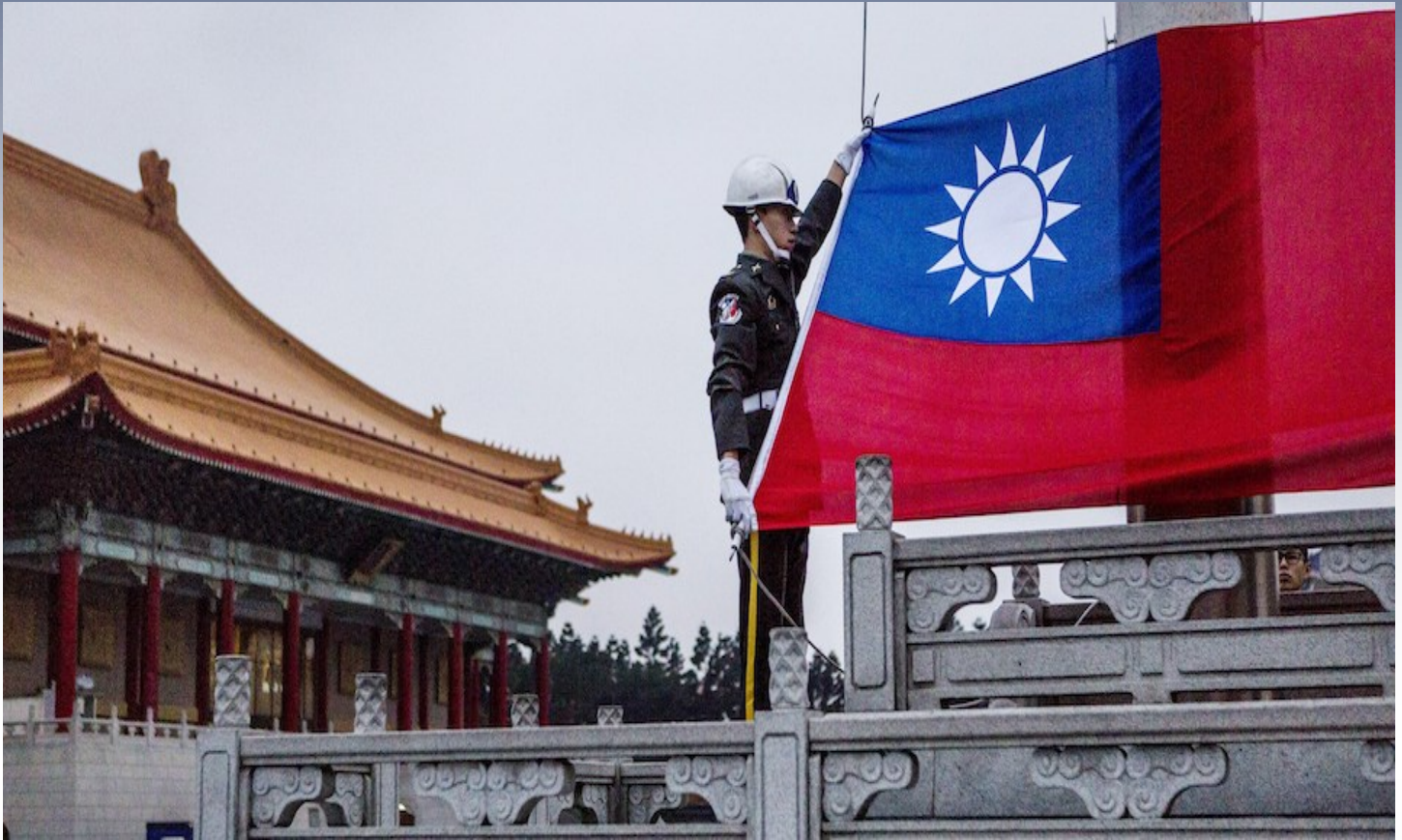


Taiwan in the Balance



A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

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Global Classroom Teacher's Workshop

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CENTER FOR
GLOBAL STUDIES

UNIVERSITY of WASHINGTON
The Henry M. Jackson
School of International Studies



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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



Recommended Resource



Visual Media



Audio



Charts and Graphs



Lesson Plans



English/Language Arts



Fun Facts

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Introduction to Speakers



James Lin is a historian of Taiwan and its interactions with the world in the 20th century. His research examines international agrarian development, beginning with rural reform and agricultural science in China and Taiwan from the early 20th century through the postwar era, then its subsequent re-imagining during Taiwanese development missions to Africa, Asia, and Latin America from the 1950s onward. James Lin is the first faculty to be hired as part of the Jackson School's new Taiwan Studies Program, which is a joint project involving the UW, the Taiwan Government and an anonymous private donor.

Tobias Osterhaug has a B.A. in History and Chinese studies from Western Washington University, and an M.A. in China Studies from the University of Washington's Jackson School of International Studies. His research focused on China-Taiwan relations, especially PRC reunification strategies. He also spent a year between degrees teaching English in Taichung, Taiwan on a Fulbright ETA fellowship. Tobias joined the World Affairs Council as the Program Coordinator for Global Classroom in January 2018.



A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.



(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIR- IES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none">• Civics• Economics• Geography• History	<ul style="list-style-type: none">• Gathering and Evaluating Sources• Developing Claims and Using Evidence	<ul style="list-style-type: none">• Communicating and Cri- tiquing Conclusions• Taking Informed Action

Dimension 2 has four disciplinary subsections: (1) Civics; (2) Economics; (3) Geography; (4) History. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Con- text
Participation and Delibera- tion: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interac- tion: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evi- dence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumenta- tion

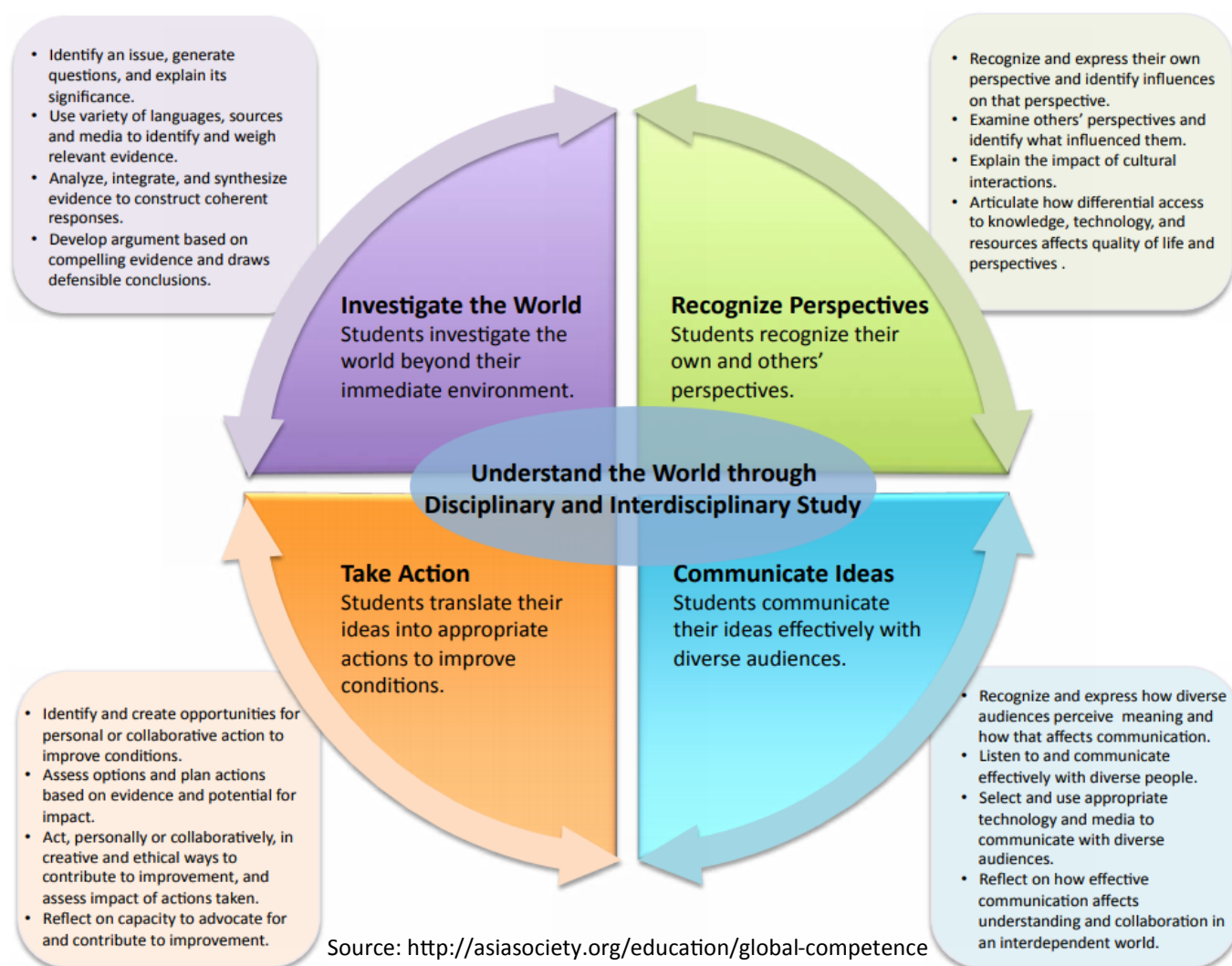
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Learning Objectives

1. Students will be able to identify and explain key historical developments in Taiwan from political, economic, and social contexts.
2. Students will be able to analyze and explain the contemporary relationship between Taiwan and China by making connections between the past and the present. Thus, students will be able to evaluate historical factors that have shaped the current relationship between China and Taiwan.
3. Students will be able to evaluate the relationship between Taiwan and United States by identifying and explaining key historical, political, and economic factors.
4. Students will be able to assess how issues such as migration, colonialism, industrialization, ethnicity, and/or democratization have affected Taiwan historically. In addition, students will be able to apply one of these themes to contemporary Taiwanese society.
5. Students will be able to compare political and economic change in Taiwan to other case studies around world. In doing so, students will be able to analyze essential historical and social questions related to political and economic development (or change) in Taiwan and other global examples.



Image source: <https://pixabay.com/en/taipei-taiwan-urban-landscape-2115887/>

Key Terms

Formosa: The European given name for the island of Taiwan. In Portuguese Formosa translates to "Beautiful."

Taiwan Relations Act: <https://www.congress.gov/bill/96th-congress/house-bill/2479>

Declares it to be the policy of the United States to preserve and promote extensive, close, and friendly commercial, cultural, and other relations between the people of the United States and the people on Taiwan

KMT (Chinese Nationalist Party): <https://www.britannica.com/topic/Nationalist-Party-Chinese-political-party>

Political party that governed all or part of mainland China from 1928 to 1949 and subsequently ruled Taiwan under Chiang Kai-shek and his successors for most of the time since then.

Chinese Communist Party (CCP): <https://www.britannica.com/topic/Chinese-Communist-Party>

Since the establishment of the People's Republic of China in 1949, the CCP has been in sole control of China's government. In 1949, after the Nationalists had been decisively defeated and retreated to Taiwan, the CCP and its allies founded the People's Republic of China.

Democratic Progressive Party (DPP): <https://www.britannica.com/topic/Democratic-Progressive-Party>

Taiwanese Political Party formed in September 1986 by those who initially sought self-determination for people considered to be ethnically Taiwanese, democratic freedoms, the establishment of economic ties with the People's Republic of China on the mainland, and a multiparty system.

Key People

Dwight D. Eisenhower: <https://thediplomat.com/2015/07/how-eisenhower-saved-taiwan/>

34th president of the United States (1953–61), who had been a general of the Allied forces in western Europe during WWII. Under Eisenhower it was made clear for the first time that the United States was formally committed to defending Taiwan from armed attack.



Tsai Ing-wen

Jimmy Carter: <https://www.britannica.com/biography/Jimmy-Carter>

39th president of the United States (1977–81), who served as the country's chief executive during a time of serious problems at home and abroad. On January 1, 1979, Carter established full diplomatic relations between the United States and China and simultaneously broke official ties with Taiwan.

Tsai Ing-wen: <https://www.britannica.com/biography/Tsai-Ing-wen>

The first female president of Taiwan (2016-present). Following her victory she sought to assure a concerned China that she would maintain cordial relations with the mainland.

Key People (continued)

Mao Zedong: <https://www.britannica.com/biography/Mao-Zedong>

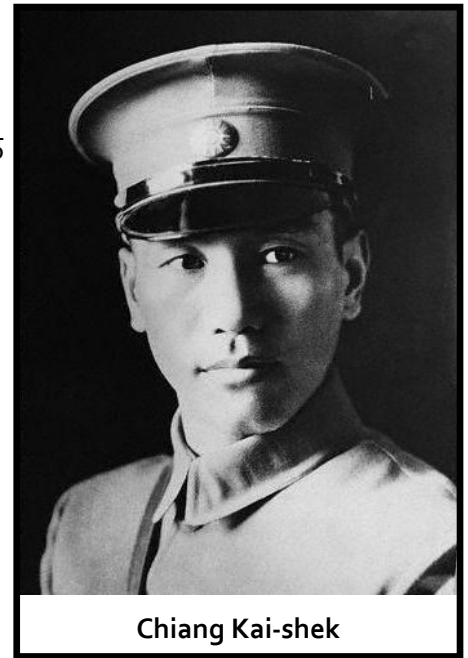
Principal Chinese Marxist theorist, soldier, and statesman who led his country's communist revolution. Mao was the leader of the CCP from 1935 until his death, and he was chairman of the People's Republic of China from 1949 to 1959.

Chiang Kai-shek: http://www.bbc.co.uk/history/historic_figures/chiang_kaishek.shtml

A Chinese military and political leader who led the Kuomintang (Chinese Nationalist Party) for five decades and was head of state of the Chinese Nationalist government between 1928 and 1949. Integral to the reestablishment of the Republic of China on Taiwan after the Chinese Civil War.

Chiang Ching-kuo: <https://www.britannica.com/biography/Chiang-Ching-kuo>

Son of Chiang Kai-shek, and his successor as leader of the Republic of China (Taiwan). Chiang tried to maintain Taiwan's vital foreign-trade relationships as well as its political independence, since many members of the international community, including the United States, broke diplomatic relations with his country in the 1970s in order to establish ties with China.



Chiang Kai-shek



Statue of Koxinga on Gulangyu Island, Xiamen

Zheng Chenggong (Koxinga): <https://www.britannica.com/biography/Zheng-Chenggong>

Pirate leader of Ming forces against the Manchu conquerors of China, best known for establishing Chinese control over Taiwan in the 1600s, by way of expelling the Dutch from the stronghold of Anping.

Richard Nixon: <https://www.britannica.com/biography/Richard-Nixon>

37th president of the United States (1969–74), who, faced with almost certain impeachment for his role in the Watergate scandal, became the first American president to resign from office. Nixon's visit to China in February–March 1972, the first by an American president while in office, concluded with the Shanghai Communiqué, in which the United States formally recognized the "one-China" principle.

Henry Kissinger: <https://www.britannica.com/biography/Henry-Kissinger>

American political scientist, who, as adviser for national security affairs and secretary of state, was a major influence in the shaping of U.S. foreign policy from 1969 to 1976 under Presidents Richard M. Nixon and Gerald R. Ford. Kissinger's contributions to reopen relations with China for the first time since the Communist Party took power proved key in the decision to eventually sever formal ties with Taiwan.

Country Profile: Taiwan



Taiwan:

Location: Eastern Asia, islands bordering the East China Sea, Philippine Sea, South China Sea, and Taiwan Strait, north of the Philippines, off the southeastern coast of China

Government: Semi-presidential Republic

Capital City: Taipei

Language: Mandarin Chinese (official), Taiwanese (Min), Hakka dialects

Religions: Buddhist 35.3%, Taoist 33.2%, Christian 3.9%, Taoist or Confucian folk religionist approximately 10%, none or unspecified 18.2%

Population: 23,508,428 (July 2017 est.)

GDP (PPP): \$1.175 trillion (2017 est.)

GDP Per capita: \$49,800 (2017 est.)

Source: <https://www.cia.gov/library/publications/the-world-factbook/geos/tw.html>



A Brief History Of Taiwan

<https://www.youtube.com/watch?v=KOEpNVGg3Hs>

A fun and informative video following the history of Taiwan (7:38).



Taiwan profile - Timeline

<http://www.bbc.com/news/world-asia-16178545>

Thorough history of Taiwan in a timeline. Begins in 1683 with the Qing Dynasty's annexation of Taiwan.



Taiwan.Gov

<https://www.taiwan.gov.tw/index.php>

Official website of Taiwan. One stop shop to find an overview on Taiwanese history, culture, politics, and more.



Taiwan: An Island History

<http://www.bbc.co.uk/programmes/p0523ggc>

This audio clip by BBC examines what makes Taiwan unique and how their culture has been shaped. (44:00)

Languages of Taiwan

Languages in Taiwan: Mandarin, Fujian, and Hakka

http://factsanddetails.com/southeast-asia/Taiwan/sub5_1b/entry-3811.html

A relatively extensive look into the many languages of Taiwan. This page looks into the longevity of aboriginal languages, the differences between Taiwanese and Beijing Mandarin, plus the legacy of Japanese post WWII.



Taiwan: Ethnologue

<https://www.ethnologue.com/country/TW>

Includes an overview of Taiwan pertaining to language, along with tabs that look at all of the languages in Taiwan, the status of the language (living, extinct, developing, etc.), and a map of where the languages are spoken.

The Differences Between Standard Mandarin and Taiwanese Mandarin

<https://www.daytranslations.com/blog/2014/01/the-differences-between-standard-mandarin-and-taiwanese-mandarin-3733/>

A brief overview regarding the introduction of Mandarin to Taiwan, and the origins of the Taiwanese Mandarin dialect. The article also provides some information on the Hakka language and some small examples showcasing the structural differences between Standard and Taiwanese Mandarin.

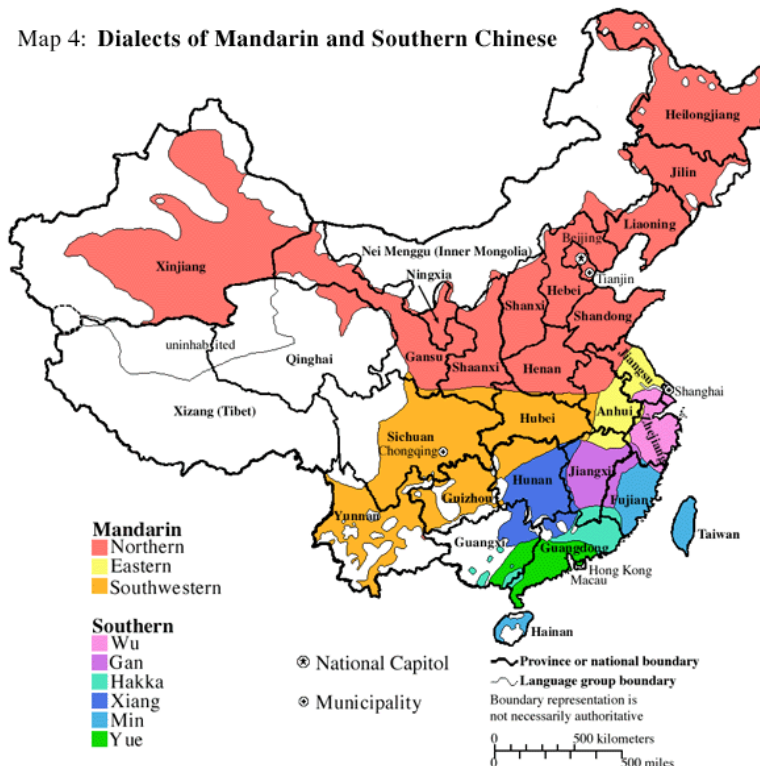


Taiwan vs. Mainland Mandarin Chinese

<https://www.youtube.com/watch?v=Cm7mCmncbvA>

People in Taiwan and China both speak Mandarin Chinese. However, with some phrases they can mean completely different things. This video shows some of the words or phrases that differ between the two.

Map 4: Dialects of Mandarin and Southern Chinese



Traditional Taiwanese Culture



The Lost Language of the Amis People

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=DntiuVEU6bY)

[v=DntiuVEU6bY](https://www.youtube.com/watch?v=DntiuVEU6bY)

A short film on the disappearing culture and language of the Amis people.



Performance by Amis people in Taiwan

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=ZBUgQmnKQaE)

[v=ZBUgQmnKQaE](https://www.youtube.com/watch?v=ZBUgQmnKQaE)

Courtship rituals of the Amis aboriginal people of Taiwan, re-enacted in this performance at Formosan Aboriginal Culture Village.



Taiwan Indigenous Cultural Park

<http://www.tacp.gov.tw/tacpeng/>

[home02_3.aspx?ID=\\$3001&IDK=2&EXEC=L](http://www.tacp.gov.tw/tacpeng/home02_3.aspx?ID=$3001&IDK=2&EXEC=L)

This page provides information on fourteen of the indigenous peoples along with some brief information about Taiwan's early history.

Island Folklore: First Season

<https://islandfolklore.com/2016/11/08/series-i/>

In this inaugural instalment of Island Folklore, we introduce seven stories from Taiwanese folklore. Compiled in this first series are folk and children's tales, stories of Taiwan's traditional heroes and Austronesian origin myths.



Preserving tribal history in Taiwan

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=fURe88xrbNE)

[v=fURe88xrbNE](https://www.youtube.com/watch?v=fURe88xrbNE)

CNN's Paula Hancocks reports on how Taiwan's government is now helping to keep indigenous language and culture alive.

Taiwan's Colonial Experiences and the Development of Ethnic Identities: Some Hypotheses

<http://www.lse.ac.uk/researchAndExpertise/units/TaiwanProgramme/Journal/JournalContents/TCP5Jacobs.pdf>

Report of three hypotheses developed by the London School of Economics regarding deep divides between aboriginal groups.



Colorized picture of the Amis people of Taiwan. One of many Aboriginal people in Taiwan.

Colonization of Taiwan

Dutch Colonization (1624-1662)

Fort Zeelandia (Anping Old Fort)

<https://tainancity.wordpress.com/2010/01/07/anping-old-fort-old-fort-zeelandia/>

Anping Fort is built on the foundations of the Dutch stronghold named Fort Zeelandia. That fort was the anchor point of early settlements in Tainan for both the Dutch and the Chinese, and much of the settlement's history lies in Anping's old streets surrounding the fort.

How the Dutch Lost Taiwan

http://www.reed.edu/reed_magazine/december2012/articles/features/andrade.html

Miles Bryan maps out why the Chinese were able to eventually push the Dutch out of Taiwan. This ranges from a more suitable navy to geographical location.

Spanish Colonization (1626-1642)

The Catholic Dominican Missionaries in Taiwan

<http://homepage.ntu.edu.tw/~borao/2Profesores/6.%20misioneros.pdf>

José Eugenio Borao of the National Taiwan University discusses the importance of Spanish colonization in bringing Catholicism to the island. The Spanish control of the north allowed for a foothold for missionaries to base their travels from and spread their faith.

The Fall of Spanish Taiwan

<http://www.gutenberg-e.org/andrade/andrade05.html>

The Spanish colonization of Taiwan was relatively short lived. Chapter 5 of "How Taiwan Became Chinese" explains in detail what brought about the end of the Spanish presence in Taiwan, and helped open the door for others to take their place.

Kingdom of Tungning (1661-1683)

Zheng Chenggong (Koxinga)

<https://www.britannica.com/biography/Zheng-Chenggong>

Britannica article providing a biography of the Ming Dynasty loyalist known in the west as Koxinga. With his leadership, the Ming Dynasty was able to expel the Dutch from Taiwan and preserve the Han ethnic Chinese legacy following the rise of the Manchu Qing Dynasty in mainland China.

The Fall of Dutch Taiwan

<http://www.gutenberg-e.org/andrade/andrade11.html>

Chapter 11 of "How Taiwan Became Chinese" explains the fall of the Dutch in Taiwan, and the rise of the Tungning Kingdom. Koxinga would solidify a Chinese government in Taiwan until 1895.

Colonization of Taiwan

Qing Dynasty (1683-1894)



Life of Taiwan: Taiwan as part of the Chinese Empire: <https://lifeoftaiwan.com/about-taiwan/history/>

This website provides information about how Formosa (modern-day Taiwan) was incorporated into the Qing empire. Additionally, this site also covers other periods of colonization in Taiwan.



Taiwan Under Qing Dynasty Rule

http://www.self.gutenberg.org/articles/Taiwan_under_Qing_Dynasty_rule

An article that provides the history of Chinese in Taiwan, the Qing policies toward Taiwan and its people, and the development of Taiwan under Qing rule.

Qing dynasty

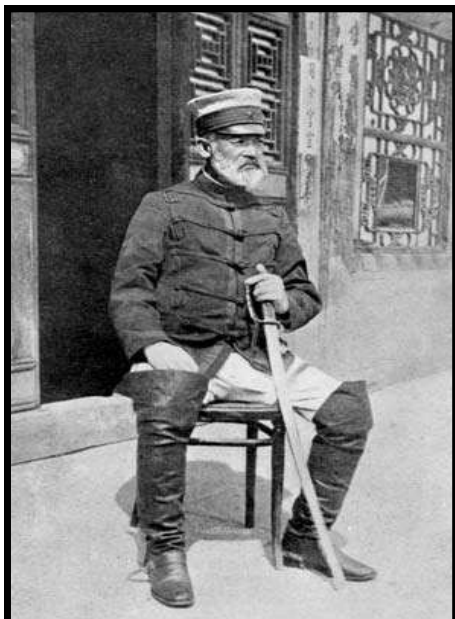
<https://www.britannica.com/topic/Qing-dynasty>

Britannica provides a summarization of the Qing dynasty, how they came to be, and their history before the colonization of Taiwan.



Official Qing Dynasty battle scenes from the pacification of the Lin Shuang-wen Incident.

Source: Taipei Times



Nogi Maresuke

Japanese governor to Taiwan in
1896-98

Image source: Britannica

Japanese Control (1895-1945)

Treaty of Shimonoseki

<https://china.usc.edu/treaty-shimonoseki-1895>

The link provided is the actual text of the treaty. In summary, the treaty states China, having lost the first Sino-Japanese War, must cede Taiwan alongside many other concessions to Japan.

The Period of Japanese Occupation

http://subtpg.tpg.gov.tw/Eng2/history/history-e-2_3.htm

In general, this article is focused on the earlier Japanese rule of Taiwan. There is a heavy focus on the mistreatment, economic exploitation, and killing of the local Taiwanese population by the Japanese.

Wushe Incident

<https://web.archive.org/web/20140325180546/http://taiwanpedia.culture.tw/en/content?ID=3722>

This brief article sheds light on the lasting resentment aborigines felt toward the Japanese. Even as late as 1930, aboriginal populations were revolting against the Japanese.

Taiwan During and Post WWII



WWII Country Profile: Taiwan

<https://ww2db.com/country/Taiwan>

Provides a brief history of Japanese rule over Taiwan, but is mainly focused on 1939 to 1946. An excellent source for learning important events concerning Taiwan during WWII and for understanding the Taiwanese opinion of the Japanese during this time. Near the bottom of the webpage one will find an interactive WWII map of Taiwan.

Taipei Air Raid: a forgotten tragedy

<http://www.taipeitimes.com/News/feat/archives/2015/06/07/2003620104>

An article produced by the Taipei Times regarding the bombing of Taipei by the United States in 1944-1945. The article mentions the ambiguity of the events in the official historical database of the Taiwanese government, and explores why this may be.

Taiwan Based POW Camps

<http://www.powtaiwan.org/>

While this site is dedicated to memorialization of lost POW lives, it does provide a historical account of each POW camp located in Taiwan. This is accompanied by figures for how many men were working and/or died in these camps.



Taiwan After WWII

<https://www.youtube.com/watch?v=SZ7LuE3J8Zc>

US Army documentary (ca. 1965) on Taiwan and its military power after World War 2. It provides a report on the work that was done by the U.S. Military Assistance Advisory Group with the Republic of China Armed Forces. This documentary provides a lot of history, spanning from the 1800's to the early 1960's. (28:51)



Takasago Volunteer soldiers from Taiwan in the Japanese Army during WWII. This web page contains many images of Taiwan and Japan during the WWII era.

[http://
taipics.com/
japanese_related.php](http://taipics.com/japanese_related.php)

Taiwan and the Cold War



Taiwan's Cold War in Southeast Asia

<https://www.wilsoncenter.org/publication/taiwans-cold-war-southeast-asia>

This article talks about the secret negotiations between Taipei and Moscow in the late 1960's and the early 1970's.



Taiwan Strait Crises

<https://www.eapasi.com/taiwan-strait-crises.html>

This site covers each of the three Taiwanese Strait crises, and provides many links to other sources for each particular crisis.

US Navy Fleet in Korean War, Formosa Crisis, Cold war

<https://www.youtube.com/watch?v=Upubg7Cg49s>

Made in 1957 by the U.S. Navy about the Seventh Fleet, this historic film shows the activities of the 7th fleet during the Korean War, and during the Formosa Crisis of 1954. (12:34)



Unwinding Taiwan's Cold War Legacy

<http://foreignpolicy.com/2016/03/29/unwinding-taiwans-cold-war-legacy/>

This Foreign Policy article examines how Taiwan's Cold War legacy still affects it's relations with countries like Japan and the U.S.

The Nixon Cold War: Taiwan and China

<https://coldwarstudies.com/2010/06/08/the-nixon-cold-war-taiwan-and-china/>

A brief article that discusses the interactions of the United States, China and Taiwan, and how it led to more tension with Moscow.



Chinese Influence in Early Cold War Taiwan

<https://coldwarstudies.com/2011/07/06/chinese-influence-in-early-cold-war-taipei/>

A brief article arguing that Chinese influence in Taiwan was more influential than the American influence during the Cold War.



The Taiwan Issue

<http://www.ovovideo.com/en/taiwan-issue/>

This video provides the viewer with a basic understanding about what created the issues between China and Taiwan during the Cold War. It also includes information on the post-Cold War climate.

Lesson Plan Ideas!

Debating Issues: <https://www.pbs.org/wgbh/pages/frontline/teach/china/2.html>

The objective of this lesson plan is for students groups to prepare for a radio talk show where the students act as the host, a history expert, and a political expert. In addition, other students will act as questioners that explore incidents in the Taiwan Strait, relations between the U.S and China, as well as the role that both have with Taiwan. This activity is more focused on China relations but can easily be adapted.

US-Taiwan Relations



Taiwan-US

<https://www.state.gov/r/pa/ei/bgn/35855.htm>

This website provides a general overview of US-Taiwan relations since 1979 including an overview of U.S. assistance and economic relations.



US Paves Way for High-Level Exchanges with Taiwan

<https://thedi diplomat.com/2018/03/us-paves-way-for-high-level-exchanges-with-taiwan/>

This article discusses the Taiwan Travel Act and what effects it will have on US-Taiwan exchanges and US-China relations.



Time to let Taiwan join the Pacific Partnership

<https://thedi diplomat.com/2018/02/time-to-let-taiwan-join-the-pacific-partnership/>

This article discusses the benefits of Taiwan joining the Pacific Partnerships and provides a background on the purposes of the Pacific Partnership.



China angered with US-Taiwan travel bill, adding to tensions

<https://www.reuters.com/article/us-usa-taiwan-china/china-angered-with-u-s-taiwan-travel-bill-adding-to-tensions-idUSKCN1GD3HI>

The article discusses China's disapproval of increased US-Taiwan relations, adding to the existing tension between US and China over issues like trade.



Image source: www.amo.cz

Taiwan Relations Act (TRA)

The Taiwan Relations Act (PL 96-8) of April 10, 1979, authorized the continuation of "commercial, cultural and other relations between the people of the United States and the people on Taiwan." It also states that "any programs, transactions, or other relations conducted or carried out by the President or any Agency of the United States Government with respect to Taiwan shall, in the manner and to the extent directed by the President, be conducted and carried out by or through the American Institute in Taiwan."

Excerpted from <https://www.ait.org.tw/our-relationship/>



H.R. 2479-Taiwan Relations Act

<https://www.congress.gov/bill/96th-congress/house-bill/2479>

Lesson Plan Ideas!

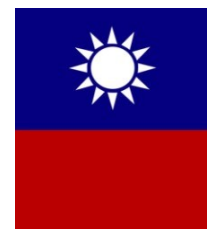


JWAC Lesson Plan Taiwan: Identity Politics

<https://www.dfworld.org/file/education/jwac-lesson-plans/Taiwan--Identity-Politics.pdf>

A very contemporary lesson plan involving Chinese /Taiwan/United States relations. The lesson plan is based around the phone call President Trump shared with the Taiwanese president, and asks why this may have been unsettling for China. An article from The Guardian regarding the nature of the phone call, as well as more backstory is included in within the lesson plan.

Taiwan-China Relations



Taiwan, home to twenty-three million people, is an island off the southern coast of China that has been governed independently from mainland China since 1949. The People's Republic of China (PRC) views the island as a province, while in Taiwan—a territory with its own democratically elected government—leading political voices have differing views on the island's status and relations with the mainland. Some observe the principle that there is "one China" comprising the island and the mainland, but in their eyes this is the Republic of China (ROC) based in Taipei; others advocate for a de jure independent Taiwan. China and Taiwan maintain a fragile relationship, which has improved during the past seven years but is periodically tested.

Excerpted from Council on Foreign Relations

China-Taiwan Relations



<https://www.cfr.org/backgrounder/china-taiwan-relations>

China and Taiwan maintain a fragile relationship and as the geopolitical nature of the world changes this relationship is periodically tested.

China-Taiwan Relations Head into Another Year of Stalemate

<https://www.voanews.com/a/china-taiwan-enter-year-without-unification/4190156.html>

China-Taiwan relations have entered into a third year of stalemate, so what does this mean for the future?

What's behind the China-Taiwan divide?

<http://www.bbc.com/news/world-asia-34729538>

This BBC article provides an easy to understand breakdown of the history and source of tensions between China-Taiwan.



President Tsai: Taiwan will not succumb to China: <https://www.youtube.com/watch?v=moOugVNqxMo>

Taiwan's New Direction: <https://asiasociety.org/blog/asia/asia-depth-podcast-taiwans-new-direction>

This podcast explores how Taiwan has continued to drift further away from the mainland psychologically, and the implications of a new Taiwanese government that's less friendly with Beijing. (21:00)

Taiwan Call for New Cross-Strait Relations After Xi's Strong Speech: <https://thedi diplomat.com/2017/10/taiwan-calls-for-new-cross-strait-relations-after-xis-strong-speech/>

Taiwan has called for a new model of relations due to the strong rhetoric of President Xi Jinping's speech at the CCP's 19th Party Congress.

Lesson Plan Ideas!

One China, Two Systems: <https://learning.blogs.nytimes.com/2000/02/23/one-china-two-systems/>

In this lesson, students demonstrate an understanding of the term 'peaceful coexistence' and the role that the term plays in the current Chinese process for reunification with Taiwan. Students work in small groups to research and assess the political ideologies, economic stability, and national identities of the countries involved in the One China policy.

Taiwan Today

Taiwan's Top Ten Exports

<http://www.worldstopexports.com/taiwans-top-exports/>

This website not only provides the ten exports, but also includes the comparative advantage Taiwan has over other countries, possible economic opportunities Taiwan may pursue, and a sample of Taiwan's companies that made the "Forbes Global 2000".

The Four Asian Tigers

<https://www.investopedia.com/terms/f/four-asian-tigers.asp>

Investopedia provides a quick explanation of who the four tigers are, and what it means to be an economic "tiger."



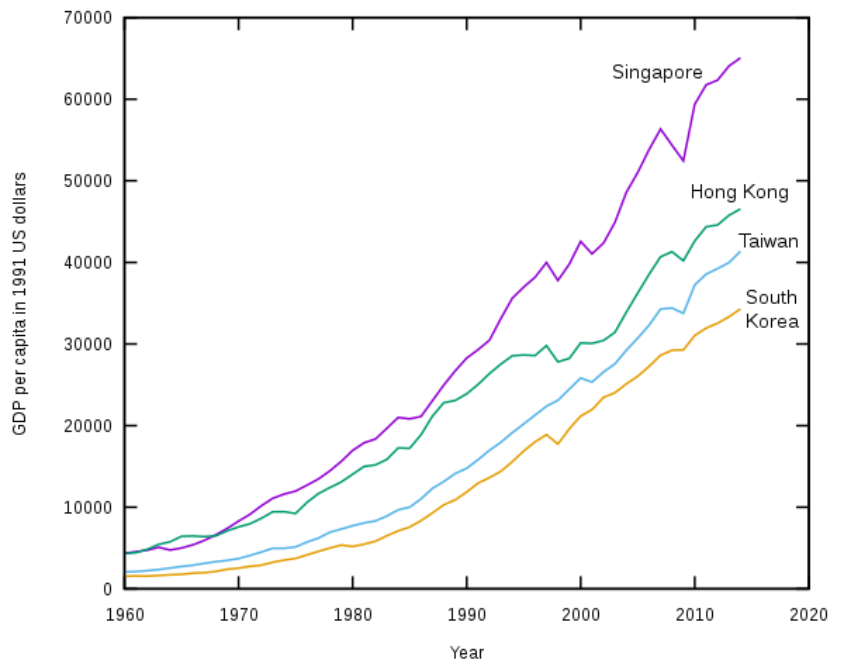
<https://www.youtube.com/watch?v=BT6dyzoOs-Q>

This video (3:56) can help provide a more clear picture of the "Tigers" in a classroom setting.

Taiwan's Economy

<https://www.focus-economics.com/countries/taiwan>

This article provides an overview of Taiwan's economic growth and their economic outlook. In addition, it provides data from 2012 through 2016 and provides projections through 2019.



<https://fred.stlouisfed.org/>



Taiwan is at the Center of Asia's Economy, but On the Margins of Its Meetings

<https://www.forbes.com/sites/salvatorebabones/2017/11/13/taiwan-is-at-the-center-of-asias-economy-but-on-the-margins-of-its-meetings/#1f6457d36589>

What does it mean to foster a new type of international relations and what role does Taiwan play in moving toward a mutually beneficial relationship with other Asian economic partners.

Taiwan and missile defense: Current situation and future prospects

<https://taiwaninsight.org/2018/02/28/taiwan-and-missile-defence-current-situation-and-future-prospects/>

The Taiwan Strait has been a historical point of tension, and that uneasiness persists today. This article discusses the missile defense systems Taiwan has created in order to defend against a potential attack from across the strait. The article also heavily focuses on the politics and side effects of investing in a missile defense system.

Taiwan Tomorrow

Taiwan Tech Industry Faces "Greatest Challenge"

<https://www.forbes.com/sites/russellflannery/2016/07/06/taiwan-tech-industry-faces-greatest-challenge-as-rival-china-backs-natl-champions/#1fed2c212433>

Taiwan's electronics industry has been a pillar of its prosperity for the past four decades, turning the island into a key supplier for the likes of Apple, IBM and Dell. Yet rising competition from China is increasingly challenging Taiwan. Find out how badly in this Q and A with Matt Cleary, Head of Research at Trenchant Tech Research in Taipei.



Taiwan says China air route dispute will determine future ties

<http://www.businessinsider.com/r-taiwan-says-china-air-route-dispute-will-determine-future-ties-2018-1>

The air routes dispute between Taipei and Beijing has created further tension in cross-strait relations. How this dispute will be handled will determine the future direction of the relations between China and Taiwan.

Taiwan's future in AI development

<http://www.taipeitimes.com/News/editorials/archives/2017/10/05/2003679736>

As we move towards a future with greater AI presence there simultaneously needs to be a clear explanation of the government's current AI policies. As Taiwan secures its tech future, there are aspects that they must first address.



Audrey Tang: Stories from the Future of Democracy: Taiwan

<https://www.youtube.com/watch?v=5DkhUO7LiGs>

Audrey Tang discusses how democracy has been shaped since the end of decades of dictatorship and what the future of democracy looks like for Taiwan.

Full transcript can be found here: <https://sayit.pdis.nat.gov.tw/2017-06-09-stories-from-the-future-of-democracy-ta>



Facing Mainland China: Taiwan's Future Challenges

<https://www.brookings.edu/on-the-record/facing-mainland-china-taiwans-future-challenges/>

A transcript of a speech given at Tamkang University by a former Congress member discussing the political future of Taiwan.



Council on foreign relations: Taiwan's Future (videoconference)

<https://www.cfr.org/event/ny-videoconference-taiwans-future>

Former Vice President of the Republic of China discusses the future of Taiwan from the Chinese perspective. The floor is then opened to DC attendees for questions. (1:03:23)

Taipei 2018: <http://www.acetaiwan2018.org/>



Teaching in Asia



Fulbright Teachers for Global Classrooms Program (Fulbright TGC)

<https://www.irex.org/project/fulbright-teachers-global-classrooms-program-fulbright-tgc>

The Fulbright Teachers for Global Classrooms Program (Fulbright TGC) is a year-long professional development opportunity for U.S. elementary, middle, and high school teachers to develop skills for preparing students for a competitive global economy.



U.S. Department of Education: Fulbright-Hays Seminars Abroad--Bilateral Projects

<https://www2.ed.gov/programs/iegpssap/index.html>

The program provides short-term study and travel seminars abroad for U.S. educators in the social sciences and humanities for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries.



U.S. Department of Education: Fulbright-Hays--Group Projects Abroad Program

<https://www2.ed.gov/programs/iegpssga/index.html?exp=o>

This program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor.



Fulbright Distinguished Awards in Teaching Program

<https://eca.state.gov/fulbright/fulbright-programs/program-summaries/fulbright-distinguished-awards-teaching-program>

The Fulbright Distinguished Awards in Teaching Program sends U.S. teachers abroad and brings international teachers to the United States for a semester to pursue individual projects, conduct research, and lead master classes or seminars.



Bureau of Educational and Cultural Affairs: Exchange Opportunities

<https://exchanges.state.gov/us/program/fulbright-hays-program>

The Fulbright-Hays Program awards grants to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. The Program supports research and training efforts overseas, which focus on non-Western foreign languages and area studies.

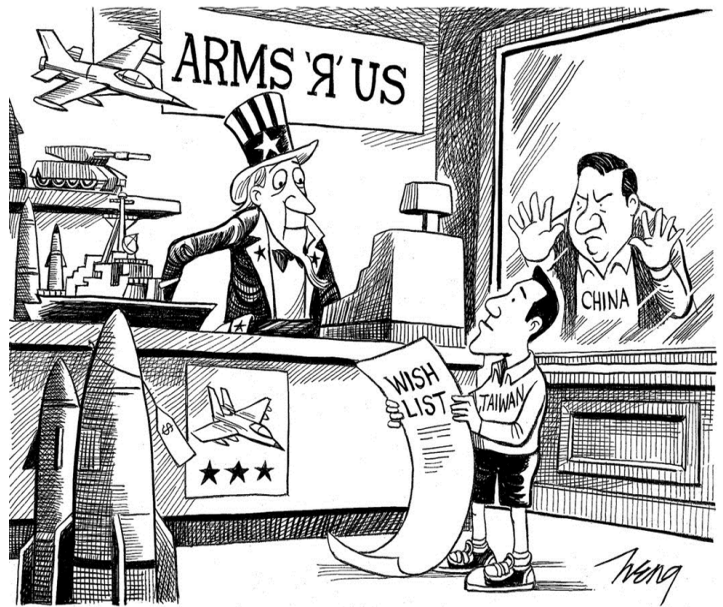


Print Out Activity

Analyze these two political cartoons. In what ways do these cartoons illuminate the relationship between US and Taiwan? Do you notice any contradicting narratives?



<https://shafr.org/teaching/nixon-and-china>



<https://www.economist.com/news/asia/21717093-tsai-ing-wen-not-ready-rock-boat-americas-affirmation-one-china-policy-pleased>
