

Social Studies 30-1

Name: < >

Assignment 2.2.6 Principles of Classical Liberalism

Total: 50 marks

In the following **four-part** assignment, find and explain events that promoted classical liberalism in Western society during the 18th and 19th Centuries. Ensure you properly use the liberal principles defined previously in Assignment 1.3.10.



Specifically, examine the events from the American, French and Industrial Revolutions. Use the following textbook pages to help you complete this assignment.

- French Revolution pages 114-115 & 118
- Origins of Laissez-Faire Capitalism pages 110-113
- Industrial Revolution pages 119-121

Part One: Identifying Classical Liberalism

18 marks

Principles of Classical Liberalism (Individualism)	List <u>at least 1</u> Example From 18 th and 19 th Centuries that promoted this principle 1 mark each=6 marks	In your own words, clearly explain how the example promoted classical liberalism 2 marks each=12 marks
Private Property	< >	< >
Rule of Law	< >	< >
Individual Rights	< >	< >
Competition	< >	< >
Economic Freedom	< >	< >

Self-Interest	< >	< >
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Part Two: Impacts of Classical Liberalism

17 marks

How did the adoption of classical liberal principles influence 19th century society?

- a. **Select THREE** most significant consequences of implementing classical liberal principles.
- b. Explain how the consequence or impact of was considered beneficial or detrimental to society at the time.
- c. In the third column, explain how society or a group responded to this consequence.



Use pages 122-124 in your textbook to help generate ideas, as well as the webpages in your course previous to this assignment.

An example has been provided.

15 marks

Consequence of implementing Classical Liberal Principles on Society 1 mark	Was the consequence beneficial or detrimental (harmful)? Why? 2 marks each	How did society at the time respond to this consequence and how did society eventually address the issue? 2 marks each
Factory Conditions	< Detrimental: Factory conditions for workers were often unsafe, wages were extremely low, 16 hour workdays were common. >	< Economic freedom: There were no legislated restrictions on working conditions; employers were free to treat their workers as they pleased. > Due to the eventual expansion of suffrage for men based on their new found wealth, and their desire to participate in governance, the Factory Acts were passed to improve working conditions and wages for workers and to address the hardships of specific groups, especially for women and children.
Most significant consequence: < >	< >	< >

<p>Second significant consequence</p> <p style="text-align: center;">< ></p>	<p style="text-align: center;">< ></p>	<p style="text-align: center;">< ></p>
<p>A third significant consequence</p> <p style="text-align: center;">< ></p>	<p style="text-align: center;">< ></p>	<p style="text-align: center;">< ></p>

Now, based on your 3 chosen consequences above, create a news headline that you feel **best summarizes the impact** of classical liberalism on 19th Century society. 2 marks

Type your headline here: _____

15 marks

Part Three: Applying Ideological Theory to Classical Liberalism (The Factory Acts)

How does one apply ideological perspectives when interpreting key events in history?

- a) Read pages **142** and **143** in your *Perspectives on Ideology* textbook.
- b) Select **one** of the following **“Great Thinkers”**: Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Stuart Mill, Edmund Burke and explain how this theorist would have likely responded to the passing of the Factory Acts
- c) **Support this position** by identifying and applying **two principles** of either collectivism or individualism **as well as** a brief summary and application of your “Great Thinkers” ideology as a means of justifying your claim. If possible identify the ideology they best represent (for example: Socialism). Respond to this in paragraph form.

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Rubric and Marks

Scoring Criteria: Position Paragraph	Explanations and Support 10 marks When marking <i>Explanations and Support</i> , markers should consider the <ul style="list-style-type: none"> ● quality of explanations ● selection and quality of support 	Communication 5 marks When marking <i>Communication</i> , markers should consider <ul style="list-style-type: none"> ● organization and coherence ● vocabulary (specificity and accuracy) ● sentence construction (clarity and completeness) ● grammar and mechanics (consistency of tense, punctuation, spelling, capitalization)
Excellent E	Explanations are thorough and comprehensive, revealing a perceptive understanding. Support is specific and accurate. Errors, if present, do not detract from the response. 10	The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of errors is rare. 5
Proficient Pf	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate but may contain some minor errors. 8	The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of errors is infrequent. 4
Satisfactory S	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. 6	The writing is generally clear and functionally organized. Vocabulary is generally accurate but not specific. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 3
Limited L	Explanations are overgeneralized and/or redundant, revealing a confused, though discernable, understanding. Support is superficial, may not always be relevant, and contains significant errors. 4	The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication. 2
Poor P	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. 2	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. The writing demonstrates lack of control of sentence construction, grammar, and mechanics. Errors impede communication. 1
Total: /15		