

10th Grade Model Lesson

Capitalism and Socialism

Standard

10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism.

Enduring Understanding

Upon completing this four day lesson, students will have the enduring understanding that political and economic factors influence societies in their policy making decisions.

Language Objective

Students will use complex sentences to write five or more paragraphs that describe and explain what political and economic factors influence societies to make policy decisions for their nations.

Common Core State Standards:

Reading Standards for Literacy in History/Social Studies 6 - 12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9 - 10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies 6 - 12

Text Types and Purpose

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials

Student Handout 1: Economic Systems Survey

Student Handout 2: Evaluating Capitalism and Socialism

Student Handout 3: Capitalism and Socialism Reading

Student Handout 4: Document Analysis Guide

Student Handout 5: Writing Prompt and Task Sheet

Document 1: *The Pyramid of Capitalist System*

Document 2: Writings from *Marx and Engels*

Document 3: Adam Smith, *The Wealth of Nations*

Document 4: John Locke, Jean Jacques Rousseau and John Stuart Mill, ...*The Purpose of Government*

Performance Task/Essential Question

Based on evidence compiled from a background reading and primary sources, students will craft an argument in response to the prompt:

What political and economic factors influence societies to make policy choices for their nations?

Claims will be supported by evidence, selected and cited, from primary and secondary sources. Students are required to outline and write an essay.



Vocabulary

Students may need frontloading of the following terms:


Tier 2 Words

economic system
philosophy
conflict
perspective

Tier 3 Words


capitalism
socialism

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook The lesson begins with students completing Student Handout 1, agreeing or disagreeing with statements that link to the basic concepts involved with capitalism and socialism. Students should individually complete Student Handout 1 and then discuss their responses with a partner.</p> <p>Building on a few of the questions from the handout, have a class discussion on the following questions:</p> <ol style="list-style-type: none">1. Who is responsible for a person's well-being, the government or the individual?2. Should the government be involved in the economy? If so, to what extent? <p>Following this discussion, project Visual 1 which is a copy of Student Handout 1 with the key modifications of the terms Capitalism and Socialism replacing the terms Agree and Disagree. Lead students to an understanding of how the statements they considered earlier relate to these two economic systems.</p>	<p><u>Time Suggestion:</u> 20 Minutes</p> <p>Encourage students to use phrases such as: "I agree with ____ because ____." "I disagree with ____ because ____."</p> <p>Bring out examples from student's lives that relate to</p>


<p>Direct students to write “C= Capitalism, S = Socialism” in the top right corner of Student Handout 1. As you reveal which system the statement relates to, mark the appropriate box on Visual 1 with a C or an S to assist students through this process. Items 1, 2, 5, and 7 relate to capitalism. Items 3, 4, 6, and 8 relate to socialism. As you go over each item, have students mark a C or an S after each statement.</p> <p> Differentiation</p> <ul style="list-style-type: none"> The teacher might also consider doing this activity in heterogeneous groups followed by a whole class discussion and check for understanding. 	<p>capitalism and socialism.</p>
<p>Visual Analysis Project Visual 2: <i>From the Depths</i> by William Balfour Ker. Guide students through a brief analysis of this image. Make connections between what they experienced in the earlier portion of the class and the image. Bring out the concepts of class struggle and the reaction to capitalism asking the following questions:</p> <ul style="list-style-type: none"> <i>What do you see?</i> <i>What different groups are represented in the image?</i> <i>What is the message of the image?</i> <i>How does the image reflect on political and economic factors that might impact a nation's policy choices?</i> 	<p>30 minutes</p> <p>Consider having students bring the image to life by standing in front of the projection and “acting out” what the characters might be thinking and saying.</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Review Begin Day 2 by reconnecting with the Visual Analysis from Day 1. Project the Visual 2 and do a quick check for student for student understanding by asking one or two of the questions that accompany <i>From the Depths</i> by William Balfour Ker.</p>	<p>5 minutes</p>
<p>Reconnecting with Capitalism and Socialism Students will reconnect with the key content of this lesson using Student Handout 3. Tell students that they are going to engage in a close read that will give them additional information about capitalism and socialism.</p> <p>First Read While reading, students should:</p> <ol style="list-style-type: none"> Circle any words they do not know. Highlight or underline anything they read connected to economic systems. Put a plus in the margins for paragraphs they understand and a question mark next to any paragraph that causes confusion. <p>Second Read Next, the teacher should read the text aloud to students, defining words when needed, clarifying any areas of student confusion, and double checking that students have been able to correctly identify concepts related to each economic system.</p>	<p>35 minutes</p> <p>The reading is meant to give a basic review and is not meant to exhaustively cover the two systems.</p>

<p>Third Read of Selected Paragraphs Students should partner read the document. When the students have finished the third reading have them complete the text dependent questions by completing a Think, Ink, Pair, Share. This is similar to a Think, Pair, Share except students record their answers before sharing with a partner.</p> <p>After students have completed the questions, have a few students share their answers with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text. Briefly touch on key concepts in the reading.</p>	
<p>Positives and Negatives of Capitalism and Socialism Based upon the reading, add an additional positive and negative for capitalism and socialism to Student Handout 2 using Visual 3 to support student note-taking.</p>	10 minutes

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Analyzing Primary Sources on Socialism and Capitalism Inform the students that they will begin examining primary source documents (Documents 1 through 4) which describe the thinking and/or consequences of both capitalism and socialism.</p> <p>Students will use Student Handout 4 to record their notes. This organizer also serves as a tool to organize pertinent information for the writing to come.</p> <p>Model an analysis of Document 1 (Visual 4) for the students adding the information to Student Handout 4. Use the modeling of Document 1 as an opportunity to demonstrate for students the way a historian might analyze a source. Reconnect with the analysis used with Visual 3.</p> <p>Students will complete the remaining documents (Documents 2 through 4) either in pairs or in groups of three. Each group of students should complete the text dependent questions for each document by completing a Think, Ink, Pair, Share.</p> <p> Differentiation</p> <ul style="list-style-type: none"> Teachers might consider a Gradual Release protocol, which would allow for guided practice for Documents 2 and 3 followed by group analysis for Document 4 	<p>35 minutes</p> <p>Be sure to bring out possible evidence that might be added to Student Handout 4.</p>
<p>Preparation for Writing Day 4 will focus on preparing students for the writing task found on Student Handout 6.</p> <p>Performance Task/Essential Question What political and economic factors influence societies to make policy choices for their nations?</p> <p>Help students to understand the task and requirements on Student</p>	<p>15 minutes</p> <p>Briefly review key ideas from Documents 1 through 4 before getting into the prompt if needed.</p>

Handout 5.	
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Day 4	
Teacher/Student Activities	Helpful Hints
<p>Reviewing the Task Review Student Handout 5 with the students. Use this as an opportunity to highlight things that you noticed while helping students on Day 3. Address challenges and misconceptions.</p>	10 minutes
<p>Begin Writing As students begin writing, have them transition to composing their argument. Help struggling students to develop their ideas. You may need to model for students what their essay should look like by co-constructing portions as a class. Emphasize to students the need to incorporate key evidence and quotes from the documents.</p> <p>Have students complete their essays. Students who finish early can have a peer evaluate their work and provide feedback using Student Handout 5.</p> <p>Students could complete the writing at home or continue to write the following day of class. Struggling writers will benefit from an additional day of writing and direction in class.</p> <p> Differentiation</p> <p>The teacher might consider additional supports to the writing process as determined by student need:</p> <ol style="list-style-type: none"> I. Pre-Writing: <ol style="list-style-type: none"> a. Charting; Student Handout 2 Review and Completion b. Clustering Evidence: Model, Guided, and Independent matching of information selection from Student Handout 5 into Student Handout 2 c. Formal Outline: using Paragraph Frame Graphic Organizer to format topic sentences and supporting facts/details. d. Crafting the argument (thesis statement): this can be done after a. and b. above, or after formatting body paragraphs II. Writing: <ol style="list-style-type: none"> a. First Draft b. Peer Edit c. Revision d. Final Draft III. Publishing <ol style="list-style-type: none"> a. This may include a gallery walk of finished product, with the opportunity for written reaction to peer work. 	40 minutes

Student Handout 1

Economic Systems Survey

Directions: Read the descriptions below. Decide if you agree or disagree by marking an X in the appropriate box. Be prepared to discuss why you made your decisions.

	Agree	Disagree
1. Property and the means of production (factories) should be owned by businesses and individuals.		
2. When individuals follow their own self interest, progress will result.		
3. The government must act to protect workers since employers often take advantage of them.		
4. The government should own property and the means of production.		
5. The government should not interfere in the economy because the rules of the market-place (the world of business) benefit everyone.		
6. Goods should be distributed according to each person's needs.		
7. Competition among businesses is good.		
8. Progress results when producers of goods cooperate for the benefit of all.		

Student Handout 2

Evaluating Capitalism and Socialism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

Student Handout 3

Capitalism and Socialism Reading

Directions: Read the following passages carefully. Highlight or underline key ideas and terms that are important to understanding each economic system. Use the left hand column to take notes. Be prepared to discuss and explain the ideas and terms you selected.

Notes and Questions

Capitalism:

Capitalism is an economic system based on money (capital means money). The central idea of capitalism is that the marketplace, not rulers or governments, decide what will be made and sold. In the marketplace, people influence what will be produced by the goods they decide to purchase. For example, if more people purchase Ford automobiles than Chevrolet automobiles, then more Fords and fewer Chevrolets will be produced. In his book The Wealth of Nations, economist Adam Smith called this idea the *invisible hand* (the ability of the marketplace to respond to public demand without the government getting involved). Because governments could not control the *invisible hand* from moving the marketplace, economists called this type of economy laissez-faire, or “hands-off” capitalism. The Wealth of Nations carries the important message that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all regulation in order to benefit the people

In 19th century western Europe, capitalism became the dominant economic system. Wealth increased tremendously for some, and the middle classes increased in size. However, the Industrial Revolution caused many people to give up farming and move to cities to seek employment. Many farmers found jobs in the new factories in the cities. Factory workers worked from 12 to 16 hours a day, 6 days a week, with 30 minutes for lunch and dinner. There was no such thing as a minimum wage and a worker could be fired at any time for any reason. Some began to see capitalism as an unfair economic system where the rich got richer and the poor suffered.

Student Handout 3

Notes and Questions

Socialism:

Socialism is an economic system in which the government owns and controls manufacturing and is responsible for planning the economy. It was created in an attempt to eliminate the differences between the rich and poor. In a socialist system, where the government owns manufacturing, businesses, and property, the government determines what is to be produced and distributes wealth evenly. Early 19th century socialists believed that the spirit of cooperation evident in socialist theory could replace the marketplace competition of capitalism. Later 19th century proponents of socialist theory, like Karl Marx, believed that cooperation was not possible and that conflict between the owners of capital and those who worked for them in factories was inevitable. He believed that the struggle between the two groups would eventually lead to a workers revolution.

Text Dependent Questions

1. What role does government play in capitalism?
2. How does the concept of the “invisible hand” support this idea?
3. Why was capitalism viewed as an unfair system in the 19th century?
4. What role does the government play in socialism?
5. What did Marx think would happen in a socialist society?

Student Handout 4

Document Analysis Guide

Directions: As you read and analyze the primary source documents, use this chart to organize your ideas. You will use this chart when you work on the writing task, so write clearly and accurately.

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?		<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 1: <i>The Pyramid of Capitalist System</i>	C	S		
	+/-	+/-		
Document 2: Writings from Marx and Engels	C	S		
	+/-	+/-		

Student Handout 5

<u>Document and Source</u>	<u>Economic System</u> Do the ideas of the document represent capitalism or socialism?		<u>Evidence and Explanation</u> Key quote, image, or phrase that shows what system is being represented. Explain how.	<u>Opposite View</u> How would someone with the opposing view, (capitalist or socialist) criticize this document?
Document 3: Adam Smith, <i>The Wealth of Nations</i>	C	S		
	+/-	+/-		
Document 4: John Locke, Jean Jacques Rousseau, John Stuart Mill, ... <i>The Purpose of Government</i>	C	S		
	+/-	+/-		

Student Handout 6

Writing Prompt and Task Sheet

Background

From 1750 through 1914, the economic systems of capitalism and socialism emerged and developed in Europe as part of, and as a response to, the Industrial Revolution. The Industrial Revolution resulted in major changes both politically and economically. The systems of capitalism and socialism have become dominant economic systems influencing the history of the world and influencing policy decisions from the 18th century until the present.

Performance Task

What political and economic factors influence societies to make policy choices for their nations?

Task:

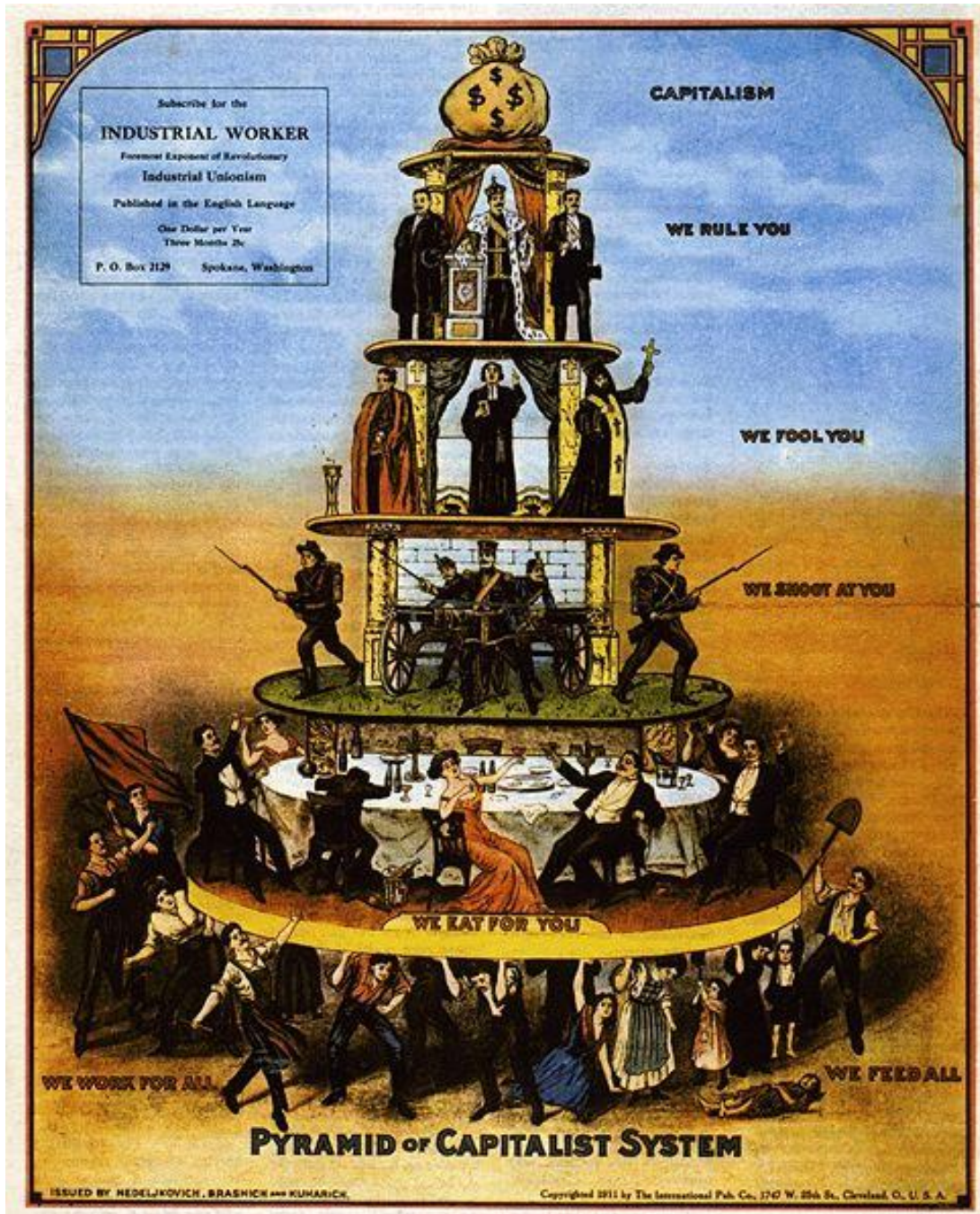
- 1) Write an introduction in which you provide the historical background from which capitalism and socialism developed. End the paragraph with a thesis statement (argument) that indicates what political and economic factors influence policy decisions.
- 2) Write body paragraphs which describe the characteristics of capitalism and socialism and their respective impact on political policy decision making.
- 3) Incorporate quotes and/or evidence from a minimum of two different sources to support your arguments. Explain the meaning of the quotes and/or evidence.
- 4) Write a conclusion where you discuss the political and economic factors that influence policy decisions.

Your writing should contain some of the following words:

capitalism
socialism
economic system
philosophy
conflict
social
labor
perspective
benefits
problems

Document 1

The Pyramid of Capitalist System



Document 2

Writings from Marx and Engels

Excerpts from the *Communist Manifesto* by Friederich Engels and Karl Marx, 1848

“The modern bourgeois (middle class) society...has not done away with class antagonisms (hatred between groups of people). It has but established new forms of struggle in place of the old ones. Modern industry has converted the little workshop of the patriarchal (male) master into the great factory of the industrial capitalist. Masses of laborers, crowded into the factory, are organized like soldiers.... They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty....”

"Owing to the use of machinery and to division of labor, the work of the proletarians (worker class) has lost all individual character, and consequently, all charm for the workmen. He becomes [a limb] of the machine, and it is only the most simple, most monotonous (boring), and most easily acquired knack (skill or ability), that is required of him.”

Excerpt from the *Principles of Communism* by Friedrich Engels, 1847

“Above all, [the government]... will have to take control of industry and of all the branches of production out of the hands of... competing individuals, and instead institute a system as a whole, that is for the common account (good), according to a common plan, and with the participation of all members of society. It will... abolish (eliminate) competition....Private property must therefore be abolished.”

Document 3

Adam Smith

Excerpts from *The Wealth of Nations* by Adam Smith, 1776

“The sole purpose of all production is to provide the best possible goods to the consumer at the lowest possible price. Society should assist producers of goods and services only to the extent that assisting them benefits the consumer... he [the consumer] intends his own gain; and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.... By pursuing his own interest, he frequently promotes that of the society....”

“According to this liberal and generous system, therefore, the most advantageous method in which a landed nation can raise up artificers (craftsmen), manufacturers, and merchants of its own, is to grant the most perfect freedom of trade to artificers, manufacturers and merchants of all nations.”

Excerpts from *The Theory Of Moral Sentiments*, Part VI, Section II, Chapter II, pp. 233-4, para 17.

The man of system...is apt to be very wise in his own conceit; and is often so enamoured with the supposed beauty of his own ideal plan of government, that he cannot suffer the smallest deviation from any part of it... He seems to imagine that he can arrange the different members of a great society with as much ease as the hand arranges the different pieces upon a chess-board. He does not consider that in the great chess-board of human society, every single piece has a principle of motion of its own, altogether different from that which the legislature might choose to impress upon it.

Text Dependent Questions:

1. In *Wealth of Nations*, what does Smith see as the role of government?

2. In *The Theory if Moral Sentiments*, what does Smith see as a problem between government and society?

Document 4

The Purpose of Government

John Locke

"Government being for the preservation of every man's right and property, by preserving him from the violence or injury of others, is for the good of the governed." (*Locke, First Treatise, Chapter 9*).

Jean-Jacques Rousseau

"What, then, is the government? An intermediary body established between the subjects and the sovereign for their mutual communication, a body charged with the execution of the laws and the maintenance of freedom, both civil and political." (Rousseau, *The Social Contract*)

John Stuart Mill

The first element of good government, therefore, being the virtue and intelligence of the human beings composing the community, the most important point of excellence which any form of government can possess is to promote the virtue and intelligence of the people themselves. The first question in respect to any political institutions is, how far they tend to foster in the members of the community the various desirable qualities, moral and intellectual; The government which does this the best has every likelihood of being the best in all other respects, since it is on these qualities, so far as they exist in the people, that all possibility of goodness in the practical operations of the government depends.

We may consider, then, as one criterion of the goodness of a government, the degree in which it tends to increase the sum of good qualities in the governed, collectively and individually; since, besides that their well-being is the sole object of government, their good qualities supply the moving force which works the machinery. (Mill, *Representative Government*)

Text Dependent questions

1. What is the role of government according to John Locke?
2. According to Rousseau, what is the purpose of government?
3. How does Mill support the ideas of Rousseau and Locke?
4. In your opinion, in what areas do these philosophers agree?

Visual 1

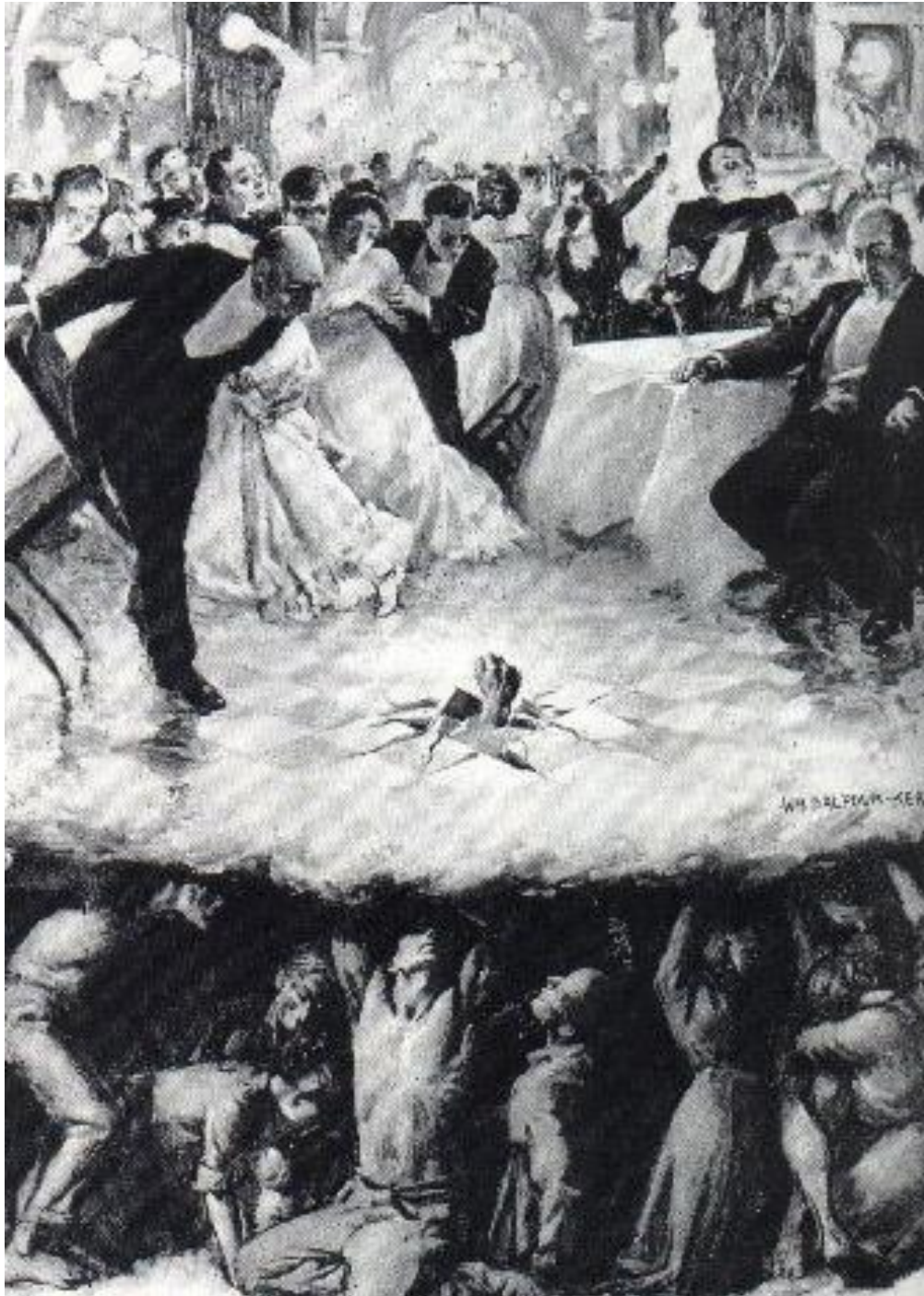
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6. Goods should be distributed according to each person's needs.		
7. Competition among businesses is good.		
8. Progress results when producers of goods cooperate for the benefit of all.		

Visual 2

From the Depths, William Balfour Ker, 1906



1. *What do you see?*
2. *What different groups are represented in the image?*
3. *What is the message of the image?*
4. *How does the image reflect on political and economic factors that might impact a nations policy choices?*

Visual 3

Evaluating Capitalism and Socialism

	Capitalism	Socialism
Positives (Benefits)		
Negatives (Problems)		

Visual 4

The Pyramid of Capitalist System

