

20-1: Exploring Nationalism

UNIT 1 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: To what extent should nation be the foundation of identity?

This alternative challenge activity requires students to create an in-class wall mural or collage that shows how their understanding of the concept of nation shapes — and is shaped by — their identity. This activity provides students with the opportunity to work in pairs or small groups to gather pictures and captions that illustrate regional identity and to plan and deliver an oral presentation about the meaning and purpose of the symbols they selected. Culminating with a teacher-led discussion of national symbols will bring the focus back to the related-issue question: To what extent should nation be the foundation of identity?

ESTIMATED TIME: 150 minutes

GETTING READY

Before you begin, be sure the classroom has an available wall or large bulletin board that can be used for some time. The wall mural should remain posted long enough to allow students to re-visit their work and revise errors, correct omissions, or add new insights.

Prepare and post a large outline map of Canada. This can be made with an overhead projector, an overhead master of an outline map of Canada, and a newsprint roll or large poster paper.

Modify* the evaluation rubric 1.1.2, Your Challenge 1 — Evaluation Rubric, to conform to the assignment. You may use this as a handout to give students a better understanding of the expectations. If you wish to add specific criteria for the presentation component, consider using reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric, as a guide.

Modify and photocopy other reproducibles as required.

- A modified* 1.1.1, Thinking About Your Coat of Arms (optional)
- A modified* 1.1.3, Your Challenge 1 — Checklist for Success (optional)
- A modified* 1.1.4, My Coat of Arms Proposal (optional)
- A modified* 1.1.5, Notes for my Coat of Arms (optional)
- A modified* 4.13.4, Analyzing Posters (optional)
- A modified* 4.16.5, Assessing Our Presentation (optional)
- A modified* Reproducible B: Ten Steps to Making Effective Presentations

* This alternative challenge activity parallels the initial challenge as much as possible in terms of purpose, format, and learning outcomes. The similar structure of the challenge allows you to use modified versions of the original reproducible student masters and evaluation rubric. These originals must be specifically adapted to fit the alternative assignment using the *Exploring Nationalism Teacher's Resource* on CD-ROM. In most cases, revisions might be as simple as changing “Coat of Arms” references to read “Canadian Regions Mural.”

RESOURCES

Exploring Nationalism, pages 14–109.

The library may serve as a source of magazines or other visuals students could use. You might wish to make an assortment of magazines available for students to cut up for their assignments.

As appropriate, direct students to sections of their textbook that focus on relevant skill development. Some skills of particular relevance for this activity include the following:

- Decision Making and Problem Solving (pp. 218–219)
- Persuading, Compromising, and Negotiating to Resolve Conflicts and Differences (pp. 240–41)
- Communicating Effectively to Express a Point of View (pp. 286–87)
- sample posters with reflective questions (p. 299)
- Web Connection: using pictures to describe identity (p. 301)
- assorted Canadian symbols (pp. 342–43)

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to course 20–2.

ASSESSMENT AND EVALUATION ACTIVITIES

Evaluate each student’s final product and presentation using the modified evaluation rubric:

1.1.2, Your Challenge 1 — Evaluation Rubric.

Use of peer or self-evaluation is optional.

TEACHING AND LEARNING STRATEGIES

1. As a class, brainstorm aspects of identity. Encourage students to refer to their textbook often for ideas. A possible list could include ethnicity, culture, religion, geography, language, and spirituality. Other ideas to consider include historical, social, economic, geographic, and political factors as they impact identity.
2. Split the class into pairs or small groups, depending on class size and how you decide to allocate the regions of Canada. You may assign one province or territory per group or join some together (e.g., the Atlantic region) so that the workload is evenly divided. There should be no duplication of regions, as this would complicate the posting of finished work.
3. Give each group a large sheet of paper to create a cutout version of their region that conforms in size to the one posted on the wall. Note that there is no need to individualize every Arctic island or present small islands such as P.E.I. separately. Students can just create a single shape that encompasses the entire region they are assigned, land and water. The final result will be a Canada-shaped mural showing diverse identities.
4. Instruct students to work in their assigned groups to gather pictures or captions that represent the identity of the region they have been assigned. They might photocopy, draw, or scan

images from books, or they might print images from the computer. If you have a selection of magazines that can be cut up, students could use those. You may wish to select groups and assign regions at the beginning of the unit so students can compile suitable visuals as they work through the unit.

5. At the end of the unit, students will post their sections of the mural and deliver an oral presentation to the class accounting for the symbols they selected. Allow time for questions and for peer evaluation, if you choose this option.
6. As a wrap-up activity, lead a discussion about the mural, looking for common or recurring elements of regional identity that form part of Canada's national identity. This will bring the regional focus of the activity back to the related-issue question: To what extent should nation be the foundation of identity?
7. Refer to the original teaching and learning strategies in the *Exploring Nationalism Teachers' Resource* (p.183) as they apply to this alternative challenge activity.