1. Based on the definition of national interest above and what you learned about nationalism in the previous section, how are these two concepts related? Fill out the diagram below to show the relationship between the two concepts. Add arrows and labels as necessary.

National Interests

National interests are topics that are of significant economic, political or social interest to a nation. For example, trade of softwood lumber is a national interest of Canada—so our politicians spend time working on trade issues with the United States. Health care is also a topic of national interest and health care issues are often brought up during federal elections.
2. In groups, develop a list of national interests of Canada or another country, such as the United States or a country from another continent. Summarize your list below and present your summary to other groups in the class.

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<th>Country:</th>
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<td>National Interests</td>
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After listening to the presentations of other groups, write down three new ideas that you heard.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Describe how nationalism can influence national interests based on the following examples:

- American interest in Middle Eastern oil
- Chinese interest in protecting and preserving their culture
- Canadian interest in developing alternative fuel technologies
- an example of your choice.

4. Find an example of ultranationalism and write a paragraph on why you think it qualifies as ultranationalism rather than nationalism. Possible examples include the Arian Nation of Nazi Germany, Japanese ultranationalism during WWII, ultranationalism of the Irish Republican Army, the American “war on terror” in Iraq, Slobodan Milošević, the Yogoslav wars (1991–2000), the Palestine Liberation Organization (PLO), the Kurdistan Workers Party (KWP) or the Chinese Boxer Rebellion in 1900. Share your work with a group or the class.

Use this information sheet and tool:
- Steps for Writing a Paragraph
- Paragraph Planner II

Ultranationalism

Ultranationalism is extreme nationalism, especially when a nation refuses to work cooperatively with other nations. Ultranationalism is when the people of a nation put the interests of their own nation first at the expense of others around them. Sometimes ultranationalism leads to racism and a belief that the people of your nation are inherently better than people of other nations.

Where to Start on the Web
5. Based on the information collected for the previous question, what conclusions can you draw about how ultranationalism develops? What conclusions can you draw about the possible results of ultranationalism? Discuss these questions as a group and come to a group consensus about the answers. Summarize your main points below.

**How does ultranationalism develop?**

- 
- 
- 
- 
- 
- 

**What are the possible results of ultranationalism?**

- 
- 
- 
- 
- 
- 

Use these information sheets and tools:

- Finding Sources on the Internet
- Evaluating Sources V: Reliability and Credibility
- Evaluating Sources VI: Perspective, Bias and Prejudice

Use this tool:

- Discussion Notes
6. Create a diagram showing the causes and effects of nationalism and ultranationalism during times of conflict, for example:

- World War I
- World War II
- The Gulf War or War on Terror
- Vietnam

Think about the effects of nationalism and ultranationalism, including internment camps, conscription and censorship.

7. In groups, discuss why nationalism and ultranationalism can lead to conflicts with other nations. Summarize the key points of your discussion below.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
8. Explain how ultranationalism can lead to violence and even genocide. Use one of the following groups, or others, as an example to back up your explanation:

- Nazis of Germany
- Russia/the Soviet Union
- Hutu Militia (Rwanda)
- Irish Republican Army (IRA or Real IRA)
- National Army of Yugoslavia (led by Milosevic)
- Palestine Islamic Jihad
- Taliban and al-Qaida.

Add your own questions to the list below and use them to guide your research. Create a presentation based on your findings.

What is the history of the group?
Are there political or religious motives for their actions?
Are there economic motives for their actions?

My questions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Use these tools:
- Question Organizer II
- Evaluating Sources III
- Presentations
Aboriginal Peoples
Aboriginal peoples are descendants of the original inhabitants of North America. Under Canada’s Constitution Act (1982), three groups of Aboriginal people are recognized: First Nations (Indians), Métis and Inuit peoples. First Nations, Métis and Inuit peoples are separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

First Nations
First Nations are the various governments of the first peoples of Canada. The term started being commonly used in the 1970s to refer to both Status and non-Status Indians, and is preferred by many Aboriginal peoples to the term “Indians.” All First Nations in Alberta are members of one of three Treaty organizations.

Treaties
Treaties are agreements between the federal government and First Nations. The western Treaties provide specific rights, including entitlement to reserve lands, and hunting, fishing and trapping rights. To First Nations people, the Treaties are sacred as well as legal documents.

Métis People
Métis people are people of mixed First Nations and European ancestry. They are distinct from First Nations, Inuit or non-Aboriginal peoples. The Métis have a unique culture that draws on their diverse ancestral origins, such as Scottish, French, Ojibway and Cree.

Inuit
Inuit are Aboriginal people in northern Canada, who live above the tree line. The word means “people” in the Inuit language—Inuktitut.

* Definitions adapted from the First Nations, Métis and Inuit Education Policy Framework.
Aboriginal people trace their existence and their systems of government back as far as memory and oral history extend. They say that the ultimate source of their right to be self-governing is the Creator. The Creator placed each nation on its own land and gave the people the responsibility of caring for the land—and one another—until the end of time.

- In international law, which Canada respects, all peoples have the right of self-determination. Self-determination includes governance, so Indigenous peoples are entitled to choose their own forms of government, within existing states.

- In Canadian history, the colonial powers won no “rights of conquest,” for there was no conquest. Nor was North America “terra nullius,” free for the taking, as was claimed later. In most of their early dealings with Indigenous peoples in what is now Canada, the colonial powers recognized them as self-governing nations—codifying their recognition in treaties and in the Royal Proclamation of 1763.

- Aboriginal peoples’ right of self-government within Canada is acknowledged and protected by the constitution. It recognizes that Aboriginal rights are older than Canada itself and that their continuity was part of the bargain between Aboriginal and non-Aboriginal people that made Canada possible.

Source: People to People, Nation to Nation: Highlights from the Report of the Royal Commission on Aboriginal Peoples. Reproduced with the permission of the Minister of Public Works and Government Services, 2007, and courtesy of the Privy Council Office.

9. To better understand the collective identities of different Aboriginal groups and their movement toward self-determination, follow these steps.

**Step one:** In groups, discuss why some Aboriginal people are collectively known as First Nations people. Identify the three Treaty areas in Alberta. Then, identify one First Nations community in each treaty area.

**Use this information sheet:**
- Aboriginal Land Claims
- Aboriginal Treaties Time Line
Step two: In groups, discuss why some Aboriginal people are identified as Métis. Then, list six different Métis settlements in Alberta and identify where they are located.

Métis Settlements

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Step three: On a map of Alberta, outline the First Nations Treaty areas, and then mark the locations of the First Nations communities and Métis settlements that you listed.
10. The collective group known as Quebec separatists believes that Quebec should separate from the rest of Canada. Examine the reasons for this group’s point of view. Write an argument from their perspective in support of Quebec separating from Canada.

Then, explain why you do or do not agree with this argument.

11. Investigate the movement of the western provinces to separate to become their own nation (the Western Separatists Movement). Fill out the information summary tool to summarize the key ideas behind the movement.

12. How do Aboriginal, Quebeccois and Western movements toward self-determination come from feelings of nationalism?

If you were part of the Canadian government, how would you deal with these groups and the issue of self-determination? Use the problem-solving tools to examine possible solutions and their consequences. Share your problem-solving analysis with classmates.