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| **Instructor:** Natali Ramon  | **Unit:** Cold War  |
| **Site:** Norwalk | **Course:** World History B |

1. **A rationale for the proposed unit**

This unit is the second learning segment of the unit on the Cold War in my 10th Grade World History course. The first segment focused on laying a foundation of understanding for students regarding the Cold War. During this segments, students would have revisited the political and geographic conditions in the world post WWII. They would have learned about the Berlin Air Lift as a moment that helped to define the divide between communist and capitalist countries. Furthermore, students would have learned about the fundamental philosophical differences between capitalist, democratic countries, and communist socialist countries. These lessons are truncated in the second learning segment of the unit, in which students learn about the “hot spots” of the Cold War. They will make an extensive case study on China as a stronghold of communist power, and see how communism affected day to day life.

1. **Skill and content objectives**

CA Standards:

**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).

1. **Detailed lesson plan**

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| **Essential Question/Theme** |
| What open-ended philosophical, moral, and intellectual question will guide students’ inquiry into this topic?* How does life in a communist socialist country look like?
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| **Content Standards/Learning Objectives** |
| * **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).
* **Objective:** Students will use their knowledge on the tenants of communism and identify these within Chinese society during the cultural revolution. To show their mastery of the Chinese communist society, students will create an annotated diagram of a scene of life in communist China.
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| **Be Able To Do – Skills** |
| What intellectual/academic skills or processes will students be taught, introduced to, or expanded upon? * Students will review main points from previous lessons on the main characteristics of communism.
* Students will analyze propaganda images depicting the cultural revolution.
* Students will research what life was like in communist china, and synthesize their findings in an annotated visual diagram.
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| **Assessment** |
| In what multiple ways will you be assessing student learning of both the content and the academic/intellectual skill set you are teaching them? What will the final assessment be? How will you teach to it?* Quick review activities will serve as an informal analysis to gauge how well students recall the basic tenants of communism.
* An informal verbal assessment of their observations of communist China will occur when students analyze propaganda images during the cultural revolution.
* Students will be formally assessed on their understanding of life in communist China through the production of an annotated diagram of life in communist China.
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|  Day 1Entry Point - How will you introduce students to the inquiry? |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now
* Students will write a brief paragraph on the quote “The youth is like a sun at eight or nine o’clock in the morning.”
 | * PowerPoint slide
* Projector
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| **Transition**How will you transition students from the first activity to the next? How will they connect?Students will share their responses to the Do Now prompt. They will be informed that the lesson for the day will involve analyzing how young people played a critical role in defining a cultural shift in China.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Quick Review
* Students will sort out key terms and descriptions of communism and capitalism.
 | * PowerPoint slide with directions.
* Slips of paper with key terms and descriptions of communism and capitalism mixed up in a brown bag.
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?After students accurately sort out slips of paper between capitalism and communism, I will explain that today we will focus on examining China to see how life in a communist country looked on a day to day basis. I will inform them the they will be examining the roots of life in communist China by learning about the ideas and life of Mao Zedong.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Direct Instruction
* Students will watch a 10 minutes clip as an overview of Mao Zedong as a quick introduction on the leader of China we will be focusing on.
	+ Students will debrief the clip by noting some of the prominent images seen in the clip, and what these might tell us about life and the values of communist China.
* Students will take a few notes on Mao Zedong, the Cultural Revolution, his ideas, and his goals for China.
 | * Projector
* YouTube video on Mao Zedong:

https://www.youtube.com/watch?v=02SHeHR3zOg* PowerPoint slides
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?I will tell students that they will read brief excerpts by Mao in which he explains the rationale behind empowering farm workers, young people, and changing the cultural values of China. We will use excerpts by Ebrey in the Red Guards. Students will split up into four groups and focus on different topics. They will tasked with creating an expository poster in which they detail the main ideas they gathered, they will list words with imagery used in their assigned excerpt of the article, and create visual of their findings.  |
| **Activity 4**  |
| **Time** | **Description of Activity** | **Materials** |
| 5 minutes | * Students gather in their groups and skim their assigned segment of the article.
 | * Excerpts of Ebery’s article on the Red Guards.
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| Transition How will you transition students from the previous activity to the next? How will they connect?We will begin to wrap up the lesson with an exit slip.  |
| **Activity 5**  |
| **Time** | **Description of Activity** | **Materials** |
| 5 minutes | * Students will answer the following prompt:

List3 new things you learned 2 questions you have 1 thing you enjoyed/found interesting.  | * PowerPoint slide with prompt.
* Projector.
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| Day 2Entry Point - How will you introduce students to the inquiry? |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now
* Students view a propaganda image from the cultural revolution, and they identity three details they notice about the image. They connect these to the details they learned about Mao and communist China from the previous lesson.
 | * PowerPoint slide
* Projector
* Propaganda image
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| **Transition**How will you transition students from the first activity to the next? How will they connect?Students will share their responses to the Do Now prompt. They will be informed that the lesson for the day will involve continuing to analyze Ebery’s article on the Red Guards and the production of their poster.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Students gather in their groups to analyze their assigned excerpt.
* They prepare an expository poster that in which they detail the main ideas they gathered, they will list words with imagery used in their assigned excerpt of the article, and create visual of their findings.
 | * PowerPoint slide with directions.
* Exemplar of poster.
* Poster
* Markers
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?Students arrange poster around classroom walls in anticipation for a gallery walk. They use a chart to focus on details of life in Communist China.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | * Gallery Walk
* Students circulate and gather information in their graphic organizer.
 | * Masking tape
* Graphic organizer

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| **Day 3****Entry Point - How will you introduce students to the inquiry?** |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now
* Students write a paragraph on the following prompt:
* What are three details that stood out to you about communist China and Mao’s cultural revolution. How would you portray these as visuals?
 | * PowerPoint slide
* Projector
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| **Transition**How will you transition students from the first activity to the next? How will they connect?Students will share their responses to the Do Now prompt. I will inform them that they will be putting all the details they have gathered to create a culminating project.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | Brainstorm * Students will make a list of the words that stood out to them as they read their assigned excerpt and as they participated in the gallery walk.
* They will describe how these images come to mind.
* They must chart at least 5 details and think of at least 5 images.
 | * PowerPoint slide with directions.
* Graphic organizers.
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?Students will use these details as a brainstorm for their culminating project. We will review criteria for success.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Review Criteria for Success
* Review elements of a diagram.
 | * PowerPoint slide with directions.
* Criteria for Success
* Sample of diagram
* Rubric
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| Transition How will you transition students from the previous activity to the next? How will they connect?* Students will get direction to start diagram in class.
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| **Activity 4**  |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | * Project Work Time
 | * Drawing Paper
* Markers
* Art supplies
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1. **A plan for assessing student achievement**
* Students will be informally assessed during the quick review in lesson to ensure they have a solid grasp moving forward with their exploration of communist China.
* Students will submit exit slip at the end of lesson 1 in which they detail three things they learned, and 2 questions they will have.
* Expository posters on Ebery’s Red Army will serve as an assessment to help me gauge if they have captured the main ideas behind the Cultural Revolution.
* I will review gallery walk graphic organizers, and project brainstorms to ensure students have substantial material to complete a passing diagram.
* Summative assessment will be annotated diagram on life in communist China.