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
- May Fourth Movement
- Long March
- Guomindang
- Yixian's Guomindang party
- Jieshi, the next leader of Sun Yixian
- Chinese currency showing Jiang
- Xuanhuang, the head of China's new republic

Vocabulary Builder

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

High-Use Words Definitions and Sample Sentences
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.

WITNESS HISTORY
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, we have never managed to come together in one China, in reality we 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 divisions and foreign invasion in the early 1900s?

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. Famines and attacks by bandits added to their misery.

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.

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.

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.)

Prepare to Read

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.

Chapter 27 Section 4 869
The Chinese Republic in Trouble

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 “twins evils” that the flogging 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.

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’s culture), and the Japanese (goal: expand Japanese influence in China; method: militarization). 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

Answer

Teach

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.

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 Yat-sun and his Guomindang (gwoh meen DAWNG) or Nationalist party, established a government in south China. Sun planned to reunite the nation and 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 (jiang jik shair), 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.

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 1931.

Note Taking Transparencies, 171A

Vocabulary Builder

1930 Guomindang and Communists defeat warlords.

A09S

Vocabulary Builder (bold letters are derivational affixes)

Introducing the ability to reason or think clearly.

Jiang Jieshi, Leader of the Guomindang

Jiang Jieshi led the Guomindang (Nationalist) government in China from the late 1920s until 1949.
There is no visitation by those who have been in the official dialect, but the official dialect must be returned to. The traditional dialect, Mandarin, is used in all matters.

—Jiang Jieshi, 1933

—Mao Zedong, 1937

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 proletarian 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”?

Struggle for a New China

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 map-2741

Have students complete the chart sequencing events in the civil war. Ask students to consider why the sequence of events in China’s civil war. For a completed version of the chart, see Not Taking Transparencies, 1778

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.

Chapter 27 Section 4 871
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 students understand 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 (seafood, 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 Yat-sen’s revolution, but was disillusioned when warlords took over. In college, Mao and other student radicals watched and were influenced by Russia’s 1918 revolution. 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 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."


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

1. Have students complete the Section Assessment.
2. Administer the Section Quiz.

Teaching Resources, Unit 6, p. 26

Spanish Reading and Note Taking Study Guide, p. 250

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

Web Code: naa-2741

Progress Monitoring Online
For: 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.

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