MAP ANALYSIS OF THE QING DYNASTY

Created by: **Kimberly Reiner**, The Columbus Academy

Lesson Plan Background:

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

  <u>RISE OF THE QING</u>
  - 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/

  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 is available online for classroom use worldwide and can be accessed at EASC's Resource page.

Source: Kenley, D. L. (2020). *Modern Chinese History* (2nd ed., Ser. Key Issues in Asian Studies). Association for Asian Studies.