

# CAPITALISM AND COMMUNISM

NAME: \_\_\_\_\_

## PART A

### KEY DEFINITIONS

**Capitalism:** individuals or companies privately own property, resources, and businesses and compete against each other to accumulate the most wealth

**Communism:** people (not the government or privately owned companies) are responsible for sharing resources and wealth among themselves

Capitalism favours the following ideals:

- **Private Ownership:** In capitalism, individuals or private businesses can own property, land, and businesses. This means people have the right to own and control what they create or purchase.
- **Free Market:** Capitalism relies on a free-market system where buyers and sellers interact to exchange goods and services. Prices are determined by supply and demand, and competition among businesses helps keep prices in check.
- **Profit Motive:** One of the driving forces in capitalism is the idea of making a profit. Businesses aim to produce goods or services that people want to buy, and in doing so, they hope to earn more money than they spend.
- **Competition:** Capitalism thrives on competition. Businesses compete with each other to attract customers, which often leads to innovation, lower prices, and better-quality products or services.
- **Individual Freedom:** Capitalism values individual freedom and the right to make choices. People can choose their occupations, what to buy, and where to invest their money. The government's role is often limited, allowing individuals to make decisions based on their preferences.
- **Limited Government Intervention:** In a capitalist system, the government's role is usually limited to enforcing laws, protecting property rights, and ensuring fair competition. It generally does not control or own the means of production.

- **Consumer Choice:** Capitalism emphasizes the importance of consumers making choices in the marketplace. People can choose from a variety of goods and services, and businesses respond to consumer preferences in order to stay competitive.

*It's important to note that while capitalism has its advantages, it also has challenges, such as income inequality and environmental concerns. Different countries may have variations of capitalism, incorporating some government regulations to address these issues.*

Communism favours the following ideals:

- **Common Ownership:** In a communist system, the idea is that all property and resources are owned collectively by the community or the state. This means that instead of individuals or private companies owning land, factories, or businesses, these are owned and controlled by everyone together.
- **Equality:** Communism aims for a society where everyone is equal. This means there are no extreme differences in wealth and everyone has access to the same opportunities, resources, and benefits. The idea is to eliminate social classes and create a fair and just society.
- **Central Planning:** In a communist system, the government or a central authority usually plays a significant role in planning and managing the economy. The goal is to ensure that resources are distributed in a way that benefits the entire community, rather than a few individuals or groups.
- **No Private Property:** In a communist society, there is no private ownership of property or means of production. This includes things like land, factories, and businesses. The idea is that by eliminating private ownership, everyone can share in the benefits and nobody can exploit others for personal gain.
- **Classless Society:** Communism envisions a classless society where there are no rich or poor, and every person contributes to the best of their abilities and receives according to their needs. This is a key concept aimed at creating a more inclusive and cooperative community.

*It's important to note that while communism has these ideals, various real-world implementations have had mixed success, and different countries have interpreted and applied these principles in different ways.*



## **PART B**

Working in pairs, cut out the different scenarios out and sort them into either communist or capitalist ideologies.

**AMI PURCHASES SHARES IN A PUBLICLY TRADED COMPANY, HOPING FOR FINANCIAL RETURNS. THE VALUE OF THEIR INVESTMENT IS INFLUENCED BY MARKET DEMAND, COMPANY PERFORMANCE, AND ECONOMIC CONDITIONS, ILLUSTRATING THE DYNAMIC NATURE OF FINANCIAL MARKETS.**

**LISA STARTS A SMALL TECH COMPANY IN HER GARAGE, DEVELOPING A REVOLUTIONARY PRODUCT. THROUGH HARD WORK AND INNOVATION, THE COMPANY GROWS, CREATING JOBS, GENERATING PROFITS, AND CONTRIBUTING TO ECONOMIC GROWTH.**

**TOM WORKS THE LAND WITH A GROUP OF FARMERS. THE PRODUCE IS SHARED AMONG THE COMMUNITY MEMBERS, EMPHASIZING THE PRINCIPLE OF COLLECTIVE OWNERSHIP AND THE ABSENCE OF PRIVATE PROPERTY.**

**MOHAMMED DECIDES TO BUY A SMARTPHONE, SELECTING FROM COMPETING BRANDS THAT OFFER DIFFERENT FEATURES AND PRICE POINTS TO GET THE BEST DEAL FOR HIS BUDGET AND NEEDS.**

**EVERYONE IN RANI'S NEIGHBOURHOOD IS PROVIDED WITH HOUSING ACCORDING TO THEIR FAMILY SIZE AND REQUIREMENTS, ENSURING A MORE EQUITABLE DISTRIBUTION.**

**THE GOVERNMENT PLANS AND CONTROLS THE ECONOMY, DECIDING WHAT GOODS AND SERVICES TO PRODUCE AND HOW RESOURCES ARE ALLOCATED.**

# CAPITALISM AND COMMUNISM

## ANSWER KEY FOR PART B



### CAPITALIST:

Ami purchases shares in a publicly traded company, hoping for financial returns. The value of their investment is influenced by market demand, company performance, and economic conditions, illustrating the dynamic nature of financial markets.

Lisa starts a small tech company in her garage, developing a revolutionary product. Through hard work and innovation, the company grows, creating jobs, generating profits, and contributing to economic growth.

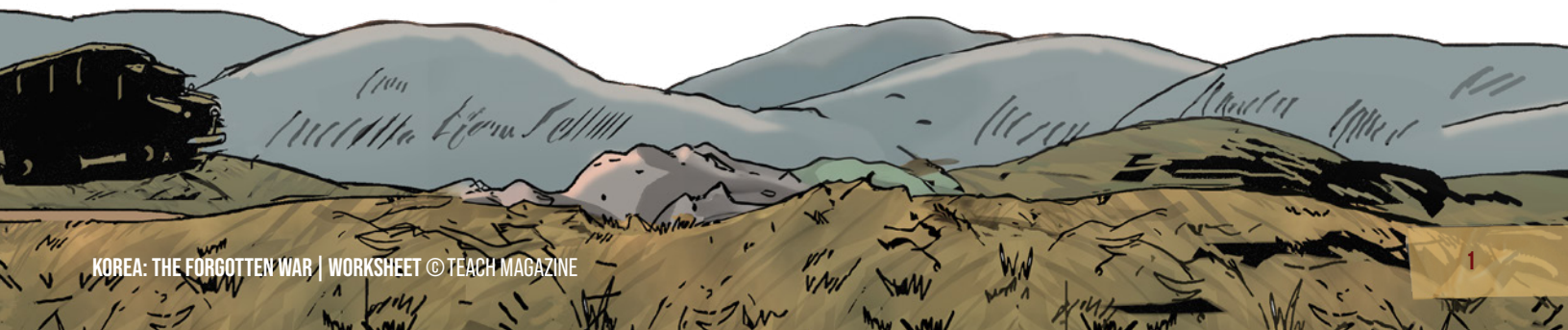
Mohammed decides to buy a smartphone, selecting from competing brands that offer different features and price points to get the best deal for his budget and needs.

### COMMUNIST:

Tom works the land with a group of farmers. The produce is shared among the community members, emphasizing the principle of collective ownership and the absence of private property.

Everyone in Rani's neighbourhood is provided with housing according to their family size and requirements, ensuring a more equitable distribution.

The government plans and controls the economy, deciding what goods and services to produce and how resources are allocated.



# THE TWO KOREAS

NAME: \_\_\_\_\_



## PART A

### LETTER 1: FROM A BROTHER IN SOUTH KOREA TO HIS SISTER IN NORTH KOREA

May 15, 1955

Dear Eun-jin,

I hope this letter finds its way to you, though I fear it may never reach you at all. It has been five long years since we were separated by the war and the border that now divides our homeland. Each day without you feels like an eternity. I remember our last moments together so vividly—the chaos, the tears, and the desperate hope that we would find each other again soon.

Life here in the South has been challenging but manageable. I have found work as a teacher in a small village school. The children are a joy and a comfort, reminding me of the simpler, happier days of our childhood. I often think of you and wonder how you are faring. Are you safe? Are you healthy? Do you have enough to eat? These questions haunt me day and night.

Our parents worry about you constantly. Mother has fallen ill, her heart heavy with the sorrow of our separation. She speaks of you often, holding onto the hope that one day we will be reunited. Father has taken to tending a small garden, finding solace in the earth as he waits for news of you.

I heard rumours of families being allowed to send letters to the North. I am writing this with the faint hope that it might reach you somehow. Please, if you receive this, write back and let us know you are alive and well. Your absence leaves a void in our hearts that nothing else can fill.

Stay strong, my dear sister. We hold you close in our thoughts and prayers every single day. Until we meet again, know that you are loved and missed more than words can express.

With all my love,

Your brother, Joon-ho

## LETTER 2: FROM A SISTER IN NORTH KOREA TO HER BROTHER IN SOUTH KOREA

August 10, 1955

My dearest Joon-ho,

I cannot believe my eyes as I write this letter. By some miracle, your words reached me, bringing a surge of hope and love that I had nearly forgotten was possible. It has been too long since we last saw each other, and I have missed you and our parents more than I can bear.

Life here in the North is hard. Food is scarce, and every day is a struggle. But knowing that you are safe and thinking of me gives me strength. I have found work in a textile factory, and though the hours are long and the conditions tough, it is a blessing to have a job.

Your letter brought tears to my eyes, both of joy and sorrow. I am heartbroken to hear of Mother's illness. Please tell her to hold on and to keep faith. I carry her in my heart every day and pray for her health. Father's garden must be beautiful; I can picture him working in it, his hands nurturing life even in these difficult times.

I wish I could be there with you, to help and to share in your lives once more. The separation is unbearable, but we must remain hopeful. Perhaps one day the leaders will see the pain this division has caused and allow us to reunite, but I cannot say anymore.

Until then, let us keep writing, even if our letters do not always get through. These words are our lifeline, our way of holding on to each other across the miles and the barriers that divide us.

Take care of yourself, dear brother. Give my love to Mother and Father. I dream of the day when we will be together again, sharing stories and laughter as we once did.

With all my love and longing,

Your sister, Eun-jin





## **PART B**

Using the timeline below, plot some of the life events that families separated by the division of the two Koreas may have missed.

**1950:** \_\_\_\_\_  
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**1955:** \_\_\_\_\_  
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**1960:** \_\_\_\_\_  
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**1965:** \_\_\_\_\_  
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**1970:** \_\_\_\_\_  
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**1975:** \_\_\_\_\_  
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**1980:** \_\_\_\_\_  
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**1985:** \_\_\_\_\_  
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**1990:**

**1995:**

**2000:**

**2005:**

**2010:**

**2015:**

**2020:**

**2025:**





## **PART C**

Imagine that you are Joon-ho and are applying to be reunited with your sister, Eun-jin. Fill in the blanks on the application form below.

### **Application for the Korean Family Reunion Lottery**

#### **Applicant Information:**

**Name:** Kim Joon-ho

**Date of Birth:** March 3, 1925

**Gender:** Male

**Current Address:** 45 Haneul-ro, Seoul, South Korea

**Contact Number:** +82-2-123-4577

**Occupation:** Retired Teacher

#### **Separated Family Member Information:**

**Name:** Kim Eun-jin

**Date of Birth:** June 15, 1928

**Gender:** Female

**Last Known Address:** 12 Pyonghwa Street, Pyongyang, North Korea

**Relationship to Applicant:** Younger Sister

#### **Separation Details:**

**Date of Separation:** June 25, 1950

**Location of Separation:** Near the 38th Parallel, during the onset of the Korean War

**Circumstances of Separation:** Our family was fleeing the conflict as the war broke out. In the chaos and confusion, Eun-jin and I were separated from our parents and each other. We have had no contact since that fateful day.

#### **Personal Statement:**

Dear Reunion Committee,

My name is Kim Joon-ho, and I am writing to apply for the family reunion lottery in hopes of being reunited with my beloved sister, Kim Eun-jin, from whom I have been separated for many decades.



Describe the effect of the war on your family:

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What would reuniting with your family member mean to you?

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I implore you to consider my application favourably, not just for my sake but for the memory of our parents and the resilience of the human spirit that yearns for reunion and reconciliation.

Thank you for your time and consideration.

Sincerely,

**Kim Joon-ho**



# MOBILE ARMY SURGICAL HOSPITALS

NAME: \_\_\_\_\_



**A MASH UNIT IN KOREA,  
OCTOBER 14, 1951**

**Source:** "Personnel and equipment needed to save a man's life are assembled at HQs of the 8225th Mobile Army Surgical Hospital, Korea." National Archives and Records Administration. NAID 531417.

*Dear Diary,*

*Today was relentless. The wounded arrived in waves, each face carrying the weight of the front lines. The operating room buzzed with urgency, surgeons working tirelessly, nurses navigating the chaos. In the brief breaks, shared glances with colleagues spoke of the shared burden.*

*As the day closes, I reflect on the faces—those we treated, those we lost. It's tough, but in this unit, we find strength in each other. Another night shift awaits, the distant hum of helicopters a reminder of the ongoing struggle.*

*Yours in resilience,*

*Nurse Lorraine "Skye" Thompson  
MASH Nurse*

Imagine you are a patient recovering after treatment at a MASH unit. In the space provided, write a letter home to your family, describing your experience.



A large, rectangular area of aged, yellowish paper with a torn, irregular edge. It contains horizontal lines for writing a letter home.

# HONOURING BLACK AND INDIGENOUS VETERANS

NAME: \_\_\_\_\_



## PART A

On your own or in small groups, read the following two articles from Veterans Affairs Canada:

- [“Black Canadians in uniform”](#)
- [“Indigenous Veterans”](#)

After you have finished reading, answer the questions below.

1 Why are some voices left out of history?

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2 How can we make sure that the stories of Black and Indigenous veterans, and veterans from other marginalized communities, are included?

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3 To what extent do those in power control historical narratives?

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4 How can including Black and Indigenous voices, women's voices, and voices from other marginalized communities reshape our understanding of history?

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5 Should oral histories be given equal weight to written documents in historical research?

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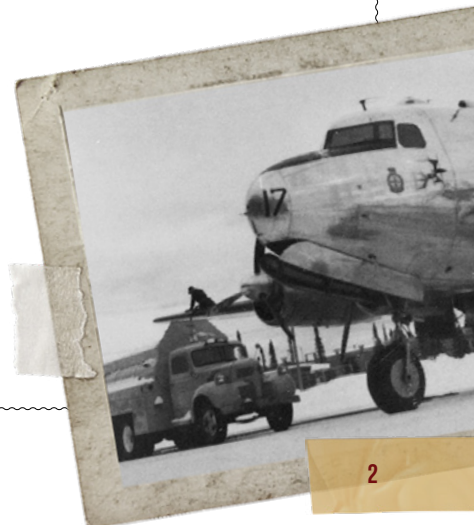
## **PART B**

Select one of the following veterans and complete the profile section with their information:

- Clarence "Gus" Este
- Russ Moses
- Noel Knockwood
- Errol Patrick
- Lloyd Michon
- Tommy Prince

(Note that you may also write the profile about another BIPOC veteran of your choosing who served in the Korean War.)

To find information, you can start by searching the [Veterans Affairs Canada](#) website and/or the [Black Canadian Veterans](#) website, along with other online resources.



**PROFILE**

**NAME:** \_\_\_\_\_

**DATE OF BIRTH:** \_\_\_\_\_

**DATE OF DEATH (IF APPLICABLE):** \_\_\_\_\_

**HOMETOWN:** \_\_\_\_\_

**YEAR ENLISTED IN THE MILITARY:** \_\_\_\_\_

**ROLE IN THE KOREAN WAR:** \_\_\_\_\_

**INTERESTING FACTS:**

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# PROPAGANDA IN WARTIME

NAME: \_\_\_\_\_

Propaganda refers to information, ideas, or messages that are often biased or misleading, intending to influence people's opinions, beliefs, or behaviours. The goal of propaganda is typically to shape public perception in a particular way, often in support of a specific agenda or ideology.

There are different techniques used in propaganda, including:

**Emotional Appeal:** This involves using emotions to sway opinions. Propagandists often try to evoke fear, love, anger, or other strong emotions to influence the audience.

*Example: A political advertisement may show images of a candidate hugging children, highlighting a caring and nurturing image to evoke emotions of trust and warmth.*

**Loaded Language:** The use of words with strong emotional connotations can influence how people perceive information. Positive or negative language can shape opinions.

*Example: A news article may use emotionally charged words like "danger," "threat," or "crisis" to describe a situation, influencing readers to perceive it as more severe than it may be objectively.*

**Repetition:** Repeatedly presenting a message or idea can make it more believable to the audience, even if it lacks a factual basis.

*Example: A political candidate may repeatedly emphasize a particular slogan or message in speeches, interviews, and advertisements to create a lasting impression in voters' minds.*

**Selective Presentation:** Propagandists may present only specific facts or aspects of a situation while ignoring others, in order to create a biased view and support a particular perspective.

*Example: A commercial promoting a certain product may focus only on its positive features and ignore potential drawbacks or side effects.*

**Stereotyping:** This technique involves simplifying complex issues by categorizing people or ideas into broad stereotypes. This can create a distorted and oversimplified view of the world.

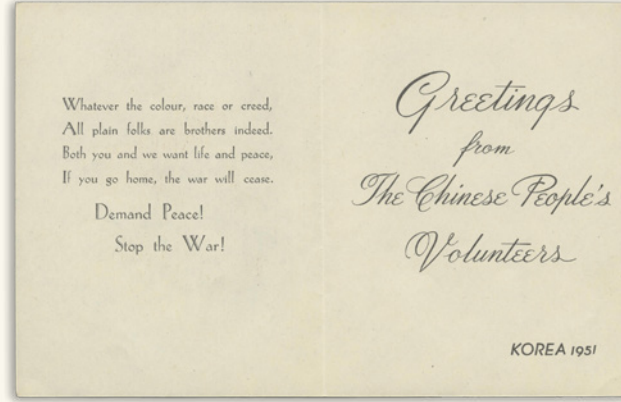
*Example: A propaganda poster might depict people from the opposing side as evil caricatures, reinforcing negative stereotypes and fostering hatred.*





Can you identify the techniques used in the propaganda examples shown here from the Korean War?

### A CHRISTMAS CARD FROM THE CHINESE ARMY



Source: "Christmas Card from North Korea." 1951. Canadian War Museum. 20030310-001. [www.warmuseum.ca/collections/archive/3186066](http://www.warmuseum.ca/collections/archive/3186066)

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THE U.S. AIR FORCE DROPPED THESE SAFE PASSAGE CERTIFICATES THAT PROMISED CHINESE AND NORTH KOREAN SOLDIERS "GOOD TREATMENT" IF THEY SURRENDERED. THE FRONT SIDE WAS DESIGNED TO LOOK LIKE A NORTH KOREAN 100 WON BILL. THE BACK HAD INSTRUCTIONS IN KOREAN, ENGLISH, AND CHINESE



Source: "Korean War Leaflets and Safe Conduct Passes." National Museum of the United States Air Force. [www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/](http://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/)

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### THE CHINESE ARMY DISTRIBUTED SAFE CONDUCT PASSES AS WELL



Source: "Korean War Leaflets and Safe Conduct Passes." National Museum of the United States Air Force.  
[www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/](http://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/)

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### A LEAFLET FROM THE NORTH KOREAN ARMY



Source: "Korean War Leaflets and Safe Conduct Passes." National Museum of the United States Air Force.  
[www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/](http://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/)

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**ON THIS LEAFLET, NORTH KOREANS CITIZENS ARE SHOWN OUTSIDE A HEAVILY GUARDED BUILDING, WATCHING AN EXTRAVAGANT PARTY FOR THE COMMUNIST LEADERS**



Source: "Korean War Leaflets and Safe Conduct Passes." National Museum of the United States Air Force.

[www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/](http://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/)

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**A LEAFLET DISTRIBUTED TO UNITED NATIONS FORCES**



Source: "Korean War Leaflets and Safe Conduct Passes." National Museum of the United States Air Force.

[www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/](http://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196359/korean-war-leaflets-and-safe-conduct-passes/)

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