Bringing History to Life

The Chinese Pre-U at Sixth Form

Thomas Godber
Brighton College

Introduction

- Who’s here?
- Challenges and Advantages
- Resources: Good news – it’s not a new subject
  - We are in the West
  - Core texts: Michael Lynch, Geoff Stewart
- Essays
- New in this together

I thought I was a Chinese teacher. Now you want me to teach history!? 

- Let the pupils do the work?
- Yes
- Just the pupils? ...
- No
- We must know the content
- Timing
- Balancing with language

Establishing the Background

Importance of background?
- Brief synopsis from the Shang Dynasty
- Fall of the Qing/ the last emperor
- May 4th Movement
- Warring States
- Northern Expedition
- Sun Yatsen etc.

YouTube trilogy: China - A Century of Revolution
(Tip: also good for a newbie teacher!)

Questions to check comprehension (from reading or presentation)

Briefly describe the dynastic cycle of imperial China

What triggered the May 4th Movement in 1919?

Which were the two (general) things that had been going on in China that angered people the most around the time of the May 4th movement, things they had tired of?

The May 4th Movement is sometimes used to refer to the New Cultural Movement that lasted 1915-1921. What was the cultural and intellectual significance of this period?

How ‘united’ was the ‘United Front’ formed by the GMD and the CCP? Explain.

Establishing the Background

‘Soong Sisters’
https://www.youtube.com/watch?v=8b_biwq_h0o
e.g. 1:38:08
Bringing history to life – Pre-U
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Your History Department

- Communication
- Getting them keen and on your side
- Observe them teaching!
- Discuss your problems regarding teaching/marking essays
  = challenging; English department for literature and film
- Really learning how pupils learn history (new job satisfaction?); activities; revision; timing etc.
- Some things you only find out on the job, e.g. teaching Communism

Becoming a History Teacher

- Systems for history
- Trinity model
- Your pupils may not be natural historians and essay writers
  > What is history?

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Me as History Teacher

- Timeline of the period with key dates – A4!
- A visual timeline?
- You have the landscape, the stage
- The players
- Potted histories
- Possibly give them a blank map of China/Japan/USSR/Korea/USA ... for them to draw arrows and labels describing relations/tensions/events

Potted histories

Zhou Enlai? Liu Shaoqi? Madame Chiang?

Have they learned anything?

Who was Mao?
- How do you think Mao’s childhood influenced his later years?
- Name one of the tactics Mao used that helped him win the revolution?
- What is the major characteristic of Maoist Marxism?
- List five personality traits you deem important in understanding Mao and helping to shed light on historical events
- Some have said that Mao was a visionary who slowly lost touch with reality as time went on. Do you agree or disagree? Answer by citing two post-1958 examples of events to support your position.

Communism – Potential for Interest!

Key terms
- Socialism
- Revolution
- Marxist dialectic
- Class struggle
- Bourgeoisie
- Proletariat
- Marxism
- Marxism-Leninism (Lenin’s ‘democratic centralism’)
- Marxism-Leninism-Maoism
- Stalin and Stalinism?
- Film: Introduction to Marxism
Activities

- How could we start a Communist Revolution in our school? Let’s huddle round! (or in the UK?)
- There’s always time for a song!
- Individual pupil presentations – pupils make notes
- Combined presentations – pupils making notes on the PPT handout
- Debates
- Discussions in a circle
- Role-play: who is most important?
- CLIL, e.g. Chinese-language prep on a historical theme – pupils like returning to the language!
  – The example of a diary entry in the early years of the PRC

Activities - Fact-based test (33 facts to be learned, not views)

- 1st October, 1949: The PRC is founded.
- By the end of 1950, the CCP has 5.8 million members
- The party is headed by the Central Committee (44 members) which in turn is headed by the Politburo.
- The Politburo is the only organ wielding real power; it is led by a five-man standing committee (Liu Shaoqi, Zhou Enlai, Zhu De and Chen Yun, with Mao at the head)
- Mao is also the ‘Chairman’ of the party.

Activities - Fact-based test (e.g. out of 25):

- Who was the premier of the PRC? (1)
- What was the name of the political system used in China that was based on Lenin’s model: ‘Democratic ____________’ (1)
- What historical event was happening nearby when Chinese people marched in demonstrations chanting such slogans as ‘Down with US imperialists!’ (1)
- What were people given permission to do during the Hundred Flowers Campaign? (1)
- List three features of the new marriage law. (3)

Activities

- Timed essay
- Essay for prep (needs rigorous marking!)
- Reading for prep
- Reading in class
- Source texts
- Importance of questions for reading
- Learning through art
  – Propaganda Art with English Content
  – http://maopost.com/
- Teacher talking with PPT, while pupils make notes or answer questions

文章
Essays

- Approximately 750 words (guideline)
- Liaise with history department
- Pre-U guidelines essay structure guidelines (don’t reveal your stance at the beginning) v. traditional approach
- Discussing the mark scheme
- Wider reading
- Reading through samples of past candidates with pupils

Essays - From terrible to brilliant

- A slow process!
- The title: learning to read it!
- Deciding where you stand: the scale of 1-10
- Argument versus description
- Evaluating which factor is most important
- To improve we need to work on:
  - Syntax
  - Structure
  - Conclusions and introductions
  - Testing your argument
  - Essay plans: Why bother
    - WHY NOT??!

Essay plans

- Doing them together
- Let US do one together then!

What methods did the new government of the People’s Republic of China use to achieve political control (1949–1956)? How successful were these methods?

Planning ...

My own introduction

Following the foundation of the PRC, the government sought to swiftly gain political control of its large and populous country. In so doing, its ultimate goal was to ensure there was no opposition to the leadership among the people. To this end, the government implemented sweeping social and agricultural reforms, undertook military campaigns and attacked traditional Chinese culture and religion. In addition, the new regime promoted mass participation in political activity and organised rallies, whilst encouraging citizens to monitor each other’s behaviour. Suppression of all opposition within the party was also important to the leadership. To ascertain (or 'assess/evaluate') how successful the regime was in achieving political control, it will be necessary to examine these diverse areas of government activity.
Essays

How far would you agree that the role of the Soviet Union was crucial in the early years of the People’s Republic of China (1949–1956)?

• Crucial?
• Militarily
• Ideologically
• Politically
• Economically

Essays

To what extent was the Chinese Communist Party’s (CCP) policy of land reform the decisive factor in bringing about the founding of the PRC on 1st Oct. 1949?

Shortly after the founding of the People’s Republic of China, China engaged in the Korean War. What effect did the war have on the development of the new Chinese state?

Contextualising for Culture Papers

• Teaching the Great Leap Forward
• Teaching the Cultural Revolution

Useful Links and Resources

Propaganda Art with English Descriptions of History
http://www.crestock.com/blog/design/vibrant-chinese-propaganda-art--part-1

Propaganda: Thousands of posters available for presentations etc.
http://maopost.com/

Excellent resources and PPT created by Ben Powell:

Introduction to Marxism:
http://www.youtube.com/watch?v=W0GFSUu5UzA

Film about Mao:
http://www.youtube.com/watch?v=0kabHWpl1WU

Useful Links and Resources

Long YouTube Trilogy - China: A Century of Revolution
http://www.youtube.com/playlist?list=PLteA7REEGBx-TcgHwIWHZPLwKpMcFqwsG

The Last Emperor – available in full on YouTube (with English or Chinese subtitles)
To Live, directed by Zhang Yimou
The Soong Sisters - available in full on YouTube (with [bad] English subtitles)

Wild Swans – By Jung Chang
Book lists available from Pre-U

Useful core texts:
Michael Lynch - Access to History: China: from Empire to People’s Republic 1900-49
Geoff Stewart -