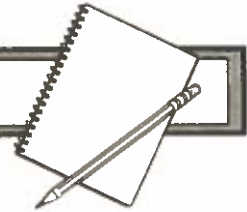


## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



**Did You Know** ? During the twentieth century there arose a notion of an “Aryan race”—a Germanic people who supposedly were responsible for all the progress that mankind had made. Anthropologists have repudiated this notion. Nonetheless, it became the basis of the Nazi policy of exterminating “non-Aryans” during the 1930s and 1940s.

#### I. The Land of India (pages 71–72)

- A. The **Indian subcontinent** hangs down from the southern edge of Asia. Its diverse geography has a number of core regions.
- B. In the north are the highest mountains in the world, the **Himalaya**. Just south of the Himalaya is the rich valley of the **Ganges River**, one of the most important regions of Indian culture. The relatively dry Indus River valley lies to the west. It runs through modern-day Pakistan.
- C. The **Deccan** lies south of these two river valleys. It is a hilly and dry plateau extending from the southern Ganges valley to the southern end of India. Lush plains, historically the most densely populated regions in India, lie on the east and west coasts.
- D. The **monsoons** are the most important feature of the Indian climate. Monsoons are seasonal wind patterns. The southwest monsoons bring the heavy rain on which Indian farmers have depended to grow their crops. If the rains are too light or heavy, early or late, crops are destroyed and thousands of Indians likely starve.

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#### Discussion Question

An area of America in the twentieth century suffered a devastating drought, as portions of India do if the monsoon rains are insufficient. What was this drought, when did it happen, and what were its effects? (*The drought created the Dust Bowl in the early 1930s, during the Great Depression. The drought was principally in the Midwest. It ruined thousands of family farms and caused many Americans to go west in search of work.*)

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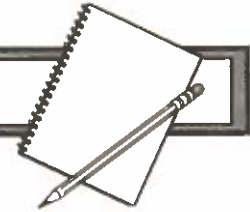
#### II. India's First Civilization (pages 72–73)

- A. Early civilization in India developed in the Indus River valley. A civilization flourished there from 3000 to 1500 B.C. Archaeologists have found remains of over a thousand settlements in this area.



## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



- B. Two sites have ruins of the major cities Harappa and Mohenjo-Daro. The advanced civilization that flourished for hundreds of years in these cities is called the Harappan or Indus civilization.
- C. Each of these cities had around 35,000 people and each was planned carefully. The cities had a grid of streets and were divided into walled neighborhoods. Some houses were as high as three stories. Buildings were constructed of mud bricks. Public wells supplied water, and bathrooms used an advanced drainage system. A chute system took household trash to public garbage bins. The careful structure of these cities showed that this civilization had a well-organized government.
- D. Harappan rulers based their power on a belief in divine assistance. As in all ancient civilizations, religion and political power were linked closely.
- E. Priests probably performed rituals to a fertility goddess to guarantee a good annual harvest. The Harappan economy depended on agriculture. The chief crops were wheat, barley, and peas.
- F. The Indus valley civilization traded extensively with Mesopotamia. They traded copper, lumber, and various luxury goods for Sumerian textiles and food. Much of the trade was by ship through the **Persian Gulf**, which lies between present-day Saudi Arabia and Iran

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#### Discussion Question

Ancient priests commonly performed rituals and ceremonies to try and influence the deities. What contemporary religious practices continue this attempt to communicate with the will of God? Why might the gods listen to human beings? (*Answers to both questions will vary. Possible answers are prayer and confession to a priest, who conveys God's will. The gods might listen from compassion or a sense of justice.*)

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### III. The Arrival of the Aryans (pages 74–75)

- A. Aryan invaders ended the civilization of the Indus River valley by conquering the Harappans. The **Aryans** were a nomadic Indo-European people living in central Asia. Around 1500 B.C. they moved south across the **Hindu Kush** mountain range into northern India.
- B. The Aryans created a new Indian society. Like other nomadic people, the Aryans excelled at war. By 1000 B.C. they had extended their control throughout India.
- C. In India these nomadic warriors gave up the pastoral life for regular farming. The introduction of iron helped make this change, especially the introduction of the iron plow, which could be used to clear the dense jungle growth along the Ganges. Irrigation systems turned the area into productive farmland.



## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



- D. Wheat, barley, and millet were grown in the north. Rice was grown in the fertile river valleys. Vegetables, grains, cotton, and spices such as cinnamon and pepper were grown in the south.
- E. As nomads, the Aryans had no written language. They developed their first written language, **Sanskrit**, around 1000 B.C. They wrote down the religious rituals, legends, and chants that previously had been passed down orally.
- F. Early Aryan writings also reveal that between 1500 B.C. and 400 B.C., Aryan leaders known as **rajās** (princes) dominated India. Each carved out a small state and fought other Aryan chieftains.

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#### Discussion Question

The most ancient cultures passed on their culture orally. After the invention of writing, people wrote down their ideas, traditions, norms, and stories to pass on to future generations. What are the advantages and disadvantages of these two ways of passing on cultural knowledge? (*Answers will vary. The advantages of one method tend to be the disadvantages of the other. Possible advantages of the oral are that people remember better what is passed on, and this method tends to create more of a sense of community. Possible advantages of the written are that the knowledge is available to more people, and it is not the possession of a class of special interpreters.*)

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#### IV. Society in Ancient India (pages 75–76)

- A. The Aryan conquest had a lasting effect on India. The meeting of conquered and conqueror created a set of social institutions and class divisions that last to this day.
- B. The **caste system** was one of the most important Indian social creations. It set up a rigid hierarchy of classes that determines a person's occupation, economic potential, and social status. In part it was based on skin color.
- C. There were five major classes, or **castes**. The top two castes were the Aryan ruling elites, the priests and warriors. The highest were members of the priestly class, or **Brahmans**. The warriors were called **Kshatriyas**.
- D. The third caste was made up of commoners, who for the most part were merchants. Members of this caste were called the **Vaiśyas**. Below this were the **Sudras**, who made up most of the Indian population. They were the darker-skinned natives the Aryans had conquered. Most were peasants who did manual labor, and their rights were limited.
- E. The **Untouchables** made up the lowest rung of Indian society. They performed jobs considered degrading by Indian society, like collecting trash and handling the dead. They made up about 5 percent of ancient India's population.

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 1



- F. The life of an Untouchable was difficult. They were not considered human and their presence was considered harmful. They lived in ghettos. When they traveled they had to tap sticks together so others would know they were coming and could avoid them.
- G. The family was the basic unit of ancient Indian society. The ideal was to have an extended family of three generations under one roof.
- H. The oldest male had legal authority over the entire family, which made the family unit patriarchal. Generally, only males could inherit property and were educated. Women could not be priests. Divorce was forbidden, but men could take a second wife if the first was not able to bear children. Children were important primarily because they were to take care of their aging and elderly parents.
- I. Marriages were arranged. Men married after 12 years of study. Girls married young because they were an economic drain on the family.
- J. Perhaps the strongest instance of male domination in India is **suttee**. In India the dead were burned on funeral pyres. Suttee required a wife to throw herself on her dead husband's funeral pyre and die herself. Those who refused were disgraced.

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#### Discussion Question

Many modern Westerners believe that suttee was a barbaric custom. Yet at one time suttee was important in Indian culture. Do people have a right to judge the cultural practices of a different culture? Why or why not? (*Answers will vary. Students should show they understand the issues involved, such as whether or not there is a shared human nature and the difference between having a right to judge the customs of others and a right to force others to change their customs.*)

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#### V. Hinduism (page 77)

- A. The religion of **Hinduism** is based on Aryan religious beliefs. We know about Aryan religious beliefs from the Vedas, a collection of hymns and ceremonies. The Vedas make up the oldest Hindu sacred text.
- B. Hinduism is the religion of most of the Indian people. Early Hindus believed in an ultimate reality (God) called *Brahman*. The individual self, or *atman*, had the duty to come to know this ultimate reality. Then the self would merge with Brahman after death.
- C. The idea of reincarnation came into Hinduism in the 500s B.C. **Reincarnation** is the idea that after death the individual soul is reborn in a different form. After many existences the soul may unite with Brahman, the goal of all individuals.



## Daily Lecture and Discussion Notes

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- D. Karma** is an important part of this process. Karma refers to the idea that people's actions determine their form of rebirth and the class into which they are reborn, if reborn as a person.
- E.** The divine law, or **dharma**, rules karma. This law requires all people to do their duty. Duties vary with one's caste. The higher the class the higher the social duties and expectations.
- F.** The system of reincarnation provided a religious basis for the caste system. For example, the fewer privileges of the lower classes were justified by saying they were less deserving due to their karma. Reincarnation also gave hope to the lower classes, however. They had a way to move up in the caste system.
- G. Yoga** ("union") was developed as a practice to achieve oneness with God. This union was a kind of dreamless sleep.
- H.** Hinduism has more than 33,000 deities. The three chief ones are Brahma the Creator, Vishnu the Preserver, and Siva the Destroyer. The many gods and goddesses give ordinary Hindus a way to express their everyday religious feelings. Through devotion at a temple they seek not only salvation but also a way of getting the ordinary things of life.

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#### Discussion Question

All societies have had a social hierarchy. The Indian caste system is only one of the most rigid. Why do human beings have this need to structure society in terms of higher and lower classes? (*Answers will vary. Possible answers are to create social order, to exploit others, and to feel valuable, if one is a member of a higher class.*)

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#### VI. Buddhism (pages 78–79)

- A.** In the sixth century B.C. a new doctrine called **Buddhism** appeared in northern India and rivaled Hinduism. Its founder was **Siddhartha Gautama**, known as the Buddha ("Enlightened One").
- B.** Siddhartha lived a privileged, sheltered life among great wealth. Then he became aware of life's sufferings—death, disease, and old age. He gave up his rich life to find the meaning of life and the cure for human suffering.
- C.** At first he was an ascetic and practiced self-denial. Abusing his body did not bring Siddhartha enlightenment, however. He entered a period of intense meditation and one evening reached enlightenment. He spent the rest of his life teaching what he learned.



## Daily Lecture and Discussion Notes

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- D.** These teachings are the basis of Buddhism. The physical realm is illusion. Desire's attachments to the physical cause suffering. Giving up these attachments leads to wisdom, or *bodhi*. Achieving wisdom is a key step in achieving *nirvana*, or ultimate reality, in a reunion with the Great World Soul.
- E.** The essential Buddhist teachings concern the Four Noble Truths and the way to achieve these truths, taking the Middle, or Eightfold, Path. Siddhartha accepted reincarnation but rejected the Hindu caste system. For this reason Buddhism appealed to those in the lower castes. After Siddhartha's death in 480 B.C., his followers spread the message throughout India. Monasteries were established to promote Buddhism.

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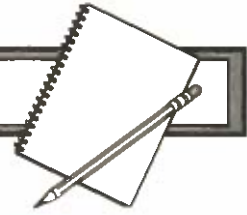
#### Discussion Question

Buddhism teaches that humans suffer due to desire's attachments. What do you think this idea of desire becoming attached to things means? Do attachments cause suffering? *(Answers to both questions will vary. A good way to answer both is to explain that according to the Buddhists, people create a false idea of their reality by identifying themselves with the objects of their desires. Living with a false idea of human reality causes people suffering.)*

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 2



**Did You Know?** Committed to spreading impartiality, cheerfulness, truthfulness, and goodness throughout his kingdom, Asoka once said, “All men are my children. As for my own children, I desire that they may be provided with all the welfare and happiness of this world and of the next, so do I desire for all men as well.”

#### I. The Mauryan Dynasty (pages 81–82)

- A. After 400 B.C., India faced new threats from the west—first from Persia, then from Greece and Macedonia, under Alexander the Great.
- B. Alexander invaded northern India in 327 B.C. He left quickly, but his invasion gave rise to the first Indian dynasty.
- C. Chandragupta Maurya, who ruled from 324 to 301 B.C., founded the new Indian state. This first Indian Empire was highly centralized and governed by an ideal of exercising power impartially.
- D. The empire was divided into provinces, ruled by governors. The king had a large army and secret police.
- E. The Mauryan Empire flourished under the reign of Asoka, Chandragupta Maurya’s grandson. Most consider Asoka the greatest Indian ruler ever. He converted to Buddhism and governed in accordance with Buddhist ideals. His kindness was legendary. He set up hospitals for people and animals, and a system of shade trees and shelters for travelers.
- F. India flourished economically under Asoka. It became an important crossroads in a commercial network from the Pacific Rim to Southwest Asia and the Mediterranean Sea.
- G. Asoka died in 232 B.C. The empire then declined. The last Mauryan ruler was killed in 183 B.C., and India fell into disunity.

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#### Discussion Question

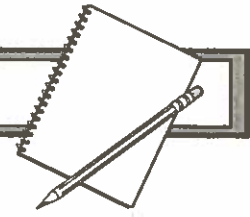
The Buddha taught that people should have compassion for all sentient (feeling) creatures and always try to not harm them. What in Asoka’s way of governing embodies this idea? (*Compassion motivated him to set up the hospitals for people and animals, and to provide shelter and shade for travelers.*)

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 2



#### II. The Kushan Kingdom and the Silk Road (pages 83–84)

- A. In the first century A.D. nomadic warriors established the Kushan kingdom in what is now Afghanistan. It spread south as far as the central Ganges Valley.
- B. The Kushans prospered by the trade that went through their country. Most of the trade was between the Roman Empire and China, along a 4,000 mile route called the **Silk Road**. It reached from **Changan** in China to **Antioch** in Syria on the coast of the **Mediterranean Sea**.
- C. Because camel caravans were dangerous and expensive, merchants shipped only luxury goods on the Silk Road. Chinese merchants traded silk, spices, tea, and porcelain. Indian merchants shipped ivory, jewels, and textiles. The Romans traded glass, jewels, and clothes.
- D. The Romans especially desired silk. The Roman name for China was Serica, or “Land of Silk.”

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#### Discussion Question

What are the most important trade routes for contemporary America? Why? (*Answers will vary. Students should show an understanding of some of the country's major trade routes—for example, the nation's system of interstate highways, and shipping lanes and ports—and the kinds of goods that move along these routes—for example, pineapples and sugar from Hawaii.*)

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#### III. The Kingdom of the Guptas (pages 84–85)

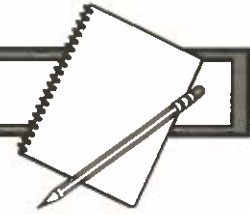
- A. Persian invaders ended the Kushan kingdom in the third century A.D. Chandragupta, a local prince, established a new kingdom in 320. His son, Samudragupta, expanded the empire. He was famous for his physique and exploits in war.
- B. The kingdom of the Guptas became the dominant political force in northern India. It created a new age of Indian civilization, especially under its greatest ruler, Chandragupta II, who ruled from 375 to 415.
- C. A Chinese Buddhist monk named **Faxian** described the greatness of its culture. (See page 87.) He spent several years in northern India, and admired the virtuousness of the government, its tolerance of Buddhism, and the region's economic prosperity.
- D. The Gupta Empire prospered principally from mining, farming, and trade. The Gupta rulers owned gold mines, silver mines, and vast lands. They traded salt, cloth, and iron domestically and as far away as China and the Mediterranean.
- E. The Gupta Empire profited greatly from religious trade with religious **pilgrims**. Pilgrims travel to religious sites to worship. Cities famous for their temples and as religious centers rose up along the main Indian trade routes.





## Daily Lecture and Discussion Notes

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- F. Later Gupta rulers lived extravagantly, which weakened the people's loyalty. In the fifth century A.D., invasion by nomadic **Huns** from the northwest weakened the empire. It finally died out completely by the end of the seventh century. North India would not be reunited for hundreds of years.

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#### Discussion Question

Empires and dynasties often declined in part because the rulers increasingly lived lives of great luxury. How might this lead to a government's decline? (*This tendency of ancient rulers to concern themselves with opulent living caused them to increase taxes unjustly to support their extravagance, caused the lower classes to resent their rulers, caused the rulers to lose touch with their subjects, and caused powerful lords to covet the throne.*)

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#### IV. The World of Indian Culture (pages 85–86)

- A. India has one of the richest cultures in world history. Indian civilization has made contributions in the arts and sciences. Consider literature, architecture, and science.
- B. The **Vedas** are the earliest known Indian literature. These Aryan texts are religious. Originally passed down orally, eventually they were written down in Sanskrit.
- C. With writing came the early Indian epic poems, the *Mahabharata* and the *Ramayana*. Both recount the legendary deeds of great warriors.
- D. The *Mahabharata* was probably written around 100 B.C. It is the world's longest written poem. It describes a war between cousins for control of the kingdom.
- E. The most famous part of the poem is the **Bhagavad Gita**, in which the god Krishna on the eve of a battle expresses an important idea of Indian society: When deciding how to act, do not consider success or failure, but only the action's morality.
- F. The *Ramayana* recounts how the fictional ruler Rama is banished from his kingdom and has to fight a demon that kidnapped his wife. This text also teaches moral lessons. Rama stands as the ideal Aryan hero, and Sita embodies perfect wifely loyalty to her husband. These books remain important in Indian culture to this day.
- G. **Kalidasa** is one of ancient India's most famous authors. His poem, *The Cloud Messenger*, remains one of the most popular poems in Sanskrit.
- H. Early Indian architecture flourished during the Mauryan Empire, especially under Asoka. He wanted to spread the ideas of Buddhism, and so he built many religious structures.
- I. The three principal religious structures were the pillar, the stupa, and the rock chamber. The pillars marked sites pertinent to the Buddha's life. A carving with a Buddhist message topped these huge pillars.



## Daily Lecture and Discussion Notes

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- J.** Stupas were built like burial mounds and held relics of the Buddha, such as a lock of hair. Stupas rose quite high and each was surrounded by a spire. Legend said that in order to spread Buddhism, Asoka ordered the construction of eighty-four thousand stupas.
- K.** Rock chambers carved out of mountainsides served as houses for monks and halls for religious ceremonies.
- L.** Ancient Indian scientists were most known for astronomy. They charted the movements of the heavenly bodies, recognized that Earth was a sphere, and believed rightly that Earth rotated on its axis and revolved around the sun.
- M.** Ancient Indian mathematicians were very important. **Aryabhata** was the Gupta Empire's most famous mathematician. He devised a decimal system of counting in tens, unknown anywhere else in the world. Arab scholars adopted this system, and European traders spread it throughout Europe. Indian mathematicians also introduced the concept of zero.

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#### Discussion Question

Most ancient people believed mistakenly that the sun revolved around the earth. Why did they, and what does this show about knowledge? (*Ancient people believed the sun revolved around the earth because this is how it appears to everyday perception. This fact shows that knowledge often comes from looking beyond or behind appearances.*)

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 3



**Did You Know?** Confucius established teaching as a vocation in China. Before Confucius, aristocratic families hired tutors to educate their sons in specific arts and government officials instructed their subordinates, but Confucius believed that all human beings could benefit from self-cultivation.

#### I. The Geography of China (pages 88–89)

- A. One of the greatest food-producing areas of the ancient world developed in the valleys of two rivers in China—the **Huang He** (Yellow River, so named for its rich, yellow silt) and the **Chang Jiang** (Yangtze River).
- B. The Huang He, which flows from **Mongolia** to the Pacific Ocean, is 2,900 miles long. The Chang Jiang, which stretches across central China to the **Yellow Sea**, is 3,400 miles long.
- C. Only 12 percent of China can be used for agriculture. Mountains and deserts cover much of the remaining countryside.
- D. These forbidding features isolated the Chinese from other Asian people. The Mongolian, Indo-European, and Turkish peoples who lived along China's frontiers often warred with the Chinese.

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#### Discussion Question

What geographical features have helped protect the United States from invasion?  
(Answers will vary. The chief geographical features are the Atlantic and Pacific Oceans, and the distance they put between America and most of the world.)

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#### II. The Shang Dynasty (pages 89–91)

- A. Chinese history begins with the **Xia dynasty**, over four thousand years ago. Not much is known about this dynasty.
- B. The Xia was replaced by the **Shang dynasty** (1750 to 1122 B.C.). An **aristocracy**—an upper class whose wealth is based on land and whose power is passed on from one generation to another—dominated this farming society.
- C. The king ruled over a system of territories run by aristocratic warlords and was expected to defend the empire. There was a strong central government. The king's importance is shown by the ritual sacrifice performed at his death; corpses of servants were placed in the king's tomb.



## Daily Lecture and Discussion Notes

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- D. The Chinese believed that supernatural forces could help with worldly life. To get this help, priests read oracle bones. A king's question to the gods would be etched on a bone. The bones were heated until they cracked. Priests would interpret the meaning of the cracks. These bones are a valuable source of information about the Shang period.
- E. Most of the Shang were peasants, with much smaller groups of artisans, merchants, and slaves.
- F. The Chinese believed strongly in life after death. This belief is the basis for the Chinese veneration of ancestors, known in the West as "ancestor worship." The Chinese believed that the spirits of family ancestors could bring good or bad fortune to the living family, so they treated the spirits well.
- G. The annual festival called Qingming ("Clear and Bright") was for the ancestors. Families cleaned the family graves and brought food for their ancestors' spirits.
- H. The Shang's bronze objects are among the most admired Chinese arts.

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#### Discussion Question

Many ancient religions performed sacrifices to win the favor of the gods or spirits. How was sacrifice supposed to influence them favorably? (*Answers may vary. The basic idea is twofold: the person sacrificing is giving up something for the deity or spirit and giving it a gift.*)

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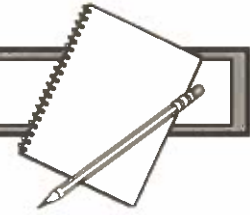
### III. The Zhou Dynasty (pages 91–94)

- A. The leader of the Zhou territory revolted against the Shang king and established the Zhou dynasty, which lasted from 1122 to 256 B.C., making it China's longest dynasty.
- B. The Zhou king continued the Shang political structure and royal duties, but the bureaucracy expanded.
- C. The king was believed to connect Heaven and Earth. Among the king's most important duties was performing rituals to strengthen the link between Heaven and Earth.
- D. The Chinese began to develop a theory of government. The Zhou dynasty claimed it ruled by the **Mandate of Heaven**. This view stated that Heaven, an impersonal law of nature, kept order in the world through the Zhou king. This concept became a basic part of Chinese political theory.
- E. Under the Mandate of Heaven, the king was expected to be virtuous and to rule with goodness and efficiency. The king was expected to rule according to the proper "Way," called the **Dao**. If he did, the gods would be pleased.



## Daily Lecture and Discussion Notes

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- F.** Events like a bad harvest were signs that the gods were not pleased and grounds for overthrowing the king. The Mandate of Heaven, then, set forth a right of revolution. It also implied that the king himself was not divine.
- G.** The Mandate of Heaven helped legitimate the dynastic cycles that governed Chinese history from its beginning to A.D. 1912.
- H.** Later Zhou rulers were weak and corrupt. Civil war finally broke out in 403 B.C. Thus began the period known as the “Period of the Warring States.”
- I.** Warfare had changed in China. Armies used iron weapons and were divided into infantry and cavalry. Cavalry was armed with the powerful crossbow, which the Chinese invented.
- J.** Peasants worked on land owned by the aristocracy, along with a little land of their own. Artisans and merchants lived in walled towns. The merchants were the local lord’s property. Slaves also existed. Trade was principally local, along with importing salt, cloth, iron, and luxury goods.
- K.** By the sixth century B.C., farmers were using large-scale water works for their fields. Using iron plowshares increased food production because farmers could cultivate more land. The Chinese population reached fifty million people in the late Zhou dynasty, in part due to the increased food production.
- L.** Silk was one of China’s most important exports. Chinese silk from this period has been found all over central Asia and as far as Athens, Greece.
- M.** The Chinese had, and have, strong beliefs about the family. It was both the basic economic unit and a symbol of the social order. Most important to Chinese family life is the concept of **filial piety**.
- N.** *Filial piety* refers to the duty of family members to subordinate their needs to the male head of the family and the older generations. It is an important Confucian concept.
- O.** Men dominated Chinese society. Men were considered so important because they were responsible for providing food for the family and caring for their parents later in life. Men governed society, and were warriors and scholars. Women raised children and stayed at home.
- P.** Perhaps the most important cultural contribution of ancient China is the Chinese written language. It was primarily pictographic and ideographic.
- Q.** Pictographs are picture symbols, called characters. Ideographs combine two or more pictographs. Each character is associated with a sound. Generally, this step leads cultures to replace character writing with phonetic (sound) writing. The Chinese language, however, has not completely abandoned its original form.



## Daily Lecture and Discussion Notes

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#### Discussion Question

The Chinese concept of filial piety says that grown children have an obligation to take care of their elderly parents at the expense of their own needs. What important Western concepts seem to conflict with this ideal of filial piety? (*Answers will vary. Two likely answers concern the Western concepts of self-sufficiency and individuality. Each conflicts with the Chinese concept of filial piety.*)

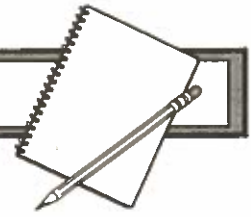
#### IV. The Chinese Philosophies (pages 94–97)

- A. From 500 to 200 B.C., three schools of thought about human nature and the universe developed in China—Confucianism, Daoism, and Legalism. Chinese philosophers were concerned with how to live best in this world.
- B. **Confucius** was known to the Chinese as the First Teacher. He was born in 551 B.C. Motivated by Chinese society's moral decay and violence, Confucius tried to convince those in power to follow his ideas; his followers wrote down his sayings in the *Analects*. **Confucianism**, the system of Confucius's ideas, has been a basic part of Chinese history. Confucius tried to show the Chinese how to restore order to society.
- C. His ideas were political and ethical, not spiritual. If people followed the Dao (Way) and acted in harmony with the universe's purposes, people would prosper.
- D. Confucius's ideas of duty and humanity are perhaps his most important. Duty dictates that individuals subordinate their needs to the needs of family and community. Further, everyone should be governed by the Five Constant Relationships. Most important is duty to parents. Finally, rulers must set a good example if society is going to prosper. Confucius's idea of humanity emphasizes compassion and empathy towards others because "all men are brothers."
- E. One of Confucius's most historically important political ideas was that government service should not be the province of the rich and noble, but of those with superior talent and virtuous character.
- F. **Daoism** was a system of ideas based on the teachings of **Laozi**. Daoism's chief ideas are in the book *Dao De Jing (The Way of the Dao)*. It expresses the proper forms of behavior for people on Earth. Daoists believe that the way to follow the Dao is inaction, not action. People should act spontaneously and let nature take its course.
- G. **Legalism** was a third philosophy. Unlike Confucianism or Daoism, Legalism believed human beings were essentially evil. Legalism's formula for social order was having a strong ruler and harsh, impersonal laws, both of which made people obedient through fear.



## Daily Lecture and Discussion Notes

### Chapter 3, Section 3



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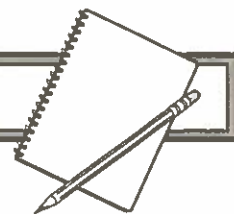
#### Discussion Question

Is human nature basically good or evil? If so, which? *(Answers will vary. Students should show an understanding of the issues involved. For example, human beings may naturally be born with the potential for good and evil. How people are raised and educated will influence how they develop. So the question may not be one of a fixed trait, but of human development.)*

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## Daily Lecture and Discussion Notes

### Chapter 3, Section 4



**Did You Know?** The Han government collected songs—ceremonial verses and folk ballads—and their musical scores through its Music Bureau. The longest of the folk ballads tells the tragic tale of a young married couple that committed suicide because of the cruelty of the husband's mother.

#### I. The Qin Dynasty (221–206 B.C.) (pages 98–100)

- A. The Qin dynasty emerged in 221 B.C. from China's bloody civil wars between 400 B.C. and 200 B.C. Qin Shihuangdi established the dynasty.
- B. The Qin dynasty adopted Legalism. Political opponents of the **regime** (the government in power) were imprisoned or executed. Books that opposed the official views were burned. The Qin made the central government stronger. The government was divided into three ministries: the civil, the military, and the **ensorate**. Members of the censorate checked on government officials to make sure they were doing their jobs. Future Chinese dynasties adopted this practice and kept this structure.
- C. Qin Shihuangdi unified the Chinese world by creating a monetary system and a road system. He extended the empire south to modern-day Vietnam. The harsh rule of the Qin dynasty angered many people. The dynasty fell in 206 B.C.
- D. The Qin emperor was concerned with the **Xiongnu**, a nomadic people who lived near the **Gobi**. The Xiongnu had mastered warfare from horseback. They attacked the Chinese living in the north. To protect these people, Qin Shihuangdi built a system of walls called the **Great Wall of China**. The Great Wall standing today was built 1,500 years later.

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#### Discussion Question

Qin Shihuangdi unified the Chinese world in part by creating a monetary system. How would this unify a region? What else might unify a region? (*The monetary system unifies a region by making its people economically interdependent. Other things that might unify a region are a common language, religion or enemy. Accept other relevant answers.*)

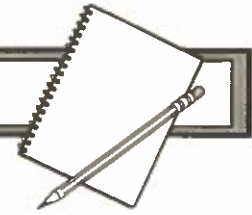
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## II. The Han Dynasty (202 B.C.–A.D. 220) and Culture in Qin and Han China (pages 100–103)

- A.** The Han dynasty was one of China's greatest dynasties. It emerged in 202 B.C. and was founded by Liu Bang, who was of peasant origin. He replaced Legalism with Confucianism. He kept the division of the central government into three ministries and the division of the empire into provinces.
- B.** The Han rulers continued to choose government officials by merit and not birth. The Han instituted the civil service examination and established schools to train candidates for government service. This system for training officials influenced China for two thousand years. Students learned Confucius's teachings, Chinese history, and Chinese law. Han Wudi added land to the south to the empire, as far as the South China Sea, in what is today northern Vietnam.
- C.** The free peasants suffered during the Han period. Military service and a month's forced labor each year were required. The tripling of the population shrank the size of the individual farm plot to about one acre a person—barely enough to survive. Free farmers became tenant farmers.
- D.** Technology progressed under the Han. There were advances in textile manufacturing, water mills, and iron casting, the latter leading to the invention of steel. The invention of the rudder and fore-and-aft rigging made sailing into the wind possible for the first time. Chinese traders were able to sail into the Indian Ocean, expanding trade tremendously.
- E.** Paper was developed in the Han period.
- F.** Over time, Han rulers too involved with pleasure weakened the government. The aristocratic families filled the power void, often corruptly and brutally. Peasant revolts became common. The Han dynasty fell in A.D. 220. Civil wars followed, and the next dynasty was not established for four hundred years.
- G.** The Qin and Han dynasties were known for their cultural achievements. The key Confucian works were printed in a set. Generations of Chinese schoolchildren learned the norms of proper behavior from these texts.
- H.** The most remarkable artistic discovery was of a burial pit containing thousands of life-size, lifelike, terra-cotta (hardened clay) soldiers. Archaeologists believe they are replicas of Qin Shihuangdi's imperial guard accompanying him to the next world. Their most striking feature is the individuality of the faces, which reflect the different ethnic types in the army.



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#### Discussion Question

Historical changes often follow technological changes. What modern technological changes have had an impact on history? *(Answers will vary. A prime example is the invention of the internal combustion engine, which expanded trade, affected war, and closed distances among people in all countries.)*

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