# Sample Unit – Modern History – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

| **Unit title** | Change in the Modern WorldOption D: The Cultural Revolution to Tiananmen Square 1966–1989 | **Duration** | 30 indicative hours10 weeks |
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| **Unit description** | Students investigate key features in the history of China from the Cultural Revolution to Tiananmen Square 1966–1989. The Historical concepts and skills content is integrated within this unit as appropriate. |
| **Outcomes**A student:**MH12-1** accounts for the nature of continuity and change in the modern world**MH12-2** proposes arguments about the varying causes and effects of events and developments**MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past**MH12-4** analyses the different perspectives of individuals and groups in their historical context**MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world**MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument**MH12-7** discusses and evaluates differing interpretations and representations of the past**MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources**MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| **Historical concepts and skills*** Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon
* Form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon
* Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | **Assessment****Assessment of Learning – Historical Analysis – 20%**Students construct a written response in the form of an essay to ONE of the following questions:* To what extent can the Cultural Revolution be said to have achieved its aims?

OR* Evaluate the difficulties faced by China between 1976 and 1989 in its efforts to modernise.

**Assessment as Learning**Class debate – Student reflection  |

| **Content** | **Teaching, learning, assessment and resources** | **Differentiation** |
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| Students investigate:**Survey*** Political and social conditions in China at the start of the period, including:
	+ - the legacy of the 1949 revolution and the Great Leap Forward (ACHMH168) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
* identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon
 | * Students are introduced to the focus areas of the topic and why the topic is being studied.
* On a map of Asia, students label the following relevant areas:
* border of China
* Beijing (Capital)
* Shanghai
* city of Yanan (Chinese Communist Party (CCP) stronghold prior to 1949)
* province of Inner Mongolia (Cultural Revolution case study)
* province of Guangxi (Cultural Revolution case study)
* Taiwan (Nationalist/Kuomintang ‘rebels’)
* province of Hunan (birthplace of Mao Zedong)
* significant neighbours: USSR (Soviet Union), Vietnam, India, Korea.
* Students are introduced to and revise relevant terminology as they investigate various aspects of the topic: bourgeoisie, capitalism, Cold War, Cult of Personality, feudalism, industrialisation, Marxism, Maoism/Mao Zedong Thought, People’s Liberation Army, proletariat, Stalinism.
* Students are provided with a brief overview of the 1949 revolution, including the aims of Mao Zedong in establishing the People’s Republic of China and the Great Leap Forward.
* Students investigate the legacy of the 1949 revolution to complete the following table:

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| --- | --- |
| Category | Legacy |
| Agriculture |  |
| Industry |  |
| Population  |  |
| Education |  |
| Gender roles |  |

* Students engage in a class discussion addressing the question, ‘Did the Great Leap Forward achieve Mao’s objectives?’
 | **Structured**Students are provided with a pre-labelled map and highlight appropriate sections. |
| * + - the state of Sino-Soviet relations Asia and Australia’s engagement with Asia icon Intercultural understanding icon
 | * Students access the CIA’s Freedom of Information Act Electronic Reading Room – [www.cia.gov/library/readingroom/](http://www.cia.gov/library/readingroom/) – to access information about Sino-Soviet relations at the start of the period. Students contribute to a class mind map which details key characteristics of the relationship between China and Russia, and concerns of the CIA.
 | **Extension**To what extent is the Sino-Soviet split a result of competing versions of Marxism? |
| * + - tensions between the Chinese Communist Party and its leader, Mao Zedong that gave rise to the Cultural Revolution Asia and Australia’s engagement with Asia icon Personal and social capability icon
 | * Students investigate the reasons behind tensions between Mao Zedong and the rest of the CCP through the analysis of a range of primary sources, for example:
* ‘On the Correct Handling of Contradictions in the People’s Party’ – Mao Zedong (Article, 1957)
* ‘On the Cult of Personality and its Consequences’ – Nikita Khrushchev (Speech, 1956)
* ‘Twenty-Three Articles’ – Mao Zedong (Policy, 1965)
* ‘How to Be a Good Communist’ – Liu Shaoqi (Manifesto, 1939)
 | **Extension**Students identify three to five points of contestability in a secondary source in relation to what aspects of history may be up to interpretation, eg Mao’s intentions for specific policies mentioned, origins of Sino-Soviet tensions, etc. |
| **Focus of study*** The Cultural Revolution, including:
	+ - the aims and methods of Mao Zedong Asia and Australia’s engagement with Asia icon
* communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students are provided with a range of possible aims of Mao Zedong. In pairs, students research and select two sources which support each aim. Aims to investigate may include:
* the re-assertion of his authority following the Great Leap Forward
* reviving the revolutionary spirit
* anti-traditionalism
* empowering the peasantry

Students develop a two-minute presentation to present their findings to one other group. | **Structured**Students are provided with sources, from which they identify relevant information. |
| * + - role of the Gang of Four and the Red Guards; the Destruction of the ‘Four Olds’ Asia and Australia’s engagement with Asia icon
 | * Students are provided with a range of sources relating to the Gang of Four, making notes on the background of the members, the role of the group within the Revolution, and their use of media and propaganda.
* Students undertake research on the Red Guards, to investigate their:
* formation and composition
* role within the Cultural Revolution
* methods
* slogans used on Cultural Revolution big-character posters (*dazibao).*
* Students look at a range of photographs depicting the destruction of the Four Olds and discuss the impact this may have on Chinese society and history.
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| * + - removal of Deng Xiaoping from politics and the flight of Lin Biao (ACHMH170) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
 | * Students are introduced to key figures of the Cultural Revolution: Zhou Enlai, Deng Xiaoping, Mao Zedong, Lin Biao, Hua Guofeng, and Jiang Zemin. They research and complete the following questions:
* What is the significance of this figure in relation to period being studied?
* In the case of Zhou and Lin, what were the circumstances of their demise?
* Why did Deng fall out of favour during the Cultural Revolution and how did he re-emerge as a significant figure?
* Account for the rise and fall of Hua Guofeng, and the rise of Jiang Zemin.
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| * + - impact of the Cultural Revolution on society, the economy, education and culture (ACHMH169) Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon Work and enterprise
* develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon
 | * Students develop a response assessing the impact of the Cultural Revolution through an examination of source material. Sources may relate to:
* estimated death tolls
* small case studies on heavily affected regions (eg Guanxi and/or Inner Mongolia)
* the fate of the Red Guards
* attacks on Chinese traditions
* quotes from primary sources (eg Chairman Mao, Lin Biao, Jiang Qing).
* Students evaluate a range of secondary sources indicating historical opinion and arrange these in order from the ones they most agree with to the ones they agree with least.
* Students share their information with the class, in order to populate a web diagram displaying the impact on society, economy, education and culture. A range of data is available at – [multimedia.scmp.com/cultural-revolution/](http://multimedia.scmp.com/cultural-revolution/)
 | **Extension**Students explore the South China Morning Post’s interactive article ‘Cultural Revolution, 50 years on’ –[multimedia.scmp.com/cultural-revolution/](http://multimedia.scmp.com/cultural-revolution/) – and account for the differing perspectives on the impact of the Cultural Revolution. |
| * + - the nature of political disruption and the impact on the Chinese Communist Party Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
 | * Students investigate a range of sources to account for the power struggles within the CCP during the Cultural Revolution, including the political purge, and the changing nature of political life.
* Students access information to engage in a class debate exploring the notion that the Cultural Revolution was intended to reform the CCP for the good of the people.

**Assessment as Learning*** In pairs, students reflect on the debate and offer constructive feedback about the quality of the debate in relation to criteria.
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| * Deng Xiaoping and the modernisation of China, including:
	+ - responses to the death of Zhou Enlai: official and unofficial (ACHMH170) Asia and Australia’s engagement with Asia icon
 | * Students define relevant terms, such as: anti-revisionism, counter-revolutionary, dazibao, de-Stalinisation, leftist, Permanent Revolution, plenum, rehabilitation, revisionism, rightist, struggle session.
* Students compare the government response to the death of Zhou Enlai to the public response, and provide reasons for both. The government response should include acknowledgement of division in the CCP between rightist and leftist factions.
 | **Extension**Students conduct research to respond to the question, ‘What if Zhou Enlai had lived?’ |
| * + - changing political standing of Mao Zedong and Deng Xiaoping (ACHMH170) Asia and Australia’s engagement with Asia icon Intercultural understanding icon
 | * Students examine sources to ascertain the factors which contributed to the changing image of Mao and the fall and rise and fall of Deng Xiaoping. Students consider what these factors reveal about Chinese society at this time.
 | **Structured**Students construct a timeline depicting the fluctuating involvement of both Mao and Deng in Chinese affairs at this time. |
| * + - death of Mao Zedong and the end of the Cultural Revolution Asia and Australia’s engagement with Asia icon Intercultural understanding icon
 | * Students investigate the reasons for the decline of the Cultural Revolution and its impact on Chinese society, constructing a visual representation that illustrates various examples, eg the movement of people from city to country, the number of suicides, impact on industry, changes in the Central Committee of the CCP, Mao’s standing before and after the Cultural Revolution.
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| * + - role of Hua Guofeng in the arrest of the Gang of Four Asia and Australia’s engagement with Asia icon
		- rehabilitation of Deng Xiaoping, the nature of his reforms and modernisation of the economy (ACHMH192) Asia and Australia’s engagement with Asia icon
 | * Students conduct research to construct a web diagram for:
* Huo Guofeng
* the Gang of Four, and
* Deng Xiaoping.

In this diagram, they are to demonstrate their relationship towards each other, their motivations and aims, and the actions taken following Mao’s death.* Students evaluate Deng Xiaoping’s leadership, with reference to the implementation of *‘Socialism with Chinese characteristics’* and the *‘Four Modernisations’*.
 | **Extension**Students develop a response to the web diagram that gives reasoning towards this thesis: Huo Guofeng was doomed from the moment he took power as arresting the Gang of Four left him unable to act against Deng Xiaoping. |
| * The Tiananmen Square protests, including:
	+ - the demand for political, social and economic reform Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
 | * Students define the following terms: Gerontocracy, Glasnost, Liberalism, Modernisation, Perestroika, Westernisation. Students then predict the relevance of each term to this final area of study and the significance each concept might have on 1980s Chinese society.
* Students examine the rise of the *dazibao* poster in late 1970s and 1980s China and the mood it reflected. Students look at translated examples of these ‘big character’ posters as used in the ‘Democracy Wall Movement’ and the call for the ‘Fifth Modernisation’.
* Students examine a significant figure during the burgeoning democracy movement of the 1980s. Suggestions include:

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| * Wei Jingsheng
* Ren Wending
* Fu Yuehua
 | * Hu Yaobang
* Fang Lizhi
* Zhang Ziyang.
 |

 | **Extension**Students speculate on the reasoning behind the rise of the Democracy Wall Movement, brainstorming reasons that may have contributed to it, eg increased contact with West, the demise of Chairman Mao, a new generation of teenagers who hadn’t experienced the tragedy of the Great Leap Forward. |
| * + - events leading up to the June Fourth Incident, 1989 Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon
 | * Students create a timeline detailing the key events leading to the June Fourth Incident.
* Students select one event included on their timeline, to investigate in detail. They construct an argument detailing how this event may have contributed to the June Fourth Incident.
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| * + - military and political response to the protest, and the rise to power of Jiang Zemin Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Civics and citizenship icon
* analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students analyse a range of sources offering opinions on the Tiananmen Square protests. Students ascertain what each author is saying, how they are saying it, why they are saying it, and account for any discrepancies that may exist between each account.
* Students investigate the military and political response to the protests, and prepare an analysis of the outcome of the Tiananmen Square protests.
* Students compare the policies and views of Jiang Zemin to Deng Xiaoping and explain his rise to power in the wake of the Tiananmen Square massacre.
 | **Structured**Students highlight positive and negative words to assist in decoding the motivation of each source. |
| * + - the impact of the events of Tiananmen Square in 1989 on China and its standing in the world Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon
* form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon
 | * Students access relevant sources, including websites, to gather notes on the way the incident impacted on China’s economy, political structure, people, and its relationship with other nations.
* Students explore the ways in which the events of Tiananmen Square were reported by the media in China and beyond. Students engage in a class discussion relating to the perception of the events internationally. Suggested websites to access include:
* [www.pbs.org/wgbh/pages/frontline/tankman/](http://www.pbs.org/wgbh/pages/frontline/tankman/)
* <http://trove.nla.gov.au/newspaper/>

  | **Extension**Students examine the language used around the event – the June Fourth Incident vs. Tiananmen Square Massacre vs. The Battle of Beijing and compare/contrast reasons for choice of terminology. |

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| **Resources**Baum, R (ed.) 1971, *China in Ferment*, Prentice Hall, New Jersey.Becker, Jasper, *The Chinese*, 2000, Oxford University Press, Oxford.Chang, Jung, and Halliday, Jon 2005, *Mao: The Unknown Story*, Vintage Publishing, London.Chevrier, Yves 2004, *Mao and the Chinese Revolution*, Interlink Publishing Group Inc, Massachusetts. Dietrich, Craig 1986, *People’s China*, Oxford University Press, Oxford.Dikotter, Frank 2016, *The Cultural Revolution*, Bloomsbury Publishing PLC, London.Gittings, John 1996, *Real China*, Simon & Schuster Ltd, London.Hsu, Immanuel CY 1990, *China Without Mao*, Oxford University Press, New York.Jiehong, Jiang 2011, *Red*, Jonathan Cape Ltd, London.Kerr, Gordon 2013, *A Short History of China*, Pocket Essentials, Hertfordshire.Kunwu, Li, and Otie, P 2012, *A Chinese Life*, SelfMadeHero, London.Liu, Na, and Martinez, Andres V. 2012, *Little White Duck: A Childhood in China,* Lerner Publishing Group, Minneapolis.Meisner, Maurice 1999, *Mao’s China and After* (Third Edition), The Free Press, New York.Pantsov, Alexander V. and Levine, Steven I. 2015, *Deng Xiaoping*, Oxford University Press, Oxford.Phillips, Richard T 1996, *China Since 1911,* Macmillan Press, UK.Ruo-Wang, Bao 1975, *Prisoner of Mao*, Carlton Books, London.Snow, Edgar 1994, *Red Star Over China,* Grove Press, New York.Vogel, Ezra F 2011, *Deng Xiaoping and the Transformation of China*, Harvard University Press, Cambridge.Wengian, Gao 2008, *Zhou Enlai: The Last Perfect Revolutionary,* Perseus Books Group, New York.Xinran 2009, *China Witness: Voices from a Silent Generation*, Vintage Publishing, London.Zedong, Mao 1964, *The Little Red Book.*Association for Diplomatic Studies and Training, (2016) *Tracking China’s Political Change Through Dazibao Posters*. Retrieved: 17/01/2017, from <http://www.huffingtonpost.com/adst/tracking-chinas-political_b_9514038.html>Central Intelligence Agency, (n.d.) *Electronic Reading Room.* Retrieved 17/01/2017, from <https://www.cia.gov/library/readingroom/>National Library of Australia, (n.d.) *Trove*. Retrieved 17/01/2017, from [trove.nla.gov.au/newspaper/](http://trove.nla.gov.au/newspaper/%20) Public Broadcasting Service, (2006) *Frontline: The Tankman*. Retrieved: 17/1/2017, from [www.pbs.org/wgbh/pages/frontline/tankman/](http://www.pbs.org/wgbh/pages/frontline/tankman/%20) South China Morning Post, (2016) *Cultural Revolution, 50 Years on: The pain, passion and power struggle that shaped China today*. Retrieved: 17/1/2017, from [multimedia.scmp.com/cultural-revolution/](http://multimedia.scmp.com/cultural-revolution/) |

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| **Reflection** | **Evaluation** |