



Unit	Topic
China	<p>Conditioning the Masses for Mao Zedong's Cultural Revolution (Ten Theses)</p> <p><i>*The texts used for the lesson contain graphic details. Use your best judgment on whether to use these texts with your students.</i></p>

Lesson Plan

Aim

To evaluate Mao Zedong's strategy to secure communist ideology in China by analyzing the *Ten Theses* that helped incite the Cultural Revolution.

Rationale

The Cultural Revolution is widely known for its bloody massacres, instilling fear through terrorizing acts of brutality and heinous crimes unfathomable to anyone who has never experienced the inhumane persecution and severe anxiety that results from the implementation of communism. Dependent on the organization of the masses to carry out the “revolution,” Mao Zedong coerced the people of China to turn to violence as the necessary measure to secure communism, Mao’s reign, and extinguishing any trace of capitalism. Coercion requires the mind to internalize propaganda as absolute truths, which is exactly what Zhou Enlai did when he introduced the members of the Chinese Communist Party to Mao Zedong’s *Ten Theses* that instilled severe paranoia of capitalism and counterrevolutionary “elements” being in society, making them even more loyal to Mao. The ideas that incited the Cultural Revolution are just as important as the bloody revolution itself in that it could not have happened without the people who took on the responsibility of accusing and/or murdering others, including their family and friends. In Mao’s *Ten Theses* he repeatedly references the importance of education and influencing the minds of the future generations; the fragility of the mind was Mao’s ultimate advantage to creating a murderous utopia in which blood-soaked streets meant his success in infiltrating the minds of youth who would undoubtedly continue their crusade in his name and the name of communism. Students must learn about the origins of movements like the Cultural Revolution to prevent such tragedies from happening in the future.

Student Learning Objectives

Students will be able to evaluate the ideological influence that incited the Cultural Revolution by analyzing the *Ten Theses*.

Students will be able to identify aspects of paranoia that resulted from the *Ten Theses* by classifying text evidence into several categories.

Students will be able to draw conclusions about Mao Zedong’s strategy for securing communism by discussing critical thinking questions.



Civics Connection

- How have people in power affected political, social, and economic developments regarding the freedom and protection of their people?
- How does one contribute to an evolving political, social, or economic system individually and as a group?

*See the *Civics Connection Through Questioning* guide in *Civics* for more ideas.

Vocabulary

Communism	Mao Zedong	<i>Ten Theses</i>	Cultural Revolution	Kulak
Socialism	Zhou Enlai	paranoia	Capitalist	Commune

Materials and Resources

1. Text: "The Fourth Session of 27 June 1966" [includes the *Ten Theses on the Work in the Village*]
Source:

"Memorandum of Conversation, between the Delegation of the People's Republic of China, Led by Comrade Zhou Enlai, and the Leadership of the Party and Government of the People's Republic of Albania [Excerpts]," June, 1966, History and Public Policy Program Digital Archive, Central State Archive, Tirana, AQPPSH-MPKK-V. 1966, D. 13. Obtained by Ana Lalaj and translated by Enkel Daljani. <https://digitalarchive.wilsoncenter.org/document/117703>

2. Handout: "Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*"
Blank Student Copy

3. Teacher's Key: "Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*"

4. Handout: "Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*:
Critical Thinking Questions"

Procedure

Do Now:

What is the most effective way to spread, instill, and secure an ideology? Explain why.

Lesson:

The teacher will review background information with students on Mao Zedong and Zhou Enlai, and review key vocabulary terms. The teacher will read aloud and annotate the first ten pages of *The Fourth Session of 27 June 1966* (which includes the *Ten Theses on the Work in the Village*) with students to make sure they understand the meaning of each, but will be careful not to elaborate on the issues to allow students to discover them on their own. The teacher will explain the directions of the activity and model one example on the organizer "Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*." The teacher will have students record the four different categories of paranoia before beginning their own research.

Collaborative/Independent Work:

In groups of 4, students will complete the handout "Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*" to identify the aspects of society that Mao and Zhou Enlai instilled paranoia in the people of China. Students will list text evidence that supports the paranoia of capitalists/ism in education, agriculture and the distribution of wealth, family and friends, and one's own ambition/guilt. After compiling text evidence, students will explain how paranoia was used to build the support of the masses Mao deemed necessary for the continuation



of the Communist movement in China. Next, students will respond to the critical thinking questions on the handout provided.

Share:

Students will share their responses to the critical thinking questions including the summative question regarding paranoia. A discussion will be facilitated around the use of fear and its many forms to further secure the communist party's rule.

Close:

How do you define the Cultural Revolution as introduced by Zhou Enlai? How do you think Chinese society, and Chinese individuals, will change during this movement?

Modifications

- Each group may receive one master copy to record their answers if necessary for collaboration.
- Groups may receive a blank copy of the “paranoia” handout that requires them to fill out the domains they think have been impacted by paranoia. This blank template is provided.

Extension

Students may continue reading *The Fourth Session of 27 June 1966* and evaluate the strategies, successes, and failures of the international communist movement. Students should record the countries China is trying to influence, how they are influencing them, and their relationship with world leaders who differ in opinion on China's implementation of communism.

Notes

**Use discretion for activities according to what is appropriate for your class.*

****The texts used for the lesson contain graphic details. Use your best judgment on whether to use these texts with your students.***



Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*

Directions: In the *Ten Theses on the Work in the Village*, Zhou Enlai lists countless reasons for members of the Chinese Communist Party and loyal followers of Mao to be paranoid of capitalism threatening their survival. The aspects of society threatened include those that would fall victim to the murderous undertakings of the Cultural Revolution. In the chart below, list the text evidence from Zhou Enlai's speech that incites paranoia regarding a capitalist infiltration in the workings of communism.

Paranoia in...	Text Evidence	Explain the meaning of this text evidence in your own words



Paranoia in...	Text Evidence	Explain the meaning of this text evidence in your own words



Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village* -TEACHER'S KEY-

Directions: In the *Ten Theses on the Work in the Village*, Zhou Enlai lists countless reasons for members of the Chinese Communist Party and loyal followers of Mao to be paranoid of capitalism threatening their survival. The aspects of society threatened include those that would fall victim to the murderous undertakings of the Cultural Revolution. In the chart below, list the text evidence from Zhou Enlai's speech that incites paranoia regarding a capitalist infiltration in the workings of communism.

Paranoia in...	Text Evidence	Explain the meaning of this text evidence in your own words
Education	<p>"..[capitalists] could not but have influence on our cadres, because they and their children have a higher level of education than the others due to the fact that in the past they have had the means to go to school and to gain more knowledge than others." 22</p> <p>"...from the moment we opened our state university, we have not allowed the children of the bourgeoisie, of the landowners, and of the kulaks to attend school there." 23</p> <p>"Education cannot be completely separated from the past...in the universities the manners of the bourgeois education still have an influence even over the children of a working-class origin." 27</p> <p>"We can say that in the field of science and technology these scientists have done a service to their fatherland, and even to socialism, but there is no doubt that as far as their mentality goes, they are still bourgeois." 29</p> <p>"...that of the new and old intellectuals of the bourgeoisie who work in the sectors of culture, of science, of the press, the publishing, etc...as they exploit their so-called authority in the field of education, etc., and they draw themselves to other people as well. In this case, by teaching others through their pedagogy, they influence the</p>	



<p>Education (continued)</p>	<p>masses in the area of spirituality and mentality toward changing their point of view. They seek to change all, whether they have good origin or a bad origin. They are thus helping the birth of a new bourgeois element by preparing some people as their offspring or successors. Even in the academic, philosophical or scientific fields, they exploit their knowledge and use it to exert their influence, especially over the youth.” 43</p> <p>“Comrade Mao Zedong put forth the issue of preparing successors, or those who would continue the work on the construction of communism...[we] must also fight for the future, for the new generation, because the bourgeoisie also fights to make this generation their own.” 45</p> <p>“In the ten theses, which were published in 1963, we laid forth the necessity of popularizing philosophy, with the intention for it to become adopted masses...for the philosophy to come out of the narrow and limited frame of academia.” 56</p> <p>“The Great Cultural Revolution touches the people deeply in their souls. This is true class struggle in the ideological field. It is the widest, deepest, fiercest, most complicated, and longest class struggle.” 67</p> <p>“We must fight against old habits, the remnants of the past...these habits and old remnants continue to exist and influence even our best people. That is why we place a lot of importance on the issue of education of the people in a new style, the reformation of their conscience with the new life habits and mores and in a struggle against the old ones.” 69</p>	
<p>Family and Friends</p>	<p>“In the village there exist strong tribal, family and social circle relations, which lead to counterrevolutionary activities.”</p>	



Paranoia in...	Text Evidence	Explain the meaning of this text evidence in your own words
<p>Agriculture and the Distribution of Wealth</p>	<p>“...as elements of the right, cannot engage openly in activities by themselves, but they had surrounded themselves with people who, while not carrying the above epithet themselves listened to them and were acting in the rightists’ interest.” 18</p> <p>“...elements of the right stay behind the scenes and urge others to engage in activities to execute their plans...if they can find the right moment, they will engage in activities against you, and can even be able to sabotage your work.” 20</p> <p>“...counterrevolutionary elements who are still staying hidden, who still remain masked, but who engage in activities, such as murder, sabotage, burning of storage depots or houses, etc.” 37</p> <p>“...partake in the black market...one can also find rich peasants or generally merchants, capitalists, landowners, kulaks, etc.” 38</p> <p>“Degenerate elements have appeared in the managerial organs of the party and the state, which carry out policies which are foreign to the party. They do not strike against the elements mentioned above. Instead, they allow them to operate and engage in bad actions, in the process becoming themselves agents of these elements, i.e. the bourgeoisie.” 42</p>	
<p>One’s Own Ambition/Guilt</p>	<p>“...a few of those who are able to clock in a few extra days of work, and thus have higher incomes engage in speculative activities and create for themselves possibilities...” 39</p> <p>“Despite the fact that the people I mentioned earlier have been influenced by the others, be they bourgeois or not, despite the fact that they might be people of work ethic, despite the fact that they might be conscious or not, all of them are tainted by the bourgeois ideology and serve it.” 72</p>	



Mao Zedong and the Communist Party's *Ten Theses on the Work in the Village*

CRITICAL THINKING QUESTIONS

1. How was paranoia used to build the “support” of the masses Mao deemed necessary for the continuation of the Communist movement in China?

2. What is the foundation of the argument to create a socialist state?

3. In what ways does the *Ten Theses* use fear?



4. How would the *Ten Theses* bring about false accusations? How does one overcome a false accusation?

5. How does education affect all aspects of the growth of Mao's communist state, including its expansion and threat to its supremacy? (Include censorship in your description.)

6. Based on the *Ten Theses*, how does it encourage violence?

