

## Project Bright IDEA 2: Interest Development Early Abilities

A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009



Concept: Conflict

Title: Revolution is Not a Dinner Party  
Author: Ying Chang Compestine  
Topic: Cultural Revolution in Communist China

By: Mary Mullins and Cheryl Jackson

Grade Level: 7

The North Carolina Department of Public Instruction  
Exceptional Children Division  
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

## Big Ideas Manifested

**Topic** - Conflict  
**Text** - Revolution is Not a Dinner Party  
**Author** - Ying Chang Compestine  
**Publisher** - Henry Holt and Company, LLC  
**Date** - 2007

Concepts	Themes
<b>Revolution</b> Betrayal <b>Freedom</b> <b>Control</b> Survival Relationships	Courage Loyalty Human Inhumanity <b>Choices</b>
Issues or Debates	Problems or Challenges
<b>Democracy vs. Communism</b> Loyalty vs. Betrayal <b>Freedom vs. Control</b> Wealth vs. Poverty	<b>Abuse of Power</b>  Survival during difficult times of scarcity  <b>Freedom</b> <ul style="list-style-type: none"> <li>• of thought</li> <li>• of speech</li> <li>• of learning</li> <li>• of choice</li> </ul> Cultural Revolution through re-education
Processes	Theories
<p><b>Students empathize with the people subjected to Communist rule in China.</b></p> <p>Students make choices to do what is right in difficult situations.</p>	<p><b>Communism leads to abuse of power.</b></p> <p><b>Communism takes away personal freedoms.</b></p> <p><b>Communism leads to economic disaster.</b></p>
Paradoxes	Assumptions or Perspectives
<p>“Dear Mother, Dear Father, But no one is as dear as Chairman Mao.”</p> <p>The government was trying to re-educate the educated by the peasants who had no education.</p>	<p><b>Democracy provides more freedoms than does Communism.</b></p> <p><b>Democracy allows for a more productive economic system.</b></p> <p>Family members and friends always protect and support each other.</p>

**Concept:** Conflict

**Topic:** Cultural Revolution in Communist China

**Suggested Text Selection(s):** Revolution is Not a Dinner Party  
by Ying Chang Compestine

Look, Listen and Identify:

Intelligent Behaviors

**Story Focus:** Ling exhibits persistence, listening with empathy, questioning and problem posing, applying past knowledge to new situations, and taking responsible risks.

**Student Activities:** Students will exhibit habits of persisting, listening with understanding and empathy, striving for accuracy and precision, and creating, imagining and innovating.

**NC Standards:** Social Studies Objectives 1.01 – 13.03

**Local Pacing Guide Timeline:** 10 days, days 56 - 65

**Thinking Skills Focus:**

Compare and Contrast Democratic America with Communist China.

Analyze how the Cultural Revolution in China illustrates the conflicting desires for control and freedom.

**Topic Focus:** Cultural Revolution in Communist China

**Concept Focus:** Conflict exists between a people's natural desire for freedom and the reality of living under a Communist regime.

**Overarching Generalizations:**

Conflict is universal

**More Complex Generalizations (Two or more concepts):**

Political systems affect a country's economy.

Conflict may exist between the desire for freedom and the need for control.

**Directions for Teachers:**

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Essential Questions:****Content Based Essential Questions:**

1. How did the Cultural Revolution cause conflict within families, the education system, the economy, and the work force in China?
2. How is power gained, used and justified in a communist government? In a democratic government?
3. What is revolution? Is revolution inevitable?
4. How does the free market system affect my life? Our community? Our society? The world?
5. Should government regulate business and economy?
6. How does a government's control of the economy affect the quality of life of the country's people?
7. How much control should governments have over people?

**Universal Essential Questions:**

8. What is power? What forms does it take?
9. What could lead to abuse of power?
10. What constitutes a great leader?
11. \*Why do people fight? Is conflict inevitable?
12. To what extent should people conform to societal controls? to governmental controls?
13. Who should govern or rule?
14. Why do we have rules and laws?

Suggested Topics for Discussion:

Communist Revolution  
Cultural Revolution  
Freedom  
Communism  
Choices  
Betrayal  
Loyalty  
Equity  
Fair pay for labor  
Courage  
Love  
Democracy

Suggested Vocabulary Words for Discussion:

Ch. 1 – jasmine, acupuncture, Yangtze River, porcelain, revolution, antiseptics, surgeon  
Ch. 2 – embroidery, peony /peonies, comrade  
Ch. 3 – origami, sandalwood  
Ch. 4 – Communist Revolution, portrait  
Ch. 5 – landlord, Young Pioneers, Cultural Revolution  
Ch. 6 – Red Guard, confiscate, bourgeois, chrysanthemums, lotus  
Ch. 7 – antirevolutionary  
Ch. 8 – sympathizer  
Ch. 9 – leisurely, scattered, compassion, misfortune, tofu, phoenix  
Ch. 10 – interrogate, denounced, antibiotic, calligraphy, snatched, bamboo, conceal  
Ch. 11 – scalpel, iodine, chopsticks, commune, marrow  
Ch. 12 – dumplings  
Ch. 13 – courtyard, precious  
Ch. 14 - lingered, compound, spatula, edible, ration  
Ch. 15 - abacus  
Ch. 16 – bargaining, humiliate, sycamore  
Ch. 17 – sorghum, ambushed, liberation  
Ch. 18 – thermos, scorched, retching, flawlessly  
Ch. 19 – drizzled  
Ch. 20 – sesame seeds

### A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (Think of your favorite vocabulary words from the unit; pair with a vocabulary buddy, share by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

### Vocabulary Extension:

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

Facet 1 – EXPLANATION
<p><b>Generalization-</b> Conflict may exist between the desire for freedom and the need for control.</p> <p><b>Essential questions-</b></p> <ol style="list-style-type: none"> <li>1. Why do people fight?</li> <li>2. Is conflict inevitable?</li> <li>3. What types of issues cause conflict?</li> </ol>
Facet 2 - INTERPRETATION
<p><b>Generalization-</b> Power is acquired either through love or fear.</p> <p><b>Essential Question –</b></p> <ol style="list-style-type: none"> <li>1. Which type of power is stronger? Longer lasting? More effective?</li> <li>2. How is power acquired in a democracy? In a Communist regime?</li> </ol>
Facet 3 - APPLICATION
<p><b>Generalization –</b> Governments are made up of people who make decisions regarding other people.</p> <p><b>Essential Question –</b></p> <ol style="list-style-type: none"> <li>1. Are people able to make decisions for the good of other people, or does power always corrupt. “Power corrupts; absolute power corrupts absolutely.”</li> <li>2. How would you design a government that would have a good balance between control and freedom?</li> </ol>
Facet 4 - PERSPECTIVE
<p><b>Generalization –</b> Accepted or desired societal norms can be enforced by a government.</p> <p><b>Essential Question -</b></p> <ol style="list-style-type: none"> <li>1. Should government enforce societal norms or have any say over what people do?</li> <li>2. To what extent should government control individuals?</li> </ol>
Facet 5 – EMPATHY
<p><b>Generalization –</b> The government under which a person lives greatly affects the conditions and quality of his life.</p> <p><b>Essential Question –</b></p> <ol style="list-style-type: none"> <li>1. What would have been the most difficult part of living under the Communist regime during the Cultural Revolution?</li> <li>2. How would your life have been different if you had lived in China during the Cultural Revolution?</li> </ol>
Facet 6 – SELF-KNOWLEDGE

**Generalization** – Economic systems affect people’s lifestyles.

**Essential Questions** –

1. How does capitalism affect my standard of living?
2. How does the free market system affect my lifestyle?

Read: The historical background section at the back of Revolution is Not a Dinner Party.

Task Rotation Learning Activities – Pre-reading

**Essential Question: Why do people fight? Is conflict inevitable?**

7<sup>th</sup> Grade

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p>Mastery Learner (A) Sensing- Thinking</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p>
<p>Using an approved site on the internet to gather your information, create a timeline showing the events that led up to the Cultural Revolution under Mao Zedong in China in 1966? Show at least 10 events.</p> <p>Product: Timeline Product: As a news analyst, select 1 event and explain in an editorial why this event was important in leading up to the Cultural Revolution.</p> <p>HOM: 1. Persisting</p>	<p>Work with a partner to write and act out a role play depicting a governor making rules that limit your freedoms and a citizen responding to the new rules. Is your citizen free to respond as he wishes, or is he fearful of consequences for his actions and speech? How much power does the governor have? What consequences does he implement?</p> <p>Product: script and role play</p> <p>HOM: 11. Creating, imagining, and innovating 15. Thinking interdependently</p> <p>W__L__A__M__B__N__P__S__</p>

<p style="text-align: center;">W _ L _ A _ M _ B _ N _ P _ S _</p>	
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Make a chart with family, teachers, and government as the three headings at the top. In these three categories describe occasions when you feel there are conflicts between your freedom and the control that your family, teachers, and government exert upon you. Tell how this control of your choices makes you feel.</p> <p>Product: chart</p> <p>HOM: 5. Thinking about your thinking (Metacognition) 9. Thinking and communicating with clarity and precision</p> <p style="text-align: center;">W _ L _ A _ M _ B _ N _ P _ S _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create a picture or write an editorial describing how you think a perfect government should operate with the proper balance of freedom and control.</p> <p>Products: Picture or written editorial</p> <p>HOM: 11. Creating, imagining and innovating</p> <p style="text-align: center;">W _ L _ A _ M _ B _ N _ P _ S _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

Read: Section 1 “Little Flower” (chapters 1-8)

Essential Question: How does government control of the economy affect the quality of life of the country’s people?

Task Rotation Learning Activities

Grade 7

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Feeling
<p>Using an approved online resource to gather information, describe on a three columned chart what the theoretical, ideal communist society would look like in terms of work and payment, distribution of supplies and food, and class distinctions.</p> <p>Product: Three column chart</p> <p>HOM: 2. Managing impulsivity 9. Thinking and communicating with clarity and precision</p> <p>W_L_A_M_B_N_P_S__</p>	<p>Work in pairs to create a scrapbook featuring aspects of Ling’s daily life. Illustrate the following categories on separate pages showing what it was like both prior to the Cultural Revolution and during the Cultural Revolution at its worst.</p> <ol style="list-style-type: none"><li>1. meals</li><li>2. clothing</li><li>3. furniture</li><li>4. home</li><li>5. school</li></ol> <p>Product: Scrapbook</p> <p>HOM: 2. Managing impulsivity 11. Creating, imagining, and innovating</p> <p>W_L_A_M_B_N_P_S__</p>

<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Using approved online sources analyze reasons why communism appealed to the Chinese people. Create an illustrated poster showing and describing the conditions in agriculture, government, culture, industry and family life that the communists wanted to change when they came to power in 1949.</p> <p>Product: Poster</p> <p>HOM: 1. Persisting 2. Managing impulsivity 7. Questioning and problem posing</p> <p style="text-align: center;">W _ L _ A _ M _ B _ N _ P _ S _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Pretend you are a news correspondent reporting on the economic changes that have occurred during the Cultural Revolution. Report on the supply of food, clothing, fabric, electricity, and ration tickets. Also, report on how the rich and the poor people feel about the changes.</p> <p>Product: Written news article, audio report, video report, rap, or poem</p> <p>HOM: 4. Thinking flexibly 11. Creating, imagining, and innovating</p> <p style="text-align: center;">W _ L _ A _ M _ B _ N _ P _ S _</p>
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## Real World Connections with Products:

Students will find and read current articles about China in relation to how the government policies affect the economy. Online news sites, the daily newspaper, or news magazines may be used.

Possible Products: information cube, poster, poem, political cartoon, crossword puzzle, debate

Real World Applications: politician, policeman, surgeon, nurse, teacher

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question(s):

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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Essential Question:

7<sup>th</sup> Grade

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Students will use approved online resources to gather data on the gross national product for China and for the United States for the years 1930, 1940, 1950, 1960, 1970, 1980, 1990, 2000. Students will make a line graph charting the gross national product for each country for each year.</p> <p>Product: Line graph</p> <p>HOM: 6. Striving for accuracy and precision</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing – Feeling</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using approved online resources find the average yearly per capita income (income per person) for China and for the United States in 2008. Which income is higher? What percentage of the United States per capita income is the Chinese per capita income?</p> <p>Product: Completed handout</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>What is the average rainfall for each month of the year in Wuhan, China in 2008? Find the mean, median, mode, and range of the rainfall data. Create a histogram or a line graph to plot your data.</p> <p>Product: Histogram or line graph and completed handout for mean, median, mode and range of data</p>

<p>HOM: 6. Striving for accuracy and precision</p> <p>V__L__S__M__B__P__I__N__</p>	<p>HOM: 6. Striving for accuracy and precision</p> <p>V__L__S__M__B__P__I__N__</p>
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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive
1	<p>Mastery Learner (A) Sensing- Thinking</p> <p>Using an approved site on the internet to gather your information, create a timeline showing the events that led up to the Cultural Revolution under Mao Zedong in China in 1966? Show at least 10 events.</p> <p>Product: Timeline</p> <p>HOM: 1. Persisting</p> <p>W _ L _ A _ M _ B _ N _ P _ S _</p>	<p>Understanding Learner (C) Intuitive-Thinking</p> <p>Using approved online resources find the average yearly per capita income (income per person) for China and for the United States in 2008. Which income is higher? What percentage of the United States per capita income is the Chinese per capita income?</p> <p>Product: Completed handout</p> <p>HOM: 6. Striving for accuracy and precision</p> <p>V _ L _ S _ M _ B _ P _ I _ N _ _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>What is the average rainfall for each month of the year in Wuhan, China in 2008? Find the mean, median, mode, and range of the rainfall data. Create a histogram or a line graph to plot your data.</p> <p>Product: Histogram or line graph and completed handout for mean, median, mode and range of data</p> <p>HOM: 6. Striving for accuracy and precision</p> <p>V _ L _ S _ M _ B _ P _ I _ N _ _</p>

2	<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Students will use approved online resources to gather data on the gross national product for China and for the United States for the years 1930, 1940, 1950, 1960, 1970, 1980, 1990, 2000. Students will make a line graph charting the gross national product for each country for each year.</p> <p>Product: Line graph</p> <p>HOM: 6. Striving for accuracy and precision</p> <p style="text-align: center;">V__L__S__M__B__P__I__     __N__</p>	<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using approved online sources analyze reasons why communism appealed to the Chinese people. Create an illustrated poster showing and describing the conditions in agriculture, government, culture, industry and family life that the communists wanted to change when they came to power in 1949.</p> <p>Product: Poster</p> <p>HOM: 1. Persisting 2. Managing impulsivity 7. Questioning and problem posing</p> <p style="text-align: center;">W__L__A__M__B__N__P__           S__</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Pretend you are a news correspondent reporting on the economic changes that have occurred during the Cultural Revolution. Report on the supply of food, clothing, fabric, electricity, and ration tickets. Also, report on how the rich and the poor people feel about the changes.</p> <p>Product: Written news article, audio report, video report, rap, or poem</p> <p>HOM: 4. Thinking flexibly 11. Creating, imagining, and innovating</p> <p style="text-align: center;">W__L__A__M__B__N__P__           S__</p>
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3	<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Using an approved online resource to gather information, describe on a three columned chart what the theoretical, ideal communist society would look like in terms of work and payment, distribution of supplies and food, and class distinctions.</p> <p>Product: Three column chart</p> <p>HOM: 2. Managing impulsivity 9. Thinking and communicating with clarity and precision</p> <p style="text-align: center;">W__L__A__M__B__N__ P__S__</p>		<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a picture or write an editorial describing how you think a perfect government should operate with the proper balance of freedom and control.</p> <p>Products: Picture or written editorial</p> <p>HOM: 11. Creating, imagining and innovating</p> <p style="text-align: center;">W__L__A__M__B__N__P__ S__</p>
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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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- 

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

End of Unit Assessment

Student Reflections and Assessments  
Task Rotation Learning Experience  
Grade 7

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Essential Question: How much control should governments have over people?

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Feeling
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<p>Compare and Contrast the roles and responsibilities of parents in a family with a government of a country. Describe these similarities and differences in terms of provision, protection, education, and liberty.</p> <p>Products: essay or poster chart</p> <p>HOM: 1. Persisting 8. Applying past knowledge to new situations</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Suppose that you were Nui. Write a journal entry in your diary or a letter to Ling’s family explaining why you drew a class line against your family and why you led the Red Guards in the attack on Ling’s family’s home.</p> <p>Product: Journal Entry or Letter</p> <p>HOM: 4. Thinking Flexibly</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>Create two concept maps on a poster comparing the laws of a democratic government vs. the laws of a communist government. In a short paragraph at the bottom of the poster, evaluate the motivation behind the laws of a democratic government vs. the motivation behind the laws of a communist government.</p> <p>Product: Poster with two concept maps</p> <p>HOM: 5. Thinking about your thinking (metacognition) 7. Questioning and problem posing</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Describe what family life would be like if there were no one in charge of making decisions in your family.</p> <p>Describe what life in the United States would be like if there were no government to make and enforce laws.</p> <p>Product: Drawing, essay, poem, rap, or letter to a friend</p> <p>HOM: 4. Thinking Flexibly</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>



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Essential Question:

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Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections



Real World Connections With Products:

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Essential Question:

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Materials Needed for Task Rotation and/or Task Rotation Menu

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-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

## Teacher Reflections

Literary Selection

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

“Additional Comments

## APPENDIX

### A

#### Additional Instructional Concept-Based Activities