<table>
<tr><td>SUBJECT and GRADE</td><td colspan="3">HISTORY GRADE 11</td></tr>
<tr><td>TERM 3:</td><td colspan="3">Week 1: This week will focus: What is nationalism? This topic is divided into 4 sections as indicated below. You may have to spend a minimum of 1 hour per section on this unit.
These sections will focus on:
• What is Nationalism- origins, initiation of nationalist movements, and the theory of nationalism as an imagined community</td></tr>
<tr><td>TOPIC 4</td><td colspan="3">Nationalisms</td></tr>
<tr><td>AIMS OF LESSONS</td><td colspan="3">To understand the process that led to the rise of African Nationalism and Afrikaner Nationalism we must first focus on the concept of Nationalism and its origins. In this lesson we unpack the historical origins.</td></tr>
<tr><td rowspan="2">RESOURCES</td><td>Paper-based resources</td><td colspan="2">Digital resources</td></tr>
<tr><td>Learners must consult the PPT slides and their textbook</td><td colspan="2">Watch this video clip (12 min) on nationalism (Crash Course)
https://www.youtube.com/watch?v=Nosq94oCl_M</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS
Explain and define core concepts.</td><td colspan="2">Feudal system: unequal political system in which the king and nobles inherited their power and privilege
Industrialisation: the change from an agriculturally based economy to an industrially based one
Urbanisation: the movement of people from rural areas to towns and cities
Migration: the movement of large numbers of people</td><td>SKILLS
By the end of this lesson you will practice various skills that historians find useful in historical studies: interpreting, defining, selecting and listing</td></tr>
<tr><td colspan="4">What is Nationalism?
Nationalism is a sense of belonging to and identifying with a nation. That is, of being linked to other people who you do not know but are all part of the same country.

The origins of nationalism in Europe:
Nationalism developed in Europe in the late 18th century when there were changes in the political system and social structure:
1) The Feudal system began to break down: This meant that people no longer had to serve a local lord and so personal loyalty to nobility stopped, this started to be replaced by loyalty to the nation as a whole. An example is France, where loyalty to the French nation developed after the destruction of the old feudal order during the French Revolution</td></tr>
</table>

2) The middle classes became more prominent: They were better educated and they criticised the privileges of the feudal nobility. They began to think and write about the idea of a nation as being something new that the people could build. Often they linked this to setting up democratic states with elected parliaments
3) Industrialisation and the growth of towns changed society: When people moved from the countryside, they were strangers in the new towns and cities. They wanted something that would link them to other people.

INFORMAL ASSESSMENT



The Tutor:
The **concept** nationalism can be **defined** in a number of different ways. Refer to the PPT, notes and the source to formulate your own understanding of the term.

Explain: Provide a detailed answer by referring the source and the PPT and notes if necessary.

Activity:
Key Question: What is Nationalism?
Source 1A explains the origins of nationalism in Europe in the 18th century.

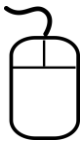
Nationalism is an ideology that emphasizes loyalty and devotion to a particular country, or nation. It places national interests above either individual or other group interests. Many historians consider nationalism to be one of the most important forces in shaping modern history.

Nationalism is a fairly recent development. It is based on the belief that nations are the primary and natural focus of loyalty. Before the 18th century, however, the focus of such allegiance was more likely to be a smaller unit, such as a person's city, religious group, or feudal estate. Only in the 18th century did the nation first begin to become a main focal point of political activity. There were a number of reasons for this. The rise of large, centralized states ruled by absolute monarchs helped to bring about the demise of the feudal system and to undermine local authority. The growth of commerce and industrialisation spurred national economic development and strengthened the need for unified territorial states.

Taken from: https://kids.britannica.com/students/article/nationalism/631606 Date Accessed 16 June 2020]

1.1.1 In your own words define the concept nationalism. (1x2) (2)
1.1.2 Explain how the end of feudalism is linked to the rise of Nationalism. (1x3) (3)
1.1.3 Explain how the growth of industrialisation is linked to the rise of Nationalism. (1x3 (3)

CONSOLIDATION	Nationalism originated in Europe
VALUES	By working together, you become an instrument of change

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TOPIC 4	Nationalisms	
AIMS OF LESSONS	To understand the process that led to the rise of African Nationalism and Afrikaner Nationalism we must first focus on the concept of Nationalism and its origins. In this lesson we unpack the start of nationalist movements	
RESOURCES 	***Paper-based resources*** Learners must consult the PPT slides; and their textbook	
KEY CONCEPTS AND DEFINITIONS **Explain** and **define** core concepts.	**Patriotism**: A deep love for your country; willing to sacrifice your life for your country **Propaganda:** information, especially of a biased or misleading nature, used to promote a political cause or point of view **Heroic:** having the characteristics of a hero or heroine; admirably brave or determined **Traditions:** the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.	**SKILLS:** By the end of this lesson you will practice various skills that historians find useful: Selection, Listing, Paragraph writing

Key events in the development of nationalism:

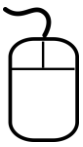
1) **France**: during the French Revolution the king was overthrown and France became a republic. The French people united to defend the Revolution when other countries attacked France.
2) **Britain**: The Industrial Revolution started in Britain and people moved to the new industrial towns. They wanted to have a sense of belonging, as they were no longer connected to their local region. Nationalism also developed during the Napoleonic Wars, as people developed a sense of **patriotism** towards Britain. Another way that nationalism was developed was through Britain's large overseas' empire. The power and success that Britain gained from having colonies made people proud to be British.
3) The **USA**: People in the American Colonies fought together and won their independence from Britain. This united them and made them proud to be American.
4) **Europe in the 19th century**: There were many separate states and the map of Europe did not look at all as it does today. For example, there was no country called Germany but separate small states were people spoke German. There was a feeling among them that they shared a common history and culture and that they should form one country. This led to the unification of Germany in 1871. The same thing happened in Italy, where separate sates united to form one country in 1861, and nationalism developed their sense of being one nation.

INFORMAL ASSESSMENT  **The Tutor:** Start by brainstorming ideas and concepts around the French Revolution to answer the question. Select only the aspects that answer this question. Order them in a logical or sequential manner by grouping ideas to assist in formulating your paragraph.	**KEY QUESTION: What is nationalism?** 1.2.1 In Grade 10 you learned about the French Revolution where people fought for the ideals of freedom, equality and fraternity. Using your prior knowledge, draw up a list of aspects (+- 5 things) that helped the people of France to achieve these ideals and create the French nation. 1.2.2 Use the list to write a paragraph of about 100 words in which you explain how French Nationalism was created during and after the French Revolution.
CONSOLIDATION	Aspects of Nationalism are often present when oppressed people resist and fight together to achieve freedom and unity
VALUES	By working together, we can achieve greatness

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<tr><td>AIMS OF LESSONS</td><td colspan="3">Week 1: to understand the process that led to the rise of nationalism. Special focus will be given to the theory of nationalism as an imagined community.</td></tr>
<tr><td rowspan="2">RESOURCES</td><td>Paper-based resources</td><td colspan="2">Digital resources</td></tr>
<tr><td>Learners must consult the previous PPT slides; and their textbook</td><td colspan="2">Watch the videos:
“Explaining Nationalism” (4 min)
https://www.youtube.com/watch?v=K7nq0G8GD_s

Theories of Nationalism and National Identity: An Introduction (11 Min)
https://www.youtube.com/watch?v=Uwv9XjTZh2c</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS
Explain and define core concepts.</td><td colspan="2">Identity: a close similarity or affinity relating to how you see yourself and others around you.</td><td>SKILLS: By the end of this lesson you will practice various skills that historians find useful:
Defining; Extraction and Listing</td></tr>
<tr><td colspan="4">Nationalism as ‘imagined community’
Some historians have said that a nation is not a real community but an ‘imagined community’. This means that although people do not know everyone who is part of their nation, they can still imagine that they share things in common, and that they are part of the same country.
In some places new nations had to develop a sense national identity where none had existed before. They stressed common values and traditions to unite people.
Governments used propaganda to do this by stressing heroic traditions or events in the past. Sometimes they made these events or people seem more important or heroic than they were at the time when they originally happened. Some historians refer to this as the making of an ‘invented tradition’.</td></tr>
</table>

INFORMAL ASSESSMENT  **The Tutor:** Read the source with understanding. **Explain the concept**: as it is understood and used in the content and source. **According to the source:** refer to the source and extract the required information	**Activity** **Key Question: What is Nationalism?** **Source 1B** This source an amended extract from Benedict Anderson's work, Imagined Communities. He offers an explanation as to what an imagined community is. I define the nation as an "imagined political community": imagined because the members of the smallest nation will never know most of their fellow-members, yet in the minds of each lives the image of their nation. A nation exists when a significant number of people in a community consider themselves or, in other words imagine themselves a nation, or behave as if they formed one. In an imagined community the nation is founded in its own name, and it invents its own people which it deems citizens. The nation can be considered a community because it implies it knits together all citizens irrespective of their class, colour, or race. According to Anderson, the crucial defining feature of this type of nation is the willingness on the part of its adherents to die for this community. [An extract from Benedict Anderson's work, Imagined Communities: Reflections on the Origin and Spread of Nationalism, (1983)] 1.3.1 Explain what is meant by the term 'imagined community'. (1x2) (2) 1.3.2 When, according to the source, is a nation formed? (1x2) (2) 1.3.3 List THREE aspects that citizens disregard in order to form the imagined community. (3x1) (3)
CONSOLIDATION	The idea of Nationalism started when people with similar backgrounds and experiences started working together to form a common identity.
VALUES	By working together, you become an instrument of change

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<tr><td>TOPIC 4</td><td colspan="2">Nationalisms</td></tr>
<tr><td>AIMS OF LESSONS</td><td colspan="2">Week 1: to understand the process that led to the rise of African Nationalism. Special focus will be given to the theory of nationalism as an imagined community and the willingness of citizens to protect their community.</td></tr>
<tr><td rowspan="2">RESOURCES
</td><td>Paper-based resources</td><td>Digital resources</td></tr>
<tr><td>Learners must consult the previous PPT slides; and their textbook</td><td>N/A</td></tr>
<tr><td>KEY CONCEPTS AND DEFINITIONS
Explain and define core concepts.</td><td>N/A</td><td>SKILLS: By the end of this lesson you will practice various skills that historians find useful:
Analyzing a visual source.</td></tr>
<tr><td>INFORMAL ASSESSMENT

The Tutor:
Help the learner to analyze and understand the cartoon in the context of the the topic</td><td colspan="2">Study the visual source for understanding.
Take not of all the words in the source.
Look for visual symbols and clues that can help you understand what the message of the source is.</td></tr>
</table>

Activity

Key Question: What is Nationalism?

Source 1C

This political cartoon questions the nature of nationalism.



1.4.1 Although this cartoon does not represent a specific country or nation, explain what the man with the flag is trying to achieve? (2x1) (2)

1.4.2 What are the people behind the man with the flag doing? (1x2) (2)

1.4 .3 Is the cartoonist for or against nationalism? Give a reason to support your answer.

(2x2) (4)

CONSOLIDATION	The idea of Nationalism and the imagined community can be beneficial but it can also be a destructive force.
VALUES	Nationalism encourages the feeling of belonging.

POWER POINT



What is Nationalism?

When is nationalism beneficial and when is it destructive?

1

Content

1) Origins of Nationalism
2) Nationalism's link with the Industrial Revolution
3) The rise of the middle class
4)The theory of nationalism as an imagined community

2

Background

- The origins of nationalism lie in Europe
- Later, European empires provoked the emergence of nationalism in Africa through colonisation and the destruction of identities
- The concept of nationalism changed form during the Second World War
- For indigenous people, nationalism was a system of self-defence, whereby they aimed to unify commonly oppressed peoples

3

Origins of Nationalism

- Feudal system
- Development of middle class
- Industrialisation
- Patriotism
- "imagined community"

4

- Modern idea of nations/nationalism emerged in Western Europe during 1700s and 1800s where there were changes in the political and social structure
- Political revolutions and industrial growth led to changes in society
- The feudal system began to break down
- The Middle class became prominent

5

- The middle class that arose began to think and write about the idea of nation
- They supported nationalism and the ideas of unity, development and wealth
- Middle classes began to have more of a say in governments and the policies they made
- Industrialisation in Europe strengthened and entrenched nationalism in Europe by 1900 and in Africa during the first half of the 20th century
- In colonised countries middle-class leaders stimulated the rise of popular nationalist movements against conservative rule

6

Unpacking the Term Nationalism



7

Nationalism as 'imagined community'

- Historians claim that nationalism is an 'imagined community'
- Members that make up a nation are bound by a mental image or affinity rather than an actual one i.e. you imagine that you share things in common
- Powerful symbols were adopted to express national identity
- People do not know everyone who is part of their nation
- Governments us propaganda to create national events, 'invented traditions' and a sense of belonging

8