



## **Year 11 > 12 Bridging Work Summer Term 2024**



<b>Subject</b>	<b>History</b>
<b>Course</b>	<b>A' Level</b>
<b>Awarding Body</b>	<b>Edexcel</b>



# Russia - specification overview

Themes	Content
<b>1 Communist government in the USSR, 1917–85</b>	<ul style="list-style-type: none"> <li>Establishing Communist Party control, 1917–24: the creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power.</li> <li>Stalin in power, 1928–53: the elimination of opponents in government and party; the purges of the 1930s; Stalin's power over party and state.</li> <li>Reform, stability and stagnation, 1953–85: Khrushchev's attempts to reform government including de-Stalinisation; the return to stability under Brezhnev, 1964–82; growing political stagnation.</li> </ul>
<b>2 Industrial and agricultural change, 1917–85</b>	<ul style="list-style-type: none"> <li>Towards a command economy, 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture.</li> <li>Industry and agriculture in the Stalin era: the Five-Year Plans and industrial change; agricultural collectivisation and its impact; recovery from war after 1945.</li> <li>Changing priorities for industry and agriculture, 1953–85: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at reform after 1964; economic decline.</li> </ul>

<b>3 Control of the people, 1917–85</b>	<ul style="list-style-type: none"> <li>Media, propaganda and religion: state control of mass media and propaganda; the personality cults of Stalin, Khrushchev and Brezhnev; attacks on religious beliefs and practices.</li> <li>The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85.</li> <li>The state and cultural change: <i>Proletkult</i>, <i>avant-garde</i> and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985.</li> </ul>
<b>4 Social developments, 1917–85</b>	<ul style="list-style-type: none"> <li>Social security: full employment, housing and social benefits, 1917–53; Khrushchev, Brezhnev and the promotion of a stable society, 1953–85.</li> <li>Women and the family: the changing status of different groups of women in towns and countryside; changing government attitudes towards the family as a social unit.</li> <li>Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum.</li> </ul>

Historical interpretations	Content
<b>What explains the fall of the USSR, c1985–91?</b>	<ul style="list-style-type: none"> <li>The significance of the economic weaknesses of the USSR and the failure of reform.</li> <li>The effects of Gorbachev's failure to reform the Communist Party and the Soviet government.</li> <li>The impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe.</li> <li>How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991.</li> </ul>



# China/specification overview

Key topics	Content
<b>1 Establishing communist rule, 1949–57</b>	<ul style="list-style-type: none"> <li>China in 1949: the aftermath of the civil war of 1946–49; the state of China's industry, agriculture and national infrastructure.</li> <li>The new power structure: the different roles of the CCP, the government, the bureaucracy and the People's Liberation Army (PLA); Mao's dominant position within government; the growth of democratic centralism.</li> <li>Defeating the CCP's opponents: the 'three antis' and 'five antis' movements; the use of terror against opponents of Communist rule; the reunification campaigns in Tibet, Xinjiang and Guangdong; the development of the Laogai system; the Hundred Flowers campaign 1957 and aftermath.</li> <li>China and the Korean War: its role in enhancing CCP control, suppressing opposition, and promoting national unity; the human and financial costs of intervention in Korea; China's enhanced international prestige.</li> </ul>
<b>2 Agriculture and industry, 1949–65</b>	<ul style="list-style-type: none"> <li>Early changes in agriculture, 1949–57: attacks on landlordism; the redistribution of land; moves towards agricultural cooperation; the change from voluntary to enforced collectivisation.</li> <li>The communes: the organisation of the communes; communal living; the abolition of private farming; Lysenkoism; the great famine of 1958–62; the restoration of private farming by Liu Shaoqi and Deng Xiaoping.</li> <li>The First Five-Year Plan, 1952–56: the USSR's financial and technical support; the plan's targets, successes and failures.</li> <li>The Second Five-Year Plan (the Great Leap Forward), 1958–62: Mao's reasons for launching it; state-owned enterprises; the successes and failures of the second Plan; the Lushan Conference 1959; Liu, Deng and economic reform, 1962–65.</li> </ul>

Key topics	Content
<b>3 The Cultural Revolution and its aftermath, 1966–76</b>	<ul style="list-style-type: none"> <li>Mao's reasons for launching the Cultural Revolution: divisions within the CCP between ideologues and pragmatists; the quest for permanent revolution; attacks on the bureaucracy; the divisions within the CCP between supporters and opponents of Mao's policies.</li> <li>The Red Guards and Red Terror: Mao's hold on young people; the mass rallies of 1966; Red Guard attacks on the 'four olds' (culture, customs, habits, ideas); the growth of anarchy and the use of terror; cultural destruction.</li> <li>Attacks on Mao's political and class enemies: Liu Shaoqi and Deng Xiaoping; Lin Biao; the purging of the CCP membership; 'capitalist roaders' and foreigners living in China.</li> <li>Winding down the Cultural Revolution, 1968–76: restoration of order by the PLA; 'up to the mountains and down to the villages' campaign; the return to power of Deng Xiaoping and Zhou Enlai; reining in the Gang of Four; the death of Mao.</li> </ul>
<b>4 Social and cultural changes, 1949–76</b>	<ul style="list-style-type: none"> <li>The changing status of women: foot binding; the Marriage Law 1950; the impact of collectivisation and the communes on women's lives; women and the family; the nature and extent of change; the problem of changing traditional views, especially in the countryside.</li> <li>Education and health provision: the growth of literacy; pinyin; the collapse of education after 1966; the barefoot doctors; successes and failures of healthcare reform.</li> <li>Cultural change: attacks on traditional culture in towns and countryside; the role of Jiang Qing; the imposition of revolutionary art and culture.</li> <li>Religion: attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship.</li> </ul>



# Our department expectations

1. **Attendance:** You need to attend every lesson where possible. If you are unable to make a lesson, please email your teacher to let them know and ask for the work. You must catch up on all work you miss, including home work.
2. **Contribute:** We expect you to actively engage in lessons by answering questions, remaining focused on all tasks and asking for clarification.
3. **Organisation:** You will need to buy a separate folder and dividers for Russia and China. You will need to keep your work well organised in each folder.
4. **Homework:** All homework needs to be completed on time and to the best of your ability. Homework will sometimes be an essay, but it will also be pre-reading, SMH quizzes, and articles to read.
5. **Acting on feedback:** You will be expected to engage with the process of acting on your feedback, in order to make progress.
6. **Seating:** Your teacher will ask you to sit in a seating plan. Please keep to this plan, as it helps us learn your names and keeps the atmosphere focused.
7. **Punctuality:** Please arrive on time to lessons, especially period 5 and 6.
8. **Note taking:** Make sure your notes are detailed enough to revise from. Use colours and underlining to organise your ideas.
9. **Wider reading:** Read around the subject, in order to give you a wider understanding of the topic.
10. **Persevere:** The jump from GCSE to A' Level can be hard. Always ask for help when you need it.





## Review/revise

**Make sure you have a good understanding of the different ideologies of Communism and Capitalism from the start of your Cold War GCSE unit.**

**Remind yourself of key events:**

**Stalin: Berlin Blockade**

**Khrushchev: Berlin Wall and Hungarian Uprising**

**Brezhnev: Prague Spring**



# Complete

## **Russia: Complete the sheet titled “Background in Russia 1894”**

Read through all the information carefully, highlighting key pieces of information and using the internet to research anything you are not sure about.

Then create a mind map / table / list of all the factors to take into consideration when looking at the type of country Russia was.

Your headings should be:

Geographical factors

Social Problems

Political Problems

Economic Situation

## **Russia: Read the sheet titled “Nicholas II: An overview of his Reign”**

Read all the information and highlight anything relevant or interesting.

Then carefully read the sources and complete the source work activity

## **Russia: Read the sheet titled “Nicholas II: An overview of his reign”**

Use the web and any other sources available to you to find an extra nugget of information that you can add to each event on this sheet. You can also find relevant pictures or clips of the events & people to develop your notes.

# Background: Russia in 1894

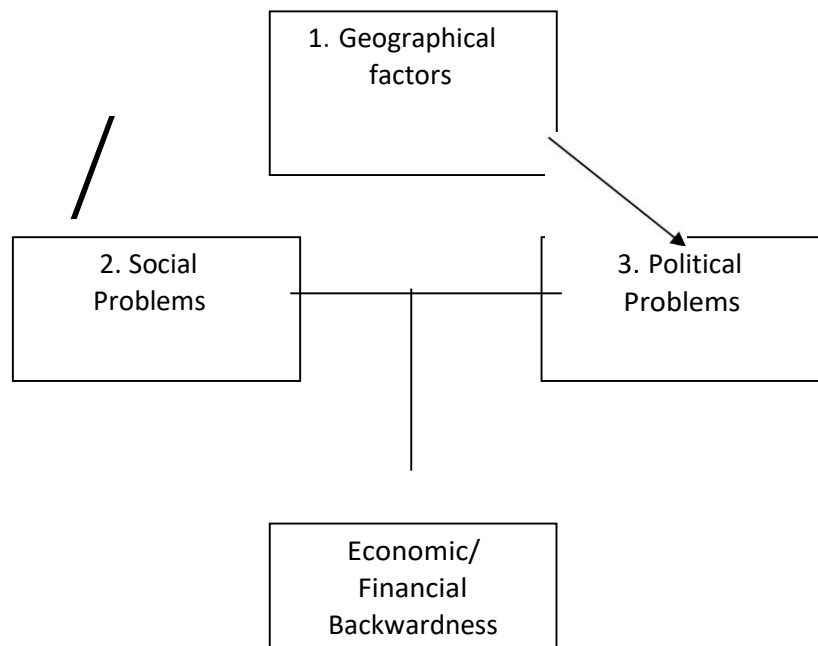
## Task

- Read through this handout. Highlight fresh information which you did not gather from the simulation.
- Now use the highlighted information in this handout to develop the mindmap you produced in the simulation.

## Introduction

"A riddle wrapped in a mystery inside an enigma" - Churchill on the USSR, 1939

- Even today, Russia remains mysterious, powerful and unstable.
  - In the 1990's, it started its unfinished journey from communist dictatorship to liberal democracy.
  - Before then, it lay at the heart of the USSR, whose superpower rivalry with the USA brought the world to the edge of nuclear annihilation.
  - The USSR had been created following the Revolutions of 1917, and led by Lenin and the murderous tyrant Stalin, who killed over 20 million of his own people.
  - And the Revolutions of 1917 had seen the overthrow of the Tsars (emperors), who had ruled Russia for 300 years.
- Our first key question is whether the historical path outlined here was inevitable, or whether the Tsars could have peacefully modernised Russia and thereby avoided revolution and all of its attendant horrors.



## **1. Fundamental Issue: Geography**

### **a. Natural Resources**

- **Industry** - Blessed with iron ore and coal and oil - but these are not well exploited
- **Agriculture** - Only 10% (the "Black Earth" regions of the south and north) are suitable for farming; the rest has a climate ranging from Arctic tundra to scorched desert, with everything in between.

### **b. Communications**

- Chronic-  
*roads* are mud tracks,

*rivers* often frozen;

none of her three great sea ports (Archangel, St Petersburg and Azov) are ice-free all year.

### **c. Topography & Population**

- Largest country in the world: occupies 116<sup>th</sup> of the world's land surface, making it 91 times larger than Great Britain
- 6000 miles long from Baltic to the Pacific; 3000 miles from the Arctic to the Persian coast
- Not even European: most of 19<sup>th</sup> Century Russia lay in Asia.
- 60 million people in 1855; doubled by 1897
- Over 200 different nationalities, speaking c.100 different languages - less than half the population is ethnic Russian!

## **2. Social Results - Russification**

- The Tsars dealt with the 200 or so nationalities within their empire with a policy of "Russification"- Russian nobles are encouraged to settle in conquered territories and the Russian language is used in schools.

### **a. Alexander II: Ukrainians and Poles**

- **Ukrainians** had their language banned from schools from 1863 after the interior minister said that it "has not existed, does not exist and shall never exist".
- **Poles** experienced the same policy after 1866, following the assassination attempt and the Polish Revolt of that year.

### **b. Alexander III: The Jews**

**Ignatiev**, the Minister of the Interior, informed Alexander in 1881 of a "diabolical combination of Poles and Jews". Soon afterwards, the Holy League organised a wave of Pogroms which recurred for the rest of the Tsarist era. He also restricted Jews to the **Pale of Settlement** in the East and banned them from legal, medical and military professions. In 1891, two thirds of Moscow's Jews were expelled and 225,000 Jewish families as a whole left Russia during Alexander III's reign.

## **3. Social Results - Serfdom and the Mir**

### **a. Peasantry**

**The harsh rule of the peasant class was the social consequence of the size and instability of Russia.**

### **i. Before 1861: Serfdom**

- 50% of the population were serfs - peasant farmers given a plot by their landowner in return for goods or services.
- Some paid their owners each year with money or produce (these people were called *Obrok*); others gave labour services to the lord for 30-40 days a year (*Barschina*).
- In effect, they were slaves. They could be sold, married and flogged at will by their masters; average life expectancy was only 35, with only 50% of children surviving beyond the age of 5
- The *Mir* was the village commune which was the lifeblood of a peasant community - it organised farming activity and had its own assembly; peasants could not even leave the estate without its written permission!



Effects on the army

- The army was 1,400,00 strong in 1855 and the bedrock of the country's stability.
- Officers were from the nobility, but the ranks were conscripted from the serfs for 15 years compulsory service - wives declared widows and allowed to remarry!
- Soldiers were given freedom when service completed; but not given a pension or land!
- As a result, morale was low throughout the army
- Crimean War highlighted its terrible lack of morale and organisation
- Any reform of the army would require a reform of the Serf system

**ii. 1861: Emancipation of the Serfs**

- In 1861, Alexander II, the "Tsar Liberator" issued the Edict of Emancipation: "the serfdom of peasants... is abolished forever". The gentry had to give up to 50% of their land to the Mir, depending on the amount of peasants in the area.
- However, the peasants had to pay the government for their land with a 49 year mortgage at 6% interest. This was crippling and the peasants bitterly resented having to pay for land which they thought had always been theirs. Moreover, the serfs could not leave without the permission of the Mir, who gave out local passports.

**b. Nobility**

- 1 million. Most powerful are the top 1000, called the Grand Seigneurs.
- Not as powerful as could be imagined - estates were divided on death between all male heirs, which ruined estates
- Loyalty to the Tsar undermined following his Emancipation of the Serfs in 1861.

**c. Bourgeoisie (middle class)**

- Small, due to backwardness of the economy
- Only 1% of population in school; only 3,500 in university; illiteracy ran at 95%

**d. Proletariat (industrial working class)**

- Only 3% of the population lived in cities in 1894. Forced *off* the land due to population growth, exploited.

**4. Political Result: Autocracy**

An autocratic military state was the political consequence of the size and instability of

**Russia.**

- Ruled by the Tsars, of whom the following concern us:

Alexander II	"Tsar Liberator"	1854-1881
Alexander III	Reactionary	1881-1894
Nicholas II	Reaction and Revolution	1894-1917

**a. The Tsar as Head of Church**

- Orthodox Church not independent of state - controlled by the Holy Synod, headed by a government minister
  - Twice a year the Church declared a curse on those who did not acknowledge that Tsars were divinely appointed!
  - Tsar has absolute power over appointments
  - A powerful form of control - promotes blind obedience
  - 90 or so religious holidays a year - helps keep support high with the serfs!
- Any attempt to convert someone from Orthodox religion punishable by exile to Siberia
- these policies associated with Russification and were resented

**b. The Tsar as Head of State**

**i. Central Government**

- The Tsar was described in the "Fundamental Laws" of 1832 as an " *autocratic* and unlimited monarch". This meant that he ruled as sole and supreme leader, appointed by God.
- To help him do this, Russia was divided into 50 provinces, each subdivided into 20 districts.
- At the centre (St. Petersburg) sat the Senate. This supervised both the Imperial Council (a weak Parliament which could comment on but not initiate legislation) and the Committee of Ministers (a cabinet whose members could be hired and fired at will by the Tsar).

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- The Third Section was the secret police which turned Russia into a police state. Even the phrase "free air" was banned as it sounded too revolutionary!

- Alexander II was assassinated by political terrorists in 1881 and replaced by Alexander III, who cancelled the plans for a new liberal constitution and declared his intention to have "full faith in the justice and strength of the autocracy" that he had been entrusted with. His motto was the half-forgotten motto of the reign of Nicholas I, "autocracy, orthodoxy and nationality," which is the Russian version of the old principle "one king, one law, one faith." Alexander was determined to strengthen autocratic rule as a God given right. He tightened censorship of the press and sent thousands of revolutionaries to Siberia. His reign is often referred to as the Age of Counter Reform.

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#### ii. Local Government

- Under Alexander II, the Emancipation of the Serfs meant that the Lords could no longer be expected to maintain community justice and facilities. The Zemstvos (in the country) and the Dumas (in the cities) were local councils set up to serve this purpose. However, although everyone had a vote, the voting system was structured to heavily favour the nobility. In 1866, 74 per cent of all delegates in Zemstvos were nobles.
- Under Alexander III, Local Government Acts (1890 / 92) changed election procedures to give lower classes less influence in Zemstva and Dumas

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#### iii. The Court System

- Before 1864 the courts in Russia were very corrupt and bribery was common. They were often staffed by judges who had no legal training and who were even illiterate!
- The corruption of the system was summed up in the phrase "no grease, no motion"
- Alexander II introduced new principles such as equality before the law, jury trials and appeal courts; but these were largely cosmetic changes. The police remained powerful and acted outside of the law; Government officials could only be put on trial with the permission of the government and Political radicals were not given the opportunity for a fair trial, and were still subject to arrest without cause.

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### 5. Overall Effect - Economic and Financial Backwardness

- Geographic problems, backward social and political structures and a massively expanding population made the economy backward and stagnant.
- Russia remained very much an agrarian economy.
- Nobility and clergy exempt from direct taxation; peasantry carries 90% of the burden.
- Expenditure on military and on servicing loans totalled 62% of total expenditure

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#### a. Industry

- Russia was not only backward, but going backwards. In 1800 she was the biggest producer of pig iron; by 1855 Britain was producing 10 times as much
- Under Alexander II, Finance Minister Reutern oversaw some improvements:
  - **Transport:** Between 1861 and 1880 railway track grew from 1,000 miles to more than 14,000 miles
  - **Heavy Industry:** This can be seen in a sixteen fold increase in *coal* production, a ten fold increase in *steel*, and a 50% rise in *iron* in the period from 1860 to 1876
  - **Finance:** the State Bank was founded in 1860, which made it easier to raise money for business enterprises; Jews allowed to trade throughout the Empire

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#### b. Agriculture

- In 1891, so much grain was exported to raise money for industrialisation ("We shall go hungry but we must export" - Vyshnygradsky) that a terrible famine resulted. Up to a million people died of starvation, cholera and typhus. The government banned the word 'famine', but newspapers published reports of peasants eating "hunger bread" made of substitutes such as straw, leaves, bark and ground acorns. Criminally, the government postponed a ban on grain exports until August 1891!

## Nicholas II: An Overview of the Reign

**Main Task:** Use the web or any other sources available to you to find one extra nugget of relevant information to add under each heading after you have read through it as a class. **Extension:** Find relevant pictures of some of the events and individuals described to develop your notes.

### Industry and Witte

- Reluctantly, Nicholas allowed Sergei **Witte** to continue to expand Russia's industry in the 1890s. This created much-needed economic growth but also led to serious social dislocation in the new overcrowded cities. This led to strikes, demonstrations and political opposition, but Nicholas rejected the suggestion that the **zemstva** (local government councils) should participate in his government.

### Extra point of information:

### The Russo-Japanese War

- With tension rising, the Tsar embarked on what his foreign minister Plehve described as a "Short victorious war to stem the revolutionary tide".
- Nicholas declared war on Japan over control of parts of Korea in 1904. He hoped that this would unite the people behind his regime.
- Unfortunately for Nicholas, the Russian navy was defeated at the Battle of **Mukden** in 1905. This further damaged his reputation.

### Extra point of information:

### The 1905 Revolution

- In 1905 Nicholas ordered his troops to fire on a peaceful demonstration of St. Petersburg workers led by **Father Gapon**.
- "**Bloody Sunday**" sparked off a spontaneous wave of revolution which swept across Russia and for a time it looked as though Nicholas would be toppled.
  - Nicholas was saved by the continued support of the Army and his own reluctant agreement to introduce reforms.
- In the **October Manifesto**, He promised Russia a **Duma**, an elected parliament which would have some say in the government of the country.

### Extra point of information:

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### The Dumas

- However, as soon as things had calmed down Nicholas went back on his promises and introduced the "**Fundamental Laws**" giving him complete power.
- In 1906 when the first Duma, elected on a fairly wide franchise, began to demand immediate reforms to autocracy, Nicholas dissolved the parliament and demanded new elections. The franchise for each of the next three elections became narrower and soon only the wealthy and educated had the right to vote in elections. This gave Nicholas, by 1907, a Duma which would mostly do what he wanted it to do.

#### Extra point of information:

### Agriculture and Stolypin

- Whereas problems in industry had been created by things moving too quickly, problems in agriculture were caused by things moving too slowly.
- Although the peasants had been given the right to buy their own land in the 1860s, the mortgage loans they had taken out left them on the poverty line and unable to improve the land.
- Various reforms were carried out by Peter **Stolypin** after 1906, but he was assassinated in 1911.

#### Extra point of information:

### Rasputin and Alexandra

- After the assassination of Stolypin, Nicholas became more reliant on the advice of his loving, but not wise, wife and her adviser **Rasputin**.
- Rasputin was a peasant "Holy Man" who used hypnotism on Tsarevich Alexis, the sick heir to the throne, whenever he fell ill with haemophilia. This brought down his blood pressure and gave his body the chance to heal.
- Understandably, Alexandra adored Rasputin, but his sordid sex life and drunken antics brought the monarchy into terrible disrepute. Rumours abounded that the Tsarina had been bewitched by Rasputin and was even his lover.

#### Extra point of information:

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## World War One

- In 1914, the outbreak of World War I briefly united the country behind the Tsar, but the war placed intolerable strain on the economy, transport and communications which left the cities starving and the army poorly supplied.
- In 1915, the Tsar made the disastrous decision to take personal control of the army and headed off to the Front. From this point on, government was left in the hands of Alexandra and Rasputin, and the Tsar was personally associated with all of the massive defeats which the army suffered.
- In 1916, Rasputin was murdered by a group of noblemen in a desperate but unsuccessful attempt to restore the reputation of the monarchy.

### Extra point of information:

## The February Revolution

- A revolution fuelled by hunger and despair broke out in St Petersburg in February 1917. This time the army did not support the Tsar, and neither did he show any willingness to compromise.
- Nicholas was forced to abdicate the throne and a **Provisional Government** was set up to rule Russia until democratic elections could be held.
- In October 1917, the Provisional Government was overthrown by the Bolsheviks, who ordered the execution of Nicholas and his family during the civil war in 1918.

### Extra point of information:

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## Nicholas II: An Overview of the Reign

### **Introduction**

- Nicolas II was Russia's last Tsar who ruled from 1894 until his overthrow in 1917. He was executed along with his wife and children the following year.
- Nicholas was deeply suspicious of political opponents: his grandfather had been killed by terrorists, and his father died shortly after an assassination.
- Although by nature a shy, nervous man, Nicholas believed that strong, autocratic rule was the only way to rule a huge multi-national empire.
- Nicholas said in his coronation speech (1895) that he was determined to uphold autocracy 'as unswervingly as did my father' and dismissed the 'senseless dreams of democrats.
- Like his predecessors, Nicholas ruled with support of the army and the Orthodox Church. He also had a system of secret police (the Okhrana).

### **Alexandra and Alexis**

- Nicholas married his cousin, the German Princess Alexandra. She was strong-willed, deeply religious woman who had a strong influence over the Tsar.
- The marriage was a very happy one and they had five children, four daughters and one son, Alexis. Alexis suffered from haemophilia, a disease of the blood which was untreatable. The family tried to hide this illness from the Russian people.

### **SOURCEWORK**

#### Source A:

"What is going to happen to me, to all Russia? I am not prepared to be the Tsar. I never wanted to become one. I know nothing of the business of ruling".

*An extract from Nicholas' diary written in 1884*

#### Source B:

"We talked for two hours. He shook my hand, he wished me all the luck in the world. I went home happily and found a written order for my dismissal [as Prime Minister] on my desk!"

*A comment by Count Sergei Witte, Prime Minister of Russia in 1906*

#### Source C:

"The daily work of a ruler he found terribly boring. He could not stand listening long or seriously to minister's reports, or reading reports. He liked those ministers as could tell an amusing story and did not weary him with too much business".

*Written by Alexander Kerensky, a member of the Russian parliament before the revolution in 1917 in his memoirs*



Source D: A Historians opinion of Nicholas

“Unlike his father Nicholas was weak in character and intellect, and politically naïve...He did not trust his ministers and preferred to rely on advisers of dubious ability and reputation. His dislike of government business prevented him from understanding the complexity of problems and his poor understanding of affairs of state encouraged intrigue (scheming) within the bureaucracy”.

*Philip Cummins, Russia 1800-1914, published Sydney 1996*

Source E:

“He felt at ease only among completely mediocre and brainless people...His ancestors did not bequeath him one quality which would have made him capable of governing an empire...he was not fit to run a village post office”.

*L Trotsky: The History of the Russian Revolution, published 1932*

**TASK: Complete this table.**

Assertion	Evidence (quote)	Inference (interpretation)
Nicholas was NOT WILLING to be the Tsar		
Nicholas was NOT ABLE to be the Tsar		

## **CHINA:**

[Bridging Unit Reading for China tasks.pdf](#)

Read through the pages on China and complete the following:

Study Source 1:



Explain what point the cartoonist is making

What does this tell us about China's relations with western countries at the time of the Qing Dynasty (when this cartoon was published)

Read the Section on the Guomindang

Who were the Guomindang and what were their achievements

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Read the Section on the Long March

What was the Long March?

Despite the loss of 90% of the Red Army it has been described as a success. Can you explain why?

Along with Mao Zedong. Who else in the Communist Party emerged in leadership role?

Read the section on the Impact of the Second World War on China and complete the diagram

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Actions of the Guomindang which helped the Communists

**How did the Second World War help the Communists?**

Actions of the Japanese which helped the Communists

Actions of the Communists

Watch <https://www.youtube.com/watch?v=1Wb6P8II8xY> How did Communism start in China? The war that changed the world.

Complete the activity below as you watch.

Explain how the war with Japan impacted each of the following. Try and give specific examples where possible.

Chang Kai-shek and the Guomindang/Nationalists	
Mao and the Chinese Communist Party	
China and the Chinese people	
Chinese views of western countries	

**Activity**

This timeline shows some of the main events you will cover in this chapter. On your own copy of the timeline add other events as you study the chapter.



## Part 1 Why did China become a Communist state in 1949?

In medieval times, China had been a great civilisation. By the early twentieth century, however, it had fallen behind other great powers. The vast majority of China's people were peasant farmers, who grew their own food and paid rent to their landlords. They also had to work in the landlord's fields. The system was very similar to the feudal system in medieval Europe which you may have studied earlier in your History courses.

China had an emperor, but in reality the country was dominated by foreign powers, especially Japan, Britain and the USA. Britain, for example, controlled the port of Hong Kong.

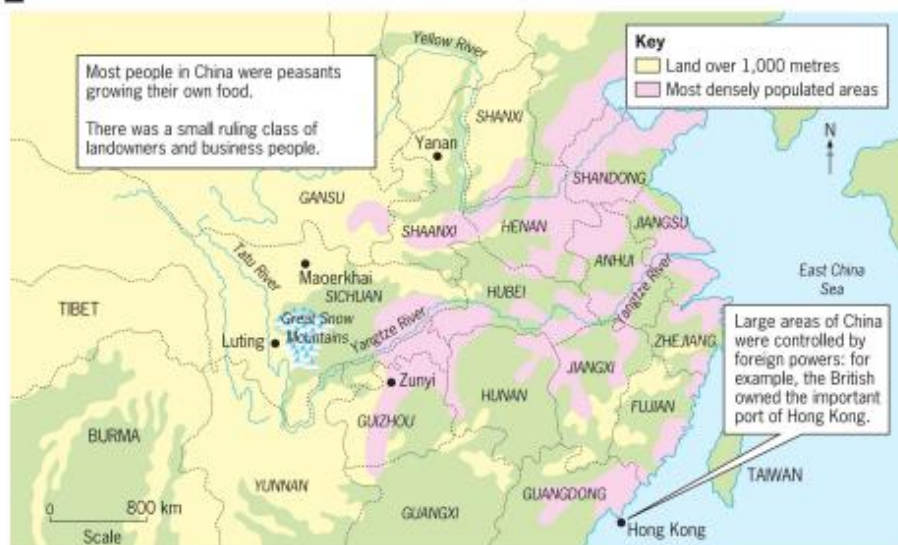
**SOURCE 1**

**EN CHINE**  
Le gâteau des Rois et... des Empereurs

A French cartoon from before the First World War. Britain, Germany, Russia, France and Japan are dividing up China. The caption reads: In China: The cake of kings and emperors.



## SOURCE 2



Map of China in 1900 showing main provinces and features.

## The Guomindang and the Communists

In 1911 the last emperor of China, who was only six years old, was overthrown in a revolution. China then collapsed into chaos as warlords divided the country up into local mini-kingdoms of their own. They recruited armies of local peasants to control their own areas.

The Guomindang or Nationalist Party was formed to unite China. It was led by Sun Yat-sen and proclaimed three principles:

## SOURCE 3

*Nationalism: to rid China of foreign interference and exploitation.*

*Democracy: to create a more modern system of government acceptable to the people of China.*

*Social advance: to bring about reforms in industry and everyday life and particularly to improve the position of Chinese peasants.*

## The Three Principles of the Guomindang.

## Factfile

## Chinese Communist Party

- Formed in 1921 with 57 members.
- Mao Zedong and Zhou Enlai, who were both to hold great power in China in years to come, were among early leading figures.
- Their ultimate aim was to make China a Communist state in which the peasants and workers owned and ran farms, industries and businesses.
- From 1924 to 1927 they helped the Guomindang against the warlords. They organised strikes as well as taking part in the actual fighting.
- In the process their power and support rose dramatically and Mao rose to the top of the ranks of the party.
- From 1927 onwards they were at war with the Guomindang.
- Their army was known as the Red Army.

To start with, the Guomindang had little success. Sun Yat-sen, however, was impressed by what the Communists had achieved in Russia and in 1921 he allied the Guomindang with the newly founded Chinese Communist Party. Together they began to defeat the warlords one by one.

In 1925 Sun Yat-sen died and Chiang Kai-shek became leader. He continued to fight alongside the Communists but he was much less keen on them than Sun Yat-sen had been. He was alarmed at their growing power. Most of the Guomindang officers were landlords or came from the business classes. They were afraid that Communism would take away their wealth and power.

In 1927 Chiang defeated many of the warlords and then turned against the Communists. There was a bloody purge and many Communist leaders were killed. Mao Zedong was imprisoned but escaped to help rebuild the Communist Party and organise its support in the country regions.

In 1931 Chiang Kai-shek started a full-scale military campaign against the Communists. He cornered them in Jiangxi (see Source 4) but in 1934 they broke through Chiang's lines and the Communist Red Army made their celebrated 'Long March' to set up new Communist bases in Yanan province.

## Profile

### Mao Zedong



- ▶ Also known as Mao Tse-tung.
- ▶ Born in 1893. His father was a peasant farmer.
- ▶ Left school in 1918. Became a librarian in Peking. By this time he had already become interested in Communist ideas.
- ▶ In 1919 he joined the 'May the Fourth' Communist Movement.
- ▶ Started up Communist groups in Shanghai and by 1924 Mao had become a member of the Central Committee of the Chinese Communist Party.
- ▶ Was imprisoned by the Guomindang in 1927 but escaped.
- ▶ His wife was killed by the Guomindang in 1930.
- ▶ In October 1934 he led 100,000 Communists on the 'Long March'.
- ▶ In 1935, while on the Long March, he was elected leader of the Communist Party. He remained leader until his death in 1976.

## Factfile

### How to pronounce the Chinese names

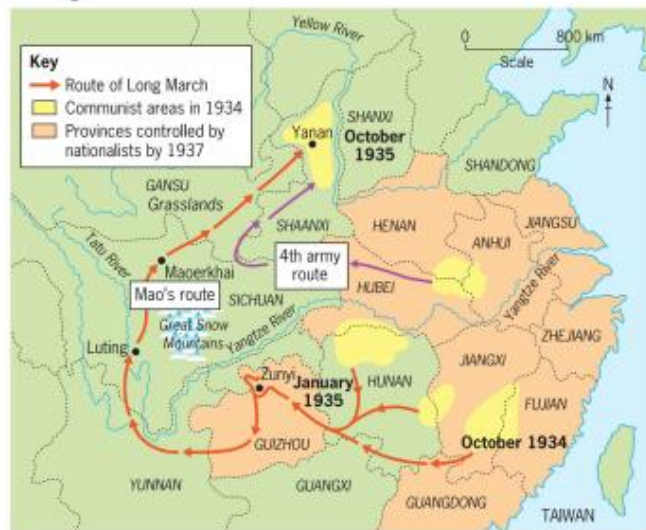
#### People

- ▶ Deng Xiaoping (Deng Shauping)
- ▶ Lin Biao (Lin Byou)
- ▶ Zhou Enlai aka Chou En-lai (Jo En-lie)
- ▶ Mao Zedong (Maow Dzuh-dong)
- ▶ Chiang Kai-shek (Chang Kle-shek)
- ▶ Liu Shao-qi (Lyoo Shao-chee)
- ▶ Jiang Qing (Jyahn Ching)

#### Places

- ▶ Sichuan (Suh-chwann)
- ▶ Jiangxi (Jyang-she)

## SOURCE 4



Map showing the Civil War and the Long March.

## The Long March

The Long March, which was in fact a strategic retreat, was one of the most extraordinary events in military history. Mao marched some 100,000 men over 3,000 kilometres, fighting a guerrilla campaign against the Nationalist troops on the way. Though in many respects it was a disaster – the Red Army lost 90 per cent of its men – it was a propaganda success. As they marched, the Red Army spread Communist ideas among Chinese peasants. By 1936 everyone had heard of the Long March and of the new Communist leader Mao Zedong.

## SOURCE 5

*The Long March is a manifesto. It declares to the world that the Red Army is an army of heroes and that Chiang Kai-shek and the like are as nothing. It shows Chiang's complete failure. The Long March also tells the 200 million people in 11 provinces that only the road of the Red Army leads to their freedom. It has sown many seeds in 11 provinces which will bear fruit and yield a crop in the future. To sum up, the Long March has ended in our victory and the enemy's defeat.*

Mao commenting on the Long March soon after the event.

The Long March also brought important changes to the Communist Party which made it much more effective. Mao was not the leader of the Communists at the start of the Long March, but in January 1935 Communist leaders on the March elected him to head the Party. The Communists were fortunate to find an able leader in these difficult times. But Mao was not their only asset. They were fortunate to have a group of talented leaders who worked together effectively during this period. These leaders included:

- Deng Xiaoping: a dedicated Communist who had tried to establish a Communist base in Guansi province in 1929 and then served in the Jiangxi Soviet.
- Lin Biao: a brilliant general who had trained in the Guomindang armies.
- Zhou Enlai: a widely travelled Communist activist who was especially skilled as a diplomat and negotiator.

China and the Communist Party would need these talented individuals in the difficult years to come.



## The impact of the Second World War on China

You have already investigated the Japanese invasion of Manchuria. In 1936 the Japanese took advantage of the civil war between the Guomindang and the Communists and advanced further into China.

### SOURCE 6



A baby sits in the wreckage of Shanghai Railway station after a Japanese bombing raid.

### SOURCE 7

*Thursday, Dec 16th: At our staff conference at four we could hear the shots of the execution squad nearby; it was a day of unspeakable terror for the poor refugees and horror for us . . .*

*Friday, Dec 17th: Robbery, murder, rape continued unabated. A rough estimate would be at least a thousand women raped last night and during the day. One woman had her five-month-old infant deliberately smothered to stop its crying while he raped her. Resistance means the bayonet. The hospital is rapidly filling up with the victims of Japanese cruelty and barbarity. Bob Wilson, our only surgeon, has his hands more than full and has to work into the night. Ricksaws, cattle, pigs, donkeys, often the sole means of livelihood of the people, are taken from them.*

*Saturday, Dec 18th: Wilson reported a boy of five years of age brought to the hospital after having been stabbed with a bayonet five times, once through his abdomen; a man with eighteen bayonet wounds, a woman with seventeen cuts on her face and several on her legs.*

Extracts from reports on the rape of Nanjing. The reports were collected by HLJ Timperley, China correspondent for the Manchester Guardian.

- 1 Study Sources 6–8. Which events could be described as normal acts of war and which would you describe as war crimes?
- 2 How might Japanese actions have been used for propaganda purposes by the Chinese?

The Japanese advance was swift and devastating. They captured Shanghai in November 1937 and then took Chiang's capital Nanjing in December 1937. What followed was one of the most appalling war crimes of the twentieth century, when Japanese troops ran riot in Nanjing. Their actions were so brutal that the 'rape of Nanjing' still causes tensions between China and Japan today (see Source 7).

The Japanese occupation took a terrible toll of the Chinese peasants. The Chinese usually had their food taken by the Japanese. They used the Chinese as slave labour, forcing them to work in dreadful conditions in mines and factories to produce material for Japan's war effort. They controlled every aspect of life. Torture, beatings and murder became commonplace punishments for even the smallest of crimes.

### SOURCE 8

*My grandparents were on the verge of starvation. Much of what was produced locally was forcibly exported to Japan. The large Japanese army took most of the remaining rice. The main food was acorn meal which tasted and smelled revolting . . .*

*When local children passed a Japanese in the street they had to bow and make way. Japanese children would often stop local children and slap them for no reason at all . . .*

*The Japanese set up a system of neighbourhood control. They made the local big shots the heads of these units and these neighbourhood bosses collected taxes and kept a round-the-clock watch for lawless elements. It was a form of gangsterism. The Japanese offered large rewards for turning people in . . .*

*[A friend of the author's mother was caught with a book by a banned Chinese writer.] Two days later the whole school was marched to a barren snow-covered stretch of ground outside the west gate. Local residents had also been summoned there. The children were told they were to witness 'the punishment of an evil person who disobeys great Japan'. Suddenly my mother saw her friend being hauled by Japanese guards to a spot right in front of her. The girl was in chains and could barely walk. She had been tortured and her face was swollen so that my mother could barely recognise her. The Japanese soldiers lifted their rifles. There was a crack of bullets and the girl's body slumped into the snow.*

Four extracts from *Wild Swans*, written by Jung Chang in 1991. The author's parents were schoolchildren during the war.

## The Nationalist war effort

The Japanese invasion was an ideal opportunity for Chiang Kai-shek to rally the Chinese people behind him. When the invasion began in 1936, however, Chiang's instinct was to ignore the Japanese and concentrate on destroying the Communists. His view was that 'The Japanese are a disease of the skin; it can be cured. The Communists are a disease of the soul; it affects the whole body.' But he soon had to change this view. His own officers in the Guomindang forced him to join with the Communists and fight the Japanese.

The early campaigns went badly. The well-equipped, well-led modern Japanese armies swept the Nationalist forces aside and penned them up in the mountains of Sichuan province. Chiang set up a new capital at Chungking late in 1938 and as he retreated, his troops destroyed crops, villages and equipment so that they would be of no use to the invaders. This 'scorched earth' policy failed to stop the Japanese, who got their supplies by rail and sea, but it brought misery to millions of Chinese.

### SOURCE 9

*On 12 November 1938 the city of Changsha was in great part destroyed by fire, not started by the Japanese but by the Guomindang themselves. In their stupid scorched earth policies they laid waste to all about them. This was more harmful to their own people than to the enemy. In the spring the Yellow River dykes had been breached by order of Chiang Kai-shek to flood the land and stop the Japanese. It had not stopped them, though it did flood the land, and a million Chinese peasants were drowned.*

Han Suyin, a nurse in China in the late 1930s.

- 1 According to Han Suyin, how effective were Chiang's tactics?
- 2 Han Suyin took part in the Long March. Does this change your view on this source?

The sole Japanese weakness was a lack of troops. They could capture any city or territory but they did not have enough forces to hold every area they took. This provided Chiang with an ideal opportunity to strike at them in a mobile campaign. In fact, morale and enthusiasm in Chungking for taking on the Japanese was high in 1938–39. His situation seemed to improve when the Second World War broke out in 1939. Then he began receiving supplies from the British through Burma. This supply route was cut in 1941 but by then the USA had joined the war. The Americans flew in millions of tons of arms, equipment and supplies, and sent military advisers to train Chiang's officers in effective warfare against the Japanese. The chief US officer was General Stilwell. You can see them together in Source 10.

Despite all these promising opportunities, Chiang squandered them. He opted for a defensive strategy which frustrated his own supporters and his foreign allies. Chiang avoided confrontation with the Japanese and stockpiled supplies, often holding back supplies even from his own forces. The usual explanation for this is that he was storing up resources to fight the Communists once the war against the Japanese was over. But, if that was Chiang's policy, it backfired.

- He lost the support of his own forces and the Chinese population by not fighting the Japanese.
- If he had used the stockpiled supplies to take back territory from the Japanese his reputation would have improved and the Americans would have provided him with more resources.
- He frustrated Stilwell by blocking his attempts to train Guomindang officers – Chiang was afraid of developing an efficient officer corps in the Guomindang in case they tried to overthrow him. By the time Stilwell left China he and Chiang absolutely hated each other. In 1944 an American mission even went to meet Mao Zedong to consider the possibility of providing US support against the Japanese.

On top of all of these shortcomings was the fact that, in the areas it did control, Guomindang rule was chaotic and often corrupt. Discipline within the Guomindang forces was poor and despite all the wartime hardships the Nationalists still made the peasants pay taxes. Chiang's right-hand man, Tai Li, dealt ruthlessly with any protests. For many peasants, life under the Guomindang was not much different from life under Japanese occupation.

### SOURCE 10



US General Stilwell, Chiang Kai-shek and Madame Chiang in a publicity photograph.



## SOURCE 11



Communist cartoon criticising Nationalist taxes.

- 3 Why do you think the cartoon (Source 11) would have generated support for the Communists?
- 4 Why do you think the author of Source 12 switched sides?

## Activity

During the war against the Japanese the US press and media portrayed Chiang as a hero. Imagine you are an American reporter in China and you have discovered a story different from the official version. Report your story back to your editor at home. It could be a radio broadcast, a newsreel or an article in a journal or newspaper.

- 5 Why did the Communists have to use guerrilla tactics?
- 6 List the factors which helped the Communists gain support from the peasants.

## SOURCE 12

*Nearly everyone in the Guomindang army was on the make. Officers fiddled their accounts, drawing pay for twice the men they really commanded and keeping the extra for themselves. Army stores were sold on the black market. The only things the Guomindang seemed to think of were food, drink and women.*

A Nationalist officer who later switched to the Communists in 1945.

## The Communist war effort

The war record of the Communists contrasted sharply with the Nationalists' performance. Unlike Chiang, Mao seemed determined to take positive action to drive the Japanese out. From 1936 to 1939 the Communists built up their forces under the brilliant leadership of Lin Biao. They had virtually no resources – at first they were armed mainly with spears! But they knew the countryside and the peasants and they made excellent use of guerrilla tactics. They cut telegraph wires, blew up railways and surprised Japanese troops in ambushes, capturing their weapons.

## SOURCE 13



Early days of the Red Army. Although they had very poor equipment they had strong discipline.

**SOURCE 14**

*The war was the period when the Communist Party really came into its own. Their base area, centring on Yanan in Shaanxi province, was the first area where the Party had ever been able to establish a reasonably secure and stable government. The Party's relations with the peasants were good, and it was not troubled by serious internal conflict. When the Japanese threatened the cities on the coast, a significant number of educated Chinese went to Yanan instead of Chiang's capital in Chungking; their education and skills proved very valuable. There were no ostentatious luxuries, even for the top leaders. Unselfish dedication to the cause seemed the general rule. The period 1937 to 1947 became known as a golden age.*

An extract from *Modern China: A History* by Edwin Moise, published in 1994.

**SOURCE 15**

*Party members should go among the peasants and lead the people in the fight for their own well-being. They should organise the people into unions, peasants' associations, women's leagues, youth corps, children's leagues and self-defence armies. All this to fight against the Japanese and improve the living conditions.*

Wartime instructions from the Chinese Communist Party to its members.

**Guerilla warfare**

Mao described the Red Army as the 'fish who swam in the sea', the sea being China's peasants. The peasants supported the Communists from the start. The Red Army lived in the villages with the peasants. They taught children to spy on the Japanese while pretending to play in the fields. When they warned the villagers that Japanese soldiers were coming, the villagers would bury food and tools and hide their cattle. They laid mines and hid themselves in caves or tunnels under the village. The Japanese soldiers never knew what they could touch in these empty villages. An old plough, a parcel, even a dead cow might explode.

The Japanese responded to these guerrilla tactics with vicious reprisals. They burned villages and crops and slaughtered millions of peasants, but their tactics actually worked in the Communists' favour, confirming the peasants' hatred of the Japanese.

Mao's Red Army had all the qualities which Chiang and his officers seemed to lack. The Communists had a core of dedicated and able leaders who were not corrupt and who treated the peasants with courtesy and respect. As they taught the peasants to fight, they also taught them about Communist beliefs and ideas.

In the early stages of the war Mao was prepared to work with landlords and the richer peasants, even though he regarded these people as enemies of the Communists and the ordinary peasants. As the war went on the Communists became more secure and they began to put their ideas into practice.

- The Communists introduced Rent Reduction Laws. At first they were not always enforced but by the end of the war landlords who had charged rents higher than the limit had to pay back the extra money they had taken.
- The rent limits were reduced from 37.5 per cent of the crop (early in the war) to 22.5 per cent of the crop by the end of the war.
- Landlords and rich peasants had to pay land taxes and also pay back taxes they had managed to avoid in the past.

By 1945 Mao had effectively driven the Japanese out of large areas of the Chinese countryside, confining them to their army bases and the major cities. Estimates vary but Mao probably controlled up to one-sixth of the Chinese countryside and had the loyalty of over 100 million Chinese.

**Focus Task****How did the Second World War help the Communists?**

Draw your own copy of this diagram. Use the information on pages 5–8 to add points to each shape. When you have done this, draw lines between points which you think are connected.

