

Lesson Plan – 2



Name of PGCITE Teacher-Student: Fiza Pathan

Subject: History

Grade: IBDP-1

Topic: The Chinese Civil War

Subtopic: Revision Lesson

Date:

Content:

1. A Recapitulation Quiz on The Chinese Civil War, done previously in class by Sushma ma'am. It will be an online quiz to be solved on my website teaching portfolio.
2. An Activity Worksheet with two questions focusing on the main causes for the Chinese Success & the failure of the Nationalists during the Chinese Civil War.
3. One Question in the Activity Worksheet is a Mystery Question with clues, while the other is a Causation Diamond, which the students have to fill out.
4. A PowerPoint explanation with probing, focusing on the two ways used to Romanize Chinese characters into the Roman Alphabet.

5. Abbreviations Oral Revision with the help of the PowerPoint table & probing, examples: KMT, ROC, PRC, etc.

6. Storytelling Session with probing. The following real events during the Chinese Civil War will be narrated in a story form:

(i) Crossing the Luding Bridge (May 1935)

(ii) Crossing the snowy mountains where many froze (June 1935)

(iii) The Zunyi Conference, where Mao secured leadership (January 1935)

(iv) The Xi'an Incident (December 1936)

7. Lastly, the plenary, which will be in the form of an innovative online Timeline Game Quiz that Fiza Pathan created on her Website Teaching Portfolio. It is called the Timeline Challenge.

Learning Objectives:

1. To review previously learnt concepts related to the basics of the Chinese Civil War, done by Sushma Ma'am.

2. To encourage critical thinking among the IBDP students regarding the connection between the various causes for the success of the CCP & the loss of the Nationalists or the KMT.

3. To encourage IBDP students to listen carefully to the storytelling session so that they may understand their chapter in more depth.

4. Encourage students to read more advanced books related to their IB Diploma History coursework that can improve their answer-writing skills.

5. To enhance students' knowledge of what was fact and what was fiction during the course of the Long March. For example,

especially during the storytelling of the Crossing of the Luding Bridge under fire.

Teacher Activity	Learner Activity
<p>Set Induction/Starter: Recapitulation Quiz of previously learned concepts through an Online Quiz Session.</p> <ol style="list-style-type: none"> 1. The Teacher-Student begins or displays the Online Quiz in class for students to solve orally and earn points. 2. The Teacher-Student reads the questions aloud to the students in the class to improve understanding. 3. The Teacher-Student helps students clarify their doubts when they give incorrect answers to the questions in the quiz. 4. The Teacher-Student also introduces some rare but funny video clips of Mao, Chiang Kai-shek, and other CCP workers during the set induction phase of the class, in a comic or humorous way to lighten the mood. 5. The Teacher-Student encourages the students to recognize or identify the political leaders or statesmen in the video clippings. 	<ol style="list-style-type: none"> 1. The student solves the online quiz orally, and they receive points based on whether they have remembered previously studied content. 2. The student is an active participant in the online quiz. 3. The student outlines the key details of the Chinese Civil War. 4. The student compares the difference between the way Chinese characters are written and the Roman Alphabet.

Procedure:

1. The Teacher-Student shows the students the PowerPoint in class on the topic at hand.

2. The Teacher-Student distributes the Activity Sheets to the students in an organized manner.

3. The Teacher-Student instructs students not to use their laptops during class and instead to focus on their activity sheet.

4. The Teacher-Student asks questions or prompts answers related to the questions on the Activity Sheet.

5. The Teacher-Student combines the earlier-studied causes of the CCP's success and the KMT's failure to secure complete power in China into a mystery question with clues, followed by a Causation Diamond.

6. The Teacher-Student analyzes the different causes of the Communists' success under Mao Tse-Tung and the corruption of the Nationalists or the KMT.

7. The Teacher-Student integrates many aspects of the Chinese Civil War into her interactive lesson through oral questioning, video clips, and an activity sheet.

8. The Teacher-Student serves as a resource for all books and documentaries related to

1. The students orally answer the questions asked during the online quiz session.

2. The students mentally revise previously learnt concepts through the online quiz session and the initial probing session of the lesson.

3. The students start solving their Activity Sheet question by question and topic by topic in tandem with the Teacher-Student.

4. The students act as active participants during the whole lesson probing session by giving answers in the class and

the Authoritarian Rule of Mao Tse-Tung in Communist China, especially those shown on the History Channel during the late 1990s and the first decade of the 2000s.

9. The Teacher-Student encourages her students to participate in classroom discussions through comedy, subtle humor, and the use of elaborate public speaking techniques employed by the Redemptorists (Catholic priests dedicated solely to preaching).

10. The Teacher-Student encourages students to think critically about the role of The Land Reform Movements of Mao Tse-Tung in the CCP's success.

11. The Teacher-Student narrates several stories of real historical events to the students to enhance their appreciation of the CCP and Mao's role in gaining an upper hand against Chiang Kai-Shek during the Chinese Civil War.

12. The Teacher-Student discusses new concepts related to the students' History Paper examples, including the Wade & Giles Romanization Technique of the 1800s and the Pinyin Technique of the 1950s.

13. The Teacher-Student emphasizes only certain aspects of the Long March in her storytelling session, not others. For example, she focuses on the crossing of the Luding

debating with the teacher on certain issues or doubtful points

5. The students formulate an evaluation about which causes were most important for the success of the CCP & which were the least in their Activity Sheets.

6. The students integrate their knowledge of previously learnt topics through the oral questioning session, the continuous probing procedure and through the two questions in the Activity Sheet.

7. The students generate new ideas related to

Bridge under fire, the crossing of the snowy mountains where many froze, and the Zunyi Conference, where Mao secured leadership.

14. The Teacher-Student, through probing questions, further narrates the historically crucial event of the Xi'an Incident in a comic or humorous way to lighten the mood of the serious lesson.

15. The Teacher-Student highlights certain existential themes using yellow and blue highlighters on the PowerPoint slides.

16. The Teacher-Student instructs her students to complete all questions one at a time on the Activity Sheet she has provided.

17. The Teacher-Student shows the students on the PowerPoint the various important abbreviations that are important for understanding the chapter on the Chinese Civil War. Examples include KMT, ROC, PLA, etc.

18. The Teacher-Students integrate the ideas and themes of the three Stories about the Long March that she narrated to her students with the help of a few slides from her PowerPoint.

19. The Teacher-Student attributes her knowledge to the books she has read over 36 years and to her undergraduate college, St. Andrew's Bandra West, for making her

how the three stories of the Long March could be related & which was the most difficult of them all.

8. The students listen to the 4 stories narrated by the PGCITE student carefully & sincerely.

9. The students debate with the Teacher-Student in a harmonious manner about controversial concepts. For example: the Three Great Campaigns of the CCP to destroy the National Army.

10. The students compare the Zunyi Conference, where Mao secured

proficient in the subject of History; especially under the tutelage of Professor Janine L Coelho, MA, B.Ed., NET, SET.

20. The Teacher-Student critiques those Historians, like Edgar Snow, who don't oppose the almost fictional descriptions of the adventures the Red Army and the CCP had during China's Civil War and the Long March.

21. The Teacher-Student illustrates various ways in which the Chinese Civil War had an ambiguous ending because no one exactly won and no one exactly lost.

22. The Teacher-Student tests the students' knowledge of various History textbooks related to this period of Chinese History.

23. The Teacher-Student compares Mao Tse-Tung's Guerilla Tactics to Stalin's tactics during the Battle of Stalingrad.

24. The Teacher-Student reviews the new concepts learned that day in class through an online quiz session on her portfolio website or the Timeline Challenge game.

25. The Teacher-Student collects the Activity Sheets from the students for corrections.

leadership, to the Xi'an Incident, in which Chiang Kai-shek was kidnapped by his own general.

11. The students read the information provided on the PowerPoint screen by the Teacher-Student to gain practical knowledge of the important topics being discussed.

12. The students reflect deeply on the many reasons why Chiang Kai-shek ultimately gave in to his wife to form a Second United Front with the Communists against the Japanese invasion.

13. The students think carefully

before solving the questions on the Activity Sheet or answering during the online quiz.

14. The students evaluate their understanding of previously studied concepts such as the White Terror, the Long March, the Teachings of Mao Tse-Tung, and the Yan'an Soviet.

15. The students explain to the PGCITE student the difference between the Wade & Giles technique for Romanizing Chinese characters in the Roman alphabet and the Pinyin technique.

16. The students retell in their own

words the basic differences or similarities between Mao Tse-Tung and Mao Zedong, Peking and Beijing, etc.

17. The students answer questions related to the class's storytelling session.

18. The students integrate their understanding of the KMT's shortcomings with the additional information provided by the PGCITE student.

19. During the lesson, the students absorb the information provided by the Teacher-Student either through their notes or

	<p>through their various MIs.</p> <p>20. The students arrange the historic events in their correct positions on the timeline in the online game called the Timeline Challenge, prepared by the PGCITE student on her online website teaching portfolio.</p>
<p><u>Assessment:</u></p> <p>The Teacher-Student assesses whether IBDP students remember their work through an interactive, lively online Timeline Quiz game and by correcting the students' Activity Sheet completed during the lesson.</p>	<p>1. The students answer or solve the Activity Sheet given in class by the teacher.</p> <p>2. During the recapitulation, probing, and storytelling sessions during the lesson, the students answer the questions orally.</p>

	<p>3. The students attempt or participate in the Timeline Challenge Game with decorum.</p>
<p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Activity Sheet (individual) 2. Online Quiz (collective) 3. The Timeline Challenge Game (online/collective) 	
<p><u>Plenary:</u></p> <ol style="list-style-type: none"> 1. At the end of the lesson, the Teacher-Student revises the new concepts with her students through an online game on her website, teaching portfolio fizapathansportfolioforpgcite.com. 2. She begins the game and keeps score. 3. She evaluates through the plenary activity whether the students have grasped what she taught that day. 4. The Teacher-Student announces the score at the end of the online game in class. 5. The Teacher-Student directs the entire Timeline Challenge Game and manages the class using Class Management. 6. The Teacher-Student clarifies any doubts that the students still have. 	<ol style="list-style-type: none"> 1. The students attempt the Timeline Challenge Game in an interactive way, using their kinesthetic intelligence. 2. The students recall previously learned concepts during the class that day. 3. The students debate one another jovially about the correct answers shown on the screen

4. The students read the additional information provided by the online game after each answer is given or selected.

5. The students recognize earlier concepts they had learned with the PGCITE Teacher-Student in class.

6. The students integrate the content they learned that day with the PGCITE teacher while solving the online game.

7. The students develop their social skills while solving the online game and create a fun-filled bonhomie in the class.

Leaner Profile:

- ✓ Inquirers
- ✓ Communicators
- ✓ Knowledgeable
- ✓ Principled
- ✓ Thinkers
- ✓ Reflective

All applicable!

Differentiation:

1. Independent Projects:

- The Activity Sheet

2. Flexible Grouping:

- During the Set Induction Online Quiz
- During the Plenary Online Timeline Game

3. Varying Questions:

- Yes – plenty through probing
- Covered all levels of Bloom's Taxonomy adequately
- Covered all the MIs of the students

Seating Arrangement Plan:

The seating arrangement plan was not disturbed, as they were senior students in grade IBDP-1, and it was not required either.

International Mindedness:

- The Teacher-Student taught the value of deductive reasoning
- Inclusiveness
- Collective Solidarity in times of trouble
- Patriotism
- Perseverance, hard work, and determination in the face of odds.
- Created empowerment (especially for those who are voiceless and are discriminated against in society by the powers that be)
- Global Harmony

ATL Skills:

- ✓ Thinking
- ✓ Communication
- ✓ Self-Management
- ✓ Social Skills

All applicable except Research Skills. All the former skills were displayed during the probing session & during the two quiz sessions.

Transdisciplinary Approach:

The following subjects were also covered during the lesson on the Chinese Civil War:

1. History:

- The Authoritarian Rule of Stalin (USSR)

2. Global Perspectives:

- 20th Century Global Politics

3. Media and Communication:

- Documentary & Video analysis:

1. China: A Century of Revolution. Zeitgeist Films, 1997 (3-part documentary series)

2. The Mao Years. BBC Documentary, 2007

Resources:

Books:

1. Salisbury, Harrison E. The Long March: The Untold Story. Harper & Row, 1985

2. Wilson, Dick. The Long March 1935: The Epic of Chinese Communism's Survival. Viking Press, 1971

3. Spence, Jonathan D. The Search for Modern China. 3rd ed., W.W. Norton & Company, 2013

4. Fairbank, John King, and Merle Goldman. China: A New History. 2nd enlarged ed., Harvard University Press, 2006

5. Mitter, Rana. *Modern China: A Very Short Introduction*. Oxford University Press, 2008
6. Snow, Edgar. *Red Star Over China*. Grove Press, 1938 (Revised edition 1968)
7. Pepper, Suzanne. *Civil War in China: The Political Struggle, 1945-1949*. University of California Press, 1978
8. Westad, Odd Arne. *Decisive Encounters: The Chinese Civil War, 1946-1950*. Stanford University Press, 2003
9. Jespersen, T. Christopher. *American Images of China, 1931-1949*. Stanford University Press, 1996
10. Short, Philip. *Mao: A Life*. Henry Holt and Company, 1999
11. Spence, Jonathan D. *Mao Zedong: A Life*. Penguin Books, 1999
12. Taylor, Jay. *The Generalissimo: Chiang Kai-shek and the Struggle for Modern China*. Harvard University Press, 2009
13. Lary, Diana. *China's Republic*. Cambridge University Press, 2007
14. Thaxton, Ralph A. *Salt of the Earth: The Political Origins of Peasant Protest and Communist Revolution in China*. University of California Press, 1997
15. Sheng, Michael M. *Battling Western Imperialism: Mao, Stalin, and the United States*. Princeton University Press, 1997
16. Mamaux, Alexis, and David Smith. *History for the IB Diploma Paper 2: Authoritarian States*. Cambridge University Press, 2015
17. Rogers, Keely, and Jo Thomas. *History for the IB Diploma: The Cold War*. Cambridge University Press, 2013

18. Wineburg, Sam. Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past. Temple University Press, 2001

19. Todd, Allan, and Sally Waller. History for the IB Diploma Paper 2: Authoritarian States (20th Century). 2nd ed., Cambridge University Press, 2015

Documentary Films and Video Resources:

1. China: A Century of Revolution. Zeitgeist Films, 1997 (3-part documentary series)

2. The Mao Years. BBC Documentary, 2007

Fiza Pathan's Accessibility for these resources:

1. Her private library and personal collection (currently includes over 4,500 physical books).

2. Project MUSE (from her MTS College Library at Pontifex University, Atlanta, Georgia)

3. JSTOR (From her MTS College Library at Pontifex University, Atlanta, Georgia)

4. American Center Mumbai (formerly known as Dosti House or American Library at the American Embassy in Bandra East)

5. Maharashtra Mitra Mandal Library or The MCubed Library (Bandra West)

6. Her private collection of VCDs, DVDs, Blu-rays, and downloaded old videos (over 36 years of multimedia storage materials)

7. Downloaded or 'Burnt' DVDs taken from the British Council Library (when it was still functioning at Fort Area). Years 'burnt' 2002-2012. (Number of multimedia materials in her private collection – not aware! I was too busy for 15 years teaching, 'burning' & taping to keep a count!)

Reflections –

(Comment on how things went and what could be improved)