

Module 6

Ancient China



Essential Question

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



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

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

What You Will Learn...

Lesson 1: Geography and Early China 184

The Big Idea Chinese civilization began with the Shang dynasty along the Huang He.

Lesson 2: The Zhou Dynasty 192

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

Lesson 3: The Qin Dynasty 200

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

Lesson 4: The Han Dynasty 206

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

Lesson 5: The Silk Road 216

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

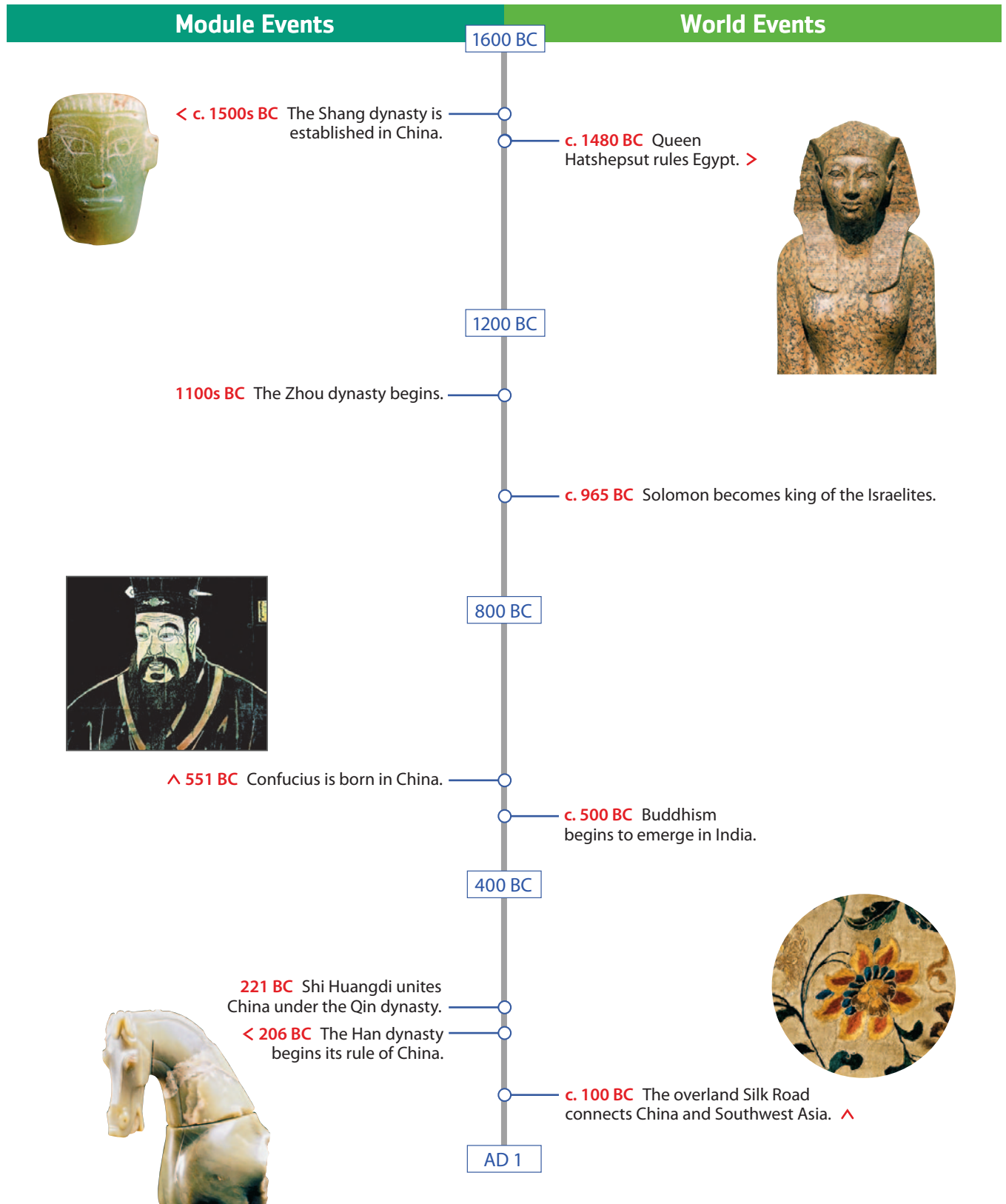
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VIDEOS, including...

- The Great Wall of China
- Confucius: Words of Wisdom
- The Silk Road

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



Reading Social Studies

THEME FOCUS:

Politics, Society and Culture

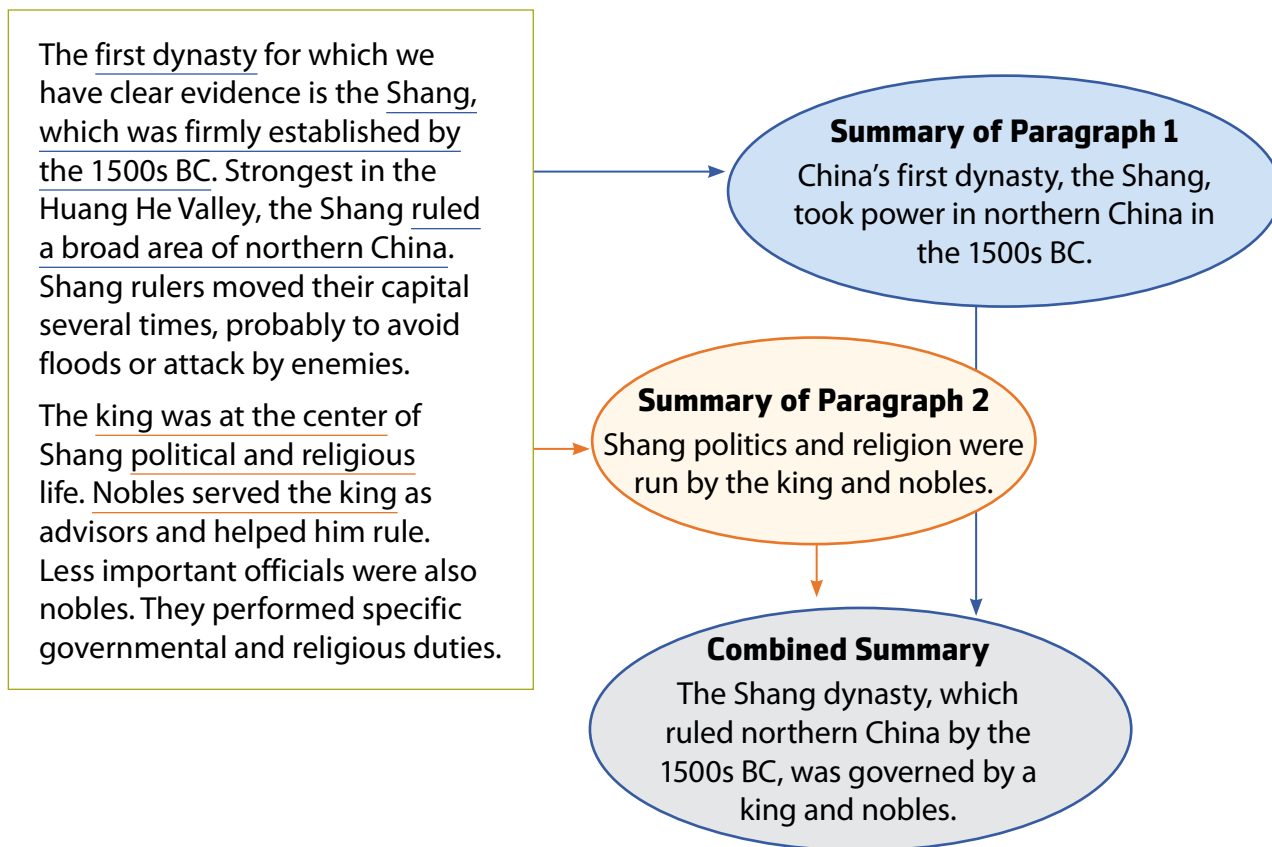
In this module you will describe the early development of China—how Chinese civilization began and took shape under early dynasties. You will see how these dynasties controlled the government and politics. You will also see how the Chinese, influenced by the philosopher Confucius, established traditions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

READING FOCUS:

Summarize Historical Texts

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

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



You Try It!

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

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

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

After you read the passage, answer the following questions.

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

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

Key Terms and People

Lesson 1

jade
oracle

Lesson 2

lords
peasants
Confucius
ethics
Confucianism
Daoism
Laozi
Legalism

Lesson 3

Shi Huangdi
Great Wall

Lesson 4

sundial
seismograph
acupuncture
silk
diffusion

Lesson 5

Silk Road



Geography and Early China

The Big Idea

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

Main Ideas

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

Key Terms

jade
oracle

If YOU were there . . .

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

Why is this legend important to your family?

China's Physical Geography

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

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

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

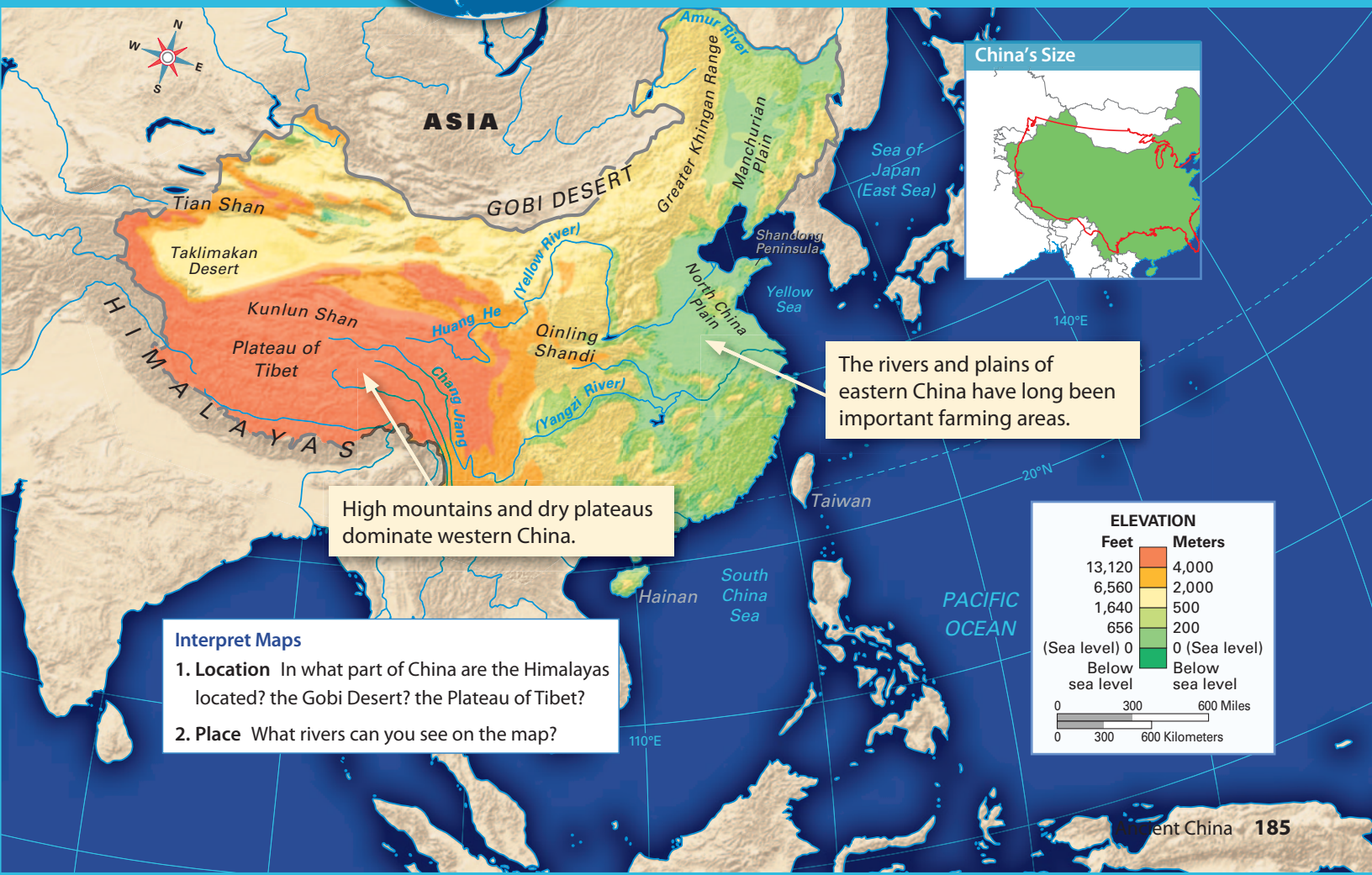
Western China's high mountains and wide deserts make travel difficult and isolate China's population centers in the east.



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

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China: Physical



Interpret Maps

- Location** In what part of China are the Himalayas located? the Gobi Desert? the Plateau of Tibet?
- Place** What rivers can you see on the map?

Academic Vocabulary

vary to be different

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

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

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

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

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

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

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





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

Civilization Begins

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

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

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

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

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

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

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

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

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

Reading Check

Draw Conclusions

What do the features of early Chinese settlements show about life there?

China's First Dynasties

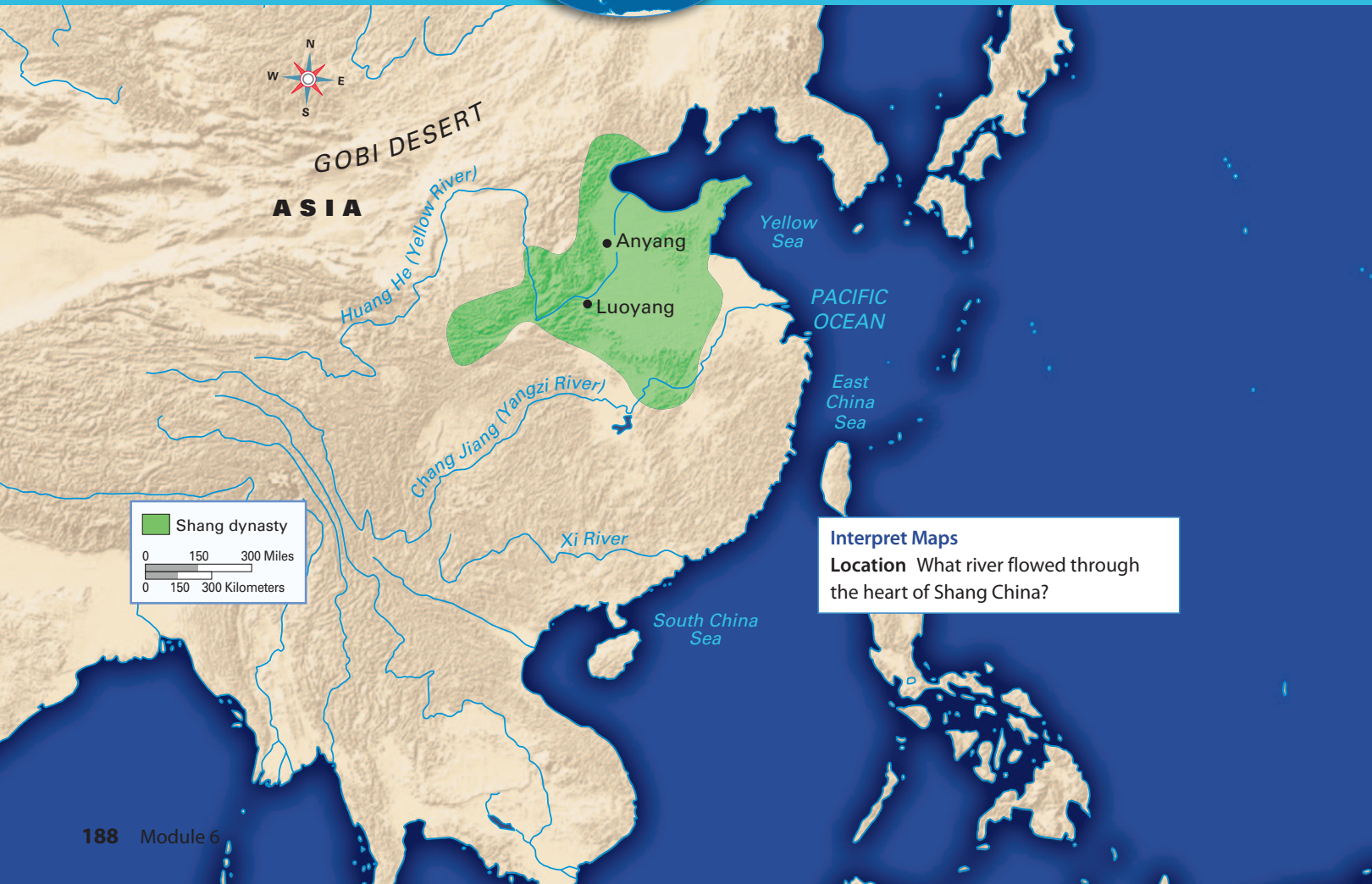
Societies along the Huang He grew and became more complex. They eventually formed the first Chinese civilization.

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

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

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Shang Dynasty, c. 1500–1050 BC



Interpret Maps

Location What river flowed through the heart of Shang China?

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

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

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



This bronze Shang container is shaped like a tigress.

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

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

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

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

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









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

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

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

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

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

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



Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Over time, the symbols became more complex and looked less like real objects. Many examples of early Chinese writing are carved into bones like this tortoise shell.

Reading Check

Contrast

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

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

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

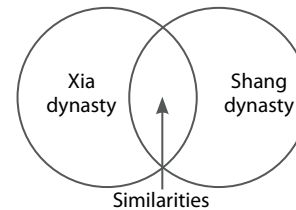
Lesson 1 Assessment

Review Ideas, Terms, and People

- Identify** Name China's two major rivers.
 - Analyze** How did China's geography affect its development?
- Identify** In which river valley did China's civilization begin?
 - Explain** What made China's river valleys ideal for farming?
 - Elaborate** What do Chinese artifacts reveal about China's early civilization?
- Describe** How do historians know about the Xia dynasty?
 - Identify** What was the lowest level of Shang society?
 - Draw Conclusions** What does the use of oracle bones tell us about the early Chinese?
 - Compare** How were ancient calendars similar?

Critical Thinking

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



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



The Zhou Dynasty and New Ideas

The Big Idea

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

Main Ideas

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

Key Terms

lords
peasants
Confucius
ethics
Confucianism
Daoism
Laozi
Legalism

If YOU were there . . .

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

How will these teachings affect your life?

The Zhou Dynasty

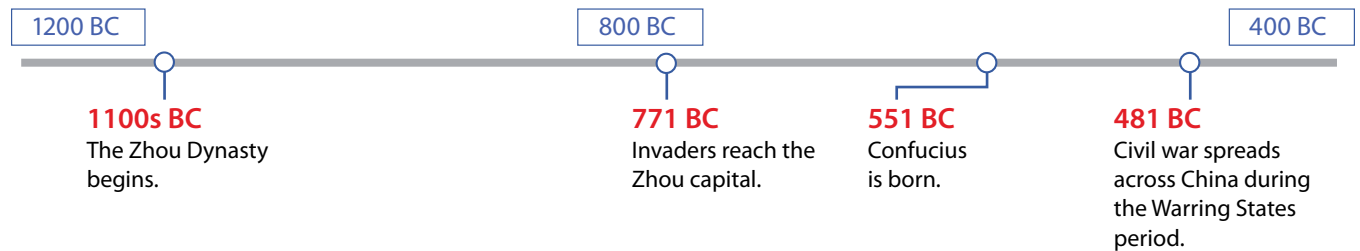
In the 1100s BC, the leaders of a people who came to be known as the Zhou (JOH) ruled over a kingdom in China. They joined with other nearby tribes and attacked and overthrew the Shang dynasty. The Zhou dynasty lasted longer than any other dynasty in Chinese history.

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

“Oh! Of old the former kings of Hsiâ [Xia] cultivated earnestly their virtue, and then there were no calamities from Heaven. The spirits of the hills and rivers likewise were all in tranquillity; and the birds and beasts, the fishes and tortoises, all enjoyed their existence according to their nature.”

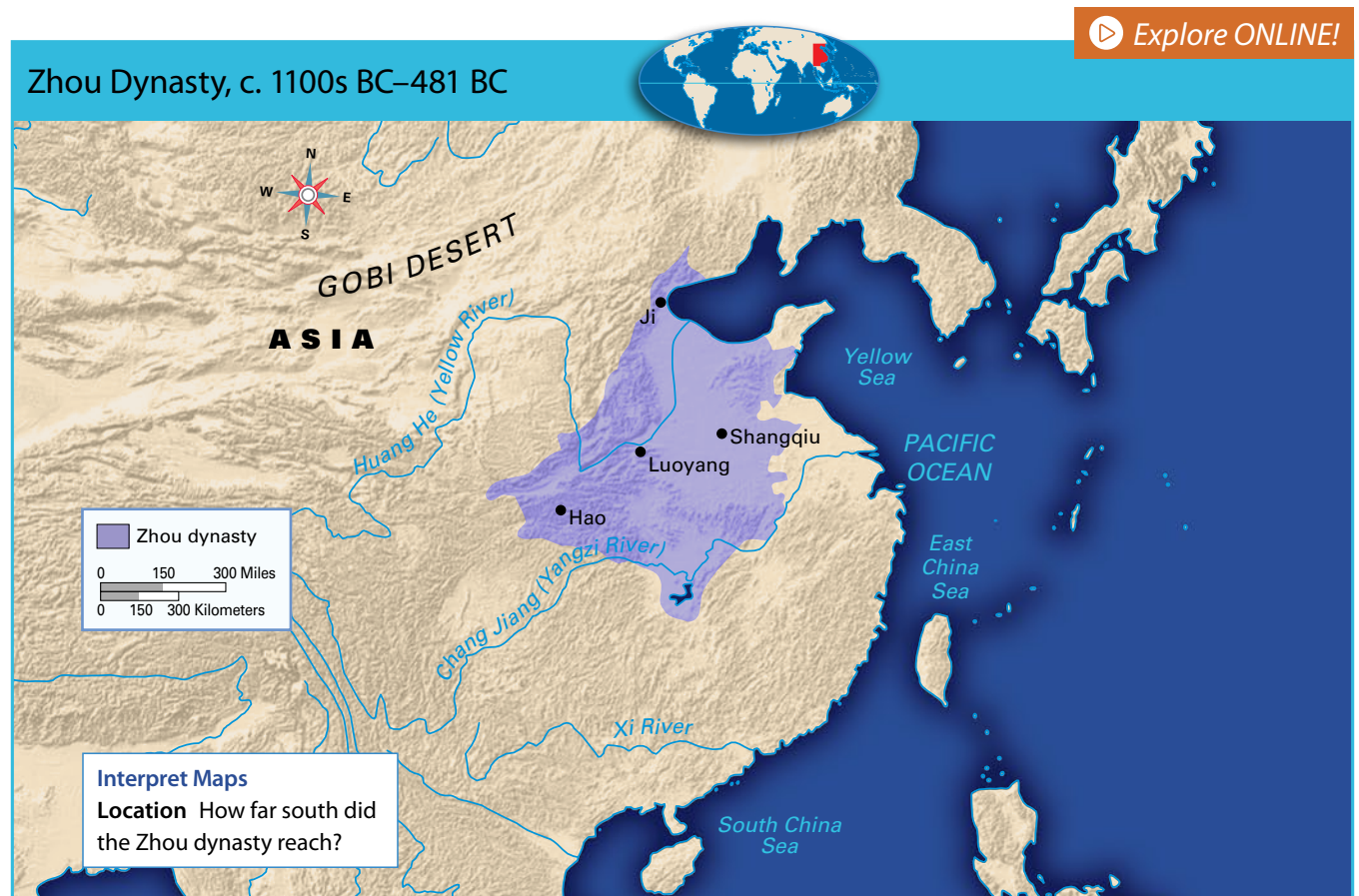
—from “The Instructions of I.” *The Sacred Books of China: The Texts of Confucianism* in *The Sacred Books of the East*, translated by James Legge; edited by F. Max Mueller

Timeline: The Zhou Dynasty



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

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



Quick Facts

Zhou Society

King

The king led the government and gave land to lords.



Lords and Warriors

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



Peasants

Peasants farmed the nobles' land.



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

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

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

Academic Vocabulary

structure the way something is set up or organized

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

Link to Economics

The Bronze and Iron Ages

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

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

Analyze Information

What was copper used to make?

The Analects

The followers of Confucius placed their teacher's sayings together in a work called in Chinese the *Lun Yü* and in English *The Analects*. The word *analects* means "writings that have been collected."

Analyze Historical Sources

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

"(2.17) The Master said: 'Yu! Shall I teach you the meaning of knowledge? When you know a thing to recognise that you know it, and when you do not know that you do not know,— that is knowledge.'

(7.8) The Master said: 'I expound nothing to him who is not earnest, nor help out any one not anxious to express himself.'

(15.23) 'Is there any one word' asked Tzû Kung, 'which could be adopted as a lifelong rule of conduct?' The Master replied: 'Is not Sympathy the word? Do not do to others what you would not like yourself.'"

—Confucius, from *The Analects*

Reading Check

Analyze Effects

How did the Zhou's decline affect Chinese society?

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

Confucius and Society

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

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

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

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

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

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

Confucius (551–479 BC)

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

Draw Conclusions

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



Confucius expressed this idea when he told kings:

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

—Confucius, from *The Analects*

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

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

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

Quick Facts

Main Ideas of Confucianism

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

Reading Check
Make Inferences
What did Confucius
believe about good
behavior?

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

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

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

Daoism and Legalism

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

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

Link to Today

Daoism Today

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

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

Analyze Information

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

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

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

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

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

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

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

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

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

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

BIOGRAPHY

Laozi (c. 500s or 400s BC)

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

Make Inferences

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



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

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

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

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

Lesson 2 Assessment

Review Ideas, Terms, and People

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

Critical Thinking

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

Confucianism	
Daoism	
Legalism	



The Qin Dynasty

The Big Idea

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

Main Ideas

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

Key Terms and People

Shi Huangdi
Great Wall

If YOU were there . . .

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

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

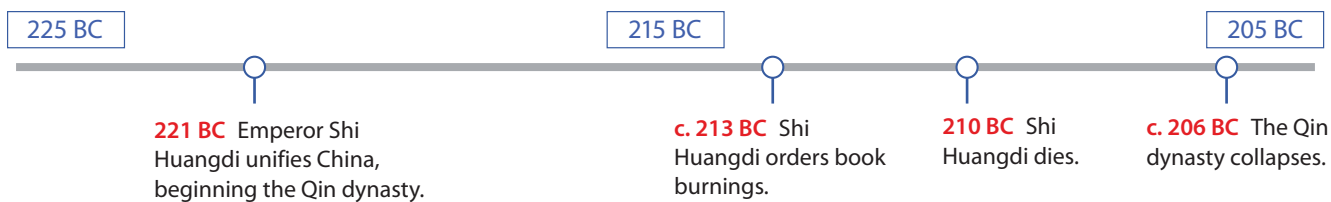
The Qin Emperor's Strong Government

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

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

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

Timeline: The Qin Dynasty



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

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

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

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

Reading Check

Summarize How did Shi Huangdi strengthen the government?

[Explore ONLINE!](#)

Qin Dynasty, c. 221–206 BC



Interpret Maps

Location Where was the Great Wall located during the Qin dynasty?

A Unified China

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

Quick Facts

Shi Huangdi

Policies

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

Achievements

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

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

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

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

BIOGRAPHY

Shi Huangdi (c. 259–210 BC)

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

Draw Conclusions

Why do you think Shi Huangdi feared for his life?



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

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

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

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

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



Guardians of Shi Huangdi's Tomb



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



Analyze Visuals

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

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

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

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

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

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

Reading Check

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

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. Identify** What does the title Shi Huangdi mean?

b. Explain After unifying China, why did Shi Huangdi divide the country into military districts?

c. Contrast Which of the following acts do you think best showed how powerful Shi Huangdi was—burning books, forcing nobles to move, or forcing commoners to work on government projects? Explain your answer.

- a. Recall** Why was the Great Wall built?

b. Summarize What actions did Shi Huangdi take to unify China and standardize things within the empire?

c. Evaluate In your opinion, was Shi Huangdi a good ruler? Explain your answer.

Critical Thinking

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

Most important		Least important
1.	2.	3.



The Han Dynasty

The Big Idea

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

Main Ideas

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

Key Terms

sundial
seismograph
acupuncture
silk
diffusion

If YOU were there . . .

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

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

Han Dynasty Government

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

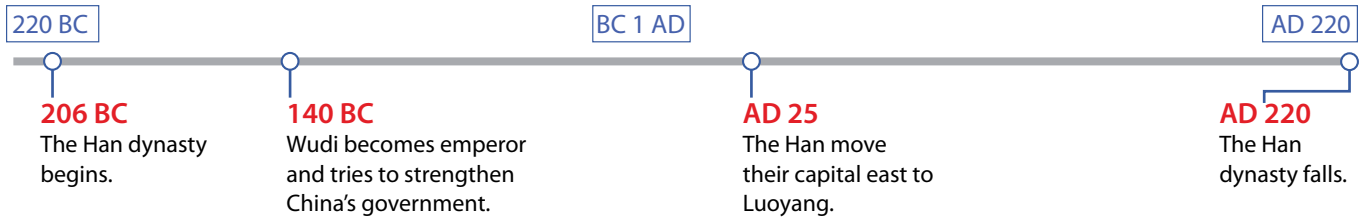
The Rise of a New Dynasty Liu Bang, a peasant, was able to become emperor in large part because of the Chinese belief in the mandate of heaven. He was the first common person to become emperor. He earned people's loyalty and trust. In addition, he was well liked by both soldiers and peasants, which helped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

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

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

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

Timeline: The Han Dynasty



Reading Check

Make Inferences

How was the Han government based on the ideas of Confucius?

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

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

Explore ONLINE!

Han Dynasty, c. 206 BC–AD 220



Interpret Maps

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

Family Life

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

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

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

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

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

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

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

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



This Han artifact is an oil lamp held by a servant

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

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

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

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

Reading Check

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

The Importance of Family

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



Han Achievements

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

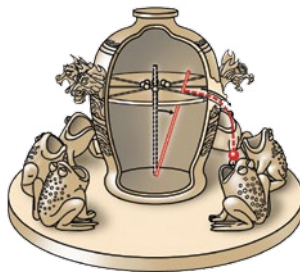
Art and Literature The Chinese of the Han period produced many works of art. They became experts at figure painting—a style of painting that includes portraits of people. Portraits often showed religious figures and Confucian scholars. Han artists also painted realistic scenes from everyday

Han Advancements

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

Science

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



Medicine

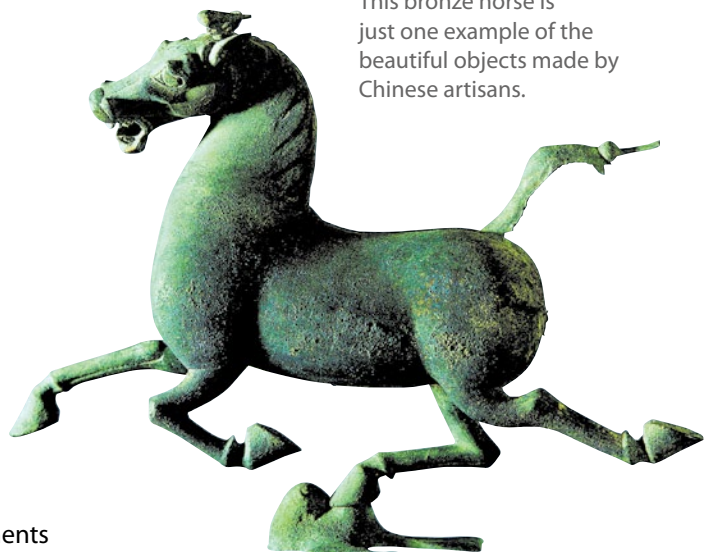
Han doctors studied the human body and used acupuncture to heal people.

Analyze Visuals

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

Art

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



Academic Vocabulary
innovation a new idea, method, or device

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Vocabulary

procedure the way a task is accomplished

Reading Check

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

Silk Production

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



Buddhism Comes to China

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

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

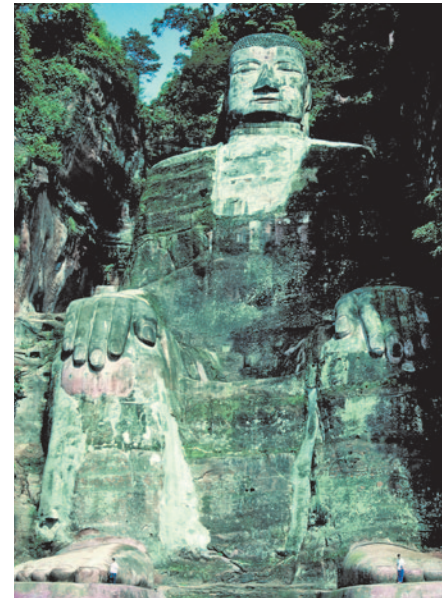
out why they had to suffer so much. They were unable to find helpful answers.

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

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

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

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



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

Reading Check

Find Main Ideas

How did Chinese people learn of Buddhism?

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

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Identify** On whose teachings was Han government based?

b. Summarize How did Emperor Wudi create a strong central government?

c. Evaluate Is an exam system best for filling government jobs? Explain.
- a. Describe** What was the son's role in the family?

b. Contrast How did conditions for the wealthy differ from those of peasants?
- a. Identify** What device did the Chinese invent to measure earthquakes?

b. Describe What was Zhang Heng's role in the advances made during the Han dynasty?

c. Identify Who was Lady Wenji?

- 4. Draw Conclusions** Why did people in China begin to grow curious about Buddhism?

Critical Thinking

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



Literature in History

Literature of Ancient China

Word Help

intervals periods of time

dispatched sent

envoy representative

❶ Henan (HUH-NAHN) is a region of eastern China. It is a productive agricultural region.

❷ The Xiongnu were a tribe of nomads. They lived in the north and often raided towns near China's border.

❸ *Why do you think the emperor invites Bu Shi to work for the government?*

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

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

From *The Shiji*

by Sima Qian, translated by Burton Watson

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

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

Word Help

objective goal

chancellor high official

accord agreement

eccentric someone who acts strangely

populace people

tutor private teacher

4 The Chinese people believed that their emperor was the “Son of Heaven.” They thought he received his power from heavenly ancestors.

5 The “latter” means the one mentioned last. In this case, the latter is the chancellor.

6 *What is Bu Shi’s attitude toward his wealth? How is it different from the attitude of the rich families?*

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

Bu Shi replied, “The Son of Heaven has set out to punish the Xiongnu. 4 In my humble opinion, every worthy man should be willing to fight to the death to defend the borders, and every person with wealth ought to contribute to the expense. . . .”

The emperor discussed the matter with the chancellor, but the latter said, “The proposal is simply not in accord with human nature! 5 Such eccentric people are of no use in guiding the populace, but only throw the laws into confusion. I beg Your Majesty not to accept his offer!”

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

The following year a number of poor people were transferred to other regions. . . . At this point Bu Shi took two hundred thousand cash of his own and turned the sum over to the governor of Henan to assist the people who were emigrating to other regions. . . . At this time the rich families were all scrambling to hide their wealth; only Bu Shi, unlike the others, had offered to contribute to the expenses of the government. 6 The emperor decided that Bu Shi was really a man of exceptional worth after all. . . . Because of his simple, unspoiled ways and his deep loyalty, the emperor finally appointed him grand tutor to his son Liu Hong, the king of Qi.



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

Connect Literature to History

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



The Silk Road

The Big Idea

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

Main Ideas

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

Key Terms

Silk Road

If YOU were there . . .

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

What do you expect to find in China?

Expansion of Trade

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

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

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

Reading Check

Summarize

Why did Chinese trade expand under Han rule?

Trade Along the Silk Road

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

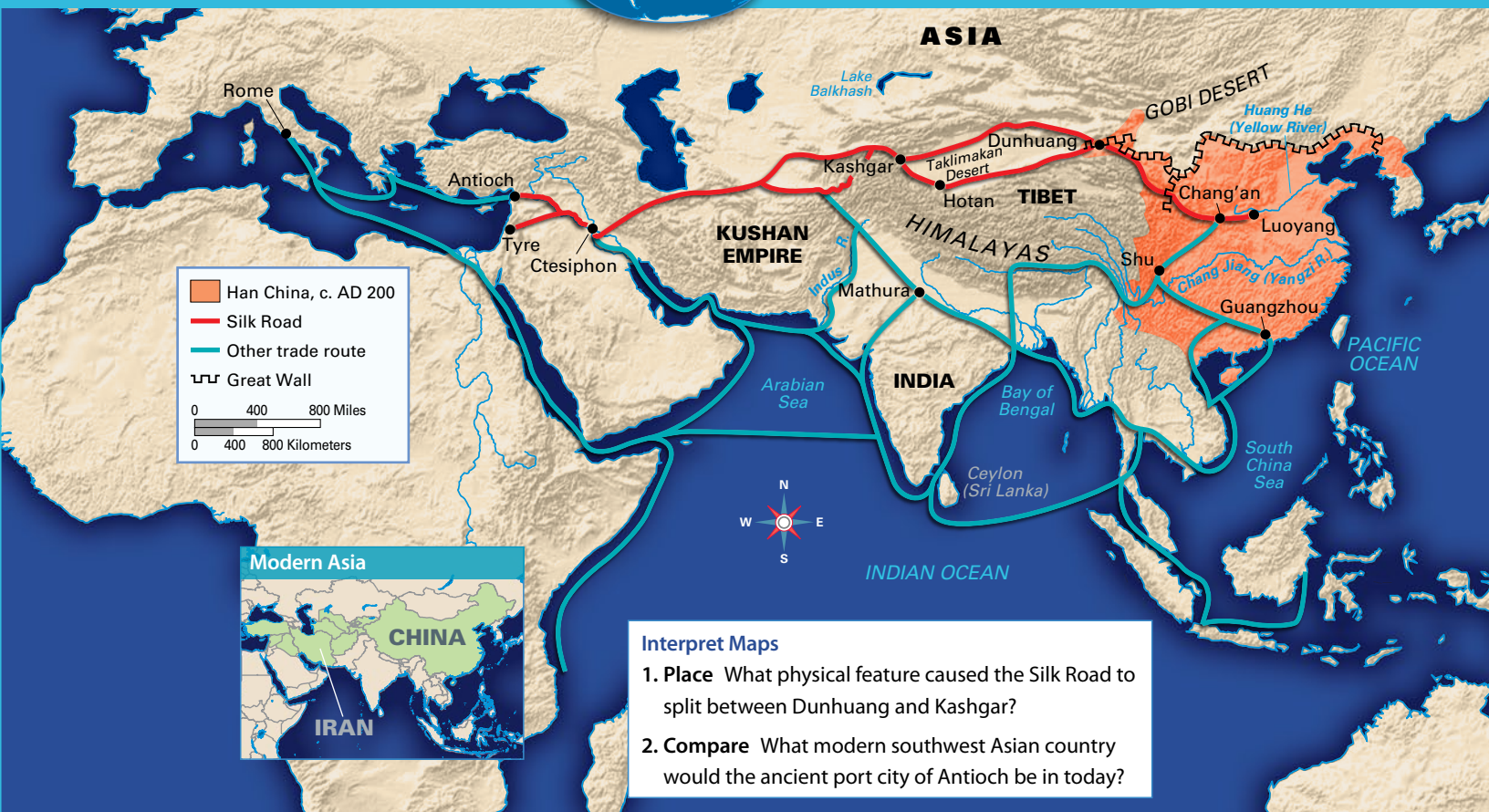
Goods Traded Chinese traders did not travel the entire Silk Road. Most merchants traveled only a small part of the route, selling their goods along the way. Upon reaching Central Asia, traders sold their goods to other local traders who took them the rest of the way.

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

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

 Explore ONLINE!

The Silk Road





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

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

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

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

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

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

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

Reading Check
Find Main Ideas

What was the Silk Road?

Lesson 5 Assessment

Review Ideas, Terms, and People

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

Critical Thinking

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



Social Studies Skills

Conduct Internet Research

Define the Skill

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

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

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

Learn the Skill

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

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

2. **Study the web page.** Read the information to see if it is useful. You can print the page on the computer's printer or take notes. If you take notes, be sure to include the page's *URL*. This is its location or "address" on the Internet. You need this as the source of the information.
3. **Use hyperlinks.** Many web pages have connections, called *hyperlinks*, to related information on the site or on other websites. Clicking on these links will take you to those pages. You can follow their links to even more pages, collecting information as you go.
4. **Return to your results list.** If the information or hyperlinks on a web page are not useful, return to the list of pages that your search engine produced and repeat the process.

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

Practice the Skill

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

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

History and Geography

The Silk Road

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

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



Goods from the West Roman merchants like this man grew rich from Silk Road trade. Merchants in the west traded goods like those you see here—wool, amber, and gold.





Goods from the East Chinese merchants also got rich from Silk Road trade. Valuable Asian goods included silk cloth, jade objects, and spices like cinnamon, nutmeg, and ginger that didn't grow in Europe.

A Network of Roads The Silk Road was actually a network of roads that linked trading centers in Asia. Most merchants only traveled a small part of the Silk Road, selling their goods along the way to other traders from distant lands.

- Silk Road
 - Other trade routes
 - Han Empire
 - Roman Empire
- Scale varies on this map.

Interpret Maps

1. **Place** What two empires did the Silk Road connect by AD 100?
2. **Movement** What were some goods traded along the Silk Road?

Module 6 Assessment

Review Vocabulary, Terms, and People

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

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

Comprehension and Critical Thinking

Lesson 1

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

Lesson 2

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

- c. **Evaluate** Would you be happier under a government influenced by Legalism or by Daoism? In which type of government would there be more order? Explain your answers.
- d. **Summarize** How was the traditional practice of Daoism affected by its spread to other countries?

Lesson 3

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

Module 6 Assessment, continued

Lesson 4

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

Lesson 5

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

Reading Skills

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

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

Review Themes

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

Social Studies Skills

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

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

Focus On Writing

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

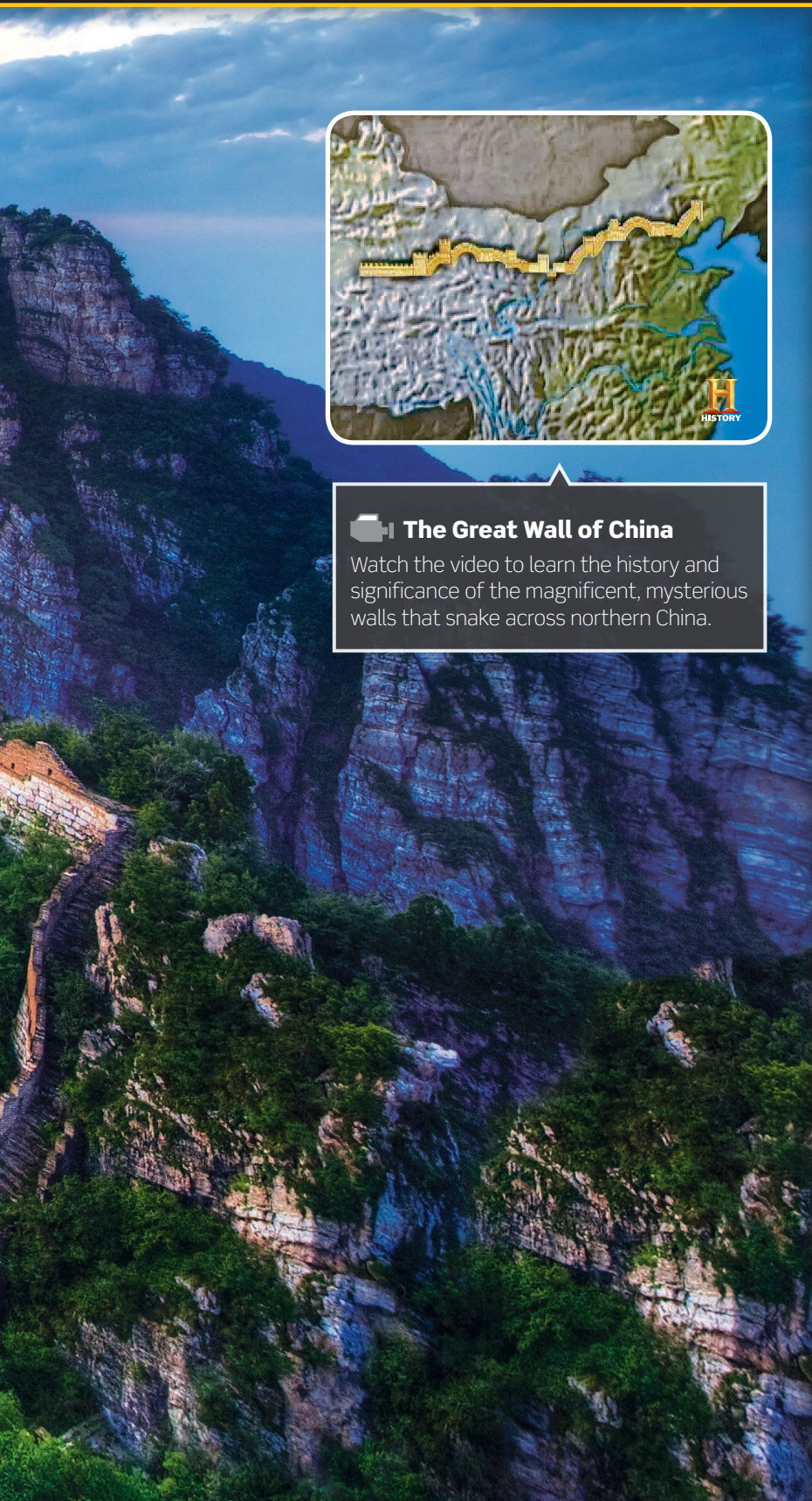



China and the Great Wall

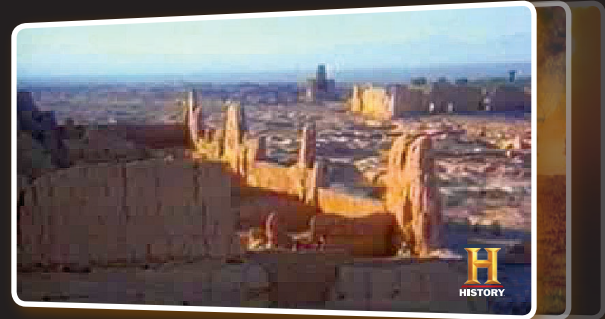
Today, the Great Wall of China is an impressive symbol of the Asian giant's power, genius, and endurance. It wasn't always so. For much of its history, the Chinese people saw the Great Wall as a symbol of cruelty and oppression. This is just one way in which the wall differs from what we think we know. In contrast to popular notions, the wall that draws tourists to Beijing by

the millions was not built 2,000 years ago. Nor is the Great Wall a single wall. Instead, it was patched together from walls built over many centuries. And for all its grandeur, the wall failed to keep China safe from invasion.

Explore facts and fictions about the Great Wall online. You can find more information, video clips, primary sources, and activities through your online textbook.




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




 **A Land of Walls Within Walls**
Watch the video to learn how the Great Wall fits within the ancient Chinese tradition of wall-building.



 **The Human Costs of Building**
Watch the video to learn about the miseries that awaited the men who built the wall.



 **Twentieth-Century China**
Watch the video to examine the role that the wall has played in modern Chinese history.