

Comparing Capitalism and Communism CARC Social Studies

Grade Level	30-1	Related Issue 2	<i>To what extent is resistance to liberalism justified?</i> General outcome: Students will assess impacts of, and reactions to, principles of liberalism.
Time Frame	2 – 3 80 min classes	Enduring Understanding (purpose of the lesson)	Compare and contrast Capitalist and Communist ideologies through creating a storyboard. The assumption is made that students already have basic knowledge of the principles of Communism and Capitalism.
Developed By	Ceara Ormond, Alanna Cellini, Jen Korschuh and Bruce Madore		
Critical Challenge/Big Idea	Create an effective storyboard to mirror “Captain Capitalism” from a Communist perspective.		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
2.3 appreciate that individuals and groups may adhere to various ideologies	<p>2.7 analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC)</p> <p>2.9 evaluate ideological systems that rejected the principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC).</p> <p>2.13 evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)</p>	<p>Develop skills of critical and creative thinking</p> <p>S.1.3 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</p> <p>S.1.7 evaluate the logic of assumptions underlying a position</p> <p>develop skills of historical thinking</p> <p>S.2.3 compare similarities and differences among historical narratives</p> <p>apply the research process</p>	

		<p>S.7.1 develop, express and defend an informed position on an issue</p> <p>demonstrate skills of oral, written and visual literacy</p> <p>S.8.1 communicate effectively to express a point of view in a variety of situations</p> <p>S.8.5 use a variety of oral, visual, and print sources to present and informed positions on issues.</p> <p>develop skills of media literacy</p> <p>S.9.2 evaluate the validity of various points of view presented in the media</p> <p>S.9.3 appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence</p>
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Note: Not all of the outcomes are summatively assessed, but are developed in the introductory activity. Their numbers, therefore, do not appear in bold above.

<p>Summative Assessment Strategies</p>	<p>Storyboard Rubric (see below)</p>	
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Captain Capitalism</p> <ol style="list-style-type: none"> 1. Place question on the board, "What is satire?" (the use of irony, <i>sarcasm</i>, ridicule or the like to criticize a viewpoint). 2. Brainstorm examples of shows, movies, cartoons (examples from contemporary society) that are examples of satire 3. View Captain Capitalism videos (hyperlinks are for YouTube). Preview all videos prior to use in class. <ul style="list-style-type: none"> • "Nightmare of a Red Christmas" • "Piggy Bank Pinko" <p>These videos can also be found at http://www.captaincapitalism.com/cartoons.html</p>	
	<p>Activity 2: Analysis</p>	

<p>Teaching/ Learning Strategies and Activities</p>	<p>4. In a discussion format, have students identify the underlying values and principles of Capitalism depicted in the videos. How logical are the assumptions that are made?</p> <p>5. Discuss validity of the viewpoint presented in the videos and identify biases. An excellent source for student information on detecting bias is the Media Awareness Network (see "Resources" section).</p> <p>Activity 3: Storyboarding</p> <p>6. Explain the basic techniques of storyboarding. There are numerous web resources for this including a lesson plan for storyboarding at http://www.histori.ca/minutes/lp.do?id=10087. This site also has a free downloadable template. Other free templates can be found at http://karenjlloyd.com/blog/free-storyboard-template-downloads/.</p> <p>As a scaffolding activity, it may be helpful for the class to storyboard one of the existing Captain Capitalism videos as an example.</p> <p>7. Have students create a storyboard modeling the Captain Capitalism videos, but from a Communist perspective. Their storyboards must:</p> <ul style="list-style-type: none"> • Organize ideas to emphasize key points • Demonstrate understanding of both Capitalism and Communism • Communicate key ideas and information effectively
<p>Resources</p>	<p>Collins, L. and Louttit, S. (2005). <i>Make your own minute</i>. Historica Dominion Institute. Retrieved May 28, 2011 from http://www.histori.ca/minutes/lp.do?id=10087</p> <p>Graeberg, B. (2003). <i>Captain Capitalism</i>. Retrieved May 28, 2011 from http://www.captaincapitalism.com/cartoons.html</p> <p>Lloyd, K. (2007). <i>Karen L. Lloyd's storyboard blog</i>. Retrieved May 28, 2011 from http://www.histori.ca/minutes/lp.do?id=10087</p> <p>Media Awareness Network. (2010). <i>How to detect bias in the news</i>. Retrieved May 23, 2011 from http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_bias_in_the_news.cfm?RenderForPrint=1</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Storyboard Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<p>Demonstrates understanding (principles of liberalism and principles of collectivism) (2.7, 2.9, 2.13)</p>	Demonstrates a comprehensive and insightful understanding of conflicting ideologies.	Demonstrates a thorough and meaningful understanding of the conflicting ideologies.	Demonstrates a cursory and appropriate understanding of the conflicting ideologies.	Demonstrates a superficial and trivial understanding of the conflicting ideologies.
<p>Develops an informed position (S.7.1)</p>	Proposes an astute position.	Proposes a relevant position.	Proposes a viable position.	Does not propose a viable position.
<p>Communicates ideas (S.8.1, S.8.5)</p>	Communication enhances key ideas and information and explicitly considers purpose.	Communication supports key ideas and information and effectively considers purpose.	Communication partially supports key ideas and information and simplistically considers purpose.	Communication interferes with key ideas and information and ineffectively considers purpose.