### Overview

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

### Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

### Key Issue

**To what extent should we embrace nationalism?**

### Key Outcome

Students will understand, assess and respond to the complexities of nationalism.

### Related Issues

1. **To what extent should nation be the foundation of identity?**

   Students will explore the relationships among identity, nation and nationalism.

2. **To what extent should national interest be pursued?**

   Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

3. **To what extent should internationalism be pursued?**

   Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

4. **To what extent should individuals and groups in Canada embrace a national identity?**

   Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

---

©Alberta Education, Alberta, Canada
Key Issue

- Exploration of Issue
- Historical Background
- Developing Personal and Civic Responses
- Contemporary Considerations

Global connections
Economics and resources
Culture and community
Time, continuity and change
The land: places and people
Power, authority and decision making
Citizenship and Identity

power, authority and decision making

To what extent should nation be the foundation of identity?

To what extent should national interest be pursued?

the land: places and people

time, continuity and change

culture and community

economics and resources

global connections

To what extent should individuals and groups in Canada embrace a national identity?

To what extent should internationalism be pursued?
Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

<table>
<thead>
<tr>
<th>Dimensions of Thinking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>critical thinking and creative thinking</td>
<td>evaluate ideas and information from multiple sources</td>
</tr>
<tr>
<td>historical thinking</td>
<td>analyze multiple historical and contemporary perspectives within and across cultures</td>
</tr>
<tr>
<td>geographic thinking</td>
<td>analyze the impact of physical and human geography on history</td>
</tr>
<tr>
<td>decision making and problem solving</td>
<td>demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Participation as a Democratic Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperation, conflict resolution and consensus building</td>
<td>demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably</td>
</tr>
<tr>
<td>age-appropriate behaviour for social involvement</td>
<td>demonstrate leadership by engaging in actions that enhance personal and community well-being</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research for Deliberative Inquiry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>research and information</td>
<td>develop, express and defend an informed position on an issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>oral, written and visual literacy</td>
<td>communicate effectively to express a point of view in a variety of situations</td>
</tr>
<tr>
<td>media literacy</td>
<td>assess the authority, reliability and validity of electronically accessed information</td>
</tr>
</tbody>
</table>
SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-1

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 20-1 and to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➢.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:
- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:
- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- analyze similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future and various historical time periods
- use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:
- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- use current, reliable information sources from around the world, including online atlases

©Alberta Education, Alberta, Canada

Social Studies 20-1 /17

(2007)
S.4 demonstrate skills of decision making and problem solving:
• demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
• develop inquiry strategies to make decisions and solve problems
• generate and apply new 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

Students will:

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
• demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
• participate in persuading, compromising and negotiating to resolve conflicts and differences
• interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
• demonstrate leadership during discussions and group work
• respect the points of view and perspectives of others
• collaborate in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
• demonstrate leadership by engaging in actions that enhance personal and community well-being
• acknowledge the importance of multiple perspectives in a variety of situations

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

S.7 apply the research process:
• develop, express and defend an informed position on an issue
• reflect on changes of points of view or opinion based on information gathered and research conducted
• draw pertinent conclusions based on evidence derived from research
• demonstrate proficiency in the use of research tools and strategies to investigate issues
• consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
• integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
• develop, refine and apply questions to address an issue
• select and analyze relevant information when conducting research
  ➢ plan and perform complex searches, using digital sources
  ➢ use calendars, time management or project management software to assist in organizing the research process
  ➢ generate new understandings of issues by using some form of technology to facilitate the process
  ➢ record relevant data for acknowledging sources of information, and cite sources correctly
• respect ownership and integrity of information
Students will:

S.8 demonstrate skills of oral, written and visual literacy:
- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues
  - apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
  - use appropriate presentation software to demonstrate personal understandings
  - compose, revise and edit text
  - apply general principles of graphic layout and design to a document in process
- understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
  - apply principles of graphic design to enhance meaning and engage audiences

S.9 develop skills of media literacy:
- assess the authority, reliability and validity of electronically accessed information
- evaluate the validity of various points of view presented in the media
- appraise 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, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
Key Issue: To what extent should we embrace nationalism?

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.

Specific Outcomes

✈ Values and Attitudes

Students will:

1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

✈ Knowledge and Understanding

Students will:

1.5 explore a range of expressions of nationalism (I, C)
1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)
1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)

(continued on next page)
1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)

1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)
Key Issue: To what extent should we embrace nationalism?

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.

Specific Outcomes

Values and Attitudes

Students will:

2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)

2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)

2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)

Knowledge and Understanding

Students will:

2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)

2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)

2.6 analyze the relationship 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, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)

2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)

2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)
Social Studies 20-1

Key Issue: To what extent should we embrace nationalism?

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.

Specific Outcomes

» Values and Attitudes

Students will:

3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)

3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)

3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

» Knowledge and Understanding

Students will:

3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)

3.5 explore understandings of internationalism (GC, PADM)

3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

3.7 evaluate 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, contemporary examples) (GC, PADM, ER)

3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)
Social Studies 20-1

Key Issue: To what extent should we embrace nationalism?

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.

Specific Outcomes

Values and Attitudes

Students will:

4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)

4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)

4.3 respect the views of others on alternative visions of national identity (I, C)

Knowledge and Understanding

Students will:

4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)

4.5 analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)

4.6 examine 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, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, C, TCC, LPP)

4.7 evaluate 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)

4.8 evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)

4.9 develop personal and collective visions of national identity (I, C)