

The Classical Civilizations

Part 3 - China



Name: _____

Period: _____

Background Information

A. Geography:

- a. Known as the _____
 - i. Belief that the Chinese were the _____ of the earth and the sole source of civilization
- b. Isolated because of _____
 - i. Mountains to west
 - ii. Jungles to the south
 - iii. Gobi desert in the north
 - iv. Pacific in the east

B. Ancient Chinese Dynasties

- a. _____
 - i. _____ like Mesopotamia
 - ii. Class system like other ancient societies
 1. Large peasant class
 - iii. Religion
 1. Polytheistic
 2. _____
 3. Yin and yang
 - iv. Culture
 1. System of writing- gave unity
 2. Oracle bones
 3. _____
- b. _____
 - i. Overthrew the Shang
 1. Justified by _____
 - a. Divine right to rule
 2. _____ - the rise and fall of dynasties (ruling family)
 - ii. Society of Zhou
 1. Zhou had a vast area to control
 - a. Established _____ - a political system in which nobles, or lords, are granted the use of _____ that legally belong to the king. In return, the nobles owe

_____ to the kind and protection to
the people who live in their estates

2. Achievements:

a. _____ built

b. Coined _____

c. Cast iron

i. _____

ii. _____

iii. Decline: “_____”; dynastic cycle will go into
effect

Who was Emperor Shi Huangdi?

Objective:

- **Describe** the political, economic and social characteristics of China in 221 BC.
- **Describe** what evidence will be needed to respond to the compelling question.
- **Construct** a working thesis in response to the compelling question.

➡ **Directions:** Read the question below. Then, identify what information you will need to know in order to answer the question.

Did Emperor Shi Huangdi improve China?

What do I need to know in order to answer this question?



Contextualize

Who was Shi Huangdi and what area did he rule?

➔ **Directions:** Read the text and examine the images below. Then, respond to the questions below.



Source: <https://commons.wikimedia.org/wiki/File:QinShiHuang18thCentury.jpg#/media/File:QinShiHuang18thCentury.jpg>

During the **Warring States** period (475 – 221 BC), China was made up of seven major states which were often at war with each other. In 221 BC, Shi Huangdi unified the major warring states under the Qin dynasty. Rather than maintain the title of king, he ruled as the **First Emperor** of the Qin dynasty from 220 to 210 BC. During his reign, he supported the philosophy of **Legalism**. Legalism in ancient China was a philosophical belief that human beings are essentially bad because they are inherently selfish. No one, unless forced to, willingly does good. Accordingly, a ruler had to create a body of strict laws with strict punishments.

What happened during the Warring States period?

How did Shi Huangdi end the Warring States period?

What philosophy did Shi Huangdi support? Why?

Note: Ch'in = Qin



Source: <http://archive.artsmia.org/art-of-asia/history/images/maps/china-ching-large.gif>



Think Like a Geographer

What region (North, South, East, West) of modern-day China is the Ch'in (Qin) dynasty located?



Predict

What might the great wall of China be? Why would a leader build this?

What can we learn about Shi Huangdi from artifacts?

➡ **Directions:** Read the excerpt below, and then respond to the questions.

Artifact 1: Terracotta Army

Context: Workers digging a well outside the city of Xi'an, China, in 1974 struck upon one of the greatest **archaeological** discoveries in the world: the terracotta [clay] army. The terracotta army is part of an elaborate **mausoleum** created to accompany the first emperor of China, Shi Huangdi, into the **afterlife**. His **mausoleum**, or burial chamber, is a 19-square-mile complex designed to mirror the plan of his capital, Xioanyan, and guarded by over 7,000 unique terracotta soldiers. Each clay-crafted figure weighs some 300 to 400 pounds and stands 6 feet high. The figures were buried in pits 15 to 20 feet deep and the largest of them stretched as far as two football fields laid end to end. According to the historian Sima Qian (c. 145-95 BCE), workers from every province of the Empire toiled unceasingly until the death of the Emperor in 210 in order to construct a subterranean [underground] city within a gigantic mound. It took 36 years, and hundreds of workers, to raise the terracotta warrior army. According to the National Geographic video clip, "China Terra-Cotta Warriors", Shi Huangdi was so obsessed with nobody knowing the location of his tomb that his son had all the artisans and workers that constructed the tomb buried alive.

Source: "Terra-Cotta Army Protects First Emperor's Tomb", John Roach, <http://science.nationalgeographic.com/science/archaeology/emperor-qin/>
"Mausoleum of the First Qin Emperor" <http://whc.unesco.org/en/list/441/>
"Mausoleum of the First Qin Emperor" <http://travel.nationalgeographic.com/travel/world-heritage/mausoleum-first-qin-emperor/>



Source: [https://upload.wikimedia.org/wikipedia/commons/4/49/Terracotta Army%2C View of Pit 1.jpg](https://upload.wikimedia.org/wikipedia/commons/4/49/Terracotta_Army%2C_View_of_Pit_1.jpg)



Detail

Source: [https://commons.wikimedia.org/wiki/File:Terracotta Army 31.jpg](https://commons.wikimedia.org/wiki/File:Terracotta_Army_31.jpg)



Detail

Source: https://upload.wikimedia.org/wikipedia/commons/7/7c/Soldier_Horse.JPG



Detail

Source: <http://www.history.com/shows/ancient-discoveries/articles/the-terra-cotta-army>



Analyzing Artifacts: Terracotta Army

➔ **Directions:** Respond to the questions below using the text and images above.

Sourcing

Description

1a. Describe the terracotta soldiers and the mausoleum structure.

Function & Form

1b. Who found the terracotta army in 1974? _____

1c. When was the terracotta army built? _____

1d. Where is the terracotta army located? _____

1e. Who built the terracotta army? _____

1f. For whom was the terracotta army built? _____

1g. What purpose might the terracotta army have served? _____

Interpretation

1h. What does the terracotta army tell you about Shi Huangdi?

1i. What did Shi Huangdi do to ensure that no one knew the location of his tomb?

1j. What does this tell you about Shi Huangdi?

Further Research

1k. What other questions do you have about Shi Huangdi and the terracotta army?

Artifact 2: The Great Wall of China

Context: Though the beginning of the Great Wall of China can be traced to the third century BCE, many of the fortifications included in the wall date from hundreds of years earlier, when China was divided into a number of individual kingdoms during the so-called Warring States Period. Around 220 BCE, Qin Shi Huangdi, the first emperor of a unified China, ordered that earlier fortifications between states be removed and a number of existing walls along the northern border be joined into a single system that would extend for more than 10,000 li (a li is about one-third of a mile) and protect China against attacks from the north. When Emperor Qin Shi Huangdi ordered construction of the Great Wall around 221 BCE, the labor force that built the wall was made up largely of soldiers and convicts. It is said that as many as 400,000 people died during the wall's construction; many of these workers were buried within the wall itself. Construction continued up to the Ming dynasty (1368–1644), when the Great Wall became the world's largest military structure. Today, the Great Wall is generally recognized as one of the most impressive architectural feats in history.

Source: "Great Wall of China", <http://www.history.com/topics/great-wall-of-china>
"The Great Wall", <http://whc.unesco.org/en/list/438>



Source: https://en.wikipedia.org/wiki/Great_Wall_of_China#/media/File:The_Great_Wall_of_China_at_Jinshanling-edit.jpg



Detail

Source: http://whc.unesco.org/pg_cfm?cid=31&l=en&id_site=438&gallery=1&maxrows=27



Detail

Source: http://whc.unesco.org/pg_cfm?cid=31&l=en&id_site=438&gallery=1&maxrows=27



Detail

Source: <http://smithsonianmag.tumblr.com/post/27580593620/smithsonian-magazine-great-wall-of-china>



Analyzing Artifacts: The Great Wall of China

➡ **Directions:** Respond to the questions below using the text and images above.

Sourcing

Description

2a. Describe the Great Wall of China.

Function & Form

2b. When was the Great Wall of China first built? _____

2c. Where is the Great Wall of China located? _____

2d. Who built the Great Wall of China? _____

2e. What purpose might the Great Wall of China have served?

Interpretation

2f. What does the Great Wall of China tell you about Shi Huangdi?

2g. What does the Great Wall of China tell you about Chinese society 2,200 years ago?

Further Research

2h. What other questions do you have about Shi Huangdi and the Great Wall of China?

Further Research on the Great Wall of China



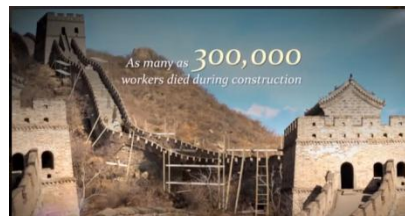
Watch the [History Channel clip](#), “Deconstructing History: Great Wall of China” and respond to the questions below. (0:00-1:15)



2i. Why did Chinese kingdoms begin building walls in the 8th century BC?



2j. Why did Shi Huangdi order the construction of the Great Wall of China?



2k. What did the treatment of the laborers building the Great Wall of China reveal about Shi Huangdi?



2l. Describe one way the Great Wall of China was used by the military.

FA

Thesis Tracker 1:



➡ **Directions:** Based on the evidence you have examined so far, circle “Yes” or “No” below.

**Construct
Arguments**

Claim: Did Shi Huangdi improve China?

YES

NO

➡ **Directions:** Fill in the table below with the reasons and evidence that support your claim.

Reasons			
Supporting Evidence			

How did Shi Huangdi impact political unification in China?

Objective:

- Describe Shi Huangdi's impact on political unification in China.

Introduction



Think Like a Geographer

China in 260 BCE vs. China 221 BCE

➔ Directions: Examine the maps below, then respond to the questions.



NOTE: The 250 years between 475 and 221 BCE is called the Warring States period because China was divided into seven states. These states had frequent wars until 221 BCE when Shi Huangdi conquered them all.

Source: <http://upload.wikimedia.org/wikipedia/commons/c/ca/EN-WarringStatesAll260BCE.jpg> <http://www.c3teachers.org/inquiries/china/> <http://www.c3teachers.org/inquiries/china/>

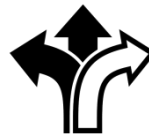
1. How many warring states were there during the Warring States period in China?

2. What impact do you think warring states had on political unity in China?



Source: <http://archive.artsmia.org/art-of-asia/history/images/maps/china-ching-large.gif> <http://www.c3teachers.org/inquiries/china>

3. Comparing the map from 260 BCE to the map from 220 BCE, what impact did Shi Huangdi have on China's political situation?



Predict

4. How do you think Shi Huangdi changed the political situation in China in 220 BCE?

Legalism

Legalism was a school of Chinese philosophy that grew popular during the turbulent Warring States era (475–221 BCE) through the influence of the philosophers Shang Yang, Li Si, and Han Feizi. Legalism influenced the government of the Qin Dynasty (221–207 BCE). The Legalists believed that human beings are inherently selfish and short-sighted. Thus there can be no social harmony by choice. Instead, social harmony is achieved through strict laws, a strong central control and absolute obedience to authority. The Legalists advocated for a government that handed out strict punishments and rewards for specific behaviors. They stressed the direction of all human activity toward the goal of increasing the power of the ruler and the state.

Adapted from:: <http://www.britannica.com/topic/Legalism>

Memorial on Annexation of Feudal States, Li Si (Legalist counselor for Shi Huangdi)

Through military victories, the state of Qin has, in the time of the last six kings, brought the feudal lords [leaders in China who rivaled Shi Huangdi’s power] into submission. Now, with the might of Qin and the virtues of Your Highness [Shi Huangdi], at one stroke, like sweeping off the dust from a kitchen stove, the feudal lords can be annihilated [completely destroyed], imperial [relating to an empire] rule can be established, and unification of the world can be brought about. This is the one moment in ten thousand ages. If Your Highness allows it to slip away and does not press the advantage in haste, the feudal lords will revive their strength and organize themselves into an anti-Qin alliance. Then no one, even though he possesses the virtues of the Yellow Emperor, would be able to annex their territories.

Source: “Memorial on Annexation of Feudal States,” by Li Si (recorded by Sima Qian), in *Sources of Chinese Tradition: From Earliest Times to 1600*, compiled by William Theodore de Bary, Irene Bloom, and Joseph Adler. © 1999 Columbia University Press. Reprinted with permission of the publisher. <http://www.c3teachers.org/inquiries/china/>

1. Describe Legalism.

2. Shi Huangdi supported the philosophy of Legalism. How would this philosophy help him to politically unify China?

3. According to Li Si, how did Shi Huangdi bring the “feudal lords into submission?”

4. What did Li Si recommend that Shi Huangdi do? Why did he make this recommendation?

FA

Thesis Tracker 2:



➔ **Directions:** Based on the evidence you have examined so far, circle “Yes” or “No” below.

**Construct
Arguments**

Claim: Did Shi Huangdi improve China?

YES

NO

➔ **Directions:** Fill in the table below with the reasons and evidence that support your claim.

Reasons			
Supporting Evidence			

How did Shi Huangdi impact laws and policies in China?

Objective:

- Describe Shi Huangdi's impact on laws and policies in China.

Introduction

➔ **Directions:** Answer the questions below in the space provided.



Predict

1. Make a list of other laws and/or legal systems you've learned about in the past.

2. Why do societies have laws and legal codes?

3. What types of laws and policies could Shi Huangdi implement to unify China?



Contextualize

Standardization and New Laws

➔ **Directions:** Examine the images below, then respond to the questions.

Context: When Shi Huangdi ascended as ruler of the Qin tribe in 246 B.C., China had been at war for 200 years. Seven major states were battling each other for dominance in the land, which was then a patchwork of feudal villages with no central bureaucracy [government]. After a series of victories, the Qin absorbed its last rival in 221 B.C., unifying China under one leader. As head of the new empire of China, Shi Huangdi didn't hesitate to establish a new law of the land. The Emperor quickly abolished the old feudal system, standardized the Chinese writing and currency systems, built a vast network of roads and canals to link the country and divided China into states with one centralized government.

Source: Heather Whips, "How One Chinese Emperor Changed the World." <http://www.livescience.com/2363-chinese-emperor-changed-world.html>



Image 1: Unification of currency. Bronze banliang coin. China, Qin dynasty, Third century BCE. The Chinese inscription on this coin reads *banliang*, with *ban* to the right of the hole and *liang* to the left. *Banliang* means "half-ounce"—the weight of the coin.

Source: © The Trustees of the British Museum / Art Resource, NY. <http://www.c3teachers.org/inquiries/china/>

1. How might using the same currency throughout China have improved the empire?



Image 2: Unification of weights and measurements. Officials throughout China would have used this same weight to measure goods.

Source: Courtesy National Palace Museum/Taipei City, Taiwan. <http://www.c3teachers.org/inquiries/china/>

2. How might using the same weights and measurements throughout China have improved the empire?



Image 3: Vehicles of the same track. The Qin dynasty expanded the number of roads in the empire and standardized how the roads were built.

© theplanetD. <http://theplanetd.com/>.
<http://www.c3teachers.org/inquiries/china/>

3. How might having the same road system throughout China have improved the empire?



Image 4: Major water conservancy project, the Lingqu Canal. The Qin dynasty built more canals in China to more easily move goods and people.

Source: Photographed by Farm and licensed under the Creative Commons Attribution-Share Alike 3.0. © theplanetD

https://commons.wikimedia.org/wiki/File:Lingqu_Canal.jpg.
<http://www.c3teachers.org/inquiries/china/>

4. How might building canals have improved the empire?

FA

Thesis Tracker 3:



→ **Directions:** Based on the evidence you have examined so far, circle “Yes” or “No” below.

**Construct
Arguments**

Claim: Did Shi Huangdi improve China?

YES

NO

→ **Directions:** Fill in the table below with the reasons and evidence that support your claim.

Reasons			
Supporting Evidence			

How did Shi Huangdi treat his political opponents?

Objective:

- Describe Shi Huangdi's impact on political opponents.

Introduction

➔ **Directions:** Answer the question below in the space provided.



Predict

How do you think Shi Huangdi treated his opponents?

The Records of the Grand Historian, Sima Qian

➔ **Directions:** Closely read the context below, then respond to the questions.



Source

The Records of the Grand Historian is a **comprehensive** history of ancient China that covers a 2500-year period from the age of the legendary Yellow Emperor to the reign of Emperor Wu of the Han Dynasty in the 2nd century B.C.E. *The Records of the Grand Historian* was finished in 109 B.C.E in China by the Han dynasty official Sima Qian.

Among the most infamous acts of the Emperor Shi Huangdi that were recorded in the *The Records of the Grand Historian* were the “burning of books,” ordered in 213 BCE, and the “execution of scholars,” ordered in 212. The following excerpt tells the story of the 213 book burning edict. In the excerpt, Li Si speaks in response to a scholar who has challenged Shi Huangdi. Li Si was a strong supporter of **Legalism** and served as the Grand Counselor to Emperor Shi Huangdi.

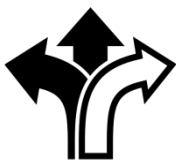
Who wrote or recorded *The Records of the Grand Historian*?

Who is the **speaker** in this document?
(Hint: The person who recorded this document is not the same as the speaker.)

When was *The Records of the Grand Historian* written?

Where was *The Records of the Grand Historian* written?

What type of source is *The Records of the Grand Historian*?



Predict

How might *The Records of the Grand Historian* be useful evidence in determining what life was like under Shi Huangdi? How might it be not useful?



The Records of the Grand Historian, Sima Qian

➔ **Directions:** Closely read the document below. Then, respond to the questions.

Close Read

1 Chunyu Yueh, a scholar of Chi said “I have yet to hear of anything able to endure that was not based on ancient
2 precedents.”

3
4 The emperor ordered his ministers to debate this question.

5
6 The prime minister Li Si said, “...Now Your Majesty [Shi Huangdi] has built up this great empire to **endure**
7 [survive] for generations without end. [...] In times gone by different barons fought among themselves and
8 gathered wandering scholars. Today, however, the empire is at peace, all laws and order come from one single
9 source, the common people support themselves by farming and handicrafts, while students study the laws and
10 prohibitions.

11
12 “Now these scholars learn only from the old, not from the new, and use their learning to oppose our rule and
13 confuse the black-headed people [common people]. As prime minister I must speak out on pain of death. In
14 former times when the world, torn by chaos and disorder, could not be united, different states arose and argued
15 from the past to condemn the present, using empty rhetoric to cover up and confuse the real issues, and employing
16 their learning to oppose what was established by authority. Now Your Majesty has conquered the whole world,
17 distinguished between black and white, see unified standards. Yet these opinionated scholars get together to
18 slander the laws and judge each new decree according to their own school of thought, opposing it secretly in their
19 hearts while discussing it openly in the streets. They brag to the **sovereign** [ruler] to win fame, put forward
20 strange arguments to gain **distinction** [importance], and incite the mob to spread rumors. If this is not **prohibited**
21 [banned], the **sovereign's** prestige will suffer and factions will be formed among his subjects. Far better put a stop
22 to it!

23
24 “I humbly propose that all historical records but those of Qin be burned. If anyone who is not a court scholar dares
25 to keep the ancient songs, historical records or writings of the hundred schools, these should be confiscated and
26 burned by the provincial governor and army commander. Those who in conversation dare to quote the old songs
27 and records should be publicly executed [Chinese tradition claims that 460 rebellious Confucian scholars were
28 buried alive in a common grave and many others were stoned to death]; those who use old precedents to oppose
29 the new order should have their families wiped out; and officers who know of such cases but fail to report them
30 should be punished in the same way.

31
32 “If thirty days after the issuing of this order the owners of these books have still not have them destroyed, they
33 should have their face tattooed and be condemned to hard labor at the Great Wall. The only books which need not
34 be destroyed are those dealing with medicine, divination, and agriculture. Those who want to study the law can
35 learn it from the officers. The emperor sanctioned this proposal.”

36
37 Source: From Andrea/Overfield. *The Human Record*, 8E. © 2016 Wadsworth, a part of Cengage Learning, Inc. Reproduced by permission.

www.cengage.com/permissions.

<http://www.c3teachers.org/inquiries/china>

38

1. In lines 6-10, Li Si describes the great achievements of Shi Huangdi. According to Li Si, what are two achievements that Shi Huangdi was able reach that the leaders before him were unable to reach?

2. What does the phrase “opinionated scholar” (li. 18) mean?

3. According to lines 18-23, what are these “opinionated scholars” doing and saying in response to the reforms made by Shi Huangdi? How does Li Si feel about their actions?

4. What does Li Si suggest that Shi Huangdi do in response to these “opinionated scholars”?

5. Reread lines 25-32.

a. What is the consequence for those who “dare to quote the old songs and records”?

b. What is the consequence for those who “use old precedents [examples] to oppose the new order”?

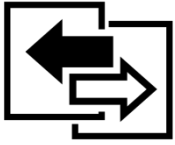
c. What is the consequence for officers who “know of such cases but fail to report them”?

6. Which books were allowed in the Qin dynasty? Why?

7. How did Li Si’s policy increase the power of Emperor Shi Huangdi?

8. What does this document reveal about how the Qin dynasty treated its opponents?

9. To what extent might Shi Huangdi’s treatment of opponents diminish his success?



10. *The Records of the Grand Historian* provides important context about life in the Qin dynasty. However, like all primary sources, there are limitations and historians need to corroborate this piece of evidence with other pieces of evidence to have a clearer understanding of what life was like in the Qin dynasty.

Corroborate

What other pieces of evidence would help you gain a more detailed understanding of what life was like under the Qin dynasty?

Qin Shi Huangdi, 259–210 BCE, the first Qin emperor, 221–210 BCE, Scene of Burning Books and Executing Scholar

➔ **Directions:** Examine the image below, then fill out the chart with what you see, think and wonder about opponents in the Qin dynasty.



See

List three things you *see* in the image to your left.

Think

Based on your observations, how do you think Shi Huangdi treated his opponents?

Wonder

Write two questions you have about the image to the left.

1. What does this image reveal about how Shi Huangdi treated his opposition?

2. Were Shi Huangdi's practices justified? Explain.

FA

Thesis Tracker 4:



➔ **Directions:** Based on the evidence you have examined so far, circle “Yes” or “No” below.

**Construct
Arguments**

Claim: Did Shi Huangdi improve China? YES

NO

➔ **Directions:** Fill in the table below with the reasons and evidence that support your claim.

Reasons			
Supporting Evidence			

Writing a Thesis

Your **THESIS** is a statement that identifies what you are trying to PROVE to your reader.



In order to write a thesis, you must evaluate evidence.

Let's Practice




Directions: Use the claims and reasons provided to construct three theses that answer the following question. Pair claims and reasons that make sense to create logical theses.

Has the invention of cell phones improved the world?

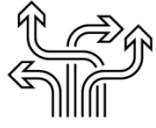
Claims
Choose one claim to start off your thesis.
Cell phones improved the world
Cell phones have not improved the world
Though cell phones ____, they have improved the world
Though cell phones ____, they have not improved the world

Reasons
Choose two to support one of the claims .
easier to communicate with people
car accidents caused by texting
map apps
younger generations rarely communicate with older generations

Thesis Example	Cell phones have not improved the world because they cause car accidents and prevent younger people from communicating with older generations.
Thesis 1	
Thesis 2	
Thesis 3	

		
Yes, it was a success!	Yes and No	No, it was not a success.
Shi Huangdi improved China because...	Even though Shi Huangdi made some improvements such as ... , he made China worse because ...	Shi Huangdi did not improve China because...

Thesis Tracker

	Your thesis will CHANGE throughout the inquiry as you evaluate more evidence .
---	--

Directions: After you complete each part of the packet, write your new thesis below.

	Working Thesis	What information do I still need to respond to the inquiry question?
AFTER learning about the Terracotta Army and the Great Wall		
AFTER learning about Legalism and the unification of China		
AFTER learning about the standardization of currency, weights and writing		
AFTER learning about the burning of books and the murder of scholars		

Review - What is Daoism?

Daoism (sometimes spelled **Taoism**) is a belief system that was founded by **Lao Tzu** in **China** in the 6th century (500s) BCE. Daoism's sacred text is called the **Tao-Te Ching** (sometimes spelled **Dao-De-Jing**) and supposedly contains the teachings of Lao Tzu.

Daoists believe that we should strive to establish **peace and harmony with nature**.

Daoists believe that this peace and harmony can be achieved through:

- the pursuit of spiritual immortality
- being 'virtuous'
- self-development
- meditation
- feng shui
- fortune telling
- reading and chanting of scriptures



Source: https://en.wikipedia.org/wiki/File:Yin_and_Yang.svg

The **Yin and Yang symbol** above is associated with Daoism. It represents the idea that while there are opposing forces in the world (light and dark; good and evil), they work together to balance the world in harmony and each side has aspects of the other within it.



Source: https://en.wikipedia.org/wiki/File:Mawangdui_LaoTsu_Ms2.JPG

A part of the **Tao-Te Ching** printed with ink on silk from the 2nd century BCE, Han Dynasty, unearthed from a tomb in Chansha, Hunan Province, China.



Contextualize

What was the context for the founding of Daoism?

➡ Directions: Watch [the School of Life Video, “Eastern Philosophy- Lao Tzu”](#) (start-1:25), and read the text and transcript below, then answer the questions that follow.

(start of video) It’s difficult to know much for certain about the Chinese philosopher **Lao Tzu**. Even his name can be a little confusing; it is also sometimes translated as Laozi or Lao Tze. Lao Tzu is said to have been a record keeper in the court of the central Chinese Zhou Dynasty in the 6th century B.C., and an older contemporary of Confucius. He may also have been entirely mythical—much like Homer [a Greek poet] in Western culture.

(0:30) Lao Tzu is said to have tired of life in the Zhou court as it grew increasingly morally corrupt. So he left and rode on a water buffalo to the western border of the Chinese empire. Although he was dressed as a farmer, the border official recognised him and asked him to write down his wisdom. According to this legend, what Lao Tzu wrote became the sacred text known as the **Tao Te Ching**. After writing this piece, Lao Tzu is said to have crossed the border and disappeared from history, perhaps to become a hermit.

(0:57) In reality, the Tao Te Ching is likely to be the compilation of the works of many authors over time. But stories about Lao Tzu and the Tao Te Ching itself passed down through different Chinese philosophical schools for over two thousand years.

(1:09) Lao Tzu was the leading figure in the spiritual practice known as Daoism which is more than two thousand years old, and still popular today. There are at least twenty million Daoists, and perhaps even half a billion, living around the world now, especially in China and Taiwan.

1. Who was Lao Tzu? What do historians know about him? What do they not know?	2. According to the legend, when did Lao Tzu live? What dynasty was in control of China at the time?	3. Why did Lao Tzu leave his position with the ruling dynasty?	4. How many people currently practice Daoism? Where do most of them live?

FA

Supporting Question 14: What was the context for the founding of Daoism? What are the major beliefs and practices of Daoism?

→ **Directions:** Use the information you learned about Daoism to answer the questions below.



Contextualize

Contextualize the founding of Daoism by completing the following tasks:

- Identify where the belief system was founded

- Identify when the belief system was founded

- Identify who founded the belief system

- Describe how the belief system was founded

Identify and describe Daoism's

- Major beliefs and practices

- Sacred texts

Objective:

Review - What was the context for the founding of Confucianism? What are the major beliefs and practices of Confucianism?

Contextualize the founding of Confucianism.

Identify and describe the major beliefs, practices, and sacred texts of Confucianism.

Introduction

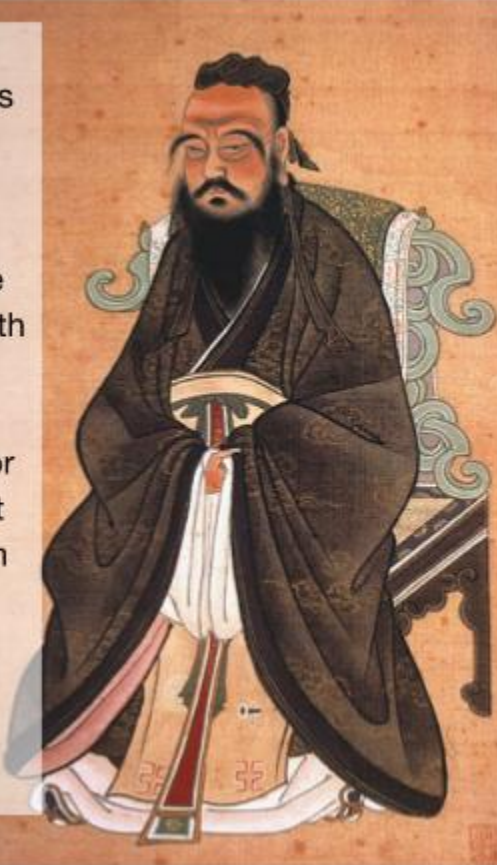
➡ Directions: Read the quotes below and answer the questions that accompany them.

"The superior man thinks of virtue; the ordinary man thinks of comfort." -Confucius

"The noble person is concerned with rightness; the small person is concerned with profit." -Confucius

"I have heard that the superior man helps the distressed, but he does not add to the wealth of the rich." -Confucius

"What you do not want done to yourself, do not do unto others." -Confucius



Sources: Selections from the Confucian Analects: General Selections on Filial Piety and Humaneness, http://afe.easia.columbia.edu/ps/cup/confucius_analects.pdf; *The Ethics of Confucius*, <http://www.sacred-texts.com/cfu/eoc/eoc06.htm>; Image source: <https://commons.wikimedia.org/wiki/File:Konfuzius-1770.jpg>



Predict

1. Based on the quotes above, how might someone who follows the teachings of Confucius act?

What is Confucianism?

Confucianism is a belief system that was founded by **Confucius** (sometimes referred to as Kongzi, Kong Fuzi, or K'ung Fu-tzu) in **China** in the 400s BCE. Confucianism's sacred text is called **The Analects** and contains the teachings of Confucius.

Confucians believe that we should strive to **peace and harmony with OTHERS IN SOCIETY**. Confucius was not as interested in the big mysteries of existence such as the origin or the universe, God, or the afterlife.

This peace, harmony, and social order can be achieved through the proper behavior of each member of a family or society by following these three concepts:

- **Five Constants:** humaneness, justice, proper rite, knowledge, and integrity
- **Filial Piety:** virtue of respect for one's father, elders, and ancestors
- **Five Relationships:** Particular duties arise from one's particular situation in relation to others.



Contextualize

What was the context for the founding of Confucianism?

➔ **Directions:** Watch [the Discovering China Video, "Confucius"](#) (start-1:26), and read the text and transcript below, then answer the questions that follow.

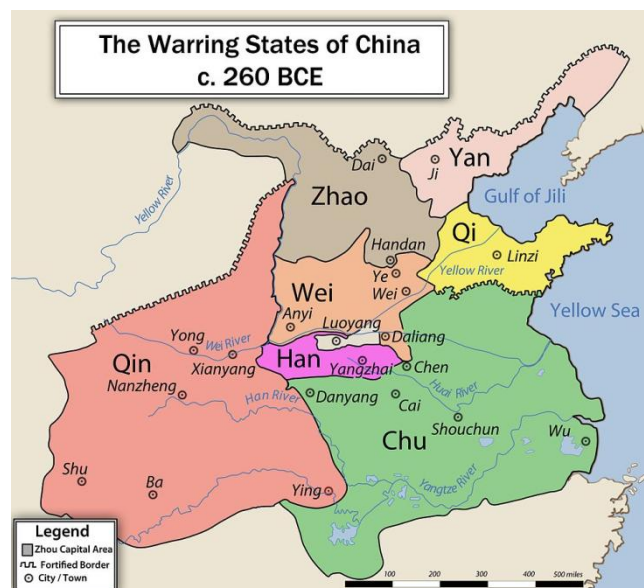
(0:18) Confucius is thought to have lived from 551- 479 BCE during the so-called Spring and Autumn Period when China's Zhou Dynasty was gradually splitting up.

(0:28) This later turned into the Warring States period before China was unified again in around 200 BC. Confucius was born in the state of Lu, in modern-day Shandong Province now.

(0:40) At the time when Confucius was born, China was kind of like Medieval Europe. Different states were competing with each other for power. Confucius saw morality deteriorating and the aristocracy [wealthy people] turning their back on the traditions the Zhou Dynasty.

(0:53) Confucius viewed the Zhou as a kind of Golden Age. Confucius felt he had a mission to return China to its former glory, to return to the way of the Dao. Today, the Dao refers to China's traditional culture self-cultivation and an emphasis on the way of virtue.

(1:15) Confucius felt that people in his age had lost true respect for the established rituals and norms of society and merely carried out the formalities without really understanding the true essence. To use the words of the time, the world lacked the Dao.



The map above shows the ruling families that competed for control over China during the Warring States period, during which Confucius lived. Eventually, the Qin won and consolidated power in China. For an animated gif that shows the changes the competition for territory in the Warring States Period, [click here](#).

Source: <https://en.wikipedia.org/wiki/File:EN-WarringStatesAll260BCE.jpg>

1. When and where was Confucius born?	2. Describe what China was like during the Spring and Autumn and Warring States periods.	3. How might the context in which he lived affect philosophy of Confucius?

What are the major beliefs and practices of Confucianism?

➡ Directions: Watch [Use Zoller Video for Beliefs and Practices](#) (0:41-end), and examine the images below, then answer the questions that follow.

Filial Piety- the idea that people should respect their parents and elders.

Confucius believed that filial piety should be the basis for structure in families and society.



The image above comes from an 1846 reprint of book entitled *The Twenty-four Filial Exemplars* which was originally written by Guo Jujin (1260-1368 CE). In it, a son kneels to honor his father.

Source: <https://en.wikipedia.org/wiki/File:Kindespiet%C3%A4t.jpg>

1. Based on the video and the information to the left, what is filial piety?

2. Describe an example of filial piety you have witnessed in your life.

3. Confucius believed that his teachings could bring peace and harmony to society. If everyone followed the concept of filial piety, would that help bring peace and harmony to society? Why or why not?

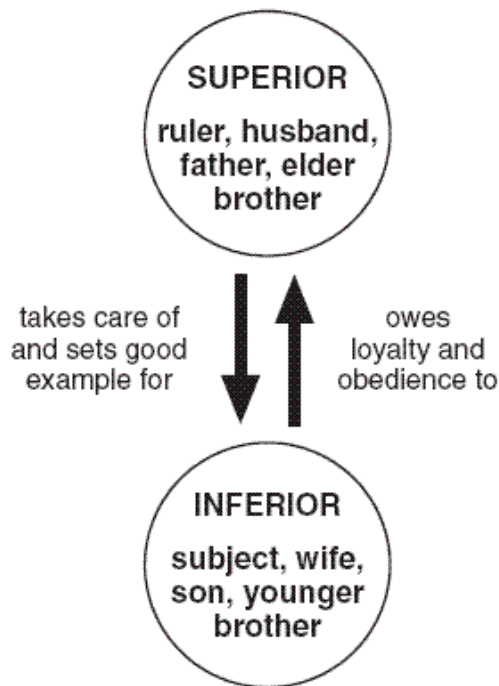
The Five Relationships

Confucius believed that there were five fundamental relationships in society:

1. Ruler to Subject
2. Father to Son
3. Husband to Wife
4. Older Brother to Younger Brother
5. Friend to Friend

Each of these relationships showed who had more power over others. The only relationship that is equal is between friends.

Everyone had duties and responsibilities, depending on his or her position in a relationship.



Source: Guide to the Essentials of World History, Prentice Hall, 1999 (adapted) from the NYS Global History Regents Exam.

4. Based on the Five Relationships of Confucianism, if you were the eldest child in your family, who would have authority over you? What would their responsibilities to you be?

5. Based on the Five Relationships of Confucianism, if you were the eldest child in your family, who would you have authority over? What would your responsibility to them be?

6. Confucius believed that his teachings could bring peace and harmony to society. If everyone obeyed the Five Relationships, would that help bring peace and harmony to society? Why or why not?

FA

Supporting Question 15: What was the context for the founding of Confucianism? What are the major beliefs and practices of Confucianism?

➡ **Directions:** Use the information you learned about Confucianism to answer the questions below.



Contextualize

Contextualize the founding of Confucianism by completing the following tasks:

- Identify where the belief system was founded

- Identify when the belief system was founded

- Identify who founded the belief system

- Describe how the belief system was founded

Identify and describe Confucianism's

- Major beliefs and practices

- Sacred texts

Objective:

What led to the Han Golden Age? How did the Han Golden Age impact China, other regions, and later periods in history?

Contextualize the Han Golden Age.

Explain the impact of the Han Golden Age on China, other regions, and later periods in history.

Introduction

➔ Directions: Examine the images below and answer the questions that follow.

GPS Software



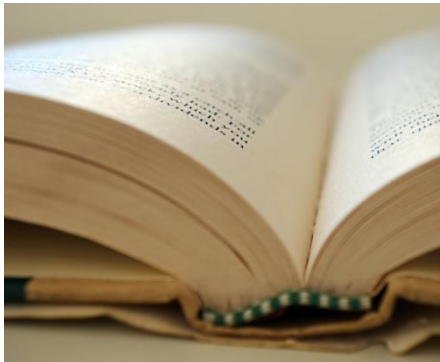
Source:

<https://www.flickr.com/photos/williamhook/4225307113>

1. How does GPS software (mapping apps on smartphones/computers) impact your life?

2. How do you think GPS software (mapping apps on smartphones/computers) has impacted history?

Books



Source: <http://www.publicdomainpictures.net/view-image.php?image=53648&picture=open-book>

3. How do books impact your life?

4. How do you think books have impacted history?

The Han Golden Age Museum Walk



Categorize



Contextualize



Connect
Cause and
Effect



A lot of the artifacts that appear in museums come from the golden ages of civilizations.

In this activity, you will visit exhibits on the Han Golden Age. **As you learn about the Han Empire, fill out the appropriate row in the [Golden Ages of Classical Civilizations Graphic Organizer](#).**

Exhibit A: Civil Service Exam



The **civil service examination system** was a method of recruiting civil officials to work and maintain a **stable government**. These exams were **based on merit and skill** rather than family or political connections. Passing the rigorous exams, which were based on classical literature and philosophy, offered a highly sought-after status. Any male adult in China, regardless of his wealth or social status, could become a high-ranking government official by passing the examination. They were **tested on their knowledge of the Confucian classics**, their ability to write, and the "Five Studies": military strategy, civil law, revenue and taxation, agriculture, and geography.

Civil service exams still exist today and are one way that government jobs are filled in the state of New York.

Adapted from:

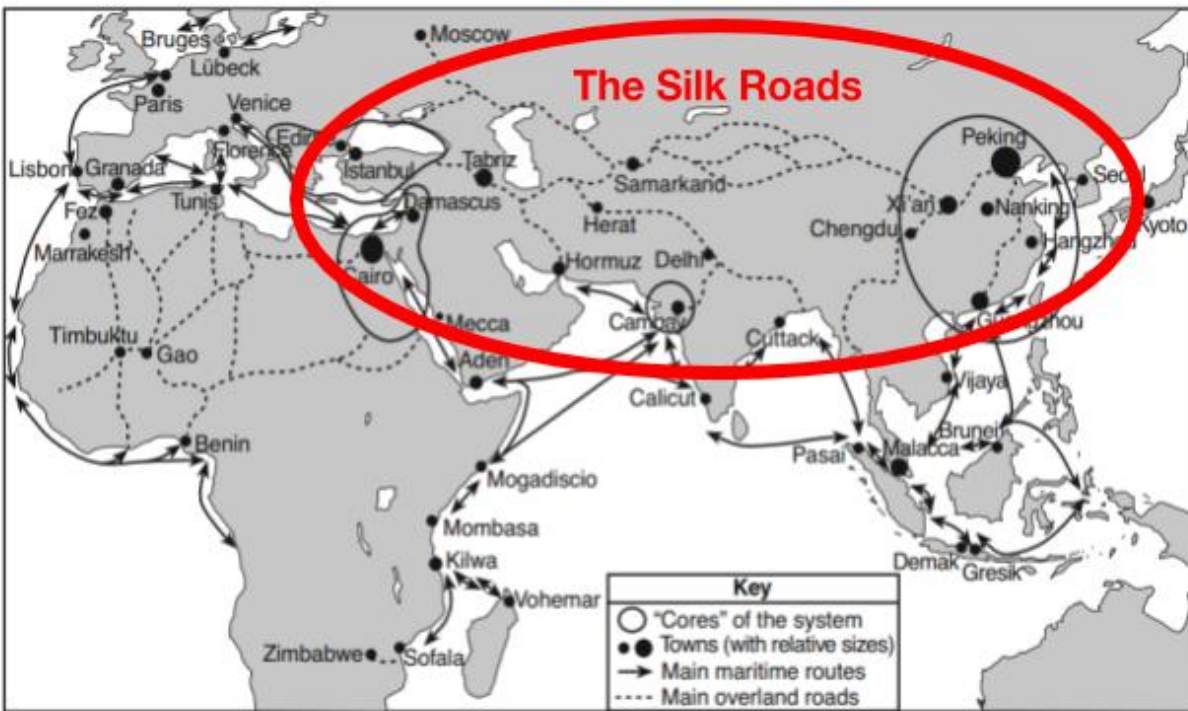
<https://www.princeton.edu/~elman/documents/Civil%20Service%20Examinations.pdf>,
[http://www.newworldencyclopedia.org/entry/Imperial_Examinations_\(Keju\)](http://www.newworldencyclopedia.org/entry/Imperial_Examinations_(Keju))

Exhibit B: Silk Roads

▶ Watch this [TED-Ed Video on The Silk Road](#), read the text below, and examine the maps ([transcript of the video](#)).

The "Silk Road" is the name often given for the vast network of land and maritime [over water] trade routes between the Mediterranean Sea and East Asia. The Silk Road covered more than 4,600 miles and was in use from about the 2nd century BCE to the 15th and 16th centuries CE. However, the name 'Silk Road' is relatively recent. It was coined by the German scholar, Ferdinand von Richthofen, in 1877. He derived the term from Rome's historical connection to the trade route and their love of silk.

Source: Inner Asian and Uralic National Resource Center, "Journeys Along the Silk Road-Unit 1- Middle-High School."
http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school#_ftnref1



Source: Philippe Beaujard in "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," Journal of World History (adapted) from the NYS Global History and Geography Regents Examination, August 2012

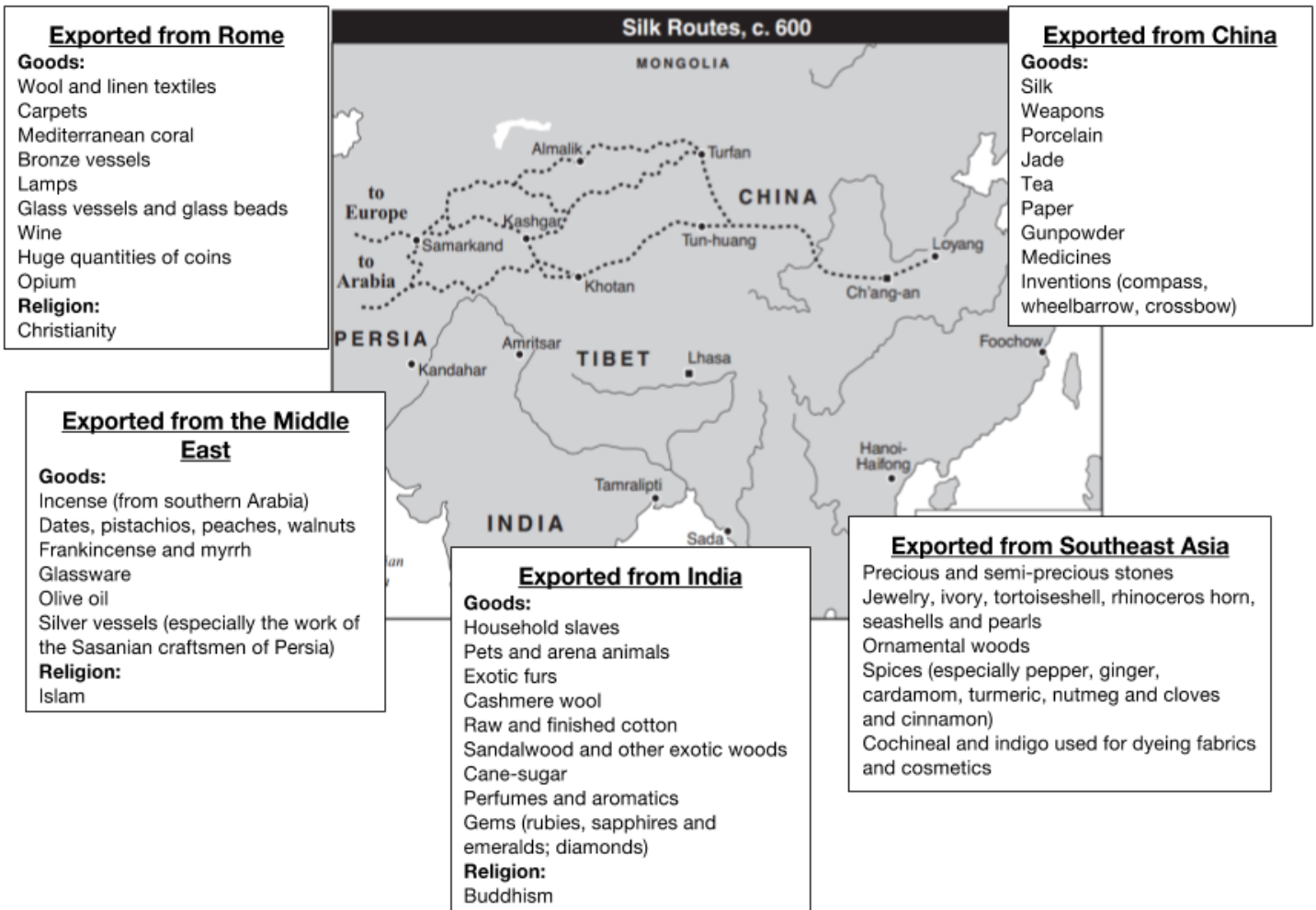


Exhibit C: Silk- A Valuable Product in China and Europe



What is it? How was it made?

Watch this [American Museum of Natural History Video on Silk Making](#)

Where did silk spread? Why?

“The silk that constituted China’s chief export remained a mystery fabric to Greeks and Romans for many years. They heard many possible explanations, such as that it was made from bark on trees. Not until the mid-sixth century did the Byzantine emperor learn from two monks that the cloth was a product of silkworms feeding on mulberry leaves.

“By the first century CE silk clothes were popular on the streets of Rome among its wealthy citizens. Much consumption of silk, at both ends of the Silk Road, was devoted to religious activities. Christian priests used purple silk embroidered with gold silk thread for their vestments. Kings, priests, and saints were shrouded in silks at their burials; even burials from long ago were dug up and shrouded in silk. In the Buddhist areas, yards of silk were used for banners, sometimes tens of thousands at one monastery. Buddhist lay people made donations of silk to monasteries as a reward for the monks’ intercessions and as a way to gain merits for future life. The monks, in turn, traded silk for daily provisions and for the “seven treasures” used to decorate their *stupas*, or shrines: gold, silver, lapis lazuli, red coral, crystal, pearls, and agate. During affluent times, Buddhist monasteries thus became significant economic entities.”

Source: Brown, Cynthia Stokes. *Big History: From the Big Bang to the Present*. New York: The New Press (2007), 129.



Source: Adapted from <http://www.timemaps.com/history/world-200ad>

What impact did Silk have in Rome?

Quick Facts About The Impact of the Silk Trade on Rome:

- “By the time of the Roman Emperor Augustus (27 BCE – 14 CE), trade between China and the west was firmly established and silk was the most sought after commodity in Egypt, Greece, and, especially, in Rome.”
- Romans valued silk at its weight in gold
- Politicians tried to ban the sale of silk because Romans were spending all of their money on it instead of buying Roman goods and products of more use
- Politicians also tried to ban silk because they thought it was immoral because it was too revealing when worn

Source: Ancient History Encyclopedia, http://www.ancient.eu/Silk_Road/

Exhibit D: Paper and Paper Making

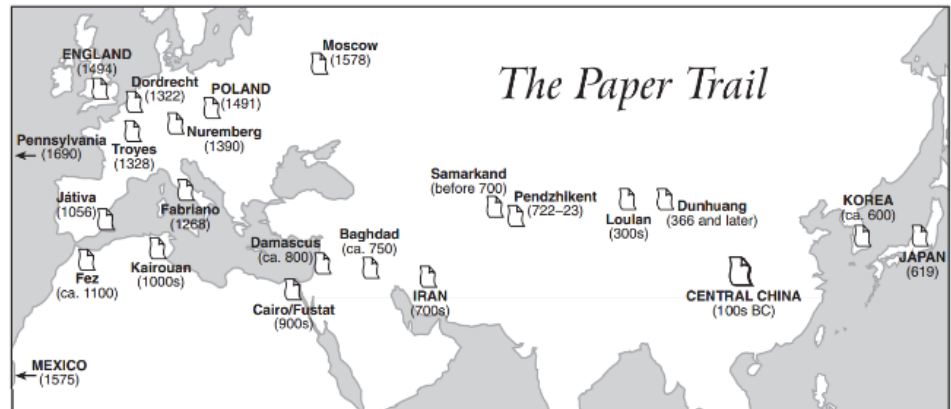


How
was it
made?

When and where did it spread?

Watch this [Video Clip from China: The Dragon's Ascent on the process and history of papermaking](#) and [Hello China's Video on Chinese Paper](#).

When and where did it spread?



Source: Aramco World, May/June, 1999 (adapted) from the NYS Global History and Geography Regents Examination, Jun

What impact did it have?

Paper was invented during the Han dynasty, probably just at the time the Silk Road trade was beginning to flourish...paper soon became the writing material of choice throughout China and East Asia. It was found also in the Buddhist temples of China's northwest, but seemed not to make inroads beyond that for a long time, perhaps in part because the Chinese tried to protect the secret of its manufacture, and perhaps because other writing materials, such as parchment and papyrus, were well established in the west.

Under the Mongols in the thirteenth and fourteenth centuries, a group of Chinese workmen set up a papermaking establishment in Samarkand. Their product quickly spread by trade and imitation, and paper soon supplanted other writing materials in most of western Eurasia.

In China, the invention of paper stimulated the invention of printing, sometime during the 6th century CE—a development energetically supported by Buddhism, according to which the duplication of sacred texts was an act of religious merit. The re-invention of printing in Europe centuries later did not employ East Asian-style printing technology, but it may have been stimulated by accounts of Chinese printing that could have circulated in the Middle East.

Source: "Silk Road: Spreading Ideas and Innovation" by John Major
<http://www.asiasociety.org/countries/trade-exchange/silk-road-spreading-ideas-and-innovations>.

Exhibit E: Compass



Watch [Hello China- Compass Video](#) and [Han Dynasty Compass](#) videos and read the information below.

What is it? A device that uses magnetic forces to help the user determine which direction is North.

Where and when was it invented? China around 200 BCE during the Han Dynasty

What problem did it solve? The compass helped travelers more accurately determine which direction they were headed. This was especially difficult at sea and on cloudy nights when one could not use the stars to navigate.



Replica of a Han Dynasty compass.

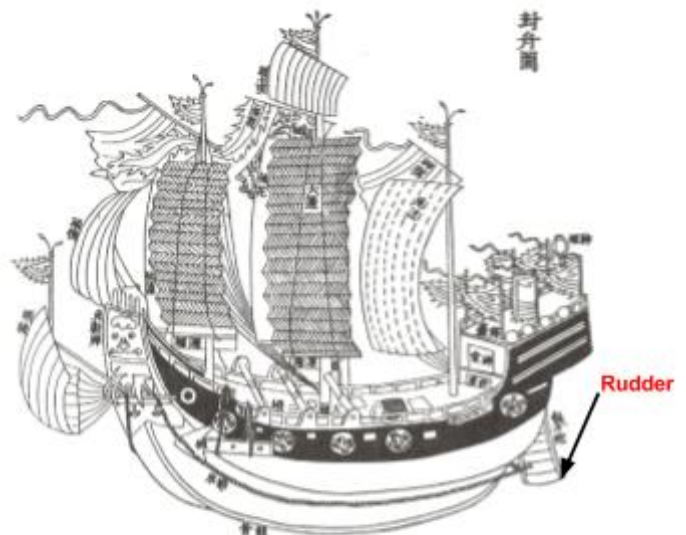
Source: https://commons.wikimedia.org/wiki/File:Model_S_Nan_of_Han_Dynasty.jpg

Exhibit F: The Junk with Rudder

A **junk** is a Chinese sailing vessel. The English name comes from Javanese *djong* (Malay: *adjong*), meaning 'ship' or 'large vessel'. Junks were originally developed during the **Han Dynasty** and further evolved to represent one of the most successful ship designs in history. Junks were used both for military combat and for trade, traveling long distances on rough inland rivers and at across the sea. Numerous accounts by early Chinese historians and by medieval travelers describe the junks and attest to their size and efficiency.

Junks incorporated numerous **technical advances** in sail plan and hull designs that were later adopted in Western shipbuilding. The **sails** were rigged so that they could direct wind into each other, allowing the junks to sail into the wind and to travel in heavy winds and rough seas. **Multiple compartments** were built in the **hull**, accessed by separate hatches and ladders, and similar in structure to the interior of a bamboo stem. These could be made watertight to slow flooding, but the front compartments

often had “limber holes” that allowed water to enter and leave the compartment, helping to ballast [stabilize] the ship in rough waters. Junks employed stern-mounted **rudders** centuries before their adoption in the West, though the rudder, origin, form and construction was completely different. **The rudder helped steer the ship.**



Print of a junk from the 1300s CE.

Source: https://commons.wikimedia.org/wiki/File:Taifu_Junk.jpg

Exhibit G: Art

Like the ancient Egyptians, the Han-dynasty Chinese had complex beliefs concerning the afterlife. They referred to the tomb as a “subterranean palace” (*digong*), and filled it with items they believed the soul needed after death. The most striking of these are ceramic and wood sculptures of soldiers, maids, and other servants, including dogs to guard the tomb’s entrance. The tomb walls were decorated with murals, or with designs on ceramic tiles envisioning the afterlife.

Source: http://honoluluuseum.org/art/exhibitions/12444-han_dynasty_arts_afterlife/

Female Dancer



Source: <http://www.metmuseum.org/toah/works-of-art/1992.165.19>

Western Han dynasty (206 B.C.–9 A.D.), 2nd century B.C.

Earthenware with slip and pigments; H. 21 in. (53.3 cm)

This figure is a quintessential example of early Chinese sculpture, which found its highest expression in the third to first centuries B.C. Unlike the geometric approach of the Greeks, the Chinese sculptors sought to capture the “life spirit” of the human subject, concentrating on facial expression and a posture that suggests movement—in this instance, a moment in a dance.

Se player



Source: <http://www.metmuseum.org/toah/works-of-art/1994.605.85a-c>

Han dynasty (206 B.C.–220 A.D.), 1st century B.C.–1st century A.D.

Pottery; H. 6 in. (15.2 cm)

Long zithers (instruments with string attached to both ends of a hollow wood body) of various types were developed in East Asia, and during their long history, many—notably the *qin* and the *se*, which were often paired—changed their shapes while retaining their names. The instrument depicted here is either a proto-*se* or a stylized rendition of the actual instrument, likely of the type found in archaeological site of the Warring States period (5th–3rd century B.C.). Unlike the *se* shown here, the typical example had large tuning pegs at only one end and probably more than four strings.

FA

SQ 16 What led to the Han Golden Age? How did the Han Golden Age impact China, other regions, and later periods in history?

➔ Directions: Based on what you have learned about the Han Golden Age, complete the prompts below.



Contextualize

FA 1. Contextualize the Han Golden Age by completing the following tasks:

- Identify when and where the golden age took place
- Describe the factors that led to the golden age



Connect
Cause and
Effect

FA 2. Explain the impact of the Han Golden Age on China, other regions, and later periods in history by completing the following tasks:

- Identify two innovations developed during the golden age
- Describe the effects of those innovations on China, other regions and/or later periods in history

Golden Age	ACHIEVEMENTS and INNOVATIONS			
	Prosperity and Stability	Visual Arts and Architecture	Literature, Music, and Philosophy	Science, Mathematics, and Technology
Han Empire				