

Colonizing Classrooms (Day 5 of Building a Nation)

General Outcomes

- Students will explore the relationships among nation, identity and nationalism.
- Students will understand the concept of assimilation and conlonizing, through a simulation, and prep them for understanding why alternative views of nationalism come about.

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

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)

Time line of Lesson

- 8:30-8:45 Discussion, priming them for the day, finding out how close we are to project completion.
- 8:45-9:00 Handing out treaty assignment, define a treaty with them. .
- 9:00-9:20 Do treaty readings together.
- 9:20-9:45-45 Go talk to Mr Spanos classroom about making a treaty.
- 45-55 Inhabit classroom and do definitions sheet.
- 9:30-9:35 Go back to our own classroom to unpack the lesson, ask the students to draw similarities, ask them how they felt, prime them for the rebellions of next week.
- 9:35-9:45 Do self assessments.

Assessment

The participation in the activity, quality of discussion at the end of it, self assessment, daily use of classroom time, and rubrics that were included with each different project.

Notes

Lesson to teach in Mr Spanos classroom - Definitions sheet with the words, Assimilation, Colonize, Rebellion and Nationalism on it.

Treaty suggestions- Do we want to trade for the microwave? Will we give right for the students to use the desks when we're not around? Can we give them the right to sit only in the back row? Can they speak up? How about if they just have one representative that can speak for them? Will we officially OWN the room (with our crest and flag up in the room to symbolize it.)