Legacies that Live on

Objective
Students will diagram the influences and legacy of the First Emperor and create a 21st century genome of a local legacy based on similar concepts of influences and inspiration.

Introduction (10 mins)
Free-write Prompt: "What are some things that have been left behind in your family? List as many things as you can think of."

Have students share their lists. Take note of the different types of "things" that can be left to a family – physical objects such as a photo or piece of furniture, intangible objects such as a grandfather's sense of humor or a father's athletic ability, professions or lifestyles such as the family pizzeria, or even inspiring things such as kindness and generosity.

Vocabulary Extension
Legacy = something that is handed down over time

Final Project (1-3 days)
Begin by reviewing the concept of a legacy. Many of the things that students wrote about in their free-writes could be considered legacies.

What legacies did Emperor Qin leave behind? (unified Chinese language, currency, Great Wall, Terracotta Army, mysteries, etc.)

Introduce the concept of a genogram by mapping out the cultural/geographic influences of Emperor Qin (see Appendix X). Talk students through your thinking as you draw the diagram on the board.

For their final projects, students will be creating a mini exhibit and marketing campaign for a local legacy (either themselves, their family, or their town). There are 3 primary elements to this project:
- Create a genogram representing all the cultural/geographic influences impacting the person or town
- Select 5-7 "artifacts" that students believes will be important indicators of the person's or town's legacies.
- Create a 21st century marketing campaign (e.g., promotional video, website, social media plan, etc.) to promote the exhibit and encourage visitors to tour, participate in, or learn from the exhibit.

Sufficient time should be allotted for students to plan and create their projects, as well as present and view each other's work.