

Teaching with Maps | Inquiry Template

Lesson Name	China's Relationship to the United States
Grade Level	11th and 12th
Estimated number of lessons	80 minute periods over 2 classes
Prerequisite skills/content	Instruction on Modern Chinese History up to WWII

Write your compelling inquiry question here.

*Evaluate the impressions US soldiers had of China and Chinese culture in World War II using the Pocket Guide to China provided.*

- *What tone or attitude did the handbook attempt to strike towards China and her people?*
- *What are some elements that surprise you? What are some elements that you find concerning or inaccurate?*
- *What do you think the overarching goal of this Pocket Guide is? What are some specific things you feel it is attempting to accomplish, big and small?*

Applicable Standards

Include any applicable state social studies standards here

[Maine Grades 9-12](#)

*(F2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.*

*(F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.*

*(D1) Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.*

*(D2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.*

Inquiry Objectives	<p>Include your objectives/learning targets for the inquiry.</p> <ol style="list-style-type: none"> <li>1. Understand the intentions and purposes of the United States relationship to China in World War II</li> <li>2. Identify the successes and failures of the United States relationship to China and the short and long term impacts of those outcomes.</li> <li>3. Recognize the outdated, and also relevant, impressions of China from the United States at the time of the Second World War.</li> </ol>
--------------------	---

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.</p> <p>1. Why was the United States concerned about our relationship with China in World War II?</p>	<p>Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.</p> <p>2. How did the United States try to build connections with the Chinese as allies?</p>	<p>Write a supporting question that helps students develop their capacity to answer the compelling inquiry question above.</p> <p>3. What cultural features of China were seen as important to the United States, specifically the military, in World War II?</p>
Formative Assessment / Performance Task	Formative Assessment / Performance Task	Formative Assessment / Performance Task
<p>Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.</p>	<p>Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.</p>	<p>Provide an assessment that would allow students to demonstrate their understanding of the supporting question. This assessment can be summarized in a sentence or two.</p>
<p>Students will articulate the possible reasons for the United States to want to build a positive relationship with China during World War II by supplying evidence from the Pocket Guide as well as previously covered content on the United States involvement in China during World War II.</p>	<p>Students will highlight and take excerpts from the Pocket Guide that show intention in creating positive relationships and impressions of the US military among the Chinese people.</p>	<p>Students will build a list of key cultural aspects of China prioritized by the US military and offer reasoning for why these were emphasized in the Pocket Guide and their speculation as to the impact of that focus.</p>
Featured Sources	Featured Sources	Featured Sources

<i>Pocket Guide to China Various National Geographic maps of China/Asia and World War II</i>	<i>Pocket Guide to China Various National Geographic maps of China/Asia and World War II</i>	<i>Pocket Guide to China Various National Geographic maps of China/Asia and World War II</i>
--	--	--

Summative Performance Task	Students will craft a 500 word assessment of the Pocket Guide in which they argue what the main goals of the Pocket Guide are, using supporting evidence from the guide, and highlight areas of it they feel are effective and informative as opposed to ineffective or disregarding of nuances of Chinese culture.
Modifications	Students can use the digital or physical copy of the guide and their responses may be recorded as audio/video in lieu of written if they prefer.
Taking Informed Action	This knowledge will inform students of how the United States and China see one another in the past and allow for speculation and understanding of how that relationship has changed in more recent times. It will also clarify for students how China was viewed as a key ally in WWII instead of a rival that we see it as now.