EXPLORING ANCIENT CHINA
China - Overview

YouTube: Ancient China
Geography Challenge

Let’s work in pairs to complete the following Geography Challenge.

UNIT 5 GEOGRAPHY OF CHINA RIVER VALLEY: MAP SKILLS

PART #1: LABELING THE MAP
Directions: Use the steps below to color code the map of Ancient China.
* CHECK OFF THE TASK AS YOU COMPLETE EACH STEP.

- **Step #1**: Fill in the compass on the map below with INTERMEDIATE DIRECTIONS.
- **Step #2**: Trace the **Huang He [Yellow River]** and **Chang Jiang River [Yangtze]** [BLUE]
- **Step #3**: Draw a triangle around the **Gobi & Taklimakan Desert** [YELLOW]
- **Step #4**: Circle the name of the **Platesau of Tibet** [ORANGE]
- **Step #5**: Draw triangles on the **Himalayan Mountain Range** [BROWN]
- **Step #6**: Trace a box around the **Yellow Sea & Pacific Ocean** [BLUE]
- **Step #7**: Trace the **Great Wall of China** [RED]
- **Step #8**: Color the area on either side of the **Huang He River** [GREEN] to show that the area was fertile from the river’s irrigation of the farmland.

500 miles

Kazakhstan

Russia

W E

N S

Russia

Songhua River
China - Location

• Continent: Asia
• Borders:
  – China Sea
  – Yellow Sea
  – South China Sea
Big Idea:

How did geography affect life in Ancient China?

You will:

1. compare five geographic regions of China
2. learn about climate, physical features and vegetation
3. discover how geography affect the history of the early Chinese people
   a. where they settled
   b. the way they lived
   c. how they communicated
19.1 Overview

- China is slightly smaller than the United States
- Fourth largest country in terms of land area behind:
  1. Russia
  2. Canada
  3. United States
Outer China

- includes the western and northern parts of present-day China
- extreme climate
- key geographical region - Tibet-Qinghai Plateau
- COLD!!!!!
Inner China

• Includes the southeastern part of present-day China.
  – closer to sea level
  – rolling hills, river valleys and plains
  – rivers provide water for irrigation

• Two main regions
  – North China Plain (northern region)
  – Chang Jiang Basins (south)

• Different climates
19.2 The Tibet-Qinghai Plateau

- World’s highest and largest plateau
- Often called “the Roof of the World”
- Rocky with towering mountains
- VERY COLD!!!!!!
- Thin, dry air
- Two rivers begin here:
  - The Huang (Yellow River)
  - Chang Jiang (Yangtze River)
19.3 The Northwestern Deserts

- The Taklimakan Desert:
  - “one of the most dangerous deserts in the world”
  - Desert winds - HUGE sand dunes
- The Gobi Desert:
  - one of the world’s largest deserts
  - very few sand storms
  - stony and not much vegetation
19.4 The Northeastern Plain

- Located in present day Mongolia
- Inner Mongolia or Manchurian Plain
- Rivers
  - Liao - Shallow, small boat use only
  - Sungari - deeper
- Used for road in winter
- area used by ancient invaders into China
19.5 The North China Plain

- The other major region in Inner China
- Extreme temperatures
- Often called “Land of the Yellow Earth” from the YELLOW silt of the Huang He (Yellow River)
  - The Huang He is one of the longest and muddiest rivers in the world
  - begins in the high western mountains to the eastern plains
- good area for crops and settlement
19.6 The Chang Jiang Basin

- low, wet coastal plain
- located on the Chang Jiang river
  - longer than the Huanghe Je
  - hundreds of tributaries
  - flows through 3 plains and a delta
- warm, wet climate
- possibly thick rainforest in ancient times.
- good for growing rice
Define

• region
• climate
• oasis
• North China Plain
• tributary
ACTIVITY

Problem Solving Group work Activity:

Geography and the Early Settlement of China

Problem Solving Groupwork: Phase 1 Creating a Geographic Poster of China

China is a land of many geographic regions. There are towering mountains, scorching deserts, flat plains, flooding rivers, and narrow valleys.

Each region has significantly affected China’s history.

In this activity, you will work in a group to create a relief map and geographic poster of China’s five regions.

You will share information about China’s geography and then analyze how geography affected settlement and life in ancient China.
ACTIVITY Problem Solving Group work Activity:

Geography and the Early Settlement of China

Get together with your group. Make sure you have the following materials:

- the Student Text for this lesson (either printed book or by signing into student subscription)
- your Interactive Student Notebook
- **Handout A: Relief Map of China**
- **Handout B: Geographic Data Sheets**
- **Handout C: Steps for Creating a Geographic Poster of China**
- scissors, glue, and tape
- colored pencils or markers
ACTIVITY  Problem Solving Group Work Activity:

Geography and the Early Settlement of China

Let's go over the steps you will follow.

**Step 1:** Read about the roles and choose one role for each member of your group:

- **Cartographer (Mapmaker)**
- **Data Specialist**
- **Production Supervisor**
- **Educational Coordinator**
ACTIVITY  Problem Solving Group work Activity:

Geography and the Early Settlement of China

Step 2: Create the relief map of China. The Cartographer is the leader for this step.

Each of you will color and cut out an elevation level.

- Elevation Level 1: green
- Elevation Level 2: yellow
- Elevation Level 3: brown
- Elevation Level 4: purple

Then you will compile the elevation levels with Level 1 on the bottom and Level 4 on the top.

Make sure that the levels are properly positioned and glue them in place.
Problem Solving Group work Activity:

Geography and the Early Settlement of China

**Step 3:** Complete the geographic data sheets for each region of China. The **Data Specialist** is the leader for this step.

Each of you will read a different section from your Student Text and complete the Reading Notes in your notebook.

Then you will create the data sheets for your regions. Color in the gauges to show the climate. Then draw and label pictures to show the vegetation and physical features.
**ACTIVITY** Problem Solving Group work Activity:

Geography and the Early Settlement of China

**Step 4:** Assemble the poster. The **Production Supervisor** is the leader for this step.

You will color in the word *China* and the elevation key.

Then you will position and tape the data sheets together so the arrows on each page point to the center.

Finally, you will glue the relief map on the data sheets on top of the arrows.
Step 5: Share the information collected about each region of China. The Educational Coordinator is the leader for this step.

You will each describe the elevation, climate, vegetation, and physical features of your region to the other members of your group.

All the group members will then complete the Reading Notes for that section.
Problem Solving Group work Activity:

Geography and the Early Settlement of China

Now work with your group. Follow the steps on your handout.

Step 1: Assign roles.

Step 2: Create the relief map of China.

Step 3: Complete the data sheets.

Step 4: Assemble the poster.

Step 5: Share information.
ACTIVITY 2 Problem Solving Group work Activity: Analyzing the Effects of Geography and the Early Settlement of China

Phase 2 Analyzing the Effect of Geography on China

Now you will use your completed geographic poster to analyze the effects of geography on China. You will give reasons to support hypotheses.

A hypothesis is a statement about something that has not yet been proved to be either true or false.
Go to Sections 7, 8, and 9 in your notebook.

**Part 1:** Complete Part 1 for each section as a group, using only your poster for reference. Don’t look at the Student Text!

**Part 2:** Now you can look at the Student Text and read that section. Complete Part 2 in your notebook.
ACTIVITY 2 Problem Solving Group work Activity: Analyzing the Effects of Geography and the Early Settlement of China

The hypothesis for Section 7 was:

**Most early people settled on the North China Plain because of its geography.**

Look back at your completed Reading Notes.

What reasons did you give to support the hypothesis?

How were the first people to live in China affected by geography?

Ruins of early farming communities have also been found in the Chang Jiang Basins. Why do you think fewer people would have settled there?
ACTIVITY 2  Problem Solving Group work Activity: Analyzing the Effects of Geography and the Early Settlement of China

The hypothesis for Section 8 was:

**China was isolated from other civilizations because of its geography.**

Look back at your completed Reading Notes.

What reasons did you give to support the hypothesis?

What additional reasons did you find in your reading?

Do you think China’s isolation helped or hurt the country. Why?
ACTIVITY 2 Problem Solving Group work Activity: Analyzing the Effects of Geography and the Early Settlement of China

The hypothesis for Section 9 was:

**Because of geography, several ways of life developed in China.**

Look back at your completed Reading Notes.

What reasons did you give to support the hypothesis?

What additional reasons did you find in your reading?

Would the differences in ways of life make China stronger or weaker? Why?
19.7 Early Settlements

- lived in caves 500,000 years ago
  - known as Peking man or Beijing man
  - nomads
  - began to settle on the North China Plain (around the Yellow River)
- Tibetan Plateau and Northeastern Plain too cold and dry
- Northwestern Deserts too dry
- Chang Jiang Basins often flooded - bad for farming
19.8 Ancient China’s Isolation

- Geography kept Inner China isolated
- Will later create problems when China tries to unify
- Interfered with movement of military forces
19.9 Different Regions, Different Ways of Life

- Life in Outer China
  - absence of good farmland
  - Tibetan Plateau
    - bad - growing crops
    - good - herding livestock, like yaks
  - nomadic people searching for pastures
  - used animals for everything
  - Northwestern Desert oases did allow for permanent settlements - wheat noodles & bread
- Northeastern Plain
  - nomadic for the prairie grass - mostly ate meat
  - invaded the North China Plain for needed supplies (Great Wall of China built to keep them out)
19.9 Different Regions, Different Ways of Life

- Life in Inner China
  - fertile lands - more settled populations on the North China Plain
  - Farmers grew wheat and millet
  - raised cattle, sheep, oxen, pigs and chickens
  - herded cattle, water buffalo and horses
  - homes built out of rammed earth (not mud like Outer China)
- Chang Jiang Basins - limited farm or grazing lands
  - RICE
  - pigs and poultry
China - Climate

• Since it is a large country, China has a very diverse climate that includes:
  – Subarctic regions in the north
  – Tropical regions in the south
  – North and central regions have frequent rainfall
Do Now 02/01/19

Complete the Preview Section for Chapter 20

Dynasty

What do Shang artifacts reveal about this civilization?

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

Big Idea:
What do Shang artifacts reveal about this civilization?

You will:
1. explore one of China’s oldest dynasties - Shang
2. evaluate artifacts for leads into their way of life
3. discover the uses of oracle bones

https://youtu.be/iHOvEY7tCFI
Made by a high school student, but so detailed!!
1. **Anyang** - location where ruins were found from the Shang dynasty, China’s FIRST civilization

2. **Shang dynasty** - one of the first Chinese dynasties, ruled from 1700 to 1122 BCE

3. **clan** - a large group of family members and friends

4. **bronze** - a strong metal alloy made from copper

5. **ancestor worship** - honoring of ancestors through rituals, such as offering food to the spirits of the dead

6. **oracle bones** - a piece of bone or shell heated and cracked by holy men to seek advice from a king’s ancestors.
Future archaeologists will interpret the objects we leave behind.

In the same way, today’s archaeologists draw conclusions from artifacts left by ancient civilizations.
Social Studies
Skill Builder

What do you see?

Whose burial do you think this is?

What items might people bring to the tomb? Why might they place these objects there?
20.1 A Shang Capital City

- 1928 - archaeologist excavate the ruins at Anyang to find the Shang dynasty - China’s 1st civilization
- City
  - palace
  - temple
  - houses
  - workshops for artisans
- Human bones under the king’s palace - really human sacrifices?!?
  - belief that sacrificing the king’s slaves, servants, and animals so they could keep serving them in the afterlife.
20.2 Shang Government

- led by a king - family system of smaller governments
- constant warfare - fighting for control
  - prisoners of war - labors or human sacrifices
- Weapons of bronze (one of the first civilizations to make)
- Two-wheeled chariots with three soldiers in each
  - driver
  - archer
  - spear carrier
The Shang Dynasty Social Hierarchy:

- **King**
  - Head of political & religious life
- **Nobles**
  - Advisors to King
  - Government & religious officials
  - Landlords
- **Warriors Leaders**
  - From the far regions
- **Artisans**
  - Pottery
  - Clothes
  - Tools
  - Weapons
- **Farmers**
  - Worked long hours
  - Little pay
  - Over taxed
- **Slaves**
  - Lowest rank
  - Important labor resource
20.4 Shang Religion

- believed their king’s relationship to ancestral spirits was crucial
  - it was the king’s duty to make sure he was carrying out his ancestor’s wishes

- How?
  - oracle bones
    - turtle shells or shoulder blade of a cow
    - heat up the bones until the cracked
    - the cracks were believed to have been messages from the ancestors and could only be translated by the holy man or the king
20.5 Shang Writing

- Oracle bones - earliest known examples of Chinese writing
- Used pictographs, then logographs
20.6 Shang Art

- Use of bronze (copper and tin mix) objects
  - geometrical designs
  - pictures of mythical creatures
  - most common - an animal mask (taotie)
- Use of jade
  - represents the qualities of a superior person
  - hardness = wisdom
  - shiny + smooth = kindness
20.7 Shang Technology

BRONZE
20.8 Fall of the Shang Dynasty

- Constant warfare weakened the military
- Cowrie shell money system - kings and nobles caused a weakened economy with lavish spending
  - corruption from the last Shang king
  - spent their money on the rich and not their people
- The Zhou rebels, lead by King Wu, defeated and overthrew the Shang
  - they Zhou ended up burning all the Shang king’s jewels
Three Chinese Philosophies

How did Confucianism, Daoism and Legalism influence political rule in ancient China?
Complete the Preview assignment in your print or online Interactive Student Notebook.

- Who chose Approach 1? Why did you choose this approach?
- Who chose Approach 2? Why did you choose this approach?
- Who chose Approach 3? Why did you choose this approach?
Chapter 21 - Intro

Each approach to dealing with school violence represents a different way in which Chinese philosophers tried to bring order to their society.

- Approach 1 represents Confucianism.
- Approach 2 represents Daoism.
- Approach 3 represents Legalism.

In this activity, you are going to learn about political developments during the Zhou (joh) dynasty and the Warring States period.

You will also learn about the approaches that three Chinese thinkers used to bring peace to this time of disorder.
1. **Zhou dynasty** - a line of rules in China from about 1045 - 256 BCE
2. **Mandate of Heaven** - a power or law believed to be granted by a god
3. **Feudalism** - a system of government based on landowners and tenants
4. **Confucianism** - a Chinese philosophy that emphasizes proper behavior
5. **civil servants** - a person who works for a government
6. **Daoism** - a Chinese philosophy that emphasizes living in harmony with nature
7. **yin and yang** - a Daoist concept of opposing forces of nature
8. **Legalism** - a Chinese philosophy that emphasizes strict obedience to laws
- Look at the picture below.
- Who might the man be in the helmet?
- Who might be the people holding sticks?
- Why might the military leader be ordering his soldiers to destroy crops?
- How do you think the peasants feel about what’s happening?
- What does the image suggest about the way of life for the people at this time?
21.1 The Zhou Dynasty

- All the fighting from before caused chaos in China
- Justification for taking over - The Mandate of Heaven
  - instead of king’s power by birth, said power was controlled by human destiny.
  - the king had the right to rule as long as he treated his people fairly.
  - if the king was not the favor of the gods, heaven would send signs
The Mandate of Heaven

The people rebel and unite under a strong leader, who defeats the emperor.

A powerful new dynasty receives the Mandate of Heaven.

Disasters such as droughts, floods, famine, or enemy invasions make life worse for the people.

The new emperor reforms the government and restores peace and harmony.

The old dynasty loses the Mandate of Heaven.

Life improves for the people because the government provides both prosperity and protection.

The government raises taxes and forces men into the emperor’s service.

As generations pass, the new dynasty grows old and corrupt.
21.2 The Zhou Dynasty (cont’d)

Used feudalism to increase stability of the government

- king owned the land
  - gave some land to lords for their support
- lords sent military to fight anyone who threatened the king and they ruled over peasant farmers
  - peasants had their lord’s protection in exchange for giving up a portion of their crops

Eventually, the lords wanted more power. They grouped up with other landowners and fought for power

- questioned how to best govern and that made rulers higher scholars to find out how
- Development of the “Hundred Schools of Thought, with 3 main schools: Confucianism, Daoism and Legalism
21.2 Confucianism

- **FOCUS =** proper behavior
- **Founder** - the teachings of Kongfuzi (later called Confucius)
  - deep respect for ancestors and learning
  - “...also saw that society and government had to change, if peace and order were to exist.” (Bower, et al, 2011)
  - wanted to teach character
- **5 basic relationships between people**
  - ruler and subject
  - husband and wife
  - father and son
  - older sibling and younger sibling
  - friend and friend
21.3 Daoism

- **FOCUS =** happiness and peace through living in harmony with nature
- Founder Laozi
- Dao = “The Way”
  - each must find Dao individually
  - too many laws & social rules conflicts natural order
  - best rulers, rule the least
    - not widely accepted by Chinese government
- Nature is full of opposites
- Emphasized meditation, thought, writing and art
21.4 Legalism

- **FOCUS** = strict obedience to law
- **Founder** - Hanfeizi, prince of the royal family
- Said people too selfish
  - rulers - to have strict laws
    - **good** = rewards
    - **bad** = harsh punishment
      - criticisms = exile
      - for order, use military to hold absolute power
- accepted by government and heavy influence - **FORBIDDEN TO CRITICIZE** the government.
  - does this still apply?
Confucianism

Teaches that harmony and order will come if people follow rules of ethics rather than laws.

Rulers should inspire their people to behave well rather than scaring them with strict laws.

Children should respect and obey their parents and elders while everyone in the family should be loyal to one another and should help each other.

Daoism

Teaches that everything in nature is connected by a universal force that should be kept in balance.

People should avoid fighting each other and be compassionate.

Governments should not make rules or laws.

People should avoid extremes of behavior and should aim for moderation in all things.

Legalism

Teaches that people are bad by nature and need to be controlled by strict laws and punishments.

People should be accountable for each others behavior.

Good behavior should be rewarded.

Rulers should not be kind as this can be mistaken for weakness and will lead to rebellion and failure.
Do Now 02/11/19

How can a person’s lifestyle or background influence their beliefs and philosophies?
<table>
<thead>
<tr>
<th>Chinese Philosophy</th>
<th>Key Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confucianism</td>
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3 Chinese Philosophies Activity

HANDOUT B

Chinese Philosophy Primary Source Quotations

Quote A
“The ruler does not try to work side by side with his people, and they accordingly respect the dignity of his position.”


Quote B
“If a ruler himself is upright [honest], his people will do their duty without orders; but if he himself be not upright, although he may order they will not obey.”

Do Now 02/12/19

Complete your ISN for Chapter 22

Mark the actions you think make a leader effective or ineffective.

The First Emperor of China

Was the Emperor of Qin an effective leader?

<table>
<thead>
<tr>
<th>Leader</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A leader who has absolute control over his people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader who unifies the government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader who makes laws for everyone to follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader who protects his people from invaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader who has his opponents killed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader whose legacy lasts years beyond his death</td>
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</tr>
</tbody>
</table>

Which one of the actions makes a leader the most effective? Which one of the actions makes a leader the least effective? Explain your choices.
All the statements in the Preview activity have been used to describe the rule of the first emperor of China, Qin Shi Huangdi (chin SHEE h wahng-dee).

Accounts of his life have often been biased. Some people wrote about his greatness, while others claimed he was a tyrant.

In this lesson, you will learn about the policies and achievements of the first emperor of China and evaluate whether he was an effective ruler.
1. **Qin Shihuangdi** - the first emperor to rule a unified China, from 221 to 210 BCE

2. **standardize** - to make the same

3. **Great Wall** - a stone-and-earth wall about 1500 miles long, first built during the Qin dynasty to defend China’s northern boundary.

4. **censor** - to remove or suppress ideas considered harmful or dangerous

5. **immortal** - able to live forever
Introduction

Big Idea - Was the Emperor of Qin an Effective leader?

- life of many contradictions
- biggest project - Great Wall
- Strong and cruel leader
22.1 Creating an Empire

- Qin Shihuangdi (means First Emperor of Qin) - Prince Zheng, born 259 BCE
  - also called the “Tiger of Qin”
- became king at 13
  - used military, bribes, spies and alliances to conqueror remaining rival states
  - influenced by Legalism
  - replaced the feudal system with his own form of government he could control
- 3 branches of government in each district: army, laws/agriculture and informant
22.2 Standardizing the Culture

- Created a uniform system of laws
  - EXACT PUNISHMENTS
  - rich and poor treated equally
- standardized money for trading
- Simplified the writing system
22.3 Protecting the Northern Border

- The Great Wall was not the first wall
  - was the first of its kind
  - connected all the smaller walls
- Emperor of Qin forced people to work on it
- Effective at stopping invasions and nomadic grazing
22.4 Ending Opposition

His changes criticized
- unpopular with Confucianists
- killed an estimated 460 of them for plotting against him
- because one of them criticized the policies at a dinner, advisor Li Siu encouraged the emperor to censor
  - no one allowed to learn about Confucianism
  - book burning
  - tattooed the faces of any who disobeyed
  - some scholars opted to die than be censored

His son objected to the killings - sent away
22.5 The Emperor’s Death and End of the Qin Dynasty

- Afraid to die, wanted to become immortal
- Died on a quest to find magic potion for immortality
- His tomb found in 1974
  - tools
  - precious gemstones
  - rare objects
    - TERRA COTTA ARMY - no two statues are alike
- His harsh rule led to revolts after his death
Act-It-Out Activity

Use Handout A: Protecting the Northern Border Act-It-Out to complete these steps:

**Step 1:** Circle the character your group has been assigned.

**Step 2:** Discuss the questions for your character.

**Step 3:** Discuss how the person who is chosen to perform can make the character come alive.
worker standing on top of the wall

man with a whip

worker carrying basket attached to poles over the shoulders

worker digging up stones
On the index card provided, answer the following?

1. What interesting things did you learn about the Emperor of Qin?

2. In what ways did Qin Shi Huangdi’s leadership have a positive impact on China? A negative impact?

3. Was the Emperor of Qin an effective leader?
The Han Dynasty

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

PREVIEW

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

Warfare

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

Art

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

Government

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

Medicine

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

Agriculture

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

Science

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

Industry

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

Big Idea: In what ways did the Han dynasty improve government and daily life in Ancient China?
## Essential Vocabulary Words

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Han dynasty - the dynasty that ruled China from about 206 BCE to 206 CE, the period following the Qin dynasty</td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Introduction - The Han Dynasty

- Han dynasty (206 BC – AD 220):
  - After the Qin dynasty, the Han dynasty followed and is considered a golden age in Chinese history
  - Confucianism became the official religion during the Han dynasty
  - Territory would expand
Advancements

1. Warfare - new technologies from the army - like improved armor and the crossbow
2. Government - modified civil servants entry
3. Agriculture - invention of the chain pump (for irrigation), iron molds of the plow, and the wheelbarrow
4. Industry - foot powered machines for silk fibers and processing / manufacturing of salt
5. Art - invention of paper, calligraphy and techniques
6. Medicine - acupuncture, moxibustion (concentrated heat therapy), gauging heart rhythms
7. Science - discovered comets, invented the seismograph and the magnetic compass
Civil Servants Stations Activity

1. At each station you will learn about a part of Chinese life that was improved by a new practice, discovery or invention during the Han Dynasty.

2. At each station you will read the section of your textbook and complete the Reading Notes in your ISN.

3. During the reign of the Han Dynasty, artist often engraved or painted scenes on the bricks used to construct tombs.

4. Based on your reading, you will decide which Han achievement was the most important and illustrate it on a tomb brick in your notebook.

5. At each station, follow the directions on the handout

6. I will have to check your work before you go to the next station.
Mulan

1. Can we learn from entertaining movies?
2. Can they be as accurate as historical documents?
3. Now that we’ve talked about China, do you feel you can determine what could have happened to what is shown for entertainment?
4. What are we looking for in watching the movie?
5. Why does it matter in our discussion of Ancient China?
6. If you have seen the movie before, do you think you will have a better understanding of the background?
Complete the Preview Section for Ch 24 The Silk Road

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Originated in the United States</th>
<th>Originated in Another Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chewing gum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yo-yo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Red Riding Hood</td>
<td></td>
<td></td>
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<tr>
<td>Ice cream</td>
<td></td>
<td></td>
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<tr>
<td>Shampoo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasta</td>
<td></td>
<td></td>
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<tr>
<td>Lipstick</td>
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<tr>
<td>Fork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doughnut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roller skates</td>
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<td></td>
</tr>
<tr>
<td>Pancake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandwich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zipper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction - The Silk Rd

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

• new trade routes opened up exposure to others
• network of smaller trade routes
• linked people from the East and West
Essential Vocabulary

Words

1. Silk Road - a network of trade routes that stretched for more than 4,000 miles across Asia

2. Trade routes - a network of roads along which traders traveled

3. Cultural diffusion - the spreading of cultural traits, such as goods and ideas, from one culture to another or within one culture
Experiential Exercise: Phase 1 Introduction to the Silk Road

Look at the map. What do you see?

What do the red lines represent? What cities were at the ends of the Silk Road?

Which parts of the Silk Road do you think would be most dangerous to travel?
Activity - Phase 2

The trading centers in our classroom represent trading centers on the ancient Silk Road.
Activity - Phase 2 Simulation

Go to the trading center to which you have been assigned.

Each trading center has a different product to trade: silk, gold, spices, carpets, or glassware.

As you travel, hold your product tokens on your shoulder to symbolize that you are carrying a heavy load.
Traders from each center will greet other traders in a different language: Mandarin Chinese, Mongolian, Hindi, Persian, or Latin.

Look at your greeting card to find out how to pronounce your greeting and what it means.

Practice saying your greeting with your group. Then put your greeting card in your bag.
Activity - Phase 2 Simulation

Traders from each center will greet other traders in a different language: Mandarin Chinese, Mongolian, Hindi, Persian, or Latin.

Look at your greeting card to find out how to pronounce your greeting and what it means.

Practice saying your greeting with your group. Then put your greeting card in your bag.
Activity - Phase 2 Simulation

**Rule 2:** When your number is called, you may travel in either direction along the masking tape (Silk Road).

Go to the next “trading center” on the road. You may move to only one trading center per turn.
Rule 3: You must cross certain obstacles when moving from one trading center to another.

Between Dunhuang and Kucha, crawl low to the ground (to avoid bandits).

Between Kucha and Kashgar, cover your eyes and look down (to protect yourselves from sandstorms).

Between Kashgar and Ctesiphon, carefully climb over the desks (mountains) that block your route.

Between Ctesiphon and Antioch, hop over the pictures (to avoid dangerous animals).