

## **Social Studies 30-2: Key Issue: To what extent should we support an ideology?**

***As a Social 30-2 student you will need to be able to develop and demonstrate the following skills:***

### **A) Thinking Skills**

- a) Read for understanding and find the main idea (**THE MOST IMPORTANT SKILL**)
- b) Analyze a political cartoon or propaganda image in order to identify
  - i) its purpose
  - ii) message
  - iii) which individuals or groups would support or oppose the purpose and/or message
- c) Analyze one or more photos or images in order to
  - i) Identify a **generalization** (statement that is true most of the time although not necessarily all of the time) based on the image and/or images
  - ii) Identify an **inference** (logical conclusion) based on the image and/or images
- d) Analyze one or more graphs in order to
  - i) Identify a generalization based on the graph or graphs
  - ii) Identify an inference based on the graph or graphs
- e) Analyze a map in order to
  - i) Identify a generalization based on the map or maps
  - ii) Identify an inference based on the map or maps
- f) Identify similarities and differences between multiple sources
- g) Determine whether a source is reliable and should be believed
- h) Organize and categorize information
- i) Identify evidence to support a generalization or inference
- j) Support a position with facts and evidence
- k) Understand a concept by identifying
  - i) Qualities or characteristics of the concept
    - ii) Purpose or purposes of the concept (e.g. One purpose of taxation is to raise money)
    - iii) Case studies (examples) of the concept
    - iii) Argument (Why is the concept important?)
- l) Identify the causes and effects of an event
- m) Identify the changes to society caused by an event
- n) Identify the changes to society caused by historical periods such as the Industrial Revolution
- o) Describe how changes in technology can benefit or harm society
- p) Make a prediction based on factual information
- q) Use the internet to conduct research and find information

### **B) Communication Skills**

- a) **Ask questions to obtain knowledge and understanding when you don't know**
- b) Engage in respectful discussion
- c) Be able to verbally defend an opinion and respond clearly using proper language to answer a question
- d) Make respectful and reasoned comments on the topic of discussion

**C) Writing Skills**

1) Written Response 1 - Explanation Response

[Click here to see the Scoring Rubric](#)

2) Written Response 2 - Interpretation Response

[Click here to see the Scoring Rubric](#)

3) Written Response 3 - Exploration and Analysis Response:

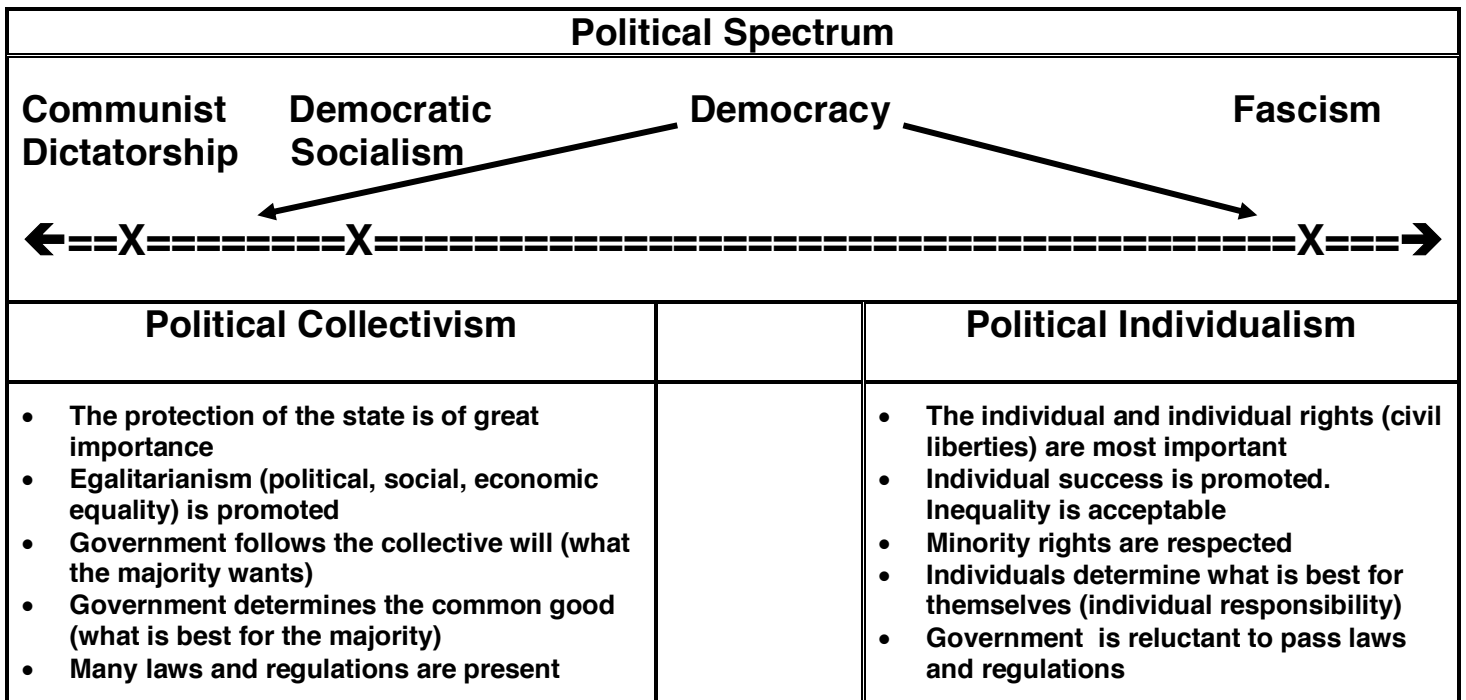
[Click here to see the Scoring Rubric](#)

***Related Issue 1: How much should you base your personal identity on an ideology?***  
**(Chapters 1-3)**

***As a Social 30-2 student you will need to use thinking, communication and writing skills to be able to:***

1. Recognize and identify the values and beliefs of collectivism and individualism
2. Identify the collectivist and individualist values and place them on an economic and/or political spectrum.

<b>Economic Spectrum</b>		
<b>Communism (Command Economy)</b>	<b>Democratic Socialism</b>	<b>Modern Liberalism (Mixed Economy)</b>
<b>Greater Government Involvement</b>		<b>Greater Reliance on Market Forces</b>
<b>Economic Collectivism</b>		<b>Economic Individualism</b>
<ul style="list-style-type: none"> <li>Government ownership and direction of the means of production</li> <li>Government Control of consumption and distribution</li> <li>Equality and Co-operation are valued</li> <li>Group needs determined by the state in order to determine production and consumption</li> </ul>		<ul style="list-style-type: none"> <li>Market forces determine quantities, prices and distribution</li> <li>Individual Freedom</li> <li>Individual Responsibility</li> <li>Little Protection for employees, consumers and the environment</li> <li>The market determines the values of everyone and everything</li> </ul>



3. Recognize and identify how individual and collective beliefs and values can be affected by
  - a) culture
  - b) language
  - c) media
  - d) relationship to land and the environment (Where you live can affect what you believe.)
  - e) gender
  - f) religion and spirituality
  - g) an ideology
  
4. Recognize and identify the values and beliefs of individualism and collectivism from both the past and the present
  
5. Understand the characteristics of ideology
  - a) Ideologies can have different interpretations of history
 

For example, a Russian ultranationalist today might believe Stalin was good for the Soviet Union because he made it a superpower while a Russian supporter of democracy and human rights will believe Stalin was evil because an estimated 22 million Soviets died as a result of his dictatorship.
  - b) beliefs about human nature (Are people basically good or bad?)
  - c) beliefs about the structure of society
  - d) visions for the future
  
6. Recognize and identify (See skills) the values of **liberalism** (The **individual** is most important)
  - a) individual rights and freedoms
  - b) self-interest
  - c) competition
  - d) economic freedom
  - e) rule of law
  - f) private property

7. Recognize and identify the values of **collectivism** (The **welfare of the group** is most important)
  - a) collective responsibility
  - b) collective interest
  - c) cooperation
  - d) economic equality
  - e) following collective norms (Doing what everybody else in society does)
  - f) public property
8. Explain how people's beliefs in individualism or collectivism affect their behaviour

### **Related Issue 2: Is resistance to liberalism justified?**

**(Chapters 4-10)**

***As a Social 30-2 student you will need to use thinking, communication and writing skills to be able to:***

1. Examine evidence in order to determine what Aboriginal cultures have contributed to the development of liberalism
2. Recognize and identify Classical Liberal values and beliefs including those of Adam Smith and John Stuart Mill
3. Understand how classical liberalism began with the ideas of Adam Smith and John Stuart Mill
4. Recognize and identify how Classical Liberal ideas affected people's lives during the Industrial Revolution (1800's) including the effects of:
  - a) how laissez-faire capitalism led to a low standard of living and quality of life for the working class.
  - a) how industrialization affected the rich industrialists and the poor working class
  - b) how a class system developed with a huge economic gap between the rich and the poor working class
  - c) how minimal government involvement in the economy affected the lives of ordinary people
5. Recognize and identify values and beliefs of Socialism and Marxism.
6. Be able to explain why Socialism and Marxism were responses to Classical Liberalism
7. Be able to explain how Modern Liberalism and Democratic Socialism developed from Classical Liberalism because of
  - a) Governments passed laws to improve conditions for workers
  - b) Unions took actions such as going on strike to improve wages, working conditions and rights for workers
  - c) Voting rights were given to all members of society such as women. (Universal Suffrage)
  - d) The creation of the welfare state where governments created programs to look after the less fortunate
  - e) Laws were passed to protect human rights.
8. Recognize and identify values and beliefs of Modern Liberalism.
9. Recognize and identify values and beliefs of Democratic Socialism

10. Recognize and identify values and beliefs of Communism
11. Recognize and identify values and beliefs of Fascism
12. Identify why communists in the Soviet Union and fascists in Germany rejected liberal values and beliefs.
13. Understand the techniques of dictators in order to identify examples of those techniques.

**Main Characteristics of Totalitarian Rule**

1. The populace (people) living under totalitarian rule is **forced to follow the ideology** of an absolute ruler.
2. Only **one political party** is allowed to exist.
3. **Propaganda and indoctrination** are used to secure citizen support for the ideology of the dictator.
4. Dictators use **scapegoating** to direct popular discontent (unhappiness amongst citizens).
5. The dictator **attempts to show that his government is democratic** and has the support of the people. One party-one candidate elections are held.
6. **Fear and terror** are used as a means of control.
7. The economy and means of production are controlled by the state.
8. A strong military exists and is often used for the purpose of implementing **expansionist policies**.

14. Understand and be able to explain the Cold War of capitalist democracies led by the USA and communist dictatorships led by the USSR affected nations and people around the globe.
15. Understand and be able to identify and explain characteristics of the Cold War including
  - a) Soviet foreign policy of expansionism
  - b) USA foreign policy of containment
  - c) deterrence, nuclear arms race and Mutually Assured Destruction (MAD)
  - d) brinkmanship and the Cuban Missile Crisis
  - e) détente and Strategic Arms Reduction Treaties (SALT I and SALT II)
  - f) liberation movements in Hungary and Czechoslovakia
16. Understand how forcing liberalism on Aboriginals affected Aboriginal lives and cultures.
17. Understand and be able to explain how modern liberalism is challenged by alternative thought including the following
  - a) Aboriginal collectivism
  - b) environmentalism
  - c) religious beliefs
  - d) extremist beliefs, values and actions (e.g. terrorist organizations)

**Related Issue 3: Are the values of liberalism viable (practical or workable)?**

**(Chapters 11-14)**

***As a Social 30-2 student you will need to use thinking, communication and writing skills to be able to:***

1. Know the characteristics of **direct democracy** and **representative democracy** and be able to identify the differences between the two.
2. Understand and be able to explain how of democracies find out what the will of the people is including:
  - a) referendums
  - b) plebiscites
  - c) elections

3. Understand and be able to explain the requirements of democracy and threats to democracy.

<b>Requirements for a Liberal Democracy &amp; Threats to Democracy</b>
<p><b>How democratic a nation is can be judged by:</b></p> <ol style="list-style-type: none"><li>1. <b>the number of the civil liberties (rights and freedoms) that the citizens of a nation enjoy and the degree to which those rights are upheld and exist in reality</b> (*Generally accepted as the most important measure of how democratic a nation is.)</li><li>2. how much government decisions can be influenced by citizens</li><li>3. the involvement of ordinary citizens governing of the nation.</li></ol>
<p style="text-align: center;"><b><u>Requirements for a Liberal Democracy</u></b></p> <ol style="list-style-type: none"><li>1. Leaders can be replaced.<ol style="list-style-type: none"><li>A. Regular elections are held with secret ballots.</li><li>B. There is a real choice amongst candidates and political parties.</li><li>C. Elections are free of fraud, bribery and intimidation.</li><li>D. There is <u>universal suffrage</u>. All adult citizens may vote.</li></ol></li><li>2. All citizens are equal before the law and have equal rights. (Equality before the law)</li><li>3. Judges and courts are independent. They are free from outside control.</li><li>4. Civil liberties are guaranteed and practiced such as Freedom of Speech and Freedom of the Press.</li></ol>
<p style="text-align: center;"><b><u>Threats to Democracy</u></b></p> <ol style="list-style-type: none"><li>1. <b>Apathetic Electorate</b><ol style="list-style-type: none"><li>A. <b>Citizens don't care enough to be informed about what their government doing is and/or don't care enough to vote.</b> This can lead to government failing to act in the best interests of citizens. The result is that citizens get "bad" government.</li></ol></li><li>2. <b>Elite Groups</b><ol style="list-style-type: none"><li>A. <b>Money is power.</b> The rich and powerful may have a greater influence on government than ordinary citizens.</li><li>B. <b>Special interest or lobby groups</b> such as the Canadian Taxpayers Association in Canada or the National Rifle Association in the United States have the ability to influence government more than the ordinary citizen.</li></ol></li><li>3. <b>Inefficiency</b><ol style="list-style-type: none"><li>A. <b>Decision-making in democracy can be slow and inefficient</b> since citizens have to be consulted.</li></ol></li><li>4. <b><u>Tyranny (Harsh &amp; Cruel Rule) of the Majority</u></b><ol style="list-style-type: none"><li>A. <b>The majority deprives minorities of their rights.</b> For example, Japanese Canadian citizens lost their civil rights during WW II because the majority feared they might help Japan.</li></ol></li><li>5. <b>Tyranny of the Minority</b><ol style="list-style-type: none"><li>A. <b>A minority deprives the majority of its rights.</b> For example, the white minority of South Africa deprived the black majority of its rights.</li></ol></li></ol>

6. Understand and be able to explain different types elected representation including the following:

- a) Representation by population (Canada as a case study)
- b) First past the post (Canada as a case study)
- c) Proportional representation (Sweden as a case study)

7. Understand and be able to identify the values and beliefs associated with each type of economy.

- a. Command Economy (communism)
- b. Democratic Socialist Mixed Economy (Sweden)
- c. Mixed Economy (Canada)
- d. Capitalist Economy (USA)

8. Understand and be able to explain the different levels of equality and equality of opportunity promoted or encouraged by different types of economies.
  - a) Command Economy (communism) – Egalitarianism
  - b) Mixed Economy – Greater equality – Equality of opportunity
    - i) Sweden
    - ii) Canada
  - c) Capitalism - Equality of opportunity
    - i) USA - Affirmative action
9. Identify advantages and disadvantages of each type of economy
10. Identify Canadian Government practices that may not reflect the values of liberalism.
11. Identify the advantages and disadvantages of promoting individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights )
12. Make an informed judgement about the ability of liberal democracies to deal with problems such as (a national crisis, environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, )

#### **Related Issue 4: Should my actions as a citizen be shaped by an ideology?**

**(Chapters 15-16)**

***As a Social 30-2 student you will need to use thinking, communication and writing skills to be able to:***

1. Students will understand be able to identify their rights, roles and responsibilities as citizens in a democracy.
2. Understand and be able to explain different perspectives on the rights, roles and responsibilities of the individual in a democratic society including the following:
  - a) respect for law and order (For example, citizens may disagree on whether a law is fair and just as well as disagree on how citizens should react to unjust laws.
  - b) protests and civil disobedience (For example, many people believe violent protests are unacceptable while others do not.
  - c) political participation (For example, should voting be mandatory as it is in Australia?)
3. Be able to explain different perspectives on the rights, roles and responsibilities of the individual during times of conflict such as humanitarian crises, antiwar movements, pro-democracy movements.
4. Identify the main arguments, both for and against, on the issue: **Should civil liberties be restricted or eliminated during a national crisis?**
5. Identify and develop strategies that citizens can use to deal with local, national and global issues.