

CHINA - TIP

Grade 9
Modern World Studies

Ohio Standards

Connections:

History:

Analyze the global impact of post-World War I economic, social and political turmoil including colonial rebellion.

Geography:

Analyze the patterns and processes of movement of people, products and ideas.

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)

Authorized textbook: *Modern World History: Patterns of Interaction*. Evanston, IL: McDougal Littell, 2006.

Supplemental textbook: Farah, Mounir, and Andrea Berens Karls. *World History: The Human Experience*. Westerville, OH: Glencoe, 1994.

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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:

Ebrey, Patricia Buckley. *Cambridge Illustrated History: China*. (New York, 2006), pp. 270-272.

Yutang, Lin. *My Country and My People*. (New York, 1938), pp. 169.

Attachment Set 2:

Schwarcz., Vera. *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*. (Berkeley, 1986), pp.

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

Attachment Set 3:

Murphy, Rhoads. *A History of Asia*, fifth ed. (New York, 2006), pp. 341-343.

Attachment Set 4:

Yeh, Wen-Hsin. *Provincial Passages: Culture, Space, and the Origins of Chinese Communism*. (Berkeley, 1996), pp. 71-74.

Attachment Set 5:

Schirokauer, Conrad, and others eds. *A Brief History of Chinese and Japanese Civilizations*, third ed. (United States, 2006), pp. 495-501.

Kenley, David. *New Culture in a New World: The May Fourth Movement and the Chinese Diaspora in Singapore, 1919-1932*. (New York, 2003), pp 6-7, pp. 49-52.

China

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

Students in Beijing rallied during the May Fourth Movement.
http://en.wikipedia.org/wiki/May_Fourth_Movement

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五四運動;

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Student protests at the May Fourth Movement

http://www.bocrawler.com/encyclopedia/image:May_fourth.jpg