

Tammie Ray
Firestone High School
Akron, Ohio

How China rebuilds following World War II

Objective:

Purpose:

Students will be able to examine the effects of World War II and the Communist Revolution on China, and describe its changes to government and economy.

Class Description:

Grade Level and Subject:

Ninth grade World History on the Honors level, a required class of Ohio state curriculum. Previously, lessons would cover World War II in the Pacific and would provide factual information of the resulting loss of lives, damage to property and political instability of the region. Also, students will have learned the resulting effects on Japanese, Chinese and Korean governments, economies and social systems. The different choices each country will make in order to rebuild will be taught in this and two other lessons as part of a complete unit.

Length of Lesson:

One 55 minute class period.

Essential Questions:

- Why do the Chinese people choose to change their government into a communist state?
- What does the Chinese “developmental state” look like and how successful is it?
- How does the Cold War affect China? Specifically, what are its foreign relations policies with the United States and the Soviet Union?
- How does China choose to rebuild its industrial economy?
- How does China interact politically with other nations following the war?
- Does the social system of China change following the war? If so, how?
- How does China explain their decisions and actions during the war?

Rationale:

Students need practice analyzing primary sources from multiple perspectives and using information about the results of large conflicts to determine their effects on the governments, economies, and social systems of nations.

Materials:

Text

Prentice Hall: World History, The Modern Era, copyright 2007.

Internet Sources

Modern government structure

<http://www.wsu.edu/~dee/MODCHINA/COMM2.HTM>

<http://www.gio.gov.tw/>

Modern educational system

<http://www.empereur.com/DOC/C.edu.sys.html>

<http://searcheric.org/Chinese.htm>

<http://www.csupomona.edu/~plin/ls201/confucian2.html>

http://www.globaled.org/chinaproject/c_teaching.php

<http://www.indiana.edu/~easc/resources/brochure/chinaspeaks/education.htm>

http://www.indiana.edu/~easc/resources/brochure/chinaspeaks/education_part2.htm

Modern Chinese culture

<http://www.chinese-culture.net/>

<http://www.chinatoday.com/culture/a.htm>

<http://www.mentor.lib.oh.us/china.html>

<http://www.indiana.edu/~easc/resources/brochure/chinaspeaks/intro.htm>

<http://www.morningsun.org/nonflash.html>

<http://www.iisg.nl/exhibitions/chairman/chnintro.php>

Modern business in China

<http://english.mofcom.gov.cn/>

<http://ce.cei.gov.cn/>

International relations

<http://globetrotter.berkeley.edu/PubEd/research/china.html>

http://www.indiana.edu/~easc/resources/working_paper/index.htm

Modern healthcare

<http://www.bmj.com/cgi/content/full/314/7094/1616>

http://www.upi.com/Health_Business/Analysis/2007/04/10/analysis_chinese_healthcare_gap_widens/

Overhead and Accompanying Handouts:

Informational web

Summary sheet for information packet

Activities:

Small groups: The class will be divided into groups of 3-4 students. Each group will then be given a list of possible internet sources on one of the following topics on modern Chinese history. They will be asked to read the information online and look at any photographs included. They will be given one 55 minute class period to research and summarize the information found. They will then present their summary to the class in a large group setting the following day.

Information packets included: (see Internet sources)

Modern government structure

Modern educational system

Modern Chinese culture

Modern business in China

International relations (target Cold War era)

Modern healthcare

Large group: Each small group will present their summary of information to the class and the class as a whole will be asked to place this information on the Chinese web provided. The teacher will also place a copy of a blank web on the overhead and will ask each group to fill in their information for the rest of the class to see and copy, if needed.

Summary sheet: China

Group Members: _____

1.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

2.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

3.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

4.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

5.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

6.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

7.) Internet source: _____

Short Synopsis: _____

Source: Primary or Secondary

MODERN DAY CHINA

Name: _____

Date: _____

