



Social Studies 30-1 Assignment 2.2.1 Classical Liberalism Timeline

Total 100 marks

In this two-part assignment, you will create a timeline of the events and ideas that contributed to the development of classical liberalism and evaluate the influence /impact of classical liberalism on society. Please use pages 115-124 of your textbook to help you complete this task.

Construct a timeline including the following events. Your timeline **must** include

- a. name and brief description of the event/time period
- b. time period the event occurred
- c. Description of how the event contributed to the development of classical liberalism. In other words, the promotion of individualism in society.
- d. Make sure to incorporate the various principles of individualism and communicate how they were either established or furthered by these events in history.

Please make sure all research sources are cited in APA format

| Ancient Greek Democracy | Haudenosaunee Confederacy | Renaissance |
|---|---|--|
| American Revolution | (15 th C to 1776) | (14-16 th C) |
| (1776) | Industrial Revolution | Reformation |
| French Revolution (1789) | (18-19th C) Including the | (1517-1648) |
| (Including Napoleon and his | Factory Acts | The Enlightenment |
| contributions until 1815) | Magna Carta (1215) | (18 th C) |
| | | Changes to the Class |
| | | system (19 th C) |

Use a timeline generator of your choice or create your own. **Incorporate images** into your presentation.. (Please cite in appropriate APA format where these images were taken from.) You will only be required to cite five of your images, but please provide citations for any additional research you complete for the purposes of this task.

Insert timeline below or provide URL:





This score will be reported as a grade out of 100 in Grades.

| Scoring | ng Ideas and Support Quality of Presentation | | |
|----------------|--|--|--|
| Criteria | ideas and Support | Quality of Fresentation | |
| Timeline | | | |
| Timeline | The student | The student | |
| | demonstrates a strong | presents a highly accurate | |
| | understanding of the principles of | portrayal of the events that | |
| _ | liberalism | contributed to the growth of | |
| 5 Excellent | | liberalism | |
| LACEHEIIC | provides description that is specific, | produces a powerful and convincing visual | |
| | relevant, and accurate | presentation making highly effective use of the | |
| | | medium | |
| | demonstrates clearly a sound | presents an accurate portrayal of the events | |
| | understanding of the principles of | that contributed to the growth of liberalism | |
| 4 | liberalism | and the standard of the | |
| Proficient | provides description that is relevant | produces a visually attractive, clear | |
| | and appropriate but may contain minor errors | and fluent presentation making effective use of the medium | |
| | Tillior errors | the medium | |
| | demonstrates a satisfactory | presents a straightforward | |
| | understanding of the principles of | portrayal of the events that | |
| | liberalism | contributed to the growth of | |
| 3 | | liberalism | |
| Satisfactory | provides description that is relevant | | |
| | but general and /or incompletely | produces an adequate, | |
| | developed | conventional presentation making | |
| | | satisfactory use of the medium | |
| | demonstrates a confused or | presents a limited | |
| | inadequate understanding of the principles of liberalism | portrayal of the events that contributed to the growth of | |
| 2 | principles of liberalism | liberalism | |
| Limited | provides description that is | noci diisiii | |
| | superficial and may not always be | produces a simple presentation making little | |
| | relevant | use of the medium | |
| | Demonstrates no understanding or an | presents an unclear | |
| | incorrect mistaken understanding of | portrayal of the events that | |
| 1 | the principles of liberalism | contributed to the growth of | |
| Poor | | liberalism | |
| | provides description that is | | |
| | superficial, incomplete, and/or | produces a confused presentation | |
| Takal | marginally relevant | with ineffective or perplexing use of the medium | |
| Total | 4000 | | |
| /10 | x 10=/100 | | |