

UNIT 4

Ancient China

Geography Challenge

Lesson 19: Geography and the Early Settlement of China

How did geography affect life in ancient China?

Lesson 20: The Shang Dynasty

What do Shang artifacts reveal about this civilization?

Lesson 21: Three Chinese Philosophies

How did Confucianism, Daoism, and Legalism influence political rule in ancient China?

Lesson 22: The First Emperor of China

Was the Emperor of Qin an effective leader?

Lesson 23: The Han Dynasty

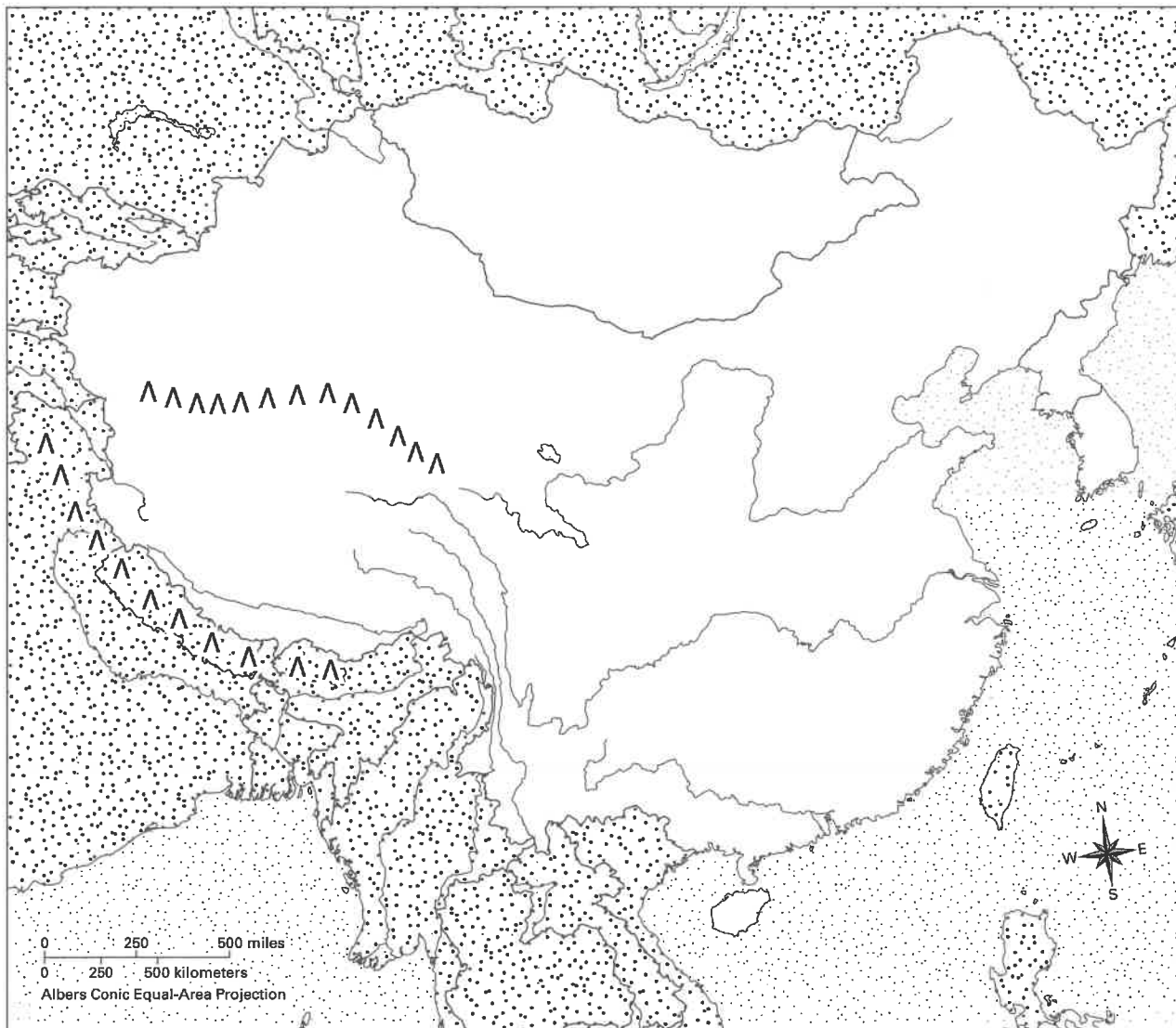
In what ways did the Han dynasty improve government and daily life in China?

Lesson 24: The Silk Road

How did the Silk Road promote an exchange of goods and ideas?

Timeline Challenge

Ancient China



Geography Skills

Analyze the maps in “Setting the Stage” for Unit 4 in the Student Text. Then answer the following questions and fill out the map as directed.

1. Locate the Huang He (Yellow River) and the Chang Jiang (Yangtze River) on your map. Label them.
2. The Plateau of Tibet is located between what two mountain ranges? Label the mountain ranges and the plateau on your map.
3. Locate the Taklimakan and the Gobi deserts on your map. Label them.
4. Locate the Yellow Sea, the East China Sea, and the South China Sea on your map. Label them.
5. In what ways might these seas have influenced China’s history?
6. Use the maps in the Student Text to compare the sizes of the Shang, Zhou, Qin, and Han empires. Which empire controlled the largest area?
7. Under which empire did ancient China control territories that are not part of present-day China?
8. What geographical features are shared by all four ancient Chinese empires?

Critical Thinking

Answer the following questions in complete sentences.

9. The majority ethnic group in China today calls itself the “Han people.” Why do you think this is so?

10. If you could choose anywhere in ancient China to build a new city, in which location do you think your city would have the greatest chance of success? Why?

11. Why do you think that the area controlled by earlier dynasties grew larger under the control of each new dynasty?

Geography and the Early Settlement of China

How did geography affect life in ancient China?

PREVIEW

Physical Features

1. Circle the physical features that are found in your community.

bay	creek	desert	hills
lake	mountains	ocean	plains
plateau	river	valley	coastal plain

2. How do physical features influence your community?

Climate

1. Circle the words that describe your community's climate.

Summer temperature:	hot	mild	cold
Winter temperature:	hot	mild	cold
Precipitation (rain and snow):	light	moderate	heavy

2. How does climate influence your community?

Vegetation

1. What natural vegetation do you have in your community? For example, does your community have grasslands, forests, scrub vegetation, or no vegetation?
2. How does the natural vegetation influence your community?

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

- | | | |
|---------|-------------------|-----------|
| region | oasis | loess |
| climate | North China Plain | tributary |

Section 1

Why was Inner China more attractive than Outer China to early settlers? Include at least two specific physical features in your answer.

Sections 2 to 6

In each box below, write at least three adjectives or phrases that describe the geographic region discussed in that section of the Student Text. Consider each region's physical features, climate, and vegetation.

The map shows the following regions and their corresponding callout boxes:

- Section 2:** Taklimakan Desert
- Section 3:** Gobi Desert
- Section 4:** Northeastern Plain
- Section 5:** North China Plain
- Section 6:** Chang Jiang Basins
- Unlabeled Box:** Tibet-Qinghai Plateau

If your class is doing the activity for this lesson, follow the instructions in your Reading Notes. If your class is not doing the activity, use the information in the related sections of the Student Text to complete Part 1 of the Reading Notes for Sections 7 to 9.

Section 7

Part 1:

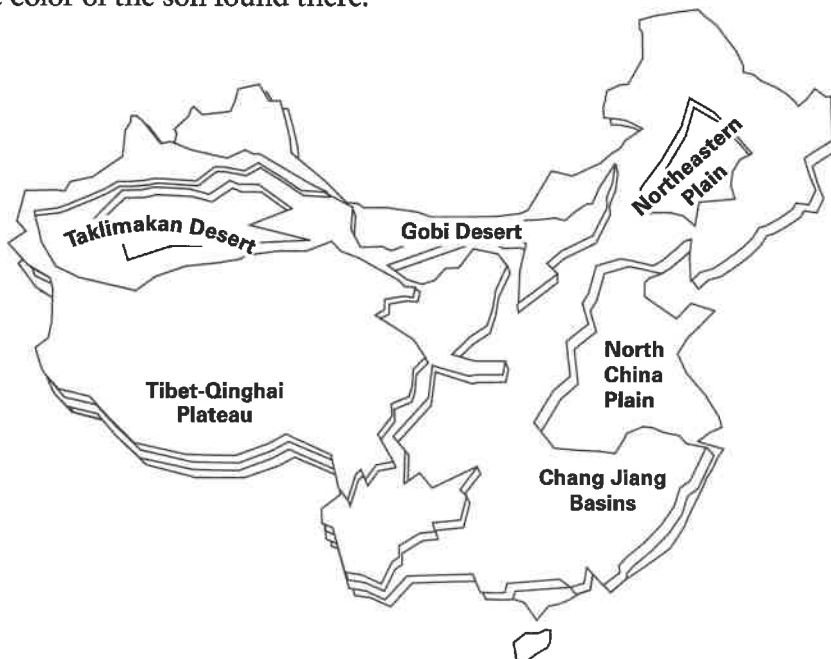
Using only your geographic poster, give three reasons that support this hypothesis: *Most early people settled on the North China Plain because of its geography.* (Hint: Consider including reasons why other regions would not be good for settlement.)

Reasons that support this hypothesis:

- 1.
- 2.
- 3.

Part 2:

1. Read Section 7. How were the first people to live in China affected by geography?
2. On the map below, draw in and label the Huang He. Color the North China Plain the color of the soil found there.



Section 8

Part 1:

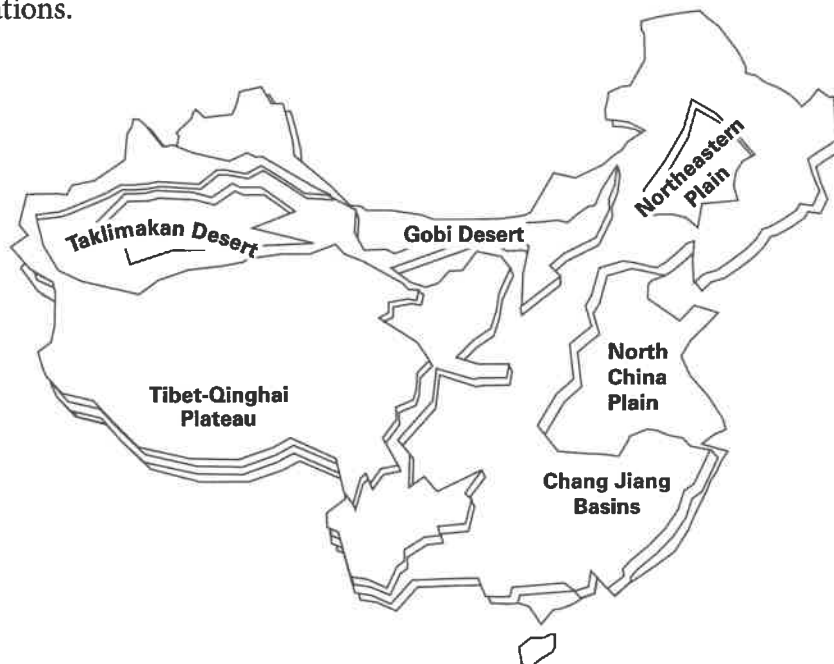
Using only your geographic poster, give three reasons that support this hypothesis: *China was isolated from other civilizations because of its geography.* (Hint: Consider how physical features and climate might affect travel, trade, and the spread of ideas.)

Reasons that support this hypothesis:

- 1.
- 2.
- 3.

Part 2:

1. Read Section 8. Add any additional information that shows why China was isolated from other civilizations because of its geography.
2. On the map, color the areas that caused China to be isolated from other civilizations.



Section 9

Part 1:

Using only your geographic poster, give three reasons that support this hypothesis: *Because of geography, several ways of life developed in China.* (**Hint:** Consider how geography might affect how people lived, what they ate, or what kinds of shelter they used.)

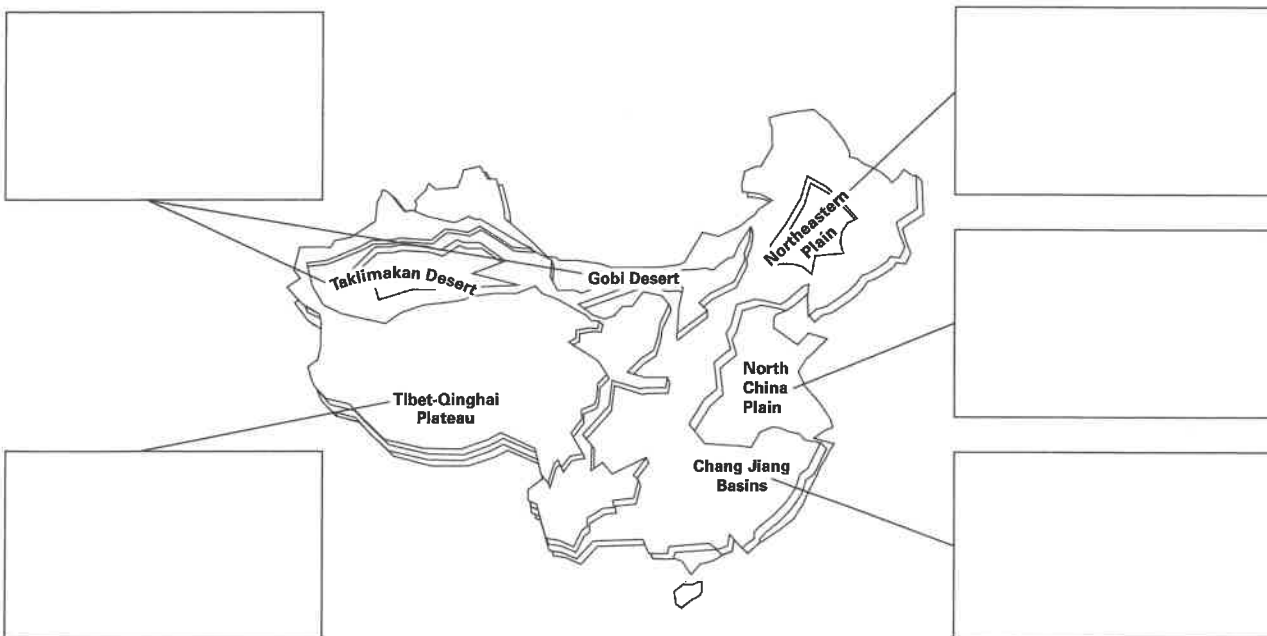
Reasons that support this hypothesis:

- 1.
- 2.
- 3.

Part 2:

1. Read Section 9. Add any additional information that shows why several ways of life developed in China because of geography.

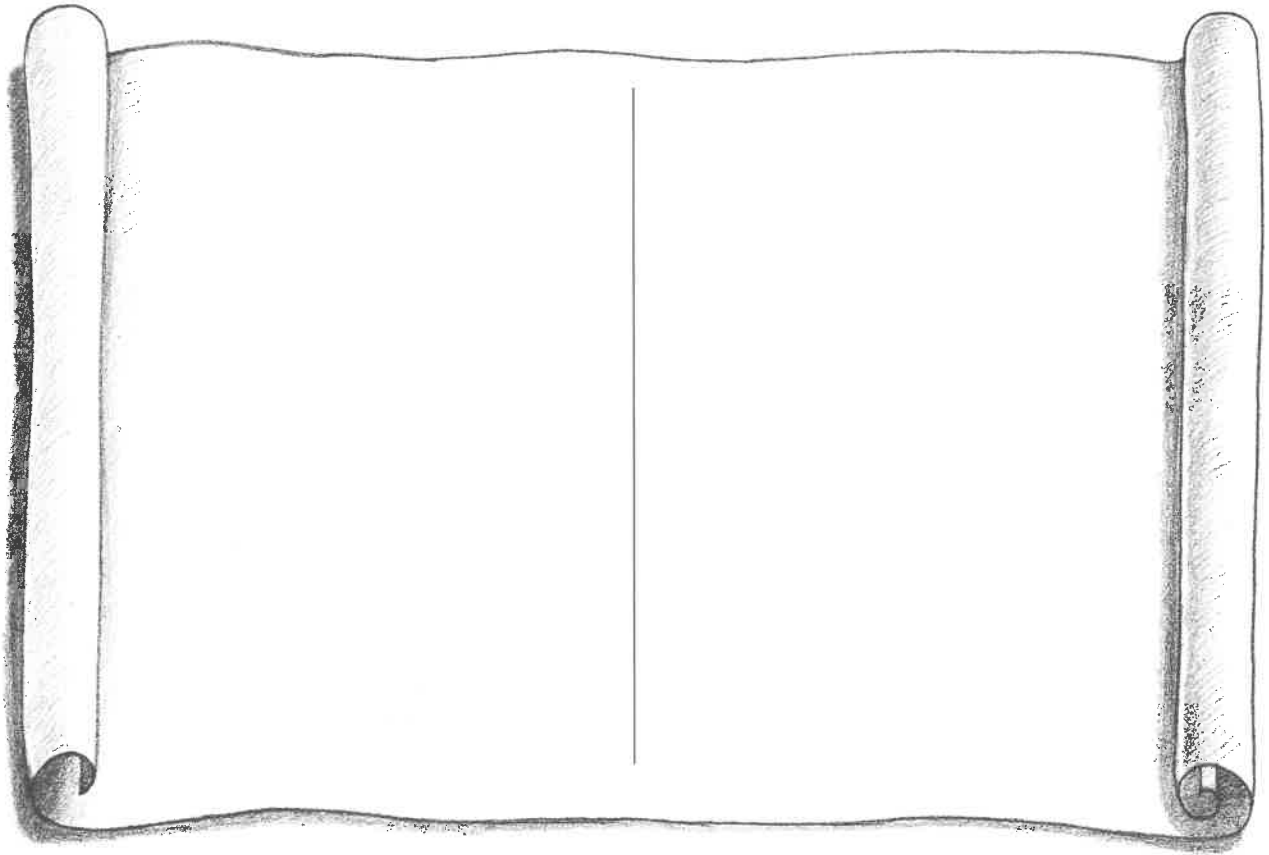
2. In each box, draw one type of food, shelter, or economic activity (such as farming or herding animals) that might have been found in that region.



PROCESSING

The Chinese often drew pictures on scrolls to illustrate the landscape. Choose two of China's geographic regions. On the scroll below, use at least four colors to illustrate the geography and way of life in each region. Place your drawings of one region on the left side, and the other region on the right side. Show these elements:

- physical features, climate, and vegetation
- clothing, food, shelter, and economic activities of people living in that region



Write a paragraph that describes the ways in which the two regions are similar to and different from each other.

The Shang Dynasty

What do Shang artifacts reveal about this civilization?

PREVIEW

You are an archaeologist in the year 3000. You have recently unearthed several artifacts. Each relates to one characteristic of the civilization of the United States.

In the chart, name an artifact for each characteristic of American civilization. Then tell what you think the artifact reveals about the characteristic it relates to. For example, if you found a crown, you could write this statement: "This civilization might have been governed by a king or a queen."

Characteristic of the Civilization	Artifact	What This Artifact Reveals
Government		
Social Structure		
Religion		
Writing		
Art		
Technology		

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

- | | | |
|---------------|--------|------------------|
| Anyang | clan | ancestor worship |
| Shang dynasty | bronze | oracle bone |

Section 1

1. Where were the ruins of a Shang city discovered?
2. Describe what archaeologists have discovered about Shang cities.

Section 2

For the sensory figure below, complete the statements to describe four important things a Shang warrior would have seen, heard, touched, and felt (emotions) as a member of the Shang army. In your statements, include and underline all the words from the Word Bank. Use each word at least once.

Word Bank
king
clan
bronze
chariot

With my ears, I hear . . .

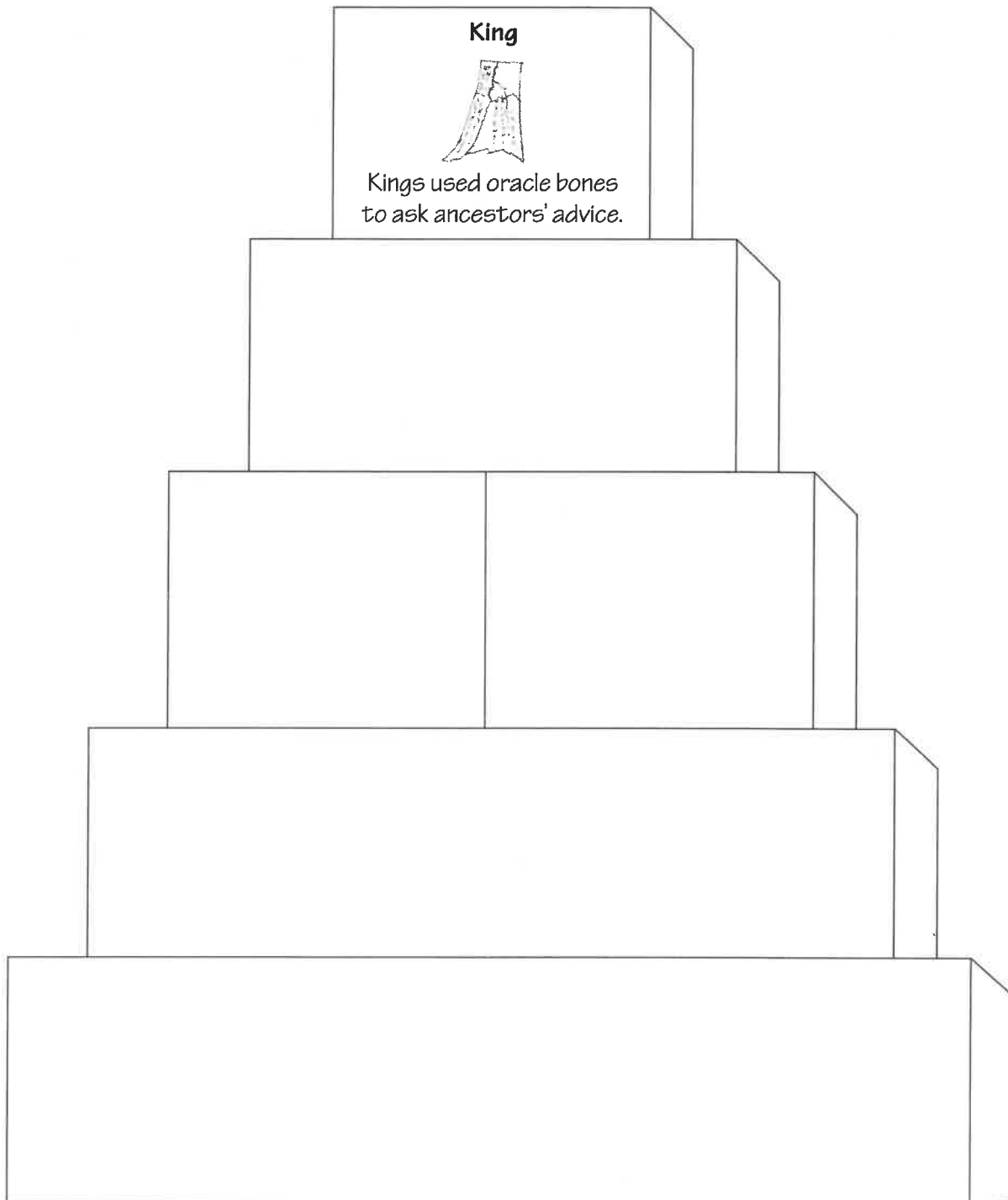
With my eyes, I see . . .

With my heart, I feel . . .

With my hands, I touch . . .

Section 3

Complete the chart below by writing the name of the appropriate social class in each box. Then draw an artifact that an archaeologist might find relating to this social class and write a caption about it. The first box is completed as an example.

Social Classes in the Shang Dynasty

Section 4

For the sensory figure below, finish the statements to describe four important things a Shang king would have seen, heard, touched, and felt (emotions) about religion. In your statements, include and underline all the words from the Word Bank. Use each word at least once.

Word Bank

ancestor
offerings
duty
oracle bone

With my ears, I hear . . .

With my eyes, I see . . .

With my heart, I feel . . .

With my hands, I touch . . .

Section 5

1. On what objects were the first examples of Chinese writing found?
2. What is a logograph?
3. Why was a written language important in Chinese history?

Section 6

1. Identify two materials used by Shang artists. For each material, list an example of an art piece that might be created using it.

2. Describe some ways that Shang artisans decorated vessels and other objects.

Section 7

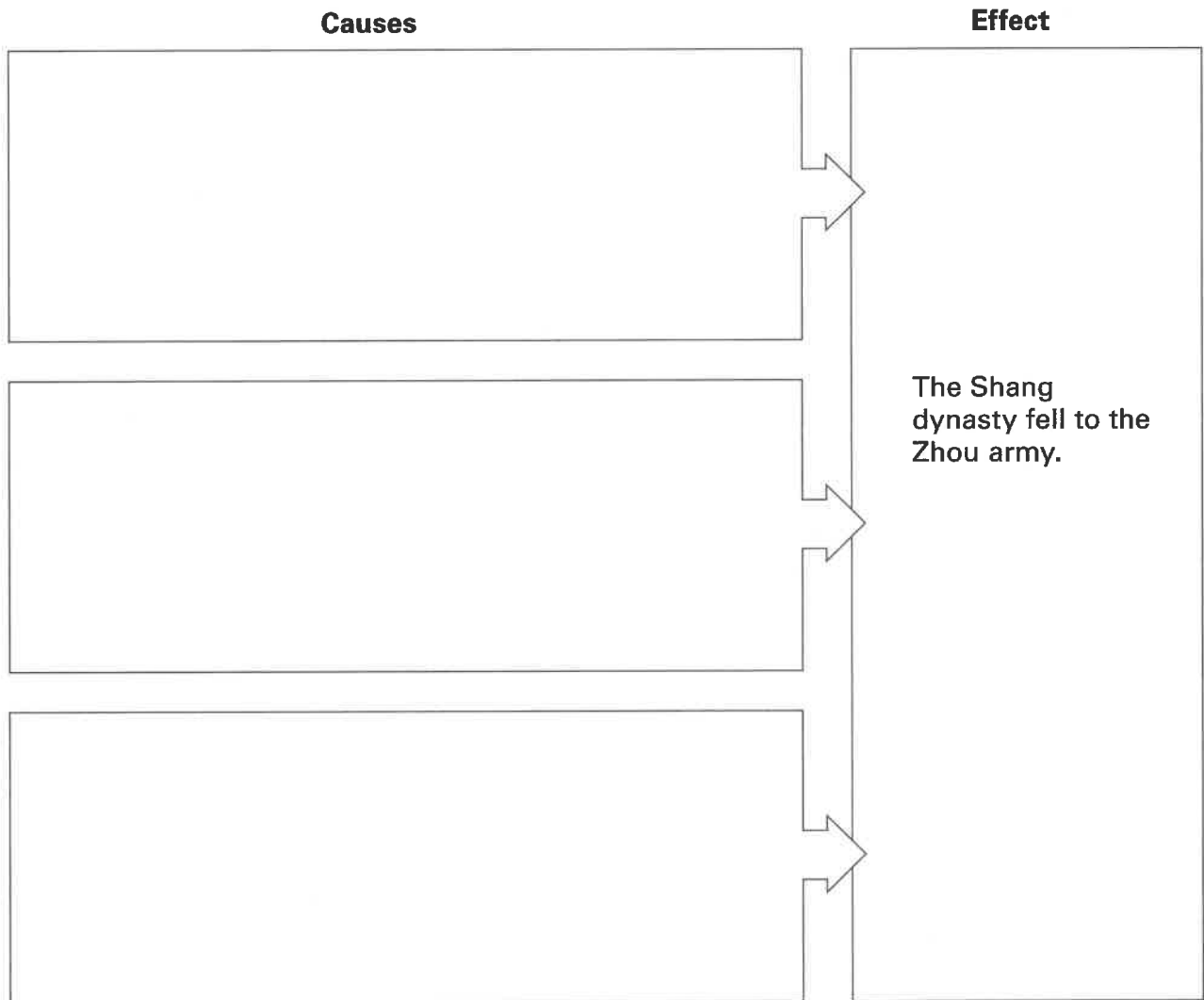
1. Complete the spoke diagram below by naming the types of bronze tools of war made by Shang artisans. Put a star next to the item you think most helped strengthen the Shang army, and explain why you chose it.



2. Why were bronze-making skills important to the Shang dynasty?

Section 8

In each box of the flowchart below, explain one reason why the Shang dynasty fell.



P R O C E S S I N G

On a separate piece of paper, design a museum exhibit about the Shang dynasty. For your exhibit, select *one* of the characteristics of civilization (*government, social structure, religion, writing, art, or technology*), and include the following elements:

- a catchy exhibit title to draw visitors' attention
- a drawing of three artifacts that relate to the chosen characteristic
- a label to identify each of the three artifacts
- a plaque that summarizes what the three artifacts reveal about the characteristic in Shang society
- any other creative touches that make the exhibit more realistic

Three Chinese Philosophies

How did Confucianism, Daoism, and Legalism influence political rule in ancient China?

PREVIEW

Which of the following approaches do you think would be most effective in dealing with school violence such as fighting and bullying? Write a paragraph at the bottom of this page that explains your answer.

Approach 1: Assign violent students a “big brother” or “big sister” who is a respected older student in another grade. The big brother or sister would teach the student how to behave properly.

Approach 2: Allow students guilty of fighting or bullying to go unpunished, hoping that they will eventually learn from their mistakes and correct their behavior.

Approach 3: Have school authorities publish the rules for unacceptable behavior and assign harsh punishments for violating those rules. For example, “students caught fighting will be expelled.”

READING NOTES

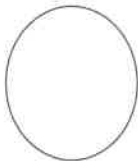
Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

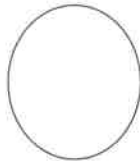
- Zhou dynasty
- Confucianism
- yin and yang
- Mandate of Heaven
- civil servant
- Legalism
- feudalism
- Daoism

Section 1

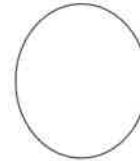
1. Review this scenario: "A dynasty has ruled China for 100 years. This year, a severe drought is causing many to starve to death." From what you know of the Mandate of Heaven, why did the drought occur, and what action can be taken?
2. For each person below, write a speech bubble describing his or her role in the Zhou dynasty's feudal system. Then add an appropriate facial expression.



King



Lord

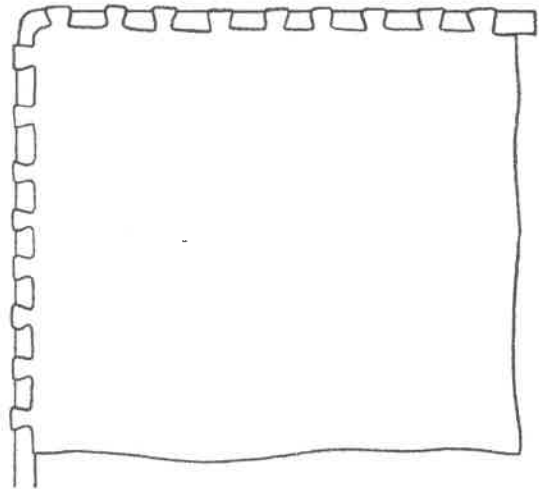
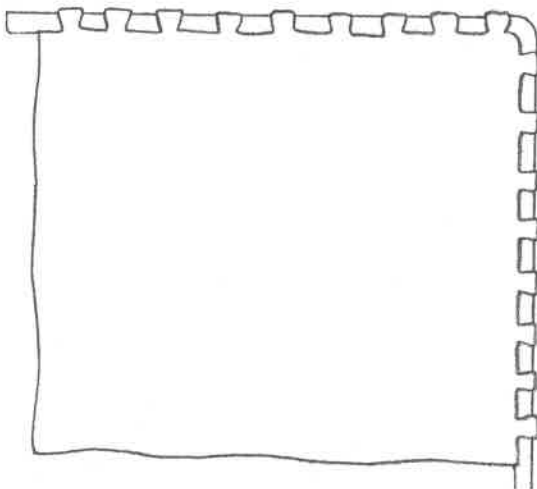


Peasant

3. Describe the Warring States period by filling in the warriors' banners below. In the banner to the left, explain what caused this period of instability. In the banner to the right, describe what happened as a result of this period.

Causes

Results



Section 2

In accordance with Confucian traditions, respect your teacher by answering the questions correctly.

1. Who was Confucius?
2. What was China like during his lifetime?
3. According to Confucius, what are the five basic relationships?
4. How should people act in these basic relationships?
5. What influence did Confucius have on Chinese government?
6. Write a caption below this image that would make your elders proud.



Section 3

In accordance with Daoist traditions, choose any technique that helps you demonstrate an understanding of the following questions about Daoism. You may write in complete sentences, use bullets, make drawings, or use another method that shows your understanding of this material.

1. Who was Laozi?

2. According to Daoism, how should people discover ways to behave?

3. What are yin and yang?

4. According to Daoists, how should rulers behave?

5. Perhaps you could write a caption below this image.



Section 4

In accordance with Legalist traditions, follow the class rules as you answer the questions below. Do not make any errors. Memorize all answers.

1. Who was Hanfeizi?
2. According to Hanfeizi, what was the only way to create a strong society?
3. How did Hanfeizi believe a ruler should govern?
4. How did the members of the Qin dynasty apply the teachings of Hanfeizi?
5. Write a caption below this image, right now!



PROCESSING

Complete each of the following steps.

1. Describe your family’s policy on homework. For example, do you have a special place to work? Can you listen to music, use the computer, or watch television while doing your homework? Does someone help you? Are there consequences for failing to do your homework?

2. Which of the following schools of thought is most like your family’s policy toward homework: Confucianism, Daoism, or Legalism? Explain your answer.

3. Teach your parent or guardian about Confucianism, Daoism, and Legalism.

4. Ask your parent or guardian to decide whether the family’s homework policy is most like the practices of Confucianism, Daoism, or Legalism. Write down his or her answer.

5. Discuss with your parent or guardian the answers to Question 2 and Question 4. Do your answers agree? If not, talk about why your answers differ. Then have your parent or guardian sign below.

Parent/Guardian Signature: _____

The First Emperor of China

Was the Emperor of Qin an effective leader?

PREVIEW

Place an X in the column that indicates whether you think each of the actions described below is evidence that a leader is effective or ineffective.

Leader	Effective	Ineffective
A leader who has absolute control over his people		
A leader who unifies the government		
A leader who makes laws for everyone to follow		
A leader who protects his people from invaders		
A leader who has his opponents killed		
A leader whose legacy lasts years beyond his death		

Which *one* of the actions makes a leader the *most effective*? Which *one* of the actions makes a leader the *least effective*? Explain your choices.

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Qin Shi Huangdi Great Wall immortal
 standardize censor

Section 1

Step 1: In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 1 of the Student Text.



Step 2: Read Section 1. Answer the questions below in complete sentences.

1. Did Qin Shi Huangdi's control of China help or hurt the country? Explain.

2. How did Qin Shi Huangdi end feudalism? Why did he do this?

Step 3: Did the Emperor of Qin's efforts to control China make him an effective ruler? Mark your answer with an X on the spectrum below.



Very Ineffective

Very Effective



Section 2

Step 1: In the images at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at these images in Section 2 of the Student Text.



Step 2: Read Section 2. Answer the questions below in complete sentences.

1. Why did the Emperor of Qin create a unified set of laws? How did his Legalist beliefs affect these laws?
2. How did Qin Shi Huangdi improve trade and writing in China?

Step 3: Did the Emperor of Qin's efforts to standardize Chinese culture make him an effective ruler? Mark your answer with an X on the spectrum below.



Very
Ineffective

Very
Effective



Section 3

Step 1: In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 3 of the Student Text.



Step 2: Read Section 3. Answer the questions below in complete sentences.

1. How did the emperor protect China’s northern border?
2. Who constructed the Great Wall? What difficulties did they face?

Step 3: Did the Emperor of Qin’s efforts to protect China’s northern border make him an effective ruler? Mark your answer with an X on the spectrum below.



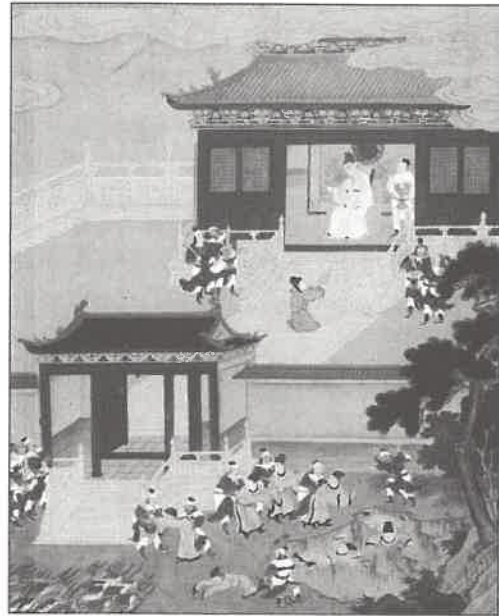
Very Ineffective

Very Effective



Section 4

Step 1: In the image at right, circle and label three interesting details. Then, in the space below, explain what you think these details reveal about the Emperor of Qin. You may also look at this image in Section 4 of the Student Text.



Step 2: Read Section 4. Answer the questions below in complete sentences.

1. Why was there a conflict between Confucian scholars and the emperor?

2. What did the emperor do to prevent people from learning about Confucianism?

Step 3: Did the Emperor of Qin's efforts to end opposition make him an effective ruler? Mark your answer with an X on the spectrum below.



Very
Ineffective

Very
Effective



Section 5

1. Explain whether you think the Emperor of Qin achieved each of these goals:

Goal 1: To become immortal

Goal 2: To be remembered for a long time

2. List three things that were buried in the Emperor of Qin's tomb. What do these items reveal about the emperor?

PROCESSING

On a separate piece of paper, complete one of the two activities described here, depending on your answer to this question: Do you think Qin Shi Huangdi was an effective or an ineffective ruler? If you believe he was effective, design a commemorative plaque. If you believe he was ineffective, design a "wanted" poster. Your plaque or poster must contain the following:

- a title that indicates whether it is a commemorative plaque or a "wanted" poster
- a picture of the emperor
- at least three actions of the emperor that justify this plaque or poster, with illustrations for each action

READING FURTHER

Preparing to Write: Considering Great Monuments

Many people who travel to China feel that they must visit the Great Wall. Why do you think this is so?

What natural or human-made monument in your state or community is visited by tourists? What is special about it?

What are some similarities between your state's monument and China's Great Wall? What are some differences between them?

Monuments often attract commercial and recreational activities. What kinds of activities do you think should be allowed at such monuments? What activities do you think should not be allowed? Explain your reasoning.

Examples: Selling souvenirs; holding parties at the site; taking materials from the site for personal use or for use in home or road building

Writing a Diary Entry

Suppose that you are visiting the Great Wall of China. Write a diary entry about your visit. Describe in detail what you see there. Include facts about the wall, information the local people might tell you, and your own impressions. Use details from the article you have just read, and from the accompanying photographs, to help you write your entry. Add sketches or other visuals to add interest to your diary entry.

Use this rubric to evaluate your diary entry. Make changes to your work if you need to.

Score	Description
3	Each point is very relevant to the topic and is supported by the text and visuals. There are no spelling or grammar errors.
2	The points are somewhat relevant to the topic. Some statements may not be supported by the article or the visuals. There are some spelling or grammar errors.
1	Few or none of the points are relevant to the topic. Statements have little or no connection to the facts as given in the article or shown in the visuals. There are many spelling or grammar errors.

The Han Dynasty

In what ways did the Han dynasty improve government and daily life in China?

PREVIEW

For each question below, review the image your teacher projects. Then circle the answer you guess is correct.

Warfare

1. In addition to scaring away enemies, how else did the kite help the Han army?
 - A. It was used to send messages.
 - B. It was used to deliver supplies.
 - C. It provided light during night attacks.

Government

2. Who did the Han dynasty choose as government officials?
 - A. those who wrote the best poems
 - B. those who were already teachers
 - C. those who scored well on exams

Agriculture

3. How did wheelbarrows help Han farmers?
 - A. They made watering crops easier.
 - B. They let farmers plant more land.
 - C. They helped farmers move products.

Industry

4. How did the deep-digging drill increase the Hans' supply of salt?
 - A. got salt water from deep in the ground
 - B. dug pits to get salt from seawater
 - C. made storage bins to keep salt dry

Art

5. Which of the following Han inventions helps artists and scholars?
 - A. paper
 - B. carpets
 - C. paintbrushes

Medicine

6. Why would a Chinese doctor stick needles into a person's body?
 - A. to release evil spirits
 - B. to punish bad people
 - C. to balance yin and yang

Science

7. What could the Han learn from the earthquake device they invented?
 - A. the depth of an earthquake
 - B. the direction of an earthquake
 - C. the damage caused by an earthquake

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Han dynasty bureaucracy industry

Sections 1 to 7

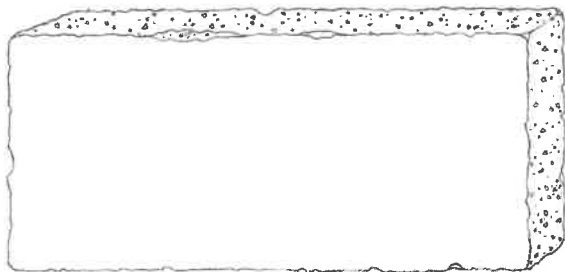
If your class is doing the activity for this lesson, complete all of the Reading Notes for each section. If your class is not doing the activity, skip the last part of each section.

Section 1

1. How were the Han able to expand their empire? How far did it extend?

2. Describe three new military weapons used by the Han army.

3. On the tomb brick, quickly sketch and label the weapon that you think most strengthened the Han army. Then explain why you think this weapon was the most helpful.

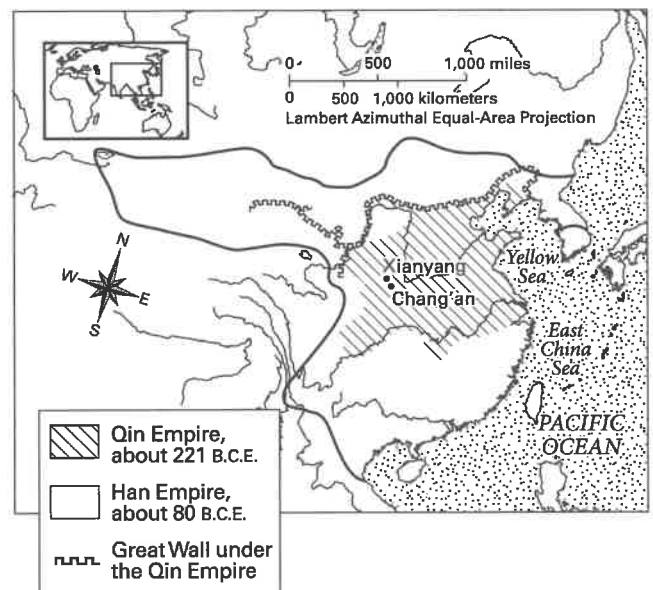


(Note: If your class is not doing the activity, skip the following.)

Follow the steps on Handout A to annotate the map below. Then answer the question below.

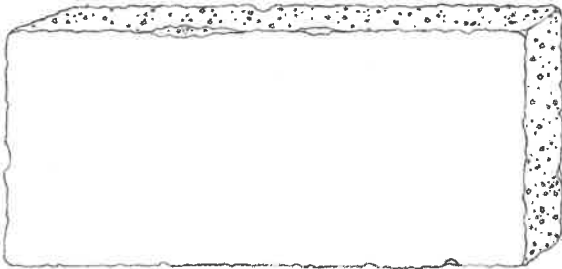
How did geography affect the expansion of the Han empire?

Map Title:



Section 2

1. How were Han dynasty rulers different from the Emperor of Qin?
2. Describe the Han government bureaucracy and tell how civil servants were hired and promoted.
3. On the tomb brick, quickly sketch and label the way you think the Han most improved Chinese government. Then explain why you chose this improvement.

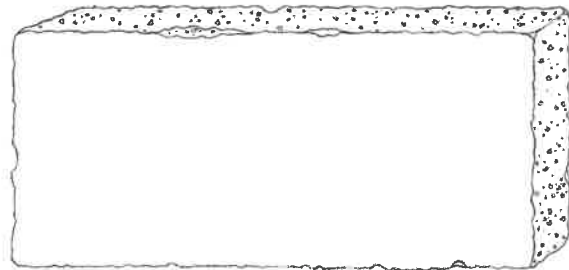


(Note: If your class is not doing the activity, skip the following.)

Explain why an exam for a government job should or should not contain questions like the ones on the exam you just took.

Section 3

1. What tasks and problems did Han farmers face?
2. Describe three agricultural tools that were invented during the Han period.
3. On the tomb brick, quickly sketch and label the tool you think most improved agriculture during the Han dynasty. Then explain why you chose this tool.

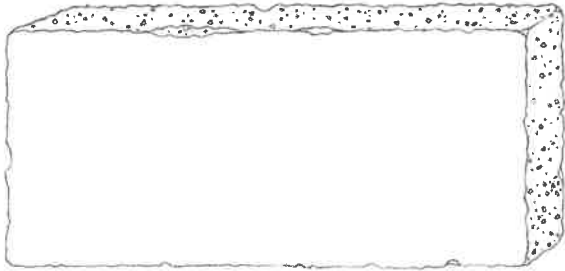


(Note: If your class is not doing the activity, skip the following.)

If you were a Han farmer, how would your life be different because of these agricultural inventions?

Section 4

1. How was the production of silk made easier during the Han period?
2. Why was salt an important trade item in ancient times?
3. On the tomb brick, quickly sketch and label the invention that you think most improved industry during the Han period. Then explain why you chose this invention.

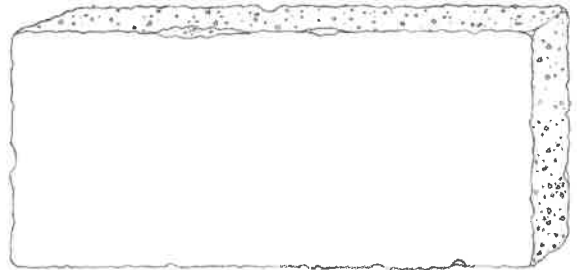


(Note: If your class is not doing the activity, skip the following.)

What parts of the Chinese drilling process do the glass of water, the straw, and the empty glass represent?

Section 5

1. Describe Chinese calligraphy writing.
2. Explain why paper was an improvement over earlier writing materials.
3. On the tomb brick, quickly sketch and label the use of paper you think was most important during the Han dynasty. Then explain why you chose this use.



(Note: If your class is not doing the activity, skip the following.)

Why did your written character turn out better on paper than if you had used silk or a strip of bamboo?

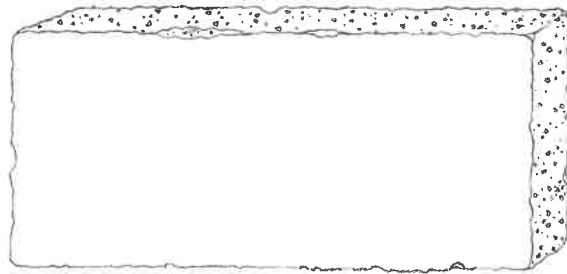
Section 6

1. What did the Han believe caused illness?
2. Fill in the matrix below to describe techniques used by traditional Chinese healers.

Technique	What Is It?	Why Is It Used?
Acupuncture		
Moxibustion		

3. List two discoveries made by Chinese doctors during the Han dynasty.

4. On the tomb brick, quickly sketch and label what you think was the most important achievement in the field of medicine during the Han period. Then explain why you chose this achievement.



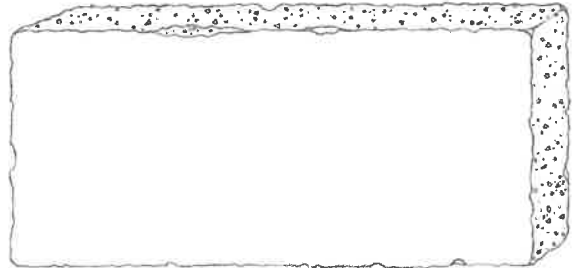
(Note: If your class is not doing the activity, skip the following.)

According to Chinese medicine, how can the technique you just learned about help relieve stress?

Section 7

1. What did Chinese astronomers discover?
2. For what purposes did the Chinese use the compass and the seismograph?

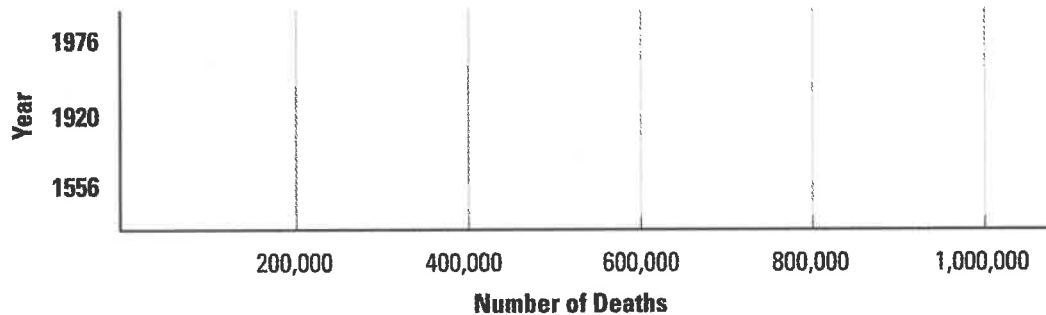
3. On the tomb brick, quickly sketch and label what you think was the most important advancement in the field of science during the Han dynasty. Then explain why you chose this discovery.



(Note: If your class is not doing the activity, skip the following.)

Follow the steps on Handout G to complete the horizontal bar graph below.

Title:



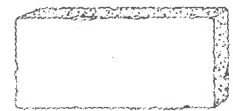
Why would the Chinese want to invent the seismograph?

P R O C E S S I N G

On a separate piece of paper, sketch these tomb bricks and headings. Make your sketches large enough to follow the directions below.



Han Government and Empire



People's Daily Lives

- In the first brick, draw and color an illustration of the achievement you think most contributed to the expansion of the Han empire. In a well-written paragraph under the brick, explain why you chose this achievement.
- In the second brick, draw and color an illustration of the achievement you think most improved the daily lives of people in China during the Han period. In a well-written paragraph under the brick, explain why you chose this achievement.

The Silk Road

How did the Silk Road promote an exchange of goods and ideas?

PREVIEW

What is the origin of each item listed below? If you think that the item originated in the United States, place an *X* in that column. If you think that the item originated in another culture, place an *X* in that column.

Item	Originated in the United States	Originated in Another Culture
Chewing gum		
Yo-yo		
Chocolate		
Little Red Riding Hood		
Ice cream		
Shampoo		
Pasta		
Lipstick		
Fork		
Doughnut		
Roller skates		
Pancake		
Sandwich		
Paper		
Zipper		

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

- | | |
|-------------|--------------------|
| Silk Road | caravan |
| trade route | cultural diffusion |

Section 1

1. Which Chinese empire opened the Silk Road? How did the empire do it?

2. List three things Zhang Qian brought back to China from his journeys.

3. What was China's most valuable trade good? Why? What product that was new to the Chinese did the Romans trade?

If your class is doing the activity for this lesson, complete the T-chart when you are asked to do so. If your class is not doing the activity, skip the following.

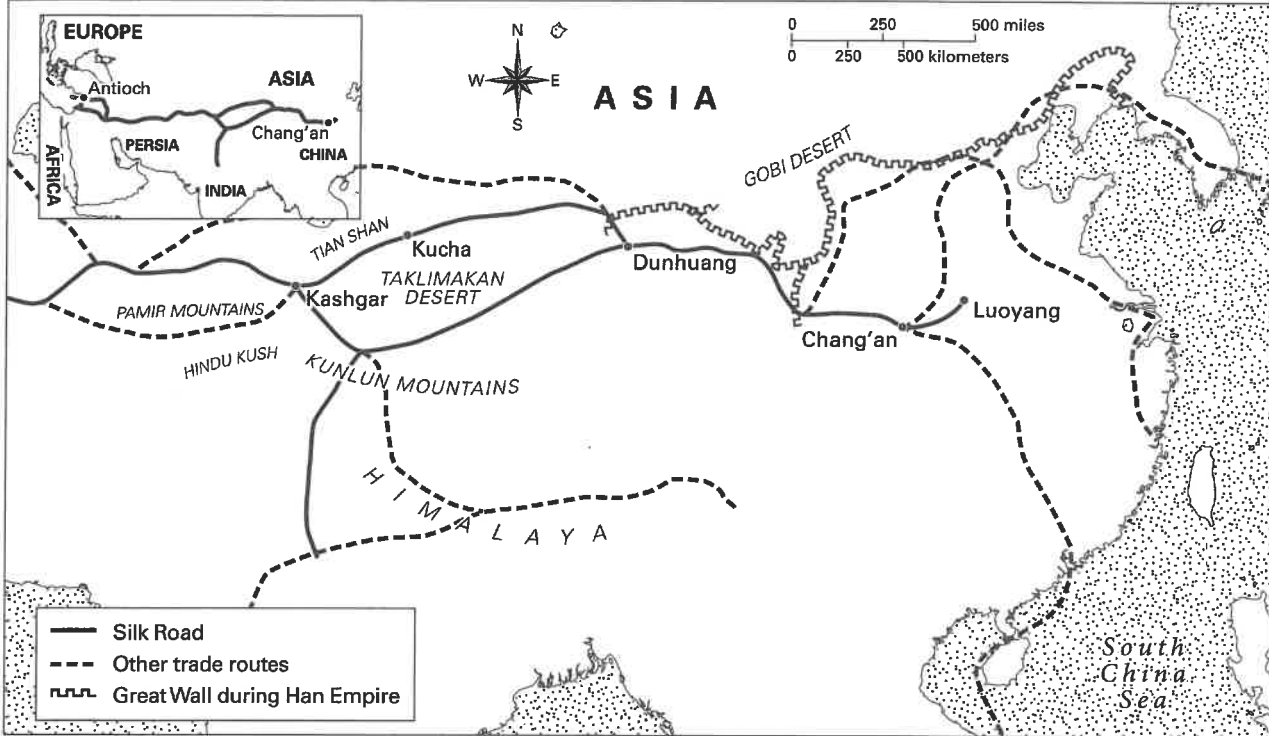
Trading Along the Silk Road

Classroom Experience	Historical Connection
<ul style="list-style-type: none"> • Students were allowed to move to only one trading center at a time. • • • • • • 	<ul style="list-style-type: none"> • Traders had to travel long distances and then rest for days or weeks. • • • • • •

Section 2

On this map, complete the four tasks listed below.

The Eastern Half of the Silk Road During the Han Dynasty



1. In appropriate locations along the route, draw two “warning signs” to represent the dangers of traveling the eastern part of the Silk Road.
2. Near Dunhuang, draw and label symbols for two valuable products from China that were traded on the Silk Road.
3. Near Kucha, draw and label symbols for two valuable products from Central Asia that were traded on the Silk Road.
4. Near Kashgar, draw and label symbols for two valuable products from India that were traded on the Silk Road.

Answer the following questions in complete sentences.

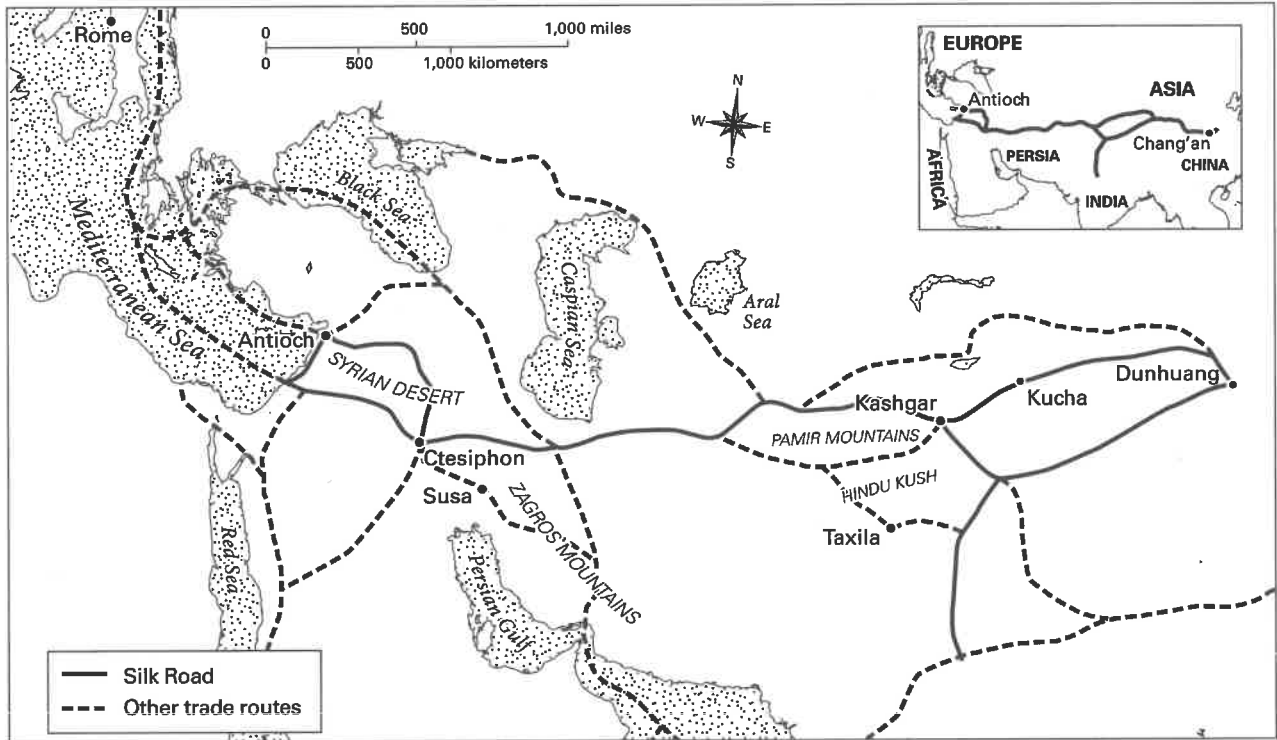
1. How did traders overcome the challenge of the desert?

2. Why was silk the perfect trading good?

Section 3

On this map, complete the three tasks listed below.

The Western Half of the Silk Road During the Han Dynasty



1. In appropriate locations along the route, draw two “warning signs” to represent the dangers of traveling the western part of the Silk Road.
2. Near Ctesiphon, draw and label symbols for two valuable products from Egypt, Arabia, and Persia that were traded on the Silk Road.
3. Near Antioch, draw and label symbols for two valuable products from Rome that were traded on the Silk Road.

Answer the following questions in complete sentences.

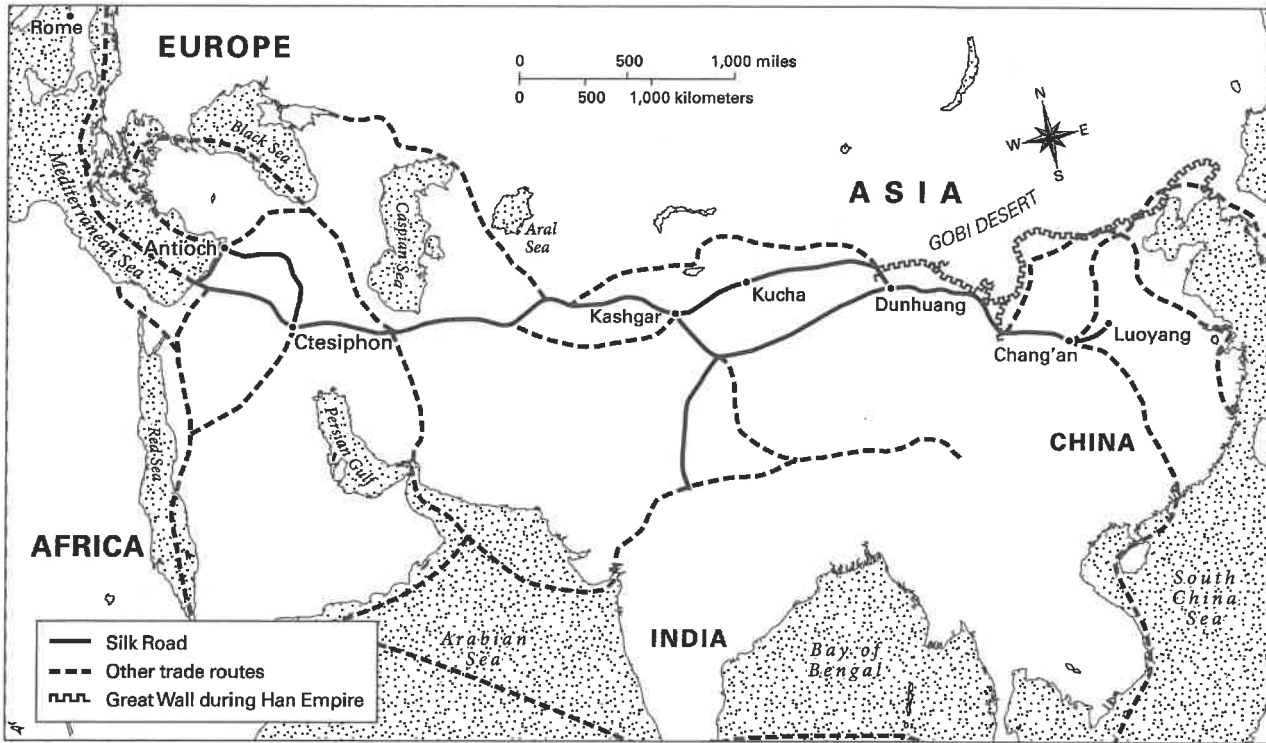
1. How were goods transported after they reached Antioch? Where were they sent?

2. Why did the Roman emperor forbid men from wearing silk?

Section 4

On this map, complete the three tasks listed below.

The Silk Road



1. Near China, draw and label symbols for two foods or products that China learned about as a result of trade on the Silk Road.
2. Near Rome, draw and label symbols for two foods or products that the West learned about as a result of trade on the Silk Road.
3. Near India, draw and label a symbol for Buddhism. Then draw an arrow that shows how Buddhism spread from India to China.

Answer the following question in a complete sentence: *How did the Silk Road promote an exchange of goods and ideas?*

PROCESSING

Write a journal entry from the perspective of a trader on the Silk Road. Describe each of the following:

- where you traveled
- two dangers you encountered and how you overcame them
- two goods you traded and why
- one idea or belief you learned about

Sketch and label a simple illustration that represents your experience while traveling and trading along the Silk Road.

INVESTIGATING PRIMARY SOURCES

Identifying and Evaluating Evidence

Use the reading to create a claim to answer this question: *How did the geography of the Silk Road affect travelers?*

Claim:

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

Source	Evidence	How does this support the claim?

You can use this evidence to strengthen your claim. Write your revised claim below.

Constructing an Argument

Create an argument to answer the question: *How did the geography of the Silk Road affect travelers?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.

Timeline Skills

Analyze the Unit 4 timeline in the Student Text. Also think about what you have learned in this unit. Then answer the following questions.

1. Of the Han, Qin, and Shang dynasties, which was the first to rule? What area did they control?
2. During which dynasty was early Chinese writing placed on oracle bones?
3. How did the Zhou justify their rule?
4. About when did the Zhou dynasty end?
5. Did Confucius live before or after the first unification of China?
6. What did Emperor Qin Shi Huangdi accomplish?
7. For about how many years did the Han dynasty rule China?
8. Did expansion begin in the earlier or later half of the Han dynasty? To what regions did they expand?
9. How are the two events that took place in 138 B.C.E. and 65 C.E. related?
10. When was paper invented, and why was it important?

Critical Thinking

Use the timeline and the lessons in the unit to answer the following questions.

11. What are the main teachings of Confucianism, Daoism, and Legalism, and why did they develop during the Zhou dynasty?

12. Was Emperor Qin Shi Huangdi an effective emperor? Support your answer by describing at least one effective action and one ineffective action he took as emperor.

13. The Han dynasty improved the lives of people in China.
 - a. What significant changes did the Han make in government?

 - b. What is another important Han contribution that helped people?

14. If you could add three more events to this timeline, which ones would you choose? List each event and explain why you think it is important enough to add to the timeline.
 - a.

 - b.

 - c.