

RESOURCE GUIDE: MODERN CHINESE HISTORY

This resource guide was developed by the [Interdisciplinary Curriculum Development Team](#) in coordination with the East Asian Studies Center at The Ohio State University to support teaching about modern Chinese history in the classroom. Sources for material are focused on the [Key Issues for Asian Studies](#) series by the Association for Asian Studies by David Kenley, [Modern Chinese History](#). Materials are designed for teachers to use in the classroom with minimal modification in the [Take & Go Series: Modern Chinese History](#).

BACKGROUND ([Link](#))

[Modern Chinese History slides \(Chapters 1 - 8\)](#)

[Modern Chinese History timeline \(Part 1: 1644 - 1928\)](#)

[Modern Chinese History timeline \(Part 2: 1928 - 2020\)](#)

[Modern Chinese History Teaching Resources \(Association for Asian Studies\) \(pdf\)](#)

MODERN CHINESE HISTORY (BY CHAPTER: [Link](#))

1. **Establishing the Qing**
 1. [Chapter 1 Slides link](#)
 2. [Chapter 1 Study Guide link \(pdf\)](#)
 3. [Chapter 1 Study Guide link \(word\)](#)
2. **Cross-Cultural Conflicts during the Qing**
 1. [Chapter 2 Slides link](#)
 2. [Chapter 2 Study Guide link \(pdf\)](#)
 3. [Chapter 2 Study Guide link \(word\)](#)
3. **Society during the Qing**
 1. [Chapter 3 Slides link](#)
 2. [Chapter 3 Study Guide link \(pdf\)](#)
 3. [Chapter 3 Study Guide link \(word\)](#)
4. **The Collapse of the Qing**
 1. [Chapter 4 Slides link](#)
 2. [Chapter 4 Study Guide link \(pdf\)](#)
 3. [Chapter 4 Study Guide link \(word\)](#)
5. **The Republican Era**
 1. [Chapter 5 Slides link](#)
 2. [Chapter 5 Study Guide link \(pdf\)](#)
 3. [Chapter 5 Study Guide link \(word\)](#)
6. **Total War**
 1. [Chapter 6 Slides link](#)
 2. [Chapter 6 Study Guide link \(pdf\)](#)
 3. [Chapter 6 Study Guide link \(word\)](#)
 4. [Chapter 6 New Youth Timeline \(pdf\)](#)
7. **The Turbulent 1950s and 1960s**
 1. [Chapter 7 Slides link](#)
 2. [Chapter 7 Study Guide link \(pdf\)](#)
 3. [Chapter 7 Study Guide link \(word\)](#)
8. **The Post-Mao Era**
 1. [Chapter 8 Slides link](#)
 2. [Chapter 8 Study Guide link \(pdf\)](#)
 3. [Chapter 8 Study Guide link \(word\)](#)

KEY IDEAS ([Link](#))

- China is a culture and country that is rich in heritage and influence that fascinates many people today, but is still misunderstood because many try to view it through a Western perspective.
- The Qing dynasty had an ability and were adept at dealing with many ethnic groups. Early Qing rulers are credited with creating and preserving massive works in Chinese culture, but later emperors could not succeed as the modern world dawned.
- The Self-Strengthening Movement aimed to bolster the military, reform government, and advance the economy in China, but faced setbacks due to conflicts with regional officials and inconsistent support from Empress Dowager Cixi.
- The Sino-Japanese War tested the effectiveness of China's reform efforts and resulted in Japan becoming the most powerful country in Asia.
- The Hundred Days Reform Movement was a period of significant change in China but was ultimately opposed and canceled by Empress Dowager Cixi.
- Rebels and revolutionaries, such as the Boxers and Sun Yat-sen, played a significant role in the downfall of the Qing dynasty.
- Historians have differing opinions on the effectiveness of the late Qing period, with some giving credit to Empress Dowager Cixi for delaying the collapse of the dynasty.
- China experienced “total war” between 1931-1949. Total War differed by geographic region in China.
- Japan was condemned by the international community for invading Manchuria in 1931.
- Chinese Communists and Nationalists formed a second united front to cooperate against Japan.
- After World War Two, hostilities resumed between the Chinese Communists and Nationalists.
- In 1949, the Chinese Communists established the People’s Republic of China and Nationalists fled to Taiwan.

ESSENTIAL QUESTIONS ([Link](#))

- Why were the early emperors (Kangxi & Qianlong) able to succeed in developing a stable economy and international relations?
- How did misunderstanding by the Western cultures possibly lead to conflict in the later Qing dynasty?
- What advantages and disadvantages materialized from the formation of Macau (and later Hong Kong) through the free trade agreements organized by Qing Emperors?
- How did the Guangzhou System attempt to regulate foreign trade in China?
- What were some of the effects of the importation of opium into China during the 1800s?
- What were the effects of the Treaty of Nanjing?
- How did “gunboat diplomacy” and various “unequal treaties” that imposed an informal imperialism on China impact the country’s development?
- How did the complex social structure of Qing dynasty shape the experiences and roles of different social classes?
- How did events like the Taiping Rebellion challenge and impact this established societal framework?
- What was the Taiping Rebellion and how did it impact various segments of Chinese society?
- What were the primary objectives of the Self-Strengthening Movement, and what challenges did it face during its implementation?
- How did the Sino-Japanese War impact China's reform efforts, and what privileges did Japan gain from the resulting treaty in 1895?
- What factors led to the downfall of the Qing dynasty, including the involvement of rebels and revolutionaries?
- What challenges did the new government face with the establishment of the Republic of China, and what did the government do in an attempt to address those challenges?
- What role did intellectuals and warlords play during the early republic?

- What were some of the shared goals of the Nationalists and Communists? In what ways did their views differ?
- How was Chinese society impacted by military conflicts between 1931-1949?
- What were the differences between the Communists and the Nationalists?
- What were some of the immediate effects of the establishment of the People's Republic of China in 1949?
- Why is total war a fitting description for the conflict(s) in China between 1931-1949?
- What were some of the problems facing China at the time of its founding in 1949? What solutions did the government provide for some of these problems?
- In what ways did the Korean War help to demonstrate China's resilience?
- What was the Great Leap Forward and what were some of its effects?
- Who was the Red Guard and what role did they play in the Cultural Revolution?
- What purpose did the Four Modernizations serve in the development of modern China?
- What is the "China Model" and in what ways can it be viewed as a success?
- What are the goals of China's Belt and Road Initiative?
- What are the benefits and the challenges of the One Country/Two Systems system?

STANDARDS ([Link](#))

- **Contemporary World Issues**
 - Contemporary World Issues: Global Economy 19 - The global economy creates advantages and disadvantages for different segments of the world's population.
 - Contemporary World Issues: Global Economy 20 - Trade agreements, multinational organization, embargoes and protectionism impact markets.
- **Modern World History**
 - Modern World History: Imperialism 9 - Imperial expansion had political, economic and social roots.
 - Modern World History: Imperialism 11 - The consequences of imperialism were viewed differently by the colonizers and the colonized.
- **Social Studies**
 - Social Studies 6th grade: History Early Civilizations 2 - Early Civilizations had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
 - Social Studies 6th grade: Geography Human Systems 7 - Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
- **CCSS**
 - ELA-LITERACY.RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - ELA-LITERACY.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - ELA-LITERACY.RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 - ELA-LITERACY.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- ELA-LITERACY. RI 9-12.2. Analyze informational text development: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- ELA-LITERACY.: RI 9-12.2. Analyze informational text development: Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
- **NCSS:** The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).
 - D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
 - D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
 - D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

PRIMARY RESOURCES ([Link](#))

- [Collapse of the Qing Timeline](#)
- [“Dream of the Red Chamber”](#) (also known as "The Story of the Stone" or "Hongloumeng") by Cao Xueqin.
- ["The Scholars"](#) (also known as "Rulin Waishi") by Wu Jingzi
- ["The Peony Pavilion"](#) (also known as "Mudan ting") by Tang Xianzu
- [“Strange Tales from Make-Do Studio”](#) by Pu Songling: a renowned collection of approximately 500 short stories
- ["The Last Empress"](#) by Anchee Min
- ["Wild Swans: Three Daughters of China"](#) by Jung Chang
- [“Boxers and Saints”](#) by Gene Luen Yang
 - [**Supplemental Teaching Resources for Boxers and Saints developed by NCTA 2023 Book Group**](#)
 - [**Supplemental History and Maps The Boxer Rebellion, 1899-1901 by Sean McGuffin Old Dominion University Model United Nations**](#)
- [Bianzi Hairstyle](#)
- [Portraits of Kangxi](#)
- [Portraits of Qianlong](#)
- [Siku Quanshu: Emperor’s Four Treasures Image](#)
- [George Macartney Portrait](#)
- [Kangxi: The Story of China](#)
- [Kangxi Britannica online](#)
- [Recording the Grandeur of the Qing](#)
- [Edict of Toleration 1692: Chinese Rites Controversy](#)
- [A New Literary History of Modern China](#) (Books for Further Reading)
- [Crossing the River by Feeling the Stones: Deng Xiaoping in the Making of Modern China - Association for Asian Studies](#)
- [The Geopolitical Implications of the Taiwanese Elections for China, the United States, and the World](#)
- [The Fifth Modernization](#)

TIMELINES ([Link](#))

- [Modern Chinese History timeline \(Part 1: 1644 - 1928\)](#)

Take & Go Resource Guide: Modern Chinese History

- [Modern Chinese History timeline \(Part 2: 1928 - 2020\)](#)
- [Modern Chinese History Chapter 6 New Youth Timeline](#)
- [CHINA—Timeline of Historical Periods](#)
- [Timeline of Chinese History](#)
- [Collapse of the Qing Timeline](#)

MAPS ([Link](#))

- [Map of China](#)
- [Map of Amur River Region](#)
- [The Boxer Rebellion, 1899-1901](#)

LESSON PLANS ([Link](#))

- [Exploring virus transmission via the 2019 coronavirus using Qing dynasty map](#)
- [Map Analysis of the Qing dynasty](#)
- [Reign of Kangxi: Exploring Architecture through 3D Models](#)
- [Poetry of the Qing dynasty: A Lesson in Classical Chinese Poetry and Practice](#)
- [Objects of the Qing dynasty: A Lesson Utilizing Scale Models with 3D Printing](#)
- [Four Corners Activity](#)
- [May Fourth Incident from British Perspective](#) (UK Lesson Plan Resources)
- [Teachers Guide - China In The Red | Teacher Center | FRONTLINE | PBS](#)
- [Resources for teaching about Taiwan](#)
- [Information about the 2024 election](#)
- [Deng Xiaoping's Economic Reforms: Are Choices Worth the Costs? NCTA Teacher Lesson Plan](#)
- [Deng Xiaoping and Tiananmen Square.pdf](#)
- [Lessons in Statecraft: What Deng Xiaoping's Political Career Can Teach Us about Catching Mice — COLUMBIA POLITICAL REVIEW](#)
- [Economics: Great Leap Forward vs. SEZs | US-China Institute \(usc.edu\)](#)
- [Learning and Teaching Resources Related to the Belt and Road Initiative Mapping the Belt and Road Initiative](#)
- [China's Belt & Road Initiative: A Model UN Module](#)
- [Introduction to Environmental Challenges in China - Lesson - TeachEngineering](#)
- [China's Environmental Crisis-Modern East Asia | US-China Institute \(usc.edu\)](#)

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

Source: Kenley, D. (2020). *Modern Chinese History* (2nd ed., Ser. Key Issues in Asian Studies). Association for Asian Studies.