

# **LESSON ONE: REVOLUTION IN CHINA AND THE FALL OF IMPERIALISM**

## **Ohio Standards Connections**

- Standard: History
- Benchmark(s): Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.
- Indicator(s): Explain the global impact of imperialism including political and social reform in China.

## **Assessment**

- *Pre-Assessment:* Prior to completing this lesson, students will have a general understanding of other world events that happened during the time period(s) discussed. For instance, the students will have already learned about other revolutions such as the French Revolution and the Russian Revolution therefore having a general understanding of what a revolution is and why they happen. Students will have also learned about Chinese history during their 7<sup>th</sup> grade year. To spark prior knowledge, the teacher will follow the process below:
  - The teacher will ask the students how many of their clothing items are made in an Asian country; keep a tally of the countries on the board.
  - The teacher will show an overhead of modern China
  - The teacher will then ask the following questions to spark a small discussion:
    - What is this country?
    - Where is it located? Where is the United States?
    - Who lives there?
    - How many people live there currently? How many people live in the U.S.?
    - Why do so many clothes come from China or other Asian countries?
  - The teacher will then discuss the above questions with the students to spark prior knowledge about the area as well as discussion.
- *Scoring Criteria:* The students will not be formally tested on this information, but judging by the discussion the teacher will be able to determine if more knowledge needs to be offered before beginning the lesson.
- *Post-Assessment:* Students will be graded on the activities completed during this lesson including completion of a vocabulary chart, note-taking abilities and compare/contrast with the Soviet Union. The final assessment will come in the form of a summary project based on the learned material.

## **Lesson Summary:**

- Students will learn about modern Chinese history according to the fall of the Qing Dynasty through the Communist Revolution. Students will be assigned reading from the textbook as a preparatory assignment. Students may also be

asked to complete several other assignments while working through this lesson. Students will complete a variety of learning activities and then a summary project using the information learned during the lesson.

### **Instructional Procedures:**

#### *Day One:*

- After beginning the first day with the questions listed above, the teacher will offer an introductory Power Point lecture on the fall of the Qing Dynasty. Students will have read a short selection on the “Collapse of Chinese Imperial Rule” from their Modern History textbooks as a preparatory assignment. Students will take notes in their notebooks. Once students have heard the short lecture, they will complete a vocabulary chart using key terms from the Qing Dynasty and the Communist Revolution.

#### *Day Two:*

- The teacher will begin the next class period by using the 5 post-it note technique.
  - Give each student five post-it notes, and then present the following question: What is a revolution? Why do people want a revolution?
  - On each post-it note, have the students write one characteristic of a revolutionary leader (e.g. heroic, charismatic, intelligent, etc.). Give students 3 minutes to complete this portion of the activity.
  - Once all students are finished, assemble the class into groups of two or three, depending on class size. Have students compare their post-its and place them into categories (e.g. personality traits, emotional traits, etc.)
  - The give the students a piece of chart paper and have them write down their categories and discuss what a person needs to start a revolution.
- The teacher will then continue the lesson from the previous day by lecturing using Power Point on the Communist Revolution. The students will continue to take notes on the note-taking sheet.
- The teacher will end the period by revisiting the post-it note activity and asking questions such as: Did Mao Zedong have some of the characteristics you listened for a revolutionary leader? Why or why not? What other characteristics did he have?

#### *Day Three:*

- The teacher will begin the class period by reviewing the information learned in the last two lessons. The teacher will then announce that the students will be making connections across place and time. The teacher will then give students a Venn diagram and ask them to compare the communist revolution in China with the communist revolution in Russia. The students may use their prior knowledge, notes and textbook to complete this activity.
- After 20 minutes the teacher will review the Venn diagram and ask the students why there are some differences as well as similarities.

- At the end of the period, the teacher will announce that during the next two class periods the students will be working on a final project about China. The teacher will then hand out and discuss the project choice board.

*Day Four and Five:*

- The teacher will begin the class period by reviewing the information learned in the last two lessons. The teacher will then ask the students for their decisions on the choice board and have the students begin working on their projects.
- At the end of day five, the teacher will collect and grade the student projects.

**Differentiated Instruction Strategies:**

- This lesson will use the following instructional strategies to meet the needs of individual students:
  - Visual note-taking using a Venn diagram and T-chart;
  - Vocabulary understanding using the vocabulary chart;
  - Hands-on application using the five post-it note technique;
  - Final project choice board.

**Estimated Time Duration:**

- Five to six, 43 minute class periods.

**Materials and Resources Needed:**

*For the teacher:*

- Homework text taken from *Modern World History: Patterns of Interaction*, McDougal Littell Inc., 2003. pages 401-404.
- Lesson Power Point;
- Prior knowledge of the Qing Dynasty and the Communist Revolution;
- Worksheets provided.

*For the students:*

- Notebooks;
- Textbook;
- Writing utensil;
- Worksheets provided;
- An open mind.

*Additional Resources and Reading Materials:*

- Schoppa, R. Keith. *The Columbia Guide to Modern Chinese History*. New York: Columbia University Press, 2000.
  - This book provides a nice overview of the Communist Revolution as well as other events in modern Chinese history. However, the book is a bit long so having students read a large portion of it would not be an option.
- Xue, Jundu. *The Chinese Communist Movement, 1937-1949*. Stanford University Press, 1962.

- Although this book was published in the 1960s it provides a very firm foundation for the communist movement. It is also written through a different perspective than most books are.
- Steffoff, Rebecca. *Mao Zedong*. Brookfield, Connecticut: Millbrook Press, 1996.
  - An interesting biography of Mao. From my experiences, students tend to get rather interested in Mao and want to learn more about him. Naturally there are other biographies available, yet this one is nicely written and well laid out.
- Think Quest <http://library.thinkquest.org/26469/history/1928.html>
  - A website designed by ThinkQuest which offers a very short and concise summary of the communist movement. I would even think about giving this to students as additional readings.
- Modern History Sourcebook <http://www.fordham.edu>
  - This internet site is sponsored by Fordham University and contains links to other very useful websites. For instance, if using this lesson for an advanced class one could like to Mao's actual papers and ask students to read and discuss some of his works.

### **Homework Options:**

- As a preparatory lesson, students could take a survey of how many items in their homes are made in another country.
- Students will also be asked to complete a preparatory reading assignment from their textbooks (see above).
- Students could also be assigned readings from any of the books and resources listed above, especially those about Mao Zedong.
- Students could also complete the Venn diagram at home and also work on their projects.

### **Interdisciplinary Connections:**

- Students could read some primary documents from the time period as a connection to English.

### **Technology Connections:**

- Students could compile their own Power Points about the time period.
- Students could also use technology to complete their final projects.

## Chinese History Choice Board

**DIRECTIONS:** Below you will find a choice board filled with 9 different final project choices for the Chinese history unit. You may choose your final project choice and if there is not one for you, you may make your own choice!

<p style="text-align: center;"><b><u>Song Composer</u></b> You may write and perform a song about one of the topics discussed in this unit—your song must have 5 verses, a chorus and must be performed in class.</p>	<p style="text-align: center;"><b><u>Position Paper</u></b> You may choose a controversial topic discussed in class and write a position paper about the topic. Your paper must be at least 2-4 pages in length.</p>	<p style="text-align: center;"><b><u>Poster Presentation</u></b> Choose one topic discussed in class and create a poster presentation sharing the topic with the rest of the class. You must have pictures, pertinent information, and key topics.</p>
<p style="text-align: center;"><b><u>Research Paper Writer</u></b> You may write a research paper on a topic discussed in class. Your paper must be 2-4 pages, 12pt. font, doubled spaced and have at least 4 sources!</p>	<p><b><u>FREE CHOICE!!</u></b> (Choose a project idea of your own—be sure get approval first!)</p>	<p style="text-align: center;"><b><u>Game Creator</u></b> You may create a Chinese history board game about a topic of your choice. There must be instructions and it has to be playable in class. The more creative, the better!</p>
<p style="text-align: center;"><b><u>Multi-Media Presentation</u></b> You may create a multi-media presentation about a topic discussed in class. You may want to create a storyboard first.</p>	<p style="text-align: center;"><b><u>Skit Performer</u></b> You may write and perform a skit about one of the events we discussed in this unit. You must have at least 4 scenes, props and be clearly rehearsed and performed.</p>	<p style="text-align: center;"><b><u>Storybook Creator</u></b> You may compose a children's storybook about one of the topics discussed in this unit. You must have at least 6 pages with pictures. Neatness counts!</p>