



LESSON PLAN



US-China Forum: US-China Strategic Dialogue Simulation

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Essential/Central Question: How can dialogue between China and the US help to better the understanding amongst the two countries, the Asia-Pacific Region, and the world?

Lesson Summary: Students will be assigned roles and then conduct research to learn about each country's stance on various issues, including trade, territory, climate change, cybersecurity, and counterterrorism, in order to determine if any changes/agreements can be made in the form of an agreement, communique, declaration, or press release. The two delegations will meet to discuss each of the issues and determine if an agreement can be made that will lead to a better relationship which will enhance each country's standing in the world as well as maintain peace in the region/world.

Grade Levels and Courses: This lesson can be used in the following courses and grades: World History — 9th grade; US History — 10th grade; Global Studies/Global Issues/Contemporary Issues — 11-12th grades

Duration: 3-5 days (50-60 minute class periods)

Learning Objectives:

To demonstrate an understanding of climate change, cybersecurity, maritime territorial disputes, trade, human rights as they relate to the US and China through their discussion and writing of a position paper.

To learn to negotiate and treat others with respect while politely pushing their own position.

To understand how to use language as demonstrated in the compromises in writing their resolutions.

To be able to make a short speech to support a position on a topic.

Plan of Instruction:

Day 1:

1. Introduction:

Play a game of Kahoot (<https://getkahoot.com/>) with the following questions*:

1. Who is the #1 power in the world? - US, Russia, China, Germany
2. Who is the #2 power in the world? - China, Japan, Germany, UK
3. In which of the following areas is China #2? - economic, military, political, cultural
4. What is the most important issue between the two? - economic parity, human rights, maritime territorial disputes, climate change
5. Who is the leader of #2? - Xi Jinping, Deng Xiaoping, Hu Jintao, Shinzo Abe
6. What kind of relationship do #1 & #2 have now? - cordial, allies, confrontational, partners
7. What kind of relationship does #1 want with #2? - stronger than, closer, equal, weaker than
8. Why? - keep the peace, provoke a war, take out their leader, change their government
9. What is the best way to establish a good relationship between the two? - dialogue, confrontation, isolation, writing a treaty

*All the correct answers are the first one, so mix them up when you set up the game.

2. Next Step:

- Introduce Forum by explaining that students will be simulating The Dialogue that has occurred annually since 2009 and has allowed both countries to feel as though they are contributing to better political and economic relations while also establishing dialogue on important issues.

3. Next Step:

- Students choose or teacher assigns each student to either the US or China. Two students can take the roles of Heads of Delegation - one for each country (these should be a strong student or the teacher may assume the singular role of Head of Delegation).
- Students choose topic (1 or 2 students per topic per country depending on the size of your class): climate change, cybersecurity, maritime territorial disputes, trade, human rights

Days 2 & 3:

1. Library Research: (at least two full periods)

- Students should be introduced to credible sources and should then gather factual information on their topic, especially with respect to both countries' interests/views. Putting their information in chronological order would help them better understand the relationship between the two countries and help them when writing their position paper and/or agreement.
- While students are researching they should be collecting reference information to create a works cited.
- Students must be responsible for maintaining country policy. By staying on policy, the two countries should not come to an agreement that meets all their desires. Compromise is necessary. Students need to learn specifically that this simulation is not designed to have an agreement for the sake of having an agreement. It is more important to learn where they cannot agree and why.

Days 4 & 5:

1. Simulation:

Arrange room with desks on two sides, facing each other.

2. Day 1 of Dialogue:

- Heads of Delegation (HoD) sit in the middle and are responsible for asking each country to introduce their delegation in a 1 minute opening statement which includes their main priorities on the topics. The HoD then determines speaking roles. Each delegation will have the opportunity to introduce and discuss each topic. Introduction of topic should be 1 minute and dialogue should be limited to 5 minutes. Heads of Delegation should keep time, move discussion forward, and keep decorum.
- At the end of the first day, each delegation should create a basic outline to a written document as stated below. Each twosome or foursome of students on the same topic is responsible for creating a draft statement reflecting their positions and/or agreements, that can be put together for a joint document/final outcome document. They need to bring it to the second day of Dialogue.

3. Day 2 of Dialogue:

- The second day of Dialogue will be spent going over each of the draft documents. The US/China team on that topic will introduce their document, clarify any questions, and then discuss edits that need to be made to be acceptable to both sides. The time limit for each topic should be 5 minutes. The HoD will move discussion forward and keep to the time allotted.
- Final approval of the document will come from the HoD.
- Issue some type of diplomatic document, i.e. press release (a joint statement to

the media generally non-controversial stating their points and summarizing any progress made) or a resolution (a document which states agreed policies each country will agree to take, agreed by both sides)

Summative Assessment:

Each student will receive points for the quality of the arguments and their contribution to the creation of a written document.

Sample Grading Rubric: 40 points

Focused and on task during entire class time: _____ /10

Treating other diplomats with respect: _____ /5

Draft statement reflecting your positions, agreements: _____ /5

Introduce document, clarify any questions, and then discuss edits that need to be made to be acceptable to both sides: _____ /10

A joint statement to the media stating their points and summarizing any progress made or a resolution: _____ /10

Position Paper: A brief writing of the negotiating position of their respective country's stance on that particular issue the student is researching and will debate on. No longer than one page in length. This is in essence the foundation that could be used for an introductory document that could possibly become the written document they need to create during debate.

Format of paper:

~A brief history of the issue from the perspective of your country.

~A statement of the country's negotiating position (what your position on the issue is).

~A minimum of two specific unilateral or bilateral actions.

~A Works Cited

Rubric for paper:

Adequate factual information to present a solid argument _____ /5

Relevant information to topic _____ /5

Information logically supports their position _____ /5

Written clearly and in proper format _____ /5

Has a works cited written in proper format _____ /5

Readings/Websites/Documents/Attachments:

*This link is no longer active.

Bittner, Peter. "US-China Strategic and Economic Dialogue: Key Takeaways." The

- Diplomat, The Diplomat, 10 June 2016, <http://thediplomat.com/2016/06/us-china-strategic-and-economic-dialogue-key-takeaways/>.
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- “The History of US-China Relations.” YouTube, Uploaded by Reuters, 14 June 2011, <https://www.youtube.com/watch?v=rhtzg-0enjg>.*
- Kuo, Mercy A. “Assessing The US-China Strategic And Economic Dialogue.” The Diplomat, The Diplomat, 20 July 2016, <http://thediplomat.com/2016/07/assessing-the-us-china-strategic-and-economic-dialogue/>.
- Lee, Malcolm R et al. “The 2015 U.S.-China Strategic and Economic Dialogue in Review: An Interview with Malcolm R. Lee.” Brookings, 18 Aug. 2015, <https://www.brookings.edu/on-the-record/the-2015-u-s-china-strategic-and-economic-dialogue-in-review-an-interview-with-malcolm-r-lee/>.
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- “U.S. - China Relations: Strategic Challenges and Opportunities.” YouTube, Uploaded by U.S. Department of State, 27 Apr. 2016,

<https://www.youtube.com/watch?v=fiduo8odera>.*

“U.S. Relations with China.” *Council on Foreign Relations, Council on Foreign Relations*, <http://www.cfr.org/china/us-relations-china-1949-present/p17698>.

“U.S. Relations With China.” U.S. Department of State, U.S. Department of State. Bureau of East Asian and Pacific Affairs., 21 Jan. 2015, <http://www.state.gov/r/pa/ei/bgn/18902.htm>.

“U.S.-China Strategic and Economic Dialogue.” U.S. Department of State, U.S. Department of State, <https://2009-2017.state.gov/e/eb/tpp/bta/sed/index.htm>.

Common Core/State Standards:

Grades 9-10:

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grades 11-12:

11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,

building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared. having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making. set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.