

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Who lost China?	
Standards and Practices	<p>Analyze the causes and consequences of a specific problem in US History, as well as the challenges and opportunities faced by those trying to address the problem.</p> <p>Evaluate the responses of United States' leaders to the challenges of global tensions.</p> <p>Describe the causes, major conflicts, consequences and enduring legacy of the Cold War.</p>	
Staging the Question	You have two friends that get into an argument. Both of your friends are partially right. What are the pros and cons of getting involved in their argument?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who competed for control of China?	Why did US political parties argue about our response in China?	How did international support influence the outcome of the Chinese civil war?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Venn diagram - sort the pros and cons of China's Communist and Nationalist parties.	Pick a side between Republican and Democratic views. From your point of view, describe how you would supply aid to China and justify.	Describe the impact of US and Soviet support for competing sides in China.
Featured Sources	Featured Sources	Featured Sources
<p>The China Problem, Robert D Lapham</p> <p>Our Task in 1945- Mao Tse-Tung</p> <p>Memo from George Marshall to Harry Truman July, 1949</p>	<p>Telegram from John Leighton Stuart to George Marshall</p> <p>Oral Interview: Walter Judd</p> <p>Memo from George Marshall to Secretary of the Navy</p> <p>Memo from George Marshall to Secretary of War</p>	<p>Telegram from Ambassador to China to Secretary of State</p> <p>The China Problem, Robert D Lapham</p> <p>Cables between Mao Tse Tung and Stalin</p> <p>Memo from George Marshall to Harry Truman</p>
Summative Performance Task	Argument	Should the US have chosen sides in China? Develop a claim and support it with evidence gathered from the sources.
	Extension	Critique your textbook- Locate the section of your textbook that deals with the Communist Revolution in China. Fix up that account to better reflect the story as revealed by these sources.

		Host a “Twitter Chat” between Harry Truman, George Marshall, two other characters from this part of history. Imagine how they would respond to the question: “who lost China?”
	Taking informed action	Should the US choose sides in international conflicts? Research a conflict that the United States is involved in today. Who are the various groups involved in that conflict? Who has the United States decided to support? Why? Write a letter to a policy-maker (legislative or executive branches) use the lessons learned from the experience of the US in China to critique or agree with current US policy in that conflict.

Supporting Question 1

The first supporting question—“ Who competed for control of China? --- has students analyzing sources to understand the goals and characteristics of the Communists and Nationalists in China. The formative performance task asks students to develop a list or Ven Diagram to identify the pros and cons of both sides.

The featured sources for this question introduces students to these two groups so that they develop the understanding that there is no “ideal” ally for the United States in China.

Featured Source 1 is a narrative from Roger Lapham that introduces students to the back story of the Japanese invasion of China. It introduces the idea that the Nationalist government under Chiang Kai Shek is in trouble.

Featured Source 2 is a speech from Mao Tse Tung to his supporters in China in 1944. The speech shows the situation in China from the Communist perspective. It introduces their goals and their disdain form the Nationalist government.

Featured Source 3 is a memo to President Truman outlining the conditions in China by 1947. In it, General Wedemeyer gives an fairly neutral description of the struggles during the Chinese Civil War and his concerns about both sides in the conflict.

Supporting Question 2

The second supporting question—“Why did US political parties argue about our response in China? ---- has students using sources to look at the conversations going on within the US Government regarding aid to China. The formative performance task asks students to take a side on the issue of aid to China. They might agree more with the importance of robust aid to the Nationalist government to resist communist expansion or with Truman and Marshall’s concerns about the impact of military aid in China.

The featured sources for this question show students the competing concerns about the outcome of the Chinese Civil War the in-the-moment analysis of the situation.

Featured Source 1 is a telegram from the US Ambassador to China. It identifies the economic problems within China and argues for economic aid.

Featured Source 2 is an oral interview by a key Republican critic of Truman’s policies in China, Congressman Walter Judd. This source represents the concerns of many Republicans that the US should be much more engaged in resisting Communist expansion in China.

Featured Source 3 is a directive sent from Secretary of State George Marshall to key military and civilian officials in the Truman Administration. It lays out a “middle ground” that the administration was trying to follow in China: non-military aid to the Nationalist government only.

Featured Source 4 is a memo from George Marshall to the Secretary of War. This source shows the agreement of both men for the current policy.

Features Source 5- Optional, points out the limitations of George Marshall’s efforts to broker a peace between the Nationalist and Communist forces.

Supporting Question 3

The third supporting question—“How did international support influence the outcome of the Chinese Civil War?”—asks students to describe the impact or outcome of US and Soviet efforts to influence the outcome of the Chinese Civil War.

The formative performance task asks students to develop an understanding of the consequences of that support.

The featured sources for this question asks students to look at sources to determine what support might have been effective. This should lead them to make conclusions about the options that the US truly had in this conflict.

Featured Source 1 is a telegram from WWII. It shows that the Soviets were working to influence China during the early years of WWII and questioned the US capacity to help China as much as was needed.

Featured Source 2 returns to the Roger Lapham account to analyze the impact of the large amounts of aid to China over the years concerns about the leadership of Chaing Kai Shek.

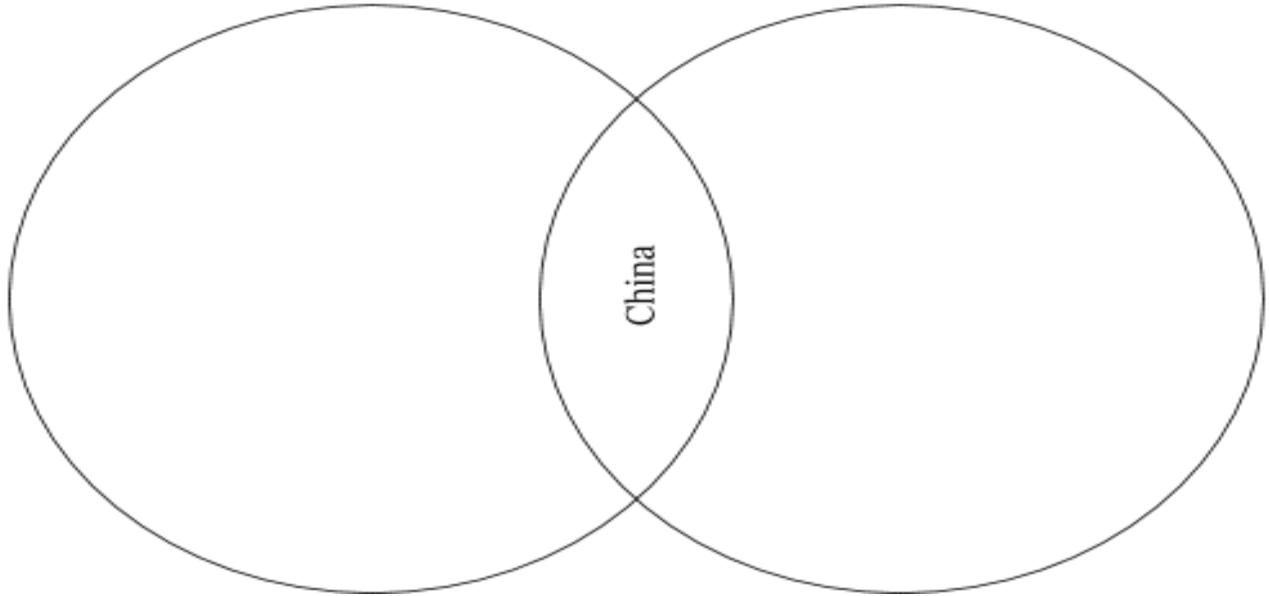
Featured Source 3 introduces two telegrams between Mao Tse Tung and Stalin. Students should understand that these are two of many. They show a level of coordination between the two leaders that helped the Communist forces in China.

Featured Source 4 is intended to provide meaning to the telegrams in Source #3. This perspective from the Secretary of War explains the natural connection between communist USSR and communist China.

COMMUNIST PARTY

Pros & Solutions

Cons & Problems



NATIONALIST PARTY

Pros & Solutions

Cons & Problems

