Examples of differentiated lesson plans

9*. Political and social development in the early period of the Republic of China (RAFT)
### Learning and Teaching Resource Pack for Secondary History Curriculum

#### SS History S4

<table>
<thead>
<tr>
<th>Topic</th>
<th>Political and social development in the early period of the Republic of China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Lessons</td>
<td>2 lessons (40 minutes per lesson)</td>
</tr>
</tbody>
</table>

#### Learning objectives

**Know**
- The political system of the early period of the Republic of China.
- Key historical figures and events in the Republic of China.

**Understand**
- The objectives of the 1911 Revolution
- The impact of the 1911 Revolution on the development of China’s modernisation

**Do**
- Analyse if the objectives of the 1911 Revolution could be achieved in the early period of the Republic of China.
- Evaluate the political and social development of the early period of the Republic of China.

#### Tools for differentiation/Instructional strategies

**Tools for differentiation**
- Form A and B (Appendix 1)
- Equalizer (Appendix 2)

**Instructional strategies**
- Graphic organizer
- Think-Pair-Share
- RAFT

It motivates students to learn by giving them choices, appealing to their interests and learning profiles, and adapting to their readiness levels.

*You may view chapter 3 in the animated video for reference.*

#### Learning and teaching materials

**Picture**
- Five yuan banknote issued by the Bank of China in 1935 (i.e. the 24th year in Minguo calendar) [http://www.banknotes.com/cn77.htm](http://www.banknotes.com/cn77.htm)

**Video Clip**
- “It’s Hard to Tell Good from Bad” (historic lyrics plus historic images) [http://www.youtube.com/watch?v=wES94oB7JEU&feature=related](http://www.youtube.com/watch?v=wES94oB7JEU&feature=related)

**Classwork**
- Worksheet (1) Historical Terms (Appendix 3)
- Worksheet (2) Impact of the Founding of the Republic of China (Appendix 4)
- RAFT Writing (Appendix 5)

**Home Assignment**
- Tiered Assignments (Appendix 6)

**Extended Activity**
- Worksheet (Appendix 7)
### Teaching Flow

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements/strategies of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 mins</td>
<td><strong>Review the nature of the 1911 Revolution</strong></td>
<td>• Teacher asks questions about the objectives of 1911 Revolution and their relationship with modernisation</td>
<td>Raise tiered questions to provoke students to think.</td>
</tr>
<tr>
<td>2 mins</td>
<td><strong>Motivation</strong></td>
<td>• Show the front and back page of the Five Yuan banknote issued in China in 1935 to bring out the concept of the Minguo calendar &amp; Gregorian calendar.</td>
<td>The data in Form A and B show that students are interested in learning history by audio-visual approach (Appendix 1)</td>
</tr>
<tr>
<td>5 mins</td>
<td><strong>Discuss the significance of the 1911 Revolution: Founding of the Republic of China</strong></td>
<td>• Study the significance of the founding of the Republic of China from the calculation methods of the Minguo calendar and the Gregorian calendar.</td>
<td>Equalizer (Appendix 2) (From concrete to abstract)</td>
</tr>
</tbody>
</table>
| 15 mins | **Study the significance of the 1911 Revolution in modernization from the political developments of the Republic of China** | • Ask students to do worksheet on historical terms (Worksheet 1)  
  • Play the music video of "It's Hard to Tell Good from Bad" in historical context.  
  • Arrange two students in one group to discuss Worksheet (1) and have group presentation.  
  • Make a summary. | Worksheet 1 (historical terms) (Appendix 3)  
Differentiation of process: From individual work to Think-pair-share, teacher may understand students’ progress and their learning difficulties. |
| 10 mins | **Study the significance of the 1911 Revolution in modernization from the political developments of the Republic of China** | • Refer to Worksheet (1) and complete Worksheet (2) “Impact of the Founding of the Republic of China” | Worksheet (2) (Appendix 4)  
Results of “Form A” show that students need clear instructions. The charts can help students understand and analyse key points in class. (From structured to open) |
| 15 mins | **Students will explore political and social condition of the early Republic of China by taking different roles:**  
  i. Revolutionary  
  ii. Farmer  
  iii. Intellectual (who received new form of education or once studied abroad)  
  iv. Local Chinese elite (the first half of the 20th century) | RAFT Writing (Appendix 5)  
Differentiation of content: Differentiate the content according to students’ readiness in order to allow them to use empathy as historical skill to understand the situations at that time. The teacher may use jigsaw to form groups on need basis. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements/strategies of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 mins</td>
<td>Students share their views in different roles.</td>
<td>(From single facet to multiple facets)</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Peer assessment: Students in different roles respond to one another’s views.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 mins</td>
<td>Study the significance of the 1911 Revolution in modernization from the political developments of the Republic of China</td>
<td>Teacher’s summary: consolidate the knowledge acquired in this lesson (point out whether the objectives of the 1911 Revolution could have been achieved had much to do with the leadership and rationale of government which may also affect the pace of China towards modernisation).</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Home assignment: Examine the degree of China’s political modernisation in the early years of the Republic of China.</td>
<td>Short Writing: achievements, limitations and the degree of modernisation in political system</td>
<td>Tiered Assignments (Appendix 6) Differentiation in product: Differentiate the product according to students’ readiness.</td>
</tr>
<tr>
<td>After class</td>
<td>Extended activities</td>
<td>“The revolution has not yet succeeded. Comrades, you must carry on”</td>
<td>After-class extended activity: Worksheet (Appendix 7) Encourage more able students to conduct further study</td>
</tr>
</tbody>
</table>
Appendix 1

Data collected from Form A

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
<th>Q19</th>
<th>Q20</th>
<th>Q21</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

20 Students

Data collected from Form B

<table>
<thead>
<tr>
<th>Reading level R(1-3)</th>
<th>Writing level W(1-3)</th>
<th>Group(G)/Solo(S)</th>
<th>Interests</th>
<th>Visual(V)</th>
<th>Auditory(A)</th>
<th>Kinesthetic(K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 : 42%</td>
<td>W1 : 42%</td>
<td>G : 74%</td>
<td>Football : 5%</td>
<td>V : 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2 : 37%</td>
<td>W2 : 47%</td>
<td></td>
<td>Computer games : 11%</td>
<td>V/A : 58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R3 : 21%</td>
<td>W3 : 11%</td>
<td>S : 26%</td>
<td>Drawing : 5%</td>
<td>V/K : 16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading : 5%</td>
<td>V/A/K : 21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Others : 74%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking Skills C1(1-3)</th>
<th>Collaboration Skills C2(1-3)</th>
<th>Creativity C3(1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1-1 : 37%</td>
<td>C2-1 : 16%</td>
<td>C3-1 : 11%</td>
</tr>
<tr>
<td>C1-2 : 42%</td>
<td>C2-2 : 32%</td>
<td>C3-2 : 37%</td>
</tr>
<tr>
<td>C1-3 : 21%</td>
<td>C2-3 : 52%</td>
<td>C3-3 : 52%</td>
</tr>
</tbody>
</table>

Adapted from Carol Ann Tomlinson, Leading and Managing a Differentiated Classroom, ASCD, 2011. pp.156-157
Equalizer: A tool for differentiating process and product

Topic: Political and social development in early years of the Republic of China (S4)

Concrete
Understand the calculation methods of the Minguo calendar and the Gregorian calendar.

Abstract
Point out the significance of the founding of the Republic of China.

Structured
Fill out the chart to indicate if the objectives of the 1911 Revolution had been achieved.

Open
Evaluate the impact of the founding of the Republic of China.

Single Facet
Examine if the objectives of the 1911 Revolution had been achieved from the perspective of one role.

Multiple Facets
Examine if the objectives of the 1911 Revolution had been achieved from the perspective of different roles.

## Worksheet (1) Historical Terms

### Important people and events in the early Republic of China (1912-1917)

Name: __________________________ ( )
Class: __________________________

<table>
<thead>
<tr>
<th>People</th>
<th>Events</th>
<th>Favour (✓) Hinder (✗) the achievement of the objectives of 1911 Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuan Shikai</td>
<td>In 1912 Sun Yat-sen handed the provisional presidency to Yuan Shikai. In 1915 Yuan restored the monarchy and proclaimed himself “Hongxian emperor”.</td>
<td>✗</td>
</tr>
<tr>
<td>Assassination of Song Jiaoren</td>
<td>In 1912, Song Jiaoren, who was an important Kuomintang (KMT) leader, was assassinated.</td>
<td>✗</td>
</tr>
<tr>
<td>Provisional Constitution of the Republic of China</td>
<td>In 1912 the ‘Provisional Constitution of the Republic of China was promulgated with an aim to restraining the president’s power.</td>
<td>✓</td>
</tr>
<tr>
<td>Constitution of the Republic of China</td>
<td>In 1914 Yuan Shikai replaced the Provisional Constitution with the Constitution of the Republic of China. His term of office as president was extended.</td>
<td>✗</td>
</tr>
<tr>
<td>Twenty-one Demands</td>
<td>In 1915 Yuan Shikai accepted most of the Twenty-one Demands raised by Japan in return for Japan’s support for his restoration of monarchy.</td>
<td>✗</td>
</tr>
<tr>
<td>Zhang Xun</td>
<td>In 1917 General Zhang Xun reinstalled the last Qing emperor Puyi to the throne but failed. It was called the “Manchu Restoration”.</td>
<td>✗</td>
</tr>
<tr>
<td>Li Yuanhong</td>
<td>On 29 June 1916 restored the Provisional Constitution of the Republic of China as President.</td>
<td>✓</td>
</tr>
<tr>
<td>Duan Qirui</td>
<td>State Premier from 1916 to 1917.</td>
<td>✗</td>
</tr>
</tbody>
</table>
**Appendix 4**

**S4 History  Worksheet (2)**

*Impact of the Founding of the Republic of China*

Name: ____________________________ ( )  Class: __________________________

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**Favoured the achievement of objectives of the 1911 Revolution**

- Manzhu ____ monarchy ended and practiced Five races under one union
- Established ____ republican government, on its way to democracy
- Drafted ____ constitution to protect people’s ____ rights and ____ obligations

Yuan Shikai carried out ____ absolutism / monarchy which violated constitution and led to ____ warlordism ____ after his death.

Restoration of monarchy:
- E.g. ____ Yuan Shikai
- And ____ Zhang Xun
- ____ Beiyang ____ government and ____ Guangzhou ____ government existed at the same time.

Political dispute e.g. rivalry between ____ Li Yuanhong ____ and ____ Duan Qirui ____

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**Hindered the achievement of objectives of the 1911 Revolution**

1. Put an end to monarchy (absolutism) and set up a ____ republic.
2. Set up a ____ republican system.

1. Political situation was ____ unstable / chaotic.
2. ____ Divided ____ power, thus slowing down ____ the pace of modernisation.

---

Reflection: Summing up the above information, do you think the objectives of 1911 Revolution had been achieved? Please circle your answers.

- (a) Expelling the Tatar barbarians: Yes / No / Some
- (b) Reviving China: Yes / No / Some
- (c) Founding a republic: Yes / No / Some
- (d) Equalizing the land: Yes / No / Some
**RAFT Writing**

You may choose one role from the following table and complete the task by referring to the given information. Then present and conduct peer assessment.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Form</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual</td>
<td>The public</td>
<td>Pamphlet</td>
<td>Return happiness and freedom to me.</td>
</tr>
<tr>
<td>3. Former Tongmenghui member</td>
<td>Sun Yat-sen</td>
<td>Letter</td>
<td>Our ideals</td>
</tr>
<tr>
<td>4. Local Chinese elite</td>
<td>The public</td>
<td>Newspaper</td>
<td>What I heard and saw</td>
</tr>
</tbody>
</table>

**Appendix 5**

You may choose one role from the following table and complete the task by referring to the given information. Then present and conduct peer assessment.
Political and Social Situations of the Early Republic of China

Name: ____________________________ ( ) Class No.: ____________________________

Political and social situations of the early Republic of China in the eyes of Intellectuals who received new form of education

<table>
<thead>
<tr>
<th>Year: 1918</th>
<th>Place: Beijing, China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role: intellectual</td>
<td>Status: Refer to worksheet (1) and (2)</td>
</tr>
</tbody>
</table>

**Background**: Take the role of an intellectual (who received new form of education or studied abroad), try to publish a pamphlet... to express your views and feelings about the political situations of China between the founding year of the Republic of China and 1918. (Write in 100 words)

**Hints**: Your writing should be based on the historical knowledge in worksheet (1) and (2) and the following cartoon (published in 1918, Shanghai, China).

Are the Chinese still enjoying freedom and happiness?

1. Foreign debt
2. Government debt
3. Tariff & Money
4. Peasants
5. Internal tariff & Taxation
6. Salt tax
7. Soldiers recruitment & Stamp
8. People freedom
Political and Social Situations of the Early Republic of China

Social conditions of the early Republic of China in the eyes of farmers

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>Shaanxi Province, China</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>farmer</td>
<td>refer to worksheets (1) and (2)</td>
</tr>
</tbody>
</table>

Background: In China, farmers have always been obedient and more than content with adequate food and clothing. Few would turn to collective forces to protest unless failing to meet their basic needs. Before the 1911 Revolution, farmers were extremely exploited with their living conditions shown in the picture on the right. Was there any improvement in farmers’ living conditions by the early Republic of China? The following describes the living conditions of the farmers in Shaanxi Province:

Hints: You should use the historical knowledge in worksheet (1) and (2) and the sources below to design a poster in 30-50 words to express your views and feelings about the social conditions of China between the founding year of the Republic of China and 1918 to the Beiyang Government.

Peasants usually eat two meals of bread and salty vegetables every day. They can sometimes eat fried vegetables or a dish of chilli with mashed garlic in the afternoon. If they eat several meals of white noodles after collecting wheat, it is very luxurious.

Only the few richest people can eat white noodles until August and only a few families can eat one to two meals throughout the whole year… When there is famine, it is more difficult to suffer from hunger than any other disasters in the world. Once the wild vegetables and grasses appear on the ground, they are quickly cooked with their roots. Even the leaves are put into the pan… Hunger here lasts for a long time and no one wastes food...

Adapted from http://www.newweekly.com.cn/newsview.php?id=4323

Political and Social Situations of the Early Republic of China

Name: ________________________________ ( ) Class No.: ____________________

As a former member of Tongmenghui, examine whether the objectives of the 1911 Revolution had been achieved.

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>Beijing, China</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>former member of Tongmenghui</td>
<td>refer to worksheets (1) and (2)</td>
</tr>
</tbody>
</table>

**Background**: In 1905, you were strongly attracted to Sun Yat-Sen’s revolutionary ideals, so you decided to join Tongmenghui to overthrow the Manchu Dynasty. Now the situation has changed. As a former member of Tongmenghui, try to write a letter in 100 words to Dr. Sun Yat-Sen to express your views and feelings about the political situations of China between the founding year of the Republic of China and 1918.

**Hints**: Students should refer to the late Qing reform, the causes of the 1911 Revolution, and historical information given in Appendixes 1 and 2.

________________________________________

________________________________________

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________________________________________
### China after the revolution of 1911 in the eyes of local Chinese elite

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>China</td>
</tr>
</tbody>
</table>

#### Background
As a local Chinese elite, write a newspaper article in 100 words to express your views and feelings about China’s political situation in 1918.

#### Hints
Students refer to the historical knowledge in worksheet (1) and (2) as well as the history of Hong Kong (the part on politics) to do this task.
Examine the degree of political modernisation in China after the 1911 Revolution

First, it took the first step of political modernisation in China. Due to the end of monarchy,


As Sun Yat-sen considered achieving nationalism as his main task, he promised Yuan Shikai the presidency if he could make the Qing emperor abdicate.


What do you think the 1911 Revolution had contributed to the political modernisation of China? Write Two significant achievements in about 100 words.


What do you think is the greatest limitation that the 1911 Revolution has brought to the political modernisation in China? Write the limitation and examine the degree of political modernisation in about 100 words.


S4 History

Examine the degree of political modernisation in China after the 1911 Revolution

What do you think is the greatest limitation that the 1911 Revolution has brought to the political modernisation in China? Write the limitation and examine the degree of political modernisation in about 100 words.


As Sun Yat-sen considered achieving nationalism as his main task, he promised Yuan Shikai the presidency if he could make the Qing emperor abdicate.


What do you think is the greatest limitation that the 1911 Revolution has brought to the political modernisation in China? Write the limitation and examine the degree of political modernisation in about 100 words.


As Sun Yat-sen considered achieving nationalism as his main task, he promised Yuan Shikai the presidency if he could make the Qing emperor abdicate.
Extended Activity

After discussing if the objectives of 1911 Revolution have been achieved, you may further study information related to this topic. Try to search for the origin of “The revolution has not succeeded yet, we still have to work hard” and explain the historical background of this statement with what you have learnt in this lesson.