



Teachers' Notes
Written by Jean Yates

Wicked Warriors and Evil Emperors

By Alison Lloyd

Illustrated by Terry Denton

Background Information

One of the most appealing ways to get students, and particularly boys, interested in History is to tell them the gruesome bits – the blood and guts, wars, deceptions and treachery that has occurred through the ages.

Wicked Warriors and Evil Emperors tells the story of Qinshi huangdi, the First Emperor of China who ruled from the age of twelve in 246BC until his death in 210BC. The book is an accurate historic account of this period, told in a highly entertaining yet informative manner. Rather than bogging students down in heavy and complicated historic facts, Alison Lloyd's text is broken down into small areas of interest, full of anecdotes, questions and primary source quotations to help bring the information to life and make it more accessible to young readers. Constant hints on the pronunciation of difficult and important Chinese names and terms and definitions of key words litter the text, again increasing its accessibility. Terry Denton's illustrations depict the information in humourous cartoons adding interest and entertainment that keeps even the most reluctant History students entertained.

This book lends itself well to teaching not only this period of History, but examining a number of History skills and issues, essential for the study of any topic. It provides an excellent tool to increase students' enthusiasm in the subject whilst also increasing their historical knowledge. With the emphasis in the National Curriculum on Asian History, it is good to have such a user-friendly text available. Many of the skills and issues that arise during this book will also lend themselves to an examination of issues in European history. As such, it is a very valuable tool for all teachers of History.

These notes have been created with a number of purposes in mind. The questions and activities are designed to further students' understanding of the events in the book and to stimulate discussion about key issues. References have been made to other historic events or people who reflect similar ideas in an effort to broaden their understanding and historic knowledge. Key terms that

will appear in the study of many periods of history have also been included. The activities require a number of different skills such as creative writing, formulating an argument, analysing perspectives and researching.

Pre-reading/ General Skills

Reading a Map:

Examine the map of China that appears after the contents page and read the information that is given about each state.

- From the information provided and by studying the geographic features of the land, make a list of the strengths and weakness of each of the seven states. (Consider location, climate, location of mountains and seas, etc)
- Which do you think is the strongest state and why?
- Which do you think is the most vulnerable state and why?

Constructing a Time-Line

The history covered in this book took place over two thousand, three hundred years ago. As such, all of the dates listed are BC.

- Discuss with students the fact that BC dates run in a different fashion from AD dates in that the larger the number the further in time it is (ie events in 257 BC took place **BEFORE** events in 209 BC). This is a complete contrast from their knowledge of more modern history in which 257AD comes a long time **AFTER** 209 AD.
- The key dates are provided in the WHO, WHAT, WHEN chapter at the back of the book. Using this information, have students construct a time line of events for this period of history.

Primary and Secondary Sources

- Discuss the difference between primary and secondary sources.
- What are the benefits and weaknesses of a primary source? What are the benefits and weaknesses of a secondary source?
- As you read the book, identify the information as either a primary or a secondary source.
- How do the primary source inserts (poems, quotations, letters, etc) add interest and authenticity to the book?

CHAPTER ONE: The Warring States

Consider life 2,300 years ago

- Why would all of the people living in the land known as 'All-Under-Heaven' not know what lay beyond their land?
- Why do you think the seven separate states were constantly fighting with each other?

Methods of fighting

The conflict between the states was violent, but the people of ancient China didn't maul each other mindlessly. The Chinese states had organised armies. Their troops were led by brilliant generals who stopped at nothing to win (p5).

- What does this information reveal about the Chinese people?
- What does the formation of an organised, regimented army reveal about a group of people?

Read the *Dastardly Dragon Strategy*

- Why did this strategy help the Qi general to defeat the Yan army?
- What does this story reveal about the Qi general?

The Trojan Horse:

Other stories exist about fighting states that have used this sort of strategy. Consider the story of the Trojan Horse in which the Greeks were fighting against the Trojans. The Greeks built an enormous wooden horse and hid a number of soldiers inside it. They wheeled it up to the gates of Troy and offered it as a sign of peace and goodwill. When the Trojans took the horse inside, the Greeks jumped out of the horse and attacked the city of Troy.

Activity:

- Imagine that you are the Qi general fighting the Yan army. Devise your own clever strategy to fool your enemy.

Weapons

- Why did only the rich and powerful have proper bronze weapons?
- Why might many soldiers not have been able to use the weapons even if they had access to them?
- Would it be a help to our own modern day army if the general, untrained public were all recruited and issued with weapons? Why?
- What does this reveal about the needs of an army with regard to training its people?

Recruitment

The Chinese armies relied upon a system called CONSCRIPTION. This occurs when people are recruited into the army through force, rather than by volunteering.

- What are the benefits of conscription for the army?
- What are the disadvantages for the army?
- Why might some people be happy to be recruited by the army?
- Why might people not want to join the army?
- Why might the barbarians who lived outside of China supply the Chinese with weapons to keep them fighting?

Conscription has often been a very emotive issue in many societies. In the 1960s, during the Vietnam War, Australian soldiers were recruited through the process of conscription. Under this system, birthdates were placed in a type of Gold Lotto machine and when a ball came out, all men over the age of 18 born on that day were expected to join up and go to war. Naturally there were a lot of people who objected to this practice and the issue of conscription became a very powerful force in Australian society at that time. Many people staged marches and were very vocal in their criticism of this practice.

Activity:

- Stage a debate arguing for and against Conscription

For Discussion:

At the end of this chapter, a very interesting question is raised. Everyone in society agrees that murder is wrong and that murderers should be punished. We also agree that the punishment should be more severe if there are multiple murders. Yet those who go to fight in a war are often required to kill others and not only are they not punished, they are often celebrated as heroes.

- Why is our attitude towards killing in war different from killing in peaceful society?

Living in War

- What would life be like if your country experienced constant warfare for around 250 years?

CHAPTER TWO: Wicked Warriors' Guidebook

Rule by fear

- Read the story of Sunzi pages 14-15. What does this reveal about him as a person? Why would the king have given him the job as general even though he executed the king's two favourite wives?

Know your enemy

- Why is a good soldier one who can win without even fighting?
- With this in mind, what skills do you think might be needed to make a good soldier?

Activity:

- Read the clues on pages 18-20. On sheets of cardboard, create illustrations for each of these possible scenarios or events.
- Divide the class into three small groups.
- One group are soldiers in the Chinese army. They are to march along.
- Another group is in charge of the illustrated pieces of cardboard. As the soldiers march, they are to present them with a series of events of obstacles.
- The third group is to sit on a high stool or platform, looking down on the other students. These students need to have a drum and a banner.

- Have the class stage a war in which these events occur. For each situation, hold up the appropriate illustration. The soldiers on the 'tower chariot' need to use the drum and the banners to call out instructions for the rest of the class.

CHAPTER THREE: Qin Shapes Up

Lord Shang

- What was the attitude of the other states towards the state of Qin?
- What was Lord Shang's attitude as to how to make a state strong?
- He said that '*kindness is the mother of crime*' (p24). What did he mean by this? What are the advantages in having a dictatorial government that does not give its people any rights or choices?
- Lord Shang treated everybody the same way, no matter what their position in society was. Is this a good thing? What were the advantages and disadvantages of this practice?
- How did a Qin soldier get promoted? How might this affect their behaviour?
- What do these sorts of values reveal about Lord Shang?
- What sort of person would you have had to be in order to survive in Qin under the leadership of Lord Shang?
- Although Lord Shang's rule was very harsh, in many ways it proved to be very successful.

Activity:

- Draw up a list of the positive and negative features of Lord Shang's system of government.

CHAPTER FOUR: From Prisoner to Prince

Forming alliances

Qin became allies with the more distant states, so it could get on with attacking its neighbours. The book tells us that an alliance is an agreement between different state or rulers to help each other in times of war.

- Why would different states be prepared to form an alliance?
- What might be the benefit for each state?
- Are there any disadvantages in this practice?
- Why would other states be prepared to form an alliance with the barbaric Qin?

Australia has formed a number of alliances with other countries throughout our history. We entered WWI because of our alliance with Great Britain. NATO and SEATO are perhaps the most well known alliances we have. Research each and consider who these treaties ally us with. What are the advantages and disadvantages of these treaties?

Held hostage

After the battle of Changping, the King of Qin sent his son to live in the Zhao capital as a hostage.

- Why would he have done this?
- What does this reveal about the lengths he is prepared to go to to increase his power?

Activity:

- Imagine that you are Zichu, living as a hostage in Zhao. Write a diary entry explaining how you feel about your situation.

What about the girls?

- Why did girls not count in Chinese history?
- What is meant by a patriarchal society? Is our own society patriarchal? Can you think of any areas in which it still is (eg consider our system of monarchy)

Holding power

- Why did the wife of the First Prince of Qin agree to adopt Zichu as her own son?
- How would this have helped Zichu?
- Why would Lu Buwei have bothered to do this? What would he have to gain from making such an arrangement?

CHAPTER FIVE: Born to Rule

The new King

Imagine that you are twelve-year-old Zheng and have suddenly found yourself King.

- What would you like to do as king?

Life of the King

- Make a list of all the things Zheng did in his studies and his leisure activities.
- What do each of these things reveal about what the Chinese thought were important in their society?

Activity:

- Imagine that you are a director making a film or documentary "A Day in the Life of King Zheng". Design a storyboard showing what he does during the day.

CHAPTER SIX: Threats to Qin's Throne

The young king

King Zheng faced a number of challenges.

- Why did Lao Ai try to usurp the king? (To usurp is to illegally steal the throne from the rightful king).

Revenge

After defeating Lao Ai, Zheng ordered the deaths of everyone involved (except his mother).

- What does this reveal about him? Just because he is young is he going to be easily manipulated and defeated?
- Why did Zheng want to get rid of Prime Minister Lu?
- When other methods did Zheng use to ensure that he remained in power and safe from the threat of invasion from other states?

Spies

- Why might people have become spies? What sorts of qualities do you think these people would need to have?

Activity:

- Write a job advertisement advertising for new spies to work for King Zheng. What skills would these people need to have?
- Write a letter of application applying for the job as spy for King Zheng. What skills would he like to see? Do you have any previous experience that might be worth mentioning and help you get the job?
- Conduct a mock interview to help you apply for the job as spy. What sorts of questions might the interviewer ask? What sorts of answers do you think would get you the job?

CHAPTER SEVEN: Qin Wins

On the Offensive

Creating treaties and making alliances can be seen as Defensive behaviour – things that you do in order to protect yourself from a potential threat.

Alternatively, you can engage in Offensive behaviour in which you take the initiative and start an attack.

- Look at the map on page 57. If you were to attack one of these states, which would you choose?

Where to start?

When Zheng decided to start being offensive, he chose to start by attacking the neighbouring state of Han.

- Why would he have chosen this state?

Negotiations

Knowing that King Zheng admired the work of Prince Han Feizi, the Han King sent Han Feizi to Qi as an ambassador, to negotiate with Zheng.

Zheng liked Han Feizi's argument, but his former tutor and now Prime Minister, Li Si, convinced him not to listen.

- What was Han Feizi's argument?

Activity:

Imagine that you are King Zheng and have to decide what to do.

- Make a list of the strengths and weaknesses in Han Feizi's plan.

- What decision would you come to? Should King Zheng agree to Han Feizi's plan, or follow the advice of Prime Minister Li Si?

HAN FEIZI'S PLAN TO ALLY WITH HAN AND ATTACK WEI, CHU AND QI	
STRENGTHS	WEAKNESSES

- Look carefully at the Wicked Weapons on pages 63-65. What method can you devise for attacking your enemy? In the style of Terry Denton, draw an illustration to depict your method of invasion.

Strength of mind

Once again, General Wang Jian showed that you do not always have to fight to win a war.

- How did he manage to trick the King of Zhao?
- How would Jing Ke have managed to persuade the former Qin general to give his head as a present for King Zheng?
- What does this reveal about the Chinese sense of pride?
- Many Chinese soldiers preferred to take their own lives rather than be killed by their enemies. What does this reveal about them?
- Would you be prepared to do the same thing?

Activity:

When Jing Ke set out to assassinate King Zheng, a farewell song was written for him:

*The wind howls about;
Cold runs the river;
A brave man sets out;
Never to return.*

This is perhaps not the most inspiring and comforting of songs.

- Imagine that you are a poet or musician of the time. Write a short poem for Jing Ke that sends a more positive message.

Your enemy's head

King Zheng is thrilled to receive the gift of the head of his former general.

- What does this reveal about him? Would you like this as a gift?
- How does Jing Ke's plan backfire and help King Zheng rather than killing him?

Activity:

The Fall of the Six States:

- Make a list as to how each state was captured by King Zheng and his army.

How Did Qin Manage To Gain Control of Each State?	
Han	
Zhao	
Wei	
Yan	
Chu	
Qi	

Learn from your mistakes

King Zheng even managed to use his defeats to his advantage. When they first tried to fight Chu they were defeated, mainly because they were overly confident.

- What did King Zheng learn from this experience?
- How did he manage to trick the Chu army and gain control of Chu?
- What does this reveal about Zheng?

Activity:

- Imagine that you are a soldier in the Qin army. Using the letter of Jing, and the comment from Mozi (p75-76), write your own letter home, showing what life in the army is like.
- Imagine you are Jing's sister or his cousin. Write a letter back to him.
- Imagine you are one of the people of Chu whose land has been invaded (the 'bandits' Jing writes about), and write a letter to your family and friends telling them what's happened to you.
- Using the events from this book as evidence for the affirmative side, stage a debate, 'That Brains are Better Than Brawn.'

CHAPTER EIGHT: Winner Takes All

The New Emperor

What would you do if you were in charge of 400 million people? And what if they didn't want you to be in charge? (p79).

Emperor Qinshi huangdi became the first Emperor to govern all seven states of All-Under-Heaven.

- What challenges might he have faced?

Activity:

- Imagine that you were the new Emperor. What laws would you make for your new land?
- What areas would you need to consider? (A class brainstorming activity would be good here):
 - Security/ Defence
 - Finances – taxes
 - prices of goods
 - Allegiance to King
 - Law and Order
 - Language
 - Currency

- Transport
- Communication
- Education
- Military service
- Devise at least one law for each of these areas.

Job Security

- Why did the Emperor take all of the nobles' swords and melt them down to create statues of himself?
- Why did he have 120,000 rich families move to the capital?

Megalomania

A megalomaniac is a leader who becomes power hungry and craves more power and wealth. Typically, the megalomaniac prefers to rule by fear rather than love or admiration.

Can you think of any modern day leaders who would be regarded as being megalomaniacs? Consider people such as Adolf Hitler, Pol Pot, Stalin, Chairman Mao, Ho Chi Minh, Robert Mugabe etc.
What characteristics do each of these leaders have in common?

The Imperial Palace

- Why might the Emperor have devised a series of secret passages in the palace?
- Why was it a crime to reveal the whereabouts of the Emperor?

Let them eat cake

The Emperor and his household feasted every day while the peasants were starving.

This situation can be seen many times throughout history.

The French Revolution

During the French Revolution, the people of France were infuriated by the extravagance and excess of the royal family, in contrast to the peasants who had very little and struggled to feed their families. When they approached the palace, asking for bread, Queen Marie Antoinette famously replied "Let them eat cake!" showing her complete lack of understanding of the peasants' plight.

Can you think of any other situations in history in which the ruling class experienced great wealth and luxury while the peasant classes suffered great hardship and starvation?

Activity:

- Write a diary entry as a member of the royal household, describing what you do during your day.
- Now write a diary entry as a member of the peasant class, describing your day.

- Try to highlight the differences.
- Students may like to keep silkworms in the classroom and watch them spinning their cocoons.

CHAPTER NINE: Qin in Charge

A new palace

- How did the First Emperor's desire to construct a new Royal Palace show his lack of understanding of his people?
- Why was he angry about Prime Minister Li Si's entourage of vehicles?
- To try to make the Emperor happy, Li Si reduced the number of carriages in his procession. Why did this not make the Emperor pleased?

Keep them dumb

- Why did the Emperor ensure that large numbers of people were unable to gain an education?

For discussion:

Today we place a great deal of emphasis on the importance of education. What might the advantages be in having an uneducated population?

Activity:

- Imagine that you were a woman under Emperor Qinshi huangdi. What would your life be like? Write a diary entry describing your life.
- Imagine that you had the courage to start up an alternative government to that of the Emperor. You call your party The People's Party. What would your policies be to help the ordinary people of China? What areas of life would they most like to see improved?

CHAPTER TEN: Qin's Far Frontier

The Great Wall

- Why was the Great Wall of China initially built?
- What threat did the barbarians pose to the new Empire?
- Read the story of Modun and the whistling arrow on page 111-112. What similarities are there between Emperor Qinshi huangdi and Modun?
- Other than helping to keep out the barbarians, what other purpose did the Great Wall of China serve? What does this tell you about Emperor Qinshi huangdi's style of leadership.

Activity:

- Read the story of Meng Jiang on page 116-117. In what ways is it like many of the dreamtime stories or the medieval tales that we tell?
- Using this style, write your own story about life in China under Emperor Qinshi huangdi.
- Using this story and the song on page 113 (*If you have a boy*), write your own poem about building the Great Wall.

CHAPTER ELEVEN: Cop It On the Qin

Crime and retribution

- Read some of Emperor's rules and punishments. Compare them to the list you wrote in Chapter Eight.
- Why did the Emperor order all books to be burned?
- The Emperor described his reign as '*safe and secure*'. Do you agree with him? Did he need to go to such drastic measure to maintain leadership and law and order in his new country?

CHAPTER TWELVE: The Emperor's Final Enemy

The Threat of Death

Ironically, the Emperor's greatest threat came not from an external enemy, but from the failing of his now aging body.

- Why would the Emperor have wanted to find the secret to eternal life?
- Why would people be prepared to swallow all sorts of dangerous chemicals in an effort to live forever?

For discussion:

- Are people today prepared to do these things or are we better educated?

Activity:

Devise your own 'magical medicine'. Think of an illness or problem and create a 'cure' for the problem (as per page 135).

The death of the Emperor

- When the First Emperor died, his officials tried to keep his death a secret. Why?
- What argument did Zhao Gao use to argue that the Emperor's younger son, Hu Hai should take the throne, rather than his older brother, Fu Su?
- Why did Prime Minister Li Si agree?

The new Emperor

- What evidence is there that Hu Hai might be just the same sort of ruler as his father?

CHAPTER THIRTEEN: Buried Secrets

The terracotta army

- Why did Hu Hai create an underground palace for the dead Emperor?

Activity:

- Conduct some research on the Terracotta Army or find brochures and pictures of it.

Respecting the Dead

The Ancient Chinese were not the only people to create these sorts of structures for their dead royals.

The pyramids in Ancient Egypt were also constructed as a mark of respect for the pharaohs. They too were buried with their worldly treasures, often including servants and family members.

CHAPTER FOURTEEN: Hu's Next?

Like father, like son

- In what ways was Hu Hai seen to be like his father?
- Although he behaved in a similar way to his father, Hu Hai did not manage to gain his people's respect. Why?
- How did his own personality work against him?

CHAPTER FIFTEEN: Qin Loses

China after Hu Hai

When Hu Hai died, Zhao Gao tried to make the Emperor's nephew, Ziyung, King of Qin rather than a new Emperor.

- Why might he have done this?
- What did Ziyung suspect he was trying to do?
- Why did Ziyung surrender to the rebel leader Liu Bang after only 46 days as King?
- Why did Liu Bang not seize the position for himself?
- Why did Xiang Yu decide to divide the Empire up again into eighteen different kingdoms?
- How did this decision cause his downfall?

CHAPTER SIXTEEN: How Evil Were the Emperors?

Were the Emperors all bad?

This chapter lists a number of strengths and weaknesses of their reigns.

For discussion:

- Can Emperor Qinshi Huangdi go down in history as a good leader or a bad leader?

There is little good to be said about his son, Hu Hai.

- What could he have done differently to make himself a successful Emperor?

Activity:

Imagine that you are Hu Hai's advisor. What advice would you give him as to how he should effectively rule his Empire?

Follow-Up Activities:

- Choose one of the stories in the book to rewrite into a script for a play, then act it out. Stories that might work well for this include Sunzi's job interview (p14), the assassination attempt (p66), the tale of Meng Jiang (p116), or the death of the First Emperor (p140).
- Draw your own cartoon to illustrate one of the stories or information sections of the book.
- Tell the History of the Qin Dynasty in a series of 12 Terry Denton style illustrations that summarise the key points.
- Research Lui Bang, the first Emperor of the Han Dynasty and write and illustrate a chapter about him, in the same style as Alison Lloyd and Terry Denton.

Dictionary of Terms: Find meanings for each of the following

alliance	conscription	invasion	plot
ally	defensive	manipulation	polygamy
ancestors	descendants	megalomaniac	rebel
assassinate	dynasty	negotiation	reign
avenge	hostage	offensive	superstition
barbarian	imperial life	patriarchal	treaty

Explain the relevance of each of these terms to this particular story, giving examples as evidence.