
INTRODUCING RELATED ISSUE 4 SHOULD INDIVIDUALS AND GROUPS IN CANADA EMBRACE A NATIONAL IDENTITY?

RELATED ISSUE 4 AT A GLANCE

Related Issue 4 focuses on whether individuals and groups in Canada should embrace a national identity. This exploration, analysis, and evaluation extends students' understandings of how nations, nation-states, nationalism, and identity are related and the role these factors may play in their own lives.

Students' exploration, analysis, and evaluation of national identity will touch on a variety of issues, including how visions of Canadian identity have evolved, the success of various attempts to promote national identity and Canadian unity, students' own personal visions of Canada, and the extent to which they, as individuals, may wish to embrace national identity.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — Should individuals and groups in Canada embrace national identity? — 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 4

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

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

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

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

LESSON 1

INTRODUCTION TO RELATED ISSUE 4

Related-issue question: Should individuals and groups in Canada embrace a national identity?

This lesson introduces Related Issue 4 and its challenge: to participate in a four-corners debate on the related-issue question and then work with the class to build a consensus in response to the key course question.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible G, T-Chart (optional)
- Reproducible 4.13.1, Assessing a Four-Corners Debate
- Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric
- Reproducible 4.13.3, Your Challenge 4 — Checklist for Success

Prepare an overhead transparency of Reproducible G, T-Chart (optional).

Book an overhead projector and screen (optional).

On pieces of card, make four signs — Strongly Agree, Agree, Disagree, and Strongly Disagree — and post them in the four corners of the classroom.

Collect enough folders or large envelopes to provide one for each student or clear space in the classroom (optional).

RESOURCES

Understanding Nationalism, pages 286–289

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.educationworld.com/a_lesson/03/lp304-04.shtml

A lesson plan for four-corners debating. If you decide you want to conduct a trial four-corners debate, this page provides possible subjects.

ASSESSMENT AND EVALUATION ACTIVITIES

This lesson introduces students to the last of the challenges that frame each related issue. During the practice debate, you may wish to diagnostically assess students' debating skills and styles. You can then work with them individually to prepare for the challenge debate.

PRIOR LEARNING

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

TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the Related Issue 4 organization chart on page 286 of *Understanding Nationalism*. Review how the textbook's four related issues are connected to the key issue: To what extent should we embrace nationalism? Ask students to identify the titles of the four Related Issue 4 chapters. Then tell them to read the inquiry questions below each chapter's title. Ask questions such as the following:
 - Which questions do you already know something about?
 - Which questions seem the most interesting?
 - Which questions seem the most challenging?
 - Which questions do you most look forward to studying? Least look forward to? Why?
 - Which questions seem most appropriate for concluding this course?
2. Ask students to turn to page 287 of *Understanding Nationalism*. With students, read aloud the first paragraph. If you wish, display an overhead transparency and distribute copies of Reproducible G, T-Chart, and instruct students to use the chart to record some negative and positive aspects of national loyalties and the pros and cons of embracing nationalism. Ask volunteers to read aloud the next three paragraphs on page 287, pausing after each paragraph and asking students what points they would add to the chart. Instruct students to fill in their T-charts as you fill in the transparency.
3. Read aloud the bullet points at the bottom of page 287 of *Understanding Nationalism*. Ask students to predict how exploring national identity will help them decide the extent to which they should embrace nationalism.
4. Ask students to turn to "Your Challenge" (pp. 288–289, *Understanding Nationalism*). Remind them that they will conclude their study of Related Issue 4 by participating in a four-corners debate that discusses, analyzes, and evaluates responses to the related-issue question: Should individuals and groups in Canada embrace a national identity? If students have had experience with four-corners debates, ask them to review the steps and to speculate on the purpose behind the strategy.
5. Read aloud the four steps on page 289 of *Understanding Nationalism*. Then tell students that, to become more familiar with the process, they will participate in a mock four-corners debate.
6. Distribute Reproducible 4.13.1, *Assessing a Four-Corners Debate*, and guide a discussion of the tips in the centre column. Tell students that at the end of the exercise, they will use the reproducible to assess the debate.
7. Model a brief debate on a lighthearted topic: entertainment news, a popular television series, or a school issue. For example, X movie (insert your choice here) should be at the top of the box office charts, or the school cafeteria should serve organically grown local food instead of mass-produced frozen French fries.
8. Draw students' attention to the four signs you posted earlier. Use the lighthearted topic you modelled in Step 7 or ask students to brainstorm to create a list of possible subjects and poll the class to choose which one they want to debate. Then guide students through a four-corners debate.
9. Draw students' attention to the two columns on either side of the tips in Reproducible 4.13.1, *Assessing a Four-Corners Debate*. In the left-hand column, they can rate the class as a whole on each of the tips, on a scale of 1 to 5. In the right-hand column, they can rate their own performance.

10. When students have filled in their ratings, ask volunteers to share their assessments. Then ask students to suggest areas for improvement, both for themselves and as a group.
11. Distribute Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric, and 4.13.3, Your Challenge 4 — Checklist for Success. Explain that the rubric will be used to evaluate students' performance at the end of the related issue and the checklist will help them make sure they complete the necessary steps to prepare for the challenge. Guide students through the items in the rubric and checklist, asking if they have questions and highlighting points that might pose problems. Encourage students to discuss the various sections of the rubric, and remind them to keep the checklist and the rubric available as they prepare for the challenge. As you may have done for previous challenges, you may wish to provide folders or large envelopes or clear space in the classroom for students to store their materials so they can locate them easily.
12. Remind students that the skill builders at the end of each chapter in this related issue will help them prepare for the challenge debate and the consensus-building activity. With students, examine the chart of skill builders on page 289 of *Understanding Nationalism*.

DIFFERENTIATING INSTRUCTION

1. Some students may have difficulty rating others and themselves. These students may benefit from reviewing with you their ratings on Reproducible 4.13.1, Assessing a Four-Corners Debate. Feedback from you could encourage them to work more independently and help you anticipate problems as they prepare for the challenge.
2. You may wish to divide the class into pairs or small groups to review the challenge checklist and rubric. Students may be more likely to ask questions of each other than they are to ask you directly in front of the class.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge. Alternative forms may be needed for some.

LESSON 2

INTRODUCTION TO CHAPTER 13

VISIONS OF CANADA

Chapter-issue question: How have visions of Canadian identity evolved?

Inquiry question: What is Canada?

Students will begin to explore differing visions of Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.4, Analyzing Posters
- Reproducible 4.13.5, Differing Visions of Canada
- Reproducible 4.13.6, Visions of Canada

Create an overhead transparency or presentation slide of Figure 13-1 (p. 290, *Understanding Nationalism*) and Figure 13-9 (p. 294) and an overhead transparency of Reproducible 4.13.5, Differing Visions of Canada.

Book an overhead projector and screen.

RESOURCES

Understanding Nationalism, pages 290–295

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/politics/language_culture/topics/80/

CBC Digital Archives offers primary sources at a web page titled “The Great Canadian Flag Debate.” The links include 12 television and four radio clips.

http://archives.cbc.ca/for_teachers/97/

The CBC archives also provides a lesson plan titled “Investigating Nationalism through the Flag Debate.”

www.histori.ca/minutes/minute.do?id=10227

The Historica web site provides a Heritage Minute on the flag debate and a brief synopsis of the issues and people involved.

www.cbc.ca/newsinreview/nov2000/atwood/themes.htm

This CBC News in Review feature offers a resource guide that explores the major themes in Canadian writer Margaret Atwood’s work. These themes focus on the myths of national identity and connections to the natural world.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on students' understandings of Canadian identity.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of the three images in Figure 13-1 on page 290 of *Understanding Nationalism*. Explain that these are three posters that say something about Canada at three different times and for three different purposes. On the chalkboard, write the following purposes. In a different column, mix up the dates, if you wish — or you may prefer to ask students to examine the style of the posters and guess when the posters might have been made — and ask students to match them with the appropriate poster.
 - a) inspire Aboriginal athletes to participate in winter sports — 2008
 - b) attract British immigrants — 1924
 - c) attract visitors to a world's fair in Montreal in Canada's centennial year — 1967

Then ask how the posters are different.

2. Organize a think-pair-share activity (see p. 75) to analyze the posters. Distribute Reproducible 4.13.4, *Analyzing Posters*, and ask students to turn to page 290 of *Understanding Nationalism*. Read aloud the caption on page 290 and the first two paragraphs on page 291. Instruct students to use the reproducible to answer the questions about the posters, then to compare their work with that of a partner. When they finish, ask volunteers to share their responses and guide the class through another brief discussion if you wish.
3. Draw students' attention to the key term on page 291 of *Understanding Nationalism* and remind them that they will find the definition for the term in the chapter. Ask students to examine the IQs in "Looking Ahead" and to respond to each by jotting two or three points in their notebooks. You may choose to have them revisit these preliminary responses when they have completed the chapter.
4. Give students time to make a new entry in their journal in response to the suggestion in "My Journal on Nationalism." Circulate to make sure that students are keeping up with their journal entries and provide help as required.
5. With students, read the first two paragraphs on page 292 of *Understanding Nationalism*. Ask students which nations they would say have a strong national identity. They may mention countries that are relatively homogeneous, such as Sweden or Japan. They may also mention relatively familiar countries, such as the United States and Britain. Then ask students whether Canada has a single, strong national identity. If students have trouble answering this question, or if they disagree, direct students' attention to the question in "Up for Discussion" on page 292: Which is easiest to define — your personal, group, collective, or national identity? Why?
6. Draw students' attention to the photo essay titled "Picturing Canada on Television" (pp. 292–293, *Understanding Nationalism*). The five photographs are from television shows created by Canadians. Ask students to examine the photographs and read the captions. Ask

which of the shows students have seen — or would like to see. Did they like the show? Why? If they have not seen a show yet but they'd like to, why would they like to see it?

7. Ask students to respond to the questions in the activity icon on page 292 of *Understanding Nationalism*. Students may say the shows do not represent a single, strong national identity because this is impossible in a country as large and diverse as Canada.
Then ask students to respond to the questions in the activity icon on page 293 of *Understanding Nationalism*. Do students prefer this more diverse approach to helping someone understand Canadian national identity? What does this say about Canada?
8. With students, read “Voices” on page 293 of *Understanding Nationalism*. Ask students to suggest who tells Canada’s stories today — who helps to keep Canadians unique? Students may suggest television and film writers, novelists, journalists, short story writers, poets, bloggers, filmmakers, and songwriters. With students, read the first two paragraphs of page 293. Do the storytellers mentioned in these paragraphs help Canadians define who they are? How do the storytellers affect what it means to be Canadian?
9. Distribute Reproducible 4.13.5, Differing Visions of Canada. Ask students to work with a partner to read pages 294 and 295 of *Understanding Nationalism*, including the margin features, and to work together to complete the reproducible. When they finish, ask volunteers to summarize the points they made about each individual’s vision of Canada. Then ask students how each individual’s vision compares with their own — and how they arrived at these judgments.
10. Read aloud the question in “Up for Discussion” on page 295 of *Understanding Nationalism*: People have many different visions of Canadian identity. Does this mean that trying to define Canada is a waste of time? Guide the class through a discussion, but make sure that students remain on track and use appropriate language.
11. Display an overhead transparency or presentation slide of Figure 13-7 (p. 294, *Understanding Nationalism*). Ask a volunteer to read the caption aloud, then give students time to examine the three photographs. Guide a brief class discussion of the flag designs shown in the photographs. Which design do students prefer? What other images should have been considered? Why? Was adopting a Canadian flag an important historic event? Why or why not?
12. Direct students’ attention to “Recall . . . Reflect . . . Respond” on page 295 of *Understanding Nationalism* and distribute Reproducible 4.13.6, Visions of Canada. Instruct students to use the reproducible to complete the activities.

DIFFERENTIATING INSTRUCTION

1. You may wish to work one on one with some students to help them complete the reproducibles.
2. Students who enjoy drawing may wish to create a poster depicting their view of Canadian identity. Encourage them to review the various visions of Canada in Figure 13-1 and other posters in *Understanding Nationalism* — and remind them of the first sentence on page 291: “The key to effective advertising is finding a single image that clearly communicates a message.” They could present their posters to the class or display them on a bulletin board in the classroom.
3. Alternatively, interested students could create their own Canadian flag. Ask them to explain the elements they chose to include in their design as they show their new flag to the class.
4. Some students may want to know more about the debate that surrounded adopting an official Canadian flag. The web sites listed in “Additional Resources” provide places to start.

LESSON 3

EARLY VISIONS OF CANADA

Chapter-issue question: How have visions of Canadian identity evolved?

Inquiry question: What were some early visions of Canada?

Students will explore and prepare visual representations of various issues that affected early visions of Canada, including Confederation and the government's desire to encourage settlement in the West.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 4.13.7, *Evolving Visions of Canada*

Prepare an overhead transparency or presentation slide of Figure 13-9 (p. 296, *Understanding Nationalism*), Figure 13-10 (p. 297), and Figures 13-11, 13-12, and 13-13 (p. 299).

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

Collect about six to nine sheets of drawing paper and drawing materials.

RESOURCES

Understanding Nationalism, pages 296–299

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.canadiana.org/citm/specifique/responsable_e.html

Early Canadiana Online offers a downloadable five-page Word document titled “Canada in the Making: Responsible Government” that explores the development of responsible government in Canada.

www.canadiana.org/citm/themes/constitution/constitution11_e.html

Early Canadiana Online's page titled “1839–1849: Union and Responsible Government” has links to a wide range of primary sources and summaries.

www.histori.ca/minutes/minute.do?id=10140

A Historica Minute that enacts a dialogue between Robert Baldwin and Louis-Hippolyte LaFontaine and underlines its significance.

<http://collectionsCanada.ca/confederation/index-e.html>

A web site called Canadian Confederation, produced by Library and Archives Canada, tells the story of how Canada emerged and evolved, from the original four provinces in 1867 to the present. Historical essays showcase primary documents, articles, and photographs of the people, places, and events that have shaped the country.

www.collectionscanada.gc.ca/confederation/023001-4000-e.html

This Collections Canada site offers a set of political cartoons about Confederation, a link to a page titled “Confederation for Kids,” and an extensive teacher’s resource where you can retrieve a host of classroom-friendly activities and materials.

www.cic.gc.ca/english/resources/publications/legacy/index.asp

The web site of Citizenship and Immigration Canada offers a page that includes articles titled “Canada’s First Great Wave of European Immigration,” “Clifford Sifton and His Policies,” and “Selling the West.”

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 4.13.7, *Evolving Visions of Canada*
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on the visions of Canada introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write at the top of widely separate areas of the chalkboard the following visions of Canada and the associated readings from *Understanding Nationalism*:

- an anglophone and Francophone province of Britain that became an anglophone–Francophone partnership — p. 296
- a federation of four provinces — p. 297
- a multicultural country — p. 299

When students have settled, divide the class into small groups and give each group a sheet of drawing paper. Assign one of the visions of Canada to each group and instruct students to work together to read the appropriate page of *Understanding Nationalism* and to create a list of ideas to include in a visual representation of their assigned vision. Each group will create a drawing — a historic scene with clearly labelled characters, a diagram that represents a political arrangement, or a symbol — and appoint a spokesperson to explain the elements they chose to include.

2. When the groups finish their drawings and diagrams, ask them to tape the images under the appropriate heading on the chalkboard. If you wish, instruct students to browse the displays. When they finish, ask volunteers which visuals make a powerful statement — and why.
3. Ask students to read or review page 296 of *Understanding Nationalism*. Then ask the spokesperson for a group that created a powerful visual for this vision of Canada to explain the group’s image to the class. Ensure that students understand the role of responsible government — and the collaboration between Robert Baldwin and Louis-Hippolyte LaFontaine — in the evolution of Canada as a bilingual French–English partnership.
4. Read aloud the caption for Figure 13-8 (p. 296, *Understanding Nationalism*) and ask students to respond to the question. Would separate statues of the two politicians have been as effective? Why or why not?

5. Ask students to respond to the activity icon on page 296 of *Understanding Nationalism*. Students may suggest that Canada's policy of official bilingualism testifies to the lasting effects of the Baldwin–LaFontaine vision.
6. Display an overhead transparency or presentation slide of Figure 13-9 (p. 296, *Understanding Nationalism*). Ask students to examine the map and ask questions like the following:
 - What year does the map show? Why is this year important?
 - Where is the province of Canada (Canada East — later Québec — and Canada West — later Ontario) located?
 - What are the main differences between this map of Canada and how you generally see Canada now?

Vocabulary Tip

The names of Canada East and Canada West are more self-explanatory than Upper and Lower Canada. To help students make — and remember — the distinction, you may wish to point that “Upper” and “Lower” in this case refer to where the colony was located on the St. Lawrence River. Upper Canada was upstream from Lower Canada, which was closer to the headwaters of this great corridor of commerce.

7. Ask students to read or review page 297 of *Understanding Nationalism*. Then ask the spokesperson for a group that created a particularly powerful visual for this vision of Canada to explain the group's image to the class. Ensure that students understand that the vision of Canada as a federation of four provinces was an exercise in nation building — the provinces believed they must band together or face being absorbed by their bigger neighbour to the south.

More to the Story

During the American Civil War, Britain actively supported the South. Canadian opinion also did not generally favour the North. The ultimately victorious Washington government was thus hostile to both Britain and British North America. After the war, tensions along the borders resulted in raids and incursions on both sides. In the end, these threats helped spur the desire to unite the British territories for their common defence.

8. Display an overhead transparency or presentation slide of Figure 13-10 (p. 297, *Understanding Nationalism*). Point out that the cartoon was published in 1869. Does the Canada character appear to be stronger as a result of Confederation? Ask students to respond to the questions about the cartoon in the activity icon on page 297.
9. Draw student's attention to the question in “Up for Discussion”: When Canada was created, Aboriginal peoples were not invited to join the process of Confederation. Why do you think they were left out? (p. 297, *Understanding Nationalism*). Remind students to use sensitive language and ask them to respond. Then ask whether they think Aboriginal peoples will be left out of the process again if Canada revises the Constitution in future. Why — or why not?
10. Divide the class into groups of four and ask the groups to work together to read “The View from Here” (p. 298, *Understanding Nationalism*). Distribute Reproducible 4.13.7, *Evolving Visions of Canada*, to help them organize their reading and respond to the questions in “Explorations.”

Although students' responses will vary, they may include points like the following:

- Shingwaukonse believed that his people's rights should be respected as their land and resources were being developed.
- Catharine Parr Traill believed even people who were poor could prosper in Canada, as long as they were willing to work hard.
- Antoine-Aimé Dorion believed that Canada should be a union of two nations — British and French — rather than a federation of equal provinces. In his view, this was the only way to protect the French language and culture.
- Thomas D'Arcy McGee saw Canada as a strong, united country.

11. Ask students to read or review page 298 of *Understanding Nationalism*. Then ask the spokesperson for a group that created a particularly powerful visual for this vision of Canada to explain the group's image to the class. Ask students to think about which came first — a vision of a country with a settled West or a vision of a multicultural country.
12. Display an overhead transparency or presentation slide of the figures titled "Prairie Population, 1911 and 1921," "Alberta Population Density, 1901 and 1921," and "Number of Prairie Communities with City Status, 1896 and 1914" (Figures 13-11, 13-12, and 13-13, p. 299, *Understanding Nationalism*). Ask questions such as
 - What trend do all the graphs show?
 - Which aspect of this trend does each graph show?
 - Which graph makes its point most effectively? Why?
 - Which graph makes its point least effectively? How would you change it?
 - How would the trend identified in these graphs affect people's idea of Canada?
13. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 299 of *Understanding Nationalism*. For Activity 2, encourage students to find evidence and examples from this section of the chapter to support their opinions.

DIFFERENTIATING INSTRUCTION

1. Create groups with a balance of skills and abilities to create the visual representation of a vision of Canada. Each group should include at least one student who likes to draw or make diagrams.
2. Some groups may prefer to create a slogan or motto or to write a song or a poem instead of creating a visual. Other students may wish to add a verbal component, such as a caption or explanatory legend, to their group's visual representation of a vision of Canada.
3. You may wish to ask students to participate in a Confederation roleplay. Each student or group of students could represent a delegate from a different group — British, French, First Nations, East, North, or West — and present arguments for or against Confederation.
4. You may prefer to ask students to complete Activity 2 of "Recall . . . Reflect . . . Respond" as a tag debate (see p. 80). Divide the class into three groups and assign one of the sayings to each. Ask the groups to find support for their saying in this section of the chapter. Then conduct a debate to decide which saying best describes how a Canadian national identity evolved.
5. Encourage interested students to work with a partner to conduct additional research on the government's attempts to encourage settlement of the West and the reality of the experience for many new immigrants. The pairs could prepare a dialogue between, for example, a government recruiter and a new immigrant who has encountered the hardships of life in the new frontier.

LESSON 4

MEETING CANADIANS' NEEDS

IMPACT: THE UKRAINIAN EXPERIENCE IN CANADA

Chapter-issue question: How have visions of Canadian identity evolved?

Inquiry question: Did early visions of Canada meet people's needs?

In this lesson, students will prepare a display that explores the experiences of some groups that were excluded from early visions of Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.8, Meeting People's Needs
- Reproducible 4.13.9, Meeting People's Needs with the Charter of Rights

Prepare an overhead transparency or presentation slide of Figure 13-14 (p. 300, *Understanding Nationalism*).

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

Arrange some of the desks or four tables to make four stations at the corners of the classroom and collect sheets of chart paper, construction paper, markers, tape, and other materials students may need to prepare displays.

RESOURCES

Understanding Nationalism, pages 300–307

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.histori.ca/peace/page.do?pageID=278

Historica offers this web page on the conscription crisis of 1917.

www.warmuseum.ca/cwm/guerre/conscription-e.aspx

The Canadian War Museum provides this web page on the World War I conscription debate. It underlines the debate's complexity and the involvement of farmers, of whom many were Westerners.

www.cic.gc.ca/EnGLlsh/resources/publications/legacy/index.asp

The web site of Citizenship and Immigration Canada provides an overview of the settlement of Canada. The page titled "Forging Our Legacy: Canadian Citizenship and Immigration, 1900–1977" is easy to navigate and the reading level is suitable for high school students.

www.ucc.ca

The web site of the Ukrainian Canadian Congress, an organization that "strives to be a proactive, national, united, and self-sustaining body that provides a high standard of leadership in developing the destiny of Ukrainian Canadians."

www.uccla.ca

The web site of the Ukrainian Canadian Civil Liberties Association.

www.collectionscanada.gc.ca/genealogy/index-e.html

This Collections Canada web site provides hints on how to research a family genealogy and includes a database of information.

www.biographi.ca/009004-119.01-e.php?&id_nbr=5796&interval=20&&PHPSESSID=08h5t8d1ctdhelljm2uc59c9g0

Library and Archives Canada provides the Dictionary of Canadian Biography Online, including a biography of Louis Riel. This page contains a detailed overview of Riel's life and the North West Resistance, including quotes from a wide range of primary sources.

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

The text of the apology to former students of First Nation residential schools, delivered in Parliament by Prime Minister Stephen Harper on June 11, 2008.

<http://www.ainc-inac.gc.ca/rqpi/apo/pfafn-eng.asp>

A video and transcript of Assembly of First Nations national chief Phil Fontaine's response to Harper's apology, also delivered in Parliament on June 11, 2008.

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 evolving visions of Canada.

TEACHING AND LEARNING STRATEGIES

1. With students, read the IQ on page 300 of *Understanding Nationalism*: Did early visions of Canada meet people's needs? Ask students to brainstorm to create a list of responses and jot their responses on the chalkboard or ask a couple of volunteers to do so.
2. With students, read aloud the first paragraph on page 300. Referring them to the list on the chalkboard, ask students whose needs may not have been met by Clifford Sifton's policies and during the early days of Canada's journey toward multiculturalism.
3. Tell students that they will participate in a carousel activity (see p. 77) to explore some of the groups whose needs were not met by early visions of Canada. Divide the class into four groups and assign each group to one of the stations that you arranged earlier. Assign each group one of the following topics and relevant readings:
 - Francophones — pp. 300–301, *Understanding Nationalism*
 - Immigrants — pp. 302–303
 - Ukrainians — pp. 304–305
 - Métis and First Nations — pp. 306–307

4. Tell the groups that they will be responsible for carefully reading the pages, including the visuals and margin features but not the activity icons, “Taking Turns” (p. 302), “Explorations” (p. 305), or “Recall . . . Reflect . . . Respond” (p. 307). They will then prepare a simple display at their station to address these three issues:
 - whether the group’s needs were met in the past
 - what the government attempted to do to address the group’s needs and concerns
 - whether the government measures succeeded or not

More to the Story

It was not only in Québec and among non-anglophones that the conscription debate raged — and affected the outcome of the election — in 1917. Many farmers also did not want to fight overseas. Some historians believe that conscription in World War I also promoted Western alienation. As J.L. Granatstein noted in *The Canadian Encyclopedia*, “As a military measure conscription was a failure; as a political measure it had largely been responsible for the re-election of the Borden government, but it left the Conservative Party with a heavy liability in Québec and in the agricultural West.”

5. Distribute Reproducible 4.13.8, Meeting People’s Needs, to help the groups record notes as they read their assigned sections and prepare this part of their presentations. Instruct the groups to also plan a brief activity or a set of questions designed to engage their classmates in further discussion of their presentation’s material. The activity could be a set of questions; an instruction to create a relevant graphic, such as a flow chart; or another task that can be completed in less than five minutes and will help other students understand the material the group is presenting.
6. Tell each group to select a leader — or two co-leaders — and to assign each group member a role, such as preparing the presentation, presenting, preparing the engagement strategy, or preparing visual and support materials for the group’s station. Visual materials might include a name for the station, powerful photographs, graphics, or graphs of statistics that help explain and enhance the material being presented.
7. When students are ready, begin the carousel activity. Groups should rotate from station to station until all the groups have visited and completed the activity at every station.
8. Follow up by leading the class through a discussion of the successes and challenges that each group encountered and suggestions for improving each group’s display.
9. Display an overhead transparency or presentation slide of the table in Figure 13-14 (p. 300, *Understanding Nationalism*). Ask three volunteers to describe the population trends in the rows labelled “French,” “English,” and “Other.” Then read aloud the second question in “Up for Discussion” — Do these statistics suggest that the arrangement worked out at Confederation should be changed? — and ask students to respond. Guide a class discussion of the pros and cons of changing the Constitution.
10. Divide the class into groups of three and ask them to read “Taking Turns” (p. 302, *Understanding Nationalism*), with each group member reading aloud one response. Ask students to discuss which character’s response most resembles their own. Then ask students to respond to the questions in “Your Turn.”

More to the Story

To some extent, Canada's internment of enemy aliens during World War I was intended to improve international security. One of the Allies' concerns at the time was that some immigrants from enemy countries would move from Canada to the United States — which was neutral at the time — and from there back to their homeland to fight against the Allies. Some historians therefore argue that although the internment can be seen as a discriminatory response from a current perspective, it can also be seen as a response to actual wartime fears.

11. Direct students' attention to "Impact: The Ukrainian Experience in Canada" (p. 304–305, *Understanding Nationalism*). Point out that although the conditions faced by many immigrants were harsh, they often came to Canada because conditions at home were very hard as well. Also point out that many immigrants succeeded very well in making a life in Canada at this time — thanks to hard work, spirit, and courage. Then ask students to work with a partner to read or review the feature and to respond to the questions in "Explorations."

Although students' responses will vary, they may include points like these in their dialogue in response to Activity 1:

- how the Szpaks were treated by other Canadians when they first moved to Canada
- whether the Szpaks were able to maintain the traditions of their homeland once they moved to Canada
- learning a new language
- adjusting to new customs and traditions in Canada
- whether the Szpaks feel as if they belong — whether they feel Canadian

You will need to assign the research phase of Activity 2 as homework. Encourage students to find out as many details as they can — events in family history and world events that may have affected their ancestors' choices — but make sure they will not be embarrassed if they are adopted, if their family is small, or if the knowledge of their family's history is limited. A relatively small or fictional family tree will suffice.

12. Draw students' attention to the first activity icon on page 306 of *Understanding Nationalism*. You may wish to provide an example to help students respond. If a First Nations law said, for example, that First Nations children do not have to attend school during hunting season, but Canadian law says that they must attend school for 10 months of the year, which law should First Nations children obey?
13. Draw students' attention to the second activity icon on page 306 of *Understanding Nationalism*. Ask students why what was known as the North West Rebellion is now often known as the North West Resistance. What does this shift in wording mean? Does it change anything? What other historical names would students like to change? Why?

More to the Story

Louis Riel's execution had a profound impact on Canadian Francophones, many of whom saw Riel as a martyr who died in the struggle to support the rights of French-speaking Catholics in the West. His execution signalled to many Francophones across Canada that the federal government's vision of the West did not include them.

14. Draw students' attention to "Recall . . . Reflect . . . Respond" on page 307 of *Understanding Nationalism* and distribute Reproducible 4.13.9, Meeting People's Needs with the Charter of Rights, to help them complete this activity. Students' answers will vary, but make sure they support their responses with examples and evidence.

DIFFERENTIATING INSTRUCTION

1. You may want to ensure that visual learners are assigned the task of creating visuals for the presentation stations during the carousel activity.
2. Encourage students who seem especially engaged with creating the dialogue between Alexander and Anna Szpak to bring clothing from home so they can dress the part and conduct a roleplay.
3. Encourage students to add photographs or other visual elements to their family tree. Students who wish to explore their family background further may wish to visit the genealogy page at Collections Canada (see "Additional Resources").
4. Some students may want to explore in more detail how — and why — some groups were left out of early visions of Canada. The web site of Citizenship and Immigration Canada (see "Additional Resources") provides an excellent overview. From this site, students can choose to do additional research on, for example, black Americans, Ukrainians, Germans, French Canadians, Italians, Russians, Japanese, Sikhs, or Norwegians. You may ask students to find one interesting fact about one of these groups to report to the class.

LESSON 5

REFLECTIONS OF VARIOUS VISIONS IN CANADA TODAY

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

SKILL BUILDER TO YOUR CHALLENGE: ANALYZE THE DEBATE STATEMENT

Chapter-issue question: How have visions of Canadian identity evolved?

Inquiry question: Does Canada today show that visions of Canadian identity have evolved?

Students will explore how the evolution of visions of Canada are reflected in the country today. The lesson concludes with end-of-chapter activities and the skill builder, which provides students with steps to follow to analyze the debate statement in preparation for the related-issue challenge.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.10, Some Debates about Visions of Canada Today
- Reproducible 4.13.11, Analyzing the Debate Statement (enough copies to supply one for each small group and a clean copy for each student)

Make sure a dictionary — or access to Internet dictionaries — is available for the skill builder.

Collect enough folders or large envelopes to provide one for each student (optional).

RESOURCES

Understanding Nationalism, pages 308–311

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.greatquestions.com/e/q3_mercredi_1.html

www.greatquestions.com/e/q3_laforest_2.html

The Dominion Institute presents two views of the founding nations debate. One is by former grand chief of the Assembly of First Nations Ovide Mercredi; the other is by Guy Laforest, the director of the department of political science at the University of Laval.

www.canadianheritage.gc.ca/progs/multi/index_e.cfm

Canadian Heritage provides a web site called Multiculturalism.

www.irpp.org/indexe.htm

The home page of the Institute for Research on Public Policy.

www.nalis.gov.tt/Biography/NeilBissoondath.htm

A *Sunday Guardian* article about Neil Bissoondath that incorporates an interesting interview.

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
- analyzing the debate statement 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 evaluation 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 visions of Canada and how these have evolved.

TEACHING AND LEARNING STRATEGIES

1. Poll the class to determine how many students define themselves as Canadian first and how many define themselves as Albertan first. Then draw students' attention to "Voices" on page 308 of *Understanding Nationalism* and read the quotation aloud. Do the poll results support Matthew Mendelsohn's claims? Point out that Mendelsohn says that young people are more likely than older Canadians to identify themselves as Canadian first. Why might younger Canadians identify themselves with Canada rather than with their province? Why would Mendelsohn say Québec is an exception? Is Alberta also an exception? Why or why not?
2. With students, read the introductory paragraphs on page 308 of *Understanding Nationalism*. Then distribute Reproducible 4.13.10, *Some Debates about Visions of Canada Today*, and ask students to work with a partner to fill it in as they read the sections titled "The Founding Nations Debate," "The Multiculturalism Debate," and "Disagreeing with the Multiculturalism Debate" and respond to the three activity icons (pp. 308–309). When they finish, ask volunteers to share their responses with the class.

Although students' responses to the questions in the activity icons will vary, they may mention points like the following:

- The phrase "three founding nations" could be replaced by "founding nations," which avoids the question of number, or "founding events" or "founding achievements." This would shift the focus to the events and achievements that contributed to the development of Canada and away from determining which were the founding nations. It would also include other peoples in Canada.
- The results in Figure 13-22 demonstrate that the percentage of immigrants who identified themselves as Canadian was much lower for immigrants who arrived between 1991 and 2001 than for those arrived before that. But the children of immigrants — who had been born in Canada — identified themselves as Canadian to a much greater extent.
- Some students may say it is healthy that visions of Canada — and especially of its version of multiculturalism — continue to evolve. After all, both the natural world and its creatures continue to evolve. Our communities also keep evolving. So visions of Canada should continue to evolve and adapt as time passes. Other students may say that it is unhealthy because only a stable and more or less permanent vision of Canada can unite people across the country — and the debate over multiculturalism is especially divisive.

Vocabulary Tip

The term “sacred cow” comes from the understanding that cattle are sacred in some Asian religions. In many Hindu communities, for example, cattle wander freely through streets and gardens, even when they stop traffic or trample vegetables and flowerbeds. Commonly used to describe ideas or policies that are immune to criticism, the term “sacred cow” often implies that the idea should, in fact, be challenged.

3. Instruct students to read “Making a Difference: Neil Bissoondath — Challenging Multiculturalism” (p. 309, *Understanding Nationalism*). Then divide the class into groups of three to respond to the activities in “Explorations.” Students may raise the following points in their responses:
 - Bissoondath’s argument against multiculturalism is that it highlights the differences that divide Canadians rather than the similarities that unite them. As a result, it encourages isolation and the stereotyping of cultural groups.
 - Some students may argue that people should challenge multiculturalism. Challenging an official policy or a sacred cow does not necessarily mean you oppose, for example, diversity; it simply means you believe it is worth finding out whether the policy is achieving its goals. Other students may argue that those who challenge multiculturalism at heart want to challenge diversity. They may suggest that these individuals would like to turn back the clock and remake a Canada in their own image, or a Canada they have imagined or heard about but that probably never existed, as well as keep Canada’s populace more homogeneous.
4. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities on page 310 of *Understanding Nationalism*. Because the curriculum outcomes are visited and revisited many times throughout the textbook, 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.
5. Ask students to turn to “Skill Builder to Your Challenge: Analyze the Debate Statement” (p. 311, *Understanding Nationalism*). Read aloud the two introductory paragraphs and ensure that students have a general understanding of the task.
6. Divide the class into small groups, distribute one copy of Reproducible 4.13.11, Analyzing the Debate Statement, to each group, and draw students’ attention to the dictionary or Internet dictionaries that you have provided. Instruct the groups to use these resources to help them work through Steps 1 and 2. You may also wish to instruct students to work in pencil for now so they can revise their charts later.
7. When they finish, ask the groups to move on to Step 3, using the middle chart on Reproducible 4.13.11 to record their questions and answers about the parts of the statement. You may wish to ask the groups to brainstorm to create a variety of questions without trying to answer them, then to choose the best four for their chart. The groups can then generate one or more possible answers to each of their questions.
8. Instruct students to repeat the process for Step 4 to generate questions and answers about the whole statement. Circulate to provide help as required as they work through these steps.

9. Ask the groups to complete Step 5 by trading questions with another group and discussing possible responses.
10. Ask students to work in their original groups to finalize their responses on Reproducible 4.13.11, *Analyzing the Debate Statement*. Then distribute clean copies of the reproducible to each student and ask them to fill it in for future reference. Tell students that they will be using this sheet as they prepare for the debate and instruct them to store it where they will be able to find it. Again, you may wish to provide folders, large envelopes, or space in the classroom for students to do this if you have not already done so.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall.
2. Refer students who want to know more about Neil Bissoondath to the web site listed in "Additional Resources." You may wish to ask these students to find another interesting Bissoondath quotation to share with the class.
3. Some students may be interested in the idea of the sacred cow. Ask them to identify other sacred cows in Canadian society and to discuss why these institutions apparently cannot be criticized.
4. Modify the end-of-chapter activities to accommodate students' strengths, interests, and learning styles. For Question 1, for example, students could create a written rather than a visual response. For Question 2, students could prepare a video or create a poster campaign instead of a radio announcement. For Question 3, students could present the results of their survey by preparing an audiotape rather than creating a visual and writing a statement.
5. Time permitting, you may wish to help students prepare for the challenge by conducting another mock debate on a topic from this section of the chapter, such as one of the questions addressed in this lesson or elsewhere in the lessons for this chapter.

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

(p. 310, *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' two visual images will vary, but they may depict and discuss the impact of ethnicity, gender, friendships, community groups, or nationalism in their individual, collective, and national identities.

2. Students' responses will vary, but make sure that students' slogans and radio announcements use appropriate language and respect the feelings of others.

For parts a) and b), assure students that they do not necessarily have to agree with all their political party's policies. In fact, they could create an imaginary party, such as the Rock Solid Party of Canada, to advocate that Canada's currency be based on a rock standard rather than the gold standard because Canada has so much rock. For part c), encourage students to create a slogan that captures their vision, such as Canada Rocks — Vote for the Rock Solid Party! As students brainstorm to create a list of words and ideas for their radio announcement in response to part d), suggest that they focus on words and phrases that will inspire support.

3. To help students get started, you may wish to provide a few sample questions, such as

- Should Canada's currency be based on the gold standard?
- Should Canada's official policy of multiculturalism be revised?
- Should Canada's government conduct business in more than two languages?
- Should all First Nations peoples become self-governing?

Remind students that their survey questions must be related to the party vision they developed in response to Question 2 and that all the questions should require a yes-or-no response. You may also wish to remind them not to ask intrusive questions about respondents' age or background — general groupings will enable them to complete the assignment.

Students will choose a variety of formats for presenting their results, but many may choose a simple graph, such as a bar graph. Make sure their explanatory statements and presentations to the class remain on track and respect the feelings of others.

4. Remind students that there is no right or wrong answer for questions like these, as long as they can support their responses. Students' responses will vary, but they make points like these:

- One vision grows out of another. Multiculturalism, for example, was inspired in part by bilingualism, but it complements rather than replacing it.
- To say that a vision is evolving may imply that it is improving — but only if we believe that evolution necessarily means progressing to a higher or better plane. Identity can also devolve or go sideways.
- Students who argue that change in a country comes first may base their position in a pragmatic view. Students who argue that the vision comes first may be more inclined to believe in psychological and political freedoms.

LESSON 6

INTRODUCTION TO CHAPTER 14 CANADIAN SYMBOLS AND MYTHS

Chapter-issue question: Have attempts to promote national identity been successful?

Inquiry question: How have symbols and myths been used to promote a national identity?

Students will extend their exploration of symbols and myths and how they have been used to promote a Canadian identity. This exploration was introduced in Chapter 1.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.1, Symbols of Canada
- Reproducible 4.14.2, Symbols, Myths, and National Identity

Gather a piece of wood, a rock, and a lump of gold or a piece of gold jewelry (e.g., an earring, ring, or pendant) that you would not be afraid to lose.

Prepare an overhead transparency or presentation slide of Figure 14-1 (p. 312, *Understanding Nationalism*), Figure 14-2 (p. 314), and Figure 14-4 (p. 316).

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

Gather enough pieces of chalk for all members of the class and arrange these on the chalkboard ledge.

RESOURCES

Understanding Nationalism, pages 312–316

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.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm

Symbols of Canada is a Department of Canadian Heritage site that offers links to national emblems such as the beaver, the maple leaf, and the maple tree, as well as clips of the national anthem and “God Save the Queen.”

<http://sixstringnation.com/en>

The Six String Nation web site, which aims to connect people from all regions of Canada. As of mid-2008, the organization had taken nearly 60 000 photographs of nearly 6000 people holding the Six String Nation guitar at festivals, concerts, schools, and other events across the country. At the site, students can enter a contest to win a chance to hold the guitar.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of Canadian national symbols and myths, as well as on their understanding of Canadian identity.

TEACHING AND LEARNING STRATEGIES

1. Display the piece of wood, the rock, and the lump of gold or the piece of gold jewelry. Give students time to examine the objects, then guide a discussion by asking questions such as the following:
 - What are these objects? Some students may say they are just wood, stone, and gold. Others may look for a deeper meaning and try to identify the type of wood and stone or the possible significance of the piece of jewelry.
 - Could these objects represent Canada? If so, how? If not, why not? Students who say yes may argue that the wood could represent Canada's forests, the stone could represent Canada's mountains or the Canadian Shield, and the gold could represent the abundance of mineral resources. Students may even recall the historical characterization of Canadians as "hewers of wood and drawers of water." Others may argue that these objects cannot represent Canada because they are found in many countries and are not uniquely Canadian.
 - What if these objects were of special significance? What if the rock came from an Aboriginal sacred site? What if the wood came from the oldest trading post in Alberta? What if the lump of gold was a relic of the Klondike gold rush or the jewelry had been worn by Queen Elizabeth II when she signed the 1982 Constitution? Students will probably respond that the added significance would give these objects a greater connection to a Canadian identity.
2. Display an overhead transparency or presentation slide of Figure 14-1 (p. 312, *Understanding Nationalism*) but cover the labels. Ask students what they see. Does this guitar look particularly Canadian? Students will probably say no — it looks like an ordinary guitar.

Read aloud the caption, then uncover the labels and instruct students to examine the photograph and labels. Ask students to choose the labelled element that seems most Canadian — and to explain their choice.

Ask students what makes the pieces of wood, rock, and gold in the guitar seem Canadian. They may suggest that the pieces come from particular regions of the country and are associated with significant people and events in Canada's history.

Encourage students to choose the guitar element that they regard as the most Canadian — and to explain their selection. Once several volunteers have responded, ask students whether the guitar now seems more Canadian.

3. Organize a think-pair-share activity (see p. 75) by instructing students to choose a partner — or assigning partners. Instruct the pairs to read the introductory paragraphs on page 313 of *Understanding Nationalism* and to discuss their responses to the bulleted questions about the Six String Nation guitar.

When the pairs finish, instruct them to discuss their responses with another pair, then guide a class discussion of responses.

More to the Story

The official name of the Six String Nation guitar — *Voyageur* — was announced at the opening of the Festival du Voyageur, which takes place every winter in St. Boniface, Manitoba. The winning name was suggested by Lieutenant Colonel Susan Beharriell of the Canadian Forces.

4. Draw students' attention to the key term on page 313 of *Understanding Nationalism* and remind them that they will find a definition of this term in the chapter. Then ask students to examine the inquiry questions in "Looking Ahead." Help students anticipate the topics they will encounter in the chapter by asking questions such as the following:
 - Which question will the Six String Nation guitar help you answer?
 - What four-word phrase appears in all three questions? Why is it significant?
 - Which question do you think will relate most directly to your life?
5. With students, read the instructions in "My Journal on Nationalism" and instruct them to record a journal entry in response. Suggest that students who usually use images to respond try using words this time — and vice versa.
6. Call students to the chalkboard, tell them to pick up a piece of chalk, and explain that they have two minutes to think of and draw a familiar symbol. This might be a national emblem (e.g., the Métis sash), an advertising logo (e.g., the Nike swoosh), a team logo (e.g., the logo of the Calgary Flames), a widely recognized sign (e.g., a dove or the symbol for an up or down escalator), or another symbol. If some students are stumped, whisper suggestions to them. At this stage, tell students not to reveal what their symbol represents.
7. When students return to their places, identify all the symbols, noting that some are easier to identify than others. Tell students that the most successful symbols are those that instantly communicate a larger or deeper meaning. Symbols can represent a nation, an organization, an emotion, a cause — or even a threat on the high seas (e.g., the Jolly Roger, the pirate flag). National symbols communicate something about a nation. To many people, for example, the beaver represents hard work and perseverance, qualities that many Canadians admire.
8. With students, read the inquiry question on page 314 of *Understanding Nationalism*, as well as the first two paragraphs that follow this heading. Then display an overhead transparency or presentation slide of Figure 14-2 on page 314. Instruct students to read the caption and guide them through a response to the question.

Distribute copies of Reproducible 4.14.1, *Symbols of Canada*, and draw students' attention to the first row, which is filled in. Instruct students to work with a partner to use the reproducible to respond to the activity icon that concludes the introductory section. Note that birds are considered animals.

More to the Story

Because the European beaver had been hunted nearly to extinction, countries such as Sweden and Finland imported Canadian beavers during the 1950s and 1960s. But the two species are different. Canadian beavers, for example, build dams, while most European beavers do not. The Canadian species has thrived in the European environment, which includes no natural predators. As their numbers have grown, the Canadian beavers have migrated to new areas, forcing some remaining European beavers out of their natural habitat. The Canadian species has also caused enormous damage by destroying trees and by building dams that have flooded forests and farms.

10. With students, read the section titled “National Myths” on page 314 of *Understanding Nationalism*. When they finish reading, write the word “myth” on the chalkboard and ask students to suggest ideas that can be used to create an exploding concept. Students may respond with ideas such as the following:

- traditional, sometimes ancient, story or belief
- of fundamental importance to a people or nation — tells who they are
- can reveal the customs or ideals of a society
- helps unify people
- example: building the Canadian Pacific Railway

Direct students to reproduce the exploding concept in their notebooks, telling them that they can add ideas of their own.

11. Instruct students to work with their partner to read the section titled “Using National Symbols to Promote Canadian Identity” (p. 315, *Understanding Nationalism*) and to complete the final row of Reproducible 4.14.1, Symbols of Canada. Suggest that the pairs use the examples they recorded on the reproducible to discuss the questions in the activity icon on page 315.
12. Direct students’ attention to “Making a Difference: Jowi Taylor and George Rizsanyi — The Six String Nation Guitar” (p. 315, *Understanding Nationalism*). Ask students to read the feature and to respond to the questions in “Explorations.”

In response to Question 1, students may note that Taylor tried to unite various aspects of Canada by including readily recognizable elements of the country’s history, culture, and natural resources. The guitar also includes elements that represent Canada’s diversity, such as objects of importance to Aboriginal peoples and immigrants. Some students may argue that the guitar has successfully helped Canadians view themselves as a nation by reminding people of their shared history, culture, natural resources, and so on. Others may argue that the guitar has not been successful, perhaps because they have never heard of it.

Students’ responses to Question 2 will vary. Some may argue that the guitar should be promoted as a national symbol because it represents Canada’s diversity, while others may argue that it should not be promoted as a national symbol because it does not represent everyone.

Students’ responses to Question 3 will also vary, but they may suggest strategies such as creating a fan web site for the guitar, creating a CD of Canadian artists playing songs on the guitar, posting videos of people playing the guitar on a social networking site, e-mailing politicians to encourage the government to support the project, or creating a display that can be posted in the school.

More to the Story

In meetings of many Pacific Coast First Nations, as well as other First Nations, such as the Anishinabé of Ontario, the person who holds the talking stick has the right to speak. The stick is passed from one person to another, ensuring that everyone has a chance to be heard. Jowi Taylor talked to many people to gather ideas about what to include as part of the Six String Nation guitar. He described the process as “a journey that took us . . . across the country and got a lot of people talking to us with their stories, and [the guitar] became a talking stick for the country.”

13. Instruct students to read the section titled “Using National Myths to Promote Canadian Identity” (p. 316, *Understanding Nationalism*). Pause during the reading to guide students’ responses to the first question in the activity icon. Students may suggest that the story leaves out Aboriginal peoples, as well as more recent immigrants who are likely to be urban professionals rather than “rugged” settlers. Ask students to finish reading the section to find out how various people would respond to the second question in the activity icon. Ask students whose response they agree with — and why.
14. Display an overhead transparency or presentation slide of Figure 14-4 (p. 316, *Understanding Nationalism*). Ask students what the statistics show and encourage them to describe their reactions. Ask a volunteer to read aloud the question in “Up for Discussion” and discuss the issue with the class. Ask them how they think John Fitzgerald, as well as Arash Abizadeh, might respond to the same question.
15. Draw students’ attention to “Recall . . . Reflect . . . Respond” (p. 316, *Understanding Nationalism*). Before they respond to Question 1, you may wish to accompany small groups on a walk around the school to look for and list images and symbols that foster a sense of group identity and belonging. Students’ lists may include items such as displays of academic or sports awards, photographs of graduating classes or sports teams, and the school motto or crest. When students return to class, encourage them to respond to the questions. Though students’ responses will vary, ensure that they are respectful and display evidence of critical thinking.

To help students respond to Question 2, divide the class into pairs or small groups. Distribute copies of Reproducible 4.14.2, Symbols, Myths, and National Identity, and instruct the pairs or small groups to work together to complete the reproducible. For symbol ideas, encourage students to refer to the work they did on Reproducible 4.14.1, Symbols of Canada. For myth ideas, advise students to scan the section of the chapter, as well as Chapter 1. Though students’ choices and rankings will vary, ensure that they include valid reasons for their judgments.

DIFFERENTIATING INSTRUCTION

1. Some students may need your help to complete the reproducibles. When they are trying to identify Canadian symbols, for example, help them identify useful passages in *Understanding Nationalism*.
2. Students whose learning style is logical-mathematical or visual-spatial may enjoy transforming the statistics in Figure 14-4 (p. 316, *Understanding Nationalism*) into a bar graph. Encourage them to display the graph on an overhead transparency and to discuss the graph with the class.

3. Students with graphic design skills may enjoy extending the activity in Question 1 of “Recall . . . Reflect . . . Respond” (p. 316, *Understanding Nationalism*). Encourage them to design a yearbook page that sums up their high school experience so far. Suggest that they choose at least two symbols to represent the school experience for all students, as well as two that represent their own connection to the school. Students who play on the rugby team, for example, might include a rugby ball.
4. Interested students may wish to conduct further research into the Six String Nation guitar (see “Additional Resources”). They could share highlights of their findings with the class or play for the class one or more songs that have been recorded with the guitar. Songs are available through a podcast on the web site.

LESSON 7

INSTITUTIONS AND NATIONAL IDENTITY

Chapter-issue question: Have attempts to promote national identity been successful?

Inquiry question: How have institutions been used to promote a national identity in Canada?

Students will explore some ways that institutions have been used to promote a vision of Canada and Canadian national identity.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.3, How Institutions Promote Canadian Identity
- Reproducible 4.14.4, Mock Canadian Citizenship Exam
- Reproducible 4.14.5, Institutions and Visions of Canada

Create an overhead transparency of Reproducible 4.14.3, How Institutions Promote Canadian Identity.

Create an overhead transparency or presentation slide of Figure 14-9 (p. 319, *Understanding Nationalism*) and Figure 14-10 (p. 319).

Book an overhead projector and screen, and if necessary, a computer.

RESOURCES

Understanding Nationalism, pages 317–320

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.civilization.ca/hist/biography/biographi100e.html

The Canadian Museum of Civilization's online exhibit titled Face to Face is an example of how an institution has promoted national identity in Canada.

www.abheritage.ca/francophone/en/index.html

A site that offers an overview of Alberta's Francophone heritage.

www.glenbow.org/mavericks

The Glenbow Museum's online version of Mavericks, an exhibit dedicated to some of the men and women who helped shape Alberta.

www.gallery.ca

http://cybermuseum.gallery.ca/cybermuseum/home_e.jsp

The web site of the National Gallery of Canada includes a section titled CyberMuseum, which offers a searchable database of information about Canadian artists and their works.

www.carasonline.ca

The web site of the Canadian Academy of Recording Arts and Sciences includes information about the Juno Awards.

www.historica.ca

The Historica web site includes an online version of *The Canadian Encyclopedia* and a wealth of Canadian history resources for teachers and students.

www.canadians.org

The web site of the Council of Canadians includes current information on people and issues that are of interest to Canadians.

www.metisnation.ca

The web site of the Métis National Council includes a wealth of information about Métis history, as well as issues that concern Métis people today.

www.dominion.ca

Information about Dominion Institute programs and initiatives, as well as the results of the latest Canada Day history quiz, can be found on the institute's web site.

www.napo-onap.ca

The web site of the National Anti-Poverty Organization offers information about poverty in Canada, as well as about the organization's activities and initiatives.

www.hbc.com/hbc

The web site of the Hudson's Bay Company provides a profile of the company today.

www.cbc.ca/canada/story/2008/06/26/f-canada-poll1.html

This CBC news story includes a summary of a Dominion Institute–Ipsos Reid–Citizenship and Immigration Canada survey on the images that Canadians believe define the country.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities
- completing the activities in “Recall . . . Reflect . . . Respond”

PRIOR LEARNING

Students will build on their understandings of national identity and how this has been promoted.

TEACHING AND LEARNING STRATEGIES

1. Write the word “institution” on the chalkboard with lots of space around it, and encourage students to brainstorm to help you create an exploding concept. If students need help coming up with ideas, prompt them with questions such as the following:
 - Are institutions small organizations or large?
 - What are some examples? Is a friendship club an institution? Is a school board?
 - Would you describe institutions as established and organized or as temporary and informal?
 - Do governments set up institutions to serve the public or an individual?
 - Are institutions set up to fulfill a purpose or accomplish a goal?

2. Read aloud the inquiry question at the top of page 317 of *Understanding Nationalism*, then ask volunteers to read aloud the first two paragraphs that follow. Revisit the exploding concept you created on the chalkboard and encourage students to revise or add to the notes they brainstormed earlier.

Encourage students to respond to the question in the activity icon that concludes the opening passage. Students may suggest and describe qualities such as the community's or province's farming heritage, its dynamic growth, its booming economy, its historic sites, or its independent spirit. Ask students how an institution might help promote awareness of the special qualities they mentioned.

3. Display an overhead transparency of Reproducible 4.14.3, *How Institutions Promote Canadian Identity*, and distribute copies to students. With students, read the section titled "Cultural Institutions" (p. 317, *Understanding Nationalism*). As you read, pause at appropriate points and record responses on the first row on the transparency, modelling your thinking (see p. 61) as you do this. As you complete the row, encourage students to do the same on their copies of the reproducible. The completed row may look similar to this.

Institution	Goals	Strategies That Promote Canadian Identity	Example
Cultural Institutions	– to honour and promote Canada's history and heritage, which is an aspect of Canadian identity	– display Canadian art – put together exhibits about Canadian history	The Glenbow Museum

4. Divide the class into home groups of three for a jigsaw activity (see p. 76) and distribute copies of Reproducible 4.14.3, *How Institutions Promote Canadian Identity*. Assign each student in the home group the number 1, 2, or 3 to identify the expert group she or he will join.
 - Group 1 — Educational Institutions (p. 318, *Understanding Nationalism*)
 - Group 2 — Institutions That Seek Influence (p. 319)
 - Group 3 — Economic and Commercial Institutions (p. 320)

If you chose not to model the process of completing the reproducible, create a fourth expert group for the jigsaw activity. Members of this group will become experts on cultural institutions (p. 317, *Understanding Nationalism*).

Instruct members of each expert group to read their assigned sections, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of the reproducible. Remind students to check the visuals and margin features for additional information, but tell them to ignore the activity icons and "Recall . . . Reflect . . . Respond" for now.

When students finish their work in the expert groups, tell them to return to their home groups and share the information with members of the group. 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 completed.

Ask a volunteer from each group to explain one way institutions have promoted Canadian identity.

5. Draw students' attention to the questions in the activity icon in the section titled "Cultural Institutions" (p. 317, *Understanding Nationalism*). Students may respond that the Glenbow wants visitors to absorb the idea that the men and women who helped shape Alberta were individualists who didn't follow the crowd — and that this heritage continues to be part of Albertans' identity today.
6. Draw students' attention to the activity icon on page 318 of *Understanding Nationalism*. Encourage students to revisit the information they recorded on Reproducible 4.14.3, How Institutions Promote Canadian Identity, and to use this information as the basis for responding to the activity icon.

Work with students to figure out the goals of the institutions they suggested. A student who suggested an institution like a rap institute might suggest that its goals would include highlighting the work of Canadian rap artists and bringing the message to the Canadian public. Ask students how this would help promote a Canadian identity.
7. Display an overhead transparency or presentation slide of Figure 14-9 (p. 319, *Understanding Nationalism*). Ask volunteers to read aloud the print on the magazine cover and to explain what this reveals about the magazine. Ask students how effectively this magazine would ensure that all Canadians are aware of the Métis perspective. Encourage volunteers to respond to the question in the activity icon that concludes the section titled "Aboriginal Organizations" and to explain their judgments.
8. Display an overhead transparency or presentation slide of Figure 14-10 (p. 319, *Understanding Nationalism*). Distribute copies of Reproducible 4.14.4, Mock Canadian Citizenship Exam, read aloud each question, and ask students to record the answers on the reproducible. The answers are
 1. Fur trade
 2. Queen Elizabeth II, or the king or queen of Britain
 3. Ontario, Québec, New Brunswick, and Nova Scotia (**Note:** Rather than Ontario and Québec, some students may correctly identify Canada East and Canada West or even Upper and Lower Canada — or simply Canada, which included Canada East and Canada West.)
 4. Pacific Ocean, Atlantic Ocean, and Arctic Ocean
 5. Four of Lake Ontario, Lake Erie, Lake Huron, Lake Superior, and Lake Michigan

When students finish, read aloud the correct responses and instruct students to mark their own answers. Ask all students to write "pass" or "fail" on a scrap of paper and to hand this in. Add up the totals, write them on the chalkboard, and convert the totals to percentages, so you can compare these with the 60 per cent failure rate in the 2007 Dominion Institute–Ipsos Reid survey.

Draw students' attention to the activity icon that concludes the section titled "Taking Surveys" at the bottom of page 319 of *Understanding Nationalism*. Do the results of the class test support the Dominion Institute's recommendation that Canadian high school students be required to pass a citizenship test before graduating?

More to the Story

In 2008, the Dominion Institute, Ipsos Reid, and Citizenship and Immigration Canada conducted a survey to identify the images that Canadians believe define Canada. Respondents from various parts of the country agreed on some choices but not on others. The following are the top choices of all Canadians and of Albertans.

Defining Images of Canada	All of Canada	Alberta
Defining Person	Pierre Elliott Trudeau	Wayne Gretzky
Defining Place	Niagara Falls	Rocky Mountains
Defining Event	Canada Day	Canada Day
Defining Accomplishment	Canadarm	Peacekeeping
Defining Symbol	Maple Leaf	Maple Leaf

9. Draw students' attention to "Voices" on page 320 of *Understanding Nationalism* and encourage students to respond to the questions in the activity icon. To help students develop responses to the questions, you might ask questions like the following:
- Does this description of the way some Canadians live make you proud?
 - What if it were illegal to criticize the Canadian political system in this way? Would this make you proud?
 - Can you be proud of Canada at the same time as you believe that Canada must still work to eliminate poverty?
10. Ask students to select a partner — or assign partners — and instruct the pairs to work together to respond to the activities in "Recall . . . Reflect . . . Respond" on page 320 of *Understanding Nationalism*. To help them complete the activities, distribute copies of Reproducible 4.14.5, Institutions and Visions of Canada.

When students have completed the chart on the reproducible, they will have responded to the first and second activities. Instruct them to write their e-mail messages independently. These can be drafted in pencil on the reproducible. If students plan to send their messages, you may wish to review the following points of etiquette for writing messages to businesses or organizations and to instruct students to ask a partner to help them edit and polish their message — and to submit the message to you for approval before it is sent. The e-mail addresses of the institutions mentioned in this section of the chapter can be found at the web sites highlighted in "Additional Resources."

- Use an opening: "Dear _____" or "To whom it may concern:"
- Tell the organization who you are and set out the purpose of your e-mail message.
- State your questions.
- Use formal spelling and grammar, not chat-room or text-messaging short forms.
- Be polite.
- Express gratitude in advance for the expected response.
- Sign your full name. You may also wish to add the name of your community and province.

DIFFERENTIATING INSTRUCTION

1. Encourage students to update the concept wall by adding new terms they have encountered in recent lessons.
2. When the class is involved in the jigsaw activity, students who prefer to work on their own can be assigned a portion of the material and asked to read and respond to it on the reproducible either independently or with a single partner.
3. You may wish to extend the jigsaw activity by asking students to identify groups who are left out when various institutions try to promote a Canadian identity (pp. 317–320, *Understanding Nationalism*). Students may suggest, for example, that Francophones are not represented in the Glenbow Museum's exhibit on mavericks. Challenge interested students to write a proposal letter to the institution in question, to suggest ways that a marginalized group could be included. The web sites of various institutions are listed in "Additional Resources."
4. Students who enjoy debate may be interested in considering whether a foreign-owned business's goals are compatible with promoting a Canadian identity. The main goal of the Bay, for example, is to run a successful business that makes money for its shareholders. Can a company promote its interests and promote a national identity at the same time? Is there anything wrong with this?

More to the Story

In January 2006, South Carolina billionaire Jerry Zucker bought the Hudson's Bay Company for \$1.1 billion. After the purchase, Zucker — who died in 2008 — expressed respect for Canadians' deep connection to the Bay. The Bay has funded Canadian athletes, sponsored local history projects, and outfitted Canada's Olympic and Paralympic teams. But some critics have said that the company is using these efforts to give the Bay a veneer of Canadian identity so that it can maintain the loyalty of Canadian customers.

After Zucker's death, the company announced that Anita Zucker, his widow, had been appointed governor of the Bay. Though the Bay has since been sold to another American company, Anita Zucker was the first woman in the company's history to hold this position.

5. Students interested in photography could conduct further research on the Mavericks exhibit at the Glenbow Museum. Ask them to select a historical image — or take a photograph of their own — that they believe promotes a national identity. They could present this image to the class and explain why they selected it and why it is effective.

LESSON 8

GOVERNMENT PROGRAMS AND NATIONAL IDENTITY

Chapter-issue question: Have attempts to promote national identity been successful?

Inquiry question: How can government programs and initiatives be used to promote a national identity?

Students will explore how government programs and initiatives can be used to promote national identity.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.6, Programs and Examples
- Reproducible G, T-Chart
- Reproducible 4.14.7, Our Advertising Campaign

Prepare an overhead transparency or presentation slide of Figure 14-12 (p. 321, *Understanding Nationalism*), Figure 14-15 (p. 324), and Figure 14-16 (p. 325).

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

Collect enough scissors, tape, sheets of chart paper, and different-coloured markers for four groups.

Select a clip from a CBC Radio current affairs program, such as *Cross Country Checkup*, *The House*, or *Dispatches*, to play for the class (see “Additional Resources”).

Gather sheets of chart paper and four different-coloured markers for a graffiti activity (see p. 78).

RESOURCES

Understanding Nationalism, pages 321–325

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.

www.cbc.ca

The web site of the Canadian Broadcasting Corporation and the Société Radio-Canada offers podcasts of various radio programs.

<http://friendscb.org>

The website of Friends of Canadian Broadcasting, a non-partisan citizens' organization whose mission is “to defend and enhance the quality and quantity of Canadian programming in the Canadian audio-visual system.”

www.katimavik.org

Students can learn more about Katimavik by visiting the program's web site.

www.cwy-jcm.org

Students can learn more about volunteer opportunities and exchanges for youth at the Canada World Youth web site.

www.crtc.gc.ca/eng/welcome.htm

The web site of the Canadian Radio-television and Telecommunications Commission provides its mandate and Canadian-content requirements.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities
- completing the activities in “Recall . . . Reflect . . . Respond”

PRIOR LEARNING

Students will continue to build on their understandings of national identity and various ways it is developed and promoted.

TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, organize the desks into four stations. At each station, place a pair of scissors, tape, a sheet of chart paper, a coloured marker, and a copy of Reproducible 4.14.6, Programs and Examples.

As students enter, assign them to one of the stations, but tell them to keep *Understanding Nationalism* closed for now. Point out the reproducible and the examples at the bottom of the page. Tell students to cut out the examples and discuss which category — arts and cultural programs; educational programs; programs that promote peace, order, and good government; or economic programs — each belongs in. Explain that this is not a test and that they should simply place the examples in the category that seems most logical. If they aren't sure, they can make a best guess. Each category should include two examples. When group members agree on the categories, tell them to tape the examples in place.

When they finish, tell them to check their decisions by scanning pages 321 to 325 of *Understanding Nationalism* and checking the headings. Ask the groups to discuss the differences they discover. Could some examples fit into more than one category?

2. On the chalkboard, write the inquiry question at the top of page 321 of *Understanding Nationalism* — How can government programs and initiatives be used to promote a national identity? Circle the words “programs” and “initiatives” and ask students to distinguish between them. Ask students to predict what they are likely to read about and record their predictions on the chalkboard.

Vocabulary Tip

The words “programs” and “initiatives” are sometimes used interchangeably, but their meanings are different. A program is a major system of services designed to meet specific social needs, such as the need for health care. An initiative tends to be a less comprehensive action plan that takes the first steps toward responding to a social need, such as the need to inoculate children against chicken pox.

3. With students, read page 321. Then display an overhead transparency or presentation slide of Figure 14-12 on the same page. Ask students to suggest adjectives that describe the scene. Ask a volunteer to read the caption. Is it more important to learn about the times of turmoil and sacrifice in a country's history, or the times of peace and prosperity? Which contributes more to a nation's sense of identity — or do both make an equal contribution?
4. Play a selected clip from a CBC Radio current affairs show such as *Cross Country Checkup*, *The House*, or *Dispatches* or display a page from the CBC web site (see "Additional Resources"). Direct students to revisit the material on the CBC's mandate (p. 321, *Understanding Nationalism*) and ask whether what they have heard or seen suggests that the CBC is fulfilling its mandate — and why.

Direct students to form small groups and work together to read the opinions in "The View from Here" (p. 322, *Understanding Nationalism*) and respond to the questions in "Explorations." Ask a reporter from each group to summarize their discussion for the class.

More to the Story

Unlike CBC television, CBC Radio is commercial free and is widely regarded as successful in achieving its mandate of bringing Canadian reality to Canadian ears. It airs programs such as *Cross Country Checkup*, a national call-in show that provides a forum for Canadians from all parts of the country to share their views about issues of national importance, and *The House*, which focuses on federal politics and politicians. National and international news is broadcast every hour, and regional news and programs are featured across the country. Other programs focus on national sports, Canadian stories, Canadian comedians, and Canadian music.

In response to Question 1, students are likely to suggest that Michael de Adder appears to be saying that the CBC's decision to change the time of *The National* to accommodate a reality show suggests that the network is adrift and losing sight of its purpose.

To help groups respond to Question 2, ensure that they are able to isolate the questions in each quotation. In response to William Thorsell's first question about the CBC's core business, some students may agree that the CBC should focus on English-language television drama to justify spending public money. Others may argue that the CBC must include some popular mainstream programming so that it can increase advertising revenues, which help finance its main mission. Still others may argue that Thorsell is incorrect in suggesting that producing English-language television drama is the CBC's main business. They may say that the CBC's mandate is much broader than this.

In response to Thorsell's second question about whether offering 27 services is a virtue or a curse, some students may say that it is a virtue because it means the CBC is communicating with Canadians who speak many languages and live in many different regions of the country. Others may argue that it is a curse because it costs a great deal of money. They may also say that, rather than meeting the CBC's mandate to "contribute to a shared consciousness and identity," it fragments the country.

In response to Bev Oda's question, some students may argue that CBC-TV should not receive public funds to produce the same kind of programs as private broadcasters. Others may say that the CBC must produce some popular programming to attract audiences — and advertisers — because money from advertisers helps pay for programs that do meet its mandate.

In response to Question 3, some students may say that CBC programmers should pay attention to what Canadians say because they are beholden to Canadians — part of the money to pay their salaries comes out of Canadians' pockets. Others may suggest that CBC programmers should be completely independent so that they can make programming decisions that are as unbiased as possible.

5. Read aloud the heading “Educational Programs” (p. 323, *Understanding Nationalism*) and the paragraph that follows. Ask students what they learn about Canada in school. Students might suggest items related to geography, history, politics, and so on. Then ask them what they might learn about Canada by working for a year on community projects in three different regions of the country. Students might suggest that they would learn about differences among communities, how people live in different communities, and about cultural differences — as well as about the things that unite Canadians.
6. Direct students to read the sections titled “Katimavik” and “Canada World Youth” (p. 323, *Understanding Nationalism*), then to work with a partner to respond to the activity icon.

More to the Story

One of Katimavik's key objectives is to foster “a better understanding of the Canadian reality.” Joshua Grant volunteered for Katimavik in 2006 and 2007. His comments, which follow, illustrate how Katimavik can encourage personal growth and build understanding of the Canadian reality.

It has been a few short months since I've returned from “the program,” as I've come to think of it, as there really is no other program that captures the beauty and diversity of Canada, both in terms of its history and its potential, in a short nine-month period. I already think of Katimavik as the most important, and maybe even the best time of my life . . . I have Katimavik to thank for learning French, finding love, discovering a million skills I had no idea that I had, and seeing a small, but beautiful portion of the world . . . I like to think that [the founder, Jacques Hébert] is satisfied, knowing that he built the garden in which seeds would be planted and grow, into a new, great, Canada and a newer, greater world.

7. Draw students' attention to “Voices” (p. 323, *Understanding Nationalism*). Ask a volunteer to read aloud the quotation, then explain to students that Justin Trudeau chaired the Katimavik board from 2002 to 2006. From Trudeau's point of view, how does Canada benefit by Katimavik? How do local communities? How do young people?
8. While students are reading page 323, write each one of the following questions at the top of a sheet of chart paper and post the four sheets in four different areas of the classroom:
 - If the CBC cannot survive without government funding, should the government just close it down?
 - Should the CRTC stop forcing broadcasters in Canada to meet Canadian-content quotas?
 - Canada World Youth sends young volunteers far away. What does this have to do with Canadian national identity?
 - High schools teach Canadian geography, history, and literature. So why are Katimavik and Canada World Youth important?

Divide the class into four heterogeneous groups for a graffiti activity (see p. 78) and give each group a different-coloured marker. Draw students' attention to the sheets of chart paper and assign one question to each group. Give the groups two minutes to brainstorm and jot

ideas in response to their question. Instruct group members to record their names beside their responses. Then instruct the groups to rotate to the next question, taking their coloured marker with them.

At the next station, tell group members to read the question and the responses that have already been posted, then jot alternative responses. As the groups progress through the stations, it may become more difficult to think of alternatives. When this happens, tell the groups to record questions about the responses that have already been recorded and to write their names beside the questions.

When the groups have rotated through all four stations, guide the class through a discussion of the responses and questions recorded on the sheets.

9. Conclude this part of the lesson by asking students whether they believe arts, cultural, and educational programs contribute significantly to national identity. If so, why? If not, why not? Ensure that students provide reasons for their responses.
10. With students, read the heading “Programs That Promote Peace, Order, and Good Government” at the top of page 324 of *Understanding Nationalism*, as well as the paragraph that introduces this section.

Ask students to suggest one word that they think effectively describes how the rest of the world views Canadians — and jot their suggestions on the chalkboard. Once students have exhausted their suggestions, you might take a vote to see which descriptor students believe is most accurate or apt.

Then draw students’ attention to “Voices” on page 324 of *Understanding Nationalism*. Ask a volunteer to read aloud James Orbinski’s words, then discuss how his suggestion that the world views Canadians as people who are fair compares with students’ suggestions. Ask whether fairness relates to the characteristics suggested by the phrase “peace, order, and good government.”

More to the Story

The phrase “peace, order, and good government” is not uniquely Canadian. This phrase was included in the constitutions of countries such as Australia, New Zealand, Ceylon — now Sri Lanka — and the West Indies, which now includes independent countries such as Jamaica, Barbados, and Trinidad and Tobago. All are former British colonies that, like Canada, achieved independence in the 19th and 20th centuries.

11. Display an overhead transparency or presentation slide of Figure 14-15 (p. 324, *Understanding Nationalism*). Ask students to examine the photograph and identify what’s going on. Many students will correctly identify the RCMP Musical Ride. Read the caption aloud and guide the class through a brief discussion of the question it includes. Follow up by asking whether the Musical Ride should be continued because it’s a valuable symbol of Canada or abandoned because it’s out of date and a waste of money.
12. Instruct students to read the section titled “The Royal Canadian Mounted Police” (p. 324, *Understanding Nationalism*) and guide them through a brief discussion of responses to the activity icon. Students may suggest that the uniform is a tradition, that it is distinct and allows RCMP officers to stand out from other law enforcement officers, and that it is easily recognizable — both within Canada and outside the country. In addition, it is a visible reminder to all Canadians of the country’s history.

13. Explain that a national police force is just one way of ensuring that Canada is a country in which “peace, order, and good government” are defining qualities. Then instruct students to read the section titled “Immigration and Security Programs” (p. 324, *Understanding Nationalism*) to find out how other government agencies promote these qualities. When students finish reading, briefly discuss their findings.
14. Display an overhead transparency or presentation slide of Figure 14-16 (p. 325, *Understanding Nationalism*). Tell students to examine the bills, then ask a volunteer to read aloud the caption. Encourage students to respond to the question that concludes the caption. Students may say that the policy change showed that Canada had evolved from associating language with region and had begun to acknowledge the country’s bilingual identity.
- Instruct students to read the section titled “Economic Programs” (p. 325, *Understanding Nationalism*) to find out more about how economic programs can be used to promote national identity. When they finish reading, discuss their findings.
- In response to “FYI” on page 325, you may wish to hold an informal debate to explore the issue of the legitimacy of advertising a country.
15. Direct students’ attention to “Recall . . . Reflect . . . Respond” on page 325 of *Understanding Nationalism*. Ask students to select a partner — or assign partners — to complete the two activities.

To help pairs complete Activity 1, distribute Reproducible G, T-Chart. Students can list three programs in the first column and the reasons for choosing them in the second column. For ideas, students can scan pages 321 to 325.

To help pairs respond to Activity 2, distribute Reproducible 4.14.7, Our Advertising Campaign. Instruct the pairs to use the chart to map out a campaign. When they finish, ask volunteers to present and explain their campaign to the class. If students get stuck, help them develop responses similar to the following:

- Purpose of the campaign: To promote a national identity.
- Target audience: Canadians in general or an identified portion of the population (e.g., women or people living in rural areas).
- Arguments: Students may argue that the program provides a service that makes Canada a better place to live. They may also argue that the program helps Canadians know the country and themselves better or that it supports Canadians’ ideas about who they are.
- Logo or symbol: Ideally, this logo should connect the program and the country. Students may sketch or describe their logo or symbol.
- Parts of the campaign: Students may suggest elements such as news releases; television, radio, and print advertising; a toll-free information line; a Web presence; or a speaking tour by a government official.
- Plan of action: Students should assume that they have a virtual team to carry out the plan. The plan could list the order for carrying out the parts of the campaign.
- Assessing the campaign’s effectiveness: Students may suggest a before-and-after survey to assess reactions to the campaign and to measure the program’s profile. They might also suggest counting the number of hits on a web site, the number of calls on a toll-free line, or the general audience draw at public events.

DIFFERENTIATING INSTRUCTION

1. When organizing partners for the activities in “Recall . . . Reflect . . . Respond,” pair struggling readers and writers with more proficient readers and writers who can help them complete the reproducible. You may also wish to pair visual learners, who can help develop ideas for the logo or symbol, with linguistic learners, who can be responsible for developing the written part of the activities.
2. Rather than preparing an advertising campaign, some students may prefer to create a promotional song. These students could perform their songs or record and play them for the class.
3. Students interested in the issue of funding for the CBC may wish to investigate further to find out more about the corporation’s services. Or you might ask students to conduct Internet research to find out more about Canadians’ views on the CBC. Ask students to find a quotation about funding for the CBC and to read it to the class, along with biographical information about the source. The class could consider these opinions along with the opinions presented in “The View from Here.”

LESSON 9

INDIVIDUALS AND NATIONAL IDENTITY

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

SKILL BUILDER TO YOUR CHALLENGE: BUILD A CONSENSUS

Chapter-issue question: Have attempts to promote national identity been successful?

Inquiry question: How can individuals promote a national identity?

Students will explore and debate how individuals can promote a national identity. The lesson concludes with end-of-chapter activities and the skill builder, a consensus-building activity that scaffolds students' learning in preparation for completing the final course challenge.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.8, Individuals Who Promote a National Identity
- Reproducible 4.14.9, Rethinking the 10 Greatest Canadians
- Reproducible S, Building Consensus
- Reproducible 4.14.10, Exploring Our Community's Identity

Locate a video of Stompin' Tom Connors singing "The Hockey Song" on an Internet site such as YouTube. Vet the video to ensure that it has cleared copyright and the web page to ensure that it includes no inappropriate content.

Book a computer for showing the video.

Prepare overhead transparencies or presentation slides of Figures 14-17 to 14-22 (pp. 326–327, *Understanding Nationalism*) and Figure 14-26 (p. 329).

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

Gather chart paper and markers.

RESOURCES

Understanding Nationalism, pages 326–331

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.stompintom.com

Stompin' Tom Connors's official web site.

<http://oscarpeterson.com/news>

The web site of the late Oscar Peterson.

<http://archives.cbc.ca/sports/hockey/clips/10372/>

CBC Digital Archives offers a clip of Roch Carrier reading *The Hockey Sweater*.

www.cbc.ca/greatest

The web site of the CBC's Greatest Canadian contest. In addition to a full profile of the winner — Tommy Douglas — the site includes the list of the top 100 nominees and video clips about the top 10.

www.pierreberton.com/author.htm

Pierre Berton's web site offers excerpts from many of his books, an overview of his achievements, and details of what made him such a staunch patriot.

www.tommydouglas.ca

The web site of the Tommy Douglas Research Institute. Named in honour of the former Saskatchewan premier, national leader of the NDP, parliamentarian, and acknowledged father of medicare in Canada, the institute is an independent economic and social research and educational organization.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and activities
- completing the reproducibles
- completing the end-of-chapter activities
- participating in the consensus-building process

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an evaluation 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 evolving nature of Canadian identity and various ways of promoting a national identity.

TEACHING AND LEARNING STRATEGIES

1. As students enter the classroom, play a video of Stompin' Tom Connors performing "The Hockey Song" and draw students' attention to the lyrics in "Voices" (p. 326, *Understanding Nationalism*). Tell the class that some people have said that this song should be a Canadian national anthem. Others have said that it should become the theme for *Hockey Night in Canada*. Ask for a show of hands to find out whether students think the song should be a) a national anthem, b) the theme for *Hockey Night in Canada*, c) neither, or d) both. Ask volunteers to offer their reasoning and prompt students by asking questions like the following:
 - Does "The Hockey Song" promote Canada, hockey, or both?
 - Does the song successfully portray Canadians' love affair with the game of hockey?
 - Does the song portray Canadians' emotional ties to their country?
2. With the class, read the inquiry question — How can individuals promote a national identity? (p. 326, *Understanding Nationalism*) — as well as the two introductory paragraphs that follow. Ask students what they expect to read about in this section of the chapter.

Encourage students to brainstorm to create a list of individuals who promote a national identity. Record students' suggestions on the chalkboard or a sheet of chart paper, but don't categorize them. Prompt students to consider musicians, painters, athletes, storytellers, politicians, business leaders, community volunteers, military leaders, movie stars, teachers, diplomats, and so on.

3. Distribute copies of Reproducible 4.14.8, *Individuals Who Promote a National Identity*, and display overhead transparencies or presentation slides of the photographs in "Picturing Individuals Who Promote National Identity" (Figures 14-17–14-22, pp. 326–327, *Understanding Nationalism*). As each photograph is displayed, ask a student to read aloud the caption. Encourage students to contribute other information about each person and to consider how the person promotes a national identity.

Direct students to record the name of each person in the appropriate cell of the first column of the reproducible. Tell students that some of the cells in this column will remain blank for now.

More to the Story

The Canadian \$5 bill that highlighted Roch Carrier's story *The Hockey Sweater* not only showed a scene of children playing pick-up hockey but also included this excerpt from the book: "The winters of my childhood were long, long seasons. We lived in three places — the school, the church, and the skating rink — but our real life was on the skating rink."

With students, read the first paragraph under the heading "Musicians" (p. 326, *Understanding Nationalism*) and tell them to choose a partner — or assign partners. Tell the pairs to complete the assignment in the activity icon by filling in the second and third columns of the reproducible. If students need inspiration, refer them to the chalkboard or chart-paper list, which they created during the earlier brainstorming session.

4. Instruct students to continue working with their partners to scan the sections titled "Painters," "Athletes and Roving Ambassadors," and "Storytellers," (pp. 327–329, *Understanding Nationalism*) to find names to record in the final column of the reproducible. Suggest that they try to include at least one name in each cell.

Ask students to choose one person whose name they recorded in the final column and to read the section of *Understanding Nationalism* that gives more information about this person. Ask volunteers to summarize what they found out about how each individual promoted a national identity. If you wish, poll the class to determine which of the musicians, artists, or athletes they think has done the most to create and promote a Canadian identity — and why.

5. Divide the class into groups of three to explore the opinions in "Taking Turns" (p. 328, *Understanding Nationalism*) and to respond to the questions in "Your Turn." Ask each group to appoint a reporter to share some of the highlights of their discussion with the class.
6. With students, read aloud the section titled "The Greatest Canadians" (p. 329, *Understanding Nationalism*) or ask volunteers to do so. Then instruct students to examine the information in "FYI," as well as the photographs and their captions.
7. Display an overhead transparency or presentation slide of the editorial cartoon in Figure 14-26 (p. 329, *Understanding Nationalism*) and discuss students' responses to the question

in the caption. Some students may suggest that Peterson is implying that the discussion is frivolous or that individual Canadians display their “greatness” in different ways.

Distribute copies of Reproducible 4.14.9, Rethinking the 10 Greatest Canadians, and encourage students to think about the meaning of “greatest” by asking questions such as the following:

- Does “the greatest” mean someone like Terry Fox, who displays determination in the face of adversity — a quality that Canadians value?
- Does it mean someone like Stanley Knowles, who devoted his life to improving Canada’s political system?
- Does it mean a soldier like Michael Hayakaze of Edmonton, who sacrificed his life in Afghanistan?
- Does it mean someone like the Elder in your community who always has time to listen?

Instruct students to form groups of three and to use the reproducible to respond to the activity icon on page 329 of *Understanding Nationalism*. Once students have completed the reproducible, guide the class through a discussion of their responses. What does the choice of Tommy Douglas by CBC viewers say about the way Canadians view themselves?

Conclude by asking students to consider whether the exercise of choosing the greatest Canadian is worthwhile. Is it an effective way to promote a Canadian identity?

8. Assign one or more of the end-of-chapter activities (p. 330, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, 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. Write the phrase “building consensus” on the chalkboard and draw students’ attention to the skill builder (p. 331, *Understanding Nationalism*). Ask students to contribute ideas about the meaning of this phrase. They may suggest that building consensus means reaching an agreement by enabling everyone in a group to have a say and ensuring that all group members are comfortable with the group’s decision. They may also note that everyone may need to give a little and that, as a result, consensus can be difficult to achieve.

Vocabulary Tip

Consensus means general agreement, but this does not mean that everyone in a group supports the decision with the same enthusiasm. The first choice of some group members might have been different — but they may be willing to live with the group’s decision for the sake of reaching agreement. In other words, consensus can mean a lack of disagreement rather than enthusiastic agreement.

A **general consensus** suggests that most, and perhaps even all, group members agree with a decision — to a greater or lesser extent.

A **rough consensus** suggests that many group members agree, but others still have doubts.

10. With students, read aloud the introduction to the skill-building activity and ensure that students understand the task. Divide the class into groups and distribute a copy of Reproducible S, Building Consensus, to each group. Review the tips for making consensus building work. Remind students that remaining respectful of others is key to the process. You may wish to refer students to “Habits of Mind” in the prologue (p. 8, *Understanding Nationalism*) and to emphasize the importance of these qualities in the consensus-building process.

Review the steps set out in the skill builder, providing tips for making each step work. When discussing Step 2, for example, remind the groups that brainstorming sessions are most successful when everyone's ideas are accepted and considered. No ideas should be discarded or refined until the brainstorming phase ends and group members start to narrow down their choices. To help groups through the brainstorming phase, you may wish to distribute chart paper and markers to give students lots of room to record their ideas.

Instruct each group to choose a chair, who will guide the discussion, as well as a reporter, who will record the issue question — Have attempts to promote national identity been successful? — on the reproducible. The reporter should also record group members' ideas once they are narrowed down, as well as areas of agreement and disagreement, and the final consensus position.

If students have trouble with the brainstorming phase of this activity, you may wish to conduct this session with the entire class, creating and posting a list of ideas that all the groups can draw from.

As the groups work, circulate to keep students on track and to offer ideas and advice. Write these questions on the chalkboard to help students find a compromise response:

- Can any options be combined to satisfy more group members? If so, how?
- Can any options be changed to satisfy more group members? If so, how?
- Would more members be satisfied if a completely new option were considered? What would it be?

If the groups have trouble achieving consensus, you may wish to guide the class through the consensus-building phase of the discussion so that students understand how the process works.

When the groups conclude their discussions, ask the reporters to summarize their group's consensus for the class.

11. Some groups may be unable to achieve consensus. If this happens, group members may decide to take a vote. But this does not necessarily mean that the majority must win. Even voting can be set up so that it represents a rough consensus.

The following steps are one way of guiding a group through a voting process:

- Instruct the reporter to list the options group members are considering. Count the number of options and divide by the number of group members. The quotient is the number of votes assigned to each group member. If the group includes three members, for example, and they are considering five options, each group member can vote twice ($5 \div 3 = 2$ — the quotient is rounded up).
- In this example, each group member votes for her or his two top choices. This may be done by a show of hands or by asking each group member to place a checkmark on the list beside his or her choices.
- Count the total number of votes for each option. The option with the highest number of votes is the one chosen.

DIFFERENTIATING INSTRUCTION

1. Students may enjoy bringing to class artifacts that represent or shape Canadian identity. The artifact may be a song, story, book, video clip, photograph, or something else. Ask students to display their artifact and explain how it represents or shapes Canadian identity. If enough

students participate, you may wish to organize the display as a carousel activity (see p. 77). Ensure that students use appropriate sources and choose artifacts that will not offend classmates.

2. Encourage a group of students to organize a school-wide greatest Canadian contest. Each class that participates might select a candidate and be responsible for persuading the rest of the school to vote for their selection. Classes could find out about the proposed candidate's contribution to Canada and produce posters, leaflets, and buttons promoting their choice; produce a radio commercial and broadcast it during the morning announcements; or create an advertisement and perform it during an assembly. Your class would eventually be responsible for monitoring voting stations and counting final ballots. Media outlets are sometimes happy to cover this kind of school competition.
3. Adapt the end-of-chapter activities to accommodate students' needs, interests, abilities, and learning styles.
For Activity 1, for example, a student with strong computer skills might be paired with someone whose strength is writing so that they can combine their skills to use computer presentation software to create the outline or storyboard. For the survey involved in Activity 2, interpersonal learners who excel at oral activities might conduct the survey after proficient writers have formulated the questions. Logical-mathematical learners might graph the results. And for Activity 3, visual learners might wish to create their own painting as a tribute to Canadian rivers. And linguistic learners might wish to create a word picture, poem, or rap.
4. To help students prepare for the debate involved in the Related Issue 4 challenge, organize a four-corners debate (see p. 80) on the greatest Canadian. Ask students to refer to their copies of Reproducible 4.14.9, *Rethinking the 10 Greatest Canadians*, to propose a list of names for consideration.

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

(p. 330, *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 need to explain to students that an outline includes the structure and the main images, scenes, or shots of a film. Students need not write the dialogue or the voice-over narrative. But they should describe the direction the narrative will take. Provide some examples, such as the following:

Scene 6: Long shot looking south on Main Street to show the strip of historical shops now known as Quaint Corners. In voice-over, describe the recent campaign to spruce up the area to attract tourists.

To help students formulate ideas for their outline or storyboard, distribute copies of Reproducible 4.14.10, Exploring Our Community's Identity.

Though students' outlines or storyboards will vary, they should display a coherent narrative and evidence of creative and critical thinking.

2. Other aspects of Canadian identity that a survey could study include relationship to the land, the Prairies, the North, Canadians' reputation for politeness, Canadians' reputation as peacekeepers, multiculturalism, bilingualism, country and western music, and oil and gas.

Though students' surveys will vary, their summary paragraphs should accurately and coherently explain the reason(s) they chose a particular focus and their findings. The analysis of their findings should provide evidence of critical thinking.

3. Students may say that Hugh MacLennan believed that rivers are an important part of Canadian identity because they have been here forever and are an important — and unchanging — reminder of the country's history. Rivers represent the beauty of Canada, even though Canadians have not protected them from pollution and abuse. Students may also paint a word picture that emphasizes the colour and power implicit in Joseph Légaré's painting of a white-water river with a few houses and a church in the distance.

LESSON 10

INTRODUCTION TO CHAPTER 15

Chapter-issue question: Should Canadian unity be promoted?

Inquiry question: What is national unity?

This lesson explores the nature of national unity. To begin their exploration, students will debate a statement made by Pierre Trudeau in 1971.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.1, Assessing a Four-Corners Debate (optional)
- Reproducible 4.15.2, My Loyalties

Prepare an overhead transparency or presentation slide of Figure 15-1 (p. 332, *Understanding Nationalism*), with the text in the images covered, and Figure 15-5 (p. 336).

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

On pieces of card, make four signs — Strongly Agree, Agree, Strongly Disagree, and Disagree — and post them in the four corners of the classroom.

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

RESOURCES

Understanding Nationalism, pages 332–336

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.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=ALARTA0008141

The Canadian Encyclopedia offers an online biography of Pierre Trudeau that outlines his stance on federalism and nationalism, as well as his major achievements.

www.cbc.ca/lifeandtimes/barlow.html

The CBC's *Life and Times* produced a biography of Maude Barlow titled "Immovable Maude: The Life and Times of Maude Barlow." A print summary and numerous video clips from the documentary are available at this site.

www.canadians.org/index.html

The official web site of the Council of Canadians, which will help students complete Question 2 on page 335 of *Understanding Nationalism*.

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 Canadian identity and nationalism.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following quotation on the chalkboard: "There is no such thing as a model or ideal Canadian. What could be more absurd than the concept of an 'all Canadian' boy or girl? A society which emphasizes uniformity is one which creates intolerance and hate" (p. 334, *Understanding Nationalism*). Alternatively, you may wish to place copies of Reproducible 4.15.1, Assessing a Four-Corners Debate, on each student's desk.

When students have settled, tell them Prime Minister Pierre Trudeau made the statement on the chalkboard — or the top of their reproducible — at a meeting of the Ukrainian Canadian Congress in 1971. Ask students if they agree with the statement and point out the four signs you have posted. Remind students of the guidelines for conducting this kind of debate (p. 289, *Understanding Nationalism*). You may also refer students to "Skill Builder to Your Challenge: Analyze the Debate Statement" (p. 311, *Understanding Nationalism*). If you have opted to distribute Reproducible 4.15.1, briefly review how students will assess the debate.

2. Ask students to move to the corner that most closely represents their opening position on Trudeau's statement and begin the debate.
3. When students have presented their points and questioned others for as long as you wish, you may also ask the class to come to a consensus on whether they agree or disagree with the statement. If you choose to do this, remind students of the Chapter 14 skill builder on building consensus (p. 331, *Understanding Nationalism*).
4. Display an overhead transparency or presentation slide of Figure 15-1 (p. 332, *Understanding Nationalism*), with the text in the images covered. Read the primary caption aloud. Then guide the class through a discussion of each image by asking questions like the following:
 - What does this image portray?
 - Who does this image represent?
 - Why do you think this image was chosen for the textbook?
 - Is this image an important symbol of Canada? Why or why not?

Remove the covering from the text in the images and ask the questions again. Discuss the changes — if any — in students' answers.

5. Ask students to work with a partner to read page 333 of *Understanding Nationalism*. Instruct the pairs to work together to respond to the questions about the images on page 332. Then ask volunteers to summarize their responses.

6. Ask volunteers to speculate about what the key terms might mean and record their responses on the chalkboard or a sheet of chart paper, leaving space around each of the terms to add information as you progress through the chapter. Post the list in a prominent place in the classroom.
7. Ask students to discuss the IQs in “Looking Ahead” with their partner. You may wish to ask them to jot three or four points in their notebooks or on a sheet of paper in response to each. When they finish, ask volunteers to share their responses. Guide a discussion by asking questions such as
 - What evidence led you to make this response?
 - Is national unity and Canadian unity the same thing?

8. Ask students to review their past entries in “My Journal on Nationalism” and give them time to complete a new entry. When they finish, instruct students to discuss their changing thoughts on nationalism with their partner.

9. Write the following questions on the chalkboard:

- What is national unity?
- How do external forces sometimes increase feelings of national unity? Decrease feelings of national unity?
- How do internal forces sometimes increase feelings of national unity? Decrease feelings of national unity?
- What does the heading “Fragile Unity” mean?

Then ask students to read the sections titled “What Is National Unity,” “Forces Affecting National Unity,” and “Fragile Unity” (pp. 334–335, *Understanding Nationalism*) to find answers to these questions.

10. When students finish reading, ask volunteers to respond to the focus questions you wrote on the chalkboard. Students may suggest that national unity occurs when people feel a common bond or have a strong sense of belonging to the group or collective they identify as their nation. An external force like war often increases feelings of national unity by creating a rally-round-the-flag effect. But when nations or groups of people within Canada exert pressure to promote their own loyalties and sense of identity, this can create the sense that national unity is fragile. “Fragile Unity” means Canada could break up because of competing loyalties.

11. Direct students’ attention to “Making a Difference: Maude Barlow — Dedicated to Canadian Unity” (p. 335, *Understanding Nationalism*). Read the feature aloud or select volunteers to do so. Use the first question in “Explorations” to guide a class discussion about whether working outside political systems helps or hurts Canadian unity. Do Barlow’s actions reflect active and responsible citizenship? If so, in what ways? If not, why not? Some students may suggest that the work of Barlow and others helps strengthen Canadian unity because it raises important issues of concern to all Canadians. It reflects active and responsible citizenship because it asks all citizens to become more responsible for their actions and the consequences of those actions. Others may suggest that people who work outside the system hurt Canadian unity because they cause some Canadians to question government policy. They are not acting as responsible citizens because they are being somewhat disloyal to the government that has been elected to make decisions on their behalf.

You may choose to allow students time in a resource centre or computer lab to complete Question 2, or you may choose to assign this question for homework.

12. Display an overhead transparency or presentation slide of Figure 15-5 (p. 336, *Understanding Nationalism*). Ask students what they see in the photographs.

- Where might these photographs have been taken?
- What might be the primary concerns of the people who live there?
- How might employment opportunities differ in these regions?
- How might people spend their leisure time in these regions?
- Would people living in regions like these identify more strongly with their province or the country?

At the conclusion of the discussion, read the caption and discuss the caption questions with the class.

13. Ask students to read the section titled “Canadian National Unity” (p. 336, *Understanding Nationalism*). As they read, distribute Reproducible 4.15.2, My Loyalties, and instruct them to use the organizer to respond to the activities in “Recall . . . Reflect . . . Respond” on that page. You may choose to ask volunteers to share one of their groups and their rankings, the group’s goals, and the loyalty’s effect on Canadian unity.

Students’ charts may contain an example like the one shown.

My Loyalties			
Group, Collective, or Nation	Ranking of Importance to Me (1 = not very important; 5 = very important)	Key Goal(s)	Effect on Canadian Unity
Francophone	5 = very important	To promote the French language and culture in Alberta, Canada, and the world.*	In some ways, it has a negative effect on Canadian unity because some Québec Francophones believe the only way to preserve the French language and culture is to separate from Canada. In other ways, it unites Canadians who value bilingualism as a unique feature of Canada — and all people who value the French language and culture.

DIFFERENTIATING INSTRUCTION

1. Struggling readers may benefit from working with a partner or small group to complete the reproducibles. Alternatively, you may choose to sit with a small group of students and help them yourself.
2. After completing the feature on Maude Barlow (p. 335, *Understanding Nationalism*), ask students to work in groups of four or five to create a list of people who have made a difference in their local community, the province, or the country. Each group could prepare a brief report about one of the people they chose. You could also select a student to record all the names the groups chose and create a “Making a Difference” or “Heroes of Canadian Identity” list on a sheet of chart paper and post it in the classroom.
3. Encourage interested students to conduct further research on Pierre Trudeau’s views on federalism and nationalism (see “Additional Resources” for one web site to help get them started). They could use their findings to assemble quotations to post in the classroom.
4. Students who may be uncomfortable sharing personal information to complete Reproducible 4.15.2, *My Loyalties*, could create a drawing or write a brief paragraph explaining national loyalties in a more general sense.

LESSON 11

FACTORS AFFECTING CANADIAN UNITY

Chapter-issue question: Should Canadian unity be promoted?

Inquiry question: How does the nature of Canada affect national unity?

Students will explore how geography, alienation in various regions of Canada, and the federal system affect national unity.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.3, Alienation in the West and Other Regions of Canada
- Reproducible 4.15.4, How Some Aspects of the Federal System Affect National Unity
- Reproducible K, Reading Political Cartoons (optional)

RESOURCES

Understanding Nationalism, pages 337–342

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.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006737

The Canadian Encyclopedia offers a history of the Reform Party of Canada.

<http://laws.justice.gc.ca/en/const/index.html>

The web site of the Canadian Department of Justice provides the Constitution Act, 1867, and the Constitution Act, 1982.

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 understanding of Canadian unity.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 337 of *Understanding Nationalism*. Read aloud the introductory paragraphs, then ask students to respond to the question in “Up for Discussion”: Is national unity a goal worth pursuing? To focus the discussion, you may wish to ask questions such as
 - What are some of the advantages of keeping Canada together?
 - What might become of Alberta if Canada broke up?
 - Does Canada play a significant role in world events?
2. Ask students to choose a partner — or assign partners — and instruct the pairs to read the section titled “The Geography of Canada” (p. 337 of *Understanding Nationalism*). When they finish, ask students to respond to the questions in the activity icon. Students may suggest that the huge variations in Canada’s landforms make a wide variety of resources available — but also make it difficult to agree on the best use of these resources, as well as exactly who owns and should benefit from them. Some students may suggest that the very vastness of Canada makes knowing the people in other places difficult, and this reduces national unity. Others may suggest that the huge size of Canada is a source of pride to Canadians and a very positive force for national unity.

More to the Story

Traditionally one of the most economically deprived regions of Canada, Newfoundland and Labrador is poised to become one of the “have” provinces. Wade Locke, an economist at Memorial University in St. John’s, Newfoundland, has predicted that oil and gas royalties and energy industry spending mean that Newfoundland will no longer qualify for financial assistance from the federal government by the end of 2009. At the same time, Ontario, which has always been a “have” province, continued to make equalization payments that amounted to three per cent of its total GDP in 2005 — even as the province was poised to join the ranks of the have-nots as early as 2010, when it may start receiving equalization payments for the first time.

3. Direct students’ attention to the graph in Figure 15-6 (p. 337, *Understanding Nationalism*). Could the rates of unemployment in Alberta and the Atlantic region be linked to Canada’s geography? If so, what is this link? Some students may say that these figures change all the time and are not related to geography. Others may say that the West has more jobs than the Atlantic region because the West has more natural resources, now that the oil sands are being developed and the Atlantic fisheries have largely failed.

More to the Story

In 2000, the Reform Party attempted to unite the right-wing parties in Canadian politics and became the Canadian Alliance. The merger did not succeed at the time — but three years later, the Alliance joined the Progressive Conservative Party to become the Conservative Party of Canada.

4. Organize a think-pair-share activity (see p. 75) to examine alienation in some regions of Canada. Distribute Reproducible 4.15.3, *Alienation in the West and Other Regions of Canada*, and ask students to fill in the column headed “Western Alienation” as they read page 338

of *Understanding Nationalism*. They can then use the first box beneath it to respond to the question in the activity icon. When they finish, ask them to compare their notes with those of another student and to revise their points if they wish. You may choose to ask a few students to share their responses with the class.

Although students' responses will vary, some may suggest that Stephen Harper had to change his views about building a firewall around Alberta because, as prime minister, he must represent all regions of Canada and cannot promote regional differences.

5. Ask students to read the section titled "Alienation in Other Regions" (p. 339, *Understanding Nationalism*) and to fill in the column with the same heading in Reproducible 4.14.3, Alienation in the West and Other Regions of Canada. They can then use the second box beneath it to respond to the activity icon question. When they finish, ask them to compare their notes with those of another student and to revise their points if they wish. Again, you may choose to ask students to share their responses.

Students' responses will vary, but some may suggest that Alberta has quite a lot in common with Newfoundland and Labrador because both provinces have oil reserves, as well as a tendency to resist the federal government over who should benefit from these resources. Others may say that the situations are different — Newfoundland and Labrador is more in need than Alberta.

6. With students, read the section titled "The Federal System and National Unity" (p. 339, *Understanding Nationalism*). Then draw students' attention to "Voices." Ask them whether they think John A. Macdonald's words are still relevant — or has Canada missed its chance to become one of the greatest countries in the universe?
7. Direct students' attention to the exploding concept "equalization payments" on page 340 of *Understanding Nationalism*. With students, examine the correlative terms. Then ask students what purposes these payments serve. Do the payments promote Canadian national unity? Do they harm Canadian unity? How — or why not?

More to the Story

The Fathers of Confederation adopted the principle of representation by population to allocate the number of seats each province would have in the House of Commons. This number was to be recalculated every 10 years, starting with the census of 1871. The one exception to the formula provided that no province could lose seats unless its share of the national population had decreased by at least five per cent between the previous two censuses.

Because the country's population was growing, this exception did not cause problems for the first 25 years of Confederation. But in 1892, the three Maritime provinces lost four seats. Although the population in these provinces was growing, it was becoming relatively smaller in proportion to the national total. The loss of representation became cause for concern in Prince Edward Island particularly, and even more so in 1903, when the readjustment saw the number of seats for that province reduced. PEI argued before the Supreme Court that it should be entitled to the six seats it was allocated when it joined Confederation.

The Supreme Court subsequently upheld that representation must be based on the total population of Canada and that no exception could be made for Prince Edward Island. But some of the provinces where population was declining continued to dissent. As a result, a constitutional amendment was adopted in 1915. Still in effect today, the "senatorial clause" guarantees that no province can have fewer seats in the House of Commons than it has in the Senate — and PEI still has four seats in both Houses instead of the three that the early 20th-century censuses would have entitled it to.

8. Ask students to work with their partner to read pages 340 and 342 of *Understanding Nationalism*. Explain that they will examine the photo essay on page 341 later. Distribute Reproducible 4.15.4, *How Some Aspects of the Federal System Affect National Unity*, and tell students to fill in the chart as they read. You may wish to suggest that they carefully examine and discuss the data in Figure 15-10 (p. 340, *Understanding Nationalism*) to help them make informed decisions about this aspect of the federal system.
9. When the pairs finish, ask them to review the points they filled in and to write a concluding statement that addresses this question: In general, does the federal system enhance or harm national unity? Tell the pairs that their statement should also provide reasons for their position.

Ask volunteers to read their concluding statements to the class and guide a discussion of the statements and the reasons that students provide to support their position.
10. Ask the class to turn to page 341 of *Understanding Nationalism*. Read aloud the caption for each cartoon, pausing after each to ask students what point of view the cartoon presents and their response to it. You may wish to distribute Reproducible K, *Reading Political Cartoons*, to help students analyze the cartoons. Then ask students whether one of the cartoons on this page makes them want to revise the notes they made on Reproducible 4.15.4, *How Some Aspects of the Federal System Affect National Unity*. If so, how would they change their notes — and why?
11. Direct students' attention to the list of key terms you posted in the previous lesson. Ask volunteers to review the definitions and to revise, add, or delete ideas if they wish.

DIFFERENTIATING INSTRUCTION

1. Struggling readers and visual learners could sketch definitions and images of the key words and difficult concepts in this section of the chapter. They could post their sketches on the concept wall in the classroom.
2. The examples on page 341 of *Understanding Nationalism* may inspire students to create a drawing, sketch, political cartoon, or other visual to represent alienation in various regions or the tensions that shape the "Québec issue."
3. Interested students could conduct further research on an aspect of political representation in Canada — such as the anomaly reported in the "More to the Story" on page 419 — and report one aspect of their findings to the class.

LESSON 12

FACTORS AFFECTING CANADIAN UNITY (CONTINUED)

GEOREALITY: NUNAVIK AND THE NEW NORTH

Chapter-issue question: Should Canadian unity be promoted?

Inquiry question: How does the nature of Canada affect national unity? (continued)

Students will explore how Aboriginal self-determination and land claims, such as the Nisga'a, Nunavut, and Nunavik agreements, affect Canadian national unity.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 4.15.5, Challenges to National Unity

Prepare an overhead transparency or presentation slide of Figure 15-21 (p. 347, *Understanding Nationalism*) and Figure 15-23 (p. 349).

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

RESOURCES

Understanding Nationalism, pages 343–349

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/politics/language_culture/topics/655/

A CBC Digital Archives feature titled “The Road to Bilingualism” provides links to 12 television and six radio clips about the Royal Commission on Bilingualism and Biculturalism.

www.nisgaalisims.ca

The web site of the Nisga'a Lisims government provides the Nisga'a Final Agreement, news about the cultural museum the Nisga'a are building, and tourist information about the region.

www.nunavuttourism.com

The web site of the Nunavut Tourism Department offers an interactive map and awe-inspiring photographs of the region.

www.makivik.org/eng/media/nunavik_maps.asp

The development corporation mandated to manage the heritage funds of the Inuit of Nunavik is called Makivik. Its web site contains maps of Nunavik, traditional dog sled routes, and information on the circumpolar region and its peoples.

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 understanding of how Aboriginal claims affect national unity.

TEACHING AND LEARNING STRATEGIES

1. Remind students that they explored aspects of Québec nationalism and national self-determination in Chapter 8 (see p. 189). Then read aloud the first two paragraphs on page 343 of *Understanding Nationalism*.
2. Ask students to work with a partner to read the rest of pages 343 and 344 of *Understanding Nationalism* and to respond to the questions in the activity icon on page 344. Before they respond to the questions about official bilingualism and the Royal Commission on Bilingualism and Biculturalism, you may wish to play one of the clips available at the CBC web site listed in “Additional Resources.” Although students’ responses will vary, they may include the following points:
 - The data in Figure 15-19 indicate that official bilingualism has not been a success, because the percentage of people who are bilingual has remained virtually unchanged for 10 years. To fairly determine the success of official bilingualism policies, we would need to know what percentage of the population speaks some French and whether this percentage has increased over the past 10 to 20 years — and perhaps whether it would have decreased had this policy not been in place.
 - Students with a negative assessment of the B and B commission may say that the desire for separation in Québec has not gone away. They may also say the commission aroused suspicion and was criticized both in and outside of Québec. Students with a positive view may suggest that Québec nationalism is at an all-time low because the B and B commission made progress. They may say that economic and social factors now outweigh nationalism in Québec.
3. Direct students’ attention to “The View from Here” (p. 345, *Understanding Nationalism*) and ask three students to read the three views. Then ask students to respond to the questions in “Explorations.” When they finish, ask volunteers to share their responses. Students’ responses may include

Question 1

Angus Reid said that if Canada does not create a new Constitution that includes all Canadians, then we may be heading down a path that ends in the breakup of Canada. Jack Layton said that leaders must focus on legislation that would protect Québec as a distinct society and make them feel proud to be part of Canada. Ovide Mercredi said that Aboriginal peoples must be involved in any future constitutional discussions. Including Aboriginal voices may bring more challenges to the quest for unity, but excluding these voices goes against Canada’s principles of democracy and fairness for all.

Question 2

Some students may argue that there should be no further attempts to bring Québec into the Constitution — this debate only opens old wounds and does not bring productive results. Others may argue that Québec should draft a version of the Constitution it is comfortable with, and this version should be debated during the next round of talks on constitutional amendments.

4. Ask students to suggest a few reasonable rules for governing their school. Then ask who should be making these rules. Some students may suggest the school board or the principal. Others may suggest that the students themselves should decide how to run the school. Ask students to explain the reasons for their judgments.

Ask students whether the same rules should apply to all the school's classes. Do different students and classes have different goals? Different needs? If so, should one set of rules apply to all students and classes?

Now ask students to consider the rules of the road in the province and in their community. Can individuals or groups (e.g., all four-wheel-drive owners or the drivers of mini or hybrid vehicles) set their own rules of the road? What might occur if they did? Can people maintain their individuality and still follow road safety rules?

Do the same ideas apply to the nation? Should everybody in Canada obey the same rules? The same laws? Should all nations in Canada obey the same laws? The same rules? What is the difference between laws and social and cultural rules — between a country's laws and the rules a group of people may follow to express their collective identity and values?
5. Ask students to keep these ideas in mind as they read page 346 of *Understanding Nationalism*. When they finish, guide a discussion by asking questions like the following:
 - What are some arguments for supporting Aboriginal self-determination?
 - What are some arguments against supporting Aboriginal self-determination?
 - Should the Canadian government take the same position as the United Nations, which supports the inherent right to self-government? Why or why not?
 - If Canada grants Aboriginal peoples the right to self-government, how might this affect non-Aboriginal citizens? Aboriginal peoples?
6. Ask students to respond to the questions in the activity icon on page 346 of *Understanding Nationalism*. Students may suggest that Wilton Littlechild's position indicates that the issue of Aboriginal self-determination is not going to go away and that self-government will work, as long as it based on the community's traditions. Some students may predict that allowing Aboriginal self-determination will strengthen Canadian unity because the country will have finally addressed the needs of First Nations. Others may argue that satisfying Aboriginal demands for self-determination will fracture Canada and affect Canadian unity negatively.
7. Ask students to work with a partner to respond to the question in "Up for Discussion" on page 346 of *Understanding Nationalism*. When they finish, ask volunteers to share their responses with the class. Students may suggest that
 - sovereignty and self-determination are the same thing in practice because groups require sovereignty to achieve self-determination
 - sovereignty and self-determination are not the same thing because a nation can have self-determination but still be part of a country and be ruled by its government
8. Ask students to examine Figure 15-20 (p. 346, *Understanding Nationalism*) and read aloud the caption. Then ask students to respond to the question. Students may suggest that by including a large Canadian flag on stage, organizers of the National Day of Action rally may have wanted to send the message that participants were not only Aboriginal but also Canadian. They may also have wanted to send the message that Aboriginal peoples are entitled to a rightful place in Canadian society.

9. Display an overhead transparency or presentation slide of Figure 15-21 (p. 347, *Understanding Nationalism*). Ask students to examine the map and remind them that a large map of Canada is included in the map appendix if they wish to see the area of the land claim in relation to the whole country. Then ask them to read the sections titled “Aboriginal Land Claims and National Unity” and “The Nisga’a Agreement” (p. 347).
10. Ask students to respond to the questions in the activity icon on page 347 of *Understanding Nationalism*. Students may say that the Nisga’a agreement strengthens national unity because it affirms the Canadian government’s authority. Others may say it could threaten Nisga’a national unity if their arrangements for self-determination come into conflict with a government plan or project in future.

More to the Story

Inuit healing circles have been incorporated into the criminal justice system of Nunavut and other communities in the North. Aboriginal worldviews reflect the interconnectedness of all living forms and consider each of these forms sacred. Cycles within nature, for example, provide teachings and form the basis of belief systems. Circles, being inherently non-hierarchical and inclusive, represent respect, equality, continuity, and interconnectedness.

Healing circles are based on the belief that healing is a process, as opposed to a single event or remedy, that depends on an individual’s readiness to change and to resolve problems through self-examination and self-awareness. Inuit healers believe that healing involves talking about a person’s pain and journeying back to the root causes of current problems in order to move forward and, in the context of criminal justice, to make restitution for the harm they have caused.

Healing circles have also been used by Aboriginal teachers to illustrate aspects of the Indigenous community over time and particularly how Aboriginal peoples have been affected by colonization — and in this way begin the process of healing and cultural reclamation.

11. Ask students to read the section titled “Nunavut” (p. 347, *Understanding Nationalism*). Then ask how — and why — the creation of Nunavut could be considered a turning point in settling land claims and enhancing national unity.
12. Direct students’ attention to “Recall . . . Reflect . . . Respond” on page 347 of *Understanding Nationalism* and distribute Reproducible 4.15.5, Challenges to National Unity. Instruct students to use the reproducible to complete the activities. When they finish, ask volunteers to share one of the strategies and to explain the reasons for their group’s choices.
13. Ask students to turn to “GeoReality: Nunavik and the New North” (pp. 348–349, *Understanding Nationalism*). Read the introductory paragraph aloud, then display an overhead transparency or presentation slide of Figure 15-23 (p. 349). Ask students to examine the photographs, then read the caption aloud. Ask students to respond to the question in the caption. Then ask students to read the feature.

More to the Story

As institutions designed to deliver young people to the predominantly 9 to 5 workforce, schools in the North can have trouble adjusting to traditional lifestyles dominated by the rhythms of hunting seasons and cycles of 24-hour darkness and light. Still, the importance of education for Inuit youth was stressed by Inuit leader Mary Simon when she welcomed Governor General Michaëlle Jean to a national summit on Inuit education in 2008: “The future of our people and communities hinges on a well-educated Inuit population. Without access to properly resourced, culturally relevant education, our youth cannot flourish. And if they do not succeed, what hope is there for the future of our society? By bringing together relevant education officials and experts we are seeking to improve the quality of education Inuit receive, and the outcomes for Inuit children and youth.”

14. Ask students to respond to the questions in “Explorations” on page 349 of *Understanding Nationalism*. Students may include the following points in their responses:
- When Stephen Harper announced the Nunavik agreement, he used the term “Nunavimmiut” rather than “Inuit” because he wanted to include all the people living in the region.
 - Students’ responses to Question 2 will vary, but they should demonstrate an understanding of the differences between the agreements reached by the Nisga’a and in Nunavut and Nunavik. Students should also give reasons for the judgments.
 - Similar agreements would benefit Aboriginal peoples because they would have greater self-determination and access to the revenues generated by the natural resources on their lands. This would help improve the economy, quality of life, and social programs in Aboriginal communities. Non-First Nations Canadians could lose control of some land — but they could also gain jobs and opportunities created by self-governing First Nations. Agreements on the Nunavik model could benefit Canadian unity by including more peoples and creating economic opportunities.
15. Direct students’ attention to the list of key terms you posted in Step 6 of Lesson 10. Ask volunteers to review the definitions and revise them if they wish.

DIFFERENTIATING INSTRUCTION

1. Choose pairs that complement each other’s reading, writing, and social skills to complete the readings and assignments in this lesson.
2. The activities in “Recall . . . Reflect . . . Respond” could be completed in a form other than writing, such as a series of drawings or an audiotape of the list of five strategies.
3. Ask some students to locate a map of Nunavut and compare its land mass with, for example, the region covered by the Nisga’a agreement. They could also conduct further research on how the Canadian government arrived at this settlement and report to the class on a successful strategy used by the Inuit and their advisers in achieving this resolution.
4. Interested students could prepare a photo essay on the Nisga’a, Nunavut, or Nunavik regions. Photos are available at the web sites listed in “Additional Resources.”

LESSON 13

CHANGING CONCEPTS OF NATIONAL UNITY

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

SKILL BUILDER TO YOUR CHALLENGE: DEVELOP AN INFORMED POSITION

Chapter-issue question: Should Canadian unity be promoted?

Inquiry question: How has the changing face of Canada affected national unity?

Students will explore how emerging trends related to immigration, urbanization, Aboriginal peoples, and economic globalization may affect national unity. The lesson continues with end-of-chapter activities and concludes with the skill builder, which provides students with steps to follow to develop an informed position in preparation for the challenge debate.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 4.15.6, Emerging Trends and Their Impact on Canadian Unity

Collect enough blank overhead transparencies and markers to give one to each group of three in the class (optional).

Book an overhead projector and screen (optional).

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

RESOURCES

Understanding Nationalism, pages 350–355

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.statcan.ca/english/freepub/92-125-GIE/html/abo.htm

Statistics Canada provides information on what the census reveals about recent trends related to Aboriginal peoples.

<http://calsun.canoe.ca/News/National/2008/01/15/4774154.html>

This article from the *Calgary Sun* explores whether Aboriginal populations are becoming increasingly urbanized. It notes, for example, that there is a political dimension to the collection and use of statistics that play a part in determining governments' funding decisions.

www.cbc.ca/news/background/immigration

This CBC News in Depth feature explores immigration patterns and trends since 1947 and predicts immigration needs up to 2017.

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 4.15.6, Emerging Trends and Their Impact Canadian Unity
- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge by completing the skill builder

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an evaluation 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 challenges to Canadian national unity.

TEACHING AND LEARNING STRATEGIES

1. Prepare the class for a continuum debate (see p. 80). Write the following statement on the chalkboard: Canada needs immigration. Poll students for their initial response to this statement and select eight to ten students whose positions represent a range of opinions on this topic. Place these students in a line at the front of the classroom, with those holding extreme opposing views on the ends and students with mixed feelings in the middle.

Note: This subject may provoke strong feelings and statements. Remind students that they will be expected to remain sensitive and respectful.
2. Begin the debate at one end of the extremes and alternate sides as you work toward the middle. Encourage all students in the line to alter their positions if their opinions change as the debate continues.
3. At the end of the debate, ask students to identify questions that need further clarification and ask students who changed their positions to share their reasons for doing so.

More to the Story

In 2006, the number of people who identified themselves as Aboriginal exceeded, for the first time, one million. The Inuit have the highest birth rate in Canada — twice as high as the overall non-Aboriginal birth rate — and the Inuit population is among the youngest of all Aboriginal groups. Meanwhile, of the three Aboriginal groups in Canada, the Métis experienced the greatest population increase in the preceding decade, growing by 91 per cent, or more than three times as fast as the 29 per cent increase for First Nations people and 11 times the rate of increase for the non-Aboriginal population. One reason the number of Métis has increased so rapidly is that many more people are identifying themselves as belonging to this group.

4. Divide the class into home groups of four for a jigsaw activity (see p. 76) and distribute Reproducible 4.15.6, Emerging Trends and Their Impact on Canadian Unity. Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in immigration (p. 350, *Understanding Nationalism*), members of Group 2 will become experts in urbanization (p. 351), members of Group 3 will become experts in Aboriginal peoples (p. 351), and members of Group 4 will become experts in economic globalization (pp. 352–353).

5. Instruct members of each expert group to read their assigned section, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of the chart. Remind them to check the visuals and margin features for additional information.
6. When they finish, tell students to return to their home groups and share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students' charts should be filled in completely.
7. Ask a volunteer from each group to share one way the trend they examined is affecting national identity — in the present and into the future.
8. Instead of organizing a jigsaw activity, you may wish to ask students to work with a partner to read pages 350 through 353 of *Understanding Nationalism* and to fill in Reproducible 4.15.6, *Emerging Trends and Their Impact on Canadian Unity*. You could interrupt students' work about every 10 minutes and discuss their responses to the activity icons on pages 350 and 351, as well as the question in the caption for Figure 12-25 (p. 351), as they get to each one.
9. With students, read "Taking Turns" (p. 353, *Understanding Nationalism*), pausing after each character's response to discuss the response with the class. Then ask volunteers to respond to the questions in "Your Turn" and guide the class through a discussion.
10. Ask students to review the list of key terms you posted in Step 6 of Lesson 10. Ask volunteers to use each key term in a sentence.
11. Assign one or more of the end-of-chapter activities (page 354, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
12. Remind students of the challenge that they are preparing — a four-corners debate that discusses, analyzes, and evaluates responses to the question for this related issue — and direct students' attention to "Skill Builder to Your Challenge: Develop an Informed Position" (p. 355, *Understanding Nationalism*). Read aloud the opening paragraphs.
13. With students, review how to develop criteria (see p. 6, *Understanding Nationalism*). Then ask students to complete Step 1 of the skill builder and circulate to provide help as required. After a reasonable time, ask volunteers to share their criteria with the class.
14. Ask students to move on to Step 2. You may wish to assign this as homework or allow students time in a resource centre or computer lab with an Internet connection to conduct further research.
15. Ask students to complete Steps 3 and 4. When they finish, ask volunteers to share their position statements and graphics, and guide the class through a discussion of some of these. You may also wish to ask students to hand in their statements and graphics for feedback from you.

DIFFERENTIATING INSTRUCTION

1. The readings in the jigsaw activity vary in length. You may wish to divide the class into expert groups accordingly.

2. Ask interested students to locate songs or stories by Aboriginal artists. Students could look for songs or stories that deal with some of the emerging trends facing Aboriginal youth and prepare audiotapes of their findings to play to the class.
3. Encourage a few students to create a survey to measure a sample of opinions on an emerging trend in Canada. The survey could address one of the topics explored in this section of the chapter or another emerging trend of students' choice. You may wish to read and help them revise their survey questions before students use them to collect data. Students could present their survey results to the class in any form that they wish.
4. Modify the end-of-chapter activities to accommodate students' learning styles and abilities. Students could, for example, prepare an audiotape of their recommendations in response to Question 1 and of their powerful questions in response to Question 3.

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

(p. 354, *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 may argue that all Joe Clark's recommendations could be followed in their community or school. Others may say that discussions and speakers may not be enough if the challenges to national unity become really tough. They may suggest adding recommendations such as
 - participate in the democratic process by voting, helping a candidate who is campaigning in your area, or becoming politically active in some other way
 - buy Canadian whenever possible
 - promote Canada by wearing or carrying visible signs of your national loyalty, such as maple leaf badges and pins or clothing with Canadian symbols
2. To help students complete this activity, you may wish to divide the class into groups of three and distribute overhead transparencies and markers to each group. One group member could draw the highlights of the group's web diagram onto the transparency, and the other two could prepare a few comments about the diagram.
3. Although students' answers will vary, examples of powerful questions include
 - How does national unity affect my life?
 - How does the nature of Canada affect the choices available to me?
 - How has my family been affected by the changing face of Canada?

LESSON 14

INTRODUCTION TO CHAPTER 16

VISIONS OF NATION

Chapter-issue question: Should I embrace a national identity?

Inquiry question: What are some visions of nation?

Students will explore various visions of nation, such as pluralism and diversity. They will also examine dual or multiple citizenship.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 4.16.1, Pluralism and Diversity

Prepare an overhead transparency or presentation slide of Figure 16-1 (p. 356, *Understanding Nationalism*), Figure 16-4 (p. 360), and Figure 15-24 (p. 350).

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

RESOURCES

Understanding Nationalism, pages 356–360

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.ammsa.com/achieve/AA06-J.Ash-Poitras.html

Windspeaker magazine presents a profile of Jane Ash Poitras.

Farris, Phoebe. *Women Artists of Colour: A Bio-Critical Sourcebook to 20th Century Artists in the Americas*. Greenwood Press, 1999.

This book contains biographies and interviews with Native American women artists, including Jane Ash Poitras.

www.citizenshiptestuk.com

The British citizenship test, including a practice test and links to readings to prepare for the official test.

<http://news.bbc.co.uk/1/hi/magazine/4099770.stm>

A BBC News story titled “Can You Pass a Citizenship Test?” includes a number of questions based on information in the booklet for foreigners who want to become British citizens.

www.kyoto-seika.ac.jp/eng/3_art/cartoon.htm

Kyoto Seika University in Japan has a well-established department of cartoon and comic art that includes a faculty of manga.

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 4.16.1, Pluralism and Diversity
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of nation, identity, and national unity.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by displaying an overhead transparency or presentation slide of Figure 16-1 (p. 356, *Understanding Nationalism*). Ask students what they see in this image. Then tell them that this is a mural that represents one Canadian's vision of Canada.

More to the Story

Jane Ash Poitras was born in 1951 in the isolated Cree community of Fort Chipewyan, Alberta, and was only six years old when her mother died of tuberculosis. Poitras was moved to a non-Aboriginal foster home in Edmonton and lost touch with her First Nations heritage. But as an adult — and already a microbiologist — she sought out her blood relatives, became reacquainted with her Aboriginal identity and culture, and turned to the arts as a way to explore this identity. She uses her own heritage and the history and culture of other First Nations peoples as the main focus of her art, which she sees as a vehicle for educating non-Aboriginal people and a source of pride and self-esteem for First Nations people. Poitras has won a number of awards, including an Aboriginal Achievement Award, and been featured in television and film biographies and documentaries. She currently lives and works in Edmonton.

2. Ask the class to examine the images contained in the mural for clues about the artist. Is the artist female or male? What part of the country might the artist have come from? What type of family might the artist have grown up in? As students share their ideas, jot them on the chalkboard. When the discussion wraps up, read the words of Jane Ash Poitras and the caption aloud to the class.
3. Divide the class into groups of three. Ask the groups to work together to read page 357 of *Understanding Nationalism* and to respond to the questions about the mural. You may choose to ask volunteers to share their responses.
4. Draw students' attention to the key terms and take a few minutes to discuss the IQs in "Looking Ahead." Ask students to make some preliminary responses to the IQs.
5. Remind students that this is the final chapter of *Understanding Nationalism* and give them time to review the entries in their journal on nationalism. Then ask them to reach a conclusion about the key course issue: To what extent should we embrace nationalism? Guide the class through a discussion of their conclusions so far.
6. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read the section titled "What Are Some Visions of Nation?" (p. 358, *Understanding Nationalism*) and to respond to the activity icon. When they finish, guide a class discussion of their responses. Some students may believe that if one measure of school performance

were based on their patriotism and interest in learning about Canadian culture, it would make them defensive and resentful. Some may argue that patriotism and interest in Canadian culture has nothing to do with their knowledge of math or science. Others may argue that this requirement would promote a stronger sense of national identity because it would promote a more detailed knowledge of Canada and increased patriotism.

7. Draw students' attention to "FYI" (p. 358, *Understanding Nationalism*). Read the information aloud or ask a volunteer to do so. Guide a brief discussion of manga books by asking questions like the following:

- Why do you think some manga books might encourage intolerance of other cultures?
- Where do these feelings come from?
- If an education system encourages patriotism and traditional beliefs, does this necessarily result in intolerance of others? Could it improve tolerance?

8. Write the word "cosmopolitan" on the chalkboard. Ask students to examine the exploding concept "cosmopolitan" on page 359 of *Understanding Nationalism*, then ask volunteers to expand on each of the correlative terms. For "well-travelled," for example, students may suggest a person who has visited many countries, a person who has lived in different countries, and a person who has worked in various places around the world. Write these ideas on the chalkboard around the word "cosmopolitan." Do the same for the other two correlative terms.

Ask students to write a sentence that describes a cosmopolitan person. Ask volunteers to read their sentence to the class.

9. Organize a think-pair-share activity (see p. 75) to explore pluralism and diversity. Distribute Reproducible 4.16.1, Pluralism and Diversity, and instruct students to respond to the questions it contains as they read the sections titled "Pluralism and Diversity," "Evolving Identities," "Identity and Choice," and "Pluralism in Britain" (pp. 359–360, *Understanding Nationalism*) and respond briefly to the activity icon on page 359 and the question in the caption for Figure 16-5 on page 360. When they finish, instruct students to compare their responses with those of their partner and revise their notes if they wish. Ask volunteers to share their responses with the class.

The activity icon and caption question are addressed to some degree in the questions on the reproducible, but you may also wish to explore students' responses to some of these in more detail at this point.

Student's charts may include points like the ones in the example shown on the following page.

Pluralism and Diversity	
What makes a society pluralistic?	<ul style="list-style-type: none"> • respect for diversity • assumption that diversity helps everyone • assumption that peoples of all cultures, religions, languages, and philosophies have the right to self-determination
How might identities evolve?	<ul style="list-style-type: none"> • moving from one country to another • volunteering for international organizations • becoming cosmopolitan • borrowing, adopting, and adapting values from many cultures
How many national identities do you have? What are they — and why are they important to you?	<ul style="list-style-type: none"> • one — or many • Canadian, student, sister, Hindu • important because they tell the world who I am, expand my horizons, and help me respect others
Is it important to study pluralistic societies? To foster their values and practices? Why?	<ul style="list-style-type: none"> • yes, because Canada is a pluralistic society — but it still has a lot to learn about how to practise what it preaches • fostering these values and practices increases respect for diversity everywhere
What does pluralism in Britain look like?	<ul style="list-style-type: none"> • many different nationalities • more than 7 per cent of the population was born outside the country • genuine respect and appreciation for diversity still not assured • some want immigrants to adopt traditional British values
How might popular international athletes and artists help more people accept pluralism?	<ul style="list-style-type: none"> • encourages respect for the achievements of people from other cultures • makes people more aware of and familiar with people from other countries and cultures • increases national pride when a team wins — no matter where the players are from

10. Display an overhead transparency or presentation slide of Figure 16-4 (p. 360, *Understanding Nationalism*). Ask students to identify trends in the data. They may suggest that the highest rates of unemployment are experienced by immigrants from non-Western nations. As well, there are now more immigrants from non-Western nations than from Western nations.
11. Display an overhead transparency or presentation slide of Figure 15-24 (p. 350, *Understanding Nationalism*) and ask students to examine this information. What conclusions, if any, can they draw? Some students may suggest that the reason less than 50 per cent of British citizens believe immigrants have a positive influence is because many immigrants come from countries that were once British colonies and are ethnically different. And because immigrants are more likely to be unemployed, they may also be viewed as a burden on health care and other services funded by taxpayers. Ask students what they think this says about pluralism in Britain. In what ways is Canada different? The same?

12. Direct students' attention to "Recall . . . Reflect . . . Respond" on page 360 of *Understanding Nationalism*. Remind students to use respectful language and ask them to respond to the questions.

Question 1

Those who answer that it is fair to ask potential citizens to pass a test may suggest that

- it may help keep a country's traditional values
- it may help keep the country united
- immigrants should be expected to adopt the values and practices of their new country
- immigrants chose to come to the new country, so they should want to learn more about it
- children will do better in school if they know more about their new country

Those who answer that it is not fair to ask potential citizens to pass a test may suggest that

- new citizens will learn a country's values best by actually living there
- memorizing a bunch of answers does not necessarily teach values
- immigrants should be accepted for who they are
- immigrants may add more positive benefits by remaining who they are

Question 2

Those who believe in dual or multiple citizenship may say that

- it makes people more cosmopolitan and therefore better citizens
- people should not be forced to renounce their birth country just because they move to another one
- businesspeople may benefit from dual citizenship because they can do business in many countries more easily
- it maintains ties for families that have been separated by immigration

Those who do not believe in dual or multiple citizenship may say

- people can't be loyal to more than one country at a time
- holding more than one citizenship means a person doesn't want to fully commit to one country
- choosing one country is a strong statement of loyalties
- a country does a lot for its citizens, and no one should be reaping the benefits — which come from the contributions of that country's citizens — of more than one country's efforts

DIFFERENTIATING INSTRUCTION

1. You may wish to work with some students yourself to help them complete Reproducible 4.16.1, *Pluralism and Diversity*.
2. Rather than writing a sentence that describes a cosmopolitan person, some students may prefer to make a drawing or prepare an audiotape.
3. Encourage interested students to locate and examine some manga books. They could bring in some examples and explain this graphic form to the class. The web site listed in "Additional Resources" is a good place to start.

4. You may choose to ask students to conduct additional research on an Aboriginal artist of their own choosing. They could transfer a selection of the artist's works to overhead transparencies or presentation slides to show to the class or download and print a number of images to display on the classroom bulletin board. Students should be prepared to explain the images they selected and why they selected them.
5. Interested students may want to know what else is asked on the British immigration test. The test is available online at a site listed in "Additional Resources." Alternatively, you could ask the whole class to take the test to find out how many could pass it.

LESSON 15

VISIONS OF CANADA

Chapter-issue question: Should I embrace a national identity?

Inquiry question: What are some visions of Canada?

In this lesson, students will explore various early and contemporary visions of Canada. They will also develop a pitch for a new TV show that portrays a potentially contentious issue of national identity in a humorous light and roleplay a discussion between two Parti Québécois members.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 4.16.2, Visions of Canada

Create an overhead transparency or presentation slide of Figure 16-7 (p. 362, *Understanding Nationalism*) and Figure 16-12 (p. 365).

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

RESOURCES

Understanding Nationalism, pages 361–366

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://culture.alberta.ca/educationfund/priorities/docs/Issues.pdf>

Human Rights, Citizenship and Multiculturalism Alberta offers a brief issue paper titled “A Snapshot of Diversity Issues and Challenges in Alberta.”

www12.statcan.ca/english/census01/Products/Analytic/companion/etoimm/provs.cfm

Statistics Canada provides an ethnocultural portrait of the provinces at this site.

www.cbc.ca/arts/tv/little_mosque.html

Students may enjoy this in-depth interview with Zarqa Nawaz, creator of the hit CBC television series *Little Mosque on the Prairie*.

www.cbc.ca/newsinreview/dec07/index.html

A CBC News in Review video and story titled “Quebec’s Big Accommodation Debate” explores the controversy over reasonable accommodation in Québec.

www.accommodements.qc.ca/index-en.html

The report of the Bouchard–Taylor commission on reasonable accommodation in Québec.

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 4.16.2, Visions of Canada
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of visions of nation introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Distribute Reproducible 4.16.2, Visions of Canada, and tell students they will use this sheet to record a few details of various visions of Canada as they work through pages 361 through 366 of *Understanding Nationalism*. Then ask students to choose a partner — or assign partners — and instruct the pairs to read page 361. When they finish, ask volunteers to share with the class the notes they recorded on the reproducible. Students' responses will vary, but they may say:
 - In 1867, Thomas D'Arcy McGee said that it was important that the rights of minorities be respected in Canada. Only in this way would the country be united — and chaos and madness averted.
 - Wilfrid Laurier still believed in this vision of Canada. He argued that people should retain their basic features and that a great nation could be built out of these.
 - These early visions of Canada have not changed a great deal, but Canada is now a civic nation that has enshrined people's rights and embraces diversity.
2. Remind students to remain respectful and sensitive to the ideas and feelings of others, then guide the class through a discussion of the question in "Up for Discussion" on page 361 of *Understanding Nationalism*: The politicians, all men, who put together Confederation in 1867 are often called the Fathers of Confederation. Why do you think there were no mothers of Confederation? Students may suggest that women were not able to assume positions of power at the time because they were excluded from many aspects of public life — they could not vote or run for political office.
3. Use the issues that form the basis of Figure 16-7 (p. 362, *Understanding Nationalism*) — such as attitudes toward family and children, sense of humour, and ethnic background — to conduct a brief poll of the class about what to consider when choosing a spouse. Then display an overhead transparency or presentation slide of Figure 16-7 and examine the graph with the class. Ask students to compare the results of the survey with the results of the class poll. How similar or different were the results? What might account for these similarities and differences?
4. Ask students to work with their partner to read pages 362 and 363 of *Understanding Nationalism* as far as "Making a Difference" and to continue making notes on Reproducible 4.16.2, Visions of Canada. When they finish, you may wish to ask students to respond to the activity icon on page 362 and the question in the caption for Figure 16-8. In response to the activity icon, students may suggest that the fact that relatively few Canadians feel the ethnic background of a potential spouse is important proves that multiculturalism and pluralism are working in this country. In response to the caption question, students may suggest that the influx of immi-

grants and Canadians into Alberta may dilute the individual and group identity of Albertans. Others may argue that it will not have much impact because the province is already — and historically has always been — diverse.

5. With students, read “Making a Difference: Zarqa Narwaz — Breaking Down Stereotypes.” Ask students to complete the first activity in “Explorations” (p. 363, *Understanding Nationalism*). When they finish, ask volunteers to share their responses. Students may suggest that
 - it’s hard to be angry or resentful when you’re laughing
 - making a joke can help make a difficult or painful issue seem less serious
 - respectful humour helps people get to know each other better
 - humour helps people deal with contentious issues
6. Give students time to complete Activity 2, circulating to provide help where required, and perhaps to determine which students are developing a novel approach in their scenario. When they finish, divide the class into small groups to discuss the issues and scenarios. You may also choose to ask a few students to roleplay or explain their scenario to the class.
7. Draw students’ attention to “Voices” on page 364 of *Understanding Nationalism*. Read the two quotations aloud or ask a volunteer to do so. Give students a moment to reflect on the quotations, then point out that, taken together, these two quotations represent one vision of Canada. Ask volunteers to articulate two other visions of Canada. Then ask the class how someone with a different vision of the country might respond to the ideas expressed in “Voices.”
8. Ask students to work with their partner to read pages 364 through 366 of *Understanding Nationalism* as far as the heading “Meaning of a Nation of Nations” and to finish making notes on Reproducible 4.16.2, *Visions of Canada*. Ask volunteers to share their conclusions on whether each vision listed on the reproducible has become a reality in Canada and why or why not.
9. Display an overhead transparency or presentation slide of Figure 16-12 (p. 365, *Understanding Nationalism*). Read the caption aloud and ask students to respond to the question it contains. Students may suggest that the ADQ’s rise in popularity demonstrates that support for sovereignty has decreased in Québec. If you ask them why this might be so, students may suggest that Québécois are identifying more strongly with Canada now than they did in the past. They may also suggest that people have given up on the idea of sovereignty.
10. Give students time to prepare the roleplay suggested in the second activity icon on page 365 of *Understanding Nationalism*. Remind students to use respectful language, then ask them to conduct the conversation.
11. To conclude the lesson, you may choose to ask students if they believe the reasonable accommodation hearings in Québec are a sign that Canadians are becoming less respectful of differences or a sign that democracy is working in Canada.

DIFFERENTIATING INSTRUCTION

1. Struggling readers may need more time to complete some of the activities in this lesson, such as developing a scenario for a new TV show and developing a roleplay.
2. Some students may wish to take their scenario for a new television show into production. You may wish to ask them to submit their scenario to you for approval before they prepare a videotape to show to the class. You may also wish to preview the footage to make sure the humour and tone are appropriate.
3. Instead of the discussion between two Parti Québécois members, pairs of students could roleplay a discussion between a First Nations leader and a member of the governing party about how to achieve a greater degree of self-determination for Aboriginal peoples. Ask these students to prepare three or four points they want to make and to consider three or four arguments the other person may make.
4. If some students would rather not perform a roleplay, they could prepare an audiotape or written dialogue between the two characters suggested in the second activity icon on page 365 of *Understanding Nationalism* or in the point above — or two characters of their own choice.
5. Interested students could conduct further research on the reasonable accommodations debate in Québec (see “Additional Resources”). They could then draft a Canadian Code of Conduct.

LESSON 16

VISIONS OF CANADA (CONTINUED)

Chapter-issue question: Should I embrace a national identity?

Inquiry question: What are some visions of Canada? (continued)

In this lesson, students will explore how asymmetrical federalism, multiculturalism, North American integration, and globalization shape visions of Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Prepare an overhead transparency or presentation slide of Figure 16-15 (p. 370, *Understanding Nationalism*).

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

RESOURCES

Understanding Nationalism, pages 366–371

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.queensu.ca/iigr/working/archive/Asymmetric/papers.html

The Institute of Intergovernmental Relations at Queen's University offers a wide range of academic articles in a special series on asymmetrical federalism, including one by Ted Morton titled "Equality or Asymmetry? Alberta at the Crossroads."

www.worldnetdaily.com/news/article.asp?ARTICLE_ID=54857

This March 2007 article explores the claim that Mexico, Canada, and the United States are holding talks about North American integration.

www.brookings.edu/press/Books/2002/futureofnorthamericanintegration.aspx

A brief review of *The Future of North American Integration: Beyond NAFTA*. The book's authors argue that in addition to trade, areas such as migration, security operations, drug trafficking enforcement, environmental protection, energy and water management, and infrastructure development could be integrated in North America.

www.quillandquire.com/authors/profile.cfm?article_id=6856

This *Quill and Quire* profile of Neil Bissoondath features the writer and his works of fiction, as well as the controversial 1994 non-fiction book, *Selling Illusions*, that attacked Canada's policy of official multiculturalism.

www.earth.columbia.edu/articles/view/1804

Columbia University's Earth Institute site briefly profiles Jeffrey Sachs and provides links to a full biography, speeches, and articles.

www.vanityfair.com/politics/features/2007/07/sachs200707

A *Vanity Fair* article titled "Jeffrey Sachs's \$200-Billion Dream."

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on students' understanding of various visions of Canada.

TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, draw a square, a rectangle, and an equilateral triangle. Draw a line dividing each shape into two equal halves. Explain that these halves are symmetrical and write the term "symmetrical" on the chalkboard. Ask students how they would define this word. Record their suggestions around the term on the chalkboard until you arrive at something like "equal quantities" and "mirror image." Then direct students' attention to the exploding concept for "asymmetrical federalism" on page 366 of *Understanding Nationalism* and read the correlative terms. Ask students to define "asymmetrical" — not equal, not a mirror image.
2. Ask a volunteer or volunteers to read the first three paragraphs in the section titled "Meaning of a Nation of Nations" (p. 366, *Understanding Nationalism*). Then read the activity icon aloud. Give students time to discuss the question with their partner, then ask the class to brainstorm to create a list of ways that adopting asymmetrical federalism might affect Canadian identity. Record students' responses on the chalkboard, making sure that you hear from a range of students. Students may suggest
 - It's not fair to treat different parts of the country differently.
 - Everyone should have the same opportunities, no matter where they live.
 - Diversity is an important Canadian value — but it does not necessarily mean that all people will always have the same opportunities.
 - Ensuring that everyone gets what they need helps make Canada stronger, but it does not mean that everyone should get — or will need — the same things. Different needs may require different treatment.
3. Draw student's attention to "The View from Here" on page 367 on *Understanding Nationalism*. Read aloud the introduction and Michael Adams's statement. Ask volunteers to sum up this view of multiculturalism in a sentence or two. Then ask students to read the other two quotations. When they finish, instruct students to write a sentence or two that sums up each speaker's views on multiculturalism.
4. Divide the class into groups of three and instruct students to work as a group to complete the first activity in "Explorations" (p. 367, *Understanding Nationalism*). Ask volunteers to share the questions that their group developed. Remind students to use respectful language and ask them to respond to the second question in "Explorations." Students may suggest that some immigrants feel the policy has been a failure because
 - They can't find a job — even if they have advanced degrees, training, and other qualifications from their homeland.
 - Most Canadians don't know much about them and where they come from.
 - Their language is almost never spoken outside their community.
 - They seldom see their community represented in ads or on TV programs.

Students who think immigrants will feel the policy is a success may say that

- Canada has given immigrants a chance for a new and better life
 - immigrants' children can get a good education
 - immigrants are encouraged to remember and celebrate their homeland
 - the government funds some of various immigrant communities' cultural activities
5. Tell students to remain their groups and ask them to read pages 368 and 369 of *Understanding Nationalism* as far as "Taking Turns" and to respond to the activity icons on each page. When they finish, ask volunteers to share their group's responses. In response to the question on page 368, students may suggest that Canada would face the political challenge of keeping the rest of the country together and the economic challenge of replacing the resources of the province or territory that wanted to separate. Students' responses to the question on page 369 will vary, but make sure they remain sensitive and respectful of the ideas and feelings of others.
 6. Ask the groups to read "Taking Turns," with each member of the group reading one of the responses in the feature aloud to the other group members. Instruct students to respond to the questions in "Your Turn" and guide the class through a discussion.
 7. Divide the class in half for a tag debate (see p. 80) on the question in "Up for Discussion" on page 369 of *Understanding Nationalism*: Canada and the U.S. have made many trade and defence agreements. Does this mean that Canada has already become part of the U.S. — even if Canadians and American don't know it? Or you may wish to turn this question into a statement and conduct a four-corners debate (see p. 80).

At the end of the debate, you may wish to ask students to identify questions that need further clarification.
 8. Display an overhead transparency or presentation slide of Figure 16-15 (p. 370, *Understanding Nationalism*) and read the caption aloud. Guide the class through a brief discussion of the question in the caption, making sure you invite responses from a variety of students. Students may suggest that the photograph illustrates the diversity of Canada's population and that more and more Canadian cities resemble the one in the photograph. Other students may suggest that the photograph is not truly representative of Canada because the diversity shown exists more in big cities than in small towns and rural environments.
 9. Read aloud the section titled "Canada and Globalization" (p. 370, *Understanding Nationalism*) and ask students to respond to the questions in the activity icon. Some students may suggest that individuals should be responsible for improving feelings of trust in ethnically diverse neighbourhoods because it is the most effective way to bring about lasting change. When people get to know one another, they will trust one another more. Other students may say that the government should be responsible because if individuals are left to do it all themselves, it may never happen. If the government is going to encourage ethnic diversity, then it has an obligation to ensure that neighbourhoods are safe and that people can trust one another. And many may say that it is important to foster these feelings because misunderstandings and intolerance can result from distrust — and this harms the country and all Canadians.
 10. Draw students' attention to "Voices" on page 371 of *Understanding Nationalism*. Read the words of Neil Bissoondath and ask students to respond to this view. Students may suggest that Bissoondath is too harsh and that it would matter to the international community if Canada ceased to exist.

11. Ask students to read the section titled “Canada in the World” (p. 371, *Understanding Nationalism*) and to complete the activities in “Recall . . . Reflect . . . Respond.” When they finish, discuss their responses as a class. Although students’ responses will vary, they may raise the following points:

Question 1

Students may say that the government should treat all the provinces equally. Adopting asymmetrical federalism could make some provinces more independent and powerful than others — and this isn’t fair. Others may say that the provinces have different resources and their own cultures and histories, and these should be taken into account in deciding how they are treated.

Question 2

Some students may say that elements of multiculturalism and pluralism could be dropped to promote Canadian identity. They may suggest that a strong Canadian identity and unity provides more benefits than pluralism. Others may argue that it is possible to have both multiculturalism and pluralism and a strong Canadian identity — respect for multiculturalism and pluralism is part of the Canadian identity.

Question 3

Students may say that before deciding whether Canada should try to regain its position as a world leader in peacekeeping, a careful analysis of the pros and cons should be conducted. For example, people would have to weigh the economic benefits of regaining this position against the economic costs of doing so.

12. Remind students to bring their journal on nationalism to the next class.

DIFFERENTIATING INSTRUCTION

1. Group students with differing reading and writing skills to complete the activities in “Explorations” (p. 367, *Understanding Nationalism*).
2. Some students may want to know more about a critic of Canada’s policies and leadership role, such as Neil Bissoondath or Jeffrey Sachs (see “Additional Resources”). They could prepare a response that agrees or disagrees with one of these people’s position. Make sure that students’ responses provide reasons for their judgment.
3. Students could be asked to create a visual depiction of one of the issues explored in this chapter to date. These include asymmetrical federalism, multiculturalism, dividing Canada, integrating North America, and globalization. Students should be prepared to explain the elements of their image(s) to the class.

LESSON 17

PERSONAL VISIONS OF NATIONAL IDENTITY

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

SKILL BUILDER TO YOUR CHALLENGE: DEVELOP RELEVANT QUESTIONS

Chapter-issue question: Should I embrace a national identity?

Inquiry question: What is your vision of national identity?

Students will explore their own visions of national identity. The lesson concludes with end-of-chapter activities and the final skill builder.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 4.16.3, Visions of Nation
- Reproducible T, Developing Effective Questions

RESOURCES

Understanding Nationalism, pages 372–375

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.youthassembly.ca/dnn

The web site of the Global Youth Assembly, presented in 2007 and 2009 by the Edmonton-based John Humphrey Centre for Peace and Human Rights.

www.vanityfair.com/politics/features/2007/07/sachs200707

A *Vanity Fair* article titled “Jeffrey Sachs’s \$200-Billion Dream.”

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

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an evaluation 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 visions of and challenges to national unity.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 372 of *Understanding Nationalism* and draw their attention to the photo essay titled “Picturing Canadian Identity.” Divide the class into five groups and assign one photo to each group. Direct the groups to examine their assigned photograph, read the caption, and respond to the question each caption contains. When they finish, ask each group to appoint a spokesperson to share with the class their responses. Responses will vary but may contain some of the following points:

Figure 16-16	Figure 16-17	Figure 16-18
<p>The story of Vimy Ridge is still important because</p> <ul style="list-style-type: none"> • Canada still has soldiers in the field • past glories help a nation define itself • people must remember their history to understand how they got where they are — and not be doomed to repeat their mistakes <p>The story of Vimy Ridge is not important because</p> <ul style="list-style-type: none"> • past battles do not reflect current realities • people do not base a national identity only on battles • it glorifies war 	<p>Canadians should recognize the importance of finding renewable energy sources as part of their national identity because</p> <ul style="list-style-type: none"> • it makes global leadership and responsibility part of the nation’s identity • as a major oil producer, Canada should find alternatives to be sure the economy is solid when the oil is gone • renewable energy will make Canada more independent and therefore stronger <p>Canadians do not need to recognize the importance of finding renewable energy sources as part of their national identity because</p> <ul style="list-style-type: none"> • energy is a commercial product and should not be part of a national identity • Canada has plenty of oil 	<p>Conserving and protecting the environment should be part of Canadians’ national identity because</p> <ul style="list-style-type: none"> • Canadian identity has traditionally been based on the outdoors and the country’s immense size and natural beauty • all people have a responsibility for preserving the environment — for stewardship <p>Conserving and protecting the environment should not be part of Canadians’ national identity because</p> <ul style="list-style-type: none"> • identity is not just the outdoors • “unspoiled” can mean “underused” — and Canadians should learn to use all the country’s resources • many Canadians will never visit these places, so they really don’t affect national identity one way or the other

Figure 16-19	Figure 16-20
<p>Diversity should be viewed as a key aspect of national identity because</p> <ul style="list-style-type: none"> • diversity is a key Canadian value • it makes the country and its national identity stronger • embracing diversity makes Canada's national identity more positive in the eyes of the world <p>Diversity is not necessarily a key aspect of national identity because</p> <ul style="list-style-type: none"> • diversity creates too many visions of the national identity, so no single, strong Canadian identity can emerge 	<p>Canadian identity should include a commitment to peacekeeping because</p> <ul style="list-style-type: none"> • it is part of Canada's traditional role in the world • doing good abroad helps build a more positive national identity • Canada's national identity should include helping others <p>Canadian identity should include a commitment to peacemaking because</p> <ul style="list-style-type: none"> • world peace enhances opportunities for everyone <p>Canadian identity does not require a commitment to peacekeeping because</p> <ul style="list-style-type: none"> • national identity should be based on helping Canadians • too much international involvement can dilute national feelings <p>Canadians should not be involved in peacemaking because</p> <ul style="list-style-type: none"> • other countries' internal affairs are none of Canada's business • peacemaking uses a lot of resources that would be better used in building a stronger, more equitable Canada

2. Draw students' attention to "Voices" (p. 372, *Understanding Nationalism*) and read the words of David Orchard and Keen Sung aloud. Point out that these quotations represent two personal visions of nation. Ask students which of these visions, if either, most closely resembles their own. What would they add to these visions? What key elements would they include in their own vision of Canada? You may choose to jot their responses on the chalkboard or a sheet of chart paper so you can ask students to reconsider them later.
3. Distribute Reproducible 4.16.3, Visions of Nation, and ask students to fill in the chart as they read the remainder of pages 372 and 373 of *Understanding Nationalism*. The exercise they completed in Step 2 will help them fill in the first two rows. When they complete the reproducible, instruct them to write at the bottom of the page a summary statement that describes their vision of Canada. Divide the class into small groups and ask students to discuss their charts and statements as a group.
4. Direct students' attention to the activity icon on page 372 and guide the class through a discussion based on the notes you made earlier and the notes and the statement students developed on their reproducibles.
5. Direct students' attention to the activity icon on page 373. Read the activity icon aloud and guide the class through a discussion. This discussion may help students prepare for the final related challenge, so you may want to spend some time on it.

6. Assign one or more of the end-of-chapter activities (p. 374, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, 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: Develop Relevant Questions" (p. 375, *Understanding Nationalism*). Read aloud the introduction. Make sure students can locate their journal on nationalism and ask them to work through Step 1. Circulate to provide help and guidance as required.
8. With students, review the section titled "Powerful Questions" (p. 7, *Understanding Nationalism*), then distribute Reproducible T, Developing Effective Questions. Review the tips in this checklist before asking students to move on to Step 2. Again, circulate to provide help and guidance.
9. Ask students to move on to developing responses and consolidating their position. Explain that they will complete the final step in the next lesson.

DIFFERENTIATING INSTRUCTION

1. You may wish to work with some students yourself to help them complete Reproducible 4.16.3, Visions of Nation.
2. Encourage interested students to find out more about the Global Youth Assembly (see "Additional Resources"). They could tell the class a few of the facts that they find.
3. Modify the end-of-chapter activities to accommodate students' learning styles and abilities. Question 2, for example, could be modified to allow students to write a rap verse or create a visual image to update the poem.

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

(p. 374, *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. As they prepare their responses, remind students that it is okay if they are still undecided or unsure. Make sure that in their responses, they explain why they feel this way.
2. a) Students may say the national identity Duke Redbird expresses in his poem is a universal Canadian identity.
b) Make sure that students' lines use appropriate language.

LESSON 18

YOUR CHALLENGE PRESENTATIONS

Related-issue question: Should individuals and groups in Canada embrace a national identity?

The challenge for Related Issue 4 requires students to participate in a four-corners debate that explores and presents an informed position on the question for this related issue. The class will then build a consensus in response to the key course question: To what extent should we embrace nationalism? In this lesson, students will participate in the four-corners debate and complete the consensus-building exercise.

ESTIMATED TIME: 75 minutes

GETTING READY

Review the procedure for a four-corners debate (see p. 80).

Post the statement to be debated — Individuals and groups in Canada should embrace a national identity — in a prominent place.

On pieces of card, prepare four signs with the labels “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Post one sign in each of the four corners of the classroom.

Photocopy extra copies of reproducibles.

- Reproducible 4.13.1, Assessing a Four-Corners Debate (optional)
- Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric
- Reproducible 4.13.3, Your Challenge 4 — Checklist for Success (optional)
- Reproducible S, Building Consensus (optional)

RESOURCES

Understanding Nationalism, pages 286–375

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' preparation, participation, and presentation using Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric. As students explain their positions and their reasons for changing positions, and as they ask and respond to questions, make notes about the knowledge and understanding they bring to the debate. In addition, assess their involvement in the debate.

You may also wish to incorporate peer feedback into your assessment by asking students to use Reproducible 4.13.1, Assessing a Four-Corners Debate, or Reproducible 4.13.3, Your Challenge 4 — Checklist for Success, as a guide for assessing the participation of a partner.

Follow up by providing specific feedback to individual students on how they can improve their research, questioning, presentation, and participation skills.

TEACHING AND LEARNING STRATEGIES

1. Begin by reminding students of appropriate behaviour for participating in debates and review guidelines for showing respect and sensitivity in the classroom. You may wish to emphasize that students will be debating the issue, not participating in a popularity contest. You could use, for example, the habits of mind set out on page 8 of *Understanding Nationalism* as the basis of a discussion of active, positive participation in debates.
2. Review and explain the debate process. Remind students that everyone's views are important and will be heard, but reasonable time limits must be placed on discussions. Establish what you consider reasonable time limits (e.g., two minutes for stating a position, 20 seconds for asking a question, one minute for responding). Establish acceptable voice levels and encourage students to make notes as they listen to other speakers. They can use these notes to help them modify the questions they developed in "Skill Builder to Your Challenge: Develop Relevant Questions" (p. 375, *Understanding Nationalism*), to develop new questions, and to justify their decision to stick with — or change — their positions.
3. If you wish to incorporate peer feedback, ask students to choose a partner — or assign partners. The partners need not take the same position in the debate. Distribute Reproducible 4.13.1, *Assessing a Four-Corners Debate*, or 4.13.3, *Your Challenge 4 — Checklist for Success*, and instruct the pairs to use the reproducible to assess each other's initial position. Instruct the pairs to discuss various aspects of this initial assessment by considering questions such as
 - Does your partner's initial position show a clear understanding of the issue?
 - What is one idea you can offer to make your partner's preparation for this debate — or for future debates — more effective?
 - Did your assessment help you learn anything that will help you prepare for this debate or for future debates?
4. Begin the debate by instructing students to stand under the sign that reflects their initial position on the issue. Note on the chalkboard the number of students who stand in each corner.
5. Select students in each position to present their reasons for taking that position. Remind those who are listening to make notes to use in asking questions and considering their own position. Give students time to ask and answer questions. If these presentations start to become repetitive, you may want to ask whether someone has new reasons to add.
6. When you are satisfied that as many ideas as possible have been elicited and a good number of questions addressed, instruct students to reconsider their positions. When they are ready, students may move to the corner that reflects their new position.
7. When all who wish to change position have moved, note on the chalkboard the number of students in each corner. Ask several students in each position to explain why they changed — or maintained — their position. Allow time for questions and answers.
8. Repeat the process until no changes occur.
9. If you are using peer feedback, instruct students to refer to Reproducible 4.13.1, *Assessing a Four-Corners Debate*, or Reproducible 4.13.3, *Your Challenge 4 — Checklist for Success*, to assess the level and quality of their partner's active listening, critical thinking, and respectful

participation in the debate. You may wish to help them complete this phase of the assessment by suggesting they ask themselves questions such as

- Did your partner display a clear understanding of many points of view and perspectives?
- Was the evidence your partner presented relevant, free of bias, and reliable?
- Was your partner thoughtful in changing — or maintaining — a position?
- Did your partner play an active and positive role in the debate?
- What is one idea you can offer to make your partner's participation in future debates more effective?
- Did your assessment help you learn anything that will help you in future debates?

Note that these peer assessments will become part of your evaluation and will provide insights into how each debater was viewed by a classmate.

Review all peer assessments before sharing them with students.

10. To prepare for the consensus activity on the key course question — To what extent should we embrace nationalism? — briefly review the skill builder on building consensus on page 331 of *Understanding Nationalism*. You may also wish to distribute copies of Reproducible S, Building Consensus, to help students build a consensus.
11. Divide the class into small groups and ask each group to select a moderator, a recorder, and a speaker. The moderator will ask each group member to share her or his response to the key course question. The recorder will jot down the main points of each of the responses, grouping similar responses and identifying responses that differ from the majority's views. The group will then work together to narrow down the various responses and work toward a consensus. You may wish to discuss conditions or limits for adding responses to accommodate various views (e.g., each member of a group must contribute at least once but not more than four or five times). When it seems that group members agree, the moderator can declare that consensus has been reached.
12. When this point has been reached, or a reasonable time has elapsed, ask each group's speaker to present the group's consensus or main points of agreement — and perhaps sticking points — to the class.
13. Acting as moderator, guide the class through similar steps to arrive at a class consensus by asking questions like these:
 - Which group's consensus appeals to you most? Least? Why?
 - What would you add? Subtract? Change?
 - How would you word the final consensus?

If no consensus can be reached, explain that this is an appropriate outcome — consensus cannot always be reached. Or you may wish to initiate a vote using the strategy outlined in Step 10 on page 395.

DIFFERENTIATING INSTRUCTION

1. Students who are not comfortable with the give and take of debate may prefer to work with a partner who can do most of the talking.
2. Make sure the partners that students choose or that you assign have compatible skills.
3. Continue to monitor students' comfort level when presenting reasons, answering questions, and accepting peer feedback. Provide feedback to individual students on how they could improve their debating and participation skills in future classes — and in life.