

Social Studies

Social Studies 30 – 1, 30 -2 Curriculum Map

Perspectives on Ideology

Related Issue 2: To what extent is resistance to liberalism justified? (30-1)

Related Issue 2: Is resistance to liberalism justified? (30-2)

Resources Included: *Canada in Context, The Canadian Encyclopedia, Historica Canada, World History in Context, Global Issues in Context, Canadian Encyclopedia, 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

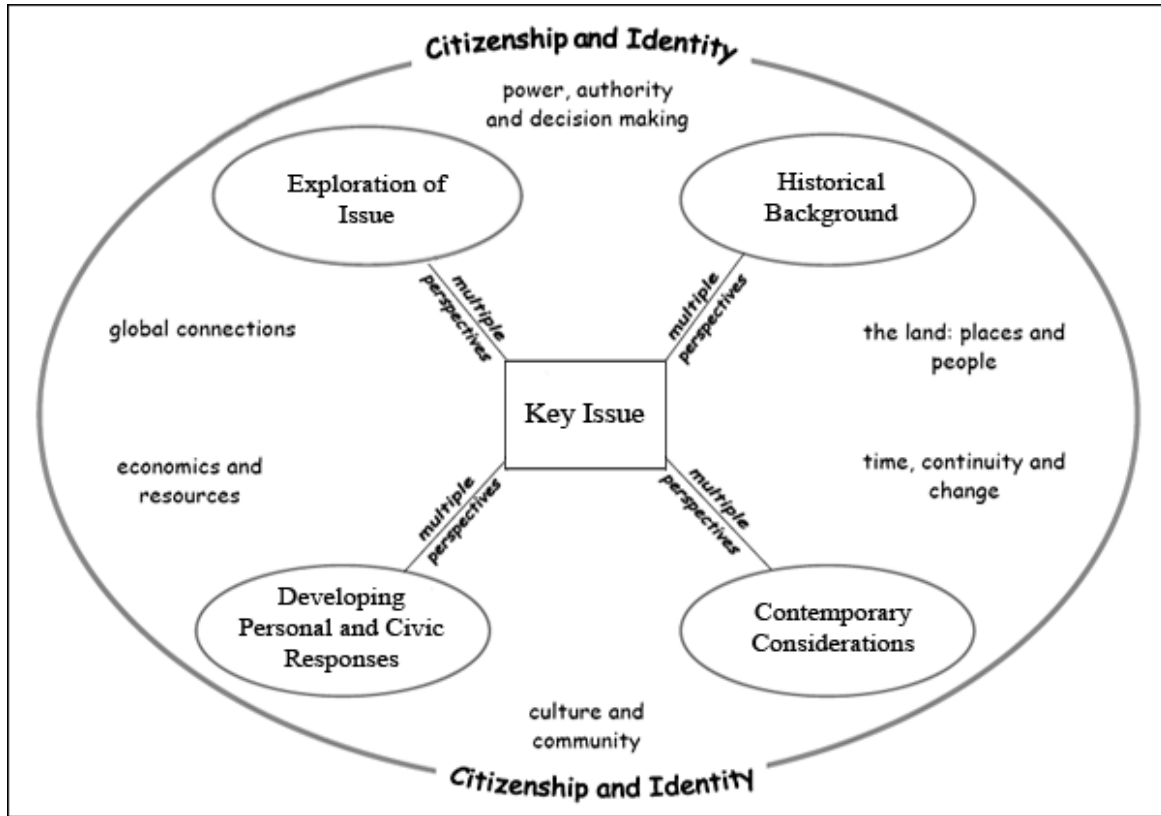
Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing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

Rationale

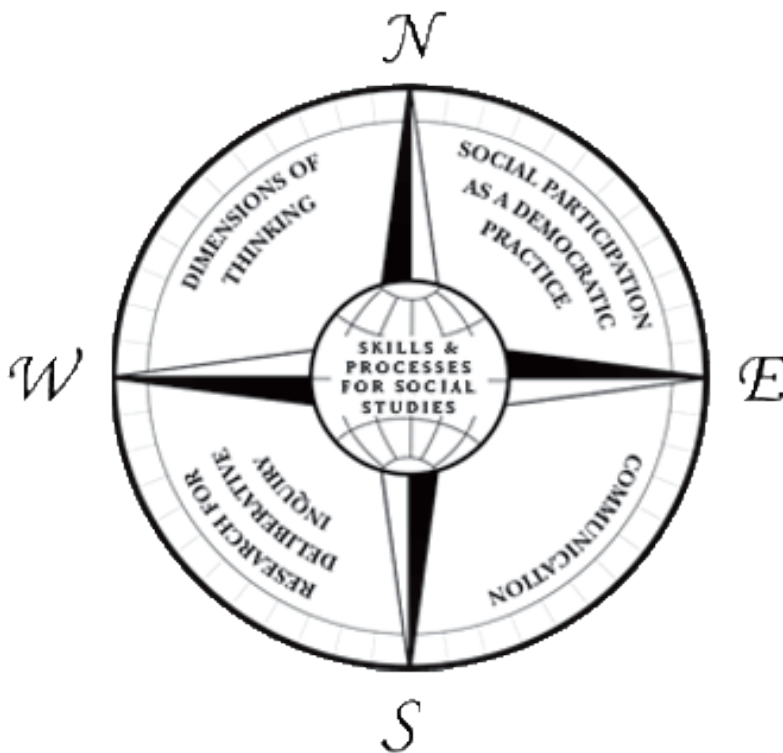
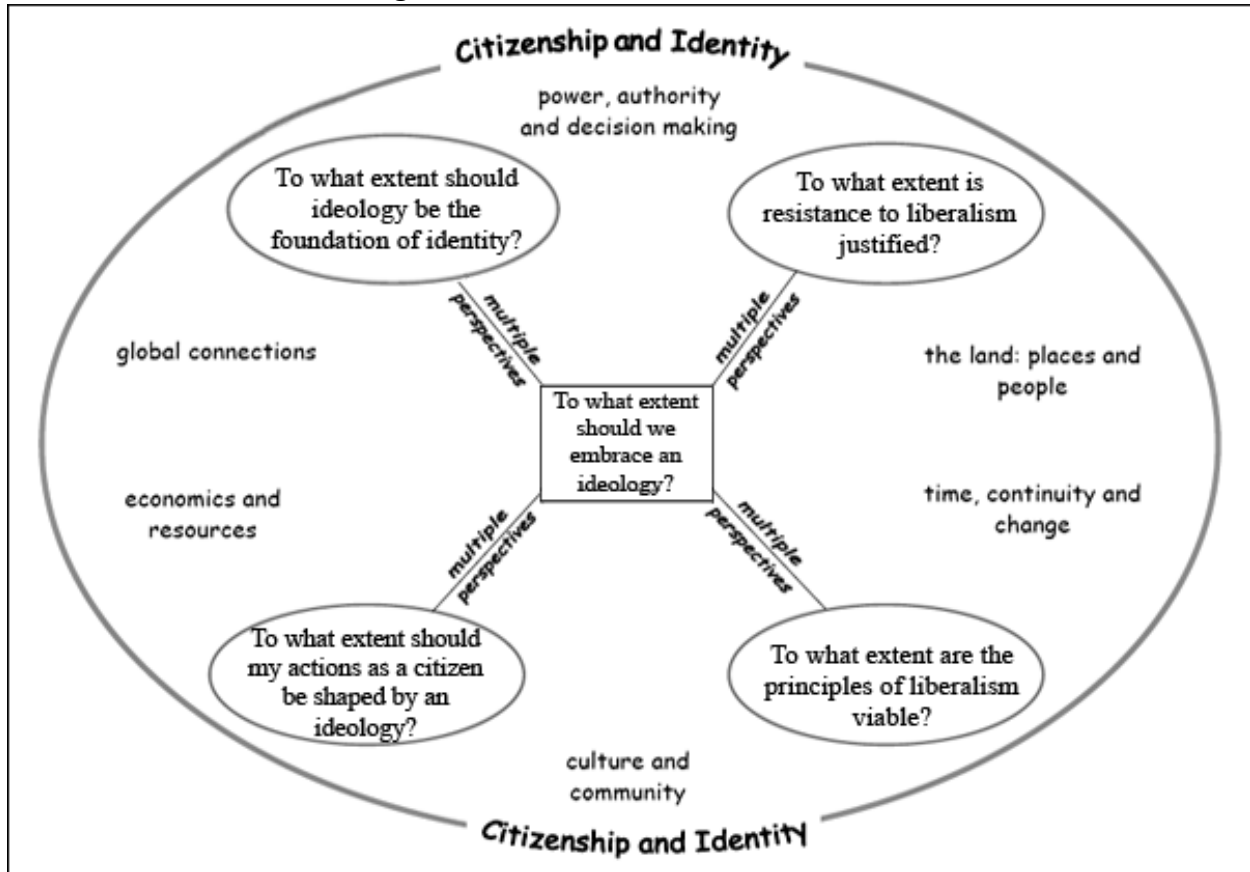
The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible 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.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
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.

Dimensions of Thinking	
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 problem solving	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
Social Participation as a Democratic Practice	
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
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
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
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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 2 (30-1)

To what extent is resistance to liberalism justified?

General Outcome

Students will assess impacts of, and reactions to, principles of liberalism.

Specific Outcomes: Values and Attitudes

Students will:

- 2.1 - appreciate Aboriginal contributions to the development of ideologies
- 2.2 - appreciate how citizens and citizenship are impacted by the promotion of ideological principles
- 2.3 - appreciate that individuals and groups may adhere to various ideologies

Specific Outcomes: Knowledge and Understanding

Students will:

- 2.4 - explore Aboriginal contributions to the development of liberalism
- 2.5 - examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill)
- 2.6 - analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government)
- 2.7 - analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism)
- 2.8 - analyze the evolution of modern liberalism as a response to classical liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism)
- 2.9 - evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany)
- 2.10 - analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements)
- 2.11 - analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events)

2.12 - analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism)

2.13 - evaluate the extent to which resistance to the principles of liberalism is justified

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.

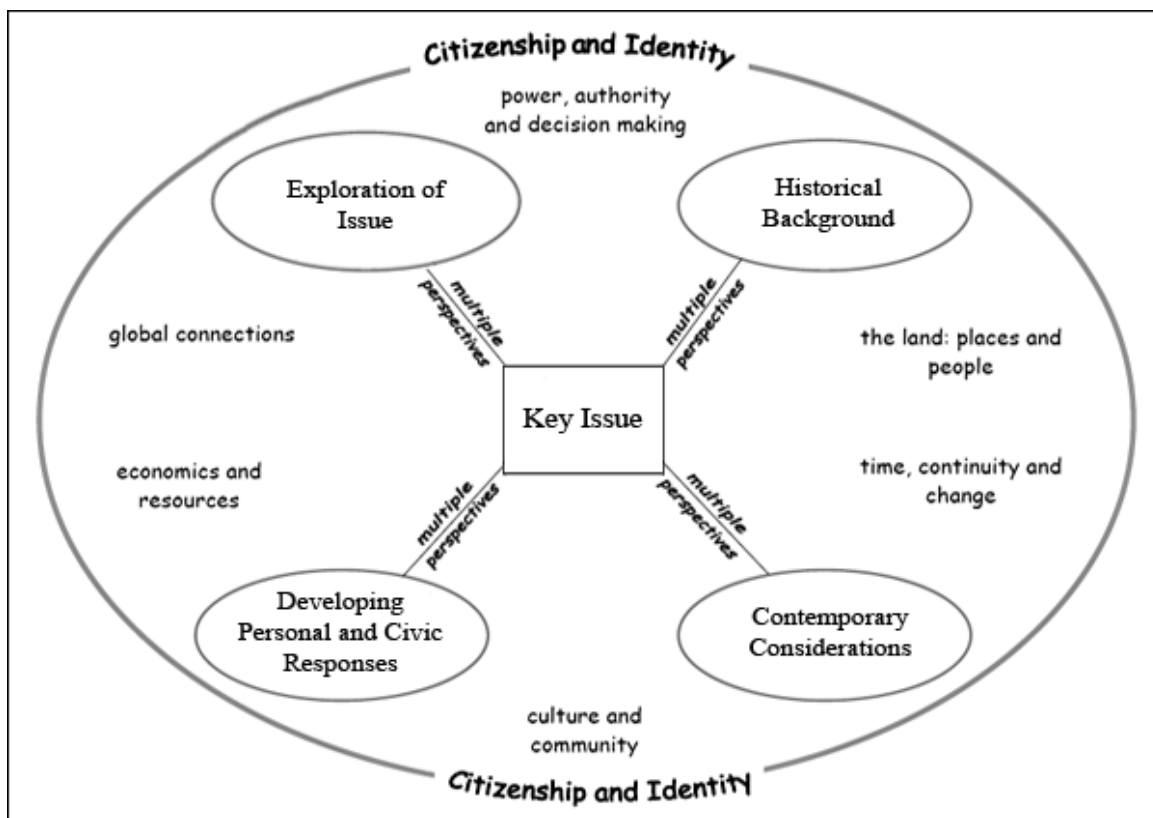
Rationale

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.

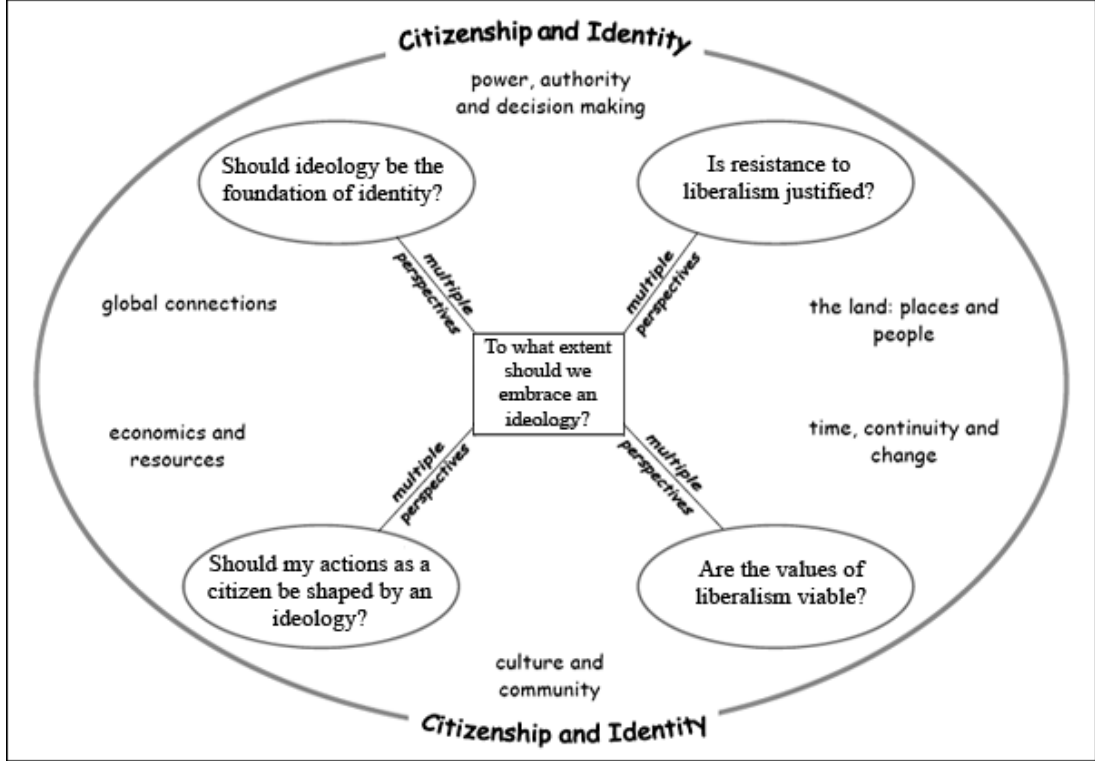
Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. Should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.

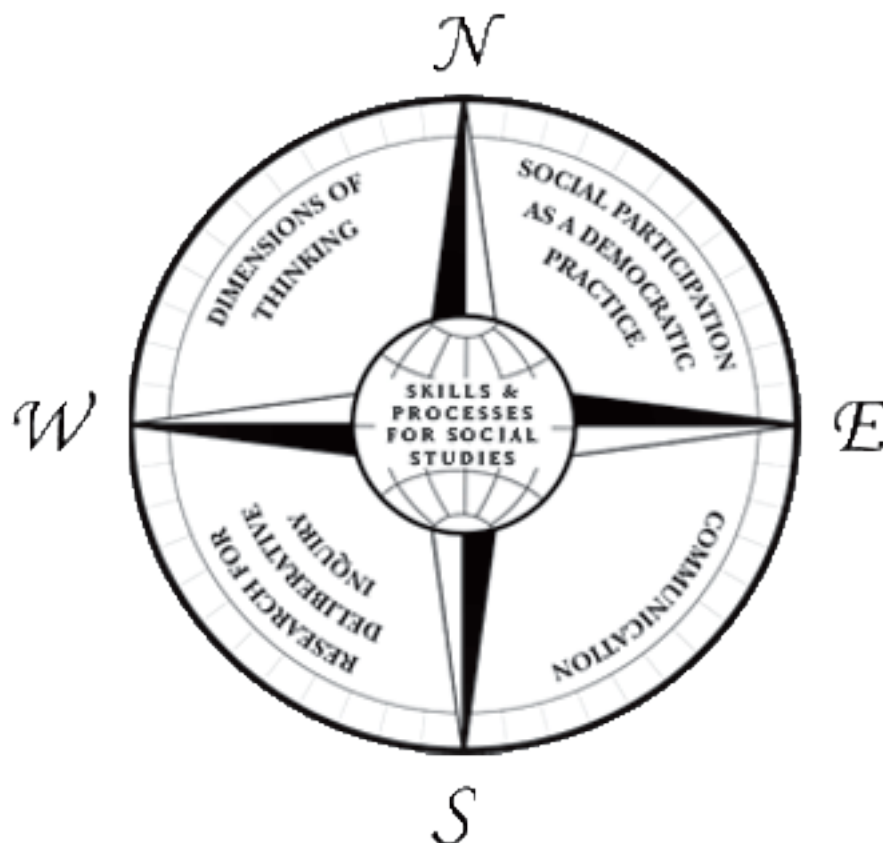
2. Is resistance to liberalism justified?	Students will understand impacts of, and reactions to, liberalism.
3. Are the values of liberalism viable?	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. Should my actions as a citizen be shaped by 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.

Dimensions of Thinking	
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

Social Participation as a Democratic Practice	
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
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
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 2 (30-2)

Is resistance to liberalism justified?

General Outcome

Students will understand impacts of, and, reactions to, liberalism.

Specific Outcomes: Values and Attitudes

Students will:

2.1 - appreciate Aboriginal contributions to the development of ideologies

2.2 - appreciate how citizens and citizenship are impacted by the promotion of ideological

principles

2.3 - appreciate that individuals and groups may adhere to various ideologies

Specific Outcomes: Knowledge and Understanding

Students will:

2.4 - explore Aboriginal contributions to the development of liberalism

2.5 - explore the relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill)

2.6 - examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government)

2.7 - examine ideologies that developed in response to liberalism (socialism, Marxism)

2.8 - examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism)

2.9 - analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany)

2.10 - examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements)

2.11 - examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events)

2.12 - examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism)

2.13 - evaluate the extent to which resistance to liberalism is justified

Related Issue 2

To what extent is resistance to liberalism justified?
Is resistance to liberalism justified?

General Outcome

Students will assess impacts of, and reactions to, principles of liberalism.

Lesson plans/Critical inquiry lessons: [The Evolution of Liberalism](#)

- A. [Exploring Understandings of Liberalism](#)
- B. [The Origins of Liberalism](#)
- C. [The Impacts of Liberalism in the 19th Century](#)
- D. [Classical Liberalism and New Ideologies](#)
- E. [Challenges to Liberalism](#)
- F. [International Relations and Ideologies](#)
- G. [Alternatives to Modern Liberalism](#)

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

"[Liberalism](#)", The Stanford Encyclopedia of Philosophy (Spring 2015 Edition), Edward N. Zalta (ed.). Encyclopædia Britannica, 29 May. 2009.

Websites:

[Globalisation & Democracy: John Ralston Saul](#). *LearnAlberta*.

[Jihad vs. McWorld](#). *The Atlantic Magazine*. *LearnAlberta*.

A. [Exploring Understandings of Liberalism](#) [Critical Challenge]

- Identify principles of liberalism that have remained constant over time.
- Determine the degree to which contemporary political figures reflect a liberal ideology.

To introduce the changing nature of liberalism, invite students to explore the meaning of common words whose meanings have shifted over time. Ask students to think of words that they and their parents would define differently. Examples might include *pad*, *coke*, *mouse* and *platform*.

Use [Britannica School](#)....using the Dictionary link.
e.g. "Mouse" "Pad" "Coke" "Platform"

Specific Reference:

"Liberalism." *Britannica School*, Encyclopædia Britannica, 29 May. 2009.

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

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Topic Pages:

[Canada Under British Rule](#): *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.

[First Nations](#): *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.

[Inuit](#): *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.

[Métis](#): *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.

Biographies:

Historical:

John Locke

"John Locke." *Britannica School*, Encyclopædia Britannica, 14 Dec. 2015.

"[John Locke](#)." *The Internet Encyclopedia of Philosophy*. *Britannica School*, Encyclopædia Britannica, 23 Feb. 2007.

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"[Haudenosaunee \(Iroquois\)](#)". The Canadian Encyclopedia. Toronto: Historical Canada, 2015.

"[Iroquois](#)." *International Encyclopedia of the Social Sciences*. Ed. William A.

Darity, Jr. 2nd ed. Vol. 4. Detroit: Macmillan Reference USA, 2008. 151-152. *World History in Context*.

"[Iroquois Religious Traditions](#)." *Encyclopedia of Religion*. Ed. Lindsay Jones. 2nd ed. Vol. 7. Detroit: Macmillan Reference USA, 2005. 4541-4543. *World History in Context*.

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- Document: Journals of the Continental Congress – Speech to the Six Nations; July 13, 1775. *Britannica School*, Encyclopædia Britannica, 29 Jun. 2016.
- Document: The Avalon Project: Treaties Between the United States and Native Americans, 1789. *Britannica School*, Encyclopædia Britannica, 29 Jun. 2016.
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[Pierre Trudeau](#): 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.

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"[John F. Kennedy](#)." *Miller Center. University of Virginia*. *Britannica School*, Encyclopædia Britannica, 9 Jun. 2015.

"[Kennedy, John F.](#)" *Cold War Reference Library*, edited by Richard C. Hanes, et al., vol. 5: Primary Sources, UXL, 2004, pp. 244-252. *World History in Context*.

"[Kennedy, John F.](#)" *Cold War Reference Library*. Ed. Richard C. Hanes, Sharon M. Hanes, and Lawrence W. Baker. Vol. 5: Primary Sources. Detroit: UXL, 2004. 224-231. *World History in Context*.

[John F. Kennedy](#): *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.

Milton Friedman

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B. [The Origins of Liberalism](#) [Critical Challenge]

- a. Identify which ideas and conditions were most influential in the development of classical liberalism.
- b. Create a traveler's account describing the nature of a society that influenced the development of classical liberalism.

Martin Luther King, Jr.'s speech on race:

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images, primary sources, audio, critical essays and websites.

Barack Obama's speech on race:

Document: "[We the people, in order to form a more perfect union....](#)" *New York Times*. *LearnAlberta*.

Video: "[We the people, in order to form a more perfect union...](#)" *YouTube*.

Topic Page: [Barack Obama](#): *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.

Edmonton Public Schools Vision: [District Vision, Mission, Values and Priorities](#).

Universal Declaration of Human Rights:

Website: [The Universal Declaration of Human Rights](#). *United Nations*. *LearnAlberta*.

Human Rights:

[Human Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

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[Locke versus Hobbes](#). *James's Liberty File Collection. LearnAlberta*.
Locke and Hobbes were both social contract theorists, and both natural law theorists (Natural law in the sense of Saint Thomas Aquinas, not Natural law in the sense of Newton), but there the resemblance ends. All other natural law theorists assumed that man was by nature a social animal. Hobbes assumed otherwise, thus his conclusions are strikingly different from those of other natural law theorists.

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In a way, all historical thinking and writing deals with travel accounts. They require historians to engage with different interests and perspectives in the world of the past, which some scholars have likened to a foreign country. This essay considers the nature of travel accounts, the problems they

raise as historical sources, and some recent scholarship on travel writing.

Video:

[“Adam Smith: The Wealth of Nations.”](#) Films Media Group, 2004. *Curriculum Video on Demand*.

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)

[“The French Revolution.”](#) The French Revolution. Films Media Group, 2005. *Curriculum Video on Demand*. Web. 1 Feb. 2017.

The French Revolution shook the very foundations of monarchy, destroyed the last vestiges of feudalism, and planted the seeds of modern politics, diplomacy, and nationalism. This authoritative *A&E Special* masterfully brings the world of 18th-century France to life—a period driven by idealism, catalyzed by a society in crisis, and defined by carnage. Key personages such as Louis XVI, Marie Antoinette, Georges Danton, Maximilien Robespierre, Jean-Paul Marat, and Charlotte Corday are introduced. Distributed by A&E Television Networks. (90 minutes)

[“Political Philosophy.”](#) Films Media Group, 2004. *Curriculum Video on Demand*.

Rousseau, Hobbes and Locke, Bentham and Mill’s contributions to political philosophies are examined. (46 minutes)

[“Tale of Two Cities: The British—An Epic Adventure Through the Ages.”](#) Films Media Group, 2012. *Curriculum Video on Demand*.

The Industrial Revolution fueled Britain’s superpower status but resulted in urban poverty, disease, crime and vice. A BBC Production.

[“Working Lives.”](#) Films Media Group, 1990. *Curriculum Video on Demand*. Web.

How were people’s working lives affected by industrialization, and how did they react to these changes? This program concentrates on the crucial century of radical change between 1750 and 1850, when large numbers of people began for the first time to work in factories rather than on the land, and when agriculture had to adapt to provide for an expanding population. The program also covers the drift to towns; the factory and apprentice systems; early conditions in the mines; and the reactions to working conditions as frustration led to rebellion, new legislation was proposed, and trade unionism developed. (20 minutes)

C. The Impacts of Liberalism in the 19th Century: Critical Challenge

Students explore the impacts of classical liberalism and identify the most significant changes prompted by classical liberalism on 19th century politics, social structures and economics.

- a. Identify how groups of people are affected by the introduction of liberal principles and values.
- b. Rank the significance of the political, social and economic impacts of changes initiated by liberalism.

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

["Amsterdam"](#). *Europe 1789-1914: Encyclopedia of the Age of Industry and Empire*. Ed. John Merriman and Jay Winter. Vol. 1. Detroit: Charles Scribner's Sons, 2006. 52-55. *World History in Context*.

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Websites:

[Roberta Jamieson: How Mohawk values contribute to the Advancement of Democracy](#) (Interview response). *Alberta Education.*

Roberta Jamieson comments on how understandings of traditional Mohawk values and history of diplomacy contribute to the foundations and advancement of democracy.

D. [Classical Liberalism and New Ideologies](#): Critical Challenge

- a) Identify the most significant ideological challenges to classical liberal principles and values that emerged during the 19th century.
- b) Develop a time line that illustrates how classical liberalism evolved in response to challenges from alternative ideologies during the 19th century.

Reading Levels...Britannica articles can be read at three different reading levels, just click 1, 2 or 3.

"Ideology." *Britannica School*,
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E. [Challenges to Liberalism](#): Critical Challenge

- a. Identify the most prominent complaints about liberal practices.
- b. Create a visual essay that represents a position on the viability of communism and fascism.

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Website: "[Nazi Fascism and the Modern Totalitarian State](#)." Gary M. Grobman. *Remember.org. LearnAlberta*.

Contains info on the principal characteristics of totalitarianism, fascism and Nazism. Also contains a vocabulary list, teaching activities, discussion questions and evaluation questions.

Dr. Zhivago:

"[The man who dared: Boris Pasternak revisited](#)." *Commentary* Nov. 2014: 45+. *Canada in Context*.

"[The Sparkling Soul of Boris Pasternak](#)." *Gale Student Resources in Context*. Detroit: Gale, 2007. *Canada in Context*.

Videos:

[How the Nazis Came to Power](#). Films Media Group, 1991. *Curriculum Video on Demand*.

This program shows how simple and logical it all was—one step at a time, from the bitter defeat of World War I and the humiliating Treaty of Versailles, the wrangling of the Weimar democracy, the economic crisis... Then the fear of Communism, the threat of violence, and the Nazi promise of law and order was so seductive that the mass of Germans were willing to overlook a little repression here and a little there, until it became a point of honor for Germans to witness brutality without flinching. Forced after the war to look at what they had done, the Germans would not or could not see. (17 minutes, b&w)

[Lead and Fire: Mussolini's Seizure of Power](#). Films Media Group, 2005. *Curriculum Video on Demand*.

He was the world's first Fascist dictator, a man with grandiose visions of restoring the Roman Empire. His exaltation of violence inspired Hitler. And yet, in the 1920s, world leaders were full of praise for Benito Mussolini and his anti-Communist stance. This program examines the rise of Italian Fascism—from its roots in Italy's humiliating loss in the WWI battle of Caporetto to the assassinations and brutality Mussolini used to destroy those who hindered his consolidation of power. Colorized archival footage, dramatic reconstructions, and expert interviews bring the period to life, revealing little-known aspects of the early Fascist movement—among them, a semblance of pluralism that included Jewish adherents. Part of the series *Fascism in Color*. (50 minutes)

[Unstable Utopias: The Global Spread of Socialism](#). Films Media Group, 2005. *Curriculum Video on Demand*.

At the end of the 19th century, socialism was an idyllic dream among intellectuals. Sixty years later it had become a reality for much of the world. This program describes the expansion of socialist and Communist rule into Asia, Africa, the Middle East, and western Europe—showing the weaknesses that developed in the practice of socialism even as it reached the apex of its popularity. Documenting the ascendancy of Clement Atlee in Britain and the challenges of democratic socialism, the program also surveys Mao's brutal reign in China, Julius Nyerere's slide into dictatorship in Tanzania, and a problematic socialist experiment in Israel. (58 minutes)

Websites:

[Freedom In the World 2016](#). *Freedom House*. *LearnAlberta*.

Interactive map and accompanying pdf report addresses the Freedom in the World survey – a comparative assessment of the state of political rights and civil liberties in several countries.

A good source for photographs, cartoons, posters, drawings, maps is: Britannica ImageQuest.

For example:

Facism: links to photos, posters, etc.

Marxism: links to photos, drawings, etc.

Nazism: links to photos, drawings, cartoons, etc.

F. International Relations and Ideologies: Critical Challenge

- a. Assess the impact of various factors and events on 20th century international relations.
- b. Create a pie chart that depicts the relative influence of various factors in shaping international relations.

Specific Reference:

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"[Imperialism](#)." *Gale World History in Context*, Gale, 2019. *World History in Context*.

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"[Expansionism and Imperialism](#)." *The United States and Mexico at War: Nineteenth-century Expansionism and Conflict*. Ed. Donald S. Frazier. New York: Macmillan Reference USA, 1998. *World History in Context*.

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"[The new containment: undermining democracy](#)." *World Affairs* 178.1 (2015): 42+. *World History in Context*.

Biography: "[William Averell Harriman](#)." *DISCovering U.S. History*. Detroit: Gale, 2003. *Canada in Context*.

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Liberations movements

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Audio: "[Uncle Wiggly Wings' and Berlin's Candy Bombers](#)." *Morning Edition* 26 June 2008. *World History in Context*.

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Contains a database of information about the Berlin Airlift, including background info, primary documents, photographs, oral histories and lesson plans.

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Article: "[Courting war over a rubber stamp: Canada and the 1961 Berlin Wall crisis](#)." *International Journal* 63.3 (2008): 751+. *Canada in Context*.

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Article: "[The Path to the Berlin Wall: Critical Stages in the History of Divided Germany](#)." *Canadian Journal of History* 50.2 (2015): 343+. *World History in Context*.

Article: "[The Berlin Wall: production, preservation and consumption of a 20th-century monument](#)." *Antiquity* 67.257 (1993): 709+. *World History in Context*.

Article: "[Constructing and deconstructing the Wall](#)." *CLIO* 26.3 (1997): 275+. *World History in Context*.

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The forerunner of the wall—the blockade of Berlin—was imposed by the Soviets in response to the introduction of a new currency in West Germany; and the fall of the wall, ultimately, was due to the pressure of that currency and what it could buy. This program covers the Airlift of 1949, the sealing off of crossing points in East Berlin in 1961, and the construction of the wall proper in 1962. The program covers the history of the wall: its erection, some touching and dangerous escapes, President Kennedy's "Ich bin ein Berliner" speech, Checkpoint Charlie, the exodus to West Germany, and the dismemberment of the wall. (23 minutes, b&w/color)

Speech Excerpt: "[Kennedy, John F.](#)" *Cold War Reference Library*. Ed. Richard C. Hanes, Sharon M. Hanes, and Lawrence W. Baker. Vol. 5: Primary Sources. Detroit: UXL, 2004. 208-216. *World History in Context*.

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Website: "[About the Vietnam War.](#)" *University of Illinois at Urbana-Champaign*. Department of English. *Britannica School*, Encyclopædia Britannica. Web. 18 Feb. 2017.

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Protest (link to a search that returned 16,152 images)

Protestor

Protest Signs (link to a search that returned 2,144 images)

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[Gulf of Mexico Oil Spill](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

[Fossil Oil Exploration](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

[NAFTA \(North American Free Trade Agreement\)](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

[Oil Spills](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

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[Women's Rights: Global Issues In Context](#): Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

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President Evo Morales tells the World Bank and the IMF that neoliberalism does not benefit the people of Bolivia. His goals are to restore the country's natural resources and to liberate his people.

[Changemakers: Thomas Piketty and Naomi Klein](#). Films Media Group, 2014. *Curriculum Video on Demand*.

French economist Thomas Piketty and Canadian activist Naomi Klein are intellectual super stars who conquer the world with their ideas. They inspire and mobilize millions of people all over the globe. Not only by pinpointing the big problems and their solutions, but also by talking to politicians, meeting with social movements, and doing hundreds of TV interviews that are then shared on a massive scale via social media. With his book *Capital in the Twenty-First Century*, Piketty, drawing on historical research, demonstrates that wealth inequality has risen sharply since the 1980s. Klein sees the imminent climate change as a call-to-action to shape a new economic world order. Her new book *This Changes Everything* is a hit around the world. Why are we so hungry for these kinds of stories? While politicians often seem powerless, these intellectual stars revive our hope that we are capable of tackling the big problems. But what is their impact on reality? Can Piketty and Klein set the world in motion where governments are stuck?

[Ecuador: The Indigenous Woman](#). Latin America Neoliberal Strategies [segment]. Films Media Group, 1997. *Curriculum Video on Demand*.

Bolivia and Guatemala's neoliberal economic model denies indigenous peoples education, health, work, and housing.

[Eyes Wide Open: Exploring Today's South America](#)—in Spanish and Portuguese with English Subtitles. Films Media Group, 2009. *Curriculum Video on Demand*.

Viewer discretion is advised. Some content in this video may be objectionable.

State, local, and national governments collude with multinationals to take over ports and land. On once-forested land, agribusiness plants soy. The Amazon Defense Coalition teaches the dark side of neoliberalism with the market at its center.

[Ideas Roadshow: The Value of Voice](#). Films Media Group, 2014. *Curriculum Video on Demand*.

Couldry discusses the connection between his media studies work and his critique of neoliberalism. Raymond Williams saw cultural studies as a way of understanding the gap between democratic ideals and reality. Neoliberalism, led by Milton Friedman, closed political discourse to any realities aside from market realities.

[Hayek and the Free Market: Masters of Money—Three Economists Who Changed the World](#). Films Media Group, 2012. *Curriculum Videos on Demand*.

According to conventional wisdom, the 2008 financial crisis happened because markets were not regulated enough. But what if the opposite is true? What if excessive government meddling in business caused the crash? To better understand that avenue of thought, it's necessary to study the work of a classical liberal thinker whose reputation continues to grow, even in a postcrisis world that seems to place a premium on Keynesian solutions. Shot in London, Vienna, and across the U.S., this program looks at the extraordinary life and influence of the radical free-market economist Friedrich Hayek.

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Websites:

"[A Primer on Neoliberalism](#)." Global Issues: Social, Economic and Environmental Issues That Affect Us All. Anup Shah. *LearnAlberta*.

"[For Students: Information and Online Learning Activities about the IMF, Money, and the Macroeconomics](#)." *International Monetary Fund (IMF)*.

LearnAlberta.

Contains information for students about the IMF, macroeconomics and the world economy. Resources include: interactive stories, an online game show, videos, lessons, and an IMF Data Mapper tools that allows users to map economic data.

"[Neoliberalism: Origins, Theory, Definition.](#)" InterNLnet. LearnAlberta.

Contains information on neoliberalism and examines its development in Western market democracies.

"[The Political Compass.](#)" The Political Compass. LearnAlberta.

Contains a survey to determine the user's personal political compass. Important historical figures; political compasses are also shown.

*"[Women: Women's Oppression in Globalization.](#)" International Viewpoint. LearnAlberta.**"[The World Bank.](#)" The World Bank. LearnAlberta.*

Contains information about the World Bank Organization and its mandate, principles, organization and programs.

*"[World Trade Organization.](#)" The World Trade Organization. LearnAlberta.***BOOKS:**

Book: "Profit over people: Neoliberalism and the global order." Noam Chomsky, New York, NY: Seven Stories Press, 1999.

Book: "Two Faces of Liberalism. John Gray. New York, NY: Seven Stories Press, 1999.

Principles of Liberalism

2learn.ca Links:

[BBC Audio slideshow: Art and politics in China](#)

"As China marks the 60th anniversary of Communist rule, Katie Hill, Senior Lecturer in Contemporary Chinese Art at the University of Westminster in London, looks at how art has moved from the realm of propaganda to the international marketplace." [site]

[BBC Audio slideshow: Tiananmen Square](#)

"The massacre of pro-democracy supporters by Chinese troops in Beijing on the 3-4 June 1989 marked the end of the largest political protest in communist China's history. James Miles - the BBC's China correspondent at the time -spoke to the crowds in Tiananmen Square in the weeks before the

violence...."

Berlin Airlift

"The Western powers airlift of supplies to Berlin during the Soviet Blockade of Berlin. Operation Plain Fare. The Berlin blockade. Post Second World War. Germany. Soviet Iron Curtain.. Deutschmark. 24 June 1948. airbridge. Rosinenbomber, or 'raisin bombers'), 2 million West Berliners with food, fuel..."

Berlin Wall: Episode 2 Life on Both Sides

"In the second of five films, east and west Berliners recall living in the shadow of the wall and how this shaped their daily lives."

Berlin Wall: Episode 3 Resistance in a Communist State

"In the third of five films, members of the East German resistance talk about putting their lives at risk in opposition to the regime."

Berlin Wall: Episode 4 Fall of the Wall

"In the fourth of five films, Berliners remember the night in November 1989 when the barrier between two ideologies was finally breached."

Berlin Wall: Episode 5 20 Years After the Fall

"In the last of five films, we talk to Berliners about the reunification of Germany following the collapse of the communist regime."

CBC Archives: Cold War Culture: The Nuclear Fear of the 1950s and 1960s

"The development of intercontinental ballistic missiles in the 1950's brings the threat of war closer than ever to the North American home front. This CBC Television report examines the power of nuclear weapons and one couple's view on the prospect of capitulating to the "godless Russians."

CBC Archives: The Fall of the Berlin Wall

This video tells the story of the fall of the Berlin wall in 1990, during the tenure of Ronald Reagan.

Communism map

This map shows the growth and decline of communism from 1917 - 2000.

Famous Faces of the French Revolution

Click on the names and images on the left side of the screen to learn more about some of the historic characters of the French Revolution.

Imaging the French Revolution

This is a fascinating study of images of French Revolution crowds. You have the opportunity to study the images in depth and then read about what

some academic experts have said about the images. Use the Image Tool to get a closer look at each shot.

[The Interactive Constitution](#)

Explore the U. S. Constitution by keyword, by topic or by supreme court case.

[McCord Museum: Winds of Change: Reforms and Unions](#)

The changing face of Canada during the early twentieth century is described in this Web tour.

[Millennium: A CNN Perspectives Series](#)

Enjoy a thousand years of world history, as CNN focuses on the events, people and achievements that shaped our world. Each episode contains maps, timelines, and activities to help you experience the thousand-year period.

[Photo Essay: The Rights of the Child \(1\)](#)

Through images, this slide show outlines the articles contained in the first part of the Convention on the Rights of the Child.

[Photo Essay: The Rights of the Child \(2\)](#)

Through images, this slide show outlines the articles contained in the second part of the Convention on the Rights of the Child.

[Shatterer of Worlds: The Road to the Atomic Bomb](#)

This timeline leading up to the development and use of the atomic bomb includes many events in the world at that time. This interactive was created at the National WWII Museum in the United States.

[TED: What caused the French Revolution?](#)

The French Revolution was important for challenging citizens to consider their rights: what rights do people have, and where do they come from? Who gets to make decisions for others, and on what authority? And how can we organize society to meet people's needs?

[Timeline of the French Revolution](#)

Explore the history of the French Revolution, from its very beginnings through the Reign of Terror and the time of Napoleon.

[Walking Together: Interactive Map of Alberta](#)

This map allows you to choose several options for map background: natural regions, river systems, Treaty areas or Métis Nation of Alberta Regions. Then, you can choose the overlay of cities, highways, First Nations, Métis

settlements or other places of FNMI significance.

Crash Course Videos:

Capitalism and Socialism: Crash Course World History #33. *YouTube.*

Democracy, Authoritarian Capitalism, and China: Crash Course World History #230. *YouTube.*

Economic Schools of Thought: Crash Course Economics #14. *YouTube.*

Economic Systems and Macroeconomics: Crash Course Economics #3. *YouTube.*

Social Policy: Crash Course Government and Politics #49. *YouTube.*