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## Social Studies 30-1

### 3.1.14 Responses to Liberalism Assignment

**Total 68 marks**

In this **two-part assignment**, review the main ideas from this section and then analyze **one of two** sources by answering some questions.



Besides the online course, please use textbook pages 130-144 to help you complete both parts.

#### Part One

**48 marks**

1. What is Liberalism? How do the principles of individualism relate to Liberalism? (4 Marks)  
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2. What is the difference between Classical and Modern Liberalism? (2 Marks)  
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3. What similarities exist between Classical and Modern Liberalism? How are they both still examples of Liberalism despite their differences? (2 Marks)
4. Complete the chart below. In point form in the first column, identify the main ideas behind the ideologies or movements that developed in response to classical liberalism. In the next column, answer the questions regarding the principles of classical liberalism (private property, rule of law, individual rights and freedoms, competition, economic freedom, self-interest) that were challenged by these new ideologies. (30 marks)

	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	What risks did Mercantilism subject average populations to do based on its structure?	In what way(s) is liberalism restricted? (Think PRICES)
<b>Mercantilism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	What were the two most important principles of individuals to Laissez-Faire Capitalism?	How does this system differ from mercantilism?
<b>Laissez-Faire Capitalism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	What principle of classical liberalism was the British government protecting when they acted against the Luddites? Explain.	How did the actions of the movement attempt to protect their liberty?
<b>Luddites</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	What principles of classical liberalism were the chartists trying to have recognized? Explain.	How does this movement achieve its goals differently from the Luddites?
<b>Chartism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	How successful was Utopian Socialism in removing the excesses of classical liberalism? Explain.	How does Utopian Socialism differ from Classical Liberalism?

<b>Utopian Socialism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	Explain how Marx rejects classical liberalism. What is his solution to these problems?	How does Utopian Socialism/ Socialism differ from Marxism?
<b>Marxism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	Why did Edmund Burke criticize classical liberalism? What were his concerns?	How does Classical Conservatism differ from Classical Liberalism?
<b>Classical Conservatism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	How did welfare capitalists alter liberalism? Explain using a specific reference to the ideological spectrum.	How does Welfare Capitalism differ from Classical Liberalism?
<b>Welfare Capitalism</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine who/how change occurs in this system.	What are examples of institutions found in a Welfare State?	How does the Welfare State differ from Welfare Capitalism?
<b>Welfare State</b>	< >	< >	< >
	Identify Main Ideas/Goals. Determine	What methods were utilized to	Which ideology is most similar

	who/how change occurs in this system.	expand individual freedoms to individuals?	to Neo-Liberalism and why?
Neo-Conservatism	< >	< >	< >

5. Which of the responses in Part One were **most effective** in addressing the negative consequences of living in a classical liberal society during the 19<sup>th</sup> Century? Support your response by discussing the issue and how the response addressed the problems raised by the promotion of classical liberalism. (10 marks)

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## Part One, Question #2 Rubric

10 marks

Scoring Criteria Paragraph	Ideas and Support 7.5	Communication of Ideas 2.5
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Provides thoughtful ideas and thorough explanations</li> <li>Support is specific, relevant, and accurate.</li> <li>Student demonstrates a confident and perceptive understanding of the assigned task.</li> </ul> <p>7.5</p>	<ul style="list-style-type: none"> <li>Writing is fluent and organized effectively.</li> <li>Vocabulary is precise, accurate and effective.</li> <li>Confident control of sentence construction, grammar, and mechanics</li> </ul> <p>2.5</p>
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Provides meaningful ideas and appropriate explanations</li> <li>Support is relevant and appropriate but may contain minor errors..</li> <li>Student demonstrates a proficient and clear understanding of the assigned task.</li> </ul> <p>6</p>	<ul style="list-style-type: none"> <li>Writing is organized proficiently.</li> <li>Vocabulary is specific, accurate, and appropriate.</li> <li>Proficient control of sentence construction, grammar, and mechanics</li> </ul> <p>2</p>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Provides straightforward ideas and general explanations</li> <li>Support is relevant but general and /or incompletely developed.</li> <li>Student demonstrates an acceptable understanding of the assigned task.</li> </ul> <p>4.5</p>	<ul style="list-style-type: none"> <li>Writing is generally clear and organized functionally.</li> <li>Vocabulary is appropriate and generally accurate, but not specific.</li> <li>Satisfactory control of sentence construction, grammar, and mechanics.; minor errors do not interfere seriously with communication</li> </ul> <p>1.5</p>
<b>Limited</b>	<ul style="list-style-type: none"> <li>Provides ideas and/or explanations that are limited and overgeneralized</li> <li>Support is superficial and may not always be relevant.</li> <li>Student demonstrates a limited understanding of the assigned task.</li> </ul> <p>3</p>	<ul style="list-style-type: none"> <li>Writing is uneven and /or incomplete.</li> <li>Vocabulary is general and/or imprecise and/or inappropriate.</li> <li>Faltering control of sentence construction, grammar, and mechanics</li> </ul> <p>1</p>
<b>Poor</b>	<ul style="list-style-type: none"> <li>Provides ideas and/or explanations that are minimal and/or tangential</li> <li>Support, if present, is superficial, incomplete, and/or marginally relevant.</li> <li>Student demonstrates a minimal understanding of the assigned task.</li> </ul> <p>1.5</p>	<ul style="list-style-type: none"> <li>Writing is unclear and disorganized.</li> <li>Vocabulary is ineffective and frequently incorrect.</li> <li>Lack of control of sentence construction, grammar, and mechanics</li> </ul> <p>0.5</p>

**Part Two****20 marks**

Examine the following British/Australian primary sources. Select **ONE** to complete the assignment below.

 <p><b>SOCIALISM</b></p> <p><b>THROTTLING THE COUNTRY</b></p> <p>(NOTE: Britannia's waist ribbon reads: Prosperity)</p> <p>1899 Political Poster</p> <p>Credit info: Public Domain  <a href="https://commons.wikimedia.org/wiki/File:Socialism_Throtling_the_Country.jpg">https://commons.wikimedia.org/wiki/File:Socialism_Throtling_the_Country.jpg</a></p>	 <p><b>ARISE, U-KNIGHTED PARTY TAKE THIS LANCE AND STRIKE AT THE POCKETS OF THE LOWLY.</b></p> <p><b>ATTACKS ON WORKERS</b></p> <p><b>BIG BUSINESS</b></p> <p><b>U KNIGHTED PARTY</b></p> <p><b>£.s.d.</b></p> <p><b>FOR SELF-PROTECTION VOTE LABOUR,</b> THE PARTY WITH A SANE, VIGOROUS, AND PROGRESSIVE POLICY.</p> <p><small>Authorised by LEWIS McDONALD, 226-228 Elizabeth Street, Brisbane</small></p> <p>(NOTE: Moneybag indicates coins are in Australian Dollars)</p> <p>Arise, U-Knighted Party take this lance and strike at the pockets of the lowly. Australian Labor Party poster. Queensland State elections 1923.</p> <p>Credit info: Courtesy of State Library of Queensland, Artwork by Harry Julius</p>
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1. Complete the planning chart below. (5 marks)

<b>Cartoon chosen:</b>		
<b>Question</b>	<b>Answer</b>	<b>How do I know?</b>
<b>What</b> ...do you see in the image?	< >	< >
<b>Who</b> ...is the image about?	< >	< >
<b>When</b> ...did it occur?	< >	< >
<b>Where</b> ...did it occur?	< >	< >
<b>Why</b> ...was this image created?	< >	< >

2. What is the main idea/message reflected in the source? (2 marks)  
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3. Identify and explain the ideological perspective of your chosen poster. (2 marks)  
< >
4. In terms of the role of government in society, explain how your choice contrasts with the other poster. (1 mark)  
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5. Does the source primarily support or reject the principles of classical liberalism? Which principles? Explain, providing supporting information from the poster. (10 marks, see rubric below)  
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## Part Two, Question #5 Rubric

10 marks

Scoring Criteria Paragraph	Ideas and Support 7.5	Communication of Ideas 2.5
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Provides thoughtful ideas and thorough explanations</li> <li>Support is specific, relevant, and accurate.</li> <li>Student demonstrates a confident and perceptive understanding of the assigned task.</li> </ul> <p>7.5</p>	<ul style="list-style-type: none"> <li>Writing is fluent and organized effectively.</li> <li>Vocabulary is precise, accurate and effective.</li> <li>Confident control of sentence construction, grammar, and mechanics</li> </ul> <p>2.5</p>
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Provides meaningful ideas and appropriate explanations</li> <li>Support is relevant and appropriate but may contain minor errors..</li> <li>Student demonstrates a proficient and clear understanding of the assigned task.</li> </ul> <p>6</p>	<ul style="list-style-type: none"> <li>Writing is organized proficiently.</li> <li>Vocabulary is specific, accurate, and appropriate.</li> <li>Proficient control of sentence construction, grammar, and mechanics</li> </ul> <p>2</p>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Provides straightforward ideas and general explanations</li> <li>Support is relevant but general and /or incompletely developed.</li> <li>Student demonstrates an acceptable understanding of the assigned task.</li> </ul> <p>4.5</p>	<ul style="list-style-type: none"> <li>Writing is generally clear and organized functionally.</li> <li>Vocabulary is appropriate and generally accurate, but not specific.</li> <li>Satisfactory control of sentence construction, grammar, and mechanics.; minor errors do not interfere seriously with communication</li> </ul> <p>1.5</p>
<b>Limited</b>	<ul style="list-style-type: none"> <li>Provides ideas and/or explanations that are limited and overgeneralized</li> <li>Support is superficial and may not always be relevant.</li> <li>Student demonstrates a limited understanding of the assigned task.</li> </ul> <p>3</p>	<ul style="list-style-type: none"> <li>Writing is uneven and /or incomplete.</li> <li>Vocabulary is general and/or imprecise and/or inappropriate.</li> <li>Faltering control of sentence construction, grammar, and mechanics</li> </ul> <p>1</p>
<b>Poor</b>	<ul style="list-style-type: none"> <li>Provides ideas and/or explanations that are minimal and/or tangential</li> <li>Support, if present, is superficial, incomplete, and/or marginally relevant.</li> <li>Student demonstrates a minimal understanding of the assigned task.</li> </ul> <p>1.5</p>	<ul style="list-style-type: none"> <li>Writing is unclear and disorganized.</li> <li>Vocabulary is ineffective and frequently incorrect.</li> <li>Lack of control of sentence construction, grammar, and mechanics</li> </ul> <p>0.5</p>