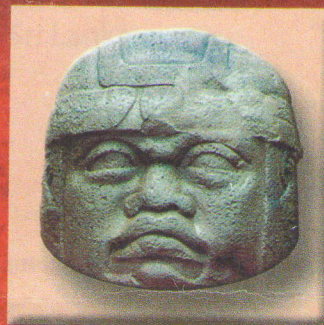
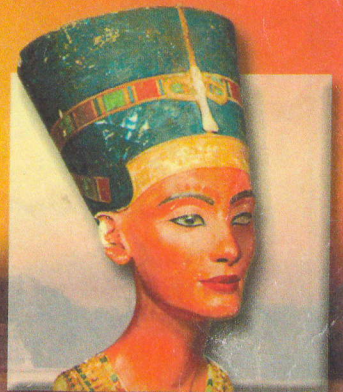
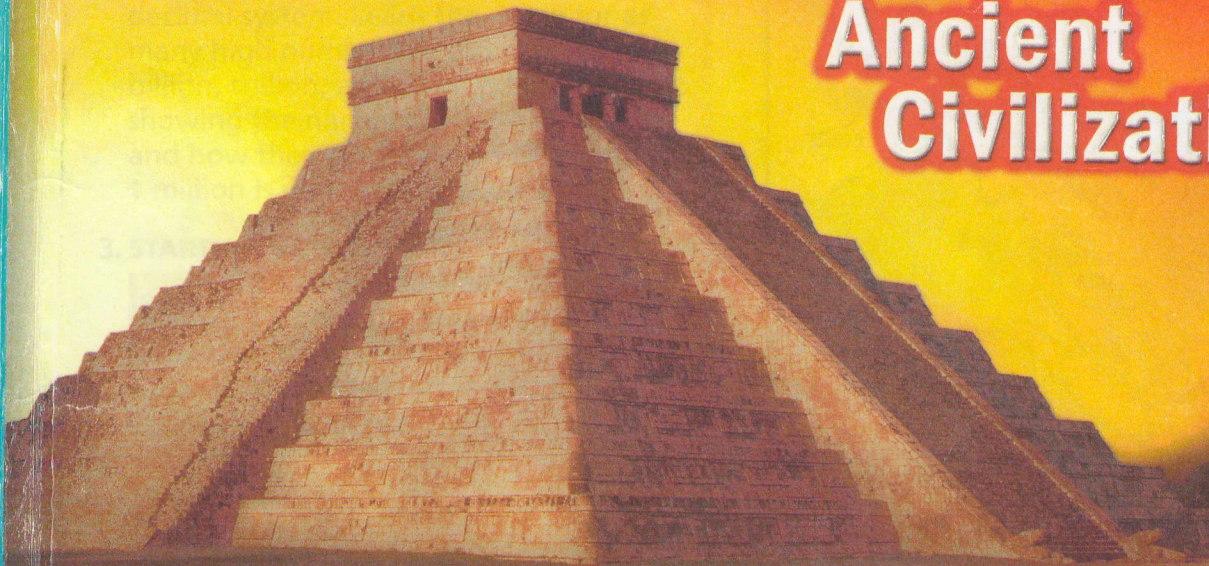


CALIFORNIA EDITION

McDougal Littell

# World History

## Ancient Civilizations



## ALTERNATIVE ASSESSMENT

**1. WRITING ACTIVITY** Mohandas Gandhi opposed the caste system and worked to end its influence in India. Write a persuasive paragraph to try to convince the Indian government to fight against the traditional caste system. (Writing 2.5)

**2. INTERDISCIPLINARY ACTIVITY—MATH** Research the places in the decimal system. Learn the name for as many high numbers as you can: million, billion, trillion, and so on. Make a poster showing the names for these numbers and how they are written: For example, 1 million is written 1,000,000. (6.5.7)

### 3. STARTING WITH A STORY



Review the essay you wrote about the Saraswati River disaster. Draw an editorial cartoon to persuade others to follow your suggestion. (6.5.1)

### Technology Activity

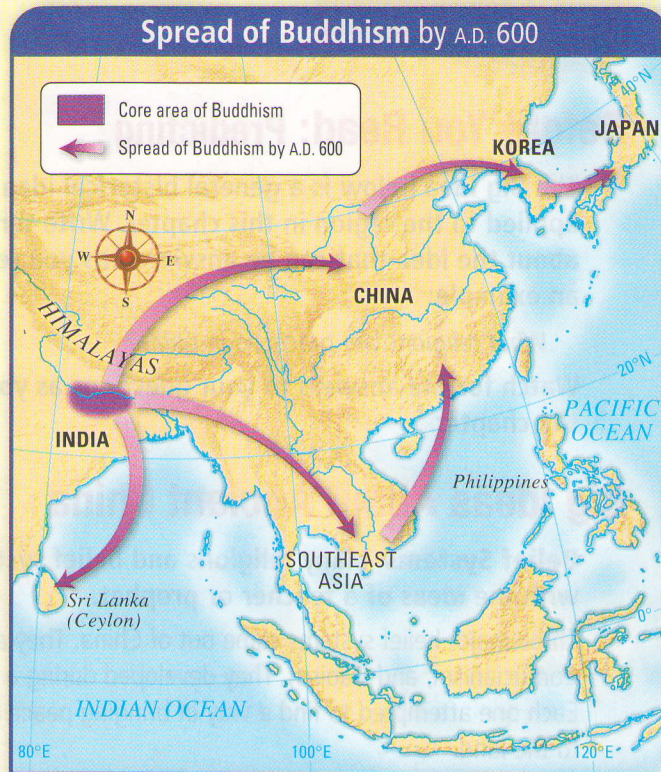
#### 4. DESIGNING A WEB PAGE

Use the Internet and the library to find out more about Buddhism in the United States. Then design a Web page using pictures, maps, or graphs to convey the information. (6.5.5)

- Which immigrant groups in the United States practice Buddhism?
- In what states or regions are the most Buddhists to be found?
- What is Zen Buddhism?
- What other forms of Buddhism are practiced in the United States?

**Research Links**  
ClassZone.com

**Reading a Map** Use the map below to answer the questions. (6.5.5)



#### 1. Where did Buddhism originate?

- southern India
- northern China
- northwestern Korea
- northeastern India

#### 2. What is the farthest place from India that Buddhism had spread by A.D. 600?

- China
- Japan
- Korea
- Sri Lanka

**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33

# Ancient China

## Before You Read: Predicting

The Big Idea below is a general historical idea that will be applied to the region in this chapter. Write three questions about the idea that can be answered as you read. Here is an example:

*What religions are practiced in China?*

Watch for the answers to your questions as you read the chapter.

## Big Ideas About Ancient China

**Belief Systems** Many religions and belief systems start with the ideas of a teacher or prophet.

Three major belief systems came out of China. They are Legalism, Confucianism, and Daoism. They developed during a time of unrest. Each one attempted to find a way of bringing peace and harmony to the land.



### Integrated Technology

#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story



Ancient China

#### INTERNET RESOURCES

Go to **ClassZone.com** for

- WebQuest
- Homework Helper
- Research Links
- Internet Activities
- Quizzes
- Maps
- Test Practice
- Current Events

CHINA

WORLD

1800 B.C.

1792 B.C.  
Hammurabi begins his reign.

1500 B.C.

1200 B.C.  
Olmec culture in Mexico begins.  
(Olmec man with jaguar cub) ▶




1200 B.C.

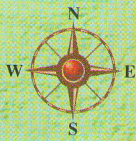
1027 B.C.  
Zhou Dynasty founded.



# Ancient China, 1523–221 B.C.

INTERACTIVE

-  Shang Dynasty 1300 B.C.
-  Zhou Dynasty 600 B.C.
-  Present-day China



0 200 400 miles  
0 200 400 kilometers

GOBI DESERT

Yellow River  
Huang He  
North China plain  
Anyang  
Zhengzhou  
Luoyang  
Ch'ang-an (Xi'an)

Yellow Sea

East China Sea

South China Sea

PACIFIC OCEAN

Tropic of Cancer

20°N

40°N

100°E

120°E



**551 B.C.**

Confucius born.  
◀ (portrait of Confucius)

**403 B.C.**

Period of Warring States begins.

**202 B.C.**

Liu Bang becomes the first emperor of the Han Dynasty.

**600 B.C.**

**300 B.C.**

**B.C. A.D.**

**A.D. 300**

**751 B.C.**

Piankhi of Kush conquers Egypt.

**509 B.C.**

Roman Republic established.  
(ruins of the Roman Colosseum) ▶



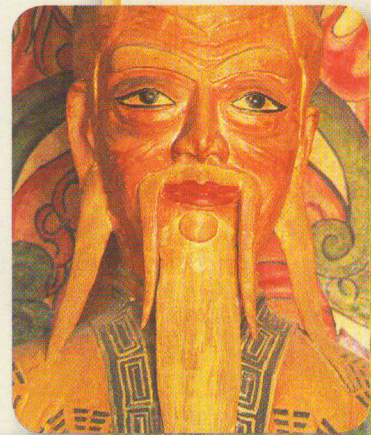
# The Minister of Justice Comes to Town

**CALIFORNIA STANDARDS**

**Reading 3.2** Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

**Background:** Around 500 B.C., the Duke of Lu appointed Confucius the minister of justice. Tradition has it that crime almost disappeared from the area in response to the teachings and actions of Confucius. In this story, Confucius is visiting a village in his district. The people wonder about the new minister of justice and the stories told about what he teaches and how he acts. You have joined others in the village gathering to meet Confucius.

Wooden sculpture of Confucius ▶





We saw his oxcart coming in the distance. It was Confucius, the great teacher. We waited, excited at his presence. He was our minister of justice. We had heard stories about how crime and violence had disappeared from villages where he was the main official. We thought this sounded too good to be true.

"I am happy that you came," he said, to greet us all. Then he began to speak. "We need to change our ways of living so that we can all live in peace with each other. I have studied how to make this happen." Then he said that peace required us to learn how to treat each other kindly.

He said that we must behave properly with our family members, our neighbors, and the rulers. He went on, "In our families we must show respect for our parents and our ancestors. We must be righteous, or do what is right rather than what brings us profit. Each of us must know our place. Each has a duty to another."

I asked if that meant the government officials, too. They were always cheating the people and acting as if they were gods. Confucius quickly responded. "That includes the highest rulers," he said. "They must set examples of goodness for us. In turn, we must obey them as their subjects."

"Teacher," I asked, "is that all? Will that make crime and violence go away?" He replied, "It may seem too simple, but it will work. However," he cautioned, "all must agree to respect and honor each other."

He rose to leave. I, for one, was willing to try out his ideas. Did anyone else feel the way I did?

**What impact do you think Confucius' ideas will have on the village?**

## Reading & Writing

- 1. READING: Character and Plot** What character trait does Confucius suggest is important in creating a peaceful society? How do you think Confucius' ideas will be accepted in the village?
- 2. WRITING: Persuasion** Write a letter to the village members explaining why Confucius' ideas will lead to a more peaceful village.

**CALIFORNIA STANDARDS Writing 2.5**  
Write persuasive compositions.

## MAIN IDEAS

- 1 Geography** Natural barriers isolate China's fertile river valleys from other parts of Asia.
- 2 Government** The Shang Dynasty ruled China's earliest civilization, which arose near the Huang He.
- 3 Government** Claiming approval from the gods, the Zhou conquered the Shang and took over China.

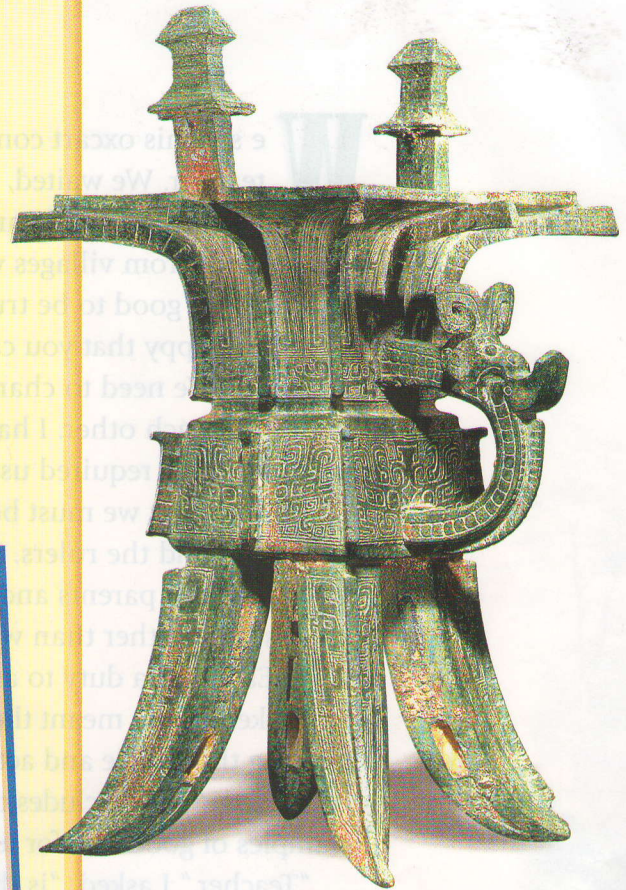
## TAKING NOTES

### Reading Skill: Explaining Geographic Patterns

Facts about geography can help you understand settlement patterns in history. As you read, take notes on the natural barriers and the farming area of China. Record the information on a Web diagram placing the North China Plain in the center circle.



**S** Skillbuilder Handbook, page R16



▲ Shang Bronze Drinking Vessel The Shang were famous for their excellent bronzework.

### CALIFORNIA STANDARDS

**6.6** Students analyze the geographic, political, economic, religious and social structures of the early civilizations of China.

**6.6.1** Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

**6.6.2** Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

# Geography Shapes Life in Ancient China

## TERMS & NAMES

oracle bone  
pictograph  
dynastic cycle  
Mandate of Heaven

**Build on What You Know** What makes the area you live in a good place for people to live? Think about how the geographic features of your area have affected life there.

## Geographic Features of China

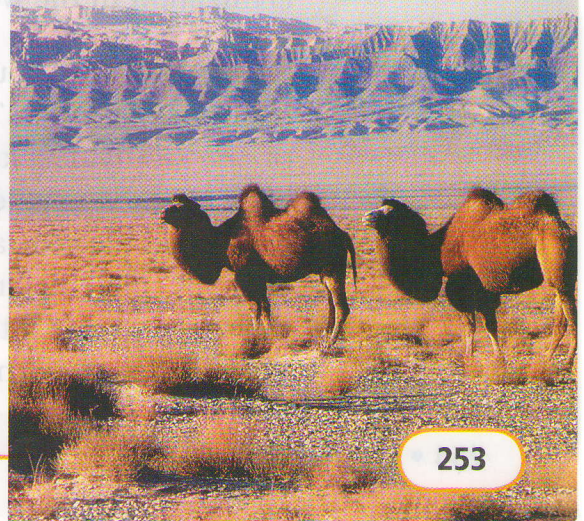
- 1 ESSENTIAL QUESTION** What effect did the physical features of China have on its early development?

The river valley pattern you studied in Mesopotamia, Egypt, and the Indus Valley was repeated in China. Its civilization developed because two rivers brought water and silt that made farming possible. Cities grew along the banks of the river.

**Isolated by Barriers** Located on the eastern side of Asia, China lies about the same distance north of the equator as the United States. China's lands are bordered on the east by the Yellow Sea, East China Sea, and the Pacific Ocean. Deserts edge the northern and western lands. To the north is the Gobi Desert and to the west lies the Taklimakan Desert. The Pamir, Tian Shan, and Himalaya mountain ranges form a tight curve on the western border.

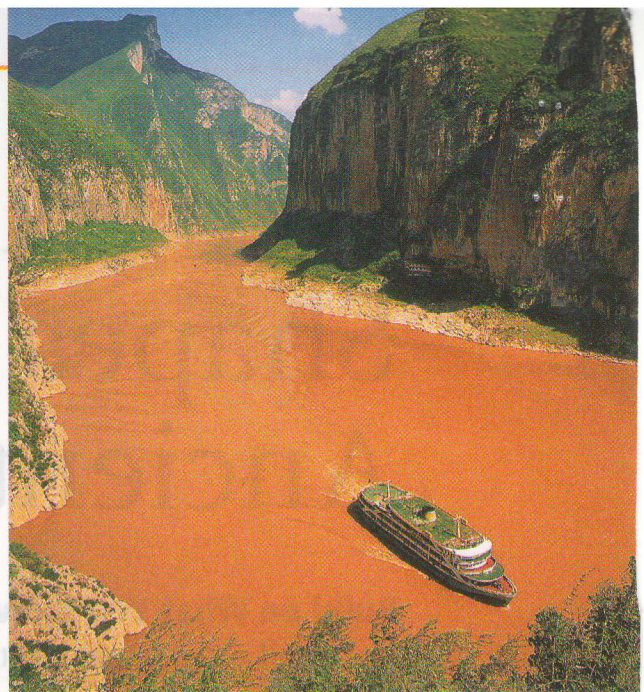
Unlike the regions of the Nile and Fertile Crescent, where civilizations interacted with each other, China was geographically isolated. The huge mountain chains, vast deserts, and large expanses of water made the spread of ideas and goods to China difficult. As a result, Chinese civilization developed along very distinct lines.

**Gobi Desert** One of the largest deserts in the world, the Gobi covers more land than Texas and California combined. ▼





**Two River Systems** Two major rivers flow toward the Pacific Ocean. The Chang Jiang (chahng jyahng), or the Yangtze, is found in central China. The Huang He (hwahng huh) to the north is also known as the Yellow River. Their floodwaters deposit yellowish silt that makes fertile soil. In ancient times, most Chinese farming was done in the very rich land between these rivers. This land, called the North China Plain, has always been the center of Chinese civilization.



**A Varied Climate** China has a varied climate like the United States. Western China is dry like the western United States. The north has seasons like New England. The southeast is like the U.S. south. These different climates allow a variety of crops to be produced. Rice is grown in the moist south, while wheat and millet are grown in the drier north lands. (See map on page 283.)

▲ **Chang Jiang (Yangtze River)** This river is the longest river in Asia. It has been and still is a major trade route throughout China. Like the Huang He, it, too, carries yellow silt.

**REVIEW** Why was the North China Plain the center of Chinese civilization?

## The Shang Dynasty

**2 ESSENTIAL QUESTION** How did the Chinese language develop?

Around 2000 B.C., farming settlements along the Huang He began to grow into cities. An early civilization began there, and Chinese culture today evolved from that ancient beginning. Therefore, we can say that China is the oldest continuous civilization in the world.

**Shang Kings** About 1766 B.C., Shang family kings began to control some cities. They set up a dynasty, or rule by generations of one family. The kings were responsible for religious activities. They claimed to rule with the gods' permission. Shang kings controlled the central portion of the North China Plain; their relatives ruled distant areas. The Shang used chariots to defend themselves against the nomads who lived to the north and west. They made war with nomadic people like the Zhou (joh).

**Shang Families** In Shang culture, respect for one's parents and ancestors was very important. Family was closely tied to religion. The Chinese believed that the spirits of their ancestors could bring good fortune to the family. Families paid respect to the father's ancestors by making animal sacrifices in their honor. Men ruled within the family.

**Developing Language** The Shang kings claimed to be able to influence the gods to help people. Shang kings received messages from the gods through **oracle bones**. These were animal bones or turtle shells on which Shang royal priests scratched questions to the gods. Next, they touched the bones with heated rods to make them crack. The royal priests interpreted the cracks and scratched the answers on the bones. These scratch marks were an early form of a writing system.

Like other ancient peoples, the Shang developed their system of writing with **pictographs**. This system of writing used simple drawings, or characters, for words or ideas. As you can see in the chart to the right, the pictographs are very similar to the modern Chinese characters. Compared to the English alphabet of 26 letters, the Chinese system of writing used a huge number of symbols. To be barely able to read and write, a person had to know at least 1,500 characters. An educated person had to know at least 10,000 characters.

One unique thing about the Chinese system of writing is that you can read Chinese without being able to speak it. (A person who speaks a language other than English can still understand  $2 + 2 = 4$ .) The writing system helped unify a large and varied land.

**REVIEW** How did the Shang develop writing?

## The Zhou Dynasty

**3 ESSENTIAL QUESTION** How were the Zhou able to conquer Shang lands?

The Zhou people moved down from the northwest. They clashed with the Shang on many occasions. Around 1027 B.C., the Zhou ruler Wu Wang led a force that defeated the Shang.

### Visual Vocabulary

#### Oracle Bone

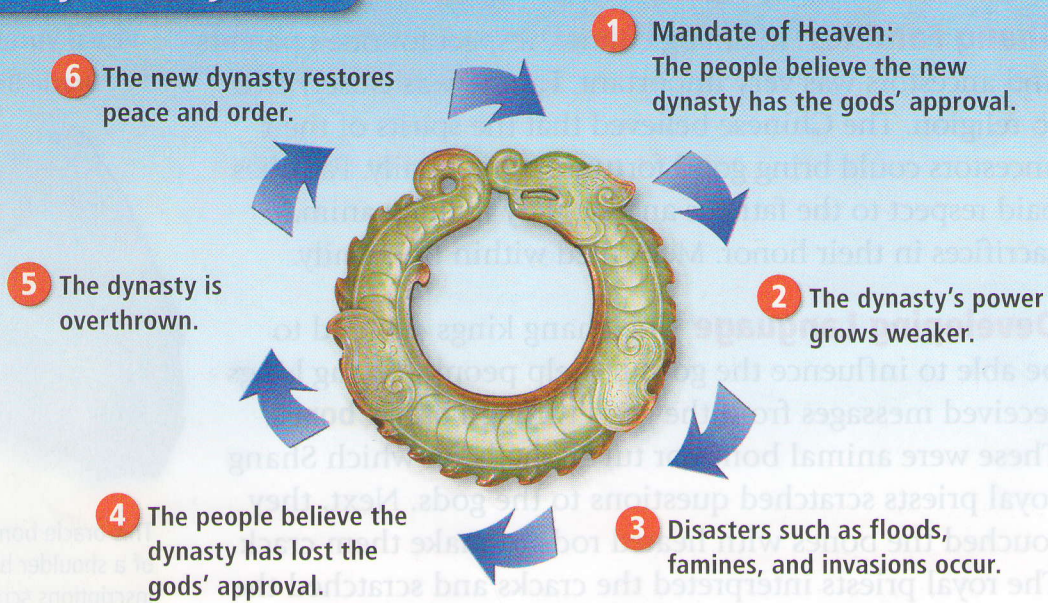


This oracle bone made of a shoulder blade has inscriptions scratched on it.

### Chinese Writing

Ancient	Modern
field	
water	
ox	

## Dynastic Cycle



**The Zhou and the Dynastic Cycle** The Zhou kings established a new dynasty in China. Chinese dynasties rose and fell in a pattern. Historians call the pattern of the rise and fall of dynasties in China the **dynastic cycle**. Look at the diagram above to see the pattern.

Like the ancient Egyptians, the Zhou kings thought that trouble would come if rulers lost heaven's favor. Eventually, the idea that a good ruler had approval from the gods became a part of Chinese culture. When a ruler was bad or foolish, the people believed the approval of the gods would be taken away. This idea was called the **Mandate of Heaven**. The Chinese people believed that troubles such as peasant uprisings, invasions, floods, or earthquakes meant that the Mandate of Heaven had been taken away. Then it was time for new leaders.

The Zhou adopted many Shang ways. This started a pattern of Chinese culture that developed until the present day.

**Zhou Government** Like the Shang, the Zhou did not have a strong central government. Kings put people with family ties or other trusted people in charge of regions. Those local rulers, or lords, owed loyalty and military service to the king. In return, the king promised to help protect their lands. As their towns became cities, the lords grew stronger. More groups came under their rule. The lords became less dependent on the king. They began to fight among themselves and with other peoples. The lands they added to their control expanded Chinese territory.

**The Time of the Warring States** Invasion of Chinese lands was a constant theme in Chinese history. After 800 B.C., nomads from the north and west invaded China. In 771 B.C., invaders destroyed the capital city of Hao and killed the king. The king's family escaped to Luoyang and set up a new capital. Because the kings were weak, the lords fought constantly. This led to a period called the Time of the Warring States, which began around 403 B.C.

**REVIEW** How did the idea of the Mandate of Heaven help the Zhou take over the Shang?

### Lesson Summary

- River valleys supported the rise of Chinese civilization, while some geographic features helped to isolate China from outside contact.
- The Shang developed a dynasty and a culture that included a system of writing.
- The Zhou claimed to rule using the idea of the Mandate of Heaven.



▲ Jade Dragon Pendant The dragon is a symbol of power and excellence.

### Why It Matters Now . . .

The culture developed by the Shang and the Zhou still influences Chinese ways of life today.

## 1 Lesson Review



### Terms & Names

1. Explain the importance of  
oracle bone      dynastic cycle  
pictograph      Mandate of Heaven

### Using Your Notes

**Explaining Geographic Patterns** Use your completed graphic to answer the following question:

2. How did geographic barriers affect Shang and Zhou relations with outside peoples? (6.6.2)



### Main Ideas

3. Why did Shang settlements begin along the Huang He? (6.6.1)
4. How did the Shang develop a Chinese language? (6.6)
5. How would the Chinese people know that a ruler had lost the Mandate of Heaven? (6.6)

### Critical Thinking

6. **Understanding Cause and Effect** How did the belief in the Mandate of Heaven help the change in government from the Shang to the Zhou? (6.6)
7. **Comparing** In what ways was the settling of the Huang He Valley similar to settlements in other world regions? (6.6.1)

## Activity

**Creating Elements of Language** Develop pictographs and use them in a sentence about your classroom. Have classmates try to determine what you wrote. (6.6)

**MAIN IDEAS**

- 1 **Belief Systems** Legalists believed that the government must control people through strict laws.
- 2 **Belief Systems** Confucius taught that order would return to China if society was organized around five relationships.
- 3 **Belief Systems** The followers of Daoism taught that people could find virtue by living in harmony with nature.

**TAKING NOTES**

**Reading Skill: Comparing**

Comparing can help you see the similarities and differences among sets of things. In this lesson, look for details about the three Chinese philosophies. Identify points that all three philosophies consider important in a chart similar to the one below.

Legalism	Confucianism	Daoism

 Skillbuilder Handbook, page R4



▲ **Symbol: The Way** This Chinese symbol is called Dao. It means “the Way” or “the path.” It is made up of two characters. The red one means “go forward,” and the green one means “head.” Taken together, they mean “the way to understanding.”

**CALIFORNIA STANDARDS**

**6.6.3** Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.

**6.6.4** Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

**6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

philosophy  
 Legalism  
 Confucianism  
 filial piety  
 Daoism

# China's Ancient Philosophies

**Build on What You Know** In the last lesson, you learned about the Time of the Warring States in China. During this time, Chinese society experienced much disorder. Warlords and kings fought with each other to gain control of lands. Scholars wondered what it would take to bring peace to the land. They developed three ways of thinking: Legalism, Confucianism, and Daoism. Each was a **philosophy**, or a study of basic truths and ideas about the universe.

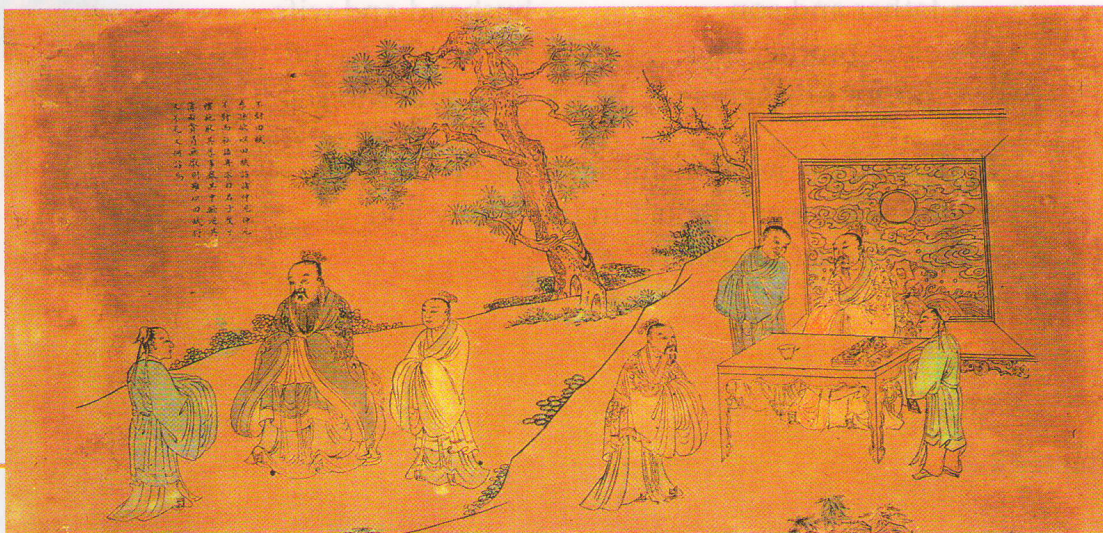
## Legalism

- 1 ESSENTIAL QUESTION** How did Legalism suggest that society be controlled?

One philosophy was **Legalism**, or a belief that rulers should use the legal system to force people to obey laws. Those who followed this belief system saw disorder in society. These people decided that a strong government was the answer to China's problems.

**Strict Laws and Harsh Punishments** Legalists believed that human nature is wicked and that people do good only if they are forced to do it. Legalists believed that the government must pass strict laws to control the way people behaved. They believed that harsh punishments were needed to make people afraid to do wrong.

School of Confucius  
 Confucius, second figure from the left, meets with his students. ▼



**An Increase in Government Control** Shang Yang, a supporter of Legalism, wanted to force people to report lawbreakers. In fact, he thought people who did not report lawbreakers should be cut in two. Legalists taught that rulers should reward people who do their duty.

Legalists did not want people to complain about the government or question what it did. They favored arresting people who questioned the government or taught different ideas. They also taught that rulers should burn books that contained different philosophies or ideas.

**REVIEW** Why did Legalists want a strong government?

## Confucianism

**2 ESSENTIAL QUESTION** What actions did Confucius believe would bring order to China?

Confucius lived from 551 to 479 B.C., in a time of much conflict and unrest in China. He developed ideas to end conflict and have peace in all relationships. According to Confucius, respect for others was absolutely necessary for peace and harmony. Government leaders should set a good example so that people would see what was correct. Confucius' students collected his ideas and recorded them in a book called the *Analects*. The book tells of Confucius' teachings, which together form a belief system known as **Confucianism**.

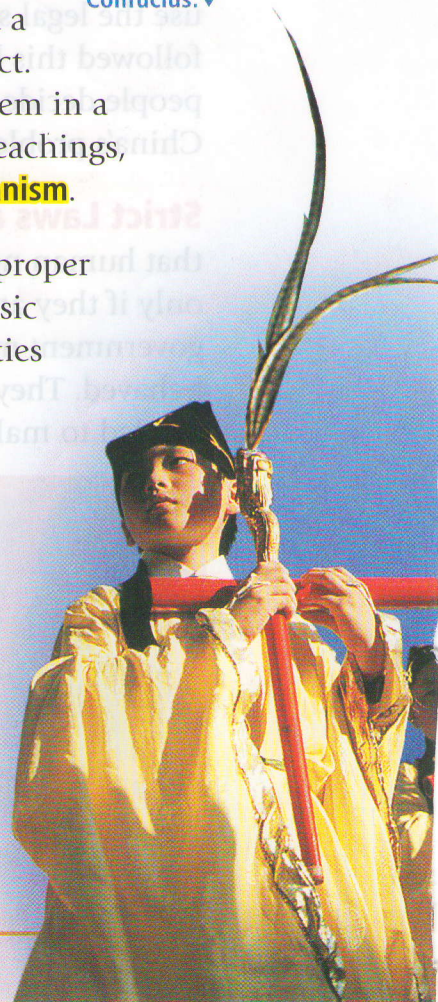
**The Five Relationships** Confucius taught a code of proper conduct for people. In Confucianism there were five basic relationships. Each type of relationship had its own duties and its own code of proper conduct. Here are the five relationships.

- father and son
- elder brother and junior brother
- husband and wife
- friend and friend
- ruler and subject

Notice that the relationships fall into two basic categories: proper conduct in the family and proper conduct in society.

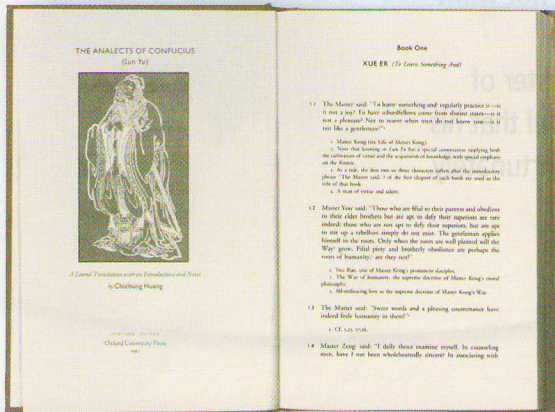
### Connect to Today

**Ceremony** Children in Taiwan take part in a ceremony honoring Confucius. ▼



## Primary Source

**Background:** Confucius taught filial piety, or respect for one's parents and ancestors. In this selection, he discusses filial piety with his students. He focuses on propriety, or concern about what is proper or correct in society.



### from the *Analects*

By Confucius

Translated by James Legge

"The filial piety of now-a-days means the support of one's parents. But dogs and horses likewise are able to do something in the way of support; — without reverence, what is there to distinguish the one support given from the other?" . . .

Mang I asked what filial piety was. The Master said, "It is not being disobedient." . . .

Fan Chih said, "What did you mean?" The Master replied, "That parents, when alive, should be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety."

#### DOCUMENT-BASED QUESTION

What can you infer from Confucius' teachings about the place of the family in society?

**Proper Conduct** Confucius believed good conduct and respect began at home. Husbands had to be good to their wives. Wives had to obey every decision of their husbands. Brothers had to be kind to brothers, but a younger brother always had to follow the wishes of his older brother. One of Confucius' most important teachings was about **filial piety**, or treating parents with respect. The Primary Source above is about filial piety.

Confucius was also concerned with people's behavior in society. Authority should be respected. The ruler's responsibility was to live correctly and treat his subjects with respect. If a ruler led in a right, moral way, a subject's duty was to obey. If these behaviors were followed, there would be peace in the society.

**The Impact of Confucianism** Confucianism set out clear family and social roles. By following these roles, the Chinese people found ways to avoid conflict and live peacefully. Many rulers tried to live up to Confucius' model for a good ruler. By encouraging education, Confucius laid the groundwork for fair and skilled government officials.

**REVIEW** How did Confucius think rulers should behave?

#### Primary Source Handbook

See the excerpt from the *Analects* of Confucius, page R42.



### Confucius (551–479 B.C.)

The name Confucius is a translation of the Chinese title *Kongfuzi*. It means “Master Kong.”

Confucius began his career at the age of 19 as supervisor of a noble family’s herds. He then spent years in study and acting as a tutor to children of rich families. He wanted to be a government official so that he could try out his ideas of ways to change society. One of the ideas he taught may sound familiar to you. He said, “What you do not want done to yourself, do not do to others.”

Finally, at the age of 51, Confucius was appointed the minister of justice in his home state of Lu. Legend says he was so successful that his town was free of crime and a model of correct behavior. Unfortunately, Confucius had to leave his post and felt he was a failure.



## Daoism

### 3 ESSENTIAL QUESTION What did the Daoists believe about society?

The third philosophy is said to have begun with Laozi (low•dzuh). No one knows if he really existed, but some say he lived in the 500s B.C. The name Laozi means “Old Master.” The book of his teachings is the *Dao De Jing* (*The Book of the Way of Virtue*). The teachings of Laozi are called **Daoism** (DOW•IHZ•uhm). They contrast sharply with Legalism and Confucianism.

**P** Primary Source Handbook

See the excerpt from the *Dao De Jing*, page R43.

**The Way** Daoists believed that a universal force called the Dao, or the Way, guides all things. All creatures, except humans, live in harmony with this force. To relate to nature and each other, each human being had to find an individual way, or Dao. The individual had to learn to live in harmony with nature and with inner feelings.

**Following the Way** Daoists did not argue about good and bad, and they did not try to change things. They accepted things as they were. They did not want to be involved with the government.

Daoists tried to understand nature and live in harmony with its rhythms. This included the idea of yin and yang, or two things that interact with each other. The yin (black) stands for all that is cold, dark, and mysterious. The yang (white) represents all

that is warm, bright, and light. The forces complement each other. The forces are always changing and evolving. Understanding yin and yang helped a person understand how he or she fits into the world.

In the next lesson you will learn how the three philosophies influenced the way in which the rulers of China controlled their lands.



▲ **Yin and Yang Symbol** The outer circle represents "everything". The inner shapes represent the interaction of the forces—Yin and Yang.

**REVIEW** Why did Daoism teach that each human had to find an individual way to follow in life?

### Lesson Summary

- Legalists believed humans are wicked and need strict laws with harsh punishments.
- Confucius taught a code of proper conduct, including respect, that humans could learn.
- Daoists held the view that each human must find an individual moral path to follow.

### Why It Matters Now . . .

The teachings of Confucianism and Daoism remain influential in China and the world today.

## 2 Lesson Review

### Terms & Names

1. Explain the importance of
- |            |              |        |
|------------|--------------|--------|
| philosophy | Confucianism | Daoism |
| Legalism   | filial piety |        |

### Using Your Notes

**Comparing** Use your completed graphic to answer the following question:

2. Which of the Chinese philosophies stressed the importance of family? (6.6.3)

Legalism	Confucianism	Daoism

### Main Ideas

3. How did Legalists believe governments should keep peace among people? (6.6)
4. What was the purpose of Confucius' five relationships? (6.6.4)
5. What did Daoists believe about nature? (6.6.3)

### Critical Thinking

6. **Comparing and Contrasting** How did the Legalists' views of human nature contrast with those of the Confucians? (6.6.3)
7. **Making Inferences** How might a Daoist respond to Confucius' teachings? (6.6.3)

 **Homework Helper**  
ClassZone.com

### Activity

**Creating Classroom Rules** Choose one of the three Chinese philosophies and create a set of classroom rules that reflect the basic ideas of that philosophy. Share your rules with others, and decide which rules you would like for your classroom. (6.6.3)

# Comparing and Contrasting

**CALIFORNIA STANDARDS**

**Reading 2.2** Analyze text that uses the compare-and-contrast organizational pattern.

**6.6.3** Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.

**Goal:** To analyze a passage to compare and contrast two Chinese philosophies

## Learn the Skill

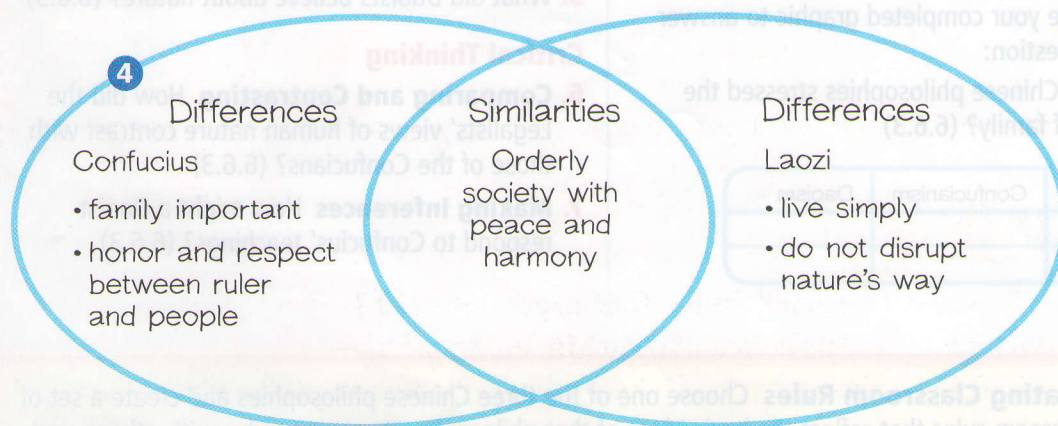
**Comparing** means looking at the similarities and differences between two or more things. **Contrasting** means examining only the differences between them. Historians compare and contrast events, personalities, beliefs, and situations in order to understand them.

**S** See the Skillbuilder Handbook, page R4.

## Practice the Skill

- 1 Look for two views about a subject that may be compared and contrasted. The sample passage at the right compares two ways of achieving a perfect society.
- 2 To find similarities in the views, look for clue words suggesting that two things are alike. Clue words include *both*, *like*, *as*, and *similarly*.
- 3 To find differences, look for clue words that show how two things are different. Clue words include *by contrast*, *however*, *except*, *yet*, and *unlike*.
- 4 Make a Venn diagram like the one below to help you identify similarities and differences between two things. In the overlapping area, list characteristics shared by both subjects. In the separate ovals, list characteristics not shared by the other. The chart below compares and contrasts two Chinese philosophers, Confucius and Laozi.

### Example:



## Secondary Source

In this selection, the ideas of two Chinese philosophers, Confucius and Laozi, are discussed. The paragraphs focus on how Confucius and Laozi thought people should live to achieve a perfect society.

### Two Chinese Philosophies

In China, two philosophers, Confucius and Laozi, looked for

**1** a way to create a perfect society. **2** Both philosophers wanted people to live in peace and to have an orderly society.

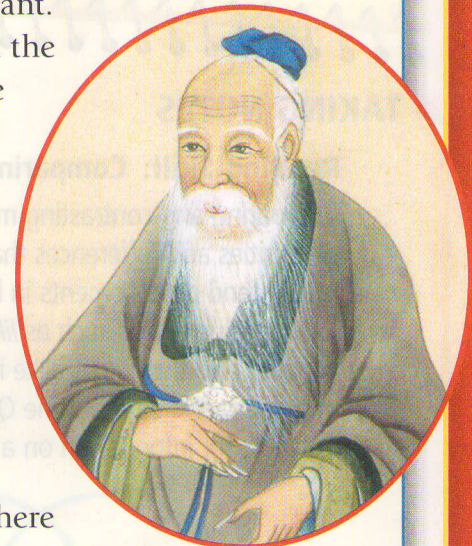
**3** However, the ideas of Confucius are quite different from those of Laozi. Confucius believed family was very important. He said that family members should respect each other. In the community and country, rulers should have respect for the people and the people should respect the ruler. If they do these things, the society will be stable and happy.

Laozi did not agree with the teachings of Confucius.

**3** Unlike Confucius, he believed organizations and human-made systems were not the way to live in harmony. **3** Instead, Laozi taught that nature provides the best examples of living in harmony. He told his followers to observe the ways of nature and they would know how to live. He stressed living simply and not disrupting the ways of nature. If people did this, he said, there would be peace and harmony in the world.



▲ Confucius Confucius wanted to restore order and harmony to China by having all people show respect for one another.



▲ Laozi Laozi believed that the natural order of things was important. If people followed nature, they would have a good life.

### Apply the Skill

Go back to Chapter 7, Lessons 2 and 3. (See pages 226–239.) Read the information on Hinduism and Buddhism. Make a Venn diagram like the one at the left to help you take notes on the two religions.