

THE
BRITISH
MUSEUM

THE
**FIRST
EMPEROR**
CHINA'S TERRACOTTA ARMY

RESOURCES FOR TEACHERS

sponsored by

Morgan Stanley





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ESSENTIAL INFORMATION FOR YOUR VISIT: PLEASE READ CAREFULLY

- Please make sure you have enough adult helpers (at least 1:6 for primary; 1:8 for secondary).
- Organise groups, with one adult per primary group, and activity sheets before you arrive at the Museum.
- On arrival at the Museum, make your way to the Ford Centre for Young Visitors via the stairs in the south-east corner of the Great Court. Allow 20 minutes for check-in, depositing bags, toilets etc.
- Make your way to the exhibition from the Ford Centre in smaller groups rather than as one large party.
- If you have time to fill after finishing your visit to the exhibition, consider visiting some of the other galleries, especially the Chinese galleries (Rooms 33 and 33b near the North Entrance), rather than waiting in the Great Court or the Ford Centre.

Using these resources

You will be sharing the exhibition with up to 300 other school students. The resources have been designed to minimise crowding, so please use them as suggested below. If an area gets overcrowded, please advise students to act sensibly and wait their turn. Please look through all the resources so you are familiar with what the students will be doing.

- The resources are divided into sections for use **before**, **during** and **after** a visit to the exhibition. There are also background information sheets to help you.
- The two PowerPoint presentations can be used both **before** and **after** a visit; they contain maps, diagrams and highlight objects that link to the activities and that the students may see during their visit. Information about the objects is in the Notes section of each slide.

Before

- There is one set of activities that can be adapted for use at both secondary and primary levels. These are divided into those specific to the exhibition and for more general investigation of China.

During

- The exhibition is in two halves: the first half looks at the First Emperor and his empire, and the second half the terracotta figures and his tomb.
- For the first half, activities have been grouped under 5 topic headings: Power, People, Materials, Technology and Animals; in the second half, there is one activity for all.
- There is a briefing sheet on each topic for adult helpers.
- To reduce overcrowding, please divide students into groups of no more than 6 and give each group a different activity topic to follow round the exhibition.
- Separate sheets are provided for primary and secondary students.

After

- The activity suggestions explore further the five topic headings above. They can be adapted for use at both primary and secondary level.
- The PowerPoints can be used both generally and to focus on specific objects relevant to the activities.

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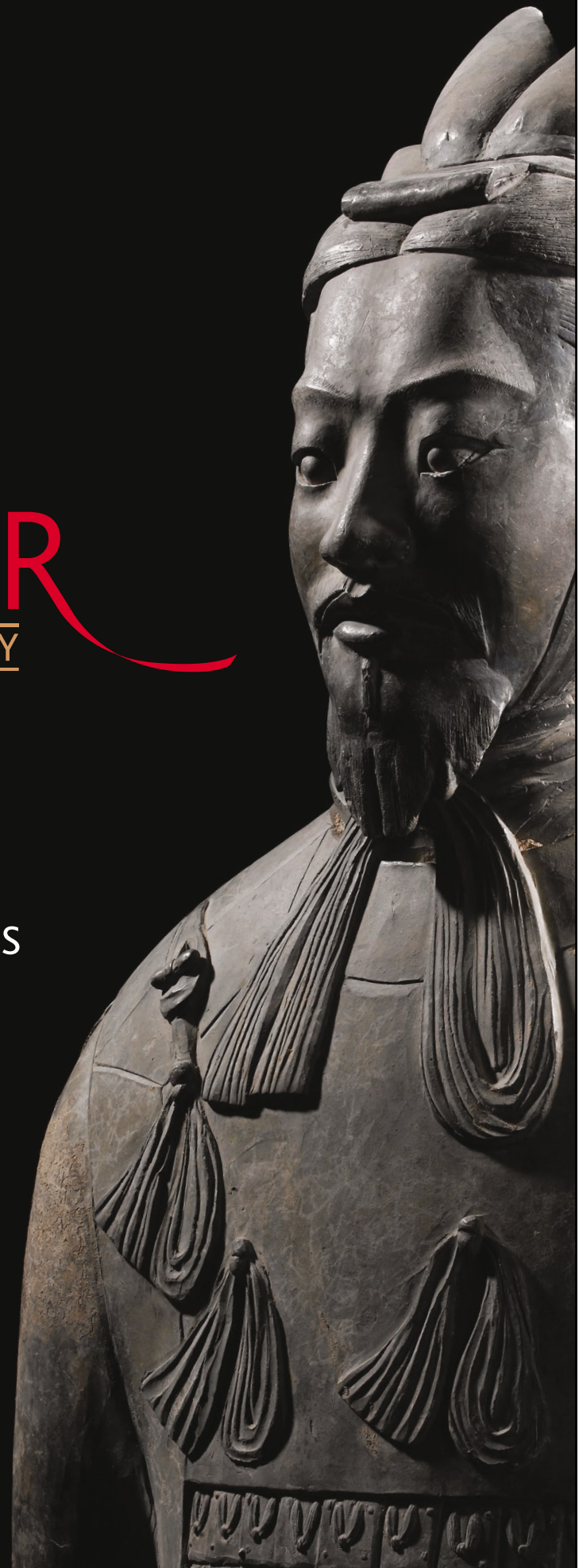
THE
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RESOURCES FOR TEACHERS

BACKGROUND INFORMATION

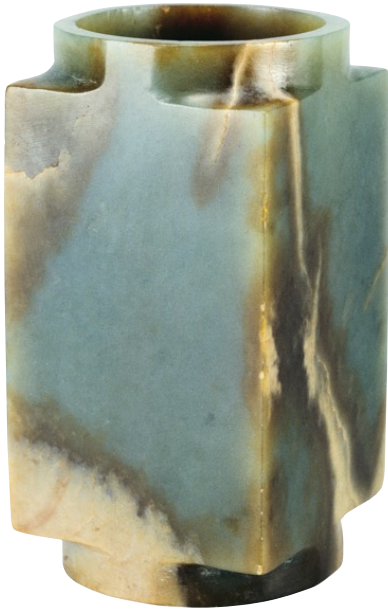
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CHINA BEFORE THE FIRST EMPEROR: XIA DYNASTY TO WARRING STATES PERIOD



The Bronze Age in China began around 2000 BC with the Xia Dynasty. At this time Chinese civilisation was centred around the river valleys of the Huang He (Yellow River) and the Wei He (Wei River). The Xia was followed by the Shang Dynasty (c1600- c1050 BC) with its capitals in modern Henan Province in north-central China. It is from the Shang that we have our first evidence of Chinese script on ox bones used for divination (oracle bones). The Shang were defeated by the Zhou around 1050 BC and in name, at least, the Zhou continued to rule China until almost the time of Qin Shihuangdi (221-210 BC). During the period known as the Western Zhou (1050-770 BC) the ruling family of the Zhou maintained control of the whole territory and introduced the concept of the Mandate of Heaven, through which one king ruled by divine authority (see also *Why is he called the First Emperor?*). The period known as the Eastern Zhou (770 -221 BC) was marked by the steady decline in power of the Zhou ruler, and the rise in power of individual lords of different states. The first period of the Eastern Zhou is known as the Spring and Autumn Period (770-475 BC) and the second as the Warring States Period (475-221 BC).

As the name suggests, the Warring States Period was marked by the continuing struggle for territory between the various states that had grown in power during the Spring and Autumn Period. By the beginning of the 3rd century BC there were 7 of these individual states with their leaders now calling themselves *wang* (king) rather than *gong* (duke). One of these states was the Qin. However, the Warring States Period was not just a time of warfare, it was also a time of great cultural and artistic development. The schools of thought we know as Confucianism and Daoism all took formal shape during this period, and many of the early classics of Chinese writing were compiled as well. Art also flourished drawing both on earlier Chinese traditions and receiving new life and ideas from increasing contact with the nomadic peoples of the steppes to the north.

By the time the young Ying Zheng, who was to become Qin Shihuangdi, the First Emperor, ascended the throne of the State of Qin in 246 BC, those before him had laid the groundwork for his unification of China. As well as developing a highly organized, mobile and powerful army, they had also put in place social and political systems that gave Ying Zheng the power and control to challenge and defeat the other six of the Warring States.



WHY IS HE CALLED THE FIRST EMPEROR?



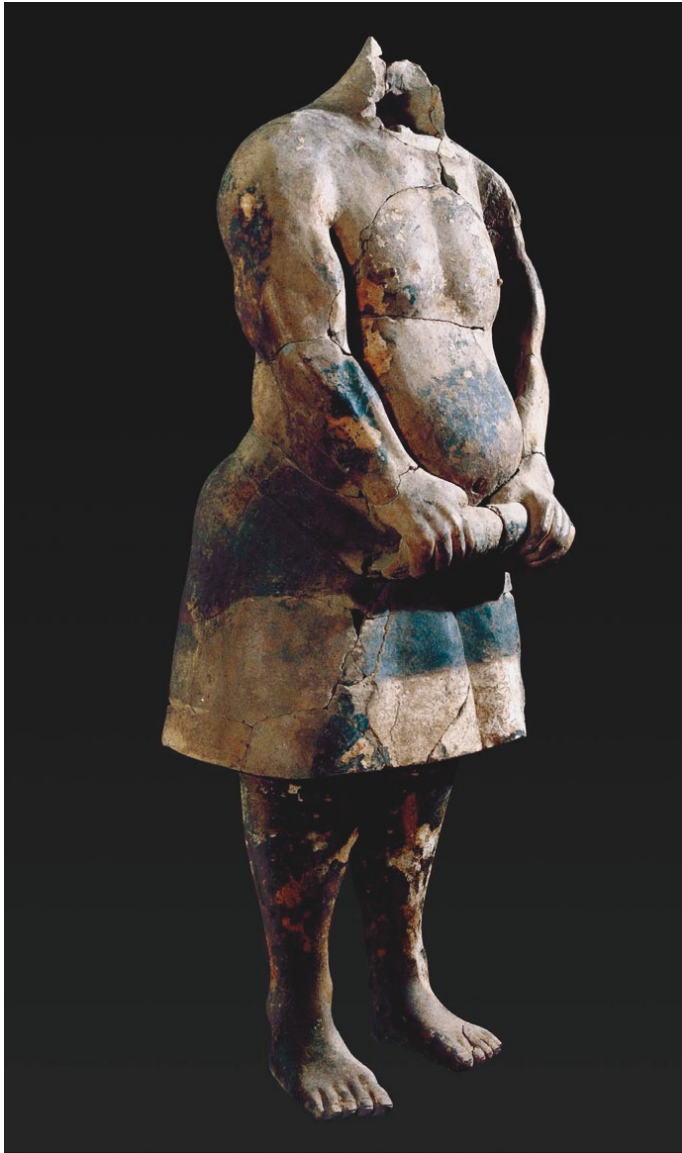
The rulers of the Shang and Zhou Dynasties controlled large territories, and those of the Zhou in particular believed they ruled by divine right – known as the Mandate of Heaven.

However, they still saw themselves only as earthly monarchs. Qin Shihuangdi saw himself differently. He believed he was from the same lineage as the divine Sage Kings of China's mythical past. He wished both to live forever and to go on ruling into eternity. So he invented a new title for himself: Shi Huang Di. Shi (始) means "first" or "commencing"; Huang (皇) meaning "august" was the name of the first three mythical kings; and Di (帝) "divine ruler" was the title of the five Sage Kings that followed. So, although we now simply translate Huangdi as "Emperor" its true significance is much greater than that one word can convey.

From the Early Bronze Age onwards (c2000 BC) Chinese history is recorded in terms of Dynasties. A Dynasty was a succession of rulers who all came from the same family or were associated with that family. Once Qin Shihuangdi had created the concept "Emperor", all future rulers of China took that title for themselves. The principal Dynasties from his time up to the beginning of the 20th century were Han, Sui, Tang, Song, Liao, Jin, Yuan, Ming and Qing.



ENTERTAINMENT IN THE COURT OF THE FIRST EMPEROR



The First Emperor knew that if he failed in his search for the secret of eternal life, he would still rule in the parallel world of the after-life. So within the inner and outer walls of his tomb complex, the First Emperor made sure he would have a palace complex every bit as grand and luxurious as the ones he had in life.

In pits close to the tomb mound, archaeologists have discovered numerous pottery figures of courtiers, officials, musicians and acrobats. In contrast to the stiff, military poses of the terracotta warriors, the figures of the entertainers are full of life, caught in mid-performance. The heavily-muscled, pot-bellied strongman was found in a pit which also contained a massive bronze ritual vessel which it seems likely he was about to lift; an acrobat stands poised hand raised, balancing an unknown object on the tip of one finger. It is a scene you could see today at the Shanghai Circus.

In another extraordinary find, a group of terracotta musicians is shown in the act of playing various instruments with expressions of concentration on their faces. In front of them are life-size bronze models of water-birds – geese, swans and cranes – suggesting an open-air concert on the banks of an ornamental pond with, it is believed, some of the birds trained to dance in time with the music. Archaeologists have also excavated individual skeletons of wild birds and animals, each in its own coffin, which must be the prized creatures of the imperial zoo or hunting park.

Elsewhere, outside the outer wall of the tomb complex, the imperial stables have been excavated in which real horses were buried with beautifully modelled terracotta figures of kneeling grooms next to them. They are there ready to take the Emperor out hunting or to war as occasion demanded.

As excavations continue, we shall be able to build up a clearer and clearer picture of life in the court of the First Emperor, but already we can begin to imagine its luxury and magnificence.



HISTORICAL RECORDS



Archaeology is telling us more and more about Qin Shihuangdi and his empire, but for a long time there was only one main source of information about him. That was a book called the Shi Ji, also known as the Records of the Grand Historian of China. It was written by Sima Qian between 109 and 91 BC, 100 years after the death of the First Emperor. He was a palace official at the court of the Han Emperor Wudi – the Han was the Dynasty that followed Qin Shihuangdi.

Sima Qian's aim was to write a complete history of China from the time of the mythical Yellow Emperor to his own time. Six years into the writing of the Shi Ji, Sima Qian fell out of favour with the Emperor and was thrown into prison. He was sentenced to death, but chose to be castrated instead so that he could stay alive to complete his work. From this we can see that his dedication to his work cannot be questioned, but we have to be more careful about accepting his accuracy, especially in his accounts of the empire under Qin Shihuangdi. We know that he had access to the imperial records of the Qin, so much of his information comes from the best of sources. However, Sima Qian had several agenda. Primarily he was writing in and for the Han Dynasty, whose emperors wanted to emphasize their right to rule by damaging the reputation of their predecessor, the First Emperor. It is also likely that some of the criticisms of Qin Shihuangdi are secretly directed at the Han and Emperor Wudi.

It is possible that some of the most terrible stories about Qin Shihuangdi are later additions to the Shi Ji, but even so Sima Qian does not paint a kind picture of him and emphasizes many of his worst aspects. In time, other evidence may show some of this to be unfair. One other thing that remains to be tested is Sima Qian's staggering account of the contents of Qin Shihuangdi's tomb mound (see *The Tomb Mound of the First Emperor*).



THE ACHIEVEMENTS OF QIN SHIHUANGDI



Attitudes to Qin Shihuangdi have changed throughout history and periodically he has been known as a cruel and ruthless tyrant who may have united China for the first time but only at a terrible cost. It is seen that his obsessive quest for immortality came to nothing, and instead of ruling for 10,000 generations, his dynasty lasted only 15 years. Much of this, however, comes from the version of one historian writing for a dynasty that wished to discredit Qin Shihuangdi (see *Historical Records*).

If we step back and look at what we now know about the First Emperor from the records of the time and from new archaeological finds, his achievements in such a short space of time were remarkable and extraordinarily long-lasting. In unifying China he brought to an end centuries of war between the rival states and there is only evidence of him treating one of these states harshly after conquest. In establishing a central government to control the new empire, he abolished the inheritance of titles and offices which had led to much corruption, and instead created a strict hierarchy based on merit and achievement. In standardizing all the coinage, weights and measures to be used across the empire he ensured fairness and uniformity in trade and commerce.

It is not possible for us now to say how much of this was done from a sense of justice and how much simply stemmed from the need to control. The system of laws and punishments the First Emperor introduced were certainly strict and severe, but they were also wide-ranging and universally applied. We have detailed knowledge of them from the records on 1100 bamboo strips discovered in the tomb of a local magistrate dating to 217 BC. The strict penal code ensured that the Emperor had a ready supply of convict labour for his great projects such as the Great Wall (see *The Great Wall*), the road and canal systems, his palaces and, of course, his tomb. Every able-bodied male was also liable to conscription into the army for a year or more and after that to an annual period of labour in the emperor's service. He also continued an established practice of the Qin before conquest in which every household was registered and members of communities were placed into "responsibility groups" obliged to inform the authorities if anyone failed in their duty or broke a law.

However he was viewed, every dynasty that succeeded Qin Shihuangdi, including the Han which criticized him so severely, continued to use and benefit from the principles of government he laid down. In particular the absolute right of command he established has continued to be seen as the norm right up to modern times.



THE DISCOVERY OF THE TERRACOTTA ARMY



The tomb site of the First Emperor not far from the present-day city of Xi'an in Shaanxi Province had been known for more than 2000 years, but it was not until a chance discovery in 1974 that the wonders of the Terracotta Army began to come to light.

In March of that year, a group of men from a nearby village were looking for a new place to sink a well. They decided to try a spot about 1.5 kilometres east of the First Emperor's tomb mound. They had been digging for some hours when one of them, Yang Xinman, hit something hard. Thinking it was just a rock, he called for his friends to help move it. What, in fact, his spade had struck was a mass consisting of the head and torso of one of the generals of Qin Shihuangdi's spirit army. The men reported their find to local officials, and the site that was to have been a simple well became one of the most important and complex archaeological excavations of all time.

As work has progressed over the years, four main Terracotta Army pits have come to light: three with figures in them and one empty, suggesting the complex was not completed before the Emperor's death. It is estimated that the pits contain up to 8,000 figures, though the exact total may never be known.

Some of the other figures in the exhibition and the bronze carriage and horses come from excavations within the walls of the tomb complex around the tomb mound itself.

If you visit the Terracotta Army yourself, you might get a chance to meet one of the three men who made the discovery as they are sometimes there signing copies of the official guidebook!



THE GREAT WALL

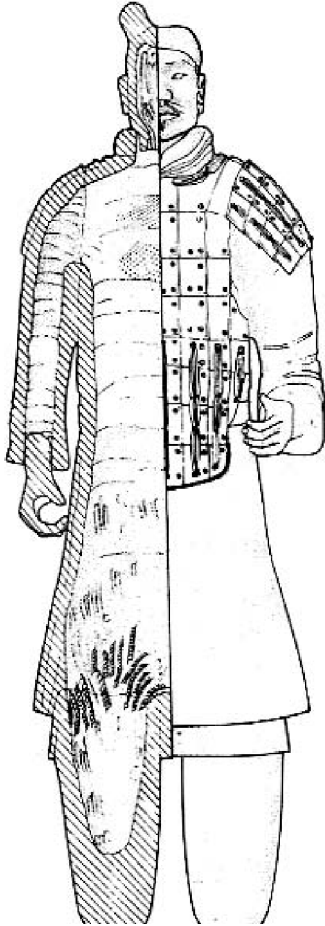


The Great Wall of China that we are familiar with today dates from the Ming Dynasty (1368-1644). It was built largely using previously existing foundations and the man credited with building the first Great Wall is Qin Shihuangdi. In fact the history of the Wall goes back even further. During the Eastern Zhou period (770-221 BC) a number of states built defensive walls against either northern tribes or neighbouring states. It was the First Emperor, however, who took these existing walls and linked them, adding a further 5000 kilometres, to create a single northern defensive system.

The Qin wall divides into an eastern, a central and a western section, and together they run from the western end of the Yellow River into modern-day Korea. It was not made of brick like the later Ming Dynasty Wall, but of rammed earth and stone. It was built by hundreds of thousands of soldiers, convicts, slaves and ordinary people, countless numbers of whom died in the process. It served not just as a defence for the empire, but also as a symbol of the First Emperor's power.



THE MAKING OF THE TERRACOTTA FIGURES



When Qin Shihuangdi gave orders for the construction of his underground army and all the attendant figures for his tomb complex, he was asking his officials to do something that had never been done before. They had no models from earlier times to work from, since wood and pottery figures that had been placed in tombs before were neither life-size nor modelled as realistically as required. In fact, at the time of the First Emperor, the modelling of figures of any kind was still at a very early stage of development.

Faced with this seemingly impossible task, they turned to what they knew best: strict and careful organisation of the workforce and tried and tested technology and procedures from other areas of technology. They created what we might see these days as a huge manufacturing company with managers, overseers and workmen organized into factory complexes. The making of the figures was broken down into separate steps using, wherever possible, the 1000 year old technique of modelling from moulds. For this they borrowed heavily from building technology in the making of tiles and pipes. The clay they used for their material seems mainly to have come from Lishan, the mountain at the foot of which stands the Emperor's tomb mound. It was probably prepared at a central processing plant and then sent out to the various workshops.

The process of construction of a figure varies slightly according to its type, but also, it would seem according to which workshop made it. They were built from the bottom to top with a heavily modelled solid base and feet to give the whole figure the necessary support; above the lower legs the figures are hollow. The lower body was jointed onto the legs, and the torso was built up with coiled clay, sometimes in one part, sometimes in two. The heads, arms and hands were modelled separately. It would seem that the hands were made flat in two-part moulds and then bent into the desired position.

The heads were either made from two moulds, or just one mould for the face with the back of the head modelled by hand. Hair-dos and caps or hats were made separately and then added to the figures. So far up to ten different basic face shapes have been identified, but varying combinations of facial features, such as beards, moustaches and eyebrows were carefully added to make each figure appear unique. All the other body parts, clothes and armour were also hand-finished and the whole figure brightly and realistically painted so the final effect is the startling appearance of a real army composed of distinct, individual soldiers.



THE TERRACOTTA ARMY PITS



The pits that were dug to hold the Terracotta Army cover an area of more than 2,500 square metres and are situated about 1.5 kilometres east of the Emperor's tomb mound itself. Four pits have been excavated, three containing figures and one empty.

They were all built along roughly the same lines. Taking Pit 1 as an example, it was sunk almost 5 metres into the ground and then reinforced to make it as long-lasting as possible. There are ramps along the sides to allow the workmen access. The ground and sides were strengthened with thick layers of rammed earth. Ten thick partitions of rammed earth were built running the length of the pit, dividing the space into eleven corridors in which the terracotta figures were placed. The floors of these corridors were paved with bricks, and the walls lined with wooden beams and posts. Large rounded wood beams, the impressions of which can still be seen, ran across the top of the corridors to support the roof at a height of about 3 metres. The finished effect would have been that of a hallway in a palace. Reed mats were laid out on top of the roof beams, followed by layers of clay to form a water-proof protection. Any remaining gaps in the pit were filled with rammed earth, and then soil from the original excavation was piled on top to form a mound 2-3 metres high.

Pit 1, which is rectangular in shape, is the largest and housed the main army of armoured and un-armoured soldiers interspersed with four-horse carriages. The soldiers are arranged in formation with a rear-guard, and flanks with soldiers facing outward. This is the most fully-excavated pit. Pit 2 is the next largest and is L-shaped; it has only been partially excavated to allow the visitor to see what it was like at the time of discovery. It contains a large squadron of war chariots and armoured cavalymen standing in front of their horses, and a group of archers and infantrymen. Pit 3 is smaller and U-shaped. It is the only pit that has been fully excavated and contains one chariot, centrally positioned, and 68 high-ranking officers and infantrymen. Archaeologists believe that it represents the command headquarters of the army. Pit 4 is large in size and situated between Pits 2 and 3, but completely empty. It is believed that work on the complex came to a halt during the uprisings that followed the death of the First Emperor and that Pit 4 was never completed.



THE TOMB MOUND OF THE FIRST EMPEROR



Staggering as all the discoveries already made are, the greatest of all is still waiting for archaeologists to tackle it. Qin Shihuangdi's tomb mound itself has been completely untouched, it is believed, since he was placed under it in 210 BC. We do however have a description of what might be there, thanks to the writings of Sima Qian, the Grand Historian of China (see *Historical Records*):

“As soon as the First Emperor became king of Qin, excavations and building had been started at Mount Li, while after he won the empire, more than 700,000 conscripts from all parts of the country worked there. They dug through three underground streams and poured molten copper for the outer coffin, and the tomb was filled with models of palaces, pavilions and offices as well as fine vessels, precious stones and rarities. Craftsmen were ordered to fix up crossbows so that any thief breaking in would be shot. All the country's streams, the Yellow River and the Yangtze were reproduced in mercury and by some mechanical means made to flow into a miniature ocean. The heavenly constellations were above and the regions of the earth below. The candles were made of man-fish oil to ensure them burning for the longest possible time.”

Tests on the soil of the tomb mound have shown unusually high concentrations of mercury, which suggests some truth in this account. Modern archaeologists estimate that the Emperor's burial chamber itself is at least 30 metres and perhaps as much as 40 metres below the original ground level. They also believe that above the burial chamber itself there were terraced buildings with galleries and towers intended for the Emperor to ascend from his underground palace to look out over his empire.

There are no plans at the moment to excavate the tomb mound and it is possible that it may never be opened. Instead, as technology advances, it may be possible to explore it by other means, and the First Emperor will continue to lie there undisturbed.



WEAPONS AND ARMOUR OF THE TERRACOTTA ARMY

When you look at the figures in the exhibition and at photographs of the site itself, you will notice that none of the soldiers carry weapons. However some of their postures clearly indicate that originally they did. It is likely that many of the weapons were taken away when the pits were looted by warlords not long after the fall of the Qin. Nonetheless, up to 40,000 bronze weapons and, principally, arrowheads have been found in Pit 1. Many of the swords that have been found are still razor-sharp, protected by a coating of oxidised chrome indicating very sophisticated manufacturing techniques. Some also carry inscriptions giving dates of manufacture between 245 and 228 BC which means they were actual weapons that must have been used in warfare before they were buried with the Terracotta Army.

The most important weapon of the Qin army was the chariot, of which four types have been excavated. They were all originally made of wood with bronze fittings and had a door at the back for mounting and dismounting. The types differ in size and weight, and therefore in mobility and strategic use. Type 1 is the heavy command chariot used by middle and lower ranking officers who would have had a driver and a charioteer armed with a dagger-axe (see below) on a shaft up to almost 4 metres long. Type 2 is lighter and the main war-chariot with a driver flanked by two charioteers similarly armed. Type 3 is a heavy reserve chariot, and Type 4 a smaller lighter 'rapid response' chariot equipped with a driver and only one armed charioteer. In battle the fighting chariots formed pairs at the head of a unit of infantry.



As mentioned above, the principal weapon of the charioteer was the *ge* or dagger-axe. This weapon already had a long history in Bronze Age Chinese warfare and was an L-shaped bronze blade mounted on a long shaft used for sweeping and hooking at the enemy. Infantrymen also carried *ge* on shorter shafts, *ji* or halberds, similar to the *ge* but with a spear tip extending from the top of the axe, and spears and lances. For close fighting and defence, both charioteers and infantrymen carried double-edged straight swords slightly under a metre in length. Swords were carried slung across the back rather than at the waist. The archers were equipped with crossbows with sophisticated trigger mechanisms capable of firing arrows over 800 metres.

It is not clear what weapons the cavalry carried since none have been found with them. The armour which you see on many of the warriors was made up of small panels of leather. However, ordinary infantrymen wore no armour at all. Officers wore armour of different length and design according to rank. The tiles that make up the armour of high-ranking officers were smaller and would have been richly decorated with ribbons, straps and buttons. Charioteers wore long armour for extra protection, and cavalymen shorter, lighter armour for maximum mobility. No helmets have been found in the pits, though it is known from other evidence that they were standard equipment. It is suggested that this is because the army is shown in readiness, waiting for orders, rather than in actual battle formation.

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SUGGESTED ACTIVITIES BEFORE
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SUGGESTED ACTIVITIES BEFORE VISITING THE EXHIBITION

Qin Shihuangdi and Chinese History

- Practise the pronunciation of the Chinese name for the First Emperor: Qin Shihuangdi.
It sounds like: *Chin Shhr Hwong Dee*
- Try writing his name in Chinese characters (an image of this is also available on the Resources PowerPoint which you can download): 秦始皇帝
- Investigate the history of Chinese characters and how they are formed
(http://www.omniglot.com/writing/chinese_evolution.htm)
- Think of other ancient civilisations you have studied. Plot them on a time line with the Qin Dynasty (221-206 BC) – for upper KS2/lower KS3 use the British Museum website www.ancientcivilisations.co.uk to help with this.
- Show the pupils some of the key objects from the PowerPoint
- Use The British Museum websites www.ancientchina.co.uk and www.earlyimperialchina.co.uk to investigate Chinese history and culture – these are primarily aimed at KS2
- Watch Disney's film "Mulan" – set in the dynasty that followed Qin Shihuangdi

General

- Create a Mind Map of what your pupils know about China and Chinese
- Investigate the geography of China. Locate the following on a map:
 - the modern city of Xi'an in Shaanxi Province, the site of Qin Shihuangdi's capital and the nearest city to the Terracotta Army
 - Beijing
 - Tianjin
 - Nanjing
 - Shanghai
 - Guangzhou
 - Chongqing
 - Hong Kong
 - the two major rivers of China: the Huang He (Yellow River) and the Yangzi Jiang (Yangtze River)
- Look at some of the great archaeological discoveries or remains associated with them (Tutankhamun, the Parthenon, Pompeii etc). What do we learn about peoples from the things they leave behind?

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PRIMARY SCHOOL ACTIVITY SHEETS

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ANIMALS

Animals are very important in Chinese art. Sometimes they are just decoration and sometimes they are symbols that have a special meaning.

As you go round the exhibition, see how many different animals and birds you can find.

- Which are real?
- Which are imaginary?
- What different materials are they made out of?
- **Dragons and tigers** are symbols of power and authority.
- A **dragon mask** is one of the most ancient decorations.
- **Tigers** are still found in China today but they are very rare.
- The **phoenix** is a symbol of beauty and good luck.
- Some of the animals are very **life-like**, but some are **changed to make a better pattern**.

When you come to the case with the bronze bells, look closely at the patterns on them:

- How many different types of animal or bird can you find on them?
- How have the animals been used to make the patterns? Have they been stretched? Separated into pieces?

Now go to the bronze vessels in the case round the corner. Can you find any of the same patterns there?

What about the case with the gold and jade objects?

Look in the cases with the pottery tile ends:

- Remember which animals you have already seen and see if you can find any new ones.
- What animal would you put round your roof to protect your house?

When you go into the dark part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

- Look really closely at every one of the warriors to see how they are all different.
- Make sure you see:

the strong man


the crane with a fish in its mouth

the Emperor's chariot

the musician sitting down

the acrobat

the painted figures

 The Emperor's tomb has never been opened since it was sealed up more than 2000 years ago. Nobody knows exactly what is inside. Perhaps one day you will be lucky enough to find out...



TECHNOLOGY

As you go round the exhibition, look for things that show different skills and technologies that were used at the time of the First Emperor.

Music was very important; bronze bells were used for special ceremonies. Find the case with different sizes and shapes of bell.

When you come to the case containing the bronze bells, think about:

- How they would have been played.
- What do you think they would have sounded like?

Accurate measurements made buying and selling things fairer for everyone. Try to find a bronze weight.

At this time, the Chinese were experts at making metal objects using **moulds**. Try to find a mould used for making coins.

Writing was a very important technology to help the Emperor keep power. Look at the big stone with writing on it. Can you read it?

When you come to the big stone with the writing on it, think about:

- How is the writing different from ours? Can you see any letters?
- Why do you think the Emperor ordered it to be made so big?

Clay workers used **moulds** to decorate bricks and tile-ends. Try to find bricks and tile-ends with different patterns on them.

The Emperor needed **architects and builders** skilled at using bricks and wood. Find the model of the Emperor's palace.

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WHAT'S IT MADE OF?

Many different materials were used to make things in the First Emperor's empire. See if you can find these different materials and objects made from them:

Bronze was a metal and lasted a long time.
Try to find bells and special containers for food and wine made of bronze.

Bronze was used to make very sharp weapons.
Try to find some bronze weapons.

Gold was very valuable. **Jade** was a stone that was even more valuable than gold.
Try to find jewellery and ornaments made of gold and of jade.

Look in the glass case with precious objects in it.

- Try to find an object made out of more than one precious material.
- The Chinese thought jade was even more valuable than gold. Which would you rather have?

Bamboo comes from a very tall plant.
Try to find some bamboo with writing on.

Pottery was cheap and easy to make.
Try to find pottery roof tiles and roof ornaments, bricks and drain pipes.

Wood was used for buildings
Try to find some buildings. These had brick floors and earth walls.

Look at the model of the palace.

- Why do you think the wood has not survived?
- Today drainpipes are made out of plastic. What did the Chinese use in the time of Qin Shihuangdi? Why didn't they make them out of metal such as bronze?

When you go into the dark part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

- Look really closely at every one of the warriors to see how they are all different.
- Make sure you see:

the strong man


the crane with a fish in its mouth

the Emperor's chariot

the musician sitting down

the acrobat

the painted figures

 The Emperor's tomb has never been opened since it was sealed up more than 2000 years ago. Nobody knows exactly what is inside. Perhaps one day you will be lucky enough to find out...



POWER

The First Emperor was one of the most powerful men who ever lived. He showed and protected his power in different ways.

As you go through the exhibition, look for objects and pictures that show him using his power in these ways:

He had a **large army** which was equipped with good quality weapons.

He made all the people in the empire use the same types of **coins, weights and measures**.

Find something that could be used for measuring liquids

Look in the glass case containing coins.

- How many different types of coin can you see?
- Why do you think some of them have holes in the middle?

He had a **huge wall** built to protect the empire from invaders.

Find the panel with the picture of the Great Wall.

When you come to the Great Wall panel, think about the following:

- How good an idea do you think it is to try to keep people out by building a wall?
Do you think the wall on its own could keep out enemies?
- How many workers would be needed to build the wall and how would they get all the materials they needed?

He put up **huge stone blocks** covered in writing to boast of his power.

He had great **palaces** built in different parts of the empire.

When you go into the dark part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

- Look really closely at every one of the warriors to see how they are all different.
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PEOPLE

The First Emperor used the ordinary people of his empire as workers. He had thousands of officials of different kinds to run his government.

See if you can find objects that different types of people would have used.

The Emperor's army included skilled **archers**.

Try to find the weapons an archer would have used.

His **soldiers** used weapons such as swords, spears and a special kind of axe.

Try to find a weapon that looks like an axe.

When you come to the cases containing the coins and the bronze weights, think about:

- Was it a good thing for the ordinary people that the First Emperor made all money and weights and measures the same?
- Do we all use the same weights and measures today?

Only the Emperor and his **officials** had things made out of gold and jade.

Try to find something an important person would drink out of.

The Emperor had **workers in factories** all over the empire.

Try to find a group of workers making something. What are they making?

When you come to the model of people making of the terracotta figures, think about:

- Do you think the workers were happy to be doing this job for the Emperor?
- Do we still make things this way today?

Many of the emperor's workers were **prisoners**.

Try to find something a prisoner would have worn.

When you go into the dark part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

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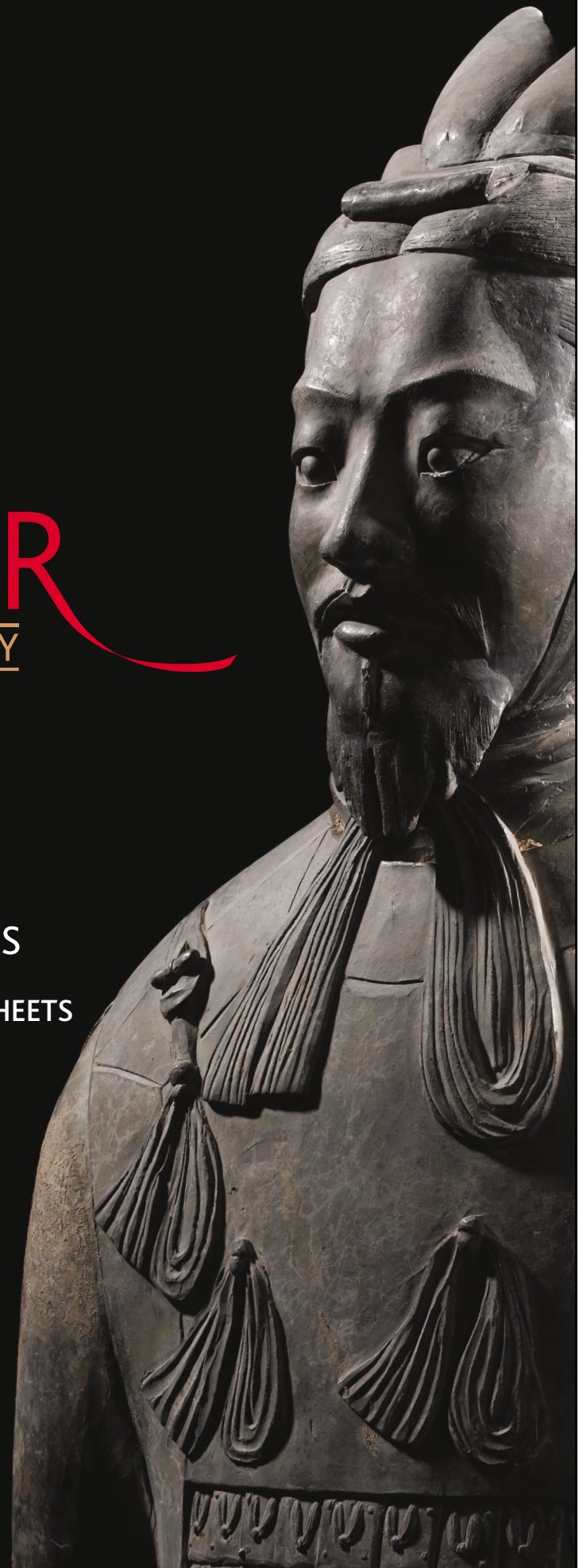
THE
**FIRST
EMPEROR**
CHINA'S TERRACOTTA ARMY

RESOURCES FOR TEACHERS

SECONDARY SCHOOL ACTIVITY SHEETS

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ANIMALS

Animals play a very important part in Chinese art. Sometimes they are just decoration and sometimes they are symbols that have a special meaning.

As you go round the exhibition, see how many different animals and birds you can find. Think about:

- Which are real?
- Which are imaginary?
- What different materials are they made out of?

- Dragons and tigers are symbols of power and authority.
- A form of dragon mask is one of the most ancient decorations; it is usually found on bronze objects.
- Tigers are still found in China today but they are very rare.
- The phoenix is a symbol of beauty and good luck.
- Some of the animals are very life-like, but some are more stylized (changed to make a better pattern).

When you come to the case with the bronze bells, look closely at the patterns on them:

- How many different types of animal or bird can you find on them?
- How have the animals been used to make the patterns? Have they been stretched? Separated into pieces?

Now go to the bronze vessels in the case round the corner and see if you can find any of the same patterns there. What about the case with the gold and jade objects?

When you come to the cases with the pottery tile ends, remember which animals you have already seen and see if you can find any new ones.

- Think about the round shape of the tile ends and how the animals fit into it; do you think it makes them look more alive?
- What animal would you put on a tile end?

When you go into the second part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

Make sure you see:

the strong man


the crane with a fish in its beak

the Emperor's chariot

the musician sitting down

the acrobat

the painted figures

 The Emperor's Tomb itself has still not been opened up. Chinese archaeologists have no plans to excavate the tomb, partly because they already have so much to study, partly out of respect. This means that it is unlikely that anyone who visits the First Emperor Exhibition at the British Museum in 2007 will ever know what is inside.



TECHNOLOGY

Qin Shihuangdi made use of all the technology available to him in order to become and stay Emperor. This was not all to do with fighting and warfare.

As you go round the exhibition, look for things that demonstrate different skills and technologies and how Qin Shihuangdi used them.

- At this time, the Chinese were experts at making objects using moulds. This meant they could be very accurate in making things the same. They used moulds to make bells and weapons out of bronze.
- They also used moulds to make coins and weights.
- Music was very important; the bronze bells were used for special ceremonies not for entertainment.
- Qin Shihuangdi recognised that writing was a very important technology to help him keep power.
- Clay workers used moulds to make plates decorated with animals for the roofs of the Emperor's palaces.
- To build a palace, the Emperor needed architects and builders skilled at using bricks and wood.

When you come to the case containing weapons, think about the following:

- How many different types of weapon can you see?
- How many pieces was the crossbow trigger made of? Look at the model of the crossbow to see how the trigger worked.

When you come to the cases containing building materials and the model of people making the warriors, think about the following:

- Can you see how some of the same skills used in building were also used in making the figures?
- Qin Shihuangdi used thousands of people to work on creating his projects: the Great Wall, palaces, roads, canals and his Terracotta Army. Can you think of how we do the same sorts of things today? What are the differences?

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MATERIALS

Apart from the terracotta figures, many different materials were used for different purposes in Qin Shihuangdi's empire.

As you go through the exhibition, see if you can identify these different materials and objects which would have been made of them:

- Bronze was a metal used for valuable objects that needed to last a long time such as bells and special containers for food and wine.
- Bronze was also used to make very sharp weapons
- Jewellery and very precious objects were made out of gold.
- Some jewellery and ornaments were made out of a stone called jade.
- There was no paper in those days, so they used bamboo to write on.
- The roofs of buildings were protected by pottery tiles with decorated plates at the end.
- Bricks and pipes were also made out of pottery.
- Buildings were made of wood with brick floors and earth walls.
- The soldiers' armour was made of leather.

When you come to the case with small precious objects, think about the following:

- What kind of person do you think would have owned these objects?
- Is there an object made out of more than one precious material?
- The Chinese thought jade was even more valuable than gold. Which would you rather have?

When you come to the model of the Xianyang palace, look closely at it and then at the other cases with building materials in them.

- Can you see where the different building materials were used in the palace
- What other materials do you think were used but haven't survived? Why not?
- Today drainpipes are made out of plastic. What did the Chinese use in the time of Qin Shihuangdi? Why didn't they make them out of metal such as bronze?

When you go into the second part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

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POWER

Qin Shihuangdi was one of the most powerful men who ever lived. He showed and protected his power in different ways.

As you go through the exhibition, look for objects and pictures that show him using his power in these ways:

- He made all the people in the empire use the same types of coins.
- He made all the people in the empire use the same weights and measures.
- He put up huge stone panels proclaiming his power.
- He had great palaces built in different parts of the empire.
- He had a huge wall built to protect the empire from invaders.
- He had a large army which was equipped with good quality weapons.

When you come to the glass case containing coins, think about the following:

- How many different types of coin can you see?
- How are they different from coins that we use in Britain today?
- Why do you think some of them have holes in the middle?

When you come to the Great Wall panel, think about the following:

- How good an idea do you think it is to try to keep people out by building a wall?
Do you think the wall on its own could keep out enemies?
- How many workers would be needed to build the wall and how would they get all the materials they needed?

When you go into the second part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

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PEOPLE

Qin Shihuangdi used the ordinary people of his empire as workers on his great projects. He had thousands of officials of different kinds to run his government.

As you go through the exhibition, look at all the different objects and think about what kind of person would have used them and how.

- The Emperor's army included skilled archers.
- His soldiers used weapons such as swords, spears and a special kind of axe.
- He had highly educated secretaries who could write out documents for his officials.
- Qin Shihuangdi used prisoners and slaves to work on his great projects.
- The Emperor had workers in factories all over the empire making bricks and tiles for his palaces.
- Tens of thousands of people died building the Great Wall and the Emperor's tomb.
- Only the most important people would have had things made of bronze, gold and jade.
- The Qin army was one of the best equipped and most organized in history.

When you come to the cases containing the coins and the bronze weights, think about the following:

- Do you think it was a good thing for the common people that Qin Shihuangdi made all money and weights and measures the same? How might it help them?
- Do we all use the same weights and measures today?

When you come to the model of the making of the terracotta figures, think about:

- What would it have been like to work in the "warrior factory"?
- Do you think the workers were happy to be doing this job for the Emperor?
- Do we still make things this way today?

When you go into the second part of the exhibition, you will see some of the famous terracotta warriors and other figures buried with the Emperor.

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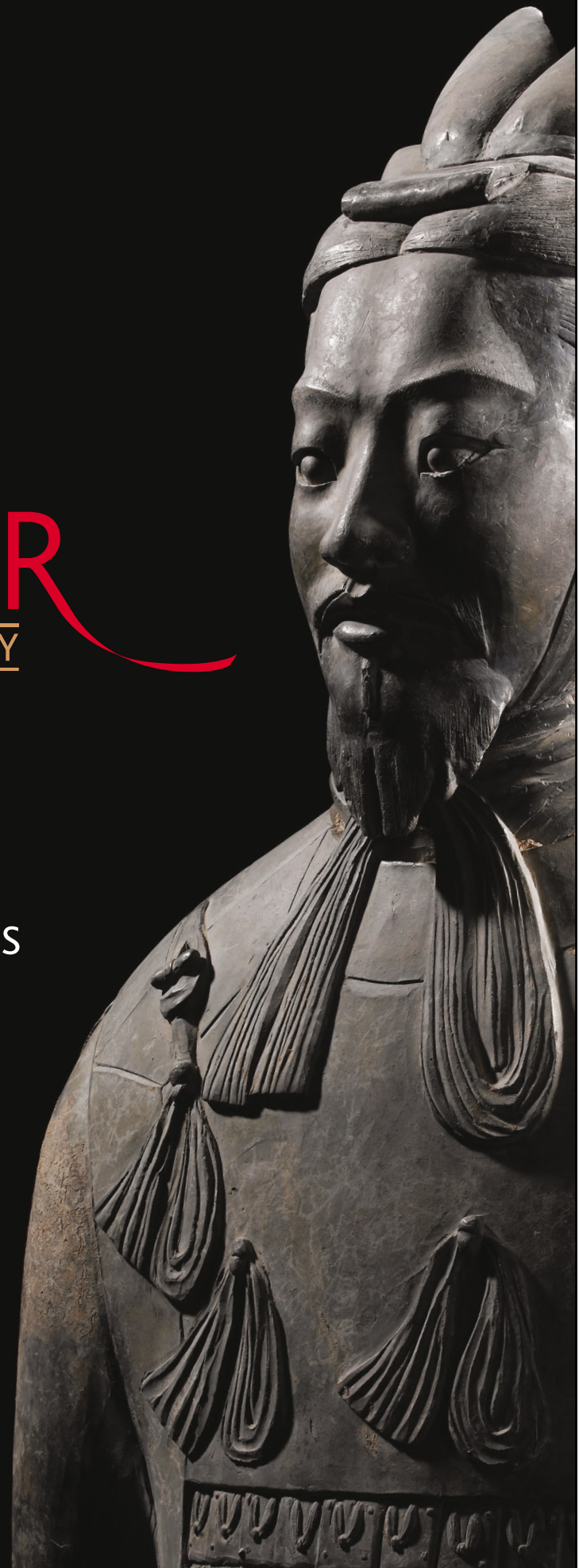
THE
**FIRST
EMPEROR**
CHINA'S TERRACOTTA ARMY

RESOURCES FOR TEACHERS

ADULT BRIEFING SHEETS

sponsored by

Morgan Stanley





ANIMALS

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points.

Pronunciation: Qin Shihuangdi sounds like: *Chin Shhr Hwong Dee*


Key points

- A form of dragon mask called a *tao-tie* is one of the earliest forms of decoration in Chinese art, usually on bronze vessels.
- Over time the dragon masks grew bodies which became stretched and broken down to form patterns.
- From about the 7th century BC onwards more realistic animal art came into China from the nomads of the North.
- The dragon and tiger are symbols of power and authority, the phoenix of happiness and long-life.
- Decorating the roofs of buildings with animals continued right through Chinese history. You can see very similar tile ends on the buildings of the Forbidden City which was built 1700 years after the First Emperor.

Exhibition Discussion Points

- How many different types of creature can the children find on the bronze bells and vessels?
- Look at all the different ways the animals are used on the bronzes. Masks, handles, patterns on the body of the vessel?
- Look at how the bodies of the dragons become broken up and stretched to make more decorative patterns. Look in particular at the two vessels with gold and silver inlay.
- Can they find any objects that have both real and imaginary animals in them? (Gilt bronze belt hook with dragons and snakes)
- How does the shape of the tile-ends help to make the animals on them more life-like and lively?
- What other animals would look good on a tile end?

Terracotta Army Task

 In the second half of the exhibition you will enter the world that Qin Shihuangdi created so that his rule would last into eternity. Everything was made as life-like as possible and every figure is different.

- Encourage the children to look closely at all the figures to see the differences between them.
- Look at the different types of armour on the soldiers; some of them are not wearing any armour, why not?
- How are their faces made different?
- Why do they think there are musicians, a strongman and an acrobat? What kind of instruments might the musicians be playing?
- Right at the end of the exhibition they can see what the figures would have looked like when they were painted. Ask the children to imagine how they would have felt if they had walked into the army pit when the figures were all fresh and new.



TECHNOLOGY

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points.

Pronunciation: Qin Shihuangdi sounds like: *Chin Shhr Hwong Dee*


Key points

- The Qin Empire excelled in many vital technologies, their use of which gave them an advantage over the states they conquered.
 - The Qin preferred bronze for making weapons. They also had iron for weapons and other tools, but most of these have not survived, because, unlike bronze, they rusted away.
 - Skill in casting metals was vital to Qin Shihuangdi's programme of making weights, measures, money etc the same across his empire.
 - Qin Shihuangdi made the most of existing technologies by using huge organized work-forces.
 - Writing was a technology Qin Shihuangdi used more than any other to enforce his control on the empire.
 - Music was very important in official and ritual life. The bells were played by striking from the outside, not with a clapper on the inside.
 - Qin Shihuangdi's palaces needed skilled architects, carpenters and joiners

Exhibition Discussion Points

- How many of the technologies Qin Shihuangdi used are still used today? How do we use them differently?
- The Chinese had been casting bronze for 1500 years by the time of Qin Shihuangdi and were very skilful. Look for things made of bronze that had to be very accurate.
- How many different types and uses of pottery can you find in the exhibition?
- The Chinese at this time did not use nails for constructing the great palaces. How do you think they were held together?
- Qin Shihuangdi ordered that only one writing system be used throughout his Empire, but even so the characters are complicated. Who do you think would have been able to write? Just officials or the common people as well?

Terracotta Army Task

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- Right at the end of the exhibition they can see what the figures would have looked like when they were painted. Ask the children to imagine how they would have felt if they had walked into the army pit when the figures were all fresh and new.



WHAT'S IT MADE OF?/MATERIALS

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points.

Pronunciation: Qin Shihuangdi sounds like: *Chin Shhr Hwong Dee*


Key points

- The most important metal used in Qin Shihuangdi's time was bronze – a mixture of copper and tin. However, some weapons and tools were made out of iron.
- The main materials for building were wood and pottery for bricks and tiles.
- Only the most important people had anything made of gold.
- Jade is a type of semi-precious stone which the Chinese considered more valuable than gold. It was used for objects of special importance.
- The Chinese of Qin Shihuangdi's time were experts in the use of different types of pottery which made it easier for them to make the life-size terracotta figures

Exhibition Discussion Points

- Help the children to identify all the different materials represented in the exhibition and look at their different uses.
You should find: bronze, jade, gold, pottery, bamboo, iron, stone
- Some materials that were used at the time, such as wood and iron, haven't survived; look at where they might have been used and think about what happened to them.
- Jade was a precious material in China but is not so highly valued in the West. Think about what makes something valuable.
- Bamboo seems an odd thing to write on – why did the Chinese choose it?
- Many items in the exhibition are made out of different types of pottery; what materials do we use nowadays for some of these things?

Terracotta Army Task

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POWER

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Pronunciation: Qin Shihuangdi sounds like: *Chin Shhr Hwong Dee*


Key points

- Qin Shihuangdi used a large and well-equipped army to build his Empire and a powerful system of civilian administration to control it.
- One of his principal methods of control was standardization:
 - he created a standard system of weights and measure
 - he imposed a standard system of money and currency
 - he imposed an official language
- His huge building projects helped him contain threats both within and outside the Empire:
 - he made the kings and nobles of the states he conquered live close to him in palaces he had build for them
 - he joined together existing walls to create one Great Wall as a defence against nomadic tribes from the north

Exhibition Discussion Points

- How are the coins different from modern coins? What do the different shapes and sizes of modern coins tell us about them? What would it be like if every town in Britain used different coins?
- How did it help Qin Shihuangdi to have the same writing system throughout his empire?
- Qin Shihuangdi's army was incredibly successful; what kind of weapons did it use?
- Ask the children whether they think that Qin Shihuangdi's actions helped ordinary people in any way.
- At the end of the exhibition ask the children if they think that Qin Shihuangdi just wished to impress and control the real world or believed the spirit world was just as important. What do they think shows this?

Terracotta Army Task

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PEOPLE

This sheet has been designed for you to use with the group of students you accompany round the exhibition. It provides you with some useful information and discussion points.

Pronunciation: Qin Shihuangdi sounds like: *Chin Shhr Hwong Dee*


Key points

- Qin Shihuangdi didn't just impose his power on the people; he used them to create it.
- He used convict labour and forced labour (conscripted) to undertake his great projects.
- Many of the things he did may be seen as benefiting the common people as well as controlling them.
- Although we can tell a lot about the life of the Emperor and his officials and his army from the finds that have been made, we know little about the life of the common people.
- His palaces were magnificent places full of officials, musicians and entertainers.

Exhibition Discussion Points

- Ask the children whether they think Qin Shihuangdi was popular with his subjects.
- What would it have been like to be one of the workmen building the Great Wall?
- Try to imagine all the different types of people who would have lived and worked in the Emperor's great palace - think of all the different things that would have gone on inside. Who would have been needed at feasts and entertainments? Who guarded the palace? Who helped the Emperor govern his empire?
- How many people can you count in the model of the warrior "construction line"? How long do the children think it took to make one figure?

Terracotta Army Task

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THE
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THE
**FIRST
EMPEROR**
CHINA'S TERRACOTTA ARMY

RESOURCES FOR TEACHERS

AFTER-VISIT ACTIVITIES

sponsored by

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ANIMALS

Choose some objects from the PowerPoint that relate to the theme of Animals to help with these activities.

- Review the objects. Discuss with the students which ones they remember seeing. Ask them to think about what they were like in real life, for example their size or colour.
- Ask the students to remember the different types of animal they saw represented in the exhibition. Which were real and which were imaginary? Get them to draw their own version of one of the imaginary animals.
- China's most famous animal today is the giant panda - they were a little more common in Qin Shihuangdi's time and he would have known about them. Ask the students to do some research into the giant panda – where it lives, what it eats and what is being done to protect it.
- The Chinese used animal patterns, especially dragons, a lot. In these patterns the animals often become stretched and broken up to make a better design. Ask the students to choose an animal and develop it into a pattern of their own.
- In the exhibition there were a number of circular tile ends decorated with different animals. Get the students to design and make a tile end of their own out of plasticine or modelling clay.



TECHNOLOGY

Choose some objects from the PowerPoint that relate to the theme of Technology to help with these activities.

- Review the objects. Discuss with the students which ones they remember seeing. Ask them to think about what they were like in real life, for example their size or colour.
- Some of the terracotta figures were of musicians who played in the Emperor's court. Some of the instruments they played are still used in traditional Chinese music today. Get the students to search on the internet for pictures of traditional Chinese musical instruments and for sound files to hear what kind of music they make.
- How many different things they saw can the students remember were made using moulds? What different materials were used? Discuss why using moulds was important? Give the students a chance to try making things using moulds themselves. What kinds of things are moulds useful for?
- Discuss how Chinese writing is different from ours. Get the students to do some research into Chinese characters and how they work. What does Chinese writing look like today? Ask them to think where they can see it in everyday life in this country.
- The First Emperor had expert architects to design his palaces. Ask the students to design an emperor's palace of their own and draw how it would look.



WHAT'S IT MADE OF?/MATERIALS

Use the objects in the PowerPoint to help with these activities.

- Review the objects. Discuss with the children which ones they remember seeing. Ask them to think about what they were like in real life, for example their size or colour. Recap what the materials are that the objects are made of.
- Discuss the different materials the students saw in the exhibition. Were there any that were new to them? This can lead to the children doing research to find out more about the materials. They could also do research to find objects from other cultures made of the same materials and then compare them with the ones they saw in the exhibition.
- Most of the objects in the exhibition were made out of either bronze or pottery. Discuss with the children or do experiments to find out the properties of metal and pottery. What sorts of things do we still use them for today? What modern materials do we use for these objects?
- Choose a small number of objects and use these to discuss what an archaeologist can determine about a person or peoples from artefacts.
- Ask the students to choose one of the objects and make a collage picture or model of it using materials that are not similar to the ones used for the real object.



POWER

Choose some objects from the PowerPoint that relate to the theme of Power to help with these activities.

- Review the objects. Discuss with the students which ones they remember seeing. Ask them to think about what they were like in real life, for example their size or colour.
- Discuss the different types of control the Emperor imposed on his people. How do the students think the objects illustrate this power? Is there one object in particular that they would choose to show what they think the First Emperor was like?
- We take things like coins and weights for granted now. Get the students to think about what it would be like if different parts of our country used different money and different weights and measures. Discuss why it was useful to the Emperor to make them all the same.
- The Emperor put up huge inscriptions to show everyone how powerful he was. Ask the students if they can think of any other civilisations they have studied where rulers did the same. Show them examples of Nazi or Soviet political posters. We see "big inscriptions" all around us today but we call them advertising; get the students to plan an advertising campaign for the First Emperor.
- Ask the students to choose one of the objects and draw a picture of how they think it was used or would have looked at the time of the First Emperor.



PEOPLE

Choose some objects from the PowerPoint that relate to the theme of People to help with these activities.

- Review the objects. Discuss with the students which ones they remember seeing. Ask them to think about what they were like in real life, for example their size or colour, and what they were made out of.
- The Qin army was one of the most powerful the world has ever seen. Ask the students to remember what weapons it used. Can they think of another empire they have studied which also had a large and powerful army? Are there any similarities in the weapons they used?
- Discuss the ways in which the First Emperor used the ordinary people to build his empire; as soldiers, as builders for his palaces and the Great Wall, as workmen on roads and canals and in factories making the Terracotta Army. Would the people have been happy to work for their Emperor?
- Qin Shihuangdi set up factories with production lines for the first time in China for building materials for his palaces and to make the Terracotta Army. What kind of things are people in China making in factories today? Who are they making them for now?
- The Emperor needed many officials in his government to run the empire. Ask the students if they can remember any things in the exhibition that officials would have used or been responsible for. (Bamboo writing slips, coins, weights, measures, inscriptions etc). Do we have "officials" who look after these things now?



FURTHER INFORMATION

The British Museum has three websites on which further information and activities about Chinese history can be found:

www.ancientchina.co.uk

www.earlyimperialchina.co.uk

www.ancientcivilisations.co.uk

Ancient China is aimed at pupils in KS2; *Early Imperial China* and *Ancient Civilisations* are more suitable for lower KS3 and some students in Years 5 and 6.

Books for students

Pocket Timeline of China by Jessica Harrison-Hall; British Museum Press, 2007

The Emperor's Silent Army: Terracotta Warriors of Ancient China by Jane O'Connor; Viking Books, 2002

China (Exploring History) by Wang Tao; Chrysalis Children's Books, 2003

Ancient China (Eyewitness Guides) by Arthur Cotterell; Dorling Kindersley, 2005

Ancient Civilisation of China by Jianwei Wang (editor); Mason Crest Publishers, 2006

Ancient China: Archaeology Unlocks the Secrets of China's Past by Corinne Naden and Jacqueline Ball; National Geographic Society, 2006

Tales from China by Cyril Birch; Oxford University Press, 2006

Books for adults

The First Emperor: China's terracotta army – catalogue to the exhibition – Jane Portal et al.
British Museum Press, 2007

The Early Chinese Empires: Qin and Han (History of Imperial China) by Mark Edward Lewis; Belknap Press, 2007

Other

An article on the Terracotta Army by Dan Snow will be appearing in the September 2007 edition of *BBC History Magazine*.

A programme entitled *China's First Emperor and his Terracotta Army* will be shown on September 14th at 9.00 pm on BBC2