

Investigating Illiberal Practices CARC Social Studies

Grade Level	30-1	Related Issue 3	<i>To what extent are the principals of liberalism viable?</i> General Outcome: Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
Time Frame	3-4 80 minute periods	Enduring Understanding (purpose of the lesson)	Students investigate the idea that liberal governments may abandon liberal principles for justifiable reasons.
Developed By	Greg Barclay and Brian Hoglund		
Critical Challenge/Big Idea	Write an effective editorial addressing the issue of when illiberalism is acceptable in liberal societies.		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes		Skills and Processes Outcomes
3.1 appreciate various perspectives regarding the viability of the principles of liberalism (PADM, ER) 3.2 appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C)	3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER) 3.7 analyze why the practices of governments may not reflect principles of liberalism (PADM, ER, C) 3.8 evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation) (PADM, C, CC)		develop skills of critical thinking and creative thinking S.1.6 synthesize information from contemporary and historical issues to develop an informed position S.1.7 evaluate the logic of assumptions underlying a position apply the research process S.7.1 develop, express and defend an informed position on an issue S.7.3 draw pertinent conclusion based on evidence derived from research

	<p>3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) (PADM, ER, LPP)</p>	<p>S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry S.7.8 select and analyze relevant information when conducting research</p> <p>demonstrate skills of oral, written and visual literacy S.8.1 communicate effectively to express a point of view in a variety of situations</p>
<p>Summative Assessment Strategies</p>	<p>Create an effective press release supporting or opposing an illiberal practice.</p>	
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Introducing Terrorist Attacks</p> <ol style="list-style-type: none"> 1. Start with series of images of 9/11 attack and reaction cartoons in order to facilitate a discussion on terrorism. Examples of other terrorist attacks are also useful for this activity. CBC Archives is an excellent source for clips. <p>As students are reviewing terrorism, ask: What prompts terrorist attacks? What are the goals and methods used in terrorist attacks? What should be done to protect citizens from terrorist attacks? What rights should terrorists have? (Numerous images are available on line). This discussion will help student not only see the devastation resulting from these attacks but also the reasons behind them prompting more cognitive dissonance and therefore more thought.</p> <ol style="list-style-type: none"> 2. Have students consider the questions: Should terrorists have the right to free speech? If not, should those who spread hate have the right to free speech? Should terrorists have the right to a fair and speedy trial? What rights should terrorists have? 	
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Gathering Background Information</p> <ol style="list-style-type: none"> 3. Have students gather background information on the following: <ul style="list-style-type: none"> • Protection of rights • rights common to liberal democracies • American Bill of Rights • Canadian Charter of Rights and Freedoms • Québec Charter of Human Rights and Freedoms • First Nations, Métis, and Inuit rights • language legislation. 	

	<p>4. Discuss as a class the rights associated with each of these situations.</p> <p>Activity 3: Jigsaw Research</p> <p>5. Using a jigsaw format (see http://olc.spsd.sk.ca/de/pd/instr/strats/jigsaw/ for more information on this strategy), have students research the following question: How have liberal governments used illiberal policies in the past? Assign different groups the following topics:</p> <ul style="list-style-type: none"> • Canada’s Anti-Terrorism Act • WW I enemy aliens • Japanese Internment • October Crisis • PATRIOT Act • Canada’s No-Fly List <p>6. Students then share information according to the jigsaw format.</p> <p>Activity 4: Create press release</p> <p>7. Conduct a discussion on the effect of anti-terrorism policies on the loss of civil liberties.</p> <p>8. Individually students create a press release. If they are supporting an illiberal policy covered in the previous jigsaw activity, they will be writing for the government. If they are refuting the illiberal policy, they will be writing for the opposition. The press release should give a brief background to the event and then justify or refute the actions of the government, depending on the position.</p>
<p>Resources</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> <p>Use a model press release and editorial as student guides (use Google Image search and choose a model) (ie: http://www.robertsonpublishing.com/images/sales_mat/Shadow-press-release.gif)</p>

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

Level Criteria	Excellent	Proficient	Adequate	Limited
Explains practice (3.7)	Demonstrates an insightful understanding of the reasons practices may not reflect principles of liberalism.	Demonstrates a well-considered understanding of the reasons practices may not reflect principles of liberalism.	Demonstrates a defensible understanding of the reasons practices may not reflect principles of liberalism.	Demonstrates a limited understanding of the reasons practices may not reflect principles of liberalism.
Supports a position (3.8, 3.9, S.1.6, S.7.1, S.7.6)	Synthesizes information to develop a perceptive position supported by significant evidence.	Synthesizes information to develop a convincing position supported by relevant evidence.	Synthesizes information to develop a simplistic position supported by reasonable evidence.	Synthesizes information to develop an ineffective position supported by weak evidence.
Communicates information (S.8.1)	Skilfully expresses an informed point of view.	Competently expresses an informed point of view.	Appropriately expresses an informed point of view.	Inappropriately expresses an informed point of view.