it.
3. Ask students to examine the photographs in “Picturing the Pursuit of Self-Determination” (pp. 176–177, *Understanding Nationalism*) and to read the captions. Distribute Reproducible 2.8.1, Types of National Self-Determination. Display an overhead transparency of the reproducible and model arriving at possible responses in the first row. An example is shown.

Type of national self-determination	What do people want to control?	What does the photograph show?	What conflicting interests are involved?	What other photo would show something similar?
Pursuing political self-determination	A government’s actions; control over territory	A Bosnian Serb ultranationalist who killed Franz Ferdinand of Austria, hoping this act would lead to a Slavic nation	Slavs’ national interest versus Austria’s interest in maintaining its empire	A photo of Taliban fighters in Afghanistan

Instruct students to fill in the row on their sheets, then ask them to work with a partner to complete the chart.

4. Divide the class into home groups of five for a jigsaw activity (see p. 76) and distribute Reproducible 2.8.2, Pursuing National Self-Determination: Indochina, India, Pakistan, Kashmir, and Tibet. Assign each student in the home group the number 1, 2, 3, 4, or 5 to identify the expert group she or he will join. Members of Group 1 will become experts on Indochina (pp. 178–179, *Understanding Nationalism*), members of Group 2 will become experts on India (p. 180), members of Group 3 will become experts on Pakistan (pp. 181), members of Group 4 will become experts on Kashmir (p. 182), and members of Group 5 will become experts on Tibet (pp. 183–184).

More to the Story

The United States never formally declared war on Vietnam — despite more than 10 years of active combat and the death of more than 58 000 American soldiers.

5. Instruct members of each expert group to read their assigned section, to discuss the information they find, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their individual charts. Remind them to check the visuals and margin features for additional information, but they can ignore the activity icons for now.
6. When students finish meeting with their expert groups, tell them to return to their home groups and to share their findings with 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 students' charts should be filled in completely.
7. Alternatively, you may wish to organize these readings — or any of the jigsaw activities in this resource — as video or audio recordings in which the five expert groups examine, analyze, and summarize their assigned sections of the chapter. They will then present their findings to the class in the form of a mini video or audio tour that points out the interesting features of their section of the chapter and discusses the issues raised in what they have explored. If video or recording equipment is not available, ask students to prepare a draft and practise their tour in this lesson and present it to the class in the next lesson. Either way, this method will probably take two lessons to prepare, record, and present.

More to the Story

In the early 20th century, an idealistic young man later known as Ho Chi Minh sailed from Vietnam to France. He was inspired by the French values of *liberté, égalité, fraternité* — liberty, equality, brotherhood — and he hoped to bring these values back to his country. When Ho learned that U.S. president Woodrow Wilson was saying all nations should have self-determination, he tried to present Wilson with a list of French abuses in Vietnam. But Wilson would not talk to him. Disappointed, Ho joined the Communist Party, but he always said, “It was patriotism, not communism, that inspired me.”

8. To follow up on the readings, you may wish to distribute Reproducible 2.8.3, Some Effects of Pursuing Self-Determination. Display an overhead transparency or presentation slide of the reproducible and, with students, fill out the first row. Ask students to work with a partner to complete the chart. Student's completed charts may look like the example shown on page 244.

Example	Conflicting Ideas of National Interest	Effects
In Vietnam (p. 178, <i>Understanding Nationalism</i>)	<ul style="list-style-type: none"> • Japan invaded Indochina during World War II • France wanted to keep Vietnam under its control • The Viet Minh wanted independence • The United States wanted to contain communism 	<ul style="list-style-type: none"> • Vietnam was divided into two parts • War raged between North Vietnam, supported by China and the Soviet Union, and South Vietnam, supported by the U.S.
In Cambodia (p. 179)	<ul style="list-style-type: none"> • UN-appointed judges want the tribunal to try former Khmer Rouge officials under international law • Cambodians want to follow Cambodian justice 	<ul style="list-style-type: none"> • Justice has been delayed indefinitely
In India (p. 180)	<ul style="list-style-type: none"> • British wanted to keep India as a colony • India wanted independence 	<ul style="list-style-type: none"> • Mohandas Ghandi's campaign of non-violence to end British rule • Independence achieved in 1947
In Pakistan (p. 181)	<ul style="list-style-type: none"> • Mohandas Gandhi wanted Muslims and Hindus to live together in one country • Muhammad Ali Jinnah wanted Muslims to have their own country 	<ul style="list-style-type: none"> • India was divided into India and Pakistan when India achieved independence • Partition led to widespread inter-ethnic violence
In Kashmir (p. 182)	<ul style="list-style-type: none"> • India wanted the region • Pakistan wanted the region 	<ul style="list-style-type: none"> • Decades of violence • Many Kashmiris now want independence
In Tibet (pp. 183–184)	<ul style="list-style-type: none"> • Tibet wanted to stay independent • China wanted Tibet to be part of China 	<ul style="list-style-type: none"> • China encouraged immigration to Tibet • Tibetans may become a minority in the region

9. Draw students' attention to the Tibetan and Chinese perspectives on Tibetan national self-determination on page 184 of *Understanding Nationalism*. Guide a brief class discussion by asking questions such as the following:
- What is the Tibetan view?
 - What is the Chinese view?
 - Why do you think the Dalai Lama quotes a treaty that is more than a thousand years old?
 - The Chinese press release uses phrases like “unswervingly safeguard,” “national sovereignty,” “territorial integrity,” “firmly oppose,” and “Tibetan compatriots.” What impression do these expressions leave you with? Do you think this view is justified? Why — or why not?
 - The Dalai Lama made this speech in 1989. Nearly two decades later, he began talking about Tibetans having more autonomy within China. What might have changed his thinking? Do you agree with this view? Why — or why not?
10. Direct students' attention to “Recall . . . Reflect . . . Respond” on page 184 of *Understanding Nationalism* and distribute Reproducible 2.8.4, Positive and Negative Consequences of the Pursuit of Self-Determination, to help them complete this activity. You may wish to instruct all students to work on one example, such as India. When students finish, ask volunteers to share some of the outcomes they recorded and guide the class through a discussion. Students' charts may contain examples like the ones shown.

Positive and Negative Consequences of the Pursuit of Self-Determination			
People: South Asians			
Positive Outcomes	Example or Proof	Negative Outcomes	Example or Proof
<ul style="list-style-type: none"> • Non-violent independence movement • Success in achieving independence from Britain • Establishment of independent states 	<ul style="list-style-type: none"> • Mohandas Gandhi's campaigns in the 1930s and 1940s • Independence achieved in 1947 • India and West Pakistan and East Pakistan (later Bangladesh) established 	<ul style="list-style-type: none"> • Tension in the new states • Violence between Muslims and Hindus • Kashmiris' right to self-determination still in dispute 	<ul style="list-style-type: none"> • Partition into India and East and West Pakistan • The conflict led to many deaths • Plebiscite has still not been held, and the violence continues in Kashmir

DIFFERENTIATING INSTRUCTION

1. Choose groups with a balance of learning styles and abilities to complete the jigsaw and other activities in this lesson. In addition, because the jigsaw readings are somewhat unequal in length, assign them accordingly.
2. Some students may wish to fill in some or all of the various reproducibles in this lesson with sketches or drawings.
3. Interested students could be encouraged to conduct further research into any of the groups struggling to achieve self-determination. Students could then prepare a roleplay, a skit, or other dramatic representation of the group's struggle and perform it for the class.
4. Students could use their notes in Reproducible 2.8.2, Pursuing National Self-Determination: Indochina, India, Pakistan, Kashmir, and Tibet, or Reproducible 2.8.4, Positive and Negative Consequences of the Pursuit of Self-Determination, as the basis for creating a photo essay they could post in the classroom.

LESSON 16

EFFECTS OF PURSUING NATIONAL SELF-DETERMINATION IN CANADA

Chapter-issue question: Should national self-determination be pursued?

Inquiry question: What are some effects on Canada of pursuing national self-determination?

In this lesson, students will consider the pursuit of national self-determination by First Nations, Inuit, and Métis, as well as in Québec, and how these desires affect Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.5, Pursuit of National Self-Determination in Canada
- Reproducible 2.8.4, Positive and Negative Consequences of the Pursuit of Self-Determination (optional)

Make an overhead transparency or presentation slide of Figure 8-21 (p. 189, *Understanding Nationalism*).

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

RESOURCES

Understanding Nationalism, pages 185–190

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.tsawwassenfirstnation.com/index.php

The Tsawwassen First Nation web site provides information on a modern-day treaty in British Columbia, with a link to the speech made by Chief Kim Baird to the British Columbia legislature.

www.itk.ca/index.html

The web site of Canada's national Inuit organization, Inuit Tapiriit Kanatami. The site explores issues of current interest to Inuit, including climate change, the education gap between Inuit children and other Canadians, and a statistical profile of Inuit.

www.metisnation.ca

The web site of the Métis National Council provides articles on self-determination for the Métis, links to current initiatives of interest to Métis, and a summary of the case against Alfred Janvier, which is discussed in this section of *Understanding Nationalism*.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of self-determination and its effects, both internationally and in Canada.

TEACHING AND LEARNING STRATEGIES

1. With students, read aloud the first three paragraphs on page 185 of *Understanding Nationalism*. Distribute Reproducible 2.8.5, Pursuit of National Self-Determination in Canada, and organize reading the sections titled “First Nations’ Pursuit of Self-Determination” (pp. 185–186, *Exploring Nationalism*), “Inuit Pursuit of Self Determination” (pp. 185–186), “Métis Pursuit of Self Determination,” (p. 188), and “Québec and National Self-Determination” (p. 189) as a think-pair-share activity (see p. 75).
2. Instruct students to read the passage under each heading, pausing after each to think about what they read and to jot notes in the appropriate box of the reproducible. Tell them they can ignore the activity icons and “Making a Difference” for now.
3. When they finish, ask students to choose a partner — or assign partners — and instruct the pairs to compare and discuss the information they recorded and to revise their notes if they wish.
4. Circulate to provide guidance and help as required and perhaps to determine which students are taking an approach you would like to discuss. Select students to read from their notes and guide the class through a discussion of the points you find relevant or perhaps need to clarify.
5. Direct students’ attention to “Voices” on page 186 of *Understanding Nationalism*. Ask students to briefly restate the key points in their own words. Would the Union of British Columbia Indian Chiefs say there is a link between education and self-determination? What is this link? And why is it important?
6. Ask students to respond to the activity icon on page 186 of *Understanding Nationalism*. If students need a hint to get started, ask them to consider the discussion of “Voices” in Step 5. For other ideas, they can review the page to see what types of courses are offered and think about whether these courses might help Aboriginal peoples pursue self-determination.

More to the Story

A few facts about Nunavut:

- “Nunavut” means “our land” in Inuktitut
- Population: about 29 500, of which 85 per cent are Inuit
- Area: 2 million square kilometres — 20 per cent of Canada — and two-thirds of Canada’s coastline
- Number of communities: 28
- Largest community: Iqaluit, population about 6200
- The Nunavut land-claim settlement — the largest in the world — granted title to about 350,000 square kilometres of land, of which about 35,000 square kilometres include mineral rights

7. Ask a volunteer to read aloud the “Up for Discussion” question on page 187 of *Understanding Nationalism* and ask the class to respond. Students may suggest combining Inuit education with standard Canadian educational subjects may meet challenges such as
- developing — and paying for — adequate resources
 - teaching a curriculum that covers more subjects
 - scheduling enough standard teaching time if students are spending a lot of time out of the classroom and learning from Elders

Remind students that they are free to disagree with the assumptions in an “Up for Discussion” question. Some students may say, for example, that combining the two educational approaches should be easy — but make sure that they can give reasons.

More to the Story

Zacharias Kunuk told *Video Art in Canada* that he was delighted that Inuit children were seeing a film in their own language: “One time a parent told me that he had been looking for his kids and he couldn’t find them. When he found them outside, they were playing tent and he could hear they were playing ‘Atanarjuat.’ That’s cool.”

8. Ask students to read “Making a Difference: Zacharias Kunuk — Telling the Truth of What Happened” and to respond to the questions in “Explorations” (p. 187, *Understanding Nationalism*).

Question 1

Students’ answers will vary, but they may suggest that Kunuk decided to film the dialogue in Inuktitut because he wanted the film to be authentic and to tell his people’s stories in the language they actually spoke.

Question 2

Students may suggest that Kunuk and Cohn might have argued that a YouTube-like web site could showcase the talents of Indigenous filmmakers who would not otherwise receive much, if any, exposure. The site also provides a community for these filmmakers to learn from one another, share industry information, and work with the most up-to-date technologies and means of distribution. Finally, it is important to support Indigenous filmmakers because they provide a unique window into Indigenous cultures.

9. Ask students to turn to page 188 of *Understanding Nationalism*. Read aloud the first two paragraphs on the page. Guide a brief discussion on the case of Alfred Janvier by asking questions such as the following:
- Should Janvier have been charged with hunting out of season?
 - Should exceptions for Aboriginal peoples be made to Canadian laws?
 - Why might some Aboriginal peoples feel that some of Canada’s laws should not apply to them?
 - Can a Canadian legal system coexist with self-determination for Aboriginal peoples? For Québec?
10. Read aloud the activity icon on page 188 of *Understanding Nationalism*. Ask students to suggest possible challenges and opportunities. They may suggest the following:

Possible challenges:

- Controlling large tracts of land is a big responsibility.
- Other Albertans may question why the Métis control large tracts of land.

Possible opportunities:

- A land base may enable more Métis to pursue economic, social, and cultural projects.
- Other Albertans may get jobs that the Métis create.

More to the Story

Not all Francophone Canadians support a desire for self-determination for Québec. In March 1995, seven months before the referendum on Québec sovereignty, la Fédération des communautés francophones et acadienne du Canada — an organization representing Canadian Francophones who live outside Québec — announced that it would support the no side.

11. Display an overhead transparency or presentation slide of Figure 8-21 (p. 189, *Understanding Nationalism*). Ask students to examine the map. Then ask whether — and how — the existence of Aboriginal nations within Québec complicates the province's desire for sovereignty. How might the needs of Aboriginal nations differ from the needs of other Québécois? How might these differing needs be resolved? And who should be responsible for this resolution?
12. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 189 of *Understanding Nationalism* and ask them to respond.

Question 1

Students may describe a sovereign Québec as looking pretty much the same but with gaps wherever a First Nation is located on the map in Figure 8-21. Others may suggest that Québec would not accept losing territory and would try to force First Nations to remain part of Québec.

Question 2

You may wish to distribute a second copy of Reproducible 2.8.4, Positive and Negative Consequences of the Pursuit of Self-Determination, to help students complete this activity. Students' answers will vary, but make sure they provide evidence. They may mention positive effects such as creating respect for diversity, allowing all Canadians to enjoy fundamental human rights, and correcting some of the injustices that have occurred in the past. Some negative effects may include fragmenting Canada into separate groups or "nations," high legal fees, and an inability to include everyone equally.

13. Assign students a number from 1 to 4 and ask them to turn to "The View from Here" (p. 190, *Understanding Nationalism*). Assign students with the number 1 to Stephen Harper's view, students with the number 2 to Gilles Duceppe's view, students with the number 3 to Phil Fontaine's view, and students with the number 4 to Clément Chartier's view. Ask the groups to create a response to each view. Assure students that their responses can be brief — one or two sentences — and they can agree, disagree, or make a different but related point, as long as they justify their opinions. Students may be able to envision the task more clearly if they imagine what they would say if their assigned speaker were addressing the class.

14. When all students are ready, read aloud the words of Stephen Harper and ask students with the number 1 to respond one at a time. Do the same for other speakers and writers.
15. Ask students to join the other students with the same number and to work as groups to respond to the questions in “Explorations” on page 190 of *Understanding Nationalism*. You may wish to assign the second activity as homework.

DIFFERENTIATING INSTRUCTION

1. To help struggling readers complete the think-pair-share activity, read difficult passages aloud with them and model how you would make notes about what you have read.
2. Visual learners may prefer to respond to the first question in “Recall. . . Reflect . . . Respond” by drawing a map to show what a sovereign Québec would look like if the province’s First Nations chose to stay in Canada.
3. Alfred Janvier’s case may be of interest to students. For students who wish to know more, one link is provided in “Additional Resources.” Students who conduct further research could be encouraged to write a news story, to roleplay a decisive point in the trial, or to create a point-counterpoint display for the classroom.

LESSON 17

UNINTENDED RESULTS OF PURSUING NATIONAL SELF-DETERMINATION

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

SKILL BUILDER TO YOUR CHALLENGE: PUT IT ALL TOGETHER

Chapter-issue question: Should national self-determination be pursued?

Inquiry question: What are some unintended results of pursuing national self-determination?

Students will explore some of the ways the pursuit of national self-determination can affect nations and peoples, in particular the creation of refugees and their impact on host countries. Students will also discuss how the pursuit of national self-determination has affected them personally. The lesson concludes with end-of-chapter activities and the final skill builder for Related Issue 2.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.6, Unintended Consequences of the Pursuit of Self-Determination
- Reproducible 2.8.7, Self-Determination in Tibet and Canada (optional)
- Reproducible 2.8.8, My Museum Display Items
- Reproducible Q, Writing an Information Paragraph

Make an overhead transparency or presentation slide of Figure 8-22 (p. 191, *Understanding Nationalism*).

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

RESOURCES

Understanding Nationalism, pages 191–195

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.cic.gc.ca/ENGLISH/refugees/index.asp

The web site of Citizenship and Immigration Canada explains the Canadian government's position on refugees who live in Canada and are afraid to return home, as well as those who live elsewhere and want to come to Canada. This site also explains how Canadians can sponsor refugees from abroad who qualify to come to Canada.

www.amnesty.ca/Refugee

The Canadian site of human rights organization Amnesty International. The site outlines the legal rights of refugees and highlights the plight of refugees around the world.

www.unhcr.org/cgi-bin/texis/vtx/home

The Office of the UN High Commissioner for Refugees attempts to protect and support refugees and assists in their settlement. This site is a good starting point for students interested in conducting research into current crisis situations for refugees around the globe.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities
- completing the end-of-chapter activities
- completing an explanatory paragraph 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 the consequences of pursuing national self-determination.

TEACHING AND LEARNING STRATEGIES

1. Help students grasp what the number 32 million means by writing the following multiple-choice question on the chalkboard or a sheet of chart paper:

32 million is

- a) the number of people in Canada in 2004
- b) the total number of votes received by *Canadian Idol* winner Kalan Porter of Medicine Hat in 2004
- c) the number of people living as refugees in 2006
- d) all the above

Ask students to consider the choices and poll the class to see how they respond. Then tell them the answer is d), but a) is close — the population of Canada was a little more than 32 million in 2004; b) is true — Porter did receive this many votes; and c) is also true — this was the number of people living as refugees in 2006.

2. Some students may be refugees, so proceed with caution in how you present the following concept. Write the word “refugee” on the chalkboard and ask students to brainstorm to create a list of ideas about what this word means. Ask questions such as

- Why do refugees flee?
- What do they seek?
- What do they leave behind?
- How do you think they feel?
- Who helps them?

Write students' ideas on the chalkboard to create an exploding concept that covers all the points in the exploding concept on page 191 of *Understanding Nationalism*.

3. Display an overhead transparency or presentation slide of Figure 8-22 (p. 191, *Understanding Nationalism*). With students, read aloud the information in the table. Ask students if any of the source countries surprise them. What do they think they would feel like if they were uprooted from their homes, forced to flee their community, and separated from their family? Ask students to respond to the questions in the activity icon at the bottom of page 191.

4. With students, read the first paragraph on page 191 of *Understanding Nationalism*. Review India's pursuit of national self-determination, making sure students understand that Gandhi's campaign unintentionally led to both violence and a massive movement of refugees.
5. With students, read the second and third paragraphs on page 191 of *Understanding Nationalism*, then ask students to give other examples of unintended results of the pursuit of national self-determination. Make a list of examples on the chalkboard and ask students to record a similar list in their notebooks.
6. Ask students to select a partner — or assign partners — and distribute Reproducible 2.8.6, Unintended Consequences of the Pursuit of Self-Determination. Ask students to work with their partner to read the sections titled “Refugees” (p. 191, *Exploring Nationalism*), “Host Countries” (p. 192), “Afghan Refugees” (p. 192), and “Difficult Choices” (p. 193), using the reproducible to make notes and summarize what they read. Circulate and provide help as required.
7. Write the following “Up For Discussion” question on the chalkboard: Why doesn't the UN just step in and quickly solve the problems that cause refugees to flee from their countries? (p. 191, *Exploring Nationalism*). Guide the class through a discussion until it is clear that students have a sense of the issue's complexity. Students may suggest that the UN cannot stop the conflicts and hostilities that create refugees, that some countries are not members of the UN and do not recognize the UN as an authority, and that the UN does not have unlimited resources to solve all the world's problems.
8. Then write the following “Up For Discussion” question on the chalkboard: With so many people fleeing conflict around the world, why don't Canada and other developed countries take in more refugees? (p. 192, *Understanding Nationalism*). Guide the class through another discussion. You may wish to point out that most refugees flee on foot and ask how this affects the likelihood of their arriving in Canada — and being able to go home when situations improve.
9. Conduct a brainstorming session to complete the activity icon on page 192 of *Understanding Nationalism*. As ideas emerge, write them on the chalkboard or a sheet of chart paper. When you have some substantial ideas recorded, ask students to come to the front of the class and put a check mark beside the three strategies they feel would be most effective. Add up the check marks for each strategy, then ask students to justify their choices for the class's three favourites.
10. Direct students' attention to “Taking Turns” (p. 193, *Understanding Nationalism*). Ask three volunteers to each read one of the students' responses aloud. Then ask students to respond to the questions in “Your Turn.” When they finish, divide the class into small groups to compare their responses. When they finish, ask volunteers to share their conclusions with the class.
11. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (p. 194, *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. Draw students' attention to “Skill Builder to Your Challenge: Put It All Together” (p. 195, *Understanding Nationalism*). With students, read the introduction. Remind students that

museum displays often have a few paragraphs displayed on a wall or in a brochure to help viewers understand what they are seeing. Students' paragraphs should tell viewers how the items in their display show a response to the related-issue question.

13. To help students complete Step 1, distribute Reproducible 2.8.8, My Museum Display Items, and encourage them to make brief notes of their ideas.
14. Ask students to proceed to Step 2 and review the tips on page 83 of *Understanding Nationalism* before they plan and draft their explanations. You may also wish to distribute Reproducible Q, Writing an Information Paragraph, to help students organize their writing in this step.
15. Remind students that they will present their museum display in the next lesson and give them time to assemble their displays now if you wish.

DIFFERENTIATING INSTRUCTION

1. Choose pairs and groups so they can help each other with reading and writing tasks. You may also wish to work with some students yourself.
2. The debate resulting from the “Up for Discussion” questions may inspire some students to find out more about what ordinary people can do to help address the plight of refugees. Ask them to find out a few facts about a group that helps refugees and to tell the class one way people can make a difference.
3. Encourage interested students to conduct additional research on a current world crisis (see “Additional Resources”) and to create a poster to help raise public awareness of this crisis. Alternatively, students could invite a guest speaker from a local agency that helps refugees to speak to the class.
4. Modify the end-of-chapter activities to accommodate the learning styles and abilities of students. Students with a flair for drama, for example, might complete Question 1 as a skit or a roleplay. For Question 2, you could ask students to create a cartoon that shows the conflict over Québec sovereignty or the struggle of another group desiring self-determination. Completed cartoons could be turned into overhead transparencies or presentation slides and displayed for the class. Students should be prepared to explain why they selected particular elements of their cartoons.

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

(p. 194, *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. To help students complete this activity, distribute Reproducible 2.8.7, Self-Determination in Tibet and Canada. This reproducible reprints the quotation in Activity 1 with blanks to help students revise the passage to see how well it applies to a Canadian situation. It will also help organize their responses to the remaining activities, but be sure students remain on track and use appropriate language.
2. Students' answers will vary, but they may suggest
 - a) The hornets' nest represents the controversial issue of Québec sovereignty. The fleur-de-lis on the tree's branches support this conclusion.
 - b) Krieger's message is that Prime Minister Stephen Harper is stirring up trouble — and that he may get stung.
 - c) Krieger may have selected the image of a hornets' nest to represent the fact that although the issue of Québec sovereignty never quite goes away, many people believe that if they do not talk about it, it will remain dormant. If the issue is raised, it will flare up again.
 - d) Other symbols Krieger might have used to send the same message include a child playing with matches or a pot simmering on a stove.

LESSON 18

YOUR CHALLENGE PRESENTATIONS

Related-issue question: Should national interest be pursued?

The challenge for Related Issue 1 requires students to create a museum display called Pursuit of National Interest. In this lesson, students will present their displays.

ESTIMATED TIME: 75 minutes

GETTING READY

To assemble the necessary resources, you must decide how you would like to ask students to present their museum displays: one by one to the class or by organizing a carousel activity (see p. 77) with visiting and presenting groups at presentation centres.

If necessary, organize the classroom into presentation centres made up of one or more desks as required. When setting up the centres, ensure that there is enough space around them for students to stand or sit comfortably as they listen to and view the presentations.

Photocopy reproducibles.

- Reproducible 2.5.2, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric

Prepare an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric.

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

RESOURCES

Understanding Nationalism, pages 104–195

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.UnderstandingNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' museum displays using Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they can improve their presentation and participation skills.

TEACHING AND LEARNING STRATEGIES

Note: Students' presentations may vary, but 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 and review guidelines for showing respect and sensitivity in the classroom.

2. Review the guidelines for the presentation (p. 106, *Understanding Nationalism*). Remind students of the time limit and assign a class member to signal when presenters have two minutes left so they can begin to wrap up their presentation. Establish acceptable voice levels and remind students to allow time for questions.
3. Display an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Focus students' attention on the section titled "Knowledge and Understanding of the Issue." Explain that you will use this rubric to evaluate their displays. Ask students to examine the categories and the criteria for evaluating each level of achievement, then ask if they have questions about the criteria. If students ask, for example, about the difference between proficient and excellent, suggest that the difference would involve the relevance of the examples presented, the breadth and depth of explanations offered, and the number of connections shown — in other words, the difference between the levels is one of degree.
4. If you wish, instruct students to assess each presentation based on Reproducible 2.5.2, Your Challenge 2 — Checklist for Success, by asking themselves questions like the following:
 - Did the display items effectively demonstrate an understanding of the pursuit of national interest?
 - Did the student clearly explain the reasons for his or her selection of items?
 - Was the museum display visually appealing? Was there attention to detail?
 - Did the student's display demonstrate an effective response to the related-issue question?
 - Did the student respond to questions effectively?

Note that these peer assessments will become part of students' evaluation and will provide insights into how classmates viewed the museum display.

Review all peer assessments before sharing them with students.

5. Give students time to assemble their displays. When they are ready, you may choose to ask students to present their museum display and then to respond to questions from the class one by one, or you can instruct students to set up their display at a presentation centre, then establish a rota for students to circulate and review the presentation at each station.
6. Assign the order in which students will present their museum display or assign students to presenting and visiting groups. If you are using presentation centres, 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 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.
7. Ask the first student to begin or assign the first set of presenters to presentation centres and start the process.
8. When all the presentations are finished, guide the class through a discussion of the successes and challenges they encountered. Remind students that this is the second 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. 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.
2. Some students may prefer to prepare an audio or video recording rather than present their museum display to the class. Others may prefer to report in a visual format or to perform a skit about attending a museum display and their reactions to what was informative and effective in the pieces they encountered there.