



Core Knowledge®

HISTORY AND GEOGRAPHY

# Dynasties of China



Wu Zhao

## Teacher Guide



Emperor Taizong



Mongol invasion and rule



Shihuangdi's terracotta army



# Dynasties of China

Teacher Guide



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# Dynasties of China

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# **Dynasties of China**

## **Teacher Guide**

*Core Knowledge Sequence* History and Geography 4

# Introduction

## ABOUT THIS UNIT

### The Big Idea

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For nearly two thousand years, China had an advanced civilization ruled by a succession of dynasties.

Dynastic rule in China began in the year 221 BCE with the rise of Shihuangdi, the founder of the Qin dynasty and the first emperor of China. Shihuangdi's brutal, yet productive, rule set the stage for future Chinese dynasties, including the Han, Tang, Song, Yuan, and eventually Ming and Qing. Through the centuries, China developed not only a distinct culture but numerous inventions that continue to influence the world today. The influence of the Chinese dynasties began to wane during the 1800s with increased pressure from the West. China officially became a republic in 1912, when its last emperor stepped down from the throne.

# What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Grade 2

- China, including Yellow (Huang He) and Yangzi (Chang) Rivers, teachings of Confucius, Great Wall of China, invention of paper, importance of silk, Chinese New Year

# What Students Need to Learn

- Qin dynasty: Shihuangdi, first emperor, begins construction of the Great Wall
- Han dynasty: the trade in silk and spices, the Silk Road, the invention of paper
- Tang and Song dynasties: highly developed civilizations; extensive trade; important inventions, including compass, gunpowder, paper money
- Mongol invasions and rule: Chinggis (also spelled Genghis) Khan and the “Golden Horde”; Kublai (also spelled Khubilai) Khan and his capital at Beijing; and Marco Polo
- Ming dynasty: the Forbidden City and the explorations of Zheng He
- Become familiar with examples of Chinese art:
  - Silk scrolls
  - Calligraphy (the art of brush writing and painting)
  - Porcelain

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 221 BCE to 1912 CE.

221–210 BCE	Shihuangdi, the first emperor of the Qin dynasty, was buried with thousands of terracotta soldiers for protection in the afterlife.
221–210 BCE	Shihuangdi wanted to build the Great Wall of China to keep out invaders.
202 BCE	Liu Bang was the first emperor of the Han dynasty.
202 BCE–220 CE	Both the invention of paper and the start of the Silk Road happened during the Han dynasty.
618–907	During the Tang dynasty, gunpowder, paper money, and the first book printed with a woodblock were created.
626–649	Emperor Taizong was one of the co-founders of the Tang dynasty.
690–705	Wu Zhao became the only woman to ever rule China as an emperor.
1100–1126	Emperor Hui Zong of the Song dynasty was a great lover of art.
1211	The Mongol leader Chinggis Khan attacked and destroyed cities in northern China.
1260–1294	Kublai Khan built a city on the site of what is now Beijing.
1271–1295	Marco Polo traveled throughout Asia.
1368	Zhu Yuanzhang defeated the Mongols and began the Ming dynasty.
1402–1424	Ming emperor, Zhu Di, built the Forbidden City.
1644–1912	Qianlong was the fourth emperor of the Qing dynasty, which lasted from 1644–1912.
1839–1842; 1856–1860	The British sent warships to force the Chinese to buy opium and other goods.

## AT A GLANCE

The most important ideas in Unit 6 are:

- The name *Shihuangdi* means First Supreme Emperor. Shihuangdi founded the Qin dynasty.
- The Silk Road was an important trade route for the Chinese that began in the Han dynasty.
- The Tang and Song dynasties are considered a golden age because of the level of political, cultural, and social development.
- The Mongol invasion of China led to the establishment of the Yuan dynasty by Kublai Khan.
- After supporting seven voyages of Zheng He, the Ming emperors reversed themselves and banned all Chinese overseas maritime trade, while continuing land-based trade.
- The Ming established their capital at Beijing and built the Forbidden City as the palace of the emperor.
- Chinese art has ancient roots.
- Chinese art, particularly landscape painting, reflects a belief in humanity's need to exist in harmony with nature.
- The element of line is crucial in both calligraphy and landscape painting.
- Chinese potters began to excel in porcelain some eight centuries before Europeans began to produce porcelain figures.

## WHAT TEACHERS NEED TO KNOW

### Background

The earliest known dynasty in China, the Shang, developed along the Huang He (Yellow) River in the northeast and then spread outward, eventually reaching the area of the Yangzi (Chang) River. The Shang ruled from around 1766 BCE to around 1027 BCE.

The Shang were probably organized into individual city-states ruled by a king. Society was divided into classes—noble warriors, then merchants and artisans, and then peasant farmers. Most members of the Shang civilization were peasant farmers who lived in villages outside the city centers.

The next dynasty was that of the Zhou (/jhoh/) who ruled from 1027 BCE to 256 BCE. The Zhou developed the idea of the Mandate of Heaven to justify their overthrow of the Shang. According to this concept, the gods bestowed on a

ruler the divine right to rule. If the ruler violated this gift in some way, such as by engaging in corrupt practices, the gods would take away the Mandate of Heaven from this ruler and bestow it on another one.

While China prospered under the Zhou, the seeds of the Zhou's destruction were sown by the introduction of feudalism. In exchange for military support, the Zhou kings gave land to their supporters, who established local states and ruled them for their own benefit. In time, the local lords, known as warlords, became more powerful than the Zhou kings and fought one another for power and wealth. The era between 402 BCE and 201 BCE is known as the Warring States Period.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Dynasties of China":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## UNIT RESOURCES

### Student Component

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*Dynasties of China* Student Reader—ten chapters

### Teacher Components

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*Dynasties of China* Teacher Guide—ten chapters. This includes lessons aligned to each chapter of the *Dynasties of China* Student Reader with a daily Check for Understanding and Additional Activities, such as Virtual Field Trips and cross-curricular art activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 74.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through creating timeline illustrations.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*Dynasties of China* Timeline Image Cards—fifteen individual images depicting significant events and individuals related to the dynasties of China. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a

powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

**Optional:** Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapter 9 if classroom Internet access is not available. You can purchase the Grade 4 Art Resource Packet, available at:

[www.coreknowledge.org/store](http://www.coreknowledge.org/store)

## Timeline

Some preparation will be necessary prior to starting the *Dynasties of China* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **200s BCE**
- **600s CE**
- **1100s CE**
- **1200s CE**
- **1300s CE**
- **1400s CE**
- **1600s CE**
- **1800s CE**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	200s BCE	600s CE	1100s CE	1200s CE	1300s CE	1400s CE	1600s CE	1800s CE
	•• ••	•• •	•	• ••	•	•	•	•
Chapter	11 22	43 3	5	7 88	9	9	10	10

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

**Note:** The following dates include multiple cards: 200s BCE, 600s CE, and 1200s CE. Chapters 1, 2, 3, 8, 9, and 10 have multiple cards; and the Chapter 4 and 10 cards reflect time ranges but are positioned under dates representing the start of the dynasties.

Also, make sure students recognize that the Timeline covers a wide range of years—starting in 200s BCE and continuing to 1800s CE. Help students recognize that this interval represents about two thousand years.

200s BCE



Chapter 1

200s BCE



Chapter 1

200s BCE



Chapter 2

200s BCE



Chapter 2

600s CE



Chapter 3

600s CE



Chapter 3

600s CE



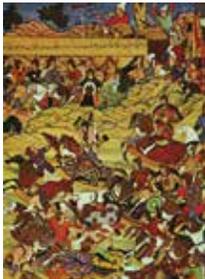
Chapter 4

1100s CE



Chapter 5

1200s CE



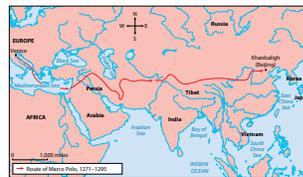
Chapter 7

1200s CE



Chapter 8

1200s CE



Chapter 8

1300s CE



Chapter 9

1400s CE



Chapter 9

1600s CE



Chapter 10

1800s CE



Chapter 10

## Understanding References to Time in the *Dynasties of China* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 4 states that during the Tang dynasty, China was the biggest and richest country in the entire world. In contrast, there are many references to specific dates in history. Here are just two of them:

In 221 BCE, Zheng declared himself emperor of all of China.

In 649 CE, Emperor Taizong died.

Because of this, it is important to explain to students that some sections deal with themes that were important throughout the entire era and with events that occurred over long periods of time. These sections tend to highlight time periods rather than specific dates. Also, explain that other sections deal with important people and particular events in specific moments in time. Therefore, these sections tend to contain specific dates for key events in history.

## Time to Talk About Time

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Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

## Pacing Guide

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The *Dynasties of China* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of thirteen days has been allocated to the *Dynasties of China* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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In each chapter, the teacher or a student volunteer will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk

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In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
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1	What were some of the things the first emperor did to unite China?
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2	Why might the Chinese have wanted to protect their silk industry?
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3	Why might it be said that Wu Zhao's rise to power was an extraordinary achievement?
4	What great advances happened during the Tang Dynasty?
5	How did Emperor Hui Zong fall from power?
6	What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?
7	What made the Mongols such fearsome warriors?
8	Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?
9	How did the Manchu gain control of China?
10	What brought about an end to two thousand years of rule by emperors in China?

## Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, generation
2	official, tribesmen, yak, oasis, hemp
3	foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, Buddha
4	calligraphy, woodblock printing, alchemist, charcoal, nitrate, saltpeter
5	prophecy, peddler, academy, canvas, panoramic, siege machine, virtue
6	ton, vendor, wares, horoscope, porter, ritual, elite
7	plaque, locust
8	observatory, astronomer, heavenly bodies, postal system, tax, typhoon
9	kowtow, log book, queue
10	prosperity, porcelain, ingenious, republic

## Activity Pages

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### Activity Pages



AP 1.1  
AP 1.2  
AP 3.1  
AP 3.2  
AP 4.1  
AP 6.1  
AP 8.1  
AP 10.1

The following activity pages can be found in Teacher Resources, pages 83–91. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- World Map (AP 1.1)
- Qin and Han Dynasties (AP 1.2)
- Tang and Song Dynasties (AP 3.1)
- Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Calligraphy (AP 4.1)
- Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Yuan, Ming, and Qing Dynasties (AP 8.1)
- Domain Vocabulary: Chapters 7–10 (AP 10.1)

## Fiction Excerpt

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The following fiction excerpt can be found and downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

This excerpt may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

### Fiction Excerpts

- Chapter 2—“The Wonderful Chuang Brocade” (FE 1)

## Additional Activities and Website Links

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An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

## CROSS-CURRICULAR CONNECTIONS

Language Arts	Visual Arts	Mathematics
<b>Fiction</b> Stories <ul style="list-style-type: none"><li>• “The Wonderful Chuang Brocade” (a Chinese folktale)</li></ul>	<b>The Art of China</b> <ul style="list-style-type: none"><li>• Silk scrolls</li><li>• Calligraphy</li><li>• Porcelain</li></ul>	<b>Geometry</b> <ul style="list-style-type: none"><li>• Identify polygons</li></ul>

## BOOKS

Cotterell, Arthur. *DK Eyewitness Books: Ancient China*. Ed. Laura Buller. New York: DK Children, 2005.

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. New York: Cambridge University Press, 2010.

Fisher, Leonard Everett. *The Great Wall of China*. New York: Simon & Schuster, 1995.

Herbert, Janice. *Marco Polo for Kids: His Marvelous Journey to China, 21 Activities*. Chicago, IL: Chicago Review Press, 2001.

Jiang, Wei, and Chen an Jiang. *The Legend of Mu Lan: A Heroine of Ancient China*. Monterey, CA: Victory Press, 1992.

Lewin, Ted and Betsy. *Horse Song: The Naadam of Mongolia*. New York: Lee & Low Books, Inc., 2008.

McKay, Jr., Lawrence. *Caravan*. Illus. Daryl Ligasan. New York: Lee and Low Books, Inc., 1995.

Morley, Jacqueline. *You Wouldn't Want to Work on the Great Wall of China!: Defenses You'd Rather Not Build*. Illus. David Antram. Danbury, CT: Children's Press, 2006.

O'Connor, Jane. *Hidden Army: Clay Soldiers of Ancient China*. New York: Grosset & Dunlap, 2011.

Ting, Renee, ed. *Chinese History Stories Volume I: Stories from the Zhou Dynasty*. Treasures of China, translated by Qian Jifang. Walnut Creek, CA: Shen's Books, 2009.

Twist, Clint. *Marco Polo: History's Great Adventurer*. Historical Notebooks. United Kingdom: Templar Publishing, 2011.

# DYNASTIES OF CHINA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *Dynasties of China*

“The First Emperor” Core Lesson (TG & SR, Chapter 1)	“The Han Dynasty” Core Lesson and “Qin and Han Dynasties” (TG & SR, Chapter 2; AP 1.2)	“Terracotta Soldiers Virtual Field Trip” and “The Wonderful Chuang Brocade” (TG, Chapters 1 & 2, Additional Activities; FE 1)	“Wu Zhao” Core Lesson (TG & SR, Chapter 3; AP 3.1)	“The Tang Dynasty” Core Lesson (TG & SR, Chapter 4; AP 3.1)
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### CKLA

“Eureka”	“Eureka”	“Eureka”	“Geology”	“Geology”
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## Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *Dynasties of China*

“The Peddler’s Curse” Core Lesson and “Tang and Song Dynasties” (TG & SR, Chapter 5; AP 3.1)	“Town and Country” Core Lesson (TG & SR, Chapter 6; AP 3.1)	“The Mongol Invasions” Core Lesson (TG & SR, Chapter 7)	“Kublai Khan and Marco Polo” Core Lesson (TG & SR, Chapter 8; AP 8.1)	“The Forbidden City” Core Lesson and “Yuan, Ming, and Qing Dynasties” (TG & SR, Chapter 9; AP 8.1)
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### CKLA

“Geology”	“Geology”	“Geology”	“Geology”	“Geology”
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## Week 3

**Day 11**

**Day 12**

**Day 13**

### *Dynasties of China*

“The Art of China” (TG, Chapter 9, Additional Activity)	“The Last Dynasty” Core Lesson and “Yuan Ming, and Qing Dynasties” (TG & SR, Chapter 10; AP 8.1)	Unit Assessment
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### CKLA

“Geology”	“Geology”	“Geology”
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# DYNASTIES OF CHINA PACING GUIDE

\_\_\_\_\_’s Class

(A total of thirteen days has been allocated to the *Dynasties of China* unit in order to complete all Grade 4 history and geography units in the Core Knowledge curriculum.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Dynasties of China*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Dynasties of China*

--	--	--	--	--

## Week 3

Day 11

Day 12

Day 13

*Dynasties of China*

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## CHAPTER 1

# The First Emperor

**The Big Question:** What were some of the things the first emperor did to unite China?

### Primary Focus Objectives

- ✓ Identify Shihuangdi as the first emperor of China. (RI.4.1)
- ✓ Describe Shihuangdi's accomplishments as emperor and his methods of leadership. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *terracotta*, *emperor*, *jade*, *crossbow*, *tyrant*, *Ming dynasty*, *barbarian*, *immortality*, and *generation*. (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Qin Dynasty":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

### Core Vocabulary (Student Reader page numbers listed below)

**terracotta, n.** baked or hardened brownish-red clay (2)

*Example:* The emperor of China had an army made of terracotta.

**emperor, n.** the ruler of an empire (2)

*Example:* The emperor dressed in fine robes of silk to show his wealth and importance.

*Variation(s):* emperors

**jade, n.** a hard mineral, usually green, that can be made into jewelry or small figurines (2)

*Example:* The small figure of a horse was carved from jade.

**crossbow, n.** a type of weapon that shoots arrows when the trigger is released (4)

*Example:* The warrior shot an arrow from his crossbow while riding on horseback.

*Variation(s):* crossbows

**tyrant, n.** a leader who rules by cruel or unjust means (7)

*Example:* A mean and ruthless man, the tyrant ruled his country without mercy.

*Variation(s):* tyrants

**Ming dynasty, n.** a period of Chinese rule from the late 1300s to the mid-1600s (8)

*Example:* Leaders of the Ming dynasty wanted to unite China.

**barbarian, n.** a violent or uncivilized person (9)

*Example:* The Chinese thought their northern neighbors were barbarians, so they built a wall for protection.

*Variation(s):* barbarians

**immortality, n.** unending life (10)

*Example:* As he grew older, the emperor of China looked for magic potions or other secrets that would give him immortality.

**generation, n.** a period of time of about twenty-five years (11)

*Example:* In the generation after the invention of the Internet, computers became an important part of everyday life.

*Variation(s):* generations

## THE CORE LESSON 35 MIN

### Introduce the *Dynasties of China* Student Reader

5 MIN

Activity Page



AP 1.1

 Distribute copies of and display World Map (AP 1.1). Review with students the seven continents and the oceans. Call attention to the continent of Asia, and have students locate the country of China. Point to the Timeline indicators for this unit posted on the wall, and explain to students that this unit focuses on more than two thousand years of Chinese history, beginning in the year 221 BCE and ending in the early 1900s.

Distribute copies of the *Dynasties of China* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention images of emperors, inventions, and the Great Wall.

Explain to students that roughly two thousand years ago, the country of China was very different than it is today. Instead of being a united country with one ruler, it was actually made up of many different states. This all changed in the year 221 BCE. Read aloud the title of the chapter, “The First Emperor.” Explain that an emperor is a ruler of a large area known as an empire. Students in Core Knowledge schools may recall the word *emperor* from the *Ancient Rome* unit in Grade 3. Call attention to the Big Question, and encourage students to look for some of the ways the first emperor united China as they read the text.

## Guided Reading Supports for “The First Emperor”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The Emperor’s Clay Army” and “Guardians of the Tomb,” Pages 2–5

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the section “The Emperor’s Clay Army” on pages 2–4. Call attention to the Core Vocabulary terms *terracotta* and *crossbow*, and explain each word’s meaning as it is encountered.

**CORE VOCABULARY**—Call attention to the image of the terracotta soldiers on pages 2–3, and read the caption aloud. Explain the meaning of the Core Vocabulary terms *jade* and *emperor*.

Invite volunteers to read aloud the section “Guardians of the Tomb” on pages 4–5.

**SUPPORT**—Call attention to the images of the kneeling archer and the first emperor and read aloud the caption.

After volunteers read the text, ask the following questions:

**LITERAL**—What was the purpose of the terracotta soldiers?

- » The terracotta soldiers were made to protect the emperor and his tomb and possessions from robbers.

**LITERAL**—How did the emperor ensure that his tomb was kept secret?

- » He had the workers buried alive inside the tomb.



Each warrior had his own personality. Some seemed angry, while others appeared cheerful. The soldiers were armor made of clay. They carried real weapons—bows and arrows, swords, spears, and crossbows.

**Vocabulary**  
*ceremonial*, *n.* a page of poems that shares across time and trigger a release.

**Guardians of the Tomb**

The clay army stood in silent formation, guarding the tomb of the first emperor of China. Alert and ready for battle, they were to protect the emperor from evil spirits and robbers. If a robber did manage to break in, he might not escape in one piece—the clay army surrounded the tomb.

Over seven hundred thousand workers built the first emperor's tomb and created his army of clay. And it took them almost



The army created for the tomb of Shihuangdi, from 221–210 BCE.

**Page 4**

**INFERENTIAL**—What evidence is there in the text to suggest that the emperor's efforts to keep the location of his tomb and its contents secret were successful for thousands of years?

- » The terracotta soldiers and the tomb were not discovered until 1974. They had remained undiscovered for more than two thousand years.

**SUPPORT**—Point out the approximate dates during which China's first emperor ruled (found in the caption on page 4).

## “Uniting the Country” and “A Cruel Ruler,” Pages 5–7

**Scaffold understanding as follows:**

**Read aloud the first three paragraphs of the section “Uniting the Country” on page 5.**

**SUPPORT**—Call attention to the pronunciation keys for *Zheng*, *Qin*, and *Shihuangdi*. Encourage students to correctly pronounce the words.

**Invite volunteers to read aloud the remainder of the section.**

**SUPPORT**—Call attention to the image of the ancient coins on page 6, and read aloud the caption. Ask students to consider why the Chinese money had holes in the center. Students may suggest that the holes made it possible to string the coins together, making them easier to carry.

**CORE VOCABULARY**—Have students read independently the section “A Cruel Ruler” on page 7. Encourage students to look at the definition of the Core Vocabulary term *tyrant* before and after they read the section to understand its meaning.

**After students read the text, ask the following question:**

**LITERAL**—What changes—both good and bad—did Shihuangdi bring to China?

- » After winning wars with his neighbors as the king of Qin, Shihuangdi brought together China's regions by insisting on the use of a single language, a single currency, and a single system of weights and measures. He also built or modernized the country's canals and roads. On the other hand, his tyranny included cruel punishments for lawbreakers and those who disagreed with his ideas. He also burned books of history, philosophy, and literature so that people would not be able to compare what life was like before his rule.

forty years to do it. The emperor did not want anyone to know about the tomb and its contents. So after he died, many workers in the underground tomb found that they could not get out. Walls and doors sealed them inside the tomb forever. They were buried alive to keep the emperor's secret.

**Uniting the Country**

The first emperor frightened everyone. Named Zheng (Zung) at birth, the emperor came from the northwest Chinese state of Qin (shin).

When Zheng was a young boy, China was not a single unified country as it is today. Instead, many separate states existed, and they fought one another. Zheng became king of the state of Qin when he was thirteen—probably not too much older than you are now. To keep his power, he had to fight wars with his neighbors. After ruling as king for twenty-five years, he defeated all the other states.

In 221 BCE Zheng declared himself emperor of all of China and took the name Shihuangdi (shuh "huwng" shoo), meaning First Supreme Emperor. Shihuangdi established the Qin dynasty, named after his home state.

Shihuangdi had to be very tough to hold the new country together. His old enemies still hated him, so he commanded that all the weapons in the empire be brought to the capital city. He melted the weapons down and turned them into harmless bells that he placed inside his palace.

**Page 5**

Shihuangdi struggled to unite the many different states into one nation. Each of the old states had its own particular kind of writing, calendar, and system of weights and measures. This caused great confusion. How could you understand a written command from the emperor if you did not use the same kind of writing as he did? Even the money was different all over China. Some places used coins in the shape of leaves, while others used coins shaped like shovels or fish or small scallop shells. Which one was the most valuable? And if you and your neighbors measured out grain differently, who decided which was the right amount?

Shihuangdi decided to remove these differences. He insisted that all people use the same written language so that everyone in the empire could understand each other. Shihuangdi declared that all coins must be round with a square hole in the middle.



Coins used before Emperor Shihuangdi made.

**Page 6**

This was done so that coins could be strung together. The emperor established one calendar and one single system of weighing and measuring goods that everyone had to follow.

Shihuangdi wanted to travel easily throughout his empire, so he ordered the building of canals to connect the great waterways of China. He also commanded that roads be built—four thousand miles of them! Trees lining the roads provided shade for travelers.

**A Cruel Ruler**

Such improvements made life easier for the Chinese people. But the emperor could also be very cruel. He hated crime, and people who broke his laws were punished in horrible ways.

Shihuangdi hated any ideas that were different from his own, and he hated it when scholars looked back on the past and said life was better back then. He had every book of history, philosophy, and literature in all of China collected and burned. He commanded that four hundred monks be killed because they made a promise to him that they could not keep. Even the emperor's own son was upset, and he told his father it was wrong to be so cruel. But you shouldn't talk back to your parents—especially if the parent is a tyrant! Shihuangdi became angry at his son and sent him far away, all the way to the northern edge of China.

**Vocabulary**  
*tyrant*, *n.* a leader who rules by cruel or unjust means.

**The Wall Builder**

Such improvements made life easier for the Chinese people. But the emperor could also be very cruel. He hated crime, and people who broke his laws were punished in horrible ways.

Shihuangdi hated any ideas that were different from his own, and he hated it when scholars looked back on the past and said life was better back then. He had every book of history, philosophy, and literature in all of China collected and burned. He commanded that four hundred monks be killed because they made a promise to him that they could not keep. Even the emperor's own son was upset, and he told his father it was wrong to be so cruel. But you shouldn't talk back to your parents—especially if the parent is a tyrant! Shihuangdi became angry at his son and sent him far away, all the way to the northern edge of China.

The job to keep him busy. He told him to build a series of walls in northern China.

**Page 7**

## “The Wall Builder,” Pages 7–10

Some old walls were already standing. Shihuangdi wanted to connect some of these walls and build new ones. The wall building did not end with Shihuangdi. Later dynasties built more walls. The rulers of the Ming dynasty built the last and most elaborate ones. These Ming dynasty walls are the ones that we usually think of as the Great Wall of China. But the work began many years earlier, and the Chinese honor Shihuangdi as the first great wall builder.

**Vocabulary**  
Ming dynasty, n. a period of Chinese rule from the late 1300s to the mid 1600s.



Construction of the Great Wall of China began under the rule of Shihuangdi.

**Page 8**

The Great Wall snakes through China's mountains and deserts for more than one thousand miles. Why in the world would anyone need such gigantic walls? Shihuangdi ordered the walls to be built to keep out the people who lived beyond the northern border of China.

The Europeans called these northern people the Huns; the Chinese called them the Xiongnu (yoyong'noo'). The Xiongnu were nomads, which means they had no permanent homes and moved from place to place. They moved around on their great herds of horses, riding like the wind. They wandered the open grasslands, called steppes (steps'), in search of good grass for their horses to eat. When they found a place where they wanted to stay briefly, they would set up large tent-like houses called yurts that they could take down quickly when they were ready to move.

In contrast, the Chinese at that time led settled lives. Most of them were farmers who lived in the fertile valleys of the Huang He (whang'hu), or Yellow River, in the north and the Yangzi (yang'zee) River farther south. They rarely left their farms and villages. To the settled Chinese, the nomadic Xiongnu seemed like barbarians.

The Xiongnu were fierce warriors. They would mount their swift horses and swoop down on Chinese villages, raiding and stealing from the people who lived there. Shihuangdi was determined to protect China from these northern raiders, and so he started building walls.

**Vocabulary**  
Barbarian, n. a violent or uncivilized person.

**Page 9**

### Activity Page



AP 1.2

### Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the first two paragraphs of the section “The Wall Builder” on pages 7–9. Call attention to the Core Vocabulary term *Ming dynasty* and explain its meaning, noting that this dynasty of rulers lived about one thousand years after Shihuangdi.

**SUPPORT**—Call attention to the image of the Great Wall on page 8 and read aloud the caption. Explain to students that the Great Wall is still an impressive structure today.

**SUPPORT**—Read the third and fourth paragraphs of the section. Call attention to the pronunciation guides for *Xiongnu* and *steppes*. Encourage students to correctly pronounce each word.

**CORE VOCABULARY**—Call attention to the Core Vocabulary term *barbarian*, and explain its meaning.

### Finish reading aloud the remainder of the section.

**SUPPORT**—Call attention to the pronunciation guides for *Huang He* and *Yangzi* on page 9. Encourage students to correctly pronounce the words.

**Note:** Students in Core Knowledge schools may recall studying these rivers in the Grade 3 *World Rivers* unit.

 **SUPPORT**—Display for students Qin and Han Dynasties (AP 1.2), and locate the Huang He (Yellow River), Yangzi River (Chang), and the Great Wall. Explain to students that the Xiongnu came from the area north of where the wall was built.

### After you read the text, ask the following questions:

**LITERAL**—Why did Shihuangdi build the Great Wall?

- » He wanted to keep the Xiongnu, or Huns, who were nomads and fierce warriors, out of China.

**LITERAL**—Did Shihuangdi complete the construction of the Great Wall of China as we know it today?

- » No. The Great Wall as we know it today was completed during the Ming dynasty.

## “Searching for Immortality,” Pages 10–11

He sent three hundred thousand soldiers and workers—including criminals who had to march hundreds of miles in chains—to the northern border. Many died on the way. Once they got there, there was no food. Half-starved, the men had to work anyway.

**Searching for Immortality**

In his later years the emperor became worried about dying. Shihuangdi was determined to find a magic potion that would help him live forever. He sent out several sea expeditions in search of islands that were supposed to hold the secret to immortality. Of course, the expeditions failed.

**Vocabulary**  
immortality n.  
eternally life

In his capital city, Shihuangdi set about building several palaces and gardens for himself. The emperor became so fearful that he slept in a different palace every night. He moved secretly, and no one except his closest advisers knew where he was.

Shihuangdi was a mysterious figure during his lifetime—and even his death remained a secret. The emperor died while on his way home from a long trip. Only a few advisers knew about it, and they did not want anyone else to find out. The only problem was that the emperor’s decaying body was beginning to smell! How could they hide that? They came up with a plan to have a cart full of rotten fish follow the emperor’s carriage until they got back to the capital. That way people would think it was the fish that stank, and not the recently deceased emperor.

**Page 10**

### Activity Page



AP 1.2

Shihuangdi had boasted that his descendants would rule for ten thousand generations. But within just a few years of his death, the Qin dynasty collapsed. Another emperor emerged, and another ruling family took over China and founded a new dynasty.

**Vocabulary**  
generation n. a period of time of about twenty-five years

**Page 11**

### Scaffold understanding as follows:

Read the title of the next section “Searching for Immortality” and explain the meaning of the term *immortality*. Ask students to predict what they think this section will be about.

Preview the meaning of the Core Vocabulary term *generation*. Ask students to read “Searching for Immortality” on pages 10–11 quietly to themselves or to a partner.

**SUPPORT**—Ask students to revisit their predictions with what they have just read.

**SUPPORT**—To reinforce the irony of Shihuangdi’s boast that the Qin dynasty would rule for ten thousand generations, write  $10,000 \times 25$  on the board or chart paper and complete the multiplication process. In other words, Shihuangdi boasted that his descendants would continue to rule for 250,000 years!

 **SUPPORT**—Display for students Qin and Han Dynasties (AP 1.2). Call attention to the area covered by the Qin dynasty. Explain to students that in the next lesson, they will learn about the Han dynasty, which succeeded the Qin.

### After students read the text, ask the following questions:

**INFERENTIAL**—Which of Shihuangdi’s actions show that he became extremely afraid of dying?

- » Shihuangdi ordered sea voyagers to search for a magic potion for immortality. He kept his whereabouts secret and slept in a different place every night.

**LITERAL**—Shihuangdi’s advisers went to great lengths to keep the emperor’s death a secret. What did they do when the emperor died while traveling?

- » They had a cart of rotten fish follow the emperor’s carriage to hide the smell of his decaying body on their way back to the capital.

## Timeline

- Show students the two Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss The Big Question: “What were some of the things the first emperor did to unite China?”

- Post the image cards under the date referencing the 200s BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What were some of the things the first emperor did to unite China?”
  - » Key points students should cite include: Shihuangdi worked to unite and improve his empire in many ways, including by building a system of roads and bridges, by establishing a uniform currency and system of writing, and by building a wall to keep out invaders.
- Choose one of the Core Vocabulary words (*terracotta, emperor, jade, crossbow, tyrant, Ming dynasty, barbarian, immortality, or generation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### Terracotta Soldiers Virtual Field Trip (RI.4.7)

25 MIN

**Materials Needed:** Internet access



**Background for Teachers:** Prior to starting the Terracotta Soldiers Virtual Field Trip, preview the map, video, and photo gallery about Shihuangdi’s tomb. The video is approximately four minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific links for this activity may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** The map is located about halfway down the *National Geographic* page. The photo gallery is located at the bottom of the *Smithsonian* page.

Before beginning the activity, ask students to review what they read about Shihuangdi in Chapter 1. Students should recall that Shihuangdi was the first emperor of China. His legacy includes the use of standard weights, measures, and currency, and major building projects like the Great Wall. Shihuangdi is also remembered for his tomb. Explain to students that during this activity, they will have the opportunity to watch a video about Shihuangdi’s terracotta warriors and view a photo gallery of the archaeological discovery.

Begin the activity by displaying for students the map of Shihuangdi's tomb. Call attention to the size and various other aspects of the tomb. Allow students time to comment upon and discuss what they are viewing.

Next, play for students the video about Shihuangdi's tomb. After students watch the video, share with them the photo gallery images, reading aloud each caption. Allow students several moments to view each image.

After sharing the video and photo gallery, pose the following questions to students for class discussion:

1. How does Shihuangdi's tomb reflect his desire to be immortal?
  - » It shows many aspects of his life as an emperor. The terracotta army was meant to defend him in the afterlife.
2. Aside from the warriors, what other types of figures were found in Shihuangdi's tomb?
  - » Shihuangdi's tomb included acrobats and other entertainers, government officials, animals, and even a strongman.
3. How many people worked on Shihuangdi's tomb?
  - » Over seven hundred thousand people worked on the tomb.
4. Why do you think Shihuangdi wanted each figure to be unique?
  - » Student responses will vary. Some may agree with the video that even though Shihuangdi was a harsh ruler, he still appreciated beauty and individualism.
5. Why does the terracotta army face east?
  - » The army faces east toward the states that Shihuangdi conquered as emperor.

## CHAPTER 2

# The Han Dynasty

**The Big Question:** Why might the Chinese have wanted to protect their silk industry?

### Primary Focus Objectives

- ✓ Understand China's isolation and why the Chinese finally tried to break the isolation. **(RI.4.1)**
- ✓ Identify the reasons for the development of the Silk Road. **(RI.4.1)**
- ✓ Relate the idea of the Han dynasty as a golden time to cultural advances such as the invention of paper. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *official, tribesmen, yak, oasis, and hemp*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Han Dynasty":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Pages



AP 1.1  
AP 1.2

- Display copy of World Map (AP 1.1)
- Display and individual student copies of Qin and Han Dynasties (AP 1.2)
- Internet access for the Terracotta Soldiers Virtual Field Trip (found in Chapter 1) and "The Wonderful Chuang Brocade" activity
- Individual student copies of "The Wonderful Chuang Brocade" (FE 1)

### Core Vocabulary (Student Reader page numbers listed below)

**official, n.** a person who carries out a government duty **(15)**

*Example:* The emperor sent his official into the countryside to collect taxes from the village.

*Variation(s):* officials, official (adjective)

**tribesmen, n.** the people who belong to a tribe or a society **(16)**

*Example:* Many of the tribesmen hunted for food for their families.

*Variation(s):* tribesman

**yak, n.** an ox-like animal that lives in Asia (18)

*Example:* The farmer relied on his yak to help plow the fields.

*Variation(s):* yaks

**oasis, n.** an area in the desert where there are water and plants (18)

*Example:* The travelers stopped at the oasis to get food and water for their animals.

*Variation(s):* oases

**hemp, n.** a type of plant, the fibers of which are used to make such things as rope, fabric, and paper (19)

*Example:* Hemp is a very useful plant that can be made into many different things.

## THE HAN DYNASTY 35 MIN

### Introduce “The Han Dynasty”

5 MIN

Refer back to the first two Timeline Image Cards from the previous chapter and read each caption. Have students briefly recall what they learned about China’s first emperor. Students should identify that Shihuangdi was the first emperor of China, who united the country in many ways. Explain to students that even though Shihuangdi’s reign was effective, he was not well-liked. This explains why the Qin dynasty did not last long after his death. Explain that in this lesson, students will learn about what happened in China after the Qin dynasty. Call attention to the Big Question, and encourage students to look for reasons why the Chinese might have wanted to guard the secrets of silk production, as they read the text.

### Guided Reading Supports for “The Han Dynasty”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “The Emperor with Seventy-two Spots,” Pages 12–17

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “The Emperor with Seventy-two Spots” on pages 12–13.

**SUPPORT**—Call attention to the pronunciation guides for *Liu Bang* and *Han*. Encourage students to correctly pronounce the words.

**SUPPORT**—Call attention to the image of Liu Bang on page 13 and read aloud the caption.

Read aloud the next six paragraphs of the section on pages 14–15.

**SUPPORT**—Call attention to the pronunciation guides for *Chang’an*, *Wudi*, and *Gobi*. Encourage students to correctly pronounce the words.

 **SUPPORT**—Call students’ attention to the map on page 15 and have them locate each of the geographic features described in the last paragraph. Explain that physical features like the steppes, mountains, and desert isolated China from the outside world. Also, ask students to use their fingers to trace the Great Wall.

**CORE VOCABULARY**—Read aloud the remainder of the section. Call attention to the Core Vocabulary terms *official* and *tribesmen* and explain their meanings when they are encountered.

 **SUPPORT**—Call attention to the pronunciation guides for *Bactria* and *Afghanistan*. Encourage students to correctly pronounce the words. Use the World Map (AP 1.1) to show the location of Afghanistan. Ask students to explain Afghanistan’s location relative to China. (*It is west of China.*)

**SUPPORT**—Call attention to the image of the heavenly horses on page 16 and read aloud the caption. Explain that in China, the Akhal-Teke horse is also referred to as *han xue*, which means “sweats blood.” This name comes from an old myth that these horses sweat blood. Some scholars believe that this myth may have started because of parasites that drew blood from the horses, or from burst veins that may have caused the horses to bleed.

### Chapter 2 The Han Dynasty

**The Emperor with Seventy-two Spots** What sort of person do you think would be the founder of a new dynasty? Someone from a rich and powerful family? Not necessarily. The emperor Liu Bang (lǐu/bāng) was a poor, uneducated peasant.

**The Big Question**  
Why might the Chinese have wanted to protect their silk industry?

Even as a young man, Liu Bang was unusual. His left thigh had seventy-two spots on it, and it was said that a woman once saw a dragon on his head while he slept. According to the Chinese, these things indicated that he would achieve greatness one day.

A powerful warrior, Liu Bang took control of all of China and declared himself the emperor of the Han (hān) dynasty. This dynasty would last for four hundred years.

Page 12



### Activity Page



AP 1.1

Liu Bang lived in a grand palace in the capital city of Chang’an (chāng/ān). The emperor wanted his father to come live with him. “Forget your old farm,” he told his father. “Come live here like the richest man on Earth, in the most luxurious palace in all of China.”

But his father wasn’t sure. He thought he would miss his old home and small village too much. Have you ever had to move? Maybe you felt sad leaving your old home. Well, Liu Bang’s father felt the same way.

But Liu Bang was determined to get his father to move, so he had an exact copy of his father’s village created near the capital. He moved his father’s friends to the new place. He even moved the cows and chickens from the old village so that his father would feel right at home. Only then did Liu Bang’s father move.

But all was not peaceful in China. Shihuangdi’s walls had not stopped the Xiongnu. They continued to pour over the walls and into China. Liu Bang and the emperors who came after him made war against the northern horsemens, but still the raiders came. What could the Chinese do about them?

A later Han emperor, Wudi (wū/dē), had an idea. Maybe other states would be willing to fight the hated Xiongnu. But the Chinese didn’t know anything about other lands or other peoples.

China had always been isolated from the rest of the world because of its geography. The Pacific Ocean lay to the east of China, to the west by the Himalayas, with some of the tallest mountains in

Page 14

the world; to the north were vast steppes and the forbidding Gobi (/goʊˈbeɪ/) Desert; and to the south lay more mountains and jungles.

Because the Chinese were so isolated, they believed they were the center of the world. They called their country the Middle Kingdom or All Under Heaven. They had little interest in exploring other places.

One day in 138 BCE, Emperor Wudi ordered a court official by the name of Zhang Qian to go out into the wilderness. Wudi commanded this official to find another

**Vocabulary**  
official, n. a person who carries out a government duty

**The Geography of China**

Page 15

**After you read the text, ask the following questions:**

**LITERAL**—Why were the Chinese people separated from the rest of the world for so many hundreds of years?

- » China is surrounded by vast steppes, the Gobi Desert, towering mountain ranges, the Pacific Ocean, and dense jungle, as well as Shihuangdi's walls.

**LITERAL**—Why did the Chinese finally seek contact with other places?

- » Han Emperor Wudi sent an official to lands outside of China to convince these people to help the Chinese fight the Xiongnu.

state that would help China fight the northern tribesmen. The explorer headed west into central Asia. He discovered amazing things, including the most wonderful horses he'd ever seen.

Zhang Qian went as far as the state of Bactria (/bæktɪˈəriə/), which is now called Afghanistan (afˈŋɑːnɪˈstɑːn). He asked the people of Bactria to help the Chinese fight the Xiongnu. But they said no.

Disappointed, Zhang Qian returned to China. He probably thought he had failed in his mission, but his stories about the western land fascinated the Chinese. People in China listened carefully when they heard about the magnificent horses in Central Asia. In particular,

**Vocabulary**  
tribesman, n. the people who belong to a tribe or a society

Page 16

**“The Silk Road,” Pages 17–18**

they became interested in a horse known as a “sweet blood horse.” This horse was viewed as special and exotic.

**The Silk Road**

As well as horses, the Chinese loved silk. Silk was a precious, valuable fabric. Have you ever felt silk? It is very soft and beautiful. The Chinese got silk by raising special worms, called silkworms. They feed the silkworms mulberry leaves. In the springtime the worms would spin a cocoon made of delicate threads. The Chinese learned how to unwind those threads and weave them into a beautiful fabric.

At that time, the Chinese were the only ones in the world who knew how to make silk, and they wanted to keep it that way. Silkworm eggs were not allowed out of the country. If you tried to sneak them out, you would be punished with death.

Page 17

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first two paragraphs of the section “The Silk Road” on page 17.**

**SUPPORT**—Call attention to the image of silk being woven on page 17, and read aloud the caption.

**CORE VOCABULARY**—Read aloud the remainder of the section. Call attention to the Core Vocabulary terms *yak* and *oasis* and explain their meanings.

**SUPPORT**—Have students refer to the map on page 15 and use their fingers to trace the course of the Silk Road. Explain that the Silk Road was often very treacherous due to the diverse, and often challenging, geography of China.

But finished Chinese silk could leave the country, and when foreigners saw the fabric they immediately wanted to trade for it. The silk trade created wealth for China.

That was how the Silk Road began. The road was really a system of trails that stretched thousands of miles across the mountains and deserts of Central Asia. Traders traveled in groups called caravans. Animals such as camels and yaks carried the silk. The route led from one oasis to the next. The caravan would stop at each oasis to rest in the shade and get food and water before continuing on in the desert. Following this route, silk traders made it all the way to the countries on the Mediterranean Sea.

People of the Mediterranean world were eager to buy China's silk. Cleopatra, the queen of Egypt, wore a silk gown to impress her guests. Silk was so popular in Rome that the emperor had to forbid men from wearing it so that there would be enough for the women.

**Vocabulary**  
yaks, n. an ox-like animal that lives in Asia  
oasis, n. an area in the desert where there are water and plants

**Making Paper**

The Han dynasty, founded by Liu Bang, lasted from 206 BCE to 220 CE, roughly the same period as the mighty Roman Empire. But in many ways the Han culture was far more advanced than that of Rome. The Chinese themselves look upon this dynasty as a kind of golden time. They still call themselves the sons of Han.

Page 18

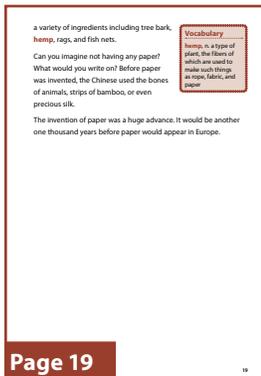
**Note:** You may also want to call students' attention to the fact that the red line on this map depicting the Silk Road continues outside of China and appears to “run off” the left side of the map. The text explains that the Silk Road allowed traders to travel all the way to countries on the Mediterranean Sea. Egypt is specifically mentioned as one of those countries in the Mediterranean world. Guide students in locating Egypt on the World Map (AP 1.1) so they can fully appreciate the length of the Silk Road.

## After you read the text, ask the following questions:

**LITERAL**—What was the Silk Road, and why was it important to China?

- » The Silk Road was a system of trails linking China to lands and peoples of the West. The Silk Road was important because it enabled the Chinese to establish trade with many other countries that wanted silk.

## “Making Paper,” Pages 18–19



## Scaffold understanding as follows:

**CORE VOCABULARY**—Preview the definition of the Core Vocabulary term *hemp*. Ask students to read the section “Making Paper” independently.

## After students read the text, ask the following question:

**EVALUATIVE**—Why do you think the Han dynasty is viewed as a golden time in Chinese history?

- » The culture was very advanced. The Chinese invented paper during the Han dynasty. They also produced beautiful silk fabric. At the time, the Chinese were the only people in the world who knew how to make paper and silk.

## Timeline

- Show students the two Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss The Big Question: “Why might the Chinese have wanted to protect their silk industry?”
- Post the image cards under the date referencing the 200s BCE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “Why might the Chinese have wanted to protect their silk industry?”
  - » Key points students should cite include: The silk industry was very profitable for the Chinese. Because other countries did not know how to make silk, they wanted to trade with China for this valuable good.

- Choose one of the Core Vocabulary words (*official, tribesmen, yak, oasis, or hemp*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### Qin and Han Dynasties (RI.4.7)

10 MIN

Activity Page



AP 1.2

**Materials Needed:** Sufficient copies of Qin and Han Dynasties (AP 1.2)

**Note to Teachers:** Chapter 2 is a short chapter and may not take the entirety of the forty-five minutes allotted. Have students answer the questions on Qin and Han Dynasties (AP 1.2) as a part of the lesson.

Distribute copies of Qin and Han Dynasties (AP 1.2). Instruct students to use the map to answer the two questions. Time permitting, have students discuss their responses.

### “The Wonderful Chuang Brocade” (RL.4.1, RL.4.2)

20 MIN

**Materials Needed:** Sufficient copies of “The Wonderful Chuang Brocade” (FE 1); drawing paper and tools; and Internet access to images of silk brocade

Use this link to download the CKHG Online Resources for this unit, where the specific link to images of silk brocade and “The Wonderful Chuang Brocade” (FE 1) may be found. Be sure to make sufficient copies for your students prior to conducting the activity.

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Distribute copies of “The Wonderful Chuang Brocade” (FE 1) to students. Explain to students that weaving was an important art form in China. Today, they will read a Chinese folktale about a magical Chinese brocade. Demonstrating with the images from the Internet, explain that a brocade is a silk fabric with a raised design that is woven onto the fabric. Brocade designs are often created using metallic threads. Encourage the class to follow along as you read the story aloud.

As you read the story, ask and discuss the following questions:

1. What did the mother and three sons do for a living?
  - » The mother was a weaver and her sons were woodcutters.
2. What did the old mother bring back from the merchant? What did her youngest son suggest she do?
  - » She brought back a beautiful painting. Her son, Leju, suggested that she weave a brocade of the image in the painting.

3. How did weaving the brocade affect the old mother's health?
  - » It caused her to go blind.
4. Who took the wonderful brocade?
  - » Fairies sent the wind to carry it away.
5. What did each of the sons promise to do when the brocade disappeared?
  - » Each son promised to find the brocade and bring it back to their mother.
6. What did Lemo and Letui do after meeting the old woman who told them how to get the brocade?
  - » They took the gold she offered them and ran away to live in the city.
7. What did Leju do when he met the old woman?
  - » He offered two of his teeth to the stone horse so it would carry him to the fairies.
8. What happened when Leju returned with the brocade?
  - » The old mother touched it and it came to life. Leju and his mother then lived in the beautiful scene created from the brocade.
9. Folktales often have morals designed to teach a lesson. What is the moral of this story?
  - » Student answers will vary, but may include the idea that you must be willing to give up something you have to get what you want or that you must give up part of yourself to serve your family.

If time permits, ask students to carefully reread the portions of the story that describe the brocade and to draw a picture of the brocade.

## CHAPTER 3

# Wu Zhao

**The Big Question:** Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?

### Primary Focus Objectives

- ✓ Describe the expectations for young women in ancient China. **(RI.4.1)**
- ✓ Describe the capital city of Chang’an **(RI.4.1)**
- ✓ Summarize Wu Zhao’s extraordinary rise from humble beginnings to political power. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, and Buddha*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Tang Dynasty”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 3.1

- Display copy of Tang and Song Dynasties (AP 3.1)

### Core Vocabulary (Student Reader page numbers listed below)

**foreigner, n.** a person who comes from another country **(20)**

*Example:* Many foreigners came to the capital city to do business with China’s emperor.

*Variation(s):* foreigners

**imperial, adj.** relating to an emperor, empress, or empire **(20)**

*Example:* Chang’an was the imperial capital of China because the emperor lived and ruled from there.

**shrine, n.** a place considered holy because it is associated with a religious person or saint (22)

*Example:* Many people visited the shrine to pray.

*Variation(s):* shrines

**Buddhist religion, n.** also called Buddhism, a religion originating in India that is based on the teachings of Siddhartha Gautama (22)

*Example:* Today, there are followers of the Buddhist religion all around the world.

**nun, n.** a woman who lives a simple, religious life in a religious community of other women (26)

*Example:* The nun spent her days caring for the ill.

*Variation(s):* nuns

**ruthless, adj.** cruel; without mercy or pity (26)

*Example:* The ruthless judge always gave harsh punishments for even the smallest crimes.

**resign, v.** to step down from or leave a job (27)

*Example:* It is very rare for a powerful leader to resign from his or her position.

*Variation(s):* resigns, resigning, resigned, resignation (noun)

**Buddha, n.** the name given to Siddhartha Gautama, the founder of Buddhism (28)

*Example:* Statues of Buddha filled the entryway to the temple.

## THE CORE LESSON 35 MIN

### Introduce “Wu Zhao”

5 MIN

Review with students the Timeline Image Cards posted so far. Review the two Timeline Cards from Chapter 1 and read their captions. Review the two Timeline Cards from Chapter 2 and read their captions. Explain to students that so far they have learned about the first Chinese dynasty, the Qin, and the second Chinese dynasty, the Han. Have students recall the differences between the Qin and Han dynasties. (*The Qin dynasty was short and ruled by a harsh emperor. The Han dynasty was much longer and was characterized by social, cultural, and economic developments, such as the Silk Road.*) In this chapter, students will learn about the Tang dynasty. Call attention to the Big Question, and explain that Wu Zhao was one of the rulers of China during the Tang dynasty. Encourage students to look for reasons why Wu Zhao’s rise to power was so impressive as they read the text.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“City of Foreigners” and “Wu Zhao’s New Life,” Pages 20–23

Scaffold understanding as follows:

**Chapter 3**  
**Wu Zhao**

**City of Foreigners** In the year 638 CE, an imperial carriage hurried through the countryside on its way to Chang’an, the capital city of China. The carriage rocked and swayed as it went. In the back of the carriage sat a thirteen-year-old girl named Wu Zhao (woo/ow).

**The Big Question**  
Why might he use that Wu Zhao’s title to prove was an extraordinary achievement?

**Vocabulary**  
foreigner: a person who comes from another country  
imperial, adj. relating to an empire  
empress or emper

The young girl was going to live in the imperial palace. The emperor at that time was Taizong (tye/zoong) of the Tang dynasty.

Can you imagine how Wu Zhao must have felt? She had probably never been away from her home and her family before. However, Wu’s mother had become a widow and had decided that her daughter would be better off living in the palace.

**Page 20**

**CORE VOCABULARY**—Read aloud the section “City of Foreigners” on page 20. Call attention to the Core Vocabulary terms *foreigner* and *imperial* and explain their meanings.

**SUPPORT**—Call attention to the pronunciation guides for *Wu Zhao* and *Taizong*. Encourage students to correctly pronounce the words.

**SUPPORT**—Call attention to the image of young Wu Zhao on page 21 and read aloud the caption. Ask students how they think Wu Zhao will become the empress.



**Page 21**

empress to eventually rule China as an empress.

**CORE VOCABULARY**—Invite volunteers to read aloud the section “Wu Zhao’s New Life” on pages 22–23. Call attention to the Core Vocabulary terms *shrine* and *Buddhist religion* and explain their meanings.

**Note:** Students in Core Knowledge schools may recall the word *shrine* from the earlier Grade 4 units *Medieval Europe*, and *Medieval Islamic Empires*.

After volunteers read the text, ask the following questions:

**LITERAL**—What did Wu Zhao see as her carriage drove through the city of Chang’an?

- » The streets were crowded and filled with people dressed in the latest fashions. It had two great marketplaces that sold newly imported luxury goods. The population was large and included many immigrants from Korea, Persia, Turkey, India, and Arabia. There were many religious buildings.

**EVALUATIVE**—What do you think Wu Zhao’s impression was of Chang’an? How do you think she felt?

- » Possible response: Wu Zhao thought Chang’an was crowded, busy, and very different from what she was used to. She probably felt overwhelmed and maybe a little scared.

**Wu Zhao’s New Life**

In the back of the carriage, young Wu Zhao must have been excited and scared about her new life. The roads became crowded as they approached the city of Chang’an, the largest and grandest city in the entire world at that time. Merchants carrying luxury goods from the Silk Road filled the streets leading to the capital. The carriage came to a high wall. It prepared to pass through one of the four great gates that led into the city.

Wu Zhao saw amazing things. Roughly one million people lived in Chang’an. Many of them were foreigners—Koreans, Japanese, Arab, Persians, Turks, Indians, and even Africans. Wu Zhao had never seen so many different kinds of people. They looked strange to her. They spoke languages she could not understand. Everyone on the streets, even the Chinese themselves, dressed like foreigners. Women wore tightly fitted dresses that followed the fashions of Persia. Rich Chinese men wore hats made of leopard skin. The music that rose up in the streets was unlike anything she had ever heard. In the two great city marketplaces, merchants sold exotic goods—foods, plants, perfumes, medicines, fabrics, and jewels from foreign lands.

As her carriage drove through the streets, Wu Zhao saw many monasteries, temples, and shrines for the Buddhist religion that she saw

**Vocabulary**  
shrine: a place considered holy because it is associated with a religious person or saint

**Buddhist religion** is also called Buddhism, a religion originating in India that is based on the teachings of Siddhartha Gautama.

**Page 22**

## “The Imperial City” and “Life in the Palace City,” Pages 23–26

Scaffold understanding as follows:

Invite volunteers to read aloud the section “The Imperial City” on page 23.

 **SUPPORT**—Display for students Tang and Song Dynasties (AP 3.1). Have students locate the Tang dynasty and the capital city of Chang’an.

After volunteers read the text, ask the following questions:

**INFERENTIAL**—Why did the palace guards know to let Wu Zhao’s carriage continue past the walls and through the gate to the Imperial City?

» The carriage was painted red, the color of the emperor’s court.

**LITERAL**—Who was Taizong?

» He was the emperor.

**SUPPORT**—Call attention to the image of Taizong on page 24 and read aloud the caption. Note the dragon design on Taizong’s robes. Explain that the dragon was a symbol of imperial power in ancient China

Read aloud the first three paragraphs of the section “Life in the Palace City” on page 25.

**SUPPORT**—Use the image of the Tang sculpture on page 25 and its caption to illustrate how polo is played.

**CORE VOCABULARY**—Read aloud the remainder of the section “Life in the Palace City.” Call attention to the Core Vocabulary term *nun* and explain its meaning when it is encountered.

**SUPPORT**—Call attention to the pronunciation guide for *Gaozong*. Encourage students to correctly pronounce the word.

After you read the text, ask the following questions:

**LITERAL**—What was life like for women like Wu Zhao living in the imperial palace?

» The women lived a life of luxury. They spent their days applying makeup and watching sports like polo for entertainment. Life, however, was not always easy. Women who displeased the emperor could be removed from the city.

**LITERAL**—What happened to the women in the imperial palace after Emperor Taizong died?

» They had to shave their heads in mourning and live out the rest of their days as Buddhist nuns.

houses topped with yellow roofs that were curved to guard against evil spirits, which were believed to move only in straight paths.

### The Imperial City

Wu Zhao’s carriage went up the Street of the Red Bird, a very wide street that stretched 480 feet from one side to the other. At the end of the street lay the walled Imperial City. The emperor lived and worked within these walls, and only certain people could enter the special city within a city. All others were forbidden to do so. Even touching the wall was a serious crime. If you dared to put your hand on the wall, you could be hit seventy times with a rod.

The guards at the wall allowed Wu Zhao’s carriage to pass through the gate. They could tell immediately that the carriage belonged to the emperor because it was painted a brilliant red, the same color as the emperor’s court.

Inside the official court, seated on his throne, Emperor Taizong issued commands that affected a large portion of Asia. He ruled over a vast empire that included sixty million people. Thousands of government officials scurried about the huge rooms with marble floors, carrying out his orders and meeting his every desire.

But Wu Zhao went to an even more secret part of the Imperial City, the place where Taizong lived. Only the emperor and members of his household could enter what was called the Palace City. The emperor was the only grown man allowed inside the Palace City. The emperor’s sons had to leave when they

Page 23

23

### Activity Page



AP 3.1



Page 24

Emperor of the Tang dynasty and one of China’s

### Life in the Palace City

The emperor had one wife but many female companions, all of whom lived in the Palace City. Wu Zhao was destined to be a companion. This would be her new home. She had no idea of what to expect.

Wu Zhao spent her days studying music and literature, and learning to write beautifully. She dressed in gorgeous silk robes and precious jewels. She and the other women in the palace arranged and rearranged their hair and applied makeup. At that time fashionable women painted eyebrows on their faces. The eyebrows were drawn in different ways to create different moods. One style was named “Distant Mountains,” and another was called “Sorrow Brows.” “Sorrow Brows” was Wu Zhao’s style.

The emperor’s wife and his companions walked in the gardens and played games together, including the exciting game of polo, a popular game on horseback that had recently come to China from Persia. While riding at high speed, polo players had to hit a ball with a long stick or mallet.



This sculpture from Tang China captures the excitement of polo, a game that had been brought from Persia to China.

Page 25

25

**LITERAL**—How did Wu Zhao avoid living out the rest of her life as a nun?

- » She gained the attention of Gaozong, the emperor’s son. He ordered that she be returned to the imperial palace.

## “Wu Zhao Turns Ruthless” and “The Woman Emperor,” Pages 26–29

Scaffold understanding as follows:

**CORE VOCABULARY**—Read the section title, “Wu Zhao Turns Ruthless,” and explain the meaning of the word *ruthless*. Then, invite volunteers to read aloud the first three paragraphs of the section “Wu Zhao Turns Ruthless” on pages 26–27.

**CORE VOCABULARY**—Continue reading the remainder of the section “Wu Zhao Turns Ruthless” aloud. Call attention to the Core Vocabulary term *resign* when it is encountered and explain its meaning.

**CORE VOCABULARY**—Instruct students to read the section “The Woman Emperor” on pages 28–29 with a partner. Encourage students to refer to the vocabulary box as needed.

**SUPPORT**—Call attention to the image of the Buddha on page 28 and read aloud the caption.

After students read the text, ask the following questions:

**LITERAL**—How would you summarize Wu Zhao’s rise to power?

- » After spending thirteen years with her poor rural family, she was brought to Chang’an to live in the imperial palace. She lived for several years in the imperial palace, studying and serving Emperor Taizong. After his death, she became a nun, and then returned to the imperial court with Taizong’s son, Gaozong. After ruthlessly killing various rivals, she married Gaozong and became empress of China. Her sons became emperors after Gaozong died, but eventually Wu Zhao made her son resign so she could rule alone as emperor. When she was eighty years old, she was finally removed from power.

**EVALUATIVE**—How does the story about the birds show that Wu Zhao was superstitious?

- » She saw the birds as a sign from the gods. She believed the birds flying over the emperor’s throne room were signs from Heaven that she was meant to be emperor.

Though the female companions enjoyed the games and luxuries of the Palace City, their lives were not free of worry. If any one of the women displeased the emperor, she could lose her privileges or even be sent away from the palace forever.

In 649 CE, Emperor Taizong died, and according to tradition, Wu Zhao and the other women in the palace had to shave their heads and move to a Buddhist temple. They would have to live there as nuns for the rest of their lives. Wu Zhao did not want to leave the luxury of the palace. She swore she would find some way to return.

Wu Zhao had already caught the attention of Emperor Taizong’s son, Gaozong (gōng’zōng). A year after Taizong’s death, Gaozong, now the new emperor, commanded that Wu Zhao be returned to the palace. When she returned, Wu Zhao grew her hair back and never again left the imperial court.

**Wu Zhao Turns Ruthless**

Once Wu Zhao returned to the Palace City, she began to better understand how to survive there. Survival for Wu Zhao meant defeating her enemies, and this is what she set out to do. She cleverly got rid of many of the people who did not favor her, including the emperor’s wife and his favorite companions. She secretly killed Gaozong’s infant daughter and then tricked him into believing that his wife, the empress, had done it. She then became

**Vocabulary**  
nun, n, a woman who has a simple, religious life in a religious community of other women  
ruthless, adj, cruel without mercy or pity

**Page 26**

Gaozong’s favorite companion. Later she became his wife and empress of China.

Empress Wu grew very powerful. She even attended government meetings with Gaozong, which a woman had no right to do in China. Many at court feared her, but they could say nothing. The empress sat behind a screen and whispered to the emperor what he should do. An ancient Chinese historian described how she decided everything, even matters of life and death while “the emperor sat with folded hands.”

After Gaozong died, one of their sons and then another took over as emperor, but the real power belonged to Empress Wu. Superstitious and nervous about enemies, Empress Wu planted spies everywhere. But the ghosts of her murdered rivals haunted her. In time, she could no longer stand living in the palace in Chang’an, so she moved the capital to a new location.

Empress Wu was all powerful. She had everything except the official title of emperor. But she wanted that, too. In 690 CE a flock of bright red birds flew through the room that held the emperor’s throne. A phoenix, a bird very special to the empress, was also rumored to have flown over the palace. To the empress it was clear: Heaven had sent these birds to show that she should be the official ruler of China. She made her son resign. Wu Zhao declared herself the Holy and Divine Empress and the founder of a brand new dynasty. For the next fifteen years, Wu Zhao ruled as emperor—the first woman to do so in Chinese history.

**Vocabulary**  
resign, v, to step down from or leave a job

**Page 27**

**The Woman Emperor**

Emperor Wu had to overcome the fact that she was a woman in what was traditionally a man’s world. She worked hard and became a successful emperor. She ran the empire very skillfully. During her rule, China prospered.

Wu Zhao believed very deeply in Buddhism. She had many temples built, and she ordered the creation of enormous rock sculptures. Caves were hollowed out of rock walls; inside, artists carved giant statues of Buddhas from stone. Some of the largest cave figures rise as high as a fifteen-story building.

**Vocabulary**  
Buddha, n, the name given to Siddhartha Gautama, the founder of Buddhism



**Page 28**

At eighty years of age, Emperor Wu grew weak and sick. Some of her old enemies saw a chance to get rid of her at last. They killed her closest advisers and put Wu Zhao under house arrest. She died later that year, and the Tang dynasty once again took control in China.

Page 29

### LITERAL—How did Wu Zhao help spread Buddhism in China?

- » She had many Buddhist temples built and had giant statues of Buddha carved.

## Timeline

- Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?”
- Post the image cards under the date referencing the 600s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “Why might it be said that Wu Zhao’s rise to power was an extraordinary achievement?”
  - » Key points students should cite include: Wu Zhao went from being a peasant to living in the Imperial City. She defied Chinese custom and returned to the imperial court after the emperor Taizong died before becoming the ruler of China. She was the only woman emperor of China.
- Choose one of the Core Vocabulary words (*foreigner, imperial, shrine, Buddhist religion, nun, ruthless, resign, or Buddha*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary: Chapters 1–3 (RI.4.4, L4.6)

10 MIN

#### Activity Page



AP 3.2

#### Materials Needed: Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute copies of Domain Vocabulary: Chapters 1–3 (AP 3.2). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may be assigned as classwork or as homework.

## CHAPTER 4

# The Tang Dynasty

**The Big Question:** What great advances happened during the Tang Dynasty?

## Primary Focus Objectives

- ✓ Explain why the years of the Tang dynasty represent a golden age of art and culture in Chinese history. **(RI.4.1)**
- ✓ Identify the accomplishments and inventions of the Tang dynasty. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *calligraphy, woodblock printing, alchemist, charcoal, nitrate, and saltpeter*. **(RI.4.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Tang Dynasty”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Page



AP 3.1

- Display copy of Tang and Song Dynasties (AP 3.1)

## Core Vocabulary (Student Reader page numbers listed below)

**calligraphy, n.** artistic handwriting **(30)**

*Example:* Each page of the old text featured beautiful and intricate calligraphy.

*Variation(s):* calligrapher

**woodblock printing, n.** a type of printing in which designs and patterns are carved into a woodblock and the woodblock is then dipped in paint or ink and stamped on paper or another surface **(34)**

*Example:* Woodblock printing made it possible for the artist to make many copies of his art.

**alchemist, n.** a person who tries to turn other metals into gold (34)

*Example:* The emperor’s alchemist worked tirelessly to try to change the lead to gold.

*Variation(s):* alchemists, alchemy

**charcoal, n.** black chunks of burned wood (34)

*Example:* Chunks of charcoal remained after the fire finished burning.

**nitrate, n.** a chemical; often used as fertilizer (34)

*Example:* The fertilizer the farmer used on his crops included nitrate as an ingredient.

*Variation(s):* nitrates

**saltpeter, n.** a type of nitrate (34)

*Example:* The fertilizer the farmer used on his crops included saltpeter as an ingredient.

## THE CORE LESSON 35 MIN

### Introduce “The Tang Dynasty”

5 MIN

Activity Page



AP 3.1



Review with students the Chapter 3 Timeline Cards and read aloud their captions. Ask students to recall what they’ve learned about the Tang dynasty so far. Students should recall that Wu Zhao was brought to the Imperial City during the rule of Taizong, the founder of the Tang dynasty. Refer to Tang and Song Dynasties (AP 3.1), and have students locate the territory controlled by the Tang dynasty and the city of Chang’an. Explain that during this lesson, students will learn more about life in China during the reign of the Tang dynasty. Call attention to the Big Question, and encourage students to look for some of the great advances that occurred during the Tang dynasty as they read the text.

### Guided Reading Supports for “The Tang Dynasty”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Before and After Wu,” Pages 30–31

**Chapter 4**  
**The Tang Dynasty**

**Before and After Wu** Except for the fifteen years when Wu Zhao ruled as emperor, the Tang dynasty ruled China for almost three hundred years, from 618 CE to 907 CE.

During the Tang dynasty, China was the biggest and richest country in the entire world. It conquered other lands, including Korea, Iran, and a large part of Vietnam. The Japanese were so impressed with China and its culture that they copied much of it, even the written language.

**Poetry and the Arts**

The Tang emperors loved the arts, especially poetry. Twenty-seven-year-old Xuanzong (Xuan-zong) became emperor in 712 CE. He was skilled in music, poetry, and the art of beautiful writing known as calligraphy (kall'ing'uh'fee'). The new emperor surrounded himself with poets, including two of Chinese history: Li Bai (lee'bai) and

**The Big Question**  
What great achievements happened during the Tang Dynasty?

**Vocabulary**  
calligraphy, n.  
artist, handwriting

**Page 30**



**Page 31**

Between 607 CE and 618 CE, Japan sent numerous missions to the Tang court to learn about its traditions. For example, a group studied Chinese government. Doctors studied Chinese medicine.

Scaffold understanding as follows:

Invite students to read the section “Before and After Wu” on page 30 to themselves.

**SUPPORT**—Call attention to the image of the Japanese mission on page 31 and read aloud the caption.

After students read the text, ask the following question:

**LITERAL**—Why did the Japanese send missions to China?

- » The Japanese were very impressed by Chinese culture. They sent missions to learn more about Chinese religion, art, government, and medicine.

## “Poetry and the Arts” and “An Era of Glory,” Pages 30–34



Tang Chinese artists' achievements include ceramic figurines such as this one. These figurines were usually decorated with brightly colored glazes. Like the emperor's hemispheres, these figurines were often included in burials.

Du Fu was a very serious and hardworking young man who always wanted to be a government official. Li Bai, on the other hand, took life easier. He wrote:

Life in the World is but a big dream;  
I will not spoil it by any labor or care.

Li Bai often got himself into trouble by fighting and drinking too much. He once got so drunk that he left the emperor's court and became

**Page 32**

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the first paragraph of the section “Poetry and the Arts” on page 30. Call attention to the Core Vocabulary term *calligraphy* and explain its meaning.

**SUPPORT**—Call attention to the pronunciation keys for *Xuanzong*, *Li Bai*, and *Du Fu*. Encourage students to correctly pronounce the names.

Read aloud the remainder of the section.

**SUPPORT**—Call attention to the image of the Tang figurine on page 32 and read aloud the caption.

Have students read the first two paragraphs of the section “An Era of Glory” on page 33 independently or with a partner. After students read, discuss the questions at the end of the second paragraph. What could the Chinese do to solve their problem?

**SUPPORT**—Call attention to the image of tea preparation on page 33 and read aloud the caption.

a wanderer. According to legend, he died by falling into a river. The legend says that while crossing a river in a boat, Li Bai saw the moon's reflection in the water and reached for it, trying to hug it. He fell out of the boat and drowned while reaching for the moon.

**An Era of Glory**

During the Tang dynasty the country was bursting with creative energy. Foreigners were more welcome than ever before, and the mix of cultures and ideas made China an exciting place.

Tea became incredibly popular during the Tang dynasty. Everyone loved to drink it. Tea was grown in China, and the merchants who sold it became extremely rich. There was only one problem. So much money was being used that China was running out of coins. What do you think the Chinese did? Stopped buying things?



**Page 33**

No, that wasn't the answer. Instead the merchants invented a kind of paper money that they called "flying money," perhaps because the money flew so fast from one person to the next. This was the first type of paper money in the world.

A number of other inventions also took hold. At the end of the Tang dynasty, the invention of woodblock printing led to the creation of books. A worker would carve words and drawings onto a wooden block, cover the block with ink, then press it onto a piece of paper. Presto—a printed page! One worker could produce a thousand pages a day using this technique. The oldest existing book in the world, the *Diamond Sutra*, is a Buddhist text that was printed in China in 868 CE. Once again the Chinese outpaced the Europeans: hundreds of years would pass before printing was invented in Europe.

**An Explosive Discovery**

An even more explosive discovery took place in China during the Tang dynasty. For many centuries, Chinese scientists called alchemists had tried to create gold and find the secret ingredients eventually led them to saltpeter together. The results

**Vocabulary**

**woodblock**  
woodblock, n. a type of printing in which designs and patterns are carved into a woodblock and the woodblock is then dipped in paint or ink and stamped on paper or another surface

**alchemist, n.**  
a person who tries to turn other metals into gold

**chemical, n.**  
chemical, n. black chunks of burned wood

**nitrate, n.**  
chemical, often used as fertilizer

**saltpeter, n.**  
a type of nitrate

**Page 34**

**CORE VOCABULARY**—Read aloud the remaining paragraphs of the section “An Era of Glory” on page 34. Call attention to the Core Vocabulary term *woodblock printing* and explain its meaning.

After you read the text, ask the following questions:

**LITERAL**—Who were Li Bai and Du Fu? How were they different?

- » They were two of the most famous poets in Chinese history. Du Fu was serious and hardworking. Li Bai got into trouble because he fought and drank.

**LITERAL**—What were some of the accomplishments in China during the Tang dynasty?

- » Two of the country’s greatest poets wrote at this time. Calligraphy flourished, and the invention of woodblock printing allowed the Chinese to create the world’s first printed books. Paper money was also invented.

**“An Explosive Discovery,” Pages 34–35**

surprised them—the mixture exploded! The Chinese scientists had discovered gunpowder. A warning appears in a Tang chemistry book: beware when mixing these ingredients because the mixture might explode right in your face and burn off your beard.

Under the Tang dynasty the Chinese used the gunpowder not for warfare but for creating spectacular fireworks. It seems fitting that the brilliant Tang dynasty should be remembered for giving to the world the magnificent gift of fireworks.



**Page 35**

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the section title, “An Explosive Discovery,” and ask students to explain the meaning of the word *explosive*. Ask students to read this section quietly to themselves, referring to the vocabulary boxes as needed, to find out what the discovery was.

After you read the text, ask the following questions:

**LITERAL**—What did Chinese alchemists discover when they mixed charcoal, nitrate, and saltpeter, and how did the Chinese use it?

- » The alchemists discovered gunpowder, which created an explosion. The Chinese used it to make fireworks.

**Timeline**

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What great advances happened during the Tang dynasty?”
- Post the image card under the date referencing the 600s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of the image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Have students write a short answer to the Big Question, “What great advances happened during the Tang dynasty?”
  - » Key points students should cite include: Many advances happened during the Tang dynasty. Calligraphy and poetry flourished and woodblock printing made the creation of books possible. Both paper money and fireworks were invented during the Tang dynasty.
- Choose one of the Core Vocabulary words (*calligraphy*, *woodblock printing*, *alchemist*, *charcoal*, *nitrate*, or *saltpeter*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Calligraphy (RI.4.7)

20 MIN

Activity Page



AP 4.1

**Materials Needed:** (Sufficient copies of Calligraphy (AP 4.1); paper and assorted colored pencils or crayons)

Distribute copies of Calligraphy (AP 4.1) to students. Explain the directions to students. You may choose to assign Calligraphy (AP 4.1) as an in-class activity or have students complete the assignment for homework.

# The Peddler's Curse

**The Big Question:** How did emperor Hui Zong fall from power?

## Primary Focus Objectives

- ✓ Explain the conflict between the emperor Hui Zong's interests and his responsibilities. **(RI.4.2)**
- ✓ Identify characteristics of Chinese art during the Song dynasty. **(RI.4.1)**
- ✓ Summarize the events that led to the division of China into northern and southern sections. **(RI.4.2)**
- ✓ Summarize the fall of Emperor Hui Zong. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *prophecy*, *peddler*, *academy*, *canvas*, *panoramic*, *siege machine*, and *virtue*. **(RI.4.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Song Dynasty":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Tang and Song Dynasties (AP 3.1)

## Core Vocabulary (Student Reader page numbers listed below)

**prophecy, n.** a prediction about the future **(36)**

*Example:* According to the peddler's prophecy, the emperor of China would beg for pancakes someday.

*Variation(s):* prophecies

**peddler, n.** a person who travels from one place to another selling goods **(36)**

*Example:* The village children were excited to see the new toys the peddler brought with him.

*Variation(s):* peddlers

**academy, n.** a distinguished place where scholars go to study (38)

*Example:* The academy only accepted a handful of bright students each year.

*Variation(s):* academies

**canvas, n.** a strong, durable fabric made from natural fibers (38)

*Example:* The artist painted a picture of the landscape on canvas that was stretched and attached to a wooden frame,

*Variation(s):* canvases

**panoramic, adj.** giving a wide view of an area (39)

*Example:* Standing atop the tower gave the onlooker a panoramic view of the city.

*Variation(s):* panorama (noun)

**siege machine, n.** a type of weapon used to break, weaken, or destroy thick walls during a siege (41)

*Example:* The siege machine helped the invaders enter the city.

*Variation(s):* siege machines

**virtue, n.** a high moral standard (41)

*Example:* The boy's greatest virtue was his honesty.

*Variation(s):* virtues

## THE CORE LESSON 35 MIN

### Introduce “The Peddler’s Curse”

5 MIN

Activity Page



AP 3.1



Review with students the Timeline Image Card from Chapter 4 and read aloud the caption. Distribute individual copies of Tang and Song Dynasties (AP 3.1), and share display copy with students. Have students locate the Tang dynasty that they have learned about in the past two chapters. Explain that today they will learn about the Song dynasty. Have students locate the Song dynasty on the map and answer the two questions at the bottom of the activity page. Discuss student responses. (*The Grand Canal connects the Huang He [Yellow River] and Chang [Yangzi River]. The territory controlled by China shrank under the Song dynasty.*) Call attention to the Big Question, and encourage students to look for the reasons why Hui Zong fell from power as they read the text.

### Guided Reading Supports for “The Peddler’s Curse”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## "The Pancake Prophecy," Pages 36–38

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the title of the first section, "The Pancake Prophecy," on page 36. Ask students to think about the word *prophecy*; what does it mean? Explain to students that a prophecy is a prediction about the future.

Ask students to read the section "The Pancake Prophecy" on pages 36–38 quietly to themselves or with a partner, referring to the vocabulary boxes as needed.

**SUPPORT**—Call attention to the pronunciation keys for *Hui Zong* and *Song* on page 36. Encourage students to correctly pronounce the words.

**SUPPORT**—Call attention to the image of Hui Zong on page 37 and read aloud the caption.

After students read the text, ask the following questions:

**LITERAL**—What was the pancake prophecy?

- » While in the countryside, Hui Zong came across a peddler who offered to share his food with the emperor. The emperor was disgusted by the peddler's pancake and refused his offer. The peddler warned Hui Zong that one day he might be happy to have such food to eat.

**INFERENTIAL**—Why do you think the peddler gave such a prophecy to Hui Zong?

- » Student responses will vary. Students may note that Hui Zong's behavior was unkind; perhaps his treatment of others would have an effect on what happens to him in the future.

**LITERAL**—How did Hui Zong show that he was interested in art?

- » Hui Zong collected art and made his own paintings as well. He developed new styles of calligraphy and methods of painting. He kept painters at the imperial palace and even set up a special academy for artists.

Chapter 5  
The Peddler's Curse

**The Pancake Prophecy** One day in the year 1125, a very strange thing happened to Emperor Hui Zong (/hway/dzoong/) of the Song (/soong/) dynasty. He came upon a poor fish peddler sitting in a doorway, eating a pancake.

**The Big Question**  
How did Emperor Hui Zong fall from power?

The peddler offered to share his humble food with the emperor. "Have a bite!" the peddler said to Hui Zong. But Hui Zong was disgusted by the very idea that he, the great emperor, would share a bite of such miserable food. He would not touch it.

**Vocabulary**  
prophecy is a prediction about the future.

peddler is a person who travels from one place to another selling goods.

Hui Zong's refusal hurt the peddler's feelings, and the peddler spoke a frightening prophecy. "A day will come," he said to Hui Zong, "when you will be glad to have even a pancake like this."

The emperor went on his way. But the fish peddler's words hung over him like a mysterious curse. Hui Zong was rich and powerful beyond

Page 36



## “Mountain-Water’ Painting,” Pages 38–39

Scaffold understanding as follows:

**CORE VOCABULARY**— Preview the Core Vocabulary terms *canvas* on page 38 and *panoramic* on page 39 and explain their meanings.

Have students read independently the section “Mountain-Water’ Painting” on pages 38–39.

After students read the text, ask the following question:

**LITERAL**—What new ideas and techniques for painting were developed during the Song dynasty?

- » Painters began to use water-based paints rather than oil paints, and they painted on paper or silk instead of on canvas. Chinese painters of the Song dynasty often painted landscapes on very tall or long scrolls that could be unrolled to show tall mountains or panoramic views.

Hui Zong decided to forget all about his meeting with the peddler. He called for his paints, his brushes, and some paper. Of all the Chinese emperors, Hui Zong stood out as the one who loved art the most. Hui Zong filled his palace with beautiful works of art. He collected six thousand paintings. He learned to paint and write poetry himself. Whenever the business of governing got too boring or too tiring, he sent his officials away so that he could paint a picture or write a poem. He developed new ways to paint birds and flowers, and new styles of calligraphy. He set up an academy of painting, and artists from all over the country flocked to it.

**Vocabulary**  
academy, n. a school or institution where scholars go to study  
canvas, n. a strong, durable fabric made from natural fibers

**“Mountain-Water” Painting**  
The painters during the Song dynasty (960–1279) did not use oil paints, and they did not work on canvas. Instead, these artists used water-based paints on paper and silk. Paint spreads rapidly on those surfaces, so the brush strokes had to be done very quickly and lightly. There could be no hesitation whatsoever. To the Chinese, paintings of nature were the highest form of art. The artists loved to paint rugged scenes with mountains, waterfalls, and rivers. Indeed, the Chinese word for “landscape” means “mountain-water.” The Chinese considered mountains sacred places where spirits lived. Vertical scrolls with mountain landscapes might reach as high as seven feet. Small round or

**Page 38**

square paintings were sometimes made to cover a fan or to be placed in albums. Artists also loved to make panoramic rolls, enormous paintings that were kept rolled up in a box. You would unroll the painting slowly, as if following the artist in a journey across the vast landscape or scene.

Hui Zong opened many painting schools and promoted art and artists within his court. The palace even had an artist on call all night long just in case the emperor wanted something painted in the middle of the night.

**Military Problems**  
Some officials in Hui Zong’s palace thought he spent too much time with his paintings and not enough time worrying about China’s military problems. Several foreign tribes had moved across the northern border and were fighting for control of northern China. Hui Zong made a deal with one of the tribes, the Jurchen (Jurchen’s), to fight on China’s side. Hui Zong thought that he had solved the problem and went back to his paintings. But when the Jurchen defeated China’s enemies, they turned against the Chinese.

**Vocabulary**  
panoramic, adj. giving a wide view of an area

Artists in Song China became known for their landscape paintings.

**Page 39**

## “Military Problems” and “The ‘Duke of Confused Virtues,’” Pages 39–41

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Military Problems” on page 39.

**SUPPORT**—Call attention to the pronunciation key for *Jurchen* on page 40. Encourage students to correctly pronounce the word.

**CORE VOCABULARY**—Read aloud the remaining paragraph of the section. Call attention to the Core Vocabulary term *siege machine* and explain its meaning. Students may recall the word *siege* from the *Medieval Europe* and *Early and Medieval African Kingdoms* units. Help students connect their understanding of *siege* with this new term, *siege machine*.

**SUPPORT**—Call attention to the pronunciation key for *Kaifeng*. Encourage students to correctly pronounce the word.

**SUPPORT**—Call attention to the image of the Song crossbow on page 40 and read aloud the caption.



Chinese soldiers used crossbows to defend their capital city but were unable to stop the Jurchen from destroying it.

In 1126 the Jurchen attacked Hui Zong’s capital at Kaifeng and soldiers defended Kaifeng towers. But the Jurchen had even

**Page 40**



**Invite volunteers to read aloud the first two paragraphs of the section "The 'Duke of Confused Virtues'" on page 41.**

**CORE VOCABULARY**—Call attention to the Core Vocabulary term *virtue* on page 41 and explain its meaning. Ask students to give examples of virtues. (Students might name virtues such as honesty, kindness, loyalty, and goodness.)

**Read aloud the remaining paragraph of the section "The 'Duke of Confused Virtues.'"**

**SUPPORT**—Call attention to the pronunciation key for *Hangzhou*. Encourage students to correctly pronounce the word.

**After you read the text, ask the following questions:**

**LITERAL**—Who were the Jurchen and what effect did they have on Chinese history?

- » They were a tribe of foreigners to the north of China. They helped the Chinese defeat other tribes, then attacked China. They captured the capital city of Kaifeng and overthrew Hui Zong, who became their prisoner. Then they made a deal with one of Hui Zong's sons: the Jurchen would control northern China and the Song dynasty would control the south.

**LITERAL**—How did the peddler's prediction about Hui Zong come true?

- » After the Jurchen turned against China, they destroyed Kaifeng and captured Hui Zong. The emperor was a prisoner with no wealth or pride left. As the peddler had predicted, a day came when Hui Zong would have been glad to have a pancake like the one offered by the peddler.

## Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How did emperor Hui Zong fall from power?"
- Post the image card under the date referencing the 1100s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “How did emperor Hui Zong fall from power?”
  - » Key points students should cite include: Hui Zong gave the majority of his attention to the arts instead of to the defense of his empire. As a result, the Jurchen, a tribe from the north, invaded and overthrew Hui Zong. They captured him and sent him to live in the north.
- Choose one of the Core Vocabulary words (*prophecy, peddler, academy, canvas, panoramic, siege machine, or virtue*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

# Town and Country

**The Big Question:** What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?

## Primary Focus Objectives

- ✓ Contrast city life and rural life in China in the 1100s. (RI.4.1)
- ✓ Describe the urban qualities of Hangzhou. (RI.4.1)
- ✓ Explain the importance of education in China during the Song dynasty. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ton*, *vendor*, *wares*, *horoscope*, *porter*, *ritual*, and *elite*. (RI.4.4)

## Materials Needed

Activity Page



AP 3.1

- Display and student copies of Tang and Song Dynasties (AP 3.1)

## Core Vocabulary (Student Reader page numbers listed below)

**ton, n.** a unit of weight equal to two thousand pounds (44)

*Example:* The wagon full of grain weighed half of a ton.

*Variation(s):* tons

**vendor, n.** a person who sells something, usually on the street; a peddler (46)

*Example:* In the market, the vendor sold trinkets to people walking down the street.

*Variation(s):* vendors

**wares, n.** goods for sale (46)

*Example:* The peddler's wares included many different kinds of vases and jars.

**horoscope, n.** a prediction about a person's future, usually based on when a person was born and such things as the alignment of stars and planets (46)

*Example:* According to his horoscope, Jin was going to have a very good month.

*Variation(s):* horoscopes

**porter, n.** a person hired to carry or transport goods (46)

*Example:* The porter quickly moved the cart full of rice from one side of town to the other.

*Variation(s):* porters

**ritual, n.** an act or series of actions done in the same way in a certain situation, such as a religious ceremony (48)

*Example:* Singing and dancing were an important part of the ritual.

*Variation(s):* rituals

**elite, adj.** having more talent, wealth, power, or privilege than everyone else (48)

*Example:* Years of practice made the boy an elite swimmer.

## THE CORE LESSON 35 MIN

### Introduce “Town and Country”

5 MIN

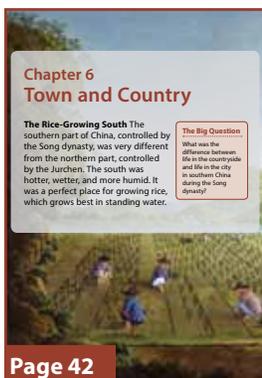
 Remind students that the Jurchen tribes attacked the northern border of the Song dynasty and eventually claimed the northern section of China for themselves. The Song dynasty established a new capital at Hangzhou, a port city south of Shanghai, on the East China Sea. Tell students that in this lesson they will learn many details about daily life in Hangzhou toward the end of the 1100s. Point to the 1100s time indicator on the Timeline to help students situate this time period in the context of the overall Timeline. Call attention to the Big Question, and encourage students to look for differences between life in the city and life in the country in China during the Song dynasty.

### Guided Reading Supports for “Town and Country”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Rice-Growing South” and “City Pleasures,” Pages 42–46

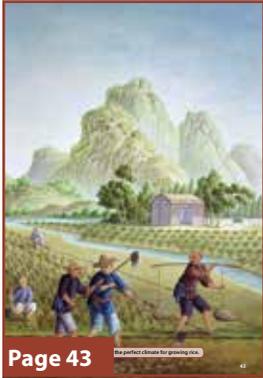


**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first two paragraphs of the section “The Rice-Growing South” on pages 42–44.**

**SUPPORT**—Call attention to the image of peasants planting rice on pages 42–43 and read aloud the caption.

**CORE VOCABULARY**—Invite a volunteer to read aloud the last paragraph of the section. Call attention to the Core Vocabulary term *ton* and explain its meaning. Tell students that most small cars weigh roughly one ton, or two thousand pounds.



Page 43

Peasants did all the work of planting and harvesting the rice. At dawn a drum sounded to call the workers to the fields. They did not have fancy equipment. Simple plows and hoes were all that they used. The plows were pulled by the men themselves or, if the men were lucky enough to have them, by water buffalo. The peasants labored hard in the fields, especially from June to September.

Rice became the most important part of the Chinese diet during the Song dynasty. The residents in the capital city of Hangzhou, a city numbering over one million people, ate about 220 tons of rice every single day. In Hangzhou you could buy many different kinds of rice. Some of the varieties included white rice, rice with lotus-pink grains, yellow-eared rice, rice on the stalk, pink rice, yellow rice, and old rice. All these different kinds of rice had to be grown and harvested. It's no wonder the poor peasants had to work so hard!

**Vocabulary**  
*tan*, a unit of weight equal to ten thousand pounds

**City Pleasures**  
 Many peasants left their fields and villages and moved into the city. The city amazed them. Peasant life was difficult and offered few pleasures. Hangzhou, by contrast, thrived with constant activity. Entertainers performed on the street corners and in areas of the city called "pleasure grounds" that were set aside near the markets and taverns. *Acrobats*, performers of all sorts captivated audiences.

Page 44

**SUPPORT**—Have students refer to Tang and Song Dynasties (AP 3.1) and locate the city of Hangzhou.

Have students read independently the section “City Pleasures” on pages 44–46.

**SUPPORT**—Call attention to the image of the puppet show on page 45 and read aloud the caption.

After students read the text, ask the following questions:

**LITERAL**—What was daily life like for peasants in China?

- » The peasants spent most days in the fields, planting and harvesting rice. Life was not easy, and they worked very hard.

**LITERAL**—How much rice was consumed each day in the city of Hangzhou?

- » About 220 tons of rice were consumed each day in the city of Hangzhou.

**LITERAL**—What types of amusements and entertainments were people living in the city able to enjoy?

- » They could watch puppet shows, listen to music and storytellers, as well as watch acrobats, jugglers, tightrope walkers, and animal acts.

## “City Streets,” Page 46

Scaffold understanding as follows:

**CORE VOCABULARY**—Ask volunteers to read aloud the section “City Streets” on page 46. Call attention to the Core Vocabulary terms *vendor*, *wares*, *horoscope*, and *porter* as they are encountered in the text and explain their meanings.

**SUPPORT**—Call attention to the image of a street in a Song city on the bottom of page 45 and read aloud the caption.



Page 45

You could stop to watch puppet shows and shadow plays, listen to music and storytellers, delight in juggles, acrobats, tightrope walkers, and animal acts, and gasp as strongmen lifted huge blocks of stone to the sound of a drum roll.

**City Streets**  
In the marketplaces and fancy shops, you could buy anything you wanted—pet cats, crickets in cages, even false hair. All of Hangzhou echoed with the noise of street vendors. They beat on pieces of wood or metal or cried out to attract customers. Their wares included tea, toys, food, horoscopes, honeysuckle, and sugarcane. Some vendors sold “mosquito smoke,” a powder for getting rid of the mosquitoes that loved the humid air of Hangzhou.

Porters rushed through the streets carrying goods that hung from long poles balanced on their shoulders. Enclosed chairs were also suspended from poles, and wealthy women, dressed elegantly in silks and gold brocade, rode inside them.

People in Hangzhou loved to eat and drink. Teahouses, bars, and restaurants crowded the streets, and pleasure boats serving food floated on a lake in Hangzhou.

**Vocabulary**  
stroller, n. a person who strolls, especially on the street; a peddler  
horoscope, n. a prediction about a person's future, usually based on when a person was born and each thing as the alignment of stars and planets  
porter, n. a person hired to carry or transport goods

**Page 46**

After students read the text, ask the following question:

**EVALUATIVE**—What were some of the differences between life in the city of Hangzhou and life in the countryside during the Song dynasty?

- » In rural areas, peasants worked long, difficult hours in rice fields. In the city of Hangzhou there were always many activities going on. Vendors sold a variety of goods. People enjoyed many different kinds of entertainment and going out to eat and drink in restaurants.

## “City on the Water” and “The Scholars,” Pages 47–49

**City on the Water**  
Water was everywhere in Hangzhou. The city lay between a large artificial lake in the west and a river in the east; twenty or more canals crisscrossed the city. Northern China was very dry, and the people who lived there rarely took baths. But southern China could not have been more different. The inhabitants of Hangzhou loved to bathe. Government officials got a day off every ten days just to they could take a bath. As a result, the Chinese word for bath also meant a ten-day period of time. The rich had their own rooms for bathing, but ordinary people flocked to public bathhouses. There may have been as many as three thousand of them in the city. Though the Chinese did not have toiletbrushes at that time, they did wipe their gums with a handkerchief after eating. And they were the first people in the world to use toilet paper.

**The Scholars**  
Amid the crowds strolling on the bustling streets of Hangzhou were men wearing special caps with long “ears.” Only scholars had the right to wear these caps, and the only way to become a scholar was to pass a very difficult series of exams given by the government. The exams tested students’ knowledge of the teachings of Confucius, as well as other subjects. There was even a poetry exam. Generally, no more than four or five hundred students out of four hundred thousand would pass these exams, called *jinshi*.

**Page 47**

Scaffold understanding as follows:

Have students read independently the section “City on the Water” on page 47, then, ask the following question:

**LITERAL**—How was the geography of northern China different from that of southern China?

- » Northern China was very dry, but southern China had a great deal of water.

**CORE VOCABULARY**—Read aloud the title of the next section, “The Scholars.” Remind students that they have encountered the word *scholars* in several other Grade 4 units, and ask a volunteer to explain its meaning. Now, invite a volunteer to read aloud the first paragraph of the section “The Scholars” on page 47.

**SUPPORT**—Call attention to the image of Confucius on page 48 and read aloud the caption, noting the meaning of the Core Vocabulary term *ritual*.

**CORE VOCABULARY**—Invite a volunteer to read aloud the remainder of the section. Call attention to the Core Vocabulary term *elite* and explain its meaning.



Confucius was a teacher and a philosopher. He believed in the power of education and promoted what were called the Six Arts: archery, calligraphy, mathematics, music, chariot driving, and ritual or ceremony. However, Confucius believed that a person learned was the most important thing of all.

The scholars were the most honored and respected people in China; they formed an elite group and had many privileges. Over the years more and more young men wanted to become scholars, and the demand for education increased. The Song emperors opened many new schools. However, most children, whether they lived

**Vocabulary**  
ritual, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony  
elite, adj. having more talent, wealth, power, or privilege than everyone else

**Page 48**

After students read the text, ask the following question:

**LITERAL**—Who were the scholars, and how were they viewed by other Chinese people?

- » Scholars were an elite group of men who were among the most honored and respected people in China. Scholars had passed a series of difficult exams.

## “Flammable City,” Page 49

in the countryside or in the city, did not go to school. Only the children of elite families were educated.

**Flammable City**

Hangzhou was a crowded city. Its houses, made of wood and bamboo, rose up to five stories high. They were built one right next to the other. Lamps and lanterns with live flames provided light, but if one was dropped, it could mean disaster. From time to time, fires swept through huge sections of the city. One time, a fire raged for four days and nights, destroying more than 58,000 houses and killing many people.

Despite the threat of fire, people of Hangzhou thought they were safe behind their walls. But far to the north, beyond the land of the Jurchens, fresh trouble was brewing. For twenty years a nomadic leader from the Mongolian steppe had been fighting with the other northern tribes to unite them all under his rule. By the year 1206 this powerful and ruthless warrior had succeeded. He was feared by all and was given the title Chinggis Khan (chihnggis/ kah'n), which meant universal ruler. You may have seen his name also spelled Genghis Khan. He now looked south to China and saw a country that in one part, the north, was under the control of the Jurchens, and in the other part, the south, was under the Song. He decided to pounce on China.

Page 49

### Scaffold understanding as follows:

Read aloud the section “Flammable City” on page 49. Point out the resemblance of the word *flammable* to the word *flame*, and explain that *flammable* means able to catch fire.

**SUPPORT**—Call attention to the pronunciation guide for *Chinggis Khan*. Encourage students to correctly pronounce the name.

### After you read the text, ask the following question:

**LITERAL**—Why was the risk of fire so high in Hangzhou?

- » The buildings were built with wood and very close together. People cooked and lit their homes with open flames. If a lamp or lantern was dropped, the fire could catch and spread quickly.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What was the difference between life in the countryside and life in the city in southern China during the Song dynasty?”
  - » Key points students should cite include: Life in the countryside was very difficult. Peasant farmers worked hard to plant and harvest rice with limited tools. The city, on the other hand, was bustling with all sorts of activities and markets. People with great wealth and elite scholars made their homes in the city.
- Choose one of the Core Vocabulary words (*ton*, *vendor*, *wares*, *horoscope*, *porter*, *ritual*, or *elite*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary: Chapters 4–6 (RI.4.4, L.4.6)

20 MIN

#### Activity Page



AP 6.1

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 4–6 (AP 6.1)

Distribute copies of Domain Vocabulary: Chapters 4–6 (AP 6.1). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may also be assigned as homework.

# The Mongol Invasions

**The Big Question:** What made the Mongols such fearsome warriors?

## Primary Focus Objectives

- ✓ Describe the Mongols' reputation and their military achievements **(RI.4.2)**
- ✓ Explain the importance of Chinggis Khan as a warrior and leader. **(RI.4.2)**
- ✓ Compare Kublai Khan with his grandfather. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *plaque* and *locust*. **(RI.4.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Mongol Invasions":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Tang and Song Dynasties (AP 3.1)

## Core Vocabulary (Student Reader page numbers listed below)

**plaque, n.** a decorative tablet, usually made to celebrate an individual or an event **(50)**

*Example:* The student was awarded a plaque for her accomplishments.

*Variation(s):* plaques

**locust, n.** a large grasshopper-like insect; in large swarms they can cause widespread crop damage **(53)**

*Example:* A large locust landed on the ground in front of the farmer, causing him to worry about his crops.

*Variation(s):* locusts

## Introduce “The Mongol Invasions”

5 MIN

Activity Page



AP 3.1

Looking at Tang and Song Dynasties (AP 3.1), have students locate the area north of the Song dynasty. Ask students to summarize events that have occurred along China’s northern border so far (*attacks on Qin dynasty by Xiangnu, building of the Great Wall, defeat of Song dynasty by the Jurchen, mobilizing of various tribes and forces by Chinggis Khan*). Tell students that in this lesson, they will learn about a new threat to northern China and how the Jurchen had to defend the same border they once attacked. Call attention to the Big Question, and encourage students to look for reasons why the Mongols were such fearsome warriors.

## Guided Reading Supports for “The Mongol Invasions”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Frightening Trip,” Pages 50–53

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the first three paragraphs of the section “A Frightening Trip” on page 50. Call attention to the Core Vocabulary term *plaque* and explain its meaning.

**SUPPORT**—Call attention to the image of Chinggis Khan in his tent on page 51 and read aloud the caption.

Invite volunteers to read aloud the next two paragraphs of the section on pages 52–53.

**SUPPORT**—Call attention to the image of the Mongol archer on page 52 and read the caption aloud.

**CORE VOCABULARY**—Read aloud the remainder of the section. Call attention to the Core Vocabulary term *locust* and explain its meaning.

**Chapter 7**  
**The Mongol Invasions**

**A Frightening Trip** In the year 1207, Jurchen ambassadors from northern China traveled a long distance north to the land of the Mongols. The ambassadors came to announce to the Mongols and their leader, Chinggis Khan, the name of the new emperor of North China.

**The Big Question**  
What made the Mongols such fearsome warriors?

The ambassadors must have been terrified. They had heard about the fierce Mongols. Chinggis Khan had boasted that nothing made him happier than killing his enemies, stealing their property, and riding their horses. The Mongols lived on the vast open grassland of Mongolia in tents called yurts. They raised cattle, sheep, and horses. They looked down on the northern Chinese farmers and city dwellers as being soft and weak.

Chinggis Khan lived in a tent decorated with rich fabrics and golden plaques. He sat on a throne made of the skins of pure white horses, animals considered sacred by the Mongols.

**Vocabulary**  
plaque, n. a decorative tablet, usually made to commemorate an individual or an event

**Page 50**

**Page 51** Chinggis Khan, an emperor of the Mongols

When the ambassadors told Chinggis Khan about their new emperor, they hoped that he would offer respectful words and congratulations. Instead, he spit on the ground, jumped on his horse, and rode away. The ambassadors went home shocked at this terrible sign of disrespect. Worse was to come, however. Chinggis Khan was planning a war against the Jurchen.

The world had never seen warriors as fearsome as the Mongols. Their children learned how to ride a horse before they could even walk. Then they were taught to shoot with a bow and arrow. The Mongols designed a powerful bow that could shoot arrows hundreds of feet.



shoot a bow and arrow while on horseback.

**Page 52**

**After you read the text, ask students the following questions:**

**LITERAL**—How did Chinggis Khan respond to his visitors from northern China?

- » Chinggis Khan did not speak. Instead, he spit on the ground, jumped on his horse, and then rode away.

**LITERAL**—How did Mongols train to be effective warriors?

- » Children were trained at an early age to ride horses and shoot with bows and arrows. Adults trained themselves to endure hardships, such as going without food and water.

**“Terror from the North,” Pages 53–55**

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section “Terror from the North” on pages 53–55.**

**SUPPORT**—Call attention to the image of Chinggis Khan in battle on page 54 and read aloud the caption.

**After students read the text, ask the following questions:**

**LITERAL**—How large was the area conquered by the Mongols?

- » The area stretched from the Pacific Ocean to Eastern Europe. It was the largest empire ever known.

**LITERAL**—Why is Chinggis Khan so famous?

- » Chinggis Khan ruled an expanding empire that eventually became the world’s largest. His fame is due also to his reputation for spreading terror and cruelty, as well as to the fact that his descendants continued to rule much of Asia for decades.

Because the Mongols rode so well, they could shoot an arrow with great accuracy while galloping at top speed.

The Mongols trained themselves to endure great hardships. They could go without food for a long time. If they ran out of water, they did not panic. Instead, they would just make a small cut in their horse’s leg and drink its blood.

The sight of the Mongol attackers must have been terrifying. One historian living in this time period wrote that the Mongols appeared “more numerous than ants or locusts.” And now they were headed toward China.

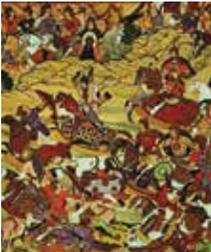
**Terror from the North**

The northern Chinese under the Jurchen thought they were safe because their towns had walls around them. But they were wrong. The Mongols thought up a cruel plan. They rounded up farmers and anybody else they caught outside the walls of a town. They forced these captives to march in front of the army, so when the defenders fled at the Mongols, they’d hit their own people first.

The Mongols destroyed ninety cities in northern China, including what is now Beijing. A foreign ambassador saw the terrible destruction of the city. He reported that a huge pile of bones lay outside the walls of the city. Almost every single person was killed, sixty thousand all told, and every building was burned to the ground.

**Page 53**

**Vocabulary**  
locust, n. a large grasshopper-like insect, in large numbers they can cause widespread crop damage.



The battle fought by Chinggis Khan and his armies seems legendary. Many like the scene are still shown by illustrators today.

It took the Mongols about twenty years to defeat the Jurchen and conquer all of northern China. Chinggis Khan did not live to see the end of this war. He died in 1227. The Mongols did not want to die. They took his body to a secret

**Page 54**

## "The Song Dynasty Falls," Pages 55–57

**Scaffold understanding as follows:**

**Read aloud the first paragraph of the section "The Song Dynasty Falls" on page 55.**

**SUPPORT**—Call attention to the pronunciation key for *Kublai Khan*. Encourage students to correctly pronounce the name.

**Have students independently read the remainder of the section.**

**SUPPORT**—Call attention to the map of the Mongol empire on page 56, and read the caption aloud.

**After students read the text, ask the following question:**

**LITERAL**—How did Kublai Khan show he was not as cruel as his uncles and his grandfather?

- » After Kublai Khan captured Hangzhou, the five-year-old Song emperor was brought before him. Kublai took pity on the boy and sent him to live in a Buddhist monastery.

place and buried him with a huge treasure. A thousand horsemen rode over the grave site repeatedly to wipe out any trace of the digging. People have looked and looked, but to this day no one has found the tomb of Chinggis Khan.

The sons and grandsons of Chinggis Khan spread terror throughout Asia and Europe. They created an enormous land-based empire. It stretched all the way from the Pacific Ocean to eastern Europe. For more than one hundred years, a group of Mongols, called the Golden Horde, ruled Russia. The Mongol conquest of Russia was ruthless. In one town a monk wrote, "No eye remained open to weep for the dead."

### The Song Dynasty Falls

It had been Chinggis Khan's dream to conquer all of China; his grandson Kublai Khan (Kuo'blai/khai'n) set out to realize that dream. He unleashed his powerful army against the southern Song dynasty and its people.

The Mongols ran into all sorts of problems in southern China. First of all, it was just too hot for them. The northern men, as well as their horses, were used to colder weather, and they found it difficult to fight in the heat and humidity. Mosquitoes bit them, spreading disease to which the Mongols had no resistance. Many of the Mongol warriors got sick.

The Song had a strong navy and amazing weapons, such as flamethrowers, rockets, and catapults that could hurl bombs. What determined warriors they were.

Page 55

55

Chinese Empire of the Mongols



This map shows the size of the Empire of the Great Khan in 1291 and what is now China at its height in the late 1300s. After Chinggis Khan died, his children divided the Mongol Empire into four parts, and this was the largest one.

They built a navy of their own and developed artillery that could fire enormous hundred-pound rocks. The Mongols defeated one

Page 56

inally captured the capital city of old child emperor of the Song.

The mighty Kublai Khan had the young emperor brought to him. Everyone trembled at the thought of what the great emperor, or khan, might do to the helpless boy. The Mongols could be extremely cruel to their prisoners.

But Kublai Khan was not as cruel as his uncles and his grandfather. He had studied Chinese customs and admired many things about the Chinese. When the young emperor was brought before him, Kublai Khan took pity on him. He ordered that the child not be harmed and sent him away to live the quiet life of a Buddhist priest.

Page 57

57

## Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What made the Mongols such fearsome warriors?"
- Post the image card under the date referencing the 1200s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What made the Mongols such fearsome warriors?”
  - » Key points students should cite include: The Mongols began training as warriors from a young age. Children could ride horses before they could walk, and the Mongols could shoot a bow while riding. The Mongols also trained to withstand harsh conditions. They terrorized the people they sought to conquer.
- Choose one of the Core Vocabulary words (*plague* or *locust*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## CHAPTER 8

# Kublai Khan and Marco Polo

**The Big Question:** Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?

### Primary Focus Objectives

- ✓ Identify the capital established by Kublai Khan at Beijing. **(RI.4.1)**
- ✓ Recognize Marco Polo as a great traveler who visited China during the time of Kublai Khan. **(RI.4.1)**
- ✓ Explain the effect of the Mongols' military failures in Vietnam and Japan. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *observatory, astronomer, heavenly bodies, postal system, tax, and typhoon*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Kublai Khan and Marco Polo":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 8.1

- Display and individual student copies of Yuan, Ming, and Qing Dynasties (AP 8.1)

### Core Vocabulary (Student Reader page numbers listed below)

**observatory, n.** a building or room used to study the weather or astronomy **(60)**

*Example:* Many stars could be seen from the observatory atop the hill.

*Variation(s):* observatories

**astronomer, n.** a scientist who studies the stars, the planets, and other features of outer space **(60)**

*Example:* The astronomer watched the comet move across the sky.

*Variation(s):* astronomers

**heavenly bodies, n.** objects found in the sky, such as planets or stars (60)

*Example:* The sun and moon are just two of many heavenly bodies that can be viewed from Earth.

*Variation(s):* heavenly body

**postal system, n.** an organization, usually run by the government, responsible for sorting and delivering mail (60)

*Example:* Members of the postal system transport packages and mail across the country.

*Variation(s):* postal systems

**tax, v.** to require people to pay money or goods to support the workings of the government (62)

*Example:* Before he could tax his citizens, the emperor needed to know how many people were in each village.

*Variation(s):* taxes, taxing, taxed, tax (noun)

**typhoon, n.** a windy storm with heavy rain; a hurricane (63)

*Example:* The typhoon caused widespread damage to crops.

*Variation(s):* typhoons

## THE CORE LESSON 35 MIN

### Introduce “Kublai Khan and Marco Polo”

5 MIN

Review with students the Chapter 7 Timeline Image Card, and read the caption aloud. Ask students to briefly recall what they learned in the previous lesson. Students should note that the Jurchen who controlled northern China faced a new enemy: Chinggis Khan. The Mongols were ruthless and, over time, conquered much of China, creating the largest empire the world has ever seen.

Next, ask students to imagine what a life of luxury might look like for themselves. If they had all the power and money they wished, where and how would they live? What kinds of luxuries would they want to be surrounded by? Explain that in this lesson, students will learn about the extraordinary luxuries that surrounded the Mongol ruler Kublai Khan. Call attention to the Big Question, and encourage students to look for reasons why the postal service may be considered one of Kublai Khan’s greatest achievements.

### Guided Reading Supports for “Kublai Khan and Marco Polo”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## "The Great Capital," Pages 58–60

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section "The Great Capital" on pages 58–60.

**SUPPORT**—Call attention to the pronunciation key for *Dadu*. Encourage students to correctly pronounce the word.

**SUPPORT**—Call attention to Kublai Khan's city on page 59, and read the caption aloud. Also call students' attention to the map on the Yuan, Ming, and Qing Dynasties (AP 8.1); ask them to locate the city of Beijing. Explain to students that Beijing is the capital of China today.

**CORE VOCABULARY**—Read aloud the last paragraph of the section on page 60. Call attention to the Core Vocabulary terms *observatory*, *astronomer*, and *heavenly bodies*, and explain their meanings.

After you read the text, ask the following question:

**LITERAL**—How would you describe Kublai Khan's surroundings in the Imperial City?

- » Kublai Khan's surroundings were very unusual and an indication of his wealth. He had mechanical tigers on a platform near where he met guests. Some of the Mongols missed their way of life in Mongolia, so Kublai Khan had yurts with magnificent furniture inside placed in the gardens of the Imperial City. He also had grass from the Mongolian steppes collected and brought to the emperor's palace.

### Chapter 8 Kublai Khan and Marco Polo

**The Great Capital** Once Kublai Khan conquered China, he decided to build a new capital city for himself. On the site of Beijing, he built a city and called it *Dadu* (dāh'doo'), or "great capital."

**The Big Question**  
Why might the development of the postal service have been considered one of Kublai Khan's greatest achievements?

A bodyguard of twelve thousand horsemen protected the khan's family day and night. If any visitors thought they could attack the emperor, they got a surprise when they walked into the grand hall where he met the guests. There seemed to be tigers on a platform near the emperor. If you were brave enough to walk up to these tigers, you would see that they were actually mechanical models. The emperor had very clever inventors and builders working for him.

Some of the Mongols missed their old way of life and the grasslands of Mongolia. To make the Mongols happy, Kublai Khan ordered that huge gardens of the Imperial City. These new yurts for families and ancestors had lived in—they

Page 58



Page 59

had magnificent furniture inside. Kublai Khan even sent men up north to collect grass from Mongolia. They planted the grass on an altar in the emperor's palace.

Kublai Khan was very interested in science. He built a tall building in the Imperial City as an observatory. He also invited a famous astronomer from Persia to *Dadu*. The astronomer brought instruments for observing the sun, moon, stars, and planets. He also brought a very special gift to Kublai Khan. For a long time, the astronomer had made careful observations of the movements of the heavenly bodies. He used these observations to calculate a new accurate calendar, which he gave to Kublai Khan. The Chinese called it the Calendar of Ten Thousand Years.

**Vocabulary**  
**observatory**, *n.* a building or room used to study the weather or astronomy  
**astronomer**, *n.* a scientist who studies the stars, the planets and other features of outer space  
**heavenly bodies**, *n.* objects found in the sky, such as planets or stars  
**postal system**, *n.* an organization, usually run by the government, responsible for sending and delivering mail

#### The Postal System

One of Kublai Khan's greatest achievements was the creation of the postal system. Kublai Khan wanted to keep tight control of the country, so he needed to be able to send and receive information quickly. He ordered that new roads and more than 1,400 postal stations be built throughout China. From one station to the next, horsemen galloped at top speed, carrying mail belts wrapped around their bodies. Other they sped down the roads. Other

Page 60

## "The Postal System" and "Marco Polo," Pages 60–62

Scaffold understanding as follows:

**CORE VOCABULARY**—Call attention to the Core Vocabulary term *postal system* on page 60 and explain its meaning.

Invite volunteers to read aloud the section "The Postal System" on pages 60–61.

Invite volunteers to read aloud the section "Marco Polo" on pages 61–62.

travelers had to get out of their way. As the rider approached a postal stop, the men inside the station would hear the bells and quickly get a fresh horse ready. The mail carrier would then jump onto the new horse and head for the next station. On a good day a message might travel 250 miles. Fifty thousand horses were used in this postal system.

#### Marco Polo

The government allowed foreign travelers and merchants to stay at the postal stations, which were a little like hotels. One foreigner from Europe who became famous for his visit to China was an Italian named Marco Polo. Around 1290 he wrote a very popular book that described the wonders of China in Kublai Khan's time.

Polo said that Kublai Khan's palace was "the greatest and most wonderful that ever was seen." He claimed it had four hundred rooms, with a dining hall where six thousand people could sit down for a banquet. Polo was amazed at the decorations. He wrote that gold and silver covered all the walls, along with



There are many rooms and gardens inside of Kublai Khan's palace. Marco Polo's story of his travels to China is one of the most interesting stories ever written. He wrote about the wonders of China in his book, *The Travels of Marco Polo*.

Page 61

and dragons. Paintings of war scenes also hung on the walls. Near the palace stood the khan's treasure houses, holding gold, silver, precious stones, and pearls.

**Taxing Times**

As time went on, the government needed more and more money. Kublai Khan hired foreign officials to think of new ways to tax the people. The Chinese hated these taxes. It made them especially angry to have foreigners in charge of the taxes. One of the foreign tax ministers was particularly evil. Some people believed Kublai Khan had been bewitched by this man's spells. Chinese officials working in the palace plotted against him. One night they lured him out of his house and killed him. But what would they tell Kublai Khan? Advisors convinced the khan that the tax minister had been stealing from him. Angry, Kublai Khan ordered the foreigner's body to be hung in the marketplace for all to see.

Though the Chinese did not like it, Kublai Khan kept raising taxes anyway. He had to. He needed money to pay for his palace, his officials, and his luxurious way of life. He was also fighting wars in far-off places, and those wars cost a lot of money. In earlier times the Mongols had won almost every war, but now they were losing battles. They tried to conquer the Vietnamese people, who fought so bravely that the Mongols had to give up.

**Page 62**

**Vocabulary**  
*tax*, *n.* to require people to pay money or goods to support the workings of the government.

**SUPPORT**—Call attention to the image of Marco Polo on page 61, and read the caption aloud.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What were some positive changes that Kublai Khan made in China?

- » Kublai Khan built new roads, thousands of postal stations, and created a postal system to deliver messages throughout China more rapidly. He also built an observatory and put a new, more accurate calendar in place.

**LITERAL**—What do we know about Marco Polo and his travels in China?

- » Marco Polo wrote a famous book that describes in great detail the sights and sounds of Kublai Khan's vast empire. We know he visited China, but we don't know whether he ever met Kublai Khan.

**“Taxing Times” and “A Famous Name,” Pages 62–63**

The Mongols also tried to invade Japan. Their invasion became one of the most famous events in all of history. Kublai Khan sent a huge fleet of ships to land on Japan. A powerful typhoon suddenly started when the ships were at sea. The high winds and waves completely destroyed the Mongol fleet. The Japanese believed that the typhoon had been sent on purpose by their gods to destroy the Mongols and save Japan. They called the typhoon *kamikaze* (kai-mih-kah-nee), “the divine wind,” because they thought it came from heaven.

These defeats made the Chinese realize that the Mongols were not unbeatable. Some Chinese took up arms and revolted against Kublai Khan. When Kublai Khan's army put down these revolts, the Chinese people grew even more resentful.

**A Famous Name**

As he grew older, Kublai Khan grew very sad. His wife died, and then his favorite son, who was next in line to become emperor, died as well. Kublai Khan became ill. Still, he did not die until he was eighty years old. Like his grandfather, Chinggis Khan, Kublai Khan was buried in a secret place. Even today, no one knows where Kublai Khan is buried.

**Page 63**

**Vocabulary**  
*typhoon*, *n.* a windy storm with heavy rain or hail.

**Scaffold understanding as follows:**

**CORE VOCABULARY**— Invite volunteers to read aloud the first two paragraphs of section “Taxing Times” on page 62. Call attention to the Core Vocabulary term *tax* and explain its meaning.

**CORE VOCABULARY**—Read aloud the remainder of the section. Call attention to the Core Vocabulary term *typhoon* and explain its meaning.

**SUPPORT**—Call attention to the pronunciation key for the word *kamikaze*. Encourage students to correctly pronounce the word.

**Have students independently read the last section, “A Famous Name,” on page 63.**

**After students read the text, ask the following question:**

**LITERAL**—What was unusual about the Mongols' invasions of Japan and the region now called Vietnam?

- » Even though the Mongols were mighty warriors, they were defeated during both invasions. A typhoon helped prevent the Mongol invasion of Japan.

## Timeline

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- Show students the two Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why might the development of the postal service have been considered one of Kublai Khan’s greatest achievements?”
- Post the image cards under the date referencing the 1200s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “Why might the development of the postal service have been considered one of Kublai Khan’s greatest achievements?”
  - » Key points students should cite include: Kublai Khan’s postal system made it possible for him to better control the empire. His postal system led to the construction of 1,400 miles of roads, making it possible to better communicate between parts of the empire.
- Choose one of the Core Vocabulary words (*observatory, astronomer, heavenly bodies, postal system, tax, or typhoon*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

# The Forbidden City

**The Big Question:** How did the Manchu gain control of China?

## Primary Focus Objectives

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- ✓ Explain how the Ming dynasty began. **(RI.4.1)**
- ✓ Describe the Forbidden City. **(RI.4.1)**
- ✓ Summarize the achievements of Zheng He, the Admiral of the Western Seas. **(RI.4.1)**
- ✓ Explain the reasons for the decline of the Ming dynasty and the Manchu takeover. **(RI.4.1)**
- ✓ Describe Chinese art, including silk scrolls, calligraphy, and porcelain. **(RI.4.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *kowtow*, *log book*, and *queue*. **(RI.4.4)**

## What Teachers Need to Know

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For background information, download the CKHG Online Resource “About the Ming Dynasty”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

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Activity Page



AP 8.1

- Display and individual student copies of the Yuan, Ming, and Qing Dynasties (AP 8.1)
- Red colored pencils or crayons (one for each student)
- Internet access for The Art of China activity

## Core Vocabulary **(Student Reader page numbers listed below)**

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**kowtow, v.** in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect **(68)**

*Example:* Officials wishing to speak to the emperor first had to kowtow to him.

*Variation(s):* kowtows, kowtowing, kowtowed

**log book, n.** a journal to keep track of daily events, especially when traveling (70)

*Example:* Details of the traveler’s journey were recorded in his log book.

*Variation(s):* log books

**queue, n.** a short braid of hair worn at the back of the neck (71)

*Example:* The small boy needed help fixing his hair in a queue before heading out to the fields.

*Variation(s):* queues

## THE CORE LESSON 35 MIN

### Introduce “The Forbidden City”

5 MIN

Activity Page



AP 8.1



Have students recall what they discussed in the previous lesson. Students should note that Kublai Khan built a great empire that had many important achievements. Marco Polo also visited Kublai Khan’s empire during his reign. Distribute copies of the Yuan, Ming, and Qing Dynasties (AP 8.1) and red colored pencils or crayons. Have students trace the route of Marco Polo in red on the map. Next, have students complete the first question on the activity page and share answers. (*Venice and Dadu [Beijing]*) Explain to students that during this lesson, they will learn about who took control of China after the Mongols. Call attention to the Big Question, and encourage students to look for ways the Manchu took over China as they read the text.

### Guided Reading Supports for “The Forbidden City”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Not-So-Handsome Emperor,” Pages 64–66

Scaffold understanding as follows:

Ask students to read the section “The Not-So-Handsome Emperor” on page 64 quietly to themselves or to a partner.

**SUPPORT**—Call attention to the image of Zhu Yuanzhang on page 65 and read aloud the caption.

Chapter 9  
The Forbidden City

**The Not-So-Handsome Emperor**  
There is probably only one man in all of Chinese history who is famous for not being especially handsome. His name was Zhu Yuanzhang (joo-yooo\*ahn\*ahng/), and he was born in the year 1328. After he reached adulthood, many artists painted portraits of him.

**The Big Question**  
How did the Manchu gain control of China?

He had a pockmarked face and a large jaw that stuck out. But the little boy with the large jaw grew up to become emperor of China.

Zhu Yuanzhang came from a very poor family of farmers. His parents owed money to their landlords and had to move a lot when they could not pay the rent. Zhu Yuanzhang never knew a real home.

When Zhu Yuanzhang was a teenager, the Huang He changed its course and overflowed. Waters flooded all the fields and destroyed the crops. People starved to death. Disease broke out and killed many others. Both of Zhu Yuanzhang’s parents died. At sixteen years of age, Zhu Yuanzhang was an orphan. Desperate, he went to a Buddhist monastery to ask for food and a place to live. But the monks there

The monks had no choice but to send him, out to beg for food and money.

Page 64



AP 8.1



Page 65

**SUPPORT**—Have students refer to Yuan, Ming, and Qing Dynasties (AP 8.1) and locate the Huang He River.

**SUPPORT**—Call attention to the image of the Huang He, or Yellow River, on page 66 and read aloud the caption. Note the terraces in the photograph and explain that they are used for farming. Core Knowledge students may recall learning about terraced farming in their study of *World Mountains*.

**After students read the text, ask the following questions:**

**LITERAL**—What made Zhu Yuanzhang’s appearance unusual?

- » He had a large jaw and a pockmarked face. He is remembered in history for not being a handsome emperor.

**LITERAL**—How would you describe Zhu Yuanzhang’s early life?

- » Zhu Yuanzhang came from very humble beginnings. He had poor parents and was eventually orphaned. He had to travel the countryside begging for food and money.

## “The Rebel” and “The Forbidden City,” Pages 66–68

**Scaffold understanding as follows:**

**Have students read the section “The Rebel” on pages 66–68 with a partner.**

**SUPPORT**—Call attention to the pronunciation key for *Zhu Di*. Encourage students to correctly pronounce the name.

**SUPPORT**—Reread the last two sentences of the section. Direct students to the image on page 67, and explain that it is a painting of Zhu Di’s Forbidden City that was created in the 1400s, during the Ming dynasty. Some of the people in the painting are the architects who designed the Forbidden City.

**CORE VOCABULARY**—Read aloud the section “The Forbidden City” on page 68, explaining the Core Vocabulary term *kowtow* when it is encountered.

**SUPPORT**—Call attention to the image of the Forbidden City on page 68 and read aloud the caption.



The Huang He, or Yellow River, is sometimes called “China’s Sorrow” because of the destruction it causes when it floods. Zhu Yuanzhang became an orphan when the river flooded in the 1350s.

**The Rebel**

For years, Zhu Yuanzhang traveled around the country begging. He saw scenes of terrible poverty and suffering. People blamed the Mongol government for their troubles. The poor got so angry that they formed bands of rebel fighters. They stole food and attacked government troops.

Zhu Yuanzhang joined a rebel group and eventually became one of its leaders. When the commander of the rebels died, Zhu Yuanzhang became the new commander. In 1368, Zhu Yuanzhang sent a huge army to attack the Mongol emperor. The Mongol emperor fled back to Mongolia, and Zhu Yuanzhang proclaimed the Ming, which meant brightness.

Page 66



Zhu Yuanzhang knew that he had a bad temper and that he could sometimes be cruel. He gave an order saying that he would let people write letters telling him what they did not like about the government. Zhu Yuanzhang promised not to get mad. But when he read some of the letters, he forgot his promise. One letter made him so angry that he ordered the author to be brought to the palace in chains and thrown into prison.

Because he had been poor himself, the emperor made laws to protect poor farmers from rich and powerful nobles. Zhu Yuanzhang made it a crime to take land from poor people. If you did, the emperor would have your nose cut off.

Zhu Yuanzhang ruled for thirty years. He made China a strong nation again. When one of Zhu Yuanzhang’s sons, Zhu Di (Joo-dih), became emperor, he decided that China needed a magnificent capital to display its great wealth and power. He ordered that the old buildings that Kubli Khan had just ordered to be torn down, in their place he ordered a new Imperial City to be built. At the center of the Imperial City, Zhu Di



Ming emperor Zhu Di built the Forbidden City as a residence for himself and his family.

Page 67

for himself and the imperial family. The emperor gave this residence a frightening name: The Forbidden City.

**The Forbidden City**

Amazingly, the Forbidden City survives today. You can stand in places where the emperor's officials made their reports and imagine how they looked and felt. If officials had bad news to give the emperor, they trembled before they could speak to the emperor, officials had to **kowtow**, which means they had to kneel down nine times and touch their forehead to the floor each time. It showed that they had complete respect for the emperor.

**Vocabulary**  
Kowtow is a Chinese custom, to kneel and touch your forehead to the ground nine times as a sign of respect.



Page 68

## After you read the text, ask the following questions:

**LITERAL**— When did the Ming dynasty start, and how did China change after the Ming dynasty replaced the Mongol emperor?

- » Zhu Yuanzhang defeated the Mongol emperor and became the first Ming emperor. Although he could be a bad-tempered, cruel leader, he defended poor Chinese people, especially farmers. He and his son Zhu Di, who later became emperor, made China a strong nation again.

## “The Admiral of the Western Seas,” Pages 69–70

**The Admiral of the Western Seas**

Zhu Di wanted to find out about other countries. He called for one of his most trusted soldiers, Zheng He (Jung’hu), and named him Admiral of the Western Seas. He told Zheng He to build a fleet of ships to explore the world. The fleet included more than three hundred ships and a crew of almost 28,000 men. It was like a floating city.

The Chinese had invented the compass many centuries earlier, so they were able to navigate great distances on the open sea. On one voyage, Zheng He went all the way to the eastern coast of Africa. The rulers of eastern Africa heard that Zhu Di was fascinated by exotic animals, so they gave Zheng gifts of animals for the emperor. Zheng He returned with lions, leopards, camels, zebras, rhinoceroses, and giraffes. The emperor's officials were so amazed when they saw the giraffe that they bowed down before it.

Eventually, officials persuaded the new emperor that the voyages cost too much money. To make sure that others did not



Page 69

## Scaffold understanding as follows:

Ask students to read independently the section “The Admiral of the Western Seas” on pages 69–70 to themselves.

**SUPPORT**—Call attention to the image of the giraffe being presented to the emperor on page 69 and read aloud the caption.

## After students read the text, ask the following questions:

**EVALUATIVE**—Why was Zheng He so important to the Ming dynasty?

- » At the emperor’s request, he built a fleet of more than three hundred ships to explore the world. He sailed great distances and made contact with other countries. The emperor and other officials probably learned many new things about the places Zheng He explored.

**EVALUATIVE**—Why do you think Zheng He kept detailed log books of his journeys?

- » Student responses will vary. Students may note that the log books were a way for Zheng He to better remember all of the details of the places he’d been, including how he got there and whom he met.

## “An Era of Hard Times,” Page 70

the officials took Zheng He’s log books, or detailed records of his travels, and destroyed them. Nevertheless, Zheng He became famous for his voyages. He is considered one of the greatest explorers in history.

**An Era of Hard Times**

The other Ming emperors did not accomplish as much as Zhu Yuanzhang and Zhu Di. But they excelled at spending money, often on foolish things. The Ming emperors refused to save money by cutting back on luxuries. This was all the more problematic as many people were going hungry and poverty was increasing.

The situation got much worse in the 1620s, when the climate changed. The weather got colder for a while. Lakes that never had ice before suddenly froze solid. The summer growing season shrank. People starved. Rebellions broke out. One group of rebels broke the walls holding back the Huang He. Floods then killed hundreds of thousands of people.

**The Coming of the Manchu**

Eventually, a large rebellion broke out in northern China. The Ming dynasty first fell into the hands of Chinese rebels who captured Beijing. Then, incredibly, a Ming general opened the gates of the Great Wall and invited the Manchu to invade China. Over a number of years, the Manchu conquered China. The Manchu set Qing (ching) dynasty.

Page 70

## Scaffold understanding as follows:

Have students read independently the section “An Era of Hard Times” on page 70.

## After students read the text, ask the following question:

**LITERAL**—How would you describe the emperors of the Ming dynasty who came after Zhu Yuanzhang and Zhu Di?

- » Many emperors spent money extravagantly on foolish luxuries, while many of the Chinese people were starving. The situation got even worse when climate changes led to even more people starving and to violence.

## “The Coming of the Manchu,” Pages 70–71

Scaffold understanding as follows:

Read aloud the first paragraph of the section “The Coming of the Manchu” on page 70.



**SUPPORT**—Explain that the Manchu are people from the region of Manchuria in present-day northeastern China. They are descendants of the Jurchen who had attacked China centuries earlier.

**SUPPORT**—Call attention to the pronunciation key for *Qing*. Encourage students to correctly pronounce the word.

**CORE VOCABULARY**—Read aloud the last paragraph of the section. Call attention to the Core Vocabulary term *queue* and explain its meaning. Use the man on horseback in the image on page 71 to show what a queue looks like.

After you read the text, ask the following question:

**LITERAL**—How did the Manchu rulers treat the Chinese?

- » They were strict. They outlawed weapons and required Chinese men to wear a queue to show loyalty to the Manchu government.

## Timeline

- Show students the two Chapter 9 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the Manchu gain control of China?”
- Post the image cards under the dates referencing the 1300s and the 1400s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



**CHECK FOR UNDERSTANDING** 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the Manchu gain control of China?”
  - » Key points students should cite include: The leaders of the Ming dynasty continued to live lavishly even though their people were starving. This created anger among the Chinese people, which ultimately led to a rebellion that captured Beijing and overthrew the Ming. The Manchu people then established the Qing dynasty.

- Choose one of the Core Vocabulary words (*kowtow*, *log book*, or *queue*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### The Art of China (RI.4.7)

45 MIN



**Materials Needed:** Access to Internet images of a Chinese hand scroll, calligraphy, and a porcelain flask; use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Alternate Art Activity for The Art of China: If you do not have access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource packet for Grade 4, available at:**

[www.coreknowledge.org/store](http://www.coreknowledge.org/store)

**Background for Teachers:** Prior to the start of the activity, preview the images of the Chinese hand scroll, the calligraphy of Zhao Mengfu, and the Ming porcelain flask:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Begin the activity by first providing context for the first image. Landscape scenes were important subject matter in Chinese art beginning in the Song dynasty (960–1279 CE). Although it was mostly educated men who trained in art, some Chinese women excelled as well. However, these women rarely went outdoors to study their subject matter. Instead, they lived inside the family compound and traveled only occasionally through the countryside when accompanying their husbands. Traditionally, Chinese artists spent years copying the style and compositions of earlier masters. It wasn't until artists were fully mature that it was appropriate to add personal touches.

Display for students the image of the Chinese hand scroll. Allow students several moments to look at the image before displaying the Looking Questions. Have students record their responses. Discuss responses.

1. What do you see on the left side of this work? On the right?
  - » There is printing on the left side, and the leaves of a bamboo plant on the right.
2. How can you tell this is a Chinese work of art?
  - » You can tell by the lettering. These are pictographs.

3. In what different ways did the artist use line in the painting?
  - » The artist used long, dark, sharp lines and short strokes in this painting.
4. How did the artist use ink to create a distinct atmosphere?
  - » The soft washes in the painting suggest mist, creating a distinct atmosphere.
5. What feeling does the artist's nature scene create?
  - » Answers will vary. Students may say that the scene creates a sense of peace, harmony, or calmness.

Next, prepare students to view the image of calligraphy. Explain to students that Chinese painting and calligraphy go hand in hand. Calligraphy is the art of writing using stylized brushstrokes and technique to create beautiful characters. In many cultures, these images are often considered works of art. Calligraphy could stand alone, but artists frequently used it when writing poems directly on their paintings. Zhao Mengfu (/jaow/meng\*foo/) was a Chinese painter and calligrapher. He had a major influence on modern Chinese landscape painting. A descendant of the imperial family of the Song dynasty, he was in service to the Mongol empire. His works show the influence of masters from the Tang dynasty, particularly his rougher brushstrokes. This was a stylistic break from masters of the Song dynasty.

Share with students the first couple of images of Zhao Mengfu's calligraphy. Allow students several moments to take in the image before displaying the Looking Questions. Have students record their responses. Discuss responses with students.

1. What element of art is most important in this image?
  - » Line is most important in this image.
2. What about the calligraphy indicates whether the characters were made slowly or quickly?
  - » The liquid brushstrokes suggest quick strokes
3. How would writing a character with brush and ink be different from writing one with a pen?
  - » Answers will vary. Explain that one must be more careful and decisive with a brush than with a pen.

Finally, prepare students for the image of the Ming porcelain flask. Chinese artists first began to work with porcelain during the Tang dynasty (618–906 CE). Porcelain is made from fine white clay, known as kaolin, that is fired (or baked) at high temperatures. Kaolin is relatively rare, only found in a few locations in China, Europe, and North America. Artists apply a clear liquid glaze, which

turns glassy when fired, allowing the white clay to show underneath. The most famous porcelain is “blue-and-white” ware. Porcelain was a major commodity for China in international trade from the 1100s through the 1800s. Other countries in Asia, Africa, and Europe all sought Chinese porcelain. Today, the nation’s ceramic work is still so highly respected that we commonly use the term *china* when referring to porcelain.

Display for students the image of the Ming dynasty porcelain flask. Allow students several moments to observe the image before displaying the Looking Questions. Have students record their responses. Discuss responses.

1. What do you see?
  - » Some students will be drawn to the dragon; others will say a vase or a pot with designs, etc.
2. What are some important elements of art in this work?
  - » Color, form, and line are dominant elements.
3. What creature appears on the flask?
  - » A dragon appears on the flask.
4. What else is shown?
  - » A complicated design of vines and leaves is also shown on the flask.
5. Do you think that this ware would be used for daily drinking?
  - » Its beauty and size suggest that it would be reserved for special occasions, for ceremonies, or for use by someone of high social standing.
6. What might it feel like to be served from this flask?
  - » Answers will vary.

## CHAPTER 10

# The Last Dynasty

**The Big Question:** What brought about an end to two thousand years of rule by emperors in China?

### Primary Focus Objectives

- ✓ Summarize Qianlong’s views on trade with other countries. **(RI.4.2)**
- ✓ Explain the effects of opium on China, including war with Great Britain. **(RI.4.2)**
- ✓ Identify factors that contributed to the decline of the Chinese empire. **(RI.4.1, RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *prosperity*, *porcelain*, *ingenious*, and *republic*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Last Dynasty”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 8.1

- Display and individual student copies of the Yuan, Ming, and Qing Dynasties (AP 8.1)

### Core Vocabulary (Student Reader page numbers listed below)

**prosperity, n.** success or wealth **(72)**

*Example:* China experienced a time of great prosperity under the wise emperor.

*Variation(s):* prosperous (adjective)

**porcelain, n.** a type of fine pottery **(74)**

*Example:* The vase was made of a fine, white porcelain.

**ingenious, adj.** clever (75)

*Example:* The boy's ingenious idea made carrying water from the well much easier.

**republic, n.** a kind of government in which people elect representatives to rule for them (77)

*Example:* Members of the republic chose officials to serve in the government.

*Variation(s):* republics

## THE CORE LESSON 35 MIN

### Introduce “The Last Dynasty”

5 MIN

Activity Page



AP 8.1



Review with students the Chapter 9 Timeline Image Cards and read aloud the captions. Ask students to briefly recall what they learned in the previous lesson. Students should note that after Mongol rule, the Ming dynasty took control of China. The later Ming rulers were unwise with money and let many Chinese people starve, giving rise to the Manchu takeover and the Qing dynasty. Have students look back to the Yuan, Ming, and Qing Dynasties (AP 8.1) and locate the Ming and Qing dynasties on the map. Have students complete the second question and discuss the correct answer. (*The Ming and Qing dynasties covered the same territory.*) Explain to students that today they will discuss the Qing dynasty, the last dynasty to rule China. Call attention to the Big Question, and encourage students to look for reasons dynastic rule in China came to an end as they read the text.

### Guided Reading Supports for “The Last Dynasty”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Emperor Who Possessed All Things,” Pages 72–75

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the first two paragraphs of the section “The Emperor Who Possessed All Things” on page 72. Call attention to the Core Vocabulary term *prosperity* and explain its meaning.

**SUPPORT**—Call attention to the pronunciation key for *Qianlong*. Encourage students to correctly pronounce the word.

Chapter 10  
The Last Dynasty

**The Emperor Who Possessed All Things** The Qing dynasty began in 1644 and lasted all the way to 1912. During much of this time, China enjoyed peace and prosperity. The Manchu encouraged learning but also supported farmers.

**The Big Question** What brought about an end to two thousand years of rule by emperors in China?

**Vocabulary** prosperity, n. success or wealth

One of the finest Chinese emperors was Qianlong (chee-yen'loong'). Even as a child, Qianlong showed great talent. His family gave him a strict education because they knew that, one day, he would have great responsibility. He had to start his lessons at five o'clock in the morning and study until the sun went down. He had breaks to practice archery and horse riding.

The habits that Qianlong formed in childhood helped when he became emperor at the age of twenty-four. He rose early every morning and finished a lot of government business before breakfast, which he ate at seven o'clock. He had free time in the afternoon for painting pictures and writing poems. He also wrote more than 42,000 poems. He also

Page 72



Page 73 10th emperor of the Qing Dynasty

**SUPPORT**—Call attention to the image of Qianlong on page 73 and read aloud the caption.

**CORE VOCABULARY**—Read aloud the next two paragraphs of the section on pages 72–74. Call attention to the Core Vocabulary term *porcelain* and explain its meaning.

**Note:** Students who have completed the Chinese Art Additional Activity from Chapter 9 should be familiar with porcelain.

**SUPPORT**—Call attention to the image of the Qing dynasty vase on page 74 and read aloud the caption.

loved walking in his gardens. He had a beautiful garden, called the Paradise of Countless Trees, where delicate willows bent over fish ponds and fruit trees flourished.

In Qianlong's time, China became very rich and powerful. European nations eagerly paid high prices for China's silk, porcelain, tea, artwork, and other objects. The Chinese would not accept foreign money. They demanded to be paid in silver.

China was willing to sell its products to the Europeans, but it was not yet interested in buying European products in return. Many Chinese believed that China made the best of everything and did not need anything that Westerners produced. Only a few Europeans were allowed to enter China—and only then during certain times of the year. The emperor made it illegal to teach the Chinese language to foreigners or to send Chinese books outside the country.

**Vocabulary**  
porcelain, n. a type of fine pottery

China was willing to sell its products to the Europeans, but it was not yet interested in buying European products in return. Many Chinese believed that China made the best of everything and did not need anything that Westerners produced. Only a few Europeans were allowed to enter China—and only then during certain times of the year. The emperor made it illegal to teach the Chinese language to foreigners or to send Chinese books outside the country.

Great Britain became the

Qing porcelain, such as this vase, was in high demand in Europe. But the emperor had very little that China wanted in return.

Page 74

**CORE VOCABULARY**—Read aloud the remainder of the section. Call attention to the Core Vocabulary term *ingenious* as it is encountered in the text and explain its meaning.

**SUPPORT**—Explain to students that Lord Macartney and the British were stunned when the Chinese hinted it was time for them to go. The Chinese were unimpressed by what Lord Macartney had to offer; to the emperor, the British goods were of little to no value.

**After you read the text, ask the following question:**

**LITERAL**—Why did Qianlong refuse the goods from British officials?

- » The emperor believed that the Chinese already possessed everything they could possibly need. He was uninterested in anything new or different because he thought China made the best of everything.

tea and porcelain. It annoyed the British that the Chinese were unwilling to buy their goods, especially when the British were spending so much money in China. In 1793 a British ambassador named Lord Macartney traveled to China with eighty-four assistants and advisers to meet with the emperor. They brought six hundred crates of British goods to show the emperor what marvelous products they made.

Qianlong received Lord Macartney politely. He invited the Englishman to a great banquet and took him on a tour of the private imperial garden. But whenever Macartney tried to discuss business, Qianlong changed the subject.

Finally, the Chinese hinted to the British that it was time to leave. The British told Qianlong's officials that they had not yet completed their business. The officials handed over a letter from the emperor. The emperor wrote, "We possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures."

**Vocabulary**  
ingenious, adj. clever

The British were stunned, but they could not argue with the emperor of China. They had to leave.

**The Opium Wars**

China thought it could remain isolated from Europe and the Western world. But the world was changing. The nations of Europe were growing richer and more powerful. They wanted to have they wanted to sell their goods there, isolated for long.

Page 75

## "The Opium Wars," Pages 75–76

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section "The Opium Wars" on pages 75–76.**

**SUPPORT**—Call attention to the image of British ships on page 76, and read the caption aloud.

The British eventually began selling a few goods to the Chinese, including a drug called opium from India. Opium is a very powerful and very addictive painkiller. Becoming addicted is exactly what happened to many people in China. One Chinese official wrote that opium was "worse than an invasion of wild beasts." It destroyed Chinese lives and families.

The Chinese government tried to stop the drug trade, but the British became angry. They were making too much money from opium. They refused to stop selling it. The British sent warships to force the Chinese to buy opium and other goods. This led to a series of bitter defeats for the Chinese. Whether they wanted to or not, the Chinese now had to open their doors to foreign traders.

In 1860, British and French soldiers burned the emperor's summer palace to the ground and stole many of its treasures: precious furniture, jewels, porcelain, and silk robes.

Page 76

## After students read the text, ask the following question:

**LITERAL**—How did the opium trade lead to war between China and Britain?

- » A very addictive and destructive drug, opium harmed Chinese families to the degree that the Chinese government tried to stop its transport into China. In response, the British sent warships and eventually attacked the emperor's summer palace.

## "The Empty Throne," Page 77

**The Empty Throne**

The great days of the Chinese empire were gone. Life became more difficult in China in the 1900s. The population got so big that the Chinese ran out of land for farming. There was not enough food to feed the growing population, and there were not enough jobs either. Many people left the country to find work in other parts of Asia, in South America, and in the United States.

Some Chinese settled in Hawaii to work the sugarcane fields. When gold was discovered in California in 1848, thousands of Chinese men sailed to the United States to work in the mines. They also helped build railroads in the American West.

China's ancient way of government barely lasted into the 1900s. A series of rebellions changed the country forever. Finally, in 1912 the last emperor of China stepped down from the throne. China became a **republic** with an elected government. After more than two thousand years of rule by emperors, the Chinese throne was empty.

**Vocabulary**  
republic, n. a kind of government in which people elect representatives to rule for them.

**Page 77**

## Scaffold understanding as follows:

**CORE VOCABULARY**—Have students read independently the section "The Empty Throne." Before students begin to read, call attention to the Core Vocabulary term *republic* and explain its meaning.

**Note:** Students in Core Knowledge schools should be familiar with the term *republic* from the Grade 3 unit *Ancient Rome*.

## After students read the text, ask the following question:

**LITERAL**—What factors led to the decline of the final Chinese empire?

- » Many factors led to the fall of the Chinese empire including population increases, employment shortages, foreign trade, and rebellions.

## Timeline

- Show students the two Chapter 10 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What brought about an end to two thousand years of rule by emperors in China?"
- Post the image cards under the dates referencing the 1600s and the 1800s CE; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What brought about an end to two thousand years of rule by emperors in China?”
  - » Key points students should cite include: Many factors brought about an end to the rule of emperors in China. During the Opium Wars, the Chinese lost to Great Britain and France. In the years after, China faced issues with an increasing population but not enough jobs, uneven foreign trade, and rebellions.
- Choose one of the Core Vocabulary words (*prosperity*, *porcelain*, *ingenious*, or *republic*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary: Chapters 7–10 (RI.4.4)

10 MIN

Activity Page



AP 10.1

**Materials Needed:** Domain Vocabulary: Chapters 7–10 (AP 10.1)

Distribute copies of Domain Vocabulary: Chapters 7–10 (AP 10.1). Read aloud the directions. Allow students to complete the activity independently or with partners. This activity may be assigned as classwork or as homework.

# Teacher Resources

<b>Unit Assessment: <i>Dynasties of China</i></b>	<b>75</b>
<b>Performance Task: <i>Dynasties of China</i></b>	<b>79</b>
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<b>Answer Key: <i>Dynasties of China</i></b>	<b>92</b>

The following fiction excerpt can be found and downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Fiction Excerpt

- “The Wonderful Chuang Brocade” (FE 1)

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit Assessment: *Dynasties of China*

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### A. Circle the letter of the best answer.

1. In his tomb, Shihuangdi was surrounded by
  - a) statues of angels.
  - b) the bodies of his wife and children.
  - c) thousands of clay soldiers to guard him.
  - d) statues of dragons to protect him.
  
2. The Great Wall was constructed to
  - a) connect western China to the Yellow Sea.
  - b) keep out the Xiongnu who lived near the northern border of China.
  - c) stop trade with Britain and France.
  - d) celebrate the power of the Tang dynasty.
  
3. Emperor Wudi of the Han dynasty ordered an official to travel into the wilderness to find
  - a) people willing to help China defend its northern border.
  - b) the Silk Road.
  - c) a country willing to buy China's rice and silk.
  - d) magic potions that would make him live forever.
  
4. In the time of the Han dynasty, foreigners were especially eager to buy Chinese
  - a) rice.
  - b) art.
  - c) silk.
  - d) flowering shrubs.
  
5. One thousand years before it appeared in Europe, \_\_\_\_\_ was invented in China.
  - a) silk
  - b) paper
  - c) brick
  - d) fish netting
  
6. Wu Zhao was China's
  - a) only female emperor, after forcing her son to resign.
  - b) youngest leader.
  - c) most popular leader.
  - d) first person to sell silk.

7. The invention of \_\_\_\_\_ led the Chinese to create the world's first books.
- a) literature
  - b) calligraphy
  - c) ink
  - d) woodblock printing
8. The Tang dynasty was known for which of the following?
- a) the invention of paper money
  - b) extensive trading of tea
  - c) the invention of gunpowder and fireworks
  - d) all of the above
9. Emperor Hui Zong of the Song dynasty was most interested in
- a) military strength.
  - b) the arts such as painting, calligraphy, and poetry.
  - c) opium.
  - d) Buddhism.
10. After getting military help from the Song dynasty, which group turned against the Chinese and claimed much of northern China?
- a) Jurchen
  - b) Mongols
  - c) Xiongnu
  - d) Russians
11. During the Song dynasty, who were the most honored and respected people in China?
- a) soldiers
  - b) priests
  - c) scholars
  - d) merchants
12. Partly because its wooden houses were crowded together, \_\_\_\_\_ could easily sweep through Hangzhou.
- a) fires
  - b) floods
  - c) monsoons
  - d) snow
13. Chinggis Khan was the leader of the \_\_\_\_\_ who attacked northern China.
- a) Russians
  - b) Mongols
  - c) Japanese
  - d) Koreans

- 14.** Who was Marco Polo?
- a) the inventor of the game of polo
  - b) a Spanish king
  - c) an Italian explorer
  - d) a Mongol military leader
- 15.** What was one of Kublai Khan's greatest achievements?
- a) creating a postal system
  - b) creating paper money
  - c) creating a uniform Chinese alphabet
  - d) inventing gunpowder
- 16.** The Chinese word *ming* means
- a) fierce.
  - b) loyal.
  - c) brightness.
  - d) beautiful.
- 17.** Emperor Zhu Di of the Ming dynasty built a new residence called
- a) Chang'an.
  - b) the Forbidden City.
  - c) the Yellow Palace.
  - d) Dadu.
- 18.** Zheng He is famous because he
- a) fought the British warships.
  - b) invented the postal system.
  - c) attacked the Manchu armies in north China.
  - d) built a fleet of ships at the emperor's request and explored the world.
- 19.** Britain refused to stop selling \_\_\_\_\_ to China.
- a) tobacco
  - b) rice
  - c) tea
  - d) opium
- 20.** In 1912, the last emperor stepped down and China became
- a) a republic.
  - b) a communist state.
  - c) an empire.
  - d) a British colony.

**B. Match each word or phrase on the left with its definition on the right.**

**Terms**

\_\_\_\_\_ 21. alchemist

\_\_\_\_\_ 22. imperial

\_\_\_\_\_ 23. jade

\_\_\_\_\_ 24. terracotta

\_\_\_\_\_ 25. kowtow

\_\_\_\_\_ 26. resign

\_\_\_\_\_ 27. queue

\_\_\_\_\_ 28. porcelain

**Definitions**

**a)** in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect

**b)** baked or hardened brownish-red clay

**c)** a person who tries to turn other metals into gold

**d)** a short braid of hair worn at the back of the neck

**e)** a type of fine pottery

**f)** to step down from or leave a job

**g)** relating to an emperor, empress, or empire

**h)** a hard mineral, usually green, that can be made into jewelry or small figurines

## Performance Task: *Dynasties of China*

**Teacher Directions:** Ask students to reflect on the legacies of China’s dynasties. Have students create an illustrated timeline of China’s dynastic history. Each dynasty should be represented by an illustration connected to at least one key feature or achievement of that dynasty. Encourage students to use their Student Reader to take notes and organize their thoughts in the Notes Table provided. Once students complete their Notes Tables, provide each student with seven blank drawing pages (one per dynasty) and colored pencils or crayons.

A sample table, completed with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table.

<b>Dynasty</b>	<b>Years of Rule</b>	<b>Key Features and Achievements</b>
<b>Qin</b>	221 BCE–210 BCE	<ul style="list-style-type: none"> <li>• first emperor of China</li> <li>• tomb with terracotta army</li> <li>• beginning of the Great Wall</li> <li>• uniting of Chinese states</li> </ul>
<b>Han</b>	202 BCE–220 CE	<ul style="list-style-type: none"> <li>• development of Silk Road</li> <li>• capital city of Chang’an</li> <li>• papermaking</li> <li>• silk trade</li> </ul>
<b>Tang</b>	618–907	<ul style="list-style-type: none"> <li>• first female emperor (Wu Zhao)</li> <li>• spread of Buddhism in China</li> <li>• game of polo</li> <li>• poetry and tomb figurines</li> <li>• popularity of tea</li> <li>• invention of woodblock printing, gunpowder, and fireworks</li> </ul>
<b>Song</b>	960–1279	<ul style="list-style-type: none"> <li>• Hui Zong’s painting academy</li> <li>• landscape painting</li> <li>• city and country differences</li> <li>• government exams for scholars</li> </ul>
<b>Mongols (Yuan)</b>	1271–1368	<ul style="list-style-type: none"> <li>• city of Dadu</li> <li>• Kublai Khan’s observatory and postal system</li> <li>• Marco Polo’s visit to China</li> </ul>
<b>Ming</b>	1368–1644	<ul style="list-style-type: none"> <li>• the Forbidden City</li> <li>• porcelain</li> <li>• voyages of Zheng He</li> </ul>
<b>Qing</b>	1644–1912	<ul style="list-style-type: none"> <li>• wearing of queues</li> <li>• porcelain</li> <li>• Opium Wars</li> </ul>

## Performance Task Scoring Rubric

---

**Note:** Students should be evaluated on their timelines using this rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their timelines.

<b>Above Average</b>	Student timeline is neat, well-organized, and creative. Dynasty names and dates are identified correctly. Illustrations are accurate and effective and tell the stories of the dynasties.
<b>Average</b>	Student timeline is neat and organized. Dynasty names and dates are identified correctly. Illustrations are accurate and at least one item or feature is drawn for each dynasty.
<b>Adequate</b>	Student timeline is generally neat and somewhat organized. Dynasty names and dates are identified correctly. Illustrations with at least one item or feature drawn for six of the seven dynasties are included.
<b>Inadequate</b>	Student timeline lacks neatness and organization. Many dynasty names and dates are incorrect or omitted. Illustrations are largely inaccurate or missing.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Performance Task Activity: *Dynasties of China***

---

Think about life in China during each of the dynasties you have studied. Use this page to sketch ideas for the seven illustrations (one per dynasty) that you will create. Then, complete your actual illustrations for the timeline. Remember to write the name of the dynasty, the years it ruled, and at least one drawing that illustrates life or something important during that dynasty. Create a timeline that names each dynasty, gives the years of each dynasty, and illustrates one part of life in China during that dynasty.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Dynasties of China* for information.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The *Dynasties of China* Performance Task Notes Table

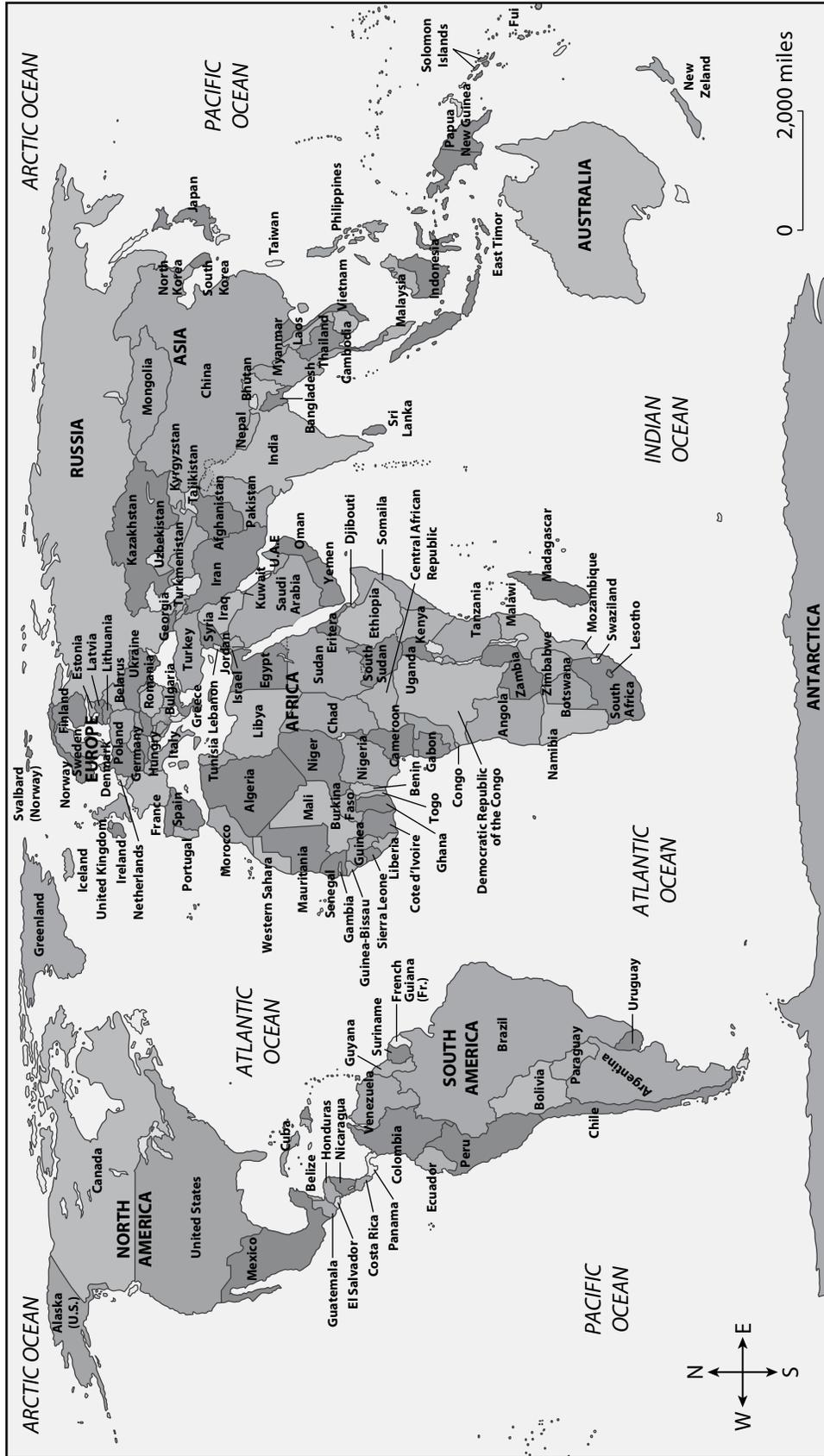
Use the table below to help organize your thoughts as you refer to the chapters in the *Dynasties of China*. You need to have at least one key feature or achievement for each dynasty that you can illustrate.

<b>Dynasty</b>	<b>Years of Rule</b>	<b>Key Features and Achievements</b>
<b>Qin</b>	221 BCE–210 BCE	
<b>Han</b>	202 BCE–220 CE	
<b>Tang</b>	618–907	
<b>Song</b>	960–1279	
<b>Mongols (Yuan)</b>	1271–1368	
<b>Ming</b>	1368–1644	<ul style="list-style-type: none"> <li>voyages of Zheng He</li> </ul>
<b>Qing</b>	1644–1912	

Name \_\_\_\_\_

Date \_\_\_\_\_

### World Map



Name \_\_\_\_\_

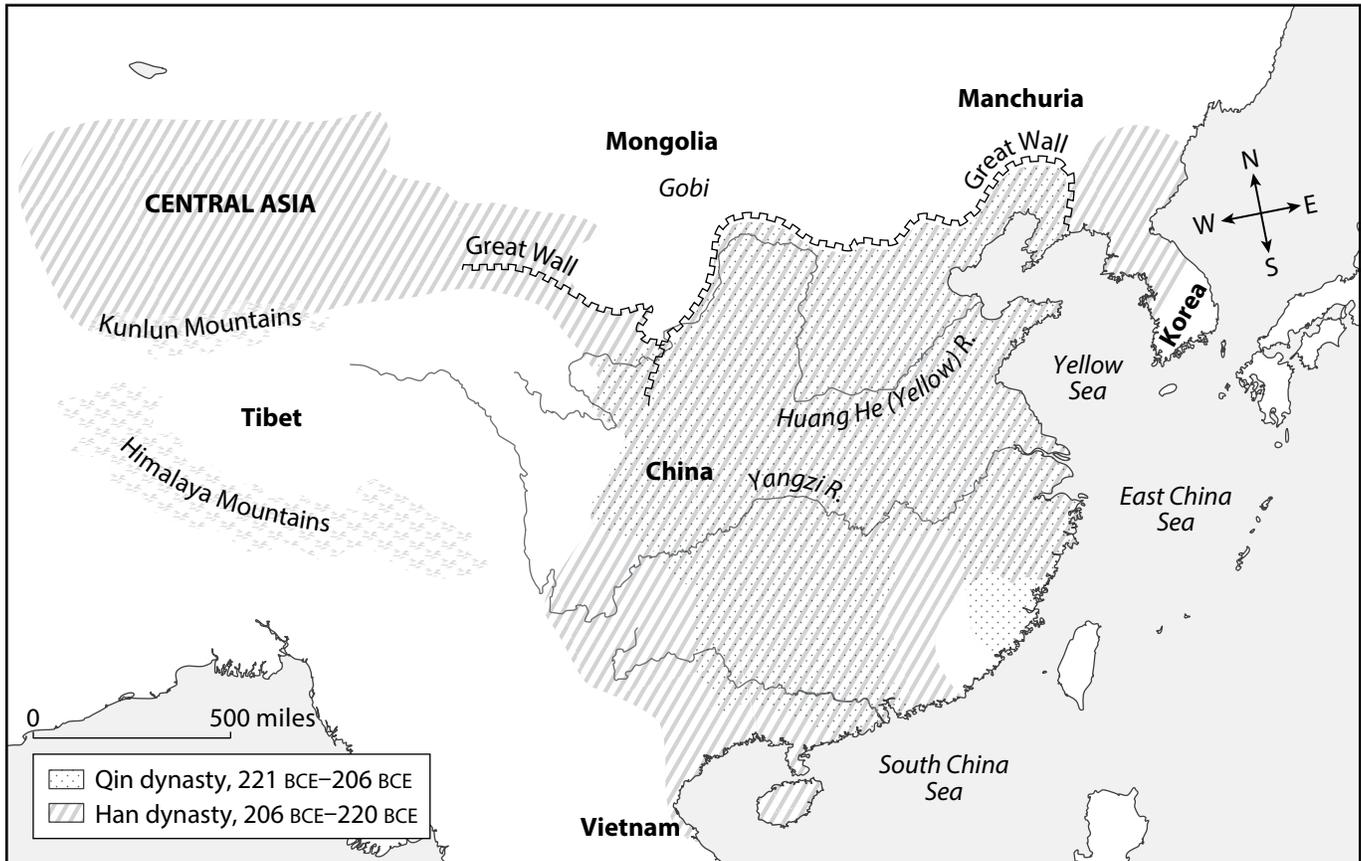
Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1 and 2**

**Qin and Han Dynasties**

**Directions: Study the map of the Qin and Han dynasties. Use it to answer the questions below.**



1. What human-made barrier helped protect the Qin dynasty from invaders?

\_\_\_\_\_

2. Which of the two dynasties extended the farthest south and west?

\_\_\_\_\_

Name \_\_\_\_\_

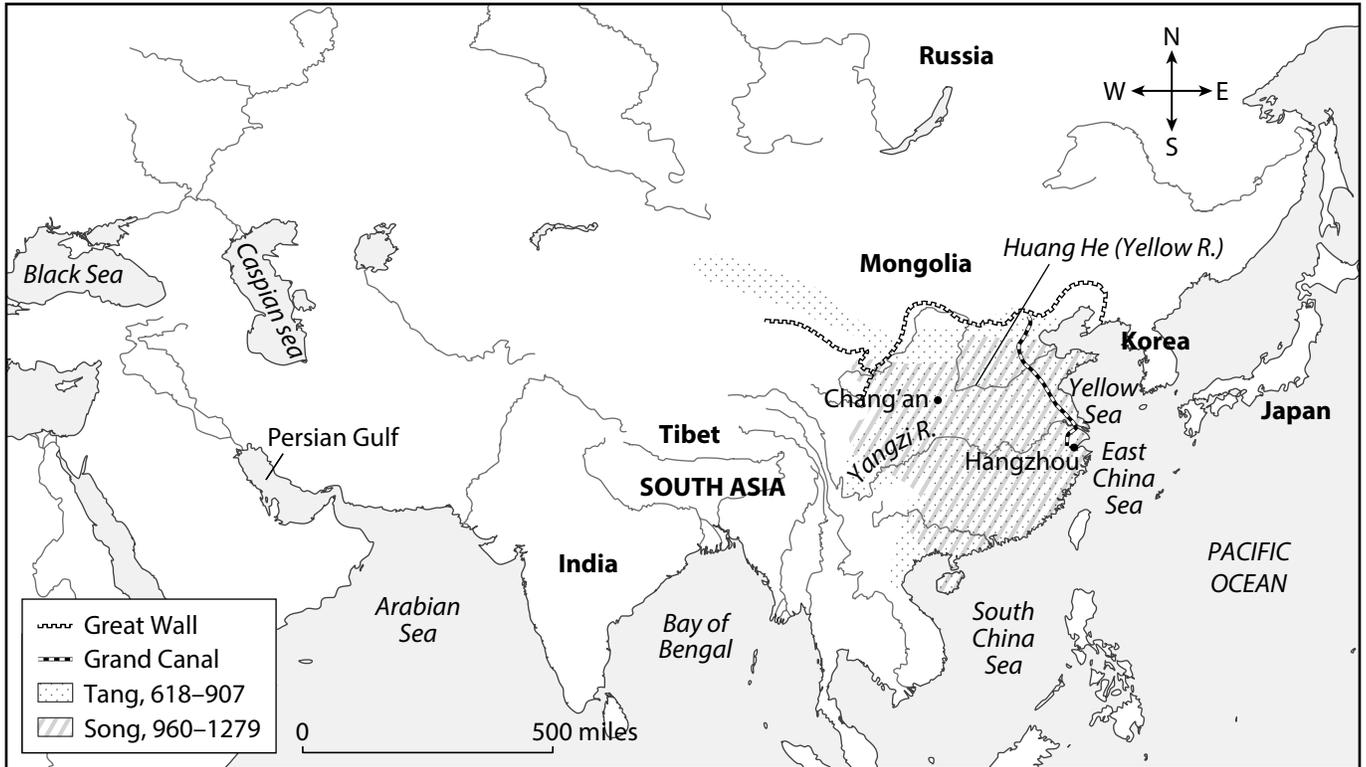
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**Activity Page 3.1**

**Use with Chapters 3 and 4**

**Tang and Song Dynasties**

**Directions: Study the map of the Tang and Song dynasties. Use it to answer the questions below.**



1. What two rivers did the Grand Canal connect?

\_\_\_\_\_

2. During the Song dynasty, did the land under Chinese rule grow or shrink?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2**

**Use with Chapter 3**

**Domain Vocabulary: Chapters 1–3**

**Directions:** Circle the correct term from the options presented to complete each sentence.

**Example:** Over seven thousand \_\_\_\_\_ soldiers stood at attention in the emperor's tomb.

jade      terracotta      hemp

1. The Chinese thought their northern neighbors were \_\_\_\_\_.  
barbarians      officials      tyrants
2. The Qin dynasty lasted for just one \_\_\_\_\_.  
official      generation      hemp
3. Shihuangdi was considered to be a \_\_\_\_\_ by many of his subjects.  
official      tyrant      Buddha
4. The Chinese made paper by mashing together \_\_\_\_\_, tree bark, and other ingredients.  
hemp      jade      terracotta
5. Shihuangdi was China's first \_\_\_\_\_.  
barbarian      emperor      official
6. The small figurine was carved from a piece of \_\_\_\_\_.  
hemp      terracotta      jade
7. Both Shihuangdi and Wu Zhao were harsh, \_\_\_\_\_ rulers.  
barbarian      Buddhist      ruthless
8. Desert travelers stopped at the \_\_\_\_\_ for food and water.  
yak      shrine      oasis
9. Followers of the Buddhist religion stopped to visit the \_\_\_\_\_.  
oasis      hemp      shrine
10. After the death of Emperor Taizong, Wu Zhao was supposed to become a \_\_\_\_\_.  
tyrant      nun      yak



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 6.1**

**Use with Chapter 6**

**Domain Vocabulary: Chapters 4–6**

**Directions: Complete each sentence with a Core Vocabulary term from the box. Not every term will be used.**

calligraphy	woodblock printing	alchemist	charcoal	nitrate	
saltpeter	prophecy	peddler	academy	canvas	panoramic
siege machine	virtue	ton	vendor	wares	horoscope
porter	ritual	elite			

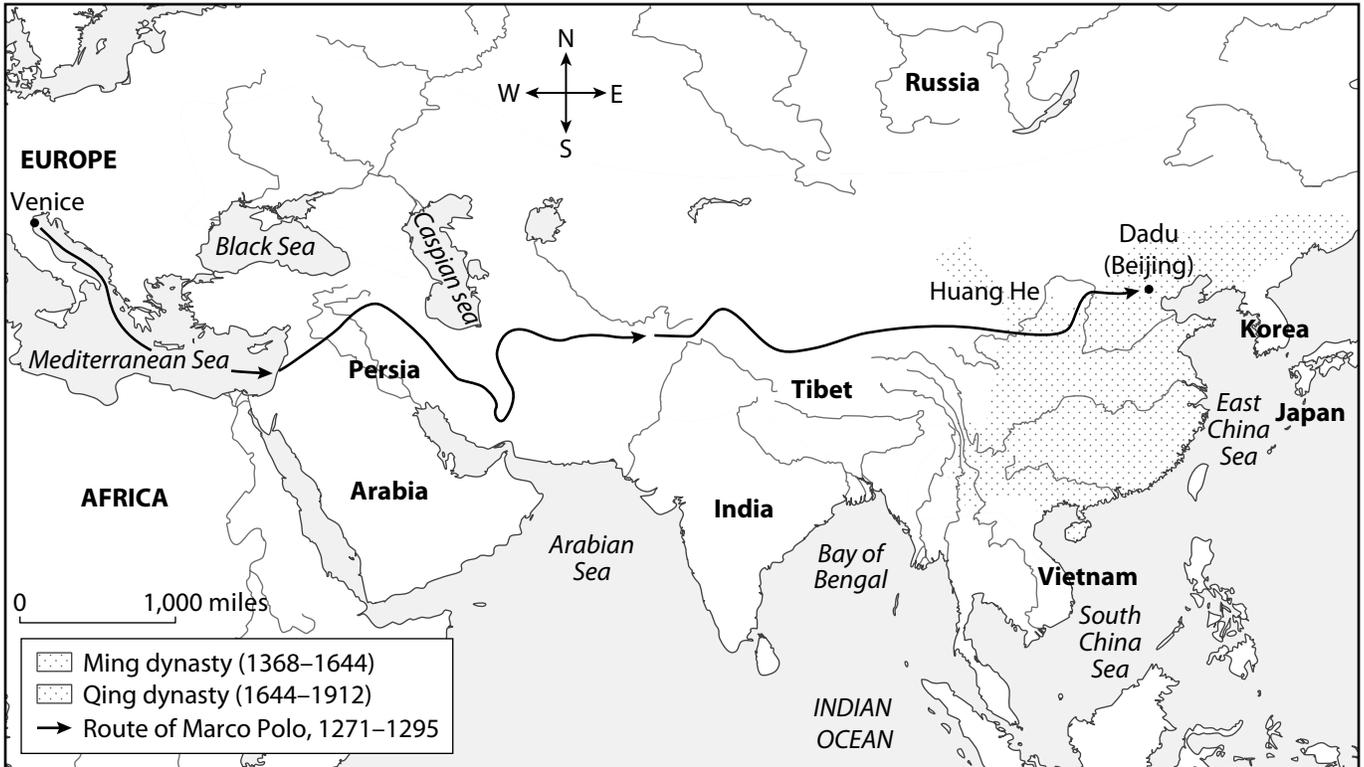
1. The artist signed his name with beautiful \_\_\_\_\_.
2. The \_\_\_\_\_ traveled from place to place carrying his goods for sale.
3. Standing atop the mountain, she had a \_\_\_\_\_ view of the villages below.
4. According to the emperor's \_\_\_\_\_, he was in for a very lucky year.
5. The peddler made a \_\_\_\_\_ that the emperor would beg for a pancake someday.
6. The Jurchens' \_\_\_\_\_ broke through the sturdy city wall.
7. The \_\_\_\_\_ displayed all of her \_\_\_\_\_ at the same stall in the marketplace every day.
8. The emperor created an \_\_\_\_\_ where artists could learn new painting techniques.
9. The farmer needed help moving the giant stone because it weighed more than a \_\_\_\_\_.
10. The \_\_\_\_\_ tried again and again to turn the lead into gold.

**Activity Page 8.1**

**Use with Chapters 8 and 9**

**Yuan, Ming, and Qing Dynasties**

**Directions:** Study the map of the Yuan, Ming, and Qing dynasties. Use it to answer the questions below.



1. Find Marco Polo's route and trace it in red. What two cities did he travel to and from?

\_\_\_\_\_

2. Which two dynasties occupied the same region?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 10.1**

**Use with Chapter 10**

**Domain Vocabulary: Chapters 7–10**

**Directions: Complete the crossword puzzle by solving each clue with terms from the box. For the terms that have two words, leave out the space between words.**

plaque	locust	observatory	astronomer	typhoon
heavenly bodies	tax	postal system	porcelain	kowtow
log book	queue	prosperity	ingenious	republic

**Across**

**Down**

- 5. to require people to pay money or goods to support the workings of the government
- 7. a short braid of hair worn at the back of the neck
- 8. a journal to keep track of daily events, especially when traveling
- 11. a building or room used to study the weather or astronomy
- 13. an organization, usually run by the government, responsible for sorting and delivering mail
- 14. a scientist who studies the stars, the planets, and other features of outer space
- 15. a large grasshopper-like insect; in large swarms they can cause widespread crop damage

- 1. objects found in the sky, such as planets or stars
- 2. a kind of government in which people elect representatives to rule for them
- 3. in Chinese culture, to kneel and touch your forehead to the ground nine times as a sign of respect
- 4. a decorative tablet, usually made to celebrate an individual or an event
- 6. a type of fine pottery
- 9. success or wealth
- 10. clever
- 12. a windy storm with heavy rain; a hurricane

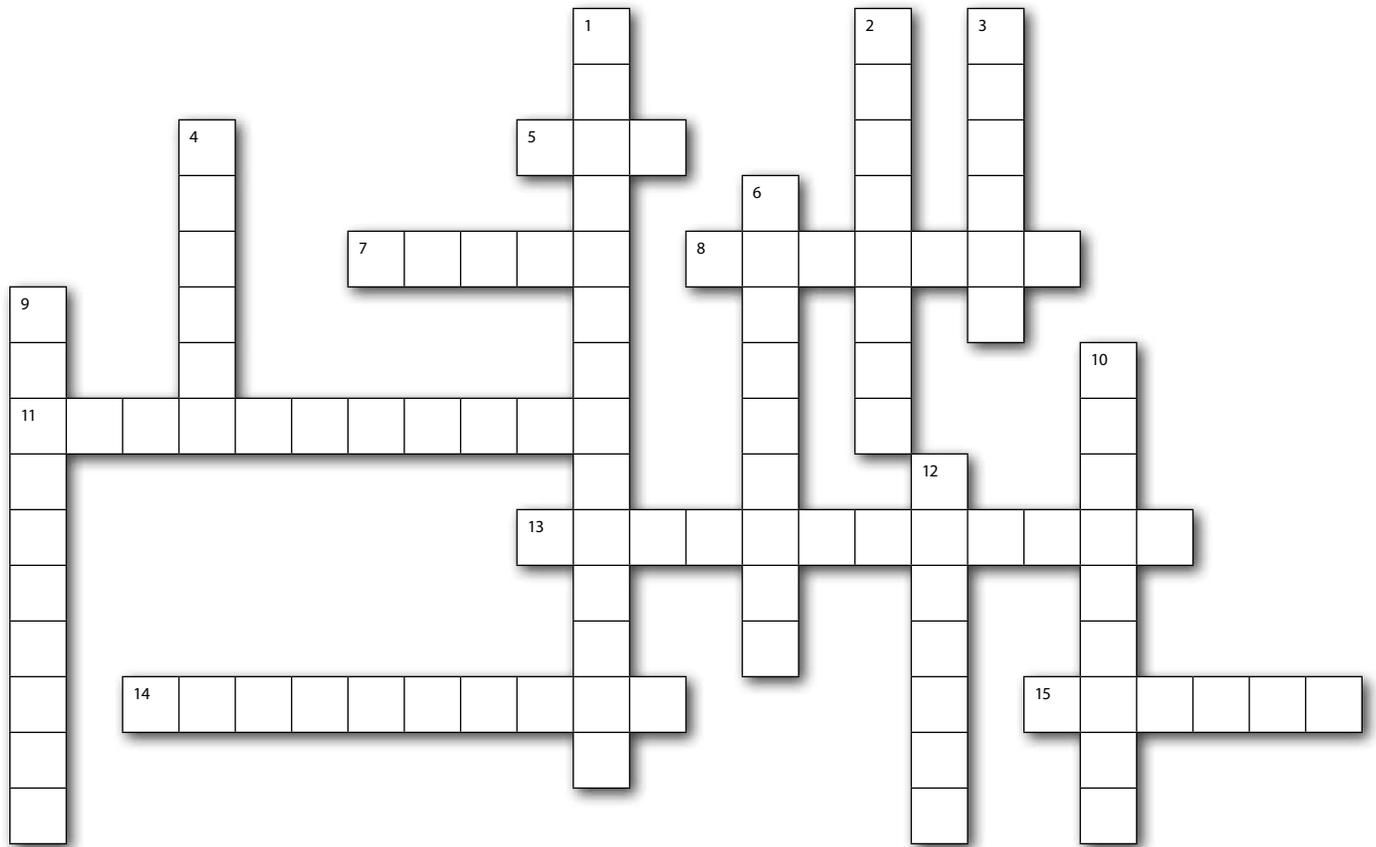
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 10.1 *continued*

Use with Chapter 10

Domain Vocabulary: Chapters 7–10



## Answer Key: *Dynasties of China*

---

### Unit Assessment (pages 75–78)

1. c 2. b 3. a 4. c 5. b 6. a 7. d 8. d 9. b 10. a 11. c  
12. a 13. b 14. c 15. a 16. c 17. b 18. d 19. d 20. a  
21. c 22. g 23. h 24. b 25. a 26. f 27. d 28. e

### Activity Pages

#### Qin and Han Dynasties (AP 1.2) (page 84)

1. Great Wall of China
2. Han dynasty

#### Tang and Song Dynasties (AP 3.1) (page 85)

1. Huang He (Yellow River) and Chang (Yangzi River)
2. The territory controlled by China shrank under the Song dynasty.

#### Domain Vocabulary: Chapters 1–3 (AP 3.2) (page 86)

1. barbarians
2. generation
3. tyrant
4. hemp
5. emperor
6. jade
7. ruthless
8. oasis
9. shrine
10. nun

#### Domain Vocabulary: Chapters 4–6 (AP 6.1) (page 88)

1. calligraphy
2. peddler or vendor
3. panoramic
4. horoscope
5. prophecy
6. siege machine
7. peddler or vendor; wares
8. academy
9. ton
10. alchemist

#### Yuan, Ming, and Qing Dynasties (AP 8.1) (page 89)

1. Venice, Dadu (Beijing)
2. Ming dynasty, Qing dynasty

#### Domain Vocabulary: Chapters 7–10 (AP 10.1) (pages 90–91)

##### Across

5. tax
7. queue
8. log book
11. observatory
13. postal system
14. astronomer
15. locust

##### Down

1. heavenly bodies
2. republic
3. kowtow
4. plaque
6. porcelain
9. prosperity
10. ingenious
12. typhoon



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Genghis Khan in battle, preceded by Gebe, one of his generals (colour litho) / Private Collection / Bridgeman Images: 6i, 53

Genghis Khan in his tent by Rashid al-Din (1247–1318), Islamic School, (14th century) / Bibliotheque Nationale, Paris, France / Bridgeman Images: 52

Golden water river, Forbidden City (Unesco World Heritage List, 1987), Beijing, China, 15th century (photo) / De Agostini Picture Library / Archivio J. Lange / Bridgeman Images: i, iii, 64

Japan: A Japanese embassy to the Tang Court in China, painting, 8th-9th century CE / Pictures from History / Bridgeman Images: 37

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Kneeling archer from the Terracotta Army, 210 BC (terracotta), Chinese School, (3rd century AD) / Tomb of Qin Shi Huang Di, Xianyang, China / Credit: Zhang Shui Cheng / Bridgeman Images: 17

Marco Polo, McConnell, James Edwin (1903–95) / Private Collection / © Look and Learn / Bridgeman Images: 58

Mongol archer on horseback, from seals of the Emperor Ch'ien Lung and others, 15th-16th century (ink & w/c on paper), Chinese School, Ming Dynasty (1368–1644) / Victoria & Albert Museum, London, UK / Bridgeman Images: Cover C, 53

Or 11515, f.11v Qin Shi Huang, first Emperor of China, Qin Dynasty (vellum), Korean School (19th Century) / British Library, London, UK / Bridgeman Images: 17

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Portrait of Genghis Khan (c.1162–1227), Mongol Khan, founder of the Imperial Dynasty, the Yuan, making China the centre of the great Mongol Empire (1260–1368), (ink and w/c on silk, silk patterned border), Chinese School, Yuan Dynasty (1279–1368) / National Palace Museum, Taipei, Taiwan / Bridgeman Images: 54

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Tomb model illustrating polo playing / Werner Forman Archive / Bridgeman Images: 32

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Woman on horseback, Tang Dynasty, c.700–750 (earthenware with lead-silicate glazes & painted details), Chinese School, Tang Dynasty (618–907) / Freer Gallery of Art, Smithsonian Institution, USA / Bridgeman Images: 37

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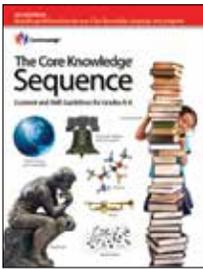
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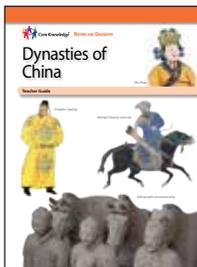
### Dynasties of China

*Core Knowledge Sequence* History and Geography 4



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