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
- Legalism
- Acupuncture

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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>256 B.C.</td>
<td>Fei Shiji was born</td>
</tr>
<tr>
<td>221 B.C.</td>
<td>Shi Huangdi became emperor of Qin and began building the Terracotta Army</td>
</tr>
<tr>
<td>214-210 B.C.</td>
<td>Qin conquered the other warring states and unified China</td>
</tr>
<tr>
<td>141 B.C.</td>
<td>Liu Xiang became emperor of Han and began the Han dynasty</td>
</tr>
</tbody>
</table>

---

Focus Question

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

---

Vocabulary Builder
---

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

**High-Use Word**
- **Vocabulary**: Acupuncture
- **Definition**: A traditional Chinese medical practice involving the insertion of thin needles into specific points on the body
- **Sample Sentence**: Juan compiled all of his math notes to create a study guide for the upcoming test.

---

Build Background Knowledge
---

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
---

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

---

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.)

---

Prepare to Read
---

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. T220). As they read, have them fill in the table showing events in the Qin and Han periods.
Teach

Shi Huangdi Unifies China

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.)

Answer

A government that passed strict laws and imposed harsh punishments.

102 Ancient India and China

To Legalists, strength, not goodness, was a ruler’s greatest virtue. “The ruler alone possesses power,” declared Han Feizi, “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 heavily against his critics. He tortured, killed, or enslaved many who opposed his rule. Harsh 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 wheeled carts 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 emperor’s ability to mobilize China’s vast resources. The Great Wall became an important symbol to the Chinese people, dividing and protecting their civilization 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. An 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?
The Han Dynasty Strengthens China

As emperor, Gao Zhong 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.

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.

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

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.

Qin and Han Empires

Map Skills

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

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

The Han Dynasty Strengthens China

An emperor, Gao Zhong 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 Zhong, 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.

The Han Dynasty Strengthens China

As emperor, Gao Zhong 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 Zhong, 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.

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.

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

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.

Qin and Han Empires

Map Skills

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

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

The Han Dynasty Strengthens China

As emperor, Gao Zhong 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 Zhong, 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.
The Han Dynasty Strengthens China

**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 paved 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 (TR, p. 725), ask them to list the sights that Zhang Qian saw and to summarize the importance of his travels.

**Zhang Qian Explores Outside China**

Sima Qian’s Records of the Grand Historian includes the accounts of Zhang Qian, a diplomat whom Emperors Wudi sent on a mission journey to establish contact with people 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 empire.

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 near 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, 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 in previous dynasties.

**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 caucuses 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.
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 exam 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 exams. 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 intrigue 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.”

**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.

**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?

**Vocabulary Builder**

Compiled—(kum PYLD) vt. created by gathering things together
Achievements of the Han Golden Age/The Chinese Accept Buddhism

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.

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.
- They observed movements of 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 new moon eclipse about every 180 days,” he wrote, “and a solar eclipse about every 41 or 42 months.”
- Chinese 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.

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.

Fostering 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 poetry and historiogra 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.

Chinese Folk Songs
To provide entertainment at his court, Han emperor Wu’d 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.

In A.D. 220, ambitious warlords overthrow the last Han emperor. After 400 years of unity, China broke up into several kingdoms. Adding to the disorder, invasions 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?

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.

Checkpoint
What sorts of achievements made the Han period a golden age?
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 division, in A.D. 581 a new dynasty, the Sui, would turn to Confucian scholars to revive the days of Han greatness.

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 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 essay topics.

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

Progress Monitoring Online
For Chapter 3 assessment practice: Web Code: naa-0351

Section 5 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. They ruled 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.

Assess and Reteach

Assess Progress
■ Have students complete the Section Assessment.
■ Administer the Section Quiz.

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
Adapted Reading and Note Taking Study Guide, p. 35
Spanish Reading and Note Taking Study Guide, p. 35

Extend
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 those 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.

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