

# Globalizing the Common Core Lessons

## Title: The Impact of New War Technologies on Medieval China

### Author:

Julia Gaytán D'Amico, Century Academy for Excellence

### Standards:

History-Social Science Standards-7.5.2, 7.5.4, and 7.5.5

California Common Core Standards-Writing 6-8.7, 6-8.8, 6-8.9

### Overview

In this multi-day day lesson students will be able to discuss the uses of gunpowder during late Han to analyze the advantages of some civilizations over others, including the following concepts:

- Trade is a response to the needs and wants for goods not produced locally. These goods are traded along existing bartering routes.
- Imperial powers politically and economically benefit from taking over foreign markets, especially when those goods can offer a military advantage.
- These issues continue to exist in the modern world.

### Guiding Questions:

- Are there rules to war? What are those rules?
- Does new military technology change those rules?
- Do the rules change in places that do not have access to new military technology?

### Materials:

Computer and LCD projector, easel pad sheets, Student Packet (see Appendix)

### Preparation:

- 1-Form groups of four students.
- 2-Give each group a piece of easel paper to use for their flow chart (see Activity #6 below).
- 3-Download Sites of Encounter in the Medieval World Lesson #2: Quanzhou p. 6-10

### Activities:

#### Rules of War

- 1-Introduce the topic by asking—Are there rules to war? Tally the yes and no responses and post the totals on the board.

2-Ask student groups to create a list of the rules of war and add those rules to the board as groups share out. If it has not been mentioned, ask if “honorable behavior” is or should be a rule of war, and if so, what that would mean.

### **Impact of New Inventions**

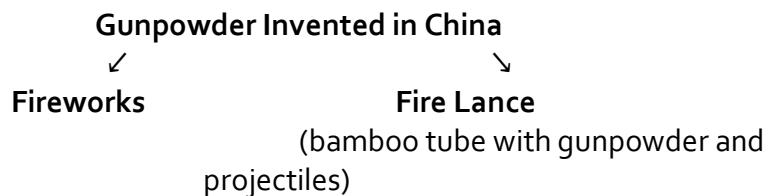
3-Show the 2 minute video clip “Lucca” from the HBO Showtime series “The Borgias”, available at <https://www.youtube.com/watch?v=A2JJCeXW-zQ>. [Note that the clip is not intended to be used for historical information but only to prompt student thinking about the topic.]

4-Ask the students to decide:

- How the use of cannons would have impacted the men in the fortress and their ruler,
- If the actions in the clip violate the rules listed on the board, and
- Whether or not the rules of war are changed by the introduction of new technologies such as cannons.

5-Describe the manufacture of gunpowder as detailed in the second paragraph at <http://quatr.us/war/gunpowder.htm>. You might use this information to create a powerpoint for students.

6-Show the video “Gunpowder to Guns” available at <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-gunpowder-to-guns>. Ask each student to take notes on the results of the invention of gunpowder; then have each student group create a flow chart of those results. You may want to start them off with an example such as:



Or you might feel that there should be a vertical arrow from the top line to **Fireworks**, then another vertical arrow from that to **Fire Lance**. There is no one correct answer; it is only important that the connections be logical.

[Other steps might be “Changed relations between kingdoms with and without gunpowder weapons, Led to development of cannons, Led to colonization of people without gunpowder weapons, Made individuals more powerful and deadly, Led to stronger defenses, Led to Arms Race.” If students are struggling, you could give each group a series of scrambled strips with those phrases on them and have the students arrange the strips in logical order.]

7-Add to the students' knowledge of the impact of new inventions by sharing information about the Song empire's defeat of Jin empire invaders from the North as detailed on p. 47 in Louise Levathes' book *When China Ruled the Seas* (see Appendix 2). You will also find some of that information here:  
<http://afe.easia.columbia.edu/song/out/rivals.htm>

### **Trade**

8-Ask the students how they think the gunpowder invented in China could have made its way to Europe. Add their speculations to the board. Use the lesson on AfroEurasian Trade Circles from the Sites of Encounter in the Medieval World Lesson #2: Quanzhou p. 6-10 available here: <http://chssp.ucdavis.edu/programs/historyblueprint/soe-2-quanzhou-final.pdf>

### **Applications in the Modern World**

9-Using the images at:

[https://www.google.com/search?q=powerful+hiroshima+images&source=lnms&tbo=is&ch&sa=X&ved=oahUKEwiWmouzqYfMAhUQ-GMKHWg3BWsq\\_AUIBygB&biw=823&bih=460#tbo=isch&q=hiroshima+bomb+effect](https://www.google.com/search?q=powerful+hiroshima+images&source=lnms&tbo=is&ch&sa=X&ved=oahUKEwiWmouzqYfMAhUQ-GMKHWg3BWsq_AUIBygB&biw=823&bih=460#tbo=isch&q=hiroshima+bomb+effect). Create a Gallery Walk and ask the students to consider contemporary nuclear weapons and their impact. Do those weapons follow their "Rules of War" list? What additions might be needed in modern times? (Caution: images are graphic)

10-In preparation for the Assessment, show the "Rules of War" video available at <https://www.youtube.com/watch?v=HwpzzAefxgM>, and ask the students to note additions to their Rules of War list based on the Geneva Convention.

[Be sure they understand that the Convention contains protections for civilians and prisoners.]

### **Assessment**

Students will write one to two paragraphs describing how the invention of gunpowder influenced the way war was conducted and how it affected the "Rules of War" as well as how, if at all, the Rules need to change in the modern world given the existence of nuclear weapons. The paragraphs should make specific reference to information presented in the above activities. Additional information can be found in the Bibliography websites listed below.

### **Extensions**

1-Students can consider how the current debate over U.S. gun laws relates to the protections guaranteed in the Bill of Rights. [If you have access to *Junior Scholastic* online, there is a relevant article at

[http://junior.scholastic.com/issues/02\\_08\\_16/book#/1](http://junior.scholastic.com/issues/02_08_16/book#/1),

2-Students can find additional information about nuclear weapons and which countries possess them at

<https://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat>.

### **Modifications:**

This lesson incorporates many modalities of learning.

- Students may be placed into mixed ability pairs or groups to discuss their answers to activities prior to all group discussions.
- Teacher can model written responses to the assessment by using sentence starters or graphic organizers.

### **Bibliography**

#### **Books:**

Gascoigne, Bamber. *The Dynasties of China*. New York: Carroll & Graf Publishers, 2004.

Levathes, Louise. *When China Ruled The Seas. The Treasure Fleet of the Dragon Throne, 1405-1433*. New York: Oxford University Press, 1994.

Smith, Bonnie G., and Donald R. Kelley. *The Medieval & Early Modern World. Primary Sources & Reference Volume*. New York: Oxford University Press, 2005.

#### **Websites:**

"The Song Dynasty in China"

<http://afe.easia.columbia.edu/song/tech/qunpowder.htm>

<http://afe.easia.columbia.edu/song/out/rivals.htm>

"China's Age of Invention": PBS Nova

<http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html>

Gunpowder and Firearms

<http://depts.washington.edu/chinaciv/miltech/firearms.htm>

History Channel

<http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-gunpowder-to-guns>

Sites of Encounter World History Blueprint: Lesson 2

<http://chssp.ucdavis.edu/programs/historyblueprint/maps/medieval-map#china-southeastasiacircuit>

## Appendix 1-Standards

### California History-Social Science Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilization of China in the Middle Ages.

2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

Common Core Writing Standards for Literacy in History/Social Sciences...

- 6-8.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.8-Gather relevant information from multiple print and digital sources (**primary and secondary**) , using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.9-Draw evidence from informational texts to support analysis, reflection, and research.

## Appendix 2

Excerpt from *When China Ruled the Seas*, p. 47 re: the Song defeat of the Jin:  
...the Jin forces at the Yangzi face Song commander Yu Yunwen with a fleet that included twenty-four paddle-wheel boats...the Jin soldiers had never seen these frightening contraptions that moved without sails or oars. From the paddle wheelers, the Song hurled gunpowder bombs launched from catapults—the first time, it is believed, that gunpowder was ever used in battle. The gunpowder, along with lime and broken bits of iron, was packed into earthenware pots or paper cartons and ignited. These primitive grenades exploded when they landed on the water or enemy ships, "making a noise like thunder" and scattering the lime in a smoky fog that blinded and terrified the enemy and their horses. The Song forces then easily boarded the enemy ships and defeated them.