

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?
<p><i>Ex. Regional loyalties (i.e. Maritimes interests over the interests of the Western provinces)</i></p> <p>1.</p> <p>2.</p> <p>3.</p>	<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> <p>1.</p> <p>2.</p> <p>3.</p>

--	--

**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
<b>What were their nationalist goals?</b> (What did they want to achieve as a nation within Canada?)	
<b>How did this group attempt to achieve their nationalist goals?</b> (in what ways)	
<b>What conflict(s) did this group experience?</b> (contending loyalties)	
<b>How did this group <u>attempt to resolve</u> their contending loyalties?</b> (in what ways)	
<b>How successful was your chosen group in achieving self-determination?</b>	

<p><b>Research Sources</b> (minimum two)</p> <p>Cite your sources properly and give the Urls for websites.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
--	-------------------------------

**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

- 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**.

**Your written response here:**

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

<b>Scoring Criteria: Written Response</b>	<p>Your response will be marked according to the following criteria.</p> <p><i>The student...</i></p>
<b>Excellent E</b>	<ul style="list-style-type: none"> <li>▪ explores the complexity of the issue thoroughly</li> <li>▪ discusses the significance of the issue in a perceptive manner</li> <li>▪ presents convincing arguments supported with relevant examples</li> </ul>
<b>Proficient Pf</b>	<ul style="list-style-type: none"> <li>▪ explores the issue clearly and competently</li> <li>▪ discusses the significance of the issue with a sound understanding</li> <li>▪ presents one or two clear arguments that are supported with accurate examples</li> </ul>
<b>Satisfactory S</b>	<ul style="list-style-type: none"> <li>▪ explores the issue in a straightforward and conventional manner</li> <li>▪ discusses the significance of the issue generally</li> </ul>

	<ul style="list-style-type: none"> <li>▪ argues with examples that are not entirely convincing</li> </ul>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>▪ explores the issue completely or the response is lacking depth</li> <li>▪ discusses the significance of the issue in a superficial and/or underdeveloped manner</li> <li>▪ argues with unsupported assumptions and/or inappropriate examples</li> </ul>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>▪ explores the issue minimally</li> <li>▪ discusses the significance of the issue in a disjointed, inaccurate, or vague manner</li> <li>▪ argues with irrelevant examples</li> </ul>
<b>Insufficient 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>2.9.1 Assignment Grade</b>	
<b>Step 1</b>	<b>/5</b>
<b>Step 2</b>	<b>/5</b>
<b>Step 3</b>	<b>/10</b>
<b>Total:</b>	<b>/20</b>
<b>Percentage:</b>	

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