Lesson 1: Introduction to the Unit

Overview:
In 221 BCE, the Qin state successfully ended two centuries of war between China’s seven states. Once unified, the Qin leader began to make serious changes in virtually every aspect of Chinese life. Politically, Emperor Shi Huang ended nearly China’s Feudal period, and began the Imperial period, naming himself first emperor of China. Having already unified China, Huang then set to breaking the country away from its traditional histories. He ordered that every book mentioning anything historical about any state but the Qin be burned, and killed or enslaved as many historical scholars as he could to keep them from influencing the public. In addition, he standardized units of measurement, currency, and forced the country to read, write, and speak a single language. The emperor was also obsessed with massive construction projects, ordering the construction of the Great Wall, massive canals, and his own mausoleum with a terracotta army to defend it.

Learning Goal:
This lesson is intended to give students a basic understanding of the history of the Qin dynasty. Given the lack of exposure students have to Chinese history in traditional public schools, this lesson is oriented towards getting students to become familiar with different aspects of Chinese history, in particular the Qin dynasty, as well as a general idea of what China’s historical timeline is.

Curriculum Expectations:
Specific curriculum expectations:

- Compare the characteristics of societies that are isolated and those that are in contact with other societies
- identify the forces that led selected societies to choose their particular forms of social organization

Materials:

i) Statue of Terracotta soldier (Appendix 1.1) and painting of Shi Huang (Appendix 1.2)
ii) Teacher will need to provide several feet of paper, a meter stick, and tape for the timeline activity. In addition, some John Williams music, in particular the Imperial March from Star Wars (http://www.youtube.com/watch?v=PxeuDPQyUpo).
   Computer and Projector
Plan of Instruction:

Warm Up (10 minutes):

To begin the class, start by playing John Williams’ Imperial March from Star Wars with an image of the Terracotta Soldier projected for everyone to see (appendix 1). The Empire was a power which took over by the re-education of its enemies and realignment into Imperial bureaucracy led by one man. Like the Empire, the Qin existed a long, long time ago, on a continent far, far away. They were a government who came to control China through violence, and kept control by reconstructing the knowledge of the Chinese.

Discussion (20 minutes):

Start the discussion by having students brainstorm a list of words which they associate with ancient China. Mark down the words and unpack them as a class. Get students to take part in showing off what they know about China by having them all fill in a single. This gets them talking and thinking about what they know about China and its history.

Following this activity, create a large timeline which can be pinned to the classroom wall and added to as the unit carries on. Have students draw a line stretching the length of the paper, then divide it into sections so that it can incorporate up to 4000 years (2100 BCE – 1900 CE). This discussion process is intended to be informal, but get students to explain their contributions to the rest of the class. Get them to mark down as much as they can in places where they believe is appropriate along the timeline. Towards the end, put up an image of the Qin emperor, Shi Huang and ask everyone to wrap up what they’re doing.

Modelling/semi discussion (30 minutes):

Have students stand around the timeline they have just finished contributing to. Ask students to use their smartphones to look up different dynasties of China and the years they existed, and have others mark the periods on the map. Then quiz students on where they think events such as the construction of the Great Wall (206 BCE), the Forbidden Palace (1420 CE), the movie Mulan (sometime during the Song Dynasty), and Imperial China (221 BCE) fall in the timeline.

Explain the events that led to the formation of the Qin dynasty, what happened during its existence, and what happened at the end of the dynasty. This should be done informally and as a group. Be open to discussion during this lesson and focus on areas where students are curious to know more about. Take the temperature of the room regularly and make sure you are not losing the class.
Lesson 2: The Shift from Feudalism to Imperialism

Overview:
Following the Warring State period, Shi Huang became the first emperor of China after unifying the seven states which had been at war for over two centuries. He ended China’s feudal period and began the imperial period which would last over two thousand years. Shi Huang attempted to create many changes during his reign, and because he believed his dynasty would last 10,000 generations, he planned big. This lesson aims to focus on continuity and change by analyzing the Qin dynasty and the affects of the imperial age.

Learning Goal:
By the end of this lesson, students should be able to identify the factors that influenced the development of various forms of leadership and government, while also making note of and referencing factors that influenced the development of a variety of forms of social structure. More specifically, they should understand how and why the Qin state successfully defeated its rival states, and why the new emperor made so many changes immediately after unifying China.

Curriculum Expectations:
Specific curriculum expectations for this lesson are:
- Analyze forces that promoted change
- Identify forces that reinforced stability and continuity

The Historical thinking concept to be engaged in this lesson is continuity and change.

Materials:

i) Map of China at 350 BCE (appendices 2.1), map of China circa 225 BCE (appendices 2.2)
   - Computer and Projector

Plan of Instruction:
Warm up/Guided practice (10 minutes)
Divide the students into seven groups, each one representing a different state in the Warring State period (Qin, Han, Wei, Zhao, Qi, Chu, and Yan). On a PowerPoint or large print out, show the class a map of China detailing the different territories in the 5th century (see appendix 2.1), and ask the groups to consider how they might take over the map. Monitor discussion and interaction between groups, offering advice on tactics. After ten minutes have students return to their desks.
Discussion/Sharing (10-15 minutes)

Given the knowledge raised over the past two lessons, ask students to provide the historical setting for the conflict in China during the Warring State Period (which they have just attempted to act out) and the unification of China under the Qin state. Show a map of China during Qin’s unification (appendices 2.2), and ask students about what the Qin emperor did in order to ensure continued unification, or what they might do to maintain control of the country. Encourage references to other periods of war, such as WW2 and how the German’s came to occupy Europe.

Modeling (15/20 minutes)

Begin by introducing students to the idea of continuity and change. Introduce terms such as “turning point,” “progress and decline,” and general change. Given the information students have already provided, fill in the historical gaps and explain how the Qin dynasty took control from the other states through strategic combat. Explain the faults of the feudal system and suggest benefits of the imperial system. Prompt questions such as why unification was necessary? Or why did the emperor destroy evidence of states but Qin? And what was the intention of forcing massive construction projects? List these questions on the board for students to reference.

Independent Activity (20-30 minutes/remainder of class)

Have students identify the turning point(s) in this period of unification. Ask them what has changed in between the Warring States Period, and what has stayed the same. OR have students consider changes that the Qin state enacted after unification and reflect on which changes they think will continue to change versus what changes will become continuous.

Students are refer to prompt questions when reflecting on choose one of the questions from the board and respond to it. Encourage them to think creatively and use their own experiences or knowledge of historical events to argue whether

Assessment:

The assessment will be done based on the independent activity. Review what the students have written down and look for meaningful connections between the students past knowledge and the information raised in the lesson. Ideally the students will have begun to incorporate phrases like “turning point” or identified meaningful changes or continuities which existed during this particular period.
Lesson 3: Unification of China

Overview:

Emperor Shi Huang united all of China, ended a broken feudal system, and began China’s Imperial age which would last over 2000 years. In addition to this he attempted to remove any forms of discrimination between one region and another, bringing every Chinese subject under the same flag by speaking the same language, using the same currency, and using the same forms of measurement. And yet the Qin dynasty was likely the shortest dynasty to ever exist, only lasting from 221 BCE to 206 BCE. What makes the Qin dynasty significant? And how did it affect China historically?

Learning Goal:

Students should be able to demonstrate an understanding of how we determine historical significance, justifying their arguments by referencing past lesson concepts such as continuity and change, as well as alluding to concepts like chronology and cause and effect in history. They should be able to explain historical significance by showing how events resulted in change and identify how significance can be constructed through narrative in textbooks.

Curriculum Expectations:

Specific curriculum expectations for this lesson are:

- explain how viewing events in chronological order aids in understanding complex change in the context of world history to the sixteenth century
- identify cause-and-effect relationships within the chronology of significant historical events prior to the sixteenth century

The historical thinking concept raised in this lesson is historical significance.

Materials:

i) photos of Qin coinage (appendix 3.1), the terracotta army (appendix 3.2), and of Qin swords (appendix 3.3).
ii) Class handout: Significant Artifacts.

Computer and Projector

Plan of Instruction

Warm up/Discussion (15 minutes)

Present a list of different historical events varying in importance and have the class organize them by how significant they believe each even is on their own. These events include:
- You ate breakfast this morning
- World War I
- Establishment of the Roman Empire
- Shi Huang orders the burning of books and burying of scholars
- Discovery of Electricity
- Your first day of school
- The unification of China under the Qin state
- Jacques Cartier reaches Canada
- The release of the new iPhone 5s

When the class have completed this individually, have students compare answers in partners and reconsider which events are most important and condense their lists into one that they both agree on. Once complete, have the class compare answers in turn by explaining their reasoning behind the order they chose for important historical events.

During this exercise, encourage students to consider durability (how long a change lasts), perspective (how one sees and interprets reality), profundity (the level of depth or intensity of change), and quantity (the number of people affected by a change).

Discussion (15 minutes)

Start by recapping significant moments in Chinese history. List off examples such as:

- The unification of China (221 BCE by the Qin)
- The invasion of Mongols and the Yuan dynasty
- The Opium Wars (in 1839 Britain launched the first Opium war in order to forcibly open Chinese markets to British opium supplies in India so that the UK could import tea with a greatly diminished cost)
- The 1911 Republican Revolution (which led to the rise of communism and Maoist China)
- China enters the Korean War (until this time, China had been considered a third world country, and now it stood against the United States and demonstrated on a national level that it was an independent and strong nation)
- Tiananmen Square protests (in 1989 students in Beijing led a peaceful protest against the communist government. Martial law was enforced and the protest was ended with force. Soldiers and tanks were used to suppress the protestors)
- One Child Policy (because of concern about population growth, in 1979 the government enacted this law to control the population)

Ask the students what trends appear in this list. Encourage discussion by having students relate these events to significant moments in Canadian history and have them explain their significance.
Modeling (10 minutes)

Begin by explaining two different perspectives of Emperor Shi Huang. The first describes him as a ruthless dictator, obsessed with control and determined to force his subjects to forget their pasts and become slaves to his will. The second portrays Shi Huang as a visionary, one who dreams of peace and unification. He is a man who wishes to end the violence of past empires and create a utopian China that the world will recognize. Massive construction projects will revitalize the economy and keep the country from dissolving into rebellion.

These are both examples of how text books describe Emperor Shi Huang, and they are based off of the same evidence. Historical significance is constructed by historians based on what they believe is meaningful. By interpreting evidence, both views of the emperor seem plausible, but which is true? In the previous list of significant moments in Chinese history I focused on moments of governmental change and wars, but ignored events such as the construction of the Great Wall or the Forbidden Palace, and cultural moments such as the introduction Buddhism, Confucianism, and Daoism, all of which had an enormous impact on Chinese history, the effects of which can still be seen to this day.

Guided Practice (10 minutes)

Have students analyze the significance of three photos (appendices 3.1, 3.2, and 3.3). Each photo is of products which represent enormous changes brought about by the Qin government (standardization of money, language, and measurement; enormous construction projects such as the terracotta army and great wall; or swords demonstrating the violence and force used to conquer China). Have students work in groups to analyze these photos and discuss their significance to us as historians. Prompt discussions by having the class decide how they would order the images in a textbook for other classes to see and learn about the Qin dynasty (what is the first impression they would want others to have of the Qin?).

Independent Activity (10 minutes plus homework)

Put up images of the photos (Appendices 3.1, 3.2, and 3.3). On their own, assign students the final task worksheet: Significant Artifacts (Appendix 3.4). For this assignment, students are to pretend that only one of the three appendix artifacts survived to be discovered by archeologists. The student gets to choose which artifact remains, and must then explain what historians will think of the Qin dynasty once they make this sole discovery about the dynasty.

Assessment:

Students will be assessed based on their independent activity. In particular, how well they argued for their chosen artifact to be the remaining object from the Qin dynasty (why it is most
significant), and how realistic the reactions of historians would be if this were the only remaining object from the Qin dynasty.
Lesson 4: The Great Wall of China

Overview

This lesson will be focusing on the Great Wall of China. We will look at why the Qin dynasty decided to build this structure and what it was meant to accomplish. How do we view the Wall today and what effect does our modern lifestyle have on it? This lesson focuses on the causes and consequences of building the Great Wall. We will also look at the consequences of modern actions on historical structures.

Learning Goals

- Students will be able to locate the Great Wall in relation to other features on a map of China.

- Students will be able to define why the wall was built and other key information about the wall.

Curriculum Expectations

Specific curriculum expectations for this lesson are:

- identify cause-and-effect relationships within the chronology of significant historical events prior to the sixteenth century

Materials

- World Map

- Google Earth technology with focus on China

- Computer Lab Time! Book Ahead

Plan of Instruction

Warm Up: Ask the students to identify China on Google Earth software. Zoom in until we can begin to see the wall. Look at how long it is, where does it cover up? Begin to brainstorm why the ancient Chinese would want to build a wall like this. (5-10 mins)

Discussion/Guided Practice: See Appendix 4.1

Discuss this article as a class. It will give a factual background on the Wall, and also have the students begin thinking about our modern impact on history. Will these structures stand forever with our modern outpouring of pollution. Discuss the ramifications of pollution and environmental degradation on history. How do we try to preserve it? (25 mins).
2. Painting Analysis: See Appendix 4.2

What does this tell you about the Great Wall? What can you infer? (10 mins)

Independent Activity: http://facts.randomhistory.com/2009/04/18_great-wall.html See Appendix 4.3. Students are to individually choose one fact from the 39 and research it that little bit more. Take approximately 20 mins more to do so. At the end, we will come together and each will present very quickly (<30 sec per student) on their researched fact. Pay special attention to key words in the facts that could give us that little bit more insight into the Great Wall's history. Remainder of Class.

Assessment

Watch students during their research of facts. Make special note on effort and depth of research even if it could be described as a rather trivial fact. This is an ungraded mini-presentation, but it should be taken relatively seriously.
Lesson 5: Destruction of Evidence

Overview:

After the Qin state unified China, Emperor Shi Huang ordered his people to burn every book that discussed any state in the Warring State period except the Qin. He hoped to destroy all evidence of the past, breaking cultural ties that those who were now under his command might use to encourage rebellion and cause the country to dissolve back into warring nation states. This lesson will focus on the importance of evidence and how it can be used to control others.

Learning Goal:

Following this lesson, students should be able to explain the importance of evidence and engage sources with consideration towards context and available sources.

Curriculum Expectations:

Specific curriculum expectations for this lesson are:

- describe the significant legal, political, and military events that influenced traditions in societies prior to the sixteenth century
- assess the methods used by individuals and groups to check or challenge authority from the time of the first communities to the sixteenth century

The historical thinking concept to be raised in this lesson is thinking about evidence.

Materials:

i) primary source images of the Unification of China (appendix 5.1), the Burning of the Scholars (appendix 5.2) and the Great Wall (appendix 5.3), Video: (Clip from Engineering an Empire: China) The death and burial of Qin Shi Huang Di (Appendix 5.4),

ii) Computer and Projector

Plan of Instruction:

Warm Up/Discussion (10 minutes):

Put up Appendix 5.1 to catch students interest and begin to engage them in a discussion by asking them; “If a meteor were to hit Canada and destroy the entire country beyond recognition, how would people in the future remember we were ever there? What would be left to suggest this nation even existed?” Listen to the responses the students come up with and write them on the board. Encourage further thought by asking how others might perceive our nation given the remaining evidence the class has come up with.
Modeling (15 minutes)

Explain how the Qin emperor, Shi Huang, was afraid of rebellions forming because of links to the past. He feared that if his people could unite around a past nation state they might turn on him. (Put up appendix 5.2) As a result, he had his armies burn every book which mentioned the old nation states, forced everyone to use the same language, the same currency, and the same units of measurement. It is believed that the emperor had hundreds of scholars buried alive, and thousands more condemned to working on the Great Wall in order to keep them from spreading knowledge.

Emperor Shi Huang claimed his empire would last 10,000 generations, and so he ordered the construction of enormous projects, (put up appendix 5.2) including the Great Wall of China, his own mausoleum with its terracotta army, and enormous canals, just to name a few. More than 1/5th of China’s entire labour force worked on the wall at any time during its construction.

While explaining all this, incorporate and highlight phrases such as “this clearly shows...”, “from this we can infer,” or “even though it has never been confirmed, this detail suggests...”. By doing this students will hopefully pick up on how interpreting evidence works and how to build upon fragments of knowledge. Play video (appendix 5.4) which goes over the emperors mausoleum, and reiterates the benefits of evidence and how it can be used to study history.

Guided Practice/Sharing/Teaching (15 minutes)

Have students work in small groups and interpret one primary resource from a collection projected on a PowerPoint. After working together for a short period of time, have the class describe their own interpretations of the sources and reflect on the different interpretations and how these sources can be perceived based on individual accounts.

Independent Activity (10 minutes)

Put up a picture of Emperor Shi Huang but without any text or titles. Have students write individual responses about what they see and who they think this picture is about. Put up questions to prompt writing such as “what does this painting suggest about this person?” or, “if this were the only remaining painting of the Qin dynasty, how would it affect our understanding of their time?”

Assessment

Students are to be assessed based on their initial warm up responses on how we interpret based on evidence, what their group interpretation responses were, and how their final individual responses described the painting. Ideally, students will have used phrases or reasoning such as that used in the modeling section of the lesson, and they will have shown logical reasoning when
assessing how important evidence can be at determining who someone was, or what happened in a particular time.
6. Lesson Six: Destruction of Culture

Lesson Overview

This lesson will focus on the calculated destruction of culture that the Qin dynasty undertook. Students will discuss the implications of culture destruction and whether or not there can be a 'victorious' culture. Do victors or conquerors have the right to impose their culture on those conquered? Can we define the term dominant culture, and maybe even apply it to modern times. We will also look at quotes from George Orwell's 1984 to understand what it truly is to rewrite history.

Learning Goals

- Understand how and why the Qin decided to take part in book burnings and scholastic repression
- Understand the impacts of such actions and how they could affect an entire culture into the future.

Curriculum Expectations

- Analyze the factors that lead to the differentiation of societies
- Describe the diverse reactions of societies to exposure to external influences

Materials Needed

- Computer and Projector
- Li Si handout (Appendix 6.1)
- Quotation handout

Plan of Instruction

Warm Up: http://www.youtube.com/watch?v=LYLIQ3WFSUg Show this short clip on Family Guy's appropriate take on thinking outside the box. Ask students what they see and what they would consider to be 'dangerous thinking.' Focus on the phrasing, 'Do you ever wonder what's outside these walls?' (5 mins)

Discussions: http://www.youtube.com/watch?v=s4_j4c7Bop0 View this film to get students to see an actual book burning. What do they see? What do they not see? What are some ideas that the narrator says are undesirable in certain governments? (10 mins)
Modelling/Discussions: Reading handout of Li Si and Shi Huang's conflict with scholars. Ask students to read the article and think about scholastic repression. Where would we be without it. Ask students to brainstorm the various things that would not exist with scholars- inventions, technology, etc. Take up the list as a whole. This is meant to enlighten students about what really goes into invention and modern life. Can the government decide what is correct? How are our views protected? (20-25 mins).

Assessment- Independent/Group Activity/ Sharing

Review the following quotations (See Appendix 6.2) in groups of 4-6 students each. Present to the class on why this quote would assist in the strengthening of the state through scholarly reconstruction and destruction.

This jigsaw activity should take the rest of class. Note that these quotes are all from George Orwells 1984. Students are not expected to know this, but it might aid in their understanding of the quotations. Have them present for 1-2 minutes on why this quote would speak to a government controlling what it's people know. Would any of these represent Qin Shi Huang?

OUTRO (If time): Discuss Edward Snowden. Relate this to modern times. Can a government control its people through information? What about Osama's death? The Kennedy assassination?
Lesson 7: Peacemaker of Warlord?

Lesson Overview

This lesson will focus on the general question, ‘Do the ends justify the means?’ Qin was notoriously battle-hungry. Were his actions in the name of peace? Or was he a tyrannical warlord that was oppressive? We will also begin to look at other warlords to argue out an answer to this question (if there is one).

Learning Goals

- Students will opine whether or not Shi Huang was a peacemaker or a warlord, while using supporting evidence

- Students will begin to assess the concept of ends justifying means. Using historical evidence and thinking, students will be able to begin to discuss this question. Students will assess different perspectives to see why other might answer this question differently.

Curriculum Expectations

Students will be able to:

- identify major changes that took place in the world before the sixteenth century

-- describe the roles of selected individuals and groups in the process of change

Materials Needed

- Computer and Projector

- BBC Article Handout

Plan of Instruction

HOOK: See Appendix 7.1

Show the class the picture of the terra cotta army. What do we see? Why was this built? (10 mins)

1. Warm Up: See Appendix 7.2 Ask students to remember what Egyptian burial and remembrance was like. How does this differ from our modern forms? Focus on the layout of Shi Huang’s mausoleum to view this. (5-10 mins)

2. Guided Practice: http://www.youtube.com/watch?v=RsUE-ZtcUFg Watch this short presentation on the Terra Cotta warriors. What does this tell us about the Qin? About Chinese customs? Discuss with the class what the ultimate goal of someone like this would be? Discuss
the ideas of whether or not someone can truly gain immortality even if they are physically dead. (15 mins)

3. Discussion http://www.bbc.co.uk/news/magazine-19922863- Take up this article (See Appendix 7.3) as a class. We can begin to assess whether or not Shi Huang was a peace maker or a war lord. (25 mins)

4. Discussion: http://www.youtube.com/watch?v=t19kvUiHvAE Watch this short presentation on the bombing of Hiroshima. This is a teach by analogy moment. Ask students beforehand if they have any prior knowledge of this event. Recap and give a very basic introduction to the atomic bomb and nuclear weapons. Watch film (2-3 mins). Ask students if ends justify the means. Is butchering your enemies acceptable if it results in a lasting peace? Is there a true answer to this? Bring this into modern perspectives. Nuclear weapons are still an issue. Was he right to do what he did, beware of presentism when discussing this. Be sure to discuss context. Was he right in his context? (15-20 min).
Lesson 8: Conclusion

Lesson Overview

This lesson will serve as a conclusion to our unit on the Qin dynasty and Imperial China. We will introduce with a virtual simulation of how quickly dynasties and powers can rise and fall when strategizing and playing off each other. This will also feature our summative assignment, a unit test that will focus on drawing what we have learned together to create a larger picture of the Qin dynasty and where it fits into Imperial China. Students will also see where Imperial China can fit into a larger context.

Learning Expectations

Students will be able to:

- Understand how dynasties can collapse and fall at a seemingly
  moments notice

Curriculum Expectations

Students will be able to:

- identify major changes that took place in the world before the sixteenth century

Materials Needed

- Computer and Projector
- Unit Test handout (Appendix 8.1)

Plan of Instruction

Warm Up: Play a game of Dice Wars with class input. Follow this link: http://www.gamedesign.jp/flash/dice/dice.html to complete a small demonstration with seven combatants (you and six computers) to show how quickly a nation can be wiped out. If necessary, throw the game to demonstrate your point. Ask students what they would have done differently. What happened? (Don't tell them you're going to intentionally throw the game). 5-10 mins.

SUMMATIVE: Unit Test. See Appendix 8.1.

Outro: Play the John Williams 'Imperial March' http://www.youtube.com/watch?v=PxeuDPQyUpo once more. We're going out on a Star Wars note. 2-3 mins.
Appendices

Appendix 1.1

- Terracotta Soldier - Unknown artist, Museum of Terracotta Warriors and Horses of Qin Shi Huangdi, Xi'an, China. Dated 210 BCE. (http://www.learner.org/courses/globalart/work/105/index.html)

Appendix 1.2

Appendix 2.1

Map of China during Warring State Period (5th Century BCE)
http://upload.wikimedia.org/wikipedia/commons/c/ca/Chinese_plain_5c._BC-en.svg
*Chinese plain in the late Spring and Autumn period (5th century BC)*

Appendix 2.2

Territory of Qin Empire (circa 225 BC) -- Taken from *The Legacy of Ancient China*,
http://www.bcps.org/offices/lis/models/chinahist/qin.html
Appendix 3.1

Appendix 3.2
Appendix 3.3

Appendix 3.4

Artifacts of Significance!

You have the ability to ensure one single set of artifacts stand the test of time so that historians can see solid evidence that the Qin dynasty actually existed. Between the three sets of artifacts shown in class (the coins, the terracotta army, and the swords), choose which individual set is the most important and gives the best idea of what the Qin dynasty was like. Then, explain how historians are likely to interpret your remaining artifact, and what they will come to believe the Qin dynasty was like.
Appendix 4.1
Great Wall Collapsing due to Climate Change & Human Activity

Chris Keenan, planetsave.com

Increasing **climate change due to global warming and human activity** is having a toll on some of earth’s greatest architectural monuments. The Great Wall of China, which has stood for more than two millennia, has recently experienced the collapse of two chunks of its structure: one due to climate changes causing erosions of the land surrounding the wall and the other caused by mining taking place in nearby areas.

The Great Wall, rumored to be visible from space, at one point spanned 3,900 miles across various Chinese dynasties and is an historical landmark. Now Chinese scholars estimate the wall only spans roughly about 1,500 miles long, less than half of what it used to be.

Although the Great Wall was never one continuous piece, the sections built during different dynasty eras represent a sense of culture and of history, which keeps the people of China connected with the past. Different building methods were used during different dynasties, truly making the wall unique from a cultural perspective as well as for archeological study. However, if things continue the way they have been, the wall might not be standing for very much longer.

Extreme weather conditions have caused approximately 25 miles of a section of the wall built during the Han dynasty to erode during recent years. Sandstorms have caused the bricks of packed earth to wear down, and, over time, “also cracked the wall and caused it to collapse or break down,” archeologist Zhou Shengui says.

Another section of the wall, which was considered the “crust of the cream” of the Ming dynasty, has suffered a 700-meter (or 2,300 feet) loss because of a network of underground mines in a secluded
area of the Hebei province. Although the mines are not located directly beneath the wall, the nearby hollowed chambers beneath the earth are affecting the structure's stability.

The section of the wall that has collapsed (located roughly 120 miles from Beijing) was built between 1369 and 1644. Nearly 300 years of gradual construction gone.

A World Heritage Site that was initially built to protect China from Mongolian invaders, the Great Wall is further proof that nothing lasts forever, especially if we’re not openly aware to the harm we are causing the planet.

Since the miners are not doing anything illegal (they have legal permits to be mining in the area), there is not much one can do about the situation. For the segments of the Great Wall that are eroding because of "natural" forces, conservationists have been planting vegetation in an attempt to avoid additional erosion. Some conservationists are also devising a plan which would involve concealing the wall within the earth in order to protect it.

Appendix 4.2

"Great Wall of China" by Michael Stumpf
Appendix 4.3

39 Interesting Facts About . . .

The Great Wall of China

"Random History Facts.com," April 2009

1. While the Great Wall of China is not one of the Seven Wonders of the Ancient World, it is typically included in the Seven Wonders of the Medieval World.  

2. In 1987, the United Nations Educational, Scientific and Cultural Organization (UNESCO) placed the Great Wall on its list of the world’s great national and historical sites.  

3. That the Great Wall is a single, continuous wall built all at once is a myth. In reality, the wall is a discontinuous network of wall segments built by various dynasties to protect China’s northern boundary.  

4. During its construction, the Great Wall was called “the longest cemetery on earth” because so many people died building it. Reportedly, it cost the lives of more than one million people.  

5. The Great Wall of China is also known as the wanli changcheng or Long Wall of 10,000 Li (a li is a measure of distance, approximately 1/3 of a mile). The main wall is around 2,145 miles (3,460 km) long with an extra 1,770 miles (2,860 km) of branches and spurs.  

6. The Great Wall of China is the longest man-made structure in the world.  

7. The most visited section of the Great Wall is in Badaling, close to Beijing, which was built during the Ming Dynasty. It was the first section of the wall to open to tourists in 1957. It is where Nixon visited and was the finish site of a cycling course in the 2008 Summer Olympics.  

8. As early as the seventh century B.C., a number of smaller walls that served as fortifications and watch towers had been built around the country. Initially each state (Chu, Qi, Wei, Han, Zhao, Yan, and Qin) that would be united in the first Chinese empire had its own individual wall.  

9. The length of all Chinese defense walls built over the last 2,000 years is approximately 31,070 miles (50,000 km). Earth's circumference is 24,854 miles (40,000 km).  

10. The earliest extensive walls were built by Qin Shi Huang (260-210 B.C.) of the Qin dynasty, who first unified China and is most famous for the standing terra cotta army left to guard his tomb. It is from the Qin (pronounced “chin”) dynasty which the modern word “China” is derived. Little of those earliest walls remain.  

11. Because the Great Wall was discontinuous, Mongol invaders led by Genghis Khan (“universal ruler”) had no problem going around the wall and they subsequently conquered most of northern China between A.D. 1211 and 1223. They ruled all of China until 1368 when the Ming defeated the Mongols.  

12. The dynasties after the Qin which seriously added to and rebuilt the Great Wall were the Han (206 B.C.-A.D. 220), Sui (A.D. 581-618), Jin (115-1234) and, most famously, the Ming (1368-1644). What survives today are the stone and brick walls predominately from the Ming dynasty.  

13. Contrary to common belief, the Great Wall of China cannot be seen from the moon without aid. This pervasive myth seems to have started in 1893 in the American-published magazine The
Century and then resurfaced in 1932 when Robert Ripley of *Ripley's Believe it Or Not* claimed the Great Wall could be seen from the moon—even though space flight was decades away. It is questionable whether the Great Wall can be seen from a close orbit with the unaided eye.

14. It is common to hear that the mortar used to bind the stones was made from human bones or that men are buried within the Great Wall to make it stronger. However, the mortar was actually made from rice flour—and no bones, human or otherwise, have ever been found in any of the Great Wall's walls.

15. According to legend, a helpful dragon traced out the course of the Great Wall for the workforce. The builders subsequently followed the tracks of the dragon.

16. A popular legend about the Great Wall is the story of Meng Jiang Nu, a wife of a farmer who was forced to work on the wall during the Qin Dynasty. When she heard her husband had died while working the wall, she wept until the wall collapsed, revealing his bones so she could bury them.

17. At one time, family members of those who died working on the Great Wall would carry a coffin on top of which was a caged white rooster. The rooster's crowing was supposed to keep the spirit of the dead person awake until they crossed the Wall; otherwise, the family feared the spirit would escape and wander forever along the Wall.

18. Uranus, or Tianwang, who was the personification of Heaven, is often portrayed on the reliefs found at strategic points and passes on the Great Wall.

19. Historian Arthur Walden established that the popular concept of one Great Wall, and even the name itself, entered Chinese consciousness not directly from the Chinese tradition, but rather through European sources who idealized the Wall. In fact, the Wall rarely appeared in Chinese art before the twentieth century.

20. Voltaire (1694-1778) discussed the Great Wall several times, but he remained undecided what the real point was. In one piece, he thought the Egyptian pyramids were "childish" compared to the Wall, which was a "great work." In another place, he calls the Wall a "monument to fear."

21. Novelist Franz Kafka (1883-1924) praised the Great Wall as a great feat of human engineering. He even wrote a short story titled "The Great Wall of China" about an educated man who reflects on his life’s work overseeing the building of small portions of the Wall.

22. During the Chinese Cultural Revolution (1966-78), the Great Wall was seen as sign of despotism, and people were encouraged to take bricks from it to use in their farms or homes.

23. President Nixon's visit to China in 1972 increased tourism to the Great Wall. With increased tourism, sections of the Wall were restored, and after Mao Zedong's death, the Chinese government recognized the Wall as a unifying symbol of the nation.

24. The Great Wall has often been compared to a dragon. In China, the dragon is a protective divinity and is synonymous with springtime and vital energy. The Chinese believed the earth was filled with dragons which gave shape to the mountains and formed the sinew of the land.

25. During the Ming dynasty, nearly one million soldiers were said to defend the Great Wall from "barbarians" and non-Chinese.

26. The manpower to build the Great Wall came from frontier guards, peasants, unemployed intellectuals, disgraced noblemen, and convicts. In fact, there existed a special penalty during the Qin and Han dynasties under which convicted criminals were made to work on the Wall.
27. Before the Ming dynasty, the wall was built with rammed earth, adobe, and stone. About 70% is made from rammed earth and adobe. Bricks were used after the Ming dynasty.²
28. The Chinese invented the wheelbarrow and used it extensively in building the Great Wall.⁵
29. A section of the Great Wall in the Gansu province may disappear in the next 20 years due to erosion.⁷
30. Watchtowers were built at regular intervals along the Great Wall and could be up to 40 feet tall. They were used as lookouts and fortresses as well as for housing garrisons of troops and stockpiled supplies. They were also signal stations, where beacons, smoke, or flags were used for messages. They also represented a tremendous diversity of architectural styles.¹
31. The Great Wall’s western section, with a long chain of watchtowers, provided defense for those traveling the Silk Road.⁶
32. Parts of the Great Wall were surrounded by defensive moats, which were either filled with water or left as ditches.¹
33. To defend the Great Wall, the Chinese would use sophisticated weapons such as axes, sledge hammers, lances, crossbows, halberds, and a Chinese invention: gunpowder.⁴
34. The last battle fought at the Great Wall was in 1938 during the Sino-Japanese War, which was between the Republic of China and the Empire of Japan. Bullet marks can still be seen in the Wall at Gubeikou.¹
35. Numerous temples were built along the Great Wall for the worship of the war god, Guandi.⁹
36. The Great Wall of China is 25 feet high in some places and ranges from 15-30 feet wide.¹
37. The highest point of the Great Wall is in Beijing at Heita Mountain (5,033 feet/1,534 meters). The lowest point is at Laolongtou (sea level).¹
38. In 2004, there were over 41.8 million foreign visitors to the Great Wall of China.¹
39. While the Great Wall is currently a symbol of national pride, China struggles with how to manage and protect the Wall while controlling the mass-market development of it. Two organizations, the China Great Wall Society and the International Friends of the Great Wall, are dedicated to preserving it.¹

Appendix 5.1
The Unification of China -- Author unknown, ASFMS: World History, China. Dated 220 BCE.
http://www.mitchelltteachers.org/WorldHistory/AncientChinaCurriculum/ExaminingReignofQinShiHuangDiAssignment.htm
Appendix 5.2

Confucian books burning and Confucian scholars being executed by Qin Shi Huang Di's soldiers - - Author unknown, ASFMS: World History, China. Dated 220 BCE.  
http://www.mitchellteachers.org/WorldHistory/AncientChinaCurriculum/ExaminingReignofQinShiHuangDiAssignment.htm

Appendix 5.3

Building of the Great Wall -- Author unknown, ASFMS: World History, China. Dated 220 BCE.  
http://www.mitchellteachers.org/WorldHistory/AncientChinaCurriculum/ExaminingReignofQinShiHuangDiAssignment.htm
Appendix 5.4
Video: (Clip from Engineering an Empire: China) -- The death and burial of Qin Shi Huang Di (4.3)
http://www.mitchellteachers.org/WorldHistory/AncientChinaCurriculum/ExaminingReignofQinShiHuangDiAssignment.htm

Appendix 6.1
Memorial on the Burning of Books

Among the most infamous acts of the First Exalted Emperor of the Qin were the “burning of books,” ordered in 213 BCE, and the “execution of scholars,” ordered in 212. The first was an effort to achieve thought control through destroying all literature except the Classic of Changes, the royal archives of the Qin house, and books on technical subjects, such as medicine, agriculture, and forestry.

The measure was aimed particularly at the Classic of Documents and the Classic of Odes. The execution of some 460 scholars in the following year was an attempt to eliminate opposition to the emperor by ruthlessly destroying all potentially “subversive” elements in his entourage.

The two measures taken together suggest something of the habit of mind of the First Emperor, as he was influenced by advisers like Li Si, but, again, it is significant that the following document comes down to us from the ensuing Han period.

In earlier times the empire disintegrated and fell into disorder, and no one was capable of unifying it. Thereupon the various feudal lords rose to power. In their discourses they all praised the past in order to disparage the present and embellished empty words to confuse the truth.

Everyone cherished his own favorite school of learning and criticized what had been instituted by the authorities. But at present Your Majesty possesses a unified empire, has regulated the distinctions of black and white, and has firmly established for yourself a position of sole supremacy. And yet these independent schools, joining with each other, criticize the codes of laws and instructions. Hearing of the promulgation of a decree, they critici
ze it, each from the standpoint of his own school. At home they disapprove of it in their hearts; going out

they criticize it in the thoroughfare. They seek a reputation by discrediting their sovereign; they

appear superior by expressing contrary views, and they lead the lowly multitude in the

spreading of slander. If such license is not prohibited, the sovereign power will decline above

and partisan factions will form below. It would be well to prohibit this.

Your servant suggests that all books in the imperial archives, save the memoirs of Qin, be

burned. All persons in the empire, except members of the Academy of Learned Scholars.

--From Li Si's *Memorial on the Burning of Books*
Appendix 6.2


b. "Who controls the past controls the future. Who controls the present controls the past." (1984)

c. "And when memory failed and written records were falsified—when that happened, the claim of the Party to have improved the conditions of human life had got to be accepted, because there did not exist, and never again could exist, any standard against which it could be tested." (1984)

d. "The best books...are those that tell you what you know already." (1984)

e. "It's a beautiful thing, the destruction of words." (1984)

f. "We do not merely destroy our enemies...we change them." (1984)

This jigsaw activity should take the rest of class. Note that these quotes are all from George Orwell's 1984. Students are not expected to know this, but it might aid in their understanding of the quotations. Have them present for 1-2 minutes on why this quote would speak to a government controlling what it's people know. Would any of these represent Qin Shi Huang?

Appendix 7.1

National Geographic
Appendix 7.3

Qin Shi Huang: The ruthless emperor who burned books

By Carrie Gracie BBC News, Beijing

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There are two Chinese leaders whose final resting place is thronged by tourists - Mao Zedong and Qin Shi Huang, the emperor of terracotta soldier fame. But they also have another thing in common - Qin taught Mao a lesson in how to persecute intellectuals.

Chairman Mao Zedong has been dead for nearly 40 years but his body is still preserved in a mausoleum in Tiananmen Square.

The square is the symbolic heart of Chinese politics - red flags and lanterns flank the portrait of Mao on Tiananmen Gate where he proclaimed the People's Republic in 1949.

But the red emperor owed the idea of this vast country to an empire builder who lived 2,000 years earlier.

"We wouldn't have a China without Qin Shi Huang," says Harvard University's Peter Bol. "I think it's that simple."
The Qin was really the first state to really go into total mobilisation for war

Peter Bol Harvard University

China at the time was a land of many states.

In many ways - climate, lifestyle, diet - someone from northern Scotland and southern Spain have as much in common as someone from China's frozen north and the tropical south.

Before Qin, China's multiple states were diverging, rather than converging, says Bol.

"They have different calendars, their writing was starting to vary... the road widths were different, so the axle width is different in different places."

He was king of the small state of Qin by the age of 13, and started as he meant to go on - removing one possible threat to his throne by having his mother's lover executed, along with his entire clan.

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A hundred years later the famous historian Sima Qian said of the young king:
"With his puffed-out chest like a hawk and voice of a jackal, Qin is a man of scant mercy who has the heart of a wolf. When he is in difficulty he readily humbles himself before others, but when he has got his way, then he thinks nothing of eating others alive.

"If the Qin should ever get his way with the world, then the whole world will end up his prisoner."

Qin Shi Huang built a formidable fighting machine. His army is easy to imagine because he left us the famous terracotta warriors in Xian.

"The Qin was really the first state to really go into total mobilisation for war," says Peter Bol.

"It really saw the work of its population being fighting and soldiering to win wars and expand."

One by one, Qin Shi Huang defeated neighbouring states, swallowed their territory into his growing empire and enslaved and castrated their citizens.

In Communist China, we adopted the imperial model - the emperor is absolute, and the only way to rule such a vast empire is ruthlessness"

Xun ZhouHistorian, Hong Kong University

"Every time he captured people from another country, he castrated them in order to mark them and made them into slaves," says Hong Kong University's Xun Zhou.

"There were lots and lots of eunuchs in his court. He was a ruthless tyrant."

But still, no Qin, no China.

"From Mongolia down to Hong Kong, and from the sea right the way across to Sichuan - it's an enormous territory," says Frances Wood, curator of the Chinese collection at the British Library.

"It's the equivalent of the whole Roman Empire added together, if you like. And you've got one man ruling all of it."

Continue reading the main story
Peter Bol credits Qin Shi Huang not only with creating China, but with establishing the world's first truly centralised bureaucratic empire.

"He set out to unify the procedures and customs and policies of all the states," says Bol.

Stelae are found at many significant mountains and historical sites in China.

"Writing is reunified. And the fact that Chinese writing remains unified after this point has everything to do with Qin Shi Huang. The axle widths are now all the same, so all the roads may now be passable.

"He also goes around to famous mountains, where they erect steles, stone monuments, which say that the Emperor's realm is now totally unified.

"His idea was that every area should have an able administrator, who was armed with rule books and who would look after the people. The people all knew what the rules were," says Wood.

"He collected taxes, he administered justice and he had trained bureaucrats all over China. I think that's an extraordinary achievement."

Despite this, it is the stories of his bloodletting that historian Xun Zhou grew up with.

"He got rid of anybody who showed opposition or didn't agree with him. He was paranoid. He was constantly in fear of how he could control this vast new territory with so many cultures and so many different groups of people," she says.
And he feared the inkbrush as much as the sword.

"The scholars were talking behind his back," says Xun Zhou. "And of course being a paranoid person, he didn't like that. So he ordered the arrest of over 400 scholars and buried them."

Qin Shi Huang had no truck with China's traditions of Confucian scholarship - his fear of the intellectual was deep-rooted.

"Ideologically speaking, the Qin make the argument, 'We don't want to hear people criticise the present by referring to the past,'" says Peter Bol.

"The past is irrelevant. History is irrelevant. And so you have the burning of books, you have the burying of scholars, of scholarly critics."

Bol sees parallels with today's China. Like Qin Shi Huang, the Communist Party tolerates debate about tactics - but not about the general direction of travel, he says.

"They argue that it is the only possible approach to governing China."

Historian Xun Zhou agrees. "In Communist China, we adopted the imperial model. The emperor is absolute. And the only way to rule such a vast empire is ruthlessness," she says.
In fact in 1958, Mao himself made the connection between himself and Qin Shi Huang.

Continue reading the main story

**Terracotta Army**

- The Terracotta Army is a collection of over 8,000 terracotta soldiers, chariots and horses depicting Qin Shi Huang's army
- The figures were buried in four large pits alongside Huang in 210-209BC
- The warriors were designed to protect the emperor in the afterlife
- The figures were discovered in 1974 in Xian, Shaanxi Province, by farmers digging a well
- It is now a Unesco World Heritage site

"He buried 460 scholars alive - we have buried 46,000 scholars alive," he said in a speech to party cadres. "You [intellectuals] revile us for being Qin Shi Huangs. You are wrong. We have surpassed Qin Shi Huang a hundredfold."

Every night, Mao's body inside its crystal coffin reportedly goes down into its earthquake-proof vault in an elevator, and every morning it is brought back up again.

It is probably something Qin Shi Huang would have appreciated. But I am not sure he would have been impressed with Mao's mausoleum.

His includes a life-size terracotta army, a full orchestra with instruments and a river landscape with cranes, swans and geese - and archaeologists have barely begun the excavation.

"In a sense the man has disappeared behind the tomb," says Frances Wood.
"And of course the size of the buried army, the size of the tomb enclosure - which seems to expand daily - does rather overcome anything that one knows about him in reality. You've got this great physical presence now."

Both Qin Shi Huang and Mao live on powerfully in China's imagination, but China is bigger than its emperors.

When Qin Shi Huang died, his dynasty lasted only months. It was the idea of China which survived. And when Mao died, his successors said the radiance of his thought would live forever.

But the Mao suits are gone and despite the crowds at his mausoleum, Maoism is barely mentioned today.
Appendix 8.1

Unit Test: Qin and Ancient China

*Multiple Choice:* Answer the following questions with the correct marking on the Scantron card.

1. What date was the Qin dynasty founded?
   a) 221 B.C.E.
   b) 1974
   c) 209 B.C.E.
   d) 221 C.E.

2. How long is the Great Wall of China?
   a) 10,000 miles
   b) 1,500 miles
   c) 5,000 miles
   d) 50 miles

3. Who wrote the Memorial on Book Burning and who did he write it to?
   a) Shi Huang to Confucius
   b) Confucius to Li Si
   c) Li Si to Shi Huang
   d) Li Si to Confucius

4. How long did the warring state period last?
   a) 1000 years
   b) 200 years
   c) 18 years
   d) 500 years

5. Why did they decide to burn the books?
a) Shi Huang was paranoid about rebellion

b) Shi Huang was a failed author

c) Shi Huang wanted to unite his people under one culture

d) Both A and C

**Long Answer**

6. What was the purpose of building the Great Wall? (3 points)

7. What buildings are the Qin dynasty known for? (3 points)

8. List four changes that the Qin made when they came to power (4 points)

**Essay** (Ten points)
In your opinion, was Shi Huang a peacemaker or a war lord? Use evidence from class to support your answer.