

20-1: Exploring Nationalism

UNIT 4 ALTERNATIVE CHALLENGE ACTIVITY

Related-issue question: To what extent should individuals and groups within Canada embrace a national identity?

This alternative challenge activity for related issue 4 requires students to create a time capsule that will be opened on Canada's bicentennial in 2067. The focus of the time capsule is the main theme for this unit: *To what extent should individuals and groups within Canada embrace a national identity?* Students will have an opportunity to explore and present their ideas on the question.

ESTIMATED TIME: 160 minutes

GETTING READY

Obtain a copy of the McGraw-Hill Ryerson 20-2 text, *Understanding Nationalism*, and the *Understanding Nationalism Teacher's Resource*. Review the procedure for creating a time capsule in the *Understanding Nationalism* text (pp.198 and 199). For additional background, you may wish to consult pages 221, 243, and 263 in *Understanding Nationalism*. Although the assignment for 20-1 students has been changed somewhat and is focused on a different related issue, the skill building and information from the 20-2 text may be helpful to students.

Decide how you would like students to make their presentations: one by one to the class, 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, you may need to set aside more than one lesson. If you decide to use presentation centers, organize the classroom into centers made of one or more desks as required. 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 3.9.1, 3.9.2, and 3.9.3 are from the 20-2 *Understanding Nationalism Teacher's Resource* and will need to be modified to fit this activity. The reproducibles with an * below require modification as suggested.

- Reproducible B, Ten Steps to Making Effective Presentations
- Reproducible 3.9.1, Thinking about My Time Capsule (located in the 20-2 *Understanding Nationalism Teacher's Resource*)
- *Reproducible 3.9.2, Your Challenge 3 – Checklist for Success (optional) (located in the 20-2 *Understanding Nationalism Teacher's Resource*). Modify this sheet by changing the challenge number from 3 to 4. Under the heading "Item," change the following:
 - "understanding of internationalism" to "understanding of national identity"
 - "foreign policy can promote internationalism" to "Canada has benefited from individuals and groups embracing national identity."

- “pursuing internationalism affects global issues today” to “Canada has been hurt by individuals and groups embracing national identity.”
- *Reproducible 3.9.3, Your Challenge 3 – Evaluation Rubric (located in the 20–2 *Understanding Nationalism Teacher’s Resource*) can be modified the same way as Reproducible 3.9.2 (previous bullet), but you will also have to make corresponding changes in the scoring descriptors that range from Insufficient to Excellent.

RESOURCES

Exploring Nationalism, pages 294–387

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 3.9.3, 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.

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 should individuals and groups within Canada embrace a national identity?* Inform students that they will be creating a time capsule on this question that will be opened in 2067, Canada’s bicentennial. They will also present their capsule contents to their classmates. Give students a time limit for their presentations.
2. Distribute Reproducible 3.9.1, Thinking about My Time Capsule and have students brainstorm ideas in pairs or as a class activity.
3. Discuss how their time capsule should include events that they believe helped or hurt Canada because individuals or groups in Canada were embracing national identity. The focus should be on present-day Canada, but historical references or background information is acceptable as long as it helps people in the future understand how the pursuit of national identity helped or hindered Canada. Explain that time capsules might include artifacts, newspaper headlines, editorials, and a major written component, such as a letter, poem, or song students create. Some students may want to record their song in electronic format or even prepare a video.
4. Present students with a list of tasks:
 - Obtain or make a small container, such as a box or large can that will serve as the time capsule.
 - Collect the following items for the capsule:

- a. Three well-chosen or created artifacts with a brief explanation of why they were selected
 - b. Three newspaper headlines (actual or student created) related to the challenge question
 - c. Two editorials on the challenge question from different points of view or perspectives
 - d. One of the following: a letter to a distant non-Canadian friend or an original poem or song. This piece should be written with the purpose of revealing a strong position on the challenge question.
5. Encourage students to work on the assignment in small segments rather than in one sitting. They should bounce ideas off each other and yourself as they progress through the assignment.
 6. Suggest that students plan and rehearse the oral presentation so they feel comfortable and can stay within the time guidelines. Warn students to arrange any special props, such as a guitar or electronic equipment, ahead of time to avoid disappointment.
 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. Guide students through a discussion of the successes and challenges they encountered in doing this activity.

DIFFERENTIATING INSTRUCTION

Refer to the 20-2 *Understanding Nationalism Teacher’s Resource* (p. 360) for options.