# Sample Unit – Ancient History (integrated with Ancient History Life Skills) – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

| **Unit title** | Historical Periods  E. Imperial China – The Qin and Han 247–87 BC | **Duration** | 10 weeks |
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| **Unit description** | Through an investigation of the archaeological and written sources for the Qin and Han dynasties, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is integrated within this unit as appropriate.  This unit provides opportunities for the integrated delivery of the Ancient History Life Skills course. [Eligibility](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility) for Life Skills courses is determined through the school’s [collaborative curriculum planning process](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning). | | |
| **Outcomes** | | | |
| A student:  **AH12-1** accounts for the nature of continuity and change in the ancient world  **AH12-2** proposes arguments about the varying causes and effects of events and developments  **AH12-3** evaluates the role of historical features, individuals and groups in shaping the past  **AH12-4** analyses the different perspectives of individuals and groups in their historical context  **AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world  **AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **AH12-7** discusses and evaluates differing interpretations and representations of the past  **AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms  ***Life Skills***  *A student:*  ***AHLS6-2*** *engages with the concepts of time and chronology*  ***AHLS6-3*** *explores continuity and change in the ancient world*  ***AHLS6-4*** *explores events and developments of the ancient world*  ***AHLS6-5*** *investigates features, people, places and societies in the ancient world*  ***AHLS6-6*** *engages with perspectives of the past*  ***AHLS6-8*** *engages with a variety of sources to investigate the past*  ***AHLS6-10*** *investigates the past using a variety of strategies to locate, select and organise information*  ***AHLS6-11*** *communicates information about the past using historical terms and concepts* | | | |

| **Historical concepts and skills** | **Assessment** |
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| Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon  Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon  Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon  Analyse the extent and nature of continuity and change over time (ACHAH001) Critical and creative thinking icon Intercultural understanding icon  Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding icon  Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon  Use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon  Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon  Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon  ***Life Skills***  *identify relevant information from a range of sources Literacy icon*  *use sources to locate, select and use information Literacy icon*  *demonstrate an understanding of historical inquiry*  *identify historical ideas and representations  Information and communication technology capability icon Intercultural understanding icon Difference and diversity icon*  *engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon*  *engage with a range of written and non-written sources to locate, select and organise information  Information and communication technology capability icon Literacy icon*  *explore perspectives of individuals and groups Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon*  *use historical terms and concepts appropriately Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon*  *demonstrate understanding of time and chronology Numeracy icon*  *select and use a range of methods to communicate about the ancient past*  *demonstrate an understanding of the nature of history*  *demonstrate an understanding of historical features, people, ideas, movements, events and developments* | Task 1:   * Overview * Students will write an essay that explores the various theories surrounding the success of the Qin Empire. * Formal and informal discussions * Online summary quizzes * Tasks requiring final products * Presentations to peers |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:  **Survey**   * the chronological and geographical context of China in the East, key powers in the region and the nature of contact with other societies (ACHAH104, ACHAH105) Asia and Australia’s engagement with Asia icon Intercultural understanding icon * analyse the extent and nature of continuity and change over time (ACHAH001) Critical and creative thinking icon Intercultural understanding icon   ***Life Skills***  *Students:*   * *explore significant developments, for example:* * *geographical boundaries*   + *royalty and leadership Intercultural understanding icon*   + *rise and/or decline of ancient societies and/or empires Critical and creative thinking icon* * *identify relevant information from a range of sources Literacy icon* * *demonstrate understanding of time and chronology Numeracy icon* * *demonstrate an understanding of the nature of history* | * Students brainstorm what they know about this period of time and its impact on modern China. Students then explore images of items/sites etc connected to this period and are asked to complete a ‘See Think Wonder’ table. * Students complete a research activity in order to populate a map of the relevant area with the following indicated: * significant geographical features and natural resources of the empires * the area occupied by the Qin and Han empires * surrounding cultures/tribes/people groups/empires.   ***Life Skills***   * *Students explore teacher-selected images of items/sites connected to this period and complete the ‘See Think Wonder’ table.* * *Students gain an understanding of the proximity of China to Australia by colour coding the two countries on a map.* * *Show students an image of villages and/or farmland in China during this period, such as the one at The Curious Story of Our World.* [*http://curiousstoryofourworld.blogspot.com.au/2010/10/sotw1-chapter-10-far-east-ancient-china.html*](http://curiousstoryofourworld.blogspot.com.au/2010/10/sotw1-chapter-10-far-east-ancient-china.html) * *Students find an image of a city or town in modern China and compare the two images to identify some of the differences in the landscape and the way people lived. Ideas can be represented using a Venn diagram.* * Students design a timeline which marks the major dynasties preceding the Qin. The timeline should include: * the following key periods:   + mythical/prehistory period   + Xia Dynasty   + Shang Dynasty   + Zhou Dynasty.   + Warring States period * the following details:   + key personalities in each time period (eg Confucius)   + key events (eg battle of Muye 1046 BC). * Students work collaboratively on producing a report which details early Chinese contact with surrounding societies. Each group researches a different society and presents their findings to the class.   ***Life Skills***   * *Students read about dynasties in ancient China and identify one distinguishing feature of each of the dynasties listed.* [*www.ducksters.com/history/china/dynasties.php*](http://www.ducksters.com/history/china/dynasties.php) * *Students use the resources below to plot the dynasties on a timeline.* [*www.tes.com/teaching-resource/timeline-of-ancient-china-6256792*](http://www.tes.com/teaching-resource/timeline-of-ancient-china-6256792) * *Using the information provided in the above resource, students complete a PMI table or T-chart to identify the positive and negative impacts of each dynasty.* | **Structured**  As noted in the lesson, students can use a visual learning tool to structure their responses. Additionally, a planned series of questions to help students think about the issue can be provided.  **Structured**  A scaffold and key resources for the research task can be provided for students to direct their research.  **Extension**  Students form groups and conduct research into a selected period on the timeline, presenting their findings to the class. |
| **Focus of study**   * Establishment of Qin power, including:   + reasons for the success of the Qin: unification of the Warring States Asia and Australia’s engagement with Asia icon Intercultural understanding icon   + creation of the position of emperor: nature and basis of power (ACHAH109, ACHAH110) Asia and Australia’s engagement with Asia icon Intercultural understanding icon   + reforms of the Qin: political, cultural and legal Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon Civics and citizenship icon   + role and contribution of Li Si Asia and Australia’s engagement with Asia icon   + problems of succession and decline of imperial power Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon * explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * analyse and evaluate contested   interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon   * develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon   ***Life Skills***  *Students:*   * *explore significant individuals, for example:*   + *key achievements Difference and diversity icon*   + *impact on the historical period Intercultural understanding icon Personal and social capability icon Difference and diversity icon*   + *legacy Intercultural understanding icon Personal and social capability icon* * *explore significant events, for example:*   + *features of the events*   + *impact of the events* * *explore significant developments, for example:*   + *political policies Ethical understanding icon Intercultural understanding icon*   + *religion and power Ethical understanding icon Intercultural understanding icon*   + *royalty and leadership**Intercultural understanding icon* * *identify historical ideas and representations  Information and communication technology capability icon Intercultural understanding icon Difference and diversity icon* * *engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon* * *use historical terms and concepts appropriately Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon* * *select and use a range of methods to communicate about the ancient past* * *demonstrate an understanding of historical features, people, ideas, movements, events and developments* | * Students research the state of Qin and design a report which includes information on: * the history of the Qin up until the warring states period * the role and impact of Legalism in the Qin state * an overview of the conquest of the Warring States. * Students are provided with a stimulus (video/reading/source sheet etc) and collaboratively discuss the reasons for the success of the Qin. Students take notes on the discussion to identify core issues, and practise making a judgment based on evidence.   ***Life Skills***   * *Students explore the Qin dynasty and create a multimedia presentation illustrating:* * *when the Qin dynasty was in power* * *who the first emperor was* * *major events that occurred under the rule of the Qin dynasty.* * *The following resources may be useful references for students:*   [*http://www.historyforkids.net/dynasties-of-ancient-china.html*](http://www.historyforkids.net/dynasties-of-ancient-china.html)[*http://china.mrdonn.org/qin.html*](http://china.mrdonn.org/qin.html)   * *Provide students with the source of the dynastic cycle found at* [*https://www.tes.com/teaching-resource/timeline-of-ancient-china-6256792*](https://www.tes.com/teaching-resource/timeline-of-ancient-china-6256792)*. Students consider how the Qin Dynasty fits this model.* * Students watch the documentary, *The First Emperor*, and take notes on: * conquest of the Warring States * creation of the position of emperor * reforms of the Qin * role of Li Si. * Students conduct an investigation into the position of the emperor. As part of their investigation, students explore: * the titles and symbolism of the position * the concept of the Mandate of Heaven: history and adaptation * role of the emperor under the Qin – administrative/legal/military/religious functions * legalism and the emperor. * Students are provided with a source sheet of articles (ancient and modern) concerning the above issues, to assist them in their investigation. They then present their findings in a form chosen by them (poster/presentation/report etc).   ***Life Skills***   * *Students watch the documentary,* The First Emperor*.* * *Students create a visual representation of the hierarchy in Ancient Chinese society and include the position of the emperor.* * *Students list the roles and responsibilities of the emperor.* * *Students explore the rule of Emperor Qin and create a visual depiction of his life and rule. The following resources may be useful references:*   [*www.ducksters.com/history/china/emperor\_qin\_shi\_huang.php*](http://www.ducksters.com/history/china/emperor_qin_shi_huang.php)  [*http://china.mrdonn.org/qin.html*](http://china.mrdonn.org/qin.html)   * *Students list the three components of the Mandate of Heaven and describe what these might be in contemporary society.* * Students conduct research to construct a mind map of the various reforms of the emperor/Qin government, including: * standardisations of Chinese society * organisation of an imperial bureaucracy based on merit not family * enforcement of legalism – persecution of other philosophies * development of the legal system – crime and punishment * reforms concerning education * changes to the military * changes to the organisation of the empire.   ***Life Skills***   * *Students create a table illustrating the standardisations made under Emperor Qin. One column of the table should include the change and another column the modern-day equivalent. The table should include:* * *organisation of territory* * *organisation of government* * *registration of population* * *taxation* * *crime reform* * *money.* * Students construct a personality profile on Li Si, noting issues such as: * early life and education * rise to power * adviser to the king * role in the implementation of legalism * contribution towards the imperial system.   Students may choose to design their profile on a mock social media platform.  ***Life Skills***   * *Provide students with sources relating to Lin Si. Students explore these sources to gain an understanding of his role as the advisor to the king.* * *Students complete a case study of the Emperor Qin’s burning of the books, under the advisement of Lin Si. Students develop a speech or visual representation explaining why books should not be destroyed and the impact of Emperor Qin’s actions.* | **Structured**  Students are provided with a scaffold for their research which includes explanations of the various concepts and directs them towards accessible resources.  **Extension**  Students begin to look into the historiographical arguments surrounding the success of the Qin noting views of authors such as Mark Edward Lewis, John Fairbank and Sima Qian.  **Structured**  Students are provided with a scaffold for their research which includes explanations of the various concepts and directs them towards accessible resources.  **Extension**  Students examine the views of various authors regarding the character/assessment/legacy of Li Si according to a variety of different authors. |
| * Fall of the Qin and establishment of the Han, including:   + reasons for the fall of the Qin: unification of the Warring States Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon   + establishment of the Han: role and contribution of emperors from Gaozo to Jingdi Asia and Australia’s engagement with Asia icon   + nature and role of Confucianism in the Han government Asia and Australia’s engagement with Asia icon   + role of empress dowagers: Empress Lu Zhi, Empress Dou Asia and Australia’s engagement with Asia icon   + reign of Emperor Wudi: political and cultural reforms Asia and Australia’s engagement with Asia icon Intercultural understanding icon Civics and citizenship icon * use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon * communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon   **Life Skills**  Students:   * explore significant individuals, for example:   + key achievements Difference and diversity icon   + impact on the historical period Intercultural understanding icon Personal and social capability icon Difference and diversity icon   + legacy Intercultural understanding icon Personal and social capability icon * explore significant events, for example:   + factors contributing to the events * explore significant developments, for example:   + political policies Ethical understanding icon Intercultural understanding icon   + religion and power Ethical understanding icon Intercultural understanding icon   + royalty and leadership Intercultural understanding icon * use sources to locate, select and use information Literacy icon * demonstrate an understanding of historical inquiry * engage with a range of written and non-written sources to locate, select and organise information  Information and communication technology capability icon Literacy icon * explore perspectives of individuals and groups Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon * select and use a range of methods to communicate about the ancient past | * Students construct a timeline of the remaining Qin empire after the death of the First Emperor. In particular, they note significant events leading to the fall of the Qin. * Students explore the Qin dynasty after the death of the First Emperor. Students construct a table which outlines the key reasons for the downfall of the Qin Dynasty. They then adopt one of the views and argue this point of view within a group of four.   ***Life Skills***   * *Students create a flow chart illustrating the events leading to the death of the First Emperor.* * *Students complete a site study on the Terracotta Warriors, including the reason for building the tomb, the contents of the tomb, how the tomb and the warriors were built and what we have learnt about Ancient China from the discovery of the warriors. The following resources may provide useful references:*   [*https://www.youtube.com/watch?v=nNhASEF-NZo*](https://www.youtube.com/watch?v=nNhASEF-NZo)[*http://www.ducksters.com/history/china/terracotta\_army.php*](http://www.ducksters.com/history/china/terracotta_army.php)[*https://www.tes.com/teaching-resource/terracotta-warriors-6256793*](https://www.tes.com/teaching-resource/terracotta-warriors-6256793)   * *Students collect images of some of the figures found and label each one to identify their role in society.* * Students work in pairs to design a profile of the first Han emperors: from Gaozo to Jingdi. Students to focus on: * adaptation of the Mandate of Heaven (was it a justification of their rule?) * adoption and rejection of Qin government reforms * re-establishment of the regional elite. * Students engage in a teleconference/video conference with an expert/academic on the topic of Confucianism in Ancient China and ask prepared questions. These questions should be sent to the expert/academic prior to the activity. * Students create a digital presentation which provides an overview of Confucianism, including: * history up until the Han period * core beliefs * principles of government.   Students share their findings with a partner, who will add any new information to their notes.   * Students are to develop a timeline that traces the course of Confucianism from Warring States, through the Qin Dynasty into the early Han. * Students are to develop a report detailing the implementation of Confucianism as a Han government policy of organisation. They are to refer to a teacher-developed source sheet, as well as their own research.   ***Life Skills***   * *Provide students with sources that can be used to explore the life of Confucius. Students create a picture book or multimedia presentation illustrating how he came up with his ideas. The following resources may provide useful references:* [*http://ancienthistory.mrdonn.org/Confucius.html*](http://ancienthistory.mrdonn.org/Confucius.html)[*http://www.ducksters.com/history/china/confucius.php*](http://www.ducksters.com/history/china/confucius.php) * *Students create a mind map of the key focus of Confucius’ social teachings, including:* * *honesty* * *loyalty* * *self-sacrifice* * *love* * *manners* * *respect.* * *Students deliver a short speech explaining why it is important to have someone with these qualities in government.* * *Students create Confucius sayings that reflect their own beliefs.* * Students work collaboratively to construct a personality profile on the Dowager Empresses Lu Zhi and Du. The profile should include information regarding: * what an Empress Dowager is (alongside a broader overview of women in Ancient China) and an explanation of why they held considerable power in the Han court * the relationship between Lu Zhi and Emperor Gaozu (and additionally Liu Ying) focusing on the role she played within these regimes * the relationship between Empress Du and Emperor’s Wen and Jing * her role within the regimes of her husband and son.   Students present their findings in the form of posters.  ***Life Skills***   * *Students create an outline of a typical woman’s day in Ancient China. Students identify the values associated with women.* * *Students read a simplified version or a stanza from the Ode to Mulan. Students compare this depiction with the values identified previously. What is unique about this representation of a woman?* * *Students research and find five historical sources associated with Empress Lu Zhi. They use these sources to identify who she was and what her relationship was to the Emperor Gaozu. What do each of the sources tell us about women in Ancient China?* * Students create a portfolio for the Emperor Wudi. Their portfolio should include: * an overview of his life and reign * reforms of Wudi – political and cultural * an assessment of his reign.   ***Life Skills***   * *Students read and highlight a summary of the Golden Age of the Han Dynasty (Emperor Wudi). Students use this summary to complete a PMI of Emperor Wudi’s rule.* | **Extension**  Students are to explore the various theories surrounding the failure of the Qin state – students are to note the author, their theory and attempt to explain it.  **Structured**  Students are given a summary sheet to help explain the fundamentals of Confucianism. A scaffold is provided for further student research.  **Extension**  Students are to examine the collision of philosophies during this period including Legalism, Confucianism and Daoism.  **Structured**  Students are to be provided with a personality profile to fill out on each of the key authors. They can then use this to design their poster. |
| * The empire, including:   + expansion of the empire: relations with neighbouring tribes, conquests and expeditions, wars against the Xiongnu Asia and Australia’s engagement with Asia icon Ethical understanding icon Intercultural understanding icon * identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding icon   + management and maintenance of the empire: changing role of government officials and local elite, suppression of revolts, Rebellion of the Seven States Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Intercultural understanding icon   + administration of the empire: provincial building programs, organisation of provinces, taxation, trade monopolies, communication, coinage Asia and Australia’s engagement with Asia icon Intercultural understanding icon Work and enterprise * analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon   ***Life Skills***  *Students:*   * *explore significant developments, for example:*   + *geographical boundaries*   + *rise and/or decline of ancient societies and/or empires Critical and creative thinking icon* * *explore foreign relations and changing boundaries, for example:*   + *role of the army Critical and creative thinking icon Intercultural understanding icon*   + *relations with neighbouring areas Ethical understanding icon Intercultural understanding icon*   + *war and peace Intercultural understanding icon*   + *changing relationships with other societies Ethical understanding icon Intercultural understanding icon Personal and social capability icon* * *engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon* * *select and use a range of methods to communicate about the ancient past* * *demonstrate an understanding of historical features, people, ideas, movements, events and developments* | * Students use the map developed in a previous lesson to note the following: * key conflicts that occurred in the Han Empire to 87 BC, including contact with the Xiongnu * conquests and expeditions. * Students select one of the mechanisms for expansion of the empire to investigate further. They are to then develop a brief presentation to present to the class, during which they identify the motive, actions and consequences of contact with others. * Students investigate the cause and consequence of the Rebellion of the Seven States.   ***Life Skills***   * *Students use a map such as the one found at* [*http://teacherweb.com/VA/AmeliaCountyElementary/WeyantGrace4th/apt7.aspx?print=true*](http://teacherweb.com/VA/AmeliaCountyElementary/WeyantGrace4th/apt7.aspx?print=true) *to identify the geographical features of China. Students consider how an invading army from a neighbouring country might enter China and use the map to plot the journey the army might make. Students explain how the geographical features would help or hinder the army’s journey.* * *Students locate the Silk Road on a map and identify India and Persia and other significant trading partners. Students create a photostory of the items that were traded during the time of Ancient China, including silk, gold, wine, spices and woollen cloth. In their photostory, students are to include what each of these goods was used for.* * Students conduct research to populate the following table, accounting for the impact of each of the administrative areas:  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Qin Dynasty | Impact | Han Dynasty | Impact | | Provincial building programs |  |  |  |  | | Organisation of provinces |  |  |  |  | | Taxation |  |  |  |  | | Trade monopolies |  |  |  |  | | Communication |  |  |  |  | | Coinage |  |  |  |  |   Students account for the success of the empire using the information they have collected.  ***Life Skills***   * *Define ‘legacy’ with students.* * *Students research the Han Dynasty invention of kites and create a presentation illustrating how the invention of the kite is a legacy of the Han Dynasty. Alternatively, students can research one of the other legacies of Ancient China, such as literature and writing, astronomy, mapping, paper, the compass, Confucianism.* |  |

| **Resources** |
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| **Books**  Ebrey, P 1999, *The Cambridge Illustrated History of China*, Cambridge University Press, Cambridge.  Hansen, V 2000, *The Open Empire: A History of China to 1600*, WW Norton & Co, New York.  Lewis, M.E 2010, *The Early Chinese Empires*, The Belknap Press, Cambridge.  Portal, J 2007, *The First Emperor: China’s Terracotta Army*, British Museum Press, London.  Portal, J 2007, *The Terracotta Warriors*, British Museum Press, London.  Qian, S 1996, *Records of the Grand Historian*,Columbia University Press, New York.  Qian, S 2009, *The First Emperor: Selections from the Historical Records,* Oxford University Press, Oxford.  **Websites**  Art Gallery of New South Wales. 2010. *The First Emperor China’s entombed warriors*. [ONLINE] Available at: <http://www.artgallery.nsw.gov.au/exhibitions/first-emperor/>. [Accessed 15 February 2017]  China Highlights, Cindy Tang. *The Terracotta Army – Why and How They Were Made*. [ONLINE] Available at: <http://www.chinahighlights.com/xian/terracotta-army/> [Accessed 15 February 2017]  UNESCO. *Mausoleum of the First Qin Emperor*. [ONLINE] Available at: <http://whc.unesco.org/en/list/441/> [Accessed 15 February 2017] |

| **Reflection and evaluation** |
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