



When Conflict Creates Countries

China's Civil War



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Grade Level	10th Grade	Time Frame	90 Minutes
Subject	Social Studies	Duration	2 Periods
Course	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

- Common Cartridge (attached)
- [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 Template](#) (attached; one per student)
- [Sample 3-2-1 Response](#) (attached; optional)
- [Sample Claim, Evidence, Reasoning \(CER\) Response](#) (attached; optional)

10 minutes

Engage (Online)

In this activity, students participate in a [Tell Me Everything](#) activity on a [Padlet](#) board. Instruct students to list everything they already know about why people rebel against their governments. Tell students to think about conditions in a country that might lead to dissatisfaction with a government. What are some of the major reasons explaining why a civil war would break out in a country?

Teacher's Note: Padlet

To prepare for this activity, create a Padlet board that allows students to post and reply to one another.

- Format: Wall
- Title: Tell Me Everything
- Description: Add a response and list everything you can think of about the word communism.

If the attribution options are not enabled in the Padlet settings, instruct students to enter their name as the title of their post. Also, enable comments in the Padlet settings. This will enable students to comment on posts made by their peers.

Once the Padlet has been created, share the Padlet with students in your Learning Management System (LMS) or by sharing the link.

For information about facilitating an effective online discussion, visit the following link: [K20's Best Practices for Facilitating Online Discussions](#)

After giving students time to post, tell students they will learn how China became a communist country and that in general communism is a form of government that aims to create a classless society that does not have private property.

Possible Student Responses

Students might list responses such as extreme poverty, lack of availability of resources, a government that is corrupt or doesn't help citizens, drought and famine, instability or violence that the government doesn't try to stop or fix.

20 minutes

Explore (Online)

After discussing why people rebel against their governments, tell students they will now learn about the conditions of peasants in China prior to the civil war of 1945-1949. The peasants were the majority of the population in China and the issues faced by peasants contributed deeply to the unhappiness with the Kuomintang government.

Distribute digital copies of the attached article [Why-Lighting: China's Peasants](#). Introduce students to the [Why-Lighting](#) strategy. Have students use this strategy as they read about the lives of peasants in China before the Civil War. Students should highlight in the passage what issues the peasants faced, writing in the margins why they highlighted that content. Have students submit their completed highlighted passage in your LMS.

20 minutes

Explain (Face-to-Face)

When meeting as a class, discuss what issues peasants faced in China during this time and describe how could these issues led to a rebellion against the existing Kuomintang government that controlled China at the time.

After discussing the issues, tell students that they will learn more about the two sides that fought for control of China. Pass out the attached article [How did China Become a Communist Country?](#)

Show **slide 7**. Introduce the [3-2-1 strategy](#), and have students read the article independently using the strategy. Students should identify **three** reasons communism gained popularity in China. Once they have identified the reasons, have them describe **two** problems the Kuomintang faced as a government. Have them finally 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 civil war in China.

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 about the Kuomintang flight to Taiwan to make their own government. Explain that even today China and Taiwan remain divided. Use the attached [Sample 3-2-1 Response](#) for 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.

25 minutes

Extend (Face-to-Face)

After students have read the article and completed the 3-2-1, ask them to think about why the communists were able to take control in China and what advantages the communists had over the Kuomintang.

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?* and introduce the [Claim, Evidence, Reasoning \(CER\) strategy](#), using this strategy to respond. Allow students to work with their partners when writing their CER.

Advise students to use the previous documents they have read ([Why-Lighting: China's Peasants](#) 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 of the appeal of land ownership of peasants.
- 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 and the communists let people choose to fight.

15 minutes

Evaluate (Face-to-Face)

Students will work with their partners to present their completed CER to the class. Ask for volunteers or choose partners to present and 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/>
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