



Social Studies

Social Studies 20-1, 20-2 Curriculum Map

Nationalism

Related Issue 1: To what extent should nation be the foundation of identity? (20-1)

Related Issue 1: Should nation be the foundation of identity? (20-2)

Resources Included: *Canada in Context, The Canadian Encyclopedia, Historica Canada, World History in Context, Global Issues in Context, Canadian Encyclopedia, Canadian Heritage, Government of Canada, LearnAlberta, Academic One File, CBC News in Review, Films Media Group, Crash Course Videos*

Betty-Lou Ayers

On Behalf of THE ALBERTA LIBRARY

Published October 2016

Updated April 2019

Crash Course Disclaimer

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course*. This web series is geared towards Division IV Social Studies. It includes topics related Globalization, Capitalism, World War I & II, and more. These videos can sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness first before showing them in a classroom or library setting.

Perspectives On Nationalism

Overview

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues.

Social Studies 20-1

Key Issue: To what extent should we embrace nationalism?

Students will understand, assess and respond to the complexities of nationalism.

Related Issue 1

To what extent should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that understandings of identity, nation and nationalism continue to evolve
- appreciate the existence of alternative views on the meaning of nation
- appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- appreciate why peoples seek to promote their identity through nationalism

Specific Outcomes: Knowledge and Understanding

Students will:

- explore a range of expressions of nationalism
- develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- analyze the relationship between nation and nation-state
- analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)
- 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, First Nations and Métis nationalism, Inuit perspectives)
- 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, Inuit perspectives on nationalism)
- evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)

Related Issue 2

To what extent should national interest be pursued?

General Outcome

***Students will* assess impacts of nationalism, ultranationalism and the pursuit of national interest.**

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that nations and states pursue national interest
- appreciate that the pursuit of national interest has positive and negative consequences
- appreciate multiple perspectives related to the pursuit of national interest

Specific Outcomes: Knowledge and Understanding

Students will:

- explore the relationship between nationalism and the pursuit of national interest
- analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- analyze the relationship between nationalism and ultranationalism
- 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 Japan, internments in Canada, conscription crises)

- analyze ultranationalism as a cause of genocide (the Holocaust, 1932-1933 famine in Ukraine, contemporary examples)
- 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)

Related Issue 3

To what extent should internationalism be pursued?

General Outcome

***Students will* assess impacts of the pursuit of internationalism in contemporary global affairs.**

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that nations and states engage in regional and global affairs for a variety of reasons
- appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities
- demonstrate a global consciousness with respect to the human condition and global affairs

Specific Outcomes: Knowledge and Understanding

Students will:

- analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- explore understandings of internationalism
- analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- 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, contemporary examples)

- analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- evaluate the extent to which nationalism must be sacrificed in the interest of internationalism

Related Issue 4

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.

Specific Outcomes: Values and Attitudes

Students will:

- appreciate historical and contemporary attempts to develop a national identity
- appreciate contrasting historical and contemporary narratives associated with national identity
- respect the views of others on alternative visions of national identity

Specific Outcomes: Knowledge and Understanding

Students will:

- explore multiple perspectives on national identity in Canada
- analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)
- 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 Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)

- 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, bilingualism, multiculturalism)
- evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)
- develop personal and collective visions of national identity

Social Studies 20-2

Key Issue: To what extent should we embrace nationalism?

Students will understand, assess and respond to the complexities of nationalism.

Related Issue 1

Should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that understandings of identity, nation and nationalism continue to evolve
- appreciate the existence of alternative views on the meaning of nation
- appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- appreciate why peoples seek to promote their identity through nationalism

Specific Outcomes: Knowledge and Understanding

Students will:

- explore a range of expressions of nationalism
- develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- examine the relationship between nation and nation-state
- examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples)
- examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives)
- analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)
- analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)

Related Issue 2

Should nations pursue national interest?

General Outcome

***Students will* understand impacts of nationalism, ultranationalism and the pursuit of national interest.**

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that nations and states pursue national interest
- appreciate that the pursuit of national interest has positive and negative consequences
- appreciate multiple perspectives related to the pursuit of national interest

Specific Outcomes: Knowledge and Understanding

Students will:

- explore the concept of national interest
- explore the relationship between nationalism and the pursuit of national interest
- examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- examine similarities and differences between nationalism and ultranationalism
- 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, internments in Canada, conscription crises)
- examine ultranationalism as a cause of genocide (the Holocaust, the 1932-1933 famine in Ukraine, contemporary examples)

- evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)

Related Issue 3

Should internationalism be pursued?

General Outcome

***Students will* assess impacts of the pursuit of internationalism in contemporary global affairs.**

Specific Outcomes: Values and Attitudes

Students will:

- appreciate that nations and states engage in regional and global affairs for a variety of reasons
- appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities
- demonstrate a global consciousness with respect to the human condition and global affairs

Specific Outcomes: Knowledge and Understanding

Students will:

- examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- explore understandings of internationalism
- examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- analyze 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)

- examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- evaluate the extent to which nationalism must be sacrificed in the interest of internationalism

Related Issue 4

Should individuals and groups in Canada embrace a national identity?

General Outcome

Students will understand the complexities of nationalism within the Canadian context.

Specific Outcomes: Values and Attitudes

Students will:

- appreciate historical and contemporary attempts to develop a national identity
- appreciate contrasting historical and contemporary narratives associated with national identity
- respect the views of others on alternative visions of national identity

Specific Outcomes: Knowledge and Understanding

Students will:

- explore multiple perspectives on national identity in Canada
- examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)
- identify 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, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)
- explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty,

federal-provincial-territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)

- analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)
- develop personal and collective visions of national identity

Related Issue 1

Should nation be the foundation of identity?

Many of the specific outcomes related to General Outcome 1 for 20-1 and 20-2 "*Students will explore the relationships among identity, nation and nationalism*" may be addressed by inviting students to explore the desirability of rooting their identities—individually and collectively—in national affiliation.

Lesson plans/Critical inquiry lessons:

[Nationalism and Personal Identity](#)

[Effects of Nationalism](#)

[The Roots of Nationalism](#)

[Redesign Canada's Coat of Arms](#)

[Competing Nationalist Loyalties](#)

Topic Pages:

[Bloc Quebecois](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Canada at War](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Canada's Involvement in Afghanistan](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Immigration and the Communities of Canada](#): *The Canadian Encyclopedia, Historica Canada*: Topic page with links to articles on: Russian Canadians, Asian Heritage, Southeast Asians, Norwegians, Sinhalese, Inuit Culture,

Culture of Acadia, Ethnic Studies, Indonesians, Icelanders, Hutterites, Greeks, French in the west, Finns, Franco-Americans, Ethnic and Race Relations, Czech Canadians, Byelorussians, Slovenes, Welsh, German Canadians, Suian Maru Voyagers, Armenians, Latvians, Latin American Canadians, Lithuanians Malaysians, Romanians, Moravians, Polish Canadians, Portuguese Canadians, Scottish Canadians, and more.

[First Nations](#): *Canada in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[French Canadians](#): *Canada in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Inuit](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Japan Since 1945](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Metis](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Nation-States](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Nationalism](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference

articles, statistics, news and academic journal articles, and websites.

[Nationalism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

Collections/Exhibits:

[Canadian Wartime Propaganda](#). *Canadian War Museum*.

Propaganda is the organized dissemination of information to influence thoughts, beliefs, feelings, and actions. The posters and photographs in this exhibition demonstrate how words and images were used in Canada in the service of war between 1914 and 1945.

["Fear and Fortitude in Normandy"](#). *Canadian Encyclopedia*. Toronto: Historica Canada, 2014.

Canadian soldiers, sailors and airmen helped launch the Battle of Normandy — one of the pivotal events of the Second World War. Canadians played a critical role in the Allied invasion force that swept into France that summer, beginning the bloody campaign to liberate Western Europe from Nazi occupation.

["First World War"](#). *Canadian Encyclopedia*. Toronto: Historica Canada, 2006.

The First World War of 1914–1918 was the bloodiest conflict in Canadian history, taking the lives of more than 60,000 Canadians. This collection brings together a number of resources on the First World War. Timelines, biographies, study guide, exhibits, videos, Heritage Minutes, and quiz.

["VE-Day in Canada"](#). *Canadian Encyclopedia*. Toronto: Historica Canada, 2017.

Specific References:

"[Aboriginal People: Arctic](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2017.

"[Battle Of Vimy Ridge](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2017.

"[Canadian Charter Of Rights And Freedoms](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2018.

"[Canadian Identity](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2016.

"[Canadian Identity And Language](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

"[Canadian Identity: National Symbols](#)." *Canadian Heritage, Government of Canada*.

"[Canadian Identity And Language](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

"[Canadian Red Ensign](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Canadians](#)." *Junior Worldmark Encyclopedia of World Cultures*. Ed. Timothy L. Gall and Susan Bevan Gall. 2nd ed. Vol. 2. Detroit: UXL, 2012. 113-120. *Canada in Context*.

"[Economic Nationalism](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

["Ethnic Identity"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

["Francophone Nationalism In Québec"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

["French Canadian Nationalism"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

["French Revolution."](#) *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire*. Ed. John Merriman and Jay Winter. Vol. 2. Detroit: Charles Scribner's Sons, 2006. 884-899. *World History in Context*.

["Germany, Idea of."](#) *Europe, 1450 to 1789: Encyclopedia of the Early Modern World*. Ed. Jonathan Dewald. Vol. 3. New York: Charles Scribner's Sons, 2004. 57-60. *World History in Context*.

["The Great Armenian Massacre, 1915-1916."](#) *Historic World Events*. Detroit: Gale, 2012. *Canada in Context*.

["Holocaust."](#) *UXL Encyclopedia of U.S. History*. Sonia Benson, Daniel E. Brannen, Jr., and Rebecca Valentine. Vol. 4. Detroit: UXL, 2009. 702-703. *Canada in Context*.

["Holodomor: Stalin's holocaust in the Ukraine: this is the 80th anniversary of the Holodomor, Josef Stalin's intentional plan to starve to death much of the Ukrainian population. The death toll likely equaled that of the Nazis."](#) *The New American*. 4 Nov. 2013: 36+. *Canada in Context*.

["The Canadian Great War Soldier"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2014.

"[Identity](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 3. Detroit: Macmillan Reference USA, 2008. 551-555. *World History in Context*.

"[Inuit](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[First World War \(WW1\)](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Flag Debate](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[The Great Flag Debate](#)." *Canada's History*. Canadian Business History Association. LearnAlberta.

This website contains information about the Canadian flag debate.

"[Lament For A Nation: The Defeat Of Canadian Nationalism](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2014.

"[Mon Pays](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015. Originally composed as a theme song for a film, Gilles Vigneault's "Mon pays" expresses nationalism, solidarity and connection to the northern landscape, and was adopted as a Québécois anthem.

"[Nation-State](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 5. Detroit: Macmillan Reference USA, 2008. 420-423. *World History in Context*.

"[National Identity](#)." *Europe, 1450 to 1789: Encyclopedia of the Early Modern World*. Ed. Jonathan Dewald. Vol. 4. New York: Charles Scribner's Sons, 2004. 243-246. *World History in Context*.

"[Nationalism](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

"[Nationalism](#)." *Global Issues in Context Online Collection*. Gale, Cengage Learning, 2016. *Global Issues in Context*.

"[Nationalism and Ethnicity: Definition and History of the Concept of Nationalism](#)." *Encyclopedia of Race and Racism*. Ed. John Hartwell Moore. Vol. 2. Detroit: Macmillan Reference USA, 2008. S1-S5. *World History in Context*.

"[Nationalism and International Relations](#)." *Philosophy and Ethics*. Donald M. Borchert. New York: Macmillan Library Reference USA, 1999. Macmillan Compendium. *World History in Context*.

"[Nationalism and Nationality](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 5. Detroit: Macmillan Reference USA, 2008. 416-418. *World History in Context*.

"[The Peace of Westphalia Ends the Thirty Years' War: 1648](#)." *Global Events: Milestone Events Throughout History*. Ed. Jennifer Stock. Vol. 4: Europe. Farmington Hills, MI: Gale, 2014. *World History in Context*.

"[Provincial And Territorial Emblems](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Regionalism](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Scotland since 1914 Update](#)." *Gale World History in Context*. Detroit: Gale, 2015. *World History in Context*.

"[Second World War \(WWII\)](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[State](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

["States System, Demographic History of."](#) *Encyclopedia of Population*. Ed. Paul Demeny and Geoffrey McNicoll. Vol. 2. New York: Macmillan Reference USA, 2003. 918-921. *World History in Context*.

Biographies:

"[Lionel-Adolphe Groulx](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2015.

Featured Content:

"[Nationalism](#)." *Prejudice in the Modern World Reference Library*. Vol. 1: Almanac. Detroit: UXL, 2007. 171-192. *World History in Context*.

CBC News in Review:

"[Residential School Shame: The TRC Report](#)." *CBC News in Review* (Sept 2015). CBC Learning.

"[Nunavut: Birth of a Territory](#)." *CBC News in Review* (April 1999).

"[How Tolerant are Canadians?](#)" *CBC News in Review* (May 2010). CBC Learning.

"[Parizeau's Plan: Blueprint for Separation \(1995\)](#)." *CBC News in Review* (1995).

"[Quebec: The referendum \(1995\)](#)." *CBC News in Review* (1995).

Photos:

"[Canada: Shaping an Identity Images Collection](#)". LearnAlberta.ca.

Teacher Guides:

"[Canada at War: 1914-1919 | 1939-1945](#)." *The Canadian Encyclopedia*. *Historica Canada*.

Articles:

["Canadian-First: Mixed Race Self-Identification and Canadian Belonging."](#) *Canadian Ethnic Studies* 47.2 (2015): 21-44. *Academic One File*.

["Canadian Nationalism In Decline, Says Poll"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

Timelines:

[Flag of Canada](#). Historica Canada. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

Videos:

["The Flag Turns 50."](#) *Canada's History*. LearnAlberta. Historian Allan Levine talks about the Great Flag Debate.

["The Great Canadian Flag Debate."](#) CBC Digital Archives. CBC Canada. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006. Series of news reports spanning 1958 – 2005 regarding the debate over the design of the "new" Canadian maple leaf flag.

["The French Revolution - Crash Course World History #29."](#) YouTube. October 15, 2018.

["Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34."](#) YouTube. Oct 11, 2018.

Exhibits:

["Black Women in the Arts."](#) *The Canadian Encyclopedia*. Historica Canada. Driven to overcome histories of prejudice and marginalization, as women and as people of

African descent, Black women are among Canada's most innovative artists.

Websites:

"[America's Love Affair With Nationalism](#)." *Global Issues in Context Online Collection*. Gale, Cengage Learning, 2016. *Global Issues in Context*. Web. 13 Apr. 2016.

National Public Radio (NPR) presents an online feature on nationalism in politics and public discourse in the United States.

"[Canadian Identity and Society](#)." *Canadian Heritage*. Government of Canada.

"[The Governor General of Canada](#)." *Government of Canada*.

Contains an image and an explanation of the symbols in the personal coat of arms of His Excellency the Right Honourable David Johnston, Governor General of Canada.

"[The Inuit Circumpolar Council](#)." *Gale Canada in Context*. Detroit: Gale, 2014. *Canada in Context*.

An international Indigenous Peoples' Organization representing approximately 160,000 Inuit living in the Arctic regions of Alaska, Canada, Greenland and Chukotka, Russia.

"[Nationalism](#)." *Stanford Encyclopedia of Philosophy*. Winter 2005 Edition. *LearnAlberta*.

"[Nations in Cyberspace](#)." *Media Anthropology Network*. *LearnAlberta*.

This PDF contains a short version of the 2006 Ernest Gellner lecture, delivered at the London School of Economics by Thomas Hylland Eriksen, This lecture examines how the Internet has contributed to the building and maintenance of national identities.

"[Provincial and Territorial Symbols](#)." (Culture, History and Sport) *Government of Canada*. *LearnAlberta*. Web. 20 April 2016.

"[Quebec Nationalism](#)." *Marianopolis College*. *LearnAlberta*.

Contains information about the concepts of nation and nationalism and Quebec nationalism.

[“The Royal Arms of Canada: A Short History.”](#) Royal Heraldry Society of Canada.

[“Veteran Stories: Artefacts from Canada’s Military Past.”](#) The Memory Project. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006.

[“Walking Together: First Nations, Metis and Inuit Perspectives.”](#)
LearnAlberta.

The digital resource Walking Together: First Nations, Metis and Inuit Perspectives in Curriculum was designed to help teachers understand the holistic nature of FNMI ways of knowing, to provide opportunity for FNMI Peoples to share their perspectives on topics important to them, and to demonstrate FNMI perspectives in teaching and learning experiences. The resource contains issues that may be controversial or sensitive for some viewers.

[“What is a Nation?”](#) *The Nationalism Project*. Nationalism Studies Information Clearing House. *LearnAlberta*.

This website contains an essay by a French theorist Ernest Renan (1823-1892) on the definition of a nation.

Vimy Ridge:

[“The Battle of Vimy Ridge \(April 9-12, 1917\).”](#) *Canadian War Museum*. Canadian Museum of History. Government of Canada. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006.

[“The Battle at Vimy Ridge.”](#) *The Vimy Foundation*. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006.

An interactive multimedia site that commemorates Canada’s heroic victory at Vimy Ridge in the First World War.

"[Canadian National Vimy Memorial](#)." *Veterans Affairs Canada*. Government of Canada. *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006.

Critical Challenge: [Effects of Nationalism](#)

Based on an assessment of the case studies, determine whether the impact of nationalist pursuits, on balance, has been positive or negative.

Possible Case Studies Connections:

Topic Pages:

[French Revolution](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[French Revolution](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Napoleon Bonaparte](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

Specific References:

"[Estates-General](#)." *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire*. Ed. John Merriman and Jay Winter. Vol. 2. Detroit: Charles Scribner's Sons, 2006. 767-769. *World History in Context*.

"[French Revolution](#)." *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire*. Ed. John Merriman and Jay Winter. Vol. 2. Detroit: Charles Scribner's Sons, 2006. 884-899. *World History in Context*.

["The French Revolution and the Empire."](#) *Encyclopedia of European Social History*. Ed. Peter N. Stearns. Vol. 1: Methods & Theory/Periods/Regions, Nations, Peoples/Europe & the World. Detroit: Charles Scribner's Sons, 2001. 193-204. *World History in Context*.

["Let them eat cake': the mythical Marie Antoinette and the French Revolution."](#) *The Historian* 55.4 (1993): 709+. *World History in Context*.

["Napoleon at war: secrets of success, seeds of failure? Graham Goodlad examines the controversial reputation of Napoleon Bonaparte as a military commander."](#) *History Review* 65 (2009): 3+. *World History in Context*.

["Napoleonic Empire."](#) *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire*. Ed. John Merriman and Jay Winter. Vol. 3. Detroit: Charles Scribner's Sons, 2006. 1596-1600. *World History in Context*.

Nationalism, Nation and Identity

[TED: History vs. Napoleon Bonaparte](#)

This video puts Napoleon Bonaparte on trial - two sides are argued.

Did he save the ideals of the French Revolution, or destroy it?

<http://ed.ted.com/lessons/history-vs-napoleon-bonaparte-alex-gendler>

[Landmark Map - Indigenous Lands](#)

The online, interactive LandMark map shows indigenous land throughout the world. This map provides information on lands that are collectively held and used by Indigenous Peoples and local communities.

<http://www.landmarkmap.org/>

[A World of Disputed Territories](#)

This interactive map "identifies all or most of the international land disputes in the world." Choose a country and learn about disputed areas.

<http://metrocosm.com/disputed-territories-map.html>

[Newsmap](#)

Newsmap is an application that visually reflects the constantly changing landscape of Google News. The most popular news stories are represented in text and as a visualization. Choose to select all or specific topics and countries.

<http://newsmap.jp>

[Back to Batoche](#)

Learn about Batoch. Click on 1885 and be guided through the 1885 Metis settlement in Batoche by a host of your choice. Explore all areas of the town, play games and pick up some useful facts along the way.

<http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/batoche/en/flash.php>

The Respect to Bill Reid pole

This virtual exhibit details the creation of the Respect to Bill Reid pole, a totem pole designed and carved by West Coast aboriginal artists. The site provides background, timeline, and resources, including a guide to the different figures that appear on the pole.

http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/bill_reid/english/index.html

The Military Museums - Mural of Honour

This mural, which is physically located in the foyer of the Military Museums in Calgary, comprises 240 separate images in a 20-foot by 12-foot mosaic. From here, you can virtually explore the mural and the 240 tiles "that represent Canada's military history from the Battle of 1812 to present day op...

<https://themilitarymuseums.ca/visit/mural-of-honour>

Canadian Encyclopedia: Significant Events in Canadian History

This is a fascinating look at 100 of the most historic moments in Canadian history, from the time of our land's discovery until the present day.

<https://www.thecanadianencyclopedia.ca/en/timeline/100-great-events-in-canadian-history>

Napoleon and His Family

This website provides information about the Napoleonic World. Scroll to the bottom of the page for the Imperial Family Tree. This family tree provides biographies of the Bonaparte Imperial family.

<https://www.napoleon.org/en/young-historians/up-to-15/>

[Napoleon: the Symbols of Empire](#)

Discover the meaning to the emblems and symbols on Napoleon's coat of arms.

http://www.napoleon.org/en/essential_napoleon/symbols/index.asp

[Napoleon: The Key Places](#)

This interactive map shows key places in the life of Napoleon Bonaparte, from his birth in Corsica to his death at Saint Helena.

http://www.napoleon.org/en/essential_napoleon/places/napoleon1.asp

[Napoleon: Timelines](#)

Check out the key moments in the Napoleon timeline of politics, battles, economy and society, and arts and sciences.

<https://www.napoleon.org/en/history-of-the-two-empires/timelines/>

[Napoleon: Consulate and Empire](#)

Key moments, with corresponding images, in Napoleon Bonaparte's life are described on this site.

<https://www.napoleon.org/en/young-historians/napodoc/timeline-consulate1st-french-empire/>

[Timeline of the French Revolution](#)

Explore the history of the French Revolution, from its very beginnings through the Reign of Terror and the time of Napoleon.

<http://www.pbs.org/marieantoinette/timeline/index.html>

[Global Revolution](#)

This site has a great explanation of revolution and an interactive map. Click on

various parts of the world to learn about the revolutions around the globe from 1770 - 1970.

<http://www.pbs.org/marieantoinette/revolution/index.html>

[Napoleon Timeline](#)

Follow the life of Napoleon Bonaparte from his birth in Corsica through his days of glory to his death in exile in 1821.

https://www.pbs.org/empires/napoleon/n_time/html/page_1.html

[Acadia: Lifestyle in the Days of our Ancestors](#)

This multimedia resource from the Virtual Museum of Canada is an exploration of the heritage, culture and traditions of Acadians.

http://www.virtualmuseum.ca/Exhibitions/Acadie/index_e.html