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| **Rationale**  The purpose of this assignment is to consolidate students’ learning and retention of information throughout this resource. Students are encouraged to discuss their feelings and express their empathy for those who had suffered during the Cultural Revolution.  **Approach**   * Reflection:   + Students are encouraged to reflect on the learning they have accomplished throughout the activities in this resource * Bloom’s Taxonomy:   + Synthesis:     - Students utilise the information they have gathered over the course of this resource to present in new and creative formats   + Evaluation:     - Students evaluate and justify their opinions   **Links to the Curriculum**  General Capabilities   * Personal and social capability   + This activity capitalises on students’ ability to sympathise and empathise with the human costs of the Cultural Revolution * Critical and creative thinking:   + This activity gives students the opportunity to critically evaluate the policies and events associated with this period   Subject Curriculums   * Chinese: Students are expected to write their diary entry in Chinese * History: Students are expected to engage with historical facts and concepts whilst writing their entry |

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| **Creative writing: Diary**  **创意写作：日记**  Imagine that you were a Red Guard soldier during the Cultural Revolution. It is now 40 years after these events, and you have decided to write a diary entry, in Chinese, about your experiences during that period.  想象如果你是文化大革命期间的一名红卫兵。如今四十年过去，你决定写一篇日记，把你的经历用中文记录下来。  What do you regret? What would you have changed back then?  你为你所做的哪些事感到后悔？如果时光倒流，你可能会怎么做。 |

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| **Teacher’s Notes:**  It is expected that students already know the grammar and writing style required to write a diary entry in Chinese. This includes being able to express and justify one’s opinions. |

**Planning Space**

Use this space to plan your diary entry

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