

Title of Unit Plan: Democracy and Freedom of Speech at Tiananmen Square

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Unit Rationale:

This unit is one of several within a larger study of China. The focus of this unit is on the effects of communism on freedom of speech and democracy through the Tiananmen Square incident, using a selection from the book *The Forbidden City*. Along with looking at present day activists and the price they are willing to pay to try to achieve these freedoms. This will be done through both content and practice in close-reading, comparing texts and to conduct a short research project.

Focus Standards being Explicitly Taught and Assessed

Targeted Set of Standards:

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Speaking and Listening

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Other Standards

Reading

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Content Standards

Goal 4.4 Build an understanding of the evolution of democracy

6-9 WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian regimes.

Goal 5.1 Build and understanding of multiple perspectives and global interdependence.

6-9 WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflict about national interests, ethnicity and religion; competition for resources and territory; the absence of effective means to enforce international law.

6-9 WHC.5.1.3 Evaluate why peoples unite for political, economic and humanitarian reasons.

Measurable Objectives:

Content:

- To understand how the Chinese Communist Party's controls the information to the public.
- To compare the Goddess of Democracy and the Statue of Liberty and what they represent.
- To analyze the symbolism of the Goddess of Democracy.
- To be able to compare Human rights activists in China to others you have learned about this year (Nelson Mandela, Malala Yousafzai)

ICSS:

- To interact with a text multiple times and multiple purposes.
- To be able to closely read a text and respond to text-dependent questions.
- To be able to conduct a short research project comparing two human-rights activists.
- To be able to create a clear and coherent writing that is organized with a clear introduction, evidence (cited) and a reflective thought in the conclusion.
- To be able to produce a multimedia presentation using multiple apps to share your research findings.

Unit Enduring Understandings Addressed:

Students will understand the importance of having rights and freedoms and what life might be like without those rights and freedoms.

Unit Essential Questions Addressed

Overall Essential Question for the Unit: How does a government's perspective on freedom of speech influence people's lives?

Unit Essential Questions:

How do rumors influence people's decisions?

What do the Goddess of Democracy and the Statue of Liberty represent? Do they represent the same things?

How does the control of information and the lack of freedom of speech affect people's lives?

Texts/Resources Recommended

Text and Level of Complexity

- ***The Forbidden City*** by William Bell; Text Complexity: 820 Lexile; ATSO 6.3
I understand that this text is at a lower lexile level for 7th grade. I feel that the content information is at a high level and lends itself to the lower lexile to ensure my students' understanding.
- ***Decades After Tiananmen Square; China's Goddess of Democracy Speaks*** by Frank Warner; Text Complexity 1000 Lexile
- ***Goddess of Democracy in China: 'That day will come'*** by Frank Warner; Text Complexity: 860 Lexile
- ***Standoff at Tiananmen*** by Eddie Cheng; Text Complexity: 1220 Lexile
The purpose behind the leveled articles was to allow my students to successfully read independently. If the articles were something we were going to chunk and read together I would have stayed with a higher text complexity. However for the sake of time I decided to jigsaw and wanted my students to feel comfortable reading that article assigned to them.

Scaffolds/Supports for Texts:

Teacher reads to student, partner read, independently read, modeling thinking notes, modeling how to answer text-dependent questions.

Additional Materials Recommended

Writing Journal

Maps: Beijing, Tiananmen Square, Forbidden City

Images: PLA, Student Protestors, Goddess of Democracy and Statue of Liberty

Videos: CNN Student News January 23, CNN New Report

Articles: Liu Xiaoba, Nelson Mandela, Malala Yousafzai (the last two students research to find)

Key Vocabulary Terms: Content and Academic

Review: Demonstration, Rebellious, Propaganda, People's Liberation Army (PLA)

Explicitly Taught: Bad-Elements, Counter-Revolutionaries, Enemies of the State, Martial Law

Procedures

Time Frame Sequenced Activities, including evidence of text-dependent questioning

- **Frontloading:**

Because this unit is one of several within a larger unit a lot of frontloading has already taken place. The central text for this unit is the *Forbidden City* by William Bell. We have been reading the book together as class. Students have an understanding of communism and Mao Ze-Dong and the Cultural Revolution. Students understand the role of the character Lao Xu (as a government informant). They already know who Dang Xiao-Ping (Communist Leader) and Li Peng (China's Premier) are in the Chinese government. Students also have looked at maps of Beijing and Tiananmen Square.

- **Activity One**

Building Knowledge:

Purpose: To read a portion of *The Forbidden City* and understand how rumors, and propaganda affects a society.

Essential Question: How do rumors influence people's decisions?

*This activity will start with the following quick write and discussion: "I have complete freedom of speech" Is this a true statement, why or why not?

*As a class we will read and excerpt from *The Forbidden City* May 25-May 29 (86-93). This text will give them knowledge of the Chinese Communist government's power over the press and the people. I will also introduce the students to the determination of the student protestors as they go against the government and build the Goddess of Democracy.

- **Guided Practice:**

Purpose: To read a portion of *The Forbidden City* and understand how rumors, and propaganda affects a society.

Essential Question: How do rumors influence people's decisions?

* Copy of text will be projected for the class to see.

* Students will be told to circle words that they may not know. I will model this as I read.

*Model for the students how to find the answer to the first text-dependent question.

1. What does the word "hooligans" mean in the first paragraph? Use other words in the paragraph as clues. (**Teacher will model this question**)

*After students have completed the independent practice then we will go through a guided discussion using the text-dependent questions. **See independent practice section for text-dependent questions.**

- **Independent Practice:**

Purpose: To read a portion of *The Forbidden City* and understand how rumors, and propaganda affects a society.

Essential Question: How do rumors influence people's decisions?

*Students will answer the text-dependent questions. Students will write their response to the questions in their writing journals. They will be reminded to use evidence from the text in their answers.

*Before discussing the text-dependent questions students will share their answers with a partner. This will be done one question at a time. After each pair-share we will discuss as a class. Students are encouraged to add to their response after the pair-share.

***Text-Dependent Questions**

1. What does the word “hooligans” mean in the first paragraph? Use other words in the paragraph as clues. **(Teacher will model this question)**
2. Why was Lao Xu so upset by the use of the words “counter-revolutionaries”?
3. What does the Goddess of Democracy symbolize? Why was it put in that position?
4. Think about the phrase used on May 27th; “There is something going on here that’s a lot bigger than student demonstrations.” What is Eddie referring to?

Activity Two:

Building Knowledge:

Purpose: Students will read an article comparing the Goddess of Democracy and the Statue of Liberty.

Essential Question: What do the Goddess of Democracy and the Statue of Liberty represent? Do they represent the same things?

*This activity will start out with the following quick write and discussion: What does it mean to live in a democracy? (look like, feel like)

*Students will be put into jigsaw groups based on reading ability (for a purpose later on in the unit). Each group will be given an image of the Statue of Liberty and Goddess of Democracy. Students will create a T-Chart writing down the similarities and differences between the two statues. Based off of what they see in the images.

*Next students will be given an article (the articles have scaffolded Lexile levels) to read about the Goddess of Democracy and the Statue of Liberty. The first time through the article they will be looking for additional similarities and differences they can add to their T-Chart. They will also be circling words they do not know or understand.

**There are two different strategies that can be used to go over the words that the students did not know. The first way is to go from group to group and discuss their words. The other way could be done as a whole class. It just depends on the time that you have.

*Next students will be given the text-dependent questions for their article. They will re-read the article looking for the evidence to support the text-dependent questions.

Guided Practice:

Purpose: Students will read two articles comparing the Goddess of Democracy and the Statue of Liberty.

Essential Question: What do the Goddess of Democracy and the Statue of Liberty represent? Do they represent the same things?

*Students are in their jigsaw groups based on ability (at different Lexile levels). Teacher will model how to create “Thinking Notes” as you read an article. (Thinking Notes are a way for students to annotate along the side of an article. If my students are given multiple items to look for while reading I have them use more than one color.)

*After students have read the article looking for the answers to the text-dependent questions they will discuss with their group the answers they found. They will refer to

the text allowing time for students to add to their own thinking notes.

*Next students will be given a graphic organizer with questions. As a jigsaw group students will answer as many questions as they can based off of the article that they read.

*Students will then be put in new groups. These groups will consist of students that read each of the articles. They will share their information and students will fill out the rest of their graphic organizer.

* Finally we will come back as a class and discuss the information from the graphic organizer. This will also give students another opportunity to add information.

Independent Practice:

Purpose: Students will read two articles comparing the Goddess of Democracy and the Statue of Liberty.

Essential Question: What do the Goddess of Democracy and the Statue of Liberty represent? Do they represent the same things?

*Students will independently read their article making “Thinking Notes” in the margin as they read. Each article will have its own close reading activity. Students will use two different colors of pens as they read and complete the close reading activity.

*Finally students will be given an essay organizer. Students will take the information from their article, plus the information from the graphic organizer to answer the essential question.

Activity Three:

Building Knowledge:

Purpose: To look at the control of information by the Chinese Communist government.

Essential Question: How does the control of information and the lack of freedom of speech affect people’s lives?

*This lesson will take a look at what information is controlled or kept from the people of China. This lesson will also inform the students that the people of China are not guaranteed freedom of speech and outspoken critics are sometimes sent to prison for saying or writing opinions that don’t agree with those of the government. This will be done through the discussion of the passages we read along with looking at a current example in China.

Guided Practice:

Purpose: To look at the control of information by the Chinese government.

Essential Question: How does the control of information and the lack of freedom of speech affect people’s lives?

*As a class we will watch the January 23, 2014 episode of CNN Student News two times. The first time students will just watch the video. After the video I will ask the students; Does China have freedom of the press? I will then hand out the transcript of the video. We will watch the video as a class with the students following along on the transcript to find the evidence in the text to support their answer. This will be followed with a class discussion.

***After an independent activity**, the class will come back together to take a look at the activist and Nobel Peace Prize Winner, Liu Xiaobo. As a class we will read we will read

facts about Liu Xiaobo from the Nobel Prize website.

Independent Practice:

Purpose: To look at the control of information by the Chinese government.

Essential Question: How does the control of information and the lack of freedom of speech affect people's lives?

*Students will independently closely read and answer text-dependent questions the article *Activist: China Trying to Silence Critics* by Tom Evans, CNN.

*Students will be introduced to the activist and Nobel Peace Prize Winner, Liu Xiaobo.

(This will be done together as a class.)

*After the introducing Xiaobo, the students will read independently a biography of his life. They will use a graphic organizer with text-dependent questions to gain a deeper understanding of who Xiaobo is.

- **Student Groupings**

*Students will be put into groups for the jigsaw in Activity 2. The groups will be made up based on ability that were arranged by me a head of time.

*Students will also be put into groups to share the information from their article. These groups will have at least one person from each jigsaw group.

*In the final Assessment students will work with a partner for the first part. The partner will be assigned by the teacher.

Differentiation (based on principles of UDL):

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

Selection from *The Forbidden City* by William Bell, Photos of the Goddess of Democracy and Statue of Liberty, articles from the internet, video clips from CNN

Multiple Modes of Expression:

Quick writes, pair-share, class discussion, essay outline, choice of final project (Explain Everything, iMovie, Nearpod, Haiku Deck, Prezi, Comic Maker)

Multiple Means of Engagement: The articles have differentiated text-complexity in the jigsaw activity. The use of Liu Xiaobo (current event) to tie in real life events.

Assessments

Formative:

- Quick writes in writing journal
 - Activity One:** "I have complete freedom of speech." Do you feel this statement is true? Why or why not?
 - Activity Two:** What does it mean to live in a democracy? (Looks like, feels like)
 - Activity Three:** If the Goddess of Democracy could speak, what would she say? To the people of China and to the Chinese Communist Government. (This quick write was completed at the beginning of the class after activity two was completed. It was not used as an intro to activity three.)
- Answers to text-dependent questions
- Goddess of Democracy/Statue of Liberty Comparison

Summative:

Throughout the year we have been looking at people who have made a difference in their country. For example: Nelson Mandela, South Africa; Malala Yousafzai, Pakistan. Students will be asked to choose one person from past units and research the impact they have made on their country and compare them to Liu Xiaobo. Students will use graphic organizers to arrange their thoughts. Students will then take their graphic organizers and create a presentation using an app of their choice (Explain Everything, iMovie Trailer, Nearpod, Hakiu Deck, Prezi or Comic Maker).

Rubric/Scoring Guide:**Writing Rubric:****Goddess of Democracy Statue of Liberty Comparison**

(Modified from the Grades 6-12 Explanatory CCSS Writing Rubric)

Student Name: _____

CATEGORY	4	3	2	1
Statement of Purpose/Focus	<p>The response is fully sustained and consistently and purposefully focused:</p> <p>*Main idea is focused, clearly stated and strongly maintained.</p>	<p>The response is adequately sustained and generally focused:</p> <p>*Focus is clear and mostly maintained, some loosely related material may be present.</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <p>*May be clearly focused on the main idea, but is insufficiently sustained.</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <p>*May be brief</p> <p>*May have a minor drift</p> <p>*focus may be confusing.</p>

Organization	<p>The response has a clear and effective organizational structure creating completeness:</p> <ul style="list-style-type: none"> *Use of a variety of transitional strategies. *Logical progression of ideas from beginning to end. *Effective introduction and conclusion for audience and purpose. *Strong connections among ideas, with some syntactic variety. 	<p>The response has an evident organizational structure and a sense of completeness, there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> *Adequate use of transitional strategies with some variety. *adequate progression of ideas from beginning to end. *Adequate introduction and conclusion. *Adequate, if slightly inconsistent, connection among ideas. 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> *Inconsistent use of transitional strategies with little variety. *Uneven progression of ideas from beginning to end. *Conclusion and introduction, if present, are weak. *Weak connection among ideas. 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> *Few or no transitional strategies are evident. * Frequent extraneous ideas may intrude.
Elaboration of Evidence	<p>The response provides thorough and convincing support/evidence for the main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> *Use of evidence from sources is smoothly integrated. *Effective use of a variety of elaborative techniques. 	<p>The response provides adequate support/evidence for the main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> *Some evidence from sources is integrated, through citations may be general or imprecise. *Adequate use of some elaborative techniques. 	<p>The response provides uneven, support/evidence for the main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> *Evidence from sources is weakly integrated, and citations if present, are uneven. *Weak or uneven use of elaborative techniques. 	<p>The response provides minimal support/evidence for the main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> *Use of evidence from the source material is minimal, absent, in error, or irrelevant.
Language and Vocabulary	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> *Use of academic and domain-specific vocabulary is clearly and appropriate for the audience and purpose. 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> *Use of domain-specific vocabulary is generally appropriate for the audience and purpose. 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> *Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose. 	<p>The response expression of ideas is vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> *Uses limited language or domain-specific vocabulary. *May have little sense of audience and purpose.

Final Product Rubric:

CATEGORY	4	3	2	1
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Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Use of the App	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.

Text-Dependent Questions and Close Reading Activities

Activity One:

Text-Dependent Questions for *The Forbidden City* by William Bell; Text Complexity: 820 Lexile

1. What does the word "hooligans" mean in the first paragraph? Use other words in the paragraph as clues. **(Teacher will model this question)**
2. Why was Lao Xu so upset by the use of the words "counter-revolutionaries"?
3. What does the Goddess of Democracy symbolize? Why was it put in that position?
4. Think about the phrase used on May 27th; "There is something going on here that's a lot bigger than student demonstrations." What is Eddie referring to?

Activity Two:

Jigsaw scaffold close reading

Decades After Tiananmen Square; China's Goddess of Democracy Speaks by Frank Warner; Text Complexity 1000 Lexile (Close Reading and Text-Dependent Question)

- Use two different colors
- One color to write facts about the Statue of Liberty
- One color to write facts about the Goddess of Democracy
- At the end of the reading answer: What do each of the statues represent?

Goddess of Democracy in China: 'That day will come' by Frank Warner; Text Complexity: 860 Lexile (Text-Dependent Questions)

- The title of the article has the phrase "That Day Will Come." What is the author referring to?
- What does the author say that the Goddess of Democracy announced to the "whole world"?
- In the fourth paragraph the word "sully" is used. What does sully mean?

Standoff at Tiananmen by Eddie Cheng; Text Complexity: 1220 Lexile

Close Reading/ Thinking Notes

- Use two different colors.
- The first color in the margin write how the statue took shape.
- The second color is for evidence that shows how the statue got to the square and information about the building of the statue.

Text-Dependent Questions

- Who was asked to create the Goddess of Democracy?
- Why was the suggestion of creating a replica of the Statue of Liberty rejected?
- If they knew it was dangerous to transport the statue; why did they announce their route?
- What is symbolic about the placement of the Goddess of Democracy?

Map of Beijing, China



Map of Tiananmen Square



Forbidden City by William Bell

Excerpt: pages 86-93

May 25

Today Beijing Radio broadcast a report on yesterday's big demonstration. Lao Xu translated for us and I taped his translation. The report was telling about the demonstration as if only a few thousand people had been involved. It didn't say that workers from the factories took part, or ordinary citizens. It gave the impression that the demonstrators were all rebellious students and "bad elements" and "hooligans."

I was laughing at those 1930's gangster-movie terms when I noticed Lao Xu's face go pale. His mouth dropped open and he stopped translating.

He just stared at the screen for a moment, when he whispered, "No, no."

Dad noticed before Eddie did. "What's the matter, Lao Xu?"

Lao Xu gulped and said so low I could barely hear him over the voice on the TV. "The government has said that the student demonstrators are counter-revolutionaries!"

"My god," Eddie gasped. "My god. Now they're really in for it."

Dad looked as confused as I felt. But he and I had been in China long enough to know that propaganda labels mean a lot. "What does that mean exactly?"

"It mean," Lao Xu answered, "that the student demonstrators are enemies of the state. It means that if they are arrested they can be shot."

"What?" I shouted. "Enemies? Shot? That's dumb! They haven't done anything wrong! They're just trying to improve things!"

Dad chimed in, "But all the demonstrations have been remarkably peaceful, Lao Xu."

Lao Xu suddenly looked tired. "I know, Ted. But none of that matters now. If the students don't leave the square...."

Eddie was already banging away on the computer. He talked while he typed, his hands a blur. "They'd better leave," he said.

"They'd better. Ted, get the fax ready, will you?"

May 26

Rumors, rumors, rumors.

It's hard to sort out all the rumors. One says that Den Xiao-ping is seriously ill and the Chinese embassies around the world have been notified to expect an announcement of his death. Another says he's already dead and the power struggle to replace him has started and the hard-line conservatives, headed by Li Peng, are in control. Another says he's healthy and is hiding in Sichuan, his native province to keep distant from the turmoil so he doesn't get his hands dirty if something bad happens.

Two rumors are solid. One, the army has Beijing surrounded. Soldiers have been moving into the area again since martial law was declared six days ago. I got out my map of the city and showed Dad and Eddie where soldiers would probably be massed. One place would be the main railway station on East Qian Men Street, not too far from Tiananmen Square. Another would be the Wu Lu railway station to the west of the city. I figured this because, in China there isn't a big network of highways like there is in North American cities, so the main way to move people and produce and stuff is the trains. They'd probably use military airports, too, but they were too far away to be on my map.

I hopped on my bike and checked out the main railway station myself. I came at it from the south and scanned the huge network of rails with binoculars. Sure enough, there were dozens and dozens of railway cars resting on the sidings with thousands of soldiers sitting outside cooking noodles on open fires, washing clothes in little wash basins, doing what all soldiers have to know how to do—wait. It was awesome. I almost wished I could be one of them. Then I remembered Lan and Hong and why the army was in Beijing. The Wu Lu station was too far away to reconnoiter, but I was pretty sure there would be the same scene there. Eddie and Lao Xu went down to the square to see how the students were responding to the news. The demonstrators were shocked that the government had said they were counter-revolutionaries. There were lots

of meetings going on to decide what to do.

“A couple of thousand students have vowed not to leave the square until the government reforms itself,” Eddie told us, “but a lot of the students – maybe most – have already left. Who can blame them?”

May 27

Things were pretty quiet today. We heard more rumors that tanks and armored personnel carriers have massed on the outskirts of the city but, as Eddie says in his newspaper-ese, we haven’t been able to confirm these reports.

As soon as he said that, though he added, “There’s something going on here that’s a lot bigger than student demonstration.”

How come the heavy-duty hardware? When I saw the PLA on the twenty-third they weren’t even armed. Tanks? Armored personnel carriers? Seems pretty demented to me.

May 28

Something’s up.

Students are beginning to come back to the square. Not in demonstrations or parades, but in trickles, and from all directions. Dad and I were down there this afternoon. Dad wanted to get some shots of the square after the students- most of them, that is – had left. We expected to find a desolate and messy expanse of concrete. But we didn’t. It soon became clear that a lot of students had come back. They’re still coming. What’s going on?

The rumors about the heavy-duty hardware have been confirmed.

May 29

The square is packed with humans again. It’s pretty tense down there. Everyone is wondering what will happen next.

This afternoon a bunch of those three-wheeled bicycle transports with the platforms in back arrived, inching through the crowds, with huge white objects on them.

This evening, after dark, we all went down to the square again. The white things had been fitted together to make a statue. It’s a tall white figure of a woman, much like the Statue of Liberty in the States, only she’s using two hands instead of one to hold up the torch. Lao Xu says the students are calling her the Goddess of Democracy.

What’s really interesting is where they put her. She’s standing in front of the Gate of Heavenly Peace, where Mao Ze-dong declared the founding of the People’s Republic of China in October 1949 and where his big picture hangs now.

And she’s staring at the picture of Mao right in the face.

Decades after Tiananmen Square, China’s Goddess of Democracy speaks

Frank Warner



When Chinese art students designed the Goddess of Democracy for Tiananmen Square back in 1989, they said they wanted her to look different from the Statue of Liberty. They wanted the statue to represent China, not America.

France presented the Statue of Liberty to the United States in 1886 to recognize America's place as a beacon of freedom to the world. One hundred and three years later, obviously, even the Chinese didn't see China as a champion of liberty. Their Goddess had to say something else.

In New York Harbor, the Statue of Liberty looks to the east, her right hand holding the torch of enlightenment high over her head. The flame is far from her eyes, and yet she knows what she carries -- freedom -- and she's telling the world of its protective, creative and healing power. She is stepping ahead, crushing shackles in her path.

In tyranny's face. In Tiananmen Square, the Goddess of Democracy faced north. She clasped her torch in two hands, not one. She held it out slightly forward, just above eye level and to her right. Her eyes looked ahead, the flame not far from her line of vision. Like the Statue of Liberty, the Goddess stepped forward. In Beijing, perhaps accidentally, the Goddess of Democracy faced the traditional photograph of Mao Zedong on the Tiananmen Gate. It was as if freedom were confronting the tyrant. The Goddess held out the light of liberty as if to say, "Behold what we have been denied these many centuries."

The Statue of Liberty celebrates the freedom the United States already has. The Goddess of Democracy celebrated freedom only as an ideal, a right yet to be claimed.

A lasting message. Today, the Goddess of Democracy has been gone from Tiananmen Square exactly 21 years. Yet the symbol represents the same ideal. All over the world, replicas of the original statue honor China's most courageous democrats of June 4, 1989.

When she returns in grand form to a permanent place in Beijing, the Goddess of Democracy will say something different from what she said in 1989.

Towering above the Tiananmen Gate, that future Goddess will say, "We have our freedom at last, and we will never let it out of our sight. Until the end of time, each one of us will hold on to our liberty with both hands."

Frank Warner

http://frankwarner.typepad.com/free_frank_warner/2010/06/decades-after-tiananmen-square-the-goddess-of-democracy-speaks.html

Goddess of Democracy in China: 'That day will come' (Tiananmen Square plus 20 years)



Twenty years ago today, Chinese art students in Beijing began to erect a 33-foot-tall statue in Tiananmen Square. On May 30, 1989, it was unveiled at great risk for the world to see.

The Chinese artists who built the Goddess of Democracy or sponsored its sculptors wrote this on a banner nearby:

“At this grim moment, what we need most is to remain calm and united in a single purpose. We need a powerful cementing force to strengthen our resolve: That is the Goddess of Democracy. Democracy ... You are the symbol of every student in the Square, of the hearts of millions of people. ...

“Today, here in the People’s Square, the people’s Goddess stands tall and announces to the whole world: A consciousness of democracy has awakened among the Chinese people! The new era has begun! ... The statue of the Goddess of Democracy is made of plaster, and of course cannot stand here forever. But as the symbol of the people’s hearts, she is divine and inviolate. Let those who would sully her beware: the people will not permit this! ...

“On the day when real democracy and freedom come to China, we must erect another Goddess of Democracy here in the Square, monumental, towering, and permanent. We have strong faith that that day will come at last. We have still another hope: Chinese people, arise! Erect the statue of the Goddess of Democracy in your millions of hearts! Long live the people! Long live freedom! Long live democracy!”

Deadly oppression. On June 4, 1989, the Chinese Communist Party’s “People’s Liberation Army,” a fighting force dedicated to preventing the people’s liberation, sent in tanks that [toppled the Goddess of Democracy](#). That army also arrested, beat and killed students whose only crime was that they yearned to breathe free. In China today, the right to freedom remains inalienable, but it also remains denied. Someday, the Chinese people will live in a democracy that allows them the liberty to choose their own way. “That day will come at last.”

Frank Warner

http://frankwarner.typepad.com/free_frank_warner/2009/05/goddess-of-democracy-that-day-will-come-to-china-1.html

Standoff At Tiananmen

How Chinese Students Shocked the World with a Magnificent Movement for Democracy and Liberty that Ended in the Tragic Tiananmen Massacre in 1989. Relive the history with this blog and my book, "Standoff at Tiananmen", a narrative history of the movement.

Monday, May 30, 2011

Document of 1989: The Making of Goddess of Democracy



On May 30, 1989, the statue Goddess of Democracy was erected at Tiananmen Square and became one of the lasting symbols of the 1989 student movement. The following is a re-telling of the making of that statue, originally published in the book *Children of Dragon*, by a sculptor named Cao Xinyuan:

Nothing excites a sculptor as much as seeing a work of her own creation take shape. But although I was watching the creation of a sculpture that I had had no part in making, I nevertheless felt the same excitement. It was the "Goddess of Democracy" statue that stood for five days in Tiananmen Square.

Until last year I was a graduate student at the Central Academy of Fine Arts in Beijing, where the sculpture was made. I was living there when these events took place.

Students and faculty of the Central Academy of Fine Arts, which is located only a short distance from Tiananmen Square, had from the beginning been actively involved in the demonstrations. When the movement wanted to honor the recently deceased Hu Yaobang, the students painted a huge oil portrait of him and propped it against the Monument of People's Heroes in the square. On May 27, a representative of the Beijing Autonomous Student Union came to the Central Academy to ask them to produce another large-scale work of art, this time a statue, and that it be completed in time for the great demonstration planned for the thirtieth. The Student Union, which gave 8,000 yuan for materials and expenses, suggested that the sculpture be a replica of the Statue of Liberty, like the one that had been carried by demonstrators in Shanghai two days earlier. But the Central Academy sculpture students rejected that idea, both because it might be taken as too openly pro-American and because copying an existing work was contrary to their principles as creative artists. What was needed, they felt, was a new, specifically Chinese symbol. But they faced a problem: how could an original, major sculpture be finished in three days, even if they worked through the nights?

Their solution was ingenious, and explains some features of the sculpture as it took shape: its slightly off-balance look and its posture with two hands raised to hold up its torch. The students, with the strong academic training that young artists receive in China, chose a thoroughly academic approach to their problem: they decided to adapt to their purpose a studio practice work that one of them had already made, a foot-and-a-half clay sculpture of a nude man grasping a pole with two raised hands and leaning his weight on it. It had been done originally as a demonstration of how the musculature and distribution of weight are affected when the center of gravity is shifted outside of the body. This was the unlikely beginning from which the Goddess of Liberty and Democracy was to grow. The students cut off the lower part of the pole and added a flame at the top to turn it into a torch; they repositioned the body into a more upright position; they changed the man's face to that of a woman, added breasts, and finally draped the whole figure in a robe. This transformed model was the basis for the thirty-seven-foot-high statue. It was first cut into four horizontal sections, and teams of young sculptors constructed the corresponding parts of the huge work, which would be assembled on the square. The main material was foam plastic, large pieces of it carved and held together by wire, with plaster added to the surface to join the pieces more strongly and to allow finer modeling. The four sections were fairly light, each needing only five or six students to lift.

The students had intended to bring the statue in in one of the academy's trucks. But the Security Bureau sent word that any driver daring to take them would lose his license. In the end, the students hired six Beijing carts, a bicycle in front and a flat cart with two wheels behind; four of these carried the sections of the statue, the other two carried the tools and materials.

The route had been announced: turn left out of the academy, then westward to the Donghuamen, the east gate of the Forbidden City, around the road between the wall and the moat to the square. Our announcement was made to deceive the police, in case they were waiting to stop us. In fact, we turned right out of the academy and followed the shorter route, down Wangfujing, right along Changan Avenue, past the Beijing Hotel.

The site on the square where the statue was to be erected had been carefully chosen. It was on a great axis, heavy

with both cosmological and political symbolism, extending from the main entrance of the Forbidden City, with the huge portrait of Mao Zedong over it; through the Monument to the People's Heroes, which had become the command headquarters of the student movement. The statue was to be set up just across Changan Avenue from Mao so that it would confront him face-to-face. When we arrived around 10:30 at night, a huge crowd, perhaps 50,000 people, had gathered around the tall scaffolding of iron poles that had already been erected to support the statue. The parts were placed one on another, attached to this iron frame; plaster was poured into the hollow core, vertical poles extended from the ground up through the center to hold it upright. The exposed iron supports were then cut away, leaving the statue freestanding. It stood on a base also made of rods, about six feet in height, which was later covered with cloth. The statue was made so that once assembled it could not be taken apart again but would have to be destroyed all at once.

The work continued through the night. A circle of students joined hands around the statue so that those working on it would be undisturbed. By noon of May 30, it was ready for the unveiling ceremony, for which many people had waited all night. Actually, only the face was "veiled" by two pieces of cloth, bright blue and red -- the students never collected enough cloth to cover the whole figure.

The ceremony was simple and very moving. A statement had been prepared about the meaning of the statue and was read by a woman, probably a student at the Broadcasting Academy, who had a good Mandarin accent. "We have made this statue," the statement said, "as a memorial to democracy, and to express our respect for the hunger-strikers, for the students who have stayed in the square so many days, and for all others involved in the movement." Two Beijing residents, a woman and a man, had been chosen at random from the crowd and invited into the circle to pull the strings that would "unveil" the sculpture. When the cloths fell, the crowd burst into cheers, there were shouts of "Long live democracy!" and other slogans, and some began to sing the "Internationale." A musical performance was given by students from the Central Academy of Music: choral rendition of the "Hymn to Joy" from Beethoven's Ninth Symphony, another foreign song and one Chinese, and finally the "Internationale" again.

That night there were strong winds and rain. We rushed to the square in the morning to see if the statue had been damaged. But it had endured this first serious test without harm. We took this as a good omen...

<http://www.standoffattiananmen.com/2011/05/document-of-1989-making-of-goddess-of.html>

Goddess of Democracy, Statue of Liberty

Statue of Liberty Facts Democracy	Goddess of	Statue of Liberty Democracy Represents	Goddess of	Purpose and Goal of Goddess of Democracy
How the Goddess of Democracy Came To Be		Transportation and building of the Goddess of Democracy	Symbolic Placement of Placement Statue of Liberty of Democracy	Symbolic of Goddess

What do the Goddess of Democracy and the Statue of Liberty

represent?

This is an essay outline. The responses in each section need to be in proper paragraph form.

Introduction: _____

Statue of Liberty: _____

Goddess of Democracy: _____

Conclusion: _____

AZUZ: Moving across the world now to China. It's a communist country, which means the government officially has control over politics and the economy. China's constitution says citizens enjoy freedom of the press, but it also says that the state, the country suppresses activities that endanger state security. What that means is that if China's government sees something as the threat, in the media or on the Internet, it can and often will censor it. One example, a trial has started for a Chinese activist. He's accused of organizing protests against government corruption. The government wants to control what is said about the trial, and it's cracking down on international media whose reports may not be in line with the message that the Chinese government wants to send.

(BEGIN VIDEOTAPE)

DAVID MCKENZIE, CNN CORRESPONDENT: So, we are heading towards a court in Beijing, where prominent activists goes on trial today.

UNIDENTIFIED FEMALE: Please wait a moment. Please. Please.

MCKENZIE: Why? This is a public space. There is no need to shut at me.

UNIDENTIFIED FEMALE (speaking Chinese)

MCKENZIE: So, the court is just behind us. The name of the activist is Xu Zhiyong, and the reason he is in trial is because he had a gathering of people several times, and was one of the founders of the new citizens' movement. That is why there are all these police surrounding me here. We are going to go try look at the entrance of the court, which is just here.

UNIDENTIFIED MALE: (inaudible)

MCKENZIE: Sorry, you can't stop me. It's a public .

(voice over): Soon, the situation violently escalated. Police and plain-clothed men targeting us, taking away our phones and I.D. and breaking the camera.

(on camera): You can't physically. They are physically manhandling us. They are physically manhandling me.

This is a public space, I'm allowed to report. I'm allowed to report.

We are reporters. We are reporting in the public space.

MCKENZIE: Au!

Hey, hey, hey, hey. Do not physically manhandle .

UNIDENTIFIED MALE (speaking Chinese)

MCKENZIE (voice over): Other international journalists were roughed up during the trial. One policeman told me they were following orders. They've moved us from the van into a police car.

A government spokesman said they will investigate the incident, but that without law and order there will be "chaos" in China.

(on camera): The police and the plain-clothed guys drove us to the street corner several blocks away from the court, and then just dumped us on the side of the street. We would be shooting this with our camera, but they entirely tore off the front section of the viewfinder, so Charlie can't use it - that all. This really shows how much China wants to manage the message, but in doing so, the irony is, they betray some of the strong arm tactics they use against journalists, including, and it's obviously it's often far worse for Chinese nationals. David McKenzie, CNN Beijing.

<http://www.cnn.com/2014/01/22/studentnews/sn-curriculum-thu/index.html>

Liu Xiaobo biography

Published on Thursday 28 October 2010.

Who is Liu Xiaobo? French sinologist Jean-Philippe Béja, a specialist in Liu's work and the Chinese pro-democracy movement, has written a short biography of the winner of the 2010 Nobel Peace Prize.

On 8 October, the Nobel Peace Prize was awarded for the first time to a Chinese citizen living in China, even if he is serving an 11-year jail sentence in Jinzhou prison in the northeastern province of Liaoning. On learning the news, Liu Xiaobo said: "I dedicate this prize to the lost souls of June 4th." He was referring to the date of the 1989 Tiananmen Square massacre

Liu knows the northeast well. He was born in the city of Changchun on 28 December 1955 and went to university there in 1977 after a visit to Inner Mongolia, two years in the countryside in Jilin and a stint with a construction company in Changchun. It was his generation's standard itinerary. After getting a bachelor's degree in literature, he was admitted to Beijing Normal University in 1982 to do a master's degree. It was while studying for a PhD that he became known for an article he wrote criticising China's "new wave" writers for not cutting the umbilical cord with the authorities. In the speech that made him famous in 1986, he accused the post-Mao cultural establishment of being obsessed with winning Nobel prizes!

An heir of the May fourth movement and deliberately provocative, Liu practiced a Nietzschean cult of the individual and took little interest in politics. He had not participated in the 1978-79 Beijing Spring, although he belonged to that generation. The auditorium was packed when he defended his thesis. People were flocking to his lectures at the time and his popularity drew the attention of foreign sinologists. He was invited to Norway (already!) and was a guest professor at Columbia University when the pro-democracy movement erupted in the spring of 1989.

While many intellectuals in China were seeking ways to go abroad in case things turned bad, Liu rushed back in order to get involved in the movement. By mid-May, he was spending most of his time alongside the students in Tiananmen Square. He did not hesitate to criticize their behaviour but they did not hold it against him and continued to discuss things with him. On 2 June 1989, when the rumours of an army intervention were getting more insistent, Liu and three of his comrades began a hunger strike against the imminent crackdown. On the night of the massacre, he convinced the students of the need to negotiate a peaceful evacuation of the square with the army. Liu was the one who took charge of the negotiation, thereby preventing even greater bloodshed.

He took refuge in the Australian embassy but could not bear to remain in a safe place while citizens and students who had taken part in the movement were being hunted down, arrested and executed. He was arrested while cycling in Beijing on 8 June and spent the next 20 months in Qincheng prison, dubbed the "20th century Bastille" by Wei Jingsheng. It was a different Liu who left the prison: "My eyes were opened by 4 June and the death of the martyrs and now, every time I open my mouth, I ask myself if I am worthy of them." The courage of those citizens and the determination of the students had moved him deeply, and since then he has never stopped fighting for the authorities to acknowledge the massacre.

The young Nietzschean provocateur was no more. From 1991 onwards, Liu devoted himself solely to the defence of fundamental rights. Joining the disparate pro-democracy movement, he launched petition upon petition in defence of those who founded independent unions, those who dared to criticize the authorities and those who stood up to the modern day Leviathan, as well as petitions calling for justice for the victims of the 4 June massacre, obviously.

In the course of this struggle, he met Ding Zilin and the Tiananmen Mothers, who were also fighting for the government to acknowledge the massacre. He also fought alongside Bao Zunxin, the cofounder of the Autonomous Association of Beijing Intellectuals, who was fired from the Academy of Social Sciences when he left prison, and joined the opposition. Together they wrote articles and launched petitions.

His activities resulted in his being placed under house arrest for nine months in 1995. The next year, veteran dissident Wang Xizhe asked him to co-sign a petition calling for a new period of cooperation between the Kuomintang and the Communist Party. "I was not really convinced but I had (and still have) a lot of respect for Wang Xizhe so I signed." Wang, who lived in Guangzhou, secretly went to Hong Kong after signing, while Liu received a visit from the police. On 8 October 1996, he was sentenced to three years of reeducation through labour. As soon as he was released, he resumed his activities within the movement and launched new petitions. Even if the petitions were not accessible in China, he thought it was necessary to demand respect for one's rights.

The post-4 June Liu Xiaobo is convinced that submitting to despotism is unacceptable. As he has often written, the regime is no longer as violent as it was in Mao Zedong's time and resisting its lies is no longer so risky. Like Vaclav Havel, he affirms his intention to live the truth. He refuses to write his political articles under a pseudonym, even if that prevents them from being published in China. He refuses to tone down his criticism in order to be published. In short, he rejects any form of compromise with the government and stands by his principles.

This does not prevent him from recognising the progress achieved in China, and not just in the economic realm. He is convinced that by resisting, by pressing for their rights to be respected, China's citizens are forcing the Party to retreat. He hails the progress that has been made by Chinese society (minjian) even if it does not concern him as someone who has lived under political police surveillance ever since leaving prison in 1991.

As well as the political columns he writes for the Hong Kong press or posts on the Internet (which he calls "God's gift to China"), Liu has taken part in all sorts of initiatives aimed at achieving political reform. The latest was Charter 08, a manifesto inspired by Czechoslovakia's Charter 77. It calls for real democracy in China, with separation of powers, an end to the one-party rule and the creation of a federation so that the ethnic minorities rights are protected. He was not its main author but he made a major contribution to its dissemination as he is able to serve as a bridge between the different generations and different groups of dissidents.

He is appreciated as much by old guard Party members loyal to Hu Yaobang as by Democracy Wall activists. A protagonist of the 1989 movement, he enjoys the esteem of that era's students. His commitment to the defence of civil rights has won him the support of that movement's activists. This was seen on the day of his trial, when dozens of petitioners turned up in a show of solidarity.

Liu does not act like a hero. He is a man who likes to live well, a man who writes love poems to his wife Liu Xia. But behind that apparent gentleness, lies an iron will. Regardless of the risks, he never compromises on his principles and does not think twice about going to prison for the sake of his ideas. Because, in a sense, he is a survivor who feels he is still being watched by all those who were killed in the Tiananmen Square massacre. It was not by chance that he dedicated his Nobel Peace Prize to the "lost souls" of June 4th.

<http://en.rsf.org/chine-liu-xiaobo-biography-28-10-2010,38704.html#>

Liu Xiaobo: biography

Author

Liu Xiaobo, a prominent independent intellectual in China, is a long-time advocate of political reform and human rights in China and an outspoken critic of the Chinese communist regime called to end the communist one-party rule in China. Liu Xiaobo has been detained, put under house arrest and imprisoned many times for his writing and activism. Liu Xiaobo was awarded the 2010 Nobel Peace Prize for "his long and non-violent struggle for fundamental human rights in China."



Liu Xiaobo, a prominent independent intellectual in China, is a long-time advocate of political reform and human rights in China and an outspoken critic of the Chinese communist regime called to end the communist one-party rule in China. Liu Xiaobo has been detained, put under house arrest and imprisoned many times for his writing and activism.

Liu Xiaobo was born on 28 December 1955 in Changchun, Jilin. He received a BA in literature from Jilin University, and an MA and PhD from Beijing Normal University, where he also taught.

In April 1989, he left his position as a visiting scholar at Columbia University to return to Beijing to participate in the 1989 Democracy Movement. On June 2, Liu Xiaobo, along with Hou Dejian, Zhou Duo, and Gao Xin, went on a hunger strike in Tiananmen Square to protest martial law and appeal for peaceful negotiations between the students and the government. In the early morning of June 4, 1989, the four convinced the students to leave Tiananmen Square when the authorities began to crack down with brutal and fatal force and saved many lives. After the crackdown, Liu was held in Beijing's Qincheng Prison until January 1991, for "counter-revolutionary propaganda and incitement".

Liu Xiaobo served from 2003 to 2007 as President of the Independent Chinese PEN Center, an organization affiliated with International PEN. Before he was detained, he was President and Editor-in-Chief of Minzhu Zhongguo (Democratic China) Electronic Journal, which promotes liberty, democracy, human rights, rule of law and constitutionalism. On 8 December 2008, Liu Xiaobo was detained because of his leading role with the Charter 08 manifesto. He was formally arrested on June 23, 2009 on "inciting subversion of state power". He was tried on the same charges on December 23, 2009, and sentenced to eleven years' imprisonment and two years' deprivation of political rights on December 25, 2009.

During his fourth prison term, he was awarded the 2010 Nobel Peace Prize for "his long and non-violent struggle for fundamental human rights in China." He is the first Chinese citizen to be awarded a Nobel Prize of any kind while residing in China. He is the fourth person to be awarded the Nobel Peace Prize while in prison or detention, after Nazi Germany's Carl von Ossietzky (1935), the Soviet Union's Andrei Sakharov (1975), and Myanmar's Aung San Suu Kyi (1991). Liu is also the first person since Von Ossietzky to be denied the right to have a representative collect the Nobel Prize for him.

<http://www.democraticchina.org/ArtShow.aspx?AID=24135>

Liu Xiaobo

What was Liu Xiaobo's cause?

What influence Liu Xiaobo's cause (something from his childhood, past or current situation)?

How did Liu Xiaobo fight for his cause?

How did the government respond to Liu Xiaobo's actions?

How did the government's response affect the Liu Xiaobo and his cause?

How is Liu Xiaobo similar to _____?

Nelson Mandela or Malala Yousafzai

What was his/her cause?

What influenced his/her cause (something from his childhood, past or current situation)?

How did him/her fight for their cause?

How did the government respond to his/her actions?

How did the government's response affect the his/her and their cause?

How is Liu Xiaobo similar to _____?

Final Assessment Directions:

Essential Question: How does a government's perspective on freedom of speech influence people's lives?

Assignment: Pick one of the people you have learned about this year to research the positive impacts they made in their country. Choose from the list below.

United Kingdom, Princess Diana: Princess Diana combined the appeal of a Royal princess with her humanitarian charity work. Although her marriage to Prince Charles was overshadowed by affairs on both sides, her popularity remained undimmed as many were inspired by her natural sympathy with the poor and mistreated.

South Africa, Nelson Mandela: Campaigned for justice and freedom in his South Africa. Spent 20 years in jail for his opposition to apartheid. On release he healed the wounds of apartheid by his magnanimous attitude to his former political enemies.

Pakistan, Malala Yousafzai: Pakistani schoolgirl who defied threats of the Taliban to campaign for the right to education. She survived being shot in the head by the Taliban and has become a global advocate for women's rights, especially the right to education.

Research: Answer the following questions in your research.

1. What was their (the person you choose) cause?
2. What influenced their cause (something from their childhood, current situation)?
3. How did the person fight for their cause?
4. How did their government respond to the person's actions?
5. How did the government's response affect the person and their cause?
6. How is the person you selected similar to Liu Xiaobo?

Assignment: Complete the graphic organizer on the person you selected.

Answer to the Essential Question: How does a government's perspective on freedom of speech influence people's lives? Answer this question in a paragraph using evidence to support your answer.

Final Product: Finally you will take your information and create a presentation about the two people. You may use Explain Everything, Comic Maker, Haiku Deck, iMovie, Nearpod or Prezi.