



WORLD CIVILIZATIONS

TEACHER'S GUIDE
SAMPLER

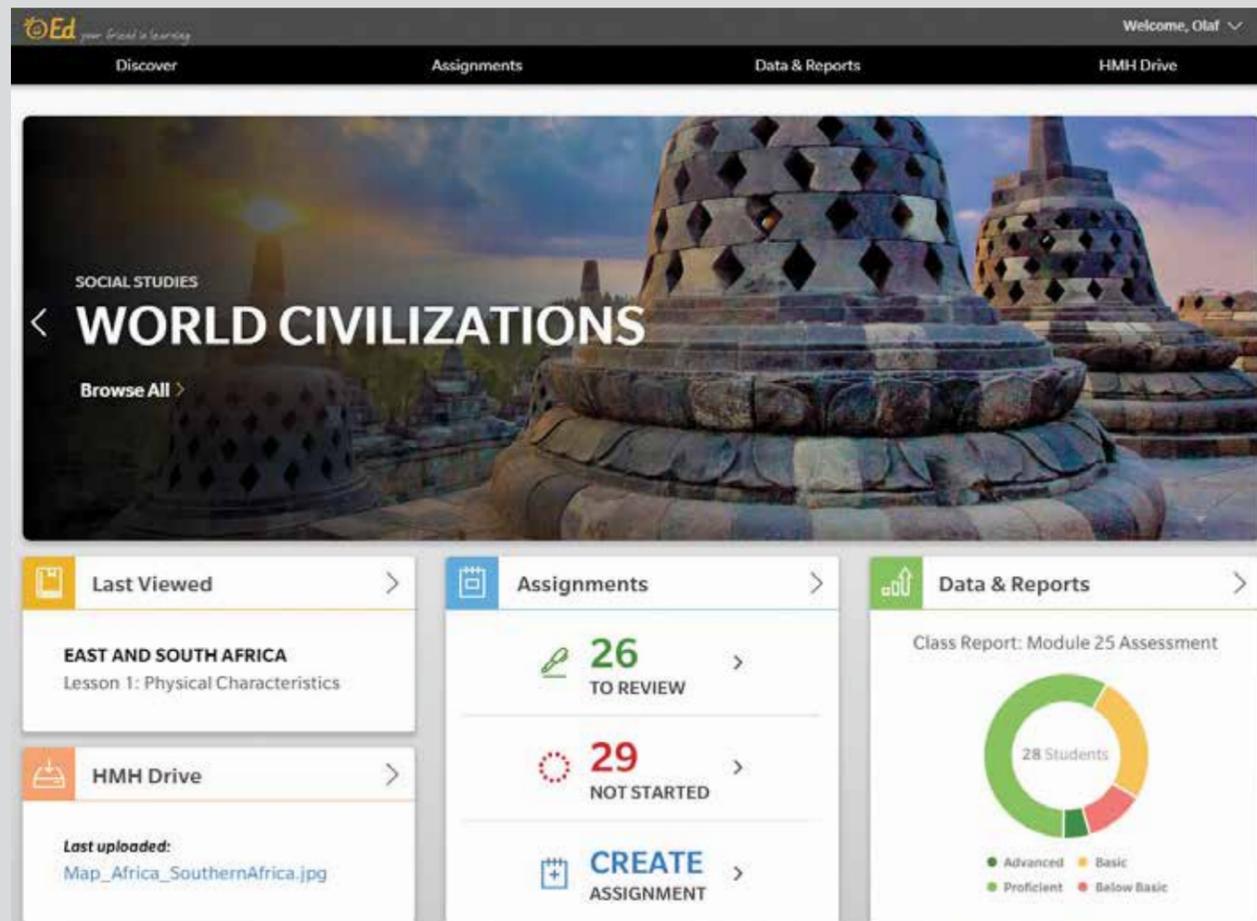
WORLD CIVILIZATIONS



TEACHER'S GUIDE
SAMPLER

HMH Social Studies World Civilizations Dashboard

Designed for today's digital natives, **HMH® Social Studies** offers you and your students a robust, intuitive online experience.



Your personalized Teacher Dashboard is organized into four main sections:

1. **Discover**—Quickly access content and search program resources
2. **Assignments**—Create assignments and track progress of assignments
3. **Data & Reports**—Monitor students' daily progress
4. **HMH Drive**—Personalize your experience and upload your own content

Explore Online to Experience the Power of World Civilizations

Houghton Mifflin Harcourt® is **changing** the way students **experience** social studies.

By delivering an immersive experience through compelling narratives enriched with media, we're connecting students to history through experiences that are energizing, inspiring, and memorable activities. The following pages highlight some digital tools and instructional support that will help students approach history through active inquiry so they can connect to the past while becoming active and informed citizens for the future.



The Online Student Edition is the primary learning portal.

More than just the digital version of a textbook, the Online Student Edition serves as the primary learning portal for students. The narrative is supported by a wealth of multimedia and learning resources to bring history to life and give your students the tools they need to succeed.

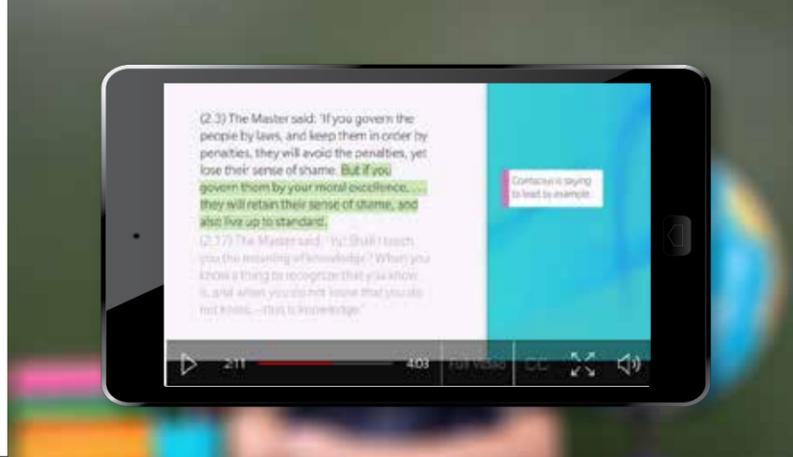
Bringing Content to Life

HISTORY® videos and Multimedia Connections bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



In-Depth Understanding

Close Read Screencasts model an analytical conversation about primary sources.



The **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** offer students lesson summaries with vocabulary, reading, and note-taking support.



Content in a Fun Way

Interactive Features, Maps, and Games provide quick, entertaining activities and assessments that present important content in a fun way.

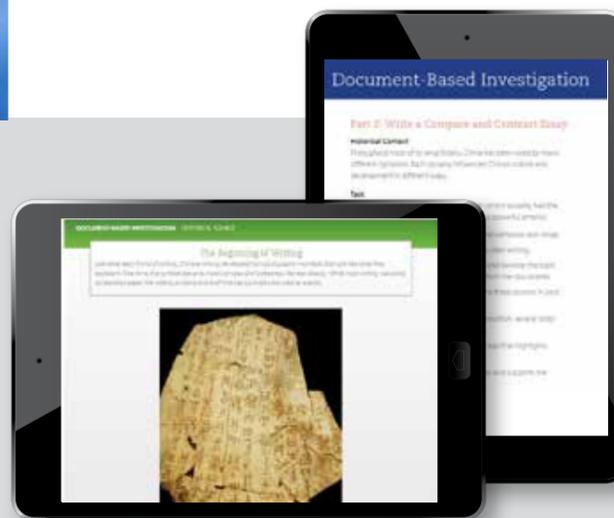
Map Connections connects students with history and geography through interactive maps, games, and data.

Current Events features trustworthy articles from today's news that connect what students learn in class to the world around them.



Investigate Like a Historian

Document-Based Investigations in every lesson build to end-of-module DBI performance tasks so students can examine and assess primary sources as historians do.



No Wi-Fi? No problem!

With the **HMH Player**® app, **connect** to content and resources by downloading when online and accessing when offline.

HMHPLAYER® also allows you to:



Full-Text Audio Support

Students can listen while they read.

Skills Support

Point-of-use support is just a click away, providing instruction on critical reading and social studies skills.



Personalized Annotations

Notes encourages students to take notes while they read and allows them to customize their notes to their preferences. Students can easily access their notes to review later as they prepare for exams.



Interactive Lesson Graphic Organizers

Graphic organizers help students process, summarize, and keep track of their learning for end-of-module performance tasks.



Collaborate

Open a Collaborative Classroom Session to use dynamic presentation tools, conduct informal polling, or instant message directly with students.



Communicate

Quickly access real-time reporting to monitor progress and identify areas for improvement.



Customize

Create custom lessons, upload your own content, or link to external resources to target particular skills and topics.

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can be accessed through your
digital Student Edition.

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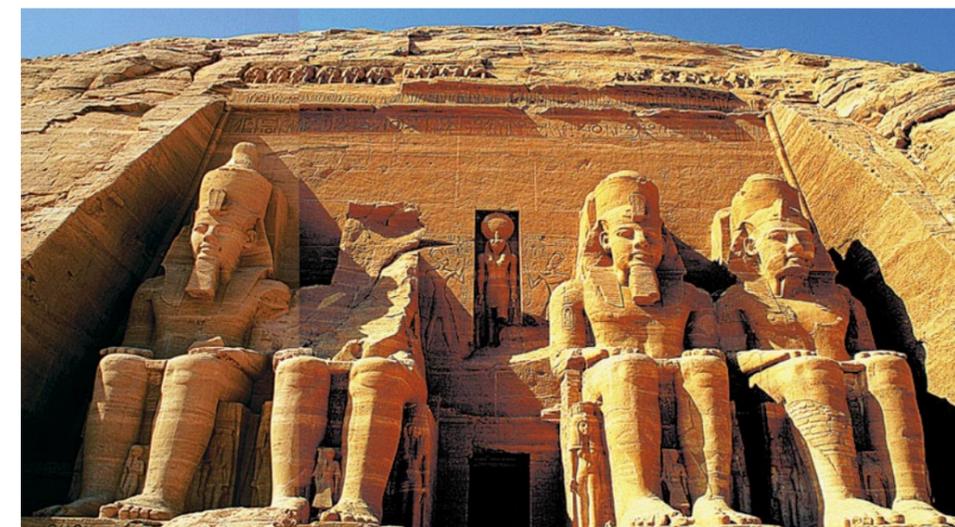
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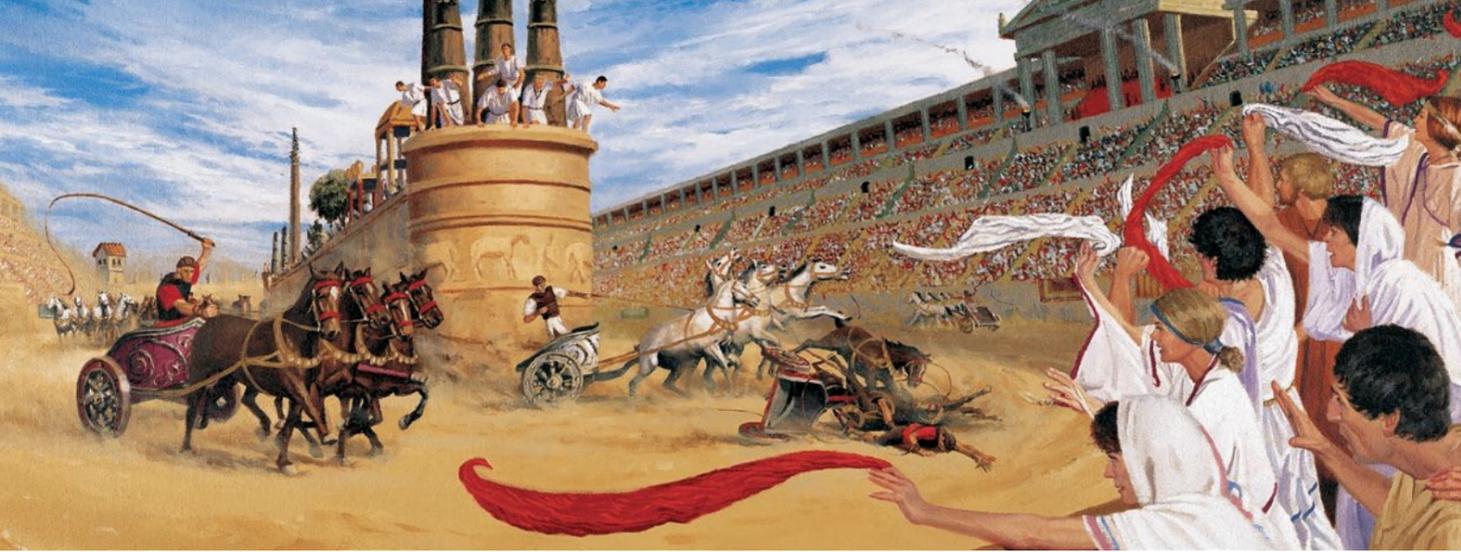
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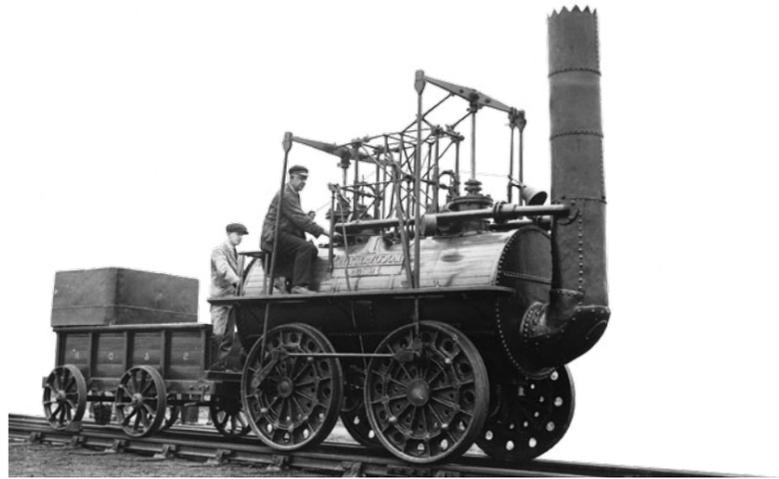
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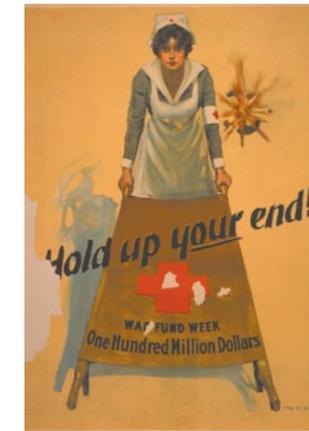


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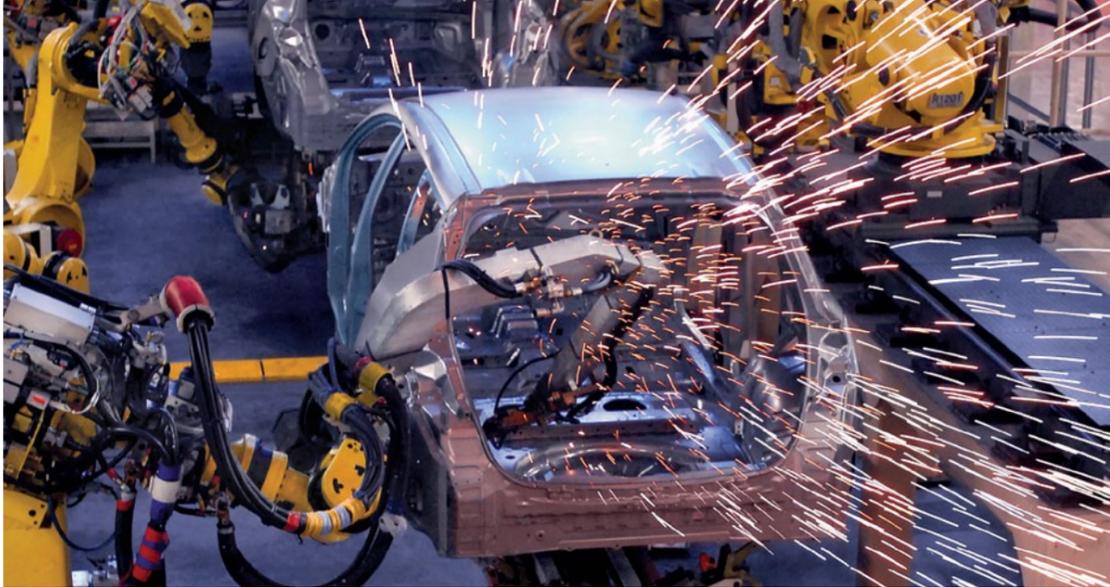


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Available Online

Reading Like a Historian
 Biographical Dictionary
 Economics Handbook
 Geography and Map Skills Handbook
 Skillbuilder Handbook
 Close-Read Screencasts



Multimedia Connections

▶ These online lessons feature award-winning content and include short video segments, maps and visual materials, primary source documents, and more.

- | | |
|--|--|
| China and the Great Wall | Ponce de Leon |
| Ancient Greece | The American Revolution |
| Rome: Engineering an Empire | Dear Home: Letters from WW I |
| Japan and the Samurai Warrior | Memories of World War II |
| The Maya | October Fury: The Cuban Missile Crisis |
| The Crusades: The Crescent & the Cross | |

Teacher's Guide

Module 6: Ancient China, 1600 BC–AD 1

Teacher's Guide includes:

- Lesson Planning Guides detailing elements of Modules and Lessons. Color-coding visually identifies print-only components and organizes Module and Lesson content.
- Module and Lesson Highlights, providing overviews of integral Module and Lesson elements. Features detail overarching Module themes; skills instruction; whole-class collaborative activities; and review tools including flipcards, graphic organizers, sequencing activities, and more.
- Instruction at point of use for easy navigation and discovery. Content extension, differentiated activities, instructor scaffolding, questions, answers, suggestions for how to engage students, help with program features, and more are all presented in sequence with student materials.

Essential Question Preview

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

Have students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Explain that Chinese philosophies such as Legalism, Confucianism, and Daoism had immediate and lasting effects on China's history.
- Point out that many Chinese innovations are still used in the modern world.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

- How did ideas about government change over time in ancient China?
- What principles or beliefs embodied in the ancient Chinese teachings are still relevant today?
- How did contact with other cultures influence society in ancient China?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ANALYZE VIDEOS

The Great Wall of China

Invite students to watch the video to learn how Chinese and Western tourists view the importance of the Great Wall of China.

History For what purposes has the Great Wall been used in modern Chinese history? *During the 20th century, many peasants and farmers destroyed sections of the wall to use it for building materials or as shelter. Today, the wall is a very popular tourist destination, for both Westerners and Chinese.*



Module 6

Ancient China

Essential Question

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

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

Explore ONLINE!

HISTORY

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Interactive Map: China: Physical
- Image with Hotspots: Guardians of Shi Huangdi's Tomb
- Image Carousel: The Great Wall

In this module, you will learn about the geography, history, and culture of ancient China, a culture that influences the world even today.

What You Will Learn...

Lesson 1: Geography and Early China 184
The Big Idea Chinese civilization began with the Shang dynasty along the Huang He.

Lesson 2: The Zhou Dynasty 192
The Big Idea The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.

Lesson 3: The Qin Dynasty 200
The Big Idea The Qin dynasty unified China with a strong government and a system of standardization.

Lesson 4: The Han Dynasty 206
The Big Idea The period of the Han dynasty brought new ideas about government, the arts, learning, and religion.

Lesson 5: The Silk Road 216
The Big Idea Trade routes led to the exchange of new products and ideas among China, Rome, and other lands.

Lesson 1 Big Idea

Chinese civilization began with the Shang dynasty along the Huang He.

Main Ideas

- China's physical geography made farming possible but travel and communication difficult.
- Civilization began in China along the Huang He and Chang Jiang rivers.

China's first dynasties helped Chinese society develop and made many other achievements.

Lesson 2 Big Idea

The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.

Main Ideas

- The Zhou dynasty expanded China but then declined.
- Confucius offered ideas to bring order to Chinese society.
- Daoism and Legalism also gained followers.

Lesson 3 Big Idea

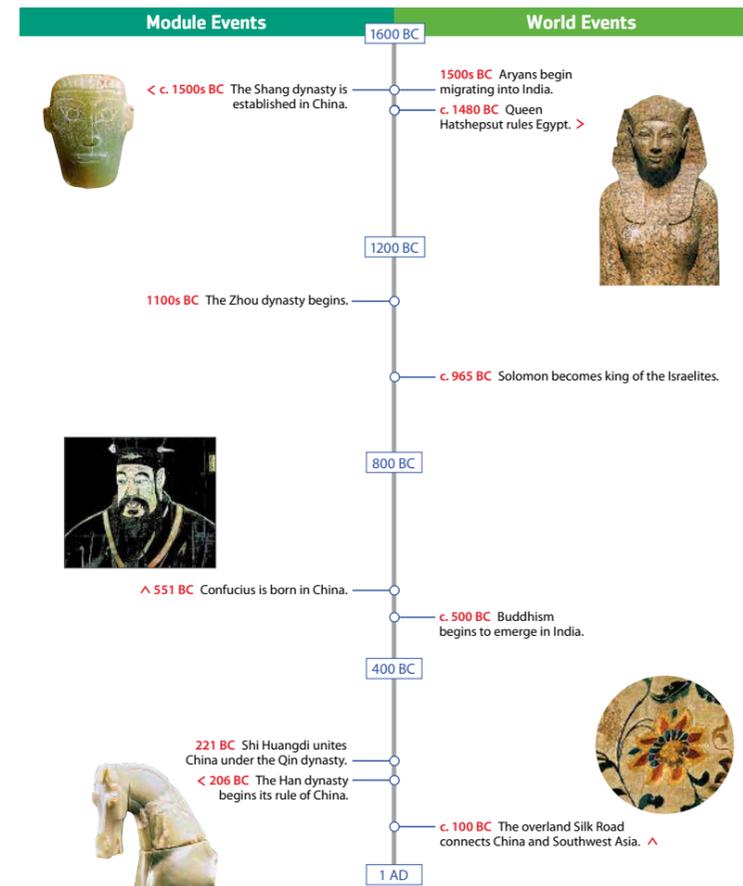
The Qin dynasty unified China with a strong government and a system of standardization

Main Ideas

- The first Qin emperor created a strong but strict government.
- A unified China was created through Qin policies and achievements.

Timeline of Events 1600 BC–AD 1

Explore ONLINE!



Lesson 4 Big Idea

The period of the Han dynasty brought new ideas about government, the arts, learning, and religion.

Main Ideas

- The Han dynasty government was based on the ideas of Confucius.
- Family life was supported and strengthened in Han China.
- The Han made many achievements in art, literature, and learning.
- Buddhism spread to China along the trade routes from other lands.

Lesson 5 Big Idea

Trade routes led to the exchange of new products and ideas among China, Rome, and other lands.

Main Ideas

- Trade routes linked China with the Middle East and Rome.
- The most famous trade route was known as the Silk Road.

Explore the Timeline

Analyze Timelines: Ancient China, 1600 BC–AD 1

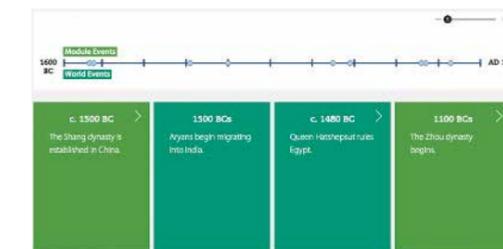
Have students examine the timeline and then answer the following question:

History During which century did both Confucianism and Buddhism emerge? *sixth century BC*

Interpret Timeline of Events: Ancient China, 1600 BC–AD 1

To further explore the timeline, have students discuss the following questions:

- Who ruled Egypt while the Shang dynasty ruled China? *Queen Hatshepsut*
- When did the Silk Road connect China and Southwest Asia? *about 100 BC*



Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and People. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from 'Term' to 'Definition' mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

Online Sequencing Activity

Students can use this sequencing activity to review the chronology of events in the Ancient China module. To complete, have students drag each event to the correct year on the timeline.

Year	Event
c. 1500s BC	The Shang dynasty is established in China.
1100s BC	The Zhou dynasty begins.
551 BC	Confucius is born in China.
221 BC	Shi Huangdi unites China under the Qin dynasty.
206 BC	The Han dynasty begins its rule of China.

Reading Social Studies

THEME FOCUS

Politics, Society and Culture

This module focuses on two themes: politics, and society and culture. Ask students to use their knowledge of other civilizations to make predictions about the political structure in ancient China. Write student predictions for everyone to see. Help students to see which of their predictions are correct or incorrect. Then have students discuss what they may already know about Chinese society and culture. Tell students that this module will teach them about the development of China, how its governments were formed, and how its society was organized.

READING FOCUS

Summarize Historical Texts

Have students bring newspaper or magazine articles on topics they find interesting. Then have each student write a brief summary of their article. Ask students to exchange their summary with a partner, and have students critique each other's summaries. Ask students to discuss what mistakes they saw in the summaries and how they might correct those mistakes.

1. Read the following summaries, and decide which one is the better summary statement. Explain your answer.

- a. Archaeologists have found out interesting things about the early settlements of China. For example, they have discovered that the Chinese had homes with straw-covered roofs, pens for their animals, and even cemeteries. Also, they have found that larger villages were surrounded by walls for defense. Finally, they have found tools such as arrowheads and fishhooks.
- b. Archaeologists have found remains of early Chinese villages, some of which grew into large, walled settlements. Artifacts found there help us understand Chinese culture.

Summary B, because it briefly covers the main points of the passage, whereas summary A is too long

2. What are three characteristics of a good summary?
It should summarize important details from the passage, be brief, and should cover the entire passage.

Reading Social Studies

THEME FOCUS:

Politics, Society and Culture

In this module you will describe the early development of China—how Chinese civilization began and took shape under early dynasties. You will see how these dynasties controlled the government and politics. You will also see how the Chinese, influenced by the philosopher Confucius, established traditions such as the importance of families. They also encouraged art and learning, helping to shape the society and culture that would last for centuries in China.

READING FOCUS:

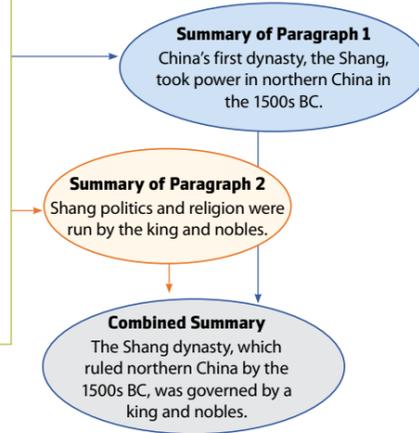
Summarize Historical Texts

When you are reading a history book, how can you be sure that you understand everything? One way is to briefly restate what you've read in a summary.

Write a Summary A **summary** is a short restatement of the most important ideas in a text. There are three steps used in writing a summary. First, underline important details. Then, write a short summary of each paragraph. Finally, combine these paragraph summaries into a short summary of the whole passage.

The first dynasty for which we have clear evidence is the Shang, which was firmly established by the 1500s BC. Strongest in the Huang He Valley, the Shang ruled a broad area of northern China. Shang rulers moved their capital several times, probably to avoid floods or attack by enemies.

The king was at the center of Shang political and religious life. Nobles served the king as advisors and helped him rule. Less important officials were also nobles. They performed specific governmental and religious duties.



You Try It!

The following passage is from the module you are about to read. As you read it, think about what to include in a summary.

Early Settlements Archaeologists have found remains of early Chinese villages. The villages were typically made up of a cluster of buildings surrounded by a deep moat. Some buildings were above ground and circular, with cone-shaped roofs. Others were partly underground and may have had straw-covered roofs supported by columns, beams, and rafters. The walls were made of sticks and twigs held together by clay. One village site near the Huang He had more than 40 houses. The site also included animal pens, storage pits, and a cemetery.

Some of the villages along the Huang He grew into large towns. Walls surrounded these towns to defend them against floods and hostile neighbors. In towns, the Chinese left many artifacts, such as arrowheads, fishhooks, tools, pottery, or pieces of cloth.

After you read the passage, answer the following questions.

1. Read the following summaries, and decide which one is the better summary statement. Explain your answer.
 - a. Archaeologists have found out interesting things about the early settlements of China. For example, they have discovered that the Chinese had homes with straw-covered roofs, pens for their animals, and even cemeteries. Also, they have found that larger villages were surrounded by walls for defense. Finally, they have found tools such as arrowheads and fishhooks.
 - b. Archaeologists have found remains of early Chinese villages, some of which grew into large walled settlements. Artifacts found there help us understand Chinese culture.
2. What are three characteristics of a good summary?

As you read this module, think about how you would summarize the material you are reading.

Key Terms and People

Lesson 1

jade
oracle

Lesson 2

lords
peasants
Confucius
ethics
Confucianism
Daoism
Laozi
Legalism

Lesson 3

Shi Huangdi
Great Wall

Lesson 4

sundial
seismograph
acupuncture
silk

Lesson 5

Silk Road

Geography and Early China



▶ Online Lesson 1 Enrichment Activities

China's Geographical Features

Activity Students research images of China's geographical features. Then they write captions and create a digital museum display.

The First Calendars

Article Students read about the lunar calendars developed by early civilizations. Then they create an infographic that compares and contrasts the calendars of early civilizations.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

Why is this legend important to your family?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the legend's DIRECT BENEFITS: Taming the river made it possible for your people to exist; new rivers brought prosperity by enabling trade with distant lands.

Consider the legend's INDIRECT BENEFITS: Such a magnificent past brings honor to your people; such a magnificent past develops cultural strength.

2. Direct Teach Introduce the Big Idea: *Chinese civilization began with the Shang dynasty along the Huang He.* Explain that the Shang dynasty was a society comprised of farmers, artisans, and an aristocracy headed by a king. They developed a writing system and a calendar.

3. Practice/Assess/Inquire Write the following labels for students to see: China's Physical Geography, Civilization Begins, and First Dynasties. Organize the students into three groups, one for each label. Have each group work together to identify the key points, concepts, and terms that pertain to their topic. Have each group present these main ideas to the class in the form of a skit.

4. Explore (Collaborative Exploration) As each group presents its skit, have students take notes on the main ideas from their presentation. Students can use these notes as a review of the lesson.

5. Whole Group Close/Reflect Have each student select a skit other than the one on which he or she worked. Have students write reviews of the skit, making sure to state the main ideas presented.

* Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **jade, oracle.**

Geography and Early China

The Big Idea

Chinese civilization began with the Shang dynasty along the Huang He.

Main Ideas

- China's physical geography made farming possible but travel and communication difficult.
- Civilization began in China along the Huang He and Chang Jiang rivers.
- China's first dynasties helped Chinese society develop and made many other achievements.

Key Terms

jade
oracle

If **YOU** were there . . .

You live along a broad river in China in about 1400 BC. Your grandfather is a farmer. He tells you wonderful stories about an ancient king. Long ago, this legendary hero tamed the river's raging floods. He even created new rivers. Without him, no one could farm or live in this rich land.

Why is this legend important to your family?

China's Physical Geography

Geography played a major role in the development of Chinese civilization. China has many different geographical features. Some features separated groups of people within China. Others separated China from the rest of the world.

A Vast and Varied Land China covers an area of nearly 4 million square miles, about the same size as the United States. One of the physical barriers that separates China from its neighbors is a harsh desert, the Gobi (GOH-bee). It spreads over much of China's north. East of the Gobi are low-lying plains. These plains, which cover most of eastern China, form one of the world's largest farming regions. The Pacific Ocean forms the country's eastern boundary.

More than 2,000 miles to the west, rugged mountains make up the western frontier. In the southwest the Plateau of Tibet has several mountain peaks that reach more than 26,000 feet. The southern edge of the Tibetan Plateau is bordered by the Himalayan Mountains, which are home to most of the highest mountain peaks in the world. From the plateau, smaller mountain ranges spread eastward. The most important of these ranges is the Qinling Shandi (CHIN-LING shahn-DEE). It separates northern China from southern China.

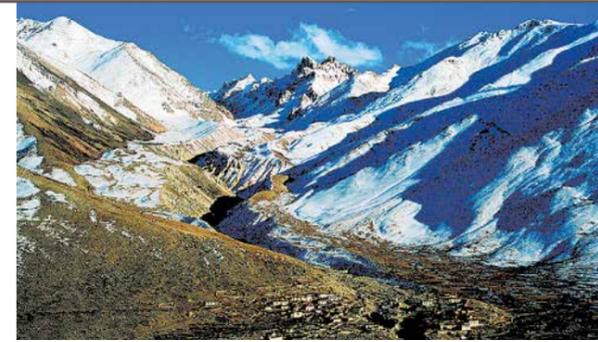
COLLABORATIVE LEARNING

Create a Travel Poster

- As a class, review the physical map of China and the illustrations in this lesson with students. Then guide students in a discussion of the geographic features of China.
- Organize students into pairs and assign each pair a different region of China. Have each pair create a travel poster of their assigned region. Students should research their region and identify their region on a blank outline map of China.

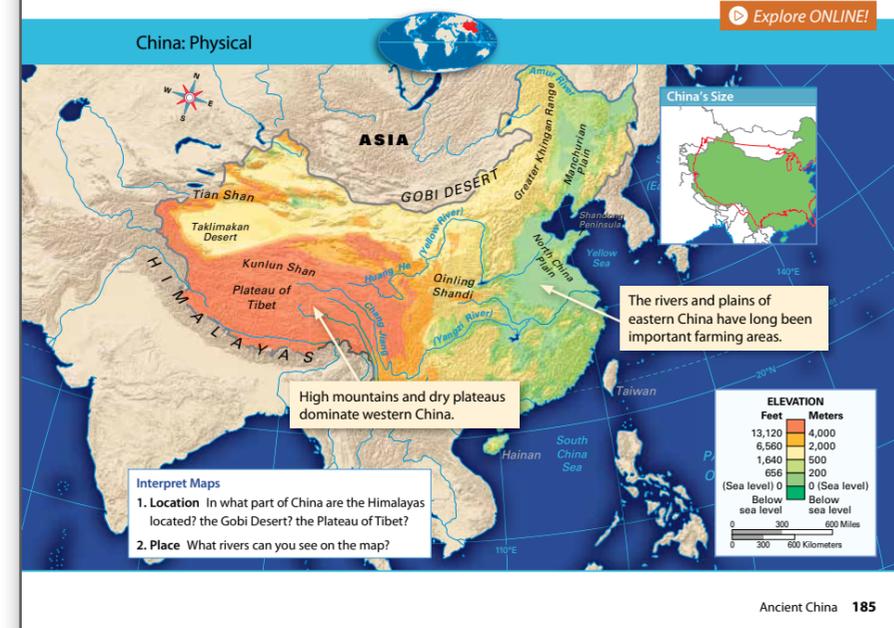
- Posters should highlight the geography of the region as well as attract travelers. Have students come up with the many things one can do and see in each region. Ask each pair to use illustrations and photos to make their posters appealing.
- Ask volunteers to present their posters to the class and invite others to ask questions and provide feedback. Students should identify what worked well and parts that could be improved.

* Alternative Assessment Handbook, Rubric 3: Artwork



Western China's high mountains and wide deserts make travel difficult and isolate China's population centers in the east.

Ancient people lacked the easy transportation routes of today. Mountains, deserts, and oceans served as strong barriers to travel. Because of these features, ancient China remained isolated from much of the outside world. Geographical challenges also made it difficult for China's rulers to maintain control over their subjects. Trade, travel, and communication were all challenges during China's early history.



LINK TO SCIENCE

Explore the Huang He

- Have students research the Huang He, its history, and the steps the Chinese have taken to deal with flooding along the great river.

- Students should use their findings to create a poster that diagrams Chinese levees and the challenge presented by the large sediment load in the river.

* Alternative Assessment Handbook, Rubric 28: Posters

Teach the Main Idea

China's physical geography made farming possible but travel and communication difficult.

Identify What geographic features caused early Chinese civilization to be isolated from other parts of the world? *The region was bounded by the Gobi Desert, mountains, and the Pacific Ocean.*

Identify What were ancient China's two great rivers? *the Huang He and the Chang Jiang*

Draw Conclusions Why is the Huang He sometimes called China's Sorrow? *It often floods, killing people and destroying land.*

More About . . .

China's Isolation Great distances, rugged mountain ranges, and harsh deserts isolated China from other civilizations in India and western Asia. As a result, China developed its own unique culture. The Chinese did adopt some ideas and skills from other peoples, but they were influenced less by other cultures than any other people in ancient times.

▶ ONLINE INTERACTIVE MAPS

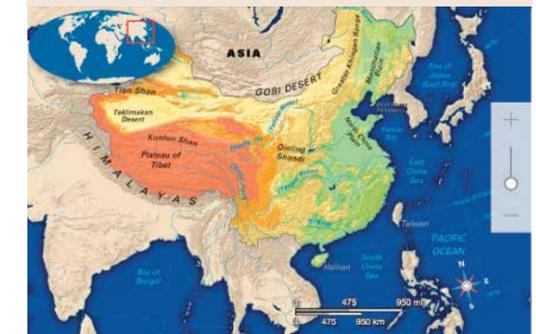
China: Physical

Have students explore the map using the interactive features and answer the associated questions.

Place What rivers can you see on the map? *Xi River and Chang Jiang*

In print edition, see map of same title.

- Location** In what part of China are the Himalayas located? the Gobi Desert? the Plateau of Tibet? *at the southern edge of the Plateau of Tibet*
- Place** What rivers can you see on the map? *Chang Jiang, Amur, Huang He, and Xi*



▶ ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

The Beginning of Writing is the first of five document-based investigations that students will analyze in the Ancient China module. Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Students can examine an image of this early form of Chinese writing.

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.

▶ ONLINE GRAPHIC ORGANIZER

Geography and Early China

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare and Contrast How were the Xia and Shang dynasties similar, and how were they different? *Xia dynasty—founded by Yu the Great; information about it comes from ancient stories; Shang dynasty—organized social order; many advances including writing system, calendar, and use of bronze; archaeological evidence about it; Both—along Huang He; had kings*

NOW & THEN

Frozen Rivers

Have students read the Now & Then feature about China's frozen rivers. Students will learn that in ancient times the frozen rivers presented great difficulty for the people. Today these frozen rivers provide a place for ice skating and making ice sculptures.

READING CHECK

Summarize How did geographical features isolate China from the rest of the world? *Deserts, oceans, and mountains made travel between China and other places very difficult in ancient times.*

Academic Vocabulary
vary to be different

Weather and Climate Weather and temperature patterns **vary** widely across China. In the northeast, the climate is cold and dry. Winter temperatures drop well below 0°F. Rivers there are frozen for more than half the year. In the northwest, the deserts are very dry. But on the eastern plains of China, heavy rains fall. The tropical southeast is the wettest region. Monsoons can bring 250 inches of rain each year. That's enough water to cover a two-story house!

In ancient times, weather variations were a serious concern. Archaeological evidence suggests that parts of China experienced a cooler and drier climate than usual in about 1000 BC. These changes caused droughts as rivers froze and water sources dried up.

The Rivers of China Two great rivers flow from west to east in China. The Huang He (HWAHNG HUH), or Yellow River, stretches for nearly 3,000 miles across northern China. The river often floods, and the floods leave behind layers of silt on the surrounding countryside. Because these floods can be very destructive, the river is sometimes called China's Sorrow. Over the years, millions of people have died in Huang He floods. Flooding can also ruin crops and contribute to famines.

To the south, the Chang Jiang (CHAHNG JYAHNG), or Yangzi River, cuts through central China. It flows from the mountains of Tibet to the Pacific Ocean. The Chang Jiang is the longest river in Asia.

In early China, the two rivers helped link people in the eastern part of the country with those in the west. At the same time, the mountains between the rivers limited contact.

Reading Check
Summarize How did geographical features isolate China from the rest of the world?

In northern China, the Huang He, or Yellow River, has long been the center of civilization. The silt in the river gives it a yellow look.



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DRAW CONCLUSIONS

Early Chinese Settlements

1. Discuss with students the early settlements that developed in China. Ask students how the differing climates and geography of China might have led to differences between cultures of the early settlements.
2. Divide the class into small groups and assign each group one of the regions of China. Have groups discuss how the geography of that region might have affected the culture that developed there. Remind students to consider such things as settlement patterns, housing, crops, and clothing.
3. Then have each group create a scrapbook that highlights the culture of a settlement in its region. Have students use illustrations and captions to explain the influence that geography had on forming the culture in that area.
4. Have groups display their scrapbook pages for the class to see.

* Alternative Assessment Handbook, Rubric 30: Scrapbooks



Archaeologists work at a Neolithic-era dig site in eastern China.

Civilization Begins

Like other ancient peoples that you have studied, people in China first settled along rivers. There they farmed and built villages. Eventually, complex civilizations with large populations developed.

The Development of Farming Farming in China started along the Huang He and Chang Jiang. The rivers' floods deposited fertile silt. These silt deposits made the land ideal for growing crops.

As early as 7000 BC, farmers grew rice in the middle of the Chang Jiang Valley. North, along the Huang He, the land was better for growing cereals such as millet and wheat.

Along with farming, the early Chinese people varied their diets in other ways. They fished and hunted with bows and arrows. They also domesticated animals such as pigs and sheep. With more sources of food, the population grew. More people needed even greater resources. Farmers had to develop better tools and ways of farming to keep up with the increased demand.

Early Settlements Archaeologists have found remains of early Chinese villages. The villages were typically made up of a cluster of buildings surrounded by a deep moat. Some buildings were above ground and circular, with cone-shaped roofs. Others were partly underground and may have had straw-covered roofs supported by columns, beams, and rafters. The walls were made of sticks and twigs held together by clay. One village site near the Huang He had more than 40 houses. The site also included animal pens, storage pits, and a cemetery.

Some of the villages along the Huang He grew into large towns. Walls surrounded these towns to defend them against floods and hostile neighbors. In towns, the Chinese left many artifacts, such as arrowheads, fish-hooks, tools, pottery, or pieces of cloth.

Separate cultures developed in southern and northeastern China. These included the Sanxingdui (sahn-shing-DWAY) and Hongshan peoples. Little is known about them, however. As the major cultures along the Huang He and Chang Jiang grew, they absorbed other cultures.

Ancient China 187

LINK TO LANGUAGE ARTS

Write a Song to the Huang He

1. Tell students that Huang He is known not only for sustaining Chinese civilization, but also as China's Sorrow.
2. Have students research the history of this river. Tell them to look for how the river has had both good and bad effects in China.
3. Then have them write a song that expresses the conflicting emotions the Chinese people might feel about the Huang He.

* Alternative Assessment Handbook, Rubric 26: Poems and Songs

Teach the Main Idea

Civilization began in China along the Huang He and Chang Jiang rivers.

Recall How did the floods along the rivers help the Chinese? *They deposited fertile silt, making the land ideal for growing crops.*

Explain What information have burial sites provided about the culture of early China? *information about works of art, differences in social order, and possibly belief in an afterlife*

Draw Conclusions Why do you think some of the homes of the ancient Chinese were partially underground? *Possible answers: to keep them cool; to protect them from wind*

More About . . .

The Mummies of Ürümqi Archaeologists found very interesting burial sites in the Tarim Basin in far western China in the 1970s. They uncovered dozens of mummies whose origins can be traced to about 2000 BC. Many of these incredibly well-preserved mummies are still dressed in the colorful clothing and woolen hats they wore in life. Most of these mummies also have European genetic markers, making it scientifically remarkable that they were found in a such a remote location in Asia.

Teach the Main Idea

China's first dynasties helped Chinese society develop and made many other achievements.

Recall According to ancient stories, what was the first Chinese dynasty, and who was its founder?
Xia dynasty; Yu the Great

Analyze Why were the ancient stories about the Xia rulers important? *geography that influenced lives and told of kings who helped people solve problems by working together*

Summarize What advances were made during the Shang dynasty? *the development of China's first writing system, use of oracle bones, war chariots, the use of bronze, and the development of a calendar*

More About . . .

Offerings to Ancestors During the Shang dynasty, people made offerings of food and drink to the spirits of their ancestors at special religious ceremonies. They prepared food for the dead as though they were preparing a large meal for the living.

Chinese Writing Modern Chinese writing is very complex. While the English alphabet uses 26 letters to spell words, there are more than 1,000 basic characters in the Chinese language. Characters are combined to represent ideas that are more complex. By some estimates, there are close to 40,000 characters in the Chinese writing system!

READING CHECK

Draw Conclusions What do the features of early Chinese settlements show about life there? *People settled in villages near the Huang He. They probably fished, farmed, and raised livestock. They must have worried about attacks and threats because they built walls.*

ONLINE INTERACTIVE MAPS

Shang Dynasty, c. 1500–1050 BC

Have students explore the map and answer the associated question.

Location What river flowed through the heart of Shang China? *Huang He*

Reading Check
Draw Conclusions
What do the features of early Chinese settlements show about life there?

Over time, Chinese culture became more advanced. After 3000 BC, people used potter's wheels to make more types of pottery. These people also learned to dig water wells. As populations grew, villages spread over larger areas in both northern and southeastern China.

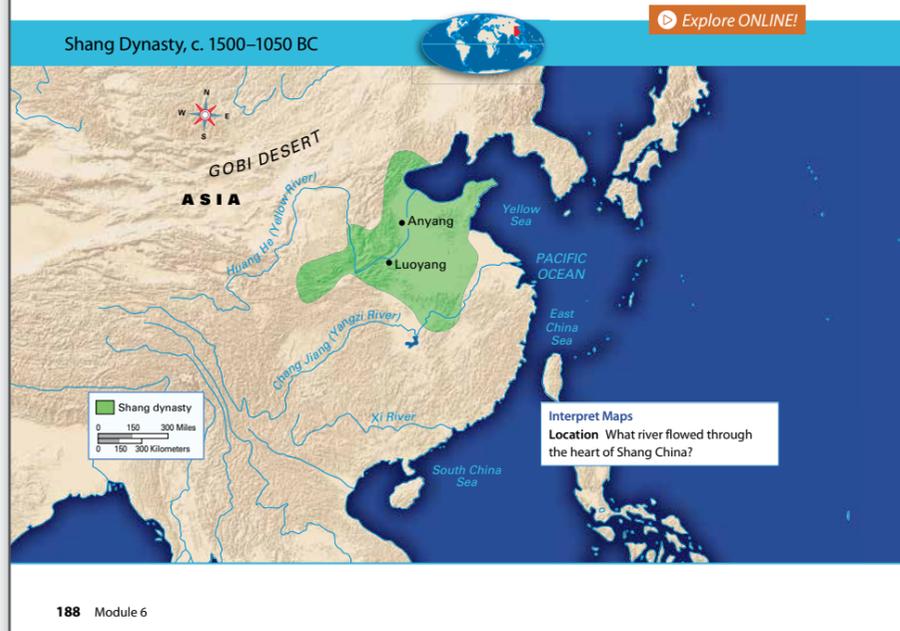
Burial sites have provided information about the culture of this period. Like the Egyptians, the early Chinese filled their tombs with objects. Some tombs included containers of food, suggesting a belief in an afterlife. Some graves contained many more items than others. These differences show that a social order had developed. Often the graves of rich people held beautiful jewelry and other objects made from **jade**, a hard gemstone.

China's First Dynasties

Societies along the Huang He grew and became more complex. They eventually formed the first Chinese civilization.

The Xia Dynasty According to ancient stories, a series of kings ruled early China. Around 2200 BC, one of them, Yu the Great, is said to have founded the Xia (SHAH) dynasty.

Writers told of terrible floods during Yu's lifetime. They said that Yu dug channels to drain the water to the ocean. This labor took him more than 10 years and is said to have created the major waterways of north China.



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SPECIAL NEEDS STUDENTS

Taking Notes on the Shang Dynasty

1. Help students identify the accomplishments of the Shang dynasty by drawing the chart for students to see. Omit the italicized answers.
2. Divide the class into mixed-ability pairs. Have each student draw the chart on his or her own paper. Then have students work with their partners to complete the chart.

3. After students have completed their charts, review the table as a class.

Shang Dynasty	
government	<i>kings ruled, nobles advised</i>
religion	<i>king at center of religion, priests used oracle bones to make predictions</i>
society	<i>royal family/nobles at highest level, artisans at middle level, farmers, slaves at lower levels</i>
achievements	<i>writing system, use of bronze, calendar, war chariots, and bows</i>

* Alternative Assessments Handbook, Rubric 7: Charts

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Yu the Great

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why were the ancient stories about Xia rulers important to later generations? *They gave the Chinese people a common historical background, showed how geography influenced peoples' lives, and told of kings who helped people solve problems by working together.*



Archaeologists have not yet found evidence that the tales about the Xia are true. However, the stories of Xia rulers were important to the ancient Chinese because they told of kings who helped people solve problems by working together. The stories also explained the rivers and other aspects of geography that had such an impact on people's lives.

The Shang Dynasty Rules in Northern China The first dynasty for which we have clear evidence is the Shang, which was firmly established by the 1500s BC. Strongest in the Huang He Valley, the Shang ruled a broad area of northern China. Shang rulers moved their capital several times, probably to avoid floods or attack by enemies.

The king was at the center of Shang political and religious life. Nobles served the king as advisors and helped him rule. Less important officials were also nobles. They performed specific governmental and religious duties.

Shang Society The social order became more organized under the Shang. The royal family and the nobles were at the highest level. Nobles owned much land, and they passed on their power to their sons. Warrior leaders from the far regions of the empire also ranked high in society. Most people in the ruling classes lived in large homes in cities.

Artisans settled outside the city walls. They lived in groups based on what they made for a living. Some artisans made weapons. Other artisans made pottery, tools, or clothing. Artisans were at a middle level of importance in Shang society.

Farmers ranked below artisans in the social order. They worked long hours but had little money. Taxes claimed much of what they earned. Slaves, who filled society's lowest rank, were an important source of labor during the Shang period.

Kinship ties were highly important in every level of society. The Shang greatly respected the relationship between one generation and the next. They also worshipped their ancestors. The king was viewed as a father figure, so past kings were also worshipped.

China's natural surroundings were another important part of religious beliefs and ceremonies. The rivers and mountains were thought to have certain powers. The Shang prayed to these powers, gave offerings of grain and millet wine, and made sacrifices.

Shang Advances The Shang made many advances. Some historians believe they may have used cowrie shells as a form of common currency. The Shang also developed China's first writing system. This system used more than 2,000 symbols to express words or ideas. Although the system has gone through changes over the years, the Chinese symbols used today are based on those of the Shang period.



This bronze Shang container is shaped like a tigris.

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TIERED ACTIVITY

Ancient Chinese Writing

Below Level Have students examine the chart comparing ancient and modern Chinese writing. Have them write three sentences comparing and contrasting the two forms.

At Level Have students read an encyclopedia article about Chinese writing. Have them write a paragraph comparing and contrasting ancient and modern Chinese writing.

Above Level Have students research the writing systems of various ancient societies and write an essay comparing and contrasting their characteristics.

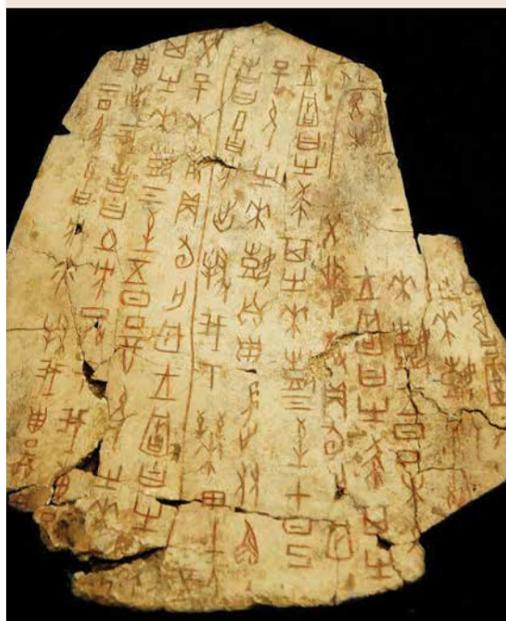
* Alternative Assessments Handbook, Rubric 9: Comparing and Contrasting

▶ ONLINE DOCUMENT-BASED INVESTIGATION

The Beginning of Writing

Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Students can examine an image of this early form of Chinese writing.

Analyze Sources What do you observe about these symbols and lines of writing? *Possible answer: Some symbols look like actual things such as fire, tents, or mountains; the lines of writing are vertical.*



The development of writing allowed the Shang to leave a cultural and religious record of life during the dynasty. Shang writing has been found on thousands of cattle bones and turtle shells. Priests carved questions about the future on bones or shells, which were then heated, causing them to crack. The priests believed they could “read” these cracks to predict the future. The bones were called oracle bones because an **oracle** is a prediction. The oracle bones became part of a royal collection belonging to the Shang king.

Oracle bones were part of the system of tribute payments on which the Shang economy was based. *Tribute* is money or goods that a subject or another country is required to pay to a ruler. In the Shang system, the most valuable tribute payments were the turtle shells and cattle bones that became oracle bones. Tribute could also be in the form of humans, usually prisoners, for religious sacrifices. Or, subjects might send animals like horses to the king to honor him. Some historians believe that the Shang may also have exchanged cowrie shells as a form of common currency.

Although no literature exists today from the Shang, ceremonial inscriptions have been found. This writing used pictographs and symbols to pass down religious ideas from one generation to the next. In addition to writing, the Shang also had other achievements. Artisans made beautiful bronze containers for cooking and religious ceremonies. They also made axes, knives, and ornaments from jade. The military developed war chariots, powerful bows, and bronze body armor.

Shang astrologers also made an important contribution—a calendar system. This system had a 360-day year, with 12 months of 30 days each. Like other ancient calendars such as that of India, the Shang calendar was based on the cycles of the sun and moon. Unlike other early calendars, however, the Chinese calendar used a 60-year cycle.

Chinese Writing		
	Writing from Shang Period	Current Chinese Writing
Sun		
Rain		
Field		
Moon		



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. Many examples of early Chinese writing are carved into bones like this tortoise shell.

Reading Check
Contrast
What is a major historical difference between the Xia and Shang dynasties?

The Shang Dynasty Falls As in other ancient civilizations, warfare with neighboring territories was common during the Shang era. For many years, the Zhou lived west of Shang territory. At times relations were peaceful, but war occasionally broke out between the two states. Zhou rulers eventually defeated the Shang and seized their territory.

Summary and Preview China is a vast land with a diverse geography. Ancient Chinese civilization developed in the fertile valleys of the Huang He and Chang Jiang. Civilization there advanced under Shang rule. People developed a social order and a writing system and made other achievements. In the next lesson, you will learn about new ideas in China during the rule of the Zhou dynasty.

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. **Identify** Name China's two major rivers.

b. **Analyze** How did China's geography affect its development?
- a. **Identify** In which river valley did China's civilization begin?

b. **Explain** What made China's river valleys ideal for farming?

c. **Elaborate** What do Chinese artifacts reveal about China's early civilization?
- a. **Describe** How do historians know about the Xia dynasty?

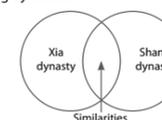
b. **Identify** What was the lowest level of Shang society?

c. **Draw Conclusions** What does the use of oracle bones tell us about the early Chinese?

d. **Compare** How were ancient calendars similar?

Critical Thinking

4. **Compare and Contrast** Draw a diagram like this one. Use it and your notes to compare and contrast the Xia and Shang dynasties.



5. **Organize Information** Draw a map to show the location of major geographic features of ancient China. Be sure to label features, including the Huang He, Chiang Jiang, Gobi Desert, Himalayas, and Plateau of Tibet.

READING CHECK

Contrast What is a major historical difference between the Xia and Shang dynasties? *Archaeologists have not been able to find any clear evidence of the Xia dynasty, but have found artifacts and other evidence from the Shang dynasty.*

Print Assessment

Review Ideas, Terms, and People

- a. **Identify** Name China's two major rivers. *Huang He and Chang Jiang*

b. **Analyze** How did China's geography affect its development? *It made it hard for trade and communication with other civilizations, but Chinese civilizations grew along the rivers, whose fertile soil made farming easier*
- a. **Identify** In which river valley did China's civilization begin? *Huang He*

b. **Explain** What made China's river valleys ideal for farming? *the fertile soil along the river banks*

c. **Elaborate** What do Chinese artifacts reveal about China's early civilization? *They hunted, fished, and used pottery for food and water, made cloth, and established settlements.*
- a. **Describe** How do historians know about the Xia dynasty? *only through ancient stories*

b. **Identify** What was the lowest level of Shang society? *slaves*

c. **Draw Conclusions** What does the use of oracle bones tell us about the early Chinese? *They believed in predicting the future and had a written language.*

b. **Compare** How were ancient calendars similar? *They were based on the cycles of the sun and moon.*

Critical Thinking

4. **Compare and Contrast** Use your notes to compare and contrast the Xia and Shang dynasties. Draw a Venn diagram. Label one circle “Xia dynasty” and the other circle “Shang dynasty.” List shared characteristics in the overlapping portions of the circles. List other characteristics in the main circle portions. *Xia dynasty—founded by Yu the Great; information from ancient stories; Shang dynasty—organized social order; many advances including writing system, calendar, and use of bronze; archaeological evidence; Both—along Huang He; had kings*
5. **Organize Information** Draw a map to show the location and major geographic features of ancient China. Be sure to label features, including the Huang He, Chiang Jiang, Gobi Desert, Himalaya Mountains, and Plateau of Tibet. *Students' maps will vary but must include the following features: the Huang He, Chiang Jiang, Gobi Desert, Himalaya Mountains, and Plateau of Tibet.*

▶ Online Assessment

1. Which geographical feature south of the Tibetan Plateau forms part of China's southern border?
 - Gobi Desert
 - Pacific Ocean
 - Huang He River

Himalayan Mountains

Alternate Question Throughout much of its history, the , or Yellow River, has caused severe flooding resulting in the deaths of millions of Chinese people.

2. Which crop did Chinese farmers discover grew well in the Chang Jiang Valley?
 - barley
 - millet

rice

wheat

Alternate Question As farming communities grew, Chinese people raised sheep and to provide them with a more varied diet.

3. Which of the following was true of Shang society?

Farmers lived in large houses within the towns.

Farmers paid most of the taxes to the upper classes in society.

Slavery was rare, as most of the labor was provided by women.

Artisans lived within the city walls, providing crafts for the royal family.

Alternate Question Shang society valued the connection between one generation and the next and therefore people worshiped their .

4. **Draw Conclusions** How has geography affected the development of China?

Because China is surrounded by natural barriers, such as the Gobi Desert to the north, mountain ranges to the west and south, and the Pacific Ocean to the east, China has been geographically isolated from the rest of the world. Therefore, China developed a different civilization from its neighbors because trade, travel, and communication with the outside world were limited.

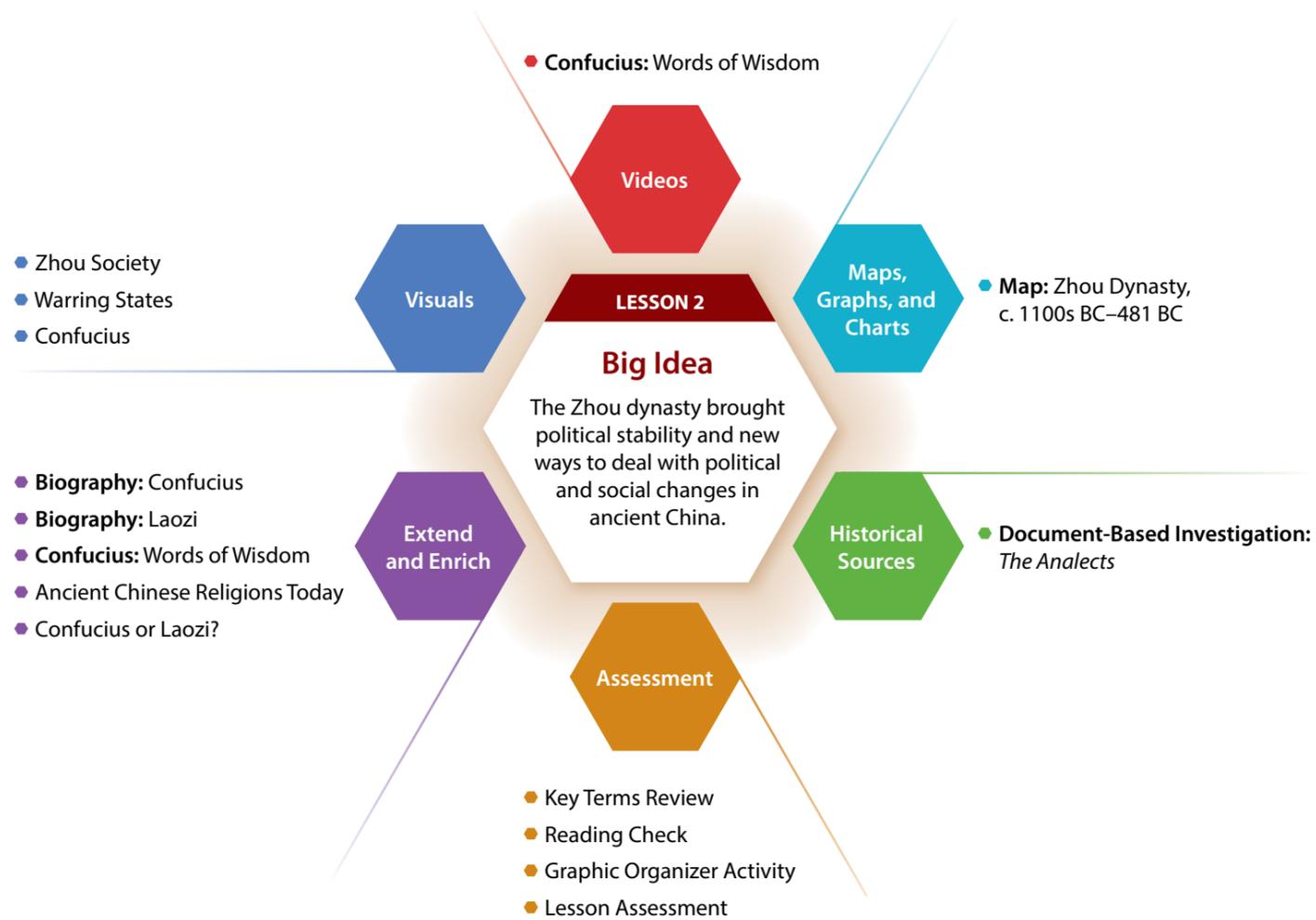
5. **Compare and Contrast** How were ancient Chinese and Egyptian burial practices similar?

Ancient Chinese and Egyptian people took great care in burying their dead. Based on the excavations of Chinese tombs, archeologists have discovered many objects suggesting that, like the Egyptians, ancient Chinese people believed in an afterlife. Pottery containing foodstuffs and valuables, such as jade carvings, were buried with the dead that may have been included for use in the afterlife.

6. **Analyze Information** What type of writing system developed during the Shang period?

The system that Shang writers developed used symbols to represent words and ideas. This style of pictographic writing used approximately 2,000 images that roughly represented the physical form of the object that it described. In other words, a symbol to represent a field looked like a field in early Chinese. The modern Chinese language still uses many of the symbols first created during the Shang period.

The Zhou Dynasty and New Ideas



▶ Online Lesson 2 Enrichment Activities

Confucius: Words of Wisdom

Video Students view the video to learn about the sayings and ideas of Confucius. Then they write their favorite saying or idea of Confucius and explain why.



Ancient Chinese Religions Today

Activity Students create a plan for a website about how ancient Chinese religions are practiced today.

Confucius or Laozi?

Article Students read about the teachings of Confucius and Laozi. Then they will research online to learn more. Finally, students prepare one side of a debate between the two philosophers.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

How will these teachings affect your life?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the IMMEDIATE effects: difficulty adjusting to the changes; encouragement from the positive changes you begin to see; acceptance of the correctness

Consider the LONG-TERM effects: happiness and health among the people; harmony that can be seen at all levels of society; prosperity that comes from within

- Direct Teach** Introduce the Big Idea: *The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.* Discuss how, under the Zhou dynasty, China expanded its territory and why the dynasty declined. Emphasize the importance of how the ideas of Confucius and Laozi influenced ancient Chinese culture.
- Practice/Assess/Inquire** Divide the class into small groups. Then have each group create a brochure that summarizes the period of the Zhou dynasty.
- Explore (Collaborative Exploration)** As you review each main idea, have volunteers from different groups read aloud the information they used in their brochures.
- Whole Group Close/Reflect** Have each student create a timeline of the Zhou dynasty with at least 5 events.

* Alternative Assessment Handbook, Rubric 36: Timelines

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

The Analects is the second of five document-based investigations that students will analyze in the Ancient China module. The followers of Confucius placed their teacher's sayings together in a work called in Chinese the *Lun Yü* and in English *The Analects*.

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."

The Zhou Dynasty and New Ideas

If **YOU** were there . . .

You are a student of the famous teacher Confucius. Like many older Chinese, he thinks that society has changed—and not for the better. He believes in old values and a strict social order. He is trying to teach you and your fellow students how to behave properly. You must respect those who are your superiors in society. You must set a good example for others.

How will these teachings affect your life?

The Zhou Dynasty

In the 1100s BC, the leaders of a people who came to be known as the Zhou (周) ruled over a kingdom in China. They joined with other nearby tribes and attacked and overthrew the Shang dynasty. The Zhou dynasty lasted longer than any other dynasty in Chinese history.

The Zhou Political System The Zhou kings claimed to possess the mandate of heaven, a principle similar to the European "divine right" of kings. European rulers believed they received the right to rule directly from God. The Zhou did not believe in one supreme being. They thought their right to rule came from the heavens as a whole. No one ruled without heaven's permission. In addition, Zhou rulers' power was not absolute. If a king was found to be bad, heaven would support another leader. This principle was explained thus:

"Oh! Of old the former kings of Hsia [Xia] cultivated earnestly their virtue, and then there were no calamities from Heaven. The spirits of the hills and rivers likewise were all in tranquillity; and the birds and beasts, the fishes and tortoises, all enjoyed their existence according to their nature."
—from "The Instructions of I," *The Sacred Books of China: The Texts of Confucianism in The Sacred Books of the East*, translated by James Legge; edited by F. Max Mueller

COLLABORATIVE LEARNING

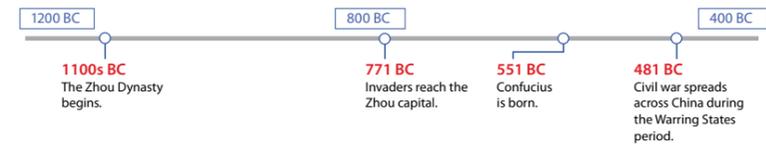
Understand Chinese Philosophies

- Review with the class the beliefs and teachings of Confucianism, Daoism, and Legalism.
- Divide the class into small groups and assign each group one of the three belief systems. Have each group work together to create a guide for understanding their assigned belief system. Guides may be in the form of a brochure, a short paper, or a chart.

- Have each group present or display their guide for the class to see.

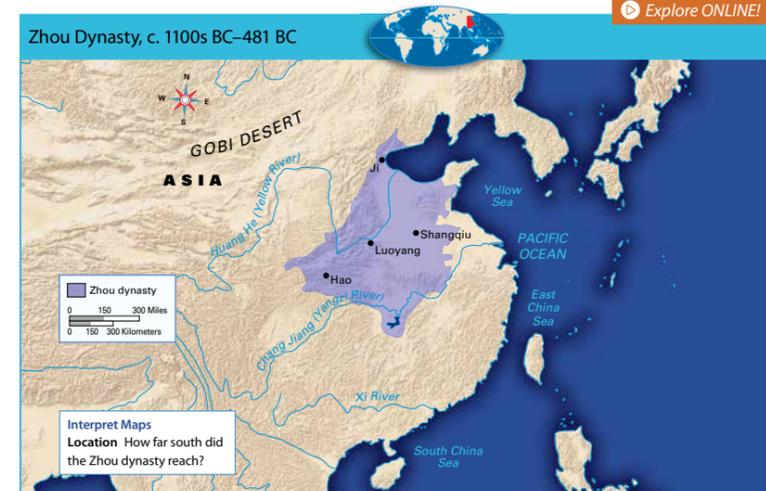
* Alternative Assessment Handbook, Rubric 14: Group Activity

Timeline: The Zhou Dynasty



The Zhou came from an area west of the Shang kingdom. Early Zhou rulers used the mandate of heaven to justify their rebellion against the Shang. The Zhou believed that the Shang gave up the mandate of heaven when they did not rule in the way the Zhou thought was best. Later Zhou rulers expanded their territory to the northwest and the east. Zhou soldiers then moved south, eventually expanding their rule to the Chang Jiang.

The Zhou established a new political order. They granted land to others in return for loyalty, military support, and other services. The Zhou king was at the highest level. He granted plots of land to **lords**, or people of high rank. Lords paid taxes and provided soldiers as needed. **Peasants**, or farmers with small farms, were at the bottom of the order. Each peasant family received a small plot of land and had to farm additional land for the noble.



▶ Explore ONLINE!

LINK TO ECONOMICS

The Bronze and Iron Ages

Have students review the feature and answer the associated question.
Analyze Information What was copper used to make? *tools, decorative items, and other goods*

STRUGGLING READERS

Graphic Organizer Teamwork

- Have pairs of students read the lesson and work together to complete the graphic organizer.
- Invite each pair to review and discuss the information added to their organizers.

* Alternative Assessment Handbook, Rubric 13: Graphic Organizers

Teach the Main Idea

The Zhou dynasty expanded China but then declined.

Define What was the Zhou dynasty? *The longest-lasting Chinese dynasty, which began in the 1100s BC.*

Describe What was the Warring States period? *a time marked by many civil wars and fights for territory among Chinese lords*

More About . . .

Feudalism The political system established by the Zhou is sometimes described as feudalism. This system features an exchange of land in return for military and other services. Similar systems also developed in Japan in the 1100s and, most famously, in Europe during the Middle Ages. While each civilization practiced a slightly different system, the basic component, land for military service, was the same.

Connect to Literature: A Guidebook for War *The Art of War* was probably written during the Warring States period. This well-known book offers philosophy, strategy, and logistics of war. It contains military theories such as, "Lure them in with the prospect of gain, take them by confusion," and "Though effective, appear to be ineffective." The book stresses the importance of accurate information, deception, surprise, and flexibility. *The Art of War* has influenced modern military leaders and even business strategists.

▶ ONLINE GRAPHIC ORGANIZER

The Zhou Dynasty and New Ideas

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question.

Find Main Ideas In what major ways are Confucianism, Daoism, and Legalism different? *Daoists believed government should stay out of people's lives; Legalists believed society needed strict laws. Confucius believed people should be respectful and loyal to their family members and leaders should be kind and lead by example.*

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism.**

▶ ONLINE INTERACTIVE MAPS

Zhou Dynasty, c. 1100s BC–481 BC

Have students explore the map and answer the associated question.

Location How far south did the Zhou dynasty reach? *just south of the Chang Jiang*



▶ ONLINE INTERACTIVE VISUALS

Carousel: Zhou Society

Have students navigate through the carousel and note similarities and differences among the images. You may wish to use the question as a discussion prompt.

Analyze Visuals How did the new Zhou political order affect society? It granted land to nobles and required peasants to work the nobles' land.

▶ ONLINE INTERACTIVE VISUALS

Image with Hotspots: Warring States

Have students explore the image using the interactive hotspots. Use the question as a discussion prompt.

Analyze Visuals What advantage might warriors gain by riding horses? *speed, power, height, and ease of movement*

Quick Facts

Zhou Society

King
The king led the government and gave land to lords.

Lords and Warriors
Lords paid taxes to the king and provided warriors to protect his lands.

Peasants
Peasants farmed the nobles' land.



Academic Vocabulary
structure the way something is set up or organized

Internal Problems The decline of the Zhou took place along with important changes in the Chinese family **structure**. For many centuries the family had been the foundation of life in China. Large families of several generations formed powerful groups. When these families broke apart, they lost their power. Close relatives became rivals.

Link to Economics

The Bronze and Iron Ages

China benefited from the development of technology such as bronze and iron. Early Chinese metal workers used available natural resources to form bronze goods. They created molds from local clay and then filled them with a mixture of copper and tin. Copper was used to make tools, decorative items, and other goods.

During the Warring States period, Chinese metalworking entered the Iron Age. Iron was a scarce and valuable metal in the ancient world. Many Chinese goods continued to use bronze even after Chinese metal workers began working with iron.

Analyze Information
What was copper used to make?

The Zhou system brought order to China. Ruling through lords helped the Zhou control distant areas and helped ensure loyalty to the king. Over time, however, the political order broke down. Lords passed their power to their sons, who were less loyal to the king. Local rulers gained power. They began to reject the authority of the Zhou kings.

The Decline of Zhou Power As the lords' loyalty to the Zhou king lessened, many refused to fight against invasions. In 771 BC, invaders reached the capital. According to legend, the king had been lighting warning fires to entertain a friend. Each time the fires were lit, the king's armies would rush to the capital gates to protect him. When the real attack came, the men thought the fires were just another joke, and no one came. The Zhou lost the battle, but the dynasty survived.

After this defeat the lords began to fight each other. By 481 BC, China had entered an era called the Warring States period, a time of many civil wars. Armies grew. Fighting became brutal and cruel as soldiers fought for territory, not honor.

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."

Analyze Historical Sources
Summarize the qualities that Confucius valued in two or three sentences.

"(2.17) *The Master said: 'Yu! Shall I teach you the meaning of knowledge? When you know a thing to recognise 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 Tzu 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*

Reading Check
Analyze Effects
How did the Zhou's decline affect Chinese society?

Bonds of loyalty weakened even within small families, especially among the upper classes. Sons plotted against each other over inheritances. A wealthy father sometimes tried to maintain peace by dividing his land among his sons. But this created new problems. Each son could build up his wealth and then challenge his brothers. Some sons even killed their own fathers. During the Warring States period, China lacked a strong government to stop the power struggles within the ruling-class families. Chinese society fell into a period of disorder.

Confucius and Society

During the late Zhou period, thinkers came up with ideas about how to restore order to China. One such person, **Confucius** (kuhn-FYOO-shuhs), became the most influential teacher in Chinese history. Confucius is a Western form of the Chinese title of "Master Kong" or "Kongfuzi."

Confucius thought that China was overrun with rude and dishonest people. Upset by the disorder and people's lack of decency, Confucius said that the Chinese needed to return to **ethics**, or moral values. The ideas of Confucius are known as **Confucianism**.

Confucius wanted China to return to ideas and practices from a time when people knew their proper roles in society. These are basic guidelines that Confucius thought would restore family order and social harmony:

- Fathers should display high moral values to inspire their families.
- Children should respect and obey their parents.
- All family members should be loyal to each other.

Confucius's ideas about government were similar to his ideas about family:

- Moral leadership, not laws, brought order to China.
- A king should lead by example, inspiring good behavior in all of his subjects.
- The lower classes would learn from the examples of their superiors.

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Teach the Main Idea

Confucius offered ideas to bring order to Chinese society.

Explain Why did Confucius believe that China needed to return to ethics? *He was upset by disorder and a lack of decency in society.*

Summarize What was Confucius's view about how a family should be structured? *Fathers should set an example, children should obey parents, and family members should be loyal to each other.*

More About . . .

Mencius Next to Confucius, the second most important Confucian philosopher was Mencius. He argued that all people were basically good and could be perfected. He also believed that the job of government was to provide for the people—instead of the other way round. Like Confucius, Mencius emphasized the importance of ethics and education.

Filial Piety In Confucian thought, filial piety is more than a way to ensure good relations in the home. It is a cornerstone of the social structure. The relations between parent and child in the home that Confucius described are the model for all structures in society. Indeed, of all the five relationships, the one between parent and child was considered the most important.

Close Read

The Analects Have students explore the Close Read feature to aid in comprehension and understanding.

READING CHECK

Analyze Effects How did the Zhou's decline affect Chinese society? *It weakened family structure and caused many civil wars among its citizens.*

▶ ONLINE DOCUMENT-BASED INVESTIGATION

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*.

Analyze Sources What are some of the qualities that Confucius valued? *Confucius valued honesty, fairness, and education.*

TIERED ACTIVITY

The Teachings of Confucius

Below Level Have students recreate the chart "Main Ideas of Confucianism." Have them add a second column labeled "Meaning" and rewrite each idea in their own words.

At Level Have students complete the Below Level Activity. Then, have them to add a third column labeled "Example" in which they give an example of each idea being applied to real life.

Above Level Have students complete the At Level Activity. Then have them add a fourth column labeled "Quotation." Have them do research online to find a quote from Confucius that reflects each idea and add it to the chart.

* Alternative Assessment Handbook, Rubric 7: Charts

BIOGRAPHY

Confucius

Have students read the biography of Confucius and then answer the associated question.

Draw Conclusions How do you think Confucius's government jobs helped shape his teachings? *He saw what condition his society was in and what was needed to fix*



BIOGRAPHY

Confucius (551–479 BC)

Confucius, whose Chinese title is Kongfuzi, grew up in extreme poverty. Confucius was a dedicated student into his teenage years. Little is known about how he received his formal education, but he mastered many subjects, including music, mathematics, poetry, and history. He served in minor government positions, then he became a teacher. He never knew his teachings would transform Chinese life and thought.

Draw Conclusions

How do you think Confucius's government jobs helped shape his teachings?



Confucius expressed this idea when he told kings:

“Lead the people by means of government policies and regulate them through punishments, and they will be evasive and have no sense of shame. Lead them by means of virtue . . . and they will have a sense of shame and moreover have standards.”

—Confucius, from *The Analects*

As Confucius traveled to many different regions, he earned the reputation of a respected teacher. He believed that when people behaved well and acted morally, they were simply carrying out what heaven expected of them. His ideas were passed down through his students and later compiled into a book called *The Analects*.

Explanations for the order of the universe became part of Confucian thought. In the *Book of Changes*, one of the five classic Confucian texts, the force behind all that exists is called taiji. Taiji is made up of two forces—the yin and the yang. Yin is associated with the passive, while yang is associated with the active. The yin and the yang must be in balance in the universe for harmony to exist.

Confucianism made its way into every aspect of life in China, including architecture, art, and stories. Traditional homes and sacred spaces such as temples were also designed according to Confucian ideology. A Chinese

Quick Facts

Main Ideas of Confucianism

- People should be respectful and loyal to their family members.
- Leaders should be kind and lead by example.
- Learning is a process that never ends.
- Heaven expects people to behave well and act morally.

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ONLINE INTERACTIVE VISUALS

Image with Text Slider: Confucius

Have students explore the image by revealing additional information using the interactive slider.



Reading Check

Make Inferences
What did Confucius believe about good behavior?

home was built around a courtyard. Different areas of the home had varied levels of importance. A person's position in the family determined the rooms he or she could occupy.

Because Confucianism focuses on morality, family, society, and government, people often think of it as a philosophy or way of thinking. But it is much more. Confucianism is a unique teaching that is both philosophical and religious.

Over the centuries, Confucius's ideas about virtue, kindness, and learning became the dominant beliefs in China. Confucianism has been a guiding force in human behavior and religious understanding in China.

Daoism and Legalism

Other beliefs besides Confucianism influenced China during the Zhou period. Two in particular attracted many followers.

Daoism Daoism (DOW-ih-zum) takes its name from *Dao*, meaning “the way.” **Daoism** stressed living in harmony with the Dao, the guiding force of all reality. In Daoist teachings, the Dao gave birth to the universe and all things in it. Daoism developed in part as a reaction to Confucianism. Daoists didn't agree with the idea that active, involved leaders brought social harmony. Instead, they wanted the government to stay out of people's lives.

Link to Today

Daoism Today

At the beginning of the 20th century, most followers of Daoism lived on the island of Taiwan. After 1960, however, Daoism experienced a rise in popularity and spread to countries around the world, including the United States. It is practiced by many different ethnicities, and what was once

a Chinese traditional religion has been adapted to other people's own cultural practices.

Analyze Information

Where did most followers of Daoism live at the beginning of the 20th century?

Daoists believed that people should avoid interfering with nature or each other. They should be like water and simply let things flow in a natural way. For Daoists, the ideal ruler was a wise man who was in harmony with the Dao. He would govern so effortlessly that his people would not even know they were being governed.

Daoists taught that the universe is a balance of opposites: female and male, light and dark, low and high. In each case, opposing forces must be in harmony. A central figure in Daoist creation stories is that of Pan Gu, the legendary first man. He separated heaven and earth, and put the stars and planets in the universe. He then shaped Earth and its physical features.

While Confucianism focused its followers' attention on the human world, Daoists paid more attention to the natural world. Daoists regarded humans as just a part of nature, not better than any other thing. In time

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ADVANCED/GIFTED

Laozi's Contributions to Daoism

1. Tell students to use online and library sources to investigate Laozi and his contributions to Daoism
2. Ask them to write a one-page biography of Laozi that focuses on his teachings.

* Alternative Assessment Handbook, Rubric 4: Biographies

Teach the Main Idea

Daoism and Legalism also gained followers.

Define What is Daoism? *a philosophy that stresses living in harmony with the Dao, the guiding force of reality*

Identify Who was Laozi? *a famous teacher credited with writing the basic text of Daoism*

Summarize What did Legalists believe society needed? *strict laws to keep people in line, punishments that fit the crimes, and holding citizens responsible for the crimes of others*

More About . . .

Connect to Art: Yin and Yang The Daoist idea of the balance of opposites often appears in Asian art. This principle is called yin-yang, or literally, the dark side and sunny side of a hill. The symbol of yin-yang is a circle with one dark side and one light side. Within each side is a small circle of the opposite color, which signifies that neither can exist without the other. Traditionally the dark side, yin, represents the feminine, moon, cold, and dark. The light side, or yang, represents the masculine, sun, heat, and light. Modern artists and designers have also embraced the yin-yang symbol.

READING CHECK

Make Inferences What did Confucius believe about good behavior? *He believed that when people behaved well they were simply carrying out what heaven expected of them.*

NOW & THEN

Daoism Today

Have students read the Now & Then feature about contemporary Daoism. Prior to 1960, most followers of Daoism lived in Taiwan. Since then, this religion has spread to all parts of the world including the United States.

In print edition, see Link to Today feature titled Daoism Today and answer the associated question.

Analyze Information Where did most followers of Daoism live at the beginning of the 20th century? *Taiwan*

BIOGRAPHY

Laozi

Have students read the biography of Laozi and then answer the associated question.

Make Inferences What do you think it meant to say Laozi was born “old”? *He was always very wise.*



the Dao, as represented by nature, became so important to the Daoists that they worshipped it. Daoist temples are decorated with symbols reflecting common themes in Daoism.

Laozi (LOWD-zuh) was the most famous Daoist teacher. He taught that people should not try to gain wealth. He also thought that they should not seek power. Laozi is credited with writing the basic text of Daoism, *The Way and Its Power*. Later writers created many legends about Laozi’s achievements.

Daoism spread throughout China. In later years, it also spread to other parts of Asia, including Korea and Japan. The followers of Daoism spread it during their travels on the trade routes throughout the region.

Legalism **Legalism**, the belief that people were bad by nature and needed to be controlled, contrasted with both Confucianism and Daoism. Unlike the other two beliefs, Legalism was a political philosophy without religious concerns. Instead, it dealt only with government and social control. Followers of Legalism disagreed with the moral preaching of Confucius. Legalists also rejected Daoism because it didn’t stress respect for authority.

Legalists thought that society needed strict laws to keep people in line and that punishments should fit crimes. For example, they believed that citizens should be held responsible for each other’s conduct. A guilty person’s relatives and neighbors should also be punished. This way, everyone would obey the laws.

Unity and efficiency were also important to Legalists. They wanted appointed officials, not nobles, to run China. Legalists wanted the empire to continue to expand. Therefore, they urged the state to always be prepared for war.

BIOGRAPHY

Laozi (c. 500s or 400s BC)

Scholars have found little reliable information about Laozi’s life. Some believe that his book on Daoism was actually the work of several different authors. Most ancient sources of information about Laozi are myths. For example, one legend states that when Laozi was born, he was already an old man. In Chinese *Laozi* can mean “Old Baby.” Over the years, many Daoists have worshipped Laozi as a supernatural being.

Make Inferences

What do you think it meant to say Laozi was born “old”?



COMPARE AND CONTRAST

Daoism and Legalism

1. Have students draw a Venn diagram with a circle labeled Daoism that partly overlaps another circle labeled Legalism.
2. Students should write teachings that are common to both belief systems in the overlapping area and teachings that are unique to a particular belief system in the corresponding circle.

* Alternative Assessment Handbook, Rubric 13: Graphic Organizers

Reading Check
Contrast How did Daoism and Legalism differ in their theories about government?

Han Fei Zi was the most well known of China’s Legalist philosophers. He believed that an authority figure should set the laws and that subjects should follow those laws without question. He thought that people were unreliable and unable to run their own lives. Laws were put in place to prevent people from doing evil.

Confucianism, Daoism, and Legalism competed for followers. All three beliefs became popular, but the Legalists were the first to put their ideas into practice throughout China.

Summary and Preview When the Zhou dynasty crumbled, political and social chaos erupted. In response, the new teachings of Confucianism, Daoism, and Legalism emerged. In the next lesson, you will learn how the Qin dynasty applied the teachings of Legalism.

Lesson 2 Assessment

Review Ideas, Terms, and People

1. a. **Identify** What is the mandate of heaven? How is it explained in the excerpt included in this lesson?
b. **Explain** Describe the political order used by the Zhou kings to rule distant lands.
c. **Elaborate** What happened when nobles began to reject the Zhou king’s authority?
2. a. **Identify** Who was Confucius?
b. **Analyze** Why did many of the teachings of Confucius focus on the family?
3. a. **Identify** Who was the most famous Daoist teacher?
b. **Summarize** What were the main ideas of Daoism?
c. **Make Inferences** What might be some disadvantages of Legalism?
d. **Explain** Who was Han Fei Zi, and what did he believe?
e. **Identify** Why did Daoism spread during ancient times?

Critical Thinking

4. **Organize Information** Draw a chart like the one here. Use it and your notes on the Zhou dynasty to list two main ideas about each set of beliefs. How are the three sets of beliefs different?

Confucianism	
Daoism	
Legalism	

READING CHECK

Contrast How did Daoism and Legalism differ in their theories about government? *Daoists believed government should stay out of people’s lives; Legalists believed society needed strict laws.*

Print Assessment

Review Ideas, Terms, and People

1. a. **Identify** What is the mandate of heaven? How is it explained in the excerpt included in this lesson? *the idea that heaven gave kings the power to rule*
b. **Explain** Describe the political order used by the Zhou kings to rule distant lands. *granted land to lords for loyalty, military support, and other service*
c. **Elaborate** What happened when nobles began to reject the Zhou king’s authority? *decreased loyalty, civil wars*
2. a. **Identify** Who was Confucius? *a teacher and philosopher who wanted to restore family order and social harmony*
b. **Analyze** Why did many of the teachings of Confucius focus on the family? *He believed that moral values needed to be taught by families.*
3. a. **Identify** Who was the most famous Daoist teacher? *Laozi*
b. **Summarize** What were the main ideas of Daoism? *Let things flow in a natural way; the universe is a balance of opposites; government should stay out of people’s lives.*
c. **Make Inferences** What might be some disadvantages of Legalism? *Possible answers: too much government power; innocent people punished*
d. **Explain** Who was Han Fei Zi, and what did he believe? *He was a Legalist philosopher who believed that an authority figure should set the laws and that subjects should follow those laws without question.*
e. **Identify** Why did Daoism spread during ancient times? *through trade*

Critical Thinking

4. **Organize Information** Draw a two-column chart. In three rows in the first column, write Confucianism, Daoism, and Legalism. Use the chart and your notes on the Zhou dynasty to list two main ideas about each set of beliefs in the second column. How are the three sets of beliefs different? *See information under Confucius and Society and Daoism and Legalism for possible answers.*

▶ Online Assessment

1. On what did Zhou leaders base their right to rule?

- the heavens
- the support of nobles
- the support of the people
- the warriors in their army

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. The Zhou Empire declined as refused to respect the authority of the kings.

2. With which statement would Confucius agree?

- The lower classes should rebel against their rulers.
- China could improve its society by building more prisons.
- The way to create good children is to set a good example.
- China was in trouble because people were behaving immorally.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. Confucius's teachings are guidelines of how people should treat each other, or .

3. What would the Daoist teacher Laozi consider an important goal in life?

- to become wealthy
- to become one with nature
- to improve your social standing
- to rise to important positions in government

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. Daoist philosophy spread throughout Korea and mainly by merchants and missionaries along trade routes.

4. **Make Generalizations** How did the decline of the Chinese family structure add to the chaos of the Warring States period?

Possible answer: The Warring States period was characterized by numerous battles between rival groups and among rival members of the same family. Without the central power of the king, family members began fighting over their inheritances. Brothers fought brothers over control of the family's land. As a result of the infighting, the structure of the Chinese family was damaged.

5. **Make Inferences** How has Confucian philosophy influenced the creation of temples and houses?

Possible answer: Confucian philosophy is concerned with order, and this has influenced the way that temples and even houses' rooms are arranged. Temples should be arranged as to have a balance reflecting the importance of universal harmony. In the center of a house should be a courtyard reflecting the importance of nature in creating a balance. Because the father is the head of the household, the rooms that he occupies have an important position in the layout of the house.

6. **Compare and Contrast** How does Daoism differ from Confucianism regarding government?

Possible answer: Confucius believed that kings should take an active part in government and rule as caring father figures. Daoists believe that kings should allow government to take care of itself and be absent rulers. This is because Daoists do not believe that rulers can improve government, and any interference with people's lives upsets harmony. The ideal ruler, according to Daoists, is one where the people hardly notice that they are being governed.

The Qin Dynasty



▶ Online Lesson 3 Enrichment Activities

Different Currencies

Article Students read about the currencies used by different ancient societies. Then they create a slideshow showing and describing the different currencies.

Bad Omens and Shi Huangdi

Video Students view a video about the role of omens in ancient China and how omens influenced the rule of Shi Huangdi. Then they imagine they are priests in ancient China and make a list of omens they might report to the emperor.



Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

Will you obey the order to burn your books? Why or why not?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider OBEYING the order: You believe in obedience; you would avoid punishment and live to pass on the lost knowledge; the Dao cautions against clinging to material possessions.

Consider DISOBEYING the order: The books mean the world to you; many could not be replaced and contain valuable knowledge; on principle, you cannot do it; let him burn them himself.

2. Direct Teach Introduce the Big Idea: *The Qin dynasty unified China with a strong government and a system of standardization.* Explain that under the Qin dynasty, a network of roads was built, an improved water system was constructed, a new political system was established, and the Great Wall was begun.

3. Practice/Assess/Inquire Have students copy the Qin dynasty timeline on their own papers. Have students add two or three sentences with supporting details or additional information about the events listed. Have students add other additional events or accomplishments that occurred during the dynasty to their timelines.

4. Explore (Collaborative Exploration) Divide students into groups and have each group do more research online and add other world events of this period to their timelines.

5. Whole Group Close/Reflect Have students exchange timelines and study the events and dates as a review.

*Alternative Assessment Handbook, Rubric 36: Timelines

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

The First Emperor of China is the third of five document-based investigations that students will analyze in the Ancient China module. Students learn about Shi Huangdi, one of the most powerful rulers in Chinese history. They then watch a video about his many accomplishments.

The Qin Dynasty

If **YOU** were there . . .

You are a scholar living in China in about 210 BC. You have a large library of Chinese literature, poetry, and philosophy. The new emperor is a harsh ruler with no love for learning. He says you must burn all the books that disagree with his ideas. The idea horrifies you. But if you do not obey, the punishment may be severe.

Will you obey the order to burn your books? Why or why not?

The Qin Emperor's Strong Government

The Warring States period marked a time in China when several states battled each other for power. One state, the Qin (CHIN), built a strong army that defeated the armies of the rivaling states. Eventually, the Qin dynasty united the country under one government.

Shi Huangdi In 221 BC, the Qin king Ying Zheng succeeded in unifying China. He gave himself the title **Shi Huangdi** (SHEE hwahng-dee), which means “first emperor.” Shi Huangdi followed Legalist political beliefs. He created a strong government with strict laws and harsh punishments. This was the beginning of the monarchy in China. A monarchy is a government led by a king or queen who inherits the throne by birth. An absolute monarch maintains law and order in the kingdom through total control over the government. Shi Huangdi ruled as an absolute monarch and had final say over all laws.

Shi Huangdi demanded that everyone follow his policies. He ordered the burning of all writings that did not agree with Legalism. The only other books that were saved dealt with farming, medicine, and predicting the future. Many scholars opposed the book burnings. The emperor responded to the opposition by burying 460 scholars alive.

The Big Idea

The Qin dynasty unified China with a strong government and a system of standardization.

Main Ideas

- The first Qin emperor created a strong but strict government.
- A unified China was created through Qin policies and achievements.

Key Terms and People

Shi Huangdi
Great Wall

COLLABORATIVE LEARNING

Create a Terra-cotta Army Exhibit

1. Discuss with students how Shi Huangdi's tomb was surrounded by an army of weapon-wielding terra-cotta soldiers, each with its own facial features.
2. Organize the class into small groups. Have each group conduct research on the tomb using the library, Internet, or other resources.
3. Ask each group to create a museum exhibit that provides information about the origins and history of the terra-cotta army and of Shi Huangdi's tomb. Encourage students to use images, illustrations, and written information to make an interesting exhibit. They might

even want to make small figurines to represent the terra-cotta army.

4. Have each group display their museum exhibit on Shi Huangdi's tomb for the class to see.

* Alternative Assessment Handbook, Rubric 29: Presentations

TIERED ACTIVITY

Shi Huangdi

Below Level Have students create a poster showing Shi Huangdi's accomplishments. Have them draw or download images to decorate the poster.

At Level Have students complete the Below Level activity, and then add brief descriptions

Timeline: The Qin Dynasty



Shi Huangdi also used his armies to expand the empire. First, they occupied the lands around both of China's major rivers. Then his soldiers turned north and advanced almost to the Gobi Desert. To the south, they invaded more lands and advanced as far as the Xi River.

Shi Huangdi ensured that there would not be any future revolts in his new territories. When his soldiers conquered a city, he had them destroy its walls and take all the weapons.

China Under the Qin Shi Huangdi changed China's old political system. He claimed all the power and did not share it with the lords. He even took land away from them and forced thousands of nobles to move with their families to the capital so he could keep an eye on them. He also forced thousands of commoners to work on government building projects. Workers faced years of hardship, danger, and often, death.

To control China, Shi Huangdi divided it into districts, each with its own governor. Districts were subdivided into counties that were governed by appointed officials. This organization helped the emperor enforce his tax system. It also helped the Qin enforce a strict chain of command.

Reading Check
Summarize How did Shi Huangdi strengthen the government?

▶ Explore ONLINE!



of Shi Huangdi's accomplishments, explaining why they are important.

Above Level Have students complete the At Level activity, but have them include a brief “autobiography,” taking on the role of Shi Huangdi. Have them share their accomplishments and explain their actions.

ANALYZE INFORMATION

Cost-Benefit Analysis

1. Review with students how Shi Huangdi united China and set up a strong government.
2. Write the following labels for students to see: *Actions*, *Benefits*, and *Cost*. Then discuss with students what specific actions Shi Huangdi took to unify and strengthen China. Have students

examine the benefits of Shi Huangdi's policies versus the costs. List their replies for everyone to see. One example might be—action: began building projects, benefit: improved irrigation or transportation, cost: workers faced hardship, dangers, and death.

3. Ask students whether the benefits of Shi Huangdi's rule exceeded the costs. Encourage students to use the chart to help them make a determination. Then have each student write a one- to two-paragraph cost-benefit analysis of Shi Huangdi's rule.

4. Have volunteers share their analyses with the class.

* Alternative Assessment Handbook, Rubric 37: Writing Assignments

Teach the Main Idea

The first Qin emperor created a strong but strict government.

Recall How did Shi Huangdi prevent future revolts in his territory? *He had soldiers destroy city walls and take all the residents' weapons.*

Analyze How did Shi Huangdi change China's old political system? *He claimed all power and did not share any power with the lords.*

Predict If you were a scholar who lived in China under Shi Huangdi's rule, how might have you reacted if you heard about the book burnings? *Answers will vary, but students may reply that they would have hidden their books or fled to areas farther from the emperor's influence.*

▶ ONLINE GRAPHIC ORGANIZER

The Qin Dynasty

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions What were the most effective ways Emperor Shi Huangdi unified China? *1) Road system—connected the capital to all parts of the empire, made travel easier; 2) Canals—taking goods from north to south made easier and faster; 3) Great Wall—kept out invaders*

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Shi Huangdi**, **Great Wall**.

▶ ONLINE INTERACTIVE MAPS

Qin Dynasty, c. 221–206 BC

Have students explore the map using the interactive features and answer the associated question.

Location Where was the Great Wall located during the Qin dynasty? *along the northern border*

READING CHECK

Summarize How did Shi Huangdi strengthen the government? *He took all power, kept control of nobles, divided China into districts ruled by appointed officials, and organized a tax system.*

Teach the Main Idea

A unified China was created through Qin policies and achievements.

Recall What steps did Shi Huangdi take to unify China? *He standardized laws, writing, and weights and measures, created a money system, and made trade easier.*

Draw Conclusions Why did Shi Huangdi standardize many elements of Chinese life? *Possible answers: to ease trade, communication, and travel; to make the Chinese people feel more like one nation*

Evaluate Which of Shi Huangdi's achievements or policies do you think was most important? *Why? Possible answers: building canals and roads, because they linked distant parts of China together; standardizing writing, because it gave the Chinese a common identity*

More About . . .

Shi Huangdi's Tomb In March 1974 farmers near the Chinese city of Xian were digging for a water well. What they uncovered was one of the most famous archaeological discoveries of the 20th century. Measuring some 20 square miles, the tomb complex of Qin ruler Shi Huangdi is best known for the thousands of life-like terra-cotta soldiers that guard the tomb along with horses and chariots. While the inside of Shi Huangdi's actual tomb has yet to be excavated, historians believe the tomb took some 700,000 workers over 36 years to complete.

BIOGRAPHY

Emperor Shi Huangdi

Have students read the biography of Shi Huangdi and answer the associated question.

Draw Conclusions Why do you think Shi Huangdi feared for his life? *He was known for strict laws and very harsh consequences for those who opposed him. Several attempts had already been made on his life.*



A Unified China

Qin rule brought other major changes to China. Under Shi Huangdi, new policies and achievements united the Chinese people.

Quick Facts

Shi Huangdi

Policies

- Strong government with strict laws
- Standard laws, writing system, money, and weights throughout China

Achievements

- Unified China
- Built network of roads and canals
- Built irrigation system to improve farming
- Built the Great Wall across northern China

Qin Policies As you read earlier, mountains and rivers divided China into distinct regions. Customs varied, and people in each area had their own money, writing styles, and laws. Shi Huangdi believed that all Chinese people should do things the same way, regardless of the distances and differences between them.

Early in his reign, the emperor set up a uniform system of law. Rules and punishments were to be the same in all parts of the empire. Shi Huangdi also standardized the written language. People everywhere were required to write using the same set of symbols. People from different regions could now communicate with each other in writing. This gave the Chinese a sense of shared culture and a common identity.

Next, the emperor set up a new money system. Standardized gold and copper coins became the currency used in all of China. Officials used accounting systems that kept track of agricultural resources and tax payments in order to fairly and efficiently manage resources and money. Weights and measures were also standardized. With all these changes and

BIOGRAPHY

Shi Huangdi (c. 259–210 BC)

Shi Huangdi built a new capital city at Xianyang, now called Xi'an (SHEE-AHN), in eastern China. Shi Huangdi didn't trust people. Several attempts were made on his life, and the emperor lived in fear of more attacks. He was constantly seeking new ways to protect himself and extend his life. By the time Shi Huangdi died, he didn't even trust his own advisors. Even in death, he surrounded himself with protectors: the famous terra-cotta army.

Draw Conclusions

Why do you think Shi Huangdi feared for his life?



LINK TO LANGUAGE ARTS

Write a News Article

Have students use the Internet or library resources to find out more about Shi Huangdi's success in unifying China. Have them write a news article that chronicles his role in Chinese history.

1. Tell students that they will write a news article chronicling one of Shi Huangdi's accomplishments. Ask students to imagine that they are a reporter who witnessed the accomplishment first-hand.
2. Briefly review the style of news articles:
 - start with a lead sentence that captures the significance of the event

- continue by answering the "who, what, where, and when" questions
 - include imagined quotations from other witnesses or participants
 - when the article is complete, craft a headline that will capture the reader's attention
3. Invite students to read their articles to the class.

* Alternative Assessment Handbook, Rubric 42: Writing to Inform

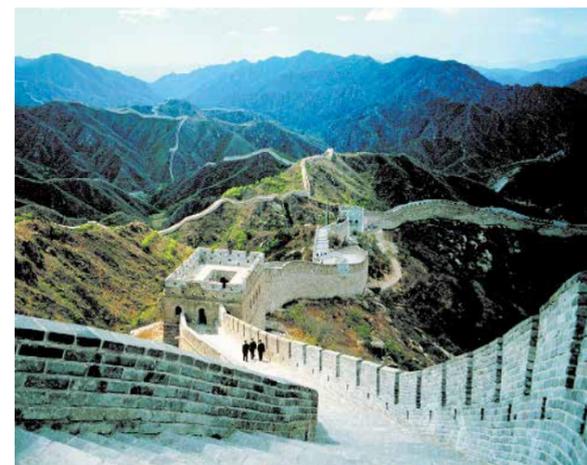
the unified writing system, trade between different regions became much easier. The Qin government strictly enforced these new standards. Any citizen who disobeyed the laws would face severe punishment.

Qin Achievements Shi Huangdi believed that new, massive building projects would help to unify the country. Under his rule, the Chinese built a network of roads that connected the capital to every part of the empire. These roads made travel easier for everyone. Each of these new roads was the same width, 50 paces wide. This design helped the army move quickly and easily to put down revolts in distant areas. The roads also had a central lane that was sometimes reserved for the emperor. Shi Huangdi ordered that wheels on carts and wagons be the same width apart from side to side, so that the wheels would fit the width of the new roads.

China's water system was also improved. Workers built dams and canals, and used terracing to help farmers raise more crops and to control flooding. Like the new roads, the canals improved transportation throughout the country. Using the new canals and rivers together made it easier and faster to ship goods from north to south. In addition, the Qin built an irrigation system to make more good land for farming. Parts of that system are still in use today.

Shi Huangdi also wanted to protect the country from invasion. Nomads from the north were fierce warriors, and they were a real threat to China. Hoping to stop them from invading, the emperor built the **Great Wall**, a

The Great Wall has been added to and rebuilt many times since Shi Huangdi ruled China.



ONLINE INTERACTIVE VISUALS

Carousel: The Great Wall

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals In what way did Shi Huangdi's building of the Great Wall represent his overall approach to government? *Possible answer: He united many distinct, smaller sections of the wall to make one large wall. Likewise, he unified China.*



ONLINE DOCUMENT-BASED INVESTIGATION

The First Emperor of China

Students learn about Shi Huangdi, one of the most powerful rulers in Chinese history. Then they watch a video about his many accomplishments.

Analyze Sources Which of Shi Huangdi's achievements or policies do you think was most important? *Why? Possible answers: building canals and roads because they linked distant parts of China together; standardizing writing because it gave the Chinese a common identity.*

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.



▶ ONLINE INTERACTIVE VISUALS

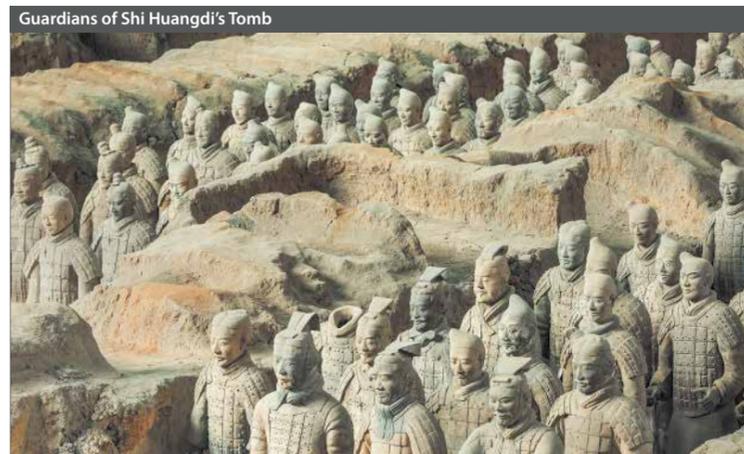
Image with Hotspots: Guardians of Shi Huangdi's Tomb

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think the soldiers were created with such care, ensuring that each was unique? What does this suggest about the purpose of the terra-cotta army? *Possible answers: The figures had a purpose that went beyond decoration. The figures were meant to be lifelike and suggest that perhaps Shi Huangdi believed in an afterlife.*

In print edition, see feature of same title.

Analyze Visuals Why do you think Shi Huangdi wanted his soldiers to be with him in the afterlife? *Possible answer: He relied heavily on his army to unify and control China and to protect himself from assassination attempts.*



In 1974 archaeologists found the tomb of Shi Huangdi near Xi'an and made an amazing discovery. Buried close to the emperor was an army of more than 6,000 life-size terra-cotta, or clay, soldiers. They were designed to be with Shi Huangdi in the afterlife. In other nearby chambers, there were another 1,400 figures. In the image on the right, a computer model shows what a soldier may have looked like.



Analyze Visuals
Why do you think Shi Huangdi wanted his soldiers to be with him in the afterlife?

barrier across China's northern frontier. The first section of the wall had been built in the 600s BC to keep invading groups out of China. The Qin connected earlier pieces of the wall to form a long, unbroken structure. Building the wall required years of labor from hundreds of thousands of workers. Many of them died building the wall.

The Fall of the Qin Shi Huangdi's policies unified China. However, his policies also stirred resentment. Many peasants, scholars, and nobles hated his harsh ways.

Still, Shi Huangdi was powerful enough to hold the country together. When he died in 210 BC China was unified, but that didn't last. Within a few years, the government began to fall apart.

Rebel forces formed across the country. Each claimed to have received the mandate of heaven to replace the emperor. One of these groups attacked the Qin capital, and the new emperor surrendered. The palace was burned to the ground. Qin authority had disappeared. With no central government, the country fell into civil war.

Summary and Preview Qin emperor Shi Huangdi's policies and achievements unified China, but his harsh rule led to resentment. After his death, the dynasty fell apart. In the next lesson, you will learn about the Han dynasty, which came to power after the end of the Qin.

Reading Check
Summarize What massive building projects did Shi Huangdi order to unify China?

Lesson 3 Assessment

Review Ideas, Terms, and People

1. a. **Identify** What does the title Shi Huangdi mean?
- b. **Explain** After unifying China, why did Shi Huangdi divide the country into military districts?
- c. **Contrast** Which of the following acts do you think best showed how powerful Shi Huangdi was—burning books, forcing nobles to move, or forcing commoners to work on government projects? Explain your answer.

2. a. **Recall** Why was the Great Wall built?
- b. **Summarize** What actions did Shi Huangdi take to unify China and standardize things within the empire?
- c. **Evaluate** In your opinion, was Shi Huangdi a good ruler? Explain your answer.

Critical Thinking

3. **Evaluate** Using your notes and a diagram like this one, rank the effectiveness of the emperor's achievements and policies in unifying China.

Most important	Least important
1. <input type="text"/>	3. <input type="text"/>

READING CHECK

Summarize What massive building projects did Shi Huangdi order to unify China? *network of roads, improved water system including canals and irrigation, the Great Wall*

Print Assessment

Review Ideas, Terms, and People

1. a. **Identify** What does the title Shi Huangdi mean? *"first emperor"*
- b. **Explain** After unifying China, why did Shi Huangdi divide the country into military districts? *to make governing each area easier and more efficient and to collect tax*
- c. **Contrast** Which of the following acts do you think best showed how powerful Shi Huangdi was—burning books, forcing nobles to move, or forcing commoners to work on government projects? *Explain your answer. Answers will vary but should be supported by facts from the text.*
2. a. **Recall** Why was the Great Wall built? *to stop invaders from the north*
- b. **Summarize** What actions did Shi Huangdi take to unify China and standardize things within the empire? *He created a uniform system of laws; standardized written language, money, and weights and measures; built uniform roads.*
- c. **Evaluate** In your opinion, was Shi Huangdi a good ruler? Explain your answer. *Answers will vary, but should be supported by facts from the text.*

Critical Thinking

3. **Evaluate** Create a three-column diagram, and label the left column Most Important, the middle column Middle Importance, and the right column Least Important. Use your notes and the diagram to rank the effectiveness of the emperor's achievements and policies in unifying China. *Possible answers: most important—road system; middle importance—canals; least important—Great Wall.*

Online Assessment

1. Which statement accurately characterizes the rule of Shi Huangdi?

- He followed Legalist thought and ruled as an absolute monarch.
- He was influenced by Daoist beliefs and took little part in government.
- He was influenced by Confucian beliefs and ruled as a caring monarch.
- He followed Legalist teachings and allowed his ministers to create laws.

Alternate Question Drag the answer choice into the box to complete the sentence correctly. Shi Huangdi became the first of China, uniting the country after years of civil war.

2. How did Emperor Shi Huangdi create a common Chinese culture?

- by introducing a common language
- by forcing everyone to dress the same
- by creating a common enemy of Japan
- by converting everyone to Confucianism

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Emperor Shi Huangdi improved trade throughout China by creating a national money system using gold and coins and standardizing weight and measures.

3. **Evaluate** How did Emperor Shi Huangdi make sure that nobles would not rebel against his leadership?

The first emperor of China had no desire to share power with Chinese lords who had rebelled against the Zhou kings and caused years of warfare. Shi Huangdi took away their power to govern the provinces by appointing his own governors and placing people loyal to him in positions of power. He stripped nobles of their land and made them and their families move to the capital city to make sure that they obeyed his commands.

4. **Make Judgments** Why was Emperor Shi Huangdi hated by many of his subjects?

Emperor Shi Huangdi was a harsh ruler who forced peasants to work on public works projects, like the Great Wall, and many died as a result of accidents or mistreatment. Punishments for breaking the law were often severe and he did not allow anyone to question his authority. There were many attempts to kill him and he constantly feared for his life. The Chinese noble class welcomed the end of his reign and his government fell apart quickly after the death of the emperor.

The Han Dynasty



▶ Online Lesson 4 Enrichment Activities

Buddhism Around the World

Article Students explore how Buddhism spread throughout Asia along trade routes. Then they research how the Buddha is depicted in various cultures and create an illustrated map.

From Worms to Riches

Article Students use the Internet to research how silk is made. Then they find images of silk and silk worms and use them to make an infographic collage.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

Will you take the exam or join the army? Why?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons FOR taking the exam: Your family has worked hard for your education; you have also worked hard; so why not at least take the exam?

Consider reasons FOR NOT taking the exam: You know what your friends say is true—peasants don't get good jobs; you don't like the idea of being treated unfairly.

2. Direct Teach Introduce the Big Idea: *The period of the Han dynasty brought new ideas about government, the arts, learning, and religion.* Explain, for example, that government officials practiced Confucianism and had to pass an exam on Confucian teachings.

3. Practice/Assess/Inquire As students complete the lesson, have students create an outline of the lesson. They should list all major heads and subheads that appear in this lesson. Have them identify two or three supporting details within every head or subhead.

4. Explore (Collaborative Exploration) Ask for volunteers to share their outlines. Some students will have identified more details than others will. Suggest students add those details to their outlines if they had omitted them.

5. Whole Group Close/Reflect Have each student use his or her outline to write three multiple-choice questions that cover important information from the lesson.

* Alternative Assessment Handbook, Rubric 37: Writing Assignments

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

The *Shiji* is the fourth of five document-based investigations that students will analyze in the Ancient China module. Chinese historians like Sima Qian used history to teach lessons.

The Han Dynasty

The Big Idea

The period of the Han dynasty brought new ideas about government, the arts, learning, and religion.

Main Ideas

- The Han dynasty government was based on the ideas of Confucius.
- Family life was supported and strengthened in Han China.
- The Han made many achievements in art, literature, and learning.
- Buddhism spread to China along the trade routes from other lands.

Key Terms

sundial
seismograph
acupuncture
silk
diffusion

If **YOU** were there . . .

You are a young Chinese student from a poor family. Your family has worked hard to give you a good education so that you can get a government job and have a great future. Your friends laugh at you. They say that only boys from wealthy families win the good jobs. They think it is better to join the army.

Will you take the exam or join the army? Why?

Han Dynasty Government

When the Qin dynasty collapsed in 207 BC, different groups battled for power. After years of fighting, an army led by Liu Bang (lee-oo bang) won control. Liu Bang became the first emperor of the Han dynasty. This dynasty lasted for more than 400 years. The Han dynasty was a classical civilization. A classical civilization is one marked by great achievements.

The Rise of a New Dynasty Liu Bang, a peasant, was able to become emperor in large part because of the Chinese belief in the mandate of heaven. He was the first common person to become emperor. He earned people's loyalty and trust. In addition, he was well liked by both soldiers and peasants, which helped him to maintain control.

Liu Bang's rule was different from the strict Legalism of the Qin. He wanted to free people from harsh government policies. He lowered taxes for farmers and made punishments less severe. He gave large blocks of land to his supporters.

In addition to setting new policies, Liu Bang changed the way government worked. He set up a government structure that built on the foundation begun by the Qin. He also relied on educated officials to help him rule.

Wudi Creates a New Government In 140 BC Emperor Wudi (woo-dee) took the throne. He wanted to create a stronger central government. To do that, he took land from the lords, raised taxes, and placed the supply of grain under the control of the government.

COLLABORATIVE LEARNING

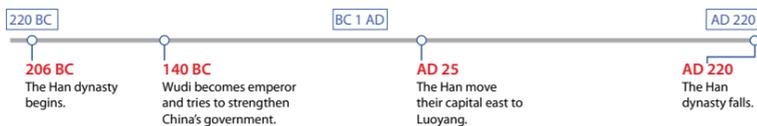
Documentary: Family Life in Han China

1. Review with students the Chinese attitudes toward family life and respect for parents. Ask students to discuss the behavior expected of fathers, sons, and women within a Chinese family in Han China.
2. Organize the class into small groups. Have each group prepare a script for a documentary film that focuses on family life in Han China. Remind students to present information about family duties and the roles of fathers, wives, and children. Students may wish to use the library, Internet, or other resources to find additional information on the topic.

3. Have each group videotape their documentary or perform it live for the class to see.

* Alternative Assessment Handbook, Rubric 29: Presentations

Timeline: The Han Dynasty



Reading Check
Make Inferences
How was the Han government based on the ideas of Confucius?

Under Wudi, Confucianism became China's official government philosophy. Government officials were expected to practice Confucianism. Wudi even began a university to teach Confucian ideas.

If a person passed an exam on Confucian teachings, he could get a good position in the government. However, not just anyone could take the test. The exams were open only to people who had been recommended for government service already. As a result, wealthy or influential families continued to control the government.

Han Dynasty, c. 206 BC–AD 220



Interpret Maps
Region Compare this map to a modern-day map of Asia. What happened to the region of Tibet?

▶ Explore ONLINE!

▶ ONLINE INTERACTIVE MAPS

Han Dynasty, c. 206 BC–AD 220

Have students explore the map using the interactive features and answer the associated questions.

Region What features marked the northern boundary of the Han dynasty? *Tian Shan and the Gobi Desert*

In print edition, see map of same title.

Region Compare this map to a modern-day map of Asia. What happened to the region of Tibet? *Tibet became part of China.*

READING CHECK

Make Inferences How was the Han government based on the ideas of Confucius? *Confucianism became government philosophy; government officials had to pass tests on Confucian teachings.*

▶ ONLINE GRAPHIC ORGANIZER

The Han Dynasty

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects How did Confucianism influence Han government and family? *Government—Officials practiced Confucianism and had to pass an exam on Confucian teachings, some men gained government jobs based on respect for parents; Family—Children were taught to respect their parents and obey their father.*

EVALUATE

Writing Resumés

1. Review with students the main beliefs of Confucianism. Then discuss what qualities government officials during the Han dynasty possessed.
2. Tell students that they will be writing a resumé for an imaginary person seeking a job in the Han government. Have students provide details in the resumés regarding the person's education, family connections, and other qualifications.

3. Remind students to refer to the portion of the section that discusses the necessary qualification for obtaining a position in the Han government.
4. When students have finished, have them exchange resumés with another student. Then ask students to discuss whether they believe that resumé would earn a job in the Han government.

* Alternative Assessment Handbook, Rubrics 31: Resumés; and 39: Writing to Create

Teach the Main Idea

Family life was supported and strengthened in Han China.

Describe What were the social classes in Han China? *upper—emperor, royal court, scholars; second class—peasants; third class—artisans; lowest—merchants*

Analyze Why were wealthy merchants in the lowest class? *did not produce anything of their own, only bought and sold goods made by others*

Elaborate How were Han social classes different from most social divisions? *They were not based on wealth or power.*

More About . . .

Dressing the Part Even the clothes the ancient Chinese wore had social distinction. People in the upper classes, such as members of the emperor's court and high-ranking government officials, wore fine robes made of silk, a material that was both luxurious and expensive. The lower classes wore garments made of rough fabrics. Wearing silk was not just a matter of being able to afford the material; the supply of fabrics was regulated by the government. In later dynasties, some merchants who dealt in silk were even punished for wearing silk clothing.

Respect for Family and Elders Teachings about respect for family and parents were taken very seriously in Han China. Confucius himself believed a dutiful child should not only respect his or her father while he was alive, but also continue to do so after his death. Other Chinese philosophers even went so far as to describe evil-doers as people who, among other things, lied to, disobeyed, or provoked their parents or did not take the spirits of their ancestors seriously.

Family Life

The Han period was a time of great social change in China. Class structure became more rigid. Confucian ideas about the family became important in Chinese society.

Social Classes In the Confucian system, people were divided into four classes. The upper class was made up of the emperor, his court, and scholars who held government positions. The second class, the largest, was made up of the peasants. Next were artisans who produced items for daily life and some luxury goods. Merchants occupied the lowest class because they did not produce anything. They only bought and sold what others made. The military was not an official class in the Confucian system. Still, joining the army offered men a chance to rise in social status because the military was considered part of the government.

Lives of Rich and Poor The classes only divided people into social rank. They did not indicate wealth or power. For instance, even though peasants made up the second highest class, they were poor. On the other hand, some merchants were wealthy and powerful despite being in the lowest class.

People's lifestyles varied according to wealth. The emperor and his court lived in a large palace. Less important officials lived in multilevel houses built around courtyards. Many of these wealthy families owned large estates and employed laborers to work the land. Some families even hired private armies to defend their estates.

The wealthy filled their homes with expensive decorations. These included paintings, pottery, bronze lamps, and jade figures. Rich families hired musicians for entertainment. Even the tombs of dead family members were filled with beautiful, expensive objects.

Most people in the Han dynasty, however, didn't live like the wealthy. Nearly 60 million people lived in China during the Han dynasty, and about 90 percent of them were peasants who lived in the countryside. Peasants put in long, tiring days working the land. Whether it was in the millet fields of the north or in the rice paddies of the south, the work was hard. In the winter, peasants were also forced to work on building projects for the government. Heavy taxes and bad weather forced many farmers to sell their land and work for rich landowners. By the last years of the Han dynasty, only a few farmers were independent.

Chinese peasants lived simple lives. They wore plain clothing made of fiber from a native plant. The main foods they ate were cooked grains such as barley. Most peasants lived in small villages. Their small, wood-framed houses had walls made of mud or stamped earth.

The Revival of the Family Because Confucianism was the official government philosophy during Wudi's reign, Confucian teachings about the family were also honored. Children were taught from birth to respect their elders. Disobeying one's parents was a crime. Even emperors had a duty to respect their parents.



This Han artifact is an oil lamp held by a servant.

208 Module 6

Reading Check
Analyze Causes
Why did the family take on such importance during the Han dynasty?

Confucius had taught that the father was the head of the family. Within the family, the father had absolute power. The Han taught that it was a woman's duty to obey her husband, and children had to obey their father.

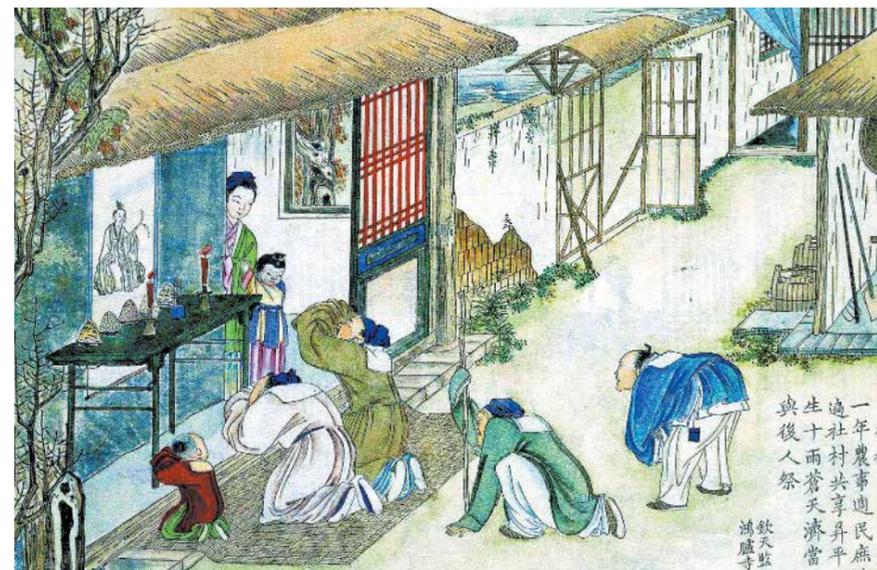
Han officials believed that if a family was strong and obeyed the father, then it would obey the emperor, too. Since the Han stressed strong family ties and respect for elders, some men even gained government jobs based on the respect they showed their parents.

Children were encouraged to serve their parents. They were also expected to honor dead parents with ceremonies and offerings. All family members were expected to care for family burial sites.

Chinese parents valued boys more highly than girls. This was because sons carried on the family line and took care of their parents when they were old. On the other hand, daughters became part of their husband's family. According to a Chinese proverb, "Raising daughters is like raising children for another family." Some women, however, still gained power. They could actually influence their sons' families. An older widow could even become the head of the family.

The Importance of Family

Honoring one's family was an important duty in Han China. In this painting, people give thanks before their family shrine. Only the men participate. The women watch from inside the house.



Ancient China 209

READING CHECK

Analyze Causes Why did the family take on such importance during the Han dynasty? *Han leaders promoted Confucianism, which emphasized strong family ties.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Importance of Family

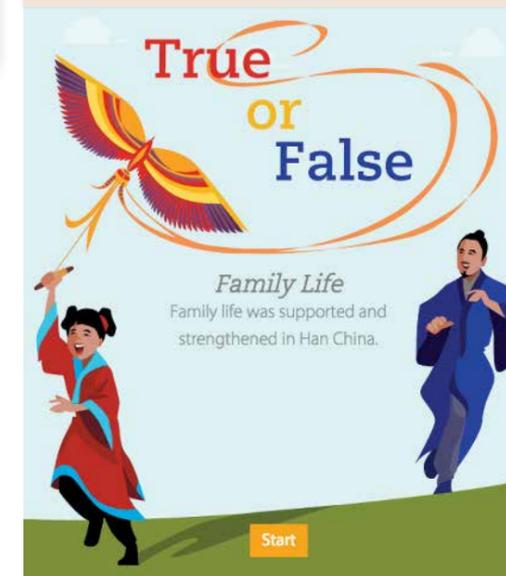
Have students explore the image using the interactive hotspots.



GAME

Family Life

Have students play the game to test their knowledge of facts about family life in Han China.



NOW & THEN

The Gap Between Rich and Poor

Have students read the Now & Then feature about the gap between rich and poor in China today. Income equality has become a serious issue, as the top 1 percent controls 30 percent of the nation's wealth.

STRUGGLING READERS

Comparing Zhou and Han Societies

1. Discuss with students the social structure under the Han dynasty. Ask students to identify the various social classes and what people were represented in each class.
2. Have students create a diagram or illustration that shows the social order of Han China. Ask students to include information that clearly shows the occupations of the people in each social class.
3. Then have students compare this social order to the social divisions that existed under the Zhou dynasty. Have students examine the differences between the two social orders. How did society change in China from the Zhou dynasty to the Han dynasty? Have each student write a short paragraph in which they explain the similarities and differences between the two.
4. Ask volunteers to share their illustrations and explanations with the class.

* Alternative Assessment Handbook, Rubrics 3: Artwork; and 9: Comparing and Contrasting

Teach the Main Idea

The Han made many achievements in art, literature, and learning.

Identify What were some of the cultural and scientific achievements of the Han? *artwork, poetry, history, paper, sundial, acupuncture, and the seismograph*

Contrast How did the fu style of poetry differ from the shi style? *Fu poetry combined prose and poetry in a long work of literature, while shi used short lines of verse that could be sung.*

Evaluate What do you think was the most important invention of the Han dynasty? Why? *Possible answers: acupuncture because it improved medicine and is still used today; paper because it is part of our everyday lives.*

More About . . .

Connect to Science: Seismographs The Chinese seismograph pictured above was a very simple device. It showed when an earthquake occurred and the direction of the earthquake. Modern-day seismographs still serve the same function, but they also record the strength and duration of an earthquake. Scientists use several seismographs in different locations to pinpoint the epicenter of an earthquake. The scale used to measure the size and strength of an earthquake is known as the moment magnitude scale and was developed by seismologists in 1970s.

ONLINE DOCUMENT-BASED INVESTIGATION

The Shiji

The *Shiji*, also called the Records of the Grand Historian, describes over 2,000 years of Chinese culture. Chinese historians like Sima Qian used history to teach lessons.

Analyze Sources Like many Chinese historians, Sima Qian wanted to use history to teach lessons. What lessons does the story of Bu Shi teach us? *The story of Bu Shi teaches us about generosity, loyalty, and the good treatment of others.*

Han Achievements

Han rule was a time of great accomplishments. Art and literature thrived, and inventors developed many useful devices. With new inventions, productivity increased, and the empire prospered.

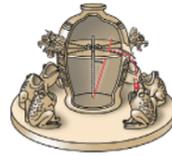
Art and Literature The Chinese of the Han period produced many works of art. They became experts at figure painting—a style of painting that includes portraits of people. Portraits often showed religious figures and Confucian scholars. Han artists also painted realistic scenes from everyday

Han Advancements

During the Han dynasty, the Chinese made many advances in art and learning. Some of these advances are shown here.

Science

This is a model and photograph of an ancient Chinese seismograph. When an earthquake struck, a lever inside caused a ball to drop from a dragon's mouth into a toad's mouth, indicating the direction from which the earthquake had come.



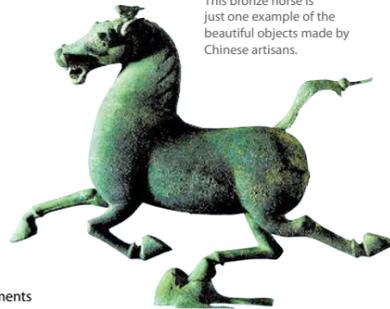
Medicine
Han doctors studied the human body and used acupuncture to heal people.

Analyze Visuals

How do these objects show the range of accomplishments in Han China?

Art

This bronze horse is just one example of the beautiful objects made by Chinese artisans.



Academic Vocabulary
Innovation: a new idea, method, or device

life. Their creations covered the walls of palaces and tombs. Ceramic art made for placement in the tombs of the dead was popular during this period. Themes in art generally focused on farms, architecture, and the physical characteristics of the land.

In literature, Han China is known for its poetry. Poets developed new styles of verse, including the *fu* style, which was the most popular. *Fu* poets combined prose and poetry to create long works of literature. Another style, called *shi*, featured short lines of verse that could be sung. Han rulers hired poets known for the beauty of their verse. One famous set of works was written by Lady Wenji.

“When I was born there was no trouble yet,
After I was born the house of Han tottered.
Heaven was not kind, it sent down turmoil;
Earth was not kind, it made me come upon this era.”

By Cai Yan (Lady Wenji), *Eighteen Songs of a Nomad Flute*

Han writers also produced important works of history. One historian by the name of Sima Qian wrote a complete history of all the dynasties through the early Han. His format and style became the model for later historical writings.

Inventions and Advances The Han Chinese invented one item that we use every day—paper. They made it by grinding plant fibers, such as mulberry bark and hemp, into a paste. Then they let it dry in sheets. Chinese scholars produced “books” by pasting several pieces of paper together into a long sheet. Then they rolled the sheet into a scroll.

The Han also made other **innovations** in science. These included the sundial and the seismograph. A **sundial** uses the position of shadows cast by the sun to tell the time of day. The sundial was an early type of clock. A **seismograph** measures the strength of an earthquake. Han emperors were very interested in knowing about the movements of the earth. They believed that earthquakes were signs of future evil events.

Zhang Heng, the inventor of the seismograph, was a respected astronomer, mathematician, engineer, and painter during the Eastern Han Dynasty. He believed that the sun, moon, and earth moved at different rates. He used this information to explain lunar eclipses. In mathematics, he estimated the value of pi and developed the first odometer to measure a Chinese mile.

Another Han innovation, **acupuncture** (AK-yoo-punk-cher), improved medicine. Acupuncture is the practice of inserting fine needles through the skin at specific points to cure disease or relieve pain. Many Han inventions in science and medicine are still used today.

Farming and Manufacturing Many advances in manufacturing took place during the Han dynasty, and productivity increased. These changes paved the way for China to make contact with people of other cultures.

ONLINE INTERACTIVE VISUALS

Carousel: Han Advancements

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How do these objects show the range of accomplishments in Han China? *They show advancements in art, science, and medicine.*

ONLINE INTERACTIVE VISUALS

Carousel: Silk Production

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think the Chinese were so determined to keep how they produced silk a secret? *Other countries would have been able to make the silk themselves if they knew the secret, making the Chinese silk less valuable.*

Teach the Main Idea

Buddhism spread to China along trade routes from other lands.

Recall From what country did Buddhism come to China? *India*

Draw Conclusions How did the political environment in China lead to the acceptance of Buddhism? *As the government became less stable, hunger and violence became widespread. The Chinese embraced Buddhism because it offered relief from suffering.*

Summarizing How is Buddhism's spread into China an example of diffusion? *It represents the spread of one idea from one culture to another, and the resulting change in the culture.*

More About . . .

Buddhism After the Buddha Following the death of the Buddha, Buddhism remained a relatively small religion confined mainly to India. It was not until the reign of Asoka that Buddhism spread.

Two main schools of Buddhism emerged over time and took root in different parts of the world. The more conservative Theravada became the dominant form of Buddhism in Southeast Asia. This branch stressed the difficult discipline of a monastic life. Another branch, called Mahayana Buddhism, which has a more popular appeal, spread to China, Korea, and Japan.

READING CHECK

Synthesize What advances did the Chinese make during the Han period? *They invented paper, the seismograph, the sundial, and acupuncture. Technologies included the wheelbarrow and the iron plow, which greatly increased productivity. The Han also invented foot-powered looms, which increased silk production.*

By the Han period, the Chinese had become master ironworkers. They manufactured iron swords and armor. These developments made the army more powerful.

Farmers also gained from advances in iron. The iron plow and the wheelbarrow, a single-wheeled cart, increased farm output. With a wheelbarrow, a farmer could haul more than 300 pounds all by himself. With an iron plow, a farmer could till more land and raise more food.

Another item that increased in production during the Han dynasty was **silk**, a soft, light, highly valued fabric. For centuries, Chinese women had known the complicated methods needed to raise silkworms, unwind the silk threads of their cocoons, and then prepare the threads for dyeing and weaving. The Chinese were determined to keep their **procedure** for making silk a secret. Revealing these secrets was punishable by death.

During the Han period, weavers used foot-powered looms to weave silk threads into beautiful fabric. Garments made from this silk were very expensive.

Academic Vocabulary
procedure the way a task is accomplished

Reading Check
Synthesize What advances did the Chinese make during the Han period?

Silk Production

The technique for making silk was a well-kept secret in ancient China because silk was a valuable trade good in distant lands. Workers made silk from the cocoons of silkworms, just as they do today.



Buddhism Comes to China

When the Chinese people came into contact with other civilizations, they exchanged ideas along with goods. Among these ideas was a new religion. In the first century AD, Buddhism spread from India to China along trade routes.

Arrival of a New Religion Over time, the Han government became less stable. People ignored laws, and violence was common. As revolts flared up, millions of peasants went hungry. Life became violent and uncertain. Many Chinese looked to Daoism or Confucianism to find

TIERED ACTIVITY

Daoism and Buddhism

Below Level Have students examine the chart comparing Daoism and Buddhism. Have them create a new chart in which they rewrite those beliefs and teachings in their own words.

At Level Have students complete the Below Level activity and then add a row in which they write a paragraph comparing and contrasting the two belief systems.

Above Level Have students research the origins of Buddhism in China and write a one-page essay discussing its effects on ancient China.

LINK TO GEOGRAPHY

Mapping the Spread of Buddhism

1. Provide students with an outline map of Asia.
2. Have students use Internet or other resources to research the spread of Buddhism.
3. Ask students to show on their maps Buddhism's origins in India. Then have them draw arrows to show how the religion spread throughout Asia along trade routes.

* Alternative Assessment Handbook, Rubric 20: Map Creation

out why they had to suffer so much. They were unable to find helpful answers.

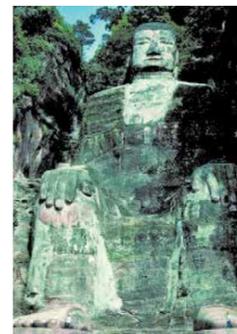
Buddhism seemed to provide more hope than the traditional Chinese beliefs did. It offered rebirth and relief from suffering, which appealed to the Chinese.

Impact on China At first, Indian Buddhists had trouble explaining their religion to the Chinese. Then they used ideas found in Daoism to help describe Buddhist beliefs. Many people grew curious about Buddhism.

Before long, Buddhism caught on in China with both the poor and the upper classes. By AD 200, Buddhist altars stood in the emperor's palace.

Buddhism's introduction to China is an example of **diffusion**, the spread of ideas, goods, and technology from one culture to another. Elements of Chinese culture changed in response to the new faith. For example, scholars translated Buddhist texts into Chinese. Many Chinese became Buddhist monks and nuns. Artists carved towering statues of Buddha into mountain walls.

Summary and Preview Han rulers moved away from Legalism and based their government on Confucianism. This strengthened family bonds in Han China. In addition, art and innovations thrived under Han rule. A new religion, Buddhism, arrived in China through trade. In the next lesson, you will learn about China's contact beyond its borders.



This giant Buddha statue in China is among the largest in the world. It was carved into a hillside and looks down over the meeting place of three rivers.

Reading Check
Find Main Ideas How did Chinese people learn of Buddhism?

Lesson 4 Assessment

Review Ideas, Terms, and People

1. a. **Identify** On whose teachings was Han government based?
b. **Summarize** How did Emperor Wudi create a strong central government?
c. **Evaluate** Is an exam system best for filling government jobs? Explain.
2. a. **Describe** What was the son's role in the family?
b. **Contrast** How did conditions for the wealthy differ from those of peasants?
3. a. **Identify** What device did the Chinese invent to measure earthquakes?
- b. **Describe** What was Zhang Heng's role in the advances made during the Han dynasty?
c. **Identify** Who was Lady Wenji?
4. **Draw Conclusions** Why did people in China begin to grow curious about Buddhism?

Critical Thinking

5. **Analyze** Use your notes to complete this diagram about how Confucianism influenced Han government and family.



READING CHECK

Find Main Ideas How did Chinese people learn of Buddhism? *Buddhism spread from India to China.*

Print Assessment

Review Ideas, Terms, and People

1. a. **Identify** On whose teachings was Han government based? *Confucius*
b. **Summarize** How did Emperor Wudi create a strong central government? *took lands from lords, raised taxes, controlled grain supply*
c. **Evaluate** Is an exam system best for filling government jobs? Explain. *Answers will vary but should display familiarity with the exam system.*
2. a. **Describe** What was the son's role in the family? *to obey his parents, carry on the family line, and take care of his parents*
b. **Contrast** How did conditions for the wealthy differ from those of the peasants? *wealthy—in large, richly furnished homes, had servants, wore luxurious clothing; peasants—simple houses, ate rice and grains, wore plain clothing, and worked hard*
3. a. **Identify** What device did the Chinese invent to measure earthquakes? *seismograph*
b. **Describe** What was Zhang Heng's role in the advances made during the Han dynasty? *He developed the seismograph to detect earthquakes. He developed an explanation for lunar eclipses.*
c. **Identify** Who was Lady Wenji? *She was a famous Han poet who wrote Eighteen Songs of a Nomad Flute.*
4. **Draw Conclusions** Why did people in China begin to grow curious about Buddhism? *Revolts were common, and many peasants were starving. They were looking for relief from their suffering.*

Critical Thinking

5. **Analyze** Use your notes to describe how Confucianism influenced Han government and family. *Government—Officials practiced Confucianism and had to pass an exam on Confucian teachings; some men gained government jobs based on respect for parents; Family—Children were taught to respect their parents and obey their father*

Literature in History

The Shiji

Have students keep a list of Bu Shi's qualities as they read the passage. After the students have read the passage, ask them to explain what type of person Bu Shi was. Why might a historian be interested in him?

- Why do you think the emperor invites Bu Shi to work for the government? *He showed his loyalty to the government by offering to give them half of his wealth.*
- What is Bu Shi's attitude toward his wealth? How is it different from the attitude of the rich families? *He believes wealth is to be shared and used his wealth to help the needy and the empire; the rich families wanted to keep their wealth to themselves.*
- Draw Conclusions** Like many Chinese historians, Sima Qian wanted to use history to teach lessons. What lessons could the story of Bu Shi be used to teach? *Possible answers: generosity, goodness towards others, treat others as you would like to be treated*
- Analyze** The Emperor Wudi based his government on the teachings of Confucius. What elements of Confucianism can you see in this story? *Bu Shi feels it is his duty to help his government and others; the emperor rewards Bu Shi's loyalty and ethics.*

Literature in History

Literature of Ancient China

Word Help

intervals periods of time
dispatched sent
envoy representative

- Henan (HUH-NAHN) is a region of eastern China. It is a productive agricultural region.
- The Xiongnu were a tribe of nomads. They lived in the north and often raided towns near China's border.
- Why do you think the emperor invites Bu Shi to work for the government?

About the Reading The *Shiji*, also called the Records of the Grand Historian, is a history that describes more than 2,000 years of Chinese culture. The author, Sima Qian (soo-MAH chee-EN), held the title Grand Historian under the Han emperor Wudi. He spent 18 years of his life writing the *Shiji*. His hard work paid off, and his history was well received. In fact, the *Shiji* was so respected that it served as the model for every later official history of China. This passage describes a man named Bu Shi, who attracted the emperor's attention through his generosity and good deeds. Eventually, the emperor invited him to live in the imperial palace.

As You Read Ask yourself why Sima Qian included Bu Shi in his history.

From *The Shiji*

by Sima Qian, translated by Burton Watson

Bu Shi was a native of Henan, where his family made a living by farming and animal raising. ❶ When his parents died, Bu Shi left home, handing over the house, the lands, and all the family wealth to his younger brother, who by this time was full grown. For his own share, he took only a hundred or so of the sheep they had been raising, which he led off into the mountains to pasture. In the course of ten years or so, Bu Shi's sheep had increased to over a thousand and he had bought his own house and fields. His younger brother in the meantime had failed completely in the management of the farm, but Bu Shi promptly handed over to him a share of his own wealth. This happened several times. Just at that time the Han was sending its generals at frequent intervals to attack the Xiongnu. ❷ Bu Shi journeyed to the capital and submitted a letter to the throne, offering to turn over half of his wealth to the district officials to help in the defense of the border. The emperor dispatched an envoy to ask if Bu Shi wanted a post in the government. ❸

"From the time I was a child," Bu Shi replied, "I have been an animal raiser. I have had no experience in government and would certainly not want such a position." . . .

Word Help

objective goal
chancellor high official
accord agreement
eccentric someone who acts strangely
populace people
tutor private teacher

- The Chinese people believed that their emperor was the "Son of Heaven." They thought he received his power from heavenly ancestors.
- The "latter" means the one mentioned last. In this case, the latter is the chancellor.
- What is Bu Shi's attitude toward his wealth? How is it different from the attitude of the rich families?

"If that is the case," said the envoy, "then what is your objective in making this offer?"

Bu Shi replied, "The Son of Heaven has set out to punish the Xiongnu. ❶ In my humble opinion, every worthy man should be willing to fight to the death to defend the borders, and every person with wealth ought to contribute to the expense. . . ."

The emperor discussed the matter with the chancellor, but the latter said, "The proposal is simply not in accord with human nature! ❷ Such eccentric people are of no use in guiding the populace, but only throw the laws into confusion. I beg Your Majesty not to accept his offer!"

For this reason the emperor put off answering Bu Shi for a long time, and finally after several years had passed, turned down the offer, whereupon Bu Shi went back to his fields and pastures. . . .

The following year a number of poor people were transferred to other regions. . . . At this point 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 to other regions. . . . 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. ❸ The emperor decided that Bu Shi was really a man of exceptional worth after all. . . . 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.



In this painting from the 1600s, government officials deliver a letter.

Connect Literature to History

- Draw Conclusions** Like many Chinese historians, Sima Qian wanted to use history to teach lessons. What lessons could the story of Bu Shi be used to teach?
- Analyze** The Emperor Wudi based his government on the teachings of Confucius. What elements of Confucianism can you see in this story?

▶ Online Assessment

1. Who was the first commoner to become Emperor of China?

Wudi
 Liu Bang
 Confucius
 Shi Huangdi

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. Emperor Liu Bang was a popular emperor who gained the support of his people by being less strict and lowering the high taxes on .

2. Which of the following was an important duty for everyone in Confucian society during the Han Empire?

paying your taxes
 obeying your parents
 voting for your leaders
 attending public schools

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. During the Han Empire, the was the head of household, whose command must be obeyed.

3. Which cloth was highly valued from the Han Dynasty?

cotton
 linen
 silk
 wool

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly. The process of creating silk clothing from was a highly guarded secret that was punishable by death if told.

4. Which religion spread throughout China during the Han Dynasty and became popular because it provided explanations for suffering and offered hope?

Buddhism
 Christianity
 Confucianism
 Islam

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Buddhism was brought to China from by way of trade routes that had been opened.

5. **Make Inferences** How did Emperor Wudi make sure that nobles controlled the government?

Emperor Wudi introduced an exam based on the teachings of Confucius that would determine whether a person could become a government worker. However, only those people who were already chosen to take the exam would be able to enter the government. Candidates for government service usually came from wealthy families and, therefore, the government was run by nobles and their relatives.

6. **Make Judgments** How accurately did the Confucian social levels in Han society determine one's standard of living?

The four levels of Confucian society did not necessarily determine how well an individual lived. Most people in Han society were poor, but often the wealthy people could belong to the lowest levels in the Confucian society. For example, peasants made up the second level in Confucian society and yet they were often the poorest, worked the hardest, and paid most of the taxes to the government, while a merchant, who belonged to the lowest level, could be wealthy.

7. **Make Inferences** How did the scientific discoveries of Zhang Heng improve the Chinese understanding of the universe?

Zhang Heng made valuable discoveries in mathematics, engineering, and astronomy. He estimated the value of pi and created an odometer to measure distance. Therefore, he was a skilled mathematician, which allowed him to make accurate astronomical observations. He understood that the moon, sun, and the earth moved at different speeds and, as a result, could predict lunar eclipses and explain why they occurred.

8. **Analyze Information** What was the condition of Han society by the time Buddhism arrived in the first century?

By the time Buddhism spread throughout China, the Han government was losing control of public order. Han society was often violent, lawless, and many peasants starved as a result. The older religions of Daoism and Confucianism did little to comfort people who wanted answers as to how to limit their suffering. Buddhism taught the value of rebirth and explained the source of their suffering.

The Silk Road



▶ Online Lesson 5 Enrichment Activities

Along the Silk Road

Article Students read about the journey along the Silk Road. Then they write a diary travelogue from a merchant's point of view.

Silk Road by Sea

Video Students view a video about how the invention of the junk ship advanced sailing and trade in ancient China. Then they create a diagram or illustration that shows the parts of a junk ship and the kinds of goods one might have carried.



Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** were there . . .

What do you expect to find in China?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the POSITIVE things you may find: an exciting new culture; the change to become wealthy from trade; a beautiful country

Consider the NEGATIVE things you may find: difficult terrain through which you must travel; dangers from criminals and warriors on the journey; people with whom you cannot communicate by spoken language

2. Direct Teach Introduce the Big Idea: *Trade routes led to the exchange of new products and ideas among China, Rome, and other lands.* Explain how the Silk Road, in addition to spreading new products, resulted in the rise of new cities and the exchange of knowledge about the arts and science.

3. Practice/Assess/Inquire Have students create fact sheets about the Silk Road. The fact sheets should discuss the effects of the Silk Road on Chinese society.

4. Explore (Collaborative Exploration) Review students' fact sheets about the Silk Road. The fact sheet should discuss how it spread new products, caused new cities to form, and spread new ideas about art and science.

5. Whole Group Close/Reflect Have students use their fact sheets to create a class poster about the Silk Road.

* Alternative Assessment Handbook, Rubric 28: Posters

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

Chinese Interaction with Rome is the fifth of five document-based investigations that students will analyze in the Ancient China module. Students read an excerpt from the *Hou Hanshu*, a history of the Han dynasty.

READING CHECK

Summarize Why did Chinese trade expand under Han rule? *Han conquests put the Chinese in contact with more distant peoples who wanted to trade for Chinese goods.*

The Silk Road

If **YOU** were there . . .

You are a trader traveling on your first trip along the Silk Road to China. The trip will be hard, through mountains, deserts, and terrible weather. You expect to make a profit from silk and are curious about China.

What do you expect to find in China?

Expansion of Trade

Chinese goods, especially silk and fine pottery, became highly valued by people in other lands. During the Han period, the value of these goods helped increase trade.

Silk Increases Trade Trade increased partly because the Han developed a powerful army that pushed the borders of the kingdom into Central Asia, Vietnam, and Korea. The army brought Chinese culture to less-developed societies. It stabilized the region, making the transport of goods over the roads safer. Trade increased when leaders in conquered lands told the Han generals that people who lived still farther west wanted silk. Emperor Wudi wanted strong Central Asian horses for his army. China's leaders saw that they could make a profit by bringing silk to Central Asia and trading the cloth for the horses. The Central Asian peoples then took the silk west and traded it for other products.

Cities Develop in Western China In 139 BC, Emperor Wudi sent one of his generals, Zhang Qian, to western lands on a diplomatic expedition to establish alliances against an enemy group. Zhang Qian was imprisoned by the enemy. He returned 13 years later with reports of great wealth and large horses in Central Asia. The emperor decided to send an army to the west to conquer new lands. As the empire grew, trade routes to the west developed. The Chinese built military bases and extended the Great Wall to protect these trade routes. Trading posts grew up along the trade routes. Farming settlements also developed with support from the government. As more people settled the region, cities developed in western China.

The Big Idea

Trade routes led to the exchange of new products and ideas among China, Rome, and other lands.

Main Ideas

- Trade routes linked China with the Middle East and Rome.
- The most famous trade route was known as the Silk Road.

Key Terms

Silk Road

Reading Check
Summarize
Why did Chinese trade expand under Han rule?

COLLABORATIVE LEARNING

Create a Flowchart

- Organize students into groups. Have students in each group decide if they want to represent a Roman or Chinese merchant and what items they want to trade on the Silk Road. They should also assign prices that manufacturers charge a trader for the merchandise.
- Have each group create a flowchart, showing where the merchandise is sold to the next trader and how much that trader pays for it. The goods may change hands several times as they make their way along the Silk Road, and each time the price is slightly higher.
- Ask groups to report on the original and final prices of their merchandise.

They should also calculate how much of the final price had been added along the way to the manufacturer's original price. Point out that every time the goods changed hands, a merchant made a profit.

* Alternative Assessment Handbook, Rubric 14: Group Activity

COLLABORATIVE LEARNING

Silk Road Collage

Materials: art supplies, butcher paper

- Organize the class into four groups: Places, People, East to West Goods, and West to East Goods.
- Have the students in the Places group create a large map that shows the roads

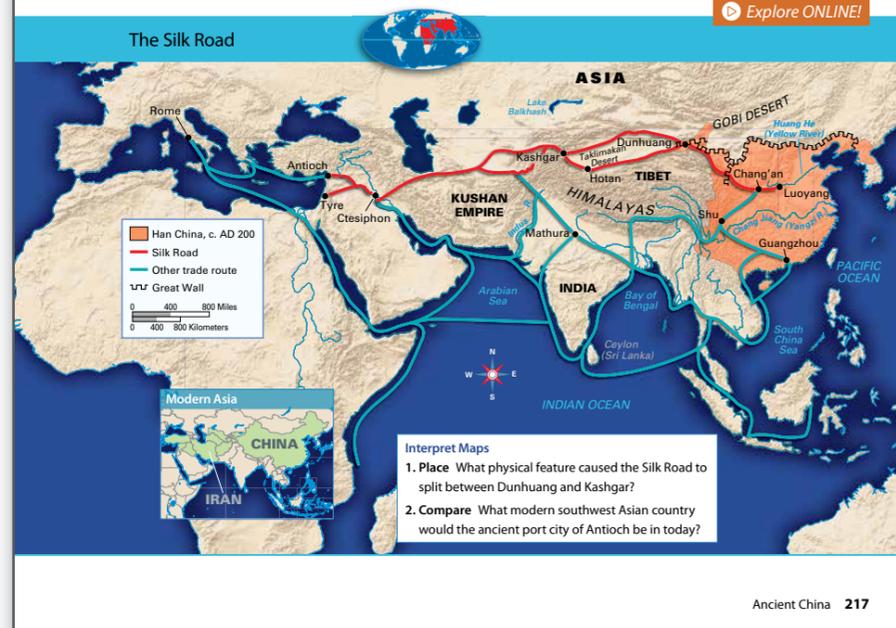
Trade Along the Silk Road

Traders used a series of overland routes to take Chinese goods to distant buyers. The most famous trade route was known as the **Silk Road**. This 4,000-mile-long network of routes stretched westward from China across Asia's deserts and mountain ranges, through the Middle East, until it reached the Mediterranean Sea. By about 100 BC, an active trade had developed between China and Southwest Asia along Silk Road routes. By AD 100, the Silk Road connected Han China in the east with the Roman Empire in the west.

Goods Traded Chinese traders did not travel the entire Silk Road. Most merchants traveled only a small part of the route, selling their goods along the way. Upon reaching Central Asia, traders sold their goods to other local traders who took them the rest of the way.

Traveling the Silk Road was difficult. Groups of men and camels loaded down with goods traveled the Silk Road together for protection. Armed guards protected traders from bandits who stole cargo and water, a precious necessity. Traders also faced blizzards, desert heat, and sandstorms.

Named after the most famous item transported along it, the Silk Road was worth its many risks. Silk was so popular in Rome, for example, that China grew wealthy from that trade relationship alone. But many other



Teach the Main Idea

Trade routes linked China with the Middle East and Rome.

Recall What kinds of items were traded along the Silk Road? *silk fabric, pottery, and horses*

Understand Cause and Effect How did the expansion of trade lead to the rise of new cities? *to protect trade routes, the Chinese established military bases and trading posts sprang up along the trade routes*

More About . . .

Land of Silk The Romans, who valued silk from China, called China *Serica*, which means "Land of Silk."

Connect to Science: From Worm to Wonderful Commercial silk is made by a single species of moth larvae. Each larva, or silkworm, lives on a diet of mulberry leaves before spinning a silk thread that wraps around and around to become a cocoon. This thread can be up to 3,000 feet long. To unwind the cocoon, the manufacturer must first find the end of the thread. Workers wash the silk and treat it with various chemicals to make different types of fabric.

Chinese Pottery The Chinese developed sophisticated techniques for creating ceramics and they became a highly valued trade commodity. The Chinese invented the process to make porcelain between the AD 700s and 900s. Both waterproof and beautiful, porcelain became one of China's major exports.

▶ ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Silk Road

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Interpret Visuals What were some goods traded along the Silk Road? *Possible answers: silk, jade objects, spices, wool, amber, gold*

▶ ONLINE GRAPHIC ORGANIZER

The Silk Road

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions What was the effect of Chinese trade on other regions of the world? *Other areas of the world obtained desired goods as well as new technologies.*

COLLABORATIVE LEARNING

China Trade Poster

- Divide the class into two groups. One group will research items from China that were traded on the Silk Road. The other groups will research items that are exported from China today.
- Each group will create a poster of the main trade goods from China using illustrations.
- Hang the posters side-by-side and discuss them as a class. Discuss whether any Chinese items that were traded along the Silk Road are still produced and exported from China today.

* Alternative Assessment Handbook, Rubric 28: Posters

themselves and important cities along the Silk Road. Have them draw or find pictures of physical features along the route.

- Have students in the People group create or find images of the people who traveled the route, the animals that carried their cargo, and the trade caravans.
- Students from each of the Goods groups should create or find images of goods that were traded along the route.
- Next, have students create a collage of the Silk Road by placing images on the map created by the Places group.

* Alternative Assessment Handbook, Rubric 8: Collages

Teach the Main Idea

The most famous trade route was known as the Silk Road.

Summarize What were some of the difficulties traders on the Silk Road faced? *bandits trying to steal cargo and water; harsh weather such as blizzards, heat, and sandstorms*

Recall Beyond trade goods, what else spread as a result of the Silk Road? *inventions such as paper and technology like irrigation systems; religious ideas such as Buddhism*

More About . . .

Traveling the Silk Road Today Fascination with the Silk Road has led to increased tourism. Since China opened its doors to foreign tourism, people have been able to travel along part of the Silk Road. Although travel in the harsh climate of western China is only for the hardy tourist, there are plenty of attractions, even in the deserts. Sites include ruined cities and caves full of Buddhist paintings. One city, Kashgar, has a market where tourists can get some idea of what trade along the old Silk Road was like long ago. At the market, people of many nationalities sell spices, wool, livestock, silver knives, and other items.

ONLINE INTERACTIVE MAPS

The Silk Road

Have students explore the map using the interactive features and answer the associated questions.

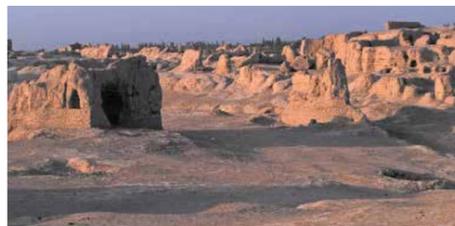
Human-Environment Interaction What geographic feature did the northern and southern routes of the Silk Road bypass? *Takla Makan desert*
In print edition, see map of same title.

Place What physical feature caused the Silk Road to split between Dunhuang and Kashgar? *Takla Makan desert*

Compare What modern southwest Asian country would the ancient port city of Antioch be in today? *Turkey*

READING CHECK

Find Main Ideas What was the Silk Road? *a network of trade routes that linked trading centers in Asia*



Cities grew along the Silk Road at secure places where the military protected traders and travelers. These ruins at Loulan in western China are evidence of a city that thrived during the Han period.

products were also traded on the routes. Spices, tools, artwork, produce, gems, precious metals, horses, and animal hides were some of the goods exchanged by traders.

Exchange of Knowledge and Technology The exchange of goods along the Silk Road helped establish a wider world economy, as goods from Europe and Africa made their way to China, and Chinese goods made their way west. Perhaps more significant, though, was the effect the Silk Road had on the exchange of knowledge and inventions. As people traveled the routes, they had to learn new languages to communicate. People from different places exchanged ideas about the arts and science.

Advanced technologies also spread across Asia by way of the Silk Road. For example, papermaking, developed by the Chinese, spread to Europe through trade. Traders also passed on the knowledge of how to irrigate farmlands.

Religion also spread along the Silk Road and other trade routes. Buddhism came from India to China by way of the new trade routes in Central Asia. Buddhist scriptures, artwork, and priests first entered China during the Han Dynasty by way of the Silk Road.

During the Han period, few foreigners ventured into China. But the trade that started with the establishment of the Silk Road brought their ideas and technology to China. In the coming centuries, the growing international trade would continue to bring merchants and others to this great Asian civilization.

Summary Trade led to the exchange of goods and ideas between China and other regions during the years of the Han Dynasty.

Reading Check
Find Main Ideas
What was the Silk Road?

Lesson 5 Assessment

Review Ideas, Terms, and People

- Identify** Which Han emperor expanded trade to the western regions of China?
 - Summarize** How did the expansion of trade affect the growth of cities?
- Identify** Where did the Silk Road begin and end?
 - Make Inferences** How do you know silk was a valuable trade good?
 - Identify** What technologies spread along the Silk Road?

Critical Thinking

- Categorize** Use the chart to identify goods and ideas exchanged along the Silk Road. How did Chinese trade affect other regions?



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TIERED ACTIVITY

The Silk Road

Below Level Provide students with an outline map of Asia. Have them use the map of the Silk Road in this lesson and illustrate it with some of the items traded along the Silk Road.

At Level Have students complete the Below Level Activity and then use the map of the Han dynasty from the previous lesson to add the boundaries of the Han Empire and the Great Wall of China.

Above Level Have students complete the At Level Activity, but then compare it to a physical map of Asia and write a paragraph explaining how landforms affected the route of the Silk Road.

COLLABORATIVE LEARNING

China Trade Poster

- Divide the class into two groups. One group will research items from China that were traded on the Silk Road. The other groups will research items that are exported from China today.
- Each group will create a poster of the main trade goods from China using illustrations.
- Hang the posters side-by-side and discuss them as a class. Discuss whether any Chinese items that were traded along the Silk Road are still produced and exported from China today.

* Alternative Assessment Handbook, Rubric 28: Posters

Additional Lesson Content

ONLINE ANALYZE VIDEOS

The Silk Road

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why was silk highly valued in Rome? *Romans didn't know how to produce silk, and it was a rarity that could only be purchased by the wealthy.*



ONLINE DOCUMENT-BASED INVESTIGATION

Chinese Interaction with Rome

Chinese traders and emissaries kept detailed journals of their travels in Rome and shared them when they returned home. Students read an excerpt from the *Hou Hanshu*, a history of the Han dynasty.

Analyze Sources What did the traveler who provided this description seem to admire about the Romans? *Possible answer: The traveler admired the Romans' skill and honesty in business, their use of resources, their skill as artisans, how well they treated messengers, and how organized they were.*

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.



Print Assessment

Review Ideas, Terms, and People

- Identify** Which Han emperor expanded trade to the western regions of China? *Emperor Wudi*
 - Summarize** How did the expansion of trade affect the growth of cities? *As trade routes developed, trading posts grew up where goods could be exchanged and stored. These trading posts became cities.*
- Identify** Where did the Silk Road begin and end? *It began in central China and ended at the Mediterranean Sea.*
 - Make Inferences** How do you know silk was a valuable trade good? *In exchange for silk, traders returned with gold, silver, horses, precious stones, animal hides, and many other items.*
 - Identify** What technologies spread along the Silk Road? *paper making and irrigation systems*

Critical Thinking

- Categorize** Use a chart to identify goods and ideas exchanged along the Silk Road. Use the chart headings "Goods and Ideas INTO China" and "Goods and Ideas OUT of China." How did Chinese trade affect other regions? *Goods and ideas into China—gold, silver, precious stones, horses, and Buddhism; Goods and ideas out of China—precious goods, including silk and jade; paper making; other areas of the world obtained desired goods as well as new technologies*

▶ Online Assessment

1. How did China develop a large army of approximately one million soldiers during the Han period?
 - The Han Empire relied on soldiers from foreign lands to serve in its army.
 - Women were allowed to join the army and many rose to the rank of general.
 - Every male was required to serve in the army at least once during his lifetime.
 - The Han Empire enslaved conquered people and forced them to serve in the army.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

With a large army, the Han Empire expanded into many regions, such as Korea and Vietnam.

2. Why were imported spices, such as cinnamon and nutmeg, especially prized in Europe?
 - These spices were grown in distant lands.
 - These spices were plentiful and inexpensive.
 - These spices were used to cure certain diseases.
 - These spices were used to preserve fish and meats.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Silk Road was a 4,000-mile trading network that connected the Han Empire in China with the Roman Empire in the west.

3. **Make Inferences** How did the Han leaders view other ethnic groups outside of China?

Possible answer: The Chinese believed that their culture was superior to other cultures and as their armies expanded their empire, they exported their culture as well. The Chinese believed that other societies needed to be developed, as they considered other races to be inferior to their own. Therefore, Chinese cities were established farther west mainly around trading networks, like the Silk Road.

4. **Draw Conclusions** How did the Silk Road increase the exchange of ideas and inventions?

The Silk Road was a 4,000-mile trading network that connected Han China with the Roman Empire linking these two civilizations with each other and with other cultures along the way. Along this route, missionaries brought their religions to other regions. For example, Buddhism was brought from India to China along the Silk Road. Technologies and inventions, like paper-making, were traded along the route as well.

Social Studies Skills

Conduct Internet Research

Define the Skill

The Internet is a huge network of computers that are linked together. You can connect to this network from a personal computer or from a computer at a public library or school. Once connected, you can go to places called *websites*. Websites consist of one or more web pages. Each page contains information you can view on the computer screen.

Governments, businesses, individuals, and many different types of organizations such as universities, news organizations, and libraries have websites. Most library websites allow users to search their catalogs electronically. Many libraries also have databases on their websites. A *database* is a large collection of related information organized by topic.

The Internet can be a very good reference source. It allows you to gather information on almost any topic without ever having to leave your chair. However, finding the information you need can sometimes be difficult. Having the skill to use the Internet efficiently increases its usefulness.

Learn the Skill

There are millions of websites on the Internet. This can make it hard to locate specific information. The following steps will help you conduct research on the Internet.

1. **Use a search engine** A *search engine* is a website that searches other sites. Type a word or phrase related to your topic into the search engine. It will list web pages that might contain information on your topic. Clicking on an entry in this list will bring that page to your screen.

2. **Study the web page.** Read the information to see if it is useful. You can print the page on the computer's printer or take notes. If you take notes, be sure to include the page's *URL*. This is its location or "address" on the Internet. You need this as the source of the information.

3. **Use hyperlinks.** Many web pages have connections, called *hyperlinks*, to related information on the site or on other websites. Clicking on these links will take you to those pages. You can follow their links to even more pages, collecting information as you go.

4. **Return to your results list.** If the information or hyperlinks on a web page are not useful, return to the list of pages that your search engine produced and repeat the process.

The Internet is a useful tool. But remember that information on the Internet is no different from printed resources. It must be evaluated with the same care and critical thinking as other resources.

Practice the Skill

Answer the following questions to apply the guidelines to Internet research on ancient China.

1. How would you begin if you wanted information about the Qin dynasty from the Internet?
2. What words might you type into a search engine to find information about Confucianism?
3. Use a school computer to research the Great Wall of China. What kinds of pages did your search produce? Evaluate the usefulness of each type.

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Social Studies Skills

Conduct Internet Research

Explain to students that the Internet offers a wealth of information and sometimes misinformation on many topics. Have students review the Social Studies Skills lesson. Then organize students into small groups and have each group use the information to build a mock website explaining how to use the Internet. The page should be the home, or main page for the site. Remind students to include links and other important features on their page. Students should also include a checklist that people can use to evaluate a website.

1. How would you begin if you wanted information about the Qin dynasty from the Internet? *Possible answers: go to a search engine and type in "Qin Dynasty"; go to an online encyclopedia and look up Qin Dynasty*
2. What words might you type into a search engine to find information about Confucianism? *Confucius, Kongfuzi, Confucianism, Analects, Chinese philosophy*
3. Use a school computer to research the Great Wall of China. What kinds of pages did your search produce? Evaluate the usefulness of each type. *Students' results should exhibit an understanding of how to use a search engine and how to evaluate a web page or site.*

History and Geography

The Silk Road

- Have students select one of the merchants shown and write an obituary for him.
- Obituaries should include information on how the merchants benefited from Silk Road trade.
- Encourage students to use their imaginations to fill in other details of the merchants' lives, but to stay within historical possibility.

- 1. Place** What two empires did the Silk Road connect by AD 100? *Han China and the Roman Empire*
- 2. Movement** What were some goods traded along the Silk Road? *silk, jade objects, spices, wool, amber, gold*

History and Geography

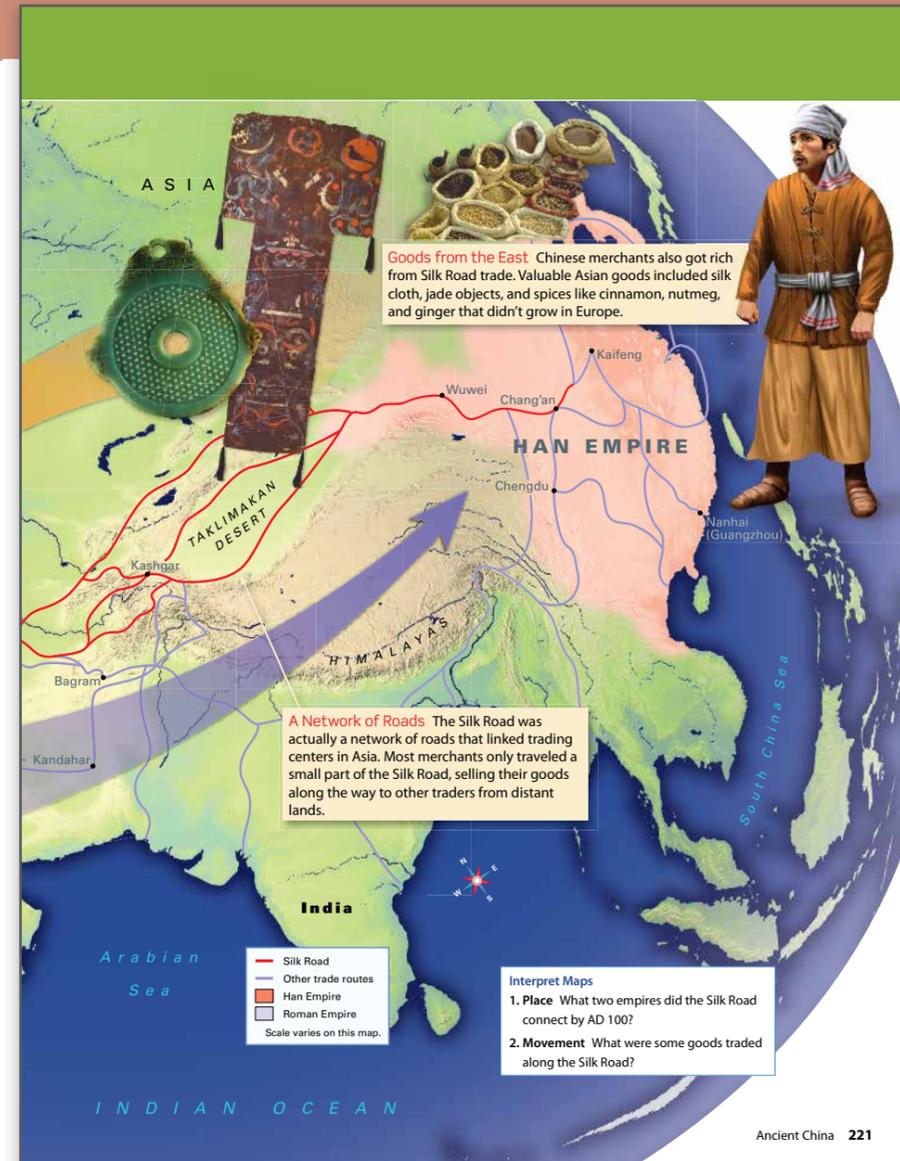
The Silk Road

The Silk Road was a long trade route that stretched across the heart of Asia. Along this route, an active trade developed between China and Southwest Asia by about 100 BC. By AD 100, the Silk Road connected Han China in the east with the Roman Empire in the west.

The main goods traded along the Silk Road were luxury goods—ones that were small, light, and expensive. These included silk, spices, and gold. Because such goods were small and valuable, merchants could carry them long distances and still sell them for a large profit. As a result, people in both the east and the west were able to buy luxury goods that were unavailable at home.



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Print Assessment

Review Vocabulary, Terms, and People

Match the “I” statement with the person or thing that might have made the statement. Not all of the choices will be used.

1. “I stressed the importance of living in harmony with nature.”	<i>g. Daoism</i>
2. “I took a name that means ‘first emperor.’”	<i>h. Shi Huangdi</i>
3. “I stressed that people needed to be controlled with strict laws.”	<i>l. legalism</i>
4. “I am a beautiful, hard gemstone that the Chinese made into many objects.”	<i>a. jade</i>
5. “I was built to keep invaders from attacking China.”	<i>k. Great Wall</i>
6. “I can measure the strength of an earthquake.”	<i>i. seismograph</i>
7. “I am a person of high rank.”	<i>c. lord</i>
8. “I am a new idea, method, or device.”	<i>b. innovation</i>
9. “I emphasized the importance of moral values and respect for the family.”	<i>f. Confucius</i>
10. “I am at the lowest level of Shang society.”	<i>e. slave</i>
	<i>d. oracle</i>
	<i>j. wheelbarrow</i>

Comprehension and Critical Thinking

LESSON 1

- Identify** In what region did the Shang dynasty develop? *in the Huang He Valley of northern China*
 - Analyze** How did China’s geography contribute to the country’s isolation? *To the south and east, China was separated by water; to the north, by a vast desert; and to the west by tall mountain ranges.*
 - Evaluate** Considering the evidence, do you think the Xia dynasty was really China’s first dynasty or a myth? Explain your answer. *Possible answer: first dynasty, because there are many stories about it; a myth, because there is little to no direct evidence that the dynasty existed*
 - Summarize** What typically contributed to the growth and development of ancient civilizations? What frequently caused their decline? *Possible answer: People often settled together along rivers because they provided water for farming and drinking. They also provided opportunities for technological and social improvements. Economic developments such as trade and labor specialization further helped them grow. Warfare with and defeat by neighboring peoples often caused their decline.*

LESSON 2

- Identify** Which Chinese philosophy supported by Han Fei Zi encouraged strict laws and severe punishments to keep order? *Legalism*

Module 6 Assessment

Review Vocabulary, Terms, and People

Match the “I” statement with the person or thing that might have made the statement. Not all of the choices will be used.

- | | |
|---|----------------|
| 1. “I stressed the importance of living in harmony with nature.” | a. jade |
| 2. “I took a name that means ‘first emperor.’” | b. innovation |
| 3. “I stressed that people needed to be controlled with strict laws.” | c. lord |
| 4. “I am a beautiful, hard gemstone that the Chinese made into many objects.” | d. oracle |
| 5. “I was built to keep invaders from attacking China.” | e. slave |
| 6. “I can measure the strength of an earthquake.” | f. Confucius |
| 7. “I am a person of high rank.” | g. Daoism |
| 8. “I am a new idea, method, or device.” | h. Shi Huangdi |
| 9. “I emphasized the importance of moral values and respect for the family.” | i. seismograph |
| 10. “I am at the lowest level of Shang society.” | j. wheelbarrow |
| | k. Great Wall |
| | l. Legalism |

Comprehension and Critical Thinking

Lesson 1

- Identify** In what region did the Shang dynasty develop?
 - Analyze** How did China’s geography contribute to the country’s isolation?
 - Evaluate** Considering the evidence, do you think the Xia dynasty was really China’s first dynasty or a myth? Explain your answer.
 - Summarize** What typically contributed to the growth and development of ancient civilizations? What frequently caused their decline?

Lesson 2

- Identify** Which Chinese philosophy supported by Han Fei Zi encouraged strict laws and severe punishments to keep order?
 - Analyze** How would Confucianism benefit Chinese emperors?

ONLINE DOCUMENT-BASED INVESTIGATION

Ancient China

Have students complete and review all the DBI activities in **Part I**.

Use this Compare/Contrast Essay Rubric to score students’ work in **Part 2**.

RUBRIC

- Students’ essays should
- identify similarities and differences appropriate to the topic
 - attempt comparisons from parallel categories of items
 - cite at least three sources of appropriate text evidence from Part 1 in support of their comparisons

Lesson 3

- Describe** What were the main reasons for the fall of the Qin dynasty?
 - Make Inferences** Why did Shi Huangdi’s armies destroy city walls and take weapons from people they conquered?
 - Evaluate** Shi Huangdi was a powerful ruler. Was his rule good or bad for China? Why?
 - Predict** Why might ancient peoples have used the cycles of the sun and moon as the basis for their calendars?

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write a Compare-and-Contrast Essay 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. Write an essay in response to this question: Which dynasty had the greatest impact on China’s development as a powerful empire? Be sure to cite specific evidence with at least three sources in your response.

Module 6 Assessment, continued

Lesson 4

- Identify** During the Han dynasty, who belonged to the first and second social groups?
 - Analyze** What was the purpose of the exam system during Wudi’s rule?
 - Elaborate** What inventions show that the Chinese studied nature?
 - Identify** Who was Zhang Heng, and what important invention did he develop?
 - Explain** Why is the Han dynasty considered a classical civilization? Give examples.
 - Identify** In what areas of manufacturing did the Han become well known?

Lesson 5

- Identify** What factors led to the growth of trade during the Han dynasty?
 - Draw Conclusions** Who do you think wore silk garments in China?
 - Predict** What might have happened if the Chinese had told foreign visitors how to make silk?
 - Explain** How did Silk Road trade affect the economies of the regions of the world involved in it?

Reading Skills

Summarize Historical Texts Use the Reading Skills taught in this module to complete the activity below.

- Choose a subsection from the module. For each paragraph within that subsection, write a sentence that summarizes the paragraph’s main idea. Continue with the other subsections to create a study guide.

Review Themes

- Politics** Why might historians differ in their views of Shi Huangdi’s success as a ruler?
- Society and Culture** How did Confucianism affect people’s roles in their family, in government, and in society?
- Society and Culture** Which of the major achievements of the ancient river valley civilizations do you think had the most enduring legacy? Justify your response using facts.
- Society and Culture** How were ancient Chinese civilizations similar to those in ancient Persia?

Social Studies Skills

Conduct Internet Research Use the Social Studies Skill taught in this module to complete the activity below.

- Find a topic in the module about which you would like to know more. Use the Internet to explore your topic. Compare the sources you find to determine which seem most complete and reliable. Write a short paragraph about your results.

Focus On Writing

- Give an Oral Presentation** Choose a person or event, and identify why your choice is important to Chinese history. Write a brief description of what the person did or what happened during the event. Then summarize why your person or event is important to Chinese history. Give an oral presentation on your person to your class, using vivid language to create pictures in your listeners’ minds. Also, use a clear but lively tone of voice.

Essential Question ESSAY

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

RUBRIC

- Students’ essays should
- respond to the Essential Question with a specific position
 - illustrate valid reasoning supporting their position
 - cite persuasive evidence supporting their position
 - identify key people, events, and/or turning points that demonstrate understanding of the module content
 - be organized into a distinct introduction, main body, and conclusion

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.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

- Analyze** How would Confucianism benefit Chinese emperors? *because Confucius said that the lower classes should learn by following the example of their superiors, which includes the emperor*
- Evaluate** Would you be happier under a government influenced by Legalism or by Daoism? In which type of government would there be more order? Explain your answers. *Answers will vary, but students should be familiar with the concepts of both Daoism and Legalism.*
- Summarize** How was the traditional practice of Daoism affected by its spread to other countries? *It was adapted to fit other cultures’ practices.*

LESSON 3

- Describe** What were the main reasons for the fall of the Qin dynasty? *Dissent from Shi Huangdi’s policies helped stir up rebels after he died, and the government fell apart under the next two emperors.*
 - Make Inferences** Why did Shi Huangdi’s armies destroy city walls and take weapons from people they conquered? *to ensure they would not rise up and revolt against them*
 - Elaborate** Shi Huangdi was a powerful ruler. Was his rule good or bad for China? Why? *Answers will vary but should display familiarity with Shi Huangdi’s rule.*
 - Predict** Why might ancient peoples have used the cycles of the sun and moon as the basis for their calendars? *They determined the length of the day and changed according to the season. They were a predictable measurement of time.*

LESSON 4

- Identify** During the Han dynasty, who belonged to the first and second social groups? *The first group was the upper class, which included the emperor, his court, and government scholars. The second class was peasants.*
 - Analyze** What was the purpose of the exam system during Wudi’s rule? *to put only the people who were wealthy or influential and knew Confucianism into government*
 - Elaborate** What inventions show that the Chinese studied nature? *the seismograph and sundial*
 - Identify** Who was Zhang Heng, and what important invention did he develop? *a respected astronomer, mathematician, engineer, and painter during the Eastern Han Dynasty; the seismograph*
 - Explain** Why is the Han dynasty considered a classical civilization? Give examples. *because it is one marked by great achievements; Possible answers: great works of art and literature, paper-making, acupuncture*
 - Identify** In what areas of manufacturing did the Han become well known? *ironworking and silk production*

Print Assessment (continued)

LESSON 5

15. a. **Identify** What factors led to the growth of trade during the Han dynasty? *the expansion of the empire, the Silk Road, the increased production of silk and the high demand for silk by other countries*
- b. **Draw Conclusions** Who do you think wore silk garments in China? *wealthy people*
- c. **Predict** What might have happened if the Chinese had told foreign visitors how to make silk? *The Chinese would no longer have dominated the silk trade.*
- d. **Explain** How did Silk Road trade affect the economies of the regions of the world involved in it? *People were able to buy luxury goods previously unavailable to them. It established a wider world economy in which goods from Europe and Africa made their way to China, and Chinese goods made their way west.*

Reading Skills

16. **Summarize Historical Texts** Choose a subsection from the module. For each paragraph within that subsection, write a sentence that summarizes the paragraph's main idea. Continue with the other subsections to create a study guide. *Sentences will vary depending on the subsection selected but should be concise summaries of the text ideas.*

Review Themes

17. **Politics** Why might historians differ in their views of Shi Huangdi's success as a ruler? *He was a harsh leader who inflicted many injustices on his people. Although he did many good things for China, his human rights practices were bad for the country.*
18. **Society and Culture** How did Confucianism affect people's roles in their family, in government, and in society? *Confucianism stressed moral values, loyalty among family members, good behavior by a king and his subjects, and carrying out what heaven expected of people.*
19. **Society and Culture** Which of the major achievements of the ancient river valley civilizations do you think had the most enduring legacy? Justify your response using facts. *Possible answer: The Bronze Age of the Shang had the most enduring legacy. The development of more advanced and durable tools made farming and hunting more efficient so people had more food to eat.*
20. **Society and Culture** How were ancient Chinese civilizations similar to those in ancient Persia? *Possible answer: They are both considered classical civilizations. They are both famous for their arts and literature, as well as for organized government. Trade was important to the economies of both.*

Social Studies Skills

21. **Conduct Internet Research** Find a topic in the module about which you would like to know more. Use the Internet to explore your topic. Compare the sources you find to determine which seem most complete and reliable. Write a short paragraph about your results. *Students should use website sources from governmental, educational, and other reliable organizations.*

Focus on Writing

22. **Give an Oral Presentation** Choose a person or event, and identify why your choice is important to Chinese history. Write a brief description of what the person did or what happened during the event. Then summarize why your person or event is important to Chinese history. Give an oral presentation on your person to your class, using vivid language to create pictures in your listeners' minds. Also, use a clear but lively tone of voice.

RUBRIC Students' oral presentations should

- include a clear description of the person or event's importance
- compare the person or event to others in Chinese history
- use vivid language
- be delivered in a clear and lively voice

Online Assessment

1. Which geographical feature separates northern China from southern China?
 - Gobi Desert
 - Pacific Ocean
 - Himalayan Mountains
 - Qinling Shadi Mountains
2. Which of the following were common in ancient Chinese villages? Select the **three** correct answers.
 - cemeteries
 - large palaces
 - stone temples
 - pits for storing grain or rice
 - factories for creating iron tools
 - pens for keeping animals like pigs and sheep
3. Drag the groups in order of their level in Shang society.

rulers and nobles; warriors; artisans; farmers; slaves	
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4. Why did Chinese warriors continue to use bronze weapons well into the Iron Age?
 - China had to import its iron from India.
 - Iron weapons were expensive to produce.
 - Bronze swords are stronger than iron ones.
 - Chinese blacksmiths did not understand how to create alloys.
5. Which of the following are teachings of Confucius? Select the **three** correct answers.
 - It is cheating only if you get caught.
 - Learning is a journey, not a destination.
 - Dishonest people often get ahead in life.
 - Rulers should be kind and lead by example.
 - Family members should be loyal to one another.
 - Rulers should use punishment to keep social order.
6. Which philosophy teaches that punishments for crimes are necessary but should be reasonable?
 - Buddhism
 - Confucianism
 - Daoism
 - Legalism
7. Which of the following are Emperor Shi Huangdi's accomplishments? Select the **three** correct answers.
 - began the Great Wall
 - opened trade with Japan
 - united China for the first time
 - created a national set of laws
 - conquered the Persian Empire
 - converted all his subjects to Buddhism
8. How did Emperor Shi Huangdi increase Chinese agricultural production?
 - He gave metal plows to his farmers.
 - He introduced potatoes to the country.
 - He built irrigation systems to redirect water.
 - He hired foreigners to teach new farming methods.

9. Which of the following were improvements to the transportation networks under Emperor Shi Huangdi? Select the **three** correct answers.
 - built bridges over the Yellow River
 - dug canals connecting cities with rivers
 - standardized the width of roads to fifty paces
 - cleared mountain passes to allow trade with the West
 - built new roads connecting Xianyang with the rest of the empire
 - dug tunnels through the Himalayan Mountains linking China with India
10. Why were sons valued more than daughters in Han society?
 - Women could never become the heads of households.
 - Sons were expected to make the most money in the family.
 - Women could not rise to positions of power in government.
 - Sons were expected to take care of the parents in their old age.

11. Drag the group into its level in Confucian society.

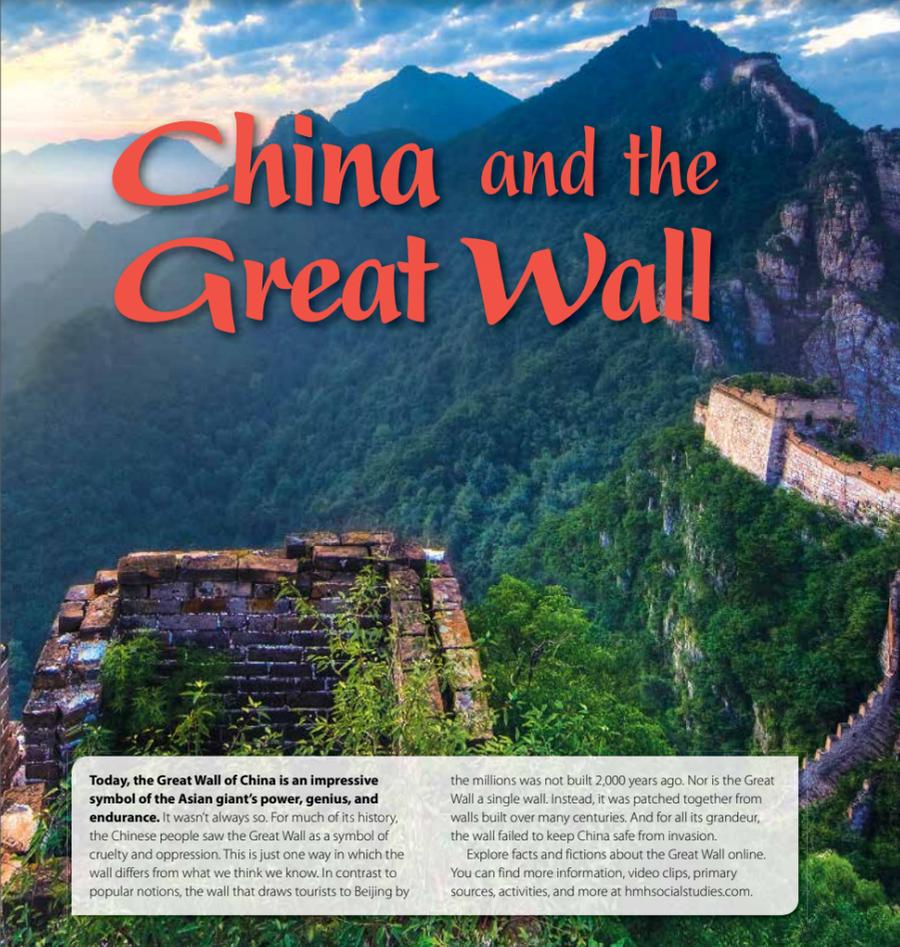
Upper Class	→	nobles
Second Class	→	peasants
Third Class	→	artisans
Lowest Class	→	merchants

12. Which of the following were invented during the Han period? Select the **three** correct answers.
 - paper
 - bicycles
 - iron plows
 - microscopes
 - seismographs
 - bronze swords
13. What items did Central Asian traders exchange for Chinese silk cloth during the Han period?
 - chariots
 - catapults
 - iron swords
 - strong horses
14. Which of the following products were commonly traded along the Silk Road? Select the **three** correct answers.
 - gold
 - cloth
 - ships
 - slaves
 - animal hides
 - limestone blocks
15. How did the Silk Road affect the development of China during the Han period?
 - The Han Empire became rich trading with foreign countries.
 - China's population increased due to the migration of foreign merchants.
 - China's culture was dramatically altered as it adopted foreign customs.
 - The Han Empire fought many wars protecting its trading interests against foreign armies.

Online Multimedia Connections

In this Multimedia Connection, students will learn about key periods of wall construction in China's history. They will watch and discuss short video clips on the construction, purpose, and success or failure of the wall.

HISTORY MULTIMEDIA CONNECTIONS



China and the Great Wall

Today, the Great Wall of China is an impressive symbol of the Asian giant's power, genius, and endurance. It wasn't always so. For much of its history, the Chinese people saw the Great Wall as a symbol of cruelty and oppression. This is just one way in which the wall differs from what we think we know. In contrast to popular notions, the wall that draws tourists to Beijing by the millions was not built 2,000 years ago. Nor is the Great Wall a single wall. Instead, it was patched together from walls built over many centuries. And for all its grandeur, the wall failed to keep China safe from invasion.

Explore facts and fictions about the Great Wall online. You can find more information, video clips, primary sources, activities, and more at hmsocialstudies.com.

223 MC1 MULTIMEDIA CONNECTIONS

Go online to view these and other HISTORY® resources.



The Great Wall of China

Watch the video to learn the history and significance of the magnificent, mysterious walls that snake across northern China.



A Land of Walls Within Walls

Watch the video to learn how the Great Wall fits within the ancient Chinese tradition of wall-building.



The Human Costs of Building

Watch the video to learn about the miseries that awaited the men who built the wall.



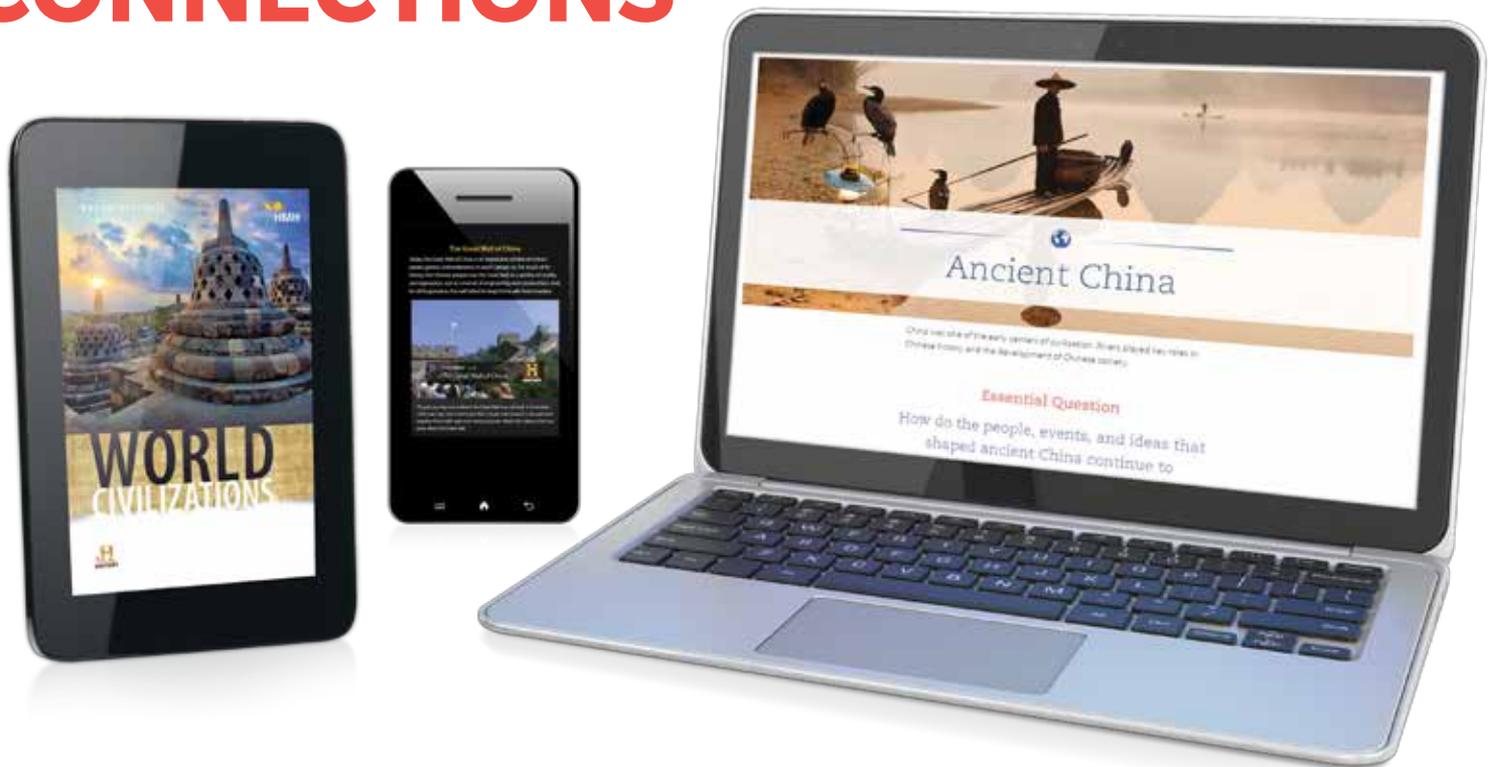
Twentieth-Century China

Watch the video to examine the role that the wall has played in modern Chinese history.

CHINA AND THE GREAT WALL 223 MC2

HMH SOCIAL STUDIES

UNCOVER THE
CONNECTIONS



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