

# Ancient China

## Before You Read: Predicting

The Big Idea below is a general historical idea that will be applied to the region in this chapter. Write three questions about the idea that can be answered as you read. Here is an example:

*What religions are practiced in China?*

Watch for the answers to your questions as you read the chapter.

## Big Ideas About Ancient China

**Belief Systems** Many religions and belief systems start with the ideas of a teacher or prophet.

Three major belief systems came out of China. They are Legalism, Confucianism, and Daoism. They developed during a time of unrest. Each one attempted to find a way of bringing peace and harmony to the land.



### Integrated Technology

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- Starting with a Story



Ancient China

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CHINA

WORLD

1800 B.C.

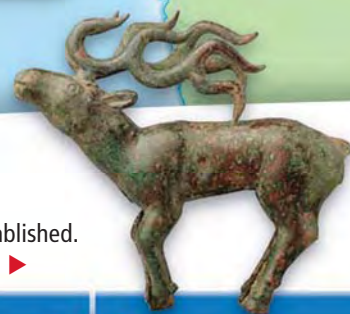
1792 B.C.

Hammurabi begins his reign.

1766 B.C.

Shang Dynasty established. (jade stag pendant) ▶

1500 B.C.



1200 B.C.

1200 B.C. Olmec culture in Mexico begins. (Olmec man with jaguar cub) ▶

1027 B.C.

Zhou Dynasty founded.



# Ancient China, 1523–221 B.C.

INTERACTIVE

- Shang Dynasty 1300 B.C.
- Zhou Dynasty 600 B.C.
- Present-day China



**551 B.C.**  
Confucius born.  
◀ (portrait of Confucius)

**403 B.C.**  
Period of Warring States begins.

**202 B.C.**  
Liu Bang becomes the first emperor of the Han Dynasty.

**600 B.C.**

**300 B.C.**

**B.C. A.D.**

**A.D. 300**

**751 B.C.**  
Piankhi of Kush conquers Egypt.

**509 B.C.**  
Roman Republic established.  
(ruins of the Roman Colosseum) ▶



# The Minister of Justice Comes to Town

**Background:** Around 500 B.C., the Duke of Lu appointed Confucius the minister of justice. Tradition has it that crime almost disappeared from the area in response to the teachings and actions of Confucius. In this story, Confucius is visiting a village in his district. The people wonder about the new minister of justice and the stories told about what he teaches and how he acts. You have joined others in the village gathering to meet Confucius.

Wooden sculpture of Confucius ►



**W**e saw his oxcart coming in the distance. It was Confucius, the great teacher. We waited, excited at his presence. He was our minister of justice. We had heard stories about how crime and violence had disappeared from villages where he was the main official. We thought this sounded too good to be true.

"I am happy that you came," he said, to greet us all. Then he began to speak. "We need to change our ways of living so that we can all live in peace with each other. I have studied how to make this happen." Then he said that peace required us to learn how to treat each other kindly.

He said that we must behave properly with our family members, our neighbors, and the rulers. He went on, "In our families we must show respect for our parents and our ancestors. We must be righteous, or do what is right rather than what brings us profit. Each of us must know our place. Each has a duty to another."

I asked if that meant the government officials, too. They were always cheating the people and acting as if they were gods. Confucius quickly responded. "That includes the highest rulers," he said. "They must set examples of goodness for us. In turn, we must obey them as their subjects."

"Teacher," I asked, "is that all? Will that make crime and violence go away?" He replied, "It may seem too simple, but it will work. However," he cautioned, "all must agree to respect and honor each other."

He rose to leave. I, for one, was willing to try out his ideas. Did anyone else feel the way I did?

**What impact do you think Confucius' ideas will have on the village?**

## Reading & Writing

- 1. READING: Character and Plot** What character trait does Confucius suggest is important in creating a peaceful society? How do you think Confucius' ideas will be accepted in the village?
- 2. WRITING: Persuasion** Write a letter to the village members explaining why Confucius' ideas will lead to a more peaceful village.

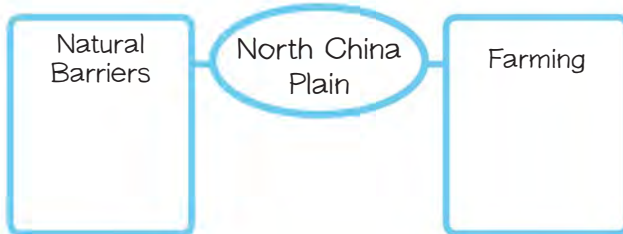
## MAIN IDEAS

- 1 Geography** Natural barriers isolate China's fertile river valleys from other parts of Asia.
- 2 Government** The Shang Dynasty ruled China's earliest civilization, which arose near the Huang He.
- 3 Government** Claiming approval from the gods, the Zhou conquered the Shang and took over China.

## TAKING NOTES

### Reading Skill: Explaining Geographic Patterns

Facts about geography can help you understand settlement patterns in history. As you read, take notes on the natural barriers and the farming area of China. Record the information on a Web diagram placing the North China Plain in the center circle.



 Skillbuilder Handbook, page R16



▲ Shang Bronze Drinking Vessel The Shang were famous for their excellent bronzework.

## Words to Know

Understanding the following words will help you read this lesson:

**millet** a plant that people grow for its grain (page 254)

*Farmers in the northern part of China grow millet.*

**nomad** a member of a group that has no fixed home and moves from place to place with the seasons (page 254)

*The Chinese fought against invading nomads.*

**favor** support or approval (page 256)

*His recent failures led the leader to believe that he had lost the favor of the gods.*

**mandate** an official order or command (page 256)

*The approval of the Chinese gods was considered a mandate for a ruler.*

# Geography Shapes Life in Ancient China

## TERMS & NAMES

oracle bone

pictograph

dynastic cycle

Mandate of Heaven

**Build on What You Know** What makes the area you live in a good place for people to live? Think about how the geographic features of your area have affected life there.

## Geographic Features of China

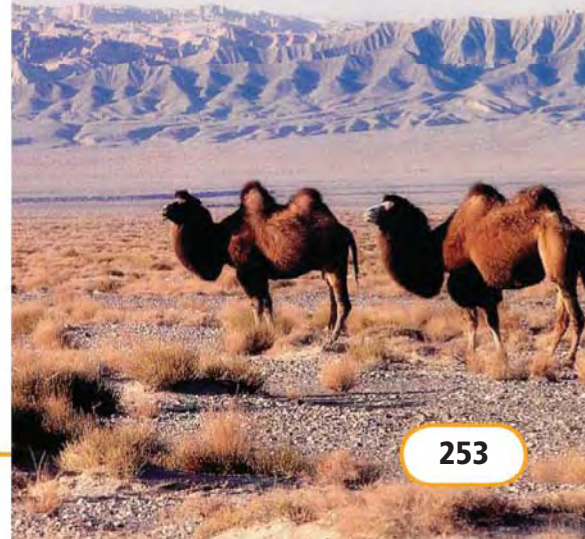
- 1 ESSENTIAL QUESTION** What effect did the physical features of China have on its early development?

The river valley pattern you studied in Mesopotamia, Egypt, and the Indus Valley was repeated in China. Its civilization developed because two rivers brought water and silt that made farming possible. Cities grew along the banks of the river.

**Isolated by Barriers** Located on the eastern side of Asia, China lies about the same distance north of the equator as the United States. China's lands are bordered on the east by the Yellow Sea, East China Sea, and the Pacific Ocean. Deserts edge the northern and western lands. To the north is the Gobi Desert and to the west lies the Taklimakan Desert. The Pamir, Tian Shan, and Himalaya mountain ranges form a tight curve on the western border.

Unlike the regions of the Nile and Fertile Crescent, where civilizations interacted with each other, China was geographically isolated. The huge mountain chains, vast deserts, and large expanses of water made the spread of ideas and goods to China difficult. As a result, Chinese civilization developed along very distinct lines.

**Gobi Desert** One of the largest deserts in the world, the Gobi covers more land than Texas and California combined. ▼



**Two River Systems** Two major rivers flow toward the Pacific Ocean. The Chang Jiang (chahng jyahng), or the Yangtze, is found in central China. The Huang He (hwahng huh) to the north is also known as the Yellow River. Their floodwaters deposit yellowish silt that makes fertile soil. In ancient times, most Chinese farming was done in the very rich land between these rivers. This land, called the North China Plain, has always been the center of Chinese civilization.



**A Varied Climate** China has a varied climate like the United States. Western China is dry like the western United States. The north has seasons like New England. The southeast is like the U.S. south. These different climates allow a variety of crops to be produced. Rice is grown in the moist south, while wheat and millet are grown in the drier north lands. (See map on page 283.)

▲ **Chang Jiang (Yangtze River)** This river is the longest river in Asia. It has been and still is a major trade route throughout China. Like the Huang He, it, too, carries yellow silt.

**REVIEW** Why was the North China Plain the center of Chinese civilization?

## The Shang Dynasty

**2 ESSENTIAL QUESTION** How did the Chinese language develop?

Around 2000 B.C., farming settlements along the Huang He began to grow into cities. An early civilization began there, and Chinese culture today evolved from that ancient beginning. Therefore, we can say that China is the oldest continuous civilization in the world.

**Shang Kings** About 1766 B.C., Shang family kings began to control some cities. They set up a dynasty, or rule by generations of one family. The kings were responsible for religious activities. They claimed to rule with the gods' permission. Shang kings controlled the central portion of the North China Plain; their relatives ruled distant areas. The Shang used chariots to defend themselves against the nomads who lived to the north and west. They made war with nomadic people like the Zhou (joh).

**Shang Families** In Shang culture, respect for one's parents and ancestors was very important. Family was closely tied to religion. The Chinese believed that the spirits of their ancestors could bring good fortune to the family. Families paid respect to the father's ancestors by making animal sacrifices in their honor. Men ruled within the family.

**Developing Language** The Shang kings claimed to be able to influence the gods to help people. Shang kings received messages from the gods through **oracle bones**. These were animal bones or turtle shells on which Shang royal priests scratched questions to the gods. Next, they touched the bones with heated rods to make them crack. The royal priests interpreted the cracks and scratched the answers on the bones. These scratch marks were an early form of a writing system.

Like other ancient peoples, the Shang developed their system of writing with **pictographs**. This system of writing used simple drawings, or characters, for words or ideas. As you can see in the chart to the right, the pictographs are very similar to the modern Chinese characters. Compared to the English alphabet of 26 letters, the Chinese system of writing used a huge number of symbols. To be barely able to read and write, a person had to know at least 1,500 characters. An educated person had to know at least 10,000 characters.

One unique thing about the Chinese system of writing is that you can read Chinese without being able to speak it. (A person who speaks a language other than English can still understand  $2 + 2 = 4$ .) The writing system helped unify a large and varied land.

**REVIEW** How did the Shang develop writing?

## The Zhou Dynasty

**3 ESSENTIAL QUESTION** How were the Zhou able to conquer Shang lands?

The Zhou people moved down from the northwest. They clashed with the Shang on many occasions. Around 1027 B.C., the Zhou ruler Wu Wang led a force that defeated the Shang.

### Visual Vocabulary

#### Oracle Bone



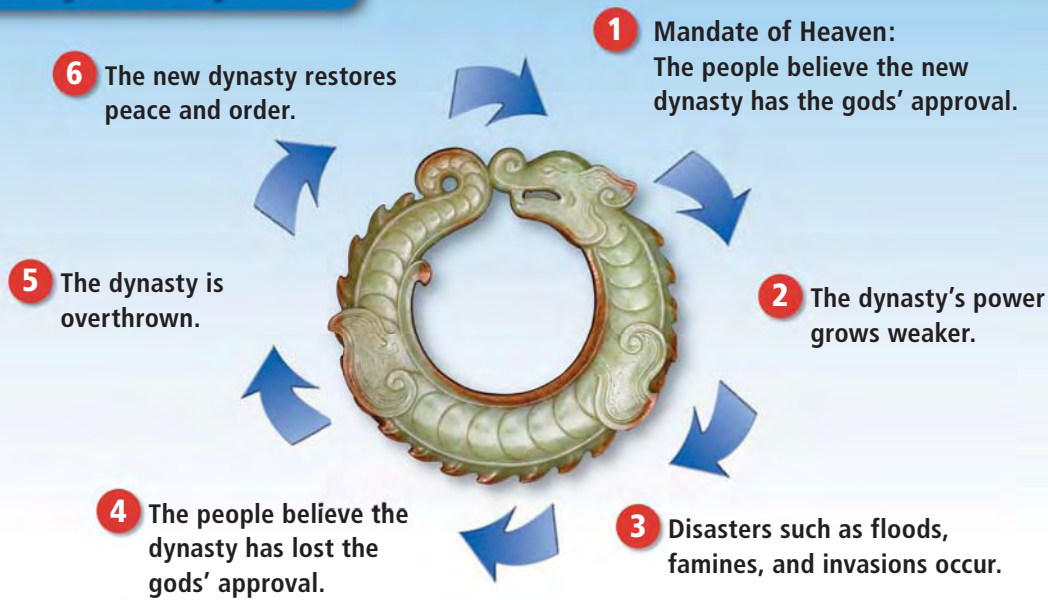
This oracle bone made of a shoulder blade has inscriptions scratched on it.

### Chinese Writing

Ancient	Modern
field	
water	
ox	



## Dynastic Cycle



**The Zhou and the Dynastic Cycle** The Zhou kings established a new dynasty in China. Chinese dynasties rose and fell in a pattern. Historians call the pattern of the rise and fall of dynasties in China the **dynastic cycle**. Look at the diagram above to see the pattern.

Like the ancient Egyptians, the Zhou kings thought that trouble would come if rulers lost heaven's favor. Eventually, the idea that a good ruler had approval from the gods became a part of Chinese culture. When a ruler was bad or foolish, the people believed the approval of the gods would be taken away. This idea was called the **Mandate of Heaven**. The Chinese people believed that troubles such as peasant uprisings, invasions, floods, or earthquakes meant that the Mandate of Heaven had been taken away. Then it was time for new leaders.

The Zhou adopted many Shang ways. This started a pattern of Chinese culture that developed until the present day.

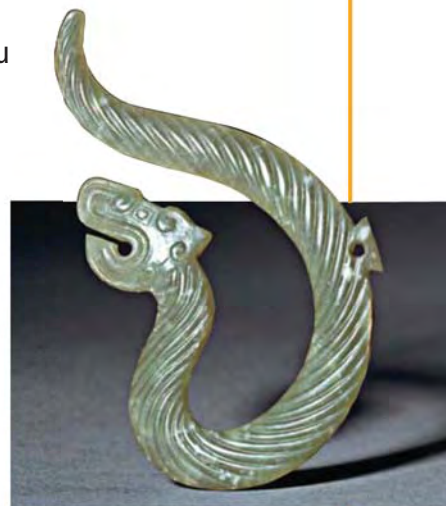
**Zhou Government** Like the Shang, the Zhou did not have a strong central government. Kings put people with family ties or other trusted people in charge of regions. Those local rulers, or lords, owed loyalty and military service to the king. In return, the king promised to help protect their lands. As their towns became cities, the lords grew stronger. More groups came under their rule. The lords became less dependent on the king. They began to fight among themselves and with other peoples. The lands they added to their control expanded Chinese territory.

**The Time of the Warring States** Invasion of Chinese lands was a constant theme in Chinese history. After 800 B.C., nomads from the north and west invaded China. In 771 B.C., invaders destroyed the capital city of Hao and killed the king. The king's family escaped to Luoyang and set up a new capital. Because the kings were weak, the lords fought constantly. This led to a period called the Time of the Warring States, which began around 403 B.C.

**REVIEW** How did the idea of the Mandate of Heaven help the Zhou take over the Shang?

### Lesson Summary

- River valleys supported the rise of Chinese civilization, while some geographic features helped to isolate China from outside contact.
- The Shang developed a dynasty and a culture that included a system of writing.
- The Zhou claimed to rule using the idea of the Mandate of Heaven.



▲ Jade Dragon Pendant The dragon is a symbol of power and excellence.

### Why It Matters Now . . .

The culture developed by the Shang and the Zhou still influences Chinese ways of life today.

## 1 Lesson Review

### Terms & Names

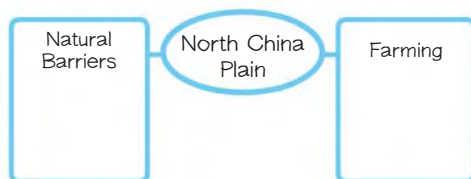
1. Explain the importance of
 

oracle bone	dynastic cycle
pictograph	Mandate of Heaven

### Using Your Notes

**Explaining Geographic Patterns** Use your completed graphic to answer the following question:

2. How did geographic barriers affect Shang and Zhou relations with outside peoples?



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### Main Ideas

3. Why did Shang settlements begin along the Huang He?
4. How did the Shang develop a Chinese language?
5. How would the Chinese people know that a ruler had lost the Mandate of Heaven?

### Critical Thinking

6. **Understanding Cause and Effect** How did the belief in the Mandate of Heaven help the change in government from the Shang to the Zhou?
7. **Comparing** In what ways was the settling of the Huang He Valley similar to settlements in other world regions?

### Activity

**Creating Elements of Language** Develop pictographs and use them in a sentence about your classroom. Have classmates try to determine what you wrote.

## MAIN IDEAS

- 1 Belief Systems** Legalists believed that the government must control people through strict laws.
- 2 Belief Systems** Confucius taught that order would return to China if society was organized around five relationships.
- 3 Belief Systems** The followers of Daoism taught that people could find virtue by living in harmony with nature.

## TAKING NOTES

### Reading Skill: Comparing

Comparing can help you see the similarities and differences among sets of things. In this lesson, look for details about the three Chinese philosophies. Identify points that all three philosophies consider important in a chart similar to the one below.

Legalism	Confucianism	Daoism

 Skillbuilder Handbook, page R4



▲ **Symbol: The Way** This Chinese symbol is called Dao. It means “the Way” or “the path.” It is made up of two characters. The red one means “go forward,” and the green one means “head.” Taken together, they mean “the way to understanding.”

## Words to Know

Understanding the following words will help you read this lesson:

**wicked** mean, bad, or evil (page 259)

*Some people believe that humans are naturally wicked.*

**relationship** a connection or tie between people (page 260)

*Social customs can have a significant effect on the kinds of relationships people have with one another.*

**conduct** the way someone acts; behavior (page 260)

*Their conduct violated rules laid down by the philosopher Confucius.*

**complement** to work well with (page 263)

*When two people or things complement each other, they are said to exist in harmony.*

philosophy

Legalism

Confucianism

filial piety

Daoism

# China's Ancient Philosophies

**Build on What You Know** In the last lesson, you learned about the Time of the Warring States in China. During this time, Chinese society experienced much disorder. Warlords and kings fought with each other to gain control of lands. Scholars wondered what it would take to bring peace to the land. They developed three ways of thinking: Legalism, Confucianism, and Daoism. Each was a **philosophy**, or a study of basic truths and ideas about the universe.

## Legalism

**1 ESSENTIAL QUESTION** How did Legalism suggest that society be controlled?

One philosophy was **Legalism**, or a belief that rulers should use the legal system to force people to obey laws. Those who followed this belief system saw disorder in society. These people decided that a strong government was the answer to China's problems.

**Strict Laws and Harsh Punishments** Legalists believed that human nature is wicked and that people do good only if they are forced to do it. Legalists believed that the government must pass strict laws to control the way people behaved. They believed that harsh punishments were needed to make people afraid to do wrong.

School of Confucius  
Confucius, second figure from the left, meets with his students. ▼



**An Increase in Government Control** Shang Yang, a supporter of Legalism, wanted to force people to report lawbreakers. In fact, he thought people who did not report lawbreakers should be cut in two. Legalists taught that rulers should reward people who do their duty.

Legalists did not want people to complain about the government or question what it did. They favored arresting people who questioned the government or taught different ideas. They also taught that rulers should burn books that contained different philosophies or ideas.

**REVIEW** Why did Legalists want a strong government?

## Confucianism

**2 ESSENTIAL QUESTION** What actions did Confucius believe would bring order to China?

Confucius lived from 551 to 479 B.C., in a time of much conflict and unrest in China. He developed ideas to end conflict and have peace in all relationships. According to Confucius, respect for others was absolutely necessary for peace and harmony. Government leaders should set a good example so that people would see what was correct. Confucius' students collected his ideas and recorded them in a book called the *Analects*. The book tells of Confucius' teachings, which together form a belief system known as **Confucianism**.

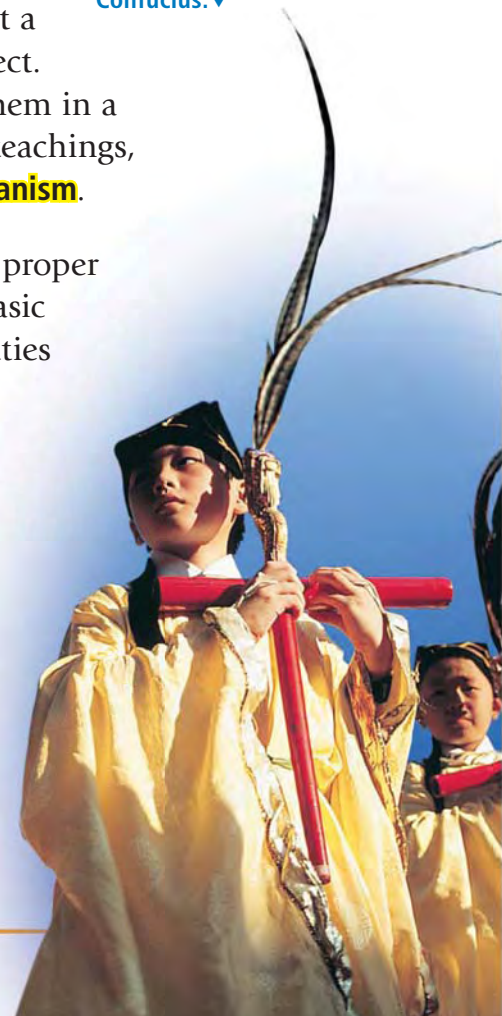
### Connect to Today

**Ceremony** Children in Taiwan take part in a ceremony honoring Confucius. ▼

**The Five Relationships** Confucius taught a code of proper conduct for people. In Confucianism there were five basic relationships. Each type of relationship had its own duties and its own code of proper conduct. Here are the five relationships.

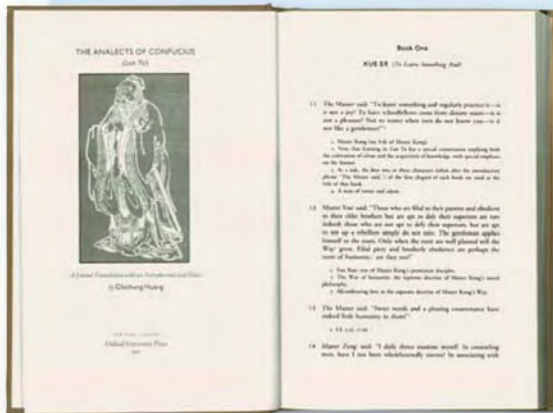
- father and son
- elder brother and junior brother
- husband and wife
- friend and friend
- ruler and subject

Notice that the relationships fall into two basic categories: proper conduct in the family and proper conduct in society.



## Primary Source

**Background:** Confucius taught filial piety, or respect for one's parents and ancestors. In this selection, he discusses filial piety with his students. He focuses on propriety, or concern about what is proper or correct in society.



### from the *Analects*

By Confucius

Translated by James Legge

"The filial piety of now-a-days means the support of one's parents. But dogs and horses likewise are able to do something in the way of support; — without reverence, what is there to distinguish the one support given from the other?" . . .

Mang I asked what filial piety was. The Master said, "It is not being disobedient." . . .

Fan Chih said, "What did you mean?" The Master replied, "That parents, when alive, should be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety."

#### DOCUMENT-BASED QUESTION

What can you infer from Confucius' teachings about the place of the family in society?

**Proper Conduct** Confucius believed good conduct and respect began at home. Husbands had to be good to their wives. Wives had to obey every decision of their husbands. Brothers had to be kind to brothers, but a younger brother always had to follow the wishes of his older brother. One of Confucius' most important teachings was about **filial piety**, or treating parents with respect. The Primary Source above is about filial piety.

Confucius was also concerned with people's behavior in society. Authority should be respected. The ruler's responsibility was to live correctly and treat his subjects with respect. If a ruler led in a right, moral way, a subject's duty was to obey. If these behaviors were followed, there would be peace in the society.

**The Impact of Confucianism** Confucianism set out clear family and social roles. By following these roles, the Chinese people found ways to avoid conflict and live peacefully. Many rulers tried to live up to Confucius' model for a good ruler. By encouraging education, Confucius laid the groundwork for fair and skilled government officials.

**REVIEW** How did Confucius think rulers should behave?

**P** Primary Source Handbook

See the excerpt from the *Analects* of Confucius, page R42.

### Confucius (551–479 B.C.)

The name Confucius is a translation of the Chinese title *Kongfuzi*. It means “Master Kong.”

Confucius began his career at the age of 19 as supervisor of a noble family’s herds. He then spent years in study and acting as a tutor to children of rich families. He wanted to be a government official so that he could try out his ideas of ways to change society. One of the ideas he taught may sound familiar to you. He said, “What you do not want done to yourself, do not do to others.”

Finally, at the age of 51, Confucius was appointed the minister of justice in his home state of Lu. Legend says he was so successful that his town was free of crime and a model of correct behavior. Unfortunately, Confucius had to leave his post and felt he was a failure.



## Daoism

### 3 ESSENTIAL QUESTION What did the Daoists believe about society?

The third philosophy is said to have begun with Laozi (low•dzuh). No one knows if he really existed, but some say he lived in the 500s B.C. The name Laozi means “Old Master.” The book of his teachings is the *Dao De Jing* (*The Book of the Way of Virtue*). The teachings of Laozi are called **Daoism** (DOW•IHZ•uhm). They contrast sharply with Legalism and Confucianism.

**P** Primary Source Handbook

See the excerpt from the *Dao De Jing*, page R43.

**The Way** Daoists believed that a universal force called the Dao, or the Way, guides all things. All creatures, except humans, live in harmony with this force. To relate to nature and each other, each human being had to find an individual way, or Dao. The individual had to learn to live in harmony with nature and with inner feelings.

**Following the Way** Daoists did not argue about good and bad, and they did not try to change things. They accepted things as they were. They did not want to be involved with the government.

Daoists tried to understand nature and live in harmony with its rhythms. This included the idea of yin and yang, or two things that interact with each other. The yin (black) stands for all that is cold, dark, and mysterious. The yang (white) represents all

that is warm, bright, and light. The forces complement each other. The forces are always changing and evolving. Understanding yin and yang helped a person understand how he or she fits into the world.

In the next lesson you will learn how the three philosophies influenced the way in which the rulers of China controlled their lands.



▲ Yin and Yang Symbol The outer circle represents “everything”. The inner shapes represent the interaction of the forces—Yin and Yang.

**REVIEW** Why did Daoism teach that each human had to find an individual way to follow in life?

### Lesson Summary

- Legalists believed humans are wicked and need strict laws with harsh punishments.
- Confucius taught a code of proper conduct, including respect, that humans could learn.
- Daoists held the view that each human must find an individual moral path to follow.

### Why It Matters Now . . .

The teachings of Confucianism and Daoism remain influential in China and the world today.

## 2 Lesson Review



### Terms & Names

1. Explain the importance of
- |            |              |        |
|------------|--------------|--------|
| philosophy | Confucianism | Daoism |
| Legalism   | filial piety |        |

### Using Your Notes

**Comparing** Use your completed graphic to answer the following question:

2. Which of the Chinese philosophies stressed the importance of family?

Legalism	Confucianism	Daoism

### Main Ideas

3. How did Legalists believe governments should keep peace among people?
4. What was the purpose of Confucius’ five relationships?
5. What did Daoists believe about nature?

### Critical Thinking

6. **Comparing and Contrasting** How did the Legalists’ views of human nature contrast with those of the Confucians?
7. **Making Inferences** How might a Daoist respond to Confucius’ teachings?

### Activity

**Creating Classroom Rules** Choose one of the three Chinese philosophies and create a set of classroom rules that reflect the basic ideas of that philosophy. Share your rules with others, and decide which rules you would like for your classroom.



# Comparing and Contrasting

**Goal:** To analyze a passage to compare and contrast two Chinese philosophies

## Learn the Skill

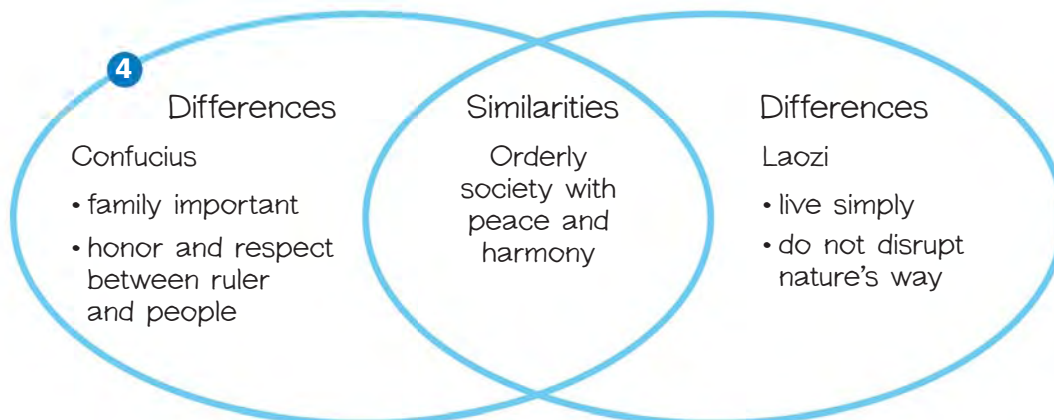
**Comparing** means looking at the similarities and differences between two or more things. **Contrasting** means examining only the differences between them. Historians compare and contrast events, personalities, beliefs, and situations in order to understand them.

 See the Skillbuilder Handbook, page R4.

## Practice the Skill

- 1 Look for two views about a subject that may be compared and contrasted. The sample passage at the right compares two ways of achieving a perfect society.
- 2 To find similarities in the views, look for clue words suggesting that two things are alike. Clue words include *both*, *like*, *as*, and *similarly*.
- 3 To find differences, look for clue words that show how two things are different. Clue words include *by contrast*, *however*, *except*, *yet*, and *unlike*.
- 4 Make a Venn diagram like the one below to help you identify similarities and differences between two things. In the overlapping area, list characteristics shared by both subjects. In the separate ovals, list characteristics not shared by the other. The chart below compares and contrasts two Chinese philosophers, Confucius and Laozi.

### Example:



In this selection, the ideas of two Chinese philosophers, Confucius and Laozi, are discussed. The paragraphs focus on how Confucius and Laozi thought people should live to achieve a perfect society.

## Two Chinese Philosophies

In China, two philosophers, Confucius and Laozi, looked for

1 a way to create a perfect society. 2 Both philosophers wanted people to live in peace and to have an orderly society.

3 However, the ideas of Confucius are quite different from those of Laozi. Confucius believed family was very important. He said that family members should respect each other. In the community and country, rulers should have respect for the people and the people should respect the ruler. If they do these things, the society will be stable and happy.

Laozi did not agree with the teachings of Confucius.

3 Unlike Confucius, he believed organizations and human-made systems were not the way to live in harmony. 3 Instead, Laozi taught that nature provides the best examples of living in harmony. He told his followers to observe the ways of nature and they would know how to live. He stressed living simply and not disrupting the ways of nature. If people did this, he said, there would be peace and harmony in the world.



▲ Confucius Confucius wanted to restore order and harmony to China by having all people show respect for one another.



▲ Laozi Laozi believed that the natural order of things was important. If people followed nature, they would have a good life.

### Apply the Skill

Go back to Chapter 7, Lessons 2 and 3. (See pages 232–243.) Read the information on Hinduism and Buddhism. Make a Venn diagram like the one at the left to help you take notes on the two religions.

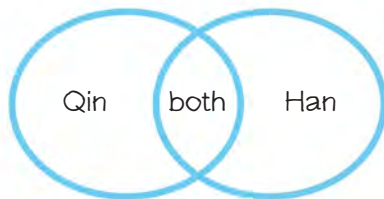
## MAIN IDEAS

- 1 **Government** Shi Huangdi conquered the warring states, unified China, and built a strong government.
- 2 **Government** The Han Dynasty took over China and established a strong empire that lasted 400 years.
- 3 **Culture** Life in Han China set a pattern that is still seen today.

## TAKING NOTES

### Reading Skill: Comparing and Contrasting

Comparing and contrasting means looking for similarities and differences that can help you understand developments in history. As you read, look for clue words such as *like* or *similarly* that indicate two things are alike in some ways. Compare and contrast the rule of the Qin and Han dynasties. Record your information on a Venn diagram.



Skillbuilder Handbook, page R4

## Words to Know

Understanding the following words will help you read this lesson:

**rival** a competitor  
(page 267)

*Shi Huangdi viewed any government not under his control as a rival state.*

**rebel** to defy an authority  
(page 269)

*Tired of high taxes, the Chinese peasants rebelled against the emperor.*

**martial** having to do with military forces  
(page 270)

*Because Wudi used military force to gain land, he was known as a martial emperor.*

**identify** to see oneself as part of a group  
(page 270)

*People usually identify with groups that they admire or respect.*



▲ **Jade Funeral Suit** This jade funeral suit is made up of 2,498 jade pieces sewn together with gold thread. The Chinese believed jade would preserve dead bodies for the afterlife.

Qin

Shi Huangdi

Han Dynasty

bureaucracy

# The Qin and the Han

**Build on What You Know** At the end of the Zhou period, several states were still at war. As you recall, the Chinese believed in the Mandate of Heaven. According to that belief, wars and other troubles were signs that the ruling dynasty had lost heaven's favor. A new ruler was needed.

## The Qin Unified China

**1 ESSENTIAL QUESTION** How did the Qin Dynasty unify China?

The new ruler of China came from the state of **Qin** (chihn). (Some scholars think the name of China may come from this word.) The new emperor took the name **Shi Huangdi** (shee•hwahng•dee). He would unify and expand China.

**A Legalistic Ruler** In 221 B.C., Qin ruler Shi Huangdi began ending internal battles between warring states. He then conquered rival states and drove out nomadic invaders. China grew larger than it had been under the Zhou.

Shi Huangdi believed in the Legalist way of running the country. He tried to wipe out Confucian teachings. He had 460 critics and Confucianists killed. He also ordered the burning of books that contained ideas he disliked.

Terra Cotta Army  
Thousands of clay soldiers were buried at the tomb of Shi Huangdi. ▼



**Uniting China** Shi Huangdi wanted a strong central government. To gain personal control of the government, he set out to weaken the noble families. He took land away from defeated nobles. Shi Huangdi also forced the nobles to live at the capital so he could watch them. These actions weakened the power of noble families and strengthened the emperor's power.

Shi Huangdi set out to unite the lands under his control. To link the lands together, he built highways and irrigation projects. He forced peasants to work on these projects and set high taxes to pay for them. He also set government standards for weights, measures, coins, and writing. These steps made it easier to trade and do business everywhere in China.

**The Great Wall** Shi Huangdi planned to build a long wall along China's northern borders to keep out invaders. He forced hundreds of thousands of peasants and criminals to build it. Many workers died from hard labor. The deaths caused great resentment among the people.

The first Great Wall linked smaller walls that had been built during the Time of the Warring States. The earliest walls were built of earth. Later stone and brick were used. The Great Wall has been rebuilt and extended many times.

**The Qin Dynasty Ends** Shi Huangdi died in 210 B.C. He was buried in an elaborate tomb. Near his tomb, an army of terra cotta (baked clay) soldiers was buried. Archaeologists discovered the soldiers in 1974. (See Literature Connections, pages 272–276.)

The Great Wall  
Thousands of  
people visit a  
portion of the  
Great Wall during  
a holiday. ▼

**REVIEW** Why did Shi Huangdi kill so many Confucianists?





## The Han Dynasty

### 2 ESSENTIAL QUESTION How did the Han rule China?

Shi Huangdi's son was a less effective ruler than his father. People rebelled during his rule. A civil war broke out during the last years of his reign. Eventually, a military general named Liu Bang (lee•oo bahng) defeated the Qin forces. He ended the civil war and reunified China. In 202 B.C., he started the **Han Dynasty**. The Han Dynasty lasted until about 220 A.D., during the same time period as the Roman Empire.

**Han Government** Liu Bang kept the Qin policies of strong central government, but he lowered taxes. He made punishments less harsh. In Han China, peasant men owed the government a month of labor per year on the emperor's public projects. He put peasants to work building roads, canals, and irrigation projects.

The Han rulers set up a **bureaucracy**. In this way of governing, officials chosen by the ruler ran offices, or bureaus. The officials helped enforce the emperor's rule. The Han rulers put family members and trusted people in local government positions. They set up a system of tests to find the most educated and ethical people for the imperial bureaucratic state. To do this they tested individuals on their knowledge of Confucianism.

**Empress Rules** When Liu Bang died in 195 B.C., his widow, the Empress Lü, ruled for their young son. Lü outlived her son and continued to place infants on the throne. This allowed her to retain power because the infants were too young to rule. When she died in 180 B.C. all her relatives were executed.

**Expanding the Empire** From 141 to 87 B.C., a descendant of Liu Bang named Wudi (woo•dee) ruled the Han Empire. He was called the Martial Emperor because he used war to expand China. Wudi made many military conquests. He brought southern Chinese provinces, northern Vietnam, and northern Korea under his control. He chased nomadic invaders out of northern China. By the end of his rule, China had grown significantly, in fact nearly as large as it is today.

The Han faced rebellions, peasant revolts, floods, famine, and economic disasters. Somehow they managed to stay in power until A.D. 220.

**REVIEW** How did the Han rulers find people for government jobs?

## Life in Han China

**3 ESSENTIAL QUESTION** What was life in Han China like?

Many Chinese today call themselves the people of the Han. They identify strongly with their ancient past. The Han were industrious people whose civilization prospered.

**Daily Life in Han China** A large part of the Han society lived and worked on farms. Farmers lived in villages near the lands they worked. Most lived in one- or two-story mud houses. Barns, pigsties, and storage buildings were also located there. Rich farmers probably had an ox or two to pull a plow. Poor farmers had to pull the plows themselves. Both rich and poor had a few simple tools to make farming a bit easier.

Chinese farmers wore simple clothing and sandals, much like clothing today. For the cooler months, their clothing was stuffed like a quilt. Farmers in the north raised wheat or millet. Those in the south raised rice. Families kept vegetable gardens for additional food. Fish and meat were available, but expensive. As a result, most people ate small portions of meat and fish.

Women of Han  
These ladies of the  
Chinese court have  
elaborate dresses  
and hair styles. ▼



**City Living** Not everyone lived in the country. Han China had cities as well. The cities were centers of trade, education, and government. Merchants, craftspeople, and government officials lived there. In some ways, the cities were not too different from today's cities. They were crowded and had lots of entertainment, including musicians, jugglers, and acrobats. According to some writers, the cities also had street gangs.

**REVIEW** How were the lives of farmers different from those of city dwellers?

**Flying Horse** This bronze statue of a horse is considered one of the finest pieces of Han art. ▼

### Lesson Summary

- In 221 B.C., the Qin ruler Shi Huangdi unified China and ruled by harsh Legalist principles.
- The Han Dynasty ruled over a large and successful land.
- The Han Chinese way of life is reflected in Chinese life today.



### Why It Matters Now . . .

Strong government remains important in Chinese life today.

## 3 Lesson Review

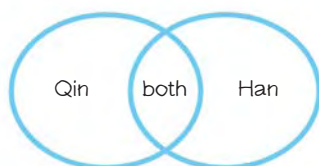
### Terms & Names

1. Explain the importance of  
Qin                      Han Dynasty  
Shi Huangdi          bureaucracy

### Using Your Notes

**Comparing and Contrasting** Use your completed graphic to answer the following question:

2. In what ways were the Qin and Han dynasties similar?



### Main Ideas

3. What ruling style did Shi Huangdi choose, and how did it affect his rule?
4. Why was the ruler Wudi important in the achievements of the Han Dynasty?
5. How is the Chinese way of life today similar to that of Han China?

### Critical Thinking

6. **Making Inferences** Why were Shi Huangdi's efforts to unify China important?
7. **Comparing** How were Shi Huangdi's methods of uniting his lands similar to those of Persian rulers?

### Activity

**Making a Map** Take out the world map that you started in Chapter 2. Add the borders of Han China to the map and then draw the Great Wall of China. Choose an appropriate symbol for the wall.





from THE  
EMPEROR'S  
SILENT ARMY

BY JANE O'CONNOR

**Background:** In 1974, three Chinese farmers digging a well hit a hard object. As they continued to dig, the clay head of a man dressed like an ancient soldier emerged from the ground. The farmers had stumbled across a clay army of about 7,500 soldiers complete with weapons and horse-drawn chariots. The army was buried at the site of the tomb of one of China's greatest emperors, Qin Shihuang. [He is also known as Shi Huangdi (shee•hwahng•dee).]



## BURIED SOLDIERS

**Q**in Shihuang became emperor because of his stunning victories on the battlefield. His army was said to be a million strong. In every respect except for number, the terracotta army is a faithful replica of the real one.

So far terracotta troops have been found in three separate pits, all close to one another. A fourth pit was discovered, but it was empty. The entire army faces east. The Qin kingdom, the emperor's homeland, was in the northwest. The other kingdoms that had been conquered and had become part of his empire lay to the east. So Qin Shihuang feared that any enemy uprising would come from that direction.

The first pit is by far the biggest, more than two football fields long, with approximately six thousand soldiers and horses. About one thousand have already been excavated and restored. None of the soldiers in the army wears a helmet or carries a shield, proof of the Qin soldiers' fearlessness. But the archers stationed in the front lines don't wear any armor either. They needed to be able to move freely in order to fire their arrows with accuracy. And so these frontline sharpshooters, who were the first targets of an approaching enemy, also had the least protection.

Following the vanguard<sup>1</sup> are eleven long columns of foot soldiers and lower-ranking officers, the main body of the army, who once carried spears, battle-axes, and halberds<sup>2</sup>. The soldiers are prepared for an attack from any direction; those in the extreme right and extreme left columns face out, not forward, so that they can block enemy charges from either side. Last of all comes the rear guard, three rows of soldiers with their backs to the rest of the army, ready to stop an attack from behind.

Stationed at various points among the foot soldiers are about fifty charioteers who drove wooden chariots. Each charioteer has a team of four horses and is dressed in full-length armor. In some carts, a general rides beside the charioteer, ready to beat a drum to signal a charge or ring a bell to call for a retreat. . . .



1. **vanguard**: troops moving at the head of an army.

2. **halberd**: a long-handled weapon used as both spear and a battle-ax.

Pit 2 is far smaller than Pit 1. With an estimated 900 warriors of all different ranks, Pit 2 serves as a powerful back-up force to help the larger army in Pit 1. There are also almost 500 chariot horses and more than 100 cavalry horses.

The terracotta horses are Mongolian<sup>3</sup> ponies, not very big, but muscular and full of power. With their flaring nostrils, bared teeth, and bulging eyes, the chariot horses all look as if they are straining to gallop across a battlefield. The mane of each chariot horse is trimmed short and its tail is braided. That is so it won't get caught in the harness. . . .

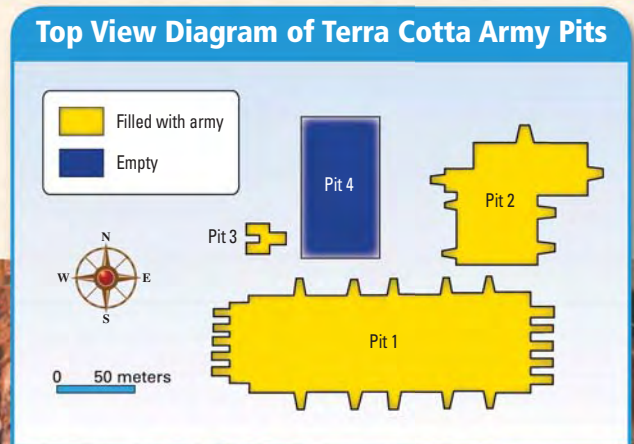
Pit 3, by far the smallest, contains fewer than seventy warriors and only one team of horses. Archeologists think that Pit 3 represents army headquarters. That's because the soldiers are not arranged in an attack formation. . . .

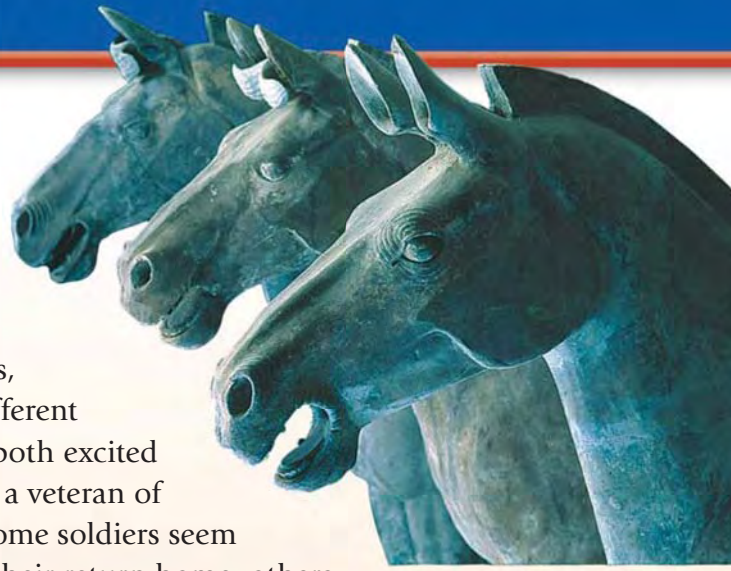
Altogether, the three pits of warriors and horses make up an unstoppable army. . . .

**REVIEW** Which army groups are represented in each pit?

3. **Mongolian:** coming from the area of Mongolia.

▼ **Pit 2 Soldiers** These are a backup force for the soldiers in Pit 1.





About two thousand soldiers have been unearthed, yet, amazingly, so far no two are the same. The army includes men of all different ages, from different parts of China, with different temperaments. A young soldier looks both excited and nervous; an older officer, perhaps a veteran of many wars, appears tired, resigned.<sup>4</sup> Some soldiers seem lost in thought, possibly dreaming of their return home; others look proud and confident. Although from a distance the figures appear almost identical, like giant-size toy soldiers, each is a distinct work of art. . . .

The uniforms of the terracotta figures are exact copies in clay of what real soldiers of the day wore. The soldier's uniform tells his rank in the army. The lowest-ranking soldiers are bareheaded and wear heavy knee-length tunics<sup>5</sup> but no armor. Often their legs are wrapped in cloth shin guards for protection.

The generals' uniforms are the most elegant. Their caps sometimes sport a pheasant feather; their fancy shoes curl up at the toes; and their fine armor is made from small iron fish scales. Tassels on their armor are also a mark of their high rank.

▲ **Mongolian Ponies**  
More than 600 horses were found in the tombs. Some were cavalry horses, and others pulled war chariots.

**REVIEW** How would you describe the uniforms of the soldiers?

4. **resigned:** giving in passively to sorrow or misfortune.  
5. **tunic:** a loose-fitting knee-length garment.

## Reading & Writing

- 1. READING: Finding Main Ideas** What information about the emperor's army can you gain from the text, pictures, and diagrams in the story?
- 2. WRITING: Response to Literature** Write a speech asking for donations to continue the archaeological work at the site of the tomb. Deliver the speech to your classmates.

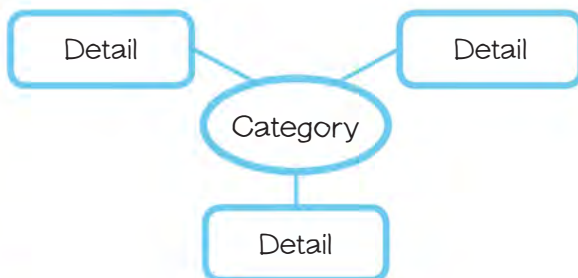
## MAIN IDEAS

- 1 Geography** The Silk Roads brought cultural and economic changes to China.
- 2 Belief Systems** Chinese philosophies such as Confucianism and Daoism had a lasting influence on East Asia.
- 3 Science and Technology** During Han times, China made many advances in technology, agriculture, and trade.

## TAKING NOTES

### Reading Skill: Categorizing

Sorting information into groups helps you understand important developments in history. Look for categories of ancient China's legacy and details about them. Record the information on a web diagram.



 Skillbuilder Handbook, page R6

## Words to Know

Understanding the following words will help you read this lesson:

**luxury** not really needed, but giving pleasure, enjoyment, or comfort (page 277)

*Some Chinese merchants made large sums of money selling luxury goods.*

**sesame** a plant that produces small seeds that can be used for oil and flavoring (page 277)

*She could smell the delightful aroma of sesame oil in the meal prepared by her host.*

**standard** a rule or practice that is accepted as a model (page 278)

*Standards for behavior can originate in religions as well as philosophies, such as Confucianism.*

**harness** a set of straps used to attach an animal to a plow or vehicle (page 279)

*The new, improved harness that he bought for his horse nearly cut his workday in half.*



▲ Embroidered Silk Tapestry  
This Chinese tapestry shows the Buddha preaching at a site called Vulture Peak.

# The Legacy of Ancient China

## TERMS & NAMES

Silk Roads

trans-Eurasian

cultural diffusion

**Build on What You Know** Trade formed a part of Chinese life. Despite the geographic barriers that separated China from the lands to the west, trade caused Chinese contacts with other lands to increase.

## The Silk Roads

- 1 ESSENTIAL QUESTION** What kinds of goods moved along the Silk Roads?

During the time of the Han Dynasty, only the Chinese knew how to make silk. It was much desired as a luxury fabric by both the Chinese and people outside of China. Chinese silk was important in opening trading routes to the west.

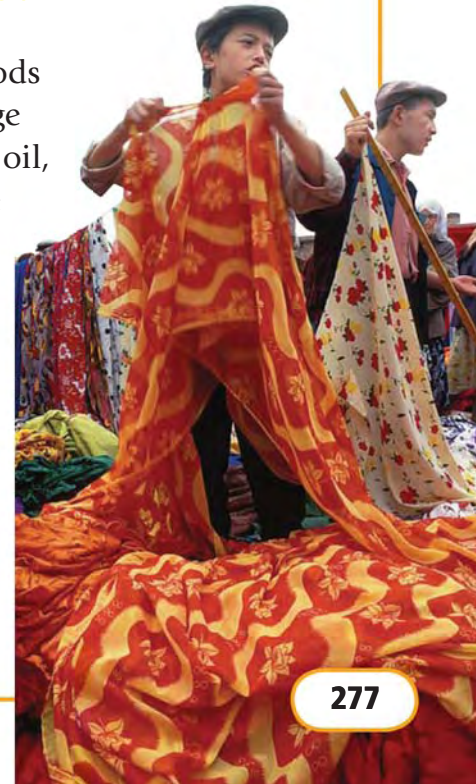
**A Trans-Eurasian Link** Overland trade routes were called **Silk Roads** because traders carried silk and other goods on caravan trails. The trails stretched westward from China through central Asia to Mesopotamia and Europe. (See map on pages 278–279.) Because these trails stretched across two continents, Europe and Asia, they were called **trans-Eurasian**. China was part of a huge global trade network.

By 100 B.C., the Silk Roads were well established. Goods leaving China included silk, paper, and pottery. Exchange goods coming from the west included sesame seeds and oil, metals, and precious stones. One trade item the Chinese especially valued was Central Asian horses.

**Cultural Diffusion** Trade goods were not the only things that moved on the Silk Roads. Ideas and cultural customs moved on the Silk Roads, too. This spread of ideas and customs is called **cultural diffusion**. For example, such things as Central Asian military methods, Buddhism, and western cultural styles reached China. In turn, Chinese art, silks, and pottery influenced the cultures to the west.

## Connect to Today

**Silk** A modern-day seller of silk sells his goods at the ancient Silk Road market at Kashgar in China. ▼





## Silk Roads, 150 B.C.–A.D. 500



A branch of the Silk Roads near Bamiyan, Afghanistan



### GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

**Movement** What explains the split in the main route of the Silk Roads between Dunhuang and Kashgar?

**The Spread of Buddhism** In Chapter 7, you learned about the beginnings of Buddhism in India. During the Han Dynasty, Buddhist missionaries entered China along the Silk Roads. Buddhism spread to Japan and Korea from China. Chinese Buddhists modified Buddhism to make it fit better with their own traditions.

**REVIEW** Why were the Silk Roads important to Chinese civilization?

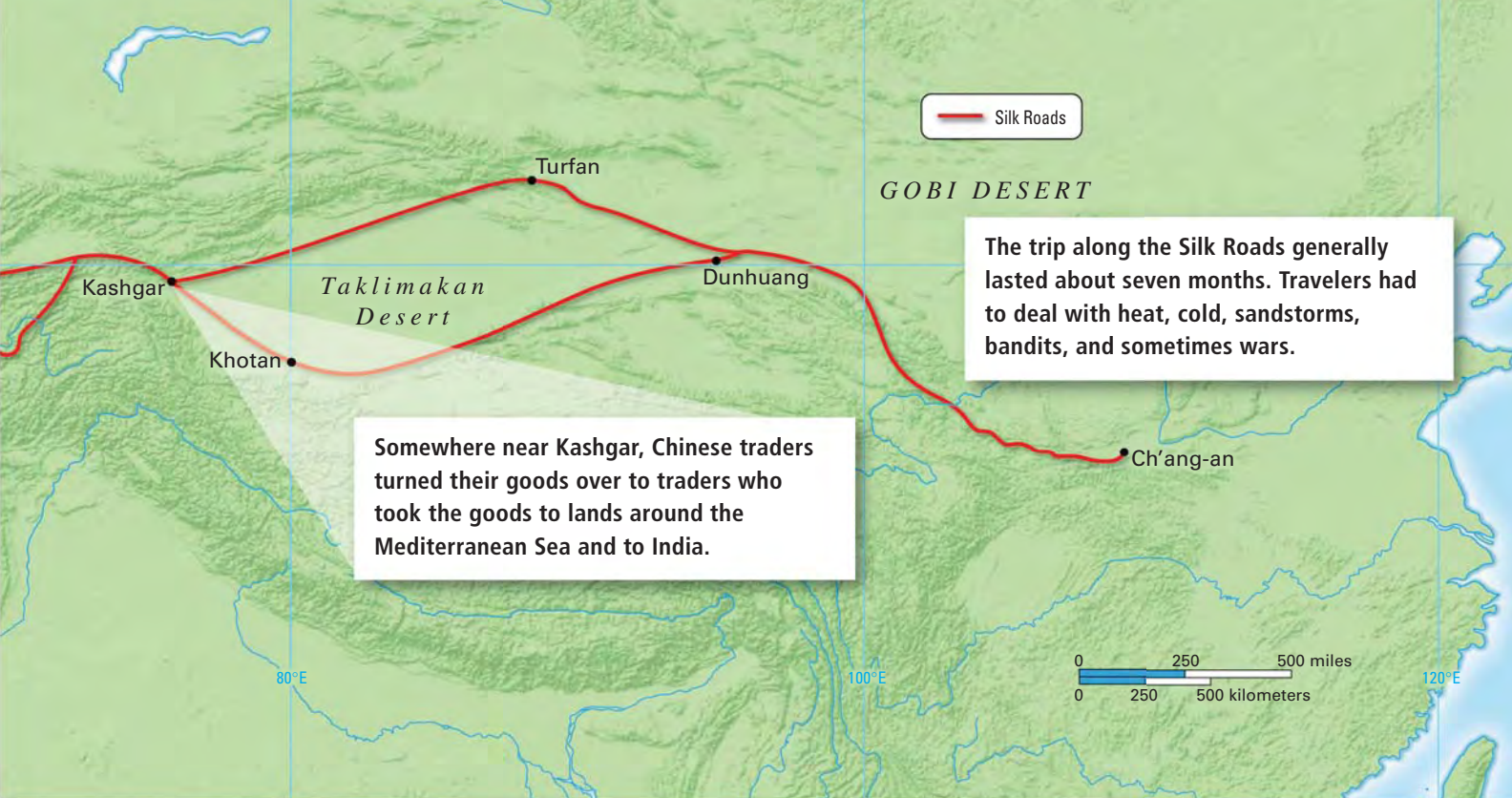
## Influential Ideas and Beliefs

**2 ESSENTIAL QUESTION** How important were Confucianism and Daoism?

**Confucianism** The standards set by Confucianism remained significant in Chinese government and education. Today, the legacy of Confucius' ideas about social duty are still important in Chinese villages. Confucianism also became a very influential philosophy in Japan, Korea, and Vietnam.

**Daoism** Daoism had a lasting influence in China. By the sixth century it was a religion with priests, rituals, and volumes of collected writings. Unlike Confucianism, however, Daoism remained primarily a Chinese belief system.

**REVIEW** Where is Confucianism practiced today?



## Chinese Inventions and Discoveries

**3 ESSENTIAL QUESTION** In which aspects of Chinese life did the Han make great advances?

China had a large and growing population to feed. Because agriculture was so important in China, most of the really important inventions during this period came about in agriculture.

**Agricultural Improvements** Chinese inventions made life easier for farmers and made more grain available for trade. For example, a better plow and farm tools helped increase crop production. The invention of a collar harness allowed horses to pull heavy loads. The wheelbarrow made it easier for farmers to move heavy loads by hand. Watermills used river power to grind grain. In a land of mostly farmers, these inventions were valuable.

**Paper** In A.D. 105, paper was invented in China. Before that time, books were made of costly silk. The inexpensive paper was made from a mixture of old rags, mulberry tree bark, and fibers from the hemp plant. Inexpensive paper made books available in a country that valued learning. Paper was important for a bureaucratic government that kept many records.



**Silk** Silk is beautiful and long lasting. It can be dyed brilliant colors. Because it was rare, it became an excellent trade product. Silk allowed the Chinese to get silver and gold from lands to the west of China. At one time, one pound of silk was equal to one pound of gold. Getting gold and silver was important to China because it did not have rich deposits of either mineral.

**REVIEW** Why was it necessary to make improvements in farming methods in ancient China?

### Lesson Summary

- Trading routes called the Silk Roads brought goods and ideas to and from China.
- Confucianism and Daoism had a lasting influence in China.
- Chinese inventions in agriculture, paper making, and other discoveries improved daily life.

### Why It Matters Now . . .

Ancient cultural patterns continue to influence life in China and elsewhere.

## 4 Lesson Review



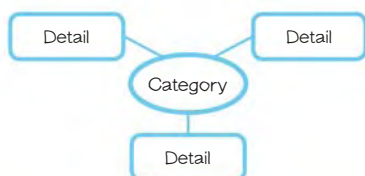
### Terms & Names

1. Explain the importance of  
Silk Roads    trans-Eurasian    cultural diffusion

### Using Your Notes

**Categorizing** Use your completed graphic to answer the following question:

2. What ideas or goods did China give the ancient world?



### Main Ideas

3. What economic changes did the Silk Roads bring to China?
4. How did the Silk Roads aid in the spread of Buddhism?
5. Why were most of the early Chinese inventions related to agriculture?

### Critical Thinking

6. **Understanding Cause and Effect** Why were the Silk Roads important to ancient China?
7. **Making Inferences** Why might Confucianism continue to influence life in Chinese villages?

### Activity

**Internet Activity** Use the Internet to research how silk is made. Create a diagram showing the process. Be sure to clearly label all the steps.

**INTERNET KEYWORD:** *Silk making*

# Keep a Silk Roads Journal

**Goal:** To analyze the nature of goods, landscape, and means of transportation on the Silk Roads by writing journal entries about a trader's experience on the road

## Materials & Supplies

- books on the Silk Roads
- writing paper and pen

## Prepare

- 1 Research the products, landscape, and means of transportation found on the Silk Roads.
- 2 Reread the information and look at the map of the Silk Roads on pages 278–279 in this chapter.

## Do the Activity

- 1 Imagine you are a Chinese trader about to start a trip on the Silk Roads. Decide what items you will trade.
- 2 Determine a route you would take starting at Chang'an and ending at Kashgar.
- 3 Decide what type of animals you will use.
- 4 Write three diary entries about your experience on the Silk Roads. Be sure to include information about the land you are traveling through and other traders you meet.

## Follow-Up

- 1 How did climate and physical geography help you plan your trip?
- 2 What things must you think about when planning a long trip on the Silk Roads?

## Extension

**Making a Wall Map** Work with a group to create a large map of the Silk Roads. Tape your map to the wall and have other students add products traded on the Silk Roads.



## VISUAL SUMMARY

### Ancient China

#### Science & Technology

- Chinese master the art of bronzeworking.
- A language system develops.
- Advances in agricultural technology produce more food.
- Paper is invented.
- Silk is produced.



#### Geography

- Early farmers settle in the river valleys of the Huang He and Chang Jiang.
- Physical landforms make contact with other parts of the world difficult.
- Goods, ideas, Buddhism, and cultural practices moved along the Silk Roads.



#### Government

- Shang establish first dynasty.
- Mandate of Heaven establishes authority.
- Shi Huangdi and Qin unify China.
- Builders begin the Great Wall.
- Han Dynasty rules for 400 years.



#### Belief Systems

- Legalism calls for strict control of the people.
- Confucius teaches that the five relationships will bring harmony.
- Daoism promotes learning the way of nature to find harmony.



## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Qin** and **Legalism**
2. **Han Dynasty** and **bureaucracy**
3. **filial piety** and **Confucianism**
4. **Silk Roads** and **cultural diffusion**

## MAIN IDEAS

### Geography Shapes Life in Ancient China (pages 252–257)

5. What made the Huang He so valuable to ancient Chinese civilization?
6. How did Chinese writing develop?

### China's Ancient Philosophies (pages 258–265)

7. How did the Legalists and Daoists differ in their views of society?
8. What five basic human relationships did Confucius teach?

### The Qin and the Han (pages 266–275)

9. Which policies of Qin ruler Shi Huangdi caused the greatest resentment among the people?
10. What advances in government did the Han make?

### The Legacy of Ancient China (pages 276–281)

11. What are some ideas that reached ancient China because of the Silk Roads?
12. Why were agricultural improvements important in ancient China?

## CRITICAL THINKING

### Big Ideas: Belief Systems

13. **DRAWING CONCLUSIONS** How did the teachings of Confucius support the ancient Chinese family structure?
14. **UNDERSTANDING CAUSE AND EFFECT** How did Confucianism contribute to the development of the Chinese bureaucracy?
15. **FORMING AND SUPPORTING OPINIONS** Which of the three belief systems discussed in this chapter do you think would be the most effective in ruling a land? Explain.

## ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Write a diary entry as a person working on the Great Wall. Include a description of your work and also your views about having to do the work.
2. **INTERDISCIPLINARY ACTIVITY—SCIENCE** Research the paper-making process. Make a poster illustrating the process and tell how it changed Chinese lives.
3. **STARTING WITH A STORY** Review your letter on the impact of



Confucian teachings on society. Write a paragraph supporting the view that strict laws, not simply respect, are needed to control society.

### Technology Activity

#### 4. CREATING A MULTIMEDIA PRESENTATION

Use the library or the Internet to research the Qin tomb of Shi Huangdi and a tomb of an Egyptian ruler. Create a multimedia presentation on the tombs.

Include

- location of tombs
- similarities and differences

**Research Links**  
ClassZone.com

**Reading a Map** The map below shows climates that are found in China and compares them to locations in North America. Answer the questions about the map.



1. **The western lands of China are similar to which state of the United States?**
  - A. Minnesota
  - B. Idaho
  - C. Kentucky
  - D. Oklahoma
2. **Which area of China has a climate similar to Nebraska?**
  - A. West Central
  - B. East Central
  - C. Northeast
  - D. Far North

**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33