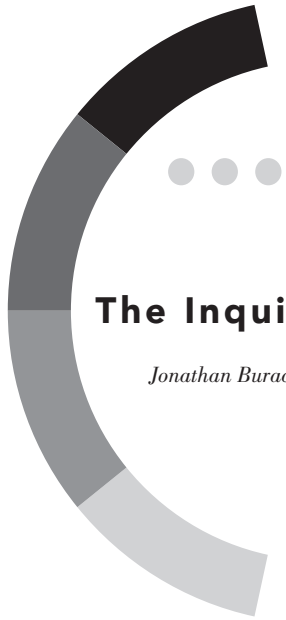


Early Civilizations



The Inquiry Arc in U.S. History

Jonathan Burack

The Great Wall

MindSparks®

CULVER CITY, CALIFORNIA

HS11104E v1.0

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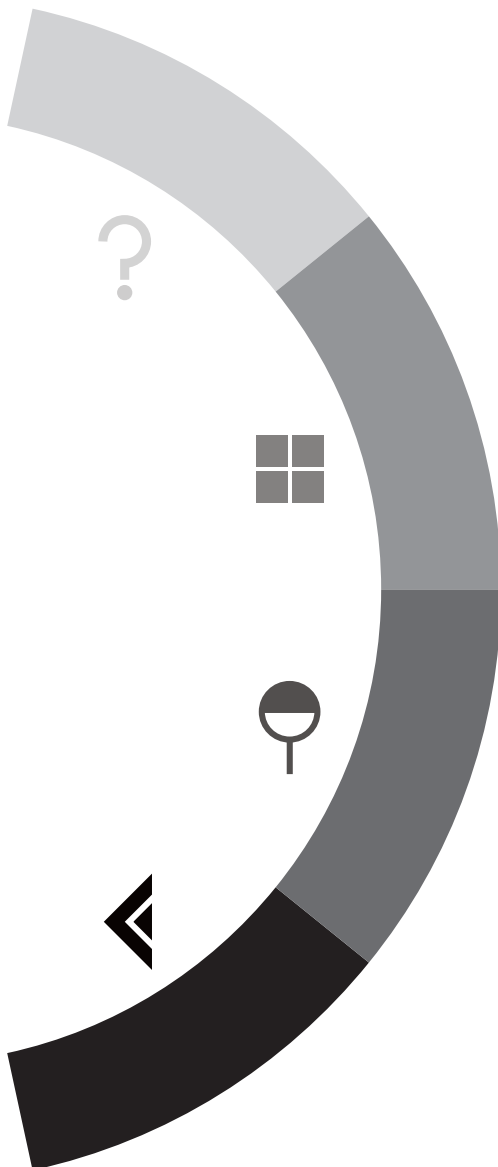
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C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and includes individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



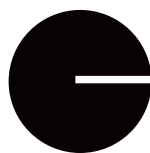
History



Civics



Economics



Geography



The Great Wall

Why Did Ancient China Build It?

Overview

Introduction

When most people think of the Great Wall of China, they think of the one built in the 1400s and 1500s by the Ming Dynasty. That wall is actually only the latest version of walls built and rebuilt many times over the past 2,200 years or more. Commonly, the walls are defined as defensive structures. Their sole purpose was to keep out invading nomadic warriors bent on pillage and destruction. The reality is not so simple. China's relationships with its nomadic neighbors were a complex mixture of antagonism and cooperation, mistrust and warfare, mutual misunderstanding and mutual sharing. They formed a fundamental feature of what shaped and changed China over its long history. In this lesson, students will work with ten sources dealing with the Great Wall and China's complex interactions with the nomads of the dry grasslands and deserts to its north and northwest. These sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Great Wall of China. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did China build the Great Wall?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about the Great Wall

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a primary and secondary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

1. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

2. Using the evidence gathered from primary sources, each group will then prepare a brief five- to ten-minute presentation about the Great Wall of China from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

3. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Great Wall Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Have students reread Primary Sources 4.6 and 4.7. Ask students to pretend to be Liu Ching (Primary Source 4.6) and write a letter responding to the statement by Zhufu Yan in Primary Source 4.7. Then as Zhufu Yan, write a letter back replying to the Liu Ching. Share some of these letters in a class discussion of the two primary source documents.
- ◆ Separate students into small groups. Ask each group to find ten illustrations of as many different sections of the Great Wall as they can. Insist that several of their photos show the remains of past walls, not just the current Great Wall. Have the groups arrange their illustrations around a map, and connect each picture to its correct location on the map. Have students write brief paragraphs or captions to go with each illustration. Have each group present its work to the class either as a bulletin board display or as a PowerPoint presentation.
- ◆ Ask students to reread George Macartney's statement in Primary Source 2. Students should then find two other sources in the lesson that the student thinks support Macartney's overall view about China and its Great Wall. Then students should each choose two sources that they believe do not support Macartney, or that undercut his view in some way. Students should write a brief essay summarizing Macartney's view and explaining their four choices of sources.

Taking Action

- ◆ China today no longer worries about nomads on its borders, nor does it rely on its Great Wall to protect it from invasion. It does have complicated relationships with its current neighbors and conflicts with some of them, including Mongolia, North and South Korea, Japan, Taiwan, Vietnam, and India. Separate students into small groups and ask each group to read recent news sources on China's dealings with one of these neighboring countries. Have each group present its findings to the rest of the class or to some larger group. Record these presentations and the discussion about them. Send the video to local news outlets and invite them to present it themselves or write about it.
- ◆ Use online video-presentation software to make the video from the previous assignment available online. Use social media to link to and discuss this presentation. Ask those contacted in this way to comment and communicate with others about it.

Introductory Essay

The Great Wall of China



The Great Wall of China at Jinshanling

Mention the Great Wall of China and most people think of the one shown here. It snakes over the rugged mountains near China's capital, Beijing. It then crosses northern China all the way to Xinjiang Province in China's far west. It is estimated to be about 5,500 miles long. Here it is a thick, high wall of stone and brick. Troops can march ten abreast on top of its walkways. Watchtowers, soldiers' barracks, and fortifications reinforce it along the way. Many assume that this Great Wall was built over 2,000 years ago. We are told its purpose was to defend China against aggressive nomadic raiders from the flat, dry Eurasian steppes north and northwest of China. As a result, the Great Wall has become a symbol of a great civilization forcefully protecting itself against nomadic "barbarians" seeking to raid, pillage, and lay waste to it.

Unfortunately, much of the above paragraph is oversimplified or wrong. The story of China's Great Wall is far more complicated.

First, that real story is about several walls, not just the one we know today. The Great Wall in the photograph was not built 2,000 years ago. It was built in the fifteenth or sixteenth centuries CE by the Ming Dynasty. However, there were other long walls in China's past. Mostly they have crumbled, leaving only a few remains here and there. Secondly, neither this wall nor the others could be said simply to have divided a peaceful agricultural civilization from warlike nomadic "barbarians." China's nomadic neighbors were not simple societies of horse-riding raiders. Their interactions with China over the centuries were highly complex. Sometimes they were peaceful and creative. Moreover, when conflict erupted, it was not always the fault of the nomads.

Walled cities were common in ancient China. Starting in the eighth century BCE, Chinese states increasingly fought with one another. Several of these states built long walls. The purpose of these walls was to help defend against other Chinese states as well as against outside nomadic tribes.

The first full-length wall across northern China was built by the Qin Dynasty (221–207 BCE). It was this dynasty that first united all of China into a powerful, highly organized state. The Qin Dynasty did not last long. However, the longer-lasting Han Dynasty (202 BCE–220 CE) then extended the wall far to the west. Wall-building showed the enormous power of these two dynasties. Millions of people were organized and sent to work on the walls. Tens of thousands died in the process. This was only one example of China's massive mobilizing of people. As the Han rulers expanded, they often uprooted hundreds of thousands to settle new territories in the west and elsewhere.

The pastoral nomads were often a threat to China. However, China's massive settlement policies also threatened the nomads. The nomads' main economic activity was herding of sheep, cattle, and horses. However, these were far from simple, primitive people. They were large tribal societies. Often, they controlled their own agricultural communities. As China grew, they interacted with it in many ways. They controlled trade routes west and absorbed many cultural influences from merchants and missionaries on those routes. As China became more organized, so did the nomads. During the Qin Dynasty, a great confederation of tribes called the Xiongnu was formed.

The Han Dynasty fought major wars with the Xiongnu and finally defeated them. The Qin-Han walls were meant to hold back the nomads. However, they were also a way to push them back and protect lands seized from them. The Han also at times used peaceful diplomacy to get along with the nomads. This involved paying tribute to them in the form of grain, silk, or gold. It also meant forging political ties by providing Han princesses for the Xiongnu rulers to marry.

After the Han Dynasty, other Chinese dynasties varied in how they dealt with the nomads. At times, nomadic tribes settled within some Chinese states and shared aspects of culture with them. This was especially so during the Northern Wei and Tang dynasties. Some nomadic groups controlled large states in northern China during the Song Dynasty (960–1279 CE). At one point, the nomads known as the Mongols took over all of China and held it for over a century. As for walls, even the Ming Great Wall failed to hold back the nomads. In 1644, a powerful nomadic society, the Manchus, took control of China and established its last dynasty, the Qing.

What role did various walls play in China's history and in the long and complex nomad-China relationship? The primary and secondary sources for this lesson will help you better understand and answer this question.



This 1845 illustration shows the Great Wall as a massive stone and brick wall with a wide walkway, watchtowers, signal towers, and troop barracks snaking across a vast, mountainous terrain.

Image Sources: The Great Wall of China at Jinshanling. Photograph (2013) by Severin.stalder. CC BY-SA 3.0 via Wikimedia Commons.
Thomas Allom, *L'empire Chinois* (Paris: Fisher, 1845).



GROUP MEMBERS:

The Great Wall

Your group's task is to explore history issues related to China's Great Wall. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

“For more than 2,000 years, defensive walls saved Chinese civilization from nomadic hordes bent on its destruction.” Explain why you do or do not agree with this statement.

3. Read and discuss Primary Sources 4.7 and 4.9 and Secondary Source 4.2.
4. Read and discuss the following background information. Use the information to help complete the handout.

Very early in China's history, a myth developed about its place in the world. A key part of that myth was that China was surrounded in four directions by foreigners or “barbarians.” In accounts from Han times, four groups of such people are identified: Yi (to the east), Man (to the south), Rong (to the west), and Di (to the north). The term *Siyi* stood for all four groups together. Sometimes these terms merely identified “foreigners.” However, the *Siyi* were also often seen as inferior or less civilized.

The Chinese saw themselves as the most civilized society in the world. What made them civilized were such things as language, key rituals, a complex economy, and a settled way of life based on agriculture. Nomads were not settled. Their economic life was based on herding, not agriculture (though they did also farm in many cases). They followed regular migration routes with their herds. They had few cities. They lacked many

commodities the Chinese regarded as a part of a civilized way of life. Their customs, religious rituals, and family lives differed in many ways from those of the Chinese. They were masters of the horse and the bow and arrow in warfare. When the Chinese refused to trade with them or pay tribute, the nomads often did raid or invade Chinese lands. Nevertheless, they did often want to trade. Over time, they did adopt many Chinese cultural traits and technical achievements.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Secondary Source 4.2

Primary Source 4.7

Primary Source 4.9

Day Two

1. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

“For more than 2,000 years, defensive walls saved Chinese civilization from nomadic hordes bent on its destruction.” Explain why you do or do not agree with this statement.

State your group's claim here:

2. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

3. Prepare a brief five- to ten-minute presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

The Great Wall

Your group's task is to explore the civics issues related to China's Great Wall. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

“China's walls kept it united under a single powerful dynasty.” Explain why you do or do not agree with this statement.
3. Read and discuss Primary Sources 4.1, 4.8, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

The Qin Dynasty unified China in 221 BCE. It linked the walls of previous smaller Chinese states in an effort to push back Xiongnu nomads. That Qin wall was a part of a drive to keep the Xiongnu out and expand China. Later, the Han Dynasty resumed wars with the Xiongnu confederacy. They finally defeated it, vastly expanded China's territory, and filled the new lands with Chinese people.

After the Han Dynasty collapsed, China split into smaller states for over three hundred years. Some of these states built walls. Others did not. At times, various groups of nomadic tribes fought with these Chinese states. Sometimes, they moved into China peacefully and influenced Chinese society in many ways. This was true during the Northern Wei dynasty (386–585 CE). Nomads also influenced the Tang Dynasty (618–907 CE). The Tang reunited all of China. They did not build walls. Neither did the Song Dynasty (960–1279). However, the Song did not rule the northernmost parts of China. Those were in the hands of seminomadic groups. Sometimes those groups built walls. In 1279, the most powerful

nomads of all, the Mongols, took control of all of China. They did not add any new walls. Then the Ming Dynasty took over and built the Great Wall we see today. Yet that wall could not hold back Manchu invaders who, in 1644, established China's last dynasty.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.8

Primary Source 4.10

Day Two

1. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

“China's walls kept it united under a single powerful dynasty.” Explain why you do or do not agree with this statement.

State your group's claim here:

2. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

3. Prepare a brief five- to ten-minute presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

**Economics Group**

GROUP MEMBERS:

The Great Wall

Your group's task is to explore the economics issues related to China's Great Wall. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Were the nomadic empires a threat to China's economy? Explain your answer.
3. Read and discuss Primary Sources 4.6, 4.9, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

From the start, China and the outlying seminomadic or nomadic societies engaged in trade with one another. Around 1200 BCE, for example, China obtained horse-driven chariots, probably from lands far to its west. Later, regular trade fairs developed with various nomadic peoples. China traded rice, millet, tea, wine, silk, metals, and other goods. In return they received salt, wool, slaves, hides, and above all, horses. At times, China encouraged such fairs. At times of tension, they shut them down. Nomadic raids were common, but they were often a response to China closing regular trade.

Nomads often controlled the trade routes west, routes that came to be called the Silk Road. Many contacts with outsiders took place along these routes. Cultural influences—Buddhism, for example—passed both ways, along with trade goods. In time, these interactions shaped both China and the nomads. Historians speak of the nomads becoming Sinicized—that is, adopting more Chinese ways. However, China was also heavily influenced by its nomadic neighbors.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 4.6

Primary Source 4.9

Primary Source 4.10

Day Two

1. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Were the nomadic empires a threat to China's economy? Explain your answer.

State your group's claim here:

2. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

3. Prepare a brief five- to ten-minute presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

The Great Wall

Your group's task is to explore geography issues related to China's Great Wall. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

"Geography alone made conflict between China and the nomads unavoidable." Explain why you do or do not agree with this statement.
3. Read and discuss Primary Sources 4.5, 4.9, and Secondary Source 4.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

Geography helped to protect China from many outside threats. All along the area surrounding China are various barriers hard to cross. To the east, the ocean coastline offers few natural harbors and little danger of invasion by sea. To the south, rugged mountains and dense tropical rainforests block the way. To the west, the Himalayas, other high mountain ranges, and the huge Tibetan plateau stand in the way of travelers. To the north and northeast, run the Taklamakan and Gobi deserts, other mountains, the dry grasslands of Mongolia, the forests of Manchuria. These features surround the central region where ancient Chinese civilization arose. That area is watered by the Yellow River and the Yangzi River. It is one of the richest agricultural regions on earth. It is protected by various geographical barriers on all sides.

Protected that is except for the nomads of the dry grasslands and arid deserts to the north and northwest. In a way, the nomads and the Chinese were confined together in a vast arena. Did that mean they inevitably had to fight? No. It meant they could not ignore one another. They had to deal

with one another in some way. They had either to fight or get along. During China's long history, they did both things many times over.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Secondary Source 4.4

Primary Source 4.5

Primary Source 4.9

Day Two

1. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

“Geography alone made conflict between China and the nomads unavoidable.” Explain why you do or do not agree with this statement.

State your group's claim here:

2. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

3. Prepare a brief five- to ten-minute presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ▶

4.I

The Great Wall of China

When someone mentions the Great Wall of China, most people think of this wall. This 1845 illustration shows the Great Wall as a massive stone and brick wall with a wide walkway, watchtowers, signal towers, and troop barracks snaking across a vast, mountainous terrain. It is often said to be ancient, built over 2,000 years ago. In fact, this Great Wall is largely a creation of the Ming Dynasty (1368–1644 CE).



Original Document Source: Thomas Allom, *L'empire Chinois* (Paris: Fisher, 1845).

Macartney on the Great Wall and the Civilization of China

British earl George Macartney led a delegation to China in 1793. The delegation hoped to convince China's leaders to ease restrictions on trade and open ports to British merchants. In Macartney's account of his travels, he reflected on China's ancient civilization and its massive Great Wall. His ideas about the wall's purposes are part of his admiring view of ancient Chinese civilization. It was a view widely shared by many Westerners. It was also one strongly supported by Chinese officials and other educated Chinese.

Original Document

... I imagine, that if the outline of all the masonry of all the forts and fortified places in the whole world besides were to be calculated, it would fall considerably short of that the great wall of China. At the remote period of its building, China must not only have been a very powerful empire, but a very wise and virtuous nation; or at least to have had such foresight, and such regard for posterity, as to establish at once what was then thought a perpetual security for them against future invasion, [choosing] to load herself with an enormous expense of immediate labor and treasure, rather than to leave succeeding generations to a precarious dependence on contingent resources. She must also have had uncommon vigilance and discernment, so as to profit by every current event, and to seize the proper moment of tranquility for executing so extensive and difficult an enterprise.

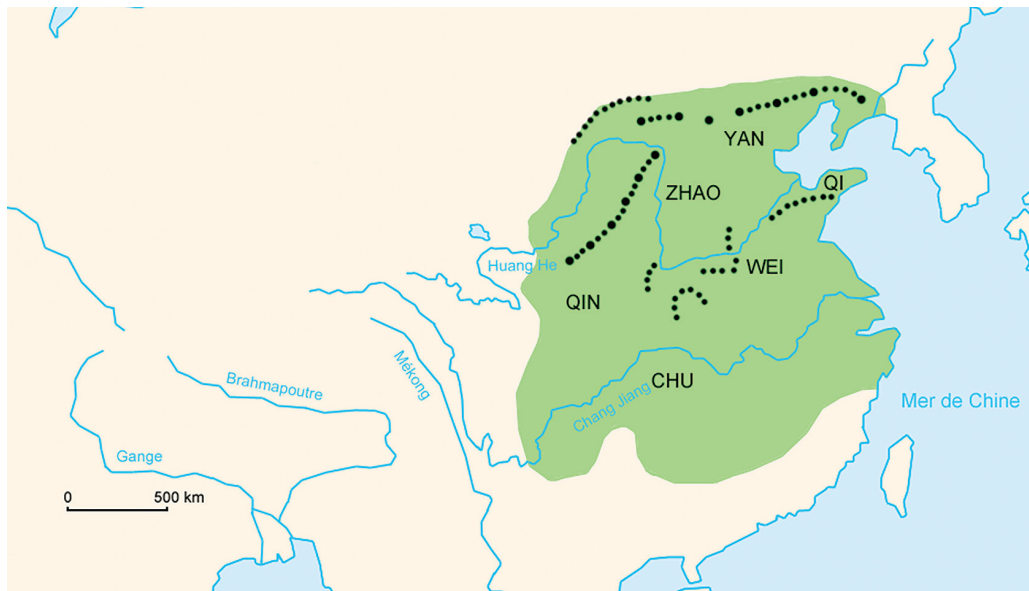
Original Document Source: John Barrow, *Some Account of the Public Life, and a Selection from the Unpublished Writings, of the Earl of Macartney*, vol. 2 (London: Cadell and Davies, 1807). Available online at https://books.google.com/books?id=wMQ_AAAcAAJ.

SECONDARY SOURCE ▶

4.3

Walls of the Warring States

China was first unified under a single emperor by the Qin Dynasty in 221 BCE. Before that, several smaller states had fought one another constantly during The Spring and Autumn Era (770–476 BCE) and the Warring States Era (475–221 BCE). This map shows that some of those states built long walls. Not all of these walls were meant to keep out nomadic invaders to the northwest. As the map suggests, some were meant to contain other Chinese states. The photograph shows a part of the Great Wall of Qi in Shandong Province. This photo makes clear how different these early walls were from the Great Wall built by the Ming Dynasty.



Original Document Source: Like tears in rain, illustrated map of the Great Wall of China, 2007. CC BY-SA 3.0.
 Rolfueller, photograph of the remnants of the Great Wall of Qi in the Da Feng Shan (Big Peak Mountain) in Shandong Province, China, 2008. CC BY-SA 3.0.

The Great Wall of the Qin Unification

The state of Qin conquered the other Warring States in 221 BCE and unified China. It established China's first imperial dynasty. The Qin Dynasty lasted only 14 years, but its first ruler, Shi Huangdi, acted forcefully to expand the empire to the northwest. The arid lands there were often occupied by herding societies and some horse-riding nomadic tribes. To better control these lands, Shi Huangdi connected various Warring States walls into one largely continuous wall, as shown by this map.



Original Document Source: © Nystrom Education.

PRIMARY SOURCE ▶

4.5

The Watchtower in Dunhuang

The Qin Dynasty began China's expansion to drier lands to the northwest. The much longer-lasting Han Dynasty continued that expansion. This led it into direct confrontation with an increasingly powerful confederacy of nomads known as the Xiongnu. This Han-era fortification was part of the westward extension of the Great Wall. The ruins are of a watchtower in Dunhuang, in Gansu Province. They are a remnant of the rammed-earth construction used for much of the Great Wall as it existed then.



Original Document Source: The Real Bear, photograph of the ruins of the ancient Chinese Dunhuang watchtower from the Han Dynasty, 2008. CC BY 2.0.

As the Qin Dynasty united China, a man named Modun united many nomadic tribes north and west of China into the Xiongnu Empire. His title was the Chanyu. In about 200 BCE, he led the Xiongnu into an aggressive war with the Han Chinese. In response, the Han rulers at first adopted a more peaceful approach to dealings with the Xiongnu. That approach is described in this passage from 198 BCE. It records the views of one Chinese adviser, Liu Ching. In it, he recommends paying large amounts of goods as tribute to the Xiongnu. He also recommends marriage arrangements in which a Chinese princess would be given in marriage to the Xiongnu ruler.

Original Document

The empire has only just been pacified and the officers and soldiers are weary of fighting. Therefore, it is not possible at this time to make the [Xiongnu] submit by force of arms. Moreover, [Modun] acquired [in 209 BCE] the position of [Chanyu] by murdering his father and taking his father's concubines as wives, relying solely on force to maintain his rule. Such a man can never be swayed by appealing to benevolence and righteousness. Therefore, I can only suggest a plan whereby in time [Modun's] descendants can be made subjects of the Han. . . . If your Majesty could send your eldest daughter by the empress to be the consort of [Modun], accompanied by a generous dowry and presents, then [Modun] . . . would make her his legitimate consort, and if she had a son he would make him heir apparent. . . . Why would he do this? Because of his greed for Han treasures and gifts. Your Majesty might well inquire after his health and send presents of those things the Han have in abundance and the [Xiongnu] lack. At the same time, you could dispatch rhetoricians to begin tactfully expounding to the [Xiongnu] the principles of etiquette and moral behavior. As long as [Modun] is alive, he will of course be your son-in-law, and when he dies your grandson by your daughter will succeed him as [Chanyu]. Whoever heard of a grandson trying to treat his grandfather as an equal? Thus, your soldiers need fight no battles, and yet the [Xiongnu] will gradually become your subjects.

CONTINUED

Adapted Version

The empire has only just been pacified. The officers and soldiers are weary of fighting. Therefore it is not now possible to force the Xiongnu to submit. Moreover, Modun took over as leader of the Xiongnu in 209 BCE by murdering his father and taking his father's concubines as wives. He relies solely on force to maintain his rule. Benevolence and righteousness will never sway such a man. Therefore, I have a different idea of how to make Modun's descendants subjects of the Han. Your Majesty should send your eldest daughter by the empress to be the consort of Modun. Send with her also a generous dowry and presents. Modun would then make her his legitimate consort. If she then has a son, that son would be heir apparent. Why would Modun do this? Because of his greed for Han treasures and gifts. Your Majesty could show concern for his health. You could send presents of things we Han have in abundance and the Xiongnu lack. You could send philosophers to politely teach the Xiongnu the principles of etiquette and moral behavior. While Modun is alive, he will be your son-in-law. But when he dies, your grandson by your daughter will succeed him as Xiongnu ruler. Whoever heard of a grandson trying to treat his grandfather as an equal? In this way, your soldiers will not need to fight any battles, but the Xiongnu will gradually become your subjects.

Original Document Source: Chun-shu Chang, The Rise of the Chinese Empire (Ann Arbor: University of Michigan Press, 2007), 136–7.

PRIMARY SOURCE ▶

4.7

The "Barbarians" of the Steppes and Desert Lands

The Chinese often depicted the nomadic peoples as barbarians unfit for China's more civilized and advanced way of life. This view is expressed in this passage recorded by the famous Han historian Sima Qian in his *Records of the Grand Historian* (quoted in Di Cosmo). The passage reports the views of Zhufu Yan, advisor to Emperor Wu of Han who reigned from 141–87 BCE.

Original Document

It is not only our generation which finds the [Xiongnu] so difficult to conquer and control. They make a business of pillage and plunder, and indeed this would seem their inborn nature. Ever since the times of the Emperor Shun and the rulers of the [Xia], Shang, and [Zhou] dynasties, no attempt has ever been made to order or control them; rather, they have been regarded as beasts to be pastured, not as members of the human race.

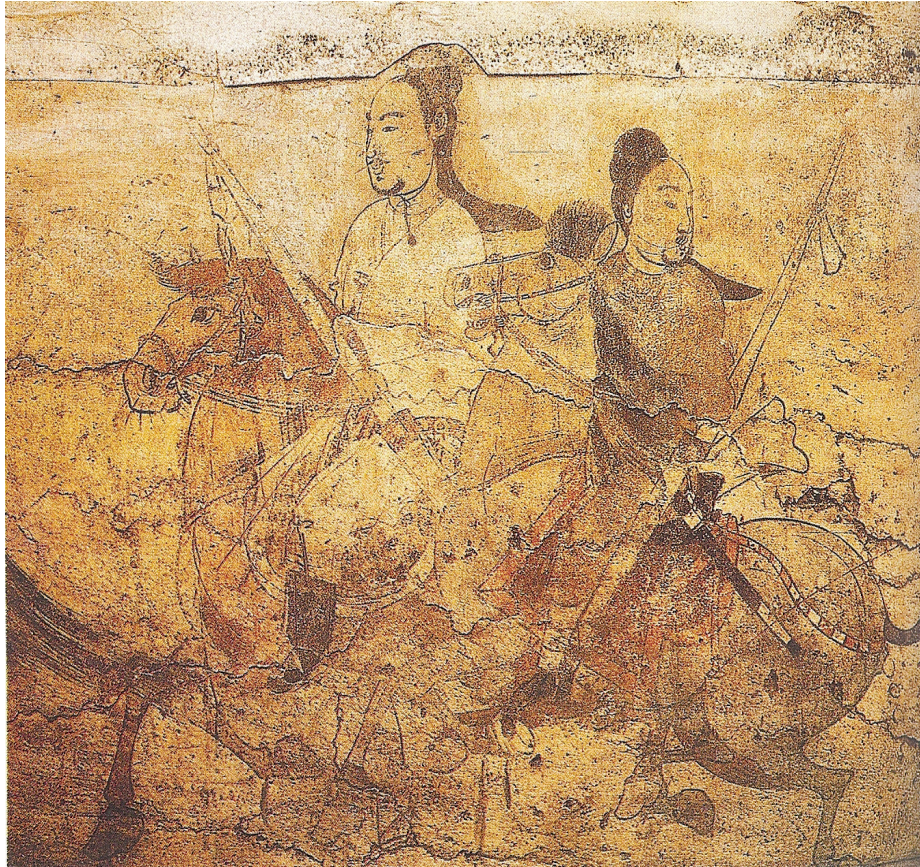
Original Document Source: Nicola Di Cosmo, *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History* (New York: Cambridge University Press, 2002), 298.

PRIMARY SOURCE ►

4.8

A Nomad Warrior

After the Han Dynasty ended and the Xiongnu Empire fell apart, other horse-riding nomads continued to threaten Chinese rulers. Chinese soldiers also mastered nomadic horse-riding techniques. This sixth century CE painting of horse-riding warriors was found in the tomb of Lou Rui at Taiyuan, Shanxi Province, during China's Northern Qi Dynasty.



Original Document Source: Photograph of riders on horseback, from a wall painting in the tomb of Lou Rui at Taiyuan. Public domain.

PRIMARY SOURCE ▶

4.9

Northern Wei Buddhist Cave Art

Nomadic confederacies such as the Xiongnu or the Xianbei were not simple societies. They combined farming communities with pastoral nomadism. They engaged in trade. In time, their ruling aristocrats took an interest in Chinese cultural achievements. Some nomadic tribes took over whole states in northern China. Over time, they often adopted many traditional Chinese practices. The Northern Wei (386–534 CE) was one such state, founded and ruled by a major Xianbei clan. As Buddhism began to spread in China, these Northern Wei rulers were especially supportive of it. In two different locations, they carved thousands of Buddhist sculptures in caves in two locations in their territory. The statues shown here are just a few of these thousands.



Original Document Source: G41rn8, photograph of Buddhist Pentad, 2006. CC BY-SA 4.0.

PRIMARY SOURCE ▶

4.IO

A Female Polo Player of the Tang Dynasty

Nomadic influences in northern China affected Chinese culture in many ways. In the early part of the Tang Dynasty (618–907 CE), marriages between Chinese and nomadic elites were common. As a result, upper-class Chinese were less strict in following traditional Chinese rituals and customs. Nomadic society gave women more freedom in certain areas. This may have contributed to Tang China's tolerance for more assertive female behavior. The sport of polo was brought to China from Persia. This eighth century Tang statue is of a woman polo player. The idea of female polo players would have shocked earlier Chinese societies. The Tang did not build long walls.



Original Document Source: Vassil, photograph of a sculpture of a female polo player, 2007. Public domain.

Communicating Results and Taking Action

Communicating Results

- ◆ Reread Primary Sources 4.6 and 4.7. Pretend to be Liu Ching (Primary Source 4.6) and write a letter responding to the statement by the Han adviser in Primary Source 4.7. Then, as that adviser, write a letter back replying to the first one.
- ◆ Working in a small group, find ten illustrations from as many different sections of the Great Wall as you can. Several photos should show remains of past walls, not just the current Great Wall. Arrange your illustrations around a map, and connect each picture to its correct location on the map. Write brief paragraphs or captions to go with each illustration. Then present your work to the class either as a bulletin board display or as a PowerPoint presentation.
- ◆ Reread George Macartney's statement in Primary Source 4.2. Then find two other sources in the lesson that you think support Macartney's overall view about China and its Great Wall. Then choose two sources you believe do not support Macartney, or that undercut his view in some way. Write a brief essay summarizing Macartney's view and explaining the four choices of sources you have made.

Taking Action

- ◆ China today no longer worries about nomads on its borders. Nor does it rely on its Great Wall to protect it from invasion. It does have complicated relationships with its current neighbors and conflicts with some of them, including Mongolia, North and South Korea, Japan, Taiwan, Vietnam, and India. Working in a small group, read recent news sources on China's dealings with one of these neighboring countries. Present your findings to the rest of the class. Record these presentations and the discussion about them. Send the video to local news outlets and invite them to present it themselves or write about it.
- ◆ Use online video-presentation software to make the presentation for the previous assignment available online. Use social media to share the presentation and the class discussion about it. Ask those contacted in this way to comment and communicate with others about it.

The Great Wall Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

Insert 3

- 4.1: Allom, Thomas. *L'empire Chinois*. Paris: Fisher, 1845.
- 4.2: Barrow, John, ed. *Some Account of the Public Life, and a Selection from the Unpublished Writings, of the Earl of Macartney*, vol. 2. London: Cadell and Davies, 1807. Available online at https://books.google.com/books?id=wMQ_AAAAcAAJ.
- 4.3: Like tears in rain. Illustrated map of the Great Wall of China. 2007. CC BY-SA 3.0. Rolfmüller. Photograph of the remnants of the Great Wall of Qi in the Da Feng Shan (Big Peak Mountain) in Shandong Province, China. 2008. CC BY-SA 3.0.
- 4.4: © Nystrom Education.
- 4.5: The Real Bear. Photograph of the ruins of the ancient Chinese Dunhuang watchtower from the Han Dynasty. 2008. CC BY 2.0.
- 4.6: Chang, Chun-shu. *The Rise of the Chinese Empire*. Ann Arbor: University of Michigan Press, 2007.
- 4.7: Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. New York: Cambridge University Press, 2002.
- 4.8: Photograph of riders on horseback, from a wall painting in the tomb of Lou Rui at Taiyuan. Public domain.
- 4.9: G41rn8. Photograph of Buddhist Pentad. 2006. CC BY-SA 4.0.
- 4.10: Vassil. Photograph of a sculpture of a female polo player. 2007. Public domain.

Sources for Further Study

Cotterell, Arthur, Alan Hills, and Geoff Brightling. *Ancient China*. New York: DK, 2005.

Guo, Guang, ed., and Ming Tan, photographer. *China: A Photographic Journey through the Middle Kingdom*. New York: Abbeville, 2010.

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Yamashita, Michael S., and William Lindesay. *The Great Wall: From Beginning to End*. New York: Sterling, 2007.