

TITLE: The Chinese Occupation of Tibet

OVERVIEW: Students compare the Chinese occupation of Tibet with other similar situations in world history and propose a plan for peace in Tibet.

SUBJECT AREA / GRADE LEVEL: History, Social Science Analysis 7 / 12

STATE CONTENT STANDARDS / BENCHMARKS:

- Identify and analyze various perspectives and interpretations of historical issues and events.
- Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.

OBJECTIVES: The student will demonstrate the ability to...

- know and understand the result of the Chinese occupation of Tibet upon the country of Tibet and the Tibetan people.
- research and find other examples of mass aggression of one group of people against another.
- compare and contrast the Tibet experience with other examples.
- propose a plan to change the circumstances in Tibet.

MATERIALS:

- Copy of The Dalai Lama's Five Point Plan for Peace.
- Access for internet and / or library research materials.
- Reporting Form.
- Information Chart.

PRESENTATION STEPS:

- 1) Begin the lesson by reading the following:
 - In 1949 China invaded and occupied Tibet in violation of international law.
 - For eight years The Dalai Lama, as Head of State of Tibet, tried to negotiate a peaceful solution to this problem.
 - In 1959 Chinese troops killed over 87,000 Tibetan citizens in Central Tibet alone in response to an uprising by Tibetans.
 - Over 1.2 million Tibetans (one out of every six) have died as a result of the Chinese occupation.
 - In 1960 the International Commission of Jurists determined that genocide had been committed by China against Tibet. Sixteen articles of the Universal Declaration of Human Rights had been violated.
- 2) Ask students to brainstorm a list of other examples from history where similar aggressor / victim relationships have occurred. (for example: Nazi Germans / Jews, Rwanda, Kosovo, Bosnia, Great Britain / India, Soviet Union)
- 3) Instruct students to individually, or in cooperative groups, research information on one other example from world history. Use the supplied

reporting form and chart, or create your own, to help organize the gathered data.

4) Students report their findings. As reports are given have students fill in the information onto their charts. Ask students seek patterns in the information.

5) Read The Dalai Lama's Five Point Plan for Peace.

6) Ask students to respond to the Peace Plan. Will it work? What has been the Chinese response to the plan?

ASSESSMENT: Assume you are a delegate of the United Nations General Assembly. You have just been made aware of the human rights violations in Tibet. You are also aware of China's role of power in the United Nations. What resolution would you propose from the floor of the General Assembly to result in peace for Tibet and the Tibetan people? Remember that your proposal must also be accepted by the Chinese delegation. Write your proposal.

ADAPTATIONS: Students understand one result of the Chinese in Tibet. Students could also name one example of mass aggression of one group against another.

Students explain the difference between fighting and peace. Perhaps a personal situation such as one sibling taking over another's bedroom could provide an opportunity for the students to suggest a plan for peace.

EXTENSIONS: Educate others about what you have learned by preparing a visual display such as a bulletin board or show case display. Be sure to include in your display your peace plans for Tibet.

FIVE-POINT PEACE PLAN FOR TIBET

In September 1987, the Dalai Lama proposed the following solution. It was rejected by the Chinese government.

1. Abandonment of China's population transfer policy which threatens the very existence of the Tibetans as a people.
2. Respect for the Tibetan people's fundamental rights and democratic freedoms.
3. Restoration and protection of Tibet's natural environment and the abandonment of China's use of Tibet for the production of nuclear weapons and the dumping of nuclear waste.
4. Transformation of the whole of Tibet into a zone of peace.
5. Commencement of earnest negotiations on the future status of Tibet and of relations between the Tibetan and Chinese people.

REPORTING FORM

Date of event:

Location:

Aggressor:

Victim:

Number of people killed:

Loss of land? Where?

Other human rights violations?

Any intervention offered from other groups or countries?

INFORMATION CHART

Names of Countries				
Aggressor				
Victim				
Number killed				
Loss of land				
Human Rights violations				
Intervention from others				