

SUGGESTED
TEACHING
ACTIVITIES

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The suggested teaching activities in this teacher's resource include a variety of materials designed to help you organize the course content to enhance students' learning. These materials include step-by-step lesson plans, as well as reproducibles that can be photocopied for students to use.

STRUCTURE OF SUGGESTED TEACHING ACTIVITIES

The lessons included in this teacher's resource are presented in four sections that correspond to the four related issues of *Exploring Nationalism*. The lessons for each related issue are presented in four chapters, and within each chapter, the pages have been grouped to enable you and the students to cover the course material in a total of 72 lessons. To help achieve this goal, groupwork of various kinds is designed and integrated into the lessons.

The 72 lessons include class time for students to complete the related-issue challenges. The amount of class time you schedule for these activities depends on the periods available and students' needs and abilities. In some cases, you may feel confident about assigning these activities as homework; in other cases, you may decide that students need the support provided by working on the activities in the classroom.

To help students achieve success, each lesson opens with a brief overview of the issues that will be explored and the goals of the teaching and learning strategies in the lesson. The lessons are organized as follows:

Question(s) — Refers to the related-issue question or the chapter-issue question and inquiry question(s) for the section of the chapter covered in the lesson.

Estimated Time — Though each lesson is designed to be completed in a 75-minute period, this is a rough guide only. You will need to adapt the lessons to meet the time constraints imposed by students' timetables at your school, as well as the needs, interests, abilities, and learning styles of the students in your classes.

Getting Ready — Lists things you need to do ahead of time to prepare for each lesson. These preparations may include photocopying or creating overhead transparencies of reproducibles, which are found in the section titled "Reproducibles."

Resources — Highlights the pages of *Exploring Nationalism* covered in each lesson.

Additional Resources — Includes web sites, books, and videos that may be useful references for you or the students.

Assessment and Evaluation Activities — Provides opportunities for you to assess students' learning and for students to use the feedback you provide to revise their work before it is summatively assessed as part of the related-issue challenge.

Prior Learning — Sets out the previous learning that students will draw from and build on as they complete the activities in each lesson.

Teaching and Learning Strategies — Provides step-by-step instructions for using various strategies, such as a four-corners debate or a jigsaw activity, to guide students through the lesson and help them prepare to engage in discussions, respond to questions, and complete in-chapter and end-of-chapter activities, as well as the related-issue challenge.

More to the Story — Expands on the narrative in *Exploring Nationalism* by providing additional information and anecdotes. These features provide an opportunity for you to engage students’ interest through oral storytelling.

Vocabulary Tip — Alerts you to difficult or unusual vocabulary and provides quick suggestions for helping you expand students’ repertoire of decoding skills and knowledge.

Differentiating Instruction — Includes suggestions for accommodating the needs and interests of students with a wide range of abilities and learning styles.

Answers to Reproducibles and Activities in “Think . . . Participate . . . Research . . . Communicate . . .” Includes answers to questions and activities when specific answers can be identified. Possible responses to activities in the reproducibles are usually suggested where they come into play in the section titled “Teaching and Learning Strategies.” Possible responses to activities in “Think . . . Participate . . . Research . . . Communicate . . .” are included at the end of the final lesson of each chapter.

But because *Exploring Nationalism* is designed to encourage creative and critical thinking, most of the reproducibles and end-of-chapter activities encourage students to explore, experiment, analyze, and evaluate by establishing criteria for making their own judgments about issues. As a result, no single correct answer can — or should — be identified or expected.

HOW TO USE THE SUGGESTED TEACHING ACTIVITIES

The suggested teaching activities may be used effectively in a variety of ways. You may, for example, wish to

- work your way, step by step, through the lessons
- choose the strategies you find most applicable
- use the reproducibles but design your own lessons and assessment activities
- adapt various lessons, reproducibles, and assessment activities to suit the needs, interests, abilities, and learning styles of the students in your class
- develop an alternative approach (see p. XX) that draws on and extends activities and materials in this teacher’s resource

QUICK LESSON PLANNER — THE COURSE AT A GLANCE

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 reflected to varying degrees in every chapter of each related issue.
3. Skills and processes outcomes 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.

QUICK LESSON PLANNER

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

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

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

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

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

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

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

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

Related Issue 3 To what extent should internationalism be pursued?		
General Outcome Students will assess impacts of the pursuit of internationalism in contemporary global affairs.		
Chapter 9 — Nations, Nation-States, and Internationalism Chapter Issue — To what extent does involvement in international affairs benefit nations and states?		
Lesson	Lesson Focus	Estimated Time
1 Introduction to Related Issue 3 (pp. 204–207)	Related Issue Opener Introduce Related Issue 3 Your Challenge Discuss expectations for the challenge for Related Issue 3	75 minutes
2 Introduction to Chapter 9 Motives of Nations and States (pp. 208–214)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some common motives of nations and states? Explore the various motives of nations, states, and individuals	75 minutes
3 Failed States GeoReality Focus on Skills (pp. 215–219)	The View from Here Three views on what causes states to fail GeoReality Botswana and Zimbabwe — Similar Geography, Different Results Focus on Skills Decision Making and Problem Solving	75 minutes
4 How Motives Shape the Responses of Nations and States Understandings of Internationalism (pp. 220–224)	IQ 2: How do the motives of nations and states shape their responses to the world? Explore various ways of responding to world events, as well as the positive and negative consequences of each Taking Turns Discuss whether isolationism is a valid response to world issues IQ 3: What are some understandings of internationalism? Explore ways some organizations have interpreted internationalism	75 minutes
5 Benefits of Internationalism Think . . . Participate . . . Research . . . Communicate . . . (pp. 225–229)	Making a Difference Clara Hughes — Supporting Children’s Right to Play IQ 4: How does internationalism benefit nations and states? Explore how internationalism benefits nations and nation-states Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 10 — Foreign Policy and Internationalism		
Chapter Issue — To what extent can foreign policy promote internationalism?		
Lesson	Lesson Focus	Estimated Time
<p>6 Introduction to Chapter 10 Foreign Policy (pp. 230–235)</p>	<p>Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism”</p> <p>IQ 1: How do countries set foreign policy? Explore the various factors that influence the development of foreign policy.</p> <p>The View from Here Three views on the impact of the public on Canada’s foreign policy</p>	75 minutes
<p>7 How Peace Can Promote Internationalism (pp. 236–238)</p>	<p>IQ 2: How can states promote internationalism through foreign policy? Explore how promoting peace and peacekeeping can promote internationalism</p>	75 minutes
<p>8 How International Laws and Foreign Aid Can Promote Internationalism Focus on Skills (pp. 239–244)</p>	<p>IQ 2: How can states promote internationalism through foreign policy? (continued) Explore how international law and agreements and foreign aid can promote internationalism</p> <p>Focus on Skills Persuading, Compromising, and Negotiating to Resolve Conflicts and Differences</p> <p>Making a Difference Jenna Hoyt — The Power of One</p>	75 minutes
<p>9 Canadian Foreign Policy, National Interest, and Internationalism Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 245–251)</p>	<p>IQ 3: How does Canadian foreign policy try to balance national interest and internationalism? Explore the process of balancing national interest and internationalism</p> <p>Impact Canada and Peacekeeping — Myth and Reality</p> <p>Taking Turns Discuss whether national interest should be the focus of foreign policy</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes

Chapter 11 — Internationalism and Nationalism Chapter Issue — To what extent do efforts to promote internationalism through world organizations affect nationalism?		
Lesson	Lesson Focus	Estimated Time
10 Introduction to Chapter 11 Changing World Conditions (pp. 252–256)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How have changing world conditions promoted the need for internationalism? Explore the relationships between changing world conditions and internationalism	75 minutes
11 Impact of the United Nations on Nationalism Spinbuster (pp. 257–261)	IQ 2: How have the United Nations’ changing international responses affected nationalism? Explore how the United Nations has affected nationalism Spinbuster Analyzing Spin in Official Documents	75 minutes
12 Focus on Skills Impact of International Organizations on Nationalism (pp. 262–268)	Focus on Skills Using Debate to Persuasively Express Informed Views IQ 3: How do the responses of various international organizations affect nationalism? Explore how economic and cultural and language-based organizations affect nationalism	75 minutes
13 Impact of International Organizations on Nationalism (continued) Think . . . Participate . . . Research . . . Communicate . . . (pp. 267–271)	IQ 3: How do the responses of various international organizations affect nationalism? (continued) Explore how security organizations and sovereignty affect nationalism Making a Difference Mary Simon — A Life Devoted to Activism Taking Turns Discuss how much sovereignty Canada should be willing to give up to pursue internationalism The View from Here Three views on whether pursuing internationalism is appropriate in today’s globalized world Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes

Chapter 12 — Internationalism and Global Issues Chapter Issue — To what extent can internationalism effectively address contemporary global issues?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 12 Contemporary Global Issues (pp. 272–277)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: What are some contemporary global issues? Explore how climate change, the spread of disease, and access to water affect everyone	75 minutes
15 Internationalism and Contemporary Global Issues (pp. 278–285)	IQ 2: How has internationalism been used to address contemporary global issues? Explore how internationalism has been used to address contemporary global issues Making a Difference Sheila Watt-Cloutier — Defending the Right to Be Cold	75 minutes
16 Focus on Skills (pp. 286–287)	Focus on Skills Communicating Effectively to Express a Point of View	75 minutes
17 Effectiveness of Internationalism Think . . . Participate . . . Research . . . Communicate . . . (pp. 288–293)	IQ 3: Is internationalism always the most effective way of addressing contemporary global issues? Explore different points of view and perspectives on whether internationalism is an effective way of addressing contemporary global issues Taking Turns Discuss whether internationalism is the only way to address global issues The View from Here Three views on whether the UN will remain a useful tool for dealing with global issues Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their challenges	75 minutes

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

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

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

Chapter 16 – Visions of National Identity Chapter Issue – To what extent should I embrace a national identity?		
Lesson	Lesson Focus	Estimated Time
14 Introduction to Chapter 16 Visions of Nation (pp. 366–370)	Chapter Opener Introduce chapter issue, key terms, and “My Journal on Nationalism” IQ 1: How have symbols and myths been used to promote a national identity? Explore a number of visions of nation	75 minutes
15 Visions of Canada (pp. 371–375)	IQ 2: What are some possible visions of Canada? Explore Aboriginal and Québécois visions of Canada Making a Difference Zarqa Nawaz — Breaking Down Stereotypes	75 minutes
16 Visions of Canada (pp. 375–381)	IQ2: What are some possible visions of Canada? (continued) Explore how multiculturalism, globalization, and the international community shape visions of Canada. The View From Here Three views on the success of multiculturalism Taking Turns Discuss whether North American integration is a good idea	75 minutes
17 Personal Visions of National Identity Focus on Skills (pp. 382–387)	Focus on Skills Honing Oral, Written, and Visual Literacy IQ 3: What is your vision of national identity? Explore personal visions of national identity Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
18 Challenge Presentations	Four-Corners Debate Opportunities for students to present their challenges	75 minutes