

The Great Wall of China

Unit of Work

Victorian Essential Learning Standards Level 5

Humanities /History /Geography; Interpersonal Development;
Personal Learning; Information and Communications Technology;
Thinking Processes

Contents

Introduction	2
Learning focus	3
Victorian Essential Learning Standards	4
Teaching and learning activities	5
Activity 1: Orientation to China	5
Activity 2: Geographical orientation	6
Activity 3: The Great Wall of China	7
Activity 4: A folk tale of the building of the Great Wall	9
Activity 5: Research Task	10
Assessment	11
Unit resources	14
Appendix 1: An outline map of China	14
Appendix 2: Some important characteristics of China's geography and climate.....	15
Appendix 3: A Chinese folk tale: The story of Meng Jiangnu	16
Appendix 4: The Meng Jiangnu temple	19
Appendix 5: Bibliography	20
Appendix 6: Research tasks.....	21
Appendix 7: Research task description	23
Appendix 8: Student self assessment sheet	24
Appendix 9: K-W-L-H organiser	25

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Introduction

This unit offers students an opportunity to explore the construction of one of the world's great monuments and to come to an understanding of the cultural significance of the Great Wall of China.

Students are given a range of exercises that introduce them to aspects of China's geography, enabling them to form some impressions of how China's culture has been influenced by aspects of the physical terrain. Students are then introduced to the phenomenon of the Great Wall of China through the means of online materials and resources provided in the appendices. They have the opportunity to explore a Chinese folk-tale and to consider the role that folk-tales play in traditional and contemporary societies. The major activity is a research task.

Students have an opportunity to examine maps and photographs to help them construct an impression of the Great Wall, and to propose hypotheses about its construction and purpose. They make individual choices about researching particular aspects of the Great Wall and develop a research plan. They evaluate their learning and presentations upon completion of the task.

This unit provides opportunities for students to demonstrate achievement against the Standards in Interpersonal Development, Personal Learning, History, Geography, Information and Communications Technology (ICT) Communication and Thinking Processes.

Learning focus

This unit addresses learning focus statements from all three strands at level 5:

Physical, Personal and Social Learning

Interpersonal development

- working in teams.

Personal Learning

- managing personal learning.

Discipline Based Learning

History

- analyse and describe key events in ancient societies
- frame key research questions, plan their investigations, and report on their findings
- evaluate historical sources for meaning, point of view, values and attitudes
- examine cultural expression.

Geography

- demonstrate knowledge of the characteristics of one country in Asia.

Interdisciplinary Learning

Information and Communications Technology

- make use of graphic organisers to clarify thinking
- plan and use information technology to inform class members about their findings.

Thinking

- locating, selecting relevant information from varied sources
- use a range of question types
- reflecting on how perceptions of other cultures are formed.

Communication

- listening, viewing and responding – consider alternative points of view, justify own interpretations
- presenting – select appropriate forms of presentation, use feedback and modify their communication skills.

Victorian Essential Learning Standards

The Great Wall of China unit can be used to assess student achievement against a range of Victorian Essential Learning Standards.

The table below shows how some Level 5 standards might be applied to this unit.

Strand	Domain	Dimension	Key elements of standards
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	... accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively
	Personal learning	Managing personal learning	...develop skills in goal setting and time and resource management and focus on task achievement.
Discipline-based learning	History	Historical knowledge and understanding	...analyse and describe key events in ancient societies ...use a variety of sources to describe key aspects of these societies ...frame key research questions, plan their investigations, and report on their findings
	Geography	Historical reasoning and interpretation	...evaluate historical sources for meaning, point of view, values and attitudes
Interdisciplinary Learning	Information and Communications Technology	Geographic knowledge and understanding	...demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia,
		ICT for visualising thinking	...use linguistic and non-linguistic representations, such as graphic organisers , to help structure their thinking processes
	Thinking	ICT for communicating	...use ICT to support oral presentations to live local audiences
Reasoning, processing and inquiry		...use a range of question types, and locate and select relevant information from varied sources when undertaking investigations	
		Reflection, evaluation and metacognition	...use specific language to describe their thinking and reflect on their thinking processes during their investigations

Teaching and learning activities

Introduction

The focus of this unit is the Great Wall of China, but placed in the context of the physical realities of China and the role of the Great Wall in Chinese history and culture.

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 are encouraged to develop their question-making skills and to aim to provide a range of question types, from simple to more complex. Teachers provide support and suggestions to students on how they might modify their goals.

Activity 1: Orientation to China

In many instances, students will be coming to the study of China for the first time. They would be bringing a range of perceptions and ideas about the words 'Chinese' and 'China'.

As an introductory lesson, the class is asked to write down a list of statements about what they think when they hear the words 'China' and 'Chinese'. Students are encouraged to write up to six statements. In small groups, they then compare what they have written and make a summary in response to this question: What impressions of China has your group agreed upon? These would then be read out to the class. Discussion would follow on the common perceptions and images of China, including how students have arrived at their perceptions. Students could then write a summary paragraph based on this discussion and could share that paragraph with another member of their group.

Activity 2: Geographical orientation

To provide students with a geographical context for their study of China and of the period around the time of the Qin dynasty, it would be useful to have them undertake a brief activity on the geography of China.

Students are provided with an outline map of China, such as the one below in the teacher resources. Other maps are available from the Internet. Using the outline map provided, they are to fill in the following details about China. These details are kept to a minimum to maintain the focus on what they are about to learn of ancient China.

- the cities – Beijing, Xi'an, Shanghai, Guangzhou
- rivers: Chang Jiang (Yangtze), Huang He (Yellow)
- physical features: Himalayas, Plateau of Tibet, Gobi Desert
- Great Wall of China
- seas: Yellow, South China.

Students will need to use an atlas, or can find maps online. A couple of suggested sites are:

<http://worldatlas.com/webimage/countrys/asia/cnlarge.htm>

http://www.cs.chalmers.se/~yzhang/presentation/01_China_map.jpg

Students are advised to use a pencil so that any corrections can be made more easily.

The teacher then invites some consideration of the physical features of China. The article, *Some important characteristics of China's geography and climate* (see Unit resources, Appendix 2), could be handed out to students, or its content could guide the teacher in what needs to be emphasised. Such questions as 'How might these physical characteristics have influenced the development of China over time?' and others that the students offer could provide further stimulus for group discussions.

Activity 3: The Great Wall of China

In this activity, the students turn their attention to the Great Wall of China. Having raised the issue of the Great Wall, teachers would then be able to move the focus of the class activities to a consideration of the society and system of government that constructed the walls.

Students are invited to write down the questions that they would like answering about the construction of the Great Wall. Once again, they should be given a minimum of five or six questions to write. The teacher should urge the students to try and go beyond basic information questions to others that would demand a more detailed response. These questions could then be written up on the board, or written on sheets of paper and displayed around the room. The activities that flow from this exercise will aim to find out answers to many of the questions.

One would expect questions such as:

- Where is the Great Wall situated?
- How long is it?
- What materials were used to construct it?
- Who ordered its construction?
- Were there other walls built in China?
- When was it built?
- Was it effective in achieving its aims?
- Is it visible from outer space?
- Who built it?
- How long did it take to complete?
- Who was seen as a threat to the Chinese at the time it was built?
- What might its construction tell us about how ancient Chinese lived?
- What does the building of the Wall tell us about the power of the rulers and their ability to control the human and other resources?

To put the construction of the Great Wall in context, students are asked to fill in on their map the position of the Great Wall. They should be able to find a variety of maps online or from their atlas.

To give students a sense of the experience of the terrain and the materials used in the construction of the Great Wall, they access the following site which provides a series of panoramas of the Wall and the surrounding terrain: http://www.thechinaguide.com/great_wall_of_china/index.html. The teacher – along with the students – might also consider the reliability of the site, given that it is a commercial tourist company. The site shows areas close to Beijing, so this might also lead to further consideration of questions such as, ‘Would this section of the Wall be typical? What of the condition of the walls?’

(NB: <http://www.world-heritage-tour.org/asia/cn/greatWall/map.html> is an alternative site which offers a remarkable panoramic set of photographs along the length of the Wall and would allow students to consider a number of the questions that have already been raised, though at the possible cost of some giddiness!)

In small groups, students are to look at the different sections of the Wall, using their map to pinpoint different places referred to in the text. (**Badaling** will be marked on many maps of the Great Wall, but **Simaotai** may need to be checked more carefully.) Students in their groups make notes – using a **sunshine wheel** or other suitable pictorial organiser – on:

- the terrain
- the materials used to construct the wall
- the presence of guard towers.

They are to speculate on the difficulty in trying to break through or over the Wall in their section, and the conditions that the soldiers manning the Wall would have faced. These ideas are then shared with the rest of the class. Having had this discussion, the students are asked to write a paragraph showing their understanding of how the Wall was constructed and the reasons for its construction.

A concluding exercise could be to ask students to nominate other walls – real or figurative – that they have heard about, for example the Berlin Wall, the Iron Curtain, the walls being constructed between Israel and the Palestinian territories, and then investigate how effective these were or continue to be.

Activity 4: A folk tale of the building of the Great Wall

The Great Wall as we know it today began as a series of separate shorter walls constructed as much as 2,500 years ago. It was, however, in the reign of the Emperor Qin Shi Huang in the late 3rd century BCE that an attempt was first made to join the separate walls together. This huge undertaking was carried out over a period of about ten years by soldiers and conscript labour. Early historical records have suggested that as many as 3 million workers and some 300,000 soldiers were involved in the construction of the Wall during the Qin dynasty. Working conditions were very hard and many tales have been told of the hardships that the Wall brought to the Chinese population. A folk story (see Unit resources, Appendix 3) that has passed down over 2000 years offers some understanding of the conditions, and also a political comment on the First Emperor.

The teacher can choose to study the story in a variety of ways. Students might read it aloud, or the story could be dramatised and role-played by a number of students in small groups. Once the essence of the story has been grasped, discussion of the text and its significance could be further discussed with the class. A number of questions arise about the portrayal of the construction of the Great Wall:

- What evidence is offered of the conditions experienced by those working on the Wall?
- How is the Emperor Qin Shi Huang portrayed?
- We are told that this is a 'Han folktale', dating from the next dynasty that overthrew the Qin dynasty? How reliable would its description of the Qin Emperor be?
- What qualities does the heroine Meng Chiangnu show? What might these tell us about the sort of values that Chinese society traditionally – and perhaps today – hold to be important?
- Why might such a legend as described in the tale continue to have significance? Compare other mythical stories that the students are familiar with. What values do these stories emphasise? (See Unit resources, Appendix 4 for details of the Meng Jiangnu temple).

After these discussions and consideration of this folk tale, the class is asked to render their understanding of this tale into a variety of possible forms. Such outcomes could include:

- a picture storybook of the tale
- a retelling of the story from the point of view of the Qin Emperor
- a news report of the tale as if it were true
- a play.

This task could be undertaken as an individual or a small group activity depending on the judgement of the teacher and the interests of the students.

Activity 5: Research Task

Having made some preparatory explorations of the appearance of the Great Wall, and having offered some hypotheses about its role and purpose, students have an opportunity to explore particular aspects of the Great Wall, according to their individual interests and abilities. Students will have an opportunity to select an area in which they can become expert. Students are more likely to take ownership of their tasks when offered a variety of options in a variety of formats.

Students are handed out a table of possible tasks, as set out in Appendix 4.

The range of activities borrows from a number of sources, but in essence acknowledges the ideas presented by Darryn Kruse at an HTAV Conference, 27 October 2006, and a paper *Authentic Learning beyond the Classroom* presented by Peter Hoban to the Museums Australia Conference in 2004 – available at

<http://www.conferences.unimelb.edu.au/conasta54/papers/B9S5BS/Authentic%20Learning.%20VELS%20and%20POLTS.doc> and also at the Sovereign Hill website <http://www.sovereignhill.com.au/?id=wuthenticlearningbey> .

The table endeavours to combine aspects of Bloom’s taxonomy and also Gardner’s multiple intelligences. For a discussion of these ideas, teachers are referred to:

<http://vels.vcaa.vic.edu.au/support/teaching.html#making>.

Teachers should use this table as a guide, and should feel free to adapt the tasks to suit the interests of their students as this unit study has unfolded.

Having selected their activity for investigation, students then need to follow a process. They could use a K-W-L-H organizer to guide their students (see:

<http://vels.vcaa.vic.edu.au/support/teaching.html#graphic>)

In following through these processes, students are taking greater control of their learning and have opportunities to reflect on what strategies need to be followed. Teachers will have the opportunity to discuss with each student how they will find out further information and for what they need to be looking.

Students need to be given a suitable amount of time to prepare their research findings and to make their presentations to the class or to a wider audience. These presentations form the basis of an assessment made by the teacher.

In addition to any teacher assessment, the students are required to assess their own performance, both in the preparation and presentation of their tasks. In so doing, students are able to reflect on their achievements and on their learning needs. A simple reflection sheet such as in Appendix 5 would serve the purpose. Alternatively, if students have used the K-W-L-H table, they have a ready-made section for reflection.

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, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or, use the unit to assess other standards.

Assessment resource

This document provides information about assessment strategies referred to in the unit. It is available at <http://vels.vcaa.vic.edu.au/>

Domains/Dimensions	Assessment Focus	Task
<p>Interpersonal Development Working in teams</p> <p>Personal learning Managing personal learning</p> <p>History Historical knowledge and understanding</p> <p>Historical reasoning and interpretation</p> <p>Geography</p>	<p>Ability to:</p> <ul style="list-style-type: none"> ▪ work cooperatively to achieve a shared purpose within a realistic timeframe ▪ reflect and record how a personal goal is developing throughout the unit ▪ analyse and describe key events in ancient China ▪ use a variety of sources to describe key aspects of ancient China ▪ frame key research questions, plan their investigations and report on their findings ▪ evaluate historical sources for meaning, point of view, values and attitudes ▪ demonstrate knowledge and understanding of the 	<ol style="list-style-type: none"> 1. students compare their ideas about words like ‘China’ and ‘Chinese’ 2. students make notes about different sections of the Great Wall of China using a sunshine wheel 3. students write reflections in journals 4. students explore the reasons for the construction of the Great Wall of China 5. students carry out research on selected aspects of Ancient China 6. students make use of folk tales, secondary accounts and Internet sites 7. students pose questions about the Great Wall, and also develop their plans pre-excursion to prepare for an effective use of their time on the visit to the exhibition 8. students read and analyse the folk tale of Meng Jiangnu 9. students create their maps

Geographic knowledge and understanding	characteristics of China	of China, read about the climate and physical features and make their own summaries
Interdisciplinary Learning	<ul style="list-style-type: none"> ▪ use graphic organisers to help structure their thinking processes 	10. students make use of K-W – L-H and sunshine wheels among other graphic organisers or may use software such as Inspiration to organise information and ideas
Information and Communications Technology	<ul style="list-style-type: none"> ▪ use ICT to present ideas and understandings to audiences 	11. students present their findings of their research tasks with software such as PowerPoint, iPods, or the creation of their own Web site.
Thinking	<ul style="list-style-type: none"> ▪ use a range of question types and select relevant information from varied sources when undertaking investigations 	12. students form questions in a range of situations – as in Activity 3 and Activity 5 – and their research tasks require the search for relevant information
Reasoning, processing and inquiry	<ul style="list-style-type: none"> ▪ use specific language to describe their thinking and reflect on their thinking processes during their investigations 	
Reflection, evaluation and metacognition	<ul style="list-style-type: none"> ▪ describe and explain changes in their own ideas and beliefs. 	13. students maintain a journal as they work through their research task and complete a self-assessment sheet at the end of their research.

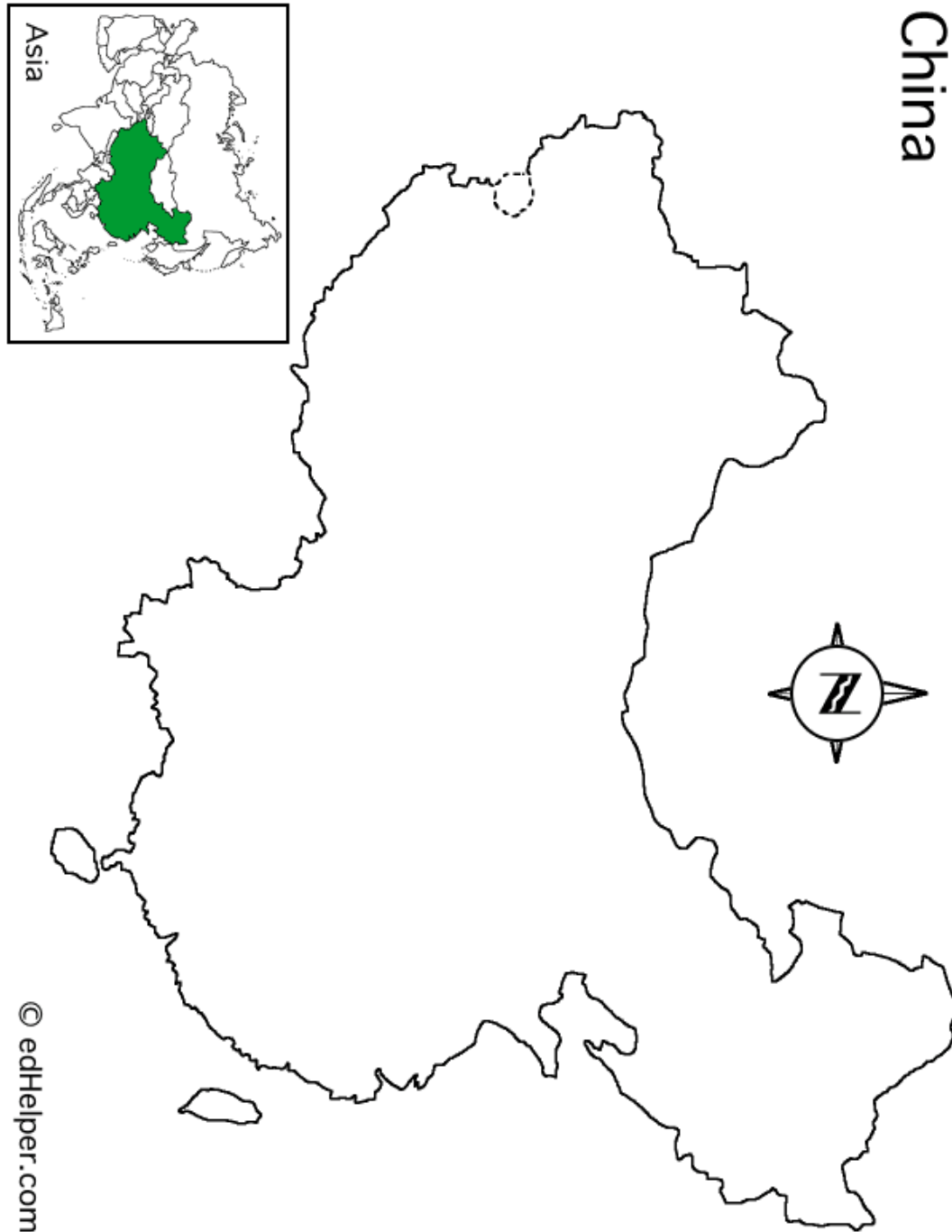
There are a range of activities that teachers can make use of in their assessment of this unit and these are indicated in the table above. However, as a sample of assessment, and as the major activity of this unit, the research task is selected for further detail. The range of presentations offered requires some variation in the criteria to account for the final format of the presentation. The following is a guide to the assessment of this research unit.

Rubric: Level 5 History task: research on the Great Wall of China

Criteria for assessment	Below the level	At the level	Above the level
Effective and constructive work in preparing and carrying out the task	Enters one or two points only in response to each question on K-W-L-H organiser	Enter four or five points in response to each question on the K-W-L-H organiser	Makes detailed and thoughtful responses to each of the questions posed on the K-W-L-H organiser
Ability to conduct research and demonstrate historical thinking	Uses one or two question types and depends on teacher for direction in research	Makes use of a range of question types and is beginning to explore resources independently of teacher	Uses a range of more complex question forms and works confidently with minimal teacher direction to complete task
Ability to locate and select relevant information from varied sources	Locates and selects some relevant material in a single source	Locates and selects a range of relevant information from more than two sources	Locates and selects a wide range of relevant information from several sources
Ability to demonstrate historical knowledge and understanding of ancient Chinese society	Is able to identify fewer than five features of Chinese society and understands basic concepts associated with the particular investigation	Is able to identify five key features of Chinese society and has a clear understanding of the concepts associated with the particular investigation	Is able to identify more than five key aspects of Chinese society, explains the concepts associated with the particular study in depth and relates the findings to contemporary society
Ability to communicate findings in a class or public presentation	Some planning has taken place but presentation lacks clarity of purpose	Clear evidence of proper planning and presentation is organised and appropriate to the task	Careful planning leading to an effective presentation that explains the issues and puts the subject matter in the proper context of Chinese society

Unit resources

Appendix 1: An outline map of China



Appendix 2: Some important characteristics of China's geography and climate

Mainland China stretches roughly 5000 kilometres from west to east and 3500 kilometres from north to south. It is much larger than Australia – China's area is 9,596,960 sq km compared to Australia's 7,686,850 sq km.

China is separated from other countries by **natural barriers**:

- the **Gobi Desert** (marked your map) stretches far into the north. Behind the desert are mountains where the nomadic Mongols lived. This is the weakest barrier to external invasion
- the **Yellow Sea**, which is part of the huge Pacific Ocean, is the barrier to the east
- to the west and south are the Kunlun and Tibetan mountains. The **Tibetan Plateau** rises in the south to the Himalayas, the highest mountain range in the world
- **rainforests** and mountains dominate the south.

These natural barriers have also influenced the way the Chinese have thought of themselves. Their development has taken place in comparative isolation from other cultures. The Chinese word for China, **Zhongguo**, means 'Middle Kingdom', and with it came the idea that Chinese culture was superior. There was also a view of those outside China as **barbarians**, inferior to the Chinese.

The two largest rivers are the **Yellow (Huanghe)** and the **Yangtze (Changjiang)**. The Yellow River was the centre of the oldest Chinese civilisation for which there is archaeological evidence, the Xia. In later times, the Yangtze became more important because it was easily navigated along much of its great length. The rivers often brought disaster in the form of huge floods that destroyed villages and towns and took the lives of hundreds of thousands of people. The last major flooding of the Yellow river in 1951 caused almost 4 million deaths. It was therefore a major task of governments to try and ensure that flood control was properly maintained. Only recently (in July–August 2003) China experienced serious flooding in the southern and central regions causing thousands of deaths and leaving millions of people homeless.

Due to the vastness of the country, there are **great variations in climate** across China. From September through to March/April each year, freezing winds sweep across China from Mongolia and Siberia causing dry, cold winters in northern and central China. In these parts, the winter temperatures average -15°C .

The temperature variation between northern and southern China at this time of the year is very large, sometimes more than 30°C . However, from April to September, due to the influence of the warm, wet monsoon winds that blow inland from the Pacific and Indian Oceans, the temperature variation between north and south may be as little as 4°C .

The **rainfall** over much of China is unpredictable. In the humid south-east, yearly precipitation averages 1500 millimetres, while in the arid north-west, the annual figure is as low as 50 millimetres. In places like Beijing, and other northern Chinese cities, much of the precipitation comes in the form of snow.

These **climatic variations** have helped to influence the growing of crops and eating habits. In the south, the heavy rainfall has enabled the widespread cultivation of rice, and this crop forms the dominant cereal in southern Chinese cuisine. In the north, wheat is more appropriate to the climate, and noodles and dumplings made from wheat flour are more staple parts of everyday meals.

Appendix 3: A Chinese folk tale: The story of Meng Jiangnu



A little over two hundred years before our era, the first emperor of the Chin dynasty ascended the throne under the name of Shih Huang. This emperor was very cruel towards his subjects, forcing people from every part of the country to come and build the Great Wall to protect his empire. Work never stopped, day or night, with the people carrying heavy loads of earth and bricks under the overseers' whips, lashes, and curses. They received very little food; the clothes they wore were threadbare. So it was scarcely to be wondered at that large numbers of them died every day.

There was a young man, named Wan Hsi-liang, among those who had been pressed into the service of building Emperor Shih Huang's Great Wall. This Wan Hsi-liang had a beautiful and virtuous wife, whose name was Meng Chiang-nu. For a long, long time after her husband was forced to leave her, Meng Chiang-nu had no news of him, and it saddened her to think what he must be suffering, toiling for the accursed emperor. Her hatred of the wicked ruler grew apace with her longing for the husband he had torn from her side. One spring, when the flowers were in bloom and the trees budding, when the grass was a lush green, and the swallows were flying in pairs in the sky, her sorrow seemed to deepen as she walked in the fields, so she sang:

'In March the peach is blossom-dressed;
Swallows, mating, build their nest. Two by
two they gaily fly ... Left all alone, how sad
am I!'

But even when autumn came round, there

still was no news about Wan Hsi-liang. It was rumoured that the Great Wall was in building somewhere way up north where it was so cold that one would hardly dare stick one's hands out of one's sleeves. When Meng Chiang-nu heard this, she hurriedly made cotton-padded clothes and shoes for her husband. But who should take these to him when it was such a long way to the Great Wall? Pondering the matter over and over, she finally decided she would take the clothes and shoes to Wan Hsi-liang herself.

It was rather cold when she started out. The leaves had fallen from the trees and, as the harvest had been gathered in, the fields were empty and forlornly dismal. It was very lonely for Meng Chiang-nu to walk all by herself, especially since she had never been away from home in her life, and did not know the way and had to ask for directions every now and then.

One evening she failed to reach a town she was going to, so she put up for the night in a little temple in a grove beside the road. Having walked the whole day, she was very tired and fell asleep as soon as she lay down on a stone table. She dreamed her husband was coming towards her, and a feeling of great happiness enveloped her. But then he told her that he had died, and she cried bitterly. When she woke up in the morning, she was overwhelmed by doubts and sadness as she remembered this dream. With curses on the emperor who had torn so many families asunder, Meng Chiang-nu continued on her way.

One day, she came to a small inn by the side of the hilly road. The inn was kept by an old woman who, when she saw Meng Chiang-nu's hot face and dusty clothes, asked where she was going. When Meng Chiang-nu told her, she was deeply moved.

"Aya!" she sighed, 'the Great Wall is still far away from here, there are mountains and rivers to cross before you. How can a weak young woman like yourself get there?' But Meng Chiang-nu told the old woman she was determined to get the clothes and shoes to her husband, no matter what the difficulty. The old woman was as much touched by the younger one's willpower as

she was concerned about her safety. The next day she accompanied Meng Chiang-nu over a distance to show her sympathy.

And so, Meng Chiang-nu walked on and on and on till, one day, she came to a deep valley between the mountains. The sky was overcast with gray clouds, a strong wind was blowing that chilled the air. She walked quite a long time through the valley without, however, finding a single house. All she could see were weeds, brambles and rocks. It was getting so dark that she could no longer see the road. At the foot of the mountains there was a river, running with water of a murky colour. Where should she go? Being at her wit's end, she decided to spend the night among some bushes. As she had not eaten anything for the whole day, she shivered all the more violently in the cold. Thinking of how her husband must be suffering in this icy cold weather, her heart contracted with a pain as sharp as a knife. When Meng Chiang-nu opened her eyes the next morning, she found to her amazement the whole valley and her own body covered with a blanket of snow. How was she to continue her travel?

While she was still quite at a loss as to what to do, a crow suddenly alighted before her. It cawed twice and flew on a short distance, then sat down again in front of her and cawed again twice. Meng Chiang-nu decided that the bird was inviting her to follow its direction and so she resumed her travel, a little cheered because of the company of this living thing, and she began to sing as she walked along:

'Thick and fast swirl round the winter
snows: I, Meng Chiang-nu, trudge, bearing
winter clothes,
A starveling crow, alas, my only guide,
The Great Wall far, and I far from his side!'

Thus she walked past mountain ranges, crossing big rivers as well as small streams. And thus many a dreary day had passed before she at last reached the Great Wall. How excited she was when she caught sight of it, meandering like a huge serpent over the mountains before her. The wind was piercingly cold and the bare mountains were covered with dry grass only, without a single

tree anywhere. Clusters of people were huddling against the Great Wall; these were the people who had been driven here to build it.

Meng Chiang-nu walked along the Great Wall, trying to find her husband among those who were toiling here. She asked after her husband, but nobody knew anything about him, so she had to go on and on inquiring.... She saw what sallow faces the toilers had, their cheekbones protruding through the skin, and she saw many dead lying about, without anybody paying any attention. Her anguish over her husband's unknown fate increased, so that she shed many bitter tears as she continued her search.

At last she learned the sad truth. Her husband had died long ago because of the unbearably hard toil, and his body had been put underground where he fell, under the Great Wall. Hearing this tragic news, Meng Chiang-nu fell into a swoon. Some of the builders tried to revive her, but it was a long while before she regained consciousness. When she did, she burst into a flood of tears, for several days on end, so that many of the toilers wept with her. So bitter was her lament that, suddenly, a length of over two hundred miles of the Great Wall came crumbling down, while a violent storm made the sand and bricks whirl about in the air.

"It was Meng Chiang-nu who, by her tears, caused the Great Wall to crumble!" the people along the edifice told one another with amazement, at the same time filled with hatred of the cruel emperor, who caused nothing but misery to his subjects.

When the emperor heard how Meng Chiang-nu had brought part of his Great Wall down, he immediately went to see for himself what sort of person she was. He found that she was as beautiful as a fairy, so he asked her to become his concubine. Meng Chiang-nu who hated him so deeply for his cruel ways would, of course, not consent to this. But she felt a ruse would serve her purpose better than frankness, so she answered amiably: 'Yes, I will, if you do three things for me.' The emperor then asked what these three things were and Meng Chiang-nu said:

'The first is that you bury my husband in a golden coffin with a silver lid on it; the second is that all your ministers and generals go into mourning for my husband and attend his funeral; the third is that you attend his funeral yourself, wearing deep mourning as his son would do.' Being so taken with her beauty, the emperor consented to her requests at once. Everything was, therefore, arranged accordingly. In funeral procession, Emperor Shih Huang walked closely behind the coffin, while a cortege of all his courtiers and generals followed him. The emperor anticipated happily the enjoyment the beautiful, new concubine would give him.

But Meng Chiang-nu, when she saw her husband properly buried, kowtowed before his tomb in homage to the deceased, crying bitterly for a long time. Then, all of a sudden, she jumped into the river that flowed close by the tomb. The emperor was infuriated at being thwarted in his desires. He ordered his attendants to pull her out of the water again. But before they could seize her, Meng Chiang-nu had turned into a beautiful, silvery fish and swam gracefully out of sight, deep down into the green-blue water.

- Source: *Folk Tales from China*, first series (Peking: Foreign Languages Press, 1957), pp. 90-98. Translated by Chou Chia-tsan.

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Appendix 4: The Meng Jiangnu temple

On the shore of the Bohai Sea, beyond Shanhaiguan Pass, there are two black rocky reefs. According to legend, the round one is Meng Jiangnu's tomb and the square one is her tomb tablet. Not far from her tomb, a temple was built on a small hill to commemorate this lady. The pictures below and others that show aspects of this temple are viewable at:

http://www.chinaheritagequarterly.org/articles.php?searchterm=007_meng.inc&issue=007.



View of the Temple of Meng Jiangnü at Shanhaiguan, near Qinhuangdao, Hebei province.



View of the statue of Meng Jiangnü (with attendants) in temple honouring her at Shanhaiguan, near Qinhuangdao, Hebei province.

- Other stories associated with the Great Wall are retold at:
http://www.travelchinaguide.com/china_great_wall/culture/index.htm.

Appendix 5: Bibliography

Books:

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- Chidzey, A & Valmadre, J (1995) *Asia Alive* Hodder & Stoughton Melbourne
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- Nancarrow, P (1978) *Early China and the Wall* Cambridge University Press Cambridge
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- Waldron, A (1990) *The Great Wall: From History to Myth* Cambridge University Press Cambridge

Journals:

- Asia Education Teachers' Journal vol 27 No 3 August 1999 Asia Education Association of Australia

Internet resources:

- <http://www.greatwall-of-china.com/>
- http://www.travelchinaguide.com/picture/china_great_wall/
- <http://www.thebeijingguide.com/badaling/index.html>
- <http://www.powerhousemuseum.com/walkingthewall/>
- http://www.travelchinaguide.com/china_great_wall/scene/shaanxi/index-03.htm
- http://www.travelchinaguide.com/china_great_wall/culture/index.htm
- http://www.chinaheritagequarterly.org/articles.php?searchterm=007_meng.inc&issue=007
- <http://www.world-heritage-tour.org/asia/cn/greatWall/map.html>
- <http://worldatlas.com/webimage/countrys/asia/cnlarge.htm>

Appendix 6: Research tasks

	Remembering / Understanding	Applying	Analysing	Evaluating	Creating
Verbal	Produce a dictionary of key words and phrases associated with the Great Wall of China	Make a crossword using important words and names associated with the Great Wall of China	Write a review of a story or legend about the Great Wall of China, including an explanation of important aspects of the society	Write a report from the Inspector of Public works to the Emperor describing the progress of the construction of the Great Wall of China and the problems faced	Create your own story or short play about the life of a soldier sent to live on the Great Wall of China to defend his kingdom
Logical/mathematical	Make a table showing all the types of materials used in the construction of the Great Wall of China	Construct an illustrated timeline of the different periods of the construction of the Great Wall of China	Contrast and compare the achievements of two dynasties that added to the development of the Great Wall of China	List and group under subheadings the good things about visiting the Great Wall today and the drawbacks of making such a visit	Make a Great Wall puzzle
Visual	Produce a poster or a wall map of the Great Wall of China, highlighting the important sectors along the Wall and showing the nature of the terrain at each sector	Produce a picture dictionary of an aspect of ancient China, such as a dynasty, or of the Great Wall of China, such as military system of defending the Wall	Produce a poster showing the different materials used in the construction of parts of the Great Wall of China and indicating the strengths and limitations of each	Select 10 pictures of the Great Wall of China that illustrate different aspects of the Wall's history and appearance. You must justify your selection of each. Present these using PowerPoint or Photo Story	Produce a tourist pamphlet for present-day visitors to the Great Wall of China using Publisher or similar software
Bodily kinaesthetic	Write a monologue on the character of Qin Shihuang and perform this to the class	Make a model of the Great Wall of China labelling the important features of the wall such as the watch towers and turrets.	Construct models of different weapons used for the defence of the Great Wall of China and present a talk explaining the qualities of each weapon	Prepare and conduct a debate about whether the Great Wall of China merits its World Heritage rating	Invent a simple machine that would help attackers break down the Great Wall of China to enable the attacking army to invade the land south of the Wall

Musical	Find some examples of Chinese music using instruments that have been played over many centuries	Create and play an instrument that works in the same way as the earliest Chinese musical instruments	Research details of music and entertainment in ancient China. How was it similar to today's music in China? How was it different? Present your findings in a poster or a leaflet	Compose a song that shows the good and negative aspects of the rule of Qin Shihuang	Compose a rap about working on the construction of the Great Wall of China from the point of view of different people
Interpersonal (social)	In a small group, decide on an aspect of the Great Wall that you wish to explore in depth and present your findings using PowerPoint or PhotoStory	In a small group, plan out a guide to the Great Wall of China and then create the guide or leaflet for others who may be visiting the exhibition	In a small group, plan for the construction of a section of the Great Wall of China and decide what steps have to be taken to complete the task and how these will be carried out.	Form a panel to advise the present Chinese government on what steps should be taken to preserve the Great Wall of China in the face of growing tourism	With a group, create a Great Wall of China board game. You would need to decide what aspects of the Wall and its history should be included
Intrapersonal (self)	Decide upon the aspects of the Great Wall of China that you find most interesting and present your thoughts in a written or pictorial form	Imagine how different your life would be if you grew up in ancient China rather than in present day Australia. Present your conclusions in an appropriate format	Produce an advertising poster promoting the claims of a particular dynasty to be the most important in Chinese history	Describe the type of person who would have been the ideal ruler for China during the period of the construction of the Great Wall of China	

Appendix 7: Research task description

From the list of possible tasks in the table of research projects, you will select one that is of particular interest to you. Read the options carefully, discuss them with your teacher. You may wish to do a little reading before making a selection.

You will work in most cases individually, though certain tasks are designed for small groups.

Your challenge is to carry out the described task to the best of your abilities.

Follow these steps:

- a. You will be given out a sheet to help you plan out the first stages of your research assignment. Fill out the relevant areas as thoughtfully as possible, writing as many questions as you can think of to help you explore this topic. Try to include more complex questions that require more than a straight factual answer.
- b. Discuss with your teacher what you plan to do and how you will gather information for your research.
- c. Keep a record of your findings in your notebook, making sure that you write down the source of your information. Your teacher will show the class the accepted ways of recording sources such as books, encyclopaedias, interviews and Internet sites. You will need to provide a bibliography of all the sources of information that you have used to prepare your presentation.
- d. In preparing your presentation, think how best to do this, and gather together any pictorial or other resources. Discuss your plans with your teacher and, where applicable, your group members. If working in groups, have clear roles for each member.
- e. Make sure that your final presentation shows clearly the link between your topic/research and the class study of ancient China.
- f. Complete the bibliography in the appropriate format and submit this with your presentation.
- g. Complete the self-assessment sheet and submit this with your presentation.
- h. Enjoy!

Appendix 8: Student self assessment sheet

Name: _____

Activities

Why did you choose these activities?

Look at your preparation for the project and the questions you set yourself to answer? How well did you answer the questions? What problems did you find in trying to research these areas?

How well did you present your work?

How might you improve the research and presentation of your next assignment?

Teacher Comments

Appendix 9: K-W-L-H organiser

K – what I know	W – what I want to find out	What I learned	How did I learn it?