

Crossing the Line to Ultranationalism?

Students use the information they've gathered to respond to and support their position on the following question: Were the actions of your nation–state during the Second World War nationalistic or ultranationalistic?

Instructional Support

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

- Introduce the concept of internment in Canada by having students consider a time when people were removed from their homes, had their possessions taken from them by the government, and were placed in camps far from where they had lived.
- Discuss with students the perspectives that were involved in the creation of internment camps in Canada during the Second World War.
- Use a documentary or short film to help students understand the impact that these camps had on the Japanese Canadian community, both in the short and long term. Relate the events of the Second World War to actions beyond Europe and the Pacific in order to help students make the link to significant events that occurred on the home front.

State and Support Position

- Examine, with students, the internments that occurred in Canada during the World Wars (e.g., Ukrainian and Japanese Canadians).
- Ask students to refer to the lists of nationalistic and ultranationalistic qualities they created in [Making Sense of the Second World War: Identifying Key Actions](#), and discuss with students whether they think that the establishment of the internment camps by the Canadian government was a nationalistic or ultranationalistic action.
- Examine samples of propaganda from Canada during the Second World War. Ask students to refer to the lists of nationalistic and ultranationalistic qualities they created in [Making Sense of the Second World War: Identifying Key Actions](#) and to consider whether the use of propaganda in Canada was a nationalistic or ultranationalistic action.
- As students work toward completing the third part of the summative assessment task, state and support position, refocus students on the central question of their article: **Were the actions of your nation–state during the Second World War nationalistic or ultranationalistic?**
- Select an example and model for students the process of stating a position and selecting credible support for the position. Some students may benefit from a structured example such as the following:

The actions of my nation–state were <nationalistic or ultranationalistic> because _____.

- Encourage students to consider the elements of historical context when making this decision. For example, how did political factors lead to nationalistic or ultranationalistic actions by the nation–state?
- Brainstorm with students the qualities that make up strong arguments and evidence to support a position. Students may suggest that the arguments and/or evidence are:
 - focused on the topic
 - supportive of the stated position
 - convincing
 - accurate
 - specific.

Formative Assessment

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 quality of arguments and evidence they provided for supporting a position on whether the actions of the nation–state were nationalistic or ultranationalistic. Use the feedback prompts below to guide students through this formative assessment opportunity.

Feedback Prompts:

- How well have I stated and supported my position?
Have I ...
 - stated my position clearly so the audience knows where I stand on the issue?
 - provided specific reasons that explain why I believe the nation–state was acting nationalistically or ultranationalistically?
 - provided evidence that supports my reasons?
 - provided reasons and evidence that are convincing?

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 through the suggested activity Crossing the Line to Ultrationalism?, they will have completed the third portion of the [Summative Assessment Task – Ultrationalism: Nationalism Gone Too Far?](#) 
- 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.

Suggested Supporting Resources

Textbook References

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

- Pages 130–135 and Pages 143–145 Nationalism and Ultrationalism; and War as a Response to Ultrationalism (Canada Declares War, Propaganda and Censorship in Canada)
- Pages 144–145 Figures 6-21 to 6-24 Picturing Wartime Propaganda
- Page 146 Internment Camps in Canada
- Page 150 Think, Participate, Research, Communicate: Activities 3 and 4

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

- Reproducible 2.6.2 Factors That Can Contribute to the Development of Ultrationalism
- Reproducible 2.6.3 Recognizing Propaganda
- Reproducible 2.6.4 Analyzing a Victory Bonds Poster

Web Resources

Web Links for Online Sources:


- LearnAlberta.ca—interactive maps: [Europe at the End of the First World War](#)

Internment

- CBC Digital Archives: [Relocation to Redress: The Internment of the Japanese Canadians](#)
- Heritage Community Foundation Alberta Online Encyclopedia collection:
 - Understanding Canadian Diversity in Alberta: [Alberta Internments](#)
 - [Celebrating Alberta's Italian Community—National Congress of Italians in Canada, Edmonton District \(NCIC\)](#)
 - [World War II: The Homefront in Alberta: Camps – Internment and POW](#) (Italian and Japanese internment)

- The Historica-Dominion Institute website—[The Canadian Encyclopedia: Internment](#) (and Links to Other Sites)
- [InfoUkes website](#): Internment of Ukrainian Canadians 1914–1920
- [Vanishing British Columbia website](#) (images of Japanese internment in Canada)
- Wikipedia: [List of Concentration and Internment Camps](#)

Propaganda

- [first world war.com: Propaganda Posters—Introduction](#) (a collection of propaganda posters from the First World War for various countries, including Australia, Belgium, Canada, France, Germany, Italy, Russia, the UK and the USA)
- Canadian War Museum: [Analyzing Propaganda Posters—Lesson Plan](#) 
- CBC Documentaries: [Love, Hate & Propaganda—Propaganda Posters Gallery](#) (a collection of propaganda posters from the Second World War for various countries, including Canada, Great Britain, the USA, Nazi Germany, the Soviet Union and France)
- CBC Digital Archives: [Propaganda and the Second World War](#) (radio and television clips)
- Veterans Affairs Canada: [Artwork – Posters](#) (historical wartime propaganda posters)
- [Canadian Forces.ca website](#) (contemporary military video advertisements)

Videos:

- LearnAlberta.ca:
 - [Freedom Had a Price](#)
 - [Canada Remembers – Part Three – Endings and Beginnings](#)
 - [Faith and Hope \(Series: Front Lines\)](#)
 - [The Life of the Soldier \(Series: Front Lines\)](#)
 - [The Officer's Role \(Series: Front Lines\)](#)
 - [The Trenches \(Series: Front Lines\)](#)
 - [Valour Road](#)
 - [Lawrence of Arabia: The Battle for the Arab World](#) (1914: War; The Arab Cause in Peace)
- CBC Digital Archives: [War & Conflict: First World War](#) and [War & Conflict: Second World War](#)
- National Film Board of Canada:
 - [Minoru: Memory of Exile](#)
 - [Obachan's Garden](#)
 - [Shepherd's Pie and Sushi](#)

Critical Challenges:

- LearnAlberta.ca: [Modelling the Tools: Analyzing a Situation](#)