Lesson Plan Background:

- **Demographics**
  - **Subjects/Grade Level:** Geometry (8th – 10th grade)
  - **Suggested duration:** 60 minutes

**RISE OF THE QING**
- Fall of the Ming Dynasty (1368-1644)
  - Rivalries, bloated bureaucracies, military was ineffective and expensive
  - Rebellions-> Beijing
  - Emperor-> lost power, escaped out the back of the imperial city, climbed atop, and hung himself from a tree.
    - Manchus from north of the Great Wall stormed into China, vanquished the rebels, and declared the founding of Qing (1644-1912).
  - Manchu leaders were governing the Han Population (Han Chinese or Chinese) via different language, culture and economy
  - Claimed to be “defenders of the Han tradition”
    - Ming emperor was buried in an elaborate tomb as a show of good faith.
  - Confucian-based civil service examinations. Manchu rulers learned the way of the Han and culturally assimilated as Han Chinese.

- **Learning Objectives**
  - Students will be able to calculate distance and midpoint from a map.
  - Students will also be able to calculate the travel time on foot.

- **Essential Questions**
  - How do we calculate distance and midpoints from graphs?
  - Based on travel, how could a person figure out the number of days of travel based on a map?

Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**
  The teacher will ask students to create a line segment on a piece of paper. From here, have students use a ruler to determine the length of this segment. This length represents the distance. Have students find the midpoint of this segment.

- **Teacher-Student Interaction**
  1. Provide copies of the map of the Qing Dynasty to students. (I’ve added an example of a map from this site: [https://www.csh.ac.at/new-study-uncovers-the-causes-of-the-qing-dynasty-collapse/](https://www.csh.ac.at/new-study-uncovers-the-causes-of-the-qing-dynasty-collapse/)
  2. Have students discuss what they notice, i.e. the features of the map. (Where is the scale?)
3. Have students create a loop between 4 cities to travel. They will create segments connecting these cities and will measure the distance between them. Using a table, have students calculate these distances and convert them into the actual distance using the key in km (or miles).

4. Have students take a mile walk. Using a track is usually a safe way to get this distance. From here, once a student has their time, have them calculate how long it would take to walk their loops with no breaks (continuous walking) versus breaking for sleep versus having a set travel schedule.

5. Have students make a poster of these results.

6. Finally, have students calculate the midpoint between each of the 4 cities to see if it would be reasonable to utilize a midpoint as a sort of rest stop in their trip.

Image Source: https://www.csh.ac.at/new-study-uncovers-the-causes-of-the-qing-dynasty-collapse/

- **Closing Activity**
  Teachers should end the lesson by having students share their routes and compare their travel times.

- **Post-Assessment**
  Students will be able to demonstrate mastery with a post-check, i.e. quiz where the teacher provides one possible route and students will be able to calculate the distance and travel time given that the person only travels for 8 hours out of a day.

This lesson plan was developed by the Kimberly Reiner, The Columbus Academy as part of the [Interdisciplinary Curriculum Development Team](https://www.csh.ac.at/new-study-uncovers-the-causes-of-the-qing-dynasty-collapse/). This project was coordinated by the East Asian Studies Center at The Ohio State University and funded in part by the Freeman Foundation through the University of Pittsburgh national coordinating site for the National Consortium for Teaching About Asia (NCTA) Asian Studies Center, University Center for International Studies, and the U.S. Department of Education Title VI National Resource Center grant to the East Asian Studies Center at The Ohio State University. The content of this resource guide does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

This lesson plan is available online for classroom use worldwide and can be accessed at EASC’s Resource page.
