

China's Terracotta Army

Objective

In groups, students will research and present information about the First Emperor's accomplishments and legacy.

Introduction (5 min)

Free-write Prompt: Think about the role playing we did yesterday. Now that Emperor Qin has all of China on the same page, brainstorm what he might do with his "free time."

Vocabulary Extension

(from the Jigsaw readings)

Chariot = small carriage drawn by a horse

Ceramics = the art of making and decorating pottery (inorganic, nonmetallic materials)

Tumulus = an ancient burial mound

Centralize = to control activities under a single authority

Conquest = gaining control of a place or people, often by use of military force

Mausoleum = a building for tombs

Regime = period of rule by an authoritarian government

Prestigious = inspiring respect and admiration

Hierarchy = a system in which people are ranked, some people having more authority than others

Entomb = to place into a tomb

Immortality = the state of living forever, never dying nor decaying

Millennia = plural of millennium (millennium = one thousand years)

Ingenuity = cleverness

Arsenic = a poisonous chemical

Sacrifice = an act of slaughtering an animal or person or surrendering material possessions as an offering

Inhumane = lacking compassion during suffering

Class Activity (10 min)

Discussion

Ask students to share what they think Emperor Qin's daily life might look like once he got all of his ruling systems in place. Then expand the discussion to think about legacy. What is a legacy? Ask students to contribute to a class definition of legacy and write it on the board. Then, based on the role play from the previous lesson, ask students to identify Emperor Qin's legacy – which of his ideas do they think are still in place today?

Class Activity (40 min)

Jigsaw, Part 1 – Expert Groups

Introduce the research activity by explaining that students will be exploring one of Emperor Qin's greatest legacies, the Terracotta Army. Give a brief overview by showing

some photos to students, a map of the believed tomb structure, and providing a succinct summary of its original purpose and design (see Appendix VI). Explain that students will learn the details of who, what, where/when, and why about the Terracotta Army in groups, and later teach what they learn to their peers.

Divide students into “expert groups” (teacher should pre-select these groups and may structure based on how well students work together, and/or by ability). Assign each group a topic (see below) and give them their expert article to read together (provide enough copies for each member of the group). Each student’s goal should be to become an expert on their group’s topic because they will each be teaching other students about this material. They should use the Expert Group Planning Guide (see Appendix VII) to fill in notes about their topic, as this will guide their talking points when they meet with a new group. Expert groups should be encouraged to talk to each other, discussing their article and deciding which facts are most important to communicate when they meet with their new group.

*Elementary teachers may adapt this activity by providing shortened summaries of the articles for students to read and/or providing close passage notes to help students identify important information from the text.

**MS/HS teachers may adapt this activity by additionally asking expert groups to come up with 1-2 quiz questions on their topic to be included in a class-made quiz and administered later in the week. This type of quiz not only helps groups to decide what is most important in their reading, but also empowers students to have a say in what they feel is important to know – a great 21st century skill.

WHO (medium difficulty)

“Ancient China: Three tomb excavations” (excerpt from http://education.asianart.org/sites/asianart.org/files/resource-downloads/ancient_china.pdf)

Who were the builders that created his Terracotta Army? How many builders were there, and how did they become chosen for the job?

WHAT (medium difficulty)

“The Terracotta Army of the First Emperor” (<http://education.asianart.org>)

Provide a description of what exactly is included in the Terracotta Army. What are the soldiers made of, and how did they look different in Emperor Qin’s time than today?

What was the method for producing so many Terracotta soldiers so quickly?

WHERE/WHEN (less difficult)

“Secrets of the Dead: China’s Terracotta Warriors” introduction (<http://www.pbs.org/wnet/secrets/featured/chinas-terracotta-warriors-about-this-episode/812/>)

Where were the Terracotta Warriors discovered?

When were the Terracotta Warriors discovered?

When were the soldiers built, and how long did it take?