upheaval in the Chinese Republic.

Reading Skill: Recognize Multiple Causes

Use a chart like the one below to record the causes of upheaval in the Chinese Republic.

Causes of Upheaval

Objectives

- Explain the key challenges faced by the Chinese republic in the early 1900s.
- Analyze the struggle between two rival parties as they fought to control China.
- Describe how invasion by Japan affected China.

Terms, People, and Places

Twenty-One Demands
Guomindang
May Fourth Movement
Long March

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

High-Use Words

intellectual, p. 870
adj. involving the ability to reason or understand. The movie dealt with quite a few weighty, intellectual topics.

faction, p. 873
n. a group within a larger group. The faction of the group that wanted pizza outvoted the faction that wanted chicken.

Prepare to Read

Build Background Knowledge

Remind students that China had struggled in the 1800s with foreign imperialism and domestic unrest. In 1911, the Republic of China was founded. Ask students to preview the section and predict what problems the new republic might face.

Set a Purpose

- WITNESS HISTORY Read the selection aloud or play the audio.

Discuss

WITNESS History Audio CD, Change in China

Ask What metaphors does Sun use to describe China? (heap of loose sand; the fish and meat that other countries carve up) What is Sun’s point? (He believes that China is weak.)

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart listing the causes of upheaval in China.
Foreign Imperialism During this period of upheaval, foreign powers increased their influence over Chinese affairs. Foreign merchants, missionaries, and soldiers dominated the ports China had opened to trade.

During World War I, Japanese officials presented Yuan Shikai with the Twenty-One Demands, a list of demands that sought to make China a Japanese protectorate. With China too weak to resist, Yuan gave in to some of the demands. Then, in 1919, at the Paris Peace Conference, the Allies gave Japan control over some former German possession in China. That news infuriated Chinese Nationalists.

May Fourth Movement In response, student protests erupted in Beijing on May 4, 1919, and later spread to cities across China. The protests set off a cultural and intellectual ferment known as the May Fourth Movement. Its goal was to strengthen China. Reformers sought to improve China’s position by rejecting Confucian traditions and learning from the West. As in Meiji Japan, they hoped to use their new knowledge to end foreign domination.

Women played a key role in the May Fourth Movement. They joined marches and campaigned to end a number of traditional practices, including footbinding. Their work helped open doors for women in education and the economy.

The Appeal of Marxism Some Chinese turned to the revolutionary ideas of Marx and Lenin. The Soviet Union was more than willing to train Chinese students and military officers to become the vanguard, or elite leaders, of a communist revolution. By the 1920s, a small group of Chinese Communists had formed their own political party.

Checkpoint How did warlord uprisings and foreign imperialism lead to the May Fourth movement?

Struggle for a New China In 1912, Sun Yat-sen and his Guomindang (gwoh mihn dank) or Nationalist party, established a government in south China. Sun planned to raise an army, defeat the warlords, and expand his government’s rule over all of China. When Western democracies refused to help, Sun accepted aid from the Soviet Union and joined forces with the small group of Chinese Communists. However, he still believed that China’s future should be based on his Three Principles of the People.

Jiang Jieshi Leads the Nationalists After Sun’s death in 1925, an energetic young army officer, Jiang Jieshi (jahng jeh shur), took over the Guomindang. Jiang Jieshi (also called Chiang Kai-shek) was determined to smash the power of the warlords and reunite China, but he held little interest in either democracy or communism.

In 1926, Jiang Jieshi began the Northern Expedition in cooperation with the Chinese Communists. In the Northern Expedition, Jiang led the combined forces into northern China, crushing or winning over local warlords as he advanced and capturing Beijing. Jiang would go on to take control of a new government led by the Guomindang—but without the Communists.

The Chinese Republic in Trouble

Instruct

Teach Ask What were the “twin evils” that the floundering Chinese republic faced? (Local warlords seized power over much of China; foreign powers also took advantage of China’s weakness to expand their influence.) What were two reactions within China to the country’s problems? (The May Fourth Movement sought to break with tradition and use Western thought to strengthen China against foreign domination; some people turned to the ideas of Marx and Lenin for solutions.)

Quick Activity Display Color Transparency 164: Demonstration of the May Fourth Movement on Chinese students. Use the lesson study guide resources to help students read the Vocabulary Builder term and definition. Ask students to term and definition. Ask students to complete the chart and list the key players in China in this period, including individuals, groups (e.g., warlords, the Japanese), and parties. In the second column, they should list the key players and their goals and actions. Then discuss which players were most powerful.

Answers The warlord uprisings weakened China, allowing countries such as Japan to encroach upon China’s possessions. Anger at China’s inability to halt foreign imperialism led to the May Fourth Movement.

Note Taking Reading Skill: Sequence Use a chart like the one below to sequence the fighting that went on among the Guomindang, the warlords, the Chinese Communists, and the Japanese from 1921 through 1937.

Differentiated Instruction

Special Needs Less Proficient Readers To help students track the differing factions in China, have them create a two-column chart. In the first column, they should list the key players in China in this period, including individuals, groups (e.g., warlords, the Japanese), and parties. In the second column, they should identify each player’s goals and actions. Then discuss which players were most powerful.

English Language Learners Use the following study guide resources to help students acquiring basic skills:

Study Guide

Adapted Note Taking Study Guide, p. 249

Adapted Section Summary, p. 250

Monitor Progress As students fill in their charts, circulate to make sure they understand how warlord uprisings and foreign imperialism caused upheaval in China. For a completed version of the chart, see Note Taking Transparencies, 171A.

870 Nationalism and Revolution Around the World
base in a remote region of northern China. There, Mao rebuilt his forces to fight back. At the end of the Long March, the Communists set up a new government in all matters.

Among the Communists who escaped Jiang’s attack was a young revolutionary of peasant origins, Mao Zedong (mow dzuh doong) (also called Mao Tse-tung). Unlike earlier peasant leaders, Mao was optimistic about eventual success. In southeastern China, Mao and the Communists redistributed land to peasants and promised other reforms. Although the Communists were pursued at every turn by Guomindang forces, Mao was optimistic about eventual success. In southeastern China, Mao and the Communists redistributed land to peasants and promised other reforms.

The Long March

Jiang, however, was determined to destroy the “Redbands,” as he called the Communists. He led the Guomindang in a series of “extermination campaigns” against them. The Guomindang harried Mao’s retreating army throughout the Long March from 1934 to 1935. Mao’s forces used guerrilla, or irregular hit-and-run, tactics to fight back. At the end of the Long March, the Communists set up a new base in a remote region of northern China. There, Mao rebuilt his forces and plotted new strategies for fighting the Guomindang.

During the march, the Communists enforced strict discipline. Soldiers were told to treat peasants politely, pay for goods they wanted, and avoid damaging crops. Such behavior made Mao’s forces welcome among peasants, many of whom had suffered greatly at the hands of the Guomindang.

Checkpoint How did the Communists manage to survive Jiang’s “extermination campaigns”?

Struggle for a New China

In mid-campaign, Jiang seized the chance to strike at the Chinese Communist Party, which he saw as a threat to his power. The Communists were winning converts among the small proletariat in cities like Shanghai. Early in 1927, on orders from Jiang, Guomindang troops slaughtered Communist Party members and the workers who supported them. In Shanghai and elsewhere, thousands of people were killed. This massacre marked the beginning of a bitter civil war between the Communists and the Guomindang that lasted for 22 years.

Mao Zedong and the Communists

Among the Communists who escaped Jiang’s attack was a young revolutionary of peasant origins, Mao Zedong (mow shuck doong) (also called Mao Tse-tung). Unlike earlier Chinese Communists, Mao believed that the Communists should seek support not among the small urban working class but among the large peasant masses. Although the Communists were pursued at every turn by Guomindang forces, Mao was optimistic about eventual success. In southeastern China, Mao and the Communists redistributed land to peasants and promised other reforms.

The Long March

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Japanese Invasion

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition. Tell students that the leader of a faction of the Guomindang kidnapped Jiang and held him until he agreed to ally with the Communists against the Japanese. Ask students to speculate why this leader took such a drastic step.

■ Teach: Ask What was the "rape of Nanjing"? (The destruction and cruelty perpetrated by the Japanese army after taking Nanjing in 1937.) How did the Japanese invasion help to unify China? (The Guomindang stopped trying to stamp out the Communists, and the two parties worked together to fight the Japanese—for a time.)

■ Quick Activity: Have the class suppose they live in China in 1931. Split the class into groups, and ask each group to create a persuasive pamphlet encouraging the warring Chinese factions to unite against a common enemy. Use the Numbered Heads strategy (TE, p. T23) and have groups present their pamphlets to the class.

Independent Practice
Ask students to create a concept web showing the different groups who helped the Chinese fight the Japanese and what each group contributed.

Monitor Progress
To ensure student understanding of the changes in China, have them review the section as a whole and note when and how Japan's actions affected events in China.

Answers

Map Skills
1. Review locations with students.
2. Rivers, mountains
3. The Guomindang joined forces with the Communists when necessary to fight a common enemy (seafarers, Japanese), but otherwise did their utmost to destroy them.

History Background

Mao Zedong Unlike Marx and Lenin, who came from wealthy families, Mao was born a peasant farmer. In a poem about his childhood, he wrote, "In delight I watched a thousand waves of growing rice." He loved learning and managed to pursue an education. At 18, he walked for days to join in Sun Yixian's revolution. However, Manzhouguo was based on the rise of the proletariat, or industrial working class. China had only a small urban working class but an enormous peasant class. Mao believed that peasants could be the heart of China's revolution. Unlike Gandhi, Mao was willing to use ruthless measures to achieve his ideals of justice and equality. His struggle to gain control of China continued until 1949.
Japanese Invasion

While Jiang was pursuing the Communists across China, the country faced another danger. In 1931, Japan invaded Manchuria in northeastern China, adding it to the growing Japanese empire. As Japanese aggression increased, a faction within the Guomindang forced Jiang to form a united front with the Communists against Japan.

In 1937, the Japanese struck again, starting what became the Second Sino-Japanese War. Airplanes bombed Chinese cities, and Japanese troops overran eastern China, including Beijing and Guangzhou. Jiang's government retreated to the interior and set up a new capital at Chongqing. The Guomindang and the Communists sent advisors and equipment to help. Great Britain, France, and the United States gave economic aid. The Guomindang and the Communists still clashed occasionally, but the united front stayed intact until the end of the war with Japan.

Looking Ahead

Looking back at the experience of 1912 and 1927, politicians in China tried to find ways to form a stable government. What were the main challenges China faced after 1912? How did each of these events shape China?

Vocabulary Builder

Section (sek shun): a group within a larger group

Terms, People, and Places

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. Reading Skill: Recognize Multiple Causes. Use your completed chart to answer the Focus Question: How did China cope with internal division and foreign invasion in the early 1900s?

Comprehension and Critical Thinking

3. Identify Central Issues. Why did the new republic of China fall into chaos after 1912?

4. Identify Point of View. Do you think that the Whigs' policy of paying for goods they wanted during the Long March was a good idea? Why or why not?

5. Predict Consequences. How do you think the “rape of Nanjing” affected Japan’s reputation around the world?

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 116.

Reteach

If students need more instruction, have them read the section summary:

- Reading and Note Taking Study Guide, p. 250
- Adapted Reading and Note Taking Study Guide, p. 250
- Spanish Reading and Note Taking Study Guide, p. 250

Extend

Ask students to write four newspaper headlines that summarize major developments in China during the early and mid-1900s. Then have them choose one of their headlines and illustrate it.

Answer

The Japanese threatened all Chinese, whether they were Communist or not.

Writing About History

Quick Write: Answer Opposing Arguments. Every persuasive essay should present arguments that support the thesis and refute arguments that oppose the thesis. Your thesis for a persuasive essay is “The Long March ultimately helped the Chinese Communists.” Think of the strongest argument against this thesis and then write a paragraph to refute that argument.

Writing About History

Responses should show an understanding of the possible arguments against the Long March as helping the Chinese communists.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2741.