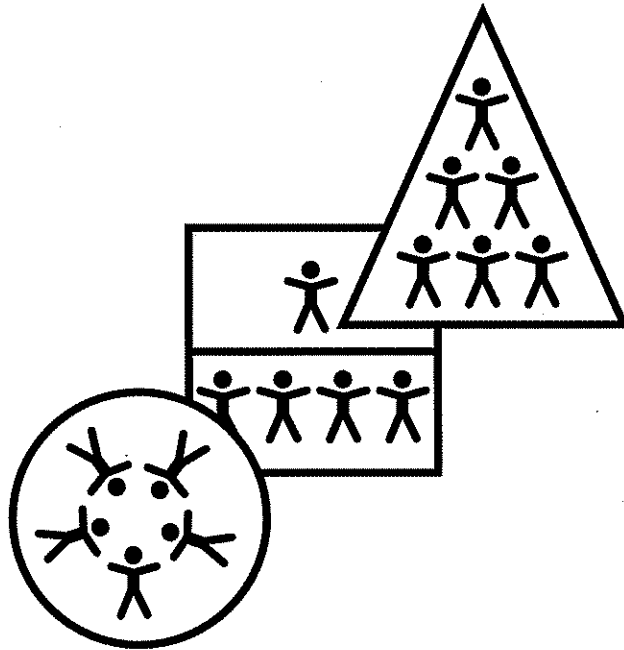


# IDEOLOGY & DECISION MAKING

HISTORY 10

*submitted by:*  
ELGIN WAYNE WYATT



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*from the*  
STEWART RESOURCES CENTRE



# **Ideology and Decision Making**

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**History 10**

**By Elgin Wayne Wyatt**

**1995**

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# HISTORY 10 — IDEOLOGY AND DECISION MAKING

## Topic: *19th Century Ideologies*

### Focus: *Conservatism, Liberalism, Socialism*

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#### Objective:

Students will work in groups to identify the essential attributes of one of the 19th Century ideologies, and write their own definition based on those attributes.

#### Materials:

1. Duplication Sheets to produce data sets on Conservatism, Liberalism, Socialism
2. Duplication Sheet: Test Samples

#### Procedures:

1. Teachers should photocopy the data for each ideology on different coloured paper. Data sets can be produced for each group with twelve statements of one colour representing Examples, and a mixture of other colours representing Non-Examples. The *Test: Samples* should be placed in an envelope and given to each group when they arrive at a concept definition.
2. The class should be divided into six groups, with two groups working to understand each 19th Century ideology.
3. Students in each group should study the Examples and Non-Examples carefully. To help students develop an understanding of the essential attributes of the ideology, have them record information from the Examples in a chart:

Key Words

Main Ideas

Values and Beliefs

4. As each group completes the chart, have its members use the data to write a definition or description of key ideas of the ideology they have been examining. Have them suggest a name for the concept.
5. As groups finish their definitions, supply them with the *Test: Samples*. Groups then must decide on answers to the following questions:
  - Which of these samples belong with your ideology?
  - Explain the reasons behind your categorizations of both the Examples and Non-Examples.

#### Debriefing:

1. On what aspects of life does ideology tend to focus generally?
2. What ideas or values seem to be consistent with your ideology?

3. What name did you give your ideology? Why?
4. At what point during the activity did you clearly understand the nature of the ideology you were studying? What made the idea clear in your mind?

### Evaluation:

1. Evaluate the reasons provided by the group for categorizing the *Test: Samples*.
2. Have the groups use their data collection charts and definitions to produce a concept map for their ideology.

### Extension:

1. Develop a scenario for an important 19th Century issue (e.g. Parliamentary Reform) and have each group prepare an ideological position on the issue. Representatives from each group could then debate the issue.

### Test: Samples

Without government "life would be solitary, poor, nasty, brutish and short."

Thomas Hobbes

All laws must rest on the will of the majority, and they must be designed for no other end than the good of the people.

John Locke

"The establishment . . . of a cooperative commonwealth in which the basic principle regulating production, distribution, and exchange will be the supplying of human needs, instead of making profits."

Regina Manifesto

"I saw that our character is formed by circumstances . . . that our will by influencing some of the circumstances can modify our future habits."

John Stuart Mill

# 19th Century Ideology Worksheet

Key Words	Main Ideas	Values/Beliefs

**Name of Concept:** \_\_\_\_\_

**Definition:**

## Data Set: Liberalism

### **Human Nature:**

People are basically good, able to control their destructive urges and can cooperate to organize a safe, productive society.

### **Power:**

Power should be based on ability, talent and wealth; heredity should be secondary.

### **Ownership:**

Individuals should be free to own and control property. The enjoyment of such benefit should only be limited by the individual's ability.

### **Economy:**

Competent owners and managers should enjoy the benefits of production and treat workers fairly.

### **Enfranchisement:**

Those with education and ability should have the right to vote.

### **Heirarchy/Equality:**

All individuals should enjoy equality before the law and the government. In business, individual advancement should be limited only by ability.

### **Change:**

Changes must be made to increase efficiency in society. Such changes should be made rapidly but only by legal means. Changes can improve the world.

### **Freedom/Order:**

Personal liberty is an important value. People have the ability to solve their own problems and those of society through the application of reason.

### **Role of Government:**

Government should be limited to protecting the rights of the individual to safety and to property, and to curb the economic abuses of large corporations, but must not infringe on the personal freedom of individuals.

### **Class System:**

A person's place in society will be determined by his abilities. There should be no other limits on the individual to earn his success.

### **Profits:**

Individuals have the right to earn profits but they must treat their workers fairly. When a person benefits from satisfying his own self-interest, the whole of society should benefit as well.

### **Wars:**

Wars may be necessary to protect the national interests.

## Data Set: Conservatism

### **Human Nature:**

People are inherently evil and destructive in a natural state.

### **Power:**

Power should be based on heredity and position of status within society.

### **Ownership:**

The means of production should be owned by private individuals and managed by the owners or their appointees.

### **Economy:**

The owners, who risk their capital, should enjoy the benefits of production.

### **Enfranchisement:**

Only landed property owners should have a vote.

### **Heirarchy/Equality:**

The aristocracy must provide the political and moral leaders of society since they are capable of protecting the collective good of society. The self-interested masses threaten society by being more concerned with their individual gain than the well-being of society.

### **Change:**

The traditions and customs of the past must be respected. Any changes to society must be gradual and controlled.

### **Freedom/Order:**

The lower classes need government regulations to keep them from their self-destructive ways.

### **Role of Government:**

Government should be restricted. It should not interfere in economic matters, nor should it hinder the free action of the upper classes who help society. It should regulate the lower classes.

### **Class System:**

Everyone should know his place in society. The "well born", on the basis of their wealth and intelligence, have a duty to govern society in the best interest of everyone. Lower ranks should recognize their betters and obey their rules.

### **Profits:**

Manufacturers will make a product only if they believe it will be profitable. The result of profit is that owners make money, people have the products they want, workers have jobs and all of society benefits.

### **Wars:**

Wars are a natural occurrence and are necessary for the preservation of a strong society, economic stability and social order.



## Data Set: Socialism

### **Human Nature:**

People are essentially good but can be corrupted by destructive social environments such as that which exists under a class system.

### **Power:**

Power should be shared equally by all segments of society.

### **Ownership:**

The workers must cooperatively own and manage the means of production for the benefit of all society.

### **Economy:**

Workers should enjoy the benefits of their production; excessive profit to an individual is wrong.

### **Enfranchisement:**

All adult males should have the right to vote.

### **Heirarchy/Equality:**

Society should be *egalitarian* based on the political, social and economic equality of all people.

### **Change:**

The masses should lead the reform of society. Society and traditions should be changed swiftly and drastically if they are not meeting the needs of the people. Violence may be necessary.

### **Freedom/Order:**

Society should be classless emphasizing individual freedom and equality of opportunity.

### **Role of Government:**

Government must take an active role in the economy to prevent exploitation and to ensure equitable distribution.

### **Class System:**

The class system is a major cause of the destructive social environment because it provided for an unequal distribution of wealth.

### **Profits:**

Any profits should serve everyone rather than enriching a small elite.

### **Wars:**

Wars are fought on the backs of the working class.

# The Process of Concept Mapping

1. Make a list of key concepts from the unit.
2. Group concepts into clusters of closely related ideas.
3. Within the clusters, arrange the concepts into an hierarchy or other relationship under a major concept (categorize).
4. Decide how the clusters or categories relate to the organizing concept and/or to each other.
5. Arrange the categories into a concept map. Draw and label the relationships.
6. Search for cross-relationships on the map.
7. If the concept relationships are clearly and correctly labeled, you should be able to read any specific strand of your map from the organizing concept through the key concepts in the cluster to the details at the bottom as you would a sentence.

## Evaluation of Concept Maps

a. Uses all assigned concepts	0	1	2		
b. Logical main concepts for clusters identified	0	1	2	3	4
c. Clear labeling of relationships within clusters.	0	1	2	3	4
d. Clear relationships of clusters to Organizing Concept or to one another	0	1	2	3	4
e. Hierarchical Organization: general ideas to specific details	0	1	2		
f. Quality of the map in describing the organizing concept	0	1	2	3	4
g. Identifies key cross relationships	0	1	2		
h. Overall neatness and workmanship	0	1			
i. Student and Class Identification	0	1	2		

**FINAL MARK**

**/25**

# History 10 — Political Decision Making

## Test Question Using Concept Mapping Skill

### Directions:

1. Read the document entitled "The Declaration of the Rights of Man" and circle at least 10 important concepts (nouns) related to THE RIGHTS OF MAN.
2. Arrange those ten concepts into an hierarchical concept map under the organizing concept: The Rights of Man.
3. Connect the concepts and label the connecting lines accurately with verbs or prepositions to clearly show the relationships among concepts.

### The Declaration of the Rights of Man

The Constitution drawn up by the National Assembly provided that the new government would be a limited monarchy. This Constitution included a complete Bill of Rights called the **Declaration of the Rights of Man**. The American Bill of Rights was adopted at about the same time (in 1791). Would you expect the two documents to be similar?

The representatives of the French people have acted as a National Assembly. They have decided to set forth in a solemn declaration the natural, inalienable [not to be taken away], and sacred rights of man.

Men are born and remain free and equal in rights.

The aim of all government is to protect the natural rights of man. These rights are of liberty, property, and security, and to resist oppression.

Liberty is the freedom to do all that does not harm others.

The law has the right to forbid only those actions harmful to society.

Law is the expression of the general will. All citizens have the right to assist personally, or by their representatives, in the making of the law. It should be the same for all. All citizens are to be equally admitted to all public positions and employments according to their ability.

No man can be accused, arrested, or held prisoner except in cases decided by law.

Every man is considered innocent until he has been declared guilty. All harsh treatment not necessary for holding the prisoner should be prevented by law.

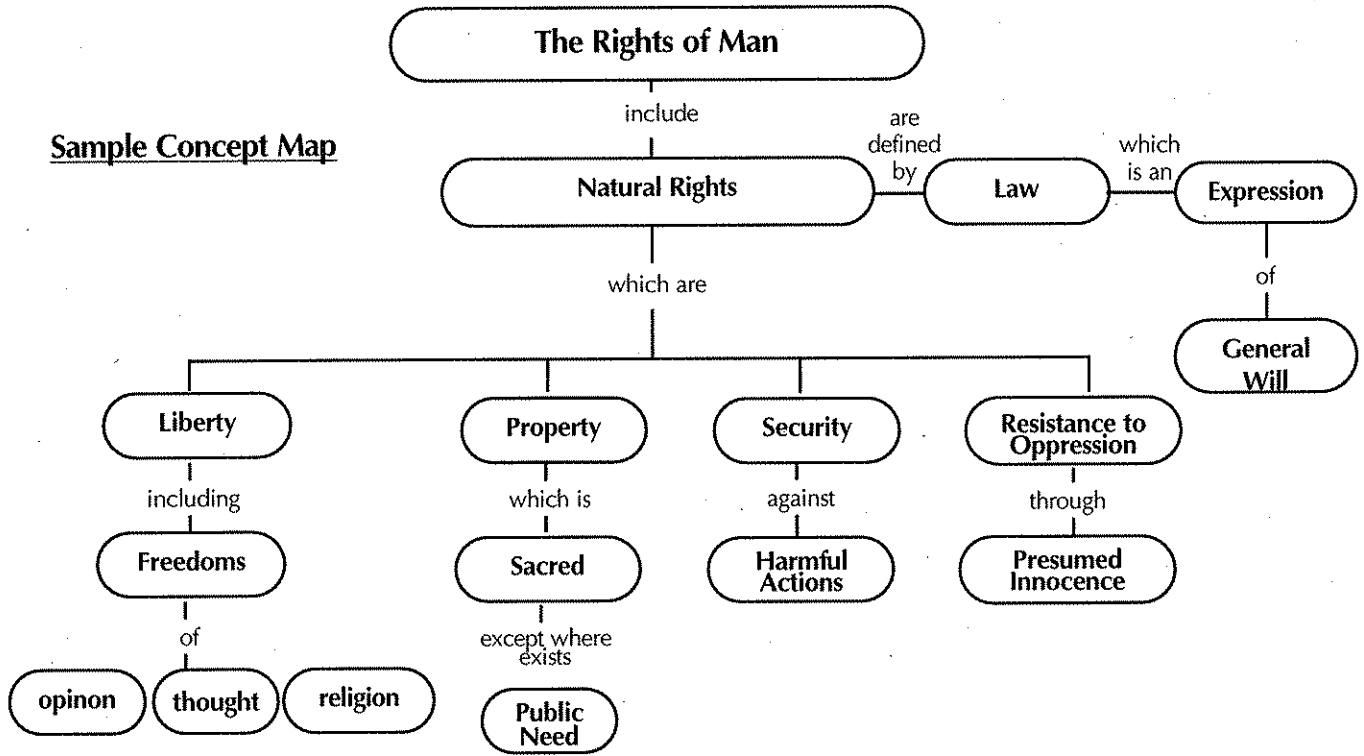
No person should be disturbed because of his opinions, even in religion, provided he does not disturb the public order.

To freely express thoughts and opinions is one of the most precious rights of man. Every citizen can speak, write, and publish freely.

Taxes ought to be equally distributed among all citizens according to their means.

Property is a sacred right that cannot be violated. No one's property can be taken away except when public need clearly demands it. Then it can only be taken on payment of a fair price.

Sample Concept Map



# Writing Good Essay Answers

## A. Analyze the Question

1. Underline key words in the question.
2. Decide on meanings and implications of each word (denotation, connotation).
3. Determine the relationship sought by finding the action word (verb).
4. State in your own words what the question is asking you to do.

## B. Plan the Essay in a 1-3-3-1 Format (palindrome)

- 1 — A thesis statement (introduction).
- 3 — Three key ideas to support the thesis (each to be developed into one paragraph).
- 3 — Three facts, illustrations, examples and/or reasons to support each key idea.
- 1 — A conclusion

## C. Write a Thesis Statement (Hypothesis)

1. An hypothesis is a general statement which answers the problem question.
2. Rules for writing a good hypothesis include
  - a. use key words from the question.
  - b. respond directly to the question (on topic).
  - c. keep the statement general (save details for the body of your essay).
  - d. the statement should be supported by the available data or evidence.
3. The thesis statement should explain to the reader what the essay is about. The rest of your introduction could include a summary of subtopics to be covered.

## D. Body of the Essay

1. The body of your essay should include a separate paragraph for each key idea.
2. Each key idea should be illustrated or supported by specific facts, reasons, etc. from your research.
3. Be sure to explain exactly how the facts, data, etc. support your thesis.

## E. Conclusion

1. Review why the evidence supports your thesis.
2. Discuss the importance of the idea (application).
3. Discuss the positive or negative implications.
4. Evaluate the validity of your report e.g. identify areas where more research or data is needed.

## Practice in Planning Essay Answers

Analyze Napoleon's use of power to gain and maintain political control in France.

(Hint: examine both the SOURCES of Napoleon's power and the WAYS in which he used it.)

## General Ideas and Details

General Idea	Details
Violence was a recurring theme of the French revolution.	<ol style="list-style-type: none"><li data-bbox="836 331 1450 426">1. The revolution opened with the storming of the Bastille where most of an unarmed garrison was murdered by an unruly mob.</li><li data-bbox="836 489 1450 583">2. In September Massacres of 1792 suspected Royalists were dragged from jails and killed in panic after the fall of Verdun to Prussians.</li><li data-bbox="836 646 1450 716">3. During the Reign of Terror 1793 to 1794 more than 20,000 political enemies died on the Guillotine.</li></ol>

In an essay, use **general ideas** as topic sentences for paragraphs, and **details** as support for those topic sentence.

The details should support or develop the idea stated in the topic sentence.

Write an Example of your own:

General Idea	Details

# Essay Outline

## 1—3—3—1 Format

Name:

Due Date:

Thesis:

### I. Topic 1:

1.

2.

3.

### II. Topic 2:

1.

2.

3.

### III. Topic 3:

1.

2.

3.

Conclusion:

## Essay Evaluation

### 1—3—3—1 Format

A. Informative Title and Full Identification	0	1	2	3	4	5				
B. Thesis Statement and Introduction	0	1	2	3	4					
C. Body:										
• Topic Sentences	0	1	2	3						
• Use of facts, evidence, reasons	0	1	2	3	4	5	6	7	8	9
• Clarity in relating data to thesis	0	1	2	3	4	5				
D. Conclusion										
• Summarize evidence supporting thesis	0	1	2	3						
• Inferences or Importance of Findings	0	1	2							
E. Style and Mechanics	0	1	2	3	4					

Final Mark:

/35





# Steps in Writing Good Essay Answers

## An example from Native Studies 10

### 1. Analyze the questions.

- a. underline the key words.
- b. decide on the meanings and implications of each word (denotation, connotation)
- c. determine the relationship sought by finding the action word (verb).
- d. state in your own words what the question is asking you to do.

Example:

**Summarize the most important understandings YOU have gained from this unit on SPIRITUALITY.**

Key Words:

- Spirituality: involved such topics as contact with spirit powers, belief in Great Spirit, visions, prayers, ceremonies, values, symbols, rituals, myths, sacred beliefs.
- YOU: the focus on this essay is on your personal feelings, opinions.
- SUMMARIZE: the action word means to outline briefly.
- most important UNDERSTANDINGS: your response to aspects of native spirituality. Notice that the word is plural, so you are required to write on more than one aspect of spirituality. When the number is not specified, a guideline is to cover at least **three** aspects.

Question in own words: *The question is asking me to describe three aspects of native spirituality that have special meaning to me and to explain why they are important to me.*

### 2. Plan and write the essay.

- a. Write a topic sentence that explains what the essay is about. It is appropriate to list the three topics you will deal with in the essay.

*e.g. Studies in this unit have made me aware of the importance of spirituality in the lives of Canada's native people. The most important understandings to me include the value and reverence that native peoples hold for all aspects of the environment, the respect shown to the Great Spirit through all aspects of their lifestyle, and the humour and moral lessons conveyed by their myths and legends.*

- b. The body of your essay should contain one paragraph for each issue listed above. The content should include:
  1. a brief description of what you learned about the issue (give specific details).
  2. a personal explanation of why the ideas hold personal significance for you.

### 3. Write a conclusion.

Summarize the value of native spirituality to the modern world. Why are these understandings important?