

◀ *Empress Wu showed no mercy to her enemies and demanded absolute acceptance of her rulings. [Painting c. 1700s]*

600 TO 1644

Imperial China

CHAPTER 4

ASKING ESSENTIAL QUESTIONS

How does geography influence the way people live? • How do new ideas change the way people live? • What are the characteristics of a leader?

What Will I Learn? I will learn about the events and accomplishments of five different dynasties of imperial China.

Why Does This Matter to Me? Many Chinese achievements influenced the development of the rest of the world. For example, we still use paper and steel, which were created by the Chinese. In addition, Buddhism and the belief systems of Daoism and Confucianism still influence cultures throughout Asia.

How Will I Know That I Learned It? I will be able to describe the events and accomplishments of five different dynasties of imperial China.

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

LESSON 1

China Reunites

LESSON 2

Chinese Society

LESSON 3

The Mongols in China

LESSON 4

The Ming Dynasty

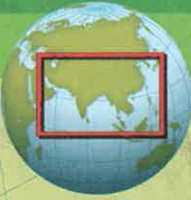


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PLACE & TIME Imperial China 600 to 1644

MONGOL EMPIRE c. 1294



In the late 1200s, the Mongol Empire stretched from Eastern Europe to the Pacific Ocean. China's borders expanded and contracted under Mongol rulers. For centuries, Mongols and other dynasties in China seized power, extended the territory, and developed trade routes. Eventually, they would collapse or be overthrown.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

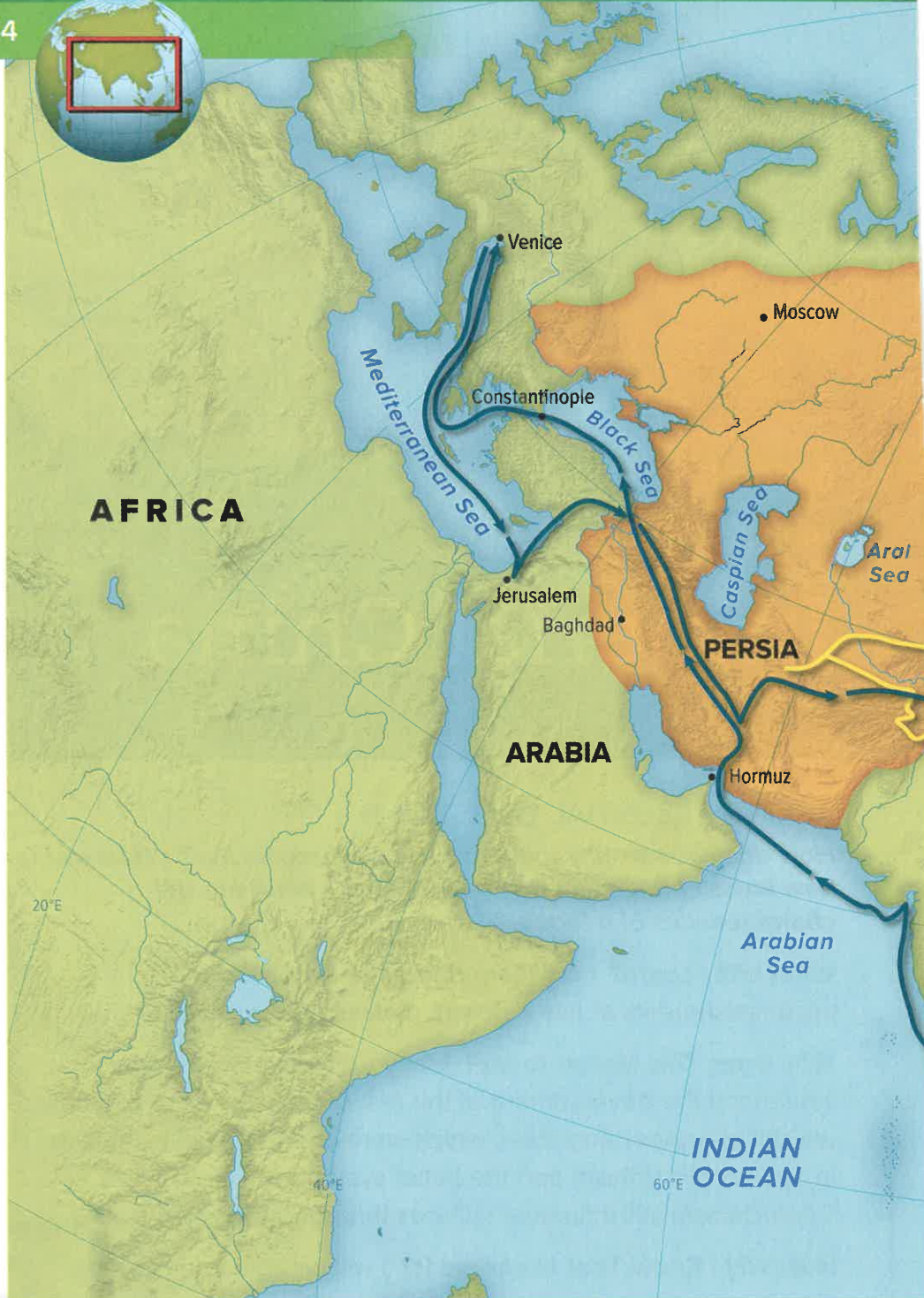
In the 1200s, the Mongols conquered China. They set up a new dynasty and extended the empire south and west.

- 1. EXPLORING PLACE** What challenges did the geography of the Mongol Empire present for travelers?
- 2. EXPLORING REGIONS** Describe the extent of the Silk Road. What were its farthest boundaries at either end?
- 3. EXPLORING PLACE** Describe the location of the Plateau of Tibet.

STEP INTO THE TIME

UNDERSTANDING

CHRONOLOGY Review the time line. Which world event happened shortly after the earliest known book was printed?



IMPERIAL CHINA

c. 590
Grand Canal links northern and southern China

690
Empress Wu begins rule

898
Earliest known book printed

450

600

750

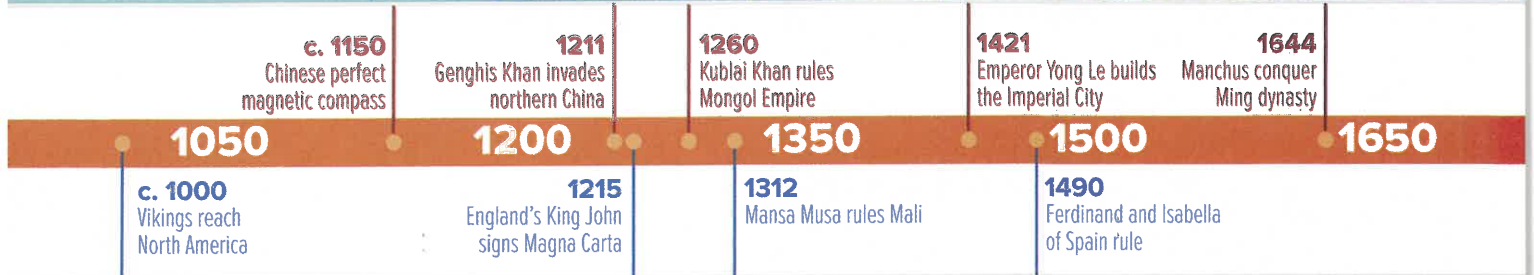
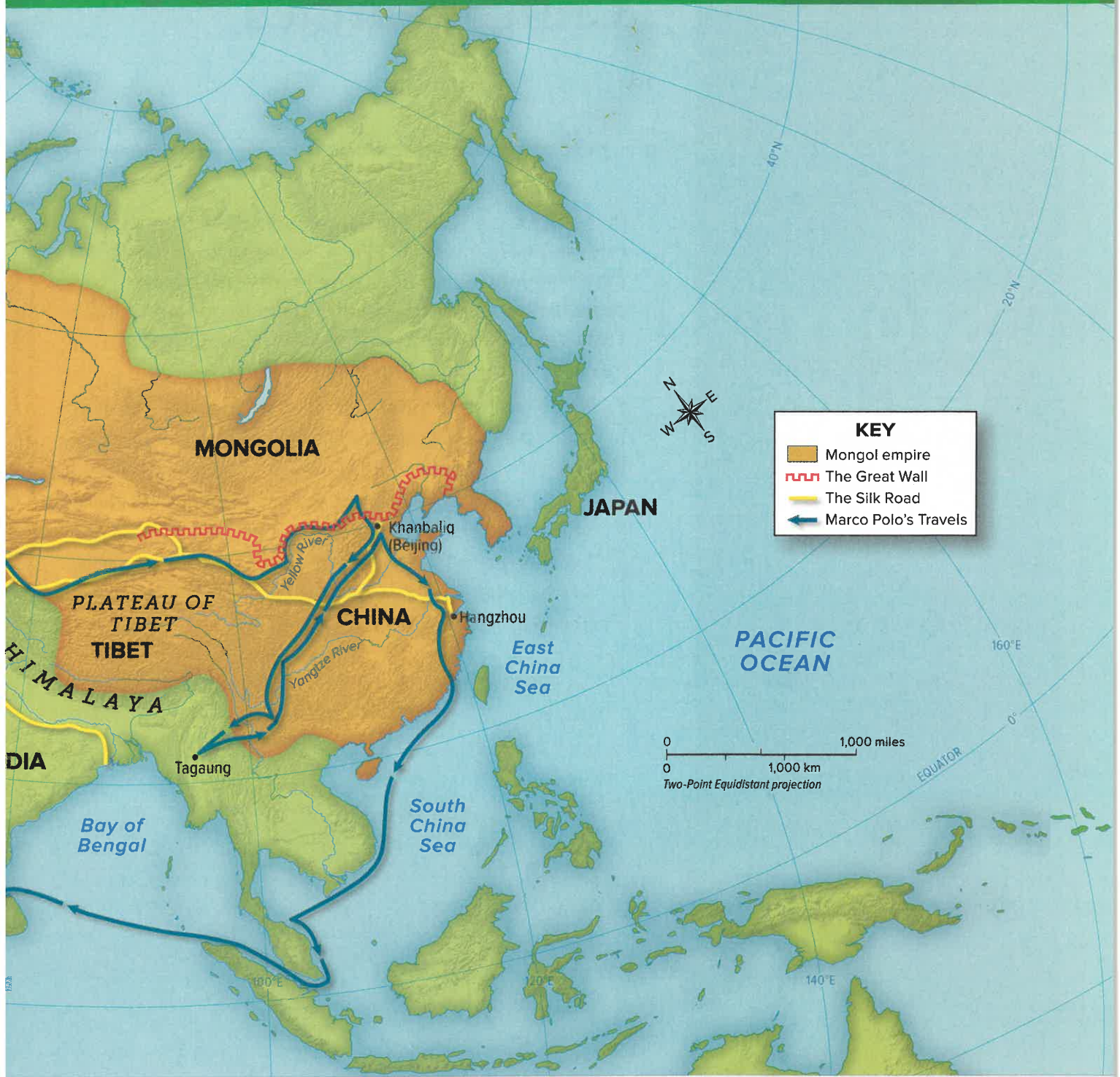
900

THE WORLD

496
Catholicism adopted by Franks

631
Prince Shotoku creates Japan's constitution

c. 900
Islam spreads in Africa



ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

This pottery figurine dates from the Tang Dynasty (618-907 C.E.). It is thought to show a traveller on the Silk Road.

LESSON 1

China Reunites

In the 800s C.E., Abu Sayd Sirafi and Hasan ibn Yazid returned from travels in China, eager to share what they had seen. They had been impressed by the organization the Tang emperor used to govern China. They described how the government kept track of travelers throughout the empire.

“If a man would travel from one place to another, he must take two passes with him, the one from the Governor, the other from the . . . Lieutenant. The Governor’s Pass permits [allows] him to set out on his Journey, and takes notice of the Name of the Traveller, and of those also of his Company, the Age and Family of the one and the other: For every body in China, whether a Native, or an Arab, or an other Foreigner, is obliged [required] to declare all he knows of himself.”

—from *Ancient accounts of India and China*, by two Mohammedan travellers, who went to those parts in the 9th century, translated by Eusebius Renaudot



| Sui | Tang | Song |
|-----|------|------|
| | | |

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify important events and accomplishments during each Chinese dynasty. Use a chart like this one to organize the information. Explain how these accomplishments helped China rebuild its empire.

CHINA REBUILDS ITS EMPIRE

GUIDING QUESTION *How did China rebuild its empire after years of war?*

The Han dynasty of China came to an end in 220 C.E. For the next 300 years, China had no central government. The country collapsed into separate kingdoms, and the Chinese people suffered many hardships. Warlords—military leaders who rule local territories—fought each other. Meanwhile, groups of nomads attacked and captured parts of northern China.

While China faced these challenges at home, it lost control of the neighboring lands it had previously conquered. One of these lands was Korea (kuh•REE•uh), located on the Korean Peninsula to the northeast of China. The people of Korea decided to free themselves from Chinese rule and build their own civilization.

THE SUI

China eventually became more unified. In 581 C.E., a Chinese general named Wendi (WHEHN•dee) declared himself emperor. He won many battles and set up a new dynasty called the Sui (SWAY). The Sui dynasty again unified China under the rule of emperors.

After Wendi died, his son Yangdi (YAHNG•dee) became emperor. Yangdi wanted to expand China's territory. He tried to regain lost lands. His army fought the Koreans, but it was badly defeated.

Within China, Yangdi had more success at expanding his dynasty. He wanted to bring back the glory of the Han dynasty. Yangdi repaired the Great Wall, which had fallen into ruins. He also rebuilt the magnificent Han capital city of Changan (CHAHNG•AHN).

Yangdi's most ambitious project was building the Grand Canal. This system of waterways approximately 1,100 miles (1,770 km) in length connected China's two great rivers, the Huang He (HWAHNG HUH) (Yellow River) and the Chang Jiang (CHAHNG JYAHNG) (Yangtze River). The two rivers flowed east to west and were connected by the Grand Canal, which was built

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION Why might the author have chosen to divide the section into the four subsections used in the text?

2. ANALYZING POINTS OF VIEW

Why do you think the author included a biography of Empress Wu?

MAKING CONNECTIONS TO TODAY

THREE GORGES DAM

Construction of China's Three Gorges Dam began in 1994. Like the Grand Canal, the dam has had an effect on the Chinese economy. The dam controls flooding, produces electricity, and allows goods to be shipped inland. However, to create the dam, many towns were flooded. More than a million people lost their homes and farms, and historical and archaeological treasures were lost.

north to south. The Grand Canal made it easier to ship rice and other products between northern and southern China and united China's economy.

To rebuild China, Yangdi required help from the Chinese people. Farmers were forced to work on the Great Wall and the Grand Canal. They had to pay higher taxes to support these projects. Their taxes also paid for the emperor's luxurious way of life, which made the farmers angry. The farmers revolted and Yangdi was killed, bringing an end to the Sui dynasty after less than 40 years.



GEOGRAPHIC REASONING

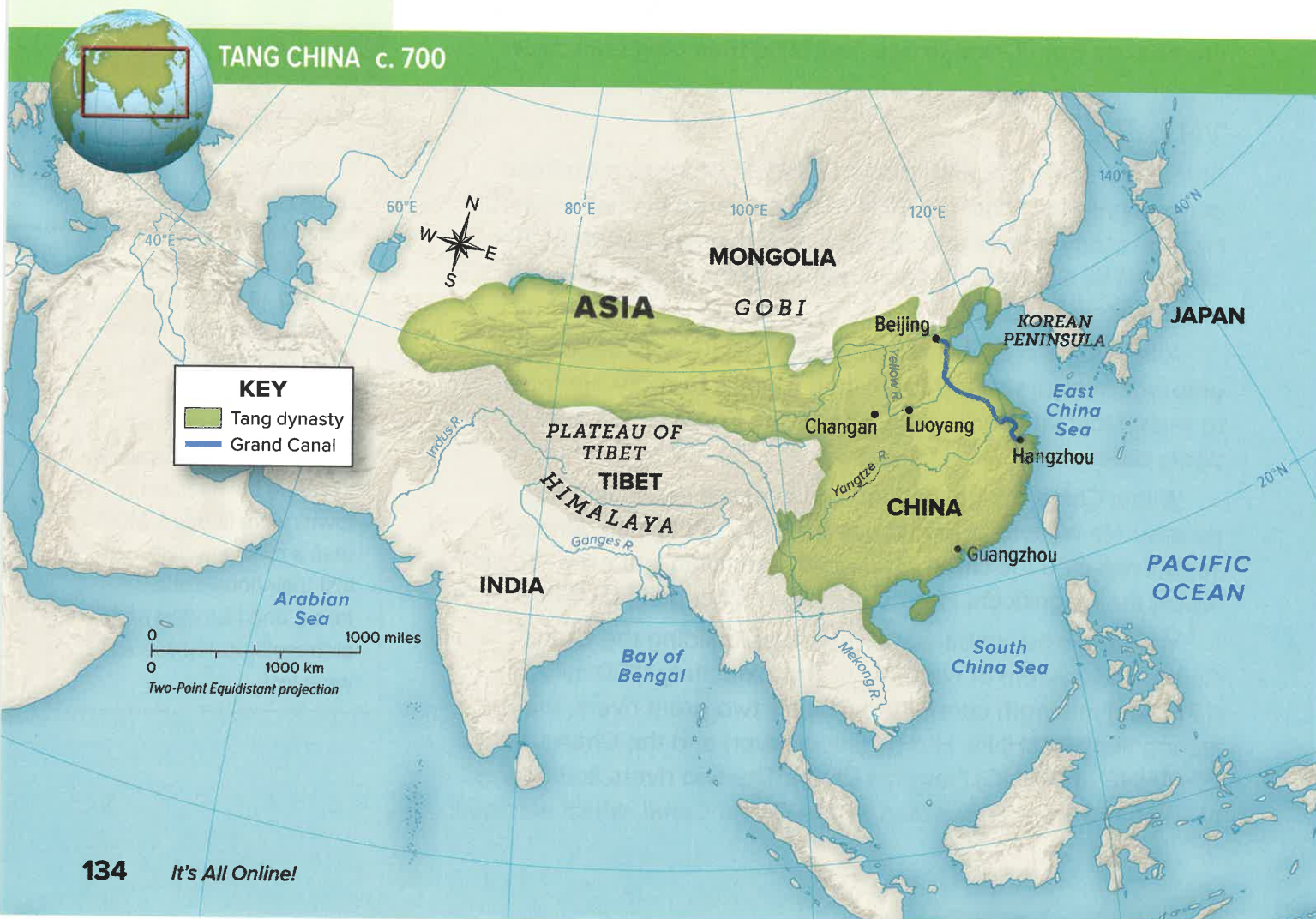
The Tang dynasty lasted about 300 years.

1. **EXPLORING PLACE** Which two cities were connected by the Grand Canal?
2. **PATTERNS AND MOVEMENT** How might these cities have been affected by the building of the Grand Canal?

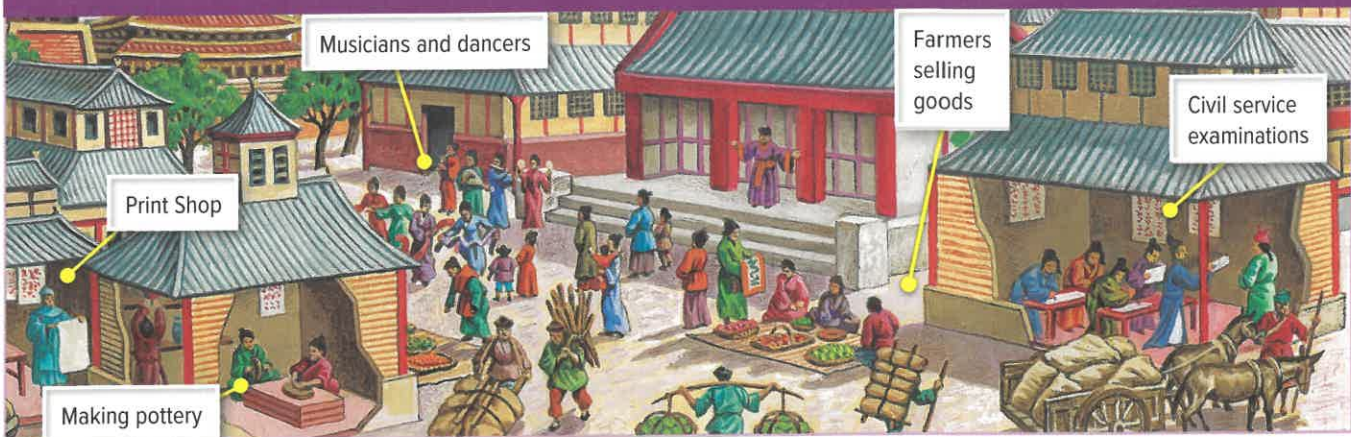
THE TANG DYNASTY

In 618 C.E., one of Yangdi's generals took over China. He made himself emperor and founded a new dynasty called the Tang (TAHNG). Unlike the short-lived Sui, the Tang dynasty lasted for nearly 300 years—from 618 to 907 C.E.

Tang rulers worked to **restore** a strong central government in China. They made many reforms, or changes, to improve the government. The most powerful Tang emperor was named Taizong (TY•DZUNG). He brought back the system of **civil** service examinations. Once again, government officials were selected



CITY LIFE IN TANG CHINA



based on how well they did on exams rather than on their family connections. Taizong also gave land to farmers and brought peace and order to the countryside.

During the late 600s C.E., Empress Wu (WOO) ruled China. She was the only woman in Chinese history to rule the country on her own. Empress Wu was a powerful leader who added more officials to the government and strengthened the military.

GROWTH AND TRADE

Tang rulers worked to restore China's power in Asia. They expanded their rule westward to the Plateau of Tibet (tuh•BEHT), an area north of the Himalaya (HIH•muh•LAY•uh). The Chinese also took control of the Silk Road and northern Vietnam. They increased trade with other parts of Asia and forced neighboring states, such as Korea, to pay them tribute.

As trade increased, Chinese cities became wealthy. Changan, the Tang capital, grew to be the world's largest city. About one million people lived there. Visitors were impressed by its wide avenues and large market squares. Merchants in Changan sold goods from places as far away as India and Southwest Asia.

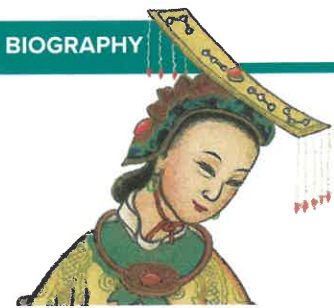
By the mid-700s C.E., however, the Tang faced growing challenges to their rule. The Tang battled the Abbasid Caliphate for control of central Asia. With a defeat at the Battle of Talas in 751 C.E., the Tang retreated from central Asia and gave up control of the Silk Road. Trade and the economy suffered.

Revolts by Chinese farmers further weakened the Tang. In response, the Tang rulers hired Uighurs (WEE•GURZ), a Turkish-speaking people in the northwest, to fight for them. However, it was too late. Continued unrest led to the fall of the Tang rule in 907 C.E.

Under the Tang, China grew wealthy. Its growing cities contained many shops and temples. [Modern illustration]

ANALYZING ISSUES How does producing a variety of goods make a country stronger?

BIOGRAPHY



EMPERESS WU

(624–705 C.E.)

Empress Wu was young when she joined Emperor Gaozon's (GOW•ZUNG) court. She ruled China in his name during his many illnesses. After the death of Emperor Gaozong, Empress Wu's sons ruled. In 690 C.E., she overthrew her second son. Wu won the respect of the people because of her ability and her determination to make China stronger.

[Date of image unknown]

IDENTIFYING

CAUSES How did Empress Wu gain great support from the people?

REUNIFICATION AND BUDDHISM

By the time Wendi had been emperor of the Sui dynasty for about 20 years, he had reunified China and the empire was at peace. The population was increasing, taxes were being collected, and people were productive. Wendi, however, was not satisfied. He was on bad terms with his wife and sons. Many of his life-long friends had died; his friendships with others ended because of his wife's jealousy. Although the Chinese government officially supported Confucianism, Wendi turned away from it and became a Buddhist. Under his rule, shrines were built, and Buddhist observances were acknowledged throughout the empire. Buddhism brought together people of all regions and classes. It became the dominant religion and a unifying point in the culture of China.

ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What evidence does the author give that Buddhism was unpopular in China?
2. **DESCRIBING** How did Buddhism spread to Korea and Japan?

THE SONG DYNASTY

After the fall of the Tang, military leaders ruled China. Then in 960 C.E., one of the generals became emperor and founded the Song (SUNG) dynasty. The Song governed from 960 to 1279 C.E. and created the strongest and most centralized government in the world at that time. During this time, commercial and technological advancements allowed the Chinese to enjoy economic prosperity and make many cultural achievements.

From 960 to 1127, the Song capital was in northern China. While China prospered, the Northern Song fought several kingdoms of nomadic tribes in the north and west. Eventually, one of the kingdoms overran northern China and captured the emperor. The surviving Chinese leaders formed a new dynasty, the Southern Song, and moved the government south to the city of Hangzhou (HAHNG•JOH) on the coast near the Chang Jiang delta. The Southern Song ruled southern China from 1127 to 1276.

✓ CHECKING FOR UNDERSTANDING

1. **ANALYZING ISSUES** How did the Grand Canal help China's economy?
2. **EXPLAINING CAUSES** Why was the Song Empire smaller than the Tang Empire?

BUDDHISM IN CHINA

GUIDING QUESTION *Why did Buddhism become popular in Tang China?*

Traders and missionaries from India brought Buddhism to China during the 100s C.E. At the time, the Han dynasty was in decline, and civil war soon broke out in China. Many people died from the fighting, hunger, and lack of shelter. Buddhism taught that people could escape suffering by following its teachings. As a result, many Chinese seeking peace and comfort became Buddhists.

HOW DID TANG RULERS VIEW BUDDHISM?

Early Tang rulers did not practice Buddhism, but they did not interfere with its following in China. They approved the building of new Buddhist temples and shrines.

Many Chinese Buddhists joined religious communities called monasteries, where they lived, worked, and worshipped. The men in these communities were monks, and the women were nuns. Buddhist monks and nuns helped local people by running schools and providing food and shelter for travelers. Monks also served as bankers and provided medical care.

Although numerous Chinese became Buddhists, a large part of the population opposed the religion. Many believed that Buddhist temples and monasteries had grown too wealthy because of the donations they received. Others believed that monks and nuns weakened respect for family life because they were not allowed to marry.

SONG CHINA c. 1200



GEOGRAPHIC REASONING

The Song dynasty moved the capital city from Changan to Hangzhou.

1. **SPATIAL THINKING** About how far is the Korean Peninsula from the Song capital city of Hangzhou?
2. **SPATIAL THINKING** How did the size of Song China compare with the size of Tang China?

Tang officials feared Buddhism's growing influence. They saw Buddhism as an enemy of China's Confucian (kuhn•FYOO•shuhn) traditions. Confucian traditions are customs related to the teachings of Confucius. In 845 C.E., the Tang government destroyed many Buddhist monasteries and temples. Buddhism in China never fully recovered from these attacks.

BUDDHISM IN KOREA

Korea broke free of Chinese rule when the Han dynasty fell in 220 C.E. For several hundred years afterward, Korea was divided into three **distinct** kingdoms.

In the 300s C.E., Chinese Buddhists brought their religion to Korea. About 660 C.E., the three Korean kingdoms united to form one country. Because the new Korean government favored Buddhism, the religion attracted a large number of followers throughout Korea.

Buddhism later spread from Korea to the nearby islands of Japan. In 552 C.E., a Korean king sent missionaries to the emperor of Japan. The missionaries brought Buddhist writings and a statue of the Buddha. They also brought a letter from the king that was meant to influence the emperor of Japan. As time passed, many people in Japan became Buddhists.

DETERMINING MEANING

Which word in the text best helps you to understand the term **distinct**?

ANALYZING PRIMARY SOURCES

1. **DISTINGUISHING FACT AND OPINION** Which details in the passage are facts? Which are opinions?
2. **INFERRING** Was the Korean king who made this statement Buddhist? Cite details from the passage to support your answer.

In a letter to the emperor, the Korean king wrote about Buddhism and its teachings:

“This religion is the most excellent of all teachings. . . . It brings endless and immeasurable [countless] blessings . . . , even the attainment [achieving] of supreme enlightenment. . . . Moreover, the religion has come over to Korea far from India, and the peoples (in the countries between these two) are now ardent [eager] followers of its teaching.”

—from *Nihonji* (Chronicles of Japan)

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** How did Buddhist monks and nuns help the Chinese?
2. **IDENTIFYING** Who spread Buddhism to Korea and to Japan?

INTEGRATION OF KNOWLEDGE AND IDEAS

1. **INTEGRATING VISUAL INFORMATION** What can you infer about the scholar Confucius from the illustration of him?
2. **DISTINGUISHING FACT AND OPINION** What is a fact about the civil examination process?

This towering monument to the Buddha was carved in about 460 C.E. in the Yuan Kang caves of China.

REVIVAL OF CONFUCIAN IDEAS

GUIDING QUESTION *How did Confucian ideas shape China's government?*

Confucius believed that a good government depended on having wise leaders. The civil service examinations begun by Han rulers were based on Confucian **principles**. The exams helped provide China's government with well-educated, talented officials.

After the fall of the Han dynasty, China had no central government to give civil service examinations. Confucianism went into decline, and Buddhism won many followers with its message of escape from suffering. Tang and Song rulers worked to return



Confucianism to the respected position it had held previously in Chinese society. Confucianism supported these leaders with a reason for their rule, called “The Mandate of Heaven,” which said that the Chinese king’s right to rule came from the Gods. As long as Tang and Song rulers were fair, Confucianism provided order within Chinese society.

NEO-CONFUCIANISM

The Tang and Song dynasties backed a new understanding of Confucianism called **neo-Confucianism** (NEE•oh-kuhn•FYOO•shuhn•ih•zuhl). One reason this new Confucianism was created was to stop the growing influence of Buddhism. Neo-Confucianism taught that people should be concerned about this world as well as the afterlife. Followers were expected to be active in society and to help others. A Confucian thinker named Han Yü (HAHN YOO) lived from 768 to 824 C.E. He encouraged the Chinese to remain faithful to the Confucian teachings of their ancestors:

“What were the teachings of our ancient kings? Universal love is called humanity. To practice this in the proper manner is called righteousness. To proceed according to these is called the Way. . . . They [ancestors] offered sacrifices to Heaven and the gods came to receive them. . . . What Way is this? I say: This is what I call the Way, and not what the Taoists [Daoists] and the Buddhists called the Way.”

—Han Yü, *An Inquiry on The Way*

This new form of Confucianism also blended with some Buddhist and Daoist beliefs. Chinese culture was developing and changing at this time. For many Chinese, this blended religion became more than a set of rules for good behavior. It became a religious tradition with beliefs about the spiritual world. Religious thinkers taught that people would find peace of mind if they followed the teachings of Confucius.

Neo-Confucianism would face challenges in later eras of China’s history. A Chinese scholar named Wang Yangming began a reformation of neo-Confucianism in the late 1400s. Like the European Christian reformer Martin Luther, Yangming challenged the orthodoxy and overly formal practices common in his time. Yangming had come to see neo-Confucianism as rigid and snobbish. He argued that common people could live moral lives without a Confucian education and without performing formal ceremonies.

DETERMINING MEANING

The prefix **neo-** means “new.” What was new about Confucianism during the Tang and Song dynasties?

ANALYZING PRIMARY SOURCES

- 1. DISTINGUISHING FACT FROM OPINION** Does Han Yü offer any facts in this excerpt? If so, what are they?
- 2. INFERRING** What does Han Yü think about Daoists and Buddhists?

Confucius wrote about ethical and moral behavior, both by governments and individuals. [Date of image unknown]



PROCESS, RULES, AND LAWS

As in imperial China, most people who apply for government jobs in the United States must take a civil service examination. Before the late 1800s, most government posts in the United States were appointed. Many people were placed in important jobs because of their political connections.

THE CIVIL SERVICE

Tang and Song rulers saw neo-Confucianism and civil service examinations as a way to strengthen the government. They believed that a government run by educated people was less likely to become corrupt or weak.

The examinations tested candidates on their knowledge of Confucian writings. Only men were allowed to take the tests, and the examination system favored the rich. Few poor families could pay tutors to help their sons qualify for the tests.

Preparing for the tests was difficult. At the age of four, boys began learning to write the characters of the Chinese language. Later, students had to memorize all the writings of Confucius. They had to recite the writings aloud. After years of preparing, the boys took the exams. Despite all the hard work, only one in five boys passed the tests. Those who did not pass usually found jobs teaching or helping government workers, but they were never given a government job.

Over the years, the examination system created a new class of leaders in China. This group was made up of scholar-officials. Strict rules set the scholar-officials apart from the rest of society. One rule was that the scholar-officials could not perform any job that required physical work. These scholar-officials influenced Chinese thought and government well into modern times.

✓ CHECKING FOR UNDERSTANDING

- EXPLAINING EFFECTS** How did the civil service examinations affect Chinese society?
- EXPLAINING IDEAS** How was Confucianism able to gain followers during the Tang and Song dynasties?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

- EXPLAINING CAUSES** Why did Buddhism become widely adopted in China?

Building History-Social Science Analysis Skills

- DESCRIBING** How did the emperor Yangdi change China?
- IDENTIFYING EFFECTS** How did access to the Silk Road affect China's economy?
- DESCRIBING** How is Buddhism different from neo-Confucianism?

Writing About History

- ARGUMENTATIVE WRITING** You have just passed the civil service examination in Song China. You will be given a government job. What opinion are you likely to have about neo-Confucianism? Write a persuasive letter in which you explain how neo-Confucianism will help or hurt your career.

Collaborating

- PRESENTING** You and your classmates are a group of people living in China at the end of the Song dynasty. Discuss as a class how the actions of the Sui, Tang, and Song dynasties either helped or hurt China. Then in a small group, create a presentation about which dynasty was best for China. Make your presentation to the class.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

- How do new ideas change the way people live?

THE STORY BEGINS...

LESSON 2

Chinese Society

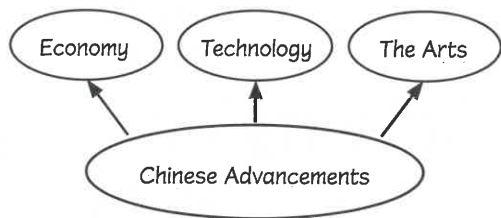
Het'um had been a successful battlefield general and strategist in parts of the Middle East for at least 30 years. He was born in Cilician Armenia, the son of a prince and the nephew of King Het'um I. He became a respected statesman, and in his later years, he accomplished his dream of retiring from politics and the military to become a monk. Now, Pope Clement V had asked him to write a history of the lands to the east of Europe. He had seen some of these lands himself. His uncles could tell him about others. He thought about where to begin. The kingdom of Cathay (China) was unusual and one of the richest in the world. He began to dictate to his secretary about their practice of using pieces of paper as money rather than coins of silver or gold:

“As for the money which this people uses, it is made of sedge [grasslike plants], of square shape and bears the royal stamp, and it is based on this stamp that the money's value is determined, great or small. If the money becomes worn through age, they take it to the royal court and exchange it for fresh money.”

—Het'um the Historian, *History of the Tartars*, 1307

Sedge, a grass-like plant that grows in clusters, was used to make paper currency during the Song dynasty. It is still used today in weaving mats and baskets because of the strength of its stems and leaves.





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify Chinese advancements in the economy, technology, and the arts. Use a graphic organizer like this one to arrange the information. Summarize the importance of these advancements.

ANALYZING KEY IDEAS AND DETAILS

1. **IDENTIFYING STEPS** What steps led to farming success during the Tang dynasty?
2. **SUMMARIZING** Summarize why trade grew during the Tang dynasty.

ECONOMIC GROWTH

GUIDING QUESTION *How did China's economy change under the Tang and Song dynasties?*

The fall of the Han dynasty in the 200s C.E. crippled the economy of China. Widespread fighting destroyed farms and cities. Farmers faced poor harvests. Artisans made fewer products, and merchants had fewer goods to trade. Under the Tang dynasty, China's economy recovered and even prospered.

FARMING IMPROVEMENTS

After taking power in 618 C.E., the Tang gave more land to farmers. Farmers made many advances in farming these large plots of land. They developed improved irrigation methods, which increased the growth of their crops. When the Song came to power in 960 C.E., they continued the land and irrigation reforms of the Tang. The Song introduced champa rice from Vietnam, which grew rapidly and well in poor soil. This new variety produced more rice per acre and resisted disease. While Tang farmers grew tea, Song farmers produced even greater quantities, which fed demand for the increasingly popular drink.

New farming technologies, like iron plows and waterwheel irrigation, helped cultivate newly irrigated lands and made food more available during the Tang and Song eras. Because more food was available, China's population increased as well. People began to settle in new areas, which then developed into cities. Groups of farmers moved from the north to southern China. They grew abundant amounts of rice in the Chang Jiang valley.

WHY DID CHINA'S TRADE GROW?

Tang and Song rulers built roads and waterways including nearly 30,000 miles of canals. As a result, travel within and outside of China became much easier. Chinese merchants increased trade with people in other parts of the world. After years of decline, the Silk Road reopened and thrived. Caravans traveled along it, carrying goods from China to other parts of Asia.

Silk fabric was one of the goods traded by the Chinese. Silk was in high demand in areas west of China. In addition, China traded other products, such as tea, steel, paper, and porcelain. **Porcelain** (POHR•suh•luhn), invented during the Song dynasty, is made of fine clay that is baked at high temperatures. It is used to make dishes, vases, and other items. In return for Chinese products, countries sent goods such as gold, silver, precious stones, and fine woods to China.

Other trade routes were also opened. Roads connected China to other parts of Asia. In addition, the Tang opened new seaports along China's coast to increase trade.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING EFFECTS** How did advancements in farming affect China's population?
2. **DESCRIBING** How did the Chinese government help trade expand and grow?

TECHNOLOGICAL ADVANCES

GUIDING QUESTION *How did new inventions change China's society?*

During the Tang and Song dynasties, new discoveries and inventions brought change to Chinese society. In time, these technological advancements spread to other parts of the world.

COAL AND STEEL

Important changes took place in the use of fuels and metals. For most of their history, the Chinese burned wood to heat their homes and cook their food. By the 600s C.E., less wood was available in China. The Chinese, however, discovered that coal could be used as a fuel. This discovery led to the development of a coal-mining industry.

The Chinese used coal to heat furnaces to high temperatures. This process led to another discovery. When iron was produced in coal-heated furnaces, the melted iron mixed with carbon from the coal. This mixing created a new, stronger metal known today as steel.

The Chinese used steel to make many different products. They made armor, swords, and helmets for their armies. They also produced stoves, farm tools, and drills. Nails and sewing needles were made from steel as well.



Silkworms spin cocoons made of raw silk thread. In the past, workers collected and unraveled the valuable cocoons by hand. Machines are now used for this process.

INTEGRATING VISUAL INFORMATION What details in the photograph might help explain why silk is still expensive today?

UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING STRUCTURE** How do the subsections under "Technological Advances" contribute to the overall section?
2. **ANALYZING TEXT PRESENTATION** Why might the author have chosen to present the information about the invention of printing in its own subsection?

THE INVENTION OF PRINTING

Paper had been invented during the time of the Han dynasty. Under the Tang, paper was produced in large amounts. In the following centuries, paper and papermaking spread through Asia to other parts of the world.

DETERMINING MEANING

The word **method** means “a procedure for accomplishing something.” What was the old method for producing books that the invention of printing replaced?

The manufacture of paper led to another important Chinese invention: a **method** for printing books. Before printing, books were copied by hand and were very expensive.

Chinese Buddhist monks began woodblock printing in the 600s C.E. In woodblock printing, printers used a wooden block for each page they needed to print. They carved the page’s Chinese characters into the block. Then they put ink on the block and pressed a piece of paper onto it. The printers rubbed the sheet of paper to **transfer** the Chinese characters onto the page. Each wooden block could be used to make thousands of copies.

The earliest-known printed book dates from about 868 C.E. It is a Buddhist book called the *Diamond Sutra*. Even though woodblock printing was a major advancement, changes could not be made to a page after the wooden block was carved.

In the 1000s, during the Song dynasty, a Chinese printer named Pi Sheng (PEE SHUHNG) solved this printing problem by inventing movable type. With movable type, each character is an individual piece. The pieces can be arranged to form sentences and used again and again. Pi Sheng made his pieces from clay and put them together to make book pages.

Printing also led to the invention of paper currency. During the Tang dynasty, rice production and trade greatly increased.

Chinese traders needed more money to carry out their business. The Chinese already produced copper coins, but they could not make enough coins to support the empire’s economy.

In 1024, during the Song dynasty, the Chinese began to print the world’s first paper money as a way to benefit traders. It still had the value of coin money, but it was lighter to carry. The use of paper money helped the economy and cities grow.

GUNPOWDER AND SHIPS

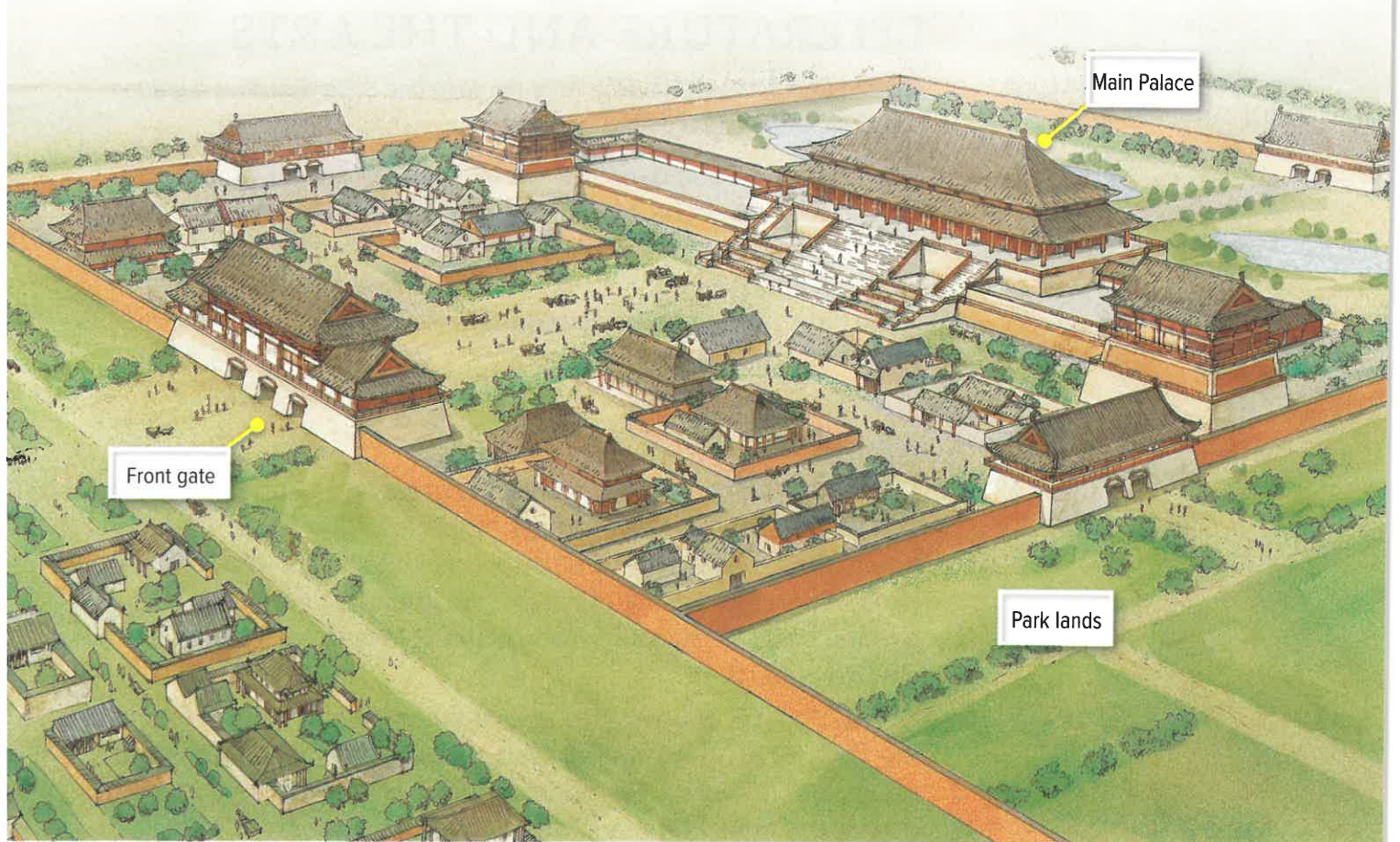
Gunpowder was another Chinese invention created during the Tang dynasty. Gunpowder was used in explosives and weapons, such as the fire lance. This invention worked

The Chinese invented movable type. A person carved individual symbols, as demonstrated by this modern craftsperson, that could be moved and set into a printing press. Printing presses still use techniques pioneered by the Chinese.

INTEGRATING VISUAL

INFORMATION What physical skill would a block printer need to have?





somewhat like a gun. It could shoot a mix of flames and objects a distance of 40 yards (36.6 m). The fire lance helped make China's army a powerful fighting force. The Chinese also used gunpowder to make fireworks.

Different Chinese inventions helped increase long-distance trade. The Chinese built large ships with rudders and sails, which helped with steering. About 1150, Chinese inventors in the Song dynasty perfected the magnetic compass. This compass helped Chinese sailors navigate their ships' locations and sail farther from land. As a result of these inventions, the Chinese were able to sail to Southeast Asia, India, and other places to the west.

In time, many of these Chinese inventions would have a great effect on Europe. For example, printing made it possible to publish books in large quantities. Gunpowder changed how wars were fought. The magnetic compass enabled Europeans to explore the world.

The Tang capital city of Chang'an had a population of about one million people at its peak. The royal palace, shown above, was surrounded by park lands. It is thought to be one of the largest palaces ever built. [Modern illustration]

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING EFFECTS** Why was the Chinese invention of printing important?
2. **IDENTIFYING EFFECTS** What was one of the effects of the manufacture of paper?

LITERATURE AND THE ARTS

INTEGRATION OF KNOWLEDGE AND IDEAS

1. INTEGRATING VISUAL

INFORMATION Based on what you know about Li Bo, what is the writing in the picture of Li Bo likely to be?

2. DESCRIBING How did Daoism influence the art of landscape painting?

GUIDING QUESTION Why were the Tang and Song dynasties a golden age of literature and the arts?

The Tang and Song dynasties were a golden age of Chinese culture. The invention of woodblock printing helped make literature more available and popular. Art, especially landscape painting, flourished during this period. Chinese rulers supported artists and writers. They invited them to live and work in the capital city of Changan.

AN AGE OF POETRY

The Tang dynasty is regarded as the great age of poetry in China. The best-known Chinese writers of this time are poets. Chinese poets often expressed a Daoist appreciation of the world. They wrote about the beauty of nature, the changes of the seasons, and the joys of friendship. They also expressed sadness at the shortness of life.

Li Bo (LEE BWAW) was one of the most popular poets of the Tang dynasty. Known for leading a carefree life, Li Bo wrote poems about nature. His poem below is one of the best-known poems in China. For years, the Chinese have memorized it. Its title is “Alone Looking at the Mountain.”

ANALYZING PRIMARY SOURCES

1. ANALYZING POINT OF VIEW

What was the poet’s purpose for writing this poem?

2. IDENTIFYING PERSPECTIVES

How does this poet feel about nature?

“All the birds have flown up and gone;
A lonely cloud floats leisurely by.
We never tire of looking at each other—
Only the mountain and I.”

—from “Alone Looking at the Mountain,” by Li Bo, 750 c.E.

According to legend, Li Bo drowned after reaching for the moon’s reflection in the water beside his boat. He most likely died, poor and out of favor, in eastern China. [Painting c. 1800s]





This landscape (left) shows the Daoist love of nature. The lettering of a Chinese poem (right) reflects the beauty of the calligraphy used by painters now and during the Song dynasty. [Date of image (left) unknown]

Another favorite Tang poet was Du Fu (DOO FOO). He was a poor civil servant who faced many hardships. During Du Fu's lifetime, civil war raged throughout China. Food was scarce, and Du Fu nearly died of starvation. As a result, Du Fu often wrote about issues such as the problems of the poor, the unfairness of life, and the wastefulness of war. Du Fu wrote the poem below after an uprising left the capital city in ruins.

“Behind those red gates
meat and wine are left to spoil
outside lie the bones
of people who starved and froze.”

—from “Five Hundred Words About My Journey to Fengxian,” by Du Fu, 750–755 c.e.

LANDSCAPE PAINTING

During the Song dynasty, many Chinese artists painted landscapes. However, they did not try to show the exact appearance of places. Instead they tried to portray the “idea” of mountains, lakes, and other scenes. They left empty spaces in their paintings on purpose. This style reflects the Daoist belief that a person cannot know the whole truth about something. Daoism is the belief that people should turn to nature and give up their worldly concerns.

Daoism also influenced the way people are portrayed in landscape paintings. Humans are shown as very small figures in a natural landscape. The paintings express the idea that people are part of nature but do not control it. People are only one part of a much larger natural setting.

Chinese painters often wrote poems on their works. They used a brush and ink to write beautiful characters called **calligraphy** (kuh•LIH•gruh•fee).

ANALYZING PRIMARY SOURCES

1. DETERMINING CENTRAL IDEAS

What is the central idea of the poem?

2. ANALYZING LITERATURE

Compare the first two lines of the poem with the last two lines. What caused the people to starve to death?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **calligraphy**?

PORCELAIN

During the Tang dynasty, Chinese artisans became skilled in making porcelain. As you may recall, porcelain is a ceramic made of fine clay baked at very high temperatures. Because porcelain later came from China to the West, people today sometimes call porcelain “china.”

ANALYZING PRIMARY SOURCES

ANALYZING POINT OF VIEW

Which parts of the excerpt suggest that the author was surprised and impressed by Chinese porcelain?

Porcelain can be made into figurines, vases, cups, and plates. An Arab traveler in 851 C.E. described Chinese porcelain:

“There is in China a very fine clay from which are made vases having the transparency [clearness] of glass bottles; water in these vases is visible through them, and yet they are made of clay.”

—from *Account of Voyages Made by Arabs and Persians in India and China*

Methods for making porcelain spread to other parts of the world. They finally reached Europe in the 1700s.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** What themes did Chinese poets often write about?
2. **IDENTIFYING CAUSES** Why are porcelain dishes today often referred to as “china”?

This modern bowl is Chinese porcelain. The word porcelain comes from French and Italian words for “shell,” which the pottery resembles.

INTEGRATING VISUAL

INFORMATION Why might a porcelain bowl, such as the one pictured here, have been valued in the West?



LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **DESCRIBING** How did the reopening of the Silk Road affect the economy and culture of China?

Building History-Social Science Analysis Skills

2. **EXPLAINING EFFECTS** How did the printing of paper money help the economy of China?
3. **IDENTIFYING CAUSES** Why did the rulers of the Tang and Song dynasties support the arts and literature?
4. **CONTRASTING** Which technological development had a greater impact on the Chinese empire, printing or gunpowder? Explain why.

Writing About History

5. **INFORMATIVE WRITING** You are a scholar-official whose job is to report to the emperor about changes taking place. Which technological, economic, or cultural development do you think the emperor should know about? Write a short report that describes an important development. Support your ideas with at least two reasons.

Collaborating

6. **USING MULTIMEDIA** Working in a small group, create a multimedia presentation about one of the technological innovations of the Tang or Song dynasties. Explain how the innovation was developed, how it impacted life in China, and how it affected events in the rest of the world.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

- What are the characteristics of a leader?

THE STORY BEGINS...

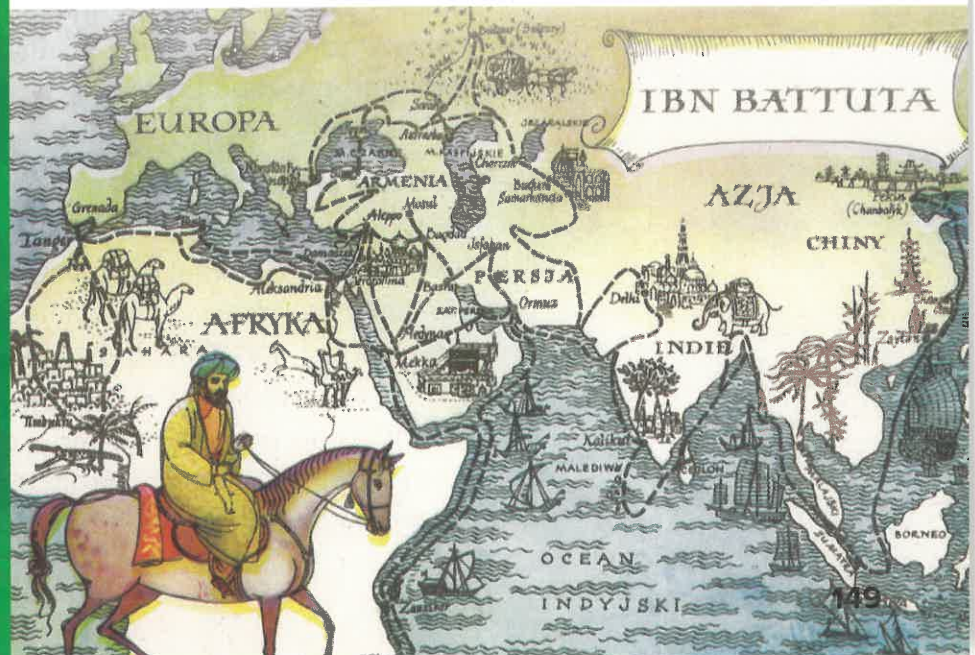
LESSON 3

The Mongols in China

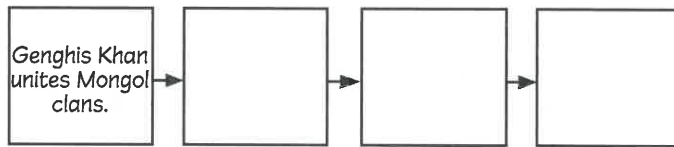
For nearly 30 years, Ibn Battuta had traveled the world, moving from one adventure to the next. His journey to the Chinese port city of El Zaitan (known today as Quanzhou) left him with memories that came to life when he closed his eyes. Ibn Battuta was back in Morocco now, and the sultan had requested that he dictate what he could remember of his travels to a writer.

“It [El Zaitun] is a large city, and in it they make the best flowered and coloured silks, as well as satins, which are therefore preferred to those made in other places. Its port is one of the finest in the world. I saw in it about one hundred large junks [ships]; the small vessels were innumerable [numerous]. It is a large estuary [outlet] of the sea, running into the land until it meets the great river. In this, and other Chinese towns, each inhabitant has a garden and some land, in the centre of which is his house; and on this account it is that their cities are so large.”

—Ibn Battuta, 1355



Ibn Battuta traveled to many areas of the world in the 1300s, including Arabia, East Africa, India, and China. [Modern illustration]



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the events that led to Mongol control of China. Use a chart like this one to place the events in sequential order. Explain how the Mongol leaders kept control of China.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How has the author organized the information in this section?

2. **ANALYZING STRUCTURE** Why might the author have included the subsection “Who Were the Mongols?”

DETERMINING MEANING

What words in the paragraph help you understand the meaning of the term **steppes**?

MONGOL EXPANSION

GUIDING QUESTION *Why were the Mongols able to build a vast empire so quickly?*

By the 1200s, Chinese civilization had made many achievements in government, technology, and the arts. However, enemies to the north were preparing to invade China. The Mongols (MAHNG•guh•lz), the dominant nomadic group in central Asia, became the first non-Chinese people to rule all of China.

WHO WERE THE MONGOLS?

The Mongols came from an area north of China called Mongolia (mahn•GOHL•yuh). They lived in movable tents called yurts and raised horses, sheep, and yaks, or long-haired oxen. Mongols were made up of clans, or groups of related families. They followed their herds as the animals grazed the large **steppes** (STEHP•S) of Mongolia. The steppes are wide, grassy plains stretching from the Black Sea to northern China.

Early in their history, the Mongols developed skills that were necessary for nomadic living. The Mongols were excellent horseback riders. Their children learned to ride a horse at age four or five, and then they spent much of their lives on horseback. The Mongols also developed their fighting skills. Riding on their horses toward an enemy, the Mongols could accurately shoot arrows from far distances. As they got closer to their enemy, the Mongols attacked them with swords and spears.

GENGHIS KHAN

In 1206, a meeting of Mongol leaders took place in the Gobi (GOH•BEE). This vast desert covers parts of Mongolia and China. At that meeting, a warrior named Temujin (the•MOO•juhn) was elected Genghis Khan (jehng•guh•s KAHN), or “strong ruler.”

Genghis Khan set out to **unify** the Mongol clans. He created a new legal code and formed a group of clan chiefs to help him plan military campaigns. From this time until his death, Genghis Khan fought to conquer lands beyond Mongolia.

MONGOL EMPIRE UNDER GENGHIS KHAN c. 1227



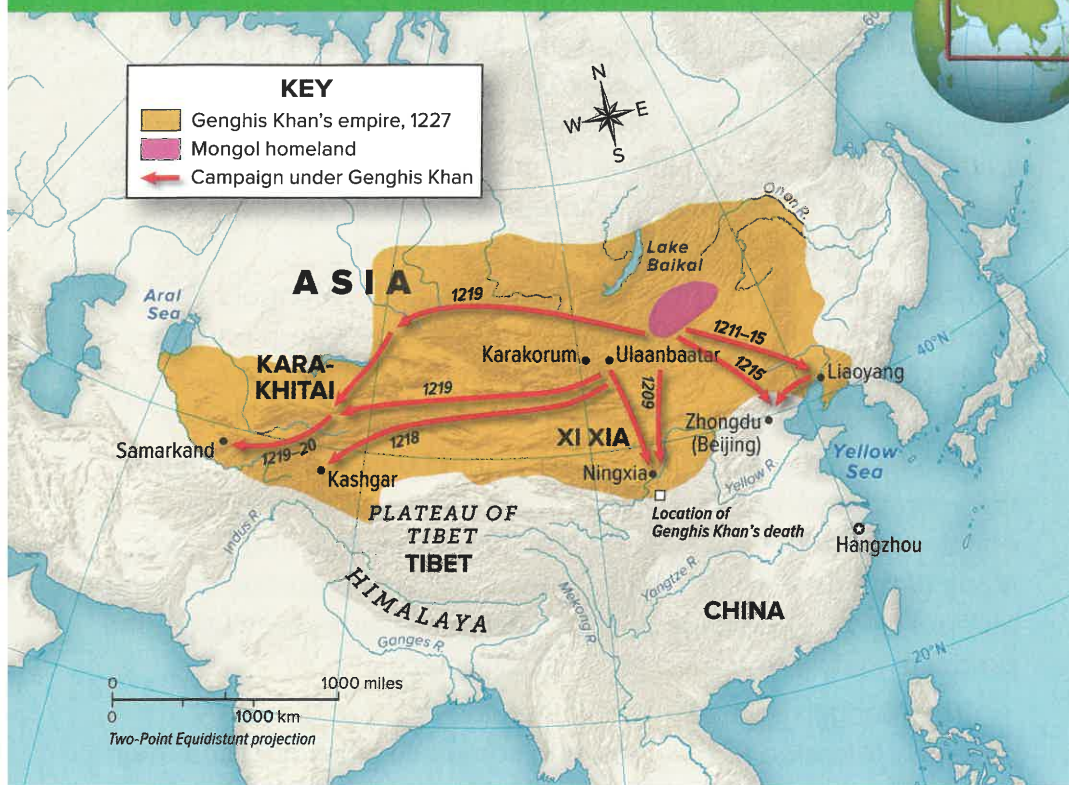
GEOGRAPHIC REASONING

During the reign of Genghis Khan, the Mongols conquered many kingdoms in central Asia.

1. PATTERNS AND MOVEMENT

In what direction did Genghis Khan launch his first campaign? What was the year?

2. SPATIAL THINKING How would you describe the difference in size between Genghis Khan's empire and the Mongol homeland?



Genghis Khan created an army of more than 100,000 trained warriors. The soldiers were placed in groups called units. The units were then placed under the command of skilled officers. These officers were chosen for their abilities rather than their social position. These changes made the Mongols the most skilled fighting force in the world at that time.

Under Genghis Khan, Mongol forces conquered other people of the steppes. These victories brought tribute money to the Mongol treasury. The victories also attracted new recruits to the army. Soon the Mongols were powerful enough to attack major civilizations. In 1211, thousands of Mongols invaded China. Within three years, they controlled all of northern China. They then invaded western kingdoms that controlled parts of the Silk Road.

Genghis Khan and his Mongol warriors became known for their cruel fighting and use of **terror**. Terror refers to violent acts that are meant to cause fear. Mongol soldiers attacked, looted, and burned cities. Within a short time, many people began surrendering to the Mongols without even fighting them.

DETERMINING MEANING

The purpose of violence is central to the meaning of the word **terror**. What does the author say is the purpose of an act of terror?

EMPIRE BUILDERS

After Genghis Khan died in 1227, his vast territory was divided into four territories called khanates. The northwestern khanate was known as the Golden Horde. Led by Genghis Khan's grandson,

Batu, its warriors swept into parts of eastern and central Europe. The southwestern khanate, known as the Il-Khanate, led by his grandson Hulagu, advanced into the Muslim kingdoms of the Middle East, overran Persia, captured Baghdad in 1258, then moved into Syria and Palestine on their way to Egypt. The Muslim leaders of Egypt, known as the Mamluks, stopped the Il-Khanate's advance in 1260. Meanwhile, in the east, another grandson, Kublai Khan, focused on conquering all of China.

These areas formed the vast Mongol Empire. Mongol rule stretched from the Pacific Ocean in the east to eastern Europe in the west and from Siberia in the north to the Himalaya in the south. The Mongols created the largest land empire in history.

The Mongols caused a great amount of damage to the lands they conquered, but they also brought stability. This stability encouraged trade and closer contact between Asia and Europe. Many of the great trade routes between Asia and Europe crossed Mongol lands. The Mongols grew wealthy because they taxed the products that were traded along these roads.

The Mongols admired the cultures they conquered. They generally tolerated all religions, and sometimes they adopted their beliefs and customs. For example, the Mongols in Southwest Asia accepted Islam and adopted Arab, Persian, and Turkish ways.

GEOGRAPHIC REASONING

In less than 100 years, the Mongols created the largest land empire in the history of the world.

- 1. EXPLORING REGIONS** What country to the east was attacked but not conquered by 1294?
- 2. HUMAN-ENVIRONMENT INTERACTION** What physical feature might have prevented the Mongols from conquering India?

MONGOL EMPIRE c. 1294



The Mongols also learned from the Chinese. As they fought Chinese troops, the Mongols learned about gunpowder and its use as an explosive. They saw the Chinese use the fire lance, a weapon that the Chinese later developed into the gun and cannon. Adopting gunpowder and the fire lance from the Chinese, the Mongols became even more frightening to their opponents.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING EFFECTS** How were the Mongols influenced by their opponents?
2. **DESCRIBING** What kind of conquering force were the Mongols?

MONGOL CONQUEST OF CHINA

GUIDING QUESTION *How did the Mongols rule the Chinese?*

In 1260, the grandson of Genghis Khan, Kublai, became the new Mongol ruler. Kublai Khan (KOO•BLUH KAHN) continued the conquest of China that his grandfather had begun. In 1264, Kublai established his capital at Khanbaliq—the city of the khan—in northern China. Today, the modern city of Beijing (BAY•JIHNG) is located on the site of the former Mongol capital.

MONGOLS AND CHINESE

In 1271, Kublai Khan decided he would control all of China. By 1279, Kublai Khan finished conquering southern China. He brought an end to the Song dynasty and declared himself emperor. Kublai Khan started the Yuan (YWAN) dynasty. The term *Yuan* means “beginning.” The Yuan dynasty would last only about 100 years. Kublai Khan would rule for 30 of those years, until his death in 1294. To keep tight control of these new lands, Kublai appointed Mongol leaders to top jobs in China. He also kept some Chinese officials in positions of power.

The Mongol culture was quite different from the Chinese culture. The Mongols had their own language, laws, and customs. These characteristics separated them from the Chinese people they ruled. Mongols lived apart from the Chinese and did not mix with them socially. These cultural differences allowed the Chinese to continue the Song dynasty belief that China and its traditions were superior to “barbarian” peoples.

GOVERNMENT AND RELIGION

In government affairs, the Yuan **regime** did not use civil service examinations as was previously done in China. Government jobs were open to non-Chinese people, including Mongols and Turks. Although the Yuan rulers respected Confucian writings, they replaced Chinese scholar-officials to ensure control over the government.

BIOGRAPHY



GENGHIS KHAN

(c. 1167–1227)

Genghis Khan’s father, the Mongol chief Yisugei, named his son Temujin. According to folklore, Temujin had a large blood clot in his right hand, which meant he was destined to become a great warrior. In 1206, 40-year-old Temujin successfully took command of the Mongol forces in the Gobi. It is believed that he was inspired to rule because he grew up extremely poor, and his father was murdered by his enemies. [Painting c. 1300s]

IDENTIFYING CAUSES What early experiences of Genghis Khan would have led him to want to rule?

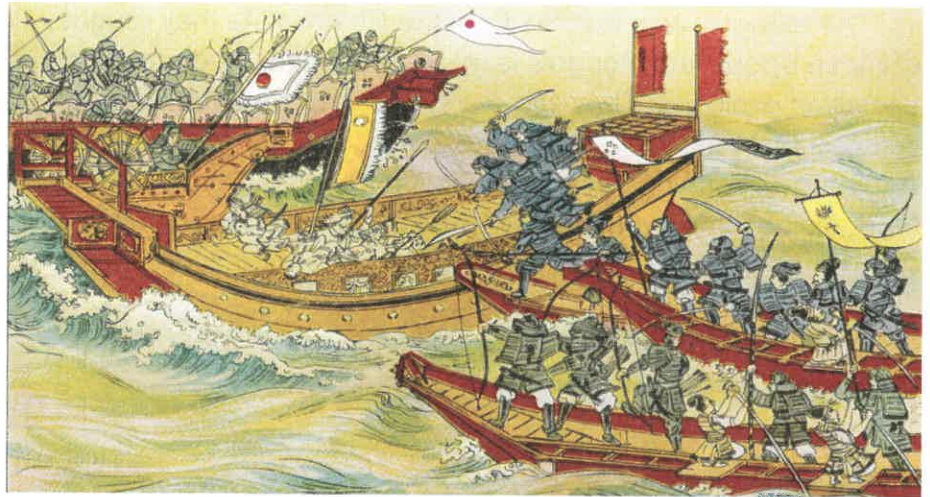
ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What text evidence is there that the Mongols governed differently than the earlier Song dynasty?
2. **DESCRIBING** What did Kublai Khan think about Marco Polo?

The Mongols invaded other areas after conquering China. Despite a fleet of warships built by the Koreans, the planned Mongol invasion of Japan ended in failure. [Print c. 1930s]

INTEGRATING VISUAL

INFORMATION What details can you learn about the Mongol invasion of Japan from this image?



Like many Chinese, the Mongols in China practiced Buddhism, but they were respectful of other religions. For example, Kublai Khan encouraged Christians, Muslims, and Hindus from outside China to practice their faiths.

Under Mongol rule, China reached the height of its wealth and power. Foreigners were drawn to its capital city. Although they were foreigners, the Mongols gradually won the support of many Chinese people. Some Chinese appreciated the order and prosperity that the Mongols brought to the country. Foreign visitors were attracted to China and reached it by traveling along the Silk Road.

MARCO POLO

One of the most famous European travelers to reach China was Marco Polo. He came from the city of Venice in Italy. Polo lived in the capital of Khanbaliq during the reign of Kublai Khan. He wrote his impressions of the magnificent appearance of this city:

“The streets are so straight and wide that you can see right along them from end to end and from one gate to the other. And up and down the city there are beautiful palaces, and many great and fine hostleries, and fine houses in great numbers. All the plots of ground on which the houses of the city are built are four-square, and laid out with straight lines; all the plots being occupied by great and spacious palaces, with courts and gardens of proportionate size. All these plots were assigned to different heads of families. Each square plot is encompassed by handsome streets for traffic; and thus the whole city is arranged in squares just like a chess-board, and disposed in a manner so perfect and masterly that it is impossible to give a description that should do it justice.”

—Marco Polo, “Concerning the City of Cambaluc [Khanbaliq],” 1297

Kublai was fascinated by Marco Polo’s stories about his journeys. For about 16 years, Polo was a privileged resident of China. Kublai sent him on trips all over the region to gather

ANALYZING PRIMARY SOURCES

1. VERIFYING How could you verify the information in Polo’s account of Cambaluc?

2. ASSESSING CREDIBILITY

Marco Polo was a visitor from a different culture. How does that make him more credible as a source of information? How does that make him less credible?

information and carry out business. For some of those years, Polo ruled the Chinese city of Yangzhou. When Polo returned to Italy, he wrote a book about his adventures. His book gave Europeans knowledge of China and Central Asia. His descriptions of these places, their rulers, and their goods generated interest in trade between Europe and China.

TRADE AND EMPIRE

The Mongol Empire stretched from China to eastern Europe. As a result, Mongol China prospered from increased overland trade with many parts of the world. The Yuan dynasty also built ships and expanded seagoing trade. China traded tea, silk, and porcelain in exchange for goods such as silver, carpets, cotton, and spices. Muslims and Europeans also took Chinese discoveries and technologies, such as the manufacture of paper, porcelain, movable type, gunpowder, and the magnetic compass, back to their homelands.

Mongol armies advanced into Vietnam and northern Korea. The rulers of Korea, called the Koryo (koh•RY•oh), remained in power because they agreed to Mongol control. The Mongols forced thousands of Koreans to build warships. The Mongols used these ships in two attempts to invade Japan. Both voyages ended in failure when huge storms destroyed much of the fleet.

SITE OF ENCOUNTER: QUANZHOU

One of the major trade cities during the Mongol's Yuan Dynasty was Quanzhou, located on a large natural harbor in southeast China. The Tang Dynasty founded the city in



This colored lithograph was taken from a manuscript (c. 1400) that described Marco Polo's journeys. It shows him leaving Venice in 1338.

EXPLAINING ISSUES Why might Marco Polo's travels have been interesting to Europeans?



Quanzhou sits on the Jin River facing the Taiwan Strait. In the 1400s, the harbor began filling with sediment. Now the city of Quanzhou is a collection point for local agricultural products and a distribution center for manufactured goods that are imported through other port cities.

DRAWING CONCLUSIONS What contributed to the downfall of Quanzhou as a major trade city?

the 700s. Emperors of the Tang, Song, and Yuan dynasties selected Quanzhou as one of a few cities that could trade directly with foreign merchants. Chinese maps often identified the city as the starting point for sea-based trade with the West. As trade expanded, Mongol emperors grew wealthy from taxes that were added to foreign goods coming into China.

Quanzhou's status as an official trade city brought merchants from Arabia, Persia, India, and Europe who often lived in business centers within the city. Quanzhou officials allowed foreign residents to practice their own religions. The city housed Muslim mosques, Hindu temples, Buddhist

shrines, and Christian churches, in addition to sites where traditional religions were practiced.

Mongol emperors promoted the exchange of ideas among the Chinese, Mongols, and foreign merchants. Later emperors banned sea trade at times in the 1400s and 1500s, leading to the decline of Quanzhou as a major trade city.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** What was Marco Polo's reaction to seeing China's cities?
2. **IDENTIFYING CAUSES** Why were the Mongols unable to conquer Japan?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

1. **DESCRIBING** Why did trade improve under Mongolian rule? Give examples of goods that were traded and how they were traded.

Building History-Social Science Analysis Skills

2. **SUMMARIZING** How did the Mongols use terror in their conquests?
3. **EXPLAINING EFFECTS** How did China benefit from being ruled by the Mongols?
4. **DESCRIBING** What were the leadership qualities of Genghis Khan? How would you evaluate him as a leader?

Writing About History

5. **NARRATIVE WRITING** As Genghis Khan, you are concerned about how your empire will be ruled after your death. Write a journal entry in which you record advice that you want your family members to follow.

Collaborating

6. **EVALUATING CLAIMS** Many historians believe Polo's accounts of his travels are mainly accurate, although some question whether Polo ever actually made the journey to China. With other members of your group, research this debate further. Then collaborate on a position and make a presentation to the class arguing for or against the truth of Marco Polo's writings.



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ESSENTIAL QUESTION

- How do new ideas change the way people live?

THE STORY BEGINS...

LESSON 4

The Ming Dynasty

No one who knew Hong Wu as a child could have predicted his success. He was born a poor peasant, and when he was orphaned at the age of 16, he became a monk. Now, he had finally achieved his goal as a military leader. He had defeated his rival, overthrowing the Mongol dynasty. He had retaken China and established a Chinese-led dynasty—the Ming dynasty. It was time to declare his victory to the world. From his new position as emperor of the Ming, he wrote to the emperor of the Byzantine Empire:

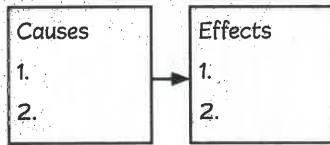
“We have established peace in the Empire, and restored the old boundaries of Our Middle Land. We were selected by Our people to occupy the Imperial throne of China under the dynastic title of ‘the Great Ming,’ commencing [beginning] with Our reign styled Hung-wu, of which we now are in the fourth year. We have sent officers to all the foreign kingdoms with this Manifesto [declaration] except to you, Fu-lin, who being separated from us by the western sea, have not as yet received the announcement. We now send a native of your country, Nieh-ku-lun, to hand you this Manifesto.”

—from *Manifesto of Accession as First Ming Emperor Sent to the Byzantine Emperor, 1372*



Hong Wu established the Ming dynasty, which governed China for 276 years. [Painting on silk scroll c. 1300s]

Voyages of Zheng He



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the causes and effects of the voyages of Zheng He. Use a chart like this one to organize the information. Cite examples from the text to identify the long-term effects of the voyages on China.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING POINT OF VIEW

What is the author's point of view about Hong Wu?

2. ANALYZING STRUCTURE

Why did the author include the subsection "Arts and Literature?"

MAKING CONNECTIONS

CHINA'S GREAT WALL

Ming rulers wanted to defend their territory. The Great Wall of China, which stretches across northern China and southern Mongolia, was a key part of this goal. Construction of the wall officially began around 221 B.C.E., but it actually started much earlier when separate Chinese kingdoms built barricades along their individual borders. Work on the wall took place over about 2,000 years. The best known and preserved part was built during the Ming dynasty. This section is about 5,500 miles (8,850 km) long. About one-fourth of this section consists of natural borders. The rest is built of materials such as adobe bricks, rocks, and dirt.

THE MING DYNASTY

GUIDING QUESTION *How did Ming rulers bring peace and prosperity to China?*

After Kublai Khan died in 1294, a series of weak emperors came to the throne. Mongol power in China began to decline, and problems increased for the Yuan dynasty. The government spent too many resources on foreign conquests. At the same time, many officials stole from the treasury and grew wealthy. Yuan rulers lost the respect of the people. As a result, many Chinese resented Mongol controls.

THE RISE OF THE MING

Unrest swept through China and finally ended Mongol rule. In 1368, a military officer named Zhu Yuanzhang (JOO YWAHN•JAHNG) became emperor. Zhu reunited the country and then set up his capital at Nanjing (NAN•JIHNG) in southern China. There, he founded the Ming, or "Brilliant," dynasty. The Ming dynasty would rule China for the next 300 years, through a number of reforms and the technological advances of their military.

As emperor, Zhu took the name Hong Wu (HAHNG WOO), or the "Military Emperor." He brought peace and order, but he was also a harsh leader. Hong Wu trusted few people and punished officials that he suspected of treason, or disloyalty to the government. After Hong Wu died in 1398, his son became emperor and took the name of Yong Le (YUNG LEE).

Yong Le was determined to be a powerful ruler. In 1421, he moved the capital north to Beijing. There, he built the Imperial City, a large area of palaces and government buildings. The center of this area, known as the Forbidden City, was where the emperor and his family lived. Only top government officials were allowed to enter the Forbidden City.

The Forbidden City had beautiful gardens and palaces with thousands of rooms. China's emperor and court lived there in luxury for more than 500 years. The buildings of the Forbidden City still stand. You can visit them if you travel to China today.

HOW DID THE MING CHANGE CHINA?

Ming emperors needed government officials to carry out their decisions. To make sure that officials took their jobs seriously, the emperors brought back the civil service examinations. As during the Tang and Song dynasties, the tests were extremely difficult and required years of preparation.

One responsibility of officials was to carry out a **census** (SEHN•suhs), or a count of the number of people in China. The census helped officials identify the people who owed taxes.

The strong government of the early Ming emperors provided peace and security. As a result, the Chinese economy began to grow. Hong Wu rebuilt many canals and farms. He also ordered that new roads be paved and new forests planted. Agriculture thrived as farmers worked on the new lands and grew more crops.

Ming rulers also repaired and expanded the Grand Canal. This allowed merchants to ship rice and other products between southern and northern China. Chinese traders introduced new types of rice from Southeast Asia that grew faster. More food was available to the growing number of people living in cities.

The Ming also supported the silk industry, and they encouraged farmers to start growing cotton and weaving cloth. For the first time, cotton became the cloth worn by most Chinese.

DETERMINING MEANING

Write a sentence using the word **census**.

MING CHINA 1368–1644



GEOGRAPHIC REASONING

During the Ming dynasty, Emperor Yong Le moved the capital to Beijing.

1. **EXPLORING PLACE** What feature forms the northern border of Ming China?
2. **SPATIAL THINKING** Along what river is the city of Nanjing?



This painting from a Ming vase (c. 1368–1644) shows Chinese farmworkers collecting tea.

INTEGRATING VISUAL

INFORMATION What can you infer about tea in China from this painting?

ANALYZING KEY IDEAS AND DETAILS

- 1. CITING TEXT EVIDENCE** What evidence does the author provide for the idea that Zheng He's voyages expanded China's contact with the outside world?
- 2. DESCRIBING** What series of events led to the fall of the Ming dynasty?

ARTS AND LITERATURE

The arts flourished during the Ming dynasty. Newly wealthy merchants and artisans wanted entertainment and could afford printed books and trips to the theater. During the Ming period, Chinese writers produced **novels**, or long fictional stories. One of the most popular was *Romance of the Three Kingdoms*. It described military rivalries at the end of the Han period.

Many novels of the time were written in vernacular, or everyday language. Writers avoided formal language to tell their tales. Instead they tried to make their stories sound as if they had been told aloud by storytellers. Traditional Chinese dramas had been banned during the years of Mongol rule, but under the Ming they were restored to the stage. Actors in costumes performed stories of the day using words, music, dance, and symbolic gestures.

✓ CHECKING FOR UNDERSTANDING

- 1. DESCRIBING** What was the purpose of the Imperial City?
- 2. IDENTIFYING EFFECTS** How did the strong government of the Ming dynasty influence life in China?

CHINESE EXPLORATION

GUIDING QUESTION How did Chinese contact with the outside world change during the Ming dynasty?

Early Ming emperors wanted to know more about the world outside of China and to expand Chinese influence abroad. Ming emperors built a large fleet of ships to sail to other countries. The ships, known as junks, usually traveled along the coast of China. They could also sail on the open sea. Between 1405 and 1433, Ming emperors sent the Chinese fleet on seven overseas voyages. They wanted to trade with other kingdoms and demonstrate Chinese power. They also wanted to demand that weaker kingdoms pay tribute to China.

The leader of these journeys was a Chinese Muslim and court official named Zheng He (JUNG HUH), or Chengho as he was also called. The voyages of Zheng He were impressive. On the first voyage, nearly 28,000 men sailed on 62 large ships and 250 smaller ships. The largest ship was more than 440 feet (134 m) long. That was more than five times as long

as the *Santa María* that Christopher Columbus sailed almost 90 years later.

THE TRAVELS OF ZHENG HE

Zheng He took his first fleet to Southeast Asia. In later voyages, he reached the western coast of India and the city-states of East Africa. Zheng He wrote about his travels:

“We have traversed [traveled] more than 100,000 li [30,000 mi. or 50,000 km] of immense water spaces and have beheld in the ocean huge waves like mountains rising sky-high, ... and we have set eyes on barbarian [foreign] regions far away, hidden in a blue transparency of light vapours [fog], while our sails, loftily unfurled like clouds, day and night continued their course, rapid like that of a star, traversing [crossing] those savage waves.”

—Zheng He, from tablet erected in Fujian, China, 1432

At the different ports he visited, Zheng He traded Chinese goods, such as silk, paper, and porcelain. He returned with items unknown in China. For example, Zheng He brought giraffes and other animals from Africa, which fascinated Emperor Yong Le. Yong Le placed them in his imperial zoo in Beijing. Zheng He also brought back visitors from the outside world, including representatives from South and Southeast Asia. The voyages of Zheng He encouraged Chinese merchants to settle in Southeast Asia and India. In these places, they traded goods and spread Chinese culture.

ANALYZING PRIMARY SOURCES

- 1. DISTINGUISHING FACT FROM OPINION** Which parts of Zheng He's writing could be proven as fact?
- 2. IDENTIFYING PERSPECTIVES** How did Zheng He feel about his voyages? Back up your answer with evidence from the text.

GEOGRAPHIC REASONING

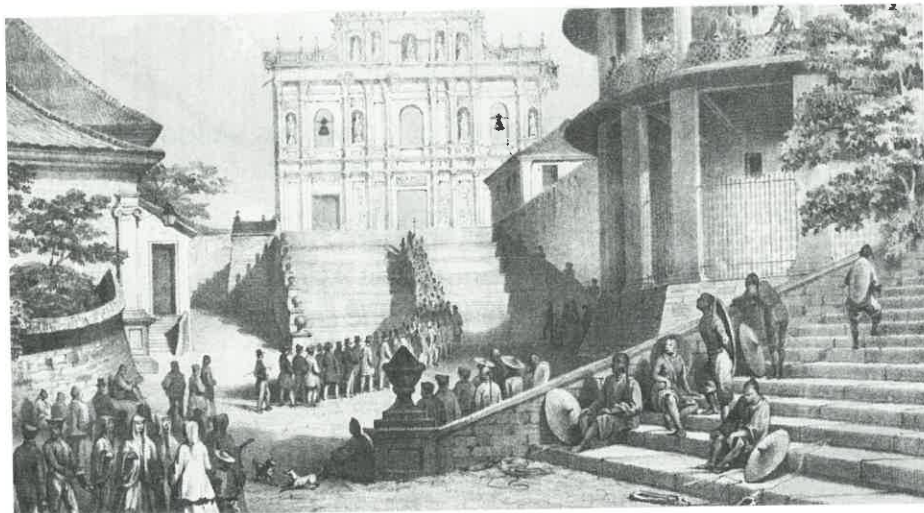
Zheng He traveled far from China and brought back many exotic items. He also spread Chinese culture.

- 1. EXPLORING PLACE** Zheng He stopped in Chittagong. That city is on the coast of which body of water?
- 2. GLOBAL INTERCONNECTIONS** Why were Zheng He's voyages important to China and other parts of the world?

THE VOYAGES OF ZHENG HE 1405–1433



The Jesuits tried to convert the Chinese to Christianity. This image shows a Jesuit convent in China. [Illustration c. 1800s]



Despite these benefits, Chinese officials complained that the **ongoing** trips cost too much. They also said that these voyages would introduce unwanted foreign ideas. Some officials also believed that being a merchant was an unworthy and selfish occupation. A Confucian teaching said that people should place loyalty to society ahead of their own desires.

After Zheng He died in 1433, Confucian officials convinced the emperor to end the voyages. The fleet's ships were taken apart, and the construction of seagoing vessels was stopped. The Ming Empire became isolationist. They began to look inward and chose to cut off or limit contact with other countries. Projects that promoted their isolation grew. The Great Wall was reconstructed. The emperors also separated themselves from Chinese society. They built a massive palace complex for themselves, called the Forbidden City, in the center of their capital city, Beijing. As a result, China's trade with other countries declined sharply. Within 50 years, the Chinese shipbuilding technology became outdated.

ARRIVAL OF EUROPEANS

Ming China was not able to cut off all contact with the rest of the world. In 1514, ships from the European country of Portugal (POHR•chih•GUHL) arrived off the coast of southern China. It was the first direct contact between China and Europe since the journeys of Marco Polo.

The Portuguese wanted to trade with China and **convert** the Chinese to Christianity. At the time, the Ming government paid little attention to the arrival of the Portuguese. China was a powerful civilization and did not feel threatened by outsiders. To the Chinese, the Europeans were **barbarians** (bah•BEHR•ee•uhnz), or uncivilized people.

At first, local officials refused to trade with the Portuguese. The Chinese hoped the foreigners would give up and go home. By 1600, however, the Portuguese had built a trading post at the port of Macao (muh•KAU) in southern China. Portuguese ships carried

DETERMINING MEANING

Why might the Chinese have believed Europeans were **barbarians**?

goods between China and Japan. Trade between Europe and China, however, remained limited. China was unified under a powerful central government and too strong militarily for European powers either to conquer or pressure into accepting more trade and contact.

Despite limited contact, European ideas did reach China. Christian missionaries made the voyage to China on European merchant ships. Many of these missionaries were Jesuits, a group of Roman Catholic priests. The Jesuits were highly educated and hoped to establish Christian schools in China. Their knowledge of science impressed Chinese officials. However, the Jesuits did not convince many Chinese to accept Christianity.

THE FALL OF THE MING

After a long period of growth, the Ming dynasty began to weaken. Dishonest officials took over the country. They placed heavy taxes on farmers. The farmers objected to the taxes and began to revolt.

As law and order collapsed, a people from the north, the Manchus, prepared to invade a weakened China. Like the Chinese, the Manchus had been conquered by the Mongols. They had retreated to an area northeast of China's Great Wall, known today as Manchuria. The Manchus defeated the Chinese armies and captured Beijing. In 1644, they set up a new dynasty called the Qing (CHEENG) dynasty.

CITIZENSHIP

CIVIC PARTICIPATION

In the United States, civic participation focuses on individuals and their distinct desires to help solve community problems. However, in Ming China, people emphasized Confucian teachings that placed the good of society above a person's individual desires. Each person—farmer, scholar-bureaucrat, artisan, and merchant—was required to serve the public good. Political, social, and financial matters, such as collecting taxes and building canals, were most important because they affected the future of the society.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING ISSUES** Why did Chinese officials oppose voyages such as Zheng He's?
2. **IDENTIFYING CAUSES** Why did the Portuguese want to be in China?

LESSON 4 REVIEW AND ACTIVITIES

Time and Place

1. **IDENTIFYING EFFECTS** How did the Ming dynasty change China?

Building History-Social Science Analysis Skills

2. **DESCRIBING** Describe the Imperial City and the Forbidden City.
3. **EXPLAINING IDEAS** How did the Ming dynasty represent a revival of Chinese culture?
4. **EXPLAINING EFFECTS** What effect did the arrival of the Jesuits have on the Chinese?

Writing About History

5. **ARGUMENTATIVE WRITING** You are Zheng He, and government officials have threatened to stop supporting your voyages. Write a letter to persuade officials to let you continue traveling. Give at least three reasons why you should be allowed to continue.

Collaborating

6. **PRESENTING** You and your classmates are advisers to the Qing dynasty, which came to power in 1644. Reflect on the successes and failures of the Ming dynasty. Work with a small group to make a presentation to the Qing emperor advising him on what to do and what to avoid doing in order to be a successful emperor.



Include this lesson's information in your Foldable®.

Romance of the Three Kingdoms

by Luo Guanzhong

PURPOSE: To explore the heroic events described in a historical novel about the end of the Han dynasty in China.

BACKGROUND INFORMATION The author, Luo Guanzhong, was born sometime in the 1200s or 1300s in China. He lived during the time of the Yuan or Ming dynasty. Written c. 1300, Luo's novel, *Romance of the Three Kingdoms*, had a significant influence on Chinese literary culture. It has come to be regarded as one of the four great classical novels of Chinese literature.

The novel weaves history, legend, and myth together. It tells of the events towards the end of the Han dynasty, which resulted in the division of China into three competing states: Wei, Shu, and Wu. During the Three Kingdoms period of Chinese history, the emperor of each kingdom claimed to be the legitimate successor to the Han dynasty. While reading this story, think about which aspects of the story are most likely to be historical, legendary, or mythical.

Explore the Text

The Scene: Liu Bei meets a mysterious stranger, Zhang Fei, while reading a sign in the woods calling for warriors to challenge the Han dynasty.

The Characters: A narrator recounts the experiences of Liu Bei, Zhang Fei, and Guan Yu as they unite for a common purpose.

The Plot: A distant relative of the imperial family, Liu Bei, is orphaned after his father's death and lives a simple, poor life. At the age of 28, he finds a greater destiny after meeting a stranger, Zhang Fei. Liu Bei joins with him and embarks on a journey. They form a brotherhood with Guan Yu, and the three men perform heroic deeds in battle.

[Bronze figurine c. 202 B.C.E.–190 C.E.]



[In] the county of Zhuo . . . lived one man of high spirit. . . . His name was Liu Bei. His father Liu Hong had been a scholar and a virtuous official but died young. The widow and orphan were left alone, and Liu Bei as a lad won a reputation for filial piety.

At this time the family had sunk deep in poverty, and Liu Bei gained his living by selling straw sandals and weaving grass mats. The family home was in a village near the chief city of Zhuo. Near the house stood a huge mulberry tree . . . a soothsayer¹ had predicted that one day a man of distinction² would come forth from the family. . . .

Liu Bei was twenty-eight when the outbreak of the Yellow Scarves³ called for soldiers. The sight of the notice saddened him, and he sighed as he read it. Suddenly a rasping voice behind him cried, "Sir, why sigh if you do nothing to help your country?"

Turning quickly he saw standing there a man about his own height, with a bullet head like a leopard's, large eyes, a swallow pointed chin, and whiskers like a tiger's. He spoke in a loud bass voice and looked as irresistible⁴ as a dashing horse. At once Liu Bei saw he was no ordinary man and asked who he was.

"Zhang Fei is my name," replied the stranger. "I . . . like to become acquainted with worthy people. Your sighs as you read the notice drew me toward you."

Liu Bei replied, "I am of the Imperial Family, Liu Bei is my name. And I wish I could destroy these Yellow Scarves and restore peace to the land, but alas! I am helpless."

¹soothsayer: fortune teller

²distinction: honor

³Yellow Scarves: revolt against the Han dynasty

⁴irresistible: too attractive to be resisted

Mulberry tree

DETERMINING MEANING

Use context clues to explain the meaning of "filial piety."

DETERMINING MEANING

What does the use of the word *worthy* suggest about Liu Bei?





Zhang Fei is shown in a print created in the 1800s.

SUMMARIZING

What is the relationship between Liu Bei and Zhang Fei at this point in the story? Cite details to support your answer.

⁵ *threshold*: doorstep

⁶ *smite*: strike with a firm blow

⁷ *drove*: herd of animals

“I have the means,” said Zhang Fei. “Suppose you and I raised some troops and tried what we could do.”

This was happy news for Liu Bei, and the two betook themselves to the village inn to talk over the project. [Then] . . . a huge, tall fellow appeared pushing a hand-cart along the road. At the threshold⁵ he halted and entered the inn to rest awhile. . . .

“I am Guan Yu,” replied he. “I . . . have come to join the army here.” Then Liu Bei told Guan Yu his own intentions, and all three went away to Zhang Fei’s farm where they could talk over the grand project.

Said Zhang Fei, “. . . Tomorrow we will . . . solemnly declare our intention before Heaven and Earth, and we three will swear

brotherhood and unity of aims and sentiments: Thus will we enter upon our great task.”

Both Liu Bei and Guan Yu gladly agreed. All three being of one mind, next day they prepared . . . [and beneath] the smoke of the incense burning on the altar, they bowed their heads and recited this oath: “We three—Liu Bei, Guan Yu, and Zhang Fei—though of different families, swear brotherhood, and promise mutual help to one end. We will rescue each other in difficulty; we will aid each other in danger. We swear to serve the state and save the people. We ask not the same day of birth, but we seek to die together. May Heaven, the all-ruling, and Earth, the all-producing, read our hearts. If we turn aside from righteousness or forget kindness, may Heaven and Human smite⁶ us! . . .”

The next day weapons were mustered. But there were no horses to ride. This was a real grief. But soon they were cheered by the arrival of two horse dealers with a drove⁷ of horses. “Thus does Heaven help us!” said Liu Bei.

Then blacksmiths were summoned to forge⁸ weapons. For Liu Bei they made a pair of ancient swords; for Guan Yu they fashioned a long-handled, curve blade called Green-Dragon Saber, which weighed a full one hundred pounds; and for Zhang Fei they created a ten-foot spear called Serpent Halberd. Each too had a helmet and full armor. . . . Before many days it was announced that the rebellion had actually broken out, and a Yellow Scarves chieftain, Cheng Yuanzhi, had invaded the region with a body of fifty thousand rebels. [Imperial Protector] Liu Yan bade⁹ Zhou Jing and the three brothers to go out to oppose them with the five hundred troops. . . .



These bronze cavalry statues are from the Han Dynasty, c. 206 B.C.E.–220 C.E.

When the two armies had been drawn up opposite each other, Liu Bei rode to the front, Guan Yu to his left, Zhang Fei to his right. . . . Cheng Yuanzhi, full of rage, sent out one general, Deng Mao, to begin the battle. At once rode forward Zhang Fei, his serpent halberd poised to strike. One thrust and Deng Mao rolled off his horse, pierced through the heart. At this Cheng Yuanzhi himself whipped up his steed¹⁰ and rode forth with sword raised ready to slay Zhang Fei. But Guan Yu swung up his ponderous green-dragon saber and rode at Cheng Yuanzhi. At the sight, fear seized upon Cheng Yuanzhi, and before he could defend himself, the great saber fell. . . .

⁸ *forge*: create

⁹ *bade*: ordered

¹⁰ *steed*: horse

Text-Based Discussion

- 1. CITING TEXT EVIDENCE** What can you infer about the intentions of Liu Bei, Zhang Fei, and Guan Yu? Cite details to support your answer.
- 2. DETERMINING THEME** Summarize the theme of this story. Cite details to support your answer.
- 3. ANALYZING LITERATURE** How does the author show that the promise of brotherhood made among the three main characters was kept throughout the story?
- 4. ANALYZING STRUCTURE** How does the description of Liu Bei at the beginning of this story contribute to the story's structure and meaning?

Do Large-Scale Government Projects Help an Economy Grow?

Certain types of projects—the construction of bridges and roads, the development of programs to explore outer space, the cleanup of natural disasters—are rarely completed without government involvement because of their size, cost, or importance to the public. As you read, think about some of the world’s major projects such as the Hoover Dam, built during the Great Depression in the United States, or the Grand Canal, built during the Sui Dynasty in China. What impact did these projects have at the time they were completed? What impact do they continue to have today? Could they have been completed without the involvement of governments?

VOCABULARY

ventilated: exposed to a current of fresh air

firetraps: buildings lacking provisions for escape in case of fire

antiquated: outdated

innovation: modernization

allocation: distribution

“It was not so long ago that no one used to protest against the dumping of sewage and garbage into our rivers and harbors. No one used to protest that our schoolhouses were badly **ventilated** and badly lighted. No one used to protest because there were no playgrounds for children in crowded tenement areas. No one used to protest against **firetraps** and factory smoke.

In those days Government was not interested in helping to provide bathing beaches, swimming pools and recreational areas. . . .

There are a few among us, luckily only a few, who still, consciously or unconsciously, live in a state of constant protest against the daily processes of meeting modern needs. Most of us, I am glad to say, are willing to recognize change and to give it reasonable and constant help.

Government itself, whether it be that of a city or that of a sovereign State or that of the union of States, must, if it is to survive, recognize change and give to new needs reasonable and constant help. Government itself cannot close its eyes to the pollution of waters, to the erosion of soil, to the slashing of forests, any more than it can close its eyes to the need for slum clearance and schools and bridges. Government itself is, of necessity, more complex because all life is more complex. People require and people are demanding up-to-date government in place of **antiquated** government, just as they are requiring and demanding Triborough Bridges [system of bridges in New York City] in the place of ancient ferries.”

—Franklin Delano Roosevelt, *Address at the Dedication of the Triborough Bridge, New York City, 1936*

DETERMINING CENTRAL IDEAS

What is the central idea of this excerpt?

THE WEALTH OF CHINA

Visitors to imperial China marveled at its sophistication and wealth. Its markets were full of goods being bought and sold. New innovations changed the quality of its goods and created new ways of doing everyday activities. What can we learn about China from the words of these visitors? What proof do their writings offer of the splendor of imperial China?

VOCABULARY

Cathay: China
realm: kingdom
incalculable: too many to count
grandees: nobles
imbeciles: fools
wares: goods
rarity: not easily found
flax: type of cloth
hemp: type of cloth

SECONDARY SOURCE: BOOK

HISTORY OF THE TARTARS

Het'um the Armenian, 1307

Het'um the Armenian was instructed by the pope of the Catholic Church to write a history of the lands to the east of Europe. His work is contained in four books, which he completed in 1307. In the first book, Het'um describes these countries' geography, exports, religions, and militaries. He began his first book by describing the fourteen countries from Asia Minor and the Caucasus to parts of the Far East. China was known as Cathay at this time.

“The kingdom of **Cathay** is considered the richest and most noble **realm** in the world. Full of people and **incalculable** splendor, it is located by the shore of the Ocean sea. There are so many islands in the sea bordering it that no one knows their number, since no one has visited all of them. Yet as far as the foot of man has travelled thereabouts, countless luxuries, treasures, and wealth have been observed. Olive oil is an item which fetches a great price there and is much esteemed [valued], and kings and **grandees** have kept it with great care as a major medicine.

There are numerous strange animals in the kingdom of Cathay, which I shall not mention.

People there are creative and quite clever; and thus they have little regard for the accomplishments of other people in all the arts and sciences. They claim that they themselves are the only ones to see with two eyes, while the Latins see with but one eye, and all other peoples are blind. And their word is confirmed by the fact that, generally, they regard other people as **imbeciles**. For such a quantity of varied and marvellous **wares** with indescribably [extremely] delicate workmanship is brought from that kingdom, that no one is capable of matching such goods in the scales.”

ANALYZE THE TEXT

1. **ANALYZING POINT OF VIEW** What does Het'um think of the goods made by the Chinese?
2. **CITING TEXT EVIDENCE** According to Het'um, what do the Chinese use olive oil for?

PRIMARY SOURCE: TRAVEL ACCOUNT

THE TRAVELS OF MARCO POLO

Marco Polo

Marco Polo, a merchant from Venice, traveled to Asia in 1271. He spent 24 years traveling around Asia. He spent 17 of those years living in China, including Cathay. Polo was about 20 years old when he reached Cathay. He felt so comfortable there that he considered it his adopted home. A few years after his return from China in 1295, he wrote an account of his travels. In one of the chapters, he described the wealth of the Chinese capital.

“To this city also are brought articles of greater cost and **rarity**, and in greater abundance of all kinds, than to any other city in the world. For people of every description, and from every region, bring things (including all the costly wares of India, as well as the fine and precious goods of Cathay itself with its provinces), some for the sovereign [supreme ruler], some for the court, some for the city which is so great, some for the crowds of Barons and Knights, some for the great hosts of the Emperor which are

quartered round about; and thus between court and city the quantity brought in is endless.

As a sample, I tell you, no day in the year passes that there do not enter the city 1000 cart-loads of silk alone, from which are made quantities of cloth of silk and gold, and of other goods. And this is not to be wondered at; for in all the countries round about there is no **flax**, so that everything has to be made of silk. It is true, indeed, that in some parts of the country there is cotton and **hemp**, but not sufficient for their wants. This, however, is not of much consequence, because silk is so abundant and cheap, and is a more valuable substance than either flax or cotton.”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** According to Polo's account, why is the shortage of cotton and hemp not a problem?
2. **ANALYZING STRUCTURE** Why does Polo include the second paragraph of this excerpt?



MULTIPLE PERSPECTIVES

1. Compare and contrast these two descriptions of China. What do these accounts have in common? How do they differ?
2. Het'um's *History of the Tartars* is a secondary source, while *The Travels of Marco Polo* is a primary source. What are the advantages and disadvantages of each type of source in writing about China's wealth?

CHAPTER 4 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **SUMMARIZING** Which dynasty in this chapter do you think had the greatest accomplishments? Choose a dynasty and list its achievements as well as the reasons those achievements are important. Then debate the issue with a fellow classmate who chose a different civilization.

Understanding Time

2. **SEQUENCING** Review the chapter and identify at least 10 important events that took place during imperial China. Vary the types of events, including military as well as cultural and civic developments. Then create a time line that shows the sequence of the events or developments and explains their importance. Use presentation software or art supplies to create a time line that includes images and text. Present your work to the class.

Building Citizenship

3. **CIVIC AND POLITICAL INSTITUTIONS** In imperial China, officials were required to pass examinations to work for the government. Their examinations were based on the writings of Confucius. If government officials in the United States had to take similar examinations today, which subjects do you think should be tested? Write a paragraph explaining your opinion.

Geographic Reasoning

Use the map to answer the following questions.

4. **A. EXPLORING PLACE** What feature runs along the northern border of all three dynasties? Why might that have been?
- B. PATTERNS AND MOVEMENT** The Song dynasty moved their capital from Changan to Hangzhou. What were the advantages of moving to Hangzhou?
- C. HUMAN POPULATION** Were building the Great Wall and moving the Song capital effective measures to keep China safe and intact?



CHAPTER 4 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Use each of the following words in its own sentence.
- Neo-Confucianism
 - porcelain
 - calligraphy
 - steppe
 - terror
 - census
 - novel
 - barbarian
 - civil
 - method

Short Answer

- DESCRIBING** What are some ways that Sui and Tang rulers rebuilt China?
- EXPLAINING CAUSES** Why did Buddhism eventually lose favor with Tang rulers?
- SUMMARIZING** Which philosophy had the official support of the Tang and Song dynasties? Why?
- IDENTIFYING CAUSES** What factors helped the economy of Tang China flourish?
- DESCRIBING** Which forms of literature and art were especially popular during the Tang and Song dynasties?
- EXPLAINING** What methods did Genghis Khan and the Mongols use to create their empire?
- SUMMARIZING** How were the Mongols able to rule China successfully under Kublai Khan?
- DESCRIBING** Who were Hong Wu and Yong Le, and how did they impact China?
- CONTRASTING** How was the rule of Taizong different from the rule of Yangdi?
- IDENTIFYING CAUSES** Why did Buddhism become popular among the Chinese as the Han dynasty was in decline?
- INFERRING** What opinion do you think most Chinese had toward the scholar-officials of Tang and Song China? Explain.
- EXPLAINING EFFECTS** Which innovation of the Tang or Song dynasty do you believe has had the greatest impact on world history? Explain.
- EXPLAINING CAUSES** How did the changes to the Mongol system instituted by Genghis Khan make it easier for the Mongols to build their empire?
- EVALUATING EVIDENCE** Do you believe Kublai Khan was an effective ruler? Why or why not?
- ANALYZING ISSUES** What were the benefits of the Tang dynasty extending its borders west along the Silk Road? What were the costs?
- ANALYZING POINTS OF VIEW** How did the Chinese and Europeans view interactions with each other differently?
- DESCRIBING** What products did the Chinese make from steel?
- DESCRIBING** Traders from which European nation unsuccessfully attempted to establish trade relations with Ming China?
- INFERRING** What was the greatest accomplishment of the Sui dynasty? Explain.

Need Extra Help?

| If You've Missed Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---------------------------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Review Lesson | 1, 4 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 1 | 1 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 4 | 1 |

CHAPTER 4 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Ibn Battuta, a Muslim judge who traveled across Asia and Africa, describes the Chinese money system.

“Their transactions are carried on with paper: they do not buy or sell either with the dirhem or the dinar [units of money]; but should any one get any of these into his possession, he would melt them down into pieces. As to the paper, every piece of it is in extent about the measure of the palm of the hand, and is stamped with the King’s stamp. Five and twenty of such notes are terms a “shat”: which means the same thing as a dinar with us. But when these papers happen to be torn, or worn out by use, they are carried to their house, which is just like the mint with us, and new ones are given in place of them by the King . . . When any one goes to the market with a dinar or dirhem in his hand, no one will take it until it has been changed for these notes.”

—Ibn Battuta, *The Rihla* (1355)

- 21 DETERMINING MEANING** Read the phrase from the excerpt.

“Their transactions are carried on with paper: they do not buy or sell either with the dirhem or the dinar [units of money]; but should any one get any of these into his possession, he would melt them down into pieces.”

Which of the following words could replace the underlined words in the phrase?

- A. books, control
 - B. exchanges, view
 - C. trades, ownership
 - D. money, pocket
- 22 SUMMARIZING** Which statement best summarizes the central idea of the excerpt?
- A. The Chinese used paper money instead of metal coins.
 - B. The Chinese had large markets in their towns.
 - C. The Chinese were governed by a king instead of an emperor.
 - D. The Chinese did not like to use worn-out money.

Need Extra Help?

| | | | | | | |
|---------------------------|------|------|------|------|------|------|
| If You’ve Missed Question | 21 | 22 | 23 | 24 | 25 | 26 |
| Review Lesson | 2, 3 | 2, 3 | 2, 3 | 2, 3 | 2, 3 | 2, 3 |

- 23 CITING TEXT EVIDENCE** Which of the following phrases from the excerpt indicates that a dinar was made of metal?
- A. “no one will take it until it has been changed for these notes”
 - B. “which means the same thing as a dinar with us”
 - C. “which is just like the mint with us”
 - D. “he would melt them down into pieces”
- 24 INFERRING** Which of these inferences is supported by the text?
- A. The Chinese accepted the use of foreign money in their markets.
 - B. The Chinese government controlled the flow of paper money.
 - C. Ibn Battuta believed the Chinese were an advanced civilization.
 - D. The people of Ibn Battuta’s home country used paper money.
- 25 VERIFYING** How might you go about verifying the information in Ibn Battuta’s account about paper money?

Extended Response Essay

- 26 EXPLANATORY WRITING** You are studying for the civil service examination during the Tang dynasty. Write an essay explaining what the examination is and how it helps China. Also, tell why the examination is important to you and your family.