

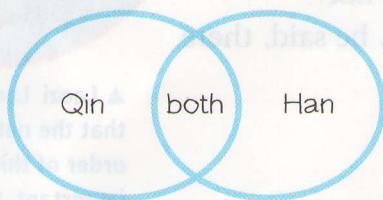
MAIN IDEAS

- 1 **Government** Shi Huangdi conquered the warring states, unified China, and built a strong government.
- 2 **Government** The Han Dynasty took over China and established a strong empire that lasted 400 years.
- 3 **Culture** Life in Han China set a pattern that is still seen today.

TAKING NOTES

Reading Skill: Comparing and Contrasting

Comparing and contrasting means looking for similarities and differences that can help you understand developments in history. As you read, look for clue words such as *like* or *similarly* that indicate two things are alike in some ways. Compare and contrast the rule of the Qin and Han dynasties. Record your information on a Venn diagram.



S Skillbuilder Handbook, page R4



▲ **Jade Funeral Suit** This jade funeral suit is made up of 2,498 jade pieces sewn together with gold thread. The Chinese believed jade would preserve dead bodies for the afterlife.

CALIFORNIA STANDARDS

6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

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

The Qin and the Han

TERMS & NAMES

Qin
Shi Huangdi
Han Dynasty
bureaucracy

Build on What You Know At the end of the Zhou period, several states were still at war. As you recall, the Chinese believed in the Mandate of Heaven. According to that belief, wars and other troubles were signs that the ruling dynasty had lost heaven's favor. A new ruler was needed.

The Qin Unified China

1 ESSENTIAL QUESTION How did the Qin Dynasty unify China?

The new ruler of China came from the state of **Qin** (chihn). (Some scholars think the name of China may come from this word.) The new emperor took the name **Shi Huangdi** (shee•hwahng•dee). He would unify and expand China.

A Legalistic Ruler In 221 B.C., Qin ruler Shi Huangdi began ending internal battles between warring states. He then conquered rival states and drove out nomadic invaders. China grew larger than it had been under the Zhou.

Shi Huangdi believed in the Legalist way of running the country. He tried to wipe out Confucian teachings. He had 460 critics and Confucianists killed. He also ordered the burning of books that contained ideas he disliked.

Terra Cotta Army
Thousands of clay soldiers were buried at the tomb of Shi Huangdi. ▼



Uniting China Shi Huangdi wanted a strong central government. To gain personal control of the government, he set out to weaken the noble families. He took land away from defeated nobles. Shi Huangdi also forced the nobles to live at the capital so he could watch them. These actions weakened the power of noble families and strengthened the emperor's power.

Shi Huangdi set out to unite the lands under his control. To link the lands together, he built highways and irrigation projects. He forced peasants to work on these projects and set high taxes to pay for them. He also set government standards for weights, measures, coins, and writing. These steps made it easier to trade and do business everywhere in China.

The Great Wall Shi Huangdi planned to build a long wall along China's northern borders to keep out invaders. He forced hundreds of thousands of peasants and criminals to build it. Many workers died from hard labor. The deaths caused great resentment among the people.

The first Great Wall linked smaller walls that had been built during the Time of the Warring States. The earliest walls were built of earth. Later stone and brick were used. The Great Wall has been rebuilt and extended many times.

The Qin Dynasty Ends Shi Huangdi died in 210 B.C. He was buried in an elaborate tomb. Near his tomb, an army of terra cotta (baked clay) soldiers was buried. Archaeologists discovered the soldiers in 1974. (See Literature Connections, pages 272–276.)

The Great Wall
Thousands of
people visit a
portion of the
Great Wall during
a holiday. ▼

REVIEW Why did Shi Huangdi kill so many Confucianists?





The Han Dynasty

2 ESSENTIAL QUESTION How did the Han rule China?

Shi Huangdi's son was a less effective ruler than his father. People rebelled during his rule. A civil war broke out during the last years of his reign. Eventually, a military general named Liu Bang (lee•oo bahng) defeated the Qin forces. He ended the civil war and reunified China. In 202 B.C., he started the **Han Dynasty**. The Han Dynasty lasted until about 220 A.D., during the same time period as the Roman Empire.

Han Government Liu Bang kept the Qin policies of strong central government, but he lowered taxes. He made punishments less harsh. In Han China, peasant men owed the government a month of labor per year on the emperor's public projects. He put peasants to work building roads, canals, and irrigation projects.

The Han rulers set up a **bureaucracy**. In this way of governing, officials chosen by the ruler ran offices, or bureaus. The officials helped enforce the emperor's rule. The Han rulers put family members and trusted people in local government positions. They set up a system of tests to find the most educated and ethical people for the imperial bureaucratic state. To do this they tested individuals on their knowledge of Confucianism.

Empress Rules When Liu Bang died in 195 B.C., his widow, the Empress Lü, ruled for their young son. Lü outlived her son and continued to place infants on the throne. This allowed her to retain power because the infants were too young to rule. When she died in 180 B.C. all her relatives were executed.

Expanding the Empire From 141 to 87 B.C., a descendant of Liu Bang named Wudi (woo•dee) ruled the Han Empire. He was called the Martial Emperor because he used war to expand China. Wudi made many military conquests. He brought southern Chinese provinces, northern Vietnam, and northern Korea under his control. He chased nomadic invaders out of northern China. By the end of his rule, China had grown significantly, in fact nearly as large as it is today.

The Han faced rebellions, peasant revolts, floods, famine, and economic disasters. Somehow they managed to stay in power until A.D. 220.

REVIEW How did the Han rulers find people for government jobs?

Life in Han China

3 ESSENTIAL QUESTION What was life in Han China like?

Many Chinese today call themselves the people of the Han. They identify strongly with their ancient past. The Han were industrious people whose civilization prospered.

Daily Life in Han China A large part of the Han society lived and worked on farms. Farmers lived in villages near the lands they worked. Most lived in one- or two-story mud houses. Barns, pigsties, and storage buildings were also located there. Rich farmers probably had an ox or two to pull a plow. Poor farmers had to pull the plows themselves. Both rich and poor had a few simple tools to make farming a bit easier.

Chinese farmers wore simple clothing and sandals, much like clothing today. For the cooler months, their clothing was stuffed like a quilt. Farmers in the north raised wheat or millet. Those in the south raised rice. Families kept vegetable gardens for additional food. Fish and meat were available, but expensive. As a result, most people ate small portions of meat and fish.

Women of Han
These ladies of the Chinese court have elaborate dresses and hair styles. ▼



City Living Not everyone lived in the country. Han China had cities as well. The cities were centers of trade, education, and government. Merchants, craftspeople, and government officials lived there. In some ways, the cities were not too different from today's cities. They were crowded and had lots of entertainment, including musicians, jugglers, and acrobats. According to some writers, the cities also had street gangs.

REVIEW How were the lives of farmers different from those of city dwellers?

Flying Horse This bronze statue of a horse is considered one of the finest pieces of Han art. ▼

Lesson Summary

- In 221 B.C., the Qin ruler Shi Huangdi unified China and ruled by harsh Legalist principles.
- The Han Dynasty ruled over a large and successful land.
- The Han Chinese way of life is reflected in Chinese life today.



Why It Matters Now . . .

Strong government remains important in Chinese life today.

3 Lesson Review

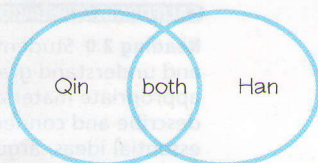
Terms & Names

1. Explain the importance of
Qin Han Dynasty
Shi Huangdi bureaucracy

Using Your Notes

Comparing and Contrasting Use your completed graphic to answer the following question:

2. In what ways were the Qin and Han dynasties similar? (6.6.5, 6.6.6)



Main Ideas

3. What ruling style did Shi Huangdi choose, and how did it affect his rule? (6.6.5)
4. Why was the ruler Wudi important in the achievements of the Han Dynasty? (6.6.6)
5. How is the Chinese way of life today similar to that of Han China? (6.6)


Critical Thinking

6. **Making Inferences** Why were Shi Huangdi's efforts to unify China important? (6.6.5)
7. **Comparing** How were Shi Huangdi's methods of uniting his lands similar to those of Persian rulers? (6.6.5)

 **Homework Helper**
ClassZone.com

Activity

Making a Map Take out the world map that you started in Chapter 2. Add the borders of Han China to the map and then draw the Great Wall of China. Choose an appropriate symbol for the wall. (6.6)



from THE
EMPEROR'S
SILENT ARMY

BY JANE O'CONNOR

Background: In 1974, three Chinese farmers digging a well hit a hard object. As they continued to dig, the clay head of a man dressed like an ancient soldier emerged from the ground. The farmers had stumbled across a clay army of about 7,500 soldiers complete with weapons and horse-drawn chariots. The army was buried at the site of the tomb of one of China's greatest emperors, Qin Shihuang. [He is also known as Shi Huangdi (shee•hwahng•dee).]

CALIFORNIA STANDARDS

Reading 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

BURIED SOLDIERS

Qin Shihuang became emperor because of his stunning victories on the battlefield. His army was said to be a million strong. In every respect except for number, the terracotta army is a faithful replica of the real one.

So far terracotta troops have been found in three separate pits, all close to one another. A fourth pit was discovered, but it was empty. The entire army faces east. The Qin kingdom, the emperor's homeland, was in the northwest. The other kingdoms that had been conquered and had become part of his empire lay to the east. So Qin Shihuang feared that any enemy uprising would come from that direction.

The first pit is by far the biggest, more than two football fields long, with approximately six thousand soldiers and horses. About one thousand have already been excavated and restored. None of the soldiers in the army wears a helmet or carries a shield, proof of the Qin soldiers' fearlessness. But the archers stationed in the front lines don't wear any armor either. They needed to be able to move freely in order to fire their arrows with accuracy. And so these frontline sharpshooters, who were the first targets of an approaching enemy, also had the least protection.

Following the vanguard¹ are eleven long columns of foot soldiers and lower-ranking officers, the main body of the army, who once carried spears, battle-axes, and halberds². The soldiers are prepared for an attack from any direction; those in the extreme right and extreme left columns face out, not forward, so that they can block enemy charges from either side. Last of all comes the rear guard, three rows of soldiers with their backs to the rest of the army, ready to stop an attack from behind.

Stationed at various points among the foot soldiers are about fifty charioteers who drove wooden chariots. Each charioteer has a team of four horses and is dressed in full-length armor. In some carts, a general rides beside the charioteer, ready to beat a drum to signal a charge or ring a bell to call for a retreat. . . .



1. **vanguard**: troops moving at the head of an army.

2. **halberd**: a long-handled weapon used as both spear and a battle-ax.

Pit 2 is far smaller than Pit 1. With an estimated 900 warriors of all different ranks, Pit 2 serves as a powerful back-up force to help the larger army in Pit 1. There are also almost 500 chariot horses and more than 100 cavalry horses.

The terracotta horses are Mongolian³ ponies, not very big, but muscular and full of power. With their flaring nostrils, bared teeth, and bulging eyes, the chariot horses all look as if they are straining to gallop across a battlefield. The mane of each chariot horse is trimmed short and its tail is braided. That is so it won't get caught in the harness. . . .

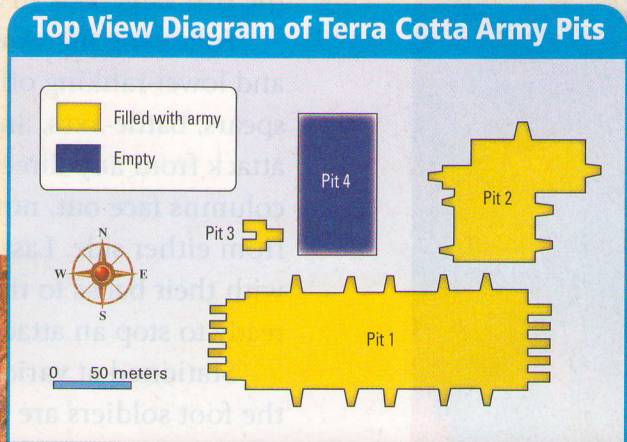
Pit 3, by far the smallest, contains fewer than seventy warriors and only one team of horses. Archeologists think that Pit 3 represents army headquarters. That's because the soldiers are not arranged in an attack formation. . . .

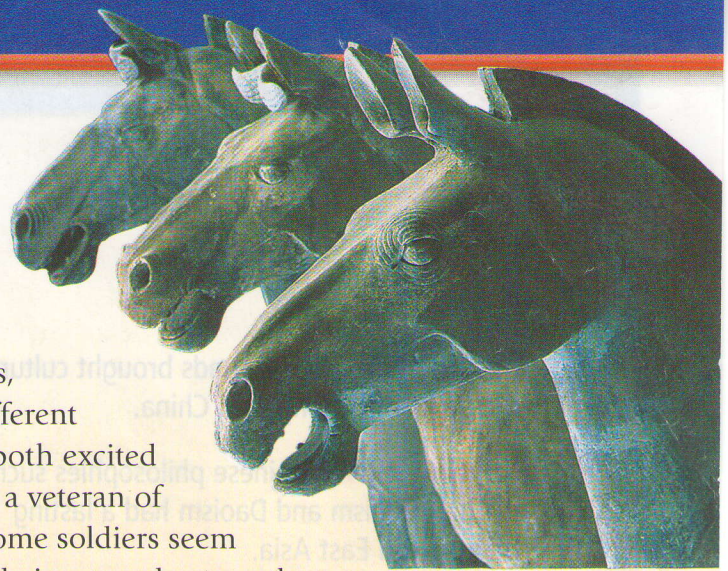
Altogether, the three pits of warriors and horses make up an unstoppable army. . . .

REVIEW Which army groups are represented in each pit?

3. **Mongolian:** coming from the area of Mongolia.

▼ **Pit 2 Soldiers** These are a backup force for the soldiers in Pit 1.





About two thousand soldiers have been unearthed, yet, amazingly, so far no two are the same. The army includes men of all different ages, from different parts of China, with different temperaments. A young soldier looks both excited and nervous; an older officer, perhaps a veteran of many wars, appears tired, resigned.⁴ Some soldiers seem lost in thought, possibly dreaming of their return home; others look proud and confident. Although from a distance the figures appear almost identical, like giant-size toy soldiers, each is a distinct work of art. . . .

The uniforms of the terracotta figures are exact copies in clay of what real soldiers of the day wore. The soldier's uniform tells his rank in the army. The lowest-ranking soldiers are bareheaded and wear heavy knee-length tunics⁵ but no armor. Often their legs are wrapped in cloth shin guards for protection.

The generals' uniforms are the most elegant. Their caps sometimes sport a pheasant feather; their fancy shoes curl up at the toes; and their fine armor is made from small iron fish scales. Tassels on their armor are also a mark of their high rank.

REVIEW How would you describe the uniforms of the soldiers?

4. **resigned:** giving in passively to sorrow or misfortune.
5. **tunic:** a loose-fitting knee-length garment.

Reading & Writing

- 1. READING: Finding Main Ideas** What information about the emperor's army can you gain from the text, pictures, and diagrams in the story?
- 2. WRITING: Response to Literature** Write a speech asking for donations to continue the archaeological work at the site of the tomb. Deliver the speech to your classmates.

CALIFORNIA STANDARDS Writing 2.4
Write responses to literature.

▲ **Mongolian Ponies**
More than 600 horses were found in the tombs. Some were cavalry horses, and others pulled war chariots.

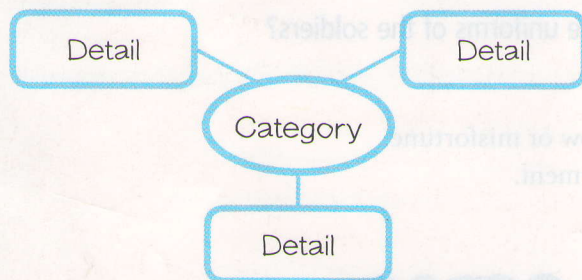
MAIN IDEAS

- 1 Geography** The Silk Roads brought cultural and economic changes to China.
- 2 Belief Systems** Chinese philosophies such as Confucianism and Daoism had a lasting influence on East Asia.
- 3 Science and Technology** During Han times, China made many advances in technology, agriculture, and trade.

TAKING NOTES

Reading Skill: Categorizing

Sorting information into groups helps you understand important developments in history. Look for categories of ancient China's legacy and details about them. Record the information on a web diagram.



S Skillbuilder Handbook, page R6



▲ Embroidered Silk Tapestry
This Chinese tapestry shows the Buddha preaching at a site called Vulture Peak.

CALIFORNIA STANDARDS

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

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

6.6.7 Cite the significance of the trans-Eurasian "Silk Roads" in the period of the Han Dynasty and Roman Empire and their locations.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

The Legacy of Ancient China

TERMS & NAMES

Silk Roads
trans-Eurasian
cultural diffusion

Build on What You Know Trade formed a part of Chinese life. Despite the geographic barriers that separated China from the lands to the west, trade caused Chinese contacts with other lands to increase.

The Silk Roads

- 1 ESSENTIAL QUESTION** What kinds of goods moved along the Silk Roads?

During the time of the Han Dynasty, only the Chinese knew how to make silk. It was much desired as a luxury fabric by both the Chinese and people outside of China. Chinese silk was important in opening trading routes to the west.

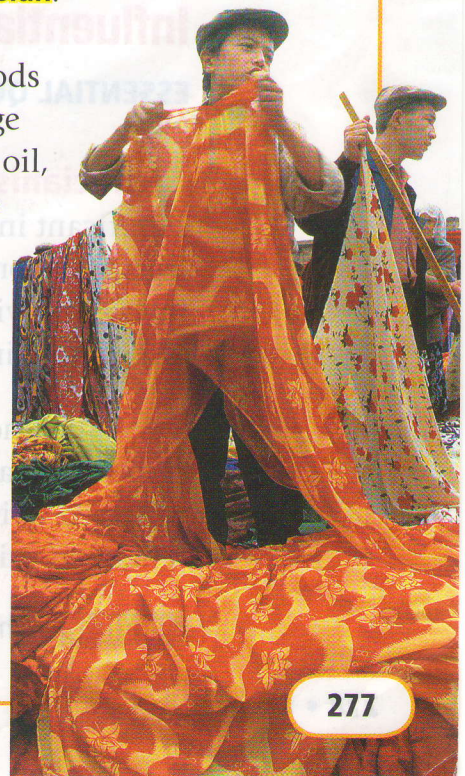
A Trans-Eurasian Link Overland trade routes were called **Silk Roads** because traders carried silk and other goods on caravan trails. The trails stretched westward from China through central Asia to Mesopotamia and Europe. (See map on pages 278–279.) Because these trails stretched across two continents, Europe and Asia, they were called **trans-Eurasian**. China was part of a huge global trade network.

By 100 B.C., the Silk Roads were well established. Goods leaving China included silk, paper, and pottery. Exchange goods coming from the west included sesame seeds and oil, metals, and precious stones. One trade item the Chinese especially valued was Central Asian horses.

Cultural Diffusion Trade goods were not the only things that moved on the Silk Roads. Ideas and cultural customs moved on the Silk Roads, too. This spread of ideas and customs is called **cultural diffusion**. For example, such things as Central Asian military methods, Buddhism, and western cultural styles reached China. In turn, Chinese art, silks, and pottery influenced the cultures to the west.

Connect to Today

Silk A modern-day seller of silk sells his goods at the ancient Silk Road market at Kashgar in China. ▼

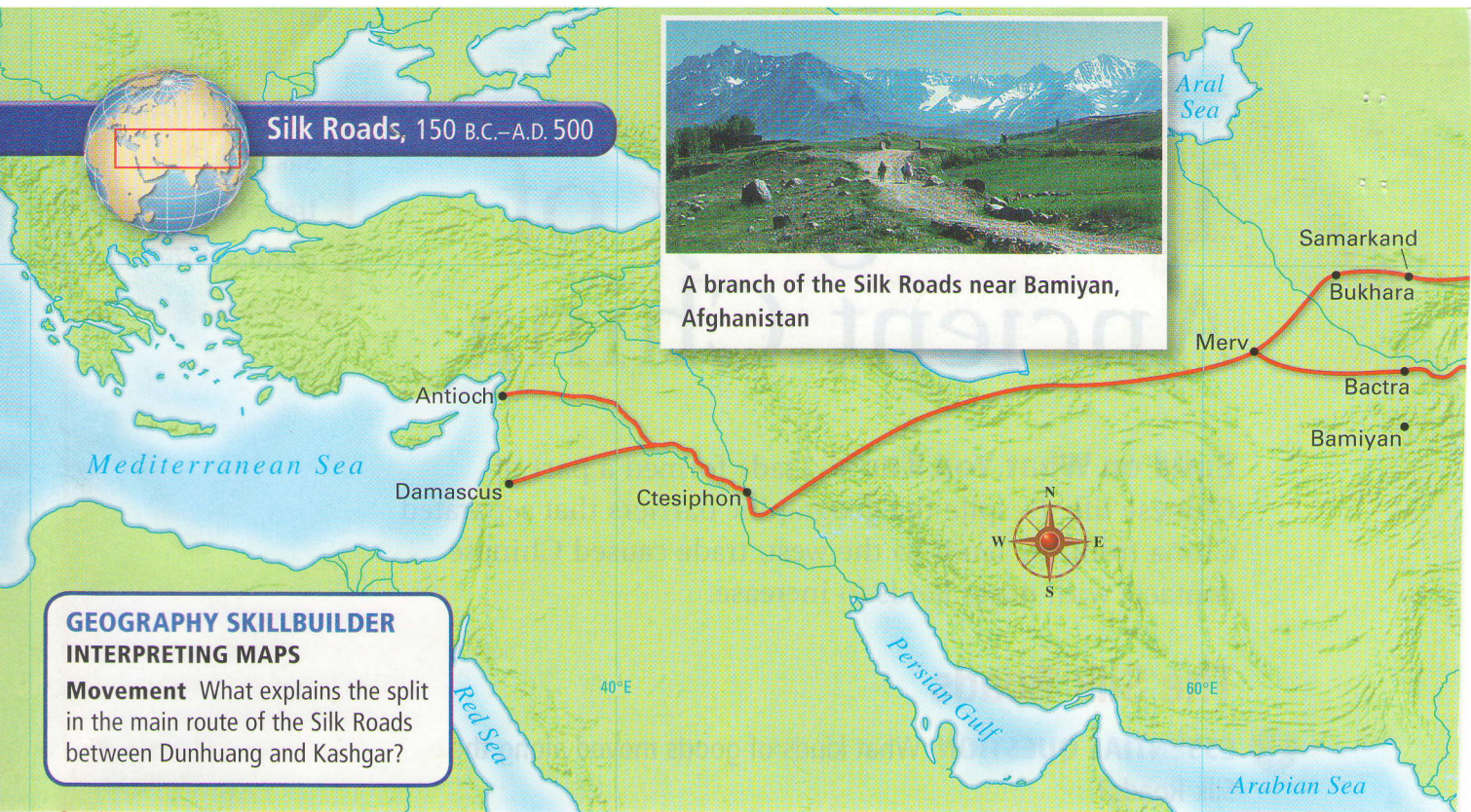




Silk Roads, 150 B.C.–A.D. 500



A branch of the Silk Roads near Bamiyan, Afghanistan



GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

Movement What explains the split in the main route of the Silk Roads between Dunhuang and Kashgar?

The Spread of Buddhism In Chapter 7, you learned about the beginnings of Buddhism in India. During the Han Dynasty, Buddhist missionaries entered China along the Silk Roads. Buddhism spread to Japan and Korea from China. Chinese Buddhists modified Buddhism to make it fit better with their own traditions.

REVIEW Why were the Silk Roads important to Chinese civilization?

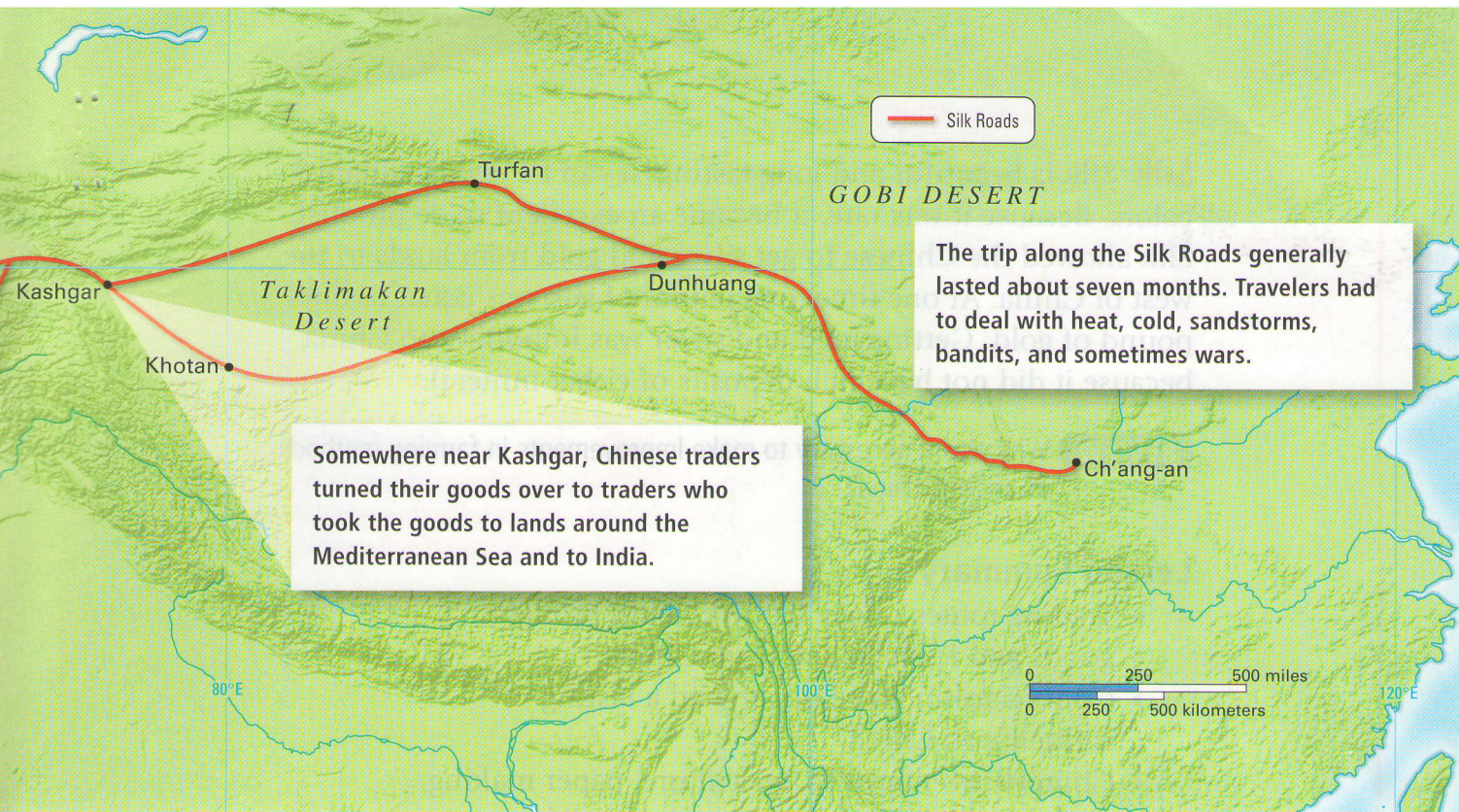
Influential Ideas and Beliefs

2 ESSENTIAL QUESTION How important were Confucianism and Daoism?

Confucianism The standards set by Confucianism remained significant in Chinese government and education. Today, the legacy of Confucius' ideas about social duty are still important in Chinese villages. Confucianism also became a very influential philosophy in Japan, Korea, and Vietnam.

Daoism Daoism had a lasting influence in China. By the sixth century it was a religion with priests, rituals, and volumes of collected writings. Unlike Confucianism, however, Daoism remained primarily a Chinese belief system.

REVIEW Where is Confucianism practiced today?



Chinese Inventions and Discoveries

- 3 ESSENTIAL QUESTION** In which aspects of Chinese life did the Han make great advances?

China had a large and growing population to feed. Because agriculture was so important in China, most of the really important inventions during this period came about in agriculture.

Agricultural Improvements Chinese inventions made life easier for farmers and made more grain available for trade. For example, a better plow and farm tools helped increase crop production. The invention of a collar harness allowed horses to pull heavy loads. The wheelbarrow made it easier for farmers to move heavy loads by hand. Watermills used river power to grind grain. In a land of mostly farmers, these inventions were valuable.

Paper In A.D. 105, paper was invented in China. Before that time, books were made of costly silk. The inexpensive paper was made from a mixture of old rags, mulberry tree bark, and fibers from the hemp plant. Inexpensive paper made books available in a country that valued learning. Paper was important for a bureaucratic government that kept many records.

Silk Silk is beautiful and long lasting. It can be dyed brilliant colors. Because it was rare, it became an excellent trade product. Silk allowed the Chinese to get silver and gold from lands to the west of China. At one time, one pound of silk was equal to one pound of gold. Getting gold and silver was important to China because it did not have rich deposits of either mineral.

REVIEW Why was it necessary to make improvements in farming methods in ancient China?

Lesson Summary

- Trading routes called the Silk Roads brought goods and ideas to and from China.
- Confucianism and Daoism had a lasting influence in China.
- Chinese inventions in agriculture, paper making, and other discoveries improved daily life.

Why It Matters Now . . .

Ancient cultural patterns continue to influence life in China and elsewhere.

4 Lesson Review

 **Homework Helper**
ClassZone.com

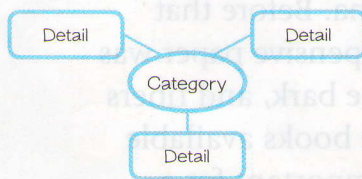
Terms & Names

1. Explain the importance of
Silk Roads trans-Eurasian cultural diffusion

Using Your Notes

Categorizing Use your completed graphic to answer the following question:

2. What ideas or goods did China give the ancient world? (6.6)



Main Ideas

3. What economic changes did the Silk Roads bring to China? (6.6.7)
4. How did the Silk Roads aid in the spread of Buddhism? (6.6.8)
5. Why were most of the early Chinese inventions related to agriculture? (6.6)

Critical Thinking

6. **Understanding Cause and Effect** Why were the Silk Roads important to ancient China? (6.6.7)
7. **Making Inferences** Why might Confucianism continue to influence life in Chinese villages? (6.6.3)

Activity

Internet Activity Use the Internet to research how silk is made. Create a diagram showing the process. Be sure to clearly label all the steps. (6.6)

INTERNET KEYWORD: *Silk making*

Keep a Silk Roads Journal

Goal: To analyze the nature of goods, landscape, and means of transportation on the Silk Roads by writing journal entries about a trader's experience on the road

Materials & Supplies

- books on the Silk Roads
- writing paper and pen

Prepare

- 1 Research the products, landscape, and means of transportation found on the Silk Roads.
- 2 Reread the information and look at the map of the Silk Roads on pages 278–279 in this chapter.

Do the Activity

- 1 Imagine you are a Chinese trader about to start a trip on the Silk Roads. Decide what items you will trade.
- 2 Determine a route you would take starting at Chang'an and ending at Kashgar.
- 3 Decide what type of animals you will use.
- 4 Write three diary entries about your experience on the Silk Roads. Be sure to include information about the land you are traveling through and other traders you meet.

Follow-Up

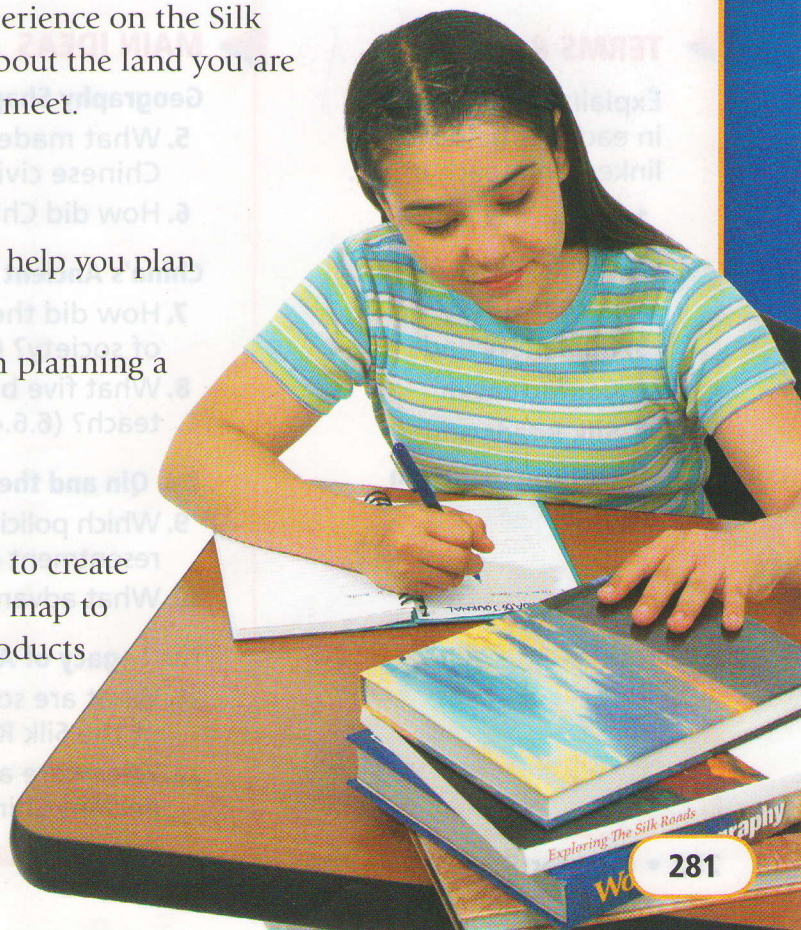
- 1 How did climate and physical geography help you plan your trip?
- 2 What things must you think about when planning a long trip on the Silk Roads?

Extension

Making a Wall Map Work with a group to create a large map of the Silk Roads. Tape your map to the wall and have other students add products traded on the Silk Roads.

CALIFORNIA STANDARDS

6.6.7 Cite the significance of the trans-Eurasian "Silk Roads" in the period of the Han Dynasty and Roman Empire and their locations.

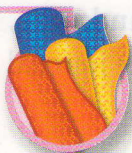


VISUAL SUMMARY

Ancient China

Science & Technology (6.6)

- Chinese master the art of bronzeworking.
- A language system develops.
- Advances in agricultural technology produce more food.
- Paper is invented.
- Silk is produced.

**Geography** (6.6.2, 6.6.7, 6.6.8)

- Early farmers settle in the river valleys of the Huang He and Chang Jiang.
- Physical landforms make contact with other parts of the world difficult.
- Goods, ideas, Buddhism, and cultural practices moved along the Silk Roads.

**Government** (6.6, 6.6.5, 6.6.6)

- Shang establish first dynasty.
- Mandate of Heaven establishes authority.
- Shi Huangdi and Qin unify China.
- Builders begin the Great Wall.
- Han Dynasty rules for 400 years.

**Belief Systems** (6.6.3, 6.6.4)

- Legalism calls for strict control of the people.
- Confucius teaches that the five relationships will bring harmony.
- Daoism promotes learning the way of nature to find harmony.



TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Qin** and **Legalism**
2. **Han Dynasty** and **bureaucracy**
3. **filial piety** and **Confucianism**
4. **Silk Roads** and **cultural diffusion**

MAIN IDEAS

Geography Shapes Life in Ancient China (pages 252–257)

5. What made the Huang He so valuable to ancient Chinese civilization? (6.6.1)
6. How did Chinese writing develop? (6.6)

China's Ancient Philosophies (pages 258–265)

7. How did the Legalists and Daoists differ in their views of society? (6.6.3)
8. What five basic human relationships did Confucius teach? (6.6.4)

The Qin and the Han (pages 266–275)

9. Which policies of Qin ruler Shi Huangdi caused the greatest resentment among the people? (6.6.5)
10. What advances in government did the Han make? (6.6.6)

The Legacy of Ancient China (pages 276–281)

11. What are some ideas that reached ancient China because of the Silk Roads? (6.6.7)
12. Why were agricultural improvements important in ancient China? (6.6)

CRITICAL THINKING

Big Ideas: Belief Systems

13. **DRAWING CONCLUSIONS** How did the teachings of Confucius support the ancient Chinese family structure? (6.6.3)
14. **UNDERSTANDING CAUSE AND EFFECT** How did Confucianism contribute to the development of the Chinese bureaucracy? (6.6.4)
15. **FORMING AND SUPPORTING OPINIONS** Which of the three belief systems discussed in this chapter do you think would be the most effective in ruling a land? Explain. (6.6.3)

ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Write a diary entry as a person working on the Great Wall. Include a description of your work and also your views about having to do the work. (Writing 2.1)
2. **INTERDISCIPLINARY ACTIVITY—SCIENCE** Research the paper-making process. Make a poster illustrating the process and tell how it changed Chinese lives. (6.6)
3. **STARTING WITH A STORY**
Review your letter on the impact of Confucian teachings on society. Write a paragraph supporting the view that strict laws, not simply respect, are needed to control society. (Writing 2.5)



Confucian teachings on society. Write a paragraph supporting the view that strict laws, not simply respect, are needed to control society. (Writing 2.5)

Technology Activity

4. CREATING A MULTIMEDIA PRESENTATION

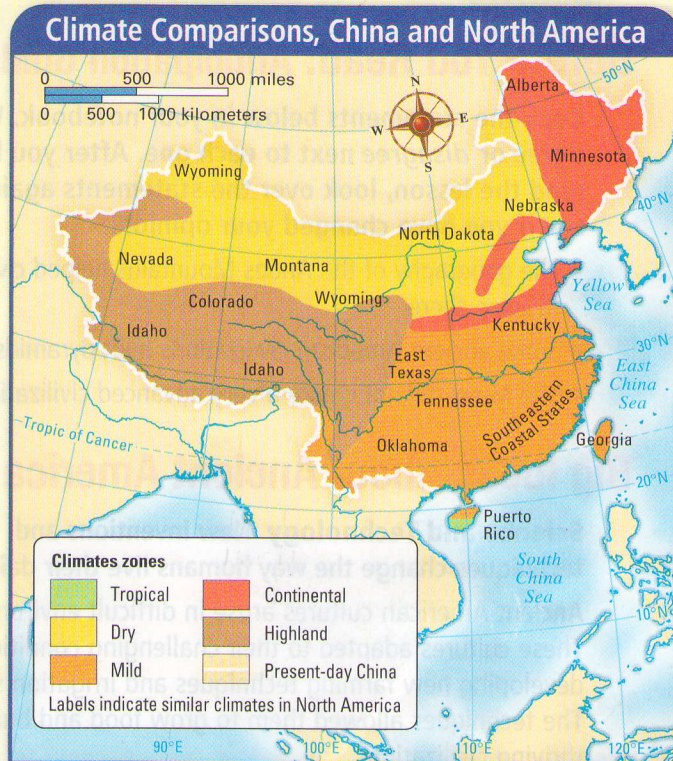
Use the library or the Internet to research the Qin tomb of Shi Huangdi and a tomb of an Egyptian ruler. Create a multimedia presentation on the tombs. (6.6.5)

Include

- location of tombs
- similarities and differences

Research Links
ClassZone.com

Reading a Map The map below shows climates that are found in China and compares them to locations in North America. Answer the questions about the map. (6.6)



1. **The western lands of China are similar to which state of the United States?**
 - A. Minnesota
 - B. Idaho
 - C. Kentucky
 - D. Oklahoma
2. **Which area of China has a climate similar to Nebraska?**
 - A. West Central
 - B. East Central
 - C. Northeast
 - D. Far North

Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33

Ancient America

Before You Read: Anticipation Guide

Copy the statements below in your notebook. Write *agree* or *disagree* next to each one. After you have read the lesson, look over the statements again and see if you have changed your opinion.

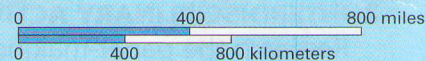
- The geography of the Andes Mountains helped civilizations develop there.
- Some ancient American civilizations built pyramids.
- The Maya did not create a very advanced civilization.



Big Ideas About Ancient America

Science and Technology New inventions and techniques change the way humans live their daily lives.

Ancient American cultures arose in difficult environments. These cultures adapted to their challenging conditions by developing new farming techniques and irrigation systems. The techniques allowed them to grow food and build thriving civilizations.



	Olmec, 1200–400 B.C.
	Chavin, 900–200 B.C.
	Nazca, 200 B.C.–A.D. 600
	Moche, A.D. 100–700
	Maya, A.D. 250–900

Integrated Technology

eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

VIDEO



Ancient Maya

INTERNET RESOURCES

Go to ClassZone.com for

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

AMERICAS

WORLD

1200 B.C.
Olmec build the Americas' first known civilization in southeastern Mexico. (sculpture of Olmec wrestler) ▶



900 B.C.
Chavin culture arises in Peru and influences other cultures in South America.

1200 B.C.
Attacked by invaders, Egyptian Empire begins to decline. (Egyptian sphinx and pyramid) ▶

