



INQUIRY JOURNAL

IMPACT
CALIFORNIA
SOCIAL STUDIES

WORLD

HISTORY & GEOGRAPHY

MEDIEVAL & EARLY MODERN TIMES



**Mc
Graw
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Education**

7

Imperial China

ESSENTIAL QUESTION

How do new ideas change the way people live?

Think about how this question might relate to the way people lived in Imperial China.



TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: How did Imperial Chinese leaders react to the scientific and cultural progress happening around the world?

DIRECTIONS: Now write down three additional questions that would help you explain how new ideas changed the way of life for the people of Imperial China.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:



ESSENTIAL QUESTION

How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:

- how traders and missionaries from other places change the way people think, worship, and live.
- how travel to faraway lands helps influence the way people live.

My Notes

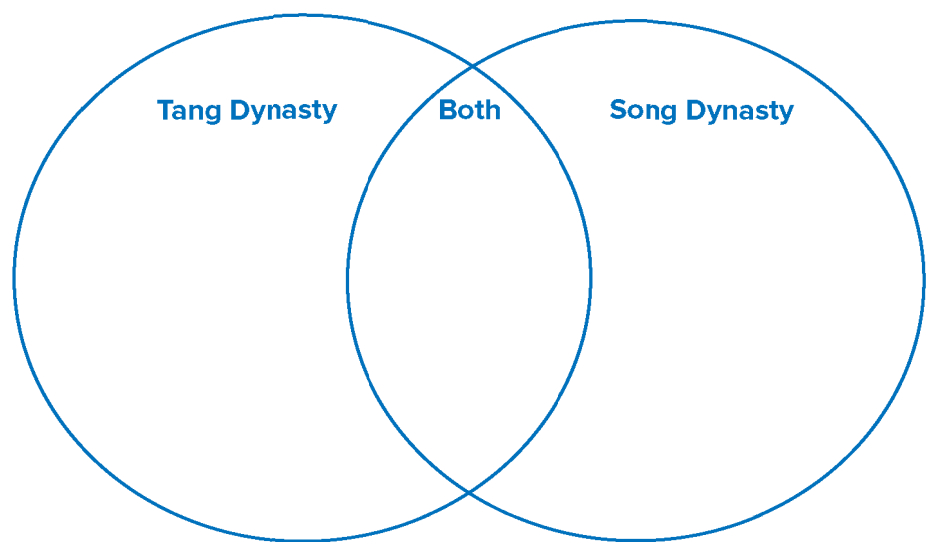
China Reunites

DIRECTIONS: Search for evidence in Chapter 6, Lesson 1 to help you answer the following questions.

- 1 IDENTIFYING CAUSE AND EFFECT** Use the cause-and-effect chart to list the factors that led to the major public works of the Sui dynasty, as well as the results of those projects.

| Cause | Effect |
|-------|--------|
| | |

- 2 CONTRASTING** How did the Tang dynasty and the Song dynasty differ?



- 3 ANALYZING** Confucianism and Buddhism both flourished during the Tang and Song dynasties. What evidence from the text helps explain the growth of these belief systems?

- 4 IDENTIFYING PERSPECTIVES** Was the return of the civil service exam good or bad? Complete the chart below using information from the text.

| Civil Service Exam Pro | Civil Service Exam Con |
|------------------------|------------------------|
| | |

ESSENTIAL QUESTION

*How do new ideas change
the way people live?*

Tang Dynasty Artifact

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: The artifact shown in this image comes from the Tang dynasty. It is made of silver and hammered with a decoration. Its intricate pattern and fine craftsmanship indicates that it was probably an expensive tool used by a successful tradesperson. Trade grew during the rule of the Tang dynasty. The emperors restored the Silk Road, which allowed people to travel to other lands and learn about the way of life in other countries.

PRIMARY SOURCE: ARTIFACT



1 GEOGRAPHY What does this artifact tell us about the natural resources available in China during the Tang dynasty?

2 HISTORICAL CONTEXT How might the tool in the image be used? What does that tell you about the culture from which it came?

3 HISTORICAL INFERENCE What can you infer about the person who designed the tool? How does that help you understand the culture?

4 DRAWING CONCLUSIONS What can you conclude about the tool from the fact that it is preserved in a museum?

ESSENTIAL QUESTION

How do new ideas change the way people live?



VOCABULARY

Dharma: the teaching of the Buddha
non-dual: oneness or not separated

A Buddhist Bible

DIRECTIONS: Read the passage and answer the accompanying questions.

EXPLORE THE CONTEXT: The translator of the book titled *A Buddhist Bible*, Dwight Goddard, learned about Buddhism when he was 67 years old. He traveled to Asia and collected many texts about the religion, including both primary and secondary sources. He was fascinated by Buddhism and helped bring a greater understanding of it to the United States and elsewhere by translating these works into English.

PRIMARY SOURCE: BOOK EXCERPT

“Under all circumstances you should free yourselves from attachment to objects; toward them your attitude should be neutral and indifferent. Let neither success nor failure, neither profit nor loss, worry you. Be ever calm and serene, modest and helpful, simple and dispassionate. The Dharma is non-dual as is the mind also. The Path is pure and above all ‘form.’ You are especially warned not to let the exercise for concentration of mind, fall into mere quiet thinking or into an effort to keep the mind in a blank state. The mind is by nature pure, there is nothing for us to crave or give up.”

— from *A Buddhist Bible*

1

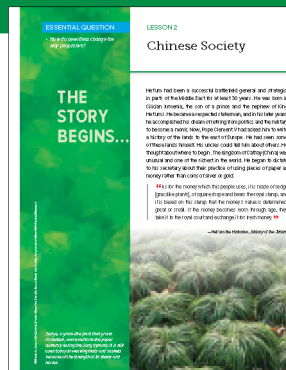
HISTORY

What type of document is this? How might it have been helpful to the people reading it?

2 EXPLAINING IDEAS What instructions does the passage offer as a way of life?

3 HISTORY What was happening in China during the rise of Buddhism that could have made its message especially important to the Chinese people?

4 ECONOMICS The text says that the reader should “free yourselves from attachment to objects.” What economic impact would this have for its followers?



ESSENTIAL QUESTION

How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:

- how farm improvements affected the way people lived.
- how artistic expression changed the way people live.

My Notes

Chinese Society

DIRECTIONS: Search for evidence in Chapter 5, Lesson 2 to help you answer the following questions.

- 1 ECONOMICS** Some of the goods produced by Chinese tradespeople were traded all over the world. What were the characteristics of silk and porcelain that made them so economically valuable?

- 2 EXPLAINING EFFECTS** Using the graphic organizer below, take notes on the effects of Chinese advancements. Use details from the book to complete the second column.

| Advancement | Effect of Advancement |
|--------------------|-----------------------|
| Irrigation Methods | |
| Coal and Steel | |
| Printing | |
| Gunpowder | |
| Ships | |

3 HISTORY The printing press brought an age of literature to China. What did Chinese poetry reveal about the interests of the culture?

4 ANALYZING How did the Chinese style of landscape painting reveal the spiritual beliefs of the artists?

ESSENTIAL QUESTION

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Paper Artifact

DIRECTIONS: Study the following image and answer the accompanying questions.

EXPLORE THE CONTEXT: The image shows a playing card from early China's history. It was printed on paper using a woodcut stamp.

PRIMARY SOURCE: ARTIFACT

1 HISTORY What type of artifact is this? What does the artifact suggest about the culture in which it was made?

2 DETERMINING CONTEXT What events in China's history help us understand this artifact?

3 ANALYZING SOURCES Look closely at the artifact. What details are important in helping us understand it?

4 CONNECT TO TODAY What do the printed materials we use today tell about our modern culture?

ESSENTIAL QUESTION

*How do new ideas change
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VOCABULARY

li: the Chinese mile; one *li* measures
1,640 feet

Xuanzang on Life in Magadha

DIRECTIONS: Study the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Xuanzang [SHEE-AN-ZANG] was born during the Tang dynasty and studied Confucius as a young man. He grew interested in Buddhism and took a 16-year journey to India, traveling along the Silk Road. He wrote about what he learned and the places he saw in his book *Records of the Western Regions of the Great Tang Dynasty*. In this excerpt, he describes Magadha [MAH-guh-dah], a kingdom in northern India where the Buddha spent many years and where he achieved enlightenment.

PRIMARY SOURCE: BOOK EXCERPT

“The country of Magadha is about 5000 *li* in circuit. The walled cities have but few inhabitants, but the towns are thickly populated. The soil is rich and fertile and the grain cultivation abundant. There is an unusual sort of rice grown here, the grains of which are large and scented and of an exquisite taste. It is specially remarkable for its shining colour. It is commonly called “the rice for the use of the great.” As the ground is low and damp, the inhabited towns are built on the high uplands. After the first month of summer and before the second month of autumn, the level country is flooded, and communication can be kept up by boats. The manners of the people are simple and honest. The temperature is pleasantly hot; they esteem very much the pursuit of learning and profoundly respect the religion of Buddha.”

— Xuanzang, *Records of the Western Regions of the Great Tang Dynasty*
(Book Six)

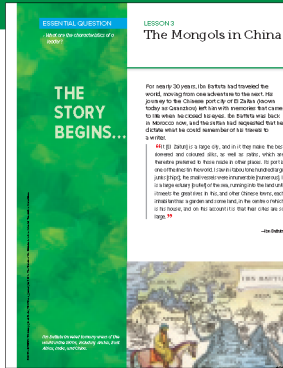
1 DETERMINING CONTEXT What information does Xuanzang record in his entry about Magadha?

2 ANALYZING POINTS OF VIEW How does Xuanzang approach the people and culture of Magadha? What is his point of view about them?

3 DRAWING CONCLUSIONS Read Xuanzang's description of the rice product of Magadha. What conclusions can you draw about the author and the culture he is from?

4 HISTORY Based on the description of Magadha, what can you tell about the city in addition to the details that Xuanzang includes? Use evidence from the passage to support your answer.

5 IDENTIFYING EFFECTS What effect do you think the details about Magadha would have on Xuanzang's readers after his return to China?



ESSENTIAL QUESTION

How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:

- how the Mongol people affected the culture of China.
- how the strong Mongol leaders brought new ideas to Asia.
- how trade with faraway lands brought new ideas to China.

My Notes

The Mongols in China

DIRECTIONS: Search for evidence in Chapter 5, Lesson 3 to help you answer the following questions.

- 1 SEQUENCING** Use the text and the time line organizer below to record how the Mongol Empire grew and changed between 1200 and 1300.

1206:

1227:

1258:

1260:

1279:

1294:

- 2 ANALYZING ISSUES** The Mongols damaged the land they conquered and destroyed many cities and towns. Yet they also brought stability. Analyze whether the Mongols were good or bad for China.

| Cause | Effect |
|-------|--------|
| | |

- 3 HISTORY** How did the journey of Marco Polo bridge the cultural differences between east and west?

ESSENTIAL QUESTION

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Artifact From The Yuan Dynasty

DIRECTIONS: Study the following image and answer the accompanying questions.

EXPLORE THE CONTEXT: The Mongols ruled a vast empire of the Yuan dynasty. During that time, China reached the height of its wealth and power. The artifact in the image represents one of the ways that Chinese people helped feed themselves and their loved ones.

PRIMARY SOURCE: LETTER



1 **GEOGRAPHY** What can you tell about the geography of the area where the artifact was made?

2 **ECONOMICS** What does the artifact tell you about the economy of the Yuan period?

3 **CIVICS** What was happening in China at the time this artifact was created?

4 **CONNECT TO TODAY** Have you seen a tool similar to the one in this picture? How is it used today?

ESSENTIAL QUESTION

*How do new ideas change
the way people live?*



VOCABULARY

inauguration: the act of placing someone in an official job

nominally: in name only

Tartars: nomadic people of northeastern Mongolia

pastoral: related to grazing sheep or cattle

grandeur: greatness

confined: limited

toil: hard work

roam: wander, travel

Genghis Khan

DIRECTIONS: Study the following passage and answer the accompanying questions.

EXPLORE THE CONTEXT: In the early 1800s, Jacob Abbot wrote a history of Genghis Khan. Abbot is known as an American children's book writer. His history is part of the *Makers of History* series.

SECONDARY SOURCE: BOOK EXCERPT

“After the ceremonies of the inauguration were concluded, Genghis Khan returned, with the officers of his court and his immediate followers, to Karakorom. This town, though nominally the capital of the empire, was, after all, quite an insignificant place. . . .

The Monguls and Tartars led almost exclusively a wandering and pastoral life, and all their ideas of wealth and grandeur were associated with great flocks and herds of cattle, and handsome tents, and long trains of wagons loaded with stores of clothing, arms, and other movables, and vast encampments in the neighborhood of rich and extended pasture-grounds. Those who lived permanently in fixed houses they looked down upon as an inferior class, confined to one spot by their poverty or their toil, while they themselves could roam at liberty with their flocks.

— from *Genghis Khan*, *Makers of History*

1 ASSESSING CREDIBILITY Who wrote the passage? What was his occupation and background? How does this information help you understand the document?

2 COMPARING What comparison(s) did the author make regarding the way of life of the Mongols?

3 DRAWING CONCLUSIONS What can you conclude about the author's view of the Mongols ruled by Genghis Khan?

4 DESCRIBING What details are important in understanding the Mongol culture?



The Ming Dynasty

DIRECTIONS: Search for evidence in Chapter 5, Lesson 4 to help you answer the following question.

ESSENTIAL QUESTION

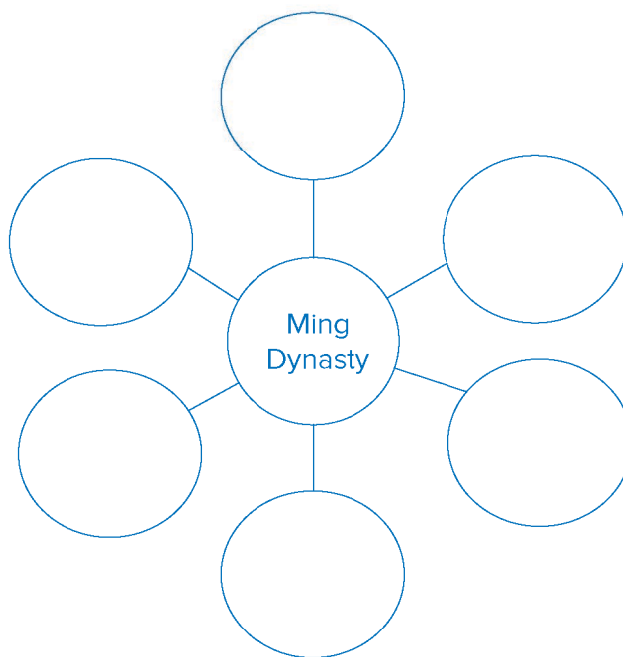
How do new ideas change the way people live?

As you gather evidence to answer the Essential Question, think about:

- how weak leaders and corruption ended Mongol rule.
- how the Ming dynasty restored peace and security.
- the impact of exploration on the ideas that entered China.

My Notes

- 1 ANALYZING** Use the web below to take notes as you read the chapter about the Ming dynasty. Record the ways that the Ming emperors changed how people lived.



- 2 SUMMARIZING** Summarize the details from your textbook to explain how the Ming gradually opened up China to Europeans and outside cultures.

- 3 RELATING EVENTS** Use the 5Ws map below to integrate the information in the chapter about Zhen He and his travels.

| | |
|--|--|
| Who was Zheng He? | |
| What did he do on his travels? | |
| When did he travel? | |
| Where did he go? | |
| Why did Chinese officials object to the travels? | |
| How did Zheng He travel? | |

ESSENTIAL QUESTION

*How do new ideas change
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VOCABULARY

Revenue: income, usually taxes

secured: acquired

falsification: misrepresentation, deception

The Ming Census

DIRECTIONS: Study the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: The Ming dynasty conducted a census of its subjects in order to help the government collect taxes. The Chinese historian Ping-ti Ho studied that process and the information collected. This passage translates instructions from the Ming Census.

PRIMARY SOURCE: BOOK EXCERPT

“The officials of the Board of Revenue will take notice that although the country is now at peace the government has not yet secured accurate information about the population . . . The number of persons of each household must all be written down without falsification. Since my powerful troops are no longer going out on campaigns, they are to be sent to every county, in order to make a household-to-household check of the returns. If it is discovered in the course of checking that some local officials have falsified the returns, those officials are to be decapitated. Any common people who hide from the census will be punished according to the law and will be drafted into the army.”

— Ping-ti Ho, *Studies on the Population of China, 1368–1953*

- 1 ANALYZING SOURCES** What type of document is this? How does that help you understand the passage?

2 EXPLAINING What instructions does the emperor give in this passage?

3 CIVICS What aspects of civil society during the Ming dynasty are evident in this passage?

4 DETERMINING CONTEXT What important events were happening at the time this document was created? How does that help us understand the purpose of the document?

ESSENTIAL QUESTION

*How do new ideas change
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Zheng He's Junks

DIRECTIONS: Study the following image and answer the accompanying questions.

EXPLORE THE CONTEXT: Zheng He's explorations used about 300 ships and collected many goods, including animals, foods, and drinks foreign to China. These goods were collected on junks, or ships, such as this one and carried back to China.

PRIMARY SOURCE: ARTIFACT



1 HISTORY Based on its appearance, how do you think this structure was used? Why was it preserved?

2 ECONOMICS What can you tell about the economy of the Ming dynasty from the source?

3 DETERMINING CONTEXT What do you know about the end of Zheng He's expedition that helps you understand this source?

4 INFERRING What inference can you make about the person or people who built this ship?

ESSENTIAL QUESTION

*How do new ideas change
the way people live?*

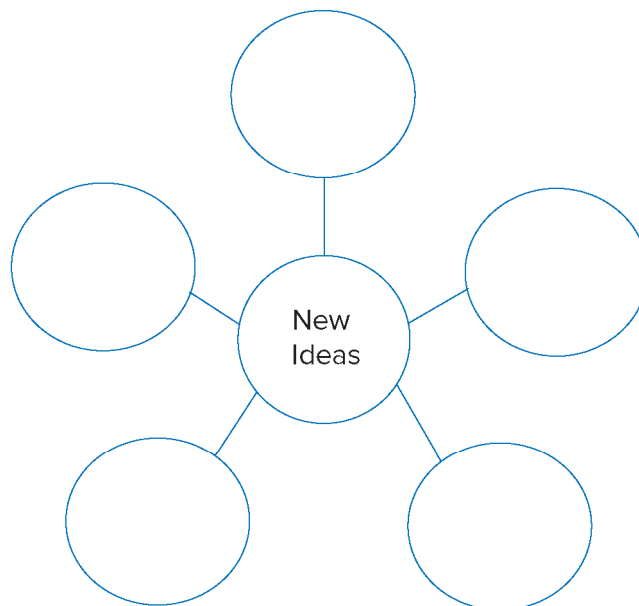
1 Think About It

Review the supporting questions you developed at the opening of the chapter. Review the evidence you found in Chapter 5. Were you able to answer each of your Supporting Questions?

If you didn't find enough evidence to answer your Supporting Questions, what do you think you need to consider?

2 Organize Your Evidence

Use a web like the one below to organize the evidence you will use to support your Position Statement.



3 Talk About It

Discuss the evidence you have gathered with a small group or partner. Check your group's understanding of how ideas change the way people live, and answer any questions members may have. Consider any additional advice or input they may have.

4 Connect to the Essential Question

On a separate piece of paper, choose one invention or idea that emerged from early Chinese culture. Write a magazine article about how that invention or idea influenced the way people lived. Your article should give one example of how the ESSENTIAL QUESTION might be answered: *How do new ideas change the way people live?*

CITIZENSHIP TAKE ACTION



MAKE CONNECTIONS At several points throughout Chinese history, emperors recruited workers to government jobs through a civil service exam. Young men (women were excluded from these jobs) would study for many years for the exam. They would memorize the works of Confucius and work closely with tutors to prepare for the test, which was designed to be very difficult. Just one out of five students passed it. Those who did pass were on a path to a comfortable and prestigious career helping to run the government. Those who failed might be able to take work as a clerk or in a small office.

DIRECTIONS: Suppose that government jobs in the United States were the most prestigious jobs available. Consider what kind of test might be used to decide whether a person should be offered a government job. Work with a group of classmates to create an outline and four sample questions for an American civil service test that could be used today. Use what you know about the ideas that change the way people live to help you decide on the topics for the test. Would you test on math? History? Geography? Reading interpretation? Writing ability? Ethics? Combine the questions from every student in your class into a single test. Then, as a class, take the test, and decide whether it would result in the strongest civil servants.
