



# When Conflict Creates Countries

## China's Civil War



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<b>Grade Level</b>	10th Grade	<b>Time Frame</b>	90 Minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	2 Periods
<b>Course</b>	World History		

### Essential Question

Why do people rebel against their governments?

### Summary

In this lesson, students will learn about China's Civil War from 1945-1949. Participating in a discussion about why people rebel against their governments, they will analyze an excerpt from an article about the life of peasants in China prior to the conflict under the Kuomintang rule and an article about the two competing sides. To conclude, students will examine the conflict between the Chinese Communist Party and the Kuomintang and analyze the outcomes of the war. As a culminating activity, they will write a response about the Civil War in China and share their opinions about the outcomes. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

### Snapshot

#### Engage

Students participate in a discussion about why people rebel against their governments.

#### Explore

Students analyze an excerpt about the life of peasants in China under Kuomintang rule prior to the conflict to understand the issues they faced.

#### Explain

Students read an article about the conflict and outcomes of the Civil War.

#### Extend

Students reflect on the Chinese Civil War by writing a Claim, Evidence, Reasoning (CER) response.

#### Evaluate

Students present their responses.

## Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

**WH.5.3:** Analyze the major developments in Chinese history during the second half of the 20th century including the

**WH.5.3A:** Chinese Civil War and the Communist Revolution in China

## Attachments

- [3-2-1—When Conflict Creates Countries.docx](#)
- [3-2-1—When Conflict Creates Countries.pdf](#)
- [3-2-1—When Conflict Creates Countries - Spanish.docx](#)
- [3-2-1—When Conflict Creates Countries - Spanish.pdf](#)
- [CER Template—When Conflict Creates Countries - Spanish.docx](#)
- [CER Template—When Conflict Creates Countries - Spanish.pdf](#)
- [CER Template—When Conflict Creates Countries.docx](#)
- [CER Template—When Conflict Creates Countries.pdf](#)
- [Common Cartridge—When Conflict Creates Countries.zip](#)
- [How Did China Become a Communist Country—When Conflict Creates Countries - Spanish.docx](#)
- [How Did China Become a Communist Country—When Conflict Creates Countries - Spanish.pdf](#)
- [How Did China Become a Communist Country—When Conflict Creates Countries.docx](#)
- [How Did China Become a Communist Country—When Conflict Creates Countries.pdf](#)
- [Lesson Slides—When Conflict Creates Countries.pptx](#)
- [Sample 3-2-1 Response—When Conflict Creates Countries.docx](#)
- [Sample 3-2-1 Response—When Conflict Creates Countries.pdf](#)
- [Sample CER Response—When Conflict Creates Countries.docx](#)
- [Sample CER Response—When Conflict Creates Countries.pdf](#)
- [Why-Lighting—When Conflict Creates Countries - Spanish.docx](#)
- [Why-Lighting—When Conflict Creates Countries - Spanish.pdf](#)
- [Why-Lighting—When Conflict Creates Countries.docx](#)
- [Why-Lighting—When Conflict Creates Countries.pdf](#)

## Materials

- [Lesson Slides](#) (attached)
- [Claim, Evidence, Reasoning \(CER\) Template](#) (attached; one per student)
- [How Did China Become a Communist Country?](#) (article attached; one per student)
- [Why-Lighting: China's Peasants](#) (article attached; one per student)
- [3-2-1 Response](#) (attached; one per student)
- [Sample 3-2-1 Response](#) (attached; optional)
- [Sample Claim, Evidence, Reasoning \(CER\) Response](#) (attached; optional)
- Highlighters

10 minutes

## Engage

Use the attached [Lesson Slides](#) to guide the lesson.

Display **slide 3** to introduce the essential question: *Why do people rebel against their governments?*

Display **slide 4** to introduce the lesson objective: *Analyze China's Communist Revolution in an effort to understand why people rebel against their governments.*

Display **slide 5**. Have students take out a piece of notebook paper. Introduce them to the [Tell Me Everything](#) strategy where, in a short period of time, they brainstorm everything they know about why people might rebel against their governments. Tell students to write down reasons people have in general for rebelling against their governments.

Ask each student to select one fact or idea about the topic to create a class list. Read over the list as a class and decide which reasons best explain why civil wars occur in countries.

### Possible Student Responses

Students might list responses such as extreme poverty, lack of availability of resources, a corrupt government or one that does not help citizens, discrimination against a marginalized group, drought and famine, instability, or violence that the government does not try to stop or fix.

25 minutes

## Explore

After discussing why people rebel against their governments, introduce the lesson topic by describing the living conditions of peasants in China prior to the Civil War of 1945-1949. Peasants were the majority of the population in China, and the issues they faced contributed deeply to their unhappiness with the Kuomintang government that controlled China at this time.

Display **slide 6**. Introduce students to the [Why-Lighting](#) strategy. Distribute the article from attachments: [Why-Lighting: China's Peasants](#).

Have them to read the excerpt using Why-Lighting to identify the issues the peasants faced, writing in the margins why they highlighted that content.

As students highlight, monitor by moving about the classroom. Allow students to partner up to discuss and compare what they have highlighted.

Discuss as a class what issues peasants faced in China during this time. Explore how these issues could have led to a rebellion against the existing Kuomintang government that controlled China.

### Possible Student Responses

Students might highlight phrases in the reading about poverty, famine, lack of crops, drought, and high taxes. These conditions would have led to unrest and dissatisfaction with the government.

25 minutes

## Explain

After discussing the conditions of peasants in China, have students examine the two sides that fought each other for control of China.

Display **slide 7**. Have students independently read the article [How Did China Become a Communist Country?](#) As students read, they should use the [3-2-1 strategy](#). Ask them to identify **three** reasons communism gained popularity in China. Have them identify **two** problems the Kuomintang faced as a government. Finally, have them draft **one** question they still have about the rise of communism in China. Students can use notebook paper or the attached [3-2-1 handout](#).

Partner students up to discuss their responses to the article. After giving students time to discuss, have a class discussion about the China's Civil War.

Ask students to explain why communism was a popular ideology for Chinese peasants and discuss the challenges the Kuomintang had while governing. Reinforce the information from the article that the Kuomintang fled to Taiwan to make their own government, and today China and Taiwan remain divided. Use the attached [Sample 3-2-1 Response](#) for your reference.

### Possible Student Responses

Students might say that the communists were favored because of the land redistribution policy or because they didn't force people to fight in the war.

### Optional: Additional Resource

If students need an additional content resource, consider showing a video about the topic:

[Communists, Nationalists, and China's Revolutions: Crash Course World History #37](#)

20 minutes

## Extend

After having a class discussion about the student's responses to the 3-2-1 activity, display **slide 8**. Pass out a copy of the attached [Claim, Evidence, Reasoning \(CER\) Template](#) to each student.

Ask students to respond to the question, *Why did the communists win the civil war?* Have them use the [Claim, Evidence, Reasoning \(CER\) strategy](#) to respond.

Allow students to work with their partners when writing their C-E-R. Advise students to use the previous documents they have read (Why-Lighting: China's Peasants reading and How Did China Become a Communist Country?) as sources of evidence for the CER. Use the attached [Sample Claim, Evidence, Reasoning \(CER\) Response](#) for reference.

### Teacher's Note: Scaffolding

If students struggle, consider sharing these sample claims to get them started.

- The communists won the Civil War because land ownership appealed to them.
- The communists won the Civil War because the peasants were struggling to survive and wanted change in leadership from the government.
- The communists won the Civil War because the Kuomintang forced people to fight in the war, but the communists let people choose to fight.

30 minutes

## Evaluate

Students should work with their partners to present their completed CERs to the class. Ask for volunteers or choose partners to present their findings. Have students explain their thinking by reading the CER the students have written out.

### **Optional Technology Integration: Padlet**

If desired, allow students to use devices and create a video in Padlet explaining their completed CER with a partner. A board can be created where students post their videos to share with the class.

## Resources

- Chen, J. (2020, Sept 29). *What is Communism?* Investopedia. <https://www.investopedia.com/terms/c/communism.asp>
- Constitutional Rights Foundation. (2016). *Why Did the Communists Win the Chinese Revolution?* <https://www.crf-usa.org/images/t2t/pdf/WhyDidCommunistsWinChineseRevolution.pdf>
- Khan Academy. (n.d.). *READ: Chinese communist revolution (article)*. World history project. <https://www.khanacademy.org/humanities/whp-1750/xcabef9ed3fc7da7b:unit-8-end-of-empire-and-cold-war/xcabef9ed3fc7da7b:8-2-end-of-empire/a/chinese-communist-revolution-beta>
- Kublin, H. [Ed.] (1972). *China: Selected readings (World regional studies)*. Houghton Mifflin.
- K20 Center. (n.d.). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/117>
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- K20 center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>
- K20 Center. (n.d.). Tell Me Everything. Strategies. <https://learn.k20center.ou.edu/strategy/107>
- K20 Center. (n.d.). Why-Lighting. Strategies. <https://learn.k20center.ou.edu/strategy/128>
- K20 Center. (n.d.). *Virtual learning: Tech integration*. Pedagogy. <https://sites.google.com/ou.edu/k20-virtual-learning/pedagogy?authuser=0#h.z8dwo5f3csa4>
- Merriam-Webster. (n.d.). *Merriam-Webster.Com Dictionary*. <https://www.merriam-webster.com/dictionary/communism>
- US Department of State. (2018, August 31). *U.S. Relations with Taiwan*. Bilateral relations fact sheet. <https://www.state.gov/u-s-relations-with-taiwan/>
- Wikimedia Commons. (2007, April 21). *China-Taiwan.png*. <https://commons.wikimedia.org/wiki/File:China-taiwan.png>