

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Summarize how the Tang dynasty reunified China.
- Explain how the Song dynasty grew rich and powerful despite military setbacks.
- Understand how China created an ordered society.
- Describe the cultural achievements of the Tang and Song dynasties.

## Prepare to Read

Build Background Knowledge **L3**

Ask volunteers to identify other periods they consider to be a golden age.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
The Only Female Emperor in China

Ask **What was unusual about Wu Zhao?** (*She was the first and only woman to name herself “Son of Heaven,” a title reserved for male emperors.*) Have students compare her method of obtaining power with other rulers in history.

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Identify Supporting Details* worksheet.

**All in One** Teaching Resources, Unit 2, p. 107

- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). Have students fill in the Venn diagram comparing and contrasting the Tang and Song.

 **Reading and Note Taking**  
Study Guide, p. 107



Empress Wu Zhao

**WITNESS HISTORY**  AUDIO**The Only Female Emperor in China**

Many people in China had reason to distrust Empress Wu Zhao (woo jow). From a lowly place at court, she had risen to a position of influence with the emperor. After his death, she ruthlessly took power into her own hands. She even unseated her own sons from the throne. She declared herself “Son of Heaven,” the age-old title of China’s emperors. No other woman had ever dared do such a thing!

**Focus Question** Describe the political, economic, and cultural achievements of the Tang and Song dynasties.

## Two Golden Ages of China

## Objectives

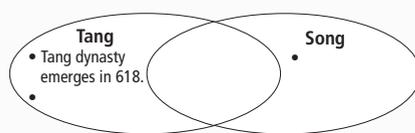
- Summarize how the Tang dynasty reunified China.
- Explain how the Song dynasty grew rich and powerful despite military setbacks.
- Understand how China created an ordered society.
- Describe the cultural achievements of the Tang and Song dynasties.

## Terms, People, and Places

Tang dynasty	Song dynasty
Tang Taizong	gentry
tributary state	dowry
land reform	pagoda

## Note Taking

**Reading Skill: Compare and Contrast** Create a Venn diagram to take notes on the Tang and Song dynasties. Include information that applies to both dynasties where the circles overlap.



In the late 600s, Wu Zhao became the only woman to rule China in her own name. Her strong rule helped guide China through one of its most brilliant periods. At a time when Europe was fragmented into many small feudal kingdoms, two powerful dynasties—the Tang and the Song—restored unity in China.

**The Tang Dynasty Reunifies China**

After the Han dynasty collapsed in 220, China broke apart and remained divided for nearly 400 years. Yet China escaped the decay that disrupted Western Europe after the fall of Rome. Farm production expanded and technology slowly improved. Buddhism spread, while learning and the arts continued to flourish. Even Chinese cities survived.

Although invaders stormed northern China, they often adopted Chinese civilization rather than demolishing it. Meanwhile, various dynasties rose and fell in the south. During the brief Sui (swee) dynasty (589–618), the emperor Sui Wendi reunited the north and south. But China was not restored to its earlier glory until the emergence of the **Tang dynasty** in 618.

**The Tang Build an Empire** The first Tang emperor, Li Yuan (lee yoo AHN), was a general under the Sui dynasty. When the Sui began to crumble, Li Yuan’s ambitious 16-year-old son, Li Shimin, urged him to lead a revolt. Father and son crushed all rivals and

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**All in One** Teaching Resources, Unit 2, p. 106; Teaching Resources, Skills Handbook, p. 3

**High-Use Word**  
compel, p. 369

**Definition and Sample Sentence**

v. to force to do something

Wu Zhao **compelled** her sons to step aside so that she could claim the throne.

established the Tang dynasty. Eight years later, Li Shimin **compelled** his aging father to step down and mounted the throne himself, taking the name **Tang Taizong** (ty DZUNG). A brilliant general, government reformer, historian, and master of the calligraphy brush, Tang Taizong would become China's most admired emperor.

Later Tang rulers carried empire-building to new heights, conquering territories deep into Central Asia. Chinese armies forced the neighboring lands of Vietnam, Tibet, and Korea to become **tributary states**. That is, while these states remained self-governing, their rulers had to acknowledge Chinese supremacy and send regular tribute to the Tang emperor. At the same time, students from Korea and Japan traveled to the Tang capital to learn about Chinese government, law, and arts.

**The Government and Economy Grow** Tang rulers, such as Empress Wu Zhao, helped restore the Han system of uniform government throughout China. They rebuilt the bureaucracy and enlarged the civil service system to recruit talented officials trained in Confucian philosophy. They also set up schools to prepare male students for the exams and developed a flexible new law code.

Tang emperors instituted a system of **land reform** in which they broke up large agricultural holdings and redistributed the land to peasants. This policy strengthened the central government by weakening the power of large landowners. It also increased government revenues, since the peasants who farmed their own land would be able to pay taxes.

**The Tang Dynasty Declines** Like earlier dynasties, the Tang eventually weakened. Later Tang emperors lost territories in Central Asia to the Arabs. Corruption, high taxes, drought, famine, and rebellions all contributed to the downward swing of the dynastic cycle. In 907, a rebel

### Vocabulary Builder

**compelled**—(kum PELD) *v.* forced to do something

### The Tang Dynasty

The Western Market (below left) of the Tang dynasty specialized in foreign goods. Tang Taizong (below right) is considered one of the greatest monarchs in the history of China. *What led to the decline of the Tang Dynasty?*



## Teach

### The Tang Dynasty Reunifies China

L3

#### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask **What is an example of someone being compelled to do something?** (*Sample: Egyptian pharaohs compelling subjects to build pyramids*)
- **Teach** Outline how Tang rulers reunified China and revived Chinese culture. Ask **How did the Tang dynasty compare to the Han in the area it controlled?** (*The Tang extended Chinese control deep into Central Asia and spread Chinese influence to areas like Vietnam, Tibet, and Korea.*) **What did Tang rulers do to extend their control over the Chinese people?** (*They rebuilt the bureaucracy and used land reform to weaken the power of large landowners.*)
- **Analyzing the Visuals** Display **Color Transparency 74: Map of East Asia and Southeast Asia**. Ask a volunteer to identify the location of China as well as Central Asia, Tibet, Vietnam, and Korea. Have students contrast the extent of Chinese control and the extent of China's influence.  **Color Transparencies, 74**

#### Independent Practice

Tell students to take the role of an advisor to one of the Tang emperors. Have them choose one of the policies outlined in this section, such as restoring the civil service exam. Tell them to write a report to the emperor recommending that policy and explaining how it would help build imperial power.

#### Monitor Progress

As students complete their Venn diagrams, circulate to make sure they understand the characteristics of the Tang and Song. For a completed version of the Venn diagram, see

 **Note Taking Transparencies, 96**

#### Answer

**Caption** Tang emperors lost territories, and the dynasty faced corruption, high taxes, drought, famine, and rebellions.

### Differentiated

#### Instruction

#### Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Explain to students that the text explores many different areas of life in Tang and Song China, including government, economics, social structure, culture, and the arts. Suggest that they take notes by creating a chart with these headings. They should fill in the appropriate information under each heading.

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 107
- Adapted Section Summary, p. 108

## The Song Dynasty

L3

### Instruct

- **Introduce** Remind students that skilled generals had united China and created the Han and Tang dynasties. Ask **How do you think the Song dynasty was formed? Why?** Discuss their responses briefly before assigning the text.
- **Teach** Remind students that a strong economy is often linked to cultural growth. Ask **What made the Song economy strong?** (*New strains of rice and improved irrigation methods helped peasants produce two rice crops a year.*) **What was the result?** (*Rising productivity created surpluses, which allowed more people to pursue other kinds of work; trade grew.*)
- **Analyzing the Visuals** Have students look at the examples of Tang and Song technology shown on this page. Ask **What would make these inventions appealing to other peoples?** Discuss how these inventions could have contributed to the spread of Chinese culture and influence.

### Independent Practice

Have students write a one-paragraph summary of the Song dynasty that explains its duration, challenges, and achievements.

### Monitor Progress

Have students create timelines that show the duration of the Song and the Southern Song and key events in their history.

### Answers

- ✓ Tang rulers conquered territories, restored a uniform government, and enlarged the civil service system.

**Caption** Sample: Block printing and movable type allowed Chinese text to be mass-produced.

### Technology of Tang and Song China

In addition to the advances shown below, the Chinese developed a smallpox vaccine, invented a spinning wheel, and pioneered the use of arches in bridge building. In time, many of these developments traveled westward. Modernized versions of most of these inventions are still widely used today. **How could one of the inventions shown here have aided the spread of Chinese civilization to other lands?**



**Gunpowder, 850** ▲

The earliest form of gunpowder was made from a mixture of saltpeter, sulfur, and charcoal, all found in abundance in China. It was first used in fireworks and later in weapons. Song forces were the first to use a cannon (shown above), according to historical records.



◀ **Mechanical Clock, 700s**

The Chinese learned of water-powered clocks from Middle Easterners. Mechanical clocks used a complex series of wheels, shafts, and pins, turning at a steady rate, to tell exact time.



**Block Printing, 700s, and Movable Type, 1040s** ▲

Block printing, developed during the Tang dynasty, involved carving a full page of characters onto a wooden block (above). China improved on this printing process during the Song dynasty by inventing movable type, in which precut characters were combined to form a page.

general overthrew the last Tang emperor. This time, however, the chaos following the collapse of a dynasty did not last long.

- ✓ **Checkpoint** How did the Tang dynasty reunify China?

## The Song Dynasty

In 960, a scholarly general named Zhao Kuangyin reunited much of China and founded the **Song** (sung) **dynasty**. The Song ruled for 319 years, slightly longer than the Tang, but they controlled less territory than the Tang. The Song also faced the constant threat of invaders in the north. In the early 1100s, the battered Song retreated south of the Huang River. There, the southern Song continued to rule for another 150 years. As you will learn, however, in the late 1200s invaders from the north called the Mongols attacked and overthrew the Song.

Despite military setbacks, the Song period was a time of great achievement. China's wealth and culture dominated East Asia even when its armies did not. Under the Song, the Chinese economy expanded because of improved farming methods and open border policy. The latter allowed a new type of faster-growing rice to be imported from Southeast Asia. Farmers were now able to produce two crops a year, one of rice and one of a cash crop to sell. The rise in productivity created surpluses, allowing more people to pursue commerce, learning, or the arts.

Through China's history, a system of canals had been built that encouraged internal trade and transportation. The Grand Canal, completed during the Sui dynasty, linked the Huang River to the Chang River. As a result, food grown in the south could be shipped to the capital in the north. The Grand Canal reached its peak during the Song dynasty, when thousands of tons of grain were shipped to northern China each year.

### Link to Science

**Mechanical Power** In 976, Chang Ssu-Hsun built a mechanical clock powered by a chain-drive. In 1090, the Chinese inventor Su Sung used a chain-drive to run his enormous astronomical clock tower. He called the chain-drive the "celestial ladder" and described it as "an iron chain with its links joined together to form an

endless circuit, hanging down from an upper chain wheel . . . and passing round a lower chain wheel on the driving-shaft." The chain-drive has since been used in countless other pieces of machinery. The most familiar to us is the chain-drive used to power bicycles.

Under both the Tang and Song, foreign trade flourished. Merchants arrived from India, Persia, and Arabia. Chinese merchants carried goods to Southeast Asia in exchange for spices and special woods. Song porcelain has been found as far away as East Africa. To improve trade, the government issued paper money. China's cities, which had been mainly centers of government, now prospered as centers of trade.

 **Checkpoint** How was the Song dynasty able to continue its prosperity despite threats from the north?

## China's Ordered Society

Under the Tang and Song, China was a well-ordered society. At its head was the emperor, whose court was filled with aristocratic families. The court supervised a huge bureaucracy, from which officials fanned out to every part of China. China's two main social classes were the gentry and the peasantry.

**The Gentry Value Education** As in previous dynasties, the scholar-official class formed the top stratum of society. Most scholar-officials at court came from the **gentry**, or wealthy landowning class. They alone could afford to spend years studying the Confucian classics in order to pass the grueling civil service exam. When not in government service, the gentry often served in the provinces as allies of the emperor's officials.

The Song scholar-gentry valued learning more than physical labor. They supported a revival of Confucian thought. New schools of Confucian philosophers emphasized social order based on duty, rank, and proper behavior. Although corruption and greed existed among civil servants, the ideal Confucian official was a wise, virtuous scholar who knew how to ensure harmony in society.

**Peasants Work the Land** Most Chinese were peasants who worked the land, living on what they produced. Drought and famine were a constant threat, but new tools and crops did improve the lives of many peasants. To add to their income, some families produced handicrafts such as baskets or embroidered items. They carried these products to nearby market towns to sell or trade for salt, tea, or iron tools.

Peasants lived in small, largely self-sufficient villages that managed their own affairs. "Heaven is high," noted one Chinese saying, "and the emperor far away." Peasants relied on one another rather than the government. When disputes arose, a village leader and council of elders put pressure on the parties to resolve the problem. Only if such efforts failed did villagers take their disputes to the emperor's county representative.

In China, even peasants could move up in society through education and government service. If a bright peasant boy received an education and passed the civil service examinations, both he and his family rose in status. Slaves in early China, however, did not have such opportunities. As in many other parts of the world, slavery played a role in early China, though a limited one.

**Merchants Have Lowest Status** In market towns and cities, some merchants acquired wealth. Still, according to Confucian tradition, merchants had an even lower social status than peasants since their riches came from the labor of others. An ambitious merchant, therefore, might buy land and educate one son to enter the ranks of the scholar-gentry.

## China's Ordered Society

### Instruct

- **Introduce: Key Terms** Direct students' attention to the key term **gentry** (in blue) in the text. Explain to students that the term comes from a word meaning "noble" or "of gentle birth." People in this class of society did not have to use their hands to work and were expected to be more genteel, meaning they were polite and fashionable. Discuss whether modern American society has similar social categories.
- **Teach** Explain that the gentry and the peasants were closely linked in Chinese society. Ask **What were the levels of Chinese society from highest to lowest?** (*emperor, gentry, peasants, merchants*) **Why did members of the gentry have the leisure time to study the Confucian classics?** (*because the peasants worked their land, producing food*) **What did they gain through success in their studies?** (*opportunity to join the civil service*)
- **Quick Activity** Have students devise an eight-question quiz from the material on Chinese society. Then have them exchange their quizzes with a partner and answer the questions.

### Independent Practice

Have students take the role of a Confucian thinker and develop a list of advice for scholar-officials on how to govern people wisely. Invite students to share their ideas with the class.

### Monitor Progress

To monitor students' understanding of Chinese society, have them create a graphic organizer that summarizes key facts about the gentry, peasants, merchants, and women.

## History Background

**Sunglasses in China** Sunglasses were another technology invented in China, but they were used for a different purpose than they are used today. The Chinese made the lenses for their glasses from clear quartz. To make sunglasses, those lenses were tinted, or darkened, by exposing them to smoke. They became so dark that they prevented other people

from seeing the eyes of the person wearing them—which was exactly what the Chinese wanted. These darkened glasses were worn by judges in Chinese courts. The tinted lenses blocked people from reading the expression in the judges' eyes. That prevented them from tailoring their statements to try to sway the judges' decisions.

### Answer

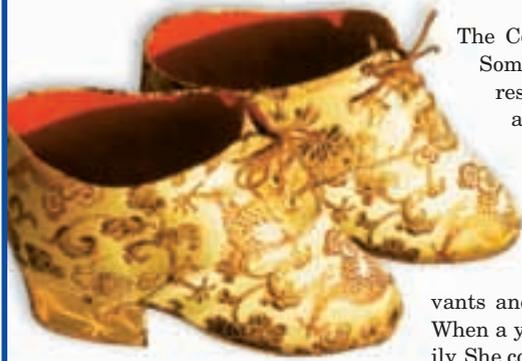
- ✓ Rising productivity in farming created surpluses, which allowed more people to pursue commerce, learning, or the arts.

## The Tang and Song Develop a Rich Culture

L3

### Instruct

- **Introduce: Key Terms** Have students find the key term *pagoda* (in blue) in the text. Ask **Why do you think pagodas were multistoried?** (Students' answers will vary, but tell them that the main reason was because of the majestic Buddhist relics that were housed there. Multistoried buildings also were considered to be awe inspiring.)
- **Teach** Explain that religious ideas helped establish the principles underlying Chinese art in this period. Ask **How did Daoism influence painting?** (influenced painters to try to capture the spiritual essence of the natural world and to show the harmony between heaven and earth) **How did Buddhism influence art?** (Buddhist themes dominated sculpture and influenced architecture.) **How can historians analyze art created in these dynasties to learn about Chinese life at the time?** (Sample: Artists produced porcelain figures of people and animals, which showed how people lived.)



Pair of shoes for a woman with bound feet in China

The Confucian attitude toward merchants affected economic policy. Some rulers favored commerce but sought to control it. They often restricted where foreign merchants could live and even limited the activities of private traders. Still, Chinese trade flourished during Song times.

**The Status of Women** Women had higher status in Tang and early Song times than they did later. Within the home, women were called upon to run family affairs. A man's wife and his mother had great authority, managing servants and family finances. Still, families valued boys more than girls. When a young woman married, she became a part of her husband's family. She could not keep her **dowry**, the payment that a woman brings to a marriage, and could never remarry.

Women's subordinate position was reinforced in late Song times when the custom of foot binding emerged. The custom probably began at the imperial court but later spread to the lower classes. The feet of young girls were bound with long strips of cloth, producing a lily-shaped foot about half the size of a foot that was allowed to grow normally. Tiny feet and a stilted walk became a symbol of nobility and beauty. Foot binding was extremely painful, yet the custom survived. Even peasant parents feared that they could not find a husband for a daughter with large feet.

Not all girls in China had their feet bound. Peasants who needed their daughters to work in the fields did not accept the practice. Yet most women did have to submit to foot binding. Women with bound feet often could not walk without help. Thus, foot binding reinforced the Confucian tradition that women should remain inside the home.

✓ **Checkpoint** How did most Chinese people live?

## The Tang and Song Develop a Rich Culture

A prosperous economy supported the rich culture of Tang and Song China. Although their splendid royal palaces were long ago destroyed, many paintings, statues, temples, and ceramics have survived.

**Artists Paint Harmony** Along with poetry, painting and calligraphy were essential skills for the scholar-gentry. In both of these crafts, artists sought balance and harmony through the mastery of simple strokes and lines. The Song period saw the triumph of Chinese landscape painting. Steeped in the Daoist tradition, painters sought to capture the spiritual essence of the natural world. "When you are planning to paint," instructed a Song artist, "you must always create a harmonious relationship between heaven and earth."

Misty mountains and delicate bamboo forests dominated Chinese landscapes. Yet Chinese painters also produced realistic, vivid portraits of emperors or lively scenes of city life.

**Architecture and Porcelain** Buddhist themes dominated sculpture and influenced Chinese architecture. The Indian stupa evolved into the graceful Chinese **pagoda**, a multistoried temple with eaves that curve up at the corners. Chinese sculptors created striking statues of the Buddha. These statues created such a strong impression that many people today picture the Buddha as a Chinese god rather than an Indian holy man.

### Differentiated

#### Instruction

#### Solutions for All Learners

##### L4 Gifted and Talented

Foot binding broke the instep of the foot and, in the most severe cases, resulted in feet only three inches long. Women whose feet had been bound stayed close to home, because many could not walk and for those who could, walking was extremely painful.

Foot binding was officially banned at the start of the

twentieth century, although some people still continued practicing it. Have students write a poem describing the experience of foot binding from the woman's point of view. Encourage them to consider the social attitudes toward the practice as well as any feelings of pain.

### Answer

- ✓ Most lived as peasants who worked the land and lived on what they produced.

## ● INFOGRAPHIC

◀ The ideal woman during the Tang dynasty was sophisticated and wore head ornaments, combs, and powders. Like this woman, Tang women piled their hair high upon their heads.

Women prepare a feast in this tenth-century painting on silk. This residence is typical of those owned by imperial or wealthy families. ▼

# A CHINESE HOUSE

Dwellings during the Tang and Song dynasties ranged from caves to round tents to palaces. Ideally, all types of Chinese homes were built facing south so that they received warmth from the sun in the winter. Wealthy families lived in compounds that consisted of groups of buildings separated by a varying number of courtyards as shown in the painting below. Each structure within the compound had a distinct purpose for such things as ancestor worship, a library, or a music hall. Covered walkways, or porticos, joined the buildings. Atop the compound, expensive rooftops made of sloping tiles had terra cotta animals and dragons that adorned the ridges and eaves. Grand gardens with hills, ponds, rare flowers, twisted pine trees, and stones, were an important part of the finest homes. The building and gardens together produced an overall harmonious effect.

### Features of the Home

- A** Roofs were the most expensive and striking feature of the home. The finest homes had roofs with upturned edges and colorful tiles painted yellow, pale green, or jade green.
- B** Most houses included enclosed shaded courtyards.
- C** Each pavilion had a special purpose, whether for banquets or for playing music.
- D** Trees with gnarled trunks were common adornments for the home.
- E** Houseguests stayed in rooms located along the outer edge of the compound.

### Thinking Critically

1. **Draw Inferences** According to the images shown here, what can you say about the status of women during this time?
2. **Synthesize Information** How does this compound illustrate the belief of the Tang and Song that a harmonious relationship should exist between home and gardens?

- **Analyzing the Visuals** Direct students' attention to the painting of a Chinese home. Discuss how the social structure inside the home reflects the overall structure of Chinese society. Ask **What groups had the most authority and influence in Chinese society during the Tang and Song dynasties? In the family?** (*in society—the emperor; aristocrats, and government officials; in the family—the men, though women gained influence during this time*)

## Independent Practice

- Have each student select one of the poets mentioned in the text, Li Bo, Du Fu, or Li Qingzhao. Have them locate examples of the poet's work and write an explanation of what the poet is saying in the poem. Students should also note how the language, rhythm, and rhymes of the poem help convey the meaning. If possible, allow students time to read their poems aloud to the class.
- Display **Color Transparencies 70: Games of Childhood in Ancient China** and **71: Pagoda**. Have students choose one of the transparencies and describe the qualities of Chinese art that they see in these examples.  
 **Color Transparencies, 70, 71**

## Monitor Progress

Have students write a summary of Chinese art in the Tang and Song periods that identifies the main materials, themes, and important principles.

## Link to Art

**Demanding Technique** Western artists often draw preliminary sketches on their canvas and then apply paint. This allows them to change their minds or paint over mistakes. Chinese artists who used ink on silk or paper did not enjoy this luxury, however. They

considered a painting to be a philosophical exercise in which the artist fully conceived the subject of his work and the emotional impact it would have before committing a single line to paper. This method demanded a high degree of technical skill and planning.

## Answers

### Thinking Critically

1. They had a higher status during this time. Women ran family affairs, such as preparing meals and managing finances.
2. Sample: This compound reflects a balance between the buildings and gardens, as trees and gardens are spaced evenly throughout.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 2, p. 101

- To further assess student understanding, use

 Progress Monitoring Transparencies, 48

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 108

L3

 Adapted Reading and Note Taking Study Guide, p. 108

L1

L2

 Spanish Reading and Note Taking Study Guide, p. 108

L2

### Extend

L4

Point out that the Tang and Song dynasties stayed connected to China's past but also introduced change. Have students develop a display that uses text and images to illustrate both of these trends in Tang and Song society and culture.

### Answer

- ✓ Buddhist and Daoist themes as well as social issues



Li Bo, Chinese poet

The Chinese perfected techniques in making porcelain, a shiny, hard pottery that was prized as the finest in the world. They developed beautiful glazes to decorate vases, tea services, and other objects that Westerners would later call “chinaware.” Artists also produced porcelain figures of camels, elegant court ladies playing polo, and bearded foreigners newly arrived from their travels on the Silk Road.

**Chinese Writing** Prose and poetry flowed from the brushes of Tang and Song writers. Scholars produced works on philosophy, religion, and history. Short stories that often blended fantasy, romance, and adventure made their first appearance in Chinese literature.

Among the gentry, poetry was the most respected form of Chinese literature. Confucian scholars were expected to master the skills of poetry. We know the names of some 200 major and 400 minor Tang and Song poets. Their works touched on Buddhist and Daoist themes as well as on social issues. Many poems reflected on the shortness of life and the immensity of the universe.

Probably the greatest Tang poet was Li Bo (lee boh). A zestful lover of life and freedom, he moved about from one place to another for most of his life. He wrote some 2,000 poems celebrating harmony with nature or lamenting the passage of time. A popular legend says that Li Bo drowned when he tried to embrace the reflection of the moon in a lake.

More realistic and less romantic were the poems of Li Bo's friend Du Fu. His verses described the horrors of war or condemned the lavishness of the court. A later poet, Li Qingzhao (lee ching jow), described the experience of women left behind when loved ones went off to war. Her poems reflect a time when invasion threatened to bring the brilliant Song dynasty to an end.

- ✓ **Checkpoint** What themes did Tang and Song arts and literature address?

## 1 Assessment

### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

### Note Taking

2. **Reading Skill: Compare and Contrast** Use your completed diagram to answer the Focus Question: Describe the political, economic, and cultural achievements of the Tang and Song dynasties.

### Comprehension and Critical Thinking

3. **Draw Conclusions** In what ways did the rise of the Tang dynasty unify and benefit China?

4. **Determine Relevance** What was the significance of the Grand Canal to the Song dynasty?
5. **Recognize Ideologies** (a) Describe the social structure of China under the Tang and Song dynasties. (b) How did the social structure reflect Confucian traditions?
6. **Analyze Information** What ideas and traditions shaped Chinese paintings?

### Writing About History

**Quick Write: Make a Cause-Effect Tree** To make a cause-and-effect tree, choose either the Tang or Song dynasty and write its name in the center of a piece of paper. Above the dynasty's name, write the causes that led to its downfall.

## Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed in the beginning of the section.
2. Politically, these dynasties achieved the reunification of China and created an ordered society. China prospered, and trade grew. The arts flourished, especially in landscape painting, architecture, porcelain, and poetry.

3. China enjoyed political stability, efficient government, thriving agriculture, expanding trade, and artistic achievements.
4. The Grand Canal allowed the Chinese to ship grain from the south to the north.
5. (a) At the top were the emperor and royal family, followed by the gentry, peasants, and merchants. (b) It was a stable social order based on rank and duty. Reflecting Confucian tradition, women were encouraged to remain inside the home.

6. balance, harmony, and the Daoist tradition of seeking the spiritual essence of the natural world

### Writing About History

Responses should include the causes of the downfall of one of the two dynasties.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1211**.



◀ Trade routes were established for valued spices.

### What have been the major trade networks in world history?

As trade increased and lands became safe, merchants crossed Asia along the ancient Silk Road. The main trails in this famous network of trade routes ran from China west to the Mediterranean Sea. Connecting routes brought traders from Southeast Asia, India, Persia, Russia, and southern Europe. For more than a thousand years, this network helped shape the tastes and cultures of people over much of Asia and Europe. Other major trade networks around the world had a similar effect. Consider the following examples.

#### City-to-City Trade

Long before the establishment of the Silk Road, ancient cities traded with one another. A network of overland and water routes connected Bronze Age urban centers such as Mycenae in Greece with Memphis in Egypt, and Ashur in Mesopotamia with Harappa in the Indus Valley. Long-distance trade helped cities obtain resources not available in the local area. Merchants traveled among these ancient cities, carrying copper and tin, stone for making vases, olive oil, grains and other foods, timber, spices, woolen textiles, ivory, and pearls. Meanwhile, the merchants spoke to each other, exchanging ideas about technology, religion, and culture.

#### Global Trade

Trade involving Europe, Africa, Asia, and the Americas developed between the A.D. 1400s and 1700s. To obtain valued spices such as pepper, nutmeg, and cloves, European powers established routes to the east. Merchants sailed around southernmost Africa and across the Indian Ocean to India, China, and Japan. During the same period, a triangular trade developed in the Atlantic. Europeans traded manufactured goods to Africans for enslaved persons and gold. The enslaved Africans were transported to colonies in the Americas to work on plantations. The sugar, cotton, and tobacco that they produced were shipped to Europe to complete the triangle.

#### E-Commerce

Toward the end of the twentieth century, a revolutionary kind of trading network took shape. Called electronic commerce, or e-commerce, it combined traditional methods of shipping goods with the efficiency of the Internet. Today, even small businesses can advertise in major markets, show their goods in virtual shops, and sell directly to consumers worldwide. Consumers can also receive some services electronically, such as software updates. E-commerce is also changing the way businesses communicate with each other. More and more companies order supplies and manage transactions via the Internet.



◀ E-commerce has enabled businesses to work more efficiently.

#### Thinking Critically

- (a) How might a simple trade route grow into a trade network?  
(b) What is revolutionary about the e-commerce trade network?
- Connections to Today** Research online to investigate some aspect of global trade today. For example, you might focus on major trade organizations, such as the World Trade Organization, or major trading partners of the United States. Summarize your findings in a brief oral report.

### Objectives

- Analyze what factors have led groups of people to trade with one another.
- Explain the growth and changing nature of trade networks.

### Build Background Knowledge L3

Ask volunteers to name examples of networks that are a part of modern life. (*Sample: television networks, cell-phone networks, computer networks*) Ask **Based on these examples, how would you describe a network?** (*a system that links people in distant places, enabling them to communicate or connect with one another*) **What do you think a trade network might be?** (*a route or system that can be used by people to exchange goods*)

### Instruct L3

Direct students' attention to the question at the top of the page, **What have been the major trade networks in world history?** Have students discuss the transition from city-to-city trade routes to global trade networks and to give examples of the latter. Discuss how e-commerce is similar to and different from these other global networks. Ask **What role have communication and transportation technologies played in trade?** (*Answers will vary.*)

### Independent Practice

**Concept Connector** Have students fill in the Concept Connector worksheet on trade, which includes additional examples and critical thinking questions.

 **Reading and Note Taking Study Guide, p. 379**

### Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

### Thinking Critically

- (a) Sample: Trade along a route becomes more regular, and smaller routes become part of larger ones. (b) Sample: People don't need to come into direct contact with each other to trade goods or information.
- Students' reports should describe how their subject is related to global trade today.

### Careers

**International Marketing** The rise of global trade networks and of multinational corporations—companies with operations in many different countries—has increased the need for workers who specialize in international marketing. This is the field of business that focuses on the best ways to introduce, promote,

and sell products in more than one country. A bachelor's or master's degree in business with courses in international marketing and related subjects is helpful to obtain these jobs. Knowledge of one or more foreign languages and deep understanding of other cultures is also helpful.