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| Lesson Topic | The Cultural Revolution in China |
| Class/Grade | 9th Grade Pre-AP World History |
| Activity Type | Document Based Question (DBQ) & Gallery Walk |
| Lesson Objectives | The students will use primary sources to state the causes, effects, and significance of the Cultural Revolution and to analyze differing perspectives of the Cultural Revolution.  |
| Essential Questions | * What were the causes and effects of the Cultural Revolution in China?
* How did the opinions or views of the Chinese government and the people differ about the Cultural Revolution?
* What insight do primary sources give us into historical events? What do they leave out?
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| Standards/Benchmarks | **KSDE Social Studies 5.4** The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.**KSDE Literacy/Common Core Literacy** RI.9-10.7 and W.9-10.7Common Core Literacy |
| Required Materials | **Required Materials:*** Technology (computer/overhead projector/internet access)
* Poster paper
* Markers
* Copies of materials necessary
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| Sources Used | **Primary Sources included in Appendix 1:** * **Document 1: Mao and the Army**
* **Document 2: The Song of Ox-Ghosts and Snake Dreams**
* **Document 3: Violence Against Teachers**
* **Document 4: The Cultural Revolution’s Goal**

**Other Sources Used:****Power Points/Prezis:** The Road to Communism in China [www.pptpalooza.net/PPTs/GlobalStudies/TheRoadToCommunism.ppt](http://www.pptpalooza.net/PPTs/GlobalStudies/TheRoadToCommunism.ppt) : **Books** Textbook, Modern World History *Red Azalea* by Anchee Min **Articles** “Little Red Guard” *Harper's Magazine,* Feb94, Vol. 288 Issue 1725, p22-25, 4p. Interview with Anchee Min “China’s Great Proletarian Cultural Revolution” by Kerry Schaefer and Lisa Torre<http://people.hofstra.edu/alan_j_singer/CoursePacks/ChinasGreatProletarianCulturalRevolution.pdf>**Videos** “The Legacy of Mao” CBS Sunday Morning video clip. Article: <http://www.cbsnews.com/2100-3445_162-4317524.html> *To Live*, film by Zhang Yimou (in need of time, just the last portion can be shown about the Cultural Revolution) <http://www.aems.illinois.edu/downloads/To_Live.pdf>**Other Handouts** “Chinese Civil War 1946-1949” <https://alphahistory.com/chineserevolution/chinese-civil-war/> |
| Time Requirement | 4-6 classes, depending on the length of preparation |

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| Lesson Phase/Step | Procedure |
| Pre-lesson Preparation | **1. Day 1:** Begin with an overview of Chinese History in the 20th Century. Have the students read a textbook to gather some background information about the end of Dynastic/Imperial China and the rise of the Chinese communist party. Make sure to cover topics such as the Chinese Civil War, The Nationalist Party, Mao Zedong and the Great Leap Forward. **2. Day 1-2:** Show or read article from CBS News, “The Legacy of Mao Zedong” to begin to narrow in on the topic of the Cultural Revolution. The video clip is approximately 14 mins long and covers the rise of the communists to the controversy over the Beijing Olympics. It shows the differing perspectives of the Cultural Revolution. **3. Day 3-6:** (or just Day 3) Show the movie “To Live” [(To Live).](https://www.imdb.com/title/tt0110081/) This covers the end of the Qing dynasty to the end of the Cultural Revolution. The entire film is relevant, but in the interest of time, you can provide a brief “what has happened up to this point” then show the last 50 minutes, which deal with the Cultural Revolution.**4. Day 7:** Read either an excerpt from Anchee Min’s *Red Azalea* or the article from Harper’s Magazine, “Little Red Guard.” Have students discuss the reading. Contemplating their own student experiences, ask them what types of motivations people had for joining the Red Guards and what they might have done in similar circumstances.  |
| Lesson introduction | **5. Day 8:** (1) Have students brainstorm the differing perspectives of the Cultural Revolution based on information from the previous lessons.(2) Pass out one DBQ packet to each student. (3) Read the documents from the Cultural Revolution and analyze them by answering the questions included in the DBQ (see appendix 1 for documents and questions). Students should complete all analysis questions in preparation for the next day’s work. |
| Activity | **6. Day 9:** Students will work in groups to create and present posters in a gallery walk and use sticky notes to comment on/question each poster. Procedure: Step 1—Make DBQ posters* Divide students into small groups.
* Provide a packet of photocopied documents from the DBQ in appendix 1 to each group, along with butcher paper, markers, scissors, and glue.
* Project the sample DBQ poster layout (see Appendix 2) and explain to students the required components of the poster (the prompt provided by the teacher, the four documents from the DBQ with reasons and outside information, and a thesis statement) —they should work together to decide which document(s) to use in support of the Government’s perspective and which to use in support of other perspectives. Once they have decided, they should attach the documents to their posters and use the markers to explain the reasons for their choice. Students can also add outside information from previous lessons to support their layout.
* Each group should write a thesis statement on their poster that responds to the prompt and uses evidence from their poster.

Step 2—Conduct Gallery Walk* Hang DBQ posters around the room.
* Provide different color post-it notes to each group.
* Each group should visit each poster and write at least one question and one comment on post-it notes that they attach to other groups’ posters.

Step 3—Students review comments and questions left on their posters. |
| Wrap-up | Call students together, remark on patterns in the posters, ask students to share what they learned from looking at other groups’ posters and reading comments on their own posters. |
| Extension/Assessment | Students can be assigned to write an essay responding to the prompt. Students may be permitted to use their group’s poster as a graphic organizer for the essay. |

Appendix 1: DBQ and Assessment Rubric

**Chinese Cultural Revolution DBQ**

**Historical Context:** The documents below provide information about China’s Cultural Revolution, the movement during the 1960s that sought to rid China of its old ways and create a society in which peasants and physical labor were the ideal.

**Question:** How did the government’s claims about the Cultural Revolution differ from the reality of the revolution**?**

**Document 1: Mao and the Army**

*The poster below was created during 1969, at the height of the Cultural Revolution. It shows Mao watching over a group of Chinese soldiers, most of whom are holding a copy of the so-called “Little Red Book” - a collection of Mao’s writings and political ideas. The Chinese characters at the bottom of the poster translate as “The Chinese People’s Liberation Army is the great school of Mao Zedong thought.”*



**Analysis:**

1. How is Mao depicted in this poster?

2. Does this document support the government’s claims or the reality regarding the Cultural Revolution?

**Document 2: The Song of Ox-Ghosts and Snake Dreams**

*This song was composed by a Chinese student and quickly spread throughout the country during the Cultural Revolution. The Red Guards punished certain teachers in part by forcing the teachers to sing this song several times a day. If the singing was unsatisfactory, the teachers would be beaten or otherwise punished.*

I am an ox-ghost and snake-demon.

I am an ox-ghost and snake-demon.

I am guilty. I am guilty.

I committed crimes against the people,

So the people take me as the object of the dictatorship.

I have to lower my head and admit my guilt.

I must be obedient.

I am not allowed to speak or act incorrectly.

If I speak or act incorrectly,

May you beat me and smash me,

Beat me and smash me

**Analysis:**

1. What are the singers of the song allegedly guilty of?

2. Does this document support the government’s claims or the reality regarding the Cultural Revolution?

**Document 3: Violence against Teachers**

*This excerpt from a 1966 paper written by historian Youqin Wang describes the violence against teachers that was common during the Cultural Revolution.*

In the afternoon of August 5, 1966, some tenth grade students at the Girls Middle School attached to Beijing Teachers University started [beating]… a group comprised of three vice principals and two deans…Many students came to join them. The students…forced them to kneel on the ground, hit them with nail-spiked clubs, scalded them with boiling water, and so on. After three hours of torture, the first vice principal, Bian Zhongyun, lost consciousness and was put into a garbage cart. Two hours later she was sent to the hospital across the street. There, she was later found to have been dead for some time…

In most cases, beatings were a collective activity, conducted not by single students but by a group of Red Guards. A group of Red Guards acted together, inciting each other and encouraging hostilities. Sometimes, a beating happened in front of hundreds of people… Bian Zhongyun, the first victim of the violence of 1966, died after being beaten by many students. During the several hours of torture, no one at this school of more than 1,600 students tried to dissuade the beaters from these inhuman actions… at the student dining hall some talked loudly about how they forced her to eat dirt from the toilet or how they fetched hot water to scald her. There was no sense of guilt, but rather an excited, giddy atmosphere.

**Analysis:**

1. What does the author of this excerpt say that Red Guards did to teachers?

2. How does this description of the Cultural Revolution differ from that shown in Document 1? Does it support the government’s claims or reality of the Cultural Revolution?

3. Does this document support the government’s claims or the reality regarding the Cultural Revolution?

**Document 4: The Cultural Revolution’s Goal**

*The document below is from a June 7, 1966, editorial in the People’s Liberation Army Daily, the official newspaper of the Chinese military.*

The current great socialist cultural revolution is a great revolution to sweep away all monsters and a great revolution that remolds the ideology of people and touches their souls. What weapon should be used to sweep away all monsters? What ideology should be applied to arm people's minds and remold their souls? The most powerful ideological weapon, the only one, is the great Mao Tse-tung's thought. In this great, stormy cultural revolution, the masses of workers, peasants and soldiers are playing the role of the main force -this is the result of their efforts in creatively studying and applying Mao Tse-tung's thought and arming their ideology with it. Chairman Mao is the radiant sun lighting our minds. Mao Tse-tung's thought is our lifeline. Those who oppose Mao Tse-tung's thought, no matter when they do so and what kind of "authorities" they are, will be denounced by the entire Party and the whole nation.

**Analysis:**

1. What are the goals of the Cultural Revolution?

2. How will the “weapon” described here help win the Revolution?

**Assessment Rubric: The Cultural Revolution DBQ**

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| Criteria | Points Possible | Points Earned |
| Thesis is clear and fully answers the question. | 4 |  |
| The topic and concluding sentence of the body paragraph I directly relates to defending the thesis. | 2 |  |
| Government – 2 examples and 2 different documents to support * Mao is a demi-god, watching over
* Red guards were happy
* Cultural Rev. glorious
* Ridded society of old ways
* Peasants & workers were ideal
* Great school of Mao Zedong’s thought
* Mao’s teaching would help rid China of old ways
 | 4 |  |
| Reality - 2 examples and 2 different documents to support * Brutally violent
* Red guards beat & tortured intellectuals (teachers)
* Did not actually rid society of old
* Red guards became Mao’s militia
 | 4 |  |
| The topic and concluding sentence of body paragraph I directly relates to defending the thesis  | 2 |  |
| All 4 documents are used  | 4 |  |
| Total Points | 20 |  |

DBQ Poster Sample

How did the government’s claims about the Cultural Revolution differ from the reality of the revolution?

Government’s Claims Reality of Revolution

Thesis

Prompt

Documents Sorted: Reasons near documents

(outside information)

(What does it prove/disprove of thesis)

Document

Reasons

Document

Reasons

Document

Reasons

Document

Reasons

Document

Reasons