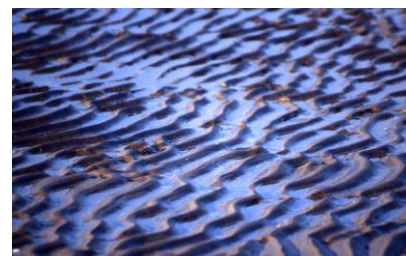


**Student Name:**  
**Social Studies 20-2**  
**Unit 3, Assignment 3.8.2**  
**Impact of National Interests**

**/20**

In this assignment, you will

- choose one group pursuing national self-determination,
- analyze key interests, underlying issues, and the impact on stakeholders from the pursuit of self-determination, and
- suggest reasonable solutions for a compromise (an agreement that is acceptable for stakeholders).



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When groups pursue national self-determination, the pursuit of national interest can directly impact others, including those who have differing national interests, or outside groups observing the progress of the situation.

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

For this assignment, familiarize yourself with and apply the following terms to focus your exploration of how national self-determination impacts many people.

| Term                     | Definition   |
|--------------------------|--|
| <b>Stakeholders</b>      | Individuals or groups who are (or could be) affected by a situation. These could include individuals or groups who may not be directly affected, but have responsibilities in the situation. |
| <b>Interests</b>         | An individual or group's values or goals that could be impacted positively or negatively, depending on the outcome of a situation.   |
| <b>Underlying Issues</b> | Disagreements, debatable areas, or other considerations that are connected to a situation  |

**TASK:**

**Step 1: Choose one group pursuing national self-determination.**

**Step 2: Analyze the situation, and focus on the Stakeholders, their Interests, and the Underlying Issues** resulting from the pursuit of self-determination.

**Step 3: Suggest reasonable solutions and compromises for the stakeholders.**

**Step 1: Choose ONE group pursuing national self-determination**, and review the corresponding pages in the *Understanding Nationalism* textbook.

- A. **Kosovo:** pages 175, 177
- B. **Pakistan:** page 181
- C. **Kashmir:** page 182
- D. **Tibet:** pages 183 to 184

**Step 2: ( /10) Analyze the Situation**

In addition to the pages in the *Understanding Nationalism* textbook, **complete research to show the progress of your chosen group's pursuit of self-determination**. Suggestions for research sites can be found under the Helpful Resources tab on content page 3.8.2.

You must paraphrase and interpret the information in your research. **Do not copy word for word.**

Remember to **cite at least two other sources in the chart** below. Refer to the student example chart on content page 3.8.2 to see how the student completed the research based on India's pursuit of self-determination.

| Step 2: Analyze the Situation   |  |  |
|---|--|--|
| My chosen group:  |  |  |
| <b>Important Facts</b> <ul style="list-style-type: none"> <li>key events</li> <li>timeline</li> </ul> | <b>Key Stakeholders</b> <ul style="list-style-type: none"> <li>major groups or individuals involved</li> </ul> | <b>Stakeholder Interests</b> <ul style="list-style-type: none"> <li>What goals/outcomes do each of the stakeholders want through the pursuit of self-determination?</li> <li>Why?</li> </ul> |
|   |  |  |

|  |  |  |
|--|--|--|
|  |  |  |
| <b>Underlying Issues</b> (What are the potential disagreements, differing goals, or other potential conflicts that could occur from achieving self-determination?) |  |  |
| <b>Websites/Sources used (at least two):</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>  |  |  |

**Step 3: ( /10) Suggest possible solutions or compromises for the situation in a response\*.**

Consider the **stakeholders**, their **interests**, and the **underlying issues** when suggesting solutions to the conflict resulting from the pursuit of self-determination.

\*You may submit your response in **written paragraph form** or as an **audio file** to the assignment folder (or directly to your teacher).

**The response should**

- address the **legitimate interests** of all primary stakeholders,
- ensure a **balance of everyone's interests**,
- move towards a **compromise** that satisfies most, if not all, stakeholders,
- attempt to avoid undue hardship for those involved,
- include **evidence from your research chart** to support your suggestions for an effective compromise, and
- correctly include and apply the terms **self-determination**, **interests**, and **stakeholders**.

Keep in mind the situation you choose to study may have already been resolved. However, you can suggest different compromises from those that formed the resolution.

**Your 3.8.2 Response Here:**

| Scoring Criteria:<br>Response<br><br>( /5 x 2) | Your response will be marked according to the following criteria:<br><br><i>The student...</i>   |
|--|--|
| <b>Excellent<br/>E</b>                         | <ul style="list-style-type: none"> <li>• explores the issue thoroughly</li> <li>• discusses the significance of the issue perceptively</li> <li>• argues convincingly with relevant examples</li> </ul>  |
| <b>Proficient<br/>Pf</b>                       | <ul style="list-style-type: none"> <li>• explores the issue clearly and competently</li> <li>• shows a sound understanding of the issue</li> <li>• argues clearly with one or more good arguments with accurate examples</li> </ul>  |
| <b>Satisfactory<br/>S</b>                      | <ul style="list-style-type: none"> <li>• explores the issue in a straightforward, conventional, and generally clear manner</li> <li>• discusses the significance of the issue generally</li> <li>• argues with examples that are not always entirely convincing</li> </ul>                     |
| <b>Limited<br/>L</b>                           | <ul style="list-style-type: none"> <li>• explores the issue incompletely or without depth</li> <li>• discusses the significance of the issue superficially and without development</li> <li>• argues with unsupported assumptions and examples that may be inappropriate or lacking</li> </ul> |
| <b>Poor<br/>P</b>                              | <ul style="list-style-type: none"> <li>• explores the issue minimally</li> <li>• discusses the significance of the issue and its complexity in a disjointed, inaccurate, or vague manner</li> <li>• argues with irrelevant examples or no examples</li> </ul>                                  |

|                                   |  |
|-----------------------------------|--|
| <b>Insufficient<br/>INS</b>       | Insufficient is a special category. <b>It is not an indicator of quality.</b> 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. |
| <b>Teacher<br/>Comments</b>       |  |
| <b>3.8.2 Assignment<br/>Grade</b> | <b>Step 2: /10 + Step 3: /10 = /20</b>   |

**Social 20-2 Outcomes**

- Determine the strength and weaknesses of arguments
- Identify main ideas underlying a position or an issue
- Develop reasoned arguments supported by historical and contemporary evidence
- Select relevant information when conducting research
- Communicate effectively