

LESSON PLAN #1

Rationale

The purpose of this tri-set of lesson plans is to help students understand the impact that early Communist China had on the same citizens it sought to make life better for. By analyzing the film, *To Live*, students will have the opportunity to visually explore an era in another region of the world that many of them have yet to learn about before. Over the next three days, students will analyze a source, develop evidence-based arguments, and actively engage in debating their ideas for China's future. This three-pronged approach allows students to practice a variety of historical and language based skills as they more deeply learn the human impact of communism and Chinese politics in the mid-twentieth century. I hope that your students will enjoy the next three days as much as mine will.

Topic, class, and level

A Film Study- *To Live: Part I*, Grade 7, all levels

Date for implementation:

1/11/2021

Conceptual Framework:

EQ: How does politics shape daily life?

Standards: MA, Common Core, WIDA or other Standards for this lesson or unit:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

- Key Ideas and Details
 - 1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.

MA FRAMEWORKS

2003: Optional Topics for Study

1. Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
2. Describe the political and social status of women in selected countries in East Asia. (G, H, E)

Objectives:

Students will be able to analyze a film to draw conclusions about Chinese politics and society in the mid-twentieth century.

Materials:

[A Film: To Live Part I Presentation \(all links included\)](#)

Assessment:

Source Analysis

Instructional Approach: (Describe activities, allotted time, and closure)

1. Do Now: (4 minutes)
 - a. “Go to Google Classroom. Click on the Classwork tab. Click the Lesson: A Film Study: *To Live*.”
 - b. Have students complete slide #4.
 - i. “Complete the do-now. You will have 5 minutes to complete it.”
 - c. Review the student answers after 5 minutes and then share the correct answers.
2. Lesson Introduction: (3 minutes)
 - a. Read the title slide to students.
 - b. Then read the agenda/table of the content slide to students.
 - c. Then read the lesson intro slide to students.
3. A Film: China’s Future Debate Prep (45-50 minutes)
 - a. “To learn what it was really like to live during the Communist Revolution, we’re going to watch a movie today. This movie is called *To Live*. Let’s get started.”
 - i. Click the “scenes” link and share your tab. Watch the video full screen with captions on.
 1. Watch the following scenes:
 - a. Fugui losing his home because of his gambling
 - b. The first battle/ introduction to the Nationalist
 - c. Long’er’s execution
 - d. Youqing getting revenge on his sister’s bully
 - e. Youqing’s death
 - f. Fengxia’s marriage
 - g. Fengxia’s death
 - b. Pause video periodically to give students time to write.
 - c. Ask class questions from the graphic organizer. Let multiple students answer so that kids can hear various answers.
 - i. Ask different students who haven’t spoken yet to support their classmates answers with evidence from the film.
4. Announcements:
 - i. Homework is to finish today’s graphic organizer.
 1. Encourage students to start their first CER.

2. “Have a good day! (hold up heart hands)”

Differentiation including SEI Considerations (key vocabulary, language/content objectives, etc.):

Students will preview vocabulary and main ideas before lesson.

Students will build writing proficiency by answering questions in complete sentences.

Grouping:

Students will work individually to complete the day’s film analysis.

Sponge activity: Start working on China- A Film Study- To Live Debate Prep.

Homework when appropriate:

Finish the China- A Film Study- To Live Graphic Organizer.

Wrap-up: If there is extra time, students can meet in groups or with a partner to discuss their answers in the graphic organizer.

Potential Pitfalls and Reflection: