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Teaching About East Asia  
Tuesday, March 10, 2009  
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Title: East Asian TIP: Chinese government, from Empire, to Republic, to Communism (10<sup>th</sup> Grade)

Purpose: Students would fill in the attached graph, to chart the progression of the Chinese government from the late 19<sup>th</sup> Century through the end of the Chinese Communist Revolution. The whole activity will combine independent reading, peer teaching, and dramatic role-play.

Rationale: Students will see how one of the longest standing governments in the world went through a period of upheaval and revolution. It will help students to understand how China transitioned from an empire (and the images they may be familiar with from movies) to the Communist state we know them as today. It will introduce them to the ideas of Mao and other important leaders in the revolution from various sides.

Grade level & Standards/benchmarks this would satisfy:

Link to state standards: 9<sup>th</sup> grade History Benchmark:

- Imperialism: 6. Explain the global impact of imperialism including: b. Political and social reform in China.
- 20<sup>th</sup> Century Conflict: 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.

\*It should be noted that New Albany High School where I teach does not follow the Ohio State standards for history. Currently, the curriculum in the 10<sup>th</sup> grade is Modern European History, but there has been some discussion of including more information from a global perspective. I have used the 9<sup>th</sup> grade state standards, which are closest to what is taught in the 10<sup>th</sup> grade at New Albany, as the tie-in for this activity.

Goals/objectives (specific to this lesson):

- Students will practice active reading as they use a given textbook excerpt to fill in the guided reading graph.
- Students will use higher level thinking skills as they apply their knowledge of different people to participate in a role-play scenario.

Essential questions:

- What factors lead to the fall of the Chinese Empire?
- Compare the changing of the government in China to that of another nation from the 19<sup>th</sup> and 20<sup>th</sup> centuries. What similarities are there? What differences are there?

Materials/Resources:

- Copies of readings & handouts (provided in this lesson).

## Activities (by day if multiple days are used)

### Prior to Day 1:

- Divide the class into 4 parts. Assign each group a section and the corresponding reading (See PDF Files). For homework, have them complete their portion of the grid. Before the end of class, have each group designate a spokesperson. This person will be representing their group as if they were the person in question. One other person in the group will have the role of advisor, and will help the spokesperson during the discussion during class.

### Day 1:

- During class the next day, have the groups collaborate with one another and solidify their group's information.
- The spokesperson for each group will be role-playing the person they have read about. They will explain, in first person, the information from the grid so that the rest of the class can get the information.

### Day 2:

- Once the grid is filled, the speakers will debate their forms of government. Their advisors will sit with them and help if needed. The remainder of the class will be peasants. Give them about 5 minutes to prepare.
  - Have the speakers debate why their form of government should have worked for the Chinese people. The remainder of the class will act as peasants and may dispute or support the speakers claims.

### Assessment:

- Have students complete the follow up question as a mini research assignment.

	Empress Dowager Cixi	Sun Yatsen	Chiang Kaishek	Mao Zedong
Lifetime				
Name of governing group				
Interactions with the Western powers				
Interactions with Japan				
Interactions with other Chinese groups				
End result				

Follow Up: Compare the changing of the government in China to that of another nation from the 19<sup>th</sup> and 20<sup>th</sup> centuries. What similarities are there? What differences are there?