Understanding U.S. China Relations: Politics and COVID-19

Center For East Asian Studies

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ABOUT THIS LESSON

Using a variety of primary and secondary sources, students will analyze the political, economic and social impact of the COVID-19 pandemic. This lesson will give students the opportunity to practice their ability to critically think about information from a variety of perspectives, gather evidence to support a claim, and consider advantages and disadvantages of how political relationships impact trade and exchange of goods and ideas.

GRADE LEVEL

6-8th grade
Easily adaptable to accommodate needs of the instructor, time allotted for content, needs and abilities of students.

CLASSROOM TIME

Three 70 Minute block classes

RESOURCES

"Coronavirus Timeline." *Department of Defense*, 31 August 2022, https://www.defense.gov/Spotlights/Coronavirus-DOD-Response/Timeline/. Accessed 30 September 2022.

Fang, Fang, and Michael Berry. *Wuhan Diary: Dispatches from a Quarantined City*. Harper Collins Publishers, 2020.

Yang, Guobin. *The Wuhan Lockdown*. Columbia University Press, 2022.

OBJECTIVES

- Students will be able to analyze primary and secondary source from multiple perspectives
- Students will be to formulate inquiry questions based on historical source analysis
- Students will be able to use technology to gather reliable research to deepen knowledge on a topic of interest
- Students will be able to synthesize information from multiple sources to generate a thesis statement

STANDARDS

National C3 Standards in Social Studies

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras
D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

Wisconsin Model Academic Standards for Social Studies (Grade 6-8)

SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).
SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.

LESSON ACTIVITIES

Note: This lesson is designed to put students in the role of thinking like a historian and requires them to apply background knowledge, draw conclusions based on inferences, and ultimately present a thesis statement based on a topic they have interest in.

Day 1:

Warm up: Ask students to do a gallery walk where they silently look at topics, respond to the question. As they rotate, they can add on to other responses, ask a question, or create a new response. Give students 2 minutes at each rotation.

Following the gradual release model, teacher should lead students through a source analysis as a whole class. After one thorough analysis is completed, in groups of 2-4 have students complete a source analysis of four sources of their choosing. At the end of the day students should develop one compelling historical question which is based on their understanding of the sources analyzed. Their question should be open ended, researchable, and encompass the key themes of the sources as a whole.

Day 2 and 3:

Warm up:

Have students review the historical question success criteria. Individually, they should take 2 minutes to wordsmith, correct, and refine their question. After independently reviewing their question, *:* Stand up, hand up, pair up. Each partner should read their question out loud, as this is done the other person in their pair needs to check off the success criteria. After reviewing success criteria with a peer, student has one final opportunity to refine their question to fit the given criteria. Teacher should walk around the room, give feedback to make sure question is open-ended, researchable, and relates to the source analysis completed on day 1.

Warm up:
Thought and jott→ Have students think and write independently, responding to the question “How does government policy impact citizens during a time of crisis”. After three to four minutes, have students turn and talk, pushing them to try to come up with examples from multiple perspectives. Bring the discussion back to the whole class. As a class, we discuss the relationship between what policy a government makes and the response of citizens, considering why some government policies would be supported by citizens in one country but not another.

Students need to complete Phase II of the Annotated research set, finding sources of information from multiple perspectives that will assist their development of a thesis statement which answers their historical question. If students have not been shown how to research, considering point of view, using multiple different types of sources, the teacher will need to model how this is done. After they have found three unique sources, each a different type of source and from a unique perspective, they should develop a thesis statement which answers their historical question.

POST LESSON ACTIVITIES

Small group share: Have students present their question and thesis to a small group of peers, allow peers to ask questions and generate a list of “next steps” of research that might deepen knowledge of the topic

Poster: Have student create a visual depiction of their thesis statement, representing their question and answer to someone without knowledge of the topic in a comprehensive manner
Global perspective: Have students research another country, how that country responded to COVID, the impact and reaction of citizens, and consider the long term implications of the decisions made by each respective nation

Compile other primary sources: Have students gather other primary and secondary sources from China and the United States. Have them consider different aspects of political responses: schools, medical facilities, public spaces, public health, military, etc.

Cause and effect: Students create a diagram depicting various events that took place throughout the Pandemic and the effect (government responses) trying to account for differences in China versus United States (local ordinances versus federal).

ASSESSMENT OPTIONS

After teaching source analysis and historical questioning, formative assessment scores can be given to ensure that students have created questions that meet the success criteria.
(See student resources for success criteria)

Summative assessment: Students could be given an essay assessment which assess their ability to create a claim, appropriately compile and use evidence, and/or compare and utilize multiple perspectives.

Student resources

Primary source documents

Primary Source Analysis

Understanding U.S. China Relations: Politics and COVID

Directions: Select any four of the primary sources to analyze. After analyzing these sources of information, think about what this tells you about the US China Relations in relation to politics and Covid19. Finally create one historical question that you might want to research further as we get into this unit!

Source #1 NAME of source	*Source #2 NAME*

I see (list 5 things) • • • • • •	*I see (list 5 things)* • • • • •
I think this represents (Characteristic) because (Explain) Remember to use a PERSIA characteristic to explain what the image as a whole represents • • •	*I think this represents (Characteristic) because (Explain)* Remember to use a PERSIA characteristic to explain what the image as a whole represents • • •
I wonder…(look over what you see and thing and make questions • •	*I wonder…(look over what you see and thing and make questions* • •
Key concepts of this source (list words):	*Key concepts of this source (list words):*

Source #3 NAME	*Source #4 NAME*
I see (list 5 things) • • • • •	*I see (list 5 things)* • • • • •
I think this represents (Characteristic) because (Explain) Remember to use a PERSIA characteristic to explain what the image as a whole represents	*I think this represents (Characteristic) because (Explain)* Remember to use a PERSIA characteristic to explain what the image as a whole represents

• • •	• • • •
I wonder…(look over what you see and thing and make questions • •	*I wonder…(look over what you see and thing and make questions* • •
Key concepts of this source (list words):	*Key concepts of this source (list words):*

After analyzing sources, what can you infer?

→ Create TWO inferences (educated guess) for each persia descriptor

Political:-
Economic:
Religious:
Social:
Intellect:
Art:
Area:

My Historical Question is…

QUESTION

Make sure to check the ONE question you have written using the success criteria we have been using

Annotated Resource Set (Minimum of 3 Required)

Phase II

Resource Set 1-3			
	1. (Resource Title Here) Link source in title	2. (Resource Title Here) Link source in title	3. (Resource Title Here) Link source in title
Source Type (ex:museum website, newspaper, article, journal entry, video, informational website, encyclopedia)			
Is this a primary or secondary source?			
Why do you believe this is a primary or secondary source?			
Why is this resource important to my project?	(Context)	(Context)	(Context)
Purpose and Impact What is the purpose? (ex. Gave facts and info about, paint a picture of an experience, make the audience feel…, show what it was like to..., express the author's feelings or thoughts about ..., etc.) What impact did it have on you? (ex. You gained understanding about..., you had this emotional reaction to..., it changed your perspective about your own experiences with…. etc.)	(Connect)	(Connect)	(Connect)
Point of View From whose lens is this source created?	A P P	A P P	A P P

Who is the audience for the source?	A R T S	A R T S	A R T S

Phase II

Thesis Statement Based on Research and Historical Question:

Thesis:

Phase III

Using Easy Bib, create a work cited and copy and paste it below.

Historical Question Success Criteria

Historical Questioning Success Criteria	**Historical Questioning Success Criteria**
My historical question includes: ☐ Who (groups and or individuals ☐ What (what does it mean or what has changed) ☐ When (eras/time/date) ☐ Where (location, physical features and/or political features)	My historical question includes: ☐ Who (groups and or individuals ☐ What (what does it mean or what has changed) ☐ When (eras/time/date) ☐ Where (location, physical features and/or political features)

- ☐ Why (influence and/or importance of the event)

My question is open or closed?

Open Question (good)

- ☐ Typically start with **why**, **how** and sometimes **what**
- ☐ Use mental state verbs (**think**, **know**, **decide**, **believe**)
- ☐ Think critically (**thinking**)
- ☐ Lead to higher-order thinking
- ☐ Make judgements about facts
- ☐ Used to development ideas more fully
- ☐ Has multiple possible answers

Examples:

1. Why did the Japanese bomb Pearl Harbor?
2. How did the early explorers navigate the seas?

Closed Question (bad)

- ☐ Typically start with when, who, where, how many and *sometimes* what
- ☐ Often start with forms of be (**is**, **are**, **was**, **were**), do (**do**, **does**, **did**) or have (has, have, had)
- ☐ Facts
- ☐ Yes/No answers
- ☐ Short answers
- ☐ Right/Wrong answers
- ☐ Seek a factual reply

Examples:

1. When was Amelia Earhart born?
2. Who were the main characters?

- ☐ Why (influence and/or importance of the event)

My question is open or closed?

Open Question (good)

- ☐ Typically start with **why**, **how** and sometimes **what**
- ☐ Use mental state verbs (**think**, **know**, **decide**, **believe**)
- ☐ Think critically (**thinking**)
- ☐ Lead to higher-order thinking
- ☐ Make judgements about facts
- ☐ Used to development ideas more fully
- ☐ Has multiple possible answers

Examples:

3. Why did the Japanese bomb Pearl Harbor?
4. How did the early explorers navigate the seas?

Closed Question (bad)

- ☐ Typically start with when, who, where, how many and *sometimes* what
- ☐ Often start with forms of be (**is**, **are**, **was**, **were**), do (**do**, **does**, **did**) or have (has, have, had)
- ☐ Facts
- ☐ Yes/No answers
- ☐ Short answers
- ☐ Right/Wrong answers
- ☐ Seek a factual reply

Examples:

3. When was Amelia Earhart born?
4. Who were the main characters?