Purpose:

This lesson is part of a unit which asks students to consider American President Woodrow Wilson’s principle of self-determination, part of the Fourteen Points proposed at the end of World War I, which urged the world powers to allow people to determine for themselves how they are to be governed, then use prior knowledge and what they have learned in this lesson to select and evaluate a current situation which might exhibit similarities today.

Estimated Duration:

Five forty-five minute classes.

Commentary:

World War I began the decline of Imperialism. Controls were relaxed as the belligerent powers exhausted resources and colonial efforts increased in importance. Following the war the espousal of self-determination contributed to rising hopes as exhibited in popular movements among intellectuals. Instead the imperial powers reacted harshly to re-establish political control: a reaction which laid the groundwork for differing approaches for independence.

Materials and Resources:

Multiple descriptions of the May Fourth Movement from differing perspectives (attachments)


Key Vocabulary

Treaty of Versailles
League of Nations
Fourteen Points
Self-determination
Lu Xun
May Fourth Manifesto
May Fourth Movement

Instructional Procedures:

All students will research how the Great Powers dealt with China at the Paris Peace Conference. Small groups of students will then select one of the reading attachments describing the May Fourth Movement from differing perspectives. Students will then compare with each other and with the text book to analyze what is said and omitted in these descriptions.

Attachments

Attachment Set 1:


Attachment Set 2:

12-23.“May 4, 1919: The Making of a New Generation”

Attachment Set 3:


Attachment Set 4:


Attachment Set 5:


五四運動；

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

Student protests at the May Fourth Movement
http://www.bocrawler.com/encyclopedia/image:May_fourth.jpg