

Marc Montella
China Lesson Plan
Chinese Communist Revolution

Standards

9th Grade History

12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including:

d. The Chinese Communist Revolution.

Objectives

1. Students will analyze the impact the Chinese Communist Revolution had on the development of the Cold War.
2. Students will compare and contrast propaganda from China and the United States during the Chinese Communist Revolution and the time period that follows.

Activities

1. Students will be divided into two groups. The first group of students will be analyzing Chinese Communist Revolution propaganda posters at <http://www.iisg.nl/landsberger/lf.html>. Students should be doing this individually if there are enough computers with Internet access.

The students will have to answer the following questions:

- Describe the common theme in the Lei Feng posters.
- Using your knowledge of the Chinese Communists, how do you think they would react to a fellow countryman who did not follow the ideal of the posters and Chairman Mao?
- How do you think the Chinese Communist Government would respond to foreign governments that did not support communism?

These questions should be answered individually on paper or in a word document.

Meanwhile, the second group of students will be given a handout (attached) of political cartoons from the U.S. during the same time period.

The Students will answer the following questions?

- Describe the common theme of the political cartoons.
- Using your knowledge of the United States historic view of communism describe what you think the government's reaction to the cartoons would be.

These questions should be answered individually on paper or in a word document.

The students should have 15-20 minutes to complete this task.

2. The students will not switch and complete the other task. The students will again have between 15-20 minutes to complete this task.
3. Now that the students have completed each task they will compare and contrast the posters and the political cartoons. The students will make a t-chart describing the similarities and differences of the posters and cartoons. This should take the students between 5-10 minutes.
4. When the students have completed the chart they will respond to the following prompt: How did the attitudes in China and the United States during and following the Communist Revolution result in Cold War tensions? The students will have to remainder of class to finish their response. The students who are not finished can finish for homework.
5. At the beginning of class the next day students will be asked to share their responses to the prompt.

Evaluation

Students will be formally assessed throughout this lesson. They will turn in their work on the Chinese propaganda posters and the U.S. political cartoons. They will also turn in their response to the prompt given to them at the end of class. This work will be assessed based on correctness for the answers that are given. They will also be informally assessed during class as they are working and during the discussion of the prompt. This informal assessment will be based on the student's participation during the time that they are given to work during class.

Modifications

If Internet access is not available the propaganda posters could be printed out and given to the students as a handout. If students struggle with reading or writing they could be paired with another student to work with. This could also be turned into a partner or group assignment where the students would be able to share their ideas about the poster and cartoons with one another. This also does not all need to be formally assessed. The final question could just be formally assessed while the other tasks could be informally assessed.