

Chapter 6 Study Guide: TOTAL WAR

VOCABULARY

Be sure that you understand these key terms from Chapter 6. Provide a brief definition or use in a sentence that reflects its context in the reading.

total war	raw materials	passive resistance	Manchukuo
Manchuria	puppet state	“three alls” policy	guerrilla war

Table 1 Vocabulary

COMPREHENSION QUESTIONS

1. How was Chinese society impacted by the military conflicts between 1931-1949? How did different segments of the population sacrifice and suffer during the conflict?
2. What is the definition of “total war”?
3. Explain the connection(s) between the 1929 stock market crash and the Japanese invasion of Manchuria in 1931.
4. What was the second united front and why was it formed?
5. What happened in Beijing in 1937? Why did this worry Tokyo?
6. How did the conflict with Japan differ by location?
7. How did the war between China and Japan become a world war in 1941?
8. Explain the postwar battle lines in China between the Communists and the Nationalists?
9. What happened in 1949? How did the establishment of the People’s Republic of China impact the government?
10. Why is total war a fitting description for the conflict(s) in China between 1931-1949?

KEY FIGURES

Chiang Kai-shek	Zhang Zuolin	Zhang Xueliang
Mao Zedong	George Marshall	

Table 2 Key Figures

KEY EVENTS

Long March	Establishment of Manchukuo	Stock Market Crash of 1929
Lytton Commission Investigation	Siege of Nanjing	Tiananmen Gate Announcement 1 Oct 1949

Table 3 Key Events

ACTIVITY CHOICE BOARD

<p>CREATE A TIMELINE</p> <p>After reading, summarizing, and discussing the chapter, identify 2-3 supporting details about the following events. This could be formatted as a slideshow, or visual timeline with specific parameters. The goal is to identify and provide supporting details about the events on the timeline in order to better understand and analyze the complexity of the events in China between 1931-1949.</p> <ul style="list-style-type: none"> • 1929 US Stock Market Crash • 1931 Japanese invasion of Manchuria • 1934-36 Communist “Long March” • 1936 Formation of Second United Front • 1937 Japanese takeover of Nanjing • 1939 Japanese control of Eastern Seaboard • 1941 Japanese attack at Pearl Harbor • 1940s Chinese allied with USA • 1945 End of Second World War • 1945 Collapse of Second United Front • 1949 Establishment of the People’s Republic of China 	
<p style="text-align: center;">SHORT BUT NOT-SO-SWEET</p> <p>After reading the chapter and answering the reading questions, summarize the chapter in 2-3 sentences.</p> <p>What is the key takeaway from the chapter and how does it relate to the expanded narrative of global history and conflict?</p>	<p style="text-align: center;">NEW SPHERES</p> <p>Using page 54 as a starting point for your research, explore the goals and outcomes of the Greater East Asian Co-Prosperity Sphere. Summarize your findings in a 30 second news report narrative.</p>
<p>CLAIM, SUPPORT, QUESTION</p> <p>Choose an action from the list below to claim, support and question. First, make a claim about why that action should be taken. Then support your choices with further explanation. Finally, write a question related to the action, claim, or support you provided.</p> <p style="text-align: center;"><u>Actions (Pages 52-53):</u></p> <ul style="list-style-type: none"> • Collaboration • Passive resistance • Support anti-Japanese guerrilla movements • Another option of your choice 	

Table 4 Activity Choice Board

ADDITIONAL RESOURCES

[New Youth Timeline](#)

[The Burning of Nanjing](#)

[Nanjing Massacre](#)

[Review: Manchu Princess, Japanese Spy](#)

[The Sino-American Alliance During World War II and the Lifting of the Chinese Exclusion Acts](#)

[Forgotten Ally: China's Unsung Role in World War II](#)

[The Long March](#)

[The Chinese Revolution of 1949](#)

[Historiographical Essay: The China-Japan War, 1931-1945](#)

[How Does History Inform the Chinese Communist Party's Domestic and Foreign Policy Goals?](#)

[China in World War II, 1937–1945: Experience, Memory, and Legacy](#)

This guide is available online for classroom use worldwide and can be accessed at [EASC's Resource page](#).

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