

Joe Serio  
Buckeye High School  
Medina, Ohio

## **Tip for NCTA**

### **What was the Boxer Rebellion in China?**

**Purpose:** To illustrate how the Boxer Rebellion was one of the most significant rebellions against foreign rule in China.

**Standard:** History and People in Societies (Grades 9-12): Students use knowledge of perspectives, practices and products of cultures, ethnic and social groups to analyze the impact of their commonality and diversity within national, regional, and global settings.

**Benchmark A:** To analyze how issues may be viewed differently by various cultural groups.

**Indicators 1 & 2 (Grades 9-12):** Identify the perspectives of diverse groups when analyzing issues and proposing solutions to current issues.

**Grade Level and Course(s):** Advanced World Studies, Advanced Placement European History.

#### **Materials:**

##### Main Text(s):

Coffin, Judith G., *Western Civilizations: Their History and Their Culture*; 14<sup>th</sup> Edition, W.W. Norton & Company Inc., New York, New York 2002.

Ellis, Elisabeth Gaynor and Esler, Anthony., *World History: Connections to Today*, 5<sup>th</sup> Edition, Prentice Hall, Saddle River, New Jersey, 2001.

##### Ancillary Textbook(s):

Latourette, Kenneth Scott., *The Chinese: Their History and Their Culture*; Second Edition, The Macmillan Company, New York, 1941.

Roberts, J.A.G., *A History of China*, Second Edition, Palgrave Macmillan, New York, 2006.

##### Websites:

<http://www.wsu.edu/~dee/CHING/BOXER.HTM>

<http://www.library.yale.edu/div/boxers.htm>

[http://www.pbs.org/wgbh/amex/1900/filmmore/reference/interview/lafeber\\_boxerrebellion.html](http://www.pbs.org/wgbh/amex/1900/filmmore/reference/interview/lafeber_boxerrebellion.html)

<http://www.smplanet.com/imperialism/fists.html>

**Procedure and Philosophy:** After Reading Chapter 25 (World History) or Chapter 25 (Western Civilizations), the instructor will administer a PowerPoint presentation regarding 19<sup>th</sup> Century Imperialism in China. Special emphasis will be given to the Chinese perspective in regard to the earlier Taiping Rebellion (1850-1864) and the animosity toward foreign influence leading up to the Boxer Rebellion (1899-1901). Students will be notified that they will need to know both Western and Chinese positions for the purpose of a debate the following day.

**Activities:** The students will be prepared the following class to be assigned either a Chinese or Western Imperial position in order to explain their reasons for perpetrating violence toward each other. The teacher will allow ten minutes for each side to formulate their arguments and will moderate/facilitate the debate.

**\*\*\*Questions to be posed to students:**

1. **Who had benefited more from each other's presence in China – China or Western Imperial Countries?**
2. **Were there indications that China was chaffing under foreign influence? If so, why did the Western Imperialists persist?**
3. **Were the perpetrators of the violence acting of their of volition? Should the punishment be placed only upon this paramilitary group known as the Righteous Harmonious Fists or all of China?**
4. **What type of diplomacy, if any, was practiced before the Rebellion began and the reprisals occurred?**
5. **What lessons might have been learned from the rebellion started by Hong Xiuquan (Tiaping Rebellion) regarding ineffective government in China?**
6. **Does the rule of the empress dowager Ci Xi parallel the political climate during the Taiping Rebellion? If so, how?**

**\*\*\* Note – These represent sample questions that may be asked. Because the students will act as lawyers or inquisitors, they should compile their own questions as well.**

**Structure:** Day One: Powerpoint presentation over western Imperialism in China with Q&A.  
Day Two: Randomly assigned positions for in class debate. Debate – entire class.  
Homework Assignment: Students are to synthesize and evaluate both positions discussed during the debate and decide via a two-page essay, why they decided so.  
Day Three: Discussion and checking for understanding. (Quiz)

**Assessment:** Grading of the essays and a quiz.

**Reflection:** The lesson plan should require no more than three class periods and will form a solid and exemplary framework for which to examine other anti-imperial sentiments in more recent history.