The First Emperor of China

Was the Emperor of Qin an effective leader?

Place an X in the column that indicates whether you think each of the actions described below is evidence that a leader is effective or ineffective.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A leader who has absolute control over his people</td>
<td></td>
<td></td>
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<tr>
<td>A leader who unifies the government</td>
<td></td>
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<tr>
<td>A leader who makes laws for everyone to follow</td>
<td></td>
<td></td>
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<tr>
<td>A leader who protects his people from invaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader who has his opponents killed</td>
<td></td>
<td></td>
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<tr>
<td>A leader whose legacy lasts years beyond his death</td>
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</table>

Which one of the actions makes a leader the most effective? Which one of the actions makes a leader the least effective? Explain your choices.
Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

Qin Shi Huangdi  Great Wall  immortal
standardize  censor

Section 1

Step 1: In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 1 of the Student Text.

Step 2: Read Section 1. Answer the questions below in complete sentences.
1. Did Qin Shi Huangdi’s control of China help or hurt the country? Explain.

2. How did Qin Shi Huangdi end feudalism? Why did he do this?

Step 3: Did the Emperor of Qin’s efforts to control China make him an effective ruler? Mark your answer with an X on the spectrum below.
Step 1: In the images at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at these images in Section 2 of the Student Text.

Step 2: Read Section 2. Answer the questions below in complete sentences.
1. Why did the Emperor of Qin create a unified set of laws? How did his Legalist beliefs affect these laws?

2. How did Qin Shi Huangdi improve trade and writing in China?

Step 3: Did the Emperor of Qin’s efforts to standardize Chinese culture make him an effective ruler? Mark your answer with an X on the spectrum below.
Section 3

Step 1: In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 3 of the Student Text.

Step 2: Read Section 3. Answer the questions below in complete sentences.
1. How did the emperor protect China’s northern border?

2. Who constructed the Great Wall? What difficulties did they face?

Step 3: Did the Emperor of Qin’s efforts to protect China’s northern border make him an effective ruler? Mark your answer with an X on the spectrum below.
**Section 4**

**Step 1:** In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 4 of the Student Text.

**Step 2:** Read Section 4. Answer the questions below in complete sentences.
1. Why was there a conflict between Confucian scholars and the emperor?

2. What did the emperor do to prevent people from learning about Confucianism?

**Step 3:** Did the Emperor of Qin’s efforts to end opposition make him an effective ruler? Mark your answer with an X on the spectrum below.
1. Explain whether you think the Emperor of Qin achieved each of these goals:

   **Goal 1:** To become immortal

   **Goal 2:** To be remembered for a long time

2. List three things that were buried in the Emperor of Qin’s tomb. What do these items reveal about the emperor?

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**Processing**

*On a separate piece of paper, complete one of the two activities described here, depending on your answer to this question: Do you think Qin Shi Huangdi was an effective or an ineffective ruler? If you believe he was effective, design a commemorative plaque. If you believe he was ineffective, design a “wanted” poster. Your plaque or poster must contain the following:*

- a title that indicates whether it is a commemorative plaque or a “wanted” poster
- a picture of the emperor
- at least three actions of the emperor that justify this plaque or poster, with illustrations for each action*
Preparing to Write: Considering Great Monuments
Many people who travel to China feel that they must visit the Great Wall. Why do you think this is so?

What natural or human-made monument in your state or community is visited by tourists? What is special about it?

What are some similarities between your state’s monument and China’s Great Wall? What are some differences between them?

Monuments often attract commercial and recreational activities. What kinds of activities do you think should be allowed at such monuments? What activities do you think should not be allowed? Explain your reasoning.

Examples: Selling souvenirs; holding parties at the site; taking materials from the site for personal use or for use in home or road building
Writing a Diary Entry
Suppose that you are visiting the Great Wall of China. Write a diary entry about your visit. Describe in detail what you see there. Include facts about the wall, information the local people might tell you, and your own impressions. Use details from the article you have just read, and from the accompanying photographs, to help you write your entry. Add sketches or other visuals to add interest to your diary entry.

Use this rubric to evaluate your diary entry. Make changes to your work if you need to.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Each point is very relevant to the topic and is supported by the text and visuals. There are no spelling or grammar errors.</td>
</tr>
<tr>
<td>2</td>
<td>The points are somewhat relevant to the topic. Some statements may not be supported by the article or the visuals. There are some spelling or grammar errors.</td>
</tr>
<tr>
<td>1</td>
<td>Few or none of the points are relevant to the topic. Statements have little or no connection to the facts as given in the article or shown in the visuals. There are many spelling or grammar errors.</td>
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