Title: Chinese Dynasties: The Ming and Qing

Lesson Author: Bernadette Blackburn and Sherry Elliott

Key Words: eunuchs, Confucianism, centralized government, queue

Grade Level: 10th Grade Modern World History

Time Allotted: 1 block period: 1.5 hours

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**Rationale/ Purpose (so what?)**

Students often get inculcated with the details of European history, while the history of the Asian cultures is often overlooked. Especially within the Modern World History the focus within the curriculum in on Europe, yet it is important to highlight the accomplishments and policies that were enacted in the Asian empires as well. Students will learn about the major elements of the Ming and Qing dynasty and will have the opportunity to make comparisons to Europe.

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**Key Concept(s) include definition:** Throughout the world from 1400 to the mid-1700s, strong rulers increased the power and prestige of their nations. Europe underwent political and religious transformations that resulted in a new European culture due to the Renaissance and the Protestant Reformation. As a result Europe sought to spread their new ideas to foreign areas. In China strong rulers existed as well as they sought to strengthen the economy, solidify their power, and exert their influence on the world. Although Europe continued to abide by a spirit of exploration, China reverted to traditional ways after a brief foray in exploration. China had been a leading power, a wellspring of civilization, yet when they decided to halt exploration and foreign trade it greatly impacted their future as a world power.

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**NCSS Standard(s)**

**SOL Information (As written in the Virginia SOL “Curriculum Framework” for the grade level)**

**NCSS Theme(s) with indicators:** Theme One: Culture and Cultural Diversity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should:

- Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references
- Assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change

**SOL:** Standard WHII.5

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
c) describing East Asia, including China and the Japanese shogunate

<table>
<thead>
<tr>
<th>Essential Knowledge</th>
<th>Essential Skills</th>
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<tbody>
<tr>
<td>China</td>
<td>• Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</td>
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<tr>
<td>• Creation of foreign enclaves to control trade</td>
<td>• Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</td>
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<td>• Imperial policy of controlling foreign influences and trade</td>
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<td>• Increase in European demand for Chinese goods (tea, porcelain)</td>
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Guiding Question(s):
What were the characteristics of Ming and Qing rule and what governmental policies were enacted?

Assessment Tool(s):
Informal Assessment: Throughout the lecture several questions will be posed to see if students are making connections to prior knowledge such as issues present in American history and concepts previously discussed as they were learning about the Renaissance.

Formal Assessment: The students, at the end of class, will craft a eulogy for either the Ming or the Qing dynasty as they elucidate the main changes that occurred under the dynasty chosen and the main policies implemented.

Background: How does this lesson fit into a unit of study? Looking backwards, looking forwards
This lesson will be part of a unit on the study of the Empires of Asia. Students will have already studied about the Ottoman Empire, Safavid Persia, and the Mogul Empire and their various policies and forms of rule. After exploring the Chinese dynasties students will investigate the Japanese Empire and their style of rule, existence of social classes, and their seclusion policy. As students study various regions of Asia and learn how each area was ruled and the policies that were implemented in each area they will be able to astutely compare and contrast the various rules.

Lesson Objective(s):
Students will be able to:
1. Students will be able to identify and explicate the governmental policies enacted during the Ming Dynasty.
2. Students will be able to indicate why exploration was both undertaken and stopped during the Ming Dynasty.
3. Students will be able to distinguish between the policies enacted during the Ming and those imposed by the Manchus during the Qing dynasty.
4. Students will be able to determine why Europeans desired Chinese made goods.
5. Students will be able to recognize the similarities in the reasons that led to the decline of the Ming and Qing Dynasty.
6. Students will be able to summarize the successes and failures of the Ming and Qing dynasties in a written eulogy.

**Historical Source(s):** (include copies in materials section)
- Map of expansion of Qing Dynasty during the Manchu rule
- Image comparing Christopher Columbus’s ship to Zheng He’s treasure ship

**Additional Materials/Resources:**
- Student Text: *World History: The Human Experience*
- *Traditions & Encounters: A Global Perspective on the Past* Volume B: From 1000-1800 (pulled from both texts to create lecture material)

**Procedure/Process:**

**JUST DO IT! The “Hook”:** (A high-interest activity that introduces new content with connections to students’ prior knowledge. Between 1-5 minutes (Could also introduce the days guiding question)

If the Chinese had “discovered” and settled in the United States rather than Europeans how would your life be different? (religiously, culturally) (3 minutes) [Material A]

<table>
<thead>
<tr>
<th>Obj # See above.</th>
<th>Processing Activity and Procedure - include directions, question frames, assignment detail to be given to students (these should all be made into explicit materials (e.g. see material A), and time estimates</th>
<th>Check for Evidence of Understanding - Either Formal or Informal- (Checks Essential Knowledge and Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just do it.</td>
<td>If the Chinese had “discovered” and settled in the United States rather than Europeans how would your life be different? (religiously, culturally) (3 minutes) [Material A]</td>
<td>Students will be asked to share some of the ideas they listed. This will informally assess what they know about China and what misconceptions they possess. (2 minutes)</td>
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<tr>
<td>Transition:</td>
<td>Now that you have begun to think a little bit about Chinese culture we are going to elaborate on those initial thoughts you had as we explore the last two Chinese</td>
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<td>Objective 1,2,3,4,5</td>
<td>An engaging and interactive lecture will be given so that students can be privy to the governmental policies during the Chinese dynasties and how they compared to European governments at the time. The lecture will also include visual components so that students who need visual stimuli will be engaged. The visual components will include a map of the Manchu expansion and an image juxtaposing Christopher Columbus’s ship against Zheng He’s. (65 minutes) [Material B,C,D]</td>
<td>Student responsiveness will be gauged as they respond to questions posed throughout lecture to see what connections they are making to their prior knowledge.</td>
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<td>Transition:</td>
<td>Now that we have discussed the main attributes of the Ming and Qing dynasty, both their strengths and their potential weaknesses you are going to write a eulogy to one of the two dynasties where you herald its strengths and criticizing its weaknesses.</td>
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<td>Objective 6</td>
<td>Students will craft a eulogy to either the Ming or Qing dynasty where they will highlight the major changes and policies implemented during the dynasty they choose. The directions given will require the students to include a two strengths and two weaknesses of the dynasty chosen and to discuss three governmental policies enacted during the designated dynasty. (20 minutes) [Material E]</td>
<td>Student’s written work will be graded on a ten point scale based on their depth of thought, the inclusion of strengths and weaknesses of the dynasty outlined, and the grammar and spelling.</td>
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**Closure/ Writing Prompt:**
Students will craft a eulogy to either the Ming or Qing dynasty where they will highlight the major changes and policies implemented during the dynasty they choose. (20 minutes) [Material E]

**Materials (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation):**
- **Material A:** Overhead with directions for Just Do It
- **Material B:** Guiding questions to frame lecture
- **Material C:** Lecture notes, copy for teacher’s reference
- **Material D:** Overhead with image of Christopher Columbus’s and Zheng He’s ship juxtaposed
- **Material E:** Overhead with map of Qing expansion
- **Material F:** Overhead with directions for writing prompt
- **Material G:** Grading rubric for in class writing prompt
**Teacher Notes (Reflections/clarifications/explanations):**
Lecture notes are attached as Material B, within the lecture framework several questions are posed to draw on students’ prior knowledge and to help them form content connections with information they already know. Students will have already studied the Renaissance and students are typically more familiar with European history so studying the Chinese dynasties will be difficult. To help them learn the material several questions are included that ask them how the information about the Chinese parallel what they learned about the Europeans in the Renaissance. In addition, several times analogies are made with United States history to highlight a point, because again students are usually more familiar with the content of US history.
Material A:

**JUST DO IT!**

*If the Chinese had “discovered” and settled in the United States rather than Europeans, how would your life today be different? (religiously, culturally)*
Material B:

Chinese Dynasties Lecture Question Framework

1. What were the major changes Hong Wu enacted as Emperor of the Ming dynasty?

2. What was Emperor Yong Le’s contribution to literature?

3. Describe the exploration pursued by the Chinese in the early 1400s? Why was the exploration halted?

4. What led to the decline of the Ming dynasty?

5. What were the policies of the Manchus who ruled China during the Qing dynasty?

6. What Chinese goods did Europeans demand? (know 3)

7. How successful were Jesuit missionaries in their efforts to convert the Chinese to Christianity? Why were they forced to leave China?

8. What was the Taiping Rebellion and what was its impact?
Material C: Lecture Notes

Fall of Yuan Dynasty (1260-1368)

- 1368- bubonic plague helped end the rule by the Mongols (Genghis Khan and Kublai Khan and the ventures of Marco Polo from Venice)

Ming (brilliant) Dynasty: 1368-1644

- founded by Zhu Yuan Zhang
  - Chinese commoner, led huge peasant army and captured Dadu, proclaimed himself emperor Hong Wu
    - How common is it for a person from lower classes to rule a country? How many US presidents have been from the lowest class? (one Andrew Johnson)
  - (first time leader was peasant in over 1000 years)
  - he moved the capital to Nanjing
  - Brought peace and stability – enacted new law codes that were harsher, reformed local government, and reorganized the tax system – he also reintroduced the Civil Service Exam making official posts open to literate Chinese as he replaced the Mongols who had previously held those positions during the Yuan
  - Confucian ideals also became powerful again (concerned with the principles of good conduct, practical wisdom, and proper social relationships…has influenced the Chinese attitude toward life, set the patterns of living and standards of social value, and provided the background for Chinese political theories and institutions…spread from China to Korea, Japan, and Vietnam and has aroused interest among Western scholars. it has never existed as an established religion with a church and priesthood, its an ideology)
  - Gov became very centralized under Hong Wu b/c he was very suspicious and often made decisions in secret with only a few trusted eunuchs
    - Why did they trust eunuchs? -men who’d had their testicles removed so therefore could not have children, insuring they wouldn’t try to set their sons up in high government posts or generate families that would be power bases that could challenge the emperor
    - In 1380 he suspected chief minister of being involved in a treasonous plot, so he executed the minister and his bureaucratic allies and abolished the minister’s position altogether
  - Also worked to improve the economy after nomadic rule and epidemic disease
    - Irrigation systems rebuilt
• Gov offered **free land, tools, seeds, and farm animals** **to encourage farmers to move to the northern region** which had been most devastated
  - Draw parallel between US Homestead Act of 1862

• Increased agricultural production allowed others to become artisans so the production of crafts, silks, tea, porcelain, and cotton cloth also boomed
  - Draw parallel with fact that 2% of US population is farmers and allows other 98% to produce other goods and services

• As people became wealthier they craved entertainment
• How is this similar to the Renaissance in Europe?
• Under the third emperor Yong Le he organized preparation of a huge encyclopedia that compiled all the significant works of Chinese history, philosophy, and literature: The Yongle Encyclopedia ran to 23,000 manuscript rolls (each equivalent to a medium sized book) government was going to issue a printed edition, but gave up on idea because of its size

• Many novels were very popular
  - “The Scholars” which satirizes scholars/officials (because novelists had usually failed the examinations)
    - What satire was famous during the Renaissance?
  - “The Golden Lotus” an erotic novel so it was published anonymously

• **Exploration**: Emperor Yong Le sent Zheng He
  - 7 expeditions from 1405-1433 in order to establish a Chinese presence in the Indian Ocean basin
  - Emperor wanted to **impose imperial control over foreign trade** with China and to **impress foreigners** with the power and might that the Ming dynasty had brought back to China
  - Had an amazing fleet of vessels accompanied by armed forces large enough to overcome any opposition faced at a port (317 ships with 28,000 armed troops) largest marine craft the world had ever seen
    - Show overhead of comparison of Columbus’s ship and Zheng He’s ship
  - Went to Southeast Asia, India, Ceylon, the Persian Gulf and Arabia, and down the east African coast—gave away Chinese silk, porcelain and in return brought back to China African zebras and giraffes…he always paid respect to local deities and customs
  - Brought back envoys from 30 states who traveled to China to pay their respects- mostly used diplomacy but used force when necessary (intervened in civil dispute in Ceylon to establish his authority)

• 1421: The Year China Discovered America, book by Gavin Mendies that claims that Zheng He reached American in 1421 years before Columbus…justifies claim by saying after these travels, China withdrew from the world. Domestic troubles caused the Emperor to abandon his
lofty goals of expansion and exploration; records of the travels were destroyed, colonies were forgotten. Mendies' hypotheses are based on his own knowledge of sailing, mapmaking, ocean currents and winds

- Stopped in 1430s because believed expeditions were expensive and money could be better used if devoted to agriculture...reverted to isolation although did continue to trade with Japan and Southeast Asia (maps were destroyed)

- Yong Le also moved capital to Beijing and had city completely rebuilt including the **Forbidden City** which is a magnificent complex of palaces, great halls, courtyards, gardens, and moats
  
  - 30 foot high walls surrounded the Imperial City, inside the highest ranking officials lived and then inside of that were red walls and behind the red walls is where the emperor and his family lived...only the emperor’s family and highly trusted eunuchs and officials allowed behind red walls
  
  - Later Ming emperors began to live **lavishly hosting huge feasts for 6000 guests so they raised taxes on commoners who had already taken a hit because of the decline in foreign trade causing peasant unrest**...also desire to live lavish lives caused some emperors to **ignore government affairs** for extended periods of time
    - Emperor Wanli 1572-1620 refused to meet with government officials and instead drank wine and used opium—this drug later lead to war between Great Britain and China in 1839 [China lost, gave up Hong Kong]
    - Eunuchs gained power and corruption and inefficiency led to a weakened state so that the Manchus could easily advance over the northern border

- Qing: 1644-1911, means pure (for 2nd time in history foreigners ruled China) Manchus over the decades **extended territory** to include Tibet, Manchuria, Mongolia, and Taiwan
  
  - Interplay of Manchu and Chinese Culture
    
    - **Manchu ruling elites schooled in Chinese language and Confucian thought**, received support from scholar-bureaucrats who were frustrated with corrupt Ming eunuchs
    
    - Important to appease to a certain degree because Chinese outnumbered Manchu 30 to 1 so gave lower military and government jobs to Chinese, but kept top tier jobs for Manchu
    
    - Yet Manchu also wanted to maintain their culture so **outraved marriage between Manchu and Chinese, forbade Chinese from traveling to Manchuria and from learning Manchurian language**
• Forced Chinese men to shave their heads leaving a single queue, or braid, at back of head or you’d be executed
  o “Keep your hair and lose your head or lose your hair and keep your head”

• Emperor Kangxi (1661-1722)—organized flood control, and irrigation projects b/c he was a Confucian scholar so he believed rulers should look after the welfare of their subjects and promote agriculture
  o How does Kangxi’s views on how a ruler should rule differ from Machiavelli’s?
  o Also a conqueror…under him expanded to include Taiwan (where Ming loyalists had gone) and parts of Mongolia and central Asia (expanded borders to prevent problems with nomadic people)
    ▪ Show map of Qing expansion
  o Labor-intensive farming: work performed by human effort (not machines/animals) grew cotton and rice
  o Internal trade: specialization: textiles, cotton, porcelain, tea, silk
  o European Demand for goods: Europeans had come to China during Ming (1514) looking for goods tea, porcelain, silk, Chinese called them ocean devils and refused to trade with them but by 1557 Portuguese had a trading base at Macao
    ▪ Jesuit missionaries came and their scientific knowledge was impressive to Chinese so gained government positions but feared too involved so by 1700s forced them to leave…were largely unsuccessful in converting Chinese to Christianity (even today 3-4% is Christian)

• Qing Decline: Emperor Qianlong (1736-1795) paid less attention to government affairs and delegated responsibilities to eunuchs and his successor continued this practice and devoted themselves to hunting and harems and taxes increased creating peasant unrest
  o 1850 Taiping Rebellion: led by Hong Xiaquan who wanted to replace Qing with “Heavenly Kingdom of Great Peace” its purpose was to establish a heaven on earth and rid of gambling, alcohol, prostitution and wanted emphasis on Bible and not Confucianism, said sexes are equal (radical at time, still had foot binding), abolish private property
  o Qing suppressed it, but took 14 years left Qing weak (eventually have military disputes with Japan [Japanese expansion], Great Britain [opium wars], French [over Vietnam])
  o Eventually in 1911 the Republic of China was established
Material D: Overhead #1
Comparison of Zheng He’s treasure ship to Christopher Columbus’s ship size.

Zheng He’s treasure ship (four hundred feet) and Columbus’s St. Maria (eighty-five feet).
(Illustration by Jan Adkins, 1993.)
Material E: Overhead #2
Map of Qing Expansion
Material F: Writing Prompt

**In-Class Assignment**

Write a eulogy to one of the two dynasties (the Ming or the Qing) where you praise the strengths and criticize the weaknesses. Include at least two strengths and two weaknesses of the dynasty. Discuss three governmental policies that were enacted during the dynasty and the various changes that occurred.

Your eulogy will be graded based on depth of thought, inclusion of both strengths and weaknesses of the dynasty chosen, and on grammar and spelling.
Material G:

Grading Rubric for In Class Writing Prompt

10 points: Excellent depth of thought, inclusion of at least 2 strengths and 2 weaknesses of the dynasty chosen, 3 governmental policies enacted are discussed, and spelling and grammar has been proofread

7 points: Acceptable depth of thought, failed to include 2 strengths and 2 weaknesses of the dynasty chosen, failed to include 3 governmental policies enacted, spelling and grammar is weak

5 points: Assignment was attempted, yet was rushed so exhibits little depth of thought, failed to include 2 strengths and 2 weaknesses of the dynasty chosen, failed to include 3 governmental policies enacted, spelling and grammar needs considerable improvement