
INTRODUCING RELATED ISSUE 2

TO WHAT EXTENT SHOULD NATIONAL INTEREST BE PURSUED?

RELATED ISSUE 2 AT A GLANCE

Related Issue 2 focuses on national interest and foreign policy, how nationalism can become ultranationalism, how ultranationalism can lead to crimes against humanity, and the consequences of pursuing national self-determination. This exploration, analysis, and evaluation extends students' understandings of nation and nationalism and how they affect people's lives — and provides the foundation for the issues and inquiries in subsequent related issues, where students will explore internationalism and national identity in Canada.

Students' exploration, analysis, and evaluation of national interest, ultranationalism, and national self-determination will touch on a variety of issues, including how nationalism, national interest, and foreign policy are related; the development of and responses to ultranationalism and crimes against humanity; and some of the results of pursuing national identity, both in Canada and elsewhere in the world.

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

QUICK LESSON PLANNER — RELATED ISSUE 2

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 2 To what extent should national interest be pursued?		
General Outcome Students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.		
Chapter 5 — National Interest and Foreign Policy Chapter Issue — To what extent do national interest and foreign policy shape each other?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 2 Introduction to Chapter 5 (pp. 110–115)	Related Issue Opener Introduce Related Issue 2 Your Challenge Discuss expectations for the challenge for Related Issue 2 Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism”	75 minutes
2 Nationalism and National Interest Focus on Skills (pp. 116–121)	IQ 1: How are nationalism and national interest related? Explore the relationship between nationalism and national interest Focus on Skills Building Consensus	75 minutes
3 How National Interest Shapes Foreign Policy (pp. 122–127)	IQ 2: How has national interest shaped foreign policy? Explore how national interest can shape foreign policy, using the World War I peace settlements and treaties in the Middle East as examples Making a Difference Woodrow Wilson — Visionary or Dreamer? The View from Here Three views on the Treaty of Versailles	75 minutes
4 GeoReality How Foreign Policy Shapes National Interest Think . . . Participate . . . Research . . . Communicate . . . (pp. 128–135)	GeoReality Oil and National Interest in Iraq IQ 3: How has foreign policy shaped national interest? Explore how foreign policy can shape national interest, using the Amazon rainforest and Afghanistan as examples Taking Turns Discuss whether Canadian foreign policy in Afghanistan has supported the national interests of the Afghan people Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 6 — Nationalism and Ultrationalism		
Chapter Issue — To what extent can nationalism lead to ultrationalism?		
Lesson	Lesson Focus	Estimated Time
5 Introduction to Chapter 6 Ultrationalism (pp. 136–140)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is ultrationalism? Explore the differences between nationalism and ultrationalism, as well as the role of propaganda	75 minutes
6 Development of Ultrationalism Focus on Skills Spinbuster (pp. 141–146)	IQ 2: How does ultrationalism develop? Explore some of the factors and events that can transform nationalism into ultrationalism Focus on Skills Assessing the validity of information Taking Turns Discuss how a crisis might affect people’s sense of nationalism and national identity Spinbuster Analyzing Propaganda	75 minutes
7 Development of Ultrationalism (continued) Responses to Ultrationalism (pp. 147–150)	IQ 2: How does ultrationalism develop? (continued) Explore other factors and events that can transform nationalism into ultrationalism IQ 3: How have people responded to ultrationalism? Explore various ways people have responded to ultrationalism	75 minutes
8 Responses to Ultrationalism (continued) Think . . . Participate . . . Research . . . Communicate (pp. 151–157)	IQ 3: How have people responded to ultrationalism? (continued) Explore other ways people have responded to ultrationalism Making a Difference Joy Kogawa — Shedding Light on a Shameful Story The View from Here Three views of nation-building Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 7 — Ultrationalism and Crimes against Humanity Chapter Issue — To what extent can the pursuit of ultrationalism lead to crimes against humanity?		
Lesson	Lesson Focus	Estimated Time
9 Introduction to Chapter 7 Crimes against Humanity (pp. 158–162)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are crimes against humanity? Explore the concepts and definitions of crimes against humanity, genocide, and war crimes	75 minutes
10 Ultrationalism and Crimes against Humanity Impact (pp. 163–169)	IQ 2: How has ultrationalism caused crimes against humanity? Explore the role of ultrationalism in the Armenian genocide, the Ukrainian famine, the Holocaust, and the bombing of Hiroshima and Nagasaki Impact Shoah — The Holocaust The View from Here Three views on dropping the atom bomb on Hiroshima and Nagasaki	75 minutes
11 Contemporary Consequences of Ultrationalism (pp. 170–175)	IQ 3: What are some contemporary consequences of ultrationalism? Explore some of the contemporary consequences of ultrationalism, including the creation of the International Criminal Court Making a Difference Louise Arbour — Speaking Out for Human Rights Focus on Skills Analyzing Cause-and-Effect Relationships	75 minutes
12 Acting for Good Think . . . Participate . . . Research . . . Communicate . . . (pp. 176–179)	IQ 3: What are some contemporary consequences of ultrationalism? (continued) Examine three people who have acted for good in the face of evil Taking Turns Discuss whether crimes against humanity could happen again Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 8 — National Self-Determination		
Chapter Issue — To what extent should national self-determination be pursued?		
Lesson	Lesson Focus	Estimated Time
13 Introduction to Chapter 8 National Self-Determination (pp. 180–183)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What is national self-determination? Explore the concept of self-determination as it relates to nation-states as well as groups and collectives	75 minutes
14 Effects of Pursuing National Self-Determination Focus on Skills (pp. 184–189)	IQ 2: What are some effects of pursuing national self-determination? Explore some of the effects of pursuing national self-determination, including conflict, war, and instability Focus on Skills Predicting Likely Outcomes	75 minutes
15 Successor States National Self-Determination in Canada (pp. 190–198)	IQ 2: What are some effects of pursuing national self-determination? (continued) Examine India, Pakistan, and Kashmir as successor states IQ 3: What are some effects on Canada of pursuing national self-determination? Explore the pursuit of national self-determination by First Nations, Inuit, and Métis, and in Québec Making a Difference Zacharias Kunuk — Telling the Truth of What Happened The View from Here Three views on Prime Minister Stephen Harper’s motion recognizing that “the Québécois form a nation within a united Canada”	75 minutes
16 Unintended Consequences of Pursuing National Self-Determination Think . . . Participate . . . Research . . . Communicate . . . (pp. 199–203)	IQ 4: What are some unintended consequences of the pursuit of national self-determination? Explore some of the unintended consequences of the pursuit of national self-determination, including the creation of refugees and the impact on host countries Taking Turns Discuss how the pursuit of national self-determination has affected students Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
17 Challenge Presentations	Your Challenge Presentations Opportunities for students to present their investigative reports	75 minutes

LESSON 1

INTRODUCTION TO RELATED ISSUE 2

INTRODUCTION TO CHAPTER 5

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

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

This lesson introduces Related Issue 2 and its challenge: an investigative report on a nationalist movement. It also introduces Chapter 5.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.1, What Is in My Best Personal Interests?
- Reproducible 2.5.2, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric
- Reproducible 2.5.4, Notes for My Investigative Report

Create an overhead transparency or presentation slide of Reproducible 2.5.1, What Is in My Best Personal Interests?, and Figure 5-1 (p. 114, *Exploring Nationalism*).

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

Collect sheets of chart paper, markers, and tape.

RESOURCES

Exploring Nationalism, pages 110–115

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.iwmf.org/training/investigative.php

The International Women's Media Foundation offers some tips on investigative reporting and links to other useful sites and resources.

http://encarta.msn.com/encyclopedia_761553949/ottoman_empire.html

An overview of the Ottoman Empire that provides background and details on how “World War I was a disaster for the Ottoman Empire.”

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 2.5.1, What Is in My Best Personal Interests?
- developing a list of words and definitions
- participating in class discussions and activities

PRIOR LEARNING

Students will build on the understandings of nationalism they explored in Related Issue 1.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following question on the chalkboard: What is in your best personal interests? When students have settled, ask them to brainstorm ideas about their personal interests and how they might pursue them. Record their contributions on the chalkboard, then guide the class through a discussion of personal interests and how best to pursue them. Point out that personal interests are not fixed — they change as we change and as we face new challenges. Also point out that some ways of pursuing these interests are in our control — and some aren't. And the best ways of pursuing these interests may involve doing something that we may not like much, such as taking more classes or paying taxes to provide education and health services.

Display an overhead transparency or presentation slide of Reproducible 2.5.1, What Is in My Best Personal Interests? Select one of the personal interests recorded on the chalkboard and fill in the boxes, modelling aloud some of your thinking and asking students for feedback.

Distribute Reproducible 2.5.1 and instruct students to fill in the boxes. When they finish, ask volunteers to share their notes with the class. Instruct students to file this reproducible for future reference.

2. Draw students' attention to the Related Issue 2 organization chart on page 110 of *Exploring Nationalism*. With students, review how the textbook's four related issues are connected to the key issue — To what extent should we embrace nationalism? Ask students to identify the titles of the four Related Issue 2 chapters. Then tell them to read the inquiry questions below each chapter's title. Instruct students to record in their notebooks
 - words in the titles and inquiry questions that they have encountered and used in Related Issue 1
 - words that are new to their study of nationalism
 - words that are new to them

Ask volunteers to share their word lists. On the chalkboard or a sheet of chart paper, list the words that are new to students and ask volunteers to suggest definitions for these words. Instruct students to keep their word lists for reference as they work through this related issue and to update definitions as required.

Vocabulary Tip

Ask students to turn to page 1 of the prologue and review Figure P.1, which contains a number of words related to the root word "nation." With students, review the section of the prologue that talks about the suffix "-ism" and the activity icon that asks students to predict the meaning of the words "internationalism," "ultranationalism," and "supranationalism."

3. Write an issue of national interest — such as Canada's role in Afghanistan, supporting the United Nations, or free trade — on the chalkboard. Divide students into four groups and number the groups from 1 to 4. Ask students to read page 111 of *Exploring Nationalism*. Students in Group 1 will explore how the first bulleted point at the bottom of the page applies, for example, to Canada's mission in Afghanistan. Students in Group 2 will consider

how the second bulleted point relates to the mission. Group 3 will explore the third bulleted point, and Group 4 will explore the fourth point.

Instruct each group to record three or four key points on a piece of chart paper and to tape it to the wall or the chalkboard. Then ask each group to select a speaker to explain the group's points with the class.

4. Draw students' attention to "Your Challenge" (pp. 112–113, *Exploring Nationalism*). Explain that they will conclude their study of Related Issue 2 by creating an investigative report on a nationalist movement in response to the question: To what extent should national interest be pursued? With the class, read the sections titled "Your Investigative Report" and "What Your Report Will Include" (p. 112). Encourage students to suggest some nationalist movements that they might consider exploring. Record their suggestions on a sheet of chart paper and post it in the classroom.
5. Direct students' attention to "Checklist for Success" on page 112 of *Exploring Nationalism*. Point out that this checklist can form the basis of their criteria for selecting what to include in their report. Remind them that information in the prologue on developing issue questions (pp. 5–6, *Exploring Nationalism*) and "Focus on Skills: Developing Effective Inquiry Questions" (pp. 34–35) will also help them formulate questions they can use to prepare their report.
6. With students, discuss how they might use technology to present their results. Record their suggestions on a sheet of chart paper and post it in the classroom.
7. Distribute Reproducible 2.5.2, Your Challenge 2 — Checklist for Success, and Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Guide students through the items on the checklist and the rubric. Explain that they can use the checklist to help them ensure that their report meets the challenge and that the rubric will be used to evaluate the reports at the end of the related issue. Encourage students to discuss the sections of the checklist and rubric and remind them to keep both reproducibles available as they prepare to meet the challenge.
8. With students, read the section titled "Preparing Your Report" (p. 113, *Exploring Nationalism*). Distribute copies of Reproducible 2.5.4, Notes for My Investigative Report, and instruct students to use the chart to help them stay organized as they collect information and materials for their report.

At an appropriate time, collect these reproducibles and provide feedback and suggestions. 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 use the same type of technology for their report — for example, an e-zine or blog — to meet and share ideas.

9. Display an overhead transparency or presentation slide of Figure 5-1 (p. 114, *Exploring Nationalism*). Explain that the map shows the Middle East before and after World War I. Ask students to identify the major changes to the Ottoman Empire that occurred after World War I. Then ask them how people living in these areas might have felt when the country they lived in was divided up and given a new name and new government. You may choose to generate interest by using an example from closer to home. Ask students how they might feel, for example, if Alberta or Nunavut were divided up and its structures of government changed so the rest of Canada could have a bigger share of the region's resources.

10. Ask students to select a partner — or assign partners — and instruct the pairs to read page 115 of *Exploring Nationalism*, then to respond to the questions about the map of the Middle East. When they finish, ask volunteers to share their responses and guide the class through a discussion of these.
11. Give students a few minutes to complete “My Journal on Nationalism.”

DIFFERENTIATING INSTRUCTION

1. You may wish to ask two or three students to transfer to the concept wall the word lists developed in Step 2 of this lesson.
2. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge and provide help on an ongoing basis.
3. Encourage interested students to find out more about the Ottoman Empire and what happened to it as the result of World War I (see “Additional Resources”). They could prepare a report of their findings to present to the class.

LESSON 2

NATIONALISM AND NATIONAL INTEREST

FOCUS ON SKILLS: BUILDING CONSENSUS

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How are nationalism and national interest related?

In this lesson, students will explore the relationship between nationalism and national interest. The skill focus provides students with steps to follow to build a consensus.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.5, Differing Views on National Interest
- Reproducible 2.5.6, What Is in My Nation's Best Interest?
- Reproducible 2.5.7, Protecting Canada's Claim to the Northwest Passage
- Reproducible I, Consensus-Building Tips

Create an overhead transparency or presentation slide of Figure 5-5 (p. 117, *Exploring Nationalism*), Figure 5.7 (p. 119), and Reproducible I, Consensus-Building Tips.

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

RESOURCES

Exploring Nationalism, pages 116–121

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.ifrc.org/where/country/cn6.asp?countryid=87

The web site of the International Federation of Red Cross and Red Crescent Societies.

www.cbc.ca/newsinreview/nov07/PDFs/arctic.pdf

This CBC News in Review story explores the debate over sovereignty in the Arctic, including some details of the impact of climate change on the North.

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 nationalism and national interests.

TEACHING AND LEARNING STRATEGIES

1. Remind students of the chart they filled out in Reproducible 2.5.1, *What Is in My Best Personal Interests?* Then ask them to read pages 116 and 117 of *Exploring Nationalism*. When they finish, ask them to examine the photographs on page 116. What aspects of personal interest does each one portray? Is this also a national interest? Students may suggest that Figure 5-2 represents an interest in economic stability and a good quality of life; Figure 5-3 represents an interest in promoting beliefs, values, and culture; and Figure 5-4 represents an interest in safety and security. They may also suggest that these interests are both personal and national.
2. Ask students how they would rank the three areas of personal interest on page 116 of *Exploring Nationalism*. Economic prosperity, for example, may be their strongest interest at present. Then ask them to predict how these rankings might change in five, 10, and 20 years. Instruct students to return to Reproducible 2.5.1, *What Is in My Best Personal Interests?*, and ask whether — and how — they would revise some points now.
3. Ask students to respond to the activity icon on page 117. Then ask volunteers to share their ideas with the class. Guide the class through a discussion of these.
4. Draw students' attention to "Voices" on page 117 of *Exploring Nationalism*. With students, read Kofi Annan's words aloud. Ask a volunteer to explain the difference between national interest and collective interest. Guide the class through a discussion of these terms — and their consequences. Ask students why they think Annan says the concept of national interest needs to change. Then display an overhead transparency or presentation slide Figure 5-5 (p. 117) and read the caption with students. Ask them whether — and how — the photograph illustrates the ideas raised by Annan.
5. Distribute Reproducible 2.5.5, *Differing Views on National Interest*. With students, review the points of view listed on the chart. Instruct students to read pages 118 and 119 of *Exploring Nationalism* and to use the reproducible, as they read, to jot notes about each person's point of view.

You may wish to point out that Private Michael Lévesque, whose coffin is shown in Figure 5-6, is only one of many Canadians who have died or been injured while involved in peacekeeping or peacemaking. These other soldiers should also be remembered.

As students read and take notes, write on the chalkboard the following question from "Up for Discussion" (p. 118, *Exploring Nationalism*): Can a national government ever represent the interests of all citizens through a single national policy? Ask students to use the information on their charts to prepare a response to the question. Ask volunteers to share their responses and guide the class through a discussion.
6. Display an overhead transparency or presentation slide of Figure 5-7 (p. 119, *Exploring Nationalism*). Ask students questions such as:
 - Has climate change affected the Northwest Passage? How?
 - Is it in Canada's national interest to claim the Northwest Passage? Why?
 - What arguments might the government use to claim the Northwest Passage for Canada?
 - Should Canada maintain a military presence in the Arctic?
 - How should the issue of Arctic sovereignty be resolved?

7. Distribute Reproducible 2.5.6, *What Is in My Nation's Best Interest?* Remind students that their nation may be Canada or some other collective to which they belong. Instruct students to fill in the boxes with an issue of their choice and to file the reproducible for future reference.
8. Instruct students to respond to "Reflect and Respond" on page 119 of *Exploring Nationalism*. When they finish designing their strategies, ask volunteers to share some of these with the class.
9. Ask students to turn to "Focus on Skills: Building Consensus" (pp. 120–121, *Exploring Nationalism*). With students, read aloud the introduction.

Display an overhead transparency or presentation slide of Reproducible I, *Consensus-Building Tips*, and discuss strategies to help the groups come to a consensus. Distribute copies of this reproducible for students to consult and suggest that they file their copy for future reference.

Divide students into small groups and distribute Reproducible 2.5.7, *Protecting Canada's Claim to the Northwest Passage*. Inform students that they will work through the steps on page 120 until their group comes to a consensus.
10. When the groups reach a consensus, ask the groups to appoint a spokesperson to present their conclusions. Guide the class through the same steps to arrive at a class consensus.

DIFFERENTIATING INSTRUCTION

1. Ask a few students to update the concept wall.
2. When dividing students into groups for the skill focus, ensure that the groups are well balanced in their social and literacy skills.
3. Interested students may want to conduct further research into the Red Crescent Society (see "Additional Resources") or another non-governmental organization. Ask those students to prepare a report on the work that is being conducted, why the work is necessary, the risks NGO workers may face, and the benefits of the work to the people affected.
4. Encourage students to speculate on the possible consequences of attitudes to military power held, for example, by the United States and China. They could present their conclusions to the class in the form of a broadcast of a panel of experts or call-in debate.

LESSON 3

HOW NATIONAL INTEREST SHAPES FOREIGN POLICY

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How has national interest shaped foreign policy?

In this lesson, students will explore how national interests can shape foreign policy.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible J, Some Terms of the Treaty of Versailles

Collect sheets of chart paper, markers, and tape.

RESOURCES

Exploring Nationalism, pages 122–127

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.bbc.co.uk/history/worldwars/wwone/middle_east_01.shtml

An article written by Professor David R. Woodward of Marshall College in West Virginia that contains accessible information about the role of the Middle East in World War I.

www.firstworldwar.com/source/versailles.htm

This site offers primary documents about World War I, including the complete text of the Treaty of Versailles.

www.historylearningsite.co.uk/treaty_of_versailles.htm

An overview of the Treaty of Versailles, including easy-to-read figures on the devastating results of World War I, profiles of the main people and issues involved in the process of negotiating the treaty, and an account of its aftermath.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understanding of national interests and how they affect relationships with the rest of the world.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by writing on the chalkboard the following question: What are some elements of our school policy? Students may suggest, for example, rules about attendance, what happens when students are late, and a dress code.

When students have provided five or six aspects of school policy, divide students into small groups and give each group a piece of chart paper and a marker. Assign each group one of the aspects of school policy and ask the groups to make notes on how the policy affects students, teachers, school administrators, and parents. Then ask each group to select a speaker to share their notes with the class.

2. With students, read page 122 of *Exploring Nationalism*, pausing to discuss the definitions of “domestic policy” and “foreign policy” and instructing students to record these in the word lists they started in Step 2 of Lesson 1. Then ask students to respond to the activity icon at the bottom of the page. You may wish to assign a policy other than Canada’s claim to the Northwest Passage for students to analyze.
3. Direct students’ attention to “Voices” on page 122 of *Exploring Nationalism*. Ask students how this quotation demonstrates that Canada’s foreign policy decisions are important to the lives of all Canadians. Students may suggest that it demonstrates the many connections between different places. What happens in one place can have an impact almost everywhere else in the world.

More to the Story

The promises made by Sir Henry McMahon to Sharif Husayn ibn 'Ali in 1915 were in essence made moot by the Sykes-Picot agreement of 1916. This agreement divided the Middle East into areas of influence controlled by France, Britain, and others. The agreement mentions the possibility of an Arab state, but in fact it made it impossible for Britain to honour the promises McMahon had made to Husayn. The agreement extended the lines south from the districts specified by Husayn and McMahon so that Palestine was excluded from Arab control. The agreement also excluded two much larger areas, splitting the Arab area into zones under direct British and French control in a way that would prevent full independence.

4. Divide the class into home groups of five for a jigsaw activity (see p. 78). Assign each student in the home group the number 1, 2, 3, 4, or 5 to identify the expert group she or he will join. Members of Group 1 will become experts in World War I (p. 123, *Exploring Nationalism*), members of Group 2 will become experts in the treaty negotiations in France (p. 123), members of Group 3 will become experts in national interests after World War I (p. 126), members of Group 4 will become experts in nationalism and national interests in the Middle East (p. 126), and Group 5 will become experts in treaties in the Middle East (p. 127).

Instruct members of each expert group to read their assigned section of the textbook, to discuss the information, and to work together to write a point-form summary of the main points in their assigned reading. Remind them to check the visuals and margin features for additional information, but tell them they can ignore the activity icons for now.

Tell students to return to their home groups and to share the information they’ve gathered with their home-group members. As they do this, the other group members should record the information in their notes. By the end of this stage, all students should have complete notes on the readings. Ask volunteers to share points from their notes until all the readings are covered.

More to the Story

In 1920, the Syrian National Congress made Prince Emir Faysal king of Syria. But in April that year, France was given the mandate for that country. Faysal was expelled and went to live in the United Kingdom in August 1920.

The British government held the mandate in Iraq. Faced with unrest in the colony, they decided to step back from direct administration and create a monarchy to head the country while maintaining the mandate. Faysal agreed to become king when a plebiscite showed 96 per cent of Iraqis in favour.

Faysal was made king of Iraq in August 1921 and was instrumental in making his country nominally independent in 1932. He died of a heart attack in Berne, Switzerland, in 1933. An equestrian statue that stood in a square named in his honour in Baghdad was knocked down after the monarchy was overthrown in 1958, but it was later restored.

5. Ask students to respond to the activity icon on page 123 of *Exploring Nationalism*. Guide the class through a discussion of nationalist feelings in Canada and Germany after the Paris peace talks, which nationalist feelings can be healthy and which can be unhealthy, and what makes the difference. This may be sensitive ground, so ensure that students remain respectful of the views and feelings of others.
6. Ask students to respond to the activity icon on page 126 of *Exploring Nationalism*. Again, guide the class through a discussion, making sure that they do not resort to stereotyping and that their remarks remain sensitive to the beliefs and feelings of others.
7. Ask students to select a partner — or assign partners — and ask them to read “Making a Difference: Woodrow Wilson — Visionary or Dreamer” on page 124 of *Exploring Nationalism* and to respond to “Explorations.” Students’ answers will vary, but they may suggest that
 - Open diplomacy and no secret deals between countries has not yet been achieved. The focus on anti-terrorism policies after the attacks of September 11, 2001, has resulted in more secrecy rather than less.
 - Freedom of the seas is a problem when one nation infringes on the territory or resources of another. Many believe that the cod stocks off Canada’s East Coast, for example, would not be as badly depleted if other nations had not been allowed to catch tonnes of fish every year.
 - Open and equal trade is perhaps becoming more of a reality. Many developing nations are still at a disadvantage, but some have experienced significant growth as a result of more open and equal trading. Students may also suggest that this growth has its costs, however, such as the migration of young workers to cities and environmental degradation.

Ask students a follow-up question such as

 - Now that you have investigated Wilson’s proposals, do you believe he was a dreamer (e.g., his proposals were too ambitious and could not be achieved) or a visionary (e.g. his proposals could have been realized, but various countries acted in their national interest rather than the interests of collective security)?
8. Divide the class in half for a tag debate (see p. 82) and assign the halves to be either for or against the following statement: The Treaty of Versailles was a significant cause of World War II. Distribute Reproducible J, Some Terms of the Treaty of Versailles. Instruct students to read the excerpts from the terms of the treaty and “The View from Here” (p. 125, *Exploring Nationalism*). Tell students to prepare at least five arguments for the position they have been assigned, then conduct the debate for as long as seems useful.

9. Direct students' attention to "Reflect and Respond" on page 127 of *Exploring Nationalism* and give them a few minutes to prepare their responses. Tell students they will be presenting their responses as if they were advisers at the Paris Peace Conference. Ask volunteers to present their recommendations. Then ask them to explain how they arrived at these policies and why they are making these recommendations.
10. You may wish to ask students to review Reproducible 2.5.6, *What Is in My Nation's Best Interest?*, and revise some of their points if they wish. Ask volunteers whether — and how — they would make some revisions.
11. You may also wish to draw students' attention to the notes you posted in Steps 4 and 6 of Lesson 1 and ask whether they would like to add some new national movements or choices of technology to prepare for their challenge.

DIFFERENTIATING INSTRUCTION

1. Help struggling readers by employing a think-aloud strategy. Highlight significant features of the text, such as boldface type, figure titles, or photo captions, and describe aloud how a strategic reader might respond to these features.
2. Assign students to update the concept wall.
3. Encourage interested students to conduct further research into the foreign policy decisions made at the end of World War I that still have an impact today. They could prepare a short report to present to the class or display in the classroom.

LESSON 4

GEOREALITY: OIL AND NATIONAL INTEREST IN IRAQ

HOW FOREIGN POLICY SHAPES NATIONAL INTEREST

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

Chapter-issue question: To what extent do national interest and foreign policy shape each other?

Inquiry question: How has foreign policy shaped national interest?

In “GeoReality: Oil and National Interest in Iraq,” students will explore the struggle for control of a vital resource. Students will also explore how foreign policy can shape national interest. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible K, T-Chart
- Reproducible 2.5.8, Canada’s National Interests (optional)

RESOURCES

Exploring Nationalism, pages 128–135

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.globalpolicy.org/security/oil/irqindx.htm

The Global Policy Forum offers a web page about oil in Iraq with a brief overview and a host of links to stories and analysis.

www.iop.org/EJ/abstract/1748-9326/2/4/045005

An academic article titled “The Dilemma of Contact: Voluntary Isolation and the Impacts of Gas Exploitation on Health and Rights in the Kugapakori Nahua Reserve, Peruvian Amazon,” by Dora Napolitano and Aliya Ryan, contains interviews with isolated peoples in southeast Peru and information about how to respect their rights to life, health, territory, and independence.

www.cbc.ca/newsinreview/feb07/PDFs/afghanistan.pdf

This CBC News in Review story explores Canada’s successes and losses in Afghanistan.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing a brief writing assignment
- completing Reproducible K, T-Chart
- participating in class discussions and activities
- completing the end-of-chapter activities

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 the links between nationalism and foreign policy.

TEACHING AND LEARNING STRATEGIES

1. Organize a think-pair-share activity (see p. 78) by asking students to select a partner — or assigning partners — to read “GeoReality: Oil and National Interest in Iraq” (pp. 128–129, *Exploring Nationalism*). Instruct students to read the introduction and the passage under each heading on their own, pausing after each to think about what they read and summarize the information in one or two sentences. Tell them to discuss this summary with their partner and revise the information in their summary if they wish. Then ask the partners to discuss their summaries with one other pair and revise them again if they wish.
2. Draw students’ attention to “Explorations” (p. 129, *Exploring Nationalism*) and ask them to respond. Students’ responses will vary, but they may suggest:
 - Question 1 — Britain and the United States wanted access to Iraq’s oil, while Iraq wanted independence and a greater role in the region.
 - Question 2 — Students may say that if Iraq did not have a lot of oil, the international community would have been much less likely to become involved in the country’s affairs.
 - Question 3 — Students may suggest that no country has the right to invade another country. Others may suggest that direct threats to a nation’s security and the lives of its citizens justify an invasion. Be sure that their answers give reasons and remain respectful of others.
3. Ask students to imagine that they are an American soldier in Iraq, an Iraqi woman living in Baghdad, or a member of the Iraqi government. Instruct students to write a short personal account about their daily life and its problems, and how they think the situation could be improved if Canadian forces joined the U.S. mission. When they finish, ask volunteers to read their accounts and to give reasons for their positions.
4. Begin a discussion about developing the world’s rainforests by writing the following question on the chalkboard: Because rainforests affect the health of the whole planet, should we all have a say in how other countries manage their rainforests?

Students may suggest that because the health of the rainforests affects their own health, the answer is yes. Others may say that we would not want other nations telling us what to do with our resources, so the answer is no.
5. Ask students to read page 130 of *Exploring Nationalism* and to answer the questions in the activity icon at the bottom of the page. The first question was explored in Step 4 of this lesson, but you may wish to ask volunteers to discuss the rights of Indigenous peoples.

More to the Story

The Nahua people of Peru are not the only isolated community that has suffered as the result of contact with outsiders.

- In 2003, 15 members of an isolated community in northern Peru died after contact with Europeans in search of the mythical Incan kingdom of Paititi.
- Development of the Camisea basin has led to a variety of health problems for isolated peoples in the region. Several members of the Yora community died of a virus brought to the region when workers from Shell and Chevron began drilling for oil in the 1980s.
- In 2003, the Indigenous organizations of the Amazon basin released a statement that claimed that isolated peoples are particularly vulnerable to respiratory and gastrointestinal infections as the result of contamination of the area and contact with workers. One of the organization's demands was for closed systems of waste disposal to decrease contamination.

6. Distribute Reproducible K, T-Chart. Instruct students to read the sections titled “9/11 and Canada in Afghanistan” (p. 131, *Exploring Nationalism*), “Debate over Afghanistan” (p. 132, *Exploring Nationalism*), and “National Interests and Rights for Women” (p. 133, *Exploring Nationalism*) and to use the reproducible to prepare for a debate (see p. 81) on the following question: Be it resolved that Canada should continue to support the military mission in Afghanistan. You may choose to divide the class in half for a full-class debate or into groups of four to six so that each group can conduct a mini debate.

Assign students to argue for or against Canada's continued participation and remind them to check the visuals, margin features, and activity icons for additional information. Tell students to give their T-chart a title and to use the two columns of the chart to record information supporting both sides of the argument so that they will be prepared to refute these points during the debate.

When they finish taking notes, conduct the debate. Then take a poll of how many members of the class would like to change their position and ask volunteers why they would like to change sides.

More to the Story

Safia Ama Jan was 56 when she was shot four times in the head through a burka on September 25, 2006. Her murder appeared to mark a return to a strategy of intimidation after Taliban fighters had suffered a defeat at the hands of a NATO force in western Kandahar. An advocate for women's rights, Ms Jan had been appointed provincial director of women's affairs five years before. And she had supported women's education for more than three decades. She had stayed in Taliban-ruled Kandahar to give secret classes to local girls at her home and later opened schools that trained girls in various vocations, such as baking, tailoring, and selling their goods.

7. Ask students to read “Taking Turns” on page 133 of *Exploring Nationalism*, then ask volunteers to respond to the questions in “Your Turn.”
8. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 134–135, *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.

9. Draw students' attention to "Think about Your Challenge" (p. 135, *Exploring Nationalism*). Divide students into small groups to discuss the nationalist movement they plan to explore and any of the research that they have conducted to date.

DIFFERENTIATING INSTRUCTION

1. When assigning students to pairs and groups, ensure that the pairs and groups include a balance of struggling and proficient readers.
2. Suggest that interested students conduct additional research into voluntarily isolated peoples (see "Additional Resources") and create a visual report to post in the classroom.
3. Encourage interested students to conduct further research into the situation of women in Afghanistan. They could use the information as the basis for a question-and-answer report.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. You may need to help struggling students if you choose to assign Questions 2 and 3.

POSSIBLE ANSWERS TO "THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . ."

(pp. 134–135, *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. Ask students to select a partner — or assign partners — and distribute copies of Reproducible 2.5.8, Canada's National Interests. Instruct students to complete the chart, then to share their responses with another pair. You may want to complete one section of the chart with students. An example follows.

Canada's National Interests			
Priority	Reasons for Choice	Stakeholders	Action or Strategy
1. Arctic sovereignty	<ul style="list-style-type: none"> • Inuit and other Canadians have made the North their home for generations. • Canada stands to benefit economically if it can control trade and resource exploration in the Arctic. 	<ul style="list-style-type: none"> • Inuit and other First Nations who live and work in the North. • Private businesses and corporations, such as oil companies. • The federal government. • Canadian taxpayers. 	<ul style="list-style-type: none"> • Enter into a profit-sharing agreement with other nations who also claim sovereignty. • Establish military positions in the Arctic.

Other examples students may choose include trade treaties, international laws that protect people and resources, national security, and the military mission in Afghanistan.

2. You may wish to review the sections titled “Critical Thinking” and “Choosing Criteria” (p. 6, *Exploring Nationalism*) with students before they prepare their essays. Be sure that students’ essays use solid criteria to judge whether Canada should pursue its national interests.
3. You may wish to review the section titled “Powerful Questions” (p. 7, *Exploring Nationalism*) and “Focus on Skills: Developing Effective Inquiry Questions” (pp. 34–35) with students before they prepare their survey. Circulate and provide help as students create their survey questions and tabulate their results. When students finish their survey, you may wish to divide the class into small groups to share their results and recommendations to the government.
4. Students’ answers will vary, but they may suggest:
 - The cartoonist is telling the story of the debate over Arctic sovereignty.
 - Canada stands to gain a great deal if it can assert sovereignty over the North.
 - The cartoonist appears to believe that Prime Minister Stephen Harper is not standing up for Canadian sovereignty; in fact, his priorities are upside down.
 - The scene and setting evoke national sentiment through the use of the Canadian flag and the country’s prime minister.
 - The cartoonist seems to believe that Canada should take a more aggressive policy in the North. He communicates this opinion by poking fun at Harper’s actions to date and by including a speech bubble that implies the prime minister is admitting defeat. But staking a claim to the South Pole — which is about as far away from Canada as you can get — does not make much sense.

LESSON 5

INTRODUCTION TO CHAPTER 6

ULTRANATIONALISM

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: What is ultranationalism?

In this lesson, students will examine the relationship and differences between nationalism and ultranationalism. They will also continue to explore the nature and uses of propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.6.1, Ultranationalism under Stalin and Hitler

Create an overhead transparency or presentation slide of the poster in Figure 6-1 (p. 136, *Exploring Nationalism*).

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

Collect sheets of chart paper.

RESOURCES

Exploring Nationalism, pages 136–140

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.cnn.com/SPECIALS/cold.war/kbank/profiles/stalin/

CNN's web site provides a brief overview of Joseph Stalin's life and legacy that is suitable for most readers.

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

A more detailed overview of Stalin's life and the impact of his dictatorship.

www.armeniapedia.org/index.php?title=Hrant_Dink

This site explores Hrant Dink's life and death and offers examples of his writings, including his last column.

www.internationalpen.org.uk/internationalpen

International PEN is a worldwide association of writers working to support freedom of expression and to publicize and support writers who have been persecuted.

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 2.6.1, Ultranationalism under Stalin and Hitler
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nation and nationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of the poster in Figure 6-1 (p. 136, *Exploring Nationalism*). With students, read the caption aloud, then ask students to examine the poster. You may wish to guide the discussion by asking questions like the following:

- How would you describe the tone or mood of the poster?
- How would you describe the facial expressions of Joseph Stalin? Of the people around him?
- How are colour and other elements of the poster used to create a particular impression?
- How does the slogan on the poster reinforce the images?
- What impression of this leader does the poster convey?

Ask students why they think this poster was made. Guide the class through a discussion that touches on the poster's goals and usefulness as a form of propaganda.

2. With students, read aloud the introductory paragraphs on page 137 of *Exploring Nationalism*. Then ask students to respond to the questions about the poster and map in Figure 6.1 on page 136. Guide the class through another discussion, then ask volunteers whether — and how — their initial responses have changed.

3. Direct students' attention to the key terms. Ask students to speculate on their meaning and to add these to the list of new terms they are keeping. Then draw their attention to the IQs and ask students to speculate about what they will learn about in this chapter.

Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.

4. Begin an exploration of ultranationalism by writing on the chalkboard or a sheet of chart paper the definition on page 138 of *Exploring Nationalism* — an extreme form of nationalism. Ask students where they would draw the line between nationalism and ultranationalism and record their ideas on the chalkboard or chart paper.

Instruct students to read page 138. Then ask students to respond to the questions in the activity icon and the caption for Figure 6-2. Ask students to revisit their initial understanding of the line between nationalism and ultranationalism and revise the ideas recorded if necessary.

More to the Story

The caption to Figure 6-2 (p. 138, *Exploring Nationalism*) translates signs saying "We are all Hrant Dink" and "We are all Armenians." On June 26, 1963, shortly after communist East Germany had built the Berlin Wall to prevent movement between East and West, U.S. president John F. Kennedy gave a speech in West Berlin. In it, he said:

"Two thousand years ago, the proudest boast was *civis romanus sum* (I am a Roman citizen). Today, in the world of freedom, the proudest boast is 'Ich bin ein Berliner' (I am a Berliner) . . . All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words 'Ich bin ein Berliner!'"

5. Ask students to select a partner — or assign partners — and distribute Reproducible 2.6.1, *Ultrationalism under Stalin and Hitler*. Instruct students to work together to read pages 139 and 140 of *Exploring Nationalism* and to use the reproducible, as they read, to record examples of ultrationalism. Remind students to check the figures, photo captions, and “Voices” for additional information.

When they finish, ask students to compare their examples with those of another pair.
6. Remind students that they learned to identify propaganda in “Spinbuster: Identifying Spin the News” (p. 94, *Exploring Nationalism*). With students, read aloud the bullet points on page 140 of *Exploring Nationalism*. Ask students to rank the tactics used by propagandists on a scale of 1 to 5 (1 = very effective; 5 = not very effective). Then ask them to rank the tactics based on the harm they can do, for example, to people’s sense of security and well-being. Which scale of importance would they say is more important? Why? Do ends justify means? Why — or why not?
7. Draw students’ attention to “Reflect and Respond” (p. 140, *Exploring Nationalism*) and instruct them to complete the activity. Students’ criteria will vary but could include whether the message
 - resorts to name calling
 - appeals to people’s anger or fears
 - uses words that hide the true meaning of actions
 - uses respected symbols to appeal to people’s values and beliefs
 - uses fear to encourage support
8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether they have new ideas to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). You may also wish to give them a few minutes to update the notes they are keeping in preparation for the challenge or to consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. Assign one or more students to update the concept wall.
2. Some students may be more comfortable working in pairs to develop their criteria orally when responding to “Reflect and Respond” on page 140 of *Exploring Nationalism*.
3. Encourage students to conduct further research on Hrant Dink (see “Additional Resources”) and present a brief report on their findings. They may also wish to include other journalists and writers who have suffered for defending their views — and how this affects the availability of views and information.

LESSON 6

DEVELOPMENT OF ULTRANATIONALISM

FOCUS ON SKILLS: ASSESSING THE VALIDITY OF INFORMATION

SPINBUSTER: ANALYZING PROPAGANDA

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: How does ultranationalism develop?

This lesson explores some of the factors and events that can combine to transform nationalism into ultranationalism. The skill focus — assessing the validity of information — provides students with steps to follow when trying to determine the validity of information, and “Spinbuster” provides steps to follow when analyzing propaganda.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism
- Reproducible 2.6.3, Validity of Information Checklist
- Reproducible 2.6.4, Analyzing Propaganda

Prepare an overhead transparency or presentation slide of Figure 6-6 (p. 141, *Exploring Nationalism*).

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

RESOURCES

Exploring Nationalism, pages 141–146

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://query.nytimes.com/gst/fullpage.html?res=950DE4DA1F3EF93BA15756C0A96F948260&sec=&spon=&pagewanted=all>

A *New York Times* story on the legacy of Hirohito and current debates about the relationship between politics, ritual, and Japanese identity.

www.vac-acc.gc.ca/remembers/sub.cfm?source=history/secondwar

The Veterans Affairs Canada web site offers a rich resource centre of materials about World War II, including print, video, and primary sources.

www.propagandacritic.com

A site that explores how — and why — to analyze propaganda techniques.

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 ideas about ultranationalism introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 6-6 (p. 141, *Exploring Nationalism*). With students, examine the photograph and discuss the caption.

Distribute Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, and tell students to record “indoctrinating children” as the first example of a factor that can contribute to the development of ultranationalism. Then ask them why they think this factor is important. Instruct them to use the right-hand column of the T-chart to record their response.

2. Instruct students to read page 141 and the first half of page 144 of *Exploring Nationalism*. Tell them to skip the skill focus for now. Instruct students to use Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, to record, as they read, other factors that can contribute to ultranationalism and why these are significant. Tell students they will be using this chart a number of times as they read, so they should not attempt to fill it all in at this point.

When they finish, ask them to select a partner — or assign partners — to compare and revise their charts if they wish. Tell them to keep their charts handy to use again later in the lesson.

3. Ask students to work with their partner to record their initial thoughts in response to this question: How might a crisis affect people's sense of nationalism and national identity? Ask them to consider what would happen, for example, if Canada suffered an attack like the ones in the United States on September 11, 2001. To help students get started, you may ask questions like the following:

- Would such a crisis make people more nationalistic or less nationalistic?
- Would it unite Canadians of all backgrounds or cause suspicion and hostility?
- Would such a crisis make Canadians support their government more — or less?

Instruct students to read “Taking Turns” on page 144 of *Exploring Nationalism*. Then ask volunteers to summarize the main point(s) raised by Pearl, Blair, and Amanthi. Ask students how they responded to this question.

4. Ask students to turn to “Focus on Skills: Assessing the Validity of Information” (pp. 142–143, *Exploring Nationalism*). With students, read the introduction aloud, then explain that it can be difficult to assess the validity of information from a limited reading — further skills are required.

5. Ask students to work with their partner to work through Step 1, then distribute two copies of Reproducible 2.6.3, Validity of Information Checklist, to each pair. Instruct students to use the charts to complete Step 2 and make sure they understand what will be required in Step 3, when they will compare their assessments with those of another pair of students and discuss the two speeches' effectiveness. Remind students not to denigrate groups or individuals in their responses and discussions.
6. When they finish, ask volunteers what they concluded about the effectiveness of each speech in achieving its purpose. Why did they reach these conclusions?

More to the Story

In 17th-century Europe, Jacques-Benigne Bossuet reinforced medieval notions of kingship with his theory of the divine right of kings. This theory argued that certain kings were entitled to rule because they were chosen by God and that these kings were accountable only to God. Though this concept extends as far back as the practice of monarchy in European, Middle Eastern, and North African history, it stops short of saying that the monarch *is* divine. In Japan, however, the concept of *arahitogami* meant that Horohito was considered a god who was also a human being.

7. Ask students to brainstorm a list of important or famous world leaders. Select some of the leaders the students identify and ask them why they had heard of this person. Was it because of what the person accomplished? Because the person was a good speaker? Because the person was widely reported in the media? Because the person was a good leader?

Ask students what they think the word “charisma” means. Explain that one factor linked to ultranationalism is the emergence of a charismatic leader. Ask students to locate their copy of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism, and to read page 145 of *Exploring Nationalism*, using the chart, as they read, to record information about the role that Hitler, Hirohito, and Tojo played in the emergence of ultranationalism in Germany and Japan in the 1920s and 1930s. When they finish, tell students to file their chart where they can find it to use in the next lesson.

Vocabulary Tip

The term “charisma” is used to describe a unique quality possessed only by exceptional individuals and is often associated with a leader’s ability to inspire devotion. The word comes from a Greek word meaning “favour” or “grace” and was associated with divine favour and exceptional powers and talents, such as an ability to heal the sick and make miracles.

8. Direct students’ attention to “Spinbuster: Analyzing Propaganda” (p. 146, *Exploring Nationalism*) and distribute Reproducible 2.6.4, Analyzing Propaganda, to help them complete the first step. Then divide the class into groups of three or four and instruct students to work together to complete Steps 2 and 3. You may choose to poll the class to see what groups decided, then ask volunteers to explain the reason for their groups’ judgments. Repeat the poll and ask whether students have changed their positions — and why.

DIFFERENTIATING INSTRUCTION

1. Ensure that pairs and small groups are well balanced so they can help each other complete the skill focus and spinbuster activities.
2. You may wish to ask students to analyze information from newspapers, magazines, or other media about the military conflicts in Afghanistan or Iraq to determine whether the materials qualify as propaganda. These materials — or a description of them, if broadcast media are selected — and assessments could be displayed in the classroom.
3. The charts students are working on in Reproducible 2.6.2, *Factors That Can Contribute to the Development of Ultrnationalism*, could be used as the basis for a display to post in the classroom. Students could add illustrations or photographs to flesh out the concepts that they are developing.

LESSON 7

DEVELOPMENT OF ULTRANATIONALISM (CONTINUED)

RESPONSES TO ULTRANATIONALISM

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry questions: How does ultranationalism develop? (continued)
How have people responded to ultranationalism?

In this lesson, students will continue to explore how ultranationalism develops. They will also examine various ways people have responded to ultranationalism: by doing nothing, practising a policy of appeasement, or asking an international body for help.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.5, Responses to Ultranationalism
- Reproducible L, Venn Diagram

Create an overhead transparency or presentation slide of Figure 6-16 (p. 150, *Exploring Nationalism*).

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

RESOURCES

Exploring Nationalism, pages 147–151

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.freedomtoread.ca/censorship_in_canada/challenged_books.asp

This web site provides information on more than 100 books and magazines that have been challenged in Canada. Each challenge sought to limit public access to the books in schools, libraries, or bookstores.

www.holocausteducationweek.com/

The Holocaust Centre of Toronto provides educational materials and a selection of online resources.

www.ushmm.org

The web site of the United States Holocaust Memorial Museum offers a wealth of materials about the Holocaust and preventing genocide today.

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

This web site presents biographies of more than 50 Germans who resisted the Nazis.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- completing a brief writing assignment
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by asking who has read a Harry Potter book. Then tell students that in 2002, the Durham Board of Education in Ontario received a number of complaints about reading these books in classrooms. Parents felt that wizardry was inappropriate subject matter and that the books promoted a nature-based religion called Wicca, which is often associated with witchcraft.

Guide the class through a short discussion of banning books and restricting access to information. Do students feel that they should be protected from certain ideas? From some images? What can happen if people are exposed to controversial materials? Should governments be able to decide what to ban? Should school boards? Should parents?

Direct students' attention to the activity icon and Figure 6-13 at the bottom of the page 147 of *Exploring Nationalism*. Ask volunteers to respond to the questions in the activity icon and the caption and discuss their responses.

2. Ask students to locate their copy of Reproducible 2.6.2, Factors That Can Contribute to the Development of Ultranationalism. Tell them to read pages 147 and 148 of *Exploring Nationalism* and to continue to fill in the chart as they read. When they finish, ask students to rank the points in their charts on a scale of 1 to 5 (1 = least important; 5 = most important). Then ask volunteers to explain their ratings.
3. Direct students' attention to "Reflect and Respond" on page 148 of *Exploring Nationalism*. Ask students to select a partner — or assign partners — and distribute Reproducible L, Venn Diagram, to help students complete the first part of the activity. Then ask them when they think the Soviet Union, Germany, and Japan crossed the line that separates nationalism and ultranationalism. Be sure that they give reasons and evidence that supports their views and that they do not slip into stereotypes of generalizations.
4. Draw students' attention to Martin Neimoeller's words in "Voices" on page 149 of *Exploring Nationalism*. With students, read the quotation aloud. Explain that Neimoeller was attempting to explain why some people failed to take action against the Nazi regime during the 1930s and 1940s. Guide the class through a discussion by asking questions like the following:
 - What is Neimoeller saying about why some people failed to take action?
 - Does Neimoeller sound critical or not? What makes you say this?
 - How might people who failed to take action have felt when they became aware of the Holocaust?
 - What lessons can be learned from this failure to take action? From the Holocaust?

To conclude the discussion, tell students that a failure to act is one response to ultranationalism. Ask students to brainstorm other possible responses and record their ideas on the chalkboard or a sheet of chart paper.

5. Distribute Reproducible 2.6.5, Responses to Ultrationalism. Ask students to read pages 149 and 150 of *Exploring Nationalism*. Point out that the first row of the chart has been completed with information about one response to ultranationalism and refers to the comments in “Voices” on page 149. Instruct them to use the chart to jot notes, as they read, about the next two responses to ultranationalism. When they finish, ask students to compare their notes with those of two other students and to revise their charts if they wish. Then tell them to keep their charts where they can find them to use in the next lesson.
6. Direct student’s attention to the activity icon on page 149 and ask them to respond. Students may suggest that they would have agreed with Neville Chamberlain’s response because no one could have known at the time what Germany really intended and the countries affected were far away and none of Britain’s concern. Others may suggest that they would have supported Winston Churchill because appeasement only allowed Germany to become stronger — and it still led to war.
7. Display an overhead transparency or presentation slide of Figure 6-16 (p. 150, *Exploring Nationalism*). With the class, read the caption aloud. Ask students to respond to the information that Italy sprayed poison gas on women, children, animals, and the environment in Ethiopia. Then ask students to imagine that they’d been teenagers living in either China or Ethiopia during the 1930s.

Divide the class in half and tell one half to imagine that they are teenagers living in China in the early 1930s. The other half will be teenagers living in Ethiopia in 1936. Ask students to write a letter to a relative living outside their own country, explaining their living conditions and their feelings about what is happening. Remind students to refer to page 150 of *Exploring Nationalism* as they write their letters. When they finish, ask them to exchange their letter with another student and write a brief letter back as the relative.
8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether they have new ideas to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). Ask volunteers to discuss their progress to date and ask the class for feedback.
9. You may also wish to give students a few minutes to update the word lists they started in Step 2 of Lesson 1 in Chapter 5.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall.
2. You may choose to ask students with a flair for drama to present short skits rather than write letters to demonstrate their living conditions and feelings in 1930s China or Ethiopia. Other students may prefer to make a series of drawings or cartoons to explain their situation.
3. Some students may wish to know more about books that have been banned or challenged in Canada. The Freedom to Read web site (see “Additional Resources”) is a good place to start.
4. Encourage students to conduct research on a German citizen who resisted the Nazis. The Spartacus educational web site (see “Additional Resources”) contains almost 60 biographies of such people.

LESSON 8

RESPONSES TO ULTRANATIONALISM (CONTINUED)

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

Chapter-issue question: To what extent can nationalism lead to ultranationalism?

Inquiry question: How have people responded to ultranationalism? (continued)

Students will explore going to war and peacekeeping as responses to ultranationalism. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducible.

- Reproducible 2.6.6, Worksheet: “What Do I Remember of the Evacuation?” (optional)

Make an overhead transparency or presentation slide of Figure 6-17 (p. 151, *Exploring Nationalism*).

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

RESOURCES

Exploring Nationalism, pages 151–157

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://history1.cbc.ca/histoire/?MIval=EpisContent.html&series_id=1&episode_id=14&chapter_id=3&page_id=3&lang=E

http://archives.cbc.ca/war_conflict/second_world_war/topics/568

Two CBC stories on the internment of Japanese Canadians. The CBC Digital Archives page offers links to 10 TV and 14 radio clips.

www.nobelprize.org/nobel_prizes/peace/laureates/1957/pearson-bio.html

The Nobel Prize web site offers a profile of Lester B. Pearson and explains why he was awarded a Nobel Peace Prize.

www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/the-first-missionsuez-crisis-1956/

The web site of the United Nations Association in Canada provides an overview to the Suez crisis and summarizes Canada's contributions to peacekeeping since then.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the 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 knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency of Figure 6-17 (p. 151, *Exploring Nationalism*). Read the caption aloud, then guide students through a brief discussion based on the questions contained in the caption. As the students share their ideas about whether they would classify the poster as propaganda — and why or why not — be sure that they can state reasons and criteria for their judgments.
2. With students, read aloud the section titled “War as a Response to Ultranationalism” (p. 151, *Exploring Nationalism*). After reading the activity icon, discuss with the class whether Prime Minister King’s words were propaganda. Again, be sure that students can state their criteria for their judgments.
3. Divide the class into home groups of four for a jigsaw activity (see p. 78) and ask students to locate their copies of Reproducible 2.6.5, Responses to Ultranationalism, to help them complete this activity. 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 total war as a response to ultranationalism (p. 151, *Exploring Nationalism*), members of Group 2 will become experts in conscription in Canada (p. 152), members of Group 3 will become experts in internment in Canada (pp. 152–153), and members of Group 4 will become experts in peacekeeping (p. 154).

Instruct members of each expert group to read their assigned section, 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, but the group assigned to internment in Canada can skip “Making a Difference: Joy Kogawa — Shedding Light on a Shameful Story” (p. 153) if they wish.

When they finish, 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.

Ask volunteers to explain some of the advantages and disadvantages they noted in column three of their charts. Then ask students to rank the responses to ultranationalism on a scale of 1 to 5 (1 = least effective; 5 = most effective). Ask volunteers to explain the reasons for their rankings.

4. Direct students’ attention to “Making a Difference: Joy Kogawa — Shedding Light on a Shameful Story” (p. 153, *Exploring Nationalism*) and read the feature aloud with them. Then ask them to respond to the questions in “Explorations.” Students’ responses will vary, but they may suggest in response to Question 1
 - Yes, I’d accept the award. I still resent what the government did during World War II, but that has nothing to do with the current government.

- Yes, I'd accept the award. Being recognized by the Canadian government shows how far the country has come.
- No, I wouldn't accept the award. Doing so would make it look like I'm accepting a sort of apology.
- No, I wouldn't accept the award. Giving me an award sort of lets the government off the hook — and I don't think they should be allowed to get it away with it so easily.

In response to Question 2, students may say

- It is not fair to judge past actions from the perspective of today's knowledge and understanding alone. People had to make decisions at the time, often under extreme pressure, on the basis of the information at hand and the attitudes people held then.
- It is fair to judge whether past actions were fair and reasonable by standards that may be regarded as universal, such as fair and humane treatment.

Criteria that could be used to make this determination include

- Was the decision made for the good of the people?
 - Was the decision given careful thought?
 - Were both the short- and long-term consequences of the decision considered?
5. Time permitting, you may wish to divide the class in half and conduct a brief tag debate (see p. 82) on the “Up for Discussion” question on page 154 of *Exploring Nationalism*: Should peacekeeping forces carry guns? This topic may be sensitive to some students, however, so remind students to remain respectful of the feelings of others.
 6. Ask students to read “The View from Here” (p. 155, *Exploring Nationalism*) and to respond to the questions in “Explorations.” Be sure that in responding to Question 1, students explain why they agree with one speaker more than another. To help students respond to Question 2, you may prompt them to look for examples of emotional language in the excerpts. In responding to Question 3, students will need to locate the criteria they developed in response to Question 2 in “Making a Difference” on page 153.
 7. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 156–157, *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. 157, *Exploring Nationalism*). Remind students that the chart they are keeping to help plan their report should be almost complete. Divide students into small groups and instruct students to work together to review their plans and provide feedback on the ideas and research completed to this point. Circulate to make sure that all students have begun work on the challenge. Make a note of any students who have not or who appear to be having difficulty and provide help where required.

DIFFERENTIATING INSTRUCTION

1. Students who enjoy artwork could create their own propaganda posters. They could select a topic from this chapter of *Exploring Nationalism* or a current issue of their choosing.
2. Some students may benefit from one-on-one assistance from you as they read “The View from Here” and respond to “Explorations” (p. 155, *Exploring Nationalism*).

3. When assigning students to groups for the jigsaw activity, ensure that the groups are well balanced. In addition, in the groups for the challenge activity in Step 8, close friends may have trouble providing solid feedback to one another.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests.

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

(pp. 156–157, *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. Before you assign this activity, you may want to conduct a short brainstorming session to generate topics. Topics should be related to Canada's national interest (e.g., taxation, the role of Canadian troops in Afghanistan, funding culture, or promoting tourism). Circulate as students work to provide help and keep students on task. Students may need to complete the second part of the question more than once if they find it difficult to create a statement that is informational and one that is propaganda. In responding to the fourth part, students' statements should be thoughtful, well expressed, and sensitive to the ideas and feelings of others.
2. Before students begin this activity, you may want to remind them that propaganda can be used for a worthy goal, such as getting people to stop smoking, or an unworthy goal, such as generating bad feelings about a particular group. You may also suggest that students review the information on propaganda in this chapter and the spinbuster in Chapter 4 (p. 94, *Exploring Nationalism*) and take another look at the propaganda posters on pages 136 and 151 of *Exploring Nationalism*. Students' arguments should include a clear opening statement, solid criteria, supportive examples, and a logical conclusion that restates the student's position.
3. You may encourage students to select someone they consider a genius who does not appear in this chapter. In this case, students will need access to a computer with an Internet connection or the library to conduct research. Remind students that they will need to conduct enough research to explain this person's ideas, how this person changed the world in which she or he worked, and how this person made lasting contributions that extended beyond his or her own culture. Other students may choose figures from the chapter who are not admirable, such as Stalin or Hitler. In that case, be sure they can explain their position without simply stereotyping and resorting to emotional language.

4. Students' answers will vary, but they may suggest that the Soviet Union was set up as a union of socialist republics because it was based on the idea of divide and conquer; the area was so large and historically diverse; this arrangement allowed a number of leaders to exert influence in various areas; it prevented any one subsidiary state from gaining too much power; and it allowed each republic to pursue its own national interests while at the same time permitting the central government to stay in control.
5. To help students complete this activity, you may choose to distribute Reproducible 2.6.6, Worksheet: "What do I Remember of the Evacuation?" You may also wish to ask students to work with a partner.

Students may suggest that the poem tells a story of exclusion, racism, and self-loathing — but also of isolated kindnesses and excitement — from a child's point of view. They may conclude that it is both a remembrance of things past and a piece of propaganda, on the side of the excluded this time, and that nationalism can lead to ultranationalism when a specific group of people is labelled the enemy, deprived of their rights, and treated like animals (e.g., "herded . . . like cattle").

LESSON 9

INTRODUCTION TO CHAPTER 7 CRIMES AGAINST HUMANITY

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are crimes against humanity?

In this lesson, students will explore the concept of crimes against humanity by debating the use of atomic weapons. They will also consider how the International Criminal Court defines genocide and war crimes.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Create an overhead transparency or presentation slide of Figure 7-1 (p. 158, *Exploring Nationalism*), Figure 7-3 (p. 161), and Figure 7-4 (p. 162).

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

RESOURCES

Exploring Nationalism, pages 158–162

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://archives.cbc.ca/war_conflict/second_world_war/topics/1794

A CBC Archives story titled “Shadows of Hiroshima” examines the atom bomb, its impact on Hiroshima, and its legacy. The page includes links to radio and TV clips.

www.cbc.ca/news/background/hiroshima

This CBC News in Depth article from August 4, 2005, explores the 60th anniversary of dropping the atom bomb on Hiroshima.

www.pbs.org/wgbh/aso/databank/entries/baoppe.html

www.pbs.org/wgbh/amex/bomb/peopleevents/pandeAMEX65.html

Two brief PBS biographies of J. Robert Oppenheimer explore his accomplishments and the dilemma faced by scientists when the interests of the nation and their own conscience conflict.

http://findarticles.com/p/articles/mi_hb3547/is_/ai_n8365510

An article titled “Teaching and Learning Multiple Perspectives: The Atomic Bomb” may be useful for conducting the debate in Step 3.

www.icc-cpi.int/home.html&l=en

The web site of the International Criminal Court.

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 an extension activity

PRIOR LEARNING

Students will build on their understandings of nationalism and ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 7-1 (p. 158, *Exploring Nationalism*). Keep the caption covered at this point. Give the students time to examine the photographs, then ask them what they see. Ask them what they think happened here and make sure they perceive, for example, that the main building in both the large photos is in fact the same structure. Then uncover and read aloud the caption. You may wish to guide the class through a further discussion by asking questions like these:
 - What do you feel when you look at these photographs?
 - What do you think it might have been like for Japanese citizens living in the area in the days, months, and years after the bombing?
 - Why do you think the Japanese chose not to rebuild the remains of the building that is now the Hiroshima Peace Memorial?
2. With students, read aloud the introductory paragraphs on page 159 of *Exploring Nationalism*. Then ask students to select a partner — or assign partners — and instruct the pairs to work together to respond to the questions about the photographs in Figure 7.1. When they finish, ask the pairs to join at least one other pair to discuss their responses.
3. Divide the class in half and conduct a brief tag debate (see p. 82) on the following statement: A nation-state that uses nuclear weapons should be charged with committing crimes against humanity. This may be a sensitive topic, so remind students to use appropriate language and remain respectful of the feelings of others.
4. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Step 2, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will explore in this chapter.
Give students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
5. Begin an exploration of crimes against humanity by asking students to work with their partner to read page 160 of *Exploring Nationalism*. As they read, place the following question on the chalkboard: How might each of the following people define “crimes against humanity”?
 - Hong Guiying, a survivor of the Nanjing massacre
 - Hiroshi Sawachika, a doctor from Hiroshima
 - J. Robert Oppenheimer, director of the American project that developed the atom bomb
 - The woman in Figure 7-2 (p. 160, *Exploring Nationalism*)

When the pairs finish reading, ask volunteers to respond to the question.

6. Ask the pairs to read page 161 of *Exploring Nationalism* and to compare the definitions they recorded in Step 4 with the definitions created by the International Criminal Court. How are they similar? How are they different? Are the similarities and differences major? What can students infer from the differences?
7. Draw students' attention to "Voices" on page 161 of *Exploring Nationalism* and read and discuss Barbara Coloroso's words with the class. Then display an overhead transparency or presentation slide of the genocide and mass murder statistics in Figure 7-3 (p. 161). Ask students why they think the thousands of Japanese killed by the atomic bomb were not included. Some students may say that the bombing was a legitimate strategy in an official war, so it was not counted. Others may suggest the bombing was necessary to end the war and was not an intentional or willful act of genocide. Still others may point out that it does fit the ICC definitions. Since this subject may arouse strong emotions, be sure that students remain respectful and use sensitive language.
8. Conclude this part of the lesson by asking the pairs to respond to the activity icon on page 161 of *Exploring Nationalism*. Ask volunteers to read their statements and guide the class through a brief discussion of some of these.
9. Display an overhead transparency or presentation slide of Figure 7-4 (p. 162, *Exploring Nationalism*). With students, read the caption and discuss their responses to the photograph. Ask them to consider how ultranationalism might lead to crimes against humanity such as the Holocaust.

After exploring initial responses, ask students to read page 162 and to complete the activity icon on that page. You may choose to ask a few volunteers to draw their diagram on the chalkboard and discuss it with the class.
10. Draw students' attention to "Reflect and Respond" (p. 162, *Exploring Nationalism*) and ask students to rejoin the small groups from Step 2 to discuss their responses and revise the answers they gave then.
11. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether this lesson contained new ideas they would like to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). You may also wish to give them a few minutes to update the notes they are keeping in preparation for the challenge or to consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. Assign a few students to update the concept wall. You may also wish to ask them to create a visual representation of one or more of the new key terms for this chapter.
2. Instead of preparing a written response to "Reflect and Respond" on page 162 of *Exploring Nationalism*, some students may prefer to make a drawing or create a poster about banning nuclear weapons or promoting peace.

3. Encourage interested students to conduct further research on one of the 20th-century genocides or mass murders mentioned in Figure 7-3 (p. 161, *Exploring Nationalism*). They could make a brief presentation of their findings to the class or post a display on the bulletin board.
4. Some students may want to know more about the International Criminal Court or J. Robert Oppenheimer and the Manhattan Project. The web sites listed in “Additional Resources” provide places to start.

LESSON 10

ULTRANATIONALISM AND CRIMES AGAINST HUMANITY

IMPACT: SHOAH — THE HOLOCAUST

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: How has ultranationalism caused crimes against humanity?

This lesson explores some of the ways that ultranationalism can result in crimes against humanity. In particular, students will examine the Armenian genocide of 1915–1916, the Ukrainian famine of 1932–1933, and the bombing of Hiroshima and Nagasaki in 1945. “Impact” explores the Holocaust, while “The View from Here” presents three views on dropping the atom bomb.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.1, Ultranationalism and Crimes against Humanity
- Reproducible 2.7.2, Arguments for and against Dropping the Atomic Bombs

Prepare an overhead transparency or presentation slide of Figure 7-9 (p. 166, *Exploring Nationalism*).

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

Gather four sheets of chart paper and four markers in different colours.

RESOURCES

Exploring Nationalism, pages 163–169

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.armeniapedia.org/index.php?title=Armenian_Genocide_Contemporary_Articles

This page of the Armenia Encyclopedia web site provides links to newspaper accounts written at the time of the genocide.

www.faminegenocide.com

This web site, created and maintained by the Ukrainian Canadian Congress, provides an overview of the famine and artwork depicting the tragedy. The UCC also offers a writing competition for students.

news.bbc.co.uk/2/hi/europe/7111296.stm

This BBC News article by Laura Sheeter contains powerful images and quotations from people who survived the horrors of the Ukrainian famine. The page also contains links to other articles commemorating the 75th anniversary of the tragedy.

www.eliewiesel.org/homepage.aspx

The Elie Wiesel Foundation for Humanity was established soon after Wiesel was awarded the 1986 Nobel Prize for Peace. The foundation's mission is "to combat indifference, intolerance, and injustice through international dialogue and youth-focused programs that promote acceptance, understanding, and equality."

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 introduction to ideas about crimes against humanity.

TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following statement on the chalkboard: Peer pressure involves the desire to feel a sense of belonging by going along with group actions.

When students have settled, ask them to record the statement in their notebooks. Then ask them to jot notes on a few situations in which they may have been influenced by peer pressure. Point out that they can record situations where peer pressure influenced them in a positive or negative way. When they finish, ask them to consider their notes and then to respond to the following question: To what extent do you think peer pressure is a factor in motivating ordinary people to commit crimes against humanity, genocide, or war crimes? Ask volunteers to share their responses and explain their judgments. Guide the class through a brief discussion.

More to the Story

Some Armenian nationalists turned to Russia in part because they are both Slavic peoples — a linguistic and ethnic branch of Indo-European peoples that forms the most populous group in Europe. Slavs' original homeland is generally thought to be in Eastern Europe, but since the early 6th century, they have inhabited most of eastern Central Europe, Eastern Europe, and the Balkan states. Slavic settlers mixed with existing local populations and later invaders. As a result, modern Slavic peoples are genetically and culturally diverse — but they are connected by often closely related Slavic languages, by a sense of common identity and history, and by being predominantly Christian.

2. Divide the class into home groups of four for a jigsaw activity (see p. 78) and distribute Reproducible 2.7.1, *Ultrationalism and Crimes against Humanity*. 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 the Armenian genocide (pp. 163–164, *Exploring Nationalism*), members of Group 2 will become experts in the famine in Ukraine (p. 165), members of Group 3 will become experts in the Holocaust (pp. 166–167), and members of Group 4 will become experts on the bombing of Hiroshima and Nagasaki (pp. 168–169).

Note: The material in these sections of the chapter may be upsetting for some of your students — proceed with caution.

Instruct members of each expert group to read their assigned section, to discuss the information they find, 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.

When they finish, 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.

Ask students to compare the four events and the role that ultranationalism played in each. Then ask students to rank each set of events on a scale of 1 to 5 (1 = no link to ultranationalism; 5 = strong link to ultranationalism). Ask volunteers to explain the reasons for their rankings — and why.

More to the Story

Besides imposing collectivized farming on the Ukrainian peasantry, another objective of the genocidal famine was to destroy any sense of a Ukrainian collective consciousness. Stalin's aim was to assimilate minority cultures into the dominant Russian culture. To achieve this goal, Ukrainian political and intellectual leaders were arrested and the Ukrainian Orthodox Church destroyed.

The Soviet government denied any references to the famine, in Ukraine or by the international community or relief organizations such as the Red Cross. But Ukraine lost more than 25 per cent of its population during this genocidal famine — and one-third of the Holodomor's victims were children.

3. Prepare a graffiti activity (see p. 81). At the top of each of the four sheets of chart paper you have collected, record a question like the following:

- Is a nation that refuses to acknowledge guilt for crimes against humanity doomed to repeat such crimes?
- Will contemporary communication systems make genocide impossible in the future?
- Should U.S. President Harry S. Truman have been accused of war crimes for dropping two atomic bombs on Japan?
- Why is it important to many survivors of genocide that their stories be recorded and memorials erected to commemorate the events?

Post the sheets in four different areas of the classroom and divide the class into four heterogeneous groups. Give each group a different-coloured marker and assign one question to each group. Instruct group members to gather in the area where their question is posted and to brainstorm responses. Give each group three or four minutes to record their responses on the sheet of chart paper at their assigned station.

Instruct the groups to rotate clockwise to the next station, taking their coloured marker with them. Tell them to read the question and the responses that have already been posted, then to record alternative responses or comments. As the groups progress through the stations, it may become difficult to think of alternatives. When this happens, instruct the groups to record follow-up questions or comments on the responses that have already been recorded and to write their names beside these questions and comments.

4. When the groups have rotated through all four stations, guide the class through a discussion of the responses posted on the sheets. Be sure that students use sensitive language and remain respectful of the ideas and feelings of others. When the discussion is finished, you may wish to post the sheets of chart paper as a reference for students as they progress through the rest of the chapter and related issue.

More to the Story

Yad Vashem, in Jerusalem, is a memorial to the six million Jews killed during the Holocaust. It contains the world's largest repository of information on the Holocaust and is a leader in education, commemoration, research, and documentation of the Holocaust. It also maintains an online database of the names of victims, a photo archive, and teaching materials.

5. Display an overhead transparency of Figure 7-9 (p. 166, *Exploring Nationalism*). Read aloud the caption or ask a volunteer to do so. Give the students time to consider the photograph and information. Then guide a brief discussion by asking questions such as the following:

- How might it have affected Josef Pitel to be the sole survivor in his family?
- Why is it important that this photograph exists?
- What might have happened to other victims' stories and memories if there were no photographs or written accounts of their tragedy?

6. Ask students to read — or reread — “Impact: Shoah — The Holocaust” (pp. 166–167, *Exploring Nationalism*). Then ask them to respond to “Explorations.” These questions may result in emotional responses, so remind students to remain sensitive to the feelings of others.

In response to the first question, some students may say that Canada's response negatively affects their view of Canada as a caring nation. Others may say their view of Canada is not affected. Canada simply responded as other nations did, on the basis of concerns and prejudices that existed at the time.

In response to Question 2, students should provide reasons for their response.

In response to the third question, some students may say that these types of crimes could happen in Canada because, under certain conditions, people can be persuaded to do horrible things. Other students may say that it could not happen in Canada because of the country's past as a country based in peace, order, and good government and its policies as a multicultural and pluralistic society based in respect for the rule of law and diversity.

7. Direct students' attention to “Reflect and Respond” (p. 168, *Exploring Nationalism*) and divide the class into small groups to respond. When they finish, ask each group's spokesperson to read the group's statement to the class and respond to questions.

8. Ask students to turn to “The View from Here” (p. 169, *Exploring Nationalism*) and ask volunteers to read the quotations aloud. Instruct students to select a partner — or assign partners — and distribute Reproducible 2.7.2, Arguments for and against Dropping the Atomic Bombs, to help the pairs work together to respond to “Explorations.” When students finish filling in their T-charts, ask them to compare their charts with those of another pair.

If you choose to guide the class through a discussion of this issue, you may wish to ask questions like the following:

- Germany was also working on the atom bomb. If they had succeeded and used it, what would other nations have said? Would it be considered a crime against humanity?
- How do the actions of the United States differ from Germany's? Does it matter what force is applied and how it is used to determine crimes against humanity?
- What about Germany's mass bombing of London and other British cities? Are these crimes against humanity?

- What about the firebombing of Tokyo and the bombing of Dresden? Does it matter what force is applied, to what purpose, or the reasons for using force when discussing ultranationalism?
- How might these discussions unfold if biological and chemical warfare is used in the future?

DIFFERENTIATING INSTRUCTION

1. Ensure that pairs and small groups are well balanced to help each other complete the activities. Struggling readers can be asked to make a valuable contribution to the jigsaw activity by analyzing the photos and other margin features in their assigned pages.
2. Direct interested students to newspaper accounts written at the time of the Armenian genocide (see “Additional Resources”) and ask them to write and produce their own two-page historical spread.
3. Reproducible 2.7.1, Ultrnationalism and Crimes against Humanity, could be used as the basis for a display to post in the classroom. Students could add illustrations or photographs to flesh out the concepts that they are developing.

LESSON 11

CONTEMPORARY CONSEQUENCES OF ULTRANATIONALISM

FOCUS ON SKILLS: ANALYZING CAUSE-AND-EFFECT RELATIONSHIPS

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are some contemporary consequences of ultranationalism?

Students will explore some of the contemporary consequences of ultranationalism, including the creation of the International Criminal Court and crimes against humanity in the former Yugoslavia and Rwanda. The skill focus provides steps to follow in analyzing cause-and-effect relationships.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.3, Contemporary Examples of Crimes against Humanity
- Reproducible 2.7.4, Cause-and-Effect Organizer

Make an overhead transparency or presentation slide of Figure 7-12 (p. 170, *Exploring Nationalism*).

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

RESOURCES

Exploring Nationalism, pages 170–175

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.hrw.org/doc/?t=justice

Human Rights Watch operates the International Justice Program to “promote justice and accountability for genocide, war crimes, and crimes against humanity in countries where national courts are unable or unwilling to do so.” Its web site offers readable summaries of current human rights abuses. Because of the horrific nature of these crimes, some of the information may be disturbing for students.

www.icc-cpi.int/home.html&l=en

The International Criminal Court’s web site provides information on current court cases, but the reading level may be a challenge for some students.

www.historyplace.com/worldhistory/genocide/index.html

This page on the History Place site provides an overview and links to stories of genocide in the 20th century, including the former Yugoslavia, Rwanda, Cambodia, the Holocaust, Nanjing, Ukraine, and Armenia.

Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Random House of Canada, 2004

Shake Hands with the Devil: The Journey of Roméo Dallaire. White Pine Pictures, 2004

Dallaire's heartwrenching account of the events in Rwanda in 1994 and an award-winning film that shows his return visit 10 years later. This material may be upsetting to some.

Courtemanche, Gil. *A Sunday at the Pool in Kigali*. Vintage Canada, 2004 (first published in Québec in 2000)

A Sunday in Kigali. Equinoxe Films, 2006

Hotel Rwanda. United Artists, 2005

A novel and two films based on the true story of a hotel manager who sheltered more than a thousand Tutsis in Rwanda in 1994. This material may be upsetting to some.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. To provide a focus for the lesson, write the following question on the chalkboard: Why was the International Criminal Court created?
Ask students to select a partner — or assign partners — and ask the pairs to work together to read page 170 of *Exploring Nationalism*. Tell students to keep the focus question in mind as they read and respond to the activity icon at the bottom of the page. Then ask volunteers to respond to the focus question. Students may suggest that the ICC was created because the UN was taking too long to respond to crimes against humanity; the UN could not satisfy all its member countries; and the UN has been unable to deal effectively with contemporary cases of genocide, crimes against humanity, and war crimes.
2. Display an overhead transparency or presentation slide of Figure 7-12 (p. 170, *Exploring Nationalism*) and ask volunteers to read the arguments they developed in response to the activity icon. Guide the class through a discussion of these, then ask students which arguments might persuade a country that does not support the ICC to change its mind.
3. To refresh students' memory and prepare for the next section on crimes against humanity, write the following question on the chalkboard or a sheet of chart paper: What lessons did the world learn from the Holocaust? Ask students to respond and record the points they make. Students might suggest that
 - people can be evil
 - ultranationalism can lead to crimes against humanity
 - the world community needs to respond quickly to genocide and other crimes against humanity
 - people must never forget tragedies like these — or they may be repeated

4. Divide the class into small groups and distribute Reproducible 2.7.3, Contemporary Examples of Crimes against Humanity. Instruct students to read the sections titled “Crimes against Humanity in the Former Yugoslavia” (pp. 171–172, *Exploring Nationalism*) and “Crimes against Humanity in Rwanda” (p. 173) and to work in their groups to complete the reproducible. When the groups finish, ask a volunteer from each group to discuss one element of the chart with the class. You may want to ask the class to compare their responses to the final row of the chart, which asks what role ultranationalism played in the crimes.
5. Instruct students to read “Making a Difference: Louise Arbour — Speaking Out for Human Rights” and to respond to “Explorations” (p. 172, *Exploring Nationalism*). Students’ answers will vary, but in response to Question 1, they may suggest that Louise Arbour believes that international law is an important new tool in fighting crimes against humanity because it focuses the world’s attention on human rights violations. In response to Question 2, they may suggest that a suitable motto for Arbour would be “The world is watching” or “Justice for all.”
6. Ask students to turn to “Focus on Skills: Analyzing Cause-and-Effect Relationships” (pp. 174–175, *Exploring Nationalism*). With students, read the introduction aloud, then briefly review the four steps. Point out that they will be completing some of the steps individually and some as a group.
7. Divide the class into small groups and distribute Reproducible 2.7.4, Cause-and-Effect Organizer. Ask each group to select a recorder, a summary writer, and a speaker. Instruct the groups to read pages 174 and 175 of *Exploring Nationalism* and to work through the steps. As the groups and individuals work, circulate to provide help as required. When all groups have finished, ask each group’s speaker to present the group’s position to the class. Then ask students which arguments they found most convincing — and why.
8. Remind students of the challenge for this related issue — an investigative report on a nationalist movement. Did this lesson present new ideas they may want to consider as they prepare for this challenge? If so, what were they? You may also wish to give students time to update the notes they are keeping or to consult with other students or with you.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit if you join their small group for Step 4 and the skill focus. If you choose to do this, make sure that all the other groups contain a strong student who can act as the group’s leader.
2. Rather than preparing written arguments and position statements, some students may prefer to make drawings, assemble a collage, or present a short skit that presents their point of view.
3. Encourage some students to conduct further research on the situation in Rwanda in 1994, and perhaps since that time. They could report to the class on the isolated examples of heroism depicted in books, movies, and documentaries about the events and their aftermath (see “Additional Resources”).

LESSON 12

ACTING FOR GOOD

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

Chapter-issue question: To what extent can the pursuit of ultranationalism lead to crimes against humanity?

Inquiry question: What are some contemporary consequences of ultranationalism? (continued)

Students will continue to explore crimes against humanity by looking at three examples of people who have acted for good and debating whether crimes against humanity are a thing of the past or could happen again. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- Reproducible 2.7.5, Acting for Good in the Face of Evil
- Reproducible 2.7.4, Cause-and-Effect Organizer (2 copies for each student — optional)

Prepare three signs on card or construction paper. Each sign should include one of the following statements: Crimes against humanity are a thing of the past; Crimes against humanity could happen again; Undecided. Post the signs in three areas of the classroom so they form a continuum or a U shape.

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

RESOURCES

Exploring Nationalism, pages 176–179

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://fcit.usf.edu/holocaust/People/Rescuer.htm>

This site provides an overview and links to the stories of more than 40 individuals who helped Jews escape during World War II — a good resource for students who want to conduct additional research into people who chose to help others even though this put their own lives at risk.

www1.yadvashem.org/righteous_new/index.html

Yad Vashem's web page about its Righteous among the Nations program provides an overview and links to featured stories.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- 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 knowledge of how people have responded to ultranationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask students to tell the class about a situation where they helped someone in need. Then ask them why they were helpful in these situations. Their responses might include the following:

- They liked the person, or the person was a friend.
- They had time, or some other resources.
- They felt sorry for the person.

Finally, ask them how they felt after each situation in which they were helpful.

2. Ask volunteers to tell the class about a couple of situations where they did not help someone who asked them for help — for example, someone asking for money on the street, a parent asking for help around the house, or a friend or sibling asking for help with a problem. Again, ask why they did not help in each situation. Their responses might include:

- It wasn't their problem.
- They didn't know what to do.
- They didn't really care about the person asking for help.

Ask them how they felt in each of these situations. Then ask them to compare these feelings with the way they felt when they did help someone else.

More to the Story

In 1963, Yad Vashem embarked on a worldwide project to grant the title Righteous Among the Nations to the people who helped Jews during the Holocaust. The program is based on the principle that each individual is responsible for his or her deeds. Within the nations of people who perpetrated or collaborated with atrocities against Jews, or who simply stood by, a few helped those who were persecuted.

The concept and title Righteous has become a singular term of honour. People from 44 countries have been granted the title: men and women from all walks of life, of all ages, of all religious faiths or of none — some are agnostic — educated and illiterate, rich and poor. The only common denominator is their humanity and the courage it took to act on their moral principles, often at great risk to themselves.

3. Ask students to select a partner — or assign partners — and distribute Reproducible 2.7.5, *Acting for Good in the Face of Evil*. Ask students to read the section titled “Acting for Good in the Face of Evil” (pp. 176–177, *Exploring Nationalism*) and to work with their partner to complete the reproducible. They may wish to add an example of their own choosing in the last row.
When students finish, ask them to compare their charts with those of at least one other pair and to consider the similarities or dissimilarities in the reasons for helping.
To conclude this activity, ask volunteers who they added in the last row — and why.
4. Direct students’ attention to “Taking Turns” (p. 177, *Exploring Nationalism*). Instruct students to read the feature and respond to the questions in “Your Turn.”
5. Organize an activity similar to a continuum debate (see p. 82). Point out the signs you have posted and instruct students to stand under the sign that best represents their position. Students who are leaning toward a position but are not yet ready to commit may stand halfway between the Undecided and one of the other signs.
Invite volunteers to justify their choice of position. As students make their case, other students should move to a new location if the argument has changed their mind. When students move to a new location, ask them to identify the argument that swayed them.
Note: This subject may provoke strong responses, so be sure that students remain on track and remain respectful and sensitive to the thoughts and feelings of others.
6. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 178–179, *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.
7. Draw students’ attention to “Think about Your Challenge” (p. 179, *Exploring Nationalism*). Remind students of the challenge they are completing for this related issue. You may choose to book time in the computer lab for students to complete their research on the nationalist movement that they have selected. Alternatively, divide the class into small groups and instruct students to work together to begin organizing their material into the format they have chosen for their investigative report and to provide feedback during this process. Circulate to make sure that all students are proceeding at an acceptable pace and note students who are not making progress or appear to be having difficulty. Provide help where required.

DIFFERENTIATING INSTRUCTION

1. In Step 2, make sure you ask for volunteers. Some students may not wish to share situations where they failed to help.
2. Students who enjoy artwork could create sketches or other visual forms in the rows of Reproducible 2.7.5, *Acting for Good in the Face of Evil*.
3. Some students may have seen *Schindler’s List* and want to know more about people who helped Jews during the Holocaust. The sites in “Additional Resources” are a good place to start.

4. In response to Question 6 in the end-of-chapter activities, students could create another cartoon whose message is either parallel or opposite to the one on page 179 of *Exploring Nationalism*. These students should be prepared to explain why they chose to create their cartoon in this manner. Did they think it would be more effective? How would it be more effective? And why?

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

(pp. 178–179, *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 the groups may make some of the following points:
 - To determine when an act of ultranationalism has led to crimes against humanity, the ICC definitions should be applied.
 - Before intervening, the UN should notify the government, group, or country in question that it is in contravention of international law and that these acts must stop within a specific time period.
 - Before sending in troops, the UN must be sure a crime against humanity is being committed, that the government is not taking reasonable steps to resolve the situation, that mediation or arbitration has been rejected or failed, and that no other viable option remains.
 - UN troops can use force if — and only if — crimes against humanity are occurring.
 - All member countries will supply troops in rotation.
 - Before the UN will agree to relinquish control and withdraw the troops, the UN must be certain that the crimes against humanity have ceased, that steps are being taken to provide people with the means to resume their lives, and that outside observers will be able to remain in the area to monitor the situation for an agreed period.
2. To help students complete this activity, distribute two copies of Reproducible 2.7.4, Cause-and-Effect Organizer, to each student. They can use these organizers to compare the two examples of genocide or crimes against humanity they have chosen.
3. Some students may argue that the Canadian government should hand the woman over to the ICC for prosecution because Canada supports the ICC and international law cannot function effectively unless all nations comply with it. Other students may argue that Canada's first duty is to its own citizens and the government should therefore reject the ICC request and try the woman in her own country.

4. Students' answers will vary, but they may raise points like the following:
 - a) Labelling actions "ultranationalistic" can carry powerful negative connotations because ultranationalist ideas and philosophies have given rise to crimes against humanity and genocide. Labelling another country's actions "ultranationalistic" can generate negative propaganda because it creates fear, suspicion, and an impression of guilt by association.
 - b) The Iraqi government could place a positive spin on this action by arguing that it was acting in the national interest of Iraqis. The government could argue that they should use the profits from the country's natural resources to improve the lives of all citizens.
The American government could place a negative spin on these same actions by labelling them "ultranationalist." This would imply that the Iraq government may have narrow, perhaps even sinister, motives and was acting against the world's interests.
 - c) If the word "ultranationalism" were used only for actions that posed a potential threat to human rights or others' national interests, then it might be useful. But it is often used to create negative propaganda against a particular worldview, set of interests, or nation-state. As a result, people should always look for evidence and seek other perspectives and points of view — especially from the nations or people in question — before using or accepting the use of the term.
5. If you choose to ask students to prepare a response to the chapter question — To what extent can the pursuit of ultranationalism lead to crimes against humanity? — be sure they provide clear explanations and criteria, include both historical and contemporary examples, and state a strong and well-supported position.
6. Student's answers may include the following points:
 - a) The cartoon's message is that nationalism can be as bad for your health as addiction to alcohol.
 - b) Students may suggest that the artist chose simple images to get people's attention. The cartoon's message is serious, but by making it direct, entertaining, and a bit surprising, maybe more people will consider what the artist is saying.

LESSON 13

INTRODUCTION TO CHAPTER 8 NATIONAL SELF-DETERMINATION

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What is national self-determination?

In this lesson, students will analyze, evaluate, and debate the concept of self-determination, both for nation-states and for other groups and collectives.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible M, Point-Proof-Comment Organizer
- Reproducible N, Triangle Debate Organizer

Create an overhead transparency or presentation slide of Figure 8-1 (p. 180, *Exploring Nationalism*) and Reproducible M, Point-Proof-Comment Organizer.

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

RESOURCES

Exploring Nationalism, pages 180–183

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/canada/montreal/story/2006/07/27/hydro-quebec-rupert-river.html

This CBC article explores why three chiefs of northern Quebec First Nations banded together to oppose Hydro-Québec's plan to divert the Rupert River in the next phase of the James Bay Project.

www.cbc.ca/news/background/balkans/austin.html

A CBC News in Depth story about the next steps on Kosovo's road to independence provides links to a timeline of Kosovo independence and a Q&A with University of Toronto professor Robert Austin.

www.cbc.ca/newsinreview/apr08/PDFs/kosovo.pdf

A CBC News in Review story offers background information about the former Yugoslavia, a map of the region, timelines, and student activities.

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 triangle debate and other class discussions and activities
- completing one of the activities in “Differentiating Instruction”

PRIOR LEARNING

Students will build on their understandings of nationalism and self-determination.

TEACHING AND LEARNING STRATEGIES

1. When students have settled, ask whether any of them have ever participated in a protest. What was it about? Why did they feel that they should participate? What happened next — what was the outcome? Would they participate in a similar protest again? If so, what would they do differently next time — and why? If students have never protested, is there a cause that would motivate them to take action? If so, why — or why not?
2. Display an overhead transparency or presentation slide of Figure 8-1 (p. 180, *Exploring Nationalism*). With students, read the caption aloud. Then ask them in what ways these photographs show examples of national self-determination. Students may suggest that the opening of Parliament shows Canada's independence as a nation-state; that the Cree and Inuit of James Bay were asserting their rights and acting as a nation by protesting Hydro-Québec's plans for their land; and that protesters demanding freedom for the Tibetan people were asserting Tibetans' rights to self-determination as a nation. Some may also point out that national self-determination has limits in these illustrations: Canada's Parliament still opens with a vestige of colonial status — a speech from the throne; the Cree and Inuit brought their protest against a provincial initiative to Ottawa, where their struggle may fail; and the protesters marching on Parliament Hill are far from the scene of the actions that they hope to influence.
3. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read page 181 of *Exploring Nationalism* and to respond to the questions about the photographs on page 180. When they finish, ask the pairs to join at least one other pair to discuss their responses.
4. Direct students' attention to the key terms. Ask students to guess what they mean and to add these to the list of new terms they are keeping (see Step 2, Lesson 1). Then draw their attention to the IQs and ask students to speculate about what they will learn about in this chapter.

Complete this part of the lesson by giving students a few minutes to update their journal on nationalism. Then ask volunteers whether — and how — their point of view is changing.
5. Ask students to read pages 182 and 183 of *Exploring Nationalism*. To help them organize their understanding of what they have read and prepare for this chapter's skill focus, display an overhead transparency or presentation slide and distribute copies of Reproducible M, Point-Proof-Comment Organizer. With students, decide on a subject, such as “National Self-Determination,” then ask them to suggest points, proofs, and comments. Fill in the transparency as students jot the notes in their organizers. Students may suggest points, proofs, and comments such as the following.

Subject or Reference National Self-Determination	
Point	National self-determination is a people's power to control their own affairs.
Proof	Kosovo had been part of Yugoslavia, then of Serbia, until it declared independence in 2008.
Comment	This may not bring an end to the conflict in the area — and the UN's continuing presence could be seen as an attempt to prevent others from regaining or taking control of the region.
Point	At the end of World War I, it was hoped that self-determination would bring lasting peace.
Proof	This concept was articulated and supported by American president Woodrow Wilson.
Comment	It did not apply to all nations — and it has not succeeded in bringing peace to the world.
Point	The desire for self-determination can unite people — or drive them apart.
Proof	American historian Louis L. Snyder makes this point in the <i>Encyclopedia of Nationalism</i> .
Comment	Nation-states must decide how they will deal with the divisions that can occur among citizens.
Point	The right to self-determination is reflected in the charter of the United Nations and defined by the International Court of Justice as belonging to peoples as well as to governments, but it is not clear what should happen when peoples within nation-states want self-determination.
Proof	Kosovo's independence, for example, was recognized by some governments but not by others, nor by the UN.
Comment	The right of Aboriginal peoples to govern themselves within nation-states is often especially complex and unclear.

6. Divide the class into groups of three for a triangle debate (see p. 83) and write the following statement on the chalkboard: Kosovo's right to self-determination should be recognized by other nations and by the UN. Assign each student in each group the letter A, B, or C to identify her or his role in the debate.

- A will argue in favour of the statement.
- B will argue against the statement.
- C will listen, record, and prepare comments and questions for A and B.

Distribute Reproducible N, Triangle Debate Organizer, and explain that students A and B should record their response to the statement in the first row of the worksheet and supporting details in the next three rows. As they do this, student C should record questions that he or she might ask the debaters.

Give students time to prepare for the debate, then explain that each group member will be responsible for listening and recording information while the other group members either present their case or comment on the arguments.

Once the arguments have been presented, tell student C to pose questions to the debaters — and to listen carefully to their responses. At the end of this stage of the debate, student C must decide who won the debate by presenting and defending arguments most effectively.

If time allows, you may wish to follow up by organizing a roundtable discussion in which each student C reports to the class who won the group's debate and which arguments she or he found most compelling.

7. Ask students to work with their partner to respond to “Reflect and Respond” on page 183 of *Exploring Nationalism*. When they have developed their three criteria, ask the pairs to join at least one other pair to compare and revise their criteria. Students’ responses will vary, but they may suggest criteria and consequences such as
- whether it is in the best interests and human rights of all citizens of the new country
 - whether the country was ever independent in the past
 - whether the majority of people in the country agree with the demand for self-determination
 - whether the people within the new country share common values, goals, and loyalties
 - whether the creation of a new country will have negative impacts on those living within the area or in surrounding areas
 - whether recognizing the new country will complicate diplomatic relations elsewhere

DIFFERENTIATING INSTRUCTION

1. Struggling readers may benefit from being assigned the student C role for the triangle debate. This will put less pressure on them to work from the written text and allow them to use their auditory and analytic skills.
2. Encourage interested students to conduct further research on the James Bay hydroelectric project. Be sure that they seek out both sides of the issue and include the views of the Québec government or Hydro-Québec executives, as well as those of environmentalists and Aboriginal opponents. They could present their findings in a point-counterpoint visual display.
3. In Step 7, some students may prefer to present their criteria and consequences as an audiotape.

LESSON 14

EFFECTS OF PURSUING NATIONAL SELF-DETERMINATION

FOCUS ON SKILLS: PREDICTING LIKELY OUTCOMES

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What are some effects of pursuing national self-determination?

This lesson explores some of the effects of pursuing national self-determination, such as conflict, war, and instability. Students will write a brief letter to a UN tribunal, while “Focus on Skills: Predicting Likely Outcomes” provides them with steps to follow in reaching an informed opinion that will help them predict likely outcomes.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.1, Decolonization and Self-Determination: Indochina and Tibet
- Reproducible M, Point-Proof-Comment Organizer

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

Book time in the resource centre or a computer lab with an Internet connection (optional).

RESOURCES

Exploring Nationalism, pages 184–189

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.un.org/depts/dpi/decolonization/main.htm

The web site of the United Nations Special Committee on Decolonization provides information on the committee’s work and its goals, as well as maps of the world before 1945 and today.

www.csmonitor.com/2007/0802/p05s01-woap.html

A *Christian Science Monitor* article titled “Cambodia’s First Step toward Justice for Khmer Rouge” explores some of the reasons it has taken so long to bring to justice the perpetrators of crimes against humanity in the 1970s.

www.yale.edu/cgp/news.html

The web site of Yale University’s Cambodian Genocide Program provides a chronology of the UN-backed tribunal to try Khmer Rouge officials for crimes against humanity. It also offers links to a wide range of readings.

www.tibet.com

The web site of the Government of Tibet in Exile.

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
- completing a brief writing assignment
- participating in class discussions and activities

PRIOR LEARNING

This lesson builds on ideas about national self-determination introduced in the previous lesson.

TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 184 of *Exploring Nationalism*. With students, read aloud the opening paragraphs or ask volunteers to do so. When you reach the activity icon, ask students to rejoin the partner they worked with to complete “Reflect and Respond” on page 183. When they finish, ask volunteers whether Kosovo met their criteria — and why or why not.
2. Distribute Reproducible 2.8.1, Decolonization and Self-Determination: Indochina and Tibet, and organize the reading of the sections titled “Decolonization and Self-Determination” (p. 184, *Exploring Nationalism*), “Decolonization in Indochina” (p. 185), “The Vietnam War” (p. 185), “Cambodia, Justice, and the Pursuit of National Self-Determination” (p. 186), and “Tibet and the Pursuit of National Self-Determination” (p. 187) as a think-pair-share activity (see p. 78).

Instruct students to read the passage under each heading, pausing after each to think about what they read and to jot notes in the appropriate box of the reproducible. Tell them they will then discuss this information with their partner and revise their notes if they wish.

Circulate to provide guidance and help as required and perhaps to determine whose notes take an approach you would like to discuss. When they finish their reading and notes, select students to read from their notes and guide the class through a discussion of the points you find relevant or perhaps need to clarify.

3. Draw students' attention to “Voices” on page 185 of *Exploring Nationalism*. Read aloud the words of Martin Luther King Jr. Then ask students whether they think his comments support the concept of national self-determination. Students may suggest that not only does he support national self-determination, but he also condemns all forms of neo-colonialism that fail to sympathize with the oppressed.
4. Instruct students to respond to the activity icon on page 186 of *Exploring Nationalism* by writing a letter containing their recommendations to the tribunal responsible for trying Khmer Rouge officials for crimes against humanity. In addition to the questions raised in the activity icon, make sure they consider Theary Seng's words in “Voices” and the photograph and the caption in Figure 8.7.

When they finish their letters, divide the class into small groups to discuss their recommendations. You may choose to ask the groups to appoint a spokesperson to report on the group's recommendations and guide the class through a discussion of the similarities and differences, as well as the motivations and probable effects of their recommendations.

5. Ask students to read the Dalai Lama's words in "Voices" on page 187 of *Exploring Nationalism*. Guide a short class discussion by asking questions like the following:

- Why did the UN fail to respond to the Dalai Lama's appeal?
- What message does this failure send about the UN's position on self-determination?
- Should the UN express a position on self-determination, or should the organization take a neutral stance?
- What is the Chinese government's view? Do you agree or disagree?

Then ask students to respond to the activity icon on page 187. This subject may become controversial, so be sure that students remain on track and use respectful and sensitive language.

6. Draw students' attention to "Focus on Skills: Predicting Likely Outcomes" (pp. 188–189, *Exploring Nationalism*). With students, read aloud the opening paragraphs. Ask students if they have questions, then tell them to work through Step 1.

As students work, distribute Reproducible M, Point-Proof-Comment Organizer, to help them complete Steps 2 and 3. Remind them that when they finish, they will write a paragraph in response to this question: How is the increased settlement of Chinese people in Tibet likely to affect Tibetans' pursuit of national self-determination?

Time permitting, you may choose to allow students to spend time in the resource centre or computer lab to conduct additional research.

Students' completed point-proof-comment organizer may include points like these.

Point-Proof-Comment Organizer Chinese Immigration and Tibet	
Point	The Qinghai–Tibet railway has greatly increased tourism to Tibet, especially from China.
Proof	A February 8, 2008, report from Xinhua.
Comment	Tourism could further erode Tibet's traditional culture and its claim for the right of self-determination.
Point	The transfer of non-Tibetans into Tibet is eroding its culture and amounts to a form of cultural genocide.
Proof	A March 18, 2008, news release from the Dalai Lama.
Comment	Chinese immigration will dilute Tibet's population and culture at the same time as it increases ties with the Chinese government.
Point	The Chinese government regards Tibetans' desire for autonomy as a threat to the national sovereignty and territorial integrity of China.
Proof	A March 18, 2008, news release from the Chinese embassy in the U.S.
Comment	China will oppose any attempt to assert Tibet's right to autonomy — if necessary, by force.

7. Remind students of the challenge for this related issue — an investigative report on a nationalist movement — and ask whether this lesson contained new ideas they would like to add to the chart-paper notes about nationalist movements and how they might use technology to prepare their report (see Steps 4 and 6, Lesson 1). You may also wish to give them a few minutes to consult with a partner or with you.

DIFFERENTIATING INSTRUCTION

1. To help struggling readers complete the think-pair-share activity, read difficult passages aloud with them and model how you would make notes about what you have read.
2. Interested students could be encouraged to conduct further research into any of the groups struggling to achieve self-determination that are mentioned in this part of the chapter. Students could prepare a roleplay or other dramatic representation of the group's struggle and perform it in front of the class.
3. Some students may wish to know more about the tribunal established to try Khmer Rouge officials. The sites in "Additional Resources" are a good place to start.
4. In Step 4, some students may prefer to prepare an audiotape of their recommendations.

LESSON 15

SUCCESSOR STATES

NATIONAL SELF-DETERMINATION IN CANADA

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry questions: What are some effects of pursuing national self-determination? (continued)

What are some effects on Canada of pursuing national self-determination?

In this lesson, students will explore successor states by debating a number of possible statements. They will also consider the pursuit of national self-determination by First Nations, Inuit, and Métis, and Québec, as well as how these pursuits affect Canada.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.2, Positive and Negative Consequences of the Pursuit of Self-Determination
- Reproducible 2.8.3, Pursuit of National Self-Determination in Canada

Make an overhead transparency or presentation slide of Figure 8-16 (p. 197, *Exploring Nationalism*).

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

On pieces of card, prepare four signs — Strongly Agree, Agree, Strongly Disagree, Disagree — and post them in the four corners of the classroom.

RESOURCES

Exploring Nationalism, pages 190–198

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://news.bbc.co.uk/2/hi/in_depth/629/629/6922293.stm

A BBC story on the 60th anniversary of the partition of India, including a link to an in-depth story on the Kashmir conflict.

www.humanlaw.org/archives.html

www.humanlaw.org/kashmirself.html

The Association of Humanitarian Lawyers offers links to a number of issues and articles, such as one by Karen Parker that defines what is meant by the “right” to self-determination and explores the role the United Nations should play in resolving the conflict in Kashmir.

www.actioncanada.ca/english/pdf/FerbeyGlobe.jpg

Action Canada’s site provides a link to the article by Justin Ferbey, titled “We Are Not an Indian Band,” that is quoted in “Voices” on page 193 of *Exploring Nationalism*. The article appeared in *The Globe and Mail* on April 2, 2008, and argues that the Carcross Tagish First Nation is no longer an Indian band governed by the federal Indian Act but a legitimate level of government.

www.itk.ca/index.html

The web site of Canada's national Inuit organization, Inuit Tapiriit Kanatami. The site explores issues of current interest to Inuit, including climate change, the education gap between Inuit children and other Canadians, and a statistical profile of Inuit.

www.metisnation.ca

The web site of the Métis nation provides articles on self-determination for the Métis, links to current initiatives of interest to Métis, and a summary of the case against Alfred Janvier, which is discussed in this section of *Exploring Nationalism*.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and activities

PRIOR LEARNING

Students will build on their knowledge of self-determination and Canadian nationalism.

TEACHING AND LEARNING STRATEGIES

1. Ask students to read pages 190 through 192 of *Exploring Nationalism* and to respond to the activity icons in their notebooks. Tell them that when they are finished, they will participate in a four-corners debate.

When students finish reading and making notes, draw their attention to the four signs you posted. Remind them how to conduct a four-corners debate (see p. 83). You may choose to create a number of statements for consideration — but be sure to introduce only one at a time. Possible statements include:

- The people who live in a region should decide which nation-state they will join.
- Mohandas Gandhi demanded that India become independent too quickly.
- Pakistan and India should not have become separate successor states.
- The division of India made conflict — and the resulting violence — inevitable.
- The UN should demand a plebiscite in Kashmir — or the violence will continue.

During the four-corners debate, be sure to ask a variety of students to explain the reasons for the positions they took and, if they move, why they did so.

2. Direct students' attention to "Reflect and Respond" (p. 192, *Exploring Nationalism*) and distribute Reproducible 2.8.2, Positive and Negative Consequences of the Pursuit of Self-Determination, to help them complete this activity. When they finish, ask volunteers to share some of the outcomes they recorded and guide the class through a discussion.

Student's charts may contain an example like the one shown.

Positive and Negative Consequences of the Pursuit of Self-Determination People — South Asians			
Positive Outcomes	Example or Proof	Negative Outcomes	Example or Proof
Non-violent independence movement	Mohandas Gandhi's Quit India campaigns in the 1930s and 1940s	Division into separate successor states	Partition into India and East and West Pakistan
Success in achieving independence from Britain	Independence achieved in 1947	Violence between Muslims and Hindus	The conflict led to many deaths
Establishment of independent successor states	India and West and East Pakistan (later Bangladesh) established	Kashmiri's right to self-determination still in dispute	Plebiscite has still not been held, and the violence continues in Kashmir

- To introduce the pursuit of self-determination in Canada, draw students' attention to the two quotations in "Voices" on page 193 of *Exploring Nationalism*. With students, read the two quotations aloud or ask volunteers to do so. Point out the dates and ask students to comment on the similarities between the quotations. Then ask them to comment on the differences.
- With students, read aloud the first three paragraphs of page 193 of *Exploring Nationalism*. Then divide the class into home groups of four for a jigsaw activity (see p. 78) and distribute copies of Reproducible 2.8.3, Pursuit of National Self-Determination in Canada. 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 on the First Nations' pursuit of self-determination (pp. 193–194, *Exploring Nationalism*), members of Group 2 will become experts on the Inuit people's pursuit of self-determination (pp. 194–195), members of Group 3 will become experts on the Métis's pursuit of self-determination (p. 196), and members of Group 4 will become experts on Québec's pursuit of self-determination (p. 197).

Instruct members of each expert group to read their assigned section, 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.

When they finish, tell students to return to their home groups and to share their 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. You may choose to follow up by selecting students to tell the class one or two points they learned that surprised them as they worked through this activity.

- Ask students to read — or review — "Making a Difference: Zacharias Kunuk — Telling the Truth of What Happened" and to respond to "Explorations" (p. 195, *Exploring Nationalism*). Students' answers will vary, but in response to Question 1, they may suggest that Kunuk decided to film the dialogue in Inuktitut because he wanted the film to be authentic and to tell his people's stories in the language they actually spoke. In response to Question 2, students may suggest that Kunuk and Cohn might have argued that a YouTube-like web site could showcase the talents of Indigenous filmmakers who would not otherwise receive much, if any,

exposure. The site also provides a community for these filmmakers to learn from one another, share industry information, and work with the most up-to-date technologies and means of distribution. Finally, it is important to support Indigenous filmmakers because they provide a unique window into Indigenous culture.

6. Ask students to turn to page 196 of *Exploring Nationalism*. Read aloud the first two paragraphs on the page. Guide a brief discussion on the case of Alfred Janvier by asking questions such as the following:
- Should Janvier have been charged with hunting out of season?
 - Should exceptions for Aboriginal peoples be made to Canadian laws?
 - Why might some Aboriginal peoples feel that Canada’s laws should not apply to them?
 - Can a Canadian legal system coexist with self-determination for Aboriginal peoples? For Québec?

To conclude this activity, direct students’ attention to “Voices” (p. 196). Read aloud the quotation or ask for a volunteer to do so. Ask students if they agree or disagree with Janvier. Have his words changed their position on this issue? If so, why or why not?

More to the Story

Not all Francophone Canadians support a desire for self-determination for Québec. In March 1995, seven months before the referendum on Québec sovereignty, la Fédération des communautés francophone et acadienne du Canada — an organization representing Canadian Francophones who live outside Québec — announced that it would support the no side.

7. Display an overhead transparency or presentation slide of Figure 8-16 (p. 197, *Exploring Nationalism*). Ask students to examine the map. Then ask whether — and how — the existence of Aboriginal nations within Québec complicates the province’s desire for sovereignty. How might the needs of Aboriginal nations differ from the needs of other Québécois? How might these differing needs be resolved? And who should be responsible for this resolution?
8. Direct students’ attention to “Reflect and Respond” on page 197 of *Exploring Nationalism*. Ask students to select a partner — or assign partners — and instruct the pairs to work together to respond. Students’ answers will vary, but some of the positive effects may include creating respect for diversity, allowing all Canadians to enjoy fundamental human rights, and correcting some of the injustices that have occurred in the past. Some of the negative effects may include fragmenting Canada into separate groups or “nations,” high legal fees, and an inability to include everyone equally.
9. Divide the class into groups of three and ask them to turn to “The View from Here” (p. 198, *Exploring Nationalism*). Instruct each group member to take a turn reading one of the views to the other group members. Then ask the groups to work together to complete the questions in “Explorations.” If you choose to have students complete Question 2 in class, you will need to allow time at the end of this lesson or the start of the next. Alternatively, you could assign this question as homework.

DIFFERENTIATING INSTRUCTION

1. Reluctant readers could be assigned the task of reviewing photo captions and figures during the jigsaw activity. An analysis of marginalia is a useful source of information and provides struggling readers with a way to contribute to the group's efforts in a meaningful way.
2. Alfred Janvier's case may be of great interest to students. For students who wish to know more, one link is provided in "Additional Resources." Students who conduct further research could be encouraged to write a news story, to roleplay the trial, or to create a point-counterpoint display for the classroom.
3. Encourage interested students to conduct further research on the partition of India or the situation in Kashmir. "Additional Resources" provides places to start.
4. Students could use their notes in Reproducible 2.8.2, Positive and Negative Consequences of the Pursuit of Self-Determination, as the basis of a photo essay they could post in the classroom.

LESSON 16

UNINTENDED CONSEQUENCES OF PURSUING NATIONAL SELF-DETERMINATION

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

Chapter-issue question: To what extent should national self-determination be pursued?

Inquiry question: What are some unintended consequences of the pursuit of national self-determination?

Students will explore some of the unintended consequences of the pursuit of national self-determination, in particular the creation of refugees and their impact on host countries. They will also discuss how the pursuit of national self-determination has affected them personally. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.4, Unintended Consequences of the Pursuit of Self-Determination
- Reproducible 2.5.2, Your Challenge 2 — Checklist (optional)

Make an overhead transparency or presentation slide of Figure 8-18 (p. 199, *Exploring Nationalism*), as well as Figure 8-17 (p. 199) and Figures 8-19 and 8-20 (p. 200) (optional).

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

RESOURCES

Exploring Nationalism, pages 199–203

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.cic.gc.ca/ENGLISH/refugees/index.asp

The web site of Citizenship and Immigration Canada explains the Canadian government's position on refugees living in Canada who are afraid to return home, as well as those who live elsewhere and want to come to Canada. This site also explains how Canadians can sponsor refugees from abroad who qualify to come to Canada.

www.amnesty.ca/Refugee

The Canadian site of human rights organization Amnesty International. The site outlines the legal rights of refugees and highlights the plight of refugees around the world.

www.unhcr.org/cgi-bin/texis/vtx/home

The Office of the UN High Commissioner for Refugees attempts to protect and support refugees and assists in their settlement. This site is a good starting point for students interested in conducting research into current crisis situations for refugees around the globe.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing Reproducible 2.8.4, Unintended Consequences of the Pursuit of Self-Determination
- 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 understandings of the consequences of pursuing national self-determination.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 8-18 (p. 199, *Exploring Nationalism*). With students, read aloud the information in the table. Tell students that in 2006, about 32 million people were living as refugees around the world. Ask students what they think the quality of life must be like for refugees. What do they think they would feel like if they were uprooted from their homes, forced to flee their community, and separated from their family?
2. Write the following “Up For Discussion” question on the chalkboard: Should Canada and other developed nations take in more refugees (p. 200, *Exploring Nationalism*)? Remind students that they should be respectful of others as they respond, then guide a brief discussion on this question. You may wish to ask a student to jot the responses on a sheet of chart paper or on the side chalkboard so you can revisit this question later in the lesson. You may also wish to take a poll of students' present position on this question.
3. Ask students to select a partner — or assign partners — and distribute Reproducible 2.8.4, Unintended Consequences of the Pursuit of Self-Determination. Ask students to work with their partner to read pages 199 through 201 of *Exploring Nationalism* as far as “Taking Turns” (p. 201), using the reproducible to make notes and summarize what they read. Circulate and provide help as required.

When they finish, you may choose to revisit the opening “Up For Discussion” question: Should Canada and other developed nations take in more refugees? You may also wish to poll the class again to determine whether students have changed their positions — and ask why or why not.
4. Write the following “Up For Discussion” question on the chalkboard: Why doesn't the UN just step in and quickly resolve the refugee dilemma (p. 199, *Exploring Nationalism*)? Again, guide the class through a discussion until it is clear that students have a sense of the issue's complexity. Students may suggest that the UN cannot force a country to take in refugees, that the UN cannot stop the conflicts and hostilities that create refugees, and that some countries are not members of the UN and do not recognize the UN as an authority.

5. You may wish to spend some time exploring the visuals in this part of the chapter by displaying and discussing the caption questions for Figure 8-17 (p. 199, *Exploring Nationalism*), Figure 8-19 (p. 200), and Figure 8-20 (p. 200).
6. Direct students' attention to "Taking Turns" (p. 201, *Exploring Nationalism*). Ask three volunteers to each read one of the students' responses aloud. Then ask students to respond to the questions in "Your Turn." When they finish, ask students to arrange themselves in small groups to compare their responses. After they have discussed their responses within their groups, ask volunteers to share their conclusions with the class.
7. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 202–203, *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. 203, *Exploring Nationalism*). Remind students of the challenge they are completing for this related issue and give them time to organize the work they have completed to date and to write or otherwise prepare the first draft of their investigative report. Tell students to get feedback from at least one other student on this draft. Remind students to use Reproducible 2.5.2, Your Challenge 2 — Checklist, to ensure that they include all the required elements in their final product. If students cannot locate this reproducible, provide them with new copies.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit from one-on-one assistance from you as they work on the first draft of their report for the related-issue challenge. You could help them compile the work they have completed to date or review the draft with them.
2. A number of students may be interested in the plight of refugees. Encourage these students to conduct additional research on a current crisis situation (see "Additional Resources") and then to create a poster to help raise public awareness of this crisis. Alternatively, they could arrange to have a guest speaker from a local agency that helps refugees come to speak to the class.
3. The end-of-chapter activities can be adjusted to fit the needs of your students. To accommodate students with a flair for drama, for example, Question 1 (p. 202, *Exploring Nationalism*) could be amended to ask students to prepare a submission to the United Nations in response to the chapter issue question: To what extent should national self-determination be pursued? After preparing a response to the question, students could roleplay delivering their submission before the UN.

To accommodate visual and kinesthetic learners, you could modify Question 2 by asking students to prepare their own cartoon depicting the conflict over Québec sovereignty or another group struggling for self-determination. Completed cartoons could be turned into overhead transparencies or presentation slides and displayed for the class. Students should be prepared to explain why they selected particular elements of their cartoons.

Question 4 could be modified to become a class vote on the plebiscite question. Or students could prepare an information display on the current situation in the Kashmir region and conduct a school plebiscite.

Question 5 could be completed as a timeline of major changes in China's attitude toward sovereignty and self-determination for national minorities since the 1930s. Students could do this as individuals, in pairs, or as a class. If they do it as a class, a large timeline could be displayed around the classroom.

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

(pp. 202–203, *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. Although students' answers will vary, they may suggest points like the following:
 - a) The question can be deconstructed as follows:
 - “To what extent” means “to what degree” or “how much.”
 - “National” can refer to a person's own nation. It can also denote a nation's interests.
 - “Self-determination” means the power to control one's own affairs.
 - “Pursued” means “to attempt” or “to follow.”
 - b) Students may analyze the pursuit of national self-determination by Kosovars, Vietnamese, Cambodians, Tibetans, Indians, Pakistanis, Kashmiris, First Nations, Inuit, Métis, or Québécois. Their conclusions about whether this pursuit should continue will vary, but be sure that they use sensitive language.
 - e) Students' final statements will vary, but, again, be sure that they remain respectful.
2. Students may suggest
 - a) The hornets' nest represents the controversial issue of Québec sovereignty. The images of the fleur-de-lis on the tree's branches support this conclusion.
 - b) Krieger's message is that Prime Minister Harper is stirring up trouble — and that he may get stung.
 - c) Krieger may have selected the image of a hornets' nest to represent the fact that although the issue of Québec sovereignty never quite goes away, many people believe that if they do not talk about it, it will remain dormant. If the issue is raised, it will flare up again.
 - d) Other symbols Krieger might have used to send the same message include a pot simmering on a stove, a big sleeping dog being poked, or Prime Minister Harper bending down to light the fuse on a bomb.
3. Students' answers may vary, but they may say

- a) Treaties may be resolved more quickly because Aboriginal peoples will have greater political power and influence as their numbers increase.
 - b) Employment and education opportunities may increase with growing economic development both on and off reserves. And with more Aboriginals in positions of power as business leaders and educators, they would act as role models to Aboriginal youth.
 - c) Aboriginal self-determination would be more likely to become a reality with an increased population. Aboriginal self-government may or may not occur — and it may not be necessary if a higher population means Aboriginal Canadians can secure economic security and independence within the existing political systems.
4. Options for plebiscite questions on Kashmir include
- Should Kashmir become part of India?
 - Should Kashmir become part of Pakistan?
 - Should the Kashmir region be divided in half and the parts join India and Pakistan?
 - Should Kashmir become an autonomous, independent region?
5. The two quotations demonstrate that China's policy on self-determination for minorities has shifted dramatically since 1931. Over the decades, China has become increasingly opposed to the idea of sovereignty or self-determination for minorities. In fact, those who speak out in favour of such autonomy today risk prosecution — or worse.

LESSON 17

YOUR CHALLENGE PRESENTATIONS

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

The challenge for Related Issue 1 requires students to create an investigative report on a nationalist movement. In this lesson, students will present their reports.

ESTIMATED TIME: 75 minutes

GETTING READY

To assemble the necessary resources, you must first ascertain how students plan to present their reports. If some students plan to present a video documentary, for example, you will need to book one or more DVD players and TV sets or computers with a DVD player.

Photocopy reproducibles.

- Reproducible D, Ten Steps to Making Effective Presentations (optional)
- Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric

Prepare an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric.

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

Book TV sets and DVD players, computers and screens, or audio equipment as required to accommodate pairs of students who will be making their presentations in these formats.

RESOURCES

Exploring Nationalism, pages 110–203

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' investigative reports using Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. You may also wish to incorporate this lesson's peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they can improve their research, writing, and organization skills.

TEACHING AND LEARNING STRATEGIES

Notes: Students' presentations may take various forms, but 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.

No matter which of the following strategies you choose to use, be sure to read, view, or listen and respond to each student's completed report.

1. Remind students of appropriate behaviour for participating in presentations and review guidelines for showing respect and sensitivity in the classroom. You may also wish to reintroduce Reproducible D, Ten Steps to Making Effective Presentations, from Step 1 of Lesson 18 for Related Issue 1.
2. Display an overhead transparency or presentation slide of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Focus students' attention on the section titled "Knowledge and Understanding of the Issue." Explain that you will use this rubric to evaluate their reports. Ask students to examine the categories and the criteria for evaluating each level of achievement, then ask if they have any questions about the criteria. If students ask, for example, about the difference between proficient and excellent, suggest that the difference would involve the number of examples presented, the breadth and depth of explanations offered, and the number of connections shown — in other words, the difference between the levels is one of degree.
3. Distribute copies of Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric, and tell students to choose a partner or assign partners. Wherever possible, partners should be presenting their reports in the same format to simplify organizing the presentation centres that will be required.

Instruct the pairs to present their reports to their partner while the partner uses the rubric as a guide for assessment and feedback. Then tell the partners to reverse roles.

When they finish presenting their reports, every student will have a peer review. Instruct students to make a brief note about this review at the end of their report or to prepare a separate page they can hand in. Their notes should include a statement explaining whether — and why — they agree or disagree with their partner's assessment.
4. Ask each student to assess his or her own report on the basis of the evaluation rubric. Tell students to make notes in the margins of their report or on a separate page they can submit. These notes should indicate where and to what degree they believe they have met the criteria. In addition, ask students to add brief notes at the end to indicate their overall assessment.
5. Ask volunteers to read, play, or show the opening and closing parts of their report to the class. After each brief presentation, encourage the class to ask questions like the following:
 - Why did you choose the nationalist movement that you did?
 - What two events had the most impact on this movement's development?
 - What is the status of the movement today?
 - What do you predict for the future of this movement? Why?
6. Collect and evaluate the reports using Reproducible 2.5.3, Your Challenge 2 — Evaluation Rubric. Provide each student with detailed feedback and support to help them complete future challenges.

DIFFERENTIATING INSTRUCTION

1. Students who have completed their reports in a non-written form should be grouped accordingly and follow the same steps to provide peer feedback that can be applied to the final product.
2. Note the formats selected by each student — they may provide useful indicators of the student's preferred style of learning and participation.
3. During the presentations, circulate to determine students' presentation style and their comfort level with presenting reports. Provide help and feedback as required.
4. You may prefer to divide the class into small groups rather than pairs or to structure the presentations as a carousel activity (see page 80 and Lesson 18 of Related Issue 1). A carousel activity may take more than one lesson, however.