

## **Ultrationalism 20-1** **CARC Social Studies**

**Enduring Understanding:**

In this inquiry activity, students will analyse an historical situation from varying perspectives to determine the extent to which the ultrationalistic actions of the government/leaders were justified.

<b>Related Issue 2</b> To what extent should national interest be pursued?		
<b>General Outcome</b> Students will assess impacts of nationalism, ultrationalism and the pursuit of national interests		
<b>Specific Outcomes</b>		
<b>Number</b>	<b>Heading and Outcome (and bullet where applicable)</b>	<b>Criteria</b>
<b>S.1</b> S.1.1 <b>S.7</b> S.7.5	<p><b>develop skills of critical thinking and creative thinking:</b></p> <ul style="list-style-type: none"> <li>evaluate ideas and information from multiple sources</li> </ul> <p><b>apply the research process:</b></p> <ul style="list-style-type: none"> <li>consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> </ul>	describe Information
2.6 2.7  <b>S.2</b> S.2.2	<ul style="list-style-type: none"> <li>analyze the relationship between nationalism and ultrationalism (PADM, I)</li> <li>analyze nationalism and ultrationalism during times of conflict (causes of the first and Second world Wars, examples of nationalism and ultrationalism from the First and Second World Wars, ultrationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)</li> </ul> <p><b>develop skills of historical thinking:</b></p> <ul style="list-style-type: none"> <li>analyze connections among patterns of historical change by identifying cause and effect relationships</li> </ul>	analyze historical context
<b>S.1</b> S.1.6  <b>S.2</b> S.2.4  S.2.7  <b>S.7</b> S.7.1 S.7.3 S.7.6	<p><b>develop skills of critical thinking and creative thinking:</b></p> <ul style="list-style-type: none"> <li>synthesize information from contemporary and historical issues to develop an informed position</li> </ul> <p><b>develop skills of historical thinking:</b></p> <ul style="list-style-type: none"> <li>evaluate the impact of significant historical periods and patterns of change in the contemporary world</li> <li>develop a reasoned position that is informed by historical and contemporary evidence</li> </ul> <p><b>apply the research process:</b></p> <ul style="list-style-type: none"> <li>develop, express and defend an informed position on an issue</li> <li>draw pertinent conclusions based on evidence derived from research</li> <li>integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> </ul>	draw and support conclusion
<b>S.8</b> S.8.1 S.8.5	<p><b>develop skills of oral, written and visual literacy:</b></p> <ul style="list-style-type: none"> <li>communicate effectively to express a point of view in a variety of situations</li> <li>use a variety of oral, written and visual sources to present informed positions on issues</li> </ul>	communicate ideas

**Ultranationalism**  
**Rubric**

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
<b>Describes information</b> (S.1.1, S.7.5)	Provides an <b>in-depth</b> description of historical event using multiple sources	Provides a <b>substantial</b> description of historical event using multiple sources	Provides a <b>partial</b> description of historical event using multiple sources	Provides an <b>incomplete</b> description of historical event using multiple sources	No score is awarded: insufficient evidence of student performance based on the requirements the task.
<b>Analyses historical context</b> (2.6, 2.7, S.2.2)	Provides a <b>comprehensive</b> examination of the context surrounding the event from various perspectives	Provides a <b>thorough</b> examination of the context surrounding the event from various perspectives	Provides a <b>basic</b> examination of effects of the context surrounding the event from various perspectives	Provides a <b>vague</b> examination of the context surrounding the event from various perspectives	
<b>Draws and supports conclusion</b> (S.1.6, S.2.4, S.2.7, S.7.1, S.7.3, S.7.6)	Synthesizes information to develop a <b>perceptive</b> conclusion based on <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> conclusion based on <b>relevant</b> evidence.	Synthesizes information to develop a <b>simplistic</b> conclusion based on <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> conclusion based on <b>weak</b> evidence.	
<b>Communicates ideas</b> (S.8.1, S.8.5)	Communicates key information <b>convincingly</b> throughout the presentation.	Communicates key information <b>effectively</b> throughout the presentation.	Communicates key information <b>predictably</b> throughout the presentation.	Communicates key information <b>ineffectively</b> throughout the presentation.	

\* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

**Student Assessment Task**  
**Ultranationalism**

You have just been hired as the new League of Nations ambassador for your country. You have replaced the previous ambassador for ignoring ultrationalist practices within your country. To show your competence for your new position, you must research and critically analyse an event that illustrates ultrationalism in Canadian history. You will then decide to what extent the actions taken by government/leaders were justified and present your findings to your superior. In preparation, complete the following:

**1. Describe Information and Analyze the Historical Context:**

Using multiple sources, research information on the historical event of your choice. Include the following information:

- What historical/political events may have started the rise of ultrationalism in your country? (background/historical information)
- What specific examples of the policies of ultrationalism can be found in this event or action? [e.g., genocide, discrimination, internments, invasion, elitism, racism, ethnic cleansing]
- Provide the incentive given by the government/leaders for the events or actions taken
- What consequences does this situation have for contemporary society?

**2. Draw and Support Conclusions:**

Using the following criteria, decide to what extent the actions or events taken by government/leaders were justified and support your conclusion:

- the immediate impact on all parties involved
- the lasting impact on all parties involved
- the magnitude of the consequences

Be sure to address the consequences of the situation on the contemporary world.

**3. Present Your Findings:**

In a presentation of 4 – 5 minutes in length, present your findings. The content requirements of your presentation include:

- An analysis of the historical context
- Your conclusions about the extent to which the events/actions were justified
- Support for your conclusions based on evidence.

The format requirements include:

- A visual of your choice
- An oral or written component
- A bibliography of sources

## TEACHER NOTES

1. To aid students in **researching information**, have students brainstorm graphic organizers that would work best for this type of research. Review with students the information they will need to gather to complete a bibliography and the proper format of a bibliography.
2. To aid students in **analysing historical context**, discuss with students the concept of historical context. Ask students what they would need to know if they overhear a piece of a telephone conversation in order to understand the context on the other end of the conversation in which the comment was made. Possibilities include what happened before, political, physical, social and economic environments; consequences; motive of the people involved; etc.
3. To aid students in **drawing and supporting conclusions**, students may use a spreadsheet organizer similar to "Justifying Conclusions" below.
4. To aid students in **communicating ideas**, students can do a practice presentation for a small group of peers. A checklist similar to the "Self-Reflection Checklist" below can be created to aid in feedback.
5. To aid students in **self-reflection**, have them complete the "Self-Reflection Checklist" at the end of completing their task and prior to presentation.

### Justifying Conclusions

Aspects of Event	Immediate Impact	Lasting Impact	Magnitude

### Student Self-Reflection Checklist: Ultrationalism

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Criteria	Yes	Not Yet	Evidence:
<b>1. Describes Information</b> The information is comprehensive			
The use of many sources has provided information on several perspectives on the situation(s)			
The bibliography is complete and accurate in format and content			
<b>2. Analyse Historical Events</b> The causes and effects of historical events are explicit.			
Ultrationalist practices are clear.			
The contemporary consequences that result from the historical event are explicit			
<b>3. Draws Conclusions/supports Recommendation</b> The judgment on the justifiability makes sense given the situation.			
The evidence to support my conclusion is comprehensive and appropriate.			
<b>4. Communicates ideas</b> The conclusion and evidence supporting it is clearly to the audience.			
The visual is appealing and appropriate and will hold the attention of the panel.			