


## Fighting for Liberalism CARC Social Studies

Please note: all support materials are after the lesson plan template beginning on page 5. Each support page is linked in the lesson plan. Click on the red push pin (  ) in each support page to return to the lesson plan template.

<b>Grade Level</b>	30-1	<b>Related Issues 2 and 4</b>	<p><i>2. To what extent is resistance to liberalism justified?</i></p> <p>General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.</p> <p><i>4. To what extent should my actions as a citizen be shaped by an ideology?</i></p> <p>General Outcome: Students will assess their rights, roles and responsibilities as citizens</p>
<b>Time Frame</b>		<b>Enduring Understanding (purpose of the lesson)</b>	This inquiry project takes students on an analysis of historical and current issues to determine the viability of liberalism and the extent to which individuals were justified in the cause.
<b>Developed By</b>	Ron Thompson		
<b>Critical Challenge/Big Idea</b>	<b>To what extent were the groups and individuals justified in the actions they took in fighting for liberalism?</b>		
<b>Other Questions of Inquiry</b>	<ul style="list-style-type: none"> <li>a) What is the background (political system)?</li> <li>b) What treatment did the people who revolted/resisted suffer under?</li> <li>c) What actions did these people take as they sought liberal rights?</li> <li>d) What was the result of the resistance?</li> <li>e) What is the present day situation for the people who were involved in the unrest?</li> </ul>		

<p align="center"><b>Values and Attitudes Outcomes</b></p>	<p align="center"><b>Knowledge and Understanding Outcomes</b></p>	<p align="center"><b>Skills and Processes Outcomes</b></p>
<p><b>2.2</b> appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)</p>	<p><b>2.13</b> Evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC)</p> <p><b>4.7</b> analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples)(C, PAD, GC)</p>	<p><b>develop skills of critical thinking and creative thinking</b></p> <p><b>S.1.1</b> evaluate ideas and information from multiple sources</p> <p><b>S.1.3</b> assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</p> <p><b>apply the research process</b></p> <p><b>S.7.1</b> develop, express and defend an informed position on an issue</p> <p><b>S.7.3</b> draw pertinent conclusions based on evidence derived from research</p> <p>S.7.5 consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</p> <p><b>S.7.6</b> integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</p> <p><b>S.7.8</b> select and analyze relevant information when conducting research</p> <ul style="list-style-type: none"> <li>☐ S.7.12 record relevant data for acknowledging sources of information, and cite sources correctly</li> <li>☐ S.7.13 respect ownership and integrity of information</li> </ul> <p><b>demonstrate skills of oral, written and visual literacy:</b></p> <p><b>S.8.1</b> communicate effectively to express a point of view in a variety of situations.</p> <p><b>Media literacy</b></p> <ul style="list-style-type: none"> <li>☐ <b>S.9.1</b> assess the authority, reliability and validity of electronically accessed information that is relevant to a particular topic</li> <li>☐ <b>S.9.5</b> demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</li> </ul>

**NOTE: Outcomes S.7.5, S.7.12, and S.7.13 are not summatively assessed and therefore their numbers do not appear in bold above.**

**Summative Assessment Strategies**

**Fighting For Liberalism [Rubric](#)**

**Introductory Activity/  
The Hook**

**Activity 1: Website Credibility**

1. Tell students that they will be conducting research on situations to determine the extent to which the individuals or groups were justified in their actions. In order to do so, however, it will be necessary for them to gather information that is credible.
2. If students have not yet been through a process of authenticating online information, Media Awareness has some excellent ready-made lessons to help guide students through this process at [Internet: Authenticating Online Information](#). Have students practice methods to determine the credibility of websites using the information at [Evaluating Internet Research Sources](#). Learn Alberta also has a critical challenge that may support this enquiry entitled [Media and Ideologies](#). (See resource section for references for each of these sites.)

**Teaching/  
Learning Strategies and Activities**

**Activity 2: Determining Criteria**

3. Discuss with students what makes an action justified. You can do this by giving students different sample scenarios.

Example 1:

Scenario A: A student, walking home from school, sees a car accident on the road in front of him. The single vehicle involved ends up over an embankment and no one else sees the situation. Because the student's cell battery is dead, he flags down a passing motorist who is using his phone while driving. Because of the shock of what he has seen the student has difficulty finding the words to explain what happened. Unable to convince the sceptical motorist of the truth of what happened, the student grabs the cell phone from the motorist's hand and heads toward the embankment to maintain control of the phone and calls 911. Is the student's action in taking the phone justified? Why or why not?

Scenario B: A student, walking to his friend's house afterschool, realizes he forgot to tell his parents of his change in plans in not coming home. He knows that if he doesn't call first, he will not be able to use his dad's car this weekend. Because the student's cell battery is dead, he flags down a passing motorist who is using his phone while driving. When asked for a cell phone, the motorist decides not to lend it. The student grabs the cell phone from the motorist's hand and heads toward an embankment to maintain control of the phone and calls home. Is the student's action justified? Why or why not?

	<p>Ask students the difference in the two scenarios. These differences will become the basis of the criteria for judgment students will use in their task. To guide students further in discovering criteria, a second example can be discussed.</p> <p>Here are some sample criteria that may be used for justified actions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound moral judgment</li> <li><input type="checkbox"/> Based on evidence</li> <li><input type="checkbox"/> Considers consequences for others.</li> </ul> <p><b>Activity 3: Review the Task</b></p> <ol style="list-style-type: none"> <li>4. Introduce the task by reviewing the concepts of liberalism and illiberalism. Give students the assignment sheet <a href="#">Fighting for Liberalism</a> and review it with them. Give students a brief overview of the events in the "Possible Situations for Research" to ensure students have a beginning point for research.</li> <li>5. Students select one of the examples, research it, and create a presentation using a PowerPoint or other presentation tool, <b>FOR VISUALS ONLY</b> (no more than 15 words per slide). Their presentation to the class must be at least 10 minutes in which they teach the class the background to this conflict, how it was resolved, and the extent to which they believe the actions of the group or individual were justified in fighting for liberalism.</li> </ol>
<p><b>Resources</b></p>	<p>Learn Alberta. (2009). <i>Media and ideologies</i>. Retrieved March 25, 2011 from <a href="http://www.learnalberta.ca/content/ssoc12/html/mediaandideologies_cc.html">http://www.learnalberta.ca/content/ssoc12/html/mediaandideologies_cc.html</a></p> <p>Media Awareness Network. (2010). <i>Internet: authenticating online information</i>. Retrieved March 25, 2011 from <a href="http://www.media-awareness.ca/english/resources/educational/authenticating_online_info.cfm">http://www.media-awareness.ca/english/resources/educational/authenticating_online_info.cfm</a></p> <p>Media Awareness Network. (2010). <i>Evaluating internet research sources</i>. Retrieved March 25, 2011 from <a href="http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/backgrounders/harris_evaluating.cfm">http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/backgrounders/harris_evaluating.cfm</a></p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

## Fighting for Liberalism Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains context</b> (2.13, 4,7, S.7.8)	Uses <b>pertinent</b> and <b>extensive</b> information in describing context	Uses <b>meaningful</b> and <b>substantial</b> information in describing context	Uses <b>suitable</b> and <b>partial</b> information in describing context	Uses <b>trivial</b> and <b>superficial</b> information in describing context
<b>Draws and supports conclusions</b> (S.7.1, S.7.3, S.7.6)	Synthesizes information to develop a <b>perceptive</b> position supported by <b>significant</b> evidence	Synthesizes information to develop a <b>convincing</b> position supported by <b>relevant</b> evidence	Synthesizes information to develop a <b>simplistic</b> position supported by <b>reasonable</b> evidence	Synthesizes information to develop a <b>vague</b> position supported by <b>weak</b> evidence
<b>Evaluates sources</b> (S.1.1, S.1.3, S.9.1, S.9.5)	<b>Astutely</b> analyzes quality and validity of information	<b>Credibly</b> analyzes quality and validity of information	<b>Plausibly</b> analyzes quality and validity of information	<b>Inaccurately</b> analyzes quality and validity of information
<b>Communicates information</b> (S.8.1)	Purpose, organization and clarity promote <b>compelling</b> communication to <b>engage</b> the audience	Purpose, organization and clarity promote <b>effective</b> communication to <b>interest</b> the audience	Purpose, organization and clarity promote <b>straight-forward</b> communication to <b>generally hold</b> the attention of the audience	Purpose, organization and clarity promote <b>ineffective</b> communication that <b>does little to sustain</b> the attention of the audience

## SS30: FIGHTING FOR LIBERALISM

HISTORY IS REplete WITH EXAMPLES OF GROUPS AND INDIVIDUALS SEEKING INCREASED HUMAN RIGHTS, POLITICAL POWER, EQUALITY, AND FREEDOM. THESE INDIVIDUALS, EITHER CONSCIOUSLY OR OTHERWISE, WERE ALSO SEEKING AN INCREASED LIBERAL ESSENCE/NATURE FOR THEIR SOCIETIES WHILE PROTESTING THE ACTIONS OF GOVERNMENTS IN POWER. IN SOME CASES THE GOVERNMENTS IN POWER WERE LIBERAL MINDED GOVERNMENTS WHO FOR SOME REASON DID NOT OFFER CERTAIN RIGHTS OR FREEDOMS TO A PARTICULAR GROUP. IN OTHER CASES, THEY WERE ILLIBERAL GOVERNMENTS WHO SOUGHT TO PREVENT LIBERALISM FROM TAKING ROOT OR SPREADING WITHIN THEIR SOCIETY.

SELECT ONE OF THE EXAMPLES BELOW AND CREATE A PRESENTATION USING A POWER POINT, OR OTHER PRESENTATION TOOL, **FOR VISUALS ONLY**. (NO MORE THAN 15 WORDS PER SLIDE) PREPARE A PRESENTATION TO THE CLASS OF AT LEAST 10 MINUTES IN WHICH YOU TEACH THE CLASS THE BACKGROUND TO THIS CONFLICT AND HOW IT WAS RESOLVED. IN CREATING YOUR PRESENTATION THE OVERRIDING ISSUE SHOULD BE, “TO WHAT EXTENT WERE THE GROUPS AND INDIVIDUALS JUSTIFIED IN THE ACTIONS THEY TOOK IN FIGHTING FOR LIBERALISM?”

GUIDING QUESTIONS TO CONSIDER AS YOU PREPARE FOR THE PRESENTATION:

- a. What is the background to the society under discussion and what kind of political system did they have in place. Was the country considered to be a liberal democracy? Were they truly liberal or was liberalism only available to particular groups? If not what type of government did they have and how did they get it?
- b. What treatment did the people who revolted/resisted suffer under? Were they right in seeking change? Was there a particular individual who symbolized the struggle for the people involved? What did he/she go through
- c. What actions did these people take as they sought liberal rights? Did they use violence? Was there loss of life?
- d. How long did things take to change? Did the changes go far enough? What changes occurred? Were further changes brought about over time? If so what form did they take and when did they occur?
- e. What is the present day situation for the people who were involved in the unrest?
- f. **FINALLY** – To what extent were they justified in the actions they took to bring liberalist principals to their cause? This is a complex question and is NEVER just a yes or no issue. Figure out what is complex about your case and make sure the class understands both sides of the issue. What is your view and are their limits to your support of that side of the issue?

**No written summary of your presentation will be required for this presentation, but you must hand in a one page summary of the quality and validity of your sources. \*Note on the rubric that one of the categories is “Evaluates sources.” Part of your assessment will be based on this. \***

**Possible Situations for Research:**

The United States and the Revolutionary War  
The 1970 FLQ Crisis in Quebec  
Aung San Suu Kyi and Burma  
Nelson Mandela and the Anti-Apartheid Movement in South Africa  
India and Mahatma Gandhi  
China and the Tiananmen Square Massacre  
The Ukraine and the Orange Revolution  
Slavery in America the Abolitionists and Abraham Lincoln  
The War against the Vietnam War  
The Famous Five in Canada  
Martin Luther King and the Civil rights movement  
Quebec and the Quiet Revolution  
Louis Riel and the Métis  
The Feminist movement in the United States  
Pro-democracy movement in Indonesia and the fall of Suharto  
Andrei Sakharov and the Soviet Union  
Gandhi and the Independence Movement in India  
Rebiya Kadeer the Uighur and the Chinese  
Lubna Hussein and the Sudanese Government  
Kenya - Jomo Kenyatta (1st president), Mau Mau (freedom fighters)