**LESSON 2 TEACHER'S GUIDE**

**The First Emperor**

by Anna Siano

Fountas-Pinnell Level W

Nonfiction

**Selection Summary**

In 246 B.C.E., a boy became the ruler of the strongest of seven kingdoms in China. For more than 20 years, Qin Shihuang fought the other kingdoms to become China's first emperor. This cruel leader was followed by Liu Bang, a peasant with a very different set of beliefs.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative in nine short chapters</td>
</tr>
<tr>
<td>Content</td>
<td>History of early Chinese empire</td>
</tr>
<tr>
<td></td>
<td>Qin Shihuang, first ruler of unified empire</td>
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<tr>
<td></td>
<td>Confucius</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Empires rise and fall over time.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Plain, unembellished language</td>
</tr>
<tr>
<td></td>
<td>Narrative weaves Chinese history and philosophy into the personalized narrative</td>
</tr>
<tr>
<td></td>
<td>Rhetorical questions move narrative forward</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some words difficult to pronounce and spell: archaeologists</td>
</tr>
<tr>
<td></td>
<td>Many Chinese names (phonetic pronunciation in text)</td>
</tr>
<tr>
<td>Words</td>
<td>Some war terms: calvary, halberds, crossbows</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photographs; realistic watercolor illustrations</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text</td>
</tr>
<tr>
<td></td>
<td>Timeline and map with global map inset</td>
</tr>
</tbody>
</table>

The First Emperor by Anna Siano

Build Background
Help students use their knowledge of kings to visualize the selection. Build interest by asking questions such as the following: What countries have you heard of that have kings or queens? Has there ever been a king in our country? Read the title and author and talk about the cover photograph. Explain that China is a huge country, measuring 3.5 million square miles; it’s nearly as big as the continent of Europe.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so that they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: Tell students that until the communist party took control in the 20th century, China was ruled by dynasties. Explain that a dynasty is a series of powerful leaders from the same family. Power is usually passed from father to oldest son. Suggested language: Turn to page 2 of this book. Read the first sentence. Would distinct kingdoms be the same or separate?

Page 4: Explain that for about forty years, a Chinese ruler defeated the other dynasties and took over their lands. Turn to page 4. The map shows the area ruled by Qin (Chin), who ruled China for 40 years. You can see he ruled a huge area.

Pages 6–9: Read the chapter heading. Point out that even powerful people can have fears. This emperor feared death. Tell students that he built an elaborate tomb with replicas of his soldiers to accompany him in the afterlife. What do you think replicas are? Point out that chapter heads can give clues about information in the text. What does this chapter head tell you? Read the last two sentences. Would a ruler who was not dignified dress in fancy clothes?

Page 14: Read the second line. Ask: What types of things do you think archaeologists find that help us learn about ancient China?

Now turn back to the beginning and read to find out about the life and influences of the first emperor of China.

Target Vocabulary
archaeologists – experts who learn about past cultures by examining articles people have left behind, p. 14

dignified – to be worthy or honor or respect, p. 9

distinct – things that are clearly different and easy to tell apart, p. 2

elaborate – something planned or made with careful attention, p. 8

excavate – to dig something up from underground, p. 14

lustrous – something that softly reflects light back, p. 13

mythical – something imaginary that is part of a myth or ancient story, p. 8

precede – to come before in order or time, p. 3

replicas – copies or reproductions of original works of art, p. 8

temperaments – personalities, as shown through the way people feel or act, p. 9
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy  and to ask questions before they read, as they read, and after they read.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the text.
Suggested language: What photos and captions did you like the best? Which chapter did you find most interesting? If you could visit China, what would you most like to see?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The first emperor of China was named Qin.</td>
<td>• Countries run by cruel rulers often fall apart after the rulers die.</td>
<td>• Captions help to explain the photos and extend text.</td>
</tr>
<tr>
<td>• He unified China and forced peasants to build The Great Wall of China.</td>
<td>• Qin’s idea of centralized government has lasted for centuries.</td>
<td>• Chapter headings introduce text in historical sequence.</td>
</tr>
<tr>
<td>• After Qin died, the empire fell apart and Liu Bang, a peasant, ruled the Han Dynasty.</td>
<td></td>
<td>• Timeline and map help explain China’s history and geography.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• Fluency Invite students to choose a caption and a paragraph from the text to read aloud. Suggest that they act out the words as if they were a character in a movie about China.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that many words come from Greek or Latin roots. Explain that the word dynasty comes from the Greek word dynasteia, which means “lordship or rule.”
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 17.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on page 16. (Answer: mythical)

Reading Nonfiction
Nonfiction Features:
Maps and Charts Remind students that nonfiction has many features to help readers find and understand important information. Maps and charts are two of these features. Explain that maps show the size and location of a place. Charts provide a quick, easy way to scan important information. A timeline is a kind of chart that shows when events occurred in a certain period of time. Reading the maps and charts in a nonfiction book is a good way to preview the book before reading the main text.

Have students look at the map on page 4. Ask what information they can learn from the map. Point out the compass at the top of the map. Ask: What is the northernmost landform on the map (the Mongolia Gobi Desert)? Which sea is directly east of the Chiang River (the East China sea)?

Now have students look at the timeline chart on page 9. Explain that the larger the number of a date, the longer ago it occurred. Ask: What happened first in the timeline of Ancient China (Confucius is born)? How many years after Qin Shihuang unified China in 221 B.C.E. did the Han Dynasty begin (15 years)?

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
- What is the meaning of precede?
- On page 7, which two sentences support the idea that Qin Shihuang was afraid of invaders?
- What is a main idea of the selection?
The study of ancient cultures is important and interesting work. People can **excavate** artifacts from below the ground. Patient **temperaments** are needed because this work can take many years to complete. Archaeologists have learned a great deal about civilization through their discoveries. Elaborate tools and careful attention to detail are used to uncover ancient artifacts.

**Target Vocabulary**
- archaeologists
- dignified
- mythical
- replicas
- lustrous
- precedent
- elaborate
- temperaments
- distinct
- nuanced

The First Emperor
- Qin Shihuang
- The Great Wall
- The Great Wall was the long wall built by peasants along the northern border of China.
- The Great Wall was made of terra cotta.
- The Great Wall was the greatest teacher and the most important philosopher in Chinese history.
- They invented the crossbow.

**ORAL LANGUAGE DEVELOPMENT**

**Beginning/Early Intermediate**

**Speaker 1:** What was the name of the ruler who unified China?
**Speaker 2:** Qin Shihuang

**Speaker 1:** What did he force people to build around China?
**Speaker 2:** The Great Wall

**Speaker 1:** What important weapon did the Chinese invent?
**Speaker 2:** They invented the crossbow.

**Speaker 1:** What is the Great Wall?
**Speaker 2:** It is the long wall built by peasants along the northern border of China.

**Intermediate**

**Speaker 1:** What replicas were found in Qin’s tomb?
**Speaker 2:** They were soldiers made of terra cotta.

**Speaker 1:** Who was Confucius?
**Speaker 2:** He was the greatest teacher and the most important philosopher in Chinese history.

**Early Advanced/Advanced**

**Speaker 1:** What replicas were found in Qin’s tomb?
**Speaker 2:** They were soldiers made of terra cotta.

**Speaker 1:** Who was Confucius?
**Speaker 2:** He was the greatest teacher and the most important philosopher in Chinese history.
The First Emperor

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understanding.

On page 10, we learn that Liu Bang and later rulers of the Han Dynasty tried to follow the teachings of Confucius. On page 11, the book says “Confucius believed that proper relationships formed the basis of order in society.” Why do you think Liu Bang liked the ideas of Confucius better than the ideas of Qin Shihuang? Which ruler do you think the common people in China preferred? Why?
Target Vocabulary

Fill in the blanks with Target Vocabulary words. Then finish the Idea-Support Map with sentences that support the idea: The study of ancient cultures is important and interesting work. Use at least two of the remaining Target Vocabulary words. Then draw your own Idea-Support Map using an idea sentence of your own and two other Target Vocabulary words.

Vocabulary

- archaeologists
- dignified
- mythical
- precede
- elaborate
- replicas
- temperaments
- distinct
- lustrous
- excavate

The study of ancient cultures is important and interesting work.

People can ___________ artifacts from below the ground.

Patient ___________ are needed because this work can take many years to complete.

The First Emperor • LEVEL W

Over two thousand years ago, there were seven distinct kingdoms that made up ancient China. These kingdoms fought constantly with each other.

In 246 B.C.E., a young boy became the king of Qin (chin), the strongest kingdom. He was only thirteen years old, but already he had big plans. He not only wanted to rule his country, but all the others around him as well. So, he set out to conquer the world!

He led a fierce army into battle after battle. His soldiers numbered in the hundreds of thousands. Most belonged to the infantry.

Comments:

Accuracy Rate
(# words read correctly / 95 × 100)

Total Self-Corrections

Behavior | Code | Error |
---|---|---|
Read word correctly | ✓ cat | 0 |
Repeated word, sentence, or phrase | @ cat | 0 |
Omission | @ cat | 1 |

Behavior | Code | Error |
---|---|---|
Substitution | cut cat | 1 |
Self-corrects | cut cat | 0 |
Insertion | the cat | 1 |
Word told | @ cat | 1 |