Nationalism

Nationalism is when people feel patriotic (supportive or loyal) towards their country. Nationalism is also when people feel a strong sense of belonging, identity and pride toward their country or nation.

1. a) Find a song, film or television show that expresses nationalism. Fill out the organizer below. Share your example with classmates and compare your answer with theirs.

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Song, Film or Television Show?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People involved in creating it</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why I think it expresses nationalism</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example or quote that expresses nationalism</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and Employability Studio
Social Studies
b) Write down some of your classmates’ examples that you think are good expressions of nationalism.


World Cup 1972

On September 28, 1972, many Canadians were glued to their televisions or radios as Game 8 of the World Cup in hockey was broadcast live mid-afternoon. Absenteeism at work places was high and schools suspended classes to allow students to watch the game, many of them assembled in auditoriums or gymnasiums. The game started badly for Team Canada, with referee Josef Kompalla issuing penalties that allowed the Soviets to score a pair of first-period power-play goals and build a 5–3 lead. Goals by Phil Esposito and Yvan Cournoyer allowed Team Canada to tie the game midway in the third. In the dying moments, Paul Henderson corralled the rebound from a Phil Esposito shot, but his own shot was stopped by Tretiak. With 34 seconds left, Henderson slipped his own rebound past the Soviet netminder. Team Canada had a thrilling 6–5 victory. An entire nation rejoiced!


Sports are one way that people express feelings of nationalism. In Canada, hockey is considered a national game and many Canadians are proud that their country has produced some the greatest hockey stars and teams in history. When Canadians compete in hockey internationally, many Canadians watch and cheer on the national teams.

For example, during the Winter Olympics of 2002 in Salt Lake City, both the Canadian men’s and women’s teams won gold medals—a sweep celebrated across the country!
Athletes’ Oath
"In the name of all competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams."

Olympic Creed
"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

©International Olympic Committee. Reproduced with permission.

During the 1984 Los Angeles Olympics, Canadians won 42 medals (10 gold, 16 silver and 16 bronze), a national best (fourth place in the world). Olympic fever swept the country and national pride soared.

2. a) Describe a sports event (preferably international) that inspired nationalism in Canada.

Description of the event: ____________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

How did the event make you feel as a Canadian?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
b) Explain why you think Canada’s participation in the Olympics is important for nationalism and what you think it does for national unity.


c) Choose one of the following Olympic scandals and look for news stories covering the controversy, and Canadian reaction to the event.

- Canadian track star Ben Johnson tests positive for steroids.
- Canadian snowboarder Ross Rebagliati stripped of his Olympic gold medal for testing positive for marijuana.
- Canadian figure skaters Jamie Salé and David Pelletier lose the gold medal due to cheating by the French judge.

Complete a 5 Ws (who, what, where, when, why) and 1 H (how) summary of the event and describe how it affected Canadian nationalism.

Where to Start on the Web
http://www.cbc.ca

Use this tool and information sheet:

☐ Question Organizer I
☐ News Story Search
3. Create a time line of important events in sport that have inspired Canadian nationalism.

Where to Start on the Web

http://www.thecanadianencyclopedia.com/PrinterFriendly.cfm?Params=A1ARTA0007624

Use this information sheet:

☐ Time Lines

Nation

- A nation is a group of people organized under a single, independent government.
- A nation is people who share common customs, origins, history and language.

4. Based on the second definition of “nation” above, explain how the following elements can be important to the identity of a nation.

<table>
<thead>
<tr>
<th>Land</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity (race)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Based on your understanding of the term “nation,” identify at least four nations that exist in Canada.

Describe these groups and why they can be considered nations on the following page. Include one example of how they express feelings of nationalism.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Language</th>
<th>Politics</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

Where to Start on the Web
http://www.innu.ca/
http://www.metisnation.org/
http://www.afn.ca/
http://franco.ca/
http://www.chinesecanadians.netfirms.com/
<table>
<thead>
<tr>
<th>Nation</th>
<th>Description:</th>
<th>Example of expressing nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nation</th>
<th>Description:</th>
<th>Example of expressing nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nation</th>
<th>Description:</th>
<th>Example of expressing nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nation</th>
<th>Description:</th>
<th>Example of expressing nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nation</th>
<th>Description:</th>
<th>Example of expressing nationalism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Based on the definitions above, give at least three examples of states and three examples of nation-states.

**State examples:**
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________

**Nation-state examples:**
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________

7. In groups, create a diagram that shows the differences and similarities between states and nation-states.

**Use this information sheet and tool:**
- [Steps for Using Venn Diagrams](#)
- [Venn Diagram](#)
8. There are many factors that affect both the level of nationalism felt by the people of a nation and the sources of nationalism. Read the following descriptions and add your own specific real-life example(s) for each one.

**History**
The past experiences of a nation can affect nationalism. For example, people in a country that has been threatened by another during a conflict, may become strongly nationalistic. Historic events can also be sources of national pride, e.g., a battle won, a scientific or technological accomplishment, a tradition of sporting accomplishment.

**Specific example(s):**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Geography**
The placement of a nation in the world, its neighbours and the land around it can affect level of nationalism. For example, a nation surrounded by many other countries may produce a strong sense of nationalism. Geographic features can also become symbols of national pride, e.g., a beautiful mountain range, a vast lake or a unique geographic feature.

**Specific example(s):**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Politics**
The political climate of a nation can affect levels of nationalism. For example, if a government is brutal or ruthless with its people, they can become less nationalistic. A nation’s political beliefs and governing system can also be sources of national pride. For example, a people can be proud of its communist or democratic government and political system.
Economics
The economic situation of a nation can affect levels of nationalism. For example, a nation experiencing devastating poverty may not inspire feelings of national pride. Economic accomplishments and money can be sources of national pride, e.g., holding the title “richest country in the world,” pride in the dollar bill, loonie or yen as a symbol of the nation.

Specific example(s):
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Culture
The culture of a people can affect expressions of nationalism. For example, cultures that value modesty may not outwardly express pride in their nation. Cultural symbols can also be symbols of national pride, e.g., a nation’s traditional costume, song or artwork.

Specific example(s):
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
9. Nationalism is an internal feeling shared by a group. It is part of the identity of a nation. Describe the following types of nationalism, including important symbols of nationalism, historic events, political figures and geographic influences.

**Collective identity**

Many different groups in Canada have collective identities. In this way, they are recognized for the culture, values and desires that they share.

**Québécois nationalism:**

- __________
- __________
- __________
- __________
- __________
- __________
- __________

**American nationalism:**

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
10. Follow the steps below to write an action plan for promoting and protecting your cultural, collective (part of a group) and/or national identity.

**Step one:** With a group, brainstorm ideas about how Canadians can promote and protect their cultural and/or collective identity within their families, communities, province and country.

**Step two:** From the ideas you collect as a group, choose one way to promote and protect your own cultural and/or collective identity. Create an action plan.

**Step three:** Have your teacher review your plan and make changes as necessary. If possible, carry out your action plan.

**Use these tools:**
- [x] Web I
- [ ] Action Plan Template
11. In an effort to encourage nationalism, the Canadian government has created official policies on bilingualism and multiculturalism. Examine these policies by following the steps below.

**Step one:** Find official documents, such as the *Canadian Charter of Rights and Freedoms*, the *Multiculturalism Act* and the *Official Languages Act*, that describe Canada’s policies on bilingualism/biculturalism and multiculturalism. Skim these documents and note the key points.

**Step two:** Summarize the information you have found.

12. Multiculturalism means celebrating diverse cultures and recognizing the contributions that different groups make to the identity of a country.

Imagine what Canada would be like if multiculturalism did not exist. In groups, brainstorm and then fill in the chart below to show the differences between a Canada that celebrates multiculturalism and a Canada that discourages multiculturalism.
<table>
<thead>
<tr>
<th>Way of life</th>
<th>Way of life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worldview</th>
<th>Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changes in your community</th>
<th>Changes in your community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Why do you think it is important that different cultural groups, e.g., First Nations, French Canadians, are recognized and respected in your community? In groups, create an action plan for promoting a cooperative celebration of different cultural groups in your community.

Share your plan with classmates.

Use this tool:

- Action Plan Template
14. How do people in your community express nationalism?

**Step one:** Create a list of events linked to nationalism, for example, the national hockey team wins the World Cup, Canadian troops help victims of a hurricane, the Canadian economy reaches a new peak. Ask people in your community how these events make them feel about Canada and have them identify other events that affect their feelings of nationalism.

**Step two:** Compare the responses of the people in your community. Create a chart or other visual representation to display and compare the data.

Example:

![Ratings of Nationalistic Feelings Out of Ten for Five Different Events](chart.png)

Draw conclusions based on your findings and share them with the class. What event produced the strongest reaction? What event produced the least reaction? Why?
15. Scan the news, e.g., television video clips, Internet, newspaper articles, for issues related to nationalism and identity. For example, look for news stories about events of nationalistic pride, such as a space launch, a military battle won, an anniversary, an election. How does the event affect feelings of nationalism?

Select a news story and fill out the five Ws (who, what, where, when, why) and one H (how) of the story.