



WORLD HISTORY IN CONTEXT CURRICULUM MAP

Social Studies

- Target Grades:6-12

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Grade 6

General Outcome: Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

SLO 6.2.3: analyze the structure and functions of the democratic system in ancient Athens by

exploring and reflecting upon the following questions and issues:

- *How was the government of ancient Athens structured? (PADM)*
- *How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making. (C, PADM)*
- *How did identity, status, and class structure impact citizenship in ancient Athens? (C, I)*
- *How did the social structure of ancient Athens impact its political structure? (CC, PADM)*
- *To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM)*

- Keyword Search: Structure of Athens government
 - [Reference](#)
 - [Classical Greek Civilization: 800–323 BCE: Politics, Law, and the Military](#)
 - [Ancient Greek Class System and Social Structure](#)
- Keyword search: "Ancient Athens" AND citizenship
 - [Reference](#)
 - [Democracy, Greece](#)

SLO 6.2.4: analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- How was the Iroquois Confederacy structured? (PADM)
- What was the role and status of women within the Iroquois Confederacy? (I, PADM)
- What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)
- How did the Six Nations use the consensus-building process? (PADM) • How did the Wampum Belt address collective identity? (I, PADM)
- How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)

- Keyword search: Iroquois Confederacy
 - [Reference](#)
 - [The Iroquois Form a Confederacy: c. 1600](#)
 - [Primary Sources](#)
 - [Constitution of the Iroquois Nations](#)

Grade 7

General Outcome: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

SLO 7.1.1: appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)

- Keyword Search: Confederation, Canada
 - [Canada Unites as a Confederation: July 1, 1867](#)

SLO 7.1.2: appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

- Keyword search: Canada AND (co-existence OR coexistence)
 - [Academic Journals](#)
 - [Peace, war, and climate change on the northern plains: bison hunting in the Neutral Hills during the mild winters of 1830-34.](#)

SLO 7.1.3: compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)
- How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)? (CC, TCC, PADM)
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)
- How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)
- Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)
- What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP)
- Who were the key figures in the British exploration and settlement of North America? (CC, LPP, TCC)
- What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC)

- Keyword search: Canada AND (co-existence OR coexistence)
 - [Academic Journals](#)
 - [Blackfoot peace treaties](#)
- Keyword Search: Confederation AND Canada
 - [Document Type Filter: Academic Journal \(Right side\)](#)
 - [The courts and the development of trade in upper Canada, 1830-1860](#)
- Subject search: Canadian History
 - [Reference](#)
 - [Native American Economies](#)
- Keyword search: "New France" AND Religion
 - [Academic Journals](#)
 - [Religious conversion in New France: the case of Amerindians and immigrants compared](#)

SLO 7.1.4: assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)
- How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)
- How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)
- How was economic development in New France impacted by the changing policies of the French Royal Government? (PADM, ER, GC, TCC)
- What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)

- Keyword Search: Canada AND "fur trade"
 - [The Hudson's Bay Company is Established: 1670 \(Article\)](#)
- Keyword Search: "North America" AND "Fur Trade"
 - [Reference](#)
 - [Fur Trade: North America](#)
- Keyword Search: "Treaty of Paris" AND mercantilism
 - [Atlantic Colonial Commerce](#)

SLO 7.1.5: assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- In what ways did conflicts between the French and the British in Europe impact North America? (TCC, LPP)
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)
- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)
- How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? (LPP, ER, TCC)

- [Subject search: Canadian history, 1534-1763 \(French Regime\)](#)
 - [References](#)
 - [Social Tensions: The French Colonies](#)
 - [Rural Life: The French Colonies](#)
 - [Relations with the Parent Company: The French Colonies](#)

SLO 7.1.6: assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)
- How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)
- How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)
- What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)
- How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)
- How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)
- How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)
- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC)
- To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)
 - Keyword search: Canada AND "British Colonialism"
 - [Reference](#)
 - [Rebellions of 1837 Break Out in Canada: 1837](#)
 - [Academic Journals](#)
 - ["This period of desperate enterprise": British efforts to secure Kingston from rebellion in the winter of 1837-1838](#)
 - [Subject search: Canadian Rebellions of 1837-1838](#)
 - [Promoting a "unity of feeling": the Rebellions of 1837/1838 and the Peterborough region.](#)
 - Subject search: War of 1812
 - [Reference](#)
 - [War of 1812](#) (2020)
 - Subject search: [United Kingdom. Quebec Act 1774](#)

General Outcome: Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

SLO 7.2.4: assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885? (TCC, PADM, LPP)
- How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation? (PADM, I, C)
- What were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)
- How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)
- To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada? (I, PADM, TCC)

- Subject Search: [Red River Rebellion, 1869-1870](#)
- Subject Search: [Red River Settlement, Manitoba](#)
- Subject Search: [Riel, Louis](#)

SLO 7.2.5: evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)
- How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)
- How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)

- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)
- What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC)
- What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)
- What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States? (TCC, LPP, GC)
- What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC)
- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)
- How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)
- To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)
- What factors led to British Columbia's joining Confederation? (TCC, LPP, PADM)
- What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM)
- How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)
 - Keyword search: "Rupert's Land"
 - [Academic Journals](#)
 - [Sovereignty and the Aboriginal nations of Rupert's Land](#)
 - Keyword search "Sifton, Clifford"

- [Clifford Sifton](#)
- Keyword search: "Chinese Canadians" AND "Canadian Pacific Railway"
 - [The Development of the Chinese Community in Saskatoon](#)
- Subject search: "Western Canada"
 - [Academic Journals](#)
 - [CPR's ready made farms.](#)

SLO 7.2.6: assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What were the reasons for, and the consequences of, Newfoundland's joining Confederation? (PADM, TCC, I)
- How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM)
- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)
- How has the Official Languages Act contributed to bilingualism in Canada? (PADM, C, I)
- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)
 - Keyword search: Canada AND "Women's suffrage"
 - [Academic Journals](#)
 - ["Give us our due!" How Manitoba women won the vote](#)
 - [Reflections on a Transnational Project: Suffrage in the Americas.](#)

SLO 7.2.7: assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- What impact has increased urbanization had on rural communities in Canada? (LPP, CC)

- How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)
- What effects have La Société Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity? (I)
 - Keyword search: Canada AND industrialization
 - [Academic Journals](#)
 - [Mapping the changes: the spatial development of industrial Montreal, 1861-1929](#)
 - Keyword search: Canada AND factories
 - Academic Journals
 - ["So much does one thing depend upon another here": The Intersection of Labour and Mercantile Commerce in the Daily Journals of York Factory, 1870-1874.](#)

Grade 8

General Outcome: Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

SLO 8.1.5: analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:

- In what ways did Japan isolate itself from the rest of the world? (PADM, LPP, CC)
- How did isolation during the Edo period lead to changes in Japan? (CC, PADM)
- How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)
- How did the physical geography of Japan affect its worldview? (LPP, PADM, TCC)
- How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)
- Keyword search: Tokugawa, Japan
 - [Reference](#)
 - [Tokugawa Period](#)

- [Hombyakushō](#)
- Keyword search: Tokugawa Ieyasu
 - [Reference](#)
 - [Tokugawa Ieyasu Founds the Tokugawa Shogunate: 1603](#)
- Keyword Search: Japanese culture
 - [Reference](#)
 - [Japanese Philosophy, Japanese Thought](#)

SLO 8.1.6: analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:

- What were the motivations for the radical changes in Japan's model of organization during the Meiji period? (ER, CC, PADM)
- How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)
- How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period? (CC, TCC, I)
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)

- Browse topics
 - [Japan, Historical Overview](#)
 - [Reference](#)
 - [Shogun Iesada Signs the Convention of Kanagawa: March 31, 1854](#)
 - [Meji Restoration, 1868-1912](#)
 - [Reference](#)
 - [Law, Colonial Systems of, Japanese Empire](#)
- Keyword Search: Japan AND Modernization
 - [Reference](#)
 - [Japan, Modernization and Expansion of](#)

General Outcome: Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

SLO 8.2.1: appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)

- Keyword Search: Renaissance philosophy
 - [Reference](#)
 - [Ideas, Spread of](#)
- Browse Topics
 - [Renaissance](#)
 - [Reference](#)
 - [Renaissance, Influence and Interpretation](#)
 - [Age of Exploration](#)

SLO 8.2.4: examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:

- What was the Renaissance? (TCC, LPP)
- How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)
- How did the physical geography of Renaissance Europe affect trade and competition among European countries? (LPP, TCC)
- How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)
- In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)
- In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)
- In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)
- Browse Topics
 - Renaissance
 - Reference
 - [European Renaissance and Reformation: 1350–1600: Social Class System and the Economy](#)
 - [European Renaissance and Reformation: 1350–1600: Religion and Philosophy](#)
 - [European Renaissance and Reformation: 1350–1600: Communication, Transportation, and Exploration](#)
 - [Humanism in the Early Renaissance](#)

- Keyword Search: European Renaissance AND trade
 - [Reference](#)
 - [Economy and Trade](#)

General Outcome: Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

SLO 8.3.4: assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:

- What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)
- How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs? (TCC, CC, PADM)
- What key elements of Spain's worldview led to the desire to expand the Spanish empire? (TCC, I, PADM)
- In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)
- To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

- Keyword Search: Aztecs AND Disease
 - [Reference](#)
 - [Aztecs](#)
- Keyword Search: Aztec Society
 - [Reference](#)
 - [The Rise of the Aztecs](#)
- Browse Topics
 - Aztecs
 - [Reference](#)
 - [Subject filter: Aztec Culture \(right side of page\)](#)
 - [Aztec Religion, Culture and Daily Life](#)
 - [Spanish Conquistadors Defeat the Aztecs and Incas: 1519-1537](#)

Grade 9

General Outcome: Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

SLO 9.1.2: appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)

- Keyword search: Canada AND citizenship
 - [Academic Journal](#)
 - [Identity, equality and participation: testing the dimensions of citizenship in Canada and Belgium](#)
 - [Public schooling and citizenship education in Canada](#)
 - [Multiculturalism and citizenship: The status of "visible minorities" in Canada](#)
 - [Muslim youth between Quebecness and Canadianness: religiosity, identity, citizenship, and belonging](#)

SLO 9.1.3: appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

- Keyword search: Canada AND ("quality of life" OR "life satisfaction")
 - [Academic Journals](#)
 - [Quality of Life of Immigrants in Canada.](#)
-

Grade 10

General Outcome: Students will explore the impacts of globalization on their lives.

SLO 1.1: acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)

- Browse topics
 - [Globalization](#)
 - [Academic Journals](#)
 - [Has Globalization Gone Too Far – or Not Far Enough?](#)

- [Transnational, Feminist and Intersectional Perspectives on Immigrants and Refugees in Canada: An Introduction](#)
- [Media, Family, and Friends: Normative Environment and Global Citizenship Identification](#)
- [Globalization and varieties of modernity](#)

SLO 1.2: appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)

- Keyword search: Globalization AND culture
 - [Academic Journals](#)
 - [Trading in Faith: Christianity and Globalization?](#)
 - [Intangible Cultural Heritage in Asia: Traditions in Transition](#)
 - [Persuading through Culture, Values, and Ideas: The Case of Turkey's Cultural Diplomacy](#)
 - [Chinese opera in Singapore: negotiating globalisation, consumerism and national culture](#)

SLO 1.3: appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

- Keyword search: Globalization AND (identity OR culture)
 - Publication Date Filter: 2017-2022
 - [Academic Journals](#)
 - [Media, Family, and Friends: Normative Environment and Global Citizenship Identification](#)

SLO 1.4: explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)

- Keyword search: "Cultural identity" AND expression
 - Public Date Filter: 2017-2022
 - Academic Journals
 - [The Quest for Authenticity and Innovation: Diasporic Korean Drumming in the United States.](#)

Grade 11

General Outcome: Students will explore the relationships among identity, nation and nationalism.

SLO 1.1: appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)

- Keyword search: Nationalism AND identity
 - [Academic Journals](#)
 - [Publication Date Filter: 2017-2022](#)
 - [National Identity Attachment and Its Variables.](#)

Grade 12

General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.

SLO 2.5: examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC)

- Browse topics
 - [Locke, John \(English political philosopher\)](#)
 - [Reference](#)
 - [Libertarianism](#)
- Keyword search: liberalism AND economists
 - [Reference](#)
 - [Economists, Classical](#)

SLO 2.6: analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC)

- Keyword search: "laissez-faire"
 - [Reference](#)
 - [Laissez-Faire \(2008\)](#)

SLO 2.7: analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC)

- Browse topics
 - [Conservatism](#)
 - [Reference](#)
 - [Conservatism \(International Encyclopedia of the Social Sciences\)](#)
 - [Marxism](#)
 - [Reference](#)
 - [Marxism \(2022\)](#)
 - [Labor, Surplus: Marxist And Radical Economics](#)
 - [Socialism](#)
 - [Reference](#)
 - [Socialism \(International Encyclopedia of the Social Sciences\)](#)

SLO 2.9: evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)

- Keyword search: Fascism AND Nazism
 - [Reference](#)
 - [Fascism: Is Fascism Fundamentally Different from National Socialism?](#)