

In My Personal Interest

Name _____ Date _____

It is in my personal interest to

- have some money coming in
-
-

To pursue these personal interests, I can

- get a part-time job or arrange to do chores for my neighbours
-
-
-
-

Factors that I can control:

- making time for a job or other people's chores
-
-
-
-

Factors I cannot control:

- whether employers or neighbours are hiring
-
-
-
-

How I might feel about this personal interest two years from now:

I might feel this way because

Your Challenge 2 – Checklist for Success

Name _____ Date _____

Item	No	Partly	Yes	Comment (Teacher or Peer)
My museum display . . .				
Knowledge and Understanding				
Shows my understanding of the pursuit of national interest and related events and issues				
States my position on whether national interest should be pursued				
Includes valid evidence to support my position				
Selection, Analysis, and Evaluation of Information				
Shows that I have used a variety of sources				
Reflects diverse points of view and perspectives				
Show that I have effectively selected, analyzed, and evaluated the items in my display				

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REPRODUCIBLE 2.5.2 CONTINUED

Presentation				
Presents a clear and consistent message				
Is suited to my purpose and audience				
Is supported by graphics and uses technology appropriately				
Uses appropriate mapping conventions				
Uses appropriate spelling, grammar, and usage conventions				

Your Challenge 2 – Evaluation Rubric

Name _____ Date _____

Your museum display

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Knowledge and Understanding of the Issue					
Shows an understanding of the pursuit of national interest and related events and issues	Shows insufficient understanding of the pursuit of national interest and related events and issues	Shows little understanding of the pursuit of national interest and related events and issues	Shows some understanding of the pursuit of national interest and related events and issues	Shows solid understanding of the pursuit of national interest and related events and issues	Shows excellent understanding of the pursuit of national interest and related events and issues
States position on whether national interest should be pursued	Does not clearly state position	States position with little clarity	States position with some clarity	States position clearly	States position with a high degree of clarity
Includes valid evidence to support position	Does not include much valid evidence to support position	Includes limited amount of valid evidence to support position	Includes some valid evidence to support position	Includes valid evidence to support position	Includes a great deal of valid evidence to support position
Selection, Analysis, and Evaluation of Information					
Uses a variety of sources	Does not use a variety of sources	Uses an insufficient variety of sources	Uses some sources	Uses a variety of sources	Uses a wide variety of sources
Reflects diverse points of view and perspectives	Does not reflect a sufficient degree of diversity	Reflects a limited degree of diversity	Reflects some diversity	Reflects a solid range of diversity	Reflects a wide range of diversity
Has effectively selected, analyzed, and evaluated items in the display	Does not effectively select, analyze, and evaluate items in the display	Selected, analyzed, and evaluated items in the display with limited effectiveness	Selected, analyzed, and evaluated items in the display with some effectiveness	Effectively selected, analyzed, and evaluated items in the display	Selected, analyzed, and evaluated items in the display with a high degree of effectiveness

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REPRODUCIBLE 2.5.3 CONTINUED

Presentation					
Presents a clear and consistent message	Does not present a clear and consistent message	Presents an insufficiently clear and consistent message	Presents a somewhat clear and consistent message	Presents a clear and consistent message	Presents a very clear and consistent message
Is suited to purpose and audience	Is not suited to purpose and audience	Is insufficiently suited to purpose and audience	Is somewhat suited to purpose and audience	Is well-suited to purpose and audience	Is very well-suited to purpose and audience
Is supported by graphics and uses technology appropriately	Is not well supported by graphics and does not use technology well	Is insufficiently supported by graphics and uses technology with limited effectiveness	Is somewhat supported by graphics and uses technology with some effectiveness	Is well supported by graphics and uses technology well	Is very well supported by graphics and uses technology very well
Uses appropriate mapping conventions	Does not use appropriate mapping conventions	Uses few appropriate mapping conventions	Uses some appropriate mapping conventions	Uses appropriate mapping conventions	Uses highly appropriate mapping conventions
Uses appropriate spelling, grammar, and usage conventions	Uses inappropriate spelling, grammar, and usage conventions	Uses few appropriate spelling, grammar, and usage conventions	Uses some appropriate spelling, grammar, and usage conventions	Uses appropriate spelling, grammar, and usage conventions	Uses highly appropriate spelling, grammar, and usage conventions

Tracking My Museum Display

Name _____ Date _____

Item in Display	Description of My Display Item	Status
Historical comparison map		<input type="checkbox"/> Item completed _____ <input type="checkbox"/> Display card completed _____
Example of propaganda		<input type="checkbox"/> Item completed _____ <input type="checkbox"/> Display card completed _____
Artifact or representation of one		<input type="checkbox"/> Item completed _____ <input type="checkbox"/> Display card completed _____
Paragraph about my display		<input type="checkbox"/> Paragraph completed _____

Differing Views of National Interest

Name _____ Date _____

Point of View	Understanding or Argument
A Canadian who sees Canada as a peacekeeping nation	
A Canadian who sees Canada as a peacemaker	
Kofi Annan	
John Spritzler	
Condoleezza Rice	
A Chinese government official	

Which view do you think would be the most effective way to pursue Canada's national interest?

Why?

Explain your view of the national interest.

Survey on Arctic Sovereignty

Name _____ Date _____

Do you agree or disagree with the following statements? Why — or why not?		
Canada should invest heavily in securing sovereignty over its Arctic territory.		
Agree	Disagree	Not sure
Russia represents a bigger threat than the United States to Canada in matters related to Arctic sovereignty.		
Agree	Disagree	Not sure
I have confidence in the government of Stephen Harper to secure Canada's Arctic sovereignty.		
Agree	Disagree	Not sure
Canada should plant a flag on the Arctic's seabed.		
Agree	Disagree	Not sure

Source: Angus Reid Global Monitor, August 2007

In the National Interest

Name _____ Date _____

It is in my nation's interest to

- have enough money coming in to pay for outreach activities or for government programs and initiatives
-
-

To pursue this national interest, my nation could

- decide on adequate membership fees or levels of taxation
-
-
-
-

Factors my nation can control:

- how much money they ask for from members or citizens
-
-
-
-

Factors my nation cannot control:

- the state of the world economy, which affects people's ability to pay
-
-
-
-

How I might feel about this national interest two years from now:

I may feel this way because

Political Cartoons

Name _____ Date _____



MUSSELED?
—London Opinion.



The Literary Digest, an American weekly, published these cartoons about the League of Nations in 1919.

Canada's National Interests

Name _____ Date _____

Priority	Reasons for Choice	Stakeholders	Action or Strategy
1. Arctic sovereignty	To protect Canada's claim to the Northwest Passage	All Canadians, but especially Inuit	Station more Canadian forces in the Arctic
2.			
3.			
4.			
5.			

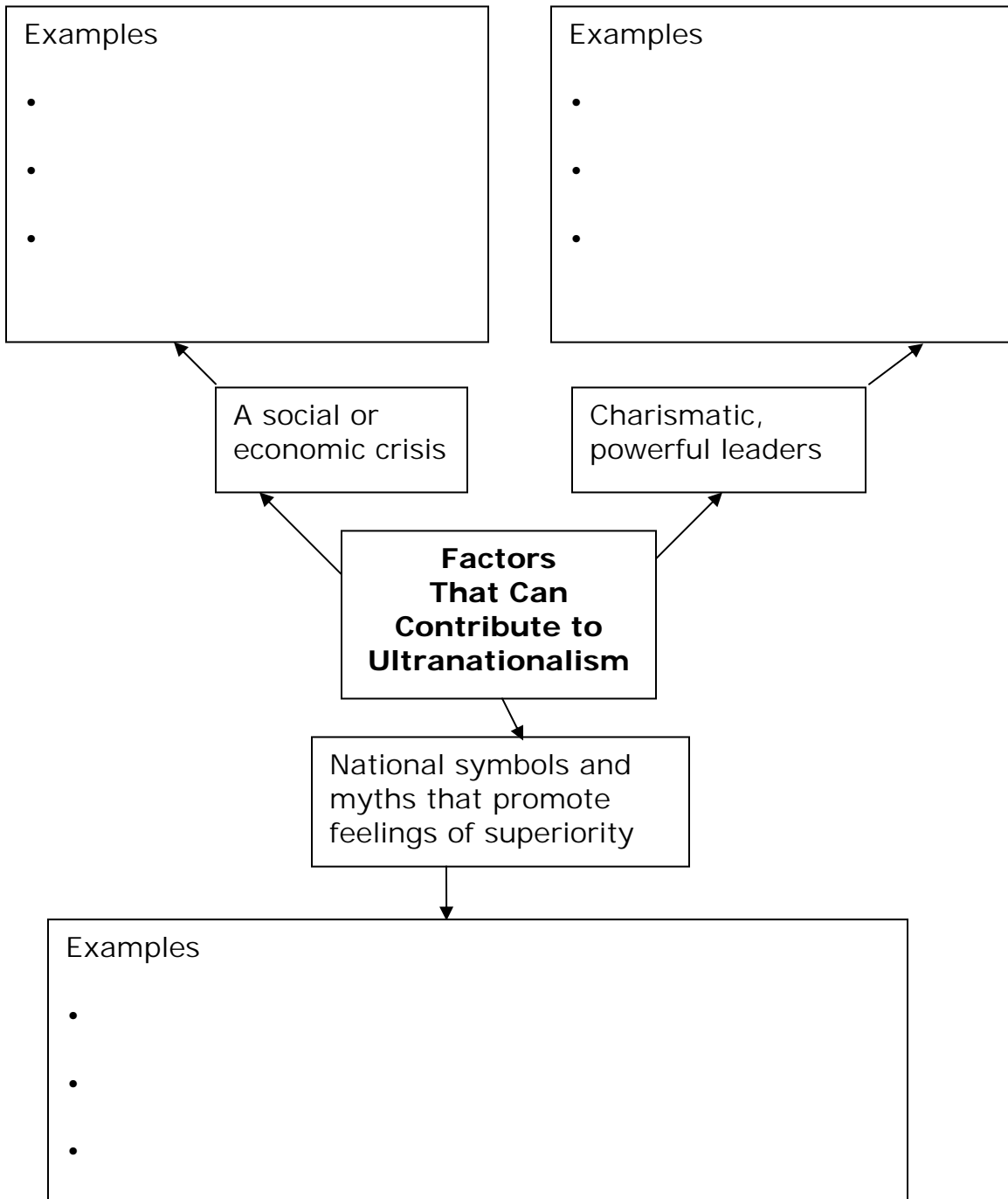
Ultrationalism in Kosovo and the USSR

Name _____ Date _____

Ultrationalism in Serbia and Kosovo	Ultrationalism in the USSR

Factors That Can Contribute to the Development of Ultrationalism

Name _____ Date _____



Recognizing Propaganda

Name _____ Date _____

Type of item (e.g., speech, poster)
Audience (e.g., Canadian voters)
Purpose (e.g., the action the piece is promoting)

Question	Answer (Yes or No)	If yes, how does it do this?
Does the message resort to name calling?		
Does the message appeal to people's anger or fears?		
Does the message use words that hide the true meaning of actions?		
Does the message use respected symbols to appeal to people's values and beliefs?		
Does the message use fear to encourage support?		
Does the message _____ _____?		

I conclude that this item is or is not propaganda because

Analyzing a Victory Bonds Poster

Name _____ Date _____

The poster's message to the Canadian people is

This poster could be described as nationalistic because

This poster could be described as ultranationalistic because

I think it is acceptable to use propaganda like this during a time of crisis such as war because

Or I think it is unacceptable to use propaganda like this during a time of crisis such as war because

Classifying Crimes against Humanity

Name _____ Date _____

Photograph	Genocide	War Crime	Crime against Humanity
Figure 7-2 Mothers in Argentina	X	X	√

Ultranationalism and Crimes against Humanity

Name _____ Date _____

Crime against Humanity	What Happened	How Ultranationalism Contributed to the Crime
Armenian genocide		
Ukraine famine		
The Holocaust		

Factors That Can Lead to Crimes against Humanity

Name _____ Date _____

Crime against Humanity	Factors That Made the Crime Possible	How Ultrationalism Did or Did Not Play a Role
	1. 2. 3.	
	1. 2. 3.	
	1. 2. 3.	

Arguments for and against Dropping the Atomic Bombs

Name _____ Date _____

For	Against

Contemporary Examples of Crimes against Humanity

Name _____ Date _____

	Former Yugoslavia	Rwanda
What happened?		
When did it happen?		
How did the world community respond?		
What could the international community have done differently?		
How was the situation resolved?		
What role did ultranationalism play in the situation?		

Acting for Good in the Face of Evil

Name _____ Date _____

Who	What This Person Did	Why This Person Did It
Irena Sendler		
Feng Shan Ho		
Paul Rusesabagina		

Responding to Jason Love's Cartoon

Name _____ Date _____

Jason Love's message is that

I agree (disagree) with Jason Love because

Nationalism benefits the national interest when

Extreme nationalism can lead to

To serve their national interests, nations should

My own response to nationalism: a drawing, a cartoon, a labelled diagram, a poem, such as a haiku, the words to a rap, or another response.

Types of National Self-Determination

Name _____ Date _____

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 National Self-Determination Indochina, India, Pakistan, Kashmir, and Tibet

Name _____ Date _____

Pursuing National Self-Determination in Indochina	
In Vietnam	In Cambodia
Pursuing National Self-Determination in India	
Indian Nationalism	Non-Violent Protest
Pursuing National Self-Determination in Pakistan	
Position of Leaders and Parties	Effects of Partition
Pursuing National Self-Determination in Kashmir	
Context of Conflict	Kashmiri's National Interest
Pursuing National Self-Determination in Tibet	
Context of Conflict	Effects of Changes in Population

Some Effects of Pursuing Self-Determination

Name _____ Date _____

Example	Conflicting Ideas of National Interest	Effects
In Vietnam (p. 178, <i>Understanding Nationalism</i>)	<ul style="list-style-type: none"> • • 	
In Cambodia (p. 179)	<ul style="list-style-type: none"> • • 	
In India (p. 180)	<ul style="list-style-type: none"> • • 	
In Pakistan (p. 181)	<ul style="list-style-type: none"> • • 	
In Kashmir (p. 182)	<ul style="list-style-type: none"> • • 	
In Tibet (pp. 183–184)	<ul style="list-style-type: none"> • • 	

Positive and Negative Consequences of the Pursuit of Self-Determination

Name _____ Date _____

People _____			
Positive Outcomes	Example or Proof	Negative Outcomes	Example or Proof
•	•	•	•
•	•	•	•
•	•	•	•

Pursuit of National Self-Determination in Canada

Name _____ Date _____

People or Place	History in Canada	Goals	Achievements to Date
First Nations			
Inuit			
Métis			
Québec			

Unintended Consequences of the Pursuit of Self-Determination

Name _____ Date _____

Unintended Consequence	Details of this Consequence
Refugees	
Host Countries	
Afghan Refugees	
Difficult Choices	

Self-Determination in Tibet and Canada

Name _____ Date _____

a) Replace the words in parentheses with a Canadian equivalent. Replace "Tibetan" with one of the languages spoken by a national group in Canada (e.g., Cree, French, or Inuktitut) and "Tibet" with a region within Canada (e.g., Canada, Québec, or Nunavut).

The (Tibetan) _____ language has no value in present-day (Tibet) _____. For instance, if a letter was mailed with an address written in (Tibetan) _____, it wouldn't reach its destination even within (Tibet) _____, let alone outside. In the case of travels, no matter how literate a person is in (Tibetan) _____, he would not be able to know the bus timing or read the seat number on his ticket . . . the knowledge of (Tibetan) _____ is useless. A person who knows only (Tibetan) _____ will find it difficult even to buy daily necessities . . .

Rare in (Tibet) _____ are schools where one can study (Tibetan) _____ language and culture . . . Moreover, parents have developed the habit of not sending their children to school. This is because the primary school teaches (Chinese) _____ rather than (Tibetan) _____ . . .

In the cities and country headquarters there are serious cases of people being unable to speak (Tibetan) _____, although both their parents are (Tibetans) _____. Many of them have lost their (Tibetan) _____ characteristics. Moreover, the (Tibetan) _____ officials cannot speak pure (Tibetan) _____. One-fifth or two-thirds of the words they use are (Chinese) _____. That's why common (Tibetans) _____ can't understand their speech.

How accurate or inaccurate are the revised statements? Give an example to support your answer.

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REPRODUCIBLE 2.8.7 CONTINUED

b) To what extent have Tibetans in Tibet and various national groups in Canada been successful in achieving national self-determination?

Our group believes this because

c) Our final statements:

What we predict for Tibet:

What we predict for one of Canada's national groups:

My Museum Display Items

Name _____ Date _____

Display Evidence	How does this evidence show my informed opinion?
Historical map	
Propaganda piece	
Artifact	