

Lesson Plan # 2

“Communism vs Capitalism”

Introduction:

This lesson will introduce students to the basic ideological beliefs of Communism and Capitalism. Five “thinking stations” will be set-up in the room. From this understanding, students will be prepared to more rightly interpret the arguments and events of the Cold war.

Objectives:

Content/Knowledge:

1. *Students will be able to define the terms Communism and Capitalism*
2. *Students will be able to compare and contrast the two opposing ideologies.*

Process/Skills:

1. *Students will be able to create their own simple economic theory.*

Values/Dispositions:

1. *Students will be able to passionately argue for/against the ideology of Communism and/or Capitalism*

Standards:

State – Illinois Learning Standards

1. **15.A.4a** Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.

National – National Council for the Social Studies Standards

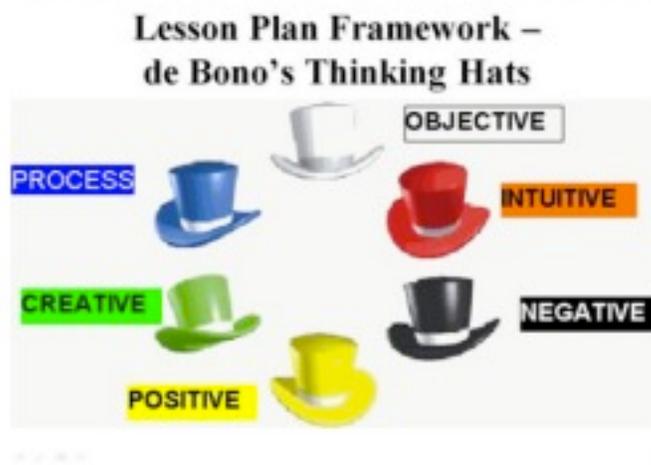
1. **V. Individuals, Groups, and Institutions.** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

National – National Standards for History

1. **Era 9 Standard 3-** Major global trends since World War II

Syntax – Procedures

de Bono's Thinking Hats (Metacognitive Model)



At beginning of class, teacher will handout 1.3, Hats handout to each student.

1. White Hat – Objective:
 - a. Teacher Instructions
 1. Teacher will instruct students at this station to read the quotes from Karl marx and Adam Smith.
 2. They will pick one quote from Smith and one from Marx that they agree with or disagree with. They will write both of these quotes on their Hats handout and why they agree or disagree with them.
 - b. Resource
 1. 1.1, Karl marx Quotes
 2. 1.2, Adam Smith Quotes
 3. 1.4 White Hat station Marker
 - c. Student Activity
 1. Students will read the quotes and pick one quote from Smith and one from Marx that agree with or disagree with. They will write both of these quotes on their Hats handout and why they agree or disagree with them.
2. Red Hat – Intuitive:
 - a. Teacher Instructions
 1. Teacher will instruct students to look at pictures and write on their Hats handout how they feel about Communism and Capitalism.
 - b. Resource
 1. 2.1, Communist Poster
 2. 2.2, Capitalist Poster
 3. 2.3 Red Hat station marker
 - c. Student Activity
 1. Students will look at the two posters and write on their Hats handout how they feel about Communism and Capitalism.
3. Black Hat – Negative:
 - a. Teacher Instructions
 1. Teacher will instruct students to read the excerpts from Communist Manifesto and Wealth of Nations and write down the possible negative effects of Capitalism and Communism on their Hats handout.
 - b. Resource
 1. 3.1, Excerpt from Communist Manifesto
 2. 3.2 Excerpt from Wealth of Nations

3. 3.3 Black/Yellow Hat station marker
- c. Student Activity
 1. *Students will read excerpts from Communist Manifesto and Wealth of Nations and write down the possible negative effects of Capitalism and Communism on their Hats handout.*
4. Yellow Hat – Positive:
 - a. Teacher Instructions
 1. *Teacher will instruct students to read the excerpts from Communist Manifesto and Wealth of Nations and write down the possible positive effects of Capitalism and Communism on their Hats handout.*
 - b. Resource
 1. *4.1, Excerpt from Communist Manifesto*
 2. *4.2, Excerpt from Wealth of Nations*
 3. *3.3, Black/Yellow Hat station marker*
 - c. Student Activity
 1. *Students will read excerpts from Communist Manifesto and Wealth of Nations and write down the possible positive effects of Capitalism and Communism on their Hats handout.*
5. Green Hat – Creative:
 - a. Teacher Instructions
 1. *Teacher will instruct students to write a three paragraph essay describing their own economic theory.*
 - b. Resource
 1. *4.1, Create your Own Economic theory*
 2. *4.2, Green Hat station marker*
 - c. Student Activity
 1. *Students will write a three paragraph essay describing their own economic theory.*
6. Blue Hat – Process:
 - a. Teacher Instructions
 1. *Teacher will instruct students to analyze the two cartoons at the station to find out what the artist was trying to communicate about Capitalism and Communism and write their findings on their Hats handout.*
 - b. Resource
 1. *5.1, Political cartoons*
 2. *5.2, Blue Hat station marker*
 - c. Student Activity
 1. *Students will analyze the two cartoons at the station to find out what the artist was trying to communicate about Capitalism and Communism and write their finding on their Hats handout*

Resources (Source Citations & Bookmarks)

1.1

KARL MARX QUOTES

German philosopher and political economist (1818-1883)

The proletarians have nothing to lose but their chains.

KARL MARX, *The Communist Manifesto*

The theory of the Communists may be summed up in the single sentence:
Abolition of private property.

KARL MARX, *The Communist Manifesto*

You are horrified at our intending to do away with private property. But in your existing society, private property is already done away with for nine-tenths of the population; its existence for the few is solely due to its non-existence in the hands of those nine-tenths. You reproach us, therefore, with intending to do away with a form of property, the necessary condition for whose existence is the non-existence of any property for the immense majority of society.

KARL MARX, *The Communist Manifesto*

Communism deprives no man of the ability to appropriate the fruits of his labour. The only thing it deprives him of is the ability to enslave others by means of such appropriations.

KARL MARX, *The Communist Manifesto*

The need of a constantly expanding market for its products chases the bourgeoisie over the whole surface of the globe. It must nestle everywhere, settle everywhere, establish connexions everywhere.

KARL MARX, *The Communist Manifesto*

Capitalist production, therefore, develops technology, and the combining together of various processes into a social whole, only by sapping the original sources of all wealth -- the soil and the labourer.

In proportion as the exploitation of one individual by another is put an end to, the exploitation of one nation by another will also be put an end to. In proportion as the antagonism between classes within the nation vanishes, the hostility of one nation to another will come to an end.

KARL MARX, *The Communist Manifesto*

Democracy is the road to socialism.

KARL MARX

Christian Socialism is but the holy water with which the priest consecrates the heart-burnings of the aristocrat.

KARL MARX, *The Communist Manifesto*

Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people.

KARL MARX, *Criticism of Hegel's "Philosophy of Right"*

All great historical facts and personages occur, as it were, twice ... the first time as tragedy, the second time as farce.

KARL MARX, *The 18th Brumaire of Louis Bonaparte*

A spider conducts operations that resemble those of a weaver, and a bee puts to shame many an architect in the construction of her cells. But what distinguishes the worst architect from the best of bees is this, that the architect raises his structure in imagination before he erects it in reality.

KARL MARX, *Capital*

Capital is dead labor, which, vampire-like, lives only by sucking living labor, and lives the more, the more labor it sucks.

KARL MARX, *Capital*

I do not like money, money is the reason we fight.

KARL MARX

Adam Smith Quotes

On the division of labour...

It is the great multiplication of the productions of all the different arts, in consequence of the division of labour, which occasions, in a well-governed society, that universal opulence which extends itself to the lowest ranks of the people.

The Wealth Of Nations, Book I, Chapter I, p. 22, para. 10.

On competition...

In general, if any branch of trade, or any division of labour, be advantageous to the public, the freer and more general the competition, it will always be the more so.

The Wealth Of Nations, Book II, Chapter II, p.329, para. 106.

Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer.

The Wealth Of Nations, Book IV Chapter VIII, v. ii, p. 660, para. 49.

On import controls

As a rich man is likely to be a better customer to the industrious people in his neighbourhood than a poor, so is likewise a rich nation. [Trade restrictions,] by aiming at the impoverishment of all our neighbours, tend to render that very commerce insignificant and contemptible.

The Wealth Of Nations, Book IV, Chapter III, Part II, p.495, para. c11.

On incentives...

Public services are never better performed than when their reward comes in consequence of their being performed, and is proportioned to the diligence employed in performing them.

The Wealth Of Nations, Book V, Chapter 1, Part II, p. 719, para. b20.

On the distribution of wealth...

What improves the circumstances of the greater part can never be regarded as an inconveniency to the whole. No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable.

The Wealth Of Nations, Book I Chapter VIII, p.96, para. 36.

No complaint, however, is more common than that of a scarcity of money.

The Wealth Of Nations, Book IV, Chapter I, p.437, para. 16.

...and the benefits of freedom

[Without trade restrictions] the obvious and simple system of natural liberty establishes itself of its own accord. Every man...is left perfectly free to pursue his own interest in his own way.... The sovereign is completely discharged from a duty [for which] no human wisdom or knowledge could ever be sufficient; the duty of superintending the industry of private people, and of directing it towards the employments most suitable to the interest of the society.

The Wealth Of Nations, Book IV, Chapter IX, p. 687, para. 51.

...the invisible hand...

[The rich] consume little more than the poor, and in spite of their natural selfishness and rapacity...they divide with the poor the produce of all their improvements. They are led by an invisible hand to make nearly the same distribution of the necessaries of life, which would have been made, had the earth been divided into equal portions among all its inhabitants, and thus without intending it, without knowing it, advance the interest of the society, and afford means to the multiplication of the species.

The Theory Of Moral Sentiments, Part IV, Chapter I, pp.184-5, para. 10.

Every individual... neither intends to promote the public interest, nor knows how much he is promoting it... he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only 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.

The Wealth Of Nations, Book IV, Chapter II, p. 456, para. 9.

It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our necessities but of their advantages.

The Wealth Of Nations, Book I, Chapter II, pp. 26-7, para 12.

Name: _____ Date: _____

1.3 de Bono's Thinking Hats worksheet
Communism vs. Capitalism

White Hat (Objective):

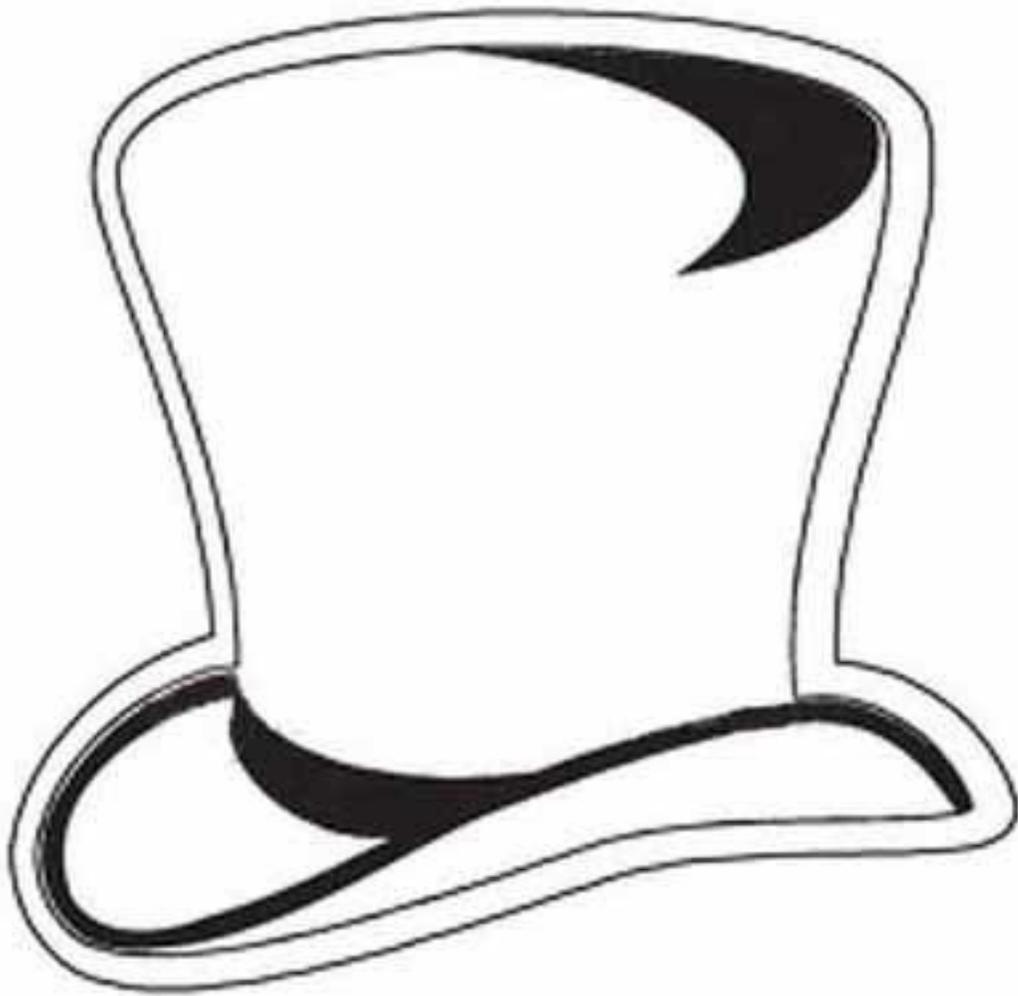
Yellow Hat (Optimism):

Black Hat (Judgement):

Blue Hat (Metacognitive):

Red Hat (Intuitive):

Green Hat (Creative):



2.1

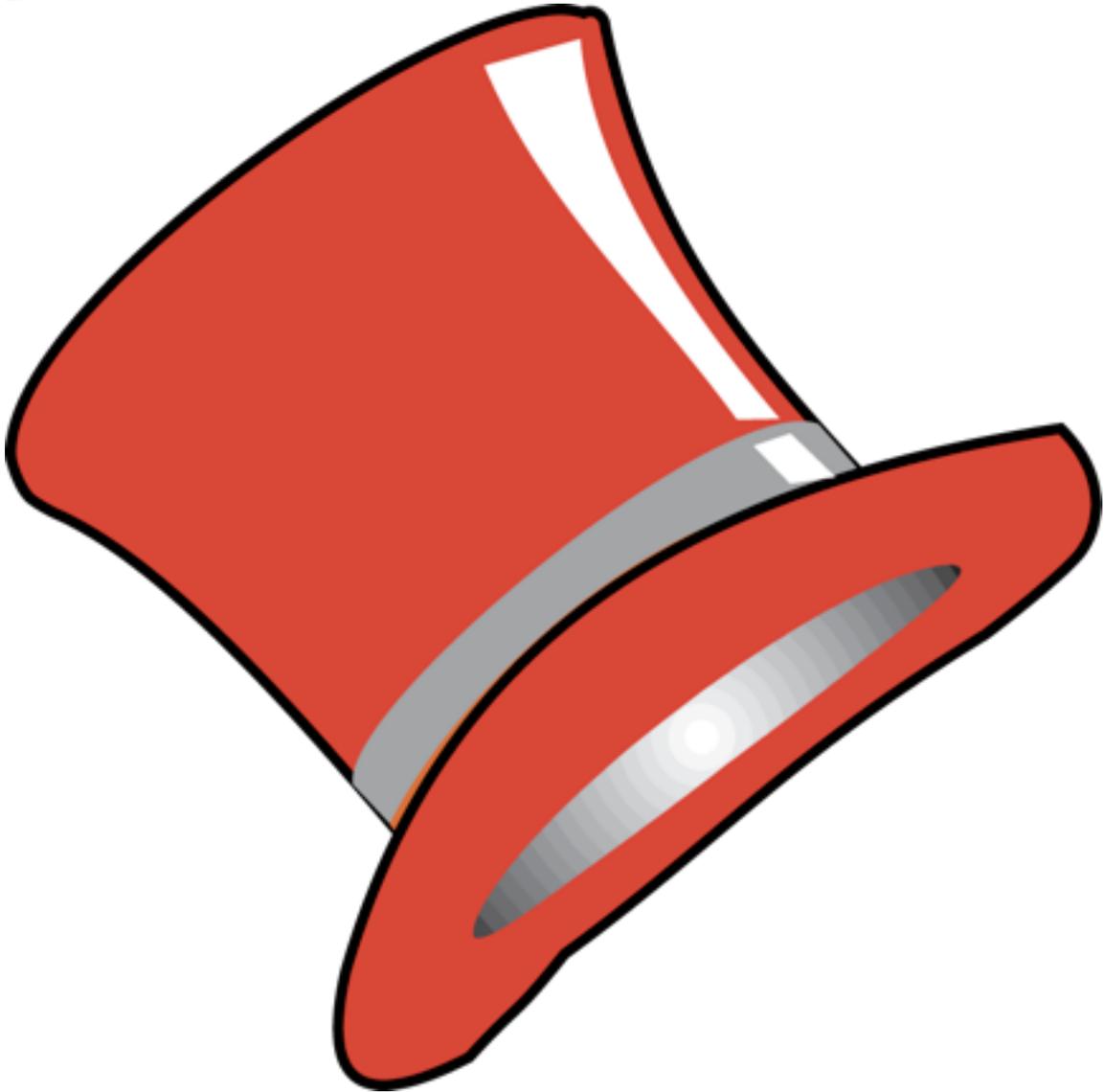


Source: <http://blackeyedfriend.com/wp-content/uploads/2012/07/communist-party-poster.jpg>

2.2



Source: http://rlv.zcache.com/rose_the_riveter_capitalism_poster-rfa72155bab2041baa1a26377350787ce_gic_400.jpg



3.1 Excerpt from the Communist Manifesto

Chapter I. Bourgeois and Proletarians

The history of all hitherto existing society is the history of class struggles.

Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.

In the earlier epochs of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold gradation of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinct feature: it has simplified class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other — Bourgeoisie and Proletariat.

3.2 Excerpt of The Wealth of Nations

Book 1-Chapter 8: Of The Wages of Labor

The produce of labour constitutes the natural recompence or wages of labour. In that original state of things, which precedes both the appropriation of land and the accumulation of stock, the whole produce of labour belongs to the labourer. He has neither landlord nor master to share with him.

Had this state continued, the wages of labour would have augmented with all those improvements in its productive powers, to which the division of labour gives occasion. All things would gradually have become cheaper. They would have been produced by a smaller quantity of labour; and as the commodities produced by equal quantities of labour would naturally in this state of things be exchanged for one another, they would have been purchased likewise with the produce of a smaller quantity.

But though all things would have become cheaper in reality, in appearance many things might have become dearer than before, or have been exchanged for a greater quantity of other goods. Let us suppose, for example, that in the greater part of employments the productive powers of labour had been improved to tenfold, or that a day's labour could produce ten times the quantity of work which it had done originally; but that in a particular employment they had been improved only to double, or that a day's labour could produce only twice the quantity of work which it had done before. In exchanging the produce of a day's labour in the greater part of employments, for that of a day's labour in this particular one, ten times the original quantity of work in them would purchase only twice the original quantity in it. Any particular quantity in it, therefore, a pound weight, for example, would appear to be five times dearer than before. In reality, however, it would be twice as cheap. Though it required five times the quantity of other goods to purchase it, it would require only half the quantity of labour either to purchase or to produce it. The acquisition, therefore, would be twice as easy*6 as before.



Name: _____ Date: _____

4.1

You have been put in charge of a new country. People are asking you what kind of an economy you have. In three paragraphs, explain your economic model and answer these three questions: 1)What is the name and slogan of your economy, 2) How are your peoples financial needs met, 3) What role do you or your government take in your citizens daily lives?

(Note: You cannot use the terms Capitalist or Communist)

4.2



5.1



Source: http://4.bp.blogspot.com/_wDzTfNbQdVU/TNW1katiSxI/AAAAAAD8U/Sc5IWifNNn8/s1600/communism.jpg

What is the artist attempting to communicate about Communism?



search ID: dcr0072

Dave Coverly

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Source: <http://www.cartoonstock.com/lowres/dcr00721.jpg>

What is the artist attempting to communicate about Capitalism?

5.2

