FOURTH EDITION INSTRUCTOR GUIDE

Does a Nation Have a Birthday?

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Students edit museum labels, test what could explain a change in public action, and revise their claims as new records arrive.

In Comparative Politics, use the Finnish and Indonesian exhibits to teach nationalism and source interpretation. In U.S. Government, use the postal replay and Charleston shipment to examine how a federal rule and local decisions affect circulation. Students can start with the evidence included in the activity.

Learning objectives

By the end, students should be able to date a specific event from a source and state what it leaves open about political belonging, make rival predictions for the same comparison, revise an inference after a timing correction, and distinguish independent testimony from the circulation of one claim.

Prepare the assignment

Post the Fourth Edition HTML and the rubric in your course platform. Ask students to download the file, open it in a browser, and choose For Class. Set the submission to PDF. Keep the worked keys with instructor materials. The downloaded activity runs offline. The links to original sources open separately.

A 50 minute class plan

Minutes	Activity
0–6	Project the museum’s 1835 claim. Ask students what a preface, the circulation of a book, or a parliamentary vote could date. Students choose a first record.
6–18	Play through the Finnish revision. In pairs, name the dated detail that changed a label and one record that could change it again.
18–33	Commit predictions before revealing the district counts. After the correction, ask which result stayed fixed and which explanation gained or lost support.
33–41	Compare the same-state and other-state receipts. Trace the exchange copy and the Charleston shipment. Ask who could encounter each item.
41–50	Debrief with the Indonesian source-origin chain. Ask whose testimony would count as independent. Use that answer as an exit ticket.

The game lists 45–60 minutes for Class as a planning estimate. Classroom timing is unmeasured. In a 50-minute meeting, move any unfinished writing, the full Indonesia label, and PDF submission outside class. For a U.S. Government session, project the postal evidence early and spend the debrief on the statute, local discretion and political participation. The individual assignment follows the sequence on the next page.

ASSIGNMENT

The ten stops

Seven written responses with a combined minimum of 220 words

The table gives the writing prompts and the decisions recorded with them. Each floor applies to that response in For Class.

Stop	Words	What students record
1 Request a file	—	Choose the singers' file, the two editions, or the publisher's record. Choose a starting position about what the label can date.
2 First draft	25	Write the first museum label. Use one detail to say what you can date. Say what you still need to know about who felt part of the nation. Predict a possible direction of influence between oral performance and print.
3 Revise the Finnish label	35	Revise your Finnish label. Compare the early singers' choices with the 1894 record. Cite a date and a detail. Explain how two accounts could fit the same finding. Name a record to look for, when it should come from, and what finding would favor one account. Identify the preface date and the evidence that could show political continuity across generations.
4 Choose and predict	20	Explain your choice before opening the records. What changes in your pair? How would the results help you compare the two explanations? Choose one pair and record separate forecasts for the paper-only and course-only accounts.
5 Read the counts	35	Use signatures and one other count. Which prediction fits better, if either? Explain what the two counts show. Name a record about the same people that could change your conclusion. Record the net signature change, the limit of the totals, and the explanation you would lead with.
6 Check the correction	30	What would you tell the museum after the correction? Name the timing change and the signature result that stayed the same. Say which conclusion you would publish and what other explanation still needs a test. Identify which changes preceded the petition after the audit.
7 Mail the news	—	Choose a destination 140 miles away and forecast when one cent covers postage.
8 Trace the readers	20	Explain what someone could learn from these delivery records. Cite a postage amount from one receipt and say how it affected where that copy went. Use your printer choice to explain who could see the exchange item. Compare its route with where the Charleston shipment stopped. Name a record that would show what actual readers thought about who belonged to their political community. Choose a receiving-printer policy and identify the last documented Charleston delivery point.
9 Open Indonesia	—	Choose the October 1928 resolution, November 1928 reprint, or Article 36 of the 1945 constitution.
10 Publish Indonesia	55	Write the Indonesian museum label. Begin with how people used Malay before the pledge. Say what your featured record can show. Compare two ways a shared language could help people form a nation. Name whose response beyond the delegates or lawmakers you would look for and in what record. What would you need to find to change your judgment? Identify whose words appear in both October and November.

ASSESSMENT

The 100 point rubric

Use the seven criterion totals from the game. The breakdown below assigns points to the evidence students use and the reasoning they build from it. Give partial credit for components demonstrated in the response. A qualified conclusion can receive full credit when its evidence and limits are clear.

Criterion	Pts	Evidence 47 points	Reasoning 53 points
First archival label	10	5 for one accurately dated detail from the requested record.	5 for a political belonging claim the record leaves open.
Finnish evidence and theory	15	5 for dated early oral evidence and a specific detail in the later comparison.	5 for two accounts of the same finding. 5 for a record, period, and result that would favor one.
Forecasts and archive choice	15	4 for each pre-reveal forecast matched to the chosen pair.	7 for explaining what the pair can distinguish or why the predictions coincide.
First decision from the counts	15	4 for the signature change. 3 for a distinct story or certificate count.	4 for comparing predictions within the scope of aggregate counts. 4 for a linked follow-up record and how it could change the answer.
Decision after correction	20	5 for the change in timing. 5 for the stable signature result.	5 for a conclusion warranted by the corrected comparison. 5 for a plausible rival and an observable test.
Mail, the receiving printer and readers	10	3 for receipt amount, rule and resulting delivery. 2 for the Charleston stopping point.	2 for how the editorial decision affects access. 3 for a record of actual readers' political belonging.
Indonesia transfer	15	2 for earlier Malay use. 3 for what the selected record shows. 2 for identifying the repeated source.	4 for comparing mechanisms. 4 for naming an independent witness, a record and a finding that could shift the judgment.

Read the report

Check the header. Look for the student and course, Edition 4.0, 10 of 10 recorded stops, the per-response floors, and the matching identifier in the end marker.

Start at the responses. Use the first and corrected count tables and the student's prose. When forecasts were edited, grade the first recorded forecasts with no prior counts exposure. A changed forecast appears with the earlier wording and an exposure note when the relevant scene was already presented in this run.

Use the checks formatively. The report distinguishes first answered and current correctness across eight checks. Counts, attempts, and opened hints are diagnostic. Offered sources are references. Credit demonstrated use of evidence and reasoning in the work.

ANSWER KEY

The evidence and scope checks

The activity checks eight fixed or route-specific answers. Seven require a repair before the learner can record the stop. If the postal forecast is wrong, the receipts give the learner evidence to reconsider it at the next stop.

Stop and check	Key	What this establishes
3 February date	Lönnrot dated the preface on 28 February 1835.	The first volume appeared in December. The independence vote came in 1917.
3 Political continuity	Accounts from different generations name who belongs and who should govern together.	Song variants show transmission of a practice. Political continuity calls for testimony on membership and authority over time.
5 Net signature change	Birch stayed at two. The other district had four more signatures overall.	Each comparison district rose from 2/10 to 6/10. The individual transitions are unknown.
5 Overlap of actions	The totals count the actions separately. Linked records are needed.	The same person could appear in multiple rows. Equal counts can come from different people.
6 Timing after the audit	Alder and Birch or Cedar and Birch means both changes. Elm and Birch means paper alone.	Use the correction for the selected comparison. Ordering events can rule out a proposed timing.
7 Postal forecast	Same state means 1794 only. Different state means neither. Printer means both.	The two receipts show delivery under the fixed one-cent budget. This choice is diagnostic.
8 Charleston endpoint	The Charleston post office.	The materials arrived there before seizure. A response from intended readers requires a separate source.
10 Source independence	The newspaper carried the same delegates’ words into print.	The issue dates a path for the claim to reach other people. A reader’s own account could show response.

Decisions that take an argument

Grade the starting archive, direction of influence, district choice, causal lead, printer decision and featured Indonesian item through the student’s explanation. The wider theories can coexist. A student may withhold judgment on cause and earn full credit by describing the observed pattern, its implications, and a test with a meaningful result.

The district forecasts are classroom predictions for two simplified mechanisms. Use the forecasts table and the record that was shown before the audit. A proposed source is stronger when it could support different conclusions depending on what it reveals.

HISTORICAL CASE

Finland and the Kalevala

A dated object supports a specific claim about an event. It takes different evidence to decide when people understood themselves as a political community.

Selected archive	What it can date
The singers' file	In 1833 Vaassila Kieleväinen explained a story order. In 1834 Arhippa Perttunen sang variants for Lönnrot in Karelia.
The two editions	The first edition had 32 poems across two volumes in December 1835 and March 1836. The expanded 1849 edition had 50 poems.
The publisher's record	The 1835–36 first edition had an initial run of 500 copies. They took more than a decade to sell. Copies could circulate among people or be read aloud.

Separate the dated preface, the dates of publication, and the 1917 parliamentary decision on independence. The cover combines I. K. Inha's posed 1894 portrait of Poavila and Triihvo Jamanen with a first-edition title page. The performers discussed in the song comparison have separate written records.

Use the same observation with two accounts

In Thomas A. DuBois's comparison, the local variants studied usually lack the injured-knee healing words. The words appear in poems 8 and 9 of the 1849 edition and closely match what Karjalainen wrote down from Vihtoora Lesonen in 1894. Lesonen's verse patterns also resemble those of his kinsman Varahvontta. DuBois suggests that Lesonen, who could not read, may have heard someone read the book aloud.

Geertz's primordial attachment concerns ties experienced as given. Smith's ethno-symbolism asks how older cultural materials shape later national claims. Anderson's print capitalism asks how publishing and shared reading help strangers picture one public. Gellner's modernism emphasizes institutions that teach shared language and portable skills. The Warwick "navel" debate asks what the nation owes to older communities.

Two defensible Finnish labels

Cultural inheritance and reuse. "In 1833 Kieleväinen knew an order for the stories, and Lesonen's 1894 verse patterns resemble those of a local kinsman. The mix of local patterns and published words fits Smith's account of inherited cultural materials being reused and Anderson's account of print widening circulation. Association minutes from the 1830s that already framed older songs as shared political inheritance would favor the first emphasis."

Print influencing performance. "Perttunen sang variants in 1834. Lesonen's 1894 healing words closely match the 1849 edition, so DuBois's read-aloud interpretation makes print a plausible route for this detail. Anderson helps explain that circulation and Smith helps explain why familiar material could carry it. A dated pre-1849 local transcription with those same distinctive words would give oral transmission more weight."

Historical sources. Kalevala Society Foundation · DuBois in Oral Tradition, pp. 282–283 · Finnish government 1917 timeline

Theory readings. Geertz · Smith · Anderson · Gellner · Warwick debate

FICTIONAL COMPARISON

The district inquiry

Each district follows the same ten adults across its own two years and has older songs. Everyone has the same chance to sign a petition for a common elected council. The researchers made no random assignments. A petition signature is observable public action. The individual link to story recognition or certificate use is unobserved.

Pair with Birch	New initially	Paper alone predicts	Course alone predicts
Alder	Paper	Alder gains more	Similar change
Cedar	Course	Similar change	Cedar gains more
Elm	Paper and course	Elm gains more	Elm gains more

All districts started at 2/10 signatures. In Year 2, Birch stayed at 2/10 and the other three reached 6/10. The table shows the first year-two mechanism counts and each possible audit. Other rows retain the initial register when only one pair is audited.

District	Story	Certificate	What the selected audit changes
Birch	2/10	1/10	Birch is the unchanged comparison for each audit.
Alder	7/10	1/10	Course also began before the petition. Certificate use 1/10 to 6/10.
Cedar	2/10	6/10	Paper also arrived before the petition. Story recognition 2/10 to 7/10.
Elm	7/10	6/10	Course began after the petition. Certificate use 6/10 to 1/10 during the petition year.

Story means recognizing the same newspaper story. Certificate means using a course certificate in a job application in another district. Both are clues about how a change might come about. Individual histories and candidate confounders remain open, even when the correction tells us which change happened first.

Two defensible routes through the correction

Alder and Birch. The first file fits its paper-only forecast. Alder goes from two to six signatures and seven recognize the story compared with Birch's two. Initially one person in each district used a certificate. The first inference could favor print. The corrected six certificate users and earlier course date leave both accounts open while signatures stay fixed. Council organizers' records of recruiting signers before paper delivery and training would strengthen the organizing account.

Elm and Birch. Both initial forecasts say Elm gains more. Elm has six signatures, seven story recognizers and six certificate users, compared with Birch's two, two and one. Keep both explanations open. The later course date and corrected one certificate user leave the newspaper prediction better supported on timing. A linked record of paper receipt, campaign contact and signing dates would help distinguish paper exposure from organizers who both circulated the paper and recruited signers.

Organizing across groups. Andreas Wimmer, Nation Building, pp. 30–47

United States mail and circulation

Replay the same newspaper and address 140 miles away under two federal laws. One cent and assumed mail service stay fixed in both years.

Address at 140 miles	1792	1794	Result with one cent
Subscriber in the same state	1½¢	1¢	Only in 1794. The household receives it in that replay.
Subscriber in a different state	1½¢	1½¢	Neither year. The copy stays at the sending shop.
Another newspaper printer	0¢	0¢	Both years. The receiving printer gets the copy.

Federal rule and the receiving printer

In 1792 subscribers paid 1¢ up to 100 miles and 1½¢ beyond. The 1794 act preserved those rates and added a 1¢ cap for a single newspaper mailed within one state. Under both laws, a printer could send one free copy to each other printer under postal regulations. Household routes activate a separate printer trial.

The printer applies one decision in both years. Filing keeps the copy at the shop. Reprinting gives the next issue's audience a chance to encounter it. Ask what record would tell us who read the item and what they thought.

Charleston in 1835

The Charleston postmaster held antislavery publications from New York. A proslavery group seized them from the office. The shipment account documents that endpoint, and an artist depicted the raid. Amos Kendall's letter to President Andrew Jackson records a federal official's position on local postal discretion.

A worked circulation finding

"The 1794 receipt charged 1¢ for the same-state subscriber, which the budget covered. My reprint lets the next issue's customers encounter the exchange copy. The Charleston shipment reached the post office before seizure. Letters from recipients about who should share political authority could show readers' political belonging."

Statutes and historical sources. 1792 act, §§21–22 · 1794 act, §§21–22 · Smithsonian Postal Museum · Kendall to Jackson, August 1835

Optional discussion of political representation

Compare two fictional council claims. "Everyone in the district should have a voice in the council, including people who opposed this petition." "Only people who backed the petition speak for the real district." Who does each claim to represent? What evidence beyond the petition would help determine wider support?

Wimmer's inclusive political bargain helps interpret the first claim. Müller warns about claims of sole representation and inferring a popular demand from a leader's rhetoric. Students can discuss both using the game evidence.

Instructor readings. Andreas Wimmer, Why Nationalism Works (2019) · Jan-Werner Müller, False Flags (2019)

TRANSFER CASE

Indonesia and the source of a claim

Malay was used for trade and communication across language groups before 1928 and could coexist with other home languages. Delegates later gave a shared language an explicit national purpose. The label should address the particular kind of evidence offered by the record students choose.

Requested record	What the exhibit can say
October 1928 congress resolution	Youth delegates under Dutch colonial rule affirmed one homeland and one nation and upheld Indonesian as a language of unity.
November 1928 newspaper clipping	Persatoean Indonesia reproduced the resolution in its November 15 issue. The publication dates a chance for readers beyond the meeting to encounter the claim.
Article 36 of the 1945 constitution	The Republic named Indonesian the state language. This dates a formal rule. Records of instruction or home use would show how language was used in practice.

Follow the source through publication

The October authors are the same speakers whose words appear in November. The reprint is evidence about circulation. A letter from a reader or a local association's minutes can supply an independent response. The game's clipping comes from the Museum Sumpah Pemuda's later reproduction. Keep the 1928 publication date, the later reproduction, and the 1945 legal decision distinct.

A worked exhibit label

"Malay already helped people trade across language groups before the pledge. The November 1928 issue of Persatoean Indonesia carried the congress's own claim into print. Shared news might let readers imagine a wider public. Associations could also use a familiar language to organize across islands. If dated meeting minutes from groups outside the congress show sustained coordination before members encountered the pledge in print, I would give organizing more weight."

Other defensible mechanisms include shared schooling and the use of portable language skills across jobs. School records can show access and language of instruction. Student writing or letters can show how speakers understood political membership. To make the source a test, ask the student what finding would favor one explanation more than another.

Questions for a debrief

Across the exhibits. Which claims are dated by a source that shows publication? What additional evidence could show that a political identity traveled with the words?

Across the explanations. What would you expect to find among people outside the congress if print mattered most? How would your expectations change if schools or associations mattered more?

Historical sources. Malay background in Lentera Indonesia, pp. xviii–xix · Museum account of the resolution · Newspaper reproduction and cover credit · 1945 Constitution, Article 36

CLASSROOM USE

Submitting and resuming the assignment

Directions for students

“Download the Fourth Edition HTML and open it in a browser. Choose For Class and enter your name and course. Work through ten stops and record each response. Save your forecasts before you see the counts. Use the correction to revisit your judgment. At the end, open your assignment report, save it as a PDF, and submit it in the course platform.”

Save the finished report

1. Open and print. At Class assignment complete, choose Open assignment report and then Print or save as PDF. Choose Save as PDF in the print dialog. On a phone, Print or Save to Files may appear in the browser menu.

2. Verify and submit. Open the saved file and check the name, course, Edition 4.0, and all ten stops. Check for the end marker on the final page. Upload the PDF to Canvas or your course platform and confirm submission.

3. Re-record after changes. If the activity asks for more work after an earlier edit, open the next required stop and re-record the affected sequence. Earlier responses can appear as carried-over drafts. Review them against the current evidence before printing a replacement PDF.

Resume and restore

Progress is saved locally in the browser that launched the game when storage is available. Choose Save & pause and Download progress backup to keep a JSON copy. Open the same edition on the other device and choose Resume or restore a run, Resume or restore For Class, then Restore a progress file. Pick the backup, review the preview, and select Restore this run. The JSON resumes a run. The PDF is the submission.

Students who began with Editions 1.0, 2.0, or 3.0 should reopen the original HTML and its matching backup. The Fourth Edition guides them to that edition if they try to restore an older backup. Keep an earlier edition’s guide and assignment available for the students using it.

Writing and alternate submission

For Class blocks external paste and drop in the assessed boxes. Students can type and use Text editing tools to copy or move their own selected text within a response. For Fun has separate progress and optional writing. It is estimated at 18–25 minutes and does not create the Class assignment report.

Offer a document, accessible form, or another agreed format if a student needs to compose with dictation, a clipboard-based tool, or an editor outside the activity. Give the student the ten-stop prompts and the same evidence sequence. Collect the first forecasts and pair choice before sending the counts. Release the correction after the initial decision. Ask for the seven responses and choices in order, with the selected records named, and use the same rubric. If only printing is blocked, accept the completed responses in a format the student can submit.

Navigate the evidence

Use Go to the questions when it appears, Reopen evidence beside the response, and Your route to find a recorded stop. Inspect image and source opens historical images for zooming. The source captions, tables, and text supply the evidence used in the prompts.