

# Nationalism and Self-determination

## Activities Overview



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Students examine the Québec Referendum of 1995 from the sovereignist and federalist perspectives and determine how the referendum affected those involved and others in Canada, including people's understandings of nationalism and self-determination.

Note: Depending upon the needs and interests of students in your classroom or your instructional approach, the suggested activities for Nationalism and Self-determination may also be thematically linked to Related Issue 4. Please note, however, that the Knowledge and Understanding outcomes for Nationalism and Self-determination reside in Related Issue 2.

## Focuses for Assessment: How the Outcomes Are Grouped

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The [Summative Assessment Task: Nationalism and Self-determination](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 20-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

### describe federalist perspective

Number	Specific Outcomes <i>Students will:</i>
20-4.2a	appreciate that nations and states pursue the national interest
20-4.2b	appreciate multiple perspectives related to the pursuit of the national interest
20-4.2h	examine the relationship between nationalism and national self-determination; e.g., Québécois nationalism and the sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples
S.1.3	<b>develop skills of critical and creative thinking:</b> <ul style="list-style-type: none"><li>identify the main ideas underlying a position or issue</li></ul>
S.2.1	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"><li>examine diverse historical and contemporary perspectives within and across cultures</li></ul>

## describe sovereignist perspective

Number	Specific Outcomes <i>Students will:</i>
20-4.2a	appreciate that nations and states pursue the national interest
20-4.2b	appreciate multiple perspectives related to the pursuit of the national interest
20-4.2h	examine the relationship between nationalism and national self-determination; e.g., Québécois nationalism and the sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples
S.1.3	<b>develop skills of critical and creative thinking:</b> <ul style="list-style-type: none"><li>• identify the main ideas underlying a position or issue</li></ul>
S.2.1	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"><li>• examine diverse historical and contemporary perspectives within and across cultures</li></ul>

## state and support position

Number	Specific Outcomes <i>Students will:</i>
20-4.2h	examine the relationship between nationalism and national self-determination; e.g., Québécois nationalism and the sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples
S.1.1	<b>develop skills of critical and creative thinking:</b> <ul style="list-style-type: none"><li>• use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position</li></ul>