


Ideology and Identity CARC Social Studies

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

Grade Level	30-1 or 30-2	Related Issue 1	To what extent should ideology be the foundation of identity? General Outcome: Students will explore the relationship between identity and ideology.
Time Frame		Enduring Understanding (purpose of the lesson)	Students examine the philosophies of Hobbes, Locke and Rousseau in terms of collectivism and individualism before determining their own beliefs and values.
Developed By	Kellie Howell		
Big Idea	Write personal beliefs and values statements that reflect your ideas on collectivism and individualism.		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
1.1 appreciate various perspectives regarding identity and ideology (PADM, TCC, I) 1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)	1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, LPP)	develop skills of critical thinking and creative thinking S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue S.1.6 synthesize information from contemporary and historical issues to develop an informed position	
Summative Assessment Strategies	This activity is intended to be instructional and is not summatively assessed.		

<p>Introductory Activity/ The Hook</p>	<p>Activity 1: What are Humans Like?</p> <ol style="list-style-type: none"> 1. View cartoon Homo Sapiens by Ronaldo Dias. Have students in groups of four brainstorm responses to the question: What views about human nature are explicit and implicit? Have them record their thoughts in T-chart format with "Ideological" and "Biological" as the two column headings, e.g., Cartoon Homo Sapiens. Is this an accurate reflection of human nature?
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: A Look at Society</p> <ol style="list-style-type: none"> 2. Ask students to think about their roles in society and what roles they want to play in the future. To encourage students' thinking, show them images like those of individuals voting, taking part in charitable activities, caring for the environment, and/or protesting peacefully. Have students think about how these roles show their ideas about society. 3. Give students the definitions for: <ul style="list-style-type: none"> • Individualism – values the freedom and worth of the individual over the security and harmony of the group • Collectivism – values the goals of the group over the goals of any one individual <p>Activity 4: Analyzing Thinkers</p> <ol style="list-style-type: none"> 4. Have students investigate the philosophies of Thomas Hobbes, John Locke, and Jean Jacques Rousseau. Ask students how the world that each philosopher lived in shaped their ideas. Ask students if they agree or disagree with any of the philosophers. Ask students how their own opinions may be influenced by the society in which we live. 5. Have students determine which philosophers showed collectivist ideas and which showed individualist ideas and justify their categorization. <p>Activity 5: Beliefs and Values</p> <ol style="list-style-type: none"> 6. Have students give their thoughts on the difference between beliefs and values. Once discussion has occurred, either give students the support document Beliefs and Values, having students work in partners or groups to come up with characteristics of beliefs and the characteristics of values, or discuss these quotes: <p>The following are beliefs:</p> <ul style="list-style-type: none"> • "Humanity's understanding of itself and its place in the universe can only be revealed by intellectual reasoning and scientific exploration." • "I think the U.S. government planned the 9/11 attacks themselves so they would have an excuse to reduce people's rights and freedoms." • "Terrorists hate us because we are free."

The following are values:

- Speaker 1: "I won't work overtime because spending time with my kids is more important than money."
- Speaker 2: "I don't agree with all of my daughter's choices, but ultimately, it's her life and she has to learn to make her own way in the world."
- Speaker 3: "Cowards die many times before their deaths; the valiant never taste of death but once." ~ Julius Caesar, Act 2 Scene 2
- Speaker 4: "As far as I'm concerned, you should throw most criminals in prison and throw away the key."

Ask students the difference between the quotes to identify definitions for beliefs and values. Once discussion has occurred, give students these definitions:

- A belief is a statement or opinion that a person or group accepts as true:
- A value is a principle philosophy or code that defines what is important or desirable. Consider these four value statements:

7. Ask students what each speaker values in the case of the value statements.

- Some people would say that Speaker 1 values family.
- Speaker 2 might be said to value independence.
- Most would say Speaker 3 values courage.
- Some would say that Speaker 4 values law and order, while others would comment that this speaker values justice.

Activity 6: Identifying Beliefs and Values

8. Have students analyse various personalities, e.g., Osama Bin Ladin, Mother Theresa, Britney Spears, Gordon Lightfoot, Alexandre Bilodeau, Tiger Woods, or any other personalities that are in the news. Encourage students to determine what beliefs and values are congruent with each person. Students may need some background on the people teachers choose as examples. Images and news articles of these people will help students discern beliefs and values.
9. Have students examine what their own beliefs and values say about them by taking the survey in the textbook, *Perspectives on Ideologies*, p. 30. Let students using *Perspectives on Ideologies* know following the survey that numbers 2, 6, 7, 9, 10, 12, 14, 16, 17, 18, 19 have to do with individualism and numbers 1, 3, 4, 5, 8, 11, 13, 15, 20 indicate collectivism.
10. In a think-pair-share situation, have students write their own belief statements and value statements, share them with their partners then share them with the class.
11. Ask students to come up with a definition for identity based on all that has been discussed in class.

Resources	<p>Dias, Ronaldo. <i>Homo Sapiens</i>. CSL Cartoon Stock. Retrieved June 29, 2011 from http://www.cartoonstock.com/cartoonview.asp?start=10&search=main&catref=rdin654&MA_Artist=Not+Selected&MA_Category=Not+Selected&ANDkeyword=wheel&ORkeyword=&TITLEkeyword=&NEGATIVEkeyword=</p> <p>Fielding, J., Christison, M., Harding, C., Meston, J., Smith, T., and Zook, D. (2009). <i>Perspectives on ideology</i>. Don Mills, Ontario: Oxford University Press.</p>

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Cartoon Homo Sapiens

by Ronaldo Dias

What views about human nature are explicit and implicit? Record your answers in the following categories:

Ideological	Biological

Beliefs and Values

Below are a set of belief statements and a set of value statements. Determine how each set differs from the other.

Beliefs	Values
<ul style="list-style-type: none">• "Humanity's understanding of itself and its place in the universe can only be revealed by intellectual reasoning and scientific exploration."• "I think the U.S. government planned the 9/11 attacks themselves so they would have an excuse to reduce people's rights and freedoms."• "Terrorists hate us because we are free."	<ul style="list-style-type: none">• Speaker 1: "I won't work overtime because spending time with my kids is more important than money."• Speaker 2: "I don't agree with all of my daughter's choices, but ultimately, it's her life and she has to learn to make her own way in the world."• Speaker 3: "Cowards die many times before their deaths; the valiant never taste of death but once." ~ Julius Caesar, Act 2 Scene 2• Speaker 4: "As far as I'm concerned, you should throw most criminals in prison and throw away the key."

What are the characteristics of belief statements?

What are the characteristics of value statements?

In the second column, what does each speaker value?

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4: