

# 4

A family of refugees (right) flee a conflict between warlords in 1926.



Chinese currency showing Jiang Jieshi, the next leader of Sun Yixian's Guomindang party.

## WITNESS HISTORY AUDIO

### Change in China

Sun Yixian, “father” of modern China, painted a grim picture of China after the end of the Qing dynasty.

“But the Chinese people have only family and clan solidarity; they do not have national spirit. Therefore, even though we have four hundred million people gathered together in one China, in reality they are just a heap of loose sand. Today we are the poorest and weakest nation in the world and occupy the lowest position in international affairs. Other men are the carving knife and serving dish, we are the fish and the meat.”

As Sun emphasized, China needed to change, but how and in what direction?

**Focus Question** How did China cope with internal division and foreign invasion in the early 1900s?

## Upheavals in China

### Objectives

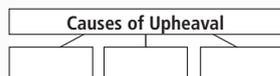
- Explain the key challenges faced by the Chinese republic in the early 1900s.
- Analyze the struggle between two rival parties as they fought to control China.
- Describe how invasion by Japan affected China.

### Terms, People, and Places

Twenty-One Demands    Guomindang  
May Fourth Movement    Long March  
vanguard

### Note Taking

**Reading Skill: Recognize Multiple Causes**  
Use a chart like the one below to record the causes of upheaval in the Chinese Republic.



As the new Chinese republic took shape, nationalists like Sun Yixian (soon yee SHYAHN) set the goal of “catching up and surpassing the powers, east and west.” But that goal would remain a distant dream as China suffered the turmoil of civil war and foreign invasion.

### The Chinese Republic in Trouble

As you have read, China’s Qing dynasty collapsed in 1911. The president of China’s new republic, Sun Yixian (also called Sun Yat-sen) hoped to rebuild China on the Three Principles of the People—nationalism, democracy, and economic security for everyone. But he made little progress. China quickly fell into chaos in the face of the “twin evils” of warlord uprisings and foreign imperialism.

**The Warlord Problem** In 1912, Sun Yixian stepped down as president in favor of Yuan Shikai (yoo AHN shih KY), a powerful general. Sun hoped that Yuan would create a strong central government, but instead, the ambitious general tried to set up a new dynasty. The military, however, did not support Yuan, and opposition divided the nation. When Yuan died in 1916, China plunged into still greater disorder.

In the provinces, local warlords seized power. As rival armies battled for control, the economy collapsed and millions of peasants suffered terrible hardships. Famine and attacks by bandits added to their misery.

# 4

## Step-by-Step Instruction

SECTION

### Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- 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.

### Prepare to Read

#### Build Background Knowledge L3

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 L3

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

 **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.

 **Reading and Note Taking Study Guide,** p. 249

### Vocabulary Builder

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

 **Teaching Resources, Unit 6, p. 28; Teaching Resources, Skills Handbook, p. 3**

#### High-Use Words

**intellectual,** p. 870

**faction,** p. 873

#### Definitions and Sample Sentences

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

*n.* a group within a larger group  
The **faction** of the group that wanted pizza outvoted the faction that wanted chicken.

## Teach

### The Chinese Republic in Trouble

L3

#### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask students to brainstorm how an *intellectual* movement could lead to change.
- **Teach** Ask **What were the “twin evils” that the fledgling 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 May 4th, 1919**. Use the lesson suggested in the transparency book to guide a discussion about the effect of the May Fourth Movement on Chinese culture.

 **Color Transparencies, 164**

#### Independent Practice

Have students outline the goals and methods of each of the following groups that competed for power in China in the early 1900s: warlords (*goal: local control; method: force*), the May Fourth Movement (*goal: strengthen China; method: change China’s culture*), and the Japanese (*goal: expand Japanese influence in China; method: intimidation*).

#### 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, 177A**

#### Answer

- ✓ 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.



#### Vocabulary Builder

*intellectual*—(in teh LEK choo ul) *adj.* involving the ability to reason or think clearly

**Jiang Jieshi, Leader of the Guomindang**  
Jiang Jieshi headed the Guomindang (Nationalist) government in China from the late 1920s until 1949.



**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 possessions 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 1921, Sun Yixian and his **Guomindang** (gwoh meen DAWNG) or Nationalist party, established a government in south China. Sun planned to raise an army, defeat the warlords, and spread 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 had 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.

#### Differentiated

##### Instruction Solutions for All Learners

#### L1 Special Needs L2 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.

#### L2 English Language Learners

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

#### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 249
- Adapted Section Summary, p. 250

## Who Should Lead the New China?

The excerpts below present the views of China's two most influential leaders on who should direct the future of China. **Critical Thinking** *Who does each person think should lead China?*

### One Strong Leader

The most important point of fascism is absolute trust in a sagely able leader. Aside from complete trust in one person, there is no other leader or ism. Therefore, with the organization, although there are cadre, council members, and executives, there is no conflict among them, there is only the trust in the one leader. The leader has final decision in all matters.

—Jiang Jieshi, 1933

### Peasant Masses

The broad peasant masses have risen to fulfill their historic mission . . . the democratic forces in the rural areas have risen to overthrow the rural feudal power. . . . To overthrow this feudal power is the real objective of the national revolution. What Dr. Sun Yat-sen [Yixian] wanted to do . . . but failed to accomplish, the peasants have accomplished in a few months.

—Mao Zedong, 1927

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 dzuh 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** Jiang Jieshi, however, was determined to destroy the "Red bandits," as he called the Communists. He led the Guomindang in a series of "extermination campaigns" against them. The Guomindang harassed 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"?

**Mao Zedong, Leader of the Communists**  
Mao Zedong led the Chinese Communists through some of their darkest times, including the Long March.



## Struggle for a New China

L3

### Instruct

- **Introduce** Jiang Jieshi once said "The Japanese are a disease of the skin. The Communists are a disease of the heart." Tell students that he used this belief to justify fighting the Chinese Communists rather than the invading Japanese in the 1930s. Ask students whether they agree with his reasoning.
- **Teach** Have students read the Viewpoints feature, then quickly describe each leader's key point. Ask **Which leader's theory was more "revolutionary," in the sense that it would bring broad changes?** (*If realized, Mao's; Jiang's theory would keep power in the hands of one person or very few, as it had been for centuries under various dynasties.*)
- **Quick Activity** Ask students to trace the route of the Long March on the map. Ask them to consider why the great hardships of the march actually strengthened the Chinese Communists. **Web Code nap-2741** will take students to an interactive map and timeline. Have students complete the interactivity and then answer the questions in their text.

### Independent Practice

- **Biography** Have students read the biography *Jiang Jieshi* and complete the worksheet.
- **Note Taking** Have students fill in the chart sequencing events in the civil war in China.

**All in One** Teaching Resources, Unit 6, p. 33

Reading and Note Taking Study Guide, p. 249

### Monitor Progress

As students fill in their charts, circulate to make sure they understand the sequence of events in China's civil war. For a completed version of the chart, see

Note Taking Transparencies, 177B

### Answers

- COMPARING VIEWPOINTS** Jiang: one strong leader (himself); Mao: the peasant masses
- ✓ On the Long March, the Communists retreated from Jiang's forces to a remote region in northern China and used guerrilla tactics to fight back as they marched.

### Connect to Our World

**Connections to Today** Why use "Jiang Jieshi" when so many people may be more familiar with the name "Chiang Kai-Shek"? That spelling represented the sound of the Cantonese dialect version of the name in the Wade-Giles system, which was widely used until 1979. That year, *pinyin*—based on the Mandarin dialect spoken in Beijing—was decreed the official system by the Communist Chinese govern-

ment. It had developed pinyin in 1958, in part to establish a single, dominant, national language in China. Because of its official status, and because it more accurately renders the sounds of the main dialect, pinyin today has generally replaced Wade-Giles. Hence "Jiang Jieshi." But for many widely known terms, the older form is often given in parentheses, e.g., Beijing (Peking).

## Japanese Invasion

L3

### 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

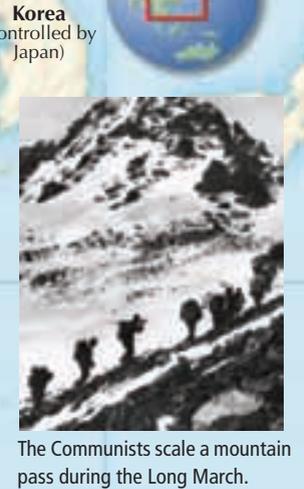
#### Map Skills

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

### Civil War in China, 1927–1936



Geography Interactive  
For: Interactive map and timeline  
Web Code: nap-2741



**Map Skills** The Guomindang and the Communists waged a long and bitter war for control of China.

1. **Locate:** (a) Beijing (b) Shanghai (c) Jiangxi (d) Yan’an
2. **Movement** What natural features made the Long March difficult?
3. **Synthesize Information** Based on the map and timeline, describe the relationship between the Guomindang and the Communists.

One of the most dramatic events in the conflict between the Guomindang and the Communists was the epic retreat known as the Long March. During the Long March, Mao and about 100,000 of his followers fled the Guomindang. In the next year, they trekked more than 6,000 miles, facing daily attacks as they crossed rugged mountains and mighty rivers. Only about 8,000 marchers survived the ordeal. For decades, the Long March stood as a symbol of communist heroism and inspired new recruits to follow Mao. He claimed the great retreat as a victory. As he observed:

#### Primary Source

“The Long March is also a seeding-machine. It has sown many seeds in eleven provinces, which will sprout, grow leaves, blossom into flowers, bear fruit, and yield a crop.”  
—Mao Zedong, “On the Tactics of Fighting Japanese Imperialism”

### 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, but was disillusioned when warlords took over. In college, Mao and other student radicals watched and were influenced by Russia’s 1918 revolu-

tion. However, Marxism 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 Jieshi and his government retreated to the interior and set up a new capital at Chongqing (chawng CHING).

After a lengthy siege, Japanese troops marched into the city of Nanjing (nahn jing) on December 13. Nanjing was an important cultural center and had been the Guomindang capital before Chongqing. After the city's surrender, the Japanese killed hundreds of thousands of soldiers and civilians and brutalized still more. The cruelty and destruction became known around the world as the "rape of Nanjing."

The united Chinese fought back against the Japanese. The Soviet Union 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.

 **Checkpoint** How did the Japanese invasion help unify the Chinese temporarily?

## Looking Ahead

The bombing of Pearl Harbor in 1941 brought the United States into the war against Japan and into an alliance with the Chinese. By the end of World War II, Jiang and the Guomindang controlled China's central government, but Mao's Communist Party controlled much of northern and central China. The Communists had organized hundreds of thousands of Chinese peasants at the village level, spreading their political ideas. Meanwhile, corruption grew in Jiang's government. Soon, the Communists would triumph, and Mao would impose revolutionary change on China.

### Vocabulary Builder

**faction**—(FAK shun) *n.* a group within a larger group

## Assess and Reteach

### Assess Progress

L3

■ Have students complete the Section Assessment.

■ Administer the Section Quiz.

 **Teaching Resources, Unit 6, p. 26**

■ 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**

L3

 **Adapted Reading and Note Taking Study Guide, p. 250**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 250**

L2

### Extend

L4

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.

## 4 Assessment

### 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 charts 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 retreating Communists' policy to pay 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?

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-2741

### 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' cause." Think of the strongest argument against this thesis, and then write a paragraph to refute that argument.

## Section 4 Assessment

1. The Twenty-One Demands, May Fourth Movement, and Long March are significant and symbolic political events in this period of China's history.
2. After a period of upheaval, two main parties emerged: the Nationalist Party or Guomindang, and the Communist Party. The two joined to solve the warlord problem, but the Nationalists soon attacked

- and tried to eliminate the Communists. After Japan invaded in the 1930s, the two again united to fight the common enemy.
3. After Yuan died, warlords battled for control, famine spread and foreign powers increased their interference in China.
4. By treating peasants well, Mao was able to win their support.
5. It probably caused distrust and anger toward the Japanese.

### 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**.