

Unit 1

Medieval China

Day 1

Medieval China: 400 – 1500 A.D.

- **7.01** Identify and locate the geographical features of East Asia, including: China, Gobi Desert, Himalayan Mountains, Japan, Korean Peninsula, Pacific Ocean, Plateau of Tibet, Sea of Japan (East Sea), Yangtze River, Yellow River.
- **7.02** Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.
- **7.03** Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.
- **7.04** Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.
- **7.05** Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.
- **7.06** Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.
- **7.07** Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.

World History Bellwork – INB 4

use only the top ½ of your page

- Write down the **proverb** you see below and then write a sentence or two that explains what you think it *means*...
- *Be not afraid of growing slowly, be afraid only of standing still.*

漢 漢
語 語

Daily extra credit – copy down the word of the day and definition from the board (10%)

Mastery Objective:

I can LOCATE and IDENTIFY the major geographic features of China on a map.

What are today's State Standards?

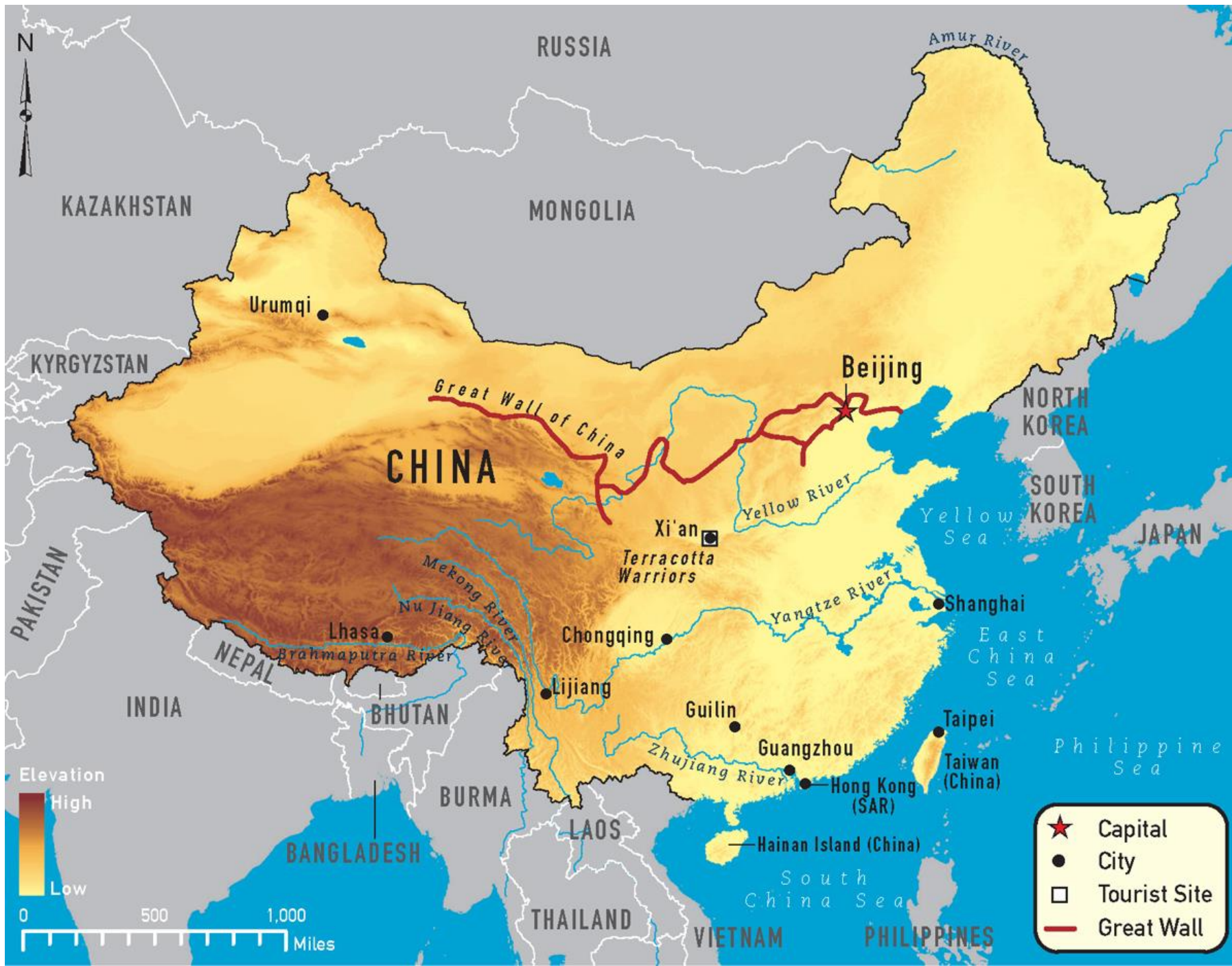
7.01 Identify and locate the geographical features of East Asia, including: China, Gobi Desert, Himalayan Mountains, Japan, Korean Peninsula, Pacific Ocean, Plateau of Tibet, Sea of Japan (East Sea), Yangtze River, Yellow River.

Strategies/Activities:

- Bellwork: Table of Contents set up
- Reading/Note-taking Strategy –Map Activity
- Closure – Geography thinking question

END OF DAY PRODUCT:

By the end of today's class you should have a completed map and closure question with explanation.



Modern Map of China

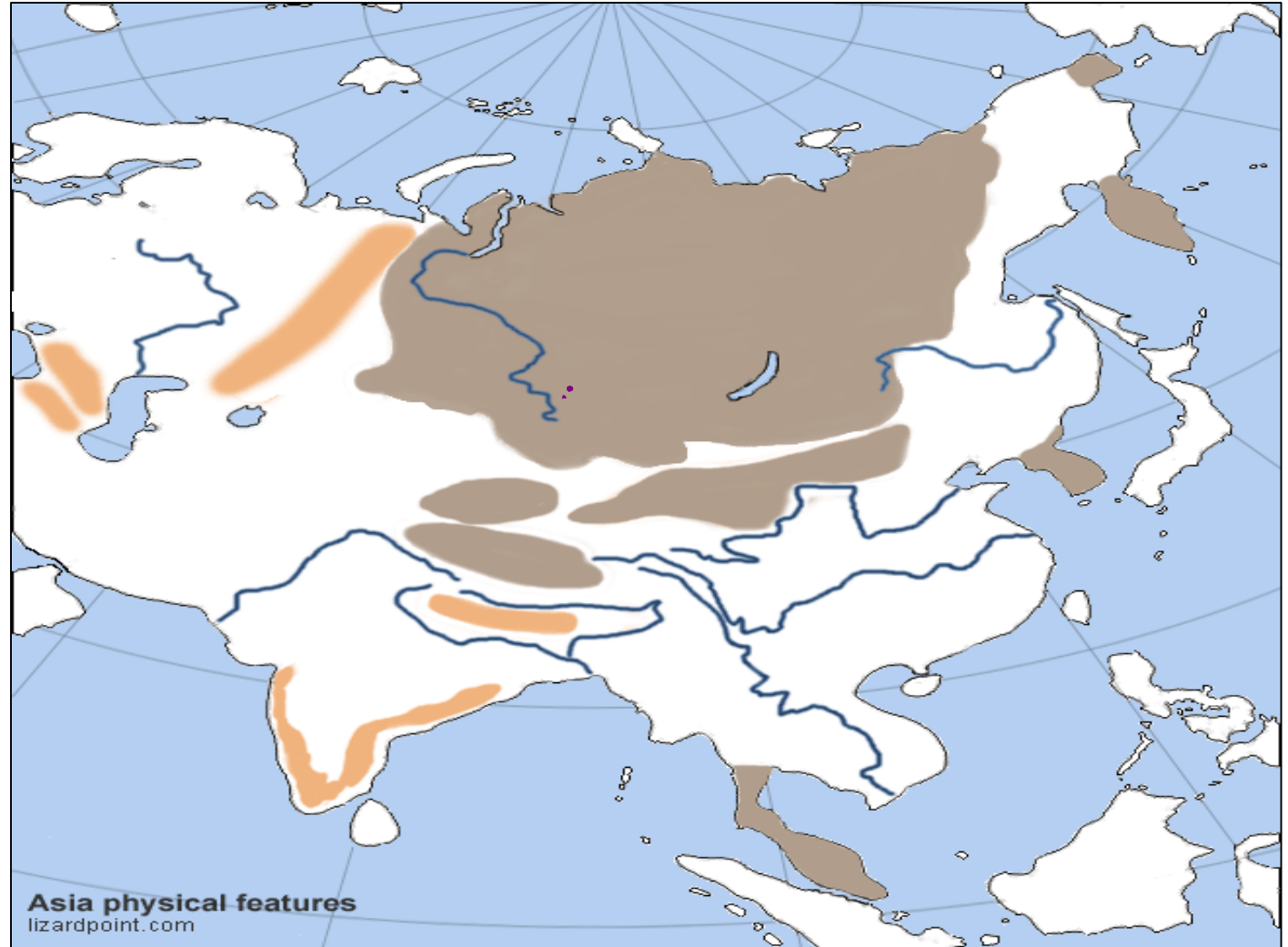
Map Activity – Geography of China **INB 5**

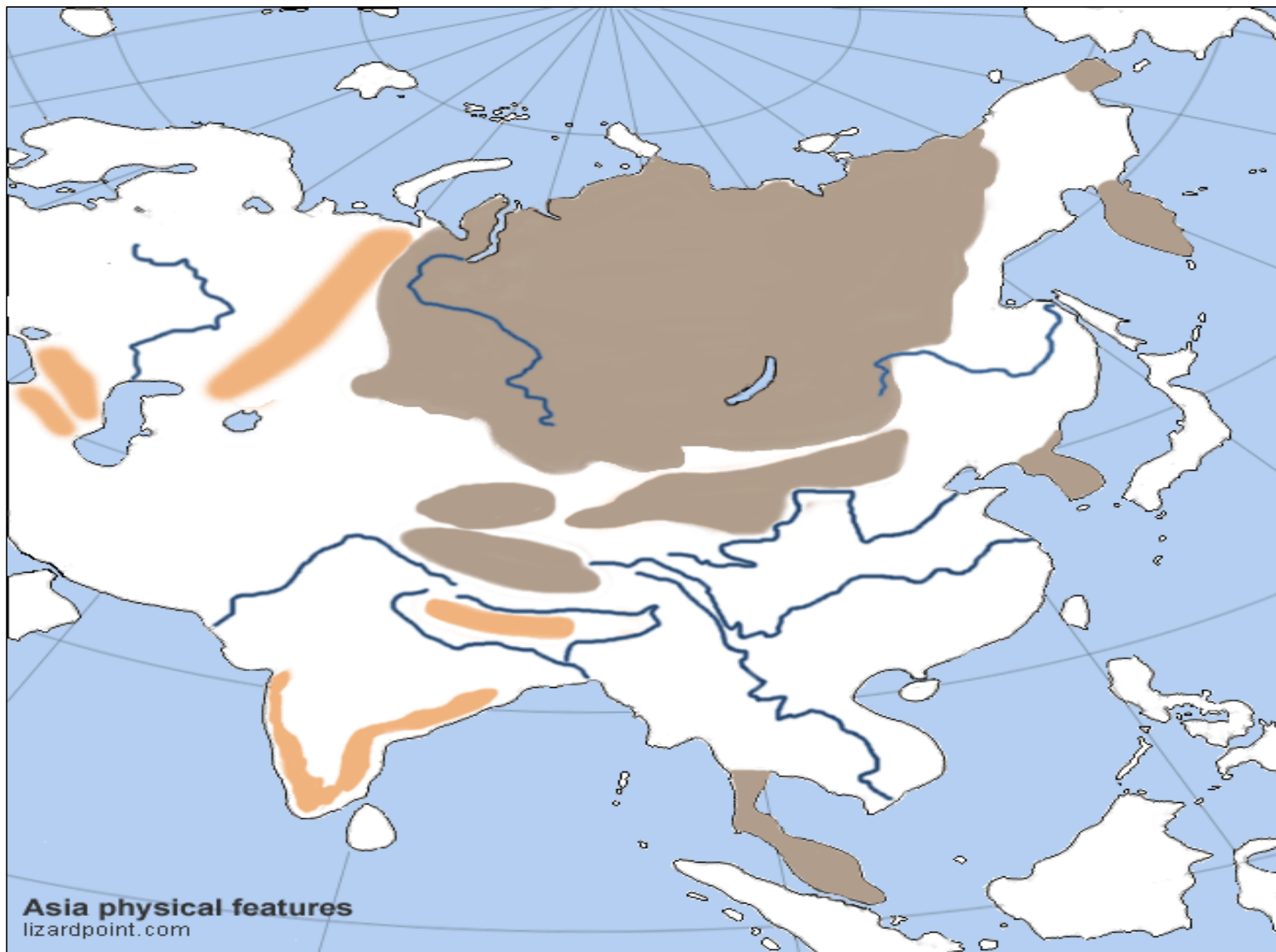
Directions:

1. Use **textbook pages 176 & 177** to locate and label the following –

- Yangtze River (Chang Jiang)
- Yellow River (Huang He)
- Himalaya Mountains
- Plateau of Tibet
- Gobi Desert
- The Silk Road

2. **Answer** the questions at the bottom of the page in complete sentences





Asia physical features
lizardpoint.com

Closure – At the bottom of INB 4

- Based on what you know about the geography of China (think about the mountains and the rivers and the Gobi desert) answer the following question:
- Do you think China's geography most likely helped or hindered the spread Chinese culture outside of Asia.

Always use complete sentences and EXPLAIN your answer. Must have 3-4 sentences in your response.



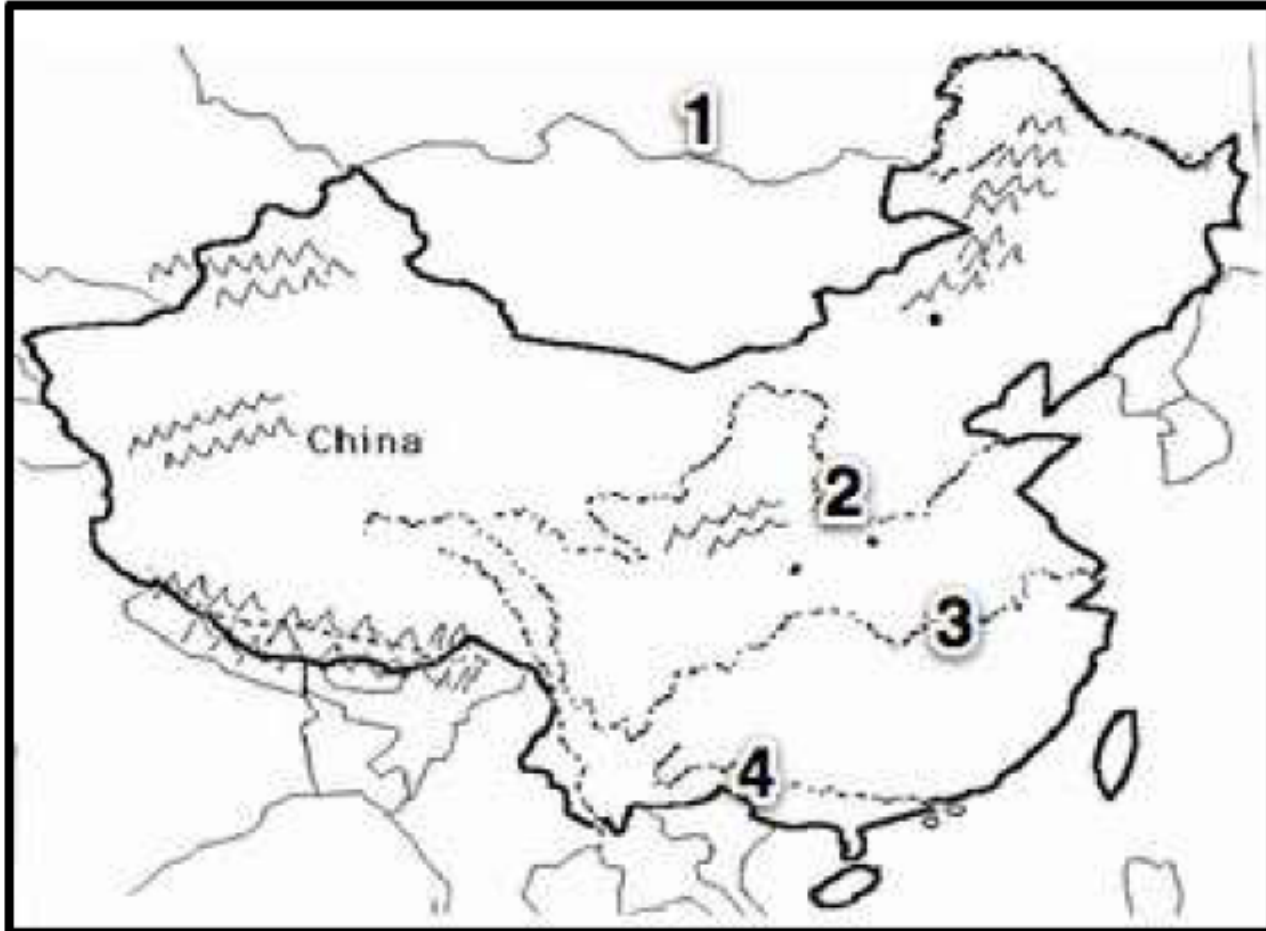
Day 2

Tang & Song Dynasties

- 7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism.
- 7.22 Summarize the significance of the rapid agricultural, commercial and technological development during the Tang and Song Dynasties.

Progress Check — Complete ON the paper I gave you

...



1. Identify the number that represents the Yangtze River on the map.

- A. 1
- B. 2
- C. 3
- D. 4

Mastery Objective:

I can explain how China **reunified** after the Han dynasty and describe the major accomplishments of the Tang and Song dynasties.

What are today's State Standards?

7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.

7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.

Strategies/Activities:

- Frayer Model
- Reading/Note-taking Strategy – Reading and Graphic Organizer
- Closure: Writing Task – How did the Tang & Song help China advance & grow?

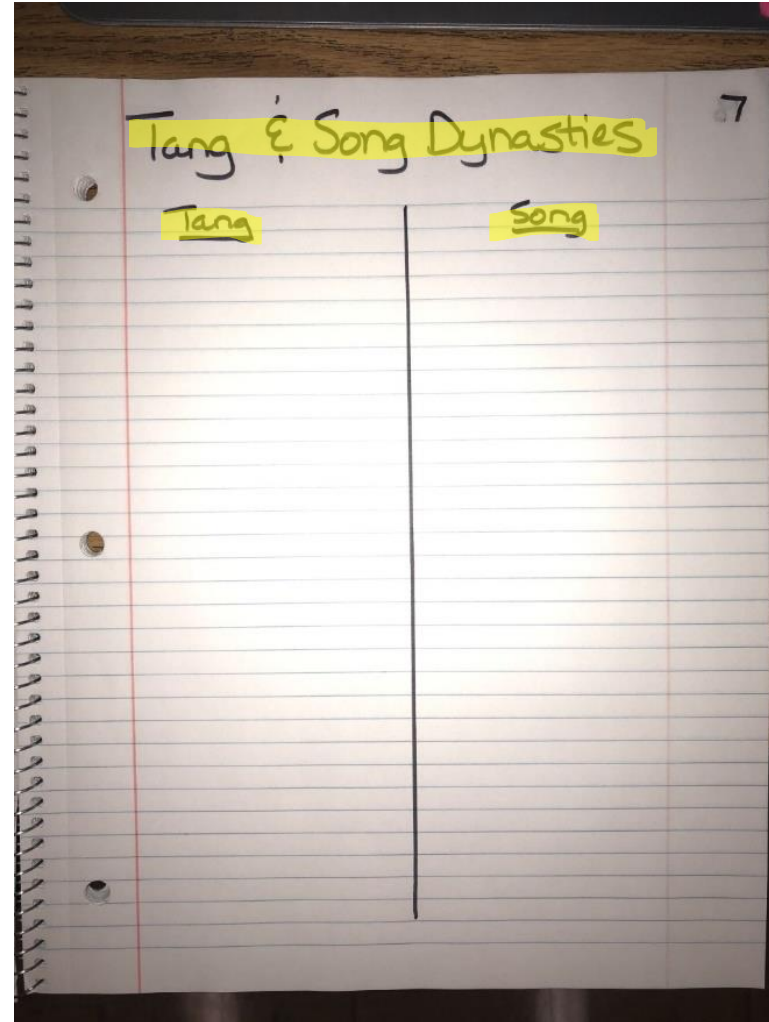
END OF DAY PRODUCT:

By the end of today's class you should have a completed reading and graphic organizer on the Tang and Song Dynasties and a completed writing prompt responding to our guiding question.

The Tang, & Song Dynasties – INB 7

I can explain how China reunified after the Han dynasty and describe the major accomplishments of the Tang, and Song dynasties.

- Create the graphic organizer you see to the right
- **The headings are:**
 - Tang Dynasty
 - Song Dynasty



Article Begins...

- Number your paragraphs
- Read silently and independently
- Highlight the information you feel is important enough to take notes on for both the Tang and Song dynasties.
 - When did the dynasty begin and end, what did they create or develop, how did that effect China?
- Paraphrase that on your organizer like we practiced with the Sui dynasty.

The Tang and Song Dynasties in China

by ReadWorks



the Silk Road – red: land route; blue: sea route

China is one of the world's oldest civilizations. Historians know that Chinese history dates back to at least 2000 B.C.-nearly 4000 years before the United States became a country! However, China has not always been the country we know today. In fact, throughout its history, parts of the country were under the control of various kingdoms and warlords, and the different parts of the country were not united, but rather fought against each other for land. It wasn't until 221 B.C. that an emperor united various kingdoms to form the first Chinese empire. This began the reign of the Qin Dynasty, which only lasted until 206 B.C.

A "dynasty" is a sequence of rulers from the same family. Eras in Chinese history are named by the dynasty that ruled over the country during that period. Since China was unified, it was ruled by more than a dozen dynasties, each of which helped China grow and advance to become the country we know today. Two of the most important dynasties were the Tang Dynasty and the Song Dynasty. Under the rule of these two dynasties, China saw significant technological and commercial developments which helped the country prosper and grow. Many of these developments made an impact outside China's borders as well, helping civilizations around the world.

The Tang Dynasty started ruling in 618 A.D. Scholars generally believe the Tang Dynasty was one of the high points of Chinese civilization. One of the most influential technological innovations of the Tang Dynasty was woodblock printing. Woodblock printing is a technique for printing text, images or patterns. It involves cutting away at a block of wood until a pattern is created. The block could then be covered with ink, and applied to a paper or cloth to create the print. Woodblock printing made it possible for books to be more widely available to the general public. Literacy rates and social mobility increased, and more people from the lower classes were able to pass the examinations to gain entrance into the civil service. Woodblock printing was the most widely used form of printing in East Asia until the 19th century, when the European mechanical printing press became more popular.

The Tang & Song Dynasties

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The Tang

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The Tang Continued

The Tang Dynasty was also a high point for China for trade with the outside world. During this period, the Chinese conducted trade by land using the Silk Road, and maritime trade at sea. The Silk Road is the name of an ancient trading route that extended from Europe, through many countries in Asia, all the way to China. It was named the Silk Road because silk was the main item traded along the route from China. While the trading route was established centuries before the Tang Dynasty, it had been closed at some point, until the Tang Dynasty reopened it. During this period, the Chinese also increased their maritime presence in the Persian Gulf and the Red Sea. Thanks to the increased trade, the Chinese gained many new technologies, cultural practices, and luxury items from the 70 (or more!) countries it traded with. Buddhism and Islam also came to China through trade with India and the Middle East, and Buddhism became an especially important and influential religion during this period. At this height of trade and culture, China also attracted thousands of people from foreign countries who wanted to live and trade in China, bringing diverse culture and wealth to the country.

The Silk Road



The Song

The period after the fall of the Tang Dynasty was filled with chaos, and the country rapidly changed hands between several different regimes. In 960 A.D., the Song Dynasty took power. In the eyes of scholars, the Song Dynasty also ranks with the Tang Dynasty in terms of economic growth, artistic and intellectual achievement. This dynasty has even been compared to the European Renaissance! The time under the Song Dynasty is sometimes regarded as the start of the industrial revolution in China. The economy of China during this period was one of the most prosperous and advanced in the entire world. The iron industry grew more than six fold during this period, and China continued to be an important figure in world trade, bringing iron, silk, porcelain, textiles and much more to its trading partners. However, the most important advancement during this time was the establishment of the world's first government-issued paper money. The Song rulers created factories in several cities, employing thousands of workers just to print paper money. Today, paper currency can be seen in countries all around the world, including our own!

The Song Continued

During this period, the Chinese also made progress in weapons technology. According to scholars, the Chinese may have invented gunpowder during an earlier dynasty, but it was during the Song dynasty that it really came to prominence. The Chinese used gunpowder to create flamethrowers, grenades, cannons, firearms and land mines. By the thirteenth century, these developments had reached Europe, India and the Middle East.

There were also significant developments in mathematics, astronomy, cartography, architecture, and virtually every other field of study during this golden age of the Chinese empire. It was also during this period that the Chinese discovered a compass could be used to discern which way was north. This discovery became crucial in maritime navigation, and it is still important to us today. The Song Dynasty struggled with Mongol invaders during its reign, and ultimately fell to invading forces in 1279 A.D.

Combined, the Tang and Song Dynasties span just a little more than 600 years. Considering how long Chinese civilization has existed, this is just a small fraction of that time. However, during these two eras, Chinese civilization made enormous technological and commercial advancements. Without many of these advancements, the world we know today might be quite different

Closure – INB 6

underneath your Bellwork

- How did the Tang and Song Dynasties help China advance and grow?
Support your answer with at least two examples (evidence) from the text. (3-5 sentence minimum)



Bellwork – Staple to the top half of INB 8

1. Which of the following is true about the commercial, agricultural, and technological advances of the Song Dynasty?

- A. The advances made in the Song Dynasty were fewer and less important than those of the Sui Dynasty.
- B. The lack of printed books and documents slowed the spread of innovation.
- C. Merchants and traders refused to trade Chinese inventions with the outside world.
- D. The advances led to a rise in population and commercial prosperity for the people of China.

2. Which three technological advances originated in and spread from Medieval China to the rest of the world?

- A. Wood-block printing
- B. Gutenberg Printing Press
- C. Telescope
- D. Gunpowder
- E. Compass
- F. Paper-making

Mastery Objective:

I can explain how Buddhism came to China and how it was viewed by Chinese rulers and people over time.

What are today's State Standards?

7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.

7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.

Strategies/Activities:

- BW: Buddhist or Confucian
- Reading/Note-taking Strategy – Graphic Organizer
- Timeline of the Spread of Buddhism

END OF DAY PRODUCT:

By the end of today's class you should have a completed Bellwork and a completed reading and graphic organizer along with a completed spread of Buddhism timeline

Buddhism & Confucianism In China – **INB 9**

Buddhism

Confucianism

Buddhism in China – INB 9

answer the following questions to create your notes

1. When did it come to China?
2. What did it teach?
3. How did Tang rulers feel about it?
4. What are monasteries?
5. What do you call men and women who live in monasteries?
6. What do the monasteries do for the community?
7. Why did some Chinese oppose the religion?
8. Why did some Tang rulers fear Buddhism?
9. How did Buddhism spread to Korea? How did people there feel about it?
10. How did it spread to Japan? How did they feel about it?

Why did Buddhism become popular in Tang China?

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

How Did Tang Rulers View Buddhism?

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

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

Buddhism During the Tang

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

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

Buddhism in Korea

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

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

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

Buddhist Monks & Nuns



Closure – **Below your notes**

- Create a brief **timeline** listing the dates when Buddhism came to the following three countries
- Write a **short statement** explaining *how* Buddhism came to each country

- China
- Korea
- Japan



Day 3

Bellwork – Not in INB



What word would best complete each sentence on the flow chart above?

- A. Neo-Confucians
- B. Warriors
- C. Scholars
- D. Buddhists

Mastery Objective:

I can explain what Confucianism is and describe how the philosophy affected China's government over time.

What are today's State Standards?

7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.

7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.

Strategies/Activities:

- BW: Han Yu on Buddhism
- Reading/Note-taking Strategy – Graphic Organizer
- Comprehension Check Questions

END OF DAY PRODUCT:

By the end of today's class you should have a completed Bellwork and a completed reading and graphic organizer along with a completed closure comprehension check.

Buddhism & Confucianism In China – **INB 13**

I can describe how Buddhism became popular during the Tang dynasty and explain how Confucianism shaped Chinese government.

Buddhism

- came to china @ 100 a.d. from India
- Taught that people could escape suffering and many Chinese found this to be a good idea
- Tang rulers **tolerated** it at first
- Monasteries formed to help the communities
- At monasteries men were monks/women were nuns – lived a religious life
- Provided food, education, banking, medical care, shelter
- Rulers became afraid of them b/c becoming too rich and believed they threatened family life & Confucian ideals and destroyed many monasteries
- Buddhism then Spreads to Korea through Chinese Buddhists
- Govt there supports Buddhism – people convert
- Missionaries spread it to Japan – people also convert

Confucianism

Confucianism in China

answer the following questions to create your notes

1. What does Confucius think a good government needs?
2. How did the Chinese government go about GETTING people who were like this?
3. What happened to Confucianism and Buddhism after the fall of the Han Dynasty?
4. How were the Tang and the Song dynasty different for Confucianism than the Han?
5. What is Neo-Confucianism?
6. Why was it created?
7. Did it contain ideas from other philosophies?
8. What did Tang & Song rulers think about Neo-Confucianism? Why?
9. What did the civil service exam test people on? Who mostly took the tests?
10. Were the tests easy? How many people usually passed?
11. What would you do if you didn't pass?

Revival of Confucian Ideas

- Confucius believed that a good government depended on having wise leaders. The civil service examinations begun by Han rulers were based on Confucian **principles**. The exams helped provide China's government with well-educated, talented officials.
- After the fall of the Han dynasty, China had no central government to give civil service examinations. Confucianism went into decline, and Buddhism won many followers with its message of escape from suffering. Tang and Song rulers worked to return Confucianism to the respected position it had held previously in Chinese society.

Neo-Confucianism

- The Tang and Song dynasties backed a new understanding of Confucianism called **neo-Confucianism**. One reason this new Confucianism was created was to stop the growing influence of Buddhism. Neo-Confucianism taught that people should be concerned about this world as well as the afterlife. Followers were expected to be active in society and to help others. A Confucian thinker named Han Yü (HAHN YOO) lived from A.D. 768 to A.D. 824. He encouraged the Chinese to remain faithful to the Confucian teachings of their ancestors:
- *"What were the teachings of our ancient kings? Universal love is called humanity. To practice this in the proper manner is called righteousness. To proceed according to these is called the Way. . . . They [ancestors] offered sacrifices to Heaven and the gods came to receive them. . . . What Way is this? I say: This is what I call the Way, and not what the Taoists [Daoists] and the Buddhists called the Way."*
- —**from *An Inquiry on The Way*, by Han Yü**
- This new form of Confucianism also included some Buddhist and Daoist beliefs. Chinese culture was developing and changing at this time. For many Chinese, Confucianism became more than a set of rules for good behavior. It became a religious tradition with beliefs about the spiritual world. Confucian thinkers taught that people would find peace of mind if they followed the teachings of Confucius.

The Civil Service

- Tang and Song rulers saw neo-Confucianism and civil service examinations as a way to strengthen the government. They believed that a government run by educated people was less likely to become corrupt or weak.
- The examinations tested candidates on their knowledge of Confucian writings. Only men were allowed to take the tests, and the examination system favored the rich. Few poor families could pay tutors to help their sons qualify for the tests.
- Preparing for the tests was very difficult. At the age of four, boys began learning to write the characters of the Chinese language. Later, students had to memorize all the writings of Confucius. They had to recite the writings aloud. After years of preparing, the boys took the exams. Despite all the hard work, only one in five boys passed the tests. Those who did not pass usually found jobs teaching or helping government workers, but they were never given a government job.
- Over the years, the examination system created a new class of leaders in China. This group was made up of scholar-officials. Strict rules set the scholar-officials apart from the rest of society. One rule was that the scholar-officials could not perform any job that required physical work. These scholar-officials influenced Chinese thought and government well into modern times.

Closure – Writing Prompt **INB 8** underneath your bellwork

- Based on what you have learned about Buddhism and Confucianism over the last two days which philosophy was better for China's society and government?
- 3-5 sentences using the RACES strategy

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?

Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.

In paragraph 2... The text states ... The author says...

E

EXPLAIN

your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...

Day 4 – The Mongols

7.24 Describe and locate the Mongol conquest of China including Genghis Khan & Kublai Khan.

World History Bellwork – INB 10

get out the work you did yesterday

- Complete the mini – bio on Genghis Khan using **textbook page 196** to help you...

Genghis Khan: _____

What was his real name? _____

When did he live: _____

How did he become “Khan”? _____

What about his personal life made him want to rule?



Mastery Objective:

I can identify the Mongols (*both who they were and where they were from*) and explain how they built an empire.

What are today's State Standards?

7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.

Strategies/Activities:

- BW: Mini Bio – Genghis Khan
- Reading/Note-taking Strategy – Sequencing Practice
- Closure: Quick Check Questions

END OF DAY PRODUCT:

By the end of today's class you should have a completed timeline tracing the expansion of the Mongol Empire and a completed set of quick check questions.

The Mongol Expansion – INB 11

I can identify the Mongols (*both who they were and where they were from*) and explain how they expanded their control of Central Asia and built an empire.

Set up INB page 11 with title and objective

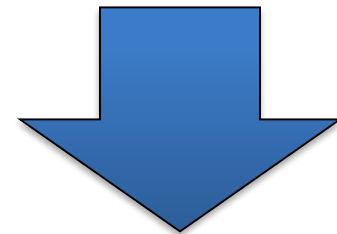
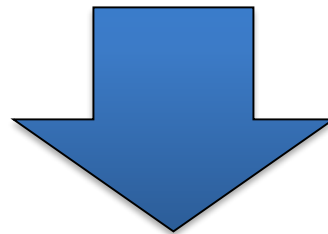
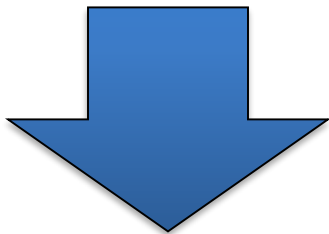
We will use our textbook to locate 12 key events in the Mongol Expansion and record those events in chronological order as our notes for the day...

Use pages 193-196 to help you put your events in chronological order.

Classwork – The Mongols!

Sequencing Practice – Create a timeline of the expansion of the Mongol Empire..

1. Lay out the event strips and use the text and to place the events in **chronological order**.
2. **Number** these events sequentially and **paraphrase** the event details in your notes.
3. Separate each event with a row of arrows like you see below...



Introduction – Textbook Page 193

- By the A.D. 1200s, Chinese civilization had made many achievements in government, technology, and the arts. However, enemies to the north were preparing to invade China. These people were the Mongols, the dominant nomadic group in central Asia. They became the first non-Chinese people to rule all of China.
- The Mongols came from an area north of China called Mongolia. The Mongols lived in movable tents called yurts and raised horses, sheep, and yaks, or long-haired oxen. Mongols were made up of clans, or groups of related families, that were loosely joined together. They followed their herds as the animals grazed the large **steppes** of Mongolia. The steppes are wide, grassy plains that stretch from the Black Sea to northern China.
- Early in their history, the Mongols developed skills that were necessary for nomadic living. The Mongols were excellent horseback riders. Their children learned to ride a horse at ages four or five and then they spent much of their lives on horseback. The Mongols also developed their fighting skills. Riding on their horses toward an enemy, the Mongols could accurately shoot arrows from far distances. As they got closer to their enemy, the Mongols attacked them with swords and spears.

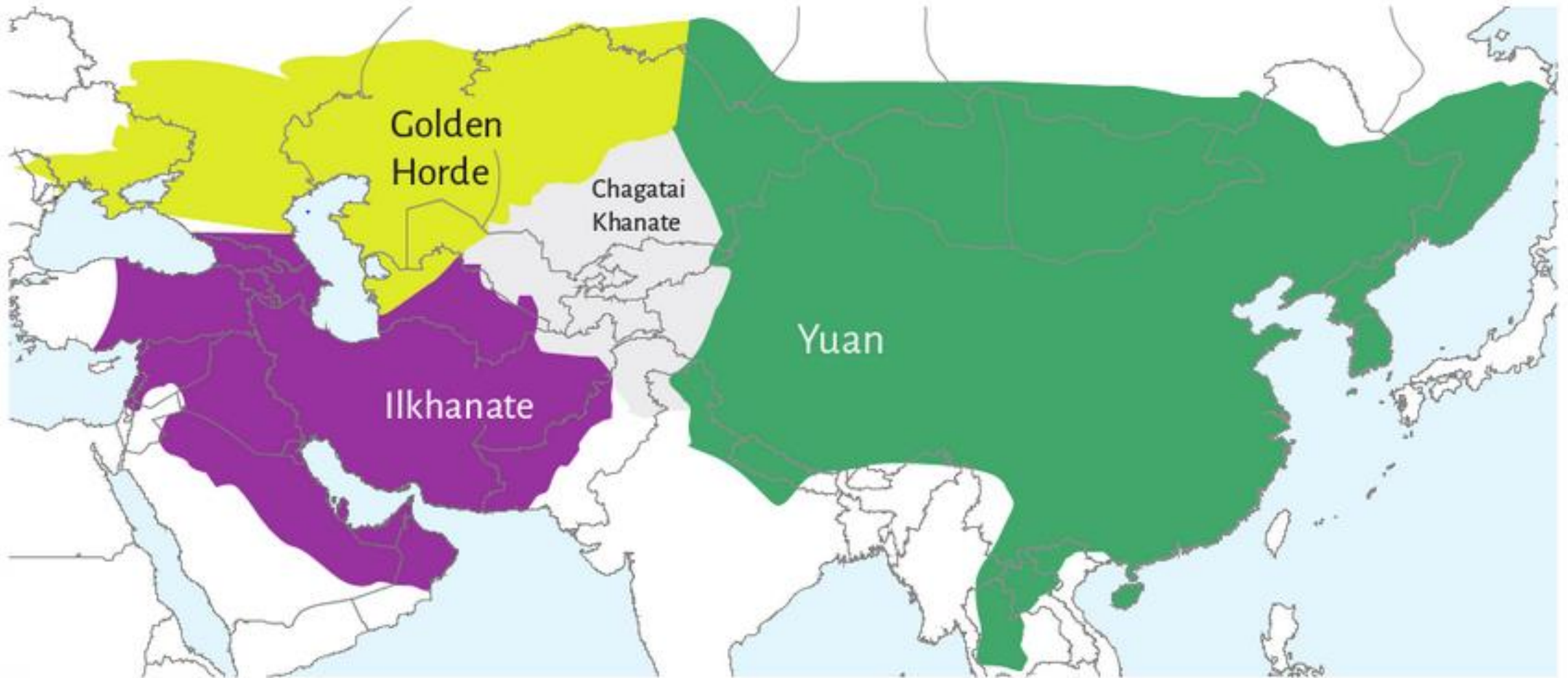
Genghis Khan

- In A.D. 1206, a meeting of Mongol leaders took place in the Gobi. This is a vast desert that covers parts of Mongolia and China. At that meeting, a warrior named Temujin was elected Genghis Khan, which means "strong ruler."
- Genghis Khan set out to **unify** the Mongol clans. He organized Mongol laws to create a new legal code. He also formed a group of clan chiefs to help him plan military campaigns. From the time of his election until the end of his life, Genghis Khan fought to conquer lands beyond Mongolia.
- Genghis Khan created an army of more than 100,000 trained warriors. The soldiers were placed in groups called units. The units were then placed under the command of skilled officers.
- The army officers were chosen for their abilities rather than their social position. These changes made the Mongols the most skilled fighting force in the world at that time.
- Under Genghis Khan, Mongol forces first conquered other people of the steppes. These victories brought tribute money to the Mongol treasury. The victories also attracted new recruits to the army. Soon the Mongols were powerful enough to attack major civilizations. In A.D. 1211, thousands of Mongol horsemen invaded China. Within three years, they had taken control of all of northern China. They then turned west and invaded the kingdoms that controlled parts of the Silk Road.
- Genghis Khan and his Mongol warriors became known for their cruel fighting and use of terror. Terror refers to violent acts that are meant to cause fear. Mongol soldiers attacked, looted, and burned cities. Within a short time, many people began surrendering to the Mongols without even fighting them.

Empire Builders

- After Genghis Khan died in A.D. 1227, his vast territory was split into several areas. Each area was ruled by one of his sons. The great Mongol fighting force was divided up.
- Despite these divisions of troops, Mongol conquests continued. The ferocious warriors swept into parts of eastern and central Europe. They also conquered Persia located in Southwest Asia.
- In A.D. 1258, the Mongols captured the Muslim city of Baghdad. The Mongols then moved into Syria and Palestine to Egypt. The Muslim leaders of Egypt stopped the Mongol's advance in A.D. 1260.
- All of these different areas formed a vast Mongol empire. Mongol rule stretched from the Pacific Ocean in the east to eastern Europe in the west and from Siberia in the north to the Himalaya in the south. The Mongols created the largest land empire in history.
- The Mongols caused a great deal of damage to the lands they conquered, but they also brought stability. This stability encouraged trade and closer contact between Asia and Europe. Many of the great trade routes between Asia and Europe crossed Mongol lands. The Mongols grew wealthy because they taxed the products that were traded along these roads.
- The Mongols admired the cultures they conquered, and sometimes they adopted their beliefs and customs. For example, the Mongols in Southwest Asia accepted Islam and adopted Arab, Persian, and Turkish ways.
- The Mongols also learned from the Chinese. As they fought Chinese troops, the Mongols learned about gunpowder and its use as an explosive. They saw the Chinese use the fire lance, a weapon that the Chinese later developed into the gun and cannon. Adopting gunpowder and the fire lance from the Chinese, the Mongols became even more frightening to their opponents.

The Mongol Empire



Mongol Empire Divisions

World History Closure – INB 10

questions and correct answer below your bellwork

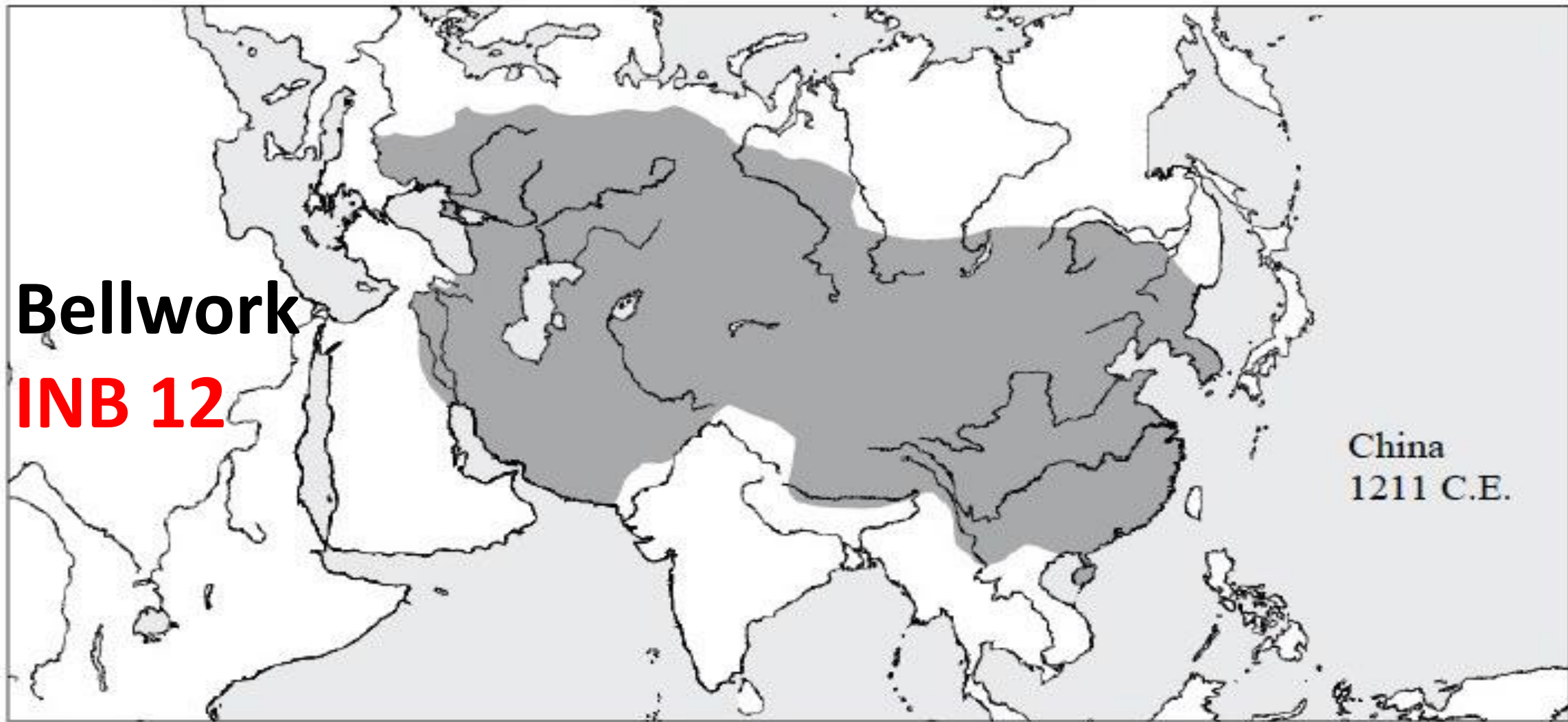
- **Word Bank:** strong warrior, money and soldiers, clans, Russia, steppes, yurts, strong ruler, horses and yaks, terror, Egypt, loyalty

1. The Mongol groups were made up of _____.
2. Genghis Khan means _____.
3. Before attacking China Genghis Khan needed _____.
4. Some people surrendered to the Mongols out of _____.
5. Where was the Mongols westward advances stopped? _____

Day 5 The Yuan Dynasty

7.24 Describe and locate the Mongol conquest of China including Genghis Khan & Kublai Khan.

Bellwork
INB 12



Which statement most accurately explains the gray shaded area on the map above.

- A. The technologically advanced Tang Dynasty spread its influence and power all across Asia.
- B. The weakened Song Dynasty was conquered by powerful Mongol armies from the North.
- C. The rich Ming dynasty expanded its sphere of economic cooperation into India and Eurasia.
- D. The great Han Dynasty helped to spread the influence of the teachings of Buddhist monks.

Mastery Objective:

I can explain how the Mongols ruled the Chinese during the Yuan Dynasty.

What are today's State Standards?

7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

Strategies/Activities:

- BW: TN Ready Practice
- Reading/Note-taking Strategy – Text to notes reading on Mongol Conquest of China
- Closure: Source analysis and Short Answer Question (Do you think the Yuan Rulers were good rulers to the Chinese they had conquered?)

END OF DAY PRODUCT:

By the end of today's class you should have a completed text to notes reading on Mongol Rule of China and a completed and short answer question on what you think of the Yuan Emperors as rulers.

The Mongol Rule of China

– INB Page 13

- **Staple in your reading to INB page 13 :**

- Highlight what you think is “note-worthy” from the reading

- Take bullet point notes about what you felt was note-worthy **in your own words** on the right

this page will be stapled in...be sure I can read the back!!!

Let's try one together...

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

Mongols and Chinese

In 1271, Kublai Kahn decided he would control all of China. By A.D. 1279, Kublai Khan finished conquering southern China. He brought an end to the Song dynasty and declared himself emperor. Kublai Khan started the Yuan (YWAN) dynasty. The term *Yuan* means "beginning." The Yuan dynasty would last only about 100 years. Kublai Khan would rule for 30 of those years, until his death in A.D. 1294.

To keep tight control of these new lands, Kublai appointed Mongol leaders to top jobs in China. He also kept some Chinese officials in positions of power.

The Mongol culture was quite different from the Chinese culture. The Mongols had their own language, laws, and customs. These characteristics separated them from the Chinese people they ruled. Mongols lived apart from the Chinese and did not mix with them socially.

Government and Religion

In government affairs, the Yuan regime did not use civil service examinations as was previously done in China.

Government jobs were open to non-Chinese people, including Mongols and Turks. However, the Yuan rulers respected Confucian writings and allowed Chinese scholar-officials to keep their posts.

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

Under Mongol rule, China reached the height of its wealth and power. Foreigners were drawn to its capital city.

Although they were foreigners, the Mongols gradually won the support of many Chinese people. Some Chinese appreciated the order and prosperity that the Mongols brought to the country. Foreign visitors were attracted to China and reached it by traveling along the Silk Road.

Marco Polo

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

"The streets are so straight and wide that you can see right along them from end to end and from one gate to the other. And up and down the city there are beautiful palaces, and many great and fine hostelries [inns], and fine houses in great numbers."

—from **"Concerning the City of Cambaluc [Khanbaliq]"** by **Marco Polo**

Kublai was fascinated by Marco Polo's stories about his journeys. For about 16 years, Polo was a privileged resident of China. Kublai sent him on trips all over the region to gather information and carry out business. For some of those years, Polo ruled the Chinese city of Yangzhou. When Polo returned to Italy, he wrote a book about his adventures.

Trade and Empire

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

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



World History Closure – INB 12 underneath your bellwork

- Do you think the Mongol rulers of the Yuan Dynasty were good or bad rulers to the Chinese people they had conquered?

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.

For example... This shows... This means... I believe...

The Mongols - Day 6

7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.

7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

Bellwork – choose the correct answer AND make changes to MAKE the other choices correct

Which sentence best describes the establishment of the Yuan Dynasty in China?

- A. A Chinese warlord was able to repel the Mongol army and establish the Yuan Dynasty.
- B. The last ruler of the Song dynasty died without an heir and a new family was chosen by lots.
- C. The Mongols waged war in China for over 60 years, gradually acquiring territory.
- D. Kublai Khan was able to negotiate a treaty to take over Chinese territory without using military force.

If you read the directions you will KNOW you have to write the question

Mastery Objective:

I can explain how the Mongols were ABLE to build such a large empire.

What are today's State Standards?

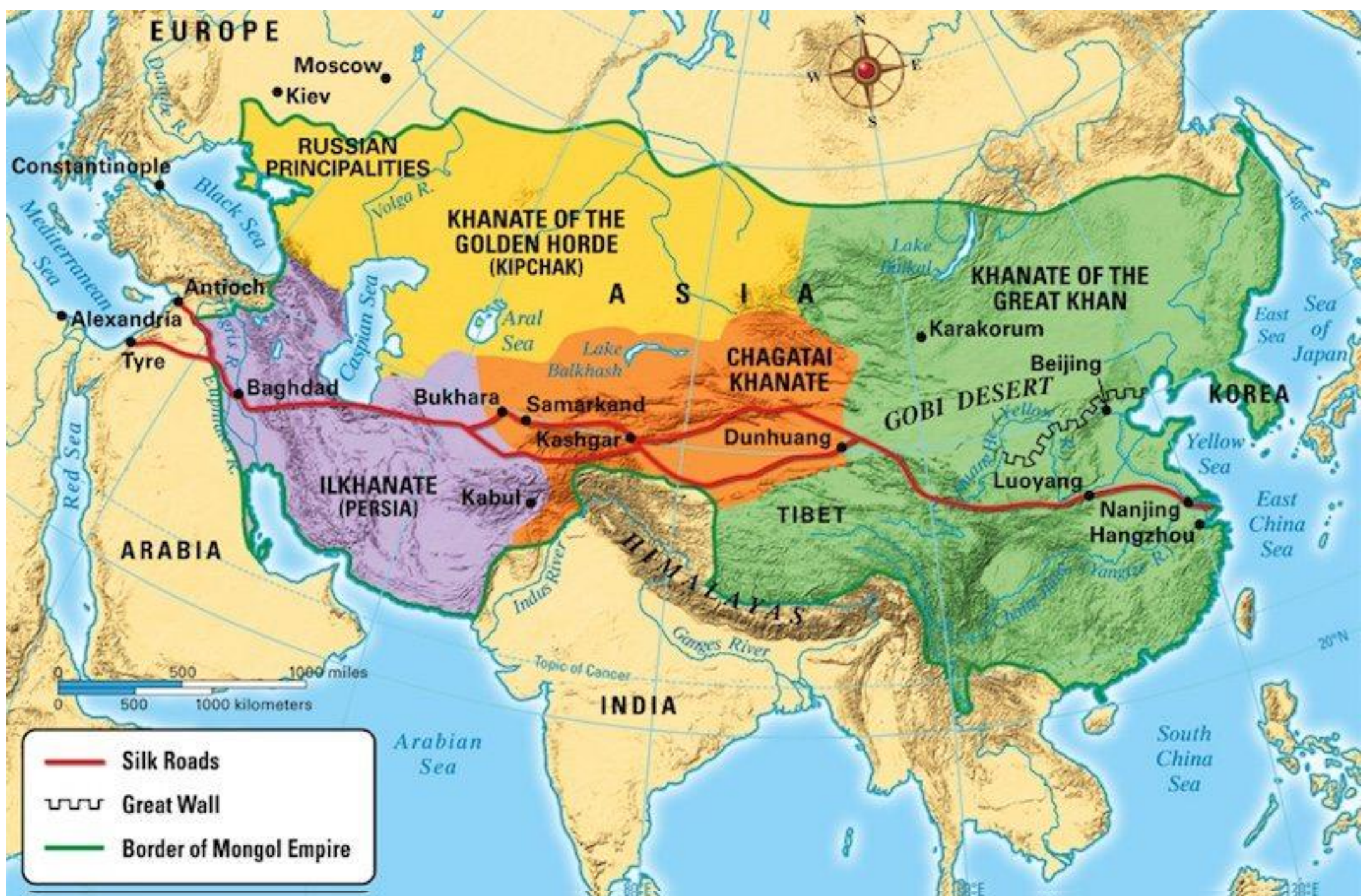
7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.

Strategies/Activities:

- BW: TN Ready Practice
- Reading/Note-taking Strategy – Document Based Question
- Closure: Writing Task – Just HOW were the Mongols able to build such a large empire?

END OF DAY PRODUCT:

By the end of today's class you should have a completed document analysis and a completed RACE writing task that answers the mastery objective.



-  Silk Roads
-  Great Wall
-  Border of Mongol Empire

Document 1

Source: The Secret History of the Mongols, 13th Century, Mongol Oral Traditions

Student Analysis

After this in the Year of the Sheep Chingis* Khan set out to fight the people of Cathay (the Chin Empire in north China). First he took the city of Fu-chou then marching through the Wild Fox Pass he took Hsuan-te-fu. From here he sent out an army under Jebe's command to take the fortress at Chu-yung Kuan. When Jebe arrived he saw the Chu-yung Kuan was well defended, so he said: "I'll trick them and make them come out in the open. I'll pretend to retreat and when they come out I'll attack them." So Jebe retreated and the Cathayan* army cried: "Let's go after them!" They poured out of their fortifications until the valleys and mountainsides were full of their soldiers. Jebe retreated to Sondi-i-wu Ridge and there he turned his army around to attack as the enemy rushed towards him in waves. The Cathayan army was beaten and close behind Jebe's forces. Chingis Khan, commanding the great Middle Army, attacked as well, forcing the Cathayan army to retreat, killing the finest and most courageous soldiers of Cathay, the Jurchin and Khara Khitan fighters, slaughtering them along the side of Chu-yung Kuan so that their bodies lay piled up like rotten logs.

*Chingis Khan is an alternate spelling for Genghis Khan

*Cathay is another name for China

Document 2

Source: The Chronicles of Novgorod, 1016-1417, written by anonymous monks Novgorod near Russia.

Student Analysis

[In 1238] foreigners called Tartars* came in countless numbers, like locusts, into the land of the Ryazan, and on first coming they halted at the river Nukhla, and took it, and halted in camp there. And thence they sent their emissaries to the Knyazes of Ryasan, a sorceress and two men with her, demanding from them one-tenth of everything: of men and Knyazes and horses – of everything one tenth.... And the Knyazes said to them: “Only when none of us remain, then all will be yours.”.... And the Knyazes of Ryazan sent to Yuri of Volodimir asking for help, or himself to come. But Yuri neither went himself nor listened to the request of the Knayazes of Ryasan, but himself wished to make war separately. But it was too late to oppose the wrath of God.... And then the pagan foreigners surrounded Ryazan and fenced it in with a stockade. And the Tartars took the town on December 21, and they had advanced against it on the 16th of the same month. They likewise killed the Knyaz and the Knyaginya, and men, women, and children, monks, nuns and priests, some by fire, some by sword, and violated nuns, priests’ wives, good women and girls in the presence of their mothers and sisters.... And who, brethren, would not lament over this, among those of us alive when they suffered this bitter and violent death? And we, indeed, having seen it, were terrified and wept with sighing day and night over our sins...

*Tartars was the Russian name for the Mongols.

Document 3

Source: Travels, Marco Polo, a European adventurer and travel writer, written in 1298 based on his travels from 1274 to 1290.

Student Analysis

Their arms are bows, iron maces, and in some instances, spears; but the first is the weapon at which they are the most expert, being accustomed, from children, to employ it in their sports. They wear defensive armor made from buffalo and hides of other beasts, dried by the fire, and thus rendered extremely hard and strong. They are brave in battle, almost to desperation, setting little value upon their lives, and exposing themselves without hesitation to all manner of danger. Their disposition is cruel.

They are capable of supporting every kind of privation, and when there is a necessity for it, can live for a month on the milk of their mares, and upon such wild animals as they may chance to catch. Their horses are fed upon grass alone, and do not require barley or other grain. The men are trained to remain on horseback during two days and two nights, without dismounting.... No people on earth can surpass them in fortitude under difficulties, nor show greater patience under wants of every kind. They are most obedient to their chiefs, and are maintained at small expense.

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

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EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.

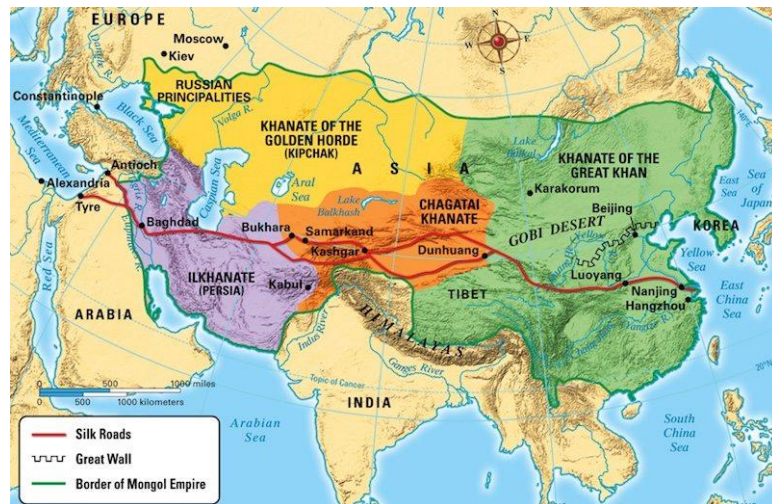
For example... This shows... This means... I believe...

World History Closure – INB

14

underneath your bellwork

- HOW were the Mongols ABLE to build such a large empire? What special skills or characteristics did they have that allowed them to be able to accomplish that AMAZING feat?



Mongol Empire





Bellwork – INB 16

The map is also on page 203 of your textbook.

During the Ming dynasty, emperor Yong Le moved the capital to Beijing

Study the map and answer the following in complete sentences.

1. Along what river is the city of Nanjing?
2. What feature forms the northern border of Ming China?
3. Why might Yong Le have moved the capital to Beijing?

Mastery Objective:

I can describe how the Ming rulers brought peace and prosperity to China.

What are today's State Standards?

7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.

Strategies/Activities:

- BW: Ming Dynasty Map
- Reading/Note-taking Strategy – Guided Reading: Ming Dynsaty
- Closure: 3-2-1 Summary

END OF DAY PRODUCT:

By the end of today's class you should have a completed guided reading on the Ming Dynasty and a completed 3-2-1 Summary or analysis of Hong Wu's Edict Against Evil.

The Ming Dynasty

Strategy: Guided Reading... **INB 17**

- A **Guided Reading** is one that asks you questions along the way to ensure that you understand the material:
 1. **Read** the question that appears in the box below each section of text.
 2. Then READ the text itself.
 3. **Answer** the each question after you read and highlight the parts of the text that helped you answer the question (**evidence!**)

Ming Rulers Bring Peace and Prosperity to China

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

Comprehension Question

- What was the key change that occurred after the death of Kublai Khan that brought about the end of the Yuan Dynasty?
- The key change that occurred after the death of Kublai Khan that caused the end of the Yuan Dynasty was....

Ming Rulers Bring Peace and Prosperity to China

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Questions

- How was Zhu Yuanzhang able to bring peace and order to China?
- Zhu Yuanzhang was able to bring peace and order to China BY....

Rise of the Ming

- Unrest swept through China and finally ended Mongol rule. In A.D. 1368, a military officer named Zhu Yuanzhang became emperor. Zhu reunited the country and then set up his capital at Nanjing in southern China. There, he founded the Ming, or "Brilliant," dynasty. The Ming dynasty would rule China for the next 300 years.
- As emperor, Zhu took the name Hong Wu, or the "Military Emperor." He brought peace and order, but he was also a harsh leader. Hong Wu trusted few people and punished officials that he suspected of treason, or disloyalty to the government. After Hong Wu died in A.D. 1398, his son became emperor and took the name of Yong Le.
- Yong Le was determined to be a powerful ruler. In A.D. 1421, he moved the capital north to Beijing. There, he built the Imperial City, a large area of palaces and government buildings. The center of this area, known as the Forbidden City, was where the emperor and his family lived. Only top government officials were allowed to enter the Forbidden City.
- The Forbidden City had beautiful gardens and palaces with thousands of rooms. China's emperor and court lived there in luxury for more than 500 years. The buildings of the Forbidden City still stand. You can visit them if you travel to China today.

Questions

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Questions

- What were the many contributions/accomplishments of the Ming Dynasty? (*hint: there are 7 listed in the text – you need at least 5*)
- Five major contributions of the Ming Dynasty are...

How did the Ming CHANGE China?

- Ming emperors needed government officials to carry out their decisions. To make sure that officials took their jobs seriously, the emperors brought back the civil service examinations. As during the Tang and Song dynasties, the tests were extremely difficult and required years of preparation.
- One responsibility of officials was to carry out a census, or a count of the number of people in China. The census helped officials identify the people who owed taxes.
- The strong government of the early Ming emperors provided peace and security. As a result, the Chinese economy began to grow. Hong Wu rebuilt many canals and farms. He also ordered that new roads be paved and new forests planted. Agriculture thrived as farmers worked on the new lands and grew more crops.
- Ming rulers also repaired and expanded the Grand Canal. This allowed merchants to ship rice and other products between southern and northern China. Chinese traders introduced new types of rice from Southeast Asia that grew faster. More food was available to the growing number of people living in cities.
- The Ming also supported the silk industry. They encouraged farmers to start growing cotton and weaving cloth. For the first time, cotton became the cloth worn by most Chinese.

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Questions

- What effect did the Ming have on art & literature?
 - The Ming Dynasty had a _____ effect on art & literature. For example
- What new literary form appeared during the Ming Dynasty?
 - A new literary form that appeared during the Ming Dynasty was....
- What OLD art form was revived (brought back)?
 - An old art form that the Ming Dynasty revived was the....

Arts & Literature

- The arts flourished during the Ming dynasty. Newly wealthy merchants and artisans wanted entertainment and could afford to pay for printed books and trips to the theater. During the Ming period, Chinese writers produced **novels**, or long fictional stories. One of the most popular was *The Romance of the Three Kingdoms*. It described military rivalries at the end of the Han period. Many novels of the time were written in vernacular, or everyday language. Writers avoided formal language to tell their tales. Instead they tried to make their stories sound as if they had been told aloud by storytellers. Traditional Chinese dramas had been banned during the years of Mongol rule, but under the Ming they were restored to the stage. Actors in costumes performed stories of the day using words, music, dance, and symbolic gestures.

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World History Closure: INB 16

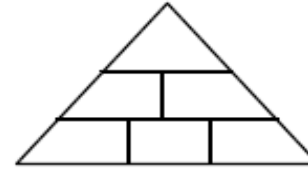
underneath your bellwork

- Create the pyramid you see on the right – USE THE WHOLE BOTTOM HALF OF YOUR PAGE
- Follow the directions making sure that the question you create uses your bottom two levels

3-2-1 Summary

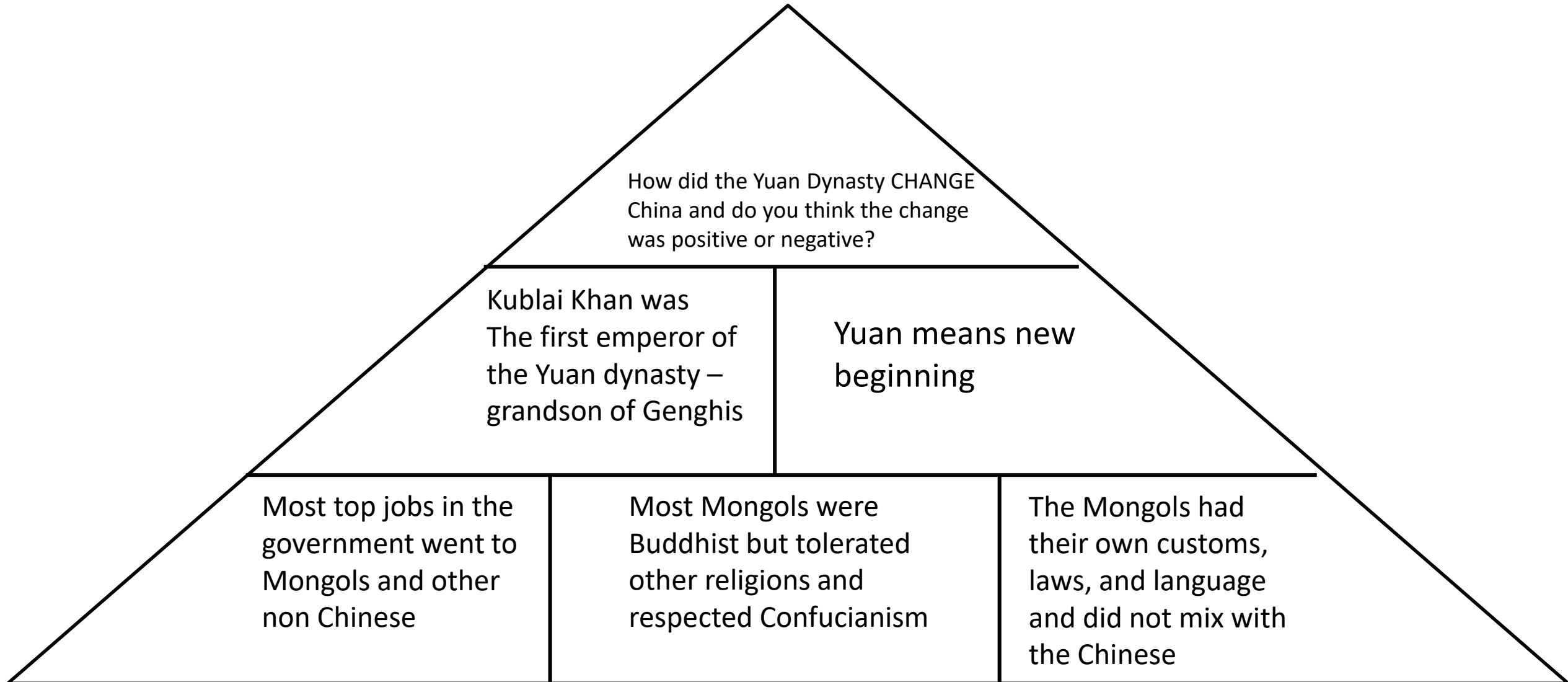
Your task: Write a summary of the reading using this strategy.

- Draw this to fill up your page:



- 3 - In the bottom 3 spaces, write three facts/events in the reading you think were important.
- 2 In the middle 2 spaces, define or identify two important people, places or things from the reading (vocabulary)
- 1 In the top space, write one question that can be answered by using the other two levels.

Example of a 3-2-1 Summary



Bellwork – INB 18

questions and CORRECT answers please

1. The first Ming ruler, Hong Wu, restored law and order but was a(n)_____ leader.

- A. powerful
- B. inexperienced
- C. wasteful
- D. harsh

2. Which of the following was built during the early Ming dynasty and still stands today?

- A. the Grand Canal
- B. the Forbidden City
- C. the port of Macao
- D. the Great Wall

3. A census helped Ming officials determine who _____.

- A. owed taxes
- B. worked for the government
- C. paid tributes to the emperor
- D. received new farm land

4. During the Ming dynasty, most Chinese wore cotton clothes for the first time.

- A. TRUE
- B. FALSE

Mastery Objective:

I can describe how Chinese contact with the outside world changed during the Ming dynasty and explain why the Ming Dynasty ultimately fell.

What are today's State Standards?

7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.

Strategies/Activities:

- BW: Quick Check Questions
- Reading/Note-taking Strategy – Create your own Cornell Notes
- Letter to the Emperor – What Should he do to save his empire?

END OF DAY PRODUCT:

By the end of today's class you should have a completed set of personalized Cornell Notes AND a 6-8 sentence letter of advice to the Ming Emperor explaining HOW he should act to save his empire.



What do these images tell us about China's relationship with the outside world?



Chinese Exploration – INB 19

I can explain how Chinese contact with the outside world changed during the Ming dynasty.

1. **Set up INB page 19** for Cornell Notes making sure you include TITLE and OBJECTIVE
2. Turn to **textbook page 204 – 207** and create key words/topics for the subheadings you see in that section beginning with “Chinese Exploration” and record these in the left hand column
3. Begin reading If you are ready to start before the rest of the class

Chinese Exploration – INB 19

I can explain how Chinese contact with the outside world
CHANGED during the Ming dynasty.

Chinese Exploration

Zheng He

Europeans come to
China

Ming Dynasty Falls

Chinese Exploration

I can explain how Chinese contact with the Outside world changed during the ming dynasty.

Chinese Exploration

- Chinese wanted spread their culture
- They built large fleets of ships to explore
- They made 7 voyages of exploration
- Zheng He led the voyages

Zheng He

- Zheng he took his first fleet to Southeast Asia, Africa, India
- Zheng he traded Chinese goods, such as silk, paper, and porcelain
- Officials complained about the money these voyages cost - The emperor decide destroyed everything

Arrival of Europeans

- The Portugueses wanted to

Fall of ming

Example of Good Work

- Title and objective
- Cornell Note Format
- Notes neat and in complete thoughts
- Notes separated by bullet points or dashes to separate thoughts

Chinese Exploration

use the questions below to guide your notes

- Why did the Chinese want to explore?
- What did they build to explore?
- How many voyages did they take?
- Who led the voyages?

Chinese Exploration

- Early Ming emperors wanted to know more about the world outside of China and to expand Chinese influence abroad. Ming emperors built a large fleet of ships to sail to other countries. The ships, known as junks, usually traveled along the coast of China. They could also sail on the open sea. Between A.D. 1405 and A.D. 1433, Ming emperors sent the Chinese fleet on seven overseas voyages. They wanted to trade with other kingdoms and demonstrate Chinese power. They also wanted to demand that weaker kingdoms pay tribute to China.
- The leader of these journeys was a Chinese Muslim and court official named Zheng He (JUNG HUH). The voyages of Zheng He were quite impressive. On the first voyage, nearly 28,000 men sailed on 62 large ships and 250 smaller ships. The largest ship was over 440 feet (134 m) long. That was more than five times as long as the Santa María that Christopher Columbus sailed almost 90 years later.

Zheng He

use the questions below to guide your notes

- Where did he go?
- What did he DO wherever he went?
- What did the Chinese officials think about his trips?
- What did the emperor decide to DO about his voyages?

The Voyages of Zheng He

- Zheng He took his first fleet to Southeast Asia. In later voyages, he reached the western coast of India and the city-states of East Africa. Zheng He wrote about his travels:
- *"We have traversed [traveled] more than 100,000 li [30,000 mi. or 50,000 km] of immense water spaces and have beheld in the ocean huge waves like mountains rising sky-high, . . . and we have set eyes on barbarian [foreign] regions far away, hidden in a blue transparency of light vapours, [fog] while our sails, loftily unfurled like clouds, day and night continued their course, rapid like that of a star, traversing [crossing] those savage waves."*
- *—from tablet erected in Fujian, China, by Zheng He*
- At the different ports he visited, Zheng He traded Chinese goods, such as silk, paper, and porcelain. He returned with items unknown in China. For example, Zheng He brought giraffes and other animals from Africa, which fascinated Emperor Yong Le. Yong Le placed them in his imperial zoo in Beijing. Zheng He also brought back visitors from the outside world, including representatives from South and Southeast Asia. The voyages of Zheng He encouraged Chinese merchants to settle in Southeast Asia and India. In these places, they traded goods and spread Chinese culture.
- Despite these benefits, Chinese officials complained that the ongoing trips cost too much. They also said that these voyages would introduce unwanted foreign ideas. Some officials also believed that being a merchant was an unworthy and selfish occupation. A Confucian teaching said that people should place loyalty to society ahead of their own desires.
- After Zheng He died in A.D. 1433, Confucian officials convinced the emperor to end the voyages. The fleet's ships were taken apart, and the construction of seagoing vessels was stopped. As a result, China's trade with other countries sharply declined. Within 50 years, the Chinese shipbuilding technology became outdated.

European Contact

use the questions below to guide your notes

- What European country wants to trade with China?
- What else did they want to do?
- What did the Chinese think about Europeans?
- Did the Chinese eventually trade with the outsiders?

The Arrival of Europeans

- Ming China was not able to cut off all contacts with the rest of the world. In A.D.1514, ships from the European country of Portugal arrived off the coast of southern China. It was the first direct contact between China and Europe since the journeys of Marco Polo.
- The Portuguese wanted to trade with China and **convert** the Chinese to Christianity. At the time, the Ming government paid little attention to the arrival of the Portuguese. China was a powerful civilization and did not feel threatened by outsiders. To the Chinese, the Europeans were **barbarians**, or uncivilized people.
- At first, local officials refused to trade with the Portuguese. The Chinese hoped the foreigners would give up and go home. By A.D. 1600, however, the Portuguese had built a trading post at the port of Macao in southern China. Portuguese ships carried goods between China and Japan. Trade between Europe and China, however, remained limited.
- Despite limited contact, European ideas did reach China. Christian missionaries made the voyage to China on European merchant ships. Many of these missionaries were Jesuits, a group of Roman Catholic priests. The Jesuits were highly educated and hoped to establish Christian schools in China. Their knowledge of science impressed Chinese officials. However, the Jesuits did not convince many Chinese to accept Christianity.

Fall of the Ming

use the questions below to guide your notes

- What was wrong with the Ming?
- What other problems did they have?
- What OUTSIDE problems did they have?
- When did they fall?

The *Fall* of the Ming

- After a long period of growth, the Ming dynasty began to weaken. Dishonest officials took over the country. They placed heavy taxes on farmers. The farmers objected to the taxes and began to revolt.
- As law and order collapsed, a people—the Manchus—from the north prepared to invade a weakened China. Like the Chinese, the Manchus had been conquered by the Mongols. They had retreated to an area northeast of China's Great Wall, known today as Manchuria. The Manchus defeated the Chinese armies and captured Beijing. In A.D. 1644, they set up a new dynasty called the Qing (CHEENG) dynasty.

Closure – Letter of Advice **INB 18** under your **Bellwork**



- It is a life or death moment for the Ming Dynasty and your task is to write the Ming Emperor **a letter** giving him **advice** on HOW you think he should save his Dynasty. Consider the following topics and tell the emperor what he should DO about each:
 - Exploration/trade
 - Contact with Europe
 - corruption

Closure – Letter of Advice **INB 18** under your Bellwork



Dear Ming Emperor,

I have heard the terrible news that you are having great trouble in your dynasty. I have heard that you have stopped exploring the outside world and don't want to trade much with Europe and are even having trouble with corruption in your own government! I think you should...

6-8 sentences TOTAL (I gave you 2) – use your best grammar and spelling – explain what you think the emperor should DO about each of the subtopics

Bellwork – INB 20

question and correct answers please

Which three statements describe achievements made during the Ming dynasty?

- A. Development of an elaborate tomb of terra cotta soldiers to honor the emperor.
- B. The voyages of Zheng Ze expanded the influence of China.
- C. Construction of the Forbidden City as the political center of China.
- D. Renovation of the Shaolin Monastery for religious rituals.
- E. Reconstruction of the Great Wall to protect the northern border.
- F. Architectural design and engineering of the Summer Palace.

Mastery Objective:

I can form an argument explaining my opinion on the historical question of “Was Zheng He a peaceful ambassador for China or a violent aggressor?”

What are today’s State Standards?

7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He’s sea voyages.

Strategies/Activities:

- BW: TN Ready Practice Question
- Reading/Note-taking Strategy – Secondary Source Analysis
- RACE response to the question - “Was Zheng He a peaceful ambassador for China or a violent aggressor?”

END OF DAY PRODUCT:

By the end of today’s class you should have a completed evidence log and annotated readings along with a completed RACE response to the guiding question.

Ambassador or Aggressor? **INB 21**

Document

Position

Evidence

Agree/Disagree & Why

<u>Document</u>	<u>Position</u>	<u>Evidence</u>	Agree/Disagree & Why

Document A

When Zheng He attacked the pirate Chen Zu-yi at Palembang, he reported 5,000 people killed, ten ships burned, and seven ships captured. Zheng He appointed a new ruler for the area who served as an agent of the Chinese state. In Sri Lanka, Zheng He invaded the capital, captured the king, destroyed his military, and took the king and his family back to China. The Chinese appointed a puppet ruler to replace the king, presumably to act in ways beneficial to the Chinese.

In Semudera, it is likely that Zheng He and his forces inserted themselves in a civil war, supported the side that was not hostile to the Chinese, and engaged in warfare against the other side. In Melaka, the Chinese established a military garrison that also served as a treasury.

Document A

These examples suggest that Zheng He's expeditions were intended to achieve the recognition of Ming dominance over all the states and kingdoms in the regions visited. To achieve this they used force, or the threat of force. The number of Southeast Asian rulers traveling to China with the Zheng He expeditions suggests that coercion must have been an important element of the voyages. It was almost unheard of for Southeast Asian rulers to travel to other countries because of security concerns at home. That such a large number of rulers did travel to the Ming court in this period suggests coercion of some form.

These missions also intended to obtain control of ports and shipping lanes. By controlling ports and trade routes, the Chinese controlled trade, an essential element for the expeditions' treasure-collecting tasks. The armies that manned these ships ensured that the control was maintained.

Document A

“Gunboat diplomacy” is not a term that is usually applied to the voyages of Zheng He. However, since these voyages were involved in diplomacy and the ships were indeed gunboats, with perhaps 26,000 out of 28,000 members of some missions being military men, “gunboat diplomacy” seems the appropriate term to apply to the duties of these fleets.

Source: Based on an article first published in 2005 and written by the historian Geoff Wade who works at the Institute of Southeast Asian Studies at the National University of Singapore.

Document B

As soon as Zhu Yuanzhang (Hong Wu) established the Ming dynasty, he spelled out his government's policy of not intervening in foreign states. His imperial decree stated, "The rulers of China and foreign states, far and near, should be kind to each other equally, adopt a friendly policy towards neighbors, and all will live in harmony as well as enjoy peace and happiness." His son, the Yong Le emperor, who sent Zheng He on his first six expeditions, continued this policy. Ming China's foreign relations with Southeast Asian states were based on trade and diplomacy.

Historian Geoff Wade says that Zheng He mounted military attacks in Palembang, Sri Lanka, and Semudera. But all these actions were taken either for a good cause or for self-defense. Zheng He's capture of Chen Zu-yi in Palembang helped clamp down on rampant piracy in the Straits of Melaka, and this was good for the east-west maritime trade. The military action in Sri Lanka was in self-defense as Zheng He's fleet was under attack by the king Alagakkonara. In the Sekandar case in Semudera, Zheng He quelled the rebellion to restore peace and order at the request of the native ruler.

Document B

Dr. Wade also argued that the base set up by Zheng He's fleet in Melaka was a military base or a Chinese colony. In fact, the base in Melaka as described by Ma Huan was clearly simply a warehouse. In all these cases, Zheng He acted as a peacekeeper and guardian of native states to maintain law and order and the safety of trade routes. Throughout his seven voyages Zheng He did not occupy or colonize an inch of foreign land.

The benefits of sending tributary missions to China far exceeded those of not sending. For prestige reasons, China gave far greater tributary gifts than it received. Besides getting gifts of gold, silver, and other valuables, the other states received the protection of China.

Source: The writings of historian Ta Sen Tan, primarily his book Cheng Ho and Islam in Southeast Asia, which was published in 2009 in Singapore by the Institute of Southeast Asian Studies. Ta Sen Tan is also president of the International Zheng He Society, which is based in Singapore, and a director of the Cheng Ho Cultural Museum in Melaka.



Closure – INB 20 underneath your Bellwork

Respond to today's guiding question –

- Was Zheng He a peaceful ambassador or a violent aggressor?

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states ... The author says...

E

EXPLAIN

your response. Give evidence from the text to support your answer. Add your thoughts.
For example... This shows... This means... I believe...