

Chapter 6: Ancient China

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
60	161–65	141–45	85–86, 241–51	<ul style="list-style-type: none"> Explain why the Chinese called their land the Middle Kingdom Locate on a map the site of the ancient Chinese civilization, modern China and its regions, and the surrounding countries Describe the geographic features of China Identify the Huang He as being where the Shang settled Contrast ancestor worship with biblical truth Use a fishbone organizer 	ancestor worship ting oracle bone
61	166	146		<ul style="list-style-type: none"> Interpret flat maps Plan and design a relief map 	
62	167–70	147–50	85, 87–88	<ul style="list-style-type: none"> Describe Shang achievements in the arts Locate the sources of minerals on a mineral resources map Locate the Chou dynasty and the Gobi Desert on a map Explain how the Mandate of Heaven was used to justify the Chou leaders' rebellion against the Shang Explain what happened during the Chou dynasty that makes it China's classical age Use a fishbone organizer 	classical age Mandate of Heaven
63	171–74	151–53, 416	88–89, 241–51	<ul style="list-style-type: none"> Identify kinds of classical art produced during the Chou dynasty Describe the importance of education during the Chou dynasty Identify Confucius as a philosopher who greatly influenced China Contrast Confucianism with biblical truth Analyze some of the sayings of Confucius 	philosopher proverb
64	175	154		<ul style="list-style-type: none"> Identify and interpret proverbs Illustrate a proverb 	
65	176–78	155–57	88, 90–93	<ul style="list-style-type: none"> Compare and contrast Confucianism with Taoism Contrast Taoism with biblical truth Describe Legalism as a philosophy Identify what a bureaucracy was in ancient China and relate its use in the United States today Describe the achievements of the Qin dynasty Use a fishbone organizer 	bureaucracy
66	179–82	158–61	93–96, 241–51	<ul style="list-style-type: none"> Describe the purpose and the construction of the Great Wall Describe Qin Shi Huang Ti's use of censorship and his negative attitude toward education Describe the terra-cotta army and its purpose Trace the use of currency in China Identify the purpose of the civil service exam in the Han government Use a fishbone organizer Identify costs and benefits 	currency
67	183–85	162–64	96	<ul style="list-style-type: none"> Describe the achievements of the Han dynasty Describe the use of acupuncture Explain how the seismoscope worked and identify who invented it Identify the uses of paper during the Han dynasty 	acupuncture seismoscope
68	186	165		<ul style="list-style-type: none"> Use a process to make paper Produce a sheet of paper 	
69	187–89	166–68	96–99	<ul style="list-style-type: none"> Identify the problems and benefits of the Silk Road Contrast Mahayana Buddhism with biblical truth State the meaning of <i>bodhisattva</i> Describe the social changes during the Han dynasty 	bodhisattva
70	190		100	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 6 	
71	190			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 6 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

◆ Lesson 60 ◆

Objectives

- Explain why the Chinese called their land the Middle Kingdom
- Describe the geographic features of China
- Identify the Huang He as being where the Shang settled
- Contrast ancestor worship with biblical truth

Vocabulary

ancestor worship
ting
oracle bones

Materials

- *China Then & Now*, M 6.1
- *Shang Dynasty Organizer*, AM p. 85

Preview

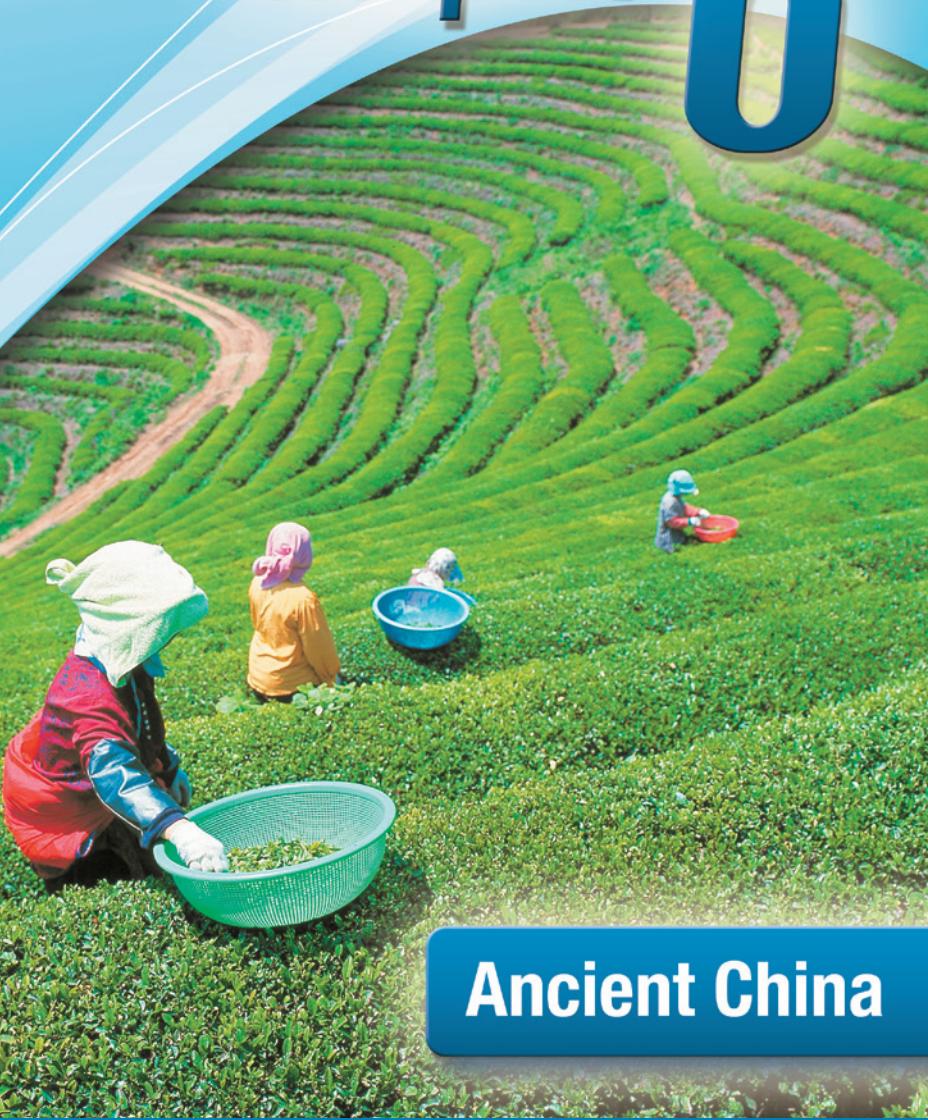
Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Direct attention to the picture on page 141.

- **What crop do you think is being harvested? *Answers will vary. It is tea.***
- **What type of farming method is being used? *terrace farming***
- **Throughout the mountainous areas of China, farmers terraced the hillsides to level areas for growing crops.**

Chapter 6



Ancient China

Chapter Overview

In this chapter the students will explore the world of ancient China—a world of artistry, scholarship, and invention. The ancient Chinese worked, studied, and thought. The students will learn how this secluded civilization made great progress on its own, apart from the influences of trade or contact with other cultures. A look at the Chinese dynasties from the Shang to the Han offers students an opportunity to evaluate the ideas and appreciate the contributions of each. Special activities include making a relief map, illustrating a Chinese proverb, and making paper in the ancient Chinese tradition by collecting fibers on a screen and drying them.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

The dotted lines on the *Region Today: China* map identify disputed boundaries between India, Pakistan, and China.

Teach for Understanding

Discussion

page 142

- ☒ Review the meaning of *circa* and its abbreviation, *ca.*
- ☒ Which two dynasties have dates with *circa*, or *ca.*, in front of them? *the Shang and Chou dynasties*
- ☒ Which two dynasties have more accurate dates? *the Qin and Han dynasties*
- 💡 What is the difference between dates with *circa* in front of them and dates without it? *The dates with ca. are estimated because of little evidence for them; they also vary in different sources. Dates without ca. are based on a general agreement by historians or authoritative sources.*
- ☒ How many years passed between the beginning of the Shang dynasty and the beginning of the Han dynasty? *about 1,300 years*
- 💡 What is a natural boundary? *a border that is a land-form or geographic feature*
- What were China's natural boundaries? *mountains, jungles, a desert, and an ocean*
- 📷 Caption answer: *mountains*
- How was the effect of these boundaries on China's culture different from what might be expected? *Isolation did not keep China's culture from flourishing. The people were advanced and more skilled than many other peoples of their day.*
- What does the advanced skills of the Chinese support? *the fact that man, created in God's image, has always been intelligent*
- ☒ The Bible is the earliest written record of ancient times. Throughout Scripture, references are made to the intelligence of people.

Select students to read the following passages and explain how each shows the intelligence of man.

- Genesis 2:19–20—naming the animals
- 2 Chronicles 2:7–8—working with various materials in the construction of the temple
- 2 Chronicles 34:12—playing musical instruments
- Daniel 1:17—being knowledgeable and skillful in learning and wisdom and understanding visions and dreams
- Exodus 26:1; 35:35—producing various kinds of art
- 1 Chronicles 22:15—working with various materials
- 2 Chronicles 26:15—making machines for war
- 1 Kings 7:14—making brass (bronze)

- FOCUS**
1. What was the Middle Kingdom?
 2. Why was the Huang He often called "China's Sorrow"?

Geography

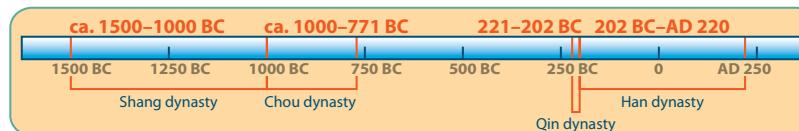
In the eastern part of the world, a civilization quietly grew and thrived. Ancient China was hidden from the rest of the world by mountains, jungles, a desert, and an ocean. These natural boundaries protected the Chinese people from foreign invaders for many centuries.

This isolation did not keep China's culture from flourishing. The Chinese were not behind for their time. In fact,

they were an advanced people—more skilled than many other peoples of their day. The advanced skills of the Chinese support the fact that man, created in God's image, has always been intelligent.

When the early Chinese migrated to East Asia, they settled near rivers. These rivers flooded and left fertile silt behind, making the land suitable for farming. Along these rivers the Chinese built villages that eventually grew into a civilization. They named their land the **Middle Kingdom**, because they thought it was in the center of the earth. The Chinese flourished as an advanced civilization.

What was one of the geographic features that protected China from its enemies?



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- 💡 Why did the early Chinese settle near rivers? *Answers should include for transportation or for farming on fertile soil.*
- Why did the early Chinese call their land the Middle Kingdom? *They thought it was in the center of the earth.*



Identifying natural boundaries—Distribute a copy of *Natural Boundaries of the World* (IA 6.1) to each student. Provide a detailed world map or an atlas that shows landforms. Challenge the student to complete the page with information from any place in the world.

FOCUS

Answers

1. the name the Chinese gave their land because they thought it was in the center of the earth
2. Its many floods killed thousands of people and ruined many harvests.

The Region Today

China

Location—China is the third-largest country in the world. It is located in East Asia, also known as the Far East. China shares its borders with fourteen countries: North Korea to the east; Russia and Mongolia to the north; Kazakhstan, Kyrgyzstan, Tajikistan, Afghanistan, and Pakistan to the west; and India, Nepal, Bhutan, Myanmar, Laos, and Vietnam to the south.

Climate—Most of China has a temperate climate similar to that of the United States. Both countries are close to the same lines of latitude. China's temperature varies from region to region. The

climate is affected by yearly monsoons. Annual precipitation ranges from less than 1 inch to more than 80 inches (about 2–203 cm). The northern regions are snowy in the winter, and the southeastern coast is rainy in the summer and autumn.

Topography—The eastern region is the lowlands, where the Huang He and the Yangtze River flow to the ocean. In central China the land becomes rolling hills. The western part of China is hilly and mountainous. Tibet, in southwest China, has some of the highest mountain peaks in the world.

Natural Resources—China is one of the world's largest producers of iron ore. Large amounts of coal and oil exist there, but the industry for these resources needs further development. Other natural resources include deposits of tungsten, bauxite, aluminum, zinc, uranium, iron ore, tin, lead, and mercury. The land has been heavily farmed, and many of the original forests have been destroyed.



Research—Direct the student to choose two of China's natural resources, listed on Student Text page 143. Direct him to use an encyclopedia to find common uses for those resources.



Agriculture—Direct the student to compare agricultural and topographical maps of China and to write a short essay describing how the topography influences the types of crops grown.

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Discussion

page 143

Display the *China Then & Now* map.

Caption answer: *Pacific Ocean*

What ocean borders California? *Pacific Ocean*

What continent is China located on? *Asia*

What desert borders China? *Gobi Desert*

What mountain range borders modern China? *Himalaya Mountains*

Locate China and the United States on a world map or a globe. What geographic similarities do both have? *possible answers: Both countries are close to the same lines of latitude. Both include the Pacific Ocean as one of their natural boundaries. Both have mountains and plains.*

► How do the climates of China and the United States compare? *Both have temperate climates.*

Discussion

page 144

Guide the student in completing the appropriate sections of the *Shang Dynasty Organizer*.

- 💡 **What type of government did the ancient Chinese have?** *monarchy—They were ruled by dynasties.*
- 💡 **What is a dynasty?** *a line of kings or rulers who belong to the same family*
- When did the Shang dynasty start ruling China? *about 1500 BC*
- ☒ Look at the History TimeLine in the Activity Manual. What other civilization in Asia was developing at the same time? *the Aryan civilization*
- Along what river did the Shang settle? *the Huang He, or Yellow River*
- 📷 What gives the Huang He its yellow color? *silt*
- 📷 How was the Huang He, or Yellow River, used in the Shang civilization? *possible answers: transportation, food, farming*
- What was the occupation of the common people during the Shang dynasty? *farmer*
- Why was the Huang He often called "China's Sorrow"? *because its many floods killed thousands of people and ruined many harvests*
- What is an ancestor? *anyone from whom a person has descended*
- What is ancestor worship? *worshiping the spirits of dead relatives*
- 💡 **What is the afterworld?** *Answers will vary but should include that it is a place where some believe a person goes when he dies to spend his afterlife.*
- How did the Shang believe their ancestors used magical powers? *to punish or help the Shang people*
- What effect did the Shang believe their ancestors had on the weather? *Good weather meant the ancestors were pleased, but drought or famine meant the ancestors had been angered.*
- What did the Shang do to try to please their dead ancestors? *performed special ceremonies for preparing and serving meat for sacrifices*
- 📷 Caption answer: *to cook meat in for a sacrifice*
- 📖 How do these beliefs differ from what the Bible teaches? *The Bible teaches that there is only one God and we should worship Him alone. God alone has control over all things.*
- 📖 God alone is to be worshiped, and He, not dead ancestors or any other god, controls the elements of nature. [Bible Promise: I. God as Master]



The Huang He, or Yellow River, was important to the Shang civilization. The silt in the river gives it a yellow color.

The Shang

China was ruled by several dynasties. One of the earliest was the **Shang**. This dynasty started ruling about 1500 BC. The Shang settled along the **Huang He**, or Yellow River, in northern China. Most of the common people during the Shang dynasty were farmers. They grew vegetables and grains, especially rice, for food. The Huang He was often called "China's Sorrow" because its many floods killed thousands of people and ruined many harvests.

Religion

The Shang people, particularly the royal family, practiced a religion that involved **ancestor worship**. An ancestor is anyone from whom a person is descended. The Shang believed that the spirits of their departed ancestors lived on in the afterworld. They thought the ancestors had magical powers that allowed them to punish or help the Shang people. When the weather was good, the Shang believed that their ancestors were pleased. If drought or famine came to the

land, the Shang thought they had angered their ancestors in some way.

To please their ancestors, the people used ornate bronze vessels, called **tings** (or dings), to cook meat for a sacrifice. Royal families had special ceremonies for preparing and serving their sacrifices. These sacrifices were offered as food to the ancestors.

Shang dynasty bronze ting
How was a ting used in worship?



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Additional pronunciation

Huang He (HWAHNG HEH)





Oracle bone
What did priests write on oracle bones?

In addition to ancestor worship, the Shang practiced polytheism. They worshiped a supreme god who was over lesser gods.

The Shang religion centered on rituals and superstition. Besides using tings in ancestor worship, the Shang also used oracle bones. **Oracle bones** were animal bones or turtle shells used to predict the future. The king had a priest write a question on the bone, such as “Will we win the battle?” or “Will the

rains flood the land?” Then the priest heated the bone with a hot metal rod. The heat caused the bone to crack. These cracks were believed to be the “answers” from the gods and the ancestors. The priest interpreted these cracks and reported to the king. The king could then make his decisions based on these answers. Kings consulted priests and oracle bones before making decisions about planting, fighting, and building.

The priests were also governmental officials. They kept a close watch on political and economic affairs. Most of the priests’ interpretations of oracle bones were based on current events. Because the king and the people believed that the priests could interpret oracle bones, the priests had great power in the Shang dynasty.

ANCESTOR WORSHIP

The Chinese believed that their ancestors had the power to influence the affairs of the living. The Bible teaches that only God has control over all things (Dan. 4:34–35).

Many Chinese still believe that descendants must perform proper rites to give their ancestors the proper afterlife. This duty makes it very difficult for many Chinese to become Christians. They know that if a person becomes a Christian, he will not offer sacrifices to his ancestors. He might be told that he is not honoring the family. The Bible teaches that children should honor their parents (Exod. 20:12). However, Jesus said in Luke 14:26 that honoring parents cannot be placed above honoring God.

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Discussion

page 145

- What else did the Shang practice in addition to ancestor worship? *Polytheism*
- What is polytheism? *The worship of many gods*
- What did the Shang religion center on? *Rituals and superstition*
- What are oracle bones? *Animal bones or turtle shells used by priests to predict the future*
- 💡 What is an oracle? *Answers will vary.*
- An oracle is believed to be an authoritative source that gives wise statements or predictions. It is also thought to be a source through which a god speaks.
- 📍 Caption answer: *Questions concerning the future*

- What did the Chinese think was significant about the cracks in oracle bones? *They thought the cracks revealed the ancestors' answers and predictions.*
- Who interpreted the meanings of the cracks on the bones? *Priests*
- For what types of decisions did kings consult priests and oracles? *Decisions about planting, fighting, and building*
- What other prominent position did priests hold? *Governmental official*
- What did this position allow the priests to keep a watch on? *Political and economic affairs*
- What made the priests powerful in the Shang dynasty? *The king and the people believed that the priests could interpret oracle bones.*

💡 **What do you think of the Shang method of seeking guidance?** *Answers will vary.*

📖 **Christians should seek guidance from God through praying and studying His Word.** [BATS: 6a Bible study; 6b Prayer]

Activity Manual

Study Skill—page 85

This fishbone organizer identifies characteristics of the Shang dynasty.

Reinforcement—page 86



God's guidance—Direct the student to look up verses concerning God's guidance. Allow the student to use a topical Bible, a concordance, a Bible index, or the Internet. Direct him to list the verses that encourage him and to explain how the verses provide guidance.

◆ Lesson 61 ◆**Objectives**

- Interpret flat maps
- Plan and design a relief map

Vocabulary

There are no vocabulary words to introduce.

Materials

- pictures or samples of raised relief maps
- **Instructions for Making a Raised Relief Map**, IA 6.2, for each student
- **China Map**, IA 6.3, for each student
- 8 1/2" x 11" piece of cardboard for each student
- salt dough (See Teacher Helps.)
- atlases and other sources of physical maps of China
- paint
- paintbrush for each student
- fine-tip permanent markers

Introduction

Note: Two lesson days are allotted for this activity. On the first day introduce the activity, set guidelines and a due date for the map, and provide time for the student to begin making the map. Use the second day either for the student to paint and label his map or for him to display and present his completed map.

Display the pictures or samples of raised relief maps. Discuss the features and how they are helpful in showing characteristics of geographic features.

Teach for Understanding**Discussion****page 146**

Distribute *Instructions for Making a Raised Relief Map* and the *China Map* to each student.

Guide the student in tracing the *China Map* pattern onto the cardboard.

Guide him in analyzing physical maps of China so he can accurately show mountains and other features when filling the map outline with clay.

Discuss the variety of details that the student may choose to include with the paint, markers, or other materials. You may choose for the student to mark one of the dynasties on the map.

You may choose for the student to work on the map at home and bring his completed map for display and presentation.

Discovering How**Making a Raised Relief Map**

The *China Then & Now* map on page 143 is a physical map of modern China. It is a flat representation that shows physical features, such as mountains, rivers, and valleys. In this activity, you will be making a kind of physical map, but your map will be a three-dimensional model. This kind of map is called a raised relief map. On it you will show details of land features, such as the heights of mountains, the depths of valleys, and the paths of rivers cutting through the surrounding land.

1. Gather the following materials: the instruction page, a map pattern, cardboard, salt dough, a paintbrush, and paint.
2. Trace the outline of the map onto the cardboard.
3. Fill in the outline of your map pattern with the dough. Shape mountains, valleys, rivers, and other land features.
4. Let the dough dry.
5. Paint and label your map. Include a key.
6. Display your map.



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Assessment**TEACHER HELPS****Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

Planning—Make a trial map to help in planning how much clay is needed and the drying time required for the clay or dough you are using.

Salt dough—Salt dough can be made by mixing and kneading together 2 cups of flour, 1 cup of salt, 1 cup of water, and a few drops of food coloring. Air-dry clay from a craft or hobby store may be used instead.

Drying the clay—Place the clay on a wire cooling rack to allow air to circulate and reduce drying time. Some clays can be dried overnight in an oven set at a low temperature.

Details—The student may use small flags to indicate places and colored string or yarn to outline one of the dynasties.

Space management—Provide each student with an unused pizza box to store his map. Stacking the boxes requires less storage space.

Introduction

Refer to the picture of the ting on page 144.

- What was the ting used for? *to cook meat for sacrifices*
- What metal were tings made of? *bronze*
- Look at the designs on the ting. Tings were not only useful vessels but also works of art.
- The Shang were skilled in many arts.

Teach for Understanding**Discussion**

page 147

Guide the student in completing the appropriate sections of the *Shang Dynasty Organizer*.

- What was one artistic skill of the ancient Chinese? *metalworking*
- What were some of the items that were made of bronze? *ornaments, statues, and vessels*
- Why were the Chinese skills not easily shared with other countries? *possible answers: The Chinese kept their skills secret. Natural barriers prevented trade and the spread of ideas.*
- What was the first step in ancient bronze casting? *making a mold of clay in the shape of the piece to be cast*
- What three metals made up bronze? *copper, tin, and lead*
- What were the final two steps after the bronze hardened? *removing the mold pieces to be used again and polishing the vessel*
- ⊕ Display the map *Mineral Resources of Modern China*.
- ⊕ According to this mineral resource map, in how many places in China can coal be found? *three*
- ⊕ Caption answer: *the north (copper) and the south (copper, tin, lead)*

**Answers**

1. copper, tin, and lead
2. the Mandate of Heaven



Bronze alloys—The metals used to form bronze can vary, depending on available resources and the period in which it was made.

FOCUS

1. What three metals were used to make bronze?
2. What did the Chou leaders use to justify their rebellion against the Shang dynasty?

Arts

The ancient Chinese were skilled artists. One area of their skill was in metalworking. Their special techniques in making bronze have not been equaled, even today. For centuries the Chinese kept their metalworking knowledge from other countries.

The Shang used bronze to make ornaments, statues, and vessels, such as tings. They developed a difficult process of bronze casting that no other ancient people used. First, metalworkers made a mold in the shape of the object to be cast. The mold was made of several pieces of clay that fit tightly together. The detailed designs of the object were carved into the clay. After the mold was made, the metalworker poured the molten bronze, consisting of copper, tin, and lead, into the mold. When the bronze cooled and hardened, the mold was carefully removed and saved for reuse. Once polished, the bronze object was ready to use.



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◆ Lesson 62 ◆**Objectives**

- Describe Shang achievements in the arts
- Locate the sources of minerals on a mineral resources map
- Locate the Chou dynasty and the Gobi Desert on a map
- Explain how the Mandate of Heaven was used to justify the Chou leaders' rebellion against the Shang
- Explain what happened during the Chou dynasty that makes it China's classical age

Vocabulary

classical age
Mandate of Heaven

Materials

- ⊕ *Shang Dynasty Organizer* from Lesson 60
- ⊕ *Mineral Resources of Modern China*, M 6.2
- ⊕ *Chopsticks*, V 6.1
 - chopsticks for each student
- ⊕ *Chou Dynasty*, M 6.3
- ⊕ *Chou Dynasty Organizer*, AM p. 88

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Discussion

page 148

- What were the Shang best known for? *their works of bronze*
- What other advances did the Shang make? *chopsticks, silk production, statues of jade, vases and dishes from white clay*

Display the *Chopsticks* visual and distribute the chopsticks. Allow the student to examine the chopsticks and talk about any experiences he has had using them.

- 🕒 Provide time for the student to practice using chopsticks.
- What was part of the Shang's architectural heritage? *royal palaces and walled cities*
- 💡 What other civilization had tombs similar to the Chinese? *Egypt*
- 💡 Compare and contrast the ancient Chinese tombs and the ancient Egyptian tombs. Think about their sizes, the materials used to build them, and the kinds of artifacts found in them.
- How do we know that the Shang had a written language? *They wrote on oracle bones.*
- How was the Shang dynasty rule different from civilizations we have studied previously? *The throne was passed from father to son in other civilizations, but the Shang rule passed from elder brother to younger brother.*
- What caused the Shang dynasty to fall? *It was conquered by a stronger dynasty.*
- 🕒 What do the ancient chariots in the tombs of Anyang tell us? *possible answers: the invention of the wheel apart from other civilizations, advancements in warfare technology, methods of transportation*

Although the Shang are best known for their works of bronze, they made advances in other arts as well. Farmers produced silk, which weavers made into colorful clothes. Artisans made vases and dishes from fine white clay. The Shang also carved statues from a green stone called jade. The use of chopsticks dates back to the Shang dynasty.

Royal palaces and walled cities were part of the Shang heritage in architecture. The ruler's palace was at the center of the capital city. The houses of the artisans surrounded the palace. These houses were rectangular and built on flattened earthen platforms.

Shang Tombs

Toward the end of their rule, the Shang moved their capital near the present-day city of Anyang (AHN YAHNG). Much of what is known about the Shang dynasty comes from the royal tombs discovered in Anyang. The Shang

buried their rulers with their valuables and pottery. Bronze cups, chariots, and oracle bones have been discovered in the tombs. The oracle bones show that the Shang had a system of writing.

The Shang buried their dead in deep, cross-shaped pits. Each pit was covered with a wooden roof. Slanted ramps leading from the center of each grave allowed the body and burial offerings to be carried to the bottom. Some tombs contained the remains of human and animal sacrifices.

Government

In many ancient dynasties, the rule of the throne passed from the father to the son. However, in the Shang dynasty, the rule passed from elder brother to younger brother.

The Shang dynasty lasted for about six hundred years. It eventually weakened and was conquered. This sequence of events became a pattern throughout

Chinese history. Each dynasty prospered for a period, but then it declined and was overthrown.



Ancient chariots

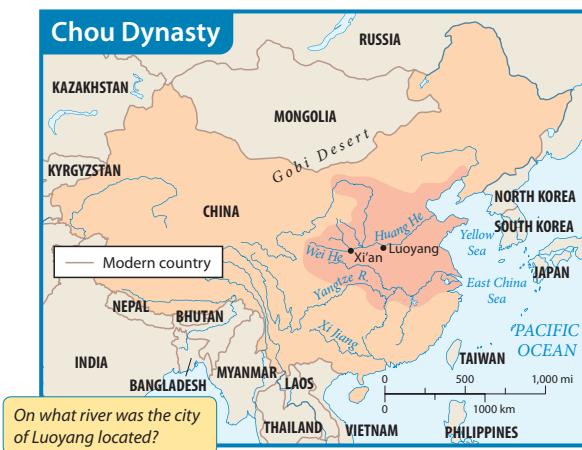
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Activity

Using chopsticks—Provide each student with a pair of disposable chopsticks. Demonstrate how to use them and challenge the students to pick up small items, such as miniature marshmallows.



Explore the Internet for video clips showing the proper grip and use of chopsticks. Possible keywords: *chopstick use, using chopsticks, eating with chopsticks*



The Chou

About 1000 BC the **Chou** (jo) invaded the Shang from the west and overthrew their dynasty. The Chou rule lasted longer than any other dynasty in Chinese history. There were thirty-seven kings in eight hundred years.

The period in which the Chou dynasty ruled is called China's classical age. Much of China's culture was established during this time. A **classical age** is a time in a civilization's history that is thought to be its high point of cultural development and achievement.

Government

The Chou believed that heaven, the supreme force of nature, gave the king his right to rule. This belief was called the **Mandate of Heaven**. According to the mandate, a king should be righteous and kind. If a king failed to act properly, he lost his right to rule. The mandate allowed the people to seize control from

the king by force if needed. If the new king they placed on the throne was successful, the people viewed his success as proof of heaven's support for his rule. The king was called the Son of Heaven. The Mandate of Heaven became a tradition of Chinese government. The Chou leaders used this belief to justify their rebellion against the Shang.

The King was the highest authority in the Chou dynasty. Beneath him were the nobles, and under them were the peasant farmers. The king gave his nobles land in exchange for their loyalty. Nobles also paid taxes and provided soldiers for the king's use. Nobles governed over the land that they owned. They gave plots of land to the peasant families to farm in return for a portion of the crops and goods produced.



King Wu of the Chou fulfilled the wish of his dying father by defeating the Shang dynasty.

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Discussion

page 149

- ❖ Display the *Chou Dynasty* map.
- ❖ Locate on the map the area of the Chou dynasty rule. *the darker shaded area in eastern China*
- ❖ Caption answer: *Huang He*
- ❖ What desert is located in northern China? *the Gobi Desert*

Guide the student in completing the appropriate sections of the *Chou Dynasty Organizer*.

- What new family came into power after the Shang? *the Chou*
- How long did the Chou rule? *about eight hundred years*
- Why is the time of the Chou dynasty called the classical age of China? *Much of*

China's culture was established during this period.

- **What is a classical age?** *a high point of culture and achievement in a civilization's history*
- **What was the Mandate of Heaven?** *the belief that heaven gave the king the right to rule*
- **What did the mandate allow the people to do?** *seize control from the king by force if he did not act properly as a righteous and kind king*
- **Explain the social structure of the Chou dynasty.** *The king was the highest authority; beneath the king were the nobles, and under them were the peasant farmers.*
- 💡 **What is a peasant?** *Answers will vary but should include a person who belongs to the class of farmers and farm workers.*

➤ Who was required to pay taxes? *nobles*

📍 What was the dying wish of King Wu's father? *to defeat the Shang dynasty*



Classical age—During a classical age many important ideas and attitudes are formed that continue to affect a civilization. Its people look back on that period as a high point in their culture.



Compare and contrast—Guide the student in researching and identifying similarities and differences between the points of view of the Mandate of Heaven and the political authority in the United States. Direct him to make a chart to organize the information.

Discussion

page 150

- What was China's culture built around throughout history? *strong family ties*
- Describe a typical traditional Chinese family. *several generations, including children, parents, grandparents, aunts, uncles, and cousins, living in one home or in homes near each other*
- 💡 How many generations live in your home? *Answers will vary.*
- What was firmly established during the Chou dynasty? *a writing system*
- What style of Chinese writing developed during the Chou period? *pictographs*
- How did the method of writing pictographs later reflect Chinese culture? *The technique of brushing the pictographs became a form of art.*
- 💡 What is a more common name for a Chinese pictograph? *character*
- How is Chinese writing different from the English way of writing? *Chinese writing is not based on an alphabet; symbols represent whole words, ideas, concepts, sounds, or are combined to form new words.*
- How many characters does Chinese writing have all together? *over sixty-five thousand*
- How many characters do most Chinese people know? *about four thousand*
- 📷 How is this writer's method of holding a brush different from how you hold your pencil? *Answers will vary.*
- 📷 Do you think it would be easier or harder to use a brush for writing? *Answers will vary.*

Activity Manual

Study Skill—page 85

Review—page 87

This *Study Guide* reviews information on the Shang dynasty from Lessons 60–62.

Study Skill—page 88

This fishbone organizer identifies characteristics of the Chou dynasty.

Assessment

Quiz 6A

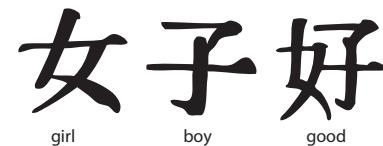
The quiz may be given anytime after completing this lesson.

The Family

China developed and preserved its culture throughout history. Its culture was built around strong family ties.

The traditional family in China included many generations. A family usually occupied the same house or houses around a common courtyard. The members of the family that lived together included children, parents, grandparents, aunts, uncles, and cousins. Older family members had more power and privileges than younger ones. Men were considered more important than women. Fathers were respected and obeyed by their wives and children.

Chinese pictographs changed over time. Some pictographs were combined to form new words or ideas. Unlike the English writing system, traditional Chinese writing is not based on a simple alphabet. Chinese writing consists of over sixty-five thousand characters that represent complete ideas, objects, and sounds. For example, the character for the word *good* is a combination of characters for the words *girl* and *boy*.



People learn to read Chinese by memorizing each of the characters. Those who master the written language have always had a place of distinction in Chinese society. Most Chinese people today know only about four thousand characters.

The Writing System

The Chinese firmly established their writing system during the Chou dynasty. Like the writing of many other ancient peoples, early Chinese writing consisted of pictographs. The Chinese used brushes to make fine strokes when writing. This way of writing became a form of art.



Chinese characters are made with a brush.

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ART

Pictographs—Pictographs are commonly used today in many countries. Instruct the student to design a pictograph.



MATH

Chinese numbers—Direct the student to research the Chinese numeration system and to make a chart showing the Chinese characters for 1–10 that correspond to the Arabic numbers we use. Provide basic math equations for him in Chinese characters to translate and solve.

- Music was an important part of most ancient cultures, including the Chinese.

Teach for Understanding

Discussion

page 151

Guide the student in completing the appropriate sections of the *Chou Dynasty Organizer*.

- How did the Chou's way of making bronze differ from how the Shang made it? *The Chou method was simpler.*
- 💡 In what ways were the Shang and the Chou alike in the arts? *They both worked with bronze and jade.*
- What other art form was important during the Chou period? *music*
- 💡 How was a bronze bell from the Chou dynasty different from bells you see today? *A Chou bell had no clapper and was struck with a metal object like a hammer.*
- What was highly prized by Chinese philosophers? *a good education*
- What Chinese scholar was influential during China's classical age? *Confucius*
- What is a philosopher? *a scholar who dedicates himself to the pursuit of earthly wisdom*



Answers

1. It was played during times of worship, work, and pleasure.
2. keeping the five basic relationships



Traditional Chinese music—A recording of a song may be found on the Internet or through other sources. Possible Web links may be found on the BJU Press website, www.bjupress.com/ resources.

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◆ Lesson 63 ◆

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Play samples of traditional Chinese music. Discuss that we do not know exactly how ancient Chinese music sounded but that it might have been similar to the recordings. The same types of instruments were probably used.

- 💡 What do you like or dislike about this music? *Answers will vary.*
- 💡 What does this music make you think about? *Answers will vary.*

Objectives

- Identify kinds of classical art produced during the Chou dynasty
- Describe the importance of education during the Chou dynasty
- Identify Confucius as a philosopher who greatly influenced China
- Contrast Confucianism with biblical truth
- Analyze some of the sayings of Confucius

Vocabulary

philosopher
proverb

Materials

- recording of ancient Chinese music
- *Chou Dynasty Organizer* from Lesson 62
- *Five Basic Relationships*, V 6.2

1. On what occasions was music played during the Chou dynasty?

FOCUS

2. What did Confucius believe was needed to keep harmony and order in a society?

Classical Art

Artisans of the Chou dynasty worked with bronze as the Shang had done. But the Chou craftsmen developed a simpler method of making bronze. Many of their fine works still exist today. Artisans covered many of the bronze items with Chinese writing and intricate carvings of both real and imaginary animals.

The Chou, like the Shang, used their bronze works mainly in religious ceremonies. The ceremonies often included placing the vessels in the tombs of ancestors. The Chou also carved pieces of jade to create decorative pieces of art.



Jade art

Music was important to the ancient Chinese. It was played during times of worship, work, and pleasure. Beautiful

music and an elaborate ceremony often accompanied archery tournaments attended by Chou nobles.

Sets of bronze bells played an important part in many social activities and political state ceremonies. Most Chou bells did not have a clapper. The bells were struck with metal objects such as hammers.



Classical Education

Education was important during the Chou period. A good education was highly prized by Chinese philosophers such as **Confucius** (kuhn FYOO shooz).

A **philosopher** is a scholar who dedicates himself to the pursuit of earthly wisdom. Confucius was also a teacher. His ideas greatly influenced China's classical age.

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Introduction

Discussion

page 152

Instruct a volunteer to read 1 Corinthians 1:17–2:16.

Where can godly wisdom be found? *in the word of God (the Bible)* [BAT: 6a Bible study]

► **What did Confucius write about?** *everyday life*

► **What is a proverb?** *a wise saying that expresses a simple truth*

What else do you think of when hearing the word proverb? *the book of Proverbs in the Bible*

Read and discuss the wisdom of some common verses from Proverbs.

What do you think Confucius's proverb means?

possible answers: Learning without thought will make a person proud. Thought without learning is a danger because lacking a proper understanding of truth will lead to wrong conclusions about life.

► **What did Confucius emphasize as a way of improving one's life?** *education*

Caption answer: *possible answers: different clothing, no chairs or desks, no books or computers*

Look at the History TimeLine in the Activity Manual. Confucius lived from 551–479 BC. What empire had destroyed Jerusalem shortly before that time period? *Babylonian*

► **Who was held in highest regard throughout most of China's ancient history?** *scholars*

► **What are books written during the Chou dynasty considered to be?** *the classics of Chinese literature*

► **On what were many ancient Chinese books based?** *teachings of Confucius*

► **What did Confucius believe would solve problems in society?** *proper conduct*

► **What did he teach would be the result of proper conduct?** *man's complete happiness*

Do you think that he was right? *Answers will vary.*

Instruct volunteers to read aloud Psalm 144:15; Psalm 146:5; Proverbs 16:20; Habakkuk 3:18; Romans 5:11; Philippians 4:11; 1 Timothy 6:8; and Hebrews 13:5. Discuss that these verses teach that happiness, contentment, and joy come when people place their hope and trust in the Lord. [Bible Promise: D. Identified in Christ]

Confucius wrote many proverbs about everyday life. A **proverb** is a wise saying that expresses a simple truth. One of his proverbs was “Learning without thought is a snare; thought without learning is a danger.” Confucius made education available to students from all social classes. A person from even the poorest background could have a good future if he had a good education.

In China education began at an early age and demanded total dedication of time and energy. Students spent many years learning the difficult Chinese language. They also memorized classical Chinese literature.

In most ancient civilizations, soldiers, priests, and merchants held important positions among the people. Through



Confucius was a teacher during the Chou dynasty. *What are some differences between this scene and your school?*

much of Chinese history, however, no one exceeded the influence of the scholars.

Scholars during the Chou dynasty wrote many books. These books are considered the classics of Chinese literature. Poetry, history, rituals, conduct, and music are some of the subjects of the books from that period. One had to have a thorough knowledge of these books to be considered a true scholar in China. Many ancient Chinese books were based on the teachings of Confucius.

The Influence of Confucius

Confucius was born into a poor but respected family. He lived during a time of social and political unrest. Confucius believed that through proper behavior man could solve the problems of society. He taught his students that proper behavior would also allow man to live in complete happiness. Confucius especially tried to convince the rulers of his ideas.

One part of his teaching was the belief in five basic human relationships. In these relationships a person's duty is to obey the elder person or the ruler. And



BIOGRAPHY

Who: Confucius

What: philosopher and teacher

When: 551–479 BC

Where: China

Confucius, who lived about the same time as Buddha, was born with the name K'ung Fu-tzu. The Chinese call him “the Master.” His philosophy is contained in a collection of his sayings and activities called the *Analects*.

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Background

Chinese classical thought—The most significant ideas of the Chinese classical age were those of Confucius. Living during a period of many wars, Confucius disliked fighting and wanted to find a solution for it. He taught that people had the ability to build a good society and believed that every person had a particular niche to fill in life. Confucius believed that, by living correctly in their places, people could produce a peaceful and stable society.

the elder person or the ruler must set a good example for those under him.

Confucius believed that if proper relationships in these five areas were kept, society would have harmony and order. Confucius expressed his belief about human relationships in the proverb “What you do not want done to yourself, do not do to others.”

Five Basic Relationships

Duty: to set a good example of proper behavior	Duty: to show respect and obedience
father	son
elder brother	younger brother
husband	wife
elder friend	younger friend
ruler	subject



Temple of Confucius in Beijing

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CONFUCIANISM

Confucianism identifies five basic human relationships, but it leaves out the most important relationship of all—man and God. Jesus said that the greatest commandment of all is to love God with all of one's heart, soul, and mind (Matt. 22:37).

Confucianism teaches that people simply need to choose to act rightly in every relationship. It assumes that people are basically good. The Bible teaches that since unsaved people are slaves to sin, they are unable to simply choose to do right (Rom. 6:17; 8:7–8).

Confucianism is man-centered and relies on man's effort to achieve human goals. It does not teach that there is a divine being. Christians know that God exists. They know that sinful man has to depend on God's grace for salvation (Eph. 2:8–10).

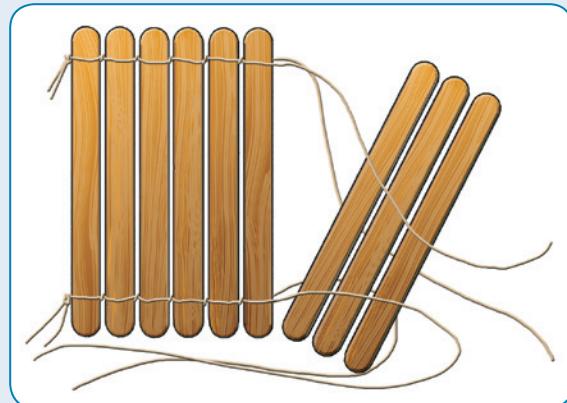
Confucianism teaches that children must fulfill their parents' wishes, even if any of those wishes are wrong. Christ said that loyalty to Him may demand sacrificing loyalty to family (Matt. 10:37–38).

- Confucianism teaches that children should obey their parents, even in wrong actions. To whom do we owe a greater loyalty according to the Bible? **God**

Activity

Making a Chinese book—In ancient China, writings were made on strips of bamboo. The strips were tied together with string to form a book that could be rolled up like a scroll.

To make a book similar to an ancient Chinese book, mark the top and the bottom of twenty craft sticks about 1/4 inch (1 cm) from each end. Tie the sticks together with jute or string to form a flat mat. Apply glue to the string to keep it in place. Challenge the student to research Chinese symbols and write his name or favorite Bible verse on his Chinese book. The Chinese characters should be written in columns, one on each stick, from top to bottom and from right to left.



Discussion

page 153

Display the *Five Basic Relationships* visual.

What five human relationships did Confucius teach about? **father and son, elder brother and younger brother, husband and wife, elder friend and younger friend, and ruler and subject**

Who are the authority figures in Confucius's five basic relationships? **father, elder brother, husband, elder friend, and ruler**

According to Confucius, what two principles were true for these relationships?

The elder or ruler must set a good example. The one under the elder or the ruler must show respect and obedience.

Is it possible to have right relationships apart from God? **No, our sin nature makes**

us selfish and proud in our dealings with others. We can have a right relationship with others only when we have a right relationship with God.

Guide a comparison between Confucianism and what the Bible teaches.

- Confucianism teaches there are five basic human relationships. What does the Bible teach is our most important relationship? **our relationship with God**
- Confucianism teaches that people are basically good. What does the Bible teach about man's nature? **Man is basically sinful.**
- Confucianism relies on man's effort to achieve his goals. On what does the Bible teach us to depend? **God's grace and strength**



All truth is God's truth—Read and discuss some Bible verses that sound similar to the teachings of Confucius (e.g., Luke 6:31; 1 Tim. 5:1–3; and 1 Pet. 5:1–5). Help the student understand that all truth comes from God. Sometimes people in other religions imitate the biblical truth that God has revealed through people's consciences and in nature (Rom. 1:18–32; 2:12–16). These brief glimpses of truth, however, are not sufficient to lead a person to salvation.

Discussion**Resource Treasury page 416**

Direct attention to “*The Analects by Confucius*. ” Discuss what each proverb means. Suggested questions are provided below.

Book I—Concerning Fundamental Principles

- How did Confucius feel about learning? *He found pleasure in it.*
- What else did he find pleasure in? *constantly exercising knowledge*
- Restate the first proverb in your own words. *possible answer: It is a pleasure to learn and to constantly apply knowledge.*
- 💡 What about learning do you enjoy? *Answers will vary.*
- 💡 What does it mean to hold conscientiousness and sincerity as chief principles? *Conscientiousness and sincerity should be held in high regard and valued.*

Book II—Concerning Government

- Government in this book has to do with the way a person governs himself. What does that mean? *how a person behaves and controls his actions*
- Relate the first proverb from Book II to the saying “Actions speak louder than words.”
- What does Confucius believe a person needs in order to do the right thing? *courage*
 - 💡 Have you ever experienced a time when it took courage to do the right thing? *Answers will vary.*
 - Which of the sayings from Book II relates to what the Bible says in Proverbs 1:7? *the second one*
 - Which of the sayings from Book II relates to what the Bible says in Proverbs 20:11? *the first one*
 - Which of the sayings from Book II relates to what the Bible says in James 4:17? *the third one*

Book IV—Concerning Virtue

- What is virtue? *moral goodness*
- What does Philippians 4:8 teach about virtue? *possible answers: Meditate, ponder, or think about things that are virtuous.*

Book V—Concerning Certain Disciples and Others

- What does Ephesians 4:32 say about the way we should treat others? *We should be kind to others.*
- 💡 How is Confucius’s purpose in being nice to others different from the purpose Ephesians 4:32 teaches? *Confucius’s reason is man-centered, whereas Ephesians teaches that we are to be kind to others for Christ’s sake.*

Activity Manual

Study Skill—page 88

Reinforcement—page 89

The Analects by Confucius

The following excerpts are from Section 1 of The Analects. The Analects are sayings of Confucius that were written by his disciples after his death.

Book I—Concerning Fundamental Principles

The Master said; “Is it not indeed a pleasure to acquire knowledge and constantly to exercise oneself therein?”

The Master said; “A Scholar who is not grave will not inspire respect, and his learning will therefore lack stability. His chief principles should be conscientiousness and sincerity. Let him have no friends unequal to himself. And when in the wrong let him not hesitate to amend.”

The Master said: “While a man’s father lives mark his tendencies; when his father is dead mark his conduct.”

Book II—Concerning Government

The Master said: “Observe what he does; look into his motives; find out in what he rests. Can a man hide himself! Can a man

hide himself!”

The Master said: “Learning without thought is useless. Thought without learning is dangerous.”

“To see the right and not do it is cowardice.”

Book IV—Concerning Virtue

The Master said: “Only the Virtuous are competent to love or to hate men.”

The Master said: “Wealth and rank are what men desire, but unless they be obtained in the right way they are not to be possessed. Poverty and obscurity are what men detest; but unless it can be brought about in the right way, they are not to be abandoned.”

The Master said: “The man of honour thinks of his character, the inferior man of his position. The man of honour desires justice, the inferior man favour.”

The Master said: “The self-restrained seldom err.”

The Master said: “The wise man desires to be slow to speak but quick to act.”

The Master said: “Virtue never dwells alone; it always has neighbours.”

Book V—Concerning Certain Disciples and Others

Tzū Kung said: “What I do not wish others to do to me, that also I wish not to do to them.”

The Analects of Confucius, trans. William Edward Soothill (Fleming H. Revell, 1910).

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**Practicing 1 John 3:18**

Another way of saying 1 John 3:18 is “Actions speak louder than words.”

Challenge the student to keep a record for one week of the times he experiences or observes this verse in action.

Exploring Together

Illustrating a Proverb

A proverb is a wise saying that gives a bit of wisdom in a short, easy-to-remember form. Sometimes a proverb offers common sense observations on life. A proverb may also contrast two types of behavior. Many cultures have proverbs. Usually a person understands proverbs from his own culture better.

The Chinese people used proverbs to teach children good manners. They also used proverbs to encourage others to think about things the right way.

1. Get drawing materials and a list of proverbs from your teacher.
2. Choose a proverb.
3. Make a picture that illustrates your proverb. Then write a sentence that gives the proverb's meaning.
4. Present the proverb and the illustration.



Chinese proverb:
A dog in a kennel barks at his fleas;
a dog hunting does not notice them.

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◆ Lesson 64 ◆

Introduction

Objectives

- Identify and interpret proverbs
- Illustrate a proverb

Vocabulary

There are no vocabulary words to introduce.

Materials

TEACHER HELPS

- Proverbs, IA 6.4
- white construction paper for each student
- colored pencils, crayons, or other art supplies

► The book of Proverbs in the Bible has been called "Christianity in everyday clothes." Solomon, who is known for his wisdom, wrote most of the collection. His wisdom, however, was not from man but from God. The book of Proverbs teaches about wisdom, understanding, and instruction in God's way.

Instruct a volunteer to read Proverbs 1:7.

- What is the beginning of knowledge? *the fear of the Lord*
- Who despises wisdom and instruction? *fools*
- In today's lesson we will be illustrating a proverb.

Teach for Understanding

Look at the pictures of the dogs on page 154.

- Read the proverb in the caption.
- Compare the proverb with the picture of the dogs. What details in the picture illustrate what the proverb is saying? *One dog is in a kennel, and the other is hunting. Both dogs have fleas, but only the one in the kennel is barking at them.*
- How is humor used? *The hunting dog is dressed like a person who is hunting. Dogs do not use guns to hunt.*

Distribute the *Proverbs* page or provide proverbs from other sources.

Guide the student in choosing a proverb and brainstorming to decide how best to illustrate its message.

Provide time for the student to share his proverb and explain his illustration.

Assessment

► Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Illustrate a biblical proverb—Extend the activity by directing the student to choose and illustrate a biblical proverb.

◆ Lesson 65 ◆**Objectives**

- Compare and contrast Confucianism with Taoism
- Contrast Taoism with biblical truth
- Describe Legalism as a philosophy
- Identify what a bureaucracy was in ancient China and relate its use in the United States today
- Describe the achievements of the Qin dynasty

Vocabulary

bureaucracy

Materials

- Chou Dynasty Organizer from Lesson 62
- Comparison of Beliefs, V 6.3
- Qin Dynasty Organizer, AM p. 93
- Qin Dynasty, M 6.4

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What philosopher had great influence on the people of the Chou dynasty? *Confucius*
- Confucius valued relationships. What did he say that those in authority have a duty to do? *set a good example*
- What did those under authority have a duty to do? *show respect and obey*
- Confucianism was not the only philosophy in China. There were at least two other philosophies.

Teach for Understanding**Discussion**

page 155

Guide the student in completing the appropriate sections of the *Chou Dynasty Organizer*.

- What teacher rose to second in importance to Confucius? *Lao Tzu*
- What were Lao Tzu's teachings called? *Taoism*
- What does Taoism propose as the way to peace and happiness? *Live in harmony with nature*.
- What did the followers of Taoism dislike about Confucianism? *the distinctions Confucianism made between the social classes*

Direct attention to the *Taoism* box.

- What are some of the characteristics of Taoism? *a passive lifestyle, freedom from responsibility, less governmental authority and involvement in society, and a focus on the natural world*

- FOCUS**
1. What did the Taoists believe men were to be in harmony with?
 2. What changes did Qin Shi Huang Ti make to help to unify China?

The Influence of Lao Tzu

Lao Tzu (LOU DZUH) was another influential teacher in China. His teaching, called **Taoism** (DOU ɪz um), rose to second in importance to the teachings of Confucius. Taoism takes its name from the word *tao*, meaning "the way." Lao Tzu taught that *tao* was the guiding force in nature. He encouraged men to find peace and happiness by living in harmony with nature. Men should not seek power, wealth, or learning. They should be content with a simple lifestyle. Everyone should live together in love and peace.

Followers of Taoism did not like the differences that Confucianism made between the social classes. Because man was a part of nature, Taoists believed that man was not better than any other thing. Taoists had little use for government. Instead they felt that the government

should leave the people alone to follow their own nature. According to Taoism, men could accomplish great things by being passive and obedient. Men should be like water and simply let things flow in a natural way.

Confucianism guided the thinking of China's educational, social, and political systems. Taoism became the basis of magical and superstitious elements in Chinese culture. In many ways, Confucianism and Taoism are opposites.

TAOISM

Taoism (also spelled Daoism) teaches that people should not try to make things better for themselves. Neither should they allow themselves to be motivated by desires. Taoists believe that by getting rid of desires, a person can achieve balance and serenity. The Bible teaches that Christians should have right desires. They should love God and other people (Matt. 22:36–40). They should also do their best to improve the world around them for God's glory and for other people's good (Gal. 6:10).

Taoism teaches that people should not plan but simply accept what happens in any situation. While Christians believe that God is in control of all that happens, they also know that God gives them commands that they must obey. Christians trust God to direct their lives as they live in obedience to Him (Prov. 3:6).

Taoism encourages man to be in harmony with nature. A Christian believes that man is created in God's image. God commands man to have dominion over creation and be a good steward of it (Gen. 1:28).

Comparison of Beliefs	
Confucianism	Taoism
active lifestyle	passive lifestyle
fulfillment of social obligations	freedom from responsibility
improvement of government, laws, and education	minimizing of government authority and involvement in society
focus on the human world	focus on the natural world

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- 💡 What does it mean for a person to be **passive**? *Answers will vary but should include that being passive is not taking action or offering resistance.*

Display the *Comparison of Beliefs* visual.

- 💡 What biblical truths refute Confucianism and Taoism? *Accept answers from the boxes on Student Text pages 153 and 155.*

- Which three of China's systems were guided by Confucianism? *educational, social, and political*

- What became the basis of magical and superstitious elements in Chinese culture? *Taoism*

FOCUS Answers

1. nature
2. established the same laws and taxes for everyone; standardized weights, measurements, and the money system; made everyone use the same writing system; and built roads, canals, and irrigation systems

Legalism

One group of thinkers in China did not believe that religion could solve society's problems. They believed that people were evil by nature and needed to be controlled by strict laws. This Chinese philosophy was known as **Legalism**. Legalists felt that those who disobeyed the law should be punished harshly. They thought a strong ruler was needed to maintain order. Confucianism, Taoism, and Legalism all became popular, but the Legalists were the first to put their ideas into practice throughout China.

Unrest in Government

As the nobles passed their power to their sons, loyalty to the king became less important. A time came when the king could no longer control the nobles. Many people refused to defend themselves and their king against invasions. In 771 BC invaders reached the capital. China endured an extended period of unrest. Instead of having a strong central government, powerful families struggled to govern. When a family became weak, a more powerful family seized control.

The Qin

The **Qin** (or Ch'in) dynasty began to rule about 221 BC. It was founded by the fierce emperor **Qin Shi Huang Ti** (CHIN SHEE HWAHNG DEE). His name means "First Emperor." Under his rule China experienced many changes and became more unified.

Government

Qin Shi Huang Ti established a Legalist government and set up a



BIOGRAPHY

Who: Qin Shi Huang Ti

What: emperor during the Qin dynasty

When: ruled 221–210 BC

Where: China

Qin Shi Huang Ti began his reign at the age of thirteen. He conquered his six rival states and united them by making changes in the government. He brought order and protection to China through harsh and ruthless measures.

bureaucracy. A **bureaucracy** (byoo ROK ruh see) is the managing of government through bureaus, or departments, with appointed officials. The emperor divided his empire into thirty-six districts. He appointed a governor in charge of each district. Qin Shi Huang Ti said, "I have brought order to the mass of beings."

Changes in China

The government put in place by Qin Shi Huang Ti gave him great power. His power allowed him to make changes to unify China. But his methods to implement the changes were often cruel and harsh. He took land from the nobles to limit their authority. Those who did not agree with him faced severe punishment that included hard labor or death.

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Discussion

page 156

Guide the student in completing the appropriate sections of the *Qin Dynasty Organizer*.

► What Chinese philosophy believed religion could not solve society's problems and that people were evil by nature?

Legalism

► What were some of the ways the Legalists thought society's problems could be solved? *strict laws, harsh punishments, and a strong ruler*

► What caused unrest in the government of China around 771 BC? *Loyalty to the king became less important, the king could no longer control the nobles, and many people refused to defend themselves and their king against invasions.*

- When did the Qin dynasty come to power? *about 221 BC*
 - What other way is the name of this dynasty spelled? *Ch'in*
 - 💡 How many years passed between when invaders reached the capital and when the Qin dynasty began to rule? *around 550 years*
 - Who was the first emperor of the Qin dynasty? *Qin Shi Huang Ti*
- Direct attention to the *Biography* box.
- How many rival states did Qin Shi Huang Ti conquer? *six*
 - How did he unify all seven states? *by making changes in the government*
 - What words describe his policies? *harsh and ruthless*

Discussion

page 157

► What were some of the changes that Qin Shi Huang Ti made? *He established the same laws and taxes for everyone and standardized weights, measurements, money, and writing.*

💡 How do you think the building projects helped unify China? *Answers will vary but could include that they provided jobs, caused people to work together, and resulted in roads and canals that made transportation easier.*

► What was built to help protect the country? *a wall*

📍 What was built to improve farming? *an irrigation system*

📍 Why do you think this picture is so hazy? *possible answers: because of morning mist, rain, or smog*

► Today China is known for its smog-filled sky, caused by the burning of coal to produce electricity.

❖ Display the *Qin Dynasty* map.

❖ Compare the size of the Qin dynasty with the Shang dynasty on the map on page 143. Which dynasty covered a larger area? *the Qin dynasty*

❖ What physical features do these maps show? *bodies of water, mountains, and desert*

❖ What man-made feature does the *Qin Dynasty* map show? *the Great Wall*

Activity Manual

Study Skill—page 88

Bible Connection—page 90

This page compares Confucianism and Taoism with biblical truth.

Review—pages 91–92

This *Study Guide* reviews information on the Chou dynasty from Lessons 62–63 and 65.

Study Skill—page 93

This fishbone organizer identifies characteristics of the Qin dynasty.

Assessment

🕒 Quiz 6B

The quiz may be given anytime after completing this lesson.

Qin Dynasty

Compare the size of the Qin dynasty with the Shang dynasty on the map on page 143.



China became more unified as Qin Shi Huang Ti established the same laws and taxes for everyone. He standardized weights, measurements, and the money system. All Chinese people were required to use the same writing system.

The emperor's building projects also helped to unify China. The Chinese built a network of roads. Each road was built to a standard width. The roads made traveling easier for the people. The roads also allowed the Chinese army to move quickly to put down revolts. Workers built canals to connect the rivers and improve transportation throughout the country. The rivers and canals made it easier to ship goods from the north to the south. To help protect the country, the Chinese built a wall in the north. They also built an irrigation system to make more land available for farming.

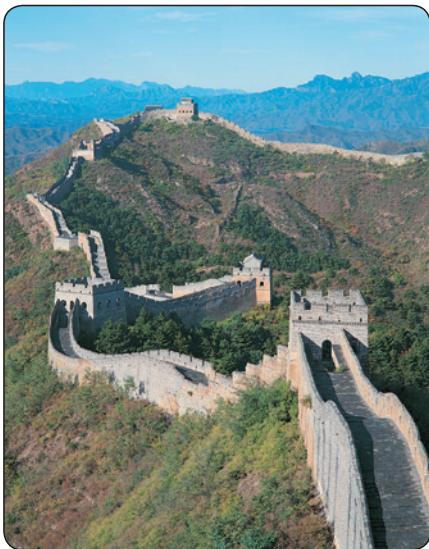
The Dujiangyan irrigation system built during the Qin dynasty is still in use today.



- FOCUS**
- What were two ways the Great Wall benefited the Qin people?
 - What was the purpose of the civil service system?

The Great Wall

The Great Wall is one of the best-remembered accomplishments of Qin Shi Huang Ti. He ordered the wall to be built by linking a series of existing fortifications. The wall was actually designed as two walls with a space between them. Soil was piled and packed between the walls to form a road on top. The wall kept out invaders from the north, and the construction work kept discontented citizens busy.



The Great Wall of China

Hundreds of thousands of men worked on the wall. They used stone, dirt, or whatever natural materials were available. The workers faced years of hardship, danger, and sometimes death. Qin Shi Huang Ti thought it was better for a thousand people to die so that a million people could live. Legends say that thousands of dead laborers lie buried under the wall.

Much of the Great Wall was constructed during the Qin period, but it was also worked on during later dynasties.

Censorship

Qin Shi Huang Ti thought that scholars who knew philosophy and wrote books wanted to break up his empire. So he censored them, or used the government to control their influence. He persecuted scholars and destroyed books. Over four hundred scholars who refused to turn in their books were either buried alive or sent to work on the wall. The emperor did not believe in education for the common man. He thought that the common man was wasting time if he was not growing food. He ordered all written documents that contradicted his way of thinking to be destroyed. Qin Shi Huang Ti especially disliked the teachings of Confucius and had all the books about his teachings burned.

The people did not like the emperor's harsh punishments. Neither did they care for the way he spent large amounts of money on himself. He built magnificent palaces and a tomb that covered twenty square miles.

if someone in the future were to find it, the clay item should be able to give information about life in our time.

- In today's lesson you will learn about clay artifacts that tell about an emperor.

Teach for Understanding

Discussion

page 158

Guide the student in completing the appropriate sections of the *Qin Dynasty Organizer*.

- What is one of the best remembered accomplishments of Qin Shi Huang Ti? *the Great Wall*
- Describe how the wall was designed. *It had two walls with the space between them packed with soil to form a road on top.*
- What was the dual purpose of the wall? *to keep out invaders from the north and to keep discontented citizens busy*
- How many people helped construct the wall? *hundreds of thousands*
- What happened to many of the workers? *Many faced years of hardship, danger, and sometimes death.*
- What do legends tell us happened to thousands of dead laborers? *They are buried under the wall.*
- How do countries today protect themselves from their enemies? *Answers will vary but should include technology and weapons.*
- Why did Qin Shi Huang Ti censor scholars and burn books? *He thought scholars wanted to break up his empire.*
- What is censorship? *the act of examining and controlling something, possibly cutting objectionable material*
- What did Qin Shi Huang Ti believe to be the only appropriate work for the common man? *growing food, or farming*
- Why do you think Qin Shi Huang Ti did not like Confucius and burned all his books? *possible answer: Confucius's teachings contradicted Qin Shi Huang Ti's way of thinking.*
- Why didn't the people like Qin Shi Huang Ti? *He used harsh punishments and spent money on himself.*

FOCUS

Answers

- It kept out invaders from the north and kept discontented citizens busy with the construction.
- to train governmental officials

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◆ Lesson 66 ◆

Objectives

- Describe the purpose and the construction of the Great Wall
- Describe Qin Shi Huang Ti's use of censorship and his negative attitude toward education
- Describe the terra-cotta army and its purpose
- Trace the use of currency in China
- Identify the purpose of the civil service exam in the Han government

Vocabulary

currency

Materials

- clay for each student
- *Qin Dynasty Organizer* from Lesson 65
- *Han Dynasty Organizer*, AM p. 96
- *Han Dynasty*, M 6.5

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Provide clay for each student. Direct each student to shape a clay item that demonstrates some aspect of modern life, such as a vehicle, a machine, a piece of furniture, or a toy. Suggest that

Discussion

pages 158–59

- Why did ancient people bury their dead with supplies, weapons, and money? *They thought the dead person lived on in an afterlife where these items would be needed.*
- What did some farmers digging a well find in 1974? *a terra-cotta army*
- 💡 How big were the soldiers in this clay army? *life-size*
- 💡 Caption answer: *to guard Qin Shi Huang Ti's tomb*
- What is terra cotta? *a hard, waterproof clay*
- How big was the terra-cotta army? *more than six thousand soldiers with horses, chariots, and weapons*
- What do artifacts like the terra-cotta army provide? *information about the way people in the ancient world lived and died*
- 💡 What do you think the clay figures revealed about ancient military customs? *Answers will vary but may include how the soldiers dressed, the types of weapons they used, the type of armor their horses wore, and what their chariots looked like.*
- 💡 Earthly treasures cannot be taken beyond the grave. The Bible commands Christians to lay up treasures in heaven, where they will never decay. God wants Christians to be content with the things He has given them here on earth, but not to treasure those things above heavenly riches. [BAT: 7d Contentment]
- How long did the Qin dynasty last? *less than thirty years*
- What lasting monument did the Qin dynasty leave? *the country's name, China*

**A Terra-Cotta Army**

Like other ancient peoples, the ancient Chinese commonly buried their dead with supplies, such as food, weapons, and money. The Chinese believed in life after death, but not as the Bible teaches. Like the Egyptians, they thought that their dead ancestors would live on into the next world and needed supplies to survive.

In 1974 some Chinese farmers were digging for a well when they made an incredible discovery—a giant underground room filled with an entire army of statues. The army was keeping a silent guard at the tomb of Qin Shi Huang Ti. Each life-sized statue was made of hard, waterproof clay called terra cotta. The statues were uniquely carved with great detail. The terra-cotta army included over six thousand soldiers with weapons, horses, and chariots. Historians believe that this army was built to protect the emperor as he lived on in the next world. Artifacts like the terra-cotta army provide information about the way people in the ancient world lived and died.



A portion of the thousands of life-sized clay soldiers
Why was this terra-cotta army made?

The powerful Qin dynasty lasted less than thirty years, yet it left a lasting monument—the name China comes from the name Qin.

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Great Wall fact display—Make a section of the Great Wall along a bulletin board or hallway using paper blocks. Record facts about China on the blocks.

More about the terra-cotta army—A museum of the terra-cotta army may be found on the Internet or in other sources. Possible Web links may be found on the BJU Press website, www.bjupress.com/resources.



The Great Wall—The Great Wall of China was more than 15,000 miles long during the Qin dynasty. The watchtowers were used for military defense, manned by soldiers in times of war. Changes were made to the wall over the years. During barbarian invasions the wall was expanded farther west. By the time of the Ming Dynasty in AD 1368, much of the Great Wall was in ruins. The Ming government ordered some major changes in the building and repair of the Great Wall. In recent centuries, sections of the wall were restored. The current length of the wall is about 4,000 miles, making it the longest structure ever built. The main part of the Great Wall is about 2,150 miles long, and additional branches make up the remainder.

Echoes from the Past

Currency

Imagine what the world would be like without coins and paper money. Before money was used, many civilizations bartered or traded. It was often difficult to know the worth of items and services.



Ancient cowry-shell currency

Currency, or money, is any material of value that is exchanged for goods or services. Seashells, beans, and pieces of iron, gold, silver, and bronze have all been used as money. These items were not always easy to carry in a pocket.

Cowry shells were the earliest known form of currency used in China. These shells were easy to carry and count. During the Chou dynasty, coins, small knives, and spades were used as currency. These were all made from metal.



During the Qin dynasty Emperor Qin Shi Huang Ti standardized the currency used in China. The emperor minted coins that were round and flat with a square hole in the middle. The hole allowed people to carry the coins on a string. Coins continued to be used during the Han dynasty. They were imprinted with the image of the emperor.

Eventually the Chinese made paper money. The money we use today echoes back to the ancient Chinese use of money.



Coin

160

Discussion

page 160

- What is currency? *money or any material of value that is traded for goods or services*
- What did many civilizations do in place of using money? *bartered or traded*
- 💡 What does it mean to barter? *to trade one item for another without using money*
- What did ancient civilizations use as currency? *seashells, beans, and pieces of iron, gold, silver, and bronze*
- What was difficult about using these types of currencies? *They were difficult to carry in a pocket.*
- What was the earliest known currency used in China? *cowry shells*
- What dynasty started using coins? *Chou*

➤ What dynasty standardized currency?
Qin

💡 How do you think standardizing currency helped China? *Answers will vary but should include that it helped unify China.*

➤ Describe the coins that were minted by Qin Shi Huang Ti. *round and flat with a square hole in the middle*

➤ Why were holes made in the middle of the coins? *so people could carry the coins on a string*



Currency in the United States—
Challenge the student to research and make a timeline showing the history of American currency.

Discussion

page 161

Guide the student in completing the appropriate sections of the *Han Dynasty Organizer*.

- What dynasty rose to power around 202 BC? *the Han dynasty*
- Look at the History TimeLine in the Activity Manual. What civilization in Asia started clans around the time the Han dynasty ended? *Japanese*
- Who was the Han emperor? *Wu Ti*
- How far did he extend China's boundaries? *as far as North Korea and parts of central Asia*
- ❖ Display the *Han Dynasty* map.
- ❖ Compare this map to the map on page 157 of the Qin dynasty. Which dynasty expanded farther west? *the Han dynasty*
- How was the Han dynasty different from the Qin dynasty? *The Han dynasty provided a strong and fair central government and it promoted Confucianism.*
- How was Wu Ti like some of his predecessors? *He took land from nobles, raised taxes, and placed the supply of grain under governmental control.*
- What became the official governmental philosophy and how was it promoted? *Confucianism. It was promoted through a university that Wu Ti started.*
- Why do the Chinese people call themselves the "sons of Han" even today? *because the Han dynasty was popular*
- What was developed to meet the need of training officials to run the country? *a civil service system*
- What was the first thing a person needed to become an official? *a recommendation*
- Describe the process for becoming an official for the government. *After the recommendation and many years of study, three public exams were taken.*
- Who gave the last exam? *the emperor*
- What role did these officials play in government? *They supervised building projects, dealt with merchants, and collected taxes.*
- ❖ How old was Wu Ti when he began his reign? *sixteen*

Activity Manual

Study Skill—page 93

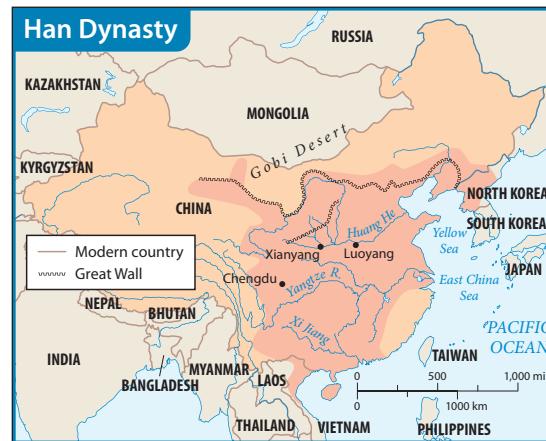
Reinforcement—page 94

Review—page 95

This *Study Guide* reviews information on the Qin dynasty from Lessons 65–66.

Study Skill—page 96

This fishbone organizer identifies characteristics of the Han dynasty.

**The Han**

The Han dynasty rose to power around 202 BC. Emperor Wu Ti (woo DEE) extended China to include present-day North Korea and parts of central Asia. Unlike the Qin dynasty, Wu Ti provided a strong and fair central government. However, like some of the rulers before him, Wu Ti took land from the nobles, raised taxes, and placed the supply of grain under governmental control. Confucianism became the Chinese government's official philosophy. The philosophy was promoted through a university that Wu Ti began. The Han dynasty was so popular with the people that to this day some Chinese call themselves the "sons of Han."

Government

The Han rulers needed well-trained officials to help run the country, so they developed a civil service system. This system trained people for governmental service. A person interested in becoming

an official first needed a recommendation. Then he studied for many years. After his studies he took three public exams. The first exam covered history and the principles of government. The second exam was on the teachings of Confucius. Palace guards supervised the first two exams. The emperor himself directly supervised the third, which was on poetry and political essays. Those who attained this level were given positions in the government.

Governmental officials were not just scholars. They had a vital role in government. They supervised activities such as the building of roads, the dealings of merchants, and the collecting of taxes.

**BIOGRAPHY****Who:** Wu Ti**What:** emperor during the Han dynasty**When:** ca. 140–87 BC**Where:** China

Wu Ti was the most famous Han ruler. He began his reign at the age of sixteen. He was known for expanding China's borders from North Korea to central Asia.

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Assessment**Quiz 6C**

The quiz may be given anytime after completing this lesson.

Teach for Understanding**Discussion**

page 162

Guide the student in completing the appropriate sections of the *Han Dynasty Organizer*.

- What made the Han era a glorious period? *There were many achievements in medicine, manufacturing, science, and literature.*
- What medical treatments were common during the Han period? *herbs and acupuncture*
- Why do people have acupuncture done? *to relieve pain or cure sickness*
- What advancement did the Chinese make that increased the production of goods? *manufacturing*
- What had the Chinese become masters at doing? *metalworking*
- What two tools increased production on farms? *the iron plow and wheelbarrow*
- What two tools made the army more powerful? *the sword and armor*
- How did the rudder attached to a ship improve navigation? *The rudder was used to turn the ship and change its direction.*

Display the model or toy boat. Identify the rudder and demonstrate how it moves.

- What kind of cloth did the Chinese make from cocoons? *silk*

Display the silk cloth and allow the student to compare its texture with the clothing he is wearing. Show the video of how silk is made or share information from other resources about the silk-making process.

FOCUS Answers

1. medicine, manufacturing, science, and literature
2. silk, bone, turtle shell, and other materials



Video of making silk—Borrow a video from a library or search the Internet. Possible keywords: *making silk, making silk video, silk production*

◆ Lesson 67 ◆**Objectives**

- Describe the achievements of the Han dynasty
- Describe the use of acupuncture
- Explain how the seismoscope worked and identify who invented it
- Identify the uses of paper during the Han dynasty

Vocabularyacupuncture
seismoscope**Materials**

- ⌚ *Han Dynasty Organizer* from Lesson 66
- model or toy boat with rudder
- silk cloth (optional)
- video of making silk (See Teacher Helps.)

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- You have probably seen a cocoon or a spider's web. What do they look like they are made of? *fine threads*
- One of the finest cloths in the world is made from the threads of insect cocoons. The Chinese mastered the special technique for making this cloth, which became a successful trade item worldwide.

Discussion

page 163

- What important scientific instrument did Chang Heng invent? *the seismoscope*
- What is a seismoscope? *an instrument that detects earthquakes*
- What device inside the jar caused the ball to drop? *a pendulum*
- How did an earthquake affect the seismoscope? *The pendulum moved and hit a dragon, which dropped a ball into a frog's mouth.*
- How could the Chinese determine the direction of the earthquake from the seismoscope? *by checking which frog the ball had fallen into*
- There was one frog for each cardinal and intermediate compass point.
- Caption answer: *They were able to determine an earthquake's location and send troops with food and supplies to help people.*
- What kinds of works were written during the Han dynasty? *literature (poetry and prose) and history*
- Why was Sima Qian's history of China so important? *Qin Shi Huang Ti had destroyed many works by other writers.*
- What became the model for later historical writings? *Sima Qian's writing style and format*



Seismoscope—Chang Heng's invention was eight feet tall and six feet wide and made of bronze. For 1,600 years this was the only instrument available for detecting earthquakes. The pendulum seismograph used today was invented in 1897.

**Science**

A man named **Chang Heng** invented an important scientific instrument called the **seismoscope** (SIZE muh SKOPE). It was used to detect earthquakes. The Chinese called it an “earthquake weather-clock.” Chinese seismoscopes were bronze jars decorated on the outside with eight dragon heads. Each dragon held a small ball in its mouth and pointed in one of eight different directions. Under each dragon sat an open-mouthed frog.

Inside the bronze jar was a pendulum. Whenever the earth moved, the pendulum would move, causing one of the balls to drop from the dragon's mouth into the frog's mouth. The Chinese determined

the direction of the earthquake by which frog the ball fell in.

Earthquakes caused damage to buildings and land. After an earthquake struck, the Chinese leaders used the seismoscope to determine the earthquake's location. Then the leaders sent troops out to that area. The troops carried food and supplies to help people, particularly the farmers, whose work supported the entire country.

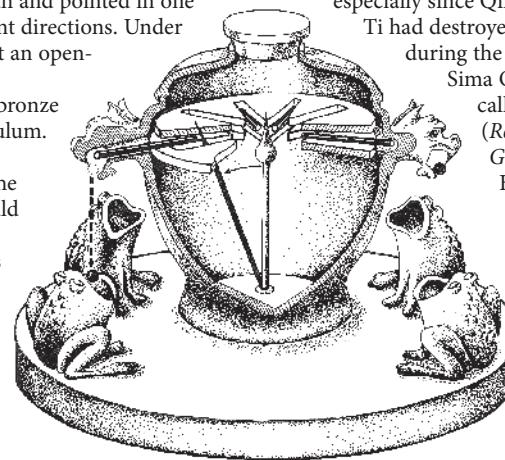
Literature

During the Han dynasty, poets created long works of literature that combined poetry and prose. Another poetry style featured short lines of verse that could be sung. Poets were hired for the beauty of their verses.

Han writers also created important works of history. Sima Qian (SIH-mah CHYEN) wrote a complete history of all the Chinese dynasties through the early Han. His writings were important, especially since Qin Shi Huang

Ti had destroyed many works during the Qin dynasty.

Sima Qian's work was called the *Shiji* (*Records of the Grand Historian*). His style and format became the model for later historical writings.



A Chinese seismoscope
How did the development of this invention help the Chinese?

Echoes from the Past

Paper

How many times a day do you use paper? Paper has become a part of everyday life. Newspapers, textbooks, labels, and money are just a few things that are made from paper.

People did not always have paper to write on. Before paper was invented, the ancient Chinese used silk, bone, turtle shell, and other materials to keep written records.

The Chinese invented paper during the Han dynasty. They took hemp (plant fiber) or tree bark and pounded it to a pulp. The pulp was mixed with water. Then the mixture was spread into a thin layer. The dried pulp formed a coarse sheet of paper. Unlike today's paper, this early paper was difficult to write on. The paper also had other uses. It was used as wrapping for clothing or other items. It was also used in making lightweight armor. Arrows could not penetrate through the armor's many layers of paper.

Chinese papermakers later used fibers from rags, rope, or fishing nets to make a smoother pulp. The Chinese continued to use paper for writing and eventually for making money. This page you are reading is an echo of the ancient Chinese invention of paper.



Making handmade paper

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Discussion

page 164

► How many times a day do you use paper of any form? *Answers will vary.*

► Describe the early process of paper-making. *Hemp (plant fiber) or tree bark was pounded into pulp, mixed with water, and spread into a thin layer to dry. The dried pulp formed a sheet of coarse paper.*

💡 How was the Chinese process of paper-making similar to the Egyptian process of making papyrus? *They both used plant fibers that were pounded.*

► How was ancient paper different from paper we have today? *It was difficult to write on.*

💡 What is used to make paper today? *wood*

► What were some other ways the ancient Chinese used paper? *for wrapping clothing or items and for making lightweight armor*

💡 Does it look easy or difficult to make paper using this process? *Answers will vary.*

💡 You may have seen and bought cards or other things made of handmade paper. Are the prices of those items more or less than similar items made of machine-manufactured paper? *more*

💡 Why do you think handmade paper is more expensive than machine-made paper? *The time needed to make handmade paper causes the price to go up.*

► How would you like to make all the paper that you use? *Answers will vary.*

💡 Are you a good steward of your paper resources? *Answers will vary.*

📖 We are to have dominion over God's creation. This means that we should care for the resources God has given us. We use them because they are God's blessing to us, but we should also use them wisely.

Discuss faithfulness in small stewardship tasks using Luke 16:1–13.

💡 How can you be a good steward of your paper resources? *possible answers: Use both sides of the paper. Do not use more paper towels than you need. Save construction paper scraps for art projects.*

Activity Manual

Study Skill—page 96



Ancient papermaking—Direct the student to create an illustrated flow chart showing the steps in ancient papermaking.



Papermaking—Research to discover ways paper is made today.



Recycling—Conduct a classroom paper-recycling project.

◆ Lesson 68 ◆**Objectives**

- Use a process to make paper
- Produce a sheet of paper

Vocabulary

There are no vocabulary words to introduce.

Materials

- jar
- water
- bath tissue
- 2 pieces of screen
- dishpan
- 2 towels
- 2 pieces of smooth cloth

Introduction

► As you have read, papermaking is a process of several steps that takes time as well as skill. This activity will challenge your ability to work together and follow instructions to produce a sheet of paper that can be used.

Teach for Understanding**Discussion**

page 165

- Read the page to find out what materials you must gather and what steps you are to follow.
- Follow the steps to complete the project.

Guide the student in handling the pulp and shaping the paper.

Assessment**Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

Discovering How**Making Paper**

Like the ancient Chinese, you can make paper too.

1. Gather the following materials: a jar, water, clean tissue, 2 pieces of screen, a dishpan, towels, and 2 pieces of smooth cloth.
2. Fill your jar 3/4 full with water. Tear the tissue into small pieces and drop it into the jar. Seal the jar tightly. Shake it until no pieces of tissue can be seen. This is your paper pulp.
3. Place one piece of screen in the dishpan. Pour the pulp onto the screen. Lift the screen and place it on a towel. Place the second screen on top of the first and cover it with a second towel. Firmly press to remove excess water from the pulp.
4. Remove the screens from the towels. Carefully lift off the top screen and peel the layer of damp paper from the bottom screen.
5. Place the damp paper between the pieces of cloth. Firmly press again.
6. Remove the paper and place on a flat surface to dry.



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Clean up—You may want to have a bucket and paper towels or rags on hand for clean up and possible spills.

Tissue—Bath tissue breaks up easiest and provides the best results. However, facial tissue, newsprint, or another porous paper may be used. Tissue from the Introduction in Lesson 29 could be used for this activity.

Alternative methods—A variety of recipes and methods for making paper are available. Follow the procedure that works best for your class.

- FOCUS**
- By what means did Buddhism enter China?
 - Why were boys valued more than girls?

Trade Routes

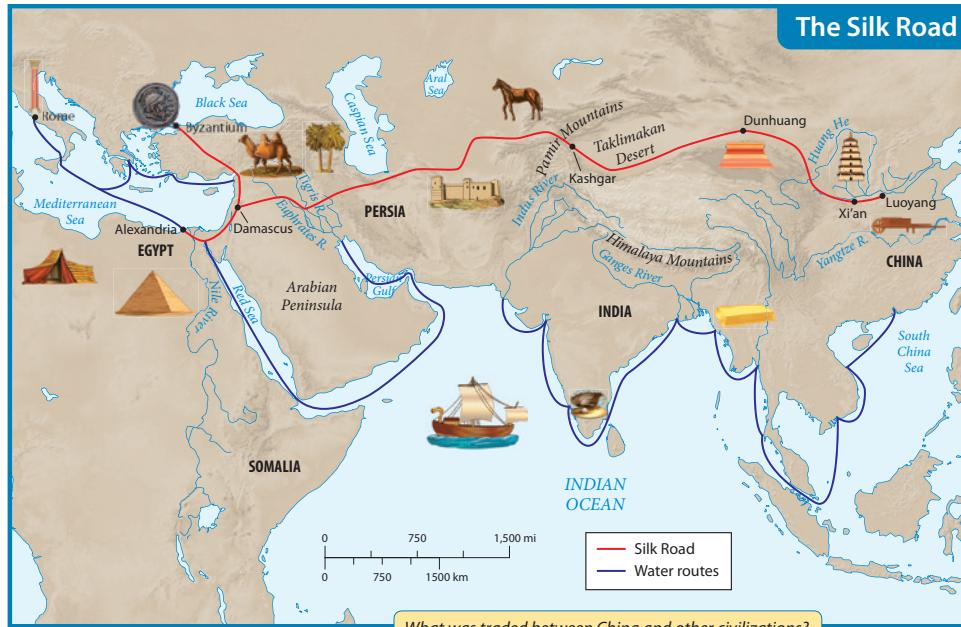
Emperor Wu Ti sent his general, Zhang Qian (JAHNG CHYEN), to explore regions to the west of China. Wu Ti wanted him to find allies to help defend China from its enemies, especially the ones from the north.

Zhang Qian was unable to find allies for China. But he brought back information from his travels. He had dis-

covered a breed of horse that would be useful in battle. These horses were larger and more powerful than the horses in China. Wu Ti encouraged trade with a foreign king to get these horses for China's cavalry.

Trade routes formed as the Chinese began trading with other regions. The main trade route was called the **Silk Road**. It stretched about 4,000 miles (6440 km) from China to lands in the west. The Silk Road was named after the most famous item that was carried on it for trade—silk.

Traveling on the Silk Road was difficult and dangerous. Merchants traveled together in groups for protection. They



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◆ Lesson 69 ◆

Objectives

- Identify the problems and benefits of the Silk Road
- Contrast Mahayana Buddhism with biblical truth
- State the meaning of *bodhisattva*
- Describe the social changes during the Han dynasty

Vocabulary

bodhisattva

Materials

- Han Dynasty Organizer from Lesson 66
- The Silk Road, M 6.6

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Imagine a world without phones, televisions, or computers. How would news travel? How would people communicate?
- How did people in times before such technology exist communicate with people in faraway places? *possible answers: letters, travel, messengers*
- In ancient times, as people traveled between cities, they carried items to trade and ideas to share.

Teach for Understanding

Discussion

page 166

Guide the student in completing the appropriate sections of the *Han Dynasty Organizer*.

- Why had there been little trade before the time of the Han dynasty? *Natural boundaries had cut China off from other countries.*
- Why did Wu Ti send his general to explore regions to the west of China? *to find allies to help defend China from its enemies*
- Was he successful? *no*
- What did he bring back from his travels? *information about the discovery of a special breed of horses*
- Why was this breed of horse desirable? *It was larger and more powerful than the horses in China at that time. It was useful for battle.*
- What was the main trade route called? *the Silk Road*
- How did the trade route get its name? *It was named for the most famous item that was carried on it for trade.*
- Why did merchants travel together in groups? *Traveling was difficult and dangerous, so merchants traveled together for protection from bandits.*
- Caption answer: *silk, gold, pearls, horses, and camels*
- Display *The Silk Road* map.
- According to *The Silk Road* map, what were the means of transportation that were used? *Transportation included horses, camels, and ships. Those who did not have transportation likely walked.*
- What land features did the traders have to overcome? *mountains, bodies of water, and a desert*

FOCUS

Answers

- by way of merchants and teachers from India on the Silk Road
- because sons carried on the family line and were responsible for the care of elderly parents



Venn diagram—Guide the student in creating a Venn diagram that compares and contrasts the use of the Internet today with the use of the Silk Road.

Discussion

page 167

- Why did traders use the Bactrian camel to transport goods? *The two-humped camel could endure the extreme heat of the desert and the freezing cold of the mountains.*
- What goods from China were highly valued by other countries? *silk and pottery*
- What goods did the Chinese get by trading with other countries? *horses, fruits, and cotton*
- Other than goods, what did the civilizations trade with each other? *ideas and inventions*
- 💡 Can you think of other things that may have been traded that may not have been good for the people? *Answers will vary but could include disease.*
- Where did Buddhism spread from? *India*
- By what means did Buddhism enter China? *by way of the merchants and the teachers from India on the Silk Road*
- What branch of Buddhism spread to China? *Mahayana Buddhism*
- What is a difference between Theravada Buddhists and Mahayana Buddhists? *Mahayana Buddhists believe that it is a duty to help others reach nirvana.*
- What is nirvana? *the state of peace or bliss and freedom from suffering and desires*
- What does a Mahayana Buddhist hope to become? *a bodhisattva*
- What is a bodhisattva? *a person who has reached enlightenment but delays nirvana to help others reach enlightenment*

Compare Mahayana Buddhism with biblical truth.

- 📍 What was the first Buddhist temple in China? *the White Horse Temple*



According to tradition, the White Horse Temple in Luoyang was the first Buddhist temple in China.

hired armed guards to protect them from bandits who stole goods and water. Traders used the Bactrian camel to transport goods. This two-humped camel endured the extreme heat of the desert and the freezing cold of the mountains.

Silk and fine pottery from China were highly valued by people in other lands. Chinese merchants traded with those people and brought home horses and new products, such as fruits and cotton. Other civilizations eventually exchanged ideas and inventions with China.

Buddhism Comes to China

The Silk Road and other trade routes brought products and ideas from other lands. This included religion. Merchants and teachers from India brought Buddhism to China in the second century AD.

As Buddhism spread from India to other countries, it developed into Theravada Buddhism and Mahayana Buddhism. **Mahayana Buddhism** was the branch that spread to China.

Unlike the Theravada Buddhists, Mahayana Buddhists believe it is a duty to help others reach nirvana, the state of peace or bliss. A Mahayana Buddhist hopes to become a bodhisattva (boh dih SUHT vu). A **bodhisattva** is a person who has reached enlightenment but delays nirvana to help others reach enlightenment.

MAHAYANA BUDDHISM

Mahayana Buddhism teaches that everything that people see is an illusion. The Bible teaches that God's creation is very good but cursed as a result of the Fall (Gen. 3:17–19). One day creation will be restored (Rom. 8:20–25).

Buddhism teaches that the ultimate goal for people is the state of nirvana, a state of freedom from suffering and desires. The Bible teaches that people will not be completely delivered from sin and suffering until they are reunited with Christ. The Christian looks forward to a glorified body and a new creation (1 Cor. 15; Rev. 21–22).

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Silk Road trading activity—Separate the students into groups. Allow each group to represent a different civilization from the map on Student Text page 166. Prepare a copy of one of the *Silk Road Recipes* (IA 6.5a–e) for each group. Cut apart the ingredient cards and recipes. Shuffle all the ingredient cards together and distribute them evenly among the groups. The object of the activity is for the students in each civilization to trade with the other civilizations to acquire all the ingredients listed for their recipe. Some recipe lists have common ingredients already marked showing that the civilization already has those ingredients.

Relate the process to modern supply and demand and its effect on availability and prices of traded goods.

Background

Bactrian camel—Bactrian camels typically live about forty-five to fifty years. They can be found in the rocky region of the Gobi Desert. The camel's two humps contain fat, not water, helping sustain the camel for three to four days and making it suitable for desert life. The camel can drink up to thirty-two gallons of water at one time. It is able to carry hundreds of pounds of goods for about thirty miles in a day. This camel was an important source of wool, milk, meat, and transportation in ancient China. Today Bactrian camels are on the critically endangered species list, as there are only about eight hundred wild camels left.

Society

During the Han dynasty there was a time of social change. Social classes became more rigid. Confucianism divided people into four social classes. The upper class was made up of the emperor, his court, and scholars who held governmental positions. The second class, which was the largest, was the peasants, and the third class was the artisans. Merchants made up the lowest class because they did not produce goods for society.

A person's class had nothing to do with wealth or power. The peasants were



Artifact from the Han Dynasty

poor yet made up the second-highest class. Merchants were often very wealthy but ranked as the lowest class. The lifestyles of the people, however, did vary according to their wealth.

The emperor and his court lived in a large palace. Many of the wealthy families lived on large estates. They filled their homes and their tombs with expensive and beautiful things. They hired laborers to farm their land and private armies to defend it.

Most people were poor and lived in the countryside. They wore plain clothes and lived a simple life. The peasants worked long days farming. In the winter they were forced to work on governmental building projects.

The Han believed that the family should be strong. Children were taught to respect their elders. Disobeying parents was a crime. Children also honored dead parents with offerings and ceremonies. Boys were valued more than girls because sons carried on the family line and were responsible for the care of elderly parents.

End of the Han Dynasty

By AD 220 the last of the Han rulers had been overthrown. For the next four hundred years, China suffered from internal wars and invasions. But it would unify and flourish once again during a period known as China's golden age.

The influence of ancient China has continued across the centuries. Chinese inventions, such as paper and the seismoscope, made life more convenient. The Chinese laid the foundation for many advances that would later follow. Today many of the things we enjoy come from the ancient Chinese and their culture.

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Discussion

page 168

Discuss some of the terms used to describe various classes of people in the United States, such as *blue collar*, *white collar*, and *working class*.

► Most civilizations are divided into classes of people. The classes in the United States are divided according to economic status. What economic levels are in America today? *upper, middle, and lower*

► What four social classes did Confucianism divide people into and who made up each class? *upper class—the emperor, his court, and scholars who held governmental positions; second class—peasants; third class—artisans; fourth class—merchants*

How are today's American social classes different from the Chinese social classes during the Han dynasty? *In ancient China a person's class had nothing to do with wealth or power. In America a person's job, wealth, or power determines his social class.*

► How did the wealthy during the Han dynasty spend their money? *They lived on large estates, filled their homes and tombs with beautiful and expensive things, and hired laborers and armies.*

► How did the poor people live? *They lived a simple life, wore plain clothes, farmed, and worked on governmental building projects.*

Make a Venn diagram or another chart to compare American and Chinese classes.

- What did the people of the Han dynasty believe about the family? *The family should be strong.*
- What were some of the things they did to have strong families? *Children were taught to respect their elders, and children honored their dead ancestors.*
- Why were girls not valued as highly as boys? *Girls did not carry on the family line and they were not responsible for the care of elderly parents.*
- When were the last of the Han rulers overthrown? *AD 220*
- What happened in China's history during the four hundred years following the end of Han rule? *China suffered from internal wars and invasions.*
- No matter what problems nations or individuals may have, the fundamental need of all people is salvation through Christ. [BAT: 1b Repentance and faith]

Activity Manual

Study Skill—page 96

Expansion—pages 97–98

These pages introduce the student to highlights of China's golden age.

Review—page 99

This *Study Guide* reviews information on the Han dynasty from Lessons 66–67 and 69.

◆ Lesson 70 ◆**Objective**

- Recall concepts and terms from Chapter 6

Introduction

Material for the Chapter 6 Test will be taken from Activity Manual pages 87, 91–92, 95, and 99. You may review any or all of the material during this lesson. The chapter organizers from Activity Manual pages 85, 88, 93, and 96 may help with review and study.

You may choose to review Chapter 6 by playing “Conquer China” or a game from the Game Bank (pp. G 1–2 ☰).

Activity **Conquer China**

Display the China map (G 3 ☰). Divide the class into two teams. Choose a color for each team. Display the map of China. For each correct answer to a review question, the team colors a section on the map. The team with the most sections colored has conquered China and wins.

Activity Manual**Chapter Review—page 100****◆ Lesson 71 ◆****Objective**

- Demonstrate knowledge of concepts from Chapter 6 by taking the test

Assessment**Tests—Chapter 6****Chapter 6 Summary**

Name _____

Define these terms

acupuncture	oracle bone
bodhisattva	philosopher
bureaucracy	proverb
currency	ting

Locate these places

China	Huang He
Gobi Desert	Pacific Ocean
Great Wall	Yangtze River
Himalaya Mountains	



This temple of Confucius is a pagoda.

Tell about these people

Chang Heng
Confucius
Lao Tzu
Qin Shi Huang Ti
Wu Ti

Be able to . . .

Write an essay contrasting Confucianism with biblical truth
Explain why the Huang He was called “China’s Sorrow”
Describe China’s natural boundaries
Tell why the Chinese called their land the Middle Kingdom
Contrast ancestor worship with biblical truth
Describe the Shang dynasty’s achievements in the arts
Identify why the Shang’s tombs are important
Explain how the Chou used the Mandate of Heaven to justify rebellion against the Shang
Explain what made the Chou dynasty China’s classical age
Describe the traditional Chinese family
Identify the importance of education during the Chou dynasty
Contrast Confucianism with Taoism
Describe the philosophy of Legalism
Describe the changes made during the Qin dynasty
Describe the purpose of the Great Wall
Explain how Qin Shi Huang Ti felt about philosophers and education
Describe the terra-cotta army and its purpose
Identify the lasting monument of the Qin dynasty
Describe the civil service system of the Han dynasty
Describe achievements of the Han dynasty in medicine, manufacturing, science, and literature
Identify the purpose of the seismoscope
Identify the importance of the invention of paper during the Han dynasty
Describe the benefits and problems of the Silk Road
Contrast Mahayana Buddhism with biblical truth

Teacher Notes