



# NCTA Lesson Plan

**Name:** Jennifer LaPlace, Central High School, NCTA 2020, (Columbus, OH)

**Title:** Resistance

**Theme/Topic:** China (Tiananmen Square)/Globalization

**Introduction:** This lesson is to be used after completing the study of Tiananmen Square Protest.

**Subject(s)/Grade level(s):** World History/9

**Duration of lesson:** 3 days

---

**Connection to standards:** Modern World History

**Ohio State Standard:** Globalization

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

- Political and cultural groups have struggled to achieve self-governance and self-determination.

**Essential Questions:**

- Why do people resist?
- What are forms of resistance?
- Why are topics such as self-governance and self-determination important?

**Learning Objectives:**

- Students will be able to analyze primary sources.
  - Students will be able to critically read and discuss how and why political and cultural groups resist and attempt to achieve self-governance and self-determination.
- 

**Materials Needed:**

**Pre-Assessment of Prior Knowledge:**

1. Student Worksheet: Tank Man (attached).
  - a. Students should individually review and complete the worksheet.



# NCTA Lesson Plan

## Lesson Activities/Instructional Strategies:

2. "Where Are They Now? The Lives of Tiananmen's Most Wanted, 30 Years Later"
  - a. Read the article and complete the graphic organizer (attached).

<https://qz.com/1618805/the-1989-tiananmen-student-leaders-on-chinas-most-wanted-list/>

3. Read the interview below from one of the Most Wanted, Chai Ling.

[http://afe.easia.columbia.edu/special/china\\_1950\\_chailing.htm](http://afe.easia.columbia.edu/special/china_1950_chailing.htm)

4. In pairs discuss the major themes covered by Chai Ling. Create three questions you would ask 23-year-old Chai Ling and three questions you would ask Chai Ling today. Join another pair and share questions. How do you think she would answer them then and now? (Please stay away from recall questions.)
5. Homework: Students will write for Harkness Discussion questions for class.

<http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/1060/harkness%20questions.docx>

Using the graphic organizer provided, create Harkness Discussion questions for class. Have students work on answering question in preparation for class discussion. Review the rules of Harkness Discussion (examples of videos and rubrics are provided below.)

## Day Two:

6. Go over Harkness Discussion questions created by students. This can be done digitally providing the on a projection device (i.e., SmartBoard, Google Slide, PowerPoint) or simply writing them on chart paper, whiteboard, or chalkboard.
  - a. After reviewing the questions, have students vote of five (5) questions for Harkness Discussion. If a student feels strongly about a question, he or she may add it to the discussion later.
7. Give students time to work in pairs, small groups, individually with documents to answer the questions in preparation for Harkness Discussion.

## Day Three:

8. Harkness Discussion (See the attached sites about Harkness Discussion)



# NCTA Lesson Plan

## Resources:

- **Harkness Discussion**
  - <http://www.nowsparkcreativity.com/2016/12/harkness-discussions-in-3-simple-steps.html>
  - <https://www.exeter.edu/programs-educators/harkness-outreach>
  - Graphic Organizer for Harkness Discussion Question Development—  
<http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/1060/harkness%20questions.docx>

## Closing/Reflection Activity:

- Plus/Delta Chart (Directions and Graphic Organizer)—Formative Assessment
  - [https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom\\_download/ACPS\\_Plus\\_Delta\\_Template.pdf](https://fhop.ucsf.edu/sites/fhop.ucsf.edu/files/custom_download/ACPS_Plus_Delta_Template.pdf)

## Post-Assessment:

- Exit Ticket: Students will complete Exit Ticket and turn it in at the end of the period.
- 

## Extension Activities/Extending the Lesson/Cross-Curricular Connections:

- Hong Kong Protest
  - Resistance/Protest Movement in the US (BLM)
  - Civil Rights Movement
  - Apartheid in South Africa
  - AIM Movement
  - Role of Social Media in Protest Movement
-

## Bell Ringer: Tank Man



“Tank Man,” photograph by Jeff Widener (June 5, 1989).

You are the photographer (Jeff Widener) and this is unfolding in front of you. Answer the questions below as Jeff Widener in that moment.

1. What do you see?
2. What do you hear?
3. What do you smell?
4. What thoughts are going through your mind?
5. What three questions would you ask Tank Man?
6. What three questions would you want to ask the tank driver?



# NCTA Lesson Plan

## “Where Are They Now? The Lives of Tiananmen’s Most Wanted, 30 Years Later”

Directions: While reading the article, complete the following graphic organizer.

<b>Most Wanted</b>	<b>Three (3) Facts about Individual in China during the Protest</b>	<b>Where are they now? What are they doing now?</b>
<b>Wang Dan</b>		
<b>Wu’er Kaixi</b>		
<b>Lui Gang</b>		
<b>Chai Ling</b>		
<b>Zhou Fengsuo</b>		
<b>Feng Congde</b>		
<b>Li Lu</b>		



# NCTA Lesson Plan

Partner #1: \_\_\_\_\_ Partner #2: \_\_\_\_\_

Directions: In pairs discuss the major themes covered by Chai Ling. Create three questions you would ask 23-year-old Chai Ling and three questions you would ask Chai Ling today. Share your questions with another pair, how do you think she would answer them then and now? (Share written answers.)

Questions for 23-year-old Chai Ling:

1.

2.

3.

Questions for Chai Ling today:

1.

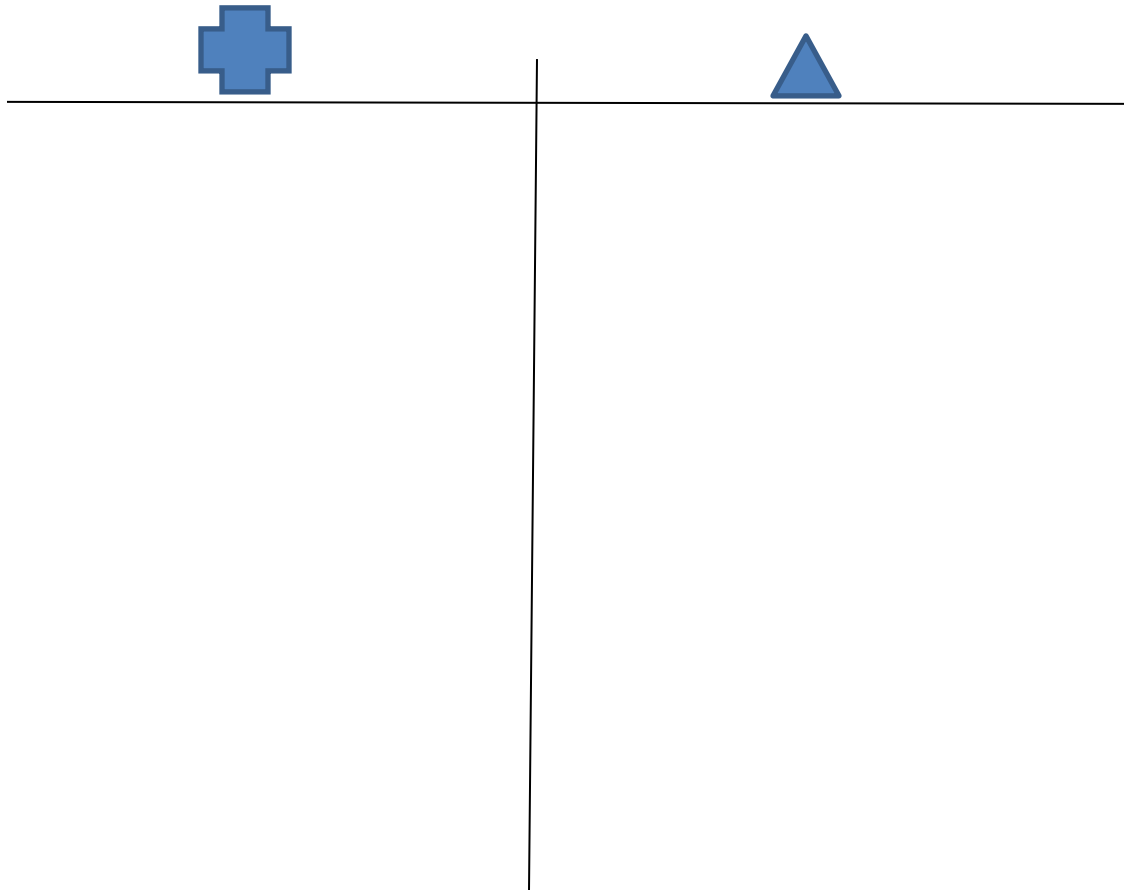
2.

3.

# NCTA Lesson Plan

## Plus/Delta Chart

Directions: After Harkness discussion, what are some great things about the discussion (+) and what are some things that you believe should be changed (▲) to make it better next time.



The chart is a simple T-shape formed by a horizontal line and a vertical line intersecting at the center. Above the horizontal line, on the left side, is a blue plus sign (+). Above the horizontal line, on the right side, is a blue triangle (▲). The rest of the chart is empty, intended for students to write their feedback.



# NCTA Lesson Plan

## Examples of Harkness Discussion Questions Tiananmen Square Protest

1. What challenges did we face by the protesters at the Tiananmen Square Protest (1989)?
2. What were the reasons behind the protest? Provide evidence from the readings to support your answer.
3. Were the goals of the protest met? Provide evidence from the readings to support your answer.
4. Using your prior knowledge and study of Chinese history, why were the protesters met with such force?
5. What do you think the rest of the world thought about the protest?
6. Is protesting the government something citizens should do? Provide evidence to support your answer and make connections to the Tiananmen Square Protest.
7. Why was the Tiananmen Square Protest a significant historical event?
8. How might seeing the Tiananmen Square Protest from the perspective of the protesters be different than that of the government or other Chinese citizens who disagreed with the protesters?
9. What connections can you make between the protest in Tiananmen Square and other protest going on today in the world?
10. In 1989, the “Tank Man” picture made it to the national news and newspapers, how would a protest like that today be different because of social media?