

SECTION III

NATIONALISM IN THE MODERN WORLD

Nationalism and nationalistic movements emerged in full form in the mid-19th Century, and have become a standard fixture in 20th Century *international* politics. Though still a young concept historically speaking, nationalism has already demonstrated a remarkable capacity to unify and mobilize people for both good and ill.

In this section, students examine various forms which nationalism may take in the modern world. Original source materials from Germany and Italy are utilized to examine the use of nationalistic sentiment both as a nation-building device and to increase the strength of the state in a fascistic manner. Students come full turn to issues of personal, group and national identity as they consider the confusion that the imposition of the European concept of the nation-state has created in post-colonial regions such as the Middle East.

In **Symbols of Nationalism: National Anthems**, students analyze the lyrics of national anthems for the presence of key concepts and symbolic elements critical to defining a "nation" and building a sense of national identity.

In **How Are Nations Shaped? Ideas Behind Italian and German Unification in the 19th Century**, students become aware of how the concept of the nation can undergird very different and opposing kinds of political philosophies.

In **Beware the Ghosts!**, students consider the transformation of nationalistic sentiments from early awareness of national identity, to a sense of national pride and unity, to aggressive and intolerant feelings of national superiority and xenophobia.

In **Nationality: A Confusion of Meanings**, students gather information from adults to examine the various overlapping meanings people give to terms that define socially and politically significant reference groups: citizenship, race, ethnicity, religion and nationality.

In **Ethnicity, Religion and the State in the Middle East**, students discover the difficulties of applying the European concept of "national identity" in a world region where citizenship, ethnicity, and religion make strong and often conflicting demands on personal identity.

ACTIVITY #7

Symbols of Nationalism: National Anthems

When people wish to promote a strong sense of group identity, they often use a variety of symbolic activities and objects that become identified with the group. National groups very frequently employ flags and national anthems that make reference to or symbolize things considered important in defining the nation and creating a sense of national pride and unity.

While the act of singing a national anthem helps create an on-going sense of common group identity, national anthems are also historic documents, often reflecting in their lyrics issues that were salient during the period of national formation. Examination of the lyrics of national anthems can provide insight into the different concepts which nations have of themselves, and the kinds of things that are important in defining a sense of national identity.

Objectives:

1. Students will examine the lyrics of national anthems for the presence of key concepts critical to the definition of a "nation."
2. Students will compare the "Star-Spangled Banner" with the national anthems of other nations.
3. Students will recognize that national anthems are historic documents reflecting the times during which they were adopted.

When to Use: This activity is excellent as an "into" activity for a unit on the development of the modern nation-state in the Nineteenth Century or for the study of nationalism in the Twentieth Century. As such, it can be used early in the semester (prior to study of the Enlightenment or the French Revolution), or later in the year (prior to the study of World War I). It can be used equally effectively as a closure activity, and as such could be sequenced to follow the other activities in Section III.

Time Required: One class period.

Materials: Student Handout 7-#1, the national anthems (Student Handouts 7-#2 - 7-#7) and the Star Spangled Banner (Student Handout 7-#8).

Procedure:

1. Provide simple definitions for difficult words found in some of the anthems, including:

Colombia:	immortal sublime	furrows invincible	germinating resounds
France:	myriads tyrants unsheathe	grandsires ruffian avenging	hoary defying
Israel:	yearns	Zion	
Great Britain:	reign	knave	confound
Lebanon:	valor	stalwart	
United States:	hail'd perilous host steep	ramparts thro' reposes desolation	gleaming haughty towering

2. Divide the class into small working groups. Provide each student with Student Handout 7-#1, and copies of the six national anthems (Student Handouts 7-#2 - 7-#7). Have the students work in groups to answer the questions.

Alternative Procedure: Divide the anthems into two groups of three: 1) France, Colombia, Israel 2) Great Britain, Lebanon, Nigeria. Give half of the student groups one set of anthems, and the other half of the groups the other set of anthems. Proceed as above.

3. Debrief the questions with the entire class. You should be thoroughly familiar with the anthems yourself beforehand, so you can point out any major omissions the students make.

- How many of the songs make reference to the land? What kinds of things do they say? (France, Israel, Lebanon, Nigeria)

- How many of the songs make reference to history or some kind of common past? (Israel, Lebanon)

- How many referred to some kind of a common future? (France, Israel, Lebanon, Nigeria)

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- Which ones refer to political ideas? What kinds of political ideas are expressed? (Colombia, France, Great Britain - of sorts, Nigeria)

- Which refer to the people of the country? What kinds of things do they say that might provide a sense of common identity? (The answers can vary, depending on how literal the students are. Only Israel actually uses the word "people," but various terminology in the songs from Colombia, France, Lebanon and Nigeria could be interpreted as equivalent in meaning.)

- Which songs support the idea of the nation as based *primarily* on political rights and liberties? (Colombia, France, Nigeria)

- Which seem to emphasize the concept of the nation as a people with a common ancestry and common history? (Israel, possibly Lebanon)

- Which song does not seem to fit the modern concept of the nation-state? (Students may have trouble with this question if the exercise is done early in the year, but the song from Great Britain stands out as an anomaly in any case. Explain that Great Britain does not actually have an official national anthem, but by tradition this song is treated as an anthem and dates back to 1745.)

- Which song most closely matches the idea represented in the U.S. motto, *E pluribus unum*? (Nigeria)

4. Handout the "Star Spangled Banner" (Student Handout 7-#8). Ask students to quickly answer the same set of questions for the U.S. national anthem. Which of the other anthems seem most similar to ours? Which the most different? How do they feel about our national anthem? Why do they think it is so important to so many people in our country? (The "Star Spangled Banner," "God Save the King/Queen," and the anthem from Colombia provide examples of the importance of tradition in fomenting a sense of symbolic significance in a national anthem, even when the lyrics may seem inappropriate or relatively meaningless today.)

Optional Extension Activity:

Play recordings of various national anthem melodies for your students. In small groups, have them choose a melody (either of an existing anthem, or any melody of their choice), and write accompanying lyrics for a national anthem of an imaginary country, giving careful thought to the themes and ideas they wish to express.

National Anthems

National anthems often represent core values and ideas that countries believe in at the time they are adopted.

For each song, answer the following questions:

1. Does this song refer to the land? If so, what kind of feelings does it project?
2. Does this song refer to history or some kind of common past? If so, list the phrases referring to the past.
3. Does this song refer to some kind of common future? If so, list the phrases referring to the future.
4. Does this song refer to any political ideas? If so, what are they?
5. Does this song refer to the people of the country? If so, what kinds of things does it mention that might provide them with a common identity?
6. Which, if any, of the songs seem to support the idea of the nation as based primarily on political rights and liberties?
7. Which of the songs, if any, seem to emphasize the concept of the nation as a people with a common ancestry and common history?
8. Do any of the songs seem not to fit the modern concept of the nation-state? Why do you think this might be?
9. Which song most closely matches the idea represented in the U.S. motto, *E pluribus unum*?

Colombia

Oh fading glory!
Oh immortal joy!
In furrows of pain
Good is already germinating.

The fearful night came to an end,
Liberty sublime
Is spreading the dawns
Of its invincible light.
The whole of humanity,
Which is groaning under chains,
Understand the words
Of the One who died on the Cross.
INDEPENDENCE cries
The American world;
In heroes' blood is bathing
The Land of Columbus.
But this great principle;
THE KING IS NOT SOVEREIGN,
Resounds, and those who suffer
Praise the passion in it.

This anthem was sung for the first time c. 1905.

France

Ye sons of France, awake to glory,
Hark, Hark, what myriads bid you rise:
Your children, wives and grandsires hoary,
See their tears and hear their cries,
See their tears and hear their cries!
Shall hateful tyrants mischief breeding
With hirelings hosts, a ruffian band
Affright and desolate the land,
While peace and liberty lie bleeding?
To arms, to arms, ye brave!
Th'avenging sword unsheathe!
March on! March on!
All hearts resolved on victory or death.

O sacred love of France, undying,
Th'avenging arm uphold and guide.
Thy defenders, death defying,
Fight with Freedom at their side.
Soon they sins shall be victorious
When the banner high is raised;
And they dying enemies, amazed,
Shall behold thy triumph, great and glorious.

To arms, to arms, ye brave! etc.

Written and composed on 24th of April, 1792, as a marching song. Adopted as the National Anthem, 15th of July, 1795.

Great Britain

God save our gracious Queen,
Long live our noble Queen,
God save the Queen:
Send her victorious,
Happy and glorious,
Long to reign over us:
God save the Queen.

O Lord our God arise,
Scatter her enemies,
And make them fall:
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix:
God save us all.

Thy choicest gifts in store,
On her be pleased to pour;
Long may she reign:
May she defend our laws,
And ever give us cause
To sing with heart and voice:
God save the Queen.

Origin of both words and melody are obscure. Earliest copy of the words found in Gentleman's Magazine, 1745.

Israel

While yet within the heart-inwardly
The soul of the Jew yearns,
And towards the vistas of the East-eastward
An eye to Zion looks.
'Tis not yet lost, our hope,
The hope of two thousand years,
To be a free people in our land
In the land of Zion and Jerusalem.

Hatikvah is now firmly established as the Anthem of the State of Israel as well as the Jewish National Anthem.

Lebanon

All of us! For our Country, for our Flag and Glory!
Our valor and our writings are the envy of the ages.
Our mountains and our valleys, they bring forth stalwart men.
And to Perfection all our efforts we devote.
All of us! For our Country, for our Flag and Glory!

Our Elders and our children, they await our Country's call:
And on the Day of Crisis they are as Lions of the Jungle.
The heart of our East is ever Lebanon:
May God preserve her until end of time.
All of us! For our Country, for our Flag and Glory!

Adopted officially by Presidential decree on 12th of July, 1927.

Nigeria

Nigeria we hail thee,
Our own dear native land,
Though tribe and tongue may differ,
In brotherhood we stand,
Nigerians all, and proud to serve
Our sovereign Motherland.

Our flag shall be a symbol
That truth and justice reign,
In peace or battle honour'd,
And this we count as gain,
To hand on to our children
A banner without stain.

O God of all creation,
Grant this our request,
Help us to build a nation
Where no man is oppressed,
And so with peace and plenty
Nigeria may be blessed.

Became the National Anthem on the 1st of October, 1960, when Nigeria became independent.

United States of America

O say! can you see, by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars, thro' the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O, say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the dream;
Tis the Star-Spangled Banner, O long may it wave
O'er the land of the free and the home of the brave.

O thus be it ever when free men shall stand
Between their loved homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a nation.
Then conquer we must, for our cause it is just,
And this be our motto: "in God is our trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

Words and music officially designated as the National Anthem by Act of Congress approved by the President 3rd March 1931.

ACTIVITY #8

How Are Nations Shaped? Ideas Behind Italian and German Unification in the 19th Century

By comparison to England and France, Italy and Germany were late-bloomers in the development of national identity and national unification. The writings of some of the key figures in the movements for German and Italian national unification, therefore, reflect fairly developed and at times contradictory conceptions of the role of the nation and the state in forming a country.

In this activity, students will create political slogans based upon adapted excerpts from the writings of Giuseppe Mazzini and Heinrich von Treitschke. Mazzini's writings clearly highlight ethnic nationalism's focus on common language, territory, and the need for common national identity, while at the same time championing issues of liberty and democracy. Von Treitschke's writings, on the other hand, provide an excellent example of the melding of nationalism with early fascistic thought. By comparing the two, students will see how the concept of the nation can lead in two very different political directions.

Objectives:

1. Students will analyze excerpts from the writings of two 19th Century European nationalists for ideas regarding the nature and purpose of the nation-state, and the relationship between individuals and their country.
2. Students will create slogans that reflect the philosophies of the two writers.
3. Students will compare the philosophies of the two nationalists with each other and with the basic ideas underlying the concept of nation introduced in Activity #6.

When to Use: 19th Century nation-building, prelude to World War I

Time Required: 1-2 class periods, depending on follow-up assignments

Materials: "How Are Nations Shaped?" (Student Handout 8-#1) on overhead transparency or 1 copy for each student; Student Handouts 8-#2 and 8-#3; questions written and ready on board, but hidden; banners on bulletin board, one labeled "Mazzini," one labeled "von Treitschke"; butcher or construction paper and marking pens for students.

Pronunciation Guide:

Mazzini = Mott-zini (double zz pronounced as in "pizza.")

von Treitschke = Trite-shky

Procedure:

1. Preparation: Students should already be familiar with the two different ideas underlying the concept of "a nation," as outlined in Student Handout 6-#1.

Post two colorful banners on bulletins boards, one labeled "Mazzini" and one labeled "von Treitschke."

Have the following questions written on the board, butcher paper or overhead, but keep them concealed from the students until step #3:

- a. Which statements talk about how your author wants his country to deal with other people and other countries? *CIRCLE these statements.*
- b. According to your author, what kind of relationship should exist between a country and its own people? *UNDERLINE 2 examples.*
- c. Your author may use the words "nation," "state" and "country" to mean the same thing. What does he think are the main purposes of a nation?
LIST at least 3 purposes. (You may use your own words.)
- d. List three adjectives or phrases that describe your author's beliefs.

2. Read the handout "How Are Nations Shaped?" aloud with the class. Review the two ideas underlying the concept of a "nation" from Student Handout 6-#1 (Who Are "The People?").

3. Distribute Student Handouts 8-#2 (How Are Nations Shaped?) and 8-#3 (The Duties of Man). Divide the class in half. Assign half the class to read and work with the Mazzini quotes, the other half to read and work with the von Treitschke quotes. (All students receive *both* handouts so that they may refer to the piece by the opposite author during discussion.)

Reveal the listed questions. Instruct students to work individually to read their author's quotes and answer the three questions. Allow enough time for most students to have completed the task, approximately 10 minutes.

Activity #8

Special note: As you monitor students while they read, you may tell the ones who are having difficulty to concentrate on just a few quotes from the authors. This way they will be able to participate and still capture some of the essence of von Treitschke's or Mazzini's ideas, e.g., for Mazzini, read and answer from quotations 1, 6, 7, and 10; for von Treitschke, read and answer from quotations 3, 4, 7, and 9.

4. Form groups of three students (ideally of varying academic abilities or learning styles), all of whom have read the SAME author. Instruct the groups to compare and revise their answers. Then they are to write original campaign slogans that are in keeping with the mood, tone or theme of their author. They are to write their slogans on butcher or construction paper and be ready to share them with the class.

5. Have each group post their slogans under the banner that you have supplied for each author. Have each group read their slogans aloud for each author.

6. Debrief the activity by discussing the following questions with the students:

- What are some obvious differences in the slogans for Mazzini's ideas vs. von Treitschke's ideas?
- What differences in a person's connection to his nation do the two men see?
- How would the two men deal with foreign governments?
- How do the two men think a person should demonstrate responsibility and loyalty to his/her country?
- What does each of the men seem to think the main purposes of a nation are?
- Which of the two early definitions of nation do you think each man would favor? Why?
- If they were both running for President of your country, who would you vote for? Why?

Conclusion: End the activity in one of the following ways, either as an in-class activity or as a homework assignment:

A. Have students do a Learning Log quick-write on the questions: What are different ways of seeing a person's responsibility to his/her country? What are different ways of thinking about a nation and its relationship to the individual?

Activity #8

B. Have students write a 5-8 line chorus for a national anthem to portray his/her author's concept of "the state."

C. Ask students to listen to three instrumental pieces that are quite different from each other. Have them decide which piece fits best with Mazzini or with von Treitschke and explain their choices. Suggestions: selections by John Philip Souza, Richard Wagner, Felix Mendelssohn.

D. Have students write a "role-play" letter to a fellow countryman (Italian or German) who has emigrated to the United States. The letter will report on the struggles his country is going through toward unification and will describe the type of state envisioned by Mazzini or von Treitschke.

HOW ARE NATIONS SHAPED?

Nationalists are individuals who want their people to form an independent, unified nation. In the early 1800's, the German and Italian people were divided into many small kingdoms. Italy and Germany did not become unified nations until late in the 19th Century. The ideas of many different people went into the making of those two nations.

Two important thinkers that influenced the directions of Italian and German national unification were Italian nationalist Giuseppe Mazzini, and German nationalist Heinrich von Treitschke. While some of the ideas they had about what a nation is were similar, many of their ideas were very different.

You will be reading adapted quotations from a speech given by Mazzini called "The Duties of Man," or from an essay by von Treitschke call "The Aim of the State."

In his essay, von Treitschke asked the following question: "Is the State something that people create and use to improve their own lives, or does the State work toward shaping and using its citizens to keep itself strong?"

As you read, ask yourself how von Treitschke would answer his own question, or how Mazzini would answer that same question.

THE DUTIES OF MAN

by Giuseppe Mazzini
(adapted quotations)

1. Your first Duties are to Humanity. You are men before you are citizens or fathers. If you do not hold the whole human family in your love, you disobey your law of life.
2. Before associating ourselves with the other Nations, we must exist as a Nation. There can be no association except among equals.
3. Bad governments have disfigured God's design of natural borders through conquest, greed, and jealousy... But to you who have been born in Italy, God has allotted the best-defined country in Europe. On one side the highest mountains of Europe, the Alps; on the other the sea. As far as this frontier your language is spoken and understood; beyond this you have no rights.
4. Your Country is one and indivisible. As the members of a family cannot rejoice at dinner together if one of their members is far away, so you should have no joy as long as a portion of the territory upon which your language is spoken is separated from the Nation.
5. A Country is not a mere territory; the territory is only its foundation. The Country is the idea which rises upon that foundation.
6. You Italians must form a Country, because without a Country you have no name, voice, or rights.
7. So long as a single one of your brothers is not represented by his own vote in the development of the national life, so long as a single one is uneducated or lives in poverty, you have not got a Country of all and for all. Votes, education, and work are the three main pillars of the nation; do not rest until you have put them well in place.
8. A certain number of common duties and rights belong to every man who, when asked the question, "Who are you?" answers, "I am an Italian." Those duties and rights can only be represented by one single authority resulting from your votes. A Country must have a single government.
9. In laboring according to true principles for our Country we are laboring for Humanity. Our Country is our field of labor; the products of our work must go out to benefit the whole earth.
10. Wherever you may be, into the midst of whatever people you have found yourself, fight for the liberty of that people if the moment calls for it.

THE AIM OF THE STATE

by Heinrich von Treitschke
(adapted quotations)

1. When we think of the State as a personality, we see clearly that it must seek its own goal within itself.
2. The State is a moral community whose ultimate aim is to build up real national character within itself, for this is the highest moral duty of nations as well as individuals. When we have taken this to our hearts we are able to see that the Germans are far from having accomplished this great national task. National character is exactly what they lack in comparison with their neighbors, for their unity is so young.
3. The first duty of the State is the double one of maintaining its power in relation to the outside, and maintaining law and order on the inside. Therefore, the State's primary responsibilities are the care of its Army and its Jurisprudence (courts), in order to protect and to restrain its citizens.
4. Maintaining its power then is the greatest task of the State.
5. What are the natural boundaries of the activity of the State? In theory, no limit can be set to the activities of a State. It will attempt to control the life of its members as much as it can.
6. A State which permits the slightest doubt about the firmness of its purpose and the enforcement of its laws, shatters respect for law.
7. The greatness of war is that it shows how unimportant any one man is when faced with the grandeur of the State.
8. War helps build political idealism. What a disaster for civilization it would be if mankind wiped its heroes from memory. The heroes of a nation are the figures which rejoice and inspire the spirit of its youth.
9. How far is a person responsible for the morality (goodness) of the State to which he belongs? I think the pure individualism that teaches that a citizen has the right to desert the State if it declares a war which he believes is wrong is ridiculous! For me, upholding the mother country is a moral duty. The political world could not work if every man made bold to say "the State should not; therefore I will not."

ACTIVITY #9**Beware the Ghosts!**

Nationalism has the potential of serving both positive and negative ends. How a sense of national identity with its powerful unifying function is used politically determines whether it serves to bind people together in peaceful common purpose, or fosters war and aggression through extreme feelings of national superiority and xenophobia.

In this activity, students analyze a political cartoon commenting on the various faces of nationalism, with symbolic reference to Germany's past history and events taking place in the newly re-unified Germany of today.

Objectives:

1. Students will analyze a political cartoon representing a progression of nationalistic feelings and forms.
2. Students will recognize that nationalism can be a benign and even positive force in unifying a country, but can also take threatening and disruptive forms when carried to extremes.
3. Students will clip and categorize current news articles according to the forms of nationalism represented in the stories.

When to Use: Prelude to World War I or World War II; in conjunction with "Totalitarianism in the Modern World" unit; or in conjunction with "Unresolved Problems of the Modern World" unit

Time Required: One class period, and a few minutes daily thereafter for current-events follow-ups as students complete homework assignment.

Materials: Student Handout 9-#1 (unlabeled cartoon of three ghosts), either as a overhead transparency or one copy for each student; Student Handout 9-#2 (labeled cartoon) as an overhead transparency or one copy for each student; bulletin board space, possibly prepared with enlarged versions of the ghosts.

Procedure:

1. Explain to students that nationalism can take a variety of different forms, all of which can be found in the world today. Also, the same place can experience different forms of nationalism at different times.

Activity #9

2. Review the various meanings or aspects of nationalism as the class has come to understand the term throughout the year. Ideally, you will be able to refer to the Nationalism Cluster from Activity #3, as modified by on-going learning.

3. Distribute, or project on an overhead, Student Handout 9-#1 (cartoon of three ghosts with no writing). Explain that these figures represent different faces or forms of nationalism. Then ask students, either in pairs, trios or as a whole class, to list under each figure the different aspects of nationalism that apply to each figure. As a class, discuss and compare lists.

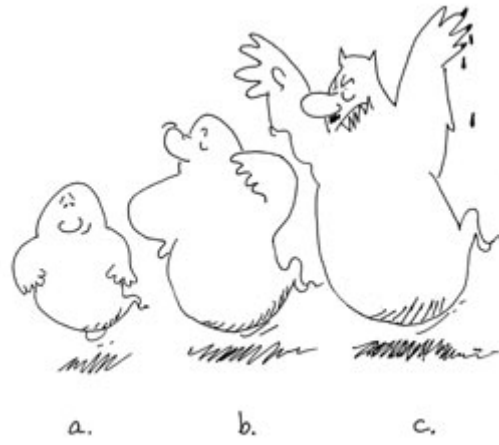
4. Show (or distribute) the complete cartoon with writings and caption (Student Handout 9-#2). Ask the following:

- a. What are their general reactions? Do the aspects of nationalism they listed fit? What changes occur from one figure to the next?
- b. What type of nationalism does each figure represent? (early awareness of common identity; national pride and desire for self-rule; nationalistic feelings of superiority, xenophobia and aggressive imposition of one's "superiority" on others.)
- c. What conditions might cause a people or a nation to move from one type to the other? Is it always the case that nationalistic feelings will move on to the third phase? Are nationalistic feelings always bad? (no, they can serve as a positive unifying force, e.g., ghosts #1 and #2, but can also be divisive and threatening if taken to extremes, e.g., ghost #3.)
- d. What country do they think the cartoon refers to? Why? What time periods in German history are represented by each figure?
- e. What does "ominous" mean? What conditions exist in Germany today that prompted the cartoonist to draw this cartoon? (the strain of reunification; the reemergence of neo-Nazi groups and xenophobia.) [If students do not know what xenophobia means, provide them with the definition: fear of foreigners.]
- f. Why did the cartoonist use ghosts to represent nationalism rather than some other figure? (ghosts can be friendly as Casper, or terrifying; also the idea of the reemergence of ghosts from the past - Nazism.)
- g. What other figures could be used to represent different aspects of nationalism? (kittens - cats - tigers, etc.)

Activity #9

5. Assign students to bring in news articles over the next two weeks that provide examples of aspects of nationalism. They must do the following:
 - a. Clip the article, or hand-copy the first two paragraphs, from magazine or newspaper. Paste to notebook paper.
 - b. Cite the source with name of publication, page, and date.
 - c. Explain in their own words what aspect(s) of nationalism are demonstrated in the article.

6. As students bring in their articles, have them post the articles in the appropriate place on a bulletin board set up to demonstrate different ways nationalistic feelings may express themselves. Enlargements of the ghost figures across the board is a perfect visual reference point. Share as many news articles with the class as time permits.





KARL GERD/Neue Westfälische Zeitung

From Nation . . . to Nationalism . . . to Nazism? Germans worry that innocent beginnings could turn ominous.

*reprinted with permission from the cartoonist, Karl Gerd.

ACTIVITY #10**Nationality: A Confusion of Meanings**

The concept of nationality is a particularly difficult one for Americans. Most of us define our nationality as "American." At the same time, we speak of our "national-origins" in terms of the country from which our ancestors migrated.

One source of the confusion lies in the fact that in the United States, we think of nationality as equal to or the same as citizenship. However, in Eastern and Western Europe people think of nationality as equal to ethnicity. These two different meanings of nationality - ethnicity and citizenship - come together in the ideal construct of the "nation-state." Without understanding that people give various different meanings to the concept of "nationality" (often mixing those meanings together), it becomes nearly impossible for students to understand the role which nationalism played, and continues to play, in generating conflict throughout the world.

This lesson is designed to engage students in thinking about the question, "What do we mean by 'nationality'?" For some people, nationality, citizenship and ethnicity are all the same, while for others they may not be. Racial and religious identities may further confuse the picture. This lesson is not intended to provide a single clear answer to the meaning of "nationality," but rather to generate an initial sense of confusion that leads students to conclude that different people use the term to mean somewhat different things.

Note to Teacher: Because so many of our classrooms contain students of recent immigrant status who are in the process of undergoing changes in how they identify themselves in regard to issues of citizenship and nationality, we have chosen not to use the students themselves as the source of data in this activity. The use of older relatives or friends (ideally of the grandparental generation) whose sense of identity is more firmly in place can yield a rich array of responses. Please make it clear to your students that their choice of subjects does not have to be a resident of the United States, as long as they are able to obtain sufficiently accurate information about the person.

Objectives:

1. Students will learn to differentiate identities based on citizenship, race, ethnicity, religion and nationality, and will understand differences in definition among these terms.
2. Students will examine how different people think about different sources of identity that tie us to socially and politically significant reference groups.
3. Students will analyze how certain terms used to think about membership in socially significant reference groups often overlap in meaning and definition, in different ways for different people.

Activity #10

When to Use: After students have a firm grasp of definitions for the terms used in the survey, including citizenship, race, ethnic group or ethnicity, nation and nationality, and religion. This is an excellent segue to Activity #11 that explores overlapping identities in the Middle East. It may also be used as an "into" activity to World War I. It fits well with "Unresolved Problems of the Modern World" if that unit is studied after students have used the terms and applied them to other situations. It may also be used whenever the teacher wishes to focus student attention on the concept of nationalism, or on issues of personal and group identity. Once done, it can be referred back to repeatedly as concepts will repeat throughout the year.

Time Required: 10 minute homework assignment. 10 minutes in a subsequent class period to tally and compile results. 15 to 20 minutes discussion.

Materials: Student Handouts 10-#1 and 10-#2.

Procedure:

1. Tell students that over the next few days they will be examining various different terms of identity that tie people to reference groups. Explain that often the way scientists and scholars define terms and the way people use those terms in everyday life can be very different. Tell them that they will be doing a study of how people think about different words that we use to identify ourselves and others, and what kinds of meanings these words have to different people.

Distribute Student Handout 10-#1. Go over the definitions with students, making sure they understand the distinctions among the terms. Tell them these are the definitions that are used by scholars and social scientists. Nationality is not defined because the class will generate a definition after they have done their study.

2. Distribute Student Handout 10-#2. Explain that while the correct definitions of these words are the ones the class just reviewed, in everyday usage the words often have different meanings to different people. Tell them they will be conducting interviews to find out the different ways that people use these terms. The class will share interview results and that you will discuss results when their interviews are complete. *Warn them NOT to share the definitions with their subject before the interview because the results will not be valid.*

As homework, they are to identify an older relative or friend, ideally a grandparent or someone of a similar age (an older aunt or uncle, neighbor, etc.) from whom (or about whom) they can gather the information listed on the handout. This person does not have to be living in the United States (but can be). They may not guess at the answers themselves, but must ask the person directly or, if that person is not available, an adult who knows that person very well.

Activity #10*Analyzing the Data:*

3. If you are doing this activity simultaneously in more than one class period, tally and record the results as indicated below on one day and conduct the discussion the following day, after you have combined the tallies of the different class periods. This will provide you with a much richer database for your discussions. If you are doing the activity in only one class, you may conduct the tally and discussion on the same day.

Have the following table on the board or on butcher paper. Ask for a show of hands for students whose subject gave the same answer for "Citizenship" as they did for "Race." Write the total in the appropriate space. Proceed through the list of combined categories until all possible combinations have been tallied. ("USA" given for "Citizenship" and "American" for "Nationality" should be counted as the same, as should all similar cases for other countries, e.g., "English" and "Great Britain.")

<u>Combined Categories</u>			
	#		#
Citizenship & Race	___	Nationality & Race	___
Citizenship & Ethnicity	___	Nationality & Ethnicity	___
Citizenship & Religion	___	Nationality & Religion	___
Citizenship & Nationality	___	Ethnicity & Race	___
Race & Religion	___	Ethnicity & Religion	___
Every category different		___	
Total Number of Responses		___	

Anticipating and being prepared to debrief the results:

It is unlikely (but not impossible) that anyone will have a truly different answer for every single category. If you have a tally under "Every category different," double check with the student to ensure that the student is not counting variations on a theme (e.g. British for nationality and United Kingdom for citizenship) as different.

Citizenship & Nationality, Nationality & Ethnicity and Citizenship & Ethnicity should overlap frequently.

Activity #10

Ethnicity & Race may vary widely, depending on your student population. Some people may perceive them to be identical, e.g. "Latino," while others of the same reference group may not. An immigrant from Puerto Rico who is black may simultaneously think of him/herself as "Black" (racially) and "Latino" (in terms of American-ethnic categories).

Ethnicity & Religion, Citizenship & Race and Nationality & Race will probably have few, if any entries. Some religious groups think of themselves as an ethnic group, for instance the Jews, the Amish, etc. Some people may also think of their nationality as the same as their race, for instance "the German race," "the Scandinavian races," etc. In such instances, race, nationality and citizenship may all overlap.

Race & Religion, Nationality & Religion and Citizenship & Religion, should be blank. There is a remote possibility that someone may try to utilize the example of the Jews to fill in one or more of these combined categories. As appropriate, point out that there are Jews who are black (the Ethiopian Jews); Israeli citizens who are Christian or Moslem; and that Israeli Jews distinguish their religion as Judaism and their nationality as Israeli. Nonetheless, just as there are some people who consider their race and their nationality to be the same, some people may consider Jews to be both a religion and a race. The issue is not what the right answer is, but rather to think about how different people use and think about these terms in very different ways that can lead to serious disagreements and misunderstandings.

Some people may feel that they do not belong to or have any particular "ethnicity." Usually in such cases, the national identity is sufficiently strong to make the use of an additional "ethnic" identity superfluous.

4. Discuss the results of the tally. *The purpose of the discussion is not to generate "right and wrong" answers, but rather to make students aware of the different ways people think of their identities, and the different kinds of meanings people give to the terms being studied.* Students should come away from the discussion with a sense of how frequently the meanings of these terms can overlap, and how difficult it is to clarify exactly what these words mean, especially as they are really used in every day (rather than academic) life.

- Have students begin discussion by examining the results of their tally. Which categories overlapped with each other most often in terms of the way people identified themselves? Which the least? Did anybody think of themselves differently in every single category?
- Look at the combined categories with the highest tallies. Are there some people who consider their nationality, citizenship and ethnicity the same? (Yes. Someone can think of his/her nationality as American, be an American citizen and think of his/her ethnicity as American also. The same may be true for a citizen of France, Japan, etc.)

Activity #10

- Are there some people who consider their nationality to be different from their ethnicity? Why? Why do you think some people consider their nationality and their ethnicity to be the same?

- Are there some people who consider their citizenship different from their ethnicity? Why? Why do you think some people consider their citizenship and their ethnicity to be the same?

- Are there some people who consider their nationality to be different from their citizenship? (Yes. Students may have trouble conceptualizing this, even if some of them ran across actual examples. Provide the following examples: An Armenian living in Iran may be an Iranian citizen, but consider his/her nationality - and ethnicity - to be Armenian; an "ethnic German" living in Czechoslovakia may be a Czech citizen but consider his/her nationality to be German; likewise with a Kurd living in Turkey, an "ethnic Romanian" living in Moldova, etc.)

- Ask, "What do we mean by nationality?" (After considering the preceding questions, there will probably be significant confusion in answers. Lead the students to the conclusion that different people use the term to mean somewhat different things. In this country, nationality is usually identified closely with citizenship. In some countries, nationality is closely associated with what we think of as ethnicity. For some people, nationality, citizenship and ethnicity are all the same, while for others they may not be. If you have already done Activity #6 or #8 with the class, refer back to the differing concepts of "nation" studied in those lessons and draw the parallels.)

**SOME IDENTITY TERMS
THAT LINK US TO REFERENCE GROUPS**

- Citizenship:** A political term; refers to the political rights and responsibilities an individual has as a legal member of a sovereign state.
- Race:** A physical term; refers to groupings of people on the basis of inherited physical characteristics such as skin color, hair texture and color, facial features, body height and shape, etc. (There is considerable disagreement among human biologists regarding the precise definition and number of different racial groups.)
- Ethnicity:** A cultural term; refers to identification with a group that shares a common cultural heritage, such as language, traditions, beliefs, ways of behaving, etc.
- Religion:** A spiritual term; refers to spiritual or philosophical belief systems.
- Nationality:** The class will generate a definition after discussing the results of the survey.

NOTE TO PARENTS

As part of our course in Modern World History, we are studying the concept of "nationality" and how it compares to other kinds of group identification. At the moment, we are investigating how people actually use the different terms listed below.

Your student has been asked to interview an older adult so we may discuss general results of the information gathered by all the students in class. This assignment is not designed to discover anything personal about your student or his/her family or friends. Students will receive credit for completing the assignment, but will not be required to turn it in.

If you have any questions about this assignment, please do not hesitate to contact me.

IDENTITY INTERVIEW FORM

Directions: Identify an older adult (ideally a grandparent or someone of similar age) about whom you can gather the following information. Do not choose someone where you have to make guesses about the answers by yourself! Do not define the terms for the person you are interviewing -let him/her decide what the terms mean for him/herself.

What is this person's:

Citizenship: _____

Race: _____

Ethnicity: _____

Religion: _____

Nationality: _____

Comments or additional relevant information: