

## Essential Question Preview

### How did the progression of ruling dynasties shape the culture of ancient China?

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

## Explore the Essential Question

- Ask volunteers to give a definition of the term *dynasty*. Tell students about some of the cultural and technological achievements of the ancient Chinese, such as paper currency, the sundial, and gunpowder. As a class, discuss what influence various dynasties may have had on these achievements.
- Introduce the basic ideas of Confucianism to students. Have students speculate how the ideas of Confucianism may have affected rulers in China.

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

*What are some ways that spiritual beliefs can affect the behavior of rulers? What are some ways these beliefs can affect the behavior of those being ruled?*

*How might China's culture have been affected by being ruled by a foreign power such as the Mongols?*

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

## Explore the Online Video

### ANALYZE VIDEOS

#### Confucius: Words of Wisdom

Invite students to watch the video to learn about the teachings of Confucius and how they spread after his death.

**History** According to the historians in the video, what was Confucius's most important legacy? *the idea that people are valuable as individuals and can shape their own lives*



## Module 28

# Early Civilizations of China

### Essential Question

How did the progression of ruling dynasties shape the culture of ancient China?



About the Photo: The Great Wall of China stretches more than 2,000 miles (3,219 km) across mountains, deserts, and plains. Construction on the wall began more than 2,000 years ago.

#### Explore ONLINE!

- HISTORY**
- VIDEOS, including ...
    - Confucius: Words of Wisdom
    - The First Emperor of China
    - Song Dynasty Inventions
  - Document-Based Investigations
  - Graphic Organizers
  - Interactive Games
  - Image Carousel: Guardians of Shi Huangdi's Tomb
  - Interactive Map: The Silk Road
  - Interactive Map: The Voyages of Zheng He

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In this module, you will learn about the history and culture of ancient China. China was one of the world's early centers of civilization.

### What You Will Learn

**Lesson 1: Early China and the Han Dynasty** ..... 901  
The Big Idea Early Chinese history was shaped by four dynasties—the Shang, the Zhou, the Qin, and the Han.

**Lesson 2: The Sui, Tang, and Song Dynasties** ..... 909  
The Big Idea Later Chinese dynasties were periods of economic, cultural, and technological accomplishments, including Confucian thought.

**Lesson 3: The Yuan and Ming Dynasties** ..... 916  
The Big Idea The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.

## Lesson 1 Big Idea

Early Chinese history was shaped by four dynasties—the Shang, the Zhou, the Qin, and the Han.

### Main Ideas

- Chinese civilization began along two rivers.
- The Zhou and Qin dynasties changed Chinese society and made great advances.
- Under the Han dynasty, China's government and society were largely based on the ideas of Confucius.
- The Han made many achievements in art, literature, and learning and began trade with distant lands.

## Lesson 2 Big Idea

Later Chinese dynasties were periods of economic, cultural, and technological accomplishments, including Confucian thought.

### Main Ideas

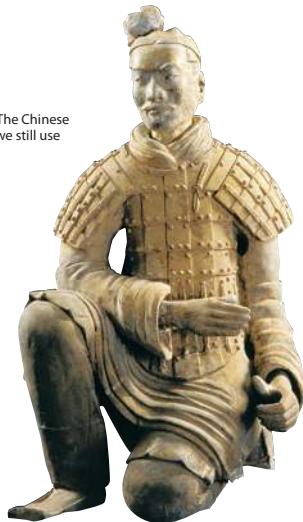
- After the Han dynasty, China fell into disorder but was reunified by new dynasties.
- Cities and trade grew during the Tang and Song dynasties.
- The Tang and Song dynasties produced fine arts and inventions.
- Confucianism influenced the Song system of government.
- Scholar-officials ran China's government during the Song dynasty.



**Yuan and Ming Dynasties** Under the Yuan and Ming dynasties, Beijing became China's largest city and a center of Chinese culture.



**Tang and Song Dynasties** The Chinese invented many items that we still use today, including fireworks.



**Early China** The first dynasties to rule China left behind artifacts such as this clay figure of a soldier.

Early Civilizations of China 899

### Lesson 3 Big Idea

The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.

#### Main Ideas

- The Mongol Empire included China, and the Mongols ruled China as the Yuan dynasty.
- The Ming dynasty was a time of stability and prosperity.
- The Ming brought great changes in government and relations with other countries.

### Explore the Images

**Yuan and Ming Dynasties** Ming rulers built the Forbidden City, shown here, in Beijing. It was China's imperial palace until the 20th century and is one of China's most famous landmarks.

**Tang and Song Dynasties** According to Chinese records, fireworks were invented in the seventh century. The first ones were probably made in the town of Liuyang in Hunan Province.

**Early China** Emperor Shi Huangdi of the Qin dynasty had this soldier made as part of a vast terracotta army. The army was intended to guard his tomb in the afterlife.

#### Analyze Visuals

Have students examine the images and answer the following questions:

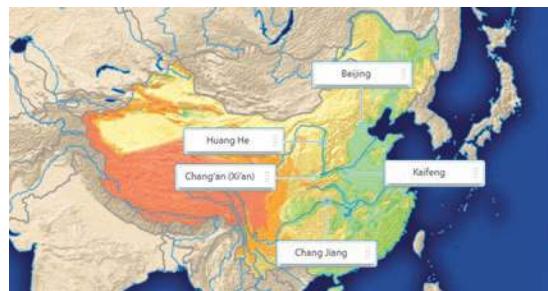
- Why do you think the building in the photo is so large and elaborate? *to impress viewers with the government's power and importance*
- What do people use fireworks for today? What other uses might they have had in the past? *They are used to celebrate important events or holidays. In the past, they could have been used in war as weapons or signals or to frighten off enemies.*
- What evidence indicates that the clay statue represents a soldier? *The figure is wearing armor and has his hands placed to hold a weapon.*
- Based on these photos, how have China's various ruling dynasties helped shape Chinese culture? *Possible answer: The rulers of each dynasty encouraged the building of monuments, the creation of artistic styles, and technological advances that have enriched Chinese culture over the centuries.*

### ► Online Module Flip Cards

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

### ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. Have students drag each label to the correct location on the map.



Early Civilizations of China 899

# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Understand Chronological Order

Write the term *chronological order* on the board, and ask students to define it. Show an example of a timeline, and explain that it displays events in chronological order. Then have students work with partners to create a list of at least eight events that have recently occurred at your school. Instruct them to place the events in chronological order. When they are done, ask for volunteers to share their lists. Explain that placing events in chronological order makes it easier to remember them and also helps us determine whether two events are related.

#### You Try It!

*Student timeline entries may vary. Order of events:*

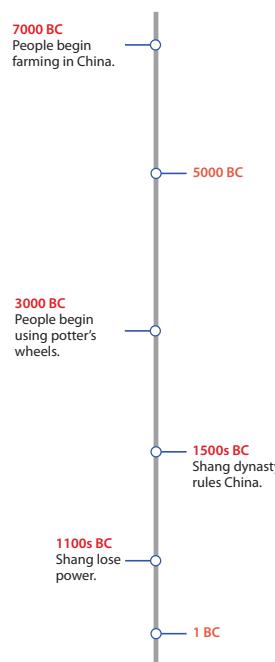
1211—Genghis Khan led his armies into northern China; 1300s—Many Chinese groups rebelled against the Yuan dynasty; 1368—The Ming dynasty began ruling China; 1405—Zheng He began a series of seven grand voyages to places around Asia; 1433—Zheng He made the last of seven grand voyages to places around Asia; 1644—China's Ming dynasty ended

## Understand Chronological Order

### READING FOCUS

When you read a paragraph in a history text, you can usually use clue words to help you keep track of the order of events. When you read a longer section of text that includes many paragraphs, though, you may need more clues. One of the best clues you can use in this case is dates. Each of the sentences below includes at least one date. Notice how those dates were used to create a timeline that lists events in chronological, or time, order.

- As early as **7000 BC**, people had begun to farm in China.
- After **3000 BC**, people began to use potter's wheels to make many types of pottery.
- The first dynasty for which we have clear evidence is the Shang, which was firmly established by the **1500s BC**.
- Shang emperors ruled in China until the **1100s BC**.



#### YOU TRY IT!

Read the following sentences. Use the dates in the sentences to create a timeline listing events in chronological order.

- The Ming dynasty ruled China from 1368 to 1644.
- Genghis Khan led his armies into northern China in 1211.
- Between 1405 and 1433, Zheng He led seven grand voyages to places around Asia.
- In the 1300s many Chinese groups rebelled against the Yuan dynasty.

As you read this module, use clue words to help you keep track of the chronological order of historic events.



# Early China and the Han Dynasty

- An Early Chinese Tomb
- Oracle Bones
- The Teachings of Confucius
- The Warring States Period
- Guardians of Shi Huangdi's Tomb
- The Importance of Family
- Han Achievements

- **Biography:** Emperor Shi Huangdi (c. 259–210 BC)
- Confucius
- Shi Huangdi: The Paranoid Emperor
- The Secret of Silk

Visuals

Videos

LESSON 1

## Big Idea

Early Chinese history was shaped by four dynasties—the Shang, the Zhou, the Qin, and the Han.

Extend and Enrich

Maps,  
Graphs, and  
Charts

Sources

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

- Map: Shang Dynasty, c. 1500–1050 BC
- Map: Early Dynasties of China
- Map: Zhou Dynasty, c. 1100s BC–481 BC
- Map: Qin Dynasty, c. 221–206 BC
- Map: Han Dynasty, c. 206 BC–AD 220
- Chart: Chinese Society in the Han Dynasty
- Map: The Silk Road
- Chart: East versus West

- Document-Based Investigation: The Dynastic Cycle in China

KEY

- Non-digital resource

## ► Online Lesson 1 Enrichment Activities

### Confucius

**Biography** Students learn more about the life and teachings of Confucius. Then they select and analyze quotations attributed to the teacher.



### Shi Huangdi: The Paranoid Emperor

**Article** Students read about Shi Huangdi's paranoia and the superstitious behaviors he adopted. Then they write character analyses of the emperor.

### The Secret of Silk

**Article** Students read about one Chinese princess's extraordinary effort to smuggle the secret of silk out of China and then create storyboards for a video about the event.

# Early China and the Han Dynasty

## The Big Idea

Early Chinese history was shaped by four dynasties—the Shang, the Zhou, the Qin, and the Han.

## Main Ideas

- Chinese civilization began along two rivers.
- The Zhou and Qin dynasties changed Chinese society and made great advances.
- Under the Han dynasty, China's government and society were largely based on the ideas of Confucius.
- The Han made many achievements in art, literature, and learning and began trade with distant lands.

## Key Terms and Places

Chang Jiang  
Huang He  
mandate of heaven  
Xi'an  
Great Wall  
sundial  
seismograph  
acupuncture  
Silk Road

## If YOU lived there ...

You are the ruler of China, and hundreds of thousands of people look to you for protection. For many years, your country has lived in peace. Large cities have grown up, and traders travel freely from place to place. Now, however, a new threat looms. Invaders from the north are threatening China's borders. Frightened by the ferocity of these invaders, the people turn to you for help.

### What will you do to protect your people?

## Chinese Civilization Begins

As early as 7000 BC people had begun to farm in China. They grew rice in the middle of the **Chang Jiang** valley. North, along the **Huang He**, the land was better for growing cereals such as millet and wheat. At the same time, people tamed animals such as pigs and sheep. Supported by these sources of food, China's population grew. Villages appeared along the rivers.

**A River Valley Civilization** Some villages along the Huang He grew into large towns. Walls surrounded these towns to defend them against floods and hostile neighbors. Villagers built houses out of wood and packed earth. Most of these houses were built facing south. This plan allowed sunlight into the house and blocked cold winds from entering the door.

Over time, Chinese culture became more advanced. As in other river valley civilizations, some people took up activities other than farming. After 3000 BC, for example, some became expert pottery makers. Others learned to weave silk to make clothing, mostly long belted tunics. As time passed, new social orders began to develop within villages. Some people grew wealthy by amassing large amounts of property. Eventually, their wealth gave them influence, and a noble class developed.

**The Shang Dynasty** As time passed, dynasties, or families, of strong rulers began to take power in China. The first dynasty for which we have clear evidence is the Shang, which was established by the 1500s BC. Strongest in the Huang He valley, the Shang ruled a broad area of northern China. Shang emperors ruled until the 1100s BC.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

**What will you do to protect your people?**

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

**Consider going to WAR:** may be able to defeat invaders; might lose many people in battles; may have to ration food and supplies

**Consider building a WALL:** may persuade invaders not to attack; would be costly to build; will take years to complete

**2. Direct Teach** Introduce the Big Idea: *Early Chinese history was shaped by four dynasties—the Shang, the Zhou, the Qin, and the Han.* Ask students how the advances made in early China allowed later dynasties to develop. Encourage students to compare early China to other ancient civilizations.

**3. Practice/Assess/Inquire** Write the following two labels for students to see: *Civilization Begins* and *First Dynasties*. Organize the class into two groups, one for each label. Then have each group write a skit to explain the main ideas of its topic.

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

**5. Whole Group Close/Reflect** Have each student write a review of the other group's skit, making sure to state the main ideas presented.

\*Alternative Assessment Handbook, Rubrics 33: Skits and Reader's Theater; and 37: Writing Assignments

## Teach the Main Idea

Chinese civilization began along two rivers.

**Recall** What did farmers grow in early China?  
*rice, millet, and wheat*

**Identify** What is the first dynasty in Chinese history for which we have clear evidence?  
*Shang dynasty*

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

**Compare and Contrast** How is the Shang writing system different from our modern alphabet? *Their system had more than 2,000 symbols to express words or ideas; ours has 26 letters used to create words.*

## ONLINE GRAPHIC ORGANIZER

### Early China and the Han Dynasty

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

**Evaluate Information** What do you consider each dynasty's most significant achievement? Why? Possible answers: *The Shang created a writing system that evolved into the one used today. The Zhou saw the birth of influential ideas. The Qin built structures that have lasted for centuries. The Han began trade that made China rich.*

## ONLINE DOCUMENT-BASED INVESTIGATION

### Early Civilizations of China

The Dynastic Cycle in China is the first of three document-based investigations students will analyze in the Early Civilizations of China module. The idea of the mandate of heaven allowed China's rulers to maintain an image of continuity even as the government changed. Students can explore the diagram to learn how the mandate of heaven shaped China's cycle of dynasties.

For additional instruction, go to end of lesson.

## Teach the Main Idea

The Zhou and Qin dynasties changed Chinese society and made great advances.

**Identify** Who was the most powerful person in Zhou society? *the emperor*

**Draw Conclusions** Why do you think Shi Huangdi set up a uniform money system? *Possible answer: to make it easier and smoother for people to buy and sell goods*

### More About . . .

**Connect to Today: The Great Wall** Some sections of the Great Wall are dangerous today because they are unstable and can collapse. The Badaling section, however, is a popular tourist attraction because people are able to walk on it and it is conveniently located near Beijing. It has been reported that astronauts can see the Great Wall from space. When astronauts such as Neil Armstrong have been asked about this, however, they say it is not true.

### MAPS

#### Early Dynasties of China

Have students explore the map and answer the associated questions.

- Place** What river was at the heart of Shang China? *Huang He*
- Human-Environment Interaction** Which dynasty do you think built the Great Wall? *Why? Qin dynasty, because it extends along the northern part of their land*



The Shang made many advances, such as creating China's first writing system. This system used more than 2,000 symbols to express words or ideas. Although the system has gone through changes over the years, the Chinese symbols used today are based on those of the Shang period.

Many examples of Shang writing have been found on cattle bones and turtle shells. Priests had carved questions about the future on these bones or shells, which were then heated, causing them to crack. The priests believed they could "read" these cracks to predict the future. They believed the cracks were shaped by spirits, including the spirits of their ancestors.

In addition to writing, the Shang also made other advances. Artisans made beautiful bronze containers for cooking and religious ceremonies. They also made axes, knives, and ornaments from jade. The Shang also invented a calendar based on the cycles of the moon.

#### Zhou and Qin Dynasties

The Shang dynasty was only the first of many dynasties described in Chinese records. After the Shang lost power, other dynasties rose up to rule China. Two of those dynasties were the Zhou (JOH) and the Qin (CHIN).

**Zhou Dynasty** In the 1100s the Shang rulers of China were overthrown in a rebellion. They were replaced by the Zhou dynasty. It lasted longer than any other in Chinese history. Zhou rulers held power until 771 BC.

The Zhou claimed that they had been chosen by heaven to rule China. They believed that no one could rule without heaven's permission. This idea that heaven chose China's ruler was called the **mandate of heaven**. A dynasty would keep the mandate of heaven as long as it was strong. Rulers who grew weak lost the mandate and could be overthrown.

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### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: An Early Chinese Tomb

Have students explore the image of an early Chinese tomb using the interactive hotspots.

### READING CHECK

**Summarize** What were two Shang achievements?  
*Possible answers: China's first writing system, a calendar based on moon cycles*

### ONLINE INTERACTIVE MAPS

#### Shang Dynasty, c. 1500–1050 BC

Have students explore the map and answer the associated question.

- Place** What river was at the heart of Shang China? *Huang He*

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Oracle Bones

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

**Analyze Visuals** What kinds of information can historians learn by studying oracle bones? *what people in the Shang dynasty believed, how the Chinese writing system developed*

Under the Zhou, a new political order formed in China. The emperor was at the top of society. Everything in China belonged to him, and everyone had to be loyal to him. Emperors gave land to people in exchange for loyalty or military service. Those people who received this land became lords. Below the lords were peasants, or farmers who owned little land. In addition to growing their own food, peasants had to grow food for lords.

**New Belief Systems** Some of the most influential thinkers in Chinese history are believed to have lived during the Zhou dynasty. One of these thinkers was Laozi (LOWD-zuh). He founded a school of thought known as Daoism (DOW-ih-zum). Daoism stressed living in harmony with the Dao, the guiding force of all reality. It taught that people should not interfere with nature or with each other. Like water, people should flow through life in a natural way.

The other great teacher of the Zhou dynasty was Confucius. His ideas emphasize the importance of ethics and moral values, such as respect for elders and loyalty toward family. Confucius's teachings were collected after his death in a book called *The Analects*.

Confucius felt that China was overrun with rude and dishonest people. He wanted the country to return to ideas and practices from a time when people knew their proper roles in society. He taught that fathers should display moral values to inspire their families. Children should obey and respect their parents. Family members should be loyal to each other.

Confucius's ideas about government were similar to his ideas about family. He thought moral leadership, not laws, would bring order to China. He taught that kings should lead by example, inspiring good behavior in all their subjects. He also believed that the lower classes, like children, would learn by following the example of their superiors.

Both Daoism and Confucianism attracted many followers during the Zhou dynasty. In fact, both have shaped how people act and think in China for centuries. Over the centuries, their influence has also spread into other parts of East Asia, including Japan, Vietnam, and Korea.

#### BIOGRAPHY

##### Emperor Shi Huangdi (c. 259–210 BC)

Shi Huangdi was a powerful emperor and a very strict one. He demanded that everyone in China believe the same things he did. To prevent people from having other ideas, he ordered all books that did not agree with his beliefs burned. When a group of scholars protested the burning of these books, Shi Huangdi had them buried alive. These actions led many Chinese to resent the emperor. As a result, they were eager to bring the Qin dynasty to an end.

##### Draw Conclusions

Why do you think Shi Huangdi tried to ban all opposing points of view in China?



Early Civilizations of China 903

#### ENGLISH LANGUAGE LEARNERS

##### Create a Timeline

- To help students gain a greater understanding of early China, have them create a timeline as they read. Ask students to draw a horizontal line across the paper and label the left side 7000 BC—*River Valley Civilization* and the right side AD 220—*Han Dynasty Ends*.
- As students read the lesson, have them add the dates they encounter to their timelines, label the dates appropriately, and list a few facts about each item below the label.

- Organize the class into pairs, and have them compare timelines. Ask students to fill in information they may have missed when working alone and have their partners help them understand the meaning of new vocabulary words.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 36: Timelines

#### ONLINE INTERACTIVE MAPS

##### Zhou Dynasty, c. 1100s BC–481 BC

Have students explore the map and answer the associated question.

**Location** On what body of water was the city of Luoyang? *Huang He*

#### ONLINE DOCUMENT-BASED INVESTIGATION

##### The Dynastic Cycle in China

The idea of the mandate of heaven allowed China's rulers to maintain an image of continuity even as the government changed. Students can explore the diagram to learn how the mandate of heaven shaped China's cycle of dynasties.

**Analyze Visuals** What indicated to the ancient Chinese that a dynasty had lost the mandate of heaven? *disasters such as floods, peasant uprisings, and invasions*

#### ONLINE INTERACTIVE VISUALS

##### Image with Text Slider: The Teachings of Confucius

Have students learn more about the philosophy of Confucius by revealing his teachings, using the interactive slider.

#### BIOGRAPHY

##### Emperor Shi Huangdi (c. 259–210 BC)

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

**Draw Conclusions** Why do you think Shi Huangdi tried to ban all opposing points of view in China?

*Possible answer: He thought exposing people to different points of view might lead to dissent and even rebellion.*

#### ONLINE LESSON FLIP CARDS

##### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Chang Jiang, Huang He, mandate of heaven, Xi'an, Great Wall, sundial, seismograph, acupuncture, Silk Road.**

## ► ONLINE INTERACTIVE VISUALS

### Image with Hotspots: The Warring States Period

Have students explore the image using the interactive hotspots.



In 1974 archaeologists found the tomb of Emperor Shi Huangdi near Xi'an and made an amazing discovery. Buried close to the emperor was an army of more than 6,000 life-size terra cotta, or clay, soldiers. They were designed to be with Shi Huangdi in the afterlife. In other nearby chambers of the tomb there were another 1,400 clay figures of cavalry and chariots.

## ► ONLINE INTERACTIVE MAPS

### Qin Dynasty, c. 221–206 BC

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

**Location** Where did the Qin build the Great Wall? *along their northern border*



## ► ONLINE ANALYZE VIDEOS

### The First Emperor of China



Have students watch the video individually or as a class to learn more about Shi Huangdi's rise to power. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What did Shi Huangdi accomplish as emperor of China? *Possible answers: unified China, built roads and highways, standardized writing and currency, built Great Wall*

## ► ONLINE INTERACTIVE VISUALS

### Carousel: Guardians of Shi Huangdi's Tomb

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme.

**Warring States Period** The Zhou political system broke down as lords grew less loyal to the emperors. When invaders attacked the capital in 771 BC, many lords would not fight. As a result, the emperor was overthrown. China broke apart into many kingdoms that fought each other for power and influence. This time of disorder in China is called the Warring States period.

**Qin Dynasty** The Warring States period came to an end when one state became strong enough to defeat all its rivals. That state was called Qin. In 221 BC a king from Qin managed to unify all of China under his control and name himself emperor.

As emperor, the king took a new name. He called himself Shi Huangdi (SHEE hwahng-dee), a name that means “first emperor.” Shi Huangdi was a very strict ruler, but he was an effective ruler as well. He expanded the size of China both to the north and to the south.

Shi Huangdi greatly changed Chinese politics. Unlike the Zhou rulers, he refused to share his power with anyone. Lords who had enjoyed many rights before now lost those rights. In addition, he ordered thousands of noble families to move to his capital, now called Xi'an (SHEE-AHN). He thought nobles that he kept nearby would be less likely to rebel against him.

The Qin dynasty did not last long. While Shi Huangdi lived, he was strong enough to keep China unified. The rulers who followed him, however, were not as strong. In fact, China began to break apart within a few years of Shi Huangdi’s death. Rebellions began all around China, and the country fell into civil war.

**Qin Achievements** Although the Qin did not rule for long, they saw great advances in China. As emperor, Shi Huangdi worked to make sure that people all over China acted and thought the same way. He created a system of laws that would apply equally to people in all parts of China. He also set up a new system of money. Before, people in each region had used local currencies. He also created a uniform system of writing that eliminated minor differences between regions.

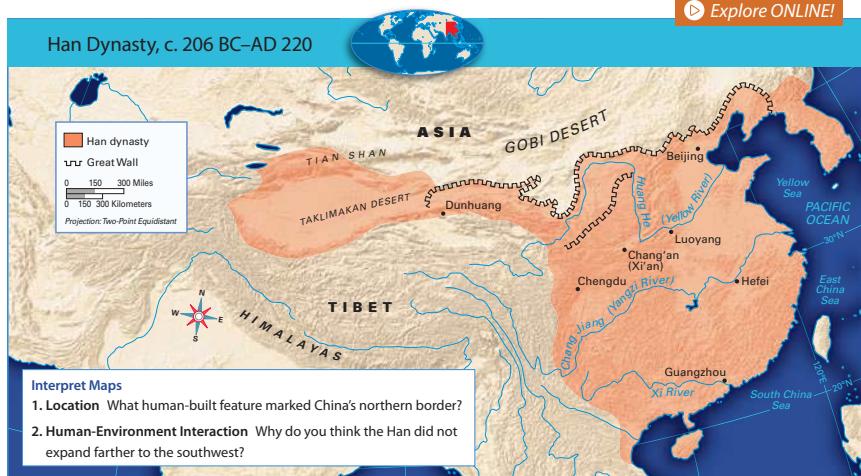
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## COLLABORATIVE LEARNING

### Early China Timeline

1. Review with students the time span covered by this lesson and the changes and new developments in culture that occurred in China during that time.
2. Arrange students into five groups, and assign each group one of these time periods: before the Shang dynasty, the Shang dynasty, the Zhou dynasty, the Qin dynasty, the Han dynasty.
3. Have each group create an illustrated timeline of significant people, events, and developments in Chinese history during its assigned time period. Students may use the text as a place to start but will likely need to do additional research to find material for their timelines.
4. Determine a standard size and format of the timelines so that the groups may connect their timelines together to create one comprehensive display.
5. Have groups present their timelines to the rest of the class. Then assemble and display all the timelines together.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 36: Timelines



#### Reading Check

Summarize  
What happened under the Qin dynasty?

The Qin's best-known achievements, though, were in building. Under the Qin, the Chinese built a huge network of roads and canals. These roads and canals linked distant parts of the empire to make travel and trade easier.

To protect China from invasion, Shi Huangdi built the **Great Wall**, a barrier that linked earlier walls that stood near China's northern border. Building the wall took years of labor from hundreds of thousands of workers. Later dynasties added to the wall, parts of which still stand today.

### The Han Dynasty

When the Qin dynasty collapsed, many groups fought for power. After years of fighting, an army led by Liu Bang (lee-OO bang) won control. In 206 BC Liu Bang became the first emperor of the Han dynasty, which lasted more than 400 years.

**The Rise of a New Dynasty** Liu Bang's rule was different from the strict government of the Qin. He wanted to free people from harsh government policies. He lowered taxes for farmers and made punishments less severe. He gave large blocks of land to his supporters. In addition, Liu Bang changed the way government worked. Unlike many earlier rulers, he relied on educated officials to help him rule.

In 140 BC Emperor Wudi (WOO-dee) took the throne. He wanted to create a stronger government. To do that, he took land from the lords, raised taxes, and put the supply of grain under government control. He also made Confucianism China's official government philosophy. Under the Han, government officials were expected to practice Confucianism. Wudi even began a university to teach Confucian ideas.

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### DRAW CONCLUSIONS

#### Writing Resumés

1. Discuss with students what qualities government officials during the Han dynasty possessed.
2. Tell students that they will be writing a resumé for a fictional person seeking a job in the Han government. Have students provide details in the resumés regarding the person's education, family connections, and other qualifications.

3. Remind students to refer to the portion of the section that discusses the necessary qualification for obtaining a position in the Han government.
4. When students have finished, have them exchange resumés with another student. Then ask students to discuss whether or not they believe that resumé would earn a job in the Han government.

\*Alternative Assessment Handbook, Rubric 31: Resumés

### Teach the Main Idea

Under the Han dynasty, China's government and society were largely based on the ideas of Confucius.

**Summarize** What changes did Liu Bang bring to China? *He lowered taxes, made punishments less severe, gave blocks of land to his supporters, and used educated officials to help him rule.*

**Analyze** How did Wudi strengthen China's government? *He took lands from lords, raised taxes, took control of the grain supply, and chose officials based on exams and recommendations.*

**Elaborate** Would you rather have lived under the rule of Liu Bang or Wudi? Why? *Answers will vary, but students should show an understanding of the emperors' policies.*

### More About . . .

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

#### ONLINE INTERACTIVE MAPS

### Han Dynasty, c. 206 BC–AD 220

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

**Human-Environment Interaction** Which Han dynasty city was most likely a port? *Guangzhou*  
In print edition, see map of same title.

1. **Location** What human-built feature marked China's northern border? *the Great Wall*
2. **Human-Environment Interaction** Why do you think the Han did not expand farther to the southwest? *The region to the southwest was very mountainous.*

#### READING CHECK

**Summarize** What happened under the Qin dynasty? *Possible answers: A system of laws and a uniform writing system were created; the Great Wall and a huge network of roads and canals were built.*

## Teach the Main Idea

The Han made many achievements in art, literature, and learning and began trade with distant lands.

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

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

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

### ONLINE INTERACTIVE CHARTS

#### Chinese Society in the Han Dynasty

Have students explore the chart to learn about the structure of Han society.

The Emperor and His Court

Peasants

Artisans, Merchants, and Soldiers

Slaves

### GEOGRAPHIC FEATURE

#### The Importance of Family

Have students read the Focus on Culture feature about the importance of family in Han China and explore the associated image.

**Analyze Visuals** How does this painting reflect the importance of Confucian teachings in Han China? *Confucius emphasized the value of the family, and the painting shows a ceremony to honor family. The people in the painting are respecting their elders, and the children are following their father's lead.*

### READING CHECK

**Analyze Causes** What shaped social structure in China under the Han? *a strict class system*

**Han Society** Chinese society under the Han was organized into a strict class system. These classes were based on the Confucian system, with strict guidelines that governed each class's behavior. The upper class was made up of the emperor, his court, and scholars who held government positions. The emperor and his court lived in a large palace. Less important officials lived in multilevel houses built around courtyards. Many of these wealthy families owned large estates and employed laborers to work the land. Some families even hired private armies to defend their estates.

The second class, the largest, was made up of the peasants. Nearly 60 million people lived in China during the Han dynasty, and about 90 percent of them were peasants. Although they were respected for their labor, most peasants were poor. They wore plain clothing and ate cooked grains like barley. Most peasants lived in small villages. Their small, wood-framed houses had walls made of mud or stamped earth.

The next social class included artisans, who produced items for daily life and some luxury goods. Merchants were the lowest class because they did not actually produce anything. They only bought and sold what others made. Still, some merchants were very wealthy. They filled their homes with expensive decorations, including paintings, pottery, and jade figures.

The military was not a class in the Confucian system. However, joining the army offered men a chance to rise in social status because the military was considered part of the government.

**The Revival of the Family** Since Confucianism was the government's official philosophy during Wudi's reign, Confucian teachings about the family were also honored. Children were taught from birth to respect their elders. Disobeying one's parents was a crime. Even emperors had a duty to respect their parents. Within the family, the father had absolute power. The Han taught that it was a woman's duty to obey her husband, and children had to obey their father. All members of a family were expected to care for family burial sites and to honor their ancestors with rituals and ceremonies.

#### Han Achievements and Trade

Han rule was a time of great achievements. Art and literature thrived, and inventors developed many useful devices.

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

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



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### STRUGGLING READERS

#### Social Structure of the Zhou and Han Dynasties

1. Discuss with students the social structure of the Han dynasty. Ask students to identify the various social classes and what people/jobs were represented in each class.
2. Have each student create a diagram or illustration that shows the social order of Han China. Diagrams should clearly show the occupations of the people in each social class.

3. Assign students to work in small groups to compare the Han social order to the social divisions that had existed under the Zhou dynasty. Tell students to focus on the differences, and then in whole class discussion, ask students to explain how society in China changed from the Zhou to the Han.
4. Have each student write a paragraph comparing and contrasting the social structure of the two dynasties. Then invite volunteers to share their diagrams and writing with the class.

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

For additional instruction, go to end of lesson.

**Academic Vocabulary**  
innovation a new idea, method, or device

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

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

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

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

### Han Achievements

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



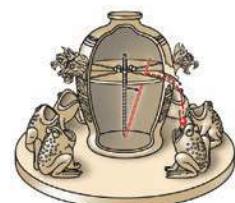
#### Art

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



#### Medicine

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



#### Science

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

#### Analyze Visuals

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

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### LINK TO LITERATURE

#### Fu and Shi Poems

- Review with the class the achievements in literature of the Han dynasty.
- Organize the class into pairs. Have each pair use the library, Internet, or other sources to research *fu* and *shi* poems. Have each pair select one poem of either type. Tell students that they will create a scroll on which they will copy and illustrate their poems.

- Check to make sure that students understand the meaning of the poems they selected. Remind students that Han paintings often depicted realistic scenes from everyday life.
- Have volunteers from each group explain the Chinese poem they selected and then read their poems aloud.
- Expand the activity by having students write their own *fu* or *shi* poems and illustrate them.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 26: Poems and Songs

### ONLINE INTERACTIVE VISUALS

#### Carousel: Han Achievements

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

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

In print edition, see feature of same title.

#### Han Achievements



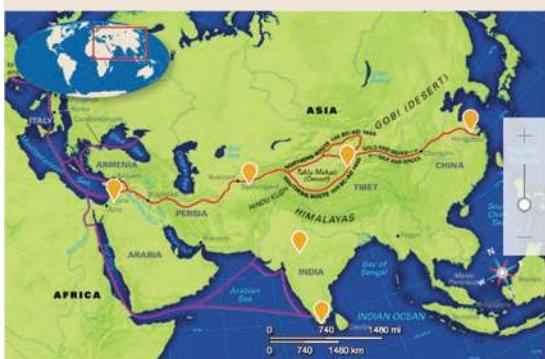
**Science** Han engineers developed a seismograph to measure the strength of earthquakes.

### ONLINE INTERACTIVE MAPS

#### The Silk Road

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

**Human-Environment Interaction** What physical features would a traveler on the Silk Road likely not have encountered? *tundra*





## ONLINE INTERACTIVE TABLES

### East Versus West

Have students explore the table and answer the associated question.

**Interpret Charts** Which statement is true of civilizations in both China and Europe? *Powerful emperors rose to power.*

### READING CHECK

**Categorize** What advances did the Chinese make during the Han period? *They invented paper, the seismograph, the sundial, and acupuncture.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** On what rivers did Chinese civilization begin? *Huang He and Chang Jiang*  
b. **Analyze** What advances did the early Chinese make before and during the Shang dynasty? *began farming, domesticated animals, made pottery, wove silk, developed writing system, made jade objects, invented a calendar*  
c. **Evaluate** What do you think was the Shang dynasty's most important achievement? Why?  
*Answers will vary. Possible answer: a writing system, because people could keep records*
2. a. **Define** What is the mandate of heaven? *the idea that heaven chose China's ruler and gave him power*  
b. **Form Generalizations** How did Shi Huangdi change China? *expanded China's borders, took power from lords, forced nobles to move to capital*  
c. **Make Inferences** Why do you think Shi Huangdi called himself the first emperor? *He was the first person to unify most of China under one rule. The title also displayed his power.*
3. a. **Identify** What is Confucianism? How did it affect the government during the Han dynasty? *a philosophy that stresses the importance of ethics and morals; government officials had to pass tests on Confucian teachings*  
b. **Explain** How did Emperor Wudi create a strong central government? *took lands from lords, raised taxes, controlled grain supply*  
c. **Summarize** How was Han society organized? *strict class system with nobles at the top, followed by peasants and artisans, with merchants at the bottom*

**Trade with Other Lands** Under Wudi, the Han dynasty expanded west into Central Asia. There, the Chinese learned that silk, which the Chinese had been making for centuries, was in high demand in lands farther west. China's rulers realized they could make huge profits through trade.

Traders used a series of overland routes to take Chinese goods to distant buyers. The most famous trade route was known as the **Silk Road**. This 4,000-mile-long network of routes stretched westward from China across deserts and mountains, through the Middle East, until it reached the Mediterranean Sea. Chinese traders did not travel the entire Silk Road. Upon reaching Central Asia, they sold their goods to local traders who would take them the rest of the way.

Traveling the Silk Road was difficult. Hundreds of men and camels loaded with valuable goods, including silks and jade, banded together for protection. Armed guards were hired to protect traders from bandits. Weather presented other dangers, including blizzards and sandstorms. Still, the Silk Road was worth its many risks. Silk was so popular in Rome, for example, that China grew wealthy from that trade relationship alone. Traders returned from Rome with silver, gold, precious stones, and horses.

But trade goods and money were not the only things exchanged on the Silk Road. Traders on the route exchanged ideas along with trade goods. For example, traders carried the technique of papermaking from China to Southwest Asia and Europe. At the same time, missionaries carried new religions, including Christianity and Buddhism, to China. Buddhism in particular would play a major role in China in later centuries.

**Summary and Preview** Early Chinese history was shaped by the Shang, Zhou, Qin, and Han dynasties. In the next lesson, you will learn about two dynasties that also made great advances, the Tang and the Song.

### Reading Check

Categorize  
What advances did the Chinese make during the Han period?

### Lesson 1 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify** On what rivers did Chinese civilization begin?  
b. **Analyze** What advances did the early Chinese make before and during the Shang dynasty?  
c. **Evaluate** What do you think was the Shang dynasty's most important achievement? Why?  
d. **Define** What is the mandate of heaven?  
e. **Form Generalizations** How did Shi Huangdi change China?  
f. **Make Inferences** Why do you think Shi Huangdi called himself the first emperor?  
g. **Identify** What is Confucianism? How did it affect the government during the Han dynasty?  
h. **Explain** How did Emperor Wudi create a strong central government?  
i. **Summarize** How was Han society organized?

4. a. **Identify** What device did the Chinese invent to measure the strength of earthquakes?  
b. **Summarize** What was the Silk Road? What products were traded along it?  
c. **Judge** Do you think the trade goods or the ideas carried on the Silk Road were more influential? Why?

#### Critical Thinking

5. **Analyze** Draw a chart like the one shown here. Using your notes, write details about the achievements and political system of China's early dynasties.

	Achievements	Political System
Shang		
Zhou		
Qin		
Han		

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4. a. **Identify** What device did the Chinese invent to measure the strength of earthquakes? *seismograph*  
b. **Summarize** What was the Silk Road? What products were traded along it? *a 4,000-mile network of trade routes stretching from China to the Mediterranean; silks and jade from China and silver, gold, precious stones, and horses from Rome.*  
c. **Judge** Do you think the trade goods or the ideas carried on the Silk Road were more influential? Why?  
*Answers will vary but should be supported.*

#### Critical Thinking

5. **Analyze** Draw a chart. Using your notes, write details about the achievements and political system of China's early dynasties.  
*Possible answers: Shang—writing system, use of bronze and jade, chariots, calendar; ruled by emperors; Zhou—long duration, Confucianism; everything belonged to emperor; Qin—new systems of laws, money, writing, roads and canals, Great Wall; emperor had all power; Han—paper, sundial, seismograph, acupuncture; emperor relied on educated officials.*

## ► Online Assessment

- Why did Chinese civilization begin along the Huang He rather than in the Chang Jiang valley?
  - Rice could no longer be grown in the Chang Jiang valley.
  - Flooding could no longer be controlled in the Chang Jiang valley.
  - The clay located along the Huang He was good for making fine pottery.
  - The land located along the Huang He was better for growing cereal crops.

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

Chinese civilization began along the Huang He rather than in the Chang Jiang valley because the land along the Huang He was better for growing cereals ▾.

- How did Shi Huangdi change China?
  - by keeping all power for himself
  - by instituting the mandate of heaven
  - by making farmers grow food for lords
  - by giving people land in exchange for military service

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

Shi Huangdi greatly changed China by refusing to share political power ▾.

- How did the Han change Chinese society?
  - by taking control of all farmland
  - by instituting a strict class system
  - by building a vast system of roads
  - by allowing farmers to control grain supplies

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

Chinese society under the Han ▾ was organized into a strict class system.

- How did trade along the Silk Road affect Chinese culture?
  - It led to jade being introduced to China.
  - It led to papermaking being introduced to China.
  - It led to new religions being introduced to China.
  - It led to historical writing being introduced to China.

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

Buddhism ▾, which was brought to China as a result of the exchange of ideas along the Silk Road, has greatly influenced Chinese culture.

- Draw Conclusions How did the Shang dynasty have a lasting effect on Chinese civilization?

The Shang developed China's first writing system. Although the system has changed over the years, the present-day writing system in China is based on the symbols developed by the Shang.

- Draw Conclusions Which thinker, Laozi or Confucius, offered the most practical advice to Chinese rulers? Explain your answer.

Confucius offered the most practical advice to Chinese rulers. Laozi taught that people should not interfere with each other, and a ruler who took this advice would not be able to make any decisions. On the other hand, Confucius taught that kings should lead by example. A ruler who took this advice would be able to inspire those he ruled to behave well by doing so himself.

- Summarize How did Emperor Wudi increase the influence of Confucianism on Chinese society?

Emperor Wudi required government officials to practice Confucianism. He also established a university to teach Confucian ideas.

- Summarize How did the Han improve medicine?

The Han improved medicine by inventing acupuncture. By inserting fine needles through the skin at specific points, they were able to cure disease and relieve pain.

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 901

### More About . . .

**The Huang He** Over the centuries, the Chinese have built levee systems to control the flow of the Huang He. Even so, floods have occurred when the river has broken through these levees. For example, in 1931 a major flood resulted in tens of thousands of square miles of land being flooded. Between 1 million and 3.7 million people died as a result.

**Shang Dynasty Religion** The Shang worshiped their ancestors. The Shang believed that disasters would occur if they did not properly honor their ancestors. Harvests would fail, people would grow ill, armies would lose battles, and so on. Life after death was a central belief in Shang religion, and royal tombs were filled with many treasures. They also were filled with the skeletons of people, including relatives of the individual who had died.

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

### SPECIAL NEEDS STUDENTS

#### Shang Dynasty

1. Help students identify the accomplishments of the Shang dynasty by drawing a three-column chart on the board titled *Shang Dynasty*. Label the columns *Religion*, *Society*, and *Achievements*.
2. Organize the class into mixed-ability pairs. Have each student draw the chart on his or her own paper. Then have students work with their partners to complete the chart. Possible answers: *religion—priests used bones and shells to make predictions; society—royal family/nobles at highest level; achievements—writing system, use of bronze and jade, calendar, war chariots, bows, armor*
3. Discuss charts with students, and have them correct their work as needed.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

continued from page 906

### COLLABORATIVE LEARNING

#### Documentary: Family Life in Han China

1. Ask students to discuss the behavior expected of fathers, sons, and women within a Chinese family in Han China. Have students identify behavior that would be acceptable and unacceptable.
2. Organize the class into small groups. Have each group prepare a script for a documentary film that focuses on family life in Han China. Remind students to present information about family duties and the roles of fathers, wives, and children. Students may wish to use the library, Internet, or other resources to find additional information on the topic.
3. Have each group videotape its documentary or perform it live for the class to see.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

### More About . . .

**Connect to Today: Seismographs** Seismographs during the Han dynasty were very simple devices. They showed when an earthquake occurred and the direction of the earthquake. Modern seismographs serve the same function, but they also record the strength and duration of the quake. Scientists use several seismographs in different locations to pinpoint the epicenter of an earthquake.

**Connect to Art: The Flying Horse** The bronze horse shown was found in a Han dynasty tomb. It is poised with one hoof resting on a swallow, a type of bird. Although the horse is actually trotting, because three of its hooves are off the ground it appears to fly. The beauty and power of horses made them popular subjects in Chinese art. This statue may portray a certain highly valued breed.



# The Sui, Tang, and Song Dynasties



## ► Online Lesson 2 Enrichment Activities

### The Legend of Fa Mulan

**Article** Students read about a legendary female soldier who fought in the Chinese army and then write journal entries as people who knew her.

### Gunpowder in China

**Article** Students read about the invention and uses of gunpowder in China and then write stories in which people use the new invention.



### Quanzhou

**Article** Students learn about multiculturalism in China's largest port city. Then they create postcards illustrating and describing the city.

### A Chinese Poem

**Activity** Students write poetry in the style of the great Chinese poets Li Bo and Du Fu.

# The Sui, Tang, and Song Dynasties

## The Big Idea

Later Chinese dynasties were periods of economic, cultural, and technological accomplishments, including Confucian thought.

## Main Ideas

- After the Han dynasty, China fell into disorder but was reunified by new dynasties.
- Cities and trade grew during the Tang and Song dynasties.
- The Tang and Song dynasties produced fine arts and inventions.
- Confucianism influenced the Song system of government.
- Scholar-officials ran China's government during the Song dynasty.

## Key Terms and Places

Grand Canal  
Kaifeng  
porcelain  
woodblock printing  
gunpowder  
compass  
bureaucracy  
civil service  
scholar-official

## If YOU lived there ...

It is the year 1270. You are a rich merchant in a Chinese city of about a million people. The city around you fills your senses. You see people in colorful clothes among beautiful buildings. Glittering objects lure you into busy shops. You hear people talking—discussing business, gossiping, laughing at jokes. You smell delicious food cooking at a restaurant down the street.

## How do you feel about your city?

## Disorder and Reunification

When the Han dynasty collapsed, China split into several rival kingdoms, each ruled by military leaders. Historians call the time of disorder that followed the collapse of the Han the Period of Disunion. It lasted from 220 to 589. War was common during the Period of Disunion. The lack of a stable government also made trade difficult. China grew more isolated.

**The Spread of Buddhism** During the violence and uncertainty of the Period of Disunion, many Chinese people tried to find spiritual comfort. Some looked to Daoism and Confucianism to find out why they had to suffer so much, but they did not find helpful answers. However, Buddhism, which had recently arrived in China from India, did provide the answers people sought. They took comfort in the Buddhist teaching that people can escape suffering and achieve a state of peace. By the end of the Period of Disunion, Buddhism was well established in China. Wealthy people donated land and money to Buddhist temples, which arose across the land.

**Sui Dynasty** Finally, after centuries of political confusion and cultural change, China was reunified. The man who finally ended the Period of Disunion was a northern ruler named Yang Jian (YANG jee-EN). In 589 he conquered the south, unified China, and created the Sui (SWAY) dynasty.

The Sui dynasty did not last long—only from 589 to 618. During that time, however, its leaders restored order and began the **Grand Canal**. This huge series of canals and waterways linked parts of northern and southern China.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### How do you feel about your city?

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

#### Consider feeling PROUD:

- of the diversity of the people
- of the grand architecture
- of the evident prosperity

#### Consider feeling OVERWHELMED:

- too much to look at
- too much to listen to
- too many temptations

**2. Direct Teach** Introduce the Big Idea: *Later Chinese dynasties were periods of economic, cultural, and technological accomplishments, including Confucian thought.* Tell students, for example, that trade grew rapidly under the Song dynasty. Ask students how this growth might have affected Song culture.

**3. Practice/Assess/Inquire** Have students write cause-and-effect statements as they read the lesson. The statements can be simple phrases connected by arrows.

**4. Explore (Collaborative Exploration)** As you review the lesson's main ideas, call on students to read aloud their cause-and-effect statements.

**5. Whole Group Close/Reflect** Have students identify important Chinese inventions from this period. Then have students create a collage that illustrates modern uses of these inventions.

\*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 8: Collages

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Early Civilizations of China

Chinese Dynasties, 589–1279 is the second of three document-based investigations students will analyze in the Early Civilizations of China module. Three dynasties ruled during this 700-year period, but despite changes in government China endured. Students can explore the map to learn about changes in China's territory in that time.

## Teach the Main Idea

After the Han dynasty, China fell into disorder but was reunified by new dynasties.

**Recall** Who was the only woman to rule China? Empress Wu During what dynasty did she rule? *during the Tang dynasty*

**Compare** How were the Tang and Song dynasties similar? *Both ruled for about 300 years; both were times of great achievements.*

**Summarize** Why was the Tang dynasty considered a golden age? *The empire expanded, military was reformed, laws were created, and there were great advances in art.*

## More About ...

**Building the Grand Canal** Today, the Grand Canal passes through eight of China's provinces and is a UNESCO World Heritage Site. However, when Yang Jian first began considering the project, many people believed he was insane. Such a large undertaking seemed impossible. China's major rivers flow west to east, and Yang Jian realized he needed a transportation system that could move goods and people north and south. Once the project began, soldiers forced about a million people, mostly farmers, to work on the canal 24 hours a day. No one knows how many people died, many of starvation.

## ONLINE INTERACTIVE VISUALS

### Carousel: The Grand Canal

Have students navigate through the carousel and identify a unifying theme. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why has the Grand Canal been important to China for many centuries? *It has made trade and the shipment of products between parts of China much easier.*

In print edition, see visual feature of same title.

## ONLINE DOCUMENT-BASED INVESTIGATION

### Chinese Dynasties, 589–1279

Three dynasties ruled during this 700-year period, but despite changes in government China endured. Students can explore the map to learn about changes in China's territory in that time.

**Analyze Sources** Which dynasty on this map was the first to rule the eastern part of China? Who took over from them, and how did China's borders change after the takeover? *The Sui were the first to rule eastern China. The Tang took over from them, and they expanded China's territory, especially in the west.*

In print edition, see map of same title.

- Region** Which dynasty controlled the largest area? *Tang*
- Human-Environment Interaction** Why do you think the Sui dynasty's rulers built the Grand Canal? *to improve transportation for people and goods*



**Tang Dynasty** The Sui dynasty was followed by the Tang, which would rule for nearly 300 years. As you can see on the map, China grew under the Tang dynasty to include much of eastern and central Asia.

Historians view the Tang dynasty as a golden age in China. Tang rulers conquered many lands, reformed the military, and created law codes. The Tang period also saw great advances in art. Some of China's finest poets, for example, lived during this time.

The Tang dynasty included the only woman to rule China—Empress Wu. Married to a sickly emperor, she took power for herself and ruled from the 650s until 704. Her methods were often vicious, but she was intelligent and talented. She helped bring stability and prosperity to China.

**Song Dynasty** After the Tang dynasty fell, China entered another period of chaos and disorder, with separate kingdoms competing for power. As a result, this period in China's history is called the Five Dynasties and Ten Kingdoms. The disorder only lasted 53 years, from 907 to 960.

In 960 China was again reunified, this time by the Song dynasty. Like the Tang, the Song ruled for about 300 years, until 1279. Also like the Tang, the Song dynasty was a time of great achievements. The Song greatly strengthened the Chinese economy, making it the strongest in the world at that time. They also oversaw some amazing cultural advances.

Reading Check  
Find Main Ideas  
What dynasties restored order to China?

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## BIOGRAPHY

### Empress Wu

Have students read the biography of Empress Wu, the only woman to rule China. Because of her husband's poor health, Empress Wu became China's virtual ruler. When he died, she continued to rule, refusing to pass on the throne to her sons.

### READING CHECK

**Find Main Ideas** What dynasties restored order to China? *the Sui, Tang, and Song dynasties*

## LINK TO MATH

### Compare the Length of Dynasties

- Have students create bar graphs to compare the lengths of various dynastic and other periods in Chinese history. Review with students the steps they will need to follow: identify the length of each period; determine values for the vertical axis; list the periods along the horizontal axis; use bars to indicate the length of each period.
- Circulate among students to provide assistance as needed. Students should use the following time spans: Period of Disunion, 379 years; Sui dynasty, 29 years; Tang dynasty, 289 years; Five Dynasties and Ten Kingdoms, 53 years; Song dynasty, 319 years
- Encourage students to use colors to note each different dynasty or period. You might instead have students use computer programs to create their graphs. Ask volunteers to share their graphs when they are complete.

\*Alternative Assessment Handbook, Rubric 7: Charts

## Cities and Trade

Throughout the Tang and Song dynasties, much of the food grown on China's farms flowed into the growing cities and towns. China's cities were crowded, busy places. Shopkeepers, government officials, doctors, artisans, entertainers, religious leaders, and artists made them lively places as well.

**City Life** China's capital and largest city of the Tang dynasty was Chang'an (chahng-AHN), a huge, bustling trade center now called Xi'an. With a population of more than a million, it was by far the largest city in the world. Like other trading cities, Chang'an was home to a mix of people from many cultures—China, Korea, Persia, Arabia, and Europe. It was also known as a religious and philosophical center, not just for Buddhists and Daoists but for Asian Christians as well.

Cities continued to grow under the Song. Several cities, including the Song capital, Kaifeng (KY-fuhng), had about a million people. A dozen more cities had populations of close to half a million.

**Trade in China and Beyond** Trade grew along with Chinese cities. This trade, combined with China's agricultural base, made China richer than ever before.

Much trade took place within China itself. Traders used the country's rivers to ship goods on barges and ships. In addition, the Grand Canal carried a huge amount of trade goods. Construction on the canal had begun during the Sui dynasty. During the Tang dynasty, it was improved and expanded. The Grand Canal allowed the Chinese to move goods and crops from rural areas into cities.

### The Grand Canal

China's Grand Canal is the world's longest human-made waterway. It was built largely to transport rice and other foods from the south to feed China's cities and armies in the north.



Today, barges crowd the Grand Canal, which is still an important transportation link in China.



Some people even live on the canal in small houseboats.

#### Analyze Visuals

Why has the Grand Canal been important to China for many centuries?

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## STRUGGLING READERS

### Grand Canal Captain's Log

- Ask students to imagine that they are captains of barges on the Grand Canal during the Song dynasty. The barge is set to travel from the countryside to the city and back again.
- Instruct each student to work with a partner to write a captain's log with three entries. The first entry should include a list of items from rural China to be transported to cities. The second entry should describe the city and its inhabitants. The third entry should list items from the city that might have been transported for sale back in the countryside.

- Have students role-play the captains, exchanging information about trade on the Grand Canal. When students have finished, guide the class in a discussion of trade within China, such as agricultural goods exchanged for city-made, manufactured goods.

\*Alternative Assessment Handbook, Rubrics 33: Skits and Reader's Theater; and 40: Writing to Describe

## Teach the Main Idea

Cities and trade grew during the Tang and Song dynasties.

**Identify** What was the largest city in the world during the Tang dynasty, and what was its population? *Chang'an; more than 1 million*

**Draw Conclusions** How did the Grand Canal play a role in trade? *It connected major cities and allowed a large amount of goods and crops to be transported from agricultural areas to the cities.*

**Evaluate** Why do you think trade was important in China? *It brought wealth to China from foreign lands and united different regions of the empire.*

## More About . . .

**Chinese Cities** China had the largest cities in the world during the Tang and Song dynasties. One of the most remarkable was Hangzhou, which became the capital after Kaifeng was captured by invaders. The city had a number of diversions, including bookstores, pet shops, restaurants, teahouses, popular entertainment, and boating. To care for its citizens, the city also had a state hospital, orphanages, and homes for the elderly.

**Junks** In addition to barges, the Chinese shipped products on large-sailed ships called junks. Originally, the square sails were made of bamboo mats sewn together, but the bamboo was later replaced with cotton. Junks of differing sizes were built to carry trade goods on China's rivers and seas.

### ONLINE GRAPHIC ORGANIZER

#### The Sui, Tang, and Song Dynasties

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

**Explain** How did China's political system change under the Song dynasty? *The Chinese developed a bureaucracy of unelected officials, many of whom earned their positions through examinations.*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Grand Canal, Kaifeng, porcelain, woodblock printing, gunpowder, compass, bureaucracy, civil service, scholar-official.**

## Teach the Main Idea

The Tang and Song dynasties produced fine arts and inventions.

**Identify** What types of art and literature were popular during this period? *murals, poetry, and porcelain figurines*

**Recall** How was gunpowder first used? *in fireworks*

**Make Generalizations** How was the magnetic compass significant to world history? *It allowed explorers all over the world to travel long distances and to discover parts of the world they previously did not know existed.*

### More About . . .

**Woodblock Printing** Chinese woodblock printing began during the Tang dynasty. Originally the process was used to print designs on cloth, but later it was applied to printing Buddhist texts and other information on paper. Printers would write the text on a thin sheet of paper, which they then pasted face down onto a woodblock. They would then carve the text into the wood through the paper, creating an image that could be inked and stamped many times. Besides text, illustrations could be copied in this manner as well.



Porcelain was first made during the Tang dynasty, but it wasn't perfected for many centuries. Chinese artists were famous for their work with this fragile material.

The Chinese also carried on trade with other lands and peoples. During the Tang dynasty, most foreign trade was over land routes leading to India and Southwest Asia, though Chinese traders also went to Korea and Japan in the East.

The Chinese exported many goods, including tea, rice, spices, and jade. However, one export was especially important—silk. So valuable was silk that the Chinese kept the method of making it secret. They feared that if other countries learned to make their own silk, they would no longer import it from China. In exchange for their exports, the Chinese imported different foods, plants, wool, glass, and precious metals like gold and silver.

During the Song dynasty, sea trade became more important. China opened its Pacific ports to foreign traders. The sea-trade routes connected China to many other countries. During this time, the Chinese also developed another valuable product—a thin, beautiful type of pottery called **porcelain**. Porcelain became so popular in the West that it became known as “chinaware,” or just “china.”

All of this trade helped create a strong economy. As a result, merchants became important members of Chinese society during the Song dynasty. Also as a result of the growth of trade and wealth, the Song invented the world's first system of paper money in the 900s.

## Arts and Inventions

While China grew rich economically, its cultural riches also increased. In art, literature, and science, China made huge advances.

**Artists and Poets** The artists of the Tang dynasty were some of China's greatest. Wu Daozi (DOW-tzee) painted murals that celebrated Buddhism and nature. Artists of the Tang and Song dynasties made exquisite objects in clay. Tang figurines of horses clearly show the animals' strength. Song artists made porcelain items covered in a pale green glaze called celadon (SEL-uh-duhn).

The Tang and Song dynasties were also noted for their literature. The Tang period, for example, produced two of China's greatest poets, Li Bo and Du Fu, who wrote poems that readers still enjoy for their beauty. The Song dynasty's Li Qingzhao (ching-ZHOW) was perhaps China's greatest female poet. She once said that the purpose of her poetry was to capture a single moment in time.

**Important Inventions** The Tang and Song dynasties produced some of the most remarkable—and most important—inventions in human history. Some of these inventions influenced events around the world.



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## ONLINE INTERACTIVE TABLES

### Chinese Exports

Have students explore the table and answer the associated question.

**Interpret Charts** Which Chinese product was often used to cure illnesses? *tea*

## ONLINE INTERACTIVE MAPS

### Sea Trade in the Song Dynasty

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

**Movement** Across what body of water would sailors from Quanzhou travel to reach Arabia? *South China Sea*

### READING CHECK

**Summarize** How far did China's trade routes extend? *as far as India and Southwest Asia, into Korea and Japan*

## ENGLISH LANGUAGE LEARNERS

### Impact of Inventions

- To help students gain a greater understanding of the implications of inventions created during the Tang and Song dynasties, have them work in pairs to create a two-column chart. Ask them to title the left column *Cause* and the right column *Effect*.

- As the students read the section

*Important Inventions*, have them list in the *Cause* column the inventions they read about. *woodblock printing, gunpowder, magnetic compass, movable type, paper money* Have them use context clues, dictionaries, or their partners to define any new vocabulary.

- In the *Effect* column, have students list the impact each invention has had on humankind. They may include what is written in the text as well as their own ideas.

- Ask volunteers to share their lists of effects to create and display a class chart.

\*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 7: Charts

According to legend, a man named Cai Lun invented paper in the year 105, during the Han dynasty. A later Tang invention built on this achievement—**woodblock printing**, a form of printing in which an entire page is carved into a block of wood. The printer applies ink to the block and presses paper against the block to create a printed page. Printers could copy drawings or texts quickly, much faster than they could be copied by hand. The world's first known printed book was printed in this way in China in 868.

Another invention of the Tang dynasty was gunpowder. **Gunpowder** is a mixture of powders used in guns and explosives. It was originally used only in fireworks, but it was later used to make small bombs and rockets. Eventually, gunpowder was used to make explosives, firearms, and cannons. Gunpowder dramatically altered how wars were fought and, in doing so, changed the course of human history.

One of the most useful achievements of the Tang dynasty was the perfection of the magnetic **compass**. This instrument, which uses Earth's magnetic field to show direction, revolutionized travel. A compass made it possible to find direction more accurately than ever before. Explorers the world over used compasses to travel vast distances. Both trading ships and warships also came to rely on the compass for their navigation. Thus, the compass has been a key factor in some of the most important sailing voyages in history.

The Song dynasty also produced many important inventions. Under the Song, the Chinese invented movable type. Movable type is a set of letters or characters that are used to print books. Unlike the blocks used in block printing, movable type can be rearranged and reused to create new lines of text and different pages.

The Song dynasty also developed the concept of paper money. People were used to buying goods and services with bulky coins made of metals such as bronze, gold, and silver. Paper money was far lighter and easier to use. As trade increased and many people in China grew rich, paper money became more popular.

**Reading Check**  
Find Main Ideas. What were some important inventions of the Tang and Song dynasties?

#### Connect to Economics

##### The Paper Trail

Paper money was printed for the first time in China in the AD 900s. It was in use for about 700 years, through the Ming dynasty, when the bill shown here was printed. However, so much money was printed that it lost value. The Chinese stopped using paper money for centuries.

The use of paper money caught on in Europe, though, and eventually became common. By the late 1700s and early 1800s paper money was in use all around the world. Most countries now use paper money. National governments regulate how much money is in circulation at any time to prevent the same devaluation that occurred in China long ago.

##### Draw Conclusions

How would life be different today without paper money?



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#### ONLINE INTERACTIVE VISUALS

##### Carousel: Chinese Inventions

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

**Analyze Visuals** How did the compass and movable type benefit the Chinese? *The compass allowed sailors and traders to sail to distant lands. Movable type made communication and record-keeping easier.*

##### Chinese inventions



**Porcelain** Porcelain was first made during the Tang dynasty, but it wasn't perfected for many centuries. Chinese artists were famous for their work with this fragile material.

#### ONLINE ANALYZE VIDEOS

##### Song Dynasty Inventions



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

**Analyze Videos** What archaeological evidence supports the claim that new methods for manufacturing heavy metals were devised during the Song dynasty? *Possible answer: a large, cast-iron pagoda built during the period*

#### TIERED ACTIVITY

##### Paper Money in the Song Dynasty

###### Below Level

Have students conduct research to locate examples of paper money from the Song dynasty. Instruct students to create a collage using images of this money. Remind students to give their collages an appropriate title.

###### At Level—Going beyond the Below Level activity:

- Instruct each student to write a paragraph explaining the importance of paper money, particularly in reference to the growth in trade.

###### Above Level—Going beyond the Below Level and At Level activities:

- Have each student create one or two bills containing images based on Chinese leaders, achievements, and history.
- If possible, students may want to use woodblock printing (or a similar process) to create their bills.
- Instruct students to write a brief paragraph explaining the importance of the images on their bills.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; 8: Collages; and 30: Research

#### CONNECT TO ECONOMICS

##### Paper Money

Have students read the Connect to Economics feature and answer the associated question.

**Draw Conclusions** How would life be different today without paper money? *Possible answers: People would have to carry heavy coins around with them to make purchases. Large transactions would be awkward or difficult.*

#### READING CHECK

**Find Main Ideas** What were some important inventions of the Tang and Song dynasties? *porcelain, woodblock printing, gunpowder, movable type, improved magnetic compass, paper money*

## Teach the Main Idea

Confucianism influenced the Song system of government.

**Recall** What was the focus of the teachings of Confucius? *ethics, or proper behavior, for individuals and governments*

**Explain** Why did Confucianism decline in popularity during the Period of Disunion? *People turned to Buddhism for comfort in the troubled times.*

**Make Generalizations** Why do you think the Song and later governments emphasized Neo-Confucianism? *Possible answer: Its emphasis on proper behavior would encourage people to obey their governments. The philosophy would also promote ethical behavior among government officials.*

### More About . . .

**Confucius (551–479 BC)** According to tradition, Confucius, or Master Kong, served in minor government positions until he became a teacher. As a teacher, Confucius traveled throughout China teaching his ethical philosophy to many students. Today, Confucius is considered one of the most influential teachers in the world. In fact, his birthday is an official holiday in Taiwan, where September 28 is celebrated as Teacher's Day.

#### READING CHECK

**Contrast** How did Neo-Confucianism differ from Confucianism? *Neo-Confucianism emphasized both spiritual matters and proper behavior, whereas Confucianism focused on ethical behavior.*



This painting from the 1600s shows civil servants writing essays for China's emperor.

#### Reading Check

Contrast  
How did Neo-Confucianism differ from Confucianism?

historians and scholars once again became interested in the teachings of Confucius. Their interest was sparked by their desire to improve Chinese government and society.

During the Song dynasty, a new philosophy called Neo-Confucianism began to develop. The term *neo* means “new.” Based on Confucianism, Neo-Confucianism was similar to the older philosophy in that it taught proper behavior. However, it also emphasized spiritual matters. For example, Neo-Confucian scholars discussed such issues as what made human beings do bad things even if their basic nature was good.

Neo-Confucianism became very influential under the Song. Its influence grew even more later on. In fact, the ideas of Neo-Confucianism became official government teachings in China after the Song dynasty.

### Scholar-Officials

The Song dynasty took another major step that affected China for centuries. They improved the system by which people went to work for the government. These workers formed a large **bureaucracy**, or a body of unelected government officials. They joined the bureaucracy by passing civil service examinations. **Civil service** means service as a government official.

To become a civil servant, a person had to pass a series of written examinations. The examinations tested students' grasp of Confucianism and related ideas. Difficult exams were designed to make sure that government officials were chosen by ability—not by wealth or family connections. To pass, a student might be required to memorize an entire Confucian text.

Because the tests were so difficult, students spent years preparing for them. To pass the most difficult tests, students might study for more than 20 years! A single exam could last as long as 72 hours. During that time, test-takers were locked in private rooms. Guards kept watch over the examination halls to prevent cheating.

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## Teach the Main Idea

Scholar-officials ran China's government during the Song dynasty.

**Recall** How did people join the bureaucracy? *by passing a civil service examination*

**Explain** What benefits did scholar-officials have? *They held an elite position in society, earned respect, and received reduced penalties for breaking the law.*

**Make Inferences** Why did the civil service examination system help bring stability to the Song government? *It ensured that government officials were intelligent and talented, which made the government better and more stable.*

### More About . . .

**Civil Service Exams** In 1093 only one out of every ten students passed the highest level of Chinese civil service examination, known as the *jinshi*. Not all government positions, however, were based on performance on a civil service exam. Only about 30 percent of Song officials were selected through examination.

**Connect to Today: Civil Service** A civil service system was established in the United States in the late 1800s. Most civil service jobs are competitive jobs. As in the Song dynasty, the idea behind civil service is to hire the individual with the best qualifications. Most civil service employees are hired for their background, work experience, and education. Some positions, however, depend in part on the results of civil service exams.

*For additional instruction, go to end of lesson.*

**Academic Vocabulary**  
incentive something that leads people to follow a certain course of action

**Reading Check**  
Analyze Effects  
How did the Song dynasty change China's government?

Because of the extreme difficulty of the tests, only a very small fraction of the people who took the tests would reach the top level and be appointed to a position in the government. However, candidates for the civil service examinations had a strong **incentive** for studying hard. Passing the tests meant life as a **scholar-official**—an educated member of the government.

Scholar-officials were elite members of society. They performed many important jobs and were widely admired for their knowledge and ethics. Their typical responsibilities might include running government offices; maintaining roads, irrigation systems, and other public works; updating and keeping official records; or collecting taxes.

The jobs performed by scholar-officials were often challenging, but they came with impressive benefits as well. Scholar-officials were granted considerable respect from the Chinese people. They often received reduced penalties for breaking the law. Many also became wealthy from gifts given by people seeking their aid.

The civil service examination system helped ensure that only talented, intelligent people became scholar-officials. The civil service system was a major factor in the stability of the Song government. Scholar-officials remained important in China for centuries.

**Summary and Preview** The Tang and Song dynasties were periods of great advancement. Many great artists and writers lived during these periods. Tang and Song inventions also had dramatic effects on world history. During the Song period, Confucian ideas helped shape China's government. In the next lesson, you will read about the next two dynasties: the Yuan and the Ming.

### Lesson 2 Assessment

#### Review Ideas, Terms, and Places

1. a. **Recall** What was the Period of Disunion? What dynasty brought an end to that period?  
b. **Explain** How did China change during the Tang dynasty?
2. a. **Describe** What were the capital cities of Tang and Song China like?  
b. **Draw Conclusions** How did geography affect trade in China?
3. a. **Identify** Who was Li Bo?  
b. **Draw Conclusions** How may the inventions of paper money and woodblock printing have been linked?  
c. **Rank** Which Tang or Song invention do you think was most important? Defend your answer.
4. a. **Identify** What led to the decline of Confucianism in China after the Han dynasty?  
b. **Explain** What was Neo-Confucianism?  
c. **Elaborate** Why do you think Neo-Confucianism appealed to many people?

5. a. **Define** What was a scholar-official?  
b. **Explain** Why would people want to become scholar-officials?  
c. **Evaluate** Do you think civil service examinations were a good way to choose government officials? Why or why not?

#### Critical Thinking

6. **Categorize** Copy the chart below. Use it to organize your notes on the Tang and Song into categories.

	Tang Dynasty	Song Dynasty
Cities		
Trade		
Art		
Inventions		

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## Print Assessment

#### Review Ideas, Terms, and Places

1. a. **Recall** What was the Period of Disunion? What dynasty brought an end to that period? *the time of disorder that followed the collapse of the Han dynasty; the Sui dynasty*  
b. **Explain** How did China change during the Tang dynasty? *expanded borders, reformed military, created law codes, advanced in art*
2. a. **Describe** What were the capital cities of Tang and Song China like? *bustling trade centers, with a mix of cultures and religions and large populations*  
b. **Draw Conclusions** How did geography affect trade in China? *Rivers and canals were used to connect major cities and deliver trade goods.*

3. a. **Identify** Who was Li Bo? *a Tang dynasty poet*  
b. **Draw Conclusions** How may the inventions of paper money and woodblock printing have been linked? *Woodblock printing allowed identical printings, so paper money could be produced.*  
c. **Rank** Which Tang or Song invention do you think was most important? Defend your answer. *Answers will vary, but students should demonstrate an understanding of the invention and its impact.*
4. **Identify** What led to the decline of Confucianism in China after the Han dynasty? *During the Period of Disunion, people turned to Buddhism for comfort and answers. As a result, Buddhism grew as Confucianism declined.*

### ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: Scholar-Officials

Have students explore the image by revealing additional information about scholar-officials in the Song dynasty using the interactive slider.

##### Scholar-Officials

Scholar-officials first appeared under the Han, but they reached new levels of influence under the Song.

- Appointed by the emperor based on examination results
- Had to be fully familiar with Confucian teachings as well as able to write essays and poetry
- Were generally talented and capable individuals who helped China's government run smoothly
- Ran government offices, maintained public works, kept records, and collected taxes
- Were highly regarded members of society



#### READING CHECK

**Analyze Effects** How did the Song dynasty change China's government? *It improved the bureaucracy, which created stability in government.*

5. a. **Define** What was a scholar-official? *an educated member of the government who got a job through a civil service exam*  
b. **Explain** Why would people want to become scholar-officials? *considerable respect, reduced penalties for breaking the law, chance for wealth*  
c. **Elaborate** Why do you think Neo-Confucianism appealed to many people? *It addressed their spiritual concerns as well as ethical matters.*
6. a. **Define** What was Neo-Confucianism? *the Song dynasty's new version of Confucianism that blended proper behavior and spiritual matters*  
b. **Explain** Why do you think Neo-Confucianism appealed to many people? *It addressed their spiritual concerns as well as ethical matters.*  
c. **Evaluate** Do you think civil service examinations were a good way to choose government officials? Why or why not? *Answers will vary but should be supported.*

#### Critical Thinking

6. **Categorize** Create a chart. Use it to organize your notes on the Tang and Song into categories. *Cities—Tang: huge trade centers; Song: many cities with population of half a million; Trade—Tang: trade along the Grand Canal expanded; Song: sea trade important; Art—Tang: writers and artists celebrated Buddhism and nature; Song: Li Qingzhao was a famous female poet; Inventions—Tang: woodblock printing, gunpowder, improved compass; Song: movable type, paper money*

## ► Online Assessment

1. How was the Tang dynasty different than other Chinese dynasties?
- It was the only one to have a female ruler.
  - It was the only one to establish a state religion.
  - It was the only one to make major advances in science.
  - It was the only one to make major improvements in transportation.

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

The **Tang**   dynasty included the only woman to rule China.

2. How did trade change during the Song dynasty?
- China began to import food from Japan.
  - China began to export silver to Central Asia.
  - China began to welcome traders from Korea.
  - China began to allow foreign traders into its Pacific ports.
- Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.
- During the Song dynasty, **sea**   trade became important.
3. How did the Chinese, under the Song, improve upon a development made during the Tang dynasty?
- by issuing metal coins
  - by inventing movable type
  - by perfecting the magnetic compass
  - by perfecting the formula for gunpowder

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

Under the Song, the Chinese invented **movable type**  .

4. How did Confucianism change during the Song dynasty?
- It became controlled by the nobility.
  - It began to emphasize spiritual matters.
  - It began to emphasize scientific matters.
  - It became controlled by the government.

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

During the **Song**   dynasty, a new philosophy called Neo-Confucianism began to develop, which, unlike Confucianism, emphasized spiritual matters.

5. Beginning in the Song dynasty, how did a person become a member of the Chinese civil service?
- by reciting a list of historical facts
  - by having experience collecting taxes
  - by passing a series of written examinations
  - by having experience designing irrigation systems

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

Beginning in the Song dynasty, a person had to pass a series of written examinations to become a **civil servant**  .

6. **Cause and Effect** Why did the collapse of the Han dynasty help lead to the spread of Buddhism in China?

*After the Han dynasty collapsed, a period of violence and uncertainty began. As a result, many Chinese sought comfort from the Buddhist teaching that people can escape suffering and achieve a state of peace.*

7. **Draw Conclusions** How was the Tang dynasty able to feed the large population of its capital city?

*During the Tang dynasty, the Grand Canal was improved and expanded. This allowed crops to be shipped to the capital city to feed its more than 1 million residents.*

8. **Draw Conclusions** Which invention made during the Tang and Song dynasties has had the greatest influence on the course of human history? Support your answer with evidence.

*Possible answer: The invention of gunpowder during the Tang dynasty has had the greatest influence on the course of human history. This is because gunpowder has changed the ways wars are fought, and has enabled countries that have large supplies of weapons that use gunpowder to control or take over countries that lack these types of weapons or have fewer of them.*

9. **Summarize** Why did many Chinese historians and scholars once again become interested in the teachings of Confucius during the latter part of the Tang dynasty?

*During the Period of Disunion, the Sui dynasty, and the early Tang dynasty, Buddhism was very influential in China because it provided comfort to people of China as the country underwent many changes. As the Tang dynasty progressed and stability returned to China, Chinese historians and scholars looked to the teachings of Confucius as a way to improve Chinese government and society.*

10. **Make Generalizations** Why were people willing to make the effort required to become a member of the Chinese civil service? Describe two reasons.

*Members of the Chinese civil service were granted a large amount of respect from the Chinese people because of their knowledge. They also received benefits, such as reduced penalties for breaking the law and gifts given by people seeking their aid.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 913

### COLLABORATIVE LEARNING

#### Chinese Technology Exhibits

1. Review with students the various technological innovations of the Chinese during the Tang and Song period. Make a list for students to see.
2. Organize the class into pairs or small groups. Have each pair or group select one Chinese innovation to research. Tell students that they will create an exhibit that presents one piece of Chinese technology from this period.
3. Have each group use the library, Internet, or other resources to research information about the technology they have chosen. Student exhibits should contain visuals and explanatory text illustrating how each device or process works, what it was used for, and what it looked like.
4. Display the exhibits in the classroom. As students visit each other's exhibits, encourage them to ask questions.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; 29: Presentations; and 30: Research

continued from page 914

### LINK TO CIVICS

#### Responsibility and Lawmaking

1. Discuss with the class the teachings of Confucianism. Tell students that two important Confucian principles are *ren*, or concern for others, and *li*, or appropriate behavior. Ask students why these beliefs might have appealed to Song officials who eventually made Confucian ideas formal government teachings.
2. Ask students to think of examples of behaviors that illustrate the concepts of *ren* and *li*. Discuss with the class how living by these principles might benefit society.
3. Then have the class work together to create a list of laws that reflect the principles of *ren* and *li*. Encourage everyone to contribute to the list. Post the list for students to see.
4. Have students write a paragraph describing how they might feel about living according to the laws they created.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 40: Writing to Describe

### SPECIAL NEEDS STUDENTS

#### Scholar-Officials in the Song Dynasty

1. Read aloud the information about scholar-officials under the Song. Write the key terms *bureaucracy*, *civil service*, *civil servant*, and *scholar-official* for all to see. Work with students to add definitions and examples of each term.
2. Discuss the process by which people became scholar-officials and the responsibilities they held in the government.
3. Elicit information from students, and make a chart showing the responsibilities of scholar-officials and the benefits of the position.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information



# The Yuan and Ming Dynasties

- Mongol Warrior
- Zheng He's Fleet
- The Forbidden City
- The Great Wall

## Visuals

## Videos

## LESSON 3

### Big Idea

The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.

- Map: Mongol Empire, 1294
- Map: The Voyages of Zheng He
- Map: Ming Dynasty in China

## Maps, Graphs, and Charts

## Sources

- Biography: Kublai Khan
- Game: Notable People in Early China
- The Pax Mongolica
- Khutulun
- Zhu Yuanzhang
- A Timeline of Chinese Dynasties

## Extend and Enrich

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

- A Chinese City
- Document-Based Investigation: The Ming Rise to Power

## Assessment

## ► Online Lesson 3 Enrichment Activities

### The Pax Mongolica

**Article** Students learn about the period of peace and prosperity in Asia created by the Mongol conquest and then create maps of trade routes during the period.

### Zhu Yuanzhang

**Article** Students learn about the founder of the Ming dynasty. Then they write scripts for scenes from an opera about his life.



### Khutulun

**Article** Students read about Khutulun and her experience as a Mongol soldier. Students then write a one-page response to the question of what these stories tell us about the role of Mongol women.

### A Timeline of Chinese Dynasties

**Timeline** Students create timelines showing the many dynasties that have ruled China in the last 4,000 years.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If YOU lived there ...

#### What can you do to save yourself?

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

#### Consider PASSIVE options:

- Run or hide.
- Do as the aggressors bid.
- Hope for the best, and accept what comes.

#### Consider AGGRESSIVE options:

- Bolster your defenses.
- Seize the upper hand. Attack first.
- Fight with all the courage you can muster.

**2. Direct Teach** Introduce the Big Idea: *The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.* Ask students what they think it would be like to be ruled by outsiders.

**3. Practice/Assess/Inquire** Have each student create a graphic organizer of his or her own design to compare and contrast the Yuan and Ming dynasties of China. Remind students to indicate both similarities and differences.

**4. Explore** Have students write a short summary of the rule of both the Yuan and Ming dynasties.

**5. Whole Group Close/Reflect** Have students write a ten-question quiz using facts from this lesson. On the back of the paper, students should write the answers to the questions.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

## Lesson 3

# The Yuan and Ming Dynasties

If YOU lived there ...

You are a farmer in northern China in 1212. As you pull weeds from a wheat field, you hear a sound like thunder. Looking toward the sound, you see hundreds—no, thousands—of warriors on horses on the horizon, riding straight toward you. You are frozen with fear. Only one thought fills your mind—the Mongols are coming.

#### What can you do to save yourself?

## The Mongol Empire

Among the nomadic peoples who attacked the Chinese were the Mongols. For centuries, the Mongols had lived as tribes in the vast plains north of China. Then in 1206, a strong leader, or khan, united them. His name was Temüjin. When he became leader, though, he was given a new title: "Universal Ruler," or Genghis Khan (JENG-guhz KAHN).

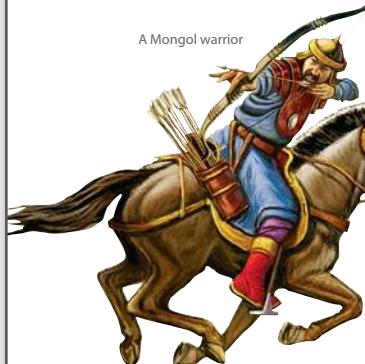
**The Mongol Conquest** Genghis Khan organized the Mongols into a powerful army and led them on bloody expeditions of conquest. The brutality of the Mongol attacks terrorized people throughout much of Asia and Eastern Europe. Genghis Khan and his army killed all of the men, women, and children in countless cities and villages. Within 20 years, he ruled a large part of Asia.

Genghis Khan then turned his attention to China. He first led his armies into northern China in 1211. They fought their way south, wrecking whole towns and ruining farmland. By the time of Genghis Khan's death in 1227, all of northern China was under Mongol control.

The Mongol conquests did not end with Genghis Khan's death, though. His sons and grandsons continued to raid lands all over Asia and Eastern Europe. The destruction the Mongols left behind was terrible, as one Russian chronicler noted:

"There used to be the city of Riazan in the land of Riazan, but its wealth and glory ceased, and there is nothing to be seen in the city excepting smoke, ashes, and barren earth."

—from "The Tale of the Destruction of Riazan," in *Medieval Russia's Epics, Chronicles, and Tales*, edited by Serge Zenkovsky



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## ONLINE GRAPHIC ORGANIZER

### The Yuan and Ming Dynasties

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

**Contrast** What were two major differences between the Yuan and Ming dynasties?

**Possible answers:** Yuan rulers were Mongolian, while the Ming were Chinese. The Mongols welcomed visitors and merchants from other places, while the Ming enforced a policy of isolationism.

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Beijing, Forbidden City, isolationism.**

## ONLINE DOCUMENT-BASED INVESTIGATION

### Early Civilizations of China

The Ming Rise to Power is the last of three document-based investigations students will analyze in Early Civilizations of China. The mandate of heaven taught that the Chinese had the right to overthrow a government that had become weak. As an example of the mandate in action, students can explore a selection from Zhu Yuanzhang's Manifesto of Ascension as First Ming Emperor.



In 1260 Genghis Khan's grandson Kublai Khan (KOO-bluh KAHN) became ruler of the Mongol Empire. He completed the conquest of China and in 1279 declared himself emperor of China. This began the Yuan dynasty, a period that some people also call the Mongol Ascendancy. For the first time in its long history, China was ruled by foreigners.

**Life in Yuan China** Kublai Khan and the Mongols belonged to a different ethnic group than the Chinese did. They spoke a different language, worshiped different gods, and had different customs. The Chinese resented being ruled by these foreigners, whom they saw as rude and uncivilized.

However, Kublai Khan did not force the Chinese to accept Mongol ways of life. Some Mongols even adopted aspects of Chinese culture, such as Confucianism. Still, the Mongols made sure to keep control of the Chinese. They prohibited Confucian scholars from gaining too much power in the government. The Mongols also placed heavy taxes on the Chinese.

Much of the tax money the Mongols collected went to pay for vast public-works projects. These projects required the labor of many Chinese people. The Yuan added to the Grand Canal and built new roads and palaces. Workers also improved the roads used by China's postal system. In addition, the Yuan emperors built a new capital, Dadu, near modern **Beijing**.

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## ADVANCED/GIFTED

### Mongol Conquests

1. Have students review the information about the Mongol conquests and identify factors that helped the Mongols create such a large empire. List students' ideas on the board. Possible responses might include the size and fierceness of the Mongol army, Genghis Khan, fear of the Mongols, and technology.
2. Organize the class into small groups. Have each group select one factor. Then have groups conduct research on the topic they selected.

3. Have each group create a multimedia presentation that shows how that particular factor aided the Mongols in their conquest. Students should include maps and other visuals. During the presentations, encourage students to listen actively and to ask relevant questions.

\*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research

## Teach the Main Idea

The Mongol Empire included China, and the Mongols ruled China as the Yuan dynasty.

**Summarize** How were the Mongol rulers different than the Chinese? *They spoke a different language, dressed differently, worshiped different gods, and had different customs.*

**Make Predictions** What effect might Marco Polo's description of life in China have on European traders? *Possible answer: Europeans might want to go to China to trade.*

**Understand Cause and Effect** What led to the downfall of the Yuan dynasty? *failed campaigns against Japan, expensive public-works projects that weakened the economy, resentment, rebellions*

## More About . . .

**Mongol Invasions** By 1240, Mongol armies had conquered much of southern Russia and Hungary and had advanced as far west as Vienna, in modern Austria. Mongol armies were ready to attack western Europe when their leaders were called to elect a new great khan. In a sense, the death of Genghis Khan's son, Ögödei, saved Europe from Mongol invasion.

**A Kinder, Gentler Khan** While he could be violent, Kublai Khan was different from his grandfather, Genghis Khan. He urged his generals to be humane in their conquests. He also supported effective government and religious tolerance.

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Mongol Warrior

Have students explore the image using the interactive hotspots.

### ONLINE INTERACTIVE MAPS

#### Mongol Empire, 1294

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

**Movement** What physical feature stopped the Mongol advance into India? *Himalayas*  
In print edition, see map of same title.

1. **Place** What European river did the empire reach in the west? *the Danube River*
2. **Human-Environment Interaction** How do you think the Mongols built so large an empire? *They had a powerful, fearsome army and there were few physical features to stop their advances.*

## BIOGRAPHY

### Kublai Khan

Have students read the biography of Kublai Khan, the grandson of Genghis Khan. Kublai Khan worked to open China to the outside world and was interested in Chinese culture.

In print edition, see biography of same title.

**Draw Conclusions** How can you tell that being a Mongol was important to Kublai Khan? *To remind him of Mongolia, he planted grass from the northern plains in his palace garden in Beijing. He also honored his ancestors in Mongolian style.*

## BIOGRAPHY

### Kublai Khan (1215–1294)

Kublai Khan was known as the “Great Khan,” the leader of all Mongol people. He gained this title in 1260 and named himself emperor of China around 1279. During his rule, China opened up to the outside world. The Mongols developed a thriving sea trade and welcomed foreign visitors.

Unlike most Mongols, Kublai was interested in Chinese culture. At the same time, he remained loyal to his Mongol roots. To remind him of home, he planted grass from the northern plains in his palace garden in Beijing. He also honored his ancestors in Mongolian style. Every August he performed a special ritual, scattering horse milk on the ground and calling out the name of his grandfather, Genghis Khan.

Kublai Khan ruled China for 15 years, until his death.

#### Draw Conclusions

How can you tell that being a Mongol was important to Kublai Khan?



## HISTORICAL SOURCE

### A Chinese City

Have students read the passage by Marco Polo that describes his visit to Hangzhou.

In print edition, see Historical Source of same title.

**Analyze Sources** From this description, what impression might Europeans have of Hangzhou? *that it was a beautiful and very wealthy city*

## HISTORICAL SOURCE

### A Chinese City

In this passage, Marco Polo describes his visit to Hangzhou (HAHNG-JOH), a city in southeastern China.

“Inside the city there is a Lake ... and all round it are erected [built] beautiful palaces and mansions, of the richest and most exquisite [finest] structure that you can imagine... In the middle of the Lake are two Islands, on each of which stands a rich, beautiful and spacious edifice [building], furnished in such style as to seem fit for the palace of an Emperor. And when any one of the citizens desired to hold a marriage feast, or to give any other entertainment, it used to be done at one of these palaces. And everything would be found there ready to order, such as silver plate, trenchers [platters], and dishes, napkins and table-cloths, and whatever else was needful. The King made this provision for the gratification [enjoyment] of his people, and the place was open to every one who desired to give an entertainment.”

—Marco Polo

from *Description of the World*

#### Reading Check

Find Main Ideas How did the Mongols come to rule China?

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Mongol soldiers were sent throughout China to keep the peace as well as to keep a close watch on the Chinese. The soldiers’ presence kept overland trade routes safe for merchants. Sea trade among China, India, and Southeast Asia continued, too. The Mongol emperors also welcomed foreign traders at Chinese ports. Some of these traders received special privileges.

Part of what we know about life in the Yuan dynasty comes from one such trader, an Italian merchant named Marco Polo. Between 1271 and 1295 he traveled in and around China. Polo was highly respected by the Mongols and even served in Kublai Khan’s court. When Polo returned to Europe, he wrote of his travels. Polo’s descriptions of China fascinated many Europeans. His book sparked much European interest in China. It also sparked interest in trade between Europe and China, which had declined. As a result of his journey, trade once again increased.

**The End of the Yuan Dynasty** Despite their vast empire, the Mongols were not content with their lands. They decided to invade Japan. A Mongol army sailed to Japan in 1274 and 1281. The campaigns, however, were disastrous. Violent storms and fierce defenders destroyed most of the Mongol force.

The failed campaigns against Japan weakened the Mongol military. The huge, expensive public-works projects had already weakened the economy. These weaknesses, combined with Chinese resentment, made China ripe for rebellion.

In the 1300s many Chinese groups rebelled against the Yuan dynasty. In 1368 a former monk named Zhu Yuanzhang (JOO yoo-ahn-JAHNG) took charge of a rebel army. He led this army in a final victory over the Mongols. China was once again ruled by the Chinese.

## UNDERSTAND CAUSE AND EFFECT

### An Editorial for a New Dynasty

- Ask students to imagine that they are Zhu Yuanzhang immediately after his defeat of the Mongols. He has arrived in the capital city and intends to start a new dynasty.
- Have each student write an editorial from Zhu Yuanzhang to be published in the largest newspaper in China. The editorial should explain why he felt it was necessary to replace the Mongols and should give an account of the problems the Mongols had brought to China.

- Remind students to include both facts and opinions in their editorial and to try to persuade the Chinese people to support their new ruler.
- Ask for volunteers to read their editorials to the class.

\*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 43: Writing to Persuade

## READING CHECK

**Find Main Ideas** How did the Mongols come to rule China? *Kublai Khan conquered all of China after his grandfather, Genghis Khan, began the conquest.*

#### Historical Source

##### A Chinese City

In this passage, Marco Polo describes his visit to Hangzhou (HAHNG-JOH), a city in southeastern China.

*"Inside the city there is a Lake . . . and all round it are erected [built] beautiful palaces and mansions, of the richest and most exquisite [finest] structure that you can imagine . . . In the middle of the Lake are two Islands, on each of which stands a rich, beautiful and spacious edifice [building], furnished in such style as to seem fit for the palace of an Emperor. And when any one of the citizens desired to hold a marriage feast, or to give any other entertainment, it used to be done at one of these palaces. And everything would be found there ready to order, such as silver plate, trenchers [platters], and dishes, napkins and table-cloths, and whatever else was needful. The King made this provision for the gratification [enjoyment] of his people, and the place was open to every one who desired to give an entertainment."*

—Marco Polo, from Description of the World

##### Analyze Sources

From this description, what impression might Europeans have of Hangzhou?

## The Ming Dynasty

After his army defeated the Mongols, Zhu Yuanzhang became emperor of China. The Ming dynasty that he founded ruled China from 1368 to 1644—nearly 300 years. Ming China proved to be one of the most stable and prosperous times in Chinese history. The Ming expanded China's fame overseas and sponsored incredible building projects across China.

**Great Sea Voyages** During the Ming dynasty, the Chinese improved their ships and their sailing skills. The greatest sailor of the period was Zheng He (juhng HUH). Between 1405 and 1433, he led seven grand voyages to places around Asia. Zheng He's fleets were huge. One included more than 60 junks, or ships, and 25,000 sailors. Some of the ships were gigantic, perhaps more than 300 feet (91.4 km) long—almost as long as a football field!

In the course of his voyages, Zheng He sailed his fleet throughout the Indian Ocean. He sailed as far west as the Persian Gulf and the easternmost coast of Africa. His stops included what are now Vietnam, Thailand, and India. Everywhere his ships landed, Zheng He presented leaders with beautiful gifts from China. He boasted about his country and encouraged foreign leaders to send gifts to China's emperor. From one voyage, Zheng He returned to China with representatives of some 30 nations, sent by their leaders to honor the emperor. He also brought goods and stories back to China.

Zheng He's voyages rank among the most impressive in the history of seafaring. Although they did not lead to the creation of new trade routes or the exploration of new lands, they served as a clear sign of China's power.

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## STRUGGLING READERS

### From Mongol to Ming

1. Draw a bell curve for all to see, and have students copy it on their own paper.
2. Then organize the class into small groups. Have each student work with a partner to mark the curve with events that led to the rise and fall of the Mongol Empire. Students might caption the bottom left of their curves with *Genghis Khan becomes Mongol ruler*. The next entry up the curve might be *Genghis Khan rules a large part of Asia*, followed by *Northern China falls under*

*Mongol control*. The highest point in the curve might be *Kublai Khan becomes emperor of China*. The last entries should include *Chinese rebel against the Yuan dynasty* and *Zhu Yuanzhang wins final victory over the Mongols*.

3. Have students add dates to the captions.
4. Invite students to share their bell curves, and then review the events that led to the rise and fall of the empire.

\*Alternative Assessment Handbook, Rubric 7: Charts

## Teach the Main Idea

The Ming dynasty was a time of stability and prosperity.

**Explain** Where did the expeditions of Zheng He travel? *throughout the Indian Ocean and as far as the Persian Gulf and the eastern coast of Africa*

**Recall** How did the Forbidden City get its name? *Common people were forbidden from entering.*

**Elaborate** Why do you think the Ming rulers were interested in building projects? *Possible answers: to glorify their empire, to impress their people, to instill fear in their neighbors*

## More About . . .

**The Forbidden City** The Forbidden City was used for almost 500 years as the residence of China's rulers. It was built between 1406 and 1420 by Emperor Yongle of the Ming dynasty. In 1912, when China's imperial government was overthrown, the last emperor, Puyi, was allowed to remain in the Forbidden City. However, he was forced to leave in 1924, and the Forbidden City was made into a national museum.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Ming Rise to Power

The Ming Rise to Power is the last of three document-based investigations students will analyze in Early Civilizations of China. The mandate of heaven taught that the Chinese had the right to overthrow a government that had become weak. As an example of the mandate in action, students can explore a selection from Zhu Yuanzhang's Manifesto of Ascension as First Ming Emperor.

**Analyze Sources** What forces does Zhu Yuanzhang credit with his rise to power in China? *the favor of the gods and the will of the people*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

**The Ming Rise to Power**  
In 1372 Emperor Zhu Yuanzhang, pictured here, sent messengers to rulers throughout Asia. They carried word to other countries that China had a new government. The passage below is taken from the letter Zhu sent to the ruler of the Byzantine Empire.



\*Since the Sung dynasty had lost the throne and Heaven had cut off their sacrifice, the Yuan

## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Zheng He's Fleet

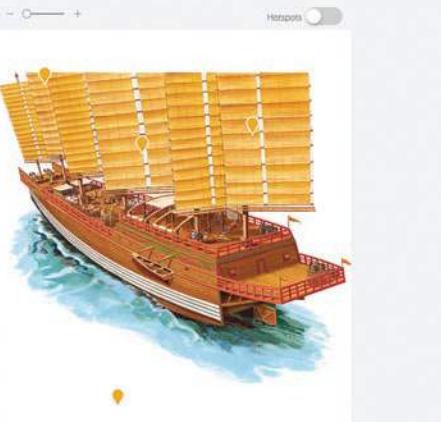
Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

In print version, see image titled The Voyages of Zheng He.

**Analyze Visuals** How did Zheng He's crew make sure they had fresh food? *Sailors grew vegetables and herbs and brought livestock on board ships.*

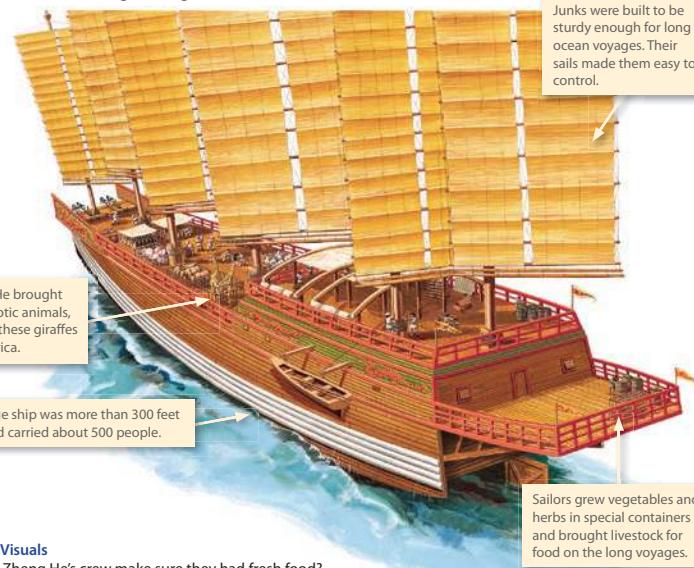
#### Zheng He's Fleet

Zheng He's ocean voyages were remarkable. Some of his junks, such as the one shown here, were among the largest in the world at the time.



### The Voyages of Zheng He

Zheng He's ocean voyages were remarkable. Some of his junks, such as the one shown here, were among the largest in the world at the time.



**Analyze Visuals**  
How did Zheng He's crew make sure they had fresh food?

## ONLINE INTERACTIVE MAPS

### The Voyages of Zheng He

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

**Movement** What city was the starting point for Zheng He's journeys? *Nanjing*



#### READING CHECK

**Form Generalizations** In what ways did the Ming dynasty strengthen China? *by promoting China across the world, great building projects*

#### Reading Check

Form Generalizations  
In what ways did the Ming dynasty strengthen China?

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**Great Building Projects** The Ming were also known for their grand building projects. Many of these projects were designed to impress both the Chinese people and their enemies to the north.

In Beijing, for example, the Ming emperors built the **Forbidden City**, a huge palace complex that included hundreds of imperial residences, temples, and other government buildings. Within them were some 9,000 rooms. The name Forbidden City came from the fact that the common people were not even allowed to enter the complex. For centuries, this city within a city was a symbol of China's glory.

Ming rulers also directed the restoration of the famous Great Wall of China. Large numbers of soldiers and peasants worked to rebuild fallen portions of walls, connect existing walls, and build new ones. The result was a construction feat unmatched in history. The wall was more than 2,000 miles (3,219 km) long. It would reach from San Diego to New York! The wall was about 25 feet (7.6 m) high and, at the top, 12 feet (3.7 m) wide. Protected by the wall—and the soldiers who stood guard along it—the Chinese people felt safe from invasions by the northern tribes.

## SPECIAL NEEDS STUDENTS

### The Voyages of Zheng He

1. Read aloud the text and captions that accompany the illustration of the voyages of Zheng He.
2. As you read, have students refer to a map that shows Asia, the Middle East, and Africa. As you name each place where Zheng He traveled, have students locate it on the map. Tell students that Zheng He's fleet set sail from Nanjing. Using a globe or large class map, show students or have volunteers show the water route Zheng He would have followed to reach each destination.

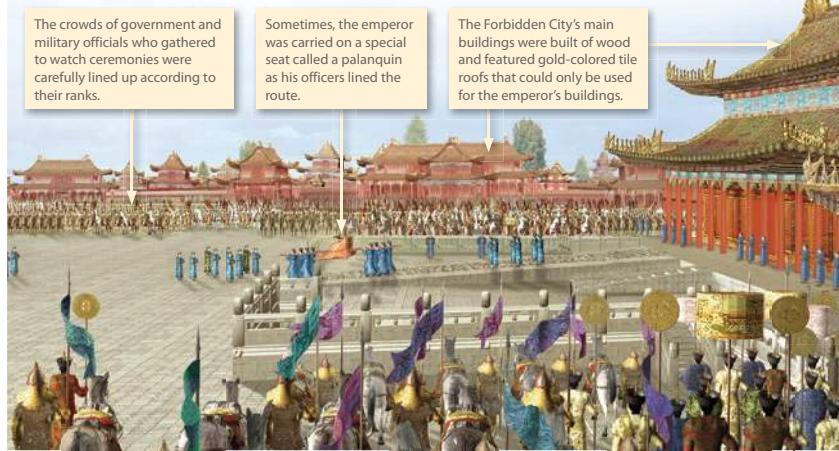
3. Working with students, calculate the distance from Nanjing to the Persian Gulf and to the easternmost coast of Africa.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

For additional instruction, go to end of lesson.

### The Forbidden City

The Forbidden City is not actually a city. It's a huge complex of almost 1,000 buildings in the heart of China's capital. The Forbidden City was built for the emperor, his family, his court, and his servants, and ordinary people were forbidden from entering.



#### Analyze Visuals

How did the Forbidden City show the power and importance of the emperor?

### China Under the Ming

During the Ming dynasty, Chinese society began to change. This change was largely due to the efforts of the Ming emperors. Having expelled the Mongols, the Ming emperors worked to eliminate all foreign influences from Chinese society. As a result, China's government and relations with other countries changed dramatically.

**Government** When the Ming took over China, they adopted many government programs that had been created by the Tang and the Song. However, the Ming emperors were much more powerful than Tang and Song rulers had been. They abolished the offices of some powerful officials and took a larger role in running the government themselves. These emperors fiercely protected their power, and they punished anyone whom they saw as challenging their authority.

Despite their personal power, though, the Ming did not disband the civil service system. Because he personally oversaw the entire government, the emperor needed officials to keep his affairs organized.

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### LINK TO MATHEMATICS

#### A Forbidden and Very Large City

1. Tell students that the Forbidden City covers approximately 178 acres. Then tell students that one acre equals 43,560 square feet.
2. Have students compute how many square feet there are in the Forbidden City.  $178 \text{ acres} \times 43,560 \text{ sq. ft. per acre} = 7,997,680 \text{ sq. ft.}$

3. Have students measure the length and width of the classroom. Then have students compute how many of their classrooms could fit inside the Forbidden City. *First, compute the size of your classroom by multiplying the length of the room times its width. Then divide that area into the area of the Forbidden City. For example, 20 feet x 30 feet = 600 sq. ft. per classroom; 7,997,680 sq. ft. / 600 sq. ft. per classroom = 12,922.8 classrooms*

\*Alternative Assessment Handbook, Rubric 35: Solving Problems

### Teach the Main Idea

The Ming brought great changes in government and relations with other countries.

**Explain** How did the Ming emperors become more powerful than earlier rulers? *They removed powerful officials, took a larger role in running the government, and punished anyone who challenged their authority.*

**Describe** What was the job of a censor? *to investigate and report on local officials and local institutions*

**Draw Conclusions** Why did Ming emperors not do away with the civil service system? *It was needed to keep government affairs in order.*

**Draw Inferences** Why do you think the Ming dynasty turned to isolationism? *Possible answer: The period of Mongol rule made the Ming suspicious of foreigners.*

### More About . . .

**Weakening of the Ming Dynasty** A number of factors led to the decline of the Ming dynasty. One was fighting within the government itself. Civil servants broke into factions and wrestled for power. Another challenge was the need for more food to support China's rapidly growing population. Some scholars believe that weak and incompetent emperors hastened the decline. Attacks from both inside and outside continued until a rebel leader finally captured Beijing in 1644.

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: The Forbidden City

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

**Analyze Visuals** How did the Forbidden City show the power and importance of the emperor? *Possible answers: elaborate buildings, large size*

In print edition, see image of the same title.

### ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: The Great Wall

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

For additional instruction, go to end of lesson.



## ONLINE INTERACTIVE MAPS

### Ming Dynasty in China

Have students explore the map and answer the associated question.

**Region** About what percentage of modern China did the Ming dynasty rule? *about one-half*

## GAME

### Who Am I? Notable People in Early China

Have students play the game to test their knowledge of important people in early China by selecting the correct individual based on the information provided.



## READING CHECK

**Identify Cause and Effect** How did isolationism affect China? *Over time, China was technologically outpaced by the world and as a result was weakened and controlled by other countries.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** Who was Genghis Khan? *leader of the Mongols who conquered a large part of Asia*  
b. **Explain** How did the Mongols gain control of China? *by attacking and terrorizing Chinese towns*  
c. **Evaluate** Judge this statement: "The Mongols should never have tried to invade Japan." *Possible answer: statement is valid; attack on Japan contributed to the Yuan dynasty's failure*
2. a. **Identify** Who was Zheng He, and what did he do? *the greatest sailor of the Ming dynasty; led voyages of exploration to Asia and Africa*  
b. **Analyze** What impression do you think the Forbidden City had on the residents of Beijing? *Possible answers: that the emperor was divine; awed by power of the emperor*

**Academic Vocabulary**  
consequences effects of a particular event or events

**Reading Check**  
Identify Cause and Effect How did isolationism affect China?

The Ming also used examinations to appoint censors. These officials were sent all over China to investigate the behavior of local leaders and to judge the quality of schools and other institutions. Their job was to prevent corruption in the government. The censors reported any evidence of wrongdoing to the emperor for further investigation.

Censors had existed for many years in China, but under the Ming their power and influence grew. Access to the emperor gave censors great power, and many people feared crossing them. In fact, many officials stopped proposing new programs for fear of catching the censors' attention.

**Relations with Other Countries** In the 1430s a new Ming emperor made Zheng He return to China and dismantle his fleet. At the same time, he banned foreign trade. China entered a period of isolationism. **Isolationism** is a policy of avoiding contact with other countries.

In the end, this isolationism had great **consequences** for China. By the late 1800s the Western world had made huge leaps in technological progress. Westerners were able to take power in some parts of China. Partly due to its isolation and lack of progress, China was too weak to stop them. Gradually, China's glory faded.

**Summary** In this module, you have learned about the long history of China and its many ruling dynasties. You have also read about the many cultural achievements that China contributed to the world during those dynasties.

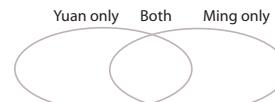
### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify** Who was Genghis Khan?  
b. **Explain** How did the Mongols gain control of China?  
c. **Evaluate** Judge this statement: "The Mongols should never have tried to invade Japan."
2. a. **Identify** Who was Zheng He, and what did he do?  
b. **Analyze** What impression do you think the Forbidden City had on the residents of Beijing?  
c. **Develop** How may the Great Wall have both helped and hurt China?
3. a. **Define** What is isolationism?  
b. **Explain** How did the Ming change China?  
c. **Develop** How might a policy of isolationism have both advantages and disadvantages?

#### Critical Thinking

4. **Compare and Contrast** Draw a diagram like this one. Use your notes to see how the Yuan and Ming dynasties were alike and different.



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- c. **Develop** How may the Great Wall have both helped and hurt China? *The Great Wall protected the Chinese, but it was costly to build.*

#### Critical Thinking

3. a. **Define** What is isolationism? *removing, or isolating, a country from contact with other countries*  
b. **Explain** How did the Ming change China? *building projects, instituted isolationism*  
c. **Develop** How might a policy of isolationism have both advantages and disadvantages? *advantages—protection, safety; disadvantages—lack of trade and development*
4. **Compare and Contrast** Draw a Venn diagram. Use your notes to see how the Yuan and Ming dynasties were alike and different. *Yuan—foreign rule, Mongol and Chinese customs, trade by sea; Ming—Chinese rule, stable dynasty, great sea voyages, isolationism; both—powerful emperors, great building projects*

## ► Online Assessment

1. How did Mongol rule affect China?
  - It resulted in a military alliance with Japan.
  - It resulted in decreased trade with Europe.
  - It resulted in major changes to the civil service exams.
  - It resulted in vast improvements to transportation systems.

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

The Mongols placed heavy taxes on the Chinese and used much of the tax money to build **roads** ▾.

2. Which of the following was an effect of the voyages of Zheng He?
  - They led to the exploration of new lands.
  - They led to the creation of new trade routes.
  - They allowed China to be seen as a major power.
  - They allowed China to maintain diplomatic relationships.

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

The **voyages of Zheng He** ▾ served as a clear signal of China's power.

3. How did censors serve Ming emperors?
  - by choosing what building projects to fund
  - by writing questions for civil service exams
  - by trying to prevent government corruption
  - by deciding what was taught in government schools

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

Ming emperors used **censors** ▾ to try to prevent corruption in government.

4. **Cause and Effect** Why did the Chinese rebel against Mongol rule? Describe two reasons.

*The Chinese resented being ruled by foreigners. They were also unhappy because the money that the Mongols spent on their vast public-works projects had weakened the Chinese economy.*

5. **Make Judgments** Which Ming building project had the greatest effect on China? Explain your answer.

*Possible answer: The restoration of the Great Wall had the greatest effect on China. This is because it made the Chinese feel protected against invasions by northern tribes, which had been a serious threat for centuries.*

6. **Cause and Effect** How did China's isolationism, which began during the Ming dynasty, help enable Westerners to take control in some parts of China in the late 1800s?

*China's more than 400 years of isolationism kept it from benefiting from many of the technological advances that took place in the Western world during this time. This lack of technological progress made the country relatively weak and made it difficult for the Chinese to stop Westerners from gaining control in some parts of the country in the late 1800s.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 920*

### IDENTIFY POINTS OF VIEW

#### **Journal about Zheng He's Arrival in East Africa**

1. Ask students to imagine that they are traveling along the coast of East Africa and have come across the ruins of a small village. In it, they find a personal journal written about 600 years ago in the native language.
2. The discovered journal describes an encounter with the Chinese explorer Zheng He. The text describes how the strangers interacted with the East African villagers in the year 1410.
3. Have students imagine they are translating the journal they found. Have them re-create the first two pages of the journal. Instruct students to conduct research to learn more about Zheng He's voyages and use this information to speculate on what might be contained in the journal. Students should try to use vivid language to describe the first sighting of the ships, the animals that were on board, and the sailors' dress and behavior. Encourage students to illustrate their pages.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 15: Journals

*continued from page 921*

### LINK TO LANGUAGE ARTS

#### **Description of the Forbidden City**

1. Ask students to imagine that they are military or government officials who have been invited to enter the Forbidden City in order to pay tribute to the emperor. They will gather there with thousands of other officials, but it is still an immense honor.
2. Because they have never been allowed into the Forbidden City, they are very impressed by its size, beautiful buildings, and beautiful decorations.
3. When they return home, what will they tell their friends and family? Tell students to write one-page dialogues of their conversations after the event in which they describe what they saw, including details about the emperor and the architecture of the palace. Students should also include how they might have felt when in the Forbidden City.

\*Alternative Assessment Handbook, Rubric 40: Writing to Describe

### COLLABORATIVE ACTIVITY

#### **Debate on Isolationism**

1. Organize the class into even-numbered groups (such as four or six). Tell them they are advisers to the Ming emperor, who is deciding whether to establish a ban on foreign trade.
2. Instruct each group to prepare a debate in which one side argues for the foreign trade ban and the other argues against it. Encourage students to research this topic further to obtain more information to support their point of view.
3. Have students present their debates to the class.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 10: Debates

# Social Studies Skills

## Make Economic Choices

### Define the Skill

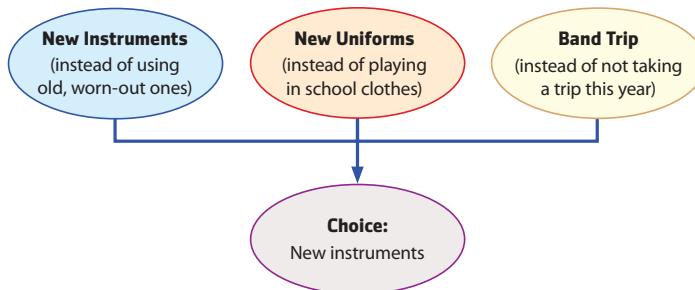
Economic choices are a part of geography. World leaders must make economic choices every day. For example, a country's president might face a choice about whether to spend government money on improving defense, education, or health care.

You also have to make economic choices in your own life. For example, you might have to decide whether to go to a movie with a friend or buy a new shirt. You cannot afford to do both, so you must make a choice.

Making economic choices involves sacrifices, or tradeoffs. If you choose to spend your money on a movie, the tradeoffs are the other things you want but cannot buy. By considering tradeoffs, you can make better economic choices.

### Learn the Skill

Imagine that you are in the school band. The band has enough money to make one major purchase this year. As the diagram below shows,



Early Civilizations of China 923

the band can spend the money on new musical instruments, new uniforms, or a band trip. The band decides to buy new instruments.

1. Based on the diagram below, what are the tradeoffs of the band's choice?
2. What would have been the tradeoffs if the band had voted to spend the money on a trip instead?
3. How do you think creating a diagram like the one below might have helped the band make its economic choice?

### Practice the Skill

1. Describe an example of an economic choice you might face that has three possible tradeoffs.
2. For each possible economic choice, identify what the tradeoffs are if you make that choice.
3. What final choice will you make? Why?
4. How did considering tradeoffs help you make your choice?

## Social Studies Skills

### Make Economic Choices

Discuss ways that economic choices can affect cities and towns. Explain that cities and towns sometimes need to make choices that help some people and hurt others. For example, imagine a city in which improvements were needed in schools, the police department, and the fire department. Discuss options the city could take to address its needs. Ask students to discuss the tradeoffs and look at both the short-term and long-term effects of each option. For example, not improving the police department might eventually lead to more crime.

### Answers

### Learn the Skill

Imagine that you are in the school band. The band has enough money to make one major purchase this year. As the diagram below shows, the band can spend the money on new musical instruments, new uniforms, or a band trip. The band decides to buy new instruments.

1. Based on the diagram below, what are the tradeoffs of the band's choice? *no new uniforms, no band trip*
2. What would have been the tradeoffs if the band had voted to spend the money on a trip instead? *no new instruments, no new uniforms*
3. How do you think creating a diagram like the one below might have helped the band make its economic choice? *It allowed them to look at the choices and tradeoffs clearly.*

### Practice the Skill

1. Describe an example of an economic choice you might face that has three possible tradeoffs.
2. For each possible economic choice, identify what the tradeoffs are if you make that choice.
3. What final choice will you make? Why?
4. How did considering tradeoffs help you make your choice?

Answers will vary but should include three clear options, tradeoffs, and a final choice and explanation.

## Print Assessment

### Review Vocabulary, Terms, and Places

Match the words or names with their definitions or descriptions.

- |                      |                 |
|----------------------|-----------------|
| a. gunpowder         | f. porcelain    |
| b. scholar-official  | g. Great Wall   |
| c. mandate of heaven | h. isolationism |
| d. bureaucracy       | i. incentive    |
| e. seismograph       |                 |
1. a device to measure the strength of earthquakes e  
2. something that leads people to follow a certain course of action i  
3. body of unelected government officials d  
4. thin, beautiful pottery f  
5. educated government worker b  
6. policy of avoiding contact with other countries h  
7. a barrier along China's northern border g  
8. a mixture of powders used in explosives a  
9. the idea that heaven chose who should rule c

### Comprehension and Critical Thinking

#### LESSON 1

10. a. **Identify** What was the first known dynasty to rule China? What did it achieve? *Shang dynasty; it introduced China's first writing system, created items from bronze and jade, developed military equipment, and invented a calendar*  
b. **Analyze** Why did the Qin dynasty not last long after Shi Huangdi's death? *The rulers who followed him were not as strong.*  
c. **Evaluate** Do you think Shi Huangdi was a good ruler for China? Why or why not? *Possible answers: yes, because he accomplished great things; no, because he did not share his power and took away people's rights*  
d. **Define** What is Confucianism? How did it affect Han society? *a philosophy that emphasizes the importance of ethics and moral values; it became the dominant philosophy and led to the creation of four social classes*  
e. **Analyze** What was life like for peasants in the Han period? *Peasants worked long, difficult days on farms or on government projects. They lived simple lives, mostly in small villages.*  
f. **Elaborate** What inventions show that the Han studied nature? *the sundial and the seismograph*

#### LESSON 2

11. a. **Describe** What did Wu Daozi, Li Bo, Du Fu, and Li Qingzhao contribute to Chinese culture? *Wu Daozi painted murals related to Buddhism and nature; Li Bo, Du Fu, and Li Qingzhao all wrote poems.*  
b. **Analyze** How did the Tang rulers change China's government? *They created law codes.*  
c. **Evaluate** Which Chinese invention has had a greater effect on world history—the magnetic compass or gunpowder? Why do you think so? *Possible answers: the compass, because it advanced exploration; gunpowder, because it changed how wars were fought*

## Module 28 Assessment

### Review Vocabulary, Terms, and Places

Match the words or names with their definitions or descriptions.

- |                      |                 |
|----------------------|-----------------|
| a. gunpowder         | f. porcelain    |
| b. scholar-official  | g. Great Wall   |
| c. mandate of heaven | h. isolationism |
| d. bureaucracy       | i. incentive    |
| e. seismograph       |                 |
1. a device to measure the strength of earthquakes  
2. something that leads people to follow a certain course of action  
3. body of unelected government officials  
4. thin, beautiful pottery  
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### Comprehension and Critical Thinking

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e. **Analyze** What was life like for peasants in the Han period? *Peasants worked long, difficult days on farms or on government projects. They lived simple lives, mostly in small villages.*  
f. **Elaborate** What inventions show that the Han studied nature? *the sundial and the seismograph*

c. **Evaluate** Which Chinese invention has had a greater effect on world history—the magnetic compass or gunpowder? Why do you think so?

d. **Define** How did Confucianism change in and after the Song dynasty?  
e. **Make Inferences** Why do you think the civil service examination system was created?  
f. **Elaborate** Why were China's civil service examinations so difficult?

#### Lesson 3

12. a. **Describe** How did the Mongols create their huge empire? What areas were included in it?  
b. **Draw Conclusions** How did Marco Polo and Zheng He help shape ideas about China?  
c. **Elaborate** Why do you think the Ming spent so much time and money on the Great Wall?

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### ONLINE DOCUMENT-BASED INVESTIGATION

#### Early Civilizations of China

Have students complete and review all the DBI activities in **Part 1**.

Use this Analytical Essay rubric to score students' work in **Part 2**.

#### RUBRIC

- Students' essays should:
- present an analysis of the topic that is detailed and relevant
  - develop the analysis logically, clearly, and accurately
  - cite at least two sources of relevant text evidence from Part 1 in support of their analysis
  - be organized into a distinct introduction, a body of several paragraphs, and a conclusion that sums up the main points

**Write an Analytical Essay** The mandate of heaven concept developed early in China's history to explain why new dynasties could step in to replace existing rulers. Over the centuries, as various governments took power in China, they used the mandate idea to justify their rise to power. Write an analytical essay in which you explain how the idea of the mandate of heaven allowed China's government to change while still remaining China. Be sure to cite specific evidence from at least two sources in your response.

## Module 28 Assessment, continued

### Reading Skills

13. **Understand Chronological Order** Arrange the following list of events in the order in which they happened. Then write a brief paragraph describing the events, using clue words such as *then* and *later* to show proper sequence.
- The Han dynasty rules China.
  - The Shang dynasty takes power.
  - Mongol armies invade China.
  - The Ming dynasty takes control.

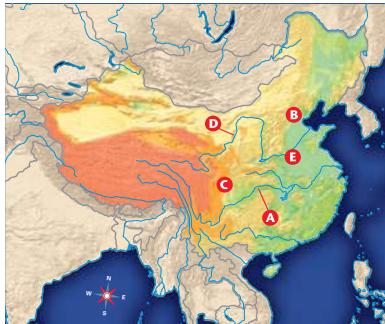
### Social Studies Skills

- Make Economic Choices** You have enough money to buy one of the following items: shoes, a movie, or a book.
14. What are the tradeoffs if you buy the movie?
  15. What are the tradeoffs if you buy the book?

### Map Skills

16. **Ancient China** On a separate sheet of paper, match the letters on the map with their correct labels.

Beijing      Chang Jiang      Huang He  
Kaifeng      Chang'an (Xian)



## Essential Question ESSAY

How did the progression of ruling dynasties shape the culture of ancient China?

#### RUBRIC

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

### Focus on Writing

17. **Write a Magazine Article** You are a freelance writer who has been asked to write a magazine article about the achievements of the ancient Chinese. Identify the achievements or inventions that you want to write about. Begin writing your article. Open with a sentence that states your main idea. Include a paragraph of two or three sentences about each invention or achievement. Describe each achievement or invention and explain why it was so important. End your article with a sentence or two that summarizes China's importance to the world.

- d. **Define** How did Confucianism change in and after the Song dynasty? *It developed into Neo-Confucianism, which was more concerned with spiritual matters than classical Confucianism had been.*
- e. **Make Inferences** Why do you think the civil service examination system was created? *Possible answer: to assure that only talented, intelligent people were brought into the government*
- f. **Elaborate** Why were China's civil service examinations so difficult? *to make sure that government officials were chosen by ability instead of wealth or family connections*

### LESSON 3

12. a. **Describe** How did the Mongols create their huge empire? What areas were included in it? *through conquest; most of Central and East Asia, including China, as well as parts of Europe*
- b. **Draw Conclusions** How did Marco Polo and Zheng He help shape ideas about China? *Marco Polo wrote a book about his travels to China for Europeans to read; Zheng He led voyages to many nations, telling people along the way about his country.*
- c. **Elaborate** Why do you think the Ming spent so much time and money on the Great Wall? *to make the people of China feel safe from invasions by northern tribes*

### Reading Skills

13. **Understand Chronological Order** Arrange the following list of events in the order in which they happened. Then write a brief paragraph describing the events, using clue words such as *then* and *later* to show proper sequence.
- The Han dynasty rules China.
  - The Shang dynasty takes power.
  - Mongol armies invade China.
  - The Ming dynasty takes control.

*The Shang dynasty takes power; the Han dynasty rules China; Mongol armies invade China; the Ming dynasty takes control. Students' paragraphs should include clue words to show chronological order and should accurately reflect the information in this module.*

### Social Studies Skills

**Make Economic Choices** You have enough money to buy one of the following items: shoes, a movie, or a book.

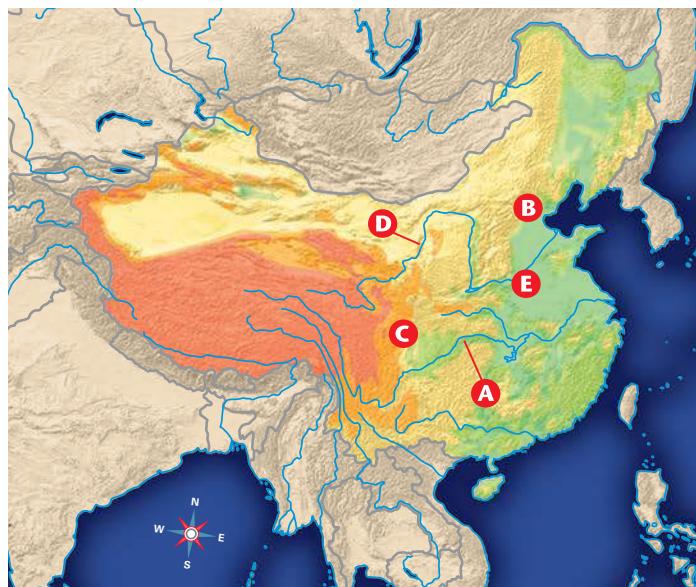
14. What are the tradeoffs if you buy the movie? *Possible answers: will have to wear old shoes, may have to go to library to get a book*
15. What are the tradeoffs if you buy the book? *Possible answers: will have to wear old shoes, will have to watch old movies*

## Print Assessment (*continued*)

### Map Skills

16. **Ancient China** On a separate sheet of paper, match the letters on the map with their correct labels.

Beijing *B* Chang Jiang *A* Huang He *D*  
Kaifeng *E* Chang'an (Xian) *C*



### Focus on Writing

17. **Write a Magazine Article** You are a freelance writer who has been asked to write a magazine article about the achievements of the ancient Chinese. Identify the achievements or inventions that you want to write about.

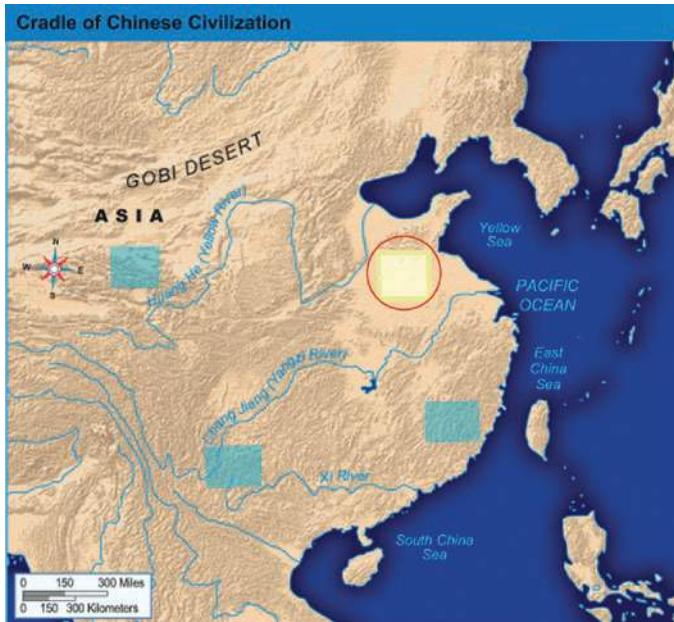
Begin writing your article. Open with a sentence that states your main idea. Include a paragraph of two or three sentences about each invention or achievement. Describe each achievement or invention and explain why it was so important. End your article with a sentence or two that summarizes China's importance to the world.

**RUBRIC** Students' magazine articles should:

- clearly state the main idea
- include a short paragraph for each invention or achievement
- include accurate and detailed descriptions of the inventions or achievements
- end with a summary of China's importance to the world

## ► Online Assessment

1. Click on the blue square on the map that correctly identifies the area where Chinese civilization began.



2. Which of the following actions did Shi Huangdi take in an effort to make sure that people all over China acted and thought the same way?

- He created a system of laws.
- He established a state religion.
- He established a school system.
- He created a team of secret police.

3. Drag the social classes that existed in China under the Han dynasty into order of importance from top to bottom.

the emperor, his court, and scholars who held government positions
peasants
artisans
merchants

4. Choose the correct button in the table to show if the statement correctly describes the Tang dynasty or the Song dynasty.

	Song dynasty	Tang dynasty
The Chinese developed porcelain during this time.	<input checked="" type="radio"/>	<input type="radio"/>
The capital of China was Chang'an during this time.	<input type="radio"/>	<input checked="" type="radio"/>
Most foreign trade took place over land routes during this time.	<input type="radio"/>	<input checked="" type="radio"/>
The world's first system of paper money was invented during this time.	<input checked="" type="radio"/>	<input type="radio"/>
Merchants became important members of Chinese society during this time.	<input checked="" type="radio"/>	<input type="radio"/>

5. Drag the name of the person into the box next to his or her description.

man who, according to legend, invented paper	Cai Lun
male poet whose poems readers still enjoy for their beauty	Du Fu
artist who painted murals that celebrated Buddhism and nature	Wu Daozi
female poet who said that the purpose of her poetry was to capture a single moment in time	Li Qingzhao

6. How did the civil service system affect China during the Song dynasty?

- It helped to decrease tax payments.
- It helped to create a stable government.
- It helped to increase agricultural production.
- It helped to create a demanding education system.

7. Which group directly benefited from the presence of Mongol soldiers in China?

- artisans
- farmers
- merchants
- scholars

8. Which of the following statements accurately describe the accomplishments of Zheng He?

Select the **three** correct answers.

- One of his voyages included 200 ships.
- One of his voyages included 25,000 sailors.
- His voyages created several new trade routes.
- He sailed as far west as the east coast of Africa.
- His voyages led to the establishment of Chinese colonies.
- He returned to China with representatives of some 30 nations.

9. Which of the following is one action Ming emperors took in exercising their increased power?

- They banned foreign trade.
- They banned religious practices.
- They ended the civil service system.
- They ended government building projects.