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## Primary Sources: China

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (1 page)

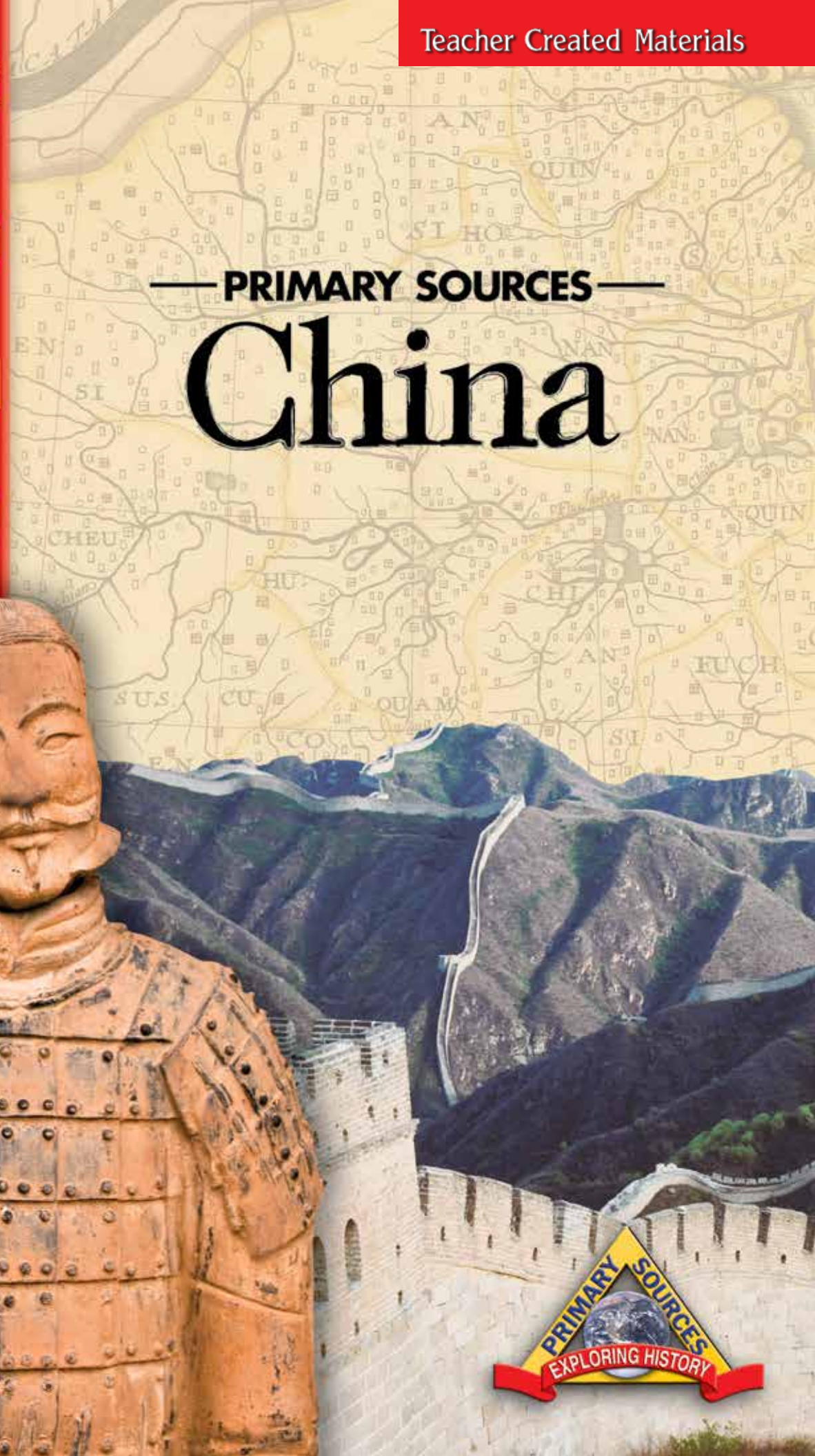
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— PRIMARY SOURCES —

# China





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# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they've learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.



## **The Photographs**

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## **The Primary Sources**

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## **The CD**

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## **Objectives of This Unit**

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

# Communist Takeover in Peking

## Standard/Objective

- Students will examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (NCSS)
- Students will learn about the life and Communist government of Mao Tse-tung.

## Materials

Copy of the facsimile *Conquering Peking*; Copies of the historical background information (page 52); Copies of the student activity sheet, *Communism Comes to China* (page 53); For optional use, *Conquering Peking* (page 54); Magnifying lenses

## Discussion Questions

- Describe what is going on in your part of the picture.
- What is the dominant object in your part of the picture?
- Who or what is being celebrated?
- What is the viewpoint of the artist? How do you know?

## Using the Primary Source

Copy the facsimile, *Conquering Peking*, and divide it into four sections. Divide the class into four groups, and give each group one section and magnifying lenses. Tell students to look closely at their section. Ask the first two discussion questions above. Then show the full copy of the poster so that students can see it all together. There is a copy of the primary source on the CD (peking.pdf) if you would like to use a projection system. Ask the last two questions above. Then ask students to think of a headline about this poster that would appear in the newspaper. List these ideas on the board.

Give each group a copy of the historical background information (page 52) and have groups read it aloud. Let students complete the student activity sheet, *Communism Comes to China* (page 53), in their groups. Then let groups share their ideas aloud with the class.

## Extension Ideas

- Ask students to work in small groups to design their own systems of government. Have groups make posters explaining issues such as personal property, leadership, branches of government, health care, taxation, or voting rights.
- Explore in depth the systems of capitalism, socialism, and communism and their potential combinations with democracy (ruled by the people), theocracy (ruled by religion), republic (ruled by law), and the various forms of totalitarianism (monarchy, dictatorship, etc.). While the United States is commonly seen as capitalist/democratic, what influences from other systems do students see? Place students into small groups to brainstorm, and then have groups share their ideas with the class.

# Communist Takeover in Peking *(cont.)*

## Historical Background Information

Until 1949, China was ruled by dynasties. A dynasty is a powerful family who passed the country's rule from father to son. A dynasty held power until another family became powerful enough to replace them. Dynasties ruled China for over 2,000 years.

Most dynasties were very stable for the country. But, sometimes the leaders were not very kind to the people of China. The ruler of a dynasty could do whatever he wanted. He could tax the people as he saw fit. He could throw people in jail or have them executed without a trial. Sometimes peasants starved to death while the emperors lived in luxury.

In the early 1900s, many Chinese peasants started to dream about a new kind of government. They wanted one in which *they* controlled China. The workers and peasants wanted a system where everyone would work together. They would do what was best for the country. Then, the government would pay everybody equal wages. There would be no rich people and no poor people. There would not be rulers who lived in palaces while most of the people lived in mud huts. People would not be able to own land. Instead, the government would own all the land and people would work together to farm it. This economic system is called communism (KAHM-yuh-nih-zuhm).

After many years of civil war, a general named Mao Tse-tung (MAO zuh-DONG) brought communism to China. In the picture, Mao is leading his troops into the capital city of Peking. Peking is now called Beijing. His troops were known as the Red Army. The Red Army was made up of peasants and workers who were sick of obeying rich emperors and tired of being too poor to eat.

Mao became the chairman of the Communist Party. He established the People's Republic of China on October 1, 1949. Interestingly, he moved into the Forbidden City, where China's emperors had always lived. In the first four years of his leadership, at least one million people were killed. He had many of the old rulers executed. He also killed business owners and teachers who he thought were unkind to working people. Mao said the killings were necessary for the good of the working people.

Under his leadership, the governor of each area was responsible for producing a certain amount of grain. If they did not produce the grain, they might be killed. So almost every governor lied about the amount of grain his area was able to produce. The government took a percentage of what they thought was there, leaving almost nothing for the farmers. More than 20 million people died of starvation.

Mao Tse-tung died in 1976. China is still a Communist nation, but the Chinese have been backing away from Mao's system of absolute communism.





Name \_\_\_\_\_

# Communism Comes to China

## Background Information

This poster shows a scene from 1949. The Chinese general, Mao Tse-tung, is leading his troops into the city of Peking. Mao was the head of China’s Communist Party. The Communist Party kicked out the system of dynasties that had ruled China for more than 2,000 years. Mao people and the Communists hoped to make everyone in China equal. There would be no rich or poor. Everybody would work together for the good of the country. Under the leadership of Mao, the Communist Party “redistributed” China’s wealth. This means they took away land and money from the rich people and set up a system of towns. Everybody was equal and worked to farm the land. Some of Mao’s plans worked, and some did not.

## Activity

**Directions:** Look closely at the poster from 1949, and use it to answer the questions.

1. List three things that tell you the year is 1949. What do you see that shows you it is not an earlier year?

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2. Do people in this photograph look happy about the new Communist government? How can you tell?

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3. Do you think this is an important city? List at least two reasons why or why not.

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4. List three facts about communism.

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### Challenge

Research the city of Peking. What is it called today, and why is it important? Create a time line showing important events in Peking’s history.

# Conquering Peking



Source: Samuel Purchas/Getty Images





燧也人另稱成軍

運共辦牙人國軍

滿堂共國中

學大

旅師

年節第