

Nationalism on Trial: A Logic Puzzle

Diagram 1: Clean labelled diagram in the style of a textbook figure illustrating Nationalism: the equipment, materials and key quantities with short.

This logic puzzle asks you to reason through four historical figures and their forms of nationalist loyalty, reinforcing the Social Studies 20-1 outcome that students analyze nationalism as an identity, internalized feeling and collective consciousness shared by a people ([Outcome](#)) and evaluate the importance of reconciling contending nationalist loyalties ([Outcome](#)). These skills sit within the broader inquiry into whether nation should be the foundation of identity ([Topic](#)), part of the key outcome on the complexities of nationalism ([Topic](#)).

How to play

- The puzzle is about 4 students and 2 categories. Each one has exactly one value in each category, and each value is used once.
- Read the 7 clues. Every clue is true. Use the grid to mark what is certain and cross out what is impossible.
- Exactly one arrangement fits every clue; the server has checked it. The hints go from gentle to direct, and the answer key shows the solution with the reasoning.

The puzzle

Four students in Social Studies 20-1 are each researching a different expression of nationalism for the class inquiry into identity and nation. Each student focuses on one case and presents on a different day of the week.

Marc, Priya, Daniel and Sarah each have one item from every category below, and no two of them share an item.

- **Case study:** Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives on nationalism, ultranationalism in Japan
- **The order of presenting** (in order, from first to fourth): first, second, third, fourth

Use the clues to work out who has what. Mark in the grid what each clue rules out.

Name	Case study	The order of presenting
Marc		
Priya		
Daniel		
Sarah		

1. Sarah has First Nations and Métis nationalism.
2. The student with Québécois nationalism also has second.
3. The student with ultranationalism in Japan also has third.
4. The student with First Nations and Métis nationalism does not have fourth.
5. Daniel does not have Québécois nationalism.
6. Daniel does not have fourth.
7. Marc does not have second.

Hints

1. Start with clue 1. Mark in the grid what it rules out before you read on.
2. Clues 1 to 4 together show that Sarah has first.
3. Sarah has First Nations and Métis nationalism and first.

Answer key

Name	Case study	The order of presenting
Marc	Inuit perspectives on nationalism	fourth
Priya	Québécois nationalism	second
Daniel	ultranationalism in Japan	third
Sarah	First Nations and Métis nationalism	first

Reasoning

1. Clue 1: Sarah has First Nations and Métis nationalism. This fixes Sarah has First Nations and Métis nationalism; 144 arrangements remain.
2. Clue 2: The student with Québécois nationalism also has second. Nothing is fixed yet; 36 arrangements remain.
3. Clue 3: The student with ultranationalism in Japan also has third. Nothing is fixed yet; 12 arrangements remain.
4. Clue 4: The student with First Nations and Métis nationalism does not have fourth. This fixes Sarah has first; 6 arrangements remain.
5. Clue 5: Daniel does not have Québécois nationalism. Nothing is fixed yet; 4 arrangements remain.
6. Clue 6: Daniel does not have fourth. This fixes Daniel has ultranationalism in Japan and Daniel has third; 2 arrangements remain.
7. Clue 7: Marc does not have second. This fixes Marc has Inuit perspectives on nationalism, Priya has Québécois nationalism, Marc has fourth and Priya has second, and only one arrangement remains.