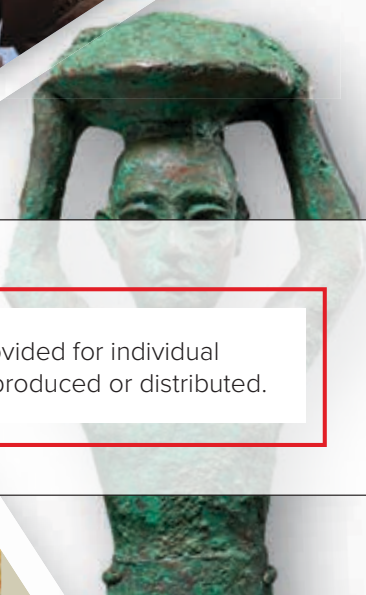


TEACHER EDITION

WORLD HISTORY

Voices and Perspectives



© McGraw Hill 2023 all rights reserved. This material is provided for individual evaluation purposes only and may not be downloaded, reproduced or distributed.

**Mc
Graw
Hill**

TOPIC 13 • OVERVIEW PLANNER

China in the Middle Ages

LEARNING OBJECTIVES

Knowledge:

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

Skills:

- explain how innovations reflected the values of medieval Chinese society
- describe the push-pull factors for exploration
- recall key events of China in the Middle Ages

SUGGESTED PACING GUIDE

	LESSONS	DAYS	PLANNNER PAGE
01	INTRODUCTION Introducing China in the Middle Ages	1	457D
02	LEARN THE EVENTS The Sui, Tang, and Song Dynasties	1	457E
03	INQUIRY ACTIVITY Analyzing Sources: Achievements of the Tang and Song COMPELLING QUESTION: How did innovation reflect the values of medieval Chinese society?	2	457F
04	LEARN THE EVENTS China Under Mongol Rule	1	457G

	LESSONS	DAYS	PLANNNER PAGE
05	INQUIRY ACTIVITY Analyzing Sources: Late Silk Road COMPELLING QUESTION: What were the push-pull factors for exploration?	2	457H
06	LEARN THE EVENTS The Ming Dynasty	1	457I
07	REVIEW AND APPLY Reviewing China in the Middle Ages	1	457J
TOTAL TIME		9	

Key for Using the Teacher Edition

Differentiation

All activities are written for the on-level student unless otherwise marked with the leveled labels below.

- BL** Beyond Level
- AL** Approaching Level
- ELL** English Language Learners

Flexible Grouping Options

Each activity includes a suggestion for how to group students.

- INDIVIDUAL** Independent Activity
- SMALL GROUP** Pairs or Small Group Activity
- WHOLE CLASS** Whole Class Activity

Digital Learning

Online activities, including interactive learning activities and digital worksheets, are identified by **GO ONLINE**.

Time on Task

Each activity includes a suggested amount of time it will take to complete. **XX MIN**

Assessment

A variety of assessments are available to help you evaluate student learning. Print assessments can be copied and distributed to students, while digital assessments are available online. Digital assessments offer automatic grading on multiple-choice, true/false, matching, and fill-in-the-blank questions. Digital test banks allow you to select individual questions and write new questions in order to create a customized assessment.

Formative Assessment Options

- Pre-Assessment Test
- Student Edition Lesson Activities
- SmartBook Adaptive Learning
- Self-Check Lesson Quizzes
- Inquiry Journal

Summative Assessment Options

- Lesson Quizzes 2–6
- Topic Tests, Forms A and B
- Project-Based Learning: Hands-On Topic Project

Project-Based Learning

Project-Based Learning (PBL) encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop Social and Emotional Learning (SEL) skills.

GO ONLINE Topic 13: Hands-On Topic Project

Developing a Travel Guide for the Silk Road Students work in small groups to research the Silk Road using the Student Edition and other credible sources. Groups research four to five cities that existed along the Silk Road during the period of Mongol rule of China. Then students plan a travel guide to assist merchants with their travel between those cities.

The travel guide can be printed as a booklet or developed as a Web site but must include information about the resources a traveler should pack, the safest route between the cities, specific geographic features on the route, tips for safe travel, and the goods they should take with them to trade.
 SMALL GROUP 90 MIN

Spanish Resources

Online resources in Spanish include the Student Edition eBook, Inquiry Journal, online assessments, and closed-captioning for videos. For additional purchase, the print Student Edition, print Inquiry Journal, and print Topic Tests and Lesson Quizzes are available in Spanish.

Inquiry Journal

The Inquiry Journal is a Student Worktext that provides primary and secondary sources and inquiry tools to help students explore a Compelling Question. There is a guided Inquiry Activity that aligns to each topic of the Student Edition.

Topic 13 Inquiry: Genghis Khan

? COMPELLING QUESTION:

What traits make a leader effective?

Supporting Questions are related to the Compelling Question and should help students focus on facts and content needed to answer the Compelling Question. Sample Supporting Questions for this Inquiry include:

- What methods and strategies did Genghis Khan use to rule the Mongols and others?
- What did the Mongols accomplish under Genghis Khan’s leadership?
- How did Genghis Khan become a leader, and what was he like?

Excerpts from the following sources are included:

SECONDARY SOURCE A: BOOK *Genghis Khan: His Life and Legacy*, by Paul Ratchnevsky, 1991

PRIMARY SOURCE B: BOOK *The Secret History of the Mongols: The Life and Times of Chinggis Khan*, translated by Urgunge Onon, c. mid-1200s C.E.

SECONDARY SOURCE C: BOOK *Genghis Khan: History’s Greatest Empire Builder*, by Paul Lococo, Jr., 2008

SECONDARY SOURCE D: SCULPTURES Mongol warrior statues

SECONDARY SOURCE E: BOOK *Genghis Khan and the Mongol Empire*, edited by William W. Fitzhugh, Morris Rossabi, and William Honeychurch, 2009

Strategies for Differentiated Instruction

APPROACHING LEVEL STRATEGIES		
<p>READING SUPPORT</p> <p>Using Selective Highlighting to Organize Ideas Display a section of a lesson and ask a volunteer to read the passage. After each paragraph, call on students to identify the main idea and the supporting details. Model highlighting these two elements using two different colors. Emphasize to students that you are highlighting only the important facts or key vocabulary rather than the entire sentence. After demonstrating the technique with one section, have students work independently or in pairs to practice the skill with the next text section. Afterward, review what students have highlighted and make any needed suggestions. Ask students to write a summary paragraph based on what they highlighted.</p>	<p>WRITING SUPPORT</p> <p>Developing Quiz Questions Have partners work together to write a set of five quiz questions about China in the Middle Ages on one of these categories: Dynasties, Mongols, Culture, Technology, Society, and Important People. Remind students that their questions should focus on the most important content. When the partners have completed their question sets, organize the class into a review quiz. Give each pair the chance to read a question aloud and then ask the rest of the class to volunteer to answer. Continue with the activity until each pair has asked at least two of their questions. Caution students to avoid asking any question that covers a topic already asked.</p>	<p>HISTORICAL THINKING SUPPORT</p> <p>Finding Clues to Cause and Effect Review words that indicate events linked as cause and effect, such as <i>because</i>, <i>since</i>, and <i>as a result</i>. Then organize students into pairs and tell them they are “cause detectives.” As partners read through a lesson, have them separately flag examples of causes and effects in China (such as changes made when a new dynasty takes power or the results of a new technology). They can note each instance using sticky notes, digital highlighting, or a running list. When both students in a pair have finished a lesson, the partners should look over what they have each flagged and discuss possible common themes, such as changes in government, the actions of individuals, or the influences of people or groups from outside China.</p>
ENGLISH LEARNER STRATEGIES		
<p>READING SUPPORT</p> <p>Identifying Sequence of Events Review words that indicate the sequence of events, such as <i>before</i>, <i>later</i>, <i>then</i>, <i>after</i>, <i>next</i>, and <i>finally</i>. Then organize students into pairs. Have each partner work from a different section of the lesson to write down two or three events, putting each event on its own card or slip of paper. Partners should then exchange events. Each student should work to put the events in the correct order, adding an appropriate sequencing word at the beginning of each sentence. Have students read their sentences to their partner.</p>	<p>WRITING SUPPORT</p> <p>Writing Complex Sentences Model for students how to decode complex sentences by pointing to examples in a lesson. Look for sentences beginning with dependent clauses, signaled by words such as <i>although</i>, <i>while</i>, <i>after</i>, or <i>when</i>. Show students how sentences can be broken into two or three clauses by punctuation such as commas or semicolons or by conjunctions. As students read lessons, encourage them to note any complex sentences. Depending on their level of comfort, have them either rewrite each complex sentence as two sentences or rewrite the sentence in their own words.</p>	<p>SPEAKING AND LISTENING SUPPORT</p> <p>Pronouncing Words in Context Help students become comfortable with saying unfamiliar names of people or places. Have students use the pronunciation guides in the text, practicing saying each person or place name two or three times. Then have them read aloud a sentence from the text that uses the name. Encourage students to use the name in a discussion with another student about the context in which it appears. You might pair emerging and expanding learners with bridging learners to hold a back-and-forth conversation in which the words are both pronounced and used in context.</p>
BEYOND LEVEL STRATEGIES		
<p>HISTORICAL THINKING EXTENSION</p> <p>Presenting About Chinese Art or Technology Have pairs conduct online research to identify five or six representative examples of art or new technologies from one of the dynasties discussed in the topic. They should find images that display the art or technology and develop a brief talk that describes the period in which it was created, the materials used, the way it was made, and how it reflects the values or ideas of the period or, in the case of a piece of technology, how it affected Chinese society. Have partners work together to present their examples, sharing the time equally. After their presentations, pairs should ask for questions from their classmates and respond to the best of their knowledge.</p>	<p>WRITING EXTENSION</p> <p>Writing a Biography Have students choose one of the individuals discussed in the topic. The choice could be a ruler or a cultural figure. Students should write a mini-biography that explains the person’s background, training or preparation, career, and importance, including the way he or she is perceived in Asian societies today. Suggest that students do some research using reliable online or print resources. They can supplement their biographies with images suggesting the individual’s life and work. If students prefer, they can make their biography in the form of a graphic novel or podcast.</p>	<p>SPEAKING AND LISTENING EXTENSION</p> <p>Promoting Chinese and Mongol Achievements Give students the following prompt: Which achievement was most significant—building the Grand Canal, rebuilding the Great Wall, reviving the Silk Road, or carrying out the voyages of Zheng He? Organize students into groups of four. Each group member should choose one achievement, so that all four are represented in each group. Students should research their achievement. They might consider the resources required to achieve it, how long it lasted, and its impact on the culture and society of China and other lands. Have students make a brief presentation to their group promoting their achievement, while other group members take notes. Afterward, have the class vote on which of the four achievements is the most significant.</p>

LESSON 01 • INTRODUCTION PLANNER

Introducing China in the Middle Ages

LEARNING OBJECTIVES

Knowledge:

- the five dynasties that ruled China between 600 and 1644 C.E.
- how the Mongol empire became one of the largest empires in history
- how China had become a well-developed civilization in East Asia by the Middle Ages
- medieval China’s connections to societies in other parts of Asia and Europe



Skills:













- describe how the Mongol empire’s geography presented challenges to travelers
- explain how Silk Road trade connected China to other parts of the world
- analyze the role of navigational technology in medieval China

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE pp. 458–459			
<input type="checkbox"/> Speculating About Imperial China	H	10 min	Whole Class
<input type="checkbox"/> Describing the Forbidden City	H	45 min	Small Group
 Digital Option: Creating a Forbidden City Web Page		60 min	Individual
<input type="checkbox"/>  GO ONLINE Pre-Assessment Topic Test Assign a test to assess student background knowledge of the topic.		20 min	Individual
<input checked="" type="checkbox"/> Drawing Conclusions About the Influence of Imperial China	H	20 min	Whole Class
<input type="checkbox"/> Special Needs Strategy: Emotional Disturbance			
<input type="checkbox"/> Informative Writing About Ming Porcelain	W	40 min	Individual
ACTIVATE PRIOR KNOWLEDGE pp. 460–461			
<input type="checkbox"/> Comparing and Contrasting Confucius and Laozi	R	10 min	Whole Class
<u>Differentiate the Activity</u> Comparing and Contrasting Chinese Philosophies BL		60 min	Individual
<input checked="" type="checkbox"/> Analyzing the Theme of Connecting to Other Societies	R	20 min	Small Group
<input type="checkbox"/> English Learners Scaffold Analyzing Central Ideas About China’s Past		15 min	Small Group

KEY:			
 Civics	 Reading	 Beyond Level	
 Economics	 Speaking and Listening	 Approaching Level	
 Geography	 Writing	 English Language Learners	
 Historical Thinking			
Title	Skill	Pacing	Grouping
ACTIVATE PRIOR KNOWLEDGE continued			
<input type="checkbox"/>  GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand the lesson content.		20 min	Individual
<input type="checkbox"/>  GO ONLINE Hands-On Topic Project Developing a Travel Guide for the Silk Road		90 min	Small Group
<u>Differentiate the Activity</u> Creating an Illustrated Map of the Silk Road AL		90 min	Small Group
<input type="checkbox"/> Using Maps to Understand the Mongol Empire	G	10 min	Whole Class
<input type="checkbox"/> Global Connections Countries That Were Once Part of the Mongol Empire		15 min	Individual
<input type="checkbox"/> Active Classroom Activity Jigsaw About Trade Routes		20 min	Small Group
PREVIEW THE LEARNING p. 462			
<input type="checkbox"/> Speculating About the Impact of Events on a Time Line	H	20 min	Whole Class
<input type="checkbox"/> Social and Emotional Learning: Self-Management Setting Goals		10 min	Individual
<input checked="" type="checkbox"/> Making Inferences About Imperial China	H	5 min	Individual
<input type="checkbox"/> Culturally Responsive Connections			

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- An Audio read is available for the Student Edition Lesson.
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- Hands-On Topic Project: Developing a Travel Guide for the Silk Road
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

LESSON 02 • LEARN THE EVENTS PLANNER

The Sui, Tang, and Song Dynasties

LEARNING OBJECTIVES

Knowledge:

- the unification of China under the Sui dynasty
- the restoration of a strong central government and opposition to Buddhism by Tang rulers
- economic prosperity and cultural achievements in China under the Song dynasty
- how Tang and Song rulers used Confucianism and civil service examinations to strengthen government

Skills:

- explain how China rebuilt its empire after years of wars
- provide reasons why Buddhism became popular in Tang China
- identify how Confucian ideas shaped China’s government
- analyze how civil service examinations affected Chinese society

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activity options for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 463			
✓ Describing the Origin of the Sui Dynasty	R	5 min	Whole Class
TEACH pp. 463–468			
✓ Evaluating Yangdi’s Rule	H	15 min	Whole Class
<input type="checkbox"/> GO ONLINE Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
<input type="checkbox"/> Interpreting Data on a Map of the Tang Dynasty		5 min	Whole Class
<input type="checkbox"/> Making Connections to Today, Analyzing Continuity in Chinese Infrastructure		30 min	Small Group
Digital Option: Making a Documentary		45 min	Small Group
<input type="checkbox"/> English Learners Scaffold Reading a Text Closely to Pronounce Unfamiliar and Foreign Words		30 min	Individual
<input type="checkbox"/> Role Playing the Part of a Chinese Emperor	SL	45 min	Small Group
<input type="checkbox"/> Narrative Writing About Chinese History	W	20 min	Individual
<u>Differentiate the Activity</u> Gathering Evidence About Chinese History BL		30 min	Individual
<input type="checkbox"/> Using Maps to Analyze Why the Chinese Moved Their Capital	G	10 min	Whole Class
<input type="checkbox"/> Special Needs Strategy: Autism Spectrum			
<input type="checkbox"/> Summarizing the Role of Buddhism in Tang China	R	25 min	Whole Class
<input type="checkbox"/> Active Classroom Activity Readings in Buddhism and Confucianism		45 min	Whole Class

KEY:

Civics	Reading	Beyond Level
Economics	Speaking and Listening	Approaching Level
Geography	Writing	English Language Learners
Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Social and Emotional Learning: Relationship Skills , Listening to Others		20 min	Whole Class
<input type="checkbox"/> Making Inferences and Finding Context	H	10 min	Whole Class
<u>Differentiate the Activity</u> Understanding Neo-Confucianism AL		15 min	Small Group
<input type="checkbox"/> Culturally Responsive Connections		15 min	Whole Class
<input type="checkbox"/> GO ONLINE History and Civics Activity The Civil Service AL		20 min	Individual
<input type="checkbox"/> Making Connections to Today Civil Service Examinations		10 min	Whole Class
REVIEW p. 468			
✓ Explanatory Writing About the Sui, Tang, and Song Dynasties	W	25 min	Individual
<input type="checkbox"/> GO ONLINE Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
<input type="checkbox"/> GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand lesson content.		20 min	Individual
ASSESS p. 468			
<input type="checkbox"/> GO ONLINE Lesson 2 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review and Apply Activity
- Guided Reading Activity

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials
- Lesson Quiz

For Students With Special Needs

- Guided Reading Activity
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- History and Civics Activity
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

LESSON 03 • INQUIRY ACTIVITY PLANNER

Analyzing Sources: Achievements of the Tang and Song

COMPELLING QUESTION:

How did innovations reflect the values of medieval Chinese society?

LEARNING OBJECTIVES

Knowledge:

- the impact of new discoveries and inventions on society during the Tang and Song dynasties
- the Daoist belief that people should turn to nature and give up their worldly concerns
- the flourishing of poetry under the Tang dynasty
- the invention of the magnetic compass during the Song dynasty

Skills:

- describe how innovations reflected the values of medieval Chinese society
- compare and contrast the works of Chinese poets
- explain what inventions such as gunpowder, woodblock printing, the compass, and works of art have in common

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
LAUNCHING THE INQUIRY p. 469			
✓ Asking Questions	H	10 min	Small Group
GUIDING THE INQUIRY pp. 469–473			
✓ Determining Meaning for <i>Golden Age</i>	R	5 min	Whole Class
Understanding Context for Golden Ages	H	10 min	Whole Class
Special Needs Strategy: Visual Impairment			
Active Classroom Activity Gallery Walk of Tang and Song Landscapes		30 min	Small Group
Presenting a Piece of Art	SL	20 min	Individual
English Learners Scaffold Integrating Information in a Speech		15 min	Small Group
Reading Closely to Appreciate Poetry	R	20 min	Individual
Differentiate the Activity Analyzing Poetry BL		40 min	Individual
Social and Emotional Learning: Self-Awareness, Identifying Emotions		20 min	Individual
Analyzing a Source	R	5 min	Whole Class
Differentiate the Activity Determining Meaning in a Source AL		15 min	Individual
Culturally Responsive Connections: The Arts and Social Values		15 min	Whole Class

KEY:			
C Civics	R Reading	BL Beyond Level	
E Economics	SL Speaking and Listening	AL Approaching Level	
G Geography	W Writing	ELL English Language Learners	
H Historical Thinking			

Title	Skill	Pacing	Grouping
GUIDING THE INQUIRY continued			
Global Connections Conflict Caused by Innovation		45 min	Small Group
Making Connections to Today Making Connections Between Technologies		10 min	Whole Class
Digital Option: Creating a Slideshow About Innovations in Printing		60 min	Small Group
Analyzing Continuity in Technology	H	5 min	Whole Class
REVIEW p. 474			
✓ Identifying Effects of Innovations	H	25 min	Small Group
GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand the lesson content.		20 min	Individual
ASSESS p. 474			
Descriptive Writing About Art and Innovation	W	20 min	Individual
GO ONLINE Lesson 3 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		20 min	Individual
✓ Reflecting on the Inquiry	H	5 min	Whole Class
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials
- Lesson Quiz

For Students With Special Needs

- An Audio read is available for the Student Edition Lesson.
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

LESSON 04 • LEARN THE EVENTS PLANNER

China Under Mongol Rule

LEARNING OBJECTIVES

Knowledge:

- how the Mongols became the first non-Chinese people to rule all of China
- Genghis Khan’s use of the Mongol army to build an empire
- the Mongols admired and learned from the cultures they conquered
- the end of the Song dynasty and beginning of the Yuan dynasty under Kublai Khan
- how Silk Road trade increased prosperity in Mongol China

Skills:

- analyze Genghis Khan’s role in developing a vast Mongol empire
- describe how the Mongols were influenced by their opponents
- discuss how the Mongols ruled the Chinese
- elaborate on Marco Polo’s experience in China during Mongol rule

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activity options for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 475			
<input checked="" type="checkbox"/> Describing the Mongols	R	10 min	Whole Class
<input type="checkbox"/> GO ONLINE Video Response Activity: Kublai Khan and the Mongol Empire		10 min	Individual
TEACH pp. 475–480			
<input checked="" type="checkbox"/> Making Inferences About the Mongols	H	10 min	Whole Class
<input type="checkbox"/> Comparing Economies	E	10 min	Whole Class
<input type="checkbox"/> GO ONLINE Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
<input type="checkbox"/> Using Evidence About Genghis Khan	W	20 min	Individual
<input type="checkbox"/> Understanding Government Processes	C	20 min	Individual
<input type="checkbox"/> Digital Option: Creating an Audio Play		60 min	Small Group
<input type="checkbox"/> English Learners Scaffold, Understanding Terms Relevant to the Mongol Expansion		20 min	Individual
<input type="checkbox"/> Summarizing a Topic	R	20 min	Whole Class
<input type="checkbox"/> <u>Differentiate the Activity</u> Describing a Passage AL		20 min	Individual
<input type="checkbox"/> Delivering an Informative Presentation	SL	45 min	Small Group
<input type="checkbox"/> <u>Differentiate the Activity</u> Interviewing a Khanate Ruler BL		60 min	Small Group
<input type="checkbox"/> GO ONLINE History and Geography Activity Climate, Ecology, and the Mongol Empire		20 min	Individual
<input type="checkbox"/> Interpreting Data on a Map	G	5 min	Whole Class

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Special Needs Activity: ADHD		15 min	Individual
<input type="checkbox"/> Active Classroom Activity Creating a Triptych About Mongol Rulers		60 min	Whole Class
<input type="checkbox"/> Making Inferences About a Historical Figure	H	5 min	Whole Class
<input type="checkbox"/> Social and Emotional Learning: Social Awareness Understanding Different Perspectives		10 min	Whole Class
<input type="checkbox"/> Making Connections to Today Analyzing Religious Continuity in China		30 min	Small Group
<input checked="" type="checkbox"/> Exchange and Markets in the Mongol Empire	E	10 min	Whole Class
REVIEW p. 480			
<input checked="" type="checkbox"/> Argumentative Writing About Mongol Empire Leaders	W	15 min	Individual
<input type="checkbox"/> GO ONLINE Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
<input type="checkbox"/> GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand the lesson content.		20 min	Individual
ASSESS p. 480			
<input type="checkbox"/> GO ONLINE Lesson 4 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
<input checked="" type="checkbox"/> Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review and Apply Activity
- Guided Reading Activity

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials
- Lesson Quiz

For Students With Special Needs

- Guided Reading Activity
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- History and Geography Activity
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

LESSON 05 • INQUIRY ACTIVITY PLANNER

Analyzing Sources: Late Silk Road

COMPPELLING QUESTION:

What were the push-pull factors for exploration?

LEARNING OBJECTIVES

Knowledge:

- how seaborne trade connected regions from Southeast Asia to East Africa
- the impact of explorations by Marco Polo, Zheng He, and Ibn Battuta
- the spread of Buddhism, Islam, Hinduism, and Christianity along the Silk Road and other trade routes

Skills:

- describe the push-pull factors for exploration
- discuss the effects of Marco Polo’s writings on the Silk Road and other trade routes
- explain the pull factor resulting in the spread of religion throughout Asia
- compare the writings of Ibn Battuta and Marco Polo

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
LAUNCHING THE INQUIRY p. 481			
✓ Asking Questions	H	10 min	Small Group
GUIDING THE INQUIRY pp. 481–486			
Understanding Context Around the Silk Road	H	10 min	Whole Class
Making Connections to Today Explaining Push and Pull Factors in a Poster		75 min	Small Group
Differentiate the Activity Comparing Push and Pull Factors AL		30 min	Individual
✓ Analyzing Secondary Sources About Maritime Trade	R	10 min	Whole Class
Speculating About the Spice Trade	H	10 min	Whole Class
Applying Spatial Thinking Skills to the Coastal Trading Cities	G	30 min	Small Group
Digital Option: Creating an Interactive Map of Coastal Trading Cities BL		75 min	Small Group
Social and Emotional Learning: Social Awareness, Respecting Others		5 min	Whole Class
✓ Analyzing a Primary Source on Quanzhou	H	5 min	Whole Class
Narrative Writing About Marco Polo’s Journey	W	40 min	Individual
Differentiate the Activity Creating a Graphic Novel About Marco Polo BL		60 min	Individual
✓ Understanding Supporting Details About Zheng He’s Fleet	R	5 min	Whole Class
Explanatory Writing About a Video	W	60 min	Individual

KEY:			
C Civics	R Reading	BL Beyond Level	
E Economics	SL Speaking and Listening	AL Approaching Level	
G Geography	W Writing	ELL English Language Learners	
H Historical Thinking			
Title	Skill	Pacing	Grouping
GUIDING THE INQUIRY continued			
Active Classroom Activity, Turn and Talk		15 min	Whole Class
Reading Closely About the Spread of Religion to Korea	R	5 min	Whole Class
English Learners Scaffold Determining Meaning of Edited Sources		15 min	Whole Class
Special Needs Activity: Language Processing Deficit		10 min	Individual
Presenting About Islam in South Korea	SL	60 min	Small Group
Reading Closely About Ibn Battuta’s Description of Mogadishu	R	5 min	Whole Class
REVIEW p. 4 86			
✓ Summarizing Sources About Push and Pull Factors	R	15 min	Small Group
GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand lesson content.		20 min	Individual
ASSESS p. 486			
Economic Decision-Making Based on Push and Pull Factors	E	15 min	Small Group
Reflecting on the Inquiry	H	5 min	Whole Class
GO ONLINE Lesson 5 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		20 min	Individual
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

The Ming Dynasty

LEARNING OBJECTIVES

Knowledge:

- the establishment of the Ming dynasty by Zhu Yuanzhang and the Qing dynasty by the Manchus
- the flourishing of the arts during the Ming dynasty
- the contributions of Zheng He’s travels to increased trade and the spread of Chinese culture
- Portuguese trade with China and attempts to convert the Chinese to Christianity

Skills:

- explain how Ming rulers brought peace and prosperity to China
- elaborate on how the Chinese interacted with the outside world during the Ming dynasty
- describe how the strong government of the Ming dynasty influenced life in China
- clarify why Chinese officials opposed voyages such as Zheng He’s

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activity options for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 487			
✓ Describing the Decline of the Yuan Dynasty	R	10 min	Whole Class
TEACH pp. 487–492			
✓ Analyzing Change in Chinese Rule	H	10 min	Whole Class
<input type="checkbox"/> GO ONLINE Guided Reading Activity AL Use the worksheet to help students develop critical reading skills as they read the lesson.		20 min	Individual
<input type="checkbox"/> Informative Writing On the Forbidden City	W	45 min	Individual
<input checked="" type="checkbox"/> Digital Option: Making a Travelogue		60 min	Small Group
<input type="checkbox"/> English Learners Scaffold Understanding Vocabulary Words		15 min	Individual
<input type="checkbox"/> Drawing Inferences From a Map	G	5 min	Whole Class
<input type="checkbox"/> Researching Silk and Cotton Clothing	W	30 min	Whole Class
<input type="checkbox"/> Differentiate the Activity Gathering Evidence About Silk Production BL		40 min	Individual
<input type="checkbox"/> Presenting a Reading From Chinese Literature	SL	45 min	Small Group
<input type="checkbox"/> Economic Reasoning About Arts and Leisure	E	10 min	Whole Class
<input type="checkbox"/> Culturally Responsive Connections: Public Art and Entertainment		15 min	Whole Class
<input type="checkbox"/> GO ONLINE History and Economics Activity, Economic Impact of Trade Policies		20 min	Individual
<input type="checkbox"/> Special Needs Activity: Processing Speed Deficit		15 min	Individual
<input type="checkbox"/> Active Classroom Activity Gallery Walk About Zheng He’s Voyages		45 min	Whole Class

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Social and Emotional Learning: Responsible Decision-Making, Reflecting		15 min	Whole Class
<input type="checkbox"/> Using Maps to Describe Zheng He’s Journeys	G	15 min	Whole Class
<input type="checkbox"/> Identifying Chinese Perspectives on Europe	H	10 min	Whole Class
<input type="checkbox"/> Differentiate the Activity Understanding Interaction Between Europe and China AL		15 min	Small Group
<input type="checkbox"/> Making Connections Between Portugal’s Goals and China’s Reactions	H	10 min	Whole Clas
<input type="checkbox"/> Analyzing Change Between Dynasties	H	10 min	Whole Clas
REVIEW p. 492			
✓ Explanatory Writing About the Ming Dynasty	W	25 min	Individual
<input type="checkbox"/> GO ONLINE Review and Apply Activity Use the worksheet to help students summarize lesson content.		20 min	Individual
<input type="checkbox"/> GO ONLINE Reading and Writing Essentials AL ELL Use the worksheet to help struggling and English learners understand the lesson content.		20 min	Individual
ASSESS p. 492			
<input type="checkbox"/> GO ONLINE Lesson 6 Quiz Assign the printed or digital Lesson Quizzes to assess student progress.		15 min	Individual
✓ Exit Slip Activity		2 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review and Apply Activity
- Guided Reading Activity

For English Language Learners

- Self-Check Lesson Quiz
- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- History and Economics Activity
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

LESSON 07 • REVIEW AND APPLY PLANNER

Reviewing China in the Middle Ages

LEARNING OBJECTIVES

Knowledge:

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

Skills:

- compare and contrast the perspectives of Ibn Battuta and Marco Polo
- debate which Chinese dynasty had the greatest achievements
- create a time line of events and developments in China during the Middle Ages
- redesign the test for people applying for civil service jobs in the United States today

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
REVIEW pp. 493–494			
<input type="checkbox"/> Identifying Facts About Dynasties	H	15 min	Small Group
<input type="checkbox"/> Social and Emotional Learning: Relationship Skills Supporting Others		5 min	Small Group
<input checked="" type="checkbox"/> Integrating Information About Early China, Korea, and Japan	W	15 min	Individual
<input type="checkbox"/> Active Classroom Activity Making a Poster		20 min	Individual
<input type="checkbox"/> Writing a Poetry Slam	W	30 min	Small Group
<input type="checkbox"/> GO ONLINE Vocabulary Activity Use the worksheet to review key topic vocabulary.		20 min	Individual
APPLY pp. 495–496			
<input type="checkbox"/> Comparing and Contrasting Journal Entries	R	20 min	Small Group
<input type="checkbox"/> Activity A: Understanding Multiple Perspectives		20 min	Individual
<u>Differentiate the Activity</u> Interpreting Information About Chinese Cities AL		20 min	Small Group
<input type="checkbox"/> English Learners Scaffold Reading Closely in Primary Sources		20 min	Small Group
<input checked="" type="checkbox"/> Activity B: Debating an Issue		30 min	Small Group
<u>Differentiate the Activity</u> Comparing and Contrasting Chinese Dynasties BL		30 min	Small Group

KEY:			
C Civics	R Reading	BL Beyond Level	
E Economics	SL Speaking and Listening	AL Approaching Level	
G Geography	W Writing	ELL English Language Learners	
H Historical Thinking			
Title	Skill	Pacing	Grouping
APPLY continued			
<input type="checkbox"/> Activity C: Understanding Chronology		30 min	Individual
<u>Differentiate the Activity</u> Role Playing a Panel Discussion About Chinese Dynasties BL		60 min	Small Group
<input type="checkbox"/> Activity D: Making Connections to Today		30 min	Individual
<u>Differentiate the Activity</u> GO ONLINE Digital Option: Using Digital Media to Describe a Government Agency AL		45 min	Small Group
<input type="checkbox"/> Special Needs Activity: Organization and Time Management		45 min	Individual
ASSESS p. 496			
<input type="checkbox"/> GO ONLINE Topic Tests, Forms A and B Assign a test to assess student comprehension of the topic.		20 min	Individual
REMEDIATE p. 496			
<input type="checkbox"/> GO ONLINE Reteaching Activity Use the worksheet to review the vocabulary, key concepts, and learning objectives covered in the topic.		30 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Vocabulary Activity
- Reteaching China in the Middle Ages

For English Language Learners

- Vocabulary Activity

For Students With Special Needs

- An Audio read is available for the Student Edition Lesson.
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.



TOPIC

13

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.

INTRODUCTION LESSON

- | | | |
|----|--------------------------------------|-----|
| 01 | Introducing China in the Middle Ages | 458 |
|----|--------------------------------------|-----|

LEARN THE EVENTS LESSONS

- | | | |
|----|-----------------------------------|-----|
| 02 | The Sui, Tang, and Song Dynasties | 463 |
| 04 | China Under Mongol Rule | 475 |
| 06 | The Ming Dynasty | 487 |

INQUIRY ACTIVITY LESSONS

- | | | |
|----|--|-----|
| 03 | Analyzing Sources: Achievements of the Tang and Song | 469 |
| 05 | Analyzing Sources: Late Silk Road | 481 |

REVIEW AND APPLY LESSON

- | | | |
|----|------------------------------------|-----|
| 07 | Reviewing China in the Middle Ages | 493 |
|----|------------------------------------|-----|

ENGAGE

HISTORICAL THINKING SKILLS

Speculating About Imperial China Note for students that the title of the opening spread is *Imperial China*. **Ask:** **What does the word *imperial* mean?** (*having to do with an empire or an emperor*) **What do you think was probably true about imperial China?** (*Students should suggest that China went through a period during which it was ruled by emperors. Some students may speculate that China may have had a far-reaching influence during that time.*) Then ask students to compare the two maps and share their observations. (*Possible answer: the Mongol empire was larger than the Roman Empire.*)

WHOLE CLASS 10 MIN

Predictable Misunderstanding

There is a misconception that the Forbidden City was completely inaccessible to anyone except the emperor. This was not strictly the case. While only the emperor himself had complete and total access, the complex was also populated by government officials, members of the emperor’s family, the emperor’s male servants, and women of different ranks connected to the emperor and empress.

HISTORICAL THINKING SKILLS

Describing the Forbidden City After students have read about the Forbidden City, have them conduct additional online research about the city today. Then have students work with a partner to design an illustrated travel brochure that a visitor could use to visit the site. Brochures should highlight the most significant places in the Forbidden City and must include at least two historical facts about each of them. Invite pairs to share their brochures with the class.

SMALL GROUP 60 MIN

Digital Option

Creating a Forbidden City Web Page Allow students the option of using their research to design a Web page about the Forbidden City as it is today. Their Web pages should include numerous visuals that highlight the most significant places in the Forbidden City. Each visual must be accompanied by text that explains each place’s historical significance. Post completed Web pages on a shared class website. **INDIVIDUAL 60 MIN**

Background Information

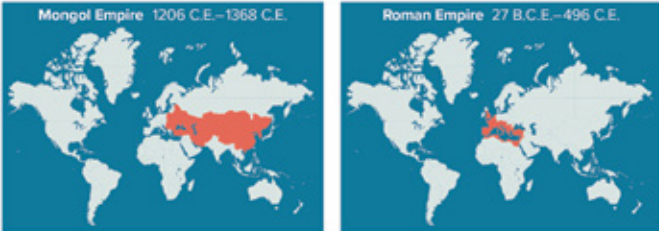
The Layout and Design of the Forbidden City The Forbidden City is an enormous complex of more than 900 buildings and is revered as a crowning achievement of ancient Chinese architecture. The Forbidden City is laid out symmetrically on a north-south axis, adhering to the Chinese principle of feng shui. Feng shui seeks harmony between people and their environment. The buildings are mostly made of wood and painted in the symbolic colors yellow (imperial structures), red (happiness, wealth, and power), and green (growth). With 17 million visitors in 2018, the Forbidden City became the most visited monument in the world.

01

Introducing China in the Middle Ages

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.



458

Additional Resources

Pre-Assessment Test Use the printed or digital Pre-Assessment Test to assess students’ background knowledge of Imperial China. Administer the Pre-Assessment Test before beginning instruction and use student performance to modify your instructional plan.



» 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)

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

459

Background Information

The Statue of Genghis Khan The statue of Genghis Khan that was unveiled in the Mongolian capital city, Ulan Bator, in 2009 demonstrates that despite what history records about Khan's violent reign, Mongolians today see him as a symbol of their national identity. At 131 feet tall, the steel monument is the largest equestrian statue in the world. It cost more than \$4 million to construct, and the Mongolian government is working to develop the area around it into a tourist attraction. Today, visitors can ride to the top of the statue and view the Mongolian steppes, and the base of the statue is a visitor center with a museum of Genghis Khan-related artifacts and a restaurant serving Mongolian cuisine.

HISTORICAL THINKING SKILLS

Drawing Conclusions About the Influence of Imperial China Display each of the “Imperial China” photographs one at a time and ask a volunteer to read the accompanying text. As they view each image, ask students to suggest how it might illustrate a way in which the influence of imperial China is felt today. *(Possible answers: Imperial China's cultural influence can be seen in the images of the Forbidden City and of the porcelain jar. The image of fireworks demonstrates an international use of gunpowder, a medieval Chinese invention. The statue of Genghis Khan is a reminder that Asians, Mongols in this case, have not forgotten the glories of their imperial past.)* Lead a class discussion about their conclusions. **WHOLE CLASS 20 MIN**

Special Needs

Strategy: Emotional Disturbance Monitor and make modifications throughout the day as needed for students who exhibit behavior or emotional disturbances. You might consider the following options:

- Designate an area of the classroom as a place for students to de-stress and self-regulate their behavior.
- Allow students to choose among a variety of activities, including just listening and taking notes about other students' presentations.
- Monitor students and anticipate when they might need some physical activity. Have a few tasks ready for them, such as passing out materials or running a classroom errand.

WRITING SKILLS

Informative Writing About Ming Porcelain Inform students that the porcelain vases of the Ming dynasty are considered the height of the art form and are considered highly desirable by museums and private collectors today. Have students conduct online research about Ming porcelain, and vases in particular. Prompt them to learn about the vessels' classic blue-and-white coloring, the type of clay that was used, their wide variety of shapes and uses, and their enduring popularity. Students should summarize their findings in a one-page written report.

INDIVIDUAL 40 MIN

Background Information

Chinese Fireworks The earliest Chinese fireworks did not use gunpowder: around the year 200 B.C.E., the Chinese discovered that bamboo would crackle and pop when it was tossed into a fire. Then during the Tang dynasty, an early kind of gunpowder made of sulfur, charcoal, and potassium nitrate was created, and the Chinese began using it to fire arrows and weapons. Historians believe that in the 1100s and 1200s C.E., people in China and Europe began using fireworks during celebrations, particularly after Marco Polo brought fireworks to Europe around the year 1295.

ACTIVATE PRIOR KNOWLEDGE

READING SKILLS

Comparing and Contrasting Confucius and Laozi Ask a volunteer to read aloud the third paragraph under the heading “Ancient China.” **Then ask: What was Confucius’s basic teaching?** (*Everyone should carry out their duties so there will be peace and harmony in society.*) **What did Laozi teach?** (*People should live in harmony with nature and the universal spiritual force, or the Dao.*) How were the two philosophies similar? (*Both sought peace and harmony.*) How were they different? (*Confucius sought social harmony, while Laozi sought harmony throughout all of nature, not just people.*) **WHOLE CLASS 10 MIN**

Differentiate the Activity

Comparing and Contrasting Chinese Philosophies Ask students to conduct online research about the philosophies of Confucius and Laozi. Then have them create a two-fold poster that displays their findings. Each philosophy should be presented using a variety of texts and visuals, and each must feature one primary source quote from its philosopher. Display finished posters around the classroom. **BL INDIVIDUAL 60 MIN**

READING SKILLS

Analyzing the Theme of Connecting to Other Societies Write this theme on the board: **By the Middle Ages, China had made connections with other societies.** Ask partners to do a close read of the section titled “China’s Neighbors,” writing down key ideas, events, or phrases that relate to the theme. After pairs have made their lists, have them turn to another pair and exchange ideas. (*Possible answers: nomadic peoples from Mongolia and central Asia attacked the Chinese; the Chinese had good relations with some nomadic peoples; during the Han period, China extended its empire into Korea; Koreans adopted some Chinese cultural traditions*) **SMALL GROUP 20 MIN**

English Learners Scaffold
Analyzing Central Ideas About China’s Past

Entering and Emerging

Ask students to create a set of four picture cards for the following key ideas from the Understanding Time and Place spread: *fertile river valley*, *dynasty*, *nomadic people*, and *trade*. One side of the card should show the idea and the other side a picture that illustrates it. Then have them work in pairs to write a definition of each of the ideas.

Developing and Expanding

Ask students to create their own set of four picture cards for these key ideas: *fertile river valley*, *dynasty*, *nomadic people*, and *trade*. Once students have created their cards, ask pairs to quiz each other by identifying a key idea based on the picture.

Bridging and Reaching

Write the following key ideas on the board: *fertile river valley*, *dynasty*, *nomadic people*, and *trade*. Ask student pairs to engage in a brief question-and-answer activity using the key ideas. Pairs should take turns asking and answering questions. Each idea should be reviewed at least once by each student. **SMALL GROUP 15 MIN**

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

Background Information

The Silk Road The Silk Road first came into use about 2,000 years ago. It connected the two great civilizations of that period, Rome and China. The Silk Road was really a general route with multiple paths and was about 4,000 miles long. Few caravans traveled the entire route. Goods were usually passed along in stages over the route. Many kinds of goods were carried, but most commonly silk was carried westward to Rome while gold, silver, and wool were carried eastward to China. The Silk Road became unsafe as Rome’s territory shrank, and the route fell into disuse. However, when the Mongols came to power around 1200, the use of the road was revived, and it became a busy trade route once more.



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.

China in the Middle Ages 461

GO ONLINE Reading and Writing Essentials

Imperial China Use the Lesson 1 worksheet activities available online to help you teach this topic to English Language Learners and Approaching Level students. This worksheet can be customized and assigned digitally. **ELL AL INDIVIDUAL 20 MIN**

GO ONLINE Hands-On Topic Project

Developing a Travel Guide for the Silk Road Students work in small groups to research the Silk Road using the Student Edition and other credible sources. Ask groups to research four to five cities that existed along the Silk Road during the period of Mongol rule of China. Then groups plan a travel guide to assist merchants with their travel between those cities. The guide can be printed as a booklet or developed as a website, but must include information about the resources a traveler should pack, the safest route between the cities, specific geographic features on the route, tips for safe travel, and the goods they should take with them to trade. **SMALL GROUP 90 MIN**

Differentiate the Activity

Creating an Illustrated Map of the Silk Road Students work in small groups to research cities along the Silk Road from Samarkand in the west to Xi'an in the east to create an illustrated map. Have students research three additional cities along the route that existed during the period of the Mongol rule of China. Groups work to create a map of the Silk Road(s) that includes the five cities, a paragraph description of each city's connection to the Silk Road, and a description of the surrounding geography (e.g., plains, mountains, water bodies). **AL SMALL GROUP 90 MIN**

GEOGRAPHY SKILLS

Using Maps to Understand the Mongol Empire Direct students to the map titled "Mongol Empire, c. 1294 C.E." **Ask:** **How does the map support what you have already learned about the Great Wall?** (The Great Wall runs along the northern border of China, forming a boundary between China and Mongolia. It would have helped the Chinese defend themselves against Mongolian attacks.) **How would you describe Marco Polo's route to China?** (He followed the Silk Road for much of his journey.) **How would you describe Marco Polo's route back to Europe?** (He mainly traveled by water.) **WHOLE CLASS 10 MIN**

Global Connections

Countries That Were Once Part of the Mongol Empire Provide students with a current map of Asia and Europe that shows national boundaries and have them shade in the area of the Mongol empire from c. 1294 C.E. (Students' maps may include Mongolia, much of China, Russia, Ukraine, Belarus, Romania, Turkey, Armenia, Georgia, Iran, Iraq, Kazakhstan, Turkmenistan, Uzbekistan, Kyrgyzstan, Afghanistan, Pakistan, India, Nepal, Bhutan, and Myanmar.) When students are finished, conduct a brief class discussion about how the activity helps them understand the size and scope of the Mongol empire. **INDIVIDUAL 15 MIN**

Active Classroom Activity

Jigsaw About Trade Route Ask students to count off as 1s, 2s, 3s, and 4s, and organize them into groups having a 1, a 2, a 3, and a 4. Explain that groups are going to study the text under the heading "Trade Routes." Ask all the 1s to read the first paragraph, the 2s to read the second paragraph, and so on. In this way, each student becomes an expert on his or her paragraph. Then have the experts take turns explaining their paragraph to the other students in their group. **SMALL GROUP 20 MIN**

ANSWERS

GEOGRAPHY CONNECTION

1. The size of the region and the lack of waterways meant travelers had to make long journeys overland, including passing through very mountainous areas and sometimes unpopulated areas, where food, water, and other supplies were probably hard to find.
2. The Silk Road extended from Persia in the west to the cities of Beijing and Hangzhou on China's east coast.

Background Information

The Magnetic Compass The magnetic compass was invented almost simultaneously by the Chinese and Europeans during the 1100s. They discovered that if a piece of magnetite, or lodestone, was placed on a stick and floated in water, it always moved to the north. The compass allowed the Chinese to navigate oceans and explore far from China.

PREVIEW THE LEARNING

HISTORICAL THINKING SKILLS

Speculating About the Impact of Events on a Time Line Lead an activity with the class in which they combine their own background knowledge with their inference skills to speculate on the impact each event in the time line might have. Read each item one at a time. When you finish reading an item, students who have an idea should raise their hands and say, “Impact!” Call on these volunteers to share their speculation. Continue in this way until all ideas have been exhausted.

WHOLE CLASS 20 MIN

Social and Emotional Learning: Self-Management

Setting Goals Explain to students that the *What Will You Learn?* questions are a list of learning goals for them to use during their study of imperial China. Ask students to write down what they already know about these goals and what they need to learn about them. Then have them write two or three personal learning goals for the topic. Remind students that setting personal goals is important, as is making plans for how to meet those goals. Tell students that you will have them reflect on how well they have met their goals at the conclusion of the topic. INDIVIDUAL 10 MIN

HISTORICAL THINKING SKILLS

Making Inferences About Imperial China Tell students to read the Compelling Questions. Have them write down an answer to the first question, and then ask them to write why they answered in this way. Then have them write down an answer to the second question. Tell students to save their answers so they can refer to and amend them as they complete the Inquiries in this topic. INDIVIDUAL 5 MIN

Culturally Responsive Connections

Points to Consider As you plan your instruction for this topic on China in the Middle Ages, think about the students in your classroom and their cultural contexts as well as your own. How might you support your students with different backgrounds and experiences as they learn about China in the Middle Ages? Think about the following points as you create your lesson plans:

- **Transition of Power** Chinese dynasties rose, gained the support of the people, and eventually lost that support and were overthrown or conquered. Consider how the transfer of power in this way is often accompanied by conflict and abrupt changes. Explore how dynastic changes affected the lives of people in China.
- **Cultural Diffusion:** When cultures meet through trade and exploration, elements of culture such as language, religion, and technology are often exchanged. Consider the positive and negative impacts of cultural exchanges and explore why the Ming emperors attempted to prevent cultural exchanges in China.
- **Economic Growth:** Chinese emperors promoted the development of building projects and extended trade along the Silk Road, leading to economic growth. Examine how social structures and differences between city and rural life in China allowed economic growth to impact some more than others.
- **Connections to Today:**
 - How can a system that provides for a peaceful transfer of power benefit society?
 - How do people both preserve cultural identity and adapt ideas from other cultures?
 - How is economic growth experienced differently throughout people in society today?

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.

COMPPELLING 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



ANSWER

Printed books came first by about 252 years.

02

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 (YAH-ING-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-AHNG).



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.

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

463

LESSON 02 • LEARN THE EVENTS

The Sui, Tang, and Song Dynasties

ENGAGE

READING SKILLS

Describing the Origin of the Sui Dynasty Read aloud the introduction to the lesson and answer any questions. **Then ask:** **Which dynasty came before the Sui?** (the Han) **How did China change when the Han dynasty collapsed?** (For 300 years, there was no central government. The country divided into small, warring kingdoms under attack by nomads.) **What happened to Korea and other lands China had conquered?** (China lost control of them.)

WHOLE CLASS 5 MIN

TEACH

HISTORICAL THINKING SKILLS

Evaluating Yangdi's Rule Organize students into pairs and have partners alternate reading aloud the paragraphs of "The Sui." **Then ask:** **Who founded the Sui dynasty?** (a Chinese general named Wendi) **Who was Yangdi?** (Wendi's son) **What were some of Yangdi's accomplishments and failures as an emperor?** (Possible answers: Accomplishments—repaired the Great Wall; rebuilt the Han capital city, Chang'an; built the Grand Canal. Failures—failed to restore lost territory; his forced labor and high taxes led to a farmers' revolt in which he was killed; the Sui dynasty lasted less than 40 years) **Do you think overall that Yangdi was a successful or an unsuccessful leader? Why?** (Possible answers: unsuccessful, because he lost the support of his people; successful, because his building projects helped restore Chinese defenses, culture, and the economy) **WHOLE CLASS 15 MIN**

Background Information

Wendi The Emperor Wendi was born Yang Jian in the year 541 C.E. and became emperor in 581 C.E. He was a devout, well-educated Buddhist with strong military training, and both government officials and ordinary citizens supported him. Upon taking power, he disbanded the smaller kingdoms' private armies and gave those soldiers land to farm for a living. He then formed a single army under his own authority, which reunified the scattered kingdoms of southern China. His rule lasted until 604 C.E., and although he was not able to completely restore China's former empire, he did bring an end to Turkish control of the country's northern region. He is also remembered for his effective economic reforms, which redistributed land to peasants and brought increased taxes into government coffers.

Background Information

The Great Wall China's famous Great Wall is actually a series of walls that stretch east to west more than 13,000 miles (21,000 km) across the northern part of the nation. It was built over more than 2,000 years by various clans and dynasties to discourage raiders from the north. Its oldest known section, the "Square Wall" has been dated to around 600 B.C.E. Interestingly, only about 70 percent of the landmark is actual, constructed wall. The rest of it incorporates natural features such as hills, mountain ranges, and rivers. Many sections of it are in ruins or have been weathered away completely over time. Although it is among the oldest and most remarkable constructions ever built by humans, the widespread belief that the Wall can be seen from outer space is not true.

ANSWERS

READING STRATEGY

Students should create an Accomplishments and Promoted Rebuilding graphic organizer to track achievements of the Sui, Tang, and Song dynasties. They may add additional detail boxes to their organizers, or create additional organizers, as needed.

Sui—Accomplishments: repaired the Great Wall; rebuilt Chang'an; built the Grand Canal. Promoted Rebuilding: restored defenses, encouraged culture, supported economic growth

Tang—Accomplishments: brought back civil service exams; gave land to farmers; expanded Chinese rule. Promoted Rebuilding: restored order and increased trade

Song—Accomplishments: cultural achievements; a growing economy. Promoted Rebuilding: increased prosperity

TEACH (CONTINUED)

GO ONLINE Guided Reading Activity

The Sui, Tang, and Song Dynasties Assign the Guided Reading Activity to help students take notes about the lesson content.

AL INDIVIDUAL 20 MIN

GEOGRAPHY SKILLS

Interpreting Data on a Map Draw students’ attention to the “Tang China c. 700 C.E.” map and have them locate and name the two rivers labeled on the map. (*Huang He, Chang Jiang*) Point out that the Huang He is also called the Yellow River. **Ask: What five major cities are shown on the map?** (*Beijing, Chang’an, Luoyang, Hangzhou, Guangzhou*) **Other than the cities, what other human-made feature is indicated?** (*the Grand Canal*) **How can you tell that is what it is?** (*The type of line used to show the route of the canal is indicated on the map’s key.*) **WHOLE CLASS 5 MIN**

Making Connections to Today

Analyzing Continuity in Chinese Infrastructure Organize students into small groups. Assign each group a present-day location along the Grand Canal (Beijing, Tianjin, Hebei Province, Shandong Province, Jiangsu Province, Zhejiang Province, or Hangzhou). The group should research the significance of the canal to that site today and collaborate to write an informative paragraph describing the location, its local inhabitants, its economy, and ways in which the canal is integrated into the life of the region. Afterward, lead a discussion about the significance of the Grand Canal today. **SMALL GROUP 30 MIN**

Digital Option

Making a Documentary Instead of a written paragraph, have groups use their findings to create a voice-over for a multimedia documentary about the significance of the Grand Canal to their assigned location. They should research and present images to accompany the narration. **SMALL GROUP 45 MIN**

English Learners Scaffold

Reading a Text Closely to Pronounce Unfamiliar and Foreign Words

Entering and Emerging

Guide students through the section titled “The Tang.” Have them create questions about words they do not know or are unsure how to pronounce. (*Possible answers: How is “Yangdi” pronounced? How is “Chang’an” pronounced? What is the Silk Road? What is a caliphate?*) Guide them in researching answers to their questions. Help them say aloud that pronunciations are provided in the text.

Developing and Expanding

Ask students to think of three or four questions about the pronunciation or meaning of words in “The Tang.” Then organize students into pairs and have them ask each other (and then answer) the questions they came up with. Be sure students switch roles so each has a chance to ask and answer questions.

Bridging and Reaching

Ask students to study “The Tang” and write a paragraph summarizing the section. They should then exchange their work with a partner and choose from their partners’ work three to five English terms and Chinese words to spell phonetically and define. **INDIVIDUAL 30 MIN**

Tang China c. 700 C.E.
Tang rulers extended China's control over regions far to the west of the empire's home area.

KEY
Tang dynasty
Grand Canal

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.

ANSWERS

GEOGRAPHY CONNECTION

1. Beijing and Hangzhou
2. Students' answers may vary. Point out that the canal made it easier to transport people and goods between the population centers along the canal.

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.



China in the Middle Ages 465

ANSWERS

GEOGRAPHY CONNECTION

- Possible answers: Hangzhou had greater access to the East China Sea and was connected to Beijing by the Grand Canal. Its location made it less vulnerable to attack than Chang'an.
- Song China was smaller than Tang China and did not extend as far to the west or north.

SPEAKING AND LISTENING SKILLS

Role Playing the Part of a Chinese Emperor After students have read "The Song," ask: **Who was the first Song emperor?** (a military general) Tell students his name was Taizu (TAHY DZOO). Have them work in pairs to research Taizu and write a short monologue in which he relates an event from his life. Then reconfigure the pairs and have each student read their pair's monologue and answer questions from their new partner. Afterward, have each speaker pass the monologue to their cowriter and repeat the procedure with their second partner's monologue. If time permits, conduct a discussion in which volunteers tell about a fact they learned while preparing their monologue. Write each new fact on the board. **SMALL GROUP 45 MIN**

WRITING SKILLS

Narrative Writing About Chinese History Ask students to list the Chinese leaders of the Sui, Tang, and Song dynasties who are discussed in the Student Edition. (*Wendi, Yangdi, the first emperor of the Tang dynasty, Taizong, Empress Wu, the first emperor of the Song dynasty*) Have them choose one of these leaders. They should research that person and write a short biography of him or her. Invite volunteers to read their work to the class. **INDIVIDUAL 20 MIN**

Differentiate the Activity

Gathering Evidence About Chinese History Have students research and write a one-paragraph informative report about the Chinese government between 751 and 960 C.E. They should identify and give details about at least one important political figure of the period and generally describe how the collapse of the Tang dynasty affected life in China. **BL INDIVIDUAL 30 MIN**

GEOGRAPHY SKILL

Using Maps to Analyze Why the Chinese Moved Their Capital Draw students' attention to the map "Song China c. 1200 C.E." Tell them they may consult the Student Edition to help them answer the questions you are about to ask. **Ask: In what part of China was the capital from the years 960 to 1127 C.E.?** (the western part) **Where was the capital moved after that?** (to Hangzhou in the eastern part of China near the East China Sea) **Why do you think a country might move its capital?** (Students' answers should indicate an understanding that the reasons are usually economic, military, or political.) **Why do you think the Southern Song moved their capital?** (Possible answers: to be farther away from the border with their enemies, to have better access to sea trade, to have a more central location in the smaller country)

WHOLE CLASS 10 MIN

Special Needs

Strategy: Autism Spectrum Students on the autism spectrum benefit by specificity in instruction. Present directions in basic terms, conveying clearly what is expected along with encouragement of their ability to meet that expectation. Follow this with acknowledgement when expectations are met and gentle correction and repetition when they are not. Model activities as necessary, encouraging students to observe and duplicate your actions. Make use of schedules as practical and avoid spontaneity unless providing positive feedback. If overstimulation becomes an issue, consider time in a quiet space where students can enjoy a low-key activity for a brief period.

TEACH (CONTINUED)

READING SKILLS

Summarizing the Role of Buddhism in Tang China Organize students into pairs and have partners work together to write a one-sentence summary of each paragraph in the section. **Ask: How did early Tang rulers treat Chinese Buddhists?** (They allowed them to practice Buddhism and to build shrines and temples.) **Ask: What role did Buddhist monks and nuns play in China?** (They ran schools and hostels in their monasteries.) Then, work with students to create a cause-and-effect chart on the board listing reasons why later Tang officials turned against Buddhism. (Buddhist temples and monasteries were too wealthy; by not marrying, officials believed monks and nuns weakened respect for family life; Buddhism weakened belief in Confucianism.) **WHOLE CLASS 25 MIN**

HISTORICAL THINKING SKILLS

Analyzing Chinese Sculpture Draw students’ attention to the photograph. **Ask: What do you think the location shown here was used for?** (It was probably a shrine.) **Why do you think the Chinese carved statues of the Buddha in caves?** (Possible answer: for protection from weathering) Point out that the statues were carved from the side of the limestone cliff and that the caves were formed in the process of sculpting the statues. **Ask: What do the people on the stairs indicate about the size of the statues?** (The statues are very large.) **Why do you think there are doorways on either side of the statues?** (Possible answer: They lead to small chambers for meditation and worship.) **WHOLE CLASS 10 MIN**

Active Classroom Activity

Giving Readings in Buddhism and Confucianism Organize the class into two groups. Provide the individuals in the first group with printed copies of the Buddhist “Eightfold Path” and individuals in the second group with copies of the Confucian “Four Tenets.” Allow 10 minutes for the students to familiarize themselves with their assigned texts. Then have one student at a time stand before the class and read a teaching or idea from their assignment that they find particularly interesting. Alternate between groups. End with a class discussion of the ideas expressed in the readings, relating them to the influence of Buddhism and the hostility of the later Tang rulers toward the Buddhist faith. Prompt students to consider whether the Tang officials’ concerns about Buddhism posing a threat to Confucianism were founded. **WHOLE CLASS 45 MIN**

Background Information

Confucius Confucius was born in China in 551 B.C.E. Little is known about his childhood, although historians believe that his father died when he was young and that he grew up in poverty. Although poor, he managed to receive a good education, and as he became older he developed the philosophy that bears his name. Confucianism was built around the concept of *ren* or “humaneness”; he taught that happiness arises from a life of virtue and love for others. As an adult he achieved prominence in the Chinese government, holding various positions of authority. In his fifties, he was assigned a position as the Minister of Crime (police chief) in the Chinese province where he had been born and grew up. It is said that when he applied his philosophy to his job, the crime rate dropped.



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**
- Explaining** How did the Grand Canal help China’s economy?
 - 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?

Image: Getty Images/Scott P. Smith

ANSWERS

CHECK FOR UNDERSTANDING

- Possible answer: The Grand Canal provided a means of trade within China, which would have stimulated the nation’s economy.
- The Tang empire benefited from trade, which led to wealth. The Song empire did not control the Silk Road, as the Tang had done. It also faced threats from nomads in northwestern parts of the empire.

CHECK FOR UNDERSTANDING

Buddhism was appealing to the Chinese of the period because China was going through a turbulent time and Buddhism promised relief from suffering.

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 Yu (HAN 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 Yu, *An Inquiry on The Way*

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

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

(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.

China in the Middle Ages 467

TEACH (CONTINUED)

Social and Emotional Learning: Relationship Skills

Listening to Others Remind students that one central teaching of Confucianism (as well as Christianity, Islam, and other religions and philosophies) is what has come to be called the “Golden Rule.” Confucianism puts it this way: “Do not do to others what you do not want done to yourself.” **Ask: Do you want to be ignored by others when you speak to them?** (*Students should say they do not.*) **How does that mean you should act when others speak to you?** (*listen, be respectful, show interest, etc.*) Have paired students tell each other what they did last evening. Afterward, lead a class discussion on ways they did or did not listen effectively. **WHOLE CLASS 20 MIN**

HISTORICAL THINKING SKILLS

Making Inferences and Understanding Context After students have read “Neo-Confucianism,” **ask: What can you infer about the prefix neo- in the term Neo-Confucianism?** (*It means “new” or “revived.”*) **Why did scholars of the time support the revival of Confucianism?** (*They did not think that the Buddhism popular at the time stressed worldly responsibility strongly enough.*) **Ideas from what other bodies of thought became incorporated in this revived Confucianism?** (*Buddhism and Daoism*) **WHOLE CLASS 10 MIN**

Differentiate the Activity

Understanding Neo-Confucianism Organize students into pairs. Have them use reference books or online sources to find a dictionary definition of the term *Confucianism*. Then have them look up the prefix *neo-* and note its meaning. They should use their research to complete these sentence frames:

- The word *Confucianism* means _____.
- The prefix *neo-* means _____.
- Therefore, the word *Neo-Confucianism* means _____.

After they have presented their work, have them compare the *Neo-Confucianism* definition they have constructed with the one at the bottom of the page. **AL SMALL GROUP 15 MIN**

Culturally Responsive Connections

Merit Systems The civil service exams in ancient China were designed to replace a system that favored only noble families. The new system was designed to reward individual merit which Chinese emperors believed would make the government more effective. By requiring a person to demonstrate they can complete tasks needed for a position, a merit system offers more fairness than a system in which people are selected because of their personal or political connections to important people. But a merit system may fall short of being fair if there is not equal opportunity and access. **Questions to Consider:** What might be a problem for businesses and institutions that do not promote people based on merit? (*Students may say businesses and institutions could face lawsuits, may hire unqualified people, or may lose good employees who are not treated fairly.*) What makes promoting people based on merit a fairer system? (*Students may say jobs and promotions are awarded to those who work hard, not because of personal connections or factors they cannot control, such as gender or ethnicity.*) Why is equal access to a good education important when competing in a merit system? (*Students may say that unequal access to education will provide some people an unfair advantage in a merit system.*) **WHOLE CLASS 15 MIN**

Background Information

Daoism (or Taoism) and Confucianism Daoism and Confucianism are the two major world philosophies with origins in China. Tradition credits the philosopher Laozi as founding Daoism in the sixth century B.C.E., during the same period Confucius lived. The Chinese word *dao* means “way” or “path.” Confucianists use the word to refer to how people should act in society. Daoism defines the term more broadly to include not only human behavior but coexistence and harmony with nature as a whole. Unlike Confucianism, which focuses strongly on humans and society, Daoism considers most social interaction to be artificial. Traditional Daoist thought rejects violence in all situations, believing that it expresses an ultimate state of ignorance. Much like Buddhism, Daoism teaches that desires are the cause of human misery.

TEACH (CONTINUED)

GO ONLINE History and Civics Activity

The Civil Service Students will explore how civil service programs have developed a professional class of public servants and provided people with opportunities for employment and public service from medieval China to the present day. **INDIVIDUAL 20 MIN**

Making Connections to Today

Civil Service Examinations Tell students that the Confucianist idea of civil service examinations is a feature of many governments in the world today, including the United States. These governments use civil service exams to fill government jobs with civilian workers. As a class, research and discuss some jobs that require applicants to pass a civil service test. (Possible answers: public school teacher, judge, engineer, social worker, firefighter, police officer) **Ask: Where does the money come from to pay civil service workers? (taxes) What other qualifications do you think most civil service workers would be required to meet? (Possible answers: background check, completion of a certain level of education)** **WHOLE CLASS 10 MIN**

REVIEW

WRITING SKILLS

Explanatory Writing About the Sui, Tang, and Song Dynasties Tell students to review the lesson and select a specific person, place, or event about which to write a short paragraph. Their paragraph should incorporate information from the Student Edition and at least one fact from each of two other sources. When they have completed a first draft, students should exchange essays with a classmate for proofreading and constructive feedback. **INDIVIDUAL 25 MIN**

GO ONLINE Review and Apply Activity

The Sui, Tang, and Song Dynasties Assign the Review and Apply Worksheet to help students summarize information. **INDIVIDUAL 20 MIN**

GO ONLINE Reading and Writing Essentials

The Sui, Tang, and Song Dynasties This resource offers literacy support and writing and reading activities to approaching-level students. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 2 Quiz

Assessing Student Understanding Use the online assessments to assess student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 15 MIN**

Exit Slip Activity

Write this question on the board: **What aspect of Chinese history do you think most distinguishes the country?**



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

orthodoxy a belief or practice that follows established thinking

468

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

- 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.
- 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.

Picture: iStock/Getty Images Plus/Getty Images

ANSWERS

CHECK FOR UNDERSTANDING

- Tang and Song rulers used civil service examinations as the basis for hiring teachers. The examinations evaluated a candidate's talent, not social status. However, only the rich could afford tutors to help their sons pass the exams.

LESSON ACTIVITIES

- Possible answer: A young man who has passed a civil service examination in Song China is likely to have a favorable view of Confucianism. Song rulers incorporated Confucian teachings into the civil service examinations, and a person who passed the test would have had to study Confucianism very closely. As that knowledge would have gained the candidate a government job, he would likely view Confucian teachings favorably.
- Presentations should include details about actions during the Sui, Tang, and Song dynasties, comparing the effects they had on China.

03

INQUIRY ACTIVITY

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.

469

LESSON 03 • INQUIRY ACTIVITY

Analyzing Sources: Achievements of the Tang and Song

LAUNCHING THE INQUIRY

HISTORICAL THINKING SKILLS

Asking Questions Introduce the Compelling Question to the class:
How did innovations reflect the values of medieval Chinese society?

Ask students to rephrase the question to make sure they understand it. Have students work in pairs or small groups to develop three Supporting Questions, recording them in their graphic organizer. After small groups have generated their questions, ask students to share them with the class. Students may want to revise or rewrite their questions following the discussion. **SMALL GROUP 10 MIN**

GUIDING THE INQUIRY

READING SKILLS

Determining Meaning for Golden Age Have students provide examples of what the substance gold usually symbolizes. (*Possible answer: Gold has been universally valued throughout history and symbolizes wealth.*) Remind students that a connotation is a feeling or idea connected with a word beyond its definition. Have them provide connotations they associate with the word golden. (*Possible answers: valuable, beautiful*) **Ask: Why do you think different periods of history are referred to as golden ages?** (*Possible answer: Those times in history are considered especially good times, marked by many achievements in the society.*) **WHOLE CLASS 5 MIN**

HISTORICAL THINKING SKILLS

Understanding Context for Golden Ages Students will have read about other golden ages of history before. **Ask: What kinds of things happen in a society during periods we call golden ages?** (*Possible answers: artists creating important works, cities growing, populations becoming educated*) After students have read the Background Information, point out that the golden age of medieval Chinese culture occurred during the Tang and Song dynasties. **Ask: What was happening before the Tang and Song dynasties that would have prevented a flourishing of culture?** (*a poor economy; widespread fighting*) **What do you think connects periods of peace and prosperity and times of great artistic and scientific achievement?** (*Possible answer: During times of violence and hardship, most people are too occupied with survival to spend time on the arts or developing innovations.*) **WHOLE CLASS 10 MIN**

PLAN YOUR INQUIRY ANSWERS

DEVELOP QUESTIONS

Students' answers will vary, but they should write three Supporting Questions that will help them answer the Compelling Question. Sample questions: *What innovations were developed during the medieval Chinese era? What values were evident in medieval Chinese society? What does the work of inventors and artists tell us about medieval China?*

ANALYZING SOURCES

Students should fill in the graphic organizer, noting which sources will help them answer their Supporting Questions. For example, students may explain that Sources D, E, and G helped them answer the question "What innovations were developed during the medieval Chinese era?" because those sources tell about significant inventions during the time period.

Special Needs

Strategy: Visual Impairment As some of these sources are images, students with visual impairments may need accommodations to help them understand and analyze them. For the landscape painting (Source A) and the porcelain incense burner (Source F), prepare descriptions to read aloud to students, pointing out details that are important for analysis, such as the fact that the landscape shows basic shapes but not exactly what the scene looks like and the observation that the incense burner is a nice color and sculpted with details not required by its function.

Active Classroom Activity

Gallery Walk of Tang and Song Landscapes Have students work with a partner to search online for other examples of landscapes and depictions of nature from the Tang and Song dynasties. If students have trouble finding examples, suggest they look at websites for museums. Have partners choose one of the examples and either print it out or add it to a collaborative classroom slideshow. Together, partners should discuss how this landscape is similar to the one in Source A and how it is different. Have them agree on a statement about whether or not they think the landscape reflects Daoist beliefs. They should label their image with their statement. Then have students do a gallery walk of each other’s findings. **SMALL GROUP 30 MIN**

SPEAKING AND LISTENING SKILLS

Presenting a Piece of Art Ask students to play the part of a museum tour guide. They are tasked with presenting the landscape shown in Source A to a group of visitors curious about medieval Chinese history and society. How would they describe the artwork to the group? What can they tell them about it that connects with what they know about Tang and Song culture? Have students use the information in the Student Edition and, if desired, additional research to prepare a short talk (two to three minutes) about the painting. Talks should include the following: the dates of the Tang dynasty, a few characteristics of China at the time, and a description of the painting and what it says about cultural values. Have students present their talk to a small group. **INDIVIDUAL 20 MIN**

English Learners Scaffold

Integrating Information in a Speech

Entering and Emerging

Assist students in preparing their speech by providing sentence frames such as *The Tang dynasty lasted from ____ to ____.* *One fact about the Tang dynasty is ____.* *This painting shows a ____.* *It has blank spaces because people believed ____.*

Developing and Expanding

Have students work in pairs to draft statements about their pictures. Write the following questions on the board to guide them: *When was the Tang dynasty? What is one fact about the Tang dynasty? What does the picture show? Why are there blank spaces in the picture?*

Bridging and Reaching

After students have drafted their speech, have them work with a partner to find different ways to word their thoughts, using a thesaurus to find alternate descriptive words. **SMALL GROUP 15 MIN**

A

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

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

470

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE A

- The painting shows mountains, hills, and a valley. It includes trees, a temple and a village, a river or stream flowing down the mountain, a bridge, and a human figure in the left foreground. It does not include any details of the sky, such as clouds or the sun.
- Sample answer: People in medieval China valued nature and appreciated the beauty around them.

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?

China in the Middle Ages 471

READING SKILLS

Reading Closely to Appreciate Poetry Ask students as they read the poems to visualize what each poet is describing. What do they see Li Bai and Du Fu doing as they write these words? How are the poets reacting to the sights around them? What can the students tell about the geography of these settings? Have students write a description of the settings that they visualize, using descriptive and sensory language of their own. Ask volunteers to read details from their descriptions. Then point out that these poems needed to be translated into English. Have students share their thoughts about the challenges of doing so and to speculate whether any meaning might have been lost in the process. **INDIVIDUAL 20 MIN**

Differentiate the Activity

Analyzing Poetry Ask students to review poetry terms such as *meter*, *diction*, and *personification*. They can find glossaries of poetry terms online. Have them use the terms to analyze the two poems. What terms apply to the poems? How would they describe the meter of each? How do the poems use personification? Have students take on the role of literary agents who have received these poems for publication. They should write an analysis of the poems, explaining elements they have noticed in the poets' techniques. **BL INDIVIDUAL 40 MIN**

Social and Emotional Learning: Self-Awareness

Identifying Emotions Remind students that poetry is often used to convey emotions using descriptive language. Have students revisit both poems. Point out that both writers reveal their thoughts about nature through their language, yet more personal feelings can be inferred. Ask students to consider the following questions: **What do both of these men think about the places where they live? How might writing about their surroundings have helped them better understand them? How might they tell acquaintances about their home and the land around it?** After students share their thoughts, have them freewrite how they feel about their own daily surroundings. As they write, they should think about these questions: **What is beautiful about where you live? How does it make you feel?** Point out that these kinds of thoughts about daily surroundings have often served as the inspirations for poets throughout history. **INDIVIDUAL 20 MIN**

Culturally Responsive Connections

The Arts and Social Values The poetry of Li Bai and Du Fu reflects the social values promoted by the Tang dynasty. Both poems reflect a Confucian search for peace and social harmony as well as the Daoist value of seeking guidance in nature. But Du Fu also wrote poems that drew attention to social problems. Music, art, and poetry often reflects or even promotes the accepted social values of the time. But the arts may also be used to challenge those values and inspire people to seek change. Discuss how art, literature, and music play an important role in society by doing both things. **Questions to Consider:** What is an example of art, literature, or music that you feel is widely accepted by society? What message or values do you think it presents? What are some examples of art, literature, or music that challenges people to think differently or see society differently? (*The student may identify spoken word, street art or graffiti, genres of music, etc.*) **WHOLE CLASS 15 MIN**

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE B

1. He appreciates the beauty and variety of life around him. He notices even small details after the rain.
2. Daoist values include an appreciation of the world and an interest in the beauty of nature. Li Bai's description of the beauty around him reflects those values.

PRIMARY SOURCE C

1. Du Fu mentions night, dawn, and the season of spring in the poem.
2. Possible answer: Both poems are about the same topic: the outdoors after a rain. Li Bai's poem describes the many sights and sounds he notices and is full of details about the fish, bird, flowers, grass, stream, and clouds. Du Fu's is quieter and more thoughtful, leaving a more general impression and using fewer details.

READING SKILLS

Analyzing a Source The secondary source uses some technical language. Have students read closely in order to understand the explanation of the development of gunpowder weapons. Use questions to check students’ comprehension. **Ask: What does the source imply about people’s assumptions about Confucianism and the invention of gunpowder?** (Possible answer: The source explains the real reason the Chinese did not immediately start making guns and bombs. It seems that an explanation in the past was that Confucian scholars didn’t support new technologies. This source points out why this is a wrong assumption.) **WHOLE CLASS 5 MIN**

Differentiate the Activity

Determining Meaning in a Source Before students read the secondary source, have them look up and define the following terms: *unreactive*, *reluctance*, *miscellaneous*, *extraneous*, *profusion*, and *combustible*. Students may also need to view images to understand the concept of an incendiary device. **AL INDIVIDUAL 15 MIN**

HISTORICAL THINKING SKILLS

Identifying Causes and Effects of Gunpowder The introductory paragraphs and the information from the secondary source explain the importance of gunpowder to the Chinese. Ask students questions about the content to help them identify cause-and-effect relationships. **Ask: Why didn’t the Chinese immediately use the gunpowder for guns and bombs?** (Early formulas were hard to ignite.) **Why were there so many other ingredients in early gunpowder formulas?** (They were combustible items that made it easier to ignite the formula.) **How did early inventions involving gunpowder help the Chinese?** (They helped strengthen the military.) **WHOLE CLASS 5 MIN**

Global Connections

Conflict Caused by Innovation Tell students you will be discussing the term *innovation*. **Ask: When you hear the word innovation, do you think of a good or a bad thing?** (Students will likely note the positive connotation of the word.) Point out that the invention of gunpowder helped increase China’s power and wealth because it allowed the Chinese both to defend themselves and to conquer new territory. Yet at the same time, this invention must have led to suffering for many. Organize students into groups to research other innovations in military technology and how they have helped certain groups but also led to conflict and suffering. (For instance, the global positioning system technology created for guidance of military vehicles and weapons led to the GPS systems that help emergency vehicles reach people quickly during an emergency.) Hold a debate, assigning teams to defend one of the following positions: **Innovations in military technology have improved/hurt the world.** Have students give examples from their research to support their statement. To conclude, discuss how many innovations have both positive and negative effects. **SMALL GROUP 45 MIN**

D

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?

EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE D

1. In Song times, the Chinese used gunpowder attached to lances to start fires.
2. Sample answer: They could use the gunpowder fire lances to burn an enemy’s fortifications or supplies and to frighten enemy soldiers.

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 (PIE 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

- Identifying** Why was the invention of movable type an improvement on woodblock printing?
- 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

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

China in the Middle Ages 473

Making Connections to Today

Making Connections Between Print Technologies Tell students that the innovation of movable type was a disrupting technology that increased the speed and efficiency of the printing process. Other disruptions came in the 1800s with the invention of the typewriter, and the 1900s with digital word processing. As students may be unfamiliar with the mechanics of a typewriter, show them images or videos to show how they operated. Help students note that the typewriter helped people write more quickly than they could with pen and paper. Ask students to think about how easy it is to make adjustments to their writing when using a keyboard on a computer, phone, or other digital device. **Ask: How do you think making changes easily affects the kinds of things that people write?**

(Possible answers: It makes people more willing to write things they aren't sure about. Writing becomes more polished because it's easier to fix mistakes.) **WHOLE CLASS 10 MIN**

Digital Option

Creating a Slideshow About Innovations in Printing Have students work with a partner to research changes in printing technology from the invention of movable type to today. They will likely find examples such as the Gutenberg printing press, the typewriter, and digital word processing. Ask them to find explanations of how printers work on a mass scale today—for example, what is the process of printing daily newspapers for distribution around the country? Have pairs put together a digital slideshow showing the progression of printing from China in the 1000s to today and present it to the class. Remind students to use images on their slides, such as photographs and charts, to support their presentation. **SMALL GROUP 60 MIN**

HISTORICAL THINKING SKILLS

Analyzing Continuity in Technology The image for Source E shows a modern craftsman participating in a traditional woodblock method of printing. Other historical methods of printing, such as letterpress, are also still admired and practiced. **Ask: Even though there are much easier and faster ways of printing words, why do you think people today still study and practice innovations created a thousand years ago?** (Students may share thoughts about people thinking that the technology is interesting or not wanting the practice to become forgotten.) Direct students to the sentence in Source F about people calling porcelain "china" today. **Ask: Like with printing, there are faster, easier, and cheaper ways to make dishes and other household items than with porcelain. But people still buy items made from it. What does that tell you about this innovation?** (Students may note that it shows that porcelain is high quality and lasts a long time or that people still sometimes want beautiful things and not just what is fast and cheap.) **WHOLE CLASS 5 MIN**

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE E

- Because symbols could be combined over and over again, a printer could use the same character blocks to make different words and pages.
- Possible answer: Movable type allowed more things to appear in print, which would likely increase the number of people who could read and were educated. This suggests the Chinese valued education and the sharing of ideas. It also suggests they valued commerce. Informed people can help improve an economy. Movable type would also have made it easier to keep written records, which would have helped people conduct business.

PRIMARY SOURCE F

- The object is a bowl with feet so that it can stand on a flat surface. It has pieces on the side that can be used as handles and is decorated with a pattern of like leaves and animal heads. It has a light green color and a shiny surface.
- Possible answer: It suggests they valued beauty in nature and in artifacts. Both the pattern and the green color of the bowl reflect nature. The quality of the workmanship reflects the artisan's skill and the time he or she took to complete the object.

REVIEW

HISTORICAL THINKING SKILLS

Identifying Effects of Innovations After students have read about Source G, help them understand that in addition to reflecting what was important in the culture of Tang and Song China, innovations had further effects on people’s lives. Note that the magnetic compass had an immediate effect on society, as it helped Chinese sailors navigate farther from land, leading to increased exploration and trade. Organize students into small groups and ask groups to revisit each source and discuss how each contribution to society would have had noticeable effects on people. *(Possible answers: Movable type would have led to greater literacy. The poetry could have increased people’s appreciation for nature.)* Allow time for groups to share their ideas with the class. **SMALL GROUP 25 MIN**

GO ONLINE Reading and Writing Essentials

Analyzing Sources: Achievements of the Tang and Song This resource offers literacy support and writing and reading activities to approaching-level students. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

WRITING SKILLS

Descriptive Writing About Art and Innovation Have students write a few paragraphs describing the characteristics of art and innovations from the Tang and Song dynasties. They may choose to organize their thoughts by writing about fine art and poetry in one paragraph and technology—the inventions of gunpowder, navigational aids, and movable type—in another. For each paragraph, have them cite evidence from the sources in the lesson to support their observations about Chinese achievement from the time period. When they finish writing, have students work with a partner to compare their descriptions. Provide time for students to revise and add to their work after talking with their partner. **INDIVIDUAL 20 MIN**

GO ONLINE Lesson 3 Quiz

Assessing Student Understanding Use the online assessments to assess student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**

HISTORICAL THINKING SKILLS

Reflecting on the Inquiry After students have completed the Inquiry, ask them how their ideas and awareness about the Tang and Song dynasties have changed. Ask students to reflect on the Inquiry process and reevaluate the Compelling Question. Does it need to be refined or changed? How would you approach creating Supporting Questions now? **WHOLE CLASS 5 MIN**

Exit Slip Activity

Write this question on the board: **What is one thing you now know about people’s lives in Tang and Song China from reading about their art and innovations?**

G

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.

474

COMPLETE YOUR INQUIRY ANSWERS

PRIMARY SOURCE G

- 1. Possible answer: People valued accuracy.
- 2. Possible answer: Compass directions are more exact.

YOUR INQUIRY ANALYSIS ANSWERS

EVALUATE SOURCES AND USE EVIDENCE

- 1. Possible answer: Landscape painting, poems, and incense burner indicate medieval China valued nature and the beauty. The invention of gunpowder and the compass show military power and trade were valued.
- 2. Possible answer: Gunpowder increased security and along with the compass and movable type trade increased, improving the economy. Expanding trade also created a larger market for Chinese art and culture.
- 3. Students’ responses will depend on their Supporting Questions.
- 4. Students should recognize that the primary sources must be interpreted and Secondary Source D was written by an expert.

COMMUNICATE CONCLUSIONS

- 5. Students’ analysis of the art might note such aspects of Tang and Song culture as love of nature and appreciating beauty in everyday objects.

TAKE INFORMED ACTION

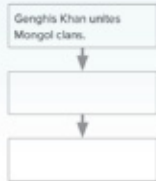
Students should develop questions that will lead the speaker to explain what the innovation is, how it affects people, and why it is important. Their reflections should provide a personal evaluation of the innovation.

04

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-guhlz), 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.

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

475

LESSON 04 • LEARN THE EVENTS

China Under Mongol Rule

ENGAGE

READING SKILLS

Describing the Mongols After students have read the section titled “Who Were the Mongols?” **ask:** **Where did the Mongols come from?** (an area north of China called Mongolia) **How was Mongol society structured?** (They were organized into nomadic clans, living in tents as they followed their grazing sheep and yaks across the steppes of Mongolia.) **What characteristics distinguished the Mongols?** (They were excellent horseback riders and fighters.) **WHOLE CLASS 10 MIN**

TEACH

HISTORICAL THINKING SKILLS

Making Inferences About the Mongols Draw students’ attention to the photograph and caption. Ask them to remember what they have read about the Mongols as they answer your questions. **Ask:** **Did the Mongols establish settlements?** (No, they were nomadic.) **Why were yurts an effective shelter for the Mongol lifestyle?** (Yurts could be taken apart and transported, making them efficient for a nomadic lifestyle.) **What kind of skin did the Mongols probably use in constructing their yurts?** (yak or sheepskin) **What other uses do you think they made of the animals they herded?** (Possible answers: They used them for food. They may have used the animals’ bones to make weapons.) **WHOLE CLASS 10 MIN**

Background Information

The Origins of the Mongols Much about the early history of the Mongols is unknown, although they are believed to have descended from various groups in northeastern Central Asia. A clan called the Khamag Mongols emerged during the 1000s C.E. and grew steadily in power and authority. One early Khamag ruler was Khabul Khan. His descendants held power until the early 1100s, when attacks from outside enemies disrupted Mongol society. For decades afterward, the clans waged war against one another. Various would-be leaders tried during this period to consolidate power. None was successful until a descendent of Khabul Khan named Temujin emerged at the turn of the 1200s. Temujin was later called Genghis Khan, a name that can be translated as “strong ruler.” He unified the Mongols into the *Khamag Mongol Ulus*, or “All Mongol State.”

ECONOMICS SKILLS

Comparing Economies Read aloud the first sentence of the introductory paragraph on this page. Then have a volunteer read aloud the first paragraph of the section titled “Who Were the Mongols?” **Ask:** **Who do you think led more materially comfortable lives, the Mongols or the Chinese?** (the Chinese) Tell students that societies with cities, highly organized layers of government, and diverse ways of making a living tend to produce more wealth and maintain higher standards of living than cultures without these features. **Ask:** **Why do you think the Mongols wanted to conquer China?** (Students should recognize that conflict between nations or peoples is often motivated by economic goals and concerns.) **WHOLE CLASS 10 MIN**

ANSWERS

READING STRATEGY

Students should create an Analyzing Key Ideas and Details graphic organizer to track how the Mongols achieved control of China. Students may add additional detail boxes to their organizers, or create additional organizers, as needed.

Chart entries: Mongols take control of northern China; Mongols invade kingdoms controlling parts of the Silk Road; Mongols adopt gunpowder and the fire lance from the Chinese; Kublai Khan conquers southern China.

Possible answer: Mongols kept control of China by increasing trade, allowing Chinese officials to hold some positions, respecting Confucian writings and ideas, and encouraging the practice of a variety of faiths.

GO ONLINE **Video Response Activity: Kublai Khan and the Mongol Empire**

Analyzing the Video Play the video for this lesson and have students take notes about it. Afterwards, discuss why the Chinese rebelled against Mongol rule. Then have the students complete the video worksheet. **WHOLE CLASS 10 MIN**

TEACH (CONTINUED)

GO ONLINE Guided Reading Activity

China Under Mongol Rule Assign the Guided Reading Activity to help students take notes about the lesson content. **AL** **INDIVIDUAL** **20 MIN**

WRITING SKILLS

Using Evidence About Genghis Khan Have students read the biographical text about Genghis Khan. Write this prompt on the board: **What was Genghis Khan’s most notable trait?** Tell students to write a brief paragraph that answers the question. In their paragraph, they should cite at least three pieces of text evidence to support their claim. They may draw their evidence from the Student Edition, outside sources, or both. Remind students to open their paragraph with their claim, present their evidence clearly, and cite the source of each piece of evidence. **INDIVIDUAL** **20 MIN**

CIVICS SKILLS

Understanding Government Processes Have students read “Genghis Khan.” **Ask: How was Temujin chosen as the Mongols’ “Genghis Khan”?** (*He was selected by a group of Mongol leaders.*) Point out that the clan heads were making a decision on behalf of their individual clans. Their chosen ruler would lead all of the clans in the confederation. **Ask: What process that was used to choose Temujin is similar to how democracies choose their leaders today?** (*Possible answers: voting, representative government*) **INDIVIDUAL** **20 MIN**

Digital Option

Creating an Audio Play Have groups of four students collaborate on an audio play depicting the selection of Temujin as Genghis Khan. One student in each group should portray Temujin, two others should portray clan heads who explain why they want Temujin to lead them, and the fourth should recite a paragraph explaining the similarities (and differences) between the selection of Genghis Khan and representative government today. Remind students to rehearse before recording their play. Groups may play their production for the class and answer questions as time allows. **SMALL GROUP** **60 MIN**

English Learners Scaffold

Understanding Terms Relevant to the Mongol Expansion

Entering and Emerging

Ask students to create a set of four flash cards with the following terms: *regime*, *terror*, *steppes*, and *yurts*. On the back of each card, have them copy text from the Student Edition that explains or defines each term. They may then quiz a partner with their cards.

Developing and Expanding

Pair students. One pair member will create flash cards for the terms *fire lance*, *Mamluks*, *regime*, and *terror*. The other member will do so for the terms *Gobi*, *Mongol*, *steppes*, and *yurts*. Have partners quiz each other using their cards.

Bridging and Reaching

Write the following terms on the board: *fire lance*, *Gobi*, *Mamluks*, *Mongol*, *regime*, *steppes*, *terror*, and *yurts*. Have students select six of the terms and find them in the Student Edition. They should then write original sentences for the terms, using each in a meaningful way. **INDIVIDUAL** **20 MIN**



» 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

ANSWERS

Analyzing Visuals

The artist shows Genghis Khan as an older man who seems to be thoughtfully looking into the distance, possibly thinking about his life and accomplishments.

Analyzing

Genghis Khan created the basis of what became one of the greatest empires in history.

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?

China in the Middle Ages 477

READING SKILLS

Summarizing a Topic Tell students to reread the section “Empire Builders.” Have them pause after each paragraph and write a single sentence that states that paragraph’s main point. Then, as a class, read the section aloud. After each paragraph, stop and discuss possible main points. Discuss students’ choices and why those choices are or are not a main point. **WHOLE CLASS 20 MIN**

Differentiate the Activity

Describing a Passage Have students write a paragraph called “What I Learned From ‘Empire Builders.’” Tell them to answer these questions in their paragraph:

- How many territories was the Mongol empire divided into?
- What is another word for those territories?
- What was the name of each territory?
- What was one Chinese weapon that the Mongols began to use?

Students may examine and revise one another’s work as time permits. **AL INDIVIDUAL 20 MIN**

SPEAKING AND LISTENING SKILLS

Delivering an Informative Presentation Organize the class into pairs, and have partners alternate paragraphs in reading aloud the section “Empire Builders.” Pairs should then create a presentation about one of the four khanates. One partner should write a short informative text. The other partner should prepare captioned maps or other visual aids to enhance the information and three comprehension questions about it to ask class members. Have pairs present their material and ask their questions to the class. **SMALL GROUP 45 MIN**

Differentiate the Activity

Interviewing a Khanate Ruler Have student pairs research, script, and present an interview with a historical ruler of one of the four khanates during the year 1227 C.E. It should include biographical information on the subject and questions that touch upon events and conditions of the time, including the recent death of Genghis Khan. Tell students they may draw upon information from the Student Edition, reliable online and print sources, or both. Have the pairs present their scripted interviews to the class. If time permits, the interviewees may also take questions. **BL SMALL GROUP 60 MIN**

GO ONLINE History and Geography Activity

Climate, Ecological Zones, and the Mongol Empire Students will explore the connection between the boundaries of the Mongol empire in 1227 C.E. and the climate and ecological zones of Asia. **INDIVIDUAL 20 MIN**

GEOGRAPHY SKILLS

Interpreting Data on a Map Draw students’ attention to the map titled “Mongol Empire c. 1227 C.E.” Point out that the “c.” is an abbreviation for the Latin term circa which means “approximately.” **Ask: What is shown by the map’s orange areas?** (the expansion of the Mongol empire) **What do the numbers next to each red arrow indicate?** (the year in which one of Genghis Khan’s campaigns took place) **How many years of Mongol history are presented on this map?** (about 18 years) If necessary, walk students through the process of locating the earliest Mongol campaign shown on the map (1209) and subtracting that year from the one given in the map’s title (1227) to arrive at the answer. **WHOLE CLASS 5 MIN**

ANSWERS

✓ CHECK FOR UNDERSTANDING

1. The Mongols sometimes adopted the religions of the people they conquered, and they adopted gunpowder and the fire lance from the Chinese.
2. The reputation of the Mongols as a fierce conquering force led some groups to surrender without fighting.

GEOGRAPHY CONNECTION

1. Genghis Khan launched his first campaign to the south in 1209 C.E.
2. Genghis Khan’s empire was about nine times larger than the Mongol homeland.

TEACH (CONTINUED)

GEOGRAPHY SKILLS

Understanding Patterns and Movement Draw students’ attention to the map titled “Mongol Empire c. 1294 C.E.” **Ask: What is the theme of this map?** (It illustrates the extent of the Mongol empire at its height.) **How does this map compare to the one titled “Mongol Empire c. 1227 C.E.”?** (It presents information from about 70 years later than the earlier map does. The Mongol empire shown here is much larger than the one shown in the earlier map.) **What do the red arrows on this map indicate?** (Mongol campaigns under Kublai Khan) **How do Kublai Khan’s campaigns compare to those of Genghis Khan?** (They expanded the Mongol empire even more.)

WHOLE CLASS 5 MIN

Special Needs

Activity: ADHD Students with ADHD benefit from simplicity and repetition. When addressing the information on the maps in this lesson, draw direct comparisons when possible. Display the maps side by side to help the student appreciate the expansion of the Mongol empire. Encourage students with ADHD to answer questions by presenting the answers as simple sentence frames, such as the following: **This map shows that the Mongol empire got _____.** **This shows how _____ the Mongol empire expanded.** Have students physically touch relevant features on a map or similar features on each of the two maps. **INDIVIDUAL 15 MIN**

HISTORICAL THINKING SKILLS

Analyzing Continuity and Change Have students read the introductory paragraph on this page. **Ask: What year did Kublai Khan become ruler of the Mongol empire?** (1260 C.E.) **How many years was this after the death of Genghis Khan?** (about 33 years) If necessary, guide students in revisiting the Genghis Khan biography earlier in the lesson to determine that Genghis Khan died in 1227. **Who do you think ruled the Mongol empire between 1227 and 1260?** (Possible answer: Since Genghis Khan’s grandson became ruler in 1260, his son or sons probably ruled during the time after his death.) **WHOLE CLASS 10 MIN**

Active Classroom Activity

Creating a Poster Triptych About Mongol Rulers Tell students that a *triptych* is a three-part art display and that they will collaborate as a class in creating one. Organize the class into three groups. Assign each group one of the following Mongol rulers:

- Ogedei Khan (ruled 1229–1241)
- Guyuk Khan (ruled 1246–1248)
- Mongke Khan (ruled 1251–1259)

Point out that each of these rulers reigned at some point during the period between the reigns of Genghis Khan and Kublai Khan. Have each group research and create an informative poster of their assigned ruler. At the minimum, each poster should include an artistic rendition of the ruler and five bullet-pointed sentences with information about the subject. Have a representative of each group present their group’s poster to the class and other group members share a reading of the text. When all three groups are finished, have the class set up its triptych, with the rulers arranged chronologically from left to right. **WHOLE CLASS 60 MIN**



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-BLOO 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 (YUAN) 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

478

ANSWERS

GEOGRAPHY CONNECTION

1. Japan
2. the Himalaya

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 (kōh-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.

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.

China in the Middle Ages 479



» 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.

TEACH (CONTINUED)

HISTORICAL THINKING SKILLS

Describing China Under the Rule of the Yuan After students have read the section “Government and Religion,” ask: **Which Song-based social class was not supported or encouraged under Mongol rule? (scholar-officials) Why did the Mongols fill government positions with non-Chinese people? (to maintain control over the Chinese government) What was the Mongol approach to religions other than their own? (Christians, Muslims, and Hindus were all allowed to practice their faiths.) Why do you think the Mongols took this attitude toward other religions? (Possible answer: Letting people practice their faiths made it less likely that they would rebel.)** WHOLE CLASS 5 MIN

HISTORICAL THINKING SKILLS

Making Inferences About a Historical Figure After students have read the section “Marco Polo,” ask: **What inferences can you make about Marco Polo and his life? (Possible answers: Polo must have been well off and well educated. He must have been curious about different peoples and cultures. He must have displayed strong leadership qualities. He must have had a talent for learning languages. He must have been a good storyteller and interesting company.)** WHOLE CLASS 5 MIN

Social and Emotional Learning: Social Awareness

Understanding Different Perspectives Point out to students that Marco Polo was living in and learning about a culture that was very different from his native Europe. In order to learn as much as possible about the places he visited, he had to remain open to foreign perspectives, beliefs, and customs. Have students jot down their thoughts about how they might learn the most from a visit to a foreign country. They might include a list of things they would do to prepare for their trip, what they would investigate while they were there, and questions they would ask the people they met. WHOLE CLASS 10 MIN

Making Connections to Today

Analyzing Religious Continuity in China Organize students into four groups. Assign each group one of the following religions: Buddhism, Daoism, Islam, Christianity. Have each group research the presence of their assigned religion in China today. Group members should collaborate on a short report that includes at least the following: whether or not it originated in China, how long it has been practiced in China, the number of followers it has there today, and the impact of the current Chinese government on the religion. A representative of each group should read their group's report aloud, after which classmates may share their own observations on the information presented. SMALL GROUP 30 MIN

HISTORICAL THINKING SKILLS

Explaining Connections Among Mongol Leaders Have students read the biography of Kublai Khan. Ask: **What was the relationship between Kublai Khan and Genghis Khan? (Kublai Khan was Genghis Khan's grandson.) Who ruled the Mongol empire before Kublai Khan? (his brother, who was also Genghis Khan's grandson) Who competed with Kublai Khan for rule over the Mongol empire? (another one of Kublai Khan's brothers)** WHOLE CLASS 5 MIN

ANSWERS

Analyzing

He completed the Mongol conquest of China and ruled China effectively.

TEACH (CONTINUED)

HISTORICAL THINKING SKILLS

Determining the Context of a Piece of Art Draw students’ attention to the image of the European painting. **Ask:** **What appears to be the source of this painting?** (The text below the painting suggests that it is from a book, possibly a medieval history book.) **Is the painting a primary or secondary source?** (It is a secondary source.) **How can we tell?** (Kublai Khan died in 1294 C.E. The image was created about 100 years after his death.) **Who is the seated figure most likely intended to be?** (Kublai Khan) **WHOLE CLASS 10 MIN**

ECONOMICS SKILLS

Exchange and Markets in the Mongol Empire Have students read the section titled “Empire and Trade.” **Ask:** **How does the state of a nation’s, or empire’s trade affect that nation?** (Strong trade supports economic prosperity.) Call students’ attention to the two paragraphs about the city of Quanzhou. **Then ask:** **What was unusual about Quanzhou?** (It was a place where Chinese merchants could trade directly with merchants from other countries.) **How might that interaction have affected the culture of the city?** (Chinese culture there would probably have been influenced by the other cultures and religions it was exposed to.) **WHOLE CLASS 10 MIN**

REVIEW

WRITING SKILLS

Argumentative Writing About Mongol Empire Leaders Have students decide which Khan was the most successful Mongol leader and write a paragraph arguing for their choice. In making their argument, students should state how their choice benefited the empire economically and militarily and how his rule affected the everyday lives of the Chinese people. **INDIVIDUAL 15 MIN**

GO ONLINE Review and Apply Activity

China Under Mongol Rule Assign the Review and Apply Worksheet to help students summarize information. **INDIVIDUAL 20 MIN**

GO ONLINE Reading and Writing Essentials

China Under Mongol Rule This resource offers literacy support and writing and reading activities to approaching-level students. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 4 Quiz

Assessing Student Understanding Use the online assessments to assess student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 15 MIN**

Exit Slip Activity

Write this question on the board: **What factor do you think most contributed to the growth and prosperity of the Mongol empire?**



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.

ANSWERS

Analyzing Points of View

The artist likely had no idea what Kublai Khan looked like or what Chinese clothes were like, so he portrayed the emperor in the European dress that was familiar to him.

CHECK FOR UNDERSTANDING

- 1. He was amazed by the size, beauty, and organization of the city.
- 2. Storms destroyed most of their fleet.

LESSON ACTIVITIES

- 1. Possible answer: Students’ narratives should describe the expansion of the Mongol empire through Central Asia and China until it reached from eastern Europe to the Pacific Ocean. Genghis Khan’s troops were victorious because the Mongol military was well trained, well organized, and ruthless.
- 2. Groups should take a position on whether Marco Polo’s writings were true. Presentations should include at least two arguments to support their claim and multiple facts from reputable sources to support each argument.

05

Analyzing Sources: Late Silk Road

INQUIRY ACTIVITY

? 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.

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

481

LESSON 05 • INQUIRY ACTIVITY

Analyzing Sources: Late Silk Road

LAUNCHING THE INQUIRY

HISTORICAL THINKING SKILLS

Asking Questions Introduce the Compelling Question to the class: **What were the push-pull factors for exploration?**

Ask students to rephrase the question to make sure they understand it. Organize students into pairs or small groups to develop three Supporting Questions, recording them in their graphic organizer. After small groups have generated their questions, ask students to share them with the class. Students might want to revise or rewrite their questions following the discussion. **SMALL GROUP 10 MIN**

GUIDING THE INQUIRY

HISTORICAL THINKING SKILLS

Understanding Context Around the Late Silk Road Support students' understanding of the background information. **Ask: What happened to overland trade during the Ming dynasty?** (It continued in the same manner as during the Mongol empire but also expanded to explore the shores of the Indian Ocean and the Arabian Sea.) **What are some examples of the "great efforts" involved in traveling the trade routes?** (Possible answers: Voyages required a good supply of food and water. If someone got very sick, it was likely fatal. Bad weather made voyages difficult. Being in foreign lands where different languages were spoken made miscommunication and conflict likely.)

WHOLE CLASS 10 MIN

Making Connections to Today

Explaining Push and Pull Factors in a Two-Fold Poster Organize students into pairs. Each pair should choose one of the following countries, through which the Silk Road once ran: China, India, Afghanistan, Iran, Syria, Turkey. Ask pairs to research push and pull factors affecting migration to and from their chosen country today. Push factors often include poverty, war and civil conflict, environmental issues, poor educational opportunities, human rights issues, and lack of economic opportunity. Pull factors often include economic opportunity, freedom, education opportunities, and family ties. Have each pair create a two-fold poster summarizing their research. Posters should use a variety of visuals and text to tell the country's immigration story. One side of the poster should feature push factors, and the other should feature pull factors. Ask pairs to present their completed posters to the class. **SMALL GROUP 75 MIN**

Differentiate the Activity

Comparing Push and Pull Factors Provide students with a two-column graphic organizer. Have them write "Push" and "Pull" at the tops of the columns. Explain that they will fill in the graphic organizer with push and pull factors related to migration to and from one of the following countries: China, India, Afghanistan, Iran, Syria, Turkey. Write the list of factors given above on the board for students to refer to as they perform their research. Ask students to share their completed graphic organizers with the class.

AL INDIVIDUAL 30 MIN

PLAN YOUR INQUIRY ANSWERS

DEVELOPING QUESTIONS

Students should write three Supporting Questions that will help them answer the Compelling Question. Sample questions: What kinds of goods were traded between Southeast Asia and East Africa during the Middle Ages? In what way(s) did maritime exploration become faster and easier? Why did cities develop along trade routes?

ANALYZING SOURCES

Students should fill in the graphic organizer, noting which sources will help them answer their Supporting Questions. For example, students might explain that Source A helped them answer the question "Why did cities develop along trade routes?" This source tells how ports such as Zanzibar, Alexandria, Muscat, and Goa became wealthy, bustling trading cities.

READING SKILLS

Analyzing Secondary Sources About Maritime Trade After students have read Source A, ask: **What was the advantage of maritime trade?** (*It was faster than using overland routes.*) **When did the earliest maritime trade between China and Arabia take place?** (*in the 700s C.E.*) **What made maritime trade easier, leading to its expansion?** (*technological advances in navigation, astronomy, and shipbuilding*)
WHOLE CLASS 10 MIN

HISTORICAL THINKING SKILLS

Speculating About the Spice Trade Focus students' attention on the first paragraph of the secondary source article. Ask: **What were the Spice Roads?** (*trade routes to and from areas that traded in spices, such as the Moluccas in Indonesia*) Invite students to share anything they know about the spices listed in the text: cinnamon, pepper, ginger, cloves, nutmeg, and saffron. (*Possible answers: Ginger and cloves are used in gingerbread. Sometimes cinnamon is mixed into hot cocoa. Saffron turns food yellow.*) Then ask: **Why do you think people were willing to travel so far to buy spices?** (*Possible answer: They make food taste good. Some spices are used as medicine. Merchants could earn a large profit from selling spices.*) WHOLE CLASS 10 MIN

GEOGRAPHY SKILLS

Applying Spatial Thinking to the Coastal Trading Cities Remind students that cities developed around ports that experienced a lot of maritime trade. Ask students to work with a partner to conduct online research about the cities mentioned in the secondary source: Zanzibar, Alexandria, Muscat, and Goa. Then have them create a map of that area, showing the locations of all four port cities. For each location, have them add a text box containing one paragraph explaining what was traded there, who traded it, and the ways in which maritime trade drove the city's development in the Middle Ages. Post completed maps around the classroom. SMALL GROUP 30 MIN

Digital Option

Creating an Interactive Map of Coastal Trading Cities Instead of a paper map, have pairs create an interactive map that shows the location of the communities and provides information about each. Students may choose to import a map into a slideshow app and then add text boxes; more ambitious students might want to build an online map using an online mapping tool. Encourage partners to include relevant images in their maps. Share completed maps with the rest of the class. BL SMALL GROUP 75 MIN

Social and Emotional Learning: Social Awareness

Respecting Others Use the article about maritime trade as an opportunity to discuss respect for others and, in particular, the cultural perspectives different people may have. For example, the changes that were taking place around the Arabian Peninsula in the Middle Ages were undeniably exciting—goods, ideas, languages, and beliefs were all being exchanged, sometimes for the first time. Remind students that those changes may not have been welcome to everyone who lived there, though. People in places such as Muscat and Goa may have had different thoughts and feelings about the arrival of merchants and sailors. Students can use this social awareness to expand their empathy and compassion for people who are different from them.
WHOLE CLASS 5 MIN

A

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.



» Spices in a market in present-day India

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?

482

EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE A

1. Advances in navigation, astronomy, and shipbuilding combined to make long-distance sea travel increasingly practical.
2. Sample answer: Pull factors include the goods available for trade in other places as well as the port cities, which the article describes as lively and interesting. Technological advancements could be a push factor, as they prompted travelers to leave for long journeys when they might not have done so otherwise.

© McGraw Hill 2023 all rights reserved. This material is provided for individual evaluation purposes only and may not be downloaded, reproduced or distributed.

B

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.”

— 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?



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

China in the Middle Ages 483

HISTORICAL THINKING SKILLS

Analyzing a Primary Source About Quanzhou After students have read the introduction to Source B and the excerpt from *The Travels of Marco Polo*, ask: **What was Marco Polo’s name for Quanzhou?** (Zai-tun) **What does Marco Polo say about the pepper he sees in Quanzhou?** (Marco Polo is amazed at the quantity of pepper; he believes what is imported into Alexandria is only one-one hundredth the amount of pepper that is in Zai-tun.) **What else amazes Marco Polo about Quanzhou?** (the number of merchants, the amount of different goods, and the size of the port) **Why do you think Marco Polo found Quanzhou so amazing?** (Possible answer: It was full of goods that were seldom seen in Europe.) **WHOLE CLASS 5 MIN**

WRITING SKILLS

Narrative Writing About Marco Polo’s Journey Have students write a story in which the main character accompanies Marco Polo on the journey to Quanzhou described in the excerpt in the lesson. Students can use details from the excerpt, other parts of the Student Edition, and further research. Each story should touch on different push and pull factors and include varying points of view among the different characters. Invite volunteers to read their story to the class.

INDIVIDUAL 40 MIN

Differentiate the Activity

Creating a Graphic Novel About Marco Polo Interested students may prefer to create several pages of a graphic novel based on the scene in the excerpt. Students should expand on the excerpt and include details they have read elsewhere in the Student Edition or in online research. Their pages must have illustrated panels, speech and thought bubbles, and other graphic features. Guide students to clearly depict push and pull factors in their work, as well. Display finished pages around the classroom for other students to read. **BL INDIVIDUAL 60 MIN**

HISTORICAL THINKING SKILLS

Describing Marco Polo Ask students to create a résumé for Marco Polo. Provide them with model résumés so that they can follow traditional formatting, with Marco Polo’s name at the top and his list of jobs and accomplishments, based on what they have read in the Student Edition. (*Résumés may list that Marco Polo was from Venice, journeyed to Asia, lived in Khanbaliq, journeyed along the Silk Road, ruled Yangzhou, visited Quanzhou, and dictated a book about his travels.*) Have students share their résumés with other students and allow time for them to make changes if desired. **INDIVIDUAL 30 MIN**

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE B

1. He was very impressed with it, as he describes it as “noble” and “handsome.” He then describes, in detail, how much pepper is being traded there. He makes a connection to the trade in Alexandria, saying that it’s more impressive in Quanzhou.
2. Possible answer: His writings may have spurred more Europeans to travel the Silk Road to see the wonderful things and places he describes and to try to make money from trade.

READING SKILLS

Understanding Supporting Details About Zheng He’s Fleet Discuss the secondary sources about Zheng He and his first expedition. **Ask:** **What traveled in Zheng He’s armada?** (large ships called junks; dozens of other smaller ships that transported supplies, horses, people, and water; a crew of more than 27,000 sailors and soldiers) **Where did his fleets travel to?** (They crossed the China Sea and traveled west to Ceylon, Arabia, and East Africa.) **WHOLE CLASS 5 MIN**

WRITING SKILLS

Explanatory Writing About a Video Have students search an online video-sharing platform for a video about Zheng He’s expeditions and watch it. Monitor their choices—the video should not be extremely lengthy, but it should be from a reputable source. Then have students write a short report explaining what they learned from the video. Have them pay particular attention to any speakers in the video, and what their qualifications and expertise might be. Choose a few video segments to share with the class and ask the students to explain them. **INDIVIDUAL 60 MIN**

Active Classroom Activity

Turn and Talk After students have read about Zheng He’s fleet and examined the illustration, have students engage in a turn-and-talk activity. Post the following question on the board: **How did Zheng He’s expeditions compare to the early European explorations made by Christopher Columbus and others?** Give students five minutes to discuss the question with their partner, and then discuss what they have determined as a class. (Possible answers: Zheng He’s expeditions took place earlier—between 1405 and 1433 C.E., as opposed to 1492 C.E., which was Columbus’s first voyage; Zheng He’s ships were much larger and stronger than Columbus’s ships; the myth exists that the Portuguese “discovered” the Indian Ocean, and that is false because Zheng He was there earlier.) **WHOLE CLASS 15 MIN**

Background Information

A New Silk Road In ancient times, both wanderers and long-distance traders traveled the Silk Road as they journeyed across Eurasia. Today, China is working to recreate this network of both land and sea routes between East Asia and Europe. Known as the Belt and Road Initiative, the project will likely cost more than a trillion dollars. About 65 percent of the world’s people will have access to the road, and it could potentially move more than 30 percent of the world’s goods. According to some experts, it may be the most vital economic project of the future. The final hope of the Belt and Road Initiative is that it will provide a less expensive way to ship goods, will be less vulnerable to disruption (for example, in case of war), and will spur even more economic growth.

C

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. . . .

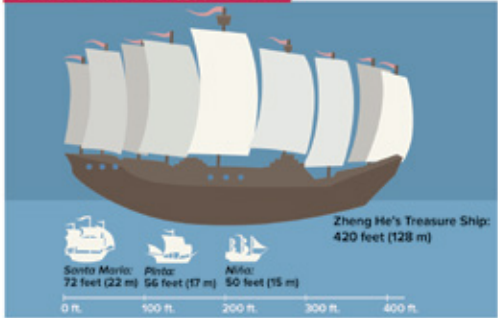
Seven times, from 1405 to 1433 [C.E.], the treasure fleets set off for the unknown. These seven great expeditions brought a vast web of trading links—from Taiwan to the Persian Gulf—under Chinese Imperial control. This took place half a century before the first Europeans, rounding the tip of Africa in 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



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?

EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE C

1. Possible answer: They would think that China had great power, as it was able to send so many impressive ships on a trade journey. They would also probably think that it was a very rich society as well.
2. Possible answer: The author wants to make the point that Zheng He’s fleet was a spectacle many years before Europeans sailed around Africa. Putting the word “discovered” in quotation marks reflects the author’s point of view that it was arrogant of the Portuguese to think that they had discovered an ocean that others had been sailing for a long time.

D

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?

China in the Middle Ages 485

READING SKILLS

Reading Closely About the Spread of Religion to Korea After students have read Source D, ask: **When did Buddhism come to Korea?** (*in the 400s C.E.*) **How did Islam come to Korea?** (*with Arab merchants who arrived between 661 and 935 C.E.*) **WHOLE CLASS 5 MIN**

English Learners Scaffold

Determining Meaning of Edited Sources

Entering and Emerging

Display Source D and explain that source content is sometimes edited to reduce the length or to remove sections of the text that may distract the focus of the reader. Read the source material aloud and ask students to raise their hands each time the text has been edited, indicated by ellipses or capital letters inside of brackets. Have pairs of students collaborate to determine the meaning of the text before the ellipses and the meaning of the text after the ellipses and explain how the content connects together.

Developing and Expanding

Explain the meaning of ellipses that connect sections of text in edited content. Ask students to summarize each section of text in Source D before the ellipses, then summarize the section after the ellipses, and explain how the two sections of text relate to each other. Then ask them to summarize each paragraph as a whole block of text.

Bridging and Reaching

Ask students to explain how sections of text in Source D before and after the ellipses relate to each other. Then, challenge them to rewrite each paragraph using conjunctions to connect sections that were separated by ellipses, or creating separate sentences as needed. **WHOLE CLASS 15 MIN**

EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE D

1. Trade resulted in increased travel, which spread religion to new places.
2. The religions have a presence in the places touched by the Silk Road, and the same kind of cultural exchange described in the source happens today when people move.

Special Needs

Activity: Language Processing Deficit As these students read about the introduction of Islam to the Korean peninsula, support them by pausing to point out a key idea or a rich detail by saying, “Pause. Let’s highlight this because . . .” Additionally, you can extend your pauses to provide a review of material that might be challenging for these students, such as phrases they might not typically encounter like “initial driver of exchange”. **INDIVIDUAL 10 MIN**

SPEAKING AND LISTENING SKILLS

Presenting About Islam in South Korea Have students work in small groups to research Islam in South Korea today. Groups should prepare a slide presentation addressing the following questions: **How many Muslims are there in Korea today? What pull factors in South Korea encourage Muslim immigration? What challenges do Muslims face there?** Remind students that slides should feature visuals, such as photographs and charts. They may also wish to embed audio files, such as music or chanting. Groups should divide their research and presentation time equally among members. Remind listeners to take notes and prepare one question each to ask the group about their presentation. **SMALL GROUP 60 MIN**

READING SKILLS

Reading Closely About Ibn Battuta’s Description of Mogadishu After students have read Source E, ask: **How does Ibn Battuta describe the size of Mogadishu?** (*It is enormous.*) **How are the visiting merchants greeted?** (*Young men in sumbuqs greet merchants with food and host the merchants in their homes.*) **How are the hosts an advantage to the merchants?** (*Hosts negotiate fair prices for goods.*) **WHOLE CLASS 5 MIN**

REVIEW

READING SKILLS

Summarizing Sources About Push and Pull Factors Organize students into five groups and assign each a source. Ask groups to quickly summarize the source—where it is from, what it says, and how it connects to the concept of trade and exploration and the push/pull factors that drive them. Then ask a representative from each group to share the group’s ideas with the class. **SMALL GROUP 15 MIN**

GO ONLINE Reading and Writing Essentials

Analyzing Sources: Late Silk Road This resource offers literacy support and writing and reading activities to approaching-level students. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

ECONOMICS SKILLS

Economic Decision Making Based on Push and Pull Factors Ask students to review their list of the dominant push and pull factors behind the journeys described in this lesson. Tell them to use their list as a starting point for a discussion about economic decision-making. Write this prompt on the board: **If you had been alive in the Middle Ages, what push and pull factors might have convinced you to make such long journeys?** Have students turn to a partner and discuss their personal feelings about each factor. Then bring the class back together for a larger discussion of making decisions based on push and pull factors. **SMALL GROUP 15 MIN**

HISTORICAL THINKING SKILLS

Reflecting on the Inquiry After students have completed the Inquiry, ask them how their ideas and awareness about the Silk Road and trade have changed. Ask students to reflect on the Inquiry process and reevaluate the Compelling Question. Does it need to be refined or changed? How would you approach creating Supporting Questions now? **WHOLE CLASS 5 MIN**

GO ONLINE Lesson 5 Quiz

Assessing Student Understanding Use the online assessments to assess student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**

Exit Slip Activity

Write this question on the board: **What is one new thing you learned about the Silk Road from these sources?**

E

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?

486

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.

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE E

1. Mogadishu offered hospitality and hosts that negotiated fair trades.
2. Possible answer: They both write about the places they are visiting in ways that make the places sound interesting and worth seeing.

COMPLETE YOUR INQUIRY ANSWERS

EVALUATE SOURCES AND USE EVIDENCE

1. Push factors: new technology, the desire to spread religion. Pull factors: goods available for trade in far-off places, the desire to gain wealth.
2. Possible answer: Marco Polo and Ibn Battuta were impressed with China and Africa; they probably had a sense of adventure and curiosity.
3. Students’ responses will depend on the Supporting Questions they wrote.
4. Looking at historians’ views of the travel accounts of Ibn Battuta and Marco Polo would help confirm their reliability.

COMMUNICATE CONCLUSIONS

5. Possible answer: Trade allowed access to many different goods and to markets to sell China’s goods; those who saw Zheng He’s ships would be impressed with China’s power and wealth.

TAKE INFORMED ACTION

Students’ editorials should highlight the social, economic, and cultural attractions of their community.

06

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

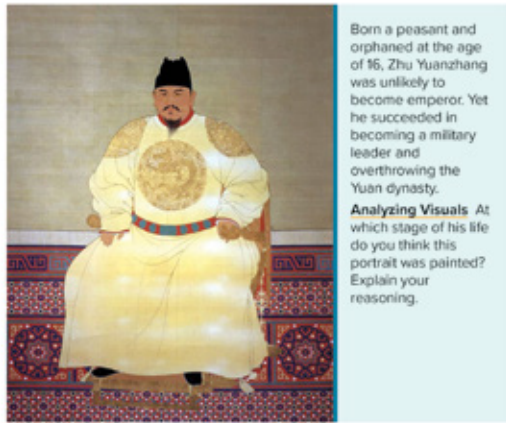
How did Ming rulers bring peace and prosperity to China?

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.

GO ONLINE

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

487

LESSON 06 • LEARN THE EVENTS

The Ming Dynasty

ENGAGE

READING SKILLS

Describing the Decline of the Yuan Dynasty Read aloud the introductory paragraph on this page. **Ask:** **What happened to Mongol power after the death of Kublai Kahn?** (*It began to decline.*) **What were some causes of this?** (*The Mongol emperors overspent on foreign conquest. Government officials became wealthy by stealing from the treasury.*) **How did Chinese society change?** (*The people lost respect for the government, and unrest swept through the culture.*) **How did the Chinese come to regard their Mongol rulers?** (*with resentment*) **WHOLE CLASS 10 MIN**

TEACH

HISTORICAL THINKING SKILLS

Analyzing Change in Chinese Rule Have students read the first two paragraphs of “The Rise of the Ming.” **Ask:** **What happened to Mongol rule in China in 1368?** (*It was overthrown.*) **What replaced it?** (*the Ming dynasty under Emperor Hong Wu*) **What does the word Ming mean in Chinese?** (*“brilliant”*) **How did China change under Hong Wu?** (*It became peaceful and orderly.*) **How is Hong Wu remembered today?** (*He is remembered as a strong and effective but harsh leader.*)

WHOLE CLASS 10 MIN

Background Information

Emperor Shun-ti Shun-ti (1320–1370 C.E.) was the last emperor of the Yuan dynasty. He assumed his position at age 13, and during the early part of his reign, power was held by his minister Bayan. Bayan proved very unpopular among the Chinese people and was forced from office in 1339. Shun-ti assumed power at that point, but he had little interest in governing. For nearly 30 years, he left important decisions in the hands of corrupt officials and Buddhist priests while the Chinese economy and social order deteriorated. When Zhu Yuanzhang declared himself the emperor Hong Wu in 1368, Shun-ti fled to Mongolia. He died in the steppes region of Mongolia two years later. By then, Zhu was firmly established as the first emperor of the Ming dynasty, and China had begun to return to its former glory.

Background Information

Emperor Hong Wu Hong Wu (Zhu Yuanzhang, 1328–1398 C.E.) became a Buddhist monk at age 16, following his father’s death. Joining one of China’s many rebel armies in 1352, he rose quickly through the ranks and became the army’s second in command. The army’s leader died in 1355, and Zhu assumed command. After capturing much of eastern China, Zhu gained the support of a group of well-educated scholars. These professionals taught him principles of government. With his innate abilities and education, Zhu became well known and highly regarded. As the Chinese became increasingly restless and unhappy with rule under Emperor Shun-ti, Zhu faced increasing encouragement to overthrow Yuan rule. Although Zhu actually captured Nanjing in 1356, it was another 12 years before he proclaimed himself emperor. This action drove the last Yuan emperor (Shun-ti) into exile and marked the beginning of the Ming dynasty.

ANSWERS

READING STRATEGY

Students should create a cause-and-effect chart to track the effects of the voyages of Zheng He. They may add additional effect boxes to their organizers, or create additional charts, as needed.

Causes: Ming emperors wanted to know about the world; Ming emperors wanted to expand Chinese influence.

Effects: Zheng He traded for goods and animals unknown in China; Zheng He brought back foreign visitors; Chinese culture was spread; rulers worried about the introduction of unwanted ideas and stopped the voyages.

Under “Effects,” students may also identify the backlash of stopping the voyages: trade with other countries sharply declined; Chinese shipbuilding technology became outdated.

Analyzing Visuals

The portrait was likely painted when Zhu was emperor. In this portrait, he is older and does not seem to be in military dress but is wearing the finer clothing of a ruler.

TEACH (CONTINUED)

GO ONLINE Guided Reading Activity

The Ming Dynasty Assign the Guided Reading Activity to help students take notes about the lesson content. AL INDIVIDUAL 20 MIN

WRITING SKILLS

Informative Writing About the Forbidden City Have students research and write a two-paragraph description of the Forbidden City. Their descriptions should include the area’s size and dimensions, along with information about at least three of the buildings the city contained. They should enhance their work with at least one relevant illustration or other printed image. INDIVIDUAL 45 MIN

Digital Option

Making a Travelogue Instead of a written description, have groups of three or four students collaborate to create a video travelogue about the Forbidden City. Their work should combine present-day images of the city with voice-over descriptions. They should also include at least two historical facts in their narration and touch upon the area’s features as a museum and tourist attraction. SMALL GROUP 60 MIN

English Learners Scaffold

Understanding and Using Vocabulary Words

Entering and Emerging

Tell students that the vocabulary words in this lesson include *barbarian*, *census*, *convert*, *novel*, and *ongoing*. Ask them to locate each word in the footnotes of the lesson and read the definition of each aloud. Clarify the words’ meanings as needed to ensure comprehension.

Developing and Expanding

Ask students to locate the sentences in the lesson that contain the vocabulary words. Have them rewrite each sentence, substituting a synonym or other text based on its definition for the vocabulary word.

Bridging and Reaching

Ask students to locate the lesson’s vocabulary words and organize them into a glossary. The words should be arranged in alphabetical order. Each word’s entry should include its part of speech, definition, and an original sentence that illustrates the word’s meaning.

INDIVIDUAL 15 MIN

GEOGRAPHY SKILLS

Drawing Inferences From a Map Draw students’ attention to the map titled “Ming China 1368–1644 C.E.” **Ask:** Which major city was China’s capital during the period shown? (*Beijing*) Tell students that Beijing is China’s capital today as well. **Then ask:** What are some differences between Beijing and the other cities shown on the map? (*Possible answers: Beijing is not accessible by water. It is near China’s Great Wall.*) **Why might Yong Le have chosen Beijing as China’s capital city?** (*Students might say that Beijing’s distance from water and closeness to the Great Wall make it more difficult to invade than other Chinese cities might be.*) WHOLE CLASS 5 MIN

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



488

ANSWERS

GEOGRAPHY CONNECTION

- 1. the Great Wall
- 2. Quanzhou and Guangzhou, because they were located on the coast



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.

Chinese Exploration

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.

China in the Middle Ages 489

WRITING SKILLS

Researching Silk and Cotton Clothing Have students research the qualities of silk and cotton clothing. Areas they might touch upon include comfort, durability, cost, and ease of production. Afterward, work with the class to complete a Venn diagram comparing and contrasting the qualities of the two fabrics. **WHOLE CLASS 30 MIN**

Differentiate the Activity

Gathering Evidence About Silk Production Have students research and write a two-paragraph informative report about the process of silk production. The first paragraph should describe how silk was obtained and processed during the Ming dynasty. The second should provide a description of the process today. Students should include information about the contribution of silk goods to the Chinese economy today. **BL INDIVIDUAL 40 MIN**

SPEAKING AND LISTENING SKILLS

Presenting a Reading From Chinese Literature Have students find the text of a Ming period story, poem, play, or song. Allow students who wish to present a play excerpt to organize into pairs or small groups. Students should present their chosen work orally. They should introduce it by describing its source and context and conclude with three questions for the class. Their questions may either check comprehension or elicit classmates' opinions of the text. The question-and-answer sessions should be conducted in a way that maximizes the number of students who answer a question. You may wish to review students' questions in advance. **SMALL GROUP 45 MIN**

ECONOMICS SKILLS

Economic Reasoning About Arts and Leisure Have students read the first paragraph of the section titled "Arts and Literature." **Ask:** **What connection does this paragraph make between economic status and access to forms of entertainment?** (People with disposable income like to spend some of it on being entertained.) **How else might the wealthy merchants and artisans have enjoyed their economic success?** (Possible answer: They might have traveled, taken vacations, or lived in comfortable and attractive homes.) **What connections can you draw between a strong, stable economy and social stability?** (Students' answers should indicate an understanding that economic opportunity contributes to stable societies such as that of the Ming dynasty.) **WHOLE CLASS 10 MIN**

Culturally Responsive Connections

Public Art and Entertainment The peace and security provided by the Ming Dynasty allowed trade to expand, creating a strong economy. Merchants and artisans benefitted from this and could afford to purchase art and attend plays and other forms of entertainment. Most people in China could not afford those luxuries so access to art was limited by social class. Today, economic differences still exist, but governments, businesses, and community organizations often fund public art and entertainment. **Questions to Consider:** What are some examples of art and entertainment today that are limited by access to money? (Students may identify concerts, sporting events, and memberships to museums.) What are examples of art and entertainment in your community that are provided without entrance fees? (Students may identify public sculptures, community concerts, and parks.) Why do governments and organizations provide public art and entertainment? (Students may say it brings joy to people's lives, creates a sense of community, or provides a valuable service that isn't limited by a person's income.) How would you want to expand on the public art and entertainment in your community? **WHOLE CLASS 15 MIN**

ANSWERS

Analyzing Visuals

Possible answer: The buildings seem to have the same design, and there seems to be a regular pattern to the sizes of the buildings, with most relatively low and a few standing taller. There seem to be straight pathways between the structures.

CHECK FOR UNDERSTANDING

Life in China was peaceful and more stable. The economy also grew.

TEACH (CONTINUED)

READING SKILLS

Describing Chinese Exploration Have a volunteer read aloud the first two paragraphs of “Chinese Exploration.” **Ask: About how many junks were maintained by the Ming emperors?** (more than 300) **What were some reasons that the fleet was so large?** (The emperors wanted to trade with other countries, to demonstrate Chinese power, and to extract taxes from weaker nations.) **How many overseas journeys did the Ming fleet take during the early part of the 1400s?** (seven) **Who led these journeys?** (a Chinese Muslim named Zheng He) **WHOLE CLASS 10 MIN**

GO ONLINE History and Economics Activity

The Economic Impact of Trade Policies Students explore the impact of government policies that promote trade or limit trade. China’s promotion of Zheng He’s trade voyages and later policies to limit trade had sharply different impacts on China’s economy. **INDIVIDUAL 20 MIN**

HISTORICAL THINKING SKILLS

Analyzing Points of View About Zheng He’s Voyages Have a volunteer read aloud the first paragraph of “The Travels of Zheng He.” Then call students’ attention to the quote from Zheng He and read the quote aloud. **Ask: Is Zheng He describing a particular event?** (no) **What is he describing?** (He is giving a general description of his journeys.) **What is the tone of his description?** (Possible answers: poetic, exciting, adventurous, boastful) Have students read the final three paragraphs of the section. **Ask: What brought an end to Zheng He’s journeys?** (After Zheng’s death, Chinese officials stopped the voyages.) **Do you think the emperor was right to do what the officials wanted? Why?** (Possible answer: no, because it weakened China’s economy and technological standing) **WHOLE CLASS 10 MIN**

Special Needs

Activity: Processing Speed Deficit Students with processing speed deficit take longer to perceive information, make sense of it, and respond. When examining the Zheng He quote on this page, it may be helpful to present the material slowly, insert pauses into the reading, and rephrase terms in simpler language. Have students follow along with the material as it is read to them, and allow them sufficient time and opportunity to accurately repeat or paraphrase the text. **INDIVIDUAL 15 MIN**

Active Classroom Activity

Gallery Walk of Posters About the Seven Voyages of Zheng He Organize the class into three groups. Assign each group one of the following:

- the first three voyages of Zheng He (1404, 1408, and 1409 C.E.)
- the fourth voyage of Zheng He (1413 C.E.)
- the final three voyages of Zheng He (1417, 1421, and 1431 C.E.)

Each group should research their assignment and create an informational poster about it. Along with at least one relevant image, posters should include either three paragraphs of informational text or six bullet points describing the highlights of the journey(s). Place the completed posters in chronological order at even intervals along the classroom walls, and have students visit each poster. Students should take turns orally presenting the text of their group’s poster and visiting the posters of other groups. **WHOLE CLASS 45 MIN**

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 Maria* 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?

490

ANSWERS

Analyzing Visuals

Possible answer: It suggests that Zheng He was admired outside of China and by people who practiced a different religion than he did.



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-GUH-ill) 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-REHR-ee-uhnz), 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

China in the Middle Ages 491

Social and Emotional Learning: Responsible Decision-Making

Reflecting Support students in developing coping strategies by leading a class discussion about making decisions when they are stressed, angry, or hurt. Invite students to share instances when they have felt pressured to make a decision and become emotional as a result. Lead them in revisiting the experience and guide them in assessing their decision-making habits. Point out that in nearly all instances of decision-making there is time to “press pause” and allow a few moments to calm down before committing to a course of action. Tell them that it is always better to make decisions (especially important ones) when they are feeling calm. **WHOLE CLASS 15 MIN**

GEOGRAPHY SKILLS

Using Maps to Describe Zheng He's Journeys Draw students' attention to the map titled “The Voyages of Zheng He 1405–1433 C.E.”

Ask: **How long did Zheng He spend on the journeys shown on the map?** (about 28 years) **What bodies of water did Zheng He sail through?** (the East China Sea, the Pacific Ocean, the South China Sea, the Bay of Bengal, the Indian Ocean, the Arabian Sea) **In what general directions did Zheng He lead the Chinese fleet?** (south and west) **How far did Zheng He travel (measured as a straight line)?** (about 8,000 miles; 12,900 km) **WHOLE CLASS 5 MIN**

HISTORICAL THINKING SKILLS

Identifying Chinese Perspectives on Europe Have students read the first two paragraphs of “Arrival of Europeans.” **Ask:** **Who arrived in China in 1514 C.E.?** (explorers from Portugal) Tell students that this occurred during the European age of exploration, when Europeans sought new trade routes and lands to colonize. **Ask:** **What was significant about the arrival of the Portuguese?** (It was the first contact between China and Europe since Marco Polo's visit more than 200 years earlier.) **How did the Chinese originally react to the arrival of the Europeans?** (The Chinese wanted little to do with them.)

WHOLE CLASS 10 MIN

Differentiate the Activity

Understanding Interaction Between Europe and China Organize students into pairs. Have them examine the first two paragraphs of “Arrival of Europeans” and use that text as reference material to complete the following sentence frames:

- In 1514 C.E., explorers from _____ arrived in China.
- These were the first _____ to arrive in China since Marco Polo.
- The _____ wanted to convert the Chinese to _____.
- China considered the visitors to be _____ and wanted _____ to do with them.

After completing the frames, have students write the completed sentences in paragraph form. **AL SMALL GROUP 15 MIN**

ANSWERS

GEOGRAPHY CONNECTION

- Mombasa in eastern Africa
- Travelers on land routes would not have access to the islands of Southeast Asia and because of the mountains and desert, they would have had more difficulty reaching many of the major trading cities that Zheng He visited, such as Calicut, Aden, or Mogadishu.

TEACH (CONTINUED)

HISTORICAL THINKING SKILLS

Making Connections Between Portugal’s Goals and China’s Reactions Have students read the final two paragraphs of “Arrival of Europeans.” **Ask:** **What was trade like between Portugal and China in the early 1600s?** (limited) **Which country was reluctant to trade with the other?** (China was reluctant to trade with Portugal.) **What did the Jesuits hope to accomplish in China?** (They wanted to build Christian schools and spread Christianity.) **Were they successful?** (No; few Chinese accepted Christianity.) **WHOLE CLASS 10 MIN**

HISTORICAL THINKING SKILLS

Analyzing Change Between Dynasties Have students read “The Fall of the Ming.” **Ask:** **When did the Ming dynasty come to an end?** (in 1644 C.E.) **What brought about the dynasty’s downfall?** (Ming officials became corrupt and began overtaxing China’s farmers.) **Who forced out the last Ming emperor, and who took over China?** (The emperor was forced out by an army of Chinese rebels. The Manchus defeated Chinese armies, captured Beijing, and established the Qing dynasty.) **WHOLE CLASS 10 MIN**

REVIEW

WRITING SKILLS

Explanatory Writing About the Ming Dynasty Tell students to review the lesson, which describes the rise of the Ming dynasty, its culture and accomplishments, its period of overseas exploration, its first contacts with Europeans, and its decline. They should then write a paragraph explaining any one of those topics. When they have completed a first draft, have students exchange essays with a classmate for proofreading and constructive feedback. **INDIVIDUAL 25 MIN**

GO ONLINE Review and Apply Activity

The Ming Dynasty Assign the Review and Apply Worksheet to help students summarize information. **INDIVIDUAL 20 MIN**

GO ONLINE Reading and Writing Essentials

The Ming Dynasty This resource offers literacy support and writing and reading activities to approaching-level students. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 6 Quiz

Assessing Student Understanding Use the online assessments to assess student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 15 MIN**

Exit Slip Activity

Write this question on the board: **How was the fall of the Ming dynasty similar to the fall of the Yuan dynasty?**



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.

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

- LESSON ACTIVITIES**
- 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.
 - 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.

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

ANSWERS

Analyzing Visuals

Possible answer: Macao’s port was protected by land curving around it, which made it a safe place for ships to anchor to load and unload goods.

- CHECK FOR UNDERSTANDING**
- Chinese officials thought the voyages were too expensive and would bring unwanted foreign ideas to China. They believed trade should benefit society as a whole, not just merchants.
 - The Jesuits had little effect beyond some trade. Those who hoped to convert the Chinese to Christianity had little success.

- LESSON ACTIVITIES**
- Letters should mention at least three of the following: sea voyages demonstrated Chinese power; extended China’s influence; added to its wealth and prestige through trade; exposed China to others’ ideas, information, and technologies; maintained China’s shipbuilding technology and sailing skills; and strengthened its global power and influence.
 - Students should base their advice on specific successes (civil service examinations, the census, the building of canals, farms and roads, the planting of forests, thriving agriculture, expansion of the Grand Canal, a strong economy, a strong central government, strong military, exploration) and failures (the end of seagoing voyages, the appointment of dishonest officials, heavy taxes on farmers, weakening due to a collapse of law and order) of the Ming dynasty.

07

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

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

493

GO ONLINE Additional Resources

Adaptive Learning With SmartBook A proven adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

Assign this resource to differentiate instruction for students and report on yearlong progression. **AL** **BL**

LESSON 07 • REVIEW AND APPLY

Reviewing China in the Middle Ages

REVIEW

HISTORICAL THINKING SKILLS

Identifying Facts About Dynasties Have pairs of students work together to quiz each other on the sequence, key figures, and advances of the different dynasties. Students might take turns reading the names or statements in the graphic organizer aloud, in scrambled order, for their partner to identify the correct dynasty, or they could each write questions that prompt their partner to provide the correct dynasty in response. **SMALL GROUP** 15 MIN

Social and Emotional Learning: Relationship Skills

Supporting Others To give students practice developing their interpersonal skills, encourage students who are on-level or above level readers to prompt their classmates with guiding questions as classmates consider the achievements and weaknesses of the dynasties. They might ask questions such as “What did the Tang rulers do that increased trade?” or “How did the Ming rulers learn about life in other parts of Asia?” Check in periodically to ensure that the students are collaborating appropriately. **SMALL GROUP** 5 MIN

WRITING SKILLS

Integrating Information About China in the Middle Ages Ask students to read the information in each row and turn it into a brief summary of each dynasty's accomplishments. Students' summaries should include as much of the information as possible. Encourage them to use their sentences as a review document. **INDIVIDUAL** 15 MIN

Active Classroom Activity

Making a Poster Have students use the information on this page as well as elsewhere in the topic to create a poster that promotes the achievements of one of the five dynasties that ruled China in the Middle Ages. Prompt students to provide visuals and brief phrases that identify an accomplishment of each dynasty in a memorable, appropriate way. Display the completed posters around the room. **INDIVIDUAL** 20 MIN

WRITING SKILLS

Writing a Poetry Slam Tell students to work with a partner to take part in a poetry slam. Each pair should focus on one of the five dynasties that ruled China in the Middle Ages. Using information in the graphic organizer and in the topic, they should compose a one- to two-minute poem that highlights the major figures and achievements of their dynasty. Poems should use rhyme, alliteration, and figures of speech to make the information as engaging as possible. Give each pair time to compose and rehearse their poems. Then invite them to perform for the class. **SMALL GROUP** 30 MIN

GO ONLINE Additional Resources

Spanish Student Edition

Remember that the complete Student Edition is available in Spanish online.

Assign this resource to your Spanish-speaking students to ensure that language barriers are not preventing your students from learning the World History content and skills.

LESSON 07 • REVIEW AND APPLY

Reviewing China in the Middle Ages

Vocabulary Activity

China in the Middle Ages Have students complete the vocabulary activity worksheet to review the key vocabulary of the topic and use that vocabulary in proper context. These worksheets are customizable and may be edited before assigning to your students. **INDIVIDUAL 20 MIN**

IDENTIFY AND EXPLAIN

1. **A.** a new form of the ideas of the philosopher Confucius that included Buddhist and Daoist beliefs

B. a belief or practice that follows established thinking

C. flat, dry grassland

D. rulers during a given period of time
- E.** violence used to scare people

F. a count of the number of people in a country

G. to accept a new belief; to bring from one belief to another

H. an uncivilized person

REVIEWING KEY FACTS

2. The Sui rebuilt Chang'an, repaired the Great Wall, and built the Grand Canal. The Tang made a strong central government, expanded trade, and restored China's power in Asia.
3. Taizong's rule was less harsh than Yangdi's. He gave land to peasants and restored the civil service examinations. Yangdi forced farmers to work on the Great Wall and Grand Canal and taxed them heavily.
4. Taizong gave land to farmers. The Tang took control of the Silk Road, increasing trade and making Chinese cities wealthy.
5. Tang rulers saw Buddhism as an enemy of China's Confucian traditions. Some officials believed that Buddhist temples and monasteries were too wealthy and powerful and that the unmarried state of Buddhist monks and nuns weakened respect for family life.
6. Confucianism had official support because it provided a reason for the emperor's rule called "The Mandate of Heaven."
7. Gunpowder was used in explosives and weapons, such as the fire lance, which helped make China's army a powerful fighting force.
8. Genghis Khan and the Mongols built their empire using their fighting skills and terror.
9. The Mongols put Mongol leaders in top jobs in China but also kept some Chinese officials in power. They also allowed the Chinese to practice their religion freely and brought order and prosperity to the country.
10. Hong Wu and Yong Le were Ming emperors. Hong Wu reunited China and brought peace and order to the country. Yong Le moved China's capital to Beijing and began building the Forbidden City.
11. At first, local officials refused to trade with the Portuguese, hoping the foreigners would go home. By 1600, however, the Portuguese had built a trading post at the port of Macao in southern China.

CRITICAL THINKING

12. Possible answer: The Sui dynasty's greatest accomplishment was the construction of the Grand Canal, which united the economies of northern and southern China.
13. The Tang benefited from extending its borders along the Silk Road by controlling the Silk Road trade, which helped the economy and cities grow. The cost was that the Tang had to fight the Abbasid Caliphate for control of central Asia and were eventually forced to withdraw from the Silk Road.
14. Buddhism taught that people could escape suffering by following its teachings, which appealed to people during the famine and war that occurred during the Han decline.

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

B. orthodox

C. steppe

D. regime
- E.** terror

F. census

G. convert

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

494

15. Possible answer: Most Chinese probably respected scholar-officials. They were highly educated and had passed difficult exams to earn their positions.
16. Possible answer: The development of printing is the greatest achievement of the Tang and Song. Printing made it possible to publish books in large quantities, which preserved and spread knowledge and led to a rise in literacy.
17. Possible answer: Genghis Khan unified the separate Mongol clans into one large group, formed a group of clan chiefs to help him plan military campaigns, reorganized the army, and put skilled officers in charge of army units. All these changes made the Mongols a strong and unified military force.
18. Possible answer: Yes, he was an effective ruler. He united China under Mongol rule, allowed the free practice of religion, and respected Chinese beliefs. He also encouraged trade and visitors from other lands, which increased prosperity in China.
19. Europeans wanted to trade with China and convert the Chinese to Christianity. The Chinese had a low opinion of merchants, believing it an unworthy and selfish occupation. Also, the Chinese considered themselves superior to other civilizations and saw the Europeans as barbarians; they were not especially interested in Christianity.
20. Ming officials reinstated civil service exams, which tested exam takers on Confucian principles. The dynasty brought increased prosperity, which allowed investment in the arts. The Ming also reversed the ban on traditional Chinese dramas.

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 hosteleries [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.

China in the Middle Ages 495

ANSWERS

A Understanding Multiple Perspectives

Students should note that both Ibn Battuta and Marco Polo were impressed by what they saw of Chinese cities. In his account, Ibn Battuta marvels at the busy port of Quanzhou, which shows the booming economy of China. Marco Polo describes in detail the way that the city of Cambaluc [Khanbaliq] has been planned, which shows that the Chinese valued engineering and order. Both writers' descriptions of people's houses and properties show they think that people are living well. In a discussion, students might observe that it is valuable to know about the advancements that made Chinese cities impressive at the time.

B Debating an Issue

Students' debates should include arguments about the importance of the achievements that they noted and defenses against the other student's claims about their dynasty's weaknesses. They also should point out weaknesses of their classmate's chosen dynasty.

APPLY

READING SKILLS

Comparing and Contrasting Journal Entries Have student pairs read the two journal entries in Activity A and identify the traits of the cities Ibn Battuta and Marco Polo describe. Partners should work together to complete a Venn diagram showing the characteristics particular to each city and those shared by both. Encourage each pair to draw a conclusion about Chinese cities based on their comparison and share it with the class. **SMALL GROUP** 20 MIN

Activity A: Understanding Multiple Perspectives

INDIVIDUAL 20 MIN

Differentiate the Activity

Interpreting Information About Chinese Cities Have students work in pairs to produce a map or drawing that transforms the verbal descriptions in the two primary sources into a visual representation of the cities Ibn Battuta and Marco Polo describe. Have them annotate their representation to highlight key features described in the sources. **AL** **SMALL GROUP** 20 MIN

English Learners Scaffold

Reading Closely Primary Sources

Entering and Emerging

Explain the meanings of the words *flowered*, *inhabitant*, *foursquare*, *palace*, and *proportionate* in Activity A. Ask if students have any questions about the definitions. Provide context for discussing these words, such as asking students for examples that show their meaning. Then have students work with a partner to write a definition of each term in their own words.

Developing and Expanding

Have students use a dictionary to find the meanings of the words *flowered*, *inhabitant*, *foursquare*, *palace*, and *proportionate* in Activity A. Ask if students have any questions about the definitions. Then have students work in pairs to paraphrase the sentences in which the words appear. Remind them that paraphrasing means restating the meaning of a sentence in their own words.

Bridging and Reaching

Have students work in pairs to paraphrase the two texts in Activity A. Encourage them to use dictionaries to find the meanings of any words they do not understand. **SMALL GROUP** 20 MIN

Activity B: Debating an Issue **SMALL GROUP** 30 MIN

Differentiate the Activity

Comparing and Contrasting Chinese Dynasties Have students work in pairs to generate a charting compare the accomplishments of the Sui, Tong, Song, and Ming dynasties. Students should include social, economic, political, and technological factors, as well as length of rule and size of the empire. Then have pairs select the dynasty they feel had the greatest overall impact on China and write an analysis paper explaining how they arrived at their conclusion. Remind them to and compare and contrast specific evidence from their chart in their paper. **BL** **SMALL GROUP** 30 MIN

Activity C: Understanding Chronology INDIVIDUAL 30 MIN

Differentiate the Activity

Role Playing a Panel Discussion About Chinese Dynasties As an alternative, have students work in small groups that each explore the achievements of one of the dynasties. One student can act as the moderator who prompts the other students, each of whom takes the part of an expert on one aspect of the dynasty’s rule—government, economy, society, technology, or culture. Students should use the information in the Student Edition as well as additional reliable sources. If time allows, invite groups to hold their discussions in front of the class and to close by taking questions from their classmates. BL SMALL GROUP 60 MIN

Activity D: Making Connections to Today INDIVIDUAL 30 MIN

Differentiate the Activity

 Digital Option

Using Digital Media to Describe a Government Agency Have students work with a partner to create a multimedia presentation that portrays the kind of work done by the people in a particular government agency or office. They should include photographs, graphics, lists, and other kinds of information to show where the agency operates, how it provides a useful service, and the kinds of jobs found in the agency. Students might also provide quotes from agency workers that they find in interviews, news stories, or feature stories about it. AL SMALL GROUP 45 MIN

Special Needs

Activity: Organization and Time Management It can be difficult for students with special needs to process the steps in a multistep assignment such as the civil service exam design. To make the task more manageable, provide some assistance by walking the student through the necessary steps: identifying a job to focus on, learning about the requirements of the job, writing questions to evaluate whether a job candidate has the needed knowledge and skills, and connecting the job to Confucian principles. Suggest that the student turn the steps into a graphic organizer or checklist to make it possible to track progress. If you think it useful, break the main steps into sub-steps. INDIVIDUAL 45 MIN

ASSESS

 **GO ONLINE** **Topic Tests, Forms A and B**

China in the Middle Ages Students complete the test to assess their comprehension of the topic. You can create your own tests and quizzes from thousands of available tech-enhanced and traditional questions and write and include your own questions. Print out the McGraw-Hill Education tests and quizzes or assign them to your students electronically.

REMEDiate

 **GO ONLINE** **Reteaching Activity**

China in the Middle Ages Have struggling students complete the reteaching activity worksheet to review the vocabulary, key concepts, and learning objectives covered in the “China in the Middle Ages” topic. These worksheets are customizable and may be edited before assigning to your students.

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.

496

ANSWERS

C Understanding Chronology

Students’ time lines should include examples of all of the bulleted items, as well as the correct date ranges for the Sui (581–618 C.E.), Tang (618–907 C.E.), Song (960–1279 C.E.), and Ming (1368–1644 C.E.) dynasties as well as for the period of Mongol rule (1279–1368 C.E.), also known as the Yuan dynasty.

D Making Connections to Today

Students’ plans should include subjects that they would like to include on a civil service test, such as civics, local history, or law enforcement. For each subject, they should explain why the subject is relevant for the kinds of roles and responsibilities a civil service worker might take on.