

## Assessing a Four-Corners Debate

Name \_\_\_\_\_ Date \_\_\_\_\_

**Rating scale:**

1 = ineffective    2 = okay    3 = average    4 = effective    5 = highly effective

Whole Class	Challenge Tip	Me
	<p style="text-align: center;"><b>Listen Actively</b></p> <p>Make notes about what others say so that you can fine-tune your response.</p> <p>Analyze key phrases and ideas presented by others to ensure that you understand their message.</p> <p>Treat disagreement as an opportunity to learn about other points of view and perspectives that you can build on.</p>	
	<p style="text-align: center;"><b>Think Critically</b></p> <p>Be open to the idea of changing your opinion when you encounter valid evidence and sound arguments.</p> <p>Be strong-willed enough to maintain a position you believe in without being stubborn. Present a position that is supported by persuasive arguments and valid evidence.</p> <p>Be aware of your own biases.</p>	
	<p style="text-align: center;"><b>Participate Respectfully</b></p> <p>Be willing to accept that others believe as strongly in their position as you believe in yours.</p> <p>Be open to new ideas and extend to others the same respect you expect.</p> <p>Be willing to explore new ideas.</p> <p>Be careful to focus on the ideas, not the person.</p>	

## Your Challenge 4 – Evaluation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Your participation in the four-corners debate and in the consensus-building activity

Category	Insufficient	Limited	Adequate	Proficient	Excellent
<b>Knowledge and Understanding</b>					
<b>Shows an understanding of what it means to embrace a national identity and nationalism</b>	Shows insufficient understanding of what it means to embrace a national identity and nationalism	Shows limited understanding of what it means to embrace a national identity and nationalism	Shows some understanding of what it means to embrace a national identity and nationalism	Shows solid understanding of what it means to embrace a national identity and nationalism	Shows excellent understanding of what it means to embrace a national identity and nationalism
<b>States a position on whether national identity and nationalism should be embraced</b>	Does not state my position	States my position with limited effectiveness	States my position with some effectiveness	States my position effectively	States my position highly effectively
<b>Includes valid evidence to support position</b>	Includes insufficient evidence	Includes little valid evidence	Includes some valid evidence	Includes an adequate amount of valid evidence	Includes a great deal of valid evidence
<b>Selection, Analysis, and Evaluation of Information</b>					
<b>Uses a variety of sources</b>	Uses an insufficient variety of sources	Uses a limited variety of sources	Uses some sources	Uses an adequate variety of sources	Uses a wide variety of sources
<b>Reflects relevant, valid, reliable evidence that is free of bias</b>	Does not reflect sufficient relevant, valid, reliable, and bias-free evidence	Reflects a limited amount of relevant, valid, reliable, and bias-free evidence	Reflects some relevant, valid, reliable, and bias-free evidence	Reflects relevant, valid, reliable, and bias-free evidence	Reflects highly relevant, valid, reliable, and bias-free evidence
<b>Reflects diverse points of view and perspectives</b>	Does not reflect sufficiently diverse points of view and perspectives	Reflects diverse points of view and perspectives in a limited way	Reflects some diverse points of view and perspectives	Reflects diverse points of view and perspectives	Reflects widely diverse points of view and perspectives

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**REPRODUCIBLE 4.13.2 CONTINUED**

<b>Shows the criteria used to make judgments</b>	Does not show criteria used to make judgments	Shows criteria used to make judgments in a limited way	Shows some criteria used to make judgments	Shows criteria used to make judgments	Shows criteria used to make judgments highly effectively
<b>Presentation</b>					
<b>Presents a clear and consistent message</b>	Does not present a clear and consistent message	Presents a limited message	Presents a somewhat clear and consistent message	Presents a clear and consistent message	Presents a very clear and consistent message
<b>Is suited to purpose and audience</b>	Is not suited to purpose and audience	Is insufficiently suited to purpose and audience	Is somewhat suited to purpose and audience	Is well-suited to purpose and audience	Is very well-suited to purpose and audience
<b>Considers the points of view and perspectives of others</b>	Does not consider the points of view and perspectives of others	Considers the points of view and perspectives of others in a limited way	Sometimes considers the points of view and perspectives of others	Considers the points of view and perspectives of others	Consistently considers the points of view and perspectives of others
<b>Shows respect in discussions</b>	Shows insufficient respect in discussions	Shows limited respect in discussions	Shows some respect in discussions	Shows respect in discussions	Consistently shows respect in discussions

# Your Challenge 4 – Checklist for Success

Name \_\_\_\_\_ Date \_\_\_\_\_

Item	No	Partly	Yes	Date Completed	Comment (Teacher or Peer)
My participation in the debate and in the consensus-building activity . . .					
<b>My Knowledge and Understanding of the Issue</b>					
Shows my understanding of what it means to embrace a national identity and nationalism					
States my position on whether national identity and nationalism should be embraced					
Includes valid evidence to support my position					
<b>My Selection, Analysis, and Evaluation of Information</b>					
Shows that I have used a variety of sources					
Reflects relevant, valid, reliable evidence that is free of bias					
Reflects diverse points of view and perspectives					
Shows the criteria I used to make judgments					
<b>My Presentation</b>					
Presents a clear and consistent message					
Is suited to my purpose and audience					
Considers the points of view and perspectives of others					
Shows that I can contribute respectfully to discussions					

## Analyzing Posters

Name \_\_\_\_\_ Date \_\_\_\_\_

Questions to Consider	Canadian Pacific Railway Poster	Expo 67 Poster	Vancouver Olympics Poster
What three words would you use to describe the Canada that this poster shows?			
What is the poster's goal?			
What is one element of Canadian identity that the poster leaves out?			
How well does the poster match reality? (1 = not realistic; 5 = very realistic)			
How closely does the poster match your vision of Canada? (1 = not at all; 5 = very closely)			

## Differing Visions of Canada

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Individual</b>	<b>Individual's Vision of Canada</b>	<b>Matches My Vision of Canada</b> (1 = not at all; 5 = very closely)
Susan Delacourt		
Margaret Atwood		
Peter C. Newman		
Emily Carr		
John Diefenbaker		
Joe Clark		
Stephen Harper		
Pierre Trudeau		

# Visions of Canada

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Use the T-chart to respond to Question 1 of "Recall . . . Reflect . . . Respond" on page 295 of *Understanding Nationalism*.

TV Series	National Identity Expressed

2. Vision that had the greatest impact on the creators of these popular programs:

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Reasons for my judgment:

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3. Vision that most effectively captures the nature of the country today:

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Reasons for my judgment:

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If none, another vision that captures the nature of Canada today:

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## Evolving Visions of Canada

Name \_\_\_\_\_ Date \_\_\_\_\_

Speaker or Writer	Vision of Canada
Shingwaukonse	
Catharine Parr Traill	
Antoine-Aimé Dorion	
Thomas D’Arcy McGee	



# Meeting People's Needs

Name \_\_\_\_\_ Date \_\_\_\_\_

Group members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assigned topic: \_\_\_\_\_

<b>How the Group's Needs Were Met in the Past</b>	<b>Government Attempts to Address the Group's Needs</b>	<b>Success or Failure of Government Measures</b>

## Meeting People's Needs with the Charter of Rights

Name \_\_\_\_\_ Date \_\_\_\_\_

Group: \_\_\_\_\_

Would Section 15 of the Charter have helped ensure that this group's needs were met? Why or why not?

What words or phrases in Section 15 support your ideas?

Do you think Canada now meets the needs of all peoples all the time? Explain your thoughts.

Give two examples that support your ideas.

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-

# Some Debates about Visions of Canada Today

Name \_\_\_\_\_ Date \_\_\_\_\_

Founding Nations Debate	Multiculturalism Debate
<b>My New Phrase to Replace "Three Founding Nations"</b>	
<b>Patterns in Immigrants' Sense of Canadian Identity</b>	<b>Is the debate over multiculturalism healthy or unhealthy?</b>

# Analyzing the Debate Statement

Name \_\_\_\_\_ Date \_\_\_\_\_

**Debate statement:**

Individuals and groups in Canada should embrace a national identity.

<b>Key Words and Phrases</b>	<b>Definitions and Understandings</b>	<b>Examples</b>

<b>Questions about the Parts of the Statement</b>	<b>Possible Answers</b>

<b>Questions about the Statement as a Whole</b>	<b>Possible Answers</b>

# Symbols of Canada

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Animal Symbol of Canada</b>	<b>Why This Symbol Is Appropriate</b>
• Beaver	- historical tie to the fur trade - stands for Canadian characteristics of hard work and self-sufficiency
<b>Other Animals I Would Choose to Represent Canada</b>	<b>Why This Symbol Is Appropriate</b>
•  •	
<b>Other Symbols of Canada</b>	<b>Why This Symbol Is Appropriate</b>
•  •  •	

# Symbols, Myths, and National Identity

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Way Symbol or Myth Has Been Used</b>	<b>Ranking of Success</b> (1 = not very successful; 5 = very successful)	<b>Reason(s) for My Judgment</b>

# How Institutions Promote Canadian Identity

Name \_\_\_\_\_ Date \_\_\_\_\_

Institution	Goals	Strategies That Promote Canadian Identity	Example
Cultural Institutions			
Educational Institutions			
Institutions That Seek Influence			
Economic and Commercial Institutions			

**Mock Canadian Citizenship Exam  
Selected Questions, 1997 and 2007  
Dominion Institute–Ipsos Reid**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Question</b>	<b>Answer</b>
1. What was the main trade controlled by the Hudson's Bay Company?	
2. Who is Canada's head of state?	
3. Which four provinces joined together in Confederation?	
4. What three oceans border Canada?	
5. Name four of the five great lakes.	





# Programs and Examples

Name \_\_\_\_\_ Date \_\_\_\_\_

## Arts and Cultural Programs

1. \_\_\_\_\_
2. \_\_\_\_\_

## Educational Programs

1. \_\_\_\_\_
2. \_\_\_\_\_


## Programs That Promote Peace, Order, and Good Government

1. \_\_\_\_\_
2. \_\_\_\_\_


## Economic Programs

1. \_\_\_\_\_
2. \_\_\_\_\_


## Examples of Programs


 \_\_\_\_\_  
Royal Canadian Mounted Police


 \_\_\_\_\_  
Royal Canadian Mint


 \_\_\_\_\_  
Citizenship and Immigration Canada

 \_\_\_\_\_  
Canada Border Services Agency

 \_\_\_\_\_  
One in a Million National Flag Challenge

 \_\_\_\_\_  
National Film Board

 \_\_\_\_\_  
Katimavik

 \_\_\_\_\_  
Canada World Youth

# Our Advertising Campaign

Names \_\_\_\_\_ Date \_\_\_\_\_

<b>Program</b> _____
<b>Purpose of campaign</b> _____
<b>Target audience</b> _____

## Elements to Consider in Developing Campaign

Arguments we can use to persuade Canadians to be proud of this program and the country	
Logo or symbol we will develop	
Parts of our campaign (steps and actions)	
Plan of action (who will do what and when)	
How we would judge the success of our campaign	

## Individuals Who Promote a National Identity

Name \_\_\_\_\_

Date \_\_\_\_\_

Category	Example(s) in the Photo Essay	Example(s) from My Experience	Reasons for My Choice	Other examples in <i>Understanding Nationalism</i>
Musicians				
Painters				
Athletes				
Storytellers				
Others				

## Rethinking the 10 Greatest Canadians

Name \_\_\_\_\_ Date \_\_\_\_\_

What elements of Canadian identity does this list represent?

What elements of Canadian identity are missing from this list?

Does this list fairly represent Canada? If so, explain how. If not, explain why not.

What names would you add to this list? Why would you add them?

Whose name(s) would you delete to make room for your additions? Explain your choices.

## Exploring Our Community's Identity

Names \_\_\_\_\_ Date \_\_\_\_\_

Our community is located where it is because

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The following tales give our community its richness and character:

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We should interview the following people:

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---

We should mention the following places:

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---

We should tell about the following historical events:

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We should portray the following symbols or myths of our community:

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Our community is different, or special, because

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Our community has (has not) successfully promoted its identity because

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## Assessing a Four-Corners Debate

Name \_\_\_\_\_ Date \_\_\_\_\_

**Debate statement:**

“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.”

— Prime Minister Pierre Trudeau, 1971

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Whole Class	Challenge Tip	Me
	<b>Listen Actively</b>	
	Make notes about what others say so that you can fine-tune your response.	
	Deconstruct key phrases and ideas presented by others to ensure that you understand their message.	
	Treat disagreement as an opportunity to learn about other points of view and perspectives that you can build on.	
	<b>Think Critically</b>	
	Be open to the idea of changing your opinion when you encounter valid evidence and sound arguments.	
	Be strong-willed enough to maintain a position you believe in without being stubborn. Present a position that is supported by persuasive arguments and valid evidence.	
	Be aware of your own biases.	
	<b>Participate Respectfully</b>	
	Be willing to accept that others believe as strongly in their position as you believe in yours.	
	Be open to new ideas and extend to others the same respect you expect.	
	Be willing to explore new ideas.	
	Be careful to focus on the ideas, not the person.	

# My Loyalties

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Group, Collective, or Nation</b>	<b>Ranking of Importance to Me</b> (1 = not very important; 5 = very important)	<b>Key Goal(s)</b>	<b>Effect on Canadian Unity</b>



## Alienation in the West and Other Regions of Canada

Name \_\_\_\_\_ Date \_\_\_\_\_

Western Alienation	Alienation in Other Regions
Reactions to NEP	Newfoundland and Labrador in the past
Reform Party	
Letter to Ralph Klein, 2001	Newfoundland and Labrador now
<b>Response to Activity Icon on Page 338 of <i>Understanding Nationalism</i></b>	
<b>Response to Activity Icon on Page 339 of <i>Understanding Nationalism</i></b>	

## How Some Aspects of the Federal System Affect National Unity

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Aspect of the Federal System</b>	<b>How This Factor Contributes to National Unity</b>	<b>How This Factor Harms National Unity</b>
Equalization payments		
Political representation		
Official multiculturalism		

A concluding statement that addresses this question: In general, does the federal system enhance or harm national unity? Provide reasons that support your position.

# Challenges to National Unity

Name \_\_\_\_\_ Date \_\_\_\_\_

Challenge	Federal Government Strategy

## Emerging Trends and Their Impact on Canadian Unity

Name \_\_\_\_\_ Date \_\_\_\_\_

Emerging Trend	Current Impact	Predicted Future Impact
Immigration		
Urbanization		
Aboriginal Peoples		
Economic Globalization		

# Pluralism and Diversity

Name \_\_\_\_\_ Date \_\_\_\_\_

What makes a society pluralistic?	
How might identities evolve?	
How many national identities do you have? What are they — and why are they important to you?	
Is it important to study pluralistic societies? To foster their values and practices? Why?	
What does pluralism in Britain look like?	
How might popular international athletes and artists help more people accept pluralism?	

## Visions of Canada

Name \_\_\_\_\_

Date \_\_\_\_\_

Vision of Canada	Description and Details of Vision	Has this vision succeeded in becoming reality? Why – or why not?
Thomas D'Arcy McGee		
Wilfrid Laurier		
Civic nation		
Pluralism		
Diversity in Alberta		
A nation of many nations		
Aboriginal nations		
The Québécois nation		
Reasonable accommodation		

# Visions of Nation

Name \_\_\_\_\_ Date \_\_\_\_\_

Speaker	Vision of Nation	What I Would Add to This Vision
David Orchard		
Keen Sung		
Ernest Renan		
Edward Greenspon		
Andy Knight		
Jeffrey Sachs		

## My Vision of Canada

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