

# WORLD HISTORY

## Chapter 3 Resources

### India and China, 3000 B.C.–A.D. 500

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### Vocabulary Activity 3

#### India and China, 3000 B.C.–A.D. 500

**DIRECTIONS:** Match each term with a definition by writing the correct letter on the line in front of the definition.

- |                                   |                        |
|-----------------------------------|------------------------|
| <b>A.</b> veneration of ancestors | <b>H.</b> regime       |
| <b>B.</b> filial piety            | <b>I.</b> nirvana      |
| <b>C.</b> censorate               | <b>J.</b> rajas        |
| <b>D.</b> ascetics                | <b>K.</b> caste system |
| <b>E.</b> dharma                  | <b>L.</b> patriarchal  |
| <b>F.</b> reincarnation           | <b>M.</b> aristocracy  |
| <b>G.</b> karma                   | <b>N.</b> pictograph   |

- \_\_\_\_\_ 1. family members subordinate needs and desires to those of the male head of the family
- \_\_\_\_\_ 2. government in power
- \_\_\_\_\_ 3. the duty a person has to fulfill the obligations of his or her position in life
- \_\_\_\_\_ 4. leaders of the Aryan tribe
- \_\_\_\_\_ 5. rigid social categories determining occupation, economic potential, and position in society
- \_\_\_\_\_ 6. practice of honoring the souls of the dead in the belief that they could bring good or evil fortune to living family members
- \_\_\_\_\_ 7. Hindu belief that the number of good and bad deeds in a person's life determines his or her fate in the next life
- \_\_\_\_\_ 8. the soul's "rebirth" into this world in both Hinduism and Buddhism
- \_\_\_\_\_ 9. inspectors who checked on government officials
- \_\_\_\_\_ 10. practiced self-denial to achieve understanding of ultimate reality
- \_\_\_\_\_ 11. ultimate goal of existence in Buddhism; freedom from the cycle of rebirth
- \_\_\_\_\_ 12. picture symbols forming a picture of an object
- \_\_\_\_\_ 13. oldest male holds legal authority over entire family
- \_\_\_\_\_ 14. upper class whose wealth is based on land and whose power is passed on from one generation to another



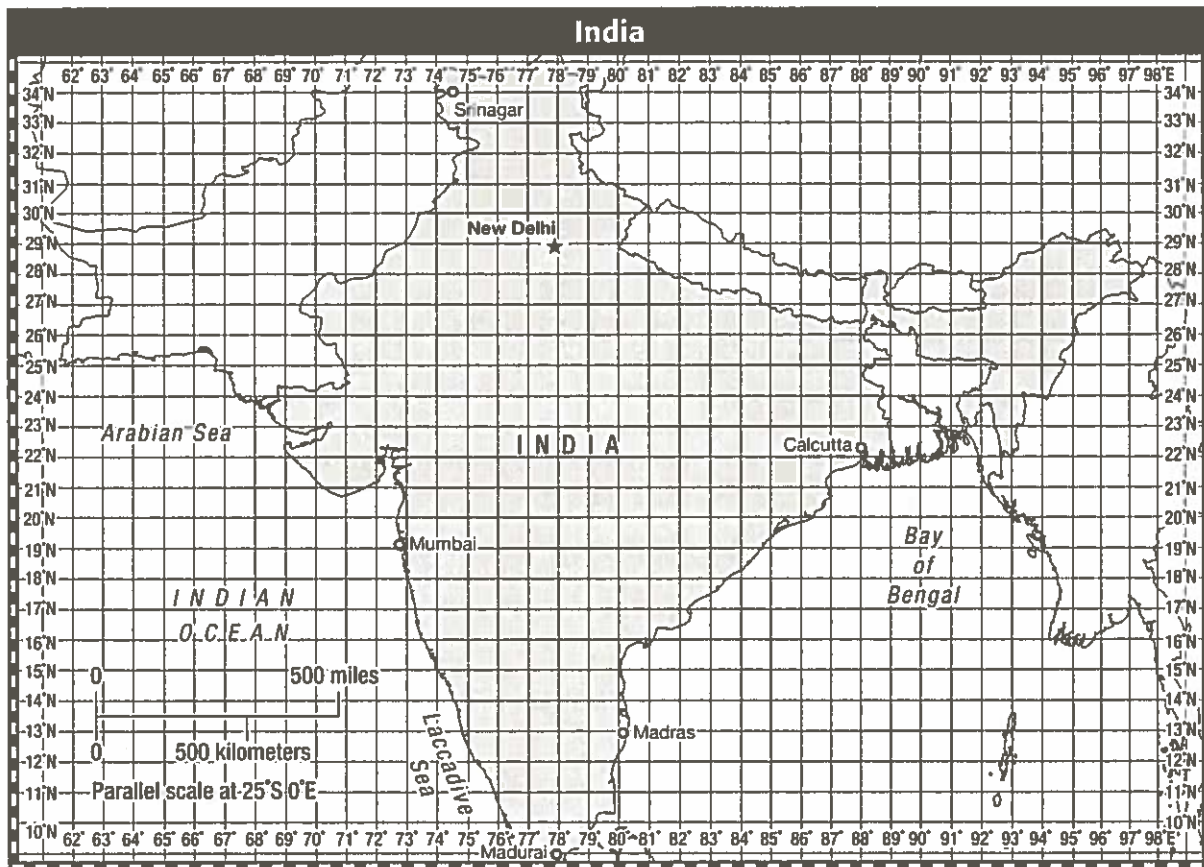
## Skills Reinforcement Activity 3

### Finding Exact Location on a Map

By using the grid system of latitude and longitude lines, it is possible to locate any place on the earth. Lines of latitude measure the distance north and south of the Equator,

while lines of longitude measure the distance east and west of the Prime Meridian (0° longitude at Greenwich, England).

**DIRECTIONS:** Study the map below. Then answer the following questions.



1. What is the approximate grid address of the following cities?

- a. Madras \_\_\_\_\_
- b. New Delhi \_\_\_\_\_
- c. Mumbai \_\_\_\_\_

2. What cities are located by the following grid addresses?

- a. 9°N, 78°E \_\_\_\_\_
- b. 22°N, 88°E \_\_\_\_\_
- c. 34°N, 74°E \_\_\_\_\_



# ★ HISTORY AND GEOGRAPHY ACTIVITY 3



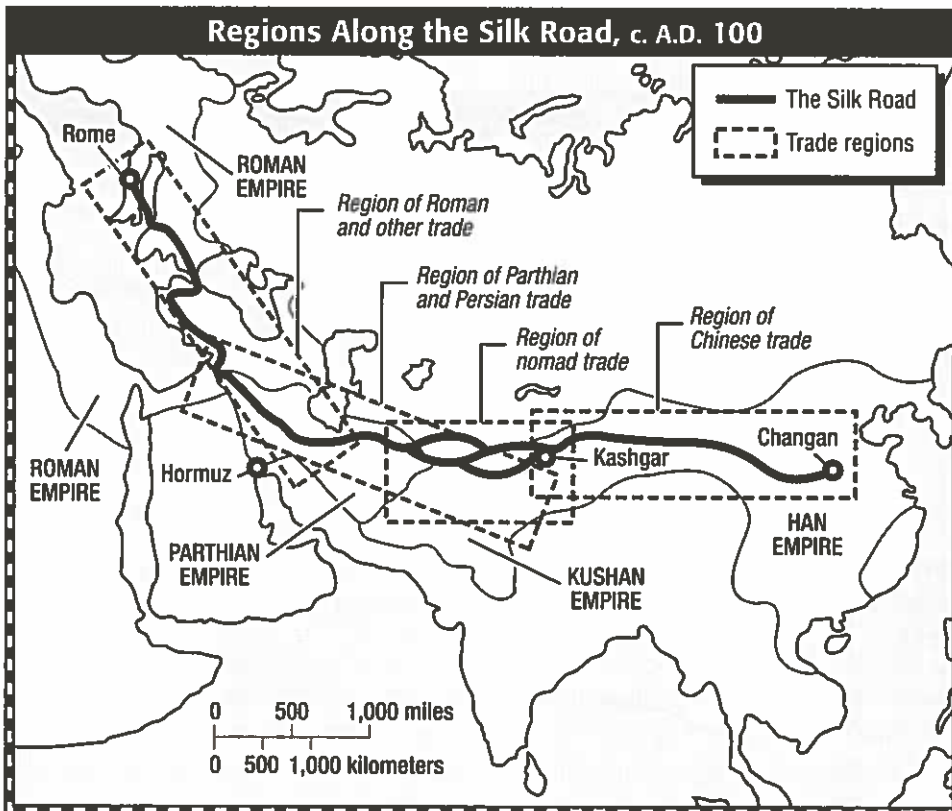
## The Silk Road

In the first two centuries A.D., a silken thread linked the two greatest empires—the Roman Empire and the Han Empire. From Rome to Changan, the Silk Road stretched some 4,000 miles. How did trade take place over this longest road in the world?

Few merchants ever made the complete journey from one end of the Silk Road to the other. Instead, they traveled along shorter segments, winding through tranquil empires as well as regions at war to obtain precious goods that had crossed deserts

and mountains. By means of this trade among regions, the pampered nobility of Rome obtained translucent silks, and China's highborn acquired Roman gold, silver, amber, colored glass, and wool.

A thousand years later, from 1271 to 1275, the Venetian merchant Marco Polo traveled the Silk Road in its entirety. The Silk Road continues to connect cultures today, although most travelers use it for shorter stretches, like the journeys of long ago.



*Exchanges among merchants of different lands created trade regions. Generally, Roman, Greek, and Arab merchants passed their goods on to Persians and nomads from central Asia. The Persians then traded those items for silk, furs, rhubarb, and cinnamon in exchanges with Chinese merchants near Kashgar.*

## HISTORY AND GEOGRAPHY ACTIVITY 3 (continued)

**The Travels of Marco Polo**

*At the extremity of the plain . . . there is a descent for about twenty miles, by a road that is extremely dangerous, from the multitude of robbers by whom travellers are continually assaulted and plundered. At length you reach . . . a city named Hormuz, a port frequented by traders . . . who bring spices and medicines, precious stones, pearls, gold tissues, elephants' teeth, and various other articles of merchandise. These they dispose of to a different set of traders, by whom they are dispersed throughout the world.*

—Marco Polo's account of his journey to China, 1298

Because a region is simply an area that has one or more common characteristics, many different types and sizes of regions may be defined within a single larger area. It all depends on your criteria—the reasons you choose to define a region. As criteria change, the boundaries of regions also change.

If you want to define important language regions along the Silk Road, for example, one region you will identify is the area where Indo-European languages were spoken. Its boundaries overlap boundaries between empires and trading regions. Knowing that Persian, nomadic, and Roman traders had similar languages can help explain why they roamed far along the Silk Road, whereas traders speaking Chinese stayed close to home.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided.

1. What is a region?

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2. How does examining the boundaries of a language region help you understand trade regions along the Silk Road?

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**Critical Thinking**

3. **Determining Cause and Effect** Sometime during the first few centuries A.D., Westerners smuggled silkworms out of China. What effect do you think this had on trade along the Silk Road?

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**Activity**

4. The Chinese received millions of dollars' worth of gold and silver in trade for silk each year. Some historians believe that this unequal trade weakened the Roman Empire. Regarding present-day trade, debate the following question: Will trade with Asia weaken the West?

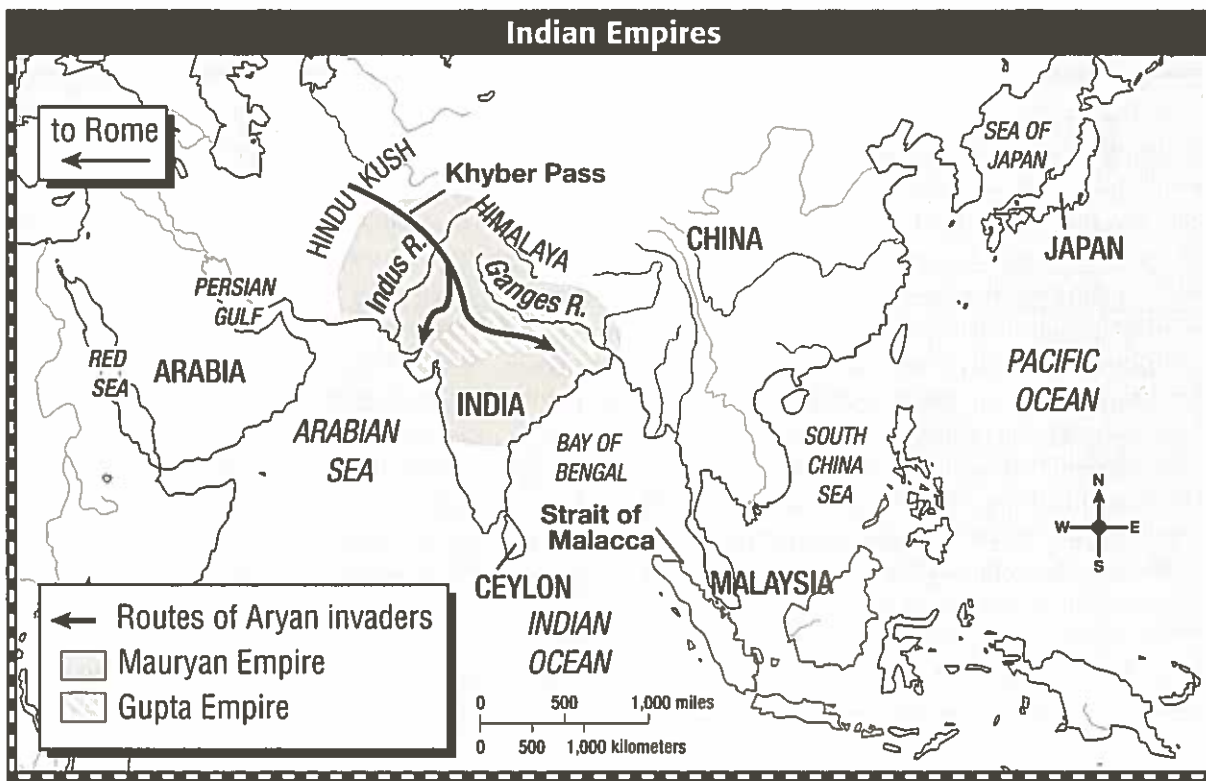
## Mapping History Activity 3



### Trade with the East and the West

During the Mauryan and Gupta Eras, Indian traders visited many places throughout the world in an effort to sell goods such as cotton, ivory, brass, elephants, and parrots.

**DIRECTIONS:** The map below shows the places visited by Indian traders. Use the map and your text to answer the questions and complete the activity that follow. Use a separate sheet of paper.



1. How do you think Asoka's beliefs might have helped today's historians piece together the size of his empire more than 2,000 years ago?
2. What large natural feature did both empires contain, and why is it important to the survival of any civilization?
3. What does the path of the Aryan invaders, along the major river valleys, tell you about the land in between those rivers?
4. Now draw the trade routes linking India with Southeast Asia and China to the east and with Rome and Arabia to the west. Indian traders traveling to China by sea began in the Bay of Bengal and traveled south to Ceylon (now Sri Lanka). Then they sailed east toward Malaysia and through the South China Sea. An overland route through Central Asia also existed. To get to Rome and Arabia, Indian traders traveled through the Khyber Pass in the Hindu Kush Mountains.

## Historical Significance Activity 3



### The Confucian Legacy in Modern China

Shared national traditions can often be an effective way of enlisting many different types of people in a country behind a single goal. The relationship of ancient Chinese thought to modern Communist thought is an example of this. Whereas Confucius's teachings avidly support unequal class structures in a stable society, the Communists who took power in China during the

1950s favored a classless society where people shared equally in the wealth produced. Yet Chinese Communists have used the historical traditions of their country to inspire people to join their cause. Read the following definition of a good Communist by Liu Shao-Ch'i, who helped form the People's Republic of China in 1949.

**H**e [a good Communist] will be capable of possessing very good Communist ethics. Because he has a firm outlook he "can both love and hate people." He can show loyalty to and ardent love for all his comrades, revolutionaries, and working people, help them unconditionally, treat them with equality, and never harm any one of them for the sake of his own interests. He can deal with them in a "faithful and forgiving" spirit and "put himself in the position of others." He can consider others' problems from their points of view and be considerate to them. "He will never do to others anything he would not like others to do to him." He can deal with the most vicious enemies of mankind in a most resolute manner and conduct a persistent struggle against the enemy for the purpose of defending the interests of the Party, the class, and the emancipation of mankind. As the Chinese saying goes, "He will worry long before the rest of the world begins to worry and he will rejoice only after the rest of the world has rejoiced." Both in the Party and among the people he will be the first to suffer hardship and the last to enjoy himself. He never minds whether his conditions are better or worse than others, but he does mind as to whether he has done more revolutionary work than others, or whether he has fought harder. In times of adversity, he will stand out courageously and unflinchingly, and in the face of difficulties he will demonstrate the greatest sense of responsibility. Therefore, he is capable of possessing the greatest firmness and moral courage to resist corruption by riches and honors, to resist tendencies to vacillate in spite of poverty and lowly status, and to refuse to yield in spite of threats or force.

—from *Sources of Chinese Tradition* © 1960, Columbia University Press

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.

1. What Daoist and Confucian elements can you identify in Liu's speech?
2. Why do you think Liu chose to include appeals to traditional values in his speech?
3. Write a short speech that Liu might have given linking Communist aspirations with examples from ancient Chinese history.



## ★ Cooperative Learning Activity 3 ★



## Hinduism and Buddhism

### BACKGROUND

Two of the world's major religions, **Hinduism** and **Buddhism**, were founded in India. Hinduism emerged from the belief system of the Aryan peoples who settled in India after 1500 B.C. Buddhism's founder, Siddhartha Gautama, known as the Buddha or "Enlightened One," lived in northern India in the sixth century B.C. Although some similarities between the two religions exist, each belief system has its own unique concepts and approach. By creating and sharing posters for each religion, you will learn more about them.

### GROUP DIRECTIONS

1. Use the information in Chapter 3 of your textbook and any other sources you can find to create separate posters for Hinduism and Buddhism.
2. One half of the group should be assigned to each religion. Posters should describe all aspects of the religion and include illustrations.
3. Be sure that the poster on Hinduism includes information on all of the following:
 

Brahman	dharma
atman	yoga
reincarnation	Brahma
karma	Vishnu
the caste system	Siva
4. Include all of the following in the poster on Buddhism:
 

founder	Four Noble Truths
bodhi	view of caste system
quotes of Siddhartha	Middle Path
nirvana	stupas
5. Share your poster with the other half of the group and test their understanding with a series of five questions prepared in advance.

### ORGANIZING THE GROUP

1. **Decision Making** Brainstorm what group members already know about the assigned religion. Appoint a recorder to take notes on the brainstorming. Next, review the key terms list provided and determine the definitions and significance of each term. Record the results. Agree upon which terms and other concepts need further research and assign that task to group members. Decide on how much information is needed to complete the poster. Then decide how much information on each term or concept will fit on the poster. The group might decide to assign to some of the members the task of planning the design of the poster while others conduct the follow-up research.

### Cooperative Learning Activity 3 (continued)

2. **Individual Work** Do research to find out as much as possible about the aspects of the religion assigned to you. Think about how each topic might be illustrated and look for sources of existing illustrations. Make up questions for the audience that can be used at the end of the presentation.
3. **Group Work/Decision Making** Share your research and possible summary questions for the audience with your group. Invite comments on and extensions to individuals' findings and ideas. Together, decide what information to use, what the final poster should look like, what five questions to use with the audience, and how to create the final poster.
4. **Additional Group Work** Working as individuals or in pairs, complete the assigned tasks—writing, copying, illustrating, and assembling—to construct the poster.
5. **Decision Making** Decide on who and how to present your poster to another group. How could the presentation be enhanced?
6. **Extended Group Work/Sharing** Present the poster to another group. Test their understanding and recall of your poster by asking them the five questions prepared in advance. Then have the other group present their poster, with your group taking the quiz they have prepared. Compare results. Which team answered the other team's questions more thoroughly?

#### GROUP PROCESS QUESTIONS

- What is the most important thing you learned about these two religions from this activity?
- What part of the project did you enjoy most?
- What part of the project was the most challenging?
- How was it helpful to work with others?

#### Quick CHECK

1. Was the goal of the assignment clear at all times?  
\_\_\_\_\_
2. How was making a presentation using a collaboratively planned and constructed poster different from other types of projects?  
\_\_\_\_\_
3. Were you satisfied with your own participation and your group's results on this project? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

# HISTORY SIMULATION ACTIVITY 3

## China Challenge

Chinese civilization made significant political, philosophical, cultural, and scientific advances during the Zhou, Qin, and Han dynasties. Innovations made during this period influenced Chinese family life, government, and art for centuries.

### TEACHER MATERIAL

**Learning Objective** To review the great dynasties, three ways of life, and society and culture of ancient China.

**Activity** In groups of five or six, students will prepare for and compete in a game of China Challenge, based on the material found in this chapter. Each group will develop a list of four categories, then develop four questions for each category. Groups will then exchange question sets. Using the sets of questions obtained from another group, members of each group will then compete in China Challenge.

**Teacher Preparation** Each group will need a supply of index cards and a clock or watch with a second hand. Provide each group with one copy of the scorecard on the next page. Make sure students have their textbooks available.

#### Activity Guidelines

1. Introduce the activity to the students by summarizing the period of Chinese history covered in this chapter. Explain the objective of China Challenge.
2. Organize students into groups of five or six and distribute the materials. Have each group choose a group leader and a scorekeeper.
3. Have each group brainstorm a list of four categories for questions. Some possibilities are: Inventions, Religions, Potpourri, People, Words That Begin with Q (for example, Qin dynasty and Qin Shihuangdi). The group leader should record each category on a separate index card.
4. The group leader should assign two categories to subgroups of two or three. Subgroups then use their textbooks to

develop a set of four questions for each of the categories assigned to them. Questions should progress in difficulty and be assigned point values from 1 to 4, with 4 the most difficult. Each category should have one question at each level of difficulty. Have students write the category for each question at the upper left-hand corner of an index card, the point value at the upper right-hand corner, the question on the front, and the answer on the back. When all questions are complete, the group leader should collect all the cards and collate them in ascending level of difficulty under the index card on which the category title is written. Each group then exchanges its set of questions for those from another group.

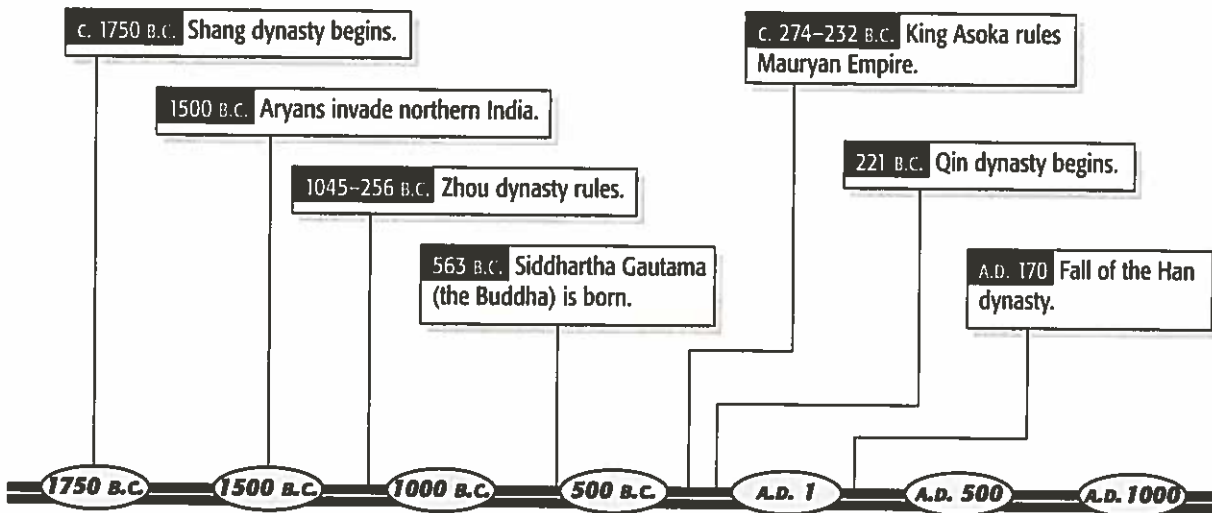
5. After the scorekeeper fills out the scorecard, the game begins. The first student chooses the category and level of difficulty of the question that he or she wants to answer. The scorekeeper then reads that question and allows 15 seconds for the student to answer. The scorekeeper then records the student's score. Questions unanswered or answered incorrectly are put in a separate pile to be used after all other questions are answered. Play continues until all questions are answered.
6. Have groups total their scores and announce winners. Collect all the sets of questions so that students can evaluate them. Sample questions you may want to ask include:
  - Why did you choose the categories you did?
  - Did the game help you master the material?



## Time Line Activity 3

### India and China

**DIRECTIONS:** The time line below shows major events in India's and China's early histories. List each event next to the concept in the table it represents, caused, or resulted from. Then tell why you think that concept makes the event significant. Some events may fit into more than one category. An example has been done for you.



Significance of Historical Events		
Concept	Event	Significance
Unity	King Asoka rules Mauryan Empire.	He controlled more than two-thirds of India.
Innovation		
Conflict		

## Linking Past and Present Activity 3

# Indian Sciences and Mathematics

**THEN** The Gupta emperors established universities that attracted and stimulated creative thinkers. Among these were great scientists and mathematicians.

Scientists of ancient India charted the movements of planets. Long before Sir Isaac Newton (the eighteenth-century English scientist), Indian scientists recognized the force known as gravity and developed theories about it.

Indian doctors and surgeons traveled to Europe to teach advanced medical procedures, such as eye surgeries, skin grafting, and amputations. The medical instruments they used included metal scalpels, razors, probes, needles, forceps, and syringes.

Ancient Indians also excelled in the field of mathematics. One of their most important contributions was the concept of zero. During the Gupta Era, a mathematician named Aryabhata invented the decimal system, a numbering system based on units of 10. This is the same decimal system we use today. While occupying India, the Arabs adopted the decimal system, which is why its numbers are called Arabic. Aryabhata also calculated  $\pi$ , the relationship of the radius of a circle to its circumference, as 3.1416.

Aryabhata used his mathematical genius to understand the natural world. He knew that Earth was a sphere, that it rotated on its axis, and that it revolved around the Sun. He calculated the solar year as 365.358605 days and recognized that the shadow of Earth on the moon caused lunar eclipses.

### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** Which area of mathematics do you think led Aryabhata to conclude that Earth is a sphere? Explain your answer.
- 2. Making comparisons:** Why are Arabic/Indian numbers more convenient to use than Roman numerals?

**NOW** Today, Indians distinguish themselves in both practical sciences, such as engineering and medicine, and theoretical sciences, such as physics. In 1930, Sir Chandrasekhara Venkata Raman (1888–1970) received the Nobel Prize in Physics. He made important discoveries about the behavior of light when it passes through a transparent material.

Together with William A. Fowler, Indian-born astrophysicist Subrahmanyan Chandrasekhar (1910–1995) won the 1983 Nobel Prize for his research on the white dwarf star, a stage in the development of a black hole.

Indian scientists have made advances in electronics and supersonic aircraft. Among other achievements, they have developed different types of high temperature alloys, which are used to construct important parts of missiles and aircraft.

India has built a rocket launching station known as the Thumba Equatorial Rocket Launching Station (TERLS). Two of the principle uses of this station are to study the composition and temperature of the upper atmosphere and to do research in X-ray astronomy.

Indians have used their mathematical skills to great advantage in developing computers and other electronic devices. Bangalore, situated in southern India, forms the heart of that country's software industry. The systems produced in that city perform with what has been described as incredible success.

- 3. Synthesizing information:** Why do you think the development of computers depended on the concept of zero? Do library or online research to learn how the binary code works in a computer. Write a brief essay on your findings.

People in World History Activity **3**

## Profile 1

**Chandragupta Maurya** (ruled 324–301 B.C.)

The food at the center of the dish is hottest.

Chandragupta, explaining his strategy of conquering the outlying areas of kingdoms first

Chandragupta Maurya was the founder of the Mauryan Empire in northern India. Much of what is known about him is from a foreign diplomat who resided in Chandragupta's court. Although many details are lost to history, the man who wrote about Chandragupta left a picture of an intelligent and ambitious ruler.

As a young army officer, Chandragupta developed a plan to unify and build an empire out of the many small kingdoms in northern India. He organized a revolt that ended Greek rule in the Punjab and then led his army in the capture of the Magada kingdom. From this base, he focused on expanding his empire. His method was straightforward and effective: his armies would harass the outer areas of the kingdoms, drain their strength and resources, and, when the time was right, move in and take over. With each victory, Chandragupta's power spread and his armies grew. The diplomat who wrote of him tells of an army of 700,000 soldiers, 10,000 chariots, and 9,000 elephants—an awesome sight to any would-be adversary. By about 303 B.C., Chandragupta controlled the valuable Indus and Ganges River plains, as well as regions in northwestern India. Soon thereafter, he

had also gained control of parts of Afghanistan.

Chandragupta was an authoritarian ruler who strictly enforced harsh laws. He reigned over a complex bureaucracy of his own creation. Government officials directed economic activities of the empire. They also oversaw massive public works projects, which included irrigation projects and sophisticated roads. For example, the Great Royal Road stretched for 1,863 miles (3,000 km)! Along this and ancillary roads traveled workers in an efficient postal service. Chandragupta was apparently not confident in his rule, however. This great leader rarely left his huge, lavish palace for fear of assassination. He is said to have slept in a different room every night, and to have had his food tasted for poison. He also established a vast "secret service" to protect himself and his position.

In about 300 B.C., Chandragupta abdicated his throne so that his son could take over. Tradition has it that he became a monk and fasted until he starved himself to death. Asoka, the enlightened king who was the last great ruler of the Mauryan Empire, was Chandragupta's grandson.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. How did Chandragupta conquer neighboring kingdoms?
2. What became of Chandragupta?
3. **Critical Thinking** Drawing Conclusions. Why do you think a powerful emperor like Chandragupta might fear assassination?

People in World History Activity **3**

## Profile 2

**Ts'ai Lun** (c. A.D. 100)

You probably have never heard of Ts'ai Lun, but you are holding his invention in your hands right now. Ts'ai Lun invented paper.

In China, Ts'ai Lun is widely known and revered for his creation. Yet little is known about his life. His name and the record of his accomplishments appear in the official history of the Han dynasty. It records how, in about A.D. 105, Ts'ai Lun presented Emperor Ho Ti with samples of paper. The invention created such a sensation that Ho Ti decided to reward Ts'ai Lun. He granted Ts'ai Lun an aristocratic title and vast amounts of wealth. It is unknown how long Ts'ai Lun lived to enjoy his fame and fortune. Apparently, caught in an unwinnable political battle within the emperor's court, Ts'ai Lun felt compelled to kill himself.

Before the invention of paper, books in China were made of either bamboo or silk. Both materials had drawbacks: bamboo was difficult to handle, and silk was expensive

and rare. The papyrus and parchment used in the Western world were also hard to work with. Paper revolutionized the recording of ideas, and so ranks as one of the most important inventions of all time.

One of the most remarkable facts about Ts'ai Lun's invention is that the method he used to create paper—mixing plant materials with water, pressing, and drying—is the same one used today. Ts'ai Lun obtained the fiber for his paper from the inner bark of the mulberry tree, which is common in China. Since that time, all sorts of woods have been used as sources of fiber.



Ts'ai Lun (at right, wearing a robe) supervises workers making paper.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. When did Ts'ai Lun live?
2. How was he rewarded for his invention?
3. What materials were used to make books in China before the invention of paper? What were their drawbacks?
4. **Critical Thinking** Drawing Conclusions. Why is paper so important?
5. **Critical Thinking** Predicting Consequences. Do you think Ts'ai Lun knew how important his invention would become to the world? Explain your answer.
6. **Critical Thinking** Making Inferences. How will computers change the recording of ideas?





## PRIMARY SOURCE READING 3

### Threefold Duties of the Chinese Ruler

China reached the height of its power in the long rule of the Han dynasty (202 B.C.—A.D. 220). Following Confucian principles and ideas, mandarins (public officials) ran an efficient government, and rulers had both great power and great responsibility. The selection that follows is from “Deep Significance of the Spring and Autumn Annals,” a commentary on one of Confucius’s works by a Han political scholar named Tung Chung-shu. *The Spring and Autumn Annals* was one of the Chinese texts known as the Five Classics. For centuries, the Classics and other Confucian texts were the basis for education and government services in China.

**Guided Reading** *In this selection, read to learn about the responsibilities faced by a Chinese ruler.*

The ruler is the basis of the state. In administering the state, nothing is more effective for educating the people than reverence for the basis. If the basis is revered, then the ruler may transform the people as though by supernatural power, but if the basis is not revered, then the ruler will have nothing by which to lead his people. Then though he employ harsh penalties and severe punishments, the people will not follow him. This is to drive the state to ruin, and there is no greater disaster.

What do we mean by the basis? Heaven, [the] earth, and man are the basis of all creatures. Heaven gives them birth, [the] earth nourishes them, and man brings them to completion. Heaven provides them at birth with a sense of filial and brotherly love, [the] earth nourishes them with clothing and food, and man completes them with rites and music. The three act together as hands and feet join to complete the body and none can be dispensed with. . . .

If all three are lacking, then the people will become like deer, each person following his own desires, each family possessing its own ways. Fathers cannot employ their sons nor rulers their ministers, and though there be walls and battlements they will be called an “empty city.” Then will the ruler lie down with a clod of [the] earth for a pillow. No one menacing him, he will endanger himself; no one destroying him, he will destroy himself. This is called a spontaneous punishment, and when it descends, though he hide in halls of encircling stone or barricade himself behind steep defiles, he can never escape.

But the enlightened and worthy ruler, being

of good faith, is strictly attentive to the three bases. His sacrifices are conducted with utmost reverence; he makes offerings to and serves his ancestors; he advances brotherly affection and encourages filial conduct. In this way he serves the basis of Heaven.

He personally grasps the plow handle and plows a furrow, plucks the mulberry himself and feeds the silkworms, breaks new ground to increase the grain supply, and opens the way for a sufficiency of clothing and food. In this way he serves the basis of [the] earth.

He sets up schools for the nobles and in the towns and villages to teach filial piety and brotherly affection, reverence, and humility. He enlightens the people with education and moves them with rites and music. Thus he serves the basis of man.

If he rightly serves these three, then the people will be like sons and brothers, not daring to be unsubmitive. They will regard their country as a father or a mother, not waiting for favors to love it nor for coercion to serve it, and though they dwell in fields and camp beneath the sky they will count themselves more fortunate than if they lived in palaces.

Then will the ruler go to rest on a secure pillow. Though none aid him, he will grow mighty of himself, though none pacify his kingdom peace will come of its own. This is called a spontaneous reward, and when it comes, though he relinquish [give up] his throne, give up his kingdom and depart, the people will . . . follow him, and keep him as their lord, so that he can never leave them.



# PRIMARY SOURCE READING 3

## INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What are the three basic areas—the “basis of all creatures”—in which the ruler has responsibilities?

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2. What will happen to the state if all three are neglected or lacking?

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3. In what specific ways should the ruler serve the basis of Heaven? Of [the] earth? Of the people?

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4. Which Confucian ideas are apparent in this description of the relationships between a ruler and the people?

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### Critical Thinking

5. **Synthesizing Information** Would these ideas work in a democratic government? Why or why not?

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CHAPTER 3

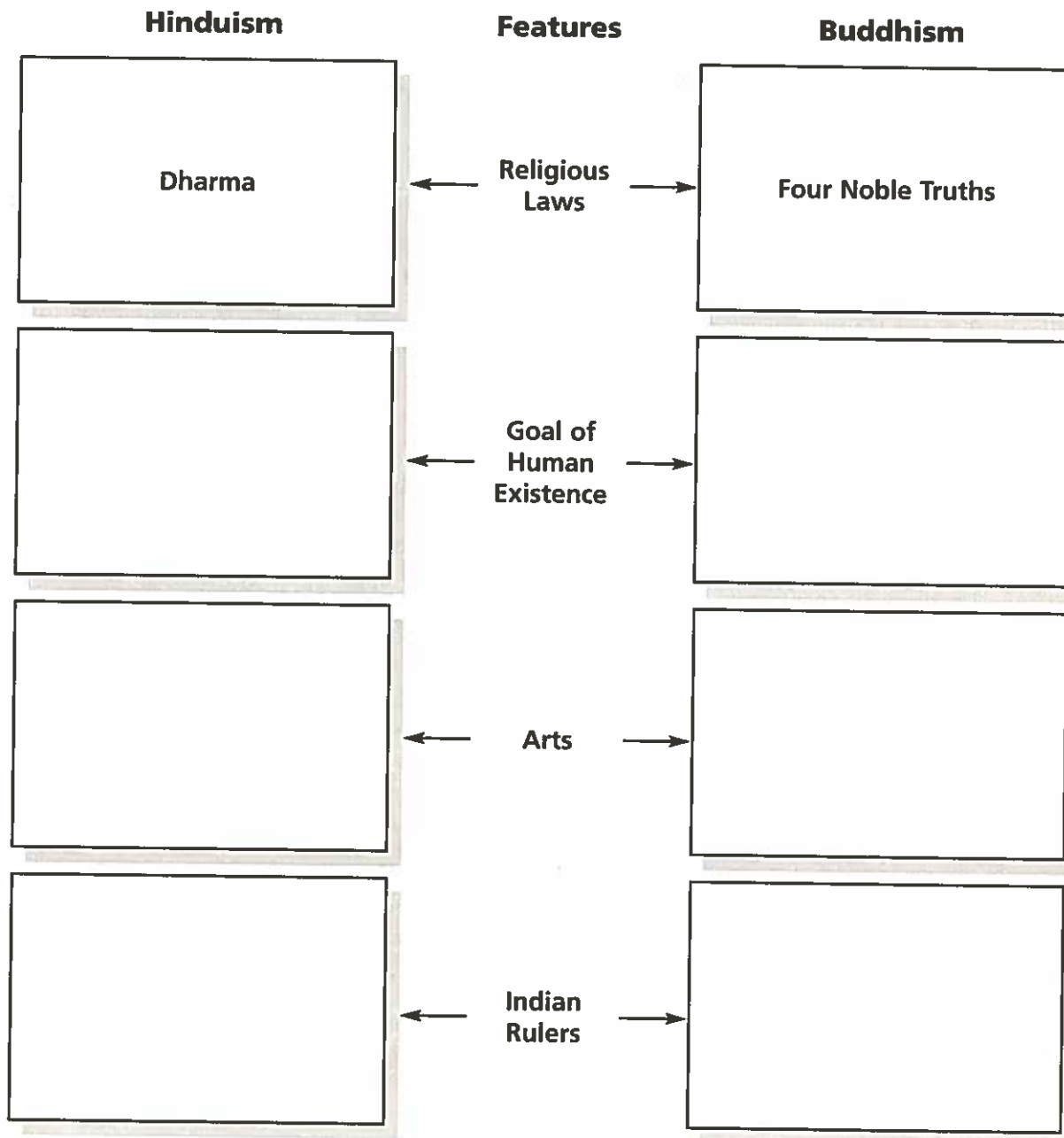


## Reteaching Activity 3

### India and China

More than 2,500 years have passed since the young prince named Siddhartha began teaching principles of "enlightenment." Although Buddhism evolved from Hinduism, each religion has developed its own answers to philosophical questions. Both have influenced politics and culture throughout Indian history.

**DIRECTIONS:** Fill in the following compare-and-contrast diagram by giving examples of each feature from both religions. One example has been done for you.



## ★ Enrichment Activity 3



### Philosophy and Religion

Religion in China is influenced by three major schools of thought: Daoism, Confucianism, and Buddhism. While Confucianism is a major philosophy and Buddhism originated in India, Daoism is truly a

Chinese religion. Regardless of their origin, all three major religions are ancient. When practiced today the religions are deeply intertwined in China's communist ideology.

Chinese philosophies accept freedom of religion. The Chinese also believe that any religion should promote universal harmony, not hatred. Religion should not be used for politics in any sense, but for the spiritual richness of mankind.

Traditionally, Daoism and Confucianism provided ethical guides to the proper behavior of individuals and officials. Daoism sought to promote the inner peace of individuals and harmony with their surroundings. Confucianism, based on the teachings and writings of the philosopher Confucius, is an ethical system that sought to teach the proper way for all people to behave in society. Buddhism was a more conventional religion. Its followers attended occasional services, practiced rituals, and supported a temple on a regular basis.

**DIRECTIONS:** Match the saying or belief on the left with the appropriate religion or philosophy on the right. Briefly support your answer.

- |   |  |
|---|--|
| <p><b>A.</b> Everything has beauty, but not everyone sees it.</p>   | <p>___ <b>1.</b> Daoism _____</p> <p>_____</p> <p>_____</p> <p>_____</p>       |
| <p><b>B.</b> Nirvana: It is possible to find an end to suffering.</p>   | <p>___ <b>2.</b> Confucianism _____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><b>C.</b> Truly, "Only he that rids himself forever of desire can see the Secret Essences." He that has never rid himself of desire can see only the Outcomes.</p> | <p>___ <b>3.</b> Buddhism _____</p> <p>_____</p> <p>_____</p> <p>_____</p>     |

## World Art and Music Activity 3



### Great Wall of China

Throughout its history, China tried to protect itself from invaders. As early as the 500s B.C., the Chinese built earth walls as a defense against invading nomads from the north. These walls were the forerunners of the Great Wall that sweeps across northern China today.

**DIRECTIONS:** Read the passage below and then answer the questions in the space provided.



The Great Wall of China

**A**round 220 B.C., Emperor Qin Shihuangdi realized that the disconnected earth walls the Chinese had been using as protection would not keep enemies from the north out of China. As a result, he ordered thousands of workers to build a single stone wall. During the Han, Sui, and Tang dynasties, this wall was repaired and lengthened. It was during the Ming dynasty (A.D. 1368–1644) that the present wall was built.

In the fourteenth century, the Mongols were a constant threat to China's peace and prosperity. The existing wall was falling down in places and it was

too short. Thousands of workers built the new wall, which extends for 1,400 miles (2,250 kilometers) along what is now the border between Inner Mongolia and southern China. It is made of hard-packed dirt and pebbles, enclosed in granite blocks. The top is paved with bricks, forming a road. Its height ranges from 8 to 30 feet (5.5 to 9 meters). It is 12 feet (4 meters) thick at the top and slopes outward to 30 feet (9 meters) thick at its base.

The main shortcoming of earlier walls was that they were not efficiently guarded. Without guards, anyone could climb over the wall and invade China.

*(continued)*

# World Art and Music Activity 3

To prevent this, the Ming wall was built with guard towers and fortresses at frequent intervals. To make defense easier, the top of the wall has holes cut every few feet so that soldiers could fire their weapons without being exposed.

In addition to being a fortification, the Great Wall is also considered a work of art. As it winds through the hills, it becomes part of the landscape. It thus achieves a harmony with nature.

Although the Great Wall is no longer used for defense and protection, scholars and visitors continue to be fascinated by it. Historians study writing found on the wall. Archaeologists have unearthed old tombs along it. Scientists study earthquakes by examining the parts of the wall that have been damaged by or have survived these natural disasters. It is interesting that something built for war can tell us so much about other aspects of Chinese life.

CHAPTER 3

### Reviewing the Selection

1. When and why was the Great Wall of China built?

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2. Describe the Great Wall.

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### Critical Thinking

3. **Demonstrating Reasoned Judgment** The fact that the Chinese needed to build a wall tells you something about the country's landforms. What natural features must be missing to make the wall necessary?

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4. **Analyzing Information** Study the photograph of the Great Wall. Do you think it is a work of art? Explain your answer.

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Glencoe

# WORLD HISTORY



## Chapter 3 Section Resources

<b>GUIDED READING ACTIVITY 3-1</b>	<b>92</b>
<b>GUIDED READING ACTIVITY 3-2</b>	<b>93</b>
<b>GUIDED READING ACTIVITY 3-3</b>	<b>94</b>
<b>GUIDED READING ACTIVITY 3-4</b>	<b>95</b>

SECTIONS



## Guided Reading Activity 3-1

### Early Civilization in India

**DIRECTIONS:** Answer the following questions as you read Section 1.

1. List the core regions of the land of India.

\_\_\_\_\_

2. Which are the highest mountains in the world?

\_\_\_\_\_

3. What is the importance of the monsoon rains in southern Asia?

\_\_\_\_\_

4. Describe the buildings of Harappa and Mohenjo-Daro.

\_\_\_\_\_

5. Who were the Aryans?

\_\_\_\_\_

6. What did the iron plow and irrigation make possible for the Aryan people?

\_\_\_\_\_

7. The development of a writing system known as Sanskrit enabled the Aryans to do what?

\_\_\_\_\_

8. What was the caste system of ancient India?

\_\_\_\_\_

9. The caste system was based on what?

\_\_\_\_\_

10. Name the five major divisions of Indian classes in ancient times.

\_\_\_\_\_

11. What were the beliefs of the early Hindus?

\_\_\_\_\_

12. What religion appeared in the sixth century B.C. that became a rival of Hinduism?

\_\_\_\_\_





## Guided Reading Activity 3-2

### New Empires in India

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- \_\_\_\_\_ 1. Chandragupta Maurya, who ruled from 324 to 301 B.C., founded the first highly centralized Indian Empire.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Asoka, generally considered to be the greatest ruler in the history of India, converted to Hinduism and used Hindu ideals to guide his rule.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The Silk Road, which had arisen sometime between 200 B.C. and A.D. 100, reached from the city of Changan in China to the city of Rome.  
\_\_\_\_\_
- \_\_\_\_\_ 4. Only agricultural goods were carried on the Silk Road because camel caravans were difficult.  
\_\_\_\_\_
- \_\_\_\_\_ 5. A Chinese traveler, Faxian, who spent several years in India in the fifth century, reported the greatness of the Gupta culture.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The earliest known Indian literature comes from the Aryan tradition in the form of the Vedas.  
\_\_\_\_\_
- \_\_\_\_\_ 7. In a sermon by the god Krishna, he sets forth one of the key points of Indian society: Do unto others as you would have them do unto you.  
\_\_\_\_\_
- \_\_\_\_\_ 8. In Indian architecture there were three main types of structures, all serving religious purposes: the arch, the mound, and the portico.  
\_\_\_\_\_
- \_\_\_\_\_ 9. Ancient Indians charted the movements of the heavenly bodies and recognized that Earth was a sphere that rotated on its axis and revolved around the sun.  
\_\_\_\_\_

**Guided Reading Activity 3-3****Early Chinese Civilizations****DIRECTIONS:** Fill in the blanks below as you read Section 3.

Historians of China have traditionally dated the beginning of Chinese civilization to the founding of the (1) \_\_\_\_\_ dynasty over four thousand years ago. This was replaced by a second dynasty, the Shang, ruled by an (2) \_\_\_\_\_. An aristocracy is an upper class whose wealth is based on land and whose power is passed on from one (3) \_\_\_\_\_ to another.

To communicate with the gods, rulers made use of (4) \_\_\_\_\_ bones. Priests scratched questions on the bones, stuck heated (5) \_\_\_\_\_ into the bones, and discerned answers from the resulting cracks. Remains of human (6) \_\_\_\_\_ found in royal tombs are evidence of the Chinese people's efforts to win the favor of the gods.

The Zhou dynasty lasted for almost eight hundred years, making it (7) \_\_\_\_\_ dynasty in Chinese history. The king in the Zhou dynasty was seen as the link between (8) \_\_\_\_\_ and (9) \_\_\_\_\_. If the king failed to rule effectively, he could be (10) \_\_\_\_\_ and replaced by a new ruler.

By (11) \_\_\_\_\_, the nature of warfare had changed in China. Members of the cavalry were now armed with the powerful (12) \_\_\_\_\_, a Chinese invention of the seventh century B.C. By the sixth century B.C., (13) \_\_\_\_\_ was in wide use. Filial (14) \_\_\_\_\_ refers to the duty of members of the family to defer to the needs and desires of the male head of the family. Toward the end of the Zhou dynasty, three major (15) \_\_\_\_\_ about the nature of human beings and the universe emerged in China—Confucianism, Daoism, and Legalism.



## Guided Reading Activity 3-4

### Rise and Fall of Chinese Empires

**DIRECTIONS:** Fill in the blanks below as you read Section 4.

- I. The Qin dynasty dramatically changed Chinese \_\_\_\_\_.
  - A. The central bureaucracy was divided into three parts: the \_\_\_\_\_ division, the \_\_\_\_\_ division, and the \_\_\_\_\_.
  - B. Qin Shihuangdi \_\_\_\_\_ the Chinese world.
    1. He created a single \_\_\_\_\_ system.
    2. He ordered the building of a \_\_\_\_\_ throughout the entire empire.
- II. The Qin emperor's major foreign concern was a \_\_\_\_\_ people in the north known as the Xiongnu.
  - A. The Xiongnu had mastered the art of fighting on \_\_\_\_\_.
  - B. Qin Shihuangdi's answer to the problem in the north was a project known as \_\_\_\_\_.
- III. The \_\_\_\_\_ dynasty was one of the greatest and most long-lasting in Chinese history.
  - A. \_\_\_\_\_ principles, rather than \_\_\_\_\_, soon became the basis of a new state philosophy.
  - B. China under the Han dynasty was a vast \_\_\_\_\_.
    1. The \_\_\_\_\_ increased rapidly, from twenty million to over sixty million.
    2. This increase created a growing need for a large \_\_\_\_\_.
  - C. The Han period was one of great \_\_\_\_\_.
    1. New \_\_\_\_\_ added to the economic prosperity of the Han Era.
    2. Much progress was made in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
    3. Invention of the \_\_\_\_\_ and \_\_\_\_\_ made it possible to sail into the wind for the first time.
- IV. The Qin and Han dynasties were known for their \_\_\_\_\_ achievements.
  - A. The key works of the \_\_\_\_\_ school were made into a set of classics.
  - B. A vast army of terra-cotta \_\_\_\_\_ was discovered in a burial mound in 1974.

