



# When Conflict Creates Countries

## China's Civil War



Laura Halstied

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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

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

10 minutes

## Engage

In this activity, assign students to participate in a [Tell Me Everything](#) activity on a [Padlet](#) board. Instruct students to list everything they already know about why people in general are likely to rebel against their governments. Tell students to think about conditions in a country that might lead to dissatisfaction with a government. Ask students to think about some of the major reasons 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 reasons why citizens might rebel against their governments.

If the attribution options is not enabled in the Padlet settings, instruct students to enter their names as the title of their post. Enable comments in the Padlet settings. This will allow 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 share 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, explain to students they will learn about the conditions in China that led to a civil war and the outcome of that conflict.

For more information on how to set up Padlet, see the K20 Center's [Padlet Tech Tool card](#).

### 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, discrimination, instability or violence that the government does not try to stop or fix.

20 minutes

## Explore

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. Explain to students that peasants were the majority of the population in China, and the issues faced by peasants contributed deeply to the unhappiness with the Kuomintang government.

Introduce students to the [Why-Lighting](#) strategy. Distribute digital copies of the attached article [Why-Lighting: China's Peasants](#). 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 the issues the peasants faced, writing in the margins why they highlighted that content. Have students submit their completed highlighted passage in your LMS.

### Teacher's Note: Scaffolding

If students are working independently and virtually, consider allowing students to partner with a classmate and compare the parts of the passage they have highlighted. Encourage students to discuss with another student why they highlighted certain parts of the passage. If you are able to meet with students virtually, consider pairing students up in breakout rooms to complete the activity.

20 minutes

## Explain

After discussing the conditions of peasants in China as a class, ask students how could these issues have led to a rebellion against the existing Kuomintang government that controlled China?

Explain to students about the two opposing sides that fought for control of China. To begin this activity, share a digital version of the [How Did China Become a Communist Country?](#) article and the [3-2-1 template](#), both found in the attachments.

Introduce the [3-2-1 Strategy](#) for students to use as they read. Have them identify **three** reasons communism gained popularity in China. Have them identify **two** problems the Kuomintang faced as a government. And have them draft **one** question they still have about the rise of communism in China.

If possible, allow students to partner up virtually to complete the 3-2-1 handout. Students should submit their completed 3-2-1 digitally within your LMS. Use the attached [Sample 3-2-1 Response](#) for reference.

### Teacher's Note: Meeting Virtually

If you meet with students virtually, use that time to discuss with students the conditions that peasants faced in China prior to the civil war. Discuss with students why communism might have been a popular idea with peasants and how the changes communism offered appealed to the peasants in China. Ensure that students understand that the Kuomintang fled to Taiwan to make their own government, and today China and Taiwan remain divided.

25 minutes

## Extend

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.

Distribute a digital copy of the attached [Claim, Evidence, Reasoning \(CER\) Template](#) to each student. Ask them to respond to the question, *Why did the communists win the civil war?* and introduce the [Claim, Evidence, Reasoning \(CER\) strategy](#). Allow students to work with their partners when writing their CER. Advise students to use the previous documents they have read (the Why-Lighting: China's Peasants reading and How Did China Become a Communist Country? article) as sources of evidence for the CER. Use the attached [Sample Claim, Evidence, Reasoning \(CER\) Response](#) for your 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 to 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, but the communists let people choose to fight.

10 minutes

## Evaluate

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>
- K20 Center. (n.d.). Claim, Evidence, Reasoning (CER). Strategies. <https://learn.k20center.ou.edu/strategy/156>
- 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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