
Interactive – Economic Philosophies

Goals & Objectives

Students will learn about the different economic philosophies that developed out of the Industrial Revolution. They will experience why they developed and why they appealed to different groups of people. Through a role-playing exercise, students will show an understanding of how these philosophies appealed to different types of people.

California State Content and Common Core Standards

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

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

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Lesson Introduction

Teacher will give a short presentation on the rise of capitalism as the dominant economic philosophy and how other ideas challenging it arose from the Industrial Revolution. This lecture will be fairly brief, as the student activity will go into more detail about each philosophy.

Vocabulary

Vocabulary terms will be presented in the lesson introduction and used throughout the lesson activity. They are central to the importance of the lesson:

Economy
Philosophy
Capitalism
Utopianism
Social democracy
Socialism
Communism

Content Delivery

Teacher will give index cards to each student that have different roles. These roles will tell the student what kind of job they have in the context of the Industrial Revolution time period. The teacher will present multiple scenarios that will favor capitalism or communism. Students will be asked to get up and form groups in different corners of the room based on what economic philosophy benefits them.

Student Engagement

Students will participate in a role-playing exercise. Students will be given randomized note cards that tell them what kind of job they had or what background they came from in the Industrial Revolution time period. They will listen to multiple scenarios depicting life in this time period and how ideals such as capitalism and communism came about in this circumstance. Students will get up and congregate to designated areas that match their needs (according to their note card situation). On the other side of the note card, students will need to write a short answer as to why the particular philosophy they chose matched their needs.

Lesson Closure

The teacher will count each group and see who “won” in terms of numbers. The teacher will ask for students to share a few reasons why each philosophy appealed to their needs. The note cards will be collected as the students leave.

Assessment

The note cards will be graded on if the student chose the correct philosophy according to their job. More points will be weighted on if they gave a valid reason for choosing one side over the other. Teacher will collect note cards at the end of class to see level of student comprehension.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Students who struggle with reading or learning will be given special note cards with easier words and phrases. If they still seem to struggle, the teacher will help answer questions and guide them to the correct corner of the room.