

Social Studies 20-2

Title: Understandings of Nationalism
Curriculum Package



DIMENSIONS OF THINKING (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop skills of critical thinking and creative thinking S.1	<ul style="list-style-type: none"> • Analyze ideas and information from multiple sources • Determine relationships among multiple sources of information • Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability • Suggest likely outcomes based on factual information • Evaluate personal assumptions and opinions • Determine the strengths and weaknesses of arguments • Identify seemingly unrelated ideas to explain a concept or event • Analyze current affairs from a variety of perspectives • Identify main ideas underlying a position or issue
Develop skills of historical thinking S.2	<ul style="list-style-type: none"> • Understand diverse historical and contemporary perspectives within and across cultures • Analyze connections among patterns of historical change by identifying cause and effect relationships • Compare and contrast historical narratives • Identify and describe the impact of significant historical periods and patterns of change on society today • Understand the difference between historical facts and historical interpretations • Compare alternative historical narratives • Develop reasoned arguments supported by historical and contemporary evidence • Describe how changes in technology can benefit or harm society • Use current, reliable information sources from around the world
Develop skills of geographic thinking S.3	<ul style="list-style-type: none"> • Analyze the ways in which physical and human geographic features influence world events • Draw conclusions from maps and other geographic sources • Locate, gather, interpret and organize information, using historical maps • Assess the impact of human activities on the land and the environment • Use current, reliable information sources from around the world, including online atlases
Demonstrate skills of decision making and problem solving S.4	<ul style="list-style-type: none"> • Demonstrate skills needed to reach consensus, solve problems and formulate positions • Use inquiry processes to make decisions and solve problems • Apply ideas and strategies to contribute to decision making and problem solving • Describe a plan of action to use technology to solve a problem • Use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate skills of cooperation, conflict resolution and consensus building S.5	<ul style="list-style-type: none"> • Demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences • Make meaningful contributions to discussion and group work • Identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding • Consider the points of view and perspectives of others • Identify and use a variety of strategies to resolve conflicts peacefully and equitably • Demonstrate cooperativeness in groups to solve problems
Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<ul style="list-style-type: none"> • Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community • Promote and respect the contributions of team members when working as a team • Cooperate with others for the well-being of the community

RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)

Apply the research process S.7	<ul style="list-style-type: none"> • Develop and express an informed position on an issue • Develop conclusions based on evidence gathered through research of a wide variety of sources • Use research tools and methods to investigate issues • Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues • Revise questions on an issue as new information becomes available • Select relevant information when conducting research • Cite sources correctly to respect the ownership and integrity of information • Use calendars, time management or project management software to assist in organizing the research process • Plan and perform searches, using digital sources • Generate understandings of issues by using some form of technology to facilitate the process
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COMMUNICATION (embedded throughout all units)

Demonstrate skills of oral, written and visual literacy S.8	<ul style="list-style-type: none"> • Communicate effectively in a variety of situations • Engage in respectful discussion • Use a variety of oral, visual and print sources to present informed positions on issues • Ask respectful and relevant questions of others to clarify viewpoints on an issue • Make respectful and reasoned comments on the topic of discussion • Use technology to compose, revise and edit text • Employ technologies to adapt information for context (situation, audience and purpose)
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COMMUNICATION (embedded throughout all units)

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop skills of media literacy S.9	<ul style="list-style-type: none"> • Assess the authority, reliability and validity of electronically accessed information • Analyze the validity of various points of view in media messages • Analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence • Analyze the impact of various forms of media • Demonstrate discriminatory selection of electronically accessed information
Key Issue: Should nation be the foundation of identity?	
Related Issue 1: Students will explore the relationships among identity, nation and nationalism.	
General Outcome: Students will explore the relationship between identity and ideology.	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that understandings of identity, nation and nationalism continue to evolve (I, C) 1.1 • Appreciate the existence of alternative views on the meaning of nation (I, C) 1.2 • Appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC) 1.3 • Appreciate why peoples seek to promote their identity through nationalism (I, C) 1.4
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore a range of expressions of nationalism (I, C) 1.5 • Develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP) 1.6 • Examine the relationship between nation and nation-state (TCC, PADM, C) 1.7 • Examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP) 1.8 • Examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC) 1.9 • Analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C) 1.10 • Analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP) 1.11

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Related Issue 2: Should nations pursue national interest?	
General Outcome: Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that nations and states pursue national interest (TCC, GC, PADM) 2.1 • Appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) 2.2 • Appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM) 2.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore the concept of national interest (PADM, I, LPP) 2.4 • Explore the relationship between nationalism and the pursuit of national interest (PADM, I) 2.5 • Examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP) 2.6 • Examine similarities and differences between nationalism and ultranationalism (PADM, I) 2.7 • Analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP) 2.8 • Examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC) 2.9 • Evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP) 2.10
Related Issue 3: Should internationalism be pursued	
General Outcome: Students will assess impacts of the pursuit of internationalism in contemporary global affairs.	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM) 3.1 • Appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C) 3.2 • Demonstrate a global consciousness with respect to the human condition and global affairs (C, GC) 3.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC) 3.4 • Explore understandings of internationalism (GC, PADM) 3.5 • Examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER) 3.6 • Analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER) 3.7 • Examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER) 3.8 • Evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER) 3.9

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Related Issue 4: Should individuals and groups in Canada embrace a national identity?	
General Outcome: Students will understand the complexities of nationalism within the Canadian context	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate historical and contemporary attempts to develop a national identity (I, TCC, C) 4.1 • Appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC) 4.2 • Respect the views of others on alternative visions of national identity (I, C) 4.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore multiple perspectives on national identity in Canada (I, C, LPP) 4.4 • Examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP) 4.5 • Identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP) 4.6 • Explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC) 4.7 • Analyze various perspectives of future visions of Canada (pluralism, multinational model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC) 4.8 • Develop personal and collective visions of national identity (I, C) 4.9