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Honors World Cultures

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## **Future China/U.S. Relations**

### **Objective One:**

Examine, analyze and assess information from various sources in order to construct a concrete argument.

### **Objective Two:**

Create predictions based on gathered information.

### **Objective Three:**

Establish and support a stand regarding the future relations of China and the U.S.

**Grade Level:** 10 level Honors World Cultures Course. The honors course is a more in depth (breadth) look at world events and cultures. Students are asked to read and write much more than the regular World Cultures. Students are expected to give presentation based on research or analyzed information.

**Length of Lesson:** The lesson is a project, which is introduced through classroom readings and lectures. However, the bulk of the project information will be gathered by partnered students outside of class. Students will be given several weeks to complete the assignment before they present their findings.

### **Essential Questions:**

Will China challenge the United States' supremacy in the future?

What will be the future relations between China and the United States?

### **Rationale:**

Students will strengthen their problem-solving skills and realize that the future is not comfortably set in stone.

### **Materials:**

It is the students' responsibility to gather information through journals, books or other outside resources.

## **Activities:**

During class, we've covered events of the 20<sup>th</sup> century in China in order to adequately paint a thorough picture of China 2008. China has become quite the news-maker (fastest growing economy, pollution, Olympics, far reach into Africa, human rights...), but what China will exist in the future and what relations will exist between China and the United States?

Important prior-knowledge, which will be taught through lecture the week leading up to the activity:

- Central authority/local autonomy
- Confucianism
- European Imperialism
- Kuomintang vs. Communists
- Cold War (Korea, Cultural Revolution, Deng's Privatization)
- Current Chinese economic, military, political structure and power

Students will be given project following the unit on East Asia. It is up to the students to "OK" resources with me. Students will be broken up into pairs (3's in some cases, depending on class ratio). Students will be given a "half-way" mark, where they are expected to give an update of their findings and ask any questions to help further their studies. Students will have three days to research in the library. The entire unit will take nearly 2-weeks, give or take depending on school schedule and assemblies.

The final piece of the project will include a PowerPoint Presentation, where the pairs explain their predictions. See Handout.

## **Social Studies Standards**

### People in Societies

- Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

### Social Studies Skills and Methods

- Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

# Future China

## Honors World Cultures

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### Task:

Take one of three possible future scenarios and argue tat point, using journals, books and other means to support your point. BE SURE to OK your resources with me.

You and your partner will gather information and use it to argue for one of the three scenarios by presenting a PowerPoint.

### Particulars:

- References of resources (at least three journals, one book...see me for other)
- PowerPoint that includes
  - Title Page (group members' names and date)
  - Page that indicates your prediction
  - 3 pages supporting your claim
    - Your CLAIM must be supported with at least 3 STRONG details arguing your point to be quite viable and concrete
  - Implications: if this is your predicted result, what do you suppose will happen in the future, or how could we prevent this result?
  - Reference page
  - Keep your presentation between 8-10 minutes long
  - Any additional ACTIVITY during your presentation is welcome

1. Imploding China:
  - a. China's quickly growing economy will crumble in on itself because of corruption, human rights violations, or failures of the CCP.
2. U.S. Trading Partner:
  - a. China will reform itself and become a strong U.S. trade ally.
3. Scary Hide-Under-Your-Covers China:
  - a. The U.S. as the world hegemon will feel threatened and react. China's rise in the world will force war!

	10	7	3
Presentation	Presentation is professional and clear, explaining supporting details with clarity	Presentation lacks some specifics, including clear explanations	Presentation lacks professionalism—too much care-free attitude
All elements included	Directions are followed and resources are legit and strong	Some directions are not followed; could be questions with resources	Missing PARTICULARS; questions not answered; PowerPoint not complete
Application and explanation	Student can accurately answer all questions related to facts in the poster and processes used to create the poster. Strong explanations and examples provided.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Group Effort Grade partner	Worked collaboratively on entire project. Both found resources; both built arguments; both participated in presentation	Mostly worked together. Some inaccuracies in collaborative effort. One partner did more (presentation, information gathering)	Partner did not research topic; help in building or giving presentation.
			<b>/40</b>