Unit 9

Title: “The First Emperor” from Tomb Robbers

Suggested Time: 7 days (45 minutes per day)

Common Core ELA Standards: RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.10; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

History is still being discovered, and in order to understand the past, we must read to be informed.

Synopsis

Ch’in Shih Huang Ti was the first emperor of China. He had a great fear of his own death. He kept searching for a secret that would let him live forever. He also began to build his own tomb. It took 30 years. There are many legends about what the tomb contains. Some stories say it has 270 small copies of Shih Huang Ti’s palaces. Others say it has rivers of mercury. Still others say it has weapons—crossbows—waiting to shoot anyone who tries to enter. For years, the tomb was covered with earth. Then, in 1974, a peasant was plowing a field. He found a life-sized statue. Many more statues were found later. They were part of the emperor’s “spirit army,” which was supposed to serve the ruler in the next world. No one knows yet if the tomb has been robbed. Chinese archaeologists are still digging up the area. They are working very slowly and carefully.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| In the first paragraph, on page 730, what was the author referring to when he said, “the greatest archaeological find of all times”? Why was that the greatest find?  | The discovery of Shih HuangTi’s tomb which may be more important than the discovery of Tut’s tomb; he was the founder of China. |
| What made the emperor fearful as he grew older? How did his feelings influence his actions? (Pg. 731) | (Page 731, Column 2, first complete paragraph) The purpose of this question is to practice cause and effect relationships.As he grew older, his fear of death was evident. As a result of his fear he constructed his tomb, taking thirty years to complete the project. |
| Read the top of page 733, column two. What does *preservation* mean? What items are preserved, and why is this important? | Preservation means not damaged (broken) but in excellent or original condition. The items that are preserved are some of the statues. |
| Archaeologists have to piece together information about historical events by collecting evidence through excavations. The author, Daniel Cohen, states that there are two opposing reasons as to why the tomb lay hidden for so long. Discuss both theories, stated on the top of page 733 paragraphs one and two, as to why the tomb was hidden for so long. Which one do you agree with? Support your position with evidence from the text. | (Page 733 Column 1 paragraphs 1-3) Argument 1: The tomb was intentionally covered with earth to resemble a hill and the location was unknown. This could be true because we learned that Shih Huang Ti was so secretive in regards to his whereabouts that the same secretiveness surrounding his final resting place would be kept a secret as well. Additionally, those who did know of his burial place may have been fearful of him even after his death because he was a tyrant. Argument 2: The location of the tomb was common knowledge. However, over time the above ground walls and artifacts were raided by vandals. The top of the tomb was covered with dirt naturally and became a hill. Additional support for this argument may be inferred, because he was such a tyrant his constituents may have not viewed him as an important person in China’s history therefore his grave was not important to those living in China during his time. As time has passed, Shih Huang Ti’s contributions to Chinese history have become more valued. |
| On page 732, Cohen states, “Stories about that tomb sound absolutely incredible.” What does the legend say about the artifacts that might be in the tomb? Based on the legend, what can you infer about Shih Huang Ti? | (Column 1 Top of page 732) Artifacts may include: reproductions of 270 palaces, map of the empire, major rivers made of mercury, miniature ocean, miniature stars and planets, burial chambers, loaded crossbows, pallbearers, and remains of Shih Huang Ti. He believed in an afterlife because he had this intricate burial system and created a mini world within the tomb. There was security due to the crossbows and pallbearers buried with him because the text says they were the only ones who knew how to navigate the tomb. Furthermore, because the legend survived oral tradition it proves that there was an important person buried in the tomb and it was preserved. |
| On page 733, what was actually excavated from the tomb at the time of publication? What was the condition of these artifacts? | (Column 1 last paragraph continuing to Column 2 page 733) The artifacts excavated were approximately 6000 life size clay warriors, and scores of statues of horses.  |
| Give three facts about Shih Huang Ti’s leadership from pages 730-731. What do these facts tell the reader about Shih Huang Ti’s character?  | 1. Leadership is on page 730 and top of 731. Leadership may include, consolidating power, king of small state Ch’in, proclaimed himself emperor, began the rule of emperors that lasted in China to 1912. |
| Provide two facts about the emperor’s architectural accomplishments from page 731. Based upon his architectural achievements what can the reader conclude about his character? | 2. Architectural accomplishments are on page 731, column 1 first complete paragraph is the Great Wall and students may include information about the construction of the tomb also on page 731 column 2. |
| Shih Huang Ti was obsessed with his own mortality, using page 731 provide three details that describe his attempts to live forever. Which trait(s) are revealed by his actions?  | 3. His desire to stay alive; page 731, bottom of column 1 and continuing to column 2, he trusted in “phony magicians and fakers”, sent the fleet to far off lands in search of immortals living there, and the construction of his tomb. |
| What is the author’s attitude towards China’s slow approach to the excavation of the tomb? Give evidence from the text to support your response. (Pg. 733) | (Page 733, Column 2, next to last paragraph) The author appears to have an approving tone, saying that the Chinese are not rushing, and that a few more years won’t make much difference after all this time.  |
| Cohen states on page 733, “Though once denounced as a tyrant, Ch’in Shih Huang Ti is now regarded as a national hero.” Based on this text, why do you think the Chinese changed their position? | Based on the information presented in the text, Shih Huang Ti did begin a reign of emperors that lasted until 1912. His tomb is rich in history and its contents are called “found treasures”.  |
| What is the author’s primary purpose in writing this text? | The author’s purpose is to inform the reader about the tomb of the first emperor of China. This will lead to a discussion about the various types of text such as to influence (persuade), express an opinion, entertain and inform |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**(They are concrete or describe an object/event/process/characteristic that is familiar to students) | **These words require more time to learn**(They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page [731] – [decomposing]Page [731] - [proclaim]Page [731] –[whereabouts]Page [731] –[barbarians]Page [733] - [vandals]Page [733] - [preservation] | Page [731]-[surpass]Page [731] - [archaeological]Page [733]- [excavations]Page [733]- [tyrant]Page [733] – [contradictory] |
| **Meaning needs to be provided** | Page [731] - [consolidate]Page [731] –[immortality]Page [731] – [procession]Page [731]- [contrived]Page [731]- [consolidated]Page [731] –[prospect]Page[731] – [fleet]Page [732] - [mercury]Page [732] – [ingot]Page [732] – [pallbearers]Page [733] – [sacred]Page [733] – [scores]Page [733] – [denounced] | Page [731] - [rivals]Page [731] - [immense]Page [732] – [penetrate]Page [732] – [intricate] |

Culminating Writing Task

* Prompt

*Based on what you read about Ch’in Shih Huang Ti, explain what we have learned about history as a result of the discovery of his tomb. You may want to discuss findings about architecture, leadership, and beliefs about an after-life.*

* Teacher Instructions
1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence******Quote or paraphrase*** | ***Page******number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “He traveled constantly between the 270 palaces so no one could be sure where he was going to be.” | Page 731Column 1Paragraph 3 | During his reign, he had 270 palaces to g between; we can infer that these were built under his supervision. |
| “The tomb construction took as long as the Great Wall-thirty years.” | 731C2 P2 | Two major architectural structures were completed during his reign. Both projects took a significant time to complete and remain major tourist attractions today. |
| “In many respects he was the founder of China.” | 730C2P1 | Since he is the founder he is the first leader of a unified China. China is a civilization that has survived for over 2,000 years. |
| “he proclaimed himself emperor of the land we now call China” | 731 C1P1 | He was a strong leader who took over China by force. Since he declared himself emperor we would describe him as a tyrant. |
| “The commander of the fleet knew if he failed in his mission, the emperor would put him to death.” | 731BottomC1-C2 | He was harsh, sentencing those who did not follow his orders to death. |
| “Anyone who revealed the emperor’s whereabouts was put to death along with his entire family” | 731 C1P3 | This reveals his usage of severe punishment when his privacy was breeched.  |
| “They contrived to keep it a secret until they could consolidate their own power.” | 731C2P3 | Those in power wanted to maintain power. They hid the emperor’s death until it could be decided how the empire would continue. |
| “It is also said that loaded crossbows were set up all around the inside of the tomb and that anyone who managed to penetrate the inner chambers were shot full of arrows.” | 732BottomC1-C2 | Even in his afterlife, the emperor was concerned with maintaining his safety, those who entered his tomb would die. |
| Pallbearers were sealed up in the tomb with him | 732C2 | In an effort to maintain security, the pallbearers were sealed into the tomb so that no one would know how to navigate the tomb. |
| His tomb contained reproductions of his 270 palaces, a map of his entire empire, functioning rivers, and of course his terra cotta soldiers | 732 C1 | The emperor wanted his afterlife to mirror his worldly life. He wanted to bring those things he valued, his empire and means to be safe, into his afterlife. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.
* Sample Answer

The discovery of Ch’in Shih Huang Ti’s tomb has led to a better understanding of ancient China under his rule. The article, “The First Emperor” presents information about three major architectural projects the emperor oversaw during his reign. The document also provides information about his leadership over the newly unified empire of China. Additionally, based upon the contents of the tomb, the reader understands Shih Huang Ti’s beliefs about an afterlife.

According to the text, during his reign, the emperor oversaw the construction of three significant projects. One major project is mentioned on page 731, “He traveled constantly between the 270 palaces so no one could be sure where he was going to be.” Since Shih Huang Ti was the first emperor, it can be inferred that he had the 270 palaces constructed; a major undertaking in and of itself. The purpose of the palaces was to conceal his whereabouts due to various assassination attempts, revealing to the reader that personal safety was a great concern. Two other major projects are also mentioned on page 731, “The tomb construction took as long as the Great Wall-thirty years.” The reader understands that these two projects were important because they each took a significant amount of time to complete. Both were also meant to ensure security. The Great Wall secured the empire, while the tomb would secure the emperor in his afterlife. The emperor used large construction projects to maintain his personal security as well as that of his empire.

The discovery of the tomb also revealed Shih Huang Ti’s style of leadership. In the article on page 731 the author states, “he proclaimed himself emperor of the land we now call China.” The reader understands when someone takes control in an illegal way they are called a tyrant. He took power without the consent of the people living in the empire. Another example of harsh leadership is found on page 731, the emperor sent out a fleet looking for the key to immortality. The fleet knew if they returned without the secret to immortality they would be executed. The fleet did not return because they did not want to face such a severe consequence. Even when he died, his strict style of leadership was evident. The article states his officials, “kept his death a secret until they could consolidate their power.” Although the emperor took power illegally and treated his people in a harsh way, those who were trusted by him knew that to maintain peace and order in China they needed to have a plan in place for the next emperor.

The finding of the tomb has given us a glimpse of the emperor’s beliefs about his afterlife. Similar to the pharaohs of Egypt, he “took” with him that which he valued most. He valued the empire he had created as well as his safety. The selection reveals on page 732 that his tomb contained reproductions of his 270 palaces, a map of his entire empire, functioning rivers, and of course his terra cotta soldiers. In an effort to maintain security, page 732 also says, “It is also said that loaded crossbows were set up all around the inside of the tomb and that anyone who managed to penetrate the inner chambers were shot full of arrows.” Shih Huang Ti believed that his afterlife would mirror his worldly life; with that in mind, he ensured his empire went with him and he would be able to protect it as well as himself.

The recent discovery of the tomb, has led to a better understanding of the history of China. Through the discovery of Shih Huang Ti’s tomb, we have a better understanding of the importance of the architectural structures completed during the reign of the emperor and the purposes of the buildings. As the excavation continues, we are learning more about the first emperor’s leadership style and how his style impacted his newly formed empire. Lastly, based upon the contents of the tomb, the leader’s views of his afterlife are revealed. History is not set in stone; we continue to uncover and discover artifacts and information about the past.

Additional Tasks

1. *Taking Sides- “Which of the two stories regarding the tomb of Shih Huang Ti do you agree with, provide evidence to support your response”*

Prior to activity: students will take notes regarding the two stories provided to explain the reason why the tomb lay undiscovered for such a long time.

During: Teacher needs to facilitate conversation (debate) and set guidelines i.e. one person speaks at a time; if you have spoken three people must speak before you have a chance to speak again. Teacher will designate one side of the classroom for students who believe that the cover up was intentional; the other side of the classroom for those who believe the tomb was known and over time was naturally covered. The center of the classroom is reserved for those students who are neutral about the topic. Teacher will pose questions as needed if the conversation falls into a lull. Students may switch sides as the conversation ensures, teacher may want to take note and as a conversation re-starter ask students who have switched sides why they chose to do so.

After: Students write a reflection to summarize their belief about the tomb of Shih Huang Ti.

Answer: Answers will vary, however students should be able to discuss and identify the two stories surrounding the tomb of Shih Huang Ti.

1. *Read the article below from National Geographic. What new information does this article provide about the excavation and condition of the Terra-Cotta Warriors?*

<http://ngm.nationalgeographic.com/2012/06/terra-cotta-warriors/larmer-text>

Answer: It continues to be a slow process, the piecing together of the soldiers is tedious work. The preservation of the soldiers’ color is an issue, however additional steps in the excavation process are being taken to ensure the original paint/color are maintained.

1. *Grammar in context: Compound-Complex Sentences. Read the following sentences and determine if they are complex sentences or compound-complex sentences, use evidence to support your response.*

**Note**: A compound-complex sentence contains **two or more** *independent clauses* and **one or more** *dependent clauses*. A complex sentence has **one** *independent clause* and **one or more** *dependent clauses*.

1. While the emperor was in power, he had the Great Wall built, and he looked for a way to live.

2. Because the emperor’s tomb was covered with earth, some people called it Mount Li.

3. When a farmer found a clay statue of a soldier, archaeologists began digging, and they found a whole army of clay soldiers.

4. The statues are finely made, and each one looks different, although most of them are broken.

5. The emperor was buried with six thousand clay soldiers after he died.

Answers: (note: single underline = dependent clause; double underline = independent clause

1. compound-complex; While the emperor was in power, he had the Great Wall built, and he looked for a way to live.

2. complex; Because the emperor’s tomb was covered with earth, some people called it Mount Li.

3. compound-complex; When a farmer found a clay statue of a soldier, archaeologists began digging, and they found a whole army of clay soldiers.

4. compound-complex; The statues are finely made, and each one looks different, although most of them are broken.

5. complex; The emperor was buried with six thousand clay soldiers after he died.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.