

# POETRY OF THE QING DYNASTY

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## Lesson Plan Background:

- **Demographics**
  - **Title:** Poetry of the Qing dynasty: A Lesson in Classical Chinese Poetry and Practice
  - **Subjects/Grade Level:** English, 7th grade
  - **Suggested duration:** 60 minutes

## THE REIGN OF QIANLONG

- Qianlong-> grandson of Kangxi
  - Sought to maintain Manchu identity while preserving Chinese traditions and incorporating non-Manchus into his regime
  - Committed to maintaining control over his multiethnic empire
  - Sponsored compilation of the Siku Quanshu “Emperor’s Four Treasuries”
    - Selections from history, philosophies, science...etc.
    - Completed work consisted of over 36,000 volumes and was considered the most ambitious project in history
    - Personally wrote over 40,000 Chinese-language poems.
  - Yong He Palace became home to thousands of Mongol and Tibetan monks
    - All signs were in Manchu, Mongolian, Chinese and Tibetan
  - During Qianlong’s reign, British, Dutch, and Portuguese merchants continued trading with their Chinese counterparts on the southeast coast.
  - According to Chinese records at least 8 different nations regularly sent tributary missions to Beijing (opened up opportunities for trade)
  - British government sent a diplomatic mission directly to Qianlong’s court seeking to bypass many of the established protocols of the tributary system.
    - The mission failed (leader was George Macartney).
      - In 1792, Qianlong sent a letter to King George III explaining his decisions.
        - British merchants were referred to as barbarians and the king was congratulated for his “respectful humility” and his “humble desire to partake of the benefits of our civilization.”
        - Explained that China had no use for British trade relations  
“It behooves you, O King, to respect my sentiments and to display even greater devotion and loyalty... so that, by perpetual submission to our Throne, you may secure peace and prosperity for your country hereafter.”
- **Learning Objectives**
  - Students will study poetry from ancient China to look for development of style, mood, characterization, etc.
  - Students will be able to create their own poetry based off of a poem that they pick from the resource: <https://terebess.hu/zen/mesterek/cla.pdf>.
- **Essential Questions**
  - What type of poetry was written during ancient China?
  - What subjects were covered during this type of poetry?
  - What type of style can I utilize to write my own poetry or Ode?

## 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.

## LESSON PLAN

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- **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](#). 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](#).

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