

CHINESE REVOLUTION

STUDENT
WORKBOOK

SAMPLE PAGES

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This Student Workbook will build your Revolutions knowledge and skills to prepare you for assessment tasks and exams at the Senior level.

Section A focuses on the causes of the Chinese Revolution, covering the period from 1912 (the Chinese Republic) to 1949 (the Communist victory in the Civil War on 1 October 1949). It addresses the following key knowledge: The events and other conditions that contributed to the outbreak of revolution; The ideas that played a significant role in challenging the existing order; The role of individuals; and The contribution of popular movements in mobilising society and challenging the existing order.

Section B focuses on the consequences of the Chinese Revolution, covering the period from 1949 (the Communist victory) to 1971 (the death of Lin Biao). It addresses the following key knowledge: The challenges the new regime faced in attempting to consolidate its power; The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals; The contribution of significant individuals that changed society; and The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life.

Activities in the Workbook address the following key skills:

- Analyse the long-term causes, short-term triggers and consequences of revolution
- Use primary sources as evidence to analyse the causes and consequences of revolution
- Evaluate the significance of ideas, events, individuals and popular movements that contributed to revolution
- Compare a range of historical perspectives to understand how the ideas and experiences of individuals and movements contributed to revolution
- Evaluate historical interpretations about the causes and consequences of revolution
- Construct arguments about the causes and consequences of revolution using primary sources and historical interpretations as evidence
- Evaluate continuity and change in society
- Evaluate the degree to which revolutionary ideals were achieved or compromised
- Compare a range of revolutionary experiences and perspectives to understand the change brought to society.

Each Section contains a range of the following activities:

- Source Analysis: Visual Representation
- Source Analysis: Extract
- Historical Interpretations Task
- Memory Aid
- Who Said That?
- Fill in the Blanks
- Fact File
- Short Response.

Use this Workbook throughout your study of the Chinese Revolution to record key information and understandings. Once completed it will be a comprehensive resource for revision.

IMPORTANT: The activities in this resource may differ substantially from tasks required in exams and school-assessed coursework. Please consult the curriculum authority for the latest advice on assessment.



CAUSES OF THE REVOLUTION

(1912 to 1949)

SAMPLE PAGES

HISTORICAL INTERPRETATIONS

Read the two historians' viewpoints and answer the questions below.

SOURCE

INTERPRETATION 1

The final civil war was quite bloody, albeit relatively quickly resolved. Even though the GMD possessed far superior arms and a numerically stronger army – GMD generals boasted of a ten to one advantage over the CCP – they had little support on the ground. In addition, corruption and demoralization within the GMD army made it much weaker in reality than it appeared on paper. Finally, Mao's faith in the human will – in mass politics now directed toward a civil war rather than toward a war of resistance against Japan – led him to depend greatly on the ability and desire of the Chinese people to complete the CCP-led Chinese revolution. Mao's faith was not ill-founded.

Rebecca E. Karl, 'Yan'an, the War of Resistance against Japan, and Civil War 1935–1949,' in *Mao Zedong and China in the 20th Century World*, (Durham: Duke University Press, 2010), 72.

SOURCE

INTERPRETATION 2

Everywhere people were apathetic, beaten down by inflation and heavy taxes, sometimes openly hostile to the nationalists. Despite a muzzled press, the abuses of an increasingly repressive regime were reported... A powerful propaganda machine presided over by Zhou Enlai mercilessly exploited every failing of the nationalist regime. In this war of images, the communists managed to project a vision of democracy and social reform, largely because nobody besides a few visiting journalists on guided tours ever managed to spend time in their home territory. But, most of all, people were tired of war. After more than a decade of fear and violence, they craved peace at any cost, even under communism.

Frank Dikotter, 'War,' in *The Tragedy of Liberation: A History of the Chinese Revolution 1945–1957* (London: Bloomsbury, 2013), 26.

1. According to Karl, how did Mao and the CCP gain the upper hand with the nationalists?

2. According to Dikotter, to what extent did Chinese people embrace the ideology of the CCP?

3. Explain what the two interpretations add to an understanding of the Civil War.

FACT FILE

Fill in the details below.

Define 'First United Front':

When and where did it occur?

Identify up to three groups involved in the First United Front.

1.

2.

3.

Identify up to three significant individuals in the First United Front.

1.

2.

3.

To what extent did the First United Front achieve long-term military or political change?

SHORT RESPONSE

1. Explain the ways in which warlordism in China contributed to the outbreak of the revolution in 1949. Provide evidence to support your answer.

Para 1 _____

Para 2 _____

2. 'Mao and the CCP offered order in the midst of regional chaos.' Do you agree?

Para 1 _____

Para 2 _____

SOURCE ANALYSIS: VISUAL REPRESENTATION

Examine the representation carefully and answer the questions that follow.

SOURCE



Anonymous Members of a People's Commune in Fatshan, *The Shanghai Massacre*, from the series 'The East is Red,' 20th century. Paper-cut print, 24 x 34 3/4". Mildred Lane Kemper Art Museum, Washington University, St. Louis. Gift of David A. Wilson.

1. Identify the two groups depicted in the representation.

2. Identify two symbols in the representation that convey an ideological message.

3. Referring to the representation and using your own knowledge, explain why the First United Front came to an end.

SOURCE ANALYSIS: EXTRACT

Read the extract carefully and answer the questions that follow.

SOURCE

Behind the war in China—and this article is being written within the sound of the gunfire—lie the major antagonisms of Chinese nationalism and Japanese imperialism. One of the sharpest salients¹ of the conflict is Japan’s abhorrence² of the recent agreement between the Kuomintang [Guomindang], or Nanking [Nanjing] Government, and the Kungchangtang, or Chinese Communist Party, which rules a huge independent area in China’s northwest. The agreement is not only important in itself, it may be a decisive factor in deciding the outcome of the undeclared Sino-Japanese War, because of its influence on the course of Soviet Russia in Asia. “Salvation of East Asia from the menace of Communism” is now the war cry of the Japanese invaders. Yet Japanese imperialism, more than any other single factor, accounts for the present influence of the Chinese Reds. Japan’s violence, more than any other factor, has at last brought Nanking and the Reds reluctantly into each other’s arms.

¹ Sharpest salients – most noticeable or important point

² Abhorrence – feeling of revulsion

Edgar Snow, ‘I Went to Red China: The Inside Story of China’s United Front Against Japan,’ in *Saturday Evening Post*, November 6 1937.

1. Identify two reasons, stated in the extract, for Japan’s aggression towards China.

2. Identify the two groups mentioned in the extract that form the Second United Front.

3. Quoting from the extract and using your own knowledge, explain the key threats faced by the Second United Front.

MEMORY AID

Memorise the following to assist you in your knowledge of the Long March.

JOY FOX ZOMBIES

Jiangxi-Fujian Soviet (headquarters of Chinese Soviet Republic before the Long March)

October 1934 (Long March begins)

Yan'an Soviet (established after the Long March)

First Red Army led by Mao (also Second and Fourth Red Armies)

Otto Braun (German Comintern advisor, took control of Jiangxi Soviet with Bo Gu)

Xiang River battle (heavy casualties)

Zunyi Conference (January 1935 – results in changes to Party leadership)

October 1935 (end of Long March)

Mountains (perilous crossing of Great Snow Mountains)

Bolsheviks (the 28 Bolsheviks dominated Party leadership until they were sidelined at Zunyi)

Interpretations (look at a range of historical interpretations to understand the myth)

Encirclement campaigns (Fifth and final encirclement campaign surrounded Jiangxi)

Shaanxi Soviet (Long March ends in northern Shaanxi province)

WHO SAID THAT?

Match the speaker with the statement.

SPEAKERS	JIANG JIESHI (2 QUOTES)	SUN YIXIAN (SUN YAT-SEN)	CHEN DUXIU
	MAO ZEDONG (2 QUOTES)	LIU SHAOQI	ZHOU ENLAI
	YUAN SHIKAI	SOONG MEILING	

- 'The direction and leadership of Mao Zedong is the direction and leadership of the Chinese Communist Party.' (1943)
- 'Our task today can be said to be the intense combat between the old and the modern currents of thoughts.' (1916)
- 'The New Life Movement aims at the promotion of a regular life guided by the four virtues...' (1934)
- 'The Chinese revolution is essentially a peasant revolution.' (1940)
- 'The teachings drawn from our late leader, Dr. Sun Yat-sen, have given our people the fortitude to carry on.' (1943)
- 'The Japanese aggression comes from without and can be compared to a disease of the skin, while the bandit rebellion, working from within, is really a disease of the heart.' (1933)
- 'Every Communist must grasp the truth, "Political power grows out of the barrel of a gun".' (1938)
- 'The Chinese revolution is a very young baby, it must be nursed and kept from taking strong meat or potent medicines like those prescribed by foreign doctors.' (1912)
- 'It is the highest principle of our party members that the Party's interests are supreme.' (1939)
- 'If we want to save China, we must first find a way to revive our nationalism.' (c.1923)

ANSWERS	1. _____	6. _____
	2. _____	7. _____
	3. _____	8. _____
	4. _____	9. _____
	5. _____	10. _____