

We are the best!



Teacher Guidelines

Age group 12 - 18

Learning outcomes.

At the end of this lesson the student has shown that they can:

- Name 5 characteristics of nationalism/ways in which nationalism is expressed.
- Is able to recognize nationalism in (historical) sources (about football).
- Is able to explain the difference between political nationalism and football nationalism.
- Is able to come up with several kinds of questions about the sources and also answer them.

Introduction

(10 – 15 minutes)

Start: short videoclip of a national football team singing the national anthem and the people in the stadium waving national flags.

(examples:

<https://www.youtube.com/watch?v=BpbtGBgCmac> (10 versions, men)

<https://www.youtube.com/watch?v=XcapEZwERPO> (15 versions, men)

<https://www.youtube.com/watch?v=r6Kfwc90ZXQ> (Spain and Scotland, women)

<https://www.youtube.com/watch?v=6HvwVsowdw0> (Australia and Italy, women)

While the students are watching the teacher gives each learner a student sheet for assignment 1.
(not needed immediately)

Teacher asks:

Question 1. What did you see?

Short class conversation. Teacher keeps things on track.

Conclusion to be reached: footballers are going to play for their country and are proud to do so; their fellow countrymen are cheering them.

Question 2: What is nationalism?

Teacher can write a definition of nationalism on the blackboard

The collective shared sense of belonging of people who identify themselves as a nation).

Question 3: Again, what did we see in the video?

The players and fans are expressing their nationalism

Assignment 1.

(version A: 10 – 15 min./ Version B: 15 – 20 min.)

Name 5 ways in which nationalism can be expressed.
Write them on your worksheet.

Learners think for themselves and write on the worksheet what comes to mind (5 min.)

The next phase is to collect this information and share it.
The teacher can do this in one time:

- A. he asks learners to tell what they have written down. The teacher then writes the words on the blackboard or can use a Wordcloud programme
(<https://www.mentimeter.com/templates/education> - template Language Class)
(After a few pupils will have answered the most obvious answers will be on the board. The teacher can ask who still has some other expressions and/or add some that will appear in the sources and shouldn't be left out)

Or in two times:

- B. at first learners discuss in groups of 3 to 4 what they came up with. As a group they present the 5 expressions they agree on. Then every group brings in its words into the class conversation. The teacher (or a learner) writes them on the blackboard. Every time an expression is mentioned this is scored. Or Wordcloud. See above.

(when using a Wordcloud maker the words that are mentioned most will appear bigger on screen)

In both ways the class has established their own set of expressions/characteristics of nationalism.

If necessary the number of expressions the class will work with can be reduced or expanded.

Assignment 2A. Group

(time depends on the number of sources given. See Variations)

The assignment is to look for these expressions/characteristics of nationalism in the sources that will be handed out.

The learners will work in groups. Ideally would be groups of 3. (uneven numbers, discussing is easy. But this can of course be adapted)

Variations:

- beginners – 1 source each group (10 min.)
- experienced 1 source per group member (15 min.)
- expert/pre-test exercise 2 sources per group member (20 min.)

(Other variation can be made for instance let all the students/group work with the same source or also use written sources)

The questions to be answered are:

- Which of the named characteristics of nationalism can be found in the source(s)?
- Explain the nationalism in the source by putting the source in its (historical) context. Try to find out what is/was going on? Use the written information on the source sheet and other available sources like your textbook or the internet (if allowed by your teacher).
- Is the source about political nationalism or football nationalism? Can you explain the difference?

Every group member has to write down the answers and explanations you agree on. If you don't agree everybody writes down his/her answer.

Assignment 2B. Individually

Just like with assignment 2a, each student now works separately.

This variant can be carried out in a follow-up lesson for the whole class or only by students of whom the teacher suspects that they do not yet or insufficiently master the skill. The Rubric below can be used to determine this. The number of sources the student has to work with can vary.

Feedback:

In class or in the small groups
On the Rubric sheet (next lesson)

Other possible assignments (for the next lesson / possibly homework – sources are online)

Introduction

(5 – 10 min.)

Return to previous lesson by asking class questions.

What did we talk about? What can you tell us about nationalism? What is it? How can we recognize it?

Assignment 3. Questions

(10 – 15 min.)

For this assignment students need **Student Worksheet 2**

For this assignment students need **Student Information Sheet**

- write a descriptive question about a source
- write an explanatory question about a source
- write a normative question about a source

Option: Conversation in class about the results (5 - 10 min.)

Assignment 4. Hypothesis

(10 – 15 min.)

For this assignment students need **Student Worksheet 2** and the **Student Information Sheet**

- Make a (researchable) hypothesis about nationalism in football based on at least one source.

Option: Conversation in class about the results (5 - 10 min.)

Assignment 5. Arranging

(10 – 15 min.)

For this assignment students need **Student Worksheet 2** and the **Student Information Sheet**

- Arrange the sources in a certain way that has to do with history (time, topic). Write your explanation on the work sheet

Option: Conversation in class about the results (5 - 10 min.)