Amy Palo

Cornell High School

Taiwan-China Module

Length: 5-7 45 minute class periods

Grade/Class: 10th grade World History

Rationale: This weeklong module on Taiwan-China relations fits into the larger goal of fostering global awareness and connecting history to current events. The module explores the historical and cultural context of Taiwan and China, emphasizing the importance of understanding the people and their unique identities. Students will utilize maps, current events, and a mini simulation to better understand the

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| **Topic** | **Lesson** | **Resources** |
| Day 1: Introduction to China and Taiwan | Task 1: KWL Chart to activate prior knowledge   * Students place answer on post it notes * Post it notes go on the board * Go over as a whole group   Task 2: China and Taiwan: A Really Simple Guide Diffit activity   * Students will work through the slides to create a social media post with the image, read about China and Taiwan, and take notes. * Students complete questions * Have students turn and talk their open-ended responses | [KWL Chart](https://www.canva.com/design/DAGMD3xqf3c/GZkf9Rl2OgjBaJq4DCydRw/view?utm_content=DAGMD3xqf3c&utm_campaign=designshare&utm_medium=link&utm_source=editor) (Alternative to Post Its)  Intro [China and Japan Lesson](https://docs.google.com/presentation/d/1V5CpiaeCqH88cULtaSBnM3zTWDwhVRczxPZr7vztNPk/edit?usp=sharing) |
| Day 2: Historical Maps | Task 1: What’s in a name?   * As a class explore the World Historical Gazetteer and type in Taiwan * Click on the results. Ask students what do they notice? What names do they see? Why do they think that is?   Task 2: Exploring Maps through time   * In Groups, students will look at a specific time period of Taiwan’s history through the use of maps. * Each group will create a poster representative of their time period with the dates, information about the people, and any other important information. * They will print out the map and add it to their poster * They will be encouraged to use the map info as a starting point, and to do additional research to add to their poster | [World Historical Gazetteer](https://whgazetteer.org/search/)  [Indigenity and Early Settlement](https://centeringtaiwan.pitt.edu/indigeneity-era/)  [Navigation, Trade, Piracy](https://centeringtaiwan.pitt.edu/navigation-trade-piracy/)  [Colonization](https://centeringtaiwan.pitt.edu/colonization/)  [Modern Taiwan](https://centeringtaiwan.pitt.edu/taiwan/)  [Modern Taipei](https://centeringtaiwan.pitt.edu/taipei/) |
| Day 3: Historical Maps Continued | Task 1: Students use approximately 10 minutes to finish map posters  Task 2: Create a timeline with the posters, by bringing them up/affixing them to the board  Task 3: One student from each group will come up to review the poster, going in order so all students have a strong historical understanding  Task 4: Reflection  Using mentimeter ask students to reflect on what they learned. Possible questions include:   * *What do we notice about Taiwan over time?* * *Why is it important to learn about the groups of people who have lived in Taiwan over time?* * *What new questions do we have about Taiwan?* | [Mentimeter](https://www.mentimeter.com/) |
| Day 4: Current Events | Task 1: Protest Images Analysis   * Using the Observe, Reflect, Question Library of Congress document, analyze protest images from Taiwan   Task 2: Assign students a slide with a news article/current event Put students in groups with students who had each article (so if there were four articles to start, groups of four)   * Students share out their main ideas from their articles   Task 3: Whole-class debrief   * Using the board, a Padlet, or other similar tool, have students share out main takeaways * Have a student record * Lead class discussion * Add the last column to the KWL Chart from day 1 | [O-R-Q Library of Congress Primary Source Analysis Tool](https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/)  [Current Events Slideshow](https://docs.google.com/presentation/d/12HPIoNumbJfk4r6zzP62A2vTAsdmQPGj4H_l_7N9MWs/edit#slide=id.g2a212317e2e_0_327) |
| Day 5+: Mini Simulation | Task: Complete World 101 Mini Simulation  Question: China’s growing military and economic strength, coupled with its increasingly aggressive posture in East Asia, have raised questions about U.S. policy toward Taiwan. Should the United States maintain its longstanding policy of strategic ambiguity toward Taiwan, or should it clarify its stance?   * Provide whole class with background and question of the simulation * Divide students into groups and give them additional information in manila folders * Give students the options for resolving the simulation. As a group, have students choose their position, and write a defense (this can be modified to fit your class and can be written, a video, etc.) * Whole group share out of the decisions | [CFR Simulation](https://education.cfr.org/teach/mini-simulation/strategic-ambiguity-toward-taiwan)  [Mini Simulation Guidelines](https://education.cfr.org/teach/mini-simulation-guidelines)  [Simulation Decision Point](https://docs.google.com/document/d/1WRjfL__5d1mPO5ZufytX9ii5wQWXqUJTHNidvRNRBnI/edit) |