**10th Grade** [**Imperialism Inquiry**](http://www.c3teachers.org/inquiries/imperialism/)

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| Do the Boxers Deserve a Bad Rap? | |
| **Staging the Question: Analyze a *Harper’s Weekly* political cartoon and discuss who students think the Boxers were and how people in the United States viewed them.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Chronological Reasoning and Causation** |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| How did the Opium Wars create foreign influence in China and how did the Chinese react? | What were the goals and consequences of Christian missions in China and why did the Boxers object? | What happened during the Boxer Rebellion? | To what extent were the Boxers misunderstood? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Write 2-3 sentences describing how the Opium Wars created foreign influences in China and the Chinese reactions. | Write a paragraph explaining the goals of Christian missionaries in China and describing the Boxers’ perspective on these missions. | Create a two-column chart that explains the events of the Boxer Rebellion through the perspectives described in the featured sources. | Develop a claim supported by evidence that explains to what extent the Boxers were misunderstood. |
| ***Integration of Inquiry Process and Skills*** | | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
| Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry by analyzing the political cartoon *The Boxers* and discussing who the Boxers were and how people in the United States viewed them.  Graphic Organizer: [Connect#11](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect11) | Connect: | Connect: Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.  Graphic Organizer: [Connect#19](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect19) | Connect: Develops and refines the question independently to arrive at a worthy and manageable topic for inquiry.  Graphic Organizer:[Connect#22](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect22), [Connect#23](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect23) and [Connect#24](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect24) |
| Wonder: Asks questions to clarify topics or details about the Opium Wars.  Graphic Organizer: [Wonder#6](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder6) | Wonder: Determines the type of information needed to investigate the complexities of the topic and whether different points of view will be important. | Wonder: Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research about what happened during the Boxer Rebellion.  Graphic Organizer: [Wonder#19](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder19) and [Wonder#20](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder20) | Wonder: Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis about the extent to which the Boxers were misunderstood.  Graphic Organizer: [Wonder#21](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder21) and [Wonder#22](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder22) |
| **Investigate:** **Paraphrases and summarizes information** **that answers research questions** while reading an excerpt about the Opium Wars and how they contributed to foreign influence in China.  **Graphic Organizer**: [**Investigate#37**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate37) | Investigate: Takes notes using one or more of a variety of notetaking strategies while reading an overview by a historian of the missionaries and their reception in China as well as a letter sent by a Chinese Christian during the Boxer Rebellion. | **Investigate:** **Pursues a balanced perspective of fact, opinion, and different points of view** surrounding the Boxer Rebellion by reading two first-person perspectives, one from a Chinese Christian during the rebelllion and one from a professor at the American College at Tungchau. | **Investigate: Conducts advanced Web searches using Boolean logic and other sophisticated search functions** while researching how the Chinese viewed the Boxers and whether or not their rebellion has been misunderstood by westerners.  **Graphic Organizer**: [**Investigate#96**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate96) **and** [**Investigate#97**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate97)  [**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_10_Imperialism_revised-9-1-2016.pdf) |
| **Construct:** Writes 2-3 sentences describing how the Opium Wars created foreign influences in China and the Chinese reactions. | Construct: Combines ideas and information to develop and demonstrate new understanding. | Construct: Draws conclusions based on explicit and implied information.  Graphic Organizer: | Construct: Draws clear and appropriate conclusions supported by evidence and examples.  Graphic Organizer: |
| Express: | **Express:** Writes a paragraph explaining the goals of Christian missionaries in China and describing the Boxers’ perspective on these missions. | **Express:** Creates a two-column chart that explains the events of the Boxer Rebellion through the perspectives described in the featured sources. | **Express**: Develops a claim supported by evidence that explains to what extent the Boxers were misunderstood. |
| Reflect: | Reflect: | Reflect: | Reflect: Records individual experience of the inquiry process with suggestions for future improvements.  Graphic Organizer: [Reflect#23](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect23) |
| Summative Performance Task: *Argument*: Do the Boxers deserve a bad rap? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing perspectives. *Extension:* Create textbook entries that express how the Boxer Rebellion should be represented in textbooks. | | | |