

Teaching Plan on Cixin Liu’s “Three-Body Problem”

Subject/Courses: Afro-Asian Literature	Grade Level: Grade 8	Time Frame/Duration: 1 meeting/30 minutes
Topic: “Three Bodies, One Reality: Resistance, Revolution, and the Role of Youth”		
Reading Approach: Historical Criticism		
Literary Focus: Theme (Does the end justify the mean, rewrite history, cruelty of humanity)		
Rationale: <p>The world’s eye-opening social barriers invite us to look beyond the ordinary—an invisible force outside humanity. Poverty, fear, conflict, discrimination, racism, and stereotyping are considered as obstacles for the equity and freedom that we desire. But is it really these problems that holds us back or the fear of succumbing to one’s reality of life?</p> <p>In the opening chapter of Cixin Liu’s novel “The Three-Body Problem”, it showed us the tragic fate of Ye Zhetai and Ye Wenjie during the Cultural Revolution. The important historical event showed us how powerful and terrifying youth can be when they stand firm on the ideologies they support and demand social change. The Red Guards— who swore loyalty and were influenced by the ideologies of Chairman Mao — helped combat “revisionist” authorities (The Editors of Encyclopaedia Britannica, 1998) at the expense of inflicting pain and havoc. In the Philippine context, there are also movements done by the youth during the 2022 Presidential Election of former Vice President Leni Robredo. As cited by Eugenio, A. (2022), “Filipinos are mobilizing for democracy and good governance again,”and the youth volunteers showed their support through wearing pink shirts, ribbons, conducting house-to-house visits, and directly participating in campaigns (Abad, M., 2022).</p> <p>This lesson aims to help the students critically analyze the youth movement — whether they are manipulated or empowered by an ideology— they are the drivers of social change.</p>		
Prior Knowledge: <p>The students are familiar with basic historical contexts such as significant political movements and revolutions, including the 2022 Philippine Presidential Election in support of former Vice President Leni Robredo. They are familiar with analyzing literature, particularly in identifying themes and key elements such as character psyches, conflict, tone, and setting. They also have prior experience in interpreting themes and symbolism, and have been introduced to how historical and cultural contexts influence a literary work. Some students may have already encountered themes of political ideologies and social justice in prior readings or discussions. They may need a brief review of the Cultural Revolution in China and the role of the Red Guards to fully grasp the historical background of “The Three-Body Problem”.</p>		

<p>Institutional Graduate Attributes:</p> <p>Inclusive and Responsive Lifelong Learners</p> <p>Innovators</p> <p>Humane</p>	<p>Objectives/Learning Targets:</p> <p>Towards the end of the 30-minute lesson, the learners are expected to:</p> <ol style="list-style-type: none"> 1. Analyze how “The Three-Body Problem” portrays the influence on youth during the Cultural Revolution and draw parallels to contemporary youth-led social movements. 2. Relate the extremism and suppression of China’s Cultural Revolution to current worldwide conflicts, 3. Respond to a prompt related to Cultural Revolution through a rally poster demonstrating how an ideology manipulates or empowers the youth to become drivers of social change. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Routinary Activites 2. Pre-Activity 3. Background of the Author 4. Summary of the Book 5. Lesson Proper/Discussion 6. Assessment 7. Homework 	<p>Assessment:</p> <p>Rally Poster</p>
<p>Alternative Activity/Enrichment/Homework:</p> <p>Rally poster demonstrating how an ideology manipulates or empowers the youth to become drivers of social change.</p>		<p>Resources/Materials Needed:</p> <ul style="list-style-type: none"> • Three Body Problem by Cixin Liu <p>Modern IMs</p> <ul style="list-style-type: none"> • Powerpoint Presentation • Mentimeter • Pre-Recorded Audio Excerpt <p>Traditional IMs</p> <ul style="list-style-type: none"> • Time Capsule & Objects • Pull-Out Timeline • Mini-Book 	

EXPANDED LESSON

Subject/Course: Afro-Asian Literature

Level: Grade 8

Topic: “Three Bodies, One Reality: Resistance, Revolution, and the Role of Youth”

Literary Focus: Theme (Does the end justify the mean, rewrite history, cruelty of humanity)

1. Prior Knowledge

The students are familiar with basic historical contexts such as significant political movements and revolutions, including the 2022 Philippine Presidential Election in support of former Vice President Leni Robredo. They are familiar with analyzing literature, particularly in identifying themes and key elements such as character psyches, conflict, tone, and setting. They also have prior experience in interpreting themes and symbolism, and have been introduced to how historical and cultural contexts influence a literary work. Some students may have already encountered themes of political ideologies and social justice in prior readings or discussions. They may need a brief review of the Cultural Revolution in China and the role of the Red Guards to fully grasp the historical background of “The Three-Body Problem”.

2. Objectives/Learning Targets

Towards the end of the 30-minute lesson, the learners are expected to:

1. Analyze how “The Three-Body Problem” portrays the influence on youth during the Cultural Revolution and draw parallels to contemporary youth-led social movements.
2. Relate the extremism and suppression of China’s Cultural Revolution to current worldwide conflicts,
3. Respond to a prompt related to Cultural Revolution through a rally poster demonstrating how an ideology manipulated or empowered the youth to become drivers of social change.

3. Activities:

Activity	Teacher’s Procedure	Student’s Task
A. Routinary Activities	Enter the room with a smile to build the atmosphere then greet students. Start the day with a gospel reading. After that, call one of the students to lead the prayer. Direct students to look around them and pick up any trash they can find. Remind them to arrange their chairs properly and to sit in their respective seats. Check the attendance of the students through calling out their names.	Respond back to their teachers with a smile. Lead the prayer. Stand to pick up any trash. Align their chairs properly and sit on their proper seats. Respond “Present” to confirm their attendance.

	Provide mini-book to the students.	Scan the mini-book to get a glimpse of the lesson flow or program.
B. Pre-Activity	<p>Draw out initial thoughts and impressions of the students through the time capsule activity:</p> <p>Explain that the box came from the year 1967, containing objects related to the experiences of Yen Wenjie during an important time in Chinese history.</p> <p>But there's one problem, the objects went missing. Your goal is to find the objects within the classroom with the help of the following clues.</p> <p>1st clue: "I'm not an animal, but I have 4 legs. I'm not a person, but I can lift things with one arm. Come to me when you're tired from standing all day."</p> <p>2nd clue: "I serve as a door in theaters, I protect you from the roaring light, I come in vibrant colors, but I'm always forgotten, standing here."</p> <p>3rd clue: "Instead of light, I reflect your thoughts. With a single swipe, I'm out of words. Just be careful with me, I'm fragile and clear."</p> <p>Congratulate the students for successfully gathering the object!</p> <p>Elicit response from the students with the prompt question: <i>"What do you think these</i></p>	<p>Start to solve the riddle individually or in groups.</p> <p>Retrieve 2 items: megaphone and red notebook are placed under the chairs.</p> <p>Retrieve 2 items: gun and explosives are hidden behind the curtains.</p> <p>Retrieve 1 item: red flag is hidden under the whiteboard.</p> <p>Students applaud themselves.</p> <p>Reflect on the retrieved objects and share initial thoughts, impressions and assumptions.</p>

	<p><i>objects tell us about the cultural context of the novel?”</i></p> <p>As we progress through the lesson, you will have the opportunity to confirm and expand your answers as we discuss the historical context and themes in more detail.</p>	<p>Become more engaged with the lesson by connecting the objects to the literary themes and historical context of the novel.</p>
<p>C. Background Of The Author</p>	<p>Give the students a short presentation on the life of Cixin Liu and his contributions to science fiction, particularly “The Three-Body Problem.”</p> <p><i>Cixin Liu was born on June 23, 1963, in Beijing, China. He grew up during a turbulent time in Chinese history—his early years were shaped by the tail end of the Cultural Revolution (1966–1976), a political movement that deeply affected intellectuals, artists, and scientists. Liu’s parents, both intellectuals, were targeted during this time, and he witnessed firsthand the societal chaos and suppression of knowledge that the movement caused.</i></p> <p><i>As a child during the Cultural Revolution, Liu experienced an environment marked by fear, censorship, and ideological extremism. Schools were disrupted, scientific books were banned, and public life was dominated by political propaganda. Liu has described how this period distorted reality and silenced rational thought, leaving a lasting impression on his understanding of truth, authority, and the fragility of civilization. These experiences directly shaped the themes of alienation, control, and scientific inquiry that appear throughout his writing. In interviews, he has noted that science fiction became a kind of refuge—a way to imagine other worlds where</i></p>	<p>Listen to the teacher’s presentation about the background of the author.</p>

	<p><i>logic and reason prevailed over chaos and ideology.</i></p> <p><i>Despite the hardships of that era, Liu developed a strong interest in science, especially physics and astronomy. He studied thermal power engineering at North China University of Water Conservancy and Electric Power and went on to work as a computer engineer in a power plant in Shanxi. He began writing science fiction in his spare time, influenced by both Western authors like Arthur C. Clarke and Chinese pioneers such as Zheng Wenguang.</i></p> <p><i>Liu rose to international fame with the publication of his novel <i>The Three-Body Problem</i> in 2006. The book, which is the first in a trilogy, presents a sweeping story that begins during the Cultural Revolution and expands into a multi-generational saga involving alien civilizations, scientific ethics, and the fate of humanity. In 2015, the novel won the Hugo Award for Best Novel, making Liu the first Asian author to receive the honor.</i></p> <p><i>In addition to his fiction, Liu has written essays reflecting on technology, humanity, and civilization. While he generally avoids political commentary, his works subtly critique blind ideology and celebrate the power of rational thought. Liu remains a central figure in the rise of Chinese science fiction and continues to influence both Eastern and Western literary circles.</i></p>	
<p>D. Summary of “The Three-Body Problem”</p>	<p>Give the students a brief but engaging summary of <i>The Three-Body Problem</i> by Cixin Liu.</p> <p><i>The Three-Body Problem, first published in Chinese in 2006 and translated into English by</i></p>	<p>Listen to the teacher’s presentation about the summary of the story.</p>

Ken Liu in 2014, is a hard science fiction novel that explores the collision of two civilizations—humanity on Earth and an alien race from a planet called Trisolaris.

The novel opens during the Cultural Revolution in 1960s China, where an astrophysicist named Ye Wenjie watches her father—a fellow physicist—get beaten to death by Red Guards. Becoming a political outcast, Ye is initially sentenced to a labor camp. But then Ye is recruited into a secret government project called Red Coast Base, where they're attempting to search for and communicate with extraterrestrial life.

The story then shifts to the present day, where a nanotechnologist researcher named Wang Miao becomes involved in a mysterious investigation led by the military. Strange phenomena begin to occur: scientists are committing suicide, fundamental physical constants seem to be changing, and Wang starts seeing a countdown in his photographs. As he digs deeper, Wang discovers a secret group of intellectuals called the Earth-Trisolaris Organization, who have lost faith in humanity and are collaborating with the alien Trisolarans, inviting them to invade Earth in hopes of creating a better world under alien rule.

A key element in the novel is the Three-Body virtual reality game, which Wang plays. The game simulates the harsh, unpredictable environment of the Trisolaran planet, where the three suns cause extreme chaos due to their gravitational interactions. The game is actually a recruitment tool designed by the alien

	<p><i>sympathizers to explain the Trisolaran crisis and gain human collaborators.</i></p> <p><i>The novel concludes with humanity realizing that an alien invasion fleet is already on its way—but it will take 450 years to arrive. The threat is real, and the countdown to prepare for the coming conflict begins.</i></p>	
<p>E. Lesson Proper/Discussion</p>	<p>Provide students with a historical timeline of China’s Cultural Revolution to provide further context of events.</p> <p>Allot 5 minutes for the students to listen to the pre-recorded audio excerpt of Chapter 1.</p> <p>Elicit response from the student with these prompt questions:</p> <p><i>“In chapter 1, the author introduces us to the time of the Chinese Cultural Revolution. How did the author portray events and historical figures?”</i></p> <p>Probe the students to reflect on the author's diction—how it contributes to build up the mood of the story.</p> <p><i>“Was is chaotic, brutal, or disturbing. How so? What feelings did you get while listening to the audio excerpt?”</i></p> <p>Elicit response from the students about the themes and symbolisms they can spot on the objects from the time capsule.</p>	<p>The students will silently read the timeline and listen to the teacher’s explanation of the timeline.</p> <p>The students will silently read the summary amongst themselves and listen to the pre-recorded audio excerpt.</p> <p>The students will respond: <i>“The author effectively used imagery to portray historical events.”</i></p> <p>Express their agreement.</p> <p>Elaborate on the feelings they’ve encountered while listening to the audio excerpt.</p> <p>Identify themes of violence and chaos. Identify symbols of lasting legacy (eye), self-destruction (fight between the Red Union and April Twenty-eighth Brigade) and the like.</p>

<p>F. Assessment</p>	<p>After the discussion, students will answer five (5) questions through the use of Mentimeter.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Give one example of an object presented in the pre-activity and explain its symbolism in the Cultural Revolution. 2. What is the theme presented in the story? 3. <i>“Their red flags fluttered restlessly around the brigade building like flames yearning for firewood.”</i> Based on this sentence, what kind of atmosphere or feeling does it evoke about the setting of the story? 4. What is the importance of the Cultural Revolution to the progression of politics in China? Why is it important in resonating with current worldwide events? 5. As a Grade 8 student, how can you show patriotism to your country despite various ideologies that can make or break your decisions? 	<p>Answer the questions carefully. Students may cite textual evidence from the story to enhance credibility.</p> <p>“The Red Book symbolizes the unity and conformity of having a msense of identity.”</p> <p>“Violence, inhumanity, justice, etc.”</p> <p>“The feeling of hopelessness, shattered dreams, and tomorrow’s uncertainty.”</p> <p>“The weakening of the party structures opens our eyes to social reforms that cultivate the value of social order.”</p> <p>“Being a responsible citizen, having critical values on worldwide issues, and voicing out our country’s situation.”</p>
<p>G. Homework</p>	<p>Students are assigned to showcase their creativity through creating a rally poster by pair demonstrating how an ideology manipulates or empowers the youth to become drivers of social change.</p>	<p>Create a rally poster by pair. Integrate collaborative ideas that exhibit freedom in voicing one’s opinion. Avoid spending too much on the materials: use what you have.</p>

Rally Poster Rubrics

Areas	Excellent (10pts)	Good (7pts)	Fair (5pts)	Poor (3pts)
Message of poster and relevance to the theme	The message of the poster is clear, concise, and impactful. The poster powerfully and thoughtfully addresses the theme of the story.	The message of the poster is clear and understandable. The poster effectively addressed the theme of the story.	The message of the poster is somewhat clear and understandable. It fairly represents the theme of the story.	The message of the poster is unclear. It barely represents the theme presented in the story.
Visual Design and Impact	The poster is exceptional and aesthetically effective (colors, patterns, and lines used) in depicting the theme of the story.	The poster is very good and effective (colors, patterns, and lines used) in depicting the theme of the story.	The poster is somewhat visually appealing (colors, patterns, and lines used).	The poster is not visually engaging, The colors, patterns, and lines used are not properly arranged.
Collaboration	The students' ideas are collaborative and both exerted enormous effort in finishing the poster.	The students' showed teamwork in putting effort in finishing the poster.	The student's somewhat showed teamwork and effort in finishing the poster.	The students' showed no collaboration in giving ideas despite showing effort in finishing the poster.
Resourcefulness	Students showed resourcefulness by using materials in an impactful and innovative way (recycled materials/costless materials).	Students showed resourcefulness by using relevant materials effectively.	Students used available materials adequately. Some of the materials used are not cost-effective.	Students did not use available materials creatively. All of the materials used are not cost-effective.

LESSON PLAN BY BSE 2-1

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