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## INTRODUCING RELATED ISSUE 4

### TO WHAT EXTENT SHOULD INTERNATIONALISM BE PURSUED?

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#### RELATED ISSUE 4 AT A GLANCE

**Related Issue 4** focuses on whether individuals and groups in Canada should embrace a national identity. This exploration, analysis, and evaluation extends students' understandings of how nations, nationalism, and identity are related and the role they may play in their own lives.

Students' exploration, analysis, and evaluation of national identity will touch on a variety of issues, including how visions of Canada have evolved, the success of various attempts to promote national identity, how national identity and national unity are related, their own vision of Canada, and the extent to which they, as individuals, may wish to embrace national identity.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should individuals and groups in Canada embrace national identity? — 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 4

##### 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.

<b>Related Issue 4</b> To what extent should individuals and groups in Canada embrace a national identity?		
<b>General Outcome</b> Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.		
<b>Chapter 13 — Visions of Canada</b> <b>Chapter Issue — To what extent have visions of Canadian identity evolved?</b>		
Lesson	Lesson Focus	Estimated Time
<b>1</b> Introduction to Related Issue 4 (pp. 294–297)	<b>Related Issue Opener</b> Introduce Related Issue 4  <b>Your Challenge</b> Discuss expectations for the challenge for Related Issue 4	75 minutes
<b>2</b> Introduction to Chapter 13 Visions of Canada Focus on Skills (pp. 298–303)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: What is Canada?</b> Explore differing visions of Canada  <b>Focus on Skills</b> Comparing Various Narratives	75 minutes
<b>3</b> Early Visions of Canada (pp. 304–307)	<b>IQ 2: How and why did early visions of Canada emerge?</b> Explore various issues that affected early visions of Canada  <b>The View from Here</b> Three visions of pre-Confederation Canada	75 minutes
<b>4</b> Evolving Visions of Canada Impact (pp. 308–315)	<b>IQ 3: To what extent did various early visions of Canada meet people’s needs?</b> Explore some of the groups who were excluded from early visions of Canada  <b>Taking Turns</b> Discuss what vision of Canada meets students’ needs  <b>Impact</b> The Ukrainian Experience in Canada	75 minutes
<b>5</b> Reflections of Various Visions in Canada Today Think . . . Participate . . . Research . . . Communicate . . . (pp. 316–319)	<b>IQ 4: How is the evolution of various visions of Canada reflected in the country today?</b> Explore how the evolution of visions of Canada is reflected in the country today  <b>Making a Difference</b> Neil Bissoondath — Challenging Multiculturalism  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 14 — Canadian Identity</b>		
<b>Chapter Issue — To what extent have attempts to promote national identity been successful?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>6</b> Introduction to Chapter 14 Canadian Symbols and Myths (pp. 320–324)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: How have symbols and myths been used to promote a national identity?</b> Explore how symbols and myths have been used to promote a Canadian identity  <b>Making a Difference</b> Jowi Taylor and George Rizsanyi — The Six String Nation Guitar	75 minutes
<b>7</b> Institutions and National Identity Spinbuster (pp. 325–329)	<b>IQ 2: How have institutions been used to promote a national identity in Canada?</b> Explore how institutions attempt to promote a Canadian national identity  <b>Spinbuster</b> Identifying Spin in Corporate and Commercial Communications	75 minutes
<b>8</b> Focus on Skills Government Programs and National Identity (pp. 330–335)	<b>Focus on Skills</b> Writing for Different Purposes and Audiences  <b>IQ 3: How can government programs and initiatives be used to promote a national identity?</b> Explore how government programs and initiatives can be used to promote national identity	75 minutes
<b>9</b> Individuals and National Identity Think . . . Participate . . . Research . . . Communicate . . . (pp. 336–341)	<b>IQ 4: How can individuals promote a national identity?</b> Explore how individuals can promote national identity  <b>Taking Turns</b> Discuss whether students have a responsibility to promote national identity  <b>The View from Here</b> Three views on Canadians’ evolving relationship with the outdoors  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 15 — The Quest for Canadian Unity</b>		
<b>Chapter Issue — To what extent should Canadian national unity be promoted?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>10</b> Introduction to Chapter 15 (pp. 342–346)	<p><b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”</p> <p><b>IQ 1: What is national unity?</b> Explore the nature of national unity</p> <p><b>Making a Difference</b> Maude Barlow — Passionately Dedicated to Canadian Unity</p>	75 minutes
<b>11</b> Factors Affecting Canadian Unity (pp. 347–353)	<p><b>IQ 2: How does the nature of Canada affect national unity?</b> Explore how geography, the federal system, and the Québec issue affect Canadian national unity</p> <p><b>The View from Here</b> Three views on the wisdom of trying to bring Québec into the Constitution</p>	75 minutes
<b>12</b> Focus on Skills Factors Affecting Canadian Unity (continued) GeoReality (pp. 354–359)	<p><b>Focus on Skills</b> Confirming or Revising Your View or Opinion</p> <p><b>IQ 2: How does the nature of Canada affect national unity? (continued)</b> Explore how Aboriginal self-determination and land claims affect Canadian national unity</p> <p><b>GeoReality</b> Nunavik and the New North</p>	75 minutes
<b>13</b> Changing Concepts of National Unity Think . . . Participate . . . Research . . . Communicate . . . (pp. 360–365)	<p><b>IQ 3: How has the changing face of Canada affected national unity?</b> Explore how emerging trends are affecting national unity in Canada</p> <p><b>Taking Turns</b> Discuss the impact of globalization on Canadians’ sense of national unity</p> <p><b>Think . . . Participate . . . Research . . . Communicate . . .</b></p> <p><b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue</p>	75 minutes

<b>Chapter 16 – Visions of National Identity</b> <b>Chapter Issue – To what extent should I embrace a national identity?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>14</b> Introduction to Chapter 16 Visions of Nation (pp. 366–370)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism” <b>IQ 1: How have symbols and myths been used to promote a national identity?</b> Explore a number of visions of nation	75 minutes
<b>15</b> Visions of Canada (pp. 371–375)	<b>IQ 2: What are some possible visions of Canada?</b> Explore Aboriginal and Québécois visions of Canada. <b>Making a Difference</b> Zarqa Nawaz — Breaking Stereotypes	75 minutes
<b>16</b> Visions of Canada (pp. 375–381)	<b>IQ 2: What are some possible visions of Canada? (continued)</b> Explore how multiculturalism, globalization, and the international community shape visions of Canada <b>The View from Here</b> Three views on the success of multiculturalism <b>Taking Turns</b> Discuss whether North American integration is a good idea	75 minutes
<b>17</b> Focus on Skills Personal Visions of National Identity Think . . . Participate . . . Research . . . Communicate . . . (pp. 382–387)	<b>Focus on Skills</b> Honing Oral, Written, and Visual Literacy <b>IQ 3: What is your vision of national identity?</b> Explore personal vision of national identity <b>Think . . . Participate . . . Research . . . Communicate . . .</b> <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes
<b>18</b> Challenge Presentations	<b>Four-Corners Debate</b> Opportunities for students to present their challenges	75 minutes

## LESSON 1

### INTRODUCTION TO RELATED ISSUE 4

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

This lesson introduces Related Issue 4 and its challenge: participate in a four-corners debate that discusses, analyzes, and evaluates responses to the related-issue question.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible K, T-Chart, or Reproducible E, My KWL Chart (optional)
- Reproducible 4.13.1, Assessing a Four-Corner's Debate
- Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric
- Reproducible 4.13.3, Your Challenge 4 — Checklist for Success

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

### RESOURCES

*Exploring Nationalism*, pages 294–297

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.educationworld.com/a\\_lesson/03/lp304-04.shtml](http://www.educationworld.com/a_lesson/03/lp304-04.shtml)

A lesson plan for four-corners debating. If you decide you want to conduct a trial four-corners debate, this page provides possible subjects.

[www.cbc.ca/greatest/top\\_ten/nominee/pearson-lester-know.html](http://www.cbc.ca/greatest/top_ten/nominee/pearson-lester-know.html)

Lester B. Pearson made it to the top 10 of the CBC's *Greatest Canadian* contest. This page highlights the man and his achievements.

[www.quasar.ualberta.ca/css/Css\\_39\\_2/BRNeidhardt\\_fire\\_ice.htm](http://www.quasar.ualberta.ca/css/Css_39_2/BRNeidhardt_fire_ice.htm)

[www.carleton.ca/jmc/cnews/17102003/connections/c3.html](http://www.carleton.ca/jmc/cnews/17102003/connections/c3.html)

Two reviews of *Fire and Ice: The United States, Canada and the Myth of Converging Values*, by Michael Adams. Adams argues that Canadians and Americans are growing farther apart as Canadians develop a stronger sense of themselves. The book won the Donner Prize for the best book on public policy in Canada in 2003.

### ASSESSMENT AND EVALUATION ACTIVITIES

This lesson introduces students to the fourth of the challenges that frame each related issue. It also demonstrates to students that their work in the course — and the way their work is assessed and evaluated — will mean working on their own, in pairs and small groups, and as a class.

Continue monitoring students to identify their learning abilities and preferences.

## PRIOR LEARNING

This lesson builds on students' understandings of identity, nation, national identity, and nationalism.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the Related Issue 4 organization chart on page 294 of *Exploring Nationalism*. Review with students 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 4 chapters. Then tell them to read the inquiry questions below each chapter's title. Ask questions like the following:
  - Which questions do students already know something about?
  - Which questions seem the most interesting?
  - Which questions seem the most challenging?
  - Which questions do they think will be the least difficult to find out more about? The most difficult? Why?
  - Which questions do they most look forward to studying? Least look forward to? Why?
2. Ask students to choose a partner — or assign partners — and instruct them to work with their partner to read the section titled “The Big Picture” (p. 295, *Exploring Nationalism*). If you wish, distribute Reproducible K, T-Chart, or Reproducible E, My KWL Chart, and instruct the pairs to use the reproducible, as they read, to record the arguments for and against nationalism or what they already know and what they want to know about nationalism.
 

When they finish, ask students whether Lester B. Pearson had a positive or negative view of nationalism and national identity in Canada. What makes them say this?
3. Ask students to turn to “Your Challenge” (pp. 296–297, *Exploring Nationalism*). Explain that they will conclude their study of Related Issue 4 by participating in a four-corners debate that discusses, analyzes, and evaluates responses to the question: To what extent should individuals and groups in Canada embrace a national identity?
 

If students have had experience with four-corners debates, ask them to review the steps and to speculate on the purpose behind the strategy.
4. Tell students that, to become more familiar with the process, they will participate in a mock four-corners debate. Distribute Reproducible 4.13.1, *Assessing a Four-Corners Debate*, and guide a discussion of the tips in the centre column. Tell students that at the end of the exercise, they will use the reproducible to assess the debate.
5. Model a brief debate on a lighthearted topic: entertainment news, a popular television series, or a school issue. For example, X movie (insert your choice here) should be at the top of the box office charts, or the school cafeteria should balance serving organically grown local food with mass-produced — and perhaps less expensive — food from around the world.
6. Draw students' attention to the four signs you posted earlier. Review with students the steps of a four-corners debate (see p. 83): research the issue; take a starting position and go that corner of the room; present information that supports your position; consider the information presented by the students who took different positions; and move to a different corner if your position has changed.

Use the lighthearted topic you modelled in Step 5 or ask students to brainstorm a list of possible subjects and poll the class to choose which one they want to debate. Then guide students through a four-corners debate.

7. Draw students' attention to the two columns on either side of the tips in Reproducible 4.13.1, *Assessing a Four-Corners Debate*. In the left-hand column, they can rate the class as a whole on each of the tips on a scale of 1 to 5. In the right-hand column, they can rate their own performance.

When students have filled in their ratings, ask volunteers to share their assessments. Then ask students to suggest areas for improvement, both for themselves and as a group.

8. Distribute Reproducible 4.13.2, *Your Challenge 4 — Evaluation Rubric*, and 4.13.3, *Your Challenge 4 — Checklist for Success*. Explain that the rubric will be used to evaluate students' performance at the end of the related issue and the checklist will help them make sure they do what is necessary to prepare for the challenge. Guide students through the items in the rubric and checklist, asking if they have questions and highlighting points that might pose problems. Encourage students to discuss the various sections of the rubric, and remind them to keep the checklist and the rubric available as they prepare for the challenge.

#### **DIFFERENTIATING INSTRUCTION**

1. Students who have trouble learning on their own may benefit from reviewing their ratings on Reproducible 4.13.1, *Assessing a Four-Corners Debate*. These students may have difficulty rating others and themselves. Feedback from you could encourage them to work independently and help you anticipate problems that may develop as they work on the challenge.
2. You may wish to divide the class into pairs or small groups to review the challenge checklist and rubric. Students may be more likely to ask questions of each other than they are to ask you directly in front of the class.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge. Alternative forms may be needed for some.



## LESSON 2

### INTRODUCTION TO CHAPTER 13

#### VISIONS OF CANADA

#### FOCUS ON SKILLS: COMPARING VARIOUS NARRATIVES

**Chapter-issue question:** To what extent have visions of Canadian identity evolved?

**Inquiry question:** What is Canada?

In this lesson, students will begin to explore differing visions of Canada. In addition, the skill focus provides them with steps to follow when comparing various narratives.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.4, Analyzing Posters
- Reproducible 4.13.5, Differing Visions of Canada
- Reproducible 4.13.6, Comparing Various Narratives

Create an overhead transparency or presentation slide of Figure 13-2 (p. 300, *Exploring Nationalism*).

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

#### RESOURCES

*Exploring Nationalism*, pages 298–303

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://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/politics/language\\_culture/topics/80/](http://archives.cbc.ca/politics/language_culture/topics/80/)

The CBC Digital Archives offers primary sources at a web page titled “The Great Canadian Flag Debate.” The links include 12 television and four radio clips.

[http://archives.cbc.ca/for\\_teachers/97/](http://archives.cbc.ca/for_teachers/97/)

The CBC archives also provides a lesson plan titled “Investigating Nationalism through the Flag Debate.”

[www.histori.ca/minutes/minute.do?id=10227](http://www.histori.ca/minutes/minute.do?id=10227)

The Historica web site provides a Heritage Minute on the flag debate and a brief synopsis of the issues and people involved.

[www.cbc.ca/newsinreview/nov2000/atwood/themes.htm](http://www.cbc.ca/newsinreview/nov2000/atwood/themes.htm)

This CBC News in Review story offers a resource guide that explores the major themes in Canadian writer Margaret Atwood’s work. These themes focus on the myths of national identity and connections to the natural world.

**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' understandings of Canadian identity.

**TEACHING AND LEARNING STRATEGIES**

1. Organize a think-pair-share activity (see p. 78) to analyze the posters in Figure 13-1 (p. 298, *Exploring Nationalism*). Distribute Reproducible 4.13.4, Analyzing Posters, and ask students to turn to page 298, read the caption, and examine the three posters. Instruct students to answer the questions about the posters listed on the reproducible, then to compare their work with that of a partner. When the pairs finish discussing and revising their responses, ask them to join at least one other pair to repeat the process.
2. Draw students' attention to the key term on page 299 of *Exploring Nationalism* and remind them that they will find the definition for the term in the chapter. Ask students to review the IQs in "Looking Ahead" and to respond to each by jotting two or three points in their notebooks. You may choose to have them revisit these preliminary responses when they have completed the chapter.

Give students time to make a new entry in their journal in response to the suggestion in "My Journal on Nationalism." Circulate to make sure that students are keeping up with their journal entries and provide help as required.
3. Draw students' attention to "Voices" (p. 300, *Exploring Nationalism*). Read the quotation aloud, then ask students whether they agree with Peter C. Newman. Explain that there are many differing visions of Canada, and because no two people or groups are alike, these visions can differ quite widely.

Distribute Reproducible 4.13.5, Differing Visions of Canada, and ask students to work with a partner to read pages 300 and 301 of *Exploring Nationalism*, including the margin features, and to complete the reproducible. When they finish, ask volunteers to summarize the points they made about each individual's vision of Canada. Then ask students how each individual's vision compares with their own — and how they arrived at these judgments.
4. Display an overhead transparency or presentation slide of Figure 13-2 (p. 300, *Exploring Nationalism*). Ask a volunteer to read the caption aloud, then give students time to examine the two photographs. Guide a brief class discussion of the designs shown in the photographs. Ask which design students prefer. What other images should have been considered? Why? Was adopting a Canadian flag an important historic event? Why or why not?
5. Direct students' attention to "Reflect and Respond" on page 301 of *Exploring Nationalism*. After students complete the first activity, remind them that they can refer to Reproducible 4.13.5, Differing Visions of Canada, to help them complete the second activity. When they finish all three activities, ask volunteers how they think their vision of Canada is likely to change as Canadian identity evolves over the next 25 years. What changes do they foresee? How will these changes affect their vision of Canada? Other people's visions of Canada?

6. Divide the class into small groups. Instruct the groups to work together to read the introduction and steps in “Focus on Skills: Comparing Various Narratives” (pp. 302–303, *Exploring Nationalism*). Distribute copies of Reproducible 4.13.6, Comparing Various Narratives, and instruct students to work together to work through the steps of the skill focus and complete the organizer. Circulate to provide help as required and perhaps to determine which groups are taking a particularly productive approach.

When they finish, ask each group to appoint a spokesperson to share their answers to one question on the chart with the class. Or you may wish to select groups to respond to particular questions.

7. Time permitting, divide the class in half and conduct a brief tag debate (see page 82) on the “Up For Discussion” question on page 301 of *Exploring Nationalism*: Does the existence of many differing visions of Canadian identity mean that trying to define Canada is an exercise in futility?

#### **DIFFERENTIATING INSTRUCTION**

1. You may wish to work one on one with some students to help them complete Reproducible 4.13.4, Analyzing Posters, and Reproducible 4.13.5, Differing Visions of Canada.
2. Students who enjoy drawing may wish to create a poster depicting their view of Canadian identity. Encourage them to review the different visions of Canada in Figure 13.1 and other posters in *Exploring Nationalism* before they start. They could present their posters to the class or display them on a bulletin board in the classroom.
3. Alternatively, interested students could create their own Canadian flag. Ask them to explain the elements they chose to include in their design as they show their new flag to the class.
4. Some students may want to know more about the debate that surrounded adopting an official Canadian flag. The web sites listed in “Additional Resources” provide places to start.

## LESSON 3

### EARLY VISIONS OF CANADA

**Chapter-issue question:** To what extent have visions of Canadian identity evolved?

**Inquiry question:** How and why did early visions of Canada emerge?

In this lesson, students will explore various issues that affected early visions of Canada, including Confederation and the government's desire to encourage settlement in the West. They will also put themselves in the place of a First Nations person who lived in this period.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.7, Evolving Visions of Canada
- Reproducible 4.13.8, Similarity, Diversity, and National Identity

Prepare an overhead transparency or presentation slide of Figure 13-3 (p. 304, *Exploring Nationalism*).

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

Book an audiotope recorder and player.

### RESOURCES

*Exploring Nationalism*, pages 304–307

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.canadiana.org/citm/specifique/responsable\\_e.html](http://www.canadiana.org/citm/specifique/responsable_e.html)

[www.canadiana.org/citm/themes/constitution/constitution11\\_e.html](http://www.canadiana.org/citm/themes/constitution/constitution11_e.html)

Early Canadiana Online offers a downloadable five-page Word document titled “Canada in the Making: Responsible Government” that explores the development of responsible government in Canada. The site also provides an attractive, well-organized page titled “1839–1849: Union and Responsible Government” with links to a wide range of primary sources and summaries.

[www.histori.ca/minutes/minute.do?id=10140](http://www.histori.ca/minutes/minute.do?id=10140)

A Historica Minute that enacts a dialogue between Baldwin and LaFontaine and underlines its significance.

<http://collectionscanada.ca/confederation/index-e.html>

A web site called Canadian Confederation, produced by Library and Archives Canada, tells the story of how Canada emerged and evolved, from the original four provinces in 1867 to the present. Historical essays showcase primary documents, articles, and photographs of the people, places, and events that have shaped the country.

## 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 differing visions of Canada introduced in the previous lesson.

## TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 304 of *Exploring Nationalism*. Read the two introductory paragraphs aloud or ask volunteers to do so. Guide a brief class discussion on the question in the activity icon by asking questions like the following:
  - Are Canadians less passionate about their country than Americans? People from other countries around the world? Why — or why not?
  - Is a national anthem an important part of national identity? If so, why? If not, why not?
  - Is the theme from *Hockey Night in Canada* as important to Canadians as the national anthem? If so, why? If not, why not?
  - Is it possible to be too patriotic? Why or why not?
2. Write the following questions on the chalkboard and instruct students to keep them in mind as they read the next section of *Exploring Nationalism*:
  - What is responsible government?
  - How did Canada achieve responsible government?
  - What legacy did Robert Baldwin and Louis-Hippolyte LaFontaine leave?

Ask students to read the section titled “Working Together to Achieve Responsible Government” (p. 304, *Exploring Nationalism*). When they finish, ask students to respond to the questions on the chalkboard and guide the class through a discussion. Then display an overhead transparency or presentation slide of Figure 13-3 (p. 304) and read the caption aloud to the class. Ask students to respond to the caption question. Then ask them if they believe that Baldwin and LaFontaine are worthy of a monument. Be sure that they provide reasons for their position.

3. Divide the class into home groups of three for a jigsaw activity (see p. 78) and distribute copies of Reproducible 4.13.7, *Evolving Visions of Canada*, to help students complete this activity. Assign each student in the home group the number 1, 2, or 3 to identify the expert group she or he will join. Members of Group 1 will become experts in visions of Canada at the time of Confederation (p. 305, *Exploring Nationalism*), members of Group 2 will become experts in three visions of Canada before Confederation, (p. 306), and members of Group 3 will become experts in post-Confederation visions of Canada (p. 307).

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 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 how differing visions of Canada evolved from pre-Confederation times to the early 1900s. Ask volunteers to explain the reasons for this evolution and guide the class through a discussion.

4. Write the following "Up for Discussion" question on the chalkboard: Why were the voices of First Nations people not part of the Confederation process? (p. 305, *Exploring Nationalism*).

Remind students about how to use sensitive language, then ask students to use their understanding of Aboriginal perspectives put themselves in the place of an Aboriginal person living in the pre-Confederation or Confederation period. Instruct students to compose — in writing or on audiotape — a brief monologue describing how they felt as more and more Europeans and other non-Aboriginals began to settle in Canada. They should also describe changes to their way of life this influx of newcomers caused, either directly or indirectly. Circulate to keep students on track, provide help as required, and determine which students are taking a solid approach you would like to discuss.

When they finish, ask some of these students to present their monologue to the class and guide the class through a discussion.

5. Ask students to select a partner — or assign partners — and ask them to work together to review "The View from Here" (p. 306, *Exploring Nationalism*) and to respond to "Explorations." Although students' responses will vary, they may include points like the following:

- Shingwaukonse believed that his people's rights should be respected as their land and resources were being developed.
- Antoine-Aimé Dorion believed that Canada should be a union of two nations — British and French — rather than a federation of equal provinces. In his view, this was the only way to protect the French language and culture.
- Thomas D'Arcy McGee saw Canada as a strong, united country. He supported Confederation and felt that this was the best way to ensure the country's prosperity.

6. Prepare the class to conduct a continuum debate (see p. 82) in response to Wilfrid Laurier's words in "Voices" (p. 307, *Exploring Nationalism*). Draw students' attention to the quotation and read it aloud. Then ask students how correct this prediction was. They may feel that he was right on, only partially right, or missed the mark by a mile. Give students time to prepare a written response to the question and circulate to get a sense of the range of students' views on the question. This will help you select eight to ten students whose positions represent a range of opinions on the topic.

Place these students in a line at the front of the classroom, with those with extreme views on either end and those with mixed views in the middle. Begin the debate at one of the extremes, alternating sides and working toward the middle. Remind students that they can change positions after initial arguments have been stated, if their views change during the debate.

At the conclusion of the debate, ask students why they changed their positions. Then ask what further information they would require to make an informed response to the question of whether the 20th century was indeed Canada's century. Where would they go to find this information?

7. Direct students' attention to "Reflect and Respond" on page 307 of *Exploring Nationalism*. Divide the class into groups of three and distribute Reproducible 4.13.8, Similarity, Diversity, and National Identity. Tell the groups to work together to complete the chart. Then ask a selection of volunteers to share their group's work with the class.

**DIFFERENTIATING INSTRUCTION**

1. Interested students could be encouraged to write their own, more contemporary version of "O Canada."
2. Students who may not be comfortable working alone on a monologue in Step 4 could work in small groups or in pairs.
3. You may choose to ask students to participate in a Confederation roleplay. Each student or group of students could represent a delegate from a different group — British, French, First Nations, East, North, or West — and present arguments for or against Confederation.
4. Encourage interested students to conduct additional research on the government's attempts to encourage settlement of the West and the reality of the experience for many new immigrants. These students could present a dialogue between, for example, a government recruiter and a new immigrant who has encountered the hardships of life in the new frontier.

## LESSON 4

### EVOLVING VISIONS OF CANADA

#### IMPACT: THE UKRAINIAN EXPERIENCE IN CANADA

**Chapter-issue question:** To what extent have visions of Canadian identity evolved?

**Inquiry question:** To what extent did various early visions of Canada meet people's needs?

In this lesson, students will explore some of the groups who were excluded from early visions of Canada.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.9, Early Visions of Canada and People's Needs
- Reproducible O, Charter of Rights and Freedoms

Prepare an overhead transparency or presentation slide of Figure 13-8 (p. 309, *Exploring Nationalism*) and Figure 13-12 (p. 314).

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

Arrange some of the desks or four tables to make four stations at the corners of the classroom and collect sheets of chart paper, construction paper, markers, tape, and other materials students may need to prepare displays.

#### RESOURCES

*Exploring Nationalism*, pages 308–315

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.biographi.ca/EN/ShowBio.asp?BioId=39918&query=](http://www.biographi.ca/EN/ShowBio.asp?BioId=39918&query=)

Library and Archives Canada provides the Dictionary of Canadian Biography Online, including a biography of Louis Riel. This printable web page contains a detailed overview of Riel's life and the North West Resistance, including quotes from a wide range of primary sources.

[www.collectionscanada.gc.ca/confederation/023001-4000-e.html](http://www.collectionscanada.gc.ca/confederation/023001-4000-e.html)

This Collections Canada site offers a set of political cartoons about Confederation, a link to a page titled “Confederation for Kids,” and an extensive teacher's resource where you can retrieve a host of classroom-friendly activities and materials.

[www.cic.gc.ca/english/resources/publications/legacy/index.asp](http://www.cic.gc.ca/english/resources/publications/legacy/index.asp)

The web site of Citizenship and Immigration Canada provides an excellent overview of the settlement of Canada. The page titled “Forging Our Legacy: Canadian Citizenship and Immigration, 1900–1977” is easy to navigate and the reading level is suitable for high school students. Chapters include “Canada's First Great Wave of European Immigration,” “Clifford Sifton and His Policies,” and “Selling the West.”



<http://pm.gc.ca/eng/media.asp?id=2146>

The text of the apology to former students of Indian residential schools, delivered in Parliament by Prime Minister Stephen Harper on June 11, 2008.

[nationalpost.com/news/story.html?id=580574](http://nationalpost.com/news/story.html?id=580574)

Assembly of First Nations national chief Phil Fontaine's response to Prime Minister Harper's apology, also delivered in Parliament on June 11, 2008.

### 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 4.13.9, Early Visions of Canada and People's Needs
- participating in class discussions and activities

### PRIOR LEARNING

Students will build on their understandings of evolving visions of Canada.

### TEACHING AND LEARNING STRATEGIES

1. With students, read the IQ on page 308 of *Exploring Nationalism*: To what extent did various early visions of Canada meet people's needs? Ask students to brainstorm a list of responses and jot their responses on the chalkboard or ask a couple of volunteers do so.

With students, read aloud the first paragraph on page 308. Referring them to the list on the chalkboard, ask them whose needs may not have been met by Clifford Sifton's policies and the early days of the path toward multiculturalism.

#### More to the Story

Louis Riel was executed for his role in the 1885 North West Resistance, and the dream of self-determination for the Métis was shattered. But his execution also had a profound impact on Canadian Francophones, many of whom saw Riel as a martyr who died in the struggle to support the rights of French-speaking Catholics in the West. His execution signalled to many Francophones across Canada that the federal government's vision of the West did not include them.

2. Tell students that they will participate in a carousel activity (see page 80) to explore some of the groups whose needs were not met by early visions of Canada. Divide the class into four groups and assign each group to one of the stations that you arranged earlier. Assign each group one of the following topics:

- Francophones, pp. 308–309, *Exploring Nationalism*
- Immigrants, pp. 310–311
- Ukrainians, pp. 312–313
- First Nations, pp. 314–315

Tell the groups that they will be responsible for carefully reading the pages, including the visual and margin features — but not the activity icons, “Taking Turns” (p. 310), “Explorations” (p. 313), or “Reflect and Respond” (p. 315) — and preparing a short presentation on their assigned topic. The presentation will address the following three issues:

1. Whether the group's needs were met in the past
2. What the government attempted to do to address the group's needs and concerns
3. Whether the government measures succeeded or not

Distribute Reproducible 4.13.9, *Early Visions of Canada and People's Needs*, to help the groups make notes as they read and prepare this part of their presentations.

Instruct the groups to also plan a brief activity or a set of questions designed to engage their classmates in further discussion of their presentation's material.

Tell each group to select a leader — or two co-leaders — and to assign each group member a role, such as preparing the presentation, presenting, preparing the engagement strategy, or preparing visual and support materials for the group's station. Visual materials might include a name for the station, powerful photographs, graphics, or graphs of statistics that help explain and enhance the material being presented.

3. When students are ready, begin the carousel activity. Groups should rotate from station to station until all the groups have visited and completed the activity at every station.

Follow up by leading the class through a discussion of the successes and difficulties that each group encountered and suggestions for improving each group's presentation.

4. Display an overhead transparency or presentation slide of Figure 13-8 (p. 309, *Exploring Nationalism*). Give students time to examine the cartoon, then read the caption aloud. Ask students to work individually or with a partner to create a cartoon that pokes fun at a contemporary issue facing Canada — but remind them to avoid stereotypes and not to make fun of individuals. Ask students to show and explain their cartoons to the class or display them on a classroom bulletin board.
5. Divide the class into groups of three and ask them to read "Taking Turns" (p. 310, *Exploring Nationalism*). Each group member will read aloud one of the character's responses. Ask the groups to discuss which of the character's responses most resembles their own. Then ask students to respond to the questions in "Your Turn."

### **More to the Story**

To some extent, Canada's internment of enemy aliens during World War I was intended to improve international security. One of the Allies' concerns at the time was that some immigrants from enemy countries would move from Canada to the United States — which was neutral at the time — and from there back to their homeland to fight against the Allies. Some historians therefore argue that although the internment can be seen as a discriminatory response from a current perspective, it can also be seen as a response to actual wartime fears.

6. Direct students' attention to "Impact: The Ukrainian Experience in Canada" (p. 312–313, *Exploring Nationalism*). Point out that although the conditions faced by many immigrants were harsh, they often came to Canada because conditions at home were very hard as well. Also point out that many immigrants succeeded very well in making a life in Canada at this time — thanks to hard work, spirit, and courage. Then ask students to work with a partner to read or review the feature and respond to "Explorations."

Although students' responses will vary, they may include points like these in their dialogue in response to Activity 1:

- How were you treated by other Canadians when you first moved to Canada?
- Were you able to maintain the traditions of your homeland once you moved to Canada?
- How have you learned a new language and adjusted to new customs and traditions in Canada?
- Do you feel Canadian?

They may suggest various dates in response to Activity 2, such as

- World War I, 1914–1918
  - the Russian Revolution, 1917
  - World War II, 1939–1945
  - the Cold War, mid-1940s to early 1990s
  - changes to the Immigration Act in 1962
  - the attacks on the United States on September 11, 2001
7. Display an overhead transparency or presentation slide of Figure 13-12 (p. 314, *Exploring Nationalism*). Ask students to examine the photograph and read the caption and question aloud. Ask students whether they think shifting the nomenclature of the North West Rebellion to the North West Resistance is significant. Why? What other historical names would they change? Why?
  8. Draw students' attention to "Reflect and Respond" on page 315, distribute Reproducible O, Canadian Charter of Rights and Freedoms, and ask them to complete the activity.
 

Students' answers will vary, but clauses of the Charter that protect people against discrimination include

    - section 2 (e.g., freedom of expression and freedom of association)
    - section 6 (e.g., the right to enter and leave Canada, as well as move from province to province)
    - section 9 (freedom from arbitrary detainment or imprisonment)
    - section 14 (the right to an interpreter in a court proceeding)

#### DIFFERENTIATING INSTRUCTION

1. You may want to ensure that visual learners are assigned the task of creating visuals for the presentation stations during the carousel activity.
2. Instead of preparing a cartoon in Step 4, some students may prefer to write a humorous skit.
3. Interested students may want to explore in more detail how — and why — some groups were left out of early visions of Canada. The web site of Citizenship and Immigration Canada (see "Additional Resources") provides an excellent overview. From this site, students can choose to do additional research on, for example, black Americans, Ukrainians, Germans, French Canadians, Italians, Russians, Japanese, Sikhs, or Norwegians. They could report to the class on how such exclusions may have impoverished Canadian culture or commerce.

## LESSON 5

### REFLECTIONS OF VARIOUS VISIONS IN CANADA TODAY

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

**Chapter-issue question:** To what extent have visions of Canadian identity evolved?

**Inquiry question:** How is the evolution of various visions of Canada reflected in the country today?

In this lesson, students will consider how various visions of Canada are reflected in the country today. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 4.13.10, Some Debates about Visions of Canada Today

### RESOURCES

*Exploring Nationalism*, pages 316–319

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.greatquestions.com/e/q3\\_mercredi\\_1.html](http://www.greatquestions.com/e/q3_mercredi_1.html)

[www.greatquestions.com/e/q3\\_laforest\\_2.html](http://www.greatquestions.com/e/q3_laforest_2.html)

The Dominion Institute presents two views of the founding fathers debate. One is by former grand chief of the Assembly of First Nations Ovide Mercredi; the other is by Guy Laforest, the director of the department of political science at the University of Laval.

[www.canadianheritage.gc.ca/progs/multi/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm)

Canadian Heritage provides a web site called Multiculturalism.

[www.irpp.org/indexe.htm](http://www.irpp.org/indexe.htm)

The home page of the Institute for Research on Public Policy.

[www.nalis.gov.tt/Biography/NeilBissoondath.htm](http://www.nalis.gov.tt/Biography/NeilBissoondath.htm)

A *Sunday Guardian* article about Neil Bissoondath that incorporates an interesting interview.

### 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 4.13.10, Some Debates about Visions of Canada Today
- 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 visions of Canada and how these have evolved.

### TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to "Voices" on page 316 of *Exploring Nationalism*. Read the quotation aloud, then ask students to what extent they agree or disagree with Matthew Mendelsohn. Ask those who agree why they think younger Canadians might identify themselves with Canada rather than with their province. Why do they think Mendelsohn says Québec is an exception? Do they think this is true in Alberta? Why or why not?
2. With students, read the introductory paragraphs on page 316 of *Exploring Nationalism*. Then distribute Reproducible 4.13.10, *Some Debates about Visions of Canada Today*, and ask students to work with a partner to fill it in as they read the sections titled "The Founding Nations Debate" and "The Multiculturalism Debate" and respond to the three activity icons (pp. 316–317). When they finish, ask volunteers to share their responses with the class. Although students' responses will vary, they may mention the following points:
  - The phrase "three founding nations" could be replaced by "founding events" or "founding achievements." This would shift the focus to the events and achievements that contributed to the development of Canada and away from determining which were the founding nations. It would also include other peoples in Canada.
  - The results in Figure 13-14 demonstrate that the percentage of immigrants who identified themselves as Canadian was much lower for immigrants who arrived between 1991 and 2001 than for those who arrived before that. But the children of immigrants — who had been born in Canada — identified themselves as Canadian to a much greater extent.
  - Some students may say that it is healthy that visions of Canada continue to evolve. After all, both the natural world and its creatures continue to evolve. Our communities also keep evolving. So visions of Canada should continue to evolve — and adapt — as time passes. Other students may say that it is unhealthy because only a stable and more or less permanent vision of Canada can unite people across the nation.
3. Instruct students to read "Making a Difference: Neil Bissoondath — Challenging Multiculturalism" (p. 317, *Exploring Nationalism*) and to respond to "Explorations." Students may raise the following points in their responses:
  - Bissoondath's argument against multiculturalism is that it highlights the differences that divide Canadians rather than the similarities that unite them. As a result, it encourages isolation and the stereotyping of cultural groups.
  - Some students may argue that Canada's multiculturalism policy should be open to challenge. Challenging the policy does not necessarily mean you oppose immigration and diversity; it simply means you believe it is worth ascertaining whether the policy is actually achieving the goals it was created to achieve. Other students may argue that those who challenge multiculturalism at heart want to challenge diversity. They may suggest that these individuals would like to turn back the clock and remake a Canada in their own image, or a Canada they have imagined or heard about that probably never existed, as well as keep Canada's populace more homogeneous.

4. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 318 to 319 of *Exploring Nationalism*. Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
5. Draw students' attention to "Think about Your Challenge" on page 319. Remind students of the challenge that they are preparing — a four-corners debate that discusses, analyzes, and evaluates responses to the question for this related issue. Give students time to create their criteria. Then ask them to share their criteria with a partner and to revise their criteria based on the feedback their partner provided.
6. Time permitting, you may also wish to conduct another mock debate on a topic from this section of the chapter, such as one of the questions addressed in one of the steps above or elsewhere in the lessons for this chapter.

#### **DIFFERENTIATING INSTRUCTION**

1. Assign a few students to update the concept wall.
2. Some students may prefer to make an audiotape of some or all of their responses in Reproducible 4.13.10, *Some Debates about Visions of Canada Today*.
3. Refer students who want to know more about Neil Bissoondath to the web site listed in "Additional Resources."
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. Question 1, for example, could be modified to allow students to participate in mock interviews with Aboriginal peoples living in the North who have just learned of Merrill Menzies' plan to develop the region as a new frontier. They could roleplay or record these interviews to present them to the class. For Question 3, students could prepare an audiotape instead of a visual.

#### **Possible Answers to "Think . . . Participate . . . Research . . . Communicate . . ."**

(pp. 318–319, *Exploring Nationalism*)

#### **Notes**

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

#### **Answers**

1. Students' answers will vary, but they may suggest that
  - A plan for the North might involve encouraging settlement through various forms of advertising and incentives.

- Canadians living in the North might be unhappy with a plan for settling and developing the area, so it would be crucial to involve the Aboriginal peoples of the North in the development and implementation of a plan. A benefit of such a plan might be economic development. This economic development could result in improved social services and quality of life for those living in the North.
  - The Aboriginal peoples of the North might be suspicious of any government initiatives in the region because they have not been consulted about development of their resources and settlement on their lands in the past. The North's Aboriginal peoples might welcome further development if they were fully consulted and guaranteed a fair share of the jobs and the profits that may result.
2. Students' responses to this exercise will vary, but make sure that the groups create a slogan that appeals to nationalistic feelings, as well as a list of words that will attract the support of citizens. Survey questions could include
    - How strongly do you feel about Canada remaining a multicultural country?
    - How important is it to you that Canada remain a bilingual country?
    - To what extent should Canada allow self-government for First Nations peoples in the future?
  3. Although students' answers will vary, they may discuss the impact of ethnicity, gender, friendships, community groups, or nationalism in their individual, collective, and national identities.
  4. Students may include the following points in their responses:
    - a) The poster links national identity and physical activity by focusing on the ruggedness of the Canadian landscape and weather and the sports that can be played despite these harsh conditions. This creates a sense of Canadians as rugged and physically active.
    - b) The poster seems to stress a vision of Canada that emphasizes strength, playfulness, and being active outdoors in groups. The central image is also a bit sentimental.
    - c) To some extent, the link between national identity and physical activity continues to exist in Canada. Children frequently play more than one sport and parents shuttle their kids from activity to activity. Many parents want their children to learn to skate and play hockey, for example, because they believe it is an important part of being Canadian. On the other hand, spending more and more time in front of TVs and computers means this link has been broken for many.
  5. Make sure that students can explain their choice of images.

## LESSON 6

### INTRODUCTION TO CHAPTER 14 CANADIAN SYMBOLS AND MYTHS

**Chapter-issue question:** To what extent have attempts to promote national identity been successful?

**Inquiry question:** How have symbols and myths been used to promote a national identity?

This lesson explores how some symbols and myths have contributed to Canadian identity.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.1, Symbols of Canada
- Reproducible K, T-Chart (optional)

Collect and bring to class a piece of wood, a stone, and a piece of gold jewelry (e.g., an earring, a ring, or a pendant).

Prepare an overhead transparency or presentation slide of Figure 14-1 (p. 320, *Exploring Nationalism*) and Figure 14-2 (p. 322).

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

#### RESOURCES

*Exploring Nationalism*, pages 320–324

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm)

The Department of Canadian Heritage offers a site called Symbols of Canada, with links to such national emblems as the beaver, the maple leaf, and the maple tree, as well as clips of the national anthem and “God Save the Queen.”

<http://sixstringnation.com/en>

The web site of the Six String Nation, which aims to connect people from all regions of Canada. As of August 2008, the organization had taken nearly 60 000 portraits of almost 6000 people holding the Six String Nation guitar at festivals, concerts, schools, and other events across the country. At the site, students can enter a contest to win a chance to hold the guitar.

<http://profs-polisci.mcgill.ca/abizadeh/Myths.pdf>

The complete text of “Historical Truth, National Myths and Liberal Democracy: On the Coherence of Liberal Nationalism,” an article by Arash Abizadeh that is referred to on page 324 of *Exploring Nationalism*.



## 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 4.14.1, Symbols of Canada
- participating in class discussions and activities

## PRIOR LEARNING

This lesson builds on students' understanding of Canadian identity and national symbols and myths.

## TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by showing the class a piece of wood, a stone, and a piece of gold jewelry. You may also wish to ask the class to circulate the objects. Give students time to examine the objects. Then guide students through a discussion by asking questions like the following:
  - What are these objects? Some students may say they are just wood, stone, and gold. Others may look for a deeper meaning and try to identify the type of wood and stone or the possible personal significance of the jewelry.
  - Do these objects represent Canada's national identity? If so, how? Some students may respond yes, because the wood represents Canada's forests, the stone represents Canada's geology, and the gold represents the abundance of natural resources in the country. They may even suggest the historical characterization of Canadians as "hewers of wood and drawers of water." Others may argue no, because objects like these can be found almost anywhere — they are not uniquely Canadian.
  - What would have to change for these objects to become more representative of Canada's national identity? Students may suggest they would have to be uniquely Canadian — they could not be found elsewhere — or would have to be altered or worked on in a way that made them Canadian. The stone, for example, could have a beaver carved on it, or the jewelry could be labelled "Made in Canada by an Inuit Artist."
2. Display an overhead transparency or presentation slide of Figure 14-1 (p. 320, *Exploring Nationalism*). Give students time to examine the photograph, then read the labels for elements of the guitar aloud. Also read the caption aloud. Ask students why these pieces of wood, rock, and gold are Canadian. They will likely suggest that the pieces come from particular regions of the country and are associated with significant events in the country's history.

Ask students to work with a partner to read page 321 of *Exploring Nationalism* and respond to the questions that refer to the guitar.

When they finish, ask volunteers to share their responses with the class. Guide the class through a discussion of the pieces students chose to include in the guitar.
3. Ask students to work with their partner to jot three or four points in response to the IQs in "Looking Ahead" and to make a new journal entry. You may choose to have the pairs join another pair to compare and revise their work if they wish.
4. Divide the class into small groups of about three students and distribute Reproducible 4.14.1, Symbols of Canada. Ask the groups to read the sections titled "How Have Symbols and Myths Been Used to Promote a National Identity?" and "Using National Symbols to Promote

Canadian Identity” (pp. 322–323, *Exploring Nationalism*). Instruct students to work as groups to respond to both activity icons on the assigned pages, using the reproducible to record their responses.

Then ask each group to rank on a scale of 1 to 5 (1 = least effective in projecting a Canadian national identity; 5 = most effective in projecting a Canadian national identity) the animals, birds, and other symbols of Canada they chose. Ask one member of each group to explain the group’s rankings.

5. Direct students’ attention to “Making a Difference: Jowi Taylor and George Rizsanyi — The Six String Nation Guitar” (p. 323, *Exploring Nationalism*). Ask students to read the feature and to respond to “Explorations.” Although students’ answers will vary, they may suggest
  - The guitar tries to unite various aspects of Canada by including important elements from the country’s history, culture, and natural resources that many people will recognize. It also includes elements that are representative of Canada’s diversity, such as objects of importance to Aboriginal peoples, immigrants, and those who have held political power.
  - Some students may respond that yes, the guitar should be promoted as a national symbol because it includes elements from across the country, its varied history, and its many cultures. Other students may respond that the guitar should not be promoted as a national symbol because groups who are not represented in the guitar’s elements may feel excluded. Some may also feel that it needs to be road-tested more rigorously to arrive at a consensus about whether it truly represents all Canadians or only its instigators. To do this, they may suggest more — and more focused and publicized — appearances at a wide variety of events across the country.
6. Display an overhead transparency or presentation slide of Figure 14-2 (p. 322, *Exploring Nationalism*). Read the caption aloud and give students time to consider it. Then ask students to share their responses to the caption question. Some may suggest that even though 80 per cent of Canadians live in urban areas, Canada’s fur-trading past and its northern lakes and isolation are part of the country’s history and remain relevant to many people today. Others may say that these symbols are outdated and no longer speak to a contemporary Canadian identity.
7. Write the following question on the chalkboard: Should national myths be used to promote Canadian identity?

You may wish to distribute Reproducible K, T-Chart, and tell students to use the question on the chalkboard as its title. Or you may wish to ask students to record the question in their notebooks and create a simple T-chart below it. The two columns in the T-chart could be headed “Yes” and “No.” Then ask students to read the section titled “Using National Myths to Promote Canadian Identity” (p. 324, *Exploring Nationalism*) and to jot notes in their T-chart. When they finish, instruct them to compare their notes with at least one other student and to revise their notes if they wish. You may choose to ask a selection of students to share their notes with the class and guide a discussion of some of these.
8. Divide the class into small groups and direct their attention to “Reflect and Respond” on page 324 of *Exploring Nationalism*. You may want to give students a few minutes to walk quietly around the school looking for images and symbols that create a sense of group identity and belonging. Then instruct them to write a response to all the specific questions in the activity, including the feelings the images, symbols, and stories inspire in them.

9. Time permitting, ask students to revisit the notes they made in Step 3 in response to the IQs for the chapter. Ask them to work with a partner to revise their notes on the basis of what they have read so far.

**DIFFERENTIATING INSTRUCTION**

1. Some students may benefit from assistance from you while they are completing the reproducible. In the reading for the T-chart, for example, there is a long quotation from Arash Abizadeh that may be difficult for some students to understand.
2. You may choose to modify the “Reflect and Respond” activity on page 324 by asking students to create new images, symbols, and stories that they believe would help the school develop a sense of group identity and belonging. They could also consider how to use and promote these images, symbols, and stories. Should they be mentioned, for example, at school assemblies? Displayed in the school foyer? Highlighted at school sporting and cultural events? Used and promoted in communications with parents?
3. Interested students may want to conduct further research into the Six String Nation guitar (see “Additional Resources”). They could share highlights of their findings with the class or play one or more songs that have been recorded with the guitar to the class. Songs are available through a podcast at the web site.

## LESSON 7

### INSTITUTIONS AND NATIONAL IDENTITY

#### SPINBUSTER: IDENTIFYING SPIN IN COMMERCIAL AND CORPORATE COMMUNICATIONS

**Chapter-issue question:** To what extent have attempts to promote national identity been successful?

**Inquiry question:** How have institutions been used to promote a national identity in Canada?

In this lesson, students will explore some of the ways institutions attempt to promote a vision of Canada and Canadian national identity. The spinbuster provides students with steps to follow to identify spin in corporate and commercial communications.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible K, T-Chart (optional)
- Reproducible 4.14.2, How Institutions Can Promote Canadian Identity
- Reproducible 4.14.3, How Institutions Can Promote a Vision of Canada

Create an overhead transparency or presentation slide of Figure 14-8 (p. 327, *Exploring Nationalism*).

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

#### RESOURCES

*Exploring Nationalism*, pages 325–329

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.civilization.ca/hist/biography/biographi100e.html](http://www.civilization.ca/hist/biography/biographi100e.html)

The Canadian Museum of Civilization's Face to Face online exhibit provides a good example of how an institution has promoted national identity in Canada.

[www.abheritage.ca/francophone/en/index.html](http://www.abheritage.ca/francophone/en/index.html)

A site that offers an overview of Alberta's Francophone heritage.

[www.monarchist.ca/new/index.html](http://www.monarchist.ca/new/index.html)

The web site of the Monarchist League of Canada.

[www.glenbow.org/mavericks](http://www.glenbow.org/mavericks)

The online version of the Mavericks exhibit at the Glenbow Museum.

[www.dominion.ca](http://www.dominion.ca)

The web site of the Dominion Institute of Canada.

[www.metisnation.ca](http://www.metisnation.ca)

The web site of the Métis National Council.

[www.fraserinstitute.org](http://www.fraserinstitute.org)  
The web site of the Fraser Institute.

[www.napo-onap.ca](http://www.napo-onap.ca)  
The web site of the National Anti-Poverty Organization.

[www.historica.ca](http://www.historica.ca)  
Historica's web site.

[www.warmuseum.ca/cwm/cwme.asp](http://www.warmuseum.ca/cwm/cwme.asp)  
The web site of the Canadian War Museum.

[www.orghistcanada.ca/main.php?l=en&c=h](http://www.orghistcanada.ca/main.php?l=en&c=h)  
The web site of the Organization for the History of Canada.

[www.hbc.com/hbc](http://www.hbc.com/hbc)  
The web site of the Hudson's Bay Company.

### 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 how Canadian identity has been promoted.

### TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 325 of *Exploring Nationalism*. Read the two opening paragraphs aloud or ask volunteers to do so. Ask students to brainstorm a list of responses to the questions in the activity icon and record their responses on the chalkboard in a simple T-chart headed, for example, "What makes your community and province unique?" and "How would you spread your message?" If you wish, ask students to record the information in their notebooks as well. Or you may wish to distribute Reproducible K, T-Chart, for them to fill in.
2. Divide the class into home groups of four for a jigsaw activity (see p. 78) and distribute Reproducible 4.14.2, *How Institutions Can Promote Canadian Identity*, to help students 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 cultural institutions (p. 325, *Exploring Nationalism*), members of Group 2 will become experts in educational institutions (p. 326), members of Group 3 will become experts in institutions that seek influence (p. 327), and members of Group 4 will become experts in economic and commercial institutions (p. 328).

Briefly review the kind of information you expect students to provide — perhaps by working with the class to fill in part of a row — then 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 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 a volunteer from each group to share one way institutions have promoted Canadian identity. You may wish to follow up by asking each group who was left out of their institutions' attempts to promote an identity. Students may suggest, for example, that Francophones are not well represented in the Mavericks exhibit — in which case you may wish to steer them toward alternative sources such as the first two listed in “Additional Resources.”

3. Display an overhead transparency or presentation slide of Figure 14-8 (p. 327, *Exploring Nationalism*). Read aloud the mock citizenship exam questions and ask students to record the answers in their notebooks or on a sheet of paper. When they finish, read the answers and ask students to mark themselves. The answers are:

- The fur trade
- The queen of England
- Ontario, Quebec — or Upper and Lower Canada — New Brunswick, and Nova Scotia
- Pacific, Atlantic, and Arctic
- Lake Ontario, Lake Erie, Lake Huron, Lake Superior, and Lake Michigan

Ascertain how well the class did. Then remind students that the Dominion Institute has recommended that all Canadian high school students should be required to pass a national citizenship test before they can graduate. Ask students what they think of this proposal. What are its pros? Its cons?

4. Ask students to select a partner — or assign partners — and instruct the pairs to work together to respond to “Reflect and Respond” on page 328 of *Exploring Nationalism*. Distribute Reproducible 4.14.3, How Institutions Can Promote a Vision of Canada, to help them complete this task. When they finish, you may choose to give them time to prepare an e-mail message to each institution listed in the activity, or you could ask them to explore and compose a message to Historica, the Canadian Museum of Civilization, the Canadian War Museum, or the Organization for the History of Canada. Alternatively, you could assign this task for homework. The e-mail addresses of all the groups are provided in “Additional Resources.”
5. Direct students' attention to “Spinbuster: Identifying Spin in Commercial and Corporate Communications” (p. 329, *Exploring Nationalism*). Read the introductory paragraphs aloud, then ask students to work with their partner to complete the steps. Although students' responses will vary, they may include points like these:

#### Step 1

- A corporate executive may have presented this message because it stresses the company's Canadian roots. It sends the message that the company cares about Canada and Canadians. It highlights the consumers' loyalty to HBC and the company's loyalty to its Canadian consumers.
- As a consumer, it would make me more likely to shop at HBC. With increasing globalization and the message being sent to consumers to “buy Canadian,” consumers may be more likely to support a corporation that supports Canadians.

#### Step 2

- By promoting this message, Zucker may have wanted to emphasize that he is pro-Canadian. The company could gain increased sales and consumer loyalty. Canadians may also benefit if more jobs are produced.

- The impression Zucker's message leaves is that HBC is a solidly Canadian company.
- One thing left out of this message is whether or not the company's profits stay in Canada to benefit Canadians. In fact, there are no statistics or evidence of any kind in the message. The message also does not say whether the company is Canadian-owned.

#### Step 3

- The message promotes two aspects of Canadian identity: the value of sport and the importance of Canadian history.
- In the context of globalization, this emphasis may be important to many consumers.

#### Step 4

- An owner can be a citizen of another country yet still be committed to the company and the country where it is located. These owners may not, however, have the depth of feeling for the company's home country and its history that a local citizen would. On the other hand, some students may argue that it is better for a company's owner not to be a citizen of the company's home country because this makes it easier to focus on the bottom line and make difficult decisions — the owner is not emotionally attached to the people and resources that will be affected.
- Zucker may have emphasized the Canadian roots of the company because he thought it was good PR. He may also have hoped that it made him appear to understand the history of the company and its importance to Canadians.
- Students may say that profits from Canadian companies should stay in Canada. But if it amounts to a choice of evils, they may say it is better for a non-Canadian owner to take over a company and keep it afloat than for the company to close and put workers out of their jobs.
- Some students may say foreign ownership of Canadian businesses and resources should be limited in some way. A percentage of the profits should always stay in Canada, just as a percentage of jobs should be promised to Canadian workers. But some students may argue that it doesn't actually matter in a globalized world — and the bottom line rules, or there won't be any profits or jobs in Canada or anywhere else.

9. You may wish to ask students to review the notes they made in response to the IQs for this chapter (see Step 3, Lesson 6). What would they add or revise at this point?

#### **DIFFERENTIATING INSTRUCTION**

1. Students who are averse to participating in group activities like a jigsaw activity can be assigned a portion of the material and asked to read and respond to it on the reproducible either on their own or with a single partner.
2. Some students may prefer making a drawing or other visual to represent their responses to Jerry Zucker's message. These images could be presented to the class as the groups share their responses to the spinbuster activity.
3. Interested students could conduct further research on the Mavericks exhibit at the Glenbow Museum. They could, for example, select images they believe most successfully challenge or support the provincial identity of Albertans or the national identity of all Canadians. They could present these images to the class and lead a discussion of what makes them successful in conveying identity.

## LESSON 8

### FOCUS ON SKILLS: WRITING FOR DIFFERENT PURPOSES AND AUDIENCES GOVERNMENT PROGRAMS AND NATIONAL IDENTITY

**Chapter-issue question:** To what extent have attempts to promote national identity been successful?

**Inquiry question:** How can government programs and initiatives be used to promote a national identity?

This chapter's skill focus provides students with steps to follow in writing for different purposes and audiences. Students will also explore how government programs and initiatives can be used to promote national identity.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.4, Purpose and Audience
- Reproducible 4.14.5, Writing for Different Audiences
- Reproducible 4.14.6, Promotional Campaign for a Government Program

Prepare an overhead transparency or presentation slide of Figure 14-12 (p. 334, *Exploring Nationalism*) and Figure 14-13 (p. 335).

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

Collect sheets of chart paper and four different-coloured markers.

#### RESOURCES

*Exploring Nationalism*, pages 330–335

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.katimavik.org](http://www.katimavik.org)

Students can learn more about Katimavik by visiting the program's web site.

[www.cwy-jcm.org](http://www.cwy-jcm.org)

Students can learn more about volunteer opportunities and exchanges for youth at the Canada World Youth web site.

[www.crtc.gc.ca/eng/welcome.htm](http://www.crtc.gc.ca/eng/welcome.htm)

The web site of the Canadian Radio-television and Telecommunications Commission provides its mandate and Canadian-content requirements.



## 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' understandings of various ways to develop and promote a national identity.

## TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to “Focus on Skills: Writing for Different Purposes and Audiences” (pp. 330–331, *Exploring Nationalism*). With students, read the introductory paragraphs aloud, then ask students to select a partner — or assign partners — and instruct them to read through the steps. As they read, distribute Reproducible 4.14.4, Purpose and Audience, to help them get started with Step 1 and Reproducible 4.14.5, Writing for Different Audiences, to help them complete Step 2.
2. Give students time to plan their column and to discuss and write their opinion piece. Circulate to provide help and perhaps to get a sense of which students are taking a unique approach. You may choose to call on these students to share their work with the class.
3. Ask students to read pages 332 and 333 of *Exploring Nationalism*, bearing in mind how government initiatives such as arts, cultural, and educational programs can promote a national identity. Tell students they will use the information they explore in this section of the chapter to participate in a graffiti activity (see p. 81). To guide them in their reading, you may choose to write the IQ on the chalkboard: How can government programs and initiatives be used to promote a national identity? (p. 332, *Exploring Nationalism*).
4. As students are reading, write each of the following questions at the top of a sheet of chart paper and post the sheets in four different areas of the classroom:
  - Should Canadian taxpayers be required to foot the bill for promoting Canadian culture?
  - Should broadcasters in Canada be required to meet Canadian-content quotas?
  - Are experiential education programs like Katimavik and Canada World Youth more effective than traditional schools at preparing teens for the future?
  - Why should the government pay for Katimavik and Canada World Youth when it already pays for high schools to educate Canadian youth?

Divide the class into four heterogeneous groups and give each group a different-coloured marker. Draw students' attention to the sheets of chart paper and assign each group to one of the questions. Give them three minutes to brainstorm and to jot down a list of ideas in response to their question. Instruct group members to record their names beside their responses. Then instruct the groups to rotate to the next question, taking their coloured marker with them.

At the next station, group members should read the question and the responses that have already been posted, then jot alternative responses. As the groups progress through the questions, it may become more difficult to think of alternatives. When this happens, tell the groups to record questions about the responses that have been recorded and to write their names beside the questions.

When the groups have rotated through all four stations, guide the class through a discussion of the responses and questions recorded on the sheets.

Conclude this part of the lesson by asking students whether they believe arts, cultural, and educational programs contribute significantly to a national identity. If so, why? If not, why not? Make sure they provide reasons for their responses.

5. Display an overhead transparency or presentation slide of Figure 14-12 (p. 334, *Exploring Nationalism*). Give students time to examine the photograph, then read the caption aloud. Initiate a brief class discussion by asking the caption question: Do the dress uniform and the Musical Ride reflect the reality of the Mounties' role in Canada today? Follow up by asking whether it matters if the uniform and Musical Ride reflect the reality of the Mounties today. Some students may suggest that the uniform and the ride have become important symbols of Canada and deserve to be perpetuated on these grounds alone.
6. Ask students to read the section titled "Programs That Promote Peace, Order, and Good Government" (p. 334, *Exploring Nationalism*). Then ask them to respond to the activity icon. Students may suggest that the uniform is a tradition, that it is distinct and allows RCMP officers to stand out from other law enforcement officers, and that it is easily recognizable — both within Canada and outside the country.
7. Display an overhead transparency or presentation slide of Figure 14-13 (p. 335, *Exploring Nationalism*). Give students time to examine the figure, then read the caption aloud. Ask students to respond to the question in the caption: What does this change in policy suggest about how ideas about Canada's national identity had evolved? Students may say that it shows that Canada had evolved to more fully integrate the country's two official languages.  
Instruct students to read the section titled "Economic Programs" (p. 335, *Exploring Nationalism*). When they finish, ask them how economic programs can be used to promote national identity. They may say that coins and bills carry symbols of Canadian identity and important people and symbols from Canadian history and nature. They may also say that the government funds Canada Day celebrations and distributes Canadian flags and pins.
8. Direct students' attention to "Reflect and Respond" on page 335 of *Exploring Nationalism*. Ask students to select a partner — or assign partners — and distribute Reproducible 4.14.6, Promotional Campaign for a Government Program. Instruct the pairs to use the chart to map out a campaign. When they finish, ask volunteers to present and explain their campaign to the class.
9. Remind students of their challenge for this related issue — participating in a four-corners' debate. Ask whether — and how — their starting position has changed as the result of ideas they encountered in this part of the chapter.

#### **DIFFERENTIATING INSTRUCTION**

1. Struggling readers and writers should be paired with strong readers and writers for the skill focus and to work on the promotional campaign. A visual learner would also round out the pairs for the promotional campaign.
2. Instead of preparing a promotional campaign, some students may prefer to create a promotional song. These students could perform their songs or record and play them for the class.
3. Interested students could conduct additional research on Canadian-content regulations (see "Additional Resources"). They could prepare a brief report on the goals — and perhaps some of the criticisms — and the success of these regulations to date.

## LESSON 9

### INDIVIDUALS AND NATIONAL IDENTITY

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

**Chapter-issue question:** To what extent have attempts to promote national identity been successful?

**Inquiry question:** How can individuals promote a national identity?

In this lesson, students will explore and debate how individuals can promote national identity. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 4.14.7, Criteria and Checklist for Judging Effectiveness (optional)

Locate a CD with “The Hockey Song,” by Stompin’ Tom Connors.

Book a CD player.

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

### RESOURCES

*Exploring Nationalism*, pages 336–341

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.stompintom.com](http://www.stompintom.com)

The official Stompin’ Tom Connors web site.

<http://oscarpeterson.com/news>

The web site for the late Oscar Peterson (1925–2007).

<http://archives.cbc.ca/sports/hockey/clips/10372/>

The CBC Digital Archives offers a clip of Roch Carrier reading *The Hockey Sweater*.

[www.cbc.ca/greatest/](http://www.cbc.ca/greatest/)

The web site for the CBC’s *Greatest Canadian* contest. In addition to a full profile of the winner — Tommy Douglas — it includes the list of the top 100 nominees and video clips about the top 10.

[www.pierreberton.com/author.htm](http://www.pierreberton.com/author.htm)

Pierre Berton’s web site offers excerpts from many of his books, an overview of his achievements, and details of what made him such a staunch patriot.

[www.tommydouglas.ca](http://www.tommydouglas.ca)

The web site of the Tommy Douglas Research Institute. Named in honour of the former premier of Saskatchewan, national leader of the NDP, Parliamentarian, and acknowledged father of

medicare in Canada, the institute is an independent economic and social research and educational organization.

### ASSESSMENT AND EVALUATION ACTIVITIES

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

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

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

### PRIOR LEARNING

Students will build on their understanding of the evolving nature of Canadian identity.

### TEACHING AND LEARNING STRATEGIES

1. Explain to students that in this lesson, they will be exploring some ways individuals can help create and promote a national identity. Then draw students' attention to the lyrics of "The Hockey Song" in "Voices" (p. 336, *Exploring Nationalism*) and play a CD of the song to the class. Tell the class that some people have said that this song should be the Canadian national anthem and ask students to respond to this notion. Then tell them that others have said that "The Hockey Song" should be the new theme song for *Hockey Night in Canada*. Ask students if they think it would have been a suitable replacement for the old theme — and why.
2. Divide the class into small groups and ask them to read the introductory paragraphs on page 336 and the sections titled "Musicians and Artists" and "Athletes and Roving Ambassadors" (pp. 336–337, *Exploring Nationalism*). Instruct the groups to work together, as they read, to create a list of musicians, artists, and athletes who have had an effect on Canada's national identity. Also instruct them to record specific lyrics, images, or achievements that support their choices. When they finish, ask volunteers to share their lists with the class. If you wish, poll the class to determine which of the musicians, artists, or athletes has done the most to create and promote a Canadian identity — and why.
3. Divide the class into groups of three and ask them to read "Taking Turns" (p. 337, *Exploring Nationalism*). Each group member will read aloud one of the student's responses. Then instruct the group to discuss the responses and respond to the questions in "Your Turn." You may choose to call on each group or a selection of groups to share their responses and guide the class through a discussion of what they would consider doing in the future to promote national identity.
4. Ask students to turn to page 338 of *Exploring Nationalism*. Read the section titled "The Greatest Canadians" aloud or ask volunteers to take turns doing so. Ask the students to examine the information in "FYI" and to respond to the questions in the activity icon. Guide the class through a discussion of their responses and see if the class can come to a consensus about who is the greatest Canadian of all time.

5. When students have generated a list of names they would add to or delete from the list of greatest Canadians, choose one name and ask students to practise four-corner's debating (see p. 83 and "Your Challenge," pp. 296–297, *Exploring Nationalism*) on whether this person is — or is not — the greatest Canadian.
6. Ask students to read "The View from Here" (p. 339, *Exploring Nationalism*) and to respond to "Explorations." Although students' answers will vary, they may raise points like the following:
  - The idea that the land has been a defining element of Canada's national identity links all three writers.
  - Some students may agree with Newman that technology has overtaken the concept of land as identity. Others may say that they still see the land and nature as an important part of Canadian identity — whether they personally spend a lot of time in the outdoors or not.
7. Ask students to revisit the notes they made in response to the IQs for this chapter (see Step 3, Lesson 6). Would they change anything now that they have read the whole chapter? Why?
8. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (pp. 340–341, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
9. Draw students' attention to "Think about Your Challenge" (p. 341, *Exploring Nationalism*). Remind students of the challenge that they are preparing — a four-corners debate that discusses, analyzes, and evaluates responses to the question for this related issue. Ask students to consider how the related-issue question relates to the course-issue question. You may want to write the questions in "Think about Your Challenge" on the chalkboard as prompts:
  - If you embrace a national identity, are you automatically embracing nationalism?
  - Can you embrace one without embracing the other?

Give students time to record what they think will be their starting position in the four-corners debate. Remind them to record notes on at least two arguments they will make to support their position.

#### DIFFERENTIATING INSTRUCTION

1. You may wish to work with some students yourself to help them read "The View from Here."
2. You may want to invite students to bring in their favourite songs or stories by Canadian artists or that feature Canadian images, places, or people, even if they have been written by non-Canadians. They could play the song for the class and discuss how the song or story helps shape a Canadian identity. Make sure that students use appropriate sources and choose songs and stories that will not offend classmates.
3. The class may want to organize its own Greatest Canadians contest for the school. Each class that chooses to participate will select a candidate and be responsible for trying to convince the rest of the school to vote for their selection. The classes could produce posters or leaflets promoting their choice or promote their candidate on the morning announcements or in an assembly. Your class would eventually be responsible for monitoring voting stations and counting final ballots. Media outlets are often happy to cover this kind of school competition.

4. Modify the end-of-chapter activities to accommodate students' strengths and interests. Responses to Questions 1 and 2, for example, could provide criteria, a checklist, and ratings in the form of a graph or a graphic. Question 3 could be modified to allow students to create a series of posters, a pamphlet, or a web site with samples of promotional material. Question 5 could be done as a comic strip or audiotape rather than as an essay.

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

(pp. 340–341, *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. Distribute Reproducible 4.14.7, Criteria and Checklist for Judging Effectiveness, to help groups complete this task. Students may consider criteria such as cost, how the program is perceived by the public, the program's effectiveness, the program's accessibility, and the program's relevance to a majority of Canadians.
2. Students may need to modify their criteria to make their assessments for this question. Make sure that their criteria remain valid and that they can present reasons for their criteria and ratings.
3. You may need to explain to students that an outline contains the structure of the plot and the main images, scenes, or shots of a film. They do not need to write dialogue, and they may or may not choose to write the voice-over at this point.
4. Other themes linked to Canadian identity that a survey could study include
  - relationship to the land
  - the importance of the North
  - Canada's reputation as polite people
  - Canada's reputation as a nation of peacekeepers
  - the importance of multiculturalism
  - the importance of bilingualism
5. Students' essays will vary, but make sure that they cover the main points in the outline provided.
6. Students may say that Hugh MacLennan felt that rivers were an important part of Canadian identity because they have been here forever and were part of the country's history as the voyageurs used them. Rivers represent the constant beauty of Canada, even though Canadians have not protected them from pollution and abuse over the years. Students may also paint a word picture that emphasizes the colour and power implicit in Joseph Légaré's painting of a white-water river with a few houses and the steeple of a small, tranquil village in the distance.

## LESSON 10

### INTRODUCTION TO CHAPTER 15

**Chapter-issue question:** To what extent should Canadian national unity be promoted?

**Inquiry question:** What is national unity?

This lesson explores the nature of national unity. To begin their exploration, students will debate a statement made by Pierre Trudeau in 1971.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.1, Assessing a Four-Corners Debate (optional)
- Reproducible 4.15.2, My Loyalties

Prepare an overhead transparency or presentation slide of Figure 15-1 (p. 342, *Exploring Nationalism*) with the captions for each image covered and Figure 15-4 (p. 346).

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

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

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

### RESOURCES

*Exploring Nationalism*, pages 342–346

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=ALARTA0008141](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=ALARTA0008141)  
*The Canadian Encyclopedia* offers an online biography of Pierre Trudeau that contains information on his stance on federalism and nationalism, as well as his major achievements.

[www.cbc.ca/lifeandtimes/barlow.html](http://www.cbc.ca/lifeandtimes/barlow.html)

The CBC's *Life and Times* produced a biography of Maude Barlow entitled “Immovable Maude: The Life and Times of Maude Barlow.” A print summary and numerous video clips from the documentary are available at this site.

[www.canadians.org/index.html](http://www.canadians.org/index.html)

The official web site of the Council of Canadians will help students complete Question 2 on page 345 of *Exploring Nationalism*.

### 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' understandings of Canadian identity and nationalism.

### TEACHING AND LEARNING STRATEGIES

1. Before students come into the classroom, write the following quotation on the chalkboard: "There is no such thing as a model or ideal Canadian. What could be more absurd than the concept of an 'all Canadian' boy or girl? A society which emphasizes uniformity is one which creates intolerance and hate" (p. 344, *Exploring Nationalism*). Alternatively, you may wish to place copies of Reproducible 4.15.1, Assessing a Four-Corners Debate, on each student's desk.

When students have settled, tell them Prime Minister Pierre Trudeau made the statement on the chalkboard — or the top of their reproducible — at a meeting of the Ukrainian Canadian Congress in 1971. Ask them if they agree with the statement and point out the four signs you posted earlier. Tell students to take an opening position for a four-corners debate on the statement. Remind them how to conduct this kind of debate (see p. 83), and if you have opted to distribute Reproducible 4.15.1, how to assess it.

When students have debated their points for as long as you wish, you may also want to ask the class to come to a consensus on whether they agree or disagree with the statement. If you choose to do this, ask the class to develop a statement that summarizes their consensus. If consensus is not possible, ask the class to develop a statement that reflects the majority and minority views on the issue.

**Note:** You may want to refer students to "Focus on Skills: Building Consensus" (pp. 120–121, *Exploring Nationalism*) and "Steps to Your Challenge" (p. 297) to help the class build a consensus.

2. Display an overhead transparency or presentation slide of Figure 15-1 (p. 342, *Exploring Nationalism*) with the captions for each image covered. Read the primary caption aloud. Then guide the class in a discussion of each image by asking questions like the following:
  - What does this image portray?
  - What part of the country does this image represent?
  - Who does this image represent?
  - Is this image an important symbol of Canada? Why or why not?

Ask students to work with a partner to read page 343 of *Exploring Nationalism*. Instruct the pairs to work together to respond to the questions about the images on page 342 and to define the key terms for the chapter. Ask volunteers to summarize their responses and definitions.

3. Ask students to discuss the IQs in "Looking Ahead" with their partner. You may wish to ask them to jot three or four points in their notebooks or on a sheet of paper in response to each. When they finish, ask volunteers to share their responses and record a selection on a sheet of chart paper and post it in the classroom.



Ask students to complete a new entry in response to “My Journal on Nationalism” and give them time to review their past entries. When they finish, instruct students to discuss their changing thoughts on nationalism with their partner.

4. Ask students to read the sections titled “What Is National Unity” and “Forces Affecting National Unity” as far as “Making a Difference” (pp. 344–345, *Exploring Nationalism*). Write the following questions on the chalkboard to guide their reading:
  - What is national unity?
  - How do external forces sometimes increase feelings of national unity? Decrease feelings of national unity?
  - How do internal forces sometimes increase feelings of national unity? Decrease feelings of national unity?

When they finish reading, ask volunteers to respond. Students may suggest that national unity occurs when people feel a common bond or have a strong sense of belonging to the group or collective they identify as their nation. An external force like war often increases feelings of national unity by creating a rally-round-the-flag effect. But when nations or groups of people within Canada exert pressure to promote their own loyalties and sense of identity, this can create the sense that national unity is fragile.

Ask students to respond to the activity icons in this section of the chapter. When they finish, you may choose to ask them to compare their responses with those of one or two other students.

5. Direct students’ attention to “Making a Difference: Maude Barlow — Passionately Dedicated to Canadian Unity” (p. 345, *Exploring Nationalism*). Read the feature aloud or ask a selection of volunteers to do so. Use Question 1 in “Explorations” to guide a class discussion about whether working outside political systems helps or hurts Canadian unity. Do Barlow’s actions reflect active and responsible citizenship? If so, in what ways? If not, why not? Some students may suggest that the work of Barlow and others helps strengthen Canadian unity because it raises important issues of concern to all Canadians. It reflects active and responsible citizenship because it asks all citizens to become more responsible for their actions and the consequences of those actions. Others may suggest that people who work outside the system hurt Canadian unity because they cause some Canadians to question government policy. They are not acting as responsible citizens because they are being somewhat disloyal to the government that has been elected to make decisions on their behalf.

You may choose to allow students time in a resource centre or computer lab to complete Question 2, or you may choose to assign this question for homework.

6. Display an overhead transparency or presentation slide of Figure 15-4 (p. 346, *Exploring Nationalism*). Ask students what they see in the photographs and whether they can identify, in a general way, where the photos may have been taken. Ask students questions such as
  - What might be the primary concerns of the people who live in these regions?
  - How might employment opportunities differ in each region?
  - How might people spend their leisure time in each region?
  - Would people living in these regions identify more strongly with their province or the country?

At the conclusion of the discussion, read the caption and discuss the caption questions with the class.

7. Ask students to read the section titled “Canadian National Unity” (p. 346, *Exploring Nationalism*). As they read, distribute Reproducible 4.15.2, *My Loyalties*, and instruct them to use the organizer to respond to “Reflect and Respond” on that page. You may choose to ask volunteers to share one of their groups and their rankings, the group’s goals, and the loyalty’s effect on Canadian unity.

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

<b>My Loyalties</b>			
<b>Group, Collective, or Nation</b>	<b>Ranking of Importance</b> (1 = not very important; 5 = very important)	<b>Key Goal(s)</b>	<b>Effect on Canadian Unity</b>
Francophone	5 = very important	To promote the French language and culture in Alberta, Canada, and the world.*	In some ways, it has a negative effect on Canadian unity because some Québec Francophones believe the only way to preserve the French language and culture is to separate from Canada.  In other ways, it unites Canadians who value bilingualism as a unique feature of Canada — and all people who value the French language and culture.

### DIFFERENTIATING INSTRUCTION

1. Struggling readers may benefit from working with a partner or small group to complete the reproducibles. Alternatively, you may choose to sit with a small group of students and help them yourself.
2. After completing the feature on Maude Barlow (p. 345, *Exploring Nationalism*), ask students to work in groups of four or five to create a list of people who have made a difference in their local community, the province, or the country. Each group could prepare a brief report on one of the people they chose. You could also select a student to record all the names the groups chose and create a Making a Difference or Heroes of Canadian Identity list on a sheet of chart paper and post it in the classroom.
3. Encourage interested students to conduct further research on Pierre Trudeau’s views on federalism and nationalism (see “Additional Resources” for one web site to help get them started). They could use their findings to collate a number of quotations and post this collage in the classroom.

## LESSON 11

### FACTORS AFFECTING CANADIAN UNITY

**Chapter-issue question:** To what extent should Canadian national unity be promoted?

**Inquiry question:** How does the nature of Canada affect national unity?

In this lesson, students will explore how geography and the federal system of government affect national unity in Canada.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.3, Alienation in the West and Other Regions of Canada
- Reproducible 4.15.4, How Some Aspects of the Federal System Affect National Unity

### RESOURCES

*Exploring Nationalism*, pages 347–353

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006737](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006737)

*The Canadian Encyclopedia* offers a history of the Reform Party of Canada.

<http://laws.justice.gc.ca/en/const/index.html>

The web site of the Canadian Department of Justice provides the Constitution Act, 1867, and the Constitution Act, 1982.

[www.parl.gc.ca/information/library/prbpubs/bp412-e.htm](http://www.parl.gc.ca/information/library/prbpubs/bp412-e.htm)

This web site explores important issues of concern to Aboriginal peoples during the 1995 Québec referendum.

### 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 Canadian unity.

### TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to page 347 of *Exploring Nationalism*. Read the introductory paragraphs aloud or ask a volunteer to do so. Tell students to select a partner — or assign partners — and

ask them to work together to respond to the first activity icon. Give students a few minutes to complete their list and explanatory notes, then ask volunteers what they listed and the reasons for their choices. You may choose to record on the chalkboard or a sheet of chart paper a list of the students' ideas about difficult aspects of maintaining unity within a group.

When the list seems complete, ask students to provide specific examples that they have encountered. Which items would pose the biggest problem to maintaining unity within a group? Which would also make maintaining national unity difficult? Mark with an asterisk or highlight the aspects they name as making it difficult to maintain national unity.

2. Ask students to work with their partner to read the remaining information on page 347 of *Exploring Nationalism*, including "Voices" and "FYI." Ask students to respond to the second activity icon, making sure to include both positive and negative influences. Ask volunteers to share their responses. Students may suggest that the huge variations in Canada's landforms make a wide variety of resources available — but also make it difficult to agree on the best use of these resources, as well as exactly who owns and should benefit from them.

Direct students' attention to "Voices" and ask them if they agree with Leonard Levinson's words. Some students may say they agree, because Canada's geography results in great regional differences and needs. Others may say that they disagree, because national unity has more to do with spirit and a sense of belonging than it does with physical proximity or geographic similarity.

#### **More to the Story**

Traditionally one of the most economically deprived regions of Canada, Newfoundland and Labrador is poised to become one of the "have" provinces. Wade Locke, an economist at Memorial University in St. John's, Newfoundland, has predicted that oil and gas royalties and energy industry spending means that Newfoundland will no longer qualify for financial assistance from the federal government by the end of 2009. At the same time, the historically have province of Ontario continued to make equalization payments that amounted to three per cent of its total GDP in 2005 — even as the province was poised to join the ranks of the have-nots as early as 2010, when it may become the recipient of equalization payments for the first time.

3. Organize a think-pair-share activity (see p. 78) to examine alienation in some parts of Canada. Distribute Reproducible 4.14.3, *Alienation in the West and Other Regions of Canada*, and ask students to fill it in as they read page 348 of *Exploring Nationalism* and respond to both activity icons. When they finish, ask them to compare their notes with those of another student and to revise their points if they wish. You may choose to ask a few students to share their responses.

Although students' responses to the activity icons will vary, some may suggest in response to the first that Stephen Harper had to change his views about building a firewall around Alberta because, as prime minister, he must represent all regions of Canada and cannot promote regional differences. In response to the second, some students may suggest that Alberta does have more in common with Newfoundland and Labrador than many people think because both provinces want to protect their constitutional right to control — and profit from — resource development.

### More to the Story

The Fathers of Confederation adopted the principle of representation by population to allocate the number of seats each province would have in the House of Commons. This number was to be recalculated every 10 years, starting with the census of 1871. The one exception to the formula provided that no province could lose seats unless its share of the national population had decreased by at least five per cent between the last two censuses.

Because the country's population was growing, this exception did not cause problems for the first 25 years of Confederation. But in 1892, the three Maritime provinces lost four seats. Although the population in these provinces was growing, it was becoming relatively smaller in proportion to the national total. The loss of representation became cause for concern in Prince Edward Island particularly, and even more so in 1903, when the readjustment saw the number of seats for that province reduced. PEI argued before the Supreme Court that it should be entitled to the six seats it was allocated when it joined Confederation.

The Supreme Court subsequently upheld that representation must be based on the total population of Canada and that no exception could be made for Prince Edward Island. But some of the provinces where population was declining continued to dissent. As a result, a constitutional amendment was adopted in 1915. Still in effect today, the "senatorial clause" guarantees that no province can have fewer seats in the House of Commons than it has in the Senate — and PEI still has four seats in both Houses instead of the three that the early 20th-century censuses would have entitled it to.

4. Ask students to select a partner — or assign partners — and ask the pairs to work together to read pages 349 and 350 of *Exploring Nationalism*. Distribute Reproducible 4.15.4, How Some Aspects of the Federal System Affect National Unity, and tell students to fill in the chart as they read. When they finish, ask them to review the points they filled in and to write a concluding statement that addresses this question: In general, does the federal system enhance or harm national unity? Remind them to provide specific reasons in their statement.  
When they finish, ask volunteers to read their concluding statements to the class and guide a discussion of the statements and the reasons students provide to support their position.
5. Draw students' attention to "Voices" on page 351 of *Exploring Nationalism*. Read Pierre Trudeau's quotation aloud and ask students to state the main message of his words. Then ask whether — and why — they agree. Then read Stephen Harper's quotation aloud and ask the same questions. Conclude this activity by asking students to account for the differences in these two quotations. Why do these two men have such divergent opinions? What does this divergence say about Canadian identity? About national unity?
6. Read aloud the first two paragraphs on page 351 of *Exploring Nationalism*. Ask students to work with their partner to read the rest of pages 351 and 352 of *Exploring Nationalism* and to respond to the caption questions in Figure 15-9 (p. 351) and the activity icon on page 352. Although students' answers will vary, they may include the following points:
  - Having bilingual signs in Ottawa sends the message that both languages are equal and that Canada is a bilingual country. It is important for this to occur in Ottawa because, as the nation's capital, it has to set the standard for others to follow. If both official languages were not evident in Ottawa, it would send the message that official bilingualism is not a reality.
  - The data in Figure 15-10 indicate that official bilingualism has not been a success, because the percentage of people who are bilingual has remained virtually unchanged for 10 years. To fairly determine the success of official bilingualism policies, we would need to know

what percentage of the population speaks some French and whether this percentage has increased over the past 10 to 20 years — and perhaps whether it would have decreased had this policy not been in place..

7. Direct students' attention to "The View from Here" (p. 353, *Exploring Nationalism*) and ask students to read the feature and respond to "Explorations." Students' responses may include
  - Angus Reid says that if Canada does not create a new Constitution that includes all Canadians, then we may be heading down a path that ends in the breakup of Canada. Jean Chrétien says that he did not try to secure a constitutional amendment to include Québec but focused instead on legislation that would protect Québec as a distinct society. Ovide Mercredi argues that Aboriginal peoples must be involved in any future constitutional discussions. While including Aboriginal voices may bring more challenges to the quest for unity, to exclude these voices goes against Canada's principles of democracy and fairness for all.
  - Some students may argue that there should not be any further attempts to bring Québec into the Constitution. They may argue that this debate only opens old wounds and does not create productive results. Others may argue that Québec should draft a version of the Constitution it is comfortable with, and this version should be debated during the next round of talks on constitutional amendments.
8. Time permitting, place students in groups of four or five and ask each student to write a response to the "Up for Discussion" question on page 352 of *Exploring Nationalism*. When they finish, each student will read their response to the group and the group will discuss areas of agreement and disagreement in all the responses.

**Note:** This question may provoke strong emotions, so make sure students remain respectful of their classmates' ideas and feelings.
9. Tell students to bring their journals on nationalism to the next class.

#### **DIFFERENTIATING INSTRUCTION**

1. Struggling readers and visual learners could sketch definitions and images of the key words and difficult concepts in this section of the chapter. They could post their sketches on the concept wall in the classroom.
2. Students could create a drawing, sketch, political cartoon, or other visual to represent Western alienation or the tensions that shape the "Québec issue."
3. Interested students could conduct further research on an aspect of political representation in Canada — such as the anomaly reported in the "More to the Story" on page 375 — and report their findings to the class.

## LESSON 12

### FOCUS ON SKILLS: CONFIRMING OR REVISING YOUR VIEW OR OPINION

#### FACTORS AFFECTING CANADIAN UNITY (CONTINUED)

#### GEOREALITY: NUNAVIK AND THE NEW NORTH

**Chapter-issue question:** To what extent should Canadian national unity be promoted?

**Inquiry question:** How does the nature of Canada affect national unity? (continued)

The skill focus provides students with steps to follow to confirm or revise a view or opinion. They will also explore how Aboriginal self-determination and land claims affect Canadian national unity, especially in Nunavik.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 4.15.5, My Understandings of Nationalism

Prepare an overhead transparency or presentation slide of Figure 15-12 (p. 357, *Exploring Nationalism*) and Figure 15-15 (p. 359).

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

On pieces of card, make four signs — Strongly Agree, Agree, Strongly Disagree, and Disagree — and post them in the four corners of the classroom (optional).

#### RESOURCES

*Exploring Nationalism*, pages 354–359

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.nunavuttourism.com/new/site/default.asp](http://www.nunavuttourism.com/new/site/default.asp)

The web site of the Nunavut Tourism Department offers an interactive map and awe-inspiring photographs of the region.

[www.makivik.org/eng/media/nunavik\\_maps.asp](http://www.makivik.org/eng/media/nunavik_maps.asp)

The development corporation mandated to manage the heritage funds of the Inuit of Nunavik is called Makivik. Its web site contains maps of Nunavik, traditional dog sled routes, and information on the circumpolar region and its peoples.

[www.nisgaalisims.ca](http://www.nisgaalisims.ca)

The web site of the Nisga'a Lisims government provides the Nisga'a Final Agreement, news about the cultural museum the Nisga'a are building, and information about the region for tourists.

**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 4.15.5, My Understandings of Nationalism
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on students' entries in their journal on nationalism and their understanding of how Aboriginal claims affect national unity.

**TEACHING AND LEARNING STRATEGIES**

1. Ask students to turn to "Focus on Skills: Confirming and Revising Your View or Opinion" (pp. 354–355, *Exploring Nationalism*). With students, read the introductory paragraphs and distribute Reproducible 4.15.5, My Understandings of Nationalism. Ask students to use the reproducible to work through Steps 1 to 3, based on the entries in their nationalism journals. When they finish, instruct them to share their new journal entry with a partner.
2. Ask students to complete Step 4 with their partner. You may choose to ask volunteers to share their summary statement about William Lyon Mackenzie King's reasoning. Alternatively, you may choose to conduct a brief four-corners debate (see page 83 and the challenge for this related issue, pp. 296–297, *Exploring Nationalism*) on this question: During World War II, King had to change his position on conscription. Students can use the points in their statements on King's reasoning as the basis for debating this issue.
3. Draw students' attention to the words of Wilton Littlechild in "Voices" (p. 356, *Exploring Nationalism*). Read the quotation aloud to the class or ask a volunteer to do so. Guide a brief discussion of Aboriginal self-determination by asking questions like the following:
  - What are some arguments for supporting Aboriginal self-determination?
  - What are some arguments against supporting Aboriginal self-determination?
  - If the UN supports the inherent right to self-government, should the Canadian government take the same position? Why or why not?
  - If Canada grants Aboriginal peoples the right to self-government, how might this affect non-Aboriginal citizens? Aboriginal peoples?
4. Ask students to read the section titled "Aboriginal Self-Determination and National Unity" (p. 356, *Exploring Nationalism*) and to respond to the question in the caption for Figure 15-11 and the activity icon. Then ask volunteers to share their responses. Students may suggest points like the following:
  - By including a large Canadian flag on stage, organizers of the National Day of Action rally may have wanted to send the message that participants were not only Aboriginal but also Canadian. They may also have wanted to send the message that Aboriginal peoples are entitled to a rightful place in Canadian society.
  - Some students may say that the words of Littlechild and Cornell indicate that the issue of Aboriginal self-determination is not going to go away. Some may argue that allowing self-determination and incorporating "Aboriginality" into Canadian laws will strengthen Canadian unity because the country will have finally addressed the needs of First Nations. Others may argue that growing demands for self-determination will fracture Canada and affect Canadian unity negatively.



### More to the Story

Inuit healing circles have been incorporated into the criminal justice system of Nunavut and other communities in the North. Aboriginal worldviews reflect the interconnectedness of all living forms and consider each of these forms as sacred. Cycles within nature, for example, provide teachings and form the basis of belief systems. Circles, being inherently non-hierarchical and inclusive, represent respect, equality, continuity, and interconnectedness.

Healing circles are based on the belief that healing is a process, as opposed to a single event or remedy, that depends on an individual's readiness to change and to resolve problems through self-examination and self-awareness. Inuit healers believe that healing involves talking about a person's pain and journeying back to the root causes of current problems in order to move forward and, in the context of criminal justice, to make restitution for the harm they have caused.

Healing circles have also been used by Aboriginal teachers to illustrate aspects of the Indigenous community over time, and particularly how Aboriginal peoples have been affected by colonization — and in this way begin the process of healing and cultural reclamation.

5. Display an overhead transparency or presentation slide of Figure 15-12 (p. 357, *Exploring Nationalism*). Give students time to examine the map, then ask them to read the section titled "The Nisga'a Agreement" (p. 357).  
Ask students to respond to the activity icon in that section. How do they think the agreement might affect Canadian national unity? Nisga'a national unity? Then ask students the questions you asked in Step 3. How would they say their responses have changed? Why — or why not?
6. Instruct students to read the sections titled "Aboriginal Land Claims and National Unity" and "Nunavut" (p. 357, *Exploring Nationalism*). Then ask questions like these:
  - What is the difference between comprehensive and specific land claims?
  - Why might Aboriginal peoples be frustrated with the slow pace of settling land claims?
  - Why was the creation of Nunavut considered a turning point?
7. Direct students' attention to "Reflect and Respond" on page 357 of *Exploring Nationalism*. Ask students to work with a partner to complete the activity. When they finish, instruct the pairs to share their work with another pair, select the five most practical strategies, and explain the main reason for each selection.

### More to the Story

As institutions designed to deliver young people to the predominantly 9 to 5 workforce, schools in the North can have trouble adjusting to traditional lifestyles dominated by the rhythms of hunting seasons and cycles of 24-hour darkness and light. Still, the importance of education for Inuit youth was stressed by Inuit leader Mary Simon when she welcomed Governor General Michaëlle Jean to a national summit on Inuit education in 2008: "The future of our people and communities hinges on a well-educated Inuit population. Without access to properly resourced, culturally relevant education, our youth cannot flourish. And if they do not succeed, what hope is there for the future of our society? By bringing together relevant education officials and experts we are seeking to improve the quality of education Inuit receive, and the outcomes for Inuit children and youth."

8. Ask students to turn to “GeoReality” (pp. 358–359, *Exploring Nationalism*). Read the introductory paragraphs aloud, then display an overhead transparency or presentation slide of Figure 15-15 (p. 359). Ask students to examine the photographs, then read the caption aloud. Ask students to respond to the question the caption contains. Then ask students to read the feature and to respond to the questions in “Explorations.” Students may include the following points in their responses:
- When Stephen Harper announced the Nunavik agreement, he used the term “Nunavimmiut” because he wanted to include all the people living in the region.
  - Similar agreements would benefit Aboriginal peoples because they would have more self-determination and access to the revenues generated by the natural resources on their lands. This would help improve the economy, quality of life, and social programs in Aboriginal communities. Agreements like these would also improve Canadian unity because Aboriginal peoples would finally feel included in Canada.
  - Students’ responses to Question 3 should demonstrate an understanding of the differences between the agreements reached by the Nisga’a and in Nunavut and Nunavik.

#### **DIFFERENTIATING INSTRUCTION**

1. Choose pairs that complement one another’s reading and writing skills and social abilities to complete the readings and assignments in this lesson.
2. The activity in “Reflect and Respond” could be completed in a form other than writing, such as a series of drawings or an audiotape of the list of five strategies.
3. Ask some students to locate a map of Nunavut and compare its land mass with, for example, the region covered by the Nisga’a agreement. They could also conduct further research on how the government arrived at this settlement and report to the class on the most successful strategies used by the Inuit and their advisers in achieving this resolution.
4. Interested students could prepare a photo essay on the Nisga’a, Nunavut, or Nunavik regions. Photos are available at the web sites listed in “Additional Resources.”

## LESSON 13

### CHANGING CONCEPTS OF NATIONAL UNITY

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

**Chapter-issue question:** To what extent should Canadian national unity be promoted?

**Inquiry question:** How has the changing face of Canada affected national unity?

In this lesson, students will explore how emerging trends related to immigration, urbanization, Aboriginal peoples, and economic globalization may affect national unity. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 4.15.6, Emerging Trends and Their Impact on Canadian Unity

Collect enough overhead transparencies and markers to give one to each group of three in the class (optional).

Book an overhead projector and screen (optional).

### RESOURCES

*Exploring Nationalism*, pages 360–365

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.statcan.ca/english/freepub/92-125-GIE/html/abo.htm](http://www.statcan.ca/english/freepub/92-125-GIE/html/abo.htm)

Statistics Canada provides information on what the census reveals about recent trends related to Aboriginal peoples.

<http://calsun.canoe.ca/News/National/2008/01/15/4774154.html>

This article from the *Calgary Sun* explores whether Aboriginal populations are becoming increasingly urbanized or not. It notes, for example, that there is a political dimension to the collection and use of statistics that play a part in determining governments' funding decisions.

[www.cbc.ca/news/background/immigration](http://www.cbc.ca/news/background/immigration)

This CBC News in Depth feature explores immigration patterns and trends since 1947 and predicts immigration needs up to 2017.

### 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 4.15.6, Emerging Trends and Their Impact Canadian Unity
- participating in class discussions and activities

- completing the end-of-chapter activities
- preparing for the related-issue challenge

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

### **PRIOR LEARNING**

Students will build on their understanding of challenges to Canadian national unity.

### **TEACHING AND LEARNING STRATEGIES**

1. Prepare the class for a continuum debate (see p. 82). Write the following statement on the chalkboard: Canada needs immigration. Poll students for their initial response to this statement and select eight to ten students whose positions represent a range of opinions on this topic. Place these students in a line at the front of the classroom, with those holding extreme opposing views on the end and students with mixed feelings in the middle. Note that this subject may provoke strong feelings and statements and remind students that they will be expected to remain sensitive and respectful.

Begin the debate at one end of the extremes and alternate sides as you work toward the middle. Encourage all students in the line to alter their positions if their opinions change as the debate continues. At the end of the debate, ask students to identify questions that need further clarification and ask students who changed their positions to share their reasons for doing so with the class.

2. Divide the class into home groups of four for a jigsaw activity (see p. 78) and distribute Reproducible 4.15.6, *Emerging Trends and Their Impact on Canadian Unity*. 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 immigration (p. 360, *Exploring Nationalism*), members of Group 2 will become experts in urbanization (p. 361), members of Group 3 will become experts in Aboriginal peoples (p. 361), and members of Group 4 will become experts in economic globalization (pp. 362–363).

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 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 a volunteer from each group to share one way the trend they examined is affecting national identity — in the present and into the future.

3. Instead of using a jigsaw activity, you may wish to ask students to work with a partner to read pages 360 through 363 of *Exploring Nationalism* and to fill in Reproducible 4.15.6, *Emerging Trends and Their Impact on Canadian Unity*. You could interrupt students' work about every 10 minutes and discuss their responses to the activity icons on pages 360 and 361 as each one is completed.

4. Organize a think-pair-share activity (see p. 78) to read “Taking Turns” (p. 363, *Exploring Nationalism*). Ask students to read the feature, pausing after each character’s response to reflect and jot a few notes on Jean’s Rick’s, and Jane’s position, then to respond to the questions in “Your Turn.” When they finish, instruct them to share their ideas with a partner and revise their responses if they wish. You may choose to ask students to share their responses and guide a class discussion of some of these.
5. Direct students’ attention to the chart-paper notes on the IQs that you posted in Step 3 of Lesson 10. Ask students to review the notes. Then ask them what they would add or change now — and why.
6. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 364–365, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
7. Draw students’ attention to “Think about Your Challenge” on page 365 of *Exploring Nationalism*. Remind students of the challenge that they are preparing — a four-corners debate that discusses, analyzes, and evaluates responses to the question for this related issue (pp. 296–297, *Exploring Nationalism*) — and give students time to reflect on their starting position. When they have determined whether they will stick with this position or revise their opinion, instruct them to begin recording notes on arguments that will persuade others to support their position. Tell students to discuss these arguments with at least one other student, a friend, a family member, or you and to ask this person for feedback.  
Time permitting, give students a few minutes to revise their arguments and prepare counter-arguments.

#### DIFFERENTIATING INSTRUCTION

1. The readings in the jigsaw activity vary in length. You may wish to divide the class into expert groups accordingly.
2. Students could respond orally rather than in writing in the think-pair-share activity.
3. Ask interested students to locate songs or stories by Aboriginal artists. Students could look for songs or stories that deal with some of the emerging trends facing Aboriginal youth and prepare audiotapes of their findings to play to the class.
4. Encourage a few students to create a survey to measure a sample of opinions on an emerging trend in Canada. The survey could address one of the topics explored in this section of the chapter or another emerging trend of students’ choice. You may wish to read and help them revise their survey questions before students use them to collect data. Students could present their survey results to the class in any form that they wish.
5. Modify the end-of-chapter activities to accommodate students’ strengths and interests. Question 1, for example, could be modified to allow students to write a letter to a current international leader. And students could prepare an audiotape of their recommendations and powerful questions in response to Questions 2 and 5.

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

(pp. 364–365, *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' essays will vary, but some may say that Ghandi might view Canada as a model because the country has a diverse population that
  - is largely peaceful
  - is mostly successful, both economically and socially
  - prizes democracy and is ruled by a government that is relatively free of corruption
  - respects the human rights of all citizens

Others may argue that Canada's people still face many inequities and the country faces many challenges that may make it more difficult to cohere in the future.

2. Students may argue that Joe Clark's recommendations could all be followed in their community or school. Others may say that discussions and speakers may not help enough if the challenges to national unity become really tough. They may suggest adding recommendations such as
  - participate in the democratic process by voting, helping a candidate who is campaigning in your area, or becoming politically active in some other way
  - buy Canadian whenever possible
  - promote Canada by wearing or carrying visible signs of your national loyalty, such as maple leaf badges and pins or clothing with Canadian symbols

3. Students' answers will vary, but they may suggest

a) Powerful question: Would Canada and Québec both be reduced in stature if Québec separated from Canada?

b) Bernard Landry might argue that Canada and Québec would not be reduced in stature. Canada would be free of the “Québec issue,” and this would lead to greater national harmony. He might also argue that Canada's economy would not suffer. He might even say that Québec would grow in stature because it would finally be an independent country and could thus deal directly with the international community. Landry might argue that Québec's economy would not suffer because the province has enough natural resources, diverse industries, and an educated workforce to function independently.

c) Jean Chrétien might say that Canada would be reduced in stature because it would be seen as a failure if one of the country's founding nations chose to leave. Canada's reputation as a

diverse and tolerant nation that respects and supports differences would be damaged. He might also argue that this would lead to greater disharmony within Canada because it may encourage other nations within the country to assert their sovereignty. Chrétien could also argue that Québec would not be respected as an independent country because the international community has strong ties to Canada and would not want to be seen as disloyal for dealing directly with Québec. In addition, he might argue that Québec could not remain financially stable without support from the rest of the country.

4. To help students compete this activity, you may wish to distribute overhead transparencies and markers to each group of three. One group member could draw the highlights of the group's web diagram onto the transparency and the other two could prepare to make a few oral comments about the diagram.
5. Although students' answers will vary, examples of powerful questions include
  - How does national unity affect my life?
  - How does the nature of Canada affect the choices available to me?
  - How has my family been affected by the changing face of Canada?

## LESSON 14

### INTRODUCTION TO CHAPTER 16

#### VISIONS OF NATION

**Chapter-issue question:** To what extent should I embrace a national identity?

**Inquiry question:** What are some possible visions of nation?

In this lesson, students will explore various visions of nation, pluralism, and diversity. They will also compose a description of how moving from one country to another might affect a person's individual and national identity.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 4.16.1, Pluralism and Diversity

Prepare an overhead transparency or presentation slide of Figure 16-1 (p. 366, *Exploring Nationalism*), Figure 16-4 (p. 370), and Figure 15-16 (p. 360).

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

#### RESOURCES

*Exploring Nationalism*, pages 366–370

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.ammsa.com/achieve/AA06-J.Ash-Poitras.html](http://www.ammsa.com/achieve/AA06-J.Ash-Poitras.html)

*Windspeaker* magazine presents a profile of Jane Ash Poitras at this site.

Farris, Phoebe. *Women Artists of Colour: A Bio-Critical Sourcebook to 20th Century Artists in the Americas*. Greenwood Press, 1999.

This book contains biographies and interviews with Native American women artists, including Jane Ash Poitras.

[www.citizenshiptestuk.com](http://www.citizenshiptestuk.com)

The British citizenship test, including a practice test and links to readings to prepare for the official test.

<http://news.bbc.co.uk/1/hi/magazine/4099770.stm>

A BBC News story titled “Can You Pass a Citizenship Test?” includes a number of questions based on information in the booklet for foreigners who want to become British citizens.

[www.kyoto-seika.ac.jp/eng/3\\_art/cartoon.htm](http://www.kyoto-seika.ac.jp/eng/3_art/cartoon.htm)

The Kyoto Seika University in Japan has a well-established department of cartoon and comic art that includes a faculty of manga.



## 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 4.16.1, Pluralism and Diversity
- completing a brief writing assignment
- participating in class discussions and activities

## PRIOR LEARNING

This lesson builds on students' understanding of nationalism, identity, and national unity.

## TEACHING AND LEARNING STRATEGIES

### More to the Story

Jane Ash Poitras was born in 1951 in the isolated Cree community of Fort Chipewyan, Alberta, and was only six years old when her mother died of tuberculosis. Poitras was moved to a non-Aboriginal foster home in Edmonton and lost touch with her First Nations heritage. But as an adult — and already a microbiologist — she sought out her blood relatives, became reacquainted with her Aboriginal identity and culture, and turned to the arts as a way to explore this identity. She uses her own heritage and the history and culture of other First Nations peoples as the main focus of her art, which she sees as a vehicle for educating non-Aboriginal people and a source of pride and self-esteem for First Nations people. Poitras has won a number of awards, including an Aboriginal Achievement Award, and been featured in television and film biographies and documentaries. She currently lives and works in Edmonton.

1. Begin the lesson by displaying an overhead transparency or presentation slide of Figure 16-1 (p. 366, *Exploring Nationalism*). Ask students what they see in this image. Then tell them that this is a mural that represents one Canadian's vision of Canada.  
Ask the class to examine the images contained in the mural for clues about the artist. Is the artist female or male? What part of the country might the artist have come from? What type of family might the artist have grown up in? As students share their ideas, jot them on the chalkboard. When the discussion wraps up, read the words of Jane Ash Poitras and the caption aloud to the class.  
Divide the class into groups of three students. Ask the groups to work together to read page 367 of *Exploring Nationalism* and respond to the questions about the mural. You may choose to ask volunteers to share their responses.
2. Draw students' attention to the key terms and take a few minutes to discuss the IQs in "Looking Ahead." Ask students to make some preliminary responses to the IQs.  
Remind students that this is the last chapter of *Exploring Nationalism* and give them time to review their entries in the journal on nationalism. Then ask them to reach a conclusion about the course's key issue: To what extent should we embrace nationalism? Guide the class through a discussion of their nearly final conclusions.
3. Ask students to select a partner — or assign partners — and instruct the pairs to work together to read page 368 of *Exploring Nationalism* and to respond to the activity icon and the question in the caption for Figure 16-2. When they finish, guide a class discussion of

their responses to the activity icon. Some students may feel that if one measure of school performance were based on their patriotism and interest in learning about Canadian culture, they could become defensive and resentful. Others may argue that this requirement would promote a stronger sense of national identity because it would result in a better knowledge of Canada and increased patriotism.

When the discussion comes to a close, draw students' attention to "FYI" (p. 368, *Exploring Nationalism*). Read the information aloud or ask a volunteer to do so. Guide a brief discussion of manga books by asking questions like the following:

- Why do you think some manga books might encourage intolerance of other cultures?
- Where do these feelings come from?
- If an education system encourages patriotism and traditional beliefs, does this necessarily result in intolerance of others? Could it improve tolerance?

4. Organize a think-pair-share activity (see p. 78) to explore pluralism and diversity. Distribute Reproducible 4.16.1, Pluralism and Diversity, and instruct students to respond to the questions it contains as they read the sections titled "Pluralism and Diversity," "Evolving Identities," and "Pluralism in Britain" (pp. 369–370, *Exploring Nationalism*) and respond briefly to the activity icons and the questions in captions. When they finish, ask them to compare their responses with those of their partner and revise their notes if they wish. Ask volunteers to share their notes on each question with the class.

The activity icons and caption questions are addressed to some degree in the questions on the reproducible, but you may also wish to explore students' responses to some of these in more detail at this point.

5. Ask students to write a brief description — perhaps in the form of an entry in a daily diary, a letter, e-mail, or text message to a friend, or some other personal form — of how a person's individual and national identity might evolve as he or she moves from one country to another. They can use the example set out in the third paragraph on page 368 of *Exploring Nationalism*, their own experience, or that of someone they know as a guide.

When they finish, you may wish to ask a few volunteers to read their description aloud to the class.

6. Display an overhead transparency or presentation slide of Figure 16-4 (p. 370, *Exploring Nationalism*) and ask students to identify trends in the data. They may suggest that the highest rates of unemployment are experienced by immigrants from non-Western nations. As well, there are now more immigrants from non-Western nations than from Western nations.

Then display an overhead transparency or presentation slide of Figure 15-16 (p. 360, *Exploring Nationalism*) and ask students to examine this information. What conclusions, if any, can they draw? Some students may suggest that the reason less than 50 per cent of British citizens believe immigrants have a positive influence is because many immigrants come from countries that were once British colonies and are ethnically different. And since these immigrants are more likely to be unemployed, they may be also viewed as a burden on health care and other services funded by taxpayers. Ask students what they think this says about pluralism in Britain. In what ways is Canada different? The same?

7. Direct students' attention to "Reflect and Respond" on page 360 of *Exploring Nationalism*. Ask students to read and respond to the question, then divide the class into groups of four or five. Instruct students to read their responses aloud to the group. The group will then discuss whether they agree or disagree with such a test.

If you wish, you may ask the groups to work together to compose questions for a test for Canadian immigrants. If you do this, remind them to use sensitive language.

#### **DIFFERENTIATING INSTRUCTION**

1. For Step 5, some students may prefer to create a visual impression of a person's evolving identity.
2. You may wish to work with some students yourself to help them complete Reproducible 4.16.1, Pluralism and Diversity, and their written description of evolving identity.
3. Encourage interested students to locate and examine some manga books and explain this graphic form to the class. The web site listed in "Additional Resources" is a good place to start.
4. You may choose to ask students to conduct additional research on an Aboriginal artist of their own choosing. They could transfer a selection of the artist's works to overhead transparencies or presentation slides to show to the class or download and print out a number of images to display on the classroom bulletin board. Students should be prepared to explain the images they selected and why they selected them.
5. Interested students may want to know what else is asked on the British citizenship test. The test is available online at a site listed in "Additional Resources." Alternatively, you could ask the whole class to take the test to find out many could pass it.

## LESSON 15

### VISIONS OF CANADA

**Chapter-issue question:** To what extent should I embrace a national identity?

**Inquiry question:** What are some possible visions of Canada?

In this lesson, students will explore various early and contemporary visions of Canada. They will also develop a pitch for a new TV show that portrays a potentially contentious issue of national identity in a humorous light and roleplay a discussion between two Parti Québécois members.

**ESTIMATED TIME: 75 MINUTES**

### GETTING READY

Photocopy reproducible.

- Reproducible 4.16.2, Visions of Canada

Create an overhead transparency or presentation slide of Figure 16-7 (p. 372, *Exploring Nationalism*).

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

### RESOURCES

*Exploring Nationalism*, pages 371–376

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

<http://culture.alberta.ca/educationfund/priorities/docs/Issues.pdf>

Human Rights, Citizenship and Multiculturalism Alberta offers a brief issue paper titled “A Snapshot of Diversity Issues and Challenges in Alberta.”

[www12.statcan.ca/english/census01/Products/Analytic/companion/etoimm/provs.cfm](http://www12.statcan.ca/english/census01/Products/Analytic/companion/etoimm/provs.cfm)  
Statistics Canada provides an ethnocultural portrait of the provinces at this site.

[www.cbc.ca/arts/tv/little\\_mosque.html](http://www.cbc.ca/arts/tv/little_mosque.html)

Students will enjoy this in-depth interview with Zarqa Nawaz, creator of the hit CBC television series *Little Mosque on the Prairie*.

[www.cbc.ca/newsinreview/dec07/index.html](http://www.cbc.ca/newsinreview/dec07/index.html)

A CBC News in Review video and story titled “Quebec’s Big Accommodation Debate” explores the controversy over reasonable accommodation in Quebec.

[www.accommodements.qc.ca/index-en.html](http://www.accommodements.qc.ca/index-en.html)

The report of the Bouchard–Taylor commission on reasonable accommodation in Québec.

## 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 4.16.2, Visions of Canada
- participating in class discussions and activities

## PRIOR LEARNING

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

## TEACHING AND LEARNING STRATEGIES

1. Distribute Reproducible 4.16.2, Visions of Canada, and instruct students to work with a partner to record details of various visions of Canada as they work through pages 371 through 376 of *Exploring Nationalism*.

First, ask the pairs to read page 371. Then ask volunteers to share with the class the notes they recorded on the reproducible. Students' responses will vary, but they may say, for example:

- In 1867, Thomas D'Arcy McGee said that it was important that the rights of minorities be respected in Canada. Only in this way would the country be united — and chaos and madness averted.
- Wilfrid Laurier still believed in this vision of Canada. He argued that people should retain their basic features and that a great nation could be built out of these.
- These early visions of Canada have not changed a great deal, but Canada is now a civic nation that has enshrined people's rights and embraces diversity.

2. Guide the class through a discussion of the "Up for Discussion" question on page 371 of *Exploring Nationalism*: Why were there no mothers of Confederation? Remind students to remain respectful and sensitive to the ideas and feelings of others. Students may suggest that women were not able to assume positions of power at the time because they were excluded from public life — they could not vote or run for political office.

3. Use the issues that form the basis of Figure 16-7 (p. 372, *Exploring Nationalism*) to conduct a brief poll of the class about what to consider when choosing a spouse. Then display an overhead transparency or presentation slide of Figure 16-7 and examine the graph with the class. Ask students to compare the results of the survey with the results of the class poll. How similar or dissimilar were the results? What might account for these similarities or differences?

Then ask students to work with their partner to read pages 372 and 373 of *Exploring Nationalism* as far as "Making a Difference" and to continue making notes on Reproducible 4.16.2, Visions of Canada. When they finish, you may wish to ask students to respond to the activity icon on page 372 and the question in the caption for Figure 16-8. In response to the activity icon, students may suggest that the fact that relatively few Canadians feel the ethnic background of a potential spouse is important is proof that multiculturalism and pluralism are working in this country. In response to the caption question, students may suggest that the influx of immigrants and Canadians into Alberta may dilute the individual and group identity of Albertans. Others may argue that it will not have much impact because the province is already — and historically has always been — diverse.

4. Ask students to work with their partner to read “Making a Difference: Zarqa Narwaz — Breaking Down Stereotypes” and to respond to “Explorations” (p. 373, *Exploring Nationalism*). Then give students time to develop their pitches for a new television show. Circulate to provide help where required, and perhaps to determine which pairs are developing a novel approach. When they finish, you may choose to ask the pairs to join two or three other pairs to discuss their ideas, or you may choose to have some of the pairs make their pitch to the class.
5. Ask students to work with their partner to read pages 374 through 376 of *Exploring Nationalism* as far as the heading “Implications of a Nation of Nations” and to finish making notes on Reproducible 4.16.2, *Visions of Canada*. Ask volunteers to share their conclusions on whether each vision listed on the reproducible has become a reality in Canada and why or why not.
6. Draw students’ attention to “Voices” on page 374 of *Exploring Nationalism*. Read the two quotations aloud or ask a volunteer to do so. Give students a moment to reflect on the quotations, then point out that, taken together, these two quotations represent one vision of Canada. Ask volunteers to articulate two other visions of Canada. Then ask the class how someone with a different vision of the country might respond to the ideas expressed in “Voices.”
7. Ask students to respond to the first activity icon on page 375 of *Exploring Nationalism*. Students may suggest that issuing a report card was a good idea because it highlighted what had been accomplished to date, and this may put pressure on the government to move further and faster on outstanding issues. Other students may suggest that, by highlighting what had *not* been accomplished, the report card might embarrass the government and thus harm its relationship with Aboriginal peoples. Some may also suggest that Aboriginal peoples have learned that waiting for the government to take action is not a strategy that produces results.
8. Display an overhead transparency or presentation slide of Figure 16-12 (p. 375, *Exploring Nationalism*). Read the caption aloud and ask students to respond to the question it contains. Students may suggest that the ADQ’s rise in popularity demonstrates that support for sovereignty has decreased in Québec. If you ask them why this might be so, students may suggest that Québécois are identifying more strongly with Canada now than they did in the past. They may also suggest that people have given up on the idea of sovereignty.
9. Give students time to prepare the roleplay suggested in the activity icon on page 375 of *Exploring Nationalism*, then ask them to conduct the roleplay.
10. To conclude this part of the lesson, you may choose to ask students if they believe the reasonable accommodation hearings in Québec are a sign that Canadians are becoming less respectful of differences or a sign that democracy is working in Canada.

#### **DIFFERENTIATING INSTRUCTION**

1. Struggling readers may need more time to complete some of the activities in this lesson, such as the pitch for a new TV show in “Making a Difference.”
2. Some students may wish to take their pitch for a new television show into production. After you approve their pitch, they could produce a few minutes of the pilot to show to the class. You may wish to preview their footage to make sure the humour and tone are appropriate.

3. Instead of the discussion between two Parti Québécois members, pairs of students could roleplay a discussion between a First Nations leader and a member of the governing party about how to achieve a greater degree of self-determination for Aboriginal peoples. Ask these students to prepare three or four points they want to make and to consider three or four arguments the other person may make.
4. If some students would rather not perform a roleplay, they could prepare an audiotape or written dialogue between the two characters suggested in the activity icon or in Point 3 above — or two characters of their own choice.
5. Interested students could conduct further research on the reasonable accommodations debate in Québec (see “Additional Resources”). They could then draft a Canadian Code of Conduct.

## LESSON 16

### VISIONS OF CANADA (CONTINUED)

**Chapter-issue question:** To what extent should I embrace a national identity?

**Inquiry question:** What are some possible visions of Canada?

In this lesson, students will explore how asymmetrical federalism, North American integration, and globalization shape visions of Canada.

**ESTIMATED TIME: 75 MINUTES**

### GETTING READY

Photocopy reproducible.

- Reproducible 4.16.3, Judging the Success of Multiculturalism

Prepare an overhead transparency or presentation slide of Figure 16-15 (p. 380, *Exploring Nationalism*).

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

### RESOURCES

*Exploring Nationalism*, pages 376–381

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.worldnetdaily.com/news/article.asp?ARTICLE\\_ID=54857](http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=54857)

This March 2007 article explores the claim that Mexico, Canada, and the United States are holding talks about North American integration.

[www.brookings.edu/press/Books/2002/futureofnorthamericanintegration.aspx](http://www.brookings.edu/press/Books/2002/futureofnorthamericanintegration.aspx)

A brief review of the book *The Future of North American Integration: Beyond NAFTA*. The authors argue that in addition to trade, such areas as migration, security operations, drug trafficking enforcement, environmental protection, energy and water management, and infrastructure development could be integrated in North America.

[www.quillandquire.com/authors/profile.cfm?article\\_id=6856](http://www.quillandquire.com/authors/profile.cfm?article_id=6856)

This *Quill and Quire* profile of Neil Bissoondath profiles the writer and his works of fiction, as well as the controversial 1994 non-fiction book, *Selling Illusions*, that attacked Canada's policy of official multiculturalism.

[www.earth.columbia.edu/articles/view/1804](http://www.earth.columbia.edu/articles/view/1804)

Columbia University's Earth Institute site briefly profiles Jeffrey Sachs and provides links to a full biography, speeches, and articles.



## 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 4.16.3, Judging the Success of Multiculturalism
- participating in class discussions and activities

## PRIOR LEARNING

This lesson builds on students' understanding of differing visions of Canada.

## TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to the heading “Implications of a Nation of Nations” on page 376 of *Exploring Nationalism*. Ask a volunteer or volunteers to read the three paragraphs in this section of the chapter. Then read the activity icon aloud and conduct a brief brainstorming session in response to the question. Jot students' responses on the chalkboard, making sure that you are hearing from a range of students.
2. Draw student's attention to “The View from Here” on page 377 on *Exploring Nationalism* and ask them to read the page. As they read, distribute Reproducible 4.16.3, Judging the Success of Multiculturalism. When they finish reading, instruct students to use the reproducible to complete the activity in “Explorations.” In their charts, students may include key social factors such as major civil strife, economic stability, and war or conflict.
 

Divide the class into small groups. Ask the groups to discuss members' judgments about the overall success of multiculturalism. You may choose to ask each group to tell the class what range of opinions they found.
3. Divide the class into groups of three. Ask students to read pages 378 and 379 of *Exploring Nationalism* as far as “Taking Turns.” Instruct students to respond to the activity icons on each page individually, then to compare and discuss their responses with the group.
4. Ask the groups to read “Taking Turns,” with each member of the group reading one of the responses in the feature aloud to the other group members. Instruct students to respond individually to the “Taking Turns” questions and to discuss their responses with their group.
5. Divide the class in half for a tag debate (see p. 82) on the “Up for Discussion” question on page 379 of *Exploring Nationalism*: Do agencies such as the Binational Planning Group and treaties such as NAFTA mean that Canada is already part of the United States — even if Canadians don't know it? Or you may wish to turn this question into a statement and conduct a horseshoe debate (see p. 83).
 

At the end of the debate, ask students to identify questions that need further clarification.
6. Display an overhead transparency or presentation slide of Figure 16-15 (p. 380, *Exploring Nationalism*) and read the caption and question aloud to the class. Guide the class through a brief discussion of the question, making sure to hear from a variety of students. Students may suggest that the photograph illustrates the diversity of Canada's population and that more and more Canadian cities resemble the one in the photograph. Other students may suggest that the photograph is not truly representative of Canada because the diversity shown exists more in big cities than in small towns and rural environments.

7. Ask students to work with a partner to read the section titled “Canada and Globalization” and to respond to the questions in the activity icon (p. 380, *Exploring Nationalism*). Some students may suggest that individuals should be responsible for bridging the gap because it is the most effective way to effect change. When people get to know each other, new immigrants may feel more welcome. Other students may say that the government should be responsible for bridging the gap because if individuals are left to do so voluntarily, it may not ever happen. If the government is going to encourage immigration, then it has an obligation to see that immigrants are properly settled. And many may say that it is important to bridge this gap because misunderstandings and intolerance can result from distrust — and this is bad for the country and for all Canadians.
8. Draw students’ attention to “Voices” on page 381 of *Exploring Nationalism*. Read the quotation from Neil Bissoondath and ask students to respond to his words. Students may feel that Bissoondath is too harsh and that it would matter to the international community if Canada ceased to exist.

Ask students to read the section titled “Canada in the World” (p. 381, *Exploring Nationalism*) and to complete the activity in “Reflect and Respond.” When they finish, divide the class into small groups to discuss their responses. Although students’ answers will vary, the following points may be raised:

- a) Some students may say that some elements of multiculturalism and pluralism could be sacrificed to promote Canadian identity. They may feel that a strong Canadian identity and unity provides more benefits than pluralism. Others may argue that it is possible to have both multiculturalism and pluralism and a strong Canadian identity — respect for multiculturalism and pluralism is part of the Canadian identity.
- b) Students may say that adopting asymmetrical federalism could ensure that some nations have greater self-determination. This may, in turn, mean that those nations feel a stronger connection to the country — and this could mean that those nations feel a stronger Canadian identity. Others may say that asymmetrical federalism could weaken Canadian unity and act as a destructive force by allowing people to think of their own nation first — and not the country.
- c) Students may say that if all government business had to be conducted in a number of languages, it would become very expensive. Some students may feel that this is unnecessary, because adding more official languages would not make the country more inclusive. They may argue that Canada already respects the rights of individuals to speak whatever language they like and people are entitled to translators in court proceedings.
- d) Students may suggest that Canada should not have to become more like the United States to maintain free trade and access to American goods. Other countries do not have to do this, and Canadian identity should not be contingent on trade policies. Some may say that Canada is already very similar to the United States and that it would not be a bad thing for Canada to become even more like the U.S. in future.
- e) Students may say that before deciding whether Canada should try to regain its international reputation in peacekeeping and international development, a careful analysis of the pros and cons should be conducted. For example, Canada would have to weigh the economic benefits of regaining this reputation against the economic costs of doing so.

Ask the groups to display their visuals and guide a class discussion of these.

9. Remind students of the challenge they are preparing for this related issue and ask whether — and how — ideas that they have encountered in the chapter to date may have influenced their starting position for the four-corners debate. You may wish to give them a few minutes to firm up the arguments they plan to present and counter-arguments they may have to respond to.
10. If you plan to assign Question 2 of the end-of-chapter activities, ask students to bring their journals on nationalism to the next lesson.

#### **DIFFERENTIATING INSTRUCTION**

1. Pair students with visual skills with proficient readers and writers to complete “Reflect and Respond” (p. 381, *Exploring Nationalism*).
2. Some students may want to conduct further research on a critic of Canada’s policies and leadership role, such as Neil Bissoondath or Jeffrey Sachs (see “Additional Resources”). They could write a response that agrees or disagrees with one of these people’s position. Make sure that the students’ responses provide reasons for their judgment.
3. Students could be asked to create a visual depiction of one of the issues explored in this chapter to date. These include multiculturalism, pluralism, asymmetrical federalism, official multiculturalism, or North American integration. Students should be prepared to explain the elements of their image(s) in a brief presentation to the class.

## LESSON 17

### FOCUS ON SKILLS: HONING ORAL, WRITTEN, AND VISUAL LITERACY

#### PERSONAL VISIONS OF NATIONAL IDENTITY

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

**Chapter-issue question:** To what extent should I embrace a national identity?

**Inquiry question:** What is your vision of national identity?

“Focus on Skills: Honing Oral, Written, and Visual Literacy” provides students with steps to follow in developing and assessing presentations. They will also explore their own vision of national identity. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME: 75 MINUTES**

#### GETTING READY

Photocopy reproducibles.

- Reproducible 4.16.4, Promoting National Identity
- Reproducible 4.16.5, Assessing Our Presentation
- Reproducible 4.16.6, Visions of Nation

Prepare an overhead transparency or presentation slide of Figure 16-17 (p. 385, *Exploring Nationalism*).

Book an overhead, or computer, and screen.

Remind students to bring their journals on nationalism if you plan to assign Question 2 of the end-of-chapter activities.

#### RESOURCES

*Exploring Nationalism*, pages 382–387

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.prwebdirect.com/pressreleasetips.php](http://www.prwebdirect.com/pressreleasetips.php)

Tips, guidelines, and templates for writing an effective press release.

[www.amnesty.ca/youth/youth\\_action\\_toolkit/how\\_to\\_write\\_press\\_release.php](http://www.amnesty.ca/youth/youth_action_toolkit/how_to_write_press_release.php)

Amnesty International provides a useful web page on how — and why — to write press releases.

[www.stanford.edu/group/King](http://www.stanford.edu/group/King)

The Martin Luther King Jr. Research and Education Institute at Stanford University provides a host of primary sources related to King, as well as assorted lesson plans for educators.

[www.time.com/time/time100/leaders/profile/king.html](http://www.time.com/time/time100/leaders/profile/king.html)

This *Time* magazine feature on Martin Luther King Jr. explores his impact on the political and social fabric of the United States.

[www.vanityfair.com/politics/features/2007/07/sachs200707](http://www.vanityfair.com/politics/features/2007/07/sachs200707)

An article from *Vanity Fair* titled “Jeffrey Sachs’s \$200-Billion Dream.”

### 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
- completing the end-of-chapter activities
- preparing for the related-issue challenge

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

### PRIOR LEARNING

Students will build on their understanding of visions of and challenges to national unity.

### TEACHING AND LEARNING STRATEGIES

1. Ask students to turn to “Focus on Skills: Honing Your Oral, Written, and Visual Literacy” (p. 382–383, *Exploring Nationalism*). With students, read the introductory paragraphs. Distribute Reproducible 4.16.4, Promoting National Identity, and instruct students to work with a partner to read and work through the steps, using the reproducible to help them complete Step 1. Circulate and provide help as required. The sources listed in “Additional Resources” may give you ideas for how to coach students in writing a news release.
2. Before students stage their news conference in Step 4, you may wish to reorganize the desks in the classroom. If you have space, you could arrange the desks in a large circle so that each pair is able to address the class while remaining seated. Or you may want to organize the desks in a U shape with a lectern at the front and in the middle of the U.
 

You may wish to select pairs to present their position to a news conference, or you may wish to allow time for all the pairs to present.

When the news conferences have been completed, distribute Reproducible 4.16.5, Assessing Our Presentation, and ask students to work with their partner to assess their presentation. Ask volunteers to share with the class what they learned and what they think they can improve.
3. Ask students to turn to page 304 of *Exploring Nationalism* and draw students’ attention to “Voices.” Read the words of David Orchard and Keen Sung aloud. Point out that these quotations represent two personal visions of nation. Ask students which of these visions, if either, most closely resembles their own. What would they add to these visions? What key elements would they include in their own vision of Canada? You may choose to jot their responses on the chalkboard or a sheet of chart paper so you can ask students to reconsider them later in the lesson.
4. Distribute Reproducible 4.16.6, Visions of Nation, and ask students to complete the chart as they read pages 384 and 385 of *Exploring Nationalism*. When they complete the reproducible, instruct them to write a summary statement that describes their vision of Canada at the bottom of the page. Divide the class into small groups and ask the groups to discuss their charts and their statements.

5. Display an overhead transparency or presentation slide of Figure 16-17 (p. 385, *Exploring Nationalism*). Read the caption and its question aloud. Ask students to review the statement they wrote as their vision of Canada. How does it compare to the points raised by the United Nations' mandate? Why might their personal vision differ from that of a large organization like the UN? Why might it be similar?
6. Direct students' attention to the activity icon on page 385. Read the activity icon aloud and guide the class through a discussion. This discussion may help students prepare for the final related challenge, so you may want to spend some time on it.
7. Time permitting, you may wish to return to the points you recorded in Step 3 and ask students to revisit them now. What would they add? Delete? Change? Why?
8. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 386–387, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
9. Draw students' attention to "Think about Your Challenge" on page 387 of *Exploring Nationalism*. Remind students that the second part of the challenge asks them to participate in a consensus-building exercise in response to the key course question: To what extent should we embrace nationalism? Give students time to prepare a response to this question.

#### **DIFFERENTIATING INSTRUCTION**

1. Some aspects of the skill focus may be challenging for some students. You may wish to work with them yourself to write a news release, prepare for the news conference, and assess what they learned.
2. To complete Reproducible 4.16.6., *Visions of Nation*, some students may prefer to create a visual that illustrates their vision of Canada.
3. Encourage interested students to locate the complete text of Martin Luther King's "I Have a Dream" speech. They could create their own version and make their speech to the class.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. Questions 1, 2, and 5, for example, could be completed as an audiotape. Question 6 could be modified to allow students to create a visual image that captures their feelings about Canadian identity today.

#### **POSSIBLE ANSWERS TO "THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . ."** (pp. 386–387, *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. As they prepare their responses, remind students that it is okay if they are still undecided or unsure. Make sure that in their response, they explain why they feel this way.
2. Students will need to have their journals on nationalism to complete this activity. You may wish to ask volunteers to read their statements and discuss these as a class.
3. Students' answers will vary, but they may include points like the following:
  - a) A mission statement for Canada may include references to multiculturalism and pluralism, democracy, fundamental freedoms, respect for the views of others, and diversity. Students may use the term "civic nation" in their mission statements.
  - b) In the notes that track their progress toward developing a statement, they may comment on Canadian laws, social institutions, organizations such as the Council of Canadians, and government institutions.
  - c) and d) You may wish to ask selected groups to explain what they added to the display and what will be required to achieve the goals it identifies.
4.
  - a) The "we" in the question refers to every Canadian citizen.
  - b) The nationalism implies Canadian nationalism.
  - c) This is an important issue to consider because globalization and the increasing interconnectedness of the world have made borders largely irrelevant. In addition, changing immigration patterns mean the Canadian population is becoming more diverse. At this point, Canada needs to clearly consider what it is and wishes to be as a country.
  - d) Students' issue questions will vary, but make sure they are relevant.
5.
  - a) Students may say that Kent supports multiculturalism but is concerned that current Canadian laws and policies can result in a confusion of loyalties and dilute national identity.
  - b) Students may suggest that Canada has always been a diverse, multicultural nation that has respected people's differences. But this respect may encourage plural loyalties that may diminish people's loyalty to Canada.
  - c) Students may say that as Canada becomes increasingly diverse, Canadian identity itself needs to change. We cannot stick to old ideas when conditions are changing. If this means there cannot be a single identity for all Canadians — or that this single identity consists of being part of a nation that respects others' identities — so be it.
  - d) Ensure that students remain respectful and sensitive as they argue which statement they agree with. Also ensure that they give valid reasons.
6.
  - a) Students may say that the national identity that Duke Redbird is expressing in his poem is a universal Canadian identity.
  - b) Students may suggest that Redbird, like the people carrying signs saying "I am Hrant Dink," is identifying himself with a force that goes beyond the personal and toward the universal — and perhaps especially with those who are persecuted for their views.
  - c) Make sure that students' stanzas use appropriate language.

## LESSON 18

### YOUR CHALLENGE PRESENTATIONS

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

The challenge for Related Issue 4 requires students to participate in a four-corners debate that discusses, analyzes, and evaluates responses to this statement: Individuals and groups should embrace a national identity. The class will then build a consensus in response to the key course question: To what extent should we embrace nationalism? In this lesson, students will participate in the four-corners debate and complete the consensus-building exercise.

**ESTIMATED TIME: 75 MINUTES**

### GETTING READY

Review the procedure for a four-corners debate (see p. XX).

Post the statement to be debated — Individuals and groups should embrace a national identity — in a prominent place in the classroom.

On pieces of card, prepare four signs with the labels “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Post one sign in each of the four corners of the classroom.

Photocopy extra copies of the reproducibles.

- Reproducible 4.13.1, Assessing a Four-Corners Debate (optional)
- Reproducible 4.13.2, Your Challenge 4 — Checklist for Success (optional)
- Reproducible 4.13.3, Your Challenge 4 — Evaluation Rubric

### RESOURCES

*Exploring Nationalism*, pages 294–387

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://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' preparation, participation, and presentation using Reproducible 4.13.3, Your Challenge 4 — Evaluation Rubric. As students explain their positions and their reasons for changing positions, and as they ask and respond to questions, make notes about the knowledge and understanding they bring to the debate. In addition, assess their involvement in the debate.

You may also wish to incorporate peer feedback into your assessment by asking students to use Reproducible 4.13.1, Assessing a Four-Corners Debate, or Reproducible 4.13.2, Your Challenge 4 — Checklist for Success, as a guide for assessing the participation of others.

Follow up by providing specific feedback to individual students on how they can improve their research, questioning, presentation, and participation skills.



## TEACHING AND LEARNING STRATEGIES

1. Begin by reminding students of appropriate behaviour for participating in debates and review guidelines for showing respect and sensitivity in the classroom. You may wish to emphasize that students will be debating the issue, not participating in a popularity contest. You could use, for example, the habits of mind set out on page 8 of *Exploring Nationalism* and “Focus on Skills: Using Debate to Persuasively Present Informed Views” (pp. 262—263, *Exploring Nationalism*) as the basis of a discussion of active, positive participation in debates.
2. Review and explain the debate process. Remind students that everyone’s views are important and will be heard, but reasonable time limits must be placed on discussions. Establish what you consider reasonable time limits (e.g., two minutes for stating a position, 20 seconds for asking a question, one minute for responding). Establish acceptable voice levels and encourage students to make notes as they listen to other speakers. They can use their notes to help them develop questions and justify their decision to stick with — or change — their positions.
3. If you wish to incorporate peer feedback, ask students to choose a partner — or assign partners. The partners need not take the same position in the debate. Distribute Reproducible 4.13.1, *Assessing a Four-Corners Debate*, or 4.13.3, *Your Challenge 4 — Checklist for Success*, and instruct the pairs to use the reproducible to assess each other’s initial position. Instruct the pairs to discuss various aspects of this initial assessment by asking each other questions such as
  - Does your partner’s initial position show a clear understanding of the issue?
  - What is one idea you can offer to make your partner’s preparation for this debate — for future debates — more effective?
  - Did your assessment help you learn anything that will help you prepare for this debate or for future debates?
4. Begin the debate by instructing students to stand under the sign that reflects their initial position on the issue. Note on the chalkboard the number of students who stand in each corner.
5. Select students in each position to present their reasons for taking that position. Remind those who are listening to make notes to use in asking questions and considering their own position. Give students time to ask and answer questions. If these presentations start to become repetitive, you may want to ask whether someone has new reasons to add.
6. When you are satisfied that as many ideas as possible have been elicited and a good number of questions addressed, instruct students to reconsider their positions. When they are ready, students may move to the corner that reflects their new position.

When all who wish to change position have moved, note on the chalkboard the number of students in each corner. Ask several students in each position to explain why they changed — or maintained — their position. Allow time for questions and answers.

Repeat the process until no changes occur.
7. If you are using peer feedback, instruct students to refer back to Reproducible 4.13.1, *Assessing a Four-Corners Debate*, or Reproducible 4.13.2, *Your Challenge 4 — Checklist for Success*, to assess the level and quality of their partner’s active listening, critical thinking, and respectful participation in the debate. You may wish to help them complete this phase of the assessment by suggesting they ask themselves questions such as

- Did your partner display a clear understanding of many points of view and perspectives?
- Was the evidence your partner presented relevant, free of bias, and reliable?
- Was your partner willing to change — or maintain — a position?
- Did your partner play an active and positive role in the debate?
- What is one idea you can offer to make your partner's participation in future debates more effective?
- Did your assessment help you learn anything that will help you in future debates?

Note that these peer assessments will become part of your evaluation and will provide insights into how the debaters were viewed by classmates.

Review all peer assessments before sharing them with students.

8. Prepare for the consensus activity on the key course question: To what extent should we embrace nationalism?

Divide the class into small groups and ask each group to select a moderator, a recorder, and a speaker. The moderator will ask each group member to share her or his response to the key course question. The recorder will jot down the main points of each of the responses, grouping similar responses and identifying responses that differ from the majority's views. The group will then work together to narrow down the various responses and work toward a consensus.

Ask students to review “Focus on Skills: Building Consensus” (pp. 120–121, *Exploring Nationalism*) before they begin. You may also wish to discuss conditions or limits for adding responses to accommodate various views (e.g., each member of a group must contribute at least once but not more than four or five times).

When it seems that group members agree, the moderator can declare that consensus has been reached. Each group's speaker will then present the group's consensus to the class.

Acting as moderator, guide the class through similar steps to arrive at a class consensus by asking question like these:

- Which group's consensus appeals to you most? Least? Why?
- What would you add? Subtract? Change?
- How would you word the final consensus?

#### **DIFFERENTIATING INSTRUCTION**

1. Students who are not comfortable with the give and take of the debate format may prefer to work with a partner who can do most of the talking.
2. Make sure the partners that students choose or that you assign have compatible skills.
3. Continue to monitor students' comfort level when presenting reasons, answering questions, or accepting peer feedback. Provide feedback to individual students on how they could improve their debating and participation skills in future classes — and in life.