

World History Activators

Brief, Engaging Historical Experiences





About the Author

Joan Brodsky Schur is a curriculum developer, author, and consultant to schools. Her lesson plans appear on the websites of the National Archives and PBS, for which she served on the PBS TeacherSource advisory committee. She has contributed many articles to *Social Education* based on her classroom practice as an 8th grade history and English teacher for over twenty-five years in New York City. Her books for teachers and their students include *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12* (Stenhouse, 2007), and *Advocating for Abolition* co-authored with Andy Robinson for Interact Publishers, 2011. Schur has presented workshops for teachers around the country, including at Yale University, Georgetown University, and the Bank Street College of Education. She holds a B.A. and M.A.T. from New York University.

©2013 Interact
10200 Jefferson Blvd • P.O. Box 802 Culver City, CA 90232
Phone: (800) 421-4246 • www.teachinteract.com
ISBN# 978-1-56004-822-0

All rights reserved. Interact Publishers Inc. grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

Welcome to World History Activators: 20th Century!

Student groups tackle problems confronted by individuals from the 20th century in six whole-class simulations. These activators use practical concerns to illustrate larger conflicts using primary source documents as the basis for reenacting history transforming the classroom into a pivotal moment in time. For example, in a lesson on Indian independence, students decide how best to divide 1947 India, and on what basis, using a set of historical maps; and in the lesson on the Long March, students play the roles of either Nationalists or Communists to analyze and then create propaganda posters enlisting the support of the Chinese people. Students thus recognize the weight of making important decisions in world history.

Other topics include apartheid, the Berlin Wall, the Oslo Accords, and the UN First World Conference on Women. These activators provide lesson plans, background essays, handout masters, historical documents including photographs, graphic organizers, and classroom schematics (when applicable), and can be accomplished in as little as one or two class periods.

Table of Contents

Introduction	1
The Chinese Long March, 1934	3
Lesson Plan	
Day 1	6
Days 2 and 3	12
Reproducibles	
Maps A, B, and C	15
Background Essay	18
Timeline of Chinese History, 1905–1949	21
Handout 1: Propaganda Poster War Assignment Sheet	23
Handout 2: Political Parties and the Allegiance of the Chinese People	24
Handout 3: Long March Narration	28
Handout 4: Long March Biographies	31
Document Set 1: Propaganda Posters A, B, and C	35
Document Set 2: The Chinese Communist Party Propagandizes the Long March in Poetry and Art.	37
The Partition of India, 1947	39
Lesson Plan	
Days 1 and 2	42
Day 3	47
Reproducibles	
Background Essay	48
Timeline of Events Leading to the Partition of India	52
Key Players	55
Handout 1: Goals for the Division of India	56
Handout 2: Maps as Primary Sources	57

Handout 3: Agenda for Negotiations	58
Handout 4: The Partition Plan	60
Document Set 1: Maps A, B, C, D, and E	61
Document Set 2: The Fate of the Sikhs, and the Partition of Punjab and Bengal	66
Image	69
First World Conference on Women, 1975	71
Lesson Plan	
Day 1	74
Days 2 and 3	80
Reproducibles	
Background Essay	83
Timeline 1: Landmarks in Women’s History	85
Timeline 2: U.S. and World Events from 1970–1981	87
Key Players	89
Handout 1: Know Your Country	90
Handout 2: Design a Logo	92
Handout 3: Draft a Proposal	93
Fall of the Berlin Wall, 1989	95
Lesson Plan	
Day 1	98
Days 2 and 3	101
Reproducibles	
Background Essay	103
Timeline	106
Key Players	108
Assignment of Roles and Scenarios	109

Handout 1: Directions for East and West Berliners..... 116

Handout 2: Directions for Journalists 117

Document A: Günter Schabowski’s Press
Conference in the GDR International Press Center 118

Document B: Photo of Press Conference..... 121

The End of Apartheid, 1990..... 123

Lesson Plan

Day 1 127

Day 2 128

Day 3 130

Reproducibles

Background Essay 134

Timeline..... 138

Handout 1: Sophiatown 140

Handout 2: Bophuthatswana..... 142

Handout 3: Transkei..... 144

Handout 4: The Police and the Laws of Apartheid..... 145

Handout 5: Pro and Con Charts 147

Handout 6: Biography of Nelson Mandela,
Including Key Players Who Knew Him 149

Handout 7: Assignment Chart of Key Players
in Nelson Mandela’s Life 151

Handout 8: How to Prepare for a
Commemoration of Nelson Mandela’s Life..... 158

Handout 9: Questions About Nelson
Mandela’s Inauguration Speech 159

Document Set 1A: Selected Quotations
from Nelson Mandela’s Autobiography..... 160

Document 2A: Nelson Mandela’s Inauguration Speech 161

Images 164

The Oslo Accords, 1993	169
Lesson Plan	
Assignment of Roles	173
Day 1	175
Day 2	179
Day 3	180
Reproducibles	
Background Essay	181
Timeline	185
Key Players	188
Handout 1: Preparing to Deliver Your Speech	189
Handout 2: Press Conference Assignment Sheet	190
Handout 3: Press Conference Questions	192
Document Set 1: Photographs	194
Document Set 2: Extracts from the Remarks at the Signing of the Israeli-Palestinian Agreement	195
Document Set 3: The Oslo Accords	198
Photograph A for Projection	202
Teacher Feedback Form	203
Release Form for Photographic Images	204

Introduction

In these six Activators, students experience some of the pivotal events in world history. “Experience” is the key word, since Activators are designed to recreate historical events in the classroom, and to give students roles as Key Players in many of the events. In several of the Activators the Key Players are important world leaders, while in others it is the common people themselves who take action and create history.

All Activators involve the analysis of primary source documents. In the Chinese Long March, students make propaganda posters, based on primary source examples. For the Partition of India, primary source maps are used as students decide how to divide Pakistan from India. When students debate key issues confronting women in 1975, they follow the actual agenda used at the First World Conference on Women in Mexico City. Students on the east and west sides of the Berlin Wall-in-the-classroom, must react to and make decisions based on a famous press conference—reenacted in the classroom and scripted from the press conference itself. Nelson Mandela’s words become central to assessing his place in history. Finally, the Oslo Accords are “signed” in the classroom, with Key Players presenting excerpts from historic speeches, after which “members of the press” pose questions.

Each Activator has two activities; the first is designed to provide historical context for the second. However, each one can be implemented with or without the other. All Activators come with **Background Essays** and **Timelines**. These should be made available to students as hard copy handouts, or as materials posted on a class website. Each Activator also comes with images, from maps to photographs, that can be projected and analyzed in class, or that themselves provide a backdrop to the action. In the Schematic for each Activator, suggestions are made for transforming the classroom in time and place: South African protest songs play in the background as students reenact the laws of apartheid, flags are flung at the World Conference on Women, a piece of AstroTurf becomes the White House Lawn for the signing of the Oslo Accords, and so forth.

In the Activators, students have the opportunity, first of all, to take action, but also to think, analyze, role-play, sing songs, and design posters.

Certain themes emerge as students complete all six Activators. The legacy of colonialism impacts the World Conference on Women, the Partition of India, the Oslo Accords and the End of Apartheid. The rise and fall of Communism dominated the twentieth century. With its fall, alliances based on long-standing fears collapsed, making room for negotiations never thought possible, from the End of Apartheid to the Oslo Accords. The United Nations itself plays a significant role in many of these events, from hosting the World Conference on Women, to fostering the search for peace in the Middle East. Overall, the end of the century was in many ways a hopeful and uplifting time, full of the promise of increased freedom for ever more people.

The Chinese Long March, 1934

Overview

In 1934, China was in turmoil. More than 20 years after the collapse of the incompetent rule of the Qing Dynasty, the new Chinese republic remained weak and therefore easy prey for foreign invaders. While the Japanese were occupying Manchuria and stood poised to take over more of China, the Nationalist People's Party (*Guomindang*), led by Chiang Kai-shek, fought a war on two fronts: one against the Japanese and another against the Chinese Communist Party. The Communists understood the necessity of uniting their country in order to oust the Japanese. In the meantime, the Nationalist Party also vied for the allegiance of the Chinese people, and in 1934 it looked as if the Nationalists had won. The Communists were forced to leave the cities and instead set up rural soviets—political organizations run on the Russian communist model—including the famed Jiangxi Soviet run by Mao Zedong and Zhou Enlai. Chiang Kai-shek and the Nationalists went on the offensive, surrounding Jiangxi and tightening their stranglehold on the Communists. However, the Communists then staged an unlikely breakout in what became known in history as the Long March—a heroic, 6000-mile trek that saved the Chinese Communist Party from extinction and shaped the future of the 20th century.

In this Activator, students experience a propaganda war in which they make posters (based on primary sources) to support either the Communists or Nationalists. Afterwards, they “live through” the Long March as reported by newscasters (played by half the class) or as experienced by Communists who either survived it or fell along the way (played by the other half of the class).

Set-up Directions

1–3 class periods of instruction

Time Required

The Propaganda War in Posters takes two class periods. The Long March simulation can be completed in one or more classes.

Roles

For the Propaganda War in Posters, students are assigned to one of three groups: Nationalist Party members, Chinese Communist Party members, or constituencies of Chinese people who must ally with one party or the other. An Assignment Chart that you can use to keep track of students' roles appears later in the lesson plan.

For the Long March, there are 16 narrators and 14 marchers. The marchers need to “think on their feet” more than the narrators.



Teaching tip

Assign students who are better at abstract thinking to the parties.



Teaching tip

If you have a large number of students, divide the narration into more parts. For fewer students, condense the narrations.

The Chinese Long March

Overview & Setup Directions

Handouts

For all students

- The Background Essay, Handout 1: Propaganda Poster War, Handout 2: Political Parties and the Allegiance of the Chinese People.
- Optional for all students: The Timeline.

For the 16 Long March Newscasters

- Handout 3: Long March Narration.

For the 14 Long Marchers

- Handout 4: Long March Biographies.

Images to project

- Map A: China 1933–34.
- Map B: The Long March.
- Map C: Physical Map of China.
- Long March Documents Set 1: Propaganda Posters A, B, C.

Optional for the Debriefing

- Long March Documents Set 2: The Chinese Communist Party Propagandizes the Long March in Poetry and Art.

Materials and Props

- Large sheets of paper for the posters.
- Large markers for the posters, with two to three colors per poster.
- For the students assigned to the Long March Biographies, print out a copy of their photo for them to wear around their neck, or to use as a placard at their desk so that the rest of the class can “see” who they are.
- Newscasters should have access to a “microphone” as well as a pointer and “tacks” to place on the map.

Schematic

For the propaganda war:

- Row in the back: Chinese People.
- Row to the left: Chinese Communist Party.
- Row to the right: Nationalist Party.
- Use posters to decorate the room.

Teaching tip

Try to enlarge the photos on a copy machine. Laminate the photographs for use in the future.

