

TIP Lesson Plan for China

Grades 6 – 10, History

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Pangrace-China.doc

The Use of Propaganda Posters to further the Goals of the CCP in its First Years of Rule in China

- **Major Themes/questions:** Propaganda posters have had a long history of use by governments all over the world, especially throughout the entire Twentieth Century. No study of World War I and II would be complete without the study of the use and topics that each government used in their propaganda posters to inflame the people of each country to buy into the government approved ideology. Post World War II countries and the Cold War ideology that developed between the Communist and the Westernized World continued to use propaganda posters to espouse their ideologies. How did the Chinese Government (CCP) under the leadership of Mao Zedong use propaganda posters to unify the people of China to fulfill the goals of the State? Can we understand the themes that were stressed by the State by viewing examples of these propaganda posters?
- **Learning Objective:** to illustrate how China has used propaganda posters to further the state goals of the CCP and Mao Zedong. Students will analyze these posters and draw conclusions as to what the state goals were during the early years of the CCP.
- **Materials needed:** Students will need internet access to complete this assignment.
 - Chinese posters.net is the website and students will go to the *Gallery of Chinese Propaganda posters (1925 – 2006)*. The students will choose the specific gallery entitled *Building the People's Republic, 1949 – 1956* to view the 33 posters that are included.
- **Assignment:** Students will be asked to write down their definition of what a propaganda poster is, and then will compare their answers with their classmates. The teacher will ask some students about their answers and remind them all what the definition of propaganda is. Students will read the included explanations about this era on the website gallery page and click on individual posters with their explanations about each one. Students will choose three posters from the gallery of 33 posters to analyze what the poster says and what it portrays about the poster topic. Students can copy their three chosen posters from a copy machine to help them illustrate their ideas. They will then write an analysis of their posters. An in-depth analysis of each chosen poster will include:
 - topic of the poster
 - why the topic is important to the time the poster was produced
 - how the poster uses color and images to portray the topic; the tone of the poster – is it a glorification or is it condemning the topic ?
 - Why would the government be concerned with the topic that is shown?

This should take one 47 minute class-time, and the written assignment on their analysis of 3 posters will be due the next day in class.

- **Ohio Academic Content Standards K-12 Social Studies**

Benchmark: Social Studies Skills and Methods “students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.” (Page 40)

- **Grades 6-8 Benchmark B.**–“organize historical information in text or graphic format and analyze the information in order to draw conclusions”
- **Grades 9 – 10 Benchmark A.** – “Evaluate the reliability and credibility of sources.”