

INTRODUCING EXPLORING NATIONALISM

TOUR OF THE TEXTBOOK AND PROLOGUE AT A GLANCE

“Tour of the Textbook” focuses on the features of *Exploring Nationalism* and introduces the structure of this textbook and the course.

The prologue lays the foundation for students’ exploration, analysis, and evaluation of nationalism. It introduces the idea that students will encounter many points of view and perspectives on nation, identity, and nationalism and will consider many issues related to these phenomena. The prologue also establishes the critical-thinking framework that will become an essential tool in the process of exploration, analysis, and evaluation, as well as in students’ development of their own responses to the key course question: To what extent should we embrace nationalism?

QUICK LESSON PLANNER

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 — listed for each chapter are those that are emphasized in that particular chapter. 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. Differentiated-instruction strategies are discussed on pages 73 to 77.

Introducing <i>Exploring Nationalism</i>		
Lesson	Lesson Focus	Estimated Time Required
1 Tour of the Textbook and Prologue (pp. viii–13)	<p>Tour of the Textbook Explore overview, course structure, course goals, key issue</p> <p>Prologue Introduce key concepts (e.g., understandings of and points of view and perspectives on nationalism), critical thinking and criteria, issue and powerful questions, and the inquiry process</p>	75 minutes

LESSON 1

TOUR OF THE TEXTBOOK AND PROLOGUE

Key course question: To what extent should we embrace nationalism?

This lesson introduces the course and *Exploring Nationalism* and lays the foundation for students' exploration, analysis, and evaluation of nation, identity, and nationalism. It also introduces some basic tools and vocabulary that students will need to make the most of the textbook and complete the course successfully. In addition, students will begin to consider how to prepare the four challenges that they will complete in this course.

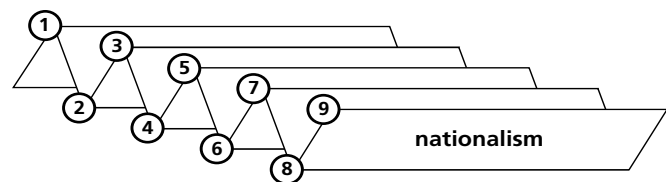
ESTIMATED TIME: 75 MINUTES

GETTING READY

Photocopy reproducibles.

- TOT 1, Getting to Know *Exploring Nationalism*
- TOT 2, Practise Identifying and Asking Issue Questions
- TOT 3, What Criteria Would You Use?
- TOT 4, Practise Identifying and Asking Powerful Questions
- Reproducible A, Ten Steps to Preparing Research
- Reproducible B, Ten Steps to Making Effective Presentations
- Reproducible C, Francophone References
- Reproducible D, Aboriginal References

Prepare enough blank sheets of paper to distribute one to each group when you divide the class into groups of three or four. Fold each sheet eight times so it resembles a fan. On the outside of each, write the word “nationalism.”



Create an overhead transparency or presentation slide of Figure P-1 (p. 1, *Exploring Nationalism*) and Figure P-6 (p. 9). You may also wish to have one or more blank transparencies available.

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

RESOURCES

Exploring Nationalism, pages viii–xvi, 1–13

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson online Teacher Centre — www.ExploringNationalism.ca — to find out whether new resources have been posted to the site and for correlations to 20-1.

www.nationalismproject.org

Eric Zuelow maintains a scholarly site called The Nationalism Project. The site provides a bibliography of journal articles, links to a range of resources, and a page titled “What Is Nationalism?” that briefly encapsulates “the four core debates that permeate the study of nations and nationalism.”

<http://plato.stanford.edu/entries/nationalism>

The Stanford Encyclopedia of Philosophy offers a page titled “Nationalism” that provides a comprehensive analysis of the term and its history.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing the reproducibles
- participating in class discussions and group activities

You may also wish to collect and assess one or more of the reproducibles and make anecdotal notes about students who may benefit from differentiated instruction.

PRIOR LEARNING

The first part of this lesson draws on students’ familiarity with the features and structure of textbooks and informational books. The second part draws on their current understanding of nations and nationalism, as well as their prior experience with the process of inquiry and critical thinking.

TEACHING AND LEARNING STRATEGIES

1. Begin by holding up the textbook and asking students to name both the book — *Exploring Nationalism* — and the course — Perspectives on Nationalism. Then ask what single word or concept provides the focus for both the textbook and the course. What does this word mean to students at this point?
2. Divide the class into groups of three or four and distribute one sheet of the fan-folded paper to a member of each group. Point out the word “nationalism” on the outside fold and ask the groups to consider this question: What are some things you think you will explore as you study nationalism?
Ask one member of each group to lift the outside fold and, on the next fold, record one or two predictions in response to your question. When she finishes, tell her to cover her fold, open the sheet to the next fold, and pass the paper to the next group member — who should not peek at what is already written. Instruct the groups to continue this process until all group members have recorded predictions.
When the groups finish, collect and unfold their papers. With the class, discuss students’ predictions and their connection to nationalism. Record their predictions on the chalkboard, a sheet of chart paper, or an overhead transparency.
3. Instruct students to scan the table of contents on pages iii to ix to locate topics and features that relate to their predictions. As they do this, ask them to identify the page numbers. Record these next to each prediction. Be sure to provide students with opportunities to revise the predictions if they wish.

Vocabulary Tip

Both **scanning** and **skimming** are important previewing skills, but they are different.

- **Scanning** involves looking quickly down a page to locate specific items, details, or features.
- **Skimming** means reading quickly to find the main idea of a passage.

4. Distribute Reproducible TOT 1, Getting to Know *Exploring Nationalism*, and ask students to work with a partner to skim the section titled “Tour of the Textbook” (pp. viii–xvi, *Exploring Nationalism*) and to answer the questions on the reproducible. When they finish, ask volunteers to share their responses and guide the class through a discussion.
5. Draw students’ attention to page xi of *Exploring Nationalism*. Point out that they will be completing four challenges as they proceed through the course and distribute Reproducible A, Ten Steps to Preparing Research, and Reproducible B, Ten Steps to Making Effective Presentations. Explain that the points on these reproducibles will help students prepare for the challenges and other activities, then briefly review the points with the class. Instruct students to store these pages in their notebook or portfolio for future reference.
6. Display an overhead transparency or presentation slide of Figure P-1 (p. 1, *Exploring Nationalism*). With students, examine the words contained in graphic. Ask students which related words they are not yet familiar with. Where would they go to find more information? On the basis of the information in Figure P-1, what do they think they will study in this course? Does one group of words stand out as posing more difficult questions? Less difficult? Why?

With students, read the first three paragraphs on page 1. Then ask students to read the section titled “Nationalism: The Word.” Draw their attention to the two activity icons and explain that they will encounter many of these icons as they progress through *Exploring Nationalism*. Then ask them to respond to the activity icons and guide a brief discussion. Give students a few minutes to record their predictions in their journal, learning log, portfolio, or computer file.
7. Explain to students that they will encounter many points of view and perspectives on issues related to nationalism as they progress through this course. Then ask students to read the sections titled “What Is Nationalism?” and “Your Exploration of Nationalism” (pp. 2–3, *Exploring Nationalism*). When they finish, ask them to respond to the activity icon on page 2. To guide this discussion, you may wish to draw a continuum on the chalkboard. At one extreme, write the label “Highly Negative” and at the other “Highly Positive.” Ask students to locate each of the margin definitions on the continuum — and to explain the reasons for their choices.

Note: If you ask students to choose a definition to defend, remind them to use respectful language that is sensitive to the ideas and feelings of others.
8. Explain that this social studies course, Perspectives on Nationalism, takes an issues-focused, inquiry-based approach to the topic of nationalism. But what is an issue? With students, recall the key question for the course — To what extent should we embrace nationalism? — and explain that this is considered an issue question. Ask students why this might be so and record their responses on the chalkboard, a sheet of chart paper, or an overhead transparency.

Students may suggest reasons such as

- people may respond to the question in various ways
- no single, correct answer can be given
- responding to the question requires people to gather information and think carefully
- an answer, decision, or action is required.

Instruct students to read the section titled “What Is an Issue?” (pp. 4–5, *Exploring Nationalism*). When they finish, guide the class through a brief comparison of the suggestions you recorded on the chalkboard and the description contained in the textbook.

Distribute Reproducible TOT 2, Practise Identifying and Asking Issue Questions, and instruct students to work with a partner to fill it in. When they finish, you may wish to ask volunteers to share some of their questions.

9. Point out that responding to issue questions requires critical thinking in which students consider evidence and use clear criteria when formulating responses. Then ask students to read pages 6 and 7 of the prologue.

As they read, distribute Reproducibles TOT 3, What Criteria Would You Use?, and Reproducible TOT 4, Practise Identifying and Asking Powerful Questions. Instruct students to complete the reproducibles either on their own or with a partner. To gauge students’ ability to work in small and larger groups and to assess how much practice in groupwork may be required, you may wish to organize either or both of these activities as a think-pair-share activity (see p. 78).

10. Draw students’ attention to the section titled “Habits of Mind” (p. 8, *Exploring Nationalism*). Ask them to skim this page to pick out three habits of mind that they believe they already possess. Then ask them to pick out three habits of mind they believe they should develop. You may wish to suggest that they record these in their notebook or portfolio as goals for the course. If so, make a note to remind students to return to these goals as the course progresses so they can monitor their progress.
11. Ask students to read the sections titled “The Inquiry Process” and “Steps in the Inquiry Process” (pp. 9–11, *Exploring Nationalism*). Then display an overhead transparency or presentation slide of Figure P-6 (p. 9) and ask students to give examples of each step in the process. Where would they go if they need help on a step? If they need more information? Guidance? Feedback?
12. Explain that students will encounter many new terms as they progress through this course and draw their attention to the section titled “Terms Used in *Exploring Nationalism*” (p. 12, *Exploring Nationalism*). Ask students to scan the page for terms that stand out. They will probably note the boldface terms “multiculturalism” and “pluralism.” Demonstrate how they can find definitions of these terms in the narrative that follows the boldface, then ask them to read the rest of the page. As they read, distribute Reproducible C, Francophone References, and Reproducible D, Aboriginal References. Briefly discuss these usages with the class and instruct students to store these pages in their notebook or portfolio for future reference.

DIFFERENTIATING INSTRUCTION

During this first lesson, circulate as students are working on their own, with partners, and in small groups to begin assessing the kinds of accommodations that may be necessary. You might also collect students’ worksheets to assess their skills and abilities. Begin making notes about how individual students might benefit from differentiated learning opportunities (see pp. 73–77).