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| **Rationale**The aim of this activity is so that students learn from each other about the differing aspects of the Cultural Revolution and further develop their research and critical thinking skills. **Approach*** Bloom’s Taxonomy:
	+ Application: Students utilise their research findings in new contexts
	+ Analysis: In conducting their own research, students are required to utilise their skills in critical thinking and questioning in order to better understand the concepts of the Cultural Revolution
	+ Synthesis: Students are encouraged to use their research findings to create something new for the audience to learn from
* Inquiry-based learning:
	+ Students are not simply transmitted the information required to complete this task; instead, they are guided by a single topic or question to research and gather their own content. This encourages students to be autonomous and more ‘hands-on’ with their learning.
* Jigsaw grouping:
	+ Students are expected to chose topics that are unique to their group alone so that students learn to learn from their peers

**Links to Curriculum**General Capabilities* Intercultural understanding:
	+ Students learn about Chinese history and culture through their research
* Critical and creative understanding:
	+ Students are given the opportunity to create either presentations or short documentaries to show to the class. Additionally, students are expected to critically evaluate the sources they find in their research to create presentations of high quality.
* ICT capability:
	+ Students are encouraged to either work with presenting software, or video editing software to create their presentations. In addition, they are also encouraged to further develop their research skills in their inquiry.
* Personal and social capability:
	+ Students work in groups and are expected to respect each member and presenter for their contributions to their own learning

Subject Curriculums* History: Students develop their research and critical thinking skills in order to assess the accuracy and validity of their sources
* Chinese: Students have the opportunity to present their findings in Chinese, depending on the teacher’s discretion
* English: Students have the opportunity to present their findings in English, depending on the teacher’s discretion
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| **Jigsaw Grouping: Research Presentation****分组活动：调查演讲**Now that you have been introduced to the Chinese Cultural Revolution, form a group of 4-5 people and research into a certain aspect or topic relating to the Cultural Revolution. 目前我们对中国文化大革命已经有一定了解了，组成一个四到五人的小组，对以下与文革有关的话题做一个调查研究。Your findings are to be presented as either a short video documentary or a PowerPoint presentation. Your topic should be unique from other groups.你们的演讲形式可以为一小段记录录像或者一个幻灯片。每个小组将会得到不同的题目。Be aware that as your fellow classmates will be taking notes while you present, you must consider the best and most effective ways of presenting information. This is so your fellow peers can understand, and thus learn from your presentation.你演讲的同时你的同学会写下一些笔记，为了让你的同学能明白你所讲的内容已经从中获得知识，你需要用最好以及最有效的方式去完成你的演讲。 |

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| **Teacher’s Note:**Sufficient research and note-taking in this activity is essential for satisfactory completion of the Informal Debate and the Creative Writing tasks.This task can easily be used as a major assessment task for your students, provided they are given time in and out of class for adequate research and teamwork. It is recommended that students are given a week’s worth of classes (5 periods) and homework time if that is the case.However, it is entirely up to you, the teacher as to whether students are expected to present to the class in either Chinese or English, though if it were the case with the latter, students are expected to be more elaborate and detailed in their presentations. For either case, this resource has provided note-taking worksheets suitable for either language.For students choosing the documentary option, they may be required video recording cameras and video editing software. Here are some options that may be of interest to you and your students:**Slide creation software for PowerPoint Presentation:*** Microsoft PowerPoint, Google Slides ([about](http://learn.googleapps.com/products/slides/get-started/)), Haiku Deck ([tutorial](https://www.youtube.com/watch?v=HK7InfDxGts)), Prezi ([tutorial](https://www.youtube.com/watch?v=Oy7JbBukR7E))

**Video editing software for short documentaries:** * Windows Users: Windows Movie Maker ([tutorial](https://www.youtube.com/watch?v=7GREeD2icUo)) , Filmora (filmora.wondershare.com) ([tutorial](https://www.youtube.com/watch?v=X46UEGsgCGY)), Avidemux ([tutorial](https://www.youtube.com/watch?v=X23I2BZ4J5A))
* Mac Users: iMovies (pre-installed) ([tutorial](https://www.youtube.com/watch?v=lfX0ptAA10Q)), Filmora, Avidemux
* Linux: Cinelerra (cinelerra.org) ([tutorial](https://www.youtube.com/watch?v=mzhidfw5koQ)), Avidemux
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**Suggested Topics/ Questions:**

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| Research the importance of **scar literature** following the Chinese Cultural Revolution查找文革后期所出现的“**伤痕文学**“的重要性。 |
| How was **propaganda** used in the Chinese Cultural Revolution?在文革中，“**宣传**”是如何实现的。 |
| Present on the history of the **Cold War** and how it relates to the China查找历史上有关“**冷战**”的历史，它是如何和中国的文革相联系的。 |
| What were **labour / re-education camps** and when and why were they used?什么是“**劳动营”/ “劳改营**”？什么时期出现的？其作用是什么？ |
| What forms of **terror and intimidation** were used by Government bodies and associates during the Chinese Cultural Revolution?在文革期间，中国政府采用的是哪一种形式的**暴力恐吓和威胁**？ |
| How is the Chinese Cultural Revolution represented in **media** both in the past and present?分别在过去和现在传媒是如何评价文革事件的。 |

**Group members:**

**组员:**

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**Research topic/ question:**

**调查题目/问题：**

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**Presentation format** (circle one)**:** PowerPoint Presentation Short documentary

**演讲格式**

**Language of Presentation** (circle one)**:** English Chinese

**语言选择**

**Planning Space**

Plan your research and presentation on the following pages