

Content: AP World History

Topic: Analyzing the Legacy of Emperor Qin Shi Huangdi

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Common Core Standards Addressed:

CCSS.ELA-Literacy.RH.9-10.1

- Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.9-10.2

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10

- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

[CCSS.ELA-Literacy.W.9-10.1](#)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

AP World History Standards Addressed:

State Building 1

- Explain how different forms of governance have been constructed and maintained over time.

State Building 2

- Explain how and why different functions and institutions of governance have changed over time.

Organization Questions:

- Why is Emperor Qin Shi Huangdi important in Chinese history?
- How should Emperor Qin Shi Huangdi be recognized?
- What has been the impact of Emperor Qin Shi Huangdi on China?

Introduction

The lesson I have devised will be given to my AP World History classes. The students enrolled in this course are primarily sophomores who tend to be highly motivated. Since this is typically their first AP course in their high school career, I believe it is my job to lay a strong foundation so that they may be successful in future AP courses. As such, I try to explicitly teach them all the steps and requirements for the class. Teaching an AP course is complicated in that not only are you teaching content but in addition students need learn required skills as part of the requirements of the College Board. If students pass the AP test, they have the possibility of earning college credit. So, for students, this is a personal high stakes test that they want to be successful in.

The lesson I have planned will be a three-day lesson on the legacy of Emperor Qin Shi Huangdi. China, its history and progression, is a major concept that is woven throughout the AP World

History curriculum. Consequently, I wanted to focus on Emperor Qin Shi Huangdi because he laid the foundation for China. Without the actions of the emperor, China might not be what it is today. During the trip, something that I found interesting is the conflicting views on how Emperor Qin Shi Huangdi is viewed. For some, he is a tyrannical oppressor while others respect his actions. The truth, as they say, is probably somewhere in the middle. With that in mind, I wanted to create a lesson where students discussed the merits and shortcomings of the emperor's rule.

Objectives:

- In this lesson, students will be able to explain the changes Emperor Qin Shi Huangdi implemented as he unified China by answering the Essential Question in a short answer paragraph.
- In this lesson, students will discuss documents that relate to the rule of Emperor Qin Shi Huangdi by participating in a Socratic Seminar.
- In this lesson, students will be able to analyze the complex legacy and impact of Emperor Qin Shi Huangdi on China by completing a DBQ Essay.

Materials:

- Projector, laptop

Equipment:

- Handout of Documents 1-6 for each student

Teacher Preparation:

- Teacher must be familiar with all 6 of the documents. Teacher should know the process of implementing a Socratic Seminar. Teacher should be familiar with the DBQ grading as required by the College Board.

Time:

- Three class periods, approximately 55 minutes per period

Procedures:

Day One Agenda:

Essential Question: Why is Emperor Qin Shi Huangdi important in Chinese history?

1. Warm Up
 - a. Students will view images of the Terra Cotta Warriors, Great Wall of China and a map of the Qin Dynasty.
 - b. Teacher will lead students in a discussion of the images.
2. Lecture on Emperor Qin Shi Huangdi
 - . Some topics include: Period of Warring States, unification and centralization of China, Legalist Principles, and construction projects
3. Document Analysis
 - . Teacher will model the reading, marking and annotating of Document 1.

- a. Teacher will direct students to partner with their neighbor to read, mark and annotate Document 2.
 - b. Teacher will assign groups of four to individually read, mark and annotate Documents 3, 4, 5, 6.
- i. Students will be an expert on their document and report back to their group the significance of the document.
- 4. Closure:
 - . Students will write a short answer to the Essential Question for Day 1.
 - 5. Independent Practice
 - . Go back and read, mark and annotate all documents. Prepare for Socratic Seminar by generating three text dependent questions.

Day Two Agenda:

- 1. Warm up:
 - a. Students will review the documents from Day 1. Students will pair share the questions they wrote from their independent practice the night before.
- 2. Socratic Seminar
 - . Essential Question: How should Emperor Qin Shi Huangdi be recognized?
 - a. Students will be divided in half. The first group will discuss the prompt (pilot), while the outer group will listen and advise (co-pilot).
 - b. Requirements of the Socratic Seminar include:
 - i. Using evidence from text to support claims
 - ii. Speaking academically
 - iii. Building on another speaker/Bringing in other voices to the conversation
 - iv. Offering constructive criticism/differing viewpoints
 - v. Addressing issues due to source
 - c. Students will change roles and the outer circle will then have their discussion.
- 3. Closure:
 - . Students will write a reflection of the Socratic Seminar.

Day Three Agenda:

- 1. DBQ Essay
 - a. Students will complete a timed write adhering to the College Board's requirements.
 - b. Prompt: Using the documents and your knowledge of World History, analyze the impact of Emperor Qin Shi Huangdi on China.

Assessment:

- 1. Short answer responses from closure on Day One.
- 2. Socratic Seminar Rubric
- 3. Socratic Seminar Reflection
- 4. DBQ Essay

Documents for Socratic Seminar and Document Based Essay

Directions: Read, mark and annotate documents. As you read, consider what the document is saying, who is saying it and when it was written. Be prepared to discuss and write an essay using the documents provided.

Document 1

Source: An excerpt from Jia Yi (200 - ~168 BCE), "The Faults of Qin."

When the First Emperor ascended the throne, he flourished and furthered the accomplishments of the six generations before him. Brandishing his long whip, he drove the world before him; destroying the feudal lords, he swallowed up the domains of the two Zhou dynasties. He reached the pinnacle of power and ordered all in the Six Directions, whipping the rest of the world into submission and thus spreading his might through the Four Seas. He then abolished the ways of ancient sage kings and put to the torch the writings of the Hundred Schools in an attempt to keep the people in ignorance. He demolished the walls of major cities and put to death men of fame and talent, collected all the arms of the realm at Xianyang and had the spears and arrowheads melted down to form twelve huge statues in human form – all with the aim of weakening his people. Then he posted capable generals and expert bowmen at important passes and placed trusted officials and well-trained soldiers in strategic array to challenge all who passed. With the empire thus pacified, the First Emperor believed that, with the capital secure within the pass and prosperous cities stretching for ten thousand li, he had indeed created an imperial structure to be enjoyed by his royal descendants for ten thousand generations to come.

During that time, the world saw many men of prescience and far-reaching vision. The reason for their not showing deep loyalty by helping to correct evils at court lay in the Qin's excesses in proscribing contrary opinions. Often before upright words could even be uttered, the body had met death. Thoughtful people of the empire would only listen and incline their ears, standing one foot on the other, not daring to offer their services while keeping their mouths shut in silence. The three sovereigns lost the proper way while loyal officials offered no remonstrance and advisers no plans. With the realm in chaos and unworthy officials not reporting troubles to their superiors, was this not a tragedy?

Document 2

Source: A popular Chinese folk story entitled "Meng Jiangnu's Bitter Weeping" set during the rule of Emperor Qin Shi Huangdi

Meng Jiangnu fell in love with a young man named Fan. Fan and Meng were married but three days later officers took Fan away three days after they married to work on the Great Wall. After his departure, the couple lost contact for nearly a year. When winter came, Meng Jiangnu sewed clothing for her husband and journeyed to the foot of the Great Wall. Once at the Great Wall, she was told that her husband had already died of hunger and exhaustion. Meng Jiangnu cried and cried for several days, and while she wept her cries touched the Heaven. Suddenly a

section of the Great Wall collapsed, and her husband's body appeared amidst the rubble in front of her.

King Qing Shi Hung heard this and wanted to punish Meng Jiangnu. But when he saw the beautiful woman, he changed his mind and asked Meng to marry him. Meng was so angry, but she suppressed her feelings and agreed on 2 conditions: To hold a state funeral for him, and to have Emperor Qin Shi Huangdi wear black mourning for Fan and attend the funeral. The Emperor agreed reluctantly. After all the conditions were met, the Emperor wanted Meng to come to his palace with him. Instead, Meng Jiangnu suddenly jumped in to the sea with her husband's body.

Document 3

Source Textbook Farah & Karls, World History: The Human Experience, (New York: Glencoe McGraw-Hill, 2001).

By 221 B.C., the Qin had wiped out the Zhou and conquered the rest of northern China, uniting much of the nation under a strong central authority for the first time. Qin Shi Huangdi, the First Emperor was a tireless ruler. Qin Shi Huangdi set out to create a government directly under his control. He reorganized the empire into military districts, appointing officials to govern them. This system prevented local lords from becoming strong enough to challenge the power of the central government—the problem that had led to the downfall of the Zhou.

The First Emperor made other changes to further centralize his control. He devised a system of weights and measures to replace the various systems used in different regions. He standardized coins, instituted a uniform writing system, and set up a law code throughout China.

Qin had grandiose plans for his empire, and he used forced labor to accomplish them. Gangs of Chinese peasants dug canals and built roads.

Document 4

Source: An excerpt from the Memorial on Annexation of Feudal States by Sima Qian as recorded during the Han Dynasty.

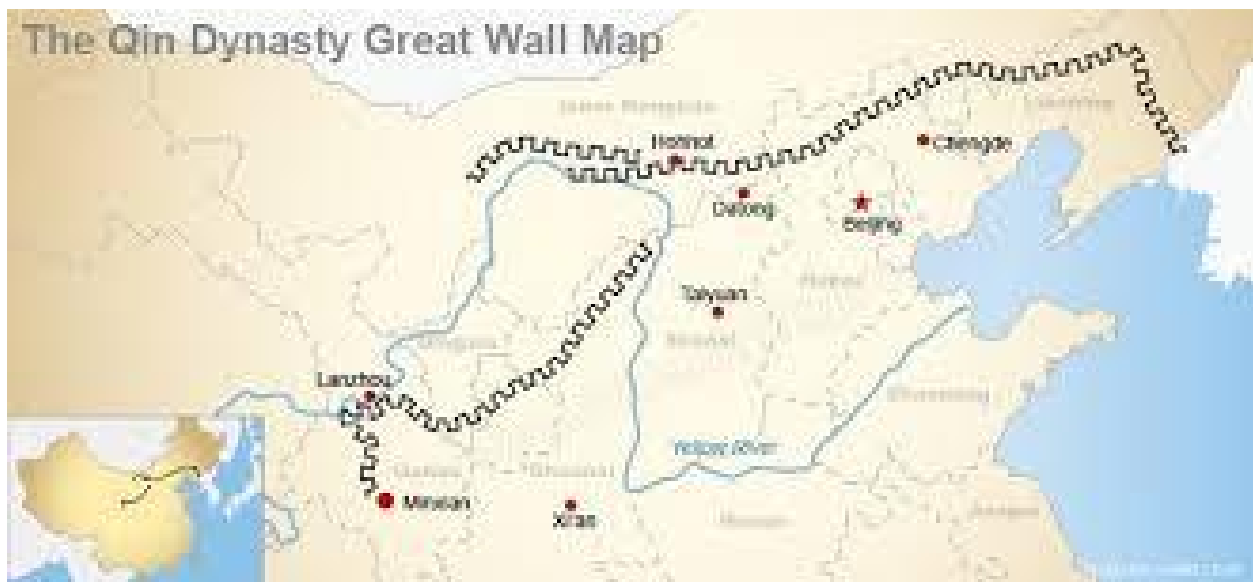
“Through military victories, the state of Qin has, in the time of the last six kings, brought the feudal lords into submission. And by now the feudal states yield obeisance to Qin as if they were its commanderies and prefectures. Now, with the might of Qin and the virtues of Your Highness, at one stroke, like sweeping off the dust from a kitchen stove, the feudal lords can be annihilated, imperial rule can be established, and unification of the world can be brought about. This is the one moment in ten thousand ages. If Your Highness allows it to slip away and does not press the advantage in haste, the feudal lords will revive their strength and organize themselves into an anti-Qin alliance. Then no one, even though he possesses the virtues of the Yellow Emperor, would be able to annex their territories.”

Document 5

Source: The British Library

The Great Wall of China that we are familiar with today dates from the Ming Dynasty (1368-1644). It was built largely using previously existing foundations and the man credited with building the first Great Wall is Qin Shi Huangdi. In fact, the history of the Wall goes back even further. During the Eastern Zhou period (770-221 BC) a number of states built defensive walls against either northern tribes or neighboring states. It was the First Emperor, however, who took these existing walls and linked them, adding a further 5000 kilometers, to create a single northern defensive system.

The Qin wall divides into an eastern, a central and a western section, and together they run from the western end of the Yellow River into modern-day Korea. It was not made of brick like the later Ming Dynasty Wall, but of rammed earth and stone. It was built by hundreds of thousands of soldiers, convicts, slaves and ordinary people, countless numbers of whom died in the process. It served not just as a defense for the empire, but also as a symbol of the First Emperor's power.



Document 6

Source: An excerpt entitled "execution of scholars," circa 213 BCE by Sima Qian from during the 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, 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 criticize it, each from the standpoint of his own school. At home they disapprove of it; going out they criticize it in the thoroughfare. They seek a reputation by discrediting their sovereign. 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 Those who dare to talk to each other about the Odes and Documents should be executed and their bodies exposed in the marketplace. Anyone referring to the past to criticize the present should, together with all members of his family, be put to death. Officials who fail to report cases that have come under their attention are equally guilty. After thirty days from the time of issuing the decree, those who have not destroyed their books are to be branded and sent to build the Great Wall.”

Socratic Seminar Rubric

Directions: You will be graded on the following criteria during the Socratic Seminar. Scale: 1 – 5 with 5 being the best.

Uses evidence to support claim

Speaks academically

Builds on another speaker/ Brings other voices to the conversation

Offers constructive criticism/ differing viewpoints

Addresses issues due to source

Total Points: