

## **'National Symbols Projects'**

### **Week of Lessons**

#### **General Outcomes**

- Students will explore the relationships among nation, identity and nationalism.
- Students work on projects related to our classroom the nation, helping create national symbols for us and discussing what they mean. Preparing to use them to 'take over' another classroom by use of a treaty.

#### **Knowledge :**

- 20-4.1e explore a range of expressions of nationalism (C, I)
- 20-4.1f develop understandings of nation and nationalism; e.g., relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, religious (I, LPP)
- 20-4.1g examine relationships among nations, states and nation-states (C, I, PADM)

#### **Skills :**

- Think critically though - identify the main ideas underlying a position or issue
- Think historically though - summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts
- Also-Depending on the project, there is a skill set associated with each project, generally exploring and expressing an understanding of nationalism.

#### **Attitude :**

- 20-4.1c appreciate how the forces of nationalism have shaped, and continue to shape Canada and the world (I, TCC)
- 20-4.1d appreciate why peoples seek to promote their identity through nationalism (C, I)

**Theoretical and practical justifications:** Students will be heavily challenged by creative and largely open-ended projects, a variety of which will be available. Unstructured discussions and brainstorming sessions will be challenging for them. In that light, while the creative projects are being worked on daily, so will some of the basic skills that are necessary for these students and that they are familiar with. Particularly, reading skills will be targeted this week with plenty of readings on the treaties and assimilation of First Nations People, as this has been identified as an area severely lacking in any context or knowledge and it will be drawn upon in the next unit on the Metis. The unstructured lesson plans will allow for plenty of one-on-one work with students.

#### **Time line of Lessons**

##### **Day 1**

0-10 Current events discussion, priming them for the day, talking about how nationalism and conflict can come together.

10-20 Explanation of the week and the projects that are going, trying to get excited for the rest of the week, introducing topics Assimilation and National Symbols. Also introduce ideas for how we'll take over the other classroom.

20-70 Work on projects

## Day 2

0-10 Current events discussion, priming them for the day, talking about how nationalism and conflict can come together.

10-30 Take a vote on the name for our country and some of its defining characteristics, introducing ideas about conflicting identities and what to do about it on a national scale.

30-70 Work on projects.

## Day 2

Double: See Language in Nunavut Lesson Plan

## Day 3

0-10 Current events discussion, priming them for the day, talking about how nationalism and conflict can come together.

10-20 Front load assignment, working on definitions together, how to do these readings.

20-45 Work together on 'aboriginal perspectives' worksheets.

45-70 Work on projects.

## Day 4 Treaties

0-10 Current events discussion, priming them for the day, talking about how nationalism and conflict can come together.

10-20 Introduce the idea of treaties

20-30 Read through as a group, the first page of What is a Treaty, worksheets.

30-45 Allow them to read through and work through the second half of worksheets.

45-75 Work on projects

## Day 5

See Colonizing Classrooms Lesson Plan