

HMH Social Studies

World Civilizations

Document-Based Investigations Teach Students to **Think Critically**



Promote Inquiry and Active Learning with HMH Social Studies

Inquiry is at the center of learning, challenging and preparing students for college and career. That is why you will find Document-Based Investigations in **EVERY** lesson.

Document-Based Investigations:

- Support active inquiry and ask students to think critically as they read
- Encourage students to analyze primary sources like a historian
- Culminate with evidence-based writing tasks at the end of each module



Students focus on inquiry, critical thinking, close reading, and writing as they work with a variety of historical, visual, and video sources including:

- Art
- Articles
- Artifacts
- Chronicles
- Documents
- Letters
- Manuscripts
- Maps
- Newspapers/
Pamphlets
- Passages
from Novels
- Photographs
- Poems
- Political
Cartoons
- Portraits
- Quotes
- Speeches
- Supreme
Court Cases

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Maya King and His Court

The Maya king and his court were the center of Maya government and religious life. The king's court helped support the belief that the king was god-like. This vase painting shows a Maya king relaxing with some of his servants. Kings enjoyed all the luxuries of Maya life, such as music, fine clothing and food, and even chocolate.



Hotspots

Analyze Visuals

Check

Which details in the painting indicate that the king is an important person?

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Safavid Textiles

Such as the one shown here, were renowned for their quality. Popular scenes in woven textiles included falconry, and reading poetry in gardens. Some woven textiles featured characters from popular



Need help with visuals?

Analyze Visuals

Check

What do the details of the textile suggest about the setting of this scene?

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Taj Mahal

The Taj Mahal is considered one of the finest examples of Mughal architecture. Located in the city of Agra, India, the Taj Mahal has long fascinated architects. Here is a British architect's impression on seeing the Taj Mahal for the first time.



As I have been to, either in the West or East, I unhesitatingly affirm that Agra and the Taj Mahal stand pre-eminent in the impression made on my mind. ... Its romantic situation, its brilliancy, excessive elaboration, and the particularly refined, though lavish display of its ornamentation, make it beyond all others.

... The position of the Taj is most picturesque: it is on rather high ground, and in approaching Agra, the gleaming white of its marble is seen across the hot plain glistening in the distance while yet far off. From the opposite side of the river ... the group of the Taj buildings is perfect!

—W. Emerson
from "On the Taj Mahal at Agra"

Need help with primary sources?

Analyze Sources

Check

Which features of the Taj Mahal impressed the writer?

Investigation continued

Document-Based Investigations build to end-of-module DBI performance tasks.

Ancient China

China was one of the early centers of civilization. Rivers played key roles in Chinese history and the development of Chinese society.

Essential Question

How do the people, events, and ideas that shaped ancient China continue to influence the world?

In this module you will learn about the geography, history, and culture of ancient China, a culture that influences the world even today. Ancient Chinese civilization was controlled by ruling dynasties that dominated both government and society. Power struggles and disorder led many Chinese to turn to new belief systems, including Confucianism. During the Han dynasty, rulers encouraged art and learning, helping to shape the society and culture that would last for

Essential Question—Writing

In this module, you've learned about ancient China and its dynasties, leaders, and achievements. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

How do the people, events, and ideas that shaped ancient China continue to influence the world?

Write a persuasive essay answering this question. Your essay should include key people, events, and ideas relevant to ancient China. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

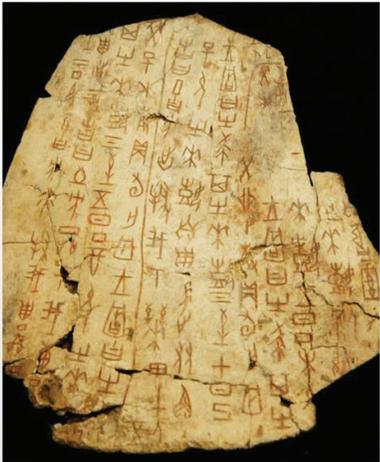
Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.

Lesson 1, Module 6

DOCUMENT-BASED INVESTIGATION | HISTORICAL SOURCE

The Beginning of Writing

Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Over time, the symbols became more complex and looked less like real objects. While most writing was done on bamboo paper, the writing on bone and shell that has survived were used as oracles.



Need help with visuals?

Analyze Sources

Check

Analyze Sources

Check

What do you observe about these symbols and lines of writing?

Drop-down arrows

offer additional support for students who struggle with analysis of primary sources.

Need help with visuals? ✓

Analyze Visuals

Visuals are information sources that deliver content mainly through images rather than words. They can be primary sources or secondary sources. Photographs, fine art, advertisements, posters, illustrations, and cartoons are all examples of visuals. Historians use visuals to learn about the past.

Use these strategies to analyze visuals.



Crossing the Delaware 1
George Washington and his troops crossed the partially frozen Delaware River on the night of December 19, 1776. This daring act led to a key Patriot victory at the Battle of Red Bank. German American artist Emanuel Leutze created this famous painting in 1851. A version of Leutze's painting is now in the collection of the Metropolitan Museum of Art in New York City.

- 1 **Identify the subject.**
Who or what does the visual show?
- 2 **Examine the details.**
Identify the type of visual. Photographs usually record actual historical events, while fine art is created after the events have occurred or may even be fictional. Look closely at the details in the visual and think about what they show. Why were they included? What was left out?
- 3 **Place the source in historical context.**
Analyze the significance and meaning of the visual. What does it teach us? What biases or distortions does it include?

Investigation continued

Lesson 2, Module 6

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Analects

The followers of Confucius placed their teacher's sayings together in a work called in Chinese the *Lun Yü* and in English *The Analects*. The word *analects* means "writings that have been collected."

"(2.3) The Master said: 'If you govern the people by laws, and keep them in order by penalties, they will avoid the penalties, yet lose their sense of shame. But if you govern them by your moral excellence, . . . they will retain their sense of shame, and also live up to standard.'

(2.17) The Master said: 'Yu! Shall I teach you the meaning of knowledge? When you know a thing to recognize that you know it, and when you do not know that you do not know,—that is knowledge.'

(7.8) The Master said: 'I expound nothing to him who is not earnest, nor help out any one not anxious to express himself.'

(15.23) 'Is there any one word' asked Tzû Kung, 'which could be adopted as a lifelong rule of conduct?' The Master replied: 'Is not Sympathy the word? Do not do to others what you would not like yourself.'"

 —Confucius, from *The Analects*

Need help with primary sources? 

Analyze Sources



What are some of the qualities that Confucius valued?

Lesson 3, Module 6

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The First Emperor of China

Shi Huangdi was one of the most powerful rulers in Chinese history. The first ruler to unify all of China, he is also remembered for his building programs. He built roads and canals throughout China and expanded what would become the Great Wall. He also standardized weights, measurements, currency, and writing so all of China had one recognized form for each.



Need help with primary sources? [✓](#)

Analyze Sources

Check

Which of Shi Huangdi's achievements or policies do you think was most important? Why?

Investigation continued

Lesson 4, Module 6

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The *Shiji*

The *Shiji*, also called the *Records of the Grand Historian* or the *Records of the Scribes*, describes more than 2,000 years of Chinese culture. This passage describes a farmer named Bu Shi who wants to help some poor people who are being made to relocate to other regions of China.

“Bu Shi took two hundred thousand cash of his own and turned the sum over to the governor of Henan to assist the people who were emigrating. . . . At this time the rich families were all scrambling to hide their wealth; only Bu Shi, unlike the others, had offered to contribute to the expenses of the government. The emperor decided that Bu Shi was really a man of exceptional worth. . . . Because of his simple, unspoiled ways and his deep loyalty, the emperor finally appointed him grand tutor to his son Liu Hong, the king of Qi.”

—by Sima Qian, translated by Burton Watson
from the *Shiji*

Need help with primary sources? ✓

Analyze Sources

Check

Analyze Sources

< Check

Possible answer: The story of Bu Shi teaches us about generosity, loyalty, and the good treatment of others.

Each lesson DBI provides students **immediate feedback** when answering an analytical question.

Lesson 5, Module 6

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Chinese Interaction with Rome

As the Chinese traded along the Silk Road and by sea, they paid careful attention to the products they saw and the customs of the people they met. Chinese traders and emissaries kept detailed journals of their travels and shared them when they returned home. The following description of the Roman Empire was collected in the *Hou Hanshu*, a history of the Han Dynasty.

"This country produces plenty of gold, silver, and precious jewels, luminous jade, 'bright moon pearls,' fighting cocks, rhinoceroses, coral, yellow amber, opaque glass. . . green gemstones, drawn gold-threaded and multi-coloured embroideries, woven gold-threaded net, delicate polychrome silks painted with gold, and asbestos cloth.

They also have a fine cloth which some people say is made from the down of 'water sheep,' but which is made, in fact, from the cocoons of wild silkworms. They blend all sorts of fragrances, and by boiling the juice, make storax. . .

The people of this country are honest in business; they don't have two prices. Grain and foodstuffs are always in good supply. The resources of the state are abundant. When envoys from a neighbouring kingdom arrive at their border, they use the courier stations to get to the royal capital, and when they arrive, they give them gold coins."

—from the *Hou Hanshu*
compiled by Fan Yeh

Need help with primary sources? 

Analyze Sources

Check

What did the traveler who provided this description seem to admire about the Romans?

Promote Inquiry and Active Learning with Cumulative End-of-Module DBI

Document-Based Investigation: Part 1, Module 6

Students are provided the opportunity to review each Document-Based Investigation and strengthen their answers to prepare for the Performance Task in Part 2.

Document-Based Investigation

Part 1: Short Answer

In this module, you have analyzed several sources. Review your answers to the questions you have already seen, and answer any questions that you haven't already completed.

Essential Question–Writing

In this module, you've learned about ancient China and its dynasties, leaders, and achievements. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

How do the people, events, and ideas that shaped ancient China continue to influence the world?

Write a persuasive essay answering this question. Your essay should include key people, events, and ideas relevant to ancient China. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Revisit Essential Question–End-of-Module Writing

Students are asked to demonstrate their understanding of the module content by answering the Essential Question.

Document-Based Investigation

Part 2: Write a Compare and Contrast Essay

Historical Context

Throughout most of its long history, China has been ruled by many different dynasties. Each dynasty influenced China's culture and development in different ways.

Task

Write an essay in response to this question: Which dynasty had the greatest impact on China's development as a powerful empire?

Complete the following steps as you plan and compose your essay.

1. Review your notes and sources before you start writing.
2. Use at least *three* of the sources in Part 1, and develop the topic with relevant, well-chosen text evidence from the documents.
3. Cite specific text evidence from each of the three sources in your response.
4. Plan your essay so that it includes an introduction, several body paragraphs, and a concluding paragraph.
5. Organize your essay in a clear and logical way that highlights comparisons and contrasts.
6. Write a conclusion that sums up your ideas and the information you present.

Document-Based Investigation: Part 2, Module 6

Performance Tasks ask students to analyze and draw evidence from several relevant sources.

Task

Write an essay in response to this question: Which dynasty had the greatest impact on China's development as a powerful empire?

Complete the following steps as you plan and compose your essay.

1. Review your notes and sources before you start writing.
2. Use at least *three* of the sources in Part 1, and develop the topic with relevant, well-chosen text evidence from the documents.
3. Cite specific text evidence from each of the three sources in your response.
4. Plan your essay so that it includes an introduction, several body paragraphs, and a concluding paragraph.
5. Organize your essay in a clear and logical way that highlights comparisons and contrasts.

3. Cite specific text evidence from each of the three sources in your response.

HMH Social Studies



Uncover the Connections

For more information and to review online materials, visit
hmhco.com/hmh-social-studies



HISTORY® and the "H" logo are trademarks of A&E Television Networks LLC. All rights reserved. Google and Google Cardboard are registered trademarks of Google Inc. Houghton Mifflin Harcourt®, HMH®, and The Learning Company™ are registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt All rights reserved. Printed in the U.S.A. 07/19 WF938372 F1781762



Houghton Mifflin Harcourt.
The Learning Company™

hmhco.com