

CHAPTER 5
Ancient ChinaThe Geography of China's
River Valleys**A. As You Read**

Directions: As you read Section 1, complete the statements below.

1. To survive in the dry land in northern China called the _____, people have always depended on rivers.
2. The Huang He, or _____, begins in the highlands of Tibet.
3. Early Chinese civilization started around 5000 B.C., when the people gave up their wandering way of life and began _____.
4. In ancient China, the most important part of society was not the state but the _____.
5. A household in ancient China might contain as many as _____ generations living together.
6. According to tradition in ancient China, men had a higher status than _____.
7. When a father died, all his lands were divided among his _____.

B. Reviewing Key Terms

Directions: In the blanks provided, write the definitions for the following key terms.

8. loess

9. dike

10. extended family

SECTION QUIZ



The Geography of China's River Valleys

CHAPTER 5
Ancient China**A. Key Terms and Concepts**

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

- _____ 1. grandparents, parents, uncles, aunts, cousins
- _____ 2. also known as "China's Sorrow" due to flooding
- _____ 3. yellow-brown soil
- _____ 4. longest river in China
- _____ 5. protective wall near a river

Column II

- a. loess
- b. dike
- c. extended family
- d. Huang He
- e. Chang Jiang

B. Main Ideas

Directions: Write the letter of the correct answer in each blank.

- _____ 6. Where did civilization begin in China?
 - a. in a desert-like area
 - b. near a rain forest
 - c. along a major river
 - d. in the mountains
- _____ 7. Which best describes the climate of the northern part of China?
 - a. cool and dry
 - b. hot and dry
 - c. cool and moist
 - d. warm and wet
- _____ 8. How did early Chinese people try to control the floods of a major river?
 - a. They tried to change the path of the river.
 - b. They blocked tributaries flowing into the river.
 - c. They dug large ditches next to the river.
 - d. They built dikes along the banks of the river.
- _____ 9. Which was most important in early Chinese society?
 - a. the individual
 - b. the family
 - c. the county
 - d. other counties
- _____ 10. Which statement best describes the role of women in early China?
 - a. The oldest women held the most power in their families.
 - b. Only women could choose whom their children would marry.
 - c. Women owned the land, although men controlled the money.
 - d. Women obeyed their fathers, husbands, and sons.

CHAPTER 5
Ancient China

Confucius and His Teachings

**Lesson Objectives**

Upon completion of this lesson, students will be able to

- describe the problems in Chinese society that Confucianism tried to address.
- specify the principles emphasized by Confucianism.
- explain the effects of Confucianism on Chinese government and society.

Engage Motivate Students to Learn

Warm-Up Activity Ask each student to write down a rule that they have found to be valuable. Have volunteers read their rules aloud. Start a discussion about why families, schools, communities, and nations have rules. Ask students to consider how rules serve to keep a group of people together. Should rules ever be changed? Why or why not? Should rules be made by a group of people, or should one person make all the rules?

Activating Prior Knowledge Have students read Reach Into Your Background in the Before You Read box. Ask them to recall what they learned about the status of different family members in ancient China. Have students think of a rule that might have existed in ancient China. For example, “A son must obey his father.” Discuss the potential problems with these rules.

Explore Develop Main Ideas

Have students read through the section and discuss Confucius and Confucianism. Why did the rulers of Confucius’s time have little interest in following his teachings? What ideas did Confucius have about how people should treat each other? How did Confucius’s ideas help some poor people obtain government offices?

Teach Solicit Student Participation

Invite students to make a booklet entitled *The Teachings of Confucius*. Encourage students to illustrate each rule or lesson that they include in their booklet. This activity should take about 30 minutes.

Assess Assess Evidence of Learning

See the answers to the Section Review questions. Students may also demonstrate evidence of learning by completing the Guided Reading and Review and the Section Quiz from the *Teaching Resources*. If students are doing a book project, this may also demonstrate evidence of learning by showing progress on project preparation.



Confucius and His Teachings

CHAPTER 5
Ancient China

A. As You Read

Directions: As you read Section 2, fill in the table below with information about Confucianism.

The Teachings of Confucius

A Person's Place in the Family and and Society	1.
The Golden Rule	2.

Directions: As you read Section 2, explain how the teachings of Confucius helped shape Chinese government. Use the spaces provided below.

3. _____

B. Reviewing Key Terms

Directions: Complete each sentence by writing the correct term in the blank provided.

4. A group of people who carry out the day-to-day work of the government is the _____.
5. A system of beliefs and values is also known as a _____.

CHAPTER 5
Ancient ChinaStrong Rulers Unite
Warring Kingdoms**A. As You Read**

Directions: As you read Section 3, fill in the table below with facts about China's dynasties.

Some Facts About China's Dynasties

Ruler	Dynasty Name	Main Accomplishments
Shi Huangdi	1.	2.
Liu Bang	3.	4.
Wudi	5.	6.

B. Reviewing Key Terms

Directions: In the blanks provided, write the definitions for the following key terms.

7. currency

8. warlord

SECTION QUIZ



Strong Rulers Unite Warring Kingdoms

CHAPTER 5
Ancient China**A. Key Terms and Concepts***Directions:* Define the following terms and identify the people.

1. currency _____
2. warlord _____
3. Shi Huangdi _____
4. Liu Bang _____
5. Wudi _____

B. Main Ideas*Directions:* Write the letter of the correct answer in each blank.

- _____ 6. About how long did the Qin dynasty last?
 - a. 10,000 generations
 - b. 5,000 years
 - c. 2 years
 - d. 15 years
- _____ 7. How did Shi Huangdi deal with people who opposed him?
 - a. He asked them to join his army and fight with him.
 - b. He had them trained for the civil service.
 - c. He had many of them killed.
 - d. He made them leave China forever.
- _____ 8. Which of the following was *not* done by Shi Huangdi?
 - a. He encouraged people to follow Confucianism so they would respect each other.
 - b. He ordered the building of the Great Wall of China.
 - c. He made sure that only one type of money was used in China so trading would be easier.
 - d. He burned books so that all the people would learn the same ideas.
- _____ 9. Which of the following is the Han dynasty known for?
 - a. harsh rule
 - b. stable government
 - c. poverty
 - d. a terra-cotta army
- _____ 10. Which emperor expanded Chinese rule to its peak during the Han dynasty?
 - a. Kung Fu Zi
 - b. Shi Huangdi
 - c. Liu Bang
 - d. Wudi

CHAPTER 5
Ancient ChinaAchievements of
Ancient China**Lesson Objectives**

Upon completion of this lesson, students will be able to

- outline how the Silk Road benefited Chinese civilization.
- describe how the Han dynasty used Confucianism to strengthen its rule.
- summarize the reasons for advances in technology during the Han dynasty.

Engage Motivate Students to Learn

Warm-Up Activity Ask students to imagine a world without computers, televisions, radios, telephones—or paper. Ask students how they would communicate. *Could our modern-day society exist in its present form without these technological advances? Why or why not?*

Activating Prior Knowledge Have students read Reach Into Your Background in the Before You Read box. Mention to students that certain periods in our country's history have been given names that characterize the era. For example, the 1920s are sometimes called the Jazz Age or the Roaring Twenties. Encourage students to come up with names that characterize the time we live in.

Explore Develop Main Ideas

When students have read the section, discuss the achievements of the Han dynasty. Ask students why the arts flourished during this dynasty and why people in China today call themselves “the children of Han.” Students might also discuss the reasons for technological advancement in early China.

Teach Solicit Student Participation

Suggest that students create word webs that show a cause-and-effect relationship between the adoption of Confucian principles and the advancement of Chinese civilization. This activity should take about 25 minutes.

Assess Assess Evidence of Learning

See the answers to the Section Review questions. Students may also demonstrate evidence of learning by completing the Guided Reading and Review and the Section Quiz from the *Teaching Resources*. If students are doing a book project, this may also demonstrate evidence of learning by showing progress on project preparation.



Achievements of Ancient China

CHAPTER 5 Ancient China

A. As You Read

Directions: As you read Section 4, fill in the table below with information about the legacy of ancient China. Under each main idea, write two supporting statements.

Main Idea A

China became known to the West as a result of the Silk Road.

1. _____

2. _____

Main Idea B

The Chinese inventions of the Han dynasty are still with us today.

3. _____

4. _____

B. Reviewing Key Terms

Directions: Complete the sentence by writing the correct term in the blank provided.

5. A valuable cloth made only in China in ancient times was _____.

CHAPTER 5
Ancient ChinaAchievements
of Ancient China**A. Key Terms and Concepts**

Directions: Read the statements below. If a statement is true, write T in the blank provided. If it is false, write F. Rewrite false statements on another sheet of paper to make them true.

- _____ 1. The Silk Road ran from China to what is now South Africa.
- _____ 2. The Silk Road was a series of routes, not one continuous road.
- _____ 3. The Silk Road ran near deserts and mountains.
- _____ 4. One trader usually carried goods the entire length of the road.
- _____ 5. Silk was a valuable cloth made only in China.

B. Main Ideas

Directions: Write the letter of the correct answer in each blank.

- _____ 6. How was Buddhism introduced to China?
 - a. It originated in a small village along the banks of the Huang He.
 - b. Confucius started the religion.
 - c. Missionaries traveled along the Silk Road and brought the religion with them.
 - d. No one knows how it was introduced to China.
- _____ 7. How did Han rulers bring back respect for tradition during the Han dynasty?
 - a. They ordered people to respect one another.
 - b. They made all the people who behaved disrespectfully into slaves.
 - c. They encouraged people to return to the teachings of Confucius.
 - d. They rewarded respectful behavior with wealth and silk.
- _____ 8. During the Han dynasty, which advance in technology was most important for farming?
 - a. paper
 - b. the book *Historical Records*
 - c. stone plows
 - d. iron farming tools
- _____ 9. From what materials was the first paper made?
 - a. tree bark, hemp, old rags, starch, and gelatin
 - b. dates, wheat, rice, oats, and honey
 - c. stone, iron, clay tablets, and papyrus
 - d. silk, worms, rice, starch, and garlic
- _____ 10. Which were important advances in Chinese technology during the Han dynasty?
 - a. the wheelbarrow, the rudder, and the collar and harness
 - b. the wheel, papyrus, and stone tablets
 - c. silk, bronze, and garlic
 - d. brass, copper, and gold

CHAPTER SUMMARY



Ancient China

Guiding Questions:

- How did physical geography affect the growth of ancient civilizations?
- How did the beliefs and values of ancient civilizations affect the lives of their members?

Chinese civilization began along the Huang He, the second-longest river in the region. The floods of the Huang He bring rich soil to the surrounding land, but are also very destructive. Early Chinese society centered on the family. Sometimes five generations lived together. The oldest man had the most power. When a woman married, she left her home and became part of her husband's family.

Confucius was a great Chinese teacher who lived from 551 B.C. to 479 B.C. He believed that loyalty and respect were essential to the family and to society. He also thought that rulers and parents should set a good example. Confucius taught the Golden Rule: "Do not do to others what you would not want done to yourself."

Confucius united China with ideas. Shi Huangdi, China's first emperor, united its many small kingdoms by 221 B.C. His dynasty was the Qin dynasty. He was a strong, harsh ruler who wanted to protect China from its enemies. Shi Huangdi ordered the building of the 1,400-mile (2,240-km) Great Wall of China. He also had roads built to help his army travel. He allowed only one currency. The emperor also banned books and many ideas, including those of Confucius. Protesters were killed.

When Shi Huangdi died, revolts broke out. After four years of chaos, the Han dynasty created a stable government. They brought back Confucianism and hired government workers based on merit and education. During the Han dynasty, from 202 B.C. to A.D. 220, the Silk Road became a major trade route. Buddhism came to China along the Silk Road. The arts and scholarship flourished. Improvements were made in farming tools and irrigation. The Chinese invented paper during that time. After the Han dynasty ended, China broke up into several smaller kingdoms.



Ancient China

Directions: Match the key terms in the box with the definitions below. Write the correct letter in each blank. Then, write a sentence in the space provided that uses that term or the plural form of the term. If necessary, look up the terms in your book's glossary, or see how they are used in Chapter 5.

a. civil service

d. extended family

g. silk

b. currency

e. loess

h. warlord

c. dike

f. philosophy

_____ 1. a protective wall that holds back water

_____ 2. a system of beliefs and values

_____ 3. yellow-brown soil

_____ 4. the group of people whose job is to carry out the work of government

_____ 5. a leader of an armed local band

_____ 6. closely related people, such as children, brothers and sisters, parents, uncles and aunts, and so on

_____ 7. a valuable cloth originally made only in China from threads spun by caterpillars

_____ 8. a type of money

RETEACHING



Ancient China

Directions: Use the information in Chapter 5 of your book to help you complete each statement.

1. The Huang He, the river along which ancient Chinese civilization grew, is called "China's Sorrow" because _____
_____.
2. The center of early Chinese society was the extended family, which included _____
_____.
3. Confucius believed that his role was to pass on _____
_____.
4. Confucius summarized his ideas in a simple sentence, often called the Golden Rule, which states: _____
_____.
5. Confucius's ideas changed the government in two basic ways: _____
_____.
6. Shi Huangdi, emperor of the Qin dynasty, helped unify ancient China by _____
_____.
7. The Han dynasty was a time when _____
_____.
8. The Silk Road was important to China because _____
_____.
9. Great inventions of the ancient Chinese include _____
_____.



Ancient China

The Sayings of Confucius

Directions: Read these sayings of Confucius. Then complete the activities that follow.

Some Sayings of Confucius

If you make a mistake and do not correct it, this is called a mistake.

When you see wise people, think of becoming equal to them. When you see unwise people, reflect inwardly on yourself.

To eat your fill but not apply your mind to anything all day is a problem. Are there no games to play? Even that would be smarter than doing nothing.

Cultivated people are ashamed to say more than they can do.

—Excerpt from *The Essential Confucius*, translated by Thomas Cleary. Copyright ©1992 by Thomas Cleary. Reprinted by permission of HarperCollins Publishers, Inc.

1. On the back of this page or on another sheet of paper, rewrite each saying of Confucius in your own words.
2. Which saying is similar to the popular saying "Actions speak louder than words"?

3. Based on these sayings of Confucius, how would you describe a cultivated, or wise, person?

CRITICAL THINKING



Ancient China

Ancient Chinese Agriculture

Recognizing Cause and Effect

Directions: Read the passage. Then complete the chart by listing the effects of each invention.

The ancient Chinese developed new ways of farming and invented better farming tools. Among the many new things they introduced were hoeing, the iron plow, and row cultivation, or growing crops in rows.

The ancient Chinese grew crops in rows and hoed between rows. The ancient Chinese had learned that row cultivation and hoeing led to higher yields, or more crops. An ancient Chinese book states: "If crops are grown in rows they will grow faster because they will not interfere with each other's growth." The ancient Chinese also had a proverb that said: "There are three inches of moisture on the end of a hoe." The proverb refers to the fact that hoeing helps keep the soil wet. Hoeing kills weeds, which take water away from the crops. In addition, rain water soaks into loose soil more quickly than into hard-packed soil. Saving water in the soil was especially important in northern China, where the weather was often dry.

One of the most important farming inventions of the ancient Chinese was the iron plow. The Chinese developed the first iron plows in the world. Iron plows were stronger than the older wood, stone, and bronze plows. With iron plows, fields could be plowed faster and with less effort.

Agricultural Inventions and Their Effects

Invention	Effects
Row Cultivation	1.
Hoeing Between Rows	2.
Iron Plows	3.