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| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Purpose

In this activity, you will continue to develop your sourcing skills by analyzing a primary source document written by the Ming emperor Hongwu, in which the author attempts to influence the behavior of his subjects and officials. Assessing the point of view and the intended audience of a source is essential to understanding how to evaluate the credibility of the source and motives of the author. You will further develop your sourcing skills by working in groups to answer a prompt, incorporating elements of audience and point of view in your answer.

## Practices

### Claim testing

Your claim-testing skills will be put to use as you evaluate the document based upon your intuition, logic, the authority of the source, and historical evidence. This will help you establish the credibility of the source by examining the point of view and intended audience.

## Process

In this activity, you will read a primary source excerpt, complete the Sourcing Tool focusing on *audience* and *point of view*, and write a response to a prompt.

1. Your teacher will either hand out or have you download the Sourcing Tool and “An Imperial Edict Restraining Officials from Evil” excerpts (both included in the Sourcing--An Imperial Edict Restraining Officials from Evil worksheet).
2. Follow your teacher’s directions and read the primary source excerpts starting with the introductory paragraph about the life of Hongwu. As you read, think about the question, *How did the Ming emperor attempt to maintain order and control of his empire*?
3. After you’ve finished reading the excerpts, your teacher will break the class into small groups to complete the Audience and Point of View rows of the tool.
4. Work with your group to write a brief response (two to four sentences) that answers the question posed earlier: *How did the Ming emperor attempt to maintain order and control of his empire*? Your paragraphs should make specific reference to the Audience and Point of View portions of the tool, but can include other categories as well.
5. Be prepared to share your responses with the class and discuss how this text supported, extended, or challenged the information you’ve learned thus far in the course.
6. As an extension, your teacher may ask you to answer the questions in the Why? (Importance) row of the tool on your own to turn in as an exit ticket.
7. Your teacher will collect your worksheets and responses to evaluate how your sourcing skills are progressing.

## Sourcing Tool

**Directions:** Answer each of the questions below. If you are sourcing more than one document, provide responses for each.

|  |  |
| --- | --- |
| Name of document and/or source: |  |
| Author’s name: |  |
| Location and date source was written: |  |

|  |  |
| --- | --- |
| Historical Context | What was happening in the author’s location that might have influenced the document’s creation (for example, the location’s geography, demography, or the region’s political situation, religious influences, or industry)? |
|  |
| What was happening at the time that might have influenced the document’s creation? |
|  |
| What information that you’ve learned in this unit helps you understand this document? |
|  |
| Audience | Who was this created for (that is, was this written for anyone to read or was it private, for one specific person or group)? |
|  |
| What were the readers of this source supposed to do or think once they read it? |
|  |
| Purpose | What was the author’s goal, and what evidence supports your answer? |
|  |
| POV (Point of View) | Can you identify anything about the author that might explain why they wrote this? For example, their economic class, occupation, religion, nationality, political group, ethnic group, or gender? |
|  |
| WhY (Importance) | What is the main idea of the source? |
|  |
| What parts of this document are most valuable and why? |
|  |
| What are the limitations of this document? In other words, where does it fall short ? |
|  |

## Sourcing Excerpts – “An Imperial Edict Restraining Officials from Evil by The Hongwu Emperor” (C. 1385)

Hongwu (1328–1398 CE) was the first emperor of the Ming dynasty. He was born into a poor family and grew up in a rural area of China. He spent many years at a Buddhist monastery before joining the local rebellion against the Mongols (Yuan dynasty) in 1352. Finally, in 1368, after more than a decade fighting against the Mongols and other rebel factions, he was declared emperor of the new dynasty, the Ming. However, it would take an additional 14 years for Hongwu to conquer and unite China under his rule. He was a strict ruler who wanted to reinstate Confucian beliefs and practices after the philosophy had lost its importance under the Mongols. Hongwu issued a series of edicts from 1385 to 1387 CE and had them posted throughout towns and villages.

**Source:** Buckley, Patricia Ebrey. *Chinese Civilization: A Sourcebook*. Translated by Lily Hwa. New York: The Free Press, 1993, 205–206.

I have told you to refrain from [reject] evil. Doing so would enable you to bring glory to your ancestors, your wives and children, and yourselves. With your virtue, you then could assist me in my endeavors [attempts] to bring good fortune and prosperity to the people. You would establish names for yourselves in Heaven and on earth, and for thousands and thousands of years, you would be praised as worthy men.

However, after assuming your posts, how many of you really followed my instructions? Those of you in charge of money and grain have stolen them yourselves; those of you in charge of criminal laws and punishments have neglected the regulations. … Occasionally these unjust matters come to my attention. After I discover the truth, I capture and imprison the corrupt, villainous, and oppressive officials involved. I punish them with the death penalty or forced labor or have them flogged [beaten] with bamboo sticks in order to make manifest [visible] the consequences of good or evil actions.

Those who have died from their punishments are mute [silent]. However, those who survive confuse the truth by speaking falsely. Lying to their friends and neighbors, they all say they are innocent. They complain, “The court’s punishments are savage and cruel.” This kind of slander [insult] is all too common.

Yet I had clearly warned my officials from the beginning not to do anything wrong. Too often they have not followed my words, thereby bringing disaster upon themselves. …

Previously, during the final years of the Yuan dynasty, there were many ambitious men competing for power who did not treasure their sons and daughters but prized jade and silk, coveted [desired] fine horses and beautiful clothes, relished [enjoyed] drunken singing and unrestrained pleasure, and enjoyed separating people from their parents, wives, and children. I also lived in that chaotic period. How did I avoid such snares [traps]? I was able to do so because I valued my reputation and wanted to preserve my life. Therefore I did not dare to do these evil things. …

In order to protect my reputation and to preserve my life, I have done away with music, beautiful girls, and valuable objects. Those who love such things are usually “a success in the morning, a failure in the evening.” Being aware of the fallacy [error] of such behavior, I will not indulge such foolish fancies. It is not really that hard to do away with these tempting things.