



IBSC International Bilingual School
at
Central Taiwan Science Park
國立中科實驗高級中學雙語部

High School (G9-G12) Guidance (Social Studies Integration) Lesson Plan :

Between Walls and Wings: Decode Young Marshal Chang’s International Image in the 70s.

Grade Level: G9-G12

Teacher: Sophy Chen (陳子瑤) - Email: ibsc3100@nehs.tc.edu.tw

LESSON DESCRIPTION:

This session integrates guidance and social studies course standards, aiming to equip students with the essential skills required for effectively using archival resources from the National Archive Administration. The primary objective is to cultivate the students' capabilities in conducting comprehensive independent research projects.

The integral point of this lesson is related to the “young marshal”, Chang Hsueh Liang (張學良), a prominent figure who endured prolonged house arrest in Taiwan from approximately 1946 to 1990, coinciding with the Cold War era between the United States and the Soviet Union. Within the archives, students will encounter English letters and a notable New York Times report detailing Chang's conditions during his house arrest. These documents, while deemed politically sensitive, underscore the significance of Chang's role.

Students will first delve into the 1976 New York Times report titled "Captor of Chiang is Still Captive." Their mission entails reviewing archival clues to analyze the world of the 1970-1980 period, discerning its potential impact on the necessity of interviewing Chang. Next, students will explore related documents about the government's responses, providing insights into the atmosphere of "surveillance" during that time.

In conclusion, students will organize their findings and insights, and summarize into a reflective Instagram reel about the essence of the entire lesson

LESSON STANDARDS:

Social Studies & ELA (CCSS, California Common Core Standards)

CCSSRH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS- ELA- Literacy RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSSRH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Source -<https://www.teachingcalifornia.org/stds/history-social-science-content-standards-for-california-public-schools-kindergarten-through-grade-twelve/>

Guidance (ASCA Student Standards, American School Counselor Association)

Mindset Standards:

3.Positive attitude toward work and learning

Behavior Standards-Learning Strategies:

B-LS 5.Media and technology skills to enhance learning

Behavior Standards-Social Skills:

B-SS 4. Empathy

B-SS 6. Effective collaboration and cooperation skills

PERSONAL DEVELOPMENT AND GROWTH STANDARDS:

Within the framework of this lesson, students will be consistently encouraged to actively collect and organize information, fostering the development of analytical and reflective skills in relation to the materials at their disposal. The ultimate objective is to prompt students to contemplate the ethical implications surrounding deprived human rights, particularly in the context of claims related to "national security." This critical examination invites students to ponder the justifiability of such measures within the broader spectrum of societal values and global perspectives. In sum, the lesson is aligned with the core learning values of IBSC (inquisitive, balanced, spirited, and compassionate), for the lesson will instruct students to explore the essence of human rights, and the classroom activities will also allow students to ponder upon how archives may help broaden our research.

ASSESSMENT:

Formative - Nonfiction Reading Comprehension & archival analysis

Summative – Key Words Pastiche

TEXTS:

- Archives from National Archives Administration

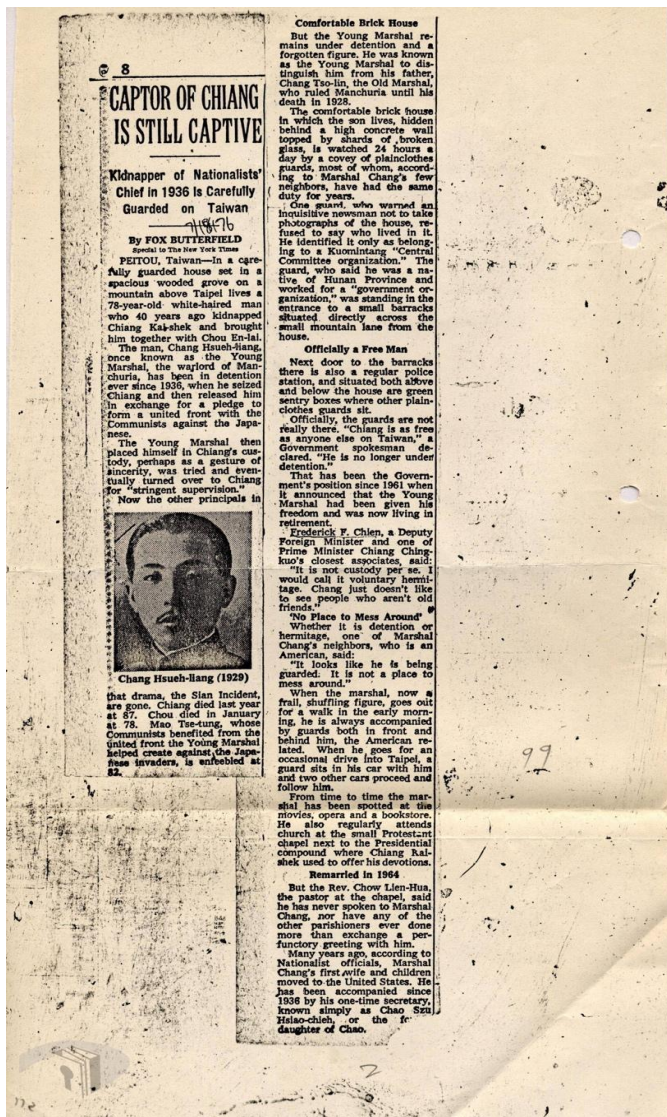
Duration	Lesson 1-2 Topic	Activity & Procedure	Notes/ Sources
100 minutes	The Elements of News Article Reading	<ol style="list-style-type: none"> 1. Warm up :Introduce the course plan 2. Non fiction reading literacy lecture: Students will learn what is “5W-H” technique and practice the strategy with a graphic organizer. 3. Read through the given news article about privacy or house arrest, and students will be required to complete the worksheet on 5W-H graphic organizer in pair or in a group of 3. <p>Students are given different tasks when they are reading the news. Students will be assigned to focus on 5W-H respectively to enhance the reading speed.</p>	<ol style="list-style-type: none"> 1. The sample news link: https://fordhaminstitute.org/national/commentary/ai-serious-threat-student-privacy 2. The licensed worksheet on news article graphic organizer is from teacher “Monday Made Easy”, which can not be shared to use in public. Instructors may design their own graphic organizer on 5W-H. 3. Possible extensional question may be like: What possible difficulties did the journalist encounter when he was trying to interview Chang?What implications may we infer from the difficulties the journalist encounter? 4. G8 reading approach will be modified to the following link: https://www.scmp.com/yp/discover/news/hong-kong/article/3257801/breach-privacy-students-elite-hong-kong-school-raise-concerns-after-inspections-personal-devices
	Historical Train back to 1976 New York Times & Analysis	<ol style="list-style-type: none"> 1. Warm up discussion- Under what circumstance will a person be on the newspaper? Name several news pieces you know about a person and share with your classmates. (Students will discuss the warm up question in their own groups, and then take turn to share their answers.) 2. Silent Reading on the news in pair or in a group of 3 “Captor of Chiang is Still Captive”. 3. Discuss with group mates and finish the news article graphic organizer (the same organizer worksheet from previous class) 4. Present the graphic organizer, and each group has to come up with 2 extensional questions for next class. 	
Duration	Lesson 3-4	Activity & Procedure	Notes
100 minutes	Profiling Chang Hsue Liang -Clues Investigation	<ol style="list-style-type: none"> 1. Briefly introduce the National Archives Administration and how to use the website to conduct future research. (10 minutes) 2. What can we see from archives? (1) The instructor will use 1 piece 	<p>The three pieces of document prepared for students are as follow:</p> <p>Group 1 : Letter from Mrs. Julia Passons Lennor to Marshall Chang & official document from National Security Agency(1972).</p>

		<p>of the document (Chinese letter from Mr. Joseph E.Platt to Marshal Chang in 1976 and the official document from the National Security Agency).</p> <p>(2) Students will be divided into 2-4 groups and will receive 2 pieces of archives respectively. They will have to read through the documents and complete the worksheet together.</p>	<p>Group 2: Letter from Winston G. Lewis (Macquarie University) to Mr. Li Kun-Kun, the chief of the Public Relation Division.</p> <ul style="list-style-type: none"> ● The 70s Timeline online source : https://www.britannica.com/story/timeline-of-the-1970s ● Students are also encouraged to watch the CNN documentary on “the 70s” but it’s not available in Taiwan due to the copyrights reason. ● Students are highly encouraged to watch a youtube video about Taiwan’s political status in the 70s-80s- Taiwan Under Kuomintang. Dictatorship- Cold War Documentary : Taiwan Under the Kuomintang Dictatorship - Cold War DOCUMENTARY <p>(Students that watch the above youtube video will receive rewards from the teacher)</p>
	<p>Clues Investigation - What can be inferred from archives?</p>	<p>(1) Each group will share in turn about their findings, and the whole class will discuss what information we may collect and infer from the archives.</p> <p>(2) Each group has to come up with at least 2 extensional questions on how these clues can be related to the findings students have gathered from the previous reading on the New York Times news article. In addition, students will be invited to read the 70s timeline to know more about what happened worldwide from 1970-1908 to have a clearer picture on the international relations and politics in this decade, and then they will have more understanding on how this “pivot change” era may have some influence on how international society perceives Chang’s status and Chiang’s role in Taiwan.</p> <p>(3) Supplementary documents: Give students two pieces of Chinese documents. One is the summary on the “monitoring mission”, another is the health condition report about Chang. Students will then have a more comprehensive understanding</p>	

		on the “surveillance”.	
Duratio n	Lesson 5-6	Activity & Procedure	Notes
100 minutes	The longest house arrest - Young Marshal Chang and his footprints in Taiwan	<ol style="list-style-type: none"> 1. Introducing Xi’an Incident and Chang’s personal life. 2. Each group will receive 1 piece of document about one place Chang had lived before, then students will be invited to share their findings chronologically. 3. Students will search the information about house arrest, and answer the questions on the worksheet about house arrest and how it may cause deprivation of human rights. In terms of middle school students, the discussion topic may change to the surveillance cameras in campus and related issue about privacy. 4. Put us into Chang’s shoes: Each group will discuss the research they have done so far, and answer the question on what might be the inconvenient part to be monitored, and what political meaning might be for his long hour arrest. 5. Extensional comparison - introduce General Sun, Li-Jen and his experience of house arrest. 	<ol style="list-style-type: none"> 1. Source about Xi’an incident can be searched online. Recommended links are : <ol style="list-style-type: none"> (1) https://www.britannica.com/biography/Zhang-Xueliang (2) https://youtu.be/9DiyUVQm5Xo?si=xLmDEyegC5bEDzoz (3) https://youtu.be/gLDhyKyGMMo?si=tfgEZRwM_i2nC2et <p>(Instructor has to stay alert on the point of view given in different online youtube videos. Before introducing Xi’an incident, instructor is suggested to read different materials to sort out a more neutralized perspective on this historical incident.)</p> <ol style="list-style-type: none"> 2. Regarding the extensional reading source, students may read the New York Times article in 1990.11.20. The link is as below; https://www.nytimes.com/1990/11/21/obituaries/sun-li-jen-91-war-hero-in-burma-fighting-dies.html
	Reflection - Respond to the question from 1976	<ol style="list-style-type: none"> 1. Silent thinking: After the entire lesson, as a teenager living in Taiwan now, what would you want to share to others about your learning? What message would you want to give to Chang? What actions would you want to take if you were a journalist at that time? 2. After recapping the entire course, students will spend 5 minutes and ponder in 	

silence. Then each group has to come up with 10 key words they have related to this course (peoples' names, locations, years are not included). Then, each group has to write the words on vocabulary cards and put all the cards into the lottery box. Teachers will then pick 5 cards from the box. Students will then have 1 week to search 3 from these 5 words from daily life and take a photo of putting 3 words together.

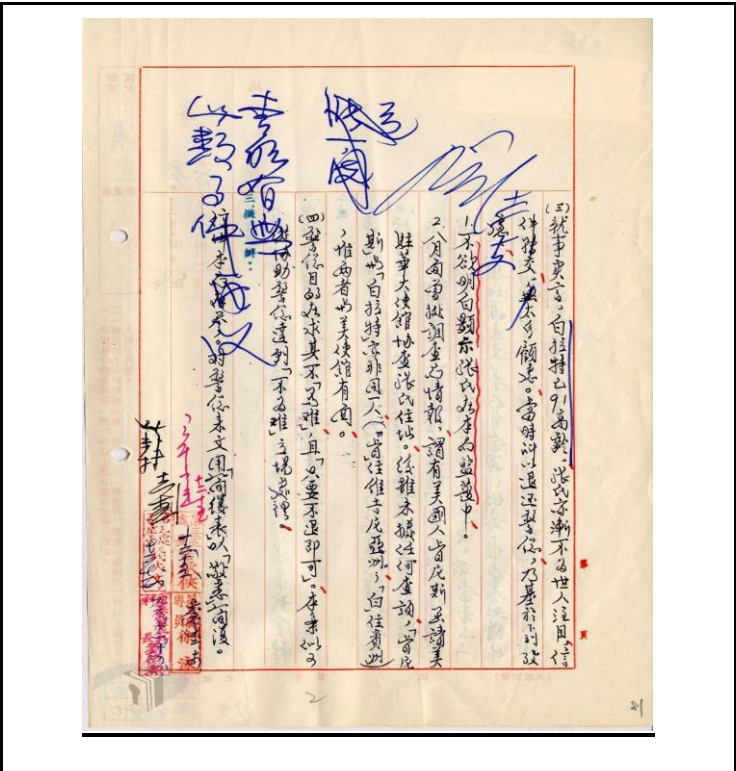
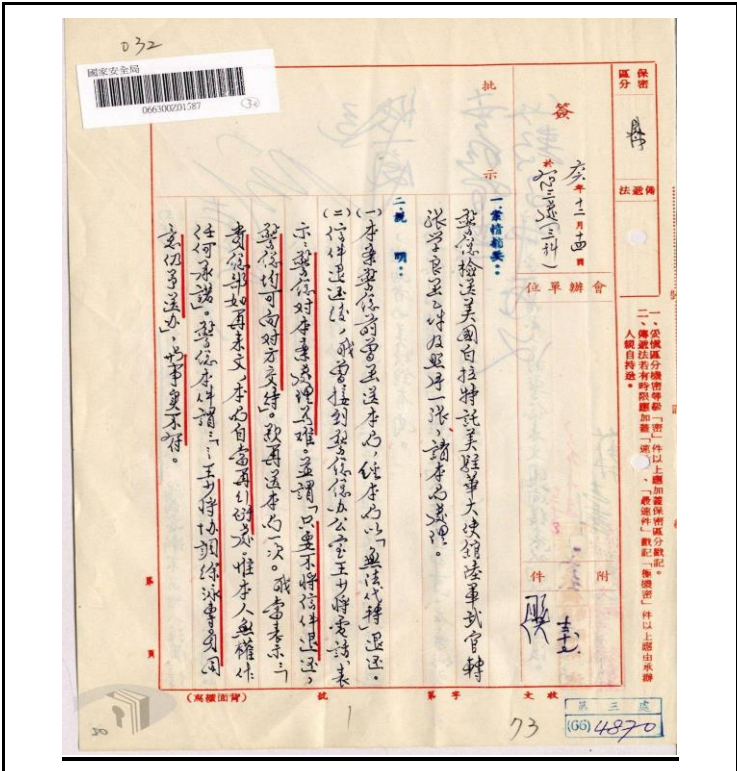
Reference – Archives



The New York Times news article about the young marshal back in 1976.

Document number:

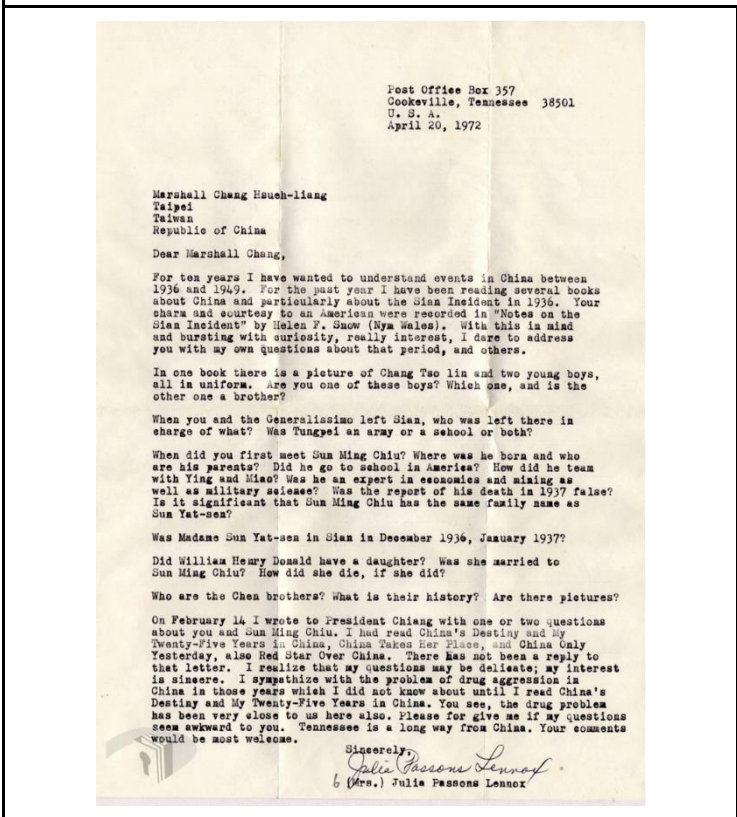
A803000000A/0049/W310529CC/0001/001/047/0002



This official document is about how national security agency hopes to deal with the letter written by Mr.Platt from National Security Agency (It's a document about Taiwan Garrison Command sent the letter to the agency, but the agency has returned the letter, for it "can not send on behalf of the agency". Then, the Command gave the agency a phone call about the dilemma they have encountered. The Command asked the agency not to return the letter. The coordinator in the agency said there can't be any promise.)

This document may be used to demonstrate any matters related to Chang has been very sensitive even after Chiang Kai Shek's death.

Document number: _ A803000000A/0049/W310529CC/0001/001/032



Letter from Mrs. Julia Passons Lennor to Marshall Chang.
 Document number:
 A803000000A/0049/W310529CC/0001/001/063/0006

MACQUARIE UNIVERSITY

NORTH RYDE, N.S.W.
AUSTRALIA. 2113.

School of History,
Philosophy and Politics

23 September 1976

Mr. Li Kun-kun
Chief, Public Relations Division
Government Information Office
3 Chung-hsiao tung-lu
Taipei, Taiwan
Republic of China.

Dear Mr. Li,

This is but a brief note to advise that I will be returning to Taiwan on a short visit to participate in the 2nd Asian Scholars' Convention, to be conducted by the Asian Cultural Center, Asian Parliamentarians' Union, between 30 October and 4 November. Naturally I look forward to the opportunity of renewing my acquaintance with you and your colleagues, and pursuing, if possible, further leads on W.H. Donald.

I did receive one intriguing snippet of information - indirectly, via the Manila representative of the Central News Agency - not long after my return to Sydney, according to which Chang Hsueh-liang had been granted freedom to speak. Could you possibly confirm this advice, I wonder? I would, of course, welcome the opportunity to make a second attempt at interviewing him if his circumstances have changed.

Then could I also ask you to conduct enquiries after the present whereabouts of General Huang Jen-lin? Is he still in Panama, or has he returned to Taiwan?

I am uncertain as to where I will be staying in Taipei - thus far I have not received detailed information from Chang Pe-chin, Secretary-General to the Conference. Nor do I know when I will be arriving (some time between the 26th and 29th October, I imagine).

In any case I will visit your office as soon as possible after my arrival.

Yours sincerely,

Winston G. Lewis
Winston G. Lewis

The letter from Mr. Winston Lewis to Mr. Li Kun-Kun in 1976. The Government of Information office is now the Department of Information Services, Executive Yuan.

The general Huang, Jen-lin is probably the ambassador 黃仁霖. He was a prominent figure in the Chiang administration, and was also "detained" with Chiang in Xi'an incident by young marshal Chang.

Document number:

A803000000A/0049/W310529CC/0001/001/045/0003

3Section 1, Chung Hsiao East Road
Taipei, Taiwan, 100
Republic of China

October 8, 1976

Mr. Winston G. Lewis
School of History, Philosophy
and Politics
Macquarie University,
North Ryde, N.S. V.,
Australia, 2113

Dear Mr. Lewis:

Thank you very much for your letter of September 22. We are pleased to learn of your second visit to our country. Regretably, we are unable to arrange an interview for you with Gen. Chang Hsueh-liang because of his poor physical condition. We know this will be very disappointing to you, and we hope we can be excused. Gen. Huang Jen-ling, a very helpful man for your research work on Mr. William Donald's adventure in China, has been staying in Panama since his retirement.

We wish you will have a very enjoyable second visit to Taiwan. The GIO will be glad to do all possible to make it so.

With my best wishes,

Sincerely yours

Li Kun-kun
Li Kun-kun
Chief
Public Relations Division

The replied from the office. One notable things is, though Mr. Li stated the health concern and turned down Mr. Lewis' request, there was no document of Chang's medical record in 1976. In fact, he held a banquet in his house and took a flight to the U.S before October, 1976.

Document number:

A803000000A/0049/W310529CC/0001/001/045/0002

(1)

Official document form National Security regarding the letter from Julia Lennon.

Document number: A80300000A/0049/W310529CC/0001/001/063/0001

(呈) 063

國家安全局

61300000580

原函譯稿譯件內容為探詢一九六五至一九六九年西安事變發生之
過等情，請鑒核。

一、任堂資料，任長與長籍通訊人士中，尚未發現事件人
林諾克司其人，且其信件內容，涉及政治，似無投遞之
必要。

未之及子，校行減試行在收列

金沙 之印

王重敬先生

機密 速件

字號 4597

寄處

180

一、任堂資料，任長與長籍通訊人士中，尚未發現事件人林諾克司其人，且其信件內容，涉及政治，似無投遞之必要。

未之及子，校行減試行在收列

金沙 之印

王重敬先生

機密 速件

字號 4597

寄處

180

左右，據兵補強兵力一區執行中。

一、任堂資料，任長與長籍通訊人士中，尚未發現事件人林諾克司其人，且其信件內容，涉及政治，似無投遞之必要。

未之及子，校行減試行在收列

金沙 之印

王重敬先生

機密 速件

字號 4597

寄處

180

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未之及子，校行減試行在收列

金沙 之印

王重敬先生

機密 速件

字號 4597

寄處

180

一、任堂資料，任長與長籍通訊人士中，尚未發現事件人林諾克司其人，且其信件內容，涉及政治，似無投遞之必要。

未之及子，校行減試行在收列

金沙 之印

王重敬先生

機密 速件

字號 4597

寄處

180

This document shows the overall description of the monitoring operation on Chang.

Document number: A80300000A/0049/W310529CC/0001/001/001/0004 ~ 0007

056
國家安全局 (50) 局開新院政行政

機密
機密等級註銷
銷機關：外交部
註銷日期：103年9月26日
登記機關：國家安全局

示 批 由 事 機 密 分 類 註 銷 本 送

國家安全局
機密等級註銷
銷機關：外交部
註銷日期：103年9月26日
登記機關：國家安全局

中華民國 年 月 日 收

13778 95005

The official document on how National Security Agency responded to the note from the Japanese journalist.

Document number:
A803000000A/0049/W310529CC/0001/001/056/0001

019
國家安全局 072306201737

機密
機密等級註銷
銷機關：外交部
註銷日期：103年9月26日
登記機關：國家安全局

示 批 由 事 機 密 分 類 註 銷 本 送

國家安全局
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登記機關：國家安全局

中華民國 年 月 日 收

13778 95005

2-1
王在王 謹啟

擬辦：
一、本局將一組續教張○之住院有關情況，發請醫檢。
二、本局將一組續教張○之住院有關情況，發請醫檢。

鈞閱後續字據有因狀況隨報，最高不超過1500元，其餘由醫檢處處理。

立號床，有關檢查狀況如下：
心：十二至十五音，血壓最高160/90，最低110/70，體溫最高38.5℃，最低36.5℃，經生化檢驗，胸膈X光，聽力及心電圖等檢查均屬正常。
二十日發現大便有血現象，並有腹痛情形，即由腸胃科會診，服止痛藥，當日換八樓北病房五床，由直腸科主治五聖明診察並照胃腸X光片，共六日大便又次，其苦壯子痛一天三次，其再隔兩日時就擲上廁所廿日，現由直腸科會診觀察，惟尚未決定治療方向。

王在王 謹啟

In this document, the reader is able to see how “detailed” Chang’s health condition has been recorded by the national security agency. It probably is even more “detailed” than the medical report from the hospital. Students may pay attention to the data and the year of the document.

Document number: A803000000A/0049/W310529CC/0001/001/019/0001 ~ 0002

漢卿：
 看到紐約時報上登載了你的近照和你在外政生活
 的簡述，真使我有深入心竅的感覺。在我第九十週年
 的生日我要向另外一位年長的多年朋友衷心敬意和
 謝上對這些快樂日子的一點小回憶。
 在園博會一些內子當時的家信中我翻到這些有趣的
 小點。如：「你學費，我們前軍的兒子，一個有趣的村人歌手的
 而外向的孩子，我們家中基督教堂年會的一個熱心
 會第一愛家運動，海軍文藝一書 (JOHN R. HOLT)，文海 (HENRI COOP
 EPPE)，愛生 (HENRY HODGKIN)，姑伯父以及其他中外人士。」

曾英送于夜台晤喬伊 (JOE) 到山海南執行軍委任務，
 愉快的禮遇和回憶。
 文章請到常經常到一個附近的教堂去，我們希望這能找
 到一些我們在這困難日子裡大家最需要的希望和力量。
 約瑟夫·E·白拉特 (JOSEPH E. PLATT)
 1976年九月廿日於聖州。
 以及：我倆現在舒適地安置在一個有20名老人的退休社區
 內很有生氣地健康生活著。

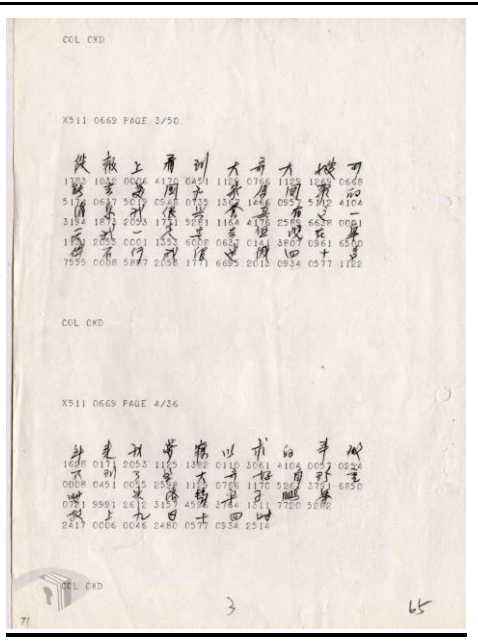
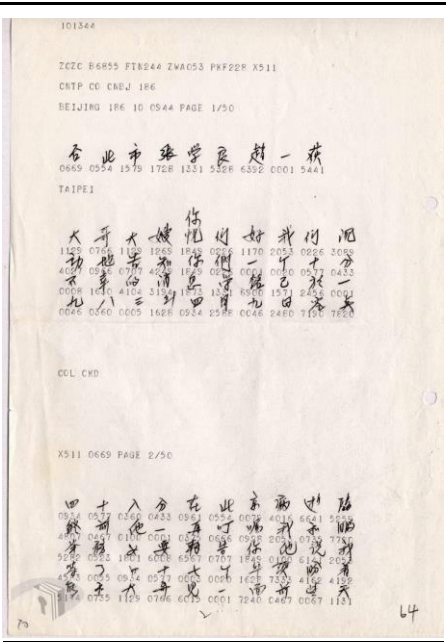
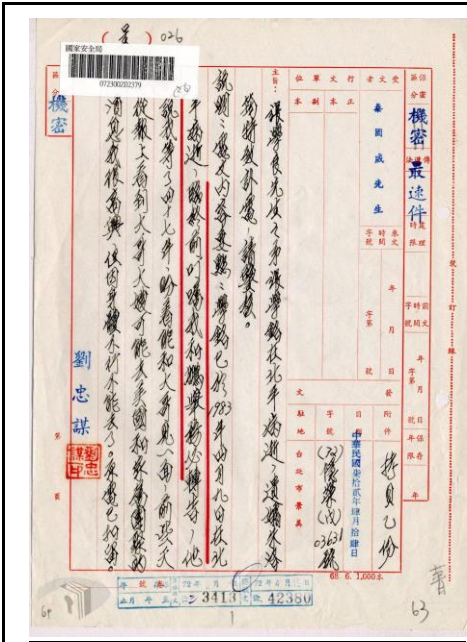
The letter from Mr.Platt (it was written in chinese) to the young marshal.

Document number: A803000000A/0049/W310529CC/0001/001/036/0004 ~0005

店新大山圓
 THE GRAND HOTEL
 TAIPEI, TAIWAN
 REPUBLIC OF CHINA
 CABLE ADDRESS "GRANDHOTEL" TELEPHONE 555155
 親愛的張學良先生
 首次向您寫信，我是臺北雄二，是馬尼拉地地報
 東京支局局長，先生所故去的偉大父親張作霖將
 軍的軍等顧問故町野武臣是本人之叔祖父，這次
 雅名特使訪華之履維欣拜願進訪，但回華忙未
 克如願，謹以此信託行政院新聞局董主任厚軫，
 先生世張作霖先生之盛名在日平均甚享譽，先生可
 年華已高，祈請善加保重。
 九月十九日
 臺北雄二啟
 白星國外務部報專譯
 馬尼拉地地報

The note from a Japanese journalist to young Marshal Chang.

Document number: A803000000A/0049/W310529CC/0001/001/057/0003



The document for warm up activity (This is the Morse code about the death of Chang's younger brother).

Document number:
A803000000A/0049/W310529CC/0001/001/026/0001 ~0003

**Student's Work

Student's reflection after reading the archives

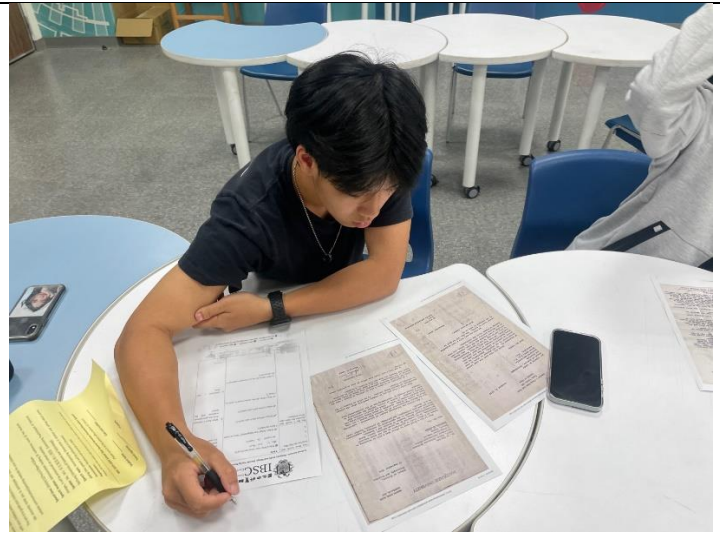
HEADLINE The title of the article	Myanmar Aung San Suu Kyi moved out of Jail to House Arrest
LEAD The first sentence of the article	Myanmar's ousted civilian leader Aung San Suu Kyi has been moved to house arrest after the military detained her following a coup February 2021.
WHO Who or what is the subject featured in this article? Hint: The subject is often mentioned in the headline or lead.	Aung San Suu Kyi
WHAT What is the topic or event focused on in this article? Hint: The topic is also likely mentioned in the headline or lead.	From Prison to House Arrest
WHEN In what time frame does the topic/event take place? Hint: The date that the article was written is not always the time frame; however, the date can give you a better idea of the time frame if the article uses words like "last week," "yesterday," etc.	home Arrest This year June to solving Confessing

國立中科實驗高級中學(雙語部) IBSC INTERNATIONAL BILINGUAL SCHOOL AT CENTRAL TAIWAN SCIENCE PARK	
Archival Analysis - Between Walls and Wings: Decode Young Marshal Chang's International Image in the 70s.	
Pick three words that describe the big idea. 1. Visit 2. Interview 3. Rejected	SWH Who (Who was/were involved?): Mr. Li: Kun-Hun Winston G. Lewis What (What was happening? Give at least 3 facts included.): Winston visiting Taiwan (2nd Visit) Winston wants to make another attempt at interviewing Chiang. Winston brings gifts. Where (Where did it take place?): Taiwan (Oct 1966~1976) When (when did it take place?): 1976 Why (Why did the author want to write to Chang?): Interest For information Info
Extensional Question 1. What might be the reason for government to monitor these letters? Do you think it's reasonable? No (Shuang Gungwei) Yes 2. What have I learned from the government response and the letter? About Chang's situation 3. Questions I still have. None	Put the 3 words that describe the main idea into a sentence. Interviewed Winston is visiting Taiwan and wishes to interview Chiang. Attempts are Rejected.

Lex Huang, Samuel Tang 國立中科實驗高級中學(雙語部) IBSC INTERNATIONAL BILINGUAL SCHOOL AT CENTRAL TAIWAN SCIENCE PARK	
Archival Analysis - Between Walls and Wings: Decode Young Marshal Chang's International Image in the 70s.	
Pick three words that describe the big idea. 1. Zhang hui-hui long 2. reported 3. Siou Incident	SWH Who (Who was/were involved?): Zhang-huihui (long), Siou reporter, 國家安全局 What (What was happening? Give at least 3 facts included.): Where (Where did it take place?): Taiwan When (when did it take place?): 1977 Why (Why did the author want to write to Chang?): She wanted to interview.
Extensional Question 1. What might be the reason for government to monitor these letters? Do you think it's reasonable? Because he's in house arrest 2. What have I learned from the government response and the letter? Government is sensitive to press 3. Questions I still have. What did they keep the letter after censoring it?	Put the 3 words that describe the main idea into a sentence. The reporter wants to interview Zhang huihui long on the Siou Incident.
How (How did the government response to the document?) They didn't give the letter to Zhang.	How (How did the government response to the document?) They didn't give the letter to Zhang.



G10 students' group work - Trying to analyze the information from the official document.



G10 student's individual silent reading time.



G9 group reading time.



**G9 students read the letter sent to Chang, Hsueh Lian
A letter that has never sent to him.**