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Geography around the Great Wall

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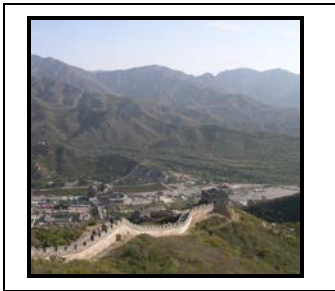
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Geography Around the Great Wall

Background on the MISIC project that produced this model lesson: This model lesson was developed as part of a collaboration between MISIC, the Library of Congress, Teaching with Primary Sources program at Illinois State University, and the Geographical Alliance of Iowa at UNI to provide model lessons for Geography and the CCSS Literacy Standards. The lessons are part of a unit taught by a secondary teacher from a MISIC member district. The learning activities and assessments were designed after reflection about the learning targets (standards), student development (whole child concepts), how students retain and retrieve learning, and common misunderstandings of the content in the lessons. The lessons model the two pillars of the Iowa Core literacy standards: standard 1 dealing with evidence and standard 10 dealing with text complexity and varied text sources. While the lessons may contribute to standards not listed the intent of this model lesson was to select/align targets that were directly impacted by the learning activities and assessments.

Invitation to look at the lesson: This lesson takes a look at the Great Wall of China by using the 5 themes of geography: location, place, region, movement, and human environment interactions. It is an attempt to have students question the geography of the wall. Why is the Great Wall located in its current location? Why did they build? How did they build the wall? The end product is an informative paper written about the geography of the Great Wall of China.



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 November 30, 2012

Central Intelligence Agency.
https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/ch/images/large/CH_024_large.jpg

Summary of this lesson: This learning experience has many different activities that will guide the students to better understand the geography of the Great Wall of China. Students will develop a definition of the Great Wall and then answer questions about it while watching a video clip from the historychannel.com. Students will view photos and maps about the Great Wall and complete primary source thinking triangles in order to process their information. There will be two separate readings to complete. One will be a partner read profile on the Imperial Period of China while the other will be a reading that deals with the materials used to construct the wall and will be read using the jig saw strategy. The students will complete a graphic organizer about the Great Wall in all the activities and this organizer will be used to produce an informative paper about the geography of the Great Wall of China.

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[Procedures](#)/[Evaluation](#)/[Rubric](#)/[Handouts](#)/[Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will be able to: <ul style="list-style-type: none"> • Describe the Great Wall in their own words • Work collaboratively with a small group • Increase their informational writing skills by writing a 7 paragraph essay instead of usual 5 	
Recommended time frame	The research component of this lesson will last 3 days.	
Grade level(s)	Middle school social studies	
Curriculum fit	East and Southeast Asia unit	
Materials	Photographs (included in lesson)	Internet

	Maps (paper and digital included in lesson) Graphic Organizers (included in lesson) Reading handouts (included in lesson) Computer	Projector Paper Pencil Highlighter
Iowa Learning Standards		Back to Navigation Bar
	<p style="text-align: center;">Iowa Core Literacy Standards</p> <p>Reading: Craft and Structure</p> <ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2.) <p>Speaking and Listening: Comprehension and Collaboration.</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1) <p>Writing: Text Types and Purposes</p> <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2.) <p style="text-align: center;">MISIC Geography Standards</p> <p>SS.06-08.03.01 Demonstrate knowledge of the five themes of geography as an organizational framework: location, place, human interaction with the environment, movement and region.</p> <p style="text-align: center;">MISIC 21st Century Skill</p> <p>ES.06-08.01.03 Use appropriate principles of communication effectively.</p> <p style="text-align: center;">Geographical Habits of Mind</p> <p>INTERACTIONS: How our world works. Modern science characterizes our world as a set of interconnected physical, biological, and social systems. These systems create, move, and transform resources.</p>	

	<p style="text-align: center;">National Geographic Themes</p> <p>Location</p> <p>Place</p> <p>Movement</p> <p>Region</p> <p>Human-Environment Interaction</p>
Learning	
	<p>We know many things about how students learn and this lesson models some of these learning strategies. Students need some type of hook that motivates them to want to learn more about the lesson. The Great Wall of China is an interesting topic that many students are excited to learn about. Using the video clip will increase their motivation to learn more.</p> <p>Everyone learns by taking information in their sensory memory. Whatever information is deemed important is transferred to their short term memory. The learning that is worked with is then added to long term memory. In order to facilitate this learning, this lesson employs visual aids, graphic organizers, and discussions.</p> <p>Throughout the lesson, items are intended to be chunked into workable amounts. Students are only able to operate with 7 memory spaces, plus or minus 2. Therefore, information is intended to be limited to chunks of 6-8. Students will be working with graphic organizers that will make them chunk their information into workable segments. Students are also designed to work on items for short amount of time, knowing that they need to have time to discuss and reflect upon their learning. The video clip is short and the reading will be read in a small group by using the jig saw method. Analysis of maps and photos will be done in small groups. This will ensure that students are working with the information for a short time and then having collaborative discussions with their small group.</p>
Student Development	
	<p>While planning this lesson, I strongly considered how middle school students develop and planned my activities with this in mind. Students at this age need to experience success because they have a strong fear of failure. They also enjoy working with other people due to their high need to be social. By having students work in a small group as much as possible, they are able to write their ideas down individually before sharing with a small group of people. This will enable them to try out their idea with people they are more comfortable with before sharing in a larger setting. They also will meet their social needs by working in a small group.</p>
Procedures and Formative Assessments	
	<p style="text-align: right;">Back to Navigation Bar</p> <p>Day One (50 minutes):</p> <ul style="list-style-type: none"> • Present the students the word “Great Wall” and ask them to define it in their own words. Have students share their definitions with their small group, picking one to share with the whole class. Have small groups read their selected definition aloud. • Hand out the definition to each student. Students will rewrite the definition of their word by following the directions for fusing with the definition that is printed on the back side of the paper handout in the handout section. Groups will report out on a paper post-it that will be displayed in the classroom. • After completing their definition, move into a series of inquiry questions about the Great Wall of China. Model your thinking about the Great Wall as if it is your first time seeing it. What is the Great Wall of China? How did it get there? Why was it built? What is the significance of the wall being there? • Share with the students that we will be looking at the area around the Great Wall of China more closely through the lens of the 5 themes of geography. Have students name the 5 themes of geography and give a quick definition of each theme. Tell them that the culmination of this study will be an informative paper about the geography around the

Great Wall.

- Have students get into small learning groups of 3-4. These groups will remain intact throughout the lesson.
- Preview the video. Tell students that the video clip that they are about to watch is an informative clip about the construction of the Great Wall of China and gives many interesting facts about the wall. Pass out the viewing guide to the students and have them read the questions in their group before viewing the video. This preview will let the students know what they should be looking for in the video. Have students view the historychannel.com's video clip on the Great Wall; Deconstructed. This clip is 2:15.
- Students will fill out the guided viewing worksheet questions for the video clip with their small group. After completing the questions, students should discuss their answers in their small group.
- Hand-out the Great Wall of China: 5 Themes of Geography graphic organizer. Explain to the students that they will be using this throughout the next few days, adding to it so that they have the needed information to write their narrative on the last day. Students should then transfer their appropriate information to their 5 themes graphic organizer.

Day Two (50 minutes):

- Handout the Country Profile handout and explain to students that we will be reading this with a partner. Tell them that it was created by the Federal Research Division of the Library of Congress and although it may have good information, it may be difficult to read for some. Explain to them that it is a good introduction to the Imperial Period of Chinese history and that they will be studying that later in our unit. Tell students to focus on the background information about why the Great Wall was built and their thought process into building it. Students should take turns reading the information by paragraphs. After each paragraph, the student that was not reading should restate the important information in the text to their partner. Upon completion, have students add any relevant information to their 5 themes graphic organizer.
- Review with students the definition of a primary source and tell them that they will be looking at some primary sources of the Great Wall. These sources are photos and maps that refer to the Great Wall. Show students the primary source images and maps that they will be using.
- Explain to students that they will be recording their thoughts about the Great Wall by using the primary source thinking triangle. Show students the triangle and model how to use it with an image of the Great Wall. The directions for this assignment appear on the right margin of the paper. Students will be able to constantly check the directions to ensure they are completing the assignment correctly.
- Students will need to be in their small groups. Each small group will be responsible for completing 3 triangles using photos. Students should again be focusing on the how the five themes of geography are evident in the photo.
- Students will need to add information to their 5 themes of geography graphic organizer.
- Have students analyze 3 different maps of the region to identify different physical features that are in the Great Wall region. 2 of the maps, Ming shi san ling tu and Yu di quan tu, are best viewed online. Using the websites, the user can zoom in and view the map in more detail. The teacher should either plan to show the students using a projector and screen or request laptops for this day so that students can view the map for themselves.
- Students will record their information in their 5 themes of geography graphic organizer.

Day Three (50 minutes):

- Each student will receive a copy of the Construction Material of the Great Wall handout and a graphic organizer to fill in. Students will work in small groups of 4 to do this activity. The groups will read this by using the jig saw method. There is a graphic organizer attached in the handout section that has the paragraphs chunked into workable segments. Each student will read their assigned section of the reading and fill out their information for the graphic organizer.
- After finishing their section, each student will then report their information to the group and they will complete the graphic organizer together.

	<ul style="list-style-type: none"> • At the end, students will add their information to the 5 themes of geography graphic organizer. • Explain to the students that their research time is now complete. They will need to use the information in their graphic organizer to write an informative paper demonstrating how the five themes of geography are represented in the Great Wall region. Explain to them that it should be seven paragraphs. Each theme should require a paragraph, along with an introduction and conclusion. They will have the rest of class to start writing their paper. They will need to come to class tomorrow with their paper completed. <p>Day Four (50 minutes):</p> <ul style="list-style-type: none"> • Students will come with their completed paper. The rest of the time will have peer editing of papers, revising and completing a final copy.
<p>Evaluation Back to Navigation Bar</p>	
	<p>Students will be evaluated by writing an informative paper about the geography around the Great Wall in the lesson. They will use their graphic organizer that will be filled out throughout the course of the lesson in order to organize their thoughts. The teacher will use the rubrics for the graphic organizer and the informative paper to evaluate them. These items can be found in the rubric section by clicking “rubric” below.</p> <p>Rubric</p>
<p>Extension Back to Navigation Bar</p>	
	<p>As an extension, the book “Great Wall of China” by Christine Webster could be used. The book looks at more of the history of the Great Wall, reasons why it was created and uses for it today. It can be located by using the AEA267 Medianet online catalog. After reading this book, have students complete the extension activity. They will need to use a blank map of China. Both of these can be found in the handouts. You could use the wall as a metaphor for keeping the enemy out. In the past it was a warring nation to the north or west. Today it could easily be the firewall China puts up against the internet.</p>





Background Information and Misconceptions
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This lesson on the geography of the Great Wall of China is designed to follow the initial study of the East Asia. Students have just been introduced to the region. They have completed a political map activity, identifying the countries of Mongolia, China, North Korea, South Korea, Japan and Taiwan. They have also completed a physical map activity, drawing and labeling the major physical features of the region. There has been little discussion about the history of the region. That will follow this unit. That being said, students are aware of the Mongol Empire and the Great Wall. While doing our KWL for the unit, students stated that they have seen photos of the Great Wall and it appears in movies that they have seen. They do not know why or how it was built.

Students have already had an in-depth study of the five themes of geography at the start of the year. The five themes of geography are used in each chapter of every unit that we study so that students can see the interconnectedness of the themes and of the places we study. Because of this, I will only do a quick review of the themes with these students. If we had not studied it so intensely, I would make the review longer and more in-depth.

After studying the Great Wall, we will launch into a study of the culture and history of the region. The students will then complete the unit with a look at current issues in the region before taking the post assessment.

When I started to design this unit I realized there are many common misconceptions that students have about China and the Great Wall. Some students may believe that the Great Wall is one, long wall. This lesson will clear this up by showing that there were many different parts of the wall. Students also believe that the wall was constructed at the same time. This lesson will demonstrate that the wall was built in segments over a long period of time. It will also show that it was built during two completely different dynasties. A third learning that will be proved false is that the wall is made of the same material. In this lesson, students will see that there were many different materials used to build the wall. Another misconception is that the wall served its purpose of keeping the invaders from the north out of China. This lesson will show that both the Mongol and the Manchu's invaded China by getting past the wall. One final misunderstanding is that the Great Wall is visible from outer space. This will be disproved by the video that will be watched from the history channel.

Image	Description	Citation	URL
	<p>This shows the eastern end of the Great Wall of China.</p>	<p>Library of Congress, Prints & Photographs Division, [reproduction number, e.g., LC-USZ62-123456]</p>	<p>http://lcweb2.loc.gov/service/pnp/cph/3b10000/3b16000/3b16200/3b16204r.jpg</p>
	<p>This is a photo of the Great Wall in the Hebei Province of eastern China. This image can be viewed digitally. It can be used with a projector so you can zoom in on it.</p>	<p>Boiarskil, Adolf-Nikolay Erazmovich <i>The Great Wall near Zhangjiakou, Hebei Province, China, 1874. Russian Scientific-Commercial Expedition to China, 1874-75. Thereza Christina Maria Collection.</i> Lib. of Congress. 2 Aug. 2005 <http://content.wdl.org/2127/service/2127.pdf>.</p>	<p>http://content.wdl.org/2127/service/2127.pdf</p>
	<p>Online digital map shows the Great Wall near Beijing. It must be used with a projector so you can zoom in on it.</p>	<p><i>Ming shi san ling tu.</i> Map. 1757- 1795 China: Lib. of Congress Oct 2012 <http://www.loc.gov/resource/g7822m.ct002438/>.</p>	<p>http://www.loc.gov/resource/g7822m.ct002438/</p>
	<p>Online digital map showing northern China. It must be used with a projector so you can zoom in on it.</p>	<p><i>Yu di quan tu.</i> Map. 1787-1800. China: Lib. of Congress. Oct 2012 <http://www.loc.gov/item/gm%2071002353>.</p>	<p>http://www.loc.gov/item/gm%2071002353</p>

	<p>Stenograph photo of the Great Wall of China depicting a camel train passing through it.</p>	<p><i>Camel train from Mongolia via Nankow Pass, coming through the Great Wall of.</i> 28 Nov. 1902. <i>Stenograph Cards.</i> Oct. 2012 http://www.loc.gov/pictures/item/2004680228/</p>	<p>http://www.loc.gov/pictures/item/2004680228/</p>
	<p>Poor family living in a cut-out of the</p>	<p>Jackson, William Henry. <i>Family living in an arch under the Great Wall.</i> 1895. World Transportation Commission. (Library of Congress). Oct. 2012 http://www.loc.gov/pictures/resource/wtc.4a03227/</p>	<p>http://www.loc.gov/pictures/resource/wtc.4a03227/</p>
<p>COUNTRY PROFILE: CHINA</p> <p>August 2006</p>	<p>This is a country profile of China written by the Federal Research Division of the Library of Congress. The Imperial Period of the Historical Background section is being used to set historical knowledge.</p>	<p>Aug. 2006, Country profile: China Federal Research Division: Lib. of Congress. Oct 2012 http://memory.loc.gov/frd/cs/profiles/China.pdf</p>	<p>http://memory.loc.gov/frd/cs/profiles/China.pdf</p>
	<p>This is a short video that gives a lot of information about the location of Great Wall, why it was built, how successful it was, and other interesting facts.</p>	<p>“Great Wall of China: Deconstructed.” 2012. <i>The History Channel website.</i> Nov 21 2012, 1:42 http://www.history.com/videos/great-wall-of-china-deconstructed.</p>	<p>http://www.history.com/topics/great-wall-of-china/videos?mkwid=sXt9aX9ea_pcid_1404856555_8_pkw_great%20wall%20of%20china%20encyclopedia_pmt_b&utm_source=google&utm_medium=cpc&utm_term=great%20wall%20of%20china%20encyclopedia&utm_campaign=G_World+History&paidlink=1&cmpid=PaidSearch_google_G_World+History_great%20wall%20of%20china%20encyclopedia#great-wall-of-china-deconstructed</p>

	<p>The Juyongguan section of the Great Wall is closest to Beijing and is therefore its most visited portion. Most of the existing Great Wall was built during the Ming Dynasty.</p>	<p>Central Intelligence Agency. https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/ch/images/large/CH_024_large.jpg</p>	<p>https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/ch/images/large/CH_024_large.jpg</p>
	<p>This map is a physiography map of China. It shows many physical features that the Great Wall passed through.</p>	<p>China Physiography. Central Intelligence Agency. https://www.cia.gov/library/publications/cia-maps-publications/map-downloads/china_physiography.jpg</p>	<p>https://www.cia.gov/library/publications/cia-maps-publications/map-downloads/china_physiography.jpg</p>
	<p>A shaded relief map of China.</p>	<p>Shaded relief Map China 2001. Austin: The University of Texas at Austin. 2001.</p>	<p>http://www.lib.utexas.edu/maps/middle_east_and_asia/china_rel01.jpg</p>
	<p>A shaded relief map of China.</p>	<p>Shaded relief Map China 1996. Austin: The University of Texas at Austin. 1996.</p>	<p>http://www.lib.utexas.edu/maps/middle_east_and_asia/china_rel96.jpg</p>
	<p>Blank map of China showing neighboring countries.</p>	<p>China: boundaries, names. 2007-2912. http://d-maps.com/carte.php?lib=china_map&num_car=4640&lang=en</p>	<p>http://d-maps.com/carte.php?lib=china_map&num_car=4640&lang=en</p>



This is a document from a website that explains what materials were used to make the Great Wall.

"Construction Material of Great Wall." *TravelChinaGuide.com*. N.p., n.d. Web. Nov 2012. <http://www.travelchinaguide.com/china_great_wall/construction/material.htm>.

http://www.travelchinaguide.com/china_great_wall/construction/material.htm

Great Wall of China 5 Themes of Geography Graphic Organizer Assessment

Category	4	3	2	1
Location	Demonstrates a complete understanding of relative and absolute location of the Great Wall	Demonstrates an understanding of relative and absolute location of the Great Wall	Demonstrates a partial understanding of relative and absolute location of the Great Wall	Does not demonstrate understanding of relative and absolute location of the Great Wall
Place	Demonstrates a complete understanding of physical and human characteristics near the Great Wall	Demonstrates an understanding of physical and human characteristics near the Great Wall	Demonstrates a partial understanding of physical and human characteristics near the Great Wall	Does not demonstrate understanding of physical and human characteristics near the Great Wall
Region	Demonstrates a complete regional understanding of the physical and human characteristics near the Great Wall	Demonstrates a regional understanding of the physical and human characteristics near the Great Wall	Demonstrates a partial regional understanding of the physical and human characteristics near the Great Wall	Does not demonstrate regional understanding of the physical and human characteristics near the Great Wall
Movement	Demonstrates a complete understanding of the movement of people, goods and ideas near the Great Wall	Demonstrates an understanding of the movement of people, goods and ideas near the Great Wall	Demonstrates a partial understanding of the movement of people, goods and ideas near the Great Wall	Does not demonstrate understanding of the movement of people, goods and ideas near the Great Wall
Human-Environment Interactions	Demonstrates a complete understanding of human-environment interactions near the Great Wall	Demonstrates an understanding of human-environment interactions near the Great Wall	Demonstrates a partial understanding of human-environment interactions near the Great Wall	Does not demonstrate understanding of human-environment interactions near the Great Wall
Grade	Total Score = _____/20			

Great Wall of China 5 Themes of Geography Informative Writing Assessment

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the paper's structure, nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting or average.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Conclusion (Organization)	The conclusion is strong and the reader understands what the writer is "getting at."	The conclusion is recognizable and restates the thesis statement in the introduction.	The conclusion is recognizable, but does not relate to the original thesis.	There is no clear conclusion, the paper just ends.
Conventions (Usage, spelling, capitalization, punctuation)	Writer intentionally uses standard English throughout the whole essay. No errors are noticed when reading the essay.	Writer makes a few errors in conventions, but they are not distracting to the meaning of the content.	Writer makes errors in conventions throughout the essay that slow the reader, but they do not distract from the meaning of the content.	Writer makes so many errors in conventions that the essay is difficult to read. In fact sentences have to be reread in order to catch the meaning.
Language and Vocabulary	Writer uses academic vocabulary accurately. The text explains the relationship between the topic and the examples and facts. The connections between paragraphs is smooth (good transition phrases used).	Writer's ideas are adequately supported by the choice of academic vocabulary.	Writer's choice of academic vocabulary may at times be out of context. Little use of the academic vocabulary.	Writer does not use any academic vocabulary in the essay.
Support for Topic and Use of Evidence (Content)	The writer provides thorough and convincing evidence for the main idea that includes effective use of sources, facts, and details from the research. Writer gives credit for the evidence. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Some use of evidence from sources is integrated. Student makes an attempt at providing references. Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Use of evidence is weakly integrated in the body. No credit given to the evidence. Student has plagiarized. Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Use of evidence is minimal, absent, in error, or irrelevant to the thesis statement in the introduction. No citations or credit given. Supporting details and information are typically unclear or not related to the topic.
Score	_____ X 2 = Total Score _____/48			

Copy Ready Handouts

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Great Wall of China

A barrier built to protect China from invasion that stood near China's northern border.

FUSSING WITH THE DEFINITION

Pre-activity – Get into groups of 2-4

Group Yourself Model-expose to accuracy - Look at the definition; select three words that you feel are the most important

Personalize/metacognate –Share with your partner/s the three words that you selected and why

Reflect - Sample the total group for “words” and “whys”.

Constructive Learning - Write at least 2 synonyms for the selected words. Write the definition in our own words by using the synonyms generated above.

Affirm/Reflect - Share your definition in your group, those listening tell one positive comment

Primary Source Thinking Triangle

Follow the directions below to record thoughts about the image using the thinking triangle.

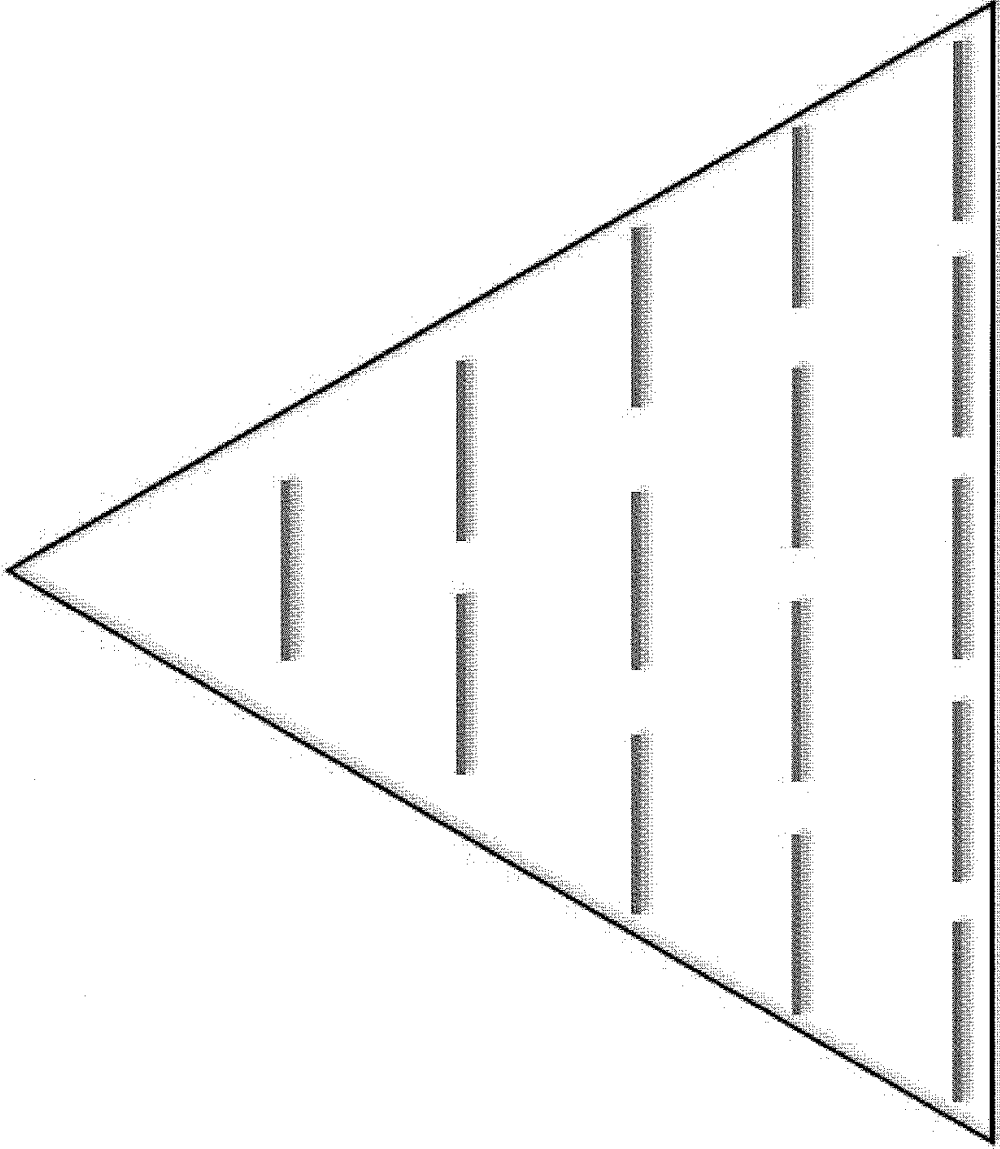
Row 1 (Who/What?): Think about who or what this image represents and describe it in one word (write the word on the top line in the triangle).

Row 2 (When?): Think about the time period this image represent and describe it in two words (write each word on one line in the second row).

Row 3 (Where?): Think about the place shown in this image and describe it in three words (write each word on one line in the third row).

Row 4 (How?): Think of a How question that this image answers and write the *answer* in four words, one word on each line in the fourth row.

Row 5 (Why?): Think of a Why question that this image answers and write the *answer* in five words, one word on each line in the fifth row.





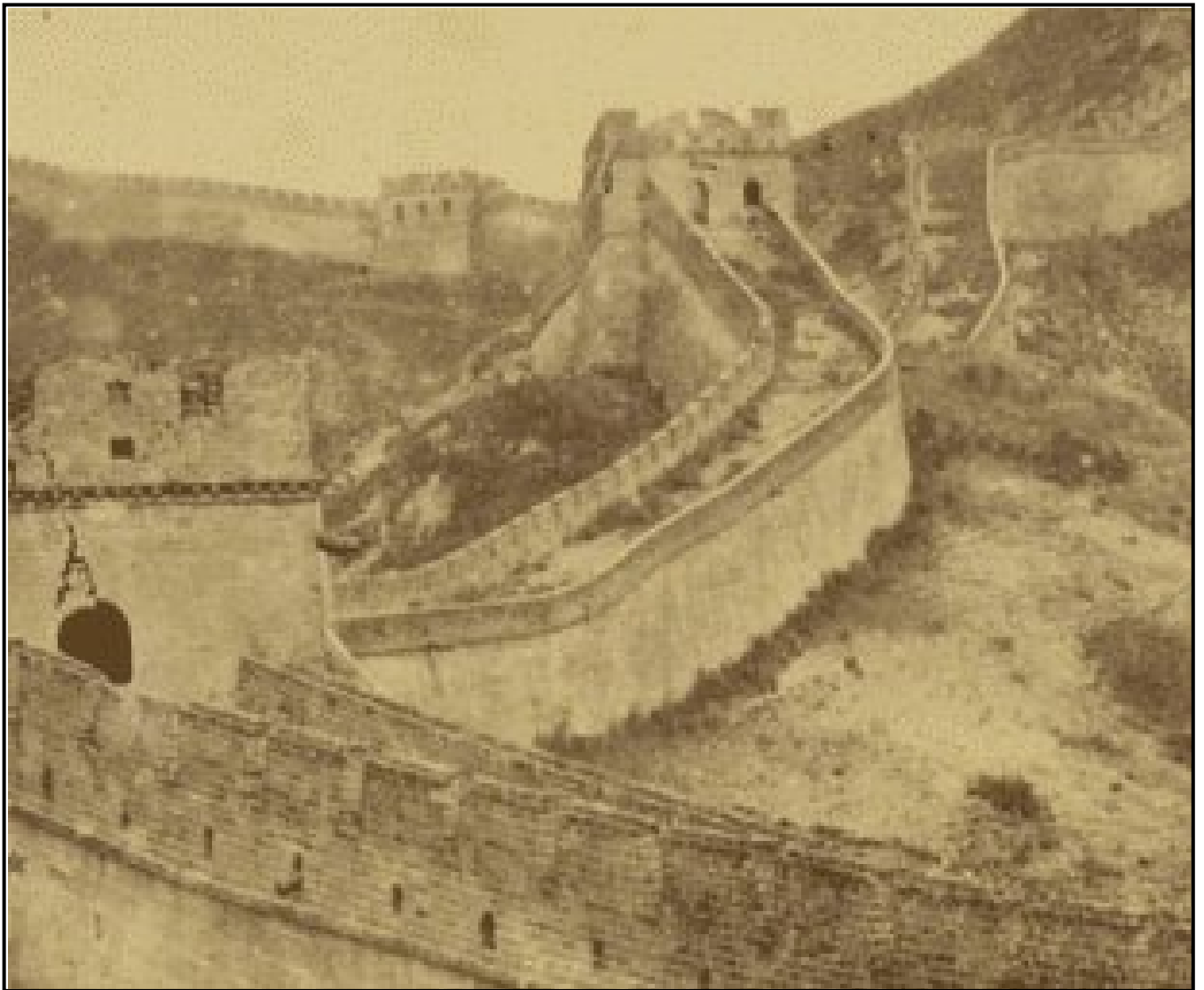


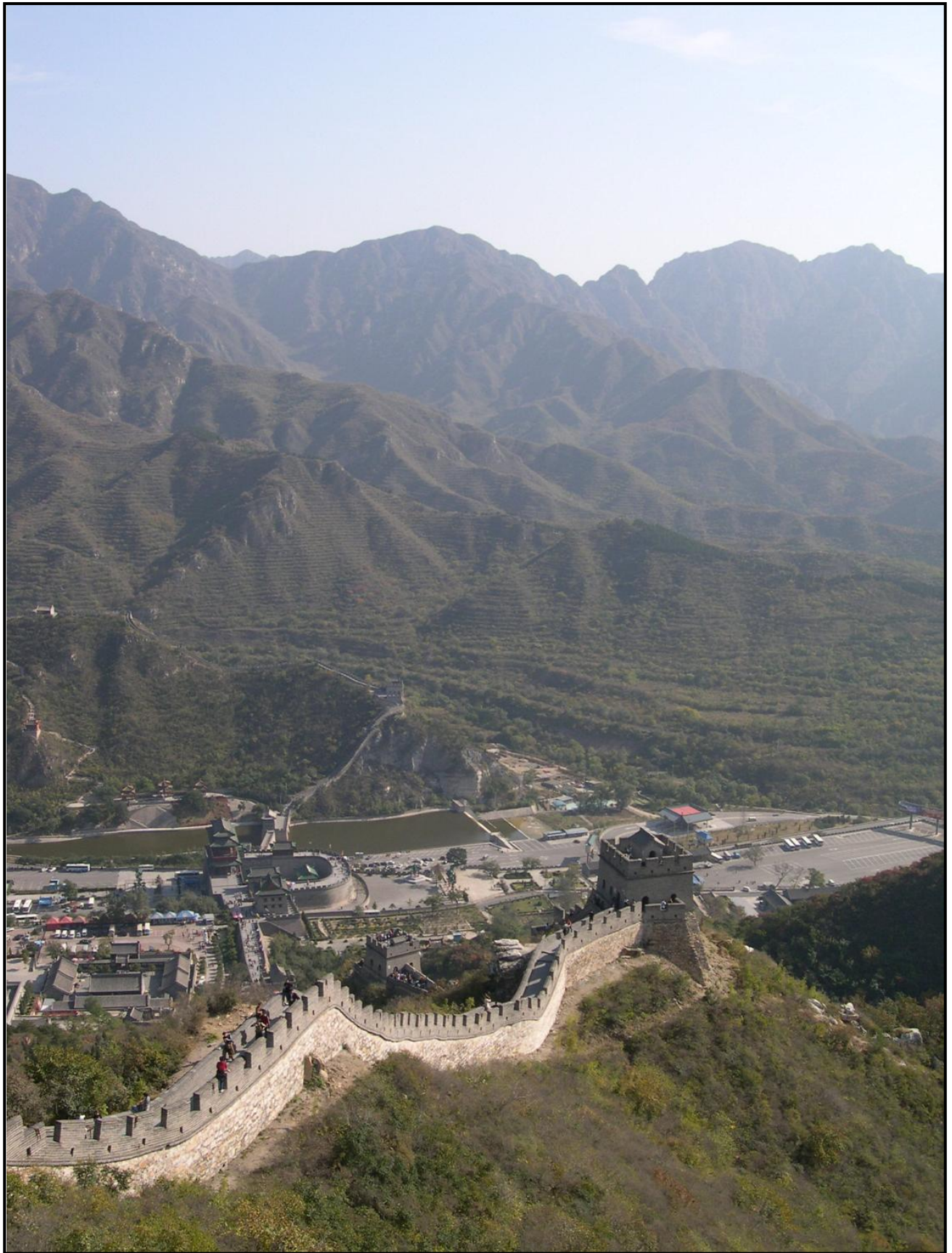
Copyright, U. S. Government, 1914. Underwood & Underwood, Inc.

Shan-hai-kwan, eastern end of China's Great Wall—south from Liao Hsi Mts. to Pe-chi-li Gulf.

Copyright 1914 by Underwood & Underwood.

* 2







CHINA

Physiography



Legend

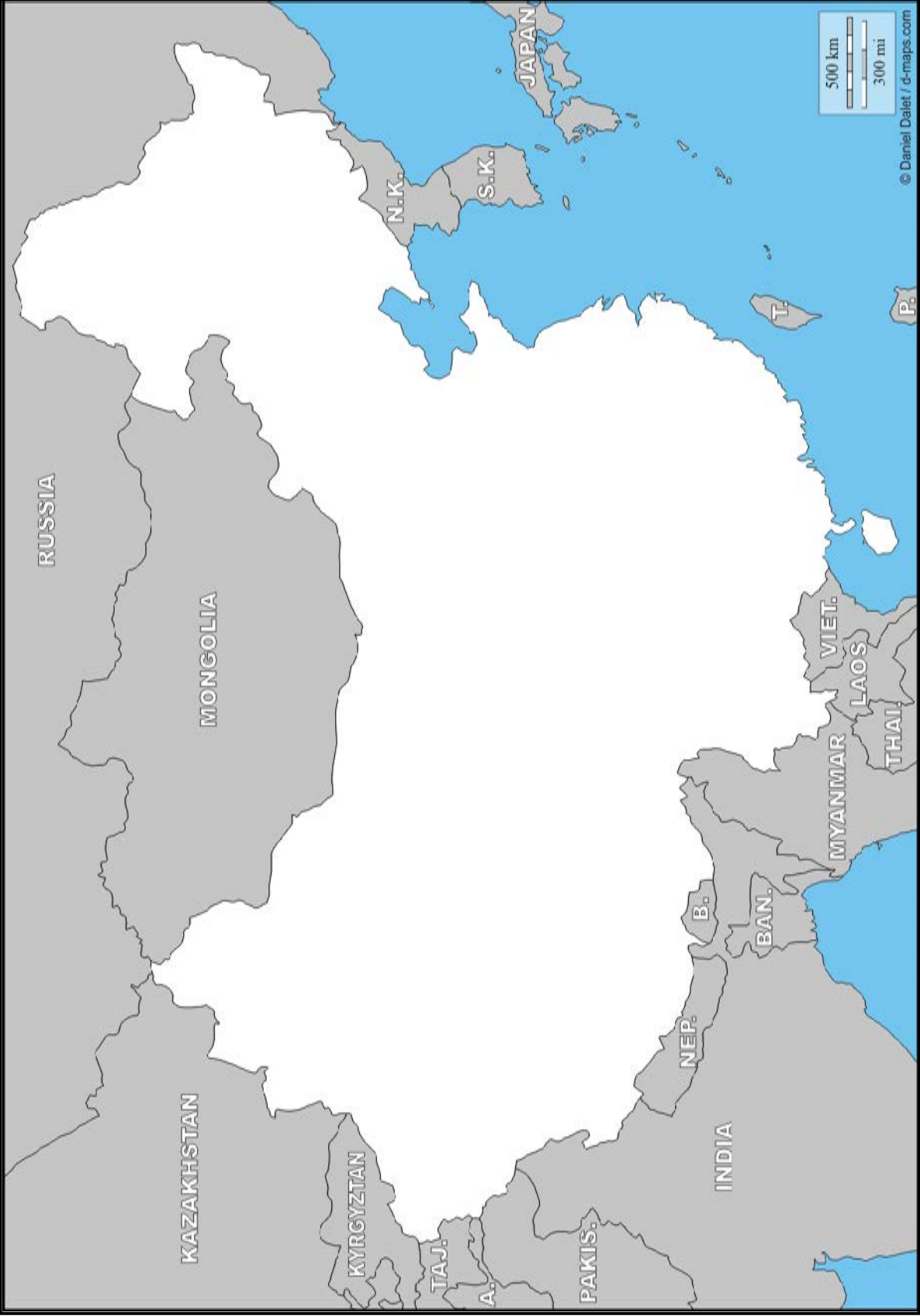
- International boundary
- ★ National capital
- ▲ Elevation point (feet/meters)
- Archaeological site
- ▲ Historic/cultural site
- Great Wall
- Historic Silk Road
- ▭ National protected area UNEP-WCMC 2010 WDPA

0 500 Kilometers
0 500 Miles
Scale 1:30,000,000

LAMBERT CONFORMAL CONIC PROJECTION;
STANDARD PARALLELS 18°00' N 46°00' N







China Map Extension Activity

1. Draw and label the Great Wall of China on the map as it appears today.
2. Draw and label any features of China that would serve as natural walls in China today.
3. Where would you place a “New Great Wall” in China today? Brainstorm at least 4 places below and tell why you would place it there. Be creative as you think because we have many different kinds of “walls” today in our high tech world.

a. _____

b. _____

c. _____

d. _____

4. Draw and label your “New Great Wall”

Country Profile: China, August 2006

Library of Congress – Federal Research Division

The Imperial Period

Over several millennia, China absorbed the people of surrounding areas into its own civilization while adopting the more useful institutions and innovations of the conquered people. Peoples on China's peripheries were attracted by such achievements as its early and well-developed ideographic written language, technological developments, and social and political institutions. The refinement of the Chinese people's artistic talent and their intellectual creativity, plus the sheer weight of their numbers, has long made China's civilization predominant in East Asia. The process of assimilation continued over the centuries through conquest and colonization until the core territory of China was brought under unified rule.

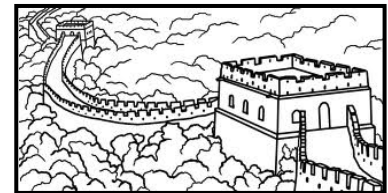


The Chinese policy was first consolidated and proclaimed an empire during the Qin Dynasty (221–206 B.C.). Although short-lived, the Qin Dynasty set in place lasting unifying structures, such as standardized legal codes, bureaucratic procedures, forms of writing, coinage, and a pattern of thought and scholarship. These were modified and improved upon by the successor Han Dynasty (206 B.C.–A.D. 220). Under the Han, a combination of the stricter Legalism and the more benevolent, human-centered Confucianism—known as Han Confucianism or State Confucianism—became the ruling norm in Chinese culture for the next 2,000 years. Thus, the Chinese marked the cultures of people beyond their borders, especially those of Korea, Japan, and Vietnam.



Another recurrent historical theme has been the unceasing struggle of the largely agrarian Chinese against the threat posed to their safety and way of life by non-Chinese peoples on the margins of their territory. For centuries most of the foreigners that China's officials saw came from or through the Central and Inner Asian societies to the north and west. This circumstance conditioned the Chinese view of the outside world. The Chinese saw their domain as the self-sufficient center of the universe, and from this image they derived the traditional (and still used) Chinese name for their country—Zhongguo, literally Middle Kingdom or Central Nation. Those at the center (*zhong*) of civilization (as they knew it) distinguished themselves from the “barbarian” peoples on the outside (*wai*), whose cultures were presumed to be inferior by Chinese standards.

For centuries, China faced periodic invasions from Central and Inner Asia—including major incursions in the twelfth century by the Khitan and the Jurchen, in the thirteenth century by the Mongols, and in the seventeenth century by the Manchu, all of whom left an imprint on Chinese civilization while heightening Chinese perceptions of threat from the north. Starting in the pre-Qin period, Chinese states built large defensive walls that, in time, composed a “Great Wall.” The Great Wall is actually a series of noncontiguous walls, forts, and other defensive structures built or rebuilt during the Qin, Han, Sui (A.D. 589–618), Jin (1115–1234), and Ming (1368–1643) periods, rather than a single, continuous wall. The Great Wall reaches from the coast of Hebei Province to northwestern Gansu, officially 6,000 kilometers in length, although unofficial estimates range from 2,700 kilometers to as many as 50,000 kilometers, depending on which structures are included in the measurement.



Construction Material of Great Wall

As we all know, the Great Wall is the treasure of China - even the world. It really is a great masterpiece of mankind, with its beautiful scenes and grand construction. What many people may not know, however, is that in different periods of Chinese history the material of the Great Wall is different in different areas.

Before the use of bricks, the wall was mainly built from earth, stones and wood. Due to the large quantity of materials required to construct the wall, the builders always tried to use local sources. When building over the mountain ranges, the stones of the mountain were exploited and used; while in the plains, earth was rammed into solid blocks to be used in construction. In the desert, even the sanded reeds and juniper tamarisks were used.

Before and during the Qin Dynasty (221BC-206BC), because the earth buildings could withstand the strength of weapons like swords and spears and there was low technology of productivity, the Great Wall was basically built by stamping earth between board frames. As such, only walls of plain earth or earth with gravel inside were built. No fortresses were constructed along the wall, nor bricks used in the construction of gates at the passes. Some of the walls were even made only from piles of crude stones. Around Dunhuang City in Gansu Province, Yulin City in Shaanxi Province and Baotou City in Inner Mongolia, sites can still be found from the Great Wall of Qin, Han and Zhao. The Wall of Zhao was built during the Warring States Period using board frames, and the layers of earth can still be clearly seen.

During the period following the Han Dynasty (202BC-220AD), earth or crude stones were still popular building tools. The construction material did not reach a new level until the middle of the Ming Dynasty (1368-1644); however the principle of using local material was maintained. Three hundred million cubic meters (393 million yards) of earthwork were used in the construction of the Great Wall, and with the appearance of large brick and lime workshops, some parts were also built with these new materials.

Bricks were used in a lot of areas during the Ming Dynasty, as well as materials such as tiles and lime. Attempts were always made to produce the materials locally, so kiln workshops



Great Wall Constructed with Sand and Earth

were established to burn the crude material. In a construction team there was Material Supply Department. For example, in Juyongguan Pass names of supply departments such as kiln workshops, stone ponds and material supply departments were recorded. Some materials, such as the timbers for the construction of the passes, did have to be transported from outside areas when there were none available locally.

Bricks were more a convenient material than earth and stone as their small size and light weight made them convenient to carry and thus quickened the speed of construction. Bricks are also the ideal material to bear the weight. According to a sample experiment experiencing gravity and erosion over a hundred years, the compressive strength, resistance to freezing and absorbency of the bricks of the time are similar to today's common bricks. A huge brick from a hundred years ago showed a high level of technological skill for that time. For further ease of construction, different shapes of brick were also burned and made to stuff into different positions.



Mutianyu Great Wall made of bricks and stones

Stone, however, still has its advantages. Cut in rectangular shapes, they were mostly used to build the foundation, inner and outer brims, and gateways of the wall. In the Badaling section, the wall is made almost entirely of granite, some of green and white stones and some of white marble. The stone material was found to better resist efflorescence than bricks.

It is not only because of the high level of productivity of the time that hard material like bricks and stones were used in the construction, but also because of the development of weapons. Before the Ming Dynasty, the wall was built from board frames and, although not very solid, could withstand simple weapons like swords, spears and bows. But during the Ming Dynasty, gunpowder became available. The musket, blunderbuss and cannon appeared. Due to the use of these weapons, more solid bricks and stones were required to build a stronger wall.

The Great Wall of China embodies the great systems of defense created during the wars of the time; moreover it indicates a great achievement in architecture.

Great Wall Deconstructed Video Questions

Answer the following questions after watching the video on the historychannel.com.

1. Is the Great Wall one wall? Explain.
2. Why did they build the Great Wall and was it successful?
3. How did they use the Great Wall as a communication (movement of ideas) tool?
4. What was longer, the original wall or the Ming wall?
5. What materials (physical characteristics) did the Ming use?
6. Can the Great Wall be seen from the outer space by the human eye?
7. Where and how do you think the Ming got these materials? (Answer not in the video)

Construction Material of Great Wall

Utilize the space below to write notes for the Construction Material of the Great Wall reading. Ask yourself where they would have found the materials and how they would have moved them to the construction site.

Paragraphs 1-2

Paragraphs 3-4

Paragraphs 5-6

Paragraphs 7-9

The Great Wall of China: 5 Themes of Geography

Absolute Location



Relative Location

Physical Characteristics



Human Characteristics

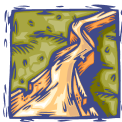
Movement of Goods, People and Idea



Physical Regions



Humans Impacting the Environment



Environment Impacting Humans

Human Regions

