**New Visions for Public Schools**

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**Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:
   1. Make sure you are signed into a Google account when you are on the resource.
   2. Go to the "File" pull down menu in the upper left hand corner and select "Make a Copy." This will give you a version of the document that you own and can modify.

# Teacher Overview

**Go directly to student-facing materials!**

< ## SQ 14. What is nationalism? What impact can it have? >

**Unit Essential Question(s):** How do new ideas spark change? Do these changes last? **Link to Unit**

**Supporting Question(s):** What is nationalism? What impact can it have?

**Objective(s):**
   ● **Explain** what nationalism is and what effect it can have on individuals and on society.

## Vocabulary

The following words are introduced or reinforced in this lesson. Reference the unit vocabulary tracker for more information. Click here for the New Visions Global History glossary.

| Word/Phrase (part of speech) | Definition |
|---|---|
| nation (n.) | a group of people who share a common history, culture, _or_ language and who live in the same area |
| nationalism (n.) | strong feelings of support for one's nation |

## Formative Assessment Possible Responses

These responses represent possible answers to the formative assessment tasks in this lesson. They are not the only correct answers. Create your own list of possible responses before using this resource with students to anticipate student misconceptions and adjust your instruction.

| Describe the example of nationalism. | What "nation" did those involved identify themselves with? | Were the effects positive or negative? Explain. |
|---|---|---|
| People gather near the school in my town o the 4th of July to wear their American flag t-shirts, listen to patriotic songs, and watch fireworks | The United States of America | Positive, the event brings people in our town together |

## NYS Social Studies Framework

| Key Idea | Conceptual Understandings | Content Specifications |
|---|---|---|
| 10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV) | 10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states. | Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires. |

## Social Studies Practices

| NYS Social Studies Practices | New Visions Student Social Studies Practices | | |
|---|---|---|---|
| Gathering, Using and Interpreting Evidence (A1) Comparison and Contextualization (C6) | Contextualize | Connect Cause and Effect | Identify Patterns |

## NYS Common Core Learning Standards

| Reading | Writing | Speaking and Listening |
|---|---|---|

| **Craft and Structure:** | **Text Types & Purposes:** | **Comprehension and Collaboration:** |
|---|---|---|
| **CCSS.ELA-LITERACY.RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. | **CCSS.ELA-LITERACY.WHST.9-10.1:** Write arguments focused on *discipline-specific content*. | **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

## Associated Classroom Posters

Student Social Studies Practices Poster

## What is nationalism? What impact can it have?

- **Explain** what nationalism is and what effect it can have on individuals and on society.

## Introduction

➡️**Directions:** Examine the images and information presented, then answer the question that follows.



Map A — Germany (Hanover, Prussia, Brandenburg, Westphalia, Saxony) with "Nationalism" magnet.

Map B — Austria–Hungary (Czechs, Rumanians, Austrians, Hungarians, Italians, Serbs) with "Nationalism" explosion.

Source: Sol Holt and John R. O'Connor, *Exploring World History*, Global Book Co. (adapted) from the NYS Global History and Geography Regents Exam.

**Using the images above, identify the author's point of view concerning nationalism.**

## What is a nation?

➡️**Directions:** Read the definition of a nation below, then identify and explain whether the examples that follow should be considered nations.

**Contextualize**

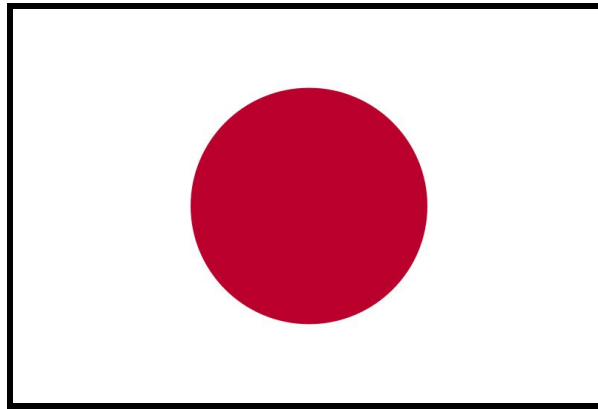| **Nation** | a group of people who share a common history, culture, _or_ language and who live in the same area |

### The Nation of Warring Wizards



Simon loves to play video games. He is on a team that plays together online called the "Nation of Warring Wizards." The team members are from all over the world and two of them only speak Russian but they are very good, so the rest of the team doesn't mind that they cannot understand them.

Source: Toulouse Game Show
Image is courtesy of wikimedia commons

### Japan



Japan is a country in east Asia made up of a series of islands. Close to 127,000,000 people live there and 98.5% of them are of Japanese descent. Japan has a long and rich history that started with paleolithic people as early as 30,000 BCE.

Source: Flag of Japan
Image is courtesy of wikimedia commons

### Navajo Nation



The Navajo Nation is a semi-independent Native American-governed territory covering 27,425 square miles, occupying portions of northeastern Arizona, southeastern Utah, and northwestern New Mexico in the United States. The 250,000 residents of the Navajo Nation have Navajo ancestry and the area is governed by elected representatives.

Source: Navajo Nation map
Image is courtesy of wikimedia commons

| **1. Should the Nation of Warring Wizards be considered a nation? Why or why not?** | **2. Should Japan be considered a nation? Why or why not?** | **3. Should the Navajo Nation be considered a nation? Why or why not?** |

# What is nationalism?

➡️**Directions:** Read the definition of *nationalism* and examine the images below, then complete the prompts that accompany each image.

## Nationalism   strong feelings of support for one's nation

| Image A | Image B | Image C |
|---|---|---|



The French celebrate Bastille Day every year on July 14th to mark the start of the French Revolution and honor their history of government based on Enlightenment ideals.

Bastille Day 2014 military parade
Image is courtesy of wikimedia commons



In the 1930s, Indian nationalists protested against British rule. Led by Mohandas Gandhi, they used non-violent tactics to gain independence for India.

Demonstrations against British Rule in India
Image is courtesy of wikimedia commons



In the 1930s, nationalism in Germany was fueled by blaming the country's problems on Jewish people. In this photo, German soldiers hold signs reading "Germans! Defend yourselves! Don't buy from Jews!"

SA pickets, wearing boycott signs, block the entrance to a Jewish-owned shop
Image is courtesy of wikimedia commons

**A1. Observe: What do you see happening in this image?**

**B1. Observe: What do you see happening in this image?**

**B1. Observe: What do you see happening in this image?**

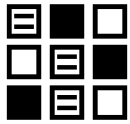| **A2.** Explain why this image depicts an example of *nationalism*. | **B2.** Explain why this image depicts an example of *nationalism*. | **B2.** Explain why this image depicts an example of *nationalism*. |
| --- | --- | --- |
| | | |

**3. Based on the images on the previous page, identify *three* effects that nationalism can have.**

**FA**

## SQ 14. What is nationalism? What impact can it have?

**Connect Cause and Effect**

**Identify Patterns**

➡ **Directions:** Identify an example of nationalism have you seen and complete the chart below.

| Describe the example of nationalism. | What "nation" did those involved identify themselves with? | Were the effects positive or negative? Explain. |
|---|---|---|
| | | |