

Great Leader or Tyrant?

Unit of Work

Victorian Essential Learning Standards Level 4

Humanities/History/ Geography; Information and Communication
Technology; Thinking Processes; English; Personal Learning;
Communication

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Introduction

‘Great Leader or Tyrant?’ concentrates on the life of Qin Shi Huang, the first Emperor of China. Emperor Qin’s legacy is still felt in China, with the Great Wall and the Terracotta warriors being among the world’s top tourist attractions. This unit can be used as a ‘stand alone’ or as a follow up, after research on the Great Wall of China. Students will use a range of primary and secondary sources to explore Qin and learn how he unified China, created the Great Wall and prepared an army of terracotta warriors to protect him in the ‘afterlife’. Using the knowledge gained from research, students will prepare a forum to determine if Emperor Qin was a Great Leader or a Tyrant.

The unit provides opportunities for students to demonstrate achievement against the standards of Humanities (History and Geography); Information and Communication Technology; Thinking; English; Personal Learning; and Communication.

Learning focus

Physical, Personal and Social Learning

Interpersonal development

Students will:

- learn effectively with and from their peers
- work in teams
- recognise their responsibilities for managing their learning, such as staying focussed and on task.
- develop and monitor their own learning goals.

Discipline-based learning

English

Reading

- compose comprehend and respond to an expanding range of texts in print and audiovisual and electronic forms that contain increasingly unfamiliar concepts, themes information and issues about Emperor Qin
- develop knowledge of how texts are constructed for particular purposes, and examine and challenge generalisations and simplistic portrayals of people and social and cultural issues.

Writing

- become more systematic in the use of strategies for writing (including note-taking, planning, editing and proofreading) and make decisions about appropriate structures and features of language in texts for different purposes and audiences.

Speaking and listening

- participate in oral interactions for different purposes, including informing and influencing others
- practise listening and identifying the main idea and supporting details of spoken texts and summarising them for others
- begin to identify opinions by others, propose other viewpoints, and extend ideas in a constructive manner
- experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations.

Humanities - History

- develop an understanding of the history of the Qin dynasty and its importance to the Chinese community living in Australia
- apply their understanding of culture by investigating the history of China
- use a range of written, visual, oral and electronic sources to study the past
- frame research questions and plan their own enquiries using historical language and concepts such as time, sequence, chronology, continuity, change, culture and tradition
- learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives that will demonstrate their understanding of the rich history of China.

Humanities - Geography

- develop mapping skills and use conventional geographic language, alphanumeric grid references and legends to locate China and places within China
- begin to identify features on maps and satellite images and use maps of different scales to locate places.

Interdisciplinary Learning

Thinking

- make observations and pose questions about people and events beyond their experiences, to demonstrate an understanding of the complex history of Emperor Qin and the Terracotta army
- carry out investigations, independently and with others
- develop strategies to find suitable sources of information about the Qin dynasty and learn to distinguish between fact and opinion.

- increase their repertoire of thinking strategies for gathering and processing information. These include identifying simple cause and effect, predicting, elaborating, analysing and developing logical arguments
- practise transferring their knowledge to new contexts
- carry out an investigation with a group.

Information and Communication Technology

- apply known ICT tools for visualising thinking in new ways to make links between existing and new knowledge
- use ICT tools to produce information products that demonstrate their knowledge about the Great Wall of China, Emperor Qin and the Terracotta Army.

Communication

- develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of the audience
- use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience, by waiting for the communication of others to be completed before responding.

Victorian Essential Learning Standards

The table shows how some Level 4 standards might be applied to this unit.

Strand	Domain	Dimension	Key elements of the standards
Physical, Personal & Social Learning	Personal Learning	Individual Learner	...demonstrate the ability to learn independently and with peers ...persist when experiencing difficulty with learning tasks
		Managing personal learning	...monitor and describe progress in their learning. ...develop and implement plans to complete tasks within time frames
Discipline- based Learning	English	Reading	...read interpret and respond to a wide range of texts, both print and electronic. ...draw on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information
		Writing	...employ a variety of strategies including note taking, planning, editing and proof reading. ...produce in print and electronic forms, a text for participating in a forum, and taking into account a specific audience.
		Speaking and listening	...project their voice adequately for an audience. ...modify texts to clarify meaning and information ...plan , rehearse and make a presentation about their research for a forum.
	Humanities and History	Historical knowledge and understanding	...demonstrate an understanding of the histories of some cultural groups which make up Australia today ...demonstrate an understanding of key aspects of China in 221–206BCE ...explain significant events and people in the history of China ...compare and contrast values of China with Australia.
		Historical reasoning and interpretation	...use a range of primary and secondary sources to investigate the past. ...with support frame research questions and plan their own enquiries. ... use historical language and concepts to develop historical explanations. ...comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence and the values represented.

Interdisciplinary Learning	Thinking	Reasoning, process and inquiry	<p>... develop their own questions for investigation.</p> <p>... collect relevant information from a range of primary and secondary sources, and check for accuracy.</p> <p>... articulate reasoned arguments with supporting evidence.</p>
		Reflection, evaluation and metacognition	<p>... use a range of thinking processes and tools.</p> <p>... document changes in their own ideas and beliefs.</p>
	Information and Communications Technology	ICT for visual thinking	... use graphic organisers to help structure their thinking and assist in constructing knowledge
		ICT for communicating	<p>... use ICT as a forum to share ideas and knowledge</p> <p>... use search engines and limited key words to locate information from websites related to the topic</p>
	Communication	Listening, viewing and responding	<p>... develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of the audience.</p> <p>... explain why peers may develop alternative interpretations.</p>
		Presenting	... develop the ability to present information in a logical sequence. ... using criteria provided, evaluate the effectiveness of their own and others' presentations.

Teaching and learning activities

This unit focuses on the students developing an understanding of the complex history of the First Emperor of China, Qin Shi Huang. During the activities students will learn of the impact on his people when he was building the Great Wall, the Terracotta Warriors and his Empire.

Throughout the unit, students will be given the opportunity to increase their knowledge, skills and behaviours using multimedia tools. Students will work independently and co-operatively in groups; there will be regular opportunities for feedback from their peers and members of the group. This unit culminates with students participating in a forum using information collected through research.

Research task and presentation

Using a variety of primary and secondary sources (see Unit resources, Appendix 5) students will investigate the life and achievements of Emperor Qin, and the legacy of monuments and practices we use today.

Eight students will be selected to research and present persuasive arguments at the forum. Four students will present the case for a Great Leader and the other four the case for Tyrant. The remainder of the students will work in groups and conduct a general research component into the life of the First Emperor of China. All students will develop key questions, and individual members will take responsibility for an equal share of the research.

Activity 1: Establishing prior knowledge

50/50 True or false.

Copy these statements onto strips of paper, mix them up and place them in envelopes. Group students and tell them there are four true and four false statements in the envelopes. Each group is to read the statements and decide which are true and which are false.

True	False
<ul style="list-style-type: none">Qin Shi Huang's birth name was Ying ZhengEmperor Qin unified ChinaEmperor Qin became King at 13Emperor Qin built the Terracotta Warriors to protect him in the 'afterlife'	<ul style="list-style-type: none">Emperor Qin built the Great Wall to keep his people under controlThe Terracotta Warriors are in BeijingThe Great Wall we see today was built by Emperor QinArchaeologists have found and opened his tomb

Activity 2: Reading the text

The focus at this stage is for students to gain an overview of the life and achievements of the First Emperor of China. Teacher will scaffold any words that will assist students to interpret the text. The students read Qin Shi Huang - The First Emperor of China (with a partner), and make notes on a T chart with 'Great Leader' on one side of the organiser and 'Tyrant' on the other (see Unit resources, Appendix 3).

Teacher reads the picture story version of Qin's life, *The Great Wall of China* by Leonard Everett Fisher, (see Unit resources, Appendix 1). Students can add additional information to their T chart.

Students could also watch a short extract about Xian and the terracotta warriors on 'Travelling in China', (see Unit resources, Appendix 1).

Activity 3: Thinker's keys

Using the knowledge gained from the text, students will start to complete a **Thinkers keys** activity. This activity may be revisited at a later date to check for accuracy (see Unit resources, Appendix 4).

Activity 4: Organising the research

Prior to organising the research, students discuss the following quote. It may be necessary for the teacher to scaffold the text and to establish the qualities of a good leader and a tyrant.

The astonishing difference between creativity and destruction during the Qin dynasty, made Qin Shi Huang, a controversial leader, with contradictions ranging between brutal Tyrant to a peculiar but Great Leader, and the eternal emperor.

Extract from 'Xian history: The First Emperor – Qin Shi Huang'

Teacher to explain that the quote will be the focus of the forum which will be called, 'Was Emperor Qin a Great Leader or a Tyrant?' Students will be assessed on their presentation and participation at the forum. Teachers should give each student a copy of the Assessment task which contains the Research criteria for presenters and audience, and the Reward Research Rubric. Eight students will be picked to present opposing views, with the remaining students forming the audience. The eight presenters will form two groups of four, with one group taking the view that Qin was a 'Great Leader' and the other that he was a 'Tyrant'.

Activity 5: Researching

These eight students will write focus questions and use primary and secondary sources to find information to support their case. Each group will allocate responsibilities:

- one to introduce the topic
- two speakers to give evidence to support
- remaining speaker to present a conclusion
- each student will be responsible for writing, rehearsing and presenting their section of the forum.

Students will work independently or co-operatively in groups, there will be regular opportunities for feedback from their peers and members of the group. The remainder of the students (the audience) will work independently, write focus questions and conduct their own research using primary and secondary sources to gain a general knowledge of the impact of the First Emperor on his people and China through the ages. The evidence from this research with any additional notes should be entered on their T chart (see Unit resources, Appendix 2). They will use this to refer to when asking and answering questions during the forum.

Both groups will complete a bibliography of their sources (see Unit resources, Appendix 5). All students will adhere to the Assessment task (see Assessment criteria, page 11). Students need to include primary and secondary sources while conducting their research. Primary sources include:

- maps
- artefacts
- photographs
- documents
- encyclopaedias
- statistics
- some Internet sources (these need to be verified – who created the website?)
- personal knowledge – a person who has visited or climbed the Great Wall.

Secondary sources include:

- non-fiction books
- stories
- legends
- some Internet sources.

All sources need to be entered into the bibliography. During the research process students will confer with their group and ensure that they have answered all key questions. The Rubric should be reviewed to focus their work.

Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- assessment of learning (summative)
- assessment for learning (formative)
- assessment as learning (ongoing).

When assessing student achievement use the table below which shows a range of assessment criteria, tools and strategies applicable to this unit.

Domains/ Dimensions	Assessment Focus	Task
Interpersonal learning <i>Working in teams</i>	Ability to: <ul style="list-style-type: none"> ▪ take on different roles and responsibilities. 	Teacher to observe and records students contribution when reporting on research findings.
Personal Learning <i>Individual learner</i>	<ul style="list-style-type: none"> • develop and implement a plan to complete tasks within a time frame. 	Complete required work in the time frame which has been allocated.
English <i>Reading</i>	<ul style="list-style-type: none"> ▪ research a topic with unfamiliar ideas and information for deep understanding. 	Record information on preferred graphic organiser or data chart.
English <i>Writing</i>	<ul style="list-style-type: none"> ▪ employ a variety of strategies for note-taking, planning, editing and proof reading. 	Take notes, plan, edit, proofread and record presentation for the forum.
English <i>Speaking and listening</i>	<ul style="list-style-type: none"> ▪ plan rehearse and participate in a forum ▪ adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning ▪ identify the main idea and supporting details when listening to spoken texts. 	Teacher to observe and record student's presentation and responses during the forum. Teacher to observe and record audience questions and participation during the forum.
Humanities and history <i>Historical knowledge and understanding</i>	<ul style="list-style-type: none"> ▪ explain significant events in the life of Emperor Qin ▪ describe the contribution of significant people in the development of the Great Wall and the Terracotta Army. 	Students to complete a T chart and make notes for the forum.
Humanities and history <i>Historical reasoning and interpretation</i>	<ul style="list-style-type: none"> ▪ use a range of primary and secondary sources to investigate an aspect of the history of the first Emperor of China and the Great Wall of China ▪ complete a bibliography. 	Students to maintain a bibliography of primary and secondary sources used.
Thinking <i>Reasoning, process and inquiry</i>	<ul style="list-style-type: none"> ▪ develop their own questions for research ▪ collect relevant information from a range of sources. 	The teacher to monitor student's research strategies.

Thinking <i>Reflection, evaluation and metacognition</i>	<ul style="list-style-type: none"> ▪ articulate their thinking processes. 	Teacher to observe and discuss thinking strategies with students
Information and Communication technology <i>ICT for visualising thinking</i>	<ul style="list-style-type: none"> ▪ use graphic organisers and De Bono's tools to process their thinking. 	Students to use preferred graphic organisers to process their thinking.
Information and Communication technology <i>ICT for communicating</i>	<ul style="list-style-type: none"> ▪ use search engines and limited key words to locate information from websites related to the topic. 	Students to prepare a bibliography.
Communication <i>Listening viewing and responding</i>	<ul style="list-style-type: none"> ▪ organise ideas and information in a logical sequence. 	Teacher to assess during final presentation.
Communication <i>Presenting</i>	<ul style="list-style-type: none"> ▪ organise information to meet the needs of the audience and the topic ▪ evaluate the effectiveness of their own presentation. 	Student's presenting will organise their information in a logical sequence. Students will complete a 'Thinking outside the square' evaluation.

Assessment: Forum and evaluation

Assessment of learning

Forum title: 'Was Emperor Qin a Great Leader or a Tyrant?' At the forum the teacher will observe the presenters and the audience, and keep a record of observations against assessment and research project criteria.

- One member of the audience will be nominated to be the moderator. The moderator will ensure that:
 - each speech runs to a set time
 - both sides have ample time to present their argument for or against
 - all questions from the audience are answered
 - the forum runs smoothly.
- Each team of presenters will nominate a leader to give an overview of their argument for or against.
 - the following two speakers will expand on sections of the introduction
 - the remaining speaker will give a conclusion.
- All audience members are expected to participate in a question and answer session at the conclusion of the presentations.

The teacher will prepare a tally sheet based on the assessment criteria. This tally sheet will be completed by the audience and used to determine whether Emperor Qin was a Great Leader or Tyrant. After the forum, students will complete a 'thinking outside the square' evaluation (see Unit resources, Appendix 6).

Assessment criteria

Presenters

You must write focus questions that will enable you to collect evidence to support your argument. Each member of the group will be responsible for a section of the presentation, and research that section. Speeches should contain at least 350 words, entered on a Word document and printed for use at the forum.

Assessment criteria	Towards the level	At the level	Above the level
Ability to write focus questions	Wrote two focus questions that would obtain information to support their argument.	Wrote three focus questions that would obtain information to support their argument.	Wrote three focus questions that would obtain information to support their argument.
Ability to find information to support their argument	Found limited information to support their argument.	Found sufficient information to support their argument.	Found more than enough information to support their argument.
Ability to prepare and rehearse a speech to present at the forum.	Prepared a speech of less than 300 words Failed to rehearse the speech	Prepared their information in a logical and clear form in more than 300 words Spoke clearly and modulated their tone to suit the presentation. Rehearsed their speech	Prepared their information in a logical and clear form in less than 400 words. Spoke clearly and modulated their tone to suit the presentation. Rehearsed their speech.
Ability to obtain knowledge to answer questions from the audience.	Unable to answer questions from the audience.	Able to answer questions from the audience.	Answered questions from the audience clearly and with logical arguments.
Listened to the presentation by the opposition and identified the main idea.	Failed to listen to the opposition's presentation	Listened to the presentation by the opposition and identified the main idea.	Listened to the presentation by the opposition, identified the main idea and challenged their views.

Audience

The students in the audience are to write focus questions that will give them information to be able to participate fully in the forum. All students must use primary and secondary sources and complete their bibliography.

Assessment criteria	Towards the level	At the level	Above the level
Ability to write two focus questions for each side of the forum.	Wrote two focus questions for each side of the forum.	Wrote three focus questions for each side of the forum.	Wrote four focus questions for each side of the forum.
Ability to find the required information to answer their focus questions.	Obtained answers to all four questions.	Obtained answers to all six questions.	Obtained answers to all eight questions. Obtained additional information.
Ability to listen to the presenters and to ask relevant questions.	Failed to ask a relevant question at the forum.	Asked a relevant question at the forum and joined in the discussion.	Asked more than one relevant question at the forum. Listened to and contributed to the discussion.
Listened to both sides of the presentation and identified the main ideas.	Failed to listen to both sides of the presentation and identify the main ideas.	Listened to both sides of the presentation and identified the main ideas.	Listened to both sides of the presentation, identified the main ideas and challenged points of view.

Unit resources

Teacher resources

Appendix 1: List of books, audiovisuals and websites

Serial reading:

- Wilkinson, Carole, 2003, *Dragonkeeper*, Black Dog Books, Fitzroy

Stories:

- Fisher, Leonard Everett, 1995, *The Great Wall of China*, Aladdin Paperback Book Series, Simon & Schuster, New York
- Mann, Elizabeth, 1997, *The Great Wall*, Mikaya, New York
- O'Donnell, Kerri, 2003, *Great Wall of China*, Rossen, New York
- Joon Liow Kah, 2004, *A Musical journey - from the Great Wall of China to the water towns of Jiangnam*, Silk Road, La Prairie, Quebec, Canada

*NOTE: These books are available for loan from the Languages and Multicultural Education Resource Centre
150 Palmerston Street, Carlton Tel 9349 1418 Fax 93491295*

Reference books:

- Ross, Stewart, 2006, *Ancient China, Tales of the dead Series*, Dorling Kindersley, London
- Fisher, Leonard Everett, 1995, *The Great Wall of China*, (Series: Aladdin Paperback Books), Simon & Schuster, New York
- Dugan, Michael, 1983, *The Chinese*, Macmillan Company of Australia, South Melbourne
- Guile, Melanie, 2003, *China, (2000 Series - Australia's neighbours)*, Reed Educational & Professional Publishing, Port Melbourne
- Charley, Catherine, 1994, *China, (1994 Series: Country fact file)*, Simon & Schuster, Sydney
- Ganeri, Anita, 1994, *I come from China, (1994 Series: Don't forget us)*, Aladdin Books, London
- Hatherley, Sheila, 1996, *China, Indonesia, (Series: Our Asian neighbours)*, Macmillan Education Australia Pty Ltd, South Melbourne
- 1999, *China, (Series: Ask about Asia)*, Blake Education, Glebe NSW
- Kalman, Bobbie, 1989, *China the land*, Crabtree Publishing Company, New York
- Clyne, Margarret and Griffiths Racher, 2004, *The Great Wall of China, (Series: Chatterbox)* Pearson Education, South Melbourne

Audiovisual:

- *Travelling in China*, included in a kit 'China Today', Peter Leyden Publications, Artarmon NSW

Websites:

http://en.wikipedia.org/wiki/Terracotta_Army

Large site – general information

http://en.wikipedia.org/wiki/Terracotta_Army#Destruction

Destruction of army

http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/qin_shihuang_1.htm

Information on Emperor Qin

<http://www.chincommunications.com.au/qinlogo.php>

Emperor Qin's life story

<http://www.royalty.nu/Asia/China/ShiHuangdi.html>

Life of Qin – good for forum

http://www.allchinanet.com/china_travel/terra_Cotta_Warriors.shtml#location

Short introduction to Terracotta Warriors

http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/mausoleum_1.htm

Qin's mausoleum

http://www.allchinanet.com/china_travel/terra_Cotta_Warriors.shtml#location

Description of Terracotta Warriors

http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/chariot.htm

Description of chariots

http://en.wikipedia.org/wiki/Great_Wall_of_China

General site with lots of information

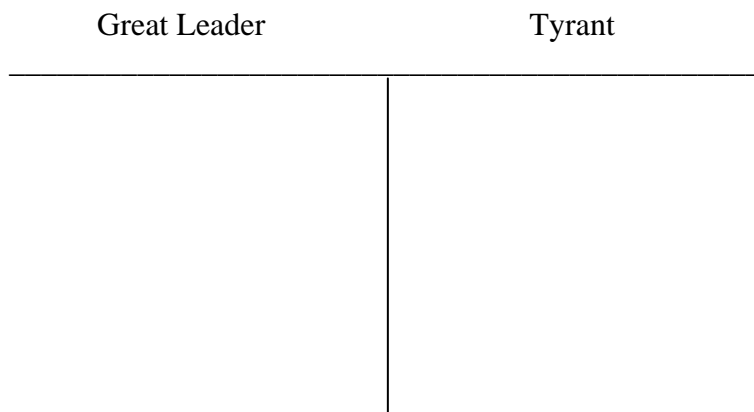
http://encarta.msn.com/media_461561151_761569621_-1_1/Great_Wall_of_China.html

Short description of wall with panoramic views

Appendix 2: T Chart and Thinkers' keys explanation

T Chart

This organiser is called a T Chart as it looks like the letter T. Across the top students write their topic, and then either side of the organiser can represent opposing sides such as opinions and facts. The nature of the sides is determined by the teachers and students depending on the type of thinking undertaken, for example critical, analytical, creative etc.



Thinker's keys

The thinker's keys are a range of question starters developed by Tony Ryan in 1990. They are designed to engage and motivate students in divergent thinking activities and provide a framework for teachers when developing units of work. The thinkers' keys include:

- the reverse
- the what if?
- the alphabet
- the combination
- the disadvantages
- the different uses
- the prediction
- the picture
- the ridiculous
- the question?
- brainstorm

Student resources

Appendix 3: Qin Shi Huang – The First Emperor of China

Emperor Qin was the greatest of all the 300 Emperors who have ruled China, and his name is important to all Chinese people because of his achievements in creating the first Long Wall, the Terracotta Warriors and inventing many things we use today.

He was born in 259 B.C, in Handan, an ancient town in Northern China. His name was Ying Zheng and his father Yi Ren was a son of the King of Qin. He had a sad childhood as his father was held hostage in the State of Zhao for many years. A wealthy businessman took pity on Yi Ren and spent a lot of money helping him to return to his home state, and Yi Ren finally ascended the throne of Qin.

At 13 Ying Zheng became the King of Qin, after his father died. Because he was too young to administer state affairs the Prime Minister and his mother ruled the kingdom. At 22, he took control and then started to fulfil his ambition to create a powerful state. He carried out reforms, developed agriculture, constructed many roads, and built a strong army. He created a new title for himself, 'Qin Shi Huang' which means 'The First Emperor of China'. 'Qin' is pronounced 'Chin' and that is where the name China came from.

Qin's state soon became the most powerful and between 230 and 221BCE he defeated all six neighbouring states and united China into one Empire for the first time. Each of these states had their own system of weights, measures, money and writing. Qin was an all powerful Emperor and he decided that these differences should be abolished, so he standardised the system of weights, money and writing. He even made everyone wear black. He was a harsh ruler who controlled his subjects by making strict laws; torture was allowed and anyone who disobeyed his laws was severely punished, and often their entire family killed.

The Great Wall is a testament to his vision, which he built along with hundreds of Imperial palaces. He longed for longevity, so he sent his ministers, and thousands of teenagers, to find something that would make him immortal. He wanted to create an army to protect him in the 'afterlife'. In Xian he ordered 700,000 labourers to build a number of pits and into them put a whole army of life-size terracotta warriors. The warriors are replicas of what the Imperial guard would have looked like in that dynasty. Each figure is unique – they all have different facial expression, height, and weight. All the warriors carried weapons, and accompanying them in the pits were horses and chariots. The pits were covered with wooden beams, reed mats, clay and earth.

When he ascended the throne, Emperor Qin started building an elaborate tomb which took 11 years to finish. This mausoleum is thought to contain many treasures that would accompany him in the after life. Archaeologists think the mound near the pits is the site of the mausoleum, because there are high levels of mercury nearby. But some disagree, as Emperors often built burial mounds to stop robbers from raiding their tombs.

Emperor Qin did not attain immortality he died aged 50 of a sudden illness in 210 B.C. and the Terracotta Warrior pits were destroyed by soldiers, looters and fire less than 5 years after his death.

Appendix 4: Thinker's keys organiser

<p>The reverse Name three Chinese items you would not find on the Great Wall today.</p>	<p>What if ? What would have happened if the Ming had not rebuilt the Great Wall?</p>	<p>Alphabet For every letter in <u>C H I N A</u> write a word about the Emperor Qin Put each word in a sentence.</p>
<p>Disadvantages What were the disadvantages of being sent to work on the Great Wall?</p>	<p>Prediction What is in Emperor Qin's tomb?</p>	<p>The question The answer is 'watchtowers' Write three questions.</p>
<p>Brainstorm A list of six facts about the Terracotta Warriors.</p>	<p>Different uses What could the Great Wall be used for instead of stopping the enemy?</p>	<p>The inventions Name two things that were invented in the time of Emperor Qin.</p>

Appendix 5: Bibliography information

You must acknowledge your sources.

- Examples of Primary sources are: maps; letters; photographs; drawings; encyclopaedias; statistics; some Internet sources (these need to be verified); personal knowledge – a person who has visited or climbed the Great Wall.
- Examples of Secondary sources are: non-fiction books; stories; legends; Internet sources.

Listing sources in your bibliography – examples:

Book: fiction or non fiction

Wilkinson, Carole, 2003, *Dragonkeeper*, Black Dog Books, Fitzroy

Article in Encyclopaedia

'Great Wall', *World Book Encyclopaedia*, Chicago, Field Enterprises, c1999, vol 8 pp. 173-176

Internet Sources – web address and subject

<http://www.royalty.nu/Asia/China/ShiHuangdi.html> ; *Qin Shihuangdi*.

Personal Interview

Interview with Joan Smith, 23rd February, 2009

Appendix 6: Think outside the square

<p>FEELINGS How do I feel about my learning?</p>	<p>FACTS What have I learned about the topic? What do I know?</p>	<p>SKILLS What have I learned to do?</p>
<p>QUESTIONS What are some of the questions I still have?</p>	<div data-bbox="596 882 837 1211" style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Reflecting On my Learning</p> </div>	<p>GOALS What do I need to work on? What do I need to improve?</p>
<p>HIGHLIGHTS What were my favourite moments? What did I most enjoy?</p>	<p>CHALLENGES What were some of the most difficult things to learn?</p>	<p>LINKS What has the Topic got to do with my life?</p>