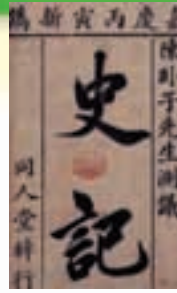


SECTION 5

Shi Huangdi



Records of the
Grand Historian



WITNESS HISTORY AUDIO

A New Age In China

Sima Qian (sih MAH chen), who served later Chinese emperors as Grand Historian, recounted an inscription on a monument built by the first Qin emperor to praise his own deeds:

“The Emperor . . . rectified [put right] the laws, by which all things are regulated, human affairs are clarified, and fathers and sons united.

Being sagacious [wise], intelligent, benevolent, and righteous, he manifested [made clear to see] the Way [the Dao] and reason . . .

All things receive his favor, and live peacefully in their own abode [house].”

—Records of the Grand Historian

Focus Question How did powerful emperors unite much of China and bring about a golden age of cultural achievements?

Strong Rulers Unite China

Objectives

- Understand how Shi Huangdi unified China and established a Legalist government.
- Describe how Han rulers strengthened the economy and government of China.
- Outline why the Han period is considered a golden age of Chinese civilization.
- Analyze why many Chinese people accepted Buddhist ideas.

Terms, People, and Places

Shi Huangdi	civil servant
Wudi	warlord
monopoly	acupuncture
expansionism	

Note Taking

Reading Skill: Recognize Sequence Keep track of the sequence of important events in the Qin and Han periods by recording them in a chart like this one in the order they occurred.

Date	Event

From his base in western China, the powerful ruler of the state of Qin rose to unify all of China. An ancient Chinese poet and historian described how Zheng (jeng) crushed all his rivals: “Cracking his long whip, he drove the universe before him, swallowing up the eastern and the western Zhou and overthrowing the feudal lords.”

In 221 B.C., Zheng proclaimed himself **Shi Huangdi** (shur hwahng dee), or “First Emperor.” Although his methods were brutal, he ushered in China’s classical age—a term historians use when a civilization sets patterns in government, philosophy, religion, science, and the arts that serve as a framework for later cultures.

Shi Huangdi Unifies China

Shi Huangdi was determined to end the divisions that had splintered Zhou China. He spent nearly 20 years conquering most of the warring states. Then, imposing punishments for failure, he built the strong, authoritarian Qin government.

Legalism Establishes Harsh Rule Shi Huangdi centralized power with the help of Legalist advisers. Legalism was based on the teachings of Hanfeizi (hahn fay dzuh), who had died in 233 B.C. According to Hanfeizi, “the nature of man is evil. His goodness is acquired.” Greed, he declared, was the motive for most actions and the cause of most conflicts. Hanfeizi insisted that the only way to achieve order was to pass strict laws and impose harsh punishments for crimes.

SECTION 5 Step-by-Step Instruction

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 Shi Huangdi unified China and established a Legalist government.
- Describe how Han rulers strengthened the economy and government of China.
- Outline why the Han period is considered a golden age of Chinese civilization.
- Analyze why many Chinese people accepted Buddhist ideas.

Prepare to Read

Build Background Knowledge L3

Have students summarize features of Zhou government from Section 4. Then point out the title of Section 5, Strong Rulers Unite China. Have students predict what leaders who came after the Zhou did to unite China.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

Witness History Audio CD,
A New Age in China

Ask **According to the Grand Historian, what were some characteristics of the “new age” brought about by the first Qin emperor?** (*rules and order, harmony between fathers and sons, and clear laws and principles*)

- **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 5 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 Guided Questioning strategy (TE, p. T20). As they read, have them fill in the table showing events in the Qin and Han periods.

Reading and Note Taking
Study Guide, p. 34

Vocabulary Builder

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

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

High-Use Word
compile, p. 105

Definition and Sample Sentence

v. to create by gathering things together

Juan **compiled** all of his math notes to create a study guide for the upcoming test.

Teach

Shi Huangdi Unifies China L3

Instruct

- **Introduce** Draw students' attention to the photo of the Great Wall in the text. Ask them to identify it and tell what they know about it. Explain that Shi Huangdi, an emperor of ancient China, ordered the wall built and that it is thousands of miles long. Have students predict why the Great Wall was built and what it may have symbolized for the Chinese people.
- **Teach** Have students discuss actions that Shi Huangdi took as emperor of China. Ask **What is a classical civilization?** (*a civilization that sets patterns in government, philosophy, religion, science, and the arts that serve as a model for later cultures*) **How did Shi Huangdi impose allegiance to a central government?** (*He abolished feudalism and replaced feudal states with military districts run by loyal government officials. He gave the nobles' lands to peasants and forced noble families to move to the capital so he could monitor them.*) **How does Legalism differ from Confucianism?** (*Confucianism focuses on the good in people and expects rulers to behave in a righteous manner towards those they rule in order to preserve social order. Legalists believe that rulers must achieve order through strict, harsh laws.*)



A Chinese artist captured Shi Huangdi's harsh approach in this painting, in which Legalists execute scholars as books burn in the foreground.

To Legalists, strength, not goodness, was a ruler's greatest virtue. "The ruler alone possesses power," declared Hanfeizi, "wielding it like lightning or like thunder." Many feudal rulers chose Legalism as the most effective way to keep order. Shi Huangdi made it the official policy of the Qin government. He then moved harshly against his critics. He tortured, killed, or enslaved many who opposed his rule. Hardest hit were the feudal nobles and Confucian scholars who loathed his laws.

To end dissent, Shi Huangdi approved a ruthless campaign of book burning, ordering the destruction of all writings other than manuals on topics such as medicine and agriculture. Laws such as these were so cruel that later generations despised Legalism. Yet Legalist ideas survived for hundreds of years in laws that forced people to work on government projects and punished those who shirked their duties. Indeed, the policy of enslaving people as punishment for crimes lasted through most of the following dynasty, though only a very small percentage of Chinese were enslaved.

Unity Imposed Shi Huangdi also abolished feudalism, which required little allegiance from local rulers to the central government. He replaced the feudal states with 36 military districts and appointed loyal officials to administer them. Shi Huangdi

forced noble families to live in his capital at Xianyang (shyahn yahng), where he could monitor them. He distributed the lands of the displaced nobles to peasants. Still, peasants had to pay high taxes to support Shi Huangdi's armies and building projects.

To promote unity, the First Emperor standardized weights and measures and replaced the diverse coins of the Zhou states with Qin coins. He also had scholars create uniformity in Chinese writing. Workers repaired and extended roads and canals to strengthen the transportation system. A new law even required cart axles to be the same width so that wheels could run in the same ruts on all Chinese roads.

Constructing the Great Wall Shi Huangdi's most remarkable and costly achievement was the Great Wall. In the past, individual feudal states had built walls to defend their lands against raiders. Shi Huangdi ordered the walls to be joined. Hundreds of thousands of laborers worked for years through bitter cold and burning heat. They pounded earth and stone into a mountainous wall almost 25 feet high and topped with a wide brick road. Many workers died in the harsh conditions.

Over the centuries, the wall was extended and rebuilt many times. Eventually, it snaked for thousands of miles across northern China. While the wall did not keep invaders out of China, it did demonstrate the emperors' ability to mobilize China's vast resources. The Great Wall became an important symbol to the Chinese people, dividing and protecting their civilized world from the nomadic bands north of the wall.

Qin Dynasty Collapses When Shi Huangdi died in 210 B.C., anger over heavy taxes, forced labor, and cruel policies exploded into revolts. As Qin power officially collapsed in 206 B.C., Gao Zu (gow dzoo), an illiterate peasant leader, defeated rival armies and founded the new Han dynasty four years later.

✓ **Checkpoint** What kind of government did Legalists favor?

Differentiated

Instruction

Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Explain to students that the Great Wall of China is considered to be one of the wonders of the world, and that it is China's most recognizable landmark. Ask them to research aspects of the history of the wall, including the reasons for its construction, the building

techniques and materials used, its expansion over time, and its effectiveness in protecting China from invaders. Students should present their research to the class at the conclusion of this activity.

Answer

- ✓ a government that passed strict laws and imposed harsh punishments

Qin and Han Empires

Map Skills Under the Qin and Han dynasties, Chinese rule expanded significantly, as did the Great Wall (pictured below).

- Locate** (a) Great Wall (b) Qin empire (c) Han empire (d) Chengdu (e) Takla Makan Desert
- Place** What natural barriers helped protect China from invaders?
- Draw Conclusions** How did the Great Wall's placement relate to the extent of the empires? What does this tell you about where invaders came from?



Independent Practice

- **Viewpoints** To help students better understand the Qin regime, have them read the selection *The Faults of the Qin Dynasty*, with essays by statesman Chia Yi and Emperor Wudi, and answer the questions on the worksheet.

All in One Teaching Resources, Unit 1, p. 51

- Have students access **Web Code nap-0351** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in their text.

Monitor Progress

As students fill in their tables, circulate to make sure they understand the sequence of events in the Qin and Han dynasties. For a completed version of the table, see

Note Taking Transparencies, 61

The Han Dynasty Strengthens China

As emperor, Gao Zu set about restoring order and justice to his empire. Although he continued earlier efforts to unify China, he lowered taxes and eased Legalist policies. In a key move, he appointed Confucian scholars as advisors. His policies created strong foundations for the Han dynasty, which lasted from 202 B.C. until A.D. 220.

Emperor Wudi Makes Improvements The most famous Han emperor, **Wudi** (woo dee), took China to new heights. During his long reign from about 141 B.C. to 87 B.C., he strengthened the government and economy. Like Gao Zu, he chose officials from Confucian “men of wisdom and virtue.” To train scholars, he set up an imperial university at Xian (shyahn).

Wudi furthered economic growth by improving canals and roads. He had granaries set up across the empire so the government could buy grain when it was abundant and sell it at stable prices when it was scarce. He reorganized finances and imposed a government monopoly on iron and salt. A **monopoly** is the complete control of a product or business by one person or group. The sale of iron and salt gave the government a source of income other than taxes on peasants.



History Background

Slavery in Ancient China Slavery existed in ancient China as early as the Shang dynasty. During Qin and Han rule, slavery was not related to agricultural or economic development. Under Legalism in the Qin dynasty, Shi Huangdi forced people into slavery as punishment for their crimes. During Han times there were state slaves, who were largely enslaved as punishment for crimes, as well as private slaves, who

were owned by individuals and were used as domestic servants. Almost five percent of the population in Han China was enslaved. Slavery continued to exist in some form in China until the 20th century. Interestingly, some Chinese slave owners developed close relationships with their slaves and sometimes even named male slaves as their heirs.

Answers

Map Skills

1. Review locations with students.
2. deserts, mountains, and oceans
3. It was located in the north and extended west; invaders came from the north and west.

The Han Dynasty Strengthens China

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask **What sorts of written items from a civilization might be compiled?** (*poems, stories, letters, teachings*) **How might such compilations help historians better understand an ancient civilization?** (*by providing examples of writings in a single collection*)

- **Teach** Go over the important features of the government and economy of Han China with students. Ask **What did Gao Zu do to restore order and justice in China?** (*He lowered taxes, eased legalist policies, and appointed Confucian scholars as advisers.*) **How did emperor Wudi's policy of expansionism and the creation of the Silk Road affect China and other areas of Asia?** (*Expansionism spread Chinese influence across many areas of Asia, and the Silk Road gave areas of western Asia access to Chinese goods as well as the Chinese access to their goods.*) **How did the civil service system reflect the ideas of Confucianism?** (*by allowing people to win jobs through hard work and by requiring civil servants to be well versed in the teachings of Confucius*)

- **Analyze the Visuals** Have students examine the Traveler's Tale on Zhang Qian and the founding of the Silk Road. Using the Think-Write-Pair-Share strategy (TE, p. T23), ask them to list the sights that Zhang Qian saw and to summarize the importance of his travels.

Traveler's Tales

EYEWITNESS ACCOUNT

“Southeast of Ta-hsia [Bactria] is the kingdom of Shen-tu [India]. ‘When I was in Ta-hsia, Chang Ch’ien [Zhang Qian] reported, ‘I saw bamboo canes from Ch’iung and cloth made in the [Chinese] province of Shu. When I asked the people how they had gotten such articles, they replied, ‘Our merchants go to buy them in the markets of Shen-tu.’ Shen-tu, they told me, lies several thousand *li*¹ southeast of Ta-hsia. The people cultivate the land and live much like the people of Ta-shia. The region is said to be hot and damp. The inhabitants ride elephants when they go into battle. The kingdom is situated on a great river. . . .

Thus the emperor learned of . . . great states rich in unusual products whose people cultivated the land and made their living in much the same way as the Chinese.”

—Records of the Grand Historian

¹ A *li* is an ancient Chinese measurement equal to about one third of a mile.

Zhang Qian Explores Outside China

Sima Qian's *Records of the Grand Historian* includes the accounts of Zhang Qian, a diplomat whom Emperor Wudi sent on various journeys to establish contact with peoples outside the Han empire. Zhang traveled as far as India and the eastern edge of the Roman empire. The information he brought back about the rich kingdoms he had seen led to the founding of the Silk Road, the legendary trade network that connected China and the western empires.



Wudi followed a policy of **expansionism**, or expanding a country's territory, by increasing the amount of land under Chinese rule. He fought many battles to expand China's borders and to drive nomadic peoples beyond the Great Wall. Chinese armies added outposts in Manchuria, Korea, northern Vietnam, Tibet, and Central Asia. Soldiers, traders, and settlers slowly spread Chinese influence across these areas.

Silk Road Links China to the West The emperor Wudi opened up a network of trade routes, later called the Silk Road, that would link China and the West for centuries. During the Han period, new foods such as grapes, figs, cucumbers, and walnuts flowed into China from western Asia. Lucky traders might return to China bearing furs from Central Asia, muslin from India, or glass from Rome. At the same time, the Chinese sent large quantities of silk westward to fill a growing demand for the prized fabric.

Eventually, the Silk Road stretched for 4,000 miles, linking China to the Fertile Crescent in the Middle East. Few traders covered the entire distance, however; instead, goods were relayed in stages from one set of traders to another. At the western end, trade was controlled by various peoples, including the Persians.

China Selects Scholar-Officials Han emperors made Confucianism the official belief system of the state. They relied on well-educated scholars to run the bureaucratic government. A scholar-official was expected to match the Confucian ideal of a gentleman. He would be courteous and dignified and possess a thorough knowledge of history, music, poetry, and Confucian teachings.

Founding the Civil Service System Han emperors adopted the idea that **civil servants**—that is, officials in the government—should win their positions by merit, rather than through family ties as had occurred

History Background

An Unwelcome Exchange Commercial interaction between China and other areas of the world resulted in the beneficial exchange of goods and cultural items. However, such contact also resulted in the spread of deadly diseases. The caravans that traveled along the Silk Road and the ships that came to China from India transported all sorts of viruses and germs. Major epidemics of smallpox, measles, bubonic plague,

and malaria frequently swept through China with appalling effects. When an epidemic struck in A.D. 317, the Chinese historian Sima Guang noted, “one or two out of a hundred survived.” The bubonic plague that decimated Europe in the 1300s was itself the result of international commerce. The plague began in Asia and traveled to Europe along the trade routes.

The Silk Road



The Silk Road eventually connected people from China to the Mediterranean Sea. Silk Road traders appeared in art for centuries—at left, on a Spanish map from the 14th century; at right, in a ceramic work from China, from the 7th or 8th century.

in the past. In the Han civil service system, a young man would start in a clerical job. Once he proved his abilities, he would move up in local government. If he continued to excel, he would eventually be recruited into the civil service and might be tested on his knowledge of government policy. Essential to his studies were the Five Classics, a collection of histories, poems, and handbooks compiled by Confucius and others that served as a guide to conduct for about 2,000 years.

Much later, in the 580s, the Sui dynasty set up a formal system of civil service exams, which were given at the local, provincial, and national levels. In theory, any man could take the exams. In practice, only those who could afford years of study, such as the sons of wealthy landowners or officials, could hope to succeed. Occasionally, a village or wealthy family might pay for the education of a brilliant peasant boy. If he passed the exams and obtained a government job, he, his family, and his clan all enjoyed immense prestige and moved up in society. Confucian teachings about filial piety and the superiority of men prevented women from taking the civil service exam. As a result, women were excluded from government jobs.

The civil service system remained in use until 1912. It put men trained in Confucian thought at every level of government and created an enduring system of values. Dynasties rose and fell, but Confucian influence survived.

Han Empire Overthrown As the Han dynasty aged, signs of decay appeared. Court intrigues undermined emperors who could no longer control powerful **warlords**, or local military rulers. Weak emperors let canals and roads fall into disrepair. Burdened by heavy taxes and crushing debt, many peasants revolted. Thousands of rebellious peasants abandoned their villages and fled to the mountains. There they joined secret groups of bandits known by colorful names like the “Red Eyebrows” and the “Green Woodsmen.”

Thinking Critically

- 1. Synthesize Information** How were people in Ta-hsia able to buy goods from the Chinese province of Shu?
- 2. Analyze Information** How do you think the knowledge Zheng gained helped establish the Silk Road?

Vocabulary Builder

compiled—(kum PYLD) *vt.* created by gathering things together

Independent Practice

Traveler’s Tales To help students better understand the information that Zhang brought back to Emperor Wudi about the rich kingdoms he had seen, have them read *Zhang Qian and the Origin of the Silk Road* and answer the questions on the worksheet.

All in One Teaching Resources, Unit 1, p. 52

Monitor Progress

Divide students into three groups and have each group answer one of the following questions. Then have groups report their responses to the rest of the class.

How did the Han dynasty strengthen China? What was the civil service system and what was its significance? How did the overthrow of the Han reflect the dynastic cycle?

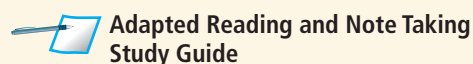
Differentiated

Instruction Solutions for All Learners

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

Ask students to read the black headings under The Han Dynasty Strengthens China aloud. As students read, write each heading on the board. Explain that these headings are main ideas. Then have volunteers come to the board and list supporting details under each main idea. When the activity is complete, there should be 2–5 supporting details under each.

Use the following resources to help students acquire basic skills:



Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 34
- Adapted Section Summary, p. 35

Answers

Thinking Critically

- through trade
- People realized that trade and wealth were possible and wanted more.

Achievements of the Han Golden Age/The Chinese Accept Buddhism

LB

Instruct

- **Introduce:** Have students read the black headings under Achievements of the Han Golden Age and write the headings on the board. As students work through the material on Han achievements, fill in details under each heading.
- **Teach** Have students discuss achievements of the Han golden age and how Buddhism became accepted in China. Ask **How long did the system of government established in Han China last? (until 1912) Why was the Han period considered a golden age of Chinese civilization?** (*because many advances and achievements were made in science, medicine, technology, engineering, and the arts*) **Why do you think the philosophies of Confucianism and Daoism were able to be absorbed into Buddhism in China?** (*because Buddhism emphasizes some of the same ideas as Confucianism and Daoism, such as treating others well and respecting the natural world*)

Independent Practice

Have students fill in the Outline Map *Ancient China*.

All in One Teaching Resources, Unit 1, p. 54

Monitor Progress

- Circulate to make sure students are filling in their Outline Maps accurately.
- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

- ✓ They improved canals and roads, reorganized finances, and imposed a government monopoly on salt. They also opened up a network of trade routes with the West called the Silk Road.
- ✓ science: measuring movements of stars and planets and the invention of a simple seismograph; medicine: anesthetics and acupuncture; technology: invention of the rudder, papermaking, new methods of shipbuilding; the arts: temples and palaces, poems, carvings from jade and ivory

In A.D. 220, ambitious warlords overthrew the last Han emperor. After 400 years of unity, China broke up into several kingdoms. Adding to the disorder, invaders poured over the Great Wall and set up their own states. In time, many of these newcomers were absorbed into Chinese civilization.

✓ **Checkpoint** How did Han emperors further economic growth?



Acupuncturists like this woman place needles in specific spots on the body to treat each ailment.

Achievements of the Han Golden Age

The Han period was one of the golden ages of Chinese civilization. Han China made such tremendous advances in so many fields that the Chinese later called themselves “the people of Han.”

Advancing Science and Medicine Han scientists wrote texts on chemistry, zoology, botany, and other subjects. Han astronomers carefully observed and measured movements of the stars and planets, which enabled them to improve earlier calendars and invent better timekeeping devices. One scientist invented a simple seismograph to detect and measure earthquakes.

The scientist Wang Chong disagreed with the widely held belief that comets and eclipses showed heaven’s anger. “On the average, there is one moon eclipse about every 180 days,” he wrote, “and a solar eclipse about every 41 or 42 months. Eclipses . . . are not caused by political action.” Wang Chong argued that no scientific theories should be accepted unless they were supported by proof.

Chinese physicians diagnosed diseases, developed anesthetics, and experimented with herbal remedies and other drugs. Many doctors promoted the use of **acupuncture**. In this medical treatment, developed about 2500 B.C., the doctor inserts needles into the skin at specific points to relieve pain or treat various illnesses.

Forging Ahead With Technology and Engineering In its time, Han China was the most technologically advanced civilization in the world. Cai Lun (ky loon), an official of the Han court, invented a method for making paper out of wood pulp. His basic method is still used to manufacture paper today. The Chinese also pioneered advanced methods of shipbuilding and invented the rudder to steer. Other practical inventions included bronze and iron stirrups, fishing reels, wheelbarrows, and suspension bridges. Some of these ideas moved west slowly, reaching Europe hundreds of years later.

Expanding the Arts The walled cities of Han China boasted splendid temples and palaces amid elegant parks. Although these wooden buildings have not survived, Han poets and historians have described their grandeur. In addition, artisans produced delicate jade and ivory carvings and fine ceramic figures. Bronze-workers and silk-makers improved on earlier techniques and set high standards for future generations.

Lessons for Women, a handbook of behavior written by Ban Zhao (bahn jow) around A.D. 100, carefully spells out the proper behavior for women and men. Ban Zhao favored equal education for boys and girls. However, she stressed that women should be obedient, respectful, and submissive. “Let a woman modestly yield to others,” she advised. “Let her respect others.”

✓ **Checkpoint** What sorts of achievements made the Han period a golden age?

Link to Music

Chinese Folk Songs To provide entertainment at his court, Han emperor Wudi established a government organization called the Music Bureau. Its officials collected folk songs from all parts of the country. The compositions’ themes included love, loneliness, work, poverty, war, and the beauty of nature. They were sung to the music of flutes, bamboo mouth organs, drums, and other instruments. Though the

music for these songs was lost, the words of some 100 of the Music Bureau ballads survive today as poems that paint a vivid picture of the joys and hardships of the common people. The *yue-fu* form of folk poetry is based on these songs, and “Yue-Fu” means Music Bureau. Many of the original yue-fu lyrics can be found in anthologies of classical Chinese literature.

The Chinese Accept Buddhism

By A.D. 100, missionaries and merchants had spread Mahayana Buddhism from India into China. At first, the Chinese had trouble with the new faith. For example, Chinese tradition valued family loyalty, while Buddhism honored monks and nuns who gave up the benefits of family life for a life of solitary meditation.

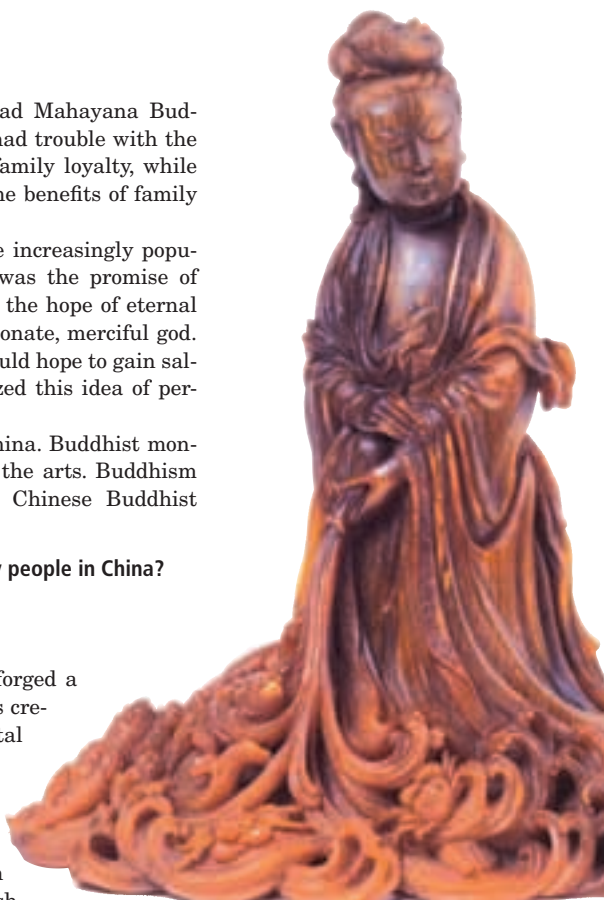
Despite obstacles such as this, Buddhism became increasingly popular, especially in times of crisis. Its great appeal was the promise of escape from suffering. Mahayana Buddhism offered the hope of eternal happiness and presented the Buddha as a compassionate, merciful god. Through prayer, good works, and devotion, anyone could hope to gain salvation. Neither Daoism nor Confucianism emphasized this idea of personal salvation.

By A.D. 400, Buddhism had spread throughout China. Buddhist monasteries became important centers of learning and the arts. Buddhism absorbed many Confucian and Daoist traditions. Chinese Buddhist monks stressed filial piety and honored Confucius.

✓ Checkpoint Why did Buddhism appeal to many people in China?

Looking Ahead

Shi Huangdi, Gao Zu, Wudi, and later Han rulers forged a vast and varied land into a united China. Han rulers created an empire roughly the size of the continental United States. During this period, Chinese officials established the system of administration that would survive until 1912. In coming centuries, China would undergo great changes. It would break up and be painfully reassembled over and over. On the whole, however, Chinese civilization would flourish. After periods of disunity, in A.D. 581 a new dynasty, the Sui, would turn to Confucian scholars to revive the days of Han greatness.



In Mahayana Buddhism, people hope to become *bodhisattvas*, or enlightened people, who help others gain salvation. The *bodhisattva* of compassion and mercy (above), called Kuan-yin in China, is one of the most popular.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0351

Assess and Reteach

Assess Progress

L3

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

All in One Teaching Resources, Unit 1, p. 45

- To further assess student understanding, use Progress Monitoring Transparencies, 13

Reteach

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

- Reading and Note Taking Study Guide**, p. 35 L3
- Adapted Reading and Note Taking Study Guide**, p. 35 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 35 L2

Extend

L4

Remind students that Confucius believed that people are basically good and can be led by example. Hanfeizi felt that people are basically evil and have to be controlled by laws. Ask students to select one of these positions and write an essay including several arguments to defend it.

Answer

- ✓** They welcomed the Buddhist promise that religious devotion could end suffering and lead to eternal happiness.

5 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed chart to answer the Focus Question: How did powerful emperors unite much of China and bring about a golden age of cultural achievements?

Comprehension and Critical Thinking

3. **Summarize** What were three steps Shi Huangdi took to unify China?
4. **Demonstrate Reasoned Judgment** What aspects of the civil service system do you think allowed it to last for such a great length of time?
5. **Determine Relevance** Select three achievements made during the Han period and describe why you think they were significant advancements.

Writing About History

Quick Write: Draft a Quick Outline On some essay tests, you will not be given much time to write an essay. Drafting a quick outline can help you save time as you write your response. Write a quick outline of a response to one of the following essay topics:

- the role of Legalism in Qin government
- the importance of the Silk Road
- the greatest cultural achievements of the Han

Section 5 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. They rid China of feudalism, established a strong central government, strengthened the economy, made Confucianism the belief system of the state, created the Silk Road to increase trade, and founded the civil service system.

3. centralized power in a strong authoritarian government; standardized weights and measures; established a uniform currency
4. It ensured that well-trained people held jobs and that jobs were based on merit.
5. Answers should include specific achievements in government, economics, religion, science, medicine, technology, engineering, or the arts.

Writing About History

Outlines should include main ideas and details about one of the three possible essay topics.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **naa-0351**.