

WEEKLY LEARNING SEGMENT

Unit: The Cold War		Learning Segment: Rise of Communist China	
<p>Essential Questions:</p> <p>Factual: What were the causes of the Cold War?</p> <p>Conceptual: How did the Cold War affect countries around the world?</p> <p>Debatable: Could the Cold War have been avoided?</p>		<p>Weekly Learning Target</p> <p>Students will be able to EXPLAIN the rise of Communism in China, ANALYZE the impact of Communism on the daily life of Chinese citizens, COMPARE and CONTRAST the way that ordinary Chinese experienced Communism with the way Communism was portrayed overseas, and CONNECT those perspectives to the larger Cold War power struggle.</p>	
<p>Common Core Standards</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>			
<p>Content Standards:</p> <p><i>HSS 10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</i></p> <p><i>HSS 10.9.3 Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</i></p> <p><i>HSS 10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</i></p>			
<p>Rationale: This sequence of lessons would slot into the Cold War Unit of World History, after a sequence looking at the rise of American hard and soft power after World War II in Europe with the Marshall Plan and in Japan with the U.S. occupation there. This sequence on China will give context for what else is happening in other parts of the World, give context for the eventual conflict between the U.S. and China, and explain how some of those conflicts are still playing out today in politics and culture.</p>			
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<p>Lesson #1: Rise of the People's Republic: The Chinese Civil War</p> <p><u>Do Now: Word Cloud: What do you think of when you think of China?</u> Students will do a Word Cloud activity, where students will enter words that come to mind when they hear the word China into their phone, and their words will appear onscreen in a word cloud Students will spend two minutes talking about the words that appeared with their table partners, and then share out with the class where they think this prior knowledge or prior assumptions came from. Where have we gotten</p>	<p>Lesson #2: Communism in China: Daily Life and Ordinary Voices</p> <p><u>Do Now: National Anthem Analysis</u> Students will analyze the lyrics of the National Anthem, analyzing the ways in which pieces of culture can be used to reinforce certain messages. https://www.lyricsondemand.com/n/nationalanthemlyrics/chinanationalanthemlyrics.html</p> <p><u>Data Dig: Different Perspectives on Communism in China</u> 1. Folder 1-What was the Plan? Students will analyze official government documents and writings, including government</p>	<p>Lesson #3: Propaganda and Conflict: Different Perspectives</p> <p><u>Do Now: Magic Paper- Different perspectives in Cold War Propaganda</u> Students will do a magic paper activity on propaganda images from that are anti-communist (American) and pro-Communist (Chinese) posters. In magic paper, one student at a time approaches the board and holds a piece of white paper up in front of the projector, with a highlighted portion of the image</p>	<p>Assessment</p> <p><u>Writing Task:</u> Students will take their notes on the rise of China, their analysis of different sources and perspectives on Communism, and their understanding/discussion of how all of it fits into the larger context of the Cold War to answer the following question in a well reasoned 5 paragraph essay:</p>

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<p>our ideas about what China is, and what our relationship is in relation to them? www.polleverywhere.com</p> <p>Notes: Students will take notes on the conflicts in China during the first half of the 20th century, culminating in the Communist/Nationalist War https://prezi.com/egr5ndcw9oek/rise-of-communism-in-china/ https://prezi.com/vdjinof7pcmii/the-chinese-civil-war/</p> <p>Primary Source Analysis: Students will be given an excerpt of text from Chiang Kai-Shek and Mao Zedong, and compare each using an organizer, pulling out quotes and analyzing two different perspectives on the Chinese Civil War https://drive.google.com/file/d/1eStyiroDp6_hKYMVR7Q84Jaf6uBZM4BA/view?usp=sharing https://drive.google.com/file/d/1hBM_cvez08J7QMak-TGL_OsFVwj29JP/view?usp=sharing</p> <p>Exit ticket: Anticipation Questions: Students will complete a 3-2-1 activity, writing down a level one question (What, Who, When), a level 2 question (Why, How) and a level 3 question (Open ended) based on the information that they learned that day.</p>	<p>Propaganda, to figure out the goal of Chairman Mao during the Great Leap Forward and Cultural Revolution Selections from: https://www.marxists.org/reference/archive/mao/selected-works/date-index.htm 2.Folder 2-Life in Communist China: The Plan in Reality Students will read several sources that detail life during the Great Leap forward from the perspective of the ordinary Chinese citizen Selections from: https://chineseposters.net/themes/great-leap-forward.php Excerpts from the book: Forgotten Voices of Mao's Great Famine, 1958-1962: An Oral History Analysis:Organizer to fill out while analyzing data dig documents Students will, while exploring the documents in the data dig folders on Schoology, answer a series of analysis questions on a separate organizer, asking students to compare how different groups portray the same event, how different documents either complement, or contradict each other, and why multiple perspectives are important when analyzing historical events</p> <p>Consensus Activity As an exit ticket, students in groups will take what they have learned in class about the different experiences of the Great Leap Forward, and do a Consensus activity (<i>where students stand at their table groups discussing/debating a question until there is consensus agreement, at which time they can sit down</i>) on the question: Which type of documents are more reliable in historical analysis: Official documents or personal memoirs? Use evidence from today's activity to support your answer.</p>	<p>appearing on the white paper. The student then answers the following questions: One thing that I noticed was... One question that I had was... One connection I see to something that we've studied is....</p> <p>Scenarios: Cold War Students will be broken into two groups and given the same cold war scenario, but from different perspectives, and with different primary source excerpts to go with the scenarios as shoes for students to step into, and asked to come up with a plan of action based on their sides perspective. Scenario 1: As someone raised with the following view of Communism (Anti-communist image provided here), you're nervous about the size and influence of Russia in Asia. Given your goal of spreading your own countries economic, political, and national power into the region, analyze the ways in which that goal can be achieved using all strategies except outright war. Based on the information available to you, and the primary source excerpt, step into the shoes of that person and explain how far you go to "win" against your perceived rival? Scenario 2 As someone raised with the following view of Communism (Pro-Communism image provided here), you're nervous about the size and influence of the United States in the region. Given your goal of containing Western cultural Imperialism and protecting your</p>	<p>What is Communism? Include at least two different perspectives in your answer, and support your position with evidence</p>
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