



Ultrationalism: Nationalism Gone Too Far?

Activities Overview

Students explore a selected country's actions during the Second World War, summarizing key actions and describing historical context to determine whether the country's actions were nationalistic or ultrationalistic. They then develop a brief article for an online historical magazine in order to share their position, with accompanying support.

Focuses for Assessment: How the Outcomes Are Grouped

The [Summative Assessment Task – Ultrationalism: Nationalism Gone Too Far?](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 20-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

summarize key actions

Number	Specific Outcomes <i>Students will:</i>
20-4.2a	appreciate that nations and states pursue the national interest
20-4.2f	identify the effects of nationalism and ultrationalism during times of conflict; e.g., examples of nationalism and ultrationalism from the First and Second World Wars, internments in Canada
S.2.2	develop skills of historical thinking: <ul style="list-style-type: none">summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts

describe historical context

Number	Specific Outcomes <i>Students will:</i>
20-4.2a	appreciate that nations and states pursue the national interest
20-4.2f	identify the effects of nationalism and ultranationalism during times of conflict; e.g., examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada
S.2.2	<p>develop skills of historical thinking:</p> <ul style="list-style-type: none"> summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines or charts

state and support position

Number	Specific Outcomes <i>Students will:</i>
20-4.2e	examine similarities and differences between nationalism and ultranationalism
S.1.1	<p>develop skills of critical and creative thinking:</p> <ul style="list-style-type: none"> use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position
S.7.18	<p>apply research processes:</p> <ul style="list-style-type: none"> draw conclusions about cause and effect
S.7.20	<p>apply research processes:</p> <ul style="list-style-type: none"> analyze and synthesize information to create a product

communicate information

Number	Specific Outcomes <i>Students will:</i>
S.8.4	demonstrate skills of oral, visual and textual literacy: <ul style="list-style-type: none">• communicate in an engaging manner, using a variety of strategies and/or skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes
S.8.8	demonstrate skills of oral, visual and textual literacy: <ul style="list-style-type: none">➤ create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources