Social Studies 20-2 – Unit 2 – **Assignment 2.9.1** – Reconciling Contending Loyalties

 Within a Nation

**Student Name:**

|  |
| --- |
| In Unit 1, you learned about contending nationalist loyalties. During the French Revolution, the French people struggles 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.  |

**Step 1:** Refer to pages 67 to 70, 86 to 101 in your *Understanding Nationalism* textbook to help you identify some contending loyalties in Canada. What contending loyalties do you observe in Canada today? How do people resolve or address these contending loyalties?

|  |  |
| --- | --- |
| **Contending loyalties in Canada****(Remember to provide an example.)** | **How will people resolve these contending loyalties?** |
| *Ex. Regional loyalties (i.e. Maritimes interests over the interests of the Western provinces)*1.2.3. | *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.*1.2.3. |

**Step 2:** Chose **ONE** of the following groups in Canada to focus your analysis. Begin with the pages in your Understanding Nationalism textbook:

* Québécois – pages 58 to 59, 74 to 76,189 to 190
* First Nations – page 57, 77 to 81, 306
* Métis – page 57, 77 to 81, 306
* Inuit – page 58, 80, 186 to 188

|  |  |
| --- | --- |
| **Your chosen group here:** | **Research/Information** |
| **What were their nationalist goals?** (What did they want to achieve as a nation within Canada?) |  |
| **How did this group attempt to achieve their nationalist goals?** (in what ways) |  |
| **What conflict(s) did this group experience?** (contending loyalties) |  |
| **How did this group attempt to resolve their contending loyalties?** (in what ways) |  |
| **How successful was your chosen group in achieving self-determination?** |  |
| **Research Sources** (minimum two)Cite your sources properly and give theUrls for websites. | 1.2.3. |

**Step 3:** Take a position in a written response. Use the following question to focus your written response:

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

In your response, you must

1. Explain your chosen group’s main goals in the pursuit of self-determination,
2. Include and explain examples of your chosen group’s efforts to achieve self-determination (historically and today),
3. Identify and explain the contending loyalties your chosen group has faced in achieving self-determination,
4. Evaluate the success of your group’s efforts to resolve contending loyalties,
5. Compare and contrast **your chosen group’s pursuit** of nationalist goals with the **French Revolution.**

|  |
| --- |
| **Your written response here:** |

Your teacher with use the following scoring guide (rubric) to grade your work.

|  |  |
| --- | --- |
| **Scoring Criteria: Written Response** | Your response will be marked according to the following criteria.*The student…* |
| **Excellent****E** | ▪ 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** | ▪ 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** | ▪ 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** | ▪ 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** | ▪ 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.  |

|  |  |
| --- | --- |
| 2.9.1 Assignment Grade |  |
| Step 1 |  /5 |
| Step 2 |  /5 |
| Step 3 |  /10 |
| Total: |  /20 |
| Percentage: |  |

Teacher Comments:

Teacher/Date:

**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