

**TIP 1: China Unit – Red Scarf Girl**  
**8<sup>th</sup> Grade Language Arts**  
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**Purpose:** The purpose of this unit is to introduce students to Chinese history and culture with a specific focus on the Chinese Cultural Revolution. Students will get an overview of ancient Chinese history and culture in Language Arts class with opportunities for further examination in Social Studies class. The unit will then culminate through reading and study of the memoir *Red Scarf Girl*.

**Timeframe:** The time needed for this unit will vary depending on depth and extent of cross curricular connections, but within a language arts context approximately six weeks is needed.

**Ohio Standards:** 1.2, 2.1, 2.2, 2.4, 2.5, 3.2, 4.3, 4.4, 4.6, 4.7, 5.4, 6.4

**Materials:** *Red Scarf Girl* by Ji Li Jiang  
*Cambridge Illustrated History China* by Patricia Buckley Ebre  
Blank map of China  
Notebooks for journaling  
Construction paper, colored pencils/markers  
Discussion questions (see appendix)  
Quizzes (see appendix)  
Web resources (see bibliography)

**Procedure:**

1. open with a word association game using “China” as the word; allow this to generate discussion about what students do and do not know about China regardless of accuracy; once this has run its course, create a class KWL graphic organizer on China
2. provide students with background information on key points in ancient Chinese history, particularly with some of the major dynasties; use *The Cambridge Illustrated History* of China as an entryway, then have students explore a particular dynasty or time period on their own and present a brief, informal summary of their findings
3. provide an introduction to the Cultural Revolution through map/timeline activity (see appendix)
4. assign mini research essay (see appendix)
5. introduce *Red Scarf Girl* by providing some background information on the author and a book review; distribute books and assign reading as desired (an average of 15-20 pages a day is usually acceptable)
6. distribute first group of discussion questions and vocabulary (see appendix) and have students complete; you may want to provide some

class time for this, group work time, and homework time; discuss as a whole class once complete

7. provide periodic journal writing time to offer students the opportunity to reflect on the story and relate it to their own experiences
8. distribute second group of discussion questions and vocabulary (see appendix) and have students complete as directed
9. give quizzes 1 and 2 and final assessment as desired (see appendix)
10. have students turn in mini research essays and present to class; connect the historical events presented to the story and how they affected the author, her family and friends
11. read aloud the author's note at the end and provide students time to journal to bring the unit to a close
12. complete the "L" portion of the KWL graphic organizer

### **Resources:**

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. Cambridge: University of Cambridge Press, 1996.

Jiang, Ji Li. *Red Scarf Girl: A Memoir of the Cultural Revolution*. New York: Scholastic, 1997.

Red Scarf Girl Novel Study Webquest. Sofie Maurice, Crystal Pearl-Hodgins, Web managers. Ecole Whitehorse Elementary. 27 June 2007  
[http://www.yesnet.yk.ca/schools/wes/webquests\\_themes/china\\_webquests\\_sofie/red\\_scarf\\_webquest/red\\_scarf.html](http://www.yesnet.yk.ca/schools/wes/webquests_themes/china_webquests_sofie/red_scarf_webquest/red_scarf.html)

### **Appendix:**

#### **1. Chinese Cultural Revolution: Timeline/Map**

Using the Red Scarf Girl Webquest

([http://www.yesnet.yk.ca/schools/wes/webquests\\_themes/china\\_webquests\\_sofie/red\\_scarf\\_webquest/red\\_scarf.html](http://www.yesnet.yk.ca/schools/wes/webquests_themes/china_webquests_sofie/red_scarf_webquest/red_scarf.html)) as a starting point, you will need to draw and color your map of China and create a timeline of important events in the cultural revolution.

Map

On your map, include the following information in colorful detail:

- Beijing
- Hong Kong
- Shanghai
- Yellow River
- Pearl River
- Yangtze River
- Great Wall
- Forbidden City
- South China Sea

- Pacific Ocean

### Timeline

At the bottom of your map, create a timeline highlighting five (5) important events from the cultural revolution. Use the webquest as a starting point for gathering information.

## 2. Mini Research Paper

1. select a subtopic of the Chinese Cultural Revolution from the list at the bottom of the page and get it approved
2. narrow the topic down to a manageable one, if necessary
3. complete “Setting the Scene for Research,” creating at least five (5) research questions
4. research your topic, utilizing three (3) sources; be sure to log your sources for a bibliography page
5. take notes as you research
6. write a 2-page research paper on your topic; do NOT exceed two pages
7. edit for clarity of ideas, organization, sentence fluency and conventions

Topics: communism, socialism, Chinese Communist party, Beijing, Chiang, Kai-shek, Shanghai, Tiananmen Incident, Gang of Four, Wuhan Incident

## 3. Quiz 1

**Answer each question in complete sentences.**

1. Name one important event that occurred during the Chinese Cultural Revolution and explain why you think it was important.
2. In what city is *Red Scarf Girl* set?
3. Explain what the term bourgeois means?
4. Explain what *da-zi-bao* is?
5. What is the purpose of the red scarf Ji Li wears?
6. Who were the “Red Successors”?
7. Name the “Four Olds”.
8. Why did Ji Li’s father prohibit her from participating in the audition to become a Liberation Army Dancer?
9. Describe the *da-zi-bao* written about Ji Li.
10. What is an example of propaganda in the story?

## 4. Quiz 2

**Answer the following questions in complete sentences.**

1. What is important about the wheel of fate?
2. How are Ji Li’s opportunities limited by the political upheaval caused by the Revolution?
3. Why do you think Ji Li was so happy to start junior high school?
4. Why are people with bad political backgrounds discriminated against?
5. How do family relationships change as a result of the Cultural Revolution?
6. Many people are beginning to realize that others are being hurt and mistreated for no good reason. Why do you think they choose not to stand up for them?
7. In what ways have Ji Li’s opinions about the CR changed?

## Vocabulary

**Match the word with the appropriate definition.**

- |                |              |             |            |
|----------------|--------------|-------------|------------|
| a. Acrid       | b. gloating  | c. leniency | d. zealous |
| e. Coarse      | f. jovial    | g. severity | h. Cripple |
| i. laboriously | j. xenophile |             |            |

- \_\_\_\_\_ 1. self-satisfaction, happy that someone else did not do as well as you; to look at with great or excessive satisfaction
- \_\_\_\_\_ 2. in a manner that takes much work or effort; with much hard work or difficulty
- \_\_\_\_\_ 3. of low or inferior quality or value; large-grained or rough in texture
- \_\_\_\_\_ 4. full of or showing high-spirited merriment; happy, of good cheer or spirit
- \_\_\_\_\_ 5. someone whose legs are disabled; deprive of strength or efficiency; make useless or worthless
- \_\_\_\_\_ 6. marked by active interest and enthusiasm; strong enthusiasm for a cause
- \_\_\_\_\_ 7. strong and sharp; harsh or corrosive in tone
- \_\_\_\_\_ 8. something hard to endure; excessive sternness
- \_\_\_\_\_ 9. mercifulness as a consequence of being tolerant
- \_\_\_\_\_ 10. a person who likes anything foreign

## 5. Final Assessment

Discuss your answers to Discussion Questions 2 with your group. Then answer the following question - INDIVIDUALLY - in essay form.

Describe the shift in Ji Li's opinions about the Cultural Revolution. Think about things such as: how do her opinions of Mao change? How do her relationships with family change? With friends and acquaintances?