

Student Name:
Social Studies 20-2
Unit 2, Assignment 2.9.1
Reconciling Contending Loyalties within a Nation

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In this assignment, you will

- define and explain contending loyalties in Canada,
- choose ONE group in Canada, and research how they have attempted to achieve a national identity (through self-determination), while addressing contending loyalties, and
- explain (in a written response) the possibility of reconciling one's contending loyalties, while achieving their nationalist goals.



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FOCUS: How do people achieve their nationalist goals when faced with contending loyalties?

Contending Loyalties: *Loyalties that compete. People sometimes need to choose among various loyalties based on their commitment to these loyalties.*

In Unit 1, you learned about contending nationalist loyalties. During the French Revolution, the French people struggled to achieve a national identity. They attempted to resolve their conflicts with their nation and the monarchy, while developing concepts of **egalitarianism**, **civil liberty**, and goal of a new constitution in France.

BUT, how do people reconcile their contending loyalties to achieve a nationalist goal?

In this assignment, you will examine the factors that shape nationalism and how a chosen group in Canada attempts to reconcile their contending nationalist loyalties.

TASK:

Step 1: Brainstorm to identify and explain the various contending loyalties you have observed in Canada.

Step 2: Choose one group and complete the chart to explain their contending loyalties, and identify their efforts to achieve a national identity and self-determination in the face of these conflicts.

Step 3: Take a position in a written response. Explain the possibility of achieving one's nationalist goals when faced with contending loyalties.

/5 Step 1: Brainstorm to identify and explain the contending loyalties you have observed in Canada. What contending loyalties do you observe in Canada today? How do people resolve or address these contending loyalties? You must address **at least three types** of contending loyalties and resolutions in the chart below.

Refer to pages 67 to 70, 86 to 101 in your *Understanding Nationalism* textbook to help you identify some contending loyalties in Canada.

Contending loyalties in Canada (Remember to provide an example.)	How will people resolve these contending loyalties?
<p><i>Ex. Regional loyalties (ex. Maritimes interests over the interests of the Western provinces)</i></p> <ul style="list-style-type: none"> • • • • 	<p><i>Ex. People may come from one part of Canada to work in another, but they maintain their ways of speaking, attitudes, and pride in where they previously lived.</i></p> <ul style="list-style-type: none"> • • • •

/5 Step 2: Choose ONE group and complete the chart that follows. You must

- specify your group's nationalist goals to achieve self-determination,
- identify the contending loyalties that conflict with self-determination,
- identify the ways in which your chosen group attempts to address contending loyalties, and
- assess the degree to which your chosen group has achieved self-determination.

Remember, *self-determination is the power to control one's affairs. National self-determination is the power of the people within a country or nation to make their own decisions about what is in their nation's best interest.*

Choose **ONE** of the following groups in Canada to focus your analysis. Begin with the pages in your *Understanding Nationalism* textbook:

1. Québécois – pg. 58 to 59, 74 to 76, 189 to 190
2. First Nations **OR** Métis- pg. 57, 77 to 81, 306
3. Inuit-pg. 58, 80, 186 to 188

***You will need to complete additional research to support your discussion. Links have been provided for you on page 2.9.1 of this course. Remember to identify the progress your group has achieved in self-determination today.

Write your chosen group here:	Research/Information
What were their nationalist goals? (What did they want to achieve as a nation within Canada?)	
How (in what ways) did this group attempt to achieve their nationalist goals?	
What conflict(s) (contending loyalties) did this group experience?	
How (in what ways) did this group attempt to resolve their contending loyalties?	
How successful was your chosen group in achieving self-determination?	
Research Sources (<i>minimum two</i>)	<ul style="list-style-type: none"> • •

/10 Step 3: Take a position in a written response. Using the planning chart in Step 2, respond in paragraphs to the following question.

How do people achieve their nationalist goals when faced with contending loyalties?

In your response, you must

- a) explain your chosen group's main goals in the pursuit of self-determination,
- b) include and explain examples of your chosen group's efforts to achieve self-determination (**historically and today**),

- c) identify and explain the contending loyalties your chosen group has faced in achieving self-determination,
- d) evaluate the success of your group's efforts to resolve contending loyalties,
- e) compare and contrast your chosen group's pursuit of nationalist goals with the French Revolution, and
- f) edit and proofread your written response prior to submission.

Your 2.9.1 Response here:

Scoring Criteria: Written Response	Your response will be marked according to the following criteria. <i>The student...</i>
Excellent E	<ul style="list-style-type: none"> ▪ explores the complexity of the issue thoroughly ▪ discusses the significance of the issue in a perceptive manner ▪ presents convincing arguments supported with relevant examples
Proficient Pf	<ul style="list-style-type: none"> ▪ explores the issue clearly and competently ▪ discusses the significance of the issue with a sound understanding ▪ presents one or two clear arguments that are supported with accurate examples
Satisfactory S	<ul style="list-style-type: none"> ▪ explores the issue in a straightforward and conventional manner ▪ discusses the significance of the issue generally ▪ argues with examples that are not entirely convincing
Limited L	<ul style="list-style-type: none"> ▪ explores the issue completely or the response is lacking depth ▪ discusses the significance of the issue in a superficial and/or underdeveloped manner ▪ argues with unsupported assumptions and/or inappropriate examples
Poor P	<ul style="list-style-type: none"> ▪ explores the issue minimally ▪ discusses the significance of the issue in a disjointed, inaccurate, or vague manner ▪ argues with irrelevant examples
Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
Teacher Comments	

2.9.1 Assignment Grade	Step 1: /5 + Step 2: /5 + Step 3: /10 = /20

Social 20-2 Outcomes

- Use research tools and methods to investigate issues
- Understand diverse historical and contemporary perspectives
- Select relevant information when conducting research
- Communicate effectively