

20-1: Exploring Nationalism

UNIT 3 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: To what extent should internationalism be pursued?

This alternative challenge activity for related issue 3 requires students to conduct research on an international organization or agency and create a two-page spread for a magazine or e-zine that responds to the question that follows: *To what extent is nationalism compromised when countries become members of international organizations?* This lesson provides students with an opportunity to present their magazine feature in class, but you may need to allocate additional classes for the presentations.

ESTIMATED TIME: 160 minutes

GETTING READY

Obtain a copy of the McGraw-Hill Ryerson 20-2 text, *Understanding Nationalism*. Review the procedure for an e-zine or two-page magazine spread on pages 16 and 17.

Book the library or computer lab for student research.

Read this activity thoroughly in order to decide if you wish students to do this activity individually or in pairs.

Prepare 5 cm x 5 cm cards with the names of various international organizations and agencies. Have a bowl on hand to put the cards in for the selection process. The number of cards needed will vary depending on class size and whether the students will be paired. A good cross section of organizations will make the activity more meaningful. Some suggestions include the following:

- the World Bank
- the Organization of American States
- the UN and any of its agencies
- NATO
- NAFTA

To assemble the necessary resources, determine how many students will be presenting online magazines. You will also need to decide how you would like students to make their presentations: one by one to the class, in pairs, or by organizing presentation centers for a carousel activity (see p. 80 in the *Exploring Nationalism Teacher's Resource*).

If students will be presenting one by one or in pairs, you may need to set aside more than one lesson for presentations. By pairing students, the time for presentations is shortened, but the preparation time may have to be increased to allow students time to collaborate. You may also

choose to ask all students who plan to present e-zines to make their presentations on the same day. In this case, book computers as required.

If you decide to use presentation centers, organize the classroom into centers made of one or more desks as required. The centers should be geared to the kinds of presentations that students are planning to make. If a number of students plan to present e-zines, for example, you may need to organize more than one computer center. When setting up the centers, ensure that there is enough space around each for students to stand or sit comfortably as they listen to and watch the presentations.

Photocopy reproducibles as required. Note that reproducibles 1.1.1 and 1.1.2 are from the 20-2 *Understanding Nationalism Teacher's Resource* and will need to be modified to fit this activity. The reproducibles with a * require you to change the following:

1. “understanding of nation and nationalism and their relationship to identity” to “understanding of the international organization and how membership impacts nationalism”
 2. “Your Challenge 1” to “Your Challenge 3”
- Reproducible B, Ten Steps to Making Effective Presentations
 - *Reproducible 1.1.1, Your Challenge 3 – Checklist for Success (optional) (located in the 20-2 *Understanding Nationalism Teacher's Resource*)
 - *Reproducible 1.1.2, Your Challenge 3 – Evaluation Rubric (located in the 20-2 *Understanding Nationalism Teacher's Resource*)

RESOURCES

Exploring Nationalism, pages 204–293

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 20–2.

ASSESSMENT AND EVALUATION ACTIVITIES

You could evaluate students' final products using the modified Reproducible 1.1.2, Your Challenge – Evaluation Rubric. As students are making their presentations and responding to classmates, make notes about what you see and hear. Follow up by providing specific feedback to students on how they could improve their presentations or participation skills. You may also wish to incorporate peer feedback into your evaluation (see step 9 under Teaching and Learning Strategies below).

TEACHING AND LEARNING STRATEGIES

No matter which form of presentation students do, the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, help students discuss their presentation's successes and weaknesses, and follow up with suggestions for improvement.

1. Present the challenge question: *To what extent is nationalism compromised when countries become members of international organizations?* Inform students that they will be assigned an international organization to research and that this research will be the basis for a two-

page magazine spread or an e-zine. Their projects will be presented in class in a designated format. If students are going to work in pairs, explain how this will be done.

2. Present the following research guideline questions so the students know what is required:
 - When and why was the international organization created?
 - What are the organization's rules concerning membership?
 - In what ways, if any, has the purpose of the organization changed since its inception?
 - Explain how the organization has been successful.
 - In what ways has membership in this organization enhanced or detracted from nationalism for the participant countries?
3. Present students with a list of tasks:
 - Do the assigned research to become the class expert(s) on the organization.
 - Decide on a format to present your research (magazine or e-zine).
 - Find quotations, as well as photographs or other visuals, to support an opinion on the challenge question. Write captions for the visuals.
 - Draft and revise an opinion paragraph responding to the challenge question using your organization as the main example.
 - Edit the opinion paragraph and complete the final layout. Include a headline and byline.
 - Plan and rehearse your presentation to conform to the time limit.
4. You may wish to show students an example of a completed assignment. To do this, you could present the example in the 20-2 text, *Understanding Nationalism* (p. 17) as an overhead. To enhance its effectiveness, you could modify the headline to read "Canada Finally Leaves NATO."
5. Have students or pairs select an international agency from the bowl.
6. Review the challenge with students and tell them their time limit for the presentations. Have students conduct their research, prepare their final product, and plan their oral presentation.
7. Remind students of appropriate behavior for participating in presentations. Review classroom guidelines for showing respect and sensitivity. You could refer students to "Habits of Mind" (p. 8, *Exploring Nationalism*) or use an overhead transparency of Reproducible B, Ten Steps to Making Effective Presentations to guide a discussion of active, positive participation in presentations.
8. Remind students that they must adhere to the time guidelines and appoint a student to keep track of each presenter's time. The timekeeper should signal when presenters have two minutes left so they can wrap up their presentation. Remind students to use clear voice levels and to allow time for questions.
9. If you choose to ask students to evaluate the presentations, assign students for each presentation and distribute copies of a modified Reproducible 1.1.1, Your Challenge – Checklist For Success. Instruct students to use the checklist to assess the presentation. Note

that these peer assessments may become part of the evaluation process. Be sure to review peer assessments before sharing them with students.

10. When all the presentations are complete, give students time to complete their peer evaluations if you have chosen to do this.
11. Lead a class discussion on the related-issue question for this unit: *To what extent should internationalism be pursued?* Students will now have additional insights and should be better able to draw their own conclusions, such as “military alliances are not such a good idea,” “the WTO’s free trade goals need to be revisited,” or “UN coalitions against rogue states are essential and enhance nationalism.”
12. Guide the students through a discussion of their successes and challenges in doing this activity.

DIFFERENTIATING INSTRUCTION

Refer to the 20-2 *Understanding Nationalism Teacher’s Resource* (pp.185 to 186) for detailed options.