

10th Grade Imperialism Inquiry

| Do the Boxers Deserve a Bad Rap? | | | |
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| Staging the Question: Analyze a <i>Harper's Weekly</i> 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 | |
| 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. |
| <i>Integration of Inquiry Process and Skills</i> | | | |
| 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 <i>The Boxers</i> and discussing who the Boxers were and how people in the United States viewed them. Graphic Organizer: Connect#11 | Connect: | Connect: Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research. Graphic Organizer: Connect#19 | Connect: Develops and refines the question independently to arrive at a worthy and manageable topic for inquiry. Graphic Organizer: Connect#22 , Connect#23 and Connect#24 |
| Wonder: Asks questions to clarify topics or details about the Opium Wars. Graphic Organizer: Wonder#6 | 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 and Wonder#20 | 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 and Wonder#22 |
| 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 | 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 rebellion 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 and Investigate#97 C3 Resources |
| 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 |
| Summative Performance Task: <i>Argument:</i> 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. <i>Extension:</i> Create textbook entries that express how the Boxer Rebellion should be represented in textbooks. | | | |