

Modern Liberalism vs. Conservatism CARC Social Studies

Grade Level	12	Related Issue 2	To what extent should ideology be the foundation of identity? General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.
Time Frame	2-3 classes	Enduring Understanding (purpose of the lesson)	Students make connections between classical liberalism and the concept of modern day conservatism.
Developed By	Ceara Ormond, Alanna Cellini, Jen Korschuh and Bruce Madore		
Critical Challenge/Big Idea	Create effective bumper stickers to demonstrate understanding and connections between ideological perspectives		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)	2.5 examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Lock, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC) 2.7 analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC)	<p>develop skills of critical thinking and creative thinking</p> <p>S.1.1 evaluate ideas and information from multiple sources S.1.2 determine relationships among multiple and varied sources of information S.1.5 evaluate personal assumption and opinions to develop an expanded appreciation of a topic or an issues</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> <ul style="list-style-type: none"> □ S.7.11 generate new understandings of issues by using some form of technology to facilitate the process <p>demonstrate skills of oral, written and visual literacy</p> <p>S.8.4 listen respectfully to others</p>
Summative Assessment Strategies	This formative task is intended to ensure basic knowledge and to provide feedback for both teachers and students about the existence of that knowledge. It is, therefore, not summatively assessed.	
Introductory Activity/ The Hook	<p>Activity 1: Review Concepts</p> <ol style="list-style-type: none"> 1. Brainstorm current understandings of concepts of Liberalism and Conservatism. Discuss concepts to ensure a strong base of knowledge of modern liberalism and conservatism. 	
Teaching/ Learning Strategies and Activities	<p>Activity 2: Jigsaw</p> <ol style="list-style-type: none"> 2. Students use a jigsaw format to gather information on the development of classical liberalism and philosophers. (see p. 105-113 in text and chart on p. 113 to be filled in by expert groups and shared with home groups). 3. Using a whole group discussion compare the theorists and principles emerging from their ideologies. One way to ensure student understanding is to give different scenarios and ask what each theorist's take would be. <p>Activity 3: Analysing Image</p> <ol style="list-style-type: none"> 4. View the first image from http://www.politicalstrikes.com/thesaurus.html. What are the perspectives presented here? Does this match traditional views of classical liberalism? Why or why not? <p>Activity 4: Image Creation</p> <ol style="list-style-type: none"> 5. Students then re-create the image as propaganda for classical liberalism also providing the appropriate antonym (e.g. Monarchist thought, Traditional economy, Mercantilism...etc). Students can use some form of technology to facilitate the process such as Big Huge Labs and create a motivational and de-motivational poster for each option. 	

	<ol style="list-style-type: none"> 6. Students then reverse the image as propaganda for modern day conservatism and create an appropriate antonym based on modern day liberalism. 7. Students compare images in small groups and come to a consensus about which images are the best representations of step 5 and 6 above. Groups then show chosen image and explain to class why they believe the chosen image is the best. 8. As a class discuss how ideas of classical liberalism and modern conservatism are similar and hypothesize why this change may have occurred (to be discussed in a later class)
<p>Resources</p>	<p>Big Huge Labs. (2011) Retrieved May 29, 2011 from http://www.bighugelabs.com</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>Liberal cartoons.com. <i>The true definition of liberal</i>. Retrieved May 29, 2011 from http://www.politicalstrikes.com/thesaurus.html</p>

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

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