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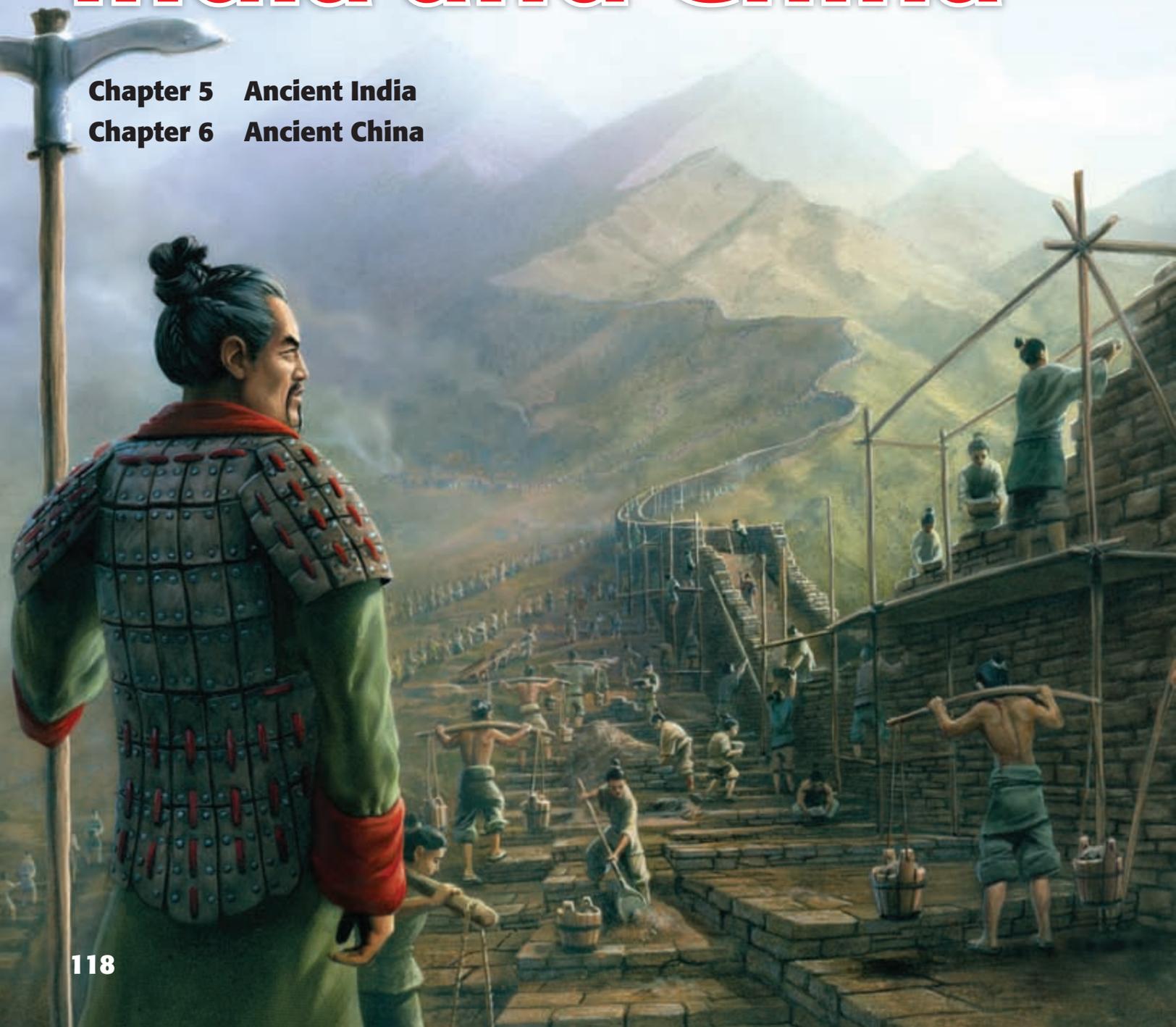
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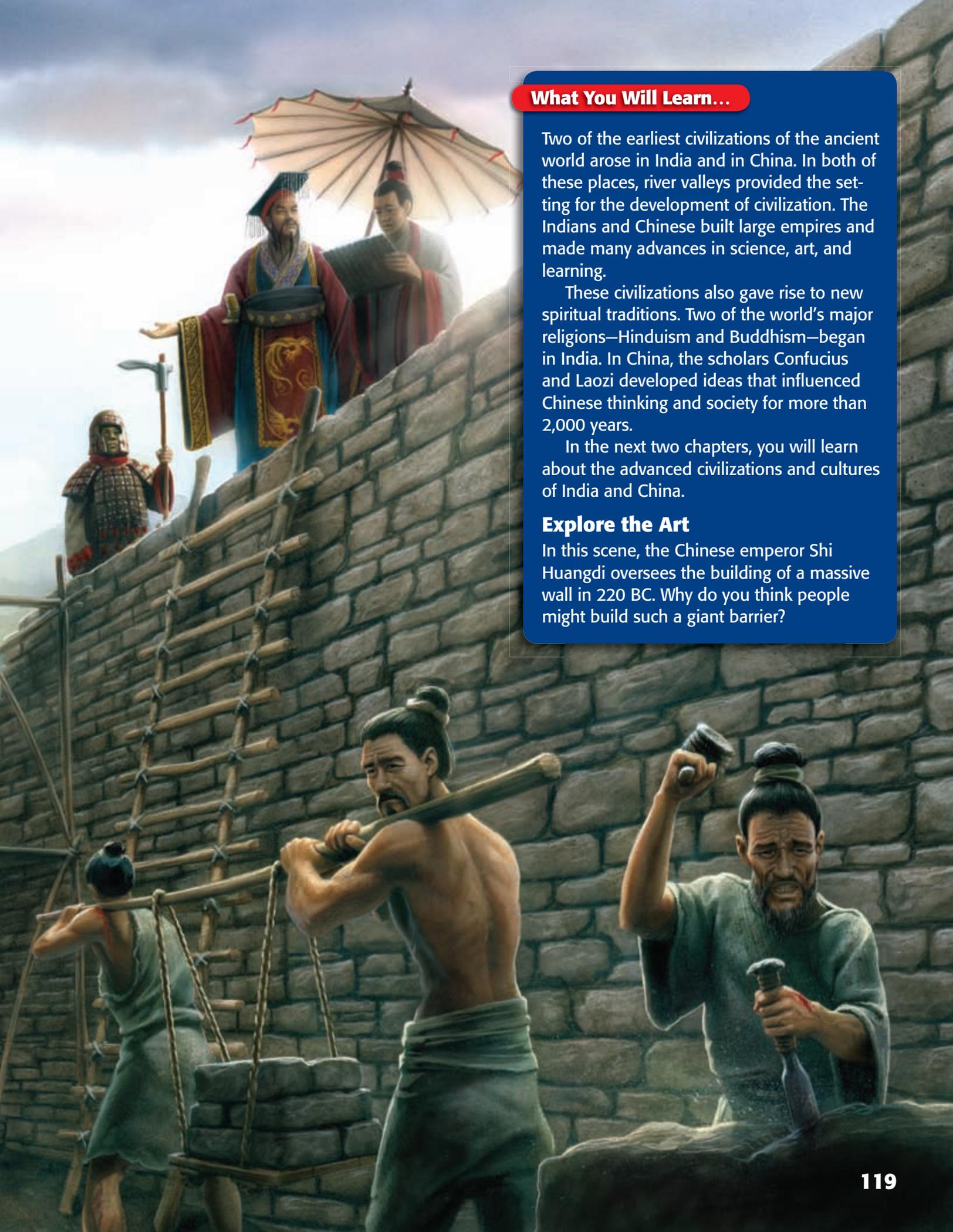
2300 BC–AD 500

# Civilization in India and China

Chapter 5 Ancient India

Chapter 6 Ancient China





### What You Will Learn...

Two of the earliest civilizations of the ancient world arose in India and in China. In both of these places, river valleys provided the setting for the development of civilization. The Indians and Chinese built large empires and made many advances in science, art, and learning.

These civilizations also gave rise to new spiritual traditions. Two of the world's major religions—Hinduism and Buddhism—began in India. In China, the scholars Confucius and Laozi developed ideas that influenced Chinese thinking and society for more than 2,000 years.

In the next two chapters, you will learn about the advanced civilizations and cultures of India and China.

### Explore the Art

In this scene, the Chinese emperor Shi Huangdi oversees the building of a massive wall in 220 BC. Why do you think people might build such a giant barrier?

# Ancient India

**Essential Question** How do India's rich history and culture affect the world today?



## What You Will Learn...

In this chapter you will learn about the ancient civilization of India, the birthplace of two major world religions—Hinduism and Buddhism.

### SECTION 1: Geography and Early India . . . . . 124

**The Big Idea** Indian civilization first developed on the Indus River.

### SECTION 2: Origins of Hinduism . . . . . 130

**The Big Idea** Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices.

### SECTION 3: Origins of Buddhism . . . . . 136

**The Big Idea** Buddhism began in India and became a major religion.

### SECTION 4: Indian Empires . . . . . 142

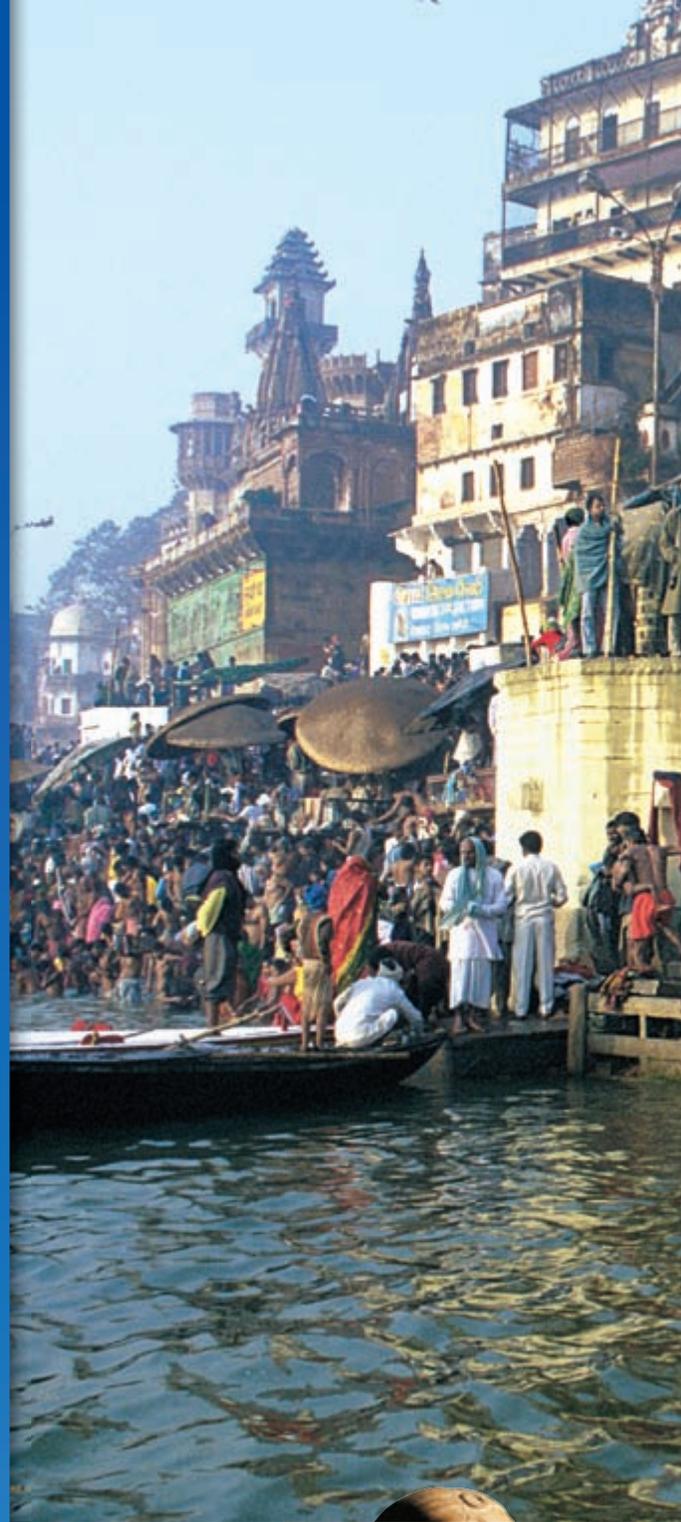
**The Big Idea** The Mauryas and the Guptas built great empires in India.

### SECTION 5: Indian Achievements . . . . . 147

**The Big Idea** The people of ancient India made great contributions to the arts and sciences.

## FOCUS ON WRITING

**An Illustrated Poster** Ancient India was a fascinating place. It was the home of amazing cities, the site of strong empires, and the birthplace of major religions. As you read this chapter, think about how you could illustrate one aspect of Indian culture in a poster. When you finish the chapter, you will design such a poster, which will include captions that explain the illustrations you have drawn.



**c. 2300 BC**

The Harappan civilization develops.

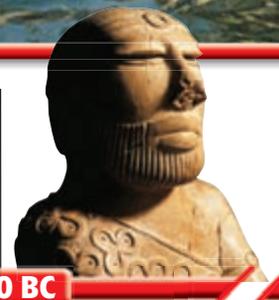
## CHAPTER EVENTS

**2300 BC**

## WORLD EVENTS

**2200 BC**

The Old Kingdom ends in Egypt.





In this photo, crowds of Hindus gather to bathe in the sacred Ganges River.

**1500s BC**  
Aryans begin migrating into India.

**c. 1250 BC**  
Hinduism begins to develop in India.



**c. 563 BC**  
Prince Siddhartha Gautama, or the Buddha, is born in northern India.



**c. AD 320**  
Candra Gupta I founds the Gupta Empire.

**1500 BC**

**1000 BC**

**500 BC**

**BC 1 AD**

**AD 500**

**c. 1500 BC**  
The Shang dynasty is established in China.



**334 BC**  
Alexander the Great begins his conquests.



**AD 391** All non-Christian religions are banned in the Roman Empire.

# Reading Social Studies

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

**Focus on Themes** This chapter outlines and describes the development of India. You will read about India's first civilization, the Harappan civilization, so advanced that the people had indoor bathrooms and their own writing system. You will also learn about

the **society and culture** that restricted who Indian people could talk with or marry. Finally, you will read about the **religions** and empires that united India and about the art and literature that Indians created.

## Inferences about History

**Focus on Reading** What's the difference between a good guess and a weak guess? A good guess is an educated guess. In other words, the guess is based on some knowledge or information. That's what an **inference** is, an educated guess.

**Making Inferences About What You Read** Making inferences is similar to drawing conclusions. You use almost the same process to make an inference: combine information from your reading—what's "inside the text"—with what you already know—what's "outside the text"—and make an educated guess about what it all means. Once you have made several inferences, you may be able to draw a conclusion that ties them all together.

### Steps for Making Inferences

1. Ask a question.
2. Note information "inside the Text."
3. Note information "outside the Text."
4. Use both sets of information to make an educated guess, or inference.

### Question: Why did Aryan priests have rules for performing sacrifices?

Inside the Text	Outside the Text
Sacred texts tell how to perform sacrifices.	Other religions have duties only priests can perform.
Priests sacrificed animals in fire.	Many ancient societies believed sacrifices helped keep the gods happy.
Sacrifices were offered to the gods.	

**Inference:** The Aryans believed that performing a sacrifice incorrectly might anger the gods.

## You Try It!

The following passage is from the chapter you are about to read. Read the passage and then answer the questions that follow.

### Harappan Achievements

Harappan civilization was very advanced. Most houses had bathrooms with indoor plumbing. Artisans made excellent pottery, jewelry, ivory objects, and cotton clothing. They used high-quality tools and developed a system of weights and measures.

*From  
Chapter 5,  
p. 128*

Harappans also developed India's first writing system. However, scholars have not yet learned to read this language, so we know very little about Harappan society. Historians think that the Harappans had kings and strong central governments, but they aren't sure. As in Egypt, the people may have worshipped the king as a god.

Harappan civilization ended by the early 1700s BC, but no one is sure why.

Answer the following questions to make inferences about Harappan society.

1. Do you think the Harappan language was closely related to the languages spoken in India today? Consider the information inside the text and things you have learned outside the text to make an inference about the Harappan language.
4. What have you just learned about Harappan achievements? Think back to other civilizations you have studied that made similar achievements. What allowed those civilizations to make their achievements? From this, what can you infer about earlier Harappan society?

As you read Chapter 5, use the information you find in the text to make inferences about Indian society.

### Chapter 5

#### Section 1

subcontinent (p. 124)  
monsoons (p. 125)  
Sanskrit (p. 129)

#### Section 2

caste system (p. 131)  
Hinduism (p. 133)  
reincarnation (p. 133)  
karma (p. 134)  
Jainism (p. 134)  
nonviolence (p. 135)  
Sikhism, (p. 135)

#### Section 3

fasting (p. 137)  
meditation (p. 137)  
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Buddhism (p. 138)  
nirvana (p. 138)  
missionaries (p. 140)

#### Section 4

Candragupta Maurya (p. 142)  
Asoka (p. 143)  
Candra Gupta II (p. 144)

#### Section 5

metallurgy (p. 150)  
alloys (p. 150)  
Hindu-Arabic numerals  
(p. 150)  
inoculation (p. 150)  
astronomy (p. 151)

### Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

establish (p. 144)  
process (p. 150)

# Geography and Early India

## What You Will Learn...

### Main Ideas

1. The geography of India includes high mountains, great rivers, and heavy seasonal rain.
2. Harappan civilization developed along the Indus River.
3. The Aryan migration to India changed the region's civilization.

### The Big Idea

Indian civilization first developed on the Indus River.

### Key Terms

subcontinent, p. 124

monsoons, p. 125

Sanskrit, p. 129



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TAKING NOTES

Use the graphic organizer online to take notes on India's geography and its two earliest civilizations, the Harappan and Aryan civilizations.

## If YOU were there...

Your people are nomadic herders in southern Asia about 1200 BC. You live in a river valley with plenty of water and grass for your cattle. Besides looking after cattle, you spend time learning songs and myths from the village elders. They say these words hold your people's history. One day, it will be your duty to teach them to your own children.

## Why is it important to pass on these words?

**BUILDING BACKGROUND** Like Mesopotamia and Egypt, India was home to one of the world's first civilizations. Like other early civilizations, the one in India grew up in a river valley. But the society that eventually developed in India was very different from the ones that developed elsewhere.

## Geography of India

Look at a map of Asia in the atlas of this book. Do you see the large, roughly triangular landmass that juts out from the center of the southern part of the continent? That is India. It was the location of one of the world's earliest civilizations.

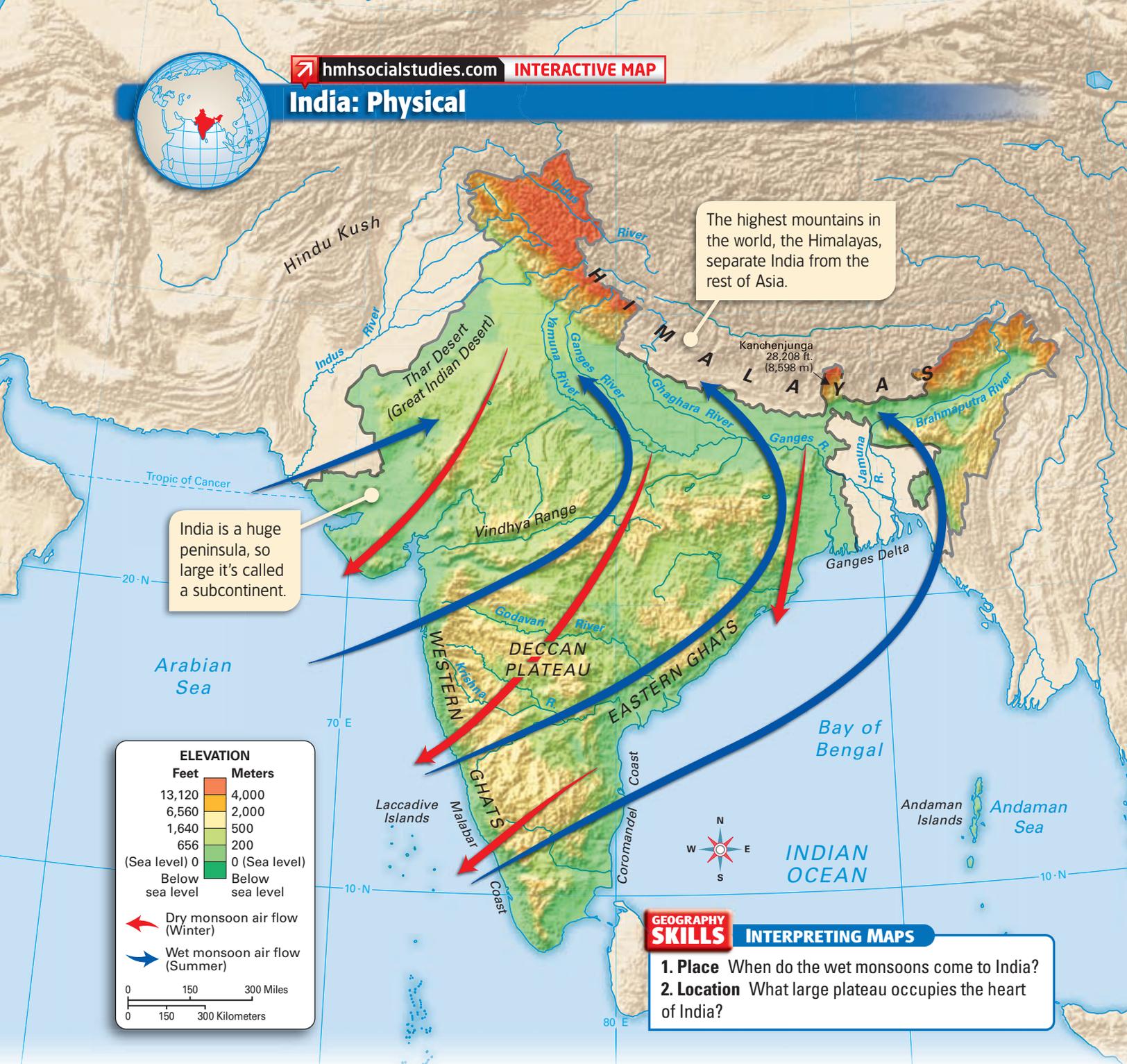
## Landforms and Rivers

India is huge. In fact, it is so big that many geographers call it a subcontinent. A **subcontinent** is a large landmass that is smaller than a continent. Subcontinents are usually separated from the rest of their continents by physical features. If you look at the map on the next page, for example, you can see that mountains largely separate India from the rest of Asia.

Among the mountains of northern India are the Himalayas, the highest mountains in the world. To the west are the Hindu Kush. Though these mountains made it hard to enter India, invaders have historically found a few paths through them.



# India: Physical



The highest mountains in the world, the Himalayas, separate India from the rest of Asia.

India is a huge peninsula, so large it's called a subcontinent.

ELEVATION	
Feet	Meters
13,120	4,000
6,560	2,000
1,640	500
656	200
(Sea level) 0	0 (Sea level)
Below sea level	Below sea level

← Dry monsoon air flow (Winter)  
→ Wet monsoon air flow (Summer)

0 150 300 Miles  
 0 150 300 Kilometers

**GEOGRAPHY SKILLS** INTERPRETING MAPS

- Place** When do the wet monsoons come to India?
- Location** What large plateau occupies the heart of India?

To the west of the Himalayas is a vast desert. Much of the rest of India is covered by fertile plains and rugged plateaus.

Several major rivers flow out of the Himalayas. The valley of one of them, the Indus, was the location of India's first civilization. The Indus is located in present-day Pakistan, west of India. When heavy snows in the Himalayas melted, the Indus

flooded. As in Mesopotamia and Egypt, the flooding left behind a layer of fertile silt. The silt created ideal farmland for early settlers.

## Climate

Most of India has a hot and humid climate. This climate is heavily influenced by India's **monsoons**, seasonal wind patterns that cause wet and dry seasons.

In the summer, monsoon winds blow into India from the Indian Ocean, bringing heavy rains that can cause terrible floods. Some parts of India receive as much as 100 or even 200 inches of rain during this time. In the winter, winds blow down from the mountains. This forces moisture out of India and creates warm, dry winters.

**READING CHECK** Drawing Conclusions

How do you think monsoons affected settlement in India?

## Harappan Civilization

Historians call the civilization that grew up in the Indus River Valley the Harappan (huh-RA-puhn) civilization. In addition, many Harappan settlements were found along the Sarasvati River, located southeast of the Indus.

Like other ancient societies you have studied, the Harappan civilization grew as irrigation and agriculture improved. As farmers began to produce surpluses of food, towns and cities appeared in India.

### History Close-up

## Life in Mohenjo Daro

Mohenjo Daro was one of the two major cities of the Harappan civilization. Located next to the Indus River in what is now Pakistan, the city probably covered one square mile. The people who lived in the city enjoyed some of the most advanced comforts of their time, including indoor plumbing.



Harappan merchants used a standard set of weights to measure goods such as precious stones.

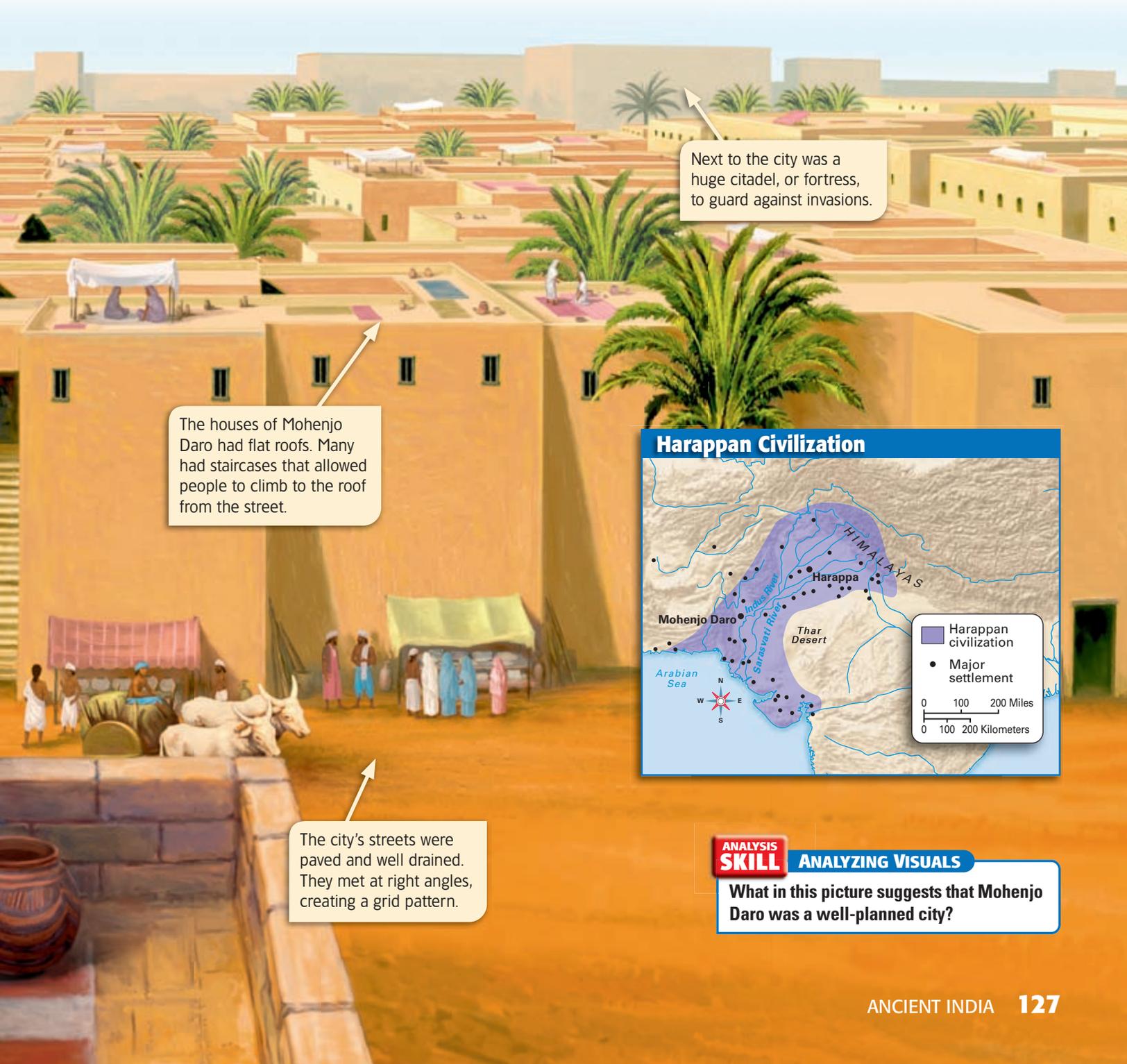
## India's First Cities

The Harappan civilization was named after the modern city of Harappa (huh-RA-puh), Pakistan. It was near this city that ruins of the civilization were first discovered. From studying these ruins, archaeologists think that the civilization thrived between 2300 and 1700 BC.

The greatest sources of information we have about Harappan civilization are the ruins of two large cities, Harappa and

Mohenjo Daro (mo-HEN-joh DAR-oh). The two cities lay on the Indus more than 300 miles apart but were remarkably similar.

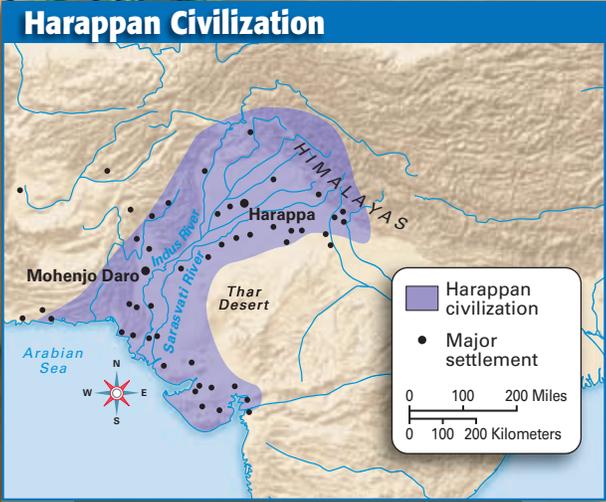
Both Harappa and Mohenjo Daro were well planned. Each stood near a towering fortress. From these fortresses, defenders could look down on the cities' brick streets, which crossed at right angles and were lined with storehouses, workshops, market stalls, and houses. In addition, both cities had many public wells.



Next to the city was a huge citadel, or fortress, to guard against invasions.

The houses of Mohenjo Daro had flat roofs. Many had staircases that allowed people to climb to the roof from the street.

The city's streets were paved and well drained. They met at right angles, creating a grid pattern.



### ANALYSIS SKILL ANALYZING VISUALS

What in this picture suggests that Mohenjo Daro was a well-planned city?

## Harappan Achievements

Harappan civilization was very advanced. Most houses had bathrooms with indoor plumbing. Artisans made excellent pottery, jewelry, ivory objects, and cotton clothing. They used high-quality tools and developed a system of weights and measures.

Harappans also developed India's first writing system. However, scholars have not yet learned to read this language, so we know very little about Harappan society. Historians think that the Harappans had kings and strong central governments, but they aren't sure. As in Egypt, the people may have worshipped the king as a god.

Harappan civilization ended by the early 1700s BC, but no one is sure why. Perhaps invaders destroyed the cities or natural disasters, like floods or earthquakes, caused the civilization to collapse.

**READING CHECK** Analyzing Why don't we know much about Harappan civilization?

## Aryan Migration

Not long after the Harappan civilization crumbled, a new group arrived in the Indus Valley. They were called the Aryans (AIR-ee-uhnz). They were originally from the area around the Caspian Sea in Central Asia. Over time, however, they became the dominant group in India.

### Arrival and Spread

The Aryans first arrived in India in the 2000s BC. Historians and archaeologists believe that the Aryans crossed into India through mountain passes in the northwest. Over many centuries, they spread east and south into central India. From there they moved even farther east into the Ganges River Valley.

Much of what we know about Aryan society comes from religious writings known as the Vedas (VAY-duhs). These are collections of poems, hymns, myths, and rituals that were written by Aryan priests. You will read more about the Vedas later in this chapter.

### Government and Society

As nomads, the Aryans took along their herds of animals as they moved. But over time, they settled in villages and began to farm. Unlike the Harappans, they did not build big cities.

The Aryan political system was also different from the Harappan system. The Aryans lived in small communities, based mostly on family ties. No single ruling authority existed. Instead, each group had its own leader, often a skilled warrior.

Aryan villages were governed by rajas (RAH-juhzh). A raja was a leader who ruled a village and the land around it. Villagers farmed some of this land for the raja. They used other sections as pastures for their cows, horses, sheep, and goats.

## Harappan Art

Like other ancient peoples, the Harappans made small seals like the one below that were used to stamp goods. They also used clay pots like the one at right as burial urns.



Although many rajas were related, they didn't always get along. Sometimes rajas joined forces before fighting a common enemy. Other times, however, rajas went to war against each other. In fact, Aryan groups fought each other nearly as often as they fought outsiders.

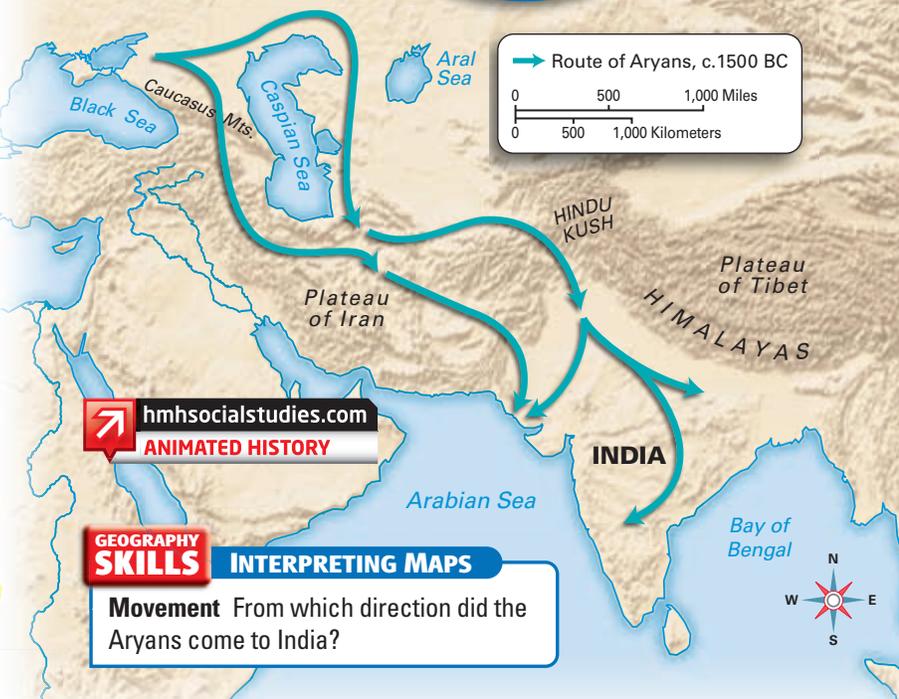
## Language

The first Aryan settlers did not read or write. Because of this, they had to memorize the poems and hymns that were important in their culture, such as the Vedas. If people forgot these poems and hymns, the works would be lost forever.

The language in which these Aryan poems and hymns were composed was **Sanskrit**, the most important language of ancient India. At first, Sanskrit was only a spoken language. Eventually, however, people figured out how to write it down so they could keep records. These Sanskrit records are a major source of information about Aryan society. Sanskrit is no longer spoken today, but it is the root of many modern South Asian languages.

**READING CHECK Identifying** What source provides much of the information we have about the Aryans?

## Aryan Migrations



**SUMMARY AND PREVIEW** The earliest civilizations in India were centered in the Indus Valley. First the Harappans and then the Aryans lived in this fertile valley. In the next section, you will learn about a new religion that developed in the Indus Valley after the Aryans settled there—Hinduism.

### THE IMPACT TODAY

Hindi, the most widely spoken Indian language, is based on Sanskrit.

## Section 1 Assessment

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**ONLINE QUIZ**

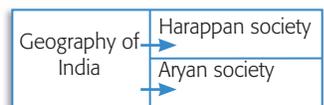
### Reviewing Ideas, Terms, and People

- Define** What are **monsoons**?
  - Contrast** How does northern India differ from the rest of the region?
  - Elaborate** Why is India called a **subcontinent**?
- Recall** Where did Harappan civilization develop?
  - Analyze** What is one reason that scholars do not completely understand some important parts of Harappan society?
- Identify** Who were the Aryans?
  - Contrast** How was Aryan society different from Harappan society?

### Critical Thinking

#### 4. Drawing Conclusions

Using your notes, draw conclusions about the effect of geography on Indian society. Record your conclusions in a diagram like this one.



### FOCUS ON WRITING

#### 5. Illustrating Geography and Early Civilizations

This section described two possible topics for your poster: geography and early civilizations. Which of them is more interesting to you? Write down some ideas for a poster about your chosen topic.

## What You Will Learn...

## Main Ideas

1. Indian society divided into distinct groups under the Aryans.
2. The Aryans practiced a religion known as Brahmanism.
3. Hinduism developed out of Brahmanism and influences from other cultures.
4. A few groups reacted to Hinduism by breaking away to form their own religions.

## The Big Idea

Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices.

## Key Terms

caste system, p. 131

Hinduism, p. 133

reincarnation, p. 133

karma, p. 134

Jainism, p. 134

nonviolence, p. 135

Sikhism, p. 135



Use the graphic organizer online to take notes on Hinduism. Pay attention to the religion's origins, its teachings, and other religions that developed alongside it.

# Origins of Hinduism

## If YOU were there...

Your family are skillful weavers who make beautiful cotton cloth. You belong to the class in Aryan society who are traders, farmers, and craftspeople. Often the raja of your town leads the warriors into battle. You admire their bravery but know you can never be one of them. To be an Aryan warrior, you must be born into that noble class. Instead, you have your own duty to carry out.

## How do you feel about remaining a weaver?

**BUILDING BACKGROUND** As the Aryans moved into India, they developed a strict system of social classes. As the Aryans' influence spread through India, so did their class system. Before long, this class system was a key part of Indian society.

## Indian Society Divides

As Aryan society became more complex, their society became divided into groups. For the most part, these groups were organized by people's occupations. Strict rules developed about how people of different groups could interact. As time passed, these rules became stricter and became central to Indian society.

## The Varnas

According to the Vedas, there were four main *varnas*, or social divisions, in Aryan society. These *varnas* were:

- Brahmins (BRAH-muhns), or priests,
- Kshatriyas (KSHA-tree-uhs), or rulers and warriors,
- Vaisyas (VYSH-yuhs), or farmers, craftspeople, and traders, and
- Sudras (SOO-drahs), or laborers and non-Aryans.

The Brahmins were seen as the highest ranking because they performed rituals for the gods. This gave the Brahmins great influence over the other *varnas*.

## The Caste System

As the rules of interaction between *varnas* got stricter, the Aryan social order became more complex. In time, each of the four *varnas* in Aryan society was further divided into many castes, or groups. This **caste system** divided Indian society into groups based on a person's birth, wealth, or occupation. At one time, some 3,000 separate castes existed in India.

The caste to which a person belonged determined his or her place in society. However, this ordering was by no means permanent. Over time, individual castes gained or lost favor in society as caste members gained wealth or power. On rare occasions, people could change caste.

Both men and women belonged to castes. Early in the Aryan period, women had most of the same rights as men. They could, for example, own property and receive an education. Over time, however, laws were passed to limit these rights.

By the late Aryan period, a segment of early Indian society had developed that did not belong to any caste. This group was called the untouchables. They could hold only certain, often unpleasant, jobs.

## Caste Rules

To keep their classes distinct, the Aryans developed sutras, or guides, which listed all the rules for the caste system. For example, people were not allowed to marry anyone from a different class. It was even forbidden for people from one class to eat with people from another. People who broke the caste rules could be banned from their homes and their castes, which would make them untouchables. Because of these rules, people spent almost all of their time with others in their same class.

**READING CHECK** Drawing Inferences How did a person become a member of a caste?

## The Varnas

QUICK  
FACTS



**Brahmins**  
Brahmins were India's priests and were seen as the highest *varna*.



**Kshatriyas**  
Kshatriyas were rulers and warriors.



**Vaisyas**  
Vaisyas were farmers, craftspeople, and traders.



**Sudras**  
Sudras were workers and servants.

ANALYSIS  
SKILL

ANALYZING VISUALS

Why do you think priests were at the top of Indian society?

## Hindu Gods and Beliefs

Hindus believe in many gods, but they believe that all the gods are aspects of a single universal spirit called Brahman. Three aspects of Brahman are particularly important in Hinduism—Brahma, Siva, and Vishnu.

### Major Beliefs of Hinduism

#### QUICK FACTS

- A universal spirit called Brahman created the universe and everything in it. Everything in the world is just a part of Brahman.
- Every person has a soul or *atman* that will eventually join with Brahman.
- People's souls are reincarnated many times before they can join with Brahman.
- A person's karma affects how he or she will be reincarnated.



The god Brahma represents the creator aspect of Brahman. His four faces symbolize the four Vedas.

## Brahmanism

Religion had been an important part of Aryan life even before the Aryans moved to India. Eventually, in India, religion took on even more meaning. Because Aryan priests were called Brahmins, their religion is often called Brahmanism.

## The Vedas

Aryan religion was based on the Vedas. There are four Vedas, each containing sacred hymns and poems. The oldest of the Vedas, the *Rigveda*, was probably written before 1000 BC. It includes hymns of praise to many gods. This passage, for example, is the opening of a hymn praising Indra, a god of the sky and war.

“The one who is first and possessed of wisdom when born; the god who strove to protect the gods with strength; the one before whose force the two worlds were afraid because of the greatness of his virility [power]: he, O people, is Indra.”

—from the *Rigveda*, in *Reading about the World, Volume 1*, edited by Paul Briens, et al

## Later Vedic Texts

Over the centuries, Aryan Brahmins wrote down their thoughts about the Vedas. In time these thoughts were compiled into collections called Vedic texts.

One collection of Vedic texts describes Aryan religious rituals. For example, it describes how sacrifices should be performed. Priests placed animals, food, or drinks to be sacrificed in a fire. The Aryans believed that the fire would carry these offerings to the gods.

A second collection of Vedic texts describes secret rituals that only certain people could perform. In fact, the rituals were so secret that they had to be done in the forest, far from other people.

The final group of Vedic texts are the Upanishads (OO-PAHN-ee-shads), most of which were written by about 600 BC. These writings are reflections on the Vedas by religious students and teachers.

**READING CHECK** Finding Main Ideas What are the Vedic texts?



Siva, the destroyer aspect of Brahman, is usually shown with four arms and three eyes. Here he is shown dancing on the back of a demon he has defeated.



Vishnu is the preserver aspect of Brahman. In his four arms, he carries a conch shell, a mace, and a discus, symbols of his power and greatness.

## Hinduism Develops

The Vedas, the Upanishads, and the other Vedic texts remained the basis of Indian religion for centuries. Eventually, however, the ideas of these sacred texts began to blend with ideas from other cultures. People from Persia and other kingdoms in Central Asia, for example, brought their ideas to India. In time, this blending of ideas created a religion called **Hinduism**, the largest religion in India today.

### Hindu Beliefs

The Hindus believe in many gods. Among them are three major gods: Brahma the Creator, Siva the Destroyer, and Vishnu the Preserver. At the same time, however, Hindus believe that each god is part of a single universal spirit called Brahman. They believe that Brahman created the world and preserves it. Gods like Brahma, Siva, and Vishnu represent different aspects of Brahman. In fact, Hindus believe that everything in the world is part of Brahman.

### Life and Rebirth

According to Hindu teachings, everyone has a soul, or *atman*, inside them. This soul holds the person's personality, the qualities that make them who they are. Hindus believe that a person's ultimate goal should be to reunite that soul with Brahman, the universal spirit.

Hindus believe that their souls will eventually join Brahman because the world we live in is an illusion. Brahman is the only reality. The Upanishads taught that people must try to see through the illusion of the world. Since it is hard to see through illusions, it can take several lifetimes. That is why Hindus believe that souls are born and reborn many times, each time in a new body. This process of rebirth is called **reincarnation**.

### Hinduism and the Caste System

According to the traditional Hindu view of reincarnation, a person who has died is reborn in a new physical form.

#### THE IMPACT TODAY

More than 800 million people in India practice Hinduism today.

The type of form depends upon his or her **karma**, the effects that good or bad actions have on a person's soul. Evil actions will build bad karma. A person with bad karma will be born into a lower caste or life form.

In contrast, good actions build good karma. People with good karma are born into a higher caste in their next lives. In time, good karma will bring salvation, or freedom from life's worries and the cycle of rebirth. This salvation is called *moksha*.

Hinduism taught that each person had a *dharma*, or set of spiritual duties, to fulfill. Fulfilling one's *dharma* required accepting one's station in life. By teaching people to accept their stations, Hinduism helped preserve the caste system.

**READING CHECK** Summarizing What determined how a person would be reborn?

## Groups React to Hinduism

Although Hinduism was widely followed in India, not everyone agreed with its beliefs. Some unsatisfied people and groups looked for new religious ideas. Two such groups were the Jains (JYNZ), believers in a religion called Jainism (JY-niz-uhm), and the Sikhs (SEEKS), believers in Sikhism (SEEK-iz-uhm).

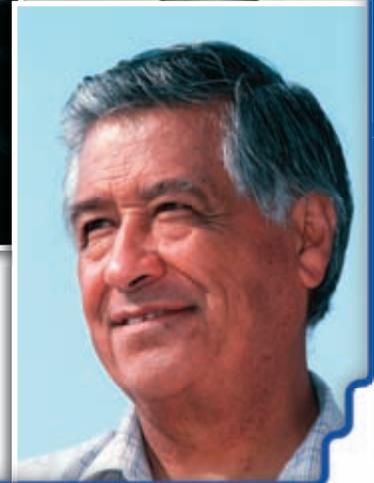
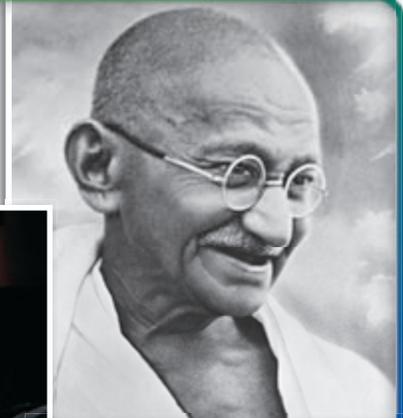
### Jainism

**Jainism** is based on the teachings of a man named Mahavira, who is believed to have been born around 599 BC. Mahavira was raised as a Hindu. As an adult, however, he thought Hinduism put too much emphasis on rituals. Instead of ritual, his teachings emphasize four basic principles: injure no life, tell the truth, do not steal, and own

## LINKING TO TODAY

### Nonviolence

In modern times, nonviolence has been a powerful tool for social protest. Mohandas Gandhi led a long nonviolent struggle against British rule in India. This movement helped India win its independence in 1947. About 10 years later, Martin Luther King Jr. adopted Gandhi's nonviolent methods in his struggle to win civil rights for African Americans. Then, in the 1960s, Cesar Chavez organized a campaign of nonviolence to protest the treatment of farm workers in California. These three leaders proved that people can bring about social change without using violence. As Chavez once explained, "Nonviolence is not inaction. It is not for the timid or the weak. It is hard work. It is the patience to win."



Mohandas Gandhi (top), Martin Luther King Jr. (above), and Cesar Chavez (right)

### ANALYSIS SKILL ANALYZING INFORMATION

How did these three leaders prove that nonviolence is a powerful tool for social change?

no property. In their efforts not to injure anyone or anything, the Jains practice **nonviolence, or the avoidance of violent actions**. The Sanskrit word for this nonviolence is *ahimsa* (uh-HIM-sah). Many Hindus also practice *ahimsa*.

The Jains' emphasis on nonviolence comes from their belief that everything is alive and part of the cycle of rebirth. Jains are very serious about not injuring or killing any creature—humans, animals, insects, or even plants. They do not believe in animal sacrifice, unlike the ancient Brahmins. Because they don't want to hurt living creatures, Jains are vegetarians. They do not eat any food that comes from animals.

## Sikhism

Founded centuries later than Jainism, **Sikhism** has its roots in the teachings of the Guru Nanak, who lived in the AD 1400s. The title *guru* is Sanskrit for "teacher." Like Mahavira, Nanak was raised a Hindu but grew dissatisfied with the religion's teachings. He began to travel and came into contact with many other religions, including Islam. His teachings blended ideas from Hinduism with ideas from Islam and other religions. Over time, these teachings were explained and expanded by nine other gurus.

Sikhism is monotheistic. Sikhs believe in only one God, who has no physical form but can be sensed in the creation. For Sikhs, the ultimate goal is to be reunited with God after death. To achieve this goal, one must meditate to find spiritual enlightenment. Because they believe that achieving enlightenment may take several lifetimes, Sikhs also believe in reincarnation. Sikhism teaches that people should live truthfully and treat all people equally, regardless of gender, social class, or any other factor.

Sikhs pray several times each day. They are expected to wear five items at all times as signs of their religion: long hair, a small comb, a steel bracelet, a sword, and a special undergarment. In addition, all Sikh men wear turbans, as do many women.

### READING CHECK Finding Main Ideas

What are two religions that developed out of Hinduism?

**SUMMARY AND PREVIEW** You have learned about three religions that developed in India—Hinduism, Jainism, and Sikhism. In Section 3, you will learn about another religion that began there—Buddhism.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What is the **caste system**?  
**b. Explain** Why did strict caste rules develop?
- a. Identify** What does the *Rigveda* include?  
**b. Analyze** What role did sacrifice play in Aryan society?
- a. Define** What is **karma**?  
**b. Sequence** How did Brahmanism develop into **Hinduism**?  
**c. Elaborate** How does Hinduism reinforce followers' willingness to remain within their castes?
- a. Recall** What are the four main teachings of **Jainism**?  
**b. Draw Conclusions** How do you think Guru Nanak's travels influenced the development of **Sikhism**?

### Critical Thinking

- Analyzing Causes**

Draw a graphic organizer like this one. Using your notes,



explain how Hinduism developed from Brahmanism, and how Jainism and Sikhism developed from Hinduism.

### FOCUS ON WRITING

- Illustrating Hinduism** Now you have a new possible topic for your poster. How might you explain a complex religion like Hinduism?

## What You Will Learn...

## Main Ideas

1. Siddhartha Gautama searched for wisdom in many ways.
2. The teachings of Buddhism deal with finding peace.
3. Buddhism spread far from where it began in India.

## The Big Idea

Buddhism began in India and became a major religion.

## Key Terms and People

fasting, *p. 137*  
 meditation, *p. 137*  
 the Buddha, *p. 137*  
 Buddhism, *p. 138*  
 nirvana, *p. 138*  
 missionaries, *p. 140*



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TAKING NOTES

Use the graphic organizer online to take notes on the basic ideas of Buddhism and on Buddhism's spread.

# Origins of Buddhism

## If YOU were there...

You are a trader traveling in northern India in about 520 BC. As you pass through a town, you see a crowd of people sitting silently in the shade of a huge tree. A man sitting at the foot of the tree begins to speak about how one ought to live. His words are like nothing you have heard from the Hindu priests.

**Will you stay to listen? Why or why not?**

**BUILDING BACKGROUND** The Jains were not the only ones to break from Hinduism. In the 500s BC a young Indian prince attracted many people to his teachings about how people should live.

## Siddhartha's Search for Wisdom

In the late 500s BC a restless young man, dissatisfied with the teachings of Hinduism, began to ask his own questions about life and religious matters. In time, he found answers. These answers attracted many followers, and the young man's ideas became the foundation of a major new religion in India.

## The Quest for Answers

The restless young man was Siddhartha Gautama (si-DAHR-tuh GAU-tuh-muh). Born around 563 BC in northern India, near the Himalayas, Siddhartha was a prince who grew up in luxury. Born a Kshatriya, a member of the warrior class, Siddhartha never had to struggle with the problems that many people of his time faced. However, Siddhartha was not satisfied. He felt that something was missing in his life.

Siddhartha looked around him and saw how hard other people had to work and how much they suffered. He saw people grieving for lost loved ones and wondered why there was so much pain in the world. As a result, Siddhartha began to ask questions about the meaning of human life.

## The Great Departure



In this painting, Prince Siddhartha leaves his palace to search for the true meaning of life, an event known as the Great Departure. Special helpers called *ganas* hold his horse's hooves so he won't awaken anyone.

Before Siddhartha reached age 30, he left his home and family to look for answers. His journey took him to many regions in India. Wherever he traveled, he had discussions with priests and people known for their wisdom. Yet no one could give convincing answers to Siddhartha's questions.

### The Buddha Finds Enlightenment

Siddhartha did not give up. Instead, he became even more determined to find the answers he was seeking. For several years, he wandered in search of answers.

Siddhartha wanted to free his mind from daily concerns. For a while, he did not even wash himself. He also started **fasting**, or going without food. He devoted much of his time to **meditation**, the focusing of the mind on spiritual ideas.

According to legend, Siddhartha spent six years wandering throughout India. He eventually came to a place near the town of Gaya, close to the Ganges River. There, he sat down under a tree and meditated.

After seven weeks of deep meditation, he suddenly had the answers that he had been looking for. He realized that human suffering comes from three things:

- wanting what we like but do not have,
- wanting to keep what we like and already have, and
- not wanting what we dislike but have.

Siddhartha spent seven more weeks meditating under the tree, which his followers later named the Tree of Wisdom. He then described his new ideas to five of his former companions. His followers later called this talk the First Sermon.

Siddhartha Gautama was about 35 years old when he found enlightenment under the tree. From that point on, he would be called **the Buddha** (BOO-duh), or the "Enlightened One." The Buddha spent the rest of his life traveling across northern India and teaching people his ideas.

**READING CHECK** Summarizing What did the Buddha conclude about the cause of suffering?

#### THE IMPACT TODAY

Buddhists from all over the world still travel to India to visit the Tree of Wisdom and honor the Buddha.

## Teachings of Buddhism

As he traveled, the Buddha gained many followers, especially among India's merchants and artisans. He even taught his views to a few kings. These followers were the first believers in **Buddhism, a religion based on the teachings of the Buddha.**

The Buddha was raised Hindu, and many of his teachings reflected Hindu ideas. Like Hindus, he believed that people should act morally and treat others well. In one of his sermons, he said:

“Let a man overcome anger by love. Let him overcome the greedy by liberality [giving], the liar by truth. This is called progress in the discipline [training] of the Blessed.”

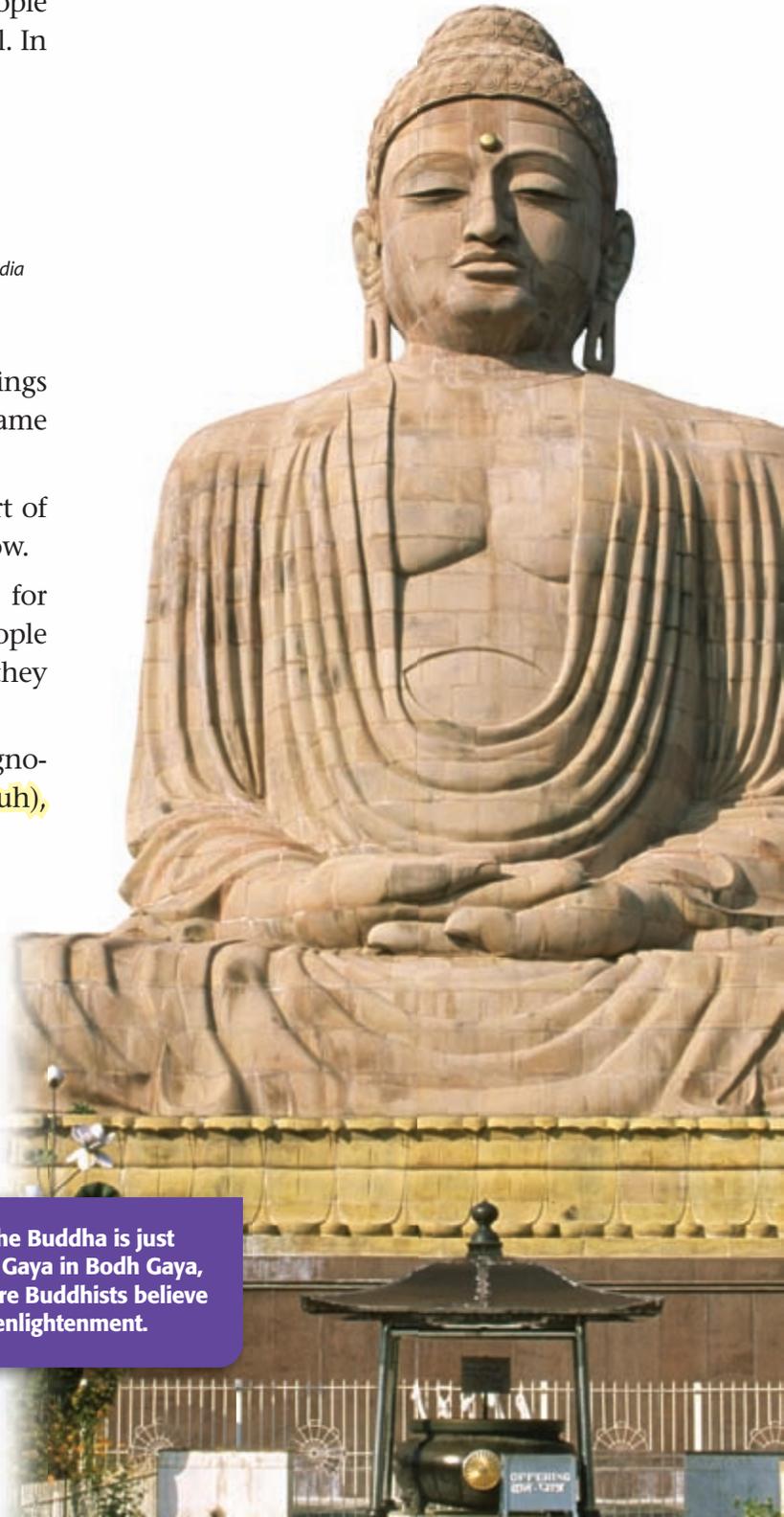
—The Buddha, quoted in *The History of Nations: India*

### Four Noble Truths

At the heart of the Buddha's teachings were four guiding principles. These became known as the Four Noble Truths:

1. Suffering and unhappiness are a part of human life. No one can escape sorrow.
2. Suffering comes from our desires for pleasure and material goods. People cause their own misery because they want things they cannot have.
3. People can overcome desire and ignorance and reach **nirvana (nir-VAH-nuh), a state of perfect peace.** Reaching nirvana frees the soul from suffering and from the need for further reincarnation.
4. People can overcome ignorance and desire by following an eight-fold path that leads to wisdom, enlightenment, and salvation.

The chart on the next page shows the steps in the Eightfold Path. The Buddha believed that this path was a middle way between human desires and denying oneself any pleasure. He believed that people should overcome their desire for material goods. They should, however, be reasonable, and not starve their bodies or cause themselves unnecessary pain.



This giant statue of the Buddha is just south of the town of Gaya in Bodhi Gaya, India—the place where Buddhists believe Siddhartha reached enlightenment.

## The Eightfold Path

QUICK  
FACTS



- 1 Right Thought**  
Believe in the nature of existence as suffering and in the Four Noble Truths.



- 2 Right Intent**  
Incline toward goodness and kindness.



- 3 Right Speech**  
Avoid lies and gossip.



- 4 Right Action**  
Don't steal from or harm others.



- 5 Right Livelihood**  
Reject work that hurts others.



- 6 Right Effort**  
Prevent evil and do good.



- 7 Right Mindfulness**  
Control your feelings and thoughts.



- 8 Right Concentration**  
Practice proper meditation.

## Challenging Hindu Ideas

Some of the Buddha's teachings challenged traditional Hindu ideas. For example, the Buddha rejected many of the ideas contained in the Vedas, such as animal sacrifice. He told people that they did not have to follow these texts.

The Buddha challenged the authority of the Hindu priests, the Brahmins. He did not believe that they or their rituals were necessary for enlightenment. Instead, he taught that it was the responsibility of each individual to work for his or her own salvation. Priests could not help them. However, the Buddha did not reject the Hindu teaching of reincarnation. He taught that people who failed to reach nirvana would have to be reborn time and time again until they achieved it.

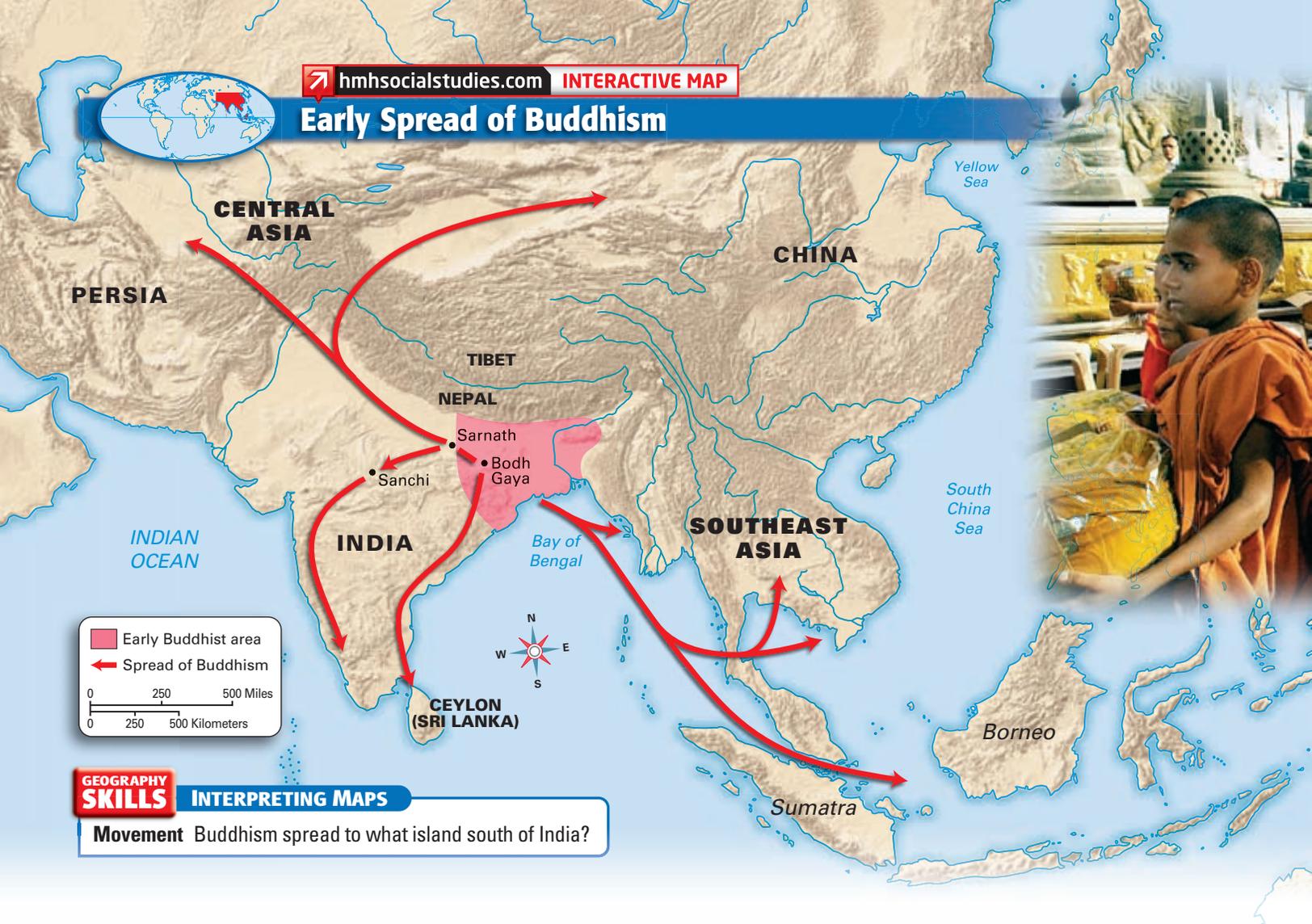
The Buddha was opposed to the caste system. He didn't think that people should be confined to a particular place in society. Everyone who followed the Eightfold Path properly, he said, would achieve nirvana. It didn't matter what *varna* or caste they had belonged to in life as long as they lived the way they should.

The Buddha's opposition to the caste system won him support from the masses. Many of India's herdsmen, farmers, artisans, and untouchables liked hearing that their low social rank would not be a barrier to enlightenment. Unlike Hinduism, Buddhism made them feel that they had the power to change their lives.

The Buddha also gained followers among the higher classes. Many rich and powerful Indians welcomed his ideas about avoiding extreme behavior while seeking salvation. By the time of his death around 483 BC, the Buddha's influence was spreading rapidly throughout India.

**READING CHECK** **Comparing** How did Buddha's teachings agree with Hinduism?

## Early Spread of Buddhism



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Movement** Buddhism spread to what island south of India?

## Buddhism Spreads

Buddhism continued to attract followers after the Buddha's death. After spreading through India, the religion began to spread to other areas as well.

### Buddhism Spreads in India

According to Buddhist tradition, 500 of the Buddha's followers gathered together shortly after he died. They wanted to make sure that the Buddha's teachings were remembered correctly.

In the years after this council, the Buddha's followers spread his teachings throughout India. The ideas spread very quickly, because Buddhist teachings were popular and easy to understand. Within 200 years of the Buddha's death, his teachings had spread through most of India.

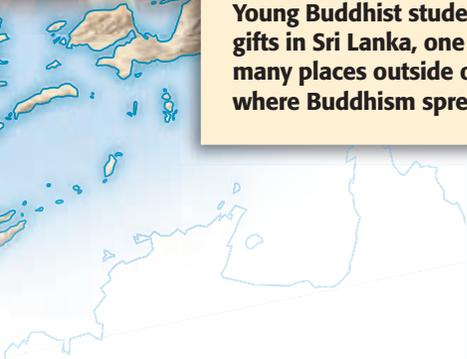
### Buddhism Spreads Beyond India

The spread of Buddhism increased after one of the most powerful kings in India, Asoka, became Buddhist in the 200s BC. Once he converted, he built Buddhist temples and schools throughout India. More importantly, though, he worked to spread Buddhism into areas outside of India. You will learn more about Asoka and his accomplishments in the next section.

Asoka sent Buddhist **missionaries, or people who work to spread their religious beliefs**, to other kingdoms in Asia. One group of these missionaries sailed to the island of Sri Lanka around 251 BC. Others followed trade routes east to what is now Myanmar and to other parts of Southeast Asia. Missionaries also went north to areas near the Himalayas.



Young Buddhist students carry gifts in Sri Lanka, one of the many places outside of India where Buddhism spread.



Missionaries also introduced Buddhism to lands west of India. They founded Buddhist communities in Central Asia and Persia. They even taught about Buddhism as far away as Syria and Egypt.

Buddhism continued to grow over the centuries. Eventually it spread via the Silk Road into China, then Korea and Japan. Through their work, missionaries taught Buddhism to millions of people.

### A Split within Buddhism

Even as Buddhism spread through Asia, however, it began to change. Not all Buddhists could agree on their beliefs and practices. Eventually disagreements between Buddhists led to a split within the religion. Two major branches of Buddhism were created—Theravada and Mahayana.

Members of the Theravada branch tried to follow the Buddha's teachings exactly as he had stated them. Mahayana Buddhists, though, believed that other people could interpret the Buddha's teachings to help people reach nirvana. Both branches have millions of believers today, but Mahayana is by far the larger branch.

**READING CHECK Sequencing** How did Buddhism spread from India to other parts of Asia?

**SUMMARY AND PREVIEW** Buddhism, one of India's major religions, grew more popular once it was adopted by rulers of India's great empires. You will learn more about those empires in the next section.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** Who was the **Buddha**, and what does the term *Buddha* mean?

**b. Summarize** How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom?
- a. Identify** What is **nirvana**?

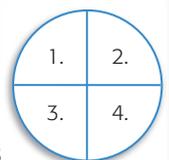
**b. Contrast** How are Buddhist teachings different from Hindu teachings?

**c. Elaborate** Why do Buddhists believe that following the Eightfold Path leads to a better life?
- a. Describe** Into what lands did **Buddhism** spread?

**b. Summarize** What role did **missionaries** play in spreading Buddhism?

### Critical Thinking

- Finding Main Ideas** Draw a diagram like this one. Use it and your notes to identify and describe Buddhism's Four Noble Truths. Write a sentence explaining how these Truths are central to Buddhism.



### FOCUS ON WRITING

- Considering Indian Religions** Look back over what you've just read and the notes you took about Hinduism earlier. Perhaps you will want to focus your poster on ancient India's two major religions. Think about how you could design a poster around this theme.

# Indian Empires

## What You Will Learn...

### Main Ideas

1. The Mauryan Empire unified most of India.
2. Gupta rulers promoted Hinduism in their empire.

### The Big Idea

The Mauryas and the Guptas built great empires in India.

### Key People

Candragupta Maurya, p. 142

Asoka, p. 143

Candra Gupta II, p. 144



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TAKING NOTES

Use the graphic organizer online to take notes about the rise and fall of ancient India's two greatest empires.

## If YOU were there...

You are a merchant in India in about 240 BC. You travel from town to town on your donkey, carrying bolts of colorful cloth. In the heat of summer, you are grateful for the banyan trees along the road. They shelter you from the blazing sun. You stop at wells for cool drinks of water and rest houses for a break in your journey. You know these are all the work of your king, Asoka.

## How do you feel about your king?

**BUILDING BACKGROUND** For centuries after the Aryan invasion, India was divided into small states. Each state had its own ruler and India had no central government. Then, in the 300s BC, a foreign conqueror, Alexander the Great, took over part of northwestern India. His armies soon left, but his influence continued to affect Indian society. Inspired by Alexander's example, a strong leader soon united India for the first time.

## Mauryan Empire Unifies India

In the 320s BC a military leader named **Candragupta Maurya** (kuhn-druh-GOOP-tuh MOUR-yuh) seized control of the entire northern part of India. By doing so, he founded the Mauryan Empire. Mauryan rule lasted for about 150 years.

### The Mauryan Empire

Candragupta Maurya ruled his empire with the help of a complex government. It included a network of spies and a huge army of some 600,000 soldiers. The army also had thousands of war elephants and thousands of chariots. In return for the army's protection, farmers paid a heavy tax to the government.

In 301 BC Candragupta decided to become a Jainist monk. To do so, he had to give up his throne. He passed the throne to his son, who continued to expand the empire. Before long, the Mauryas ruled all of northern India and much of central India as well.



## Asoka

Around 270 BC Candragupta's grandson **Asoka** (uh-SOH-kuh) became king. Asoka was a strong ruler, the strongest of all the Mauryan emperors. He extended Mauryan rule over most of India. In conquering other kingdoms, Asoka made his own empire both stronger and richer.

For many years, Asoka watched his armies fight bloody battles against other peoples. A few years into his rule, however, Asoka converted to Buddhism. When he did, he swore that he would not launch any more wars of conquest.

After converting to Buddhism, Asoka had the time and resources to improve the lives of his people. He had wells dug and roads built throughout the empire. Along these roads, workers planted shade trees

and built rest houses for weary travelers. He also encouraged the spread of Buddhism in India and the rest of Asia. As you read in the previous section, he sent missionaries to lands all over Asia.

Asoka died in 233 BC, and the empire began to fall apart soon afterward. His sons fought each other for power, and invaders threatened the empire. In 184 BC the last Mauryan king was killed by one of his own generals. India divided into smaller states once again.

### FOCUS ON READING

What can you infer about the religious beliefs of Asoka's sons?

**READING CHECK Finding Main Ideas** How did the Mauryans gain control of most of India?

## Mauryan Empire, c. 320–185 BC



Mauryan troops used war elephants in battle, striking fear in their enemies. As the elephants charged forward into battle, soldiers on top hurled spears at their enemies.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Place** Which cities were part of the Mauryan Empire?

## Gupta Rulers Promote Hinduism

After the collapse of the Mauryan Empire, India remained divided for about 500 years. During that time, Buddhism continued to prosper and spread in India, and so the popularity of Hinduism declined.

### A New Hindu Empire

Eventually, however, a new dynasty was **established** in India. It was the Gupta (GOOP-tuh) dynasty, which took over India around AD 320. Under the Guptas, India was once again united, and it once again became prosperous.

#### ACADEMIC VOCABULARY

**establish** to set up or create



#### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Region** What region of India was not part of the Gupta Empire?

The first Gupta emperor was Candra Gupta I. Although their names are similar, he was not related to Candragupta Maurya. From his base in northern India, Candra Gupta's armies invaded and conquered neighboring lands. Eventually he brought much of the northern part of India under his control.

Candra Gupta was followed as emperor by his son, Samudra Gupta, a brilliant military leader. He continued his father's wars of conquest, fighting battles against many neighboring peoples. Through these wars, Samudra Gupta added more territory to his empire. By the time he died, for example, he had taken control of nearly all of the Ganges River valley.

Indian civilization flourished under the Gupta rulers. These rulers were Hindu, so Hinduism became India's major religion. The Gupta kings built many Hindu temples, some of which became models for later Indian architecture. They also promoted a revival of Hindu writings and worship practices.

Although they were Hindus, the Gupta rulers also supported the religious beliefs of Buddhism and Jainism. They promoted Buddhist art and built Buddhist temples. They also established a university at Nalanda that became one of Asia's greatest centers for Buddhist studies.

### Gupta Society

In 375 Emperor **Candra Gupta II** took the throne in India. Gupta society reached its high point during his rule. Under Candra Gupta II, the empire continued to grow, eventually stretching all the way across northern India. At the same time, the empire's economy strengthened, and people prospered. They created fine works of art and literature. Outsiders admired the empire's wealth and beauty.



**Gupta Art**  
 This Gupta painting of a palace scene shows some of India's different castes. Gupta rulers supported Hinduism and the caste system.

Gupta kings believed the social order of the Hindu caste system would strengthen their rule. They also thought it would keep the empire stable. As a result, the Gupta considered the caste system an important part of Indian society.

Gupta rule remained strong in India until the late 400s. At that time the Huns, a group from Central Asia, invaded India from the northwest. Their fierce attacks drained the Gupta Empire of its power and wealth. As the Hun armies marched farther into India, the Guptas lost hope.

By the middle of the 500s, Gupta rule had ended, and India had divided into small kingdoms yet again.

**READING CHECK** Summarizing What was the Gupta dynasty's position on religion?

**SUMMARY AND PREVIEW** The Mauryas and Guptas united much of India in their empires. Next you will learn about their many achievements.

**Section 4 Assessment** [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**ONLINE QUIZ**

**Reviewing Ideas, Terms, and People**

1. **a. Identify** Who created the Mauryan Empire?  
**b. Summarize** What happened after Asoka became a Buddhist?  
**c. Elaborate** Why do you think many people consider Asoka the greatest of all Mauryan rulers?
2. **a. Recall** What religion did most of the Gupta rulers belong to?  
**b. Compare and Contrast** How were the rulers Candragupta Maurya and Candra Gupta I alike, and how were they different?

**Critical Thinking**

3. **Categorizing**  
 Draw a chart like this one. Fill it with information about India's rulers.

Ruler	Dynasty	Accomplishments

**FOCUS ON WRITING**

4. **Comparing Indian Empires** Another possible topic for your poster would be a comparison of the Mauryan and Gupta empires. Make a chart in your notebook that shows such a comparison.

## Asoka

### How can one decision change a man's entire life?

**When did he live?** before 230 BC

**Where did he live?** Asoka's empire included much of northern and central India.

**What did he do?** After fighting many bloody wars to expand his empire, Asoka gave up violence and converted to Buddhism.

**Why is he important?** Asoka is one of the most respected rulers in Indian history and one of the most important figures in the history of Buddhism. As a devout Buddhist, Asoka worked to spread the Buddha's teachings. In addition to sending missionaries around Asia, he built huge columns carved with Buddhist teachings all over India. Largely through his efforts, Buddhism became one of Asia's main religions.

**Generalizing** How did Asoka's life change after he became Buddhist?

### KEY EVENTS

- **c. 270 BC** Asoka becomes the Mauryan emperor.
- **c. 261 BC** Asoka's empire reaches its greatest size.
- **c. 261 BC** Asoka becomes a Buddhist.
- **c. 251 BC** Asoka begins to send Buddhist missionaries to other parts of Asia.



This Buddhist shrine, located in Sanchi, India, was built by Asoka.



# Indian Achievements

## If YOU were there...

You are a traveler in western India in the 300s. You are visiting a cave temple that is carved into a mountain cliff. Inside the cave it is cool and quiet. Huge columns rise all around you. You don't feel you're alone, for the walls and ceilings are covered with paintings. They are filled with lively scenes and figures. In the center is a large statue with calm, peaceful features.

## How does this cave make you feel?

**BUILDING BACKGROUND** The Mauryan and Gupta empires united most of India politically. During these empires, Indian artists, writers, scholars, and scientists made great advances. Some of their works are still studied and admired today.

## Religious Art

The Indians of the Mauryan and Gupta periods created great works of art, many of them religious. Many of their paintings and sculptures illustrated either Hindu and Buddhist teachings. Magnificent temples—both Hindu and Buddhist—were built all around India. They remain some of the most beautiful buildings in the world today.

## Temples

Early Hindu temples were small stone structures. They had flat roofs and contained only one or two rooms. In the Gupta period, though, temple architecture became more complex. Gupta temples were topped by huge towers and were covered with carvings of the god worshipped inside.

Buddhist temples of the Gupta period are also impressive. Some Buddhists carved entire temples out of mountainsides. The most famous such temple is at Ajanta. Its builders filled the caves with beautiful wall paintings and sculpture.

## What You Will Learn...

### Main Ideas

1. Indian artists created great works of religious art.
2. Sanskrit literature flourished during the Gupta period.
3. The Indians made scientific advances in metalworking, medicine, and other sciences.

### The Big Idea

The people of ancient India made great contributions to the arts and sciences.

### Key Terms

metallurgy, *p. 150*  
alloys, *p. 150*  
Hindu-Arabic numerals, *p. 150*  
inoculation, *p. 150*  
astronomy, *p. 151*



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TAKING NOTES

Use the graphic organizer online to take notes on the achievements of ancient India.

## Temple Architecture



This Hindu temple is covered with incredibly detailed carvings and decorations. Many individual sculptures are images of important Hindu gods, like the statue of Vishnu above.

Another type of Buddhist temple was the stupa. Stupas had domed roofs and were built to house sacred items from the life of the Buddha. Many of them were covered with detailed carvings.

### Paintings and Sculpture

The Gupta period also saw the creation of great works of art, both paintings and statues. Painting was a greatly respected profession, and India was home to many skilled artists. However, we don't know the names of many artists from this period. Instead, we know the names of many rich and powerful members of Gupta society who paid artists to create works of beauty and significance.

Most Indian paintings from the Gupta period are clear and colorful. Some of them show graceful Indians wearing fine jewelry and stylish clothes. Such paintings offer us a glimpse of the Indians' daily and ceremonial lives.

Artists from both of India's major religions, Hinduism and Buddhism, drew on their beliefs to create their works. As a result, many of the finest paintings of ancient India are found in temples. Hindu painters drew hundreds of gods on temple walls and entrances. Buddhists covered the walls and ceilings of temples with scenes from the life of the Buddha.

Indian sculptors also created great works. Many of their statues were made for Buddhist cave temples. In addition to the temples' intricately carved columns, sculptors carved statues of kings and the Buddha. Some of these statues tower over the cave entrances. Hindu temples also featured impressive statues of their gods. In fact, the walls of some temples, such as the one pictured above, were completely covered with carvings and images.

**READING CHECK** Summarizing How did religion influence ancient Indian art?

## Sanskrit Literature

Sanskrit was the main language of the ancient Aryans. During the Mauryan and Gupta periods, many works of Sanskrit literature were created. These works were later translated into many other languages.

### Religious Epics

The greatest of these Sanskrit writings are two religious epics, the *Mahabharata* (muh-HAH-BAH-ruh-tuh) and the *Ramayana* (rah-MAH-yuh-nuh). Still popular in India, the *Mahabharata* is one of the world's longest literary works. It is a story about the struggle between two families for control of a kingdom. Included within the story are many long passages about Hindu beliefs. The most famous is called the *Bhagavad Gita* (BUG-uh-vuhd GEE-tah).

The *Ramayana*, according to Hindu tradition written prior to the *Mahabharata*, tells about a prince named Rama. In truth, the prince was the god Vishnu in human form. He had become human so he could rid the world of demons. He also had to rescue his wife, a princess named Sita. For centuries, the characters of the *Ramayana* have been seen as models for how Indians should behave. For example, Rama is seen as the ideal ruler, and his relationship with Sita as the ideal marriage.

### Other Works

Writers in the Gupta period also created plays, poetry, and other types of literature. One famous writer of this time was Kalidasa (kahl-ee-DAHS-uh). His work was so brilliant that Candra Gupta II hired him to write plays for the royal court.

Sometime before 500, Indian writers also produced a book of stories called the *Panchatantra* (PUHN-chuh-TAHN-truh). The stories in this collection were intended to teach lessons. They praise people for cleverness and quick thinking. Each story ends with a message about winning friends, losing property, waging war, or some other idea. For example, the message below warns listeners to think about what they are doing before they act.

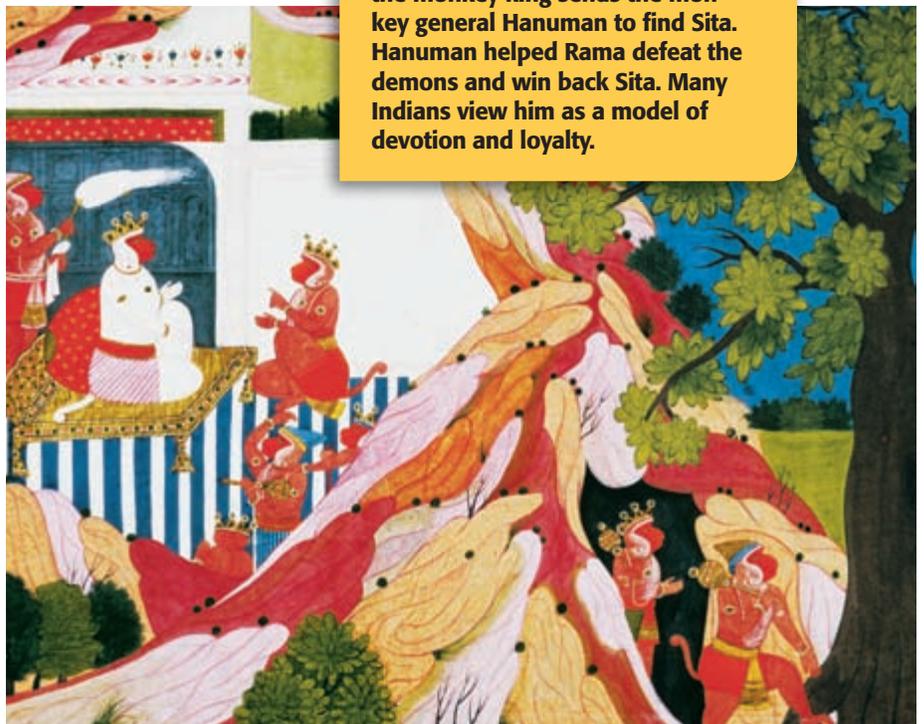
“The good and bad of given schemes  
Wise thought must first reveal:  
The stupid heron saw his chicks  
Provide a mongoose meal.”

—from the *Panchatantra*, translated  
by Arthur William Ryder

Eventually, translations of this collection spread throughout the world. It became popular even as far away as Europe.

**READING CHECK** **Categorizing** What types of literature did writers of ancient India create?

In this illustration of the *Ramayana*, the monkey king sends the monkey general Hanuman to find Sita. Hanuman helped Rama defeat the demons and win back Sita. Many Indians view him as a model of devotion and loyalty.



## Indian Science



### Medicine

In this modern painting, the Indian surgeon Susruta performs surgery on a patient. The ancient Indians had an advanced knowledge of medicine.

### Metalworking

The Indians were expert metalworkers. This gold coin shows the emperor Candragupta II.



## Scientific Advances

Indian achievements were not limited to art, architecture, and literature. Indian scholars also made important advances in metalworking, math, and the sciences.

### Metalworking

The ancient Indians were pioneers of **metallurgy** (MET-uhl-uh-ree), the science of working with metals. Their knowledge allowed them to create high-quality tools and weapons. The Indians also knew **processes** for mixing metals to create **alloys**, mixtures of two or more metals. Alloys are sometimes stronger or easier to work with than pure metals.

Metalworkers made their strongest products out of iron. Indian iron was very hard and pure. These features made the iron a valuable trade item.

During the Gupta dynasty, metalworkers built the famous Iron Pillar near Delhi. Unlike most iron, which rusts easily, this pillar is very resistant to rust. The tall column still attracts crowds of visitors. Scholars study this column even today to learn the Indians' secrets.

### ACADEMIC VOCABULARY

**process** a series of steps by which a task is accomplished

### THE IMPACT TODAY

People still get inoculations against many diseases.

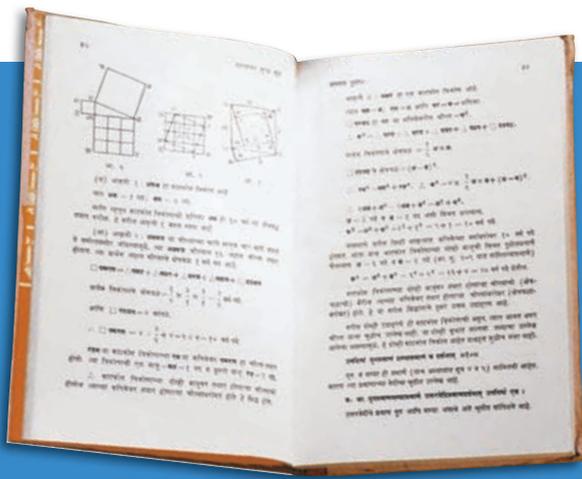
## Mathematics and Other Sciences

Gupta scholars also made advances in math and science. In fact, they were among the most advanced mathematicians of their day. They developed many elements of our modern math system.

The very numbers we use today are called **Hindu-Arabic numerals** because they were created by Indian scholars and brought to Europe by Arabs. The Indians were also the first people to create the zero. Although it may seem like a small thing, modern math wouldn't be possible without the zero.

The ancient Indians were also very skilled in the medical sciences. As early as the AD 100s, doctors were writing their knowledge down in textbooks. Among the skills these books describe is making medicines from plants and minerals.

Besides curing people with medicines, Indian doctors knew how to protect people against disease. The Indians practiced **inoculation** (i-nah-kyuh-LAY-shuhn), or injecting a person with a small dose of a virus to help him or her build up defenses to a disease. By fighting off this small dose, the body learns to protect itself.



### Mathematics

This book is a copy of an ancient one from about AD 500 that summarized Indian knowledge of mathematics. It discussed basic arithmetic, fractions, and a counting system.

### Astronomy

The Gupta made great advances in astronomy, despite their lack of modern devices such as telescopes. They used devices like this one from the 1700s to observe and map the stars.



**ANALYSIS SKILL**

**ANALYZING VISUALS**

What are some areas of science that people studied in ancient India?

For people who were injured, Indian doctors could perform surgery. Surgeons repaired broken bones, treated wounds, removed infected tonsils, reconstructed broken noses, and even reattached torn earlobes! If they could find no other cure for an illness, doctors would cast magic spells to help people recover.

Indian interest in **astronomy**, the study of stars and planets, dates back to early times as well. Indian astronomers knew of seven of the planets in our solar system. They knew that the sun was a star and that the planets revolved around it. They also knew that the earth was a sphere and that it rotated on its axis. In addition, they could predict eclipses of the sun and the moon.

**READING CHECK Finding Main Ideas** What were two Indian achievements in mathematics?

**SUMMARY AND PREVIEW** From a group of cities on the Indus River, India grew into a major empire whose people made great achievements. In the next chapter, you'll read about another civilization that experienced similar growth—China.

## Section 5 Assessment



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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Describe** What did Hindu temples of the Gupta period look like?

**b. Analyze** How can you tell that Indian artists were well respected?

**c. Evaluate** Why do you think Hindu and Buddhist temples contained great works of art?
- a. Identify** What is the *Bhagavad Gita*?

**b. Explain** Why were the stories of the *Panchatantra* written?

**c. Elaborate** Why do you think people are still interested in ancient Sanskrit epics today?
- a. Define** What is **metallurgy**?

**b. Explain** Why do we call the numbers we use today **Hindu-Arabic numerals**?

### Critical Thinking

- 4. Categorizing** Draw a chart like this one. Identify the scientific advances that fall into each category below.

Metallurgy	Math	Medicine	Astronomy

### FOCUS ON WRITING

- 5. Highlighting Indian Achievements** Make a list of Indian achievements that you could include on a poster. Now look back through your notes from this chapter. Which will you choose as the subject of your poster?

# Social Studies Skills

Analysis

Critical Thinking

Economics

Study

## Interpreting Diagrams

### Understand the Skill

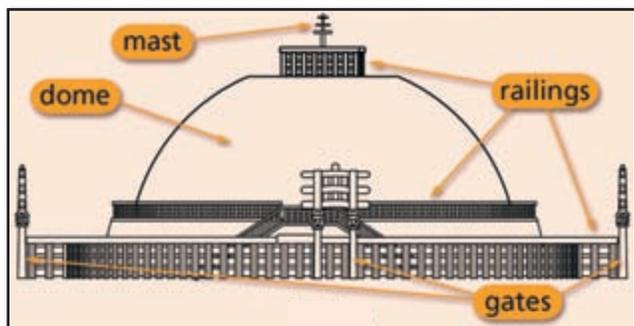
*Diagrams* are drawings that illustrate or explain objects or ideas. Different types of diagrams have different purposes. The ability to interpret diagrams will help you to better understand historical objects, their functions, and how they worked.

### Learn the Skill

Use these guidelines to interpret a diagram:

- 1 Read the diagram's title or caption to find out what it represents. If a legend is present, study it as well to understand any symbols and colors in the diagram.
- 2 Most diagrams include labels that identify the object's parts or explain relationships between them. Study these parts and labels carefully.
- 3 If any written information or explanation accompanies the diagram, compare it to the drawing as you read.

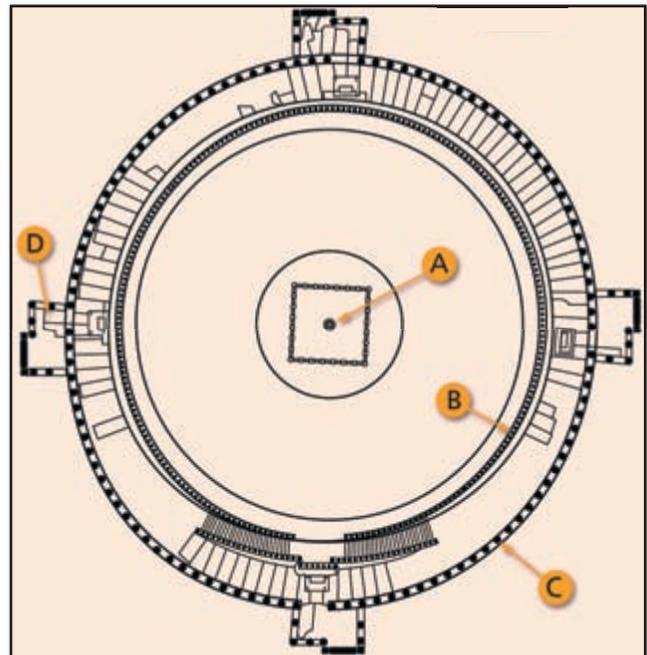
The diagram below is of the Great Stupa at Sanchi in India, which is thought to contain the Buddha's remains. Like most stupas, it was shaped like a dome.



The Sanchi stupa is surrounded by a stone railing with four gates called *torenas*. About halfway up the side of the mound is a second railing next to a walkway. Worshippers move along this walkway in a clockwise direction to honor the Buddha. The stupa is topped by a cube called the *harmika*. Rising from the harmika is a mast or spire. These parts and their shapes all have religious meaning for Buddhists.

### Practice and Apply the Skill

Here is another diagram of the Sanchi stupa. Interpret both diagrams on this page to answer the questions that follow.



1. Which letter in this diagram labels the *torenas*?
2. What part of the stupa does the letter A label?
3. The walkway and railing are labeled by which letter?



### History's Impact

#### ▶ video series

Review the video to answer the focus question: *Who was the historical Buddha, and what are his Four Noble Truths?*

# CHAPTER 5

# Chapter Review

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

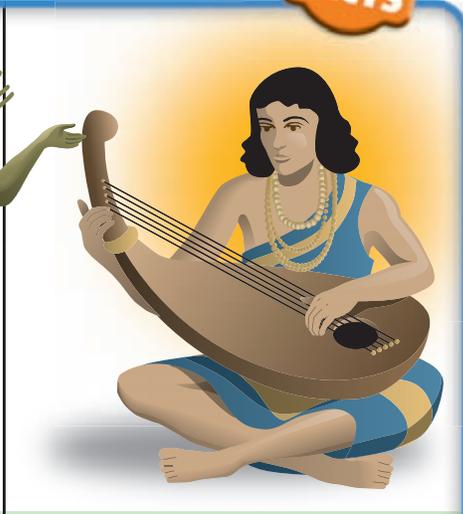
**QUICK FACTS**



The Harappan civilization began in the Indus River Valley.



Hinduism and Buddhism both developed in India.



Indians made great advances in art, literature, science, and other fields.

## Reviewing Vocabulary, Terms and People

Fill in the blanks with the correct term or name from this chapter.

- \_\_\_\_\_ are winds that bring heavy rainfall.
- A \_\_\_\_\_ is a division of people into groups based on birth, wealth, or occupation.
- Hindus believe in \_\_\_\_\_, the belief that they will be reborn many times after death.
- \_\_\_\_\_ founded the Mauryan Empire.
- The focusing of the mind on spiritual things is called \_\_\_\_\_.
- People who work to spread their religious beliefs are called \_\_\_\_\_.
- People who practice \_\_\_\_\_ use only peaceful ways to achieve change.
- \_\_\_\_\_ converted to Buddhism while he was ruler of the Mauryan Empire.
- A mixture of metals is called an \_\_\_\_\_.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 124–129)

- Describe** What caused floods on the Indus River, and what was the result of those floods?
- Contrast** How was Aryan culture different from Harappan culture?
- Elaborate** Why is the Harappan culture considered a civilization?

### SECTION 2 (Pages 130–135)

- Identify** Who were the Brahmins, and what role did they play in Aryan society?
- Analyze** How do Hindus believe karma affects reincarnation?
- Elaborate** Hinduism has been called both a polytheistic religion—one that worships many gods—and a monotheistic religion—one that worships only one god. Why do you think this is so?

### SECTION 3 (Pages 136–141)

12. **a. Describe** What did the Buddha say caused human suffering?
- b. Analyze** How did Buddhism grow and change after the Buddha died?
- c. Elaborate** Why did the Buddha's teachings about nirvana appeal to many people of lower castes?

### SECTION 4 (Pages 142–145)

13. **a. Identify** What was Candragupta Maurya's greatest accomplishment?
- b. Compare and Contrast** What was one similarity between the Mauryas and the Guptas? What was one difference between them?
- c. Predict** How might Indian history have been different if Asoka had not become a Buddhist?

### SECTION 5 (Pages 147–151)

14. **a. Describe** What kinds of religious art did the ancient Indians create?
- b. Make Inferences** Why do you think religious discussions are included in the *Mahabharata*?
- c. Evaluate** Which of the ancient Indians' achievements do you think is most impressive? Why?

## Reviewing Themes

15. **Religion** What is one teaching that Buddhism and Hinduism share? What is one idea about which they differ?
16. **Society and Culture** How did the caste system affect the lives of most people in India?

## Using the Internet

17. **Activity: Making a Brochure** In this chapter, you learned about India's diverse geographical features and the ways in which geography influenced India's history. Use your online textbook to research the geography and civilizations of India, taking notes as you go. Finally, use the interactive brochure template to present what you have found.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Reading Skills

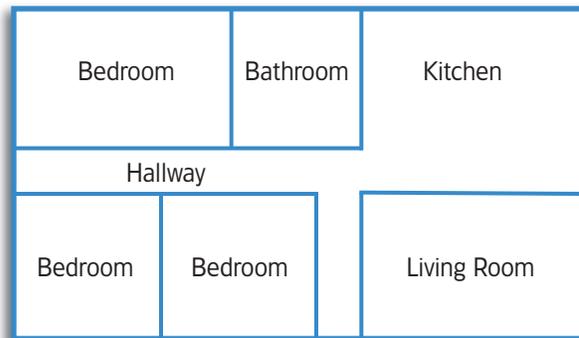


18. **Inferences about History** Based on what you learned about the Gupta period, what inference can you draw about religious tolerance in ancient India? Draw a box like the one below to help you organize your thoughts.

Question:	
Inside the Text:	Outside the Text:
Inference:	

## Social Studies Skills

19. **Understanding Diagrams** Look back over the diagram of the Buddhist temple in the skills activity at the end of this chapter. Using this diagram as a guide, draw a simple diagram of your house or school. Be sure to include labels of important features on your diagram. An example has been provided for you below.



### FOCUS ON WRITING

20. **Designing Your Poster** Now that you have chosen a subject for your poster, it's time to create it. On a large sheet of paper or poster board, write a title that identifies your subject. Then draw pictures, maps, or diagrams that illustrate it.
- Next to each picture, write a short caption. Each caption should be two sentences long. The first sentence should identify what the picture, map, or diagram shows. The second sentence should explain why the picture is important to the study of Indian history.

**DIRECTIONS:** Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



Civilization grew on the Indian subcontinent along the river marked on the map by the letter

- A W.  
 B X.  
 C Y.  
 D Z.
- 2** The people of which *varna* in early India had the hardest lives?
- A Brahmins  
 B Kshatriyas  
 C Sudras  
 D Vaisyas

- 3** What is the *main* goal of people who follow Buddhism as it was taught by the Buddha?

A wealth  
 B rebirth  
 C missionary work  
 D reaching nirvana

- 4** The Mauryan emperor Asoka is known for all of the following *except*

A expanding the empire across most of India.  
 B spreading Hinduism.  
 C working to improve his people's lives.  
 D practicing nonviolence.

- 5** Early India's contributions to world civilization included

A developing the world's first calendar.  
 B creating what is now called algebra.  
 C inventing the plow and the wheel.  
 D introducing zero to the number system.

### Connecting with Past Learnings

- 6** In this chapter you learned about two great epics, the *Mahabharata* and the *Ramayana*. Which of the following is also an epic poem that you have studied?

A Hammurabi's Code  
 B the *Book of the Dead*  
 C *Gilgamesh*  
 D the Pyramid Texts

- 7** As you learned earlier in this course, the ancient Egyptians held elaborate religious rituals. Which of these Indian religions also involved many rituals, including sacrifices?

A Buddhism  
 B Brahmanism  
 C Jainism  
 D Mauryanism

# Ancient China

**Essential Question** How do the people, events, and ideas that shaped ancient China continue to influence the world?



## What You Will Learn...

In this chapter you will learn about the geography, history, and culture of ancient China, a culture that influences the world even today.

### SECTION 1: Geography and Early China ..... 160

**The Big Idea** Chinese civilization began with the Shang dynasty along the Huang He.

### SECTION 2: The Zhou Dynasty and New Ideas ..... 166

**The Big Idea** The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.

### SECTION 3: The Qin Dynasty ..... 172

**The Big Idea** The Qin dynasty unified China with a strong government and a system of standardization.

### SECTION 4: The Han Dynasty ..... 178

**The Big Idea** The Han dynasty created a new form of government that valued family, art, and learning.

### SECTION 5: Han Contacts with Other Cultures .... 186

**The Big Idea** Trade routes led to the exchange of new products and ideas among China, Rome, and other peoples.

## FOCUS ON SPEAKING

**Oral Presentation** In this chapter you will read about China's fascinating early years. Choose one person or event from that history. You will then tell your classmates why the person or event was important to the history of China.



## CHAPTER EVENTS

**c. 1500s BC**

The Shang dynasty is established in China.



**1600 BC**

## WORLD EVENTS

**c. 1480 BC**

Queen Hatshepsut rules Egypt.





China was one of the early centers of civilization. Rivers played key roles in Chinese history and the development of Chinese society.

**1100s BC**  
The Zhou  
dynasty  
begins.



**551 BC**  
Confucius  
is born  
in China.

**221 BC**  
Shi Huangdi  
unites China  
under the  
Qin dynasty.

**206 BC**  
The Han  
dynasty  
begins  
its rule of  
China.



**1200 BC**

**800 BC**

**400 BC**

**BC 1 AD**

**c. 965 BC**  
Solomon  
becomes  
king of the  
Israelites.

**c. 500 BC**  
Buddhism  
begins to  
emerge in  
India.



**c. 100 BC**  
The overland  
Silk Road connects  
China and  
Southwest Asia.

# Reading Social Studies

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter will describe the early development of China—how Chinese civilization began and took shape under early dynasties. You will see how these dynasties controlled the government and **politics**. You will

also see how the Chinese, influenced by the philosopher Confucius, established traditions such as the importance of families. They also encouraged art and learning, helping to shape the **society and culture** that would last for centuries in China.

## Summarizing Historical Texts

**Focus on Reading** When you are reading a history book, how can you be sure that you understand everything? One way is to briefly restate what you've read in a summary.

**Writing a Summary** A **summary** is a short restatement of the most important ideas in a text. The example below shows three steps used in writing a summary. First underline important details. Then write a short summary of each paragraph. Finally, combine these paragraph summaries into a short summary of the whole passage.

The first dynasty for which we have clear evidence is the Shang, which was firmly established by the 1500s BC. Strongest in the Huang He Valley, the Shang ruled a broad area of northern China. Shang rulers moved their capital several times, probably to avoid floods or attack by enemies.

The king was at the center of Shang political and religious life. Nobles served the king as advisors and helped him rule. Less important officials were also nobles. They performed specific governmental and religious duties.

### Summary of Paragraph 1

China's first dynasty, the Shang, took power in northern China in the 1500s BC.

### Summary of Paragraph 2

Shang politics and religion were run by the king and nobles.

### Combined Summary

The Shang dynasty, which ruled northern China by the 1500s BC, was governed by a king and nobles.

## You Try It!

The following passage is from the chapter you are about to read. As you read it, think about what you would include in a summary.

### Early Settlements

Archaeologists have found remains of early Chinese villages. One village near the Huang He had more than 40 houses. Many of them were partly underground and may have had straw-covered roofs. The site also included animal pens, storage pits, and a cemetery.

Some of the villages along the Huang He grew into large towns. Walls surrounded these towns to defend them against floods and hostile neighbors. In towns like these, the Chinese left many artifacts, such as arrowheads, fishhooks, tools, and pottery. Some village sites even contained pieces of cloth.

*From  
Chapter 6  
p. 162*

After you read the passage, answer the following questions.

- Read the following summaries and decide which one is the better summary statement. Explain your answer.
  - Archaeologists have found out interesting things about the early settlements of China. For example, they have discovered that the Chinese had homes with straw-covered roofs, pens for their animals, and even cemeteries. Also, they have found that larger villages were surrounded by walls for defense. Finally, they have found tools like arrowheads and fishhooks.
  - Archaeologists have found remains of early Chinese villages, some of which grew into large walled settlements. Artifacts found there help us understand Chinese culture.
- What are three characteristics of a good summary?

## Chapter 6

### Section 1

jade (p. 163)  
oracle (p. 164)

### Section 2

lords (p. 167)  
peasants (p. 167)  
Confucius (p. 169)  
ethics (p. 169)  
Confucianism (p. 169)  
Daoism (p. 170)  
Laozi (p. 170)  
Legalism (p. 170)

### Section 3

Shi Huangdi (p. 172)  
Great Wall (p. 175)

### Section 4

sundial (p. 182)  
seismograph (p. 182)  
acupuncture (p. 183)

### Section 5

silk (p. 187)  
Silk Road (p. 187)  
diffusion (p. 189)

## Academic Vocabulary

**Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:**

vary (p. 161)  
structure (p. 168)  
innovation (p. 182)  
procedure (p. 187)

**As you read Chapter 6,** think about how you would summarize the material you are reading.

# Geography and Early China

## What You Will Learn...

### Main Ideas

1. China's physical geography made farming possible but travel and communication difficult.
2. Civilization began in China along the Huang He and Chang Jiang rivers.
3. China's first dynasties helped Chinese society develop and made many other achievements.

### The Big Idea

Chinese civilization began with the Shang dynasty along the Huang He.

### Key Terms

jade, p. 163

oracle, p. 164



Use the graphic organizer online to take notes on China's geography and its early civilizations.

## If YOU were there...

You live along a broad river in China in about 1400 BC. Your grandfather is a farmer. He tells you wonderful stories about an ancient king. Long ago, this legendary hero tamed the river's raging floods. He even created new rivers. Without him, no one could farm or live in this rich land.

## Why is this legend important to your family?

**BUILDING BACKGROUND** Like other river civilizations, the Chinese people had to learn to control floods and irrigate their fields. China's geographical features divided the country into distinct regions.

## China's Physical Geography

Geography played a major role in the development of Chinese civilization. China has many different geographical features. Some features separated groups of people within China. Others separated China from the rest of the world.

### A Vast and Varied Land

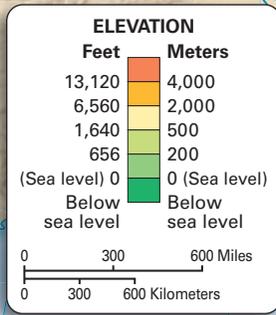
China covers an area of nearly 4 million square miles, about the same size as the United States. One of the physical barriers that separates China from its neighbors is a harsh desert, the Gobi (GOH-bee). It spreads over much of China's north. East of the Gobi are low-lying plains. These plains, which cover most of eastern China, form one of the world's largest farming regions. The Pacific Ocean forms the country's eastern boundary.

More than 2,000 miles to the west, rugged mountains make up the western frontier. In the southwest the Plateau of Tibet has several mountain peaks that reach more than 26,000 feet. From the plateau, smaller mountain ranges spread eastward. The most important of these ranges is the Qinling Shandi (CHIN-LING shahn-DEE). It separates northern China from southern China.

# China: Physical



## China's Size



High mountains and dry plateaus dominate western China.

The rivers and plains of eastern China have long been important farming areas.

**GEOGRAPHY SKILLS** **INTERPRETING MAPS**  
**Place** What rivers can you see on the map?

**ACADEMIC VOCABULARY**  
**vary** to be different

Weather and temperature patterns **vary** widely across China. In the northeast, the climate is cold and dry. Winter temperatures drop well below 0°F. Rivers there are frozen for more than half of the year. In the northwest, the deserts are very dry. But on the eastern plains of China, heavy rains fall. The tropical southeast is the wettest region. Monsoons can bring 250 inches of rain each year. That's enough water to cover a two-story house!

### The Rivers of China

Two great rivers flow from west to east in China. The Huang He, or Yellow River, stretches for nearly 3,000 miles across northern China. The river often floods, and the floods leave behind layers of silt

on the surrounding countryside. Because these floods can be very destructive, the river is sometimes called China's Sorrow. Over the years, millions of people have died in Huang He floods.

To the south, the Chang Jiang, or Yangzi River, cuts through central China. It flows from the mountains of Tibet to the Pacific Ocean. The Chang Jiang is the longest river in Asia.

In early China, the two rivers helped link people in the eastern part of the country with those in the west. At the same time, the mountains between the rivers limited contact.

**READING CHECK** **Summarizing** What geographical features limited travel in China?

## Geography and Living

China is a large country with many different types of environments.

*How do these photos show China's diverse geography?*



- 1** In northern China, the Huang He, or Yellow River, has long been the center of civilization. The silt in the river gives it a yellow look.

### Civilization Begins

Like other ancient peoples that you have studied, people in China first settled along rivers. There they farmed, built villages, and formed a civilization.

### The Development of Farming

Farming in China started along the Huang He and Chang Jiang. The rivers' floods deposited fertile silt. These silt deposits made the land ideal for growing crops.

As early as 7000 BC farmers grew rice in the middle Chang Jiang Valley. North, along the Huang He, the land was better for growing cereals such as millet and wheat.

Along with farming, the early Chinese people increased their diets in other ways. They fished and hunted with bows and arrows. They also domesticated animals such as pigs and sheep. With more sources of food, the population grew.

### Early Settlements

Archaeologists have found remains of early Chinese villages. One village site near the Huang He had more than 40 houses. Many

of the houses were partly underground and may have had straw-covered roofs. The site also included animal pens, storage pits, and a cemetery.

Some of the villages along the Huang He grew into large towns. Walls surrounded these towns to defend them against floods and hostile neighbors. In towns like these, the Chinese left many artifacts, such as arrowheads, fishhooks, tools, and pottery. Some village sites even contained pieces of cloth.

Separate cultures developed in southern and northeastern China. These included the Sanxingdui (sahn-shing-DWAY) and Hongshan peoples. Little is known about them, however. As the major cultures along the Huang He and Chang Jiang grew, they absorbed other cultures.

Over time, Chinese culture became more advanced. After 3000 BC people used potter's wheels to make more types of pottery. These people also learned to dig water wells. As populations grew, villages spread out over larger areas in both northern and southeastern China.



- 2** Southern China receives more rain than northern China, and farmers can grow several crops of rice a year.

Burial sites have provided information about the culture of this period. Like the Egyptians, the early Chinese filled their tombs with objects. Some tombs included containers of food, suggesting a belief in an afterlife. Some graves contained many more items than others. These differences show that a social order had developed. Often the graves of rich people held beautiful jewelry and other objects made from **jade, a hard gemstone.**

**READING CHECK** **Generalizing** What were some features of China's earliest settlements?

## China's First Dynasties

Societies along the Huang He grew and became more complex. They eventually formed the first Chinese civilization.

### The Xia Dynasty

According to ancient stories, a series of kings ruled early China. Around 2200 BC one of them, Yu the Great, is said to have founded the Xia (SHAH) dynasty.



- 3** Western China's high mountains and wide deserts make travel difficult and isolate China's population centers in the east.

Writers told of terrible floods during Yu's lifetime. According to these accounts, Yu dug channels to drain the water to the ocean. This labor took him more than 10 years and is said to have created the major waterways of north China.

Archaeologists have not yet found evidence that the tales about the Xia are true. However, the stories of Xia rulers were important to the ancient Chinese because they told of kings who helped people solve problems by working together. The stories also explained the geography that had such an impact on people's lives.

### The Shang Dynasty

The first dynasty for which we have clear evidence is the Shang, which was firmly established by the 1500s BC. Strongest in the Huang He Valley, the Shang ruled a broad area of northern China. Shang rulers moved their capital several times, probably to avoid floods or attack by enemies.

The king was at the center of Shang political and religious life. Nobles served the king as advisors and helped him rule.

Less important officials were also nobles. They performed specific governmental and religious duties.

The social order became more organized under the Shang. The royal family and the nobles were at the highest level. Nobles owned much land, and they passed on their wealth and power to their sons. Warrior leaders from the far regions of the empire also had high rank in society. Most people in the Shang ruling classes lived in large homes in cities.

Artisans settled outside the city walls. They lived in groups based on what they made for a living. Some artisans made weapons. Other artisans made pottery, tools, or clothing. Artisans were at a middle level of importance in Shang society.

Farmers ranked below artisans in the social order. Farmers worked long hours but had little money. Taxes claimed much

of what they earned. Slaves, who filled society's lowest rank, were an important source of labor during the Shang period.

The Shang made many advances, including China's first writing system. This system used more than 2,000 symbols to express words or ideas. Although the system has gone through changes over the years, the Chinese symbols used today are based on those of the Shang period.

Shang writing has been found on thousands of cattle bones and turtle shells. Priests had carved questions about the future on bones or shells, which were then heated, causing them to crack. The priests believed they could "read" these cracks to predict the future. The bones were called oracle bones because an **oracle is a prediction**.

In addition to writing, the Shang also made other achievements. Artisans made beautiful bronze containers for cooking and

## Shang Dynasty, c. 1500–1050 BC



ASIA

GOBI DESERT

Huang He (Yellow River)

Anyang

Luoyang

Yellow Sea

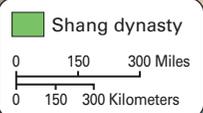
PACIFIC OCEAN

East China Sea

Chang Jiang (Yangzi River)

Xi River

South China Sea



This bronze Shang container is shaped like a tigris.

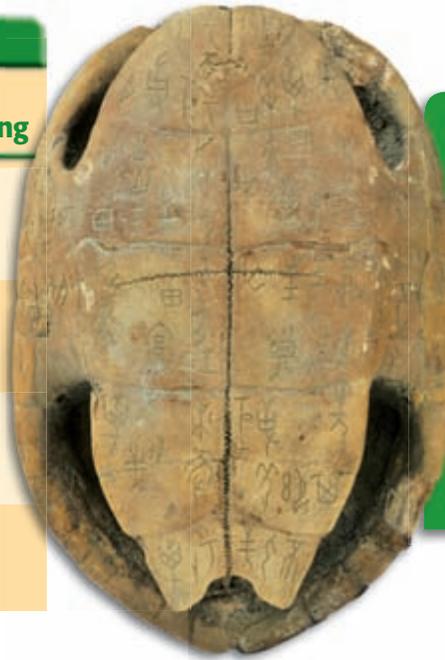


**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

**Location** What river flowed through the heart of Shang China?

Chinese Writing		
	Writing from Shang Period	Current Chinese Writing
sun		
rain		
field		
moon		



Like other early forms of writing, Chinese writing developed from pictographs—symbols that look like what they represent. Over time, the symbols became more complex and looked less like real objects. Many examples of early Chinese writing are carved into bones like this tortoise shell.

religious ceremonies. They also made axes, knives, and ornaments from jade. The military developed war chariots, powerful bows, and bronze body armor. Shang astrologers also made an important contribution. They developed a calendar based on the cycles of the moon.

**READING CHECK** **Contrasting** What is a major historical difference between the Xia and Shang dynasties?

**SUMMARY AND PREVIEW** China is a vast land with a diverse geography. Ancient Chinese civilization developed in the fertile valleys of the Huang He and Chang Jiang. Civilization there advanced under Shang rule. People developed a social order, a writing system, and made other achievements. In the next section you will learn about new ideas in China during the rule of the Zhou dynasty.

## Section 1 Assessment

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Identify** Name China's two major rivers.

**b. Analyze** How did China's geography affect its development?
- a. Identify** In which river valley did China's civilization begin?

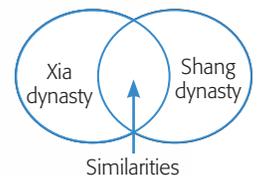
**b. Explain** What made China's river valleys ideal for farming?

**c. Elaborate** What do Chinese artifacts reveal about China's early civilization?
- a. Describe** How do historians know about the Xia dynasty?

**b. Draw Conclusions** What does the use of oracle bones tell us about the early Chinese?

### Critical Thinking

- Comparing and Contrasting** Draw a chart like this one. Use it and your notes to compare and contrast the Xia and Shang dynasties.



### FOCUS ON SPEAKING

- Thinking about Events** Look back over the section to note the important events of China's earliest times. Think about what it is that makes one event more important than another. Write down your ideas in a notebook.

# The Zhou Dynasty and New Ideas

## What You Will Learn...

### Main Ideas

1. The Zhou dynasty expanded China but then declined.
2. Confucius offered ideas to bring order to Chinese society.
3. Daoism and Legalism also gained followers.

### The Big Idea

The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.

### Key Terms and People

lords, *p. 167*

peasants, *p. 167*

Confucius, *p. 169*

ethics, *p. 169*

Confucianism, *p. 169*

Daoism, *p. 170*

Laozi, *p. 170*

Legalism, *p. 170*



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TAKING NOTES

Use the graphic organizer online to take notes on changes that occurred during the Zhou dynasty.

## If YOU were there...

You are a student of the famous teacher Confucius. Like many older Chinese, he thinks that society has changed—and not for the better. He believes in old values and a strict social order. He is trying to teach you and your fellow students how to behave properly. You must respect those who are your superiors in society. You must set a good example for others.

## How will these teachings affect your life?

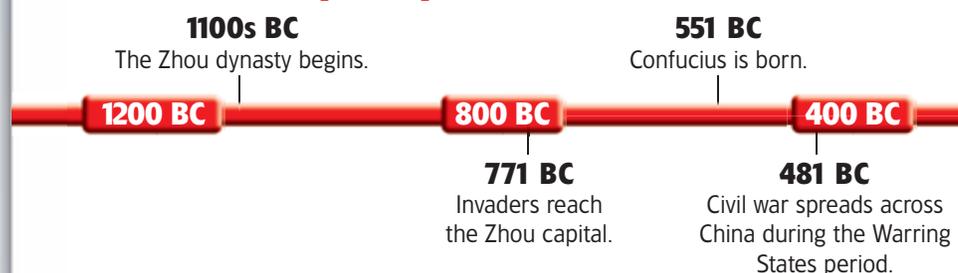
**BUILDING BACKGROUND** The people of the Shang dynasty made many advances, including beautiful metalwork, a writing system, and a calendar. The next dynasty, the Zhou, established other Chinese traditions. Some of these traditions included the importance of family and social order. Later thinkers looked back with admiration to the values of the Zhou period.

## The Zhou Dynasty

In the 1100s BC the leaders of a people who came to be known as the Zhou (JOH) ruled over a kingdom in China. They joined with other nearby tribes and attacked and overthrew the Shang dynasty. The Zhou dynasty lasted longer than any other dynasty in Chinese history.

### Time Line

## The Zhou Dynasty



# Zhou Dynasty, c. 1050–400 BC



ASIA

GOBI DESERT

Huang He (Yellow River)

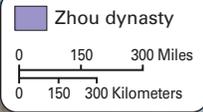
Chang Jiang (Yangzi River)

Xi River

Yellow Sea

PACIFIC OCEAN

East China Sea



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## ANIMATED HISTORY

Ancient China  
1523–221 BC

## GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Location** How far south did the Zhou dynasty reach?

## Zhou Society

QUICK FACTS

### King

The king led the government and gave land to lords.



### Lords and Warriors

Lords paid taxes to the king and provided warriors to protect his lands.



### Peasants

Peasants farmed the nobles' land.



## The Zhou Political System

The Zhou kings claimed to possess the mandate of heaven. According to this idea, heaven gave power to the king or leader, and no one ruled without heaven's permission. If a king was found to be bad, heaven would support another leader.

The Zhou came from an area to the west of the Shang kingdom. Early Zhou rulers used the mandate of heaven to justify their rebellion against the Shang. Later Zhou rulers expanded their territory to the northwest and the east. Zhou soldiers then moved south, eventually expanding their rule to the Chang Jiang.

The Zhou established a new political order. They granted land to others in return for loyalty, military support, and other services. The Zhou king was at the highest level. He granted plots of land to **lords, or people of high rank**. Lords paid

taxes and provided soldiers to the king as needed. **Peasants, or farmers with small farms**, were at the bottom of the order. Each peasant family received a small plot of land and had to farm additional land for the noble. The system was described in the *Book of Songs*:

“Everywhere under vast Heaven  
There is no land that is not the king's  
Within the borders of those lands  
There are none who are not the king's servants.”

—from the Zhou *Book of Songs*

The Zhou system brought order to China. Ruling through lords helped the Zhou control distant areas and helped ensure loyalty to the king. Over time, however, the political order broke down. Lords passed their power to their sons, who were less loyal to the king. Local rulers gained power. They began to reject the authority of the Zhou kings.

## The Decline of Zhou Power

As the lords' loyalty to the Zhou king lessened, many refused to fight against invasions. In 771 BC invaders reached the capital. According to legend, the king had been lighting warning fires to entertain a friend. Each time the fires were lit, the king's armies would rush to the capital gates to protect him. When the real attack came, the men thought the fires were just another joke, and no one came. The Zhou lost the battle, but the dynasty survived.

After this defeat the lords began to fight each other. By 481 BC, China had entered an era called the Warring States period, a time of many civil wars. Armies grew. Fighting became brutal and cruel as soldiers fought for territory, not honor.

family had been the foundation of life in China. Large families of several generations formed powerful groups. When these families broke apart, they lost their power. Close relatives became rivals.

Bonds of loyalty even weakened within small families, especially among the upper classes. Sons plotted against each other over inheritances. A wealthy father sometimes tried to maintain peace by dividing his land among his sons. But this created new problems. Each son could build up his wealth and then challenge his brothers. Some sons even killed their own fathers. During the Warring States period, China lacked a strong government to stop the power struggles within the ruling-class families. Chinese society fell into a period of disorder.

### ACADEMIC VOCABULARY

**structure** the way something is set up or organized

### Internal Problems

The decline of the Zhou took place along with important changes in the Chinese family **structure**. For many centuries the

### READING CHECK Identifying Cause and Effect

**Effect** How did the Zhou's decline affect Chinese society?

## The Warring States Period

During China's Warring States period, thousands of armies fought each other to gain territory. The armies used new weapons and battle techniques in the civil wars that lasted more than 200 years.



Iron weapons made warfare dangerous and bloody.

Horses were now ridden instead of just being used to pull chariots.

### ANALYSIS SKILL ANALYZING VISUALS

What advantage did warriors gain by riding horses?

## Confucius and Society

During the late Zhou period, thinkers came up with ideas about how to restore order to China. One such person, **Confucius**, became the most influential teacher in Chinese history. Confucius is a Western form of the Chinese title of “Master Kong” or “Kongfuzi.”

Confucius felt that China was overrun with rude and dishonest people. Upset by the disorder and people’s lack of decency, Confucius said that the Chinese needed to return to **ethics, or moral values**. The ideas of Confucius are known as **Confucianism**.

Confucius wanted China to return to ideas and practices from a time when people knew their proper roles in society. These are basic guidelines that Confucius thought would restore family order and social harmony:

- Fathers should display high moral values to inspire their families.
- Children should respect and obey their parents.
- All family members should be loyal to each other.

Confucius’s ideas about government were similar to his ideas about family:

- Moral leadership, not laws, brought order to China.
- A king should lead by example, inspiring good behavior in all of his subjects.
- The lower classes would learn by following the example of their superiors. Confucius expressed this idea when he told kings:

“Lead the people by means of government policies and regulate them through punishments, and they will be evasive and have no sense of shame. Lead them by means of virtue . . . and they will have a sense of shame and moreover have standards.”

—Confucius, from *The Analects*

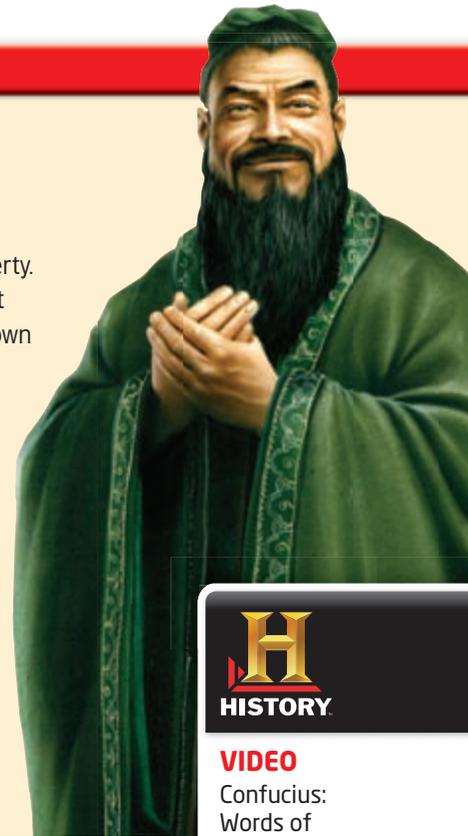
## BIOGRAPHY

### Confucius

551–479 BC

Confucius, whose Chinese title is Kongfuzi, grew up in extreme poverty. Confucius was a dedicated student into his teenage years. Little is known about how he received his formal education, but he mastered many subjects, including music, mathematics, poetry, and history. He served in minor government positions, then he became a teacher. He never knew his teachings would transform Chinese life and thought.

**Drawing Inferences** How do you think Confucius’s government jobs helped shape his teachings?



#### VIDEO

Confucius: Words of Wisdom

[hmhsocialstudies.com](https://hmhsocialstudies.com)

As Confucius traveled to many different regions, he earned the reputation of a respected teacher. His ideas were passed down through his students and later compiled into a book called *The Analects*.

Because Confucianism focuses on morality, family, society, and government, people often think of it as a philosophy or way of thinking. But it is much more. Confucianism is a unique teaching that is both philosophical and religious. It has been a guiding force in human behavior and religious understanding in China.

Confucius believed that when people behaved well and acted morally, they were simply carrying out what heaven expected of them. Over the centuries Confucius’s ideas about virtue, kindness, and learning became the dominant beliefs in China.

#### READING CHECK Identifying Points of View

What did Confucius believe about good behavior?

## Primary Source

### HISTORIC DOCUMENT

## The Analects

The followers of Confucius placed their teacher's sayings together in a work called in Chinese the Lun Yü and in English The Analects. The word analects means "writings that have been collected."

“Yu, shall I teach you what knowledge is? When you know a thing, say that you know it; when you do not know a thing, admit that you do not know it. That is knowledge.”

“Is there any one word that can serve as a principle for . . . life? Perhaps the word is reciprocity [fairness]: Do not do to others what you would not want others to do to you.”

“I do not enlighten anyone who is not eager to learn, nor encourage anyone who is not anxious to put his ideas into words.”

—Confucius, from *The Analects*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

What are some of the qualities that Confucius valued?

## Daoism and Legalism

Other beliefs besides Confucianism influenced China during the Zhou period. Two in particular attracted many followers.

### Daoism

Daoism (DOW-ih-zum) takes its name from *Dao*, meaning “the way.” **Daoism stressed living in harmony with the Dao, the guiding force of all reality.** In Daoist teachings, the Dao gave birth to the universe and all things in it. Daoism developed in part as a reaction to Confucianism. Daoists didn’t agree with the idea that active, involved leaders brought social harmony. Instead, they wanted the government to stay out of people’s lives.

Daoists believed that people should avoid interfering with nature or each other. They should be like water and simply let things flow in a natural way. For Daoists,

## Main Ideas of Confucianism

### QUICK FACTS

- People should be respectful and loyal to their family members.
- Leaders should be kind and lead by example.
- Learning is a process that never ends.
- Heaven expects people to behave well and act morally.

the ideal ruler was a wise man who was in harmony with the Dao. He would govern so effortlessly that his people would not even know they were being governed.

Daoists taught that the universe is a balance of opposites: female and male, light and dark, low and high. In each case, opposing forces should be in harmony.

While Confucianism focused its followers’ attention on the human world, Daoists paid more attention to the natural world. Daoists regarded humans as just a part of nature, not better than any other thing. In time the Dao, as represented by nature, became so important to the Daoists that they worshipped it.

**Laozi** (LOWD-zuh) was the most famous Daoist teacher. He taught that people should not try to gain wealth, nor should they seek power. Laozi is credited with writing the basic text of Daoism, *The Way and Its Power*. Later writers created many legends about Laozi’s achievements.

### Legalism

**Legalism, the belief that people were bad by nature and needed to be controlled,** contrasted with both Confucianism and Daoism. Unlike the other two beliefs, Legalism was a political philosophy without religious concerns. Instead, it dealt only with government and social

control. Followers of Legalism disagreed with the moral preaching of Confucius. Legalists also rejected Daoism because it didn't stress respect for authority.

Legalists felt that society needed strict laws to keep people in line and that punishments should fit crimes. For example, they believed that citizens should be held responsible for each other's conduct. A guilty person's relatives and neighbors should also be punished. This way, everyone would obey the laws.

Unity and efficiency were also important to Legalists. They wanted appointed officials, not nobles, to run China. Legalists wanted the empire to continue to expand. Therefore, they urged the state to always be prepared for war.

Confucianism, Daoism, and Legalism competed for followers. All three beliefs became popular, but the Legalists were the first to put their ideas into practice throughout China.

**READING CHECK** **Contrasting** How did Daoism and Legalism differ in their theories about government?

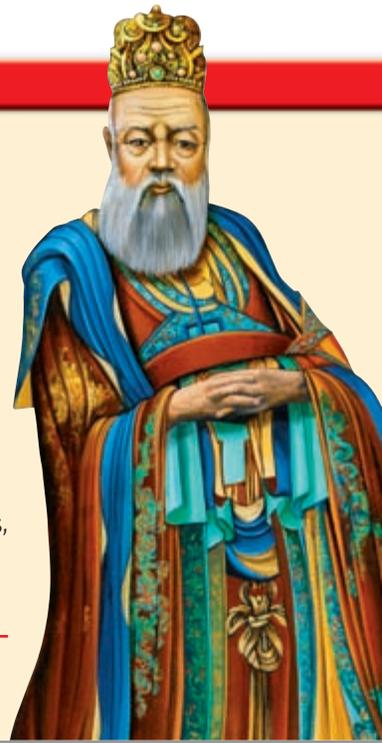
## BIOGRAPHY

### Laozi

c. 500s or 400s BC

Scholars have found little reliable information about Laozi's life. Some believe that his book on Daoism was actually the work of several different authors. Most ancient sources of information about Laozi are myths. For example, one legend states that when Laozi was born, he was already an old man. In Chinese *Laozi* can mean "Old Baby." Over the years, many Daoists have worshipped Laozi as a supernatural being.

**Drawing Inferences** What do you think it meant to say Laozi was born "old"?



**SUMMARY AND PREVIEW** When the Zhou dynasty crumbled, political and social chaos erupted. In response, the new teachings of Confucianism, Daoism, and Legalism emerged. In the next section you will learn how the Qin dynasty applied the teachings of Legalism.

## Section 2 Assessment

 [hmsocialstudies.com](http://hmsocialstudies.com)  
**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Identify** What is the mandate of heaven?

**b. Explain** Describe the political order used by the Zhou kings to rule distant lands.

**c. Elaborate** What happened when nobles began to reject the Zhou king's authority?
- a. Identify** Who was **Confucius**?

**b. Analyze** Why did many of the teachings of Confucius focus on the family?
- a. Identify** Who was the most famous Daoist teacher?

**b. Summarize** What were the main ideas of **Daoism**?

**c. Elaborate** What might be some disadvantages of **Legalism**?

### Critical Thinking

- Finding Main Ideas**

Draw a chart like the one here. Use it and your notes on the Zhou dynasty to list two main ideas about each set of beliefs.

Confucianism	
Daoism	
Legalism	

### FOCUS ON SPEAKING

- Exploring the Importance of Historical Figures**

Many important people in history are rulers or conquerors. People who think and teach, however, have also played major roles in history. How did thinkers and teachers shape China's history? Write some ideas in your notebook.

# The Qin Dynasty

## If YOU were there...

You are a scholar living in China in about 210 BC. You have a large library of Chinese literature, poetry, and philosophy. The new emperor is a harsh ruler with no love for learning. He says you must burn all the books that disagree with his ideas. The idea horrifies you. But if you do not obey, the punishment may be severe.

**Will you obey the order to burn your books?  
Why or why not?**

## What You Will Learn...

### Main Ideas

1. The first Qin emperor created a strong but strict government.
2. A unified China was created through Qin policies and achievements.

### The Big Idea

The Qin dynasty unified China with a strong government and a system of standardization.

## Key Terms and People

Shi Huangdi, *p. 172*

Great Wall, *p. 175*



Use the graphic organizer online to take notes on the achievements and policies of Shi Huangdi. Note how he affected life in China.

**BUILDING BACKGROUND** Different dynasties held very different ideas about how to rule. As the Zhou period declined, putting new ideas into effect brought great changes.

## The Qin Emperor's Strong Government

The Warring States period marked a time in China when several states battled each other for power. One state, the Qin (CHIN), built a strong army that defeated the armies of the rivaling states. Eventually, the Qin dynasty united the country under one government.

## Shi Huangdi Takes the Throne

In 221 BC, the Qin king Ying Zheng succeeded in unifying China. He gave himself the title **Shi Huangdi** (SHEE hwahng-dee), which means "first emperor." Shi Huangdi followed Legalist political beliefs. He created a strong government with strict laws and harsh punishments.

## Time Line

### The Qin Dynasty



## Qin Dynasty, c. 221–206 BC



ASIA

GOBI DESERT

Huang He (Yellow River)

CHANG JIANG (Yangzi River)

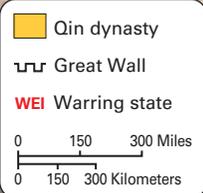
Xi River

South China Sea

Yellow Sea

PACIFIC OCEAN

East China Sea



### Emperor Shi Huangdi

QUICK FACTS

#### Policies

- Strong government with strict laws
- Standard laws, writing system, money, and weights throughout China

#### Achievements

- Unified China
- Built network of roads and canals
- Built irrigation system to improve farming
- Built the Great Wall across northern China

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Location** Where was the Great Wall located during the Qin dynasty?

Shi Huangdi demanded that everyone follow his policies. He ordered the burning of all writings that did not agree with Legalism. The only other books that were saved dealt with farming, medicine, and predicting the future. Many scholars opposed the book burnings. The emperor responded to the opposition by burying 460 scholars alive.

Shi Huangdi also used his armies to expand the empire. First, they occupied the lands around both of China's major rivers. Then his soldiers turned north and advanced almost to the Gobi Desert. To the south, they invaded more lands and advanced as far as the Xi River.

Shi Huangdi ensured that there would not be any future revolts in his new territories. When his soldiers conquered a city, he had them destroy its walls and take all the weapons.

### China under the Qin

Shi Huangdi changed China's old political system. He claimed all the power and did not share it with the lords. He even took land away from them and forced thousands of nobles to move with their families to the capital so he could keep an eye on them. He also forced thousands of commoners to work on government building projects. Workers faced years of hardship, danger, and often, death.

To control China, Shi Huangdi divided it into districts, each with its own governor. Districts were subdivided into counties that were governed by appointed officials. This organization helped the emperor enforce his tax system. It also helped the Qin enforce a strict chain of command.

**READING CHECK Summarizing** How did Shi Huangdi strengthen the government?

## A Unified China

Qin rule brought other major changes to China. Under Shi Huangdi, new policies and achievements united the Chinese people.

### Qin Policies

As you read earlier, mountains and rivers divided China into distinct regions. Customs varied, and people in each area had their own money, writing styles, and laws. Shi Huangdi wanted all Chinese people to do things the same way.

Early in his reign, the emperor set up a uniform system of law. Rules and punishments were to be the same in all parts of the empire. Shi Huangdi also standardized

the written language. People everywhere were required to write using the same set of symbols. People from different regions could now communicate with each other in writing. This gave them a sense of shared culture and a common identity.

Next, the emperor set up a new money system. Standardized gold and copper coins became the currency used in all of China. Weights and measures were also standardized. Even the axle width of carts had to be the same. With all these changes and the unified writing system, trade between different regions became much easier. The Qin government strictly enforced these new standards. Any citizen who disobeyed the laws would face severe punishment.

#### FOCUS ON READING

How might you summarize the new Qin policies?

### Guardians of Shi Huangdi's Tomb

In 1974 archaeologists found the tomb of Emperor Shi Huangdi near Xi'an and made an amazing discovery. Buried close to the emperor was an army of more than 6,000 life-size terra-cotta, or clay, soldiers. They were designed to be with Shi Huangdi in the afterlife. In other nearby chambers of the tomb there were another 1,400 clay figures of cavalry and chariots.



## Qin Achievements

New, massive building projects also helped to unify the country. Under Shi Huangdi's rule, the Chinese built a network of roads that connected the capital to every part of the empire. These roads made travel easier for everyone. Each of these new roads was the same width, 50 paces wide. This design helped the army move quickly and easily to put down revolts in distant areas.

China's water system was also improved. Workers built canals to connect the country's rivers. Like the new roads, the canals improved transportation throughout the country. Using the new canals and rivers together made it easier and faster to ship goods from north to south. In addition, the

Qin built an irrigation system to make more land good for farming. Parts of that system are still in use today.

Shi Huangdi also wanted to protect the country from invasion. Nomads from the north were fierce warriors, and they were a real threat to China. Hoping to stop them from invading, the emperor built the **Great Wall**, a barrier that linked earlier walls across China's northern frontier. The first section of the wall had been built in the 600s BC to keep invading groups out of China. The Qin connected earlier pieces of the wall to form a long, unbroken structure. Building the wall required years of labor from hundreds of thousands of workers. Many of them died building the wall.

### THE IMPACT TODAY

The Great Wall is a major tourist attraction today.



Each terra-cotta soldier was different, with its own facial features, hairstyle, and unique expression. Here, a computer model shows what a soldier might have looked like when it was created.



### VIDEO

The First Emperor of China

[hmhsocialstudies.com](http://hmhsocialstudies.com)



The Great Wall has been added to and rebuilt many times since Shi Huangdi ruled China.

### The Fall of the Qin

Shi Huangdi's policies unified China. However, his policies also stirred resentment. Many peasants, scholars, and nobles hated his harsh ways.

Still, Shi Huangdi was powerful enough to hold the country together. When he died in 210 BC China was unified, but that didn't last. Within a few years, the government began to fall apart.

Rebel forces formed across the country. Each claimed to have received the mandate of heaven to replace the emperor. One of these groups attacked the Qin capital, and the new emperor surrendered. The palace was burned to the ground. Qin authority had disappeared. With no central government, the country fell into civil war.

**READING CHECK** Recall What massive building projects did Shi Huangdi order to unify China?

**SUMMARY AND PREVIEW** Qin emperor Shi Huangdi's policies and achievements unified China, but his harsh rule led to resentment. After his death, the dynasty fell apart. In the next section you will learn about the Han dynasty that came to power after the end of the Qin.

## Section 3 Assessment

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What does the title **Shi Huangdi** mean?

**b. Explain** After unifying China, why did Shi Huangdi divide the country into military districts?

**c. Rate** Which of the following acts do you think best showed how powerful Shi Huangdi was—burning books, forcing nobles to move, or forcing commoners to work on government projects? Explain your answer.
- a. Recall** Why was the **Great Wall** built?

**b. Summarize** What actions did Shi Huangdi take to unify China and standardize things within the empire?

**c. Evaluate** In your opinion, was Shi Huangdi a good ruler? Explain your answer.

### Critical Thinking

- Evaluating** Using your notes and a diagram like this one, rank the effectiveness of the emperor's achievements and policies in unifying China.

Most important		Least important
1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>

### FOCUS ON SPEAKING

- Evaluating Contributions to History** When evaluating a person's contribution to history, it is important to consider both the person's good impact and bad impact. In what ways was Shi Huangdi great? What negative impact did he have on China? Write down your ideas.



## Emperor Shi Huangdi

**If you were a powerful ruler, how would you protect yourself?**

**When did he live?** c. 259–210 BC

**Where did he live?** Shi Huangdi built a new capital city at Xianyang, now called Xi'an (SHEE-AHN), in eastern China.

**What did he do?** Shi Huangdi didn't trust people. Several attempts were made on his life, and the emperor lived in fear of more attacks. He was constantly seeking new ways to protect himself and extend his life. By the time Shi Huangdi died, he didn't even trust his own advisors. Even in death, he surrounded himself with protectors: the famous terra-cotta army.

**Why is he important?** Shi Huangdi was one of the most powerful rulers in Chinese history. The first ruler to unify all of China, he is also remembered for his building programs. He built roads and canals throughout China and expanded what would become the Great Wall.

**Drawing Conclusions** Why do you think Shi Huangdi feared for his life?

### KEY EVENTS

- **246 BC** Shi Huangdi becomes emperor. Because he is still young, a high official rules in his name.
- **238 BC** He exiles the official, whom he suspects of plotting against him, and rules alone.
- **227 BC** An assassination attempt adds fuel to the emperor's paranoia.
- **221 BC** Shi Huangdi unites all of China under his rule.

**H** VIDEO  
**HISTORY** Omens in Ancient China  
[hmhsocialstudies.com](http://hmhsocialstudies.com)

This painting shows Shi Huangdi's servants burning books and attacking scholars.



# The Han Dynasty

## What You Will Learn...

### Main Ideas

1. Han dynasty government was based on the ideas of Confucius.
2. Family life was supported and strengthened in Han China.
3. The Han made many achievements in art, literature, and learning.

### The Big Idea

The Han dynasty created a new form of government that valued family, art, and learning.

### Key Terms

sundial, p. 182

seismograph, p. 182

acupuncture, p. 183



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TAKING NOTES

Use the graphic organizer online to take notes on Han government, family life, and achievements.

## If YOU were there...

You are a young Chinese student from a poor family. Your family has worked hard to give you a good education so that you can get a government job and have a great future. Your friends laugh at you. They say that only boys from wealthy families win the good jobs. They think it is better to join the army.

## Will you take the exam or join the army? Why?

**BUILDING BACKGROUND** Though it was harsh, the rule of the first Qin emperor helped to unify northern China. With the building of the Great Wall, he strengthened defenses on the northern frontier. But his successor could not hold on to power. The Qin gave way to a remarkable new dynasty that would last for 400 years.

## Han Dynasty Government

When the Qin dynasty collapsed in 207 BC, several different groups battled for power. After several years of fighting, an army led by Liu Bang (lee-oo bang) won control. Liu Bang became the first emperor of the Han dynasty. This Chinese dynasty lasted for more than 400 years.

## The Rise of a New Dynasty

Liu Bang, a peasant, was able to become emperor in large part because of the Chinese belief in the mandate of heaven. He was the first common person to become emperor. He earned people's

## Time Line

### The Han Dynasty

**206 BC**

The Han dynasty begins.

**AD 220**

The Han dynasty falls.

**200 BC**

**BC 1 AD**

**AD 200**

**140 BC**

Wudi becomes emperor and tries to strengthen China's government.

**AD 25**

The Han move their capital east to Luoyang.

## Han Dynasty, c. 206 BC–AD 220



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Region** What features marked the northern boundary of the Han dynasty?

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ANIMATED HISTORY

loyalty and trust. In addition, he was well liked by both soldiers and peasants, which helped him to maintain control.

Liu Bang's rule was different from the strict Legalism of the Qin. He wanted to free people from harsh government policies. He lowered taxes for farmers and made punishments less severe. He gave large blocks of land to his supporters.

In addition to setting new policies, Liu Bang changed the way government worked. He set up a government structure that built on the foundation begun by the Qin. He also relied on educated officials to help him rule.

### Wudi Creates a New Government

In 140 BC Emperor Wudi (woo-dee) took the throne. He wanted to create a stronger central government. To do that, he

took land from the lords, raised taxes, and placed the supply of grain under the control of the government.

Under Wudi, Confucianism became China's official government philosophy. Government officials were expected to practice Confucianism. Wudi even began a university to teach Confucian ideas.

If a person passed an exam on Confucian teachings, he could get a good position in the government. However, not just anyone could take the test. The exams were only open to people who had been recommended for government service already. As a result, wealthy or influential families continued to control the government.

**READING CHECK Analyzing** How was the Han government based on the ideas of Confucius?

## Family Life

The Han period was a time of great social change in China. Class structure became more rigid. The family once again became important within Chinese society.

## Social Classes

Based on the Confucian system, people were divided into four classes. The upper class was made up of the emperor, his court, and scholars who held government positions. The second class, the largest, was made up of the peasants. Next were artisans who produced items for daily life and some luxury goods. Merchants occupied the lowest class because they did not produce anything. They only bought and sold what others made. The military was not an official class in the Confucian system. Still, joining the army offered men a chance to rise in social status because the military was considered part of the government.



This Han artifact is an oil lamp held by a servant.

## Lives of Rich and Poor

The classes only divided people into social rank. They did not indicate wealth or power. For instance, even though peasants made up the second highest class, they were poor. On the other hand, some merchants were wealthy and powerful despite being in the lowest class.

People's lifestyles varied according to wealth. The emperor and his court lived in a large palace. Less important officials lived in multilevel houses built around courtyards. Many of these wealthy families owned large estates and employed laborers to work the land. Some families even hired private armies to defend their estates.

The wealthy filled their homes with expensive decorations. These included paintings, pottery, bronze lamps, and jade figures. Rich families hired musicians for entertainment. Even the tombs of dead family members were filled with beautiful, expensive objects.

Most people in the Han dynasty, however, didn't live like the wealthy. Nearly 60 million people lived in China during the Han dynasty, and about 90 percent of them were peasants who lived in the countryside. Peasants put in long, tiring days working the land. Whether it was in the millet fields of the north or in the rice paddies of the south, the work was hard. In the winter, peasants were also forced to work on building projects for the government. Heavy taxes and bad weather forced many farmers to sell their land and work for rich landowners. By the last years of the Han dynasty, only a few farmers were independent.

Chinese peasants lived simple lives. They wore plain clothing made of fiber from a native plant. The main foods they ate were cooked grains like barley. Most peasants lived in small villages. Their small, wood-framed houses had walls made of mud or stamped earth.



### The Importance of Family

Honoring one's family was an important duty in Han China. In this painting, people give thanks before their family shrine. Only the men participate. The women watch from inside the house.

*How are these people giving thanks?*

生十雨蒼天濟當年  
與後人祭  
欽天監五言  
鴻臚寺序班

### The Revival of the Family

Since Confucianism was the official government philosophy during Wudi's reign, Confucian teachings about the family were also honored. Children were taught from birth to respect their elders. Disobeying one's parents was a crime. Even emperors had a duty to respect their parents.

Confucius had taught that the father was the head of the family. Within the family, the father had absolute power. The Han taught that it was a woman's duty to obey her husband, and children had to obey their father.

Han officials believed that if the family was strong and people obeyed the father, then people would obey the emperor, too. Since the Han stressed strong family ties and respect for elders, some men even gained government jobs based on the respect they showed their parents.

Children were encouraged to serve their parents. They were also expected to honor dead parents with ceremonies and offerings. All family members were expected to care for family burial sites.

Chinese parents valued boys more highly than girls. This was because sons carried on the family line and took care of their parents when they were old. On the other hand, daughters became part of their husband's family. According to a Chinese proverb, "Raising daughters is like raising children for another family." Some women, however, still gained power. They could actually influence their sons' families. An older widow could even become the head of the family.

#### READING CHECK Identifying Cause and Effect

Why did the family take on such importance during the Han dynasty?

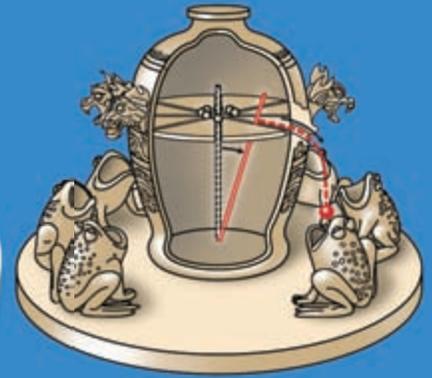
## Han Achievements

During the Han dynasty, the Chinese made many advances in art and learning. Some of these advances are shown here.



### Science

This is a model of an ancient Chinese seismograph. When an earthquake struck, a lever inside caused a ball to drop from a dragon's mouth into a toad's mouth, indicating the direction from which the earthquake had come.



## Han Achievements

Han rule was a time of great accomplishments. Art and literature thrived, and inventors developed many useful devices.

### Art and Literature

The Chinese of the Han period produced many works of art. They became experts at figure painting—a style of painting that includes portraits of people. Portraits often showed religious figures and Confucian scholars. Han artists also painted realistic scenes from everyday life. Their creations covered the walls of palaces and tombs.

In literature, Han China is known for its poetry. Poets developed new styles of verse, including the *fu* style which was the most popular. *Fu* poets combined prose and poetry to create long works of literature. Another style, called *shi*, featured short lines of verse that could be sung. Han rulers hired poets known for the beauty of their verse.

Han writers also produced important works of history. One historian by the name of Sima Qian wrote a complete history of all the dynasties through the early Han. His format and style became the model for later historical writings.

### Inventions and Advances

The Han Chinese invented one item that we use every day—paper. They made it by grinding plant fibers, such as mulberry bark and hemp, into a paste. Then they let it dry in sheets. Chinese scholars produced “books” by pasting several pieces of paper together into a long sheet. Then they rolled the sheet into a scroll.

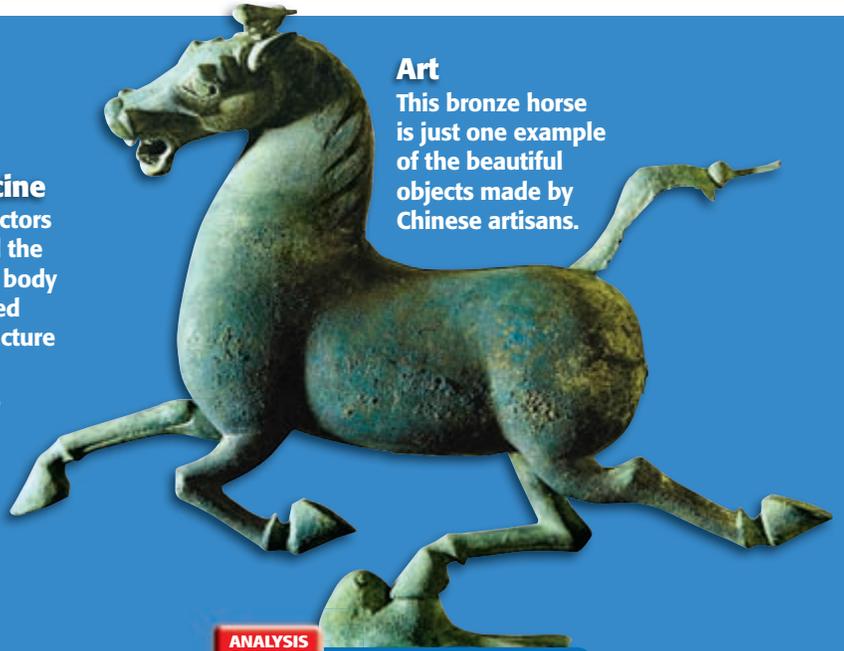
The Han also made other **innovations** in science. These included the sundial and the seismograph. **A sundial uses the position of shadows cast by the sun to tell the time of day.** The sundial was an early type of clock. **A seismograph is a device that measures the strength of an earthquake.** Han emperors were very interested

### ACADEMIC VOCABULARY

**innovation** a new idea, method, or device



**Medicine**  
Han doctors studied the human body and used acupuncture to heal people.



**Art**  
This bronze horse is just one example of the beautiful objects made by Chinese artisans.

**ANALYSIS SKILL** ANALYZING VISUALS

How do these objects show the range of accomplishments in Han China?

in knowing about the movements of the earth. They believed that earthquakes were signs of future evil events.

Another Han innovation, acupuncture (AK-yoo-punk-cher), improved medicine. **Acupuncture** is the practice of inserting fine needles through the skin at specific points to cure disease or relieve pain. Many Han inventions in science and medicine are still used today.

**READING CHECK** **Categorizing** What advances did the Chinese make during the Han period?

**SUMMARY AND PREVIEW** Han rulers moved away from Legalism and based their government on Confucianism. This strengthened family bonds in Han China. In addition, art and learning thrived under Han rule. In the next section you will learn about China's contact beyond its borders.

**Section 4 Assessment**

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**ONLINE QUIZ**

**Reviewing Ideas, Terms, and People**

- a. Identify** Whose teachings were the foundation for government during the Han dynasty?

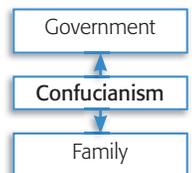
**b. Summarize** How did Emperor Wudi create a strong central government?

**c. Evaluate** Do you think that an exam system is the best way to make sure that people are fairly chosen for government jobs? Why or why not?
- a. Describe** What was the son's role in the family?

**b. Contrast** How did living conditions for the wealthy differ from those of the peasants during the Han dynasty?
- Identify** What device did the Chinese invent to measure the strength of earthquakes?

**Critical Thinking**

- Analyzing** Use your notes to complete this diagram about how Confucianism influenced Han government and family.



**FOCUS ON SPEAKING**

- Analyzing Impact on History** Sometimes a ruler has the biggest impact on history. Other times, ideas that develop within a society have a greater impact. Which had a greater impact on Han China? Why?

## from **The Shiji**

by **Sima Qian**

*Translated by Burton Watson*

### GUIDED READING

#### WORD HELP

**intervals** periods of time  
**dispatched** sent  
**envoy** representative

1 Henan (HUH-NAHN) is a region of eastern China. It is a productive agricultural region.

2 The Xiongnu were a tribe of nomads. They lived in the north and often raided towns near China's border.

3 *Why do you think the emperor invites Bu Shi to work for the government?*

**About the Reading** *The Shiji, also called the Records of the Grand Historian, is a history that describes more than two thousand years of Chinese culture. The author, Sima Qian (soo-MAH chee-EN), held the title Grand Historian under the Han emperor Wudi. He spent 18 years of his life writing the Shiji. His hard work paid off, and his history was well received. In fact, the Shiji was so respected that it served as the model for every later official history of China. This passage describes a man named Bu Shi, who attracted the emperor's attention through his generosity and good deeds. Eventually, the emperor invited him to live in the imperial palace.*

**AS YOU READ** Ask yourself why Sima Qian included Bu Shi in his history.

Bu Shi was a native of Henan, where his family made a living by farming and animal raising. 1 When his parents died, Bu Shi left home, handing over the house, the lands, and all the family wealth to his younger brother, who by this time was full grown. For his own share, he took only a hundred or so of the sheep they had been raising, which he led off into the mountains to pasture. In the course of ten years or so, Bu Shi's sheep had increased to over a thousand and he had bought his own house and fields. His younger brother in the meantime had failed completely in the management of the farm, but Bu Shi promptly handed over to him a share of his own wealth. This happened several times. Just at that time the Han was sending its generals at frequent intervals to attack the Xiongnu. 2 Bu Shi journeyed to the capital and submitted a letter to the throne, offering to turn over half of his wealth to the district officials to help in the defense of the border. The emperor dispatched an envoy to ask if Bu Shi wanted a post in the government. 3

"From the time I was a child," Bu Shi replied, "I have been an animal raiser. I have had no experience in government and would certainly not want such a position" . . .

## GUIDED READING

### WORD HELP

**objective** goal

**chancellor** high official

**accord** agreement

**eccentric** someone who acts strangely

**populace** people

**tutor** private teacher

“If that is the case,” said the envoy, “then what is your objective in making this offer?”

Bu Shi replied, “The Son of Heaven has sent out to punish the Xiongnu. **4** In my humble opinion, every worthy man should be willing to fight to the death to defend the borders, and every person with wealth ought to contribute to the expense . . .”

The emperor discussed the matter with the chancellor, but the latter said, “The proposal is simply not in accord with human nature! **5** Such eccentric people are of no use in guiding the populace, but only throw the laws into confusion. I beg Your Majesty not to accept his offer!”

For this reason the emperor put off answering Bu Shi for a long time, and finally after several years had passed, turned down the offer, whereupon Bu Shi went back to his fields and pastures . . .

The following year a number of poor people were transferred to other regions . . . At this point Bu Shi took two hundred thousand cash of his own and turned the sum over to the governor of Henan to assist the people who were emigrating to other regions . . . At this time the rich families were all scrambling to hide their wealth; only Bu Shi, unlike the others, had offered to contribute to the expenses of the government. **6** The emperor decided that Bu Shi was really a man of exceptional worth after all . . . Because of his simple, unspoiled ways and his deep loyalty, the emperor finally appointed him grand tutor to his son Liu Hong, the king of Qi.

**4** The Chinese people believed that their emperor was the “Son of Heaven.” They thought he received his power from heavenly ancestors.

**5** The “latter” means the one mentioned last. In this case, the latter is the chancellor.

**6** *What is Bu Shi’s attitude toward his wealth? How is it different from the attitude of the rich families?*



In this painting from the 1600s, government officials deliver a letter.

### CONNECTING LITERATURE TO HISTORY

**1. Drawing Conclusions** Like many Chinese historians, Sima Qian wanted to use history to teach lessons. What lessons could the story of Bu Shi be used to teach?

**2. Analyzing** The Emperor Wudi based his government on the teachings of Confucius. What elements of Confucianism can you see in this story?

# Han Contacts with Other Cultures

## What You Will Learn...

### Main Ideas

1. Farming and manufacturing grew during the Han dynasty.
2. Trade routes linked China with the Middle East and Rome.
3. Buddhism came to China from India and gained many followers.

### The Big Idea

Trade routes led to the exchange of new products and ideas among China, Rome, and other peoples.

### Key Terms

silk, p. 187

Silk Road, p. 187

diffusion, p. 189



Use the graphic organizer online to take notes on Chinese products and trade routes and on the arrival of Buddhism in China.

## If YOU were there...

You are a trader traveling along the Silk Road to China. This is your first journey, but you have heard many stories about the country. You know the trip will be hard, through mountains and deserts and terrible weather. While you expect to make a good profit from silk, you are also curious about China and its people.

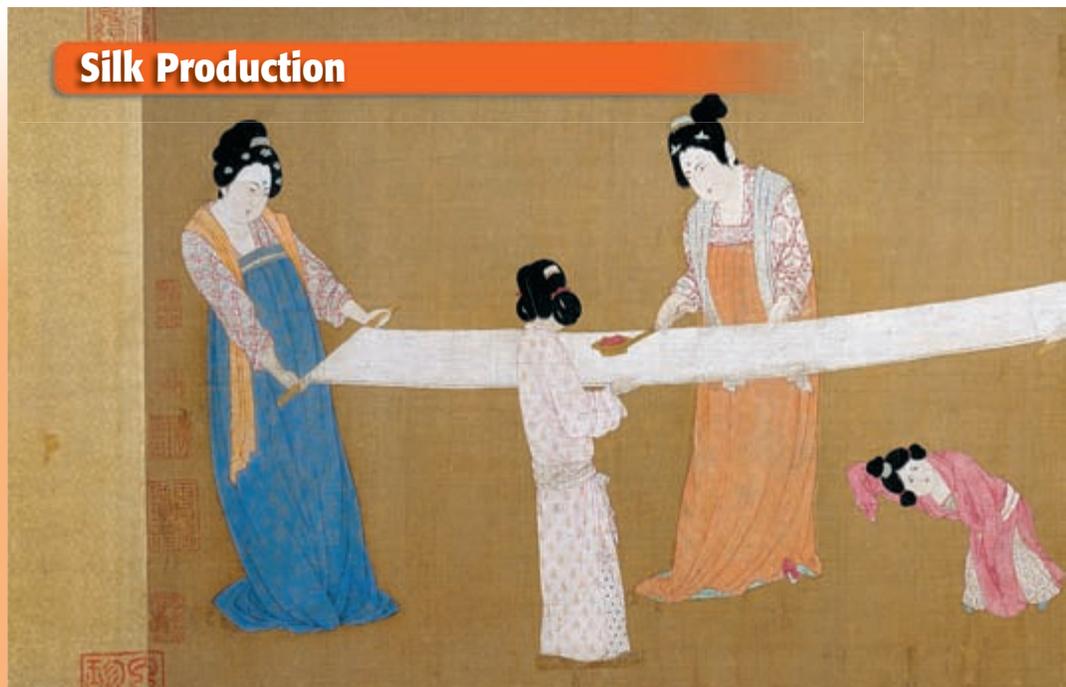
## What do you expect to find in China?

**BUILDING BACKGROUND** During the Han dynasty Chinese society returned its focus to Confucian ideas, and new inventions were developed. In addition, increased trade allowed other countries to learn about the rich culture of China.

## Farming and Manufacturing

Many advances in manufacturing took place during the Han dynasty. As a result, productivity increased and the empire prospered. These changes paved the way for China to make contact with people of other cultures.

### Silk Production



By the Han period, the Chinese had become master ironworkers. They manufactured iron swords and armor that made the army more powerful.

Farmers also gained from advances in iron. The iron plow and the wheelbarrow, a single-wheeled cart, increased farm output. With a wheelbarrow a farmer could haul more than 300 pounds all by himself. With an iron plow, he could till more land and raise more food.

Another item that increased in production during the Han dynasty was **silk, a soft, light, highly valued fabric**. For centuries, Chinese women had known the complicated methods needed to raise silkworms, unwind the silk threads of their cocoons, and then prepare the threads for dyeing and weaving. The Chinese were determined to keep their **procedure** for making silk a secret. Revealing these secrets was punishable by death.

During the Han period, weavers used foot-powered looms to weave silk threads into beautiful fabric. Garments made from this silk were very expensive.

**READING CHECK** **Finding Main Ideas** How did advances in technology affect farming and silk production?

## Trade Routes

Chinese goods, especially silk and fine pottery, were highly valued by people in other lands. During the Han period, the value of these goods to people outside China helped increase trade.

### Expansion of Trade

Trade increased partly because Han armies conquered lands deep in Central Asia. Leaders there told the Han generals that people who lived still farther west wanted silk. At the same time, Emperor Wudi wanted strong, sturdy Central Asian horses for his army. China's leaders saw that they could make a profit by bringing silk to Central Asia and trading the cloth for the horses. The Central Asian peoples would then take the silk west and trade it for other products they wanted.

### The Silk Road

Traders used a series of overland routes to take Chinese goods to distant buyers. The most famous trade route was known as the **Silk Road**. This 4,000-mile-long network of routes stretched westward from China across Asia's deserts and mountain ranges, through the Middle East, until it reached the Mediterranean Sea.

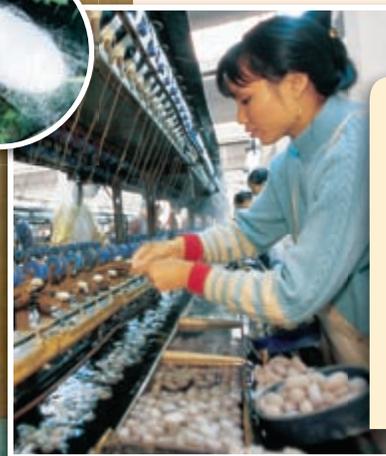
#### THE IMPACT TODAY

China still produces about 50 percent of the world's silk.

#### ACADEMIC VOCABULARY

**procedure** the way a task is accomplished

PHOTOGRAPH © 2012 MUSEUM OF FINE ARTS, BOSTON



The technique for making silk was a well-kept secret in ancient China, as silk was a valuable trade good in distant lands. Workers made silk from the cocoons of silkworms, just as they do today.

Chinese traders did not travel the entire Silk Road. Upon reaching Central Asia, they sold their goods to local traders who would take them the rest of the way.

Traveling the Silk Road was difficult. Hundreds of men and camels loaded down with valuable goods, including silks and jade, formed groups. They traveled the Silk Road together for protection. Armed guards were hired to protect traders from bandits who stole cargo and water, a precious necessity. Weather presented other dangers. Traders faced icy blizzards, desert heat, and blinding sandstorms.

Named after the most famous item transported along it, the Silk Road was worth its many risks. Silk was so popular in Rome, for example, that China grew wealthy from that trade relationship alone. Traders returned from Rome with silver, gold, precious stones, and horses.

## Buddhism Comes to China

When the Chinese people came into contact with other civilizations, they exchanged ideas along with trade goods. Among these ideas was a new religion. In the first century AD Buddhism spread from India to China along the Silk Road and other trade routes.

### Arrival of a New Religion

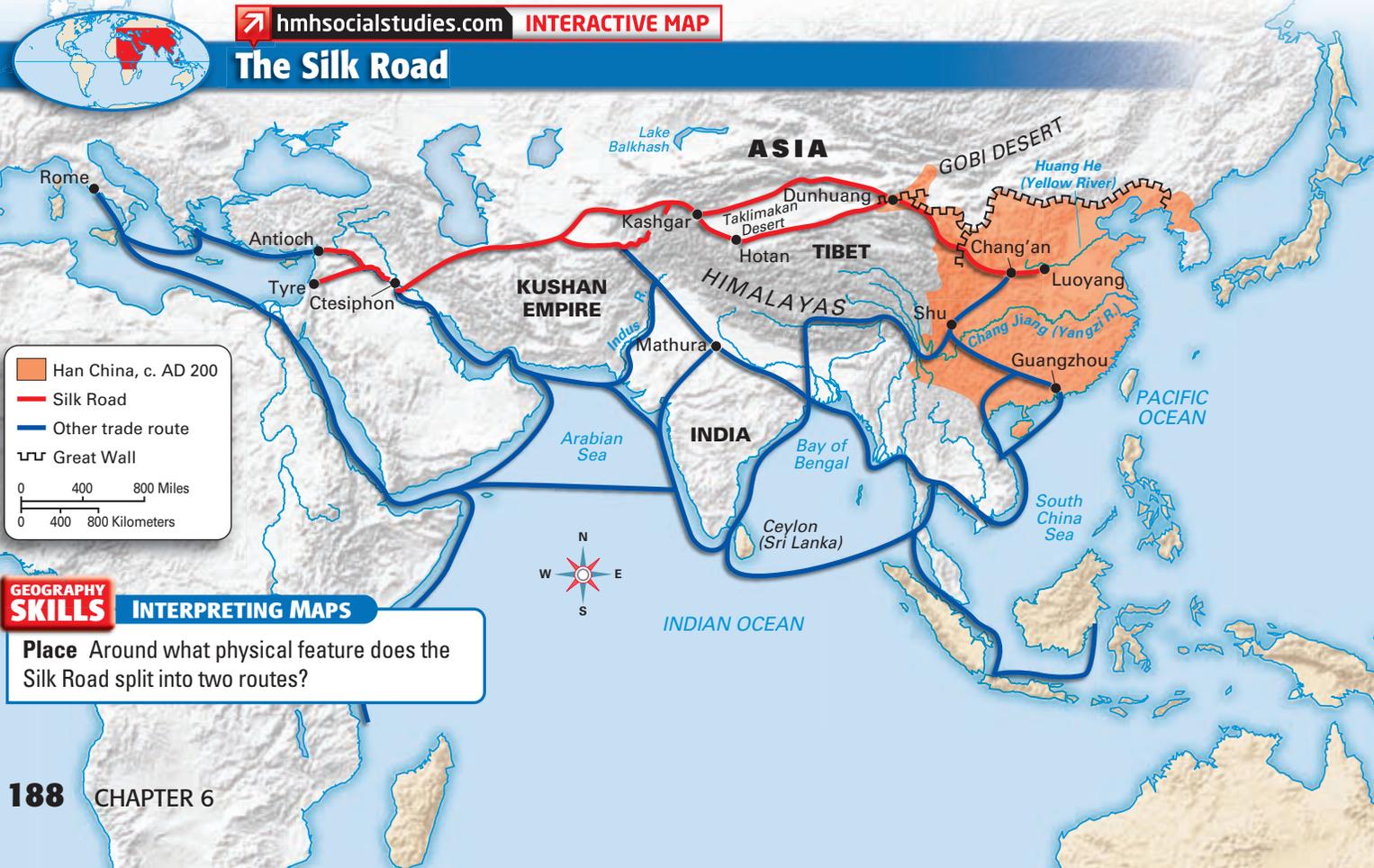
Over time, the Han government became less stable. People ignored laws, and violence was common. As rebellions flared up, millions of peasants went hungry. Life became violent and uncertain. Many Chinese looked to Daoism or Confucianism to find out why they had to suffer so much, but they didn't find helpful answers.

Buddhism seemed to provide more hope than the traditional Chinese beliefs did. It offered rebirth and relief from suffering. This promise was a major reason the Chinese people embraced Buddhism.

**READING CHECK** Summarizing Why did Chinese trade expand under Han rule?

[hmhsocialstudies.com](http://hmhsocialstudies.com) **INTERACTIVE MAP**

## The Silk Road



**GEOGRAPHY SKILLS** **INTERPRETING MAPS**

**Place** Around what physical feature does the Silk Road split into two routes?

## Impact on China

At first, Indian Buddhists had trouble explaining their religion to the Chinese. Then they used ideas found in Daoism to help describe Buddhist beliefs. Many people grew curious about Buddhism.

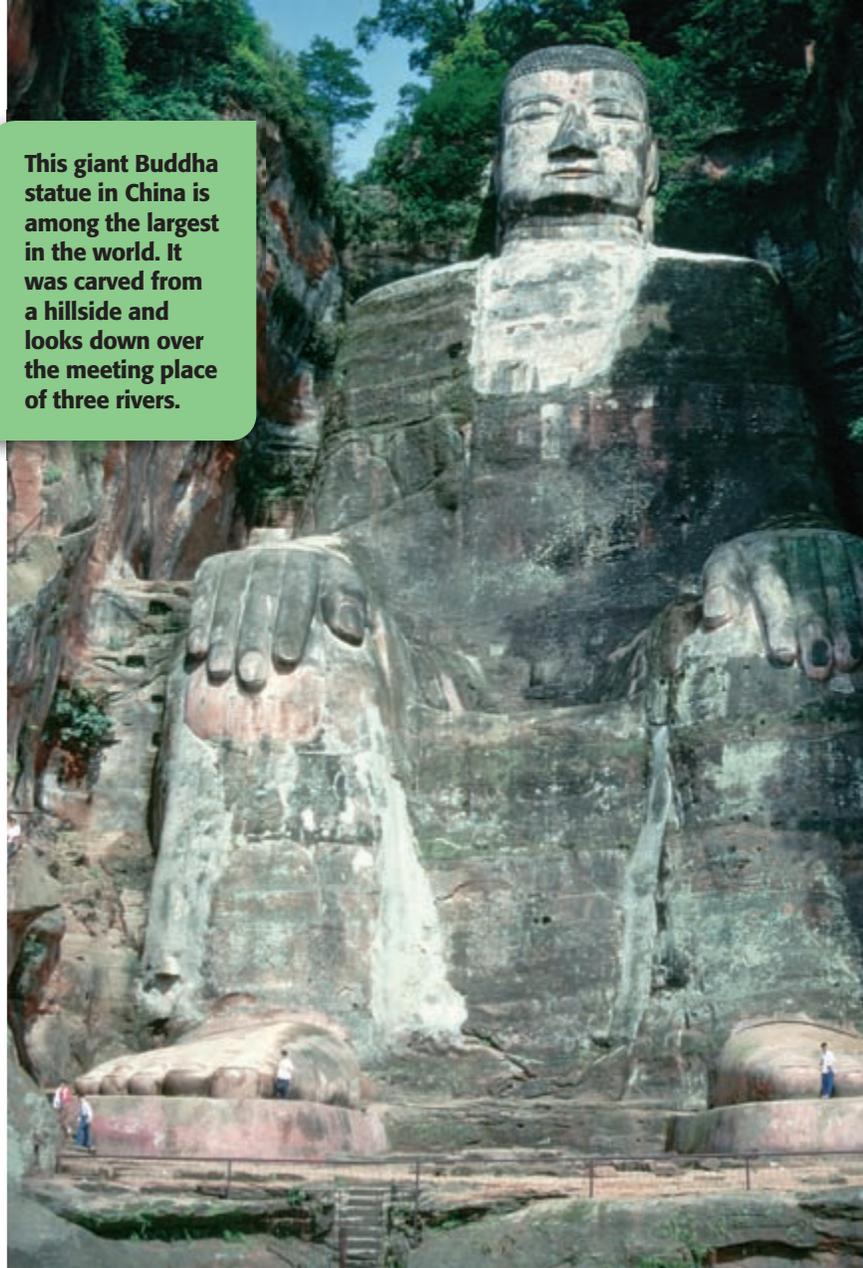
Before long, Buddhism caught on in China with both the poor and the upper classes. By AD 200, Buddhist altars stood in the emperor's palace.

Buddhism's introduction to China is an example of **diffusion**, the spread of ideas from one culture to another. Elements of Chinese culture changed in response to the new faith. For example, scholars translated Buddhist texts into Chinese. Many Chinese became Buddhist monks and nuns. Artists carved towering statues of Buddha into mountain walls.

**READING CHECK** Finding Main Ideas How did Chinese people learn of Buddhism?

**SUMMARY AND PREVIEW** Under the Han, trade brought new goods and ideas, including Buddhism, to China. In the next chapter you'll read about the religion of another people—the Jews.

This giant Buddha statue in China is among the largest in the world. It was carved from a hillside and looks down over the meeting place of three rivers.



## Section 5 Assessment

 hmhsocialstudies.com  
**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Describe** How did wheelbarrows help farmers?

**b. Summarize** How was silk made in ancient China?

**c. Elaborate** Why did the Chinese keep silk-making methods a secret?
- a. Identify** Where did the Silk Road begin and end?

**b. Elaborate** What information would you use to support the argument that the silk trade must have been very valuable?
- a. Identify** What is diffusion?

**b. Make Generalizations** What Buddhist beliefs appealed to millions of Chinese peasants?

### Critical Thinking

- Categorizing** Copy the chart here. Use it and your notes on trade to identify goods and ideas that were exchanged along the Silk Road, both into and out of China.



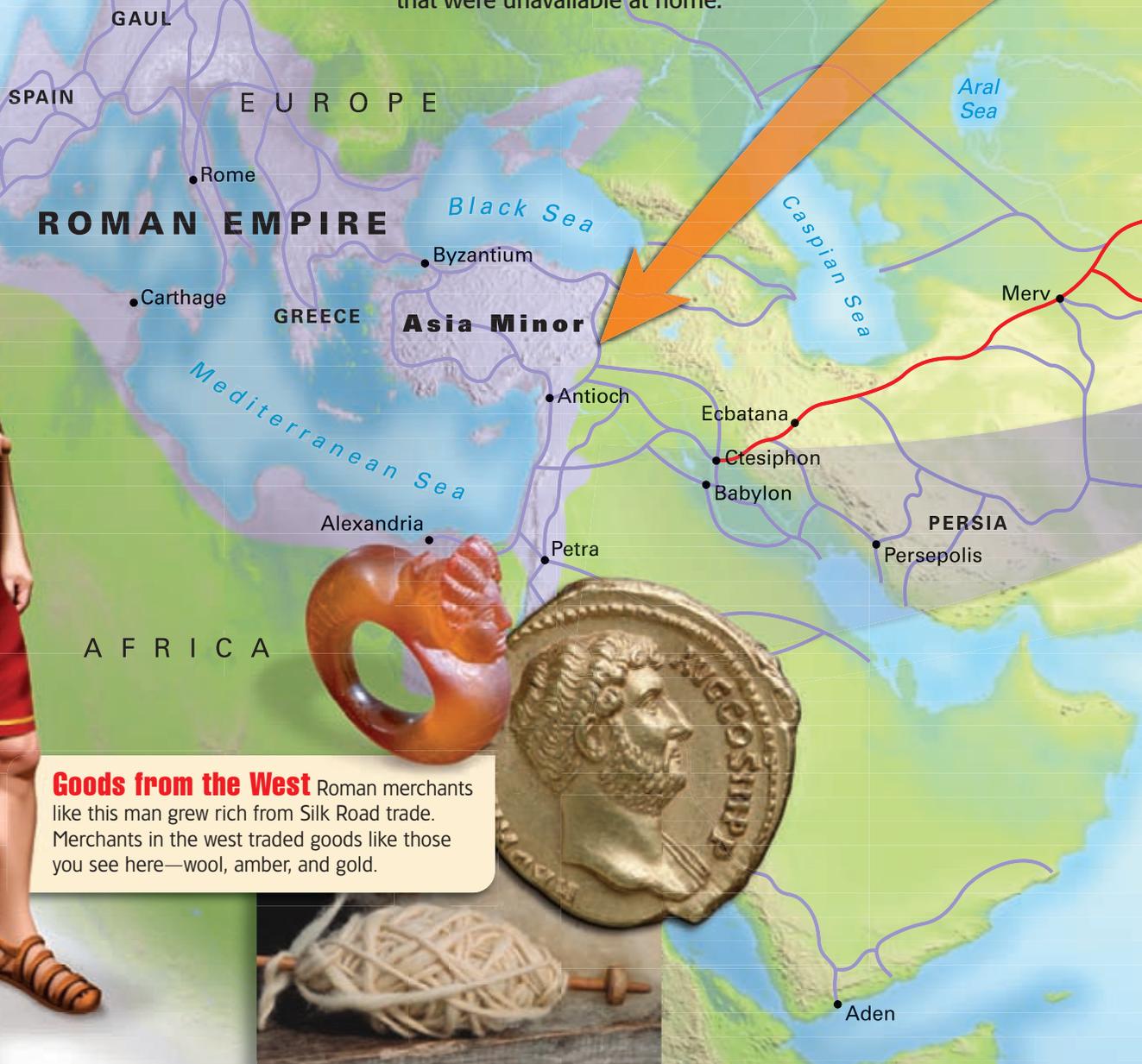
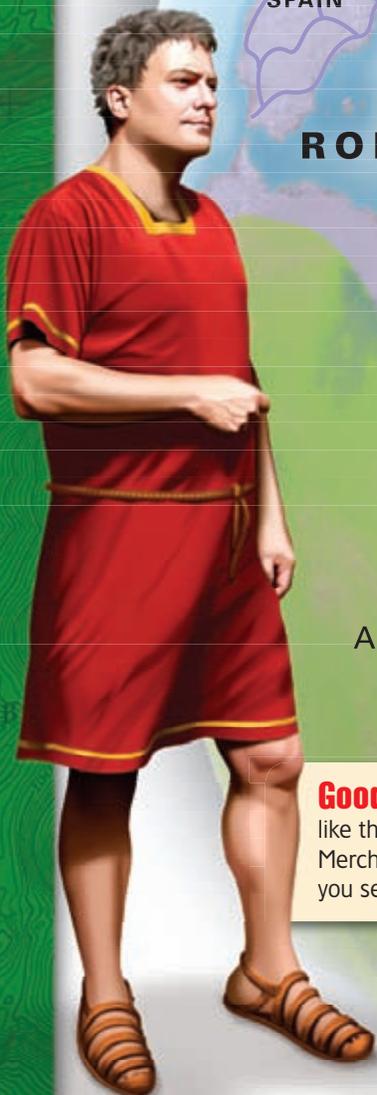
### FOCUS ON SPEAKING

- Evaluating the Importance of Events** Not all the important events in history are wars or invasions. What peaceful events in this section changed Chinese history? Write down some ideas.

# The Silk Road

The Silk Road was a long trade route that stretched across the heart of Asia. Along this route, an active trade developed between China and Southwest Asia by about 100 BC. By AD 100, the Silk Road connected Han China in the east with the Roman Empire in the west.

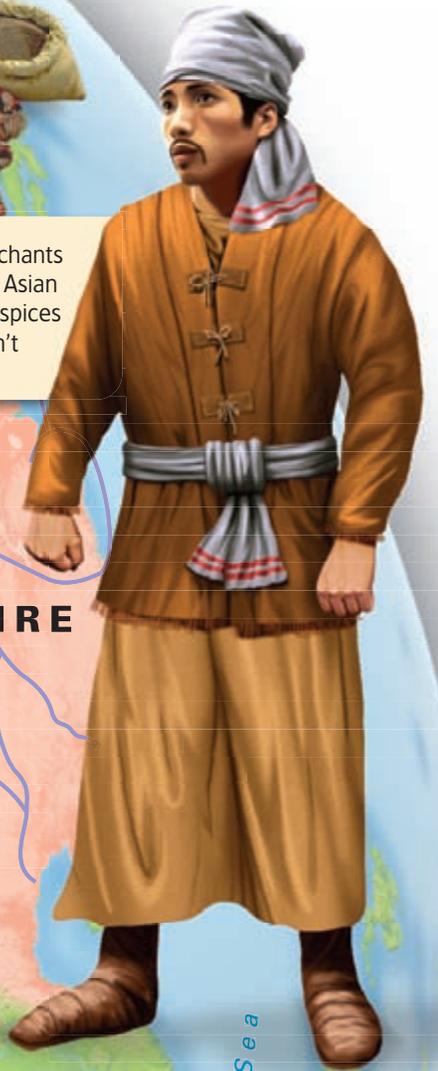
The main goods traded along the Silk Road were luxury goods—ones that were small, light, and expensive. These included goods like silk, spices, and gold. Because they were small and valuable, merchants could carry these goods long distances and still sell them for a large profit. As a result, people in both the east and the west were able to buy luxury goods that were unavailable at home.



**Goods from the West** Roman merchants like this man grew rich from Silk Road trade. Merchants in the west traded goods like those you see here—wool, amber, and gold.

ASIA

**Goods from the East** Chinese merchants also got rich from Silk Road trade. Valuable Asian goods included silk cloth, jade objects, and spices like cinnamon, nutmeg, and ginger that didn't grow in Europe.



HAN EMPIRE

**A Network of Roads** The Silk Road was actually a network of roads that linked trading centers in Asia. Most merchants only traveled a small part of the Silk Road, selling their goods along the way to other traders from distant lands.

- Silk Road
- Other trade routes
- Han Empire
- Roman Empire

Scale varies on this map.

**GEOGRAPHY SKILLS** INTERPRETING MAPS

1. **Place** What two empires did the Silk Road connect by AD 100?
2. **Movement** What were some goods traded along the Silk Road?

INDIAN OCEAN

## Conducting Internet Research

### Understand the Skill

The Internet is a huge network of computers that are linked together. You can connect to this network from a personal computer or from a computer at a public library or school. Once connected, you can go to places called Web sites. Web sites consist of one or more Web pages. Each page contains information that you can view on the computer screen.

Governments, businesses, individuals, and many different types of organizations such as universities, news organizations, and libraries have Web sites. Most library Web sites allow users to search their card catalog electronically. Many libraries also have databases on their Web sites. A database is a large collection of related information that is organized by topic.

The Internet can be a very good reference source. It allows you to gather information on almost any topic without ever having to leave your chair. However, finding the information you need can sometimes be difficult. Having the skill to use the Internet efficiently increases its usefulness.

### Learn the Skill

There are millions of Web sites on the Internet. This can make it hard to locate specific information. The following steps will help you in doing research on the Internet.

**1 Use a search engine.** This is a Web site that searches other sites. Type a word or phrase related to your topic into the search engine. It will list Web pages that might contain information on your topic. Clicking on an entry in this list will bring that page to your screen.

**2 Study the Web page.** Read the information to see if it is useful. You can print the page on the computer's printer or take notes. If you take notes, be sure to include the page's URL. This is its location or "address" on the Internet. You need this as the source of the information.

**3 Use hyperlinks.** Many Web pages have connections, called hyperlinks, to related information on the site or on other Web sites. Clicking on these links will take you to those pages. You can follow their links to even more pages, collecting information as you go.

**4 Return to your results list.** If the information or hyperlinks on a Web page are not useful, return to the list of pages that your search engine produced and repeat the process.

The Internet is a useful tool. But remember that information on the Internet is no different than printed resources. It must be evaluated with the same care and critical thinking as other resources.

### Practice and Apply the Skill

Answer the following questions to apply the guidelines to Internet research on ancient China.

1. How would you begin if you wanted information about the Qin Dynasty from the Internet?
2. What words might you type into a search engine to find information about Confucianism?
3. Use a school computer to research the Great Wall of China. What kinds of pages did your search produce? Evaluate the usefulness of each type.



### History's Impact

#### ▶ video series

Review the video to answer the focus question:  
*How would you summarize the Confucian view of the family?*

# CHAPTER 6

# Chapter Review

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK FACTS**



Chinese civilization began along the Huang He (Yellow River).

During the Zhou dynasty, armies fought for power, and the ideas of Confucius spread.

The Qin dynasty unified China with a strong government.

During the Han dynasty, China made advances in learning, and Buddhism spread.

## Reviewing Vocabulary, Terms, and People

Match the "I" statement with the person or thing that might have made the statement. Not all of the choices will be used.

- |               |                |
|---------------|----------------|
| a. jade       | g. Daoism      |
| b. innovation | h. Shi Huangdi |
| c. lord       | i. seismograph |
| d. oracle     | j. wheelbarrow |
| e. peasant    | k. Great Wall  |
| f. Confucius  | l. Legalism    |

- "I stressed the importance of living in harmony with nature."
- "I took a name that means 'first emperor.'"
- "I stressed that people needed to be controlled with strict laws."
- "I am a beautiful, hard gemstone that the Chinese made into many objects."

- "I was built to keep invaders from attacking China."
- "I can measure the strength of an earthquake."
- "I am a person of high rank."
- "I am a new idea, method, or device."
- "I emphasized the importance of moral values and respect for the family."
- "I am a farmer who tills a small plot of land."

## Comprehension and Critical Thinking

### SECTION 1 (Pages 160–165)

- Identify** In what region did the Shang dynasty develop?
  - Analyze** How did China's geography contribute to the country's isolation?
  - Evaluate** Considering the evidence, do you think the Xia dynasty was really China's first dynasty or a myth? Explain your answer.

## SECTION 2 (Pages 166–171)

12. **a. Identify** Which Chinese philosophy encouraged strict laws and severe punishments to keep order?
- b. Analyze** How would Confucianism benefit Chinese emperors?
- c. Evaluate** Would you be happier under a government influenced by Legalism or by Daoism? In which type of government would there be more order? Explain your answers.

## SECTION 3 (Pages 172–176)

13. **a. Describe** What were the main reasons for the fall of the Qin dynasty?
- b. Make Inferences** Why did Shi Huangdi's armies destroy city walls and take weapons from people they conquered?
- c. Evaluate** Shi Huangdi was a powerful ruler. Was his rule good or bad for China? Why?

## SECTION 4 (Pages 178–183)

14. **a. Identify** During the Han dynasty, who belonged to the first and second social groups?
- b. Analyze** What was the purpose of the exam system during Wudi's rule?
- c. Elaborate** What inventions show that the Chinese studied nature?

## SECTION 5 (Pages 186–189)

15. **a. Identify** What factors led to the growth of trade during the Han dynasty?
- b. Draw Conclusions** Who do you think wore silk garments in China?
- c. Predict** What might have happened if the Chinese had told foreign visitors how to make silk?

## Reviewing Themes

16. **Politics** Why might historians differ in their views of Shi Huangdi's success as a ruler?
17. **Society and Culture** How did Confucianism affect people's roles in their family, in government, and in society?

## Using the Internet



18. **Activity: Solving Problems** Confucius was one of the most influential teachers in Chinese history. His ideas suggested ways to restore order in Chinese society. Using your online textbook, research Confucianism. Take note of the political and cultural problems Confucianism tried to address. Then investigate some of the current political and cultural problems in the United States. Could Confucianism solve problems in the United States? Prepare a persuasive argument to support your answer.

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## Reading Skills



19. **Summarizing Historical Texts** From the chapter, choose a subsection under a blue headline. For each paragraph within that subsection, write a sentence that summarizes the paragraph's main idea. Continue with the other subsections under the blue heading to create a study guide.

## Social Studies Skills



20. **Conducting Internet Research** Find a topic in the chapter about which you would like to know more. Use the Internet to explore your topic. Compare the sources you find to determine which seem most complete and reliable. Write a short paragraph about your results.

## FOCUS ON SPEAKING



21. **Giving Your Oral Presentation** You have chosen a person or event and know why your choice was important to Chinese history. Now you must convince your classmates.

First, write a brief description of what the person did or what happened during the event. Then summarize why your person or event is important to Chinese history.

When you give your oral presentation, use vivid language to create pictures in your listeners' minds. Also, use a clear but lively tone of voice.

**DIRECTIONS:** Read each question, and write the letter of the best response.

1

The connecting link between serving one's father and serving one's mother is love. The connecting link between serving one's father and serving one's prince is reverence [respect]. Thus the mother [brings forth] love, while the prince brings forth reverence. But to the father belong both—love and reverence . . . Likewise, to serve one's elders reverently paves the way for civic obedience.

The observation and advice in this passage *best* express the teachings of

- A Buddhism.
  - B Confucianism.
  - C Daoism.
  - D Legalism.
- 2** Which feature of China's physical geography did *not* separate its early people from the rest of the world?
- A the Gobi
  - B the Huang-He
  - C the Pacific Ocean
  - D the Tibetan Plateau
- 3** How did the Qin emperor Shi Huangdi unify and control China in the 200s BC?
- A He created districts and counties that were governed by appointed officials.
  - B He gave land to China's nobles so that they would be loyal to him.
  - C He dissolved the army so that it could not be used against him by his enemies.
  - D He established the Silk Road to get goods from far away.

- 4** Which of the following developments in China is an example of diffusion?
- A the growth of manufacturing and trade
  - B the building of the Great Wall
  - C the spread of Buddhism from India
  - D the use of inventions to improve farming
- 5** Which dynasty's rulers created a government based on the ideas of Confucius?
- A the Shang dynasty
  - B the Zhou dynasty
  - C the Qin dynasty
  - D the Han dynasty

### Connecting with Past Learnings

- 6** In your studies of ancient India, you learned about the Hindu belief in rebirth. Which belief system that influenced early China also emphasized rebirth?
- A Buddhism
  - B Confucianism
  - C Daoism
  - D Legalism
- 7** What characteristic did early civilization in Mesopotamia share with early civilization in China?
- A Both developed paper.
  - B Both were influenced by Buddhism.
  - C Both built ziggurats.
  - D Both first developed in river valleys.

# China and the Great Wall

**Today, the Great Wall of China is an impressive symbol of the Asian giant's power, genius, and endurance.** It wasn't always so. For much of its history, the Chinese people saw the Great Wall as a symbol of cruelty and oppression. This is just one way in which the wall differs from what we think we know. In contrast to popular notions, the wall that draws tourists to Beijing by the

millions was not built 2,000 years ago. Nor is the Great Wall a single wall. Instead, it was patched together from walls built over many centuries. And for all its grandeur, the wall failed to keep China safe from invasion.

Explore facts and fictions about the Great Wall online. You can find more information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://hmhsocialstudies.com).



### **The Great Wall of China**

Watch the video to learn the history and significance of the magnificent, mysterious walls that snake across northern China.



### **A Land of Walls Within Walls**

Watch the video to learn how the Great Wall fits within the ancient Chinese tradition of wall-building.



### **The Human Costs of Building**

Watch the video to learn about the miseries that awaited the men who built the wall.



### **Twentieth-Century China**

Watch the video to examine the role that the wall has played in modern Chinese history.

# Why Things Happen

## Assignment

Write an expository essay explaining one of these topics:

- Why the Aryans developed the caste system
- Why Confucius is considered the most influential teacher in Chinese history

### TIP Organizing Information

Essays that explain why should be written in a logical order. Consider using one of these:

- **Chronological order**, the order in which things happened
- **Order of importance**, the order of the least important reason to the most important, or vice versa.

**W**hy do civilizations so often develop in river valleys? Why did early people migrate across continents? You learn about the forces that drive history when you ask why things happened. Then you can share what you learned by writing an expository essay, explaining why events turned out as they did.

## 1. Prewrite

### Considering Topic and Audience

Choose one of the two topics in the assignment, and then start to think about your big idea. Your big-idea statement might start out like this:

- The Aryans developed the caste system to . . .
- Confucius is considered the most influential teacher in Chinese history because he . . .

### Collecting and Organizing Information

You will need to collect information that answers the question *Why*. To begin, review the information in this unit of your textbook. You can find more information on your topic in the library or on the Internet.

You should not stop searching for information until you have at least two or three answers to the question *Why*. These answers will form the points to support your big idea. Then take another look at your big idea. You may need to revise it or add to it to reflect the information you have gathered.

## 2. Write

Here is a framework that can help you write your first draft.

### A Writer's Framework

#### Introduction

- Start with an interesting fact or question.
- Identify your big idea.
- Include any important background information.

#### Body

- Include at least one paragraph for each point supporting your big idea.
- Include facts and details to explain and illustrate each point.
- Use chronological order or order of importance.

#### Conclusion

- Summarize your main points.
- Using different words, restate your big idea.

### 3. Evaluate and Revise

#### Evaluating

Effective explanations require clear, straightforward language. Use the following questions to discover ways to improve your draft.

#### Evaluation Questions for an Expository Essay

- Does your essay begin with an interesting fact or question?
- Does the introduction identify your big idea?
- Have you developed at least one paragraph to explain each point?
- Is each point supported with facts and details?
- Have you organized your points clearly and logically?
- Did you explain any unusual words?
- Does the conclusion summarize your main points?
- Does the conclusion restate your big idea in different words?

#### Revising

Reread your draft. See whether each point is connected logically to the main idea and the other points you are making. If needed, add transitions—words and phrases that show how ideas fit together.

To connect points and information in time, use words like *after*, *before*, *first*, *later*, *soon*, *eventually*, *over time*, *as time passed*, and *then*. To show order of importance, use transitional words and phrases like *first*, *last*, *mainly*, *to begin with*, and *more important*.

### 4. Proofread and Publish

#### Proofreading

If you create a bulleted or numbered list, be sure to capitalize and punctuate the list correctly.

- **Capitalization:** It is always acceptable to capitalize the first word of each item in the list.
- **Punctuation:** (1) If the items are sentences, put a period at the end of each. (See the list in the tip above.) (2) If the items are not complete sentences, you usually do not need any end punctuation.

#### Publishing

Share your explanation with students from another class. After they read it, ask them to summarize your explanation. How well did they understand the points you wanted to make?

#### Practice and Apply

Use the steps and strategies in this workshop to write your explanation.

#### TIP

**Using Lists** To make an explanation easier to follow, look for information that can be presented in a list.

**Sentence/Paragraph Form** Confucius gave the Chinese people guidelines for behavior. He felt that fathers should display high moral values, and he thought it was important that women obey their husbands. Children were to be obedient and respectful.

#### List Form

Confucius gave the Chinese people guidelines for behavior:

- Fathers should display high moral values.
- Wives should obey their husbands.
- Children should obey and respect their parents.