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Defining nationalism by looking at popular culture examples

Additional Practices (includes student worksheet)

Additional activities for students

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Note: we advise that you carry out (one or more of) these additional assignments in a second lesson, after everyone has had time at home to read the student information sheet and to reflect on what they learned.

Assignment 3. Learning how to analyse sources

Step 1: Ask students to reflect on the previous lesson by summarising what was done and what they learned. (5-10 minutes should be enough for this)

Step 2: Ask students to open their notebooks or pick out a clear piece of paper and write on it: “descriptive question”, “explanatory question”, “normative question”. Ask them if they can describe with their own words each kind of questions (there are definitions for each question in the student information sheet). Clarify any doubts until the whole classroom has the same understanding of descriptive/explanatory/normative questions.

Step 3: re-distribute the sources used in the previous lesson. Our advice is to ask students to work in groups, and to tackle one source per group and one source at a time. So, all your groups would be tackling source 1 at the same time for example. In this way, students could learn from the questions they hear from their peers. You could do 2-3 rounds, thus tackling multiple sources.

Step 4: Ask students to select one of the sources, and to think of:

- *a descriptive question about it*
- *an explanatory question about it*
- *a normative question about it*

Student can write their questions on their notebook/on their piece of paper/on the student worksheet that you can find here below.

Step 5: Ask students to share their questions with the rest of the class. Discuss together which answers could each question yield.

Assignment 4. Learning how to make hypotheses for further research

Step 1: Ask students to define what is a hypothesis with their own words, making a couple of examples from other lessons and subjects if they can think of any. Clarify any doubts until the whole classroom has the same understanding of what is a hypothesis.

Step 2: If it didn't come up already, ask students what makes a hypothesis researchable.

Step 3: Re-distribute the sources used in the previous lesson. Our advice is to ask students to work in groups, and to tackle one source per group and one source at a time. So, all your groups would be tackling source 1 at the same time for example. In this way, students could learn from the questions they hear from their peers. You could do 2-3 rounds, thus tackling multiple sources.

Step 4: Ask students to select one of the sources, and to think of

A researchable hypothesis about nationalism in football / in sports, based on at least one of the sources.

Step 5: Ask students to share their hypotheses with the rest of the class. Discuss together how they could go about with researching their hypothesis.

Assignment 5: arranging sources in a historic way

To be able to do this assignment you have to have sources that can clearly be placed in a certain time and that are labelled with a letter or a number.

Step 1: Make groups of students. You can use the same groups as with assignment 1 and 2.

Step 2. Give each group a number of sources, preferably ones you used before.

Step 3. Ask students to put them in the right historic order, from oldest to youngest.

Student Worksheet

NAME OF STUDENT:

Which source(s) did you choose?

3. Descriptive question

3. Explanatory question

3. Normative question

Which source(s) did you choose?

4. Hypothesis