
INTRODUCING RELATED ISSUE 1 TO WHAT EXTENT SHOULD NATION BE THE FOUNDATION OF IDENTITY?

RELATED ISSUE 1 AT A GLANCE

Related Issue 1 focuses on concepts of nation and how these concepts shape — and are shaped by — identity, both individual and collective. This exploration, analysis, and evaluation lays the groundwork for many of the concepts and issues that will be explored in this and subsequent related issues, as the relationship between identity and concepts of nation are integral to developing understandings of people’s points of view and perspectives on nation and nationalism.

Students’ exploration, analysis, and evaluation of nation and identity will touch on a variety of issues, including the idea of a nation as made up of its people, the distinction between “country” and “nation,” and nation as a collective, patriotic, linguistic, ethnic, cultural, religious, geographic, spiritual, and political concept. Students will explore, analyze, and evaluate the development of a civic nation and historical nationalism, as well as how people have attempted to reconcile the nationalist and non-nationalist loyalties that can come into conflict.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should nation be the foundation of identity? — and complete the challenge for this related issue, they will also be working toward developing their own response to the key-issue question: To what extent should we embrace nationalism?

QUICK LESSON PLANNER — RELATED ISSUE 1

NOTES

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — emphasized in each chapter are listed in the curriculum congruence chart (pp. 16–29), but all general and specific outcomes for each related issue are to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 30–59).
4. IQ stands for “inquiry question.”
5. Differentiated instruction strategies are discussed on pages 73 to 77.

Related Issue 1 To what extent should nation be the foundation of identity?		
General Outcome Students will explore the relationships among identity, nation, and nationalism.		
Chapter 1 — Nation and Identity Chapter Issue — To what extent are nation and identity related?		
Lesson	Lesson Focus	Estimated Time
1 Related Issue 1 Opener (pp. 14–17)	Related Issue Opener Introduce Related Issue 1 Your Challenge Introduce idea of challenges and specifically discuss expectations for challenge for Related Issue 1	75 minutes
2 Introduction to Chapter 1 Concepts of Nation (pp. 18–24)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some concepts of nation? Explore different concepts of nation The View from Here Explore three views on what makes a nation a nation	75 minutes
3 Understandings of Nation (pp. 25–29)	IQ 2: What are some understandings of nation? Explore understandings of nation	75 minutes
4 Nation as a Civic Concept Focus on Skills (pp. 30–35)	IQ 3: How can nation be understood as a civic concept? Explore understandings of nation as a political and civic concept Making a Difference Mustafa Kemal Atatürk — Founding the Turkish Nation Focus on Skills Developing Effective Inquiry Questions	75 minutes
5 Nation and Identity Think . . . Participate . . . Research . . . Communicate . . . (pp. 36–41)	IQ 4: How do people express their identity through nation? Explore individual, collective, and national identities and how concepts of identity change over time Taking Turns Discuss the role of nation in a person’s identity Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 2 — Shaping Nationalism		
Chapter Issue — To what extent do external and internal factors shape nationalism?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 2 Factors That Shape Nationalism Focus on Skills (pp. 42–49)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some factors that shape nationalism? Explore historical, social, and economic factors that shaped French nationalism Focus on Skills Detecting Rhetoric and Bias in Historical Writing	75 minutes
7 Factors That Shape Nationalism (continued) GeoReality (pp. 50–55)	IQ 1: What are some factors that shape nationalism? (continued) Explore geographic and political factors that shaped French nationalism The View from Here Four lists of grievances presented to French delegates at the Estates General in 1789 GeoReality The Disastrous Russian Campaign	75 minutes
8 Responses to Factors That Shape Nationalism (pp. 56–58)	IQ 2: How have people responded to some factors that shape nationalism? Explore how people in France and the United States have responded to some factors that shape nationalism	75 minutes
9 Canadian Responses to Factors That Shape Nationalism Think . . . Participate . . . Research . . . Communicate . . . (pp. 59–65)	IQ 3: How have people in Canada responded to some factors that shape nationalism? Explore how Canadians have responded to some factors that shape nationalism Making a Difference Victoria Callihoo — The Métis Queen Victoria Taking Turns Discuss how people’s stories have helped shape Canadian nationalism Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 3 — Reconciling Nationalist Loyalties Chapter Issue — To what extent should people reconcile their contending nationalist loyalties?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 3 Loyalties and Choices (pp. 66–69)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How do nationalist loyalties shape people’s choices? Explore how personal loyalty, national loyalty, and patriotism shape people’s choices	75 minutes
11 Choices That Affirm Nationalist Loyalties (pp. 70–74)	IQ 2: What choices have people made to affirm nationalist loyalties? Explore how Inuit and First Nations have affirmed nationalist loyalties Making a Difference Kiviaq — Championing a People’s Rights	75 minutes
12 Nationalist Loyalties and Conflict Impact (pp. 75–79)	IQ 3: How can nationalist loyalties create conflict? Explore why Canada Day is a difficult day for many Newfoundlanders and the conflict that can result from Québécois nationalism Taking Turns Discuss how contending nationalist loyalties can create conflict Impact Québec — Focus of Francophone Nationalism in Canada	75 minutes
13 Focus on Skills Contending Nationalist Loyalties Think . . . Participate . . . Research . . . Communicate . . . (pp. 80–87)	Focus on Skills Analyzing Information from Many Sources IQ 4: How have people reconciled contending nationalist loyalties? Explore how Aboriginal peoples in Canada have attempted to reconcile contending nationalist loyalties The View From Here Three views on the 2007 National Day of Action Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 4 — Reconciling Nationalist and Non-Nationalist Loyalties Chapter Issue — To what extent should people reconcile their contending nationalist and non-nationalist loyalties?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 4 Non-Nationalist Loyalties (pp. 88–91)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are non-nationalist loyalties? Explore non-nationalist loyalties	75 minutes
15 Competing Loyalties Spinbuster (pp. 92–94)	IQ 2: How can nationalist and non-nationalist loyalties compete? Explore how class and religious loyalties can compete with nationalist loyalties Spinbuster Identifying Spin in the News	75 minutes
16 Competing Loyalties (continued) Focus on Skills (pp. 95–101)	IQ 2: How can nationalist and non-nationalist loyalties compete? (continued) Explore how regional and nationalist loyalties can compete The View From Here Three views on the development of the oil sands Focus on Skills Defending an Informed Position	75 minutes
17 Reconciling Contending Loyalties Think . . . Participate . . . Research . . . Communicate . . . (pp. 102–109)	IQ 3: How have people reconciled contending nationalist and non-nationalist loyalties? Explore how people can reconcile contending nationalist and non-nationalist loyalties by ignoring the conflict, choosing one loyalty over another, or working to bring about change Making a Difference Sandra Lovelace Nicholas — Fighting for First Nations Women Taking Turns Discuss whether it is important to reconcile competing loyalties Think . . . Participate . . . Research . . . Communicate . . .	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their coats of arms	

LESSON 1

INTRODUCTION TO RELATED ISSUE 1

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

This lesson introduces Related Issue 1 and its challenge: creating a coat of arms.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.1, Thinking about Your Coat of Arms
- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric
- Reproducible 1.1.3, Your Challenge 1 — Checklist for Success
- Reproducible 1.1.4, My Coat of Arms Proposal
- Reproducible 1.1.5, Notes for My Coat of Arms

Collect sheets of chart paper for posting notes.

RESOURCES

Exploring Nationalism, pages 14–17

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.

www.civicheraldry.com

A useful site for finding examples of the coats of arms of cities, regions, and states — including Alberta and Edmonton.

www.assembly.ab.ca/pub/gdbook/Part5/page17.htm

The coat of arms and other symbols for Alberta. Students can examine the elements and key phrases selected to depict the province's people and history.

www.americanpressinstitute.org/content/p318_c1390.cfm

A checklist of tips on creating captions. Students can use this information to complete the photo caption activity.

ASSESSMENT AND EVALUATION ACTIVITIES

This lesson sets the stage for assessment and evaluation throughout the course by introducing students to the first of the challenges that frame each related issue. It also demonstrates to students that their work in the course — and the way their work is assessed and evaluated — will involve them in working on their own, in pairs and small groups, and as a class.

Continue monitoring students to identify their learning abilities and preferences.

PRIOR LEARNING

This lesson builds on ideas introduced in the prologue and on students' knowledge of Canada and other countries today.

TEACHING AND LEARNING STRATEGIES

1. Direct students' attention to the four photographs on pages 14 and 15 of *Exploring Nationalism*. Explain that photographs and images used in textbooks are carefully selected to add interest and impact, to provide a visual representation of major concepts discussed in the book, and to elicit a response from readers. Point out that these photographs do not have captions — and tell students that they will be writing them.

Ask students to flip through *Exploring Nationalism* to identify how captions are used with photographs. On page 20, for example, the first words of the caption for Figure 1-2 identify the photograph; that is, it tells readers what they are looking at. The rest of the caption explains the photograph in more detail. Captions may also provide links to material in the textbook. And many captions, such as the one on page 23, end with questions that encourage readers to explore further.

Tell students that the four photographs in the related-issue opening spread have been selected because they represent either the related issue or one of the chapter issues. In this case, all the photographs relate to nation and identity. Then instruct students to write captions for these photographs. Remind students that they should identify the photograph in the first sentence. If they need help, you could tell students that

- the photograph on page 14 was taken at a Calgary Flames hockey game
- the photograph at the top of page 15 was taken at the Vimy Memorial, which is in France and commemorates Canada's role in World War I
- the photograph at the bottom right of page 15 was taken at the Calgary Stampede
- the photograph at the bottom left of page 15 is of a group of RCMP officers — and one is wearing different headgear from the traditional Stetson

Remind students that they can conclude their captions with questions if they think questions are useful.

2. Divide the class into small groups to discuss their captions. Circulate to assess students' participation, knowledge, and writing ability and to provide help. When the groups have finished discussing the captions, tell students to record their captions and to file them in their notebooks, learning log, portfolio, or computer file so they can return to them later.
3. Draw students' attention to the opening chart on page 14 of *Exploring Nationalism*. Remind students of the chart they examined in the prologue and discuss how the shaded boxes containing the issue, chapter, and inquiry questions represent the structure of this first related issue.

Point out that the chapter-issue questions grow out of — and feed into — the related-issue question (e.g., the Chapter 1 issue question — To what extent are nation and identity related? — grows out of and feeds into the Related Issue 1 question — To what extent should nation be the foundation of identity?). Tell students that similar charts appear in the opener for each related issue.

To help students understand the structure of *Exploring Nationalism* and the course, ask them to scan the opening pages of Related Issue 2 (p. 110), Related Issue 3 (p. 204), and Related Issue 4 (p. 294). Discuss how this structure will help students understand and form opinions on issues because learning comes from inquiry and asking questions. Information, perspectives, and points of view are easier to explore and remember when they are tied to focus questions.

4. Encourage students to consider what they are likely to explore in the four chapters of Related Issue 1 by asking questions like the following:

- Which of the issue and inquiry questions on page 14 do you find most interesting?
- Which questions are you able to respond to at this early stage?
- Which topics do you already know something about?
- Which questions do you think will be the most challenging to research or to find up-to-date information and statistics about?

5. Organize a think-pair-share activity (see p. 78) by telling students to choose a partner — or by assigning partners. Instruct the pairs to read the section titled “The Big Picture” (p. 15, *Exploring Nationalism*) and to jot brief notes in response to the following questions:

- What is the main idea of the section titled “The Big Picture”?
- In what ways is a national identity similar to an individual identity?
- What is the main difference between a nation and a nation-state, or country?
- What are a few examples of how nationalism has been used — anywhere or at any time, for good and evil — to exploit people’s feelings?

Instruct the pairs to compare their answers with those of two other pairs, then with the class.

6. Draw students’ attention to the box titled “Your Challenge” at the top of page 16 of *Exploring Nationalism*. Explain that the text in this box tells them what challenge they will be expected to complete at the end of this related issue. Ask students how knowing this up front can help them complete the challenge successfully. They may suggest that it enables them to consider, plan, and prepare the assignment as they progress through the four chapters of this related issue.

With the class, read the sections titled “Your Coat of Arms” and “What Your Coat of Arms Will Include” (p. 16, *Exploring Nationalism*). Encourage students to suggest some elements that they might include in their own coat of arms. Record their suggestions on a sheet of chart paper that can be posted in the classroom as a reminder.

Direct students’ attention to “Checklist for Success” on page 16. Point out that this checklist can form the basis of their criteria for selecting what to include in their coat of arms. Remind them that information in the prologue (p. 6) will also help them formulate criteria for this challenge.

With students, discuss how they can meet the goals of this challenge: to show how their understandings of the concept of nation shape — and are shaped by — identity.

Note: Some students may experience discomfort in discussing topics related to family. Suggest that these students could develop a visual depicting a different aspect of identity or national loyalties, such as their homeland, a favourite pastime or being with friends.

Vocabulary Tip

Write the verbs “explore,” “analyze,” “evaluate,” and “explain” on the chalkboard. Explain the importance of these verbs in the 20-1 curriculum — Perspectives on Nationalism — and in *Exploring Nationalism*. Ask students what these four verbs mean.

- “Explore” means to inquire and investigate thoroughly.
- “Analyze” means to break down into parts and examine in detail, to examine critically, and to indicate which elements are essential.
- “Evaluate” means to assess or appraise.
- “Explain” means to present a position that is well expressed, well supported, and persuasive.

7. Instruct students to choose a partner — or assign partners. Distribute Reproducible 1.1.1, *Thinking about Your Coat of Arms*, and instruct the pairs to use the reproducible to generate questions about the content, purpose, process, and product of the challenge. When the pairs have finished, gather students together as a class and ask them to take turns asking their questions, category by category, until they have covered all the important questions they can think of. Pairs can pass if their question has already been asked and discussed.
8. Distribute copies of Reproducible 1.1.2, *Your Challenge 1 — Evaluation Rubric*, and Reproducible 1.1.3, *Your Challenge 1 — Checklist for Success*. Explain that the assessment rubric lets students know — ahead of time — how you will evaluate their presentations. With students, examine the criteria included in the rubric to ensure that they understand the meaning of each item. Then explain that, as they progress through this related issue and begin working on their coat of arms, they can use the checklist to gather feedback from you and their classmates and to ensure that they have met all the evaluation criteria.
9. This step and Step 10 may be included in this lesson — or you may decide to complete these two steps over the next few days as the class moves through Chapter 1.

With students, read the section titled “Creating and Assembling Your Coat of Arms” (p. 17, *Exploring Nationalism*). Distribute copies of Reproducible 1.1.4, *My Coat of Arms Proposal*, to help students think ahead and draw up a proposal for their coat of arms. Note that part of what they are thinking about is which student(s) they might turn to for help, what help you might provide, and how another adult (e.g., a parent, another teacher, or a librarian) may be able to help.

At an appropriate time, collect these reproducibles and provide feedback and suggestions in the space provided. In some cases, you may wish to schedule individual conferences with students to discuss their proposals and provide guidance; in other cases, you may wish to provide time for students who are planning to make the same kind of coat of arms (e.g., a computer-generated graphic) to meet and share ideas.
10. Distribute Reproducible 1.1.5, *Notes for My Coat of Arms*. Direct students to the example on page 17 of *Exploring Nationalism* and tell them that they can use this reproducible to keep similar notes about ideas and items they may wish to include in their coat of arms. Check their notes regularly as they progress through the related issue. You may also wish to use their notes as the basis of communication with parents.

DIFFERENTIATING INSTRUCTION

1. Students who struggle with writing the captions for the opening photographs may choose to compose a song lyric or present a graphic organizer, such as a Venn diagram or a mind map, instead. Remind students that their lyrics and organizers should be sensitive and respectful of others.
2. Some students may wish to conduct further research on one or more of the photographs and assemble a brief presentation to post on a bulletin board or a web site for classmates to read and examine.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge. Instead of a coat of arms, students could assemble a collage made up of photographs or drawings, make a short video, use the Internet, or present a dramatic or humorous skit that depicts elements that define the student’s identity.

LESSON 2

INTRODUCTION TO CHAPTER 1

CONCEPTS OF NATION

Chapter-issue question: To what extent are nation and identity related?

Inquiry question: What are some concepts of nation?

In this lesson, students will begin to explore the relationship between identity and nation by examining various understandings and aspects of nation. They will also consider nation as a collective and patriotic concept.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible E, My KWL Chart
- Reproducible F, Mind Map

Create an overhead transparency or presentation slide of Figure 1-1, *Confedspread* (p. 18, *Exploring Nationalism*), and Figure 1-4, *Some Understandings of Nation* (p. 21).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 18–24

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.

www.nationalismproject.org/about.htm

A widely used resource for students and teachers. The site provides scholarly information including definitions of nationalism, book reviews, web links, subject bibliographies, and a bibliography of more than 2000 journal articles.

www.culcom.uio.no/aktivitet/anderson-kapittel-eng.html

An interview with Benedict Anderson.

Remembering Vimy Ridge

A video from CBC News in Review, May 2007.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on students' understanding of nation and identity.

TEACHING AND LEARNING STRATEGIES

1. To activate prior learning and prepare for this lesson, distribute Reproducible E, My KWL Chart, and instruct students to fill in the topic as “Nation and Identity” and to complete the first two columns. When students have finished their KWL charts, ask volunteers to read out a point they have written and discuss this as a class.
2. Display an overhead transparency or presentation slide of Figure 1-1 (p. 18, *Exploring Nationalism*). Draw students' attention to the caption on page 18 and the introduction to the chapter on page 19. To complete the introductory questions, organize a think-pair-share activity (see p. 78) or discuss the questions as a class. You can broaden the discussion by asking questions like the following:

- What elements did your quilts have in common with Wieland's? With other students' ideas for quilts?
- Do these shared elements represent a shared sense of nation?
- Joyce Wieland called her quilt *Confedspread*. What would you call yours?

Draw students' attention to “My Journal on Nationalism” (p. 19, *Exploring Nationalism*). Ask students whether they find it easier to express their ideas through words or images and give them time to make journal entries.

3. Instruct students to read pages 20 and 21 of *Exploring Nationalism*. Then ask students to respond to the activity icons on these two pages. List on the chalkboard the words students come up with in response to the first activity icon on page 20 and make sure that students understand what these words mean. In response to the second activity icon on page 20, ask students to expand on their creation story of Canada and to explain why they chose it. Discuss answers to the activity icon on page 21 by asking the following questions:
 - Is Canada mainly a country? Mainly a nation?
 - Does it matter if Canada is defined as a nation?
 - How might a person's concept of nation affect his or her identity?
4. Begin to explore the link between national monuments and national identity by asking students the question in “Up For Discussion” on page 20 of *Exploring Nationalism*. Draw students' attention to Figures 1-2 and 1-3 on page 20, then ask students what aspects of Canada they would like to see recognized through national monuments. They may agree with the idea of war monuments, but some may say that they would rather see monuments to peace, medical researchers, famous artists and writers, humanitarians, or spiritual and political leaders.
5. Display an overhead transparency or presentation slide of Figure 1-4, Some Understandings of Nation (p. 21, *Exploring Nationalism*). Ask students to identify the view or views of nation they most agree with — and why. Then ask students to read “The View from Here” on page 22.

The vocabulary level of the quotations in “The View from Here” may be a challenge for some students. To help students understand the quotations, read them aloud and pause to explain potentially confusing words by providing alternatives or a context to phrases. For example, in the 1800s, a home was often referred to as a “dwelling place”; “encompassing” means “including”; and “divinely ordained” means “decided by a force beyond human.”

In responding to the two questions in “Explorations,” students may choose different quotations, but they should be able to explain the reasons for their choices.

To conclude this activity, display the overhead transparency or presentation slide of Figure 1-4 again and ask students to classify each person's point of view according to those in the web diagram. Students might say that Johann Gottlieb Fichte's view represents the idea that nation emerges from a feeling of belonging; that Ernest Renan's view represents the idea that nation expresses the soul of the people; and that Benedict Anderson's view represents the idea that nation is an imagined political community.

6. Ask students to read page 23 of *Exploring Nationalism*. When they have finished, ask the question in “Up for Discussion” on page 23. As ideas are presented, ask questions like the following:
 - If words like “we,” “us,” and “our” are used to demonstrate a sense of collective identity, how might these words also create divisions between or unite people in a country? In different countries?
 - How might these words make someone within Canada feel if he or she does not share the ideals or values of the collective? Someone with whom Canada trades or does business?
 - How could we avoid implying that “they” are not part of “us”?

Ask students to consider the photo and caption in Figure 1-5 (p. 23, *Exploring Nationalism*). How does this information reinforce the idea of nation as a collective concept?

7. With students, read “Voices” on page 23 of *Exploring Nationalism* and ask volunteers what they think Ralph Waldo Emerson meant. Ask students if they have encountered or heard stories of similar misunderstandings while travelling, but be sure that their stories remain culturally sensitive and respectful.
8. To explore the idea of nation as a patriotic concept, pose the question in “Up for Discussion” on page 24 of *Exploring Nationalism* and ask a number of students to respond. Ask students to read page 24. Then ask students to explain other ways that citizens can demonstrate patriotism for their nation. Conclude this part of the lesson by reviewing the words of James Baldwin in “Voices” on page 24.

More to the Story

Many people believe that James Baldwin was the first modern American writer to truly capture the experience of growing up black in the United States. Born the oldest of nine children — and illegitimate — in Harlem in 1924, Baldwin did not get along with his stepfather and left home at 17.

After moving around for a bit, Baldwin ended up in New York's Greenwich Village, then known as a centre of bohemian life and the birthplace of the Beat movement. There, he met a number of writers and artists, most notably another black writer, Richard Wright. Wright helped Baldwin secure a writer's grant so he could move to Europe and focus on writing. His first novel, *Go Tell It on the Mountain*, was published in 1953 to great acclaim.

Baldwin wrote about the experience of blacks in the United States with passion and feeling — and he often wrote about subjects that were largely taboo at the time, including homosexuality and interracial relationships. He was also a pacifist, and these beliefs drove him to return to the United States in the 1960s to take part in the civil rights movement. In the last 10 years of his life, Baldwin turned to teaching to reach a new generation.

9. Distribute Reproducible F, Mind Map, and instruct students to place the word “Me” in the centre. Ask students to read “Reflect and Respond” on page 24 of *Exploring Nationalism* and to complete the mind map to show the relationship between their current understandings of nation and their identity. Instruct students to compare their mind maps in small groups, discussing the similarities and differences in their understandings.
10. To conclude the lesson, ask students to return to the KWL chart they began in Step 1 and to complete the third column. Ask students to share what they have learned with a partner, then ask a few pairs to share their combined information with the class.

DIFFERENTIATING INSTRUCTION

1. Encourage one or more struggling readers to start creating a concept wall (see p. 66) for the classroom. Students can post the key words from this section of the chapter, along with understandings, visuals, articles, and other related material.
2. Students who have trouble learning on their own can be paired with independent learners to help them complete the KWL chart.
3. Encourage interested students to conduct further research on Joyce Wieland or Benedict Anderson (see “Additional Resources”) and prepare a short presentation to make to the class. Suggest that the presentations focus on Wieland or Anderson’s ideas of national identity.
4. Students who were interested in the Vimy Memorial in the first lesson and this one may enjoy viewing the CBC video on this subject (see “Additional Resources”) and presenting the video to the class, along with their own commentary.

LESSON 3

UNDERSTANDINGS OF NATION

Chapter-issue question: To what extent are nation and identity related?

Inquiry question: What are some understandings of nation?

Students will explore the idea that people with a similar worldview can make up a nation. They will also learn that there are different understandings of nation and that these include linguistic, ethnic, geographic, spiritual, and political perspectives.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.6, Some Ways to Understand Nation
- Reproducible 1.1.7, Understandings of Nation

RESOURCES

Exploring Nationalism, pages 25–29

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.

Coles, Robert. *The Political Life of Children*. New York: Atlantic Monthly Press, 2000.

This book explores how young people develop political consciousness, nationalism, and morality. It includes a chapter on nationalism and French Canada.

www.gitxsan.com

The Gitxsan First Nation occupies 33 000 square kilometres of territory in northwest British Columbia. The web site of the Gitxsan Chiefs' Office provides an excellent overview of Gitxsan history and describes the people's spiritual relationship with the land.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on the concepts of nation introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Ask students to read “FYI” on page 25 of *Exploring Nationalism*. Then ask them whether there are one or two common historical surnames in their city or province and how they would determine this. Are certain family names recognized in the community (e.g., in street names or building names)? Are certain last names becoming more common in their community today?

2. With students, read page 25 of *Exploring Nationalism*. Then draw students' attention to the activity icon and ask students to respond as a class. Students may point out that if Prime Minister Stephen Harper had called Québec a nation, there would be political, economic, and legal implications for a unified Canada. By saying the Québécois form a nation within a united Canada, he equated a nation with its people but bypassed these ramifications by limiting his acknowledgment to a linguistic and cultural understanding of nation.
3. Divide the class into home groups of four for a jigsaw activity (see p. 78). Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in ethnic and cultural understandings of nation (p. 26, *Exploring Nationalism*), members of Group 2 will become experts in religious and geographic understandings of nation (p. 27), members of Group 3 will become experts in relationship to land and spiritual understandings of nation (p. 28), and members of Group 4 will become experts in political understandings of nation (p. 29).

Distribute one copy of Reproducible 1.1.6, *Some Ways to Understand Nation*, to each group. With students, discuss the information you expect students to record on the chart. For now, they can ignore the activity icons; you will return to these later.

Instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind them to check the visuals and margin features for additional information.

Tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students' charts should be filled in completely. With the class, briefly review the information on the charts.

4. Draw students' attention to "Voices" and the photographs on page 26 of *Exploring Nationalism* and ask students if they think Albertans have — or should have — a collective ethnic identity. A collective cultural identity? Be sure they can support what they say and that their remarks are respectful.
5. Ask students which affects identity more: a people's beliefs or a region's geography? Then direct students' attention to "Voices," the activity icon, and Figures 1-9 and 1-10 on page 27 of *Exploring Nationalism*. Give students a few minutes to consider this information, then ask them whether it changes their original answers and ideas — and why or why not. You might also want to ask students whether the geography of Canada has had as great an impact on some regions' sense of nation as it has had in Tibet — and why or why not this is so.
6. Ask students to discuss the difference between geography and a spiritual relationship with land. After hearing their views, direct students' attention to "Voices" and Figure 1-11 on page 28 of *Exploring Nationalism*, then ask the students to update or revise their initial responses to the question. Conclude this section of the lesson by asking whether there are any sites in Alberta that students would consider "spiritual."
7. With students, read the activity icon on page 29 of *Exploring Nationalism* and solicit feedback on whether or not students believe Tibetans should have the right to call themselves a nation. Then ask students to consider the case of the Dene by carefully reading the 1975 Dene declaration. Ask questions like the following:
 - Do the Dene have a greater or lesser right than Tibetans to call themselves a nation?

- What specific reasons do the Dene give for wanting to be considered a nation by the world community?
 - If the Dene were given this consideration, what might be the impact on Canada?
8. Distribute copies of Reproducible 1.1.7, Understandings of Nation, and instruct students to use the reproducible to complete “Reflect and Respond” on page 29 of *Exploring Nationalism*. Answers will vary, but students may include information like the following in the first two columns:
- Linguistic — Québécois
 - Ethnic — Ukrainian
 - Cultural — Haida
 - Religious — Jewish
 - Geographic — Tibetan
 - Spiritual — Siksika
 - Political — Dene

When students have finished, ask volunteers to discuss the two peoples they chose and to explain how their ratings were different.

9. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Nationalism*): a coat of arms that shows how students’ understandings of the concept of nation shape — and are shaped by — their identity. Encourage volunteers to suggest aspects of this lesson they might use in their coat of arms and record suggestions on the sheet of chart paper posted in Lesson 1. Also give students time to add to the notes they are keeping as they progress through the related issue.

DIFFERENTIATING INSTRUCTION

1. When organizing the jigsaw activity, ensure that the groups are well balanced. Proficient readers and writers will be able to assist struggling students, who should be reassured that in a group activity, they can ask other group members for help.
2. This lesson includes information on the 1975 declaration of the Dene as a nation. Students may wish to research the outcome of the declaration and the current situation of the Dene and present a report to the class.

LESSON 4

NATION AS A CIVIC CONCEPT

FOCUS ON SKILLS: DEVELOPING EFFECTIVE INQUIRY QUESTIONS

Chapter-issue question: To what extent are nation and identity related?

Inquiry question: How can nation be understood as a civic concept?

Students will explore various understandings of nation as a civic concept (e.g., shared values and beliefs expressed as laws). Students will also explore the relationship between nation and nation-state and how different forms of nationalism arise.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.8, Is Canada a Nation?
- Reproducible F, Mind Map
- Reproducible G, Creating Effective Inquiry Questions: Checklist

Prepare an overhead transparency or presentation slide of Figure 1-12 (p. 30, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 30–35

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 correlatins to 20-2.

http://laws.justice.gc.ca/en/const/annex_e.html

Canada's Constitution Act, 1982, including the Charter of Rights and Freedoms.

www.constitution.org/constit_.htm

The Constitution of the United States.

<http://andrewcoyne.com/2006/11/alternation.php>

Journalist Andrew Coyne explores whether Québec should be called a nation. In this piece, Coyne discusses different understandings of nationhood, including the sociological and the political.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of nation and the differences between nations and nation-states.

TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the “Up for Discussion” question on page 30 of *Exploring Nationalism*. Ask students to respond and ask the following questions:
 - Do people or events determine when a country becomes a nation?
 - Do people have to share a long common history before they can feel they are part of a nation?
 - Does the global community see Canada as a nation?
2. With students, read aloud the first section on page 30 of *Exploring Nationalism*, as far as the heading “Shared Values and Beliefs Expressed in Law.” Direct students’ attention to the activity icon and ask what they think of the decision to delete the phrase “We, the people of Canada . . .” from the introduction to the Constitution Act, 1982. Tell students that the Constitution of the United States begins with the words “We the People of the United States . . .” and ask whether that information affects their answers to the questions in the activity icon. Conclude by asking whether the information in this part of the text caused students to change their initial responses to the opening questions — and why.
3. Place students in small groups and distribute Reproducible 1.1.8, Is Canada a Nation? Ask students to complete columns two and three in their groups and then to write a concluding statement that answers the question: Is Canada a nation? Groups should provide specific reasons in their statements and be prepared to explain their choice to the class.
4. Ask students to read the section titled “Shared Values and Beliefs Expressed in Law” on page 30 of *Exploring Nationalism*. Display an overhead transparency or presentation slide of Figure 1-12 on page 30 and ask students to provide specific examples of the freedoms listed. Record and discuss their responses. Then ask questions like the following:
 - How important is the Charter of Rights and Freedoms in shaping the values and beliefs of Canadians?
 - Would Canadians still share values and beliefs if the Charter did not exist? If the Constitution did not exist?
 - Why do you think the creators of the Constitution set up a complex amending formula?
 - How does the Charter contribute to a sense of civic nation?
5. Instruct students to read the sections titled “The Making of a Civic Nation” and “Canada as a Civic Nation” (p. 31, *Exploring Nationalism*). Direct students’ attention to the understandings of “civic nation” suggested by Michael Ignatieff and John Ibbitson, and the photograph and caption in Figure 1-13 on page 31. Distribute Reproducible F, Mind Map. Tell students to place the term “Civic Nation” in the centre and to create a mind map that illustrates this concept.
6. With students, read page 32 of *Exploring Nationalism*. Ask students to write brief responses to the activity icon, then ask two or three students to record their responses on the chalkboard. Guide the class through a discussion that compares the points students have made.

7. Ask students to respond to the questions in “Reflect and Respond.” Answers will vary, but students are likely to suggest that a nation-state and a nation are not necessarily the same. A nation-state is marked by its physical boundaries, while a nation involves people’s sense of shared history, values, and purpose. Though the creation of a nation-state often precedes the creation of a nation, this is not always the case.
8. Write the following question on the chalkboard: Do any Canadians deserve the title Father — or Mother — of Canada? Discuss the question with the class, then tell them that citizens of Turkey revered one leader so much they gave him an additional last name that means “father of the Turks.”
9. Direct students to read “Making a Difference” on page 33 of *Exploring Nationalism* and to respond to the questions in “Explorations.” In response to Question 1, students may say that the words in the sign mean that the republic was established by the people (“we”), rather than by a government. In response to Question 2, students may say that Atatürk’s vision was based on the notion of a civic nation because it focused on the people’s control and the rule of law. It was also based on the notion of an ethnic nation, however, because he resisted foreign rule. In response to Question 3, students may say that Atatürk’s speech placed the responsibility for the future of the republic in the hands of young people. He knew that for the republic to survive, young Turks would have to fight to preserve the foundation he had established. The final part of Question 3 provides an excellent opportunity for a class discussion of what young people should be held responsible for.
10. Draw students’ attention to “Focus on Skills: Developing Effective Inquiry Questions” (pp. 34–35, *Exploring Nationalism*) and read the introduction aloud. Divide the class into small groups and distribute Reproducible G, Creating Effective Inquiry Questions: Checklist. Review the steps involved in the skill focus, paying particular attention to the “Rules for a Quescussion.” Ask students if they have any questions, then tell the groups to work their way through the steps, using the reproducible to help them set criteria and assess the effectiveness of their inquiry questions.

Circulate to help guide and support the groups and to make sure they are using the reproducible effectively.

When the groups have finished, select some inquiry questions and ask the groups to explain how they arrived at the questions. Then ask the class whether they find these questions effective and whether — and how — they could be improved.

DIFFERENTIATING INSTRUCTION

1. To complete the skill focus, struggling students can be grouped with students who are more proficient readers and writers. The groups can work together to explain difficult concepts and words and arrive at effective inquiry questions.
2. A few students can be assigned to update the concept wall.
3. Some students may want to explore further comparisons between the constitutions of Canada and the United States. Encourage them to read all or part of these constitutions online (see “Additional Resources”) and to draw up a T-chart that organizes some points of comparison. Their charts can be posted on the bulletin board for their classmates to read.

LESSON 5

NATION AND IDENTITY

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent are nation and identity related?

Inquiry question: How do people express their identity through nation?

In this lesson, students will continue to explore the relationship between nation and identity by examining the meaning of individual, collective, and national identities and how concepts of identity change over time. Students will also begin to explore the links between myths and identity. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Prepare an overhead transparency or presentation slide of Figure 1-15 (p. 36, *Exploring Nationalism*).

Book an overhead projector, or a computer, and a screen.

On pieces of card, make four signs: Strongly Agree, Agree, Disagree, and Strongly Disagree. Post one sign in each corner of the classroom in preparation for a four-corners debate (p. 83).

RESOURCES

Exploring Nationalism, pages 36–41

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.

http://archeion-ao.fis.utoronto.ca/VirtualExhibits/canadian_identity/

“Canadian Identity through Artistic Expression” explores what it means to be Canadian through the eyes of Ontario artists. Students can view selected works of Pierre Berton, the National Ballet of Canada, Marian Engel, and others.

www.gg.ca/heraldry/emb/05/embles-ac_e.asp

The coat of arms of former governor general Adrienne Clarkson. Students may want to consider the elements of nation and identity it contains as they prepare the related-issue challenge.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their understanding of concepts of nation and the links between nation and identity.

TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the heading “Canadian Myths.” As students enter the classroom, ask them to make point-form notes about some popular Canadian myths (e.g., Canadians are polite; Canada is a nation of peacekeepers; Canada is a hockey nation). Then ask students to choose a partner — or assign partners — to compare and revise their notes. Ask volunteers to write one of their myths on the chalkboard and guide the class through a discussion of some of these.

2. Ask students to read page 36 of *Exploring Nationalism* and to make notes on the difference between individual, collective, and national identities.

Display an overhead transparency or presentation slide of Figure 1-15 (p. 36, *Exploring Nationalism*) and ask students to respond to the activity icon on page 36. Students will likely state that the teen uses the word “I” when talking about her individual identity and “we” when talking about her collective and national identities.

3. With students, read the first paragraph on page 37 of *Exploring Nationalism*. Ask students which of the two descriptions describes the way Canada’s national identity evolved. Students may respond that the first description fits colonial Canada’s evolution toward independence, but the second description fits better because different collectives were living in parts of Canada and functioning independently before they chose to come together in the nation-state founded by Confederation.

4. Draw students’ attention to “Taking Turns” (p. 37, *Exploring Nationalism*) and ask three volunteers to read the quotations aloud.

As each reading is completed, ask students to express in their own words the essential message of the speaker. Students are likely to suggest that Harley feels his identity is linked to two nations, that of the Kainai and Canada; Jean feels more Franco-Albertan than Canadian; and Violet worries that although she currently feels strongly tied to the Métis nation, her feelings will change when she moves away to attend university and begin her career.

Conclude this activity by asking students to respond to the questions: How is nation a part of who you are? How does this identification reflect one or more aspects of your collective identity?

5. Instruct students to read pages 38 and 39 of *Exploring Nationalism*.

Then organize a four-corners debate on this statement: Myths are more important than reality in a nation’s — and people’s — identity. Point out the signs in the corners of the classroom and ask students to go to the corner with the sign that most closely represents their position. Give them time to discuss and consider their position with others in their corner, then ask one person in each corner to summarize the group’s arguments and justifications. When all the groups have presented their case, encourage students to change their position if they have been swayed by the arguments. Ask students who moved what arguments persuaded them to change their position — and why.

6. Ask students to respond to the activity icon on page 38 of *Exploring Nationalism* and guide the class through a discussion of family stories and identity.
7. Direct students' attention to the activity icon on page 39 of *Exploring Nationalism* and ask students to respond. How are the historical markers of Canadian identity changing? Is this always a good thing? Be sure that students remain respectful in their remarks on new challenges to Canadian myths and identity.
8. Ask students to revisit the captions they wrote in Lesson 1 and to revise one or all if they choose. Ask volunteers to tell the class whether they made changes — and why.
9. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 40–41 of *Exploring Nationalism*. Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
10. Draw students' attention to “Think about Your Challenge” on page 41 of *Exploring Nationalism*. Remind students of the challenge that they are preparing (pp. 16–17, *Exploring Nationalism*). Ask students to think about how the ideas discussed in today's lesson might be useful in creating their coat of arms. Refer students to the coat of arms of former governor general Adrienne Clarkson (see “Additional Resources”) to see how she included elements of national and personal identity. Ask students whether they want to add to the chart-paper notes that are posted in the classroom and give them time to update the notes they are keeping to prepare for the challenge.

DIFFERENTIATING INSTRUCTION

1. Some students may wish to know more about current debates and artistic expressions of Canada's national identity. The web sites in “Additional Resources” provide a starting point for an exploration of these subjects.
2. Modify the end-of-chapter activities to accommodate students' strengths and interests. One student's tall tale requested in Question 4, for example, can be turned into a children's book by a different student. This second student need not necessarily complete a tall tale.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 40–41, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. Students' answers will vary, but they may, for example, suggest, "I am a good cook," "In my family, we eat together at least once a day," and "As Canadians, we should try to eat foods that we grow or raise here." The word "I" should appear in elements of students' individual identity and "we" in elements of their collective and national identities.
2. a) Students' responses will vary, but a student may say that she is a Canadian citizen, of Ukrainian origins, with Eastern and Western European ancestry, an Orthodox Christian, a liberal, a woman, a student, an omnivore, a piano player, an art lover, a community activist, a soccer fan, and someone who loves conversation.
b) and c) Students' ranking of elements should include a list of valid criteria used to decide on the rankings.
d) In the paragraphs, look for indications of an understanding that a person's identity is shaped by unique factors.
e) The choice of two aspects to remove and three examples of how this would change his or her life should show the student's understanding of the rankings and criteria, as well as originality and insight.
3. Although answers will vary, students may suggest that spiritual and geographic understandings of nation best meet their criteria, which are based on emotional ties and the importance of land and of physical feature and boundaries. Answers to the chapter-issue question — To what extent are nation and identity related? — should be well written and well supported.
4. Students' tall tales may illustrate elements of heroism, such as risking life and limb to save someone in danger; civic involvement, such as clearing the playing fields and providing equipment and uniforms so a town can have baseball and football teams; or generosity, such as helping people in need celebrate an important occasion by procuring vast quantities of food and distributing mountains of gifts, decorations, and noisemakers. The tall tale should be presented to the class in an effective and interesting way.

You may wish to suggest that some students turn their tall tale into a book, complete with illustrations, for early readers. These students could then read their story to an elementary class. They could also make a copy of the book for the elementary class's library.

LESSON 6

FACTORS THAT SHAPE NATIONALISM

FOCUS ON SKILLS: DETECTING RHETORIC AND BIAS IN HISTORICAL WRITING

Chapter-issue question: To what extent do external and internal factors shape nationalism?

Inquiry question: What are some factors that shape nationalism?

In this lesson, students will explore the emergence of French nationalism in the 18th century. The skill focus — “Detecting Rhetoric and Bias in Historical Writing” — provides students with a series of steps to follow when evaluating historical writing.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.1, 5Ws+H Chart: Storming the Bastille
- Reproducible 1.2.2, Identifying Rhetoric and Bias
- Reproducible 1.2.3, Some Factors That Shape Nationalism (optional)

Create an overhead transparency or presentation slide of Figure 2-1 (p. 42, *Exploring Nationalism*), and of the “FYI” and “Voices” on page 47 (optional).

Book an overhead projector, or a computer, and screen.

Book time in a computer lab with an Internet connection or your school library for students to complete the skill focus.

Collect sheets of chart paper for posting notes.

RESOURCES

Exploring Nationalism, pages 42–49

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.

Bell, David A. *The Cult of the Nation in France: Inventing Nationalism, 1680-1800*. Cambridge, MA: Harvard University Press, 2001.

For teachers who want to learn more about French nationalism, Bell’s book provides a readable overview. Bell points out, for example, that French nationalism came in so many varieties, it is difficult to pin down the precise moment when it was “invented.”

<http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=priest>

A site that provides links to 20 primary documents on the French Revolution, such as the journal of a country priest, contemporary engravings and newspaper articles, and depositions, testimony, and petitions of women involved.

www.cbc.ca/news/background/paris_riots

This CBC story, with links to a timeline, examines the violence that erupted in Paris and other French cities in fall 2005.

www.cbc.ca/newsinreview/jan06/PDFs/riots.pdf

A CBC News in Review story and study guide on the 2005 riots in France.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities
- conducting research

PRIOR LEARNING

This lesson builds on ideas of ethnic and civic nation, identity, and nationalism introduced in Chapter 1.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 2-1 (p. 42, *Exploring Nationalism*). With students, read the caption aloud and ask them what they think is meant by the terms “liberté,” “égalité,” and “fraternité.” Connect their responses with students' experience by asking questions like the following:
 - What three words or symbols best capture the essence of Canada as a nation?
 - Could any events in Canada's history be considered a revolution? Students may mention the Battle of the Plains of Abraham, the War of 1812, the North West Rebellion, the Winnipeg General Strike, the October crisis, or the Quiet Revolution.
 - In Canada, a revolution was not required to establish freedom and power for the people. How has that shaped the country's development?
 - If you were drawing a cartoon for Canada similar to the one on page 42, what particular symbol or person would you include? Why?
2. With students, read the introduction to Chapter 2 on page 43 of *Exploring Nationalism*. Ask students to choose a partner — or assign partners — and instruct students to work with their partner to respond to the questions about the cartoon. Ask volunteers for their answers and discuss these as a class. Students may suggest that what happened in France was a conflict between ethnic and civic visions of nation.

Instruct students to read the IQs in “Looking Ahead.” Ask them to predict answers to these questions and record these answers on a sheet of chart paper and post it so that you can return to it later.

Conclude this part of the lesson by drawing students' attention to “My Journal on Nationalism” (p. 43, *Exploring Nationalism*). Give students a few minutes to update their notes, then ask volunteers whether — and how — their concepts of nation, identity, and nationalism have changed since their first journal entry.

- Instruct students to read pages 44 and 45 of *Exploring Nationalism* as far as the heading “Some Social Factors That Shaped French Nationalism.” Then direct students’ attention to “Voices” and the activity icon on page 44. Ask why the words of Louis XV might have angered some people. What do his words say about the concept of nation? How is this concept different from Benedict Anderson’s definition of nation?

Ask students to examine Figure 2-2 on page 44. Why do students think the execution of Louis XVI attracted such a large crowd? And why were people shouting, “Long live the nation! Long live the republic!”? You may need to explain that they used to say, “Long live the king!” To these people, the nation was no longer embodied in the king, but in the people themselves.

More to the Story

Louis XVI has often been accused of being disconnected from the people he governed, of lacking empathy for their situation. The following incidents are often cited as evidence — though they may be an irony or just a coincidence.

On July 14, 1789, Louis XVI returned to Versailles from a hunting expedition and recorded his take in his diary as “14 juillet : rien” — “July 14: Nothing.” Then he went to bed.

Soon after, he was awakened by the Duc de La Rochefoucauld-Liancourt, who reported that the people of Paris had stormed the Bastille. “Why, this is a revolt!” Louis exclaimed. “No, Sire,” the duke replied. “It is a revolution!”

- Distribute Reproducible 1.2.1, 5Ws+H Chart: Storming the Bastille, and instruct students to use the 5Ws+H questions to record the details of the storming of the Bastille and the questions at the bottom of the chart to respond to the activity icon on page 45 of *Exploring Nationalism*. When students have finished, ask volunteers to discuss their responses. Students’ answers will vary, but they may say that the lack of political prisoners made little difference to the status of the Bastille as a symbol of tyranny because people’s belief in its importance was so strong and that liberating the Bastille came to symbolize the people’s strength when they acted together.
- Arrange students in small groups and ask them to read the section titled “Some Social Factors That Shaped French Nationalism” (pp. 45–46, *Exploring Nationalism*). Instruct the groups to discuss the material as they read and to respond to the questions in Figures 2-4 and 2-5, and the activity icon in the middle of page 46. Then instruct the groups to work together to create a web diagram titled “People’s New Sense of the French Nation,” as directed by the final activity icon on page 46. Circulate and provide help as required.

More to the Story

Voting in the Estates General was heavily weighted. A combination of the clergy and nobles, then about 4 per cent of the population, could easily outvote the 96 per cent of the French who made up the Third Estate. But different precedents had been set. A provincial assembly called in 1778 and 1787 had doubled the numbers of the Third Estate, and another called in Dauphin had also allowed for voting by head: one vote per member, not per estate.

As a result, a demand soon arose to double the Third Estate numbers and to count votes by head. In 1789, the government received more than 800 different petitions, mainly from the bourgeois, who had come to recognize their potentially vital role.

The debate over the size and voting rights of the Third Estate brought the Estates General to the forefront of conversation and thought. Writers and thinkers published a wide range of views. Terms like “national” and “patriotism” became ever more frequent and were linked with the Third Estate. More importantly, this flowering of political thought caused a group of leaders to emerge, organizing meetings, writing pamphlets, and generally politicizing the Third Estate. In the forefront of this group were the lawyers, educated bourgeoisie with an interest in the many laws involved.

6. Before you ask students to read page 47 of *Exploring Nationalism*, you may choose to display an overhead transparency or presentation slide of “FYI” and “Voices” on that page. Both deal with the links between France and Canada.

With students, read “FYI” (p. 47, *Exploring Nationalism*), then ask students how Canada might be different today if the French had defeated the British on the Plains of Abraham. Students may suggest that immigration patterns would have been affected — with fewer British and American immigrants — and that Canada would have become much more French.

Read aloud Voltaire’s words from “Voices,” (p. 47, *Exploring Nationalism*), then ask students what they can infer about Canada’s global significance at the time. Would Voltaire’s words have been representative of the average person’s thoughts?

Ask students to rejoin their groups to read the section titled “Some Economic Factors That Shaped French Nationalism” (p. 47, *Exploring Nationalism*) and to revise their web diagrams, as instructed in the activity icon at the bottom of the page.
7. Draw students’ attention to “Focus on Skills: Detecting Rhetoric and Bias in Historical Writing” (pp. 48–49, *Exploring Nationalism*). Read aloud the introductory paragraphs and excerpt by Emmanuel-Joseph Sieyès, pausing to explain difficult words and ideas.

With students, review Step 1. If they wish, students may complete this step in a computer lab or the library.
8. With students, review Steps 2 to 4 and “Vocabulary Tip” (p. 49, *Exploring Nationalism*). Then distribute copies of Reproducible 1.2.2, Identifying Rhetoric and Bias, and instruct students to use the charts to complete Steps 2 to 4. Circulate to provide students with help if they seem to require it.

When students have finished, ask volunteers to share their inquiry questions and points from their charts. Guide the class through a discussion of these.
9. Time permitting, return to the predictions students made at the start of the class in response to the IQs in “Looking Ahead” and ask whether — and how — their ideas have changed.
10. You may wish to conclude the lesson by distributing copies of Reproducible 1.2.3, Some Factors That Shape Nationalism. Tell students to record what they’ve learned in this lesson in the first three rows of column two and to file the reproducible in their notebooks for future reference.

DIFFERENTIATING INSTRUCTION

1. Visual learners may benefit from constructing a timeline of the French Revolution and colour-coding the factors that shaped this event. These students could be paired with a fluent reader or work with you on this task.
2. Assign students to update the concept wall. In addition to the two new key terms from this lesson, you may also assign other words that presented a challenge as you worked through the material with students.
3. Encourage students to draw a Canadian version of the opening cartoon (p. 42, *Exploring Nationalism*) and to explain to the class the symbols, images, and words that they chose to include.

LESSON 7

FACTORS THAT SHAPE NATIONALISM (CONTINUED)

GEOREALITY: THE DISASTROUS RUSSIAN CAMPAIGN

Chapter-issue question: To what extent do external and internal factors shape nationalism?

Inquiry question: What are some factors that shape nationalism?

Students will consider the role of geographic and political factors on the development of French nationalism. “The View from Here” explores four lists of grievances presented to French delegates at the Estates General in 1789, and “GeoReality” examines Napoléon’s disastrous Russian campaign.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.4, Grievances and Recommendations
- Reproducible 1.2.3, Some Factors That Shape Nationalism (optional)

Create an overhead transparency or presentation slide of Figures 2-11 and 2-12 (pp. 54 and 55, *Exploring Nationalism*).

On cards, prepare four signs — Strongly Agree, Agree, Strongly Disagree, Disagree — and post them in the four corners of the classroom in preparation for a four-corners debate (p. 83).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 50–55.

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.

www.pbs.org/marieantoinette

A PBS site on Marie Antoinette and the French Revolution. The site offers links to a timeline, a biography, quizzes, interviews with leading authorities, and a virtual tour of the queen’s royal chamber.

http://findarticles.com/p/articles/mi_m2005/is_2_34/ai_68660116

A useful review of *Revolutionary Demands: A Content Analysis of the Cahiers de Doleances of 1789*. The article raises many of the questions addressed by the book, which uses the cahiers as a vast database to illustrate the crises consuming France and concludes that the public “figured out what might be plausible.”

www.pbs.org/empires/napoleon/n_war/campaign/page_12.html

A PBS page on Napoléon’s Russian campaign.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson continues to explore the inquiry question introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, write on the chalkboard the “Up for Discussion” question from page 50 of *Exploring Nationalism*: Is armed rebellion justified when people believe that government actions are causing their hardships?
Draw students' attention to the four signs you posted and guide students through a short four-corners debate on the question on the chalkboard.
2. At the conclusion of the debate, instruct students to read page 50 of *Exploring Nationalism*. Then ask them if they think the geographic factors that shaped French nationalism justified an armed rebellion. Guide a class discussion of this question.
3. Direct students' attention to “FYI” (p. 50, *Exploring Nationalism*). Ask students to calculate the per cent increase in the price of bread from 1788 to 1789. The answer is 61 per cent. Then ask what percentage of his or her daily wage a loaf of bread would cost a labourer who made 20 sous a day. The answer is 72 per cent. Ask students what the French may have thought — and wanted to do — about this. Guide the class through a discussion.
4. Ask students to examine Figure 2-8, the picture of the Kirsten Dunst as Marie Antoinette, on page 50 of *Exploring Nationalism*. Instruct students to make point-form notes on the pros and cons of the arranged marriage of Marie Antoinette and Louis XVI. Answers may include
 - Pros**
 - promoted peace between France and Austria
 - created a bond between powerful countries and their royal families
 - Cons**
 - aroused suspicion, so people believed negative rumours
 - was perceived as a symbol of the distance between royalty and the common people
5. Draw students' attention to the activity icon on page 50 of *Exploring Nationalism* and give them a few minutes to revise the web diagrams they started in the previous lesson.
6. You may want to ask students to return to Reproducible 1.2.3, Some Factors That Shape Nationalism, and to fill in the row on geographic factors in column two. Then ask volunteers to share points from their notes with the class.

7. Read aloud the introduction to “The View From Here” (p. 51, *Exploring Nationalism*). Then ask volunteers to read the four excerpts from *cahiers*, which provides a good opportunity to involve students with a flair for drama. Give students a few minutes to read ahead and to allow the volunteers to rehearse before they begin to read aloud. Ask the rest of the class, as they read, to record any words or terms they are unfamiliar with. When the readings are finished, ask students what terms they recorded and explain difficult terminology.

Ask students to choose a partner — or assign partners — and distribute Reproducible 1.2.4, Grievances and Recommendations. Instruct the students to read Question 1 in “Explorations” (p. 51) and to use the reproducible to respond. Completed charts may include information like the following:

- Farmers from Ménouville proposed that they not be taxed but that a tax be put on drinks so that everyone would be free.
- The bourgeoisie of Lauris proposed that all employment and prerogatives then allowed only to nobles be open to members of the Third Estate.
- The clergy of Blois stated that no constitutional reforms were needed.
- The nobility of Blois said that France needed a fixed constitution that established security for the person and for property.

Students' ratings of the arguments will vary, but be sure that they are able to explain their reasons.

8. Instruct students to read the first three paragraphs on page 52 of *Exploring Nationalism* and to respond to the activity icon. In discussing the similarities and differences between the Declaration of the Rights of Man and of the Citizen and the Canadian Charter of Rights and Freedoms, students may say that freedoms and rights are more broadly applied in the Charter. The rights set out in the French document apply only to men, while the Charter applies to everyone.

Direct students' attention to the third article of the declaration. Ask students what they think the document meant by “nation” in the context of the French Revolution. Would this have been a new definition of nation for the French? In what ways?

9. Ask students to read the sections titled “Reaction outside France” and “The Revolution Becomes Extreme” (pp. 52–53, *Exploring Nationalism*). Then instruct students to explore the chain of events set in motion by the French Revolution by creating a timeline or flow chart of these events. Students' timeline or chart may include the following events:

- 1789 following — French royalists flee and other countries try to invade France to restore the monarchy
- 1791 — Olympe de Gouges writes the *Declaration of the Rights of Woman and of the Female Citizen*
- 1793 — Louis XVI and Marie Antoinette executed
- 1793–1794 — the Reign of Terror established
- 1793 — Olympe de Gouges executed
- 1799 — Napoléon rises to power

More to the Story

One reason the revolutionaries were able to repel much larger and better-equipped foreign armies was gunpowder.

Antoine Laurent Lavoisier is widely regarded as the father of modern chemistry and was the first to identify oxygen. His many roles included becoming a tax collector with a private company that collected taxes and tariffs for the government. In 1776, he was appointed *régisseur des poudres* (director of gunpowder) and developed new manufacturing techniques that gave France the purest, most powerful gunpowder in the world.

In 1794, during the Reign of Terror, Lavoisier was arrested along with all the former tax collectors. He was subsequently executed and buried in a mass grave. A close friend, the mathematician Joseph-Louis Lagrange, said, "It took them only an instant to cut off that head, but France may not produce another like it in a century."

10. You may wish to instruct students to complete the web diagram they have been working on by filling in the political factors that helped shaped new ideas about the French nation. Or you may instruct them to return to Reproducible 1.2.3, Some Factors That Shape Nationalism, and to fill in the row on political factors.
11. Direct students to respond to the questions in "Reflect and Respond" on page 53 of *Exploring Nationalism*. If they have been using Reproducible 1.2.3, Some Factors That Shape Nationalism, this task will be almost complete. Students can use the last column of the chart to help them consider the questions about Canada in "Reflect and Respond."
12. Instruct students to read "GeoReality" (pp. 54–55, *Exploring Nationalism*). Then display an overhead transparency or presentation slide of Figures 2-11 and 2-12 and ask students to respond to the questions in "Explorations." Discuss these as a class.
13. Ask students to revisit the question they debated in Step 1. Have they changed their opinions? How? Why?

DIFFERENTIATING INSTRUCTION

1. Work directly with struggling readers to help them through the readings and activities in this lesson.
2. Visual learners can continue to work on the timeline they started in Lesson 6.
3. You may wish to ask interested students to conduct further research on some of the individuals and events of the French Revolution. Options include Louis XVI, Marie Antoinette, Olympe de Gouges, and the Reign of Terror. Students could write a brief report and post it on the bulletin board or a web site, present a report to the class, or create a visual showing how these people or events reflected public opinion.
4. Some students may wish to conduct research and draw a climagraph for the region they live in. Others may want to construct a statistical map like the one on page 55 of *Exploring Globalization*. They might choose to illustrate, for example, the Vimy Ridge campaign or a local event.

LESSON 8

RESPONSES TO FACTORS THAT SHAPE NATIONALISM

Chapter-issue question: To what extent do external and internal factors shape nationalism?

Inquiry question: How have people responded to some factors that shape nationalism?

In this lesson, students will explore how people responded to the French and American revolutions.

ESTIMATED TIME: 75 minutes

GETTING READY

Review the notes on conducting a three-step interview (see p. 80) and the section titled “Student Talk and Class Discussions” — and in particular the points on holding a tag debate (see p. 82) — in “Teaching and Learning Strategies.”

RESOURCES

Exploring Nationalism, pages 56–58

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.

www.pbs.org/empires/napoleon

This PBS site offers a biography, a timeline, and an overview of the politics during Napoléon’s time and the controversy surrounding his legacy.

<http://library.thinkquest.org/C0110901/standard/gallery.html>

A gallery of paintings depicting Napoléon, including two contrasting images of crossing the Alps, with helpful sidenotes. The site also has links to four maps.

<http://news.bbc.co.uk/1/hi/world/europe/3328277.stm>

A BBC News Q&A on the ban on headscarves in France.

www.cbc.ca/news/background/islam/hijab.html

This CBC News in Depth story explores the pros and cons of the headscarf ban in France and provides links to stories about similar situations in Canada.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in this lesson. These may include

- participating in the tag debate
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of factors that shape nationalism.

TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the questions from “Up for Discussion” on page 56 of *Exploring Nationalism*: Is requiring people to study their country’s history a positive way of ensuring that citizens develop shared memories? Or is it nothing but a way of manipulating citizens’ nationalistic feelings?

Divide the class into groups of four for a three-step interview (see p. 80). Instruct each group to further divide into two sets of partners. Tell students that, within each pair, one partner will serve as the interviewer and the other as the interviewee. The interviewer will ask the questions written on the chalkboard and listen actively to the responses, paraphrasing key comments and details. The partners will then reverse roles and repeat the process. The pairs will then rejoin their original group, and each student will summarize what his or her partner said.

Ask the groups to discuss and evaluate the responses and come to a consensus on the questions. When the groups have completed this process, ask volunteers to present their group’s findings. Discuss these as a class.

2. Ask students to read page 56 of *Exploring Nationalism*, including Figure 2-13 and the activity icon. Then ask questions like the following:
 - In what way did events from the French Revolution become powerful historical symbols for the French?
 - Are these symbols based on myth or reality?
 - How did Jacques-Louis David alter historical truth in his painting of Napoléon crossing the Alps?
 - Is it wrong to make changes when retelling historical events?
 - How do we decide which version of history to teach in schools? For example, do we describe Napoléon from the point of view of his supporters? His enemies?
 - Can history be used to unify a nation if it includes stories of failure and defeat?
3. Divide the class into halves for a tag debate (see p. 82) on the question: Does the ban on headscarves violate France’s national ideals of liberty, equality, and brotherhood? Assign one half of the class to take the yes and the other to take the no position, then give students time to read page 57 of *Exploring Nationalism* and prepare their arguments. Point out that there is useful information in “Voices” and that students will be expected to prepare a minimum of five arguments for the position they have been assigned to support. You may also want to draw students’ attention to some of the sites in “Additional Resources.”

Ask four students, two from each side, to begin to debate. Once the debate has begun, any student may “tag” into the debating circle by touching the shoulder of a participating member of their team.

When students have finished debating — or you have called a halt — ask them to reflect on the points that they found most persuasive. Ask students whether they had changed their initial opinion — and why.
4. Instruct students to read page 58 of *Exploring Nationalism*, with the following question in mind: In what ways was the Boston Tea Party in the United States similar or dissimilar to the storming of the Bastille in France? Guide the class through a brief discussion of their responses.

5. Direct students' attention to "Up for Discussion" on page 58. Ask them to suggest events that have affected how Canadians view themselves as a nation-state. They may suggest Vimy Ridge, Canada's participation in both world wars, the execution of Louis Riel, the October crisis, the internment of Japanese Canadians during the Second World War, relations with First Nations, or the patriation of the Canada Act in 1982.
6. Draw students' attention to "Reflect and Respond" (p. 58, *Exploring Nationalism*) and give them time to respond. Then ask volunteers to share their responses and to explain their choice of factors.
7. Time permitting, you may wish to return to the students' predictions you posted in Step 2 of Lesson 6 and ask volunteers whether — and how — their ideas have changed.
8. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Nationalism*): a coat of arms that shows how students' understandings of the concept of nation shape — and are shaped by — their identity. Encourage volunteers to suggest aspects of this lesson they might use in their coat of arms and record suggestions on the sheet of chart paper posted in Step 6 of Lesson 1. Also give students time to add to the notes they are keeping as they progress through the related issue.

DIFFERENTIATING INSTRUCTION

1. You may wish to help struggling students prepare for the tag debate by helping them read parts of this chapter or material listed in "Additional Resources."
2. Encourage students to find out how various artists have portrayed Napoléon crossing the Alps (see "Additional Resources") and to compare and contrast these with the painting on page 56 of *Exploring Nationalism*.

LESSON 9

CANADIAN RESPONSES TO FACTORS THAT SHAPE NATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent do external and internal factors shape nationalism?

Inquiry question: How have people in Canada responded to some factors that shape nationalism?

In this lesson, students will explore some Canadian myths and how Canadian stories have been created and challenged. In particular, students will see that different cultural groups view nation, a national character, and nationalism differently. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.5, Some Perspectives on Nationalism within Canada
- Reproducible 1.2.2, Identifying Rhetoric and Bias (optional)

Locate a CD that contains Gordon Lightfoot's song "The Canadian Railroad Trilogy."

Book a CD player.

RESOURCES

Exploring Nationalism, pages 59–65

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.

www.ainc-inac.gc.ca/ch/rcap/sg/sg18_e.html

This Indian and Northern Affairs Canada site discusses legislative and constitutional attempts — including the 1969 White Paper — to address the needs of Aboriginal peoples in Canada from 1969 to 1992.

www.canadiana.org/citm/_textpups/aboriginals/doc75_e.html

A summary of "Citizens Plus," also known as the Red Paper, by the Indian Chiefs of Alberta, 1970.

www.ammsa.com/buffalospirit/2004/footprints-VBCallihoo.html

A web page about Victoria Callihoo, presented by the Aboriginal Multi-Media Society.

www.spartacus.schoolnet.co.uk/PRvictoria.htm

A useful site about Britain's Queen Victoria.

www.pbs.org/empires/victoria

A wide-ranging PBS site about Queen Victoria.

www.gg.ca/heraldry/emb/05/emblems-rl_e.asp

The coat of arms of former governor general Roméo LeBlanc. Students may wish to consider the elements of nation and identity found in this example as they prepare for the related-issue challenge.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their understanding of some factors that shape nation and nationalism and some of the ways different groups have responded to these factors.

TEACHING AND LEARNING STRATEGIES

1. As students enter the classroom, play Gordon Lightfoot's song "The Canadian Railroad Trilogy." When they have taken their seats, play it again. Then conduct an exercise that will allow auditory learners to shine. Guide students through a discussion of the song's lyrics and of building the railway by asking questions like the following:
 - How does Lightfoot describe Canada before the railroad was constructed?
 - How would life change when the railroad was finished?
 - Who built the railway? What was the work like?
 - Why does the song refer to the dead? To tearing up trails? To opening the earth's heart and letting its life blood flow? To opening up the soil with teardrops and toil?
2. With students, read page 59 of *Exploring Nationalism* as far as the heading "Defining Canada's Stories," pausing to discuss the questions in the activity icon and in the caption to Figure 2-15. Students may suggest that the image in Figure 2-15 exploits the idea of Western Canada as an unspoiled wilderness — but the exploitation of the Chinese navvies who built the railroad to gain access to the West contradicts this idea.
3. Remind students that a nation-state's history is usually told from the dominant culture's perspective. Ask students to read the section titled "Defining Canada's Stories" (p. 59, *Exploring Nationalism*). Then, with students, brainstorm how Canada has been influenced and shaped by a British background.

Draw students' attention to "Voices" and the activity icon at the bottom of page 59. Students will likely note that Pauline Johnson is describing the view of men who were "born under the British flag" in Canada — even though she is a woman of mixed heritage. Canadian nationalism at the beginning of the 20th century was focused on a British heritage.

4. On the chalkboard, write the words “discovering” and “wilderness.” Ask students what these words imply. Students may say that “discovering” means to find something for the first time and that “wilderness” refers to an uninhabited area. Guide a further discussion by asking questions like the following:
 - Why do people say Canada and the Canadian West were “discovered” as European settlers migrated?
 - Why would people use this term when Aboriginal peoples had lived here for hundreds, and sometimes thousands, of years?
 - What do the terms “discovering” and “wilderness” say about Aboriginal peoples’ place in Canadian history?
 - What words might people use if they told these stories from different points of view or perspectives?

5. Instruct students to read page 60 of *Exploring Nationalism* and to respond to the two questions in “Explorations.” Students may suggest that Victoria Callihoo had a strong sense that the Métis were a nation within a nation. She knew that the Métis had their own history and traditions, and that the Métis culture might continue to be ignored — and eventually might be forgotten — if their stories were not written down.

6. Write the following quotation on the chalkboard: “Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian department.”

Tell students this was said by a Canadian politician who viewed Aboriginal peoples as a “problem” that would be solved by assimilation — making Aboriginal peoples more like the British majority. Then ask students to guess when this statement was made. You may hear a variety of guesses, but the correct date is 1920.

Ask students what they think of this objective. How would it affect government policy? The lives of Aboriginal peoples? Other people’s attitudes toward Aboriginal peoples?

7. Arrange students in small groups and distribute Reproducible 1.2.5, *Some Perspectives on Nationalism within Canada*. Instruct students to read page 61 of *Exploring Nationalism*, using the first column of the chart to record important points about First Nations and Métis views on nation and nationalism.

Then ask students to respond to the activity icon on page 61. Guide the class through a discussion of why a people’s stories should be told.

More to the Story

In 1969, a year after Pierre Trudeau became prime minister, his government issued a White Paper on Aboriginal policy. The paper argued that Canada should not negotiate any further treaties with Aboriginal peoples. Trudeau believed treaties could only be signed between sovereign nations. His government also did not agree with settling Aboriginal land claims because they were too broad.

A year later, a group called the Indian Chiefs of Alberta responded with their own document. Titled “Citizens Plus,” it became more commonly known as the Red Paper. The Red Paper countered all the White Paper’s proposals, and an Aboriginal delegation met with the government and succeeded in convincing it to change its policies and positions.

8. Ask the groups to read pages 62 and 63 of *Exploring Nationalism* and to use the second and third columns of Reproducible 1.2.5, *Some Perspectives on Nationalism within Canada*, to record important points on Inuit and Québécois views on nation and nationalism.

Ask volunteers to read points from their charts and ask questions such as the following:

- Whose stories have been excluded in Canada?
- Whose stories have been dominant?
- Has the balance shifted? How? Why?

9. Ask three volunteers to each read aloud one of the three quotations in “Taking Turns” (p. 63, *Exploring Nationalism*). As each reading is completed, ask students to express in their own words the speaker’s essential message. Students may suggest that both Violet and Pearl feel that their people’s stories helped shape Canadian nationalism, while Rick, as a new Canadian, feels that his people are adding a new chapter to this story.

Conclude this activity by asking students to respond to the “Taking Turns” question. Then ask volunteers to tell their peoples’ stories.

10. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 64–65, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the text, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.

11. Draw students’ attention to “Think about Your Challenge” (p. 65, *Exploring Nationalism*). Ask each student to submit a brief written update and chart on the status of their challenge in response to the following questions:

- What format do you intend to use for your coat of arms?
- What symbols will you incorporate?
- What is the purpose of each of your symbols?
- Where did you find the symbols?
- What is each symbol’s relative importance in your overall design?
- How does each symbol illustrate a relationship between nationalism and your identity?

You may wish to refer students to the coat of arms of former governor general Roméo LeBlanc. The site in “Additional Resources” explains the purpose of the symbols selected for his coat of arms.

DIFFERENTIATING INSTRUCTION

1. Work one-on-one with struggling students to help them complete the reproducible and other tasks.
2. Encourage students to conduct further research on the White Paper on Aboriginal relations and the Red Paper that responded to it (see “Additional Resources”). They could make a brief presentation to the class on their findings.
3. Interested students may wish to conduct further research to discover why Victoria Callihoo was linked with Britain’s Queen Victoria in the title of “Making a Difference.” They could write a brief report that compares the two women.

4. Modify the end-of-chapter activities to accommodate students' strengths and interests. The response to Question 1, for example, could be presented as a bar graph instead of a pie chart. For Question 3, you could ask some students to draft a declaration of rights for students.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 64–65, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. Students' pie charts will vary, but some may have much smaller portions for Canada and much larger ones for family and friends. Students' charts should include a title, legend, a convincing caption, and percentages that add up to 100. Students' short paragraphs should be well structured and support their conclusions.
2. Students' list of five factors may include social, emotional, and spiritual factors, as well as external realities such as climate and geography. Students should be able to explain their rankings and their reasons for making them. Each student's chart should include a personal example, such as pride in and attachment to the landscape of southern Alberta's badlands, northern Alberta's rivers and lakes, or the Rockies.
3. a) and b) You may choose to distribute copies of Reproducible 1.2.2, Identifying Rhetoric and Bias, to help students analyze the excerpts from the two declarations. This will also help students compare the two documents and determine their purpose.
c) Students' explanations of Olympe de Gouges's failure to have her vision accepted may suggest social and historical factors such as the dominance of men in late 18th-century France. They may suggest political factors, because she was perceived as having turned against former revolutionary allies.
d) Students may say de Gouges's vision is closer to becoming a reality in Canada today because women can work outside the home, they can vote and own property, and laws have been passed to make their wages equal to men's — but they still do a lot of the housework, take care of the children and older people, and have yet to be paid equal wages.

LESSON 10

INTRODUCTION TO CHAPTER 3

LOYALTIES AND CHOICES

Chapter-issue question: To what extent should people reconcile their contending nationalist loyalties?

Inquiry question: How do nationalist loyalties shape people's choices?

In this lesson, students will examine some ways in which nationalist loyalties shape people's choices. They will explore personal loyalty, nationalist loyalty, and patriotism.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 1.3.1, Choosing among Loyalties

Create an overhead transparency or presentation slide of Figure 3-1 (p. 66, *Exploring Nationalism*) and Figure 3-3 (p. 69).

Book an overhead projector, or a computer, and screen.

Locate a song about parades, such as Judy Garland singing "Easter Parade" or Barbra Streisand singing "Don't Rain on My Parade" or another song about parades (optional).

Book a CD player (optional).

RESOURCES

Exploring Nationalism, pages 66–69

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.

www.msf.org

The web site of Médecins Sans Frontières (MSF), which provides emergency medical assistance in more than 70 countries.

www.ctv.ca/servlet/ArticleNews/story/CTVNews/20070824/online_petition_070824/20070824

A story about renaming a stretch of Highway 401 between Trenton and Toronto, Ontario, now known as the Highway of Heroes.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.3.1, Choosing among Loyalties
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nation and nationalism. They will also use their knowledge of conflicts and how to resolve them.

TEACHING AND LEARNING STRATEGIES

1. You may wish to establish an ambience by playing a song about parades, such as Judy Garland singing "Easter Parade" or Barbra Streisand singing "Don't Rain on My Parade," or another song about parades as students enter the room.

On the chalkboard, write the following question: Does everyone love a parade? Ask students to brainstorm responses. Students may respond by naming particular parades they know about or attend, what kinds of parades they know about or attend, and whether they have ever participated in a parade by helping to design a banner or float, decorating their face or their bicycle, or just marching. Ask students why they think people attend — and enjoy— a parade.

2. Display an overhead transparency or presentation slide of Figure 3-1 (p. 66, *Exploring Nationalism*). With students, read the caption aloud and spend a few minutes discussing the parades in the photographs. Ask students which parade or parades they would most like to attend — and why.
3. With students, read the introduction on page 67 of *Exploring Nationalism*. Ask students to choose a partner — or assign partners — and instruct students to work with their partner to respond to the questions about the photographs. Circulate to determine which students are producing unique answers and positions. Then ask students how they responded and guide a class discussion of some of these answers.
4. Ask students to work with their partner to read the IQs in "Looking Ahead" and to record three points in answer to each and to file them so they can return to them later.

Conclude this part of the lesson by drawing students' attention to "My Journal on Nationalism" (p. 67, *Exploring Nationalism*) and give them a few minutes to revise their notes. Then ask students to look at the first entry in their journal to determine how little or how much their concept of nation has changed.

Vocabulary Tip

You may want to ensure that students know what is meant by the terms "nationalist loyalties" and "non-nationalist loyalties." "Nationalist loyalties" means a commitment to one's nation. "Non-nationalist loyalties" means a commitment to other aspects of people's identity.

5. Ask students to brainstorm examples of nationalist and non-nationalist loyalties. You may wish to conduct the brainstorming verbally or to ask volunteers to write examples on the chalkboard. When students have presented a number of examples, broaden the discussion by asking questions like the following:
 - How might nationalist and non-nationalist loyalties conflict?
 - How might an individual try to resolve such a conflict in his or her life?
 - In what ways might nationalist and non-nationalist loyalties enrich a person's life?
 - How might nationalist and non-nationalist loyalties affect an individual's sense of nation?
6. Instruct students to read page 68 of *Exploring Nationalism*. Then ask students to respond to the question in the activity icon and the three questions in the narrative. Ensure that students provide an example where possible.

Direct students' attention to Figure 3-2 (p. 68). Ask students whether they would be interested in getting involved in a humanitarian mission — and why. Then ask them what factors they considered before answering — and why.
7. Display an overhead transparency or presentation slide of Figure 3-3 (p. 69, *Exploring Nationalism*). Read the caption aloud and spend a few minutes discussing with students the question the caption concludes with. Then ask students to read page 69 as far as “Reflect and Respond” and to answer the following questions:
 - What is the link between patriotism and loyalty?
 - How do nationalist loyalties affect choices?
 - How do contending loyalties affect choices?
8. Draw students' attention to “Reflect and Respond” (p. 69, *Exploring Nationalism*). Distribute copies of Reproducible 1.3.1, *Choosing among Loyalties*, and instruct students to use the reproducible to complete the activity. Tell them they may list fewer or more than four criteria. When students finish, ask volunteers to share with the class their scenarios and possible courses of action. Discuss these with the class.
9. Ask students to return to the three points they recorded in Step 4. Ask students whether — and how — they would revise points they made on the first IQ.
10. Time permitting, you may wish to conclude the lesson by conducting a brief tag or continuum debate (see p. 82) on the question: Can a homecoming parade for Canadian soldiers be both a display of patriotism and a protest against war?

DIFFERENTIATING INSTRUCTION

1. Assign one or more struggling readers to update the concept wall with the new terms in this section.
2. Visual learners could be asked to assemble images that depict loyalty, patriotism, or contending loyalties and to post them on the bulletin board.
3. Encourage interested students to conduct further research on highway memorials in Canada (see “Additional Resources”). They could write a brief report or create a collage to present to the class.

LESSON 11

CHOICES THAT AFFIRM NATIONALIST LOYALTIES

Chapter-issue question: To what extent should people reconcile their contending nationalist loyalties?

Inquiry question: What choices have people made to affirm nationalist loyalties?

This lesson explores choices that people have made to affirm nationalist loyalties. In particular, it focuses on choices that some Inuit and First Nations' people have made. Students will also consider the concept of reasonable accommodation.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.3.2, Affirming Nationalist Loyalties
- Reproducible 1.3.3, National Loyalties in a Multicultural and Pluralistic Society
- Reproducible 1.3.4, Oaths of Citizenship: Canada and the United States

Book time in a computer lab with an Internet connection (optional).

RESOURCES

Exploring Nationalism, pages 70–74.

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.

www.afn.ca

The web site of the Assembly of First Nations.

www.collectionscanada.gc.ca/inuit/index.html

The web site for Project Naming is posted in three languages — French, English, and Inuktitut — and includes a useful page on the Inuktitut language.

www.ctv.ca/servlet/ArticleNews/story/CTVNews/20060425/atanarjuat_documentary_060425/20060425?hub=Entertainment

A story about Inuit filmmaker Zacharias Kunuk and his film about Kiviaq.

<http://osgoode.yorku.ca/media2.nsf/83303ffe5af03ed585256ae6005379c9/1a4f10fa8d2b2ed585256eda005eabbf!OpenDocument>

www.nunatsiaq.com/archives/nunavut010331/nvt10316_10.html

Two stories about Kiviaq's lawsuit against the federal government, one from a law professor and the other from Inuit newspaper *Nunatsiaq News*.

www.cbc.ca/news/becomingcanadian/self_citizen_quiz.html

This CBC site has links to a study guide and the Canada Quiz required to become a Canadian citizen. Students may be surprised at their score.

www.cbc.ca/newsinreview/dec07/PDFs/accommodation.pdf

This CBC News in Review story investigates the reasonable accommodation debate in Québec. The study guide is suitable for high school students and includes an exercise on reasonable accommodation cases in Canada.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on the previous lesson's ideas on nationalist loyalties.

TEACHING AND LEARNING STRATEGIES

1. To activate prior learning and get students started, place copies of Reproducible 1.3.2, *Affirming Nationalist Loyalties*, on their desks before they come into the classroom. When students have settled, instruct them to start filling in the section titled "Ways I Have Affirmed My Canadian Nationalism." You may wish to ask volunteers to read out a few points and discuss these as a class.
2. Ask students to read pages 70 and 71 of *Exploring Nationalism* as far as "Making a Difference." Instruct students to begin to fill in the section of Reproducible 1.3.2 titled "Ways Other People Have Affirmed Their Nationalist Loyalties" as they read. Point out that they need not complete it at this point — they will be able to add examples as they proceed through the chapter.
3. On the chalkboard, write the "Up for Discussion" question on page 70 of *Exploring Nationalism* and guide the class through a discussion of renaming the National Indian Brotherhood. Students may suggest that the term "Indian" was used in the colonial period, and many First Nations and Aboriginal peoples in Canada object to it.

Vocabulary Tip

The term "Indian" was based on a mistake. In 1492, Christopher Columbus thought he had landed in India, where he could obtain the pepper and other spices he sought for his sponsors. In fact, he was on San Salvador, an island in the Bahamas.

4. Explore the power of names by asking students questions like the following:
 - How important is a name?
 - How do you feel when someone mispronounces your name?
 - How would you feel if someone changed your name?
 - What is the difference between a number and a name?
 - What are some examples of situations where people are referred to by a number?
 - How would you feel if you were referred to by a number instead of by name?

More to the Story

Kiviaq could not fly to visit family members in Nunavut because he suffers from Ménière’s disease, a debilitating illness caused by increased pressure in the inner ear. Episodes of dizziness, loss of balance, and loss of hearing are common, and people with this condition can become nauseous and incapacitated for hours, even days, at a time. The pressurized air on a plane would make this condition much worse and trigger an attack. Kiviaq was also diagnosed with cancer in 2004.

5. Instruct students to read page 71 of *Exploring Nationalism*. Then ask them to respond to the questions in “Explorations.”

In response to Question 1, you may want to point out that Kiviaq’s fight for rights for the Inuit has placed him in a legal battle against the Canadian government — but that does not mean that he rejects Canada and its principles.

In response to Question 2, some students may feel that to be loyal to a nation, you need to be immersed in it. You could point out that some Canadians do not feel patriotic until they travel in other countries and experience different conditions. And some people, such as Nelson Mandela of South Africa or Aung San Suu Kyi of Myanmar (Burma), spend years in jail, house arrest, or exile and are therefore not directly immersed in their country — but they continue to struggle for justice, democratic and human rights, and the freedom of their nation or country.
6. Distribute Reproducible 1.3.3, National Loyalties in a Multicultural and Pluralistic Society. Ask students to read page 72 of *Exploring Nationalism*, using the reproducible to make point-form notes and then a summary statement on what they have read. The summary statement should provide two pieces of evidence for their position.
7. Distribute Reproducible 1.3.4, Oaths of Citizenship: Canada and the United States. Ask students to compare the two oaths and then to respond to the questions at the bottom of the reproducible. Ask volunteers to read their responses and guide the class through a discussion of some of these.
8. Instruct students to read pages 73 and 74 of *Exploring Nationalism* and to respond to “Reflect and Respond.” Give them time to record their six arguments, then ask questions like the following:
 - Does the Dhillon case demonstrate that national symbols and institutions evolve, change, and adapt?
 - Should national symbols evolve over time? Why or why not?
 - How might these changes be considered an example of reasonable accommodation?
 - Do you agree that these changes are reasonable? Why — or why not?
9. Conclude the lesson by asking students to return to the captions they wrote in Lesson 1. Ask students whether — and how — they might revise some captions at this point.
10. You may also wish to ask students to revise the three points about the IQs they recorded in Step 4 of Lesson 10 or to give them time to update the notes they are keeping in preparation for the related-issue challenge.

DIFFERENTIATING INSTRUCTION

1. Pair struggling readers with more proficient readers who can help them through the readings in this lesson. The pairs can continue working together to complete the activities.
2. You may wish to ask interested students to conduct further research on Zacharias Kunuk and Kiviaq (see “Additional Resources”). Students could prepare a brief report for the class.
3. Encourage interested students to conduct research on people who have fought for justice and legal rights while they were in prison or exiled. Examples could include Nelson Mandela, Aung San Suu Kyi, Ken Saro-Wiwa, Václav Havel, and Benazir Bhutto. Students could prepare a display of their findings and post it on the bulletin board.
4. Some students might enjoy using the computer lab or their home computer to take the Canada Quiz (see “Additional Resources”).

LESSON 12

NATIONALIST LOYALTIES AND CONFLICT

IMPACT: QUÉBEC — FOCUS OF FRANCOPHONE NATIONALISM IN CANADA

Chapter-issue question: To what extent should people reconcile their contending nationalist loyalties?

Inquiry question: How can nationalist loyalties create conflict?

Students will explore how contending nationalist loyalties can create conflict by completing an assignment about why Canada Day can be difficult for Newfoundlanders. They will also examine Québécois nationalism.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 1.3.5, Protecting Language and Culture in Québec

Create an overhead transparency or presentation slide of “Voices” (p. 75, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 75–79

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.

www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/beaumonthamel
Veterans Affairs Canada provides an in-depth exploration of the role played by the Newfoundland Regiment at the Battle of Beaumont Hamel.

www.army.forces.gc.ca/37CBG_HQ/1nfa_home.htm
The web site of the First Battalion, Royal Newfoundland Regiment, contains a brief history and links to videos related to Beaumont Hamel and Tommy Ricketts, VC.

www.ww1battlefields.co.uk/somme/newfoundland.html
A web page on the Newfoundland Memorial Park at Beaumont Hamel includes a number of photographs of the World War I battlefield as it was then and is now.

http://archives.cbc.ca/IDD-1-73-1891/politics_economy/1995_referendum
The CBC Archives offers a web page called “Separation Anxiety: The 1995 Quebec Referendum,” with links to a selection of radio and television vignettes that capture the anxiety and tension of this period, plus resources for teachers.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities in the lesson. These may include

- completing a written or visual project
- completing Reproducible 1.3.5, Protecting Language and Culture in Québec
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of the choices people make to affirm nationalist loyalties.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Alice Munro's words in "Voices" (p. 75, *Exploring Nationalism*). With students, read the quotation aloud. Guide the class through a discussion about loyalties and conflict by asking questions like the following:
 - Have you ever been in a situation where you had very mixed feelings about a person?
 - Have you ever had mixed feelings about being Canadian?
 - What are some aspects of Canada that you love?
 - What are some aspects of Canada that give you cause for concern?
 - Have you ever had to deal with contending loyalties because of competing nationalist sentiments? If so, how did you deal with this conflict?

Ask students to read page 75 of *Exploring Nationalism*. Then ask them to respond to the question in the caption to Figure 3-8 and guide the class through a brief discussion.

More to the Story

Despite the huge loss of life suffered by the Newfoundland Regiment at the Battle of Beaumont-Hamel, the battalion went on to acquire an outstanding reputation. After the battle, the regiment was brought back to full strength. In six weeks, they were fighting in Flanders and went on to distinguish themselves in a number of battles, including more of the Battle of the Somme in October 1916, the Battle of Arras in April 1917, the Battle of Cambrai in November 1917, and at Bailleul in April 1918. During the last hundred days of the war, Private Tommy Ricketts of the Newfoundland Regiment became the war's youngest soldier to win the Victoria Cross. He had not yet turned 18.

2. Ask students to imagine that they were a soldier in the Newfoundland Regiment during World War I. As a soldier, you survived difficult battles, lost friends at Beaumont-Hamel, and then saw the jurisdiction you fought for become part of Canada about 30 years later. Now your grandchildren, the editor of the local newspaper, or the *Rick Mercer Report* are asking you how you feel on Canada Day.

Instruct students to prepare a brief account or depiction of the contending loyalties their character may feel. They can follow the example of the Munro quotation in "Voices"; write a letter or e-mail to their grandchildren; prepare a story, cartoon, or comic strip for their hometown newspaper; or work in pairs to conduct a brief interview to submit as the script for a video segment. Circulate to provide help, and perhaps to determine which students are taking a novel approach.

Ask a few students to read their account or interview aloud or to show their drawings to the class. Then ask the class what elements might have been added — and why. How do students think these soldiers may have resolved a conflict in their loyalties?

3. Ask students to read the section titled “Contending Loyalties and Conflict” on page 76 of *Exploring Nationalism*. As they read, write on the chalkboard the question from the activity icon on page 76: What loyalties, if any, would you consider worth fighting for?

Remind students to remain respectful and sensitive to the views and feelings of others, then guide the class through a discussion of this question.

4. Instruct students to read “Taking Turns” (p. 76, *Exploring Nationalism*). Then ask them to respond to the questions in “Your Turn.” Students may suggest that

- Amanthi’s parents seem to be experiencing contending loyalties, but that conflict does not seem to be affecting her own identity. Blair does not seem to be experiencing contending loyalties. Rick is definitely experiencing conflict, particularly when he hears Canadians criticize the United States.
- Amanthi’s parents may resolve their conflict when they have lived in Canada longer. Rick’s conflict may not be resolved, and it will be important for him to learn how to express his position and feelings.

5. With students, read page 77 of *Exploring Nationalism*, including “FYI” and “Up for Discussion.” Pause to discuss with the class the key terms, the margin features, and students’ responses to the activity icon.

Direct students’ attention to “Reflect and Respond” on page 77 and give them a few minutes to prepare their slogan or symbol. Guide the class through a discussion of the similarities among the slogans and symbols. You may also wish to ask students to prepare a revised, final version of their slogan or symbol to display in the school foyer or in the classroom on parents’ night.

6. Ask students to select a partner — or assign partners — and instruct the pairs to make a point-form list of how having a language in common unites people. Ask volunteers to read points from their list. Students may say that a common language permits communication and understanding, establishes a bond between citizens, and helps create a cultural identity. Ask students whether they think language is more important than geography or history, for example, in creating a national identity — and why.

7. Ask students to read “Impact: Québec — Focus of Francophone Nationalism in Canada” (pp. 78–79, *Exploring Nationalism*). As they read, distribute Reproducible 1.3.5, Protecting Language and Culture in Québec. Instruct students to work with their partner to fill in the chart, then to share their responses with one other pair.

8. Ask students to respond to the questions in “Explorations” (p. 79, *Exploring Nationalism*).

In response to Question 1, students may suggest that Figures 3-11 and 3-12 show an increase in the use of French in Québec but a decrease outside Québec. Bill 101 may have influenced these trends by legislating the use of French in the province — but some Canadians saw the bill as “anti-English,” and it gave rise to anti-French sentiment. They may also suggest that the trends had more to do with immigration and demographic patterns than with Bill 101.

In response to Question 2, students may say that some Francophone Québécois parents are seeking more English-language education for their children because English is the predominant language of business in the wider world and they want their children to be able to compete for good jobs. These parents may also feel that they can effectively teach their children French and that the children will remain fluent in French even if they receive more

education in English. Students may also note the similarity to some anglophone Canadian parents' desire to send their children to French immersion classes and schools.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall. Encourage them to explain their updates to the class.
2. Encourage interested students to conduct further research on the Battle of Beaumont-Hamel and others fought by the Newfoundland Regiment. Each of the battles mentioned in "More to the Story" (p. 160), for example, is remarkable because the regiment achieved success even though it was greatly outnumbered.
3. Some students may wish to collect the written and visual projects created in Step 2 and assemble them into a newspaper or magazine spread or a web page. They can post their display in the classroom or on a school web page.
4. Ask some students to prepare a report or create a collage on the 1995 Québec referendum. They could use the site in "Additional Resources" to get started.

LESSON 13

FOCUS ON SKILLS: ANALYZING INFORMATION FROM MANY SOURCES

CONTENDING NATIONALIST LOYALTIES

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent should people reconcile their contending nationalist loyalties?

Inquiry question: How have people reconciled contending nationalist loyalties?

The skill focus provides students with steps to follow when analyzing information from many sources. Students will also explore how Aboriginal peoples in Canada have attempted to reconcile contending nationalist loyalties. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy the reproducibles.

- Reproducible 1.3.6, Analyzing Information by Assessing Its Authority and Validity (five copies for each pair of students)
- Reproducible 1.3.7, Aboriginal Peoples' Attempts to Reconcile Contending Nationalist Loyalties
- Reproducible 1.3.8, Inventory of Nationalist Symbols, Events, or Activities (optional)

Prepare an overhead transparency or presentation slide of Figure 3-14 (p. 82, *Exploring Nationalism*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 80–87

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.

Honour of the Crown. National Film Board, 2001 (48 minutes)

This NFB documentary explores François Paulette's 30-year struggle to see the Canadian government fulfil the terms of an 1899 treaty with the Thebatthi — Chipewyan — people. The film was shot in northern Alberta and Ottawa, and is recommended for students in Grade 10 and above.

www.ainc-inac.gc.ca/ch/rcap/rpt/index_e.html

Highlights from the report of the Royal Commission on Aboriginal Peoples, *People to People, Nation to Nation*.

www.gg.ca/heraldry/emb/05/emblems-rjn_e.asp

The coat of arms of former governor general Ramon John Hnatyshyn. Students may want to consider this coat of arms as they prepare for the related-issue challenge.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will build on their understanding of some factors that shape nationalism and how different groups have responded to these factors.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to “Focus on Skills: Analyzing Information from Many Sources” (pp. 80–81, *Exploring Nationalism*). With the class, read the introduction aloud. Ask students why it is important to consider many points of view and perspectives — and why it is important to assess those points of view and gain an understanding of those perspectives for authority and validity. Guide the class through a discussion of these points.
2. Ask students to choose a partner or assign partners. With students, review the steps in the skill focus, then distribute five copies of Reproducible 1.3.6, *Analyzing Information by Assessing Its Authority and Validity*, to each pair. Instruct students to use the charts to complete the steps of the skill focus and give them time to fill in the charts. Then ask students which excerpts they found to have the greatest authority and validity.
3. With students, read page 82 of *Exploring Nationalism* as far the section titled “The Oka Crisis.” Ask a volunteer to read aloud Matthew Coon Come’s words in “Voices” and ask students whether they agree with his thoughts. Does Coon Come’s position have consequences for individuals? For peoples? For governments? What are these consequences? And who should be responsible for protecting the right to self-determination?
4. Display an overhead transparency or presentation slide of Figure 3-14 (p. 82, *Exploring Nationalism*). Ask the class to respond to the two questions in the caption. Then ask students whether they think an image like this may have played a role in making national, provincial, and local governments think again about their relationships with Aboriginal peoples in Canada.
5. Divide the class into groups of four for a jigsaw activity (see p. 78). Assign each student the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts on the Oka crisis (p. 82, *Exploring Nationalism*); members of Group 2 will become experts on the Royal Commission on Aboriginal Peoples (p. 83, *Exploring Nationalism*); members of Group 3 will become experts on the Statement of Reconciliation (p. 83, *Exploring Nationalism*); and members of Group 4 will become experts on land claims (p. 84, *Exploring Nationalism*).

Distribute copies of Reproducible 1.3.7, *Aboriginal Peoples' Attempts to Reconcile Contending Nationalist Loyalties*. Review the information you expect each group to record

on the chart and instruct members of each expert group to read their assigned section of the textbook, discuss the information, and work together to make sure that everyone fills in full and accurate information in the appropriate place on their chart. Remind them to check the visuals, margin features, and activity icons for additional information.

Tell students to return to their home groups and to share the information with other home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage of the activity, all students' charts should be filled in completely. With the class, discuss the information students filled in and, if necessary, give them time to revise their charts.

You may also ask students to rate whether each of the events on their charts helped or hindered Aboriginal peoples' attempts to reconcile contending nationalist loyalties, as instructed in the activity icon on page 84.

6. Direct students' attention to the timeline at the bottom of page 84 of *Exploring Nationalism*. Guide the class through a discussion of these events and their significance for settling some of the outstanding land claims in Canada.
7. Instruct students to read "The View from Here" (p. 85, *Exploring Nationalism*) and to respond to the questions in "Explorations." In response to Question 1, students may suggest that
 - Shawn Brant believes the Canadian government needs to do a lot more for First Nations peoples. His comments indicate that, as an individual, he is ready to continue being an activist until his people have achieved recognition.
 - Marilyn Jensen seems to have reconciled her competing nationalist loyalties. She understands the concerns of many First Nations peoples, but she also respects her fellow Canadians and believes she can demonstrate that respect through peaceful protest.
 - Doug Cuthand's comments indicate that the problem of contending nationalist loyalties is far from resolved. Most First Nations peoples believe in respecting the law, even when their partners have failed to live up to the bargains they made. But this orderly conduct does not mean that things are fine as they are.
8. Time permitting, ask students to return to the three points about the IQs that they recorded in Step 4 of Lesson 10. Ask whether — and how — they would revise those points now.
9. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 86–87, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
10. Draw students' attention to "Think about Your Challenge" (p. 87, *Exploring Nationalism*). Give students time to update their notes and the symbols that they have selected for their coat of arms. Students may want to refer to the coat of arms of former governor general Ray Hnatyshyn (see "Additional Resources") to see how his coat of arms reflects contending nationalist loyalties.

DIFFERENTIATING INSTRUCTION

1. When assigning students to expert groups, ensure that the groups include a balanced mix of struggling and proficient readers.
2. The activity icon on page 83 of *Exploring Nationalism* mentions that some Aboriginal people viewed the Statement of Reconciliation as a step forward, but others viewed it as empty words. Ask a few students to find “Voices” that responded to the statement and to share these with the class.
3. Modify the end-of-chapter activities to accommodate students’ strengths and interests. For example, for Question 2, you may ask students to write a Canadian national anthem.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 86–87, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students’ responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. You may want to help students respond to this question by reviewing with them and writing on the chalkboard definitions of ethnic and civic nationalism. Or you can refer to the class’s word wall if the terms are posted there.
 - Ethnic nationalism is founded on shared ethnicity, culture, and language.
 - Civic nationalism occurs when people, no matter what their ethnicity, culture, and language, agree to live according to particular values and beliefs expressed as the rule of law.Students’ opinions should be supported by evidence.
2. Students’ answers will vary but they may include the following:
 - a) Only immigrants from Britain — the British, Scottish, and Irish — had their loyalties affirmed by “The Maple Leaf Forever.” The loyalties of Aboriginal peoples and immigrants from everywhere else were ignored. And this may have intensified conflicts in loyalties.
 - b) Possible arguments in favour of using “The Maple Leaf Forever” as Canada’s national anthem include:
 - Immigrants from Britain played a major role in Canada’s history.
 - Canada is still tied to England through the queen and the office of the governor general.Possible arguments against the use of the song as the national anthem include:
 - It intensifies the contending nationalist loyalties of immigrants who are not from Britain.
 - It does not represent Canada’s current multicultural and pluralistic society.

3. Students' answers will vary, but they may include:
 - a) Students may suggest that the cartoon and the statement demonstrate that the Inuit of northern Québec have strong nationalist loyalties. The Inuit have collective loyalties to each other. Their strongest loyalty is to their own people.
 - b) Students may say that the Inuit of northern Québec want as much consideration from the federal government as sovereignist Québécois receive. For example, neither group wants the federal government to have power over their language and culture. Students may also suggest that the Inuit may feel that their first loyalty is to their own people and their next loyalty may be to Canada, not to Québec.
 - c) Students' statements may say that Canada's policies help people reconcile contending loyalties by creating and enforcing respect for the beliefs and practices of others. Or they may say that Canada's multiculturalism policy serves to perpetuate contending nationalist loyalties because it permits all Canadian citizens to follow their ethnic and religious heritage — including traditional animosities — and laws such as the Charter protect these rights. Students' arguments should be respectful and well supported with evidence.
4. Ensure that students' reports on Project Naming explain how the project affirms nationalist loyalties. The reports should also include valid criteria for rating the project's importance.
5. Distribute Reproducible 1.3.8, Inventory of Nationalist Symbols, Events, or Activities to help students complete this activity. Students can use the reproducible to record the nationalist symbols they encounter over the course of a week and to write a few sentences that express their feelings about what they encountered. Students may be surprised at the number of symbols they find, and their explanations for how this made them feel should be well argued and well supported.

LESSON 14

INTRODUCTION TO CHAPTER 4 NON-NATIONALIST LOYALTIES

Chapter-issue question: To what extent should people reconcile their contending nationalist and non-nationalist loyalties?

Inquiry question: What are non-nationalist loyalties?

In this lesson, students will explore the nature of loyalties and begin to examine their non-nationalist loyalties.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 1.4.1, My Nationalist and Non-Nationalist Loyalties

Create an overhead transparency or presentation slide of Figure 4-1 (p. 88, *Exploring Nationalism*) and Figure 4-2 (p. 90).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 88–91

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.

www.cbc.ca/news/background/sealhunt

A CBC News in Depth page of FAQs on the seal hunt.

www.cbc.ca/sports/hockey/story/2007/02/28/ryan-smyth-goodbye.html

An emotional Ryan Smyth says goodbye after being traded from the Edmonton Oilers to the New York Islanders.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible 1.4.1, My Nationalist and Non-Nationalist Loyalties
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their existing understanding of non-nationalist loyalties.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 4-1 (p. 88, *Exploring Nationalism*). Ask students what they see in the photograph. When they understand they are looking at a protest against Canada's East Coast seal hunt, ask them to brainstorm the pros and cons of the seal hunt.

Students may suggest that the pros include

- providing an income for Canadians
- preserving traditional ways of life
- controlling the seal population, and thus perhaps benefiting the fish population

They may suggest that the cons of the hunt include

- killing innocent animals
- provoking international condemnation of Canada

Turn to page 88 of *Exploring Nationalism* and, with students, read aloud the caption. Ask them whether — and how — this information changes their responses.

2. Ask students to read the introductory material on page 89 of *Exploring Nationalism*. Then ask them to respond to the questions about the photograph on page 88. Ask questions like the following:
 - What competing nationalist and non-nationalist loyalties might seal hunters experience?
 - What competing nationalist and non-nationalist loyalties might protesters experience?
 - What tactics did the protesters use to draw negative attention to the seal hunt?
 - What images and information might seal hunters use to develop a positive presentation?
3. Divide the class in half for a tag debate (see p. 82). One side will represent protesters against the seal hunt; the other side will represent seal hunters. Tell students to prepare at least five arguments for the position they are assigned to support. Also, remind them to remain respectful of the other side's views.

Allow the students to debate for as long as you wish or until all the arguments seem to be covered. Then ask students which arguments were most persuasive and whether — and how — they think this conflict can ever be resolved.
4. Tell students to choose a partner — or assign partners — and instruct students to read the IQs in “Looking Ahead.” Ask the pairs to work together to write a brief paragraph in response to each question.
5. Draw students' attention to “My Journal on Nationalism” at the bottom of page 89. Give students a few minutes to update their journals, then divide the class into small groups. Ask students to share their most recent entry or to select any of their four entries to share with the group.

6. Display an overhead transparency or presentation slide of Figure 4-2 (p. 90, *Exploring Nationalism*). With students, read the caption aloud and discuss the contending loyalties Ryan Smyth, also known as Captain Canada, may have experienced during the game.

Instruct students to read page 90 as far as the section titled “The Nature of Loyalties” and then to respond to the questions contained in the section. When they finish, poll the class to determine how many would remain loyal to Smyth, how many would choose a new Oiler, and how many would switch their team loyalty. Ask volunteers to explain their position, then poll again to determine which students have changed their positions. If students’ opinions have shifted, ask volunteers to explain what persuaded them.

7. Ask students to work with a partner to list at least 10 of their loyalties, such as family, friends, school, community, country, and music groups. Then ask students to read the sections titled “The Nature of Loyalties” (p. 90, *Exploring Nationalism*) and “Distinguishing between Nationalist and Non-Nationalist Loyalties” (p. 91).

Distribute copies of Reproducible 1.4.1, My Nationalist and Non-Nationalist Loyalties, and ask students to work with their partner to place their list of loyalties in the appropriate areas of the chart. Point out that space has been left to add categories. Ask students whether their lists and their charts were the same. Did they feel that they had to make changes to fit the list into categories? What categories did they add? Ask volunteers to share entries from their list or their chart and guide the class through a discussion of these.

8. Direct students’ attention to “Reflect and Respond” (p. 91, *Exploring Nationalism*). Ask students to work with their partner to complete the graphic organizer. Circulate to provide help and ensure that students are including colour, a title, a legend, and a rating system. When students finish their graphics, ask the pairs to display their work to the class. Ask volunteers from each pair to explain the organizer and to respond to class questions and comments.

DIFFERENTIATING INSTRUCTION

1. Struggling students may need one-on-one help from you to complete the graphic organizer in “Reflect and Respond” (p. 91, *Exploring Nationalism*).
2. Encourage interested students to conduct additional research on the seal hunt (see “Additional Resources”). They might prepare a display they can post in the classroom — but be sure they examine both sides of the issue.

LESSON 15

COMPETING LOYALTIES

SPINBUSTER: IDENTIFYING SPIN IN THE NEWS

Chapter-issue question: To what extent should people reconcile their contending nationalist and non-nationalist loyalties?

Inquiry question: How can nationalist and non-nationalist loyalties compete?

In this lesson, students will explore the conflict that can occur when class and religious loyalties conflict with nationalist loyalty. In addition, the spinbuster feature — “Identifying Spin in the News” — provides students with steps to follow when examining news sources for bias.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 1.4.2, Analyzing and Interpreting Cause-and-Effect Relationships

Prepare an overhead transparency or presentation slide of Figure 4-6 and Figure 4-7 (p. 93, *Exploring Nationalism* — optional) and Figure 4-8 (p. 94).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Nationalism, pages 92–94

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.

<http://radio3.cbc.ca/bands/MARIA-DUNN>

A CBC radio site where students can listen to 12 of Maria Dunn’s songs.

<http://hnn.us/articles/934.html>

An article titled “What Is the Difference between Sunni and Shiite Muslims — And Why Does It Matter?” from the History News Network.

www.globalresearch.ca/articles/NYI304A.html

This web page offers notes and commentary on various images of American soldiers pulling down the statue of Saddam Hussein in Fardus Square. It also provides a link to a video.

www.adbusters.org/home

The web site for the anti-consumerist magazine *Adbusters*, best known for its spoof ads. By analyzing the spoof ads, consumers can see how the originals represent a product. Samples of spoof ads are posted on the site.

Jackson, Brooks, and Kathleen Hall Jamieson. *unSpun: Finding Facts in a World of Disinformation*. New York: Random House, 2007.

The authors of this book note that consumers and audiences are constantly bombarded with mixed messages, half-truths, misleading statements, and outright fabrications. The book contains strategies to help people spot deception and find facts.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing Reproducible 1.4.2, Analyzing and Interpreting Cause-and-Effect Relationships

PRIOR LEARNING

This lesson builds on students' understandings of non-nationalist loyalties.

TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the IQ: How can nationalist and non-nationalist loyalties compete? (p. 92, *Exploring Nationalism*). Tell students the first aspect of this question that they will explore is when class and nationalist loyalty compete. To set the stage, ask questions like the following:

- What are socio-economic classes?
- What assumptions are sometimes made about members of the upper class? The middle class? The lower — or working — class?
- Why do people use labels like upper and lower class? How are they significant?
- Do you know anyone who has experienced class conflict? How did the conflict make this person feel? How did the person respond? How was the conflict resolved?

2. Ask students to read page 92 of *Exploring Nationalism*, paying particular attention to what happened in Edmonton on December 20, 1932. Then tell students to respond to the activity icon at the bottom of the page, as well as the question in the caption to Figure 4-5.

In response to the activity icon, students may suggest that there was a clash of nationalist and non-nationalist loyalties. The mounted police took action in response to orders from the government, and this would be a nationalist loyalty. But many of the police may have been sympathetic to the workers who were marching, and this would be a non-nationalist loyalty. Students may also suggest that the workers' demands do not mean that they were not loyal to Canada — in fact, they were only asking the government to fulfil its social and economic obligations to citizens.

In response to the question in the caption to Figure 4-5, students may say that the photo of coal miners' children on the cover of Maria Dunn's CD demonstrates her loyalty to working, oppressed, poor, and underprivileged people.

More to the Story

Maria Dunn, the Alberta singer-songwriter featured on page 92 of *Exploring Nationalism*, is following in the footsteps of many singer-songwriters who have given a voice to working people, people who are poor, and people who are largely unnoticed.

- American folk singer Pete Seeger sang about and for workers and wrote "Where Have All the Flowers Gone?" after testifying before the House Un-American Activities Committee in 1955. The song later helped galvanize the anti-Vietnam War movement.
- British punk artist Billy Bragg gave a voice to coal miners when British prime minister Margaret Thatcher "waged war" on the unions in the 1980s. Bragg's song "Between the Wars" expresses a desire for a government that would support working people.
- Canadian singer-songwriter Bruce Cockburn has been an outspoken opponent of the International Monetary Fund, the World Bank, and many aspects of environmental and foreign policy. When his song "If I Had a Rocket Launcher" was released, he was temporarily banned from entering the United States.

3. Divide the class into small groups and ask the groups to work together to write a song about a current or historical issue. You may wish to direct their attention to “Focus on Skills: Developing Effective Inquiry Questions” (pp. 34–35, *Exploring Nationalism*) to help them determine what subject to choose. When they finish, ask volunteers to read aloud — or to sing — their group’s lyrics.
4. Organize a think-pair-share activity (see p. 78) by telling students to choose a partner — or by assigning partners. Instruct the pairs to read the section titled “When Religious and National Loyalty Compete” (p. 93, *Exploring Nationalism*). Tell them to carefully consider the information displayed in Figures 4-6 and 4-7 and to jot brief notes in response to the questions in the activity icon. Instruct the pairs to compare their answers with those of two other pairs, then with the class. You may find it helpful to display an overhead transparency of Figures 4-6 and 4-7 as students respond.
5. Display an overhead transparency of Figure 4-8 (p. 94, *Exploring Nationalism*). With students, read the caption. Then ask questions like the following:
 - What is happening in the photograph?
 - Where was the photograph taken?
 - Who was involved in this action?
 - Why was this event considered important enough to photograph?

Vocabulary Tip

“Propaganda” is from the Latin word for “propagate,” which can mean “make widely known,” “spread,” or “publicize.”

6. Read aloud the introduction to “Spinbuster: Identifying Spin in the News” on page 94 of *Exploring Nationalism*, pausing to explain difficult terminology. Review the steps in the feature. Then distribute Reproducible 1.4.2, Analyzing and Interpreting Cause-and-Effect Relationships, and instruct students to work with a partner to fill in the chart.
7. When students finish, ask volunteers to respond to the questions in Steps 1, 2, and 3. Students’ answers will vary, but they may suggest that the choice to use this photograph, and a newspaper reader’s response to it, will depend on people’s loyalties and purposes. Some students may say that the photograph is a legitimate portrayal of a symbolic event in the war in Iraq; others may say that it was a news op and manipulated the truth to support the United States’ purposes.
8. Ask students to return to the paragraphs about the IQs that they wrote in Step 4 of Lesson 14. Ask volunteers whether — and how — they would revise some points now.

DIFFERENTIATING INSTRUCTION

1. Pair struggling students with a proficient reader and writer or work with them yourself to write the song and complete the steps in the spinbuster feature.
2. Visual learners may choose to make a drawing or create a collage instead of helping their group write a song.
3. Ask some students to bring in songs that depict class struggle to play for the class. Each student could provide a brief introduction to his or her song before it is played.
4. Encourage interested students to analyze other news photos they find in magazines or newspapers or on the Internet, using the four-step process outlined in the spinbuster feature. They could prepare a display and post it in the classroom.

LESSON 16

COMPETING LOYALTIES (CONTINUED)

FOCUS ON SKILLS: DEFENDING AN INFORMED POSITION

Chapter-issue question: To what extent should people reconcile their contending nationalist and non-nationalist loyalties?

Inquiry question: How can nationalist and non-nationalist loyalties compete?

Students will explore the conflict that can occur when regional and nationalist loyalties compete. They will also examine four points of view on developing the oil sands. The skill focus provides students with steps to follow to defend an informed position.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.3, When Regional and Nationalist Loyalty Compete
- Reproducible 1.4.4, Defending an Informed Position: Development in the Oil Sands

RESOURCES

Exploring Nationalism, pages 95–101

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.

www.cbc.ca/doczone/tarsands

This site offers an overview of a documentary commissioned by the CBC, *Tar Sands: The Selling of Alberta*, and provides a link to a web page of comments about it and for correlations to 20-2.

www.energy.gov.ab.ca/OurBusiness/oilsands.asp

The Alberta government's web page on the oil sands.

www.oilsandsdiscovery.com

The web page of the Oil Sands Discovery Centre.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on the information on how nationalist and non-nationalist loyalties can compete introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Divide the class into home groups of four for a jigsaw activity (see p. 78). Assign each student in the home group the number 1, 2, 3, or 4 to identify the expert group she or he will join. Members of Group 1 will become experts in oil, gas, and regional loyalty (p. 95, *Exploring Nationalism*); members of Group 2 will become experts in the oil sands and loyalties (p. 96); members of Group 3 will become experts in the oil sands and ideological loyalties (p. 97); and members of Group 4 will become experts in the oil sands and cultural loyalties (p. 98).

Distribute Reproducible 1.4.3, *When Regional and Nationalist Loyalty Compete*. With students, discuss the information you expect them to record on the chart. Then instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind them to check the visuals and margin features for additional information.

Tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all charts should be completed. With the class, briefly review the information they recorded on their charts.

2. Tell students to choose a partner— or assign partners — and instruct the pairs to work together to read “The View from Here” on page 99 of *Exploring Nationalism*. Then ask them to respond to the questions in “Explorations.” Students may suggest that Melody Lepine and Peter Loughheed are trying to strike a difficult balance in their cultural, regional, and nationalist loyalties. They are also trying to warn others of possible dangers to national unity. Don Thompson and Richard Schneider seem more determined to advance or block further development of the oil sands. Students may also say that the competing loyalties include economic benefits and jobs versus the interests of the environment. These loyalties compete because gaining the benefits may be at the cost of irreparable damage to the environment.
3. Divide the class into groups of about five. Ask the students to create a character based on what they have read in this section, such as the mayor of Fort McMurray, the host of a radio call-in or TV talk show, a pipeline welder whose family remains in southern Alberta while he works in northern Alberta, an oil patch worker from Newfoundland, a fast-food worker, or one of the speakers in “The View from Here.” As a group, they will determine an issue that needs to be addressed, such as a lack of affordable housing or dangers to water resources that result from the oil sands developments. Then their characters will exchange views in a town hall meeting, a radio call-in or TV talk show, or a format of their choice. You may wish to draw students’ attention to “Focus on Skills: Developing Effective Inquiry Questions” (pp. 34–35, *Exploring Nationalism*) to help them determine an issue.

Give the groups time to decide on an issue and format. Remind them that their remarks must remain respectful of the views and feeling of others, then ask the groups to conduct their meetings or interviews.

When they finish — or you ask them to stop — ask volunteers to summarize the issue, the characters’ views, the debates, and what their group decided.

4. Direct students’ attention to “Reflect and Respond” (p. 98, *Exploring Nationalism*). Ask volunteers to share their responses to the situations described. Guide the class through a discussion of these.

5. Read aloud the opening paragraphs of “Focus on Skills: Defending an Informed Position” (p. 100, *Exploring Nationalism*), pausing to explain difficult terms and ideas. With students, review the steps in the skill focus.

Ask students to choose a partner — or assign partners — and distribute copies of Reproducible 1.4.4, Defending an Informed Position: Development in the Oil Sands. Direct students to use the chart to complete the steps in the skill focus. Circulate to provide help and to determine which students are developing an interesting set of arguments.

When they finish, ask students to share their arguments and counter-arguments with the class.
6. You may wish to ask students to return to the paragraphs they wrote in Step 4 of Lesson 14 or the captions they wrote in Lesson 1 and ask them whether — and how— they would revise these at this point.
7. Time permitting, remind students that they will be presenting their challenge soon and give them time to update the notes they are keeping and the symbols for their coat of arms.

DIFFERENTIATING INSTRUCTION

1. Students who may not wish to participate in the town hall meeting or call-in or talk show could choose an issue and write a letter to the editor of a local newspaper or compose an entry in a blog.
2. Encourage interested students to conduct further research on an aspect of the oil sands, such as the technology used to extract and refine bitumen (see “Additional Resources”). They could address a question like the following:
 - Should tax dollars be used for research and development of technologies to extract and refine bitumen?
 - Who should be responsible for cleaning up the environment once this process is over?
 - Can the environment ever be cleaned up after development on this scale has occurred?

LESSON 17

RECONCILING CONTENDING LOYALTIES

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Chapter-issue question: To what extent should people reconcile their contending nationalist and non-nationalist loyalties?

Inquiry question: How have people reconciled contending nationalist and non-nationalist loyalties?

Students will explore how people have attempted to reconcile conflicts in their nationalist and non-nationalist loyalties. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.5, Reconciling Nationalist and Non-Nationalist Loyalties
- Reproducible H, Placemat

Collect sheets of chart paper (optional).

RESOURCES

Exploring Nationalism, pages 102–109

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.

www.cbc.ca/news/background/china/falun_gong.html

This CBC News in Depth article explores Falun Gong.

www.nationtalk.ca/modules/news/article.php?storyid=4888

An article that explores the case of Sharon McIvor, a First Nations woman from Merritt, BC, who started a legal challenge against gender discrimination in the Indian Act on the grounds that it violated the Charter of Rights and Freedoms. The site provides a link to an interview with McIvor, who recently received the Carole Geller Human Rights Award.

www.nwhp.org/whm/trickey_bio.php

A brief biography of Minnijean Brown Trickey from the National Women's History Project.

www.filmakers.com/indivs/JourneyLittleRock.htm

A 2001 National Film Board co-production, *Journey to Little Rock: The Untold Story of Minnijean Brown Trickey*, follows Brown Trickey's life from her experiences as one of the Little Rock nine through her lifelong struggle for social justice.

www.maherarar.ca

Maher Arar's web site outlines his case and the legal challenges that resulted. Arar's personal statement outlines how his experience has made him feel close to Canadians across the nation and how these Canadians have, in turn, made him proud to be Canadian.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of how nationalist and non-nationalist loyalties can contend.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by asking students to think of an occasion when they had to struggle with contending loyalties. Ask volunteers to describe the situation. Then ask them how it turned out — how they reconciled their contending loyalties. Did they feel good about the resolution or not? Would they do anything differently next time — or not? Then explain that many people have to deal with conflicts like these when nationalist and non-nationalist loyalties contend.

2. Distribute Reproducible 1.4.5, Reconciling Nationalist and Non-Nationalist Loyalties, and instruct students to read pages 102 and 103 of *Exploring Nationalism*. Instruct them to use the chart, as they read, to fill in advantages and disadvantages of the strategies listed. Then ask them to work in pairs or small groups to fill in some examples of each.

When students finish, ask volunteers to read aloud some advantages, disadvantages, and examples of each of the strategies. Guide the class through a discussion of these.

3. Direct students' attention to "Making a Difference: Sandra Lovelace Nicholas — Fighting for First Nations Women" (p. 104, *Exploring Nationalism*). With students, read the feature aloud, then ask students to respond to the questions in "Explorations." Ask volunteers to write on the chalkboard or a sheet of chart paper the names of the people they selected in response to Question 2. Ask why they selected this person and how he or she fought for change.

4. Divide students into groups of four for a placemat activity (see p. 79). Distribute one copy of Reproducible H, Placemat, to each group and arrange the students around the organizer. One group member will read the section titled "Bringing about Change in the Nation" (p. 104, *Exploring Nationalism*); another will read the section titled "Fighting for a Sense of Belonging" (p. 105, *Exploring Nationalism*); the third will read the section titled "Fighting for Religious Freedoms" (p. 106, *Exploring Nationalism*); and the fourth will read the section titled "Making Reconciliation Work" (pp. 106–107, *Exploring Nationalism*).

Instruct the group members to record the main points in their individual sections of the placemat. They will then briefly explain the information they recorded and collaborate as a group to decide which points to record in the centre section.

You may wish to follow up by asking questions like the following:

- To what extent are people entitled to pursue justice inside a nation? Outside it?
- Are schools or other institutions that separate genders or cultures ever acceptable?
- To what extent can people's religious beliefs justify breaking society's rules?
- Can monetary compensation right a wrong?

5. Remind students of the situations they discussed in Step 1, then instruct them to record other contending nationalist and non-nationalist loyalties in their own lives. Ask students to read “Taking Turns” and to respond to “Your Turn” on page 107 of *Exploring Nationalism*. Ask volunteers to share some of their competing loyalties and whether they think it is important to reconcile these loyalties. Then ask them to speculate on how they may be able to do this.
6. Ask students to return to the paragraphs they wrote in Step 4 of Lesson 14 and the captions they wrote in Step 1 of Lesson 1. Ask volunteers whether — and how— they would revise these at this point.
7. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 108–109, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
8. Draw students’ attention to “Think about Your Challenge” (p. 109, *Exploring Nationalism*). Ask students to use their copy of Reproducible 1.1.3, Your Challenge 1 — Checklist for Success, to assess what they have prepared and to get feedback from a classmate.

DIFFERENTIATING INSTRUCTION

1. Assign struggling students to relatively light readings in the placemat activity or audiotape the readings for these students to listen to as they read.
2. Ask some students to prepare a brief report on a person of their choice who has worked to bring about change as a way to reconcile nationalist and non-nationalist loyalties.
3. Encourage interested students to conduct further research on segregation and the civil rights movement in the United States or on First Nations reserves and residential schools in Canada. They could prepare a report or create a collage and post it in the classroom.
4. Modify the end-of-chapter activities to accommodate students’ strengths and interests. You may want to arrange students in small groups to answer Questions 1 and 2. And for Question 2, you may choose to ask students to draw their own version of a cartoon that depicts contending nationalist and non-nationalist loyalties, rather than analyze Figure 4-22 (p. 108, *Exploring Nationalism*).

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”

(pp. 108–109, *Exploring Nationalism*)

Notes

1. No single correct answer should be expected when assessing students’ responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1.
 - a) Students' answers will vary, but some may find Michaëlle Jean's challenge inspiring. Others may think it is unrealistic.
 - b) Students may suggest that both messages were aimed at youth and challenged individuals to bring about change. Mustafa Kemal Atatürk emphasized that the future of the nation was at stake and stressed the nation's historical struggle, while Jean's focused on individuals and their dreams.
 - c) Although answers will vary, students may suggest that "wild or unattainable" dreams could include saving the environment or settling all the outstanding Aboriginal land claims. Trying to realize these dreams could mean jobs would be lost and national unity compromised.
2.
 - a) The characters in the cartoon are Peter Lougheed and Pierre Trudeau.
 - b) Students may say that Innes titled the cartoon "Team Canada?" because he wanted to portray a national symbol. They may also say that Team Canada is made up of Canada's best hockey players, so he is poking fun at the idea that these two politicians are part of the best team that Canada can assemble — and then play against one another. Students may say that the question mark lets readers know that Innes is not sure whether these two can handle the puck of "oil pricing." Students may suggest that both men are dressed in hockey gear, with a maple leaf on their shoulder, to evoke national symbols and to demonstrate that, despite their differences, they both represent the same nation-state.
 - c) Students may suggest that staying true to a nationalist loyalty does not mean accepting the status quo. They may use the example of fighting for change in the way resources are used in developing the oil sands.
 - d) Students may suggest Lougheed laughed at the cartoon, while Trudeau may have been frustrated by its title. Both may have been uncomfortable with the suggestion that they were passing — and fumbling — the puck. Students' descriptive sentences should be based on valid criteria.
3. You may wish to ask students to review "Focus on Skills: Developing Effective Inquiry Questions" (pp. 34–35, *Exploring Nationalism*) to help them determine their survey questions. You may also choose to have students work with a partner or small group to complete the survey. Students' surveys should be based on strong questions, and their reports may include graphs of their findings.
4. Students may suggest Hugh MacLennan's epigraph in *Two Solitudes* was an appropriate way to think about Canada because it captured the love-hate relationship between two of the country's founding nations, the French and the British. Others may suggest it excluded the First Nations and Canada's other cultures. Ensure that students explain their reasons.
5. When assigning groups to prepare an informed position on the chapter issue, you may wish to arrange students in groups that have worked well together in the past. Students' responses will vary, but they may suggest that attempting to reconcile nationalist and non-nationalist loyalties is a struggle with no end in sight, and that people must be prepared to listen to others and arrive at sensible compromises.

LESSON 18

YOUR CHALLENGE PRESENTATIONS

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

The challenge for Related Issue 1 requires students to create a coat of arms that shows how their understandings of the concept of nation shape — and are shaped — by their identity. This lesson provides students with an opportunity to present their coat of arms and their notes, explain the meaning and purpose of the symbols they used, and state their response to the related-issue question: To what extent should nation be the foundation of identity? If more time is needed, allocate a second or third period.

ESTIMATED TIME: 75 minutes

GETTING READY

To assemble the necessary resources, you must first ascertain how many students plan to present their coat of arms and attached notes in given formats. If some students plan to use computer-generated graphics and software, for example, you will need to book one or more computers and screens.

You must also decide how you would like to ask students to make their presentations: one by one to the class or by organizing presentation centres for a carousel activity (see p. 80).

If students will be presenting one by one, you may need to set aside more than one lesson. You may also choose to ask all the students who plan to use computer-generated graphics and software to make their presentations on the same day. In this case, book computers and screens as required for this lesson.

If you decide to use presentation centres, organize the classroom into centres made up of one or more desks as required. The centres should be geared to the kinds of presentations that students are planning to make. If a number of students plan to use computer-generated graphics and software, for example, you may need to organize more than one computer presentation centre. When setting up the centres, 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.

- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric
- Reproducible 1.1.3, Your Challenge 1 — Checklist for Success (optional)

Create an overhead transparency or presentation slide of Reproducible B, Ten Steps to Making Effective Presentations (optional).

Book an overhead projector, or a computer, and screen (optional).

RESOURCES

Exploring Nationalism, pages 14–109

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 will evaluate students' final product using Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric. As students are making their presentations and responding to classmates, make notes about what you are seeing and hearing. Follow up by providing specific feedback to individual students on how they could improve their presentations or participation skills.

You may wish to provide students with an opportunity to assess and learn from the work of their peers by using Reproducible 1.1.3, Your Challenge 1 — Checklist for Success, as a guide. You may also wish to incorporate this feedback into your own evaluation.

TEACHING AND LEARNING STRATEGIES

Note: Students' presentations may take various forms, such as computer-generated graphics and notes, a collage and a booklet, a drawing or painting and pages of notes, or a combination of forms. No matter which format students have selected — and the format you choose for the presentations — the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, and follow up by asking students to discuss the presentation's successes and to offer suggestions for improvement.

1. Remind students of appropriate behaviour for participating in presentations. Review classroom guidelines for showing respect and sensitivity. You might use the section titled "Habits of Mind" (p. 8, *Exploring Nationalism*) or an overhead transparency or presentation slide of Reproducible B, Ten Steps to Making Effective Presentations, to guide a discussion of active, positive participation in presentations.
2. Review the guidelines for the presentation (p. 16, *Exploring Nationalism*). Remind students of the time limit and assign a class member to signal when presenters have one minute left so they can begin to wrap up the presentation. Establish acceptable voice levels and remind students to allow time for questions.
3. If you choose to ask students to evaluate the presentations, assign students a partner and distribute copies of Reproducible 1.1.3, Your Challenge 1 — Checklist for Success, to each student. Instruct students to use the reproducible to assess their partner's presentation. Point out that these peer assessments may become part of students' evaluation and provide insights into how a classmate viewed the coat of arms.
Review all peer assessments before sharing them with students.
4. Ask students to begin their presentations.
 - If they are presenting their coats of arms and notes one by one, ask the first student to begin.
 - If they are using presentation centres, assign students to presenting and visiting groups. Explain that as a student is making a presentation, a visiting group will form the audience. When the time is up and the signal to change is given, the visiting groups will rotate to the next display or presentation centre. This process will continue until each visiting group has seen each presentation, which means that presenters will make their presentations a number of times. Then a new round will begin. This process will be repeated until all students have made their presentations.

5. When all the presentations are finished, give students time to assess their partner's presentation if you have chosen to do this.
6. Guide the class through a discussion of the successes and challenges students encountered. Remind students that this is the first of four challenges that they will complete as they progress through the course and that this feedback is designed to help them achieve greater success.

DIFFERENTIATING INSTRUCTION

1. Note the formats selected by each student as an indicator of the student's preferred learning style. You can use this information to help you structure future activities for this student.
2. During the presentations, note the presenter's comfort level with making the presentation. This information may help you decide how — and how often — to call on this student to respond in class.
3. Some students may prefer to prepare an audio or video recording rather than present their coat of arms to the class. Others may prefer to report in a written form. And remember that some students may not be comfortable discussing family matters (see note, Step 6, Lesson 1).