THE GREAT WALL OF CHINA

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Grade Level: 7th

Purpose/Overview:
Students will discover when the Great Wall of China was first built; when it was built as it exists today; who the laborers were who built the Wall; what materials were used to build it; why the Wall was built; problems encountered in maintaining the Wall even today; and new evidence as to the entire length of the Great Wall.

National Geography Standards from *Geography for Life*
Geographic Elements & Standards:
The World in Spatial Terms –
1: The geographically informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
Places and Regions –
4: The geographically informed person knows and understands the physical and human characteristics of places.
Environment and Society –
14: The geographically informed person knows and understands how human actions modify the physical environment.

Oklahoma Academic Standards for the Social Studies:
Grade 7/World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
Process and Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Process and Literacy Skills Standard 2 The student will develop and demonstrate Common Core Social Studies writing literacy skills.	**Engage in Evidence-Based Writing** Students will apply effective communication skills by developing a variety of evidence-based

	written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
B.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**5.B.6-8.1** Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.
Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems and diagrams.	**7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
1.3 Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.	**7.1.2** Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
Content Standard 5 The student will analyze the interactions of humans and their environment in the Eastern hemisphere.	**7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.
5.2 Evaluate the effects of human modification of and adaptation to the natural environment.	**7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.

Geographic Themes: Location, place, human environment interaction, movement and region

Objective:

1. Students will find out that the construction of the Great Wall of China began in 221 B.C.E., but the Wall as it exists today was built around 1474 C.E.
2. Students will learn that the Great Wall was built mostly of earth and stone by soldiers, convicts, and commoners.

3. Students will determine that the 10,000 watchtowers built at intervals along the Great Wall were used as lookouts, fortresses, and signal stations to prevent invaders from entering China, but the Great Wall never effectively kept invaders out.
4. Students will discover that in 2012, after an extensive archaeological survey, China announced that the Great Wall is 13,170 miles long instead of 5,500 miles as was previously thought.

Materials:
PowerPoint "Great Wall of China"
Laptop computer and LCD Projector (or equivalent)
Internet access
Google Earth (if available)
The Nystrom Desk Atlas for each student
Paper and pencil to write legend about the Great Wall

Time Frame: 1 class period

Procedures:

1. The capital city of Beijing is located near the eastern end of the Great Wall of China. Using the atlas, ask students to determine the latitude/longitude of Beijing. (40ºN 116ºE)

2. If you have access to Google Earth, use it to navigate along the Great Wall to show students what the longest man made structure in the world looks like from a satellite perspective.

3. Show the PowerPoint "Great Wall of China."

4. Working in small groups and using the Internet, have students research to find a legend about the Great Wall of China. Ask each group to read their legend to the class. (See **Resources**)

Assessment:
1. Participation assessment
2. Great Wall timeline

Resources:
Print
The Nystrom Desk Atlas

Internet
Google Earth

Great Wall of China – Facts and Summary - History
http://www.history.com/topics/great-wall-of-china

39 Interesting Facts About the Great Wall of China

http://facts.randomhistory.com/2009/04/18_great-wall.html

10 Legends and Stories of the Great Wall of China
http://www.chinatravellers.com/Artcle_Show.asp?id=161

Extension and Enrichment:
Have students research the Great Wall through the centuries of dynastic rulers in China's history. Then ask them to make a timeline of what each ruler did with the Great Wall. Did they use the Great Wall for defense of China or did they disregard it as unimportant? Did they repair the Great Wall or let it fall into disrepair during their reign?

Connections:
Reading
Writing
History

Notes to Accompany "Great Wall of China" PowerPoint

Slide #18 - In 2008, based on historical records, China had said the Great Wall was 5,500 miles long. The estimate in 2008 only included structures built during the Ming Dynasty and failed to count some of the ruins built before that time period.

Slide #19 - China also has a population of 1.3 billion. This section of the Great Wall is at Juyong Pass which is near Beijing. The population of Beijing is approximately 21 million. This large population means a lot of automobiles are also contributing to the air pollution.