

Unit 3: Political Violence in Modern-Day China

Lesson 1: Falun Gong in China

<p>Background information of students (number, age, grade, gender, ethnicity, linguistic background, etc.):</p> <ul style="list-style-type: none"> • 25 students • Grade 11 (ages 16-17) • co-ed • diverse ethnic and linguistic backgrounds <p>Instructional setting (institution type, frequency of class session, etc.):</p> <ul style="list-style-type: none"> • public high school • 1-hour classes, every other day <p>Recent learning activities (topics, linguistic items, etc.):</p> <ul style="list-style-type: none"> • completed unit on World War II, with emphasis on the holocaust and the massacre created by the communist regime and its dictators (e.g., Joseph Stalin, Adolf Hitler) • learned linguistic items including some social justice vocabulary and the use of passive voice 		
<p>Topic: Explorations in Social Studies 11, ELL</p>	<p>Unit: 3 Lesson: 1 of 5</p>	<p>Duration: 65 minutes</p>
<p>Big Idea(s):</p> <ul style="list-style-type: none"> • Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies). • The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted (from Genocide Studies). 		
<p>First Peoples Principles of Learning:</p> <ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning involves patience and time. • Learning is embedded in memory, history, and story. 		
<p>Objectives:</p>	<p>SWBAT</p>	<p>Assessment:</p>
<p>Content/ Culture:</p>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • current issues regarding the persecution of Falun Gong practitioners in China (as represented in mass media) • worldwide recognition of and responses to the Falun Gong genocide in China • methods used by individuals, groups, and organizations to promote social justice 	<ul style="list-style-type: none"> • oral check-in questions throughout the lesson • students’ discussions of the topic during the ethical dilemma role play • one page essay from homework assignment

<p>Linguistic skills:</p>	<p>Students are expected to be able to do the following orally in class and in written form in their homework:</p> <ul style="list-style-type: none"> • use target vocabulary (e.g., political and social justice terminology) • exchange ideas and information using complete sentences (including compound-complex sentences) • express opinions and beliefs • employ rhetoric of persuasion (e.g., ethos, logos) • employ subjunctives • respond to counterarguments appropriately 	<ul style="list-style-type: none"> • informal assessment of students’ oral competencies during their ethical dilemma role play discussions • formal assessment of students’ written competencies in their one page essay for homework
<p>Curricular competencies:</p>	<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"> • use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • assess the significance of people, places, events, phenomena, ideas, or developments • make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond 	<ul style="list-style-type: none"> • students’ discussions during the ethical dilemma role play • students’ reflections on the ethical dilemma role play • one page essay from homework assignment

Materials and equipment (e.g., texts, visuals, AV equipment):

- projector
- laptop (with PowerPoint slides)
- vocabulary sheet (ELL support)
- supplementary resources (ELL support)
- ethical dilemma role play slips
- electronic dictionaries (ELL support)
- cookies for extrinsic motivation

Lesson overview:

Teacher will:

- provide input/content knowledge (Falun Gong and the persecution of Falun Gong in China);
- assess students’ content knowledge and communication competencies through check-in questions and students’ discussions during the role playing activity;
- facilitate student discussions and learning outcomes; and
- assign homework.

Students will:

- learn about the persecution of Falun Gong in China.
- participate in a role playing activity wherein they improvise and act out an ethical dilemma, and:
 - assess the situation;
 - express their opinions and arguments, supporting their arguments with evidence (and employ persuasive strategies);
 - make reasoned ethical judgments about the situation; and
 - determine appropriate ways to respond;
- reflect on their scenario and arguments and then share their scenario and reflections with the class.

By the end of this lesson, students will be able to:

- identify three principles of Falun Gong;
- describe some of the benefits of Falun Gong;
- summarize the Chinese Communist Party’s (CCP) persecution of Falun Gong in China;
- briefly explain why the persecution is relevant to us in Canada; and
- propose ways we can help.

Time:	Activities:
5 min.	Introduction/Warm-up (Mode: listening, reading, and speaking) <ul style="list-style-type: none"> • briefly touch on previous unit to relate to current unit (for scaffolding and comparative purposes) • ask students to name current Communist countries (to get students’ warmed up for the topic) and then let them know that our focus for this unit is China Main Lesson <ul style="list-style-type: none"> • introduce learning objectives for the lesson, highlighting the language skills that students should be able to do (identify, describe, summarize, briefly explain, and propose/suggest)
2 min.	Input 1 (Mode: listening and reading) <ul style="list-style-type: none"> • introduce Falun Gong • pass around supplementary resources (with supporting images, info graphics, etc.) so students can browse through the materials for more information (also for ELL support)
3 min.	Check-in Questions (Mode: listening, reading, and speaking) <ul style="list-style-type: none"> • check in with students, as a whole class, to ensure students’ understanding of Falun Gong (and to assess students’ oral competencies)
10 min.	Input 2 (Mode: listening, reading, and speaking)

<p>10 min.</p>	<ul style="list-style-type: none"> • describe the persecution of Falun Gong in China • explain why the persecution is relevant to us in Canada • highlight difficult/complex vocabulary (e.g., ideology, immolation) to ensure students’ understanding of content (and as ELL support) • elicit answers from students <p>Check-in Questions (Mode: listening, reading, and speaking)</p> <ul style="list-style-type: none"> • check in with students to ensure students’ comprehension of the persecution of Falun Gong in China and its relevance to Canada (and the world) <ul style="list-style-type: none"> ○ elicit students’ critical thinking (activate students’ prior knowledge about human rights, social justice, ethics) • have students discuss questions in small groups and then share their answers with the class (to allow time for students to digest the information and to assess students’ oral competencies in their sharing)
<p>20 min.</p>	<p>Main Activity (Mode: listening, reading, and speaking)</p> <p><i>Ethical dilemma role play</i></p> <ul style="list-style-type: none"> • provide instructions orally and in written form and ensure students understand there are 2 parts to the role play • briefly model the role play for students <ul style="list-style-type: none"> ○ model target language (e.g., Although I understand..., I believe that...; If... then I would...; I agree with... but I disagree...; According to...) • briefly explain the dilemmas are based on real-life situations and that the purpose of the role play is to help them understand the issues through experiencing them personally and to inform their writing for homework • bring students’ attention to the supplementary resources that were previously passed around and explain that they can use those resources as evidence to support their arguments or to help them generate ideas (ensure each table has one resource) • divide students into groups of 2 or 3 (ensure to group ELL students with regular students for oral discussion support) • hand out vocabulary sheet (as ELL support) for students’ understanding and use during the activity • provide students with dilemma role play slips • Part 1: <ul style="list-style-type: none"> ○ students will role play the ethical dilemma according to the roles they’ve been given ○ 1 student plays the role that poses the ethical problem that’s indicated on the slip of paper ○ Other student (or 2 students) brings attention to the ethical concern and tries to resolve it or raise awareness • Part 2: <ul style="list-style-type: none"> ○ students will reflect on their roles and the dilemma <ul style="list-style-type: none"> ▪ What explanations/strategies worked and which didn’t? Why?

<p>10 min.</p>	<ul style="list-style-type: none"> ▪ What explanations/strategies might you try next time? <p><i>Class Sharing</i></p> <ul style="list-style-type: none"> • ask students in each group to briefly share their dilemma with the class, how they tried to address the issues, and what worked or didn't work • briefly explain that what they've learned from their role play activity can be used in the future if they ever encounter similar situations either on this topic or on other humanitarian issues they feel passionate about
<p>5 min.</p>	<p>Closure (Mode: listening, reading, and speaking)</p> <ul style="list-style-type: none"> • briefly review lesson content (to ensure students' comprehension) • check if students have any questions • explain what's for homework and to use what they learned from their role play to help inform their writing (e.g., reflection on what worked or didn't work could help inform their proposals/suggestions for what Canadians can do to help) • share symbolic cookies (shaped like plum blossoms) with the class and explain its meaning • briefly introduce the topic for next class (to help prepare students for the next class)

Homework assignment:

Write a 1-page essay (approx. 500 words), *summarizing* the persecution of Falun Gong in China and *proposing/suggesting* something Canadians could do to help.

Note:

Adaptations:

- provide supplementary resources during ethical dilemma role play activity (e.g., data, graphics, information brochures) for ELL support so that ELL students can more easily find/generate ideas/evidence to support their arguments
- provide a vocabulary sheet for the lesson for ELL students' understanding and use during the activity
- encourage higher level students to challenge themselves in their role play by:
 - comparing and contrasting similarities and differences for different people and places,
 - assessing short- and long-term causes and expected and unexpected consequences of the CCP's actions and the Falun Gong's and the world's responses,
 - inferring and explaining different perspectives on people, places, events, developments

Modifications:

- modify the difficulty of the dilemmas in the ethical dilemma role play activity (e.g., provide simpler and less triggering scenarios)

- modify the group size (or do one scenario as a whole class) so students with the same roles can brainstorm together and support one another’s arguments

Extensions:

- provide resources for students who wish to learn more about the topic
- suggest doing a comparative project or writing a comparative essay at the end of the unit that compares, contrasts, and assesses the Falun Gong and the Holocaust situations, building on what students learned from the previous unit
- encourage students to engage with the community by proposing topic-related projects to do with the community (e.g., the “Ride2Freedom” project, in which youths around the world came together to ride bikes across America in order to raise awareness about the persecution of Falun Gong in China and to raise funds for the orphans of the persecution)

Main Activity (Ethical Dilemma Role Play) Breakdown

Time	Mode	The Teacher will:	The Students will:
3 min.	Listening & Reading	<ul style="list-style-type: none"> • provide instructions orally and in written form and ensure students understand there are 2 parts to the role play • briefly model the role play for students • briefly explain the purpose of the role play • bring students’ attention to the supplementary resources that were previously passed around and explain that they can use those resources as evidence to support their arguments or to help them generate ideas (ensure each table has one resource) • divide students into groups of 2 or 3 (ensure to group ELL students with regular students for oral discussion support) • hand out the lesson’s vocabulary sheet (as ELL support) for students’ understanding and use during the activity • provide students with dilemma role play slips 	<ul style="list-style-type: none"> • listen to the instructions • ask questions if anything is unclear • sit in their assigned groups • ensure they have a supplementary resource at their table • receive their vocabulary sheets and role play slips
10 min.	Listening, Reading, & Speaking	<ul style="list-style-type: none"> • walk around the classroom • help facilitate discussions • bring each group’s attention to one or two pages/infographics in the resources that may be particularly helpful for their scenario • assess students’ content knowledge and oral competencies 	<ul style="list-style-type: none"> • act out their given roles in the group • refer to the supplementary materials

			<ul style="list-style-type: none"> • discuss dilemma in their groups
7 min.	Listening, Reading, & Speaking	<ul style="list-style-type: none"> • briefly go over the instructions for part 2 again so students understand what they need to do • walk around the classroom • help facilitate discussions • assess students' content knowledge, self-reflection/assessment, and oral competencies 	<ul style="list-style-type: none"> • listen to the instructions • ask questions if anything is unclear • reflect on their dilemma and arguments and discuss them in their groups
10 min.	Listening & Speaking	<ul style="list-style-type: none"> • bring the class back together • ask students in each group to briefly share their dilemma with the class, how they tried to address the dilemma, and what worked or didn't work 	<ul style="list-style-type: none"> • listen to the instructions • ask questions if anything is unclear • share their dilemma and reflections with the class