

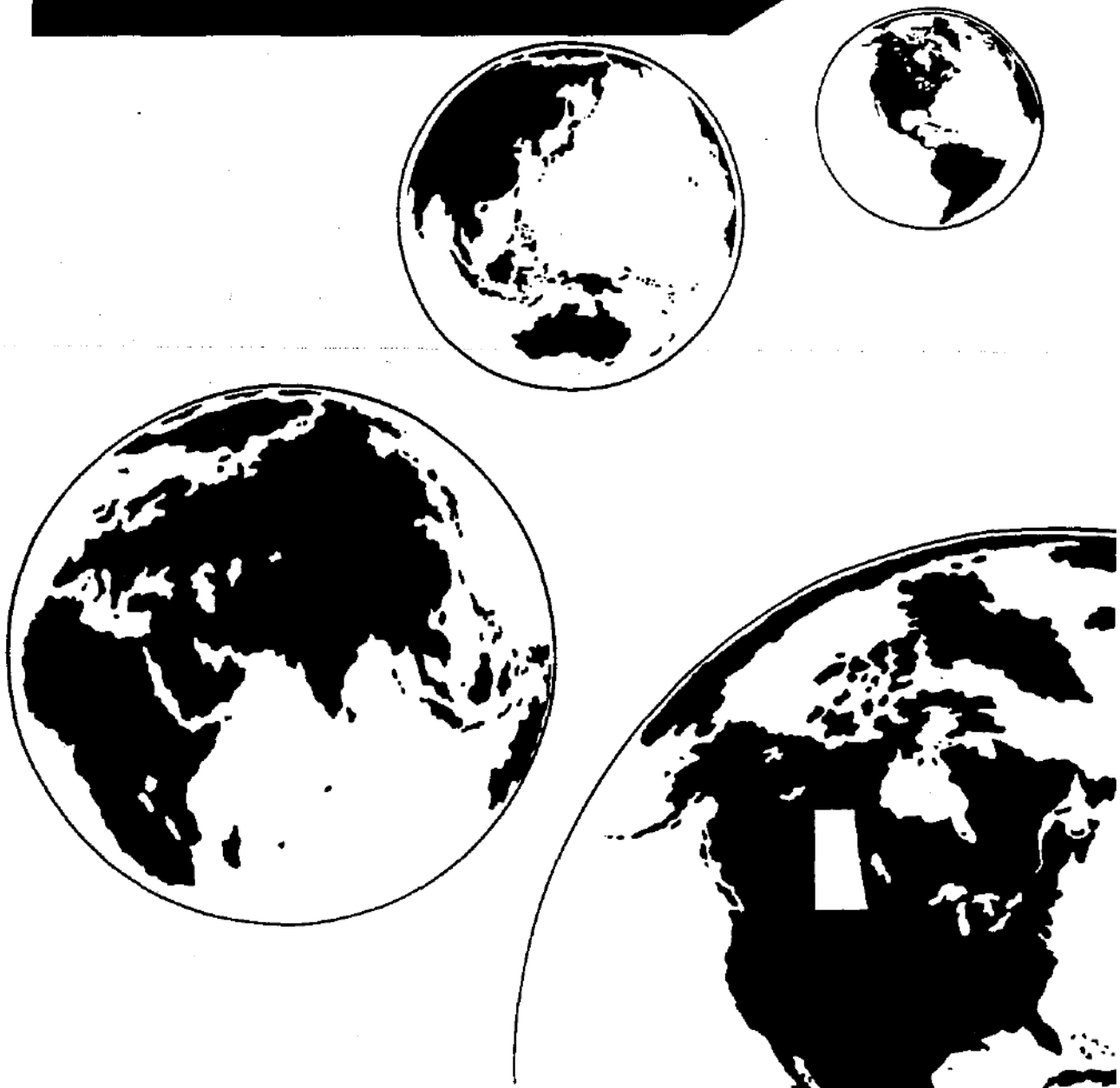


Saskatchewan
Learning

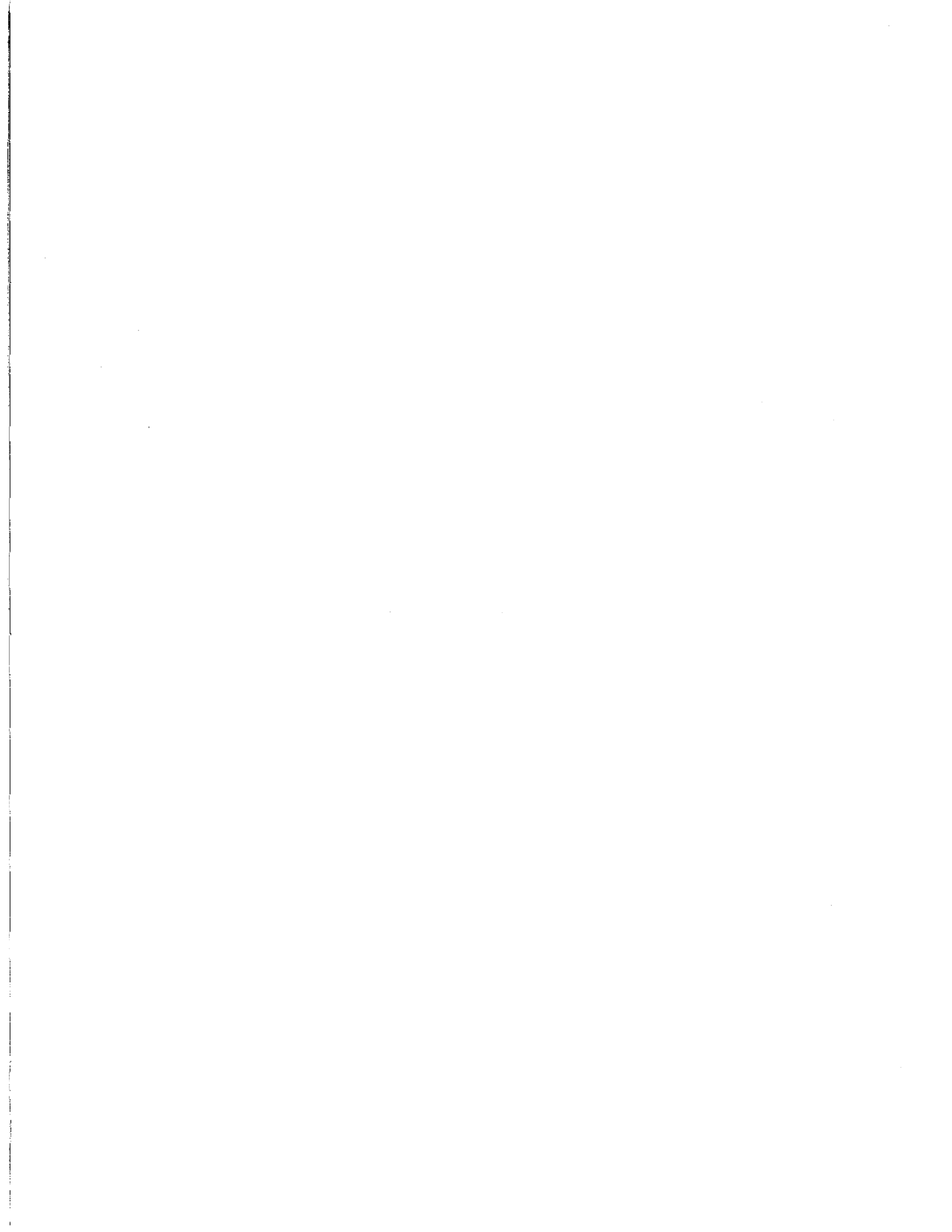
History 10

Social Organizations

A Curriculum Guide



September 1992



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A Curriculum Guide

Saskatchewan Education
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Pagination of Curriculum Guide

Note that the pagination for Unit I begins at page 101, Unit II begins at 201, Unit III begins at 301 etc., even though the content of each unit does not consist of 100 full pages. This has been done to make it a bit easier for you to find your way through this document.

Acknowledgements

Saskatchewan Education gratefully acknowledges the contribution of the following individuals and organizations to the development of support materials for the social studies program.

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- the Social Studies Project Team;
- in-house consultants;
- pilot teachers; and,
- other contributing field personnel.

This document was completed under the direction of the Social Sciences and Resource Centre Services Branch, Curriculum and Instruction Division, Saskatchewan Education.

Introduction



The Basis for Curriculum Reform in the Social Studies

Social Organizations is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981 made up of people representing various sectors of Saskatchewan society. The Task Force surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education:

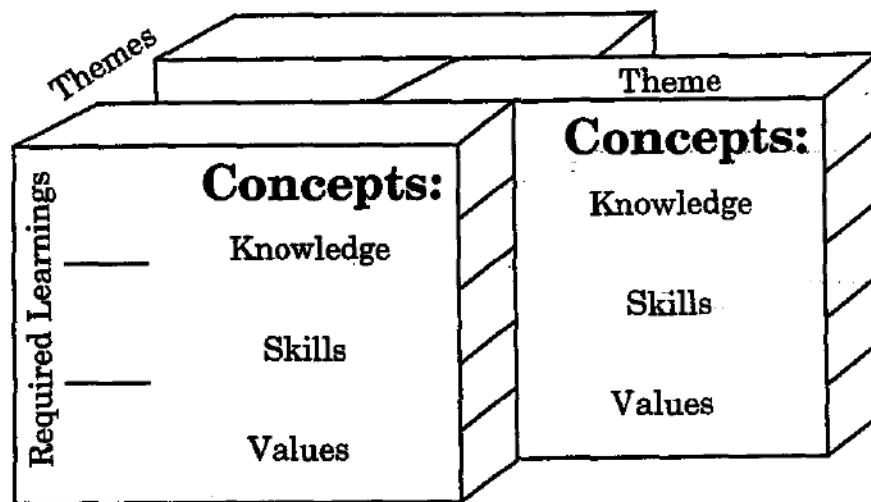
....as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

Saskatchewan Education (1984).

Report of the social sciences reference committee, p. 1.
Regina: Saskatchewan Education

The Goals of Social Studies Education K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students to understand and apply social studies concepts;
- **knowledge** - providing students with basic social studies content;
- **skills/abilities** - teaching students to develop the necessary skills/abilities to understand and use social studies information; and,
- **values** - giving students opportunities in a democratic classroom environment to practise discussing, debating, and critically evaluating ideas and beliefs so that they can develop the skills and attitudes which will allow them to function constructively in a democratic society.

Themes for the Social Studies 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

Grade 1	Families	Grade 7	Canada and the World Community
Grade 2	Local Communities	Grade 8	The Individual in Society
Grade 3	Community Comparisons	Grade 9	The Roots of Society
Grade 4	Saskatchewan Communities	Grade 10	Social Organizations
Grade 5	The Canadian Identity	Grade 11	World Issues
Grade 6	Canada's Global Neighbours	Grade 12	Canadian Studies

Core Curriculum

The major components of Core Curriculum are the **required areas of study** and the **common essential learnings**. Provision in Core Curriculum has also been made for locally-determined options to meet needs at the local level and the adaptive dimension which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended *"to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee."*

Adapted from Saskatchewan Education (1987).
Core curriculum plans for implementation, p. 3.
Regina: Saskatchewan Education.

The seven required areas of study within the core curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and will be incorporated into social studies teaching as perspectives which influence how social studies is taught. This means that the C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are outlined below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences and objects related to the social studies.

Communication focuses on improving students' understanding of language use in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy will help students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Saskatchewan Education has established a policy to include in its curricula material on Indian and Métis Peoples and gender equity. This policy is intended to raise the awareness of students about these important issues.

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1983), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989).

Saskatchewan Education recognizes that the Indian and Métis Peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students.

Saskatchewan Education (1989)
*Indian and Métis education policy
from kindergarten to grade 12, p. 6.*
Regina: Saskatchewan Education.

The inclusion of Indian and Métis perspectives benefits all students in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in all students towards Indian and Métis peoples. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must utilize a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following four points summarize the Department's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.

*Indian and Métis education policy
from kindergarten to grade 12, p. 12.
Regina: Saskatchewan Education.*

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Resource-based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information.

It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which utilizes all types of resources. Some possible resources are books, magazines, films, audio and video tapes, computer software and data bases, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings*, and *Canadian Companion*.

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Correlate needed research skills with the activities in the unit, so that skills are always taught in the context of application. Work with your teacher-librarian, if available.
- Plan in good time with library staff so that adequate resources are available, and decisions are made about shared teaching responsibilities, if applicable.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other libraries, government departments, museums, and various outside agencies in their research.
- Ask the teacher-librarian, if available, to provide resource lists and bibliographies when needed.
- Encourage students to seek assistance during the course of the assignment or unit.
- Participate in and help plan inservice programs on using resources effectively.
- Continually request good curriculum materials for addition to the school library collection.
- Support the essential role of the library resource centre and the teacher-librarian in your talks with colleagues, principals, and directors.

Overview of Social Studies Curricula

Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.

Piaget

Social studies teachers are being asked to teach for more than the recall of factual information. The achievement of the various objectives as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum, as well as the other mandates outlined above requires that social studies educators construct learning experiences which will allow students to think about information, debate and evaluate issues, and to process information in creative, meaningful ways.

Teaching the knowledge, skills/abilities, and values necessary to achieve these objectives must have equal priority with imparting information.

Evaluation must also reflect these objectives by testing students for more than the recall of information.

Conceptual Teaching

The Twenty Core Concepts

In its simplest terms, a concept is a category which groups objects or ideas with certain similarities. Each category is defined by a set of criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the sequence of required learnings related to knowledge, skills, and values.

The twenty concepts are:

Beliefs	Decision-making	Institution	Power
Causality	Distribution	Interaction	Resources
Change	Diversity	Interdependence	Technology
Conflict	Environment	Needs	Time
Culture	Identity	Location	Values

Distribution of Concepts Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

Concept	Elementary					Middle				Secondary		
	1	2	3	4	5	6	7	8	9	10	11	12
Beliefs								x	x	x	x	x
Causality									x	x	x	x
Change	x		x			x	x	x	x	x	x	x
Conflict										x	x	x
Culture	x			x				x	x	x	x	x
Decision making			x	x	x			x	x	x	x	x
Distribution					x		x					x
Diversity		x	x	x	x	x			x	x	x	x
Environment		x	x						x		x	x
Identity	x			x	x	x		x	x		x	x
Institution				x	x	x				x	x	x
Interaction						x	x		x		x	x
Interdependence			x			x		x		x	x	x
Location				x		x	x			x		x
Needs					x	x	x	x		x		
Power							x		x	x	x	x
Resources					x		x				x	x
Technology				x					x		x	x
Time		x			x	x			x	x		
Values				x	x	x	x	x	x	x	x	x

Concept Attainment

The Reference Committee Report and Core Curriculum, with its emphasis on the Common Essential Learnings, have as a major objective the goal of teaching higher order thinking as well as the goal of teaching information. These goals for social studies education mean that methods must be found that will allow students to work toward both goals at the same time. Concept attainment facilitates this fusion of goals.

Humans organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Teaching Skills and Abilities

If students are to be able to achieve the objectives of higher order thinking, then serious attention must be paid to developing within them the abilities which would make this possible. Achievement of the objectives within the CELs cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (3 to 5) at each grade level. Students are not able to learn to the mastery level more than 5 skills per year. In order to make sure that students learn a sufficient number of skills/abilities over the course of their education, the curricula should provide a sequenced development of skills/abilities from the primary years to the secondary years.

Beyer, B. (1984). Improving thinking skills: Defining the problem. *Phi Delta Kappan*, (65)7, 486 - 490.

Advantages of Skills Sequencing

Research indicates that achievement of skills/abilities are much more likely to happen when an organized, sequenced program is taught so that students are aware of what skills/abilities are being taught and why. The scope and sequence of intellectual abilities on page 13 outlines the expectations at each grade level.

Adaptation

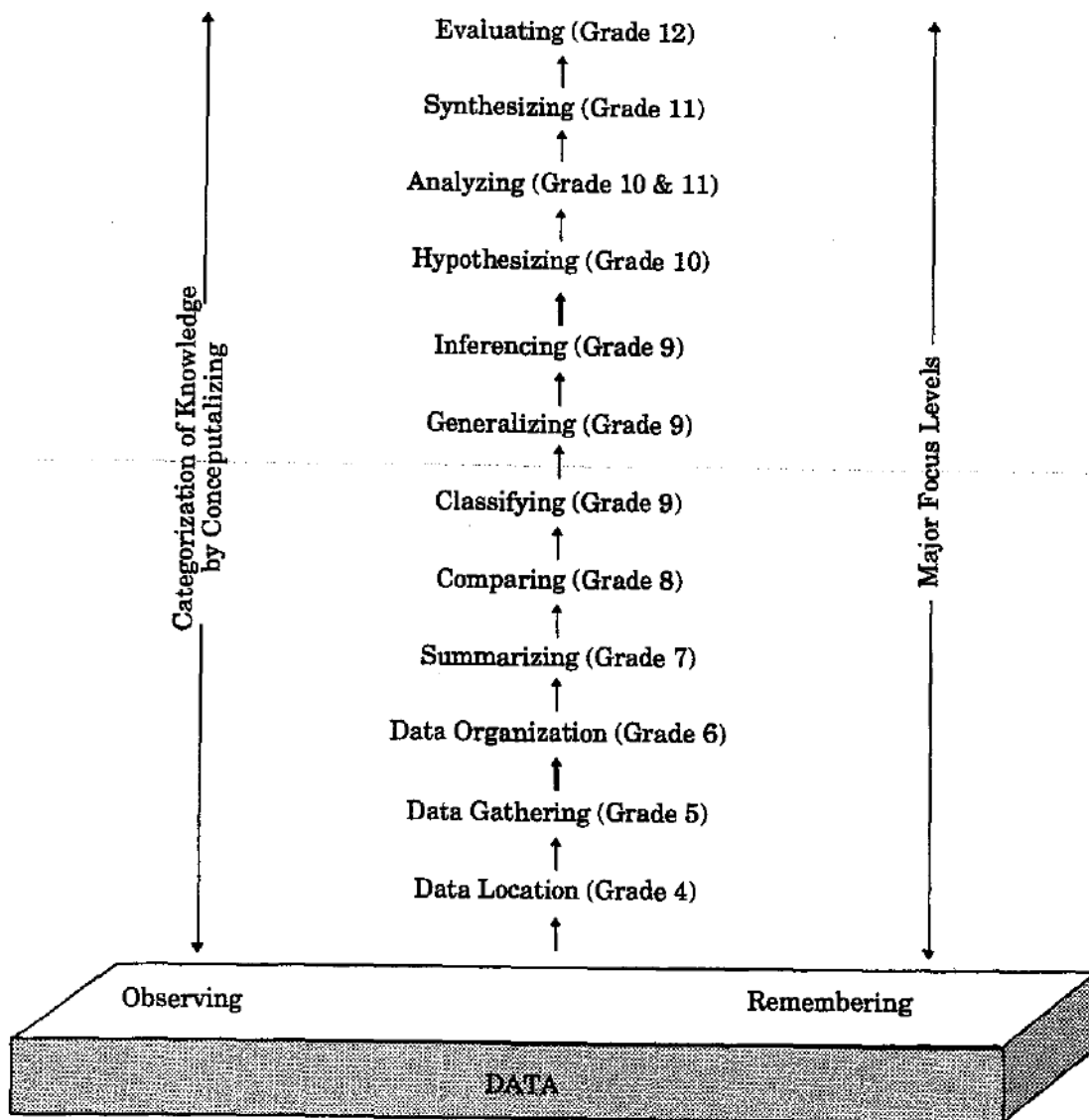
The number of skills prescribed for each grade has been kept to one or two to leave room for the teacher to adapt the expectations to the class being taught. Skills/abilities are gradually introduced throughout each course so that at the beginning of the course students learn to use the skill, then they are given opportunities to practise the skill, and finally, they are given opportunities to use the skill independently. Students are expected to achieve some measure of independence in the use of the skills prescribed for the grade level.

Conceptualizing, Categorizing, Classifying, Analyzing and Hypothesizing

Two skills/abilities which are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill that is taught throughout the middle years (most particularly in Grade 9) because it is fundamental to the skill of analysis. In Grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for hypothesis.

Scope and Sequence of Intellectual Abilities

Note: The chart below should not be interpreted to mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of the abilities (and others) will be used to some degree in each grade.** The intent of the chart is to provide a scope and sequence of basic intellectual abilities which is developmental so the abilities that are formally introduced in one year will serve as the basis for the abilities to be learned in subsequent years.



Adapted from Hannah, L. & Michaelis, J. (1977).

*A comprehensive framework for instructional objectives:
A guide to systematic planning and evaluation.*
Menlo Park: Addison - Wesley.

Mastery learning of Skills/Abilities

The objective for each year would be for students at each grade level to master one or two intellectual abilities well enough so they can begin to use the ability independently. In assessing student progress in the abilities, a teacher may determine whether a student is indeed able to use the ability independently or whether they are at a more preliminary stage. It will be necessary to reinforce and build on the achievements of the previous year so that students' abilities grow over their school careers.

In the curriculum guide students deal with skills/abilities in four stages:

- introducing the skill/ability formally to the student;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of the skill/ability.

Teachers may decide to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale format which would aid in charting student progress.

Until the mastery level is achieved, students are not expected to perform the skill with full effectiveness although, having practised the skill, they are expected to perform at a higher level of expertise than they would at the introductory stage.

Adaptation of Intellectual Demands to Student Ability

Some students in Grade 10 will have moved into formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies utilized in such a way that students are not challenged far beyond their abilities to achieve them.

The Grade 10 Social Studies and History courses have been designed with the learning cycle on page 32 in mind. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar to students. If this is done students will be able to concentrate on the skill/ability rather than having to learn new material as well.

Effective Teaching of Skills/Abilities

There are many approaches to this issue, each with its advantages and disadvantages. One that is useful because of its *common sense* approach is that devised by Barry Beyer. Below are the assumptions Beyer works from. These assumptions are built into the teaching strategies of the curriculum which follows. A skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to dealing with subject matter. The purpose of this is to demonstrate to the student the need for the skill based on its usefulness.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation of content will not automatically transfer to any content that may be selected later.)

As part of their practise students:

- should be given coaching in the use of the skill;
- and should be given opportunities to think about the effective use of the skill.

Beyer, *Phi Delta Kappan*, 1984

Teaching Controversial Issues

The teaching of value laden issues has generated much controversy in Canadian society. Some argue that in a pluralistic society there can be no broad consensus on values. On this basis social studies education ought to be based on objectivity and be value free. Another position would be to provide students with an opportunity to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to say that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in some meaningful way. This curriculum provides students with learning experiences which will help them understand what some of the fundamental value positions of society are and how they came to be. While this curriculum deals with controversy, even invites it, this should not be construed to mean that any belief is as good as any other belief. This society does not accept that, and we should not give that impression to our students.

It should be remembered that there is a fine line between education and propaganda. This course attempts to tread this line by giving students opportunities to examine controversial issues. Debating these issues will allow students the scope and motivation to learn to use and apply concepts and higher order thinking skills as ways of organizing information meaningfully. In this process students can begin to understand the concept and role of values as the basis for making inferences. From this, there is a short step to understanding that it is values which provide all of us with evaluative criteria and that we depend upon the traditions of society to provide us with these guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Charter of Rights and Freedoms, respect of and tolerance for individual differences based on human dignity and so on.

In determining what is appropriate for the student in the areas of values objectives, teachers should be aware of both family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as the Canadian Charter of Rights and Freedoms. In resolving conflict between these two positions, students should be encouraged to consider the consequences resulting from each position evaluated against socially constructive values.

Evaluation

Evaluation of Values Objectives

Generally teachers would be well advised not to evaluate value positions of students summatively. The effect of such evaluation would be to place oneself in the position of formally calling a student's values incorrect. This may be necessary on occasion in some situations relating to fundamental human rights. In most cases however, there is such a wide variety of acceptable positions in a pluralistic society, a teacher should rather try to pursue with the student the reasoning which lies behind the value position.

Values objectives in the curriculum guide call for the student to appreciate, understand, or show concern for some aspect of social life. This is not a demand that students adopt a certain value position, but rather a suggestion that students should begin to understand some of the underlying moral, ethical, and aesthetic implications of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussion, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. They are able to chart changes which occur in student values rather than a final evaluation as to the quality of their values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and core curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single values position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Students ought to be encouraged to develop the thinking and communications skills which allow them to develop legitimate value positions and allow them to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that what is being evaluated are the skills of thinking, logic, and communication rather than a specific value position. Being specific as to what these skills are and the stages in development which occur in them aids the teacher in constructing assessment instruments to gather such student information. Note: A more detailed discussion of these issues can be found on pp. 46-49 of *Understanding the common essential learnings: A handbook for teachers*. Saskatchewan Education (1988).

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments which measure information only will clearly tell the student what is important in that classroom. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that the students be asked to demonstrate in some way that they know the skill needed in a particular situation and how to apply it. The material to which the student is being asked to apply a skill must be unfamiliar material so that the student has not had an opportunity to use preformed generalizations as a crutch in the evaluation.

Evaluation of Student Learning

In the curriculum guide, in the three areas of knowledge, skills/abilities, and values, there are general statements of learning objectives which bear upon these sub-concepts. The teacher will need to identify, in specific terms, those dimensions of the learning objectives which she/he feels are appropriate for the students. Evaluation will then be based on these objectives.

Types of Evaluation

To enhance understanding of the evaluation process it is useful to distinguish between the terms of *assessment* and *evaluation*. These terms are often used interchangeably which causes some confusion in their meaning. Assessment is a preliminary phase in the evaluation process. In this phase various strategies are used to gather information about student progress. Evaluation is the weighing of assessment information against some standard (such as a curriculum learning objective) in order to make a judgment or evaluation. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with valuable information upon which instructional modifications can be made. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.
- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.
- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

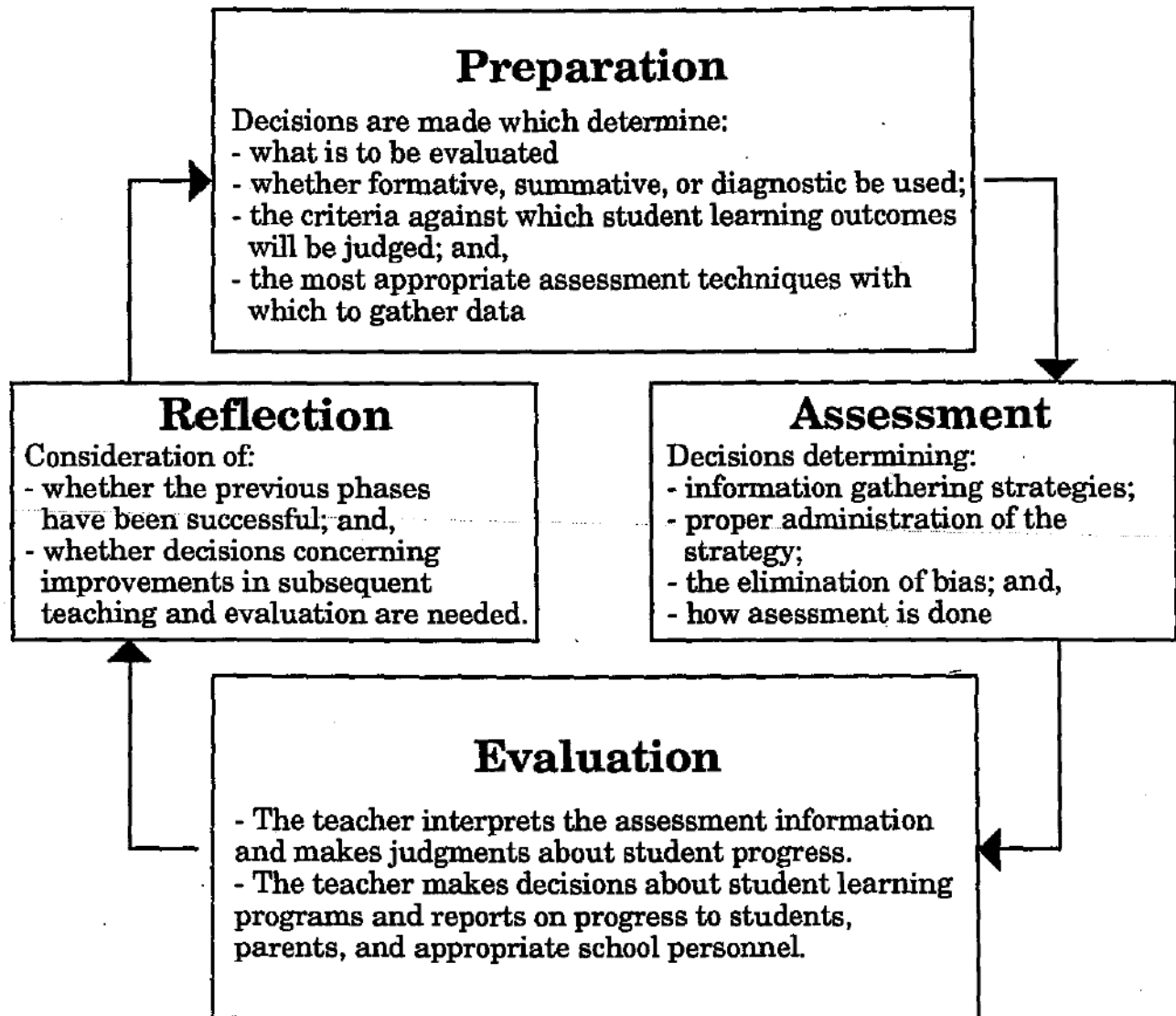
Guiding Principles of Student Evaluation

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation. For a more extensive treatment see Saskatchewan Education (1991). *Student evaluation: A teacher's handbook*.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.
- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.
- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

Phases of the Evaluation Process

Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.

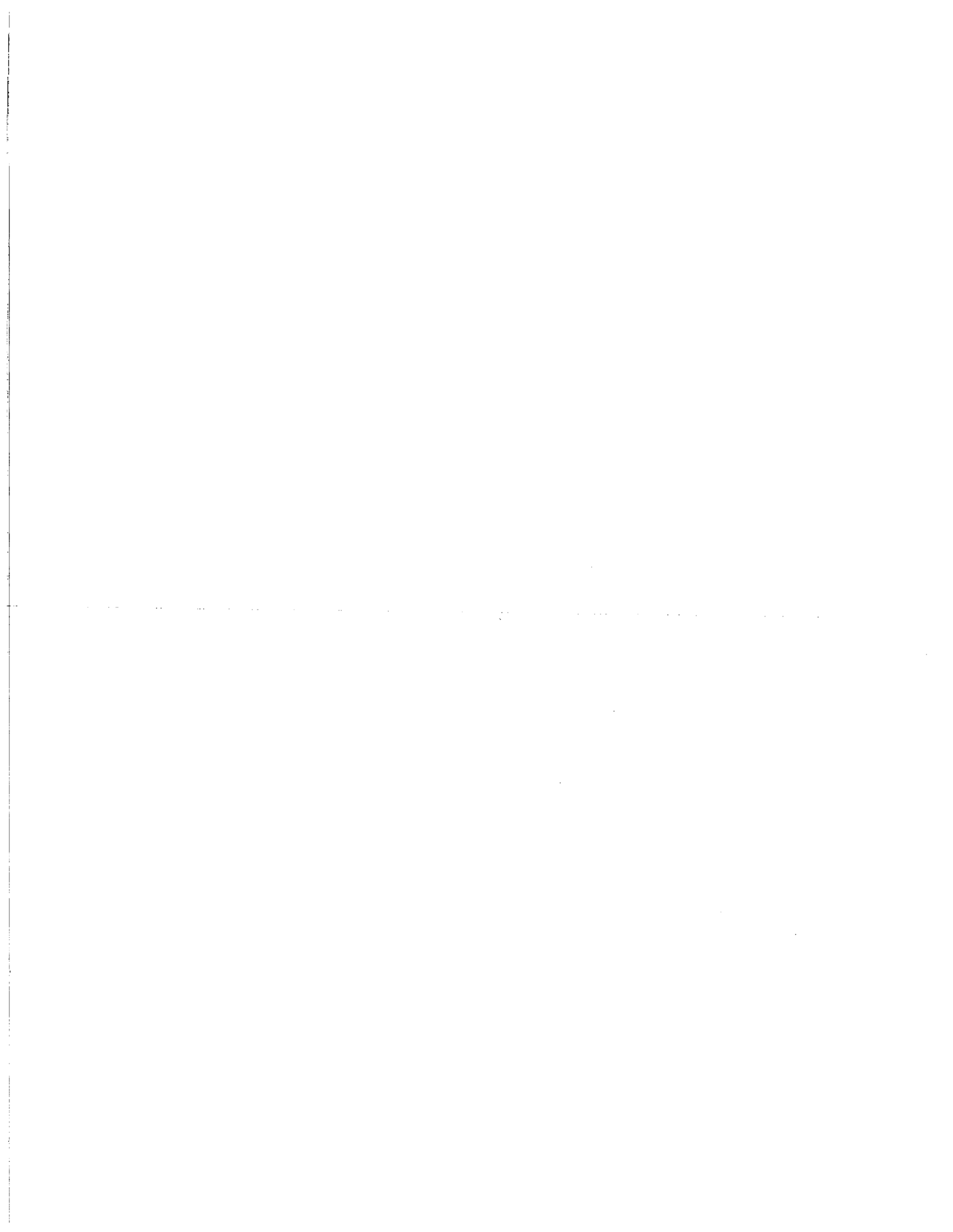




Grade 10 Social Studies

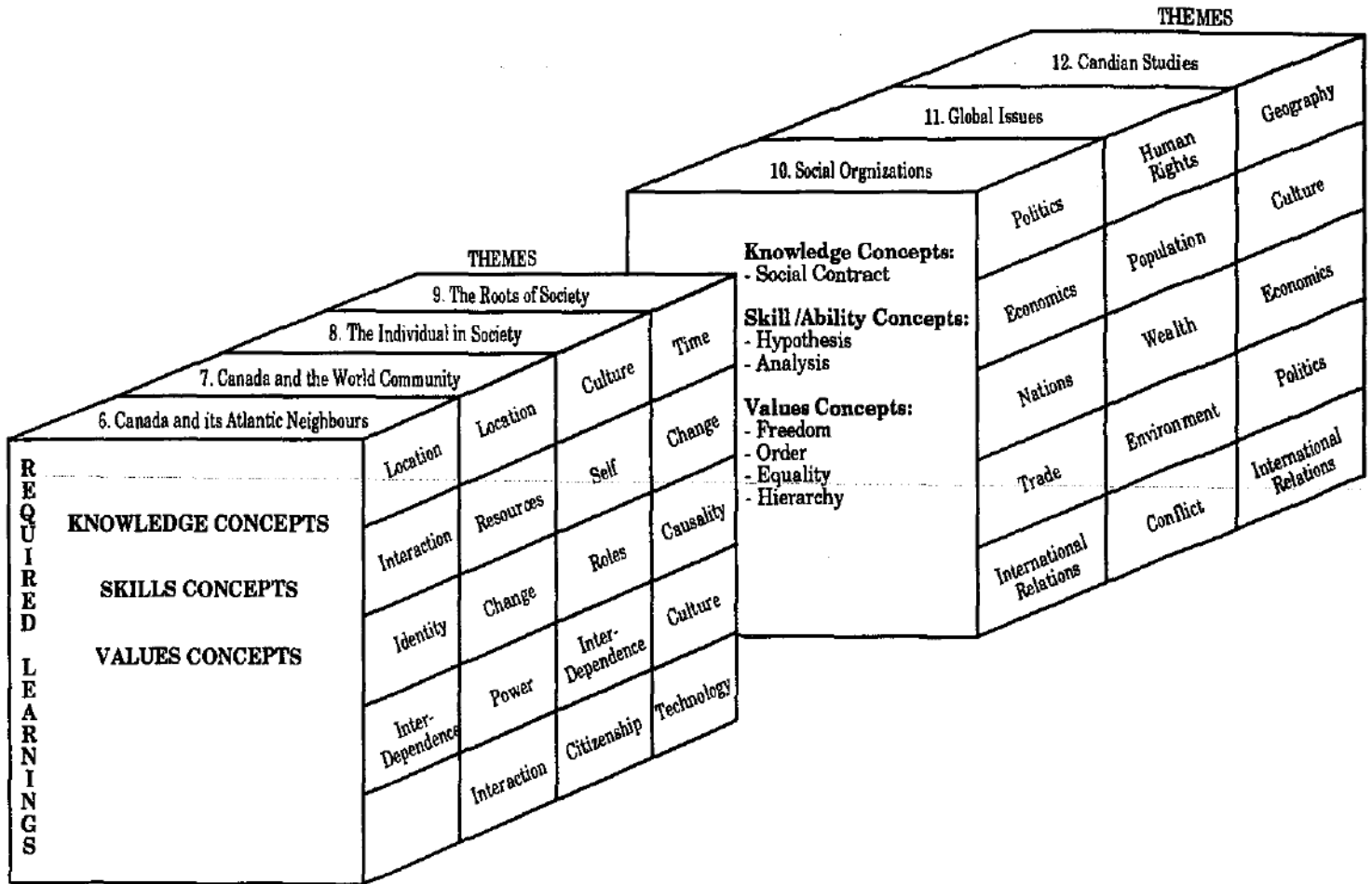
Social Organizations





Curriculum Overview, Grades 6-12

The following model represents the curriculum structure from Grades 6 to 12 showing the place of Grade 10 in relation to the other courses.



Course Goals for Social Organizations

The goal of grade ten social studies and history is to help students understand the basic organizations of industrialized, democratic societies. The social studies program outlines the basic organization of Canadian society and then provides some other examples to give students a basis for comparison. The history program uses the past to show students how fundamental social organizations developed in the late eighteenth and nineteenth centuries.

Note: Students have the choice of taking one of history, social studies, or native studies at the grade ten level. This means it is possible to have students at the grade eleven level, with a variety of grade ten backgrounds. It was decided to write the history and social studies programs with a common conceptual structure to give students from both history and social studies the same background in concepts and skills/abilities.

A Summary of Social Organizations From the Social Studies Perspective and From the History Perspective

Unit One Political Decision Making

Social Studies: Decision making is a fundamental aspect of people's lives. The objective of this unit is to introduce students to the way democracies organize themselves to make and carry out decisions for society.

History: Students will examine the problems French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.

Unit Two Economic Decision Making

Social Studies: Students are introduced to the problem of scarcity. They will examine how individuals and societies make decisions about using scarce resources in ways which will create a high standard of living for members of society.

History: Students will study the development of economic infrastructures that made the industrial revolution possible. The unit examines how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.

Unit Three Ideology and the Decision Making Process

Social Studies: Decision making involves a process of deciding what is important and worthwhile. Ideologies provide frames of reference that people use in making judgements about what should or should not be done. Students will examine the ideologies of conservatism, liberalism, and socialism and their role in the political process.

History: As society changed there were the ideological struggles between and among the social classes as industrializing societies attempt to reconcile competing interests. Students will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that were developed in the nineteenth century in an attempt to accommodate different points of view.

Unit Four International Economic Relations

Social Studies: Nations, rich or poor, large or small, if they wish to have a high standard of living, must trade with other nations. Students will examine the concept of international trade and how it affects the economic well-being of Canadians.

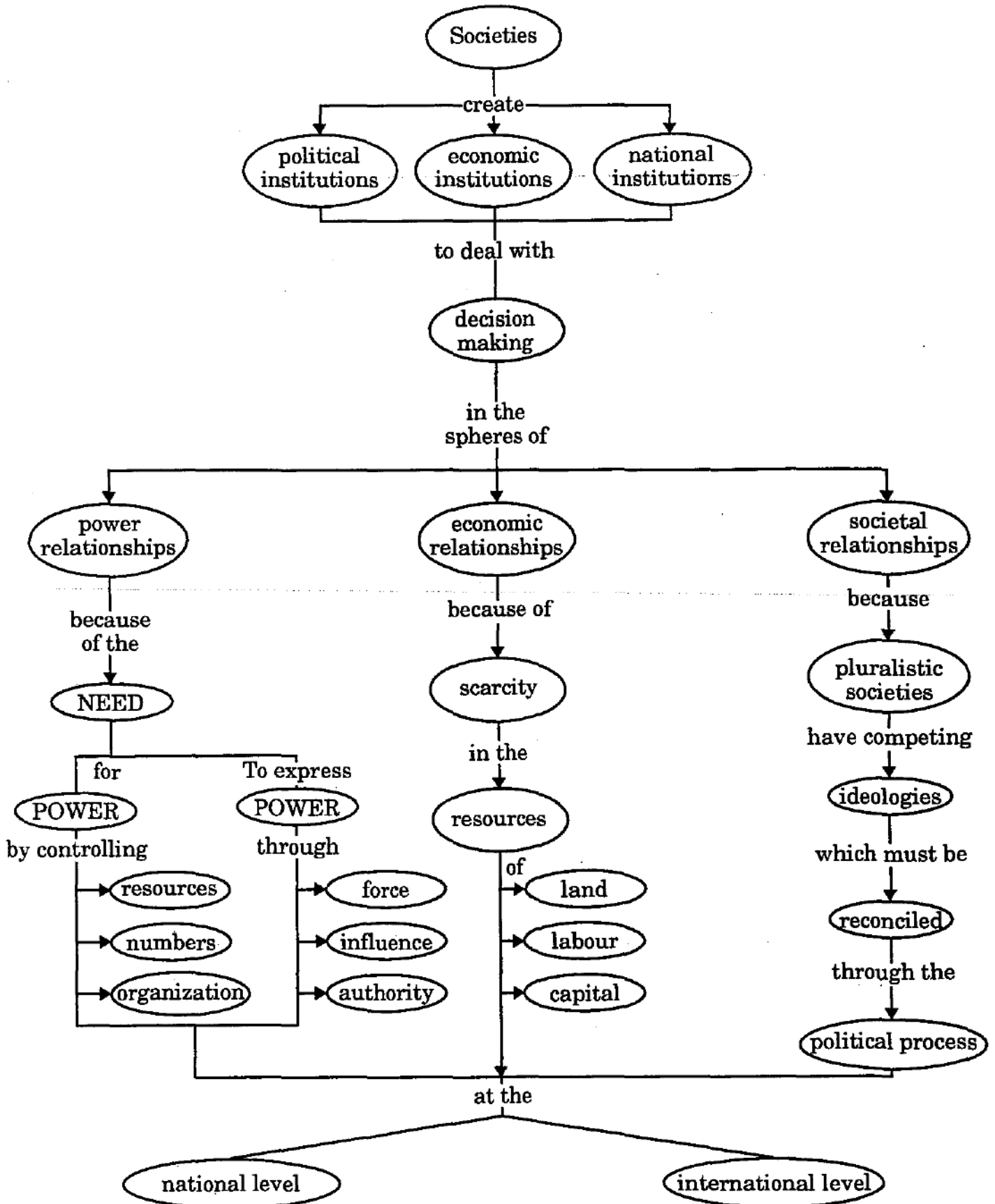
History: In the late nineteenth century Western technological societies had a major impact on the rest of the world. Students will look at the various ways societies were forced to deal with a new culture and the impact that imperialism had on the European world.

Unit Five International Political Relations

Social Studies: Nation states are determined to protect their security from threats within and outside of the state. Students will study the concepts of balance of power and collective security to appreciate the problems involved in both protecting national sovereignty and living in an increasingly interdependent world.

History: Prior to the outbreak of World War I the nations of Europe made a series of decisions which culminated in war. Students will examine the relations between European countries prior to World War I in order to gain some understanding of international relations.

A Conceptual Overview of Social Organizations



Foundational Objectives for the Course Social Organizations

The knowledge objectives are to help students:

- understand that humans establish various kinds of organizations as a means of systematically meeting their needs and wants;
- understand that individuals within organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out;
- understand that industrial societies are based on a complex system of political and economic organizations, which makes possible the production of goods and services;
- understand that whenever groups, societies, or nations interact, they do so according to patterns of beliefs and values which are both implicitly and explicitly accepted by the members of the group; and,
- understand that nations must live within a community of other nations in which the sovereignty of one nation must be reconciled with the sovereignty of another.

The skills/abilities objectives are to help students:

- learn to make hypotheses based on reasonable assumptions and inferences;
- learn to test hypotheses using established criteria; and,
- learn to organize data so that relationships within the data may be analyzed.

The values objectives are to help students:

- appreciate the necessity of interdependence within human relationships;
- appreciate the legitimate constraints that interdependence places on the actions of individuals and nations; and,
- appreciate the need for social organizations to bring order to social life.

The Five Main Concepts of the Course

Of the twenty core concepts around which the social studies curriculum is organized, there are five which figure prominently in Grade Ten Social Studies and History.

- Interdependence** The concept of interdependence underlies the study of social organizations. There would be no need for social organizations if people were not interdependent.
- Social Institution** Students will explore the organizations which have been established to organize our social lives.
- Decision-Making** Students will study how political and economic decisions are made at the national and international level are made.
- Power** Students will further develop their understanding of this concept by exploring political and economic decision-making.
- Ideology** Students will examine the role ideology plays in the economic and political decision-making processes of social organizations/

The Two Basic Skills/Abilities being Emphasized in the Social Studies 10

Each of the following intellectual abilities is made up of a number of key skills which the student must learn in order to be able to do the process. On the following pages you will find a more detailed breakdown of the skills inherent in the abilities of hypothesizing and analyzing.

Assessment of Skills/Abilities

Teachers can use skills breakdown lists as check lists to assess student progress. Each of the abilities of hypothesizing and analyzing described on the following pages provide a specific listing of the key skills and suggested questions for assessing student skills. By using the listing of the key skills which are necessary for the development of a particular ability, teachers will be able to record data on student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Assessment of Hypothesizing

Key Skills in Hypothesizing

State a proposition that is testable and guides the search for data.

State a proposition that is highly probable in light of established facts, or in light of a principle or theory.

State the hypothesis so that it may be tested using available procedures and data.

State the proposition so that it applies to most or all cases.

Collect data in a systematic manner.

Present an analysis of the data to confirm (or not confirm) the hypothesis.

Questions to Appraise Hypothesizing

How well does the hypothesis serve as a guide to collection of data?

What data, principle, or theory serves as the basis for the hypothesis?

Can the hypothesis be tested by means of available procedures and data?

Does it apply to most or all cases rather than to a particular instance?

Has adequate information been collected in a systematic manner?

Has an analysis been made of the data to confirm or not confirm the hypothesis?

Assessment of Analysis

Key Skills in Analyzing

Describe and define main parts.

Describe cause-effect or other relationships.

Describe structure of organization.

State how parts are related to each other and to the whole.

Group data under each part, relationship, or structural component.

Questions to Appraise Analyzing

Have main parts or elements been identified?

Have relationships among parts been identified?

Is the structure or organization clear?

Can the way the parts fit together be described?

Can data be placed under each part, relationship, or structural feature?

Adapted from Hannah, L. & Michaelis, J. (1977).
*A comprehensive framework for instructional objectives:
A guide to systematic planning and evaluation.*
Menlo Park: Addison-Wesley.

Organization of the Curriculum Documents

General Objectives

The general objectives for the course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented. "Practise" indicates that the skill has been formally presented at some earlier point in the students' education.

It is important to note that it is possible to indicate specific knowledge objectives for each part of the content and strategies. **However, skills and value objectives often apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the CELs and to develop concepts, skills, and values. The activities always attempt to achieve more than one objective at a time. The purpose of the suggested strategies is to serve as a guide to help teachers design teaching strategies that will link content with skills so that the Common Essential Learnings will be achieved.

Activity Guides

Activity guides have been prepared which will provide teachers with detailed descriptions of strategies and activities which can be used to achieve the above mentioned objectives. The suggested activities tend to be student centred rather than teacher centred. This was done deliberately because it was felt that teachers might appreciate some support in this area. It is possible with some adjustment to modify many of these activities into a lecture-discussion approach which can also achieve critical and creative thinking and personal and social values and skills objectives among others.

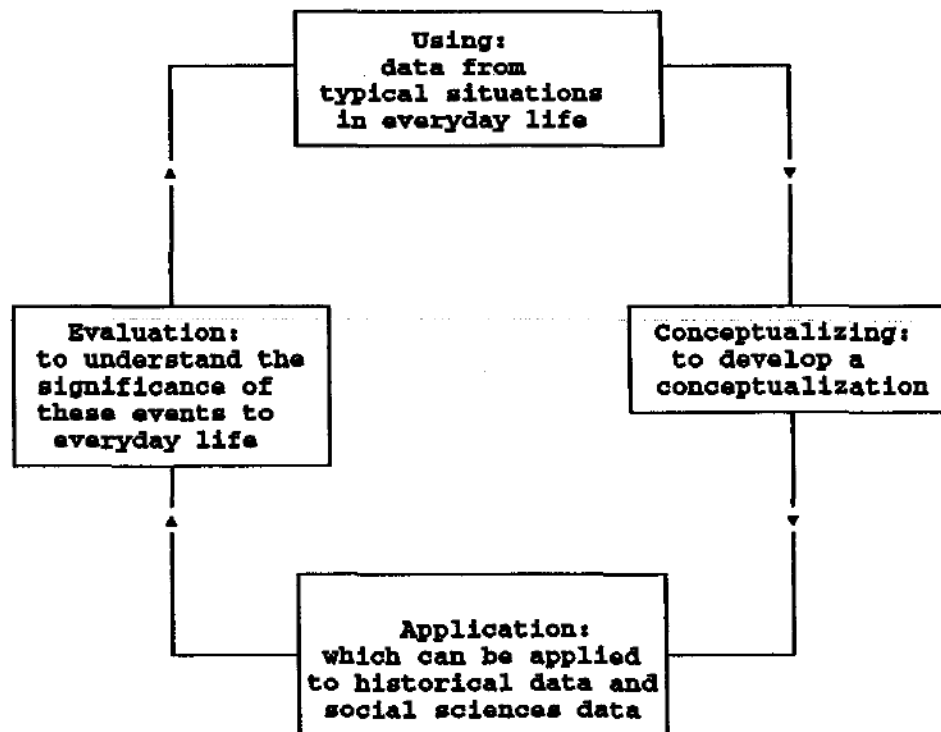
Note: the list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education Publications which complement this guide. These are the *Teacher's Activity Guide* and the *Annotated Bibliography*.

Learning Cycle

All of the units in these courses have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once this is done, then students are ready to extend their concepts and skills by using them to understand and evaluate the past as a way of better understanding the present and the future (concept application).

The activities in the activity guide are also organized according to this cycle. There will be introductory activities aimed at helping students develop a concept and then there will be activities creating opportunities to apply and evaluate the concepts.



Identifying The Core Content

The content and objectives which appear in **highlighted print** should be considered **core material**.

With the remainder of the material, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

Adaptive programs are based on the understanding that students learn in differing ways and at differing rates. These programs allow instructional approaches to be modified to accommodate for the varying needs found in the classroom.

The majority of students in a class are able to achieve the Foundational Objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

Adaptive Instructional Techniques

Teachers who are prepared to use instructional approaches and classroom organizational procedures which are flexible are already adapting for individual needs. Teachers who use a resource-based learning approach, rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring, volunteers, etc. to free up time which can be used to attend to individual differences while at the same time providing opportunities to other members of the class for independent learning.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to those who do not fit the system and may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized;
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e. oral instead of written exams, altered time requirements, level of questions, reduced written component, etc.

Unit Planning Guide

Major Concepts	Minor Concepts	Day	Objectives

Procedure/Methods/Activity	Materials	Evaluation

Lesson Planning Guide

Unit:		Date:
Topic:		Time:
Specific Issue:		
Objectives:		
Materials:		
Procedure:		
Activity and Strategy	Key Questions	

Extension (Application)

Evaluation

Guide to Teacher Planning for Evaluation

Student Evaluation Summary Inventory Sheet

Student Instructional or Assessment Groups	Purposes		Systematic	Best Advantage		Lowest Possible Inference	Appropriately Frequent	Planning Decisions
	Diagnostic	Formative		Summative	Recorded			
Number of Grouping								
Methods of Organization Assessment Stations Individual Assessments Group Assessments Contracts Self-and-Peer-Assessments Portfolios	These methods of organization are used as structures to conduct assessments and to present evaluation information to students and parents/guardians. They may include one or several data recording methods, ongoing student activities, or quizzes and tests.							
Methods of Data Recording Anecdotal Records Observation Checklists Rating Scales	These are methods used to collect assessment information by recording data as students participate in ongoing activities or quizzes and tests being used for evaluation purposes.							
Ongoing Student Activities Written Assignments Presentations - debate - simulations Performance Assessments - concept mapping - using analytical grids Portfolios (student developed)	These activities are used for instructional and evaluation purposes. Assessment data are gathered as part of normal classroom instructional activity, using certain organizational and data recording methods.							
Quizzes and Tests Oral Assessment Items Performance Test Items - concept mapping - analytical grids Extended Open-Response Items Short-Answer Items Matching Items Multiple Choice Items True-False Items	Quizzes and tests are designed and used to collect specific assessment information during or at the end of instructional activities. These activities can be used in whole or in part as organizational or data recording methods.							

Assessment Strategies

The following strategies may be used at the teacher's discretion.

The strategies below will be used in Unit I as a guide to evaluating the objectives for that unit.

More information about these strategies may be found in the handbook *Student Evaluation: A Teacher Handbook* published by Saskatchewan Education.

Methods of Data Recording

- Anecdotal Records
- Observation checklists
- Rating scales
- Self-and-peer assessment

Student Classroom Performance

- Role play/simulation/debate
- Concept Mapping
- Analysing data using grids
- Essay Writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

Student Test Performance

- Concept maps
- Applying concepts
- Analytical grids
- Essay tests
- Matching item tests
- Multiple choice tests
- Oral presentations
- Performance tests
- Short answer tests
- True/false tests

Matching Assessment Techniques With Learning Outcome Categories

Assessment Technique \ Learning Outcome Category	Facts and Information	Concepts	Learning Generalizations	Step-by-Step Psychomotor Skills	Step-by-Step Cognitive Skills	Thinking Skills	Critical Thinking, Problem-Solving, and Decision Making Processes	Creative Thinking and Performance	Interpersonal and Social Skills	Attitudes, Appreciations, and Values
Written Assignments	•	•	•		•	•	•	•	•	•
Presentations - debate - simulations	•	•	•		•	•	•	•	•	•
Performance Assessments - concept mapping - using analytical grids	•	•	•	•	•	•	•	•	•	•
Portfolios of Student Work	•	•	•		•	•	•	•		•
Oral Assessment Items	•	•	•		•	•	•	•	•	•
Performance Test Items - concept mapping - using analytical grids	•	•	•	•	•	•	•	•		•
Extended Open-Response Items	•	•	•		•	•	•	•		•
Short-Answer Items	•	•	•		•	•	•	•		•
Matching Items	•	•	•			•				•
Multiple-Choice Items	•	•	•			•				•
True/False Items	•	•	•			•				•

An Overview of Social Organizations

History Content

Unit 1

Political Organizations

Students will examine the problems French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.

Unit 2

Economic Organizations

Students in his unit analyze how the development of economic infrastructures made the industrial revolution possible. Students will examine how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.

Unit 3

Ideology and the Decision-Making Process

In this unit students look at the ideological struggles between and among the social classes as industrializing societies attempt to reconcile competing interests. Students will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that developed in the nineteenth century.

Core Concepts

Social Organizations

Social Contract

Decision Making

Power

Standard of Living

Scarcity

Economic Systems:

- Traditional
- Command
- Market, and
- Mixed Economic Systems

Pluralism

Interest Groups

Decision Making

Conflict

Politics

Legitimacy

Ideology

Social Contract

Social Studies Content

Unit 1

Political Organizations

Students will be introduced to the organization of the democratic decision making process. They will spend time examining the need for political decision making and the mechanisms used to make decisions in Canada and other parts of the world.

Unit 2

Economic Organizations

Students in this unit will study economic decision making in modern society. Students will be given opportunities to see how economic systems establish priorities and make decisions about the best way to allocate scarce resources.

Unit 3

Ideology and the Decision Making Process

Students will look at how the decision making process works in pluralistic societies. They will examine the political process used to reconcile the many different perspectives that can be found in a pluralistic society. They will also study how interest groups attempt to influence the decision making process.

Unit 4
International Economic
Organizations

This unit is intended to help students understand the impact Western technological societies have had on the rest of the world. Students will look at the various ways societies dealt with the new industrial culture which was spreading across the world at this time.

Standard of Living
Economic Growth
Protectionism
International Trade

Unit 5
International Political
Organizations

Students will examine the relations between European countries prior to World War I in order to gain some understanding of the way countries deal with each other. They will use the concepts and skills they have learned to critically analyze the way countries have attempted to resolve their conflicts.

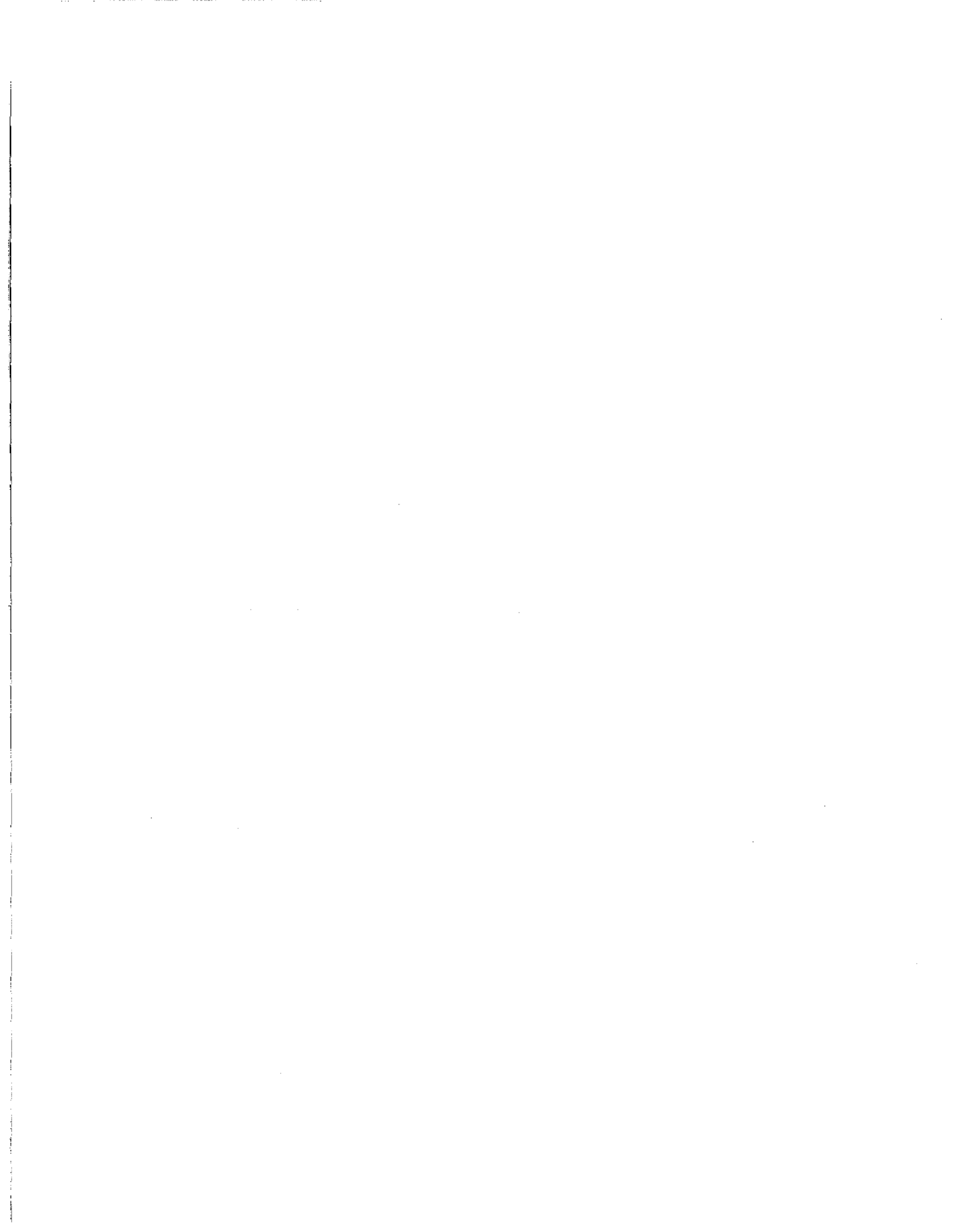
Sovereignty
National Power
Strategic Interests
Balance of Power
Collective Security

Unit 4
International Economic
Organizations

In this unit students will be introduced to the importance of international trade in maintaining an acceptable standard of living. Students will examine how countries, because of their unique geographies, specialize in the production of goods and services and then trade their surpluses for things they are less adept at producing.

Unit 5
International Political
Organizations

In this unit students will examine the concept of international politics. They will study some of the international organizations that influence relationships between nations. Students will examine how nations exercise their political power, the impact the goals of nations can have on the lives of people, and how these goals can affect the collective security of the global community.



Unit I

Political Decision Making

History can be described as ideas in motion with each age characterized by a dominant set of ideas which produce opposing ideas and evolve into a synthesis of the old and the new.

George Hegel



Unit Overview

This unit begins with an investigation as to how societies organize themselves to fulfil their members' needs. It notes that within Canadian society, many cultural traditions exist and interplay. The Aboriginal and European world views have both significantly impacted on Canada. Each of the world views has a distinctive way of looking at reality and creating a context for living. The unit will investigate the Iroquoian Confederacy and seventeenth century France to illustrate social organization in traditional Aboriginal and European societies.

Unit I

Foundational Objectives

Concept: Social Organizations

Knowledge

- Know that humans establish various kinds of organizations as a means of systematically meeting their needs and wants.
- Know that in order to have security, stability, and predictability, humans tacitly agree to conform to the beliefs, values, and mores imposed on them by the various organizations of society.
- Know that any group or organization must decide on some means of decision making that will allow it to function effectively.
- Know that groups or organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out.

Skills

- Review/learn the skill of categorizing and classifying material according to some system in order to make it meaningful.
- Review/learn the skill of drawing inferences from the patterns that emerge from classification systems.
- Review/learn the use of criteria as a basis for analysing an event or situation.
- Learn the skill of hypothesizing.
- Learn to test hypotheses against historical fact.

Values

- What are legitimate constraints on human behaviour?
- Should the rights of the individual or the group have the higher priority?
- What areas of life are appropriate for society to control, through norms and sanctions?
- Should some people be given more power and privilege than others?
- Should men and women be given the same access to power and privileges?
- Is the use of force ever justified in a conflict over social change?

Core Material for Unit 1

Core Content	Core Concepts	Suggested Class Time
The role of social organizations in society (p. 110).	Interdependence <ul style="list-style-type: none"> • power 	2 - 3 hours
World view and the decision making process (p. 116): <ul style="list-style-type: none"> • the Aboriginal and European world views. 	World view <ul style="list-style-type: none"> • social contract 	2 - 3 hours
Political Organization: <ul style="list-style-type: none"> • Political organization within traditional Aboriginal societies (p. 120): 	Collaboration	1 - 2 hours
Political organization within traditional French society (p. 124):	Hierarchy <ul style="list-style-type: none"> • order 	4 - 5 hours
The need for change (p. 136): <ul style="list-style-type: none"> • the issue of who should be awarded sovereignty in French society (p. 138); • theoretical reactions to the French revolution (p. 142); • practical reactions to the French revolution (p. 144); and, • the issue of whether freedom or order is of more value (p. 150). 	Change <ul style="list-style-type: none"> • justice • conflict • tradition and authority • order vs. freedom 	4 - 6 hours
	Time to cover the core material	13 hours
	Time available to modify the pacing and timing factors in the Adaptive Dimension	6 hours
Total class time		19 hours

With the remainder of the material not marked core, teachers may choose to work through all, some, or none of these items. This material provides the opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the foundational objectives.

Content

Course Introduction

The Role of Chronology in History

One purpose of recorded history is to chronicle developments in the past as a means of discovering an underlying continuity and order in the human condition.

Grade 9 social studies **Roots of Society** has given students some experience with the concept of chronology through the use of time lines as a method of classifying historical data.

Grade 10 history should pick up and augment the concept of chronology.

The Role of Location in Human Affairs

The history of this course is located in place as well as in time.

Students should spend some time familiarizing themselves with the geographical features of Europe as well as those of the rest of the world which were affected by the historical events of the course.

Concepts (Knowledge Objectives)

Chronology

Know that a study of history may be helpful in relating the cumulative human experience of the past to our experiences with reality.

Know that historical events can be chronologically ordered.

Know some of the major events and dates of chronological world history.

Location

Know that an accurate description of "what has occurred where" is fundamental to an interpretation of why these events have occurred.

Know the geographic location of the major places which play a role in the history of this course.

Knowledge Assessment

- short answer tests
- matching items tests
- multiple choice tests

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Review the skill of organizing information for analysis.

Practise making generalizations and drawing inferences from classified data.

Practise map interpretation.

Does one's culture influence what is perceived to be a major historical event?

Chronology

Students should spend some time getting a mental picture of the course chronology and geography.

Students coming from the revised grade 9 program have experience using timelines as classification systems.

Location

Students should do some map studies as preparation for the course.

Skills Assessment

- performance tests
- essay tests
- short answer tests

Values Assessment

- anecdotal records
- oral presentation

Content

The Role of Social Organizations in Society

Human beings are social creatures who mostly prefer to live in groups.

Because individuals must interact with others within a society, there must be systems which allow for the procreation of life, making decisions, producing goods, creating meaning and purpose (religion, language and culture), and organizing people into an orderly society.

Many social organizations have been established within Canadian society to deal with the universal problems of ordered social life.

Some examples:

- families in their many different organizational forms provide for the needs of both adults and children;
- educational organizations aid in the socialization process and in the transmission of culture from generation to generation;
- political organizations meet the needs of making collective decisions;
- economic organizations meet the material needs of society; and,
- all of these organizations have as one of their major objectives the organization of people into levels, strata, or classes.

Concepts (Knowledge Objectives)

Interdependence

Know that human beings live in society because they can best satisfy their needs and wants by working with other members of society.

Social Organizations

Know that social organizations stem from and deal with the basic, universal problems of ordered, social life.

Know that social organizations provide for the needs and wants of Canadians, provide them with meaning and purpose, and give them direction and discipline.

Order

Know that social organizations play a significant role in providing order and direction within a society.

Know that social organizations establish norms or values which legitimize sanctions used to regulate human behaviour.

Know that the regulations of social organizations discipline human behaviour to conform to some definite, continuous, and organized patterns of behaviour.

Freedom

Know that the freedom to live one's life according to the dictates of one's conscience is a significant value in Canadian society.

Know that social organizations based on the cultural assumptions of one historical tradition may be quite different from the social organizations based on another cultural tradition.

Knowledge Assessment

- self and peer assessment
- essay tests
- short answer tests
- analytical grids

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Learn to use their own background knowledge as a source of useful data for understanding concepts.

Review/teach the skills of brainstorming and exchanging information through class discussions.

Learn to use grids as a way of organizing information for analysis. (See activity guide.)

Review/teach the skill of categorizing material according to some system in order to make it meaningful.

Skills Assessment

- analytical grids
- applying concept attainment model
- observation checklist
- rating scale

Should social organizations be able to use sanctions to control and direct human behaviour?

Should limits be placed on this power?

Should conformity take precedence over individualism?

Values Assessment

- essay tests
- anecdotal records
- oral presentations
- self assessment

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (interdependence, social organizations, order, freedom)

Ask the students to consider what things are basic to living a "decent life". Have the students in groups spend five to ten minutes making a list of the fundamentals basic to a good life.

In a general class discussion pick five or more items which everyone can agree are fundamental.

Then have the students in groups decide:

- which of the above can be done alone or must be done in groups;
- whether a social organization has to play a role in some way; and,
- what some of the organizations are that play a role in our lives.

With the class discuss whether any of the fundamental items they have selected can be satisfied without a social organization.

Then, have each group select one or more significant social organizations and analyze them using a grid something like the following.

	Social Organization 1	Social Organization 2
Needs met by social org.		
Demands made by social org.		
Amount of conformity demanded		
Is membership worth the return?		

Content

Cultural Traditions

Many social organizations have been established within Canadian society to deal with the universal problems of ordered social life.

Pluralism and Social Organization

In broad terms, Canadian society has several major cultural roots: Indigenous, European, and Asian.

All of these cultures have different fundamental assumptions about relationships between people and with nature.

Some areas within society where there are strongly held disagreements are:

Gender and Social Organization

Every society has determined a set of mores or traditional rules, ways, or manners which define the rights, responsibilities, and the interrelationships of each gender.

Social organizations play an important role in defining the rights and responsibilities of each gender.

Concepts (Knowledge Objectives)

Culture

Know that the established organizations people live within are part of their cultural heritage.

Pluralism

Know that pluralism is the belief that groups which are distinctly unique should have that distinctiveness recognized and protected.

Know that the basic assumptions on which social organizations are organized come from the prevailing world view.

Know that organizations established by one cultural group in Canada may be based on very different values than those established by another cultural group.

Hierarchy

Know that organizations establish a system of persons or things ranked one above the other.

Gender Equity

Know that women should have the same opportunities within society as men.

Knowledge Assessment

- self-and-peer assessment
- essay tests
- oral presentations
- concept attainment

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise using their own background knowledge as a source of useful data for understanding concepts.

Practise the skills of brainstorming and exchanging information through class discussions.

Practise using concepts as criteria for making evaluations.

Skills Assessment

- observation checklist
- debating skills
- rating skills

Would they (the students) wish to live in a world without morality, ethics, or values?

Would a world where people had no constraints on their behaviour be one that you would want to live in?

Should the rights of the individual or the rights of the group have the higher priority?

What areas of life is it appropriate for society to control through norms and sanctions?

Value Assessment

- essay tests
- self-and-peer assessment
- written reports
- rating scale

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (culture, pluralism, gender equity, patriarchy)

Have a short seminar in which the students report on the social organization(s) they selected. Then use the following questions to stimulate some discussion:

- how much order and conformity should a social organization insist on?
- how much freedom and diversity is needed in an organization?
- can an organization exist without either?
- what is the proper balance between freedom and order?

Now have the students examine their social organization(s) from the standpoint of cultural traditions:

- what is done in their organization that is based on tradition?
- how does their organization react to change?
- what should be kept and what needs to change?

In the general discussion, suggest to the students that criteria are a necessary part of making any evaluative judgments.

Point out that three important values that can be used here are freedom, order, and justice.

Give the students the following three issues and ask them to evaluate how their social organization(s) are handling:

- gender equity (rights of women);
 - cultural equity (rights of Aboriginal Peoples); and,
 - physical equity (rights of the handicapped).
-

Content

The Reality of Interdependence

In the reality of daily living, a tension exists between the needs and wants of individuals or groups of individuals, and the needs and wants of the larger society.

Decision Making within Social Organizations

All social organizations must resolve this tension in some way.

- They do this by establishing either a written or an unwritten social contract which allocates the rights and duties of all members of the organization.
- This is usually done both explicitly and implicitly.

Society is a social organization and it too has to make decisions about how best to reconcile the conflicting interests within itself.

All social organizations must establish some mechanism by which the power to make decisions is allocated in some way to the members of the organization.

Power is the ability to make and carry out decisions.

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement between the rulers and the ruled which defines the rights and duties of each explicitly and implicitly.

Decision Making

Know that each social organization will determine its particular purpose, a set of beliefs and values, and an organization and structure which will include a decision making system.

Know that political decision making occurs in every social organization in an attempt to reconcile the different needs and wants within the organization.

Know that societies have to make decisions about how best to reconcile the conflicting interests within society.

Politics

Know that politics is the process of conciliating individuals and groups by giving them a share of valued scarce resources according to the amount of power they wield within society.

Power

Know that power is the control of resources:

- numbers;
- resources;
- organization; and
- information.

Know that power may be expressed through:

- the use of force;
- reliance on authority; and
- through the use of influence.

Knowledge Assessment

- essay tests
- oral presentations
- concept attainment
- self assessment

Skills/Abilities Objectives

Values Objectives

Suggested Teaching and Evaluation Strategies

Practise the skill of using their own background knowledge as a source of useful data to apply concepts.

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (social contract, decision making, politics, power)

Poll your class to find out how they think the social organizations should respond to the issues of equity raised above. Divide them into groups according to the results.

Point out to the students that every social organization has to have a social contract that both explicitly and implicitly lays out for its members what their rights and duties are. Then, review with the students the basic concept of power: the sources and the expressions of power.

Then suggest to the class that they need to decide upon a social contract for the various social organizations they have been studying. Through discussion and debate, each group should try to persuade the class to accept its social contract.

After the students have completed the debate create a new set of groups and ask them to analyze using grids like those below how they handled the necessary political process to get a social contract.

Learn to use concepts in a grid format to analyze the relationships in human behaviour.

On what basis should groups be awarded power within the social contract?

Sources of Power	The sources of power used	The results they got
Numbers		
Resources		
Organization		
Information		

Skills Assessment

- analytical grids
- concept mapping
- performance tests
- analysing data using grids

Values Assessment

- oral presentations
- essay tests
- written reports

The use of Power	The way groups used power	The results they got
Force		
Authority		
Influence		

Content

World View and the Decision Making Process

Differing World Views

In Canada, political views find their origins in different cultural traditions each with particular value assumptions:

The following descriptions are not intended to be statements of societal absolutes, but rather reflect a society's prevailing beliefs.

- **the Aboriginal World View**

Traditional Aboriginal societies within North America were founded upon an holistic and spiritually-based world view known as the "Sacred Circle".

Social organizations within Aboriginal societies reflect a basic interrelatedness with each other.

- Indigenous cultures developed political organizations based on equality and harmony.
- Power, authority, and decision making were decentralized.
- The natural autonomy of the individual and the sovereignty of the group were upheld as societal absolutes.

- **the European World View.**

European societies tend toward a linear, analytical, and secular world view.

- Eurocentric cultures developed political organizations based on patriarchy and competition.
- Power and decision making were centralized.
- The rights and autonomy of the individual was deemed to be of paramount value.

Concepts (Knowledge Objectives)

World View

Know that a world view is a comprehensive conception or image of reality and of humanity's relation to it.

Know that a world view is a distinctive way of looking at reality and creates a context for living.

The Sacred Circle

Know that the Sacred Circle represents the belief that "Everything the Power of the World does is done in a circle. The sky is round ... The wind in its greatest powers whirls ... The sun comes forth and goes down again in a circle ... Even the seasons form a great circle in their changing ... The life of a man is a circle from childhood to childhood, and so it is in everything where power moves" (Black Elk, Oglala Sioux).

Know that Indian cultures start with philosophical assumptions as found in the sacred circle while Eurocentric cultures start with assumptions based on science and technology.

Context

Know that a specific world view is influenced by its immediate environment.

Knowledge Assessment

- anecdotal records
- essay writing
- oral presentations

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Practise the skill of using their own background knowledge as a source of useful data to understand concepts.

Review/teach the skills of brainstorming and exchanging information through class discussions.

Should the rights of the individual or the rights of the group have the higher priority?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (world view, sacred circle)

In a class discussion, have the students consider which is more important to them, freedom or order. Below are some areas of life they could think about. Is freedom or order more important in:

- traffic?
- an athletic contest?
- music?
- the workaday world?
- law?
- government?
- families?
- schools?
- other examples suggested by the students and teacher?

In a class discussion, the students should decide how they, as citizens, would balance the need for freedom against the need for order in the above cases. They should be encouraged to come up with specific situations to analyze and be able to support their conclusions with reasons. For example, should policemen be able to stop cars for spot checks without a specific reason for making the check or is that an unacceptable infringement on peoples' freedom?

- Citizens might argue they have the right to go about their private and legal business without being harassed by policemen for no good reason.
- Police might argue that drinking and driving is an enormous and dangerous problem which can best be dealt with by making random spot checks.
- Whose perspective should take precedence and why?

Skills Assessment

- debating skills
- anecdotal records
- observation checklist
- peer assessment

Values Assessment

- essay tests
- oral presentations
- written reports
- peer assessment

Content

The solutions to resolving conflicts that evolve vary from cultural tradition to cultural tradition, but they all serve the purpose of determining for members of society what they have a right to expect and what their obligations are.

Each social organization will determine its particular purpose, a set of beliefs and values, an organization structure which will include a decision making system.

Establishing Public Policy In:

- traditional patriarchal societies; and in,

The social contract in traditional, patriarchal society organizes social relationships into a hierarchy giving power and decision making to a small group.

- traditional Aboriginal societies.

Traditional Aboriginal social contracts decentralize power so that no single individual or small group of individuals could claim power and authority over the whole group.

- liberal democratic societies

A liberal democratic social contract organizes society so that there is a struggle between competing groups for power and the right to make decisions.

Concepts (Knowledge Objectives)

Paradigms

Know that paradigms are patterns of ideas, beliefs, and values which are used to understand reality.

Know that paradigms help humans perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Social Contract

Know that a social contract is an agreement between the rulers and the ruled which defines the rights and duties of each explicitly and implicitly.

Patriarchal Paradigm

Know that patriarchy involves the belief that there should be a clear distinction between the rulers and the ruled with power flowing from the top of the social hierarchy to the bottom of the hierarchy.

Aboriginal Paradigm

Know that the Aboriginal social contract makes very little distinction between the rulers and the ruled with power moving from group to group as the need arises.

Liberal Democratic Paradigm

Know that liberal democracy believes that power is vested in the people and is awarded to those that can best demonstrate their right to it.

Knowledge Assessment

- essay writing
- simulation assessment

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Review/teach the skill of categorizing material according to some system in order to make it meaningful.

Review/teach the skill of using continua as a way of organizing information for analysis.

Review/teach the skill of drawing inferences from the patterns that emerge from the categorized material and from the value issues implicit in the material.

What areas of life is it appropriate for society to control through norms and sanctions?

What kinds of sanctions may be used to control behaviour?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigm, social contract)

Have the students define the concepts of order and freedom and then place them at opposite ends of a continuum numbered 1-5. Then ask them to assign a number value on the continua which would show their priorities in determining the relative importance of each value. Point out to the students that this is another way of classifying information.

Once students have done this have them change their perspective (paradigm) on the cases from that of the citizen to that of a person who represents some kind of official authority:

- driver to policeman;
- player to referee;
- player to coach;
- musician to conductor;
- worker to employer;
- citizen to Prime Minister;
- daughter/son to parent;
- student to teacher;
- other.

Discuss with students how changing the perspective (paradigm) changes the way in which information is classified, or in other words how reality and truth is determined.

Now, ask the students to consider which perspective (the citizen's or the group representative's) is the correct one.

- Whose truth will prevail?
- On what basis is it decided in our society?

Skills Assessment

- concept mapping
- concept attainment model
- rating scale

Values Assessment

- oral presentation
- debate
- essay writing

Content

Political Organization within Traditional Aboriginal Societies

Theoretical View of Social and Political Relationships

Political decision making within some traditional Aboriginal societies operated upon a group-consensus model, with political leaders acting as facilitators.

Some cultures followed a tradition of hereditary leadership, while others tended toward choosing leaders through the practice of the acclamation of proven and trustworthy 'people-centred' individuals from the society at large.

In certain societies, women played an underlying though fundamental role as political 'power-brokers' and acted to ensure the societal values of autonomy for the individual and collaboration for the group were upheld within government.

Practical Realities of Political Decision Making in The Iroquoian Confederacy

From approximately 1560 to 1720 the Iroquoian Confederacy (population of around 16 000 people) was comprised of the Seneca, Cayuga, Onondaga, Oneida and the Mohawk cultural groups. The Tuscarora were admitted to the confederacy around 1720.

When established, the Confederacy (also referred to as the 'League' of the Iroquois) was comprised of a central council of 50 permanent sachemships. All original five Iroquoian nations were represented on the council.

Concepts (Knowledge Objectives)

Collaboration

Know that most traditional societies tended toward a consensus and collaboration model of decision-making.

Know that in most cases societal checks and balances were developed and placed upon political leaders to ensure that group cohesiveness and survival would be maintained.

Know that individuals were allowed the freedom to ignore group decisions provided the individuals did nothing to cause harm to group safety and survival.

Gender Equity

Know that women played an important role in the political life of many traditional cultures.

Social Divisions

Know that the nations of the Iroquoian Confederacy often fought each other and that a tendency to pursue separate goals and objectives remains today.

Know that officially recognized and elected political leaders within Iroquoian society were designated as sachems.

Knowledge Assessment

- essay writing
- essay tests
- simulations

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Review/teach the skill of drawing inferences from the patterns that emerge from the categorized material and from the value issues implicit in the material.

Is order or freedom more fundamental to the well being of society?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigm, social contract, collaboration, social divisions)

Students could now look at some of the basic assumptions which lie behind the Indian world view as outlined in the curriculum.

- Ask the students to consider whether using the assumptions of the Indian world view would affect the priorities in the continua above. (See Student Information Sheets which follow.)
- Traditional Indian assumptions fit a balancing (see-saw) model better than the linear continua models which typically are applied to our culture. Have the students apply the see-saw model to understand the Indian paradigm about social relationships.

Harmony

This model assumes that freedom and order should not be seen as separate and exclusive concepts, but rather they should be seen as parts of the same whole, or two sides of the same coin called harmony.

Do individuals have the right to question the basic social contract of a group?

- From this perspective, the rights of the individual to freedom and order must always be harmonized with the right of the group to order and freedom.
- If the rights of the individual become too great then the balance tips and harmony is lost.
- If the group becomes too powerful, then again society becomes unbalanced and harmony is lost.

Skills Assessment

- short answer tests
- analytical grids

Values Assessment

- debates
- essay writing
- oral presentations

Content

There were nine seats allotted to the Mohawk, nine to the Oneida, 14 to the Onondaga, ten to the Cayuga, and ten to the Seneca.

- Each nation, despite the unbalanced representation, was allowed only one vote in council matters.
- The council had to achieve unanimity on issues before any decision could be accepted as valid.
- The council was essentially a foreign policy decision making body usually concerned with matters pertaining to war, trade, and the establishment of formal and informal peace treaties with other nations.

Each of the nations was autonomous in its domestic affairs. The individual nations were each governed by a council comprised of the leading men of the various communities constituting the nation.

Role of Women in Iroquois Society

Women held a political 'power-broker' role within traditional Iroquoian society.

- The clan mother of the individual nation nominated the representative to fill the sachemship on the council who according to tradition, was always male.
- Women could address the council when it gathered to raise issues of importance.
- The clan mother instructed the sachem as to what issues to raise and what position to take on the issue on behalf of the nation; she monitored the involvement of the sachem within the council; and she confirmed the continuing sachemship of an individual or she could sanction his removal from office.

Concepts (Knowledge Objectives)

Know that the 'election' of a political leader was a process involving reference to the lineage of a nominee as well as his acceptance by the community based upon his personal values and skills of leadership and mediation.

Know that positive aspects of the traditional Iroquoian political decision making model included the lengthy and well considered deliberations upon issues affecting all members of the Confederacy.

- The procedure required that all Council members be allowed to present their views before any decisions would be attempted.
- The principle guiding the Council was to maintain collaboration while allowing for individual autonomy.

Know that the decentralization of power within the Confederacy Council and the individual nations' councils sometimes led to factionalism, an inability to resolve issues and problems which placed the Confederacy in a weak position (to be divided and conquered) when dealing with highly united European colonies.

Gender Equity

Know that women played a key role within the traditional political decision making process although they were not entitled to hold the position of sachem.

Know that traditional Iroquoian society operated upon a clan system which cut across national lines.

Know that the position of sachem within the Great Council was permanent but that individual sachems could be deposed from office.

Knowledge Assessment

- essay writing
- matching item tests
- short answer tests

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigm, social contract, collaboration, social divisions)

Some examples that could be discussed by students:

Traffic

Under this model traffic should be seen by society (traffic planners) as a flow much like a river.

The individual has some choices:

- he or she can join the traffic in a way that harmonizes with the flow, he or she can join the traffic in a way that disrupts the flow, or he or she can join the traffic in a way that disrupts the flow by driving so fast and recklessly that people are rushed and fearful and feel no sense of harmony.

The group (government) has some choices:

- it can design roads and light systems so that traffic flows harmoniously, or it can design roads and light systems that need to control drivers' frustrations through police forces.

The examples used above could also be analyzed in this manner.

- Give the students in groups some of these to do.
- Each group could then present their analysis to the class for discussion and further analysis.

Which is better: a collaborative view of power, or a competitive view of power?

Learn to compare and contrast information organized under one paradigm with material organized under another paradigm.

Practise the skill of drawing inferences from the patterns that emerge from the categorized material and from the value issues implicit in the material.

Skills Assessment

- written reports
- short answer tests

Values Assessment

- debate
- essay writing
- oral presentations

Content

Political Organization Within Traditional French Society

Environmental and Social Change

The fourteenth and fifteenth centuries underwent a series of crises:

- bad weather and disease;
- warfare;
- religious schism;
- crime; and,
- social unrest.

Feudal society was unable to respond to the various crises and so a new society generally called the Renaissance evolved.

Renaissance society was engaged in establishing a centralized sovereignty which would change the power relationships from the more personal relationships based on homage and independence of feudal society to more impersonal ones based on competition, centralization, and order.

Theoretical View of Political and Social Relationships

The Renaissance perspective as laid out by Machiavelli (1469-1527):

- human beings are selfish and interested only in advancing their own interests;
- because society is basically immoral, a prince may find it necessary to be immoral for the good of the whole community;
- "A prince, therefore, should not mind ... cruelty, for a few displays of severity will really be more merciful than to allow, by an excess of clemency disorders to occur which ... result in rapine and murder; for these injure a whole community, whilst the executions ordered by the prince fall only upon a few individuals ... It is much more safe to be feared than to be loved ... For it may be said about men that they are ungrateful and fickle..."
- The sole test of good government was whether it was effective, whether the ruler increased his power.

Concepts (Knowledge Objectives)

Order

Know that security based on order and predictability is a fundamental need of people.

Change

Know that when a society undergoes fundamental change another set of social relationships must be developed so that individuals understand their relationship to the larger society.

Paradigms

Know that paradigms are patterns of ideas, beliefs, and values which act as criteria for decision making

Know that paradigms help people perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Patriarchal Political Paradigm

Hierarchy

Know that hierarchy is the belief that certain people and/or groups are believed to have special abilities and responsibilities for the well being of society which in turn means that they should have special powers and privileges to carry out these responsibilities.

Sovereignty

Know that sovereignty is the power to make and enforce decisions about any matter that is recognized to be within a defined jurisdiction.

Power

Know that gaining and preserving power is the most significant goal a prince representing a state can aspire to.

Knowledge Assessment

- essay writing
- short answer tests

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigms, order and hierarchy)

Is security or freedom the higher value?

Students at this point could be challenged to consider why at certain times and places the majority of people will demand an orderly society even if it means rejecting freedom.

Review/teach the skills of co-operative group work.

Have students examine the European societies of the fourteenth and fifteenth centuries, which because of their disorder made people feel insecure.

Review/teach the concept of criteria and the skills of using them a way of analysing an event.

Ask the students to decide what factors are missing from these societies which, they believe, are necessary for making a society acceptable.

The list of factors they could look for might look something like this.

- lack of predictability
- lack of order
- lack of certainty
- lack of justice

Skills Assessment

- observation checklist
- group assessment
- performance assessment

Value Assessment

- essay writing
- debating

Content

Machiavelli's view of human relationships was extended to relationships between the sexes.

Castiglione's view of love between men and women abandoned the genuine concern of two people for each other found in Medieval courtly love for that of a relationship between a lord and a servant.

Just as noblemen found themselves forced into a dependent role on the monarch so women found themselves in a position of dependency and accepting domination from husbands and male relatives.

As part of this process women found themselves removed from public affairs - economic, political, and cultural.

The Practical Realities of Political Decision Making

Rulers in the fifteenth century accelerated the process of building strong, centralized monarchies which were sovereign within the state. Their objectives were to:

- reduce violence in society;
- curb unruly nobles and other dissension;
- establish domestic order; and,
- control all competing jurisdictions, organizations, or interest groups in their territories.

France: The Centralization of Power

In France, the centralization of power by the monarchy was facilitated by the activities of Louis XIII's chief minister, Cardinal Richelieu.

Richelieu was willing to use extreme measure to strengthen the king's absolute power. He executed nobles who opposed the king and allied Catholic France with various Protestant states to counter the strength of the Hapsburgs.

Richelieu's policy was the subordination of all groups and class to the French monarchy.

Concepts (Knowledge Objectives)

Order

Know that chaos and anarchy is the greatest threat to society because it destroys the ability of the state to maintain sovereignty.

Patriarchy

Know that the theoretical justifications for assigning authority and sovereignty within the state may also be applied to social organizations such as marriage and the family.

Centralization

Know that centralizing power by giving it to an elite is often seen from the standpoint of patriarchy as the most effective way of restoring order to society.

Know that a state is sovereign when it possesses control over the systems of justice and the use of force within a society.

Know that an absolutist state sees all organizations within its jurisdiction as subordinate to its authority.

Know that in an absolutist state sovereignty is embodied in the ruler who is not restrained or checked by any other legal authority.

Knowledge Assessment

- written reports
- simulation

Skills/Abilities Objectives

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices societies will make.

Teach the skill of hypothesizing by learning to select a proposition that is testable and can be used to guide the search for data.

Skills Assessment

- concept mapping
- essay writing
- rating scales

Values Objectives

What is the fair way of evaluating the behaviour of the people of the past: on the basis of the reality they faced at the time or on the basis of some fundamental concepts of justice and morality?

Values Assessment

- essay writing
- written reports

Suggested Teaching and Evaluation Strategies

Once students have examined these case studies give them two sets of paradigms (Machiavelli's and the Indian paradigm) and ask them to predict based on their information which paradigm (if the societies had a choice) would most likely be accepted by the society at this point in history.

Initiate a class discussion about what this historical period would seem to indicate as being the fundamental criteria for the successful operation of a society.

Do we in twentieth century Canada operate from the same assumptions or the same criteria?

What are likely to be the costs and benefits of the choices made by this historical period?

Do you agree with Machiavelli's assumptions about human nature?

Some problems for the class to consider:

- Is the cause of violence, disorder, and selfishness the fact that there is something fundamentally wrong with human nature?
- something fundamentally wrong with the way in which society is organized and operated?
- something fundamentally wrong with the basic cultural assumptions a society operates under?

As part of the discussion have the students examine society as they know it and apply Machiavelli's paradigm and the Indian paradigm to see which fits reality best. Then ask them to decide which of the above hypotheses seems the likeliest.

Content

The Practical Realities of Political Decision Making in Seventeenth Century France.

Louis XIII died in 1643, leaving the five year old Louis XIV on the throne. Between the years 1643 and 1661, his mother Anne and Cardinal Mazarin, Richelieu's successor, were the effective rulers of France.

The growing power of the monarchy did not go unchallenged by the nobility. In 1648, the nobility attempted to resist the centralization of political power. A twelve year civil war, called the Fronde, resulted. The nobility lost that civil war. The Fronde:

- represented the last effort of the French nobility to oppose the monarchy by force;
- was triggered by the anger at having to give the monarchy new ways of raising taxes; and,
- made Louis XIV determined to never allow the monarchy to be threatened by the nobility.

At the age of twenty-three, Louis assumed full powers. Louis XIV was to personify the absolute monarch. During his reign he centralized power and once proclaimed that "I am the state."

- All power was held by the king with the nobility excluded from the ancient right of advising the king.
- Middle class bureaucrats were selected to administer the government because they were no threat to the king.
- The *Estates General* was never called.
- A powerful, centralized bureaucracy, secret police, and a system of informers were created to maintain control of society.

Flaws in Louis XIV's system of government

- Inability to raise money to support the government because of:
 - the reliance on tax farming; and
 - the agreement not to tax the nobility in return for non-interference in government.
- The inability to accept religious differences which culminated with the revocation of the Edict of Nantes.
- The expense and extravagance of Louis XIV's government as exemplified by:
 - his wars; and,
 - the palace at Versailles.

Concepts (Knowledge Objectives)

Conflict

Societies are made up of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy their needs/wants.

Know that societies must manage conflict in some way because unresolved conflict is destructive to the social system.

Know that freedom without responsibilities or limits can result in chaos in a society.

The Class System

Know that societies have organized their members into a hierarchy in which certain people are able to control more resources, organizations, and or people than others.

Politics

Political power is desired as a way of dealing with the tensions between and among individuals and public groups in the decision making process.

Political power can be expressed through the use of force, the support of authority, and/or through the use of influence.

Sovereignty

Know that sovereignty is the ultimate and in some cases the unlimited power to command, to judge, and to make laws and enforce them within a society.

Knowledge Assessment

- simulation performance
- short answer tests
- concept mapping

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Review/teach the skills of co-operative group work.

Review/teach the concept of criteria and the skills of using it as way of analysing an event.

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices societies will make.

Who has the right to be sovereign in a group?

What are the correct and incorrect ways of using power?

Skills Assessment

- observation checklist
- concept attainment
- oral presentations
- rating scale

Values Assessment

- essay writing
- debate

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (class, conflict, politics)

Divide the class into groups and explain to them that one group represents the Regent for the young Louis XIV of France who has just come to the throne, another group represents the nobles, a third represents the Huguenots, and a fourth represents the merchants.

Give each group a short description of the basic political situation the Regent faces and ask them to decide on which paradigm (absolutism as laid out by Machiavelli or the Feudal paradigm of the king as simply the first among equals) they are going to base their decisions.

Once they have done this, give them the following historical events/situations (in sequence) to deal as they think best: (see the activity guide for more detail).

- The Fronde.
- The power of the Nobles.
- Religious differences in France.
- The taxation issues.

Once each group has decided on their approach, have them share with each other their conclusions.

Then give the groups the specific example of history to examine and compare with their conclusions.

Then have the groups evaluate what the best choices for France at that point in history might be.

Content

Theoretical Viewpoints on the Allocation of Sovereignty

In the seventeenth and eighteenth centuries philosophers began to offer new paradigms for dealing with the organization and control of society.

Hobbes

- Humans are born with both passion and reason.
- Human passion leads to a state of war within society that leads to anarchy, chaos, violence, and destruction. The life of man in nature is solitary, poor, nasty, brutish, and short.
- Reason suggests that peace is a better way of life.
- Peace can only be maintained if every person agrees to give up the right to govern themselves and to give absolute power to an individual (or group) who will legislate peace and security using force if necessary.
- People must promise complete obedience in return for order and security.
- The choice for society is between absolute power or complete anarchy.

Locke

- The human mind is like a blank tablet at birth.
- Human development is determined by education and social organizations, for good or evil.
- The purpose of government is to protect the 'natural rights' of life, liberty, and property.
- Citizens have the natural right to rebel against a government which does not respect the rights of its citizens.
- Since all humans are born with minds that have no learning and must be taught, there can be no inborn cultural differences between people especially men and women.

Concepts (Knowledge Objectives)

Equality and Hierarchy and Freedom and Order

Know that every society/culture defines, based on its paradigms, what it means by equality, hierarchy, freedom, and order.

Know that these definitions are often unspoken and are tacitly accepted by the members/citizens of the social grouping in question.

Sovereignty

Know that every society has to establish some fundamental criteria which can be used to justify the allocation of supreme power within society to certain individuals or groups.

Social Contract

Know that in society people live as if there were a social contract which defines the rights and duties of the rulers and ruled explicitly and implicitly.

Know that at certain times in history, the definitions which had been accepted as defining the rights and duties of the rulers and the ruled will shift significantly.

Understand that some balance between order and freedom is essential if a society is to function in a constructive manner.

Knowledge Attainment

- short answer test
- concept mapping
- debate

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

The development and application of the skills of co-operative group work, communication, analysis, and predicting.

Review/teach the skills of co-operative group work.

Review/teach the concept of criteria and the skills of using it as way of analysing a situation.

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices individuals will make.

Skills Assessment

- observation checklist
- group assessment
- oral presentation

Who has the right to be sovereign in a group?

What are the correct and incorrect ways of using power?

Values Assessment

- short answer tests
- essay tests

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Development Lesson (equality and hierarchy, freedom and order)

Students could discuss how each of the philosophers/politicians would view Indigenous societies as models to be adopted by European societies.

Have groups of students take on the point of view of one of the philosophers/politicians below and have them debate the following issues. (See activity guide) A possible organization follows:

Hobbes (affirming) vs. Rousseau (denying)

- Issue: Louis XVI's statement that "What I should like most is to be loved" represents a failure of leadership.

Locke (denying) vs. Voltaire (affirming)

- Issue: Absolutism is the most realistic form of government for a society since rule by the people is equivalent to mob rule.

Rousseau (denying) vs. Locke (affirming)

- Issue: Since society plays a decisive role in shaping human intelligence and personality, any minor differences between men and women should not affect the opportunities made available to either sex by society.

Content

Montesquieu

- Focused on the conditions that promote liberty and prevent tyranny.
- Despotism could be avoided by dividing and sharing political power among a diversity of classes and groups.
- A strong independent upper class was especially important to prevent the abuse of power.
- In order to prevent the abuse of power, "it is necessary that by the arrangement of things, power checks power."

Voltaire

- Believed that the best humanity could hope for was a good monarch.
- Did not believe in social equality. Women (as everyone) should be treated well in a civilized society, but it should also be recognized that women have special attributes which fit them for special roles.
- The only feasible equality would be based on that "by which the citizen only depends on the laws which protect the freedom of the feeble against the ambition of the strong."

Rousseau

- Was passionately committed to individual freedom.
- Believed the human mind is like a blank tablet at birth.
- Saw reason and civilization as destroying rather than freeing the individual.
- Believed that any society would generate a general will which was sacred and absolute and which reflected the common interests of the people and to which interests were subordinate.
- Believed that women, having a responsibility to society for child rearing should be educated to be good mothers.

During this historical period, a number of political philosophers such as Rousseau and Locke, believed that society has evolved from an ancient past in which man lived in a natural and unspoiled state.

Concepts (Knowledge Objectives)

Know that different societies/cultures will arrive at different conclusions about the correct balance between these concepts.

Know that the Enlightenment affected the thought and culture of the urban middle and upper classes. It did not have much appeal for the poor and the peasants.

Know that women played a significant role in encouraging the acceptance of new definitions by the French elite.

Knowledge Assessment

- written reports
- anecdotal records

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

The development and application of the skills of co-operative group work, communication, analysis, and predicting.

Review/teach the skills of co-operative group work.

Review/teach the concept of criteria and the skills of using it as way of analysing a situation.

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices individuals will make.

Skills Assessment

- analysing data
- using grid
- observation checklist

Who has the right to be sovereign in a group?

What are the correct and incorrect ways of using power?

Voltaire once said that he would rather "obey a fine lion much stronger than himself, than 200 rats of his own species". Do you agree or disagree with this statement?

Values Assessment

- oral presentations
- essay writing

Related examples: These can be used for concept development, application of understandings, or for evaluation purposes.

The debates below are stated in modern terms.

Hobbes (denying) vs. Rousseau (affirming)

- Should modern governments do what they consider to be right or should they continuously take polls and hold referenda so that they never make the majority of people angry with them?
- Should people in authority (parents, teachers, coaches, bosses, etc.) try to be popular or should they risk unpopularity in order to do what is right.

Locke (denying) vs. Voltaire (affirming)

- Society should be led by an elite which can demand absolute conformity in areas like medicine, education, honesty morality, etc. or society will degenerate into chaos.
- Classrooms, hockey games, business etc. must impose clear and absolute standards (laws, rules, manners) to maintain order and purpose.

Rousseau (denying) vs. Locke (affirming)

- Men can learn to be as good nurturers of children as women.
- The father's role could be the care giver at home rather than the breadwinner.

Content

In Indigenous societies, Locke and Thomas Jefferson saw a society which respected the "natural rights" of humans. The importance of public opinion in regulating decision-making and maintaining the egalitarian nature of Indian society was noted.

Jefferson also commented on the Aboriginal society and its lack of oppressive government and equalitarian distribution of property. *"I am convinced that those societies (as the Indians) which live without government, enjoy in their general mass an infinitely greater degree of happiness than those who live under European government."* Jefferson.

The paradigms offered by Locke and others challenged the existing centralized power arrangement inherent in the absolute monarchy.

While these new paradigms did not result in the immediate restructuring of European societies, these new 'visions' had in fact been actualized in a non-European setting. The Indigenous peoples of North America had created societies which closely mirrored many equalitarian elements of the new European paradigms.

The Indigenous societies were constructed on the basis of a perception of the social order which fundamentally differed from the prevailing European view.

The allocation of power, the absence of a permanent hierarchy and a sense of equality distinguished the Indigenous social order.

The allotting of power to specific persons within the group was associated with specific tasks and responsibilities. Upon completion of the designated tasks, the allocated power was withdrawn.

Power and the accompanying authority, was generally not viewed as permanent. No institutionalized hierarchy was established. No individual, family, group or nation was considered greater or lesser than any other.)

Concepts (Knowledge Objectives)

Culture

Know that the concept of freedom/order and equality/hierarchy would be seen as having quite different meaning by different cultures.

Indigenous World View

Know that social organizations within Indigenous societies reflected basic interrelatedness with each other.

- Indigenous cultures developed political organizations based on equality and harmony;
- Power, authority, and decision making were decentralized;
- The natural autonomy of the individual and the sovereignty of the group were upheld a societal ideals.

Hierarchy as Power

Know that the concept of Hierarchy is 'foreign' to traditional Aboriginal thinking within most Aboriginal cultures.

Equality

Know that Equality was considered of paramount importance.

Leadership

Know that the powers entrusted to leaders and the parameters for the use of that power will be defined by the society.

Know that each society, on the basis of its values, will determine the amount and exercise of power given to the leadership.

Knowledge Assessment

- essay writing
- concept mapping

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Should the powers of leadership be allocated for a specific period of time?

Are these situations in which individual rights should be suspended to ensure the group's need?

Does the media shape or respond to leadership?

- Incorporating the C.E.L.s
- critical and creative thinking
 - personal and social values and skills

Concept Development Lesson (leadership, freedom, order, and equality)

Using the student information sheets of Machiavelli and the Traditional political values of the Iroquois, have the students compare/contrast the desired attributes of leaders in the two societies.

Issues which could be addressed in this project could include:

- How are the leaders chosen in the society?
- To what degree was the decision-making process arbitrary?
- What was the relationship between the maintenance of individual rights and the powers of the leadership?

Discuss the powers we entrust to the leadership within our democratic society.

- What attributes do we want our leaders to possess?
- To what degree does the decision-making process allow for significant public participation?
- Does the level of crises and/or danger change our perception of leadership?

A grid could be utilized in addressing the issue of leadership in changing conditions.

What type of leadership would be desired?

Leadership	War	Classroom	etc.
freedom			
order			
equality			

Utilizing the available information regarding Indigenous society, attempt to answer the above issues and questions.

Have the students practise constructing a matrix in groups by themselves.

Review and apply the skills necessary for students to:

- classify
- generalize
- infer

Skills Assessment

- analysing data using grids
- observation checklist

Values Assessment

- essay writing
- analysing data using grids
- debates

Content

The Practical Realities of Managing Change within a Society

The need for change

Eighteenth century France had to deal with the changing attitudes toward the political process set in motion by the Enlightenment.

The absolute monarchy established by Louis XIV could work only if the king took an active role. This did not happen in the eighteenth century.

The American Revolution has occurred which indicated the theoretical changes advocated by the philosophies could be possible.

France's involvement in the American revolution on top of involvement in earlier wars created an economic crisis which forced the king to do something about the inefficient taxation system.

Difficulties in achieving change

Parliament's refusal to accept the King's proposals forced the King to recall the Estates General in order to gain authority to change the tax system.

Absolute monarchy was collapsing in France and a decision had to be made about what would replace it. The petitions for change from the clergy, nobility, and the third estate were very similar. They agreed that:

- royal absolutism should be replaced by constitutional monarchy;
- laws and taxes would require the consent of the Estates General meeting regularly;
- individual liberties must be guaranteed by law;
- the position of the parish clergy must be improved; and,
- economic reform, was needed.

Concepts (Knowledge Objectives)

Change

Know that the French social structure was gradually becoming one that was based on wealth and achievement rather than on tradition and legal privileges.

Justice

Know that the traditional vision of a just society may change requiring the development of a new social contract.

Social Contract

Know that it is difficult for a society to decide who among the competing claims for sovereignty should be given power.

Power

Know that power is the ability to make and carry out decisions through the use of force, authority, and influence.

Know that force is the ability to use resources, numbers, and/or organizations to coerce individuals and groups to accept a decision.

Know that the power of authority comes from the acceptance by society of the right by some individual or group to make and carry out decisions.

Know that the power of influence is based on respect for the individual making the decision because of factors like wealth, charisma, special abilities, intellectual capacity, and/or strength of character.

Power and Social Class

Know that power and wealth must be organized, distributed and controlled in society.

Knowledge Assessment

- essay tests
- concept mapping
- written reports

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Have the students practise constructing a matrix in groups by themselves.

Review and apply the skills necessary for students to:

- classify
- generalize
- infer

Skills Assessment

- analytical grids
- observation checklist

Do periods of economic distress create tensions between groups?

Should the size of the group determine the degree to which society responds to its demands?

Value Assessment

- oral presentation
- role playing

Incorporating the C.E.L.s

- critical and creative thinking
- personal and social values and skills
- independent learning

Concept Development Lesson (Justice: distribution of power and wealth)

Have your students work out a series of budgets for a family of four using:

- minimum wage;
- a middle class income; and,
- an upper class income

Students should discuss what the typical needs and wants would be, price them, and then decide what monthly/yearly income would be needed to cover the costs of this lifestyle.

In order to analyze these budgets have the students make up a matrix with the income levels across the top and the needs and wants down the side.

Once students have completed this, announce that society is undergoing a major depression and as a result:

- unemployment is rising to 10%, then 20%, etc.;
- wages are declining by 10%, then 20%, etc.; and,
- inflation is rising by 10%, then 20%, etc.

Divide students into groups representing the minority groups listed below. Have each group predict the effect the above economic changes would have on them and how they would react if this were a real situation. All of these groups represent a minority, are poor, often uneducated, and some are disliked by the majority.

- A self help group for young single mothers.
 - A native rights group working in a large city.
 - A Caribbean immigrant group giving support to its people living in low rent housing.
 - A handicapped rights group.
 - A group interested in protecting the rights of children.
-

Content

The Issue of Who Should Be Awarded Sovereignty in French Society

A bitter quarrel developed over who would lead in the political reorganization of France.

This quarrel was reflected in whether the *Estates General* should meet and vote:

- as three separate estates with the majority of the estates having its way giving power to the nobility and clergy; or,
- as a single assembly in which the Third Estate would have as many members as the other two estates combined giving power to the Third Estate.

When the *Estates General* met, the Estates were soon deadlocked and the King finally attempted to reassert his divine and historic right to rule.

The Politics of Hunger and Deprivation

France was undergoing a period of economic depression which caused great hardship for the lower classes in the form of expensive food and unemployment.

The ordinary people of Paris were being increasingly aroused by deprivation and rumours that the situation would be made worse. Finally, some of them marched on the Bastille and seized it.

Concepts (Knowledge Objectives)

Conflict

Know that the control, management, and resolution of conflicts is one of the main responsibilities of political systems.

Know that conflict is resolved on the basis of the relative power of the competing groups.

Know that demands for greater freedom and equality by some are usually perceived as a loss of power and influence by others.

The Social Contract

Understand that a social contract allocates power and wealth to individuals and groups and defines their roles and responsibilities so that society may function together in harmony.

Security and Order

Know that individuals, groups, and communities (including nations) accept traditional authority if the advantages seem to outweigh the disadvantages.

Justice

Know that at certain points in history, groups with grievances have rejected the traditional social contract and tried to replace it with one that appears to be more just.

Knowledge Assessment

- short answer tests
- simulation activity
- analytical grids

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Social Justice**

What are acceptable reasons for establishing a hierarchy of roles within society?

Does holding a role in society that is classified as being very significant, (being very wealthy for example) make the individual superior in some way?

These groups and others are saying that the following changes should be made to the laws of society (society's fundamental social contract).

- Equal pay for equal work.
- Equal opportunity laws should guarantee work for all.
- All children should be guaranteed an adequate diet and housing.
- All buildings should be made accessible for the handicapped.
- Everyone should have free access to as much education as they wish.

Practise inferring.

What would be an adequate justification for fundamental changes within any social contract?

Is the use of force ever justified in a confrontation or conflict over social change?

Is evolutionary change a better approach than revolutionary change?

In what way can justice best be protected for individuals, for groups, and for society itself:

- through a monarchy based on traditional values?
- through an oligarchy based on the right of wealth, merit, or knowledge?
- through an autocracy based on force?
- through a theocracy based on morality and religion?
- through a democracy based on rule by the largest number?

Questions that might be considered:

- What aspects of human nature must be considered in deciding how to govern a society?
- What values are the best criteria for assuring justice within a society?

Skills Assessment

- observation checklist
- self assessment

Values Assessment

- essay writing
- role playing

Content

This was followed by an insurrection of the peasants against feudalism.

The liberal nobles and middle class fearful of calling on the King gave into many of the demands of the French peasantry.

The peasants now became a force for order and stability because they had won the land they had worked but not owned.

The National Assembly had been created and it passed the Declaration of the Rights of Man:

- "men are born and remain free and equal in rights";
- Humankind's natural rights are "liberty, property, security, and resistance to oppression";
- "Every man is presumed innocent until he is proven guilty";
- law is "an expression of the general will; all citizens have the right to concur personally or through their representatives in its formation"; and,
- "Free expression of thoughts and opinions is one of the most precious rights of mankind."

Olympe de Gouges, a playwright and leading revolutionary, wrote a Declaration of the Rights of Women calling for:

- full political equality for women;
- laws that would secure property and inheritance rights for women; and,
- the right of the women to share all the duties and the benefits of the state.

The National Assembly again began its political wrangling and the poor of Paris again desperate for food and work led by the women marched on Versailles and brought the King and Queen back to Paris.

The National Assembly adopted a constitution which gave the King only a temporary veto over any laws the Assembly might pass.

Concepts (Knowledge Objectives)

Power of Numbers

Know that occasionally the power of numbers can be effectively used to force traditional authority to yield.

Power of Authority

Know that the new social contract was justified by the new paradigms of social justice developed by the Enlightenment.

Know that women played a significant role in organizing, leading, defending and carrying out revolutionary activities.

Social Contract

Know that the competition for power between classes is often bitter and unending.

Know that when a traditional social contract has been successfully challenged, any disaffected group will feel justified in rechallenging any new social contract that has been put in its place.

Knowledge Assessment

- short answer tests
- simulation activity
- written reports

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Review the skill of summarizing information.

What is a legitimate justification for change in a society?

Should the privileges of elite groups be protected in the short and medium run?

Review the skill of generalizing from various sources of information.

Should these constitutional changes apply to both men and women?

Skills Assessment

- short answer tests
- essay writing

Values Assessment

- debate
- oral presentations

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking

Concept Application Lesson (power of numbers, authority, social contract)

Divide students into groups with each group representing a group of late eighteenth century French society.

Using the information gleaned from the resource materials, (see activity guide) have the students determine the:

- standard of living according to class for French society;
- contribution by each class to the wealth of the nation;
- conflicts of interest among the classes about changes to the existing systems or maintaining the status quo;
- tax farming as a method of raising income;
- taxation concepts:
 - regressive system
 - progressive system
- political rights for women:
 - right to be an educated, independent individual
 - right to own property
 - right to vote
- political and social consequences that each class experienced as a result of these events.

Content

In the following years politicians consolidated the liberal revolution by:

- abolishing the nobility as a legal order;
- placing all lawmaking power in the hands of the National Assembly elected by the wealthier half of the male population;
- reforming the system of weights and measures leading to the metric system;
- promoting economic freedom through abolishing monopolies, guilds, and barriers to trade; and,
- creating a paper currency.

The revolutionary government came into conflict with the Catholic Church when they established a national church with priests chosen by voters. The clergy were to be seen as employees of the state and take a loyalty oath which one-half of them refused to do.

Theoretical Reaction to the French Revolution

- Liberals saw it as a mighty triumph of liberty over tyranny.
- Conservatives were deeply disturbed that the destruction of the traditional order of society would lead to chaos and a renewed tyranny more terrible than the one it replaced.

Concepts (Knowledge Objectives)

Conflict Between Political and Cultural Change

Know that cultural change occurs at a slower pace than revolutionary political change.

Know that political change that confronts such traditional cultural values as gender roles, class roles, and religious views will often fail.

Tradition Versus Change

Know that revolutionary change creates a profound tension between those who see order as the highest value of society and those who see freedom as the highest value.

Knowledge Assessment

- essay writing
- oral presentations

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise drawing inferences from data.

Is tradition a more reliable test for decision making than public opinion?

Practise the debating skills of preparing and delivering a position and then defending it in open debate.

In a society, is the goal of political stability more important than the elimination of injustice?

Once students have this background information, put them into a negotiating situation.

- The King needs more money and the Parliament refuses to allow him to raise new taxes without the consent of the Estates General.
- Have the King call the Estates General and give each estate the right to make up a grievance list.
- Have the students do research to learn the position of the group they were representing for the following areas:
 - the rights of women;
 - the right to vote for and stand for election by the various classes;
 - abolishing special privileges of certain classes;
 - the redistribution of wealth;
 - reforming the tax system;
 - the role of the King;
 - the role and power of the Church; and,
 - control of the price of food.
- Have the King prepare a speech in which he attempts to control the agenda for the Estates General.
- Have the estates outline their agendas and then allow the students to decide how they are going to resolve the issues that arise.

Skills Assessment

- debate
- anecdotal records
- oral presentation
- short answer tests
- rating scale
- peer assessment

Values Assessment

- essay writing
- debate

Content

Practical Reactions to the French Revolution

Aristocrats fled France and actively promoted the overthrow of the revolution by other countries.

Austria and Prussia issued the declaration of Pillnitz which triggered an outburst of revolutionary spirit particularly in the new Assembly.

The Revolutionaries were determined to protect the revolution from its enemies:

- by Proclaiming France as a republic; and
- by carrying out a Revolutionary war against foreign enemies.

Military reversals led to a wave of patriotism and concerns about the loyalty of the King.

The common people of Paris, with women playing a prominent role, reacted again by storming the Tuileries to capture the King. The Assembly imprisoned him and called for a new convention to be elected by universal male suffrage.

Bitter dissension broke out between two groups over whether the revolution had gone far enough:

- the Girondin believed that tyranny had been put down and that it was time to restore order; but,
- the more radical Mountain believed all special privilege should be abolished, and if they had to fight the privileged classes of Europe to achieve their goal they were prepared to do that.

Concepts (Knowledge Objectives)

Tradition and Authority

Know that those who have lost power, wealth, and prestige in a revolution will be prepared to use violence to regain their social position.

Know that when the traditional organization of society along with its traditional justification have been destroyed, it is very difficult to replace the traditional system with a new system which will be acceptable to a majority of people.

Power

Know that groups who feel threatened by the change process will use whatever sources of power available to them.

Know that if the expression of power through authority and influence is no longer available because both have been discredited, then groups will resort to the use of force to get their way.

Knowledge Assessment

- written report
- role playing

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the various skills:

- summarizing ideas;
- generalizing;
- drawing inferences; and
- debating points of view.

Have students simulate the debate of the Estates General. In it they could decide what kind of government (absolutism, constitutional monarchy, republic) they wish to establish. They could also be encouraged to consider the main items of a constitution and a Bill of Rights.

As the teacher, you can contribute some of the important historical events at important junctures in the debate. Below is a list of some of these events.

- uprising of the people of Paris
- insurrection of the peasants
- march on Versailles led by the women of Paris
- attempted flight of the King
- the flight of the aristocracy
- the Declaration of Pilnitz
- defeat of the revolutionary army by forces hostile to the revolution

Do the ends justify the means?

Attempt to force the student groups into an extremely polarized situation so that the student groups representing the radicals feel treated unfairly and that the revolution could be lost to the aristocracy.

In this polarized, emotionally charged atmosphere, have them decide how they would resolve the differences between the classes.

Skills Assessment

- debate
- observation checklist
- self-and-peer assessment

Values Assessment

- essay writing
- oral presentation
- debate

Content

The policies of the Mountain were to:

- convict and execute Louis XVI for treason;
- meet the needs of the urban poor so that they would continue to support the revolution;
- satisfy the Sans-culottes who were demanding radical action to ensure a supply of daily bread; and,
- form the Committee of Public Safety to deal with the national emergency.

In addition:

- it established a planned economy;
- its priority was to produce arms for the war effort;
- it stimulated patriotism and drafted an army of one million men to protect the revolution; and,
- it reversed the decisions to give more rights and freedoms to women on the basis that women were not adequate to take these responsibilities.

The Reign of Terror

The policies of Robespierre unleashed a reign of terror in which thousands were executed after revolutionary courts tried anyone who might be seen as disloyal to the revolution as "enemies of the nation". Among those executed were Danton and Olympe de Gouges.

The Issue of Who Should Control Post Revolutionary Society

A coalition of radicals and moderates fearful for their lives in the terror organized a conspiracy against Robespierre.

French society turned against the dictatorship and excesses of the terror.

- The middle class lawyers and professionals who began the liberal revolution of 1789 reclaimed their authority.
- Other support for stopping the revolution came from provincial cities and the wealthier peasants.

Concepts (Knowledge Objectives)

Know that abuse of power will likely lead to a return of abuse by those who were abused.

Know that those who are attempting to impose a new social contract on society will be tempted to use whatever means at their disposal to be successful.

Know that in situations which are extremely polarized and threatening, it is easy to believe that the end justifies the means.

Cultural Values

Know that the beliefs of those who govern have to be in some kind of accord with the governed.

Order

Know that predictability and order are basic requirements of the human condition.

Knowledge Assessment

- role playing
- analytical grids

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learning to test hypotheses about human behaviour against historical fact.

What are the morally justified ways of changing attitudes and achieving change?

Who is most responsible for the terror:

- the radicals, or
- the reactionaries?

Skills Assessment

- oral presentation
- written reports
- observation checklist

Values Assessment

- essay writing
- short answer tests

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Evaluation Lesson (power, change, and violence)

Give students a case study of the events surrounding the reign of terror and encourage students to discuss:

- whether a revolution which attempts to transfer power from one class to another can escape the excesses of a terror; and,
- whether the injustices which stem from tradition are better or worse than the injustices which stem from violent change.

Have those students who believe that violent, revolutionary change is counterproductive consider the following questions.

- Is an elite however defined really better able to govern a society than the masses?
- Is order more important to people than freedom?
- Must the injustices of the powerful be accepted because the cost of violent change is that one dictatorship is replaced by another?
- Are the traditions established and tested over time more important to society than progress?

Have those students who believe that violent, revolutionary change is sometimes necessary consider the following questions.

- Is the lower class better able to govern and meet the needs of the masses?
- Does the goal of social justice justify the use of violence?
- Does patience and perseverance simply mean that injustices will be allowed to go on forever?
- Are the new and untested ideas of radicals worth the violence it takes to put them in place?

Content

Many of the policies of the Convention were reversed because they were seen as being too threatening to certain basic assumptions about hierarchy and order:

- public order was seen to be endangered and revolutionary behaviour was prohibited;
- economic controls were abolished;
- local political organizations were restricted;
- wealth and ostentation again became popular; and,
- women's organizations were banned as a threat to society (groups of more than five women would be dispersed forcibly if necessary).

The French economy underwent extreme inflation which hurt the poor the most.

The common people of Paris finally revolted and were quickly put down by the government which was determined to make no concessions to the poor.

The poor lost their revolutionary spirit: the women began calling for peace and a return of religion.

The middle class members of the Convention wrote another constitution which guaranteed their economic and political supremacy.

- A committee of five, the Directory, would govern France.
- The war abroad was maintained as a way of solving economic problems.
- The Directory soon faced public dissatisfaction and attempted to maintain their power by nullifying elections and governing by force.

Concepts (Knowledge Objectives)

Tradition and Change

Know that the basic cultural values of society change more slowly than the radical revolutionaries would like.

Economic Scarcity

Know that a political revolution alone will not solve the problems of scarcity: unless there is economic change, the needs and wants of the population will outstrip the ability of the society to produce the necessary goods and services.

Class Divisions

Know that the fundamental class divisions that existed prior to the revolution would not have been changed by the revolution.

Know that the classes in the political decision making process will use their sources of power in ways which will suit their well-being.

Knowledge Assessment

- simulation
- essay writing

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skills of comparing and contrasting.

Practise drawing inferences.

Practise developing a grid which can be used to compare and contrast ideas in a way that allows for developing inferences and insights.

Skills Assessment

- observation checklist
- oral presentations
- rating scales

Is order and hierarchy a better foundation for a society than freedom and equality?

Is evolutionary change better than revolutionary change?

Values Assessment

- debate
- written reports

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (freedom and order)

Give your students the opportunity to compare and contrast their values about freedom and order. Do this by giving them issues such as those below.

- Do you prefer when a teacher gives you an assignment, that the instructions be exact so you know exactly what to do.
- When you see someone wearing unusual clothes, do you rely on the style of kids at school to determine whether you like it?
- When someone plays different music you have not heard before, do you find that you usually do not like it?

Discuss with your students whether Maslow's hierarchy of needs is accurate when it makes security a more fundamental need than self actualization.

Some issues which might help them decide what they believe:

- Would they prefer to ski in a high avalanche risk area where the snow is better than in a safer area?

On the basis of this discussion have the students assess how they would react if Canadian society as they know it was suddenly and radically changed?

Ask them whether they would insist on more freedom or would they want to restore the traditional order they have always known?

Content

The Issue of Whether Freedom or Order is of More Value to Society

The national elections of 1797 brought to power a large number of deputies who were conservative and monarchist and who wanted peace at any cost.

In 1799 Napoleon ended the Directory with a coup d'etat and became dictator.

Napoleon's domestic policy was to use his influence to end civil strife and create order. He did this by:

- establishing The Civil Code of 1804 which reestablished the principles of:
 - equality of all citizens before the law;
 - absolute security of wealth and private property; and,
 - women were declared to have no political rights with a legal status of dependents (women could not sign contracts, buy or sell, or have bank accounts in their own names).
- defending the economic status quo, which:
 - gained the support of many peasants who now owned lands seized from the church and nobility; and,
 - reassured the middle class which was worried about losing wealth in a continuing revolution.
- creating a highly centralized state with his appointees:
 - who were often repatriated emigres who were given amnesty and high posts in the new government structures.
- signing the Concordat of 1801 with the Church. Through this he achieved:
 - a healing of the religious divisions;
 - a united Catholic Church to serve as another means of providing order and peace; and,
 - the right to nominate bishops, pay the clergy, and exert influence over the Church.

Concepts (Knowledge Objectives)

Order Versus Freedom

Know that individuals, groups, and communities (including nations) accept the authority of traditional values if the advantages seem to outweigh the disadvantages.

Social Contract

Know that anyone who gains power through a coup d'etat must take action to consolidate their hold on power.

Know that a dictator will attempt to justify and maintain a power base by conciliating what appears to be the significant power bases in society.

Know that these power bases will be based on the sources of power:

- the control of numbers,
- the control of resources; and,
- the control of organizations.

Know that power can be exercised through:

- authority;
- influence; and,

Knowledge Assessment

- short answer tests
- simulation/role playing
- essay writing

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

This lesson has the objective of giving students practise in using their own background knowledge as a source of useful data for applying concepts to historical situations.

Practise the skills of brainstorming and exchanging information through class discussions.

Practise summarizing pertinent information and drawing useful generalizations and inferences from it.

Skills Assessment

- group assessment
- observation checklist
- anecdotal records
- written reports

Does individual freedom have to be sacrificed in times of unrest and turmoil?

Why are dictators generally reluctant to relinquish power?

Values Assessment

- debate
- essay writing

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (freedom, order, power, and change)

Divide your class into groups and suggest to one half of the groups that history has offered them the opportunity to become the dictator (Emperor) of France if they are willing to take the risks and seize the opportunity.

Ask these groups to consider:

- how would they decide if the society was ready to accept an authoritarian leader;
- how would they, after the coup d'etat, sell the idea to the people (see Kipling's *The Man Who Would Be King*); and,
- how, once they were the dictator (Emperor) of France, would they use their knowledge of the sources and the expressions of power to maintain their hold on it in France at this time?

Give the students a concise background scenario (see activity guide) describing the social situation and the psychology (values, attitudes, emotions, conflicts) of the French at this time:

- ten years of turmoil;
- religious divisions;
- uncertainty of warfare;
- a desire among many groups to consolidate the gains they had made in the revolution;
- etc.

Content

What Are the Processes Involved in Maintaining Order in Society through a Dictatorship?

Napoleon created a police state in France in which:

- free speech and freedom of the press were continually ignored;
- an efficient spy system was organized which kept many under continuous surveillance; and,
- people who were considered subversive were detained, placed under house arrest and even consigned to insane asylums.

Napoleon created an imperial state which stimulated patriotism:

- through a sense of brotherhood in carrying the revolution;
- through success and glory in war; and,
- through the feeling that France represented the new wave of the future.

Economic

Napoleon's actions impacted on France, and through his military adventures, Europe. His legacy is reflected in institutional reforms such as the Civil Code, in France.

Forces more profound and lasting were transforming Europe. These forces pre-dated and continued long after Napoleon. Europe was experiencing an economic revolution.

Concepts (Knowledge Objectives)

- the use of force.

Freedom and Order

Know that complex societies require a delicate balance between freedom and order.

Know that when a dictatorship responds to the need for order, it will find it difficult to respond to the need for freedom.

Know that dictatorships will attempt to maintain power through a combination of force and influence.

Knowledge Assessment

- essay writing
- role playing
- anecdotal records

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise of skills of exchanging information and opinions through class discussions.

Practise the skills of brainstorming.

Are the deficiencies of order and hierarchy better or worse for society than the deficiencies of liberty and equality?

One way of helping the students classify the data so that they can interpret and draw inferences from it more easily is to have one half of the groups make a futures wheel from the perspective of a coup d'etat by Napoleon (See activity guide.)

- What are the opportunities available for gaining power?
- What are the threats to your power?
- How can you turn these threats into opportunities?
- What things must you be prepared to do to maintain your control over the government?

Suggest to the other half of the groups that they are citizens of France at this time with one group representing the upper classes and the other group(s) representing the lower classes. Ask these groups knowing something about their personal priorities about freedom and order, what would make you happy with the authoritarian rule of an emperor and what would make you dissatisfied.

Give these groups a scenario similar to the one given to the students on the previous page.

Have the groups from both sides meet and discuss the kind of governmental policies that would be established.

If the groups cannot come to an agreement on some issues give the groups representing the emperor latitude to make the final decisions.

If relations continue to break down between the groups have the emperor group decide whether and how they are going to retain power.

Skills Assessment

- anecdotal records
- observation checklist

Values Assessment

- debate
- essay writing

Unit 2

Economic Decision Making

The past isn't dead; it's not even past.

William Faulkner

Unit Overview

This unit notes that the central problem facing all societies is that of providing a high standard of living for all its members. Each society will develop an infrastructure, a system of political and economic organizations to fulfil that task. How well that infrastructure operates will determine the material standard of living of that society. The unit will note that traditional Iroquoian and eighteenth century European societies developed quite distinct economic paradigms and decision making processes. Contact between the Europeans and the Aboriginal societies was to have profound consequences on traditional Aboriginal paradigms.

The economic theories of Adam Smith were to replace the traditional centralized economic decision making process. The market place emerged as the central player in European economic life. Economic changes gave rise to a new infrastructure to support the new technological changes of the eighteenth century.

Unit 2

Foundational Objectives

Concept: Economic Decision Making

Knowledge

- Know that economics is a study of the way in which societies make decisions about the goods and services they will produce to meet the wants of its citizens.
- Know that standard of living is a measure of the consumption of goods and services that individuals and groups privately and/or collectively can achieve.
- Know that industrial societies are based on a complex system of political and economic organizations known as an infrastructure which make possible the production of goods and services.
- Know that the beliefs and values of a society will affect its social and political organization which in turn will affect its economic organization.
- Know that there are three ways (paradigms) in which an economy can be organized to make decisions about production: according to tradition; through a central authority; or according to the market system.

Skills

- Learn to use the following analytical skills:
 - defining the main parts;
 - describing cause-effect relationships; and
 - describe how the parts of a whole are related to each other.
- Learn to make hypotheses based on reasonable assumptions and inferences.
- Practise stating how the parts are related to each other and to the whole.
- Practise constructing concept maps as a means to analyzing data.

Values

- What are the honest ways of doing comparisons?
- Should economic decisions be evaluated on the basis of:
 - profit?
 - efficiency?
 - tradition?
 - morality?
- What criteria should be the basis for deciding what are wise and unwise decisions by society?

Core Material for Unit 2

Core Content	Core Concepts	Suggested Class Time
The issue of how to provide a high standard of living for all members of a society (p. 208).	Standard of living	1 - 2 hours
An infrastructure determines the material standard of living of a society (p. 210).	Infrastructure	2 - 3 hours
Economic choices in: <ul style="list-style-type: none"> • Iroquoian society (p. 212); and, • eighteenth century Europe (p. 214). • the consequences of choices on social expectations and standard of living (p. 238). 	Economic paradigms. Command Paradigm, Market Paradigm, and supply and demand.	5 - 7 hours
The development of new economic organizations in the nineteenth century (p. 240).	Economic infrastructure	5 - 7 hours
• The effects of technological and social change (p. 248).	National income, economies of scale, and per capita income.	
	Time to cover the core material	13 hours
	Time available to modify the pacing and timing factors in the Adaptive Dimension	6 hours
	Total class time	19 hours

With the remainder of the material not marked core, teachers may choose to work through all, some, or none of these items. This material provides the opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the foundational objectives.

Instruction Plan

Objectives	Instructional Strategies & Methods					Suggested Assessment Techniques												Timelines								
Foundational and Learning Objectives	Strategies					Methods of Organization				Methods of Data Recording			Ongoing Student Activities					Quizzes and Tests								
	Direct	Indirect	Interactive	Experiential	Independent																					
	Methods					Assessment Stations	Individual Assessments	Group Assessments	Contracts	Self- and Peer-Assessments	Portfolios	Anecdotal Records	Observation Checklists	Rating Scales	Written Assignments/Essays	Presentations/Debate/Simulation	Performance Assessments - concept mapping - using analytical grids	Portfolios	Oral Assessment Items	Performance Test Items - concept mapping - using analytical grids	Concept Mapping/Analytical Grids	Short-Answer Items	Matching Items	Multiple-Choice Items	True/False Items	Concept Maps/Grids
Role of Social Organizations	Lecture		Group Work																							
Role of Social Contract			Class Discussion Group Work																							
Decision Making			Class Discussion		Research																					
Role of Government	Lecture				Research																					
Making Decisions in a Democracy	Lecture	Research	Group Work																							
																										summative test

Content

Economic Decision Making

The central problem of economic organizations:

How to provide a high standard of living for all members of a society.

Every society has an ideal by which it strives to fulfil the needs of its members.

Democratic, industrial societies believe they offer as major benefits:

- material well-being;
- social mobility; and,
- individual autonomy.

Aboriginal societies believe that they can offer as major benefits:

- a sacred respect for the land which implies a fundamental kinship with all living things;
- a way of life in which sharing economic wealth for the benefit of all is the norm; and,
- the opportunity to be self-sufficient and contribute to the group's well being.

Maintaining a high standard of living means making difficult choices about:

- deciding what a high standard of living is;
- how to organize society so that the necessary goods and services to support that standard of living can be produced efficiently, cheaply, and humanely; and,
- how to distribute those goods and services to all who want them in a way that is satisfactory to the majority.

Concepts (Knowledge Objectives)

Standard of living

Know that standard of living is a measure of the consumption of goods and services that individuals and groups privately and/or collectively can achieve.

Know that the perception of standard of living depends upon the social expectations that are being applied as criteria for comparison.

Know that a number of indicators may be used to define a standard of living. Some commonly used indicators are:

- income levels;
 - diets;
 - medical care;
 - safe water supply;
 - education levels; and
 - choices available to people.
 - life expectancy.
-

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Incorporating the C.E.L.s**

- communication
- critical and creative thinking
- independent learning

Concept Development Lesson (standard of living)

Discuss with your students the things they take for granted in their day to day lives.

Have each student individually make a list of 20 fundamental things in their lives they would have difficulty living without.

Divide the class into groups and ask each group to make a second list of 10 things which they believe are fundamental. (One test [criterion] they could apply here is if they could only take 10 things to a lonely island for a life time, what would they be?)

- Have the groups share their lists with each other by placing them on the board for comparison.
- Have them define the criteria (social expectations) each used and decide which is best for their purposes.
- Now have each group make a web of organizations which make these fundamentals possible.

Practise the skill of using their own background knowledge as a source of useful data to understand concepts.

Practise the skill of developing and applying criteria as a way of establishing priorities.

Content

Infrastructure determines the material standard of living of a society

Modern societies are made possible by a complex system of political and economic organizations making up an important part of a social system.

If in some way the infrastructure is allowed to fail, the effects on individual well-being are very serious.

Infrastructure and culture

Every society develops an infrastructure which is unique to its environment and needs as defined by the cultural assumptions which govern how people in the society view reality.

Concepts (Knowledge Objectives)

Infrastructure

Know that industrial societies have developed a complex system of social organizations which make up an infrastructure.

Know that the purpose of an infrastructure is to make possible the production of goods and services necessary to satisfy human needs and wants.

Cross cultural comparisons

Know that comparing standards of living within and between societies is difficult and must be done with careful regard to the criteria selected and the way that they are applied.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Teach/review the concept of webbing as a means to developing the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and,
- describing how the parts of a whole are related to each other.

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- independent learning

Concept Development Lesson (infrastructure)

Have a discussion about who is responsible for creating and maintaining these organizations.

Have students predict how their lives would change if some of these organizations were suddenly to disappear.

Ask the class:

- how this pattern of organizations came to be;
- whether there are better ways to organize these institutions;
- whether these organizations need to be protected and maintained in some way;
- whether they believe the standard of living offered by this system is a good one;
- what changes they would make to this system; and,
- what criteria they are using to determine a "good" standard of living.

Content

Economic Decision Making in Iroquoian Society

Indian peoples over the course of thousands of years created economic systems compatible with their values and beliefs.

Economic life was integrated into the other aspects of the lifestyle, including the religious and the political.

For most traditional societies the economic systems created were heavily dependent upon the physical environment and the natural resources obtainable from it.

Because of this Iroquoian economic life:

- **attached a cultural value of sacredness to the physical environment and everything within it;**
- **controlled any tendency toward unlimited and/or unmanaged economic growth;**
- **had, an almost complete identification with the physical environment and created economic systems which were grounded in spirituality;**
- **acted as the spiritual guardians of the physical environment; and,**
- **governed economic activity by placing a high priority on the management and conservation of natural resources.**

Most traditional societies were guided by community-based economic development systems in which men were the natural resource gatherers and women the natural resource processors.

Women refined most raw foodstuffs and determined through the rate of their labour the quantity and quality of available goods.

Concepts (Knowledge Objectives)

Paradigm

Know that people choose and/or accept patterns of ideas, beliefs and values known as paradigms

Criteria

Know that paradigms provide a set of rules and regulations which can be used as criteria for deciding what is real, acceptable, and/or significant.

Know that paradigms help humans perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Iroquoian Economic Paradigm

•Collaboration

Know that the cultural values of collaboration and sharing guided the formation and maintenance of most traditional Aboriginal economic systems.

•Integration

Know that traditionally Aboriginal societies reflected an integrated approach in the institutional development of their economic systems with the other institutions of their societies.

•Sharing

Know that equitable redistribution of resources and wealth within the local community was an important belief.

•Conservation

Know that the economic life of traditional societies was governed by resource management and conservation of natural resources.

•Matriarchy

Know that women tended to play a key role within the economic life of most Aboriginal societies.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the skill of comparing and contrasting between two sets of paradigms.

Practise the skill of developing and applying criteria as a way of establishing priorities.

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- independent learning

Concept Development Lesson (standard of living, paradigm, criteria)

Give your students a brief review of the concept of paradigm. For some ideas on how to introduce your students to this concept if they are not already familiar with it see the unit 3 activity guide for Grade nine social studies *The Roots of Society*.

Point out to your students that when they made decisions about standard of living they were operating from an assumed economic paradigm.

Have the students compare and contrast the economic paradigm of the Iroquois with the paradigm they were operating from.

Once students have done this have them attempt to predict how the Iroquois would define a high standard of living:

- would they agree with the list of fundamentals the students assembled to take with them to an island?
- which would the Iroquois see as being fundamental and which would they reject as being frivolous?
- what would the Iroquois see as being progress?

Content

Eighteenth Century European Economic Decision Making in Europe

The Social Setting

At the end of the 17th century, 80% of the people in Northwestern Europe earned their livelihoods from agriculture.

Standard of Living

Life was hard: Even in rich farming areas the yield would only be 5 or 6 bushels for each bushel sown. (Today farmers can expect 40 bushels/bushel sown.)

- Farming was also uncertain with complete crop failures every 8 to 9 years.
- Diet: Peasants ate about 1 kilogram of dark bread per day with a few vegetables and a very little meat on special occasions.
- Starvation forced people to use "famine foods" such as chestnuts, bark, dandelions, and grass, and left people weak and susceptible to disease and epidemics.
- Life Expectancy: In 1700, life expectancy at birth was 25 years and by 1800 it had risen to 35 years. The infant mortality rate remained high.

Traditional Beliefs of the Society

Social beliefs: the state enforced church attendance and the church officials preached obedience to the state and attempted to regulate everyone's behaviour.

Economic beliefs: most economic beliefs were still traditional in rural areas and command in urban areas.

Traditional Social Life

Social Conditions: Peasants in western Europe were generally free from serfdom.

Family life: It was believed that marriage should only occur between adults who were experienced enough to be self-supporting. The extended family was a rarity because most young couples normally established their own households.

Continued on page 214

Concepts (Knowledge Objectives)

Economics

Know that economics is the way in which societies make decisions about the goods and services they will produce to meet the wants of its citizens.

Standard of Living

Know that the standard of living is the level of wealth that a community is able to provide and considers adequate enough to maintain life.

Scarcity

Understand that a central reality of life is that human wants always exceed the available supply of resources.

Understand that the value placed on goods and services by a culture depends upon the beliefs, values, and knowledge of that culture.

Traditional European Economic Paradigm

Know that the beliefs and values of a society will affect its social and political organization which in turn will affect its economic organization:

- the idea of working for personal gain was only beginning to be accepted as an acceptable goal of life;
- workers tended to work only for the present need, took time off if wages rose, and the idea of working to better themselves was not something they considered much;
- for all classes (save some merchants) the object of life was to maintain one's rank and the idea of personal gain was seen as covetousness, avarice, and therefore the work of the devil;
- work was seen more as part of the traditional routine of life rather than as a means to gaining purchasing power;
- land was seen as the core of social life, the foundation of social organization rather than real estate to be bought and sold as a commodity; and
- capital as wealth existed, but the notion of investing it as an entrepreneur to create a new product or service conflicted with traditional methods of production and was therefore viewed with suspicion.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of comparing and contrasting.

Practise the skill of gathering statistical data and organizing it in a way that inferences may be drawn from it.

Practise drawing data from their environment which can be used for analysis.

What are the honest ways of doing comparisons?

Practise the skill of developing and applying criteria as a way of establishing priorities.

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- numeracy
- communication

Concept Development Lesson (needs and wants, scarcity, standard of living)

Give the students a set of statistics which compare the standard of living between the twentieth century and the eighteenth century for the "average person".

Have the students do a brief research activity in order to gather data for comparison and analysis of standards of living.

- Have the students do a budgeting exercise in which they list what an average family consumes and then compare this with the goods and services consumed by an average eighteenth century family.
 - Have the students research from the above statistics the amount of work (in ergs perhaps) that must be done by machines to support their lifestyle as well as the amount of work they physically must do each day.
 - Then have the students compare these figures with estimated figures for eighteenth century people.
 - Have the students compare their calorie consumption with that of eighteenth century people.
 - Have the students compare our life expectancy with that of eighteenth century society.
- Some assumptions to discuss with students:
- how do Canadian assumptions about economics compare with traditional eighteenth century assumptions?
 - in general terms what are the beliefs of the two societies about the philosophy and approach of life?

Content

- In late 17th and early 18th century Britain, the average marrying age for males was 27.
- It was believed that marriage was delayed until the couple were able to be self-supporting which meant that the peasant son had to wait until he inherited the land before he could marry.

The belief was that children should work hard and be strictly disciplined with the rod. Conformity to the norms and traditions of society was a highly prized value.

Work: Young people worked within their own families to get a start.

- In town a young person would be apprenticed for 7 to 14 years during which time he could not marry.
- Girls (even from middle class families) would serve families as domestic servants.

Role of women in traditional rural life.

- This was a family based economy in which women played a key role.
- Tasks were not clearly divided according to gender.
- Everyone pitched in and contributed to the success of the family enterprise.

Role of women in the guild system.

- The master's wife was often responsible for selling merchandise, collecting debts and keeping the accounts.
- Women played an important role in all aspects of the shop, and often after the husband's death would continue to run the shop.

One way of understanding how a social system works is to look at how it came to be.

What are the historical origins of democratic, industrial societies?

This unit of study will examine the development of economic organizations during the seventeenth and eighteenth centuries and during the industrial revolution.

Social systems take centuries to evolve infrastructures and because they are dynamic they may change from one generation to the next.

Concepts (Knowledge Objectives)

Know that for many life was still seen as being a period of testing to prepare one for the hereafter.

Know that most people wanted to live as their fathers and grandfathers had lived.

Know that women had an ambivalent position in society because at the same time women were playing a significant role in the family's economic life, they found themselves circumscribed by a whole set of patriarchal rules which protected male power within society.

Infrastructure

Know that the standard of living a society is able to achieve depends on its scientific and technological level, and its social organization.

Know that the power of tradition and custom in regulating people's lives is very strong.

Know that an infrastructure consists of economic and political organizations created as part of a society's culture.

Know that the development of infrastructure is part of the cultural development of society.

Time Lines

Understand that the process of economic growth was a slow and arduous one.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise making and testing generalizations.

Practise drawing inferences from generalizations that seem reliable.

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

**Concept Development Lesson continued
(tradition, paradigm, infrastructure,
time lines)**

- How would traditional eighteenth century society react (see activity guide for short case studies on traditional European attitudes) to the following issues:
 - modern advertising?
 - materialism?
 - modern business practices?
 - individual choice?
 - secularism as a major assumption of society?
 - the role of women in the society and particularly in the economy?

If we had to live under the economic conditions of eighteenth century society, would their assumptions about the meaning and purpose of life make more sense to us?

Encourage the students to speculate on what factors are responsible for the enormous changes that have occurred in the past 300 (approximately) years?

- What attitudes would have to change?
- What new social and economic concepts will have to be invented in order to make 20th century society possible?
- What are the first key changes that have to be made if these societies are to advance to industrialization? (Where does a society start?)

Content

The Dutch Approach to Political and Economic Decision Making

- Dutch political success rested on the success of the Netherlands' commercial responsibility.
- The moral and ethical values of their commercial wealth were thrift, frugality, hard work and religious toleration.
- Toleration meant that all faiths were welcome
- Toleration was to the advantage of the Dutch because it attracted foreign capital and investment.
- Frugality was rewarded by the Amsterdam city council by guaranteeing deposits at the Bank of Amsterdam.
- The merchant marine became the main sector producing wealth for the Dutch economy.

Changes leading to the Creation of Modern Companies

- In 1602 the formation of the Dutch East India Company was an early example of a joint-stock company which distributed profits proportional to investment.

The French Approach to Political and Economic Decision Making

France under the Bourbons evolved an absolutist state in which the middle classes were barred from political power even though Colbert had given them special concessions to encourage economic development.

- Colbert in the 17th century had revived the guilds as a means of controlling the cities and collecting taxes.

Even though manufacturing had been stimulated, economic difficulties arose stemming from the inability of the French to make their taxation system more fair.

French agriculture stagnated. (A major cause being the inequitable taxation system which discouraged increased production.)

Because France still depended on agriculture as a major producer of wealth it needed a viable farming sector to make possible further economic development.

Concepts (Knowledge Objectives)

Paradigms

Know that paradigms are patterns of ideas, beliefs, and values:

- which are used to understand reality; and,
- which have a profound effect on human behaviour.

Mercantilist Paradigm

Know that Mercantilism replaced the traditional economic system as the regulator of production and distribution with a command system enforced by strong central governments.

Know that Mercantilists believed:

- that effective economic decisions about what to produce, how, and for whom were best made by strong centralized governments;
- that the economic survival of the state was the highest priority;
- in the necessity of getting ahead or even destroying rivals;
- that gaining wealth from rivals was more important than maximizing profit on investments; and,
- that service to the state was more important than individual self-interest.

Economic Decision Making

Investment

Know that as thrift came to be seen as a more proper use of gain society was able to accumulate wealth for economic growth

Business Organizations

Know that the early development of business organizations was done as a response to facilitating the accumulation of capital and spreading of risks in an effort to encourage investment.

Taxation

Know that a taxation system can play a major role in creating a situation where individuals must decide whether it is worthwhile to be productive or not.

Opportunity Cost

Know that individuals and families have a limited amount of income. If that income is used to buy expensive food, then there will be little income left to buy other goods and services.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Review and practise application of the map reading skills necessary to interpret and understand the location of major economic centres in Europe in the eighteenth century.

Practise drawing inferences from geographical and statistical information.

Learn to make hypotheses based on reasonable assumptions and inferences.

Practise comparing and contrasting hypotheses with the historical record.

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication
- numeracy

Concept Development Lesson (economic decision making, mercantilism, investment, business organizations)

Divide your class into teams representing the Netherlands, France, and Great Britain and give them historical/geographical maps, statistics, and summaries (see activity guide) which would provide the students with the background situation faced by their country.

Tell them that they are responsible for governing their country and a major objective is to make their nation wealthy and strong so that it can trade more effectively than its rivals.

- Give the students a short synopsis of the cultural values which are important in determining the choices possible in these societies.
- Give them a summary of the infrastructure that exists at this point in history.
- Give them an outline of the possible kinds of business organizations possible and ask them to pick those that they believe would work given the culture of their nation.

Have the students make choices about what the policies of their countries should be.

Once this is done have the students compare their choices with the historical choices made by each country.

Content

The British Approach to Political and Economic Decision Making

The British experience under Henry VIII.

- Henry created a centralized bureaucratic state that was efficient and economical in its approach to managing the government.
- He nationalized traditional Church lands and sold them to the middle and upper classes.
- This resulted in the commercialization of agriculture which changed the basic motives for production from the traditional ones of producing for and according to one's social status to that of using land to produce for one's personal gain.

Over the next century the following economic policies were followed:

- agricultural policies that would result in higher productivity and therefore profit;
- many people were investing in commercial ventures at home and abroad; and,
- partnerships and joint stock companies had been developed and were being used more often.

Concepts (Knowledge Objectives)

Know that the British also subscribed to mercantilist theory.

Profit

Know that profits were one way of encouraging risk by entrepreneurs.

Know that the commercialization of land gave an incentive to find ways to make the land more productive so that the owner/worker of the land would have a profit.

Money

Know that the basic function of money is to allow trade to take place without the difficulty of barter (finding someone with something you want who wants what you have.)

Know that monetary exchange means that an individual can sell a surplus item for general purchasing power (money) and then can use the earned purchasing power to:

- buy something else; or,
- save the purchasing power as an asset to use at some future time.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Learn to describe
cause-effect relationships.

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication
- technological literacy

Concept Development Lesson (economic decision making, mercantilism, business organization, investment, money, taxation)

Class Discussion:

With the benefit of hindsight, ask the students what changes to the infrastructure they would recommend to the government which they represented.

As a policy maker the following changes can be made. Which of the following would you choose and why?

Improving agriculture by:

- restating your commitment to the traditional right of the church and aristocrats to control the land;
- enclosing public lands for the use of private individuals;
- encouraging the development of new crops using the scientific method;
- etc.

Improving transportation by:

- allowing each local jurisdiction to control tolls, tariffs, etc. as a way of raising money;
- passing the navigation acts;
- etc.

Improving business by:

- giving the guilds renewed status and importance;
- encouraging putting out systems of production;
- developing joint stock companies;
- developing a banking system;
- developing a system of currency;
- etc.

Content

The Impact of Change on Eighteenth Century Society

In the late 16th and early 17th centuries, Englishmen were becoming capitalists who reinvested their profits to make even more money.

English bankers had by the 17th century begun to develop a deposit banking service. London goldsmiths kept money and valuables in safe custody and dealt in bullion and foreign exchange.

- The businesses found that they had a steady level of cash which could be safely lent out to earn interest from borrowers.
- Depositors found it convenient to write an order to the bankers transferring money to another account creating the system of chequing.
- This led to the privilege of borrowing money by cheque (overdraft) which meant that banks had the ability to create money.
- Banks also began to issue their own bank notes which depending on the bank's reliability would be accepted as money.

The Scientific Revolution

The Scientific Revolution had a practical side to it (empiricism) as well as an intellectual, theoretical side.

The Agricultural Revolution

The system of land tenure and agricultural production had been undergoing change for sometime and would accelerate in this century.

Content (Knowledge Objectives)

Capitalism

Know that in a capitalistic economy goods were offered as a way of earning more purchasing power which was then saved for reinvestment in some other enterprise which would earn more purchasing power.

Banking

Know that a system of banking was necessary as a means of:

- changing money from one currency to another;
- remitting money and paying accounts over long distances; and,
- storing money (purchasing power) until needed.

Know that an important role of a banking system is the accumulation of pools of investment capital.

Empiricism

Know that the concept of empiricism is based on the belief that truth can be gained by the careful observation of reality.

Know that the Scientific Revolution was a major source of the modern mentality.

Know that empiricism lent itself to economic growth.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

**Concept Development Lesson continued
(economic decision making,
mercantilism, business organization,
investment, money, taxation)**

International trade:

- searching for gold;
- establishing farming settlements in North America;
- etc.

Church lands:

- seize and sell to private individuals;
- protect so that the Church can maintain its social services;
- etc.

Development of a school system:

- keep education for the elite;
- allow women to be educated;
- make education compulsory for everyone;
- etc.

Taxation:

- allow private individuals the right to tax farm in large areas of the country;
- make sure that everyone pays their fair share of taxes; or
- tax everyone the same amount.

Have the students look at their nations and decide which of the choices they are going to make a priority and hypothesize how their choices will affect the country's future.

Practise examining
cause-effect relationships
in historical data.

Are there limits to the
usefulness of empiricism?

Content

Doing something to make the fields that were lying fallow productive was the most important change this society could make.

- The secret was to find nitrogen storing crops which would rejuvenate the soil while still being productive.
- Agricultural techniques such as the draining of wasteland and application of fertilizers improved the land and the yield.
- Old manorial common land had been enclosed and turned into sheep runs.
- Breeding of sheep was carefully supervised resulting in larger flocks.

Effects of these changes:

- More fodder being produced meant larger herds could be built up.
- More animals provided more fertilizer for the fields which meant more grain and better diets.
- In all these activities, precise accounts were kept so that the owners could know precisely how well they were doing (a variation on empiricism and an application of the scientific approach).

The rotation system meant that the traditional system with open fields and common right had to go.

The debate over enclosure revolved around whether the way of life based on traditional farming methods should be changed so that farming could be made more efficient.

In the short run enclosing common lands meant hardship for the small peasant farmer and profits for the larger land owners who would be able to use these lands for their personal benefit.

Concepts (Knowledge Objectives)

Economic Decision Making

Understand that scarcity means that everyone must consider the opportunity cost to be paid when making a particular choice in order to get the maximum benefit from the resources being used.

Opportunity Cost

Know that opportunity cost means that the consequence of choosing one alternative is giving up other alternatives one might have chosen and having to cope with the consequences of having made that choice.

Opportunity cost means that individuals, groups, or societies have to make careful choices because every choice has a cost.

Know that the ratio of costs and benefits may change as the time frame changes from the short run to the long run.

Know that the acceptance of new knowledge is based on whether or not it is perceived as an advantage to various groups in society.

Know that for the individual it is difficult to consider issues from the long run perspective when short run costs are very pressing.

Know that change in one aspect of a society will affect change in others.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise looking for cause-effect relationships.

Practise using criteria as a basis for making evaluations.

Learn to group data under each part of the issue under study.

Practise communicating complex ideas in a seminar format.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication
- personal and social values and skills

Concept Development Lesson (empiricism, profit, opportunity cost)

As policy makers the students should be encouraged to consider their decisions in the short, medium, and long run.

Eighteenth century society made a number of very controversial (at the time) decisions about the operation of their economy.

Have the students in teams take a sector and research these decisions.

Agriculture:

- agricultural innovation; and,
- the enclosure movement.

Business organization:

- early capitalistic ventures such as Law's Mississippi Company, and the South Sea Bubble scam; and
- putting out system.

Shipping:

- Navigation Acts.

Foreign trade:

- Indian lands;
- slave trade; and,
- warfare for empire.

Social issues:

(Each group should consider how their particular topic relates to these issues.)

- population growth;
- unemployment (Is society better off when there is an abundant supply of cheap labour?);
- inflation;
- impact on invested wealth; and,
- impact on fixed incomes.

Each group should present their findings to the rest of the class for discussion.

Content

In the longer run economic efficiencies could lead to a better standard of living for all members of society.

Enclosure seemed to encourage better farming so that:

- rural poverty was least in those areas where the new farming techniques were adopted; and,
- food production increased significantly leading to lower prices which meant that the ordinary person had a little more income remaining to spend on other things.

Textile Production

The Cottage Industry (putting out system) grew to maturity in the Eighteenth Century.

- Traditionally wool had been the fibre that was turned into cloth.
- With the arrival of cheap cotton fibre it was soon discovered that there are significant advantages of cotton as a cloth so that it was much in demand by all classes.

The putting out system was a kind of capitalism in which:

- the objective was to make profits and increase their capital in their business; and,
- the advantage of the system was that it was not regulated by the guilds and workers and merchants were free to change the system as needed.

This system first appeared in England and by 1500 half of England's textiles were being produced in the countryside, by 1700 the textile industry was more rural than urban.

Cloth production provided significant source of employment for women who were able to work at home doing the menial tasks of spinning etc.

Concepts (Knowledge Objectives)

Know that the priorities behind a social change will be in conflict with the traditional priorities which are being replaced.

Know that it becomes essential to determine whether the cost of a particular choice is more or less than another choice.

Human Needs and Wants

Understand that at this point in history needs and wants were rapidly replacing tradition as a motivator of human behaviour.

Standard of Living

Understand that the criteria to be used in deciding whether an economic decision is correct is its impact on profitability.

Production

Know that societies must produce goods to meet needs and wants by combining scarce resources.

Know that the resources used in production are:

- land;
- technology;
- labour; and,
- entrepreneurship.

Know that societies use different combinations of resources depending on their values and beliefs, their level of technology, and the amount of labour available.

Know that the putting out system was a major step toward the commercialization of labour in which workers negotiated the sale of their labour to the highest bidder in order to gain personal purchasing power.

Know that women's labour continued to be considered to less important than men's labour.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise describing cause-effect relationships.

Practise using criteria as a basis for making evaluations.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Development Lesson (economic decision making, opportunity cost, short run, long run)

After the students have made presentations have them analyze the above historical choices from an opportunity cost, (costs to benefits analysis) in both the short run and the long run.

As part of the analysis students should define the criteria they are using to make their judgments.

(See suggested teaching strategies next page.)

- Was the enclosure movement good or bad?
- Is population growth a good thing or a bad thing?
- Navigation Acts - good or bad?
- Inflation - good or bad?

Content

Concepts (Knowledge Objectives)

Shipping

The Navigation Acts of 1651, 1660, 1663 and not modified until 1786:

- required that British goods be transported on British ships;
- gave British merchants and ship owners a virtual monopoly on trade and were intended to develop the merchant marine and supply the navy with men; and,
- were economic warfare successfully aimed at the Dutch.

Population Growth

The population of the seventeenth century had been in a rough balance.

- The birth rate while high was only slightly higher than the high death rate so that population growth was .5% to 1% per year (doubling in 70-140 years)
- Famine, epidemic, disease, and war had been the big killers of people.

The Eighteenth Century Pattern of Population Growth

- Europe's population began to grow rapidly.
- The basic cause seems to be a decline in mortality.

Other factors that led to better health were:

- transportation improvements;
- less destructive wars; and,
- new foods such as the potato providing vitamins A and C.

National Wealth

Know that Mercantilists saw wealth as treasure readily convertible into armies and national power which could be used to further the interests of the state.

Capital Goods and Consumer Goods

Know that capital goods are goods which are used to produce other goods.

Know that a portion of a society's wealth must be diverted from the production of consumer goods (saving) to the production of capital goods (investment) if an economy is to grow.

Spending Power

Know that spending power in an economy must be in some balance with an economy's ability to produce goods and services.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using criteria as a basis for making evaluations.

Practise evaluating the effectiveness of cause-effect relationships.

Practise constructing a concept map as a means of organizing data.

Learn to state how the parts of a historical situation are related to each other and to the whole.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Application Lesson (paradigm, opportunity cost, short run, long run)

What criteria are they prepared to use to evaluate their decisions:

- traditional economic criteria?
- maintenance of the status quo?
- mercantilist economic criteria?
- growth in the power and prestige of the state?
- other criteria?

At this point students may begin to feel that the traditional and mercantilist paradigms are too limiting and that this society needs another approach to deal with its problems and needs.

Encourage this by having them speculate and attempt to come up with what might be the next economic paradigm (the market system).

Do not be in a big hurry to give them the answer because they should realize that social change is a difficult and uncertain process. But try to get them to consider seriously what are likely to be the best choices these societies could make for the long run.

At this point they could do a short evaluative paper justifying their descriptions of the economic paradigm that would emerge in the post market period.

Content

Overpopulation led to a serious imbalance between the number of people and the number of opportunities for jobs.

- The high population led to unemployment in rural areas.
- People had to look for new ways of making a living.
- Women in particular were hard hit by unemployment because they were forced off the small family farms where they had some control over their work into day wage labour where they were much abused and worked for lower wages than men.

Inflation

The international inflation of the period had hit everywhere, but in England commercial and agricultural income rose faster than prices.

Wealthy country gentry, rich city merchants, and financiers invested abroad.

The Development of New Social Organizations in the Eighteenth Century as a Response to Change

The Theory and Practise of Mercantilism in the Late Eighteenth Century

In France

- By 1762, as a way of dealing with rural poverty, the special privileges of urban manufacturing were abolished in France to give free rein to the already developing rural industries.
- Capitalists were eager to employ rural workers at lower wages than paid to urban workers.
- In France usually the needs of the state were paramount.

In Britain

- The British government took the unusual approach (for that time) that government economic regulation could serve the private interests of individuals as well as the needs of the state.

Concepts (Knowledge Objectives)

Inflation

Know that the basic characteristics of inflation are:

- rising prices;
- too much money chasing too few goods; and,
- increase in spending which exceeds increases in real productive capacity.

Know that inflation will lower the real incomes of various groups within society who are on fixed incomes, or who are working at unskilled jobs for wages.

Know that those groups whose wealth was invested found that their income was better able to keep up with inflation.

Know that women suffered because they had consistently been denied access to occupations that had economic power. Therefore they were prevented from investing their wealth (labour or capital) in those sectors which could grow with inflation.

Economic Growth

Know that economic power results from the capacity to create pools of capital which can be invested in ways which create wealth.

Know that economic power can be centralized and used to further the purposes of the state.

Know that economic power can be decentralized and placed under the control of individuals who may invest it in ways which create profit for themselves.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise categorizing information found in historical documents under basic concepts as a way of drawing inferences.

Learn to apply simple everyday economic concepts to historical situations as a way of understanding the choices people have to make.

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Development Lesson (command economies, market economies)

Have students examine some original documents to get some ideas of the implications of command economies.

- Réglement promulgated by Colbert in 1666 regulated the number of threads in a piece of cloth.
- Should button makers be allowed to make buttons out of cloth which is controlled by the clothmakers?

Discuss with students some of the problems and limitations of command economies.

- How should all the millions of decisions like the examples above be made in a society?
 - What are all the various kinds of economic decisions that have to be made every day so that the goods and services we all rely on are available in the right quantities?
 - How are they made in Saskatchewan and Canada?
 - What approach did mercantilism try to take on these problems?
 - What were the successes and what were the limitations?
 - What direction will eighteenth century economies have to move if they wish to industrialize?
-

Content

The Cottage Industry (Putting Out System) had grown to maturity in the Eighteenth Century.

- Britain had relied heavily on foreign markets for the sale of its woollen products. (As late as 1700 wool was the only export product, and fully 90% of Britain's production was exported.)
- European countries began closing their markets to the British and by 1773 Britain had lost 1/3 of its market.

The Use of the Colonies as a Hinterland

- Britain needed new markets and turned to the Atlantic economy as an alternative.
- British trading in metal items, and other manufactures raised her trade from 500 000 pounds to 3.9 million pounds from 1700 to 1773.

Warfare as a Solution

In the 18th century the wars between Britain, France, and Spain were over who would be the great maritime power in the world.

- By 1763, British naval power built on the Navigation Acts had triumphed.

The Role of North America for European countries (especially Great Britain) was to provide an important outlet for surplus population which in turn helped to limit poverty in Britain.

Labour was expensive in North America because so much land was available for farming:

- this was a critical factor in the growth of slavery in the southern colonies;
- slaves permitted a 10 fold increase in tobacco production between 1770 and 1774; and,
- cotton became an important crop feeding textile production in Europe, especially Britain.

Concepts (Knowledge Objectives)

Know that as businesses develop surpluses they look for additional markets in which they can sell their goods at a profit.

Protectionism

Know that business people will attempt to use the power of the state as an aid to limit competition from other countries.

Hinterland

Know that as countries increasingly depended on trade to increase their profits, and as technology made possible trade at greater distances, the need for a hinterland to supply a secure source of resources and markets would become more important.

Know that as economies became more commercialized, those economies which had most developed their economic infrastructures would be most likely to prevail over their rivals.

Allocation of Factors of Production

Know that when a factor of production such as labour is a surplus the value of that factor will go down.

Know that the relative worth of factors of production will determine the value assigned to them.

Know that if a factor of production is extremely scarce and therefore expensive, individuals will search for cheaper alternatives.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using criteria as a basis for making evaluations.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Application Lesson (command economies, market economies)

Class discussion with the students:

Britain at this point in history was ready to make a great change in its economy. What fundamental assumptions are the British (and most Europeans) working from at this point? In order to think about this issue have the students consider the following alternatives in terms of benefits and costs:

Should the cottage industry system be maintained?

- benefit - economic independence for workers.
- cost - limited capacity for expanding production.

Should North America be used for a hinterland?

- benefit - cheap land for settlement.
- benefit - source of raw materials.
- cost - seizing of Indian lands.

Should the control of Empire be settled through warfare?

- benefit - the winner will profit enormously.
- benefit - risk and adventure satisfied the values of these cultures.
- cost - high levels of death and destruction.

What should a society do when the current paradigms begin to seem inadequate to the needs of society:

- Work to refine and redevelop the existing paradigms or look for a new paradigm which will be able to meet the needs of society?

What are the risks of maintaining and refining the status quo or opting for new and untried approaches to organizing society?

Content

The resources of North America, the export crops and the immigrant population which created a consumer market, were integrated into the European market place.

The Indigenous Peoples did not long remain immune from the economic forces originating in Europe. This inclusion of the Indigenous people into the European economic paradigm was to have profound consequences for these people and their traditional economic paradigm.

Economic Relationships Between the Europeans and the Iroquois

Practical Economic Decision Making

Traditional Iroquoian society was characterized by seasonal land use patterns and some economic diversification.

The people of the society tended to utilize all areas within their traditional territories, whether through hunting and gathering practices or through farming.

The Iroquois were basically sedentary in lifestyle, with population concentrations along the various rivers within their territories.

- The growing of corn, beans, and squash was fundamental to their economy, with women, elders, and the young tending the crops.
- Men participated in hunting, gathering, and trading activities. Deer, elk, and beaver were the main animals hunted.

Concepts (Knowledge Objectives)

Paradigm was to have profound consequences for these people and their traditional economic paradigm.

Iroquoian Economic System

Know that the traditional economic systems of the Iroquois were complex, highly organized and formal in guiding practices.

Know that Iroquoian society, like most traditional Aboriginal societies, was founded upon the utilization of all land and resources within the territories traditionally occupied.

Agrarian Society

Know that the practice of agriculture was highly developed and primary to traditional Iroquoian economics.

Know that a single Iroquoian nation was capable of harvesting up to one million bushels of corn per growing season.

Traditional Economy

Know that almost all members of the traditional society had a role to play in the economic life of the society.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Application Lesson (economic system, tradition, agrarian)

Have the students in groups work out the economic paradigms of the Europeans (British and French) and that of the Iroquois.

Then have two groups work together on the European paradigm and be prepared to represent that paradigm and two groups work on and represent the Iroquois paradigm.

Have the two groups meet and debate how they should respond to each other.

Practise using criteria as a basis for making evaluations.

On what basis should decisions such as these be evaluated:

- profit?
 - efficiency?
 - tradition?
 - morality?
-

Content

Economic Trade

With the development of the fur trade and the introduction of the European cash economy, traditional Iroquoian economic systems were seriously undermined, unwittingly by the Iroquois themselves.

In 1799 A.D. Handsome Lake, a member of the Seneca, outlined a vision he had experienced, in which he claimed a new moral and social code for the Iroquois was revealed to him by The Creator.

- He stated that the social problems being experienced by the Iroquois were due to their uncritical acceptance of European values, beliefs, and practices.
- He advocated that the Iroquois turn away from dealings with Europeans, but also stated, "Love one another and do not strive for another's undoing. Even as you desire good treatment, so render it."

Concepts (Knowledge Objectives)

Harmony

Know that the continued success of the traditional economic system depended upon the maintenance by the Iroquois of the delicate balance they established between their economic needs and wants and the preservation and conservation of resources within the physical environment.

Change

Know that although Aboriginal societies traditionally engaged in trade with other Aboriginal societies, this practice and tradition was of secondary economic importance, a fact which would cause massive cultural and economic upheaval when regular and pervasive contacts were established with European nations.

Know that the financial speculation and cash economy traditions within European economic systems were totally foreign to traditional Aboriginal societies.

Know that the economic paradigm introduced by the Europeans fostered individualism and competitiveness within single Iroquoian nations as well as within the Confederacy as a whole.

Tradition

Know that the traditional European concept of unlimited economic growth was alien to traditional Aboriginal thought and practice.

Know that the religious vision of Handsome Lake served as a form of social protest warning against wide scale Iroquoian interactions with Europeans.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Incorporating the C.E.L.s**

- critical and creative thinking
- independent learning
- communication

Concept Application Lesson (economic system, tradition, agrarian change)

Practise using criteria as a basis for making evaluations.

Did the Iroquois have a moral duty to use whatever means were at their disposal to protect their way of life?

Who has the prior property rights in this situation:

- the Indian whose ancestors have lived there for generations; or,
- the settler who comes to "virgin" land and turns it into a farm?

What criteria should be the basis for deciding what is the just decision in this case?

Once the students have debated how the two groups should respond to each other, have the class examine what did happen and then debate Handsome Lake's position:

- should the Iroquois totally reject the European way of life; or,
- should they have worked even harder to adapt to the European paradigm in an attempt "to beat them at their own game"?

Which economic paradigm should take precedence in this situation:

- the Indian paradigm with spiritual view of the land; or,
- the European with its private ownership view of the land?

Content

The Consequences of the Social Change on Social Expectations and Standard of Living

Social Expectations (based on a new paradigm)

Thinkers such as Adam Smith began to question whether mercantilist theory could effectively manage an economy:

- Smith argued that mercantilism meant the imposition of stifling government regulations and unjust privileges for private monopolies and government favourites;
- this should be replaced with free competition which would give all citizens a fair and equal opportunity to do (invest) what they do best with their wealth (land, labour or capital); and,
- competitive free enterprise regulated by the market place would result in higher incomes for everyone.

Smith also began to question what to do about the large amount of surplus labour (England had 1.5 million poor out of 13 million total population).

- his solution was to put them to work through the process of division of labour which he described in his pin factory example; and
- he concluded that division of labour would result in increased productivity and a higher standard of living for all.

Economic Development

The Eighteenth century was a time of canal and road building which made it possible to ship goods from areas of shortages to areas of surplus.

This improved trade and thereby had some influence on living standards especially because food surpluses could be transported to areas of shortages.

Concepts (Knowledge Objectives)

Market Economics

Know that economic decisions about what to produce, how, and for whom which had been made by strong centralized governments was being slowly replaced in Britain by the market place.

Investment

Know that the development of the notion of thrift as a more proper use of gain than using it for pleasure allowed society to accumulate wealth for economic growth

Know that investment means allocating wealth to the production of capital goods rather than using it to buy consumer goods.

Business Organization

Know that the division and specialization of labour makes it possible to achieve high rates of production at low per unit costs.

Know that division of labour works according to the following principles:

- the division of the production process into specialized tasks made up of simple, highly repetitive movements which are easily learned and repeated.
- standardization of the parts of the product so that they can be made separately and then fitted together in another operation.
- systematic planning and engineering of the total production process to allow for the best balance between human effort and machinery.

Know that the development of business organizations such as banking systems and corporations was done as a response to facilitating the accumulation of capital, and the spreading of risks, all in an effort to encourage investment.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise conceptual
development skills.

Practise making concept
maps which show the
relationships between
concepts.

What appears to be the
limitations of Adam
Smith's theories?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- numeracy

**Concept Development Lesson (market
place)**

Class discussion:

Give the students brief scenarios showing the
major aspects of the operation of the market
place (see activity guide).

Discuss with students how the market place
aids in the economic decision making process
by establishing a price on the basis of supply
and demand.

Discuss how price makes it possible to:

- come to a decision about what should be
produced;
- make decisions about how goods should
be produced; and,
- determine who should be able to have
those goods.

Content

Rising Expectations

The cottage industry had a profound effect on creating new patterns of marriage in rural society.

- Because a piece of land, a cottage, a loom, and a spinning wheel could produce a meagre living, young people no longer had to wait years for a farm before they could get married.
- Population after 1750 grew rapidly because of earlier marriages and a drop in all of the previous reasons for high mortality.

However, the effect of this drop did not improve the living standards of the poor because it made the unemployment problem worse forcing rural people to look elsewhere for work.

All of the above factors culminated in a significant *growth in demand*.

The pressure of demand from three continents on the cottage industry of one medium sized country gave an enormous incentive to English merchant-capitalists to find new and improved ways of producing more goods.

The Development of New Economic Organizations in the Nineteenth Century

The Social Setting at the Beginning of the Eighteenth Century

The majority of industry was being done by families in rural areas in the cottage industry/putting out system.

All members of the family worked long and hard as family units in agriculture and in textiles.

Those who were part of an economic unit (farm or cottage industry) had some economic independence in terms of setting their personal priorities, work schedules, etc.

Housing

Most cottages were hovels with dirt floors sitting in a barnyard covered with manure. Sanitation standards were low.

Concepts (Knowledge Objectives)

Supply and Demand

Know that as the quantity demanded for a product increases the price of that product will increase and if quantity demanded decreases then the price will also decrease (all things being equal).

Know that as the supply of a product increases the price of that product will decrease and if the supply decreases the price will increase (all things being equal).

Know that supply and demand together will set a price for a particular commodity (including human labour).

Know that the price of a commodity affects production and consumption:

- high prices mean that less of a commodity will be consumed while more of it will be produced (all things being equal).
- low prices mean that more will be consumed and less of it will be produced (all things being equal).

Know that profits were one way of encouraging entrepreneurs to risk investing in new businesses and technology.

Economic Infrastructure

Know that a society's capacity to produce goods and services depends upon the infrastructure that is in place.

Know that productivity was still dependent on human labour and consequently was still low.

Know that any economic system that can be established will have costs and benefits.

Know that low productivity meant that the standard of living for the ordinary person was low in terms of most measures that could be applied.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise making a classification system which can be used to order data.

In situations such as these, decisions are being made which could affect the lives of many people.

What responsibility does society have to determine whether these are wise decisions or not?

What criteria should be the basis for deciding what is wise or unwise?

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills

Concept Application Lesson (market place)

Review with students the problems that British society was experiencing in the last half of the eighteenth century.

Have them take the basic economic concepts and concept maps they have developed and use these as a way of classifying the historical data to make it meaningful.

Have the students apply the principles of the market place to issues such as the following.

What decisions would be made in the market place about the acceptability of:

- the efficient use of labour? (Smith's Pin Factory Parable)
- investment in better transportation systems?
- the inability of the cottage industry system to meet the demand for its products?

What decisions would be made in the market place about the acceptability of:

- the enclosure movement in agriculture?
- protectionism and international trade?
- the role of government in society?

What decisions would be made in the market place about:

- the surplus labour left over from the enclosure movement?
- the high demand for a new, superior product (cotton)?
- the bottleneck in production created by the reliance on muscle power?
- the lack of forest in Britain which can be made into charcoal for coking iron?

Content

Concepts (Knowledge Objectives)

Political and Economic Infrastructures in Place to Enable Economic Change

Transportation systems

The Atlantic economy which had developed over the past centuries was an ocean going economy which provided a growing market for industry. It gave Britain a trade advantage because no industrial area or city was more than 20 miles from navigable water.

Britain also possessed the naval power to secure its Atlantic trade.

Free trade

Lack of internal tariffs in Britain allowed trade to flow freely as opposed to France and especially Germany.

Surplus agriculture

Agriculture had become more efficient and Britain had good crops and low food prices leaving income free for spending on other manufactured items.

Financial systems

Britain had an effective central bank and well developed credit markets.

Government

Britain had developed a stable and predictable government which allowed the economy to operate as a free market.

Know that in a competitive trading system those groups which are able to produce goods at lower cost will have a real advantage in selling their products.

Know that a major cost of producing goods is the transportation costs of moving goods to centres of production and then to market.

Know that water transportation typically has a lower cost than other forms of transportation.

Know that as a society specializes in the pursuit of more efficient production, free trade become a critical factor in enabling specialization to become profitable.

Capitalization

Know that for it to be profitable to invest in the development of expensive capital goods, there must be a market available for those goods.

Know that capitalization requires some system by which pools of wealth can be created for investment.

Know that investment by free individuals requires some certainty about the return on investment.

**Skills/Abilities
Objectives**

Values Objectives

What are the limitations
of capitalization?

**Suggested Teaching &
Evaluation Strategies**

Content

Surplus labour

Britain had a large class of hired agricultural workers whose numbers were being increased by the enclosure movement.

Development of new social organizations in textiles

- Cotton goods became cheaper and readily available.
- All classes liked them, and now the lower classes could afford them.
- This led to widespread use of undergarments for cleanliness.
- Putting out families were relieved of their search for yarn.
- The putting out system was fully developed in Britain and so was unable to respond to the increased demand.
- Increased demand resulted in a sharp rise in wages for weavers and consequently, many agricultural workers became weavers.

The first factories were textile mills built as a response to growing demand in the textile market.

Development of new social organizations in energy

Lack of power was the central reason for poverty: no matter how hard people work with just their muscles they cannot produce very much.

- New sources of energy were needed to provide more power.
- The energy shortage was becoming acute in Britain because most of the forests had been cleared.

Development of new social organizations in metals

By 1740 Britain's iron industry was stagnating because of the shortage of trees to produce charcoal for coking so Britain had to import iron from Russia which still had large forests.

Concepts (Knowledge Objectives)

Know that major change in a culture will not happen until many factors are in a position to make change seem necessary and possible.

Elasticity

Know that elasticity of demand is the degree to which consumers will increase their consumption as a result of a drop in price.

Know that elasticity of supply is the degree to which producers will/are able to increase their output as a result of a rise in price.

Know that the supply of products is inelastic when the necessary additional factors of production can only be obtained from other sectors of the economy at very high prices.

Diminishing Returns

Know that if increasing quantities of a variable factor are added to a set of fixed factors, at some point the output from all the factors of production will decline.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

Content

Development of new energy sources

Coal was the alternative energy source, provided the necessary technology could be developed to use it.

Watt created a more efficient version of the steam engine, but to do this he needed the backing of an infrastructure to supply the skilled labour, technology and the materials.

Necessary infrastructure support to develop new technology

- Watt needed skilled workers, precision parts, and capital to produce a more sophisticated steam engine.
- Risk capital came from a wealthy, progressive toy maker as well as a manufacturing plant.
- The craft tradition produced the locksmiths, tinsmiths, and millwrights who could install, regulate, and repair the engines.
- Ingenious manufacturers had developed techniques necessary for production of the steam engine. For example, Wilkinson, a cannon maker, was able to bore cylinders accurately.

By the 1780's the steam engine was a practical and commercial success and was the most fundamental advance of the Industrial Revolution.

- Steam power began to replace water power in the 1780's in mills for spinning cotton, flour mills, etc.
- Steam driven bellows enabled the use of blast furnaces using coke.
- Steam driven rolling mills increased the kinds of iron possible.
- It made abundance at least a possibility for ordinary men and women.

Concepts (Knowledge Objectives)

Know that elasticity of supply will vary from the short run to the long run.

Know that the development of new technology is a significant factor in changing the elasticity of supply.

Know that in the long run it is possible to develop new technology, build new plant, and train new workers all of which will enable production to increase.

Know that a new technology cannot be developed and put into production unless there is an infrastructure to support the process.

Know that a fundamental technological change to an economy will have profound effects on all aspects of an economy.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Development Lesson (entrepreneurship, capitalization)

Divide your class into teams of entrepreneurs and tell them that they have X amount of wealth available to them for investment.

Tell them they can choose from the economic sectors they have just examined. They will have to deal with the background situation based on the 1770's (see activity guide). They could invest in the following areas if any of them look like a good risk:

- agriculture
- transportation
- textiles
- coal
- iron
- banks

Explain to them that they are in the business of taking risks by deciding where they can place their money to get the best return.

They are free to determine what investment opportunities are available to them at this point in the economy to make some money.

Practise applying previously learned concepts to new situations.

Content

Concepts (Knowledge Objectives)

Consequences of the Technological and Social Change on Standard of Living

For Transportation

Roads had been hard surfaced and improved, especially in France, but shipping by land was very expensive.

- By 1816, an iron rail which could carry heavier loads was developed.
- This enabled people like Stephenson to develop the concept of the locomotives leading to trains.

Cultural consequences of the railroads

- They changed the outlook and values for an entire society.
- The power and speed of trains (25-80 k.p.h.) was an awesome experience.
- The railroads fired the imagination of the nineteenth century.

Economic consequences for the GNP

- Iron production went from 17 000 tons in 1740 to 260 000 tons in 1806 and 3 million tons in 1844.
- Larger markets were now possible encouraging larger factories which could make goods cheaper

Britain at Mid century

Britain became "the workshop of the world":

- produced 2/3 of the world's coal, and more than half of its iron and cotton cloth;
- between 1780 and 1800 Britain doubled its production of manufactured goods;
- between 1801 and 1851 the GNP rose 3 and 1/2 times at constant prices;
- between 1780 and 1851 the population went from 9 million to 21 million; and,
- real average income doubled between 1801 and 1851 to 24 pounds/person from 13 pounds/person.

National Income

Know that the gross national product (GNP) is the value of all goods and services produced by the entire economy in a year. [For the purposes of this course GNP will be used without reference to the Gross National Income (GNI) which are equal by definition.]

Know that modern industrial economics tends to equate standard of living with the level of the GNP.

Economies of Scale

Know that as firms are able to expand the scale of their operations they will find for a time that they experience economies of scale.

Know that economies of scale is a decline in the per unit costs of production as the production of units increases.

Know that firms in countries that have large markets to support large volumes of production are likely to have lower average costs of production.

Per Capita Income

Know that per capita (average) income represents the amount of wealth each individual in society would have if the GNP were divided equally (GNP/total population = per capita income).

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Concept Development Lesson continued (entrepreneurship, capitalization)**

Practise describing and defining the main parts of a plan.

Practise describing the cause-effect or other relationships.

Practise stating how the parts are related to each other and to the whole.

The rules of the simulation:

- they must accept and start out with the economy as it is;
 - what they propose to do must be supported by the economic infrastructure in some logical way;
 - they can propose to change/develop the infrastructure to make other things possible, but it must be clearly shown that it is possible to change the infrastructure (from technical, economic, and social perspective); and,
 - they must show a plan that can be defended against the objections of the other groups before they will be judged having successfully completed a project.
-

Content

The Question of What Determines a High Standard of Living

The Statistical Evidence Regarding the Social Consequences of the Industrial Revolution

From 1750 to 1790

- Under cottage industry the worker's wages seem to have risen somewhat.
- Workers were able to buy more goods such as food and clothing.
- Wages in industry were much higher than in agriculture and wages in industrial areas rose faster than in agricultural areas.

From 1792 to 1815

- This period was one of constant war between Britain and France.
- Wages rose but they did not keep up with inflation.
- Food prices rose the most with the price of wheat doubling between 1790 and 1810.
- The economic well being of the poor declined.

Between 1815 and 1850

- Between 1800 and 1825, the real wages of the average worker (agricultural and industrial) increased 25%.
- Between 1825 and 1850 they rose another 40%.
- The wages of unskilled workers in industry were twice as high as those of unskilled workers in agriculture.

Increased purchasing power means the ability to afford more goods.

- Workers ate more nutritious food with a wider variety to choose from.
- Clothing improved, but housing did not.

More goods does not necessarily mean more happiness.

Concepts (Knowledge Objectives)

Real Wealth

Know that real wealth is the goods and services an individual is actually able to buy with the income she/he earns.

Know that money which is what most people consider to be wealth is a medium of exchange and means to store purchasing power.

Inflationary Wealth

Know that inflation is a situation where incomes are rising faster than the productivity of the economy. In this situation an individual may receive an increase in income but that income will not buy as many goods and services as it did previously.

Distribution of National Income

Know that the GNP may be divided into three components:

- personal income: income available to individuals which may be used to spend or to save as the individual wishes;
- business income: income retained by business to be used to replace machinery and plant (capital), for investment, and for a contingency reserve; and,
- government income: tax revenues less government transfer payments to individuals and businesses.

Materialism

Know that one criterion for determining a high standard of living is having access to those goods and services necessary to meet human needs.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using criteria as a basis for making evaluations.

Practise evaluating the effectiveness of cause-effect relationships.

Practise constructing a concept map as a means of organizing data.

Learn to state how the parts of a historical situation are related to each other and to the whole.

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- communication

Concept Evaluation Lesson**Class Discussion:**

Given the social realities of this society and the kind of infrastructure available, what kind of change would the power elites (those who control the resources and organizations) in Britain be likely to opt for?

- Will political change as seen in the French revolution seem a viable choice to those elites?
- What are the best options open to this elite?
- Will revolutionary behaviour appeal to the lower classes in Britain as it appeared to in France?

Have the students write a short paper in which they discuss the economic behaviour of people in Britain at the turn of the Eighteenth century.

Content

Traditional Working Conditions

Workers from the putting out system based on independence of the working family found that they did not like the routine and work tempo imposed by the machines.

- They were used to the freedom of setting their own pace, working hard but in spurts.
- People had to learn to work long monotonous hours and adjust their lives to the factory whistle.

Conflict with Traditional Values

Factories were being built in urban areas attracting more workers who because of their putting out/cottage industry tradition of working as a family unit demanded the right to continue to work in their old, familiar family traditions.

- They came to the mills in family units and the head of the family was paid for the entire family.
- The children worked alongside their parents doing odd jobs for them.

Concepts (Knowledge Objectives)

Working Conditions

Know that another criterion determining standard of living is the conditions under which people earn their living.

Know that the benefit of the division of labour can be increased productivity, while the costs can be meaninglessness and alienation for the workers.

Know that technological change can mean severe dislocation in peoples' traditional way of life.

Know that people will continue to preserve the traditions which are familiar and meaningful to them.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Incorporating the C.E.L.s

- personal and social values and skills
- critical and creative thinking
- independent learning
- communication

Concept Application Lesson (standard of living, materialism, working conditions, economic and political decision making)

Give your students some material describing the social situation in Britain at this time.

Describe the Luddite riots and explain to them that there have been calls on Parliament to do something about the situation.

Parliament has responded by establishing a commission which is charged with investigating and making recommendations for action.

Divide your class into the following groups:

- an urban consumer group who likes inexpensive clothing, food, better transportation, etc.;
 - rural agricultural workers who are unemployed;
 - cottage industry workers who are unhappy that there does not seem to be any work for them;
 - factory workers who dislike the monotonous hours and the environment in which they have to work;
 - coal miners who are in a similar position to factory workers;
 - factory owners, mine owners, etc.; and
 - a commission of Members of Parliament who:
 - are investigating the conditions in factories, mills, and mines;
 - are investigating the Luddite riots; and
 - have a mandate to take back to Parliament a number of recommendations about the kind of laws needed in British society at this time.
-

Content

Concepts (Knowledge Objectives)

Social Effects of Production by Division of Labour

Many workers felt that they had lost control of their lives.

- They were faced with a lifetime of boring repetitive tasks which, because they were so small, seemed meaningless.
- For those workers who in the past had a better paying skilled craft that was being taken over by the factory, there was also the loss of status and income to cope with.

For women industrialization meant one more step toward differentiating "women's" work from men's work:

- when spinning was mechanized women lost a traditional occupation;
- women's work tended to be in the garment industry while men's tended to be in mining and metals;
- men actively excluded women from the trades which meant that women's work remained menial and low paid; and,
- the underlying assumption was that women should be homemakers and therefore did not need to be in industry nor need to have large incomes.

The reaction of workers came early in the nineteenth century.

- Luddism was a spontaneous up-welling of hatred for factories that resembled poor houses and prisons in which people were forced to work long hours for wages.
- In 1799 a mob of 8 000 workers attacked a mill and burned it to the ground.
- By 1811, mills had been destroyed throughout the English countryside.

Know that an important concern for people is to feel that they have power in their lives and that what they do has meaning and purpose.

Know that for women industrialization meant severe conflict between societal values demanding that homemaking be their "proper" role and the economic pressures forcing them to work in order to support their families.

Know that the patriarchal values of society prevented the treatment of women on an equitable basis.

Know that when people have no alternative way of gaining recognition for their grievances, they may resort to violence as a way of expressing their discontent.

Know that British society found it difficult to balance the needs of workers with the demands of the industrial system they had created.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

**Concept Application Lesson continued
(standard of living, materialism,
working conditions, economic and
political decision making)**

Each group should prepare a presentation which they will present to the Commission of Members of Parliament. The presentation should:

- review the situation from the perspective of the presenting group;
- present alternatives to the existing situation; and,
- provide justifications for the positions taken.

Below are a number of issues which must be resolved in some way by British society:

- have the changes which are occurring in Britain increased the standard of living?
- have working conditions for workers declined from where they were in the past?
- what is the proper role for families in the new factory systems?
 - for women?
 - for children?

Practise using criteria as a basis for making evaluations.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Content

The Question of Balancing the Rights of the Consumer and the Producer

The growing resentment of factory workers to their dismal working and living conditions did not go unchallenged.

Adam Smith and other economic thinkers of the time argued that the worst evil in society was monopoly whether it be government, business, or worker monopoly.

- Monopoly according to Smith meant the power to prevent the market from producing the greatest number of goods at the lowest possible prices.
- Monopoly must be prevented at all costs because if it is not everyone's well being is affected.
- Smith believed that whenever a group of businessmen got together there would be an attempt to fix prices at a higher level to the detriment of the consuming public.
- The only way to prevent that was to make sure that nothing interfered with the free operation of the market place whether it be through government, monopoly, or cartel.

Protection of Business Investment

- Businessmen argued that Smith's philosophy of the free market place must be protected so that the economy could continue to flourish.
- The advantage of the market place was that business could make choices about how to use scarce resources (land, labour, and capital) in the most efficient way.
- When this was done, investors would receive a return on their investments, they would reinvest their wealth, and then the consumer would benefit from more and cheaper goods.
- Accordingly, businessmen insisted that Parliament prevent by law any group, especially labour, from having the right to withhold a factor of production from free market competition in order to make it more expensive.

Concepts (Knowledge Objectives)

Know that in economics there is a constant tension between the needs of those who produce goods and services and those who consume them.

The Market

Know that the market is an organization that can be any place where buyers and sellers meet to make many decisions about buying and selling goods and services. These decisions determine:

- what will be produced;
- how it will be produced; and,
- for whom it will be produced.

Know that all of these decisions, collectively, determine a price which allows individuals to:

- know how much they will receive for their contribution to the economy and, therefore, how much purchasing power (demand) they have;
- decide whether to spend their scarce purchasing power on one thing or another thing; and,
- decide whether to invest their scarce wealth in one kind of enterprise or another depending on which will make the largest profit.

Pure Competition

Know that pure competition involves a market where:

- there are many firms/individuals, but none large enough to influence the market price;
- all of them produce identical products; and,
- there are no barriers (such as large investments) to entry.

Pure Monopoly

Know that a pure monopoly involves a market in which there is a single firm/individual producing a product for which there is no close substitute.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

**Concept Application Lesson continued
(standard of living, materialism,
working conditions, economic and
political decision making)**

Practise using criteria as
a basis for making
evaluations.

On what basis should
decisions such as these be
evaluated:

- profit?
- efficiency?
- tradition?
- morality?

- How should an economy resolve the conflicting rights of the consumer, investor, and the worker?
- Does the division of labour found in the factory system offer meaningful work?
- Should workers have the right to protect their traditional jobs against technological advance?
- How should the fundamental conflict over the division of profit be resolved between the worker and the investor?
- Should workers be allowed to form unions and use tactics such as strikes as a way of getting a better deal?

Content

Protection of Workers

Enlightened reformers and humanitarians insisted on shortening the hours of work for children under the age of 13 and regulating the hours for those under 18 to 12 hours.

- For children under nine, factory schools were established.

At about the same time workers began to form unions as a way of countering the power of the owners.

- In 1799 Parliament passed the combination acts which outlawed unions and strikes.
- These acts were disregarded by workers.
- Skilled workers of all kinds formed unions, limited membership to men and apprenticeship privileges to sons of the union members' families, and attempted to bargain with owners for higher wages.
- Workers did strike to support their demands.
- In 1824, in the face of widespread union activity, Parliament repealed the Combination Acts and unions were tolerated as a necessary evil.

Reformers such as Robert Owen experimented with using more humane factories and with model communities.

Owen also argued for organizational schemes such as profit sharing and worker management.

Concepts (Knowledge Objectives)

Oligopoly

Know that an oligopolistic market has relatively few firms in which:

- the pricing policies of one firm will affect the policies of rival firms.
- there are barriers to entry into the market (usually the entry requirement is a large amount of capital).

Know that a bitter debate developed between those who believed that the market place was the best arbiter of social justice and those who believed that the government ought to intervene on behalf of those who needed protection.

Know that changing the fundamental values of a society is a long and difficult process in which many visionary experiments fail.

Know that each experiment provides society with some information which may be incorporated over time.

Skills/Abilities Objectives

Practise using criteria as a basis for making evaluations.

Practise describing a structure or organization that deals with these realities.

Practise stating how the parts are related to each other and to the whole.

Values Objectives

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- morality?

Suggested Teaching & Evaluation Strategies

Concept Application Lesson continued (standard of living, materialism, working conditions, economic and political decision making)

- Are many of these issues better left to the market place to decide or should Parliament legislate solutions to these issues?
- In the long run is efficiency or humanity the best criteria to judge the operation of an economy?

At the end of the presentations other groups may, if they wish, challenge the positions taken by the presenting groups.

The Committee Members may also question the presenters.

The Committee then should prepare a report which would be presented and debated by the class.

Content

Urban Living Conditions

The steam engine allowed industrialists to build their factories away from streams and in cities which had better shipping facilities.

By the 1820's the populations of cities were increasing by 40% to 70% each decade.

Cities were very crowded with the populations living in narrow streets with little air or sunlight.

These crowded urban populations lived in very unsanitary and unhealthy conditions.

Conditions responsible for this situation

- The lack of public transportation meant that people had to jam themselves together if they were to walk to work.
- The government had no experience with this extreme level of urbanization and so was uncertain as to how to proceed.
- Most people were still ignorant of the cause of disease and the need for preventative public health policies.

Concepts (Knowledge Objectives)

Living Conditions

Know that another determinant of standard of living is the condition of the communities in which people live.

Public Health

Know that a major concept that determines an adequate standard of living is public health.

Know that societies find it difficult to decide what adjustments are necessary and carry them out in a short period of time.

Know that investment in improving the social environment is a controversial process because it requires that society divert scarce resources (wealth) from uses such as personal spending or investment spending to spending on things related to making urban environments more livable.

Know that many people find it difficult to understand that individual well being is dependent on the well-being of the entire society.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

Incorporating the C.E.L.s

- personal and social values and skills
- critical and creative thinking
- independent learning
- communication

Concept Development Lesson (standard of living: personal needs and wants and collective needs and wants, opportunity cost)

Give students the following pairs of things and ask them for which they would be prepared to spend more money either in the form of their personal income or in the form of their tax dollars.

Automobiles	Building Roads
Cigarettes	Hospitals
Restaurants	Helping Farmers
Education	Jails
Skis	Lift Tickets
Skates	Skating Rinks
Water Skis	Clean Water to Ski On
Safety devices	Strict Traffic Laws
Cosmetics/Gas	Christmas Gifts
Movies	Food Bank
Going for Coffee	Working on an Extracurricular Activity (a play?)

Ask them to list (honestly) the benefits and the costs for each choice above.

- Then ask them to balance the costs of their choices: is what they are getting in one choice worth what they are giving up in the other choice?
- Ask them to do this for all their choices and add them up to see whether their choices lead toward a positive lifestyle or a negative one.
- Then ask each student to categorize each column as a concept. Place all the different concepts the students come up with in two groups on the board.

Practise categorizing information so that inferences may be drawn from it.

Class discussion

What should be the relative priorities within society for each group of concepts. Have the students compare the things in our communities we take for granted with the situation in the early years of the nineteenth century.

- Which of these would they be willing to give up?
- Which would they insist be kept even at a very high financial cost?

Content

Evaluative Case Study

Why did other countries wait so long to duplicate Britain's economic experiment?

Other countries had developed their agricultural sectors, seen a growing labour force due to population increases, had developed cottage industries, and a foreign trade.

When British industry accelerated in the 1780's, France attempted to copy the changes and for a time seemed to be succeeding.

By 1815 British industry had maintained its momentum, but the political and economic upheavals of the French revolution and the Napoleonic wars had the effect of:

- disrupting trade.
- creating runaway inflation.
- fostering social anxiety.
- isolating France and handicapping her efforts to use British technology.

The years 1789-1815 were a national economic catastrophe because by 1815 France had ended up far behind Britain economically.

British goods could now be produced very inexpensively and could dominate world markets.

Few people outside of Britain understood British technology. This was especially true of steam power.

All of the technology surrounding steam power was expensive because it involved huge investments in developing the capacity:

- to produce the actual machines.
- to produce the large quantities of iron and coal cheaply.
- after 1830's building railroads.

Concepts (Knowledge Objectives)

Economic Growth

Know that a society cannot successfully emulate the industrialization process until it has developed the necessary infrastructure.

Know that productive resources (land, labour and capital) are scarce. This means that the opportunity cost of using them for other activities such as war is that they are not available for economic development.

Know that the French economy would not be able to expand unless it took measures that would enable French goods to compete successfully with British goods.

Capital Goods

Know that goods that are used to create other goods are labelled capital goods.

Know that capital goods like consumer goods must be created out of the scarce productive resources of an economy.

Know that an economy if it is to grow must divert scarce resources (invest) from consumption to the creation of capital.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise communication skills through debate and discussion.

What should be the goals of an industrialized society?

- creation of wealth?
- equitable distribution of wealth?
- unite economic and political power?

Incorporating the C.E.L.s

- personal and social values and skills
- critical and creative thinking
- independent learning
- communication

Concept Evaluation Lesson

Use the introduction (at the beginning of this unit) on standard of living as a evaluative device. Encourage the students to go back and ask themselves what they believe a high standard of living to be.

- Below are a number of people who were living at the time and commented on the industrial revolution.
- Have the class examine and debate which of the commentators on the following page makes what they would consider to be the most accurate commentary on the industrial revolution.

Critics of the Industrial Revolution

- William Blake: the early factories are "satanic mills" and the life of the workers should be protested vigorously
- William Wordsworth: the rural way of life is being destroyed and the land and the water are being polluted.
- Mary Shelley: In Frankenstein she compared the Industrial Revolution to a man made monster that would eventually destroy its creator.
- Friedrich Engels: "I charge the English middle classes with mass murder, wholesale robbery, and all the other crimes in the calendar."
- Handsome Lake, of the Seneca stated that the social problems of the Seneca were due to their uncritical acceptance of European values.

Content

Difficulties continental businessmen faced

- They had to find large sums of money that could be put into long term investments.
- They had to find/develop a pool of labour who had the skills and were accustomed to working in factories.
- Landowners and government officials were suspicious of and discouraged the new industries.

Those countries who were behind Britain and wished to catch up did have two advantages:

- they did not need to develop slowly and expensively their own technology because they could borrow Britain's technology; and,
- Russia and France had strong governments which could fashion and implement policies to serve their own interest which they did.

Non European World Views countered the assumptions which generated the industrial revolution

- The transformation of European nations into urban industrial societies was based on a particular world view.
- This world view was not readily accepted by non-European societies. They were not prepared to discard their societal paradigms and adopt the assumptions which characterized the modern industrial paradigm.
- Indigenous American societies had evolved a world view which differed significantly from Europe's.

The Industrial Revolution transformed the societies of Europe. A new social group or class, the urban workers, arose. Traditional holders of wealth changed. The distribution of the "wealth" created by the new productivity, became a major and continuing issue.

Concepts (Knowledge Objectives)

Know that it is difficult for many to see the possibilities of change that may exist for a society.

Know that change involves social dislocations that seem like a heavy cost to pay for change.

Know that the opportunity cost of investing in new industries means sacrificing opportunities for using wealth in other ways.

Know that a technological lead is seldom very long lasting.

**Skills/Abilities
Objectives**

Practise using criteria as
a basis for evaluation.

Practise describing cause-
effect relationships.

Values Objectives

Has today's industrial
society different priorities
than 19th century
industrial Europe?

Have all classes of society
benefited from
industrialization?

**Suggested Teaching &
Evaluation Strategies****Defenders of the Industrial Revolution**

- Andrew Ure in 1835 argued that conditions in the cotton industry were on the whole not harsh and even quite good.
- Edwin Chadwick, a conscientious government official wrote that the "whole mass of the labouring community" had more money "to buy more of the necessities and minor luxuries of life."

In a class discussion, ask the student to make similar evaluation statements concerning today's industrialized world.

- Discussion could focus on questions such as:

Are some of the 19th century comments still relevant today?

Have we cured the social "ills" brought by industrialization?

What are the major issues today?

Have students prepare a short report addressing the issues facing our industrialized world.

Content

Evaluative Case Study

The following descriptions are not intended to be statements of societal absolutes, but rather reflect a society's prevailing beliefs.

Basic Premises of The Modern Industrial Paradigm (from a liberal perspective)

- Progress is possible.
- Progress is equated to growth.
- Progress is made possible by the application of science and technology.
- Wealth is based more on trade and industry than on land.
- Work is useful and meaningful, and as such it should have dignity.
- One's personal labour should be seen as a commodity which can be bought and sold to the highest bidder.
- Individuals should be socialized to be self-reliant, ambitious, and competitive in their search for opportunities to improve their social standing.

Basic Premises of The Traditional Indian Paradigm

- Any group's economy is based on the environment which must be respected as sacred.
- The needs, safety and well-being of everyone in the group is of primary importance.
- Individual wealth only has meaning when the whole group shares in the abundance.
- Trading of goods should be done fairly with the mutual benefit of everyone in mind.
- The ability to be self-sufficient is highly admired provided it is used for the benefit of the group.

Concepts (Knowledge Objectives)

Paradigms

Know that ideas, beliefs, and values serve as fundamental criteria for defining reality.

Know that paradigms are patterns of ideas, beliefs, and values which are used to understand reality.

Human Behaviour

Know that the way reality is perceived will have a profound effect on human behaviour.

World View

Know that cultures create and/or accept paradigms as the basis for their world view.

Human Behaviour

Know that every human has been socialized to accept a certain reality and that the only way to understand this is to use a different world view to examine familiar reality from a different perspective.

Paradigms

Know that paradigms help people to perceive and understand certain aspects of reality and limit the perception and understanding of other aspects of reality

Know that because we must depend on paradigms to make any sense of reality all perceptions of reality will be somewhat limited in their completeness.

Know that a different culture will select different ideas, beliefs and values, arrange them in different patterns or paradigms and come up with a different world view.

World View

Know that both Indian cultures and European cultures have done this and as a result have come up with different economic world views.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using criteria as a basis for making evaluation.

Should the profit motive be the basis for decision making?

Is one of the differing paradigms better than the other?

Do the different paradigms represent dangers to the environment?

Evaluative writing assignment

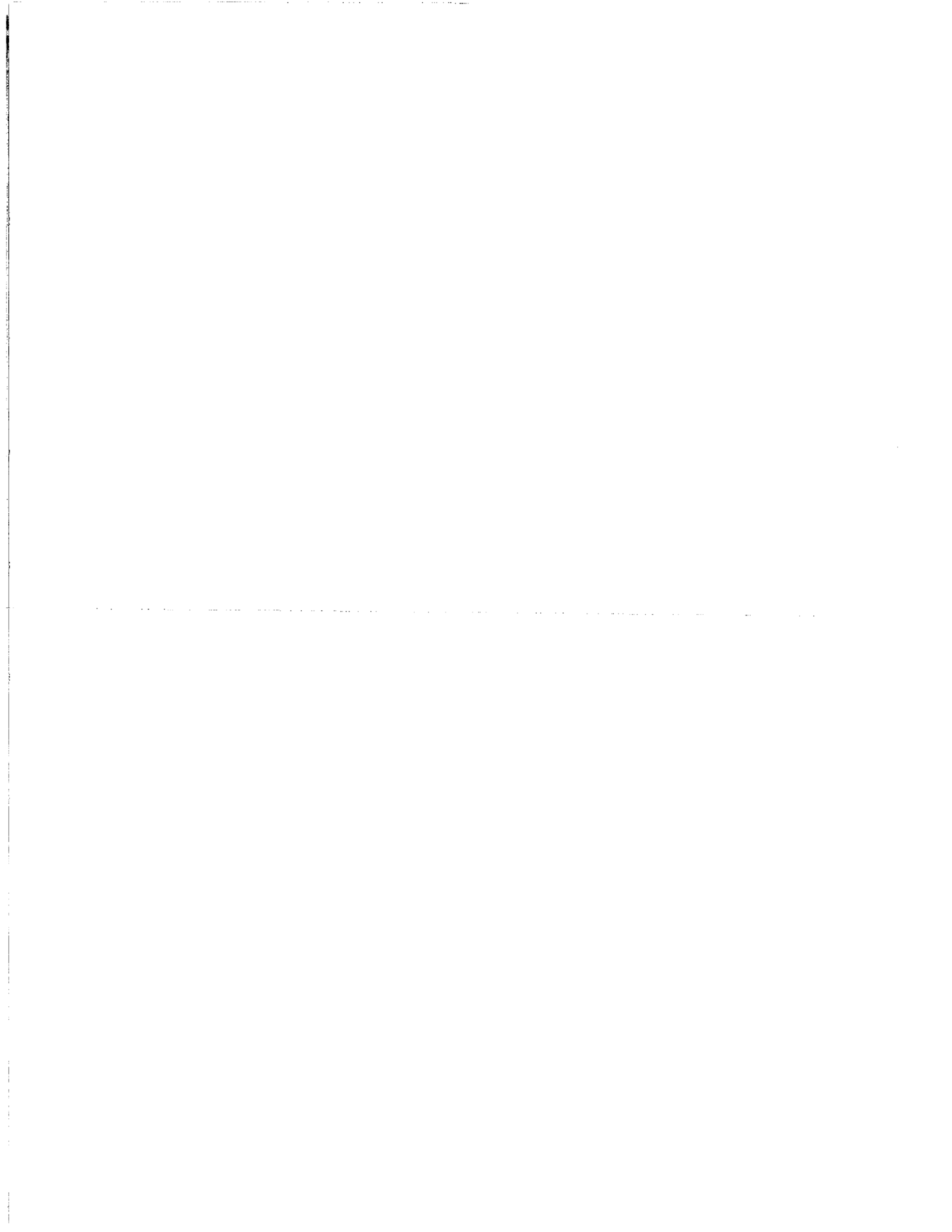
The previous page contained a number of hypotheses about the industrial revolution.

- Write a paper in which you examine the strengths and weaknesses of the industrial revolution.
- As part of your conclusion decide whether the industrial paradigm or the Indian paradigm offers most for future economic development or whether the two can be synthesized in some productive way?

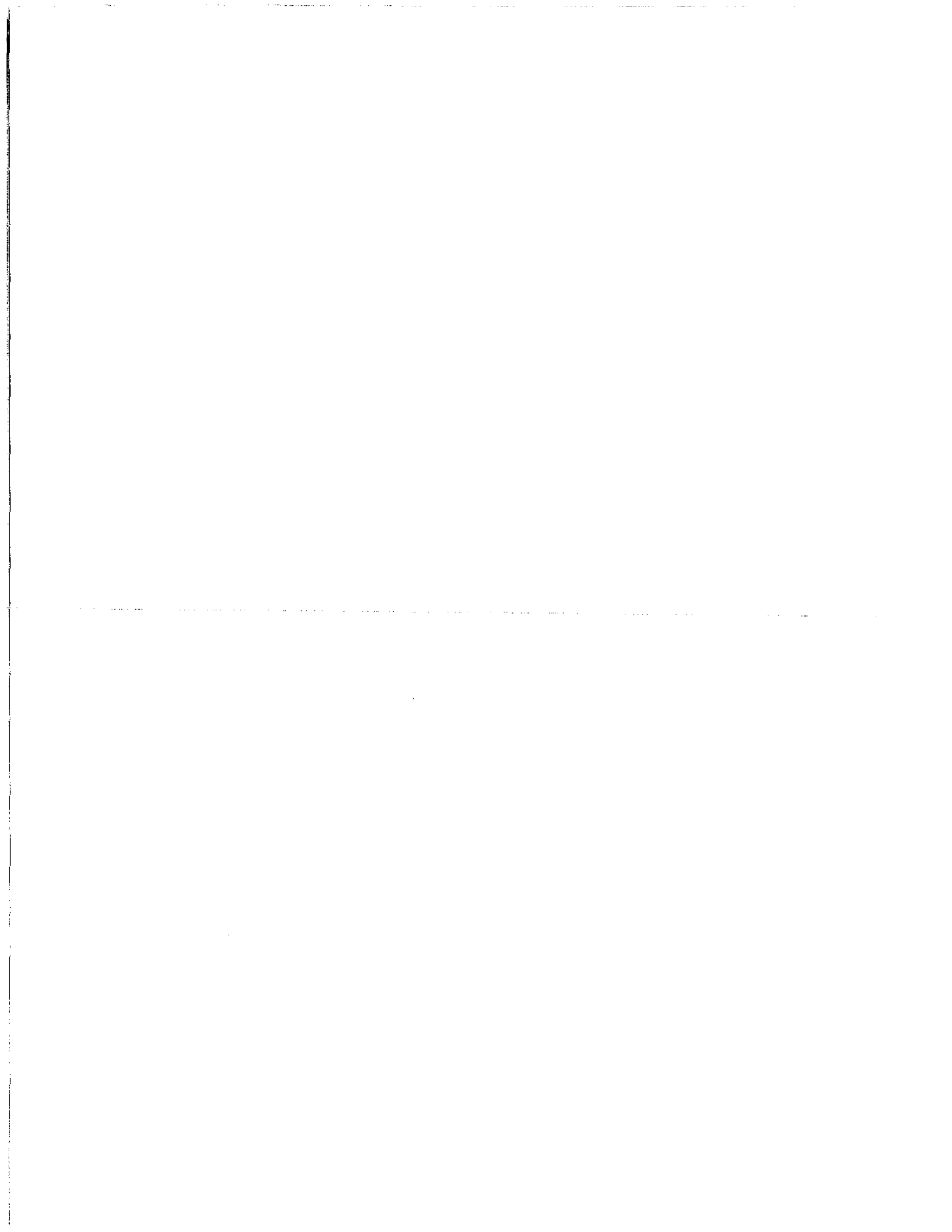
An alternative evaluative assignment would be to analyze the following case studies:

Case studies showing the difficulties of industrializing without an infrastructure.

- Fritz Harkort, pioneer in the German machinery industry.
- Role of banks in industrial development on the continent.
- Compare the Traditional Indian Paradigm with today's environmental movement.



Unit III
The Development of Nation Series
Ideology and the Decision Making Process



Unit Overview

In order for any social organization to function and meet the needs of its members, there must exist a social contract in which the rights and duties of all members are understood and accepted. This unit focuses on the nineteenth century European nation as the model to investigate the social contract concept.

The members of a society will accept the social contract when the rules of the contract seem to be consistent with their world view. The creation of new unified and industrialized European states led to a questioning of the legitimacy for existing decision making processes.

The concept of ideology is investigated. The traditional claims to power were expressed within the ideological framework of conservatism. The precepts of conservatism, liberalism, and socialism are addressed. Nineteenth century Prussia provides a historical application of the competing ideologies.

Unit 3

Foundational Objectives

Concept: Social contract

Knowledge

- Know that whenever any group, society, or nation interacts, it does so according to understandings which are both implicitly and explicitly accepted by the members of the group.
- Know that individuals accept consciously and unconsciously certain claims to sovereignty as being legitimate and reject other claims as illegitimate.
- Know that not all members of a group accept all aspects of the common understanding governing the group.
- Know that the political process within society is necessary to resolve differences over who should have sovereignty within the group.
- Know that industrialization contributed to the urbanization of European societies.
- Know that European societies had to deal with new perspectives or ideologies which would lead to new social organization.
- Know that industrialization, urbanization, and the perspectives provided by new ideologies would stimulate the reorganization of social, economic, and political institutions.

Skills/Abilities

- Practise organizing a classification system which can order data.
- Practise drawing inferences from relationships within the data.
- Practise describing cause-effect relationships within the data.
- Practise examining data using criteria as a basis for analyzing.

Values

- In what order of importance should freedom and order, and hierarchy and equality be ranked by society?
- Should elites be given the responsibility for guiding and directing society?
- Should change in any fundamental relationship within society occur slowly or quickly?
- Should individuals be freed from the restraints of tradition, custom and authority?
- Does looking after one's own self-interest, automatically achieve the self-interest of the community?
- Should individuals and societies depend on ideology as a guide or should they follow their common sense (be pragmatic)?

Core Material for Unit 3

Core Content	Core Concepts	Suggested Class Time
The role of the social contract in society (p. 308).	Legitimacy	1 - 2 hours
Societies have to reconcile competing claims to power (p. 310).	Politics	4 - 5 hours
The rise of industrial nation states (p. 312).	Modernization Urbanization	3 - 5 hours
Redefining the social contract in <ul style="list-style-type: none"> • Great Britain (p. 314) • France (p. 322) • Germany (p.328) 	Social contract <ul style="list-style-type: none"> • ideology • interest groups 	5 - 7 hours
	Time to cover the core material	13 hours
	Time available to modify the pacing and timing factors in the Adaptive Dimension	6 hours
	<hr/> Total class time	<hr/> 19 hours

With the remainder of the material not marked core, teachers may choose to work through all, some, or none of these items. This material provides the opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the foundational objectives.

Instruction Plan

Objectives	Instructional Strategies & Methods					Suggested Assessment Techniques															Timelines					
Foundational and Learning Objectives	Strategies					Methods of Organization					Methods of Data Recording			Ongoing Student Activities			Quizzes and Tests									
	Direct	Indirect	Interactive	Experiential	Independent																					
	Methods					Assessment Stations	Individual Assessments	Group Assessments	Contracts	Self- and Peer-Assessments	Portfolios	Anecdotal Records	Observation Checklists	Rating Scales	Written Assignments/Essays	Presentations/Debate/Simulation	Performance Assessments - concept mapping - using analytical grids	Portfolios	Oral Assessment Items	Performance Test Items - concept mapping - using analytical grids	Concept Mapping/Analytical Grids	Short-Answer Items	Matching Items	Multiple-Choice Items	True/False Items	Concept Maps/Grids
Role of Social Organizations	Lecture		Group Work																							
Role of Social Contract			Class Discussion Group Work																							
Decision Making			Class Discussion		Research																					
Role of Government	Lecture				Research																					
Making Decisions in a Democracy	Lecture	Research	Group Work																						summative test	

Content

The Role of the Social Contract in Society

People find it convenient and useful to live together. In order to do this, they form societies which become nations or states.

People cannot live together successfully unless there is some basic agreement about the fundamentals of life that can be relied on to give predictability and order.

Social Contract

Every social grouping has a set of understandings, often tacit, which everyone in the group subscribes to.

Legitimacy

People accept the social contract with little question when the rules of the contract seem legitimate to them.

World View

What is considered legitimate is directly related to the world view of the individuals within the group.

An important basis for a world view and legitimacy is religion.

Traditional Aboriginal societies believed that all things on earth were created by the Creator God and all possessed a spirit. A kinship existed between humans and all other things. Nature would provide for the people if they lived in harmony with it and obeyed its laws.

European perception of the resources of the earth, was influenced by the religious concept that people will have "dominion" over all living creatures. These resources existed for the benefit of people.

Concepts (Knowledge Objectives)

Interdependence

Know that human beings live in society because they can best satisfy their needs and wants by working with other members of society.

Order

Know that social organizations play a significant role in providing order and direction within a society.

Social Contract

Know that a social contract is an agreement which both explicitly and tacitly lays out the rights and duties of all members of the group.

Know that these understandings are also the processes involved in establishing a constitution for an organization and a society.

Legitimacy

Know that legitimacy is the traditional, lawful, or acceptable way of organizing relationships among people.

Judaeo-Christian World View

Know that historically Christianity has been the primary source of legitimacy for European societies.

Know that Christianity's images, metaphors, and values are the bases for most of our mores, laws, and institutions.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using familiar information to develop conceptualizations.

Practise drawing inferences from relationships within the data.

Practise describing cause-effect relationships within the data.

Should individuals and societies attempt to live a value free life?

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (social contract, legitimacy)

Have the students brainstorm to identify the major social contracts within which they must function on a daily basis.

Some examples they might consider are:

- the basic manners we use daily;
- traffic rules;
- business ethics; and,
- school behaviour.

Ask the students to consider why they accept the legitimacy of these contracts.

- What are the fundamental values that lie behind each social contract?
- What, in their opinion, should be the underlying values?
- What are the major sources of values for you personally and for the various contracts within society?

At this stage you might ask the students to think about the social relations among their peers.

- Ask them if, when they interact, they have a set of unwritten rules and agreements which they all must subscribe to if they wish to remain part of the group.
 - Ask them if they can define the agreement and some of the rules and regulations which are part of the deal.
 - Finally ask them why they accept the rules (what gives them legitimacy).
-

Content

Societies Have to Reconcile Competing Claims To Power

Societies are made up of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy their needs/wants.

Individuals within groups do not always agree on how a social organization should be run.

This becomes particularly true when individuals operate from different assumptions and have different goals for the organization.

Individuals and groups within society attempt to control various sources of power in order to use them for their own benefit.

The sources of power in any society are:

- resources;
- organization;
- numbers; and
- information.

Every society has to allocate to some individual, individuals, and/or groups the right to make decisions for society.

One area in which decisions must be made is determining and regulating the production of goods and the distribution of wealth.

Concepts (Knowledge Objectives)

Conflict

Know that not all members of a group accept all aspects of the common understanding governing the group.

Know that tensions between groups over the control of political and economic decision making in society are inevitable.

Power

Know that the sources of power in any society are resources, organization, numbers, and information.

Know that the conflict over control of decision making would be expressed in terms of controlling the sources of power.

Politics

Know that politics is the process of conciliating individuals and groups by giving them a share of valued scarce commodities according to the amount of power they wield within society.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Concept Development Lesson continued (social contract, conflict, power, politics)**

Practise using familiar information to develop conceptualizations.

Practise drawing inferences from relationships within the data.

Practise describing cause-effect relationships within the data.

What should be the balance between freedom and order and equality and hierarchy?

Whose opinion is the best qualified to prevail in this decision making process?

Should freedom be considered more important than order and should equality be considered more important than hierarchy?

Should change in any fundamental relationship within society occur slowly?

The students could now discuss the above social contracts from the values of:

Freedom

- Do they feel that they are restricted too much by the contract?
- Are things so loose that no one knows what is going on?

Equality

- Do they feel they are being treated the same as others?
- Are some who really deserve special treatment being denied it?

Order

- Do they feel that the contract creates an orderly and disciplined approach so that things can be done easily and safely?
- Are things so rigid and orderly that no one can do anything without getting into trouble?

Hierarchy

- Do they feel that those who are competent and efficient are able to do the job and be rewarded for it?
- Is there a special little clique which seems to get everything while the rest get nothing?

Have the students identify which of their social contracts they would most like to change, what terms they would want to re-negotiate and why.

Have the students brainstorm the objections they might encounter and how they could overcome them.

Discuss with the students how their strategies are reflections of the political process.

Content

The Rise of Industrial Nation States

Nineteenth century Europe underwent profound changes as a result of the ideas unleashed by the French revolution and the industrial revolution.

Three countries which led the way in changing their basic social organization were Great Britain, France, and the Germanic States.

Social Change

These societies changed from being rural, agrarian societies to industrialized, urban societies.

The shifts in ideological approach and industrialization contributed to major events such as:

- revolutions of 1825, 1830, and 1848;
- American Civil War; and,
- unification of Germany.

Demographics

Evidence which aptly illustrates that Europe and the United States changed significantly from the beginning of the Nineteenth Century to the end of the Nineteenth Century can be found in the following demographic information:

- total population, rural/urban distribution of population, size of the middle class;
- the proximity of major urban centres to the location of essential resources;
- the location of transportation systems;
- the location and size of industrial complexes;
- distribution of wealth among the classes of society and,
- resource hinterland for each country.

Concepts (Knowledge Objectives)

Modernization

Know that the modern industrial, nation states finds its roots in the changes that occurred in the nineteenth century.

Infrastructure

Know that European societies developed a new social and economic infrastructure which led to urbanization.

Urbanization

Know that industrialization contributed to the urbanization of European societies.

World View

Know that European societies had to deal with a new industrial, urban world view which challenged the perspectives or ideologies of the traditional social organizations.

Change

Know that industrialization and urbanization would require the reorganization of the social and political organizations.

Paradigms

Know that many of the traditional paradigms were no longer able to offer adequate solutions to the new social realities.

Know that during this time a number of new paradigms known as ideologies were developed in an attempt to deal with the changes which were occurring.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- communication skills
- numeracy

Concept Development Lesson (modernization, world view, change, paradigm)

Have the students examine some of the following situations asking themselves what would be the best way to solve the dilemma.

In each situation students will have a choice of a traditional paradigm, a new paradigm, and they could offer a paradigm of their own if they wish.

Practise organizing a classification system which can order data.

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise using criteria as a basis for making a decision.

Situation	Traditional Paradigm	Alternative Paradigm
preserving the forests	depending on natural growth	depending on conservation
pollution of the automobile	building a cleaner running car	moving to public transport
keeping a healthy body	going to the doctor for medicine	keeping fit and eating properly

In each case the students should debate what would be the best way of dealing with the situation.

As part of the debate they should begin to consider the issue of what they would accept as legitimate criteria on which to base a decision.

Content

Redefining the Social Contract

Redefining the Social Contract in Great Britain

The Question of Social Justice

The middle and labouring classes attempted to gain influence in the decision making process. Some historical events in this process were the:

- Combination Acts, 1799;
- Corn Laws, 1815;
- Six Acts, 1817; and
- St. Peter's Field Massacre.

Ideology determines what will be accepted as the traditional, lawful, or logically defensible claims to positions of power for the purpose of decision making.

Ideology

Ideologies are considered important because they:

- help people to understand their environment and order their lives accordingly;
- provide a way of judging and evaluating a confusing variety of issues and world events;
- make the future seem more predictable and impart a feeling of security;
- bind people together by providing them with a common value system and way of looking at the world which contributes to a feeling of belonging; and,
- promise a good life and provide an explanation of how it might be obtained.

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement between the rulers and the ruled which defines the rights and duties of each explicitly and implicitly.

Interest Groups

Know that societies are made up of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy their needs/wants.

Decision Making

Know that each society will establish based on its world view a decision making system.

Know that political decision making occurs in every social organization in an attempt to reconcile the different needs and wants within the organization.

Conflict

Know that societies must manage conflict in some way because unresolved conflict is destructive to the social system.

Politics

Know that societies have to make decisions about how best to reconcile the conflicting interests within society.

Ideology

Know that an ideology is a system of ideas that attempts both to explain the world and to change it.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise organizing a classification system which can order data.

- Incorporating the C.E.L.s
- independent learning
 - critical and creative thinking
 - communication

Concept Development Lesson (ideology, conservatism, liberalism)

As a concept development exercise, have the students look at some modern social issues from an ideological perspective.

Is tradition or reason a better guide to decision making?

Issue	Conservatism	Liberalism
	<ul style="list-style-type: none"> • people need guidance • people need roots • the old values are safer 	<ul style="list-style-type: none"> • people need freedom • people can look after themselves • people are reasonable and make wise choices

Practise drawing inferences from relationships within the data.

Issues

- the use of medical technology
- changing the school system
- metricating society
- changing the work week by shortening hours, allowing Sunday shopping etc.)

Practise drawing cause-effect relationships within the data.

Ask the students to decide:

- what decision about the above issues would be made from each ideology; and
- attempt to explain how a person from each ideology would analyze and support the decision that was made.

Practise examining data using criteria (from ideologies) as a basis for analyzing.

Content

Characteristics common to most ideologies:

- a set of basic assumptions about human nature and society;
- an interpretation of the past;
- an explanation of the present and a vision of the future;
- a goal for which to strive and a strategy with which to achieve this goal;
- a strong emotional appeal which is designed to win converts and encourage action; and,
- a simple, easily understood picture of the world, which it claims is the truth.

Claims To Power In Society

Within any society, there exist individuals and groups which will claim the right to control the society's decision making process.

Traditional claims to power were based on control of the land, adequate force to ensure compliance, and perceived legitimacy.

Traditional claims to power were expressed within the ideological framework of conservatism.

Concepts (Knowledge Objectives)

Ideology

Know that an ideology is similar to a paradigm.

Know that the characteristics common to all ideologies are:

- a set of assumptions,
- an interpretation and explanation the past and present,
- a vision of the future and strategy to achieve that vision, and
- a simple believable picture of reality.

Know that ideologies attract and maintain supporters because they offer predictability, and meaning and purpose as goals.

Know that ideology is a source of identity and also a source of optimism.

Legitimacy

Know that what is considered legitimate is based on the assumptions of the particular ideology individuals subscribe to.

Know that the social contract that existed within a rural society did not meet the needs and interests of an urban society and so was looked on with some suspicion.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise organizing a classification system which can order data.

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise examining data using criteria (from ideologies) as a basis for analyzing.

Should elites be given the responsibility for guiding and directing society?

Should tradition and stability be considered the most important values of society?

Is it best that individuals be freed from the restraints of tradition, custom and authority?

Is it true that in looking after one's own self-interest, one achieves the self-interest of the community?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (social contract, ideology, conservatism, liberalism, politics)

Have the group of students who are investigating Great Britain divide into three groups:

Group A will represent the classes who traditionally have been the elite of British society.

In doing this have them examine the Conservative ideology.

Group B will represent the urban middle classes of British society.

- In doing this have them examine the liberal ideology.
- (As a concept development exercise, have them look at some modern social issues from the liberal perspective.)
- Once they have done this have them apply the liberal ideology as a solution to the case studies on social issues outlined on the following page.

Content

The Traditionalists' Claim to Power

The legitimacy of the traditionalists' claims to power was based upon an ideology which accepted the following values as being the significant determiners of a civilized society:

- tradition;
- hierarchy and order; and
- the divinely ordained order of things as represented by the aristocracy, monarchy, and the church.

Conservative Ideology:

- tend to assume in politics the Christian doctrine of original sin. This means that humans need the guidance and discipline of society so that ethical behaviour and responsible use of liberty is possible;
- believe that humans need to have roots in traditional frameworks which protect them against untested innovations;
- accept that man (sic) could only be tamed by following an ethically trained elite and by education in "prejudices" such as family, religion, and aristocracy (Burke);
- believe that society should be viewed as an organism which evolves naturally and unconsciously; and,
- that Society is indeed a contract...it becomes a partnership not only between those who are living, but between those who are dead, and those who are to be born (Burke).

Concepts (Knowledge Objectives)

Legitimacy

Understand that the traditionalist's resistance to changes in the decision making process was based on the ideological belief that it would be foolhardy to entrust decision making to ordinary people.

Conservative Ideology

Know the fundamental values that form the basis for the conservative paradigm:

Order

- Know that the regulation of social organizations discipline human behaviour to conform to some definite, continuous, and organized patterns of behaviour.
- Know that security based on order and predictability is a fundamental need of people.
- Know that chaos and anarchy is the greatest threat to society because it destroys the ability of the organizations of society to maintain order.

Hierarchy

- Know that a society functions best when an elite with special abilities takes responsibility for the well being of society.
- Those who have the capacity to take responsibility for society should have the necessary powers and privileges to carry out those responsibilities.

Freedom

- Know that freedom without responsibilities or limits can result in chaos.

Conservation

- Know that for the conservative, the need to conserve social order is the fundamental objective in negotiating a social contract.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

**Concept Application Lesson continued
(social contract, ideology, conservatism,
liberalism, politics)**

**Should one group of
people be able to exploit
another group of people?**

**Is the work of one group
of people worth
significantly more than
the work of another group
of people?**

**Group C will represent the classes who
traditionally have been the workers of British
society.**

- **In doing this have them examine their
needs and the two ideologies above.**
- **(As a concept development exercise, have
them look at some modern social issues
from the perspective of the workers.)**
- **Once they have done this have them
decide whether they are satisfied with
either ideology as a solution to the case
studies on social issues outlined below or
whether they might want to define
another ideology which would better serve
their needs.**

**Once the groups have conceptualized their
ideologies have them examine the case
studies below and come to a conclusion about
what is the best course of action to follow.**

- **Combination Acts, 1799**
- **The Corn Laws, 1815**
- **The Six Acts, 1817**
- **St. Peter's Field Massacre**

Content

Non-Traditionalists' Claims to Power

Non-traditional claims to power were based on:

- numbers (rule by majority);
- organizations (new institutions such as unions); and,
- education.

The legitimacy of the non-traditionalists' claims to power evolved out of the ideology of the English, French, and American Revolutions and was based upon belief in:

- progress;
- a new order based on the premises of freedom and equality;
- a new social contract based on the premises of general will and popular sovereignty; and,
- the principles of liberalism and nationalism.

Non-traditional claims to power asserted by the middle and labouring classes were based on the ideology of liberalism.

Liberal Ideology

The fundamental precepts of nineteenth century liberalism were:

- liberalism took from the Bible (Hebrew prophets, the Sermon on the Mount) a sense of the importance of human individuality which frees one from subservience to the group and relaxes the tight hold of custom, law, and morality;
- liberalism sought to protect the individual from arbitrary external restraints that could prevent the full realization of potentialities.

Concepts (Knowledge Objectives)

Change

Know that the growth of the industrial middle class resulted in demands for changes to the decision making process.

Legitimacy

Know that the non-traditionalists were demanding greater political freedom based on the ideology of liberalism.

Liberal Ideology

Know the fundamental values and attitudes that formed the basis for the liberal paradigm:

Freedom

- Know that the freedom to live one's life according to the dictates of one's conscience is the significant value to liberalism.

Order

- Know that the law is the only legitimate restraint on human behaviour, and it has the right to prevent only those actions which will injure others.
- Know that free and open debate in which reason prevails will ensure the orderly administration of a society.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

**Concept Application Lesson continued
(social contract, ideology, conservatism,
liberalism, politics)**

Is tradition or reason a
better guide to decision
making?

Each group should write a set of laws to deal
with these issues and be prepared to defend
them against the other group.

When it comes time for decision making give
the groups their sources of power and have
the rest of the class decide which perspective
or compromise will prevail.

Once the students have completed this
exercise have them compare their results
with the historical cases below:

- Reform Bill, 1832;
- Chartist Movement, 1838;
- Anti-Corn Law League, 1839;
- Reform Bill, 1867; and,
- Reform Bill, 1884.

Content

- believes that individuals if left alone to pursue their own self-interest in an exchange economy will promote the welfare of the group.
- believes that because rational individuals know their own interests best, interference by government will limit the potential of the individual.
- believes that government must not do for the individuals what the individuals can do for themselves.
- believes that the ownership of property is the main qualifier for the rights of citizenship.
- believes that because any power can be tyrannical as any other power, the power of government must be limited or checked.

The outcome of confrontation between classes in Britain resulted in the following:

- Reform Bill, 1832.
- Chartist Movement, 1838.
- Anti-Corn Law League, 1839.
- Reform Bill, 1867.
- Reform Bill, 1884.

Redefining the Social Contract in France

The Question of Social Justice

The following were some of the historical events which played a role in this process:

- the repudiation of the Constitutional Charter;
- limitation of voting rights to a small minority;
- implementation of strict censorship;
- the revolution of 1848; and
- the election of 1848.

Concepts (Knowledge Objectives)

Equality

- Know that all people are equal in the sense that everyone shares human dignity.
- Know that equality of opportunity means giving everyone the opportunity to express their potential.
- Know that all citizens have the right to share in the decision making processes of society.

Hierarchy

- Know that a hierarchy based on merit is legitimate.

Progress

- Know that the creation of a social order which allows for the greatest possible expression of human potential is the fundamental objective in negotiating a new social contract.

Political Decision Making

Know that these political compromises reflected the realities of power at the time.

Know that neither point of view was able to succeed in having its point of view prevail entirely.

Equality

The middle and labouring classes attempted to gain influence in the decision making process.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise organizing a classification system which can order data.

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise examining data using criteria (from ideologies) as a basis for analyzing.

Should elites be given the responsibility for guiding and directing society?

Should tradition and stability be considered the most important values of society?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (social contract, equality, socialism, republicanism)

Have the group of students who are investigating France divide into three groups:

Group A will represent the classes who traditionally have been the elite of French society.

- In doing this have them examine the conservative ideology.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the conservative ideology as a solution to the case studies on social issues outlined below.

Content

Traditional Claims to Power

Traditional claims to power were based on conservative ideology (see above).

Non-Traditional Claims to Power

Non-traditional claims to power were asserted by:

- the middle class who based their claims on the ideology of liberalism (see above);
- those who believed that making the franchise universal (at least for males) would lead to democracy; and
- by the lower class who based their claims on the ideology of socialism.

Socialist Ideology

The fundamental precepts of nineteenth century socialism were:

- socialism took from the New Testament the belief that everyone is important in the sight of God and as such deserves to be treated with equity and respect;
- the injustice, inequalities, and the suffering brought about by capitalist production led to an acquisitive individualism which was wrong; and
- socialism saw the formation of a new community in which the masses would take control of the means of production and the operation of government from the capitalists (then society could be redesigned in ways that would lead to sharing, equity, and harmony so that the potential of every human could be released).

Concepts (Knowledge Objectives)

Power

Know that groups who feel threatened by the change process will use whatever sources of power available to them.

Class Divisions

Know that the classes in the political decision making process will use their sources of power in ways which will suit their well-being.

Republicanism

Know that Republicans disliked:

- the power and privilege of the elites;
- took for granted the liberal program; and
- sought to go beyond liberalism to achieve democracy for the ordinary person.

Socialist Ideology

Know the fundamental values and attitudes that formed the basis of the socialist paradigm:

Equality

- Know that because no person's rights are greater than another's, the basic resources necessary to human existence must be shared equitably.
- Know that there is no equality of opportunity unless society gives an opportunity to those who have never had an opportunity.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Group B will represent the classes who traditionally have been the middle class and from rural French society.

Is it best that individuals be freed from the restraints of tradition, custom and authority?

Is it true that in looking after one's own self-interest, one achieves the self-interest of the community?

- In doing this have half of them examine the liberal ideology.
- Have the other half examine republicanism.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the liberal ideology as a solution to the case studies on social issues outlined on the following page.

Content

Socialists differ on how to achieve this objective. Utopian socialists believe that:

- individuals should be paid according to their contribution to society stipulating that all citizens receive minimum levels of housing, clothing, nourishment, and free access to essential services such as education, health, recreation, and transportation; and,
- all citizens should have equal political rights and a levelling of status differences (some disagreement on the amount of levelling).

Marxists believe that:

- socialism could only be accomplished by nationalizing the means of production completely;
- there is a direction to history which will ultimately allow the workers to control their destinies; and,
- these changes will likely require violence to be achieved.

Democratic socialists believe that:

- selective nationalization of key industries with controlled private ownership of the remainder would be enough; and,
- a "market socialism" in which the market economy is directed and guided by socialist planners would be enough.

The following events played a role in the outcome of the confrontation of the classes in France:

- July Riots of 1830;
- Constitution of the Second Republic;
- June Riots of 1848;
- Victory of Louis Napoleon; and,
- Paris Commune 1871.

Concepts (Knowledge Objectives)

Freedom

- Know that there can be no freedom when one group in society can exploit another group.
- Know that economic freedom from want and exploitation is as important as political freedom.

Hierarchy

- Know that the labour of workers is as important and worthy as the labour of their superiors.
- Know that workers have as much right to be involved in the decisions of their work place and their communities as any other group in society.

Order

- Know that there can be no order within society until there is economic justice.

Progress

- Know that progress means the creation of a social order in which people free from want are free to develop and express their human potential.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Should one group of people be able to exploit another group of people?

Is the work of one group of people worth significantly more than the work of another group of people?

Is tradition or reason a better guide to decision making?

Group C will represent the classes who traditionally have been the urban workers particularly from cities such as Paris.

- In doing this have them examine the Socialist ideology.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the socialist ideology as a solution to the case studies on social issues outlined below.

Once the three groups have conceptualized their ideologies have them examine the case studies below and come to a conclusion about what is the best course of action to follow.

- the repudiation of the constitutional charter
- limitation of voting rights to a small minority
- implementation of strict censorship
- revolution of 1848
- election of 1848

Each group should write a set of laws to deal with these issues and be prepared to defend them against the other groups.

When it comes time for decision making give all groups their sources of power and have the rest of the class decide which perspective or compromise will prevail.

Once the students have completed this exercise have them compare their results with the historical cases below:

- July Riots of 1830;
 - Constitution of the Second Republic;
 - June Riots of 1848;
 - Victory of Louis Napoleon; and,
 - Paris Commune 1871.
-

Content

Redefining the Social Contract in the Germanic Confederation

The Question of Sovereignty in the Germanic Confederation

Unification of the Germanic states into a constitutional monarchy became an overriding issue for this society.

As in most societies, the Germanic states had a number of competing ideological visions of what "Germany" could be.

Prussian Liberal Ideology

- The goals of German liberalism were to transform Prussia into a liberal constitutional monarchy.
- The Prussian monarchy could then initiate a merger between itself and all other German states to establish a unified, liberal nation state.

Prussian Socialist Ideology

- Socialist ideology as outlined by Karl Marx emphasized the following:
 - a view of history as a dialectic in which economic relationships were the driving force for change;
 - the inevitable conflict arising between the bourgeoisie and the proletariat; and
 - the inevitable and ultimate victory of the workers in the class struggle.
- not all German socialists subscribed to Marx's vision.
- German socialists were seen as a threat to those in power and were repressed because they talked about loyalty to the socialist movement rather than loyalty to the German state.
- Eventually even they began to succumb to the attractions of German nationalism.
- Believed in the unification of all German states into a representative democracy.
- They wanted the development of a democratic constitution that would establish:
 - universal voting rights;
 - a ministry of labour;
 - minimum wage legislation; and,
 - a ten-hour working day.

Concepts (Knowledge Objectives)

Unity

Know that unification of the Germanic States into a nation state was a common objective of all political groups in the northern Germanic States.

Culture

Know that the general goals of ideologies such as liberalism, socialism and conservatism will be affected by the goals and values of the society which adopts it.

Nationalism

Know that nationalism is a state of mind in which the individual believes that everyone owes her/his primary loyalty to the nation state.

Ideology

Know that all the ideologies in the Germanic States were affected by the goal of unification and the value of nationalism.

Skills/Abilities Objectives

Practise organizing a classification system which can order data.

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise examining data using criteria (from ideologies) as a basis for analyzing.

Values Objectives

Should elites be given the responsibility for guiding and directing society?

Should tradition and stability be considered the most important values of society?

Is it best that individuals be freed from the restraints of tradition, custom, and authority?

Is it true that in looking after one's own self-interest, one achieves the self-interest of the community?

Suggested Teaching & Evaluation Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Have the group of students who are investigating the Germanic States divide into three groups:

Group A will represent the classes who traditionally have been the elite of Prussian society.

- In doing this have them examine the Conservative ideology.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the conservative ideology as a solution to the case studies on social issues outlined on the following page.

Group B will represent the classes who traditionally have been the middle class.

- In doing this have them examine the Liberal ideology.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the liberal ideology as a solution to the case studies on social issues outlined on the following page.

Group C will represent the classes who traditionally have been the urban workers.

- In doing this have them examine the Socialist (Marxist) ideology.
- (As a concept development exercise, have them look at some modern social issues from this perspective.)
- Once they have done this have them apply the socialist ideology as a solution to the case studies on social issues outlined on the following page.

Content

Prussian Conservative Ideology

The overriding goals for Prussian conservatives were the unification of all the German states into a conservative Prussian Empire, ruled by an absolute monarch.

They believed that the highest priority was dedication to and identification with the nation state.

They also believed that militarism would:

- ensure an effective system of defense in the growing rivalry with Austria;
- promote a strong sense of national identity among the Prussian people by fostering:
 - high levels of efficiency and complete obedience to the state.
 - a strong sense of self discipline and military attitudes in daily life.

"If a compromise cannot be arrived at and a conflict arises, then the conflict becomes a question of power."

Otto von Bismarck

Some of the following events played a significant role in the ideological balance that developed in Germany in the 1860's and 70's:

- Austro-Prussian War, 1866;
- ideological compromise;
- constitution of 1866;
- national social security;
- policy of protectionism; and,
- Franco-Prussian War, 1870.

A unified Germany which was militarily and economically dynamic, was viewed as a threat by the other major powers. They sought security through developing alliances and expanding their colonial possessions. The possession of an empire was seen as a political, economic and military advantage.

Concepts (Knowledge Objectives)

Conservative Nationalism

Know that the conservative nationalists regarded liberal and social nationalism as a serious threat to their decision making authority.

Militarism

Know that conservatives believed that a world without law and the power to enforce the law would rapidly degenerate into a state of war where the strong would devour the weak.

Know that the Prussians regarded themselves as a small weak country surrounded by powerful aggressive neighbours who would destroy Prussia if it seemed necessary.

Pragmatism

Understand that political pragmatism was a political philosophy which argued that the effectiveness of policy decisions had to be evaluated according to their practical consequences.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Should one group of people be able to exploit another group of people?

Is the work of one group of people worth significantly more than the work of another group of people?

What should be the basis on which issues of power are handled?

Is tradition or reason a better guide to decision making?

Once the three groups have conceptualized their ideologies have them examine the case studies below and come to a conclusion about what is the best course of action to follow.

- Sovereignty of a unified Germany.
- Individual freedom vs.:
- national and international power
- political and social security
- economic stability and wealth

Each group should write a set of laws to deal with these issues and be prepared to defend them against the other groups.

When it comes time for decision making give all groups their sources of power and have the rest of the class decide which perspective or compromise will prevail.

Once the students have completed this exercise have them compare their results with the historical cases below:

- Austro-Prussian War, 1866;
- ideological compromise;
- constitution of 1867;
- national social security;
- policy of protectionism; and,
- Franco-Prussian War, 1870.

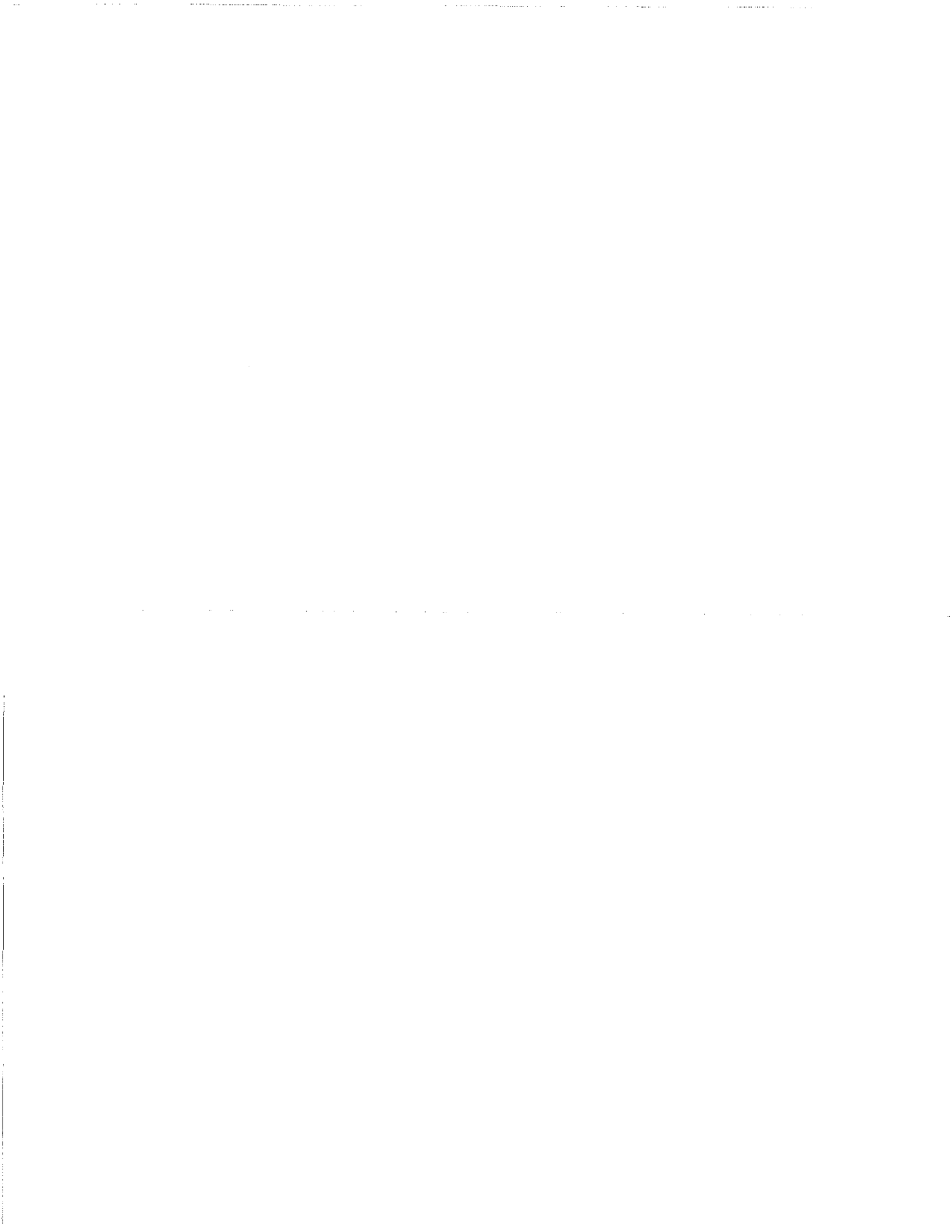
They could also discuss the following statements:

"The great questions of the day will not be decided by speeches...but by blood and iron."

Bismarck

"We thought by agitation we could transform Germany. But...almost all the elements of our political system have been shown erroneous by the facts themselves...Yet we have experienced a miracle almost without parallel. The victory of our principles would have brought us misery, whereas the defeat of our principles has brought us salvation.

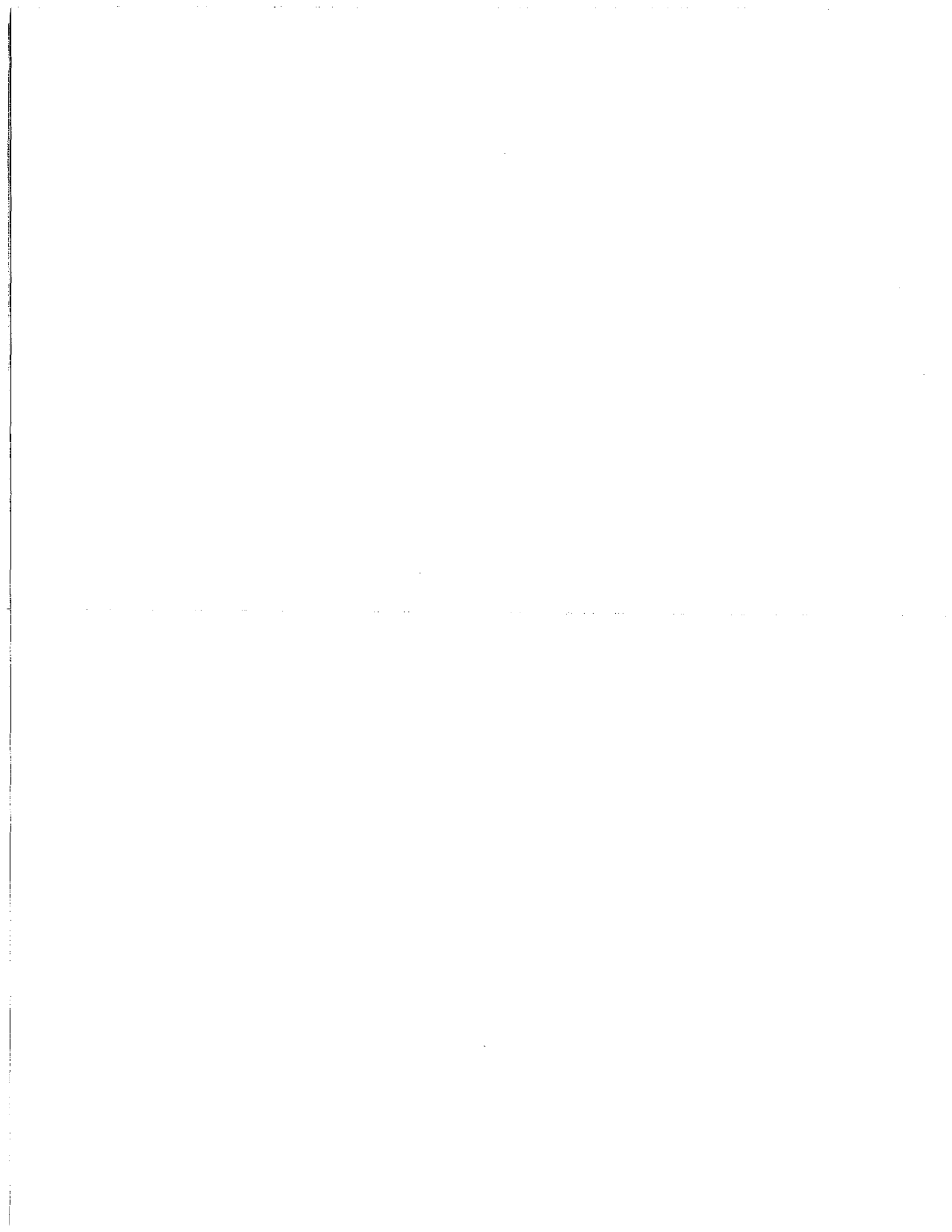
Hermann Baumgarten



Unit IV
Imperialism
International Economic Organizations

The ideal of a single civilization for everyone, implicit in the cult of progress and technique impoverishes and mutilates us.

Octavio Paz



Unit Overview

The profound economic and political changes wrought by the industrial revolution were not confined to nineteenth century Europe and the United States. The perceived need for ever expanding markets and sources of raw resources to fuel the factories accentuated the competition among the industrialized giants and profoundly impacted on the non-industrialized world.

Britain, Germany, France and the United States felt that the acquisition of colonies would secure necessary raw resources and markets, which would ensure the well-being of their respective citizens. China and Japan reacted differently to the desire of industrialized powers for secure markets and their responses are noted.

North America and its Aboriginal inhabitants were not immune from the desire to control markets and resources. During the early years of the nineteenth century, the American government instituted a program which led to the forcible eviction of the Cherokee people of the Southeastern part of the United States. The concept of sovereignty is relevant when investigating such political actions.

Unit 4

Foundational Objectives

Concept: Acculturation

Knowledge

- Know that a hinterland is a tributary region which may be rural and/or urban. It is connected by a transportation system and is used to supply resources or markets for an urban centre.
- Know that nation states are concerned about their ability to hold necessary hinterlands and to protect the transportation lines to those hinterlands.
- Know that nations are always tempted to use whatever power they have to protect themselves against the insecurity of competition.
- Know that imperialism is the control of the sovereignty of one nation by another nation.
- Know that in general terms the relationships between cultures can be based on:
 - accommodation;
 - assimilation;
 - segregation; and,
 - annihilation.

Skills/Abilities

- Practise collecting and using data in a systematic way.
- Practise describing and defining the main parts of a situation, structure, or organization.
- Practise stating a proposition that is testable and guides the search for data.
- Practise stating how the parts are related to each other and to the whole.
- Practise describing cause-effect relationships.

Values

- On what basis (criteria) can the claims of nations be considered legitimate?
- What actions may nations use to achieve their goals that are appropriate morally and ethically?

Core Material for Unit 4

Core Content	Core Concepts	Suggested Time Allotment
Economic and political changes caused by industrialization (p. 408).	Science and technology Industrialization and change	1 - 2 hours
The problem of finding economic opportunities for profit and jobs (p. 410) <ul style="list-style-type: none"> • international competition for resources and markets • protecting self-interest 	Strategic interest Militarism	2 - 4 hours
The use of national power to protect national self-interest (p. 414).	Imperialism Acculturation <ul style="list-style-type: none"> • accommodation • assimilation • segregation 	3 - 5 hours
Imperialism in North America in the 18th and 19th centuries (p. 418).	Human rights Nationhood Sovereignty Constitutionality Power	5 - 8 hours
	Time to cover the core material	11 hours
	Time available to modify the pacing and timing factors in the Adaptive Dimension	8 hours
Total class time		19 hours

With the remainder of the material not marked core, teachers may choose to work through all, some, or none of these items. This material provides the opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concept while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the foundational objectives.

Content

The Protection of National Interests by the Nation State

Policies of the nation state were built on the assumption that survival in the real world requires the ability to compete successfully for power.

Britain, France, Germany, Russia, and the United States had developed historical imperial interests some of which were either new or were exaggerated by industrialization.

Economic and Political Changes Caused by Industrialization

- The value of world trade between 1800 and 1914 grew by twenty-five times.
- The population of Europe grew from around 188 million to 432 million between 1800 and 1900.
- Most European emigrants were poor rural folk half of whom migrated to North America.

Interdependence

The industrialization and urbanization of European nations made its citizens increasingly interdependent.

Individuals came to believe that the satisfaction of their needs and wants depended on the well being of their nation.

The Problem of Surplus Production

Industrialization meant that nations willingly produced more than they could consume. Once this happened they then became competitive traders searching for markets in which they could sell their surplus production profitably.

Concepts (Knowledge Objectives)

Sovereignty

Know that sovereignty is the power to make and enforce decisions about any matter that is recognized to be within a defined jurisdiction.

Know that those in charge of nation states were concerned with maintaining enough power to control events both inside and outside of the nation.

Science and Technology

Understand that science and technology were among the factors that enabled and promoted economic and population growth, fostered European emigration, and encouraged foreign investment in all areas of the world.

Industrialization and Change:

Power

Know that industrialization changed significantly the sources of power and their expression.

Interdependence

Know that the effect of industrialization was to change relationships within nations and between nations.

Acculturation

Know that European culture would be exported to all parts of the world by the power of technology and trade.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise describing and defining the main parts of a situation.

Practise describing cause-effect relationships.

Practise stating how the parts are related to each other and to the whole.

Should all citizens and groups, within a nation, have equal participation in the formation of the economic and political long-term policies of their nation?

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- independent learning

Concept Development Lesson (sovereignty, science and technology, industrialization and change)

Have the students break into four groups representing the major industrialized nations of the late Nineteenth century: Britain, France, Germany and the United States of America.

Have each group examine the data on its particular country to get a picture of its geographic, economic, and political status.

Each group should prepare a report outlining its country's:

- economic ability to grow industrially, create employment, and offer a reasonable standard of living to its citizens; and,
- political ability to maintain unity among its citizens, to create a sense of satisfaction, and to maintain a military which will provide an ability to protect its sovereignty.

The reports should also outline each country's prospects for the future.

- What are the concerns that each country has?
- What is a reasonable set of policies for each country to follow given the above realities?

Given the above concerns and policies, have each group consult an atlas to consider what territories and trade routes seem to be critical for their nation.

Content

The Problem of Finding Economic Opportunities for Profit and Jobs

Governments increasingly felt pressure to respond to the demands of their citizens for economic opportunities, for security, and for prestige.

As more and more nations industrialized, the competition for resources and markets increased.

Nations had built up business enterprises which were intended to maximize profits.

By the late 1870's France, Germany and the United States were industrializing rapidly in a determined effort to compete with the United Kingdom.

They began to erect tariff barriers which changed Britain's trade:

- in 1820 Europe bought 50% of Britain's goods and India bought 6%; but,
- in 1850 Europe bought 16% and India bought 25%.

International Competition for Resources and Markets

Britain found that she was losing her early lead and facing tough competition.

- Britain found that her old colonial possessions (Canada and India) were increasingly valuable as a source of resources and markets.

Concepts (Knowledge Objectives)

Standard of living

Know that standard of living is a measure of the consumption of goods and services that individuals and groups privately and/or collectively can achieve.

Know that the perception of standard of living depends upon the social expectations that are being applied as criteria for comparison.

Know that individuals began to hold the state responsible for the level of standard of living.

Know that in capitalistic, market economies the search for jobs and investment opportunities is a fundamental concern of all individuals.

Know that governments undergo a great deal of pressure to maintain a high standard of living for their citizens.

Protectionism

Know that, by erecting protective tariffs, France, Germany, and the United States had a major impact on the availability of markets and resources for British industries.

National Power

Know that nations who wished to be considered great powers were very concerned to protect what they saw as their strategic interests.

Know that in the nineteenth century gaining and preserving power was the most significant goal a nation could aspire to.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

On what basis (criteria) can the claims of these nations be considered legitimate?

Who should decide what criteria should be used?

Concept Development Lesson continued

Once each group has done the above research, have a conference where each group announces its conclusions and its claims. Allow time for some debate between groups with competing claims. Once this is done, discuss with the students the historical record of the latter part of the Nineteenth century.

Incorporating the C.E.L.s

- critical and creative thinking
- communication

Concept Development Lesson (interdependence, standard of living, protectionism)

Review with the students the fundamental concepts that they have been studying by asking the students to make a list of the job opportunities that might be available to them in the next ten years.

- Then have them consider how many of these jobs are dependent on foreign trade in some way.
- They could do this by asking themselves what is the cumulative effect on Canada's economy of the loss of wheat sales, oil, uranium, lumber, pulp and paper, fish, metals, etc.

Practise using one's personal situation and experience as a source of data.

Practise using this data to develop an understanding of important concepts.

Who is responsible for maintaining job opportunities for the population.

Which actions of nations to achieve their goals are appropriate and which are inappropriate?

Discuss with students:

- what kind of action would they see the Canadian government taking in protecting the Canadian economy.

Content

Protecting Self-interest

One way of increasing profits was to use the state as a means of seizing more economic power.

The German and French industries found that their sources of resources and secure markets were not as good as those of England and the United States and so they became increasingly interested in finding colonies to supply the resources and markets which would allow their economies to continue to grow.

Modern specialized economies must move resources from their place of origin to their place of manufacture and then to a market. Without an efficient and inexpensive transportation system this process would not be possible.

This led to the concentrated efforts on the part of Germany, France, the United States, and Britain to secure both markets and resources. The European states, between 1840 and 1914 invested \$40 billion in acquiring and securing markets and resources.

The global land grab led to conflict among the industrialized powers. Control over the major world trading routes was deemed essential.

Competition for a monopoly over the ports and waterways along major trading routes continued in various parts of the world.

- Suez Canal
- Malta
- Hong Kong
- Panama Canal
- Straits of Gibraltar
- Straits of the Dardanelles

Concepts (Knowledge Objectives)

Strategic Interest

Know that a strategic interest would be something which a nation would consider to be a basic source of power without which it could not protect its sovereignty.

Hinterland

Know that a hinterland is a tributary region which may be rural and/or urban. It is connected by a transportation system and is used to supply resources or markets for an urban centre.

Economic Growth

Know that the wealth necessary to support the power of a modern industrial state flows from its ability to produce surplus wealth which can in turn be used to develop more productive capacity.

International Trade

Know that many European nations began to look outside the borders of European nations for opportunities to invest and trade.

Know that a nation state would see its ability to hold necessary hinterlands and to protect the transportation lines to those hinterlands as a strategic interest.

Know that nations are always tempted to use whatever power they have to protect themselves against the insecurity of competition.

Know that technological change encouraged various kinds of races among nations (navies, exploration, appropriation of strategic territories, railroad building, etc.)

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise creating a grid which shows interrelationships.

Is it possible for a nation to be politically powerful but economically relatively weak?

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- independent learning

Concept Application Lesson (national power, strategic interest, economic growth, trade, militarism)

Using library or classroom resources, (see activity guide for statistics and commentary) have students do an assessment of nineteenth century nations of the world in terms of their national power.

- Encourage students to make up a set of criteria that determines a nation's power.
- Have students brainstorm a list of powerful nations and determine an order of power based on the criteria they have established.

Practise concept mapping as a way of showing cause-effect relationships.

Once students have had the above conceptual development/clarification activity, organize the students into pairs and have them complete a concept mapping activity in which they are required to establish the interrelationships among the concepts which are significant in determining levels of national power.

The teacher could also present the students with packages of cards on which the concepts, events, and outcomes have been identified. Their task would then be to assemble the cards in a manner that would reflect their understanding of these interrelationships.

Content

Control of trading routes included controlling important strategic areas as well. Technological change made it difficult to always predict what might be an important potential strategic area.

The Use of National Power to Protect National Self-interest

Nations will use their power to dominate other countries politically, economically, and/or culturally.

Nations will justify their imperialism to themselves with an assortment of rationalizations which are often based on ethnocentrism and/or racism.

Imperialism in China 1820-1900

China was a major target of European Imperialism. A number of significant events that occurred during this period are listed below.

- Opium Trade
- First and Second Opium Wars
- Treaty of Nanking, 1842
- Tientsin Treaty, 1858
- Peking Conventions, 1860

The Chinese culture attempted to deal with the European culture by attempting to isolate themselves from any contact with the Europeans whom they considered barbarians.

Concepts (Knowledge Objectives)

Militarism

Know that militarism was also seen as the way to guarantee national and international security in light of increasing economic competition and political tensions among European nations.

Know that an important outcome of successfully competing in the international arena would be enhanced glory and honour of the state thereby fostering a greater sense of nationalism among its citizens.

Imperialism

Know that imperialism is the control of the sovereignty of one nation by another nation.

Know that imperialism was encouraged by a number of motives:

- desire to seek religious converts
- sense of adventure and curiosity
- desire to acquire wealth and fame.

Know that a major motivation for imperialism was the need to secure access to new markets and resources in a highly competitive world.

Acculturation

Acculturation is the process of modifying the culture of one group through the influence of the culture of another group.

Know that in general terms the relationships between cultures can be based on accommodation, assimilation, segregation, and annihilation.

Segregation

Know that segregation occurs where one population exists apart from another population. Contact and a sharing of cultures does not readily occur.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using personal situations and experiences as a source of data.

Practise using this data to develop an understanding of important concepts.

Incorporating the C.E.L.s

- personal and social values and skills

Concept Development Lesson
(acculturation, accommodation, assimilation, segregation, annihilation)

As a concept development process, have students discuss their personal reaction to a policy decision that their high school is to be merged with a bigger, more successful collegiate that has a reputation for being a "winner" in everything they do. Say to the students that a policy decision is being made as to the best way to go about this merger. Should it be done by:

- allowing each school to keep the best parts of its identity and creating a new identity for both out of the old identities? (accommodation)
 - assuming that the bigger school obviously is the most successful and that the students should become loyal members of that school and do everything its way? (assimilation)
 - putting both groups in the same building but keeping them apart so that they can both continue to do things the way they have always done them? (segregation)
 - burning down the smaller school, and brainwashing its students and teachers, so that they have no positive memories of their school and want to become members in every way of the new school? (annihilation)
-

Content

"May our country, taking what is good, and rejecting what is bad, be not inferior to any other." - *Emperor, 1867*

Background Information

The Japanese response to European contact prior to the 19th century was based on:

- policies of total isolation; and
- ruthless persecution of Japanese Christians.

The United States was not prepared to allow Japan and its markets to remain isolated.

An American naval flotilla, commanded by Commodore Matthew Perry, "persuaded" the Japanese to negotiate a restricted trade agreement. The Japanese were more impressed by the American military technology rather than the potential benefits of trade with the Westerners.

In line with the competitive spirit of the day, the Americans did not extend the status as a most-favoured-nation, as negotiated in the trade agreement, to America's trade rivals.

The Japanese response to the new reality of the presence of the West was to adopt policies of modernization. A failure to modernize would make Japan as vulnerable, as China, to the Western Powers.

Included in the modernization program were:

- abolition of the shogunate;
- establishment of the Meiji, an era of enlightened government; and,
- the adoption of Western technology to bring about an Industrial Revolution on Japan's terms. This industrialization transformation included:
 - development of a textile industry;
 - development of a modern banking system;
 - adoption of Western law codes;
 - adoption of a constitution and an elected two-house legislature;
 - development of a system of public education;
 - development of a modern army and navy; and,
 - adoption of policies of imperialism.

Concepts (Knowledge Objectives)

Segregation

Know that the Japanese culture initially dealt with the European culture on the basis of segregation.

Accommodation

Know that the Japanese policy towards foreign cultures shifted to that of accommodation.

Know that accommodation occurs when two or more cultures live side by side, maintaining their own identity yet sharing specific aspects of each culture.

Know that accommodation is a process of acculturation in which cultures attempt to live and work together for mutual benefit and survival.

Know the mutual benefits that can occur among two cultures when acculturation occurs through accommodation rather than one of the other approaches.

Strategic Interests

Know that it is usual for the strategic interests of nations to come into conflict.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using personal situation and experiences as a source of data.

Practise using this data to develop an understanding of important concepts.

Should a nation with the power be able to use the resources of the less powerful?

Should resources which might be useful to many people be left untapped if the people living in an area do not wish to develop them?

On what basis do you decide whether a resource is being used effectively or not?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication
- numeracy

Concept Development Lesson
(acculturation, accommodation, assimilation, segregation, annihilation, strategic interests)

Challenge the students to consider how they would feel if a large country decided it had some valid (from their perspective) reasons to take over Canada.

- Suppose the country tried to do it as peacefully as possible using various kinds of propaganda to convince Canadians this would be a good thing for them.
- Secondly suppose that the country which wanted to take over Canada was scientifically and technologically superior.

Ask the students how they would react to such a situation:

- how would they decide whether Canada was better off being a colony?
- on the emotional level, how would they feel about Canada being run by "foreigners"?
- how would they see Canada getting the benefit of a relationship with this nation and still maintain its sovereignty?

Now point out to students that many countries in the last half of the nineteenth century faced this kind of situation.

Suggest to students that other countries have faced this dilemma. How did they handle this situation?

Content

Japanese Imperialism

Japanese leaders watched the rivalry for control of Asia's markets. They realized that a nation's strength depended on secure markets and resources. Japan embarked on a program of territorial expansion. This led to conflict:

- Sino-Japanese War, 1894-95; and
- Russo-Japanese War, 1904-05.

Imperialism in Egypt

The rapid modernization process had a number of political and economic consequences for Egypt:

- rapid increases in resource production and international trade; and
- a burden of enormous debts accrued in efforts to modernize systems of communication.

Britain and France were eager to intervene politically to oversee Egyptian finances in order to get direct political control of Egypt and the Suez Canal.

Britain desired to control the Suez Canal. Control of the canal would secure Britain's link with its most important colony, India.

Rivalry between Britain and France resulted in strained relations when Britain ended up controlling Egypt.

Imperialism in North America in the 18th and 19th Centuries

"It may be regarded as certain that not a foot of land will ever be taken from the Indians without their consent. The sacredness of their rights is felt by all thinking persons in America as much as in Europe."

Thomas Jefferson, 1786

Concepts (Knowledge Objectives)

Assimilation

Know that the policies of the Egyptian government were to encourage the rapid westernization of the Egyptian economy in an attempt to duplicate Europe's economic success.

Know that assimilation occurs when a less powerful culture is merged with another dominant culture so that the identity of the assimilated culture is lost.

Economic Growth

Understand that it was the potential for economic gain that attracted foreign investors to Egypt.

Strategic Interests

Know that Britain saw Egypt as an important key to the fulfillment of British policies regarding its trading routes and its ambitions in Africa.

Note to the teacher: There are alternative or supplementary studies in other parts of the world which are somewhat comparable. Some examples are:

- the Sepoy Mutiny of 1857;
- the Northwest Resistance of 1885; and,
- the Boxer Rebellion of 1900.

The issues and concepts of each historical example are somewhat similar. Students who wish to be challenged might take on a world study of this phenomenon.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise key abilities in analysing a situation:

- describing and defining the main parts;
- describing cause-effect or other relationships;
- describing a structure or organization;
- stating how parts are related to each other and to the whole; and,
- grouping data under each part, relationship, or structural component.

On what bases should nations interact with each other?

Should a nation with the power be able to use the resources of the less powerful?

Should resources which might be useful to many people be left untapped if the people living in an area do not wish to develop them?

On what basis do you decide whether a resource is being used effectively or not?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (acculturation, segregation, accommodation)

Have one group of students analyze the Japanese situation to trace the effect of using the strategies of segregation and accommodation by the Japanese.

- Why did the policy work or not work?
- What was the long term impact of these strategies on the Japanese and the world economy?

Have another group of students examine the policies of segregation which China followed.

- Why did the policy work or not work?
- What was the long term impact of these strategies on Chinese and world economies?

Have another group of students examine the policies of assimilation which Egypt followed.

- Why did the policy work or not work?
- What was the long term impact of these strategies on the Egyptian and world economies?

Have a fourth group of students examine the policies of assimilation which the Cherokee followed.

- Why did the policy work or not work?
- What was the long term impact of these strategies on the Cherokee and world economies?

Content

The United States and The Cherokee Nation, 1763-1839 A.D.

Geographic Orientation of the Cherokee to 1830

The Southeastern part of the United States was the traditional Cherokee homeland. It encompassed parts of the Carolinas, Georgia, Tennessee and Alabama.

The so-called "Five Civilized Tribes" who lived in this area were the Choctaw, Chickasaw, Seminole, Creek, and Cherokee Nations.

Aboriginal Sovereignty

Aboriginal sovereignty as perceived by the Indian peoples of North America was quite different than the way European cultures perceived it.

The British Royal Proclamation in 1763 confirmed Aboriginal sovereignty. British recognition of the land rights of the Aboriginal Peoples angered American colonists.

American colonists who wished to move westward did not wish to recognize that someone owned the frontier lands.

Policies of the American Government

Following its independence from Britain, the American government repudiated British policies including the Royal Proclamation of 1763.

There was a growing movement by the southeastern states to forcibly remove the Indian Nations to frontier areas.

Concepts (Knowledge Objectives)

Human Rights

Know that in theoretical terms such as natural justice the rights of indigenous peoples were recognized as being the same as those of European peoples.

Know that the rights which are outlined in such documents as the American Bill of Rights apply as much to Indigenous Peoples as they do to people of European extraction.

Nationhood

Know that the Cherokee Nation was comprised of sophisticated political, economic, social, educational and cultural institutions.

Sovereignty

Know that sovereignty is the supreme, absolute and inherent power by which any independent state is governed.

Know that the traditional Aboriginal perspective on sovereignty believes that:

- sovereignty originates from The Creator;
- it flows through to the land of North America; and then,
- flows from the land to the Indian peoples, cultures and Nations.

Know that the federal government of the United States by these actions was enforcing policies of cultural annihilation.

Know that cultural annihilation is the destruction of one culture by another.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise key abilities in analysing a situation:

- describing and defining the main parts;
- describing cause-effect or other relationships;
- describing structure or organization;
- stating how parts are related to each other and to the whole; and,
- grouping data under each part, relationship, or structural component.

Does "might make right" the actions of a nation that has the power to carry out its wishes?

Should a nation with the power be able to use the resources of the less powerful?

Can nations like people be guilty of theft?

Should resources which might be useful to many people be left untapped if the people living in an area do not wish to develop them?

On what basis do you decide whether a resource is being used effectively or not?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (nationhood, sovereignty, acculturation)

The Cherokee story is one of many stories where the strategic interests of Aboriginal peoples came into a serious conflict with the strategic interests of another nation.

Point out to the students that countries such as the United States with its constitution and the United Kingdom with its social contract made it mandatory that the rights of life, liberty, and property of all peoples be respected.

These nations professed to believe that the treatment of Indigenous peoples who live within territory that they are attempting to make a claim on have to be handled legally.

Many Indigenous peoples were not interested in being part of a Eurocentric empire and so there are cases where these people have resorted to force to "resist" what they saw as unjustified encroachment on their traditional territories and way of life by Europeans.

These people lacked the resources to successfully resist the Europeans and often found themselves on trial for breaking European law.

A useful activity for the students would be to simulate these trials so that the issues involved here could be discussed from both points of view.

Content

The Trail of Tears (1830-40)

The Cherokee peoples had taken a number of significant steps to establish their nationhood:

- they actively created and maintained a system of roads, schools, and churches within their homeland.

Laws were passed by the Georgia Legislature (1829) to effectively deprive Indian citizens of their rights.

The United States' Supreme Court ruled in support of the Cherokee Nation but President Jackson refused to enforce the Supreme Court decision.

The U.S. Federal Government created the right for itself to quarantine Indian people so they could "civilize" them.

The Cherokee Nation was forcibly "removed" from their homeland during the years 1838-39.

Concepts (Knowledge Objectives)

Sovereignty

Know that when a group of people come together and work out a social contract and actively maintain that contract, then they have a de facto legal right to claim the sovereignty of nationhood.

Constitutionality

Know that countries such as the United States with its constitution and the United Kingdom with its common law made it mandatory that the rights of life, liberty, and property of all peoples be respected.

Know that the U.S. Supreme Court upheld the fundamental political and legal rights of the Cherokee Nation.

Power

Know that the U.S. Federal Government refused to honour the treaties with Indian Nations it had duly affirmed and recognized.

Segregation

Know the 'human costs' of The Trail of Tears upon the Cherokee Nation.

Know that the Cherokee Nation and certain other Indian Nations were once forcibly removed by the U.S. federal government from their traditional homelands.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise key abilities in analysing a situation:

- describing and defining the main parts;
- describing cause-effect or other relationships;
- describing structure or organization;
- stating how parts are related to each other and to the whole; and,
- grouping data under each part, relationship, or structural component.

What gives one group of people a moral and legal right to behave as a nation and not another group of people?

Should the constitutional rights of an unpopular minority be protected against the wishes of the majority?

**Concept Development Lesson continued
(nationhood, sovereignty, acculturation)**

Have the students simulate the court case that went on between the Cherokees and U.S. government.

(There are other trials which could be done: Riel, the Sepoys, or the Boxers for example. This would make sure that all members of the class had an opportunity to participate.)

The following could serve as a guideline:

- The Cherokee people, led by the President of the Cherokee National Committee John Ross (Kooweskoowe), initiated various legal actions to overturn the legislation of the state of Georgia (1829).
- Chief Justice John Marshall of the United States Supreme Court ruled that the Cherokee Nation constituted a domestically-dependent state. As a state, the Cherokee Nation could not be affected adversely by the laws of Georgia. Georgia's actions were unconstitutional and in violation of the treaties established between the Cherokee and The United States' Federal Government.
- President Andrew Jackson refused to give federal support to the Supreme Court's decision. Jackson did give support to the states' movement to enforce the "Indian Removal Act", by assigning federal troops to forcibly remove the members of the five civilized Tribes to "Indian Territory".

The study should also include profiles of Ross, Marshall, and Jackson.

Content

Consequences of Imperialism

By the closing decades of the nineteenth century, the powers of Europe and the United States, exerted political, military and economic authority throughout the world.

The acquisition of colonies, the formation of economic and political spheres of influences and a global military presence, impacted on the Indigenous peoples of Africa, Asia and the Americas.

Concern for the rights and interests of the Indigenous people were not deemed by the colonizers as being of paramount importance.

For Europe, colonies were seen as important keys to national security, military power, and national prestige.

The rivalry for colonies was both fuelled by and in turn accentuated the growing mistrust which characterized the international politics of the late nineteenth century industrialized world.

Concepts (Knowledge Objectives)

National Power

Know that in order to protect their sovereignty, nations endeavour to develop sources of power such as the industrial capacity to produce arms, self-sufficiency in food supplies, a large, loyal population to supply the military, and the necessary territory to support these needs.

Imperialism

Know that many European economies were unable because of tradition or lack of economic growth to provide the opportunities which people were demanding.

Know that many Europeans were looking to other parts of the world to find opportunities to build a better life.

Human Rights

Know that the question of reconciling the demands of Europeans with the rights of indigenous peoples were usually resolved in favour of the Europeans.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- Independent Learning
- Critical and Creative Thinking
- Personal and Social Values and Skills

Concept Application Lesson:
Imperialism, National Power

In a class discussion, investigate the internal pressures a European government would be under, at this time, to conduct a foreign policy aimed at establishing colonies and zones of economic control.

Form two groups of students with one group supporting an imperialist foreign policy and one group opposed to such a policy.

The groups are to prepare class presentations focusing on the following issues:

Group supporting imperialism.

Identify the groups, within the nation, which would support the establishment of colonies?

Provide a rationale for the establishment of colonies from the perspectives of those individuals and groups within the nation supporting the establishment of colonies.

Individual members of this group could be delegated to represent the particular individuals and/or groups supporting imperialism.

Groups opposing imperialism:

Identify groups who would oppose the establishment of colonies.

Have the members of this group focus on the same issues but from the perspective of those opposing imperialism.

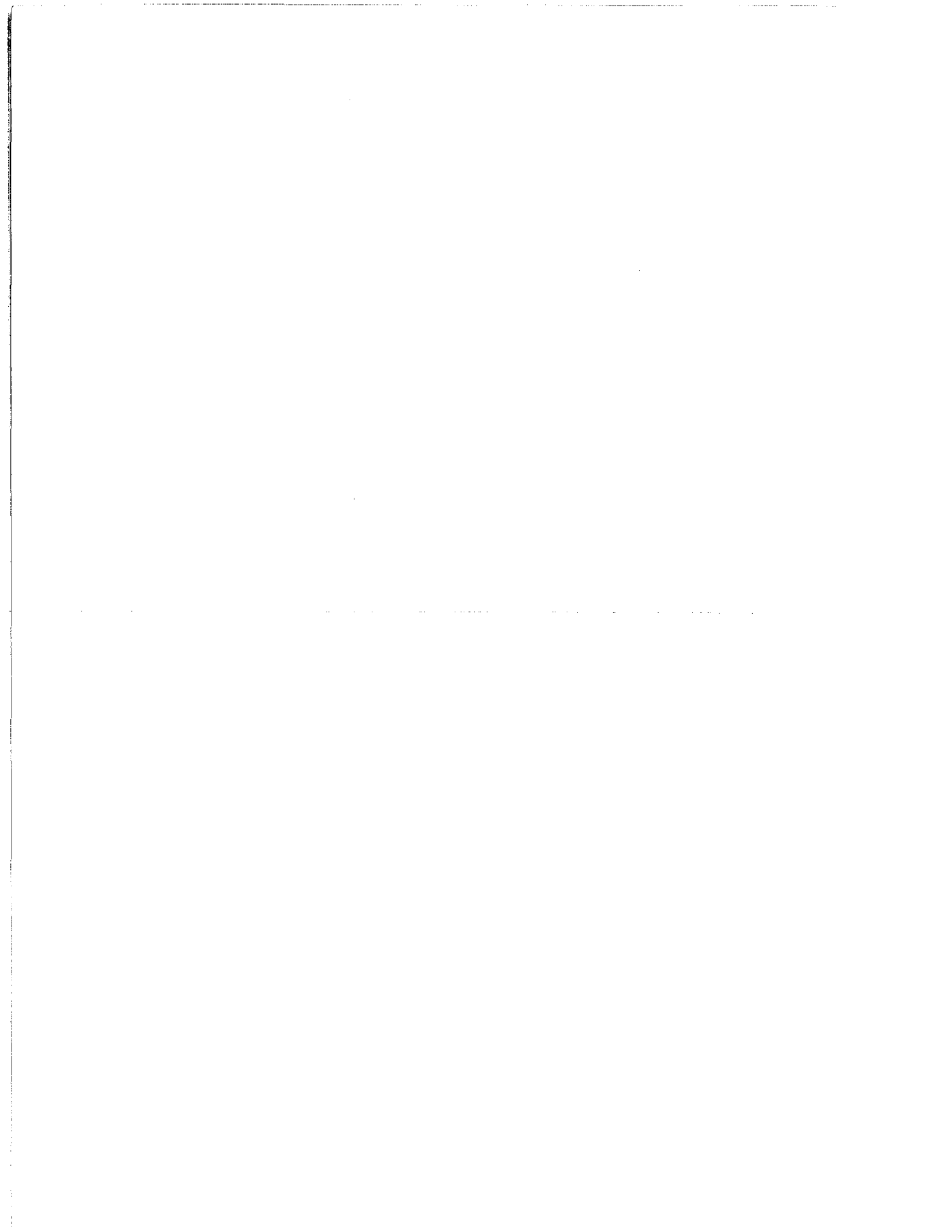
Practise identifying unstated assumptions.

Practise identifying connections, interactions, and arrangement of parts.

Should the interests of the people of the colonized regions be considered by the colonizing power?

Was there an alternative strategy to establishing colonies for the European powers to ensure the economic and political well-being of the nation?

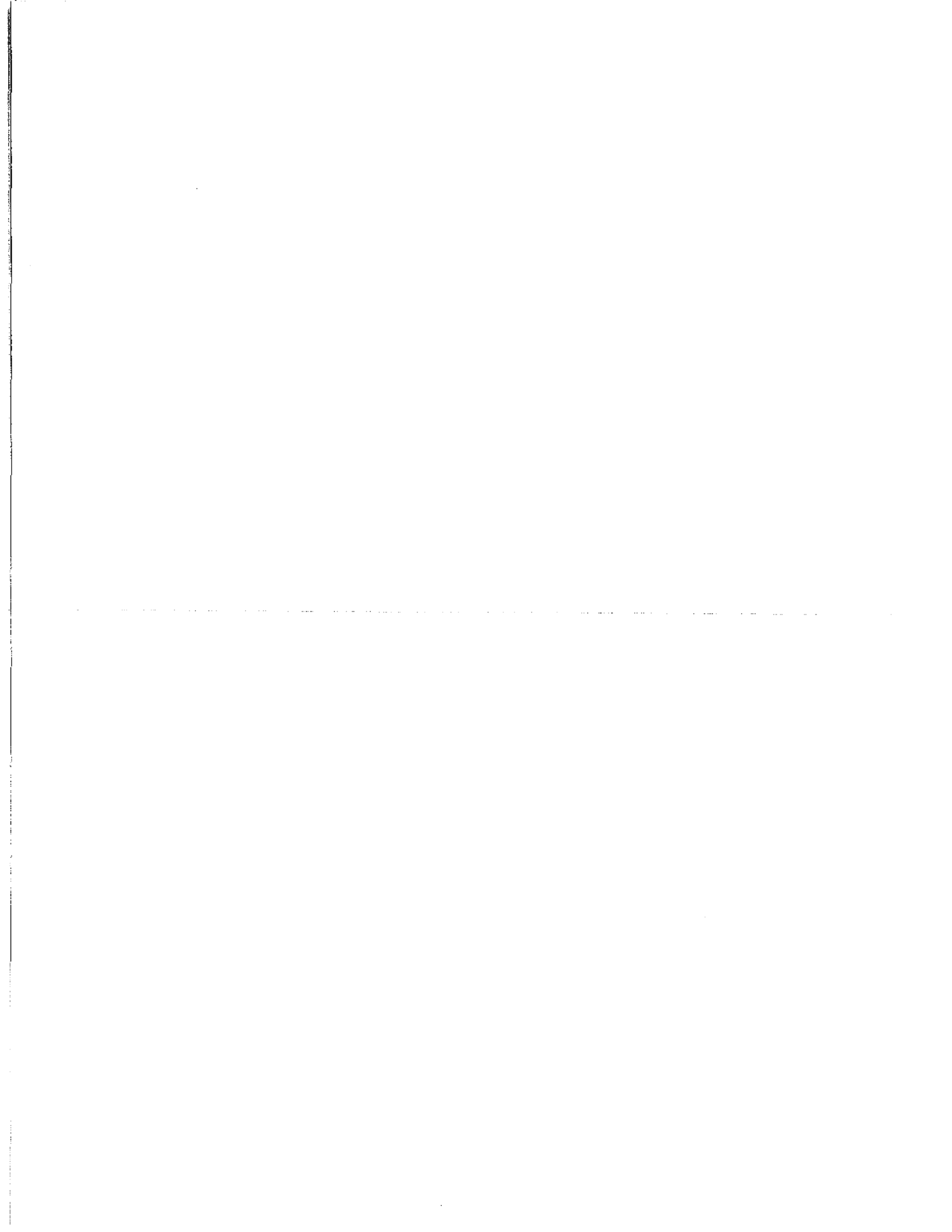
Why did those groups supporting the establishment of colonies win the debate within the colonizing nations.



Unit V
International Relations
International Political Organizations

Thought is a born of failure. Only when the human organism fails to achieve an adequate response to its situation is there material for the processes of thought, and the greater the failure the more searching they become.

L. L. Whyte



Unit Overview

Nineteenth century governments felt that they had a duty to protect and to extend wherever possible the national interests of their nation. From the writings of Darwin and Spencer derived the belief that life was a struggle and only the fittest would survive. This view provided a justification for the forcible acquisition of foreign lands. Consequently, the European powers scrambled to acquire African and Asian lands. This scramble led to confrontations among the European powers and represented a potential danger that such confrontations would lead to a major war.

Since the world was perceived as a constant struggle each nation felt threatened. This permeating fear led individual nations into seeking alliances with other nations, with the hope of securing greater protection. The network of alliances and the individual national strategic interests ensured that local disagreements between two nations would almost certainly lead to the involvement of many more nations. The Balkans provided the location for such an event and that event precipitated World War One.

The impact of technology and the involvement of a multitude of nations radically transformed the nature of war. World War I was unlike any previous war. The magnitude of destruction and the duration of the conflict made it a war of attrition. The war transformed the economies of the nations involved and led to social changes which were sustained well after the war.

Unit 5

Foundational Objectives

Concept: Sovereignty

Knowledge

- Know that nations must live within a community of other nations in which the sovereignty of one nation must be reconciled with the sovereignty of another.
- Know that nations protect their sovereignty by identifying their vital interests in terms of the sources of power: numbers, resources, and organization.
- Understand that the development of a scientific and technological society had a major impact on governments' perception about the role of the military in the modern nation state.
- Know that a strong sense of nationalism and continued economic prosperity were key factors used in maintaining and controlling power in the modern nation state.
- Know that the traditional values of honour, patriotism, nationalism, and militarism were the bases on which international relations were conducted.
- Know that because there was no higher authority a nation could appeal to for justice, nations had to rely on devices such as alliances and balances of power for security.

Skills/Abilities

- Practise key abilities in analyzing a situation:
 - describing and defining the main parts;
 - describing cause-effect or other relationships;
 - describing structure or organization;
 - stating how parts are related to each other and to the whole; and,
 - grouping data under each part, relationship, or structural component.
- Practise stating a proposition that is testable and guides the search for data.
- Practise collecting data in a systematic manner.
- Practise presenting analyses of the data to confirm (or not confirm) the hypothesis.

Values

- On what basis should public policy decisions be evaluated?
- Do nations have the moral right to operate according to a different set of values than citizens of civilized communities?
- Should a government in determining its policies consider that the welfare of the nation has a higher priority than the welfare of the international community?
- Can there be a moral justification for war?

Core Material for Unit 5

Core Content	Core Concepts	Suggested Time Allotment
Nineteenth century assumptions about international relations (p. 510).	Sovereignty National power Strategic interests Power	1 - 2 hours
The problem of defending strategic interests within an interdependent world (p. 512).	Self-sufficiency Strategic interests	2 - 3 hours
The impact of the alliance systems on international relations (pp. 524-528). <ul style="list-style-type: none"> • The Balkans crisis. • Issues of sovereignty. • Issues of national influence. • Issues of protecting alliances. • Issues of mobilization. 	Strategic area National security Alliances	5 - 7 hours
The effects of World War 1 (p. 534).		2 - 3 hours
Consequences of World War I: Search for National and Collective Security (p. 536).	National security Collective security Balance of power	2 - 4 hours
	Time to cover the core material	12 hours
	Time available to modify the pacing and timing factors in the Adaptive Dimension	7 hours
<hr/>		
	Total class time	19 hours

With the remainder of the material not marked core, teachers may choose to work through all, some, or none of these items. This material provides the opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the foundational objectives.

Instruction Plan

Objectives	Instructional Strategies & Methods					Suggested Assessment Techniques															Timelines					
Foundational and Learning Objectives	Strategies					Methods of Organization					Methods of Data Recording			Ongoing Student Activities			Quizzes and Tests									
	Direct	Indirect	Interactive	Experiential	Independent																					
	Methods					Assessment Stations	Individual Assessments	Group Assessments	Contracts	Self and Peer-Assessments	Portfolios	Anecdotal Records	Observation Checklists	Rating Scales	Written Assignments/Essays	Presentations/Debate/Simulation	Performance Assessments - concept mapping using analytical grids	Portfolios	Oral Assessment Items	Performance Test Items - concept mapping using analytical grids	Concept Mapping/Analytical Grids	Short-Answer Items	Matching Items	Multiple-Choice Items	True/False Items	Concept Maps/Critics
Role of Social Organizations	Lecture		Group Work																							
Role of Social Contract			Class Discussion Group Work																							
Decision Making			Class Discussion		Research																					
Role of Government	Lecture				Research																					
Making Decisions in a Democracy	Lecture	Research	Group Work																						summative test	

Content

The World View of the Late Nineteenth Century

Science and Progress

Breakthroughs in industrial technology gave scientific research an authority and prestige:

- the average person accepted the importance of science;
- the many scientific and technical advances seemed to demonstrate that to be optimistic about steady progress in standard of living was a reasonable expectation; and,
- it was accepted that uniting abstract theory and careful experimentation in the scientific method was the only sure route to truth.

It was widely accepted that history was a process which had a direction and a purpose and that the products of this process (people, societies, ideas etc.) were slowly evolving as time passed.

A number of influential thinkers advocated variations on this theme.

- Comte argued that sociology could find natural laws of human relations which could be used to impose an orderly discipline on human society.
- Darwin argued that life existing today is the result of a long evolutionary process that was driven by natural selection or "survival of the fittest".
- Marx argued that a dialectic gave history a direction and purpose which would lead to a better world in which the state would wither away.
- Spencer saw society as a brutal economic struggle in which the survival of the fittest eliminated the weak, usually defined as the poor.

Concepts (Knowledge Objectives)

Scientific Paradigm

Know that the scientific paradigm with its assumptions of reason and empiricism was seen as the means to build a better world.

Know that objectivity was seen as being more useful than the intuitive and subjective approaches of the poet and mystic.

Progress

Know that objectivity and realism were seen as the keys to progress.

Know that it was widely believed that human beings are reasonable, and therefore all problems could ultimately be solved.

Evolution

Know that it was assumed in the nineteenth century that life is a competitive struggle in which the strong eventually prevail over the weak.

Social Darwinism

Know that the biological concept of the survival of the fittest was applied to human relationships both as an explanation and a justification for why some human groups were more "successful" than others.

Conflict

Know that conflict was seen as a positive and useful thing because conflict allows the strong to defeat the weak thereby creating a better society.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using one's personal experience as the basis for beginning to understand and apply concepts.

Practise stating a proposition which could have serious consequences if it were adopted by society.

On what basis should public policy decisions be evaluated?

Do nations have the obligation to operate according to the same moral values as does its citizens?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigm, progress, evolution, conflict, sovereignty, strategic interests, power)

Have the students respond to the following statements without any comment one way or the other from you the teacher.

- Canada should completely disarm regardless of what other nations do.
 - If a nation such as Canada is attacked by another nation, Canada should immediately surrender so that there is no loss of life.
 - Canada does not have the right to keep natural resources and other wealth to itself if another nation needs the resource.
 - If someone strikes you without provocation, you should turn and offer the other cheek.
 - An international agency such as the United Nations should have the right to tell the Canadian government how it should deal with issues such as the environment, human rights, how it shares its wealth with others, etcetera.
 - A nation that cooperates with others will progress faster than one that does not cooperate.
 - A nation should reject any scientific or technological innovation that can be turned into a weapon of destruction.
-

Content

Nineteenth Century Assumptions about International Relations

Nineteenth century governments felt they had a duty to protect and to extend wherever possible the national interests of their country.

The overriding objective of nation states was to maintain sufficient national power to protect and enforce their sovereignty.

Power in the modern nation state comes through controlling:

- numbers of people;
- nations were concerned about maintaining a large enough population to support large work forces and military forces

- the many different kinds of resources;
- nations were constantly searching for ways to accumulate and protect the supply of resources needed for their growing industries

- developing a highly organized and disciplined society; and,
- careful attention was paid to maintaining political unity by
 - fostering nationalism and a widely supported social contract
 - creating a prosperous and optimistic society because of its sense of progress and success
 - the careful use of propaganda and patriotism

- by gaining as much scientific and technical information as possible.
 - it was seen as critical to develop a scientific and technological infrastructure which could support a powerful military/industrial complex

Concepts (Knowledge Objectives)

Sovereignty

Know that sovereignty is the power to make and enforce decisions about any matter that is recognized to be within a defined jurisdiction.

National Power

Know that in the nineteenth century gaining and preserving power was the most significant goal a nation could aspire to.

Strategic Interests

Know that a strategic interest involves either protecting or extending a source of power.

Know that nations who wished to be considered great powers were very concerned with protecting what they saw as their strategic interests.

Power

Know that power is the control of:

- numbers;
- resources;
- organization; and,
- information.

A Paradigm of Power

Know that the paradigm of international relations accepted by the Europeans saw national power as being a limited commodity which, if it were shared, weakened the donor nation and strengthened the receiving nation.

Know that power may be expressed through:

- the use of force;
- reliance on authority; and/or,
- through the use of influence.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Concept Development Lesson continued:**

Practise presenting an analysis of the data to confirm (or not confirm) the hypothesis.

Practise describing cause-effect relationships as one way of analyzing an hypothesis.

Is tradition or reason the best guide for evaluating decisions with serious consequences?

Once students have responded to the statements ask them to provide a defence for the position they have taken.

Once this is completed ask them to come up with an opposite point of view to each position they have taken.

Now suggest to the students that they should evaluate each position as a survivor of a nuclear holocaust.

Which position from that perspective seems the more reasonable?

Discuss with the students the concepts of world view and paradigm. Ask them to consider:

- what their basic assumptions were;
- where they think they got them; and,
- why they think these assumptions are more reasonable than some others they might adopt.

Point out to the students that one way of looking at history is that it offers case studies of human behaviour in the past. These case studies are useful in analyzing the assumptions people work from and the consequences of these assumptions.

Content

The Problem of Defending Strategic Interests within an Interdependent and Competitive World

The major European nations found themselves increasingly interdependent as they struggled to protect their strategic interests against what they saw as serious external threats.

The United Kingdom

- The repeal of the Corn Laws meant that it no longer had an agricultural industry that could sustain its population.
- The U.K. had to depend on its navy to protect the supply lines to its agricultural sources as well as the vital resources and markets for its industries.
- Britain was losing its superiority in the production of industrial and military basics such as steel. This strategic deficiency along with its other deficiencies compounded to make Britain increasingly insecure.

France

- France experienced a serious labour shortage because of a significant decline in the birth rate.
- The defeat of France by Germany in 1870 and the continued growth of German power convinced the French they were increasingly unable to defend themselves alone.

Austro-Hungarian Empire

- Following the Austrian-Prussian war, the ruling Austrians had become a distinct minority in the Empire.
- Traditional, conservative policies of the government and the Austrian elites hindered industrialization so that Austria was primitive compared to western European standards.

Concepts (Knowledge Objectives)

National Power

Know that those in charge of nation states were concerned with maintaining enough power to control events both inside and outside of the nation.

Sovereignty and Interdependence

The goal of national sovereignty is in a constant state of tension with the reality that nations are interdependent.

Self-Sufficiency

Know that all nations must face the reality that they cannot be self-sufficient because of one deficiency or another.

Strategic Interests

Know that those deficiencies which affect a nation's national power will become strategic interests.

Know that nations, assuming a competitive and threatening world, will take whatever steps are necessary to protect their strategic interests.

Know that the possibility of a scientific/technological innovation makes nations uncertain about their security and thereby contributes to increased defensiveness and suspicion.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking

Concept Development Lesson (national power, strategic interests)

Divide the students into groups with each group representing one of the following countries.

- The United Kingdom
- France
- Germany
- Austria-Hungary
- Russia
- Ottoman Empire

After the students are sitting in their groups, hold a brief discussion with the class in which you ask the groups to consider what makes some nations great powers, and others much lesser powers.

Practise key abilities in analyzing a situation

- describing and defining the main parts

- describing structure or organization

- stating how parts are related to each other and to the whole

- describing cause-effect or other relationships

- grouping data under each part, relationship, or structural component

- Have the students in their groups make a list of all the factors they can think of that contribute to a nation's power.

- Then in a general class discussion have each group share their suggestions and then develop a list of factors which contribute to national power.

Now give each group (nation) some background information on the situation they are facing.

- Ask the students to decide what their sources of power are and what their deficiencies in power are.

- Confer individually with each group to help them identify what a strategic interest is and what their specific strategic interests are.

Content

Ottoman Empire

- The lack of science and technology was partly responsible for its inability to develop resources and industrialize.
- Lagging economic development and archaic social conditions led to a lack of unity and the rise of nationalism among the Eastern European nationalities in the Ottoman Empire.

Germany

- Bismarck saw the use of power by the nation state as necessary to protect its security and maintain its sovereignty.
- Bismarck's overriding objective was to prevent the other powerful European nations from forming a common alliance to defeat and repartition Germany.
- He developed policies which would portray Germany as a "satisfied" non-threatening power that only wanted peace.
- He established a system of diplomatic alliances with Austria, Italy, and Russia.
- The purposes of these alliances were to:
 - restrain Austria and Russia;
 - isolate France; and
 - portray Bismarck (and Germany) as an international peacemaker.

Russia

- Russia was rapidly industrializing but was hesitant in reforming its social organization.
- The policy of the Russian government was to expand its trade relations west to the Mediterranean and east to the Pacific in an attempt to:
 - stimulate the Russian economy; and
 - divert attention from domestic problems.

Concepts (Knowledge Objectives)

Expressions of power:

Know that power may be expressed through the use of influence, through authority, and/or through the use of force.

Influence (authoritarianism)

Know that a strong sense of nationalism and continued economic prosperity were key factors used in maintaining and controlling power in the modern nation state.

Know that accepting the influence of institutions such as the state and the military was seen as being natural in a competitive world.

Know that nations practise diplomacy on a continuous basis in an effort to influence the decisions of other governments.

Authority (legitimacy)

Know that the primary objective of a nation's foreign policy is to achieve international recognition as a nation with the moral authority (sovereignty) to carry out its policies internally and externally.

Force (militarism)

Know that theorists such as Clausewitz argued that military force is one means of achieving the goals of a nation state. Clausewitz wrote: "War is nothing but a continuation of political intercourse [by a] different means."

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Concept Development Lesson continued (strategic interests, expressions of power, legitimacy)

Once students understand what a strategic interest is and what some of their strategic interests might be, ask them to consider who might be a threat to them and who might be of some use.

Practise key abilities in analyzing a situation

When is the legitimate use of force necessary?

Give them an opportunity to go through their background material again with the following tasks in mind.

- describing and defining the main parts
- describing cause-effect or other relationships
- describing structure or organization

- stating how parts are related to each other and to the whole

- grouping data under each part, relationship, or structural component

- What resources do they have which they can use as sources of power?
- Where are they deficient in some significant resource which could be a threat to their survival?
- What are they going to use their power for?

- In what way(s) are they going to express their power?

Once this part of their national analysis is completed suggest to them that they may need to know something about the other nations with whom they will have to negotiate.

- What are the basic strengths of the other nations?
- What are their weaknesses?
- What are they going to use their power for?

- In what way(s) are they going to express their power?

Content

Conflicting Strategic Interests

Imperialism

France was determined to compete internationally with Great Britain.

The British trade route to India was a key to British economic expansion.

India was considered by the British as an important source of resources for their economic expansion.

Britain systematically began to control as many strategic points along this route as it could: Gibraltar, Malta, Suez, Aden, India, and Singapore.

Africa seemed to be an area of the world where colonial expansion might be possible without interfering unduly with the claims of another imperialistic nation.

A scramble for African territory ensued with European nations taking as much territory as they could:

- the French took territory along North Africa but were very resentful about losing Egypt and the Suez;
- the British dreamed of a corridor of territory from Cairo to the Cape; and,
- the Germans took territory in East Africa and hoped to expand their control.

The Berlin Conference, 1884-85

A conference organized by Otto von Bismarck of Germany and Jules Ferry of France attempted to defuse the progressively hostile atmosphere that the competition for colonial territory was creating.

Concepts (Knowledge Objectives)

Strategic Interests

Know that European countries believed that their security and greatness rested in obtaining more power by controlling as much territory as possible.

Know that the control over certain ports and waterways was considered to be a critical strategic interest by the industrial nations.

Know that the British were very determined to protect the trade routes they had established through the Mediterranean and Indian oceans.

World View

Know that the nineteenth century world view contributed to and justified the way European countries treated Africa and one another.

Legitimacy (Power of Authority)

Understand that both England and France regarded the growth of a modern, industrial Germany as a threat to the traditional balance of power that had existed since the Congress of Vienna.

Know that German foreign policy was to demand and obtain recognition as a modern nation equal in status to France and the United Kingdom.

Know that it was in Bismarck's (and Germany's) strategic interest to maintain the status quo until such time as Germany's existence was accepted by the international community.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise defining a problem in a group situation.

Practise stating a hypothesis and discussing whether it represents a viable solution to the problem.

Practise some key abilities in analyzing possible solutions to the problem as defined:

- describing and defining the main parts of the situation; and
- describing cause-effect or other relationships.

Should a government in determining its policies consider that the welfare of the nation has a higher priority than the welfare of the international community?

In developing foreign policy, do governments consider both short term consequences and long term consequences?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Development Lesson continued (international relations: sovereignty, interdependence)

With the students sitting in their groups discuss with the class in general terms what some of the options are for each nation in defending its sovereignty:

- do nothing and hope for the best;
- announce one's neutrality and disarm;
- use imperialism as a way of finding more wealth and power;
- invest in more science and technology;
- invest in economic development;
- use economic and technological development to build a powerful military organization; and/or,
- form alliances with nations who can augment one's power.

Allow the students time to meet to decide what their basic defence strategy is going to be.

Meet with the groups individually to help them apply the list of alternatives above to their individual situations.

Point out to the students that this part of their deliberations should be kept secret so that other nations are unclear about what their true intentions are.

Content

In 1890, Germany entered a new era when Kaiser William II dismissed Bismarck and took active control of Germany's foreign policy.

German foreign policy under the new Kaiser was aimed at matching its national power with that of Britain and France so that Germany could expand economically, militarily, and politically.

The Boer War, 1899-1902, was an example of European competition for political and economic expansion.

Britain began to feel increasingly isolated and overextended.

The Moroccan Crisis was precipitated by Germany when it demanded from France some of that territory.

- The Algeiras conference was held and Germany came away with nothing.
- Britain and France actively began to repair their relationship.

In 1904 Russia lost a series of battles to the Japanese and was forced to accept a humiliating defeat from a non-European nation.

- Russian was looking for allies and a foreign policy success somewhere to buttress its power.

Militarism

Germany believed that its vital interests were being impeded by the traditional interests of Britain and France.

- Germany decided to develop a fleet which would be competitive with Britain's.
- Britain developed a new class of big gunned battleships known as dreadnoughts.
- Germany's industrial complex was easily able to compete with Britain's in the building of the new battleships.
- This led to a military arms race which further strained relations between Britain and Germany.

Concepts (Knowledge Objectives)

A paradigm of international relations:

Power

Know that the paradigm of international relations accepted by the Europeans saw national power as being a limited commodity which, if it were shared, weakened the donor nation and strengthened the receiving nation.

Progress

Know that conflict was seen as a positive and useful thing because conflict allows the strong to defeat the weak thereby creating a better society.

Force

Know that if power cannot be effectively expressed through authority and influence, nations may express their power through force.

Militarism

Know that theorists such as Clausewitz argued that military force is one means of achieving the goals of a nation state. Clausewitz wrote: "War is nothing but a continuation of political intercourse [by a] different means."

Arms race

Understand that the consequence of this paradigm was a military arms race which increased the level of hostility and insecurity among the Great Powers.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

What factors are deemed of value when a nation seeks an alliance?

Do mutual values concerning human rights and democratic principles play an important role in selecting allies?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (paradigm, international relations, power, militarism, national security)

Give each group (nation) a short briefing on the geo-political situation it faces when considering its national security.

The United Kingdom

- dependent on world trade for prosperity and much of its food supply
- established a world wide trading route by controlling strategic control points along the route
- maintains a large and powerful navy to defend it

Germany

- located on the flat North European plain and bordered on each side by two large countries
 - one of the countries is a sworn enemy
 - faced with the possibility of a two front war
- its sea lane out of the Baltic is controlled by another country

France

- has a large and powerful neighbour which is growing faster
- has been defeated in war by Germany and feels very threatened
- attempting to build an empire in North Africa just across the Mediterranean

Content

The British in particular felt they had no choice but to compete for control of the seaports even though it meant a decline in Britain's standard of living.

The military defeat of Russia by the Japanese had a major effect on foreign relations.

- It created a need for the Russian government to find an area where they could be clearly seen as being able to protect their vital interests.
- Accordingly the Russians felt that they now had to concentrate their interests in the Balkans.

Economic Rivalry

Germany's rapid industrial growth was able to overtake and surpass Britain's early lead.

Britain had to face the reality that her industrial production was no longer a match for the rest of the world.

France with a surplus of investment capital saw an opportunity to invest in Russia and at the same time strengthen its alliance with Russia.

Public Opinion

Unscrupulous journalists and special interest groups in Britain, France, and Germany began to prey on the insecurities of people and to build up a hysteria about all the military and economic threats the other countries represented.

Concepts (Knowledge Objectives)

Balance of power

Know that the balance of power is an even distribution of power in which no one person, group or nation has sufficient power to be able to coerce others into agreeing to something against their wishes.

Know that balance of power is supposed to be a natural self-balancing mechanism in which those with less power band together in blocs to balance off the power of a more powerful opponent.

Sovereignty

Know that the balance of power is more concerned with the protection and maintenance of sovereignty than it is with keeping peace.

National security

Know that because there was no higher authority a nation could appeal to for justice, nations had to rely on devices such as alliances and balances of power for security.

Public opinion

Know that as governments become more responsive to the concerns and wishes of the people, public opinion can often limit the options open to a government in times of crisis.

Know that public opinion can be manipulated by special interest groups for their benefit rather than the benefit of the majority.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

**Concept Development Lesson continued
(paradigm, international relations,
power, militarism, national security)**

**Are most alliances
constructed out of fear of
a potential enemy?**

Russia

- rapidly industrializing and needs a lot of foreign investment - concerned about finding a year round outlet to the world's major sea lanes for trade
- has been expanding east through Siberia by building a railroad

Austria-Hungary

- needs to modernize its economy to be more competitive
- has created a large empire with many different ethnic groups who are becoming very nationalistic
- borders the Balkans where many of these ethnic groups see an opportunity to become independent because of the lack of control by the Ottoman Empire

Ottoman Empire

- sits astride the Middle East with access to one of the world's major sea lanes
- controls access to the Black Sea
- needs to modernize its economy and society

**Practise defining the key
problem(s).**

**Practise developing an
hypothesis which may or
not be suitable.**

**Practise testing the
hypothesis by collecting
new data.**

**At this point the students will be interested
in discussing the problems they face with
other countries. (They will likely have
already done so informally.)**

**Suggest they take a little time to consider a
foreign policy strategy and enter into some
preliminary negotiations with other nations.**

Content

Alliances

Germany under Bismarck had established alliances with the monarchs of Austria-Hungary, Germany, and Russia.

- The alliance with Russia was a difficult one to maintain for Germany.
- Bismarck successfully worked for good relations between Britain and Italy. He cooperated with France in Africa, but successfully isolated France in Europe.

In 1890 William II refused to renew the Russian-German Reinsurance Treaty.

Because of the growth of Germany, France was determined to protect its vital interests by seeking alliances which would balance the power of Germany.

France immediately established relations with Russia with a preliminary agreement in 1891, and in 1894 they became military allies.

Britain for years had been content with its "splendid isolation" She was the only uncommitted power.

- Britain's imperial ambitions conflicted with France in Africa and Russia in Asia.
- Many British and Germans saw a natural alliance between the two nations.

In the end, the relations between Germany and Great Britain became an embittered rivalry with Britain abandoning isolation in favour of an alliance with France.

The defeat of Russia by the Japanese presented an opportunity for Britain to reduce tensions and then to form an alliance with Russia.

Concepts (Knowledge Objectives)

Alliances

Know that the various European powers attempted to make up for their deficiencies (strategic interests) by forming alliances with countries whose interests did not conflict with theirs.

Know that both Germany and France attempted at different times to establish a system of alliances which would "encircle" and isolate the other so as to provide an effective balance to each other's military strength.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (alliances, balance of power, national security)

Are alliances made to be broken?

Spend a little time with the class (with the students sitting in their groups) discussing the concepts of alliances and balance of power.

How can a "secret" alliance act as a deterrent to aggression?

Balance of Power

- No nation is self-sufficient and therefore all nations have deficiencies in their power.
- Some nations are more fortunate and have a lot of power which they might be tempted to misuse (act as bullies),
- Those nations which need to protect themselves in some way can band together in an alliance so that they have more power.

Does the formation of alliances ensure that a war will involve many nations?

Alliances

- Alliances can be secret or open depending on the needs of the allies.
- Alliances have terms which define the benefits and obligations of each partner.
- Alliances are often defensive in that the other partners only have to support an ally if that ally has been attacked.

In general terms, alliances are worth only as much as the honour of the countries making the agreement since in a time of crisis it is impossible to force a country to honour its commitment.

Allow the students time to decide whether they wish to make any alliances and some time to negotiate them.

Practise defining the key problem(s).

Practise developing a hypothesis which may or not be suitable.

Practise testing the hypothesis by collecting new data.

Content

The Impact of the Alliance Systems on International Relations

Germany had always been frightened of an alliance between Russia and France and the possibility of fighting a two front war.

- The response of the German high command was to develop the Schlieffen Plan.
- France, under the philosophy of *élan vital*, developed Plan 17 which called for a driving attack into the heartland of Germany.
- Russia's mobilization plans called for a joint attack against Germany and Austria-Hungary.
- The British and the French planned a military strategy which called for the two nations to coordinate their navies to counter the strength of the German navy.

The Balkans Crises

The decline of the Ottoman Empire created a power vacuum in the Balkans.

Various nations each with important strategic interests were actively competing with each other for control of the area:

- Serbia was using nationalism as a justification for Slavic sovereignty in the area.
- Austria had to resist Serbian nationalism since it represented a threat to the unity of the Austrian Empire. A Serbian success would encourage other nationalities, within the Austrian Empire, to also seek their independence.
- Russia found that the role of the protector of Slavic national interests was a useful entry into Balkan affairs to further its goals.

Concepts (Knowledge Objectives)

Militarism

Know that France, Germany, the United Kingdom, Russia, and Austria-Hungary were determined to do whatever was necessary and possible to protect themselves against the threat of an invasion.

Know that all nations began to develop contingency plans for their military response in the event of a declaration of war.

Mobilization

Know that the civilian leaders of governments would come under intense pressure from their military leaders to put these contingency plans into operation as soon as possible so as to gain a military advantage over the enemy.

Indoctrination

Know that conscription and propaganda were systematically used to indoctrinate the people to accept the government's objectives.

Strategic area

Know that certain areas of the world from time to time will become critical areas to control because of their relationship to transportation routes, the resources in the area, or because of the people who live there.

Power vacuum

Know that when a strategic area is not controlled by a strong power, it is usual that various power blocs will vie with each other for control of the region.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (alliances, balance of power, national security, militarism, power vacuum)

Give the students in their groups a list of issues between their countries which they have to work out in some way.

Is it possible to have "complete" military disarmament?

- Reduction in the size of standing armies:
 - limitations on conscription; and,
 - limitations on the size of volunteer militias.

Is the threat of military force essential to ensure compliance with international conventions?

- Reductions in the size of navies.
- Passage of international conventions which state:
 - that no country may interfere with the passage of a peaceful trading vessel along any international waterway;
 - that no country may control a narrow passage or canal for its own benefit;
 - that no country can limit access to peaceful trade in areas outside of Europe; and,
 - that ethnic minorities in areas where there is no traditional authority (or it has clearly broken down) may be given the right of national sovereignty.

Practise describing cause-effect or other relationships.

Practise defining the key problem(s).

Practise developing an hypothesis which may or not be suitable.

Practise testing the hypothesis by collecting new data.

Each group (nation) should consider the impact of these resolutions on its situation and decide what would be the appropriate course of action.

Suggest to the students that they can deal with these issues through personal negotiation, or if enough countries agree to it they can attempt to handle the issues at an international conference.

Content

- Austria saw its future as an empire depending on its ability to maintain control of Balkan territory and trade.
- Russia saw its future, in terms of trade and prestige, linked to successfully expanding its sphere of influence in the Balkans.

It was against this background that the heir to the Austrian and Hungarian thrones and his wife were assassinated in Sarajevo by Bosnian revolutionaries.

This event led to an ultimatum and finally a declaration of war by Austria-Hungary against Serbia.

The Impact of the Assassination of Archduke Franz Ferdinand

Issues of Sovereignty

Austria believed it could not allow Balkan nationalism to continue and survive as an empire so its ultimatum was intended to destroy the sovereignty of Serbia.

Serbia responded with an evasive reply which protected Serbian sovereignty while attempting to mollify Austrian public opinion.

Issues of National Influence

The Russian government believed it had to support Serbia. Following the humiliating defeat in the war against Japan in 1905, the Tsar and his autocratic regime felt that it could not survive another foreign humiliation. Russia would not back down from Austria.

Austria felt that it would lose all credibility if it did not let its nationalistic minorities know they could not challenge Austrian sovereignty with impunity.

Concepts (Knowledge Objectives)

Independence

Know that within large power blocs are groups of people who have a separate ethnic identity which forms the basis for their national identity.

Know that these groups of people will demand the right to form their own country which is sovereign and independent of any other country.

Know that if the aspirations of these groups are continually frustrated by a larger power, these groups may feel justified in resorting to illegal means such as terrorism to achieve their goals.

Sovereignty

Know that when the sovereignty of one group threatens the sovereignty of another group, it is very hard to find a compromise which both sides can accept.

Power

Know that for groups in power, the preservation of their power is more important than the maintenance of peace.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise defining the key problem(s).

Practise developing a hypothesis which may or not be suitable.

Practise testing the hypothesis by collecting new data.

Is there usually a specific incident which ignites a major war?

Do nations value compromise in most conflict situations?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (alliances, balance of power, national security, strategic areas, mobilization, sovereignty)

Now would be a good time to introduce the crises which occurred in Eastern Europe.

- The Defeat of Russia by the Japanese.
- The Uprisings in Russia.
- The Baltic wars.
- Serbian nationalistic anger.
- The assassination of the Archduke.

Once these crises have occurred allow the students to react to them emotionally and make quick decisions about what their reactions should be.

Once this has occurred allow the natural consequences of the alliances they have created to occur whatever they might be.

Content

Issues of Protecting Alliances

The German government believed the risk of having to face France and Russia alone at some point if it did not support Austria was greater than the risk of drawing Russia and France into the war by supporting Austria.

Issues of Mobilization

Russia, because of the size of the country and its complicated mobilization plan:

- had to mobilize early in order to get ready for war if it were to be prepared on time; and
- found that it could not mobilize against Austria without also mobilizing against Germany.

Germany, because of the risk of a two front war, had to strike early against France to give the Schlieffen Plan any chance of success.

France knew that to achieve victory it must respond against Germany quickly and decisively while Germany would hopefully be occupied in the east with Russia.

Once the mobilization process began, war became the only alternative left for countries in an attempt to preserve their sovereignty.

The British government declared war because it believed there was no realistic alternative but to preserve its alliance with France and Russia and come into the war against Germany.

Concepts (Knowledge Objectives)

National Security

Know that the preservation of an alliance was assumed by governments as being crucial to protecting a nation's sources of power; without power, a nation loses its ability to protect its sovereignty.

Mobilization

Know that the mobilization of large armies and the supporting infrastructure is a massive operation which if it is interrupted or changed in any way can degenerate into chaos.

Know that mobilization plans are based on assumptions possibly made years ago about what a future war might be like. Thus when the actual war breaks out, the mobilization plans may not fit the situation very well.

Militarism

Know that military leaders wish to gain as much advantage for their forces as possible in order to ensure success. Therefore, their advice to governments in a crisis is to mobilize military forces earlier rather than later.

Alliances

Know that military planners within an alliance will make joint plans for the disposition of military forces. Once war breaks out, countries find they have lost their freedom of action and have to go along with a situation even if they have misgivings.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (alliances, balance of power, national security)

Practise describing cause-effect or other relationships.

Was the outbreak of a general European war inevitable?

Once this is over ask each group to go back and write down a list of the basic assumptions they were operating from.

Then ask the students whether they are happy with the result of their negotiations.

Practise stating a proposition that is testable and guides the search for data.

Suggest to them that they go back and consider their responses to the statements at the beginning of the unit.

Practise presenting an analysis of the data to confirm (or not confirm) the hypothesis.

- Which set of assumptions did they work from?
- How did their assumptions affect the decisions they made?
- Would they have been better off working from a different set of assumptions?

Content

The Mobilization of Industrial Societies for Total War

World War I was the first industrialized war which affected all members of society rather than just a small military elite.

Generals found that the tactics they had been trained to expect were not adequate to deal with the new military technologies being used.

- The machine gun meant that the only possibility of survival was to dig trenches for cover.
- The war then became a defensive stalemate in which one side or the other would attempt to overrun the other with enormous casualties for very little territory taken.

This kind of industrial warfare made enormous demands on the economies of the participants for materiel.

- There was a huge demand for manpower to replace the heavy losses all the countries were sustaining.
 - Conscription became the only systematic way of replacing the losses once disillusionment began to set in.
 - Women began working in factories to replace the missing men.
- All countries had to learn to systematically manage their economies so that the industrial output could supply the materiel needed for the war effort.
- Production of consumer goods were severely reduced to meet the production necessities for increasing weapons and war materials.
- The standard of living for the populations, of the participants, was to decline as the war continued

Concepts (Knowledge Objectives)

Industrial Warfare

Know that science and technology had been systematically applied to weaponry with the result that the firepower and its destructiveness was unprecedented in military history.

Know that none of the societies involved in World War I had any realistic conception of the consequences of an industrial war.

Materiel

Know that an industrialized warfare use enormous amounts of ammunition and other resources in the conduct of war.

Infrastructure

Know that in an industrial war the power of a nation depends upon the ability of its infrastructure to provide the necessary quantity of men and materiel.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Can there be a moral justification for this war?

Do the historical reasons for World War I that we understand morally justify this war?

Is self-defence a good enough reason for the deaths of all these people?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Development Lesson (warfare among industrial nations)

Group Research Project

Divide students into discussion groups in which at least one member of each "nation" group (see simulation game) is included.

Using a multi-media approach, have the students view film footage and read excerpts from written documents that focus on the logistics of industrial warfare.

Also assign to the students the task of examining statistical information regarding the cost of industrial warfare in terms of both human and material resources.

Content

The Need for Authoritarianism to Maintain the War Effort

This war required large numbers of volunteer soldiers and workers. Initially these people were enthusiastic and patriotic about accepting the necessary hardships and privations.

The war became one of attrition in which the country most able to withstand the high casualty rate without losing its morale would win.

Things like chemical warfare, the impact of heavy artillery, and the massive casualties eventually led to a decline in enlistment and some incidents of mutiny on the front.

On the home front, privation and starvation exacerbated existing social divisions resulting in rebellions such as the Easter rebellion in Ireland.

It was argued that:

- loyalty to the nation and all of the soldiers who had already sacrificed their lives meant that the war effort must continue despite the costs;
- society must accept the authoritarian measures of conscription; and,
- the various kinds of war planning boards had a patriotic right to the special powers necessary to coerce people to behave as the state saw fit.

Governments proclaimed special powers to enable the war to continue. In Britain these special power fell under the War Measures Act and in Germany under the Auxiliary Service Law.

Concepts (Knowledge Objectives)

Public opinion

Know the extent to which romanticism and nationalism were effective as means of enticement regarding the recruitment of volunteers as well as soliciting public support for the war effort.

Know that most people did not understand the horror and suffering modern warfare would place on those involved.

Understand that for many romanticism, patriotism, and nationalism began to lose their appeal.

Know that the soldiers in the battlefield finally succumbed to disillusionment, which led to a serious decline in morale.

Authoritarianism

Know that democracies in particular find it difficult to justify to their citizenry heavy casualties and privation over a long period of time.

Know that in a war situation it is usual for governments to assume that the survival of a nation should take precedence over the preservation of human rights.

Know that propaganda is often substituted for open debate in order to keep as many people loyal and patriotic as possible.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise presenting an analysis of the data to confirm (or not confirm) the hypothesis by

- describing and defining the main parts
- describing cause-effect or other relationships
- describing structure or organization
- stating how parts are related to each other and to the whole
- grouping data under each part, relationship, or structural component

Practise comparing and contrasting.

Should a nation's survival take precedence over consideration of individual rights?

Have the values and attitudes which dominated the early 20th century changed significantly because of two world wars?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Application Lesson (warfare among industrial nations, public opinion, authoritarianism)

Group Research Project continued

Students will conduct further research by reading/viewing materials in which survivors of the war express their views on the costs and the outcomes of the war.

Students will then evaluate the outcomes of World War I against its costs, using the information obtained through research as well as their own system of values to arrive at their point of view.

Students might consider the reasons why millions of people continued to accept and often support a war that was so costly in lives and standard of living:

- the role of world view;
- the role of paradigms;
- the power of systematic authoritarian rule; and,
- the power of systematic propaganda based on existing world views and paradigms.

Students could also draw parallels between the dominant values and attitudes of early 20th century and those of today.

They could also draw parallels in the tools used then and now to perpetuate potentially destructive attitudes and values.

Content

Effects of World War 1

The war ended in November of 1918. It ended not because of a devastating military defeat of one side, but rather the participants exhausted themselves. This war of attrition has bled all the nations.

World War 1 was truly a catastrophe and changed the world. Its impact was to be felt many years after the peace settlement.

- The casualties in terms of deaths, wounded, destruction, and dislocation of peoples' lives had been enormous on both sides.
- The standard of living of the people of the nations involved, had fallen substantially.
- The power of technology had transformed war. It was no longer an activity carried out by paid warriors on some barren field. War now had a totality which forced all the people of the nations involved into the conflict and made all, potential victims of the war.
- Significant social changes resulted from the war for:
 - the role of women in society;
 - the reorganization of societies; and
 - changes in values among the people.

There were consequences for those who were in power at the beginning of the war.

- Government of the victorious powers were determined to evade their responsibility by being seen as tough in making the "guilty" pay for their misdeeds.
- Governments of the vanquished disappeared to be replaced by new republican style governments. These new governments were stained by signing the peace treaties and "accepting" the quilt for the war.

Concepts (Knowledge Objectives)

Progress

Know that people after World War I had many of their assumptions about progress challenged by the war. Many were now challenging the nineteenth century assumptions about how to conduct international relations.

Responsibility

Know that there was a strong need among people to assign responsibility for the catastrophe of World War I.

National security

Know that for many governments World War I had increased concerns about the need to maintain the necessary national power to protect a nation's sovereignty.

Social change

Know that many of the social divisions within European societies still remained, but had been augmented by the fact that groups had been allowed to play a different role in the war effort and now were unwilling to return to their traditional roles before the war.

Know that many disaffected groups were not prepared to accept the status quo as a solution to ongoing social problems.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise defining the key problem(s).

Practise developing a hypothesis which may or not be suitable.

Practise testing the hypothesis by collecting new data.

Practise comparing and contrasting.

Were the negotiations "fair"?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Development Lesson (peace treaty: national security, collective security, war guilt)

At this point have the students reenact the negotiations at Versailles.

- Be sure that the organization of the negotiation process duplicates as closely as possible that which occurred in 1919.
- Have the students retain the roles they held at the beginning of the war.
- Allow the students to make their own decisions about such issues as reparations, Wilson's Fourteen Points etc.

Content

National Security and Collective Security in International Relations

The European nations, both victors and vanquished had "lost" the war. An entire generation of youth had been destroyed.

While there existed much debate on who was to be blamed for the war, there was little disagreement over the advisability of preventing another bloody holocaust. Technology would make the next war even more horrific.

Most people at the time accepted the slogan that World War 1 should be "the war to end all wars".

The way to avoid future wars was not that clear. The reliance on the traditional mechanism of alliances had not pre-empted the world war, indeed, the network of alliances had actually ensured the participation of all the major European powers in World War One.

American President Woodrow Wilson had a plan to prevent future international conflicts. He was determined to establish an alternative to the reigning paradigm of international relations.

Wilson proposed his "Fourteen Points" which would serve as a basis for the peace settlement. His victorious allies were not prepared to rely on the American's vision for the future. Clemenceau and other European leaders still placed their faith in traditional peace settlements and methods to ensure their respective national security.

The peace process soon bogged down into wrangling about:

- how to protect the security of nations;
- who should pay for the war damage;
- who was responsible for the war; and
- how the spoils of war should be divided among the victorious.

The negotiating nations were more concerned about these issues than they were about a new world order.

Wilson was able to convince his reluctant allies into agreeing to a new collective security arrangement. The League of Nations was created with the purpose of protecting member states from aggression and to prevent future wars.

Concepts (Knowledge Objectives)

Collective security

Know that many people believed that some other means of resolving differences and conflict among nations had to be devised in order to ensure a future free of war.

Know that many realized warfare had become so devastating and affected so many people that some means had to be found to maintain peace even if it came at the expense of sovereignty.

Balance of power

Know that nations who feel threatened find it difficult to take a long term view about protecting themselves. Thus, they are prone to turn to alliances and the balance of power mechanism to protect their interests in the short run.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise defining the key problem(s).

Practise developing a hypothesis which may or not be suitable.

Practise testing the hypothesis by collecting new data.

Where does the responsibility for the war lie?

Is the concept of reparations morally justified?

Where does a nation's first priority lie: with its national security or with the collective security of all nations?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Application Lesson (peace treaty: national security, collective security, war guilt)

Once students have completed this exercise in a class discussion compare their conclusions with the historical record.

The United Kingdom

- Role and personality of David Lloyd-George
- What the British wanted and what they accomplished.

The United States of America

- Role and personality of Woodrow Wilson
- What the Americans wanted and what they accomplished.

France

- Role and personality of Georges Clemenceau
- What the French wanted and what they accomplished.

Germany

- The role Germany as a nation was allowed to play.
- What the Germans wanted and what they accomplished.

Content

The paradigm which produced World War I

What would establish a paradigm among the people of Europe that would allow a disaster such as World War I to happen?

The Role of Culture in Guiding and Controlling Behaviour

The world view of nineteenth century society provided a set of assumptions people accepted as being common sense reality which nobody would question.

A belief in science, progress, competition, and power.

Out of this wide ranging set of cultural assumptions, an international relations consensus was developed about the proper approach to take in dealing with other nations:

- the sovereignty assumption;
the protection and maintenance of sovereignty is the highest moral objective for a nation
- the international relations assumption;
power is a limited commodity which if shared weakens the donor nation and strengthens the receiving nation
- the imperialism assumption;
nations with superior technology have the right to use the resources of others as they see fit
- the militarism assumption; and,
"War is nothing but a continuation of political discourse [by a] different means."
(Clausewitz)
- the balance of power assumption.
the balance of power is a natural self-regulating mechanism in which those nations with less power band together in blocs to balance off the power of a more powerful opponent.

Unfortunately, the scientific and technological changes and the social changes of the past century had created a different reality in which the old paradigms no longer offered the kind of solutions they had provided in the past.

Concepts (Knowledge Objectives)

World view

Know that a world view is a comprehensive conception or image of reality and of humanity's relation to it.

Know that the basic assumptions on which social organizations are organized and operate come from the prevailing world view.

Paradigm

Know that paradigms are patterns of ideas, beliefs, and values which are used to understand reality.

Know that paradigms help humans perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Tradition

Know that when a government was faced with a crisis situation in which it had to make critical, survival kinds of decisions, the tendency would be for it to turn to what had been the tried and true courses of action.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise key abilities in analyzing a situation

- describing and defining the main parts
- describing cause-effect or other relationships
- describing structure or organization
- stating how parts are related to each other and to the whole
- grouping data under each part, relationship, or structural component

Learn to use concept mapping as an analytical tool.

On what basis should public policy decisions be evaluated?

Do nations have the moral obligation to operate according to a different set of values than the operating values of their citizens?

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (world view, paradigm)

To conclude both this activity and the course, students will further evaluate and analyze the values and attitudes of European societies that resulted in the declaration of war in the first place.

In order to do so, students will need to focus on the fundamental premises upon which 19th and early 20th society approached the use of power: economic, political, and military.

Students should do this cross culturally in order to have another paradigm as a basis for critiquing the European paradigms.

To do this have the students revisit the issues raised at the end of units 1, 2, 3, and 4. Ask them to consider how the adoption of a different set of paradigms a century or so earlier than World War I would have affected the course of history.

As part of this discussion ask them to consider which set of paradigms were finally adopted at Versailles and what the consequences of that decision were.

Students will then summarize their findings in one of the following ways:

- oral/written presentation; or
- concept webbing/mapping.

What cultural characteristics do societies have to be aware of so they can avoid warfare in the future?

What cross cultural data can be found that would be useful in this analysis?