

## **Teacher's Guide for Dig**

### ***China's Shi Huangdi, Mysteries of the First Emperor***

**April 2009**

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#### **Objectives:**

To understand the life and times of ruler Shi Huangdi, the first emperor of China

To appreciate the importance of the archaeological discovery of Shi Huangdi's tomb, and the process involved in creating the terra-cotta figures

**Students will use this issue for the basis of their research on Shi Huangdi.**

#### **Who was Shi Huangdi? (8-9)**

1. Use this article as the basis of a one-page Fact Sheet on Shi Huangdi.
2. Research the Chinese belief system of Daoism.

#### **A Chance of Discovery (10-11) and What's in the Tomb? (16-18)**

Imagine you are one of the following people who have come into contact with the emperor's tomb. What are your feelings about it?

1. Conscripted peasant
2. Craftsman
3. Artisan
4. Han warrior
5. As Shi Huangdi, how do you feel about your tomb?
6. As an archaeologist, how do you feel about your recent discovery?

#### **Planning for the Afterlife (12-15)**

Identify the following from the emperor's necropolis, or city of the dead:

1. Retiring Hall
2. Bronze-carriage with horses
3. The Royal City
4. The zoo
5. The stable
6. The cemetery
7. The L-shaped pit

#### **The Hair Has It (19-21)**

1. The pulling out or cutting off of hair is a crime during Shi Huangdi's rule. What would be your punishment for this serious offense?
2. Why do you think hair is so important during his rule?
3. Can you think of any other periods in history where hair is important?
2. Draw and label the different hairstyles for: foot soldiers, officers and members of the calvary, grooms and servants

### **It's All in the Inscription (24-25)**

1. What are the two types of inscriptions found on the terra cotta figures?
2. Explain why inscriptions are placed on the warriors.
3. Describe the differences in treatment between conscripted and palace workers and slaves and convicts.

### **Strongmen, Acrobats, and More (26-27)**

1. What do archaeologists find in the tomb in 1999?
2. How are these figures different from the warriors?
3. Explain how scholars know that these figures were not created by the Chinese.
4. Explain the difference between the terra-cotta warriors and the figures created in the naturalistic style.
5. Create a story using the pictures of the crane and the headless strong man.