

# The Qin Emperor and the Terracotta Warriors

## Unit of Work

### Victorian Essential Learning Standards Level 5

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

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Published by the  
Department of Education and Early Childhood Development  
March 2007\_ Updated 2009  
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## Introduction

In 'The Qin Emperor and the Terracotta Warriors' students undertake a range of activities. There is an assumption that the class would have already undertaken some study of ancient China – such as laid out in the unit 'The Great Wall of China' – and would have a sense of certain features of Chinese geography and culture. This unit is an opportunity for students to widen their understanding of the role played by key individuals – in this instance the Emperor Qin Shi Huang – and to learn of the burial practices of the rulers of China, which in turn can offer an appreciation of the way power was exercised and enhanced. Students will also become familiar with the remarkable terracotta warriors that were put in place as part of the mausoleum of the Emperor Qin Shi Huang. Students will read excerpts from historians about the Qin Emperor and will be able to consider the range of opinions about his rule. They will have activities to assist them in forming their own opinions about the Emperor Qin Shi Huang and will use evidence to justify their point of view. They will use a range of strategies for learning and will work both in groups and individually.

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## Learning focus

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

### **Physical, Personal and Social Learning:**

Interpersonal Development

- work co-operatively to achieve a shared outcome.

### **Discipline- based learning**

History:

Historical knowledge and understanding

- use a variety of sources
- describe the roles of key individuals
- explain key features of community life of ancient societies, including religious belief and art.

Historical reasoning and interpretation

- frame key questions, plan research and report on findings
- identify content, origin, purpose and context of historical sources
- identify strengths and limitations of historical documents.

### **Interdisciplinary learning**

Communication

Listening, viewing and responding

- consider own and other's points of view.

Information and Communications Technology (ICT)

- use graphic organisers to structure thinking processes
- use ICT to create and communicate their findings.

Thinking

- use a range of question types and locate and select relevant information.

# Victorian Essential Learning Standards

Strand	Domain	Dimension	Key elements of standards
<b>Physical, Personal and Social Learning</b>	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> <li>... accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively</li> </ul>
<b>Discipline-based learning</b>	History	<p>Historical knowledge and understanding</p> <p>Historical reasoning and interpretation</p>	<ul style="list-style-type: none"> <li>...analyse and describe key events in ancient societies</li> <li>...use a variety of sources to describe key aspects of these societies</li> <li>...analyse the ways ancient societies were governed</li> <li>....describe the roles of key individuals</li> <li>...frame key research questions, plan their investigations, and report on their findings</li> <li>...evaluate historical sources for meaning, point of view, values and attitudes</li> <li>...use a range of primary and secondary sources including visual sources</li> <li>....identify the content, origin, purpose and context of historical sources</li> </ul>
<b>Interdisciplinary Learning</b>	<p>Communication</p> <p>Information and Communications Technology</p> <p>Thinking</p>	<p>Listening, viewing and responding</p> <p>ICT for visualising thinking</p> <p>ICT for communicating</p> <p>Reasoning, processing and inquiry</p> <p>Reflection, evaluation and metacognition</p>	<ul style="list-style-type: none"> <li>...interpret complex information and evaluate the effectiveness of its presentation. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations</li> <li>...use linguistic and non-linguistic representations, such as <a href="#">graphic organisers</a>, to help structure their thinking processes</li> <li>...use ICT to support oral presentations to live local audiences</li> <li>...use a range of question types, and locate and select relevant information from varied sources when undertaking investigations</li> <li>...use specific language to describe their thinking and reflect on their thinking processes during their investigations</li> </ul>

# Teaching and learning activities

This unit focuses on students using previous knowledge to form generalisations about the newly introduced society of ancient China. There is a particular emphasis on students forming their own questions prior to conducting research of their own. They will also be working often in small groups and so will need to be guided to achieve a productive outcome.

The focus in this unit is on the person of the Emperor Qin Shi Huang, both as an example of the impact of an individual on a society, and as a figure of controversy. Students will be encouraged to consider the range of opinions about this Emperor and to construct their own account of him. The unit also turns its attention to the mausoleum built for the Emperor and above all to the terracotta army of several thousand soldiers and their attendant weapons and horses. Students consider pictorial and written sources and conduct research on particular aspects of this remarkable artistic achievement. They also have opportunities to have ‘hands-on’ experience of the work of archaeologists.

## Activity 1: Recall of prior learning

It is assumed that students will have already done some preliminary study on ancient Chinese society and on an additional ancient society such as Egypt or Rome. They should therefore have some experience and knowledge of another culture and be in a situation to draw on these understandings when making comparisons with China.

As a means of introducing this unit, teachers explore with their students how they know of societies in the past. Students can do this exercise by working with a partner to write down their understandings. This discussion should elicit responses such as:

- archaeology
- official documents and histories
- artefacts
- scientific analysis.

Students should also be able to provide specific examples from their previous studies of ancient societies. They will record the findings in their notebooks.

## Activity 2: The Emperor Qin Shi Huang

Having had the general discussion on the sources of knowledge about ancient societies, the teacher can then introduce the person of Qin Shi Huang, known as the First Emperor, and the ruler most closely associated with the expansion of the system of walls in China in the late 3<sup>rd</sup> century BCE. Teachers emphasise to their students how extensive can be the influence wielded by an individual ruler.

We know of this emperor through:

- the accounts of the Han Empire historian, **Sima Qian**, who was writing a century or more after the death of the Qin Emperor
- tales such as that of Meng Chiangnu (see unit on The Great Wall of China)
- knowledge of the mausoleum (tomb) in which Qin Shi Huang was buried.

The 2005 Chinese film, **Hero**, told the story of that emperor's efforts to unite several kingdoms and of the attempts by his enemies to assassinate him. By using some excerpts from such a resource, teachers could make some interesting comparisons regarding the ways in which an historical figure is represented.

As an exercise in **using primary and secondary sources**, the students are given a worksheet with a series of excerpts about Qin Shi Huang (See Unit resources, Appendix 1). The class is to be divided into small groups and handed out a sheet of paper with three columns, headed 'pluses', 'minuses' and 'interesting' (See Unit resources, Appendix 2).

Students read the extracts on Emperor Qin Shi Huang, and put into each column a summary of the main points about the First Emperor, in this case, the positive things, the negative things and what students find interesting in these extracts. They will be able to swap their summaries with another group, to see what others emphasized. When they have their own sheet returned, they may make any necessary additions or adjustments.

The teacher can draw out some consideration of how reliable these accounts of the First Emperor may be. Students are invited to discuss what the strengths and limitations of each type of source would be, and to note briefly the conclusions of the discussion.

Students in their small groups write down on A3 sheets a minimum of five questions they have about the Qin Emperor. They should be encouraged to write both open and closed forms of questions. The groups questions are displayed around the room and students will be able to view the questions that the class has compiled. Each member of the group selects two questions to research, one of which must be an open question. Time is provided for this research activity and then students report back to the class on their findings.

(The resources cited below in the resource guide provide a good deal of information, and school libraries will be able to assist. It may be of interest to compare accounts of the First Emperor such as those found online e.g. [http://en.wikipedia.org/wiki/Qin\\_Shi\\_Huang](http://en.wikipedia.org/wiki/Qin_Shi_Huang) (reading level more advanced, but [http://simple.wikipedia.org/wiki/Qin\\_Shi\\_Huang](http://simple.wikipedia.org/wiki/Qin_Shi_Huang) gives a simplified version) [http://www.travelchinaguide.com/attraction/shaanxi/xian/terra\\_cotta\\_army/qin\\_shihuang\\_1.htm](http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/qin_shihuang_1.htm) (more accessible). The students will be preparing to write a summary paragraph about the Emperor Qin Shi Huang. (The exercise is set out in Unit resources, Appendix 5.)

One way of encouraging the class to debate their opinions of the Emperor Qin Shi Huang is for the teacher to write up on the board a contention such as: 'The Emperor Qin Shi Huang had no positive qualities'. The students line up according to whether they agree or disagree – strongly or mildly – and then have to justify their position by citing specific evidence. If they change their point of view, they may move to the appropriate place in the line, but they must justify their change of mind.

A different exercise to get the class thinking could be to ask them to find five points of similarity and five points of difference between the Emperor Qin Shi Huang and the Australian Prime Minister – or some other well-known figure.

Having considered a range of information, the students now have a basis for **writing a paragraph** on Qin Shi Huang (see Unit resources, Appendix 7). The emphasis should be on supporting their opinions by the use of specific evidence. Their responses become part of the assessment of this unit.

### Activity 3: The mausoleum of Emperor Qin Shi Huang

One remarkable feature of the life of Qin Shi Huang was the mausoleum that was built to house his remains. Students are (re)introduced to the word 'mausoleum' and, using a **think, pair, share strategy** (see <http://vels.vcaa.vic.edu.au/support/teaching.html>) are asked to explain what they may know about the customs of burying kings and rulers and important officials in other ancient societies. They may be able to draw on their knowledge (e.g. from Egypt), and this could lead on to a consideration of:

- what the building of a mausoleum would require in terms of labour and expense
- what items would be placed in the tomb with the ruler
- why build such a place?

Students could certainly generate their own questions and hypotheses. It would be also valuable to compare the buildings erected in more recent times as memorials to famous leaders, including our own political leaders in Australia. For example, some former Prime Ministers are buried in Melbourne General Cemetery. It would be an interesting exercise to nominate some famous people and try to find pictures of their burial places. Students might also consider such memorials as the Shrine of Remembrance and the National War Memorial by way of contrast.

Many stories about the contents of this mausoleum have been told, with the account of the Han dynasty historian, Sima Qian, offering the most vivid (see Unit resources, Appendix 3). The class reads this excerpt together and difficult words and concepts are explained by the teacher. The class is then invited to draw how they visualise the interior of the Qin Emperor's tomb. They could then contrast their picture of the tomb with that of the CGI reconstruction available at the site <http://www.channel4.com/history/microsites/H/history/e-h/firstemperor.html>.

Students, using again a **think-pair-share strategy**, are invited to speculate why the tomb of Qin Shi Huang has not yet been opened up, in contrast to such places as the Pyramids which they may have already studied.

(For an interesting discussion of these issues, an interview with **Dr Jeffrey Riegel** is most informative – see <http://dsc.discovery.com/convergence/firstemperor/qa/qa.html> as are the views of the tomb <http://dsc.discovery.com/convergence/firstemperor/explore/explore.html>).

## Activity 4: The terracotta warriors

The teacher makes the link of the tomb of Qin Shi Huang with the chance discovery in 1974 of some terracotta pieces that led to the unveiling of a truly wondrous find: the remarkable terracotta warriors. (Curiously, the details of these warriors had not been mentioned in Sima Qian's accounts.)

Students should be asked what they know or have heard about this remarkable archaeological site. They are then handed out copies of the pictures of the site and the terracotta warriors. Teachers can make their own selection from those provided in Unit resources, Appendix 4. The students are asked to cut out the pictures, arrange them in an order that makes sense to them, and then construct their own understanding or narrative. The narratives are read out to the class, giving all an appreciation of how the same set of representations can be subject to a range of interpretations.

An alternative exercise would be to ask students to look at the close-up photos of the terracotta warriors and note all the variations in clothing, position, head pieces, facial detail and so on. This would alert the students to the range and variety of these warriors. (Depending on the facilities available to the class, the panoramas found at the following site are also worth investigation:

<http://www.world-heritage-tour.org/asia/cn/terracotta/army.html>.)

Having viewed the pictures, students are broken into groups of no more than four. The teacher shows each group how to prepare two sets of 'dice' – essentially cubes made from paper. On the first set are written question words – 'who', 'why', 'when', 'where', 'what', 'how' and on the second set words such as 'is', 'should', 'might', 'has', 'could' and so forth. Each group is asked to roll the two dice and make up questions about the terracotta warriors. These are recorded by each group. After sufficient time to ensure that a range of questions has been put together by each group, the teacher invites each group in turn to present their questions and these are written up on the board. There will no doubt be a number of areas that overlap, but by the end of the exercise the class will have a range of questions. With discussion, the class can then decide which questions they wish to explore most. Among the possible questions could be:

- how were these terracotta warriors constructed?
- what purpose did they have?
- when were they found? Where?
- have all the warriors been excavated?
- what problems have arisen in the preservation of these discoveries?
- what do these warriors tell us about Chinese military strategies in the time of the Qin dynasty?
- what do they tell us about the artistic skills of the Chinese?

These questions will become the basis of exploration of the terracotta warriors. Depending on the number of questions agreed to by the class, this investigation can be carried out as an individual or a group task. (A worksheet such as that in Unit resources, Appendix 5 could be used to direct the students' investigations. The websites in Unit resources, Appendix 6 are a good supplement to resources available in the school library.)

Students could be set the challenge of investigating just how much emphasis is placed on the Qin dynasty at the exhibition compared to other dynasties that and discuss the relative importance of the Qin dynasty. Their study of the artistic skills of the terracotta warrior craftsmen could invite comparison of other fine objects and lead to a fuller understanding of the achievements of Chinese civilisation in the arts.

## Activity 5: The students as archaeologists

There are other activities that could be carried out as class investigations of archaeology.

a. Different materials are affected in different ways by the environments (such as the presence or not of water) in which they are buried. Certain objects buried with the terracotta warriors, such as the bronze swords and the terracotta warriors themselves, have survived remarkably well, while other objects like cloth and wood have deteriorated significantly. Have the class identify two different environments around the school. Then bury the same kind of objects (these could include clay flower pots, leftover food, coins) in both places. After a month or two, 'excavate' the objects to see if there are differences in their appearance, or state of preservation.

b. Students might imagine themselves as archaeologists at some time in the distant future – say in 2000 years time. The archaeologists have unearthed a school classroom preserved after a volcanic eruption (fortunately during the school holidays) and have not found any other such site.

- how do the future archaeologists interpret the blackboard: what significance do they attribute to its colour and material?
- what do they assume is reflected in the arrangement of desks in rows or a circle?
- on what basis do they decide how this room was originally used?
- what do they make of its east-west (or north-south) orientation? In doing this activity the class could compile a list of questions that help determine how an unknown object – such as the blackboard – was used. These might include:
  - where was it found?
  - what was it found with?
  - was it decorated? How was it decorated?
  - does it resemble known objects?
  - was it a unique object or one of many examples?

c. Conservation is an important part of archaeology. Students can get a feel for the difficulties involved by trying to mend a pot. Decorate several small flower pots (or samples of misshapen pieces left over from art classes) with simple designs in ink and break them into many small fragments. The class should then work to re-assemble and glue the pieces. This can be related to the pictures of the broken figures of the terracotta warriors.



# 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.

Domains/Dimensions	Assessment Focus	Task
<b>Interpersonal Development</b> Working in teams	Ability to: <ul style="list-style-type: none"> <li>▪ work co-operatively to achieve a shared purpose within a realistic timeframe.</li> </ul>	1. students work to complete the PMI worksheet in small groups 2. students create sets of questions about the Emperor Qin Shi Huang and about the terracotta warriors 3. students complete think-pair-share exercises
<b>Personal learning</b> Managing personal learning	<ul style="list-style-type: none"> <li>▪ complete short, extended and group tasks within set timeframes.</li> </ul>	4. write short paragraph and present research findings by a set date
<b>History</b> Historical knowledge and understanding	<ul style="list-style-type: none"> <li>▪ describe the roles of key individuals and evaluate their contributions and legacies</li> <li>▪ use a variety of sources to describe key aspects of ancient China.</li> </ul>	5. participate in various activities to evaluate the life of Emperor Qin Shi Huang and complete a written assignment on this individual  6. students draw upon book sources, the opinions of peers as well as pictorial and other materials to shape their understanding of ancient Chinese society
Historical reasoning and interpretation	<ul style="list-style-type: none"> <li>▪ frame key research questions, plan their investigations and report on their findings</li> <li>▪ evaluate historical sources for meaning, point of view, values and attitudes</li> <li>▪ plan for historical research based on the development of key research questions, and revision of those</li> </ul>	7. students research an aspect of the terracotta warriors and present their findings in an agreed format  8. students read a variety of extracts on the life of Qin Shi Huang and discuss the reliability of these sources  9. students frame questions for research on Emperor Qin Shi Huang and also on the terracotta warriors

<p><b>Interdisciplinary Learning</b></p> <p><b>Information and Communications Technology</b></p> <p><b>Thinking</b> Reasoning, processing and inquiry</p> <p><b>Communication</b></p>	<p>questions as inquiry progresses.</p> <ul style="list-style-type: none"> <li>▪ use graphic organisers to help structure their thinking processes.</li> <li>▪ use ICT to present ideas and understandings to audiences</li> <li>▪ use a range of question types and select relevant information from varied sources when undertaking investigations.</li> <li>▪ consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.</li> </ul>	<p>10. students make use of such organisers as PMI sheet and think-pair-share</p> <p>11. students present their terracotta warriors findings by a series of visuals using such formats as PowerPoint or PhotoStory</p> <p>12. students practise these skills in their research tasks on the Emperor Qin Shi Huang and the terracotta warriors</p> <p>13. students participate in discussions about the Emperor Qin Shi Huang and construct a paragraph about his life.</p>
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### Assessment tasks

There are two examples of assessment tasks that could flow from this unit. The first one is the **paragraph on the Emperor Qin Shi Huang** (see Unit resources, Appendix 7). The criteria are included in the task description. A suggested assessment process follows:

<b>Below</b>	<b>At the Level</b>	<b>Above</b>
Meets less than three of the criteria, has little apparent argument and offers little evidence to support a point of view.	Meets most of the criteria, offers some evidence in support of the argument and writing has some purpose and direction.	Meets all of the criteria listed and constructs a clear argument about the Emperor Qin Shi Huang, using evidence effectively and showing the range of opinions about this individual.

## Research an aspect of the Terracotta Warriors

The second assessment task is the **research on an aspect of the terracotta warriors**. (see Unit resources, Appendix 8). The criteria are set out in the task sheet.

<b>Below</b>	<b>At the level</b>	<b>Above</b>
Is able to frame a narrow range of question types and depends on the teacher for direction.	Makes use of a range of question types and is beginning to explore resources independently of the teacher.	Uses a range of more complex question forms and works confidently with minimal teacher direction to complete task.
Is able to explain in part the answer to the designated question but not confident in relating this information to the society of ancient China.	Is able to relate findings to the wider society of ancient China and make some thoughtful conclusions.	Is able to place the creation of the terracotta warriors in the context of the position of the Emperor in ancient society.
Presentation does not fulfil the requested number of visuals and written explanations bear little relationship to the task.	Presentation provides five slides and written text, but does not always make clear the answer to the set question.	Presentation meets all the criteria and engages the class by the quality of the content and the confident use of the selected medium.

## Unit resources

## Teacher resources

### Appendix 1: An overview of the Emperor Qin Shi Huang and the terracotta warriors

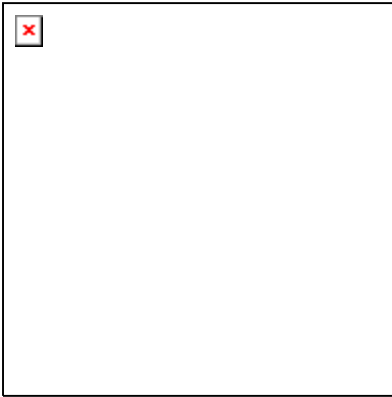
In 247 BCE a 13-year-old boy, known then as Zheng, became king of the Kingdom of Qin, one of a number of kingdoms in what we now know as China. By the time of his death in 210 BCE, Zheng would be known as Qin Shi Huang, 'The First Emperor of the Qin' and his name has come down to us today as 'The First Emperor of China'. In his thirty year reign, Qin Shi Huang would achieve some remarkable things, but at a high cost to the lives of his subjects. Through military conquest and diplomatic negotiation, he united the warring kingdoms of China. He divided the administration of China into 36 provinces, appointing the governors and public officials himself, and ensured the centralisation of power in his own person. He unified the currency and the written language and established a single system of weights and measures. So simple a decree as making the width of cart axles standard made the movement of goods along country roads so much more convenient. The political philosophy of Legalism, enshrined in the many laws and decrees issued by the Emperor, challenged the teachings of Confucianists and Daoists. Qin Shi Huang was not one to tolerate criticism and opposition. Stories of his ordering the deaths of hundreds of scholars and the burning of valued ancient texts on government and philosophy have been passed down over two millennia. Perhaps even more significant was his decree ordering the construction of a series of walls to link up existing defensive walls. The '10,000 li ('li – a Chinese measure of distance, approximately half a kilometre) Wall has come to be known as The Great Wall of China.

Qin Shi Huang appears to have been most interested in achieving immortality, and was reported to have sent many missions all over China to find the recipe of immortal life. One story suggests that his death may have been caused by his consumption of too many mercury pills, mercury being regarded as one potion to bring immortality. If immortality was not to be achieved, then perhaps the memory of the emperor could be ensured in other ways. Even as a young king still ruling through a regent, Zheng had commenced the construction of a remarkable mausoleum that would ultimately contain his remains, along with those of many courtiers, palace servants and workers and thousands of precious objects associated with his rule. Many stories about the contents of this mausoleum have been told, with the account of the Han dynasty historian, Sima Qian, offering the most vivid.

'Shi Huang began building his mausoleum soon after he became king of Qin. After the unification of the whole country, more than 700,000 slaves were sent to work on the mausoleum. The burial chamber was deep underground, and the catafalque for the coffin was cast of copper. Palaces were built in the burial chamber, home to countless rare treasures. Artisans were instructed to build hidden crossbows, which would automatically shoot arrows if thieves approached the tomb. Mercury was mechanically poured into the tomb to form rivers and seas of poison. The ceiling was adorned with the sun, the moon and stars, and laid out on earth were landscapes of places from across the country. Candles made from the fat of mermaids were lighted to burn forever. At the order of Qin Er Shi (the successor to his father), those concubines of the former Emperor who did not bear any children and who were not suitable to leave the royal palace were buried alive with the Emperor. Thus many died as human burial objects. Some say that since the artisans and architects knew the passageways and treasures of the tombs too well themselves, they would tell others the secret of the mausoleum if they were so allowed...To avoid this, channels and walkways inside the tomb were quickly sealed after the ceremony, and pathways leading to the outside were also closed up. Not a single man was let out. Afterward grass and trees were planted on the surface of the tomb, disguising this as a mound...' ( from *Records of the Grand Historian: Qin Dynasty*, by Sima Qian, translated by Burton Watson. Research Center for Translation, The Chinese University of Hong Kong and Columbia University Press, 1993. cited in Wu Xiacong & Guo Youmin (eds) (1999) *The Subterranean Army of Emperor Qin Shi Huang*, China Travel and Tourism Press Beijing pp. 14-15)

But the burial place of Qin Shi Huang, while known, has not been opened up as yet. Perhaps this is because of the stories of intricate booby traps and hidden crossbows to kill any who might dare break into the Emperor's tomb. Perhaps it is simply because the Chinese archaeologists who know of its position do not have the means of preserving the finds in an effective way. (For an interesting discussion of these issues, an interview with Dr Jeffrey Riegel is most informative – see <http://dsc.discovery.com/convergence/firstemperor/qa/qa.html>)

However, not far from the site of the tomb of Qin Shi Huang, the chance discovery in 1974 of some terracotta pieces led to the unveiling of a truly wondrous find – the remarkable terracotta warriors. Curiously, the details of these warriors had not been mentioned in Sima Qian's accounts.



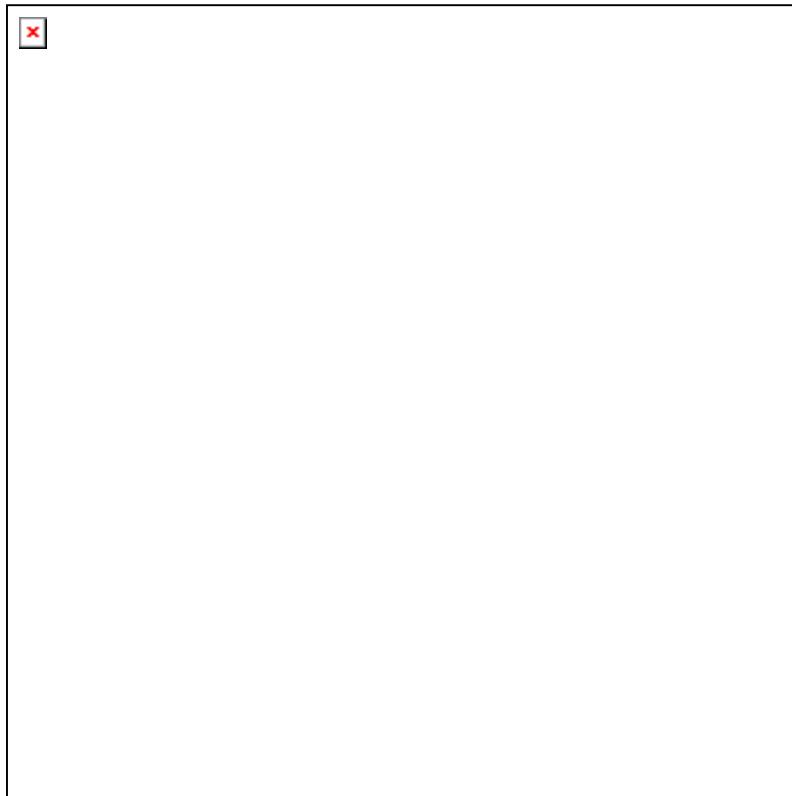
Near the city of Xi'an, in the province of Shaanxi, in north central China, a group of farmers digging a well unearthed a fragment of a warrior. What followed is described in one of the tourist guides to the museum of the terracotta warriors: 'They noticed some peculiar pottery fragments and a jar-like container. The farmers became very careful, for if the jar turned out to be intact they could then have recycled it and used it to store eggs. The more they dug, the more their find appeared to be the thoracic cavity of what the locals called a 'pottery man'. The head, arms and legs of the 'pottery man' soon became visible, and with it some rusted bronze triggers of crossbows, arrowheads and floor tiles.

The three men had no idea what they were digging up. The most logical conclusion was that it was an old kiln for bricks and tiles of some sort, while other more superstitious types figured it could be a temple to the God of Earth....Some of the elderly locals, fearful that they had accidentally unearthed the statue of a god, secretly burned incense and kowtowed to the heavens to pray for forgiveness. The small village, usually quiet, became restless.'

(source: Wu Xiaocong & Guo Youmin (eds) (1999) *The Subterranean Army of Emperor Qin Shi Huang* China Travel and Tourism Press Beijing pp. 13-14)

Eventually, the news was passed along to the relevant government departments and an archaeological dig was commenced. After two years of preliminary exploration, during which three pits were uncovered, covering some 20,000 square metres, the nature of this exceptional find became more apparent. In the ensuing thirty years, as the investigations have proceeded, the full measure of the discovery has been gradually revealed. The pits are now housed in large hangars, which together comprise the Museum of the Terracotta Warriors. While the excavations are still incomplete, sufficient work has been done to build up a credible picture of this construction.

Each pit was dug out to a level of 5 metres, the floors flattened and pounded and black tiles placed on top. Then a series of chambers, separated by 3 metre high walls, were created. It was into these chambers that the finished warriors and their attendant horses and chariots were placed. The chambers were then covered over with a roof of thick wooden planks and earth. (see diagram)



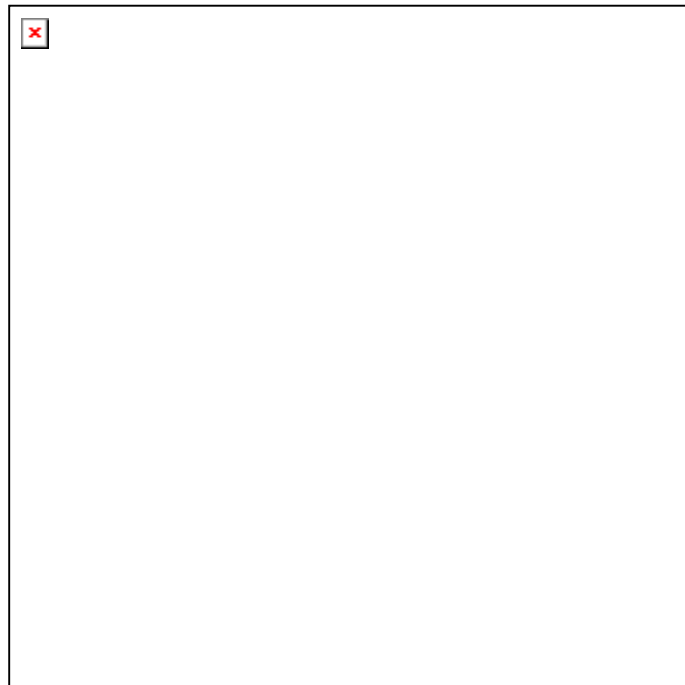
In Pit no. 1, there are the main body of the infantry, some 6000 warriors lined up in battle dress, armed and ready to fight. Pit 2 holds 1400 figures, including cavalrymen, infantry and horses, and an additional 90 wooden chariots. Pit 3 is smaller in extent, containing about 70 warriors, believed to be the generals and senior officers. All the figures had been painted in very vivid colours and would have been an even more impressive and daunting enemy to confront. The paint has faded and come away over the centuries but sufficient remains to suggest what the original appearance would have been. These pits appear to have been looted, and there is evidence of fire, probably dating from the period following the end of the Qin dynasty when resentment of the Qin was at its height.

The terracotta warriors are remarkable not just for their survival but for their fine detail. The different ranks of the army have individual facial expressions, and their dress and posture vary. For example, the generals are taller, dressed in two layers of clothing and wear coloured fish-scale armour. The detail on armour is very precise and hair styles reflect the status of different levels of the army. The overall effect is described as showing 'stillness in motion' and to stand in the presence of the terracotta warriors is to take away an unforgettable impression. The unique expressions on the faces of each warrior emphasise the level of artistry. It

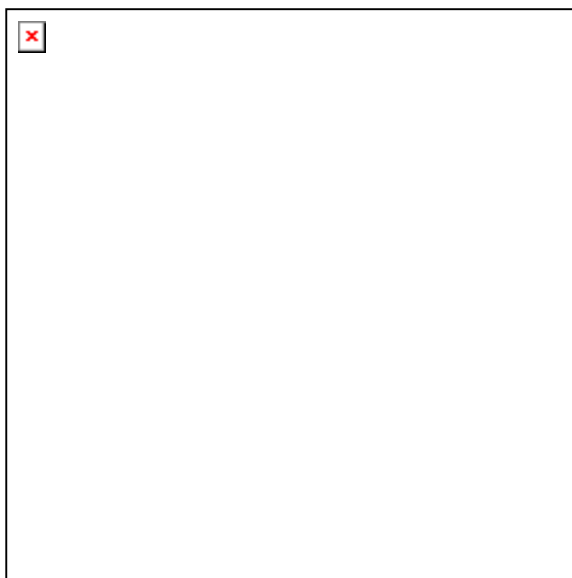
is estimated that more than 100 artists worked on these sculptures and many have left indications of their names and workshops on both sculptures and weapons, a sign of the high regard for these craftsmen



The torso of the figures is hollow, created not with moulds but by being built up with strands of clay and then hand shaped.



The heads appear to have been cast in moulds but then shaped. Individual characteristics such as eyes, mouths and noses were carved out and hair buns and ears added.



What insights do these terracotta warriors offer about Chinese society 2200 years ago? They are invaluable for what they show about military strategy. The arrangement of the warriors, in conjunction with the chariots, the disposition of the soldiers, some facing ahead, others facing to the side, the separate cavalry forces help make sense of written accounts that have survived. No doubt this also offers clues to the success of the Qin in overcoming their rival kingdoms. Tens of thousands of weapons have been found in these digs, ranging from hooks and curved knives to halberds and spears with 3 metre shafts. The crossbows, capable of firing arrows as far as 200 metres, were a particularly deadly weapon. What is even more impressive is the evidence of standardisation in the production of these weapons. There is evidence too of interchangeable arrowheads and bolts for crossbows. Chemical analysis of arrows and spear heads has shown a consistency in the mix of copper and tin appropriate to the weapon itself. Archaeologists were surprised to find so many of the weapons still sharp and shiny, and analysis showed a thin layer of chromium had been used to preserve the weapons. Such a level of expertise in the use of metals was far in advance of comparable societies in Europe at the time.

Of even greater interest is the personality and character of the ruler who ordered the construction of such a mausoleum. His achievements in unifying the warring kingdoms and in establishing the structure for the dynastic government of China have given his name an authority few emperors have rivalled. Yet, we are told that he was the target of several assassination attempts – the story of which provided the film *Hero* with much of its intrigue – and his unrestrained demands on the Chinese population meant that shortly after his death, his dynasty would be overthrown. He was often vilified by subsequent generations of chroniclers for the excesses of his rule but has in recent years started to enjoy a more positive reputation once again, both within China and outside. While the limited access to historical records would make any interpretation conditional and rather speculative, it would nevertheless be a path worth considering for teachers and students in their study of Qin Shi Huang.

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<http://www.ibiblio.org/chineseart/contents/files/ache.html>

<http://www.chinavoc.com/history/qin/bmy.htm>

<http://dsc.discovery.com/convergence/firstemperor/explore/explore.html>

<http://dsc.discovery.com/convergence/firstemperor/qa/qa.html>

<http://www.humanistictexts.org/simaqian.htm>

## Appendix 2: Some extracts on the Emperor Qin Shi Huang

Here are some excerpts from Sima Qian's 'Records of the Grand Historian: Qin Dynasty' translated by Burton Watson, Research Centre for Translation, The Chinese University of Hong Kong, 1993. These writings include some of the Emperor's own words. In addition, there are some commentaries written by scholars in more recent times.

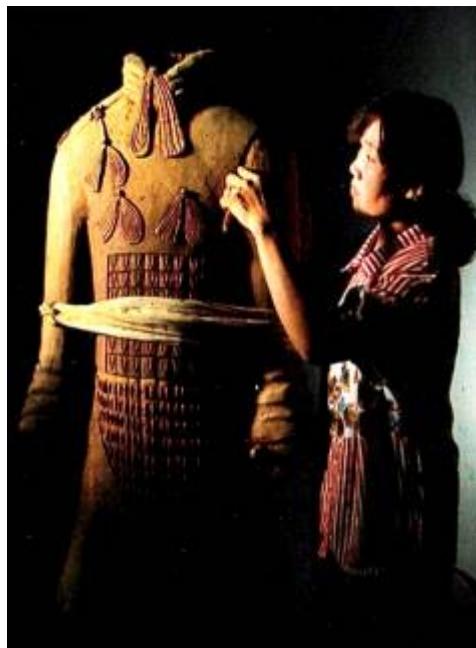
A.	'The King of Qin was born with a prominent nose, elongated eyes, the beast (sic) of a bird of prey, and the voice of a jackal: he seldom extends favor, and has the heart of a tiger or wolf. Once he really has his way in the world, he will hold the whole world captive. He is ruler without benevolence or respect for learning.' (Sima Qian, <i>Grand Historian</i> , 221 B.C.)
B.	'Thus the empire (under Qin) was divided into thirty-six provinces, each province provided with a governor, a military commandant, and a superintendent. The common people were renamed "black-headed ones". There was great feasting. Weapons from all over the empire were confiscated, brought to Xianyang, and melted down to be used in casting bells, bell stands, and twelve men made of metal. These last weighed 60 metric tons each and were set up in the palace. All weights and measures were standardized, the gauge of wheeled vehicles was made uniform, and the writing system was standardized.' (Sima Qian, <i>The Basic Annals of Qin</i> )
C.	'He rectifies diverse customs, crossing rivers, traversing the land. He pities the black-headed people, morning and evening never neglectful. He erases doubt and establishes laws, so all will know what to shun. Local officials have their respective duties; order is achieved with ease. Decisions are certain to be just, none not clear as a drawing. The August Emperor in his enlightenment scrutinizes the four quarters.' (Sima Qian: quoting The Emperor's Stone Inscription, Langya Terrace)
D.	'The First Emperor visited the palace at Mt. Liang and happened to look down from the mountain and observe the carriages, outriders, and attendants of the chancellor. He was not pleased. One of the officials reported this to the chancellor, who thereafter reduced the number of his carriages and outriders. The First Emperor was furious, saying, "Someone among the officials is leaking word of what I say!" He examined the officials, but none would confess to the crime. He then ordered the arrest of all those who had been in attendance, and had every one put to death. From that time on, no one knew where he was when he was absent from the palace.' (Sima Qian, <i>Biography of the First Emperor</i> )
E.	'Qin put an end to the Warring States period and made itself ruler of the empire, but it did not change its ways or reform its system of government, which shows that the means employed to seize an empire differ from those needed to guard it. Qin tried to guard it alone and single-handed, and therefore its downfall was merely a matter of time.' (Sima Qian: Li Jian's Commentary)
F.	'The First Emperor has always been a powerful presence in Chinese history. The discovery of the terracotta army has only added a new dimension to his achievements, which were great. He created a centralized bureaucracy, unified laws, and a standard script; he established the right to own land; he provided for common security, as exemplified by the building of the Great Wall; and he promoted interregional economic activity, with new roads, and canals, standard currency, weights, and measures, and uniform axle wheels.' (Hiram W. Woodward, Jr., Curator of Asian Art, 1997)
G.	'Large-scale public construction projects were made possible by the unification of the country, when territorial conflicts no longer existed. The Great Wall is a case in point, Shi Huang did not build it from scratch; the wall had already existed in various former states. Shi Huang had only to link it into a 4,000-mile wall.' (Yong Ho, historian, 2000)

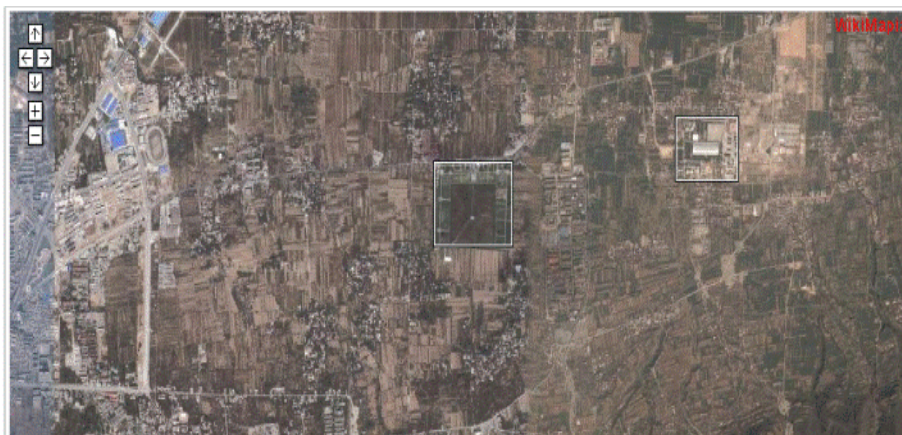
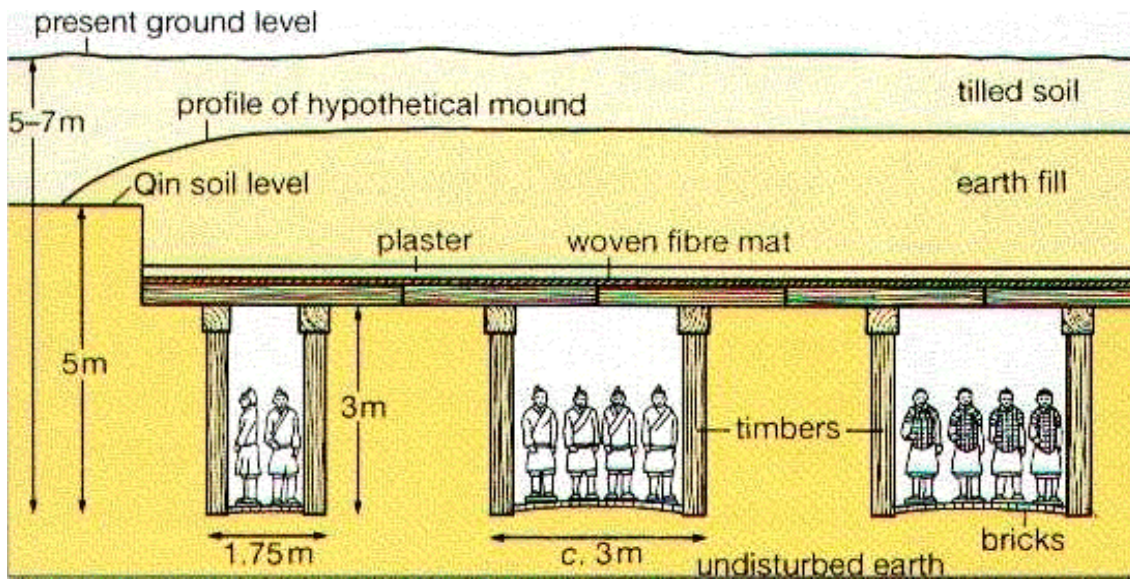
### Appendix 3: The mausoleum of the Emperor Qin Shi Huang

'Shi Huang began building his mausoleum soon after he became king of Qin. After the unification of the whole country, more than 700,000 slaves were sent to work on the mausoleum. The burial chamber was deep underground, and the catafalque (platform) for the coffin was cast of copper. Palaces were built in the burial chamber, home to countless rare treasures. Artisans were instructed to build hidden crossbows, which would automatically shoot arrows if thieves approached the tomb. Mercury was mechanically poured into the tomb to form rivers and seas of poison. The ceiling was adorned with the sun, the moon and stars, and laid out on earth were landscapes of places from across the country. Candles made from the fat of mermaids were lighted to burn forever. At the order of Qin Er Shi (the successor to his father Qin Shi Huang), those concubines (wives) of the former Emperor who did not bear any children and who were not suitable to leave the royal palace were buried alive with the Emperor. Thus many died as human burial objects. Some say that since the artisans and architects knew the passageways and treasures of the tombs too well themselves, they would tell others the secret of the mausoleum if they were so allowed...To avoid this, channels and walkways inside the tomb were quickly sealed after the ceremony, and pathways leading to the outside were also closed up. Not a single man was let out. Afterward grass and trees were planted on the surface of the tomb, disguising this as a mound...'

(from *Records of the Grand Historian: Qin Dynasty*, by Sima Qian, translated by Burton Watson. Research Center for Translation, The Chinese University of Hong Kong and Columbia University Press, 1993. cited in Wu Xiaocong & Guo Youmin (eds) (1999) *The Subterranean Army of Emperor Qin Shi Huang* China Travel and Tourism Press Beijing p 14-15)

## Appendix 4: Pictures of terracotta army





An aerial photo of the mausoleum of Qin Shi Huang (centre) and the site of the terracotta warriors (approximately 1.5 km to the east).





These pictures and diagrams have been taken from open source sites operating under 'fair use' provisions of the Copyright Law of the USA. The sources of these pictures are <http://www.ibiblio.org/chineseart/contents/ache/c02s02.html>

## Appendix 5: A template for a work sheet on the terracotta warriors

NAME:

Question to be investigated:

Sub-questions:

Notes:

	Source 1	Source 2	Source 3
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			

What do I still need to find out? How will I go about trying to find this information?

Summary of findings: Five key points to be made in my visual presentation.



## Appendix 6: Bibliography

### Websites:

[http://www.bmy.com.cn/template/gzb/index\\_en.aspx](http://www.bmy.com.cn/template/gzb/index_en.aspx) – a detailed, well-constructed site with many pictures and information on many aspects of the creation of the terracotta warriors.

[http://english.peopledaily.com.cn/200507/09/eng20050709\\_195157.html](http://english.peopledaily.com.cn/200507/09/eng20050709_195157.html) – from the *People's Daily* – an article concerned more with the entire mausoleum of Qin Shi Huang than just the terracotta warriors.

<http://dsc.discovery.com/convergence/firstemperor/explore/explore.html> – a helpful diagram of the entire mausoleum area with simple explanations of what has been unearthed so far.

<http://www.chinavoc.com/history/qin/bmy.htm> – a simple description of further discovery of a pit containing figures of government officials near the site of the terracotta warriors.

<http://www.ibiblio.org/chineseart/contents/ache/c02s02.html> – a collection of useful images from the site of the terracotta warriors.

[http://www.travelchinaguide.com/attraction/shaanxi/xian/terra\\_cotta\\_army/index.htm](http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/index.htm) – a comprehensive outline of a range of issues about the terracotta warriors.

[http://en.wikipedia.org/wiki/Terracotta\\_Army](http://en.wikipedia.org/wiki/Terracotta_Army) – has some good information and a useful selection of pictures.

<http://Www.Archaeology.Org/Online/Interviews/Mair.Html> – Worker from the West – speculates about the origins of one skeleton found in a burial pit at the site of the terracotta warriors.

<http://dsc.discovery.com/convergence/firstemperor/qa/qa.html> – article by Dr Jeffrey Reigel on why the tomb of the Qin Emperor has not been excavated.

<http://www.channel4.com/history/microsites/H/history/e-h/firstemperor.html> – a summary of the legacy of Qin Shi Huang including a CGI reconstruction of the mausoleum.

### Books:

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Cotterell, A (1989) *The First Emperor of China* Penguin Harmondsworth

Hibbert, C (1982) *The Emperors of China* Select Books

Martell, H.M. (1998) *Imperial China from 221 BC to AD 1294* Evans Brothers London

Reynoldson, F (1994) *Imperial China* Heinemann Oxford

### Documentaries and Films:

*The Emperor and the Assassin*

*Ancient Voices: The Immortal Emperor*

*The First Emperor of China* (CD) 1998 Voyager London

## Student resources

### Appendix 7: Paragraph summary on the Emperor Qin Shi Huang



We have spent some lesson time considering the life of the Emperor Qin Shi Huang, and we have looked at a range of sources telling us about him. Your task now is to write a paragraph of 80–100 words discussing his life and your opinion of him. Your paragraph should have the following features:

- a topic sentence in which you state your point of view about the Emperor
- three pieces of evidence in support of your point of view
- two pieces of evidence that give a different point of view about the Emperor
- a concluding sentence summing up your point of view.

## Appendix 8: Research task on the terracotta warriors



The class has had an opportunity to view pictures of the terracotta warriors at Xian and has learned something of their creation and purpose. You have selected a question about the terracotta warriors that you are now going to investigate in greater depth. You will be demonstrating your ability to conduct a small piece of research and to communicate your findings effectively to your class.

- a. To do this successfully, you will need to think first about the sorts of questions that will help you make more sense of your topic. So, your first step is to write down 5 new questions that help you break down your investigation into more manageable parts. Talk to your teacher for further assistance.
- b. In doing this exercise, you will need to consult at least three different sources. The library and your teacher will assist you in this task. You should look at books, encyclopedias and videos as well as the Internet for this information.
- c. You are to conduct your investigation, taking care to make a summary of the information in appropriate forms – usually notes, but you may use diagrams as well. This will be entered on the attached sheets. You may also find that you need to adapt your original questions as you undertake your research.
- d. When you have found what you – and your teacher – believe is sufficient material for creating your report and response to your question, you need to plan how you will present your findings. The format will be an illustrated report in electronic form – such as in PowerPoint – consisting of five visuals (pictures, diagrams from books and/or websites) along with written explanations in dot points. You must also hand up your records of notes made with your report.
- e. You will also do a self-assessment of your work procedures on this task.

## Appendix 9: Student self assessment sheet

Name: \_\_\_\_\_

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 10: P-M-I Table

Plus	Minus	Interesting