

## Ultrationalism 20-2 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> Should nations pursue national interest?		
<b>General Outcome</b> Students will understand impacts of nationalism, ultrationalism and the pursuit of national interest.		
<b>Specific Outcomes</b>		
Number	Heading and Outcome (and bullet where applicable)	Criteria
S.1 S.1.1 S.7 S.7.3 S.7.4	<b>develop skills of critical thinking and creative thinking:</b> <ul style="list-style-type: none"> <li>analyze ideas and information from multiple sources</li> </ul> <b>apply the research process:</b> <ul style="list-style-type: none"> <li>use research tools and methods to investigate issues</li> <li>consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> </ul>	describes information
2.7 2.8 S.2 S.2.2 S.2.4	<ul style="list-style-type: none"> <li>examine similarities and differences 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, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)</li> </ul> <b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>analyze connections among patterns of historical change by identifying cause and effect relationships.</li> <li>identify and describe the impact of significant historical periods and patterns of change on society today</li> </ul>	analyze historical context
S.7 S.7.1 S.7.2	<b>apply the research process:</b> <ul style="list-style-type: none"> <li>develop and express an informed position on an issue</li> <li>develop conclusions based on evidence gathered through research of a wide variety of sources</li> </ul>	draw conclusion
S.2 S.2.7	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>develop reasoned arguments supported by historical and contemporary evidence</li> </ul>	support conclusion
S.8 S.8.1 S.8.3	<b>develop skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>communicate effectively 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

## Ultrationalism Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
<b>Describes information</b> (S.1.1, S.7.3, S.7.4)	Provides an <b>in-depth</b> description of historical events from multiple sources	Provides a <b>substantial</b> description of historical events from multiple sources	Provides a <b>partial</b> description of historical events from multiple sources	Provides an <b>incomplete</b> description of historical events from multiple sources	No score is awarded: insufficient evidence of student performance based on the requirements the task.
<b>Analyses historical context</b> (2.7, 2.8, S.2.2, S.2.4)	Provides a <b>comprehensive</b> description of the context surrounding the event	Provides a <b>thorough</b> description of the context surrounding the event	Provides a <b>basic</b> description of effects of the context surrounding the event	Provides a <b>vague</b> description of the context surrounding the event	
<b>Draws and supports conclusions</b> (S.7.1, S.7.2)	Synthesizes information to develop a <b>perceptive</b> conclusion.	Synthesizes information to develop a <b>convincing</b> conclusion.	Synthesizes information to develop a <b>simplistic</b> conclusion.	Synthesizes information to develop a <b>vague</b> conclusion.	
<b>Supports conclusion</b> (S.2.7)	Conclusion supported by <b>significant</b> evidence.	Conclusion supported by <b>relevant</b> evidence.	Conclusion supported by <b>general</b> evidence.	Conclusion supported by <b>weak</b> evidence.	
<b>Communicates information</b> (S.8.1, S.8.3)	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**  
**Ultrationalism**

You have just been hired as the new League of Nations ambassador for your country. You have replaced the previous ambassador for ignoring ultranationalist practices within your country. To show your competence for your new position, you must research and critically analyse an event that illustrates ultranationalism 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 ultranationalism in your country? (background/historical information)
- What specific examples of the policies of ultranationalism 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. To assist students in looking at perspectives the organizer "Gathering Information on Perspectives" may be useful though students will gather more information as well on historical context. 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, economic and social environments; consequences; motive of the people involved; etc.
3. 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.
4. To aid students in **self-reflection**, have them complete the "Self-Reflection Checklist" at the end of completing their task and prior to presentation.

### Gathering Information on Perspectives

Aspects of Event	Immediate Impact	Lasting Impact	Magnitude

## Student Self-reflection Checklist: Ultrationalism

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

Criteria	Yes	Not Yet	Evidence:
<b>1. Describe Information</b> The information gathered 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/</b> The judgment on the justifiability makes sense given the situation.			
<b>4. Supports Recommendation</b> The evidence to support my conclusion is comprehensive and appropriate.			
<b>5. Communicates Effectively</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.			