

Three Day Lesson Plan

Course: AP World History (grade 9-12)

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Rationale for the proposed unit lesson:

In the decades following the Great War, nationalism developed into a powerful political force in Asia, especially in China where growing numbers of people were influenced by the self-determination concept that was one of the legacies of the Paris Peace Conference. Indian, Chinese, and Japanese societies underwent a prolonged period of disorder and struggle in the interwar years until a new order emerged.

The Chinese path to national identity was fraught with foreign and civil war as two principal groups—the Nationalist and Communist Parties—contended for power. Deeply divided by ideologies, both parties opposed foreign domination, rejected the old Confucian order, and sought a unified Chinese state.

Discuss problems of nation building. Intimately connected to decolonization were the concepts of the nation and what type of state apparatus the nation would create. This question impacted almost every aspect of the latter half of the twentieth century. The struggle to modernize and democratize China continues to this very date

AP Course Objectives for lesson:

Development and Transformation of Social Structures (SOC) This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts,

► ENV-2, ENV-3, ENV-5, ENV-6, CUL-1, CUL-2, CUL-3, CUL-5, CUL-6, SB-1, SB-2, SB-3, SB-4, SB-5, SB-6, ECON-2, ECON-3, ECON-5, ECON-6, ECON-7, SOC-1, SOC-2, SOC-3, SOC-4, SOC-5, SOC-6 Key Concepts: ► 4.1.I, 4.1.II, 4.1.IV, 4.1.V, 4.1.VI, 4.1.VII, 4.2.II, 4.3.I, 4.3.II

California Standards Objectives for lesson:

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. 1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved. 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

Day One: Intro to Chinese nation-building Post WW1

Background:

Discuss the Great War's aftermath in China. Actually, China's issues predate World War I. The nation had had a successful revolution in 1910 but soon descended into warlordism. A Nationalist Party (Guomindang) arose, led by Sun Yatsen and later by Chiang Kai-shek (Jiang Jieshi), which sought aid and advisors from Soviet Russia. This is complicated because a Communist Party also arose in China and was modeled on the Communist Party of the Soviet Union. Yet Nationalist pressure forced the Chinese communists to move their center of operations to the north in Shaanxi province through the famous Long March; and gradually developed a variant of communism later called Maoism. This precipitated a civil war between nationalists and communists lasting until 1949. The relationship of the communists and peasants in China was the subject of the 2014 Document-Based Question: *Analyze the relationship between the Chinese peasants and the Chinese Communist Party between circa 1925 and circa 1950.*

http://media.collegeboard.com/digitalServices/pdf/ap/ap14_frq_World_History.pdf.

As intro use:

USC U.S. China Institute Film: **Assignment: China - The Chinese Civil War**

<https://www.youtube.com/watch?v=Jfhjq8oBBCQ>

1. Have students explore sites below (especially if there is no AP textbook access) and get background and historical information on the. **Have students look up vocabulary and locations and make flashcards with a partner for unit review.**

HISTORICAL TERMS AND CONCEPTS TO KNOW: WHO, WHAT, WHERE, WHY, WHEN, HOW, SO WHAT?

Chinese Communist Party

Guomindang

Inukai Tsuyoshi

Long March

Mao Zedong

May Fourth Movement

Mukden incident

Sun Yatsen

Xuantong

Great Leap Forward

Great Proletarian Cultural Revolution

Deng Xiaoping

Tiananmen Square

GEOGRAPHY SKILLS ACTIVITIES

2. Have students analyze the following maps using the OPPTIC format: Map 35.1 *The Struggle for Control in China, 1927–1936* on page 838. Additional maps students may analyze include:

1911 Revolution: <http://users.erols.com/mwhite28/chin-rev.htm>

Age of the Warlords: <http://users.erols.com/mwhite28/chin-cw1.htm>

Quomindang: <http://users.erols.com/mwhite28/kmt-chin.htm>

Chinese Long March: <http://users.erols.com/mwhite28/longmarc.htm>

OPPTIC—Evaluating Visuals	
OVERVIEW	Give a brief overview of the visual. Write a descriptive one-sentence summary about it. Include a historical overview.
PARTS	Focus on the parts of the visual, including a map key. Divide the visual into 5 parts (the corners and the center) and examine each part separately. What details seem important?
PERSPECTIVE	What is the point of view or perspective? What does the cartographer want you to think? Who is the intended audience?
TITLES (WORDS)	What is the visual's title? What does it have to say about the visual? Read all labels. If it does not have a title, give it one.
INTERRELATIONSHIPS	Using the title, what big picture concept connects the whole visual? Bring its parts together into a coherent whole.
CONCLUSION	Draw a conclusion about the visual as a whole. What does it mean? Why is this visual important to what we are studying?

Day 2: China Nation Building Primary Sources

Print off or access online the primary source

1. Group reading of documents in class.
2. Students get in groups of three and use the SOAPS-Tone chart to analyze primary source articles. Choose 3 articles per group.
3. Report as groups on SOAPPS-Tone analysis

Sun Yatsen's *Fundamentals of National Reconstruction*:

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/sunyat.html>

Chiang Kai-Shek's *Essentials of a New Life Movement*:

http://afe.easia.columbia.edu/ps/cup/chiang_kaishek_new_life.pdf

Mao Zedong's *Report on the Peasant Movement in Hunan*: <http://www.fordham.edu/Halsall/mod/1927mao.asp>

Analysis of the Classes in Chinese Society:

http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_1.htm

How to Differentiate the Classes in the Rural Areas:

http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_8.htm

SOAPPS-Tone (Primary Source Analysis)	
SUBJECT	What is the main topic or idea of the document? Be able to summarize the main idea in one sentence and no more.
OCCASION	Where and when was the document produced? What was happening at the time? This is often called historical context.
AUDIENCE	For whom was the document written/produced? How might an audience have received this document and why?
PURPOSE	Why was the document produced? What did the producer hope to accomplish through his/her words?
POINT OF VIEW	What does the writer or producer believe? Interpret his/her writing and tell why he/she holds these views.
SPEAKER	Who is the speaker or producer? What can you tell about his/her background? How might personal background have influenced the work?
Tone	What feeling or attitude does this document express? Use descriptive adjectives and adverbs.

Day 3 : Continuity and Change over Time in China

As intro use:

USC U.S. China Institute Film: **Assignment: China - End of an Era**

This episode focuses on the period between U.S. President Richard Nixon's 1972 trip to China and the fall of the Gang of Four in October 1976. While the U.S. established a liaison office in Beijing, the lack of formal diplomatic relations meant that American reporters could not be based in China. Most reporting continued to be of the China-watching variety, though each of the major broadcast networks was permitted to shoot a documentary in China and many reporters gained access for short visits. It was a tumultuous period, the last year of which included the death of three of China's revolutionary giants, a natural disaster which took a quarter of a million lives, and fierce battles over who would run China after the Mao-era.

<https://www.youtube.com/watch?v=Jfhjq8oBBCQ>

Final assessment:

Complete chart and write a practice thesis statement on the following prompt.

Patterns of Continuity and Change over Time. Students need to become comfortable with the concept of continuity and change over time as well as the analysis of the reasons for the change or lack of change. Have students use the prompts below to complete the chart:

- Trace changes and continuities in state structures and societies since 1940s in China.

TOPIC	BEGINNING TIME PERIOD	ENDING TIME PERIOD	GLOBAL CONTEXT
<i>Example:</i> Chinese Communists establish the People's Republic.	Describe the situation at the beginning of the period.	Key Changes and/or Continuities in situation from previous period	Relate the change to a global process including, if possible, a similar development elsewhere.
		Analyze the reasons for change or continuity	