

UNIT

7

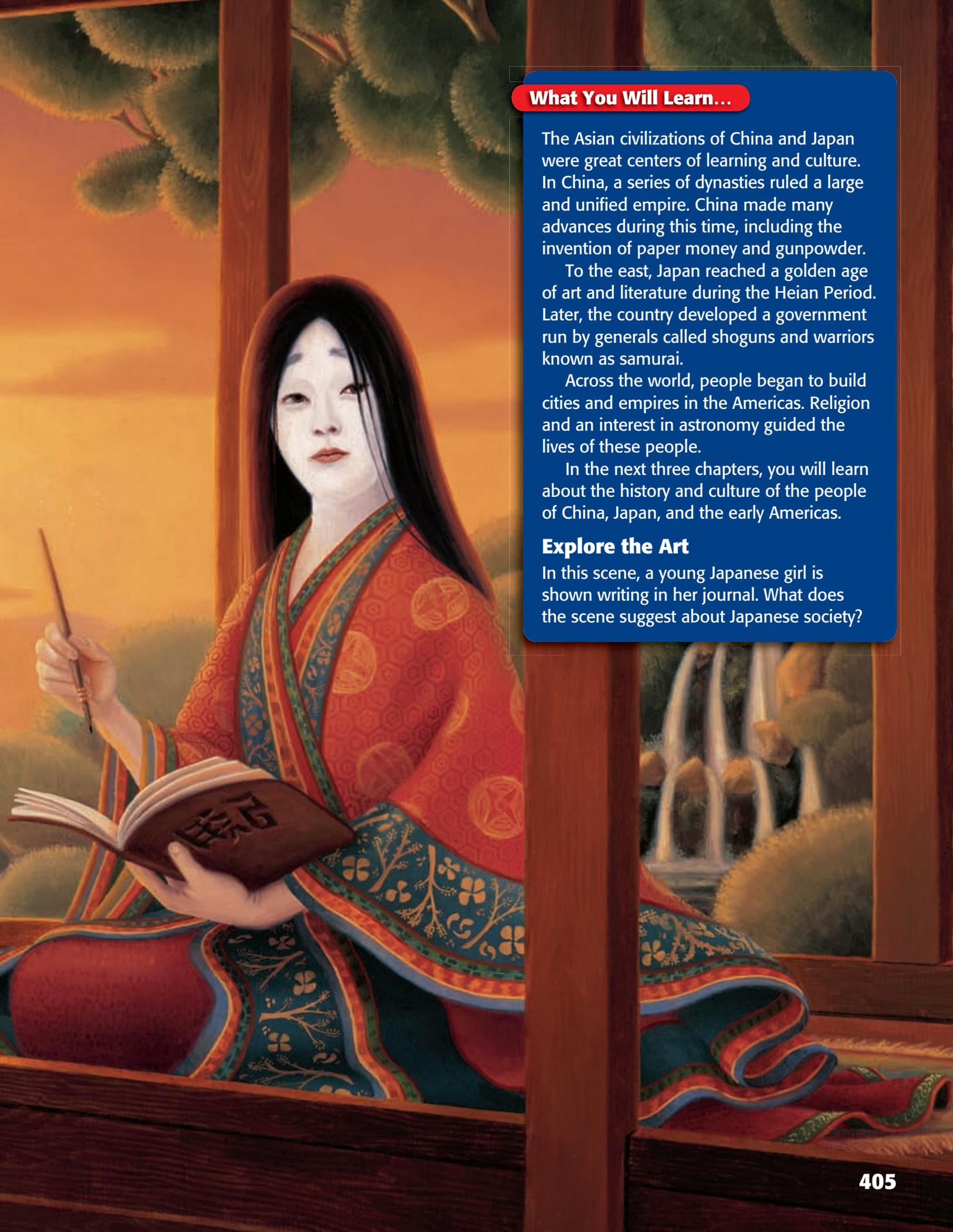
500–1868

# Empires of Asia and the Americas

Chapter 14 China

Chapter 15 Japan

Chapter 16 The Early Americas



### What You Will Learn...

The Asian civilizations of China and Japan were great centers of learning and culture. In China, a series of dynasties ruled a large and unified empire. China made many advances during this time, including the invention of paper money and gunpowder.

To the east, Japan reached a golden age of art and literature during the Heian Period. Later, the country developed a government run by generals called shoguns and warriors known as samurai.

Across the world, people began to build cities and empires in the Americas. Religion and an interest in astronomy guided the lives of these people.

In the next three chapters, you will learn about the history and culture of the people of China, Japan, and the early Americas.

### Explore the Art

In this scene, a young Japanese girl is shown writing in her journal. What does the scene suggest about Japanese society?

# China

**Essential Question** How did China change after the fall of the Han dynasty?



## What You Will Learn...

In this chapter you will learn about Chinese history from the fall of the Han dynasty in the 500s to the 1600s.

### SECTION 1: China Reunifies ..... 410

**The Big Idea** The Period of Disunion was followed by reunification by rulers of the Sui, Tang, and Song dynasties.

### SECTION 2: Tang and Song Achievements ..... 414

**The Big Idea** The Tang and Song dynasties were periods of economic, cultural, and technological accomplishments.

### SECTION 3: Confucianism and Government ..... 420

**The Big Idea** Confucian thought influenced the Song government.

### SECTION 4: The Yuan and Ming Dynasties ..... 424

**The Big Idea** The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.

## FOCUS ON WRITING

**A Magazine Article** In this chapter you will read about a great period in the history of China. You will learn about many important accomplishments made during this period, and then you will write a magazine article about them. The purpose of the article will be to explain Chinese contributions to world society.



## CHAPTER EVENTS

**589**

China is reunified under the Sui dynasty.

**600**

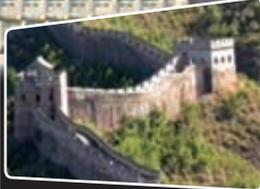
## WORLD EVENTS

**613**

Muhammad begins teaching the basic beliefs of Islam.







**Ming Dynasty Wall Building**

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

故宫博物院

The magnificent Forbidden City, shown in this photo, was built in the 1400s as a royal palace. Today it is a museum.

**730s-760s**  
Li Bo and Du Fu write some of the greatest poems in Chinese history.



**1279**  
Mongols found the Yuan dynasty in China.



**1644**  
The Ming dynasty ends.

**800**

**1000**

**1200**

**1400**

**1600**

**794** The Japanese court is established at Heian.



**1060s**  
The empire of Ghana reaches its height.

**1347**  
The Black Death strikes Europe.



# Reading Social Studies

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

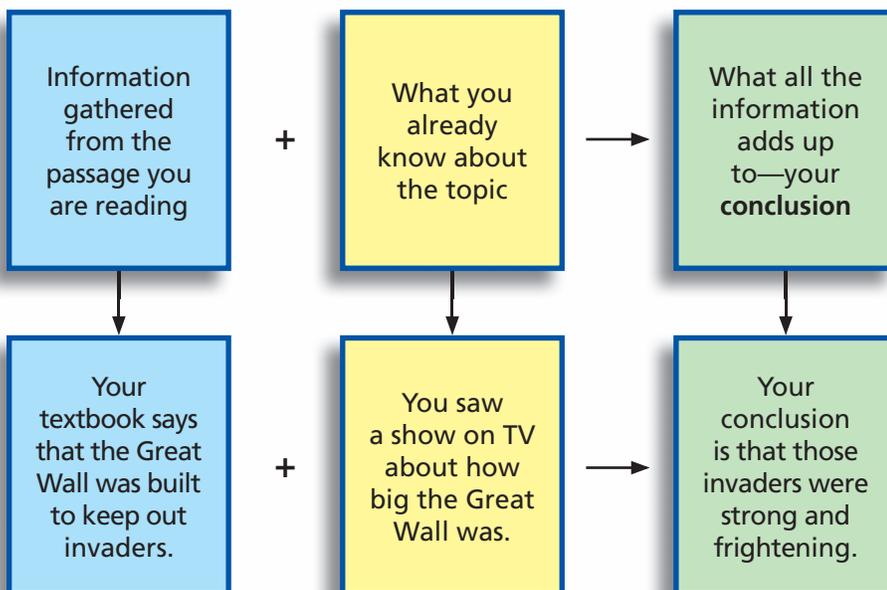
**Focus on Themes** This chapter will explore the history of China from the late 500s until the 1600s. As you read, you will discover that many different dynasties ruled the country during that period, leading to great political changes. Some of those

dynasties supported trade, leading to great **economic** growth and stability. Others favored isolation, limiting Chinese contact with the rest of the world. You will also learn that this period saw huge leaps forward in **science and technology**.

## Drawing Conclusions about the Past

**Focus on Reading** You have no doubt heard the phrase, “Put two and two together.” When people say that, they don’t mean “two + two = four.” They mean, “Put the information together.”

**Using Background Knowledge to Draw Conclusions** A **conclusion** is a judgment you make by combining information. You put information from what you are reading together with what you already know, your background knowledge.



### Steps for Drawing Conclusions

1. Read the passage, looking for information the author gives you about the topic.
2. Think about what you already know about the topic. Consider things you’ve studied, books you’ve read, or movies you’ve seen.
3. Put your background knowledge together with what the passage says.

## You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for facts about China.

### Advances in Agriculture

Chinese civilization had always been based on agriculture. Over thousands of years, the Chinese had become expert farmers. In the north farmers grew wheat, barley, and other grains. In the warmer and wetter south they grew rice.

During the Song dynasty, though, Chinese farming reached new heights. The improvement was largely due to new irrigation techniques. For example, some farmers dug underground wells. A new irrigation device, the dragon backbone pump, allowed one person to do the work of several. With this light and portable pump, a farmer could scoop up water and pour it into an irrigation canal. Using these new techniques, farmers created elaborate irrigation systems.

*From  
Chapter 14,  
p. 414*

After you have finished the passage, answer the questions below, drawing conclusions about what you have read.

1. Think back on what you've learned about irrigation systems in other societies. What do you think irrigation was like in China before the Song dynasty?
2. What effect do you think this improved irrigation had on Chinese society? Why do you think this?
3. Based on this passage, what kinds of conditions do you think rice needs to grow? How does this compare to the conditions wheat needs?
4. Which crop was most likely grown near the Great Wall—wheat or rice? Why do you think so?

## Chapter 14

### Section 1

Period of Disunion (p. 410)  
Grand Canal (p. 411)  
Empress Wu (p. 412)

### Section 2

porcelain (p. 417)  
woodblock printing (p. 418)  
gunpowder (p. 418)  
compass (p. 418)

### Section 3

bureaucracy (p. 422)  
civil service (p. 422)  
scholar-official (p. 422)

### Section 4

Genghis Khan (p. 424)  
Kublai Khan (p. 425)  
Zheng He (p. 427)  
isolationism (p. 430)

## 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:**

function (p. 421)  
incentive (p. 422)  
consequences (p. 430)

**As you read Chapter 14,** think about what you already know about China and draw conclusions to fill gaps in what you are reading.

# China Reunifies

## What You Will Learn...

### Main Ideas

1. The Period of Disunion was a time of war and disorder that followed the end of the Han dynasty.
2. China was reunified under the Sui, Tang, and Song dynasties.
3. The Age of Buddhism saw major religious changes in China.

### The Big Idea

The Period of Disunion was followed by reunification by rulers of the Sui, Tang, and Song dynasties.

## Key Terms and People

Period of Disunion, p. 410  
 Grand Canal, p. 411  
 Empress Wu, p. 412



Use the graphic organizer online to take notes about important dates and events in China during the dynasties following the Period of Disunion.

## If YOU were there...

You are a peasant in China in the year 264. Your grandfather often speaks of a time when all of China was united, but all you have known is warfare among rulers. A man passing through your village speaks of even more conflict in other areas.

## Why might you want China to have just one ruler?

**BUILDING BACKGROUND** Most of China's history is divided into dynasties. The first dynasties ruled China for centuries. But when the Han dynasty collapsed in 220, China plunged into disorder.

## The Period of Disunion

When the Han dynasty collapsed, China split into several rival kingdoms, each ruled by military leaders. **Historians sometimes call the time of disorder that followed the collapse of the Han the Period of Disunion.** It lasted from 220 to 589.

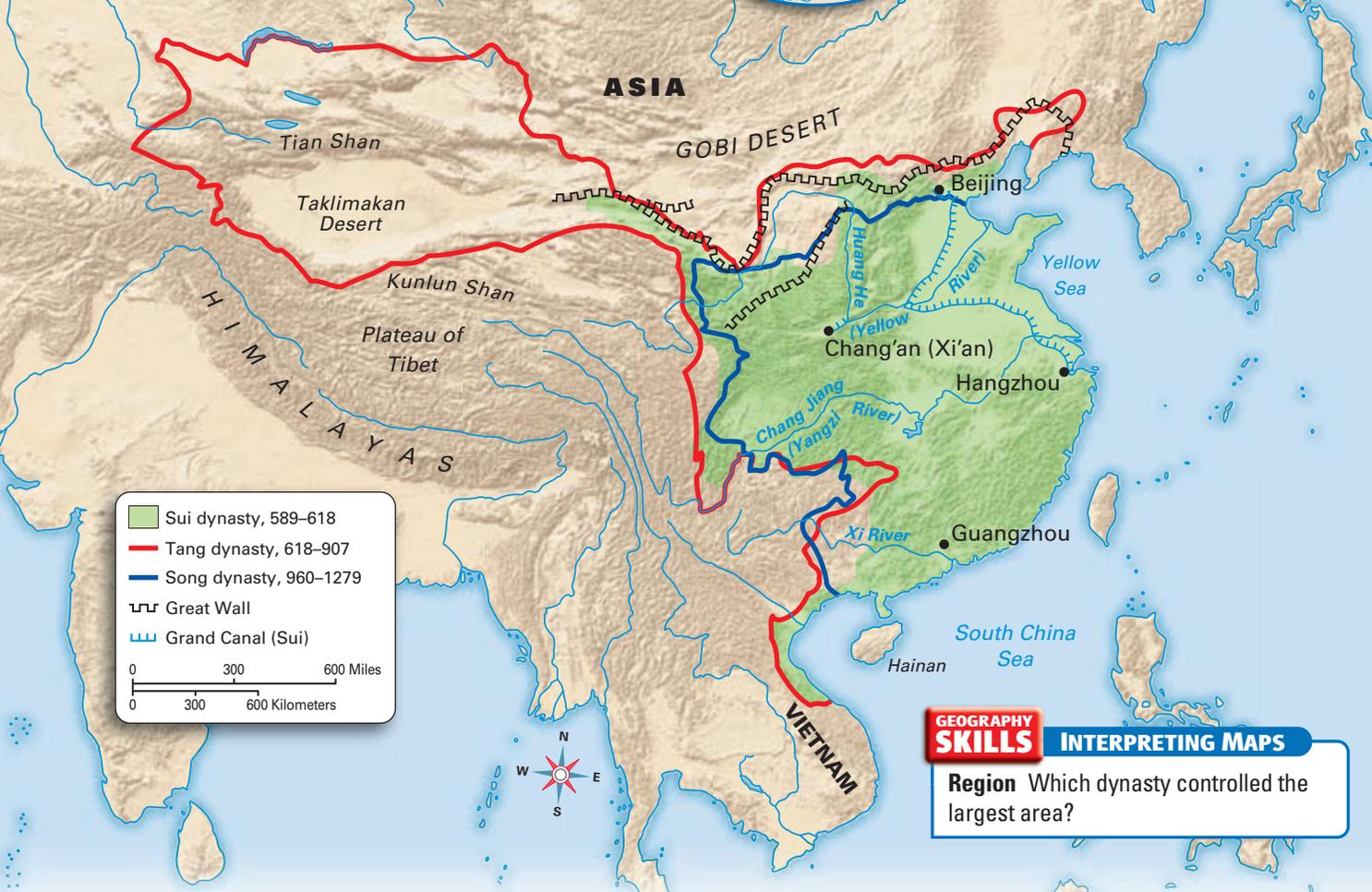
Although war was common during the Period of Disunion, peaceful developments also took place at the same time. During this period, nomadic peoples settled in northern China. Some Chinese people adopted the nomads' culture, while the invaders adopted some Chinese practices. For example, one former nomadic ruler ordered his people to adopt Chinese names, speak Chinese, and dress like the Chinese. Thus, the culture of the invaders and traditional Chinese mixed.

A similar cultural blending took place in southern China. Many northern Chinese, unwilling to live under the rule of the nomadic invaders, fled to southern China. There, northern Chinese culture mixed with the more southern cultures.

As a result of this mixing, Chinese culture changed. New types of art and music developed. New foods and clothing styles became popular. The new culture spread over a wider geographic area than ever before, and more people became Chinese.

**READING CHECK Finding Main Ideas** How did Chinese culture change during the Period of Disunion?

## Chinese Dynasties, 589–1279



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

**Region** Which dynasty controlled the largest area?

### The Sui, Tang, and Song

Finally, after centuries of political confusion and cultural change, China was reunified. For about 700 years, it remained unified under a series of powerful dynasties.

#### The Sui Dynasty

The man who finally ended the Period of Disunion was a northern ruler named Yang Jian (YANG jee-EN). In 589, he conquered the south, unified China, and created the Sui (SWAY) dynasty.

The Sui dynasty didn't last long, only from 589 to 618. During that time, though, its leaders restored order to China and began the **Grand Canal**, a canal linking northern and southern China.

#### The Tang Dynasty

A new dynasty arose in China in 618 when a former Sui official overthrew the old government. This dynasty, the Tang, would rule for nearly 300 years. As you can see on the map, China grew under the Tang dynasty to include much of eastern Asia, as well as large parts of Central Asia.

Historians view the Tang dynasty as a golden age of Chinese civilization. One of its greatest rulers was Taizong (TY-tzoong). He conquered many lands, reformed the military, and created law codes. Another brilliant Tang ruler was Xuanzong (SHOO-AN-tzoong). During his reign, culture flourished. Many of China's finest poets wrote while Xuanzong ruled.

The Tang dynasty also included the only woman to rule China—**Empress Wu**. Her methods were sometimes vicious, but she was intelligent and talented.

After the Tang dynasty fell, China entered another brief period of chaos and disorder, with separate kingdoms competing for power. In fact, China was so divided during this period that it is known as Five Dynasties and Ten Kingdoms. The disorder only lasted 53 years, though, from 907 to 960.

### The Song Dynasty

In 960, China was again reunified, this time by the Song dynasty. Like the Tang, the Song ruled for about 300 years, until 1279. Also like the Tang, the Song dynasty was a time of great accomplishments.

**READING CHECK** Sequencing When was China reunified? When was China not unified?

## BIOGRAPHY

### Empress Wu 625–705

Married to a sickly emperor, Empress Wu became the virtual ruler of China in 655. After her husband died, Wu decided her sons were not worthy of ruling. She kept power for herself, and ruled with an iron fist. Those who threatened her power risked death. Unlike many earlier rulers, she chose advisors based on their abilities rather than their ranks. Although she was not well liked, Wu was respected for bringing stability and prosperity to China.

**Drawing Conclusions** Why do you think Empress Wu was never very popular?

## The Age of Buddhism

While China was experiencing changes in its government, another major change was taking place in Chinese culture. A new religion was spreading quickly throughout the vast land.

Buddhism is one of the world's major religions, originating in India around 500 BC. Buddhism first came to China during the Han dynasty. But for some time, there were few Buddhists in China.

Buddhism's status changed during the Period of Disunion. During this troubled time, many people turned to Buddhism. They took comfort in the Buddhist teaching that people can escape suffering and achieve a state of peace.

By the end of the Period of Disunion, Buddhism was well established in China. As a result, wealthy people donated land and money to Buddhist temples, which arose across the land. Some temples were architectural wonders and housed huge statues of the Buddha.

Buddhism continued to influence life in China after the country was reunified. In fact, during the Sui and Tang dynasties, Buddhism continued to grow and spread. Chinese missionaries, people who travel to spread their religion, introduced Buddhism to Japan, Korea, and other Asian lands.

Buddhism influenced many aspects of Chinese culture, including art, literature, and architecture. In fact, so important was Buddhism in China that the period from about 400 to about 845 can be called the Age of Buddhism.

This golden age of Buddhism came to an end when a Tang emperor launched a campaign against the religion. He burned many Buddhist texts, took lands from Buddhist temples, destroyed many temples, and turned others into schools.

## Spread of Buddhism

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ANIMATED HISTORY



### Reasons for Buddhism's Spread

QUICK FACTS

- Buddhist missionaries spread the religion.
- People took comfort from Buddhist teachings during the Period of Disunion.

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Movement** From where did Buddhism reach China?

The emperor's actions weakened the influence of Buddhism in China, but they did not destroy it completely. Buddhism continued to play a key role in Chinese society for centuries. As it had during the early Tang period, it continued to shape Chinese art and literature. But even as it influenced life in China, Buddhism changed. People began to blend elements of Buddhism with elements of other philosophies, especially Confucianism and Daoism, to create a new way of thinking.

#### READING CHECK Identifying Cause and Effect

Why did Buddhism spread more easily during the Period of Disunion?

**SUMMARY AND PREVIEW** From the disorder that followed the fall of the Han dynasty, new dynasties arose to restore order in China. You will read about their many advances in the next section.

## Section 1 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Define** What was the **Period of Disunion**?

**b. Explain** How did Chinese culture change during the Period of Disunion?
- a. Identify** Who was **Empress Wu**? What did she do?

**b. Evaluate** How do you think the reunification of China affected the common people?
- a. Identify** When was the Age of Buddhism in China?

**b. Explain** Why did people turn to Buddhism during the Period of Disunion?

**c. Elaborate** How did Buddhism influence Chinese culture?

### Critical Thinking

- Sequencing** Draw a time line like this one. Using your notes on important events, place the main events and their dates on the time line.



### FOCUS ON WRITING

- Getting an Overview** In this section you read an overview of three major dynasties and the contributions of Buddhism. Make a note of any ideas or contributions that you might want to include in your article.

# Tang and Song Achievements

## What You Will Learn...

### Main Ideas

1. Advances in agriculture led to increased trade and population growth.
2. Cities and trade grew during the Tang and Song dynasties.
3. The Tang and Song dynasties produced fine arts and inventions.

### The Big Idea

The Tang and Song dynasties were periods of economic, cultural, and technological accomplishments.

### Key Terms

porcelain, *p. 417*  
 woodblock printing, *p. 418*  
 gunpowder, *p. 418*  
 compass, *p. 418*



Use the graphic organizer online to take notes about accomplishments of the Tang and Song dynasties.

## If YOU were there...

It is the year 1270. You are a rich merchant in a Chinese city of about a million people. The city around you fills your senses. You see people in colorful clothes among beautiful buildings. Glittering objects lure you into busy shops. You hear people talking—discussing business, gossiping, laughing at jokes. You smell delicious food cooking at a restaurant down the street.

## How do you feel about your city?

**BUILDING BACKGROUND** The Tang and Song dynasties were periods of great wealth and progress. Changes in farming formed the basis for other advances in Chinese civilization.

## Advances in Agriculture

Chinese civilization had always been based on agriculture. Over thousands of years, the Chinese had become expert farmers. In the north farmers grew wheat, barley, and other grains. In the warmer and wetter south they grew rice.

During the Song dynasty, though, Chinese farming reached new heights. The improvement was largely due to new irrigation techniques. For example, some farmers dug underground wells. A new irrigation device, the dragon backbone pump, allowed one person to do the work of several. With this light and portable pump, a farmer could scoop up water and pour it into an irrigation canal. Using these new techniques, farmers created elaborate irrigation systems.



Under the Song, the amount of land under cultivation increased. Lands along the Chang Jiang that had been wild now became farmland. Farms also became more productive, thanks to the discovery of a new type of fast-ripening rice. Because it grew and ripened quickly, this rice enabled farmers to grow two or even three crops in the time it used to take to grow just one.

Chinese farmers also learned to grow new crops, such as cotton, efficiently. Workers processed cotton fiber to make clothes and other goods. The production of tea, which had been grown in China for centuries, also increased.

Agricultural surpluses helped pay taxes to the government. Merchants also traded food crops. As a result, food was abundant not just in the countryside but also in the cities. Because food was plentiful, China's population grew quickly. During the Tang dynasty, the population had been about 60 million. During the Song dynasty, the farmers of China fed a country of nearly 100 million people. At the time, China was the largest country in the world.

#### THE IMPACT TODAY

China is still the world's most populous country. More than 1.3 billion people live there today.

#### READING CHECK Identifying Cause and Effect

How did agricultural advances affect population growth?

### Growing Rice

Rice has long been a vital crop in southern China, where the warm, wet climate is perfect for rice growing.



At harvest time, farmers remove rice kernels from the rest of the plant.



Sometimes farmers build terraces to create level land for rice farming.

Rice seedlings are planted in flooded fields.

## Cities and Trade

Throughout the Tang and Song dynasties, much of the food grown on China's farms flowed into the growing cities and towns. China's cities were crowded, busy places. Shopkeepers, government officials, doctors, artisans, entertainers, religious leaders, and artists made them lively places as well.

### City Life

China's capital and largest city of the Tang dynasty was Chang'an (chahng-AHN), a huge, bustling trade center. With a population of more than a million, it was by far the largest city in the world at the time.

Chang'an, like other trading cities, had a mix of people from many cultures—China, Korea, Persia, Arabia, and Europe. It was also known as a religious and philosophical center, not just for Buddhists and Daoists but for Asian Christians as well.

Cities continued to grow under the Song. Several cities, including the Song capital, Kaifeng (KY-fuhng), had about a million people. A dozen more cities had populations of close to half a million.

### Trade in China and Beyond

Trade grew along with Chinese cities. This trade, combined with China's agricultural base, made China richer than ever before.

Much trade took place within China itself. Traders used the country's rivers to ship goods on barges and ships.

The Grand Canal, a series of waterways that linked major cities, carried a huge amount of trade goods, especially farm products. Construction on the canal had begun during the Sui dynasty. During the Tang dynasty, it was improved and expanded. The Grand Canal allowed the Chinese to move goods and crops from distant agricultural areas into cities.

#### FOCUS ON READING

What can you conclude about the link between the Grand Canal and the growth of cities?



## The Grand Canal



The Chinese also carried on trade with other lands and peoples. During the Tang dynasty, most foreign trade was over land routes leading west to India and South-west Asia, though Chinese traders also went to Korea and Japan in the east. The Chinese exported many goods, including tea, rice, spices, and jade. However, one export was especially important—silk. So valuable was silk that the Chinese tried to keep the method of making it secret. In exchange for their exports, the Chinese imported different foods and plants, wool, glass, gold, and silver.

During the Song dynasty, maritime trade, or sea trade, became more important. China opened its Pacific ports to foreign traders. The sea-trade routes connected China to many other countries. During this time, the Chinese also developed another valuable product—a thin, beautiful type of pottery called **porcelain**.



**China's Grand Canal is the world's longest human-made waterway. It was built largely to transport rice and other foods from the south to feed China's cities and armies in the north. Barges like the ones at left crowd the Grand Canal, which is still an important transportation link in China. Some people even live on the canal in small houseboats like the one above.**

All of this trade helped create a strong economy. As a result, merchants became important members of Chinese society during the Song dynasty. Also as a result of the growth of trade and wealth, the Song invented the world's first system of paper money in the 900s.

**READING CHECK** Summarizing How far did China's trade routes extend?

## Arts and Inventions

While China grew rich economically, its cultural riches also increased. In literature, art, and science, China made huge advances.

### Artists and Poets

The artists and writers of the Tang dynasty were some of China's greatest. Wu Daozi (DOW-tzee) painted murals that celebrated Buddhism and nature. Li Bo and Du Fu wrote poems that readers still enjoy for their beauty. This poem by Li Bo expresses the homesickness that one feels late at night:

“ Before my bed  
there is bright moonlight  
So that it seems  
like frost on the ground:  
Lifting my head  
I watch the bright moon,  
Lowering my head  
I dream that I'm home. ”

—Li Bo, *Quiet Night Thoughts*

Also noted for its literature, the Song period produced Li Qingzhao (ching-ZHOW), perhaps China's greatest female poet. She once said that the purpose of her poetry was to capture a single moment in time.

Artists of both the Tang and Song dynasties made exquisite objects in clay. Tang figurines of horses clearly show the animals' strength. Song artists made porcelain items covered in a pale green glaze called celadon (SEL-uh-duhn).

### THE IMPACT TODAY

Porcelain became so popular in the West that it became known as chinaware, or just china.

## Chinese Inventions

QUICK  
FACTS

### Paper

Invented during the Han dynasty around 105, paper was one of the greatest of all Chinese inventions. It gave the Chinese a cheap and easy way of keeping records and made printing possible.

### Porcelain

Porcelain was first made during the Tang dynasty, but it wasn't perfected for many centuries. Chinese artists were famous for their work with this fragile material.



### Woodblock printing

The Chinese invented printing during the Tang dynasty, centuries before it was known in Europe. Printers could copy drawings or texts quickly, much faster than they could be copied by hand.

### Gunpowder

Invented during the late Tang or early Song dynasty, gunpowder was used to make fireworks and signals. The Chinese did not generally use it as a weapon.



### Movable type

Inventors of the Song dynasty created movable type, which made printing much faster. Carved letters could be rearranged and reused to print many different messages.

### Magnetic compass

Invented no later than the Han period, the compass was greatly improved by the Tang. The new compass allowed sailors and merchants to travel vast distances.



### Paper money

The world's first paper money was invented by the Song. Lighter and easier to handle than coins, paper money helped the Chinese manage their growing wealth.

## Important Inventions

The Tang and Song dynasties produced some of the most remarkable—and most important—inventions in human history. Some of these inventions influenced events around the world.

According to legend, a man named Cai Lun invented paper in the year 105 during the Han dynasty. A later Tang invention built on Cai Lun's achievement—**woodblock printing**, a form of printing in which an entire page is carved into a block of wood. The printer applies ink to the block and presses paper against the block to create a printed page. The world's first known printed book was printed in this way in China in 868.

Another invention of the Tang dynasty was gunpowder. **Gunpowder is a mixture of powders used in guns and explosives.** It was originally used only in fireworks, but it was later used to make small bombs and rockets. Eventually, gunpowder was used to make explosives, firearms, and cannons. Gunpowder dramatically altered how wars were fought and, in doing so, changed the course of human history.

One of the most useful achievements of Tang China was the perfection of the magnetic **compass**. **This instrument, which uses the earth's magnetic field to show direction,** revolutionized travel. A compass made it possible to find direction more accurately than ever before. The perfection of the compass had far-reaching effects. Explorers the world over used the compass to travel vast distances. The navigators of trading ships and warships also came to rely on the compass. Thus, the compass has been a key factor in some of the most important sailing voyages in history.

The Song dynasty also produced many important inventions. Under the Song, the Chinese invented movable type. Movable type is a set of letters or characters that are

## LINKING TO TODAY

### The Paper Trail

The dollar bill in your pocket may be crisp and new, but paper money has been around a long time. Paper money was printed for the first time in China in the AD 900s and was in use for about 700 years, through the Ming dynasty, when the bill shown here was printed. However, so much money was printed that it lost value. The Chinese stopped using paper money for centuries. Its use caught on in Europe, though, and eventually became common. Most countries now issue paper money.



**ANALYSIS SKILL**

**ANALYZING INFORMATION**

What are some advantages of paper money?

used to print books. Unlike the blocks used in block printing, movable type can be rearranged and reused to create new lines of text and different pages.

The Song dynasty also introduced the concept of paper money. People were used to buying goods and services with bulky coins made of metals such as bronze, gold, and silver. Paper money was far lighter and easier to use. As trade increased and many people in China grew rich, paper money became more popular.

**READING CHECK** **Finding Main Ideas** What were some important inventions of the Tang and Song dynasties?

**SUMMARY AND PREVIEW** The Tang and Song dynasties were periods of great advancement. Many great artists and writers lived during these periods. Tang and Song inventions also had dramatic effects on world history. In the next section you will learn about the government of the Song dynasty.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** What advances in farming occurred during the Song dynasty?

**b. Explain** How did agricultural advancements affect China's population?
- a. Describe** What were the capital cities of Tang and Song China like?

**b. Draw Conclusions** How did geography affect trade in China?
- a. Identify** Who was Li Bo?

**b. Draw Conclusions** How may the inventions of paper money and **woodblock printing** have been linked?

**c. Rank** Which Tang or Song invention do you think was most important? Defend your answer.

### Critical Thinking

- Categorizing** Copy the chart at right. Use it to organize your notes on the Tang and Song into categories.

|             | Tang dynasty | Song dynasty |
|-------------|--------------|--------------|
| Agriculture |              |              |
| Cities      |              |              |
| Trade       |              |              |
| Art         |              |              |
| Inventions  |              |              |

### FOCUS ON WRITING

- Identifying Achievements** You have just read about the achievements of the Tang and Song dynasties. Make a list of those you might include in your article.

# Confucianism and Government

## What You Will Learn...

### Main Ideas

1. Confucianism underwent changes and influenced Chinese government.
2. Scholar-officials ran China's government during the Song dynasty.

### The Big Idea

Confucian thought influenced the Song government.

### Key Terms

bureaucracy, p. 422

civil service, p. 422

scholar-official, p. 422



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TAKING NOTES

Use the graphic organizer online to take notes on Confucianism and the Song government.

## If YOU were there...

You are a student in China in 1184. Night has fallen, but you cannot sleep. Tomorrow you have a test. You know it will be the most important test of your entire life. You have studied for it, not for days or weeks or even months—but for *years*. As you toss and turn, you think about how your entire life will be determined by how well you do on this one test.

## How could a single test be so important?

**BUILDING BACKGROUND** The Song dynasty ruled China from 960 to 1279. This was a time of improvements in agriculture, growing cities, extensive trade, and the development of art and inventions. It was also a time of major changes in Chinese government.



## Confucianism

The dominant philosophy in China, Confucianism is based on the teachings of Confucius. He lived more than 1,500 years before the Song dynasty. His ideas, though, had a dramatic effect on the Song system of government.

### Confucian Ideas

Confucius's teachings focused on ethics, or proper behavior, for individuals and governments. He said that people should conduct their lives according to two basic principles. These principles were *ren*, or concern for others, and *li*, or appropriate behavior. Confucius argued that society would **function** best if everyone followed *ren* and *li*.

Confucius thought that everyone had a proper role to play in society. Order was maintained when people knew their place and behaved appropriately. For example, Confucius said that young people should obey their elders and that subjects should obey their rulers.

## The Influence of Confucianism

After his death, Confucius's ideas were spread by his followers, but they were not widely accepted. In fact, the Qin dynasty officially suppressed Confucian ideas and teachings. By the time of the Han dynasty, Confucianism had again come into favor, and Confucianism became the official state philosophy.

During the Period of Disunion, which followed the Han dynasty, Confucianism was overshadowed by Buddhism as the major tradition in China. As you recall, many Chinese people turned to Buddhism for comfort during these troubled times. In doing so, they largely turned away from Confucian ideas and outlooks.

Later, during the Sui and early Tang dynasties, Buddhism was very influential. Unlike Confucianism, which stressed ethical behavior, Buddhism stressed a more spiritual outlook that promised escape from suffering. As Buddhism became more popular in China, Confucianism lost some of its influence.

### ACADEMIC VOCABULARY

**function** work or perform

PHOTOGRAPH © 2012 MUSEUM OF FINE ARTS, BOSTON



In addition to ethics, Confucianism stressed the importance of education. This painting, created during the Song period, shows earlier Confucian scholars during the Period of Disunion sorting scrolls containing classic Confucian texts.

## Civil Service Exams

This painting from the 1600s shows civil servants writing essays for China's emperor. Difficult exams were designed to make sure that government officials were chosen by ability—not by wealth or family connections.

### Difficult Exams

- Students had to memorize entire Confucian texts.
- To pass the most difficult tests, students might study for more than 20 years!
- Some exams lasted up to 72 hours, and students were locked in private rooms while taking them.
- Some dishonest students cheated by copying Confucius's works on the inside of their clothes, paying bribes to the test graders, or paying someone else to take the test for them.
- To prevent cheating, exam halls were often locked and guarded.



### Neo-Confucianism

Late in the Tang dynasty, many Chinese historians and scholars again became interested in the teachings of Confucius. Their interest was sparked by their desire to improve Chinese government and society.

During and after the Song dynasty, a new philosophy called Neo-Confucianism developed. The term *neo* means “new.” Based on Confucianism, Neo-Confucianism was similar to the older philosophy in that it taught proper behavior. However, it also emphasized spiritual matters. For example, Neo-Confucian scholars discussed such issues as what made human beings do bad things even if their basic nature was good.

Neo-Confucianism became much more influential under the Song. Later its influence grew even more. In fact, the ideas of Neo-Confucianism became official government teachings after the Song dynasty.

### ACADEMIC VOCABULARY

#### incentive

something that leads people to follow a certain course of action

**READING CHECK** **Contrasting** How did Neo-Confucianism differ from Confucianism?

### Scholar-Officials

The Song dynasty took another major step that affected China for centuries. They improved the system by which people went to work for the government. These workers formed a large **bureaucracy**, or a **body of unelected government officials**. They joined the bureaucracy by passing civil service examinations. **Civil service means service as a government official**.

To become a civil servant, a person had to pass a series of written examinations. The examinations tested students' grasp of Confucianism and related ideas.

Because the tests were so difficult, students spent years preparing for them. Only a very small fraction of the people who took the tests would reach the top level and be appointed to a position in the government. However, candidates for the civil service examinations had a strong **incentive** for studying hard. Passing the tests meant life as a **scholar-official**—an **educated member of the government**.



### Scholar-Officials

First rising to prominence under the Song, scholar-officials remained important in China for centuries. These scholar-officials, for example, lived during the Qing dynasty, which ruled from the mid-1600s to the early 1900s. Their typical responsibilities might include running government offices; maintaining roads, irrigation systems, and other public works; updating and maintaining official records; or collecting taxes.

Scholar-officials were elite members of society. They performed many important jobs in the government and were widely admired for their knowledge and ethics. Their benefits included considerable respect and reduced penalties for breaking the law. Many also became wealthy from gifts given by people seeking their aid.

The civil service examination system helped ensure that talented, intelligent people became scholar-officials. The civil service system was a major factor in the stability of the Song government.

**READING CHECK Analyzing** How did the Song dynasty change China's government?

**SUMMARY AND PREVIEW** During the Song period, Confucian ideas helped shape China's government. In the next section, you will read about the two dynasties that followed the Song—the Yuan and the Ming.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What two principles did Confucius believe people should follow?

**b. Explain** What was Neo-Confucianism?

**c. Elaborate** Why do you think Neo-Confucianism appealed to many people?
- a. Define** What was a **scholar-official**?

**b. Explain** Why would people want to become scholar-officials?

**c. Evaluate** Do you think **civil service** examinations were a good way to choose government officials? Why or why not?

### Critical Thinking

- 3. Sequencing** Review your notes to see how Confucianism led to Neo-Confucianism and Neo-Confucianism led to government bureaucracy. Use a graphic organizer like the one here.



### FOCUS ON WRITING

- 4. Gathering Ideas about Confucianism and Government** In this section you read about Confucianism and new ideas about government. What did you learn that you could add to your list of achievements?

# The Yuan and Ming Dynasties

## What You Will Learn...

### Main Ideas

1. The Mongol Empire included China, and the Mongols ruled China as the Yuan dynasty.
2. The Ming dynasty was a time of stability and prosperity.
3. China under the Ming saw great changes in its government and relations with other countries.

### The Big Idea

The Chinese were ruled by foreigners during the Yuan dynasty, but they threw off Mongol rule and prospered during the Ming dynasty.

### Key Terms and People

Genghis Khan, p. 424

Kublai Khan, p. 425

Zheng He, p. 427

isolationism, p. 430



Use the graphic organizer online to take notes about the Yuan and Ming dynasties.

## If YOU were there...

You are a farmer in northern China in 1212. As you pull weeds from a wheat field, you hear a sound like thunder. Looking toward the sound, you see hundreds—no, *thousands*—of armed horsemen on the horizon, riding straight toward you. You are frozen with fear. Only one thought fills your mind—the dreaded Mongols are coming.

## What can you do to save yourself?

**BUILDING BACKGROUND** Throughout its history, northern China had been attacked over and over by nomadic peoples. During the Song dynasty these attacks became more frequent and threatening.

## The Mongol Empire

Among the nomadic peoples who attacked the Chinese were the Mongols. For centuries, the Mongols had lived as separate tribes in the vast plains north of China. Then in 1206, a powerful leader, or khan, united them. His name was Temüjin. When he became leader, though, he was given a new title: “Universal Ruler,” or **Genghis Khan** (JENG-guhs KAHN).

## The Mongol Conquest

Genghis Khan organized the Mongols into a powerful army and led them on bloody expeditions of conquest. The brutality of the Mongol attacks terrorized people throughout much of Asia and Eastern Europe. Genghis Khan and his army killed all of the men, women, and children in countless cities and villages. Within 20 years, he ruled a large part of Asia.

Genghis Khan then turned his attention to China. He first led his armies into northern China in 1211. They fought their way south, wrecking whole towns and ruining farmland. By the time of Genghis Khan’s death in 1227, all of northern China was under Mongol control.

# Mongol Empire, 1294



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

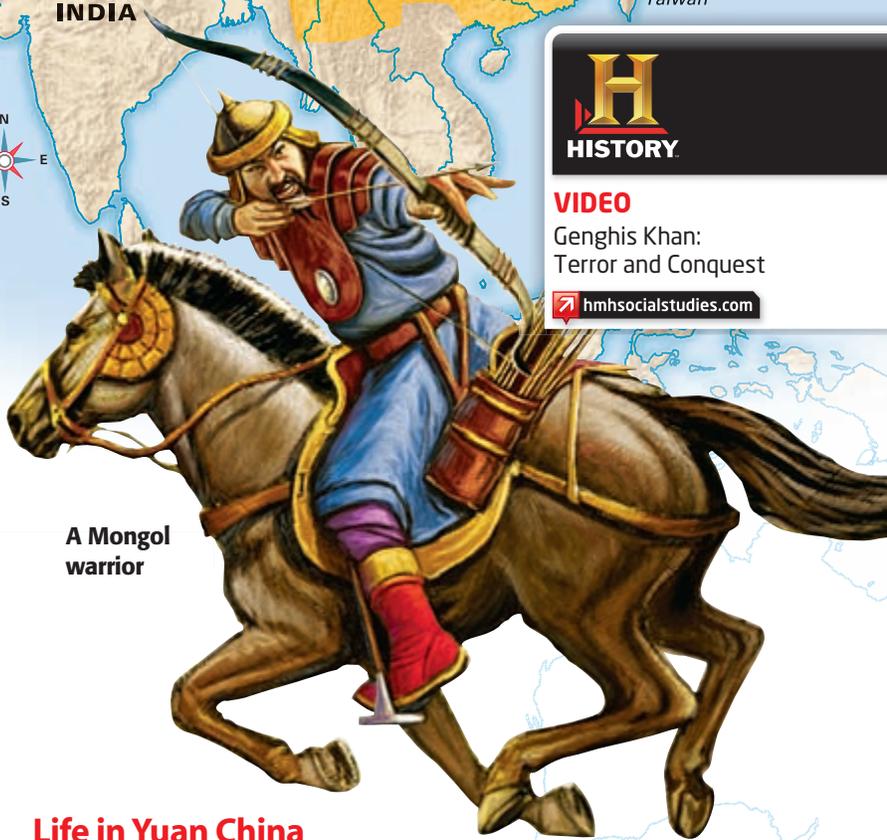
**Region** How far west did the Mongol Empire stretch?

The Mongol conquests did not end with Genghis Khan's death, though. His sons and grandsons continued to raid lands all over Asia and Eastern Europe. The destruction the Mongols left behind was terrible, as one Russian chronicler noted:

“There used to be the city of Riazan in the land of Riazan, but its wealth and glory ceased, and there is nothing to be seen in the city excepting smoke, ashes, and barren earth.”

—from “The Tale of the Destruction of Riazan,” in *Medieval Russia's Epics, Chronicles, and Tales*, edited by Serge Zenkovsky

In 1260 Genghis Khan's grandson **Kublai Khan** (KOO-bluh KAHN) became ruler of the Mongol Empire. He completed the conquest of China and in 1279 declared himself emperor of China. This began the Yuan dynasty, a period that some people also call the Mongol Ascendancy. For the first time in its long history, foreigners ruled all of China.



**A Mongol warrior**

## Life in Yuan China

Kublai Khan and the Mongol rulers he led belonged to a different ethnic group than the Chinese did. They spoke a different language, worshipped different gods, wore different clothing, and had different customs. The Chinese resented being ruled by these foreigners, whom they saw as rude and uncivilized.



**HISTORY**

### VIDEO

Genghis Khan:  
Terror and Conquest

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However, Kublai Khan did not force the Chinese to accept Mongol ways of life. Some Mongols even adopted aspects of the Chinese culture, such as Confucianism. Still, the Mongols made sure to keep control of the Chinese. They prohibited Confucian scholars from gaining too much power in the government, for example. The Mongols also placed heavy taxes on the Chinese.

Much of the tax money the Mongols collected went to pay for vast public-works projects. These projects required the labor of many Chinese people. The Yuan extended the Grand Canal and built new roads and palaces. Workers also improved the roads that were part of China's postal system. In addition, the Yuan emperors built a new capital, Dadu, near modern Beijing.

Mongol soldiers were sent throughout China to keep the peace as well as to keep a close watch on the Chinese. The soldiers' presence kept overland trade routes safe for merchants. Sea trade between China, India, and Southeast Asia continued, too. The Mongol emperors also welcomed foreign traders at Chinese ports. Some of these traders received special privileges.

Part of what we know about life in the Yuan dynasty comes from one such trader, an Italian merchant named Marco Polo. Between 1271 and 1295 he traveled in and around China. Polo was highly respected by the Mongols and even served in Kublai Khan's court. When Polo returned to Europe, he wrote of his travels. Polo's descriptions of China fascinated many Europeans. His book sparked much European interest in China.

## Primary Source

### BOOK

## A Chinese City

*In this passage Marco Polo describes his visit to Hangzhou (HAHNG-JOH), a city in southeastern China.*

“Inside the city there is a Lake . . . and all round it are erected [built] beautiful palaces and mansions, of the richest and most exquisite [finest] structure that you can imagine . . . In the middle of the Lake are two Islands, on each of which stands a rich, beautiful and spacious edifice [building], furnished in such style as to seem fit for the palace of an Emperor. And when any one of the citizens desired to hold a marriage feast, or to give any other entertainment, it used to be done at one of these palaces. And everything would be found there ready to order, such as silver plate, trenchers [platters], and dishes, napkins and table-cloths, and whatever else was needful. The King made this provision for the gratification [enjoyment] of his people, and the place was open to every one who desired to give an entertainment.”

—Marco Polo, from *Description of the World*

### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

From this description, what impression might Europeans have of Hangzhou?

## The End of the Yuan Dynasty

Despite their vast empire, the Mongols were not content with their lands. They decided to invade Japan. A Mongol army sailed to Japan in 1274 and 1281. The campaigns, however, were disastrous. Violent storms and fierce defenders destroyed most of the Mongol force.

The failed campaigns against Japan weakened the Mongol military. The huge, expensive public-works projects had already weakened the economy. These weaknesses, combined with Chinese resentment, made China ripe for rebellion.

In the 1300s many Chinese groups rebelled against the Yuan dynasty. In 1368 a former monk named Zhu Yuanzhang (JOO yoo-ahn-JAHNG) took charge of a rebel army. He led this army in a final victory over the Mongols. China was once again ruled by the Chinese.

**READING CHECK** Finding Main Ideas How did the Mongols come to rule China?

## The Voyages of Zheng He

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ANIMATED HISTORY

Zheng He's ocean voyages were remarkable. Some of his ships, like the one shown here, were among the largest in the world at the time.

This large ship was more than 300 feet long and carried about 500 people.

Sailors grew vegetables and herbs in special containers and brought livestock for food on the long voyages.

Zheng He brought back exotic animals like these giraffes from Africa.

### ANALYSIS SKILL ANALYZING VISUALS

How did Zheng He's crew make sure they had fresh food?

## The Ming Dynasty

After his army defeated the Mongols, Zhu Yuanzhang became emperor of China. The Ming dynasty that he founded ruled China from 1368 to 1644—nearly 300 years. Ming China proved to be one of the most stable and prosperous times in Chinese history. The Ming expanded China's fame overseas and sponsored incredible building projects across China.

### Great Sea Voyages

During the Ming dynasty, the Chinese improved their ships and their sailing skills. The greatest sailor of the period was

**Zheng He** (juhng HUH). Between 1405 and 1433, he led seven grand voyages to places around Asia. Zheng He's fleets were huge. One included more than 60 ships and 25,000 sailors. Some of the ships were gigantic too, perhaps more than 300 feet long. That is longer than a football field!

In the course of his voyages Zheng He sailed his fleet throughout the Indian Ocean. He sailed as far west as the Persian Gulf and the easternmost coast of Africa.

Everywhere his ships landed, Zheng He presented leaders with beautiful gifts from China. He boasted about his country and encouraged foreign leaders to send gifts to China's emperor. From one voyage, Zheng He returned to China with representatives of some 30 nations, sent by their leaders to honor the emperor. He also brought goods and stories back to China.

Zheng He's voyages rank among the most impressive in the history of seafaring. Although they did not lead to the creation of new trade routes or the exploration of new lands, they served as a clear sign of China's power.

## Great Building Projects

The Ming were also known for their grand building projects. Many of these projects were designed to impress both the Chinese people and their enemies to the north.

In Beijing, for example, Ming emperors built the Forbidden City. This amazing palace complex included hundreds of imperial residences, temples, and other government buildings. Within the buildings were some 9,000 rooms. The name "Forbidden City" came from the fact that the common people were not even allowed to enter the complex. For centuries, this city within a city was a symbol of China's glory.

### History Close-up

## The Forbidden City

**The Forbidden City is not actually a city. It's a huge complex of almost 1,000 buildings in the heart of China's capital. The Forbidden City was built for the emperor, his family, his court, and his servants, and ordinary people were forbidden from entering.**

The Forbidden City's main buildings were built of wood and featured gold-colored tile roofs that could only be used for the emperor's buildings.

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ANIMATED HISTORY

The crowds of government and military officials who gathered to watch ceremonies were carefully lined up according to their ranks.

Sometimes, the emperor was carried on a special seat called a palanquin as his officers lined the route.

Ming rulers also directed the restoration of the famous Great Wall of China. Large numbers of soldiers and peasants worked to rebuild collapsed portions of walls, connect existing walls, and build new ones. The result was a construction feat unmatched in history. The wall was more than 2,000 miles long. It would reach from San Diego to New York! The wall was about 25 feet high and, at the top, 12 feet wide. Protected by the wall—and the soldiers who stood guard along it—the Chinese people felt safe from invasions by the northern tribes.

## China Under the Ming

During the Ming dynasty, Chinese society began to change. This change was largely due to the efforts of the Ming emperors. Having expelled the Mongols, the Ming emperors worked to eliminate all foreign influences from Chinese society. As a result, China's government and relations with other countries changed dramatically.

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**ANIMATED HISTORY**

The Great Wall of China

**READING CHECK** **Generalizing** In what ways did the Ming dynasty strengthen China?

The Hall of Supreme Harmony is the largest building in the Forbidden City. Grand celebrations for important holidays, like the emperor's birthday and the New Year, were held there.



**ANALYSIS SKILL**

**ANALYZING VISUALS**

How did the Forbidden City show the power and importance of the emperor?

## Government

When the Ming took over China, they adopted many government programs that had been created by the Tang and the Song. However, the Ming emperors were much more powerful than the Tang and Song emperors had been. They abolished the offices of some powerful officials and took a larger role in running the government themselves. These emperors fiercely protected their power, and they punished anyone whom they saw as challenging their authority.

Despite their personal power, though, the Ming did not disband the civil service system. Because he personally oversaw the entire government, the emperor needed officials to keep his affairs organized.

The Ming also used examinations to appoint censors. These officials were sent throughout China to investigate the behavior of local leaders and to judge the quality of schools and other institutions. Censors had existed for many years in China, but under the Ming emperors their power and influence grew.

## Relations with Other Countries

In the 1430s a new Ming emperor made Zheng He return to China and dismantle his fleet. At the same time, he banned foreign trade. China entered a period of isolationism. **Isolationism** is a policy of avoiding contact with other countries.

In the end, this isolationism had great **consequences** for China. In 1644 the Ming dynasty was overthrown. By the late 1800s the Western world had made huge leaps in technological progress. Westerners were then able to gain influence in Chinese affairs. Partly due to its isolation and lack of progress, China was too weak to stop them.

**READING CHECK** Identifying Cause and Effect How did isolationism affect China?

**SUMMARY AND PREVIEW** Under the Yuan and Ming dynasties, Chinese society changed. Eventually, the Ming began a policy of isolationism. In the next chapter you will read about Japan, another country that was isolated at times.

### ACADEMIC VOCABULARY

**consequences**  
effects of a particular event or events

## Section 4 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** Who was **Genghis Khan**?

**b. Explain** How did the Mongols gain control of China?

**c. Evaluate** Judge this statement: "The Mongols should never have tried to invade Japan."
- a. Identify** Who was **Zheng He**, and what did he do?

**b. Analyze** What impression do you think the Forbidden City had on the residents of Beijing?

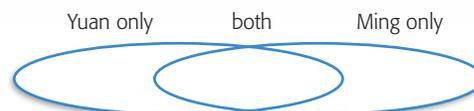
**c. Develop** How may the Great Wall have both helped and hurt China?
- a. Define** What is **isolationism**?

**b. Explain** How did the Ming change China?

**c. Develop** How might a policy of isolationism have both advantages and disadvantages?

### Critical Thinking

- Comparing and Contrasting** Draw a diagram like this one. Use your notes to see how the Yuan and Ming dynasties were alike and different.



### FOCUS ON WRITING

- Identifying Achievements of the Later Dynasties** Make a list of the achievements of the Yuan and Ming dynasties. Then look back over all your notes and rate the achievements or inventions. Which three do you think are the most important?

## Kublai Khan

### How did a Mongol nomad settle down to rule a vast empire?

**When did he live?** 1215–1294

**Where did he live?** Kublai came from Mongolia but spent much of his life in China. His capital, Dadu, was near the modern city of Beijing.

**What did he do?** Kublai Khan completed the conquest of China that Genghis Khan had begun. He ruled China as the emperor of the Yuan dynasty.

**Why is he important?** The lands Kublai Khan ruled made up one of the largest empires in world history. It stretched from the Pacific Ocean to Eastern Europe. As China's ruler, Kublai Khan welcomed foreign visitors, including the Italian merchant Marco Polo and the Arab historian Ibn Battutah. The stories these two men told helped create interest in China and its products among Westerners.

**Generalizing** How did Kublai Khan's actions help change people's views of China?

### KEY FACTS

- Unified all of China under his rule
- Established peace, during which China's population grew
- Extended the Grand Canal so that food could be shipped from the Huang He (Yellow River) to his capital near modern Beijing
- Linked China to India and Persia with better roads
- Increased contact with the West

**This painting from the 1200s shows Kublai Khan hunting on horseback.**



# Social Studies Skills

Analysis

Critical Thinking

Economics

Study

## Understanding Chance, Error, and Oversight

### Define the Skill

History is nothing more than what people thought and did in the past, and the people of the past were just as human as people today. Like us, they occasionally forgot or overlooked things. They made mistakes in their decisions or judgments. Unexpected things happened that they couldn't control. Sometimes, these oversights, errors, and just plain luck shaped history.

### Learn the Skill

There are several examples of the role of chance, error, and oversight in Chinese history.

- 1 Chance** Ancient Chinese alchemists were searching for a potion to create everlasting life for the emperor. Although they did not discover the secret of everlasting life, they did discover that mixing certain ingredients together produced an explosion. By chance, they had discovered gunpowder.
- 2 Oversight** As the Mongols were about to attack Western Europe, their khan died. The Mongols had focused so much on their military strength that they had neglected to develop a plan for the continuation of their government. Their law required them to go in person back to their land to elect a new khan. As a result, the Mongols never attacked Western Europe. Instead, they focused on China.

- 3 Error** In the early 1100s, a new empire was gaining strength near Song China. Between the Song and the new empire lay an old enemy of China's. The Song emperor decided to ally himself with the new empire against the old enemy. This proved to be a disastrous decision. The Chinese defeated their old enemy, but China lost its buffer against the new strong empire. The alliance soon fell apart, and the new empire attacked the Song, taking one third of its land.

### Practice the Skill

As you read in the chapter, China's silk industry was very successful. But what if chance, error, or oversight had played a role in the silk trade? For each fictional event below, determine whether it would have been a chance, an error, or oversight and describe how it might have affected Chinese history if it had happened.

1. The Chinese taught visitors how to make silk.
2. The Chinese decided that their silk was so valuable that they didn't want to export any of it.
3. The Chinese did not discover how to make silk.



### History's Impact

#### ▶ video series

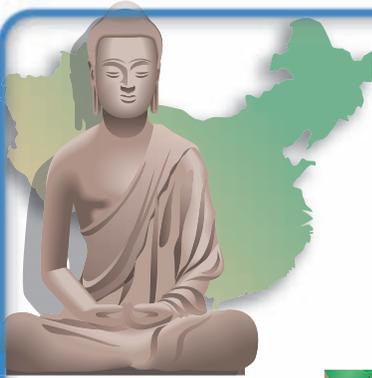
Review the video to answer the focus question:  
*What do you think are some consequences of living in an isolated society?*

# CHAPTER 14

# Chapter Review

## Visual Summary

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



China was reunified, and Buddhism spread during the Sui and Tang dynasties.

Farming and trade grew under the Tang and Song dynasties.



Confucian thought influenced Chinese government and education.

The powerful Yuan and Ming dynasties strengthened China, and expanded trade, but then China became isolated.



## Reviewing Vocabulary, Terms, and People

Match the words or names with their definitions or descriptions.

- |                     |                 |
|---------------------|-----------------|
| a. Kublai Khan      | g. compass      |
| b. movable type     | h. porcelain    |
| c. scholar-official | i. Genghis Khan |
| d. Empress Wu       | j. isolationism |
| e. bureaucracy      | k. incentive    |
| f. Zheng He         | l. gunpowder    |

- ruthless but effective Tang dynasty ruler
- a set of letters or characters that can be moved to create different lines of text
- leader who united the Mongols and began invasion of China
- body of unelected government officials
- thin, beautiful pottery
- a device that indicates direction
- policy of avoiding contact with other countries
- founder of the Yuan dynasty
- a mixture of powders used in explosives
- commanded huge fleets of ships
- educated government worker
- something that leads people to follow a certain course of action

## Comprehension and Critical Thinking

### SECTION 1 (Pages 410–413)

- a. Identify** What period did China enter after the Han dynasty collapsed? What dynasty brought an end to this period?

**b. Analyze** Why is the Tang dynasty considered a golden age of Chinese civilization?

**c. Predict** How might Chinese culture have been different in the Tang and Song dynasties if Buddhism had not been introduced to China?

## SECTION 2 (Pages 414–419)

14. **a. Describe** What did Wu Daozi, Li Bo, Du Fu, and Li Qingzhao contribute to Chinese culture?
- b. Analyze** What led to the growth of cities in China? What were China's cities like during the Tang and Song dynasties?
- c. Evaluate** Which Chinese invention has had a greater effect on world history—the magnetic compass or gunpowder? Why do you think so?

## SECTION 3 (Pages 420–423)

15. **a. Define** What is Confucianism? How did it change during and after the Song dynasty?
- b. Make Inferences** Why do you think the civil service examination system was created?
- c. Elaborate** Why were China's civil service examinations so difficult?

## SECTION 4 (Pages 424–430)

16. **a. Describe** How did the Mongols create their huge empire? What areas were included in it?
- b. Draw Conclusions** How did Marco Polo and Zheng He help shape ideas about China?
- c. Elaborate** Why do you think the Ming emperors spent so much time and money rebuilding and enlarging the Great Wall?

## Using the Internet

17. **Activity: Creating a Mural** The Tang and Song periods saw many agricultural, technological, and commercial developments. New irrigation techniques, movable type, and gunpowder were a few of them. Use your online textbook to learn more about such developments. Imagine that a city official has hired you to create a mural showing all of the great things the Chinese developed during the Tang and Song dynasties. Create a large mural that depicts as many advances as possible.

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## Reviewing Themes

18. **Science and Technology** How did Chinese inventions alter the course of world history?
19. **Economics** How did the strong agricultural and trading economy of Tang and Song China affect the country?

## Reading Skills

20. **Drawing Conclusions about the Past** Read the statements about the Ming dynasty below. For each conclusion that follows, decide whether the statements provide sufficient evidence to justify the conclusion.

The Ming ruled China from 1368 to 1644.

Zhu Yuanzhang was a Ming emperor.

The Great Wall was rebuilt by the Ming.

- a. The Great Wall is located in China.
- b. Zhu Yuanzhang was a good emperor.
- c. Zhu Yuanzhang ruled some time between 1368 and 1644.
- d. Zhu Yuanzhang rebuilt the Great Wall.

## Social Studies Skills

**Chance, Error, and Oversight in History** You read in this chapter about how the Mongol rulers of China decided to invade Japan. Three sentences from the text have been revised below. Read each sentence carefully. Then state whether it is an example of oversight, error, or chance.

21. Violent storms destroyed most of the Mongol force.
22. Despite their vast empire, the Mongols were not content with their lands and decided to invade Japan.

## FOCUS ON WRITING



23. **Writing a Magazine Article** Now that you have identified three achievements or inventions you want to write about, begin your article. Open with a sentence that states your main idea. Include three or four sentences about each achievement or invention you have chosen. These sentences should describe the achievement or invention and explain why it was so important. End your article with a sentence or two summarizing China's importance to the world.

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

1



This object displays Chinese expertise at working with

- A woodblocks.
  - B gunpowder.
  - C cotton fibers.
  - D porcelain.
- 2 Trade and other contact with peoples far from China stopped under which dynasty?
- A Ming
  - B Yuan
  - C Song
  - D Sui
- 3 Which of the following was *not* a way that Confucianism influenced China?
- A emphasis on family and family values
  - B expansion of manufacturing and trade
  - C emphasis on service to society
  - D well-educated government officials

- 4 What was a major cause for the spread of Buddhism to China and other parts of Asia?
- A the teachings of Kublai Khan
  - B the writings of Confucius
  - C the travels of Buddhist missionaries
  - D the support of Empress Wu
- 5 All of the following flourished during *both* the Tang and the Song dynasties, *except*
- A art and culture.
  - B sea voyages of exploration.
  - C science and technology.
  - D trade.

### Connecting with Past Learnings

- 6 Earlier you learned about the deeds of emperor Shi Huangdi. He had laborers work on a structure that Ming rulers improved. What was that structure?
- A the Great Wall
  - B the Great Tomb
  - C the Forbidden City
  - D the Temple of Buddha
- 7 Earlier you learned that the ancient Egyptians increased food production by digging irrigation canals to water their fields. Under which dynasty did the Chinese develop new irrigation techniques to increase their production of food?
- A Han
  - B Ming
  - C Song
  - D Sui

# Japan

**Essential Question** How did the Japanese blend borrowed customs and native traditions into a unique culture?



## What You Will Learn...

In this chapter you will learn about the geography and history of early Japan.

### SECTION 1: Geography and Early Japan ..... 440

**The Big Idea** Japan's early societies were both isolated from and influenced by China and Korea.

### SECTION 2: Art and Culture in Heian ..... 446

**The Big Idea** Japanese culture experienced a golden age during the Heian period of the 800s to the 1000s.

### SECTION 3: Growth of a Military Society ..... 454

**The Big Idea** Japan developed a military society led by generals called shoguns.

## FOCUS ON WRITING

**A Travel Brochure** You've been hired to create a travel brochure called "Japan's Rich History." Your brochure will describe tourist attractions in Japan that show the country's fascinating past. As you read this chapter, think about how you might encourage people to visit Japan.



## CHAPTER EVENTS

**c. 550**  
Buddhism is introduced into Japan from China.



**550**

## WORLD EVENTS

**632–651**  
Arab armies conquer Southwest Asia.

This photo shows Mount Fuji, a snow-covered volcano that has long been a symbol of Japan.



**H**  
**HISTORY**



Rise of the Samurai  
Class

[hmsocialstudies.com](http://hmsocialstudies.com) VIDEO



**c. 1000**  
Lady Murasaki  
Shikibu writes  
*The Tale of Genji*.

**825**

**768–814**  
Charlemagne  
rules much of  
western Europe.



**1100**

**1279**  
The Mongols  
take over  
China.



**1375**

**1603–1868**  
The Tokugawa  
shoguns rule  
Japan.



**1650**

**1588**  
England  
defeats the  
Spanish  
Armada.

# Reading Social Studies

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** As you read this chapter, you will step into the world of early Japan. You will learn about the first Japanese people and their religion, Shinto, and about how the people of China and Korea began to influence the development of Japanese culture. As you read about the history of Japan, you will

learn about the **political** systems the Japanese used to govern their nation and their attitudes toward **society and culture**. Finally, you will learn how social elements of medieval Japanese culture continue to affect life in Japan to this day.

## Main Ideas and Their Support

**Focus on Reading** You know that if you take the legs out from under a table it will fall flat on the floor. In just the same way, a main idea will fall flat without details to support it.

**Understanding a Writer's Support for Ideas** A writer can support main ideas with several kinds of details. These details might be facts, statistics, eyewitness accounts, brief stories, examples, definitions, or comments from experts on the subject.

*Notice the types of details the writer uses to support the main idea in the passage below.*

After the Mongol invasion, new problems arose for the shogun. The emperor, tired of having no say in the government, began to fight the shogun for control of the country. At the same time daimyo, the nobles who owned much of Japan's land, fought to break free of the shogun's control. During these struggles for power, small wars broke out all over Japan.

By the 1400s, the shoguns had lost most of their authority. The emperor was still largely powerless, and daimyo ruled much of Japan. Each daimyo controlled his own territory. Within that territory, he made laws and collected taxes. There was no powerful central authority of any sort to impose order in Japan.

The **main idea** is stated first.

This is an **example** of the kinds of challenges the shogun faced.

The **definition** of daimyo helps tie this example to the main point.

This **fact** supports the main idea that the shoguns faced problems.

Here's another **example** that helps support the main point of the passage.

## You Try It!

The following passage is from the chapter you are about to read. As you read it, look for the writer's main idea and supporting details.

### Samurai

The word *samurai* comes from the Japanese word for servant. Every samurai, from the weakest soldier to the most powerful warrior, was supposed to serve his lord. Because all lords in Japan were supposed to serve the emperor, all samurai were required to be loyal to him.

An army of samurai was expensive to support. Few lords could afford to buy armor and weapons for their warriors. As a result, lords paid their samurai with land and food.

*From  
Chapter 15,  
p. 455*

After you read the passage, answer the following questions.

- Which sentence best states the main idea of the passage?
  - Samurai, which comes from the word servant, were supposed to serve their lords.
  - Samurai were paid with land and food.
  - Few lords could afford to buy armor and weapons for their warriors.
- Which of the following is not a detail that supports the main idea of the passage?
  - An army of samurai was expensive to support.
  - Every samurai was supposed to serve his lord.
  - In Japan at this time, there were more than 10,000 samurai.
- Which of the following methods of supporting a main idea does the author use in this passage?
  - statistics
  - eyewitness account
  - facts

### Chapter 15

#### Section 1

clans (p. 440)  
Shinto (p. 440)  
Prince Shotoku (p. 442)  
regent (p. 442)

#### Section 2

court (p. 444)  
Lady Murasaki Shikibu (p. 445)  
Zen (p. 448)

#### Section 3

daimyo (p. 454)  
samurai (p. 454)  
figurehead (p. 455)  
shogun (p. 455)

### 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:

structure (p. 439)  
values (p. 457)

As you read Chapter 15, look for the types of details that the writer uses to support the main ideas.

# Geography and Early Japan

## What You Will Learn...

### Main Ideas

1. Geography shaped life in Japan.
2. Early Japanese society was organized in clans, which came to be ruled by an emperor.
3. Japan learned about language, society, and government from China and Korea.

### The Big Idea

Japan's early societies were both isolated from and influenced by China and Korea.

### Key Terms and People

clans, p. 442

Shinto, p. 442

Prince Shotoku, p. 444

regent, p. 444



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TAKING NOTES

Use the graphic organizer online to take notes on how geography, early peoples, and neighboring countries affected the Japanese people's way of life, government, and religion.

## If YOU were there...

You live in a small farming village on one of the islands of Japan. You're very happy with your life. The sea is nearby and food is plentiful. You have a large, extended family to protect and take care of you. Your grandmother says that life in your village has not changed for hundreds of years, and that is good. But now you have heard that some people from across the sea are coming to your village. They are bringing new ideas and new ways of doing things.

## How do you feel about these changes?

**BUILDING BACKGROUND** Japan is a large group of islands located east of the Asian mainland. Life in Japan has always been influenced by many factors. The islands' geography and location shaped how people lived there, and as you read above, visitors from other lands also affected Japanese society.

## Geography Shapes Life in Japan

The islands of Japan are really just the tops of undersea mountains and volcanoes, sticking up out of the ocean. Those mountains, as you can see on the map, cover nearly all of Japan. Only about 20 percent of the land is flat. Because it is difficult to live and farm on mountain slopes, most Japanese people have always lived in those flat areas, the coastal plains.

In addition to the mountains and the lack of flat land, the nearness of the sea shaped the lives of Japanese people. Their homes were never far from the sea. Naturally, they turned to the sea for food. They learned to prepare all kinds of seafood, from eel to shark to octopus to seaweed. As a result, seafood has been a key part of the Japanese diet for thousands of years.

The islands' location affected the Japanese people in another way as well. Because they lived on islands, the Japanese were separated from the other people of Asia. This separation allowed

# Japan: Physical



## GEOGRAPHY SKILLS INTERPRETING MAPS

- Place** What are Japan's four main islands?
- Location** Are most of Japan's major cities in the interior or on the coast? Why do you think this is so?

the Japanese to develop their own culture. For example, they created a religion and a social **structure** very different from those in other parts of Asia. This separation has always been an important part of Japanese society.

Japan isn't totally isolated, however. Look at the inset map above to find Korea and China. As you can see, neither country

is very far from the Japanese islands. Korea is only about 100 miles away from Japan. China is about 400 miles away. Those short distances allowed the older Korean and Chinese cultures to influence the new culture of Japan.

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

**READING CHECK Summarizing** What is Japan's geography like?



### A Shinto Shrine

Visitors to a Shinto shrine gather near a gate called a torii (TOR-ee). The torii marks the boundary of a shrine or other sacred Shinto site. Over time, the torii has become a symbol of Shinto, Japan's ancient religion.

*What elements of nature can you see in this painting?*

## Early Japanese Society

Korea and China did play a major part in shaping Japanese society, but not at first. Early Japan was home to two different cultures, neither of which had any contact with the rest of Asia.

### The Ainu

One culture that developed in Japan was the Ainu (EYE-noo). Historians aren't sure exactly when or how the Ainu moved to Japan. Some people think they came from what is now Siberia in eastern Russia. Wherever they came from, the Ainu spoke a language unlike any other language in eastern Asia. They also looked different from the other people of Japan.

Over time, the Ainu began to fight with other people for land. They lost most of these fights, and so they lost their land as well. Eventually the Ainu were driven back onto a single island, Hokkaido. Over time the Ainu culture almost disappeared. Many people gave up the Ainu language and adopted new customs.

#### THE IMPACT TODAY

Few Ainu remain in Japan today, and most of them live on Hokkaido.

## The First Japanese

The people who lived south of the Ainu eventually became the Japanese. They lived mostly in small farming villages. These villages were ruled by powerful **clans, or extended families**. Other people in the village, including farmers and workers, had to obey and respect members of these clans.

At the head of each clan was a chief. In addition to his political power, each chief also had religious duties. The Japanese believed that their clan chiefs were descended from nature spirits called *kami* (KAH-mee). Clan chiefs led their clans in rituals that honored their *kami* ancestors.

Over time, these rituals became a central part of **the traditional religion of Japan, Shinto**. According to Shinto teachings, everything in nature—the sun, the moon, trees, waterfalls, and animals—has *kami*. Shintoists believe that some *kami* help people live and keep them from harm. They build shrines to *kami* and perform ceremonies in which they ask the *kami* to bless them.

## The First Emperors

The clans of early Japan weren't all equal. Some clans were larger and more powerful than others. In time a few of these powerful clans built up armies and set out to conquer their neighbors.

One clan that gained power in this way lived in the Yamato region, the western part of Japan's largest island, Honshu. In addition to military might, the Yamato rulers claimed to have a glorious family history. They believed they were descended from the most powerful of all *kami*, the goddess of the sun.

By the 500s the Yamato rulers had extended their control over much of Honshu. Although they didn't control the whole country, the leaders of the Yamato clan began to call themselves the emperors of all Japan.

**READING CHECK** **Sequencing** How did emperors take power in Japan?

## Japan Learns from China and Korea

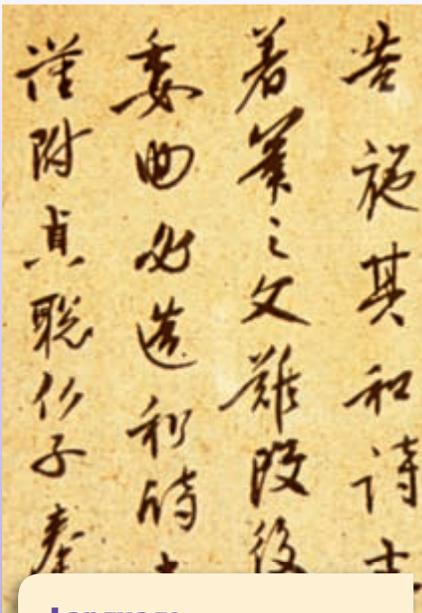
Early Japanese society received very little influence from cultures on the Asian mainland. Occasionally, officials from China, Korea, or other parts of Asia visited Japan. For the most part, however, these visits didn't have a great impact on the Japanese way of life.

By the mid-500s, though, some Japanese leaders thought that Japan could learn a great deal from other cultures. In particular, they wanted to learn more about the cultures of China and Korea.

To learn what they wanted to know, the rulers of Japan decided to send representatives to China and Korea to gather information about their cultures. They also invited people from China and Korea to move to Japan. The emperors hoped that these people could teach the Japanese new ways of working and thinking.

## Influences from China and Korea

QUICK  
FACTS



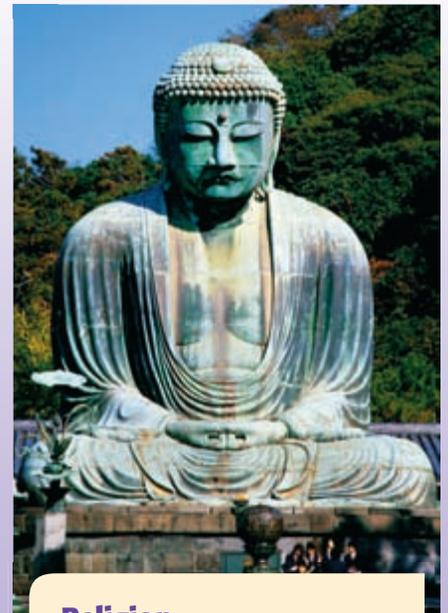
### Language

The earliest Japanese writing used Chinese characters.



### Philosophy

The ideas of the Chinese philosopher Confucius helped shape Japanese culture and family life.



### Religion

Buddhism came to Japan from Korea.

## Changes in Language

One of the first things the Japanese learned from China and Korea was language. The early Japanese didn't have a written language. Therefore, many learned to write in Chinese. They continued to speak in Japanese, however, which is very different from Chinese. It wasn't until about 200 years later that people devised a way of writing in Japanese. They used Chinese characters to represent the sounds used in Japanese.

As Japan's contact with China increased, some Japanese people—especially rich and well-educated people—began to write in the Chinese language. Japanese writers used Chinese for their poems and stories. One of the first histories of Japan, written in the 700s, is in Chinese. For many years Chinese was even the official language of Japan's government.

## Changes in Religion and Philosophy

One of the people most influential in bringing Chinese ideas to Japan was **Prince Shotoku** (shoh-toh-koo). He served from 593 to 621 as regent (REE-juhnt) for his aunt, the empress. A **regent is a person who rules a country for someone who is unable to rule alone.**

All his life, Prince Shotoku admired Chinese culture. As regent, Shotoku saw a chance for Japan to adopt more Chinese ideas. He sent scholars to China to learn all they could about Chinese society.

The ideas these scholars brought back changed Japanese society. For example, they taught the Japanese about Confucianism.

## Prince Shotoku's Japan

**Under Prince Shotoku, Buddhism spread across Japan. Shotoku ordered beautiful Buddhist temples to be built, such as the one below in Nara, Japan. The spread of Buddhism changed many areas of Japanese culture during Prince Shotoku's time.**



### BIOGRAPHY

#### Prince Shotoku

573–621

Prince Shotoku was one of Japan's greatest leaders. He helped rule Japan when he was only 20 years old. For many centuries, people have admired him. Legends have developed about his wisdom. According to one early biography, Shotoku was able to talk as soon as he was born and never made a wrong decision.

**Horyuji Temple in Nara, Japan**

Among other things, Confucianism outlined how families should behave. Confucius taught that fathers should rule their families. He believed that wives should obey their husbands, children should obey their parents, and younger brothers should obey older brothers. Families in China lived according to these rules. As Confucian ideas spread through Japan, the Japanese began to live by them as well.

More important than these social changes, though, were the vast religious changes Shotoku made in Japan. He was a Buddhist, and he wanted to spread Buddhism throughout his country. Buddhism wasn't new to Japan. Korean visitors had introduced the religion to Japan about 50 years earlier. But it was not very popular. Most people preferred to keep their traditional religion, Shinto.

Shotoku worked to change people's minds about Buddhism. He built a grand Buddhist temple that still stands today. He also wrote commentaries on Buddhist teachings. Largely because of his efforts, Buddhism became very popular, especially among Japanese nobles.

## Changes in Government

Shotoku also wanted to change Japan's government to be more like China's. He especially wanted Japan's emperors to have more power, like China's emperors did.

Afraid that they would lose power to the emperor, many clan leaders opposed Shotoku's government plans. As a result, Japan's emperors gained little power.

**READING CHECK** **Categorizing** What aspects of Chinese society did Shotoku bring to Japan?

**SUMMARY AND PREVIEW** In this section, you learned how early Japan grew and developed. Next you'll see how Japan's emperors encouraged nobles to create great works of art and literature.

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** What types of landforms cover most of Japan?

**b. Explain** How did Japan's location both separate it from and tie it to China and Korea?
- a. Define** What is **Shinto**?

**b. Sequence** How did the Yamato rulers gain power?
- a. Explain** How did **Prince Shotoku** help spread Buddhism in Japan?

**b. Rate** What do you think was the most important idea the Japanese borrowed from China or Korea? Why?

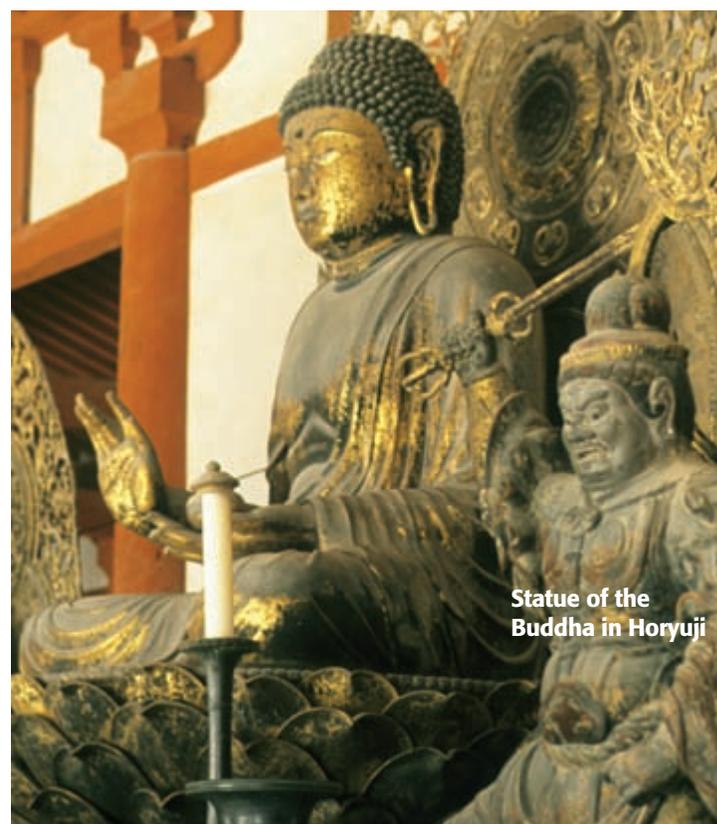
### Critical Thinking

- Categorizing** Draw a diagram like this one. Using your notes on Japan's culture, list ideas that developed within Japan in the circle and ideas that the Japanese borrowed from other people in the arrow.



### FOCUS ON WRITING

- Taking Notes on Early Japan** Think about the section you have just read. Which details from this section might be appealing to tourists? Write down some thoughts in your notebook. Plan to include them in a section of your travel brochure called "Fun Facts."



Statue of the Buddha in Horyuji

# Art and Culture in Heian

## What You Will Learn...

### Main Ideas

1. Japanese nobles created great art in their court at Heian.
2. Buddhism changed in Japan during the Heian period.

### The Big Idea

Japanese culture experienced a golden age during the Heian period of the 800s to the 1100s.

### Key Terms and People

court, p. 446

Lady Murasaki Shikibu, p. 447

Zen, p. 450



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TAKING NOTES

Use the graphic organizer online to take notes on the changes in Japanese art and religion in the golden age of the Heian period.

## If YOU were there...

You are a noble, serving the empress of Japan and living in the capital city. While walking in the garden one day, she gives you a small book with blank pages. When you ask her why, she says the book is a diary for you to write in. She tells you that nobles, both men and women, keep diaries to record their lives.

## What will you write in your new diary?

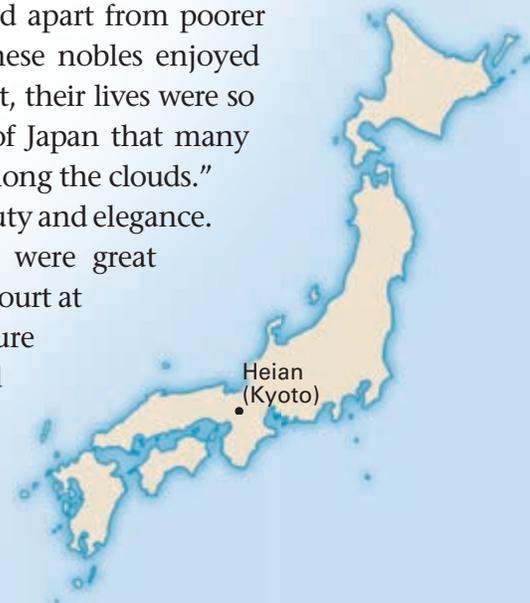
**BUILDING BACKGROUND** In 794 the emperor and empress of Japan moved to Heian (HAY-ahn), a city now called Kyoto. Many nobles, like the one you just read about, followed their rulers to the new city. These nobles loved art and beauty, and they tried to make their new home a beautiful place.

## Japanese Nobles Create Great Art

The nobles who followed Japan's emperor to Heian wanted to win his favor by living close to him. In Heian, these nobles created an imperial **court**, a group of nobles who live near and serve or advise a ruler.

Members of the noble court had little to do with the common people of Heian. They lived apart from poorer citizens and seldom left the city. These nobles enjoyed their lives of ease and privilege. In fact, their lives were so easy and so removed from the rest of Japan that many nobles called themselves "dwellers among the clouds."

The nobles of this court loved beauty and elegance. Because of this love, many nobles were great supporters of the arts. As a result, the court at Heian became a great center of culture and learning. In fact, the period between 794 and 1185 was a golden age of the arts in Japan.



## Primary Source

### JOURNAL ENTRY

## The Pillow Book

*Sei Shonagon (SAY shoh-nah-gohn), author of The Pillow Book, served Japan's empress from 991 to 1000. The Pillow Book was her journal. In it she wrote poems and thoughts about nature as well as descriptions of daily events. Here she describes the first time she met the empress.*

“When I first entered her Majesty's service I felt indescribably shy, and was indeed constantly on the verge of tears. When I came on duty the first evening, the Empress was sitting with only a three-foot screen in front of her, and so nervous was I that when she passed me some picture or book to look at, I was hardly capable of putting out my hand to take it. While she was talking about what she wanted me to see—telling me what it was or who had made it—I was all the time wondering whether my hair was in order.”

—Sei Shonagon, from *The Pillow Book*



An actress playing Sei Shonagon in the 1800s

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

How did Sei Shonagon feel when she met the empress?

## Fashion

The nobles' love of beauty began with their own appearances. They had magnificent wardrobes full of silk robes and gold jewelry. Nobles loved elaborate outfits. For example, women wore long gowns made of 12 layers of colored silk cleverly cut and folded to show off many layers at once.

To complete their outfits, nobles often carried delicate decorative fans. These fans were painted with flowers, trees, and birds. Many nobles also attached flowers and long silk cords to their fans.

## Literature

In addition to how they looked, Japanese nobles took great care with how they spoke and wrote. Writing was very popular among the nobles, especially among the women. Many women wrote diaries and journals about their lives at court. In their diaries, these women carefully chose their words to make their writing beautiful.

Unlike men, who usually wrote in Chinese, noble women wrote in the Japanese language. As a result, many of the greatest works of early Japanese literature were written by women.

One of the greatest writers in early Japanese history was **Lady Murasaki Shikibu** (moohr-ah-sahk-ee shee-kee-boo). Around 1000, she wrote *The Tale of Genji*. Many historians consider this book to be the world's first full-length novel. Many readers also consider it one of the best.

*The Tale of Genji* is the story of a prince named Genji and his long quest for love. During his search he meets women from many different social classes.

Many people consider *The Tale of Genji* one of Japan's greatest novels. The characters it describes are very colorful and seem real. In addition, Lady Murasaki's writing is clear and simple but graceful at the same time. She describes court life in Japan with great detail.

Most early Japanese prose was written by women, but both men and women wrote poetry. Nobles loved to read and write poems. Some nobles held parties at which they took turns writing poetry and reading their poems aloud to each other.

Poems from this time usually had only five lines. They followed a specific structure that outlined how many syllables each line could include. Most were about love or nature, but some described everyday events. Here is an example of a nature poem about the end of winter:

“The breezes of spring  
Are blowing the ripples astray  
Along the water—  
Today they will surely melt  
The sheet of ice on the pond.”

—Kino Tomonori, from the *Gosenshu*

## Visual Art

Besides literature, Japan’s nobles also loved the visual arts. The most popular art forms of the period were paintings, calligraphy, and architecture.

In their paintings, the nobles of Heian liked bright, bold colors. They also liked paintings that illustrated stories. In fact, many of the greatest paintings from this period illustrate scenes from literature, such as *The Tale of Genji*. Other paintings show scenes from nature or from court life. Many artists painted on doors and furniture rather than on paper.

Another popular form of art in Heian was calligraphy, or decorative writing. Calligraphers spent hours carefully copying poems. They wanted the poems to look as beautiful as they sounded.

## The Arts in Heian

Heian was Japan’s capital for many centuries. The wealthy nobles who lived there were great supporters of the arts. With their support, literature, painting, calligraphy, and other arts flourished in Heian.



A favorite theme in Japanese painting was *The Tale of Genji*. In this illustration of a scene from the novel, Genji’s son is reading a letter as his wife approaches.

## Architecture

The nobles of Heian worked to make their city beautiful. They greatly admired Chinese architecture and modeled Heian after the Chinese capital, Chang'an. They copied Chinese building styles, especially in the many temples they built. These styles featured buildings with wooden frames that curved slightly upward at the ends. The wooden frames were often left unpainted to look more natural. Thatched roofs also added to the natural feel.

For other buildings, the nobles liked simple, airy designs. Most buildings were made of wood with tiled roofs and large, open spaces inside. To add to the beauty of these buildings, the nobles surrounded them with elegant gardens and ponds. Similar gardens are still popular in Japan.

## Performing Arts

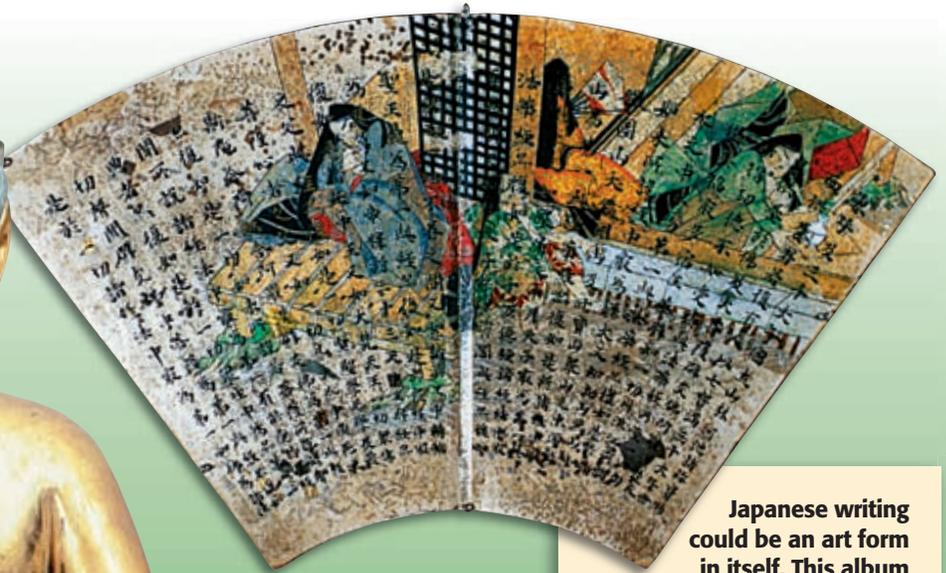
The performing arts were also popular in Japan during the Heian period. The roots of later Japanese drama can be traced back to this time. People often gathered to watch performances by musicians, jugglers, and acrobats. These performances were wild and fun. Especially popular were the plays in which actors skillfully mimicked other people.

In later centuries, these types of performances developed into a more serious form of drama called Noh. Created in the 1300s, Noh plays combine music, speaking, and dance. These plays often tell about great heroes or figures from Japan's past.

### THE IMPACT TODAY

Noh plays are still popular in Japan today.

**READING CHECK** **Categorizing** What forms of art were popular in the Heian period?



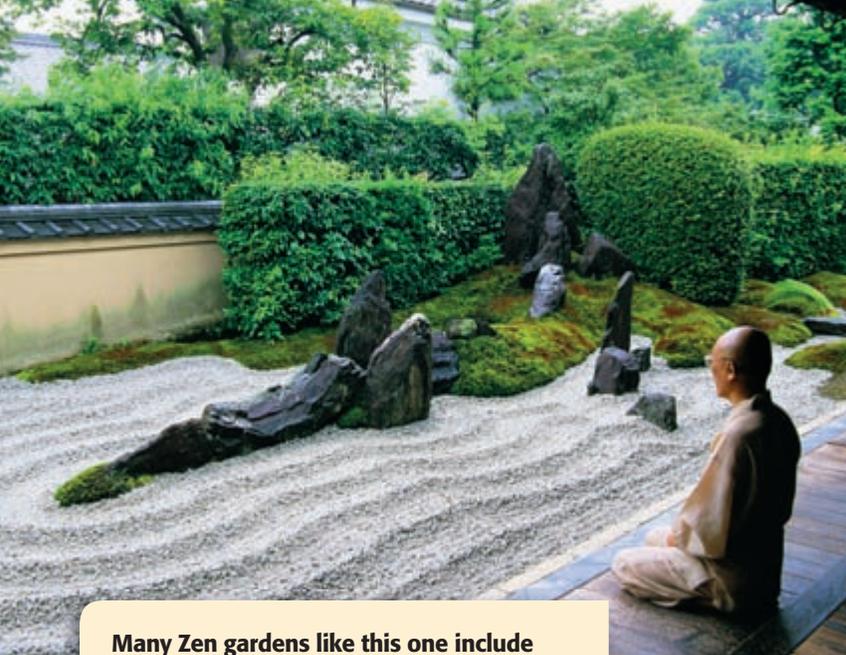
The Buddha was a popular subject for statues in the Heian period.

Japanese writing could be an art form in itself. This album made in the shape of a fan is covered in text and pictures.

### ANALYSIS SKILL

### ANALYZING VISUALS

How does art from this period reflect the culture of Heian?



Many Zen gardens like this one include raked gravel shaped to look like water and small boulders arranged like mountains.

## Buddhism Changes

Religion became something of an art form in Heian. The nobles' religion reflected their love of elaborate rituals. Most of the common people in Japan, though equally religious, didn't have the time or money for these ceremonies. As a result, different forms of Buddhism developed in Japan.

One new form of Buddhism was very popular with Japan's common people. It was called Pure Land Buddhism and didn't require any special rituals. Instead, Pure Land Buddhists chanted the Buddha's name over and over to achieve an enlightened state.

In the 1100s another popular new form of Buddhism called **Zen** arrived from **China**. Zen Buddhists believed that neither faith nor good behavior led to wisdom. Instead, people seeking wisdom should practice self-discipline and meditation, or quiet thinking. These ideas appealed to many Japanese, especially warriors. As these warriors gained more influence in Japan, so did Zen Buddhism.

**READING CHECK** Finding Main Ideas How did Buddhism change in Japan?

**SUMMARY AND PREVIEW** At Heian, Japan's emperors presided over an elegant court. In the next section, you'll learn what happened when emperors and the court lost power and prestige.

## Section 2 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Where did Japan's court move in the late 700s?

**b. Make Generalizations** Why are the 800s to the 1100s considered a golden age for Japanese literature and art?

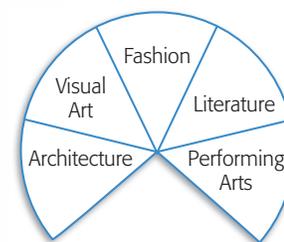
**c. Evaluate** Do you think women in Heian had more rights and freedoms than women in other societies? Why or why not?
- a. Identify** What new form of Buddhism developed in Japan?

**b. Compare and Contrast** How was religion among Japan's nobles different from religion among the common people?

**c. Elaborate** Why do you think Pure Land Buddhism was popular with common people?

### Critical Thinking

- Categorizing** Draw a Japanese fan like the one shown here. Use your notes about the arts to list two contributions that the Japanese made in each category shown here.



### FOCUS ON WRITING

- Writing about Japanese Art** Japan's nobles left a legacy of beautiful art that today's visitors can still enjoy. Choose two art forms described in this section and take notes for your brochure. What kinds of pictures could you use to illustrate your text?

## Lady Murasaki Shikibu

How would you describe the people you observe in life every day?

**When did she live?** around 1000

**Where did she live?** Heian

**What did she do?** Lady Murasaki was a noble and a servant to the Empress Akiko. While in the empress's service, she wrote lively observations of court life in her diaries. She also wrote the novel *The Tale of Genji*.

**Why is she important?** *The Tale of Genji* is one of the world's oldest novels, and—some would argue—one of the best. Besides entertaining readers for hundreds of years, *The Tale of Genji* describes the daily lives, customs, and attitudes of Japanese nobles of the time.

**Drawing Conclusions** What qualified Lady Murasaki to comment on upper-class life in Japan?

### KEY IDEAS

#### Observations of Lady Murasaki Shikibu

- “Lady Dainagon is very small and refined . . . Her hair is three inches longer than her height.”
- “Lady Senji is also a little person, and haughty . . . She puts us to shame, her carriage is so noble.”
- “Lady Koshosho, all noble and charming. She is like a weeping-willow tree at budding time. Her style is very elegant and we all envy her her manners.”

—from *The Diary of Lady Murasaki Shikibu*, in *Anthology of Japanese Literature*, edited by Donald Keene



This painting from the 1600s is an illustration of court life from *The Tale of Genji*.

## from The Tale of **Genji**

by Lady Murasaki Shikibu

translated by Edward G. Seidensticker

### GUIDED READING

#### WORD HELP

**unprecedented** having no equal

**equestrian** related to horses

**mustered** gathered together

**brocades** rich cloths with designs woven into them

**cormorants** large diving birds

**inferiority** lower rank

**1** What kind of modern-day American event might be compared to the emperor's visit?

**2** What do Genji's thoughts and actions tell you about his attitude toward his guests?

**About the Reading** The Tale of Genji was written by Lady Murasaki Shikibu at the height of Japan's golden age. This thousand-page novel traces the life and adventures—especially in love—of a noble known as “the shining Genji.” Although Genji is the favorite son of the emperor, his mother is only a commoner, so Genji cannot inherit the throne. Instead, it passes first to his half-brother Suzaku (soo-zah-koo) and then to Genji's own son. Here, Genji's son and his half-brother Suzaku visit Genji's mansion in Rokujo (roh-koo-joh), a district of Heian.

**AS YOU READ** Look for details that describe the lives of Japanese nobles.

The emperor paid a state visit to Rokujo late in the Tenth Month. **1** Since the colors were at their best and it promised to be a grand occasion, the Suzaku emperor accepted the invitation of his brother, the present emperor, to join him. It was a most extraordinary event, the talk of the whole court. The preparations, which occupied the full attention of everyone at Rokujo, were unprecedented in their complexity and in the attention to brilliant detail.

Arriving late in the morning, the royal party went first to the equestrian grounds, where the inner guards were mustered for mounted review in the finery usually reserved for the iris festival. There were brocades spread along the galleries and arched bridges and awnings over the open places when, in early afternoon, the party moved to the southeast quarter. The royal cormorants had been turned out with the Rokujo cormorants on the east lake, where there was a handsome take of small fish. Genji hoped that he was not being a fussy and overzealous host, but he did not want a single moment of the royal progress to be dull. **2** The autumn leaves were splendid, especially in Akikonomu's southwest garden. Walls had been taken down and gates opened, and not so much as an autumn mist was permitted to obstruct the royal view. Genji showed his guests to seats on a higher level than his own. The emperor ordered this mark of inferiority dispensed with, and thought again what a satisfaction it would be to honor Genji as his father.

The lieutenants of the inner guards advanced from the east and knelt to the left and right of the stairs before the royal seats, one presenting the take from the pond and the other a brace of fowl taken by the royal falcons in the northern hills. To no Chujo received the royal command to prepare and serve these delicacies. ❸ An equally interesting repast had been laid out for the princes and high courtiers. The court musicians took their places in late afternoon . . . The concert was quiet and unpretentious and there were court pages to dance for the royal guests. It was as always the excursion to the Suzaku Palace so many years before that people remembered. One of To no Chujo's sons, a boy of ten or so, danced "Our Gracious Monarch" most elegantly. The emperor took off a robe and laid it over his shoulders, and To no Chujo himself descended into the garden for ritual thanks . . .

The evening breeze had scattered leaves of various tints to make the ground a brocade as rich and delicate as the brocades along the galleries. The dancers were young boys from the best families, prettily dressed in coronets and the usual grayblues and roses, with crimsons and lavenders showing at their sleeves. They danced very briefly and withdrew under the autumn trees, and the guests regretted the approach of sunset. The formal concert, brief and unassuming, was followed by impromptu music in the halls above, instruments having been brought from the palace collection. As it grew livelier a koto was brought for each of the emperors and a third for Genji. ❹ . . . It was cause for general rejoicing that the two houses should be so close.



A portrait of Lady Murasaki Shikibu, author of *The Tale of Genji*

## GUIDED READING

### WORD HELP

**brace** pair

**repast** meal

**unpretentious** simple; modest

**coronets** small crowns

❸ To no Chujo is Genji's best friend. During the Heian period, food preparation was considered an art, and chefs were highly honored for their skill.

❹ A koto is a stringed instrument sometimes called a Japanese harp.

## CONNECTING LITERATURE TO HISTORY

- Summarizing** The nobles of the court at Heian loved beauty and elegance. Because of this love, many nobles were great supporters of the arts. Based on this passage, what specific arts did Japanese nobles enjoy?
- Generalizing** The nobles enjoyed their lives of ease and privilege. What details suggest that Japanese nobles lived lives of luxury?
- Evaluating** After reading this passage, what is your overall impression of Japanese court life?

## What You Will Learn...

## Main Ideas

1. Samurai and shoguns took over Japan as emperors lost influence.
2. Samurai warriors lived honorably.
3. Order broke down when the power of the shoguns was challenged by invaders and rebellions.
4. Strong leaders took over and reunified Japan.

## The Big Idea

Japan developed a military society led by generals called shoguns.

## Key Terms and People

daimyo, p. 454

samurai, p. 454

figurehead, p. 455

shogun, p. 455

Bushido, p. 456



Use the graphic organizer online to take notes about the growth of a military society in Japan.

# Growth of a Military Society

## If YOU were there...

You are a Japanese warrior, proud of your fighting skills. For many years you've been honored by most of society, but you face an awful dilemma. When you became a warrior, you swore to protect and fight for both your lord and your emperor. Now your lord has gone to war against the emperor, and both sides have called for you to join them.

## How will you decide whom to fight for?

**BUILDING BACKGROUND** Wars between lords and emperors were not uncommon in Japan after 1100. Closed off from society at Heian, emperors had lost touch with the rest of Japan. As a result, order broke down throughout the islands.

## Samurai and Shoguns Take Over Japan

By the late 1100s, Heian was the great center of Japanese art and literature. But in the rest of Japan, life was very different. Powerful nobles fought each other over land. Rebels fought against imperial officials. This fighting destroyed land, which made it difficult for peasants to grow food. Some poor people became bandits or thieves. Meanwhile, Japan's rulers were so focused on courtly life, they didn't notice the many problems growing in their country.

### The Rise of the Samurai

With the emperor distracted by life in his court, Japan's large landowners, or **daimyo** (DY-mee-oh), decided that they needed to protect their own lands. They hired **samurai** (SA-muh-ry), or trained professional warriors, to defend them and their property. The samurai wore light armor and fought with swords and bows. Most samurai came from noble families and inherited their positions from their fathers.

The word *samurai* comes from the Japanese word for servant. Every samurai, from the weakest soldier to the most powerful warrior, was supposed to serve his lord. Because all lords in Japan were supposed to serve the emperor, all samurai were required to be loyal to him.

An army of samurai was expensive to support. Few lords could afford to buy armor and weapons for their warriors. As a result, lords paid their samurai with land or food.

Only the most powerful samurai got land for their service. Most of these powerful samurai didn't live on the land they received, but they did profit from it. Every year, the peasant farmers who worked on the land gave the samurai money or food. Samurai who received no land were given food—usually rice—as payment.

### Shoguns Rule Japan

Many of the nobles outside Heian were unhappy with the way Japan's government was being run. Frustrated, these nobles wanted a change of leadership. Eventually a few very strong noble clans decided to try to take power for themselves.

Two of these powerful clans went to war with each other in the 1150s. For almost 30 years, the two clans fought. Their fighting was terrible, destroying land and property and tearing families apart.

In the end, the Minamoto clan won. Because he had a very powerful army, and because the emperor was still busy in Heian, the leader of the Minamoto clan was the most powerful man in Japan. He decided to take over ruling the country.

He didn't, however, want to get rid of the emperor. He kept the emperor as a **figurehead**, a person who appears to rule even though real power rests with someone else. As a samurai, the Minamoto leader was supposed to be loyal to the

emperor, but he decided to rule in the emperor's place. In 1192 he took the title **shogun**, a general who ruled Japan in the emperor's name. When he died, he passed his title and power on to one of his children. For about the next 700 years, one shogun would rule in Japan.

**READING CHECK** Sequencing How did the shogun rise to power in Japan?

## Samurai Society

**QUICK FACTS**



**Emperor**  
The emperor was a figurehead for the powerful shogun.



**Shogun**  
A powerful military leader, the shogun ruled in the emperor's name.



**Daimyo and Samurai**  
Daimyo were powerful lords who often led armies of samurai. Samurai warriors served the shogun and daimyo.



**Peasants**  
Most Japanese were poor peasants who had no power.

[hmhsocialstudies.com](http://hmhsocialstudies.com)  
**ANIMATED HISTORY**

**ANALYSIS SKILL** ANALYZING VISUALS

Who was the most powerful person in Japan's samurai society?

## Samurai Live Honorably

Under the shogun, who were military rulers, samurai warriors became more central to Japanese society. As a result, samurai enjoyed many social privileges. Common people had to treat the samurai with respect. Anyone who disrespected a samurai could be killed.

At the same time, tradition placed restrictions on samurai. For example, they couldn't attend certain types of entertainment, such as theater, which were considered beneath them. They also couldn't take part in trade or commerce.

## Bushido

More importantly, all samurai had to follow a strict code of rules that taught them how to behave. The samurai code of rules was known as **Bushido** (BOOH-shi-doh). This name means "the way of the warrior." Both men and women from samurai families had to follow Bushido rules.

Bushido required samurai to be brave and honorable fighters. Both men and women of samurai families learned how to fight, though only men went to war. Women learned to fight so they could protect their homes from robbers.

### FOCUS ON READING

As you read this section, notice the facts and examples that support the main idea.

## Japan's Samurai

The samurai were bold, highly trained warriors. They followed a strict code of behavior called Bushido, or "the way of the warrior."

*What equipment did samurai have to protect themselves?*



Samurai were often called on to fight, like in the scene above. They were expected to serve with honor and loyalty in battle. The samurai in the scene to the right is writing a poem on a cherry tree. Writing poetry helped train the samurai to concentrate.



Samurai wore armor and special helmets. Many carried two swords.



Samurai were expected to live simple, disciplined lives. They believed that self-discipline made them better warriors. To improve their discipline, many samurai participated in peaceful rituals that required great concentration. Some created intricate flower arrangements or grew miniature bonsai trees. Others held elaborate tea ceremonies. Many samurai also adopted Zen Buddhism, which stressed self-discipline and meditation.

More than anything else, Bushido required a samurai to be loyal to his lord. Each samurai had to obey his master's orders without hesitation, even if it caused the samurai or his family to suffer. One samurai expressed his duties in this way:

“If one were to say in a word what the condition of being a samurai is, its basis lies first in seriously devoting one's body and soul to his master.”

—Yamamoto Tsunetomo, from *Hagakure*

Obeying his lord was important to the samurai's sense of honor. Honor was the most important thing in a samurai's life. If he did anything to lose honor, a samurai was expected to commit suicide rather than live with his shame. Such shame might be caused by disobeying an order, losing a fight, or failing to protect his lord.

### Bushido and Modern Japan

Although it was created as a code for warriors, Bushido influenced much of Japanese society. Even today, many Japanese feel a connection to the samurai. For example, the samurai's dedication and discipline are still greatly admired in Japan. **Values** such as loyalty and honor, the central ideas of the samurai code, remain very important in modern Japan.

**READING CHECK** Finding Main Ideas What customs did samurai follow?

#### ACADEMIC VOCABULARY

**values** ideas that people hold dear and try to live by

## LINKING TO TODAY

### Modern Samurai

Although the samurai class disappeared from Japan at the end of the 1800s, samurai images and values live on. Fierce samurai appear on posters, in advertisements and movies, and in video games, challenging foes with their sharp swords and deadly skills. Many people study the same martial arts, such as sword fighting, that the samurai practiced. In addition, the loyalty that samurai felt toward their lords is still a key part of Japanese society. Many Japanese feel that same loyalty toward other groups—their families, companies, or favorite sports teams. Samurai values such as hard work, honor, and sacrifice have also become deeply rooted in Japanese society.



#### VIDEO

Samurai in the Modern World

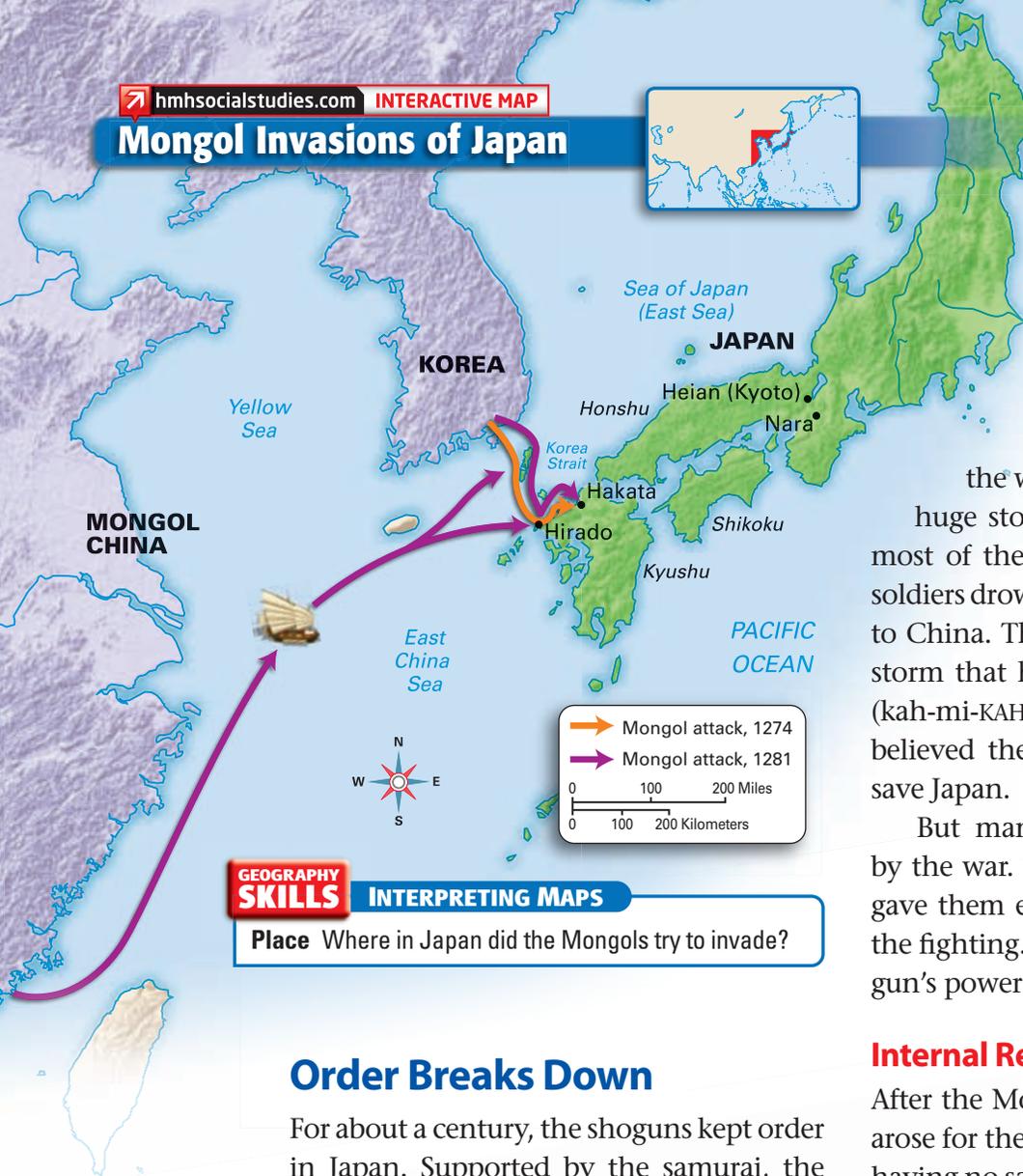
[hmhsocialstudies.com](https://www.hmhsocialstudies.com)

#### ANALYSIS SKILL

#### ANALYZING INFORMATION

How are Japan's samurai values still alive today?

# Mongol Invasions of Japan



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

**Place** Where in Japan did the Mongols try to invade?

## Order Breaks Down

For about a century, the shoguns kept order in Japan. Supported by the samurai, the shoguns were able to put down challenges to their authority. Eventually, however, more serious challenges arose that brought this order to an end.

### Foreign Invasion

One of the greatest challenges to the shoguns was an invasion by the Mongols from China. China's emperor, Kublai Khan, sent an army to conquer the islands in 1274. Faced with invasion, the shogun sent troops to fight the Mongols. In addition, Japan's warring nobles put aside their differences to fight the enemy. The Japanese warriors were aided by a great storm. The storm sank many Mongol ships and forced the Mongols to flee.

In 1281 the Mongols invaded again. This time they sent two huge armies and threatened to overwhelm the Japanese warriors. For weeks, the two armies were locked in deadly combat.

Once again, though, the weather helped the Japanese. A huge storm swept over Japan, sinking most of the Mongol fleet. Many Mongol soldiers drowned, and many more returned to China. The grateful Japanese called the storm that had saved them the kamikaze (kah-mi-KAH-zee), or "divine wind." They believed the gods had sent the storm to save Japan.

But many nobles were left unhappy by the war. They didn't think the shogun gave them enough credit for their part in the fighting. Many came to resent the shogun's power over them.

### Internal Rebellion

After the Mongol invasion, new problems arose for the shogun. The emperor, tired of having no say in the government, began to fight the shogun for control of the country. At the same time daimyo, the nobles who owned much of Japan's land, fought to break free of the shogun's control. During these struggles for power, small wars broke out all over Japan.

By the 1400s the shoguns had lost most of their authority. The emperor was still largely powerless, and daimyo ruled much of Japan. Each daimyo controlled his own territory. Within that territory, he made laws and collected taxes. There was no powerful central authority of any sort to impose order in Japan.

**READING CHECK** **Summarizing** What challenges appeared to the shogun's authority?

## Strong Leaders Take Over

Soon new leaders rose to power. They began as local rulers, but these men wanted more power. In the 1500s, each fought to unify all of Japan under his control.

### Unification

The first such leader was Oda Nobunaga (ohd-ah noh-booh-nah-gah). Oda gave his soldiers guns that had been brought to Japan by Portuguese traders. This was the first time guns had been used in Japan. With these new weapons, Oda easily defeated his opponents.

After Oda died, other leaders continued his efforts to unify Japan. By 1600, one of them, Tokugawa Ieyasu (toh-koohg-ah-wuh ee-e-yahs-oooh), had conquered his enemies. In 1603 Japan's emperor made Tokugawa shogun. From his capital at Edo (AY-doh)—now Tokyo—Tokugawa ruled all of Japan.

Tokugawa's rise to power began the Tokugawa shogunate (SHOH-guhn-uht), or rule by shoguns of the Tokugawa family. Early in this period, which lasted until 1868, Japan traded with other countries and let Christian missionaries live in Japan.

### Isolation

Not all of the shoguns who followed Tokugawa liked this contact with the world, though. Some feared that Japan would become too much like Europe, and the shoguns would lose their power. To prevent such a thing from happening, in the 1630s the ruling shogun closed Japan off from the rest of the world.

Japan's rulers also banned guns. They feared that peasants with guns could defeat their samurai armies. The combination of isolation from the world and limited technology helped extend the samurai period in Japan until the 1800s, far longer than it might have otherwise lasted.

**READING CHECK** **Drawing Conclusions** How did Japan change in the Tokugawa shogunate?

**SUMMARY AND PREVIEW** By the 1100s, the growing power of shoguns, daimyo, and samurai had turned Japan into a military society. Next you will read about societies that developed on the other side of the world—in the Americas.

## Section 3 Assessment

 hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** What was the relationship between **samurai** and **daimyo**?

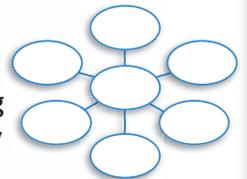
**b. Elaborate** Why do you think the first **shogun** wanted to keep the emperor as a **figurehead**?
- a. Define** What was **Bushido**?

**b. Explain** Why did samurai take up pursuits like flower arranging?
- a. Identify** Who invaded Japan in the 1270s and 1280s?

**b. Summarize** How did the daimyo help weaken the shoguns?
- Identify** What strong leaders worked to unify Japan in the late 1500s?

### Critical Thinking

- Analyzing** Draw a word web. In the center, write a sentence that describes the samurai. Using your notes about life in a military society, write one of the samurai's jobs, duties, or privileges in each outer circle.



### FOCUS ON WRITING

- Describing the Samurai** A Japanese history museum will offer a special exhibit on the samurai warrior. Add notes about the samurai to encourage tourists to visit the exhibit. Tell who they were, what they did, and how they lived.

## Solving Problems

### Understand the Skill

Problem solving is a process for finding good solutions to difficult situations. It involves asking questions, identifying and evaluating information, comparing and contrasting, and making judgments. It is useful in studying history because it helps you better understand problems a person or group faced in the past and how they dealt with those issues.

The ability to understand and evaluate how people solved problems in the past also can help in solving similar problems today. The skill can be applied to many other kinds of difficulties besides historical ones. It is a method for thinking through almost any situation.

### Learn the Skill

Using the following steps will help you to better understand and solve problems.

- 1 Identify the problem.** Ask questions of yourself and others. This first step helps you to be sure you know exactly what the situation is. It also helps you understand why it is a problem.
- 2 Gather information.** Ask other questions and do research to learn more about the problem. For example, what is its history? What caused the problem? What contributes to it?
- 3 List options.** Based on the information you have gathered, identify possible options for solving the problem. It will be easier to find a good solution if you have several options.
- 4 Evaluate the options.** Weigh each option you are considering. Think of the advantages it has as a solution. Then think of its potential

disadvantages. It may help you to compare your options if you make a list of advantages and disadvantages for each possible solution.

- 5 Choose and apply a solution.** After comparing the advantages and disadvantages of each possible solution, choose the one that seems best and apply it.
- 6 Evaluate the solution.** Once the solution has been tried, evaluate how effective it is in solving the problem. This step will tell you if the solution was a good one, or if you should try another of the options instead. It will also help you know what to do in the future if you happen to face the same problem again.

### Practice and Apply the Skill

Read again the “If you were there” in Section 3. Imagine that you are the warrior with this problem. You can apply the steps for solving problems to help you decide what to do. Review the information in the section about the samurai and this time period in Japan’s history. Then, in the role of the samurai warrior, answer the questions below.

1. What is the specific problem that you face? Why is it a problem?
2. What events led to your problem? What circumstances and conditions have contributed to it?
3. What options can you think of to solve your problem? List the advantages and disadvantages of each.
4. Which of your options seems to be the best solution for your problem? Explain why. How will you know if it is a good solution?



**History's Impact**  
 ▶ **video series**  
 Review the video to answer the focus question:  
*How did the samurai era end, and how is the samurai tradition felt in Japan today?*

## Visual Summary

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

**QUICK FACTS**



Japan's early culture was influenced by China and Korea.



A golden age of Japanese art and culture occurred during Japan's Heian Period.



After the Heian Period, the Japanese created a military society.

## Reviewing Vocabulary, Terms, and People

Unscramble each group of letters below to spell a term that matches the given definition.

1. **etrgne**—a person who rules in someone else's name
2. **misaaru**—a Japanese warrior
3. **aclsn**—large, extended families
4. **elauvs**—ideas that people hold dear
5. **uctro**—a group of nobles who surround a ruler
6. **nguosh**—a great Japanese general who ruled instead of the emperor
7. **enz**—a form of Japanese Buddhism
8. **osnith**—a nature religion that began in Japan
9. **odmiya**—Japanese lords who gave land to samurai
10. **kosouth**—prince who introduced many Chinese ideas to Japan
11. **rctusrteu**—the way something is set up

## Comprehension and Critical Thinking

### SECTION 1 (Pages 438–443)

12. **a. Identify** Who was Prince Shotoku, and what did he do?  
**b. Compare and Contrast** Why was Japan isolated from China and Korea? How did China and Korea still affect Japan?  
**c. Predict** How would Japan's physical geography affect the development of Japanese government and society?

### SECTION 2 (Pages 444–448)

13. **a. Recall** Why is Murasaki Shikibu a major figure in the history of Japanese culture?  
**b. Analyze** What made the period between the 800s and the 1100s a golden age of the arts in Japan?  
**c. Evaluate** Would you like to have been a member of the imperial court at Heian? Why or why not?

### SECTION 3 (Pages 454–459)

- 14. a. Define** What was the Tokugawa shogunate?
- b. Analyze** How did Japan develop into a military society? What groups made up that society?
- c. Elaborate** What was daily life like for the samurai?

## Reviewing Themes

- 15. Politics** How did Prince Shotoku try to change the political system in Japan?
- 16. Science and Technology** What new technological advance did Japan's rulers ban, starting in the 1630s? Why?
- 17. Society and Culture** How did Bushido affect modern Japanese culture?

## Reading Skills

**Main Ideas and Their Support** *The passage below is taken from this textbook. Read the passage and then answer the questions that follow.*

“One of the people most influential in bringing Chinese ideas to Japan was Prince Shotoku. He served from 593 to 621 as regent for his aunt, the empress. A regent is a person who rules a country for someone who is unable to rule alone.

All his life, Prince Shotoku admired Chinese culture. As regent, Shotoku saw a chance for Japan to adopt more Chinese ideas. He sent scholars to China to learn more about Chinese society.”

- 18.** Explain in your own words the main idea of this passage.
- 19.** Which other method might the author have used to make the explanation more informative and interesting? What would this method have contributed to the passage's meaning?
- 20.** What is a definition the author gives in this passage? How does it help support the main idea?

## Using the Internet

- 21. Activity: Drawing a Comic Strip** A strong military influence affected the governing structure of Japan. Eventually, warriors and generals gained power in Japan as emperors lost some of it. Use your online textbook to conduct research and create a comic strip, similar in style to Japanese anime, about the people who held power. Your characters should include a shogun, a daimyo, a samurai, and an emperor.

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

## Social Studies Skills

- 22. Solving Problems** Imagine that you are a samurai warrior who has been called upon to help fight the Mongol invasion. You are stationed in a small village that is directly in the path of the Mongol army. Some people in the village want to stay and fight the Mongols, but you know they will be killed if they try to fight. The town's leaders want your opinion about what they should do. Write down one or two ideas you might suggest for how to save the people of the village. For each idea, make notes about what consequences your proposed action may have.

## FOCUS ON WRITING



- 23. Creating Your Travel Brochure** Look back over your notes from this chapter, and then create a travel brochure that describes Japan's historic attractions. Keep your writing brief—remember that you have to get your audience's attention with just a few words. To help get their attention, draw or find pictures to illustrate your travel brochure.

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

1

I was brought up in a distant province which lies farther than the farthest end of the Eastern Road. I am ashamed to think that inhabitants of the Royal City will think me an uncultured girl.

Somehow I came to know that there are such things as romances in the world and wished to read them. When there was nothing to do by day or at night, one tale or another was told me by my elder sister or stepmother, and I heard several chapters about the shining Prince Genji.

From the content of this passage, it can be concluded that its author was a

- A samurai warrior.
- B noble woman from Heian.
- C farmer from northern Japan.
- D daimyo.

2 The importance of loyalty, honor, and discipline in Japanese society today are *mainly* the result of what influence in Japan's history?

- A the code of the samurai
- B the teachings of Shinto
- C the reforms of Prince Shotoku
- D the spread of Chinese Buddhism

3 Most great works of early Japanese literature were written by

- A Buddhist scholars.
- B samurai warriors.
- C Shinto priests.
- D noble women.

4 The influence of China and Korea on Japan's history, culture, and development is found in all of the following *except*

- A Japan's first writing system.
- B the traditional Japanese diet.
- C early rules for family behavior.
- D the practice of Buddhism.

5 The main function of samurai in Japanese society was to

- A write poetry.
- B manage farmland.
- C defend lords.
- D conquer China.

### Connecting with Past Learnings

6 Early Japanese society under the clans was not a single unified country but many small states. This type of government *most* resembled that of

- A the early city-states of ancient Greece.
- B the Roman Empire during the Pax Romana.
- C the Old Kingdom of ancient Egypt.
- D the New Kingdom of ancient Egypt.

7 The nobles of Heian placed great emphasis on art and learning, just like the people of which ancient Greek city-state that you learned about earlier?

- A Sparta
- B Athens
- C Macedonia
- D Troy

## *Japan and the Samurai Warrior*



**For over a thousand years, the samurai—an elite warrior class—were a powerful force in Japanese society.** The way of life of the samurai lords and warriors was, in many ways, like those of the medieval lords and knights of Europe. The great samurai warlords ruled large territories and relied on the fighting skills of their fierce samurai warriors to battle their enemies. But samurai warriors were more

than just soldiers. Samurai were expected to embrace beauty and culture, and many were skilled artists. They also had a strict personal code that valued personal honor above all things—even life itself.

Explore the fascinating world of the samurai warrior online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmsocialstudies.com](http://hmsocialstudies.com).



### Rise of the Samurai Class

Watch the video to learn how the samurai developed from armed tax collectors into warlords and armies that ruled Japan.



 CLICK THROUGH  
**INTER / ACTIVITIES**  
hmhsocialstudies.com



### A New Way of Life in Japan

Watch the video to learn how peace and isolation took hold in Japan and changed the role of the samurai in society.

*“ I have no eyes;  
I make the Flash of Lightning my Eyes.  
I have no ears; I make Sensibility my Ears.  
I have no limbs;  
I make Promptitude my Limbs.  
I have no laws;  
I make Self-Protection my Laws.”*

### A Code for Samurai Living

Read the document to learn about the strict but lyrical code of the samurai warrior.



### Death of the Samurai Class

Watch the video to see how the end of Japan's isolation from the outside world signaled the beginning of the end of the samurai class.

# The Early Americas

**Essential Question** What led to the development of complex societies in the Americas?



## What You Will Learn...

In this chapter you will learn about the growth and development of the Maya, Aztec, and Inca civilizations in the Americas.

### SECTION 1: The Maya ..... 468

**The Big Idea** The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

### SECTION 2: The Aztecs ..... 474

**The Big Idea** The strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.

### SECTION 3: The Incas ..... 479

**The Big Idea** The Incas controlled a huge empire in South America, but it was conquered by the Spanish.

## FOCUS ON WRITING

**A Newspaper Article** You are a writer for a European newspaper who is traveling with some explorers to the Americas. Your newspaper wants you to write an article to share what you have seen with readers back home in Europe. As you read this chapter, you will decide what to write about—the land, the people, or the events that occurred after the explorers arrived.



### REGION EVENTS

**c. AD 200**

The Maya begin building large cities in the Americas.

**c. 900**

The Maya Classic Age ends.

**500 BC**

### WORLD EVENTS

**c. 500 BC**

Athens develops the world's first democracy.







**HISTORY** Machu Picchu

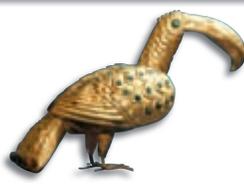
[hmsocialstudies.com](http://hmsocialstudies.com) VIDEO

The ruins of the Inca city Machu Picchu, shown here, lie high in the Andes Mountains.

**c.1325**  
The Aztecs set up their capital at Tenochtitlán.



**c. 1440**  
Pachacuti begins to expand the Inca Empire.



**1519**  
Cortés arrives in Mexico.

**1537**  
Pizarro conquers the Inca Empire.



**1337**  
The Hundred Years' War between France and England begins.

1350

**1433**  
China's emperor ends ocean exploration of Asia and Africa.

**1453**  
The Ottomans conquer Constantinople.

1450



**1517**  
Martin Luther posts his Ninety-five Theses.

1550

# Reading Social Studies

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will read about the development of civilizations in the Americas—in Mesoamerica, which is in the southern part of North America, and in the Andes, which is in South America. As you read about the Maya in

Mesoamerica, the Aztecs in central Mexico, and the Incas in South America, you will see how the **geography** of the areas affected their way of life. You will learn that these ancient civilizations made interesting advancements in **science**.

## Analyzing Historical Information

**Focus on Reading** History books are full of information. As you read, you are confronted with names, dates, places, terms, and descriptions on every page. Because you're faced with so much information, you don't want to have to deal with unimportant or untrue material in a history book.

**Identifying Relevant and Essential Information** Information in a history book should be

- relevant, or related to the topic you're studying.
- It should also be essential, or necessary, to understanding that topic. Anything that is not relevant or essential distracts from the important material you are studying.
- The passage below comes from an encyclopedia, but some irrelevant and nonessential information has been added so that you can learn to identify it.

### The Maya

**Who They Were** Maya were an American Indian people who developed a magnificent civilization in Mesoamerica, which is the southern part of North America. They built their largest cities between AD 250 and 900. Today, many people travel to Central America to see Maya ruins.

**Communication** The Maya developed an advanced form of writing that used many symbols. Our writing system uses 26 letters. They recorded information on large stone monuments. Some early civilizations drew pictures on cave walls. The Maya also made books of paper made from the fig tree bark. Fig trees need a lot of light.

*Portions of this text and the one on the next page were taken from the 2004 World Book Online Reference Center.*

The first sentence of the paragraph expresses the main idea. Anything that doesn't support this idea is nonessential.

This paragraph discusses Maya communication. Any other topics are irrelevant.

The last sentence does not support the main idea and is nonessential.

The needs of fig trees have nothing to do with Maya communication. This sentence is irrelevant.

## You Try It!

The following passage has some sentences that aren't important, necessary, or relevant. Read the passage and identify those sentences.

### The Maya Way of Life

**Religion** The Maya believed in many gods and goddesses. More than 160 gods and goddesses are named in a single Maya manuscript. Among the gods they worshipped were a corn god, a rain god, a sun god, and a moon goddess. The early Greeks also worshipped many gods and goddesses.

**Family and Social Structure** Whole families of Maya—including parents, children, and grandparents—lived together. Not many houses today could hold all those people. Each family member had tasks to do. Men and boys, for example, worked in the fields. Very few people are farmers today. Women and older girls made clothes and meals for the rest of the family. Now most people buy their clothes.

After you read the passage, answer the following questions.

1. Which sentence in the first paragraph is irrelevant to the topic? How can you tell?
2. Which three sentences in the second paragraph are not essential to learning about the Maya? Do those sentences belong in this passage?

### Chapter 16

#### Section 1

maize (p. 468)  
observatories (p. 472)

#### Section 2

causeways (p. 474)  
conquistadors (p. 477)  
Hernán Cortés (p. 478)  
Moctezuma II (p. 478)

#### Section 3

Pachacuti (p. 479)  
Quechua (p. 480)  
masonry (p. 481)  
Atahualpa (p. 482)  
Francisco Pizarro (p. 482)

### 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:**

aspect (p. 471)  
rebel (p. 472)  
motive (p. 478)  
distribute (p. 480)

**As you read Chapter 16,** practice determining what is relevant information for each section.

# The Maya

## If YOU were there...

You are a Maya farmer, growing corn in fields outside a city. Often you enter the city to join in religious ceremonies. You watch the king and his priests standing at the top of a tall pyramid. They wear capes of brightly colored feathers and gold ornaments that glitter in the sun. Far below them, thousands of worshippers crowd into the plaza with you to honor the gods.

## How do these ceremonies make you feel?

### What You Will Learn...

#### Main Ideas

1. Geography helped shape the lives of the early Maya in Mesoamerica.
2. During the Classic Age, the Maya built great cities linked by trade.
3. Maya culture was influenced by social structure, religion, and achievements in science and the arts.
4. The decline of Maya civilization began in the 900s, for reasons that are still unclear.

#### The Big Idea

The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

### Key Terms and People

maize, p. 468

Pacal, p. 469

observatories, p. 472



Use the graphic organizer online to take notes on different aspects of Maya civilization.

**BUILDING BACKGROUND** Religion was very important to the Maya, one of the early peoples in the Americas. The Maya believed the gods controlled everything in the world around them.

## Geography and the Early Maya

The region known as Mesoamerica stretches from the central area of Mexico south to the northern part of Central America. It was in this region that a people called the Maya (MY-uh) developed a remarkable civilization.

Around 1000 BC the Maya began settling in the lowlands of what is now northern Guatemala. Thick tropical forests covered most of the land, but the people cleared areas to farm. They grew a variety of crops, including beans, squash, avocados, and **maize, or corn**. The forests provided valuable resources, too. Forest animals such as deer, rabbits, and monkeys were sources of food. In addition, trees and other plants made good building materials. For example, some Maya used wooden poles and vines, along with mud, to build their houses.

The early Maya lived in small, isolated villages. Eventually, though, these villages started trading with one another and with other groups in Mesoamerica. As trade increased, the villages grew. By about AD 200, the Maya had begun to build large cities in Mesoamerica.

**READING CHECK** **Finding Main Ideas** How did the early Maya make use of their physical environment?

## The Classic Age

The Maya civilization reached its height between about AD 250 and 900. This time in Maya history is known as the Classic Age. During this time, Maya territory grew to include more than 40 large cities.

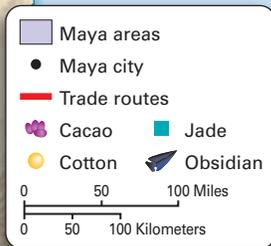
Maya cities were really city-states. Each had its own government and its own king. No single ruler ever united the many cities into one empire. However, trade helped hold Maya civilization together. People exchanged goods for products that were not available locally. For example, Maya

in the lowlands exported forest goods, cotton, and cacao (kuh-KOW) beans, which are used in making chocolate. In return, they received obsidian (a glasslike volcanic rock), jade, and colorful bird feathers.

Through trade, the Maya got supplies for construction. Maya cities had grand buildings, such as palaces decorated with carvings and paintings. The Maya also built stone pyramids topped with temples. Some temples honored local kings. For example, in the city of Palenque (pah-LENG-kay), the king **Pacal** (puh-KAHL) built a temple to record his achievements.

hmhsocialstudies.com INTERACTIVE MAP

### Maya Civilization



Obsidian, valued for its sharp edges and considered sacred by the Maya, was mined in the mountains and traded throughout the Maya world.



Jade was mined in the mountains and traded to lowland cities.

#### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- 1. Movement** What are some natural features that Maya trade routes followed?
- 2. Region** What two resources were mostly found in the lowland region of Maya territory?

In addition to palaces and temples, the Maya built canals and paved large plazas, or open squares, for public gatherings. Farmers used stone walls to shape hillsides into flat terraces so they could grow crops on them. Almost every Maya city also had a stone court for playing a special ball game. Using only their heads, shoulders, or hips, players tried to bounce a heavy, hard rubber ball through stone rings attached high on the court walls. The winners of these games received jewels and clothing.

**READING CHECK Analyzing** Why is Maya civilization not considered an empire?

## Maya Culture

In Maya society, people's everyday lives were heavily influenced by two main forces. One was the social structure, and the other was religion.

### Social Structure

The king held the highest position in Maya society. Because he was believed to be related to the gods, the king had religious as well as political authority. Priests, merchants, and noble warriors were also part of the upper class. Together with the king, they held all the power in Maya society.

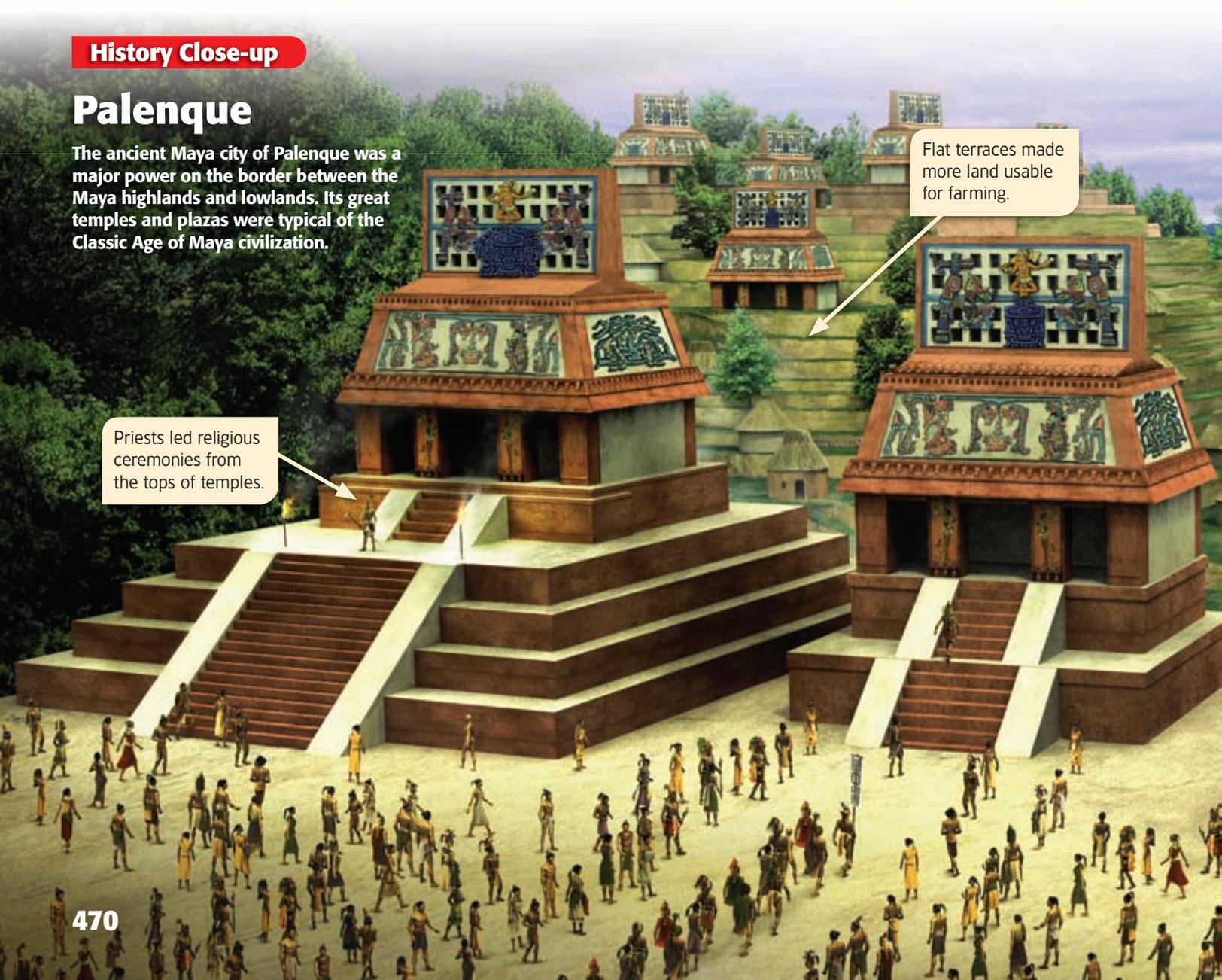
### History Close-up

## Palenque

The ancient Maya city of Palenque was a major power on the border between the Maya highlands and lowlands. Its great temples and plazas were typical of the Classic Age of Maya civilization.

Priests led religious ceremonies from the tops of temples.

Flat terraces made more land usable for farming.



Most Maya, though, belonged to the lower class. This group was made up of farming families who lived outside the cities. The women cared for the children, cooked, made yarn, and wove cloth. The men farmed, hunted, and crafted tools.

Lower-class Maya had to “pay” their rulers by giving the rulers part of their crops and goods such as cloth and salt. They also had to help construct temples and other public buildings. If their city went to war, Maya men had to serve in the army, and if captured in battle, they usually became slaves. Slaves carried goods along trade routes or worked as servants or farmers for upper-class Maya.

## Religion

The Maya worshipped many gods, including a creator, a sun god, a moon goddess, and a maize god. Each god was believed to control a different **aspect** of daily life.

According to Maya beliefs, the gods could be helpful or harmful, so people tried to please the gods to get their help. The Maya believed their gods needed blood to prevent disasters or the end of the world. Every person offered blood to the gods by piercing their tongue or skin. On special occasions, the Maya also made human sacrifices. They usually used prisoners captured in battle, offering their hearts to stone carvings of the gods.

## ACADEMIC VOCABULARY

**aspect**  
a part of something

Maya temples were shaped like mountains, which the Maya considered sacred because they allowed people to approach the gods.



## BIOGRAPHY

### Pacal

603–683

Pacal became king of the Maya city of Palenque when he was just 12 years old. As king, Pacal led many important community events, such as religious dances and public meetings. When he died he was buried at the bottom of the Temple of the Inscriptions shown to the near left.

Maya buildings were covered with stucco and painted in bright colors.



## VIDEO

Maya: The Disappearance

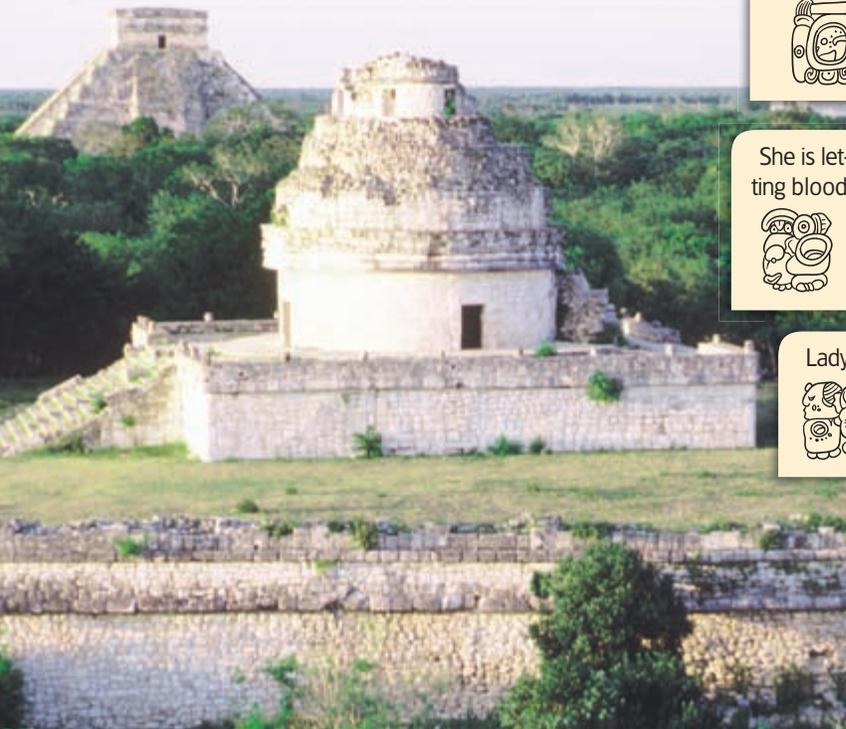
[hmsocialstudies.com](http://hmsocialstudies.com)

## ANALYSIS SKILL

## ANALYZING VISUALS

In what ways might Palenque's setting have helped the city? In what ways might it have hurt the city?

## Maya Astronomy and Writing



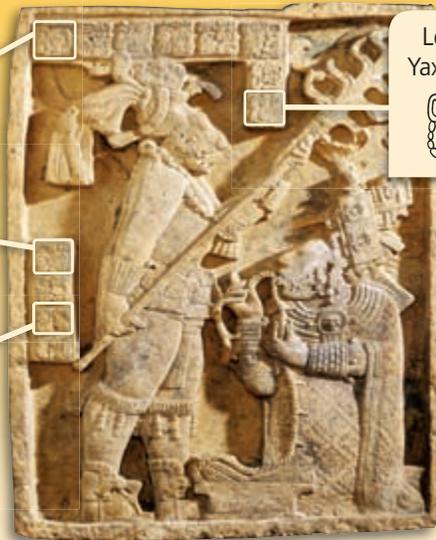
October 28,  
AD 709



She is let-  
ting blood.



Lady Xoc



Lord of  
Yaxchilán



This photo (left) shows the observatory at the Maya city of Chichén Itzá. The stone carving (above) is an artistic and written record of a religious ceremony.

### Achievements

The Maya's religious beliefs led them to make impressive advances in science. They built **observatories, or buildings from which people could study the sky**, so their priests could watch the stars and plan the best times for religious festivals. With the knowledge they gained about astronomy, the Maya developed two calendars. One, with 365 days, guided planting, harvesting, and other farming activities. This calendar was more accurate than the calendar used in Europe at that time. The Maya also had a separate 260-day calendar that they used for keeping track of religious events.

The Maya could measure time accurately partly because they were skilled mathematicians. They created a number system that helped them make complex calculations, and they were among the first people with a symbol for zero. The Maya used their number system to record key dates in their history.

The Maya also developed a writing system. In a way, it was similar to Egyptian hieroglyphics, because symbols represented both objects and sounds. The Maya carved series of these symbols into large stone tablets to record their history and the achievements of their kings. They also wrote in bark paper books and passed down stories and poems orally.

The Maya created amazing art and architecture as well. Maya jade and gold jewelry was exceptional. Also, their huge temple-pyramids were masterfully built. The Maya had neither metal tools for cutting nor wheeled vehicles for carrying supplies. Instead, workers used obsidian tools to cut limestone into blocks. Then workers rolled the giant blocks over logs and lifted them with ropes. The Maya often decorated their buildings with paintings.

**READING CHECK** **Categorizing** What groups made up the different classes in Maya society?

### FOCUS ON READING

Is any information in this paragraph irrelevant?

## Decline of Maya Civilization

Maya civilization began to collapse in the AD 900s. People stopped building temples and other structures. They left the cities and moved back to the countryside. What caused this collapse? Historians aren't sure, but they think a combination of factors was probably responsible.

One factor could have been the burden on the common people. Maya kings forced their subjects to farm for them or work on building projects. Perhaps people didn't want to work for the kings. They might have decided to **rebel** against their rulers' demands and abandon their cities.

Increased warfare between cities could also have caused the decline. Maya cities had always fought for power. But if battles became more widespread or destructive, they would have cost many lives and disrupted trade. People might have fled the cities for their safety.

A related theory is that perhaps the Maya could not produce enough to feed everyone. Growing the same crops year after year could have weakened the soil. In addition, as the population grew, the demand for food would have increased. To meet this demand, cities might have begun competing fiercely for new farmland. But the resulting battles would have ruined more crops, damaged more land, and created even greater food shortages.

Climate change could have played a role, too. Scientists know that Mesoamerica suffered from droughts during the period when the Maya were leaving their cities. Droughts would have made it hard to grow enough food for city dwellers.

Whatever the reasons, the collapse of Maya civilization happened gradually. The Maya scattered after 900, but they did not disappear entirely. In fact, the Maya civilization later revived in the Yucatán

Peninsula. But by the time Spanish conquerors reached the Americas in the 1500s, Maya power had faded.

**READING CHECK Summarizing** What factors may have caused the end of Maya civilization?

**SUMMARY AND PREVIEW** The Maya built a civilization that peaked between about 250 and 900 but later collapsed for reasons still unknown. In Section 2, you will learn about another people of Mesoamerica, the Aztecs.

### ACADEMIC VOCABULARY

**rebel**  
to fight against authority

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** What resources did the Maya get from the forest?

**b. Elaborate** How do you think Maya villages grew into large cities?
- a. Describe** What features did Maya cities include?

**b. Make Inferences** How did trade strengthen the Maya civilization?
- a. Identify** Who belonged to the upper class in Maya society?

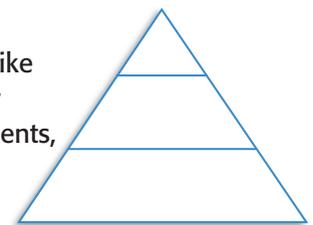
**b. Explain** How did the Maya try to please their gods?

**c. Rank** What do you think was the most impressive cultural achievement of the Maya? Why?
- a. Describe** What happened to the Maya after 900?

**b. Evaluate** What would you consider to be the key factor in the collapse of Maya civilization? Explain.

### Critical Thinking

- Evaluating** Draw a diagram like the one to the right. Use your notes to rank Maya achievements, with the most important at the top.



### FOCUS ON WRITING

- Gathering Information about the Maya** Part of your article would likely be devoted to the Maya. Use the map and pictures in this section to help you decide which places to write about. How would you describe the land and the Maya cities? What would you add about the history and culture of the Maya?

# The Aztecs

## What You Will Learn...

### Main Ideas

1. The Aztecs built a rich and powerful empire in central Mexico.
2. Life in the empire was shaped by social structure, religion, and warfare.
3. Hernán Cortés conquered the Aztec Empire in 1521.

### The Big Idea

The strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.

### Key Terms and People

causeways, p. 474

conquistadors, p. 478

Hernán Cortés, p. 478

Moctezuma II, p. 478



Use the graphic organizer online to take notes on the founding of the Aztec Empire, life in the empire at its height, and the fall of the Aztec Empire.

## If YOU were there...

You live in a village in southeast Mexico that is ruled by the powerful Aztec Empire. Each year your village must send the emperor many baskets of corn. You have to dig gold for him, too. One day some pale, bearded strangers arrive by sea. They want to overthrow the emperor, and they ask for your help.

## Should you help the strangers? Why or why not?

**BUILDING BACKGROUND** The Aztecs ruled a large empire in Mesoamerica. Each village they conquered had to contribute heavily to the Aztec economy. This system helped create a mighty state, but one that did not inspire loyalty.

## The Aztecs Build an Empire

The first Aztecs were farmers who migrated from the north to central Mexico. Finding the good farmland already occupied, they settled on a swampy island in the middle of Lake Texcoco (tays-KOH-koh). There, in 1325, they began building their capital and conquering nearby towns.

War was a key factor in the Aztecs' rise to power. The Aztecs fought fiercely and demanded tribute payments from the people they conquered. The cotton, gold, and food that poured in as a result became vital to their economy. The Aztecs also controlled a huge trade network. Merchants carried goods to and from all parts of the empire. Many merchants doubled as spies, keeping the rulers informed about what was happening in their lands.

War, tribute, and trade made the Aztec Empire strong and rich. By the early 1400s the Aztecs ruled the most powerful state in Mesoamerica. Nowhere was the empire's greatness more visible than in its capital, Tenochtitlán (tay-NAWCH-teet-LAHN).

To build this amazing island city, the Aztecs first had to overcome many geographic challenges. One problem was difficulty getting to and from the city. The Aztecs addressed this challenge by building three wide **causeways**—**raised roads across water or wet ground**—to connect the island to the lake shore.

# The Aztec Empire



The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco.



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

1. **Place** What bodies of water bordered the Aztec Empire?
2. **Location** Which cities were located on Lake Texcoco?

They also built canals that crisscrossed the city. The causeways and canals made travel and trade much easier.

Tenochtitlán's island location also limited the amount of land available for farming. To solve this problem, the Aztecs created floating gardens called *chinampas* (chee-NAHM-pahs). They piled soil on top of large rafts, which they anchored to trees that stood in the water.

The Aztecs made Tenochtitlán a truly magnificent city. Home to some 200,000 people at its height, it had huge temples, a busy market, and a grand palace.

**READING CHECK** **Finding Main Ideas** How did the Aztecs rise to power?

## Life in the Empire

The Aztecs' way of life was as distinctive as their capital city. They had a complex social structure, a demanding religion, and a rich culture.

### Aztec Society

The Aztec emperor, like the Maya king, was the most important person in society. From his great palace, he attended to law, trade, tribute, and warfare. Trusted nobles helped him as tax collectors, judges, and other government officials. Noble positions were passed down from fathers to sons, and young nobles went to school to learn their responsibilities.

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**ANIMATED HISTORY**  
Chinampas

### THE IMPACT TODAY

Mexico's capital, Mexico City, is located where Tenochtitlán once stood.

## History Close-up

# Tenochtitlán

The Aztecs turned a swampy, uninhabited island into one of the largest and grandest cities in the world. The first Europeans to visit Tenochtitlán were amazed. At the time, the Aztec capital was about five times bigger than London.

The Great Temple stood at the heart of the city. On top of the temple were two shrines—a blue shrine for the rain god and a red shrine for the sun god.



### VIDEO

Aztecs:  
Culture of Art  
and Death

[hmhsocialstudies.com](https://www.history.com/topics/ancient-civilizations/tenochtitlan)

Gold, silver, cloaks, and precious stones were among the many items sold at the market.

A network of canals linked different parts of the city.

Aztec farmers grew crops on “floating gardens” called *chinampas*.

**ANALYSIS SKILL**

**ANALYZING VISUALS**

What is the most important building in this picture? How can you tell?

## Aztec Arts: Ceremonial Jewelry

Aztec artists were very skilled. They created detailed and brightly colored items. This double-headed serpent was probably worn during religious ceremonies. The man on the right is wearing it on his chest.



*What are some features of Aztec art that you can see in these pictures?*



Just below the emperor and his nobles was a class of warriors and priests. Warriors were highly respected and had many privileges, but priests were more influential. They led religious ceremonies, passed down history, and, as keepers of the calendars, decided when to plant and harvest.

The next level of Aztec society included merchants and artisans. Below them, in the lower class, were farmers and laborers, who made up the majority of the population. Many didn't own their land, and they paid so much in tribute that they often found it tough to survive. Only slaves, at the very bottom of society, struggled more.

### Religion and Warfare

Like the Maya, the Aztecs worshipped many gods who were believed to control both nature and human activities. To please the gods, Aztec priests regularly made human sacrifices. Most victims were battle captives or slaves. In ritual ceremonies, priests would slash open their victims' chests to "feed" human hearts and blood to the gods. The Aztec sacrificed as many as 10,000 people a year. To supply enough victims, Aztec warriors waged frequent battles with neighboring peoples.

### Cultural Achievements

As warlike as the Aztecs were, they also appreciated art and beauty. Architects and sculptors created fine stone pyramids and statues. Artisans used gold, gems, and bright feathers to make jewelry and masks. Women embroidered colorful designs on the cloth they wove.

The Aztecs valued learning as well. They studied astronomy and devised a calendar much like the Maya one. They took pride in their history and kept detailed written records. They also had a strong oral tradition. Stories about ancestors and the gods were passed from one generation to the next. The Aztecs also enjoyed fine speeches and riddles such as these:

“What is a little blue-green jar filled with popcorn? Someone is sure to guess our riddle: it is the sky.

What is a mountainside that has a spring of water in it? Our nose.”

—Bernardino de Sahagún, from *Florentine Codex*

Knowing the answers to riddles showed that one had paid attention in school.

### READING CHECK Identifying Cause and Effect

How did their religious practices influence Aztec warfare?

## Cortés Conquers the Aztecs

In the late 1400s the Spanish arrived in the Americas, seeking adventure, riches, and converts to Catholicism. One group of **conquistadors** (kahn-kees-tuh-DOHRZ), or **Spanish conquerors**, reached Mexico in 1519. Led by **Hernán Cortés** (er-NAHN kawr-TAYS), their **motives** were to find gold, claim land, and convert native peoples.

The Aztec emperor, **Moctezuma II** (MAWK-tay-SOO-mah), cautiously welcomed the strangers. He believed Cortés to be the god Quetzalcoatl (ket-suhl-kuh-WAH-tuhl), whom the Aztecs believed had left Mexico long ago. According to legend, the god had promised to return in 1519.

Moctezuma gave the Spaniards gold and other gifts, but Cortés wanted more. He took the emperor prisoner, enraging the Aztecs, who attacked the Spanish. They managed to drive out the conquistadors, but Moctezuma was killed in the fighting.

Within a year, Cortés and his men came back. This time they had help from other Indians in the region who resented the Aztecs' harsh rule. In addition, the Spanish had better weapons, including armor, cannons, and swords. Furthermore, the Aztecs were terrified of the enemy's big horses—animals they had never seen before. The Spanish had also unknowingly brought deadly diseases such as smallpox to the Americas. These diseases weakened or killed thousands of native people. In 1521 the Aztecs surrendered. Their once mighty empire came to a swift end.

**READING CHECK Summarizing** What factors helped the Spanish defeat the Aztecs?

**SUMMARY AND PREVIEW** The Aztec Empire, made strong by warfare and tribute, fell to the Spanish in 1521. Next you will learn about another empire in the Americas, that of the Incas.

### ACADEMIC VOCABULARY

**motive**  
reason for doing something

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Where and when did Aztec civilization develop?

**b. Explain** How did the Aztecs in Tenochtitlán adapt to their island location?

**c. Elaborate** How might Tenochtitlán's location have been both a benefit and a hindrance to the Aztecs?
- a. Recall** What did the Aztecs feed their gods?

**b. Rate** Consider the roles of the emperor, warriors, priests, and others in Aztec society. Who do you think had the hardest role? Explain.
- a. Identify** Who was **Moctezuma II**?

**b. Make Generalizations** Why did allies help **Cortés** defeat the Aztecs?

**c. Predict** The Aztecs vastly outnumbered the **conquistadors**. If the Aztecs had first viewed Cortés as a threat rather than a god, how might history have changed?

### Critical Thinking

- Evaluating** Draw a diagram like the one shown. Use your notes to identify three factors that contributed to the Aztecs' power. Put the factor you consider most important first, and put the least important last. Explain your choices.

1.

2.

3.

### FOCUS ON WRITING

- Describing the Aztec Empire** Tenochtitlán would certainly be described in your article. Make notes about how you would describe Tenochtitlán. Be sure to explain the causeways, *chinampas*, and other features. What activities went on in the city? Your article should also describe the events that occurred when the Spanish discovered the Aztec capital. Make notes on the fall of the Aztec Empire.

# The Incas

## SECTION

# 3

### If YOU were there...

You live in the Andes Mountains, where you raise llamas. You weave their wool into warm cloth. Last year, soldiers from the powerful Inca Empire took over your village. They brought in new leaders, who say you must all learn a new language and send much of your woven cloth to the Inca ruler. They also promise that the government will provide for you in times of trouble.

### How do you feel about living in the Inca Empire?

**BUILDING BACKGROUND** The Incas built their huge empire by taking over village after village in South America. They brought many changes to the people they conquered before they were themselves conquered by the Spanish.

## The Incas Create an Empire

While the Aztecs were ruling Mexico, the Inca Empire arose in South America. The Incas began as a small tribe in the Andes. Their capital was Cuzco (KOO-skoh) in what is now Peru.

In the mid-1400s a ruler named **Pachacuti** (pah-chah-KOO-tee) began to expand Inca territory. Later leaders followed his example, and by the early 1500s the Inca Empire was huge. It stretched from modern Ecuador to central Chile and included coastal deserts, snowy mountains, fertile valleys, and thick forests. About 12 million people lived in the empire. To rule effectively, the Incas formed a strong central government.

The Incas lived in a region of high plains and mountains.

## What You Will Learn...

### Main Ideas

1. The Incas created an empire with a strong central government in South America.
2. Life in the Inca Empire was influenced by social structure, religion, and the Incas' cultural achievements.
3. Francisco Pizarro conquered the Incas and took control of the region in 1537.

### The Big Idea

The Incas controlled a huge empire in South America, but it was conquered by the Spanish.

## Key Terms and People

Pachacuti, p. 479

Quechua, p. 480

masonry, p. 481

Atahualpa, p. 482

Francisco Pizarro, p. 482



Use the graphic organizer online to take notes about the geography, government, society, religion, achievements, and conquest of the Inca Empire.

## Central Rule

Pachacuti did not want the people he conquered to have too much power. He began a policy of removing local leaders and replacing them with new officials he trusted. He also made the children of conquered leaders travel to Cuzco to learn about Inca government and religion. When the children were grown, they were sent back to govern their villages, where they taught people the Inca way of life.

As another means of unifying the empire, the Incas used **an official Inca language, Quechua** (KE-chuh-wuh). Although people spoke many other languages, all official business had to be done in Quechua. Even today, many people in Peru speak Quechua.

## A Well-Organized Economy

The Inca government strictly controlled the economy and told each household what work to do. Most Incas had to spend time working for the government as well as themselves. Farmers tended government land in addition to their own. Villagers made cloth and other goods for the army. Some Incas served as soldiers, worked in mines, or built roads and bridges. In this way, the people paid taxes in the form of labor rather than money. This labor tax system was called the *mita* (MEE-tah).

Another feature of the Inca economy was that there were no merchants or markets. Instead, government officials would **distribute** goods collected through the *mita*. Leftover goods were stored in the capital for emergencies. If a natural disaster struck, or if people simply could not care for themselves, the government provided supplies to help them.

**READING CHECK Summarizing** How did the Incas control their empire?



## BIOGRAPHY

### Pachacuti

Died 1471

Pachacuti became the Inca ruler in about 1438. Under his rule the Inca Empire began a period of great expansion. Pachacuti, whose name means “he who remakes the world,” had the Inca capital at Cuzco rebuilt. He also established an official Inca religion.

**Drawing Inferences** Why do you suppose Pachacuti wanted an official religion for the empire?

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

## The Inca Empire



## GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Place** About how many miles did the Inca Empire stretch from north to south?
- 2. Location** Why was Cuzco a better location for the Inca capital than Quito?

## ACADEMIC VOCABULARY

**distribute**  
to divide among a group of people



Most Incas were farmers. The Incas in this drawing from the mid-1500s are harvesting potatoes.

## Life in the Inca Empire

Because the rulers controlled Inca society so closely, the common people had little personal freedom. At the same time, the government protected the general welfare of all in the empire. But that did not mean everyone was treated equally.

### Social Divisions

Inca society had two main social classes. The emperor, priests, and government officials made up the upper class. Members of this class lived in stone houses in Cuzco and wore the best clothes. They didn't have to pay the labor tax, and they enjoyed many other privileges. Inca rulers, for example, could relax in luxury at Machu Picchu (MAH-choo PEEK-choo). This royal retreat lay nestled high in the Andes. Palaces and gardens could be found behind its gated wall.

The lower class in Inca society included farmers, artisans, and servants. There were no slaves, however, because the Incas did not practice slavery. Most Incas were farmers. In the warmer valleys, they grew crops like maize and peanuts. In the cooler mountains, they carved terraces into the hillsides

and grew potatoes. High in the Andes, people raised llamas—South American animals related to camels—for meat and wool.

Lower-class Incas dressed in plain clothes and lived simply. By law, they couldn't own more goods than what they needed to survive. Most of what they produced went to the *mita* and the upper class.

### Religion

The Inca social structure was partly related to religion. For example, the Incas thought that their rulers were related to the sun god and never really died. As a result, priests brought mummies of former kings to many ceremonies. People gave these royal mummies food and gifts.

Inca ceremonies often included sacrifices. But unlike the Maya and the Aztecs, the Incas rarely sacrificed humans. Instead they sacrificed llamas, cloth, or food.

In addition to practicing the official religion, people outside Cuzco worshipped other gods at local sacred places. The Incas believed certain mountaintops, rocks, and springs had magical powers. Many Incas performed sacrifices at these places as well as at the temple in Cuzco.

### Achievements

Inca temples were grand buildings. The Incas were master builders, known for their expert **masonry, or stonework**. They cut stone blocks so precisely that they didn't need cement to hold them together. The Incas also built a network of roads. Two major highways ran the length of the empire and linked to many other roads.

The Incas produced works of art as well. Artisans made pottery and gold and silver jewelry. They even created a life-sized cornfield of gold and silver, crafting each cob, leaf, and stalk individually. Inca weavers also made some of the finest textiles in the Americas.

#### THE IMPACT TODAY

The ruins of Machu Picchu draw thousands of tourists to Peru every year.

## Inca Arts

Inca arts included beautiful textiles and gold and silver objects. While many gold and silver objects have been lost, some Inca textiles have survived for hundreds of years.

This llama is made of silver. Inca artisans made many silver offerings to the gods.



The Incas are famous for their textiles, which featured bright colors and detailed designs. Inca artists made cloth from cotton and from the wool of llamas.

### ANALYSIS SKILL ANALYZING VISUALS

What are some features of Inca art that you can see in these pictures?



Inca artisans also worked in gold. They made many beautiful objects such as this mask.

While such artifacts tell us much about the Incas, nothing was written about their empire until the Spanish arrived. Indeed, the Incas had no writing system. Instead, they kept records with knotted cords called *quipus* (KEE-pooz). Knots in the cords represented numbers. Different colors stood for information about crops, land, and other important topics.

The Incas also passed down their history orally. People sang songs and told stories about daily life and military victories. Official “memorizers” learned long poems about Inca legends and history. Eventually, after the conquistadors came, records were written in Spanish and Quechua. We know about the Incas from these records and from the stories that survive in the songs, dances, and religious practices of the people in the region today.

**READING CHECK** **Contrasting** How did daily life differ for upper- and lower-class Incas?

## Pizarro Conquers the Incas

The arrival of conquistadors changed more than how the Incas recorded history. In the late 1520s, a civil war began in the Inca Empire after the death of the ruler. Two of the ruler’s sons, **Atahualpa** (ah-tah-WAHL-pah) and Huáscar (WAHS-kahr), fought to claim the throne. Atahualpa won the war in 1532, but fierce fighting had weakened the Inca army.

On his way to be crowned as king, Atahualpa got news that a band of about 180 Spanish soldiers had arrived in the Inca Empire. They were conquistadors led by **Francisco Pizarro**. When Atahualpa came to meet the group, the Spanish attacked. They were greatly outnumbered, but they caught the unarmed Incas by surprise. They quickly captured Atahualpa and killed thousands of Inca soldiers.

To win his freedom, Atahualpa asked his people to fill a room with gold and silver for Pizarro. Incas brought jewelry,

statues, and other valuable items from all parts of the empire. Melted down, the precious metals may have totaled 24 tons. They would have been worth millions of dollars today. Despite this huge payment, the Spaniards killed Atahualpa. They knew that if they let the Inca ruler live, he might rally his people and overpower their forces.

Some Incas fought back after the emperor's death. In 1537, though, Pizarro defeated the last of the Incas. Spain took control over the entire Inca Empire and ruled the region for the next 300 years.

**READING CHECK** Identifying Cause and Effect What events ended the Inca Empire?

**SUMMARY AND PREVIEW** The Incas built a huge empire with a strong central government, but they could not withstand the Spanish conquest in 1537. In the next chapter, you will turn to Europe in an earlier age—an age before the Spanish even learned of the Americas.



## BIOGRAPHY

### Atahualpa

1520–1533

Atahualpa was the last Inca emperor. He was brave and popular with the Inca army, but he didn't rule long. At his first meeting with Pizarro, he was offered a religious book to convince him to accept Christianity. Atahualpa held the book to his ear and listened. When the book didn't speak, Atahualpa threw it on the ground. The Spanish considered this an insult and a reason to attack.

**Identifying Bias** How do you think the Spanish viewed non-Christians?



## BIOGRAPHY

### Francisco Pizarro

1475–1541

Francisco Pizarro organized expeditions to explore the west coast of South America. His first two trips were mostly uneventful. But on his third trip, Pizarro met the Inca.

With only about 180 men, he conquered the Inca Empire, which had been weakened by disease and civil war. In 1535 Pizarro founded Lima, the capital of modern Peru.

**Predicting** If Pizarro had not found the Inca Empire, what do you think might have happened?

## Section 3 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** Where was the Inca Empire located? What kinds of terrain did it include?
  - Explain** How did the Incas control their economy?
  - Evaluate** Do you think the *mita* system was a good government policy? Why or why not?
- Describe** What social classes existed in Inca society?
  - Make Inferences** How might the Inca road system have helped strengthen the empire?
- Recall** When did the Spanish gain full control over Inca lands?
  - Analyze** Why do you think **Pizarro** was able to defeat the much larger forces of the Incas?
  - Elaborate** What effect do you think the civil war with his brother had on **Atahualpa's** kingship? How might history have been different if the Spanish had not arrived until a few years later?

### Critical Thinking

- Analyzing** Draw a diagram like the one below. Using your notes, write a sentence in each box about how that topic influenced the topic its arrow points to.



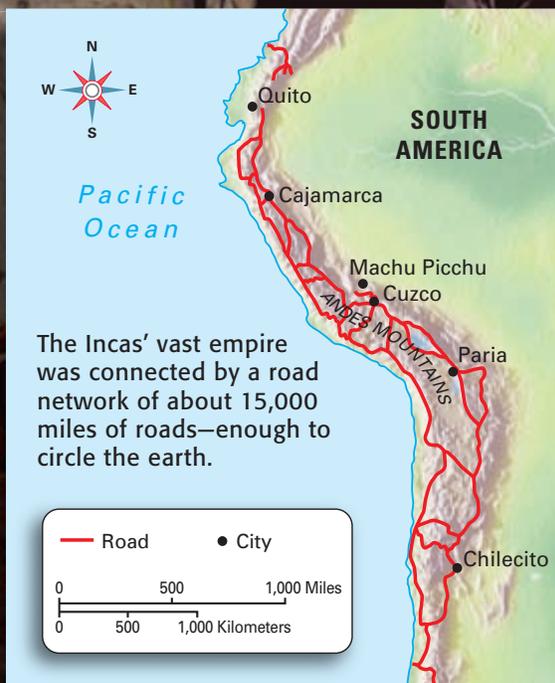
### FOCUS ON WRITING

- Adding Information about the Inca Empire** Your article would also describe the lands where the Incas lived. How would you highlight the diversity of the geography? What specific sites would you describe? Include some comments about how the Incas' building activities related to their environment. You will also want to include information on what happened when the Spanish arrived.

# Inca Roads

Inca roads were more than just roads—they were engineering marvels. The Incas built roads across almost every kind of terrain imaginable: coasts, deserts, forests, grasslands, plains, and mountains. In doing so, they overcame the geography of their rugged empire.

Although the Incas had no wheeled vehicles, they relied on their roads for transportation, communication, and government administration. The roads symbolized the power of the Inca government.



Many roads were just three to six feet wide, but that was wide enough for people on foot and for llamas, which the Incas used as pack animals.

Inca engineers built rope bridges to cross the valleys of the Andes Mountains. Rope bridges could stretch more than 200 feet across high gorges.



Inca roads stretched from sea level to nearly 12,000 feet in elevation. Roads often followed natural features, such as valleys, ridgelines, and the coastline.

Since the Incas had no wheeled vehicles, some of their roads had steps cut into the hillsides for people and animals.



The Incas were expert stone workers. They cut huge blocks of stone and fit them together so well that they didn't need any cement.



Important messages were carried by official runners. Each would run about two miles and then pass the message on to the next runner. Using this system, the Incas could send a message 150 miles in one day.

**ANALYSIS SKILL** ANALYZING VISUALS

1. What are some features of Inca roads that you can see in the illustration?
2. What challenges did the Incas face in building their roads?

## Analyzing Economic Effects

### Understand the Skill

Most decisions people make or actions they take have several effects. Effects can be political, social, personal, or economic. For example, think about the effects of a decision you might make to get a summer job. A social effect might be that you make new friends at your job. A personal effect might be that you have less time for other activities that you enjoy. An economic effect would be that you have more money to spend.

Throughout history, many decisions have had economic effects—either intended or unintended. Even a decision made for a political, social, or environmental reason can have economic effects. Since economic circumstances have often been a factor in the rise and fall of civilizations, learning to analyze economic effects can be useful in your study of history.

### Learn the Skill

Analyzing economic effects can help you to better understand and evaluate historical events. Follow these guidelines to understand economic effects of decisions and actions in history.

- 1 Determine who made the decision or took the action and decide what the goal was.
- 2 Consider whether the goal was to improve or change economic circumstances.

- 3 Sometimes an economic effect is not the main effect of a decision. Think about any unintended consequences of the decision or action. Consider whether any social or political effects are also economic effects.
- 4 Note that sometimes economic effects can be viewed either positively or negatively depending on whom they affect.

### Practice and Apply the Skill

Review the information in the chapter about the Maya. Use that information to help you answer the following questions.

1. What was an economic effect of the Maya in lowland cities exporting forest goods and cotton? Was that effect expected or unexpected?
2. What might have been a positive economic effect of the Maya king's making lower-class Maya farm and work for him? What might have been a negative effect?
3. Do you think the development of the Maya calendar had any economic effects? Why or why not?
4. What economic effects did warfare have on Maya civilization? Were these effects expected or unexpected?

## video series

Review the video to answer the focus question:

*Why do scholars today consider the Maya civilization to have been so advanced?*

## Visual Summary

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



## Reviewing Vocabulary, Terms and People

For each statement below, write *T* if it is true and *F* if it is false. If the statement is false, replace the underlined term with one that would make the sentence a true statement.

- The main crops of the Maya included **maize** and beans.
- The **Quechua** came to the Americas to find land, gold, and converts to Catholicism.
- The Aztecs mistook **Hernán Cortés** for the god Quetzalcoatl.
- Maya priests studied the sun, moon, and stars from stone **observatories**.
- Francisco Pizarro** led a party of Spanish soldiers to Mexico in 1519.
- Atahualpa** tried to buy his freedom by having his people deliver great riches to the Spanish.
- The official language of the Inca Empire was **Pachacuti**.
- The Aztecs built raised roads called **masonry** to cross from Tenochtitlán to the mainland.
- Moctezuma II** was the Inca leader at the time of the Spanish conquest.
- Many people in Mesoamerica died at the hands of the **conquistadors**.

## Comprehension and Critical Thinking

## SECTION 1 (Pages 468–473)

- Recall** Where did the Maya live, and when was their Classic Age?
- Analyze** What was the connection between Maya religion and astronomy?
- Elaborate** Why did Maya cities trade with each other? Why did they fight?

## SECTION 2 (Pages 474–478)

12. **a. Describe** What was Tenochtitlán like? Where was it located?
- b. Make Inferences** Why do you think warriors were such respected members of Aztec society?
- c. Evaluate** What factor do you think played the biggest role in the Aztecs' defeat? Defend your answer.

## SECTION 3 (Pages 479–483)

13. **a. Identify** Name two Inca leaders and explain their roles in Inca history.
- b. Draw Conclusions** What geographic and cultural problems did the Incas overcome to rule their empire?
- c. Predict** Do you think most people in the Inca Empire appreciated or resented the *mita* system? Explain your answer.

## Social Studies Skills

14. **Analyzing Economic Effects** Organize your class into groups. Choose one member of your group to represent the ruler of a Maya city. The rest of the group will be his or her advisers. As a group, decide on some policies for your city. For example, will you go to war, or will you trade? Will you build a new palace, or will you construct terraces for farming? Once you have determined policies for your city, share your ideas with representatives of other cities. As a class, discuss the economic effects of each policy you have chosen.

## Using the Internet

15. **Making Diagrams** In this chapter you learned about the rise and fall of Maya civilization and of the Aztec and Inca empires. What you may not know is that the rise and fall of empires is a pattern that occurs again and again throughout history. Use your online textbook to learn more about this topic. Then create a diagram that shows factors that cause empires to form and factors that cause empires to fall apart.

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## Reading Skills

**Analyzing Historical Information** In each numbered passage below, the first sentence expresses the main idea. One of the following sentences is irrelevant or nonessential to the main idea. Identify the irrelevant or nonessential sentence in each passage.

16. Cacao beans had great value to the Maya. Cacao trees are evergreens. They were the source of chocolate, known as a favorite food of rulers and the gods. The Maya also used cacao beans as money.
17. Tenochtitlán was surrounded by water, but the water was undrinkable. As a result, the Aztecs built a stone aqueduct, or channel, to bring fresh water to the city. In many parts of the world, access to clean water is still a problem.
18. Most Inca children did not attend school. Does that idea appeal to you? Inca children learned skills by watching and helping their parents.

## Reviewing Themes

19. **Geography** How did geography play a role in the Maya and Inca economies?
20. **Science and Technology** The people of Mesoamerica were skilled at civil engineering—that is, the building of public structures. Give examples from Maya, Aztec, and Inca civilization to support this statement.

## FOCUS ON WRITING

21. **Writing Your Article** Your newspaper article will include information about your journey through the Americas. Choose at least one place of interest from the Maya civilization, the Aztec Empire, and the Inca Empire. For each site, use your notes to write several sentences to describe its location and how it looked at its height. Try to include details that would help a European reader imagine what life was like for the people who lived there. You will also want to explain to your readers what happened to these civilizations when the Spanish arrived.

**DIRECTIONS:** Read each question, and write the letter of the best response. Use the map below to answer question 1.



**1** The Aztec and Inca empires are indicated on this map by

- A X for the Inca and Y for the Aztec.
- B Y for the Aztec and Z for the Inca.
- C Y for the Inca and Z for the Aztec.
- D X for the Aztec and Z for the Inca.

**2** Maya, Aztec, and Inca societies were similar in many ways. Which of the following practices were common to all three civilizations?

- A producing works of art and keeping written records
- B engaging in trade and demanding tribute payments
- C offering sacrifices to the gods and building stone temples
- D practicing slavery and worshipping many gods

**3** Farming was important to the Maya, the Aztecs, and the Incas. Which of the following is *not* a true statement?

- A The Maya grew crops on *chinampas*.
- B Farmers in all three civilizations grew maize, but only the Incas raised llamas.
- C Maya farmers might not have been able to produce enough food for the entire population.
- D Maya and Aztec priests decided the best times to plant and harvest.

**4** The following factors all helped the Spanish to conquer the Aztecs and the Incas *except*

- A European diseases.
- B a greater number of soldiers.
- C superior weapons.
- D existing problems within the empires.

**5** Which statement *best* describes the social structure in Maya, Aztec, and Inca civilizations?

- A The ruler held the highest position in society, and slaves held the lowest.
- B The Aztecs had a simpler class structure than the Maya or the Incas.
- C Social divisions were very important to the Maya and the Aztecs, but power and wealth were equally distributed in the Inca Empire.
- D Social class helped shape daily life, with the upper class enjoying special privileges made possible by the labor of the common people.

### Connecting with Past Learnings

**6** In this chapter you read that Maya civilization during the Classic Age included independent city-states. What other civilization that you have studied was organized into city-states?

- A ancient Greece
- B ancient Persia
- C Han China
- D the Roman Empire

**7** The Maya and the Incas both believed their rulers were related to the gods. Which ancient people believed the same thing?

- A Jews
- B Indians
- C Phoenicians
- D Egyptians



THE  
**Maya**



**The Maya developed one of the most advanced civilizations in the Americas, but their story is shrouded in mystery.**

Around A.D. 250, the Maya began to build great cities in southern Mexico and Central America. They developed a writing system, practiced astronomy, and built magnificent palaces and pyramids with little more than stone tools. Around A.D. 900, however, the Maya abandoned their cities, leaving their monuments to be reclaimed by the jungle and, for a time, forgotten.

Explore some of the incredible monuments and cultural achievements of the ancient Maya online. You can find a wealth of information, video clips, primary sources, and more at

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

“Thus let it be done! Let the emptiness be filled! Let the water recede and make a void, let the earth appear and become solid; let it be done . . . “Earth!” they said, and instantly it was made.”



### **The Popol Vuh**

Read the document to learn how the Maya believed the world was created.



### **Destroying the Maya’s Past**

Watch the video to learn how the actions of one Spanish missionary nearly destroyed the written record of the Maya world.



### **Finding the City of Palenque**

Watch the video to learn about the great Maya city of Palenque and the European discovery of the site in the eighteenth century.



### **Pakal’s Tomb**

Watch the video to explore how the discovery of the tomb of a great king helped archaeologists piece together the Maya past.

### Assignment

Write an essay stating your opinion on this topic or another historical topic of your choice: All great empires are likely to end in the same way the Maya and Aztec empires did.

**TIP** **Fact vs. Opinion** A fact is a statement that can be proved true.

Facts include

- measurements
- dates
- locations
- definitions

An opinion is a statement of a personal belief. Opinions often include judgmental words and phrases such as *better*, *should*, and *think*.

# Persuasion and Historical Issues

The study of history raises questions, or issues, that can be argued from both sides. Effective persuasive writing supports a point of view with evidence.

## 1. Prewrite

### Taking a Position

Do you think all great empires will follow the same course as the Maya and Aztecs, or could an empire take a different course? Write a sentence that states your position, or opinion about, this topic or another topic.

### Supporting Your Position

To convince your audience to agree with your position, you will need reasons and evidence. **Reasons** tell *why* a writer has a particular point of view. **Evidence** backs up, or helps prove, the reasons. Evidence includes facts, examples, and opinions of experts, like historians. You can find this evidence in this textbook or other books recommended by your teacher.

### Organizing Reasons and Evidence

Try to present your reasons and evidence in order of importance, so that you can end with your most convincing points. Use transitions such as *mainly*, *last*, and *most important* to emphasize ideas.

## 2. Write

This framework can help you state your position clearly and present convincing reasons and evidence.

### A Writer's Framework

#### Introduction

- Introduce the topic by using a surprising fact, quotation, or comparison to get your reader's attention.
- Identify at least two differing positions on this topic.
- State your own position on the topic.

#### Body

- Present at least two reasons to support your position.
- Support each reason with evidence (facts, examples, expert opinions).
- Organize your reasons and evidence in order of importance with your most convincing reason last.

#### Conclusion

- Restate your position.
- Summarize your supporting reasons and evidence.
- Project your position into history by using it to predict the course of current and future events.

## 3. Evaluate and Revise

### Evaluating

Use the following questions to evaluate your draft and find ways to make your paper more convincing.

#### Evaluation Questions for a Persuasive Essay

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>■ Does your introduction include an opinion statement that clearly states your position?</li><li>■ Have you given at least two reasons to support your position?</li><li>■ Do you provide convincing evidence to back up your reasons?</li></ul> | <ul style="list-style-type: none"><li>■ Are your reasons and evidence organized by order of importance, ending with the most important?</li><li>■ Does your conclusion restate your position and summarize your reasons and evidence? Do you apply your opinion to future history?</li></ul> |
|--|--|

### Revising

Strengthen your argument with loaded words. Loaded words are words with strong positive or negative connotations.

- Positive—leader
- Negative—tyrant, despot
- Neutral—ruler, emperor

Loaded words can add powerful emotional appeals to your reader's feelings and help convince them to agree with your opinion.

## 4. Proofread and Publish

### Proofreading

Keep the following guidelines in mind as you reread your paper.

- Wherever you have added, deleted, or changed anything, make sure your revision fits in smoothly and does not introduce any errors.
- Double-check names, dates, and other factual information.

### Publishing

Team up with one of your classmates who has taken the same position you have. Combine your evidence to create the most powerful argument you can. Challenge a team that has taken an opposing view to a debate. Ask the rest of the class for feedback: Which argument was more convincing? What were the strengths and weaknesses of each position?

## Practice and Apply

Use the steps and strategies outlined in this workshop to write a persuasive composition.

### TIP Using a Computer to Check Spelling in History Papers

Whenever you can, use a spell-checker program to help you catch careless errors. However, keep in mind that it will not solve all your spelling problems.

- It will not catch misspellings that correctly spell other words, such as *their*, *they're*, and *there*, or *an* instead of *and*.
- It will highlight but not give the preferred spelling for many proper names.
- It cannot be relied upon for correct capitalization.