



# Social Studies

## Social Studies 30 – 1, 30 -2 Curriculum Map

### Perspectives on Ideology

Related Issue 1: To what extent should ideology be the foundation of identity? (30-1)

Related Issue 1: Should ideology be the foundation of identity? (30-2)

Resources Included: *Britannica School, Canada in Context, The Canadian Encyclopedia, Historica Canada, World History in Context, Global Issues in Context, Canadian Encyclopedia, Canadian Heritage, Government of Canada, LearnAlberta, Academic OneFile, CBC News in Review, Curriculum Video on Demand, Crash Course videos*

Betty-Lou Ayers

On Behalf of THE ALBERTA LIBRARY

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## Crash Course Disclaimer

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course*. This web series is geared towards Division IV Social Studies. It includes topics related Globalization, Capitalism, World War I & II, and more. These videos can sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness first before showing them in a classroom or library setting.

## Social Studies 30-1

### Perspectives On Ideology

#### Overview

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues

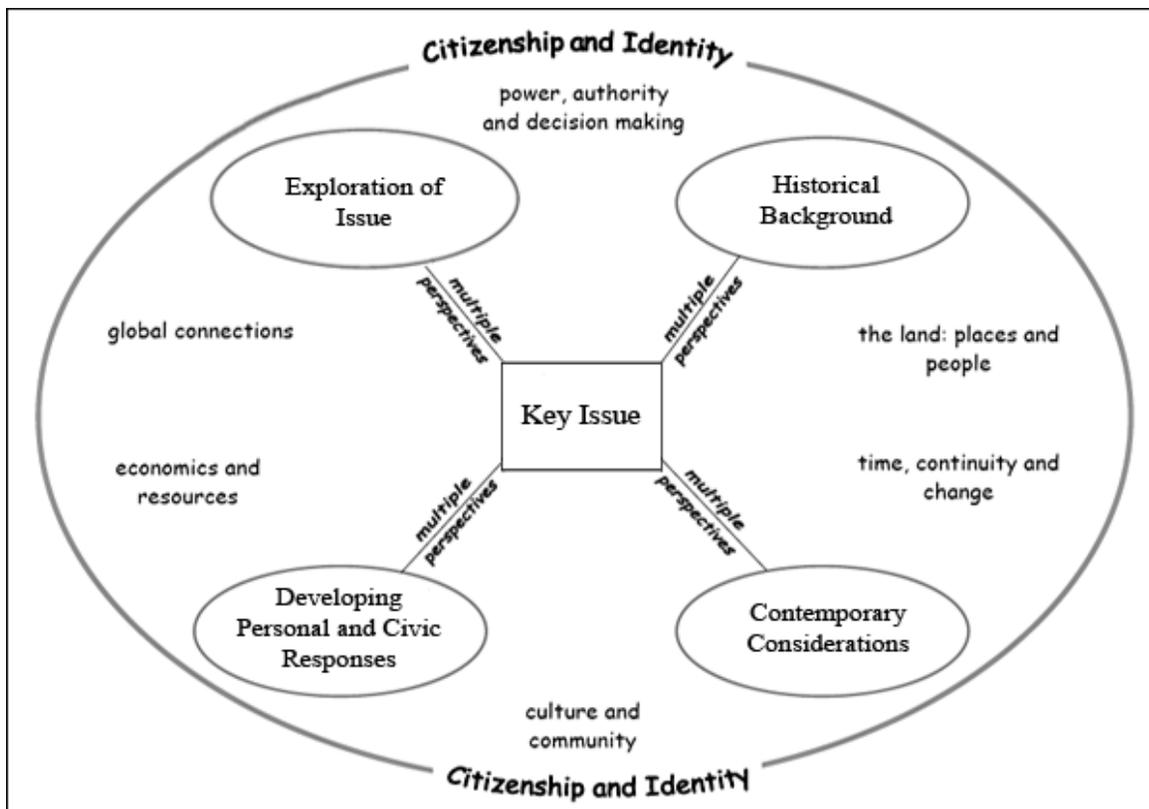
#### Rationale

The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

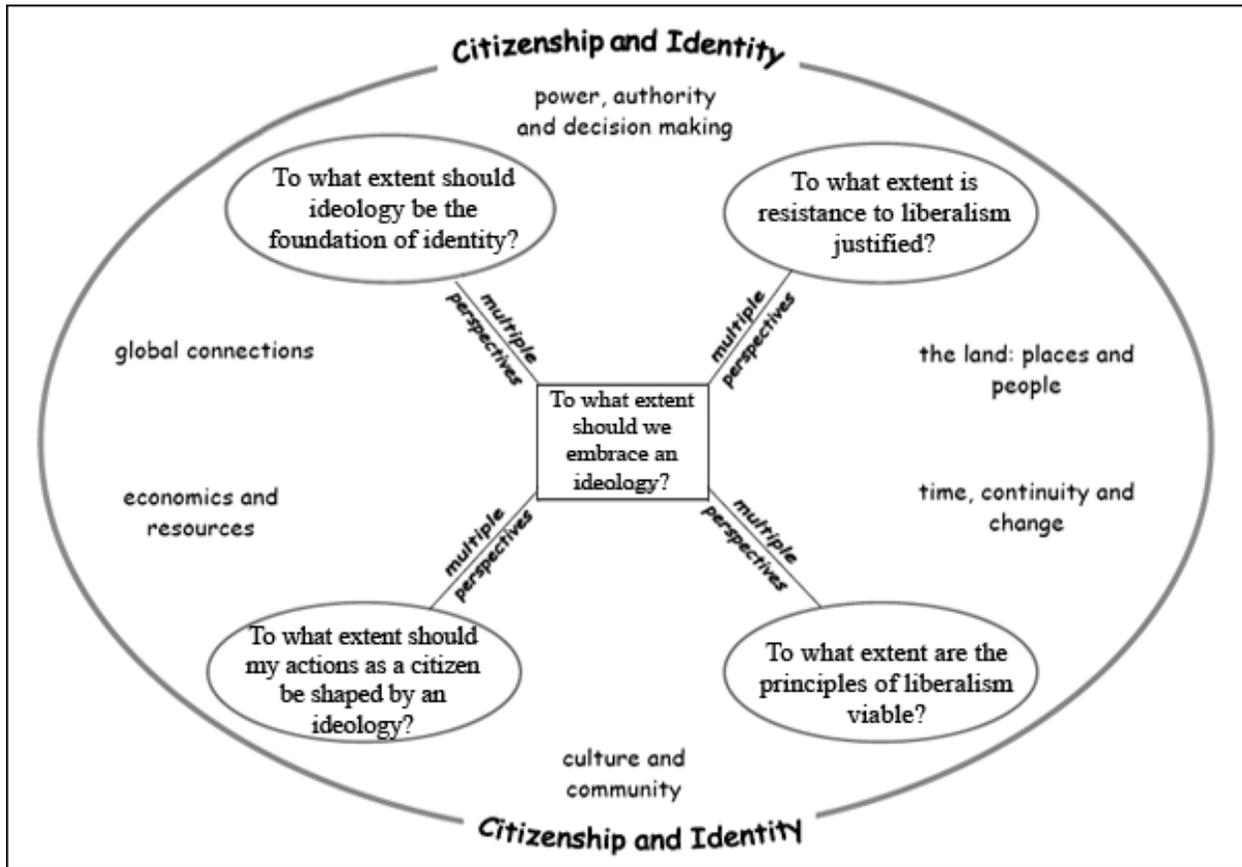
<b>Key Issue</b>	<b>Key Outcome</b>
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
<b>Related Issues</b>	<b>General Outcomes</b>
1. To what extent should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.

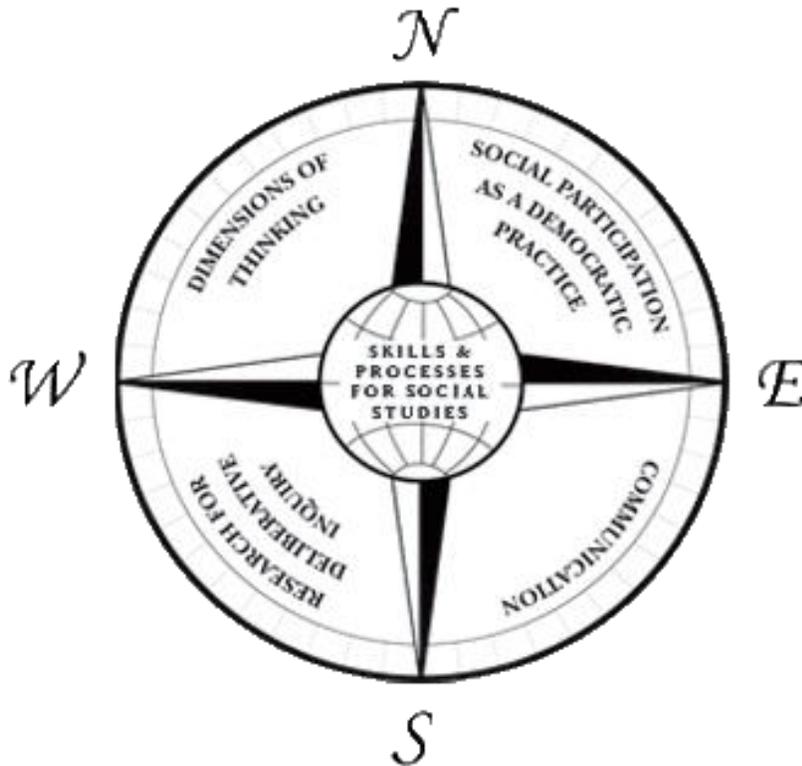
2. To what extent is resistance to liberalism justified?	Students will assess impacts of, and reactions to, principles of liberalism.
3. To what extent are the principles of liberalism viable?	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
4. To what extent should my actions as a citizen be shaped by an ideology?	Students will assess their rights, roles and responsibilities as citizens.

### Senior High School Social Studies Course Organizer



### Social Studies 30-1 Course Organizer





### **Benchmark Skills and Processes**

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

<b>Dimensions of Thinking</b>	
critical thinking and creative thinking	evaluate ideas and information from multiple sources
historical thinking	analyze multiple historical and contemporary perspectives within and across cultures
geographic thinking	analyze the impact of physical and human geography on history
decision making and	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions

problem solving	and take action, if appropriate, on important issues
<b>Social Participation as a Democratic Practice</b>	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
<b>Research for Deliberative Inquiry</b>	
research and information	develop, express and defend an informed position on an issue
<b>Communication</b>	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

### **Skills & Processes For Social Studies 30-1**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➤.

## **Dimensions of Thinking**

Students will:

### **S.1 - develop skills of critical thinking and creative thinking:**

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

### **S.2 - develop skills of historical thinking:**

- evaluate ideas and information from multiple sources
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an

examination of multiple sources

- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- ➤ demonstrate an understanding of how changes in technology can benefit or harm society-in the context of the present, the future and various historical time periods
- ➤ use current, reliable information sources from around the world

### **S.3 - develop skills of geographic thinking:**

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- ➤ use current, reliable information sources from around the world, including online atlases

**S.4 - demonstrate skills of decision making and problem solving:**

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving
- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

**Social Participation as a Democratic Practice****Students will:****S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

**S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

**Research for Deliberative Inquiry****Students will:****S.7 - apply the research process:**

- develop, express and defend an informed position on an issue
- reflect on changes of perspective or opinion based on information gathered and research conducted
- draw pertinent conclusions based on evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research
- ➤ plan and perform complex searches, using digital sources
- ➤ use calendars, time management or project management software to assist in organizing the research process

- ➤ generate new understandings of issues by using some form of technology to facilitate the process
- ➤ record relevant data for acknowledging sources of information, and cite sources correctly
- ➤ respect ownership and integrity of information

## **Communication**

### **Students will:**

#### **S.8 - demonstrate skills of oral, written and visual literacy:**

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues
- ➤ apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
- ➤ use appropriate presentation software to demonstrate personal understandings
- ➤ compose, revise and edit text

- ➤ apply general principles of graphic layout and design to a document in process
- ➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- ➤ apply principles of graphic design to enhance meaning and engage audiences

### **S.9 - develop skills of media literacy:**

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ evaluate the validity of various points of view presented in the media
- ➤ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- ➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

**Key Issue: To what extent should we embrace an ideology?**

**Key Outcome: Students will understand, assess and respond to the complexities of ideologies.**

**Related Issue 1 (30-1)**

To what extent should ideology be the foundation of identity?

**General Outcome**

Students will explore the relationship between identity and ideology.

**Specific Outcomes: Values and Attitudes**

**Students will:**

1.1 - appreciate various perspectives regarding identity and ideology

1.2 - appreciate various perspectives regarding the relationship between individualism and common good

**Specific Outcomes: Knowledge and Understanding**

**Students will:**

1.3 - explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)

1.4 - examine historic and contemporary expressions of individualism and collectivism

1.5 - examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)

- 1.6 - explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism)
- 1.7 - analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
- 1.8 - analyze collectivism as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
- 1.9 - analyze the dynamic between individualism and common good in contemporary societies
- 1.10 - evaluate the extent to which personal identity should be shaped by ideologies

## Social Studies 30-2

### Understandings Of Ideologies

#### Overview

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

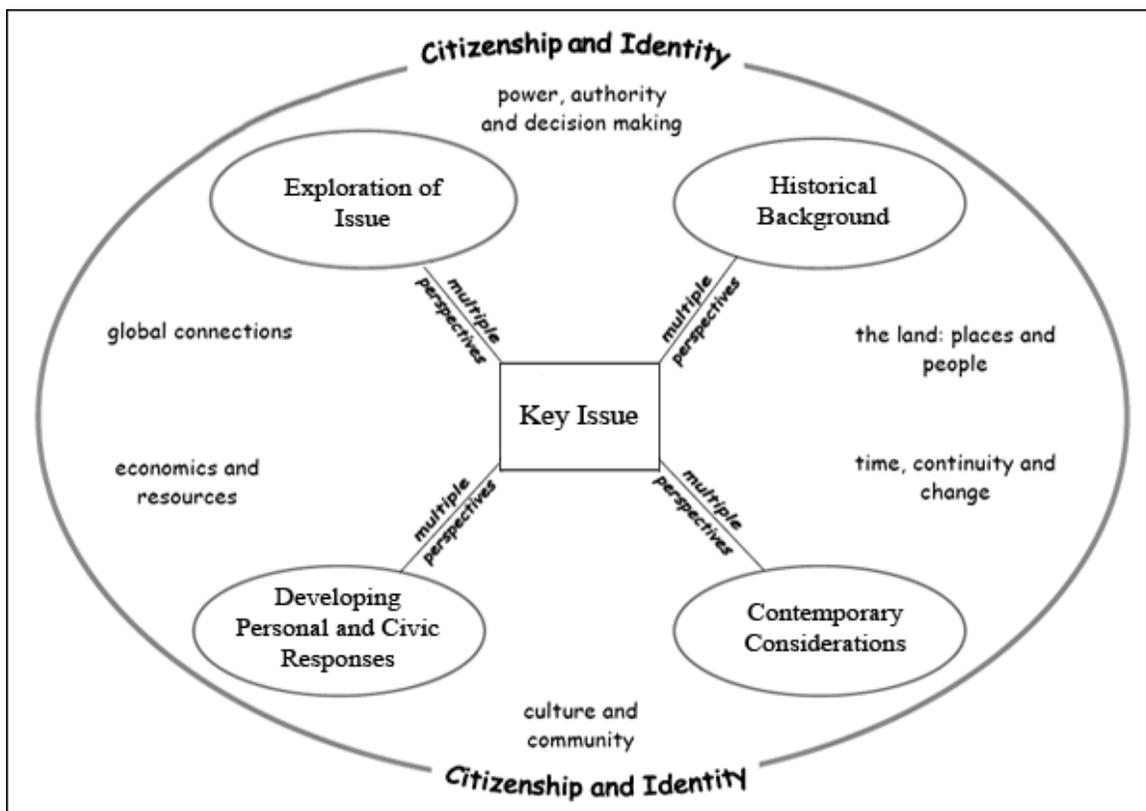
#### Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

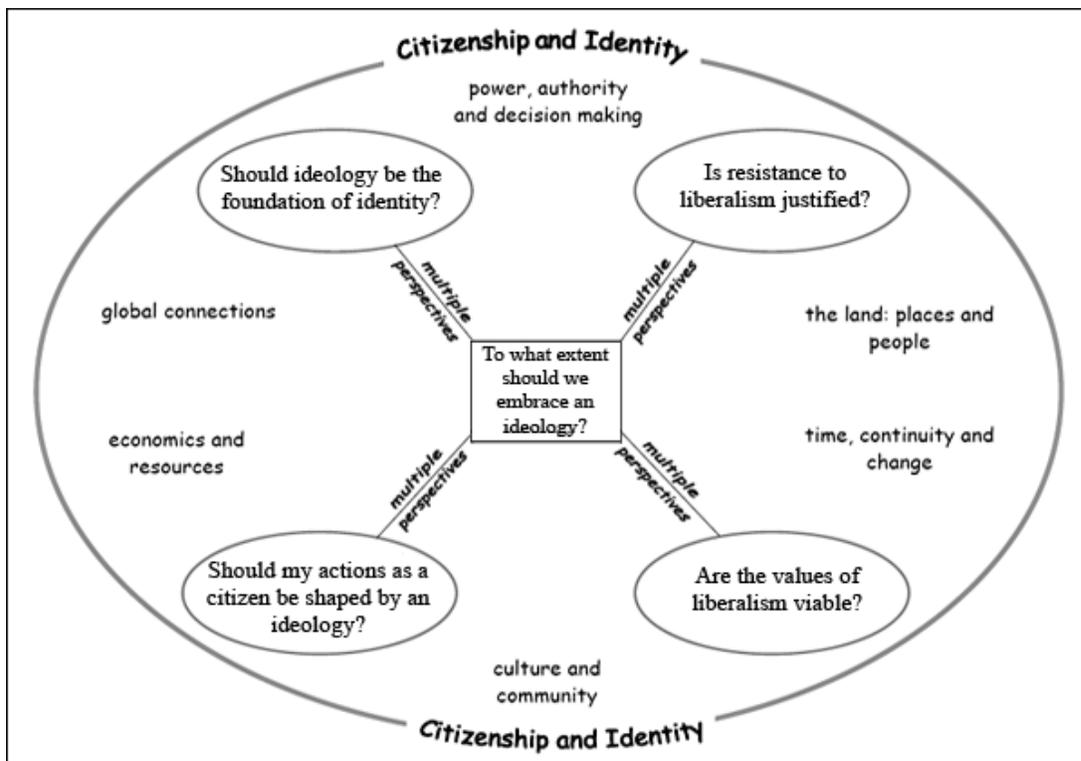
<b>Key Issue</b>	<b>Key Outcome</b>
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
<b>Related Issues</b>	<b>General Outcomes</b>
1. Should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. Is resistance to	Students will understand impacts of, and

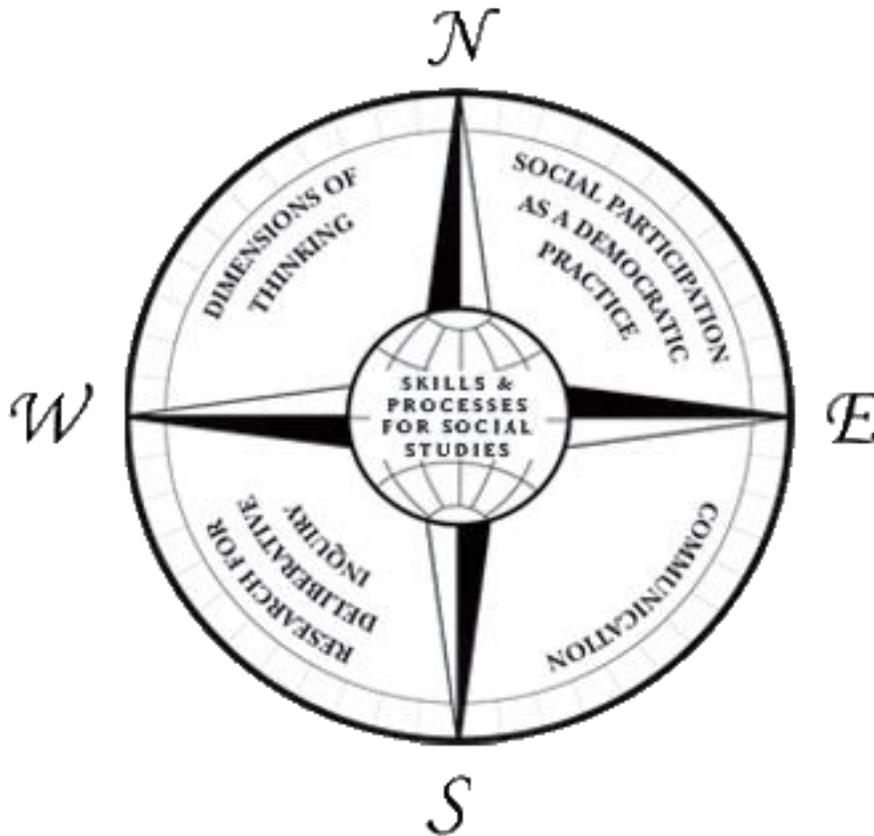
liberalism justified?	reactions to, liberalism.
3. Are the values of liberalism viable?	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. Should my actions as a citizen be shaped by an ideology?	Students will understand their rights, roles and responsibilities as citizens.

### Senior High School Social Studies Course Organizer



### Social Studies 30-2 Course Organizer





### **Benchmark Skills and Processes**

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

<b>Dimensions of Thinking</b>	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events

decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions
<b>Social Participation as a Democratic Practice</b>	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
<b>Research for Deliberative Inquiry</b>	
research and information	develop, express and defend an informed position on an issue
<b>Communication</b>	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

### **Skills & Processes For Social Studies 30-2**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by

this symbol ➤ **Dimensions of Thinking**

**Students will:**

S.1 - develop skills of critical thinking and creative thinking:

- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity, evidence or reliability
- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 - develop skills of historical thinking:

- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and

contemporary evidence

- ➤ describe how changes in technology can benefit or harm society
- ➤ use current, reliable information sources from around the world

S.3 - develop skills of geographic thinking:

- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps
- assess the impact of human activities on the land and the environment
- ➤ use current, reliable information sources from around the world, including online atlases

S.4 - demonstrate skills of decision making and problem solving:

- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply ideas and strategies to contribute to decision making and problem solving
- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

## **Social Participation as a Democratic Practice**

### **Students will:**

S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the points of view and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team
- cooperate with others for the well-being of the community

## **Research for Deliberative Inquiry**

### **Students will:**

S.7 - apply the research process:

- develop and express an informed position on an issue

- develop conclusions based on evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➤ use calendars, time management or project management software to assist in organizing the research process
- ➤ plan and perform searches, using digital sources
- ➤ generate understandings of issues by using some form of technology to facilitate the process

## **Communication**

### **Students will:**

S.8 - demonstrate skills of oral, written and visual literacy:

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, visual and print sources to present informed positions on issues
- ask respectful and relevant questions of others to clarify viewpoints on an issue

- make respectful and reasoned comments on the topic of discussion
- ➤ use technology to compose, revise and edit text
- ➤ employ technologies to adapt information for context (situation, audience and purpose)

#### S.9 - develop skills of media literacy:

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ analyze the validity of various points of view in media messages
- ➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media
- ➤ demonstrate discriminatory selection of electronically accessed information

**Key Issue: To what extent should we embrace an ideology?**

**Key Outcome: Students will understand, assess and respond to the complexities of ideologies.**

**Related Issue 1 (30-2)**

Should ideology be the foundation of identity?

**General Outcome**

Students will explore the relationship between identity and ideology.

**Specific Outcomes: Values and Attitudes**

**Students will:**

- 1.1 - appreciate various perspectives regarding identity and ideology
- 1.2 - appreciate various perspectives regarding the relationship between individualism and common good

**Specific Outcomes: Knowledge and Understanding**

**Students will:**

- 1.3 - explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)
- 1.4 - identify historic and contemporary expressions of individualism and collectivism
- 1.5 - examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)

1.6 - identify themes of ideologies (nation, class, relationship to land, environment, religion)

1.7 - examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)

1.8 - examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)

1.9 - examine the relationship between individualism and common good in contemporary societies

1.10 - analyze the extent to which personal identity should be shaped by ideologies

## Related Issue 1

To what extent should ideology be the foundation of identity? (30-1)

Should ideology be the foundation of identity? (30-2)

## General Outcome

Students will explore the relationship between identity and ideology.

Lesson plans/Critical inquiry lessons:

- A. [Discovering the Influence of Ideology](#)
- B. [Are Collectivism and Individualism Opposites?](#)
- C. [Media and Ideologies](#)
- D. [Balancing Individualism, Collectivism and the Common Good](#)
- E. [Multiple Perspectives and Ideology](#)

### A. Critical Challenge: [Discovering the Influence of Ideology:](#)

Assess the extent to which identity is influenced by ideologies

- Create a concept map to demonstrate an understanding of ideology and its relationship to related key terms and concepts.

"[Ideology](#)." *Encyclopedia of American Foreign Policy*. Ed. Richard Dean Burns, Alexander DeConde, and Fredrik Logevall. 2nd ed. Vol. 2. New York: Charles Scribner's Sons, 2002. 187-202. *Canada in Context*.

"[Ideology](#)." *Encyclopedia of Philosophy*. Ed. Donald M. Borchert. 2nd ed. Vol. 4. Detroit: Macmillan Reference USA, 2006. 573-575. *World History in Context*.

"[Ideology](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 3. Detroit: Macmillan Reference USA, 2008. 558-560. *World History in Context*.

## Topic Pages:

[Capitalism](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Communism](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Communism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Conservatism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Democracy](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Democracy](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Fascism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Marxism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Nationalism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Socialism](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Socialism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Totalitarianism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

### **Specific Reference:**

"[Centrism](#)." *International Encyclopedia of the Social Sciences*, edited by William A. Darity, Jr., 2nd ed., vol. 1, Macmillan Reference USA, 2008, pp. 488-489. *Global Issues in Context*.

"[Left Wing](#)." *International Encyclopedia of the Social Sciences*, edited by William A. Darity, Jr., 2nd ed., vol. 4, Macmillan Reference USA, 2008, pp. 402-404. *Global Issues in Context*.

"[Liberalism](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 4. Detroit: Macmillan Reference USA, 2008. 425-427. *World History in Context*.

"[McCarthyism](#)." *Gale Encyclopedia of U.S. History: Government and Politics*. Detroit: Gale, 2009. *Canada in Context*.

"[Neoliberalism](#)." *Encyclopedia of Race and Racism*, edited by Patrick L. Mason, 2nd ed., vol. 3, Macmillan Reference USA, 2013, pp. 252-255. *Global Issues in Context*.

"[Right Wing](#)." *International Encyclopedia of the Social Sciences*, edited by William A. Darity, Jr., 2nd ed., vol. 7, Macmillan Reference USA, 2008, pp. 247-248. *Global Issues in Context*.

## Examine beliefs and values of prominent people:

### Becky Scott:

"[Beckie Scott](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2009.

"[Profile: Canadian cross-country skier Becky Scott waits to learn if she will receive a silver or gold medal in the wake of two Russian athletes testing positive for drugs.](#)" *Morning Edition* 22 May 2002. *World History in Context*.

"[Beckie Scott finally gets her golden opportunity.](#)" *Globe & Mail* [Toronto, Canada] 26 June 2004: A1. *World History in Context*.

### Barry Bonds:

"[Barry Bonds](#)." *UXL Biographies*. Detroit: UXL, 2011. *Canada in Context*.

"[Barry Bonds](#)." *Newsmakers*. Detroit: Gale, 2017. *Canada in Context*.

"[Barry Bonds](#)." *Contemporary Black Biography*. Vol. 99. Detroit: Gale, 2012. *World History in Context*. Web. 19 Jan. 2017.

### Bill Gates:

[Bill Gates](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"[Bill Gates](#)." *Scientists: Their Lives and Works*. Detroit: UXL, 2010. *Canada in Context*.

"Bill Gates." *Britannica School*, Encyclopædia Britannica, 23 Nov. 2016. Web.

### Conrad Black:

"[Conrad Moffat Black](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Conrad Black](#)." *Contemporary Canadian Biographies*. Detroit: Gale, 1997. *Canada in Context*.

"Conrad Black." *Britannica School*, Encyclopædia Britannica, 4 May. 2012. Web.

"[Conrad Moffat Black](#)." *Encyclopedia of World Biography*. Detroit: Gale, 2008. *World History in Context*.

"[Conrad Black \(Profile\)](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2003.

"[Conrad Black Charged With Fraud](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2006.

"[Conrad Black Undone By Small Transactions](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2007.

"[Former Associate To Testify Against Conrad Black](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2013.

"[Conrad Black's Codefendants Found Guilty](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2013.

"[Black Puts Up Newspapers For Sale](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2013.

"[Conrad Black In Conversation With Kenneth Whyte](#)." *Maclean's* 124.36 (2011): 14-17. *Academic OneFile*.

"[Conrad Black, historian: a Canadian phenomenon explores his country's past](#)." *Inroads: A Journal of Opinion* 38 (2016): 141+. *Canada in Context*.

### **Susan Aglukark**

"[Susan Aglukark](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2019.

["Northern Light. \(Cover Story\)."](#) *Chatelaine* 68.11 (1995): 78. *Academic OneFile*.

Profiles Canadian pop singer and Inuit aborigine **Susan Aglukark**. Release of the new album 'This Child'; **Aglukark's** musical style; Personal background; Aboriginal experience; Career background; Accomplishments and awards.

["Nunavut singer honoured for activism, performing arts; Susan Aglukark is a long-time advocate for the people and communities of Canada's North through her music and activism."](#) *Globe & Mail* [Toronto, Canada] 16 Apr. 2016: R5. *Global Issues in Context*.

["Pride of the Arctic: Susan Aglukark sings about pain and joy among the Inuit."](#) *Maclean's* 13 Feb. 1995: 65+. *Global Issues in Context*. Web. 19 Jan. 2017.

["Ready to sing for the world: Canada's Susan Aglukark is taking an upbeat new album and a renovated image to the global market."](#) *Maclean's* 29 Nov. 1999: 94. *Global Issues in Context*.

## **Britney Spears**

["Britney Spears."](#) *Newsmakers*. Detroit: Gale, 2014. *Canada in Context*.

"Britney Spears." *Britannica School*, Encyclopædia Britannica, 2 Dec. 2015.

["Spears, Britney \(b. 1981\)."](#) *Encyclopedia of Children and Childhood: In History and Society*. Ed. Paula S. Fass. Vol. 3. New York: Macmillan Reference USA, 2004. 779-780. *Global Issues in Context*.

["'I'm just a Louisiana girl' the southern world of Britney Spears."](#) *Southern Cultures* 7.4 (2001): 81+. *Canada in Context*.

["The Economics of Britney Spears."](#) *Weekend Edition Saturday* 19 Jan. 2008. *Global Issues in Context*.

"[Learning from Britney's troubles.](#)" *New York Times* 10 Feb. 2008: 12(L). *Global Issues in Context*.

"[Sony apologizes to Britney Spears over death tweet.](#)" *Brampton Guardian* [Brampton, Ontario] 27 Dec. 2016: 1. *Canada in Context*.

## **Mother Teresa**

[Mother Teresa](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Mother Teresa](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

"[Mother Teresa.](#)" *Encyclopedia of World Biography*. Detroit: Gale, 2016. *Global Issues in Context*.

"[Mother Teresa](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2013.

"Mother Teresa." *Britannica School*, Encyclopædia Britannica, 9 Dec. 2016.

"[The Nobel Laureate Biography of Mother Teresa.](#)" *Gale Student Resources in Context*. Detroit: Gale, 2013. *Canada in Context*.

The winner of the 1979 Nobel Peace Prize, Mother Teresa's qualifications are outlined in her official Nobel Foundation biography.

"[A religiosity that was radically simple - and controversial.](#)" *Globe & Mail* [Toronto, Canada] 3 Sept. 2016: F9. *Global Issues in Context*.

"[The not-so-saintly side of Mother Teresa.](#)" *Toronto Star* [Toronto, Ontario] 1 Sept. 2016: A17. *Global Issues in Context*.

"[Mother Teresa's sainthood; The not-so-saintly side of Mother Teresa, Opinion Sept. 1.](#)" *Toronto Star* [Toronto, Ontario] 10 Sept. 2016: IN11.

*Global Issues in Context.*

"[Woman Created, Woman Transfigured, Woman Consumed: An Introduction](#)." *NWSA Journal* 11.2 (1999): vii. *World History in Context*.

**Web Sites:** Mother Teresa

"[Global Catholic Network's Commemoration of Mother Teresa](#)." *Gale Student Resources in Context*, Gale, 2013. *Canada in Context*.

"[Mother Teresa of Calcutta Center](#)." *Gale Student Resources in Context*, Gale, 2013. *Canada in Context*. Web. 19 Jan. 2017.

"[Mother Teresa](#)." *Nobelprize.org*. *Gale Student Resources in Context*, Gale, 2013.

Contains facts, biographical information, Nobel lecture, prize presentation speech, acceptance speech, documentary, photo gallery and questions & answers.

### **Osama bin Laden**

[Osama bin Laden](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"[Osama bin Laden](#)." *Encyclopedia of World Biography*. Vol. 22. Detroit: Gale, 2002. *Canada in Context*.

"Osama bin Laden." *Britannica School*, Encyclopædia Britannica, 19 May. 2011.

"[Osama bin Laden—A Face of Terrorism](#)." *History Behind the Headlines: The Origins of Conflicts Worldwide*. Ed. Sonia G. Benson, Nancy Matuszak, and Meghan Appel O'Meara. Vol. 5. Detroit: Gale, 2002. *Global Issues in Context*.

"[PBS: Frontline: Osama bin Laden](#)." *Gale Student Resources in Context*, Gale, 2014. *Canada in Context*.

"[US Strikes Back At Terrorists](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2013.

"[bin Laden, Osama](#)." *Terrorism Reference Library*. Ed. Matthew May, James L. Outman, and Elisabeth M. Outman. Vol. 3: Primary Sources. Detroit: UXL, 2003. 109-118. *Global Issues in Context*.

"[Chapter 3. Death of bin Laden and the Battle Against Extremists](#)." *Pew Global Attitudes Project*. Washington, DC: Pew Research Center, 2011. *Global Issues in Context*.

"[Al-Qaeda and the Reach of Terror](#)." *History Behind the Headlines: The Origins of Conflicts Worldwide*. Ed. Sonia G. Benson, Nancy Matuszak, and Meghan Appel O'Meara. Vol. 5. Detroit: Gale, 2002. *Canada in Context*.

"[On responding to terrorist violence](#)." *Ploughshares Monitor* Spring 2015: 10+. *Canada in Context*.

"[PBS: Frontline: Osama bin Laden](#)." *Gale Student Resources in Context*, Gale, 2014. *Canada in Context*.

PBS's Web page on Osama bin Laden provides detailed information on his family history and life.

## **Jean Vanier**

"[Jean Vanier: A Canadian Inspiring the World](#)." *LearnAlberta*.

Jean Vanier's humanitarianism is shaped by his vision for a peaceful, inclusive world. Aspects of his life, beliefs and work are portrayed through documentaries and Vanier's 1998 CBC Radio Massey Lecture.

## **Websites:**

"[All I needed to Know I Learned in Kindergarten](#)." *Canadian Centres for Teaching Peace. LearnAlberta*.

"[Betty Bastien: Canadian and Aboriginal Identity](#)." *Alberta Education. LearnAlberta*.

"[Betty Bastien: Citizenship and Nation in the Canadian Context](#)." *Alberta Education. LearnAlberta.*

"[Roberta Jamieson: Nation and Citizenship in the Canadian Context](#)." *Alberta Education. LearnAlberta.*

"[McCarthyism](#)." *Spartacus Educational*. John Simkin. *LearnAlberta.*

This website authored by historian John Simkin, contains info, links, literature references and images about McCarthyism.

"[Harold Walsby: Definition of Ideology](#)." GWIEP.NET (George Walford International Essay Prize). *LearnAlberta.*

This website contains an introduction to systemic ideology by George Walford and contains references to books and articles discussing ideologies.

"[Political and Economic Spectrums](#)." *LearnAlberta.*

This resource is composed of a series of interactive grids and spectrums.

Information on economic freedom, economic control, political freedom, and politics...."Your beliefs about human nature and the world you live in affect the way you feel about society. Society is organized in such a way that it reflects the beliefs of people and it helps them to reach their goals. These beliefs and goals are called ideology. All the world's political and economic systems..."

## **B. Critical Challenge: [Are Collectivism and Individualism Opposites?](#) (lesson plan)**

Create a visual representation that accurately illustrates the relationships among individualism, collectivism and the common good.

"[Collectivism](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2015.

"[Collectivism](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 2. Detroit: Macmillan Reference USA, 2008. 10-11. *World History in Context*.

"Collectivism." *Britannica School*, Encyclopædia Britannica, 18 Sep. 2016

"[Common Good, The](#)." International Encyclopedia of the Social Sciences. Ed. William A. Darity, Jr. 2nd ed. Vol. 2. Detroit: Macmillan Reference USA, 2008. 25. *Global Issues in Context*.

"Common good." *Britannica School*, Encyclopædia Britannica, 11 Mar. 2013.

"Individualism." *Britannica School*, Encyclopædia Britannica, 3 Dec. 2014.

"[Individualism](#)." *Renaissance: An Encyclopedia for Students*. Ed. Paul F. Grendler. Vol. 2. New York: Charles Scribner's Sons, 2004. 180-181. *World History in Context*.

"[Individualism](#)." *Encyclopedia of the Renaissance*. Ed. Paul F. Grendler. New York: Charles Scribner's Sons, 2000. *World History in Context*.

"[Individualism](#)." *New Dictionary of the History of Ideas*. Ed. Maryanne Cline Horowitz. Vol. 3. Detroit: Charles Scribner's Sons, 2005. 1113-1117. *World History in Context*.

"[Individualism](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 3. Detroit: Macmillan Reference USA, 2008. 618-620. *World History in Context*.

"[Individualism and the Self](#)." *Encyclopedia of American Cultural and Intellectual History*, edited by Mary Kupiec Cayton and Peter W. Williams, Charles Scribner's Sons, 2001. *Canada in Context*.

### **Websites:**

[Edward Griffin – On Individualism v Collectivism #1](#). *YouTube*.  
*LearnAlberta.ca*.

An interview with G. Edward Griffin in which he explains why he feels that collectivism is a flawed ideology.

[ReliefWeb](#). United Nations Office for Coordination of Humanitarian Affairs (OCHA). LearnAlberta.ca.

Contains global time-critical humanitarian information on countries and emergencies and the latest natural disasters.

[The Most Expensive Billionaire Homes in the World](#). *Forbes*. LearnAlberta.ca. Information and images about the homes of billionaires.

[XIII. Individualism versus Collectivism](#). LearnAlberta.ca.

This website contains an article that defines the terms “individualism” and “collectivism” and compares individualistic cultures with collectivist cultures.

### **Videos:**

“[Individualism Versus Collectivism](#): Five Dimensions of Culture in Ethiopia, South Africa, and the U.S.: Intercultural Connections.” *Curriculum Video on Demand*, 2013.

“[Individualism versus Collectivism](#).” *YouTube*.

This website contains a video that examines the difference between individualism and collectivism.

“[60 Minutes: The Mensch of Maiden Mills: CEO Aaron Feuerstein Puts Employees First](#).” *CBC News*. LearnAlberta.ca.

A “60 Minutes” story about the Maiden Mills textile company, which, when faced with a decision to either rebuild a burnt-down textile factory or relocate overseas, based its decision on what was in the best interests of its employees.

### **C. Critical Challenge: [Media and Ideologies](#)**

- A. Detect ideological bias in media accounts.
- B. Reword a media piece so that it reflects a more balanced presentation of ideological perspectives.

**Videos:**

[The Ant Bully: Introduction to Anthill Socialism](#). *YouTube*.

This video examines the differences between socialism and capitalism.

[Media Literacy in the 21<sup>st</sup>-Century Classroom](#). *Curriculum Video on Demand*, 2009.

This program helps educators instill media literacy through an exploration of its basic concepts as well as examples drawn from film and television. Defining media literacy in terms of access, analysis, evaluation, and creation, the video examines race and gender issues, embedded social cues, the prevalence of media bias, and concrete methods for questioning the objectives and studying the techniques of media. Well-known TV commercials are used as case studies. (40 minutes)

**Websites:**

[Innovation, Activism, Leadership](#). *The Association for Media Literacy*.  
*LearnAlberta*.

Contains information about this nonprofit organization dedicated to promoting media literacy as a means of understanding the influence of the media and the impact of rapidly evolving technology on Canadian culture. Contains articles, reviews, news and events and resources for teachers related to media education.

[G. Edward Griffin – On Individualism v Collectivism #1](#). *YouTube*.  
*LearnAlberta.ca*.

An interview with G. Edward Griffin in which he explains why he feels that collectivism is a flawed ideology.

[Media Smarts](#). *MediaSmarts*. *LearnAlberta*.

The website promotes media and information literacy and internet awareness for students and adults.

**D. Critical Challenge: [Balancing Individualism, Collectivism and the Common Good](#)**

- A. Assess the degree to which individualism, collectivism, or a combination of the two, best promotes the common good.
- B. Create a plausible description of a society in which either individualism or collectivism become dominant.

**Individualism contributes to common good:**

**Ayn Rand:**

"Ayn Rand." *Britannica School*, Encyclopædia Britannica, 12 Aug. 2015.

**Videos:**

"[Ayn Rand in Her Own Words](#)." Films Media Group, 2010. *Curriculum Video on Demand*.

Philosopher phenomenon Ayn Rand tells her life story in her own words, sharing her private videos and archives. (74 minutes)

"[Love and Power: The Influence of Ayn Rand—All Watched Over by Machines of Loving Grace](#)." Films Media Group, 2011. *Curriculum Video on Demand*.

This fascinating program suggests that the publication of Ayn Rand's *Atlas Shrugged* impacted American culture in ways that the author never intended—most notably due to one very influential fan. The video traces a philosophical line of descent from Rand's vision of "heroic individualism" to the Silicon Valley pioneers whom she greatly inspired, and who believed that her ideals might be realized through computer networks. Rand-follower Alan Greenspan later convinced the Clinton administration that digital technology could stabilize economies by automatically adjusting for risk, leading to the meltdown of financial markets worldwide. With economist Joseph Stiglitz, Oracle CEO Larry Ellison, and Pixar cofounder Loren Carpenter. A BBC Production. Part of the series *All Watched Over by Machines of Loving Grace*. (52 minutes)

**Adam Smith:**

"Adam Smith." *Britannica School*, Encyclopædia Britannica, 14 Mar. 2016.

**Video:**

"[Adam Smith: The Wealth of Nations](#)." Films Media Group, 2004. *Curriculum Video on Demand*. Web. 23 Jan. 2017.

In 1776, Adam Smith published *The Wealth of Nations*, a treatise that would forever change our understanding of how work, value, and money are interrelated. This program details Smith's life and traces the impact of his work as Europe began the arduous transition from mercantilism to the *laissez-faire* philosophy of the Physiocrats. After Smith, labor was seen as the source of a country's wealth, not its stores of gold or silver. Ironically, *The Wealth of Nations* would both inspire Karl Marx's socialist ideas and facilitate the rise of liberalism, upon which the capitalist economies of subsequent centuries would be built. Quotes from *The Wealth of Nations* are woven into the narrative, including the famous passage describing how an "invisible hand" guides individuals towards the common good. (19 minutes)

**Milton Friedman:**

"Milton Friedman." *Britannica School*, Encyclopædia Britannica, 21 Nov. 2006.

**Video:**

"[Social Purpose Versus Milton Friedman](#)." Author William Eggers on Business and Government Teaming Up to Solve Society's Problems. Films Media Group, 2014. *Curriculum Video on Demand*.

John Mackey's book "Whole Foods" disputes Milton Friedman's idea that business only has responsibility to its stockholders. Eggers notes how business schools now include social purpose in the agenda. He cites Coca Cola's clean water efforts in Africa and India.

### **Collectivism contributes to common good:**

"Jean-Jacques Rousseau." *Britannica School*, Encyclopædia Britannica, 12 Jun. 2015.

"Karl Marx." *Britannica School*, Encyclopædia Britannica, 14 Mar. 2016.

### **Video:**

"[Karl Marx](#)." Films Media Group, 2006. *Curriculum Video on Demand*.

In the fullness of time, his failings have become obvious. Yet, even after the collapse of global Communism, Karl Marx stands undiminished as one of history's most influential thinkers. This program chronicles Marx's life and intellectual development, including the publication and impact of his major writings.

"[Jean Jacque Rousseau's Democracy: Political Philosophy](#)." Films Media Group, 2004. *Curriculum Videos on Demand*.

Video clip: Rousseau redesigns the social contract by exploring the natural freedom and moral innocence of man as the "noble savage." Certain freedoms must be present for democracy to exist.

"[The Public Good](#)." *Canada and the World Backgrounder*, Mar. 2001, p. 4. *Canada in Context*.

"[Social Policy: Crash Course Government and Politics #49](#)." YouTube. Web. 23 Nov, 2018.

### **Specific References:**

#### **Aldous Huxley:**

"Aldous Huxley." *Britannica School*, Encyclopædia Britannica, 4 Jan. 2017. Web. 23 Jan. 2017.

"Brave New World." *Britannica School*, Encyclopædia Britannica, 16 Mar. 2011.

**Digital text:** BLTC – "[Brave New World](#)".

**Video:** "[Aldous Huxley: Darkness and Light](#)." Films Media Group, 1994. *Curriculum Videos on Demand*.

This program looks back at the life and work of Aldous Huxley. Best known for *Brave New World*, Huxley left behind a large body of work, from his early novels which helped set the mood of the Roaring Twenties, to his essay "The Doors of Perception," which became the manifesto of the 1960s drug culture. The program evaluates Huxley's legacy with the poet Stephen Spender, close friends Yehudi Menuhin and Huston Smith, the late drug guru Timothy Leary, biographers Sybille Bedford and David Bradshaw, critic John Carey, geneticist Steve Jones, Huxley's widow Laura and his son Matthew, and in extracts from archival interviews with Aldous Huxley himself. Filmed in California, where Huxley spent most of his life, and in Maryland and England, the program features numerous extracts from Huxley's major works. (50 minutes)

**George Orwell:**

"George Orwell." *Britannica School*, Encyclopædia Britannica, 24 Sep. 2015.

"Nineteen Eighty-four." *Britannica School*, Encyclopædia Britannica, 25 Mar.

Digital text:

Politics and the English Language. George Orwell. Project Gutenberg Consortia Center's Classic Literature Collection. *Britannica School*, Encyclopædia Britannica.

1984. George Orwell. *eBooks@Adelaide*. *Britannica School*, Encyclopædia Britannica.

**Video:**

"[George Orwell](#)." Films Media Group, 1984. *Curriculum Video on Demand*.

**Margaret Atwood:**

"Margaret Atwood." *Britannica School*, Encyclopædia Britannica, 13 Jul. 2016.

"[Margaret Atwood](#)." *The Canadian Encyclopedia*. Toronto: Historica Canada,

2015.

"[Oryx And Crake](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

### **Digital Text:**

Excerpt from *Oryx and Crake* by Margaret Atwood: [Alone in a Post-apocalyptic World](#). *ScienceFriday*. Web. 23 Jan. 2017.

### **Podcast:**

"[Margaret Atwood on the Science Behind 'Oryx and Crake.'](#)" *ScienceFriday*.

### **Video:**

"[Bill Moyers on Faith & Reason: Margaret Atwood](#)". Films Media Group, 2006. *Curriculum Video on Demand*.

Can spirituality, compassion, and emotional honesty survive in the face of oppression and religious fundamentalism? Canadian author Margaret Atwood, author of such classics as *The Handmaid's Tale*, *The Edible Woman*, and *The Blind Assassin*, speaks to Bill Moyers about agnosticism, the hunger for meaning, and the distinction between belief and knowledge. (35 minutes)

## **E. Critical Challenge: [Multiple Perspectives and Ideologies](#)**

- A Write a script for an interview with an iconic ideological figure that explores the degree to which ideologies impact collective and individual identities.
- B Determine the extent to which ideologies should be the foundation of identity.

Prompt students to select an iconic figure that is often associated with a specific ideology;

e.g., Adam Smith, John Lennon, George Bush, Karl Marx.

The following resources are recommended for researching iconic figures:

[The Canadian Encyclopedia](#)

[Canada in Context](#)

[Britannica School](#)

[Global Issues in Context](#)

[World History in Context](#)

[Curriculum Video on Demand](#)

### **Topic Pages:**

[Beatles](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[George W. Bush](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Jean Chrétien](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Karl Marx](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Karl Marx](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Adam Smith](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

**Articles:**

"[Lennon's other legacy](#)." *Newsweek*, 13 Dec. 2010, p. 59. *World History in Context*.

**Biographies:**

"[George W. Bush](#)." *Encyclopedia of World Biography*. Vol. 21. Detroit: Gale, 2010. *Canada in Context*.

"[John Winston Lennon](#)." *Encyclopedia of World Biography*. Detroit: Gale, 2006. *World History in Context*.

"[Karl Marx](#)." *UXL Biographies*. Detroit: UXL, 2011. *Canada in Context*.

**Websites:**

"[CBC Digital Archives](#)." *CBC. LearnAlberta.ca*.

This website contains a collection of great video and radio interviews from the CBC archives.

"[Inside Higher Ed: From Ideology to Inquiry](#)." *Insidehighered.com. LearnAlberta.ca*.

"[Jean Chretien](#)." *YouTube. George Stroumboulopoulos Interview from 'The Hour'*. *LearnAlberta.ca*.

"[Marxist Internet Archive](#)." *Gale Student Resources in Context*. Gale, 2014. *Canada in Context*.

The Marxist Internet Archive profile on Karl Marx provides detailed information about Marx and insight on his works and theories.

**Ideology and Identity**[Canadian Encyclopedia: Constitutional History](#)

Explore our constitutional history over the last 200 years - move through the timeline on the right side to go to each section or scroll through the page for the events in chronological order.

### [CBC Digital Archives: Politics](#)

The CBC has archived over one thousand digital items relating to Canadian political issues. The items are searchable and broken into several relevant sub-groups.

### [LearnAlberta: Ideology and the News Media](#)

"This resource focuses on ideology, political power, and rights and freedoms in a democratic society. The main assignment is to write an editorial based on Premier William Aberhart's radio address (Social Credit Party) in which he promotes the adoption of the "The Accurate News and Information Act."...

### [LearnAlberta: Under the Umbrella of Liberalism](#)

This video explores the ideological perspectives that exist within liberal democracies.

### [Political Economic Spectrum](#)

"Your beliefs about human nature and the world you live in affect the way you feel about society. Society is organized in such a way that it reflects the beliefs of people and it helps them to reach their goals. These beliefs and goals are called ideology. All the world's political and economic systems..."