

## **China's 19<sup>th</sup>-Century Modernization Efforts: What Issues Could Modernization Resolve?**

**Developed for NCTA at the Program for Teaching East Asia  
University of Colorado Boulder**

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**Most recent TEA NCTA program you completed and/or the program that motivated this lesson:** I just completed the *Death of Woman Wang* book group. I created this lesson for a TEA NCTA webinar in the spring of 2021.

**Lesson recommended grade level:** High School World History

**Lesson estimated number of days or class periods:** Four 50-minute class periods plus homework

**Introduction:** This inquiry lesson could be used within a unit on 19<sup>th</sup>-century imperialism. The focus of the lesson is not on what Western nations imposed on China, but on China's efforts to modernize, partly in response to Western imperialism. As with all countries that modernized in the 19th and early-20th centuries, China had to resolve questions about what should be changed and what should be preserved. The activities in this lesson ask students to examine some of those changes and consider why those changes were necessary but other aspects of China's economy, society, and culture were preserved.

This lesson requires access to the internet for full classroom viewing and for individual and small group student work.

Note that this activity integrates historical inquiry skills with other skill building exercises such as Question Formulation Technique, See-Think-Wonder visual analysis, and Quick Write. This lesson can be shortened by adapting or omitting some of these activities.

To undertake the lessons successfully, students require background knowledge on:

- "Modernization" in the context of the late-19<sup>th</sup> century; and
- Historical events in China from the mid-19th century forward.

Prior to the lesson, teachers should read the **Teacher Background Note**, which outlines an important reading on the modernization process, viewed through the discipline of sociology, and offers a reference regarding internal challenges faced by the Qing dynasty in the mid-19th century.

**Standards Addressed:** This lesson addresses multiple content standards with which I work as an Iowa teacher.

[Iowa Core Social Studies Standards:](#)

- SS-WH.9-12.13 Describe the impact of culture and institutions on societies
- SS-WH.9-12.14 Compare various systems of government, such as monarchies, democracies/ republics, empires, and dictatorships, and their methods of maintaining order and/or control (21st c. skills).
- SS-WH.9-12.16 Examine the ways in which trade, commerce, and industrialization affected societies.

[World History Content Standards](#)

- Era 7, Standard 3D. The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.

[AP World History: Modern Course and Exam Description](#)

- Unit 5.8 Reactions to the Industrial Economy from 1750 to 1900 KC-5.1.V.B In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

[C3 Framework for Social Studies State Standards](#)

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

[Common Core State Standards: Grades 6-12 Literacy in History/Social Studies](#)

- (RH 11-12.3) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- (RH 11-12.6) Evaluate authors' differing point of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Intended Outcomes:** At the conclusion of this lesson, students will be better able to:

- Explain processes of modernization;
- Analyze factors of change and continuity in relation to modernization;

- Interpret images and text for evidence; and
- Evaluate justifications for change or continuity.

**Compelling Question:** What issues does modernization resolve?

**Supporting Questions:**

1. What did China’s efforts to modernize look like?
2. What challenges did modernization pose for China?
3. How did the Chinese make sense of modernization?

**Materials:** All materials for this lesson are embedded in the teacher directions or included in the student handouts at the end of the document. Several components include image analysis, but to encourage students to closely examine these images, all information for the images is provided in the teacher directions. In the student handouts, the images are denoted by a number, and the numbers are hyperlinked so students can access the images. The same numbers are used for those images in the teacher materials. **Students must have access to the internet to conduct this lesson.**

**Handouts**

- Teacher Background Note
- Handout 1: What did China's modernization look like?
- Handout 2a: What challenges did modernization pose for China?
- Handout 2b: What challenges did modernization pose for China?
- Handout 3: How did the Chinese make sense of modernization? - *Dianshizhai Huabao* First Year Issues
- Handout 4: How did the Chinese make sense of modernization? - *Dianshizhai Huabao* Later Editions T-chart
- Handout 5: Review: How did the Chinese make sense of modernization?
- Handout 6: Summative Assessment: What issues could modernization resolve?

**Written and Visual Sources**

Modernization Efforts Photographs

- Foochow Arsenal. Wikipedia. [https://en.wikipedia.org/wiki/Foochow\\_Arsenal](https://en.wikipedia.org/wiki/Foochow_Arsenal)
- “‘Rocket of China,’ the first locomotive built in China.” Historical Photographs of China. P.A. Crush Chinese Railway Collection and University of Bristol. 2019. <https://hpcbristol.net/visual/pc27-296>
- Thompson, John. “Nanjing Arsenal” in “John Thomson’s China III.” *MIT Visualizing Cultures*. Cambridge, MA: Massachusetts Institute of Technology, 2010. [https://visualizingcultures.mit.edu/john\\_thomson\\_china\\_03/ctgallery3/images/ct3044\\_1128851.jpg](https://visualizingcultures.mit.edu/john_thomson_china_03/ctgallery3/images/ct3044_1128851.jpg)

- Thompson, John. “Workshop in Nanking Arsenal” in “John Thomson’s China III.” *MIT Visualizing Cultures*. Cambridge, MA: Massachusetts Institute of Technology, 2010.  
[https://visualizingcultures.mit.edu/john\\_thomson\\_china\\_03/ctgallery3/images/ct3051\\_1128855c.jpg](https://visualizingcultures.mit.edu/john_thomson_china_03/ctgallery3/images/ct3051_1128855c.jpg)

#### China’s Self-Strengthening Sources

- Teng, Ssu-yü and John K. Fairbank. *China’s Response to the West: A Documentary Survey, 1839-1923*. Cambridge, MA: Harvard University Press, 1979. 76-77; 77-79.  
[https://books.google.com/books?id=0maVJuCh78oC&pg=PR10&lpg=PR10&dq=%22Wo-2Wo-jen%E2%80%99s+Objection+to+Western+Learning%22&source=bl&ots=RlqYp2C6gX&sig=ACfU3U1Bm6FtD1-INskI\\_oSXQQ6Ccq39uA&hl=en&sa=X&ved=2ahUKEwjSt7fk9Lv9AhXTLH0KHRU-C2UQ6AF6BAgqEAM#v=onepage&q=%22Wo-jen%E2%80%99s%20Objection%20to%20Western%20Learning%22&f=false](https://books.google.com/books?id=0maVJuCh78oC&pg=PR10&lpg=PR10&dq=%22Wo-2Wo-jen%E2%80%99s+Objection+to+Western+Learning%22&source=bl&ots=RlqYp2C6gX&sig=ACfU3U1Bm6FtD1-INskI_oSXQQ6Ccq39uA&hl=en&sa=X&ved=2ahUKEwjSt7fk9Lv9AhXTLH0KHRU-C2UQ6AF6BAgqEAM#v=onepage&q=%22Wo-jen%E2%80%99s%20Objection%20to%20Western%20Learning%22&f=false)  
Teachers may want to consider providing an audio version of the readings to accompany the texts.

#### *Dianshizhai Huabao* Sources

- Purdue, Peter. “Shanghai’s Look on the New(s) II.” *MIT Visualizing Cultures*. Cambridge, MA: Massachusetts Institute of Technology, 2015.  
[https://visualizingcultures.mit.edu/dianshizhai\\_02/dsz2\\_intro.html](https://visualizingcultures.mit.edu/dianshizhai_02/dsz2_intro.html)
- “Launching the Railway.”  
[https://visualizingcultures.mit.edu/dianshizhai/dz\\_v02\\_048.html](https://visualizingcultures.mit.edu/dianshizhai/dz_v02_048.html)
- “A Magic Quick Gun.”  
[https://visualizingcultures.mit.edu/dianshizhai/dz\\_v23\\_003.html](https://visualizingcultures.mit.edu/dianshizhai/dz_v23_003.html)
- “Westerners Sight a Dragon.”  
[https://visualizingcultures.mit.edu/dianshizhai/dz\\_v08\\_044.html](https://visualizingcultures.mit.edu/dianshizhai/dz_v08_044.html)
- (For Review) “Welcoming the Gods with Western Music.”  
[https://visualizingcultures.mit.edu/dianshizhai/dz\\_v12\\_021.html](https://visualizingcultures.mit.edu/dianshizhai/dz_v12_021.html)

#### Procedure

**Day 1: Staging the Question:** This procedure uses the [Question Formulation Technique \(QFT\)](#) to allow students to develop questions for an inquiry of China’s 19<sup>th</sup>-century modernization. Teachers unfamiliar with this technique should familiarize themselves prior to class. All steps below refer to steps used in this technique.

1A. Put students in groups of 3-4. Once students are organized in small groups, display the following quote and read it aloud:

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*“In the 1860s, [Qing] reformers launched what became known as the ‘self-strengthening movement.’ They imported western technology, setting up factories to make modern weapons. They developed shipyards, railroads, mining, and light industry. The Chinese translated western works on science, government, and the economy. However, the movement made limited progress because the government did not rally behind it.”* From *World History: Connections to Today* by Elisabeth Gaynor Ellis and Anthony Esler (Upper Saddle River, NJ: Prentice Hall, 2001) p. 638.

1B. Begin a 5-minute timer and instruct students to generate questions raised by the quote. Students should generate as many questions as possible and each group should identify a recorder to capture the group’s questions. The “rules” for this step are:

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated and number it.
- Change any statement into a question.

2. Debrief with the whole class by categorizing and changing questions. Explain to students the differences between closed questions (single answer, short answer, yes/no) and open questions (multiple possible answers, longer answers). Ask students to identify whether the questions they developed are open (O) or closed (C). To test for understanding, have students rewrite an open question to make it a closed question and rewrite a closed question to make it open.

3. Have students individually review the list of questions and determine one to three questions they think will be most important to understanding China’s modernization efforts. These questions should be posted in the classroom and preserved so students can revisit them during the lesson. Highlight the students’ questions that are similar to the lesson’s Compelling and Supporting Questions to introduce these questions.

### ***Day 2: Supporting Question #1: What did China's efforts to modernize look like?***

1. To begin to answer this question, students will analyze four online images depicting aspects of China’s modernization. Prepare students by reviewing the historical context: Following the Second Opium War (1856-1860) and as the Taiping Rebellion (1850-1864) continued to cause enormous disruptions in the Yangtze Valley, China began a self-strengthening campaign to be better able to address its internal and external challenges. The photographs included in the table below and on **Handout 1** show some of the results of those efforts. Note: The lesson is designed for students to have direct access to the internet so that they can examine the images online, then fill in the requested information on Handout 1. teachers need to pull images from the online links and print if doing this lesson offline.

2. With the first image, begin by showing students just the image. Model the “[See, Think, Wonder](#)” visible-thinking routine to have students closely examine this first image. (Highlight the shipping port and non-Chinese architecture of the Fuzhou arsenal and port.) After completing the entire routine, provide students with the title and other information about this image. The information for this image and the other three deliberately should not be provided until after students have examined the images to encourage students to look closely. The information about each image is provided here in the teacher directions (see table below) but not in the student handout. After providing students the information about the first image, follow up with a brief discussion of how the image demonstrates efforts at modernization.

IMAGE (links to the image)	TITLE with DESCRIPTION (links to the information about the image; for a couple of the images, the text includes information not directly connected to the image so additional directions are provided to find the information about the image)
<a href="#">#1</a>	<a href="#">Fuzhou Arsenal, Fuzhou, China</a>
<a href="#">#2</a>	<a href="#">Nanjing Arsenal</a> (The arsenal is described in the second paragraph of this section. This image is referred to as No. 18 in the description.)
<a href="#">#3</a>	<a href="#">“Rocket of China”</a> (Note—one of the first locomotives in Britain was named “Rocket”)
<a href="#">#4</a>	<a href="#">Workshop in the Nanking [Nanjing] Arsenal</a> (This image is referred to as No. 22. Refer to the second half of the section entitled “Foreign Drilled Troops.”)

3. For images 2-4, have students work in small groups to examine one of the other images using the See-Think-Wonder routine. One student in the group should act as recorder. Have each group share with the whole class. (Students will find evidence of Chinese working with heavy industry, railroad engines, and machinery to craft guns and ammunition (ex. lathe, steam-hammers). Students may also note the workers in traditional Chinese clothes.) After each group has shared about their image, provide the title and other information about the image. Discuss the connections between the images and China’s modernization efforts. (Additional written details about China’s efforts to modernize to highlight include: the role of the railroad engine in coal mining; the advanced science [of the times] captured in the images; the production of weapons for domestic use; and the factory was under the supervision of non-Chinese.)

4. As a whole class, review their staging questions from Day 1 to identify any questions that have been answered, in whole or in part. If questions have been answered, have

students identify any new questions they have now. If questions could not be answered, have students identify what information they would need to answer those questions.

5. Exit ticket—Have students write a headline for the story about what China’s modernization looked like.

### ***Day 3: Supporting Question #2: What challenges did modernization pose for China?***

1. (Optional) Start class with a two-minute [Quick Write](#). Have students write how they would feel about a proposed change to school policy like the introduction of school uniforms, the cancellation of all school dances including prom, or an effort to increase student academic focus by ending all extra-curricular activities. Select the scenario that is likely to get the strongest student response. At the end of 2 minutes, have students circle/highlight the emotions they included in their responses and then record the class’s list. Tell students that the documents they will be reading today are by people who were experiencing great changes in their lives and their country. Students should note if they see any of the same emotions that were circled in their Quick-Writes.

2. For Supporting Question #2, students will read excerpts from the writings of two Chinese scholars who were debating the best method for China’s self-strengthening efforts in the late-19<sup>th</sup> century. Half of the students will read [Document 19: “Wo-jen’s Objection to Western Learning.”](#) and the other half will read [Document 20: “The Tsungli Yamen’s Rebuttal.”](#) All students will answer the same set of questions on **Handout 2a or 2b**. Students should read their assigned document and answer the questions on the handout. Then they will share their answers with another student who read the same document. Each pair will then join another pair with the other document and compare their answers. Finally, debrief the two documents as a whole group, being sure to have students identify the challenges modernization posed for China, based on these two documents.

3. Have students return to the staging questions developed on Day 1 and identify any questions that have been answered, in whole or in part in this reading analysis activity. If questions have been answered, have students identify any new questions they have now. If questions could not be answered, have students identify what information they would need to answer those questions.

4. Exit ticket—Have students write a response to the supporting question, “What challenges did modernization pose for China?”, being sure to provide evidence from the documents to support their answer.

### ***Day 4: Supporting Question #3: How did the Chinese make sense of modernization?***

This question draws upon material in the MIT Visualizing Cultures project at <https://visualizingcultures.mit.edu/>. For this question, students will be examining images published in the *Dianshizhai Pictorial* (1884-1898), a periodical published in Shanghai.

1. Read Peter Perdue's [introduction](#) to the newspaper collection. Students could read as homework. In small groups or as a whole class, have students discuss the following questions:

- Was the *Dianshizhai Huabao* an example of modernization? If so, in what ways? If not, why not? (Affirmative answers should likely address the printing technology that made these kinds of papers possible as well as how the *Dianshizhai Huabao* was patterned after Western newspapers. Negative answers might mention the long history of printing in China or the long tradition of mixing text and images in China.)
- Whose perspectives are represented by the *Dianshizhai Huabao*? (Answers should note that while the paper was printed by an Englishman, the reporters and artists were Chinese. Perdue mentions the varied nature of the stories included in these issues, ranging from information on battles and new Western technology to stories highlighting filial piety or telling tales of ghosts. Students should consider how the need to sell papers may have influenced what stories were included.)
- Who would have been the typical audience for the *Dianshizhai Huabao*? (Perdue indicates that the paper would have been too expensive for the working class, but the text would have been accessible to a wide middle class audience. While the paper was published in Shanghai, Perdue noted that the circulation of the paper went well beyond the city limits.)

2. Divide the students into six groups and assign each group one of the [first six issues of the \*Dianshizhai Huabao\*](#). Each group should peruse the entire edition and then select four images that capture what stories seemed to be typical of the paper. Encourage students to read the accompanying translated captions for the images they select. Each group can record their findings on **Handout 3** (one per group). Have each group share out the images they selected. If possible, display these images to the whole class. To debrief, ask students what were some common features they saw and what these images might suggest about Chinese interests.

3. Give each student a copy of **Handout 4** (a "T-chart") to record their observations about how three images from later editions of the paper compared to the images they have already seen (Images [#1](#), [#2](#), [#3](#)). Be sure to encourage students to read the captions that accompany each image. These three images can be examined as a whole group, in small



groups (3-4 students), or individually. When done with all three images, ask students to discuss these questions:

- How did the Chinese portray modernization?
- What aspects of China's economy, society, and culture were depicted as changing? What aspects were preserved?
- How do these portrayals compare to the documents by Wo-jen and the Tsungli Yamen?
- Do these images and the text documents have similar concerns about modernization? Why do you say that?

**Review:** Have students complete **Handout 5** as a bellringer activity. Then use the image to pull the three supporting questions together.

This image is different than some of the others that students have been asked to closely examine because it does not focus on industrial processes. However, while the image could be interpreted as acceptance of Western elements, like a marching band, the caption indicates some of the same tensions as the discussion between Wo-jen and the Tsungli Yamen. Students should recognize some of the changes due to China's modernization efforts and consider why those changes were necessary but other aspects of China's economy, society, and culture were preserved. If these lessons on China have been part of a larger unit on modernization, students should be able to note the similarities between these tensions in China and tensions over modernization in Western Europe or Japan in the same time period. Use this discussion as a way to circle back around to the compelling question in preparation of the summative assessment.

### **Homework: Summative Assessment**

The summative assessment asks students to use evidence from the inquiry to address the inquiry's compelling question, "What issues does modernization resolve?" (See **Handout 6.**) In the face of imperialism, 19<sup>th</sup>-century China had to resolve questions about what should be changed and what should be preserved.

Students may rate this description as a 3 or 4 because the first part of the quote is quite accurate. These answers may also accept the final statements about the Chinese government not being behind these changes. If students can support their answer with specific evidence from all three supporting questions, this would be an adequate answer. The caution with this answer is that this is the usual story in explaining why China was not able to industrialize in the 19th century. Typically, this story compares China and Japan, without considering how the internal situations may have played a role. Note that the Tsungli Yamen was a department in the Qing dynasty government whose purpose was to support the "Self-Strengthening" movement.

Students will not have seen evidence of all the different types of industry mentioned in the description, which may cause them to give a lower rating. If their answers are still

accepting of the final statements, this answer might be slightly better due to closer observations of the types of industries shown in the images but it is still only adequate.

The best answers will include how the quote does describe the types of industries the Chinese worked to develop but also takes notes of the tensions created by those modernization efforts which the quote does not address. Those tensions were most visible in the text documents and in the newspaper images. Depending on how much background knowledge students get about China in the 19th century, the best answers will also challenge the usual story that attributes China's failure to modernize to an inherent flaw in the Chinese, which is what the quote is referencing in its final statements.

## **References**

Ellis, Elisabeth Gaynor and Anthony Esler. *World History: Connections to Today*. Upper Saddle River, New Jersey: Prentice Hall, 2001.

Kumar, Krishan. "Modernization." *Encyclopedia Britannica*. Feb 27, 2023.  
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[https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder\\_2.pdf](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf)

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Strayer, Robert. *Ways of the World*. Boston: Bedford/St. Martin's, 2009.

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<https://books.google.com/books?id=0maVJuCh78oC&printsec=frontcover#v=onepage&q&f=false>

"What is the Question Formulation Technique (QFT)?" Right Question Institute. Cambridge, MA: 2023. <https://rightquestion.org/what-is-the-qft/>

## Teacher Background Note

To be able to engage with the lesson material, students will need an understanding of what modernization was, as well as what happened in China from the mid-19th century forward.

### Modernization

[“Modernization”](#) by Krishan Kumar at Britannica.com provides an explanation of modernization through a sociological lens. Excerpts of this article could be used to provide students with background information about modernization. Kumar emphasizes the centrality of industrialization to the development of modernization, which is supported by the usual periodization of world history with both the Industrial Revolution and the Modern Period starting with 1750. To emphasize the importance of industrialization, Kumar contrasts modern life with agrarian (pre-industrial) life in terms of production and family structures. In conjunction with industrialization, Kumar describes the ways in which urbanization resulted from industrialization and contributed to new ways of living associated with modernization. In addition to industrialization, Kumar also identifies the political revolutions of the late 18th and early 19th centuries and the subsequent political systems as a significant aspect of what characterized modernization. The combination of anonymity of urban life and the political emphasis on rights created a culture that emphasized the increasing importance of the individual. Note that for historians, modernization also usually includes the development of the nation-state and creation of a national identity (eg. national anthem, flag, language, education). While the creation of a nation-state and a national identity was not part of China’s modernization efforts in the 19th century, these elements were parts of modernization efforts in Europe and Japan.

### Mid-19<sup>th</sup> Century China

Most textbooks provide some background on China in the 19th century, but the focus tends to be on the role of imperialism and the actions of nations like Britain and France. In *Ways of the World*, Robert Strayer explains both the external pressures due to Western imperialism and the internal challenges faced by the Qing dynasty in the mid-19th century. The map of the [“Collapse of the Chinese Empire”](#) visually shows some of those challenges. Aside from multiple rebellions and foreign aggression, the Qing political system had not kept pace with the rapid population growth. Strayer highlights the fact that while China’s population had grown from 100 million in 1685 to 430 million by 1853, the number of county officials had not increased. So while the increased population was putting greater strain on agricultural land and the food supply, the Qing bureaucratic system was less and less able to effectively perform basic functions like “tax collection, flood control, social welfare, and public security.” (p. 565)

## Instruction

A Frayer Model could be used to help students make sense of modernization. One description and sample of a Frayer model is here:

[https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12\\_L.VAU\\_Frayer\\_Model.pdf](https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12_L.VAU_Frayer_Model.pdf). A

timeline of events in China should help students better understand China's modernization efforts within the context of these other events.

## Sources

"Collapse of the Chinese empire – rebellions and foreign attacks, 1839-1901." Mapping Globalization. Times Books, 2007. <https://commons.princeton.edu/mg/collapse-of-the-chinese-empire-rebellions-and-foreign-attacks-1839-1901/>

"Frayer Model." Wisconsin Department of Public Instruction. No date.

[https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12\\_L.VAU\\_Frayer\\_Model.pdf](https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12_L.VAU_Frayer_Model.pdf).

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**Handout 1: What did China's modernization look like?**

Use this organizer to capture important details to remember about each of the images.

Image	Notes
<u>#1</u>	
<u>#2</u>	
<u>#3</u>	
<u>#4</u>	

## Handout 2a: What challenges did modernization pose for China?

Read [Document 19: “Wo-jen’s Objection to Western Learning”](#) (p. 76-77) and answer the questions below.

1. What had happened in China at the time of this document?
2. In 1860, China signed a peace treaty to end what conflict? What do you know about the terms of that treaty?
3. What are the author’s concerns in this document?
4. How does the author believe these concerns can be resolved?
5. Does the author’s solutions include efforts at modernization? How do you know?

## Handout 2b: What challenges did modernization pose for China?

Read [Document 20: "The Tsungli Yamen's Rebuttal"](#) (p. 77-79) and answer the questions below.

1. What had happened in China at the time of this document?
2. In 1860, China signed a peace treaty to end what conflict? What do you know about the terms of that treaty?
3. What are the author's concerns in this document?
4. How does the author believe these concerns can be resolved?
5. Does the author's solutions include efforts at modernization? How do you know?

**Handout 3: How did the Chinese make sense of modernization? - *Dianshizhai Huabao* First Year Issues**

As a group, peruse the entire edition of the *Dianshizhai Huabao* you have been assigned and then select 4 images from the edition that capture the “typical” story for the paper. In the table below, provide the image title, a brief description of the image, and a summary of the image’s caption.

Image Title	Image Description	Caption Summary
1.		
2.		
3.		
4.		



**Handout 4: How did the Chinese make sense of modernization? - *Dianshizhai Huabao* Later Editions T-chart**

As you examine these three images, note the similarities and differences between these images and the images selected by the groups. Be sure to read the caption that accompanied each image.

Image	Similarities with other Images	Differences from other Images
#1		
#2		
#3		

**Handout 5: Review: How did the Chinese make sense of modernization?**

Closely examine this [image](#) from *Dianshizhai Huabao* and read the accompanying caption. Then complete the table and answer the question that follows.

<b>What elements of this image would have been familiar to the Chinese?</b>	<b>What elements of this image would have been part of the efforts to modernize?</b>
<p>How do images like this in <i>Dianshizhai Huabao</i> suggest how the Chinese made sense of the process of modernization?</p>	

## Handout 6: Summative Assessment: What issues could modernization resolve?

Follow the directions below and answer the accompanying questions.

After having examined aspects of China's efforts to modernize, review this quote from the beginning of the inquiry:

"In the 1860s, reformers launched what became known as the "self-strengthening movement." They imported western technology, setting up factories to make modern weapons. They developed shipyards, railroads, mining, and light industry. The Chinese translated western works on science, government, and the economy. However, the movement made limited progress because the government did not rally behind it."

From *World History: Connections to Today* by Elisabeth Gaynor Ellis and Anthony Esler (Upper Saddle River, New Jersey: Prentice Hall, 2001) p. 638

Based on what you know and the sources you've examined, how would you rate this description of China's modernization efforts on a scale of 1-4? (1=mostly inaccurate, 4=completely accurate) Be sure to explain the reason for your rating and provide sufficient evidence from the sources in this inquiry to support your rating.