Lesson Plan for Center for East Asian Studies
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Understanding U.S.- China Trade Relations: Past, Present and Future in Language and Culture Perspective

Lesson Intro and Objectives:
In the summer, I attended the 2022 East Asia in the Upper Midwest program, organized by Laurie A. Dennis of Wisconsin China Initiative at Center for East Asian Studies at UW-Madison, the speakers are John D. Wong of Hong Kong University and Zach Fredman of Duke Kunshan University. What I learned the most from this program is that regardless of race, language, gender or customs, global trade has existed in the past, present and will continue into the future.
Especially with the new technology and living in a global world, it seems that we have an easier time accessing everything. In this lesson, we are going to explore the U.S.-China trade relations from the past, present and future from a language and culture perspective.

Lesson Timeline:
1 unit, 3 lessons, 45 minutes each lesson, 2 hours 15 minutes total

Grade Level:
9-12

Breakdown of Each Lesson:
Lesson 1: U.S.- China trade relations in the past (19th to 20th century)
Lesson 2: U.S.- China trade relations in the present
Lesson 3: U.S.- China trade relations in the future and its development

Lesson 1:

- Before Class/ At Home:
  Students read Sustaining Trust: Overcoming Business Uncertainties through Time and Space (P. 105-134), chapter 4 of: Wong, John D., *Global Trade in the Nineteenth Century: The House of Houqua and the Canton System*, Cambridge: Cambridge University Press, 2016.
  (If the text is not available, a video interview with John D. Wong can be found at: https://eastasia.wisc.edu/eaum/usandchina/)
- Lesson:
  1) Have students read this article and ask them their thoughts. Dealing With Business Uncertainty (5 mins)
  2) Ask students to write a report about what they read at home (Sustaining Trust: Overcoming Business Uncertainties through Time and Space (P.

105-134) of Global Trade from the book Nineteenth Century by John D. Wong) (10 mins)

3) Pair students into groups of 3-4, have students share with their group about their writing (5 mins)
4) Choose one student from each group to share their group's idea and compare different perspectives of groups (5 mins)
5) A conversation between Dr. Debin Ma and Catherine Xiang on Chinese Economy on 19th and 20th Century LSE Research in Mandarin (8 mins)
6) Mock duck interview: Have students write down the key words or sentences from the video, organize the class in groups (4 groups, 3-4 people in a group), choose one person from each group to be the interviewer, one person to be the interviewee, the other 1-2 people to contribute ideas or write down key notes for the group, each group will be presenting their "interview" about the U.S.- China Relations in the 19th century to the class (10 mins)
7) Reflection and feedback. Students will use Google Form to grade each other's interview using grading rubrics provided by the teacher (2 mins)

Lesson 2:

- Before Class/ At Home:
  Students read Part V. Kung Fu Fighting (P.521-P.534) of The Beautiful Country and the Middle Kingdom by John Pomfret
  (If the book is not available, an interview of Mr. Pomfret can be found at: https://www.youtube.com/watch?v=FjILYyin-xA)
- Lesson:
  1) Students work as partner groups of 3, they will research on the following topics: (15 mins)
     - The impact of Kung Fu Fighting to the Chinese American community
     - Bruce Lee and his accomplishments
     - How Caucasian's view of Chinese American has changed from Chinese Kung Fu Fighting
     - Chinese American family in the 19th century
     - Politics between China and America in the 19th century
  2) With each group, students will present their group's research to the class, each student will contribute their ideas/ thoughts to the group presentation in the format of writing (slideshow/ notes) or public speaking (25 mins)
  3) Comments and Reflection (5 mins)

Lesson 3:

- Before Class/ At Home:

Students read Houqua's Succession Plan (P.137-P.147) from the book, "Global Trade in the 19th Century" by John D. Wong
Teacher will comment on each group's presentation, each group will score other groups presentations based on the rubric provided by the teacher

- Lesson:
    1) Chinese Family Tree - view website on how to make a Chinese family tree and discuss and how to say the words in Chinese (10 mins)
    2) Read the article Population in China from 2011 to 2021, by gender, and discuss in groups of 2 of its pros and cons (10 mins)
    3) Q&A: Discussion on Houqua's succession plan and his family tree (10 mins)
    4) Self reflection: students will discuss family tree in the U.S. and in their family, how is it different from Houqua's family; then students will create/draw a family tree of their family and label the words using the words from the family word bank (15 mins)