

The Long Wall of China

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

In ‘The Long Wall of China’ students will learn about the rich history of this monument, the ‘Eighth Wonder of the World’. They will use a range of primary and secondary sources to obtain knowledge of its turbulent history. They will gain a deeper understanding of how and why the Great Wall of China was constructed when they visit the exhibition at Melbourne Museum.

Qin Shi Huang – China’s first emperor, was the instigator of the first long wall. Students will investigate his and the succeeding dynasties who contributed to its development, concluding with the Ming dynasty, which was responsible for much of the Wall we see today.

‘The Long Wall of China’ will see students will compile a Wiki, or use an alphabetical table created in a Word document to compile a list of the specific historical terms and language required. The knowledge gained from their research will be used to prepare their presentation at the conclusion of the unit. 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
- 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 audiovisual and electronic forms that contain increasingly unfamiliar concepts, themes information and issues about the Great Wall
- writing
- become more systematic in 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
- listen and practise identifying the main idea and supporting details of spoken texts, and summarising them for others.

Humanities – History

- develop an understanding of the history of the Great Wall of China and its importance to the Chinese community living in Australia
- apply their understanding of culture by investigating the history of China
- investigate the Emperors of China and learn about daily life, religious traditions customs and governance through the ages
- use a range of written, visual, oral and electronic sources to study the past
- 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, 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 demonstrating an understanding of the complex history of the Great Wall from inception to today
- use these questions as a basis; carry out investigations, independently and with others
- develop strategies to find suitable sources of information about the Great Wall 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 and 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 Information and Communication Technology (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
- develop and maintain a digital bank of historical language and terms by creating a 'Wiki' (an online glossary - see Unit resources, Appendix 5), or insert an alphabetical table in a Word document.

Communication

- develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of the audience.

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
		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 proofreading.
		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.
	Humanities and History	Historical knowledge and understanding	...demonstrate an understanding of the histories of some cultural groups which make up Australia today. ...explain significant events and people in the history of China ...compare and contrast values and beliefs – Australia/China
		Historical reasoning and interpretation	...use a range of primary and secondary sources to investigate the past. ...research questions and plan their own enquiries. ... use historical language and concepts to develop historical explanations. ...collect relevant information from a range of primary and secondary sources, and check for accuracy.
		Geography	Geospatial skills
	Thinking	Reasoning process and inquiry	...develop their own questions for investigation.

Interdisciplinary Learning	Information and Communication Technology (ICT)	Reflection, evaluation and metacognition	... use a range of thinking processes and tools. ... document changes in their own ideas and beliefs
		ICT for visual thinking	...use graphic organisers to help structure their thinking and assist in constructing knowledge
		ICT for communicating	..use ICT as a forum to share ideas and knowledge ...use search engines and limited key words to locate information from websites related to the topic
	Communication	ICT for creating	...use ICT to create an on-line glossary or 'Wiki' to house historical terms and definitions.
		Listening, viewing and responding	...develop skills in organising ideas and information logically and clearly to suit their purpose and the needs of the audience.
		Presenting	...develop the ability to present information in a logical sequence.

Teaching and learning activities

Teaching and learning activities

This unit focuses on the students having some understanding of the history of the Great Wall of China and using this and the knowledge gained through research, to complete a timeline. Throughout these activities students will work independently and co-operatively in groups, with regular opportunities for feedback from their peers and members of the group.

Students will be given the opportunity to increase their knowledge, skills and behaviours using multimedia tools (ICT). This could include:

- creating an online glossary or Wiki
- creating an information display
- importing graphics
- refining research skills

It is recommended to serial read:

- *The Great Wall* by Elizabeth Mann (see Unit resources, Appendix 1).
- *Dragonkeeper* by Carole Wilkinson (see Unit resources, Appendix 1).

All completed activity sheets, should be inserted into students Learning Journals. This unit culminates with students completing an online information display that will form part of a timeline of the history of the China and the Great Wall using information collected through research.

Research task and presentation

Using a variety of primary and secondary sources (see Unit resources, Appendix 11) students will research the Chinese dynasties that were responsible for the creation of the Great Wall of China and the impact on China of the Great Wall today. Each group will be allocated a topic to research, they will develop key questions and individual members will take responsibility for an equal share of the research. Students will prepare an A4 information display online for the timeline.

Activity 1: Establishing prior knowledge; preparing to read the text

Activity 1a: Mystery selection and brainstorm

Copy the following questions onto sheets of coloured A3 paper. Photocopy the resources for Mystery selection and brainstorm: a map of the world, China, pictures of First Emperor and terracotta warrior, pictures of Great Wall (see Unit resources, Appendix 3) and paste them onto sheets with corresponding questions. Retain these sheets as they will be re-visited at the conclusion of Activity 3.

Questions

1. Where is China – and what countries are its neighbours?
2. What is the capital of China and where is it? Use your coloured pen and write its name on the map. Do you know any other cities in China? Can you put them on the map in their correct place as well?
3. Who is this person? What would be his title? What is this statue? Where does it come from?
4. What do you know about China? Every student to write one fact about China.
5. What is a Wonder of the World? Can you name one? What is a dynasty?
6. Which of these pictures are of the Great Wall of China?

Divide the class into six groups and give every group a different coloured pen. Place coloured sheets face down and have each group select a sheet. Allocate a short time for students to complete their sheet. These are then passed on until each group has responded to every question. Display the sheets and discuss. Students can use an atlas to determine answers to questions, 1 and 2, and to note the position of the Great Wall.

1b: Exclusion brainstorm

Tell the students they are going to learn about the Great Wall and that they will be creating an online glossary, or Wiki, (see Unit resources, Appendix 5) of terms to help them understand its history. As they learn about the Great Wall they will realise that over time some place names have changed. Each group will be given a list of words – Exclusion brainstorm (see Unit resources, Appendix 4). Students select the words they think will be in the text and present their completed lists to the class as a whole. Students make predictions about meaning and create a class list. The groups will then create their own ‘online glossary’, or Wiki, and check dictionaries for definitions. These are to be maintained throughout the unit.

Activity 2: Reading the text

Teacher reads ‘The Great Wall’ (see Unit resources, Appendix 6) and leads a discussion about the text. Students individually complete a ‘Diamond ranking organiser’ (see Unit resources, Appendix 7) to record nine things that they learnt about the Great Wall of China. To ensure a greater scope of knowledge the teacher could designate specific areas. Do a ‘Think, pair share’ activity within each group, and get them to compile a group ‘diamond ranking’ of their new knowledge, using single words, short phrases or diagrams. These lists can be displayed and used to create a class bank of knowledge such as a graffiti wall. Students could also view a short video on the Great Wall ‘Travelling in China’ (see Unit resources, Appendix 1).

Activity 3: Gaining deeper understanding

Recommended books to read to the class at this stage:

- *The Great Wall of China*, by Leonard Everett Fisher, picture story version
- *The Great Wall*, by Elizabeth Mann
- *Dragonkeeper* by Carole Wilkinson would be a good novel to serial read, it is set in the Han dynasty. (see Unit resources, Appendix 1)

Students complete a mini-research activity to give them an overview of the history of the Great Wall of China. Individually students start a KWLH chart (see Unit resources, Appendix 8), fill in the 'Know' column and list two questions in the 'Want' section ensuring that there is no duplication of questions in their group. Using primary and secondary sources, students complete their research. All sources must be entered into their bibliography (see Unit resources, Appendix 11). Students can discuss their findings with their group, and work co-operatively with their peers.

The online glossaries are to be maintained throughout the research process with new words as well as historical terms and their definitions added. Teachers confer with students, checking that they are:

- identifying their primary and secondary sources on their bibliography
- summarising information from their research on their KWLH chart
- developing a deeper understanding of the topic.
- adding to their online glossary
- preparing a presentation of their group's findings.

Class will come together prior to attending the exhibition giving each group the opportunity to share what they have learnt with their peers. Students will revisit the sheets from 'Mystery selection and brainstorm' and reflect on their new knowledge.

Activity 4: Organising the research

At this stage research pairs will be established (*note: there is more information available on some dynasties, and not as much on others, so it may be appropriate to look at individual differences and abilities when establishing groups*). Each group will be allocated a research component and the completed display will be used to compile a timeline on the development of the Great Wall of China. These individual displays, which make up the timeline, will be used as the basis for assessment at the conclusion of the unit.

Teacher will explain the criteria for successfully completing the Research Component (see Unit resources) and if required, the responsibilities associated with group work.

An understanding of the international term of time detailing the years before the Common Era, should be explained by the teacher.

'c' = *circa* ('about', used for approximate dates); 'BCE' = Before Common Era (previously 'BC' – 'Before Christ'; 'CE' = Common Era (previously 'AD' – Anno Domini, 'In the year of (Our) Lord')

Topics to be researched are:

- Shang Kingdom c1500–c1050 BCE
- Western Zhou Kingdom 1050–771 BCE
- Eastern Zhou Kingdom 771–221 BCE
- Qin dynasty 221–206 BCE
- The Terracotta Army
- Han dynasty 206 BCE–220 CE
- Disunity dynasty 220–589 CE
- Sui dynasty 589–618 CE
- Tang dynasty 618–907 CE
- Song dynasty 960–1279 CE

- Yuan dynasty 1279–1368 CE
- Ming dynasty 1368–1644 CE
- Qing dynasty 1644–1912 CE
- Great Wall Current day

Students follow the directions to create an online information display (see Unit resources) and print out a blank copy. Each pair will write and enter a question in every cell.

Activity 5: Researching

In this activity, students commence their research. Before commencing students record their personal goals in their Learning Journal using an ‘Action planning organiser’ (see Unit resources). They will revisit this graphic organiser at the conclusion of the unit. The teacher will explain the Research Criteria and Rubric (see Unit resources) and monitor the students during this process observing that they include:

- the name of the period they are researching
- dates
- names of prominent people
- the map of China at that time in the middle
- Information about the Great wall – if relevant
- a question and information in all cells.

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
- legends
- some Internet sources.

All sources need to be entered into their Bibliography (see Unit resources).

During the research process students will confer with their partner 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 observes and records students role-taking abilities.
Personal Learning <i>Individual learner</i>	Ability to <ul style="list-style-type: none"> ▪ develop and implement a plan to complete tasks within a timeframe. 	Complete Action planner and required work in timeframe.
English <i>Reading</i>	<ul style="list-style-type: none"> ▪ research a topic with unfamiliar ideas and information for deep understanding. 	Read information and take notes from resources used.
English <i>Writing</i>	<ul style="list-style-type: none"> ▪ employ a variety of strategies for note-taking, planning, editing and proofreading. 	Teacher will observe and monitor the strategies students use.
English <i>Speaking and listening</i>	<ul style="list-style-type: none"> ▪ plan, rehearse and make a presentation on their research findings. 	Teacher to observe during ‘reporting back’ of research findings.
Humanities and history <i>Historical knowledge and understanding</i>	<ul style="list-style-type: none"> ▪ explain significant events in the development of the Great Wall ▪ describe the contribution of significant people in the development of the Great Wall. 	Complete a section of the timeline about the era each group researched. Include information about the significant people in that dynasty.
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 Great Wall of China ▪ complete a bibliography. 	Complete a bibliography of primary and secondary sources.
Thinking <i>Reasoning, process and inquiry</i>	<ul style="list-style-type: none"> ▪ students develop their own questions for research ▪ collect relevant information from a range of sources. 	Prepare and enter questions on KWLH organiser and online information display.
Thinking <i>Reflection, evaluation and metacognition</i>	<ul style="list-style-type: none"> ▪ articulate their thinking processes. 	Discuss with teacher. Self-evaluation activity completed on Action planner.

Information and Communication technology <i>ICT for visualising thinking</i>	<ul style="list-style-type: none"> uses graphic organisers to process their thinking. 	Complete KWLH , Diamond ranking; and Action planner organisers.
Information and Communication technology <i>ICT for creating</i>	<ul style="list-style-type: none"> students will create an online glossary of historical terms and language. 	Enter historical terms and language onto on-line glossary.
Communication <i>Listening viewing and responding</i>	<ul style="list-style-type: none"> organise ideas and information in a logical sequence 	Prepare a logical description detailing their research findings for their final presentation .
Communication <i>Presenting</i>	<ul style="list-style-type: none"> Evaluate the effectiveness of their own presentation 	Complete the evaluation section on their Action planner.

Assessment: Timeline presentation and evaluation

Assessment of learning

When their research is complete, the findings are entered onto the ‘Online information display’ and a picture or pictures inserted. The display is saved and printed, and the Research criteria revisited. Students prepare and practice their presentation. This should take the form of a short talk explaining what happened in China in the era they researched.

The teacher will prepare a space to display the timeline. In chronological order, students take turns to present their work and the timeline is completed. The teacher will assess each presentation against the criteria and provide feedback where appropriate. Students will complete their KWLH chart detailing what they have learnt and reflect on the skills and behaviours they have developed, as well as their personal learning goals in the ‘How’ section.

Extension activity - ‘build the Great Wall’ at this site

http://edsitement.neh.gov/GreatWall_flash_page.asp

Research criteria

Research Criteria and Student Self Assessment Rubric for ‘Online information display’.

Name (student or group)		
Title of research		
Criteria	Teacher comments	Self assessment
Depth of understanding The information demonstrates that the group has researched the topic.		
Organisation Information is clear and accurate. Includes bibliography. Managed time well.		
Working in teams Demonstrated that they worked effectively. The group was able to work independently and stay on task.		
Presentation The ‘online display’ is well organised. Graphics are suitable.		

'Online information display'

Each cell must contain some information. Students must include:

- name of the period they are researching
- dates of that period
- a map of China in the period they are researching
- significant people
- information about the Great Wall – if relevant
- information about that time
 - what happened
 - daily life
 - artefacts
 - inventions
 - clothing/ houses etc
 - any other interesting facts.

Rubric

Assessment criteria	Below the level	At the level	Above the level
Ability to follow directions to create an 'online information display'.	Unable to follow directions to create information display without assistance.	Followed directions and created their information display.	Followed directions and created their information display.
Includes the title and dates of the era.	Includes basic title.	Included a colourful title and dates of the era.	Included a colourful title and dates of the era.
Includes a map of China at the time.	Found and inserted a map with assistance	Included a map of China in that era.	Included a map of China in that era.
Includes names of significant people/person at that time.	Included name of one significant person.	Included names of significant people.	Included names of many significant people.
Ability to write a comment detailing information in each cell.	Some cells were not completed.	Every cell contained information.	Each cell contained detailed information.
Included information about the formation of the Great Wall.	Failed to find any information about the Great Wall in that period.	Found and included information about the formation of the Great Wall in that period.	Included significant information about the Great Wall in their display.
Ability to research and find information about that era.	Failed to find additional information.	Included some additional Information.	Included a significant amount of additional information.
Ability to insert pictures into a word document.	Failed to find or include a picture.	Researched, found and inserted a picture in one cell.	Researched, found and inserted a picture in more than one cell.

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://www.thegreatwall.com.cn/en/index.htm>

<http://www.chinahighlights.com/greatwall/>

http://www.chinahighlights.com/map/index.htm#map_of_ancient_china

Maps of ancient China – search by dynasty or kingdom

<http://www.chinahighlights.com/greatwall/>

Large site, with information on how the Wall was built and much more

<http://www.answers.com/topic/qin-dynasty>

Qin Dynasty

<http://www.answers.com/topic/shihuangdi>

Information on Emperor Qin

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

<http://www.chinaknowledge.de/History/Myth/shang-arts.html>

Use to look at dynasties and Kingdoms and maps

http://www.thegreatwall.com.cn/en/photo/m_show.php?id=7

Photos of Great Wall

<http://www.theglobalist.com/storyid.aspx?StoryId=4088>

Great Wall slide show –click on picture for slide show

<http://www.warriortours.com/intro/history/shang/index.htm>

More information on dynasties

<http://www.jaonline.com.au/sosealive/sahistory1/DSWMedia/chap05.htm>

Shows definitions Use for Online glossary

<http://www.wikispaces.com/site/for/teachers100K>

Wiki website

Appendix 2: Image caption acknowledgments

(For mystery selection and brainstorm number 2)

1. Image source: http://en.wikipedia.org/wiki/Qin_Shi_Huang

2. Image of a Terracotta Warrior and Horse at Xian.

Photographer: Margaret Catterall.

3. [2184]

The Ming dynasty Great Wall at Jinshanling, outside Beijing.

Image reproduced courtesy of the Powerhouse Museum, Sydney. Photographer: Jean-Francois Lanzarone, PHM.

4. [1841]

Remains of the Han dynasty Jade Gate Pass, Dunhuang, Gansu.

Image reproduced courtesy of the Powerhouse Museum, Sydney. Photographer: Jean-Francois Lanzarone, PHM.

5. [2062]

The Ming dynasty Great Wall at Jinshanling, outside Beijing.

Image reproduced courtesy of the Powerhouse Museum, Sydney. Photographer: Jean-Francois Lanzarone, PHM.

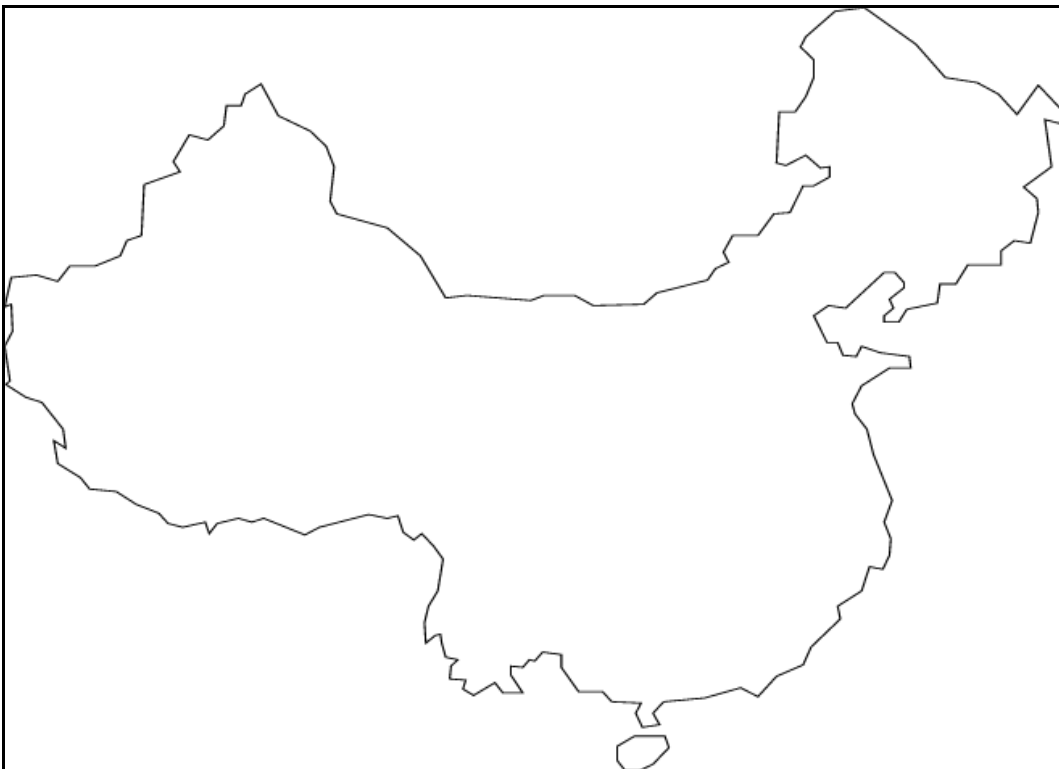
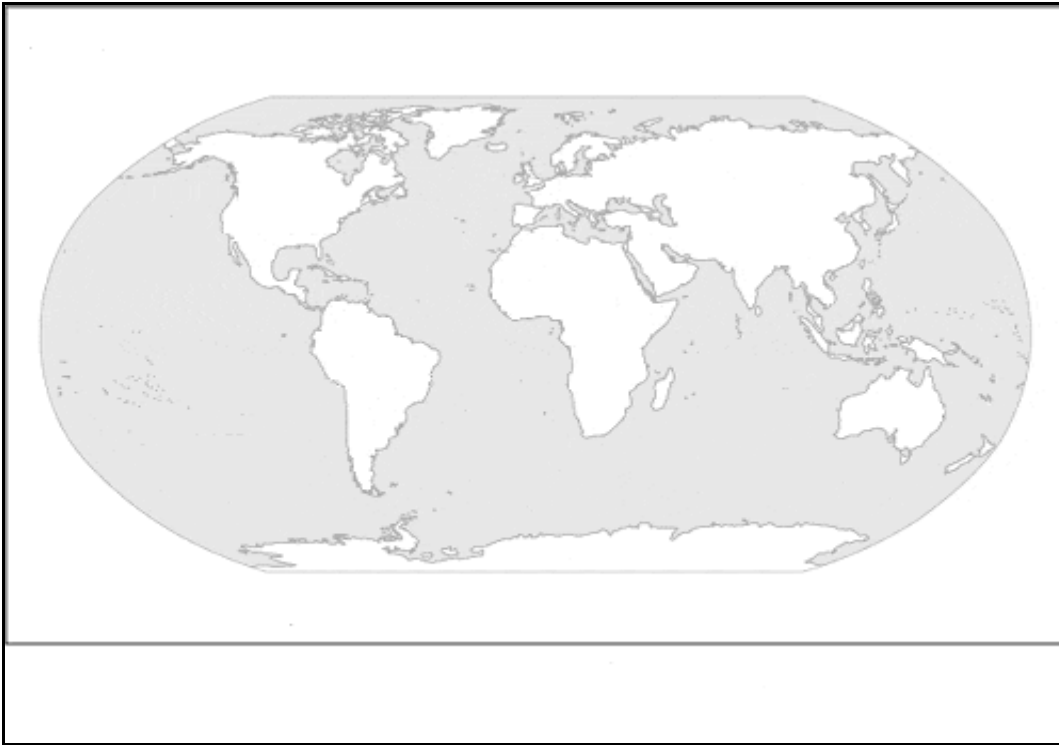
6. [2632]

Shanhaiguan, where the Great Wall meets the sea at the Bohai Gulf on China's eastern coast.

Image reproduced courtesy of the Powerhouse Museum, Sydney. Photographer: Jean-Francois Lanzarone, PHM.

Appendix 3: Mystery selection and brainstorm

Number 1



Number 2



Image: 2184



Image: 1841



Image: 2062



Image: 2632



Appendix 4: Exclusion brainstorm

Artefacts	Beacon	Afterlife	Li
Imperial	Dynasty	Nomads	Moats
Sticky rice	Warring states	Watchtowers	Dragon
Capital	Desert	Defend	Bricks
Infantry	Invade	Mountains	Inventions
Writing	Emperor	Extended	Signals
Ruins			

Appendix 5: On-line glossary

Website for creating a Wiki <http://www.wikispaces.com/site/for/teachers100K>
(Suggested words for Wiki glossary)

A	Artefacts; archers; army; afterlife; adobe bricks
B	Beacon tower; battle; battlements; bricks
C	China; costume; chariots; cavalry; Chen dynasty; capital; crossbowman; conquer; culture; characters; clay
D	Dynasty; dragon; defend; desert; distant; dragons
E	Emperor; enemy Eastern Han ; expressions – facial; expansion; eroded ; excavations
F	Fortress; foot soldiers; figurines; farms; First Emperor; fired; frontiers; fortify; frame; feng shui
G	Great Wall of China; guards; grasslands; grain; garrisons; Genghis Khan; Gobi desert; Gulf of Bohai
H	Han dynasty; height; horsemen; horses; halberd
I	Imperial; infantry; inscription; invade; inventions; icon; interiors
J	Jin dynasty; Jin Great Wall; jade
K	Kingdom; kilometres; kiln
L	Long wall; livestock; Liang dynasty; li; Liao dynasty; laces; leg protectors; labourers; local materials; lime
M	Mausoleum; moats; mountains; Mongolia; Ming dynasty; magical fire; flying crow; myth; mortar
N	Nomads; network; Northern
O	Ocean; ornaments; organised
P	Passes; pound; People’s Republic of China; powerful; provinces; peasants; pass
Q	Qin Shihuang – Emperor; Qin dynasty
R	Raids; retreat; reeds; rivers; rice – sticky; rammed
S	Son dynasty; strategy; sections; shoes; stance; series; silk; sand; sticks; stone; soldiers; signals
T	Terracotta Army; traders, Tang dynasty; trousers; towns; trade routes; tourists
U	Units; unified
V	Valuable goods; vertical; variety; vast
W	Wall, Warring states; watchtowers; warriors; weapons; wells; warning system
X	Xian, Xn dynasty; Xiongnu;
Y	Yuan dynasty
Z	Zhou dynasty

Appendix 6: The Great Wall of China

Ancient China started with small scattered villages, where most people stayed in one place. Over time, China prospered and grew to become one of the greatest civilisations ever. The Chinese believed they were the centre of the world and called their land, which includes most of Asia, the Middle Kingdom.

Over three thousand years ago, *circa* 1500 BCE, China was divided into several Kingdoms with the most powerful being the Shang in the north. The Shang was followed by the Western Zhou which ruled from 1050–771 BCE. During these two dynasties many things we use today, such as coins, chopsticks, gunpowder, the magnetic compass, paper and silk, were used for the first time.

The Eastern Zhou took control in 771 BCE and ruled until 221 BCE. This was a very violent time, with great battles fought, and was known as the Warring States period. Around two thousand three hundred years ago, in 300 BCE, when the Kingdoms were fighting each other, they were also in danger of being invaded by nomadic warriors from outside China's northern border. Nomadic tribes wandered through the northern lands, called steppe, looking for fresh water and pasture for their sheep and horses. The nomads were very fierce warriors, but to the Chinese people they were barbarians: not only could they not read or write, but they would pack up their villages and wander wherever food was available. China traded iron and grain with the nomads and when these were not available the nomads would storm into villages and towns, attack the people and steal their grain.

The three northern kingdoms that were in the most danger started to build walls to protect themselves, and this is the start of the Great Wall. First, there were beacon towers. These towers were used to send messages that the enemy was approaching. These towers were later connected with walls of stone and earth.

In 221 BCE the Qin kingdom defeated all of the other twelve Kingdoms of China, and for the first time China was united under one Emperor. The Emperor became known as Qin Shi Huang which means First Qin Emperor, and Qin, which is pronounced 'chin', is where the name China comes from. Emperor Qin set about creating a great empire. Each kingdom Qin conquered had different languages, money and writing, so Qin created a standard system of weights and measures and writing for the whole empire. This empire lasted more than 2000 years (221BCE – 1912CE). During his reign Emperor Qin began building the Great Wall, he also built an army of terracotta warriors to protect him in the afterlife, and an elaborate tomb.

Qin destroyed all the walls except for those guarding the northeast part of his Kingdom, but at this time fierce Mongol nomads were again attacking the northern villages, stealing food and killing the people. Qin ordered his generals to fight the nomads, fix the old walls and start building walls to join them together. His wall travelled across the north of China from the east, to the west.

Chinese people were forced to build the Wall, an initial army of 1 million, including 700,000 criminals, troublemakers, teachers, musicians, writers, artists and 300,000 soldiers marched north to start building it. Local materials were used and the Walls were built by pounding earth into mounds. Bamboo poles stacked on top of each other at the sides kept the right shape. Qin declared that the walls should be six horses wide at the top, eight horses wide at the bottom and five men high. Bricks made of clay and stones were used on the outside to make the walls the correct height and width. Construction of the Wall continued day and night for 10 years, and many millions of Chinese people worked on it. Some spent their whole life working on the Wall. Those who ran away, were captured and buried in the Wall, it is believed that thousands of people died building it.

Steep brick roadways with very high steps, and wide enough for 10 soldiers or five horses to stand side by side, connected the watchtowers. These towers were built every one hundred metres and the guards would raise the alarm by signalling other towers that the enemy was approaching. The signals were made by smoke from burning wood and straw mixed with wolf dung. If there was one

column of smoke, 100 nomads were attacking, and two columns meant 200 were attacking. These replaced the old beacon towers.

Emperor Qin built a 'ten-thousand *li* long wall (one *li* is about 500 metres) which protected China for more than 1000 years from invasion. The wall which travels across the tops of the mountains, through the deserts, over rivers, and to the sea in the north of China, has been said to be 'like a giant stone dragon'.

Succeeding dynasties continued to develop the Wall, but the one we know today as the Great Wall of China was rebuilt by the Ming dynasty from 1368–1644. Some of the walls are in ruins now, but many built by the Ming are still in good condition. For years scientists have tried to discover the reason, and they now know the Ming added rice flour to the bricks and sticky rice to the mortar and that has made them very strong and resistant to erosion.

Sources:

2006, *Training manual for volunteers*, Powerhouse Museum, Sydney

Mann, Elizabeth, 1997, *The Great Wall*, Mikaya Press, New York

Fisher, Leonard Everett, 1995, *The Great Wall of China*, (*Series: Aladdin paperbacks*), Simon & Schuster, New York

Appendix 7: Think, pair, share

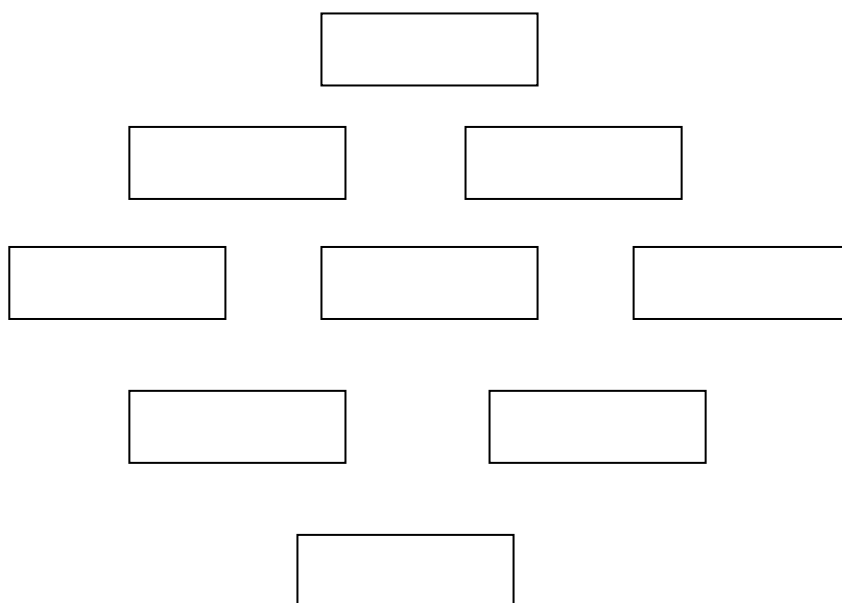
This strategy encourages students to think first and then discuss their opinions with a small group of people.

In groups, students consider a question or issue. They begin by reflecting on their opinions and ideas on the topic and recording them on a template, pairing up with the student next to them to discuss their ideas and opinions. The next stage of the process requires the team to come together and share their ideas and collate a group response. This should then be fed back to the class as a whole.

Diamond ranking

Provide students with the diamond ranking organiser.

Their task is to write new knowledge in each box, cut them out and arrange them in a diamond shape ranging from the most important at the top to least important at the bottom.



Appendix 8: K-W-L-H

The K-W-L-H organiser provides students with a framework to explore their prior knowledge on a topic and consider what they would like to know and learn. This organiser can be used as an individual or group strategy but is most effective when students are given the opportunity to reflect individually before sharing with others.

K – Stands for helping students recall what they **KNOW** about the subject.

W – Stands for helping students determine what they **WANT** to learn.

L – Stands for helping students identify and reflect upon what they have **LEARNT** at the end of a topic or activity.

H – Stands for **HOW** did we learn it and aids metacognition by assisting students to reflect upon what they have learnt and how they have learnt it.

K-W-L-H			
What we want to Know	What we want to find out	What we have learned	How did we learn it?

Appendix 9: Online information display

Project: Online information display

- open a *Word* document.

Page setup:

- click on File – go to '*Page setup*' and select
- select *landscape*.

Title:

- click on the top line and enter the name of your topic. You may use *Wordart*
- open the **Font** dialogue box . Select Arial and font size 14.

Table:

- open *Insert table* dialogue box
- set the number of columns to three and the number of rows to three. Click *OK*
- *select each line and press Enter eight times* to make eight lines in each cell
- go to *File*' and select '*Save As*'.

Inserting a picture:

- go to the Internet to select the map of China in the time of your dynasty
- *save* this picture on the desktop
- select *Insert* and open the *Text box* icon
- open a text box in the middle space.
- go to *Insert* and scroll down to *Picture* click on this
- select '*from file*' and find your picture on the desktop
- click on the picture and then select '*Insert*'
- your picture should appear in the text box

Save your document

Insert information:

- select one of the cells and enter your information
- repeat this until all the cells have information in them
- if you wish to insert a picture in a cell repeat the *inserting a picture* step above
- *Save your work as you go.*

Format the table to colour your cells:

- select the whole table
- open '*Format*' and select '*Borders and shading*'
- click the *None* setting and click *OK*
- click the *Middle cell* of the first row
- open the *Borders and shading* dialogue box
- click the *Apply to* menu
- select *Cell*
- click the *Shading* tab
- select a colour
- click *Ok*
- continue to do this to shade as many cells as you wish.

Save your work and Print your work.

Appendix 10: Action Planning

To assist groups with planning and staying on task during cooperative learning tasks, groups can develop an action plan which outlines the following areas:

- members of the group
- the topic to be covered
- the research and data to be collected – where and how they will go about this?
- the group’s goals/protocols/agreements
- the action they plan to take
- the steps will they take in putting the actions into place
- the resources that are needed
- a timeline for the project
- the format of the final presentation
- a description of the audience for the report or presentation
- the roles the various team members play.

Simple action plan

Project	Times (dates)	What has to be done	Whose responsibility?	Resources needed
Review/ check point		Monitor progress	Team	
Final review		Evaluation	Team	

Appendix 11: Bibliography

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 – for example, 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