

CREATION OF THE PEOPLE'S REPUBLIC OF CHINA

Grade Level or Special Area: 8th Grade History and Geography

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Length of Unit: Five lessons, five – six class periods (65 minutes each)

I. ABSTRACT

Students will gain an understanding of the events that have led up to, shaped and influenced the country that China is today. Through a study of important figures, conflicts, political changes, and geographical issues the students will develop a knowledge base that assists in understanding how the Chinese and their country have become the nation that currently exists.

II. OVERVIEW

A. Concept Objectives

1. Students will understand governmental policies that led to a drastic change in leadership and created an environment for conflict
2. Students will understand the differences in political systems.
3. Students will understand how a political system gains power over the people and land.
4. Students will gain an awareness of place.

B. Content from the *Core Knowledge Sequence*

1. History and Geography: The Decline of European Colonialism: Creation of People's Republic of China (pages 186-187)
 - a. China under European domination
 - i. Opium Wars, Boxer Rebellion
 - ii. Sun Yat Sen
 - b. Communists take power
 - i. Mao Zedong: The Long March
 - ii. Defeat of nationalists led by Chaing Kai-Shek
 - iii. Soviet-Communist Chinese 30-Year Friendship Treaty
 - c. Geography of China
 - i. Overview
 - a) One-fifth of world population
 - b) 4,000-year-old culture
 - c) Third largest national territory, regional climates
 - ii. Physical features
 - a) Huang He (Yellow) River, Chang Jiang (Yangtze) River
 - b) Tibetan Plateau, Gobi Desert
 - c) Yellow Sea, East China Sea, South China Sea
 - d) Great Wall, Grand Canal
 - iii. Social and economic characteristics
 - a) Major cities: Beijing, Shanghai, Guangzhou (formerly Canton), Shenyang
 - b) World's largest producer of coal and agricultural products, major mineral producer
 - c) Off-shore oil reserves
 - iv. Multi-dialectal, including Mandarin, Cantonese
 - v. Hong Kong, special coastal economic zones
 - vi. Taiwan, Taipei

- C. Skill Objectives
1. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
 2. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
 3. Students will be able to use maps, globes and other geographic tools to acquire, process, and report information from a spatial perspective. (Geography -C.S.S. 1.1)
 4. Students will be able to examine how culture and experience influence people's perceptions of places and regions. (Geography – C.S.S. 2.3)
 5. Students will understand the characteristics, location, distribution and migration of human populations. (Geography – C.S.S. 4.1)
 6. Students will be able to apply geography to understand the past. (Geography – C.S.S. 6.1)
 7. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
 8. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
 9. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
 10. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Archer, Jules, *China in the 20th Century*
 2. Clubb, Edmund O. *20th Century China, Second Edition*
- B. For Students
None

IV. RESOURCES

- A. Mann, Elizabeth. *The Great Wall*. New York: Mikaya Press, 1997. 0-9650493-2 (Lesson Five)
- B. Baltimore Curriculum Project, 8th Grade History and Geography (Lessons One and Two)
- C. Hirsch, E.D. editor *What Your 6th Grader Needs To Know* New York, New York: Dell Publishing Group, Inc. 1993. 0-385-31467-1 (Lessons One and Two)

V. LESSONS

Lesson One: Conflict in China while under European domination (one class period = 65 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand governmental policies that led to a drastic change in leadership and created an environment for conflict Students will understand the differences in political systems.
 - b. Students will understand how a political system gains power over the people and land.

2. Lesson Content
 - a. China under European Domination
 - i. Opium Wars, Boxer Rebellion
 - ii. Sun Yat Sen
 3. Skill Objective(s)
 - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
 - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)
- B. *Materials*
1. Maps of Asia and China (provided by teacher)
 2. Appendix A: Conflict Chart (Key for teacher's reference)
 3. Copy for every student of Appendix B: Opium Wars
 4. Copy for every student of Appendix C: Boxer Rebellion
 5. Copy for every student of Appendix D: Rebellion of 1911
 6. Copy for every student of Appendix E: Sun Yat Sen
- C. *Key Vocabulary*
1. Opium Wars – conflicts that were created by the Chinese refusal to let the British continue to sell Opium in China, eventually leading to the loss of Hong Kong to the British
 2. Boxers – the rebels that fought against the Catholics and the Protestants whom they thought were causing droughts, famines and other plagues affecting China
 3. Boxer Rebellion – the conflict that arose when the Boxers roamed the countryside violently murdering anyone they thought might be a Christian
 4. Rebellion of 1911 – rebellion that was caused when the national government wanted to take over the railroads under construction and the provincial officers did not want it taken away from them, causing a rebellion of the officers
- D. *Procedures/Activities*
1. Introduce the situation in China by providing students with following information and instruct them to take notes on the important facts.
 - a. China's culture is more than 4,000 years old, going back farther than 2,000 B.C. The majority of the people at that time were thought to be villagers who raised pigs, hunted their food with bows and made pottery. Three different kingdoms were said to have existed along the Huanghe (Yellow) River from 2200-256 B.C.
 - b. Before the 20th Century, China was ruled by emperors in the ruling family and autocracy. Throughout much of China's history it was isolated and self-contained. Not wanting any outside influences, because they felt that other cultures were 'barbarians' and inferior.
 - c. The riches that China held, such as silk, tea and eventually spices made other countries very interested in creating a market for trade within China. This led to internal and external strife. China regulated trade strictly, allowing any one port to be opened for trade. They changed the terms of trade randomly and at their will, and treated representative of other countries as inferiors.
 - d. The Chinese felt that they were superior because the foreigners were so eager to purchase items from China and China felt no need to purchase goods from the foreigners. The Chinese continued to want to remain independent from another country and they fought for that control.
 - e. This desire to depend on themselves only and keep foreign influences out led to several conflicts.

2. Give each student a copy of Appendices B, C, D, and E.
 3. Have students read the information provided and create a chart that illustrates the conflict, the date it occurred, the major causes, opponents, and what was the final outcome of the conflict. Have students develop their own chart or provide an outline of one for them.
 4. Example: Here is an example of a possible chart that can be used to illustrate the conflict in China.
 CONFLICT:
 DATE:
 MAJOR CAUSES:
 IMPORTANT PLAYERS:
 OPPONENTS:
 OUTCOME/RESULTS:
 5. Have students complete the reading and chart in either a group situation or have them complete it individually. This should be decided based upon the skill of the students involved.
 6. Create an overhead of the chart and have students come up to fill the chart in as a class activity or collect for grading.
- E. *Assessment/Evaluation*
1. Students will complete reading about the various conflict in European dominated China and complete a chart indicating an understanding of who the conflict was with, what was its cause and the final outcome of each.

Lesson Two: Communists Take Power (one class period = 65 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand governmental policies that led to a drastic change in leadership and created an environment for conflict
2. Lesson Content
 - a. Communists take power
 - i. Mao Tse-tung (Zedong): The Long March
 - ii. Defeat of nationalists by Chiang Kai-shek
 - iii. Soviet-Communist Chinese 30-Year Friendship Treaty
3. Skill Objective(s)
 - a. Students will be able to describe the basic forms of government and give examples of societies that have practiced them. (History-C.S.S 5.2)
 - b. Students will be able to describe how political power has been acquired, maintained, used, and/or lost throughout history. (History-C.S.S 5.3)

B. *Materials*

1. Copy for every student of Appendix F: Mao Tse-tung (Zedong), the Long March, and Chiang Kai-shek and the Treaty of Friendship, Alliance and Mutual Assistance
2. Copy for every student of Appendix G: Communists take Power: Questions

C. *Key Vocabulary*

1. Mao Tse-tung (Zedong) – leader of the Chinese Communist Party, founded in 1921 and established an army of 40,000 people
2. The Long March – retreat of 100,000 Communist from the nationalists crossing 6,000 miles, 18 mountain ranges, 24 rivers and lasted nearly a year
3. Chiang Kai-shek – leader of the nationalist party in 1928, after Sun Yat-sen’s death in 1925, he favored a capitalist state supported by a military dictatorship
4. Nationalist – supporter of independence

5. Treaty of Friendship, Alliance, and Mutual Assistance – a pact with Russia, in which Russia pledged technical aid to China, supplied Communist materials and extended credit for equipment and technical aid for industrial projects
- D. *Procedures/Activities*
1. Review the material covered in the previous class. Discuss different causes and how some are immediate (control of the railroads in the Rebellion of 1911) and how some causes are long-range (such as the overthrow of the emperor). Ask students what form of government was in control in China after 1911 (republic), what kind of government was in place before the rebellion (dynasty).
 2. Discuss how the republic did not last very long even though reformers wanted it to. China soon became involved in a civil war and the results of that war were quite different than what was desired.
 3. Today's lesson will focus on China from the Rebellion of 1911 through two world wars and China becoming a Communist country. This is a large time-frame, but it identifies major events and players involved.
 4. Give each student a copy of the reading assignment, Appendix F. Depending on class composition – have students read this assignment out loud as a class, taking turns or independently.
 5. Make sure that each member of the class has a copy of Appendix G. These questions are to be completed as homework.
- E. *Assessment/Evaluation*
1. Completed questions are to be used as the evaluation for this lesson

Lesson Three: Geography and Special Features of China (one class period = 65 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an awareness of place.
 2. Lesson Content
 - a. Overview
 - i. One-fifth of world population
 - a) 4,000-year-old culture
 - b) Third largest national territory, regional climates
 - ii. Physical features
 - c) Huang He (Yellow) River, Chang Jiang (Yangtze) River
 - d) Tibetan Plateau, Gobi Desert
 - e) Yellow Sea, East China Sea, South China Sea
 - f) Great Wall, Grand Canal
 3. Skill Objective(s)
 - a. Students will be able to use maps, globes and other geographic tools to acquire, process, and report information from a spatial perspective. (Geography -C.S.S. 1.1)
 - b. Students will be able to examine how culture and experience influence people's perceptions of places and regions. (Geography – C.S.S. 2.3)
 - c. Students will understand the characteristics, location, distribution and migration of human populations. (Geography – C.S.S. 4.1)
 - d. Students will be able to apply geography to understand the past. (Geography – C.S.S. 6.1)
- B. *Materials*
1. Outline map of China (teacher will provide)
 2. Maps of Asia and China

3. Colored pencils (students will supply)
 4. Appendix H: Key of outline map for teacher
 5. Copy for every student of Appendix I: List of items to identify
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Review the questions from the previous lesson to be sure that the students understand the information presented.
 2. Explain that today's lesson will cover the country of China, by looking at the geography of the region and identifying key locations discussed within the previous lessons.
 3. Have students take notes on some information dealing with the region and the people of China.
 - a. China is the third largest country in the world and the most populous. China has many neighbors that it shares borders with as well as a large amount of coastline. On the south near India are the world's highest mountains, near India, many miles of seacoast, deserts in the north, rivers that stretch for thousands of miles giving both life and death to the millions of people that live along these rivers.
 - b. The climate ranges from subtropical in Taiwan to an area of the northeast corner that is even with Newfoundland.
 - c. Mandarin Chinese is the most commonly spoken language in China. It is spoken by more people than any other language in the world and refers to the high-ranking official in imperial China. 70 percent of people in China speak Mandarin, while the rest speak other forms of Chinese. Cantonese is most commonly the dialect spoken in the United States.
 - d. Some dialects of Chinese are so individual that other Chinese people cannot understand them. Even though the spoken languages are different, written Chinese is the same and is therefore an excellent method of communication for those who cannot communicate otherwise. (If possible show some examples of Chinese writing).
 - e. There are over 40,000 characters in the written Chinese language, but a person need only know 6,000-7,000 to read most books and 2,000-3,000 for everyday use.
 - f. (Make these points about Chinese geography). Hong Kong is a part of China that was a British colony since the Opium Wars. Hong Kong Island, which is the main city, is barely off the mainland coast in the South China Sea. In addition, parts of Hong Kong are on a peninsula, attached to the mainland and even more parts are on outlying islands.
 - g. Hong Kong was under British control until it was returned to Chinese control on January 1, 1997. The port is extremely deep, making it very desirable to the British.
 - h. With an international airline service, Hong Kong is the gateway to the Far east and China and most tourists visit Victoria Peak, which is known for its spectacular views.
 - i. Taiwan is yet another island that many people visit. It has a population of about 22 million people, its capital is Taipei, which is a busy city at the top of the island, just across from the Formosa Strait from mainland China.
 - j. The weather is subtropical, with only two seasons per year and heavy rains all year.

- k. Taiwan is a country that still struggles with political unrest. Many people want to be independent, some want to be part of the Republic of China, while others want to reunite with mainland China.
 - 4. When students have completed taking notes on information presented, ask if there are any questions. Clarify information if necessary. Inform students that they are going to be completing a map of China that will give them a better idea of where certain places and landforms are located.
 - 5. Provide a list of locations that are to be identified on the outline map (try to provide the largest map possible since there will be a number of places to locate).
 - 6. Hand out the outline map and a copy of Appendix I to each student.
 - 7. Give students time to complete the map in class, if not finished completion of the map is homework.
- E. *Assessment/Evaluation*
 - 1. Completed map, including all locations identified and labeled and the map colored.

Lesson Four: Social and Economic Characteristics in China: Research Project (one or more class periods – teacher’s discretion = 65 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand governmental policies that led to a drastic change in leadership and created an environment for conflict
 - 2. Lesson Content
 - i. Social and economic characteristic
 - a) Major cities: Beijing,, Shanghai, Guangzhou (formerly Canton), Shenyang
 - b) World’s largest producer of coal and agricultural products, major mineral producer
 - c) Off-shore oil reserves
 - ii. Multi-dialectal, including Mandarin, Cantonese
 - iii. Hong Kong, special coastal economic zones
 - iv. Taiwan, Taipei
 - 3. Skill Objective(s)
 - a. Students will be able to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses. (History – C.S.S. 2.1)
 - b. Students will be able to apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives. (History – C.S.S. 2.3)
 - c. Students will be able to understand the history of social organization in various societies. (History- C.S.S. 3.2)
 - d. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)
- B. *Materials*
 - 1. Copy for every student of Appendix J: Research Project: Social and Economic Aspects of China
- C. *Key Vocabulary*
 - None
- D. *Procedures/Activities*
 - 1. Collect map of China. Review the key points that have previously been covered as a quick refresher.

2. Hand out a copy of Appendix J to each student and discuss the instructions and details of the project. Give students a due date – have them fill it in on the line provided.
 3. Students will be responsible for completing the project in the time frame given. If time allows, some class time can be provided to begin research.
 4. Review the requirements that you expect to be met for such an assignment. Possible items to include graphs, charts, maps, statistical information, pictures or other appropriate material based on the subject matter.
- E. *Assessment/Evaluation*
1. Completion of research project graded using presentation rubric.(Appendix L)

Lesson Five: The Story of the Great Wall of China (one-two class periods = 65 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand governmental policies that led to a drastic change in leadership and created an environment for conflict
 - b. Students will understand how a political system gains power over the people and land.
 - c. Students will understand how a political system gains power over the people and land.
2. Lesson Content
 - a. Great Wall of China
3. Skill Objective(s)
 - a. Students will be able to understand the impact for scientific and technological developments on individuals and societies. (History – C.S.S. 4.1)
 - b. Students will understand how economic factors have influenced historical events. (History C.S.S. 4.2)
 - c. Students will be able to understand how various systems of government have developed and functioned throughout history. (History – C.S.S. 5.2)
 - d. Students will be able to describe various ways in which political power has been acquired, maintained, used, and/or lost throughout history. (History – C.S.S 5.3)

B. *Materials*

1. Mann, Elizabeth. *The Great Wall* 0-9650493-2-9
2. Copy for every student of Appendix K: The Great Wall - Questions

C. *Key Vocabulary*

1. Great Wall – a century old structure that snakes along the edge of the Mongolian plain, originally built to keep invaders out

D. *Procedures/Activities*

1. Remind students that they should be working on their research project. Ask if there are any questions that need to be clarified.
2. Tell students that today they are going to learn about an object that is considered the largest most ambitious undertaking ever and that it took about 200 years to build. It is in China, does anyone have an idea what that object might be? (The Great Wall of China)
3. Today students will be practicing their listening skills. Give each student a copy of Appendix K and instruct them to read through the questions together.
4. Let them know that they are responsible for listening to the story. When they hear an answer to one of the questions – answer it as thoroughly as possible.

5. Read the book. You will have to find the book to use – this one was found at the public library. *The Great Wall* by Elizabeth Mann (see resources).
 6. If time allows review the questions with the students to be sure they all kept up, it may take two days to complete this activity if students need you to read slower, or need to review more than just a couple of questions.
- E. *Assessment/Evaluation*
1. Completion of questions from *The Great Wall* (Appendix K)

VI. CULMINATING ACTIVITY

- A. Students will culminate this unit with the presentation of the research project. This presentation will be graded using a rubric for presentations (Appendix L)
- B. Completion of Unit Assessment: Appendix M

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Conflict Chart (KEY)
- B. Appendix B: Opium Wars
- C. Appendix C: Boxer Rebellion
- D. Appendix D: Rebellion of 1911
- E. Appendix E: Sun Yat Sen
- F. Appendix F: Mao Tse-tung (Zedong), the Long March, and Chiang Kai-shek and the Treaty of Friendship, Alliance and Mutual Assistance
- G. Appendix G: Communists take Power: Questions
- H. Appendix H: Key for outline map
- I. Appendix I: List of items to identify
- J. Appendix J: Research Project: Social and Economic Aspects of China
- K. Appendix K: The Great Wall – Questions
- L. Appendix L: Oral Presentation Rubric
- M. Appendix M: Unit Assessment and Key

VIII. BIBLIOGRAPHY

- A. Archer, Jules *China in the 20th Century* New York, New York. MacMillian Publishing Co., Inc. 1974 0-02-705620-3
- B. Capon, Edmund and MacQuitty, William. *Princes of Jade*. New York, New York. E.P. Dutton and Co. Inc. 1973 0-525-18349-3
- C. Clubb, Edmund O. *20th Century China, Second Edition*. New York and London. Columbia University Press. 1972 0-231-03648-5
- D. Edmonds, I.G. *Mao's Long March* Philadelphia. MacRae Smith Company. 1973 0-8255-3004-0
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- F. Mann, Elizabeth. *The Great Wall*. New York, New York. Mikaya Press. 1997. 0-9650493-2-9
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APPENDIX A

CONFLICT CHART (KEY)

CONFLICT	1 st Opium War	2 nd Opium War	Boxer Rebellion	Rebellion of 1911
DATE	1839-1842	1856	1900	1911
CAUSE	The Chinese confiscated all of the opium stored in warehouses by British merchants	The sale of opium continued, the British wanted to expand their trade rights and the French joined because a missionary was said to have been murdered – the British provoked the war.	A group of Chinese rebels, that supported the Qing (Chin) Dynasty, known as the Fists of Righteous Harmony; unofficially called the Boxers, roamed the countryside violently killing anyone suspected of being a Christian	Foreign bankers tried to force a huge new loan on the Chinese government, in exchange for the right to build and control a railroad network. They were opposed by Chinese industrialists. Officials called for a revolt starting the Chinese Revolution.
OPPONENTS	British	British and French	Christians – eventually the U.S, Japan, England, Russia, and other European countries	Foreign bankers
OUTCOME/ RESULTS	The Chinese were unprepared and the British won. The settlement was that China had to pay Great Britain a large sum of money and open five ports to British trade and residence and to let British be tried in British courts. The Chinese did not legalize Opium!	Europeans won again. Chinese were forced to open more ports, legalize the sale of opium, foreigners and missionaries were given freedom to travel around China and the British won Hong Kong.	The Western powers forced China to pay huge fines, make them agree to allow foreign troops into Peking and other cities.	Sun Yat-sen was elected provisional president of the new republic and a history of rule that had lasted for 267 years came to an end.

APPENDIX B

Opium Wars

China had a long and independent history. It did not want any outside influences from the world of the ‘barbarians’. China assured this by enforcing strict regulations on trade, opening only one port to foreign traders. Chinese and British opinions of trade clashed. The British felt that they had a right to trade wherever they wanted to and the Chinese saw the British as inferiors. China did not want or need any of what the foreigners had to offer. This of course was not a good trade practice, because the British were bringing items to trade, but not getting what they were worth due to the fact the Chinese really did not want the goods.

The British did eventually find an item that the Chinese would purchase, opium. Opium is a drug made from the dried juice of the poppy, a kind of flower. The Chinese had used opium as a medicine for a long time. It had been used to relieve tension and ease pain, but now they were smoking it. Many Chinese became addicted to the opium and the demand for the drug increased. The Chinese imported 200 chests of opium in 1729, that increased to 40,000 chests during the 1830s.

When the Chinese saw the rising addiction they outlawed the sale of opium. In addition, they seized shipments and warehouses full of opium and burned it.

The British were angered and sent warships to the Canton harbor, where they sank most of the Chinese fleet. This conflict was known as the First Opium War, 1839-1842. The Chinese were unprepared and the British won the war.

In the settlement the Chinese were forced to pay for the burned opium, approximately \$12 million dollars, and open five more ports to British trade and residence. This marked the beginning of Chinese humiliation by the West.

The second Opium War broke out in 1858, and France joined Britain in marching on Peking. The British, it is said provoked this war because they wanted to increase trading rights and the French were involved, because a French missionary was murdered.

This time the Western powers forced the opening of ten more ports, pushed for legalized opium trade and insisted that all of China be opened to travelers, traders and missionaries.

For the next half century, countries such as, France, Russia, Germany, and Japan made more and more demands on China and even resorted to military actions. Each time China lost.

APPENDIX C

Boxer Rebellion

The Boxers were a secret society, much like the White Lotus and Triad societies. Their proper name was I Ho Chuan, or Society of the Harmonious Fist, this nickname comes from the emphasis that they placed on the art of boxing for exercise and self-defense.

The Boxers supported the emperor of the Qing (Ching) Dynasty. They were superstitious peasants who blamed the foreigners for the droughts, famines, and other plagues affecting China. They were angered even more by the belief that the Chinese had been humiliated by allowing the foreigners to capture 'heathen' souls for Christianity.

The Boxers swept through North China, murdering over two hundred missionaries and their families, as well as over twenty thousand Chinese converts.

In the summer of 1900, the Boxers, blockaded and lay siege to the foreign embassies in Peking. For almost two months, three thousand foreigners and Christian converts fought off savage attacks. A constant pounding of artillery shells, machine-gun fire and rifle fire from trees and rooftops. The German minister and the counselor of the Japanese legation were killed.

During the fifty-five day siege was scarce, water was short, and the heat was intolerable. The Westerners that were trapped, but fought desperately, trying to hold out until international expeditions could reach them and rescue them.

Once the foreign troops, from the United States, Japan, England, Russia, and other European countries arrived they smashed the Peking blockade, hurling Boxers into flight and ended the long siege. The German troops were instructed to show no mercy to the vicious Chinese. The foreign troops went on an orgy of killing and destruction in the Celestial Empire. Pierre Loti, a writer and journalist, described the activities he saw being done by the French troops upon entering Peking: "Everything has been sacked, torn, and destroyed... and here and there, legs, hands heads and bundles of hair... One should see the eagerness with which our soldiers fling everything outside, hear their gay laughter. In the bright midday sun the courtyard [of the Imperial Palace at Peking] is soon in shambles..."

Of course, the Chinese were forced to pay for the Boxer Rebellion by the Westerners. Over 330,000,000 had to be paid to the West.

APPENDIX D

Rebellion of 1911

The Chinese people were humiliated by the previous losses to the Westerners and were talking about the creation of a new government. They wanted to replace the ancient monarchy – the dynasty- with a more modern form of government.

A group of foreign bankers wanted to force a huge new loan on the government. In exchange for the money they would have the right to build and control a railroad network. The Chinese industrialist had raised their own money so they were strongly opposed to this idea. Propaganda campaigns were launched against the Westerners that lived in China like a master race while the luxuries and privileges they enjoyed were denied to the Chinese.

The long-threatened revolution erupted on October 10,1911 – by accident.

Six hundred miles up the Yangtze River a group of Dr, Sun’s followers were making bombs. One unexpectedly exploded and the government guards rushed to investigate. The young men not killed by the blast were tortured until they provided a list of conspirators. They were then beheaded.

The conspirators, which included officers and men of the Manchu army garrison, were arrested. The revolution spread quickly from military unit to military unit. In one month’s time fifteen of China’s eighteen provinces were in revolt. The armies of the revolutionaries captured cities all up and down the Yangtze River and a provisional government was set up in Nanking.

South China was under the control of the new republic, but the north was under the control of General Yuan Shih-kai. This meant that the dream of a China that is completely under a new government had not yet been accomplished.

This revolution did remove the Manchu Dynasty from the control that they had held for 267 years.

APPENDIX E

Sun Yat-sen

Sun Yat-sen was born to a poor peasant family. His father became a Bible salesman when he was young moving the family to a middle class status in the village. When Sun was 14 years old his brother, who had emigrated to Hawaii many years before, paid for his passage to Hawaii, Sun left.

When he reached Hawaii, Sun was enrolled into a school where he studied English, mathematics and English history. He learned about the constitutional democracy of England, sang in the choir and developed the desire to become a Christian. In 1882 he graduated and returned home to China. There he felt frustrated by the symbols of ignorance and oppression. His ideas were thought to be scandalously radical. In his frustration he tried to knock the head off of a statue of the God Pei Ti, and nearly broke his finger trying. The damage of the statue was paid for by his father and his brother sent more money so that they could send Sun to the American-operated Canton Medical College, where he was to become a doctor. He then transferred to the British operated Queen Victoria Medical College in Hong Kong.

Determined to help eliminate the Manchu Dynasty from the hundreds of years of oppression, he started traveling the world meeting with Chinese to gain their support. For years he traveled and spoke out against the Dynasty that ruled. At one point he was kidnapped to try and end his plan, but he escaped.

After the escape he was even more devoted to overthrowing the monarchy and seeing a more democratic society. Everywhere he traveled he started newspapers, collected funds, made recruits and strengthened his following.

Sun was in Denver Colorado in 1911 when the Boxer Rebellion broke out. He tried to advise his followers in China to wait, but the message was never sent. Sun hurried to England and asked that they not intervene. He made the same request of Japan. Events in China moved rapidly and before he returned he learned that he had been elected provisional president.

When Sun returned, it was to a country that was no longer ruled by a monarchy. Though his dream had not been completely fulfilled because the republic only existed in the south and the north was ruled by Yuan Shih-kai.

Sun Yat-sen became known as the father of modern China because it was his plan and followers that removed the Manchu Dynasty from their oppressive reign.

APPENDIX F

Mao Tse-tung (Zedong), the Long March, Chiang Kai-shek and the Treaty of Friendship, Alliance and Mutual Assistance

Mao Tse-tung was a young man in the summer of 1920, who thought that Communism was the greatest form of government. He and his fellow classmates met to debate the major ideas and form the Chinese Communist Party. Soldiers learned of their meeting, but arrived to late, the young men were already gone.

In the years that followed Mao was still devoted to Communism, but he felt that the peasants were one of the greatest assets to the Communist cause. Others disagreed with him. He was removed from his position in the group.

Mao moved to the mountains and steeps of northern China, he built a force of peasants and created the Red Army. The army was not allowed to take anything from the peasants and by 1930, the army was comprised of sixty thousand “regulars” and could count on the support of fifty million peasants.

Chiang Kai-shek was a young officer that had been one of Sun Yat-sen’s closest associates. He was born in the village of Chi-kou in 1887. his family was relatively wealthy, Academy, but after only one year he left to attend the Japanese Imperial Military Academy. After four years of study he joined Sun’s movement as one of the few trained army officers. Chiang rapidly gained a position of trust and influence, but his real career did not start until 1923 when Sun sent him to Moscow to study and observe the Soviet Red Army.

Chiang Kai-shek was greatly influenced by much of the Soviets tactic, but he preferred to send political agitators ahead of military forces to convert or demoralize opposing troops. The Communists and the Nationalists fought together against the warlords, but Chiang Kai-shek did not trust the Communists. He figured that after the warlords were defeated that the Soviets would take over China.

Chiang Kai-shek wanted to bring democracy and capitalism to China. He became the leader of the Nationalists after Sun Yat-sen’s death in 1925. He and the Nationalists ruled China for a while, but he was unable to deliver the freedoms that he had promised and so the peasant turned to Communism.

Soon there was a civil war.

1930-1935, Chiang Kai-shek led forces that were far superior to the Communist forces led by Mao Tse-Tung. The Communists won the first four of five battles against the Nationalists by following strict tactical slogans. Each attempt of the “Final Extermination Campaign” failed disastrously. On the fifth and final campaign, Chiang Kai-shek threw an additional one million men in to battle Mao’s forces. After some losses and great consideration Mao decided to retreat.

On October 16, 1934, with only the equipment and supplies that they could carry with them, the Red Army (Communists) abandoned the Kiangsi Province and started out on a long strategic retreat, which became known as The Long March.

Mao Tse-tung and nearly 100,000 Communists began to retreat from enemy forces. They crossed 18 mountain ranges, 24 rivers and 6,000 miles in a retreat that lasted nearly a year. Most of the people that started the retreat did not make it. Only a few thousand survived, the others died of starvation, disease and attacks by Nationalist forces along the way. Those who did complete the march are seen as heroes in the Chinese struggle.

The march established Mao Tse-tung as the Communist party leader and the Communist base to northwest China closer to Russia’s border.

By 1950, China was in need of assistance from Russia. The Chinese and the Russians signed a pact on February 14, 1950. This pact was known as the 30-Year Treaty of Friendship, Alliance, and Mutual Assistance. Within this pact came Russia’s pledge to give technical aid to China, supply Communist materials and extend credit for equipment and technical aid for industrial projects. Of course, Russia tried to use treaty to exert influence over China and to continue to be the leader of the Communist world.

APPENDIX G

Communists take Power: Questions

Directions: Read the following questions closely. After you have read the assigned pages answer the questions to the best of your ability. Be sure to use examples from the text and write in complete, organized sentences.

- 1) Explain what you think might cause a person to become as dedicated to a cause as Mao Tse-tung and Chiang Kai-shek were dedicated to their causes.

- 2) Summarize what you read about Mao Tse-tung, the Long March, Chiang Kai-shek and the Treaty of Friendship, Alliance and Mutual Assistance.

- 3) Choose three ideas, event, or individuals that could become interesting topics for a research paper and explain why you might want to learn more about them.

- 4) Explain some of the issues that might keep China from becoming a democratic society.

APPENDIX G, page 2 (KEY)

Communists take Power: Questions

Directions: Read the following questions closely. After you have read the assigned pages answer the questions to the best of your ability. Be sure to use examples from the text and write in complete, organized sentences.

- 1) Explain what you think might cause a person to become as dedicated to a cause as Mao Tse-tung and Chiang Kai-shek were dedicated to their causes.

Mao Tse-tung and Chiang Kai-shek were extremely dedicated to their causes because they grew up in areas where the treatment of the citizens was poor and unfair. They watched as family and friends were treated poorly and had no rights. This was the driving force behind their dedication to the cause of removing the current government and replacing it with their own.

- 2) Summarize what you read about Mao Tse-tung, the Long March, Chiang Kai-shek and the Treaty of Friendship, Alliance and Mutual Assistance.

Mao Tse-tung led the Red Army against Chiang Kai-shek and the Nationalist Army in their attempt to ‘exterminate’ the communists. During the fifth battle Mao and his army retreated. This retreat lasted almost a year and was over 6,000 miles long. Thousands of the communists died and were forced back near the Russian border. By the 50’s, the Chinese needed Russia’s help so they signed the Treaty of Friendship, Alliance, and Mutual Assistance that said the Russians would provide financial assistance.

- 3) Choose three ideas, event, or individuals that could become interesting topics for a research paper and explain why you might want to learn more about them.

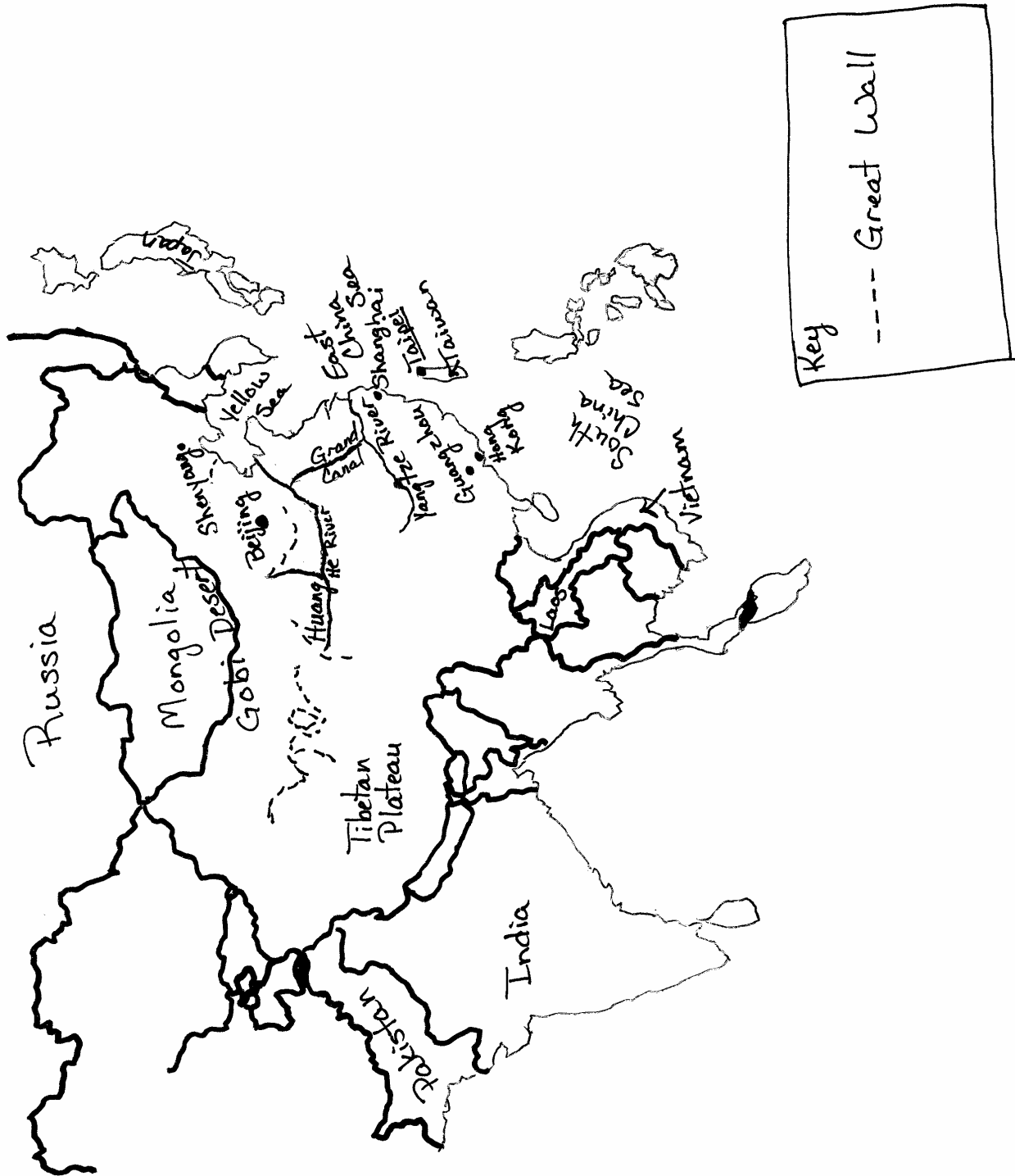
Choices will vary, but should include three of the following:

Opium Wars, Boxer Rebellion, Rebellion of 1911, Sun Yat-sen, Mao Tse-tung (Zedong), Chiang Kai-shek, the Long March, Treaty of Friendship, Alliance, and Mutual Assistance, Nationalist Party, Communism in China. Other ideas may be presented and be acceptable-teacher’s discretion.

- 4) Explain some of the issues that might keep China from becoming a democratic society.

China may never become a democratic society, because of the long history of domination and the division of individuals and their beliefs. One group wants a democratic society and the other group wants a communist society. This division of beliefs will keep the two sides from agreeing on a democratic government.

APPENDIX H
Key for outline map



APPENDIX I

List of items to identify

Directions: Use an Atlas to locate the following places on your map of China. You will need to draw in the rivers, the Grand Canal, and the Great Wall. Identify the places by writing the name in the correct location on your map or number them and write the number in the correct location. Color your map and remember; **Neatness counts.**

Huang He River (also known as the Yellow River)	Laos
Chang Jiang River	Mongolia
Shanghai	Pakistan
East China Sea	India
South China Sea	Russia
Yellow Sea	Vietnam
Gobi Desert	
Tibetan Plateau	
Beijing	
Shenyang	
Guangzhou (known as Canton)	
Hong Kong	
Taiwan	
Taipei	
Grand Canal	
Great Wall	

APPENDIX J

RESEARCH PROJECT: Social and Economic Characteristics of China

DUE DATE: _____

This is a research project and there are specific requirements that must be met.

Instructions:

1. Choose a specific aspect of China that you would like to further explore. (There are some ideas below to choose from or develop your own – with teacher approval)
2. Complete research in books, periodicals (magazines, newspapers, etc.) and on the Internet.
3. Write a two-page (typed, double spaced) report about the area you chose research. Be sure to include detailed information about the social or economic aspect chosen. Locate pictures, create a graph, or chart to illustrate the importance (if economic). Or combine several of the social and economic characteristics of China for a more comprehensive project. Include any information that you find particularly interesting.
4. Include a bibliography with at least three sources, using standard bibliography style.
5. Be prepared to give a brief , oral report in addition to the written information.

Suggested Subjects

Off shore oil production

Natural resources produced

Major cities: Beijing, Shanghai, Guangzhou (formerly Canton), Shenyang

Agricultural products

Cultural/Social Issues or aspects of Chinese life

Students own choice (prior teacher approval necessary)

APPENDIX K, page 1

THE GREAT WALL OF CHINA

Instructions: Read all of the questions on your page. Listen closely as the book is read to you, and answer the questions as you hear the answer. Be sure to write a detailed thorough answer.

1) The Mongols were a group of people that lived in the vast grasslands north of China. Briefly describe how they survive in this area.

2) Describe one of the most effective methods of defense used by the Chinese.

3) In the 13th century Genghis Khan had a ferocious army that fought across China. After his death his grandson took hi place. Explain what happened after Khubilai Khan took his grandfather's place.

4) List the various materials that were used to build the wall. Explain why it was not all built from the same materials.

5) Since the wall stretched over so many miles, how was it defended? Explain.

APPENDIX K, page 2

6) During this period there was a very large court for the emperor and the ongoing construction of the wall, it was all very expensive. How was this all paid for?

7) What brought the end of the Mongols reign? Explain.

8) Today the Great Wall is not needed for defense, but it is still important to China. Explain why you think it might be important today to China and its people.

9) Why is it impossible to know exactly how long the Great Wall is and its exact location?

APPENDIX K, page 3 (KEY)

THE GREAT WALL OF CHINA

Instructions: Read all of the questions on your page. Listen closely as the book is read to you, and answer the questions as you hear the answer. Be sure to write a detailed thorough answer.

1) The Mongols were a group of people that lived in the vast grasslands north of China. Briefly describe how they survive in this area.

The Mongols lived on the grasslands by moving from area to area with the changing of the seasons. They also conquered others to help aid in their survival.

2) Describe one of the most effective methods of defense used by the Chinese.

The Chinese would build walls to keep their enemies from crossing into their territory.

3) In the 13th century Genghis Khan had a ferocious army that fought across China. After his death his grandson took his place. Explain what happened after Khubilai Khan took his grandfather's place.

Khubilai Khan was pushing further and further into China. He was not quite as fierce as Genghis and the army and power began to weaken. When Khubilai was killed the reign of the Mongols ended.

4) List the various materials that were used to build the wall. Explain why it was not all built from the same materials.

Wood, mud, large stones cut into squares, rocks and bricks were used to build the wall.

5) Since the wall stretched over so many miles, how was it defended? Explain.

There were guard towers built along the wall to defend the gates that were placed along the wall for entry.

APPENDIX K, page 4 (KEY)

6) During this period there was a very large court for the emperor and the ongoing construction of the wall, it was all very expensive. How was this all paid for?

The citizens (peasants) taxes were raised and money that should have been spent on the government and other areas to improve peoples lives was spent on the wall instead.

7) What brought the end of the Mongols reign? Explain.

The death of Khubilai Khan and the destruction of large parts of his army. The Great Wall also prevented access to areas of China.

8) Today the Great Wall is not needed for defense, but it is still important to China. Explain why you think it might be important today to China and its people.

The Great Wall is a piece of Chinese history, but today it is considered onw of the great wonders of the world. Tourists from all over the world come to China to see the wall and spend their money there which helps the Chinese economy.

9) Why is it impossible to know exactly how long the Great Wall is and its exact location?

The Great Wall has been destroyed in some areas, where it was built of wood, it has rotted away and other areas have fallen apart making it impossible to know exactly where it was located and how long it actually is.

APPENDIX L
ORAL PRESENTATION RUBRIC

Directions: Read the statements below. Then indicates the number from the scale that reflects your assessments of the student's work.

1= Unsatisfactory 2= Partially Proficient 3= Proficient 4= Advanced

1. Presentation topic meets the requirements of the assignment.
1 2 3 4
2. Presentation well researched.
1 2 3 4
3. Presentation is well organized and cohesive.
1 2 3 4
4. Student is prepared for the presentation.
1 2 3 4
5. Understanding of topic is apparent.
1 2 3 4
6. Students is using an appropriate speaking and delivery style for the presentation.
1 2 3 4
7. Ideas delivered in a clear and concise fashion, does not rely solely on notes.
1 2 3 4
8. Students speak clearly and loud enough to be heard by audience.
1 2 3 4
9. Student maintains eye contact with the audience.
1 2 3 4
10. Overall, the student has presented a project that exhibits their full potential.
1 2 3 4

Additional Comments:

Total Points/Grade: _____

Adapted from Holt, Rinehart and Winston

APPENDIX M
UNIT ASSESSMENT

Part One: MATCHING

Directions: Match the term with the correct definition by writing the letter on the line.

- | | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. ____ Opium Wars | A. the waterway built to connect two of China's largest rivers |
| 2. ____ Mandarin | B. conflict between the Chinese and the British when the Chinese refused to allow the sale of an addictive drug |
| 3. ____ Great Wall | C. conflict that was caused when the national government wanted to take over the railroad construction and the officers rebelled |
| 4. ____ Boxer Rebellion | D. structure that was built to keep out invading enemies |
| 5. ____ Rebellion of 1911 | E. most commonly spoken form of the Chinese language |
| 6. ____ Grand Canal | F. conflict that arose when the Society of the Harmonious Fists roamed the countryside violently murdering anyone they thought to be a Christian |

Part Two: FILL IN THE BLANKS

Directions: Fill in the blank with the correct term.

Sun Yat-sen Mao Tse-tung (Zedong) Chiang Kai-shek Communism
The Long March Nationalist Hong Kong Taiwan

Treaty of Friendship, Alliance and Mutual Assistance

1. In the 1950s, China was in need of help and support. They turned to their neighbors to the north and signed the _____ with Russia.
2. _____ is called the 'father of modern China' because his followers were responsible for the end of the Manchu Dynasty, that had ruled China for 267 years.
3. A _____ is a follower of Chiang Kai-shek and believes in independence for their country.

APPENDIX M, page 2

4. Struggling with political unrest _____ is unable to decide whether or not to become part of mainland China or be independent.
5. Crossing over 6,000 miles and taking nearly a year _____ cost many Red Army soldiers to lose their lives.
6. _____ is a form of government where the government provides employment and housing for its citizens.
7. The Nationalist Party was led by _____ which fought against the Red Army to prevent communism from taking over China.
8. During the Opium Wars _____ became part of British control and remained under their control until January 1, 1997.
9. I am the leader of the Chinese Communist Party, founded in 1921 and established an army of 40,000 people. My name is _____.

Part Three: SHORT ANSWER QUESTIONS

Directions: On a separate sheet of paper answer the following questions with details and examples.

1. China is one of the oldest cultures in the world. Briefly explain the key points of this ancient culture including the form of government, contact with the outside world, and the Chinese's opinion of the rest of the world.
2. Explain what has kept China from becoming a democratic society.
3. Explain what the Mongols had to do with China in the early part of its history.

APPENDIX M, page 3

Part Four: ESSAY QUESTIONS

Directions: Answer the following questions on a separate sheet of paper. Make sure that your answers are organized and complete.

1. Describe one of the following conflicts; Opium Wars, Rebellion of 1911 or Boxer Rebellion. Be sure to include reasons for the conflict, individuals involved and the outcome of the conflict.
2. The Chinese did not allow large amounts of trade to come into their country. Today they are one of the largest trading countries in the world. Explain what has taken China from being an isolationist country to being a country with large trade industry.
3. Describe some of the economic situations in China. This information should come from the information gathered in you research project.

APPENDIX M, page 4
UNIT ASSESSMENT (KEY)

Part One: MATCHING

Directions: Match the term with the correct definition by writing the letter on the line.

- | | |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <u> B </u> Opium Wars | A. the waterway built to connect two of China's largest rivers |
| 2. <u> E </u> Mandarin | B. conflict between the Chinese and the British when the Chinese refused to allow the sale of an addictive drug |
| 3. <u> D </u> Great Wall | C. conflict that was caused when the national government wanted to take over the railroad construction and the officers rebelled |
| 4. <u> F </u> Boxer Rebellion | D. structure that was built to keep out invading enemies |
| 5. <u> C </u> Rebellion of 1911 | E. most commonly spoken form of the Chinese language |
| 6. <u> A </u> Grand Canal | F. conflict that arose when the Society of the Harmonious Fists roamed the countryside violently murdering anyone they thought to be a Christian |

Part Two: FILL IN THE BLANKS

Directions: Fill in the blank with the correct term.

Sun Yat-sen Mao Tse-tung (Zedong) Chiang Kai-shek Communism
The Long March Nationalist Hong Kong Taiwan

Treaty of Friendship, Alliance and Mutual Assistance

1. In the 1950s, China was in need of help and support. They turned to their neighbors to the north and signed the **The Treaty of Friendship, Alliance, and Mutual Assistance** with Russia.
2. **Sun Yat-sen** is called the 'father of modern China' because his followers were responsible for the end of the Manchu Dynasty, that had ruled China for 267 years.
3. A **Nationalist** is a follower of Chiang Kai-shek and believes in independence for their country.

APPENDIX M, page 5

(KEY)

4. Struggling with political unrest **Taiwan** is unable to decide whether or not to become part of mainland China or be independent.
5. Crossing over 6,000 miles and taking nearly a year **The Long March** cost many Red Army soldiers to lose their lives.
6. **Communism** is a form of government where the government provides employment and housing for its citizens.
7. The Nationalist Party was led by **Chiang Kai-shek** which fought against the Red Army to prevent communism from taking over China.
8. During the Opium Wars **Hong Kong** became part of British control and remained under their control until January 1, 1997.
9. I am the leader of the Chinese Communist Party, founded in 1921 and established an army of 40,000 people. My name is **Mao Tse-tung (Zedong)** .

Part Three: SHORT ANSWER QUESTIONS

Directions: On a separate sheet of paper answer the following questions with details and examples.

1. China is one of the oldest cultures in the world. Briefly explain the key points of this ancient culture including the form of government, contact with the outside world, and the Chinese's opinion of the rest of the world.

China is over 4,000 years old. It was made up mostly of individuals that hunted and raised small livestock. The country was run by emperors from one ruling family known as a Dynasty. Before the 20th Century, the Chinese refused to have anything to do with the outside world and other countries because they felt that they were inferior and would not be good influences for their culture. This lack of trade with other countries caused many of the problems within China.

2. Explain what has kept China from becoming a democratic society.

China has two groups that are wanting different forms of government. There are the Communists and the Nationalists. Since communism and nationalism are opposite forms of government, the possibility of a democratic government taking hold in China is not likely.

APPENDIX M, page 5

(KEY)

3. Explain what the Mongols had to do with China.

The Mongols were a fierce people that conquered many parts of China and whose goal was to dominate all of China. They were the main reason that the emperors of China spent so much money building the Great Wall to keep out the enemies of China.

Part Four: ESSAY QUESTIONS

Directions: Answer the following questions on a separate sheet of paper. Make sure that your answers are organized and complete.

1. Describe one of the following conflicts; Opium Wars, Rebellion of 1911 or Boxer Rebellion. Be sure to include reasons for the conflict, individuals involved and the outcome of the conflict.

Students answers will vary depending on the conflict that they chose to describe. Be sure that whichever one they chose that they have included information about the causes of the conflict, names of any individual that were involved and what was the final outcome of the conflict. Use of the conflict chart key will be quite helpful in grading this question.

2. The Chinese did not allow large amounts of trade to come into their country. Today they are one of the largest trading countries in the world. Explain what has taken China from being an isolationist country to being a country with large trade industry.

China started out as an isolationist country because they felt that the other countries were barbarians and inferior to themselves. This opinion of their country caused many problems within the country politically and economically. When the Chinese did finally open up one port for trade the British wanted more. This desire for more trade opportunities made the British greedy and they felt it was their right to trade where they wanted to. The British and their trade of an addictive drug call opium created problems in China. When China tried to fight the situation the Opium Wars were fought and China lost. In the end, the Chinese were forced to open up trade and therefore making China a trading country.

APPENDIX M, page 6
(KEY)

3. Describe some of the economic situations in China. This information should come from the information gathered in your research project.

Answers will vary based on the information that the individual students found while completing their research. Answers should include discussion of the major cities of Beijing, Shanghai, Guangzhou, and Shenyang, how China is the world largest producer of coal and agricultural product and a major mineral producer, the special economic zones that are reserved for certain kinds of economic businesses and the significance of Hong Kong to the overall economic condition of China.