



Core Knowledge®

HISTORY AND GEOGRAPHY

Dynasties of China



Wu Zhao

Teacher Guide



Emperor Taizong



Mongol invasion and rule



Shihuangdi's terracotta army

Dynasties of China

Teacher Guide



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Dynasties of China

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Dynasties of China

Teacher Guide

Core Knowledge Sequence History and Geography 4

UNIT 6

Introduction

ABOUT THIS UNIT

The Big Idea

For nearly two thousand years, China had an advanced civilization ruled by a succession of dynasties.

Dynastic rule in China began in the year 221 BCE with the rise of Shihuangdi, the founder of the Qin dynasty and the first emperor of China. Shihuangdi's brutal, yet productive, rule set the stage for future Chinese dynasties, including the Han, Tang, Song, Yuan, and eventually Ming and Qing. Through the centuries, China developed not only a distinct culture but numerous inventions that continue to influence the world today. The influence of the Chinese dynasties began to wane during the 1800s with increased pressure from the West. China officially became a republic in 1912, when its last emperor stepped down from the throne.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Grade 2

- China, including Yellow (Huang He) and Yangzi (Chang) Rivers, teachings of Confucius, Great Wall of China, invention of paper, importance of silk, Chinese New Year

What Students Need to Learn

- Qin dynasty: Shihuangdi, first emperor, begins construction of the Great Wall
- Han dynasty: the trade in silk and spices, the Silk Road, the invention of paper
- Tang and Song dynasties: highly developed civilizations; extensive trade; important inventions, including compass, gunpowder, paper money
- Mongol invasions and rule: Chinggis (also spelled Genghis) Khan and the “Golden Horde”; Kublai (also spelled Khubilai) Khan and his capital at Beijing; and Marco Polo
- Ming dynasty: the Forbidden City and the explorations of Zheng He
- Become familiar with examples of Chinese art:
 - Silk scrolls
 - Calligraphy (the art of brush writing and painting)
 - Porcelain

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 221 BCE to 1912 CE.

221–210 BCE	Shihuangdi, the first emperor of the Qin dynasty, was buried with thousands of terracotta soldiers for protection in the afterlife.
221–210 BCE	Shihuangdi wanted to build the Great Wall of China to keep out invaders.
202 BCE	Liu Bang was the first emperor of the Han dynasty.
202 BCE–220 CE	Both the invention of paper and the start of the Silk Road happened during the Han dynasty.
618–907	During the Tang dynasty, gunpowder, paper money, and the first book printed with a woodblock were created.
626–649	Emperor Taizong was one of the co-founders of the Tang dynasty.
690–705	Wu Zhao became the only woman to ever rule China as an emperor.
1100–1126	Emperor Hui Zong of the Song dynasty was a great lover of art.
1211	The Mongol leader Chinggis Khan attacked and destroyed cities in northern China.
1260–1294	Kublai Khan built a city on the site of what is now Beijing.
1271–1295	Marco Polo traveled throughout Asia.
1368	Zhu Yuanzhang defeated the Mongols and began the Ming dynasty.
1402–1424	Ming emperor, Zhu Di, built the Forbidden City.
1644–1912	Qianlong was the fourth emperor of the Qing dynasty, which lasted from 1644–1912.
1839–1842; 1856–1860	The British sent warships to force the Chinese to buy opium and other goods.

AT A GLANCE

The most important ideas in Unit 6 are:

- The name *Shihuangdi* means First Supreme Emperor. Shihuangdi founded the Qin dynasty.
- The Silk Road was an important trade route for the Chinese that began in the Han dynasty.
- The Tang and Song dynasties are considered a golden age because of the level of political, cultural, and social development.
- The Mongol invasion of China led to the establishment of the Yuan dynasty by Kublai Khan.
- After supporting seven voyages of Zheng He, the Ming emperors reversed themselves and banned all Chinese overseas maritime trade, while continuing land-based trade.
- The Ming established their capital at Beijing and built the Forbidden City as the palace of the emperor.
- Chinese art has ancient roots.
- Chinese art, particularly landscape painting, reflects a belief in humanity's need to exist in harmony with nature.
- The element of line is crucial in both calligraphy and landscape painting.
- Chinese potters began to excel in porcelain some eight centuries before Europeans began to produce porcelain figures.

WHAT TEACHERS NEED TO KNOW

Background

The earliest known dynasty in China, the Shang, developed along the Huang He (Yellow) River in the northeast and then spread outward, eventually reaching the area of the Yangzi (Chang) River. The Shang ruled from around 1766 BCE to around 1027 BCE.

The Shang were probably organized into individual city-states ruled by a king. Society was divided into classes—noble warriors, then merchants and artisans, and then peasant farmers. Most members of the Shang civilization were peasant farmers who lived in villages outside the city centers.

The next dynasty was that of the Zhou (/jhoh/) who ruled from 1027 BCE to 256 BCE. The Zhou developed the idea of the Mandate of Heaven to justify their overthrow of the Shang. According to this concept, the gods bestowed on a

ruler the divine right to rule. If the ruler violated this gift in some way, such as by engaging in corrupt practices, the gods would take away the Mandate of Heaven from this ruler and bestow it on another one.

While China prospered under the Zhou, the seeds of the Zhou's destruction were sown by the introduction of feudalism. In exchange for military support, the Zhou kings gave land to their supporters, who established local states and ruled them for their own benefit. In time, the local lords, known as warlords, became more powerful than the Zhou kings and fought one another for power and wealth. The era between 402 BCE and 201 BCE is known as the Warring States Period.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Dynasties of China":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Dynasties of China Student Reader—ten chapters

Teacher Components

Dynasties of China Teacher Guide—ten chapters. This includes lessons aligned to each chapter of the *Dynasties of China* Student Reader with a daily Check for Understanding and Additional Activities, such as Virtual Field Trips and cross-curricular art activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 74.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through creating timeline illustrations.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Dynasties of China Timeline Image Cards—fifteen individual images depicting significant events and individuals related to the dynasties of China. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a

powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapter 9 if classroom Internet access is not available. You can purchase the Grade 4 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting the *Dynasties of China* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **200s BCE**
- **600s CE**
- **1100s CE**
- **1200s CE**
- **1300s CE**
- **1400s CE**
- **1600s CE**
- **1800s CE**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	200s BCE	600s CE	1100s CE	1200s CE	1300s CE	1400s CE	1600s CE	1800s CE

Chapter	11 22	43 3	5	7 88	9	9	10	10

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

Note: The following dates include multiple cards: 200s BCE, 600s CE, and 1200s CE. Chapters 1, 2, 3, 8, 9, and 10 have multiple cards; and the Chapter 4 and 10 cards reflect time ranges but are positioned under dates representing the start of the dynasties.

Also, make sure students recognize that the Timeline covers a wide range of years—starting in 200s BCE and continuing to 1800s CE. Help students recognize that this interval represents about two thousand years.

200s BCE	200s BCE	200s BCE	200s BCE
The Terracotta Army, a collection of terracotta sculptures depicting the armies of Qin Shi Huang, the first Emperor of China,坑儒	The Great Wall of China, a series of fortifications made of earth, stone, and brick, built across the northern borders of several Chinese empires to protect and consolidate territories.	Portrait of Qin Shi Huang, the first Emperor of China, known for his centralization of power and the unification of China.	Illustration of daily life in ancient China, showing people engaged in various activities like cooking and weaving.
Chapter 1	Chapter 1	Chapter 2	Chapter 2
600s CE	600s CE	600s CE	1100s CE
Emperor Wu of Han, wearing elaborate yellow robes, known for his military campaigns and the expansion of the Han Empire.	Empress Wu Zetian, the only female emperor of China, known for her political acumen and the promotion of Confucianism.	Illustration of a scene from the Tang Dynasty, showing figures in traditional courtly dress.	Illustration of a scene from the Song Dynasty, showing figures in traditional courtly dress.
Chapter 3	Chapter 3	Chapter 4	Chapter 5
1200s CE	1200s CE	1200s CE	1300s CE
Illustration of the Mongol Invasion of Europe, showing a large army of horsemen in battle.	Map of the Silk Road, showing the network of trade routes connecting the Mediterranean world to China.	Map of Marco Polo's route, showing the path he took from Italy to China via the Silk Road.	Portrait of Kublai Khan, the Yuan Emperor, known for establishing the Yuan Dynasty and expanding the Chinese empire.
Chapter 7	Chapter 8	Chapter 8	Chapter 9
1400s CE	1600s CE	1800s CE	
Illustration of the Imperial Palace in Beijing, showing the grand architecture of the Ming and Qing dynasties.	Portrait of a Manchu general, showing the distinctive shaved sides of their heads.	Illustration of a harbor in China during the 1800s, showing ships and boats.	
Chapter 9	Chapter 10	Chapter 10	

Understanding References to Time in the *Dynasties of China* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 4 states that during the Tang dynasty, China was the biggest and richest country in the entire world. In contrast, there are many references to specific dates in history. Here are just two of them:

In 221 BCE, Zheng declared himself emperor of all of China.

In 649 CE, Emperor Taizong died.

Because of this, it is important to explain to students that some sections deal with themes that were important throughout the entire era and with events that occurred over long periods of time. These sections tend to highlight time periods rather than specific dates. Also, explain that other sections deal with important people and particular events in specific moments in time. Therefore, these sections tend to contain specific dates for key events in history.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do BCE and CE mean?
9. What is a timeline?

Pacing Guide

The *Dynasties of China* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of thirteen days has been allocated to the *Dynasties of China* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What were some of the things the first emperor did to unite China?
2	Why might the Chinese have wanted to protect their silk industry?

-
- 3** Why might it be said that Wu Zhao's rise to power was an extraordinary achievement?
-
- 4** What great advances happened during the Tang Dynasty?
-
- 5** How did Emperor Hui Zong fall from power?
-
- 6** What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?
-
- 7** What made the Mongols such fearsome warriors?
-
- 8** Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?
-
- 9** How did the Manchu gain control of China?
-
- 10** What brought about an end to two thousand years of rule by emperors in China?
-

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, generation
2	official, tribesmen, yak, oasis, hemp
3	foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, Buddha
4	calligraphy, woodblock printing, alchemist, charcoal, nitrate, saltpeter
5	prophecy, peddler, academy, canvas, panoramic, siege machine, virtue
6	ton, vendor, wares, horoscope, porter, ritual, elite
7	plaque, locust
8	observatory, astronomer, heavenly bodies, postal system, tax, typhoon
9	kowtow, log book, queue
10	prosperity, porcelain, ingenious, republic

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 3.1
AP 3.2
AP 4.1
AP 6.1
AP 8.1
AP 10.1

The following activity pages can be found in Teacher Resources, pages 83–91. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- World Map (AP 1.1)
- Qin and Han Dynasties (AP 1.2)
- Tang and Song Dynasties (AP 3.1)
- Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Calligraphy (AP 4.1)
- Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Yuan, Ming, and Qing Dynasties (AP 8.1)
- Domain Vocabulary: Chapters 7–10 (AP 10.1)

Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Fiction Excerpts

- Chapter 2—“The Wonderful Chuang Brocade” (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts	Visual Arts	Mathematics
Fiction Stories • “The Wonderful Chuang Brocade” (a Chinese folktale)	The Art of China • Silk scrolls • Calligraphy • Porcelain	Geometry • Identify polygons

Books

Cotterell, Arthur. *DK Eyewitness Books: Ancient China*. Ed. Laura Buller. New York: DK Children, 2005.

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. New York: Cambridge University Press, 2010.

Fisher, Leonard Everett. *The Great Wall of China*. New York: Simon & Schuster, 1995.

Herbert, Janice. *Marco Polo for Kids: His Marvelous Journey to China, 21 Activities*. Chicago, IL: Chicago Review Press, 2001.

Jiang, Wei, and Chen an Jiang. *The Legend of Mu Lan: A Heroine of Ancient China*. Monterey, CA: Victory Press, 1992.

Lewin, Ted and Betsy. *Horse Song: The Naadam of Mongolia*. New York: Lee & Low Books, Inc., 2008.

McKay, Jr., Lawrence. *Caravan*. Illus. Daryl Ligasan. New York: Lee and Low Books, Inc., 1995.

Morley, Jacqueline. *You Wouldn't Want to Work on the Great Wall of China!: Defenses You'd Rather Not Build*. Illus. David Antram. Danbury, CT: Children's Press, 2006.

O'Connor, Jane. *Hidden Army: Clay Soldiers of Ancient China*. New York: Grosset & Dunlap, 2011.

Ting, Renee, ed. *Chinese History Stories Volume I: Stories from the Zhou Dynasty*. Treasures of China, translated by Qian Jifang. Walnut Creek, CA: Shen's Books, 2009.

Twist, Clint. *Marco Polo: History's Great Adventurer*. Historical Notebooks. United Kingdom: Templar Publishing, 2011.

DYNASTIES OF CHINA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Dynasties of China

"The First Emperor" Core Lesson (TG & SR, Chapter 1)	"The Han Dynasty" Core Lesson and "Qin and Han Dynasties" (TG & SR, Chapter 2; AP 1.2)	"Terracotta Soldiers Virtual Field Trip" and "The Wonderful Chuang Brocade" (TG, Chapters 1 & 2, Additional Activities; FE 1)	"Wu Zhao" Core Lesson (TG & SR, Chapter 3; AP 3.1)	"The Tang Dynasty" Core Lesson (TG & SR, Chapter 4; AP 3.1)
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CKLA

"Eureka"	"Eureka"	"Eureka"	"Geology"	"Geology"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Dynasties of China

"The Peddler's Curse" Core Lesson and "Tang and Song Dynasties" (TG & SR, Chapter 5; AP 3.1)	"Town and Country" Core Lesson (TG & SR, Chapter 6; AP 3.1)	"The Mongol Invasions" Core Lesson (TG & SR, Chapter 7)	"Kublai Khan and Marco Polo" Core Lesson (TG & SR, Chapter 8; AP 8.1)	"The Forbidden City" Core Lesson and "Yuan, Ming, and Qing Dynasties" (TG & SR, Chapter 9; AP 8.1)
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CKLA

"Geology"	"Geology"	"Geology"	"Geology"	"Geology"
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Week 3

Day 11

Day 12

Day 13

Dynasties of China

"The Art of China" (TG, Chapter 9, Additional Activity)	"The Last Dynasty" Core Lesson and "Yuan Ming, and Qing Dynasties" (TG & SR, Chapter 10; AP 8.1)	Unit Assessment
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CKLA

"Geology"	"Geology"	"Geology"
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DYNASTIES OF CHINA PACING GUIDE

's Class

(A total of thirteen days has been allocated to the *Dynasties of China* unit in order to complete all Grade 4 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Dynasties of China

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Dynasties of China

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Week 3

Day 11

Day 12

Day 13

Dynasties of China

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CHAPTER 1

The First Emperor

The Big Question: What were some of the things the first emperor did to unite China?

Primary Focus Objectives

- ✓ Identify Shihuangdi as the first emperor of China. (RI.4.1)
- ✓ Describe Shihuangdi's accomplishments as emperor and his methods of leadership. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, and generation.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Qin Dynasty":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

terracotta, n. baked or hardened brownish-red clay (2)

Example: The emperor of China had an army made of terracotta.

emperor, n. the ruler of an empire (2)

Example: The emperor dressed in fine robes of silk to show his wealth and importance.

Variation(s): emperors

jade, n. a hard mineral, usually green, that can be made into jewelry or small figurines (2)

Example: The small figure of a horse was carved from jade.

crossbow, n. a type of weapon that shoots arrows when the trigger is released (4)

Example: The warrior shot an arrow from his crossbow while riding on horseback.

Variation(s): crossbows

tyrant, n. a leader who rules by cruel or unjust means (7)

Example: A mean and ruthless man, the tyrant ruled his country without mercy.

Variation(s): tyrants

Ming dynasty, n. a period of Chinese rule from the late 1300s to the mid-1600s (8)

Example: Leaders of the Ming dynasty wanted to unite China.

barbarian, n. a violent or uncivilized person (9)

Example: The Chinese thought their northern neighbors were barbarians, so they built a wall for protection.

Variation(s): barbarians

immortality, n. unending life (10)

Example: As he grew older, the emperor of China looked for magic potions or other secrets that would give him immortality.

generation, n. a period of time of about twenty-five years (11)

Example: In the generation after the invention of the Internet, computers became an important part of everyday life.

Variation(s): generations

THE CORE LESSON 35 MIN

Introduce the *Dynasties of China* Student Reader

5 MIN

Activity Page



AP 1.1



Distribute copies of and display World Map (AP 1.1). Review with students the seven continents and the oceans. Call attention to the continent of Asia, and have students locate the country of China. Point to the Timeline indicators for this unit posted on the wall, and explain to students that this unit focuses on more than two thousand years of Chinese history, beginning in the year 221 BCE and ending in the early 1900s.

Distribute copies of the *Dynasties of China* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention images of emperors, inventions, and the Great Wall.

Introduce “The First Emperor”

5 MIN

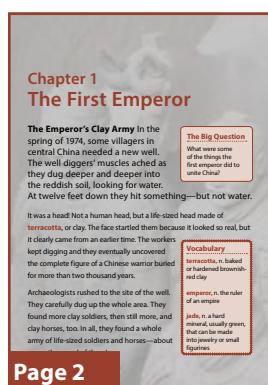
Explain to students that roughly two thousand years ago, the country of China was very different than it is today. Instead of being a united country with one ruler, it was actually made up of many different states. This all changed in the year 221 BCE. Read aloud the title of the chapter, “The First Emperor.” Explain that an emperor is a ruler of a large area known as an empire. Students in Core Knowledge schools may recall the word *emperor* from the *Ancient Rome* unit in Grade 3. Call attention to the Big Question, and encourage students to look for some of the ways the first emperor united China as they read the text.

Guided Reading Supports for “The First Emperor”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Emperor’s Clay Army” and “Guardians of the Tomb,” Pages 2–5



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “The Emperor’s Clay Army” on pages 2–4. Call attention to the Core Vocabulary terms *terracotta* and *crossbow*, and explain each word’s meaning as it is encountered.

CORE VOCABULARY—Call attention to the image of the terracotta soldiers on pages 2–3, and read the caption aloud. Explain the meaning of the Core Vocabulary terms *jade* and *emperor*.

Invite volunteers to read aloud the section “Guardians of the Tomb” on pages 4–5.

SUPPORT—Call attention to the images of the kneeling archer and the first emperor and read aloud the caption.

After volunteers read the text, ask the following questions:

LITERAL—What was the purpose of the terracotta soldiers?

- » The terracotta soldiers were made to protect the emperor and his tomb and possessions from robbers.

LITERAL—How did the emperor ensure that his tomb was kept secret?

- » He had the workers buried alive inside the tomb.



Each warrior had his own personality. Some seemed angry, while others appeared cheerful. The soldiers wore armor made of clay. They carried real weapons—bows and arrows, swords, spears, and crossbows.

Guardians of the Tomb

The clay army stood silent forever, guarding the tomb of the first emperor of China. Alert and ready for battle, they were to protect the emperor from evil spirits and robbers. If a robber did manage to break in, he might not escape in one piece—the clay army surrounded the tomb.

Over seven hundred thousand workers built the first emperor's tomb and created his army of clay. And it took them almost



Page 4

Vocabulary
Crossbow: a type of weapon that shoots arrows released trigger is released.

INFERRENTIAL—What evidence is there in the text to suggest that the emperor's efforts to keep the location of his tomb and its contents secret were successful for thousands of years?

- » The terracotta soldiers and the tomb were not discovered until 1974. They had remained undiscovered for more than two thousand years.

SUPPORT—Point out the approximate dates during which China's first emperor ruled (found in the caption on page 4).

"Uniting the Country" and "A Cruel Ruler," Pages 5–7

forty years to do it. The emperor did not want anyone to know about the tomb and its contents. So after he died, many workers in the underground tomb found that they could not get out. Walls and doors sealed them inside the tomb forever. They were buried alive to keep the emperor's secret.

Uniting the Country

The first emperor frightened everyone. Named Zheng (Jung) at birth, the emperor came from the northwest Chinese state of Qin (chin).

When Zheng was a young boy, China was not a single unified country as it is today. Instead, many separate states existed, and they fought one another. Zheng became king of the state of Qin when he was thirteen—probably not much older than you are now. To keep his power, he had to fight wars with his neighbors. After ruling as king for twenty-five years, he defeated all the other states.

In 221 BCE, Zheng declared himself emperor of all of China and took the name Shihuangdi (shuh twang-dee), meaning First Supreme Emperor. Shihuangdi established the Qin dynasty, named after his home state.

Shihuangdi had to be very tough to hold the new country together. His old enemies still hated him, so he commanded that all the weapons in the empire be brought to the capital city. He melted the weapons down and turned them into harmless bells that he placed inside his palace.

Page 5

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section "Uniting the Country" on page 5.

SUPPORT—Call attention to the pronunciation keys for *Zheng*, *Qin*, and *Shihuangdi*. Encourage students to correctly pronounce the words.

Invite volunteers to read aloud the remainder of the section.

SUPPORT—Call attention to the image of the ancient coins on page 6, and read aloud the caption. Ask students to consider why the Chinese money had holes in the center. Students may suggest that the holes made it possible to string the coins together, making them easier to carry.

CORE VOCABULARY—**Have students read independently the section "A Cruel Ruler" on page 7.** Encourage students to look at the definition of the Core Vocabulary term *tyrant* before and after they read the section to understand its meaning.

After students read the text, ask the following question:

LITERAL—What changes—both good and bad—did Shihuangdi bring to China?

- » After winning wars with his neighbors as the king of Qin, Shihuangdi brought together China's regions by insisting on the use of a single language, a single currency, and a single system of weights and measures. He also built or modernized the country's canals and roads. On the other hand, his tyranny included cruel punishments for lawbreakers and those who disagreed with his ideas. He also burned books of history, philosophy, and literature so that people would not be able to compare what life was like before his rule.

Shihuangdi struggled to unite the many different states into one nation. Each of the old states had its own particular kind of writing, calendar, and system of weights and measures. This caused great confusion. You might wonder if you could understand the kind of writing used in the empire if you did not use the same kind of writing as he did? Even the most basic differences between Chinese coins caused problems. Some coins had square holes in the center, while others used coins shaped like shovels or fish or small scallop shells. Which one was the most valuable? And if you and your neighbors measured out grain differently, who decided which was the right amount?

Shihuangdi decided to remove these differences. He insisted that all people use the same written language so that everyone in the empire could understand each other. Shihuangdi declared that all coins must be round with a square hole in the middle.



Page 6

Vocabulary
treaty: a leader who rules by cruel or unjust means

This was done so that coins could be strung together. The emperor established one calendar and one single system of weighing and measuring goods that everyone had to follow.

Shihuangdi wanted to travel easily throughout his empire, so he ordered the building of canals to connect the great waterways of China. He also commanded that roads be built—for thousand miles of them! Trees lining the roads provided shade for travelers.

A Cruel Ruler

Such improvements made life easier for the Chinese people. But the emperor could also be very cruel. He hated crime, and people who broke his laws were punished in horrible ways.

Shihuangdi had any ideas that he did not like taken away, and he had them when he did not like them. He had every book of history, philosophy, and literature in all of China collected and burned. He commanded that four hundred monks be killed because they made a promise to him that they could not keep. Even the emperor's son was upset, and he told his father it was wrong to be so cruel. But you shouldn't talk back to your parents—especially if the parents are a tyrant! Shihuangdi became angry at his son and sent him far away, all the way to the northern edge of China.

The Wall Builder

job to keep him busy. He told him to build a series of walls in northern China.

Page 7

Vocabulary
tyrant: a leader who rules by cruel or unjust means

"The Wall Builder," Pages 7–10

Some old walls were already standing. Shihuangdi wanted to connect some of these walls and build new ones. The wall building did not end with Shihuangdi. Later dynasties built more walls. The rulers of the Ming dynasty built the last and most elaborate ones. These Ming-dynasty walls are the ones that we usually think of as the Great Wall of China. But the work began many years earlier, and the Chinese honor Shihuangdi as the first great wall builder.



Page 8

The Great Wall snakes through China's mountains and deserts for more than one thousand miles. Why in the world would anyone need such gigantic walls? Shihuangdi ordered the walls to be built to keep out the people who lived beyond the northern border of China.

The Europeans called these northern people the Huns; the Chinese called them the Xiongnu (hsiong-hoo-n). The Xiongnu were nomads, which means they had no permanent homes and moved from place to place. They moved around on their great herds of horses, riding like the wind. They wandered the open grasslands, called steppes (steepz), in search of good grass for their horses to eat. When they found a place where they wanted to stay briefly, they would set up large tent-like houses called yurts that they could take down quickly when they were ready to move.

In contrast, the Chinese people had settled lives. Most of them were farmers who lived in the fertile valleys of the Huang He (huang-huh), or Yellow River, in the north and the Yangzi (yang-zee) River farther south. They rarely left their farms and villages. To the settled Chinese, the nomadic Xiongnu seemed like barbarians.

The Xiongnu were fierce warriors. They would mount their swift horses and swoop down on Chinese villages, raiding and stealing from the people who lived there. Shihuangdi was determined to protect China from these northern raiders, and so he started building walls.

Page 9

Vocabulary
Ming dynasty: a period of Chinese history that began in 1368 to the mid-1600s

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “The Wall Builder” on pages 7–9. Call attention to the Core Vocabulary term *Ming dynasty* and explain its meaning, noting that this dynasty of rulers lived about one thousand years after Shihuangdi.

SUPPORT—Call attention to the image of the Great Wall on page 8 and read aloud the caption. Explain to students that the Great Wall is still an impressive structure today.

SUPPORT—Read the third and fourth paragraphs of the section. Call attention to the pronunciation guides for *Xiongnu* and *steppes*. Encourage students to correctly pronounce each word.

CORE VOCABULARY—Call attention to the Core Vocabulary term *barbarian*, and explain its meaning.

Finish reading aloud the remainder of the section.

SUPPORT—Call attention to the pronunciation guides for *Huang He* and *Yangzi* on page 9. Encourage students to correctly pronounce the words.

Note: Students in Core Knowledge schools may recall studying these rivers in the Grade 3 *World Rivers* unit.



SUPPORT—Display for students Qin and Han Dynasties (AP 1.2), and locate the Huang He (Yellow River), Yangzi River (Chang), and the Great Wall. Explain to students that the Xiongnu came from the area north of where the wall was built.

After you read the text, ask the following questions:

LITERAL—Why did Shihuangdi build the Great Wall?

- » He wanted to keep the Xiongnu, or Huns, who were nomads and fierce warriors, out of China.

LITERAL—Did Shihuangdi complete the construction of the Great Wall of China as we know it today?

- » No. The Great Wall as we know it today was completed during the Ming dynasty.

Activity Page



AP 1.2

"Searching for Immortality," Pages 10–11

He sent three hundred thousand soldiers and workers—including criminals who had to march hundreds of miles in chains—to the northern border. Many died on the way. Once they got there, there was no food. Half-starved, the men had to work anyway.

Searching for Immortality

In his desire to rule forever, the emperor became obsessed about dying. So he sent his best advisers to find a magic potion that would help him live forever. He sent out several sea expeditions in search of islands that were supposed to hold the secret to immortality. Of course, the expeditions failed.

In his capital city, Shihuangdi set about building several palaces and gardens for himself. The emperor became so fearful that he slept in a different palace every night. He moved secretly, and no one except his closest advisers knew where he was.

Shihuangdi was a mysterious figure during his lifetime—and even his death remained a secret. When he died while on his way home from a hunting trip, his advisers knew he was dead, but they did not want anyone else to find out. The only problem was that the emperor's decaying body was beginning to smell! How could they hide that? They came up with a plan to have a cart full of rotten fish follow the emperor's carriage until they got back to the capital. That way people would think it was the fish that stank, and not the recently deceased emperor!

Vocabulary
immortality, n.
longevity, n.
immortal, adj.

Page 10

Activity Page



AP 1.2

Shihuangdi had boasted that his descendants would rule for ten thousand generations. But within just a few years of his death, the Qin dynasty collapsed. Another emperor emerged, and another ruling family took over China and founded a new dynasty.

Vocabulary
generation, n., a
period of time of
about twenty-five
years.

Page 11

Scaffold understanding as follows:

Read the title of the next section "Searching for Immortality" and explain the meaning of the term *immortality*. Ask students to predict what they think this section will be about.

Preview the meaning of the Core Vocabulary term *generation*. Ask students to read "Searching for Immortality" on pages 10–11 quietly to themselves or to a partner.

SUPPORT—Ask students to revisit their predictions with what they have just read.

SUPPORT—To reinforce the irony of Shihuangdi's boast that the Qin dynasty would rule for ten thousand generations, write $10,000 \times 25$ on the board or chart paper and complete the multiplication process. In other words, Shihuangdi boasted that his descendants would continue to rule for 250,000 years!

 **SUPPORT**—Display for students Qin and Han Dynasties (AP 1.2). Call attention to the area covered by the Qin dynasty. Explain to students that in the next lesson, they will learn about the Han dynasty, which succeeded the Qin.

After students read the text, ask the following questions:

INFERRENTIAL—Which of Shihuangdi's actions show that he became extremely afraid of dying?

- » Shihuangdi ordered sea voyagers to search for a magic potion for immortality. He kept his whereabouts secret and slept in a different place every night.

LITERAL—Shihuangdi's advisers went to great lengths to keep the emperor's death a secret. What did they do when the emperor died while traveling?

- » They had a cart of rotten fish follow the emperor's carriage to hide the smell of his decaying body on their way back to the capital.

Timeline

- Show students the two Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss The Big Question: "What were some of the things the first emperor did to unite China?"

- Post the image cards under the date referencing the 200s BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What were some of the things the first emperor did to unite China?"
 - Key points students should cite include: Shihuangdi worked to unite and improve his empire in many ways, including by building a system of roads and bridges, by establishing a uniform currency and system of writing, and by building a wall to keep out invaders.
- Choose one of the Core Vocabulary words (*terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, or generation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Terracotta Soldiers Virtual Field Trip (RI.4.7)

25 MIN

Materials Needed: Internet access



Background for Teachers: Prior to starting the Terracotta Soldiers Virtual Field Trip, preview the map, video, and photo gallery about Shihuangdi's tomb. The video is approximately four minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific links for this activity may be found:

www.coreknowledge.org/ckhg-online-resources

Note: The map is located about halfway down the *National Geographic* page. The photo gallery is located at the bottom of the *Smithsonian* page.

Before beginning the activity, ask students to review what they read about Shihuangdi in Chapter 1. Students should recall that Shihuangdi was the first emperor of China. His legacy includes the use of standard weights, measures, and currency, and major building projects like the Great Wall. Shihuangdi is also remembered for his tomb. Explain to students that during this activity, they will have the opportunity to watch a video about Shihuangdi's terracotta warriors and view a photo gallery of the archaeological discovery.

Begin the activity by displaying for students the map of Shihuangdi's tomb. Call attention to the size and various other aspects of the tomb. Allow students time to comment upon and discuss what they are viewing.

Next, play for students the video about Shihuangdi's tomb. After students watch the video, share with them the photo gallery images, reading aloud each caption. Allow students several moments to view each image.

After sharing the video and photo gallery, pose the following questions to students for class discussion:

1. How does Shihuangdi's tomb reflect his desire to be immortal?
 - » It shows many aspects of his life as an emperor. The terracotta army was meant to defend him in the afterlife.
2. Aside from the warriors, what other types of figures were found in Shihuangdi's tomb?
 - » Shihuangdi's tomb included acrobats and other entertainers, government officials, animals, and even a strongman.
3. How many people worked on Shihuangdi's tomb?
 - » Over seven hundred thousand people worked on the tomb.
4. Why do you think Shihuangdi wanted each figure to be unique?
 - » Student responses will vary. Some may agree with the video that even though Shihuangdi was a harsh ruler, he still appreciated beauty and individualism.
5. Why does the terracotta army face east?
 - » The army faces east toward the states that Shihuangdi conquered as emperor.

CHAPTER 2

The Han Dynasty

The Big Question: Why might the Chinese have wanted to protect their silk industry?

Primary Focus Objectives

- ✓ Understand China's isolation and why the Chinese finally tried to break the isolation. (**RI.4.1**)
- ✓ Identify the reasons for the development of the Silk Road. (**RI.4.1**)
- ✓ Relate the idea of the Han dynasty as a golden time to cultural advances such as the invention of paper. (**RI.4.1**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *official, tribesmen, yak, oasis, and hemp.* (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Han Dynasty":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display copy of World Map (AP 1.1)
- Display and individual student copies of Qin and Han Dynasties (AP 1.2)
- Internet access for the Terracotta Soldiers Virtual Field Trip (found in Chapter 1) and "The Wonderful Chuang Brocade" activity
- Individual student copies of "The Wonderful Chuang Brocade" (FE 1)

Core Vocabulary (Student Reader page numbers listed below)

official, n. a person who carries out a government duty (**15**)

Example: The emperor sent his official into the countryside to collect taxes from the village.

Variation(s): officials, official (adjective)

tribesmen, n. the people who belong to a tribe or a society (**16**)

Example: Many of the tribesmen hunted for food for their families.

Variation(s): tribesman

yak, n. an ox-like animal that lives in Asia (18)

Example: The farmer relied on his yak to help plow the fields.

Variation(s): yaks

oasis, n. an area in the desert where there are water and plants (18)

Example: The travelers stopped at the oasis to get food and water for their animals.

Variation(s): oases

hemp, n. a type of plant, the fibers of which are used to make such things as rope, fabric, and paper (19)

Example: Hemp is a very useful plant that can be made into many different things.

THE HAN DYNASTY 35 MIN**Introduce “The Han Dynasty”****5 MIN**

Refer back to the first two Timeline Image Cards from the previous chapter and read each caption. Have students briefly recall what they learned about China’s first emperor. Students should identify that Shihuangdi was the first emperor of China, who united the country in many ways. Explain to students that even though Shihuangdi’s reign was effective, he was not well-liked. This explains why the Qin dynasty did not last long after his death. Explain that in this lesson, students will learn about what happened in China after the Qin dynasty. Call attention to the Big Question, and encourage students to look for reasons why the Chinese might have wanted to guard the secrets of silk production, as they read the text.

Guided Reading Supports for “The Han Dynasty”**30 MIN**

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Emperor with Seventy-two Spots," Pages 12–17

Chapter 2 The Han Dynasty

The Emperor with Seventy-two Spots

Spots? What sort of emperor could think he would be the founder of a new dynasty? Someone from a rich and powerful family? Not necessarily. Not emperor Liu Bang (/lee'oh/bahng/) was a poor, uneducated peasant.

Even as a young man, Liu Bang was unusual. His left thigh had seventy-two spots on it, and it was said that a woman once saw a dragon over his head while he slept. According to the Chinese, these things indicated that he would achieve greatness one day.

A powerful warrior, Liu Bang took control of all of China and declared himself the emperor of the Han (hahn) dynasty. This dynasty would last for four hundred years.

Page 12

The Big Question
Why might the Chinese have wanted to protect their sick dynasty?

Page 12



Page 13

dynasty, which ruled for four hundred years.

Activity Page



AP 1.1

Liu Bang lived in a grand palace in the capital city of Chang'an (chahng'ahnn). The emperor wanted his father to come live with him. "Forget your old farm," he told his father. "Come live here like the richest man on Earth, in the most luxurious palace in all of China."

But his father wasn't sure. He thought he would miss his old home and small village too much. Have you ever had to move? Maybe you felt sad leaving your old home. Well, Liu Bang's father would feel right at home. Only then did Liu Bang's father move.

But Liu Bang was determined to get his father to move, so he had an exact copy of his father's village created near the capital. He moved his father's friends to the new place. He even moved the cows and chickens from the old village so that his father would feel right at home. Only then did Liu Bang's father move.

But Liu Bang was not peaceful in China. Shihuangdi's walls had not stopped the Xiongnu. They continued to pour over the walls and into China. Raids and attacks also came after him. What made war against the nomadic horsemen, but still the raiders came. What could the Chinese do about them?

A later Han emperor, Wudi (/wuh-dee/), had an idea. Maybe other states would be willing to fight the hated Xiongnu. But the Chinese didn't know anything about other lands or other peoples.

China had always been isolated from the rest of the world because of its geography. The Pacific Ocean lay to the east of China; to the west by the Himalayas, with some of the tallest mountains in the world.

Page 14

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section "The Emperor with Seventy-two Spots" on pages 12–13.

SUPPORT—Call attention to the pronunciation guides for *Liu Bang* and *Han*. Encourage students to correctly pronounce the words.

SUPPORT—Call attention to the image of Liu Bang on page 13 and read aloud the caption.

Read aloud the next six paragraphs of the section on pages 14–15.

SUPPORT—Call attention to the pronunciation guides for *Chang'an*, *Wudi*, and *Gobi*. Encourage students to correctly pronounce the words.

SUPPORT—Call students' attention to the map on page 15 and have them locate each of the geographic features described in the last paragraph. Explain that physical features like the steppes, mountains, and desert isolated China from the outside world. Also, ask students to use their fingers to trace the Great Wall.

CORE VOCABULARY—**Read aloud the remainder of the section.** Call attention to the Core Vocabulary terms *official* and *tribesmen* and explain their meanings when they are encountered.

SUPPORT—Call attention to the pronunciation guides for *Bactria* and *Afghanistan*. Encourage students to correctly pronounce the words. Use the World Map (AP 1.1) to show the location of Afghanistan. Ask students to explain Afghanistan's location relative to China. (*It is west of China.*)

SUPPORT—Call attention to the image of the heavenly horses on page 16 and read aloud the caption. Explain that in China, the Akhal-Teke horse is also referred to as *han xue*, which means "sweats blood." This name comes from an old myth that these horses sweat blood. Some scholars believe that this myth may have started because of parasites that drew blood from the horses, or from burst veins that may have caused the horses to bleed.

After you read the text, ask the following questions:

LITERAL—Why were the Chinese people separated from the rest of the world for so many hundreds of years?

- » China is surrounded by vast steppes, the Gobi Desert, towering mountain ranges, the Pacific Ocean, and dense jungle, as well as Shihuangdi's walls.

LITERAL—Why did the Chinese finally seek contact with other places?

- » Han Emperor Wudi sent an official to lands outside of China to convince these people to help the Chinese fight the Xiongnu.

the world; to the north were vast steppes and the forbidding Gobi (jōbēi) Desert; and to the south lay more mountains and jungles.

Because the Chinese were so isolated, they believed they were the center of the world. They called the Middle Kingdom or All Under Heaven. They had little interest in exploring other places.

One day in 138 BCE, Emperor Wudi ordered a court official by the name of Zhang Qian to go out into the wilderness. Wudi commanded this official to find another

map showing the Silk Road.

The Geography of China



15

Page 15

state that would help China fight the northern tribesmen. The explorer headed west into central Asia. He discovered amazing things, including the most wonderful horses he'd ever seen.

Zhang Qian went as far as the state of Bactria (bāk'ēə), which is now called Afghanistan (āf'gān'īsh'tān). He asked the people of Bactria to help the Chinese fight the Xiongnu. But they said no.

Disappointed, Zhang Qian returned to China. He probably thought he had failed in his mission. But his stories about the western land fascinated the Chinese. People in China listened carefully when they heard about the magnificent horses in Central Asia. In particular,



Sweat Horse description as the 'blood horse' from Central Asia.

Page 16

Vocabulary
tributary —
a person who belongs
to a tribe or a society

16

"The Silk Road," Pages 17–18

Scaffold understanding as follows:

Invite volunteers to read aloud the first two paragraphs of the section "The Silk Road" on page 17.

SUPPORT—Call attention to the image of silk being woven on page 17, and read aloud the caption.

CORE VOCABULARY—**Read aloud the remainder of the section.** Call attention to the Core Vocabulary terms *yak* and *oasis* and explain their meanings.

 **SUPPORT**—Have students refer to the map on page 15 and use their fingers to trace the course of the Silk Road. Explain that the Silk Road was often very treacherous due to the diverse, and often challenging, geography of China.

Note: You may also want to call students' attention to the fact that the red line on this map depicting the Silk Road continues outside of China and appears to "run off" the left side of the map. The text explains that the Silk Road allowed traders to travel all the way to countries on the Mediterranean Sea. Egypt is specifically mentioned as one of those countries in the Mediterranean world. Guide students in locating Egypt on the World Map (AP 1.1) so they can fully appreciate the length of the Silk Road.

they became interested in a horse known as a "sweat blood horse." This horse was viewed as special and exotic.

The Silk Road

As well as horses, the Chinese loved silk. Silk was a precious, valuable fabric. Have you ever felt silk? It is very soft and beautiful. The Chinese got silk by raising special worms, called silkworms. They'd feed the silkworms mulberry leaves. In the springtime the worms would spin a cocoon made of delicate threads. The Chinese learned how to unwind those threads and weave them into a beautiful fabric.

In the Han dynasty, the only people in the world who knew how to make silk, and they wanted to keep it that way. Silkworm eggs were not allowed out of the country. If you tried to sneak them out, you would be punished with death.



For China for more than six thousand years, these

17

Page 17

But finished Chinese silk could leave the country, and when foreigners saw the fabric they immediately wanted to trade for it. The silk trade created wealth for China.

That was how the Silk Road began. The road was really a system of roads that connected China to the cities of Central Asia, the deserts and deserts of Central Asia. Traders traveled in groups called caravans. Animals such as camels and yaks carried the silk. The route led from one oasis to the next. The caravan would stop at each oasis to rest in the shade and get food and water before continuing on in the desert. Following that route, silk traders made it all the way to the countries on the Mediterranean Sea.

People in Rome were eager to buy Chinese silk. Cleopatra, the queen of Egypt, wore a silk gown to impress her guests. Silk was so popular in Rome that the emperor had to forbid men from wearing it so that there would be enough for the women.

Making Paper

The Han dynasty, founded by Liu Bang, lasted from 206 BCE to 220 CE, roughly the same period as the mighty Roman Empire. But the Han culture was far more advanced than that of Rome. The Chinese themselves look upon this dynasty as a kind of golden time. They still call themselves the sons of Han.

Part of the Han dynasty was the

use made paper by making together

Vocabulary
yak, n., a large
ox-like animal
that lives in
Asia
oasis, n., an area in
a desert where
there are water and
plants

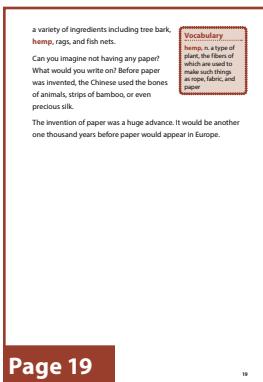
Page 18

After you read the text, ask the following questions:

LITERAL—What was the Silk Road, and why was it important to China?

- » The Silk Road was a system of trails linking China to lands and peoples of the West. The Silk Road was important because it enabled the Chinese to establish trade with many other countries that wanted silk.

"Making Paper," Pages 18–19



Scaffold understanding as follows:

CORE VOCABULARY—Preview the definition of the Core Vocabulary term **hemp**. Ask students to read the section "Making Paper" independently.

After students read the text, ask the following question:

EVALUATIVE—Why do you think the Han dynasty is viewed as a golden time in Chinese history?

- » The culture was very advanced. The Chinese invented paper during the Han dynasty. They also produced beautiful silk fabric. At the time, the Chinese were the only people in the world who knew how to make paper and silk.

Timeline

- Show students the two Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss The Big Question: "Why might the Chinese have wanted to protect their silk industry?"
- Post the image cards under the date referencing the 200s BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why might the Chinese have wanted to protect their silk industry?"
 - » Key points students should cite include: The silk industry was very profitable for the Chinese. Because other countries did not know how to make silk, they wanted to trade with China for this valuable good.

- Choose one of the Core Vocabulary words (*official, tribesmen, yak, oasis, or hemp*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Qin and Han Dynasties (RI.4.7)

10 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Qin and Han Dynasties (AP 1.2)

Note to Teachers: Chapter 2 is a short chapter and may not take the entirety of the forty-five minutes allotted. Have students answer the questions on Qin and Han Dynasties (AP 1.2) as a part of the lesson.

Distribute copies of Qin and Han Dynasties (AP 1.2). Instruct students to use the map to answer the two questions. Time permitting, have students discuss their responses.

“The Wonderful Chuang Brocade” (RL.4.1, RL.4.2)

20 MIN

Materials Needed: Sufficient copies of “The Wonderful Chuang Brocade” (FE 1); drawing paper and tools; and Internet access to images of silk brocade

Use this link to download the CKHG Online Resources for this unit, where the specific link to images of silk brocade and “The Wonderful Chuang Brocade” (FE 1) may be found. Be sure to make sufficient copies for your students prior to conducting the activity.

www.coreknowledge.org/ckhg-online-resources

Distribute copies of “The Wonderful Chuang Brocade” (FE 1) to students. Explain to students that weaving was an important art form in China. Today, they will read a Chinese folktale about a magical Chinese brocade. Demonstrating with the images from the Internet, explain that a brocade is a silk fabric with a raised design that is woven onto the fabric. Brocade designs are often created using metallic threads. Encourage the class to follow along as you read the story aloud.

As you read the story, ask and discuss the following questions:

- What did the mother and three sons do for a living?
 - » The mother was a weaver and her sons were woodcutters.
- What did the old mother bring back from the merchant? What did her youngest son suggest she do?
 - » She brought back a beautiful painting. Her son, Leju, suggested that she weave a brocade of the image in the painting.

3. How did weaving the brocade affect the old mother's health?
 - » It caused her to go blind.
4. Who took the wonderful brocade?
 - » Fairies sent the wind to carry it away.
5. What did each of the sons promise to do when the brocade disappeared?
 - » Each son promised to find the brocade and bring it back to their mother.
6. What did Lemo and Letui do after meeting the old woman who told them how to get the brocade?
 - » They took the gold she offered them and ran away to live in the city.
7. What did Leju do when he met the old woman?
 - » He offered two of his teeth to the stone horse so it would carry him to the fairies.
8. What happened when Leju returned with the brocade?
 - » The old mother touched it and it came to life. Leju and his mother then lived in the beautiful scene created from the brocade.
9. Folktales often have morals designed to teach a lesson. What is the moral of this story?
 - » Student answers will vary, but may include the idea that you must be willing to give up something you have to get what you want or that you must give up part of yourself to serve your family.

If time permits, ask students to carefully reread the portions of the story that describe the brocade and to draw a picture of the brocade.

CHAPTER 3

Wu Zhao

The Big Question: Why might it be said that Wu Zhao's rise to power was an extraordinary achievement?

Primary Focus Objectives

- ✓ Describe the expectations for young women in ancient China. (RI.4.1)
- ✓ Describe the capital city of Chang'an (RI.4.1)
- ✓ Summarize Wu Zhao's extraordinary rise from humble beginnings to political power. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, and Buddha.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Tang Dynasty":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Display copy of Tang and Song Dynasties (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

foreigner, n. a person who comes from another country (20)

Example: Many foreigners came to the capital city to do business with China's emperor.

Variation(s): foreigners

imperial, adj. relating to an emperor, empress, or empire (20)

Example: Chang'an was the imperial capital of China because the emperor lived and ruled from there.

shrine, n. a place considered holy because it is associated with a religious person or saint (22)

Example: Many people visited the shrine to pray.

Variation(s): shrines

Buddhist religion, n. also called Buddhism, a religion originating in India that is based on the teachings of Siddhartha Gautama (22)

Example: Today, there are followers of the Buddhist religion all around the world.

nun, n. a woman who lives a simple, religious life in a religious community of other women (26)

Example: The nun spent her days caring for the ill.

Variation(s): nuns

ruthless, adj. cruel; without mercy or pity (26)

Example: The ruthless judge always gave harsh punishments for even the smallest crimes.

resign, v. to step down from or leave a job (27)

Example: It is very rare for a powerful leader to resign from his or her position.

Variation(s): resigns, resigning, resigned, resignation (noun)

Buddha, n. the name given to Siddhartha Gautama, the founder of Buddhism (28)

Example: Statues of Buddha filled the entryway to the temple.

THE CORE LESSON 35 MIN

Introduce “Wu Zhao”

5 MIN

Review with students the Timeline Image Cards posted so far. Review the two Timeline Cards from Chapter 1 and read their captions. Review the two Timeline Cards from Chapter 2 and read their captions. Explain to students that so far they have learned about the first Chinese dynasty, the Qin, and the second Chinese dynasty, the Han. Have students recall the differences between the Qin and Han dynasties. (*The Qin dynasty was short and ruled by a harsh emperor. The Han dynasty was much longer and was characterized by social, cultural, and economic developments, such as the Silk Road.*) In this chapter, students will learn about the Tang dynasty. Call attention to the Big Question, and explain that Wu Zhao was one of the rulers of China during the Tang dynasty. Encourage students to look for reasons why Wu Zhao’s rise to power was so impressive as they read the text.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“City of Foreigners” and “Wu Zhao’s New Life,” Pages 20–23

Chapter 3
Wu Zhao

City of Foreigners In the year 638 CE, an imperial carriage hurried through the streets of Chang'an, the way to Chang'an, the capital city of China. The carriage rocked and swayed as it went. In the back of the carriage sat a thirteen-year-old girl named Wu Zhao (wū zhào/jōw).

The young girl was going to live in the imperial palace. The emperor at that time was Taizong (tāi zōng) of Tang dynasty.

Can you imagine how Wu Zhao must have felt? She had probably never been away from her home and family before. However, Wu's mother had become a widow and had decided that her daughter would be better off living in the palace.

Vocabulary **foreigner**, n. a person who comes from another country
imperial, adj. relating to an empire or empire

Page 20



Wu Zhao’s New Life

In the back of the carriage, young Wu Zhao must have been excited and scared about her new life. The roads became crowded as they approached the city of Chang'an, the largest and grandest city in the entire world at that time. Merchants carrying luxury goods from the Silk Road filled the streets leading to the capital. The carriage came to a high wall. It prepared to pass through one of the four great gates that led into the city.

Wu Zhao saw amazing things. Roughly one million people lived in Chang'an. Most of them were foreigners—Koreans, Japanese, Arabs, Persians, Turks, Indians, and even Africans. Wu Zhao had never seen so many different kinds of people. They looked strange to her. They spoke languages she could not understand. Everyone on the streets, even the Chinese themselves, dressed like foreigners. Women wore tightly fitted dresses that followed the fashions of India. All Chinese men wore hats and long robes that rose up in the streets until anything she had ever heard. In the two great city marketplaces, merchants sold exotic goods—foods, plants, perfumes, medicines, fabrics, and jewels from foreign lands.

As her carriage drove through the streets, Wu Zhao saw many monasteries, temples, and shrines for the Buddhist religion that ... She saw

Vocabulary **crowded**, adj. a place considered holy because it contains a religious person or thing
Buddhist, n. also called Buddhism, a religion originating in India that is based on the teachings of Siddhartha Gautama

Page 22

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “City of Foreigners” on page 20. Call attention to the Core Vocabulary terms *foreigner* and *imperial* and explain their meanings.

SUPPORT—Call attention to the pronunciation guides for *Wu Zhao* and *Taizong*. Encourage students to correctly pronounce the words.

SUPPORT—Call attention to the image of young Wu Zhao on page 21 and read aloud the caption. Ask students how they think Wu Zhao will become the empress.

CORE VOCABULARY—Invite volunteers to read aloud the section

“Wu Zhao’s New Life” on pages 22–23. Call attention to the Core Vocabulary terms *shrine* and *Buddhist religion* and explain their meanings.

Note: Students in Core Knowledge schools may recall the word *shrine* from the earlier Grade 4 units *Medieval Europe*, and *Medieval Islamic Empires*.

After volunteers read the text, ask the following questions:

LITERAL—What did Wu Zhao see as her carriage drove through the city of Chang'an?

- » The streets were crowded and filled with people dressed in the latest fashions. It had two great marketplaces that sold newly imported luxury goods. The population was large and included many immigrants from Korea, Persia, Turkey, India, and Arabia. There were many religious buildings.

EVALUATIVE—What do you think Wu Zhao’s impression was of Chang’an? How do you think she felt?

- » Possible response: Wu Zhao thought Chang'an was crowded, busy, and very different from what she was used to. She probably felt overwhelmed and maybe a little scared.

"The Imperial City" and "Life in the Palace City," Pages 23–26

Scaffold understanding as follows:

Invite volunteers to read aloud the section "The Imperial City" on page 23.



SUPPORT—Display for students Tang and Song Dynasties (AP 3.1). Have students locate the Tang dynasty and the capital city of Chang'an.

After volunteers read the text, ask the following questions:

INFERRENTIAL—Why did the palace guards know to let Wu Zhao's carriage continue past the walls and through the gate to the Imperial City?

- » The carriage was painted red, the color of the emperor's court.

LITERAL—Who was Taizong?

- » He was the emperor.

SUPPORT—Call attention to the image of Taizong on page 24 and read aloud the caption. Note the dragon design on Taizong's robes. Explain that the dragon was a symbol of imperial power in ancient China

Read aloud the first three paragraphs of the section "Life in the Palace City" on page 25.

SUPPORT—Use the image of the Tang sculpture on page 25 and its caption to illustrate how polo is played.

CORE VOCABULARY—**Read aloud the remainder of the section "Life in the Palace City."** Call attention to the Core Vocabulary term *nun* and explain its meaning when it is encountered.

SUPPORT—Call attention to the pronunciation guide for *Gaozong*. Encourage students to correctly pronounce the word.

After you read the text, ask the following questions:

LITERAL—What was life like for women like Wu Zhao living in the imperial palace?

- » The women lived a life of luxury. They spent their days applying makeup and watching sports like polo for entertainment. Life, however, was not always easy. Women who displeased the emperor could be removed from the city.

LITERAL—What happened to the women in the imperial palace after Emperor Taizong died?

- » They had to shave their heads in mourning and live out the rest of their days as Buddhist nuns.

houses topped with yellow roofs that were curved to guard against evil spirits, which were believed to move only in straight paths.

The Imperial City

Wu Zhao's carriage went up the Street of the Red Bird, a very wide street that stretched 480 feet from one side to the other. At the end of the street lay the gates of the Imperial City. Guards were posted and stood within stone walls, and only certain people were allowed to enter this special city within a city. All others were forbidden to do so. Even touching the wall was a serious crime. If you dared to put your hand on the wall, you could be hit seventy times with a rod.

The guards at the wall allowed Wu Zhao's carriage to pass through the gate. They could tell immediately that the carriage belonged to the emperor because it was painted a brilliant red, the same color as the emperor's court.

Inside the official court, seated on his throne, Emperor Taizong issued commands that affected a large portion of Asia. He ruled over a vast empire that included sixty million people. Thousands of government officials scurried about the huge rooms with marble floors, carrying out his orders and meeting his every desire.

But Wu Zhao went to an even more secret part of the Imperial City, the place where Taizong lived. Only the emperor and members of his household could enter what was called the Palace City. The emperor was the only grown man allowed inside the Palace City. His sons had to leave when they

Page 23

23

Activity Page



AP 3.1



Page 24

Emperor Taizong, founder of the Tang dynasty and one of China's

Life in the Palace City

The emperor had one wife but many female companions, all of whom lived in the Palace City. Wu Zhao was destined to be a companion. This would be her new home. She had no idea of what to expect.

Wu Zhao spent her days studying music and literature, and learning to write beautifully. She dressed in gorgeous silk robes and precious jewels. The women in the palace and around the city wore their hair in complicated mohawks that time fashionables women painted eyebrows on their faces. The eyebrows were drawn in different ways to create different moods. One style was named "Distant Mountains," and another was called "Sorrow Brow." "Sorrow Brow" was Wu Zhao's style.

The emperor's wife and his companions walked in the gardens and played games together, including the extremely popular game of polo that had recently come to China from Persia. While riding at high speed, polo players had to hit a ball with a long stick or mallet.



This sculpture from Tang China captures the皇帝's wife and her attendants that had been brought from Persia to China.

Page 25

25

LITERAL—How did Wu Zhao avoid living out the rest of her life as a nun?

- » She gained the attention of Gaozong, the emperor's son. He ordered that she be returned to the imperial palace.

“Wu Zhao Turns Ruthless” and “The Woman Emperor,” Pages 26–29

Scaffold understanding as follows:

CORE VOCABULARY—Read the section title, “Wu Zhao Turns Ruthless,” and explain the meaning of the word *ruthless*. Then, invite volunteers to read aloud the first three paragraphs of the section “Wu Zhao Turns Ruthless” on pages 26–27.

CORE VOCABULARY—Continue reading the remainder of the section “Wu Zhao Turns Ruthless” aloud. Call attention to the Core Vocabulary term *resign* when it is encountered and explain its meaning.

CORE VOCABULARY—Instruct students to read the section “The Woman Emperor” on pages 28–29 with a partner. Encourage students to refer to the vocabulary box as needed.

SUPPORT—Call attention to the image of the Buddha on page 28 and read aloud the caption.

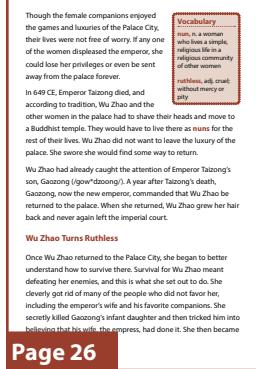
After students read the text, ask the following questions:

LITERAL—How would you summarize Wu Zhao’s rise to power?

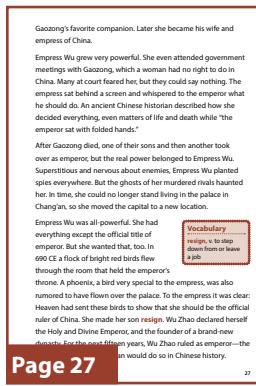
- » After spending thirteen years with her poor rural family, she was brought to Chang'an to live in the imperial palace. She lived for several years in the imperial palace, studying and serving Emperor Taizong. After his death, she became a nun, and then returned to the imperial court with Taizong’s son, Gaozong. After ruthlessly killing various rivals, she married Gaozong and became empress of China. Her sons became emperors after Gaozong died, but eventually Wu Zhao made her son resign so she could rule alone as emperor. When she was eighty years old, she was finally removed from power.

EVALUATIVE—How does the story about the birds show that Wu Zhao was superstitious?

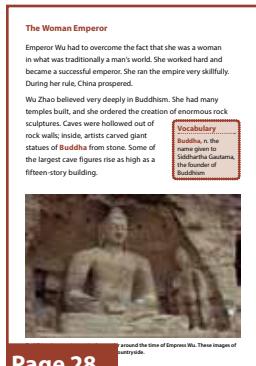
- » She saw the birds as a sign from the gods. She believed the birds flying over the emperor’s throne room were signs from Heaven that she was meant to be emperor.



Page 26



Page 27



Page 28

At eighty years of age, Emperor Wu grew weak and sick. Some of her old enemies saw a chance to get rid of her at last. They killed her closest advisers and put Wu Zhao under house arrest. She died later that year, and the Tang dynasty once again took control in China.

Page 29

29

LITERAL—How did Wu Zhao help spread Buddhism in China?

- » She had many Buddhist temples built and had giant statues of Buddha carved.

Timeline

- Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?”
- Post the image cards under the date referencing the 600s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?”
 - » Key points students should cite include: Wu Zhao went from being a peasant to living in the Imperial City. She defied Chinese custom and returned to the imperial court after the emperor Taizong died before becoming the ruler of China. She was the only woman emperor of China.
- Choose one of the Core Vocabulary words (*foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, or Buddha*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.4.4, L4.6)

10 MIN

Activity Page



AP 3.2

Materials Needed:

Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute copies of Domain Vocabulary: Chapters 1–3 (AP 3.2). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may be assigned as classwork or as homework.

The Tang Dynasty

The Big Question: What great advances happened during the Tang Dynasty?

Primary Focus Objectives

- ✓ Explain why the years of the Tang dynasty represent a golden age of art and culture in Chinese history. (RI.4.1)
- ✓ Identify the accomplishments and inventions of the Tang dynasty. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *calligraphy, woodblock printing, alchemist, charcoal, nitrate, and saltpeter.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Tang Dynasty”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Display copy of Tang and Song Dynasties (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

calligraphy, n. artistic handwriting (30)

Example: Each page of the old text featured beautiful and intricate calligraphy.

Variation(s): calligrapher

woodblock printing, n. a type of printing in which designs and patterns are carved into a woodblock and the woodblock is then dipped in paint or ink and stamped on paper or another surface (34)

Example: Woodblock printing made it possible for the artist to make many copies of his art.

alchemist, n. a person who tries to turn other metals into gold (34)

Example: The emperor's alchemist worked tirelessly to try to change the lead to gold.

Variation(s): alchemists, alchemy

charcoal, n. black chunks of burned wood (34)

Example: Chunks of charcoal remained after the fire finished burning.

nitrate, n. a chemical; often used as fertilizer (34)

Example: The fertilizer the farmer used on his crops included nitrate as an ingredient.

Variation(s): nitrates

salt peter, n. a type of nitrate (34)

Example: The fertilizer the farmer used on his crops included saltpeter as an ingredient.

THE CORE LESSON 35 MIN**Introduce “The Tang Dynasty”**

5 MIN

Activity Page



AP 3.1



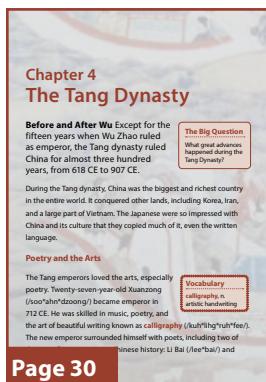
Review with students the Chapter 3 Timeline Cards and read aloud their captions. Ask students to recall what they've learned about the Tang dynasty so far. Students should recall that Wu Zhao was brought to the Imperial City during the rule of Taizong, the founder of the Tang dynasty. Refer to Tang and Song Dynasties (AP 3.1), and have students locate the territory controlled by the Tang dynasty and the city of Chang'an. Explain that during this lesson, students will learn more about life in China during the reign of the Tang dynasty. Call attention to the Big Question, and encourage students to look for some of the great advances that occurred during the Tang dynasty as they read the text.

Guided Reading Supports for “The Tang Dynasty”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Before and After Wu," Pages 30–31



Scaffold understanding as follows:

Invite students to read the section "Before and After Wu" on page 30 to themselves.

SUPPORT—Call attention to the image of the Japanese mission on page 31 and read aloud the caption.

After students read the text, ask the following question:

LITERAL—Why did the Japanese send missions to China?

- » The Japanese were very impressed by Chinese culture. They sent missions to learn more about Chinese religion, art, government, and medicine.

"Poetry and the Arts" and "An Era of Glory," Pages 30–34



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section "Poetry and the Arts" on page 30. Call attention to the Core Vocabulary term *calligraphy* and explain its meaning.

SUPPORT—Call attention to the pronunciation keys for *Xuanzong*, *Li Bai*, and *Du Fu*. Encourage students to correctly pronounce the names.

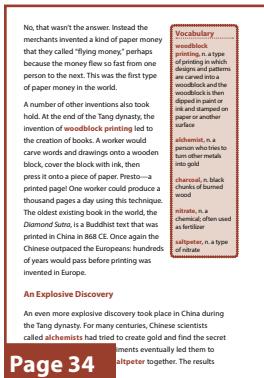
Read aloud the remainder of the section.

SUPPORT—Call attention to the image of the Tang figurine on page 32 and read aloud the caption.

Have students read the first two paragraphs of the section "An Era of Glory" on page 33 independently or with a partner. After students read, discuss the questions at the end of the second paragraph. What could the Chinese do to solve their problem?

SUPPORT—Call attention to the image of tea preparation on page 33 and read aloud the caption.





CORE VOCABULARY—Read aloud the remaining paragraphs of the section “An Era of Glory” on page 34. Call attention to the Core Vocabulary term *woodblock printing* and explain its meaning.

After you read the text, ask the following questions:

LITERAL—Who were Li Bai and Du Fu? How were they different?

- » They were two of the most famous poets in Chinese history. Du Fu was serious and hardworking. Li Bai got into trouble because he fought and drank.

LITERAL—What were some of the accomplishments in China during the Tang dynasty?

- » Two of the country’s greatest poets wrote at this time. Calligraphy flourished, and the invention of woodblock printing allowed the Chinese to create the world’s first printed books. Paper money was also invented.

“An Explosive Discovery,” Pages 34–35



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section title, “An Explosive Discovery,” and ask students to explain the meaning of the word *explosive*. Ask students to read this section quietly to themselves, referring to the vocabulary boxes as needed, to find out what the discovery was.

After you read the text, ask the following questions:

LITERAL—What did Chinese alchemists discover when they mixed charcoal, nitrate, and saltpeter, and how did the Chinese use it?

- » The alchemists discovered gunpowder, which created an explosion. The Chinese used it to make fireworks.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What great advances happened during the Tang dynasty?”
- Post the image card under the date referencing the 600s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Have students write a short answer to the Big Question, “What great advances happened during the Tang dynasty?”
 - » Key points students should cite include: Many advances happened during the Tang dynasty. Calligraphy and poetry flourished and woodblock printing made the creation of books possible. Both paper money and fireworks were invented during the Tang dynasty.
- Choose one of the Core Vocabulary words (*calligraphy, woodblock printing, alchemist, charcoal, nitrate, or saltpeter*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Calligraphy (RI.4.7)

20 MIN

Activity Page



AP 4.1

Materials Needed: (Sufficient copies of Calligraphy (AP 4.1); paper and assorted colored pencils or crayons

Distribute copies of Calligraphy (AP 4.1) to students. Explain the directions to students. You may choose to assign Calligraphy (AP 4.1) as an in-class activity or have students complete the assignment for homework.

CHAPTER 5

The Peddler's Curse

The Big Question: How did emperor Hui Zong fall from power?

Primary Focus Objectives

- ✓ Explain the conflict between the emperor Hui Zong's interests and his responsibilities. (RI.4.2)
- ✓ Identify characteristics of Chinese art during the Song dynasty. (RI.4.1)
- ✓ Summarize the events that led to the division of China into northern and southern sections. (RI.4.2)
- ✓ Summarize the fall of Emperor Hui Zong. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prophecy, peddler, academy, canvas, panoramic, siege machine, and virtue.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Song Dynasty":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Tang and Song Dynasties (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

prophecy, n. a prediction about the future (36)

Example: According to the peddler's prophecy, the emperor of China would beg for pancakes someday.

Variation(s): prophecies

peddler, n. a person who travels from one place to another selling goods (36)

Example: The village children were excited to see the new toys the peddler brought with him.

Variation(s): peddlers

academy, n. a distinguished place where scholars go to study (38)

Example: The academy only accepted a handful of bright students each year.

Variation(s): academies

canvas, n. a strong, durable fabric made from natural fibers (38)

Example: The artist painted a picture of the landscape on canvas that was stretched and attached to a wooden frame,

Variation(s): canvases

panoramic, adj. giving a wide view of an area (39)

Example: Standing atop the tower gave the onlooker a panoramic view of the city.

Variation(s): panorama (noun)

siege machine, n. a type of weapon used to break, weaken, or destroy thick walls during a siege (41)

Example: The siege machine helped the invaders enter the city.

Variation(s): siege machines

virtue, n. a high moral standard (41)

Example: The boy's greatest virtue was his honesty.

Variation(s): virtues

THE CORE LESSON 35 MIN

Introduce “The Peddler’s Curse”

5 MIN

Activity Page



AP 3.1



Review with students the Timeline Image Card from Chapter 4 and read aloud the caption. Distribute individual copies of Tang and Song Dynasties (AP 3.1), and share display copy with students. Have students locate the Tang dynasty that they have learned about in the past two chapters. Explain that today they will learn about the Song dynasty. Have students locate the Song dynasty on the map and answer the two questions at the bottom of the activity page. Discuss student responses. (*The Grand Canal connects the Huang He [Yellow River] and Chang [Yangzi River]. The territory controlled by China shrank under the Song dynasty.*) Call attention to the Big Question, and encourage students to look for the reasons why Hui Zong fell from power as they read the text.

Guided Reading Supports for “The Peddler’s Curse”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Pancake Prophecy," Pages 36–38

Chapter 5
The Peddler's Curse

The Pancake Prophecy One day in the year 1125, a very strange thing happened to Emperor Hui Zong (Huì Zōng) of the Song (Song) dynasty. He came upon a poor fish peddler sitting in a doorway, eating a pancake.

The peddler offered to share his humble food with the emperor. "Have a bite!" the peddler said to Hui Zong. But Hui Zong was disgusted by the very idea that he, the great emperor, would share a bite of such miserable food.

He would not eat it.

Hui Zong refused Hui Zong the peddler's feelings, and the peddler spoke a frightening prophecy. "A day will come," he said to Hui Zong, "when you will be glad to have even a pancake like this."

The emperor went on his way. But the fish peddler's words hung over him like a mysterious curse. Hui Zong was rich and powerful beyond compare, but he was not happy with just a pancake for a meal!

Page 36



Page 37

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the title of the first section, “**The Pancake Prophecy**,” on page 36. Ask students to think about the word *prophecy*; what does it mean? Explain to students that a prophecy is a prediction about the future.

Ask students to read the section “The Pancake Prophecy” on pages 36–38 quietly to themselves or with a partner, referring to the vocabulary boxes as needed.

SUPPORT—Call attention to the pronunciation keys for *Hui Zong* and *Song* on page 36. Encourage students to correctly pronounce the words.

SUPPORT—Call attention to the image of Hui Zong on page 37 and read aloud the caption.

After students read the text, ask the following questions:

LITERAL—What was the pancake prophecy?

- » While in the countryside, Hui Zong came across a peddler who offered to share his food with the emperor. The emperor was disgusted by the peddler's pancake and refused his offer. The peddler warned Hui Zong that one day he might be happy to have such food to eat.

INFERRENTIAL—Why do you think the peddler gave such a prophecy to Hui Zong?

- » Student responses will vary. Students may note that Hui Zong's behavior was unkind; perhaps his treatment of others would have an effect on what happens to him in the future.

LITERAL—How did Hui Zong show that he was interested in art?

- » Hui Zong collected art and made his own paintings as well. He developed new styles of calligraphy and methods of painting. He kept painters at the imperial palace and even set up a special academy for artists.

“Mountain-Water” Painting,” Pages 38–39

Hui Zong decided to forget all about his meeting with the peddler. He called for his paints, his brushes, and some paper. Of all the Chinese emperors, Hui Zong stood out as the one who loved art the most. Hui Zong filled his palace with beautiful works of art. He collected landscape paintings. He learned to paint and write poetry himself whenever the business of governing got boring or too tiresome. He sent his officials away so that he could paint a picture or write a poem. He developed new ways to paint birds and flowers, and new styles of calligraphy. He set up an academy of painting, and artists from all over the country flocked to it.

“Mountain-Water” Painting

The painters during the Song dynasty (960–1279) did not use oil paints, and they did not work on canvas. Instead, these artists used water-based paints on paper and silk. Paint spreads rapidly on those surfaces, so the brush strokes had to be done very quickly and lightly. There could be no hesitation whatsoever. To the Chinese, paintings of nature were the highest form of art. The artists loved to paint rugged scenes with mountains, waterfalls, and rivers. They also liked to paint “mountain-water” scenes. “mountain-water” means “mountain-water.” These Chinese considered mountain-sacred places where spirits lived. Vertical scrolls with mountain landscapes might reach as high as seven feet. Small round or

Page 38



square paintings were sometimes made to cover a fan or to be placed in albums. Artists also loved to make panoramic rolls, enormous paintings that were kept rolled up in a box. You would unroll the painting slowly, as if following the artist in a journey across the vast landscape or scene.

Hotels and inns provided temporary schools and premises for artists within their court. The palace even had an artist on call all night long just in case the emperor wanted something painted in the middle of the night.

Military Problems

Some officials in Hui Zong’s palace thought he spent too much time with his paintings and not enough time worrying about China’s military problems. Several foreign tribes had moved across the northern border and were fighting for control of northern China. Hui Zong made a deal with one of the tribes, the Jurchen (*Jurchen*), to fight on China’s side. Hui Zong thought that he had solved the problem and went back to his paintings. But when the Jurchen defeated China’s enemies, they turned against the Chinese.

Page 39

Scaffold understanding as follows:

CORE VOCABULARY— Preview the Core Vocabulary terms *canvas* on page 38 and *panoramic* on page 39 and explain their meanings.

Have students read independently the section “Mountain-Water” Painting” on pages 38–39.

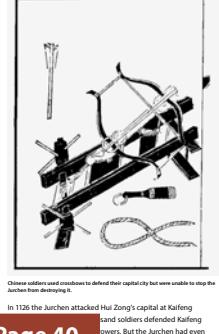
After students read the text, ask the following question:

LITERAL—What new ideas and techniques for painting were developed during the Song dynasty?

- » Painters began to use water-based paints rather than oil paints, and they painted on paper or silk instead of on canvas. Chinese painters of the Song dynasty often painted landscapes on very tall or long scrolls that could be unrolled to show tall mountains or panoramic views.

Support—Ask students to draw a vertical scroll landscape painting.

“Military Problems” and “The ‘Duke of Confused Virtues,’” Pages 39–41



Chinese soldiers used crossbows to defend their capital city but were unable to stop the Jurchen from destroying it.

Page 40

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Military Problems” on page 39.

SUPPORT—Call attention to the pronunciation key for *Jurchen* on page 40. Encourage students to correctly pronounce the word.

CORE VOCABULARY—Read aloud the remaining paragraph of the section. Call attention to the Core Vocabulary term *siege machine* and explain its meaning. Students may recall the word *siege* from the *Medieval Europe* and *Early and Medieval African Kingdoms* units. Help students connect their understanding of *siege* with this new term, *siege machine*.

SUPPORT—Call attention to the pronunciation key for *Kaifeng*. Encourage students to correctly pronounce the word.

SUPPORT—Call attention to the image of the Song crossbow on page 40 and read aloud the caption.



Invite volunteers to read aloud the first two paragraphs of the section “The ‘Duke of Confused Virtues’” on page 41.

CORE VOCABULARY—Call attention to the Core Vocabulary term *virtue* on page 41 and explain its meaning. Ask students to give examples of virtues. (*Students might name virtues such as honesty, kindness, loyalty, and goodness.*)

Read aloud the remaining paragraph of the section “The ‘Duke of Confused Virtues.’”

SUPPORT—Call attention to the pronunciation key for *Hangzhou*. Encourage students to correctly pronounce the word.

After you read the text, ask the following questions:

LITERAL—Who were the Jurchen and what effect did they have on Chinese history?

- » They were a tribe of foreigners to the north of China. They helped the Chinese defeat other tribes, then attacked China. They captured the capital city of Kaifeng and overthrew Hui Zong, who became their prisoner. Then they made a deal with one of Hui Zong's sons: the Jurchen would control northern China and the Song dynasty would control the south.

LITERAL—How did the peddler's prediction about Hui Zong come true?

- » After the Jurchen turned against China, they destroyed Kaifeng and captured Hui Zong. The emperor was a prisoner with no wealth or pride left. As the peddler had predicted, a day came when Hui Zong would have been glad to have a pancake like the one offered by the peddler.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did emperor Hui Zong fall from power?”
- Post the image card under the date referencing the 1100s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did emperor Hui Zong fall from power?"
 - » Key points students should cite include: Hui Zong gave the majority of his attention to the arts instead of to the defense of his empire. As a result, the Jurchen, a tribe from the north, invaded and overthrew Hui Zong. They captured him and sent him to live in the north.
- Choose one of the Core Vocabulary words (*prophecy, peddler, academy, canvas, panoramic, siege machine, or virtue*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 6

Town and Country

The Big Question: What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?

Primary Focus Objectives

- ✓ Contrast city life and rural life in China in the 1100s. (RI.4.1)
- ✓ Describe the urban qualities of Hangzhou. (RI.4.1)
- ✓ Explain the importance of education in China during the Song dynasty. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ton, vendor, wares, horoscope, porter, ritual, and elite.* (RI.4.4)

Materials Needed

Activity Page



AP 3.1

- Display and student copies of Tang and Song Dynasties (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

ton, n. a unit of weight equal to two thousand pounds (44)

Example: The wagon full of grain weighed half of a ton.

Variation(s): tons

vendor, n. a person who sells something, usually on the street; a peddler (46)

Example: In the market, the vendor sold trinkets to people walking down the street.

Variation(s): vendors

wares, n. goods for sale (46)

Example: The peddler's wares included many different kinds of vases and jars.

horoscope, n. a prediction about a person's future, usually based on when a person was born and such things as the alignment of stars and planets (46)

Example: According to his horoscope, Jin was going to have a very good month.

Variation(s): horoscopes

porter, n. a person hired to carry or transport goods (46)

Example: The porter quickly moved the cart full of rice from one side of town to the other.

Variation(s): porters

ritual, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony (48)

Example: Singing and dancing were an important part of the ritual.

Variation(s): rituals

elite, adj. having more talent, wealth, power, or privilege than everyone else (48)

Example: Years of practice made the boy an elite swimmer.

THE CORE LESSON 35 MIN

Introduce “Town and Country”

5 MIN



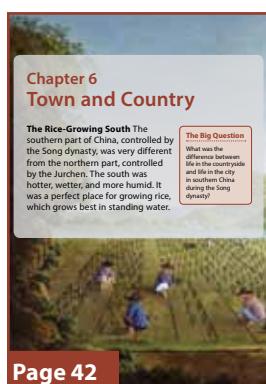
Remind students that the Jurchen tribes attacked the northern border of the Song dynasty and eventually claimed the northern section of China for themselves. The Song dynasty established a new capital at Hangzhou, a port city south of Shanghai, on the East China Sea. Tell students that in this lesson they will learn many details about daily life in Hangzhou toward the end of the 1100s. Point to the 1100s time indicator on the Timeline to help students situate this time period in the context of the overall Timeline. Call attention to the Big Question, and encourage students to look for differences between life in the city and life in the country in China during the Song dynasty.

Guided Reading Supports for “Town and Country”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Rice-Growing South” and “City Pleasures,” Pages 42–46



Scaffold understanding as follows:

Invite volunteers to read aloud the first two paragraphs of the section “The Rice-Growing South” on pages 42–44.

SUPPORT—Call attention to the image of peasants planting rice on pages 42–43 and read aloud the caption.

CORE VOCABULARY—**Invite a volunteer to read aloud the last paragraph of the section.** Call attention to the Core Vocabulary term *ton* and explain its meaning. Tell students that most small cars weigh roughly one ton, or two thousand pounds.

You could stop to watch puppet shows and shadow plays; listen to music and storytellers; delight in jugglers, acrobats, tightrope walkers, and animal acts; and gaze as strongmen lifted huge blocks of stone to the sound of a drum roll.

City Streets

In the marketplaces and fancy shops, you could buy anything you wanted—petaled cats, crickets in cages, even false hair! All of Hangzhou echoed with the noise of street vendors. They sold everything from wood or metal to dried out insects and snakes. Their wares included tea, toys, food, horoscopes, hongqombs, and sugarcanes. Some vendors sold “mosquito smoke,” a powder for getting rid of the mosquitoes that loved the humid air of Hangzhou.

Porters rushed through the streets carrying goods that hung from long poles balanced on their shoulders. Enclosed chairs were also suspended from poles, and wealthy women, dressed elegantly in silks and gold brocade, rode inside them. People in Hangzhou loved to eat and drink. Teahouses, bars, and restaurants crowded the streets, and pleasure boats serving food floated on a lake in Hangzhou.

Vocabulary

vender, n. a person who sells something, usually on the street; a peddler

wares, n. goods for sale

horoscope, n. a prediction about a person's future, especially one made when a person was born and such things as the positions of stars and planets

portee, n. a person who carries goods or transports goods

Page 46

After students read the text, ask the following question:

EVALUATIVE—What were some of the differences between life in the city of Hangzhou and life in the countryside during the Song dynasty?

- » In rural areas, peasants worked long, difficult hours in rice fields. In the city of Hangzhou there were always many activities going on. Vendors sold a variety of goods. People enjoyed many different kinds of entertainment and going out to eat and drink in restaurants.

“City on the Water” and “The Scholars,” Pages 47–49

City on the Water

Water was everywhere in Hangzhou. The city lay between a large artificial lake in the west and a river in the east, twenty or more canals crisscrossed the city. Northern China was very dry, and the people who lived there rarely took baths. But southern China could not have been more different. The inhabitants of Hangzhou loved to bathe. Government officials got a day off every ten days just so they could take a bath. As a result, the Chinese word for bath also meant a ten-day period of time. Most had their own rooms for bathing, and many people flocked to public bathhouses. There may have been as many as three thousand of them in the city. Though the Chinese did not have toothbrushes at that time, they did wipe their gums with a handkerchief after eating. And they were the first people in the world to use toilet paper.

The Scholars

Amid the crowds strolling on the bustling streets of Hangzhou were men wearing special caps with long tails. Only scholars had the right to wear these caps, and the only way to become a scholar was to pass a very difficult series of exams given by the government. The exams tested students' knowledge of the teachings of Confucius, as well as other subjects. There was even a poetry exam. Generally, no more than four or five hundred students out of four hundred thousand would pass these exams, called jinshi.

Vocabulary

ritual, n. an act or series of actions done in a certain way in a certain place, especially a religious ceremony

elite, adj. having more talents, wealth, or privilege than everyone else

Page 47

Scaffold understanding as follows:

Have students read independently the section “City on the Water” on page 47, then, ask the following question:

LITERAL—How was the geography of northern China different from that of southern China?

- » Northern China was very dry, but southern China had a great deal of water.

CORE VOCABULARY—Read aloud the title of the next section, “The Scholars.” Remind students that they have encountered the word **scholars** in several other Grade 4 units, and ask a volunteer to explain its meaning. Now, invite a volunteer to read aloud the first paragraph of the section “The Scholars” on page 47.

SUPPORT—Call attention to the image of Confucius on page 48 and read aloud the caption, noting the meaning of the Core Vocabulary term *ritual*.

CORE VOCABULARY—Invite a volunteer to read aloud the remainder of the section. Call attention to the Core Vocabulary term *elite* and explain its meaning.

After students read the text, ask the following question:

LITERAL—Who were the scholars, and how were they viewed by other Chinese people?

- » Scholars were an elite group of men who were among the most honored and respected people in China. Scholars had passed a series of difficult exams.



Confucius was a teacher and a philosopher. He believed in the power of education and promoted what were called the Six Arts: archery, chariot driving, calligraphy, arithmetic, music, and ritual. He also believed in traditional Chinese traditions. However, Confucius believed that a person behaved best when the community knew they did.

Vocabulary

ritual, n. an act or series of actions done in a certain way in a certain place, especially a religious ceremony

elite, adj. having more talents, wealth, or privilege than everyone else

Page 48

"Flammable City," Page 49

In the countryside or in the city, did not go to school. Only the children of elite families were educated.

Flammable City

Hangzhou was a crowded city. Its houses, made of wood and bamboo, rose up to five stories high. They were built one right next to another. Lanterns provided light at night, but they provided light for fire as well. If a candle was dropped, it could catch a building on fire. From time to time, fires swept through huge sections of the city. One time, a fire raged for four days and nights, destroying more than 58,000 houses and killing many people.

Despite the threat of fire, people of Hangzhou thought they were safe behind their walls. But far to the north, beyond the land of the Jurchen, fresh trouble was brewing. For twenty years a nomadic leader from the Mongolian steppe had been fighting with the Chinese. In 1234, he had finally won. After his victory in the year 1200, this powerful and ruthless warrior had succeeded in being foisted by all and was given the title Chinggis Khan (chingg'is/kahn'), which meant universal ruler. He now looked south to China and saw a country that in one part, the north, was under the control of the Jurchen, and in the other part, the south, was under the Song. He decided to pounce on China.

Page 49

Scaffold understanding as follows:

Read aloud the section "Flammable City" on page 49. Point out the resemblance of the word *flammable* to the word *flame*, and explain that *flammable* means able to catch fire.

SUPPORT—Call attention to the pronunciation guide for *Chinggis Khan*. Encourage students to correctly pronounce the name.

After you read the text, ask the following question:

LITERAL—Why was the risk of fire so high in Hangzhou?

- » The buildings were built with wood and very close together. People cooked and lit their homes with open flames. If a lamp or lantern was dropped, the fire could catch and spread quickly.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?"
 - » Key points students should cite include: Life in the countryside was very difficult. Peasant farmers worked hard to plant and harvest rice with limited tools. The city, on the other hand, was bustling with all sorts of activities and markets. People with great wealth and elite scholars made their homes in the city.
- Choose one of the Core Vocabulary words (*ton*, *vendor*, *wares*, *horoscope*, *porter*, *ritual*, or *elite*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–6 (RI.4.4, L.4.6)

20 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–6 (AP 6.1)

Distribute copies of Domain Vocabulary: Chapters 4–6 (AP 6.1). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may also be assigned as homework.

CHAPTER 7

The Mongol Invasions

The Big Question: What made the Mongols such fearsome warriors?

Primary Focus Objectives

- ✓ Describe the Mongols' reputation and their military achievements (**RI.4.2**)
- ✓ Explain the importance of Chinggis Khan as a warrior and leader. (**RI.4.2**)
- ✓ Compare Kublai Khan with his grandfather. (**RI.4.2**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plaque* and *locust*. (**RI.4.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Mongol Invasions”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Tang and Song Dynasties (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

plaque, **n.** a decorative tablet, usually made to celebrate an individual or an event (**50**)

Example: The student was awarded a plaque for her accomplishments.

Variation(s): plaques

locust, **n.** a large grasshopper-like insect; in large swarms they can cause widespread crop damage (**53**)

Example: A large locust landed on the ground in front of the farmer, causing him to worry about his crops.

Variation(s): locusts

Introduce “The Mongol Invasions”

5 MIN

Activity Page



AP 3.1



Looking at Tang and Song Dynasties (AP 3.1), have students locate the area north of the Song dynasty. Ask students to summarize events that have occurred along China’s northern border so far (*attacks on Qin dynasty by Xiangnu, building of the Great Wall, defeat of Song dynasty by the Jurchen, mobilizing of various tribes and forces by Chinggis Khan*). Tell students that in this lesson, they will learn about a new threat to northern China and how the Jurchen had to defend the same border they once attacked. Call attention to the Big Question, and encourage students to look for reasons why the Mongols were such fearsome warriors.

Guided Reading Supports for “The Mongol Invasions”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Frightening Trip,” Pages 50–53

Chapter 7
The Mongol Invasions

A Frightening Trip In the year 1207, Jurchen invaders from northern China invaded a Mongol delegation north to the land of the Mongols. The ambassadors came to announce to the Mongols and their leader, Chinggis Khan, the name of the new emperor of North China.

The ambassadors must have been terrified. They had heard about the fierce Mongols. Chinggis Khan had boasted that nothing made him happier than killing his enemies, stealing their property, and riding on their bones. The Mongols lived on the vast open grassland of Mongolia in tents called yurts. They raised cattle, sheep, and horses. They looked down on the northern Chinese farmers and city dwellers as being soft and weak.

Chinggis Khan lived in a tent decorated with rich fabrics and golden plaques. He sat on a throne made of the skins of pure white horses, animals considered sacred by the Mongols.

Page 50

The Big Question
What made the Mongols such fearsome warriors?

Vocabulary
plaque, n. a decorative tablet, especially one used to celebrate an individual or an event

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first three paragraphs of the section “A Frightening Trip” on page 50. Call attention to the Core Vocabulary term *plaque* and explain its meaning.

SUPPORT—Call attention to the image of Chinggis Khan in his tent on page 51 and read aloud the caption.

Invite volunteers to read aloud the next two paragraphs of the section on pages 52–53.

SUPPORT—Call attention to the image of the Mongol archer on page 52 and read the caption aloud.

CORE VOCABULARY—Read aloud the remainder of the section. Call attention to the Core Vocabulary term *locust* and explain its meaning.



Page 51

After you read the text, ask students the following questions:

LITERAL—How did Chinggis Khan respond to his visitors from northern China?

- » Chinggis Khan did not speak. Instead, he spit on the ground, jumped on his horse, and rode away.

LITERAL—How did Mongols train to be effective warriors?

- » Children were trained at an early age to ride horses and shoot with bows and arrows. Adults trained themselves to endure hardships, such as going without food and water.

“Terror from the North,” Pages 53–55

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Terror from the North” on pages 53–55.

SUPPORT—Call attention to the image of Chinggis Khan in battle on page 54 and read aloud the caption.

After students read the text, ask the following questions:

 **LITERAL**—How large was the area conquered by the Mongols?

- » The area stretched from the Pacific Ocean to Eastern Europe. It was the largest empire ever known.

LITERAL—Why is Chinggis Khan so famous?

- » Chinggis Khan ruled an expanding empire that eventually became the world’s largest. His fame is due also to his reputation for spreading terror and cruelty, as well as to the fact that his descendants continued to rule much of Asia for decades.

When the ambassadors told Chinggis Khan about their new emperor, they hoped that he would offer respectful words and congratulations. Instead, he spat on the ground, jumped on his horse, and rode away. The ambassadors went home shocked at this terrible sign of disrespect. Worse was to come, however. Chinggis Khan was planning a war against the Jurchens.

The Mongols were fierce fighters. They were excellent horsemen. Their children learned how to ride a horse before they could even walk. Then they were taught to shoot with a bow and arrow. The Mongols designed a powerful bow that could shoot arrows hundreds of feet.



Page 52

shoot a bow and arrow while on horseback.

Because the Mongols rode so well, they could shoot an arrow with great accuracy while galloping at top speed.

The Mongols trained themselves to endure great hardships. They could go without food for a long time. If they ran out of water, they did not panic. Instead, they would just make a small cut in their horse’s leg and drink its blood.

The sight of the Mongol attackers must have been terrifying. One historian living in this same period wrote that the Mongols appeared “more numerous than ants or locusts.” And now they were headed toward China.

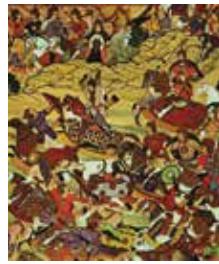
Terror from the North

The northern Chinese under the Jurchen thought they were safe because their towns had walls around them. But they were wrong. The Mongols thought up a cruel plan. They rounded up farmers and anybody else they caught outside the walls of a town. They forced these captives to march toward the city, so when the defenders fired at the Mongols, they hit their own people first.

The Mongols destroyed many cities in northern China, including what is now Beijing. A foreign ambassador saw the terrible destruction of the city. He reported that a huge pile of bones lay outside the walls of the city. Almost every single person was killed, sixty thousand all told, and every building was burned to the ground. The city burned for more than a month.

Page 53

53



The battles fought by Chinggis Khan and his armies were legendary. Many, like this one, are still shown by illustrators today.

It took the Mongols about twenty years to defeat the Jurchen and conquer all of northern China. Chinggis Khan did not live to see the end of this war. He died in 1227. The Mongols did not want him to die. They took his body to a secret

Page 54

"The Song Dynasty Falls," Pages 55–57

Scaffold understanding as follows:

Read aloud the first paragraph of the section "The Song Dynasty Falls" on page 55.

SUPPORT—Call attention to the pronunciation key for *Kublai Khan*. Encourage students to correctly pronounce the name.

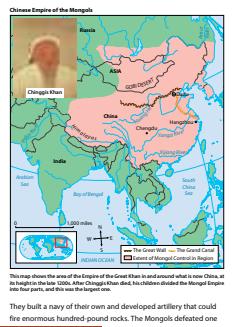
Have students independently read the remainder of the section.

 **SUPPORT**—Call attention to the map of the Mongol empire on page 56, and read the caption aloud.

After students read the text, ask the following question:

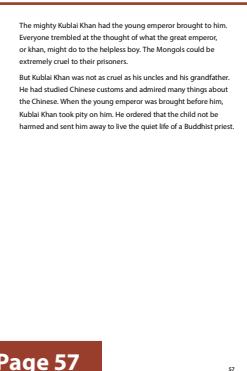
LITERAL—How did Kublai Khan show he was not as cruel as his uncles and his grandfather?

- » After Kublai Khan captured Hangzhou, the five-year-old Song emperor was brought before him. Kublai took pity on the boy and sent him to live in a Buddhist monastery.



Page 55

55



Page 57

57

Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What made the Mongols such fearsome warriors?"
- Post the image card under the date referencing the 1200s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What made the Mongols such fearsome warriors?"
 - » Key points students should cite include: The Mongols began training as warriors from a young age. Children could ride horses before they could walk, and the Mongols could shoot a bow while riding. The Mongols also trained to withstand harsh conditions. They terrorized the people they sought to conquer.
- Choose one of the Core Vocabulary words (*plague* or *locust*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 8

Kublai Khan and Marco Polo

The Big Question: Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?

Primary Focus Objectives

- ✓ Identify the capital established by Kublai Khan at Beijing. (RI.4.1)
- ✓ Recognize Marco Polo as a great traveler who visited China during the time of Kublai Khan. (RI.4.1)
- ✓ Explain the effect of the Mongols' military failures in Vietnam and Japan. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *observatory, astronomer, heavenly bodies, postal system, tax, and typhoon.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Kublai Khan and Marco Polo":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 8.1

- Display and individual student copies of Yuan, Ming, and Qing Dynasties (AP 8.1)

Core Vocabulary (Student Reader page numbers listed below)

observatory, n. a building or room used to study the weather or astronomy (60)

Example: Many stars could be seen from the observatory atop the hill.

Variation(s): observatories

astronomer, n. a scientist who studies the stars, the planets, and other features of outer space (60)

Example: The astronomer watched the comet move across the sky.

Variation(s): astronomers

heavenly bodies, n. objects found in the sky, such as planets or stars (60)

Example: The sun and moon are just two of many heavenly bodies that can be viewed from Earth.

Variation(s): heavenly body

postal system, n. an organization, usually run by the government, responsible for sorting and delivering mail (60)

Example: Members of the postal system transport packages and mail across the country.

Variation(s): postal systems

tax, v. to require people to pay money or goods to support the workings of the government (62)

Example: Before he could tax his citizens, the emperor needed to know how many people were in each village.

Variation(s): taxes, taxing, taxed, tax (noun)

typhoon, n. a windy storm with heavy rain; a hurricane (63)

Example: The typhoon caused widespread damage to crops.

Variation(s): typhoons

THE CORE LESSON 35 MIN

Introduce “Kublai Khan and Marco Polo”

5 MIN

Review with students the Chapter 7 Timeline Image Card, and read the caption aloud. Ask students to briefly recall what they learned in the previous lesson. Students should note that the Jurchen who controlled northern China faced a new enemy: Chinggis Khan. The Mongols were ruthless and, over time, conquered much of China, creating the largest empire the world has ever seen.

Next, ask students to imagine what a life of luxury might look like for themselves. If they had all the power and money they wished, where and how would they live? What kinds of luxuries would they want to be surrounded by? Explain that in this lesson, students will learn about the extraordinary luxuries that surrounded the Mongol ruler Kublai Khan. Call attention to the Big Question, and encourage students to look for reasons why the postal service may be considered one of Kublai Khan’s greatest achievements.

Guided Reading Supports for “Kublai Khan and Marco Polo”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The Great Capital," Pages 58–60

Chapter 8 Kublai Khan and Marco Polo

The Great Capital Once Kublai Khan conquered China, he decided to build a new capital city for himself. On the site of Beijing, he built a city and called it Dadu (dah'doo'), or "great capital."

A bodyguard of twelve thousand horsemen protected the Khan's family day and night. If any visitors thought they could attack the Khan, they got a surprise when they walked into the garden where he met the guests. They were forced to walk up a platform near the emperor if you were brave enough to walk up to these tigers, you would see that they were actually mechanical models. The emperor had very clever inventors and builders working for him.

Some of the Mongols missed their old way of life and the grasslands of Mongolia. To make the Mongols happy, Kublai Khan ordered that huge numbers of families and ancestors had lived in—they

Page 58

The Big Question
Why might the different services that the Khan's great capital have been considered one of Kublai Khan's greatest achievements?



Page 59

had magnificent furniture inside. Kublai Khan even sent men up north to collect grass from Mongolia. They planted the grass on an altar in the emperor's palace.

Kublai Khan was very interested in science. He built a tall building in the Imperial City as an observatory. He also invited a famous astronomer from Persia to Dadu. This astronomer studied the stars and planets, observing the sun, moon, stars, and planets. He also brought a very special gift to Kublai Khan. For a long time, the astronomer had made careful observations of the movements of the heavenly bodies. He used these observations to calculate a new accurate calendar, which he gave to Kublai Khan. The Chinese called it the Calendar of Ten Thousand Years.

Vocabulary
observatory, n., a building with a telescope used to study the stars and other features of outer space.
astronomer, n., a scientist who studies the stars, planets, and other features of outer space.
heavenly bodies, n., objects found in the sky, such as planets, stars, and galaxies.
postal system, n., an organization, usually controlled by the government, for sorting and delivering mail.

The Postal System

One of Kublai Khan's greatest achievements was the creation of the postal system. Kublai Khan wanted to keep tight control of the country, so he needed to be able to send and receive information quickly. He ordered that new roads and more than 1,400 postal stations be built. Each station was connected to the next, so messengers could pass at top speed, carrying mail.

Travellers had to get off their horses at each station. The bells wrapped around their bodies; they sped down the roads. Other

Page 60

travelers had to get out of their way. As the rider approached a postal stop, the men inside the station would hear the bells and quickly get a fresh horse ready. The mail carrier would then jump onto the new horse and head for the next station. On a good day, a message might travel 250 miles. Fifty thousand horses were used in this postal system.

Marco Polo

The government allowed foreign travelers and merchants to stay at the postal stations, which were a little like hotels. One foreigner from Europe who became famous for his visit to China was an Italian named Marco Polo. Around 1300 he wrote a popular book that described the wonders of China in Kublai Khan's time.

Polo said that Kublai Khan's palace was "the greatest and most wonderful that ever I saw." The palace had four hundred rooms, with a dining hall where six thousand people could sit down for a banquet. Polo was amazed at the decorations. He wrote that gold and silver covered all the walls, along with



There are many tales and paintings that tell of Marco Polo's many trips to China. We do not really know for sure that Marco Polo ever went to China, but we do know that he spent many years in China.

Page 61

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section "The Great Capital" on pages 58–60.

SUPPORT—Call attention to the pronunciation key for *Dadu*. Encourage students to correctly pronounce the word.



SUPPORT—Call attention to Kublai Khan's city on page 59, and read the caption aloud. Also call students' attention to the map on the Yuan, Ming, and Qing Dynasties (AP 8.1); ask them to locate the city of Beijing. Explain to students that Beijing is the capital of China today.

CORE VOCABULARY—**Read aloud the last paragraph of the section on page 60.** Call attention to the Core Vocabulary terms *observatory*, *astronomer*, and *heavenly bodies*, and explain their meanings.

After you read the text, ask the following question:

LITERAL—How would you describe Kublai Khan's surroundings in the Imperial City?

- » Kublai Khan's surroundings were very unusual and an indication of his wealth. He had mechanical tigers on a platform near where he met guests. Some of the Mongols missed their way of life in Mongolia, so Kublai Khan had yurts with magnificent furniture inside placed in the gardens of the Imperial City. He also had grass from the Mongolian steppes collected and brought to the emperor's palace.

"The Postal System" and "Marco Polo," Pages 60–62

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the Core Vocabulary term *postal system* on page 60 and explain its meaning.

Invite volunteers to read aloud the section "The Postal System" on pages 60–61.

Invite volunteers to read aloud the section "Marco Polo" on pages 61–62.

and dragons. Paintings of war scenes also hung on the walls. Near the palace stood the khan's treasure houses, holding gold, silver, precious stones, and pearls.

Taxing Times

As time went on, the government needed more and more money.

Kublai Khan and his officials tried out new ways to tax the people. The Chinese made especially angry to have foreigners in charge of the taxes. One of the foreign tax ministers was particularly evil. Some people believed Kublai Khan had been plotting against him. Chinese officials who were in the palace plotted against him. One night they lured him out of his house and killed him. But what would they tell Kublai Khan? Advisors convinced the khan that the tax minister had been stealing from him. Angry, Kublai Khan ordered the foreigner's body to be hung in the marketplace for all to see.

Though the Chinese did not like it, Kublai Khan kept raising taxes anyway. He had to. He needed money to pay for his palace, his officials, and his army. It was a way of life. He was also fighting wars in far-off lands, and those wars were expensive. In most cases, the Mongols had won almost every war, but now they were losing battles. They tried to conquer the Vietnamese people, who fought so bravely that the Mongols had to give up.

Page 62

Vocabulary
tax: v. to require people to pay money or goods to support the government

SUPPORT—Call attention to the image of Marco Polo on page 61, and read the caption aloud.

After volunteers read the text, ask the following questions:

LITERAL—What were some positive changes that Kublai Khan made in China?

- » Kublai Khan built new roads, thousands of postal stations, and created a postal system to deliver messages throughout China more rapidly. He also built an observatory and put a new, more accurate calendar in place.

LITERAL—What do we know about Marco Polo and his travels in China?

- » Marco Polo wrote a famous book that describes in great detail the sights and sounds of Kublai Khan's vast empire. We know he visited China, but we don't know whether he ever met Kublai Khan.

"Taxing Times" and "A Famous Name," Pages 62–63

Scaffold understanding as follows:

CORE VOCABULARY—**Invite volunteers to read aloud the first two paragraphs of section "Taxing Times" on page 62.** Call attention to the Core Vocabulary term *tax* and explain its meaning.

CORE VOCABULARY—**Read aloud the remainder of the section.** Call attention to the Core Vocabulary term *typhoon* and explain its meaning.

SUPPORT—Call attention to the pronunciation key for the word *kamikaze*. Encourage students to correctly pronounce the word.

Have students independently read the last section, "A Famous Name," on page 63.

After students read the text, ask the following question:

LITERAL—What was unusual about the Mongols' invasions of Japan and the region now called Vietnam?

- » Even though the Mongols were mighty warriors, they were defeated during both invasions. A typhoon helped prevent the Mongol invasion of Japan.

The Mongols also tried to invade Japan. Their invasion became one of the most famous events in all of history. Kublai Khan sent a huge fleet of ships to land on Japan.

A powerful typhoon suddenly started when the ships were at sea. The high winds and waves completely destroyed the Mongol fleet. This apparently was a divine punishment because the typhoon had been sent on purpose by their gods to destroy the Mongols and save Japan. They called the typhoon *kamikaze* (*kah-mee-kah-zee*), "the divine wind" because they thought it came from heaven.

These defeats made the Chinese realize that the Mongols were not unbeatable. Some Chinese took up arms and revolted against Kublai Khan. When Kublai Khan's army put down these revolts, the Chinese people grew even more resentful.

A Famous Name

After Kublai Khan died, his son became emperor, and then his favorite son, who was next in line to become emperor, died as well. Kublai Khan became ill. Still, he did not die until he was eighty years old. Like his grandfather, Chinggis Khan, Kublai Khan was buried in a secret place. Even today, no one knows where Kublai Khan is buried.

Page 63

63

Vocabulary
typhoon: a very windy and rainy storm with heavy rains

Timeline

- Show students the two Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why might the development of the postal service have been considered one of Kublai Khan’s greatest achievements?”
- Post the image cards under the date referencing the 1200s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why might the development of the postal service have been considered one of Kublai Khan’s greatest achievements?”
 - » Key points students should cite include: Kublai Khan’s postal system made it possible for him to better control the empire. His postal system led to the construction of 1,400 miles of roads, making it possible to better communicate between parts of the empire.
- Choose one of the Core Vocabulary words (*observatory, astronomer, heavenly bodies, postal system, tax, or typhoon*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

The Forbidden City

The Big Question: How did the Manchu gain control of China?

Primary Focus Objectives

- ✓ Explain how the Ming dynasty began. (RI.4.1)
- ✓ Describe the Forbidden City. (RI.4.1)
- ✓ Summarize the achievements of Zheng He, the Admiral of the Western Seas. (RI.4.1)
- ✓ Explain the reasons for the decline of the Ming dynasty and the Manchu takeover. (RI.4.1)
- ✓ Describe Chinese art, including silk scrolls, calligraphy, and porcelain. (RI.4.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *kowtow*, *log book*, and *queue*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Ming Dynasty”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 8.1

- Display and individual student copies of the Yuan, Ming, and Qing Dynasties (AP 8.1)
- Red colored pencils or crayons (one for each student)
- Internet access for The Art of China activity

Core Vocabulary (Student Reader page numbers listed below)

kowtow, v. in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect (68)

Example: Officials wishing to speak to the emperor first had to kowtow to him.

Variation(s): kowtows, kowtowing, kowtowed

log book, n. a journal to keep track of daily events, especially when traveling (70)

Example: Details of the traveler's journey were recorded in his log book.

Variation(s): log books

queue, n. a short braid of hair worn at the back of the neck (71)

Example: The small boy needed help fixing his hair in a queue before heading out to the fields.

Variation(s): queues

THE CORE LESSON 35 MIN

Introduce “The Forbidden City”

5 MIN

Activity Page



AP 8.1



Have students recall what they discussed in the previous lesson. Students should note that Kublai Khan built a great empire that had many important achievements. Marco Polo also visited Kublai Khan's empire during his reign. Distribute copies of the Yuan, Ming, and Qing Dynasties (AP 8.1) and red colored pencils or crayons. Have students trace the route of Marco Polo in red on the map. Next, have students complete the first question on the activity page and share answers. (*Venice and Dadu [Beijing]*) Explain to students that during this lesson, they will learn about who took control of China after the Mongols. Call attention to the Big Question, and encourage students to look for ways the Manchu took over China as they read the text.

Guided Reading Supports for “The Forbidden City”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Not-So-Handsome Emperor,” Pages 64–66

Scaffold understanding as follows:

Ask students to read the section “The Not-So-Handsome Emperor” on page 64 quietly to themselves or to a partner.

SUPPORT— Call attention to the image of Zhu Yuanzhang on page 65 and read aloud the caption.

Chapter 9
The Forbidden City

The Not-So-Handsome Emperor
There is probably only one man in all of Chinese history whose looks made him famous for not being especially handsome. His name was Zhu Yuanzhang (joo-yoorahn'jahng/), and he was born in the year 1328. After he reached adulthood, many artists painted portraits of him. He had a podmark face and a large jaw that stuck out. But the little boy with the large jaw grew up to become emperor of China. Zhu Yuanzhang came from a very poor family of farmers. His parents owed money to their landlords and had to move a lot where they could not pay the rent. Zhu Yuanzhang never knew a real home. When Zhu Yuanzhang was a teenager, the Huang He changed its course and overflowed. Water flooded all the fields and destroyed the crops. People starved to death. Disease broke out and killed many others. Both of Zhu Yuanzhang's parents died. At seven years of age, Zhu Yuanzhang was an orphan. Desperate, he went to a Buddhist monastery to ask for food and a place to live, but the monk there The monks had no choice but to send like him, out to beg for food and money.

Page 64



Page 65

© Dynasty, which lasted for more than 200 years.

SUPPORT—Have students refer to Yuan, Ming, and Qing Dynasties (AP 8.1) and locate the Huang He River.

SUPPORT—Call attention to the image of the Huang He, or Yellow River, on page 66 and read aloud the caption. Note the terraces in the photograph and explain that they are used for farming. Core Knowledge students may recall learning about terraced farming in their study of *World Mountains*.

After students read the text, ask the following questions:

LITERAL—What made Zhu Yuanzhang’s appearance unusual?

- » He had a large jaw and a pockmarked face. He is remembered in history for not being a handsome emperor.

LITERAL—How would you describe Zhu Yuanzhang’s early life?

- » Zhu Yuanzhang came from very humble beginnings. He had poor parents and was eventually orphaned. He had to travel the countryside begging for food and money.

The Rebel” and “The Forbidden City,” Pages 66–68



The Huang He, or Yellow River, is sometimes called “China’s Sorrow” because of the damage it causes when it floods. The flooding leaves an orphan when the river floods like it did in 1938.

The Rebel

For years, Zhu Yuanzhang traveled around the country begging. He saw scenes of terrible poverty and suffering. People blamed the Mongol government for their troubles. The poor got so angry that they formed bands of rebel fighters. They stole food and attacked government troops. Zhu Yuanzhang joined a rebel group and eventually became one of its leaders. When the commander of the rebels died, Zhu Yuanzhang became the new commander. In 1368, Zhu Yuanzhang sent a huge army to attack the Mongol emperor. The Mongol emperor fled back to Mongolia, and Zhu Yuanzhang proclaimed himself emperor of China. This new dynasty was called the Ming, which meant brightness.

Page 66

Scaffold understanding as follows:

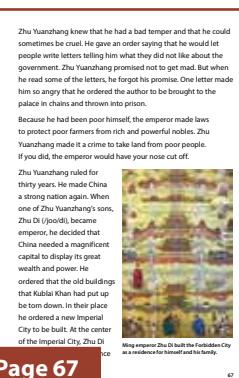
Have students read the section “The Rebel” on pages 66–68 with a partner.

SUPPORT—Call attention to the pronunciation key for *Zhu Di*. Encourage students to correctly pronounce the name.

SUPPORT—Reread the last two sentences of the section. Direct students to the image on page 67, and explain that it is a painting of Zhu Di’s Forbidden City that was created in the 1400s, during the Ming dynasty. Some of the people in the painting are the architects who designed the Forbidden City.

CORE VOCABULARY—Read aloud the section “The Forbidden City” on page 68, explaining the Core Vocabulary term *kowtow* when it is encountered.

SUPPORT—Call attention to the image of the Forbidden City on page 68 and read aloud the caption.



Page 67

for himself and the imperial family. The emperor gave this residence a frightening name: The Forbidden City.

The Forbidden City

Amazingly, the Forbidden City survives today. You can stand in places where the emperor's officials made their reports and imagine they trembled. Before they could speak to the emperor, officials had to *kowtow*, which means they had to kneel down nine times and touch their forehead to the floor each time. It showed that they had complete respect for the emperor.

Vocabulary
kowtow: in Chinese culture, to kneel and touch one's forehead to the ground nine times as a sign of respect.



Page 68

After you read the text, ask the following questions:

LITERAL—When did the Ming dynasty start, and how did China change after the Ming dynasty replaced the Mongol emperor?

- » Zhu Yuanzhang defeated the Mongol emperor and became the first Ming emperor. Although he could be a bad-tempered, cruel leader, he defended poor Chinese people, especially farmers. He and his son Zhu Di, who later became emperor, made China a strong nation again.

"The Admiral of the Western Seas," Pages 69–70

The Admiral of the Western Seas

Zhu Di wanted to find out about other countries. He called for one of his most trusted soldiers, Zheng He (Jüng-hüü), and named him Admiral of the Western Seas. He told Zheng He to build a fleet and explore the world. The fleet included more than three hundred ships and a crew of almost 28,000 men. It was like a floating city.

The Chinese had invented the compass many centuries earlier, so they were able to navigate great distances on the open sea. On one voyage, Zheng He went all the way to the eastern coast of Africa. The rulers of eastern Africa heard that Zhu Di was fascinated by exotic animals, so they gave Zheng gifts of animals for the emperor. Zheng He received them with thanks, camels, zebras, rhinoceroses, and giraffes. The emperor's officials were so amazed when they saw the giraffe that they bowed down before it.

Eventually, officials persuaded the emperor that the voyages cost too much money. To make sure that others did not

Explorer Zheng He brought back from Africa animals, such as giraffes, as gifts for the Ming emperor.



Page 69

Scaffold understanding as follows:

Ask students to read independently the section "The Admiral of the Western Seas" on pages 69–70 to themselves.

SUPPORT—Call attention to the image of the giraffe being presented to the emperor on page 69 and read aloud the caption.

After students read the text, ask the following questions:

EVALUATIVE—Why was Zheng He so important to the Ming dynasty?

- » At the emperor's request, he built a fleet of more than three hundred ships to explore the world. He sailed great distances and made contact with other countries. The emperor and other officials probably learned many new things about the places Zheng He explored.

EVALUATIVE—Why do you think Zheng He kept detailed log books of his journeys?

- » Student responses will vary. Students may note that the log books were a way for Zheng He to better remember all of the details of the places he'd been, including how he got there and whom he met.

"An Era of Hard Times," Page 70

the officials took Zheng He's log books, and he and his crew destroyed them. Nevertheless, Zheng He became famous for his voyages. He is considered one of the greatest explorers in history.

An Era of Hard Times

The other Ming emperors did not accomplish as much as Zhu Yuanzhang and Zhu Di. But they excelled at spending money. After the emperors spent so much money on luxuries, they had to cut back on luxuries. This was all the more problematic as many people were going hungry and poverty was increasing.

The situation got much worse in the 1620s, when the climate changed. The weather got colder for a while. Lakes that never had ice before suddenly froze solid. The summer growing season shrank. People starved. Rebels broke out. One group of rebels broke the walls holding back the Huang He. Floods then killed hundreds of thousands of people.

The Coming of the Manchu

Eventually, a large rebellion broke out in northern China. The Ming dynasty first fell into the hands of Chinese rebels who captured Beijing. Then, incredibly, a Ming general opened the gates of the Great Wall and invited the Manchu to invade China. Over a number of years, the Manchu conquered China. The Manchu set up the Qing (Iching) dynasty.

Page 70

Scaffold understanding as follows:

Have students read independently the section "An Era of Hard Times" on page 70.

After students read the text, ask the following question:

LITERAL—How would you describe the emperors of the Ming dynasty who came after Zhu Yuanzhang and Zhu Di?

- » Many emperors spent money extravagantly on foolish luxuries, while many of the Chinese people were starving. The situation got even worse when climate changes led to even more people starving and to violence.

"The Coming of the Manchu," Pages 70–71

Scaffold understanding as follows:

Read aloud the first paragraph of the section "The Coming of the Manchu" on page 70.

SUPPORT—Explain that the Manchu are people from the region of Manchuria in present-day northeastern China. They are descendants of the Jurchen who had attacked China centuries earlier.

SUPPORT—Call attention to the pronunciation key for *Qing*. Encourage students to correctly pronounce the word.

CORE VOCABULARY—**Read aloud the last paragraph of the section.** Call attention to the Core Vocabulary term *queue* and explain its meaning. Use the man on horseback in the image on page 71 to show what a queue looks like.

After you read the text, ask the following question:

LITERAL—How did the Manchu rulers treat the Chinese?

- » They were strict. They outlawed weapons and required Chinese men to wear a queue to show loyalty to the Manchu government.

Timeline

- Show students the two Chapter 9 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the Manchu gain control of China?”
- Post the image cards under the dates referencing the 1300s and the 1400s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the Manchu gain control of China?”
 - » Key points students should cite include: The leaders of the Ming dynasty continued to live lavishly even though their people were starving. This created anger among the Chinese people, which ultimately led to a rebellion that captured Beijing and overthrew the Ming. The Manchu people then established the Qing dynasty.

- Choose one of the Core Vocabulary words (*kowtow*, *log book*, or *queue*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Art of China (RI.4.7)

45 MIN



Materials Needed: Access to Internet images of a Chinese hand scroll, calligraphy, and a porcelain flask; use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Alternate Art Activity for The Art of China: If you do not have access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource packet for Grade 4, available at:

www.coreknowledge.org/store

Background for Teachers: Prior to the start of the activity, preview the images of the Chinese hand scroll, the calligraphy of Zhao Mengfu, and the Ming porcelain flask:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by first providing context for the first image. Landscape scenes were important subject matter in Chinese art beginning in the Song dynasty (960–1279 CE). Although it was mostly educated men who trained in art, some Chinese women excelled as well. However, these women rarely went outdoors to study their subject matter. Instead, they lived inside the family compound and traveled only occasionally through the countryside when accompanying their husbands. Traditionally, Chinese artists spent years copying the style and compositions of earlier masters. It wasn't until artists were fully mature that it was appropriate to add personal touches.

Display for students the image of the Chinese hand scroll. Allow students several moments to look at the image before displaying the Looking Questions. Have students record their responses. Discuss responses.

1. What do you see on the left side of this work? On the right?
 - » There is printing on the left side, and the leaves of a bamboo plant on the right.
2. How can you tell this is a Chinese work of art?
 - » You can tell by the lettering. These are pictographs.

3. In what different ways did the artist use line in the painting?
 - » The artist used long, dark, sharp lines and short strokes in this painting.
4. How did the artist use ink to create a distinct atmosphere?
 - » The soft washes in the painting suggest mist, creating a distinct atmosphere.
5. What feeling does the artist's nature scene create?
 - » Answers will vary. Students may say that the scene creates a sense of peace, harmony, or calmness.

Next, prepare students to view the image of calligraphy. Explain to students that Chinese painting and calligraphy go hand in hand. Calligraphy is the art of writing using stylized brushstrokes and technique to create beautiful characters. In many cultures, these images are often considered works of art. Calligraphy could stand alone, but artists frequently used it when writing poems directly on their paintings. Zhao Mengfu (/jaow/meng*foo/) was a Chinese painter and calligrapher. He had a major influence on modern Chinese landscape painting. A descendant of the imperial family of the Song dynasty, he was in service to the Mongol empire. His works show the influence of masters from the Tang dynasty, particularly his rougher brushstrokes. This was a stylistic break from masters of the Song dynasty.

Share with students the first couple of images of Zhao Mengfu's calligraphy. Allow students several moments to take in the image before displaying the Looking Questions. Have students record their responses. Discuss responses with students.

1. What element of art is most important in this image?
 - » Line is most important in this image.
2. What about the calligraphy indicates whether the characters were made slowly or quickly?
 - » The liquid brushstrokes suggest quick strokes
3. How would writing a character with brush and ink be different from writing one with a pen?
 - » Answers will vary. Explain that one must be more careful and decisive with a brush than with a pen.

Finally, prepare students for the image of the Ming porcelain flask. Chinese artists first began to work with porcelain during the Tang dynasty (618–906 CE). Porcelain is made from fine white clay, known as kaolin, that is fired (or baked) at high temperatures. Kaolin is relatively rare, only found in a few locations in China, Europe, and North America. Artists apply a clear liquid glaze, which

turns glassy when fired, allowing the white clay to show underneath. The most famous porcelain is “blue-and-white” ware. Porcelain was a major commodity for China in international trade from the 1100s through the 1800s. Other countries in Asia, Africa, and Europe all sought Chinese porcelain. Today, the nation’s ceramic work is still so highly respected that we commonly use the term *china* when referring to porcelain.

Display for students the image of the Ming dynasty porcelain flask. Allow students several moments to observe the image before displaying the Looking Questions. Have students record their responses. Discuss responses.

1. What do you see?
 - » Some students will be drawn to the dragon; others will say a vase or a pot with designs, etc.
2. What are some important elements of art in this work?
 - » Color, form, and line are dominant elements.
3. What creature appears on the flask?
 - » A dragon appears on the flask.
4. What else is shown?
 - » A complicated design of vines and leaves is also shown on the flask.
5. Do you think that this ware would be used for daily drinking?
 - » Its beauty and size suggest that it would be reserved for special occasions, for ceremonies, or for use by someone of high social standing.
6. What might it feel like to be served from this flask?
 - » Answers will vary.

The Last Dynasty

The Big Question: What brought about an end to two thousand years of rule by emperors in China?

Primary Focus Objectives

- ✓ Summarize Qianlong's views on trade with other countries. (RI.4.2)
- ✓ Explain the effects of opium on China, including war with Great Britain. (RI.4.2)
- ✓ Identify factors that contributed to the decline of the Chinese empire. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prosperity, porcelain, ingenious, and republic.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Last Dynasty":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 8.1

- Display and individual student copies of the Yuan, Ming, and Qing Dynasties (AP 8.1)

Core Vocabulary (Student Reader page numbers listed below)

prosperity, n. success or wealth (72)

Example: China experienced a time of great prosperity under the wise emperor.

Variation(s): prosperous (adjective)

porcelain, n. a type of fine pottery (74)

Example: The vase was made of a fine, white porcelain.

ingenious, adj. clever (75)

Example: The boy's ingenious idea made carrying water from the well much easier.

republic, n. a kind of government in which people elect representatives to rule for them (77)

Example: Members of the republic chose officials to serve in the government.

Variation(s): republics

THE CORE LESSON 35 MIN

Introduce “The Last Dynasty”

5 MIN

Activity Page



AP 8.1



Review with students the Chapter 9 Timeline Image Cards and read aloud the captions. Ask students to briefly recall what they learned in the previous lesson. Students should note that after Mongol rule, the Ming dynasty took control of China. The later Ming rulers were unwise with money and let many Chinese people starve, giving rise to the Manchu takeover and the Qing dynasty. Have students look back to the Yuan, Ming, and Qing Dynasties (AP 8.1) and locate the Ming and Qing dynasties on the map. Have students complete the second question and discuss the correct answer. (*The Ming and Qing dynasties covered the same territory.*) Explain to students that today they will discuss the Qing dynasty, the last dynasty to rule China. Call attention to the Big Question, and encourage students to look for reasons dynastic rule in China came to an end as they read the text.

Guided Reading Supports for “The Last Dynasty”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Emperor Who Possessed All Things,” Pages 72–75

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “**The Emperor Who Possessed All Things**” on page 72. Call attention to the Core Vocabulary term *prosperity* and explain its meaning.

SUPPORT—Call attention to the pronunciation key for *Qianlong*. Encourage students to correctly pronounce the word.

Chapter 10
The Last Dynasty

The Emperor Who Possessed All Things The Qing dynasty began in 1644 and lasted all the way to 1912. During much of this time, China enjoyed peace and prosperity. The Manchu emperors’ learning but also supported farmers.

The Big Question
What brought about the last two thousand years of Chinese emperors in China?

Vocabulary
prosperity, n. success or wealth.

One of the first Chinese emperors was Qianlong (chee-yen-loong). Even as a child, Qianlong showed great talent. His family gave him a strict education because they knew that, one day, he would have great responsibility. He had to start his lessons at five o'clock in the morning and study until the sun went down. He had breaks to practice archery and horse riding. The habits that Qianlong formed in childhood helped when he became emperor at the age of twenty-four. He rose early every morning and finished a lot of government work before breakfast, which he ate at seven o'clock. He had free time in the afternoon for He enjoyed painting pictures and writing more than 42,000 poems. He also

Page 72



Page 73



Page 74



Page 75

SUPPORT—Call attention to the image of Qianlong on page 73 and read aloud the caption.

CORE VOCABULARY—**Read aloud the next two paragraphs of the section on pages 72–74.** Call attention to the Core Vocabulary term *porcelain* and explain its meaning.

Note: Students who have completed the Chinese Art Additional Activity from Chapter 9 should be familiar with porcelain.

SUPPORT—Call attention to the image of the Qing dynasty vase on page 74 and read aloud the caption.

CORE VOCABULARY—**Read aloud the remainder of the section.** Call attention to the Core Vocabulary term *ingenious* as it is encountered in the text and explain its meaning.

SUPPORT—Explain to students that Lord Macartney and the British were stunned when the Chinese hinted it was time for them to go. The Chinese were unimpressed by what Lord Macartney had to offer; to the emperor, the British goods were of little to no value.

After you read the text, ask the following question:

LITERAL—Why did Qianlong refuse the goods from British officials?

- » The emperor believed that the Chinese already possessed everything they could possibly need. He was uninterested in anything new or different because he thought China made the best of everything.

"The Opium Wars," Pages 75–76

Scaffold understanding as follows:

Invite volunteers to read aloud the section "The Opium Wars" on pages 75–76.

SUPPORT—Call attention to the image of British ships on page 76, and read the caption aloud.



Page 76

After students read the text, ask the following question:

LITERAL—How did the opium trade lead to war between China and Britain?

- » A very addictive and destructive drug, opium harmed Chinese families to the degree that the Chinese government tried to stop its transport into China. In response, the British sent warships and eventually attacked the emperor's summer palace.

"The Empty Throne," Page 77

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section **"The Empty Throne."** Before students begin to read, call attention to the Core Vocabulary term *republic* and explain its meaning.

Note: Students in Core Knowledge schools should be familiar with the term *republic* from the Grade 3 unit *Ancient Rome*.

After students read the text, ask the following question:

LITERAL—What factors led to the decline of the final Chinese empire?

- » Many factors led to the fall of the Chinese empire including population increases, employment shortages, foreign trade, and rebellions.

Timeline

- Show students the two Chapter 10 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What brought about an end to two thousand years of rule by emperors in China?"
- Post the image cards under the dates referencing the 1600s and the 1800s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What brought about an end to two thousand years of rule by emperors in China?"
 - » Key points students should cite include: Many factors brought about an end to the rule of emperors in China. During the Opium Wars, the Chinese lost to Great Britain and France. In the years after, China faced issues with an increasing population but not enough jobs, uneven foreign trade, and rebellions.
- Choose one of the Core Vocabulary words (*prosperity, porcelain, ingenious, or republic*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 7–10 (RI.4.4)

10 MIN

Activity Page



AP 10.1

Materials Needed: Domain Vocabulary: Chapters 7–10 (AP 10.1)

Distribute copies of Domain Vocabulary: Chapters 7–10 (AP 10.1). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may be assigned as classwork or as homework.

UNIT 6

Teacher Resources

Unit Assessment: *Dynasties of China* **75**

Performance Task: *Dynasties of China* **79**

- Performance Task Scoring Rubric **80**
- Performance Task Activity: *Dynasties of China* **81**
- *Dynasties of China* Performance Task Notes Table **82**

Activity Pages

- World Map (AP 1.1) **83**
- Qin and Han Dynasties (AP 1.2) **84**
- Tang and Song Dynasties (AP 3.1) **85**
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Answer Key: *Dynasties of China* **92**

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpt

- “The Wonderful Chuang Brocade” (FE 1)

Name _____

Date _____

Unit Assessment: Dynasties of China

A. Circle the letter of the best answer.

1. In his tomb, Shihuangdi was surrounded by
 - a) statues of angels.
 - b) the bodies of his wife and children.
 - c) thousands of clay soldiers to guard him.
 - d) statues of dragons to protect him.
2. The Great Wall was constructed to
 - a) connect western China to the Yellow Sea.
 - b) keep out the Xiongnu who lived near the northern border of China.
 - c) stop trade with Britain and France.
 - d) celebrate the power of the Tang dynasty.
3. Emperor Wudi of the Han dynasty ordered an official to travel into the wilderness to find
 - a) people willing to help China defend its northern border.
 - b) the Silk Road.
 - c) a country willing to buy China's rice and silk.
 - d) magic potions that would make him live forever.
4. In the time of the Han dynasty, foreigners were especially eager to buy Chinese
 - a) rice.
 - b) art.
 - c) silk.
 - d) flowering shrubs.
5. One thousand years before it appeared in Europe, _____ was invented in China.
 - a) silk
 - b) paper
 - c) brick
 - d) fish netting
6. Wu Zhao was China's
 - a) only female emperor, after forcing her son to resign.
 - b) youngest leader.
 - c) most popular leader.
 - d) first person to sell silk.

7. The invention of _____ led the Chinese to create the world's first books.
- a) literature
 - b) calligraphy
 - c) ink
 - d) woodblock printing
8. The Tang dynasty was known for which of the following?
- a) the invention of paper money
 - b) extensive trading of tea
 - c) the invention of gunpowder and fireworks
 - d) all of the above
9. Emperor Hui Zong of the Song dynasty was most interested in
- a) military strength.
 - b) the arts such as painting, calligraphy, and poetry.
 - c) opium.
 - d) Buddhism.
10. After getting military help from the Song dynasty, which group turned against the Chinese and claimed much of northern China?
- a) Jurchen
 - b) Mongols
 - c) Xiongnu
 - d) Russians
11. During the Song dynasty, who were the most honored and respected people in China?
- a) soldiers
 - b) priests
 - c) scholars
 - d) merchants
12. Partly because its wooden houses were crowded together, _____ could easily sweep through Hangzhou.
- a) fires
 - b) floods
 - c) monsoons
 - d) snow
13. Chinggis Khan was the leader of the _____ who attacked northern China.
- a) Russians
 - b) Mongols
 - c) Japanese
 - d) Koreans

- 14.** Who was Marco Polo?
- a)** the inventor of the game of polo
 - b)** a Spanish king
 - c)** an Italian explorer
 - d)** a Mongol military leader
- 15.** What was one of Kublai Khan's greatest achievements?
- a)** creating a postal system
 - b)** creating paper money
 - c)** creating a uniform Chinese alphabet
 - d)** inventing gunpowder
- 16.** The Chinese word *ming* means
- a)** fierce.
 - b)** loyal.
 - c)** brightness.
 - d)** beautiful.
- 17.** Emperor Zhu Di of the Ming dynasty built a new residence called
- a)** Chang'an.
 - b)** the Forbidden City.
 - c)** the Yellow Palace.
 - d)** Dadu.
- 18.** Zheng He is famous because he
- a)** fought the British warships.
 - b)** invented the postal system.
 - c)** attacked the Manchu armies in north China.
 - d)** built a fleet of ships at the emperor's request and explored the world.
- 19.** Britain refused to stop selling _____ to China.
- a)** tobacco
 - b)** rice
 - c)** tea
 - d)** opium
- 20.** In 1912, the last emperor stepped down and China became
- a)** a republic.
 - b)** a communist state.
 - c)** an empire.
 - d)** a British colony.

B. Match each word or phrase on the left with its definition on the right.

Terms

_____ **21.** alchemist

_____ **22.** imperial

_____ **23.** jade

_____ **24.** terracotta

_____ **25.** kowtow

_____ **26.** resign

_____ **27.** queue

_____ **28.** porcelain

Definitions

a) in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect

b) baked or hardened brownish-red clay

c) a person who tries to turn other metals into gold

d) a short braid of hair worn at the back of the neck

e) a type of fine pottery

f) to step down from or leave a job

g) relating to an emperor, empress, or empire

h) a hard mineral, usually green, that can be made into jewelry or small figurines

Performance Task: *Dynasties of China*

Teacher Directions: Ask students to reflect on the legacies of China's dynasties. Have students create an illustrated timeline of China's dynastic history. Each dynasty should be represented by an illustration connected to at least one key feature or achievement of that dynasty. Encourage students to use their Student Reader to take notes and organize their thoughts in the Notes Table provided. Once students complete their Notes Tables, provide each student with seven blank drawing pages (one per dynasty) and colored pencils or crayons.

A sample table, completed with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table.

Dynasty	Years of Rule	Key Features and Achievements
Qin	221 BCE–210 BCE	<ul style="list-style-type: none">first emperor of Chinatomb with terracotta armybeginning of the Great Walluniting of Chinese states
Han	202 BCE–220 CE	<ul style="list-style-type: none">development of Silk Roadcapital city of Chang'anpapermakingsilk trade
Tang	618–907	<ul style="list-style-type: none">first female emperor (Wu Zhao)spread of Buddhism in Chinagame of polopoetry and tomb figurinespopularity of teainvention of woodblock printing, gunpowder, and fireworks
Song	960–1279	<ul style="list-style-type: none">Hui Zong's painting academylandscape paintingcity and country differencesgovernment exams for scholars
Mongols (Yuan)	1271–1368	<ul style="list-style-type: none">city of DaduKublai Khan's observatory and postal systemMarco Polo's visit to China
Ming	1368–1644	<ul style="list-style-type: none">the Forbidden Cityporcelainvoyages of Zheng He
Qing	1644–1912	<ul style="list-style-type: none">wearing of queuesporcelainOpium Wars

Performance Task Scoring Rubric

Note: Students should be evaluated on their timelines using this rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their timelines.

Above Average	Student timeline is neat, well-organized, and creative. Dynasty names and dates are identified correctly. Illustrations are accurate and effective and tell the stories of the dynasties.
Average	Student timeline is neat and organized. Dynasty names and dates are identified correctly. Illustrations are accurate and at least one item or feature is drawn for each dynasty.
Adequate	Student timeline is generally neat and somewhat organized. Dynasty names and dates are identified correctly. Illustrations with at least one item or feature drawn for six of the seven dynasties are included.
Inadequate	Student timeline lacks neatness and organization. Many dynasty names and dates are incorrect or omitted. Illustrations are largely inaccurate or missing.

Name _____

Date _____

Performance Task Activity: *Dynasties of China*

Think about life in China during each of the dynasties you have studied. Use this page to sketch ideas for the seven illustrations (one per dynasty) that you will create. Then, complete your actual illustrations for the timeline. Remember to write the name of the dynasty, the years it ruled, and at least one drawing that illustrates life or something important during that dynasty. Create a timeline that names each dynasty, gives the years of each dynasty, and illustrates one part of life in China during that dynasty.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Dynasties of China* for information.

Name _____

Date _____

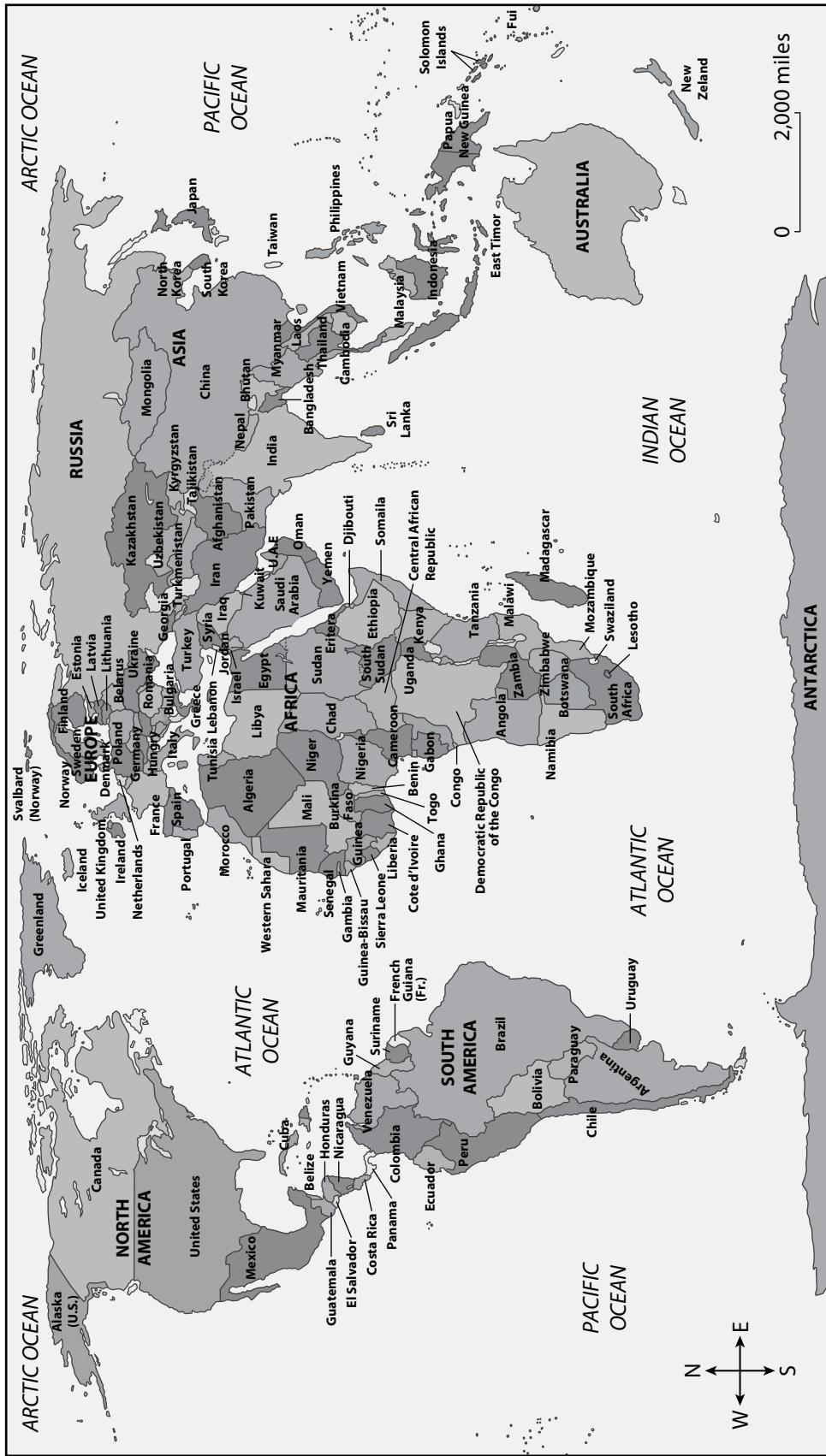
The Dynasties of China Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in the *Dynasties of China*. You need to have at least one key feature or achievement for each dynasty that you can illustrate.

Dynasty	Years of Rule	Key Features and Achievements
Qin	221 BCE–210 BCE	
Han	202 BCE–220 CE	
Tang	618–907	
Song	960–1279	
Mongols (Yuan)	1271–1368	
Ming	1368–1644	<ul style="list-style-type: none">• voyages of Zheng He
Qing	1644–1912	

Date

World Map



Name _____

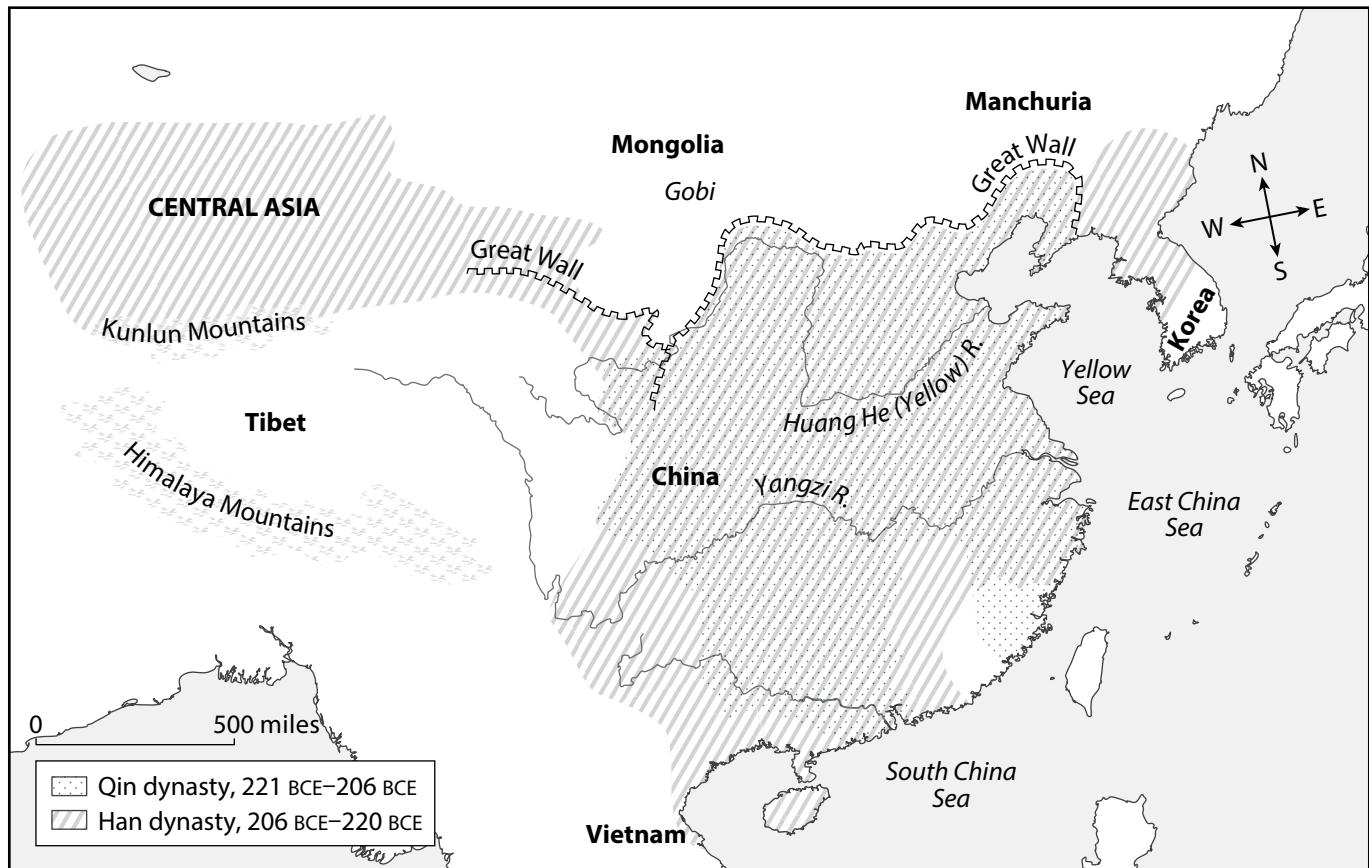
Date _____

Activity Page 1.2

Use with Chapters 1 and 2

Qin and Han Dynasties

Directions: Study the map of the Qin and Han dynasties. Use it to answer the questions below.



1. What human-made barrier helped protect the Qin dynasty from invaders?

2. Which of the two dynasties extended the farthest south and west?

Name _____

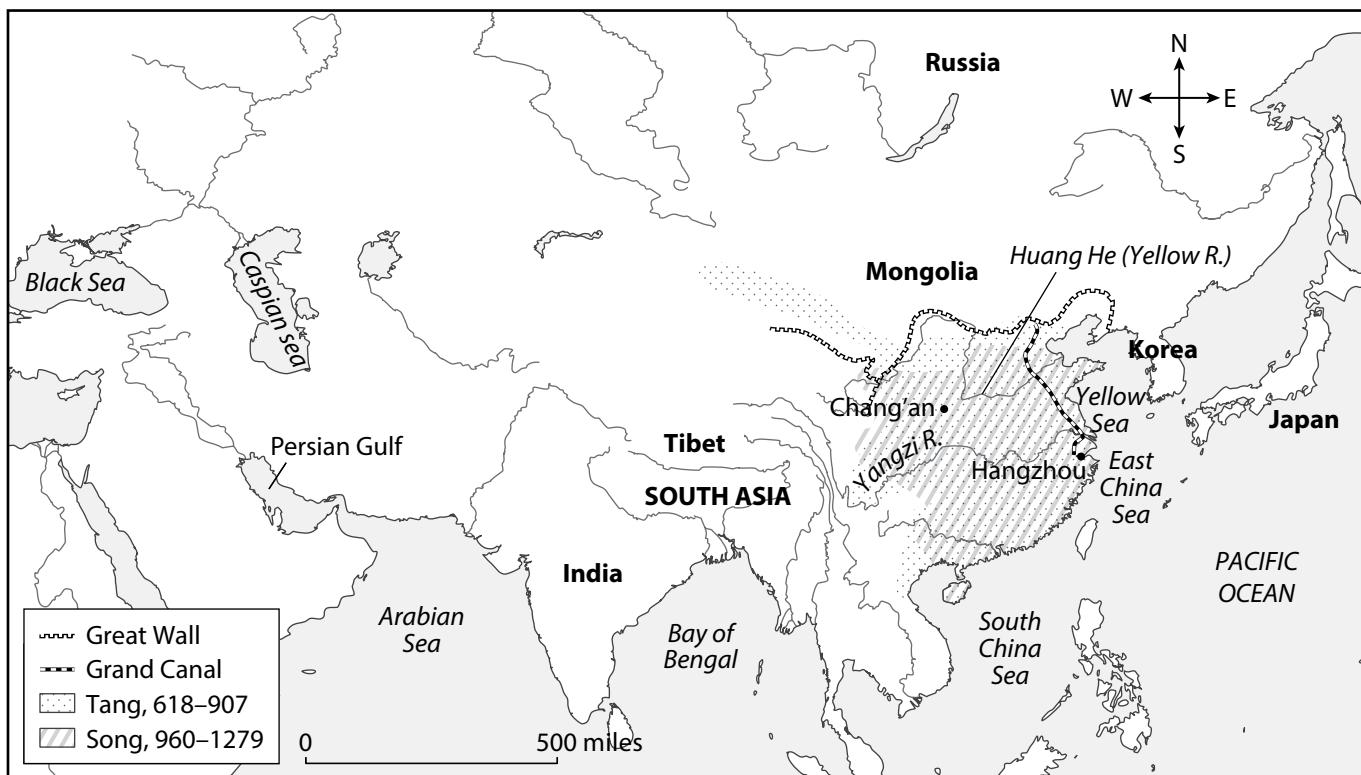
Date _____

Activity Page 3.1

Use with Chapters 3 and 4

Tang and Song Dynasties

Directions: Study the map of the Tang and Song dynasties. Use it to answer the questions below.



- What two rivers did the Grand Canal connect?

- During the Song dynasty, did the land under Chinese rule grow or shrink?

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Directions: Circle the correct term from the options presented to complete each sentence.

Example: Over seven thousand _____ soldiers stood at attention in the emperor's tomb.

jade **terracotta** hemp

1. The Chinese thought their northern neighbors were _____.
barbarians officials tyrants
2. The Qin dynasty lasted for just one _____.
official generation hemp
3. Shihuangdi was considered to be a _____ by many of his subjects.
official tyrant Buddha
4. The Chinese made paper by mashing together _____, tree bark, and other ingredients.
hemp jade terracotta
5. Shihuangdi was China's first _____.
barbarian emperor official
6. The small figurine was carved from a piece of _____.
hemp terracotta jade
7. Both Shihuangdi and Wu Zhao were harsh, _____ rulers.
barbarian Buddhist ruthless
8. Desert travelers stopped at the _____ for food and water.
yak shrine oasis
9. Followers of the Buddhist religion stopped to visit the _____.
oasis hemp shrine
10. After the death of Emperor Taizong, Wu Zhao was supposed to become a _____.
tyrant nun yak

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Calligraphy

Directions: Study each Chinese character shown below. Then, choose two or more of the characters to write a phrase (for example: sparkling rain). Write the characters in the top of the box at the right. Then, draw a picture under the characters to illustrate the phrase you wrote.

月

moon

雪

snow

木

tree

安

quiet

雨

rain

光

sparkling

明

bright

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Domain Vocabulary: Chapters 4–6

Directions: Complete each sentence with a Core Vocabulary term from the box. Not every term will be used.

calligraphy	woodblock printing	alchemist	charcoal	nitrate
saltpeter	prophecy	peddler	academy	canvas
siege machine	virtue	ton	vendor	wares
porter	ritual	elite		horoscope

1. The artist signed his name with beautiful _____.
2. The _____ traveled from place to place carrying his goods for sale.
3. Standing atop the mountain, she had a _____ view of the villages below.
4. According to the emperor's _____, he was in for a very lucky year.
5. The peddler made a _____ that the emperor would beg for a pancake someday.
6. The Jurchens' _____ broke through the sturdy city wall.
7. The _____ displayed all of her _____ at the same stall in the marketplace every day.
8. The emperor created an _____ where artists could learn new painting techniques.
9. The farmer needed help moving the giant stone because it weighed more than a _____.
10. The _____ tried again and again to turn the lead into gold.

Name _____

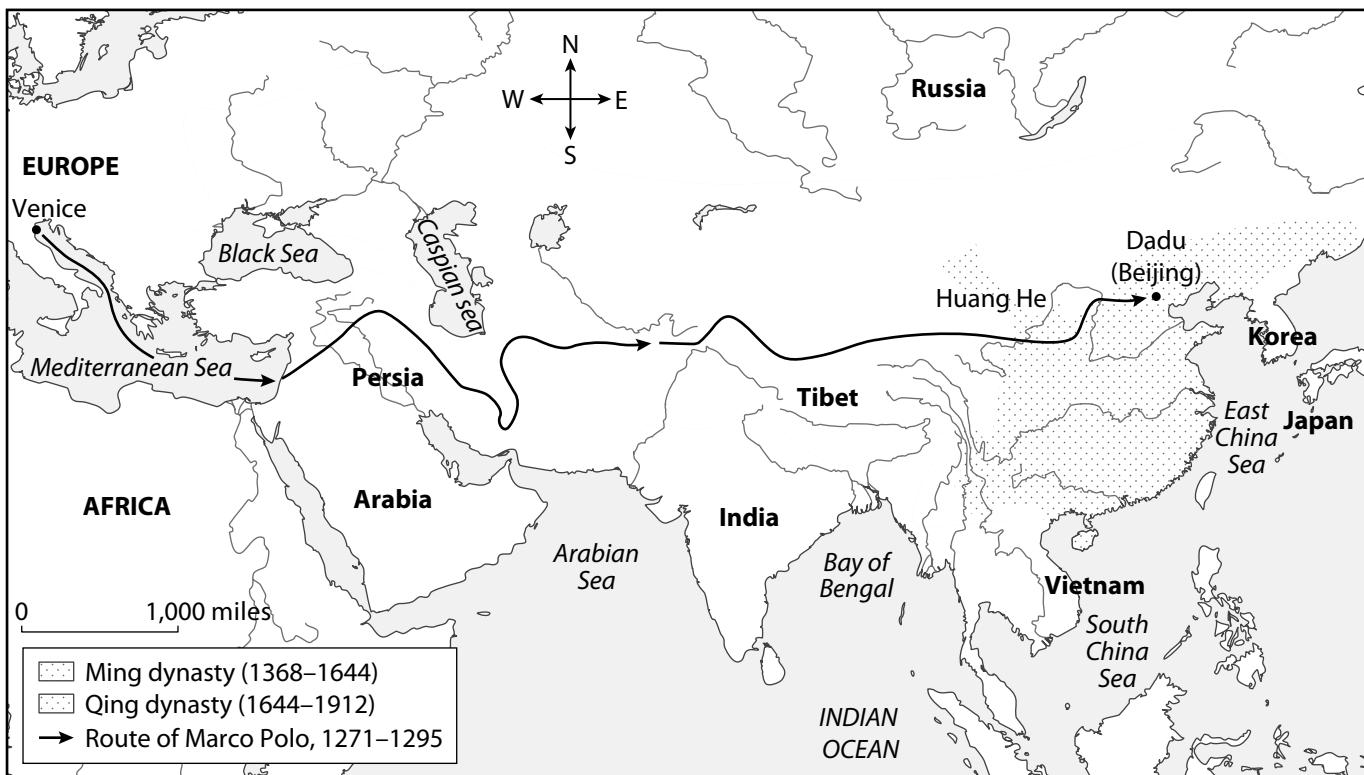
Date _____

Activity Page 8.1

Use with Chapters 8 and 9

Yuan, Ming, and Qing Dynasties

Directions: Study the map of the Yuan, Ming, and Qing dynasties. Use it to answer the questions below.



- Find Marco Polo's route and trace it in red. What two cities did he travel to and from?

- Which two dynasties occupied the same region?

Name _____

Date _____

Activity Page 10.1

Use with Chapter 10

Domain Vocabulary: Chapters 7–10

Directions: Complete the crossword puzzle by solving each clue with terms from the box.
For the terms that have two words, leave out the space between words.

plaque	locust	observatory	astronomer	typhoon
heavenly bodies	tax	postal system	porcelain	kowtow
log book	queue	prosperity	ingenious	republic

Across

5. to require people to pay money or goods to support the workings of the government
7. a short braid of hair worn at the back of the neck
8. a journal to keep track of daily events, especially when traveling
11. a building or room used to study the weather or astronomy
13. an organization, usually run by the government, responsible for sorting and delivering mail
14. a scientist who studies the stars, the planets, and other features of outer space
15. a large grasshopper-like insect; in large swarms they can cause widespread crop damage

Down

1. objects found in the sky, such as planets or stars
2. a kind of government in which people elect representatives to rule for them
3. in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect
4. a decorative tablet, usually made to celebrate an individual or an event
6. a type of fine pottery
9. success or wealth
10. clever
12. a windy storm with heavy rain; a hurricane

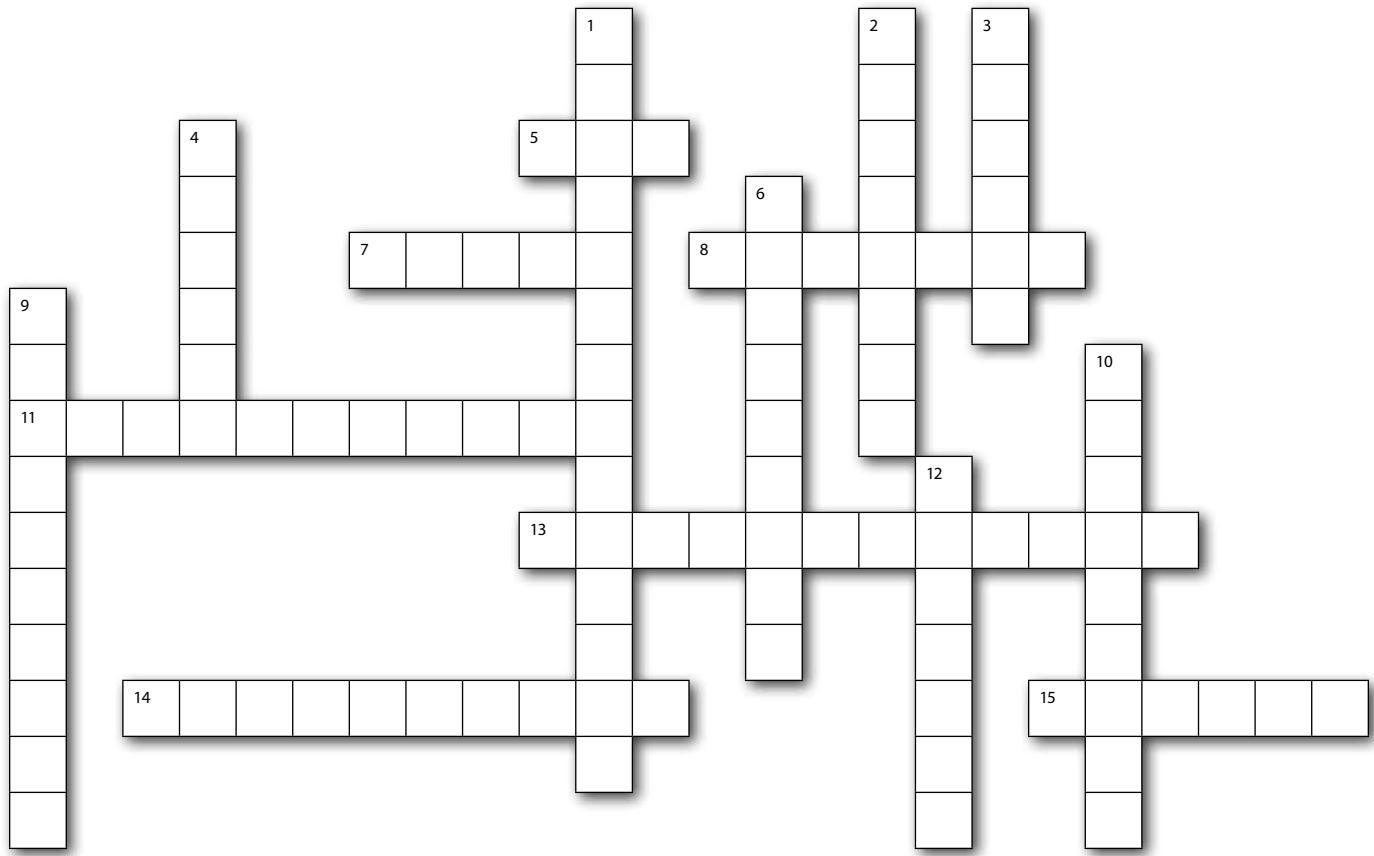
Name _____

Date _____

Activity Page 10.1 *continued*

Use with Chapter 10

Domain Vocabulary: Chapters 7–10



Answer Key: Dynasties of China

Unit Assessment

(pages 75–78)

1. c 2. b 3. a 4. c 5. b 6. a 7. d 8. d 9. b 10. a 11. c
12. a 13. b 14. c 15. a 16. c 17. b 18. d 19. d 20. a
21. c 22. g 23. h 24. b 25. a 26. f 27. d 28. e

Activity Pages

Qin and Han Dynasties (AP 1.2)

(page 84)

1. Great Wall of China
2. Han dynasty

Tang and Song Dynasties (AP 3.1)

(page 85)

1. Huang He (Yellow River) and Chang (Yangzi River)
2. The territory controlled by China shrank under the Song dynasty.

Domain Vocabulary: Chapters 1–3 (AP 3.2)

(page 86)

1. barbarians
2. generation
3. tyrant
4. hemp
5. emperor
6. jade
7. ruthless
8. oasis
9. shrine
10. nun

Domain Vocabulary: Chapters 4–6 (AP 6.1)

(page 88)

1. calligraphy
2. peddler or vendor
3. panoramic
4. horoscope
5. prophecy
6. siege machine
7. peddler or vendor; wares
8. academy
9. ton
10. alchemist

Yuan, Ming, and Qing Dynasties (AP 8.1)

(page 89)

1. Venice, Dadu (Beijing)
2. Ming dynasty, Qing dynasty

Domain Vocabulary: Chapters 7–10 (AP 10.1)

(pages 90–91)

Across

5. tax
7. queue
8. log book
11. observatory
13. postal system
14. astronomer
15. locust

Down

1. heavenly bodies
2. republic
3. kowtow
4. plaque
6. porcelain
9. prosperity
10. ingenious
12. typhoon



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China: Emperor Taizong (Tang Lishimin), 2nd ruler of the Tang Dynasty (r. 626–649). / Pictures from History / Bridgeman Images: Cover B, 6e, 32
China: Silk Production – spinning thread. Qing Dynasty watercolour painting by an anonymous artist, mid to late 19th century / Pictures from History / Bridgeman Images: 6d, 25
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Emperor Hui Tsung (r.1100–26) taking part in a festival in which he drinks from a cup made of precious stone, from a history of Chinese emperors (colour on silk), Chinese School, (17th century) / Bibliotheque Nationale, Paris, France / Bridgeman Images: 6h, 42
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Genghis Khan in battle, preceded by Gebe, one of his generals (colour litho) / Private Collection / Bridgeman Images: 6i, 53
Genghis Khan in his tent by Rashid al-Din (1247–1318), Islamic School, (14th century) / Bibliotheque Nationale, Paris, France / Bridgeman Images: 52
Golden water river, Forbidden City (Unesco World Heritage List, 1987), Beijing, China, 15th century (photo) / De Agostini Picture Library / Archivio J. Lange / Bridgeman Images: i, iii, 64
Japan: A Japanese embassy to the Tang Court in China, painting, 8th–9th century CE / Pictures from History / Bridgeman Images: 37
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Kneeling archer from the Terracotta Army, 210BC (terracotta), Chinese School, (3rd century AD) / Tomb of Qin Shi Huang Di, Xianyang, China / Credit: Zhang Shui Cheng / Bridgeman Images: 17
Marco Polo, McConnell, James Edwin (1903–95) / Private Collection / © Look and Learn / Bridgeman Images: 58
Mongol archer on horseback, from seals of the Emperor Ch'ien Lung and others, 15th–16th century (ink & w/c on paper), Chinese School, Ming Dynasty (1368–1644) / Victoria & Albert Museum, London, UK / Bridgeman Images: Cover C, 53
Or 11515, f.11v Qin Shi Huang, first Emperor of China, Qin Dynasty (vellum), Korean School (19th Century) / British Library, London, UK / Bridgeman Images: 17
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Portrait of Genghis Khan (c.1162–1227), Mongol Khan, founder of the Imperial Dynasty, the Yuan, making China the centre of the great Mongol Empire (1260–1368), (ink and w/c on silk, silk patterned border), Chinese School, Yuan Dynasty (1279–1368) / National Palace Museum, Taipei, Taiwan / Bridgeman Images: 54
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Tomb model illustrating polo playing / Werner Forman Archive / Bridgeman Images: 32
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Woman on horseback, Tang Dynasty, c.700–750 (earthenware with lead-silicate glazes & painted details), Chinese School, Tang Dynasty (618–907) / Freer Gallery of Art, Smithsonian Institution, USA / Bridgeman Images: 37
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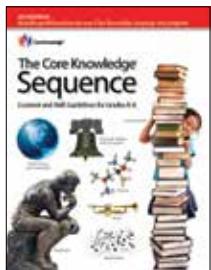
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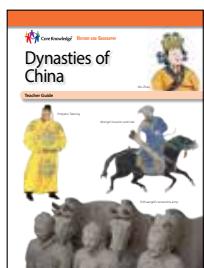
CKHG™
Core Knowledge HISTORY AND GEOGRAPHY

Dynasties of China
Core Knowledge Sequence History and Geography 4



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