

East Asia Lesson Plan Three

Lesson: Mao Zedong & The Cultural Revolution

Essential Unit Question:

1. Are there similarities and difference between Communism in China and Russia?

Goals and Objectives:

1. The learner will understand the impact and the relationship of Mao Zedong and his policy of the Cultural Revolution in China.
2. The learner will be able to understand why young students in China would be so dedicated to Mao Zedong and willing to rebel.

Time:

Two Class Period-120 minutes

Text & Resources:

1. Modern East Asia by Ebrey, Walthall & Palais. Pages 468-473
2. Primary Source: "Big Character Poster"
3. PH World History 2009

World History State Standards:

1. 6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia
2. 6.2.4: Analyze the political, economic, and social causes and consequences of imperialism.
3. 7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era,

Step by Step Procedures:

1. I will have students share what they know from previous lessons and discussions from the past few class periods about China and Mao Zedong. (5 minutes)
2. Quick review of how to complete the thinking routine connect-extend-challenge chart. I will invite the students to be mindful of how this reading connects to what they had learned from previous lessons on China. (5 minutes)
3. As a class we will read the primary source "Big Character Poster". (10 minutes)

4. After we finish the reading we will fill out the connect part of our chart. I will ask them to write how the ideas and information we have just read connect to ideas they already knew from the text book. (5 minutes)
5. Once students have made connections to previous lessons, I will ask them to identify how their ideas have been expanded after reading the letter. I will ask them how their thinking has been extended in some way. They will record their responses in the extend part of their chart. (5 minutes)
6. Last, they will fill out the challenge part of their chart. I want them to consider ideas that were very difficult or challenging from the letter. I will have them write down questions that challenge previous knowledge learned. (5 minutes)
7. When we finish the connect-extend-challenge chart I will split the class into small groups for discussion and to fill out a group connect-extend-challenge chart. (15 minutes)
8. I will ask each of the small groups to share what they wrote down in their small group connect-extend-challenge chart the previous day. I will collect and display the small group's connect-extend-chart and display them in the classroom. (10 minutes)

Formative or Summative Assessment:

For the assessment the students will be asked to imagine that they are a student in China during the Cultural Revolution and that they belong to the "Red Guard." I will have them in groups of four create "propaganda" posters that display the mindset of these students during the Cultural Revolution. I will be looking for ideas that demonstrate that they understand what the Cultural Revolution was about and why young students their own age would participate in it.

Lesson Reflection:

Connect - Extend - Challenge

CONNECT	EXTEND	CHALLENGE