

Nationalism: Model or Report Rubric

Task

Students present a labelled model or report on nationalism that demonstrates understanding of nationalism as identity, feeling, and collective consciousness. The work may take the form of a visual model with annotations, a written report, or a combination of both. Students address what nationalism is, how it develops, and its expressions across different contexts.

Curriculum alignment

Students are assessed on their progress toward the following outcomes:

- Analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people ([Outcome](#))
- Develop understandings of nation and nationalism across multiple dimensions: relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic ([Outcome](#))
- Analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors ([Outcome](#))
- Appreciate why peoples seek to promote their identity through nationalism ([Outcome](#))

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Understanding of nationalism as identity and consciousness	Describes nationalism in vague or incomplete terms; conflates it with patriotism or national pride without distinction.	Identifies nationalism as shared identity or feeling but explanation lacks depth or precision; misses some key dimensions.	Explains nationalism as internalized feeling and collective consciousness; distinguishes it from related concepts; addresses multiple dimensions.	Analyzes nationalism as complex identity and consciousness; explains how it functions as internalized feeling; integrates multiple dimensions coherently.
Knowledge of expressions and dimensions of nationalism	Names one or two expressions of nationalism; limited reference to dimensions (civic, ethnic, cultural, etc.).	Describes several expressions of nationalism; references 3 to 4 dimensions; examples are basic or partially developed.	Identifies range of expressions across contexts; explains 5+ dimensions; provides relevant, specific examples.	Explores diverse expressions; integrates 6+ dimensions; uses specific, well-developed examples from different regions or time periods.
Analysis of shaping factors	Lists factors (historical, geographic, political, economic, social) with minimal explanation of how they influence nationalism.	Identifies multiple factors and attempts to explain influence; connections are present but underdeveloped or partially unclear.	Explains how historical, geographic, political, economic and social factors shape nationalism; uses at least two examples to illustrate.	Analyzes interplay of multiple factors; demonstrates how they interact to shape nationalism; uses varied, well-chosen examples.

Clarity and organization of presentation	Model or report is difficult to follow; labels are missing or unclear; ideas lack coherent structure.	Model or report is mostly clear; most labels are present; organization is generally logical but may have gaps.	Model or report is clear and well-organized; labels are accurate and informative; ideas flow logically; format supports understanding.	Model or report is exceptionally clear and well-organized; labels are precise and enhance understanding; visual or written structure reinforces key concepts.
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Scoring

Assign each criterion a level: Beginning (1), Developing (2), Proficient (3), or Exemplary (4).

Sum the four criterion scores. The assessment addresses student learning related to nationalism and identity.

- 4 to 6: Beginning
- 7 to 10: Developing
- 11 to 14: Proficient
- 15 to 16: Exemplary

Notes for the teacher

- When assessing understanding of nationalism as identity and consciousness, listen for or read language that distinguishes between nationalism as an internalized, felt experience and nationalism as a political ideology. Students need not use the word "consciousness," but the idea must be present.
- Expressions of nationalism and dimensions (civic, ethnic, cultural, linguistic, etc.) are distinct. A student may know expressions (Canadian nationalism, First Nations nationalism) without naming dimensions, or vice versa. Credit what is present; note gaps for feedback.
- Shaping factors must be connected to specific examples. A student who lists "historical factors shaped nationalism" without explanation scores lower than one who explains how, for example, the French Revolution created conditions for nationalist sentiment to emerge as a collective force.
- For models, clarity depends on accurate, purposeful labelling and visual logic. For reports, clarity depends on paragraph structure and precise word choice. Students will explore the relationships among identity, nation and nationalism.