

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how geography influenced early Chinese civilization.
- Analyze how Chinese culture took shape under the Shang and Zhou dynasties.
- Describe the religions and belief systems that developed in early China.
- List some achievements made in early China.

Prepare to Read

Build Background Knowledge L3

Locate China on a map or globe and note its location in relation to India. Ask students what they know about China (including geography, government, culture, and religion). Ask students if they think the ancient civilizations of India and China had anything in common and, if so, what.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **AUDIO** **Witness History Audio CD, The Rewards of Devotion**

Ask **What did the emperor admire about Yu?** (*his selfless devotion to the task of draining floodwaters*) **What was Yu's reward for his devotion?** (*The emperor appointed him the next ruler of China.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have them fill in the outline showing important events in early China.

 **Reading and Note Taking Study Guide, pp. 31–32**

4

Emperor Yu



WITNESS HISTORY AUDIO

The Rewards of Devotion

In very ancient times, relates a Chinese legend, floodwaters rose to the top of the highest hills. Yu, a hard-working official, labored for a decade to drain the waters, not going home once to see his family. As a reward for his selfless efforts, the emperor appointed Yu the next ruler of China.

“The emperor said, ‘Come, Yu. The inundating [flooding] waters filled me with dread, [but then] you realized all that you represented, and accomplished your task—thus showing your superiority to other men. . . . I see how great is your virtue, how admirable your vast achievements.’”

—*Books of Yu*

Focus Question What characteristics defined the civilization that developed in China under its early rulers?

Rise of Civilization in China

Objectives

- Understand how geography influenced early Chinese civilization.
- Analyze how Chinese culture took shape under the Shang and Zhou dynasties.
- Describe the religions and belief systems that developed in early China.
- List some achievements made in early China.

Terms, People, and Places

loess	philosophy
clan	filial piety
dynastic cycle	oracle bone
feudalism	character
Confucius	calligraphy
Laozi	

Note Taking

Reading Skill: Recognize Sequence Keep track of the sequence of events in early China by making an outline of the events in the order they occurred.

I.	
A.	
B.	
II.	
A.	
B.	

The legend of Yu offers insights into early China. The Chinese depended so much on rivers for irrigation and transportation that they highly valued the ability to control floodwaters and to develop irrigation systems. The legend also shows how much the Chinese prized devotion to duty. Both themes played a key role in the development of Chinese civilization.

Geography Influences Civilization

Long distances and physical barriers separated China from Egypt, the Middle East, and India. This isolation contributed to the Chinese belief that China was the center of the earth and the sole source of civilization. These beliefs in turn led the ancient Chinese to call their land Zhongguo (jahng gwoh), or the Middle Kingdom.

Geographic Barriers Set China Apart To the west and southwest of China, brutal deserts and high mountain ranges—the Tian Shan (tyen shahn) and the Himalayas—blocked the easy movement of people. To the southeast, thick rainforests divided China from Southeast Asia. To the north awaited a forbidding desert, the Gobi. To the east lay the vast Pacific Ocean.

Despite these formidable barriers, the Chinese did have contact with the outside world. They traded with neighboring people and, in time, Chinese goods reached the Middle East and beyond. More often, the outsiders whom the Chinese encountered were nomadic invaders. Such conquerors, however, were usually absorbed into the advanced Chinese civilization.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

All in One Teaching Resources, Unit 1, p. 46; Teaching Resources, Skills Handbook, p. 3

High-Use Word

interact, p. 94

Definition and Sample Sentence

v. to be or become involved in communication, work, or social activity with someone else

Angie and Allison **interacted** almost every day at school because their lockers were next to each other and they had almost identical class schedules.

China Includes Varied Regions As the Chinese expanded over an enormous area, their empire came to include many regions. The Chinese heartland lay along the east coast and the valleys of the Huang, or Yellow, River and the Chang River. In ancient times, as today, these fertile farming regions supported the largest populations. Then, as now, the rivers provided water for irrigation and served as transportation routes.

Beyond the heartland are the outlying regions of Xinjiang (shin jyahng) and Mongolia. These regions have harsh climates and rugged terrain. Until recent times, they were mostly occupied by nomads and subsistence farmers. Nomads repeatedly attacked and plundered Chinese cities. At times, however, powerful Chinese rulers conquered or made alliances with the people of these regions and another outlying region, Manchuria. China also extended its influence over the Himalayan region of Tibet, which the Chinese called Xizang (shih dzahng).

Settling Along the “River of Sorrows” Chinese history began in the Huang River valley, where Neolithic people learned to farm. As in other places, the need to control the flow of the river through large water projects probably led to the rise of a strong central government and the founding of what is sometimes called the Yellow River civilization.

The Huang River got its name from the **loess**, or fine windblown yellow soil, that it carries eastward from Siberia and Mongolia. Long ago, the Huang River earned a bitter nickname, “River of Sorrows.” As loess settles to the river bottom, it raises the water level. Chinese peasants labored constantly to build and repair dikes to prevent the river from overflowing. If the dikes broke, floodwaters burst over the land. Such disasters destroyed crops and brought mass starvation.

✓ Checkpoint In what different ways did people live in ancient China?

Shang and Zhou Civilizations

Geography Interactive
For: Audio guided tour
Web Code: nap-0341

Map Skills Today, China extends west from the Pacific Ocean deep into central Asia. Its first civilizations existed in the eastern part of the modern-day country.

- 1. Locate** (a) Chang River (b) Gobi (c) Huang River (d) Anyang
- 2. Place** What physical features acted as obstacles to contact outside China?

- 3. Draw Inferences** In which directions from China do you think it was easiest for the Chinese to make contact with other people? Why?



Differentiated

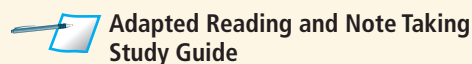
Instruction Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers

Provide students with a blank map of China and access to a world atlas. Have them label the physical features and climate zones of China. Students should create a colored key to the various climate zones on their maps. Discuss how life in the different climate zones would vary depending on the resources and environment that people lived in.

L2 English Language Learners

Use the following resources to help students acquire basic skills:



Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, pp. 31–32
- Adapted Section Summary, p. 33

Teach

Geography Influences Civilization

L3

Instruct

■ **Introduce: Key Terms** Have students find the key term **loess** (in blue) and define it. Explain that when loess settles at the bottom of the Huang River in China, it raises the water level. Ask students to predict what loess might have to do with Huang River’s nickname, the “River of Sorrows.”

■ **Teach** Discuss the ways that geography influenced Chinese civilization. Ask **What geographic barriers set China apart from other civilizations?** (*deserts, mountain ranges, rain forests, and ocean*) **In what ways did this geographic isolation affect how the Chinese viewed the world?** (*Because there was not much contact with outsiders, the Chinese believed that China was the center of the earth and sole source of civilization. This allowed a unique culture to develop.*)

■ **Analyzing the Visuals** Draw students’ attention to the map of China in their text. Ask them to identify geographic features on the map that are discussed in this section, such as the Himalaya mountains and Huang River.

Independent Practice

Have students access **Web Code nap-0341** to take the **Geography Interactive Audio Guided Tour**, then answer the map skills questions in the text.

Monitor Progress

As students fill in their outlines, circulate to make sure they understand the sequence of events in the history of early China. For a completed version of the outline, see

Note Taking Transparencies, 60

Answers

✓ People lived as farmers in the river valleys of the Chinese heartland; they lived as nomads and subsistence farmers in outlying regions with harsh terrain and climate, such as Xinjiang and Mongolia.

Map Skills

- Review locations with students.
- mountains, deserts, and ocean
- northeast and west because travel over land or by river was relatively easy

China Begins to Take Shape Under the Shang Dynasty

LB

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to describe the types of interactions that may have occurred among ancient cultures, such as through trade and warfare, and the effects these interactions may have had.

- **Teach** Discuss features of the Shang dynasty. Ask **Why were princes and nobles important in Shang government?** (*They governed most of the land.*) **What social classes developed in Shang China?** (*The top class was the royal family and noble warriors. There was a class of artisans and merchants who produced and bartered goods. The majority of people were peasants living grueling lives in farming villages.*) Display **Color Transparency 17: Fu Hao's Tomb**. Use the lesson suggested in the transparency book to guide additional discussion of the Shang.

 **Color Transparencies, 17**

- **Quick Activity** Show students *Discovering Ancient Shang China* from the **Witness History Discovery School™** video program. Ask **How the Shang tombs similar to ancient Egyptian tombs?** (*Both included items they believed were necessary for the afterlife, including art, riches, and servants.*) Then use the Idea Wave strategy (TE, p. T22) and ask them to list information that archaeologists have learned about Shang China since the discovery of writing on animal bones in 1899.

Independent Practice

Have students use a two-column chart to compare and contrast the government and social classes of Shang China with those of another early civilization they have studied.

Monitor Progress

Have students write a brief description of life during the Shang dynasty from the point of view of a warrior noble, an artisan or merchant, or a peasant. Ask them to include information on government and other social classes.

Answer

- ✓ Kings controlled small areas while loyal princes and nobles governed most of the land, and were likely the heads of clans.



Shang artists were famous for their bronze works, such as the mask and vessel shown here.

Vocabulary Builder

interacted—(in tur AKT ed) *vi.* was involved in communication, work, or social activity with someone else

China Begins to Take Shape Under the Shang Dynasty

About 1766 B.C., the first Chinese dynasty for which scholars have found solid evidence arose in a corner of northern China. This dynasty, the Shang, would dominate the region until about 1122 B.C.

Formation of Government

Archaeologists have uncovered some of the large palaces and rich tombs of Shang rulers. The evidence indicates that from their walled capital city at Anyang, the Shang emerged to drive off nomads from the northern steppes and deserts. Shang kings probably controlled only a small area. Loyal princes and local nobles governed most of the land. They were likely the heads of important **clans**, or groups of families who claim a common ancestor.

In one Shang tomb, archaeologists discovered the burial place of Fu Hao (foo how), wife of the Shang king Wu Ding. Artifacts show that she owned land and helped to lead a large army against invaders. This evidence suggests that noblewomen may have had considerable status during the Shang period.

Social Classes Develop

As in other early civilizations, the top level of Shang society included the royal family and a class of noble warriors. Shang warriors used leather armor, bronze weapons, and horse-drawn chariots. They may have learned of chariots from other Asian peoples with whom they **interacted**.

Early Chinese cities supported a class of artisans and merchants. Artisans produced goods for nobles, including bronze weapons, silk robes, and jade jewelry. Merchants exchanged food and crafts made by local artisans for salt, certain types of shells, and other goods not found in northeastern China.

The majority of people in Shang China were peasants. They clustered together in farming villages. Many lived in thatch-roofed pit houses whose earthen floors were dug several feet below the surrounding ground. Peasants led grueling lives. All family members worked in the fields, using stone tools to prepare the ground for planting or to harvest grain. When they were not in the fields, peasants had to repair the dikes. If war broke out between noble families, the men had to fight alongside their lords.

- ✓ **Checkpoint** How was China governed during the Shang dynasty?

The Zhou Dynasty Further Defines China

In 1122 B.C., the battle-hardened Zhou (joh) people marched out of their kingdom on the western frontier to overthrow the Shang. They set up the Zhou dynasty, which lasted until 256 B.C.

Receiving the Mandate of Heaven

To justify their rebellion against the Shang, the Zhou promoted the idea of the Mandate of Heaven, or the divine right to rule. The cruelty of the last Shang king, they declared, had so outraged the gods that they had sent ruin on him. The gods then passed the Mandate of Heaven to the Zhou, who “treated the multitudes of the people well.”

History Background

Flooding of the Huang He For at least 4,000 years, farmers living along the Huang He (River) in China have depended on the loess deposited along the river's banks. But they have also feared the river's devastating floods. In 2297 B.C., the Huang He burst its banks after days of severe rains, destroying fields and drowning villagers. Without the technology to dam the breach, the villagers could only flee or watch

in horror as their crops and homes became completely submerged. After the waters receded, many who did not drown died as a result of a great famine that spread throughout the region. Despite this catastrophe, many villagers returned to the same spot to rebuild and plant, taking advantage of the fertile soil deposited by the floodwaters.

The Chinese later expanded the idea of the Mandate of Heaven to explain the **dynastic cycle**, or the rise and fall of dynasties. As long as a dynasty provided good government, it enjoyed the Mandate of Heaven. If the rulers became weak or corrupt, the Chinese believed that heaven would withdraw its support. Floods, famine, or other catastrophes were signs that a dynasty had lost the favor of heaven. In the resulting chaos, an ambitious leader might seize power and set up a new dynasty. His success and strong government showed the people that the new dynasty had won the Mandate of Heaven. The dynastic cycle would then begin again.

Establishing a Feudal State The Zhou rewarded their supporters by granting them control over different regions. Thus, under the Zhou, China developed into a feudal state. **Feudalism** (FYOOD ul iz um) was a system of government in which local lords governed their own lands but owed military service and other forms of support to the ruler.

In theory, Zhou kings ruled China for more than 850 years. For about 250 of those years, they actually did enjoy great power and prestige. After the 800s B.C., however, feudal lords exercised the real power and profited from the lands worked by peasants within their domains.

Spurring Economic Growth During the Zhou period, China's economy grew. Knowledge of ironworking reached China in the 600s B.C. As iron axes and ox-drawn iron plows replaced stone, wood, and bronze tools, farmers produced more food. Peasants also began to grow new crops, such as soybeans. Some feudal lords organized large-scale irrigation works, making farming even more productive.

WITNESS HISTORY VIDEO

Watch *Discovering Ancient Shang China* on the **Witness History Discovery School™** video program to learn more about archaeologists' investigations of Shang China.



The Zhou Dynasty Further Defines China

LE

Instruct

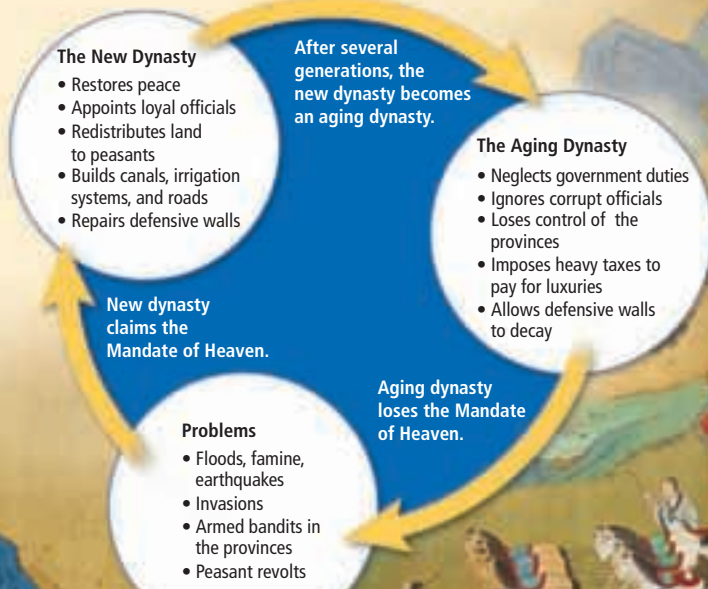
- **Introduce: Key Terms** Have students find the key term **feudalism** (in blue) and give its meaning. Ask them to describe where they may have encountered this term before (possibly when studying European history). Then have students predict how feudalism might affect life for nobles and peasants in ancient China.
- **Teach** Discuss features of the Zhou dynasty with students. Ask **What is the Mandate of Heaven?** (*The divine right to rule*) **How did the Zhou use the Mandate of Heaven to explain their rule?** (*If a dynasty provides good government, it has the Mandate of Heaven, or blessings of the gods. If a dynasty's rulers become weak or corrupt, the gods will withdraw their support and show their displeasure through natural disasters. When a new leader seizes power, it shows that he now has the Mandate of Heaven.*)
- **Quick Activity** Entering **Web Code nap-0342** will take students to an interactive diagram of the dynastic cycle. Have students complete the interactivity and then answer the questions in the text. Then discuss how a new dynasty repaired the problems of the old dynasty, but then itself fell into decline.

Dynastic Rule in China

Dynasties ruled China for most of its history until 1912. The Chinese believed that dynasties could gain or lose the Mandate of Heaven, depending on how wisely an emperor ruled. A Zhou emperor is shown here in his chariot. *According to the diagram, how did a new dynasty try to repair the problems left by an aging dynasty?*

Dynasties of China	
Dynasty	Dates
Shang	1766 B.C.–1122 B.C.
Zhou	1122 B.C.–256 B.C.
Qin	221 B.C.–206 B.C.
Han	202 B.C.–A.D. 220
Sui	A.D. 581–A.D. 618
Tang	A.D. 618–A.D. 907
Song	A.D. 960–A.D. 1279
Ming	A.D. 1368–A.D. 1644
Qing	A.D. 1644–A.D. 1911

The Dynastic Cycle



History Interactive
For: Interactive diagram
Web Code: nap-0342

Independent Practice

Tell small groups of students to suppose that they are a new dynasty that is going to replace the dynasty that currently rules China. Have groups identify events that could be seen as signs of the end of the aging dynasty and list improvements that they, as the new dynasty, would make. Have groups present their lists and compare and contrast them.

Monitor Progress

Have students check their predictions about the effects of feudalism on nobles and peasants and explain how the feudal state affected the government and economy of Zhou China.

Connect to Our World

Connections to Today In early China, government officials supervised the production of bronze weapons, ritual vessels, and other objects in state-run factories. Production began in the countryside with the mining of metal ores. These raw materials were then transported to the capital and distributed among the factories. To enhance efficiency, labor in the workshops was divided according to specialized skills. Thus,

instead of having to learn the entire process, workers would master one special skill, such as making clay molds or carving fine details. The ability of this system to produce large quantities of products contributed to the survival of many artifacts from early China. Factories all over the world today still use a division-of-labor system like that used in ancient China.

Answer

Caption by restoring peace, appointing loyal officials, redistributing land, and rebuilding the infrastructure

Religious Beliefs Develop in Early China/Two Major Belief Systems Take Root in Zhou China

L3

Instruct

- **Introduce: Key Terms** Have students find the key term *philosophy* (in blue) and give its meaning. Then help them define the term *religion* and discuss the difference between the two terms.
- **Teach** Discuss the development of religious beliefs in early China and the features of Confucianism and Daoism. Ask **What are the five relationships that Confucius believed shaped behavior?** (*Ruler to subject, father to son, husband to wife, elder brother to younger brother, and friend to friend*) **How did Confucianism ensure social order?** (*by teaching that people have to accept their place in society and live by specific duties and responsibilities associated with that place*) **Why do you think some Daoists became hermits, artists, or poets?** (*Sample: They became hermits because they rejected the ways of society and wanted to live more closely with nature. Artists and poets may have used nature as the subject of their art or poetry.*)

Commerce expanded, too. The Chinese began to use money for the first time. Chinese copper coins were made with holes in the center so that they could be strung on cords. This early form of a money economy made trade easier. Merchants also benefited from new roads and canals that feudal lords constructed.

Economic expansion led to an increase in China's population. People from the Huang River heartland advanced into central China and soon began to farm the immense Chang River basin. As well, feudal nobles expanded their territories and encouraged peasants to settle in the conquered territories.

Zhou Dynasty Ends By 256 B.C., China was a large, wealthy, and highly developed center of civilization. Yet the Zhou dynasty was too weak to control feudal lords who ignored the emperor and battled one another in savage wars. Out of these wars rose a ruthless leader who was determined to impose political unity. His triumphs brought an end to the Zhou dynasty and ushered in the Qin (chin) dynasty, which you will read about in the next section.

- ✓ **Checkpoint** Explain three ways that China expanded during the Zhou dynasty.

Religious Beliefs Develop in Early China

By Shang times, the Chinese had developed complex religious beliefs, many of which continued to be practiced for thousands of years. The early Chinese prayed to many gods and nature spirits. Chief among them was the supreme god, Shang Di (shahng dee). The king was seen as the link between the people and Shang Di.

Gods as great as Shang Di, the Chinese believed, would not respond to the pleas of mere mortals. Only the spirits of the greatest people, such as the ancestors of the king, could possibly get the ear of the gods. Thus, the prayers of rulers and nobles to their ancestors were thought to serve the community as a whole, ensuring such benefits as good harvests or victory in war.

At first, only the royal family and other nobles had ancestors important enough to influence the gods. Gradually, other classes shared in these rituals. The Chinese called on the spirits of their ancestors to bring good fortune to the family. To honor their ancestors' spirits, they offered them sacrifices of food and other necessities. When westerners reached China, they mistakenly called this practice "ancestor worship."

- ✓ **Checkpoint** What did early Chinese communities do to ensure good harvests?

Two Major Belief Systems Take Root in Zhou China

During the late Zhou period, when war and social changes were disrupting old ways of life, new belief systems developed that would form the basis of China's culture and government for centuries to come. Thinkers such as **Confucius** (known by the Chinese as Kong Fuzi) and **Laozi** (LOW dzuh) put forward ideas on how to restore social order and maintain harmony with nature.

Answers

- ✓ The Zhou expanded their economic production by developing new iron tools to produce more food, growing new crops, and organizing large-scale irrigation works. They expanded commerce by using money. Due to the economic expansion, their population expanded as well, leading them to begin settling in and farming new territories.
- ✓ They prayed to the spirits of their ancestors and offered them sacrifices of food and other necessities.

Differentiated Instruction

Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Explain to students that this activity is called "Dear Confucius." After students have learned about Confucius and his teachings by reading the text and biography, ask them to apply the ideas of Confucius to modern-day situations. Students should write an

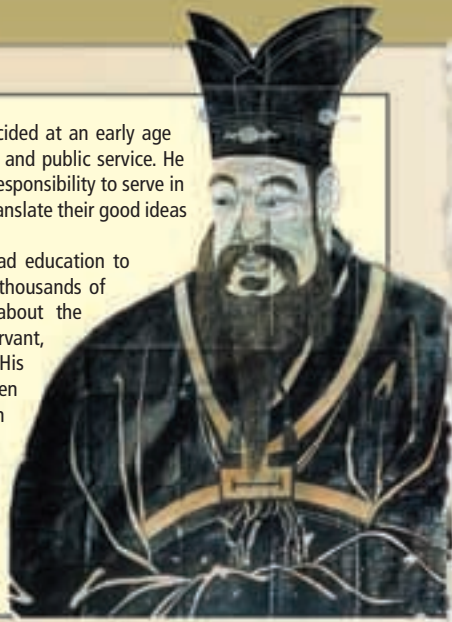
advice column with questions for Confucius to respond to. Ask them to apply the ideas of Confucianism in crafting a plausible response that Confucius himself might have provided.

BIOGRAPHY

Confucius

Confucius (551 B.C.–479 B.C.) decided at an early age to dedicate himself to education and public service. He felt that educated people had a responsibility to serve in government so that they could translate their good ideas into action.

As a teacher, Confucius spread education to both rich and poor. He inspired thousands of followers with his guidelines about the proper way to live. As a public servant, he did not fare so well, however. His high standards of conduct often brought him into conflict with corrupt officials. According to Confucius, “The superior man understands righteousness. The inferior man understands profit.” **Why do you think people were inspired by Confucius’ teachings?**



The Master said, If out of the three hundred *Songs* I had to take one phrase to cover all my teaching, I would say ‘Let there be no evil in your thoughts.’

Tzu-kung asked about the true gentleman. The Master said, He does not preach what he practices till he has practiced what he preaches.

The Master said, Yu, shall I teach you what knowledge is? When you know a thing, to recognize that you know it, and when you do not know a thing, to recognize that you do not know it. That is knowledge.

—*Analects*

Confucius Spreads His Wisdom Confucius was born in 551 B.C. to a noble but poor family. A brilliant scholar, Confucius hoped to become an adviser to a local ruler. He studied ancient texts to learn the rules of conduct that had guided the ancestors. For years, he wandered from court to court talking to rulers about how to govern. Unable to find a permanent government position, he turned to teaching. As his reputation for wisdom grew, he attracted many students. Like two other influential thinkers who lived about the same time—Siddhartha Gautama in India and Socrates in Greece—Confucius never wrote down his ideas. Rather, his students collected many of his sayings in the *Analects*.

Unlike the Buddha, Confucius took little interest in spiritual matters such as salvation. Instead, he developed a **philosophy**, or system of ideas, that was concerned with worldly goals, especially those of ensuring social order and good government.

Five Relationships Shape Behavior Confucius taught that harmony resulted when people accepted their place in society. He stressed five key relationships: ruler to subject, parent to child, husband to wife, elder brother to younger brother, and friend to friend. Confucius believed that, except for friendship, none of these relationships were equal. For example, he felt that older people were superior to younger ones and men were superior to women.

According to Confucius, everyone had duties and responsibilities. Superiors should care for their inferiors and set a good example, while inferiors owed loyalty and obedience to their superiors. Correct behavior, Confucius believed, would bring order and stability. Confucius put **filial piety**, or respect for parents, above all other duties. Other Confucian values included honesty, hard work, and concern for others. “Do not do to others,” he declared, “what you do not wish yourself.”

History Background

Confucius’ *Analects* The *Analects* are a collection of 497 verses recorded by Confucius’ followers long after his death. In the *Analects*, Confucius emphasizes the importance of education and self-sacrifice and his belief in the perfectibility of all people. A morally superior person—a *jun-zi*—possessed the five inner virtues of (1) integrity, (2) righteousness, (3) loyalty and conscientiousness toward others,

(4) altruism and reciprocity, and (5) virtue, love, and human-heartedness. The *Analects* contains the Confucian “golden rule,” a fundamental principle found in many other belief systems today: “Do not do unto others what you would not want others to do unto you.” Confucius’ teachings were not accepted during his lifetime, but for more than 2000 years his philosophy had an enormous influence on East Asian culture.

- **Quick Activity** Have students read the biography of Confucius and the excerpt from the *Analects* in their text. Then have volunteers read aloud the three quotations from the *Analects*. Ask students to paraphrase the quotations and brainstorm practical examples that illustrate each. **Do any of the quotations seem familiar?** (Yes, most students will be familiar with versions of these sayings, such as “Practice what you preach.”) **Why might these sayings be so well known?** (They are universal truths.)

Independent Practice

Have students create a list of values and rules of conduct that they believe are important for today’s students. Ask volunteers to share their lists and discuss which rules are consistent with the teachings of Confucius and which are purely modern.

Monitor Progress

Create a two-column chart on the board. Label one column “Confucianism” and the other “Daoism.” Have students come to the board and list one fact under either column. When the lists are complete, ask the class to refine them by grouping facts together, eliminating repeats, and revising wording.

Answer

BIOGRAPHY Sample: because they provided guidelines on how people should live their lives and expected all people to act righteously, no matter what their position in the social order

Achievements Abound in Early China

L3

Instruct

- **Introduce: Key Terms** Have students find the key term *characters* (in blue) and give its meaning. Ask students to name some characters in the English language. (Students should name letters of the alphabet.) Explain that, in English, each character represents a sound while in some other written languages, such as Chinese, each character represents an entire word or idea. Point out that calligraphy, represented by the Chinese characters in their text, is an art form.
- **Teach** Focus students' attention on the Infographic about silkmaking in the student text, then ask them to explain the process in their own words. Ask **Why is silk highly prized even today?** (*It has a luxurious feel and relies on natural conditions that are difficult to control.*) Have students name some of the other cultural achievements of early China. **Why do you think the Chinese writing system may be difficult to learn?** (*Sample: because there are several thousand characters to memorize in order to be able to read or write Chinese*) **How did their writing system unite the Chinese?** (*Because people in different parts of China spoke different languages, the only way they could effectively communicate was through a shared written language.*)



To show the harmony of yin and yang, the Chinese have traditionally depicted them as two halves of a circle, one dark and one light.

Confucius also taught that it was a ruler's responsibility to provide good government. In return, the people would be respectful and loyal subjects. Confucius said the best ruler was a virtuous one who led people by good example. In addition, Confucius believed that government leaders and officials should be well educated. "By nature, men are pretty much alike," he said. "It is learning and practice that set them apart." He urged rulers to take the advice of wise, educated men.

Confucianism Has Great Influence In the centuries after Confucius died, his ideas influenced many aspects of Chinese life. Chinese rulers relied on Confucian ideas and chose Confucian scholars as officials. The Confucian emphasis on filial piety bolstered traditional customs such as reverence for ancestors. Confucianism also introduced a long-lasting Chinese belief that the universe reflected a delicate balance between two forces, yin and yang. Yin was linked to Earth, darkness, and female forces, while yang stood for heaven, light, and male forces. To the Chinese, the well-being of the universe depended on maintaining balance between yin and yang. For example, the king should make the proper sacrifices to heaven while also taking practical steps to rule well.

As Chinese civilization spread, hundreds of millions of people in Korea, Japan, and Vietnam accepted Confucian beliefs. Nearly one third of the world's population came under the influence of these ideas.

Daoism Teaches Harmony With Nature Laozi, or "Old Master," is said to have lived at the time of Confucius and to have founded a philosophy called Daoism (DOW iz um). Although little is known about Laozi, he has been credited with writing the *Dao De Jing* (dow duh jing), or *The Way of Virtue*, a book that had enormous influence on Chinese life.

Unlike Confucianism, Daoism was not concerned with bringing order to human affairs. Instead, Daoists sought to live in harmony with nature. Laozi stressed that people should look beyond everyday cares to focus on the Dao, or "the way" of the universe. The Dao, he explained, was hard to understand fully or put into words. Thus he taught, "Those who know the Dao do not speak of it. Those who speak of it do not know it." To know the Dao, one should reject conflict and strife. Daoists stressed the simple ways of nature and the virtue of yielding. Water, they pointed out, does not resist, but rather yields to outside pressure—yet it is an unstoppable force.

Many Daoists turned from the "unnatural" ways of society. Some became hermits, artists, or poets. Daoists viewed government as unnatural and, therefore, the cause of many problems. "If the people are difficult to govern," Laozi declared, "it is because those in authority are too fond of action." To Daoists, the best government was one that governed the least.

Confucianism and Daoism Change and Blend Although scholars kept to Daoism's original teachings, the philosophy also evolved into a popular religion with gods, goddesses, and magical practices. Chinese peasants turned to Daoist priests for charms to protect them from unseen forces. In addition, people gradually blended Confucian and Daoist teachings. Although the two belief systems differed, people took beliefs and practices from each. Confucianism showed them how to behave. Daoism influenced their view of the natural world.

✓ **Checkpoint** Explain the different ways in which Confucianism and Daoism taught that people should live their lives.

Answer

- ✓ Confucianism taught people to accept their place in society and live their lives according to the duties and responsibilities of their roles in five key relationships. Daoism taught people to concentrate on living in harmony with nature.

History Background

Authorship of *The Way of Virtue* Until the 19th century, *Dao De Jing*, or *The Way of Virtue*, was believed to have been written by Laozi, the founder of Daoism. According to Daoist legend, when Laozi was 80 years old he lost his faith and no longer believed that people would ever recognize the truth of his philosophy. He left the capital city and headed west toward Tibet. But at the frontier, a Chinese soldier

urged Laozi to write down his teachings before he left China. Laozi agreed, and it was there that he wrote *The Way of Virtue*. Modern historians and scholars believe that this legend is a myth. They now believe that *The Way of Virtue* may not have been written by Laozi at all, and was in fact written by many different people.

Achievements Abound in Early China

The people of Shang and Zhou China are known for numerous cultural achievements. For example, Shang astronomers studied the movement of planets and recorded eclipses of the sun. Their findings helped them develop an accurate calendar with $365\frac{1}{4}$ days. In addition, the Chinese also improved the art and technology of bronze-making, producing stunning bronze weapons and ritual vessels covered with intricate decorations.

Discovering the Secret of Silk-making By 2640 B.C., the Chinese had made a discovery with extremely long-lasting impact: they had learned how to make silk thread from the cocoons of silkworms. Soon, the Chinese were cultivating both silkworms and the mulberry trees on which they fed. Women did the laborious work of tending the silkworms and processing the cocoons into thread. They then wove silk threads into a smooth cloth that was colored with brilliant dyes.

Only royalty and nobles could afford robes made from this luxurious silk. In time, silk became China's most valuable export. To protect their control of this profitable trade item, the Chinese kept the process of silk-making a secret for many hundreds of years.

- **Quick Activity** Display **Color Transparency 18: Oracle Bones** to investigate the earliest examples of Chinese writing. Use the lesson suggested in the transparency book to guide additional discussion.

 **Color Transparencies, 18**

Independent Practice

Link to Literature To help students better understand the literature of ancient China, have them read the selection “Man Who Forgot,” an ancient Chinese parable written by philosopher Liezi, and answer the questions on the worksheet.

 **Teaching Resources, Unit 1, p. 50**

Monitor Progress

- Have students write a paragraph summarizing the cultural achievements of early China. Then have them share and refine their paragraphs with a partner.
- Check Reading and Note Taking Study Guide entries for student understanding.



INFOGRAPHIC **The Secrets of Making Silk**

Long viewed as a luxurious fabric, silk was a special commodity manufactured only in China for many hundreds of years. The ancient Chinese could not have begun to produce the fine fabric had they not discovered the special relationship between a tiny creature—the silkworm—and a small tree—the mulberry. Silkworms were so important to the Chinese that they used jade, a precious stone, to carve their likeness (above).

▲ This Chinese painting shows women combing out the silk threads (at left) after unwinding them from the cocoon and then inspecting the silk cloth (at right).

▼ Swath of silk fabric, about 2,000 years old

The silkworm is actually a caterpillar. As it spins a cocoon (below), it produces a thin fiber—silk. But it won't produce any silk if it hasn't feasted on the leaves of a mulberry tree (at left). ▼

Thinking Critically

1. **Determine Relevance** Why do you think the Chinese kept the technology of making silk secret for so long?
2. **Draw Inferences** How does silk-making show that even highly developed civilizations can be reliant on the environment?

Differentiated

Instruction Solutions for All Learners

- L1 Special Needs** **L2 Less Proficient Readers** **L3 English Language Learners**

Explain to students that Daoism is not just a religion, but also a philosophy that guides people seeking to live a happy and fulfilling life. After reading the selection *Daoism Teaches Harmony with Nature*, ask students to create posters for display in the classroom

entitled “Laozi’s 10 Keys to a Happy Life.” Students should use the information they have learned about Daoism as a source when drafting these 10 bullet points.

Answers

Thinking Critically

1. Because exporting silk was very profitable, they wanted to have total control over its production. If other people could make and trade silk, the Chinese might lose money.
2. The only way to make silk, even today, relies on nature.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 44

- To further assess student understanding, use


 Progress Monitoring Transparencies, 12

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 33

 Adapted Reading and Note Taking Study Guide, p. 33

 Spanish Reading and Note Taking Study Guide, p. 33

Extend

See this chapter's Professional Development pages for the Extend Online activity on ancient Chinese tombs.

Answer

- ✓ Written language began when priests wrote down questions addressed to gods or spirits of ancestors.



The Chinese have written with characters such as these (at top) since the time of their invention through to today. A calligrapher might use a brush like this one (above).

Establishing a Complex System of Writing Written Chinese took shape at least 4,000 years ago, if not earlier. Some of the oldest examples are found on **oracle bones**. These are animal bones or turtle shells on which Shang priests wrote questions addressed to the gods or to the spirit of an ancestor. Priests then heated each bone or shell until it cracked. They believed that by interpreting the pattern of cracks, they could provide answers or advice from the ancestors.

Over time, a writing system evolved that includes tens of thousands of **characters**, or written symbols. Each character represents a whole word or idea. To write a character requires a number of different brush or pen strokes. In the past century, the Chinese have simplified their characters, but Chinese remains one of the most difficult languages to learn to read and write. A person must memorize several thousand characters to read a newspaper. By contrast, languages such as English or Arabic, which are based on an alphabet, contain only about two dozen symbols that represent basic sounds.

Although it was complex, this written language fostered unity in early China. People in different parts of China often could not understand one another's spoken language, but they all used the same system of writing. Not surprisingly, in earlier times, only the well-to-do could afford the years of study needed to master the skills of reading and writing. Working with brush and ink, Chinese scholars later turned writing into an elegant art form called **calligraphy**.

Creating the First Books Under the Zhou, the Chinese made the first books. They bound thin strips of wood or bamboo together and then carefully drew characters on the flat surface with a brush and ink. Among the greatest Zhou works is the lovely *Book of Songs*. Many of its poems describe such events in the lives of farming people as planting and harvesting. Others praise kings or describe court ceremonies. The book also includes tender or sad love songs.

✓ **Checkpoint** For what purpose did writing begin in China?

4 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0341

Terms, People, and Places

1. Place each of the key terms at the beginning of the section into one of the following categories: politics, culture, or geography. Write a sentence for each term explaining your choice.

Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed chart to answer the Focus Question: What characteristics defined the civilization that developed in China under its early rulers?

Comprehension and Critical Thinking

3. **Summarize** What geographic challenges did China's early rulers face when trying to unite China or make alliances with peoples outside of China?
4. **Synthesize Information** What were the characteristics of the Shang and Zhou government and social structure?
5. **Analyze Information** What aspects of Confucianism and Daoism do you think contributed to their long-lasting influence?
6. **Draw Inferences** How do the various cultural developments of early China still affect the lives of people today?

Writing About History

Quick Write: Gather Details On some essay tests, you may be asked to show causes and effects. Before you write a response, you may find it useful to gather details about the topic, and then create a graphic organizer to sort out the causes and related effects. Gather details about China's isolation during its early history. Then create a graphic organizer that presents the causes of the isolation and predicts its effects.

Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Kings controlled small areas while nobles and princes governed larger areas. Social classes and a feudal state developed. The Zhou dynasty promoted the Mandate of Heaven. The philosophies of Confucianism and Daoism spread; a writing system developed.

3. mountains, deserts, and rain forests
4. Kings had rich palaces, but noble landowners wielded great power; society was made up of nobles/warriors, artisans, merchants, and peasants.
5. Sample: Confucianism's emphasis on harmony through performing the duties and responsibilities associated with different roles; Daoism's emphasis on looking beyond everyday cares and the virtue of yielding to the ways of the universe

6. People still use the Chinese writing system and silkmaking techniques.

Writing About History

Details presented in graphic organizers should show an understanding of the causes and effects of China's isolation.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0341**.