China in the Middle Ages
CHAPTER RESOURCE GUIDE

Plan With Understanding by Design

Chapter Objectives
Begin With the End in Mind

Students will demonstrate the following enduring understandings:
• Trade leads to cultural diffusion.
• New technologies can improve lives.
• New technologies pave the way for increased trade.

Connect
Make Learning Meaningful

Student Edition
• Essential Question  What are the consequences of technology?
• myStory  Kublai Khan’s court and Chinese technology impress foreign visitors.

myworldhistory.com
myStory Video  Learn about Kublai Khan through a video about his life.

Student Journal
Essential Question Preview

Experience
Teach Knowledge and Skills

Student Edition
• Read Sections 1, 2, 3, and 4.
• Answer Reading Checks and Section Assessment questions.

myworldhistory.com
On Assignment  Visual Glossary, Timeline, Places to Know, Primary Source, Simulation, and Self-Test

Student Journal
• Sections 1, 2, 3, and 4 Word Wise
• Sections 1, 2, 3, and 4 Take Notes

Teacher’s Edition
MyWorld Activities
• Section 1: Test to Find the Best, p. T10
• Section 2: A Demand for Rights, p. T16
• Section 3: Close the Doors, p. T22
• Section 4: Ways of Thinking and Believing, p. T28

21st Century Learning  Online Tutor
• Identify Main Ideas and Details
• Draw Conclusions
• Sequence
• Compare Viewpoints
• Summarize
• Identify Evidence

Understand
Assess Understanding

Assessment Booklet
• Chapter Tests  • Benchmark Tests

Teacher’s Edition
myWorld Chapter Activity  Students identify imports and exports from China, write a commercial, create “shopping lists,” and conduct trading sessions.

Student Journal
Essential Question Writer’s Workshop

myworldhistory.com
On Assignment  Students will write an article or make a multimedia slideshow on China in the Middle Ages.

Tracker
Online at myworldhistory.com
Administer chapter tests and remediate understanding.

Student Edition
Chapter Assessment
Connect to the Essential Question

**Essential Question**

What are the consequences of technology?

Use the Essential Question poster and follow these steps to help students understand the Essential Question.

**Connect to Their Lives**

1. Have students share views about the role of technology in their lives. (To extend this Essential Question, encourage students to note changes in the way they understand the role of technology.) Prompt them to consider ways they use technology, such as for communication, transportation, health, learning, or entertainment. Then have students describe how a specific technology affects their lives. Have them place a √ to indicate positive effects and an X to indicate negative effects. Post the following table for completion or have students turn to the Essential Question Preview page in their Student Journal.

<table>
<thead>
<tr>
<th>Ways Technology Affects My Life</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Its Effect</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Discuss students’ responses. Ask, Does technology always improve your life or does it sometimes cause new problems? Explain.

**Connect to the Content**

3. Now have students brainstorm ways technology might affect a society. Students might say that technology allows societies to grow and change. Post the following table for students to complete, which lists key components of China’s society. Ask students to identify examples of technology for each component. For example, “compass” might appear beside Navigation. Then have students predict how each technology played a role in China’s development.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Navigation</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
</tr>
</tbody>
</table>

4. After previewing the chapter, have students make predictions on the Essential Question Preview page in their Student Journal.
ON ASSIGNMENT: China in the Middle Ages
For this chapter's assignment, students will
• take a digital trip to China.
• take on the role of a journalist.
• gather notes, images, and data throughout their journey.
• write an article or create a multimedia slideshow connecting the information and images gathered during their trip and this chapter's Essential Question: *What are the consequences of technology?*

ITINERARY
During their trip, students will make the following stops

- **myStory Video**
  Learn about Kublai Khan and China in the Middle Ages.

- **Places to Know**
  Practice knowledge of places in China.

- **Timeline**
  Explore events relating to China in the Middle Ages.

- **Primary Source**
  Read *The Travels of Marco Polo.*

- **Simulation**
  Play the role of a Chinese farmer.

- **Self-Test**
  Assess their own knowledge of chapter content.

While on their trip, students will practice the following skills:
• **Read** special purpose maps to understand Chinese dynasties.
• **Decide** how best to raise food for their families.
• **Develop** cultural awareness about China in the Middle Ages.

*TIGed* Taking IT Global for Educators
Extend the reach of every lesson by helping students connect to a global community of young people with common interests and concerns. Visit myworldhistory.com to
• explore Country Pages relating to China in the Middle Ages.
• delve deeper into this chapter's Essential Question, *What are the consequences of technology?*
• find online alternatives to and solutions for the Unit Closer 21st Century Learning Activity.

**my worldhistory.com**
LOG ON . . .
Preview and assign student materials and track student progress with the following resources:
• Daily Planner
• Online Lesson Planning
• Gradebook
• Online Student Edition
• Digital Lessons
• Lecture Notes
• Podcasts
• Spanish Resources
Assess Enduring Understandings

myWorld Chapter Activity

Step-by-Step Instructions

Trade in China

Teach this activity at the end of the chapter to assess enduring understandings.

OBJECTIVES
Students will demonstrate the following enduring understandings:
• Trade leads to cultural diffusion.
• New technologies can improve lives.
• New technologies pave the way for increased trade.

Students will provide the following evidence of understanding:
• Trading Cards
• Trade Shopping List
• Trade Good Commercial

LEARNING STYLES
• Logical
• Interpersonal
• Visual

MATERIALS
• Activity Support: Student Instructions and Rubric, p. T6
• Activity Support: Inventory, p. T7
• Activity Cards: #81–85
  81. Chinese Trade Goods
  82. African Trade Goods
  83. Indian Trade Goods
  84. Persian Trade Goods
  85. Korean Trade Goods

Activity Steps

1. Set Expectations  Tell students that they will play merchants from China, Africa, India, Persia, or Korea. They will decide what item from their region they would like to sell, make a commercial, and then trade their goods for items from other regions.

2. Research  Organize four groups who will play Chinese merchants and four other groups, each representing Africa, India, Persia, or Korea. Have students read each of the Activity Cards to learn about goods traded along the Silk Road.

ELL Intermediate  Explain that import and export have opposite meanings: import means “to bring in,” while export means “to send out.”

3. Choose Goods  Have individual students select one trade good from their region’s card and make six trading cards representing that good.

4. Present a Commercial  Have each group make a commercial explaining the benefits of their trade goods. The Chinese traders will present theirs to the class. Other students will make a shopping list of products they would like to acquire.

L4 Challenge  Have each student present his or her own commercial.

5. Conduct Trading Sessions  Designate areas of the room for traders from each region. Chinese traders will visit each area to see commercials and make trades. In four rounds, Chinese traders will have visited all four areas. At the end, have students make an inventory of the goods that they have.

6. Assess  Have students assess the success or failure of their trade mission based on their success in completing their shopping lists and on the value of the items obtained to people in their region.

L2 Extra Support  Write these questions on the board to help students assess their trade mission: What did you learn about the region with which you traded? How does trade help you learn about other cultures?
**Trade in China**

**Activity Instructions** Read the following summary of your myWorld Chapter Activity. Follow your teacher’s directions for more information.

1. You will be a merchant from China, India, Persia, Africa, or Korea. Read the Activity Cards to learn about the regions, goods, and the unit of exchange for each good.

2. Choose one trade good from your region that you want to sell. Make six trading cards to represent one unit of exchange for each good. Cards should include a picture and description of the trade good and its exchange value.

3. Work with your group to make a commercial advertising the products from your region. Using information on the Activity Cards, make a shopping list of goods you want to acquire.

4. Chinese traders will show their commercials, then visit the other regions. There, the other merchants will show their commercials. Then you will trade your goods for those on your shopping list. Try to get a variety of goods. Then answer the final question on Activity Support: Inventory.

<table>
<thead>
<tr>
<th>myWorld Chapter Activity Rubric</th>
<th>3 Exceeds Understanding</th>
<th>2 Reaches Understanding</th>
<th>1 Approaches Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trading Cards</td>
<td>Cards clearly describe and show valuable products</td>
<td>Cards describe and show products somewhat clearly</td>
<td>Cards show products, but descriptions are unclear</td>
</tr>
<tr>
<td>Commercials</td>
<td>Commercial describes trade items well and is very persuasive</td>
<td>Commercial describes items and is somewhat persuasive</td>
<td>Commercial lacks information or does not describe trade items well</td>
</tr>
<tr>
<td>Trading Sessions</td>
<td>Student buys goods that are clearly valuable in his or her region</td>
<td>Student buys goods that are somewhat valuable in his or her region</td>
<td>Some trading takes place, but items are not valuable in the trader’s own region</td>
</tr>
<tr>
<td>Assessment of Trading Sessions</td>
<td>The student shows a clear understanding of the benefits and value of trade</td>
<td>The student shows some understanding of the benefits and value of trade</td>
<td>The student shows little understanding about the benefits and value of trade</td>
</tr>
</tbody>
</table>
Trade in China

Directions You are a merchant from China, India, Persia, Africa, or Korea. Read the Activity Cards to learn about trade goods from each region. Chinese merchants will visit each region and make trades. Follow your teacher’s instructions to complete the worksheet and activity.

1. What trade good will you sell? ____________________________________________

2. List two points you will make in your commercial. ____________________________________________
   ____________________________________________

3. List the three most convincing commercials. What made them effective?
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________

4. Will you try to get any of those advertised goods? Why or why not?
   ____________________________________________

5. Make a shopping list of goods you want to obtain from other regions. List the item and the region it comes from. Then explain why you think it would be a good item to buy.

   Shopping List

<table>
<thead>
<tr>
<th>Item to Import and Region of Origin</th>
<th>Why Do You Want to Buy It?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Was your trade mission successful? Explain how the goods you bought are valuable.
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

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Tang and Song China

Make Connections  Ask students to name some public officials, such as school board members, mayors, or the President. Have them discuss qualities they think a government official should possess.

Activate Prior Knowledge  Remind students that civil service exams in China began more than a thousand years ago to ensure that qualified people filled government positions. Ask students to state an opinion about the value of these tests. Are they fair? Are they the best way to determine if a candidate is qualified? Why, or why not?

Prepare  Follow the steps in the section Preview. Preteach the Key Terms. Then have students complete Word Wise in their journals using in-text clues and the glossary for help.

Read  Use Background notes and Guide on the Side questions to model active reading. Have students use Take Notes in their Student Journal to track main characteristics and details of the Tang and Song dynasties. Have students complete 21st Century Online Tutor Identify Main Ideas and Details and apply this skill to reading the section.

Practice: myWorld Activity  Students will identify professions for which qualifying exams are required to get jobs and promotions. They also will evaluate the civil service exam system of China in the Middle Ages and the United States today. Step-by-Step Instructions and More Activities follow on p. T10.
3 Understand

Assess understanding

**Review** Review Word Wise and Take Notes in the Student Journal.

**Assess Knowledge and Skills** Use the Section Assessment and Section Quiz to check students’ progress.

**Assess Understanding** Review students’ responses to the Section Assessment Essential Question prompt.

**Remediate** Use these strategies to review and remediate.

If students struggle to . . .

Try these strategies.

- Understand the meaning of *bureaucracy*
  - Point out that *bureau* means “government agency,” as in “Federal Bureau of Investigation.”

- Comprehend the purpose of civil service exams
  - Share a sample civil service exam from an online resource.

- Analyze cause and effect
  - Draw a flowchart showing that innovation leads to more crops, which leads to more trade.

**ELL Support**

**ELL Objective** Students will be able to use words that describe the civil service system used by the Song dynasty.

**Cultural Connections** Have students brainstorm products that come from five countries. For example, they may associate oil with Saudi Arabia and cars with Japan. Ask students if they think trade has influenced their connection between the nation and its products.

**ELL Early Intermediate Content Tip** To visualize key terms, have students draw a cartoon to illustrate each definition. For example, a scholar-official might be drawn holding a book. Review images and have students use the words in sentences.

**ELL Activity** Provide students with examples of crossword or word-search puzzles. Have students skim the section for main ideas and supporting vocabulary and use the information to make their own puzzles. If time allows, have students exchange puzzles to try them out.

(Verbal/Visual)
Test to Find the Best

OBJECTIVES
Students will
• identify benefits and drawbacks of requiring qualifying exams to enter a profession.
• draw conclusions about the Song Chinese and American civil service systems.

Activity Steps
1. Distribute copies of the Activity Support: Compare Tests for students to complete. Tell students that they will assess the role tests play in their lives at school and outside of school.
2. Ask students to identify professions that require people to pass an exam in order to get a job. Tell them they will identify benefits and drawbacks of testing to enter a profession or to get a promotion.
   **ELL Intermediate** Have students work in pairs to make a list of ways in which tests can be good and a list of ways in which tests can be bad. Encourage students to think about their own experiences with taking tests. Have them make their own lists and then collaborate with a partner to make one list.
3. Ask students to determine the risks of failing to acquire skills they may need to enter the workforce.
4. Review the role civil service exams played in China during the Song dynasty. Then have students analyze the role similar tests play in the modern world by comparing sample questions from the U.S. Civil Service exam to questions similar to those on a Chinese civil service exam on Confucian classics.
5. Have students draw conclusions about the tests’ effectiveness based on their comparison. Use the questions at the bottom of the Activity Support to start a class discussion.

LEARNING STYLE
• Verbal
• Logical

MATERIALS
• Activity Support: Compare Tests, p. T11

Extra Support
Point out that students should consider personality traits that would help people succeed in certain professions. For example, someone who loves animals might consider becoming a veterinarian, while someone who faints at the sight of blood would avoid being a surgeon.

More Activities From myWorld Teachers

**Florida Connection** Have students make posters showing local roads or rivers used to transport goods. Have students use icons to show local goods. Then have them write a brief comparison of their local roads and riverways to those in China during the Tang and Song dynasties. (Verbal/Visual)

**Interview** Have students role-play an interview between a scholar-official and a reporter about the merit system. Pairs should prepare questions and then separately prepare their answers. Students will take turns playing each role. (Verbal)

**Job Listing** Have students write online job listings. Job postings should note whether testing or certification is required to obtain the job. (Verbal)

Find additional resources in the online Teacher Center.
Test to Find the Best

**Directions**  Respond to the questions below to compare testing in the modern world with testing in the Song dynasty.

**Your Current Life**  When must you take tests, both in school and out of school?

**Modern Day Tests**  What jobs require people to pass an exam?

**Benefits and Drawbacks of Requiring Testing**  What are some benefits and drawbacks of requiring people to pass tests before they enter a profession such as law or medicine?

**Risks**  What skills will you need to get a job? What will happen if you do not develop those skills?

**Compare**  The questions below are similar to those found on Song dynasty civil service exams in China and modern U.S. Civil Service exams. Compare the sample questions and answer the questions that follow on a separate piece of paper.

**Confucian Classics Test, Sample Questions**

1. Compare the policies of Emperor Wudi and Emperor Yangdi.
2. Quote what Confucius said regarding “how to rule a country with a thousand chariots.”

**U.S. Civil Service Exam, Sample Questions**

1. Paul buys four pairs of shoes for twenty dollars each. How much does he spend?  
   a. $20.00  
   b. $40.00  
   c. $80.00  
   d. $90.00
2. What is the opposite of *graceful*?  
   a. poised  
   b. ugly  
   c. happy  
   d. awkward

1. What skills are the questions testing?
2. What do you think people would need to study to get ready for these tests?
3. Do you think that doing well on each test would mean that a person would be good at the job? Explain.
Enrichment: Empress Wu

Directions  Read the information below. Then answer the questions that follow.

Key Facts about Empress Wu
Original name: Wu Zhao (also called Wu Zetian)
Born: 625  Died: 705
Important Fact: China’s only female emperor
Actions: Raised women’s status, strengthened and unified the empire

Early Years From the age of 14, Wu Zhao lived with Emperor Taizong. After his death, Wu was sent to a Buddhist convent and Taizong’s son, Gaizong, became the new emperor. Wu later returned to the palace to join Gaizong. She and Gaizong had four sons and one daughter. In 655, Gaizong named Wu empress.

Ambitious Leader Some elder palace statesmen objected to Wu’s becoming empress. Still, she became a powerful leader. As her power increased, Wu formed a secret police force to spy on her enemies. She was also known to send her rivals to jail or have them executed. Wu’s power increased when Emperor Gaizong became too ill to govern. In fact, she acted as China’s ruler during the last 23 years of Gaizong’s rule.

Effective Ruler Though some described Wu as ruthless, she governed China effectively. She was a strong administrator who showed courage in challenging her opponents. Wu’s policies strengthened and unified the Tang dynasty. She disagreed with Confucian beliefs that opposed rule by women. She asked people to write biographies of famous women and raised women’s status in society. Her abilities as a ruler earned the respect of the court. In 690, Wu assumed the throne in her own name. She ruled for the next 15 years.

1. How did Empress Wu improve women’s place in Tang society?

2. Empress Wu was described by some as a ruthless. Others believed she was only acting as a male emperor would. Which do you believe was true? Explain, providing examples.

3. Activity Choose another woman ruler or one who was, or is, politically important. On a separate sheet of paper, create a Key Facts box for her similar to the one above.
Section Quiz

Directions  Answer the following questions using what you learned in Section 1.

1. ______ Taizong stabilized China’s government by
   A reviving China’s official bureaucracy.
   B closing government departments.
   C naming Empress Wu as emperor.
   D decreasing its military power.

2. ______ The city of Chang’an can best be described as
   F an isolated city with very few visitors.
   G a disorganized city with no infrastructure.
   H a flourishing cultural and commercial center.
   I a small but organized government center.

3. ______ The government in the Song period was based on
   A social status.
   B the merit system.
   C a person’s wealth.
   D a person’s family.

4. ______ One result of economic growth during the Song period was urbanization, which means
   F advances in farming.
   G decline in trade.
   H a money economy.
   I the growth of cities.

5. ______ During the Song dynasty, the center of Chinese population moved
   A north.
   B south.
   C east.
   D west.

6. The table below includes five statements. Identify whether they more accurately describe the Tang dynasty or the Song dynasty. The first row shows an example.

<table>
<thead>
<tr>
<th>People enjoyed music and games from India and Central Asia.</th>
<th>Tang dynasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government officials were chosen through the merit system.</td>
<td></td>
</tr>
<tr>
<td>The capital city was Chang’an.</td>
<td></td>
</tr>
<tr>
<td>Military leaders gained power in the government.</td>
<td></td>
</tr>
<tr>
<td>Trade increased during this dynasty.</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 2 LESSON PLAN

The Mongol Empire

NEXT GENERATION SUNSHINE STATE STANDARDS

• SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations
• SS.6.G.3.1 Explain how the landscape has affected agricultural development and industry in the ancient world
• SS.6.W.4.9 Identify key figures from classical and post classical China

CORE CONCEPTS

You may wish to teach or reteach the following lessons from the Core Concepts Handbook:
• Historical Sources, pp. 6–7
• Historical Maps, pp. 14–15
• Trade, pp. 34–35

DIFFERENTIATED INSTRUCTION

L1 Special Needs
L2 Extra Support
L3 On-Level
L4 Challenge

ENGLISH LANGUAGE INSTRUCTION

ELL Beginner
ELL Early Intermediate
ELL Intermediate
ELL Early Advanced
ELL Advanced

1 Connect
Make learning meaningful

Make Connections  Guide a class discussion about who “rules” your school. For example, teachers rule the classroom, principals rule each school, etc. Ask students how they would feel if a new teacher came in and forbade them to ask questions or changed all the classroom rules.

Activate Prior Knowledge  Remind students that in the previous section they learned about the wealth and growth of the Tang and Song dynasties. Guide students in a discussion about how those dynasties might have been affected by outside influences.

Extra Support  Have students think about a city they have visited or learned about from music, television, or other sources. Ask them to describe how the culture of that city has influenced them.

Prepare  Follow the steps in the section Preview. Preteach the Key Terms. Then have students complete Word Wise in their journals using in-text clues and the glossary for help.

2 Experience
Teach knowledge and skills

Read  Use Background notes and Guide on the Side questions to model active reading. Have students use Take Notes in their Student Journal to sequence events related to the Mongol conquest and rule. Have students complete 21st Century Online Tutor Sequence and apply this skill to reading the section.

Beginning/Intermediate  Have students skim the section, looking at headings, photographs, and illustrations. Ask them to describe the images and what they might already know about them.

Special Needs  Students who prefer computer reading or audio assistance should use the Online Student Edition.

Challenge  Have students read Enrichment: Foreigners Welcome to learn about the role of foreigners under Mongol rule.

myWorld Activity  Students will write a letter of protest from the perspective of a scholar-official about their rights and treatment under Mongol rule. Step-by-Step Instructions and More Activities follow on page T16.
3 Understand

Assess understanding

**Review** Review Word Wise and Take Notes in the Student Journal.

**Assess Knowledge and Skills** Use the Section Assessment and Section Quiz to check students’ progress.

**Assess Understanding** Review students’ responses to the Section Assessment Essential Question prompt.

**Remediate** Use these strategies to review and remediate.

**If students struggle to . . .** Try these strategies.

- **Visualize the vast territory of the Mongol empire**
  - Use the classroom to represent Asia from the west to the east. Arrange desks to represent the Mongol empire.

- **Describe the social order in Yuan China**
  - Divide the class into Mongols, foreigners, northern Chinese, and southern Chinese. Have groups line up in social order of Mongol rule.

- **Comprehend how trade led to cultural diffusion**
  - Review the map showing trade routes.

**ELL Support**

**ELL Objective** Students will be able to use English to identify key rulers and events of the Mongol empire.

**Cultural Connections** Provide students with adjectives such as honest, strong, diplomatic, wise, demanding, and have students name rulers that they know about that they think exemplify those terms. Let them use English and their home language to describe these rulers.

**ELL Intermediate Content Tip** Remind students that a khan is a chief and the title Genghis Khan means “universal ruler.”

**ELL Activity** As they read, have students create an informal outline using the main heads and run-in heads in this section. Have students fill in their outlines with the main ideas and key people discussed under each heading. *(Visual/Logical)*
A Demand for Rights

OBJECTIVES
Students will
• write a letter of protest from a scholar-official to the Mongol emperor.
• compare viewpoints of a scholar-official and a Mongol emperor.

Activity Steps

1. Distribute copies of Activity Support: Taking Notes. Tell students they will play the roles of scholar-officials living during the reign of the Mongol emperors in China.
2. Have students review their textbooks for information about how the Mongols treated scholar-officials. Tell them to write down their notes in the note-taking section at the top of their worksheets.

Challenge Have students compare and contrast the treatment of scholar-officials in Mongol China to a civil or human rights issue. For example, students may discuss the treatment of African Americans leading up to the civil rights movement. Have students write a short paragraph that compares and contrasts the two issues.

3. Using information in their notes, students should draft a letter of protest to the Mongol emperor in which they demand that he restore the merit system for civil service and the powers of scholar-officials.

ELL Beginner/Advanced Have students work in mixed-ability pairs to write their letters with a partner.

4. Tell students that the first paragraph of their letters should include a general statement of their position. The next paragraph(s) should list specific complaints, or grievances. They should conclude their letters with a restatement of their demands.

5. Have students predict what the emperor’s response would have been. Then have them compare the viewpoints of the scholar-official and the emperor.

Objectives
Students will
• write a letter of protest from a scholar-official to the Mongol emperor.
• compare viewpoints of a scholar-official and a Mongol emperor.

Learning Style
• Verbal
• Intrapersonal

Materials
• Activity Support: Taking Notes, p. T17

21st Century Learning
• Compare Viewpoints

More Activities From myWorld Teachers

Florida Connection Have students work in small groups to select an issue facing their communities and draft a letter protesting a part of the issue. (Verbal/Interpersonal)

Protest Song Have students write lyrics to a protest song from the point of view of a scholar-official during the Mongol Empire. Students may wish to accompany their song with an instrument and perform it for the class. (Verbal/Rhythmic)

Stage a Strike Have students role-play groups of Chinese citizens and scholar-officials staging a protest. Students may create slogans to display from the point of view of the group they represent. (Kinesthetic)

Find additional resources in the online Teacher Center.
A Demand for Rights

**Directions** Review your textbook for information about the role of scholar-officials during Mongol rule in China. Think about how you would feel about the Mongols if you were a scholar-official in China. Use your notes to write a letter of protest.

1. Take notes about how the Mongols treated scholar-officials:

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. State your position and supporting facts below. Then use your notes to write a letter of protest from a scholar-official to the Mongol emperor. State your complaint in the first paragraph. In the next paragraph(s), support your complaint with facts. End by summarizing your argument. State your main idea in a thesis sentence here.

**Thesis**

**Supporting facts**

3. After writing your draft, answer this question: How do you think the Mongol emperor would respond to your letter? Support your answer with information from the text. How does the viewpoint of the emperor compare to that of the scholar-official?
Enrichment: Foreigners Welcome

Directions Read the selection below. Then answer the questions that follow and complete the activity.

Welcome, foreigners!
When the Mongols ruled China, they put out the welcome mat. They received visitors from across the vast Mongol empire and beyond. They listened with interest to foreign ideas. They traded for foreign products. By borrowing and trading ideas, goods, technologies, and skills, they practiced a form of cultural exchange.

Foreigners at Court
Marco Polo became the most famous foreigner to visit the court of Kublai Khan. He served the Khan for many years, along with others from outside of China. Many of the court’s financial administrators were Muslim. Buddhist monks from Tibet served as advisors to the Khan. Their influence helped spread Buddhism in China. Even the Pope sent representatives to Kublai’s court.

Foreigners and Trade
Many foreign visitors were traders in search of Chinese goods such as silk and porcelain. The Mongols in turn were willing buyers of foreign goods, especially luxury items. Foreigners benefited from the Mongols’ support of trade. By making the Silk Road safe for travel, the Mongols allowed the trade routes to reopen. Post houses—located every 20 or 25 miles on roads leading to the capital—provided travelers with fresh horses, food, supplies, and a place to stay.

Mongol rulers sometimes imported foreigners as well as goods. For example, they brought skilled Persian weavers to China. Mongol khans favored the beautiful Persian textiles and wanted a ready supply.

1. Why did Mongol rulers welcome foreigners to China?

2. How did foreigners affect or become a part of culture in China under Mongol rule?

3. Activity Write a brief paragraph from the point of view of a foreigner in Kublai Khan’s China. Explain why you are there and what you have experienced or accomplished.
Section Quiz

**Directions** Answer the following questions using what you learned in Section 2.

1. _____ Genghis Khan was known as a
   A cautious and timid ruler.
   B talented military leader.
   C peaceful and fair ruler.
   D disorganized but effective leader.

2. _____ After the Mongols were united, Genghis Khan's armies
   F were disbanded.
   G made few conquests.
   H swept across Central Asia.
   I fled to escape harsh rule.

3. _____ Kublai Khan solved the problem of slowed travel across rivers and canals by
   A building a fleet.
   B expanding his army.
   C increasing trade.
   D raising taxes.

4. _____ Under the Yuan, who held a higher status than before?
   F women
   G the Chinese
   H soldiers
   I merchants

5. _____ Kublai Khan employed Marco Polo as a
   A scribe to keep government records.
   B diplomat and official sent on missions.
   C spy who was sent to different regions.
   D director of trade and commerce.

6. Describe each leader below, his actions, and why he was important.

   **Genghis Khan**

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   **Kublai Khan**

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

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   __________________________________________________________

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   __________________________________________________________

   __________________________________________________________
The Ming Dynasty

**CORE CONCEPTS**
You may wish to teach or reteach the following lessons from the Core Concepts Handbook:
- Political Structures, pp. 24–25
- Trade, pp. 34–35
- Cultural Diffusion and Change, pp. 46–47

**NEXT GENERATION SUNSHINE STATE STANDARDS**
- SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations
- SS.6.W.4.9 Identify key figures from classical and post classical China
- SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century

**KEY**

**Differentiated Instruction**
- L1 Special Needs
- L2 Extra Support
- L3 On-Level
- L4 Challenge

**English Language Instruction**
- ELL Beginner
- ELL Early Intermediate
- ELL Intermediate
- ELL Early Advanced
- ELL Advanced

**SECTION 3 LESSON PLAN**

**Connect**
Make learning meaningful

**Make Connections**
Ask students to think of a time they might have traded an item with a friend and felt the trade was unfair. Have students briefly share their thoughts with the class.

**Special Needs**
To help students describe their experiences, ask: Did you feel the item you traded was more valuable than the one you received? Did it hold sentimental value?

**Extra Support**
To help students describe their experiences, ask: Did you feel the item you traded was more valuable than the one you received? Did it hold sentimental value?

**Activate Prior Knowledge**
Remind students that they have learned about different trading systems in earlier chapters. Ask students to predict how these systems might evolve or change in later periods of China’s history.

**Early Intermediate**
Have student pairs brainstorm synonyms for each key term and make flashcards, taking turns to quiz each other. Students may also draw pictures to portray each term.

**Prepare**
Follow the steps in the section Preview. Preteach the Key Terms. Then have students complete Word Wise in their journals using in-text clues and the glossary for help.

**Experience**
Teach knowledge and skills

**Read**
Use Background notes and Guide on the Side questions to model active reading. Have students use Take Notes in their Student Journals to summarize the Ming rise to power and policies of their rule. Have students complete 21st Century Online Tutor Summarize, and apply this skill to reading the section.

**Online Tutor**
Online Tutor while listening to the accompanying audio.

**Special Needs**
Have students read the Online Student Edition while listening to the accompanying audio.

**Beginning**
Write the word tribute on the board. Clarify that in Ming China, tribute was a gift that was given to China in order for another group to trade there. Draw a flowchart that shows that a group wants to trade in China, so they pay tribute to the emperor, then he allows them to trade.

**Challenge**
Have students read Enrichment: The Greater Wall to learn about the innovations used to rebuild the Great Wall.

**Practice: myWorld Activity**
Students will identify evidence in Confucian thinking that supports nationalism, and will write a statement to the emperor requesting that he close China’s borders. Step-by-Step Instructions and More Activities follow on p. T22.
3 Understand
Assess understanding

Review  Review Word Wise and Take Notes in the Student Journal.

Assess Knowledge and Skills  Use the Section Assessment and Section Quiz to check students’ progress.

Assess Understanding  Review students’ responses to the Section Assessment Essential Question prompt.

Remediate  Use these strategies to review and remediate.

If students struggle to . . .  Try these strategies.

Identify why Ming rulers sought to abolish Mongol authority and restore Chinese rule
Discuss the position of the Chinese at the bottom of the Mongol social order.

Compare viewpoints
Assign practice with the 21st Century Online Tutor.

Connect Confucian beliefs to Ming rulers’ closing off contacts to the outside world
Remind them that Confucian officials believed that China had everything it needed at home.

ELL Support

ELL Objective  Students will be able to explain the meaning of “tribute.”

Cultural Connections  Ask students to draw an illustration of a way that people in a community honor someone.

ELL Early Advanced/Advanced Content Tip  Use the word tribute in sentences to convey its different meanings and connotations. Explain that people can “pay tribute” to a person, which means to honor someone. A musical tribute is one example. In this section, tribute conveys the offering of money or goods. Discuss how the students’ drawings are examples of paying tribute.

ELL Activity  Pair ELL students with native English speakers. Have each pair practice writing sentences using the term “tribute.” (Verbal/Interpersonal)
**Step-by-Step Instructions**

**Close the Doors**

**OBJECTIVES**

Students will
- write a request based on Confucian philosophy that the emperor close China’s borders.
- identify evidence of Confucian thought that led to China cutting off outside influences.

**Activity Steps**

1. Distribute copies of *Activity Support: Formal Statement* for students to complete.
2. Tell students they will serve as a Confucian advisor to the Ming emperor.
   - **Special Needs** Tell students to review their texts to see examples of Chinese art, design, and calligraphy. To add authenticity to the activity, suggest that they add illustrations to their statements.
3. Have students use information from their textbooks to identify the views of Confucian philosophy on social order. Have them review the material in the Ancient China chapter about the principles of Confucianism. Specifically, have them identify ways of thinking that could be interpreted to recommend China should be nationalistic and closed to the outside world.
4. Students then write a formal statement to the emperor advising him to “close the doors” to foreigners, ending trade along the Silk Road, trade by merchant ships, and military ventures abroad.
5. Speculate on how China’s history may have been different if the emperor had not taken such advice.

**LEARNING STYLE**
- Verbal
- Identify Evidence

**MATERIALS**

**ELL Early Intermediate** Explain the terms *nationalism* and *nationalistic*, pointing out the root word “nation.”

**Challenge** Have students act as reporters covering the reaction of emperors to the requests. Have them write a brief script in which they provide commentary and interview the emperor, a Confucian advisor, and possibly a protested.

**More Activities From myWorld Teachers**

**Florida Connection** Have students research an event or occurrence that has affected their town’s growth. Have students draw a political cartoon, depicting the event, its impact, and reaction from citizens. (Visual)

**Travel Journal** Have students write a journal entry from the point of view of a passenger on one of Zheng He’s voyages. Journals should describe the journey, the destination, and what the expedition accomplished. (Verbal)

**Forbidden City Tour** Have students act as a tour guide giving visitors a tour of the Forbidden City. Students may craft a simple model, or use the classroom furniture to represent portions of the city for their tour. (Kinesthetic)

Find additional resources in the online Teacher Center.
Confucian scholars believed that China had everything it needed and that following Confucian principles would make China successful. Review the principles of Confucianism in your text. Then complete the chart and activities below.

### Close the Doors

**Directions** Confucian scholars believed that China had everything it needed and that following Confucian principles would make China successful. Review the principles of Confucianism in your text. Then complete the chart and activities below.

<table>
<thead>
<tr>
<th>Confucian Principle</th>
<th>Effect on China</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1. What did Confucian scholars think about the role of foreigners in China?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Suppose that you are a Confucian advisor to the emperor. Write a formal statement explaining why you advise that the borders of China should be closed to foreign influence.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

**Wrap-up** How might China’s history have been different had the Ming emperor not taken such advice from his Confucian advisors?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Enrichment: The Greater Wall

Directions Read the selection below. Then answer the questions that follow and complete the activity.

The Great Wall began as a series of walls built around 221 B.C. It was a massive feat of engineering and innovation. During the Ming dynasty, Emperor Yongle had portions of the wall rebuilt and strengthened.

The rebuilding showed impressive skill. Workers formed lines to pass bricks and lumber from one person to the next from the source to the construction site. Materials included stones from many quarries, bricks fired in kilns, and trees from forests.

Workers used a basket pulley to hoist materials up the wall. This device looked like a ladder with rungs. On each rung hung a basket. At ground level, workers filled the baskets with building materials such as mortar and dirt. Workers at the top of the wall used a crank to move the baskets up. When a basket reached the top, workers unloaded it and then turned the crank to start it moving down to be refilled.

Ming builders also added decoration. Some builders signed their names on the wall.

1. What might have been one reason for rebuilding and strengthening the Great Wall?

2. What can you infer about Ming builders who signed their names on the wall?

3. Activity On a separate sheet, draw your idea of the device that workers used to move mortar and dirt to the top of the wall.
Section Quiz

Directions  Answer the following questions using what you learned in Section 3.

1. _____ As ruler of the Ming government, Hongwu became a despot, or
   A military leader.
   B fierce warrior.
   C tyrant.
   D religious advisor.

2. _____ Yongle moved the capital to
   F Nanjing.
   G the Middle Kingdom.
   H Ming City.
   I Beijing.

3. _____ Under the tributary system, diplomats brought tribute goods to
   China to
   A pay taxes.
   B stir up conflict.
   C gain favor.
   D influence Chinese politics.

4. _____ Zheng He led maritime expeditions to demonstrate Chinese power and to
   F win more tributary states.
   G recover monetary losses.
   H rebuild the capital city.
   I impress Confucian officials.

5. _____ Confucian officials believed China had
   A reason to fund maritime voyages.
   B a need for outside contacts.
   C everything it needed at home.
   D a need for increased tribute.

6. Complete the chart below to show the impact of key figures during the Ming dynasty.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Positive Effects</th>
<th>Negative Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hongwu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yongle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zheng He</td>
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<td></td>
</tr>
</tbody>
</table>
Chinese Society

Next Generation Sunshine State Standards

- SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade
- SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures
- SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread

Connect

Make learning meaningful

Make Connections Ask students to recall a time when they may have been influenced by another person’s beliefs or way of thinking. For example, students may have heard someone talk about the need for recycling or about the importance of non-violent protesting. Did it cause students to question their own beliefs? Did it cause them to change their mind about something? Why, or why not?

Extra Support Provide a few examples of beliefs or values some people try to live by, such as the golden rule: “Treat others as you wish to be treated.”

Activate Prior Knowledge Remind students that they learned about Confucius and the foundations of Confucianism in an earlier chapter. Ask them to speculate about how belief systems likely influenced later Chinese cultures.

Intermediate/Early Advanced Have students preview the images in this section. Ask them to make predictions about Chinese culture in the Middle Ages.

Prepare Follow the steps in the section Preview. Preteach the Key Terms. Then have students complete Word Wise in their journals using in-text clues and the glossary for help.

Experience

Teach knowledge and skills

Read Use Background notes and Guide on the Side questions to model active reading. Have students use Take Notes in their Student Journal to identify the main characteristics and details of Chinese society. Have students complete 21st Century Online Tutor Identify Main Ideas and Details and apply this skill to reading the section.

Extra Support This section refers to topics mentioned earlier in the chapter. Help students sequence events by having them label a page of their notebooks for each major dynasty from the Tang to the Ming periods. Have them fill in facts as they read.

Beginning Help students determine the order of events by having them search for sequence words, such as first, then, next, last, finally, etc.

Challenge Have students read Enrichment: The Technology of Irrigation to learn how agricultural innovations improved everyday life.

Practice: myWorld Activity Students will ask and answer interview questions of Buddhist, Daoist, and Confucian followers to learn what attracted them to their belief systems. Step-by-Step Instructions and More Activities follow on p. T28.
3 Understand
Assess understanding

Review Review Word Wise and Take Notes in the Student Journal.

Assess Knowledge and Skills Use the Section Assessment and Section Quiz to check students’ progress.

Assess Understanding Review students’ responses to the Section Assessment Essential Question prompt.

Remediate Use these strategies to review and remediate.

If students struggle to . . . Try these strategies.

Evaluate the influence of China’s advanced technology Have students make a chart listing each innovation and its effect.

Understand the concepts of Buddhism, Daoism, and Confucianism Help them choose a word or phrase that describes each philosophy. For example, remind students that Buddha means “the enlightened one.”

Identify main ideas Have them choose a Chinese product or idea that they think was most important to the world.

ELL Support

ELL Objective Students will be able to use semantics to understand the meaning of key terms Buddhism, Daoism, and Confucianism.

Cultural Connections Have students locate on a map or a globe where in the United States they live. Have them describe its distance from China. Then have them describe the distance of another country from China.

ELL Beginning/Early Intermediate Content Tip Demonstrate cultural diffusion by using students to represent trade goods. Label areas of the classroom as different regions. Have student “trade goods” walk to the different regions.

ELL Activity Post a chart on the board with three columns labeled: Buddhism, Daoism, and Confucianism. Create cards with key words describing each philosophy. Distribute one card to each student. Have students place the card on the board beneath the correct column. (Visual/Kinesthetic)
**myWorld Activity**

**Step-by-Step Instructions**

**Ways of Thinking and Believing**

**OBJECTIVES**

Students will
- make connections among Buddhism, Daoism, and Confucian philosophies.
- identify important features of Buddhist, Daoist, and Confucian belief systems.

**Activity Steps**

1. Distribute copies of *Activity Support: Script Planner* for students to complete.
2. Organize students into groups of four. Tell students to complete the table to help them identify the key ideas and concepts of Buddhism, Daoism, and Confucianism.
3. Have each group assign roles to its members: reporter, Buddhist follower, Daoist follower, and Confucian follower. Tell students they will write a skit in which a reporter conducts separate interviews to find out why each follower likes his or her belief system.
4. Students assign roles, rehearse, and perform their skit for the class. Students may wish to present their skits in a talk-show format.

**L4 Challenge** Have students take on the role of a follower of Neo-Confucianism. They should keep in mind the similarities and differences as well as influences the other systems had on this new belief.

5. Have students provide constructive criticism about each skit using the following questions as prompts: Were reporters prepared and informed about each philosophy? Were followers of each philosophy knowledgeable about their belief systems? Did the skit clearly identify and convey beliefs about each philosophy?

**ELL** *Beginning/Advanced* Provide prompts on the board to help students construct their answers to the interviewer’s questions. These may include: “As a ___ I believe that...” “Our spiritual leader was...,” “Our belief is based on...”

**LEARNING STYLE**

- Verbal
- Interpersonal
- Kinesthetic

**MATERIALS**

- Activity Support: Script Planner, p. T29

**More Activities From myWorld Teachers**

- **Florida Connection** Have student groups choose a technological advancement that has affected their lives and prepare a skit showing how their lives benefited from this invention or advancement. *(Verbal/Kinesthetic)*

- **Golden Age Web Sites** Have students work in groups to create a Web site that reflects what they have learned about China’s golden age. Students should assign tasks to each group member, such as layout, design, content, and graphics. *(Verbal/Visual)*

- **Name That Philosophy** Give students quotations from Daoists, Buddhists, and Confucianists. Have them work in pairs to play a game by matching a quote with a philosophy. Assign point values for each correct answer. *(Verbal/Kinesthetic)*

Find additional resources in the online Teacher Center.
Ways of Thinking and Believing

Directions: Review the key beliefs of Buddhism, Daoism, and Confucianism. Take notes in the table below.

Key Beliefs and Ideas

<table>
<thead>
<tr>
<th>Buddhism</th>
<th>Daoism</th>
<th>Confucianism</th>
</tr>
</thead>
</table>

Write a skit in which a reporter interviews Buddhist, Daoist, and Confucian followers. The skit should explain what each person likes about their beliefs. Use the lines below to write questions the reporter will ask. Then use your notes and the questions you have written to write your skit on a separate sheet of paper.

1. ________________________________________________________________________________
   ________________________________________________________________________________

2. ________________________________________________________________________________
   ________________________________________________________________________________

3. ________________________________________________________________________________
   ________________________________________________________________________________
Enrichment: The Technology of Irrigation

Directions Look at the image below, read the information, and answer the questions that follow. Then complete the activity.

From the Tang dynasty to the Ming dynasty, technology improved everyday life in China. Government officials planned irrigation projects that brought water to farmers’ fields. These engineers supervised peasants who were used as forced labor. They built dams and islands in rivers. This helped prevent droughts and floods. Long bundles of sticks and wood trapped soil and loose stones, strengthening riverbanks against strong currents.

Chinese farmers relied on irrigation devices to produce food needed for taxes. Rice was an important crop, but it demanded a lot of water. Farmers used a tool that allowed them to adjust water levels and designed irrigation machines, like the one shown here. This device pulls water from ditches and streams and then places the water in trenches surrounding the fields.

1. Why was irrigation an important factor in the growth of rice?

2. How is the irrigation machine shown similar to a treadmill?

3. Activity Design a poster showing how technology helped Chinese farmers, and likely helped to increase trade.
Section Quiz

Directions  Answer the following questions using what you learned in Section 4.

1. _____ In the time between the end of the Han dynasty and the start of the Tang dynasty, Buddhism
   A began.
   B ended.
   C strengthened.
   D weakened.

2. _____ Confucianism is a belief system that focuses on
   F morality.
   G harmony with nature.
   H enlightenment.
   I kami.

3. _____ How did the invention of printing affect education?
   A The cost of books increased.
   B Commoners were forbidden to attend school.
   C Students no longer had to bring supplies to school.
   D More schools opened and literacy increased.

4. _____ Porcelain became a major trade item because of its
   F rare materials.
   G durability and beauty.
   H religious appeal.
   I fancy decorations.

5. _____ The three perfections are
   A painting, poetry, and Buddhism.
   B poetry, calligraphy, and printing.
   C painting, poetry, and calligraphy.
   D painting, calligraphy, and Daoism.

6. Complete the table below to show the basic teaching of each belief system.

<table>
<thead>
<tr>
<th>Daoism</th>
<th>Buddhism</th>
<th>Confucianism</th>
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