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| **Lesson #** | **COMMERCIAL PERFORMANCE TASK**Social Studies 20-1, 20-2R.I. #2: Nationalism and National InterestTo what extent does the pursuit of national interest lead to war? | **Date** | April 2 |
| **Subject/Grade Level** | **Time Duration** | 60 minutes |
| **Unit** | **Teacher** | Stephanie Gokarn |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | 2 Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest. appreciate that nations and states pursue national interest2.3 appreciate multiple perspectives related to the pursuit of national interest2.4 explore the relationship between nationalism and the pursuit of national interest |
| **Specific Learning Outcomes:** |
| **LEARNING OBJECTIVES** |
| **Students will:**1. I
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| **ASSESSMENTS** |
| **Observations:** | * Listening comprehension
* Oral skills
* Writing skills
* Group collaboration
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| **Key Questions**: |
| **Products/Performances:** |
| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * http://education.alberta.ca/teachers/program/socialstudies.aspx
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| **PROCEDURE** |
| 1. Opener2. Stephen Harper article.  Question: “Should Canadians embrace boisterous displays of nationalism?” Choose a side of the room. If not even, then split them up. Have them use poster paper and create a debate to argue yes or no. Remind groups that in a debate each side gets a turn to speak uninterrupted.3. Watch commercial rants4. Hand out test marks to those who want them.  |  |

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| **Sponge Activity/Activities** |  |

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| **Reflections from the lesson** | The debate went well, although one side’s arguments were clearly stronger than the other. They worked well together and took appropriate turns voicing their opinions. The commercials were fun to watch. I had Special Ed. room bring us popcorn as a treat, which was well received. In btwn each commercial I asked them to point out specific references to the political, economic or social issues they were addressing and explain why. Some groups did this better than others, but it was a good way to assess their understanding of the assignment. We ended with a brief discussion on whether positive nationalism is a good thing, and I was satisfied with the responses provided.  |

*Insert any related student materials, assessment tools, etc. for this lesson. Ensure the next lesson plan starts on a new page.*

Triple Alliance, secret agreement between Germany, Austria-Hungary, and Italy formed in May 1882 and renewed periodically until WWI. Germany and Austria-Hungary had been closely allied since 1870. Italy sought their support against France shortly after losing North African ambitions to the French. The treaty provided that Germany and Austria-Hungary were to assist Italy if it were attacked by France without Italian provocation; Italy would assist Germany if Germany were attacked by France. In the event of a war between Austria-Hungary and Russia, Italy promised to remain neutral. This bstention would have the effect of freeing Austrian troops that would otherwise have ceen needed to guard the Austrian-Italian border.

When the treaty was renewed in February, 1887, Italy gained an empty promise of German support of Italian colonial ambitions in North Africa in return for Italy’s continued friendship. Austria-Hungary had to be pressured by German chancellor Otto von Bismarck into accepting the principels of consultation and mutual agreement with Italy on any territorial changes initiated in the Balkans or on the coasts and islands of the Adriatic and Aegean seas. Italy and Austria-Hungary did not overcome their basic conflict of interest in that region, the treaty notwithstanding. On November 1, 1902, five months after the Triple Aliance was renewed, Italy reached an understanding with France that each would remain neutral in the event of an attack on the other. Althought the alliance was against renewed in 1907 and 1912, Italy entered World War I in May 1915 in opposition to Germany and Austria-Hungary.