

Reading Strategies and Suggestions

This unit covers a wide range of issues which involve many countries over a long period of time. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

Pre-reading strategies: Help students to prepare for the reading.

1. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know about China and what they want to know. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions so they can gain familiarity with the structure and organization of the text.

3. Preview the vocabulary and key concepts listed in the back of the TRB with students.

4. Since studies show that most students are visual learners, use a visual introduction, such as photographs, an internet site, or a short film or video to orient your students.

5. Be sure that students understand the purpose for their reading the text. Will you have a debate later, and they need to know the information to formulate arguments? Will students write letters to Congress? Will students communicate with students in China over the internet? Will they create a class podcast?

Split up readings into smaller chunks: Assign students readings over a longer period of time or divide readings among groups of students.

Graphic organizers: You may also wish to use graphic organizers to help your students better understand the information that they are given. For each part of the reading we have included an organizer. These are located on TRB-8, TRB-16, and TRB-25. Students can complete them in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Name: _____

The History of U.S.-China Relations

Directions: In the chart below, fill in the two or three main causes and effects for each event.

Causes	Event	Effects
<ul style="list-style-type: none"> • • • 	Opium Wars	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	Open Door Policy	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	Boxer Rebellion	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	Chinese Exclusion Acts	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	May 4th Movement	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	U.S. Support of Taiwan	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • • • 	U.S. Recognition of China	<ul style="list-style-type: none"> • • •

Name: _____

China's Transformation

Directions: Use your reading to fill in the boxes. On the top of each box, list the major reforms or changes that occurred during Deng's leadership in the noted area (economic, social, political). On the bottom, list major challenges in that area that exist for China today.

Economic

reforms/changes
challenges

Social

reforms/changes
challenges

Political

reforms/changes
challenges

Extra Challenge: Which of the challenges you listed above will most affect China's relationship with the United States? Why?

Name: _____

Issues on the U.S.-China Agenda

	Trade Issues	Human Rights	Security/Military	Taiwan	International Peacekeeping
The U.S. Perspective					
The Chinese Perspective					