

## Teacher Implementation Plan

**Name:** Amy Swartz

**Date:** April 20, 2012

**School:** Warrior Run High School

**Unit Title:** Communist China (1949-1970)

**Unit Abstract:** Students will study the establishment of the communist government and economy in China, the failed Great Leap Forward, and oppressive Cultural Revolution. Students will examine Chinese propaganda, read and evaluate an autobiographical account of the Cultural Revolution, and create journal entries and present collages.

**Content Standards Targeted/End of Cluster Benchmarks:**

PA State Standards: World History, Economics, 8.4, 8.1, 7.3, 5.2

**Content Area(s):** World Cultures, World History, World Literature

**Targeted Grades:** 9-10

**How Will This Unit Be Integrated into Your Curriculum:** This unit is a portion of a larger unit on Chinese History.

**Time of Implementation (how and when will the unit be implemented):** Approximately 13 forty minute class periods

**Big Idea:** In what ways did the development of the Chinese Communist state impact the nation and its people?

**Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):**

- How did the Chinese Communist Party institute a communist state in the 1950's?
- What were the goals of the Great Leap Forward and why did the program fail?
- In what ways did the Cultural Revolution alter life in China? How did the Chinese government abuse its power during the Cultural Revolution?

**Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):** [these can be outlined here in this file, and the full lesson plans included as separate documents]

- Chinese Communism
- Propaganda Analysis
- Great Leap Forward
- Cultural Revolution

**Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):**

Collage & presentation; exam

**Assessment: What evidence of learning will you accept?** quizzes, exam, reading guides,

journal entries, book evaluation, collage, presentation

**Resources Needed (list specific resources):**

- *World History* Textbook: pages 985-988, 1076-1078
  - PowerPoint – Communist China
  - Mao Zedong – Biography handout copies
  - Samples of Chinese propaganda posters & copies of student analysis worksheet
  - *Red Scarf Girl: A Memoir of the Cultural Revolution* by Jiang Ji-Li and teacher guides
  - Copies of Pre-Reading scenarios & study guide for *Red Scarf Girl*
  - Two decks of cards
  - PowerPoint – Instructions for annotated reading and Post-it notes
  - WEBSITES:
    - <http://www.cnd.org/CR/english/>
    - <http://kaladarshan.arts.ohio-state.edu/exhib/poster/PictPow1.html>
    - <http://www.wellesley.edu/Polisci/wj/China/CRSongs/crsongs.htm>
  - Notes from East Asia Seminar course from 03/25/09, 02/17/09
  - Laptop computers with Internet access, Wikispace Discussion Board
  - Construction Paper, old magazines, glue or tape
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**Lesson Objectives and Daily Plans**

**Objectives/Essential Questions** (with PA State Standards): Students will

1. Utilize the following vocabulary terms: communism, collectivization, propaganda, Great Leap Forward, communes, Great Proletarian Cultural Revolution, Red Guards, *Quotations from Chairman Mao* ("Little Red Book"), bourgeois, memoir, Ping-Pong Diplomacy, (Add these to the word wall)
2. Explain the political and economic goals of the Chinese Communist Party.
3. Identify the programs (like the Great Leap Forward, revolution in daily life, and the cultural revolution, the Red Guards) used by the Chinese Communist Party to covert mainland China to communism. (8.4, 8.1, 7.3)
4. Analyze the propaganda posters created to gain support for the Great Leap Forward.
5. why Mao and the Chinese Communist Party launched the Cultural Revolution (8.4.9 A, C, D; 5.2)
6. Identify the key goals of the Cultural Revolution and the methods used to achieve those goals(8.4.9 A, C, D)
7. Assess the main successes and failures of the Chinese Communist Revolution. (8.4, 8.1, 7.3)

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### Assessments:

1. Vocabulary Quiz
2. Assessment of Propaganda Posters
3. Journal entry
4. Quizzes - sections from novel
5. Annotated Reading assignment
6. Study Guide Questions
7. Post-Reading Activities – Parts I, II, and II

### Instructional Activities/Procedure:

#### Day 1

- *Bell Ringer*: When World War II ended in 1945, what happened in China? (Read paragraph under “China’s Communist Revolution.”)
- Preview unit vocabulary
- PowerPoint– **Communism in China**
  - Discovery School film clip – “The day that changed history: Oct. 1, 1949”
  - Basic principles establishing the Chinese Communist state.
  - How did Mao keep power? (Biography handout)
- Homework: Study vocabulary

#### Day 2

- Vocabulary Quiz
- Review introduction to Chinese Communism
- PowerPoint, cont.
  - Great Leap Forward - introduction
  - Propaganda – student analysis of Chinese propaganda posters
  - Great Leap Forward – the results

#### Day 3

- Review vocabulary quiz and the Great Leap Forward
- PowerPoint, cont.
  - Cultural Revolution policies
- Distribute and Introduce the *Red Scarf Girl* novel.
- Homework: Complete responses/predictions to Pre-Reading scenarios.

#### Day 4

- *Bell Ringer*: Divide class in to two groups; give each group a deck of cards. Tell groups to build a house out of the cards; tell them that within the class there is at least one “traitor” or “mole”, who we will call “Red.” The Red(s) will try to sabotage their efforts. After allowing them to build their houses, have students return to seats and then ask them if they can identify who the “Red(s). Let the accusations/discussion continue and then tell them that there were no “Reds.” Discuss the paranoia that evolved because they trusted the teacher. Ask the students to compare this scenario to people’s trust and government.
- Read the prologue together in class and answer corresponding study guide questions.

- Homework: Read Chapter 1 – “The Liberation Army Dancer” & answer assigned questions.

#### Day 5

- *Bell Ringer:* Journal Response: Students will respond to Ji-Li’s disappointment & frustration with her parents by writing about a time when the experienced disappointment and/or frustration with their parents.
- Review answers to homework.
- Read “Destroying the Four Olds” in class & complete corresponding questions.
- *Discussion Questions:* Does destroying the “four olds” seem like a good plan? Why or why not? How would you react if you were among the crowd on the sidewalk during the inspection of the man accused of wearing “four olds?”
- Homework: Read “Writing Da-Zi-Bao” & complete corresponding questions

#### Day 6

- Review answers to homework
- Reading Jig-saw – groups assigned portion of pages 52-100
- Students report to second groupings what happened in their assigned pages.
- *Discussion Questions:* How is the behavior of the younger generations towards the older generations a result of the Cultural Revolution?
- Homework: study for quiz

#### Day 7

- Quiz
- Read in class “The Propaganda Wall” & complete corresponding questions
- Homework: “A Search in Passing” & corresponding questions

#### Day 8

- Journal Entry: Respond to what happens during a search in passing.
- Review Quiz
- Assignment: Use post-it notes to complete annotated reading of pages 140-172. Review requirements for annotation assignment.

#### Day 9

- Check annotated reading assignments while student begin reading pages 173-205
- Complete reading pages above in class together
- Homework: Study for quiz

#### Day 10

- Quiz – pages 101-205
- Read in class pages 206-229 & complete corresponding questions
- Discuss how students would respond if they were Ji-Li and authorized wanted them to “break” with their parents.

#### Day 11

- Read pages 230-263 & complete corresponding questions
- Discuss what Ji-Li learned about herself from her experiences from the Cultural Revolution.
- Homework: Read pages 264-270 & complete corresponding questions

#### Days 12-13

- Explain Post-Reading Assignments – 3 Parts

**PART 1 – Response questions – 20 points – Answers should be written in complete sentences, using correct grammar, spelling, etc.**

1. Compare Ji-li's description of herself on page 1 to her description on page 263. How has she changed?
2. What have you learned about dealing with pressure from reading this book?
3. What have you learned about the abuse of power from reading this book?
4. In her epilogue, Ji-li says that she wrote *Red Scarf Girl* in order to do something for herself, "and for all the children who lost their childhoods as I did" (p. 266). In what ways can the lessons of *Red Scarf Girl* have meaning for everyone (including you)?

(You may want to revisit your initial answers to the Pre-reading activity)

**PART 2 – Wikispaces Evaluation of Red Scarf Girl– 10 points**

Log onto the class wikispace page and click the "Discussion" Tab on the left to view and respond to the question. Be sure to follow the guidelines provided. You must respond to one other student's post.

**PART 3 – Collage – 15 points**

Create a collage of the key ideas, images, and words **representative of China during the Cultural Revolution**. Materials will be provided in class. Use the novel or your study guide for ideas. Select a *minimum* of **8** pictures, words, and/or phrases from the magazines provided that represent people, events, and/or concepts from the novel. Glue your items to a sheet of construction paper. Be prepared to briefly explain your collage to the class.