When you analyze language use, you note how specific word choices indicate the author's point of view and purpose. As you read the chapter, use concept clusters like this one to analyze the language used to describe the philosophies of Confucianism, Daoism, and Legalism.

Confucianism, Daoism, or Legalism

Example

Example

Reading Strategy

Carefully consider the words you encounter in a text, and think about which words are the most important or common. The words you use to describe the author's point of view and purpose can help you understand the author's message.

Social Studies Skills Lessons
- Reading: Analyze Language Use
- Writing: Write an Argument

Chapter 7 Inquiry:
Write a Creation Myth

For Chapter 7 Spanish resources, visit the Teacher Resource Menu page on myNGconnect.
CHAPTER XX  
CHAPTER PLANNER

RIVER DYNASTIES

1. Reading and Note-Taking
2. Vocabulary Practice
3. Section 1 Quiz  
Available on myNGconnect

LESSON 1.1 THE GEOGRAPHY OF ANCIENT CHINA
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Fishbowl

LESSON 1.2 SHANG AND ZHOU DYNASTIES
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Stage a Quiz Show

LESSON 1.3 CHINESE PHILOSOPHIES
- Biography: Confucius  
Available on myNGconnect
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Code of Conduct Roundtable

DOCUMENT-BASED QUESTION

LESSON 1.4 CONTRASTING BELIEF SYSTEMS
- NG Learning Framework: Learn About Different Chinese Philosophies
- On Your Feet: Use a Jigsaw Strategy

CHINA’S EMPIRES

LESSON 2.1 SHI HUANGDI
- NG Learning Framework: Learn About Shi Huangdi
- On Your Feet: Hold a Panel Discussion

LESSON 2.2 THE GREAT WALL
- NG Learning Framework: Learn About the Great Wall
- On Your Feet: Build a Wall
- NG Learning Framework: Compare Soliders’ Gear

MOMENTS IN HISTORY

LESSON 2.3 TERRA COTTA WARRIORS
- NG Learning Framework: Learn About Shi Huangdi’s Army
- On Your Feet: I See, I Read, And So

LESSON 2.4 THE HAN DYNASTY
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Stage a Quiz Show

LESSON 2.5 THE LEGACY OF ANCIENT CHINA
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Inventions and Ideas

EAST MEETS WEST

LESSON 3.1 THE SILK ROADS
- NG Learning Framework: Learn About the Silk Roads
- On Your Feet: Team Word Webbing

LESSON 3.2 TRADE ON THE SILK ROADS
- Active History: Interactive Whiteboard Activity
- Barter on the Silk Roads
- Active History
- Barter on the Silk Roads

HISTORY THROUGH OBJECTS

LESSON 3.3 GOODS FROM THE SILK ROADS
- Critical Viewing: NG Chapter Gallery
- On Your Feet: Set Up a Market

LESSON 3.4 EXCAVATING ALONG THE SILK ROADS
- NG Learning Framework: Learn About Fredrik Hiebert
- On Your Feet: Tell Me More

CHAPTER 7 REVIEW
STRATEGY 1

Make Predictions About Content

Before students read the lessons listed below, have them examine the headings and visuals in each one and write their predictions on what the lesson will be about. After students read the lessons, have them check to see whether their predictions were accurate.

Use with Lessons 1.3, 2.5, and 3.4  You might want to pair students whose predictions were inaccurate with students who correctly predicted the content of the lessons and have them compare the conclusions they drew from viewing the subheadings and visuals in each one.

STRATEGY 2

Use a Word Sort

Display these words and tell students to sort them into groupings and label each group by category. Then have students write a sentence that explains how each group of words is connected.

Shi Huangdi  Confucianism
caravan  filial piety
Han  barter
cultural diffusion  Great Wall
Qin

Use with Lessons 1.3, 2.1, 2.4, 3.1, and 3.2

STRATEGY 3

Complete a Key Facts T-Chart

Have students create a T-Chart on the early Chinese dynasties. In one column of the T-Chart, students should list the Shang, Zhou, Qin, and Han dynasties. In the other column, students should jot down key facts about each dynasty as they read the lesson. Have students compare completed charts.

Use with Lessons 1.2 and 2.1–2.4  You might have students use this strategy in other lessons in the chapter.

Press in the Student eEdition for modified text.

INCLUSION

STRATEGY 1

Describe Lesson Visuals

Pair visually challenged students with students who are not visually challenged. Ask the latter to help their partners “see” the visuals in the chapter by describing the images and answering any questions the visually impaired student might have.

Use with All Lessons  For example, for the dynastic cycle diagram in Lesson 1.2, students might describe the dragon around the diagram: its expression, teeth, claws, long, curving tail. Students might also read aloud the captions on the diagram in order.

STRATEGY 2

Expand Main Idea Statements

After reading, direct students to copy each of the following Main Idea statements and write a paragraph that expands on the statement. Use these starters as examples if needed:

1.1 China’s deserts, mountains, and rivers helped shape its civilization. The deserts include ________.

1.2 The Shang and Zhou dynasties developed many cultural behaviors and beliefs that have become part of Chinese civilization. For example, ________.

1.3 Chinese philosophies developed important ideas on how society should be organized. One of these philosophies is called ________.

Use with Lessons 1.1–1.3

ENGLISH LANGUAGE LEARNERS

STRATEGY 1

Use Paired Reading

Pairs of students read a passage from the text aloud. Then:

1. Partner 1 reads another passage; Partner 2 retells the passage in his or her own words.

2. Partner 2 reads a different passage; Partner 1 retells it.

3. Pairs repeat the whole exercise, switching roles.

Use with All Lessons  For Lesson 1.1, have Partner 1 read the text under the subhead “Natural Barriers” while Partner 2 points to the appropriate landforms on the map. Partners switch roles for the subhead “Major Rivers.”

STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS:

SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations; SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties; SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi; SS.6.W.4.8 Describe the contributions of classical and post classical China; SS.6.W.4.9 Identify key figures from classical and post classical China; SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

LANGUAGE ARTS FLORIDA STANDARDS:

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CHAPTER 7  STRATEGIES FOR DIFFERENTIATION

STRATEGY 2
Brainstorm Vocabulary from Visuals
Before reading, have students examine all the visuals in Lesson 2 and write down words that come to mind while studying the visuals. Ask students to identify words and to write each on a piece of paper. Create a display of words for students to refer to as the lesson is read and discussed.

Use with Lessons 2.1–2.5

STRATEGY 3
Find Someone Who Knows
Give students copies of the questions below and have them find five different classmates to answer them.

1. Between what two rivers did China’s civilization develop? (Huang He and Chang Jiang)
2. What was China’s first dynasty? (Shang)
3. Whose teachings have influenced China for centuries? (Confucius)
4. Who was China’s first emperor? (Shi Huangdi)
5. What is the name of the trade routes that connected China and other countries? (Silk Roads)

Use with Lessons 1.1–1.3, 2.1, and 3.1

GIFTED & TALENTED

STRATEGY 1
Create a Thesis Presentation
Have students develop a thesis statement for a specific topic related to one of the lessons. Be sure the statement makes a claim that is supportable with evidence either from the lesson or through further research. Then have pairs compare their statements and determine which makes the strongest or most supportable claims.

Use with All Lessons

STRATEGY 2
Explain the Significance
Allow students to choose one term below to investigate and design a presentation that explains the significance of the term to the history of China.

- Mandate of Heaven
- Confucianism
- Legalism
- Silk Roads
- Great Wall
- Han
- Han
- Silk Roads

Use with Lessons 1.2, 1.3, 2.1, 2.2, 2.4, and 3.1

PRE-AP

STRATEGY 1
Form a Thesis
Have students develop a thesis statement for a specific topic related to one of the lessons. Be sure the statement makes a claim that is supportable with evidence either from the lesson or through further research. Then have pairs compare their statements and determine which makes the strongest or most supportable claims.

Use with All Lessons

STRATEGY 2
Interview a Historical Figure
Allow students to work in teams of two to plan, write, and perform a simulated television interview with Shi Huangdi or Confucius. Tell students that the purpose of the interview is to focus on the achievements, actions, and goals of the historical figure.

Use with Lessons 1.3 and 2.1 Invite students to do research to learn more about the historical figure they have chosen. Encourage them to elicit in-depth answers by asking the historical figures why and how they did the things they did.
INTRODUCE AND BUILD BACKGROUND

Have students study the photograph of the lion’s dance in Beijing. Explain that in Chinese culture, the lion represents power, strength, and stability. The lion’s dance, with its firecrackers and banging drums, is believed to chase away evil spirits. Tell students that, in this chapter, they will learn about the culture and civilization of ancient China. Then have students examine the faces of the lions in the photo.

ASK: What details in the lions’ faces convey power and strength? (Possible response: large, fierce eyes; teeth and fangs; menacing expression)

The lion’s dance starts at a temple and proceeds through the streets of the town or city. Performers of the dance often stop at a shop or home during the procession. These visits are thought to bring good luck in the year to come for the owners. The owners will enjoy even greater luck if they are allowed to stick their heads in the lions’ mouths. The dance ends at another temple.

TEACHER BACKGROUND

STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS):

SS.6.W.1.1 Use timelines to identify chronological order of historical events; SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations; SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS):

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies; LAFS.68.RH.2.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

DIGITAL RESOURCES  myNGconnect.com

TEACHER RESOURCES & ASSESSMENT

Social Studies Skills Lessons

• Reading: Analyze Language Use
• Writing: Write an Argument

Formal Assessment

• Chapter 7 Tests A (on-level) & B (below-level)

ExamView®

One-time Download

Chapter 7
Answer Key

STUDENT BACKPACK

• eEdition (English)
• eEdition (Spanish)
• Handbooks
• Online Atlas
• Multilingual Glossary
CHAPTER 7  ANCIENT CHINA

INTRODUCE THE ESSENTIAL QUESTION

HOW DID CHINA ESTABLISH WHAT WOULD BECOME ONE OF THE WORLD’S OLDEST CONTINUOUS CIVILIZATIONS?

Roundtable Activity: Leaders, Beliefs, Encounters  Seat students around tables in groups of four. Ask groups to discuss what they have learned about other ancient civilizations, such as those of Mesopotamia, Egypt, and India. Encourage them to consider the factors that helped these civilizations thrive. If students need help coming up with ideas, have them consider the questions below. After students have finished the activity, tell them that, in this chapter, they will learn about the factors that helped China establish and develop a thriving civilization.

1. What role did strong leaders play in the ancient civilizations you have learned about?
2. What beliefs unified the people of these civilizations?
3. How did the civilizations benefit from trade and other encounters with different cultures? 0:15 minutes

INTRODUCE CHAPTER VOCABULARY

KNOWLEDGE RATING

Have students complete a Knowledge-Rating Chart for Key Vocabulary words. Have students list words and fill out the chart. Then have pairs share the definitions they know. Work together as a class to complete the chart.

<table>
<thead>
<tr>
<th>KEY VOCAB</th>
<th>KNOW IT</th>
<th>NOT SURE</th>
<th>DON’T KNOW</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>barter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bureaucracy</td>
<td></td>
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<tr>
<td>caravan</td>
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<td></td>
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<td></td>
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<tr>
<td>cultural diffusion</td>
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<td></td>
</tr>
</tbody>
</table>

KEY DATES

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 1600 B.C.</td>
<td>Shang dynasty, China’s first, develops</td>
</tr>
<tr>
<td>c. 1045 B.C.</td>
<td>Zhou dynasty overthrows Shang</td>
</tr>
<tr>
<td>551 B.C.</td>
<td>Birth of Confucius</td>
</tr>
<tr>
<td>221 B.C.</td>
<td>Shi Huangdi becomes first emperor</td>
</tr>
<tr>
<td>202 B.C.</td>
<td>Han dynasty begins</td>
</tr>
<tr>
<td>100 B.C.</td>
<td>Silk Roads are well established</td>
</tr>
<tr>
<td>A.D. 105</td>
<td>Paper invented by the Chinese</td>
</tr>
<tr>
<td>A.D. 220</td>
<td>Han dynasty ends</td>
</tr>
</tbody>
</table>

INTRODUCE THE READING STRATEGY

ANALYZE LANGUAGE USE

Tell students that analyzing language use can help them understand an author’s meaning, tone, and purpose. Model completing the Concept Cluster by reading the second and third paragraphs under “A Ruthless Ruler” in Lesson 2.1 and writing “punishing anyone who disagreed with him” in the central oval. Then have students discuss the meaning, tone, and purpose of this phrase.

For more articles about China, see EXPLORE CHINESE CIVILIZATION.
Sea, and East China Sea on China's east coast separated the region from its nearest neighbors, Japan and Korea.

**MAJOR RIVERS**

Like the ancient civilizations of Mesopotamia, Egypt, and India, China's civilization arose along fertile river valleys. It developed on the land between China's two great rivers: the Huang He (hwahng huh) and the Chang Jiang (chahng jyahng).

The 3,395-mile-long Huang He lies in northern China. It is also called the Yellow River because of its high concentration of yellow silt, or fine, fertile soil. The river deposits this silt along its floodplains, creating good farmland. However, the Huang He is unpredictable. Its course, or the direction in which a river flows, has changed many times. Throughout China's history, heavy rains have also caused the river to flood—with deadly results.

At about 4,000 miles long, the Chang Jiang, or Yangtze, in central China is the third longest river in the world. Like the Huang He, the Chang Jiang carries fertile yellow silt. Unlike the Huang He, the Chang Jiang maintains a relatively predictable course. For thousands of years, the river helped unify China by serving as a useful transportation and trade network within its borders.

The area between the two rivers, called the North China Plain, is the birthplace of Chinese civilization. In Chapter 2, you read about the Yangshao culture, which developed along the Huang He. Another important culture in the area was the Longshan, which developed around 3200 B.C. Other advanced Chinese cultures arose in other river valleys. These cultures include the Liangzhu (liang joo) and the Hongshan. Archaeologists have uncovered beautifully carved jade objects from these cultures in other parts of China. All of these ancient cultures contributed to the development of China's unique civilization and to the rise of its earliest rulers: the Shang and the Zhou.

China's deserts, mountains, and rivers helped shape its civilization.

**NATURAL BARRIERS**

In the beginning of its growth, natural barriers somewhat isolated, or cut off, China's civilization from much of the rest of the world. As a result, ancient China developed differently from other early civilizations, with relatively little outside cultural influence. This early isolation helped unify Chinese culture and allowed China to establish a firm foundation for its civilization.

Some of China's natural barriers included vast deserts. The Gobi to the north and the Taklamakan (kah klah makh) to the west discouraged invaders and peaceful immigrants alike. The Himalaya, Tian Shan, and Pamir mountain ranges formed a significant obstacle in the west. The waters of the Pacific Ocean, Yellow Sea, and East China Sea on China's east coast separated the region from its nearest neighbors, Japan and Korea.

China's deserts, mountains, and rivers helped shape its civilization.

**MAIN IDEA**

China's natural barriers helped shape its civilization.

**BACKGROUND FOR THE TEACHER**

Gobi means “place without water.” The extreme dryness and strong winds that sometimes blow through the desert result in blinding dust storms. At most, only about seven inches of rain fall in the Gobi every year. Some parts receive no rain at all. Temperatures in the desert can reach 113°F in the summer and -40°F in the winter. The temperatures in the Gobi can rise and fall by as much as 60 degrees within the same day.

Parts of the Gobi have been turned into nature reserves and national parks. One of the parks in the southern part of the desert is one of the richest sources for dinosaur fossils in the world. The Gobi’s harsh climate and remote location have helped protect and preserve the fossils for millions of centuries.

**STANDARDS**

*SS.6.G.1.6* Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations; *SS.6.G.1.7* Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today; *SS.6.G.2.1* Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world; *SS.6.G.2.3* Analyze the relationship of physical geography to the development of ancient river valley civilizations; *SS.6.G.2.4* Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies; *SS.6.G.2.5* Interpret how geographic boundaries invite or limit interaction with other regions and cultures; *SS.6.G.3.1* Explain how the physical landscape has affected the development of agriculture and industry in the ancient world; *SS.6.G.6.2* Compare maps of the world in ancient times with current political maps.

**OBJECTIVE**

Analyze how China's deserts, mountains, and rivers helped shape its civilization.

**ESSENTIAL QUESTION**

How did China establish what would become one of the world's oldest continuous civilizations?

Natural barriers somewhat isolated China's early civilization from much of the rest of the world. Lesson 1.1 discusses the deserts, mountains, and bodies of water that helped unify Chinese culture and allowed China to establish a firm foundation for its civilization.

**DIGITAL RESOURCES** myNGconnect.com

**TEACHER RESOURCES & ASSESSMENT**

Reading and Note-Taking  Vocabulary Practice  Section 1 Quiz

**STUDENT RESOURCES**

NG Chapter Gallery
DEMONSTRATE LANDFORMS

Use a sheet of unlined paper to help students differentiate among the landforms discussed in the lesson. Tell students that a plain is flat like a sheet of paper. Then fold the paper lengthwise and open it as a V. Explain that the sides of the paper are mountains, and the river valley is at the bottom.

GUIDED DISCUSSION

1. Compare and Contrast How are the Huang He and Chang Jiang similar? How do they differ? (Both are long and carry fertile yellow silt. However, while the Chang Jiang maintains a relatively predictable course, the course of the Huang He has changed many times.)

2. Make Inferences Why do you think Chinese civilization developed on the North China Plain? (The plain lies between the fertile river valleys of the Huang He and Chang Jiang and would have been excellent for growing crops.)

INTERPRET MAPS

Have students study the map of ancient China. Point out the North China Plain and the two major rivers that flow through it. Have students trace the Huang He on the map. ASK: What is the name of the river’s tributary that flows through the North China Plain? (Wei He) Then point out the general area where the Liangzhu and Hongshan cultures developed. ASK: What is unusual about the area where the Hongshan culture developed? (The Hongshan culture didn’t develop around a major river. Instead, it developed in a desert area.)

ACTIVE OPTIONS

Critical Viewing: NG Chapter Gallery Invite students to explore the Chapter Gallery to examine the images that relate to Chapter 7. Have them select one of the images and do additional research to learn more about it. Ask questions that will inspire additional inquiry about the chosen gallery image, such as: What is this? Where and when was this created? By whom? Why was it created? What is it made of? Why does it belong in this chapter? What else would you like to know about it?

On Your Feet: Fishbowl Have half the class sit in a close circle, facing inward. Have the other half of the class sit in a larger circle around them. Instruct students in the inside circle to discuss what they know about the Huang He while the outside circle listens. The discussion should include details about the river’s location, size, and importance. Then call on volunteers in the outside circle to summarize what they heard. Have students switch places and ask those now on the inside circle to discuss what they know about the Chang Jiang. The outside circle should listen and then summarize what they heard.

STRAVING READERS

Take Notes Have students take notes on China’s landforms as they read the lesson, using a Concept Cluster like the one shown below. Tell them to add more clusters as needed. Allow students to compare their completed clusters in small groups and make any necessary corrections. Then call on volunteers to use their diagrams to summarize what they know about the landforms.

ENGLISH LANGUAGE LEARNERS

Use Geographic Terms Write the following words on the board: mountain, desert, plain, river, ocean. Say each word and have students repeat it after you. Then have students work in pairs and copy the words on individual sticky notes. Next, ask students to place the sticky notes on appropriate places on the map of ancient China. Monitor students as they work and clarify understanding as needed. Finally, invite volunteers to use the words in sentences.

Press in the Student eEdition for modified text.

See the Chapter Planner for more strategies for differentiation.

ANSWERS

1. The deserts, mountain ranges, and water were natural barriers that isolated China physically from other civilizations. As a result, early China developed with relatively little cultural influence from other civilizations.

2. The borders of the Shang and Zhou dynasties fall within the borders of present-day China. They only make up a small portion of the country in the present day.

3. The advantages include protection from invaders and the development of a homogeneous culture. The disadvantages include insulation and the inability to benefit from the ideas of other early cultures.
1.2

Shang and Zhou Dynasties

According to Chinese tradition, a ruler named Yu learned to control the floodwaters of the Huang He and established China’s first dynasty, the Xia (shee-AH). But no archaeological evidence of this dynasty has ever been found. The first dynasty for which evidence does exist is the Shang.

MAIN IDEA

The Shang and Zhou dynasties developed many cultural behaviors and beliefs that have become part of Chinese civilization.

CHINA’S FIRST DYNASTY

The Shang dynasty emerged along the banks of the Huang He around 1600 B.C. A dynasty is a line of rulers from the same family. The Shang developed many cultural behaviors and beliefs that rulers would continue throughout much of Chinese civilization. They established an ordered society with the king at the top, warlords coming next, and farmers at the bottom. The farmers helped advance agriculture in China and grew crops such as millet, wheat, and rice. The Shang also developed a system of writing using about 3,000 characters. These characters became the basis for modern Chinese writing. They first appeared on oracle bones, which are animal bones used to consult the many gods the Shang people worshipped. Priests carved a question on a bone and then heated it. They believed that the pattern of cracks that resulted revealed the gods’ answer.

In addition to their gods, the Shang people worshipped the spirits of their dead ancestors. The Shang believed these spirits influenced everything from the king’s health to farmers’ harvests. To keep the spirits happy, priests conducted special ceremonies, often using beautifully decorated bronze vessels. Shang craftsmen were among the most skilled metalworkers at that time. They also built elaborate tombs for the dead.

THE DYNASTIC CYCLE

In time, the Shang dynasty began to weaken. Around 1045 B.C., the Zhou (jho) overthrew the Shang and became China’s longest ruling dynasty, lasting about 800 years. The rise of the Zhou also marked the beginning of China’s classical period, a time of great social and cultural advances that lasted for about 2,000 years. The Zhou adopted many of the Shang’s cultural practices, including ancestor worship and the use of oracle bones. However, the Zhou also developed a concept, known as the Mandate of Heaven, to be a guiding force for rulers. They believed that a king could rule only as long as the gods believed he was worthy. The mandate led to a pattern in the rise and fall of dynasties in China called the dynastic cycle.

During the first 200 years or so of their rule, the Zhou established a strong central government. However, during the last 500 years of the dynasty, the Zhou divided their lands among local lords. Eventually the ruling lords grew too powerful and independent. They fought among themselves and disobeyed the Zhou kings. By 475 B.C., China had descended into a time of constant war called the Warring States period. In 256 B.C., the last Zhou king was finally overthrown.

BACKGROUND FOR THE TEACHER

Oracle bones were not discovered until 1899. In that year, a Chinese scholar noticed that some of the bones and shells in a shop were engraved with an ancient script. The items were being sold as “dragon bones.” They were meant to be ground into powder and used as a folk remedy.

The shoulder blades of ox and turtle shells were most often used as oracle bones during the Shang dynasty. A priest cut an oracle bone into a particular size and shape. After carving a question, he applied heat to a carved-out hollow in the bone. During a ceremony, the priest read the resulting crack to answer the question.

1.2 Reading Check

What were some of the religious beliefs and practices of the Shang people?

1. Integrate Visuals Based on the diagram and what you’ve read in the lesson, what do you think happened after the Zhou dynasty fell?

2. Compare and Contrast How does the development of ancient China under the Shang dynasty compare with that of ancient Egypt?

ESSENTIAL QUESTION

How did China establish what would become one of the world’s oldest continuous civilizations?

The Shang and Zhou dynasties ruled in China for over 1,300 years. Lesson 1.2 discusses the social, cultural, and religious behaviors and beliefs established during this time that have become part of Chinese civilization.

OBJECTIVE

Identify the cultural behaviors and beliefs developed during the Shang and Zhou dynasties that have become part of Chinese civilization.
CHAPTER 7  ANcient China

INTRODUCE & ENGAGE

CREATE A TIME LINE
Help students read and understand a time line that contains b.c. dates. Draw a time line on the board like the one below. Explain that the numbers in b.c. dates get smaller as they approach 1 B.C. Point out that after that, the numbers would be labeled A.D. and would get larger. Invite volunteers to divide the time line into appropriate increments. Then, as students read the lesson, invite them to add entries pertinent to the Shang and Zhou dynasties to the time line. 5-15 minutes

1 b.c. 2000 B.C.

GUIDED DISCUSSION

1. Identify Main Ideas and Details  How was society ordered during the Shang dynasty? (The king was at the top of society, with warlords next, and farmers at the bottom.)

2. Sequence Events  What happened during the last 500 years of the Zhou dynasty when the kings divided their land among local lords? (The lords became powerful and independent. They fought among themselves and disobeyed the Zhou kings. In time, China descended into a time of constant war.)

PRE-AP

Write an E-Zine Article  Have students research to learn more about the Zhou dynasty. Invite them to write and illustrate an e-zine article about the cultural advances made during the first 200 years of their rule. Students should also describe what happened during the last 500 years of the dynasty. Encourage students to share their articles with the rest of the class.

See the Chapter Planner for more strategies for differentiation.

DIFFERENTIATE

STRAvING READERS

Complete a Key Facts T-Chart  Have students create a T-Chart on the Shang and Zhou dynasties. Students should label the first column of the T-Chart “Shang” and the second column “Zhou.” Tell students to jot down key facts about each dynasty as they read the lesson. Have students compare completed charts.

Strang Zhou

INTERPRET DIAGRAMS
Have students study the Dynastic Cycle diagram. Read and discuss each step in the cycle. ASK: According to the cycle, what occurrences indicate that a dynasty has lost the approval of the gods? (Disasters occur.) What shows that a new dynasty has the gods’ approval? (Order is restored.) 3-5 minutes

ACTIVE OPTIONS

Critical Viewing: NG Chapter Gallery  Invite students to explore the Chapter 7 Gallery and create a Favorites List by choosing the images they find most interesting. If possible, have students copy the images into a document to form an actual list. Then encourage them to select the image they like best and do further research on it. 3-5 minutes

On Your Feet: Stage a Quiz Show  Have each student write one question about the Shang and Zhou dynasties and collect the questions. Then have groups of five students take turns coming to the front of the class to take part in a quiz. Pose a few of the questions to each group. Students should confer about the answer and then signal their readiness to respond by raising their hands. 3-5 minutes

ANSWERS
1. Religious beliefs and practices include the use of oracle bones, ancestor worship, and conducting special ceremonies to keep the spirits happy.
2. In time, a new dynasty arose that took charge and re-established order.
3. Both civilizations were ruled by family dynasties; both had established social hierarchies; and both developed systems of writing.
Confucius died believing he had failed to restore order to society. Yet after his death, his students collected his teachings in a book called the Analects, and Confucian ideas spread. In time Confucius’ teachings became required reading for all government officials. Today Confucianism influences millions of people. The philosophy has been a unifying force in Chinese culture and civilization.

**DAOISM AND LEGALISM**

Another man called Laozi (low-dzuh) is believed to have lived around the same time as Confucius. He founded a belief system called Daoism, which emphasizes living in harmony with nature and the Dao. Dao means “the Way” and is believed to be the driving force behind everything that exists. Daoists seek order and balance in their lives by merging, or blending, with nature “like drops of water in a stream.”

In contrast with both Confucianism and Daoism, Legalism emphasizes order through strong government and strictly enforced laws. Legalism developed after 400 B.C. This philosophy does not have a founder, but Han Feizi (fay-zee) set down its ideas around 260 B.C. He maintained that people were naturally bad and needed to be controlled through the threat of harsh punishment. As you will see, a Chinese dynasty would arise that would govern according to this philosophy.

Confucius believed that people today still respect and try to follow his teachings.
CHAPTER 7 ANCIENT CHINA

INTRODUCE & ENGAGE

ANALYZE MORAL CODES
Write this saying of Confucius on the board: “What you do not wish for yourself, do not do to others.” Ask students what they think the saying means and if they know of similar sayings from other sources. Explain that this saying is similar to the Golden Rule—“Do unto others as you would have them do unto you”—a guideline for human behavior from Christian scripture. Discuss as a class how students think Confucius’ saying applies to their own lives. Then ask students to brainstorm as many sources for rules for good behavior as they can. (parents or family, teachers, government, religion, philosophy, community organizations) Write students’ responses on the board. Explain that they will learn about an ethical system in China that provided many rules for good behavior.

TEACH

GUIDED DISCUSSION
1. Make Generalizations How did the society in which Confucius lived influence his teachings? (Society during the Zhou dynasty was already experiencing unrest. Confucius wanted to use his teachings to restore harmony.)
2. Draw Conclusions What was the guiding principle behind all three Chinese philosophies? (They all sought to bring order to society.)

MORE INFORMATION
Yin and Yang The forces of yin and yang not only influence Chinese philosophy. The duality of yin and yang also guides traditional Chinese medicine. The upper body is considered part of yang because it is closer to heaven. The lower body is considered part of yin because it is closer to Earth. Internal organs are also divided into yin and yang aspects. Doctors who practice traditional Chinese medicine try to keep their patients’ yin and yang in balance. Yin and yang imbalance within the body is believed to result in disease.

ACTIVE OPTIONS
Critical Viewing: NG Chapter Gallery Have students explore the Chapter 7 Gallery and choose two items that illustrate religion or belief systems in China. Have students compare and contrast the images, either in written form or verbally with a partner. Ask questions that will inspire this process, such as: How are these images alike? How are they different? Why did you select these two items? How do they relate in history?

On Your Feet: Code of Conduct Roundtable Divide the class into groups of four. Have the groups move desks together to form a table where they can all sit. Hand each group a sheet of paper with the title Code of Conduct. Tell students that they will create a list of rules for their classroom that will provide guidelines for good behavior. Then have the first student in each group write a rule, read it aloud, and pass the paper clockwise to the next student. Each student in each group should write two rules. When the groups have finished writing their codes, invite each group to share their rules. After all groups have shared, have the class vote on the five rules they like best. Post these rules on a bulletin board.

DIFFERENTIATE

ENGLISH LANGUAGE LEARNERS
Find Someone Who Knows Give students copies of the questions below and have them find five different classmates to answer them.

1. Whose teachings have influenced China for centuries? (Confucius)
2. What does Dao mean? (the way)
3. Which Chinese philosophy emphasizes order through strong government and strict laws? (Legalism)
4. Who is the founder of Daoism? (Laozi)
5. What book contains the teachings of Confucius? (the Analects)

STRIVING READERS
Monitor Comprehension Have students work in pairs to read the lesson, pausing after each paragraph to ask and answer questions about words or passages they did not understand.

Press in the Student eEdition for modified text. See the Chapter Planner for more strategies for differentiation.

REVIEW & ASSESS

ANSWERS
1. Confucianism provides ideas on promoting proper conduct through respect. The belief system also promotes filial piety.
2. The phrase helps convey the idea of achieving harmony with nature.
3. Legalism takes the attitude that people are naturally bad, while Confucianism and Daoism take the attitude that people are generally good.
DOCUMENT-BASED QUESTION

Contrasting Belief Systems

You’ve seen that the suffering caused by weak government and conflict in China led many to think about the best ways to ensure an orderly and peaceful society. As a result, China produced some of the world’s greatest thinkers, including Laozi, Confucius, and Han Feizi. These thinkers’ ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior

DOCUMENT ONE

from Analects of Confucius, translated by Simon Leys
The Analects, a collection of Confucius’ ideas, sayings, and stories, was probably recorded by many people over many years. In this passage from the Analects, a lord asks Confucius (often referred to as “the Master”) how to govern his people.
CONSTRUCTED RESPONSE: What details in the passage support the idea that Confucius believed rulers had to set a good example for their people?

DOCUMENT TWO

from Dao de Jing, translated by Stephen Mitchell
The Dao de jing is a key text of Daoism. In general, it stresses inaction over action and silence over words. This passage explains the power of the Dao.
CONSTRUCTED RESPONSE: According to the passage, how can powerful people live peaceful, happy lives?

DOCUMENT THREE

from Han Feizi: Basic Writings, translated by Burton Watson
Han Feizi lived from 280 to 233 B.C.E. He did not believe Confucianism was the answer to the chaos brought about in China during the Warring States period. In this passage from a collection of his writings, Han Feizi describes the role of rulers.
CONSTRUCTED RESPONSE: What does the passage suggest about the kind of ruler and government Legislation supported?

SYNTHESIZE & WRITE

1. REVIEW: Review what you have learned about Confucianism, Daoism, and Legalism.
2. RECALL: On your own paper, write down the main idea expressed in each document.
3. CONSTRUCT: Write a topic sentence that answers this question: What ideas about leadership do each of the ancient Chinese philosophies convey?
4. WRITE: Using evidence from the documents, write a paragraph to support your answer from Step 3.

BACKGROUND FOR THE TEACHER

Many legends have been told about Laozi. One of the most famous tells the story of a meeting—which likely never took place—between Laozi and Confucius. According to the tale, Laozi chastised the other philosopher for his pride and ambition. Confucius is said to have been so impressed with Laozi’s insight that he likened him to a dragon riding on the wind and clouds. This was high praise since, in Chinese culture, the dragon symbolizes power, strength, and good luck.

STANDARDS

NGSSS: SS.6.WHST.1.2 Identify key figures from classical and post classical China.
LAFS: LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources;
LAFS.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions;
LAFS.68.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;
LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
LAFS.68.WHST.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed;
LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

OBJECTIVE

Synthesize the different ideas presented by three Chinese philosophies.

ESSENTIAL QUESTION

How did China establish what would become one of the world’s oldest continuous civilizations?

Confucianism, Daoism, and Legalism have guided the people and rulers of China for centuries. Lesson 1.4 provides primary source excerpts, conveying core ideas of each philosophy.
INTRODUCE & ENGAGE

PREPARE FOR THE DOCUMENT-BASED QUESTION
Before students start on the activity, briefly preview the three documents. Remind students that a constructed response requires full explanations in complete sentences. Emphasize that students should use what they have learned about ancient Chinese philosophies in addition to the information in the documents. 0:05 minutes

TEACH

GUIDED DISCUSSION
1. Form and Support Opinions  Do you support Confucius’ ideas about how to make people respectful, loyal, and zealous? (Responses will vary. Possible responses: Yes, I believe that treating people with respect, setting a good example, and adapting to the needs of individuals will make people respectful, loyal, and zealous; No, I think that some people would take advantage of this kind of leadership and would require more forceful treatment.)

2. Draw Conclusions  What does the writer of the Dao de Jing suggest about powerful men and women? (The writer suggests that powerful men and women do not live simple, harmonious lives and are not free of desire.)

3. Make Inferences  What emotions would a ruler who lived by the philosophy supported by Han Feizi probably inspire in his people? (Responses will vary. Possible responses: fear, hatred, distrust)

EVALUATE
After students have completed the “Synthesize & Write” activity, allow time for them to exchange paragraphs and read and comment on the work of their peers. Guidelines for comments should be established prior to this activity so that feedback is constructive and encouraging in nature. 0:15 minutes

ACTIVE OPTIONS
NG Learning Framework: Learn About Different Chinese Philosophies

SKILLS: Observation; Collaboration

KNOWLEDGE: Our Human Story

Have students revisit Lessons 1.3 and 1.4 and review the information about Confucianism, Daoism, and Legalism. Then ask students to work in pairs to create a list of what they consider the best aspects of each philosophy. Once they have completed their list of observations, each pair should exchange lists with another pair and discuss the new list. 0:10 minutes

On Your Feet: Use a Jigsaw Strategy  Organize students into three “expert” groups and have students from each group analyze one of the documents and summarize the main ideas of the teaching in their own words. Then have the members of each group count off using the letters A, B, C, and so on. Regroup students into three new groups so that each new group has at least one member from each expert group. Have students in the new groups take turns sharing the simplified summaries they came up with in their expert groups. 0:10 minutes

DIFFERENTIATE

STRIVING READERS
Summarize  Read each document aloud to students. Have one group of students work together to reread each document and summarize it for the larger group. After each document is summarized, read the constructed response question with the larger group and make sure all students understand it. Then have volunteers suggest responses.

GIFTED & TALENTED
Write a Profile  Ask groups of students to learn more about Confucius, Laozi, and Han Feizi. Then have each group select a philosopher and write a social-networking profile on him, providing a brief summary and “photos.” Have the groups share their profiles with the rest of the class. Then invite students to “friend” the philosophers and send them messages about their lives and teachings.

Press in the Student eEdition for modified text.

See the Chapter Planner for more strategies for differentiation.

CONSTRUCTED RESPONSE

ANSWERS
DOCUMENT 1
Confucius tells Lord Ji Kang that in order for the people to be loyal, the ruler himself must set a good example by being a good son and father.

DOCUMENT 2
Powerful people can live peaceful, happy lives by centering themselves in the Dao, becoming content with their simple, everyday lives, and freeing themselves from desire.

DOCUMENT 3
The passage suggests that Legalism supported strong, even ruthless rulers who had no concern for those beneath them.

ANSWERS
1. Responses will vary.
2. Responses will vary.
3. Possible response: Confucianism, Daoism, and Legalism have very different ideas about how a leader should rule.
4. Students’ paragraphs should include their topic sentence from Step 3 and provide several details from the documents to support the sentence.

REVIEW & ASSESS

ANSWERS
1. Responses will vary.
2. Responses will vary.
3. Possible response: Confucianism, Daoism, and Legalism have very different ideas about how a leader should rule.
4. Students’ paragraphs should include their topic sentence from Step 3 and provide several details from the documents to support the sentence.
The flames rise higher as officials toss more books onto the fire. Their emperor, Shi Huangdi, has ordered them to burn any writing that contains ideas he doesn’t like. High on the list is anything to do with Confucianism. Shi Huangdi is a cruel but skilled ruler—and he intends his dynasty to last for 10,000 generations.

**A RUTHLESS RULER**

China's Warring States period finally ended when the leader of the Qin (chin) kingdom defeated all other kingdoms around 221 B.C. The leader's name was Ying Zheng, and he united the kingdoms to form an empire. He would come to call himself Shi Huangdi (shee hwahng-dee), meaning “first emperor.” An emperor is the ruler of an empire.

Shi Huangdi established his government based on Legalist ideas. He set up his capital in Xianyang (shee-ahn-yang) and built magnificent palaces in the city to demonstrate his power. The emperor then forced thousands of China’s most powerful families to relocate to the capital so he could keep an eye on them.

In addition, Shi Huangdi divided his empire into 36 areas governed by officials he himself had selected. He also followed Legalist ideas by punishing anyone who disagreed with or criticized him. Shi Huangdi is said to have put to death hundreds of Confucian scholars.

**A UNIFIED EMPIRE**

Although his methods were cruel, Shi Huangdi brought order to China. He made sure units used to weigh and measure items throughout the empire were standardized, or the same, to ensure that buyers were not being cheated. He also brought a single writing system and currency, or form of money, to China.

As Shi Huangdi conquered new lands and expanded his empire, he made further improvements that united his territory. He had thousands of miles of roads built to link different parts of the empire. These roads were all constructed at the same width. He also built canals and irrigation systems.

Shi Huangdi’s most famous construction project was the Great Wall of China, which you will learn more about in the next lesson. Many historians believe these structures were built by forced labor and funded by high taxes. Shi Huangdi’s rule came to an end when he died in 210 B.C. Throughout his reign, the emperor had feared being murdered by assassins. It seems he believed evil spirits could also attack him in the afterlife. As a result, Shi Huangdi had an army of *terracotta* or baked clay, warriors buried beside his tomb to protect him. The burial site probably forms his greatest legacy—an odd twist of fate for a man who spent much of his life trying to cheat death.

**STANDARDS**

*SS.6.G.2.2* Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations; *SS.6.W.4.8* Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages; *SS.6.G.5.2* Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages; *SS.6.W.4.9* Identify key figures from classical and post classical China; *LAFS: LAFS.68.RH.1.2* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions; *LAFS.68.RH.3.8* Distinguish among fact, opinion, and reasoned judgment in a text.

**BACKGROUND FOR THE TEACHER**

Shi Huangdi had good reason to fear for his life. Between 227 and 218 B.C., three attempts were made to murder him. In one attempt, the would-be assassin hid a knife in a scroll. However, when he attacked the emperor, he thrust his knife into a pillar instead of Shi Huangdi. The emperor wanted his dynasty to last for 10,000 generations, but he also wanted his life to continue as long as possible. To that end, Shi Huangdi had his servants search out pills and potions that would prolong his life. He even sent them on missions to find herbs that supposedly had magical properties. Unfortunately, these herbs were said to grow on the mythical islands of the gods, so the servants were not successful in their quest. Ironically, Shi Huangdi died at the age of 49 after ingesting pills made by his doctors to keep him alive. The pills contained mercury.
INTRODUCE & ENGAGE

PREVIEW A PROFILE
Before students read the lesson, go over Shi Huangdi’s profile with the class. Ask them to share their impressions of the emperor based on the profile entries. 0:05 minutes

TEACH

GUIDED DISCUSSION
1. Make Predictions How might Shi Huangdi’s rule have been different if he had established his government based on Confucian or Daoist ideas? (Possible response: His rule wouldn’t have been as ruthless, and he might have been more tolerant of those who disagreed with his ideas.)
2. Draw Conclusions Why did Shi Huangdi have all roads constructed at the same width? (so that vehicles could travel on all the roads throughout the empire)

ANALYZE VISUALS
Have students compare the photograph of the digital re-creation of the soldiers with the photograph in Lesson 2.3. Have them use the photograph in the other lesson to study the soldiers’ faces, clothing, and poses. ASK: What do you find most striking about the digital re-creation? (Possible response: the number of soldiers, the colors, the weapons) What does the army shown suggest about Shi Huangdi? (Possible response: He was afraid of death and wanted a huge army to protect him; he was proud and arrogant and believed that he deserved a full army to protect him, even in death.) 0:30 minutes

ACTIVE OPTIONS
NG Learning Framework: Learn About Shi Huangdi
ATTITUDE: Empowerment
SKILL: Decision-Making
Invite students to revisit the biography of Shi Huangdi in Lesson 2.1 and imagine they were in the emperor’s place. ASK: How would you have done things differently from Shi Huangdi? How do you feel these changes would have affected China and the world? 0:30 minutes
On Your Feet: Hold a Panel Discussion Build on the third question in “Review & Assess” by asking volunteers to stage a panel discussion before the rest of the class about Shi Huangdi’s greatest achievements. Students can choose any achievement they learned about in the lesson to discuss. 0:20 minutes

DIFFERENTIATE

STRIVING READERS
Use Reciprocal Teaching Have partners take turns reading each paragraph of the lesson aloud. At the end of the paragraph, the reading student should ask the listening student questions about the paragraph. Students may ask their partners to state the main idea of the paragraph, identify important details that support the main idea, or summarize the paragraph in their own words. Then have students work together to answer the Review & Assess questions.

INCLUSION
Summarize Have students complete a Concept Cluster like the one shown to keep track of important details about Shi Huangdi as they read the lesson. Then have students form pairs and use their completed charts to summarize what they learned about Shi Huangdi.

ANSWERS
1. He linked the empire by building roads, canals, and irrigation systems throughout the empire.
2. People within a country do not have to change money into another currency. Prices are easier to compare.
3. Responses will vary, but students may say that bringing a single writing system and currency to China was his greatest achievement.
2.2 The Great Wall

Groaning under the weight of another brick, you set it in place on the wall. You didn’t volunteer for this work, and you won’t be paid very much for it either. It’s possible you’ll even die working on the wall. But under Shi Huangdi’s rule, you do as you’re told.

**MAIN IDEA**

Shi Huangdi began building the Great Wall to keep invaders out of China.

**KEEPING OUT INVADERS**

While mountains, deserts, and seas protected most of China, part of its northern border was vulnerable, or open to attack. Riding on horseback, nomadic tribes from Central Asia often swept over the border, destroying farms, villages, and towns.

Small walls had been built along the border during the Warring States period, but Shi Huangdi decided to join them into one long wall that would stretch over 2,500 miles.

The emperor forced hundreds of thousands of peasants, or poor farmers, to build his wall. He also conscripted soldiers and prisoners to perform the backbreaking labor, often in extreme conditions. Many of the laborers died from exhaustion, hunger, and disease. After Shi Huangdi’s death, the wall fell into disrepair. However, later rulers built and extended it. In fact, work on the wall continued into the 1600s.

**BACKGROUND FOR THE TEACHER**

As Chinese rulers after Shi Huangdi extended the Great Wall, they had watchtowers built every 200 or 300 yards along its length. Soldiers manned the towers. When an enemy was sighted, one of these soldiers lit a fire as a signal. The soldier at the next tower saw the smoke and lit a fire in turn. The signal continued along the wall.

In times of peace, the soldiers on the towers kept watch but also stored animal dung and firewood. Other soldiers raised sheep and cattle for food and brought the dung to the towers. Some of the dung they brought came from wolves. In fact, the smoke created by a fire set at a tower was often called “Langyan,” which means “wolves’ smoke” in Chinese.

**ESSENTIAL QUESTION**

How did China establish what would become one of the world’s oldest continuous civilizations?

Shi Huangdi undertook a project to join and expand small walls along China’s border that had been built during the Warring States period. Lesson 2.2 describes the beginnings of the Great Wall, which would protect China for hundreds of years.

**BACKGROUND FOR THE TEACHER**

As Chinese rulers after Shi Huangdi extended the Great Wall, they had watchtowers built every 200 or 300 yards along its length. Soldiers manned the towers. When an enemy was sighted, one of these soldiers lit a fire as a signal. The soldier at the next tower saw the smoke and lit a fire in turn. The signal continued along the wall. The smoke alerted troops to the danger.

In times of peace, the soldiers on the towers kept watch but also stored animal dung and firewood. Other soldiers raised sheep and cattle for food and brought the dung to the towers. Some of the dung they brought came from wolves. In fact, the smoke created by a fire set at a tower was often called “Langyan,” which means “wolves’ smoke” in Chinese.
**COMPLETE A K-W-L CHART**

Have students use a K-W-L Chart to record what they already know about the Great Wall. Encourage students to draw on what they have learned in school or what they have seen on television or online. Then have students jot down what they would like to learn about the Great Wall. After they have read the lesson, ask them to record what they learned.

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<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
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<tbody>
<tr>
<td>What Do I Know?</td>
<td>What Do I Want To Learn?</td>
<td>What Did I Learn?</td>
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</tbody>
</table>

**GUIDED DISCUSSION**

1. **Identify Main Ideas and Details** Who built the wall and under what conditions did they labor? (Peasants, soldiers, and prisoners worked on the wall, often in extreme conditions. Many died from exhaustion, hunger, and disease.)

2. **Form Opinions** Do you think the Great Wall was worth the human price it exacted to build? Why or why not? (Some students may say the wall was worth the toll in human lives because it helped to safeguard China for centuries. Others may say that the construction of the wall could have been carried out in a more humane manner.)

**INTEGRATE VISUALS**

Have students study the photograph of the Great Wall as it appears today. Initiate a discussion about the length of the wall, its building materials, and its setting in the photograph. **ASK:** Why do you think the passageway is so wide? (Possible response: to allow troops of soldiers and vehicles to travel along the wall) What purpose might the shelter have served? (Possible response: It might have served as a shelter for soldiers who stopped there for the night. It might have provided a post from which to watch for or fire at the enemy.)

**DIFFERENTIATE**

**INCLUSION**

Practice Summarizing. Have partners work together to understand the lesson. Ask the pairs to read the first paragraph together. Then have them close the book and write down all the facts they can remember. When students have finished, tell them to open the book and check their facts. Have them repeat the exercise with the second paragraph in the lesson.

**GIFTED & TALENTED**

Draw the Great Wall. Have students research to learn more about the features of the Great Wall: the height and materials of the walls; the battlements, the passageways, and the watchtowers. Then ask them to use what they learn to draw a portion of the Great Wall and label each of the features. Invite students to share their drawings and compare them with the photo in this lesson.

Press in the Student eEdition for modified text. See the Chapter Planner for more strategies for differentiation.

**ACTIVE OPTIONS**

NG Learning Framework: Learn About the Great Wall

**SKILL:** Communication

**KNOWLEDGE:** Our Living Planet

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**ANSWERS**

1. He forced hundreds of thousands of workers to labor on the wall.

2. They had to endure hauling materials up mountains, laboring in cold, snowy weather, doing everything by hand, and getting little to eat and little rest.

3. It means “to force someone to serve or work.”
DIGITAL RESOURCES  myNGconnect.com

TEACHER RESOURCES & ASSESSMENT
- Reading and Note-Taking
- Vocabulary Practice
- Section 2 Quiz

STUDENT RESOURCES
- NG Chapter Gallery

STANDARDS
NGSSS: SS.6.W.4.8 Describe the contributions of classical and post classical China; SS.6.W.4.9 Identify key figures from classical and post classical China.
LAFS: LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

OBJECTIVE
Describe the terra cotta warriors Shi Huangdi had created and placed around his tomb.

ESSENTIAL QUESTION
How did China establish what would become one of the world's oldest continuous civilizations?

Shi Huangdi was China's first and one of its greatest emperors. Lesson 2.3 provides a glimpse of some of the clay warriors the emperor had buried beside his tomb.

BACKGROUND FOR THE TEACHER
When archaeologists first excavated the site in Xi'an, they found the terra cotta warriors armed with real weapons. These included bronze swords and about 40,000 arrowheads. About 100 of these were tied together to fit in a single quiver. Archaeologists also found life-size clay horses standing four abreast with wooden chariots behind them. Interestingly, Shi Huangdi's body has not yet been found.
CHAPTER 7  ANCIENT CHINA

ACCESS PRIOR KNOWLEDGE
Invite students to share what they already know or have heard about the terra cotta warriors. Record student responses in a Concept Cluster on the board. Then call on volunteers to use the completed cluster to summarize the class discussion.  0:15 minutes

Terra Cotta Warriors

GUIDED DISCUSSION
1. Describe  How would you describe the look on the face of the warrior shown on the right page? (Responses will vary. Possible response: He looks alert, watchful, confident, ready to do battle.)

2. Make Inferences  Why do you think the two warriors shown on the left page are holding their hands up? (Responses will vary. Possible responses: When they were made, they were probably holding something in their hands, such as a weapon or the reins of a chariot.)

MORE INFORMATION
Variety of Terra Cotta Figures  In the two largest pits, archaeologists uncovered infantry soldiers. The soldiers include archers armed with bows and arrows, armed warriors, and horses ready to pull chariots. Warriors holding long poles were found in the smallest pit. Archaeologists believe this pit was meant to be a command post. Other pits contain non-military figures. Some of these terra cotta figures are civil servants holding knives and tablets to write on. Others appear to be acrobats, probably meant to entertain the emperor in the afterlife.  0:10 minutes

ACTIVE OPTIONS
NG Learning Framework: Learn About Shi Huangdi’s Army

ATTITUDE: Curiosity
KNOWLEDGE: Our Human Story

Have students research to learn more about Shi Huangdi’s actual military force. Encourage students to find images of what the real soldiers, weapons, and war machinery would have looked like and compare them with the terra cotta versions.  0:10 minutes

On Your Feet: I See, I Read, And So  On a large sheet of chart paper or a whiteboard, create a chart like the one pictured below. As a group, reexamine the photograph of the terra cotta warriors. Have volunteers describe something they observe in the photo and something they have read to draw conclusions about Shi Huangdi and the terra cotta warriors. Record their observations on the chart.  0:15 minutes

<table>
<thead>
<tr>
<th>I See</th>
<th>I Read</th>
<th>And So</th>
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DIFFERENTIATE

ENGLISH LANGUAGE LEARNERS
Develop Vocabulary  Spanish-speaking students may recognize the term terra cotta because it is similar to the Spanish word for baked clay: terracota. Invite students to teach the Spanish term to the class and explain that the parts of the word translate literally as “baked earth.”

PRE-AP
Create a Top Ten List  Have groups of students research to learn more about the terra cotta warriors. Then have them create a list of ten interesting facts about the warriors and their discovery. Tell groups to list the facts beginning with number ten, the least important, and ending with number one, the most important. Then have the groups take turns reading the lists to the class.

Press mt in the Student eEdition for modified text.
See the Chapter Planner for more strategies for differentiation.
2.4 The Han Dynasty

Maybe you’ve gotten in trouble for coming to class late, but that predicament would be nothing next to this: In 209 B.C., some farmers arrived late to sign up for their required military service, and they were sentenced to death. The farmers got away and spurred thousands of others to rebel against the Qin dynasty.

MAIN IDEA
Han dynasty rulers reformed the government, expanded the empire, and brought prosperity to China.

GOVERNMENT
After Shi Huangdi died, his son became emperor but proved to be a weak ruler. The farmers who escaped their death sentence fueled a bloody rebellion that brought about the collapse of the Qin dynasty. Rebels struggled for power until Liu Bang (lee-oo bahng), a peasant from the Han kingdom, seized control and began the Han dynasty in 202 B.C.

Han emperors introduced practices that were less cruel than those of Shi Huangdi. They lowered taxes and put an end to laws that were especially harsh. They also required lighter punishments for crimes.

Emperor Wudi (woo-dee), who ruled from 141 to 87 B.C., was another notable emperor. He used military conquests to expand the empire’s boundaries—nearly to the size of present-day China. His reign lasted 54 years, which set a record that would not be broken for more than 1,800 years.

DAILY LIFE
China prospered under the Han dynasty. Many merchants, government workers, and craftspeople lived in large houses in the cities. Like modern cities, these were crowded places filled with restaurants, businesses, and places of entertainment. Some cities had populations of up to 500,000 people.

Most of the Chinese people, however, were peasants. They lived in small mud houses in villages close to their farms. Some peasants could not afford farm animals and so pulled their plows themselves. They had few possessions and barely produced enough to feed their own families. For the most part, peasants lived on the rice, wheat, and vegetables they grew on their farms.

Perhaps because the Han leaders ruled more wisely than Shi Huangdi had, their dynasty lasted about 400 years—until A.D. 220. Most Chinese people today are proud of their ancient civilization and of the contributions made during the Han dynasty in particular. As a result, many Chinese call themselves “people of the Han” in recognition of the dynasty’s great achievements.

BACKGROUND FOR THE TEACHER
When Liu Bang died, his 15-year-old son became emperor, but the boy’s mother dominated him from the beginning. Empress Lü, as his mother came to be called, had many challengers to her authority murdered, including several of her stepsons. Her actions so frightened the boy emperor that he never dared challenge her himself.

After her son died, Lü placed her grandson on the throne and adopted another child as her grandson. Both became puppet emperors while Lü ruled in their names. She also appointed many of her family members to high positions in the government. Lü declined a marriage proposal from a nomad ruler, which was designed to join their empires and, thus, weaken her power.

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DIGITAL RESOURCES

TEACHER RESOURCES & ASSESSMENT

Vocabulary Practice

Section 2 Quiz

STUDENT RESOURCES

NG Chapter Gallery
CHAPTER 7 ANCIENT CHINA

INTRODUCE & ENGAGE

THINK, PAIR, SHARE

Have students use a Think, Pair, Share strategy to discuss what they have already learned about Confucianism. Tell students that they will learn how Confucianism was implemented into Chinese government in this lesson.

0:10 minutes

GUIDED DISCUSSION

1. Explain How did Han rulers integrate Confucianism into government? (They used Confucius' teachings as a guide for their own rule and appointed only government officials who passed an examination that tested their knowledge of Confucianism.)

2. Summarize Who benefited most from the prosperity brought about by the Han dynasty? (Merchants, government workers, and craftsmen mostly benefited from the prosperity.)

INTERPRET MAPS

Have students examine the map showing the extent of the Han and Qin dynasties and the Great Wall. Invite students to trace the dynasty boundaries and Great Wall on the map. ASK: In which directions did Han rulers extend the empire? (to the south and west) Why do you think the Great Wall did not fully extend around the borders of the Han Empire? (Possible response: because desert and mountains provided a natural obstacle to invaders) 0:10 minutes

ACTIVE OPTIONS

Critical Viewing: NG Chapter Gallery Invite students to explore the Chapter Gallery and choose one image they feel best represents their understanding of Section 2. Have students provide a written explanation of why they selected that particular image. 0:10 minutes

On Your Feet: Stage a Quiz Show Have each student write one question about the Han dynasty. Then have groups of five students take turns coming to the front of the class to take part in a quiz. Pose a few of the questions to each group. Students should signal their readiness to answer by raising their hands. 0:20 minutes

DIFFERENTIATE

ENGLISH LANGUAGE LEARNERS

Use a Word Square Have pairs of students use context clues to complete a Word Square, like the one shown, for bureaucracy. Once they've completed the squares, have pairs present them to the class.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Characteristics</th>
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STRIVING READERS

Understand Main Ideas Check students' understanding of the main ideas in Lesson 2.4 by asking them to correctly complete either/or statements such as the following:

1. Han rulers introduced practices that were [less cruel or more cruel] than those of Shi Huangdi.

2. Under Han rulers, Legalism was [replaced or kept] as a guide for government.

3. [Most or a small number] of the Chinese people lived in large houses in the cities during the Han dynasty.

4. The Han dynasty [lasted longer or for a briefer amount of time] than the Qin dynasty.

Press in the Student eEdition for modified text. See the Chapter Planner for more strategies for differentiation.

REVIEW & ASSESS

ANSWERS

1. They lowered taxes, enforced lighter punishments, required shorter periods of labor on building projects, and established their government based on a bureaucracy.

2. The Han dynasty was almost twice as big as the Qin dynasty.

3. Poor farmers lived in small mud houses, had little to eat, and often had to pull their own plows. Rich merchants lived in large houses in the city, where they could eat in restaurants and enjoy entertainment.
THE LEGACY OF CHINA’S EARLY COMPASS

Over the centuries, people have used the technology behind ancient Chinese inventions to develop their own inventions. For example, this Chinese compass from the Han dynasty paved the way for the development of the tools shown below. The compass wasn’t used for navigation, but it did show direction. The spoon is a special type of magnet that aligns with Earth’s poles and can point in the eight main directions marked on the plate.

2.5 The Legacy of Ancient China

Ancient China’s contributions to world civilization are so many and so varied that it’s difficult to know where to begin. But consider that whenever you read a book, you’re looking at one of China’s most important inventions: paper.

MAIN IDEA

Early Chinese achievements, including inventions, cultural contributions, and ideas, left the world a lasting legacy.

INVENTIONS

Although historians believe the use of paper in China goes back even further, China is officially said to have invented paper in A.D. 105. The invention transformed writing. The ancient Chinese made paper from tree bark, plant fibers, and old rags. It was cheap to produce and easy to write on. The availability of paper allowed ideas to spread farther and faster than ever.

During the Han dynasty, the ancient Chinese also invented the first compass (shown opposite). The Chinese sometimes used the instrument to determine the best location for burials. However, this early compass would eventually lead to the development of the navigational compass, which made exploration of distant lands possible.

As you have learned, most Chinese worked as farmers. Many benefited from early agricultural inventions, such as an improved plow, a wheelbarrow, and a harness that fitted around a horse’s neck.

CULTURE AND IDEAS

Not all of ancient China’s contributions were strictly practical. One of its most valued inventions is the beautiful textile, or cloth, called silk. The Chinese developed the technique for making silk and kept it secret for thousands of years. (Hint: It had something to do with worms.) Demand for silk grew until it became China’s most traded good. It is still a prized textile today.

Chinese craftspeople worked in metals as well. Remember reading about the advanced bronze sculptures developed during the Shang dynasty? Hundreds of years later, the Chinese would also teach the world to cast iron. This process involves heating iron until it becomes liquid and then pouring it into a mold to solidify into different shapes.

Finally, Chinese philosophies remain one of ancient China’s greatest legacies. One of these philosophies—Confucianism—got a boost from the invention of paper. Confucian ideas were among the first spread by China’s new writing material. Today, Confucianism continues to influence thinking, just as Chinese inventions make our lives easier.

BACKGROUND FOR THE TEACHER

China’s early compass was considered a divining board rather than a compass. The oval bowl that the compass rested on symbolized heaven, while the square plate represented Earth. Its primary use in ancient times was to determine the best location and time for burials. This was an important tool for a society that practiced ancestor worship. In fact, the compass was used for this purpose well into the 1800s.

The compass had other uses. For example, it was used to position buildings and furniture in ways believed to bring good luck. It was also used to predict the future. According to legend, Shi Huangdi used the compass to affirm his right to the throne.

STANDARDS

NGSSS: SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

SS.6.W.4.8 Describe the contributions of classical and post classical China.

LAFS: LAFS.68.RH.2.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.3.8 Distinguish among fact, opinion, and reasoned judgment in a text.

OBJECTIVE

Discuss the lasting legacy of early Chinese achievements.

ESSENTIAL QUESTION

How did China establish what would become one of the world’s oldest continuous civilizations?

The ancient Chinese developed important inventions and cultural ideas that continue to influence thinking today. Lesson 2.5 describes ancient China’s legacy, which helped advance and strengthen Chinese civilization.

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TEACHER RESOURCES & ASSESSMENT

Reading and Note-Taking Vocabulary Practice Section 2 Quiz NG Chapter Gallery

STUDENT RESOURCES
CHAPTER 7 ANCIENT CHINA

DISCUSS INVENTIONS
Initiate a class discussion about inventions. Ask students to name some inventions that have had an important impact on people. Then have them discuss inventions that are important in their lives. Finally, open a book and point to a page in it. Tell students that in ancient times, paper was an important development and that the Chinese invented it.

GUIDED DISCUSSION
1. Summarize What did the ancient Chinese use to make paper? (tree bark, plant fibers, and old rags)
2. Make Inferences Why do you think the Chinese kept the technique for making silk a secret? (They kept the technique secret so that they could remain the exclusive manufacturers of silk, charge high prices for it, and use it in trade.)

ANALYZE VISUALS
Help students understand the visual in this lesson. First, read aloud the introduction. Then discuss the central image of the compass. Ask students to identify the eight directions marked on the plate. Emphasize that the magnetized spoon could point in these directions. Finally, read the labels for the smaller images and discuss the items’ use. ASK: What do all of the items have in common with the early compass? (They all indicate direction.)

ACTIVE OPTIONS
Critical Viewing: NG Chapter Gallery Ask students to choose one image from the Chapter Gallery and become an expert on it. They should do additional research to learn all about it. Then, students should share their findings with a partner, small group, or the class.

On Your Feet: Inventions and Ideas Post these signs in the four corners of the classroom: paper, compass, silk, Confucianism. Have students vote for the invention or idea they think is most significant by going to the appropriate corner. Once students have made their decisions, ask each group to defend their choice.

DIFFERENTIATE

STRIVING READERS
Make an Invention Chart Help students answer the third question in “Review & Assess” by completing a chart like the one shown here as they read the lesson. Have students work in pairs to read the lesson and take notes in the chart. Then instruct them to use the chart to help them evaluate the impact on each invention and decide which invention they think was most significant.

Invention | Date | Impact
--- | --- | ---

GIFTED & TALENTED
Describe Inventions Have students think of their own inventions. They might come up with a new electronic device, vehicle, or concept or an item that simply makes everyday life easier. Ask students to write a description of their invention and share it with the class.

ANSWERS
1. Some inventions include paper, the compass, the plow, the wheelbarrow, and silk.
2. Agricultural advancements, such as the plow and wheelbarrow, probably made work easier for farmers and improved agricultural productivity in ancient China.
3. Responses will vary.
The Silk Roads

The desert sun beats down on your back as you trudge weakly across the sand. Peering ahead, all you see is a long line of camels, each loaded with bundles of silk. Still, you know that the profit you’ll make from trading these goods will make your journey worthwhile.

MAIN IDEA
The Silk Roads were some of the world’s most important international trade routes.

ROUTES ACROSS ASIA
You have learned about ancient China’s legacy of inventions, culture, and ideas. However, a series of international trade routes called the Silk Roads is also one of China’s great legacies. The Silk Roads had been well established by 100 B.C., but the name for the routes was coined many centuries later. A German geographer came up with the name because silk was the main good China traded on the routes. The Silk Roads brought great wealth to China and its trading partners.

The Silk Roads began as a network of local overland routes. These eventually joined to form a huge network that connected China with the rest of Asia, Europe, and Africa. The main route stretched more than 4,000 miles and ran from China through Central Asia and Mesopotamia. Other land routes branched off the main road. Some of these routes brought traders to northern India. The Silk Roads also included maritime, or sea, routes. Traders could sail along these routes to the Mediterranean Sea and to Europe. Other maritime routes led across the Indian Ocean to East Africa and across the Pacific Ocean to Korea, Japan, and Southeast Asia.

A DEMANDING JOURNEY
Chinese goods might have traveled thousands of miles, but Chinese traders did not. They traded their goods somewhere around Kashgar, near China’s western border. They may have passed their goods along to Central Asian nomads. The nomads, in turn, may have gone on to trade the goods with other merchants from Asia, Africa, and Europe. The goods probably changed hands so many times that no one knew where they originated.

Actually, few traders made the entire journey from one end of the main Silk Roads route to the other. The trip over the rugged terrain would have taken at least six months. At best, traders followed rough paths or tracks. At worst, they scaled ice-covered mountain passes or encountered sandstorms as they crossed scorching-hot deserts.

These difficult conditions made camels the ideal pack animals because they were strong, sure-footed, and tough. They could carry huge loads—about 400 to 500 pounds of goods—for long distances in the driest, hottest weather. The traders on the Silk Roads usually walked alongside the camels and traveled in groups called caravans. They found safety in numbers. The valuable caravans created a tempting target for the bandits and thieves who often lay in wait along the routes. After all, a single camel carried more wealth than most people could possibly imagine.

BACKGROUND FOR THE TEACHER
The Silk Roads depended on strong governments to protect travelers and allow trade to flourish. Beyond China, empires in Persia and Rome protected the routes. When the Han dynasty declined after A.D. 204, trade fell off until the time of the Tang dynasty in the 600s to 900s.

After another period of decline, the Mongol empire of Genghis Khan in the 1200s allowed the routes to prosper. The land routes were little used after the mid-1400s. Sea trade, which was safer and faster for large cargo, then became more important.

STANDARDS
NGSSSI SS.5.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade;
SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world;
SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures; SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages;
SS.6.W.4.8 Describe the contributions of classical and post-classical China;
LAFSS: LA.FS.68.WHST.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ACTIVATE PRIOR KNOWLEDGE
Invite students to share what they know about camels from what they have read or seen on television or at the zoo. Ask these questions and write students’ responses on the board:

• What region of the world do camels come from?
• What do camels look like?
• What do camels eat?
• What are camels used for?

Then tell students they will learn more about camels and their role on the trade routes known as the Silk Roads in this lesson.

GUIDED DISCUSSION
1. Make Connections In what way were the Silk Roads a form of global economy? (Traders from many parts of the world conducted business there.)

2. Make Inferences In addition to being good businesspeople, what skills or qualities did traders on the Silk Roads probably need? (They would have had to be tough, brave, persuasive, patient, and able to ride a camel.)

INTERPRET MAPS
Discuss the map of the Silk Roads with students. Have students trace the route on the map and emphasize that the map shows only the main overland route of the Silk Roads. Ask students to use the distance scale to determine the length of the route. Then read aloud and discuss the captions on the map. ASK: What physical obstacles did the traders encounter on the main route? (mountains and deserts) Over what body of water might goods have traveled from Antioch? (the Mediterranean Sea)

DIFFERENTIATE
STRIVING READERS
Ask and Answer Questions Have students work in pairs to understand the lesson by turning the subheadings in the lesson into questions and then reading to find the answers. Instruct students to use the words who, what, when, where, why, and how to begin their questions. For example, students might turn the subheading “Routes Across Asia” into questions such as the following:

• What were the routes across Asia called?
• How far did the routes extend?
• What were the routes used for?

ACTIVE OPTIONS
NG Learning Framework: Learn About the Silk Roads
SKILL: Collaboration; Communication
KNOWLEDGE: Our Human Story

Have groups of students work together to create a storyboard about a caravan on the Silk Roads. For example, students might illustrate and tell the story of traders scaling a mountain, dealing with their camels, or encountering thieves. Tell students to include captions and dialogue in their storyboards.

On Your Feet: Team Word Webbing Organize students into teams of four and have them record what they know about the Silk Roads on a piece of paper. Encourage students to build on their teammates’ entries as they rotate the paper from one member to the next. Then call on volunteers from each group to make statements about the Silk Roads based on their webs.

PRE-AP
Prepare Oral Reports Have groups of students use online sources to learn more about the maritime routes of the Silk Roads. Groups should find a map of the routes to photocopy or trace. They should also learn who used the routes, what trade items they carried, and what challenges the traders encountered on the sea routes. Ask students to prepare a brief report on the maritime routes that they will deliver to the class.

ANSWERS
1. Asia, Africa, and Europe were connected by the Silk Roads.
2. It divided to bypass the most difficult area of the Taklimakan Desert.
3. The Silk Roads probably greatly improved China’s economy and wealth.
CHAPTER 7

lacquerware, and objects made of iron or bronze. In return for these goods, Chinese merchants often sought gold, silver, and olive oil. One of the items the Chinese especially valued was Central Asian horses. Market towns sprang up all along the Silk Roads. Major market towns in China included Chang’an, where the main route began, and Kashgar. A dazzling variety of items, including Central Asian rugs, Indian spices, and European wool, landed in the stalls in these towns. Traders from these and many other places used different currencies. Many had no money at all. As a result, the traders often bartered or exchanged, items for other goods.

INVENTIONS AND IDEAS
Goods were not all that passed along the Silk Roads. With so many traders from so many parts of the world, the routes served as a network for the exchange of inventions and ideas as well. You have already learned that the process by which ideas spread from one culture to another is called cultural diffusion. By this process, Chinese ideas about papermaking, metalwork, and farming techniques began to spread beyond China’s borders. In time, these ideas and inventions reached as far as Western Europe.

China also absorbed new ideas. Chief among these was Buddhism. You might remember that Buddhism began in India around 500 B.C. Indian merchants introduced Buddhist ideas to Chinese traders and even established Buddhist shrines along the Silk Roads.

Buddhism’s ideas about ending suffering appealed to the Chinese, and eventually the religion became an important part of Chinese life. Many Chinese blended its practices with Confucianism. From China, Buddhism would spread throughout East Asia. Other ideas also reached China, including Greek and Indian styles in sculpture, painting, and temple building. All of these ideas enriched Chinese culture and civilization.

3.2 Trade on the Silk Roads

In the late 1930s, archaeologists discovered two sealed rooms in Begram, Afghanistan, an ancient city on the Silk Roads. Inside they found decorative bowls from China, ivory statues from India, and glassware from Europe. Stored away about 2,000 years ago, the objects illustrate the worldwide trade that flowed along the Silk Roads.

MAIN IDEA
Many different goods and ideas from three continents were traded on the Silk Roads.

GOODS
As you have learned, silk was China’s chief trade good. Production of the fabric was not easy, though. Silk is made from the cocoons, or protective coverings, of silkworms, which live only on mulberry trees. Chinese workers had to remove strands of silk from the cocoons by hand and spin them into thread. Even so, the process was worth the trouble. Demand for the rare fabric allowed Chinese merchants to charge high prices for it. In fact, silk was so valuable that the Chinese government allowed Chinese merchants to demand high prices for it. In fact, silk was so valuable that the Chinese government sometimes used it to pay its soldiers.

In addition to silk, China traded paper, highly polished decorative items called lacquerware, and objects made of iron or bronze. In return for these goods, Chinese merchants often sought gold, silver, and olive oil. One of the items the Chinese especially valued was Central Asian horses.

Market towns sprang up all along the Silk Roads. Major market towns in China included Chang’an, where the main route began, and Kashgar. A dazzling variety of items, including Central Asian rugs, Indian spices, and European wool, landed in the stalls in these towns. Traders from these and many other places used different currencies. Many had no money at all. As a result, the traders often bartered or exchanged, items for other goods.

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Buddhism’s ideas about ending suffering appealed to the Chinese, and eventually the religion became an important part of Chinese life. Many Chinese blended its practices with Confucianism. From China, Buddhism would spread throughout East Asia. Other ideas also reached China, including Greek and Indian styles in sculpture, painting, and temple building. All of these ideas enriched Chinese culture and civilization.

BACKGROUND FOR THE TEACHER
According to legend, a Chinese queen first got the idea for making silk in the 2000s B.C. The emperor was drinking tea when a silkworm cocoon from a mulberry tree fell into her cup. She picked up the cocoon and discovered that it was made of a strong, soft thread. Intrigued by the thread, the empress is said to have figured out how to extract it and invented a loom to weave it into cloth.

When production of silk first began in ancient China, only the king and his family could wear clothes made of the fabric. Eventually, members of the nobility were allowed to wear silk. However, people of the merchant and peasant class could not wear silk clothing.

STANDARDSSS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions; S5.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products; S5.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade; S5.6.E.3.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another; S5.6.E.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world; S5.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia; S5.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

OBJECTIVE
Describe the goods and ideas that were traded on the Silk Roads.

ESSENTIAL QUESTION
How did China establish what would become one of the world’s oldest continuous civilizations?

Many different goods and ideas were traded on the Silk Roads. Lesson 3.2 discusses the goods and ideas traded on the Silk Roads, all of which enriched Chinese culture and civilization.

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TEACHER RESOURCES & ASSESSMENT
Reading and Note-Taking Vocabulary Practice Section 3 Quiz

STUDENT RESOURCES
Active History
On Your Feet: Inside–Outside Circle  Have students stand in concentric circles facing each other. Have students in the outside circle ask students in the inside circle a question about the lesson. Then have the outside circle rotate one position to the right to create new pairings. After five questions, have students switch roles and continue. 0:15 minutes

DIFFERENTIATE

STRIVING READERS
Understand Bartering  Help students understand the concept of bartering. Give students index cards or pieces of paper with names and drawings of some of the goods traded on the Silk Roads, such as silk, spices, wool, horses, gold, and olive oil. Have pairs of students trade their goods by bartering. Explain that they will decide the value of their goods and what they should receive in exchange for them. For example, in exchange for gold, students might insist on receiving silk and wool. At the conclusion of the activity, have students discuss any difficulties they encountered.

GIFTED & TALENTED
Write a Skit  Have students prepare a short skit dramatizing a trading encounter on the Silk Roads. Students may wish to conduct research to learn more about traders on the Silk Roads before writing their scripts. A sample script is started below.

Chinese Trader: I have silks of every color imaginable for sale.
Indian Trader: I have never seen such fine cloth! I will give you these precious stones for a yard of the material.
Chinese Trader: Throw in those spices and we’ll have a deal.

Press mt in the Student eEdition for modified text.
See the Chapter Planner for more strategies for differentiation.

REVIEW & ASSESS

ANSWERS
1. Goods and ideas exchanged on the Silk Roads included silk, paper, lacquerware, iron and bronze objects, papermaking, metalwork, and farming techniques from China; rugs from Central Asia; ivory, spices, and Buddhism from India; and glassware and wool from Europe.
2. Buddhism’s ideas about ending suffering might have appealed to the ancient Chinese because their lives were very hard.
3. Chinese traders were able to demand high prices for their silk because China held the secret for silk production.
3.3 HISTORY THROUGH OBJECTS
GOODS FROM THE SILK ROADS
Imagine a market filled with delicate silk and gold and jewels that catch the sunlight. Rows of foods, including grapes, olive oil, spices, and honey, tempt you as you stroll along the stalls. Horses and camels stare back at you with bored expressions as they wait under a tent for potential buyers. Because of the long distances, difficulties, and dangers along the Silk Roads, only the finest and most expensive goods were traded. Very few of the actual goods traded have survived, but as you can see, the types of wares exchanged can still dazzle the eye, who probably bought these goods in the markets?

POSSIBLE RESPONSE
Wealthy people were probably the only people who could afford many of the goods..

BACKGROUND FOR THE TEACHER
Ivory is still greatly in demand on the international market. The good is obtained mainly from elephant tusks, as it was when traders bartered it on the Silk Roads. However, in modern times, there has been an outcry against this harvesting, which results in the death of thousands of elephants every year. In 2012, more than 25,000 elephants were killed in Africa alone. In 1989, a ban on ivory trade put a halt to the killing and resulted in a rebound in the elephant population. The ban was somewhat lifted, though, in 1999 and 2008. Bowing to pressure from countries in Asia and southern Africa, sales of ivory in limited markets were allowed once again.
CHAPTER 7 ANCIENT CHINA

INTRODUCE & ENGAGE
HISTORY THROUGH OBJECTS
Initiate a discussion about international trade today. Tell students that the goods that one country receives from another for sale or distribution are called imports, while those that one country sends to another for sale or distribution are called exports. For example, the United States imports many cars and other vehicles from other countries and exports computers around the world. Ask students if they can name other goods the United States—or another country they are familiar with—imports and exports. Point out that most of these goods arrive at their destinations on ships. Then tell students that, in this lesson, they will see some of the goods that were traded on the Silk Roads—carried on foot, on camels, or on ships.

TEACH
GUIDED DISCUSSION
1. Form Opinions Which item would you have been interested in buying? Explain why. (Responses will vary. Possible response: I would have bought the rug because it is both beautiful and useful.)
2. Make Inferences Which item could probably have been bartered to purchase all the other items combined? Why? (Possible response: Silk could probably have been used to buy all the other items because it was literally worth its weight in gold.)

ANALYZE VISUALS
Have students create a three-column chart for classifying the Silk Roads goods into the following categories: food or drink, useful items, luxury items. (Or, as a class, brainstorm different headings that could be used to categorize the goods.) Then have students sort the goods into the categories, writing each item in the appropriate column. Point out that some goods could belong in more than one category. End the activity by inviting volunteers to share their categories and discuss/debate any alternative categorizing.

DIFFERENTIATE
INCLUSION
Help Students See This lesson might pose a challenge to the visually impaired. Have students who are not visually challenged help their classmates see the goods shown in the lesson by describing them in detail—their colors, shapes, patterns, and designs. You might also bring some of the items to class so the visually impaired can feel, smell, and taste the goods, too.

PRE-AP
Research Silk Roads Goods Have students research to find out more about goods traded on the Silk Roads and where they came from. Ask students to sketch a map showing the items and their place of origin. They should also prepare a poster or digital presentation, featuring images of the goods.

ACTIVE OPTIONS
Critical Viewing: NG Chapter Gallery Have students examine the contents of the Chapter Gallery for this chapter. Then invite them to brainstorm additional images they believe would fit within the Chapter Gallery. Have them write a description of these additional images and provide an explanation of why they would fit within the Chapter Gallery. Then instruct them to do online research to find examples of actual images they would like to add to the gallery.

On Your Feet: Set Up a Market Photocopy full-page images of the types of goods shown in this lesson. Distribute several copies of the goods to four small groups of students. Have these groups set up a market in each corner of the classroom. Then have the remaining students act as buyers. Encourage the sellers to try to attract the buyers’ interest by “pitching” their goods—extolling their value, usefulness, beauty, or flavor. The buyers should make their choices and “buy” each good with a pen, pencil, or paper clip. At the end of the activity, tally up the money to see which market sold the most goods.

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Press in the Student eEdition for modified text.
See the Chapter Planner for more strategies for differentiation.
Excavating Along the Silk Roads

Fredrik Hiebert likes to challenge accepted ideas. “As an archaeologist,” he says, “my main job is to try to make the textbooks go out of date. History is a living thing, and we’re always rewriting it.” Some of Hiebert’s major excavations, or archaeological digs, have been in Turkmenistan, a country in Central Asia. Based on his discoveries there, Hiebert has concluded that traders began traveling along the Silk Roads about 5,000 years ago—much earlier than historians had once thought.

1. Reading Check

When does Hiebert believe trade along the Silk Roads first took place?

2. Identify Main Ideas and Details

What evidence did Hiebert find to support his claim that trade along the Silk Roads began about 2,000 years earlier than formerly believed? How did China establish what would become one of the world’s oldest continuous civilizations?

3. Analyze Language Use

What does Hiebert suggest about knowledge when he says, “We don’t actually search for treasure. We search for knowledge—that’s our real gold.”

Background for the Teacher

Much of the Bactrian hoard was secreted in trunks in the Central Bank treasury vault in the presidential palace. In 2001, the Taliban, which had taken control of the Afghan government, destroyed thousands of priceless items—but they didn’t find everything.

In 2003, after the Taliban had been overthrown, the Central Bank announced that the trunks in the vault had not been broken into. Dr. Fredrik Hiebert and Russian archaeologist Viktor Sarianidi were both present at the opening of the vault. Sarianidi was among those who had discovered the hoard. When the vault was opened, he immediately recognized an artifact that he had repaired himself.

Digital Resources

myNGconnect.com

Teacher Resources & Assessment

Reading and Note-Taking

Vocabulary Practice

Section 3 Quiz

Student Resources

NG Chapter Gallery
CHAPTER 7 ANCIENT CHINA

INTRODUCE & ENGAGE

HIDING AND FINDING A TREASURE
Ask students where they would hide a prized possession for safekeeping. Would they hide it under a bed or in a drawer? Would they bury it? Then ask students if they have ever gone on a treasure hunt. If so, how did they feel when they discovered the treasure? Tell students that, in this lesson, they will learn how a priceless golden treasure traded on the Silk Roads was hidden for years and then found. 0:05 minutes

TEACH

GUIDED DISCUSSION
1. Explain What evidence did Fredrik Hiebert find that suggested long-distance trade on the Silk Roads had begun 2,000 years earlier than archaeologists had thought? (He found that Silk Roads cities in present-day Turkmenistan had been built on settlements from the later Bronze Age.)

2. Sequence Events What happened shortly after a Russian archaeologist had excavated the Bactrian Hoard? (War broke out in Afghanistan, and the hoard disappeared.)

MAKE INFERENCES
Direct students to the quote from Fredrik Hiebert on the first page of the lesson. ASK: What does Hiebert mean when he says, “As an archaeologist, my main job is to try to make the textbooks go out of date”? (Possible response: He means that he wants to find new evidence and information that challenge and overturn accepted ideas.) 0:03 minutes

ACTIVE OPTIONS
NG Learning Framework: Learn About Fredrik Hiebert
ATTITUDE: Curiosity
KNOWLEDGE: Our Human Story

Have students learn more about archaeologist Fredrik Hiebert. Instruct them to write a short biography or profile about this person using information from the chapter and additional source material. 0:00 minutes

On Your Feet: Tell Me More Have students form two teams and assign each team one of the following topics: Trade on the Silk Roads and Finding Hidden Gold. Each group should write down as many facts about their topic as they can. Have the class reconvene and have each group stand up, one at a time. The sitting group calls out, “Tell me more about [Trade on the Silk Roads or Finding Hidden Gold]!” The standing group recites one fact. The sitting group should keep calling, “Tell me more!” until the standing group runs out of facts to share. Then have the groups switch places. 0:15 minutes

DIFFERENTIATE

ENGLISH LANGUAGE LEARNERS
Give a Thumbs Up or Thumbs Down Write a set of true-false statements about the lesson, such as “Trade along the Silk Roads began about 2,000 years before archaeologists thought it had started.” Read the lesson aloud with students following along in their books. Then have them close the books and listen as you read the true-false statements. Students should give a thumbs up if a statement is true and a thumbs down if a statement is false.

STRIVING READERS
Use a Five-Ws Chart Students may have trouble understanding that the lesson describes the results of two different archaeological expeditions. To help students clarify and organize their reading, have them take notes for the text under each subheading using a SWs Chart.

What?
Who?
Where?
When?
Why?

ANSWERS
1. He believes trade along the Silk Roads first took place about 2,000 years before originally believed.

2. In Turkmenistan, he found very early artifacts that had been made in India and Mesopotamia. In Afghanistan he found that the Bactrian gold items were local imitations of Chinese, Greek, and Indian artifacts.

3. He suggests that knowledge is as valuable as gold.
CHAPTER 7

Review

VOCABULARY

Complete each of the following sentences using one of the vocabulary words from the chapter.
1. During China’s early development, physical features such as mountains and deserts helped isolate China.
2. The Han dynasty’s government was based on a ______ run by appointed officials.
3. Rather than sell silk for money, Chinese merchants would ______ it for gold.
4. According to the ______ a dynasty is overthrown once it has lost the approval of the gods.
5. Many historians believe that hundreds of thousands of ______ were forced to build the Great Wall.
6. Confucius taught that children should show their parents ______.
7. Traders on the Silk Roads often traveled in groups called ______.

READING STRATEGY

8. ANALYZE LANGUAGE USE If you haven’t already, complete your concept clusters to analyze language used to describe Confucianism, Daoism, and Legalism. Then answer the question.

Based on the author’s choice of words, how would you describe the overall theme of each philosophy?

VOCABULARY ANSWERS

1. isolate
2. bureaucracy
3. barter
4. dynastic cycle
5. peasants
6. filial piety
7. caravans

MAIN IDEAS

9. Why did civilization in ancient China first develop with relatively little cultural influence from the outside world? LESSON 1.1
10. What was the Mandate of Heaven? LESSON 1.2
11. How did Shi Huangdi organize his empire? LESSON 2.1
12. Why did Shi Huangdi begin building the Great Wall? LESSON 2.2
13. How did Han rulers bring Confucianism into their government? LESSON 2.4
14. What were the benefits of traveling on the Silk Roads in camel caravans? LESSON 3.3
15. How did trade on the Silk Roads encourage the process of cultural diffusion? LESSON 3.2

CRITICAL THINKING

16. SUMMARIZE How did China establish one of the world’s oldest continuous civilizations?
17. DRAW CONCLUSIONS How did the dynastic cycle help ensure the rise of new dynasties throughout China’s early history?
18. MAKE INFERENCES Why do you think Shi Huangdi was drawn to Legalist ideas rather than Confucian ideas?
19. COMPARE AND CONTRAST What did the governments under the Qin and Han dynasties have in common? How did they differ?
20. MAKE INFERENCES What role did you think the Silk Roads played in the Han dynasty’s prosperity?
21. YOU DECIDE Do you think Shi Huangdi was an effective emperor? Why or why not? Support your opinion with evidence from the chapter.

INTERPRET MAPS

Study the map showing the spread of Buddhism. Then answer the questions that follow.

22. Why do you think Buddhism spread to China before Korea and Japan?
23. What other region shown on the map was influenced by Buddhism?

ANALYZE SOURCES

Study this bronze statue of a flying horse, one of the finest examples of art from the Han dynasty. Then answer the question.

24. What details in the statue make it appear as if the horse is actually flying?

WRITE ABOUT HISTORY

25. ARGUMENT Which Chinese philosophy might be most effective as the basis for a governing policy? Choose one of the philosophies—Confucianism, Daoism, or Legalism—and create a bulleted list of arguments you might use in a debate on the subject.

TIPS

• Take notes from the lessons about each philosophy and its application in ancient Chinese government.
• Study the excerpt from each philosophy’s teachings in Lesson 1.4.
• Consider what each philosophy offers governments and the people they rule.
• Use vocabulary terms from the chapter.
• Organize your ideas into a bulleted list of arguments. Include points that might counter, or answer, arguments proposed by the opposing side.

STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS:
SS.6.G.1.4 Utilize tools geographers use to study the world; SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world; SS.6.W.1.3 Interpret primary and secondary sources; SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties; SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi; SS.6.W.4.9 Identify key figures from classical and post classical China; SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

LANGUAGE ARTS FLORIDA STANDARDS:
LAFS.6.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources;
LAFS.6.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions; LAFS.6.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies;
LAFS.6.RH.2.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts); LAFS.6.WHST.1.1 Write arguments focused on discipline-specific content; LAFS.6.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; LAFS.6.WHST.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; LAFS.6.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently; LAFS.6.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
8. Daoism: People should blend with nature; Confucianism: People should respect authority and one another; Legalism: Order comes from strong government and law enforcements.

9. Civilization in ancient China developed with relatively little cultural influence from the outside world because of formidable geographical barriers that isolated much of China.

10. The Mandate of Heaven was the idea that a king could rule only as long as the gods believed he was worthy. If he ruled badly, the gods would withdraw their approval, and a good ruler would overthrow him.

11. He divided his empire into 36 areas governed by officials he had selected.

12. Shi Huangdi built the Great Wall to protect China’s weak northern border from attack by nomadic tribes from Central Asia.

13. They only appointed government officials who had passed an exam that tested their knowledge of Confucianism.

14. The camels could endure the rough conditions of the routes, and the caravans helped protect the traders from bandits and thieves.

15. As people from different parts of the world came in contact with one another on the Silk Roads, they exchanged ideas, which greatly encouraged cultural diffusion.

16. In its early history, mountains and deserts protected China from invaders and isolated its people from other cultures. Strong rulers unified and expanded China’s empire and established effective governments. The philosophical ideas of Confucianism, Daoism, and Legalism and the religious ideas of Buddhism strengthened government and helped stabilize society. Inventions improved all aspects of life in China and influenced other civilizations. The Silk Roads brought wealth and new ideas to China.

17. According to the dynastic cycle, the rise and fall of dynasties was natural and the will of the gods.

18. Shi Huangdi probably didn’t believe that he needed to respect his people or lead them by his good example. He wanted to remain in control, punish those who disobeyed his laws or were opposed to him, and keep a tight rein on those beneath him.

19. Governments under both dynasties were strong and expected peasants to work on building projects for the state. However, the Han emperors based their government on Confucianism rather than Legalism and were less harsh in their dealings with the Chinese people.

20. The trade of goods it promoted—particularly China’s expensive silk—must have brought in a good deal of wealth and greatly bolstered the empire’s economy.

21. Students’ responses will vary. Students should clearly state their opinion of Shi Huangdi’s effectiveness and support it with evidence from the chapter.

22. China was geographically closer to India, and Buddhism was carried along China’s Silk Roads.

23. Southeast Asia

24. Students’ responses will vary. Possible response: The horse is balanced on one hoof; its other hooves are raised above the ground; the horse’s tail is lifted in the air.

25. Students’ bulleted arguments should

• explain why one of the philosophies would be effective as the basis for a governing policy
• present the information clearly and logically
• include points that might counter opposing arguments
• include vocabulary words from the chapter
Christopher Thornton directs excavations at the archaeological site of Bat in Oman. He has uncovered information that is providing new insights into the social history of the region.

Check out more on myNGconnect

Early Passion
I’d always planned to major in chemistry in college, but in my freshman year, I took a seminar on archaeological chemistry and got hooked! From that moment on, archaeology became my passion and my career.

Today I specialize in late prehistory in Southwest Asia, from the beginning of agriculture to the rise of empires. I love working in this region because, while people’s lives have been modernized, their cultures remain fairly traditional. You get a sense of “the old ways” while still enjoying hot showers!

Digging for clues
Because this region had very limited literacy during the late prehistoric and early historic periods, it needs an archaeologist’s eye to investigate and figure out what was going on then. One of the key questions I’m trying to answer is how and why people living in harsh regions like present-day Oman managed to create relatively large settlements 4,000 years ago but, 1,000 or so years later, were content to live in much smaller areas. A clue lies in copper. Mesopotamian texts from the Bronze Age refer to modern Oman as “Magan,” noting that it was then a major producer of copper for the entire region. Most archaeologists believed that the people of Magan were being exploited by traders from Mesopotamia and the Indus Valley. However, for nine years, my team and I have been excavating a site called Bat in northwestern Oman. In the course of our digs, we’ve discovered not only evidence of copper production, but also indications of the local use of copper in tools, weapons, and jewelry. This suggests that despite the harsh geography of the region, the people of Magan were a very important part of the Bronze Age economic trade networks that led to the rise of cities. This puts a whole new slant on the history of the region.

Now we hope to find clues that will help us understand how the adoption of farming led to early settled villages in Magan, and how these eventually grew into the large centers we find by 2200 B.C. These are the kind of answers we keep digging for.

Christopher Thornton works near a 4,500-year-old Bronze Age monument in northwestern Oman at the site of Bat.

WHY STUDY HISTORY
History helps us to understand the similarities between apparently different nations, peoples, and cultures. Studying history lets us look back on all that we have accomplished and to consider where we are going now! —Christopher Thornton

STANDARDS
NEXT GENERATION SUNSHINE STATE STANDARDS:
SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations;
SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.

LANGUAGE ARTS FLORIDA STANDARDS:
LAFS.68.WHST.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration;
LAFS.68.WHST.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
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WHY STUDY HISTORY?

“History helps us to understand the similarities between apparently different nations, peoples, and cultures. Studying history lets us look back on all that we have accomplished and to consider where we are going now!” —Christopher Thornton
UNIT INQUIRY: WRITE A CREATION MYTH

In this unit, you learned about the development of early civilizations in Mesopotamia, Egypt, India, and China. Based on your understanding of the text, what crucial roles did geography and natural resources play in the development of early civilizations? What other factors were important to their growth and longevity?

**Assignment** Write a creation myth for one of the civilizations you learned about in this unit. The narrator of your creation myth should be a geographic feature or a natural resource—such as a river—that was vital to the civilization’s development. Be prepared to present your creation myth to the class and explain your choice of narrator.

**Plan** As you write your creation myth, think about the essential roles geography and natural resources played in that civilization’s development. To describe the civilization, answer from the narrator’s point of view the questions Who? What? Where? When? Why? and How? Try to incorporate these descriptions in your myth. You might want to use a graphic organizer to help organize your thoughts.

**Produce** Use your notes to produce detailed descriptions of the factors that were important in the development of the civilization you selected. Begin your creation myth with an engaging introduction to capture your audience’s attention.

**Present** Choose a creative way to present your myth to the class. Consider one of these options:

- Create a multimedia presentation using illustrations or photographs of the civilization’s geography to produce a sense of place.
- Dress in costume and play the role of an ancient storyteller for an oral presentation of the myth.
- Illustrate cover art featuring the narrator of the creation myth.

**POSSIBLE RESPONSES**

Possible responses for the remaining five things to remember:

1. Farming in the fertile lands of Mesopotamia led to the emergence of city-states such as Sumer and Ur.
2. The fertile farmland along the Nile River enabled the development of ancient Egyptian civilization.
3. Judaism was the first monotheistic religion.
4. Several important religions developed in India, including Hinduism and Buddhism.
5. Ancient China spread innovative forms of government, philosophy, technology, writing, and art via trade routes.

6-10. **Now It’s Your Turn** Complete the list with five more things to remember about early civilizations.

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STANDARDS

**Next Generation Sunshine State Standards:**

- SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations;
- SS.6.G.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.

**Language Arts Florida Standards:**

- LAFS.6.W.HST.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration;
- LAFS.6.W.HST.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- LAFS.6.W.HST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

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RAPID REVIEW

**Early Civilizations Top Ten**

1. Rulers in ancient China believed they had divine authority but that the people had the right to rise up and replace them.
2. Mesopotamia’s city-states were centers of learning, commerce, religion, and culture.
3. Pharaohs ruled with absolute authority and were believed to be intermediaries with ancient Egyptian gods.
4. Because their homeland was repeatedly conquered, Jews dispersed around the world.
5. Nomadic Aryans who brought their language, religious beliefs, and class system, replaced the Harappan civilization in India’s Indus Valley.
## UNIT INQUIRY PROJECT RUBRIC

**ASSESS**

Use the rubric to assess each student’s participation and performance.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ASSIGNMENT</th>
<th>PRODUCT</th>
<th>PRESENTATION</th>
</tr>
</thead>
</table>
| **3** | GREAT | • Student thoroughly understands the assignment.  
  • Student engages fully with the project process.  
  • Student works well independently. | • Creation myth is well thought out.  
  • Creation myth reflects the essential roles played by geography and natural resources in the selected civilization's development.  
  • Creation myth contains all of the key elements listed in the assignment. | • Presentation is clear, concise, and logical.  
  • Presentation does a good job of creatively presenting the creation myth.  
  • Presentation engages the audience. |
| **2** | GOOD | • Student mostly understands the assignment.  
  • Student engages fairly well with the project process.  
  • Student works fairly independently. | • Creation myth is fairly well thought out.  
  • Creation myth somewhat reflects the essential roles played by geography and natural resources in the selected civilization’s development.  
  • Creation myth contains some of the key elements listed in the assignment. | • Presentation is fairly clear, concise, and logical.  
  • Presentation does an adequate job of creatively presenting the creation myth.  
  • Presentation somewhat engages the audience. |
| **1** | NEEDS WORK | • Student does not understand the assignment.  
  • Student minimally engages or does not engage with the project process.  
  • Student does not work independently. | • Creation myth is not well thought out.  
  • Creation myth does not reflect the essential roles played by geography and natural resources in the selected civilization’s development.  
  • Creation myth contains few or none of the key elements listed in the assignment. | • Presentation is not clear, concise, or logical.  
  • Presentation does not creatively present the creation myth.  
  • Presentation does not engage the audience. |
Patterns in History: similar developments across locations

All centers of civilization develop the same basic structures:

• the beginnings of social organization that lead to governments
• origins of religion as a way to make sense of the world
• the development of crafts that lead to technology
• basic economies that lead to today’s economy

Government advancements include the rise of dynasties, such as those in Egypt and China; the creation of laws, including Hammurabi’s Code; and the building of cities.

Movement of People and ideas

People adapt to new places, environments, and climates, from the earliest exodus from Africa to migrations in India.

Trade

Peoples and cultures gradually intermingle, a first step toward global citizenship.

Artistic Expression

Cave art, including the handprints shown here, become early expressions of identity.

Technology & Innovation

Tools, settlements, and the development of agriculture increase chances of survival.

Key Takeaways Units 1 and 2

History is more than just one fact after another. Keep in mind the key takeaways from Units 1 and 2. Be sure to ask “how” and “why,” and not just “what.” Watch as the human story continues with the civilizations that may be most familiar to you: the Greek and Roman civilizations.

In Units 1 and 2, you’ve learned about the origins of culture and how the building blocks of civilization allowed humans to move from individuals struggling to survive to groups creating a life together. All early civilizations faced the same challenges—and the urge to establish an identity was key to their survival.

The record of human occupation involves the study of stones, bones, and artifacts that go back hundreds of thousands of years. Archaeologists rely on that record to learn about the way we’ve lived on this earth. Artifacts represent people’s identity. When an artifact is looted, or excavated illegally, we lose the context for that artifact—where it was found and who created it. It becomes lost to history. The human record is a non-renewable resource that can never be replaced.

Why Study History?

To Learn about the Building Blocks of Civilization

In Units 1 and 2, you’ve learned about the origins of culture and how the building blocks of civilization allowed humans to move from individuals struggling to survive to groups creating a life together. All early civilizations faced the same challenges—and the urge to establish an identity was key to their survival.

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**KEY TAKEAWAYS UNITS 1 AND 2**

**PATTERNS IN HISTORY: SIMILAR DEVELOPMENTS ACROSS LOCATIONS**
All centers of civilization develop the same basic structures:
- the beginnings of social organization that lead to governments
- origins of religion as a way to make sense of the world
- the development of crafts that lead to technology
- basic economies that lead to today’s economy

**GOVERNMENT**
Advancements include the rise of dynasties, such as those in Egypt and China; the creation of laws, including Hammurabi’s Code; and the building of cities.

**MOVEMENT OF PEOPLE AND IDEAS**
People adapt to new places, environments, and climates, from the earliest exodus from Africa to migrations in India.

**TRADE**
Peoples and cultures gradually intermingle, a first step toward global citizenship.

**ARTISTIC EXPRESSION**
Cave art, including the handprints shown here, become early expressions of identity.

**TECHNOLOGY & INNOVATION**
Tools, settlements, and the development of agriculture increase chances of survival.

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**GUIDED DISCUSSION**
In Units 1 and 2, students learned about the origins of culture and the earliest civilizations. All early civilizations faced the same challenges—and the urge to establish an identity was key to their survival.

1. **Time Out for a Definition!**
The word—“looting”—is sadly one students will come across frequently as they study world history. What it refers to in a historical context is the stealing of cultural artifacts, typically during a time of unrest. As you teach each unit, ask students to assess and discuss the effects of looting on a civilization or culture. If time permits, invite them to conduct a responsible Internet search for news stories relating to looting in the present-day. Discuss why groups or individuals might be motivated to steal artifacts from a culture—either their own or someone else’s.

2. **Technologies and Innovations**
Invite students to consider the different types of tools and innovations, including agricultural advances, that increased the chances of survival and shaped the earliest civilizations. Have students choose one of these innovations and create a one-page explanation of it, including an illustration or other visual and one or two paragraphs of explanatory text.

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**AS YOU READ ON**
History is more than just one fact after another. Keep in mind the key takeaways from Units 1 and 2. Be sure to ask “how” and “why,” and not just “what.” Watch as the human story continues with the civilizations that may be most familiar to you: the Greek and Roman civilizations.

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**REFLECT ON UNITS 3–5**
As they read Units 3 through 5 in their textbook, have students complete pages 19–28 in their Field Journal to process the material in these units. Remind students that they will use their Field Journal as they read each Why Study History? section and explore the historical record. They will record their thoughts about what they’ve read and fit them into the larger picture of world history. They will also use the journal to consider how they fit into that big picture and what it means to be a global citizen.