

# To Reconcile – Or Not?

Students use their selected example of contending nationalist loyalties to provide a context for stating and supporting a position on the extent to which contending nationalist loyalties need to be reconciled.

## Instructional Support

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A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (state and support position).

### Setting the Context for Learning

- Ask students to reflect on how many times a day they use the phrase "I think ... because ..." in conversation. Point out to students that these are instances in their everyday lives where they are stating and supporting a position.
- Prompt students to consider instances where someone else says to them "I think ... because ..." in conversation. Encourage students to consider what makes them accept or reject the opinions or positions of others. Facilitate students' understanding by making the connection between arriving at a position and having strong (logical, factual, unemotional) evidence to support that position.

### State and Support Position

- Using an example from current events, pose the following question to students: Do contending nationalist loyalties need to be reconciled?
- Share with students the idea of a continuum for plotting their position. For example, this issue does not lend itself to a yes or no response; students may customize their position to the evidence they choose to use (e.g., provide students with a "To what extent ..." question with examples on the continuum, such as "to a small extent," "to a limited extent," "to a moderate extent," "to a large extent"). There may be specific situations where contending nationalist loyalties need to be reconciled (violence, hate), but other contending nationalist loyalties may provide richness to the social fabric.
- Working in groups, have students decide on a position and provide reasons to support their position.
- As a class, discuss the positions and reasons. Encourage students to consider the evidence presented by their classmates and to determine whether or not they would like to modify their position on the issue.
- As students begin to work on the second part of the summative assessment task, state and support position, remind them that they worked with this skill in the first part of this related issue, [What Makes Canada "Canada"?](#) As a class, revisit the strategies and expectations for supporting a position with strong evidence.
- Post, in the classroom, the list of brainstormed criteria for strong support of a position. Remind students to refer to this list as they develop and support their position.

# Formative Assessment

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Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [state and support position](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.



## Formative Assessment: Assessment for Learning Opportunity

### State and Support Position



Engage students in a *self-reflection* about the persuasiveness of the arguments they used to support their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

### Feedback Prompts:

- Is my evidence focused on the topic?
- Did I provide enough evidence?
- Did I provide convincing evidence?

These feedback prompts have been incorporated into the [State and Support Position: Student Self-reflection Tool](#) , which can be copied or adapted for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 20-4 Formative Assessment Summary](#) .

### Linking to the Summative Assessment Task

- As students state and support a position as described in the suggested activity To Reconcile – Or Not?, they will have completed the [Summative Assessment Task: Contending Nationalist Loyalties](#) .
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use the feedback received during the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.
- If student performance does not yet fall within the three levels described in the summative assessment task rubric, work with the student to formulate a plan to address the student's learning needs.

# Suggested Supporting Resources

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## Textbook References

Student Basic Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:



- Pages 62–63 Reconciling Nationalist Loyalties
- Pages 64–72 How Do Nationalist Loyalties Shape People's Choices?
- Pages 74–75 Québécois Nationalism
- Page 75, Figure 3-16: Percentage of Population Speaking French at Home, 1971 and 2001
- Pages 77–80 How Have People Reconciled Contending Nationalist Loyalties?
- Pages 84–85 Reconciling Nationalist and Non-Nationalist Loyalties
- Pages 86–88 What Are Non-Nationalist Loyalties?
- Pages 96–100 How Have People Reconciled Nationalist and Non-Nationalist Loyalties?
- Page 344, Figure 15-19: English–French Bilingualism in Canada, 1996–2006

Teaching Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Reproducible 1.3.1 Choosing among Loyalties
- Reproducible 1.3.2 Affirming Nationalist Loyalties
- Reproducible 1.3.3 Protecting Language and Culture in Québec
- Reproducible 1.3.4 Voices
- Reproducible 1.4.1 My Nationalist and Non-Nationalist Loyalties
- Reproducible 1.4.3 Reconciling Nationalist and Non-Nationalist Loyalties

## Web Resources

### Web Links for Online Sources:

- CBC News website—article: [Governor General's Seal Snack Sparks Controversy](#) (May 2009, Michaëlle Jean)
- CBC News in Review website—news clip and teaching materials: [Hérouxville](#)  (December 2007, the debate about reasonable accommodation)
- CBC Sports website—article: [Ontario, Quebec Differ Over Soccer Head Scarf Ban](#) (February 2007, soccer case)
- CBC News website—article and video: [Quebec Will Require Bare Face for Service](#) (March 2010, Québec case about women wearing niqabs)
- CBC News website—article and visual: [Hutterites Need Driver's Licence Photos: Top Court](#) (Alberta, July 2009)
- CBC News website—article and visuals: [Indepth, Islam: Shariah Law FAQs](#) (in Canada)
- CBC Digital Archives website—video and text: [1990: Sikh Mounties Permitted to Wear Turbans](#) (March 15, 1990, Baltej Singh Dhillon and the RCMP)
- Métis Identity:
  - [Ottawa Scrambles to Calm Métis Identity Furor](#) (newspaper article)
  - [Métis Identity Matters](#) (newspaper editorial)
  - [The Métis Nation of Alberta](#) (website, Who Is Métis? section)
- Prince of Wales Northern Heritage Centre website—resource: [Nationalism in the North](#) 

- [LearnAlberta.ca, Online Reference Centre:](#)
  - The Canadian Encyclopedia
  - Canadian Points of View
  - Grolier Online Passport: Middle School section and High School section (including focus on GoTube, Current Events, Debate Topics, Interactive Maps and Atlas, and World Newspapers)
  - History Study Center (website sections regarding Historical Documents, Maps and Reference, and Multimedia and Study Unit *Nationalism*)
  - Statistics Canada: Learning Resources (statistics, surveys, Canada Year Book, Census of Canada)

## Videos:

- LearnAlberta.ca:
  - [Totem: Return and Renewal](#)
  - [Totem: The Return of the G'psgolox Pole](#)
  - [Ullumi](#) (show in segments)
  - [Lawrence of Arabia: The Battle for the Arab World](#) (segments/chapters—1914: War and The Arab Cause in Peace)
  - [May Truong: Coasting on a Dream \(Series: Mother Tongue\)](#)
  - [Nurses at the Front \(Series: Front Lines\)](#)
  - [100 Years in Alberta \(Series: Generations\)](#)
  - [The Experimental Eskimos](#)
  - Staking the Claim: Dreams, Democracy and Canadian Inuit ([The Strength Within](#), [Standing Together](#) and [A New Era](#))
- Isuma tv website—video: [Kiviaq vs. Canada](#)

## Critical Challenges:

- LearnAlberta.ca:
  - [Modelling the Tools: Analyzing a Situation](#)
  - [Support Material: Determining Relative Importance](#)
  - [Support Material: Considering Options](#)
  - [Support Material: Ranking Options](#)
  - [Support Material: Positive and Negative Factors](#)
  - [Support Material: Webbing Ideas](#)
  - [Support Material: Justifying My Choice](#)
  - [Support Material: Developing Effective Arguments](#)
  - [Support Material: Supporting Conclusions](#)
  - [Support Material: Writing Based on a Perspective](#)
  - [Modelling the Tools: Reaching Group Consensus](#)
  - [Support Material: Placemat Activity](#)
  - [Support Material: Four Corners Discussion](#)