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Title: The Communist Revolutions: Mao Zedong and Vladimir Lenin

Theme/Topic: Modern China

Introduction: In this lesson you will compare and contrast the Communist revolution of Vladimir Lenin with Mao Zedong's revolution in China. Note that this lesson is intended for students with knowledge of Mao Zedong already and would be best taught towards the end of a unit on Mao Zedong.

Subject(s)/Grade level(s): 9-12

Duration of lesson: 1-2 class periods

Connection to standards/common core (2-3 standards):

Ohio: 17 .Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.

Essential Questions:

How different is the Bolshevik Revolution in Russia from Mao's Communist Revolution in China?

Why should we compare and contrast people, places, ideas, and events?

Learning Objectives (2-3 objectives):

SWBAT: Compare and contrast the Chinese and Russian Revolutions

SWBAT: Evaluate the effectiveness of each revolution

Materials Needed: Background notes on the Rise of Mao with his reforms. A review of the Russian Revolution.

Russian Revolution Sources:

Lenin's View on WWI 1914: <https://alphahistory.com/russianrevolution/lenin-on-world-war-i-1914/>

Lenin's Decree on Food Procurement:

<https://alphahistory.com/russianrevolution/bolshevik-decree-food-procurement-1918/>

A Bolshevik Decree on Nationalizing all Industry:

<https://alphahistory.com/russianrevolution/bolshevik-decree-nationalising-industry-1918/>

Chinese Communist Revolution Sources:

How to be a Good Communist:

http://afe.easia.columbia.edu/ps/china/liu_shaoqi_good_communist.pdf

Land Reform, Socialized Agriculture, The Great Leap Forward:

http://afe.easia.columbia.edu/ps/cup/jiyun_industrialization.pdf

Cultural Revolution (1966-1976): http://afe.easia.columbia.edu/ps/cup/sixteen_points.pdf

Lesson Activities/Instructional Strategies (5-7 steps):

1. Briefly Review the Russian Revolution and Mao if needed.
2. There are a total of 6 documents. Less can be used if the lesson needs to be modified. Students will read some for homework (up to teacher discretion) while the others will be analyzed in class.
3. When comparing documents, it is important to emphasize the reasons and need for a revolution and why communism is the only way.
4. It may be helpful to have students annotate for words like "economy" and "nationalism"
5. You can create word clouds of all these documents, which will make words used more often larger so students can visually see. <https://www.jasondavies.com/wordcloud/> You can have students keep a running list of words that are similar across all 6 documents (or just two documents)
6. Create a Venn Diagram and use the word cloud and documents to help students think of similarities and differences.

Resources: Word Cloud Generator- <https://www.jasondavies.com/wordcloud/>

Russian Revolution Primary Source Documents-<https://alphahistory.com/russianrevolution> Mao Zedong Primary Source

Documents- http://afe.easia.columbia.edu/main_pop/ps/ps_china.htm

Closing/Reflection Activity: Have students verbally discuss why Communism was attractive to these two countries. This would be an excellent time to remind students of what China had been through in the last 100 years and the toll it took on the Chinese people.

Post-Assessment: Students will then for homework or the next class period, craft a short response to which revolution was more effective and why? Are the Revolutions more similar than different or visa versa.