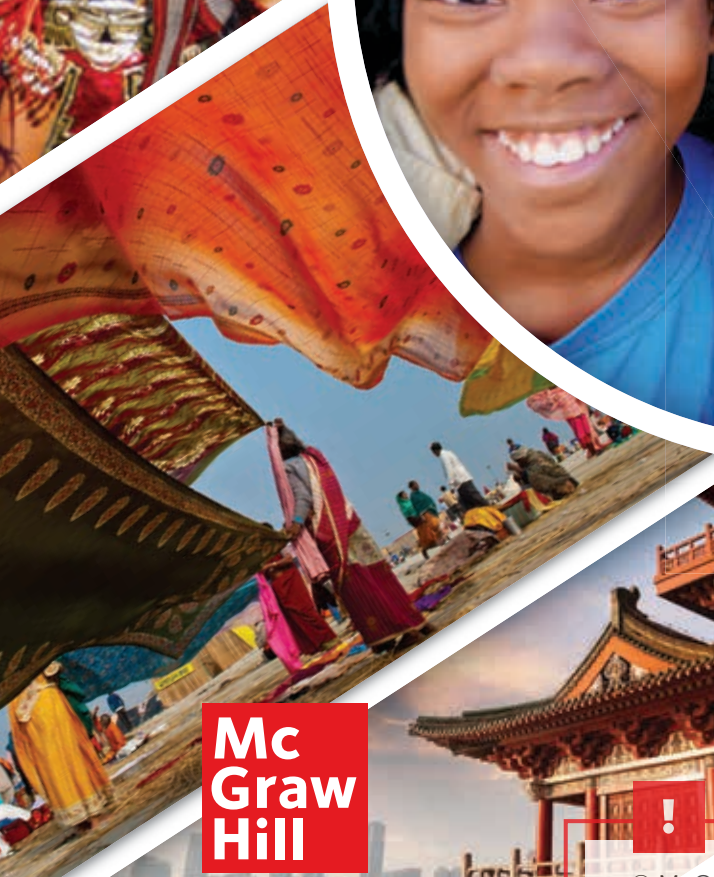
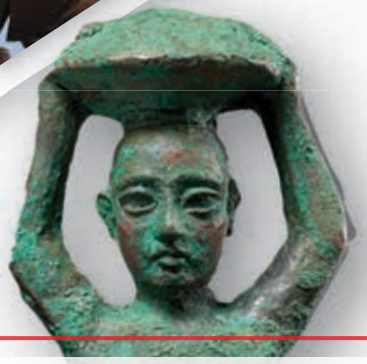


WORLD HISTORY

Voices and Perspectives



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WORLD HISTORY

Voices and Perspectives

Jackson J. Spielvogel, Ph.D.



About the Cover



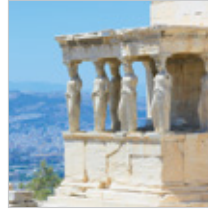
This image shows an Aztec dancer performing in the main square in Mexico City, Mexico.



This is a miniature broad collar necklace from the early Ptolemaic Period (332–246 B.C.E.) in Egypt.



This colorful image shows people drying cloths at Gangasagar Mela, a large religious festival in India.



These female figures are called caryatids. They are used instead of columns to support the porch of the Erechtheion, on the Acropolis in Athens, Greece.



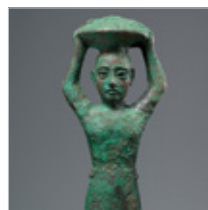
The Forbidden City is a palace complex in Beijing, China. It was first occupied in 1420 by the Ming Dynasty. Its name comes from the fact that ordinary people could not enter.



This statue of Rainha Ginga, also known as Queen Njinga, stands in Luanda, Angola. She ruled two African states in the 1600s.



Murasaki Shikibu (born c. 978—died c. 1014 C.E.) was a Japanese writer. She is the author of *The Tale of Genji*, which is thought to be the world's oldest novel.



This copper figure of king Shulgi of Ur, dates to the Neo-Sumerian period between 2094–2047 B.C.E. He ruled a mostly peaceful kingdom for nearly 50 years.

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China in the Middle Ages

600 C.E. to 1644 C.E.

The Dayan (Giant Wild Goose) Pagoda was built in 652 C.E. in present-day north-central China, during the Tang dynasty, to house Buddhist writings and relics.

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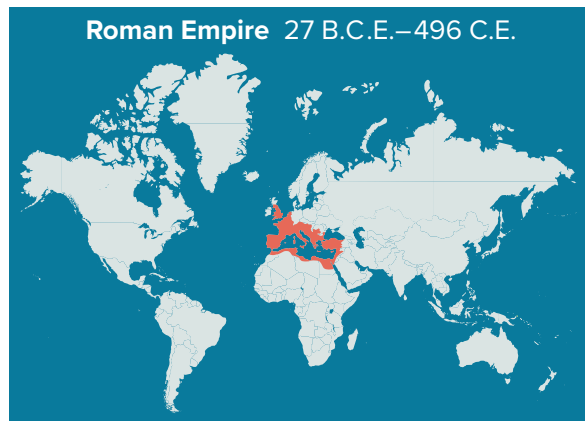
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Imperial China

Five different dynasties ruled China between 600 C.E. and 1644 C.E. Each dynasty had unique characteristics and made lasting contributions to the world. The Mongol Empire at its greatest size was one of the largest empires in world history. Compare the sizes of the Mongol Empire and the Roman Empire.



Forbidden City

This complex was once used as government and military offices, as well as the living quarters for the imperial family. It was called the “Forbidden City” because commoners were not allowed to enter. It became the center of Chinese rule for five centuries beginning in 1420 C.E. Today, 80 percent of the complex is open to the public.





» The invention of gunpowder was accidental. Daoist priests discovered gunpowder by trying to develop a medicine to help people live forever. Later, the Chinese used gunpowder to set off fireworks and then for military purposes.

» Chinese artisans were skilled in making porcelain. Today, the value of porcelain from imperial China sells at record prices. A jar similar to this one was purchased from an antique shop in the 1980s C.E. for \$145. The buyer sold the jar in 2001 C.E. at a London auction for \$900,000.



Comparing Monuments



STATUE OF GENGHIS KHAN

Location: Ulaanbaatar, Mongolia

Height: 131 feet (40 m)

Material: 250 tons of steel

Completed: 2009 C.E.

Cost: \$4.1 million



STATUE OF LIBERTY

Location: New York City, USA

Height: 151 feet (46 m)

Material: 31 tons of copper

Completed: 1886 C.E.

Cost: \$250,000 (equal to \$5.7 million in 2009)

Understanding the Time and Place:

China in the Middle Ages, 600 C.E.–1644 C.E.

By the Middle Ages, China had a well-developed civilization that had formed in East Asia. However, it also had connections to societies in other parts of Asia and even in Europe.

Ancient China

The Chinese civilization began along two fertile river valleys. They were the Huang He (HWANG HUH), or Yellow River, valley in the north and the Chiang Jiang (CHAHNG JYAHNG) in the south. Farmers along these rivers supported the population by growing wheat, millet, rice, and other crops.

Chinese history is marked by the lasting rule of several dynasties. Each dynasty was led by a string of emperors who headed a strong central government. In the Han dynasty (221 B.C.E.–220 C.E.), rulers began using an examination system to find intelligent, able people to work in the government.

In ancient times, two thinkers developed philosophies that greatly influenced Chinese culture. Confucius (kuhn•FYOO•shuhs) wanted to achieve peace and harmony in society. He believed that if each individual carried out his or her duties, society would do well. Laozi (LOW•DZUH) taught that people should live simply by turning to nature and the Dao—the spiritual force that guides all things.

China's Neighbors

Deserts and mountains to the west of China's core area protected the Chinese people from invasions. Still, nomadic peoples who lived on the plains of Mongolia and central Asia sometimes attacked the Chinese. Chinese rulers built walls along the northern edge of their lands hoping to prevent these attacks. At times, the Chinese had good relations with the nomads and traded with them.

In the Han period, China grew wealthy and powerful. Some rulers extended Chinese control over lands to the west, south, and north. For a time, China ruled the Korean Peninsula. Koreans adopted some features of Chinese culture, including Confucian ideas. The Koreans also maintained their own cultural traditions.

Through trade and other contact, the Koreans brought Chinese civilization to Japan. Japan's people also accepted some Chinese ideas into their own **unique** culture.

Imperial China

During the Middle Ages, five dynasties ruled China. Some ruled vast territories, and others were more focused on eastern China. During this period, China's economy grew considerably. Technological advances made farms more productive. City dwellers produced an array of goods, and merchants carried them to other lands. Arts flourished, and the Chinese made several inventions, such as gunpowder and printing.

Trade Routes

China had connections to other lands. The Silk Road was one route that provided the



The Chinese people delighted in drawing and painting the mountains and valleys of their varied land, as in this ink drawing from the 1100s C.E.

unique being the only one of its kind



Mongol Empire, c. 1294 C.E.

In the 1200s C.E., the Mongols conquered China. They set up a new dynasty and extended their empire south and west.



GEOGRAPHY CONNECTION

1. **Human-Environment Interaction** What challenges did the geography of the Mongol Empire present for travelers?
2. **Global Interconnections** What were the farthest boundaries of the Silk Road at either end?

opportunity for long-distance contact. The Silk Road first came into use about 100 B.C.E., and it connected civilizations from China to Rome. It was not a single road but multiple paths and was about 4,000 miles [6,437 km] long. Few caravans traveled the entire route. Instead, goods were usually passed along in stages by middlemen.

The route was named after China's main export, silk. Traders across Asia—and in Europe—valued this soft and durable fabric. Many other goods exchanged hands across this route as well as on sea routes that extended from the East China Sea through the Red Sea and to the Mediterranean Sea beyond.

Traders carried ideas as well as goods. Buddhism spread along the Silk Road from India to China. Chinese civilization spread to Korea and Japan through trade as well.

Use of these trade routes changed over time, depending on how safe they were to travel. As Rome's territory shrank, the Silk Road became increasingly unsafe, and people used the road less. However, when the Mongols came to power around 1200 C.E., use of the Silk Road restarted. The late Middle Ages also saw a growth in sea trade between China and other lands. Advances in navigational technology, especially the invention of the magnetic compass, spurred the Chinese to explore far from home.

Looking Ahead

You will learn about China in the Middle Ages. You will examine Compelling Questions and develop your own questions about China during this period in the Inquiry Activity Lessons. You can preview some of the key events and people that you will learn about by reviewing the time line.

What Will You Learn?

In these lessons about China in the Middle Ages you will learn about:

- the contributions of the Sui, Tang, and Song dynasties.
- the achievements of the Sui, Tang, and Song dynasties.
- the expansion of the Mongol Empire.
- the importance of the Silk Road and overseas trade routes.
- the contributions of the Ming dynasty.

? COMPELLING QUESTIONS IN INQUIRY ACTIVITY LESSONS

- How did innovations reflect the values of medieval Chinese society?
- What were the push-pull factors for exploration?

KEY EVENTS OF

CHINA IN THE MIDDLE AGES

450 C.E. ○

c. 590 C.E. The Grand Canal links northern and southern China.

690 C.E. Empress Wu begins to rule China.



750 C.E. ○

898 C.E. The earliest known book is printed in China.

1050 C.E. ○

c. 1150 C.E. The Chinese perfect the magnetic compass.

1211 C.E. Genghis Khan invades northern China.

1260 C.E. Kublai Khan rules the Mongol Empire.

1350 C.E. ○

1421 C.E. Emperor Yong Le builds the Imperial City.

1650 C.E. ○

1644 C.E. The Manchus conquer the Ming dynasty.

Sequencing Which innovation came first—printed books or the magnetic compass?

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The Sui, Tang, and Song Dynasties

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify important events and accomplishments during each Chinese dynasty. Use a chart like this one to organize the information, putting the accomplishments in the left column. Explain how these accomplishments promoted China's rebuilding of its empire in the right column.

Accomplishments	Promoted Rebuilding
Sui	
Tang	
Song	

China Rebuilds Its Empire

GUIDING QUESTION

How did China rebuild its empire after years of wars?

The Han dynasty of China came to an end in 220 C.E. For the next 300 years, China had no central government. The region collapsed into separate warring kingdoms, and the Chinese people suffered many hardships. Meanwhile, groups of nomads attacked and captured parts of northern China.

During these years, China lost control of neighboring lands it had previously conquered. One of these lands was Korea (kuh•REE•uh), located northeast of China.

The Sui

In 581 C.E., a Chinese general declared himself emperor and was known as Wendi (WHEHN•dee), meaning “cultured emperor.” He won many battles and set up a new dynasty called the Sui (SWAY). The Sui dynasty unified China under the rule of emperors.

After Wendi died, his son Yangdi (YAHNG•dee) became emperor. Yangdi wanted to expand China's territory. He tried to regain lost lands, but his army was defeated by the Koreans.

Within China, Yangdi had more success bringing back the glory of the Han dynasty. Yangdi repaired the Great Wall, which had fallen into ruins. He also rebuilt the magnificent Han capital city of Chang'an (CHAHNG•AHN).



China's Grand Canal, still part of cities like Hangzhou, China, is the longest human-made waterway in the world and continues to be used.



Tang China c. 700 C.E.

Tang rulers extended China's control over regions far to the west of the empire's home area.



GEOGRAPHY CONNECTION

1. **Exploring Place** Which two cities were connected by the Grand Canal?
2. **Spatial Thinking** How might the building of the canal have affected trade between China's regions?

Yangdi's most ambitious project was building the Grand Canal. This system of waterways was approximately 1,100 miles (1,770 km) in length. It connected China's two great rivers, the Huang He (HWAHNG HUH) (Yellow River) and the Chang Jiang (CHAHNG JYAHNG) (Yangtze River). The Grand Canal made it easier to ship rice and other products between northern and southern China and united China's economy.

To rebuild China, Yangdi required the Chinese people to help. Farmers were forced to work on the Great Wall and the Grand Canal. They also had to pay higher taxes to pay for these projects—and for the emperor's luxurious way of life. Farmers became angry and revolted. Yangdi was killed, ending the Sui dynasty after less than 40 years.

The Tang

In 618 C.E., one of Yangdi's generals took over China. He made himself emperor and founded a new dynasty called the Tang (TAHNG). The Tang dynasty lasted for nearly 300 years—from 618 to 907 C.E.

Tang rulers worked to restore a strong central government in China. They made many reforms, or changes, to improve the government. The most powerful Tang emperor was Taizong (TY•DZUNG). He brought back the system of civil service examinations. Once again, government officials were selected based on how well they did on exams rather than on their family connections. Taizong also gave land to farmers, and brought peace and order to the countryside.

As trade increased, Chinese cities became wealthy. Chang'an, the Tang capital, grew to be the world's largest city. About one million people lived there. Visitors were impressed by its wide avenues and large market squares. Merchants in Chang'an sold goods from places as far away as India and Southwest Asia.

During the late 600s C.E., Empress Wu (WOO) ruled China. She was the only woman in Chinese history to rule on her own. Empress Wu was a powerful leader who added more officials to the government and strengthened the military.

Tang rulers restored China's power in Asia. In the west, they expanded their rule to Tibet (tuh•BEHT) and the Silk Road. To the south, they gained control of northern Vietnam. They increased trade with other parts of Asia and forced neighboring states, such as Korea, to pay them tribute.

By the mid-700s C.E., however, Tang rulers faced growing challenges. They battled the Abbasid Caliphate for control of central Asia. With a defeat at the Battle of Talas in 751 C.E., the Tang

retreated from central Asia and gave up control of the Silk Road. Trade and the economy suffered.

Revolts by military governors and farmers further weakened the Tang. Continued unrest led to the fall of the Tang rule in 907 C.E.

The Song

After the fall of the Tang, military leaders ruled China. Then in 960 C.E., one of the generals became emperor and founded the Song (SUNG) dynasty. The Song governed from 960 to 1279 C.E. and created the strongest and most centralized government in the world at that time. During this time, commercial and technological advancements allowed the Chinese to enjoy economic prosperity and make many cultural achievements.

From 960 to 1127 C.E., the Song capital was Chang'an in northern China. While China prospered, the Northern Song fought several kingdoms of nomadic tribes in the north and west. Eventually, one of these kingdoms overran northern China and captured the emperor.

Song China c. 1200 C.E.

Song rulers moved China's capital from Chang'an to Hangzhou.



GEOGRAPHY CONNECTION

- Patterns and Movement**
What geographic advantages might Hangzhou have had over Chang'an?
- Spatial Thinking**
How did the size of Song China compare with the size of Tang China?



The Longmen Caves were constructed just before and during the Tang dynasty. At least 100,000 Buddhist stone statues were carved into the caves and steep limestone cliffs from the late 400s to the 700s C.E.

The surviving Chinese leaders formed a new dynasty, the Southern Song, and moved the government south. They settled in the city of Hangzhou (HAHNG•JOH) on the coast near the Chang Jiang delta. The Southern Song ruled southern China from 1127 to 1279 C.E.

✓ CHECK FOR UNDERSTANDING

1. **Explaining** How did the Grand Canal help China's economy?
2. **Contrasting** Why was the Song Empire smaller than the Tang Empire?

Buddhism in China

GUIDING QUESTION

Why did Buddhism become popular in Tang China?

Traders and missionaries from India brought Buddhism to China during the 100s C.E. At the time, the Han dynasty was in decline, and civil war soon broke out in China. Many people died from the fighting, hunger, and lack of shelter. Buddhism taught that people could escape suffering by following its teachings. As a result, many Chinese seeking peace and comfort became Buddhists.

Early Tang rulers did not practice Buddhism, but they did not interfere with those who did practice it. They approved the building of new Buddhist temples and shrines.

Many Chinese Buddhists joined religious communities called monasteries, where they

lived, worked, and worshipped. The men in these communities were monks, and the women were nuns. Buddhist monks and nuns helped local people by running schools and providing food and shelter for travelers. Monks also served as bankers and provided medical care.

Chinese Buddhists took their religion to Korea in the 300s C.E. When Korea united as one kingdom around 660 C.E., the new government favored Buddhism, leading to a rise in Korean followers. In 552 C.E., a Korean king sent missionaries to the emperor of Japan with Buddhist writings and a statue of the Buddha. As time passed, many people in Japan became Buddhists.

Although numerous Chinese became Buddhists, some officials opposed the religion. Some people believed that Buddhist temples and monasteries had grown too wealthy because of the donations they received. Others believed that monks and nuns weakened respect for family life because they were not allowed to marry.

Tang officials came to fear Buddhism's growing influence. They saw Buddhism as an enemy of China's Confucian (kuhn•FYOO•shuhn) traditions. These traditions are customs related to the teachings of Confucius. In 845 C.E., the Tang government destroyed many Buddhist monasteries and temples. Buddhism in China never fully recovered from these attacks.

✓ CHECK FOR UNDERSTANDING

Explaining Why did Buddhism appeal to many people in China when it first arrived from India?

Revival of Confucian Ideas

GUIDING QUESTION

How did Confucian ideas shape China's government?

Confucius believed that a good government depended on having wise leaders. The civil service examinations begun by Han rulers were based on Confucian principles, or main beliefs. These exams helped provide China's government with well-educated, talented officials.

After the fall of the Han dynasty, China had no central government to give civil service examinations. Confucianism went into decline, and Buddhism won many followers with its message of escape from suffering. Tang and Song rulers worked to return Confucianism to the respected position it had held previously in Chinese society. Confucianism supported these leaders with a reason for their rule, called "The Mandate of Heaven," which said that the Chinese king's right to rule came from the gods. According to this idea, as long as Tang and Song rulers were fair and ruled wisely, Chinese society would be well ordered.

Neo-Confucianism

To back up official beliefs, many Confucian scholars in the Tang dynasty opposed Buddhism. Confucianism taught that people should be concerned about this world as well as the afterlife. Followers were expected to be active in society and to help others. A Confucian thinker named Han Yü (HAHN YOO) lived from 768 to 824 C.E. He encouraged the Chinese to remain faithful to the Confucian teachings of their ancestors:

“What were the teachings of our ancient kings? Universal love is called humanity. To practice this in the proper manner is called righteousness. To proceed according to these is called the Way. . . . They [ancestors] offered sacrifices to Heaven and the gods came to receive them. . . . What Way is this? I say: This is what I call the Way, and not what the Taoists [Daoists] and the Buddhists called the Way.”

—Han Yü, *An Inquiry on The Way*

In the Song dynasty, a new understanding of Confucianism called **neo-Confucianism**

(NEE•oh kuhn•FYOO•shuhn•ih•zuhm) emerged and gained popularity among scholars. This new form of Confucianism also blended in some Buddhist and Daoist beliefs. Chinese culture was developing and changing at this time. For many Chinese, this blended religion became more than a set of rules for good behavior. It became a religious tradition with beliefs about the spiritual world. Religious thinkers taught that people would find peace of mind if they followed the teachings of Confucius.

Neo-Confucianism would face challenges in later era's of China's history. A Chinese scholar named Wang Yangming began a movement to reform neo-Confucianism in the late 1400s C.E.



Confucius, shown in this painting from an unknown date, wrote about ethical and moral behavior by governments and individuals.

neo-Confucianism a new form of the ideas of the philosopher Confucius that included Buddhist and Daoist beliefs



Starting with the Tang dynasty, China's emperors relied on government officials who had passed difficult civil service examinations. This painting of a scene from one of those exams was created after 1644 C.E.

Yangming challenged the **orthodoxy** and overly formal practices that were common in his time. Yangming had come to see neo-Confucianism as rigid and snobbish. He argued that common people could live moral lives without a Confucian education and without performing formal ceremonies.

The Civil Service

Tang and Song rulers saw Confucianism and civil service examinations as ways to strengthen the government. They believed that a government run by educated people was less likely to become corrupt or weak.

The examinations tested candidates on their knowledge of Confucian writings. Only men were allowed to take the tests, and the examination system favored the rich. This was because few poor families could afford to pay tutors to help their sons qualify for the tests.

Preparing for the tests was difficult. At the age of four, boys began learning to write the characters of the Chinese language. Later, students had to memorize all the writings of Confucius and then recite the writings aloud. After years of preparing, the boys took the exams. Despite all the hard work, only one in five boys passed the tests. Those who did not pass usually found jobs teaching or helping

government workers, but they were never given a government job.

Over the years, the examination system created a new class of leaders in China. This group was made up of scholar-officials. Strict rules set the scholar-officials apart from the rest of society. One rule was that the scholar-officials could not perform any job that required physical work. These scholar-officials influenced Chinese thought and government well into modern times.

✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect How did the civil service examinations affect Chinese society?

LESSON ACTIVITIES

1. **Argumentative Writing** A young man has just passed a civil service examination in Song China and is offered a government job. What opinion is that person likely to have about neo-Confucianism? Write an argument about that person's probable stance on Confucianism, using details from the text to support your claim.
2. **Presenting** You and your classmates are a group of people living in China at the end of the Song dynasty. Discuss as a class how the actions of the Sui, Tang, and Song dynasties either helped or hurt China. Then in a small group, create a presentation about which dynasty was best for China. Make your presentation to the class.

orthodoxy a belief or practice that follows established thinking

Analyzing Sources: Achievements of the Tang and Song



COMPELLING QUESTION

How did innovations reflect the values of medieval Chinese society?

Plan Your Inquiry

DEVELOPING QUESTIONS

Think about what life was like for people during the Tang and Song dynasties. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Create a graphic organizer like the one below. Write these Supporting Questions in your graphic organizer.

Supporting Questions	Primary Source	What this source tells me about the values of medieval Chinese society	Questions the source leaves unanswered
	A		
	B		
	C		
	D		
	E		
	F		
	G		

ANALYZING SOURCES

Next, examine the primary sources in this lesson. Analyze each source by answering the questions that follow it. How does each source help you answer each Supporting Question you created? What questions do you still have? Write these in your graphic organizer.

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

Background Information

The fall of the Han dynasty in the 200s C.E. crippled the economy of China. Widespread fighting destroyed farms and cities. Artisans made fewer products, and merchants had fewer goods to trade. During the Tang and Song dynasties, new discoveries and inventions brought change to Chinese society. New farming technologies and better roads and waterways helped the economy to grow. The Silk Road and other trade routes furthered growth.

The time of peace and prosperity also led to a golden age of Chinese culture. Art and literature flourished. Chinese rulers supported artists and writers, inviting them to live and work in the capital city of Chang'an.



This painted ceramic figure of a horse and rider dates from the late 600s to the early 700s C.E., during the Tang dynasty.



GO ONLINE

Explore the Student Edition eBook and find interactive maps, time lines, and tools.

Landscape Painting

During the Tang and Song dynasties, many Chinese artists painted landscapes. However, they did not try to show the exact appearance of places. Instead, they tried to portray the idea of mountains, lakes, and other scenes. They left empty spaces in their paintings on purpose. This style reflects the Daoist belief that a person cannot know the whole truth about something. Daoism is the belief that people should turn to nature and give up their worldly concerns. The image shows a landscape painting dating from the Tang dynasty.

PRIMARY SOURCE: PAINTING



EXAMINE THE SOURCE

1. **Analyzing Visuals** What details does this painting show, and what parts of the scene does it seem to leave out?
2. **Drawing Conclusions** What conclusion might you draw about the beliefs of the people of medieval China from this painting?

B

Li Bai's Poetry

The best-known Chinese writers of the Tang dynasty are poets. This era is regarded as the great age of poetry in China. Tang poets often expressed a Daoist appreciation of the world and wrote about nature, the seasons, and friendship. Li Bai (LEE BWAW) was a popular poet of the time. Li Bai (or Li Po) often wrote poems about nature. This poem is called "Clearing Up at Dawn."



Li Bai

PRIMARY SOURCE: POEM

- “ The fields are chill; the sparse rain has stopped;
The colours of Spring **teem** on every side.
With leaping fish the blue pond is full;
With singing **thrushes** the green boughs droop.
The flowers of the field have dabbled their powdered cheeks;
The mountain grasses are bent level at the waist.
By the bamboo stream the last fragments of cloud
Blown by the wind slowly scatter away.”
- from *The Poet Li Po*, translated by Arthur Waley, 1918

teem to abound or be full of

thrush a type of songbird

EXAMINE THE SOURCE

1. **Analyzing** What does Li Bai's language reveal about his attitude toward nature?
2. **Determining Context** How does this poem reflect Daoist values?

C

Du Fu's Poetry

Another favorite Tang poet was Du Fu (DOO FOO), also spelled Tu Fu. During his lifetime, civil war raged in China. Food was scarce, and he nearly died. Thus, he often wrote about problems of the poor and how war is wasteful. The poem "The Kindly Rain," here, has a different theme, however.



Du Fu

PRIMARY SOURCE: POEM

- “ The kindly rain its proper season knows.
With gentle Spring aye [always] born in fitting hour.
Along the Wind with cloaking [disguising] Night it goes.
[Dampening], fine, **inaudible** it flows.
The clouds the mountain paths in darkness hide.
And lonely bright the vessels' lanterns glower [glare].
Dawn shows how damp the blushing buds divide.
And flowers droop head-heavy in each **bower**.”
- from *Gems of Chinese Verse*, 1919

inaudible silently

bower leafy shelter

EXAMINE THE SOURCE

1. **Identifying** What details does Du Fu provide to describe when the rain falls?
2. **Comparing and Contrasting** How are Li Bai's and Du Fu's poems similar and different?

Gunpowder and Firearms

The Chinese invented gunpowder during the Tang dynasty. Gunpowder was used in explosives and weapons, such as the fire lance. This invention worked somewhat like a gun. It could shoot a mix of flames and objects a distance of 40 yards (36.6 m). The fire lance helped make China's army a powerful fighting force. The Chinese also used gunpowder to make fireworks.



» Modern Chinese fireworks display

SECONDARY SOURCE: BOOK

“ Since early gunpowder formulas were unreactive and difficult to ignite, they wouldn't have seemed suitable for guns or flamethrowers or bombs. This fact, not Confucian scholars' supposed reluctance to take advantage of new technologies, explains why the Chinese didn't immediately start making guns and bombs. Gunpowder appeared at first to be useful primarily as an **incendiary**. This also explains why so many of the miscellaneous ingredients in these first formulas were other incendiaries, like oil, pitch, and **resin**. . . . It was only after another century of experimentation that the nitrate portions went up, the extraneous elements were reduced, and gunpowder suitable for bombs and guns began to seem a possibility. In the meantime, there arose a mad profusion of early gunpowder weapons. ”

— from *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History*, 2016

incendiary something which ignites combustible materials

resin flammable, natural substance secreted by plants

EXAMINE THE SOURCE

1. **Explaining** How did the Chinese use gunpowder initially?
2. **Drawing Conclusions** How would this use give the Chinese army an advantage over enemies?

E

Woodblock Printing

In the 600s C.E., Chinese Buddhist monks began woodblock printing, in which printers used a wooden block for each page they needed to print. They carved the page's Chinese characters into the block. Then they put ink on the block and pressed a piece of paper onto it. The printers rubbed the sheet of paper to thoroughly transfer the Chinese characters onto the page. Each wooden block could be used to make thousands of copies of the page.

Woodblock printing was a major advancement, but changes could not be made to a page after the wooden block was carved. In the 1000s, a Chinese printer named Pi Sheng (PEE SHUHNG) solved this printing problem by inventing movable type. With movable type, each character is an individual piece. The pieces can be arranged to form sentences and used again and again.

In this image, a modern craftsman uses a traditional method to carve Chinese characters into wood. These pieces can be moved and set in a printing press.

PRIMARY SOURCE: PHOTOGRAPH



EXAMINE THE SOURCE

1. **Identifying** Why was the invention of movable type an improvement on woodblock printing?
2. **Drawing Conclusions** What might the invention of movable type suggest about people's values in medieval China?

F

Porcelain

During the Tang dynasty, Chinese artisans became skilled in making porcelain. Porcelain is a ceramic made of fine clay baked at high temperatures. Because porcelain later came from China to the West, people today sometimes call porcelain "china." Porcelain can be made into figurines, vases, cups, and plates. The item pictured is an incense burner made during the Song dynasty.

PRIMARY SOURCE: ARTIFACT



EXAMINE THE SOURCE

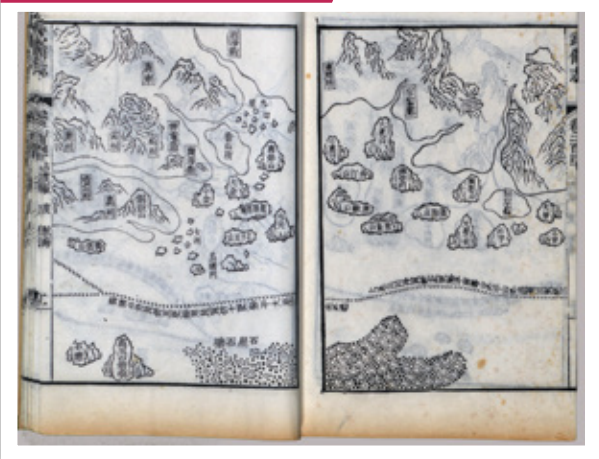
1. **Analyzing Visuals** How would you describe this object?
2. **Drawing Conclusions** What does the design of this incense burner tell you about Chinese artists and consumers from the time period?

The Compass

In the 1100s, inventors in the Song dynasty developed the magnetic compass. A compass uses a thin, magnetized piece of metal to point north. The metal pointer is pulled in that direction by the magnetic field at the North Pole. Once north is known, a person can easily find the other directions. The compass helped Chinese sailors navigate their ships' locations and sail farther from land.

The woodblock map printed in part here was created during several voyages of exploration in the 1400s and was made possible by using the Song compass. The dotted line along the coast shows the route the fleet took. The writing describes in detail the compass readings that sailors should follow to reach each place along the route.

PRIMARY SOURCE: MAP



EXAMINE THE SOURCE

1. **Drawing Conclusions** What does the fact that someone made such a detailed map tell you about Chinese society at the time?
2. **Analyzing** Look at the route on the map. How would communicating compass directions have an advantage over other kinds of written directions?

Complete Your Inquiry

EVALUATE SOURCES AND USE EVIDENCE

Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

1. **Synthesizing** Looking at all these sources, what can you conclude about the values that were important in medieval China?
2. **Making Connections** What connection can you make between inventions like gunpowder, woodblock printing, and the compass and the works of art shown in this lesson?
3. **Gathering Sources** Which sources helped you answer the Supporting Questions and the Compelling Question? Which sources, if any, challenged what you thought you knew when you first created your Supporting Questions? What information do you still need in order to answer your questions? What other viewpoints would you like to investigate? Where would you find that information?
4. **Evaluating Sources** Identify the sources that helped answer your Supporting Questions. How reliable is each source? How would you verify the reliability of the sources?

COMMUNICATE CONCLUSIONS

5. **Collaborating** Work with a partner to find other examples of Tang and Song artwork, either visual art, poetry and literature, or porcelain goods. Save the images and arrange them in a paper or electronic display. Add a caption describing what each artwork tells you about the values of medieval China. Share your conclusions with another pair.

TAKE INFORMED ACTION

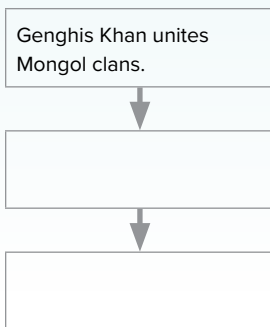
Interviewing a Guest Speaker Think of an area of modern life that is affected by innovations, such as medicine, communications, or commerce. Identify a local school, nonprofit group, or business that would use this innovation. Contact the organization and find an individual who can come to your class. Prepare a list of questions that will lead the speaker to explain what the innovation is and why it matters. Conduct your interview for the class. Then write up your own thoughts about the innovation.

China Under Mongol Rule

READING STRATEGY

Analyzing Key Ideas and Details

Read closely to identify the events that led to Mongol control of China. Use a chart like this one to place the events in sequential order, adding as many boxes as you need. After making your chart, explain how the Mongol leaders kept control of China.



Mongol Expansion

GUIDING QUESTION

Why were the Mongols able to build a vast empire so quickly?

By the 1200s C.E., Chinese civilization had made many achievements in government, technology, and the arts. However, enemies were preparing to invade China. The Mongols (MAHNG•guhlee), a nomadic group in central Asia, became the first non-Chinese people to rule all of China.

Who Were the Mongols?

The Mongols came from an area north of China called Mongolia (mahn•GOHL•yuh). They lived in movable tents called yurts and raised horses, sheep, and yaks, or long-haired oxen. Mongols were made up of clans, or groups of related families. They followed their herds as the animals grazed the **steppes** (STEHPS) of Mongolia.

Early in their history, the Mongols developed skills needed for nomadic living. They were excellent horseback riders. Children learned to ride a horse at age four or five, and they spent much of their lives on horseback. The Mongols also developed their fighting skills. They could accurately shoot arrows from far distances while riding horses. As they got closer to their enemy, the Mongols attacked with swords and spears.

steppes flat, dry grasslands



Mongolian yurts are made of skins stretched over wooden poles and can be taken apart and moved easily.



» This portrait of an older Genghis Khan was painted in the 1300s C.E.

Analyzing Visuals How does the artist portray him?

BIOGRAPHY

GENGHIS KHAN (c. 1162–1227 C.E.)

According to folklore, Genghis Khan—originally named Temujin—was destined to become a great warrior. That promise seemed unlikely. When Temujin was just nine, his father was poisoned to death by leaders of another clan. Temujin’s own clan then abandoned him, his mother, and his siblings. They were very poor and forced to find food and shelter on their own.

They survived, but Temujin was soon captured by the clan that had murdered his father. He managed to escape and then called on other leaders to support him. They did, and their combined armies defeated that clan. Afterward, Temujin began to attract a growing number of followers.

Over the next years, he built his power by outthinking and destroying enemies as well as possible future rivals who might rebel against him. He executed enemy leaders and brought their people under his control. In the meantime, his forces continued to defeat additional groups in central Asia. The Mongols grew powerful under his leadership. In 1206 C.E., the Mongols rewarded Temujin by placing him in command of their united forces. Now named Genghis Khan, he made use of the powerful Mongol army to lay the foundation for one of the greatest empires in history.

Analyzing Why was Genghis Khan important?

Genghis Khan

In 1206 C.E., a meeting of Mongol leaders took place in the Gobi (GOH•BEE), a vast desert. At that meeting, they chose a leader named Temujin (the•MOO•juhn) as Genghis Khan (jehng•guhs KAHN), or “strong ruler.”

Genghis Khan set out to unify the Mongol clans. He created a new legal code and formed a group of clan chiefs to help him plan military campaigns. For the next twenty years, Genghis Khan led the Mongols to conquer new lands.

Genghis Khan created an army of more than 100,000 trained warriors. These soldiers were placed in groups called units. The units were then placed under the command of skilled officers. Officers were chosen for their abilities rather than their social position. These changes made the Mongols the most skilled fighting force in the world at that time.

Under Genghis Khan, Mongol forces conquered other people of the steppes. These victories brought tribute money to the Mongol treasury. The victories also attracted new recruits

to the army. Soon the Mongols were powerful enough to attack major civilizations. In 1211 C.E., thousands of Mongols invaded China. Within three years, they controlled all of northern China. Then they invaded western kingdoms that controlled parts of the Silk Road.

Genghis Khan and his Mongol warriors became known for their cruel fighting and use of **terror**. Terror refers to violent acts that are meant to cause fear. Mongol soldiers attacked, looted, and burned cities. Within a short time, many people began surrendering to the Mongols without even fighting them.

Empire Builders

After Genghis Khan died in 1227 C.E., his vast territory was divided into four territories called khanates. The largest, covering half of the original empire, was in the east. It was called the Khanate of the Great Khan.

terror violent acts that are meant to cause fear in people

The three other divisions lay to the west. The northwestern khanate was known as the Golden Horde. Its warriors swept into parts of eastern and central Europe and controlled much of what is now western Russia.

The southwestern khanate, known as the Il-Khanate, expanded into the Muslim kingdoms of the Middle East. Mongol forces overran Persia and captured Baghdad in 1258 C.E. Then they moved into Syria and Palestine on their way to Egypt. The Muslim leaders of Egypt, known as the Mamluks, stopped the Il-Khanate's advance in 1260 C.E.

Between the Golden Horde and the Il-Khanate was the Chagatai Khanate. It covered the western part of central Asia.

These areas formed the vast Mongol Empire. Mongol rule stretched from the Pacific Ocean in the east to eastern Europe in the west and from Siberia in the north to the Himalaya in the south.

The Mongols caused a great amount of damage to the lands they conquered, but they also brought stability. This stability encouraged

trade and closer contact between Asia and Europe. Many of the great trade routes between Asia and Europe crossed Mongol lands. The Mongols grew wealthy by taxing the products traded along these roads.

The Mongols admired the cultures they conquered. They generally tolerated all religions, and sometimes they adopted their beliefs and customs. For example, the Mongols in Southwest Asia accepted Islam and adopted Arab, Persian, and Turkish ways.

The Mongols also learned from the Chinese. As they fought Chinese troops, the Mongols learned about gunpowder. Adopting gunpowder and a Chinese weapon called the fire lance, the Mongols became even more frightening to their opponents.

✓ CHECK FOR UNDERSTANDING

1. **Explaining** How were the Mongols influenced by their opponents?
2. **Describing** What kind of conquering force were the Mongols?



Mongol Empire c. 1227 C.E.

During the reign of Genghis Khan, the Mongols conquered much of central Asia.



GEOGRAPHY CONNECTION

1. **Patterns and Movement** In which direction did Genghis Khan launch his first campaign, and in what year did he do so?
2. **Spatial Thinking** How would you describe the difference in size between Genghis Khan's empire and the Mongol homeland?



Mongol Empire c. 1294 C.E.

In less than 100 years, the Mongols created the largest land empire in the history of the world.



KEY

- The Mongol Empire at its height
- Campaign of the Yuan dynasty (under Kublai Khan)
- Great Wall

GEOGRAPHY CONNECTION

- Exploring Regions** Which country to the east was attacked but not conquered by 1294 C.E.?
- Human-Environment Interaction** What physical feature might have prevented the Mongols from conquering India?

Mongol Conquest of China

GUIDING QUESTION

How did the Mongols rule the Chinese?

In 1260 C.E., a grandson of Genghis Khan, Kublai, became the new Mongol ruler. Kublai Khan (KOO•BLUH KAHN) continued the conquest of China that his grandfather had begun. In 1264 C.E., Kublai established his capital at Khanbaliq—the city of the khan—in northern China. Today, the modern city of Beijing (BAY•JIHNG) is located on this site.

Mongols and Chinese

In 1271 C.E., Kublai Khan decided he would control all of China and declared himself emperor

of the Yuan (YWAN) dynasty. By 1279 C.E., Kublai Khan finished conquering southern China and brought an end to the Song dynasty. The term *Yuan* means “beginning.” The Yuan dynasty would last only about 100 years, with Kublai Khan ruling for 30 of them. To tightly control these new lands, Kublai appointed Mongol leaders to top jobs in China. He also kept some Chinese officials in positions of power.

The Mongol culture was quite different from the Chinese culture. The Mongols had their own language, laws, and customs. These characteristics separated them from the Chinese people they ruled. Mongols lived apart from the Chinese and did not mix with them socially. These cultural differences allowed the Chinese to

continue the Song dynasty belief that China and its traditions were superior to “barbarian” peoples.

Government and Religion

In government affairs, the Yuan **regime** did not use civil service examinations like the Chinese had done previously. Government jobs were open to non-Chinese people, including Mongols and Turks. Although the Yuan rulers respected Confucian writings, they replaced Chinese scholar-officials to ensure control over the government.

Like many Chinese, the Mongols in China practiced Buddhism, but they were respectful of other religions. For example, Kublai Khan encouraged Christians, Muslims, and Hindus from outside China to practice their faiths.

Under Mongol rule, China reached the height of its wealth and power. Although they were foreigners, the Mongols gradually won the support of many Chinese people. Some Chinese appreciated the order and prosperity that the Mongols brought to the country. Foreign visitors were attracted to China and reached it by traveling along the Silk Road.

Marco Polo

One of the most famous European travelers to reach China was Marco Polo. He came from the city of Venice in Italy. Polo lived in the capital of Khanbaliq during the reign of Kublai Khan. He wrote of his impressions of the magnificent appearance of the city, marveling at how large it was, with its beautiful palaces and houses and well-planned streets. Kublai was fascinated by Marco Polo’s stories about his journeys.

For about 16 years, Polo was a privileged resident of China. Kublai sent him on trips all over the region to gather information and carry out business. For some of those years, Polo ruled the Chinese city of Yangzhou. When Polo returned to Italy, he dictated his adventures to a writer, who turned them into a book.

Empire and Trade

Mongol armies did not end their attempts at conquest with the victory over China. They advanced into Vietnam and northern Korea. The rulers of Korea, called the Koryo (koh•RY•oh),

regime rulers during a given period of time

BIOGRAPHY

KUBLAI KHAN (1215–1294 C.E.)

Genghis Khan’s grandson Kublai Khan also achieved great power, though he was not the obvious choice to lead as the Great Khan. He had been managing a large grant of land for his family when the Great Khan died in 1251 C.E.

That year, an older brother became the Great Khan and ordered Kublai to conquer a kingdom in northern China. Kublai carried out his brother’s orders as a military leader and also conquered lands in what is now southwestern China and Vietnam.

In 1259 C.E., Kublai’s brother the Great Khan died. Since Kublai had proven himself as a general, he believed he was the obvious replacement, but he had to fight another brother for power. Kublai won, and in 1264 C.E., he was named the Great Khan, ruling over land stretching from the Pacific Ocean to the Black Sea. Under his rule, the Mongol Empire reached its greatest extent.

Kublai did what his grandfather could not, which was to conquer China. However, Kublai also tried to promote economic growth and peace in China, honoring Chinese traditions. Through his policies, trade thrived, and the empire prospered.

» This portrait of Kublai Khan from the 1300s C.E. shows a similar style to the portrait of his grandfather Genghis Khan, which was also painted in the 1300s C.E.



Analyzing What did Kublai Khan achieve that was important?

remained in power because they agreed to Mongol control. The Mongols forced thousands of Koreans to build warships. Kublai Khan used these ships in two attempts to invade Japan. Both efforts ended in failure when huge storms destroyed much of the fleet.



In this European painting, created between the late 1300s C.E. to the early 1400s C.E., one of Kublai Khan's officials hands members of the Polo family a document that allows them to travel freely in China.

Analyzing Points of View Why did the artist portray Kublai Khan in European clothing?

Even with these setbacks, the Mongol Empire stretched from China to eastern Europe. As a result, Mongol China prospered from increased overland trade with many parts of the world. China traded tea, silk, and porcelain in exchange for goods such as silver, carpets, cotton, and spices. As trade expanded, Mongol emperors grew wealthy from taxes that were added to foreign goods coming into China.

One of the major trade cities during the Mongol's Yuan dynasty was Quanzhou, located on a large, natural harbor in southeast China. The Tang dynasty founded the city in the 700s C.E., and it became one of only a few cities where the Chinese and foreign merchants could trade directly. Chinese maps often identified the city as the starting point for sea-based trade with areas west of China.

Quanzhou's status as an official trade city brought merchants from Arabia, Persia, India, and Europe who often lived within the city. Quanzhou officials allowed foreign residents to practice their own religions. As a result, the city housed Muslim mosques, Hindu temples, Buddhist shrines, and Christian churches, in addition to sites where traditional Chinese religions were practiced.

✓ CHECK FOR UNDERSTANDING

1. **Describing** What was Marco Polo's reaction to seeing the city of Khanbaliq?
2. **Explaining** Why were the Mongols unable to conquer Japan?

LESSON ACTIVITIES

1. **Narrative Writing** People of the Mongol Empire told oral histories of Genghis Khan and his victories. Compose a narrative as an adventure story that a storyteller could use to tell an audience about the expansion of the Mongol Empire and how Genghis Khan's troops achieved victory.
2. **Evaluating Claims** Many historians believe Marco Polo's accounts of his travels are mainly accurate, although some question whether Polo ever actually made the journey to China. With other members of your group, research this debate further. Then collaborate on a position and make a presentation to the class arguing whether Marco Polo's writings were true or not.

Analyzing Sources: Late Silk Road



COMPELLING QUESTION

What were the push-pull factors for exploration?

Plan Your Inquiry

DEVELOPING QUESTIONS

Think about how the Silk Road and other trading routes revived in China's Middle Ages. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Create a graphic organizer like the one below. Write these Supporting Questions in your graphic organizer.

Supporting Questions	Primary Source	What this source tells me about the factors behind exploration	Questions the source leaves unanswered
	A		
	B		
	C		
	D		
	E		

ANALYZING SOURCES

Next, examine the primary sources in this lesson. Analyze each source by answering the questions that follow it. How does each source help you answer each Supporting Question you created? What questions do you still have? Write these in your graphic organizer.

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

Background Information

By the Middle Ages, people had long been traveling along the Silk Road between Asia and Europe. After the formation of the Mongol Empire in the 1200s, trade along the route flourished. Overland trade continued during the Ming dynasty that followed Mongol rule of China. Ming emperors also sent several expeditions to explore the lands along the shores of the Indian Ocean and Arabian Sea. These voyagers also carried trade goods, taking part in the thriving seaborne trade that connected regions from Southeast Asia to East Africa. Traveling these great distances required great effort. What motivated people to take these lengthy, expensive, and often dangerous journeys?

Push-pull factors are the conditions that cause people to move away from a place (a “push”) or to a place (a “pull”). These terms often refer to the conditions of immigration, but they can also describe motivations for exploration. Several conditions in the Middle Ages acted as push-pull factors to increase exploration.



This European print from the 1400s C.E. shows Marco Polo leaving Venice for one of his journeys.

Seagoing Trade

Trade within Asia and between Asia, Europe, and Africa did not begin in the Middle Ages. It had a long history reaching back into ancient times. While the traditional Silk Road meant carrying goods overland, merchants had long used sea routes as well. Doing so brought them to regions it would have taken too long to reach by land.

SECONDARY SOURCE: WEB ARTICLE

“**Maritime** trade was another extremely important branch of this global trade network. Most famously used for the transportation of spices, the maritime trade routes have also been known as the Spice Roads, supplying markets across the world with cinnamon, pepper, ginger, cloves and nutmeg from the Moluccas islands in Indonesia (known as the Spice Islands), as well as a wide range of other goods. Textiles, woodwork, precious stones, metalwork, incense, timber, and **saffron** were all traded by the merchants travelling these routes, which stretched over 15,000 kilometers, from the west coast of Japan, past the Chinese coast, through South East Asia, and past India to reach the Middle East and so to the Mediterranean.

The history of these maritime routes can be traced back thousands of years, to links between the Arabian Peninsula, Mesopotamia, and the Indus Valley Civilization. The early Middle Ages saw an expansion of this network, as sailors from the Arabian Peninsula forged new routes across the Arabian Sea and into the Indian Ocean. Indeed, maritime trading links were established between Arabia and China as early as the 8th century AD [700s C.E.]. Technological advances in the science of **navigation**, in astronomy, and also in the techniques of ship building combined to make long-distance sea travel increasingly practical. Lively coastal cities grew up around the most frequently visited ports along these routes, such as Zanzibar, Alexandria, Muscat, and Goa, and these cities became wealthy centres for the exchange of goods, ideas, languages and beliefs, with large markets and continually changing populations of merchants and sailors.”

— from “About the Silk Roads,” the United Nations Educational Scientific and Cultural Organization (UNESCO) web site

maritime relating to the sea

saffron a fragrant spice

navigation planning and directing the course of a ship to reach a destination

EXAMINE THE SOURCE

1. **Explaining** The author writes that maritime routes were utilized even at the time of Mesopotamia and the beginnings of civilization in the Indus Valley. What changed during the Middle Ages?
2. **Analyzing** What push factors and pull factors for travel are mentioned in the article?



» Spices in a market in present-day India

Marco Polo Describes the Port of Quanzhou

Marco Polo, a merchant from Venice, Italy, is one of the most famous travelers in history. His travels between 1271 and 1295 took him along the Silk Road to China. He visited many other locations in Asia on that journey and in the years he spent in China. His accounts of his travels fascinated Europeans when he returned home. In this excerpt from his account, Polo describes his arrival in Zai-tun, the name non-Chinese gave to the Chinese port of Quanzhou.



PRIMARY SOURCE: BOOK

“ At the end of the five days’ journey, you arrive at the noble and handsome city of Zai-tun, which has a port on the seacoast celebrated for the resort of shipping, loaded with merchandise, that is afterwards distributed through every part of the province on Manji. The quantity of pepper imported there is so considerable, that what is carried to **Alexandria**, to supply the demand of the western parts of the world, is trifling [unimportant] in comparison, perhaps not more than the hundredth part. It is indeed impossible to convey an idea of the number of merchants and the **accumulation** of goods in this place, which is held to be one of the largest ports in the world.”

» Illustration of a caravan on the Silk Road from the Catalan Atlas of 1375 C.E.

— from *The Travels of Marco Polo [The Venetian]*, edited and translated by Manuel Komroff

Alexandria a port city in Egypt

accumulation a quantity of things that has been gathered gradually

EXAMINE THE SOURCE

1. **Analyzing Points of View** What did Marco Polo think about Quanzhou? How does his description help you understand his point of view?
2. **Drawing Conclusions** What effect might Marco Polo’s writings have had on the Silk Road and other trade routes?

Zheng He's Fleet

Chinese contact with the outside world changed during the Ming dynasty. Curious about the world beyond China, Ming emperors sent large fleets on expeditions to explore other countries. The expeditions' goals were trade and demonstrating China's power. Zheng He (JUNG HUH) led these voyages. His expeditions were massive undertakings, with tens of thousands of men and dozens of massive junks, which were a kind of Chinese ship. This article describes Zheng He's first journey.

SECONDARY SOURCE: WEB ARTICLE

“Six centuries ago, a mighty **armada** of Chinese ships crossed the China Sea, then ventured west to Ceylon, Arabia, and East Africa. The fleet consisted of giant nine-masted junks [Chinese ships], escorted by dozens of supply ships, water tankers, transports for cavalry horses, and patrol boats. The armada's crew totaled more than 27,000 sailors and soldiers. The largest of the junks were said to be over 400 feet long and 150 feet wide. . . .

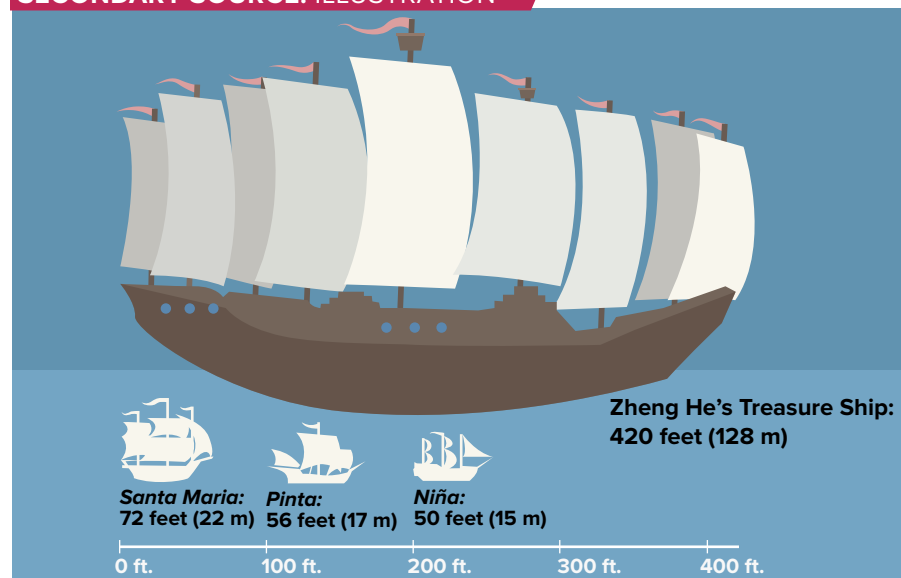
Seven times, from 1405 to 1433 [C.E.], the treasure fleets set off for the unknown. These seven great expeditions brought a vast web of trading links—from Taiwan to the Persian Gulf—under Chinese imperial control. This took place half a century before the first Europeans, rounding the tip of Africa in frail [weak] Portuguese **caravels**, ‘discovered’ the Indian Ocean.”

— from “Ancient Chinese Explorers” by Evan Hadingham, PBS.org, January 16, 2001

armada a fleet of ships

caravel small sailing ship used by Europeans from the 1400s to the 1600s

SECONDARY SOURCE: ILLUSTRATION



» Comparative sizes of Zheng He's flagship and Columbus's fleet

EXAMINE THE SOURCE

1. **Drawing Conclusions** What impression would people along Zheng He's journey likely have of China?
2. **Analyzing Points of View** Why does the author bring up the Portuguese journey around Africa in the last sentence of this text?

The Silk Road and Islam

Travelers on trade routes carried more than goods. Buddhism, Islam, Hinduism, and Christianity, as well as other religions spread east through China and to the Korean Peninsula as this source discusses.

SECONDARY SOURCE: WEB ARTICLE

“ Amongst some of the first cultural elements to reach the Korean Peninsula from the western regions of Central Asia via China were those associated with Buddhism, . . . introduced around the 5th century CE [400s C.E.] . . .

[L]ater, Islam also reached the Korean Peninsula. . . . Sources . . . suggest Arab merchants first made contact with the Korean Peninsula sometime during the latter half of the Unified Silla period (661–935 CE). . . .

While trade was the initial driver of exchange, a number of elements of Islamic culture were introduced. . . . [A]ccounts indicate that many Arab merchants remained . . . becoming part of Korean society and exchanging many different elements with the local population.”

— from “Did You Know? The Maritime Silk Roads and the Diffusion of Islam in the Korean Peninsula,” UNESCO

EXAMINE THE SOURCE

1. **Explaining** What pull factor resulted in the spread of religion throughout Asia?
2. **Making Connections** How do the patterns described in the source connect to life today?

Ibn Battuta Describes Mogadishu

Ibn Battuta, an Islamic scholar, traveled even farther than Zheng He. In 1325, he left Morocco to see the Muslim world. Eventually he reached the port of Quanzhou in China. His records of his journeys give a glimpse into life in many societies. In this excerpt, Ibn Battuta describes his arrival in what is now Mogadishu, Somalia.

PRIMARY SOURCE: BOOK

“ On leaving Zayla we sailed for fifteen days and came to Maqdashaw [Mogadishu], which is an enormous town. Its inhabitants are merchants and have many camels. . . . When a vessel reaches the port, it is met by *sumbuqs*, which are small boats, in each of which are a number of young men, each carrying a covered dish containing food. He presents this to one of the merchants on the ship saying ‘This is my guest,’ and all others do the same. Each merchant on disembarking goes only to the house of the young man who is his host, except those who have made frequent journeys to the town and know its people well; these live where they please. The host then sells his goods for him and buys for him, and if anyone buys anything from him at too low a price or sells to him in the absence of his host, the sale is regarded by them as invalid. This practice is of great advantage to them.”

— from *Travels in Asia and Africa*, 1325–1354 by Ibn Battuta, translated by H. A. R. Gibb, 1939

EXAMINE THE SOURCE

1. **Analyzing** What pull factor did Maqdashaw (Mogadishu) have for Ibn Battuta and the rest of his expedition?
2. **Comparing** What similarities do you see between Ibn Battuta’s and Marco Polo’s writing about their experiences?



» Ibn Battuta in Egypt, [illustration 1800s]

Complete Your Inquiry

EVALUATE SOURCES AND USE EVIDENCE

Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

1. **Synthesizing** What were the dominant push and pull factors behind the journeys in these sources?
2. **Analyzing Points of View** Based on Marco Polo’s and Ibn Battuta’s accounts, what do you think motivated them to spend their lives away from home?
3. **Gathering Sources** Which sources helped you answer the Supporting Questions and the Compelling Question? Which sources, if any, challenged what you thought you knew when you first created your Supporting Questions? What information do you still need in order to answer your questions? What other viewpoints would you like to investigate? Where would you find that information?
4. **Evaluating Sources** Identify the sources that helped answer your Supporting Questions. How reliable is each source? How would you verify this?

COMMUNICATE CONCLUSIONS

5. **Collaborating** Chinese emperors had different ideas about launching expeditions to other parts of the world. Some encouraged endeavors like Zheng He’s. Others did not want to prioritize exploration. With a partner, form an argument for why it was in a government’s best interest to fund the journeys of traders and explorers.

TAKE INFORMED ACTION

Write an Editorial Push-pull factors affect exploration and trade. They are more commonly used to discuss reasons for immigration and other forms of relocation. What would people gain (pull) by moving to your area? Write an editorial to appeal to different groups of people to relocate to your community. Work with your teacher to publish it on a local social media site.

The Ming Dynasty

READING STRATEGY

Analyzing Key Ideas and Details Read closely to identify the causes and effects of the voyages of Zheng He. Use a chart like this one to organize the information. Cite examples from the text to identify the long-term effects of the voyages on China.

Voyages of Zheng He

Causes

- 1.
- 2.



Effects

- 1.
- 2.

The Ming Dynasty

GUIDING QUESTION

How did Ming rulers bring peace and prosperity to China?

After Kublai Khan died in 1294 C.E., a series of weak emperors came to the throne. Mongol power in China began to decline, and problems increased for the Yuan dynasty. The government spent too many resources on foreign conquests. At the same time, many officials stole from the treasury and grew wealthy. Yuan rulers lost the respect of the people. As a result, many Chinese resented Mongol controls.

The Rise of the Ming

Unrest swept through China and finally ended Mongol rule. In 1368 C.E., a rebellion leader named Zhu Yuanzhang (JOO YWAHN•JAHNG) became emperor. Zhu reunited the country and then set up his capital at Nanjing (NAN•JIHNG) in southern China. There, he founded the Ming, or “Brilliant,” dynasty. The Ming dynasty would rule China for the next 300 years, through a number of reforms and the technological advances of their military.

As emperor, Zhu took the name Hong Wu (HAHNG WOO). He brought peace and order, but he was also a harsh leader. Hong Wu trusted few people and punished officials that he suspected of treason, or disloyalty to the government.



Born a peasant and orphaned at the age of 16, Zhu Yuanzhang was unlikely to become emperor. Yet he succeeded in becoming a military leader and overthrowing the Yuan dynasty.

Analyzing Visuals At which stage of his life do you think this portrait was painted? Explain your reasoning.

After Hong Wu died in 1398 C.E., his son became emperor and took the name of Yong Le (YUNG LEE). Yong Le was determined to be a powerful ruler. In 1421 C.E., he moved the capital north to Beijing. There, he built the Imperial City, a large area of palaces and government buildings. The center of this area, known as the Forbidden City, was where the emperor and his family lived. Only top government officials were allowed to enter the Forbidden City.

The Forbidden City had beautiful gardens and palaces with thousands of rooms. China's emperor and court lived there in luxury for more than 500 years. The buildings of the Forbidden City still stand. You can visit them if you travel to China today.

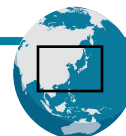
Ming emperors needed government officials to carry out their decisions. To make sure that officials took their jobs seriously, the emperors brought back the civil service examinations. As they had been during the Tang and Song dynasties, the tests were extremely difficult and required years of preparation.

One responsibility of officials was to carry out a **census** (SEHN•suhs), or a count of the number of people in China. The census helped officials identify the people who owed taxes.

The strong government of the early Ming emperors provided peace and security. As a result, the Chinese economy began to grow. Hong Wu rebuilt many canals and farms. He also ordered that new roads be paved and new forests planted. Agriculture thrived as farmers worked on the new lands and grew more crops.

Ming rulers also repaired and expanded the Grand Canal. This allowed merchants to ship rice and other products between southern and northern China. Chinese traders introduced new types of rice from Southeast Asia that grew faster. More food was available to the growing number of people living in cities.

census a count of the number of people in a country



Ming China 1368–1644 C.E.

During the Ming dynasty, Emperor Yong Le moved the capital to Beijing.



GEOGRAPHY CONNECTION

- Exploring Place** What feature formed the northern border of Ming China?
- Spatial Thinking** Which two Chinese cities were best located to carry out seagoing trade? Why do you think so?



The walled complex called the Forbidden City covers nearly 178 acres (72 hectares).

Analyzing Visuals What features in this photograph suggest that the Forbidden City was carefully planned before it was built?

The Ming also supported the silk industry, and they encouraged farmers to start growing cotton and weaving cloth. For the first time, cotton became the cloth worn by most Chinese.

Arts and Literature

The arts flourished during the Ming dynasty. Newly wealthy merchants and artisans wanted entertainment and could afford printed books and trips to the theater. During the Ming period, Chinese writers produced **novels**, or long fictional stories. One of the most popular was *Romance of the Three Kingdoms*. It described military rivalries at the end of the Han period.

Many novels of the time were written in vernacular, or everyday language. Writers avoided formal language to tell their tales. Instead they tried to make their stories sound as

novel a long, fictional story

if they had been told aloud by storytellers. Chinese dramas highlighted stage actors in costumes performing stories of the day by using words, music, dance, and symbolic gestures.

✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect How did the strong government of the Ming dynasty influence life in China?

Chinese Exploration

GUIDING QUESTION

How did Chinese contact with the outside world change during the Ming dynasty?

Early Ming emperors wanted to know more about the world outside of China and to expand Chinese influence abroad. Ming emperors built a large fleet of ships to sail to other countries.

The ships, known as junks, usually traveled along the coast of China. They could also sail on the open sea. Between 1405 and 1433 C.E., Ming emperors sent the Chinese fleet on seven overseas voyages. They wanted to trade with other kingdoms and demonstrate Chinese power. They also wanted to demand that weaker kingdoms pay tribute to China.

The leader of these journeys was a Chinese Muslim and court official named Zheng He (JUNG HUH), or Chengho as he was also called. The voyages of Zheng He were impressive. On the first voyage, nearly 28,000 men sailed on 62 large ships and 250 smaller ships. The largest ship was more than 440 feet (134 m) long. That was more than five times as long as the *Santa María* that Christopher Columbus sailed almost 90 years later.

The Travels of Zheng He

Zheng He took his first fleet to Southeast Asia. In later voyages, he reached the western coast of India and the city-states of East Africa. Zheng He wrote about his travels:

“ We have traversed [traveled] more than 100,000 li [30,000 mi. or 50,000 km] of immense water spaces and have beheld in the ocean huge waves like mountains rising sky-high, . . . and we have set eyes on barbarian [foreign] regions far away, hidden in a blue transparency of light

vapours [fog], while our sails, loftily unfurled like clouds, day and night continued their course, rapid like that of a star, traversing [crossing] those savage waves.”

—Zheng He, from tablet erected in Fujian, China, 1432 C.E.

At the different ports he visited, Zheng He traded Chinese goods, such as silk, paper, and porcelain. He returned with items unknown in China. For example, Zheng He brought giraffes and other animals from Africa, which fascinated Emperor Yong Le. Yong Le placed them in his imperial zoo in Beijing. Zheng He also brought back visitors from the outside world, including representatives from South and Southeast Asia. The voyages of Zheng He encouraged Chinese merchants to settle in Southeast Asia and India. In these places, they traded goods and spread Chinese culture.

Despite these benefits, Chinese officials complained that the **ongoing** trips cost too much. They also said that these voyages would introduce unwanted foreign ideas. Some officials also believed that being a merchant was an unworthy and selfish occupation. A Confucian teaching said that people should place loyalty to society ahead of their own desires.

ongoing continuing



This statue of Zheng He, from an unknown date, stands at a Chinese Daoist temple in Java, Indonesia.

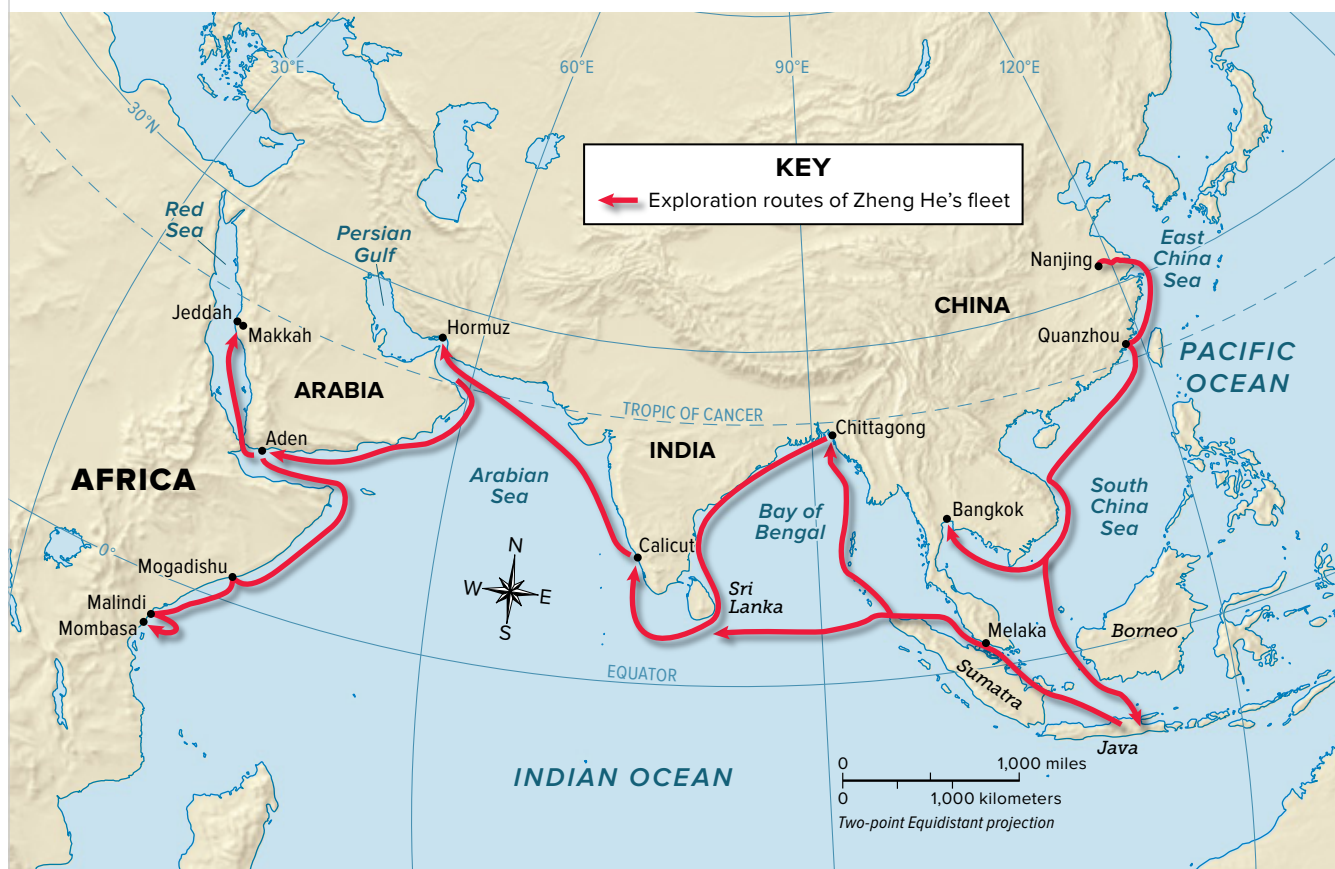
Analyzing Visuals

What does the location of this statue of Zheng He suggest?



The Voyages of Zheng He 1405–1433 C.E.

Zheng He traveled far from China and brought back many exotic items. He also spread Chinese culture.



GEOGRAPHY CONNECTION

1. **Spatial Thinking** Where was Zheng He's most distant stop from China?
2. **Patterns and Movement** What advantages would Zheng He's routes give him that people traveling over land from China did not have?

After Zheng He died in 1433 C.E., Confucian officials convinced the emperor to end the voyages. The fleet's ships were taken apart, and the construction of seagoing vessels was stopped. As a result, China's trade with other countries declined sharply. Within 50 years, the Chinese shipbuilding technology became outdated.

Arrival of Europeans

Ming China was not able to cut off all contact with the rest of the world. In 1514 C.E., ships from the European country of Portugal (POHR•chih•GUHL) arrived off the coast of southern China. It was the first direct contact between China and Europe since the journeys of Marco Polo.

The Portuguese wanted to trade with China and **convert** the Chinese to Christianity. At the time, the Ming government paid little attention to the arrival of the Portuguese. China was a powerful civilization and did not feel threatened by outsiders. To the Chinese, the Europeans were **barbarians** (bah•BEHR•ee•uhn•z), or uncivilized people.

At first, local officials refused to trade with the Portuguese. The Chinese hoped the foreigners would give up and go home. By 1600 C.E., however, the Portuguese had built a trading post at the port of Macao (muh•KAU) in southern China.

convert to accept a new belief; to bring from one belief to another

barbarian an uncivilized person



This engraving from an American magazine from the 1850s C.E. shows the port of Macao in southern China.

Analyzing Visuals Based on the image, how did Macao's location benefit the Portuguese?

Portuguese ships carried goods between China and Japan. Trade between Europe and China, however, remained limited. China was unified under a powerful central government and too strong militarily for European powers to conquer or pressure into accepting more trade and interaction.

Despite limited contact, European ideas did reach China. Christian missionaries made the voyage to China on European merchant ships. Many of these missionaries were Jesuits, a group of Roman Catholic priests. The Jesuits were highly educated and hoped to establish Christian schools in China. Their knowledge of science impressed Chinese officials. However, the Jesuits did not convince many Chinese to accept Christianity.

The Fall of the Ming

After a long period of growth, the Ming dynasty began to weaken. Dishonest officials took over the country. They placed heavy taxes on farmers. The farmers objected to the taxes and began to revolt. In the summer of 1644 C.E., a rebel army entered Beijing and forced out the last Ming emperor.

As the Ming dynasty collapsed, a people from the north, the Manchus, prepared to invade a weakened China. Their ancestors had ruled North

China in the 1200s C.E. but were conquered by the Mongols. The Manchus defeated the Chinese armies and captured Beijing. In 1644 C.E., they set up a new dynasty called the Qing (CHEENG) dynasty.

✓ CHECK FOR UNDERSTANDING

1. **Explaining** Why did Chinese officials oppose voyages such as Zheng He's?
2. **Identifying Cause and Effect** What effect did the arrival of the Jesuits have on the Chinese?

LESSON ACTIVITIES

1. **Argumentative Writing** You are Zheng He, and government officials have threatened to stop supporting your voyages. Write a letter to persuade these officials to let you continue traveling. Give at least three reasons why you should be allowed to continue.
2. **Presenting** You and your classmates are advisers to the Qing dynasty, which came to power in 1644 C.E. Reflect on the successes and failures of the Ming dynasty. Work with a small group to make a presentation to the Qing emperor advising him on what to do and what to avoid doing in order to be a successful emperor.

Reviewing China in the Middle Ages

Summary

Dynasty (Dates)	Important Figures	Advances
Sui Dynasty (581–618 C.E.)	<ul style="list-style-type: none"> • Wendi • Yangdi 	<ul style="list-style-type: none"> • repairs to the Great Wall • building of the Grand Canal
Tang Dynasty (618–907 C.E.)	<ul style="list-style-type: none"> • Taizong • Empress Wu 	<ul style="list-style-type: none"> • restoration of a strong central government • return of civil service examinations • expansion to Tibet • increased trade on Silk Road • invention of gunpowder • golden age of poetry • creation of porcelain items
Song Dynasty (960–1279 C.E.)		<ul style="list-style-type: none"> • rise of neo-Confucianism • invention of movable type • printing of paper money • invention of magnetic compass • landscape painting
Mongol Rule (Yuan Dynasty) (1279–1368 C.E.)	<ul style="list-style-type: none"> • Genghis Khan • Kublai Khan 	<ul style="list-style-type: none"> • height of China's wealth and power • increased trade • ended civil service examinations
Ming Dynasty (1368–1644 C.E.)	<ul style="list-style-type: none"> • Hong Wu • Yong Le • Zheng He 	<ul style="list-style-type: none"> • building of the Forbidden City • return of civil service examinations • use of a census • weaving of silk and cotton cloth • flourishing of arts, including novels • exploration to world ports

Checking For Understanding

Answer the questions to see if you understood the topic content.

IDENTIFY AND EXPLAIN

1. Define each of the following terms.
- A. neo-Confucianism

E. terror

B. orthodoxy

F. census

C. steppe

G. convert

D. regime

H. barbarian

REVIEWING KEY FACTS

2. **Identifying** What are some ways that Sui and Tang rulers rebuilt China?
3. **Contrasting** How was the rule of Taizong different from the rule of Yangdi?
4. **Identifying Cause and Effect** What factors helped the economy of Tang China flourish?
5. **Analyzing** Why did Buddhism eventually lose favor with Tang rulers?
6. **Summarizing** Which philosophy had the official support of the Tang and Song dynasties? Why?
7. **Identifying** Why was the Chinese invention of gunpowder important to the Chinese military?
8. **Explaining** What methods did Genghis Khan and the Mongols use to create their empire?
9. **Summarizing** How were the Mongols able to rule China successfully under Kublai Khan?
10. **Identifying** Who were Hong Wu and Yong Le, and how did they impact China?
11. **Explaining** What happened when traders from Portugal attempted to establish relations with Ming China?

CRITICAL THINKING

12. **Inferring** What was the greatest accomplishment of the Sui dynasty? Explain.
13. **Analyzing** What were the benefits of the Tang dynasty extending its borders west along the Silk Road? What were the costs?
14. **Explaining** Why did Buddhism become popular among the Chinese as the Han dynasty was in decline?
15. **Inferring** What opinion do you think most Chinese people had toward the scholar-officials of Tang and Song China? Explain.
16. **Speculating** Which innovation of the Tang or Song dynasty do you believe has had the greatest impact on world history? Explain.
17. **Explaining** How did the changes to the Mongol system instituted by Genghis Khan make it easier for the Mongols to build their empire?
18. **Evaluating** Do you believe Kublai Khan was an effective ruler? Why or why not?
19. **Analyzing** During the Ming dynasty, how did the Chinese and Europeans view interactions with each other differently?
20. **Explaining** How did the Ming dynasty represent a revival of Chinese culture?

NEED EXTRA HELP?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10
Review Lesson	2, 4, 6	2	2	2	2	2	3	4	4	6

If You've Missed Question	11	12	13	14	15	16	17	18	19	20
Review Lesson	6	2	2	2	2	3	4	4	6	6

Apply What You Have Learned

A Understanding Multiple Perspectives

The journals of explorers, traders, and travelers give us a glimpse into life in the past. The travelers' observations highlight cultural differences and exchanges. Read the following texts describing experiences of two travelers to China in the Middle Ages.

“It [El Zaitun] is a large city, and in it they make the best flowered and colored silks, as well as satins, which are therefore preferred to those made in other places. Its port is one of the finest in the world. I saw in it about one hundred large junks [ships]; the small vessels were innumerable [numerous]. It is a large estuary [outlet] of the sea, running into the land until it meets the great river. In this, and other Chinese towns, each inhabitant has a garden and some land, in the centre of which is his house; and on this account, it is that their cities are so large.”

— Ibn Battuta, 1355 C.E., describing the city known today as Quanzhou, in *The Travels of Ibn Battuta*

“The streets are so straight and wide that you can see right along them from end to end and from one gate to the other. And up and down the city there

are beautiful palaces, and many great and fine hostleries [inns], and fine houses in great numbers. All the plots of ground on which the houses of the city are built are foursquare, and laid out with straight lines; all the plots being occupied by great and spacious palaces, with courts and gardens of proportionate size. All these plots were assigned to different heads of families. Each square plot is encompassed [enclosed] by handsome streets for traffic; and thus the whole city is arranged in squares just like a chess-board, and disposed in a manner so perfect and masterly that it is impossible to give a description that should do it justice.”

— Marco Polo, “Concerning the City of Cambaluc [Khanbaliq],” 1297 C.E.

ACTIVITY Discussing Two Viewpoints of

China What do Ibn Battuta and Marco Polo focus on in their descriptions? What do those descriptions suggest about Chinese society at the time? How do you think they both viewed the life of Chinese people in the cities? Compare and contrast the points of view of the two writers. Then discuss with a partner the value of having these pieces of writing from the travelers.

B Debating an Issue

Outside of the time of Mongol rule, China was governed by four Chinese dynasties during the Middle Ages: the Sui, Tang, Song, and Ming. The area ruled by these dynasties varied under these dynasties due to the power of China's military as compared to outside forces. Whether characterized by peace and economic growth or conflict and hardship, each dynasty made advancements in technology and the arts.

ACTIVITY Debating the Dynasty With the

Greatest Accomplishments Which dynasty do you think had the greatest accomplishments? Choose a dynasty from in this topic and list its achievements and reasons they are important. Debate with a classmate who chose a different dynasty. Take note of the weaknesses of the various dynasties to counter your classmate's argument about their chosen dynasty. Be prepared to defend the weaknesses of the dynasty that you chose.

C Understanding Chronology

Five dynasties rose and fell during the Middle Ages in China. Many important events and advances occurred during this era. Though China had been in contact with other societies for some time, increased travel on the Silk Road and sea routes at this time expanded China's influence. The Mongolian invasion brought China under a massive land empire that led to further cultural blending.

ACTIVITY Creating a Time Line of China in the Middle Ages Create a time line showing significant dates, events, and developments in China during the Middle Ages. Use the text or conduct online research to help you. Make sure to include information about

- important government policies and actions,
- key figures of the period,
- technological advances,
- artistic advances,
- explorers' accomplishments.

Use presentation software or art supplies to create a time line that includes the images and text. Present your work to the class.

D Making Connections to Today

In imperial China, officials were required to pass examinations to work for the government. Their examinations were based on the writings of Confucius. Civil servants are a major part of the American workforce today. Civil servants work for the public in government roles. These include postal delivery, the armed forces, education, and law enforcement.



ACTIVITY Redesigning a Civil Service Test If you were redesigning civil service exams in the United States today, which subjects do you think should be tested? Write a plan for a test that people would take in order to show they were ready for a civil service job. You may want to research civil service jobs online to see what kinds of roles and responsibilities people might have. List the subjects that should appear on the test and write an explanation as to why each one is included. Then discuss with a partner whether any of these subjects could reflect the teachings of Confucius.