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
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
- WITNESS HISTORY Read the selection aloud or play the audio.
- 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 (TL, p. 720). As they read, have them fill in the outline showing important events in early China.

Preparation
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
- clan
- irrigation
- emperor
- Confucius
- Laozi
- Shang Dynasty
- Zhou Dynasty

WITNESS HISTORY

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.’

—Book 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
- floods
- philosophy
- irrigation
- emperor
- Confucius
- Laozi
- calligraphy

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

II

A.

B.

C.

D.

Focus Question

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

Vocabulary Builder

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

High-Use Word Definition and Sample Sentence

Interact, p. 34

- 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 lies along the east coast and the valley of the Huang, or Yellow, River and the Chang River. In ancient times, as today, these fertile farming regions supported the largest populations. Today, as now, the rivers provided water for irrigation and served as transportation routes. Beyond the heartland are the outlying regions of Xinjiang (shin jahng) 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 southward 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

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) Himalaya mountains and Huang River. 2. Place (d) Yellow River (e) Korea (f) Yellow River (g) Mongolia. 3. Draw Inferences. In which directions from China do you think it was easiest for the Chinese to make contact with other peoples? Why?

Teach Geography Influences Civilization

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 losses 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 Himalayan 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

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.
- Quick Activity
  Show students the video program. Ask How the Shang tombs compare 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 (TET, 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 and 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 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.

94 Ancient India and China

China Begins to Take Shape Under the Shang Dynasty

About 1766 B.C., the first Chinese dynasty for which scholars have found solid evidence areas 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 of 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 lords of important clans, or groups of families who claimed a common ancestor.

In one Shang tomb, archaeologists discovered the burial place of Fu Hao (foo hoe), wife of the Shang king Wu Ding. Artifacts show that she reigned loud 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 lived 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 (jo) 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 estranged the god that they had sent rains on him. The gods then passed the Mandate of Heaven to the Zhou, who “treated the multitudes of the people well.”

History Background

Floodings 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 2197 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 through 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.
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 Chinese, a new dynasty would try to repair the problems left by an aging dynasty.

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 ore. 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.

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, famines, or other disasters were seen as 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 a feudal state. Feudalism (FYOOUH uhl suh MEE) 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 600s 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 on-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.

The Zhou Dynasty Further Defines China

Instruct

■ Introduce: Key Terms Have students find the key terms feudalism (in blue) and give its meaning. Ask them to describe where they 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, has it 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.

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.

Answer

Caption by restoring pears, appointing loyal officials, redistributing land, and rebuilding the infrastructure.
Religious Beliefs Develop in Early China/Two Major Belief Systems Take Root in Zhou China

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.)

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.

✓ 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 form 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 dy). 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 allowed them sacrifices of food and other necessities. When foreigners 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 (loh dzuh) put forward ideas on how to restore social order and maintain harmony with nature.
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 sayings were collected by his students. Like Socrates, Confucius believed, would bring order and stability. Confucius put his principles into practice, but he was not a religious leader. His philosophy emphasized the importance of education and self-sacrifice, and his belief in the perfection of all people. A morally superior person—a junzi—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.

Confucius' Analects The Analects are a collection of 497 verses recorded by Confucius’ followers long after his death. In the Analects, Confucius emphasized the importance of education and self-sacrifice, and his belief in the perfection of all people. A morally superior person—a junzi—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.
Achievements Abound in Early China

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 silk is highly prized even today? (It has a luxurious feel and relaxes 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 thousands of characters to memorize in order to be able to read or write Chinese.) How did the 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.)

Answer

Confucius 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.

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 duh jee ng), 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 taught that people should seek beyond everyday cares to focus on the Dao, or “the way” of the universe. To Laozi, 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.
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 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.

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?

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.

Chapter 3 Section 4 99
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?

Sample: Confucianism's emphasis on harmony, and Daoism's emphasis on looking beyond everyday cares and the virtue of yielding to the ways of the universe still affect the lives of people today.

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

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 affect the lives of people today.
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.