

Grade 11 Social Studies 20-1: Year at a Glance

Overview

Social Studies 20-1, Perspectives on Nationalism, examines the origins of nationalism and its influence on regional, international and global relations, using multiple perspectives to build understandings of nationalism, citizenship and identity in Canada and the world. The course is organized around a single key issue, the extent to which we should embrace nationalism, and students work toward an outcome that asks them to understand, assess and respond to the complexities of nationalism. Four related issues carry the year: the relationship between nation and identity, the pursuit of national interest including nationalism and ultranationalism, the pursuit of internationalism in global affairs, and the strategies individuals and groups in Canada use to negotiate a national identity. Skills in critical, historical and geographic thinking, research for deliberative inquiry, cooperative social participation and communication run through all four related issues and continue as outcomes into Social Studies 30-1.

[See the curriculum](#): [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#).

The year at a glance

Social Studies › Social Studies (10 to 12) › Social Studies 20-1

Unit	General outcomes	Specific outcomes
------	------------------	-------------------

Key Outcome: Students will understand, assess and respond to the complexities of nationalism.	To what extent should national interest be pursued? General Outcome Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.; To what extent should internationalism be pursued? General Outcome Students will assess impacts of the pursuit of internationalism in contemporary global affairs.; To what extent should individuals and groups in Canada embrace a national identity? General Outcome Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.; To what extent should nation be the foundation of identity? General Outcome Students will explore the relationships among identity, nation and nationalism.	Students will: 2.1 - appreciate that nations and states pursue national interest (TCC, GC, PADM) (see the curriculum); Students will: 2.5 - analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP) (see the curriculum); 2.4 - explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP) (see the curriculum); Students will: 2.2 - appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) (see the curriculum); Students will: 2.7 - analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in... (see the curriculum); Students will: 2.9 - analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)... (see the curriculum); Students will: 2.6 - analyze the relationship between nationalism and ultranationalism (PADM, I) (see the curriculum); Students will: 2.3 - appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM) (see the curriculum); Students will: 2.8 - analyze ultranationalism as a cause of genocide (the Holocaust, 1932-1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC) (see the curriculum); Students will: 3.1 - appreciate that nations and states engage in regional and global affairs for a variety of reason (GC, C, PADM) (see the curriculum); Students will: 3.9 - evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER) (see the curriculum); Students will: 3.7 - evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la
--	---	--

Francophonie, Arctic Council,... (see the curriculum); Students will: 3.6 - analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER) (see the curriculum); Students will: 3.2 - appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C) (see the curriculum); Students will: 3.3 - demonstrate a global consciousness with respect to the human condition and global affairs (C, GC) (see the curriculum); Students will: 3.5 - explore understandings of internationalism (GC, PADM) (see the curriculum); Students will: 3.4 - analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM) (see the curriculum); Students will: 3.8 - analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER) (see the curriculum); Students will: 4.4 - explore multiple perspectives on national identity in Canada (I, C, LPP) (see the curriculum); Students will: 4.5 - analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP) (see the curriculum); Students will: 4.9 - develop personal and collective visions of national identity (I, C) (see the curriculum); Students will: 4.3 - respect the views of others on alternative visions of national identity (I, C) (see the curriculum); Students will: 4.2 - appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC) (see the curriculum); Students will: 4.1 - appreciate historical and contemporary attempts to develop a national identity (I, TCC, C) (see the curriculum); Students will: 4.6 - examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the

Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, Sir... (see the curriculum); Students will: 4.8 - evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC) (see the curriculum); Students will: 4.7 - evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal-provincial-territorial relations, Aboriginal self-determination and land claims,... (see the curriculum); Students will: 1.4 - appreciate why peoples seek to promote their identity through nationalism (I, C) (see the curriculum); Students will: 1.7 - analyze the relationship between nation and nation-state (TCC, PADM, C) (see the curriculum); Students will: 1.8 - analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP) (see the curriculum); Students will: 1.2 - appreciate the existence of alternative views on the meaning of nation (I, C) (see the curriculum); Students will: 1.3 - appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC) (see the curriculum); Students will: 1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP) (see the curriculum); Students will: 1.6 - develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP) (see the curriculum); Students will: 1.10 - evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism,... (see the curriculum); Students will: 1.9 - analyze

nationalism as an identity,
internalized feeling and/or collective
consciousness shared by a people
(French Revolution and Napoleonic
era, Canadian nationalism,
Québécois nationalism, American
nationalism,... (see the curriculum);
Students will: 1.1 - appreciate that
understandings of identity, nation and
nationalism continue to evolve (I, C)
(see the curriculum); Students will:
1.5 - explore a range of expressions
of nationalism (I, C) (see the
curriculum)

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 20-1 and to be achieved by the end of Social Studies 30-1.	Dimensions of Thinking; Research for Deliberative Inquiry; Social Participation as a Democratic Practice; Communication	Students will: S.4 - demonstrate skills of decision making and problem solving: - demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues -... (see the curriculum); Students will: S.1 - develop skills of critical thinking and creative thinking: - evaluate ideas and information from multiple sources - determine relationships among multiple and varied sources of information - assess the validity... (see the curriculum); Students will: S.2 - develop skills of historical thinking: - analyze multiple historical and contemporary perspectives within and across cultures - analyze connections among patterns of historical change by identifying cause and... (see the curriculum); Students will: S.3 - develop skills of geographic thinking: - analyze the impact of physical and human geography on history - make inferences and draw conclusions from maps and other geographical sources - locate, gather, interpret... (see the curriculum); Students will: S.7 apply the research process: - develop, express and defend an informed position on an issue - reflect on changes of points of view or opinion based on information gathered and research conducted - draw pertinent... (see the curriculum); Students will: S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community: - demonstrate leadership by engaging in actions that enhance personal and community well-being -... (see the curriculum); Students will: S.5 - demonstrate skills of cooperation, conflict resolution and consensus building: - demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably - participate... (see the curriculum); Students will: S.9 - develop skills of media literacy: - assess the authority, reliability and validity of electronically accessed information***** - evaluate the validity of various points of view presented in the media***** -... (see the curriculum); Students will: S.8 demonstrate skills of oral, written and visual literacy: - communicate
--	--	--

effectively to express a point of view
in a variety of situations - use skills of
formal and informal discussion and/
or debate to persuasively... (see the
curriculum)

Across the year

- Related Issue 1 establishes vocabulary and frameworks for identity, nation and nationalism that students then apply when they assess national interest, internationalism and Canadian identity in the issues that follow. [See the curriculum: 1, 2, 3, 4.](#)
- Historical case studies of the World Wars, ultranationalism and genocide in Related Issue 2 give students concrete material to draw on when they later evaluate internationalist responses to conflict and human rights in Related Issue 3. [See the curriculum: 1, 2.](#)
- Canadian examples, including Confederation, treaties, Métis and Inuit self-government, and the Québécois nationalism movement, connect global concepts of nationalism to the national unity questions students consider in Related Issue 4. [See the curriculum.](#)
- Dimensions of thinking, research for deliberative inquiry, social participation and communication skills are not confined to one related issue; teachers can build them cumulatively across all four, since they are outcomes shared across the course. [See the curriculum: 1, 2, 3, 4.](#)
- The course focuses on developing understandings of nationalism and how it contributes to citizenship and identities, which provides foundational knowledge for exploring related civic and identity issues in subsequent courses [See the curriculum.](#)