

Getting to Know *Understanding Nationalism*

Name _____ Date _____

1. What is the key course question?

2. Respond to the following questions.

Question	Response
How many related issues are included in <i>Understanding Nationalism</i> ?	
Which related issue seems to have the most to do with you? Why?	
How many challenges are included in <i>Understanding Nationalism</i> ?	
Which challenge do you think you will enjoy the most? Explain.	
How many chapters are included in <i>Understanding Nationalism</i> ?	
Which chapters look the most interesting to you? Why?	

3. Where can you look to locate specific information about a topic such as Aboriginal land claims?

4. Where can you check to find out how each challenge will be evaluated?

Continued on next page

REPRODUCIBLE TOT 1 CONTINUED

5. Where can you look to identify the chapter issues?

6. Which two special features do you think will be most interesting? Why?

7. Which two special features do you think will be most helpful as you study nationalism? Why?

8. Which two special features do you think your teacher might find most helpful? Why?

Practise Identifying and Asking Issue Questions

Name _____ Date _____

I Identify the issue element(s) involved in each of the following questions and record them in the space provided.

1. Is nationalism a positive or negative force in the world?

2. Was Pierre Trudeau's National Energy Program a power grab by Ottawa?

3. Is pursuing nationhood a legitimate goal?

4. Should Canada accept more immigrants to strengthen the economy?

5. Does the idea of nation matter in today's globalized world?

II Create your own question for each category.

Policy _____

Values _____

Definition _____

Fact _____

History _____

What Criteria Would You Use?

Name _____ Date _____

The following cases are imaginary, but they will help you practise your skill at developing criteria to make reasoned judgments. In the first case, two criteria are already filled in. You should choose at least one more criterion. In the second case, only one criterion is filled in. You should choose at least two more criteria. In each case, turn your criteria into questions.

Case 1

Your school's environment club has brainstormed to create a list of worthy projects. Now, club members must choose one. The selected project should

- be achievable over the course of the school year (Can the project's goals be achieved over the course of the year?)
- be something that will draw a lot of student support (Will the project draw a lot of student support?)
- _____
- _____

Case 2

Your friends and classmates have decided to nominate you for a position on your school's student government. You must decide whether to accept the nomination. Your decision depends on

- whether you can change the hours of your part-time job so that you can attend meetings (Can I adjust the hours of my part-time job so that I can attend meetings?)
- _____
- _____
- _____

Practise Identifying and Asking Powerful Questions

Name _____ Date _____

- I With a partner, discuss the following questions about Canada's participation in the North Atlantic Treaty Organization, or NATO. Rate the power of each question by placing a check mark in the appropriate box. Be prepared to explain your rating.

Question	Less Powerful	Somewhat Powerful	More Powerful
1. When did the Canadian government decide to join the North Atlantic Treaty Organization?			
2. Why did Canada decide to join NATO?			
3. Why should Canada continue to belong to NATO?			
4. What is the most important benefit or drawback of Canada's membership in NATO?			
5. To what extent does membership in NATO reduce Canadian sovereignty?			

- II Choose a topic (e.g., participating in Earth Hour, bullying). Imagine that a speaker will visit your school to discuss this topic. Create three powerful questions to ask your guest.

Topic _____

1. _____

2. _____

3. _____