



# Pre u Day

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The strategies for Teaching Chinese Culture

**The Founding of the People's Republic of China**

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Name:

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## Topic outline – The Founding of the People’s Republic of China

Topic	Areas of study	Key issues	Knowledge and understanding	Learning resources
1936	Xi’an Incident	The reluctance of Chiang Kai-shek to engage the Japanese forces directly before 1937	Chiang Kai-shek captured by the Young Marshal, a Manchurian warlord. Chiang was forced to agree to a Second GMD / CCP United Front to resist Japan.	
1936–1949	Second United Front against Japan	The importance and nature of the Second United Front The hopes which the CCP and GMD each had of this temporary alliance	Understanding of: <ul style="list-style-type: none"> <li>extent to which CCP was able to consolidate as a result of the United Front</li> <li>mutual suspicion of GMD and CCP</li> <li>extent to which the Second United Front did actually involve a ceasefire between GMD and CCP</li> </ul>	
1935–1947	Yan’an Period	The role the Yan’an period played in the development of the CCP The institutional structures and ideas which came out of this period The effect of Mao’s ideas on the role of culture on the arts in post–1949 China	Understanding of: <ul style="list-style-type: none"> <li>Maoism: Mao’s sinification of Marxism</li> <li>growth of CCP doctrines: party control based on indoctrination, the Mass Line; class struggle</li> <li>Yan’an Rectification Movement and thought reform movement; establishing Party discipline (1942–1944)</li> <li>Mao’s lectures on literature and art in 1942</li> </ul>	Snow, <i>E. Red Star over China</i>
1943	Mass Line	The nature of ‘democratic centralism’ and its importance for the development of the CCP	Understanding of: <ul style="list-style-type: none"> <li>concept of democratic centralism</li> <li>balance between consultation of the masses and mass participation versus necessity for central control and leadership</li> <li>concept of enemies of the people / purges</li> </ul>	

Topic	Areas of study	Key Issues	Knowledge and understanding	Learning resources
1937–1945	Sino-Japanese War	<p>The main motives of the Japanese in attacking China</p> <p>How the war with Japan generated a feeling of national identity and purpose in China</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Japanese aggression; the Nanjing Massacre</li> <li>• Chiang Kai-shek and the Nationalist response, relations with the USA</li> <li>• role of the Communist base in Yan'an</li> <li>• relations with the USSR</li> <li>• assessment of the role of the USA and its contribution to the outcome of the conflict</li> <li>• role of guerrilla warfare</li> </ul>	
1945–1949	Civil War	<p>The inability of the CCP and GMD to settle their differences after the defeat of Japan</p> <p>The Nationalists' initial triumph and their later overthrow</p> <p>The reasons for the ultimate Communist victory</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• origins of the Civil War</li> <li>• main campaigns, battles and events</li> <li>• key turning points in the war</li> <li>• reasons for ultimate Communist victory (military, political, economic, popular support, international intervention, leadership)</li> </ul>	<p>Melby, J.F. <i>The Mandate of Heaven: Record of a Civil War, China 1945–1949</i></p> <p>A diary of the war written from an American perspective.</p>
	Sino-Soviet relations	<p>How national rivalries between the USSR and China eclipsed ideological similarities between the two Communist parties</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• mutual suspicion of Mao and Stalin</li> <li>• territorial rivalries in certain areas such as Xinjiang</li> <li>• solidarity as Communist powers</li> <li>• fear of US imperialism</li> </ul>	

Time	Areas of study	Key issues	Knowledge and understanding	Learning resources
	Nationalists	<p>The relative strengths of the Nationalists and the Communists at the outset of the Civil War</p> <p>The success of the tactics of the Fifth Encirclement Campaign of 1934–1935</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• strengths and weaknesses of the Nationalist government during World War II</li> <li>• role and influence of Chiang Kai-shek</li> <li>• Chongqing government and its policies</li> <li>• Second United Front against Japan</li> <li>• Encirclement Campaigns against the Communists</li> </ul>	
	The structure and control of the PRC	<p>The imposition of Party authority</p> <p>The relationship between the Party, the administration and the military</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• administrative structure</li> <li>• imposition of military control in Tibet, Xinjiang and Guangdong</li> <li>• registration (danwei, hukou, dang'an)</li> <li>• political control and party structure, including thought reform (see also mass campaigns below)</li> <li>• Mao's relationship with the Party and the administrative bureaucracy</li> <li>• role of Mao</li> </ul>	
1950–1953	Korean War	<p>China's involvement in the Korean War</p> <p>The effect of the Korean war on the development of the new Chinese state</p> <p>The cost to China of its involvement in the war</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• what exactly happened – Stalin's role, Mao's reaction, China's contribution to the war</li> <li>• how the new government used the Korean war to its advantage to accelerate process of building new China</li> <li>• why the Korean war was a success for the new government (international respect, patriotism, military confidence)</li> <li>• harmful results of the war</li> </ul>	<p>Lynch, M. <i>The People's Republic of China 1949–76</i></p> <p>Stewart, G. <i>China 1900–1976</i></p> <p>Spence, J. <i>Mao</i></p>

Topic	Areas of study	Key issues	Knowledge and understanding	Learning resources
	Land Reform	<p>The extent to which land reform policies were successful</p> <p>The effect of land reform on the lives of the people involved</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• transition from feudalism to socialism</li> <li>• early land reform: liquidating the landlords</li> <li>• spread of land reform</li> <li>• collectivisation of agriculture: the causes of collectivisation, its effects on peasants, Chinese society, the CCP</li> <li>• process of collectivising agriculture and the changing pace of reform: mutual-aid teams, Agricultural Producers Cooperatives, full collectivisation</li> <li>• twelve-year Agricultural Programme</li> <li>• CCP attitudes to the countryside</li> <li>• effects of central planning</li> <li>• changes in the CCP approach towards land reform</li> <li>• importance of agriculture in Chinese economy and the tensions between peasant aspirations and long-term Communist aims</li> </ul>	<p>Hinton, W. <i>Fanshen</i></p> <p>A detailed account of land reform in one Chinese village.</p>
1953–1957	<p>First Five-Year Plan</p> <p>The reasons for the Five-Year Plans</p> <p>The success or otherwise of the first Five-Year Plan</p> <p>The extent to which economic planning achieved rapid economic growth</p> <p>The lessons that could be drawn from the first Five-Year Plan</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>• industry and the first Five-Year Plan</li> <li>• Mao's economic aims for China</li> <li>• social reforms and ideology</li> <li>• role of and relationship with Soviet Union</li> <li>• political control of CCP and transition to People's Republic of China</li> <li>• plans for the second Five-Year Plan</li> </ul>		

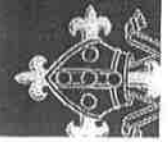
Topic	Areas of study	Key issues	Knowledge and understanding	Learning resources
1949–1956	Education	The extent to which the CCP was successful in revolutionising education in the period 1949–1956	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>reshaping traditional attitudes: Transition from revolutionary war to government and the need to control thoughts and behaviour of Chinese people</li> <li>expansion of primary education</li> <li>public health campaigns</li> </ul>	
	Politics in command – mass campaigns in the fifties	<p>The purpose and key features of the mass campaigns</p> <p>The methods that made them possible</p> <p>Their successes and failures</p>	<p>Understanding of:</p> <ul style="list-style-type: none"> <li>context in which the CCP established its rule over China and Mao's role within the system of government</li> <li>land reform / collectivisation</li> <li>resist America – aid Korea</li> <li>patriotic health campaign</li> <li>suppression of counter-revolutionaries campaign</li> <li>combat illiteracy campaign</li> <li>Three Antis Campaign</li> <li>Five Antis Campaign</li> </ul>	

Theme	Content	Resources & Reading	Possible Essay Questions
<p>The development of Chinese Communism 1911-1936 Weeks 1-2</p>	<ul style="list-style-type: none"> <li>• Causes, events and consequences of the 1911 Revolution</li> <li>• 4th May Movement, GMD under Sun Yatsen and Chiang Kai-Shek</li> <li>• Founding of the Communist Party, the GMD/CCP United Front</li> <li>• China under the Nationalists (including the Northern March, Shanghai Massacres, the Jiangxi Soviet and the Long March)</li> </ul>	<p>Lynch, China: <i>From Empire to People's Republic 1900-1949</i> pp1-78;  Stewart, <i>China 1900-1976</i> pp1-59</p>	<ul style="list-style-type: none"> <li>• Discuss the reasons why the CCP was able to survive attacks on it between 1911 and 1936 (note that this is not part of the examined course)</li> </ul>
<p>The Yan'an Period and the Xi'an Incident 1935-1945 Weeks 3-4</p>	<ul style="list-style-type: none"> <li>• The role of the Xi'an Incident and impact on CCP/GMD relations</li> <li>• The Second United Front</li> <li>• Development of Maoism (including the growth of doctrine, role of indoctrination, Mass Line, class struggle and the Rectification Movement)</li> <li>• Relations with the USSR</li> </ul>	<p>Lynch, China: <i>From Empire to People's Republic 1900-1949</i> pp81-94</p>	<ul style="list-style-type: none"> <li>• How far would you agree with the view that the Xi'an Incident was the most important event in the development of the CCP in the period from 1935-1945?</li> </ul>
<p>The Japanese Occupation of China and the Sino-Soviet Japanese War 1931-1945 Weeks 5-6</p>	<ul style="list-style-type: none"> <li>• The origins of hostility</li> <li>• The Occupation of Manchuria, The Double Seventh, Nanjing Massacre, 100 Regiments Offensive, role of Yan'an and Red Army</li> <li>• Relations with the USA and the USSR</li> <li>• Relations with Chiang Kai-Shek and the GMD</li> </ul>	<p>Lynch, China: <i>From Empire to People's Republic 1900-1949</i> pp97-119;  Stewart, <i>China 1900-1976</i> pp65-76</p>	<ul style="list-style-type: none"> <li>• What were the reasons why China was able to defeat the Japanese? Which of these was the most important and why?</li> </ul>





<p><b>The Civil War 1945-1949</b> Weeks 7-8</p>	<ul style="list-style-type: none"> <li>• Causes of the civil war (aftermath of the war with Japan)</li> <li>• Events and Key Battles (Struggle for Manchuria, Strong Point Offensive, Lioshen campaign, Huaihai campaign, Pingjin campaign)</li> <li>• Reasons for Communist victory and nationalist defeat</li> </ul>	<p>Lynch, <i>China: From Empire to People's Republic 1900-1949</i> pp124-15; Stewart, <i>China 1900-1976</i> pp77-87</p>	<ul style="list-style-type: none"> <li>• "The most important reason why the Communists won the Civil War was their relationship with the peasantry." Do you agree with this statement</li> </ul>
<p><b>The Early Years of the PRC 1949-1956</b> Weeks 9-10</p>	<ul style="list-style-type: none"> <li>• Political Control (administration, military councils, registration)</li> <li>• Economic control (landlord liquidation, collectivisation, Five Year Plans)</li> <li>• Social Control (Education, Health)</li> <li>• Relations with external powers (Korean War, USSR)</li> </ul>	<p>Lynch, <i>The People's Republic of China 1949-1976</i> pp19-36; Stewart, <i>China 1900-1976</i> pp88-108</p>	<ul style="list-style-type: none"> <li>• Assess the success of the PRC in the period from 1949 to 1956.</li> </ul>



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## Essay writing advice for Paper 4: Chinese Culture

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### Introduction

The syllabus states that 'this part of the examination will assess learners' knowledge and understanding of their chosen cultural options and their ability to use this knowledge to answer a question in a clear and focused manner'. The performance indicators in the same booklet distinguish between the 'limited argument' which is given a pass grade and the 'well-argued response' which is rewarded with a distinction.

This section explains how learners can best write a well-argued response in a clear and focused manner. It is designed to be both a useful support for teachers and their learners.

### Section 1: Topics in Chinese Culture

#### The question

The first point that learners should realise is that each question is phrased in ways which invite a range of responses. There is no 'correct' answer to the question. Examiners are certainly not looking for a 'right' response in terms of content. They will, however, award higher marks for answers which have the right approach, which show a good essay technique. This means that knowledge of the topic is not an end in itself, it is a means to a more important end, the ability to develop an argument.

In a very broad sense, there are two types of questions requiring an argumentative approach, '**how far**' questions and '**why**' questions.

'**How far**' questions are part of a wider group of questions. They can be identified by certain key words and phrases, including:

- Discuss (often following a quotation)
- Analyse
- Evaluate
- To what extent
- How far.

'**How far**' includes other phrases which begin with 'how', e.g. '**how valid**' or '**how accurate**' or '**how successfully**'.

The difference between a '**how far**' and a '**how**' question is small but very significant in terms of approach. '**How**' questions require an essentially descriptive answer, learners having to explain the ways in which something happened. Questions which ask to '**describe**' or '**outline**' are also '**how**' questions. 'How did the Chinese Communist Party become the party of government in 1949' is an example of such a question and one about which there is little, if any dispute. 'How far did the Chinese Communist Party become the party of government in 1949' is a very different question, one about which historians and commentators will disagree. Learners' answers will need to identify and explain these disagreements before going on to analyse and evaluate them, as considered

below.

The second type of question which invites discussion and debate is the 'why' question. Even though it is less obviously an argumentative question, it still requires an argumentative approach. 'Why did the Chinese Communist Party seize power in 1949' is a matter about which historians still disagree – and probably always will. As with 'how far' questions, learners will need to explain, analyse and evaluate the different arguments concerning the topic. Having evaluated different causes, learners need finally to decide which are the more important.

Having identified the type of question, learners need then to consider carefully the wording of the question. There is often a key word or phrase around which arguments can be built. This is especially the case with quotations which learners are required to discuss. In a question which asks learners to discuss the view that 'the rule of Chiang Kai-shek was a complete disaster for China' the phrase 'complete disaster' provides the focus of the debate and argument. Even apparently harmless words often need further consideration, words such as 'foundation' or 'transformation'. What exactly do they mean in the context of modern China? How meaning is defined will affect the argument that is developed.

It cannot be said too often that careful analysis of the wording of the question is essential to examination success. Too often, in their hurry to answer the question, learners misread the question or fail to read with sufficient care. Learners need to ask themselves 'what exactly does this question require me to do?' And then, as they write, they must frequently remind themselves of these requirements. Having started with good intentions, too many learners drift away from the point.

The essay

For a distinction, learners must write a well-argued essay which is clear and focused. Let us consider each in turn.

### **Well-argued**

Arguments cannot happen unless different points of view are expressed. Arguments are usually disorganised, scrappy affairs which rarely result in agreement. Essay arguments, by contrast, must be well organised and result in a conclusion which reconciles the different points of view. Essay questions need only two arguments to be developed: those for the assertion and those against. Take the assertion that the rule of Chiang Kai-shek was a complete disaster for China. Some evidence supports the case while some can be used to refute the argument. Learners need to identify the main arguments on either side. Three of each is probably sufficient. Then they should write half the essay putting the case for the assertion, half against. Then comes the conclusion, in which learners explain which of the two sets of arguments they find more convincing – and give reasons why they do so.

Arguments for and against need to be based on specific evidence, which is where knowledge and understanding come into play. The more accurate, the more precise, the more detailed the example(s), the more credit examiners can give. Learners should realise that it is not necessary to describe a specific event or development at great length; to do so is to slip into a descriptive, narrative approach, is to explain 'how' rather than to argue 'how far'. Doing so also means that there is less time left to develop other arguments. Such answers become lop-sided. Arguments must come first, evidence second.

A well-argued essay requires consistency of argument. As different arguments are explained and analysed, contradictions should become apparent. Learners can, indeed should, point these out. They should not, however, contradict themselves. Doing so suggests they have a confused understanding of the question.

Some people see using the same event or development on either side of the argument as inconsistent. It isn't. Different historians can interpret the same event in very different ways, depending upon the perspectives they take. Thus learners can help themselves as they study the subject throughout the year, if they get used to identifying different interpretations of the same event. In other words, they should benefit greatly if they know something about the historiography of the subject, about the changing nature of historical debate on the history of China.

This historiography can involve two kinds of interpretations. Firstly, historians group around different approaches to interpreting the past, as for example Marxist historians compared with Western liberal historians. Secondly, views of the past, especially of topics of great controversy, change over time. Thus an initial or traditional explanation of, say, the Chinese revolution, is challenged some time later by a revisionist interpretation before both eventually provoke a third interpretation, usually called post-revisionist. If learners can identify these different schools of interpretation wherever they can, then identifying two sides of the historical argument is made much easier.

Evidence used to support arguments can involve quotations, either from people of the period under examination or from later historians. Such quotations must be relevant to the argument being made. Sometimes learners include quotations, whether relevant or not, in an attempt to impress; if not relevant, they achieve the opposite effect.

So 'well argued' means careful and balanced analysis and evaluation of the different sides of the argument. Analysis requires examining the argument in some detail, breaking it down into its constituent parts. Evaluation means identifying the strengths and weaknesses of the argument, usually by measuring it against contextual knowledge or other historical interpretations. It also means writing a carefully-argued conclusion. Here learners pull together their separate arguments, evaluating them as they do so before writing one last sentence in which, for the first time, they answer the question directly: 'Contrary to established opinion, Chiang Kai-shek's rule was more of a success than it was a complete disaster', for example.

It is worth pointing out that a well-argued answer is not one which agrees with the assertion of the question. Nor is it one which splits the difference, sitting in the middle, hedging its bets. It is one in which arguments are well organised, carefully analysed and properly evaluated. If an essay's arguments lead to the quote being totally rejected, then so be it – so long as it is based on historical evidence and reasoning.

## Clear

Clarity can mean one of two things: clarity of argument or clarity of expression.

The first is implicit in the previous section. A clear argument is a structured argument, one which is easy to follow. Each paragraph should start with a sentence which links it to the question and to the previous paragraph and should finish with a sentence which summarises the main argument of the paragraph. Such structural devices make arguments clear to examiners, enabling them to assess the essay more positively. They show that learners are in control of the argument, know where the argument is going.

The second concerns the quality of English. Some learners write more fluently than others. Such skills are hard to teach – or to learn. All learners, however, can learn to write as accurately as they can, avoiding grammatical errors and punctuating their work correctly. In doing so, they produce a literate answer, which merits higher marks.

Some might ask whether clarity of handwriting matters. The short answer is that it doesn't; examiners will assess and mark every script, however hard to read.

### **Focused**

The meaning of this requirement is simple: focused on the question, which means the question actually set. Questions can be similar to questions on past papers, which learners have already answered. Very rarely, however, are they identical. And yet learners often overlook the fine differences and reproduce an answer they have already written to an earlier question. In doing so, they can lose valuable marks.

Learners should not rely on re-using answers to a similar question they have attempted in the past. They must follow the standard procedures, which should be very familiar by the time they sit the examination:

- Analyse the question carefully
- Identify the main arguments on either side
- Find examples to support your arguments
- Write a paragraph on each of the arguments with relevant examples
- Conclude by evaluating the arguments and making your own reasoned judgement.

If they do so, they will find that even the hardest question can be answered in a clear and focused way. Thus learners must focus on the question actually set; and they must do so until they have finished answering it. So often, learners start with good intentions of answering the question but then forget to do so, preferring the relative ease of telling the story of the topic before returning to the question in a brief and marginal conclusion.

### **The introduction**

Some learners spend too long on the introduction to their essays. Some take up to half a side. If the introduction states what the learner intends to do or if it includes information which is later included anyway, then the introduction has little value. Repeating a point or an argument does not receive additional credit. If, however, the introduction launches one side of the argument, perhaps by reference to a specific example or with a relevant quotation from an historian, then the introduction is well worthwhile.

Some learners also answer the question in the first sentence or two. This is not to be recommended. It gives the game away. It suggests a closed mind rather than an open one. Even if learners have made up their mind at the start, it is better to keep their thoughts to themselves until the conclusion. Doing so keeps the examiner more involved in the unfolding argument and analysis.

### **Summary**

Writing essays which are awarded a distinction in this examination requires the development of sophisticated intellectual skills and the ability to apply them against the clock. Learning any such skill does not come easily. The word 'essay' derives from the Old French term 'essayer', to attempt or to try. Learners should practise as often as they can the art of writing such essays, initially taking the time they need, with the help of notes and books, eventually against the clock, with just their memory and intelligence to assist them. If they do so, they will eventually become masters of the art of writing analytical essays. Examiners will then be generous towards answers they write because they will be well argued, clear and focused. Learners will then gain the educational rewards they need and want – and deserve.

## Topic outline – The Founding of the People’s Republic of China

### Overview

This topic outline is intended to offer useful additional material to that which is provided in the Cambridge Pre-U Mandarin Chinese syllabus (syllabus code 9778 and 1341). Key areas of study have been identified that both learners and teachers need to think about and cover for Paper 4 (9778 Principal) / Paper 2 (1341 Short Course) – Chinese Culture, Section 1: The Founding of the People’s Republic of China (for examination in 2013, 2014 and 2015). The topic outline broadly deals with the period 1937–1956, however, some knowledge of the key issues in earlier and later periods will help ensure a deeper understanding about what happened during the period of 1937–1956.

### Recommended prior knowledge

Learners need to have a basic understanding of the following concepts: bourgeoisie, capitalism, class struggle, communism, democracy, dictatorship, feudalism, nationalism, private v state enterprise, proletariat, socialism, totalitarianism. Learners also need to understand that there are different interpretations of key historical events by historians.

### Teacher support

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teachers.cie.org.uk> for access to specimen and past question papers, mark schemes and a resource list. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online.

An editable version of this course outline is available on Teacher Support. Go to <http://teachers.cie.org.uk>. The course outline is in Word doc format and will open in most word processors in most operating systems. If your word processor or operating system cannot open it, you can download Open Office for free at [www.openoffice.org](http://www.openoffice.org)

### Resources

- Hinton, W. *Fanshen* Vintage Books (1968) ASIN: B0012VPVLY  
Hsü, I. *The Rise of Modern China* Oxford University Press, USA (2000) ISBN: 9780195125047  
Lynch, M. *The People’s Republic of China Since 1949* Hodder Education (2008) ISBN: 9780340929278  
Marx, K and Engels, F. *The Communist Manifesto* (1848)  
Melby, J.F. *The Mandate of Heaven: Record of a Civil War: China 1945–1949* University of Toronto Press (1968) ISBN: 9780802015204  
Snow, E. *Red Star over China* Grove Press / Atlantic Monthly Press (1994) ISBN: 9780802150936  
Spence, J. *Mao Phoenix* (2000) ISBN: 9780753810712  
Spence, J. *The Search for Modern China* W. W. Norton & Co, UK (1991) ISBN: 9780393307801  
Stewart, G. *China 1900–1976* Heinemann (2006) ISBN: 9780435327699  
Wu, H. *Bitter Winds* John Wiley & Sons ISBN: 9780471114253

## Document 24

### Section 2 of the Culture paper: suggested games and activities to maintain learners' interest

**True / false:** the teacher or a learner reads or displays a PowerPoint with sentences about the plot or characters in a chapter/section/novel/short story/ film. Learners decide true or false – if false, they correct it.

**Gap fill:** the teacher produces a summary of a chapter/short story/scene from the film, for example, with key words left blank. Learners must fill in the blanks. At the beginning of the course, the missing words could be given in a random order but later these could be omitted.

**Who am I?:** each learner chooses a character from the text or film. Their partner or group must find out who they are by asking questions. The learner can only answer 'yes' or 'no'. The identity would be revealed after a certain number of questions e.g. 20 or 25. If the group does not guess, the learner wins.

**Time lines:** this may be helpful for complicated plots. The teacher prepares a set of cards with an event on each one. The learners must place the events in the correct order according to the text/film. This can be an individual/pair/group activity.

**What happened next?:** on the same lines as the previous activity, cards are prepared and learners have to say what happened next in the plot.

**Spidergrams or mind maps:** learners are given one word, e.g. a theme, a literary device such as suspense, a character, and they have to construct as large a web as they can, showing how the central element relates to other events/characters/themes in the text/film. A double web can be made when learners are asked to compare and contrast two short stories. [http://en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map)

**How much can you say?:** learners are in groups. The teacher gives an opening phrase or name, such as 'poverty' – the learners each have to say something about the prompt, which is related to the text/film. The activity continues until no-one has anything else to add. Keep a record of how many contributions were made.

**Alphabet game:** the letters of the alphabet are written up with a score attached to each one. The most difficult letters, e.g. Z, would have a high score and the easier ones, e.g. A, a lower score. Learners work in pairs or groups to devise sentences about the text/film, each starting with a different letter of the alphabet.

**Quotation game:** learners work in pairs/groups to draw up a list of key quotations. These are presented to the class and the other learners have to identify the quotations and explain their importance. This could also be a teacher-prepared activity or a test.

**Emotions:** the teacher gives the class a list of emotions that are portrayed in the text/film. The learners have to find examples of each one. This could be prepared on a worksheet and given as homework to be brought to the next class for discussion.

There are many more games and activities. The key principle in devising your own is to ensure that the learners are doing the work – they deepening their knowledge and understanding of the text/film. Pair or group work is helpful in encouraging debate and discussion. Many other types of practice are possible, such as preparing cartoons of a chapter or scene and asking others to identify it, summarising a scene / chapter / short story in pictures or symbols and explaining why these were chosen or devising an interview with one of the main characters and acting it out.

# PRC: The Early Years - Political and Social Reform

	Problem	WWMD?	What did Mao do?	Change / Continuity? Extent?
1 (S)	<b>Order and Control:</b> 37 years of warlord rule has produced social disintegration and criminal habits on a vast scale. It has been estimated that there were 1 million bandits in the countryside by 1949. Thieves and gangsters stalked the cities and many women turned to prostitution as a means of survival. There were also many ex-GMD sympathisers who had not managed to escape to Taiwan.			
2 (S)	<b>Foreigners:</b> there are still many foreigners living and working in China. The regime is VERY suspicious of them.			
3 (L / S)	<b>The Bureaucratic / Capitalist Class:</b> it's 1952 and you are concerned that there are still remnants of this class of people in China.			
4 (L)	<b>Political Parties:</b> there are still multiple political parties which worries you.			
5 (L)	<b>The general population:</b> you are worried about the way the population are thinking. Are they plotting against you? Are they having 'un-communist' thoughts? Are they supporting other parties / political groups?			
6 (L)	<b>The middle class:</b> you are increasingly worried about China's bourgeoisie. You have used them to help settle the teething problems of the PRC. However you are determined to turn China into a fully Marxist state in which only one class will exist – the proletariat (revolutionary workers).			
7 (L)	<b>Who are you ruling?</b> You are worried about the lack of information you have about your population.			
8 (S)	You are concerned about the <b>position of women</b> in china. In a truly communist society all citizens should be equal.			