

Empires of China and India

THE BIG PICTURE

Beginning in the 300s and 200s BC, strong empires unified much of China and India.

Under these empires, China and India grew and prospered. This prosperity helped lead to classical periods in their histories, during which China and India developed many of the characteristics that would come to define their civilizations into modern times.



North Carolina Standards

Social Studies Objectives

2.04 Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age;

2.05 Assess the distinctive achievements of Chinese and Japanese civilizations;

Language Arts Objective

2.01.5 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print information texts appropriate to grade level and course by summarizing key events and/or points of view.

TIME LINE

CHAPTER EVENTS

320 BC
Chandragupta founds the Mauryan Empire in India.

221 BC Shi Huangdi unites China under the Qin dynasty.

206 BC Liu Bang founds the Han dynasty in China.

c. AD 65
Buddhism is introduced into China.

WORLD EVENTS

326 BC
Alexander the Great invades northwest India.

c. 100 BC
The Silk Roads connect China and Southwest Asia.

c. AD 30
Jesus of Nazareth is crucified.

AD 70
Romans destroy the Second Temple in Jerusalem.





History's Impact video program

Watch the video to understand the impact of Buddhism as a world religion.



Reading like a Historian

The photograph shows ancient Chinese terra-cotta warriors and horses from the 200s BC. The life-sized figures were part of an army of more than 7,000 soldiers, horses, and chariots created to guard the tomb of China's first emperor, Shi Huangdi. Today the terra-cotta army provides historians with a lasting example of an ancient Chinese imperial guard.

Analyzing Visuals What can you learn from this photograph about ancient Chinese soldiers?

See **Skills Handbook**, p. H26

c. AD 320

The Gupta Empire begins a golden age in India.

c. AD 399

A Chinese monk named Faxian travels to India.

AD 500

AD 250

The Maya classical age begins in Mexico.

AD 476

The Western Roman Empire falls.

GEOGRAPHY Starting Points



Interactive

CHINA AND INDIA, C. 320S–220S BC



Starting Points

In the early 300s BC both India and China consisted of local states or kingdoms fighting one another for control. Unity was on the horizon, though. In India, a strong leader seized the kingdom of Magadha in the 320s BC. The empire he founded went on to unite much of India. In China, the state of Qin gained power, uniting the region by 221 BC.

- Analyze** Alexander the Great invaded northwest India in 326 BC. How do you think this event might have inspired empire-building in India?
- Predict** Based on the location of defensive walls in China, what do you think relations were like between the Chinese and the Xiongnu people to the north?



Listen to History

Go online to listen to an explanation of the starting points for this chapter.

go.hrw.com

Keyword: SHL EIC

SECTION

1

The Growth of China

BEFORE YOU READ

MAIN IDEA

The Qin and Han dynasties created strong centralized governments that unified China and shaped Chinese civilization for thousands of years to follow.

READING FOCUS

1. How did the Qin dynasty unify and expand China?
2. How did the Han dynasty restore unity and strengthen China's government?

KEY TERMS AND PEOPLE

Shi Huangdi
Legalism
Liu Bang
Wudi
civil service
Xiongnu

TAKING NOTES

As you read, take notes in a graphic organizer like this one. Record the key people, events, and policies of each dynasty.

Qin	Han

THE INSIDE STORY

How might one man's paranoia astonish the modern world?

The emperor of China's Qin dynasty had grown increasingly paranoid. He distrusted his officials and moved often to evade assassins. In hopes of gaining immortality, he delved into Chinese alchemy and magic. At the same time, the emperor made elaborate plans for his tomb—just in case. Inside his tomb, he wanted mounted crossbows, loaded and ready to fire at invaders. He ordered that everyone who worked on the tomb be killed to keep its location secret. And to guard him in the afterlife, the emperor had artisans create a life-sized terra-cotta army with chariots, horses, and more than 7,000 soldiers. This army was placed in pits around the emperor's tomb.

The discovery in 1974 of this immense army of the dead awed the modern world. Each soldier was unique and realistic, the hands posed to hold weapons. An emperor's paranoia had led to one of the great artistic achievements of the ancient world. Today the terra-cotta warriors hint at the power of the Qin dynasty, the first to unify China. ■

The Qin Dynasty

The Zhou dynasty, which had ruled China since the early 1100s BC, began to decline around 400 BC as power shifted to local nobles. By the 300s BC, several small states had developed and were battling for land and power. During this Warring States period, the state of Qin (CHIN) rose to power on China's western frontier. In a series of crushing military campaigns, the Qin state conquered the other states, swallowing them up "as a silkworm devours a mulberry leaf," in the words of one Chinese historian. In 221 BC the last rival state fell. The Qin state had become the first power to create a unified Chinese empire.

Army of THE DEAD

These terra-cotta warriors once guarded the tomb of Shi Huangdi. ►



The Qin ruler of the new empire of China took the title **Shi Huangdi** (SHEE hwahng-dee), meaning “first emperor.” He boasted that the Qin empire would last “unto one thousand and ten thousand generations.”

Harsh Qin Rule Shi Huangdi unified China in part with the help of two advisors: Hanfeizi (HAN FAY-DZOO) and Li Si. Both men helped found the school of **Legalism**. This political philosophy taught that a powerful and efficient government was key to maintaining order and control over an empire.

Legalists rejected Confucianism, a Chinese philosophy that developed during the Zhou dynasty. Confucianists thought that rulers should be virtuous and provide a good example. In contrast, Legalists said that rulers should be strong and govern through force because people were naturally bad. Rulers, therefore, had to control people through strict laws based on rewards and punishments. The stress was on punishment, and Legalists supported the use of harsh penalties such as branding or mutilation for even minor crimes.

Shi Huangdi applied these Legalist ideas to build a strong, centralized government. To weaken rival nobles, he took their land and forced them to move to his capital at Xianyang, so he could watch them. To prevent rebellions, he seized all private weapons. He then divided China into 36 districts and appointed loyal officials who had no ties to noble families to govern the districts.

To maintain order, Shi Huangdi ruthlessly suppressed all criticism of his rule. For example, he ordered the burning of many books, including the Confucian classics, which conflicted with Legalist thinking. Only books on practical subjects such as agriculture and medicine were spared. Confucian scholars who discussed banned books or criticized the Qin government were tortured or killed. These actions earned Shi Huangdi the hatred of Confucianists.

Qin Reforms Although harsh, Qin policies unified and strengthened China. To decrease regional differences, Shi Huangdi standardized the different laws, writing, coins, and weights and measures used across China. He even made the width of cart axles the same so that all cart wheels traveled in the same ruts on China’s roads.

To strengthen China, Shi Huangdi undertook massive building projects. An improved irrigation system increased farm production. An expanded network of roads and canals linked the Qin capital to other parts of the empire. As transportation improved, trade increased. However, peasants had to pay heavy taxes to fund these programs, and many people were forced to work on them.

Qin Growth and Defense While developing China internally, Shi Huangdi also worked to protect his empire from outside threats. The people who lived north of China were fierce nomadic warriors. Organized into loose tribes, they often raided the frontier. The Qin army battled these groups and pushed them farther north. The army also subdued areas to the south as far as Vietnam.

To strengthen security, Shi Huangdi had workers join the separate defensive walls in northern China. The united wall came to be known as the Great Wall of China. Hundreds of thousands of peasants were forced to toil on this wall for years, and many people died from the backbreaking labor. Later Chinese rulers rebuilt and extended the Great Wall to create the structure that winds across China today.

Fall of the Qin The Qin dynasty’s harsh policies fueled anger and resentment among the people. After Shi Huangdi died in 210 BC, the Qin dynasty quickly crumbled. Peasants fed up with forced labor and high taxes rebelled, while nobles eager to regain their land and power raised armies against the new emperor.

In 206 BC **Liu Bang** (lee-OO-BAHNG), a peasant rebel leader, defeated the Qin forces. Liu went on to found the Han dynasty, one of the greatest dynasties in Chinese history.

READING CHECK Summarize How did Shi Huangdi unify China and build a strong empire?

The Han Dynasty

The Han dynasty ruled China from 206 BC to AD 220—more than 400 years. The dynasty would provide a model for later Chinese dynasties. In fact, the Han dynasty’s influence on Chinese civilization was so great that, to this day, the main population of China still calls itself the Han people.

Restoring Control By defeating the Qin ruler, Liu Bang (also known as Gaozu) showed that he ruled with the mandate of heaven, or the approval of the gods. The ancient Chinese believed that the gods supported virtuous rulers and opposed corrupt ones. When a ruler was defeated, the Chinese believed it was a sign that the ruler had lost the gods' support.

To cement control, however, Liu Bang had to gain the people's loyalty. He softened the Qin's harsh Legalist policies and lowered taxes. These actions helped earn him the loyalty of many peasants. In addition, he gave large blocks of land to his relatives and military supporters. This distribution of land earned him the military's loyalty.

To weaken his rivals, Liu Bang continued the Qin's strong, centralized government. In addition, he expanded the Qin bureaucracy, an organized body of appointed officials. Numerous officials were appointed to oversee the

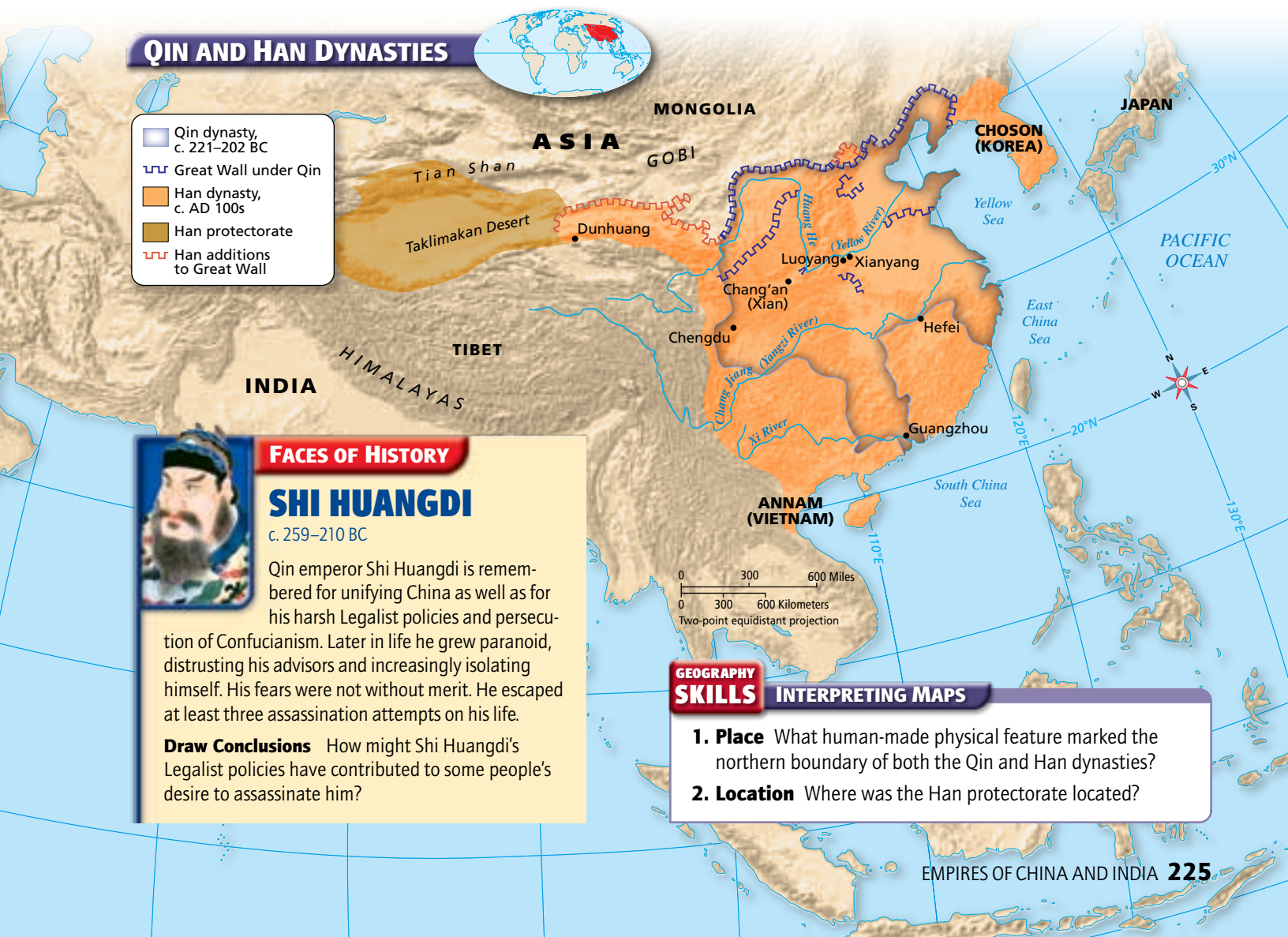
administration of the Han government. This system, combined with the regained loyalty of the people, helped restore stability to the Chinese empire.

Because of his peasant origins, Liu Bang was not well educated. However, he was a practical and effective ruler. He appointed Confucian scholars to advise him and to serve in the government. As a result, Confucianism regained popularity and shaped the Han government. Beneath this cloak of Confucianism, though, Liu Bang kept some Legalist policies to maintain firm control over his empire.

A Powerful Empress Liu Bang died in 195 BC, and his young son took the throne. The new emperor was too young to rule, so his mother, Empress Lü, ruled in his place. Empress Lü was only one of Liu Bang's many wives. When Liu Bang was alive, she had plotted to make certain her son became emperor.

ACADEMIC VOCABULARY

distribution
the spread of something among a group of people



FACES OF HISTORY

SHI HUANGDI

c. 259–210 BC

Qin emperor Shi Huangdi is remembered for unifying China as well as for his harsh Legalist policies and persecution of Confucianism. Later in life he grew paranoid, distrusting his advisors and increasingly isolating himself. His fears were not without merit. He escaped at least three assassination attempts on his life.

Draw Conclusions How might Shi Huangdi's Legalist policies have contributed to some people's desire to assassinate him?

Qin and Han Dynasties

221 BC

Shi Huangdi unifies China and founds the Qin dynasty.

c. 213 BC

Shi Huangdi orders the burning of classic Confucian texts.



▲ Bronze Qin dynasty coin, c. 200s BC

c. 206 BC

The Qin dynasty collapses four years after the death of Shi Huangdi. The rebel Liu Bang founds the Han dynasty.



Examination of Country Magistrates, artist unknown, c. 1700s

141 BC

Wudi becomes emperor. Under him, a civil service system develops based on exams on Confucian texts.

Once her son gained the throne, Empress Lü ruthlessly promoted her family's interests. When her son died young, she had a series of infants named emperor to maintain power. After Empress Lü died in 180 BC, a group of officials and princes had the entire Lü family killed. Such power plays and court intrigues became common throughout the Han and later Chinese dynasties. These court plots often distracted China's leaders and made it difficult for them to rule effectively.

The Greatest Han Emperor The Han dynasty reached its height under the emperor **Wudi** (woo-dee), who ruled from 141 to 87 BC. Energetic and aggressive, Wudi is considered perhaps the greatest of all Han rulers.

To strengthen China, Wudi promoted economic growth. New roads and canals made it easier for farmers and merchants to get products to market. To raise money, Wudi set up monopolies on salt, iron, and alcohol. In addition, he took land away from large landowners and placed limits on merchants to decrease the power and wealth of these groups.

Under Wudi, Confucianism became China's government philosophy. Wudi wanted his officials to hold Confucian values such as loyalty to the emperor. To obtain such officials, the Han government developed a **civil service** system. Under this system, candidates for government

jobs had to pass an exam in the Confucian classics. An academy was founded to teach the Confucian classics to students. Because only the wealthy could afford the years of schooling needed to pass the exams, China's wealthy and influential families continued to control the government. Nonetheless, the civil service system proved efficient and remained in place until the end of China's imperial rule in 1912.

Expansion under Wudi On top of his domestic reforms, Wudi expanded the Chinese empire through warfare. As a result, he became known as the Martial Emperor. The biggest threat to security that Wudi faced was the **Xiongnu** (shee-OOHNG-noo), nomads who lived in the steppes, or grasslands, north of China. Like many pastoral nomads, the Xiongnu had excellent horse skills and were fierce warriors. They would sweep in off the steppe and raid settled areas along China's frontier.

To try to stop these raids, past Chinese emperors had sent the Xiongnu lavish gifts and married Chinese princesses to Xiongnu chiefs. Yet the raids had continued. Wudi decided the time had come to use force. In 133 BC he launched an aggressive military campaign against the Xiongnu. In addition, he sought military alliances with the Xiongnu's enemies. Over time, the Han military was able to weaken and push back some Xiongnu tribes.

READING SKILLS

Understanding Comparison and Contrast

In what ways did the Han and Qin governments differ? In what ways were the two governments similar?

Han warrior figurine ►



133 BC Wudi begins a series of military campaigns against the Xiongnu on the northern frontier.

AD 9

Wang Mang briefly seizes control. The Han regain control in AD 25.

AD 220 The Han dynasty falls, and China enters the Period of Disunion.

Skills Focus

INTERPRETING TIME LINES

- 1. Identify Cause and Effect** How did the death of Shi Huangdi affect imperial rule in China?
- 2. Analyze** What conflict did the Han dynasty face from AD 9 to 25?

At the same time, Han armies colonized parts of Korea and Manchuria to the northeast and Vietnam to the south. To the west, Han forces extended Chinese control into Central Asia. Control of this region enabled Wudi to open up important trade routes, linking China to markets as far away as the Roman Empire.

Han Decline The Han dynasty faced a brief crisis in AD 9 when a rebel named Wang Mang seized the throne. By AD 25, however, the Han had regained control. This event marked the start of the Later Han dynasty.

Initially, the Later Han was stable and prosperous. In time, though, two problems began to weaken the empire. First, court intrigues increased, leading to weak rulers. Second, the gap between the rich and the poor increased as taxes rose to cover the cost of running the vast empire. Crushed by high taxes and debt, many peasants lost their land. With fewer landholders to tax, the Han government raised taxes even more, worsening the situation.

These problems paved the way for revolt. In 184 a Daoist sect called the Yellow Turbans rebelled, throwing the empire into chaos. As unrest spread, power shifted from the central government to local warlords. Nomads along the frontier swarmed southward, sacking and looting cities. As warfare tore the region apart, China entered a turbulent era called the Period of Disunion. It would last for some 350 years.

READING CHECK Identify Supporting

Details Why is Wudi considered to be the greatest Han emperor?

SECTION 1 ASSESSMENT

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Online Quiz

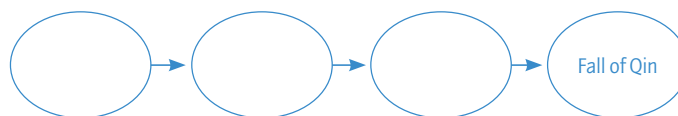
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Reviewing Ideas, Terms, and People

- a. Identify** Who was Shi Huangdi, and why was he significant?
 - b. Explain** Why did Shi Huangdi move noble families to the capital and forbid the private ownership of arms?
 - c. Evaluate** What were the advantages and disadvantages of the harsh Legalist policies that Shi Huangdi used to govern the large Qin Empire?
- a. Recall** What different policies did Han emperors adopt in dealing with the Xiongnu?
 - b. Compare and Contrast** How did the political systems of the Qin and Han differ, and how were they similar?
 - c. Evaluate** Do you think that the Han civil service examination system was a good method for choosing government officials? Why or why not?

Critical Thinking

- 3. Identify Cause and Effect** Create a graphic organizer like the one below. Using the graphic organizer and your section notes, list the causes of the fall of the Qin dynasty. Then create a second graphic organizer and list the causes of the fall of the Han dynasty.



FOCUS ON WRITING

- 4. Exposition** Write a brief history of the fall of the Qin dynasty and the rise of the Han dynasty from the point of view of a Confucian scholar working for the Han emperor Wudi. Make certain to include key events, people, and issues and to explain the belief in the mandate of heaven.

Chinese Society and Culture

BEFORE YOU READ

MAIN IDEA

The Han dynasty was a time of social change, the growth of trade, and great achievements in the arts and sciences.

READING FOCUS

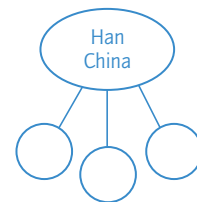
1. What features characterized Chinese society in the Han period?
2. How did trade and the spread of Buddhism affect Han society?
3. What were some achievements in art, science, and technology during the Han period?

KEY TERMS AND PEOPLE

filial piety
Ban Zhao
Zhang Qian
Silk Roads
Sima Qian
acupuncture

TAKING NOTES

As you read, use a graphic organizer like this one to take notes on Han society, trade, and achievements.



A PROFITABLE FAILURE



▲ Jade ornaments like the one above were valuable trade items in Han China.

THE INSIDE STORY

How might a mission be both a failure and a success? Zhang Qian, a Han official, stood before Emperor

Wudi. Back home after 13 years, Zhang had to report that he had failed in his mission to form an alliance with nomads to the west. He and his men had barely set out when the Xiongnu had captured them. For 10 years the Xiongnu held him prisoner, until finally Zhang had escaped.

A truly dedicated official, Zhang then continued his mission. Eventually he reached the nomads to the west, but they had no desire to form an alliance with China. Although Zhang failed in his mission, there was a positive side to his adventure. Zhang told Wudi of the many amazing sights he had seen in Central Asia. In a land called Fergana, he had seen swift horses that sweated blood. And in a land called Bactria, he had seen merchants selling Chinese silks and bamboo. Learning of this new market for Chinese goods, Wudi rewarded Zhang for his information.

Zhang Qian's travels opened contact between China and Central Asia and paved the way for trade extending as far as the Roman Empire. As a Chinese historian of the time wrote, soon the people of the "distant west craned their necks to the east and longed to catch a glimpse of China." ■

Han Society

China's Han period was a time of great prosperity, growth, and achievement. During this period, China developed many of the social and cultural features that came to define imperial Chinese civilization for thousands of years.

Confucian Values in Han China

Album leaf from *Book of Filial Piety*, by Ma Huchich, c. 1100s



Filial piety stressed that children should honor and obey their parents. Here, a son and his wife serve his parents.

Confucianism valued close ties to the soil. Most families in Han China farmed to support themselves.

Confucianism valued children, which represented fertility.

**Skills
FOCUS**

READING LIKE A HISTORIAN

- 1. Find the Main Idea** How did the Confucian principle of filial piety influence the roles of family members in Han China?
- 2. Analyzing Visuals** Based on this image, what were some features of rural homes in Han China?

See **Skills Handbook**, p. H26

Family Life During the Han dynasty, the philosophy of Confucianism came to shape Chinese society. Confucius, the founder of Confucianism, taught that the family was central to the well-being of the state. As a result, Han officials promoted strong family ties, and the family grew in importance in Chinese society.

In keeping with Confucian values, the father served as the head of the family and had total authority over other family members. For example, fathers arranged their children's marriages and determined their sons' careers.

Children, in turn, were to obey their parents and respect their elders. Confucianism stressed **filial piety**, or obedience and devotion to parents and grandparents. Dutiful Chinese children not only obeyed their parents but also served them and cared for them as they aged. In addition, male family members were expected to honor dead parents and ancestors by making offerings to them at household shrines.

Han officials thought that dutiful children made respectful and obedient subjects. According to this view, children who obeyed their father and respected his authority would likewise obey the emperor and respect his authority. Some Chinese men even received government jobs because of the great respect that they showed their parents.

Women in Han China had fewer privileges and less status than men. For example, women rarely received an education or owned property. In addition, Chinese families valued sons more than daughters. Sons carried on the family line and remained part of their parents' household after marriage. In contrast, daughters married and joined their husbands' households. A Chinese proverb stated that "raising daughters is like raising children for another family."

Once they married, Chinese women were expected to obey their husbands and mothers-in-law. However, older women sometimes held power within the family because of the Confucian respect for elders and parents. Some older widows even became heads of families.

A few women did achieve positions of status in Han China. One of the best known is **Ban Zhao**, a Confucian scholar and writer. Ban Zhao wrote poems and essays and helped write a famous history of the Han dynasty. In her best known essay, titled *Lessons for Women*, she instructs women to be humble and obedient. Yet she also calls for harmony between husbands and wives and for some education for women—fairly bold views for the time.

Social Structure Han society was highly structured, with clearly defined social classes. At the top of society was the emperor, who ruled with the mandate of heaven. Beneath the emperor was an upper class consisting of the palace court, nobles, and the many government leaders, officials, and scholars.

The next and largest class consisted of China's peasants, valued because they grew the empire's food. Next came a class of artisans, who made practical items as well as luxury goods. Because Confucianism did not value trade, merchants occupied the fourth class. At the bottom of society were slaves.

The Rich and Poor Social class determined status but not necessarily wealth or power. For instance, merchants had a lower status than peasants but were usually far wealthier.

The wealthy in Han China lived well. Their elegantly furnished homes were spacious, with inner courtyards. Many of the wealthy owned large estates and hired numerous laborers.

In contrast, most Chinese during the Han dynasty led hard lives. Of the nearly 60 million people in China at the time, about 90 percent were peasants. Most of these peasants lived in small villages in simple wood-framed houses with walls and floors made of mud or stamped earth. For much of the year, peasants labored for long hours in the fields. In winter, peasants had to work on government building projects, such as canals and the Great Wall.

To survive, most peasants farmed and raised a few animals. For income, peasants sold extra crops and crafts at local markets. High taxes and bad weather could easily force peasants into debt, however. To worsen the situation, the Chinese had to divide their land equally among their heirs. In time, the land passed down was too small to feed a family. When farmers could not pay their debts or feed their families, they had to sell their land. Many peasants then became laborers for wealthy landowners.

READING CHECK Summarize What was life like for Chinese peasants during the Han dynasty?

READING SKILLS

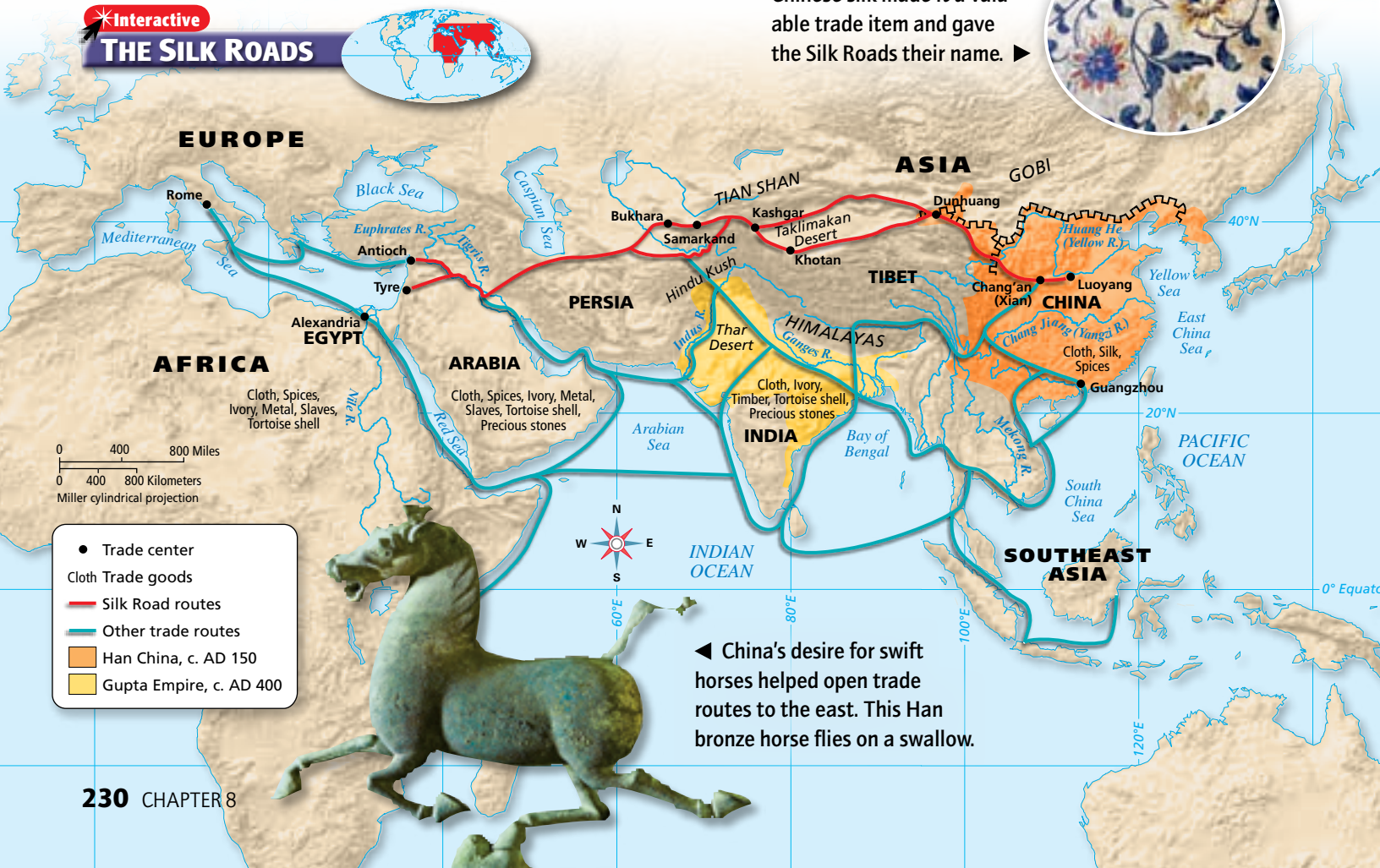
Understanding Comparison and Contrast How did the lives of the rich and the poor differ in Han China?

Interactive

THE SILK ROADS



The great demand for Chinese silk made it a valuable trade item and gave the Silk Roads their name. ►



Trade and Buddhism

Although agriculture formed the basis of the Han economy, manufacturing and trade grew in importance during the Han period. This growth increased prosperity and led to contact between China and other civilizations.

Han Products Artisans in the Han dynasty manufactured numerous products. Ironworkers made iron armor and swords. Artisans made fine pottery, jade and bronze objects, and lacquerware—wooden items that were coated with layers of hard varnish and often carved.

Perhaps China's most prized product was its silk. For centuries, the Chinese had known and carefully guarded the method for making silk. Revealing the secret was punishable by death. To produce silk, the Chinese raised silkworms and then unwound the threads of the worms' cocoons. Next, workers dyed the silk threads and wove them into fabric. Silk fabric was not only beautiful but also soft, strong, cool, and lightweight. As a result, silk fabric and clothing were costly and in high demand. During the Han dynasty, the production of silk fabric became a major industry in China.

▼ Below, a modern camel caravan on one Silk Road treks across barren land south of the Taklimakan Desert.



GEOGRAPHY SKILLS

INTERPRETING MAPS

go.hrw.com
Interactive Map
Keyword: SHL EIC

- 1. Place** Why do you think the Silk Roads divided to the west of China?
- 2. Movement** What goods moved west from China over the Silk Roads?

Growth of Trade As they conquered areas of Central Asia, the Han learned that people farther west wanted Chinese goods. In addition, a Han official named **Zhang Qian** (jee-EN) returned from a mission to Central Asia in 126 BC. He told of the region's riches and the demand there for Chinese goods. These events led to increased Chinese trade with the West.

Emperor Wudi was highly interested in Zhang's tales of swift "blood-sweating" horses. Today we know that parasites caused these horses to have boils that bled, but the Han thought the horses were blessed by heaven. To obtain these heavenly horses, Wudi conquered more land to the west. As a result, Chinese trade with Central Asia increased even more.

The Silk Roads The merchants traveling between China and Central Asia used a series of overland routes. The most famous were called the **Silk Roads**. This network of routes eventually stretched from China 4,000 miles across the heart of Asia to the Mediterranean Sea. The Silk Roads linked China to India, the Middle East, and the Roman Empire.

Travelers on the Silk Roads crossed rugged, barren terrain and faced attacks by bandits. For protection, merchants traveled in huge camel caravans, stopping at way stations along the way. Most merchants traveled only part of the way and then traded their goods with other merchants from distant lands. As the map shows, most goods traded along the Silk Roads were luxury items, which were often small and valuable, and thus highly profitable.

Buddhism in China Traders carried ideas as well as goods over the Silk Roads and other trade routes. Among the ideas that spread to China from India was a religion—Buddhism.

Buddhism reached China in the first century AD. As the Han government became less stable, violence and suffering increased. For many Chinese, Buddhism's message of escape from suffering offered more hope than the Chinese beliefs of Confucianism or Daoism. By AD 200 Buddhism had spread across much of China. The spread of Buddhism from India to China is an example of cultural diffusion, the spread of ideas from one culture to another.

READING CHECK Draw Conclusions How did trade over the Silk Roads affect China's culture?

Han Achievements

The Han period was a classical age in China's history. During this period, the arts flourished, and advances in science and technology improved life.

The Arts Han China boasted magnificent palaces and multistoried towers. Although none of these structures has survived, ceramic models of buildings found in Han tombs show the skilled architecture of the period.

Han artisans produced ceramic and bronze figurines, exquisite jade carvings, and silk cloth with richly colored patterns. Han artists painted portraits and nature scenes on walls, scrolls, and room screens. During the Later Han, Buddhist art increased. Some of the most spectacular examples of Buddhist art of the period are found at cave temples in western China. These temples include wall paintings as well as thousands of Buddhist statues.

Han literature is known for its poetry. Han poets developed new styles of verse, including the popular *fu* style, which combined prose and poetry to create long works of literature. Another style of poetry, called *shi*, featured short lines of verse that could be sung.

Han writers also produced important works of history. The writer **Sima Qian** wrote *Records of the Grand Historian*, or *Shiji*. This early history became a model for Chinese historical writing. In the following passage, Sima Qian describes the fall of the Qin dynasty.

HISTORY'S VOICES

“In the time of the Qin, the net of the law was drawn tightly about the empire and yet evil and deceit sprang up on all sides . . . Those who cared for justice and virtue were left to rot . . . When the Han arose, it lopped off the harsh corners of the Qin code and returned to an easy roundness.”

—Sima Qian, *Records of the Grand Historian (Shiji)*

Science and Technology One of the most important Han inventions was an item still used every day—paper. The Chinese made paper by grinding plant fibers, such as hemp, into a paste. They then let the paste dry in sheets. To create “books,” the Chinese connected several sheets of paper to create a long scroll.

In farming, Han inventions included the iron plow and the wheelbarrow. With an iron plow, a farmer could till more land. With a wheelbarrow, one farmer could haul far more.

In science, Han inventions included the seismograph, a device to measure earthquake tremors. Han emperors wanted to monitor earthquakes because they were seen as signs of heaven's disapproval.

In medicine, the Han made advances in the practice of **acupuncture**. This practice involves inserting fine needles into the skin at specific points to cure disease and relieve pain. Other Han inventions include the compass, the sundial, the water mill, and the ship's rudder.

READING CHECK

Summarize What were some technological advances of the Han dynasty?

THE IMPACT TODAY

The practice of acupuncture is now used around the world and is gaining support among doctors in the West.

SECTION 2 ASSESSMENT

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Online Quiz

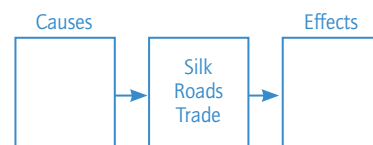
Keyword: SHL EIC

Reviewing Ideas, Terms, and People

- a. Identify** Who was Ban Zhao?
b. Explain Why did so many peasants lose their land during the Han period?
- a. Describe** What dangers and hazards did travelers face on the Silk Roads?
b. Draw Conclusions Why was Buddhism so appealing to people in Later Han China?
- a. Recall** What were the major developments in the arts during the Han period?
b. Cause and Effect How did technological advances improve farming during the Han period?
c. Rank Which invention of the Han period do you think was most important? Why?

Critical Thinking

- Identify Cause and Effect** Create a graphic organizer like the one below. Use it and your section notes to list the causes and effects of the growth of trade in Han China.



FOCUS ON WRITING

- Exposition** Write a paragraph that a Han emperor might have written instructing the Chinese people to display filial piety. You should describe filial piety and explain its benefits.

Early Indian Empires

BEFORE YOU READ

MAIN IDEA

The Mauryas and Guptas created powerful empires that united much of India, while trading kingdoms thrived in southern India.

READING FOCUS

1. How did the Mauryan Empire unify much of India, and who were its key rulers?
2. What regional kingdoms ruled India after the collapse of the Mauryan Empire?
3. Which key rulers and events shaped the Gupta Empire?

KEY PEOPLE

Chandragupta Maurya
Kautilya
Ashoka
Chandra Gupta II

TAKING NOTES

As you read, take notes in a graphic organizer like this one to list key facts about each empire or region.

Mauryan
Empire

Regional
Kingdoms

Gupta
Empire

THE INSIDE STORY

Why might a great warrior become a supporter of peace?

Ashoka, the ruler of the Mauryan Empire in India, was a mighty conqueror. Under his rule, military campaigns expanded the empire that his grandfather had founded. Then in the 260s BC, Ashoka invaded Kalinga, a tribal kingdom on India's eastern coast. The invasion was a slaughter. According to reports from the time, some 100,000 people died during the fighting, and more died later from their wounds. In addition, Mauryan soldiers forced their way into Kalinga homes and took more than 150,000 people captive. According to Ashoka, the brutality of the invasion appalled him and filled him with remorse.

In response, Ashoka turned to Buddhism and became a strong supporter of nonviolence. He made it part of his duty as emperor to spread Buddhist teachings. Across his empire, he had messages inscribed on stone pillars and rocks urging people to engage in "right conduct." To spread his message to foreign lands, he sent out Buddhist missionaries. He even went on a 256-day pilgrimage to Buddhist holy sites. In this way, a man who began life as a mighty conqueror ended up becoming famous for promoting peace. ■

A MORE PEACEFUL WAY

This lion sculpture once topped one of Ashoka's inscribed pillars. An adaptation of this sculpture is now the national symbol of India. ▼



The Mauryan Empire

By the 300s BC a number of small kingdoms existed across India. Each kingdom had its own ruler, and no central authority united them. One of the dominant kingdoms was Magadha, located near the Ganges River in northeastern India. There, a strong leader named **Chandragupta Maurya** (shuhn-druh-GOOP-tuh MOUR-yuh) gained control and began conquering the surrounding kingdoms. His conquests led to the founding of India's first empire—the Mauryan Empire.

Rise of the Mauryan Empire In 326 BC the military conqueror Alexander the Great marched his army into northwest India. In a fierce battle, Alexander's army defeated a powerful Indian force equipped with 200 war elephants. Alexander and his forces did not remain in India long, though. His battle-weary soldiers wanted to return to their homes, and Alexander and his army soon left India.

However, Alexander's brief conquest inspired Chandragupta Maurya. Around 321 BC he seized the throne of the kingdom of Magadha. Historians mark this event as the start of the Mauryan Empire.

Chandragupta built up an immense army that included some 600,000 soldiers as well as thousands of chariots and war elephants. With this mighty force, he began conquering northern India. In 305 BC he defeated Seleucus I, one of Alexander's generals who had invaded northwest India. By 303 BC the Mauryan Empire controlled northern India as well as much of what is now Afghanistan.

Mauryan Rule Like the Qin and Han rulers in China, Chandragupta Maurya established a strong, centralized government to control his empire and crush resistance to his rule.

For guidance, Chandragupta relied on a brilliant adviser named **Kautilya**, who was a Brahmin, or member of the priest caste. Historians think that Kautilya might have written the *Arthashastra*, a manual for statecraft. The *Arthashastra* called for strict state control, the use of spies, and even the use of assassination in some cases.

Under Kautilya's guidance, Chandragupta divided his empire into districts and appointed loyal relatives and generals to rule them. An organized bureaucracy of officials ran the government. To serve as the emperor's eyes and ears, a secret society of spies monitored officials, gathered information, and rooted out threats to the state.

During Chandragupta's rule, a Greek ambassador named Megasthenes visited the Mauryan Empire. He later wrote about his observations. Megasthenes describes a land of prosperity. The greatest city was Pataliputra, the Mauryan capital, which had magnificent palaces, temples, and parks. The government controlled the economy and operated mines and other enterprises. The emperor owned all the land, and farmers paid rent to use the land as well as taxes. This money helped fund the government and its massive army.

Linking TO Today

Ashoka's Lasting Fame

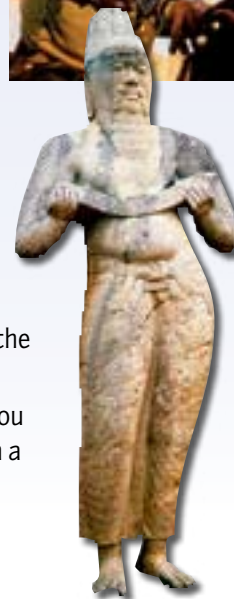
Mauryan emperor Ashoka lives on as one of India's most beloved historical figures. Wildly popular movies and television shows in India dramatize the events of his life. Companies and organizations have adopted his name as their symbol. Even India's national emblem is based on a lion statue that topped one of Ashoka's inscribed pillars.

Why has a ruler who lived more than 2,200 years ago remained so popular and influential in India? One answer might be the many roles that Ashoka played during his life. From warrior to empire-builder to peaceful Buddhist, Ashoka achieved greatness in many different ways. Today, however, Ashoka is most admired for his decision to give up

military conquest and pursue conquest by *dharma*, or right conduct. According to the inscriptions he had made, Ashoka became a Buddhist after the brutal conquest of Kalinga. He then devoted his life to serving his subjects and spreading Buddhism.

Some historians question whether Ashoka was as idealistic a ruler as tradition holds. Nonetheless, Ashoka continues to hold a place in the hearts of the people of India today.

Draw Conclusions Why do you think that Ashoka remains such a beloved figure in India?



The statue on the left, made in the 1100s in Sri Lanka, shows Emperor Ashoka in a stately pose. The image above is a still from the 2001 film *Asoka*, depicting the young ruler as a mighty warrior.

Rule under Ashoka Chandragupta gave up his throne in 301 BC to become a Jainist monk. His son then became emperor followed by his grandson, **Ashoka**, in about 270 BC. Under Ashoka, considered to be one of India's greatest rulers, the Mauryan Empire reached its height.

Initially, Ashoka continued to expand the Mauryan Empire, which soon included most of India. However, a military campaign against the region of Kalinga in eastern India was especially brutal. The violence of the fighting appalled Ashoka. As a result, he abandoned his policy of conquest and became a Buddhist.

After converting to Buddhism, Ashoka began to promote a policy of right conduct. To spread this policy, Ashoka had his views and actions inscribed on rocks and stone pillars across his empire. In the following passage from one of these inscriptions, Ashoka urges the people to adopt religious toleration.

HISTORY'S VOICES

“The Beloved of the Gods [Ashoka] . . . honors members of all sects [religions] . . . Whoever honors his own sect and disparages [speaks poorly about] another man's . . . does his own sect the greatest possible harm. Concord [harmony] is best, with each [person] hearing and respecting the other's teachings.”

—Ashoka, Twelfth Major Rock Edict

Ashoka also worked to spread Buddhism. He supported Buddhist missionaries and funded the building of Buddhist stupas and monasteries. These efforts helped Buddhism spread throughout India and beyond.

In addition, Ashoka worked to improve the lives of his people. He founded hospitals, including hospitals for animals, and had new wells dug and more roads built. Along the empire's roads, he also had shade trees planted and rest houses built for weary travelers.

Decline of the Mauryan Empire After Ashoka died in 232 BC, the Mauryan Empire began to decline. As Ashoka's sons battled for power, central control weakened. Distant provinces began to slip away from the empire. About 184 BC the last Mauryan emperor was killed by one of his generals. The Mauryan Empire, which had lasted some 140 years, collapsed.

READING CHECK

Contrast How did the reigns of Chandragupta and Ashoka differ?

MAURYAN AND GUPTA EMPIRES



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Place** What major mountain range ran along the northwestern part of the Mauryan and Gupta empires?
- 2. Regions** Was the Mauryan or the Gupta Empire larger?

Regional Kingdoms

As the Mauryan Empire collapsed, India again divided into many regional kingdoms. These kingdoms differed in the north and south.

North India In northern India, groups of invaders from Central Asia established new dynasties. Many of these people had been displaced by the expansion of China. In addition, Greek invaders from what is now Afghanistan formed Greco-Indian dynasties in northern India. These dynasties introduced Greek art forms to India, which influenced local styles.

During the first century AD a people called the Kushans conquered much of northern India. The Kushans restored some of the grandeur of the Mauryan Empire to the region. By about AD 250 the Kushan dynasty had fallen, though, and northern India divided again.

READING SKILLS

Understanding Comparison and Contrast The verb *differed* tells you that the author is going to contrast North and South India. Read on to see how the two regions differ during this period.

South India Powerful kingdoms developed in India south of the Deccan Plateau. In the 100s BC the Andhra kingdom expanded across south and central India. This kingdom controlled the region until about AD 300.

In the far south, small kingdoms had ruled the region for some time. These kingdoms included the Chera, Chola, and Pandya. They were collectively called the Tamil kingdoms after the Tamil language spoken in the region.

The Tamil kingdoms carried on an active sea trade with Southeast Asia and other regions. This trade brought the kingdoms wealth, and they developed a sophisticated culture. For instance, the city of Madurai, the capital of the Pandya kingdom, became a center of Tamil poetry. This poetry is filled with descriptions of the vibrant society of ancient southern India.

READING CHECK Identify Cause and Effect Why did peoples from Central Asia invade northern India during the period after the collapse of the Mauryan Empire?

The Gupta Empire

India remained divided into small kingdoms for about 400 years. Then around AD 320, the Gupta (GOOP-tuh) dynasty took over northern India. Under the Guptas, northern India was reunited, Indian society prospered, and the religion of Hinduism grew in popularity.

Rise of the Gupta Empire The Gupta dynasty, like the Mauryan dynasty, rose to power in the region of Magadha. The founder of the Gupta dynasty was Chandra Gupta I. He was not related to Chandragupta Maurya, although their names are similar. From his base in Magadha, Chandra Gupta I conquered neighboring lands to bring much of northern India under Gupta control.

India under Gupta Rule Gupta rule was less centralized than Mauryan rule. The Guptas divided the main part of their empire into units. Royal officials governed each unit.

Reading like a Historian

A Tamil Poem

Interpreting Literature as a Source Historians sometimes use literature written during a particular time period to gain detailed insights into places, events, people, and attitudes of that period.

To interpret this Tamil poem about a festival in Madurai, the capital of the ancient kingdom of Pandya in southern India, think about

- the actions and events described in the poem
- the descriptive details in the poem, such as sights, sounds, and smells
- the author's goal in the poem, such as describing a meaningful event or drawing an emotional response from readers

Skills Focus

READING LIKE A HISTORIAN

- 1. Actions and Details** What actions and details in the poem might be useful to historians, and why?
- 2. Goal** What do you think the author's goal was in this poem? How might this goal affect the poem's usefulness as historical evidence?

See **Skills Handbook**, p. H28

Because the poem was written in Tamil, this English translation reads more like prose than a poem.

The poet enters the city by its great gate . . . It is a day of festival . . . The streets are broad rivers of people, folk of every race, buying and selling in the market-place or singing to the music of wandering minstrels. A drum beats, and a royal procession passes down the street, with elephants leading to the sound of conchs [shell trumpets] . . . Meanwhile stall keepers ply their trade, selling sweet cakes, garlands of flowers, scented powder . . . Noblemen drive through the streets in their chariots, their gold-sheathed swords flashing, wearing brightly dyed garments and wreaths of flowers. From balconies and turrets the many jewels of the perfumed women who watch the festival flash in the sunlight. The people flock to the temples to worship to the sound of music, laying flowers before the images and honoring the holy sages.

—excerpt from *The Garland of Madurai*, as appears in *The Wonder That Was India* by A. L. Basham

The details in this sentence describe some of the products and foods made in Madurai.

The author's use of sights, smells, and sounds helps bring the scene to life.

In the more distant areas that they conquered, the Guptas governed through local rulers. Under this system, local rulers retained power but had to pay tribute to the Guptas and travel to the Gupta court on occasion.

Gupta power expanded under the heirs of Chandra Gupta I. His son Samudra Gupta extended the empire to the north and east and conquered several small kingdoms in south-eastern India. Unable to maintain control over these distant lands to the southeast, however, he later restored the conquered rulers in that region to power.

The Gupta Empire reached its height under Samudra Gupta's son **Chandra Gupta II**, who ruled from 375 to 415. Chandra Gupta II further expanded the empire and strengthened its economy. His reign was a period of prosperity and cultural achievement in India.

During this period, a Chinese Buddhist monk named Faxian (FAH-shee-en) traveled to India. Faxian described the people of the empire as rich and prosperous. He also wrote that punishments were fair and that the government did not use capital punishment.

Support of Hinduism During the period between the Mauryan and Gupta empires, Buddhism had prospered and spread in India. Hinduism, meanwhile, had lost popularity. Under the Guptas, though, Hinduism again became the main religion in India.

The Gupta rulers supported the building of Hindu temples and promoted a revival of Hindu writings. At the same time, the Gupta rulers supported other religions, such as Buddhism and Jainism. Even so, Buddhism began to lose influence in India during this period.

End of Gupta Rule Gupta rule began to weaken in the late 400s. Because of the Guptas' loose control over conquered areas, some parts of the empire began to break away. In addition, Central Asian nomads called the White Huns began invading India.

These problems weakened the empire and disrupted trade. In addition, Gupta military efforts to defend the empire drained the treasury. Around 550, Gupta rule ended. Once again, India divided into a number of small, regional kingdoms.

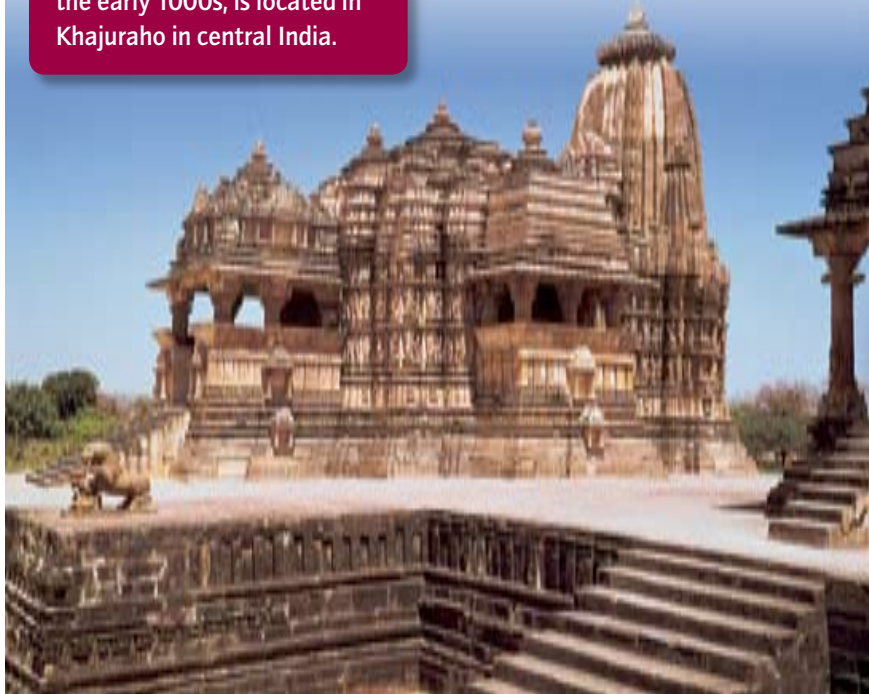
READING CHECK

Identify Supporting

Details How did the Guptas rule their empire?

Hindu Architecture

This Hindu temple, built in the early 1000s, is located in Khajuraho in central India.



SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SHL EIC HP

Reviewing Ideas, Terms, and People

- a. Describe** What new policies did **Ashoka** adopt after his conversion to Buddhism?

b. Explain How were the Mauryans able to rule such a large territory?

c. Make Judgments Can Ashoka's ideals of nonviolence, right conduct, and tolerance help contemporary world leaders? Why or why not?
- a. Identify** What group of trading kingdoms ruled southern India?

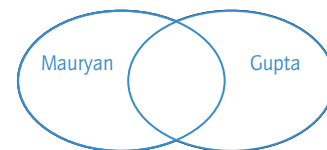
b. Explain How did invasions in northern India affect the region?
- a. Recall** How did the Chinese traveler Faxian describe India under the Gupta dynasty?

b. Summarize How did Gupta rule affect religion in India?

c. Support a Position Do you think that Gupta rulers were more tolerant than Mauryan rulers? Provide reasons to support your position.

Critical Thinking

- 4. Compare and Contrast** Use your notes and a graphic organizer like the one here to explain the ways in which India's Mauryan and Gupta empires were similar and different.



FOCUS ON WRITING

- 5. Narration** You are traveling through India during the reign of Ashoka. Write a journal entry describing interesting features of the Mauryan Empire, including the effects of Ashoka's conversion to Buddhism and the capital city at Pataliputra.

Indian Society and Culture

BEFORE YOU READ

MAIN IDEA

The strength, prosperity, and stability of the Gupta Empire helped lead to a golden age in Indian society, trade, and culture.

READING FOCUS

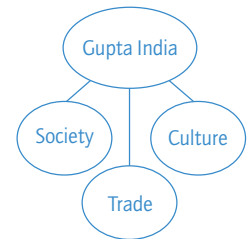
1. What features defined Indian society and trade during the Gupta period?
2. What were major cultural and scientific achievements of the Gupta golden age?

KEY TERMS AND PEOPLE

Kalidasa
Hindu-Arabic numerals
Aryabhata

TAKING NOTES

As you read, take notes in a graphic organizer like this one. Record notes for each topic.



THE INSIDE STORY

How might a tiger turn into a treasure? In 1819 some British officers were stalking a tiger in the hills near Ajanta, India. As the group watched, the big cat blended into the forest and disappeared. Quickly the officers scanned the hills for their lost prey, but the tiger was gone. Then one man noticed a cave on an odd horseshoe-shaped cliff. With the tiger lost, the group decided to investigate. When the officers neared the cliff, though, they slowed in surprise. Before them was not a cave but an ornate temple hewn out

of the solid rock. Even more amazing, several other temples peeked out from beneath the thick overgrowth.

Excitedly the officers began ripping away vegetation to reveal intricate columns, huge arches, and statues of the Buddha. Eager to see more, the group entered one of the caves only to find an even greater treasure inside. All along the walls vibrantly colored murals glowed in the soft light filtering into the cave. The richly detailed scenes depicted bejeweled men and women, flying celestial beings, scenes from the life of the Buddha, animals, birds, and flowers.

The British officers had stumbled upon ancient Buddhist cave temples, long abandoned to nature. Today the Ajanta murals are considered masterpieces of Buddhist art, providing a glimpse into life in ancient India. ■

A TIGER LEADS TO Treasure

The image on the left is from a Buddhist mural located within the rock-cut temples of Ajanta, shown above.

Life in Gupta India

Indian civilization flourished during the period of the Gupta empire. Trade increased, and the economy strengthened. Cities prospered, and many Indian cultural traditions developed.

Growth of Trade During the Gupta period, foreign trade increased. Overland trade routes, such as the Silk Roads, linked India to markets from the Mediterranean Sea to Africa and China. Over these trade routes, Indian merchants exchanged goods such as cashmere, cotton, ivory, and spices for foreign goods such as Chinese silk and Roman ceramics.

The Gupta Empire and Tamil kingdoms in southern India traded actively by sea as well. Indian sailors used monsoons, or shifting seasonal winds, to reach foreign markets across the Arabian Sea. In addition, a sea trade between India and Southeast Asia developed at this time. This trade played a key role in the cultural diffusion of Indian culture to Southeast Asia. For example, trade helped spread Buddhism and Hinduism to Southeast Asia.

Daily Life The growth of trade strengthened the economy, and the Gupta Empire's cities reflected this prosperity. Shops and markets bustled with activity. As the use of money became more common, a new class of Indian bankers and moneylenders emerged. For the urban rich, a culture stressing luxury and pleasure developed, and young city dwellers enjoyed music, poetry, and art.

Most people during the Gupta period led simple lives in small villages, however. The majority of village dwellers were farmers. Other people provided the various services needed in each village. Most villages were self-sufficient, but trade did occur between villages. In addition, people from different villages got together for religious festivals and other events.

Social Structure Many rules and customs influenced Indian society during the Gupta period. As noted in an earlier chapter, most people in ancient India belonged to a specific caste, or social division. People's castes determined what jobs they could hold and how they should interact with others. During the Gupta period, the number of castes grew, and many castes developed their own rules and customs.

PRIMARY SOURCES

Faxian's Record of India

The Chinese Buddhist monk Faxian went on a journey to India from 399 to 414. In the following passage from his record of his journey, Faxian describes some aspects of life in Gupta India.

"The people are numerous and happy; . . . only those who cultivate the royal land have to pay [a portion of] the grain from it. If they want to go, they go; if they want to stay on, they stay . . . Throughout the whole country the people do not kill any living creature, nor drink intoxicating liquor, nor eat onions or garlic . . . In buying and selling commodities they use cowries [shells] . . . All who are diseased, go to . . . houses [of medicine], and are provided with every kind of help, and doctors examine their diseases. They get the food and medicines which their cases require, and are made to feel at ease."

—Faxian, *A Record of Buddhistic Kingdoms*

**Skills
Focus**

READING LIKE A HISTORIAN

- 1. Summarize** How would you summarize life in Gupta India based on this primary source?
- 2. Analyze Primary Sources** What conclusions can you draw from the primary source about medical knowledge in Gupta India?

See **Skills Handbook**, p. H25

In addition to the caste system, Hindu legal codes defined people's roles in Gupta India. For example, a legal code called *The Laws of Manu* was compiled sometime between 200 BC and AD 200. The laws in this code defined proper behavior for people of various stations.

Gender also shaped Indian society in the Gupta period. In general, men had more rights and authority than women did. For instance, most families were patriarchal, or headed by the father or eldest male. As in ancient China, marriages were arranged, and young women were taught that their role was to marry and have children. Once married, women were to obey their husbands. *The Laws of Manu* stated that, "In childhood, a female must be subject to her father, in youth to her husband." At the same time, men were expected to treat women with respect, and Hindu laws gave abused wives the right to leave their husbands.

READING CHECK

Identify Cause and Effect How did trade affect city life in Gupta India?

Gupta Achievements

The stability and prosperity of the Gupta Empire ushered in a golden age for Indian trade, literature, art and architecture, and science and mathematics.

Why might a period of stability and prosperity help the arts and trade flourish?



◀ **Trade** Under the Gupta Empire, Indian trade expanded widely, as illustrated by these Roman coins found in South India. The coins depict the emperor Caligula.



Courtesy, The Kronos Collections

▲ **Sanskrit Literature** The manuscript cover above shows scenes from the play *Sakuntala*, by Kalidasa. The cover was made in Nepal during the 1100s, showing the wide and lasting popularity of Kalidasa's works.

A Gupta Golden Age

Like the Han period in ancient China, the Gupta period was a golden age of cultural and scientific achievements. During this period, Indian artists, writers, scholars, and scientists made great advances, some of which are still studied and admired today.

Sanskrit Literature Many great works of Sanskrit literature were created during the Gupta period. As you have learned, Sanskrit was the language of the ancient Aryans. One of the greatest writers of the time was **Kalidasa** (kahl-ee-DAHS-uh), a poet and playwright. His work was so brilliant that Chandra Gupta II hired him to write plays for the royal court. Kalidasa's writing has a lyricism and beauty with few equals in Sanskrit literature. His most famous play, *Sakuntala*, tells the story of a king who falls in love with a maiden named Sakuntala. The play combines myth, humor, court life, and lyric poetry to tell its story.

Another popular work of the period was the *Panchatantra* (PUHN-chuh-TAHN-truh), or "Five Books." This collection of stories was meant to teach people lessons. For instance, the following warns readers to think before acting.

HISTORY'S VOICES

“The good and bad of given schemes
Wise thought must first reveal:
The stupid heron saw his chicks
Provide a mongoose meal.”

—*Panchatantra*, translated by Arthur William Ryder

Art and Architecture Much of the art and architecture of the Gupta period was religious. For instance, magnificent Hindu and Buddhist temples were built across India during this period. The Hindu temples created at this time often had huge towers and were covered with carvings. Buddhist temples of the period included stupas, temples that had domed roofs and were built to house sacred items from the life of Buddha. Like Hindu temples, many stupas were covered with detailed carvings.

Among the most spectacular architecture of the period were temples and monuments carved out of rock and cliff faces. The most famous are the cave temples at Ajanta and Ellora, located in west-central India. These temples have intricately carved columns and contain halls, rooms, and even windows.

The Gupta period also saw the creation of great works of art, both paintings and statues. Paintings of the time often portray beautiful and graceful Indians wearing fine jewelry and stylish clothing. Many of the finest paintings of ancient India are found in Buddhist and Hindu temples. Hindu artists decorated the walls and entrances of temples with *devas*, or aspects of Brahman. Buddhists covered the plaster walls and ceilings of cave temples with scenes from the life of the Buddha. Some of the finest examples are found in the Ajanta cave temples.

Many statues were made for temples as well. Buddhist temples featured statues of the Buddha and of kings. Hindu temples featured statues of Siva, Vishnu, and other *devas*.

ACADEMIC VOCABULARY

portray to show or depict something, such as a person or a scene



Celestial dancers and musicians, fresco detail, Ajanta Caves



◀ **Rock-cut Architecture** The Gupta period is known for temples and monuments carved out of rock faces. The Kailasa temple, shown here, is located at the Ellora Caves in central India. Made during the AD 700s, the Hindu temple is dedicated to Siva.

◀ **Religious Art** The rock-cut cave temples at Ajanta contain some of the finest examples of Buddhist art of the Gupta period. The Ajanta fresco on the left depicts two women playing flutes while a third woman dances.

Science and Technology In the fields of science and technology, the ancient Indians were pioneers of metallurgy (MET-uhl-uh-ree), the science of working with metals. Indian iron was particularly valued for its hardness and purity. Gupta metalworkers built the famous Iron Pillar, located near Delhi. Unlike most iron, which rusts easily, this iron pillar is very resistant to rust. Scholars still study it today.

Gupta scholars were among the most advanced mathematicians of their day as well. They developed many of the elements of our modern math system. For example, the Indians were the first people to use a symbol for zero, without which modern math would not be possible. In addition, the numerals we use today are called **Hindu-Arabic numerals** because Indian scholars created them, after which Arabs brought the number system to Europe.

In medical science, the ancient Indians were quite advanced. They made medicines from plants and minerals and knew how to inject small amounts of viruses to inoculate, or protect, people against disease. When people were injured, Indian doctors could perform surgery, repair broken bones, and treat wounds. If all else failed, doctors cast magic spells.

In astronomy, the study of the stars and planets, Indians identified seven of the planets in our solar system. In addition, they could predict eclipses of the sun and the moon. One of the most famous Indian astronomers was named **Aryabhata**. He correctly argued that Earth rotates on its axis and revolves around

the Sun. Aryabhata also knew that Earth was a sphere and calculated its circumference to remarkable accuracy. In addition, he made numerous contributions in mathematics.

READING CHECK Find the Main Idea Why do historians consider the Gupta period to have been a golden age in the history of ancient India?

SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SHL EIC HP

Reviewing Ideas, Terms, and People

- a. Describe** How would you describe daily life in Gupta India?

b. Compare and Contrast How did roles for men and women differ in Gupta India?

c. Explain How did trade help contribute to the spread of Indian religions such as Hinduism and Buddhism?
- a. Identify** Who were Kalidasa and Aryabhata?

b. Explain Why was the great literature of the Gupta period written in Sanskrit?

c. Evaluate How did Indian mathematicians contribute to the development of our modern math system?

Critical Thinking

- 3. Categorize** Use your notes and a copy of the graphic organizer shown here to identify key Gupta cultural achievements in art and architecture, literature, math, and science and technology.



FOCUS ON WRITING

- 4. Persuasion** Choose the one Gupta achievement that you think has had the most lasting influence on life today. Write a paragraph to persuade others to agree with your choice. Start by stating your choice clearly.

HISTORY & Geography

Nomads and Empires

Nomadic tribes ranged throughout the steppes that extended across much of northern Europe and Asia. Fierce warriors, these nomads often raided empires to the south and drove other tribes before them. Such invasions contributed to the fall of the Western Roman Empire and the empire of Han China.

ROMAN EMPIRE AND NOMADS

QUICK FACTS

- Had ongoing conflicts with German-speaking tribes living along the frontier.
- Used defensive walls, alliances, and military force to try to stop nomadic raids and invasions.
- Westward movement of nomadic Huns drove German-speaking tribes to invade.
- Nomadic invasions contributed to the fall of the Western Roman Empire.
- The Eastern Roman Empire survived for another 1,000 years.

AD 453
Attila the Hun dies. The Huns soon retreat.

AD 370
Goths, pressed by the Huns, begin settling in the Roman Empire.

AD 410
Visigoths sack Rome.
AD 455
Vandals sack Rome.

- Western Roman Empire, AD 454
- Eastern Roman Empire, AD 454
- Han Empire, AD 100
- Gupta Empire, AD 400
- Sassanian Empire, c. AD 400s
- Steppe
- Great Wall of China, AD 220

0 400 Miles
0 400 Kilometers
Miller cylindrical projection

HAN CHINA AND NOMADS

QUICK FACTS

- Had ongoing conflicts with steppe nomadic tribes, such as the Xiongnu, living to the north.
- Used the Great Wall, diplomacy, alliances, and military force to try to stop nomadic invasions.
- Nomadic raids contributed to the fall of the Han dynasty.
- Nomadic invaders sacked Chinese cities and formed short-lived kingdoms in northern China.
- Chinese civilization survived, and the empire was later restored.



◀ This Han statue depicts a military watchtower. In the balcony, soldiers stand ready with crossbows.



136–128 BC
Han campaigns drive back the Xiongnu and expand Han control.

AD 300s
The Xiongnu renew attacks, sacking Luoyang and Chang'an.

AD 480
White Huns contribute to the fall of the Gupta Empire.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** In what major direction did the Huns move? How did the Huns' movement affect other tribal groups and the Roman Empire?
- 2. Location** In addition to the Western Roman Empire and Han China, what other empires did nomadic tribes invade?

Chinese and Indian Views on Government

Historical Context The four documents below express different views from ancient China and India about what defines good government.

Task Study the selections and answer the questions that follow. After you have studied the documents, you will be asked to write an essay explaining why people held different views about government. You will need to use evidence from these selections and from the chapter to support the position you take in your essay.

DOCUMENT 1

A Legalist View

Hanfeizi, a founder of the Chinese political philosophy of Legalism, briefly served as an advisor in the court of Shi Huangdi. In the following passages from *Hanfeitzu*, Hanfeizi describes his views on creating a strong government and maintaining control.

If conformers to law are strong, the country is strong; if conformers to law are weak, the country is weak . . . Hence to govern the state by law is to praise the right and blame the wrong.

When a sage [wise person] governs a state, he does not rely on the people to do good out of their own will. Instead, he sees to it that they are not allowed to do what is not good. If he relies on people to do good out of their own will, within the borders of the state not even ten persons can be counted on [to do good]. Yet, if one sees to it that they are not allowed to do what is not good, the whole state can be brought to uniform order. Whoever rules should . . . not devote his attention to virtue, but to law.

DOCUMENT 2

An Artist's View on Legalist Rule

The painting below, by an unknown Chinese artist, depicts Qin ruler Shi Huangdi's attempts to prevent opposition to his Legalist policies. While books burn in the foreground on the left, Shi Huangdi's servants execute Confucian scholars on the right. In the background, a scholar gives up a book to an official. The scene combines two separate events—Shi Huangdi's order in 213 BC to have most books burned and his alleged order a year later to execute 460 Confucian scholars who opposed his actions.



Confucian Scholars Being Thrown Into a Pit, by Hung Wu, date unknown

DOCUMENT 3

A Confucian View

Confucius and his followers taught that people and governments should value virtue and the ways of the past. A ruler should lead by example, inspiring good behavior in the people. The people, in turn, should honor and respect their superiors and learn from them. In the following passages from *The Analects*, Confucius expresses some of his ideas about good government.

If a ruler himself is upright, all will go well without orders. But if he himself is not upright, even though he gives orders they will not be obeyed.

Lead the people by laws and regulate them by penalties, and the people will try to keep out of jail, but will have no sense of shame. Lead the people by virtue and restrain them by the rules of decorum, and the people will have a sense of shame, and moreover will become good.

DOCUMENT 4

A Mauryan View

Chandragupta, founder of India's Mauryan Empire, relied on the *Arthashastra* as a guide for statecraft. Kautilya, an advisor to Chandragupta, is thought to have written the *Arthashastra*. The text supports a strong rule of law and the use of spies but also includes political advice based on his views of human nature.

If a king is energetic, his subjects will be equally energetic. If he is reckless, they will not only be reckless likewise, but also eat into his works . . . In the happiness of his subjects lies [a king's] happiness; in their welfare his welfare; whatever pleases himself he shall not consider as good, but whatever pleases his subjects he shall consider as good. Hence the king shall ever be active and discharge his duties.

Spies shall ascertain [determine] the fair or foul dealings of villagers . . . Spies under the disguise of old and notorious thieves may similarly associate with robbers and . . . cause the latter to be arrested. The Collector general shall exhibit these arrested robbers and announce to the public that their arrest is due to the instructions obtained from the king who has learned the divine art of catching robbers.

Skills FOCUS

READING LIKE A HISTORIAN

DOCUMENT 1

- a. Recall** What does Hanfeizi state is the basis of a strong government?
- b. Draw Conclusions** Why might members of the lower classes in ancient China have supported a Legalist system?

DOCUMENT 2

- a. Describe** How does the artist depict the government servants and scholars?
- b. Infer** Do you think that the artist supported or opposed Shi Huangdi's policies and actions? Support your answer.

DOCUMENT 3

- a. Recall** What does Confucius state is the basis of a good government?
- b. Contrast** What are some key ways in which the views of Hanfeizi and Confucius differ regarding government?

DOCUMENT 4

- a. Interpret** What is the role of spies in Kautilya's model of government?
- b. Infer** Do you think that Hanfeizi would have agreed with Kautilya's view of government? Why or why not?

DOCUMENT-BASED ESSAY QUESTION

Philosophers and rulers in ancient China and India held a variety of views about government. Using the documents above and information from the chapter, form a thesis that explains why these people might have held such different views about government. Then write a short essay to support your position.

See **Skills Handbook**, p. H25

VISUAL STUDY GUIDE

China

Qin Dynasty, 221–206 BC

- Founded by Shi Huangdi; united China for first time
- Strong, centralized government and harsh laws based on the Chinese philosophy of Legalism
- Persecution of Confucianists; burning of Confucian texts
- Standardization of laws, writing, weights and measures
- Many building projects, including Great Wall of China

Han Dynasty, 206 BC–220 AD

- Founded by Liu Bang; reunited China
- Government and society based on Confucian values
- Under Emperor Wudi, development of a civil service system and expansion of the empire
- Golden age of Chinese civilization
- Growth of trade over Silk Roads and other routes
- Spread of Buddhism from India to China

Period of Disunion, 220–589

- Shift of power from central government to local nobles
- Nomadic invasions by Xiongnu and others
- About 350 years of warfare and chaos
- Continuation of Chinese civilization despite disunity

India

Mauryan Empire, c. 320–185 BC

- Founded by Chandragupta Maurya; united much of India
- Under Chandragupta, strong government control with an organized bureaucracy and spy network
- Under Ashoka, expansion of empire, promotion of Buddhism, and building of new wells and roads
- Declined after Ashoka's death

Regional Kingdoms

- Division of India into many regional kingdoms
- North India: Invaders form small kingdoms; Kushan kingdom (c. 100 BC–c. AD 200)
- South India: Andhra kingdom (c. 100s BC–c. AD 300)
- Far South India: trade-based Tamil kingdoms

Gupta Empire, 320–c. 550

- Founded by Chandra Gupta I; reunited northern India
- Height of empire under Chandra Gupta II
- Golden age of Indian civilization
- Promotion of Hinduism and Hindu temples
- Declined in part because of invasions of White Huns

Review Key Terms and People

For each term or name below, write a sentence that explains its significance to the ancient empires of China and India.

1. Shi Huangdi
2. Legalism
3. Wudi
4. civil service

5. distribution
6. Sima Qian
7. Silk Roads
8. Chandragupta Maurya
9. Ashoka
10. Kalidasa
11. Hindu-Arabic numerals
12. Aryabhata



Comprehension and Critical Thinking

SECTION 1 (pp. 223–227)

- 13. a. Recall** How did Shi Huangdi assert his control over local nobles and potential rivals?
- b. Sequence** What series of events led to the fall of the Qin dynasty and to the rise of the Han dynasty? List the events in order.
- c. Evaluate** Why do you think the Han rulers were able to create an empire that lasted for 400 years, while the Qin dynasty lasted only 15 years?

SECTION 2 (pp. 228–232)

- 14. a. Recall** What were the major scientific and technological achievements of the Han period?
- b. Contrast** How did the roles of women and men in Han China differ?
- c. Elaborate** How did the exchange of goods and ideas over the Silk Roads change the nature of Chinese society?

SECTION 3 (pp. 233–237)

- 15. a. Identify** Who was Kautilya?
- b. Summarize** How did the Mauryan Empire change after Ashoka's conversion to Buddhism?
- c. Evaluate** Do you think that the Gupta policy of governing outlying conquered areas through local rulers was a wise policy? Why or why not?

SECTION 4 (pp. 238–241)

- 16. a. Define** What is Sanskrit, and how was its use an important part of the Gupta golden age?
- b. Explain** Why is the Gupta period called the golden age of ancient India?
- c. Make Judgments** Do you think that the Gupta dynasty's policies contributed to the flourishing of art and literature during the Gupta golden age? Explain your answer.

Reading Skills

Understanding Comparison and Contrast Use what you know about comparing and contrasting to answer the following questions.

- 17.** How were cultural and scientific achievements of the Han and Gupta periods similar?
- 18.** Compare and contrast the roles of men and women in China and India during the period covered in this chapter.

Interpreting Literature as Evidence

Reading Like a Historian A Han princess is thought to have written the following poem after she was sent as a gift to a nomadic chief. Han rulers hoped the gift would convince the chief to form an alliance with them.

“My people have married me
In a far corner of Earth;
Sent me away to a strange land,
To the king of the Wu-sun.
A tent is my house,
Of felt are my walls;
Raw flesh my food
With mare's milk to drink.
Always thinking of my own country,
My heart sad within.
Would I were a yellow stork
And could fly to my old home!”

—Anonymous, *Chinese Poems*, edited by Arthur Waley

- 19. Identify** What details in the poem describe life among the nomads?
- 20. Analyze** What might historians learn from this poem about the role of women in Han China?

Using the Internet

go.hrw.com

Practice Online

Keyword: SHL EIC

- 21.** The Great Wall of China is the largest human-made construction on earth. Using the keyword above, conduct research to learn about the Great Wall of China. Take notes and then write two to three paragraphs about the information that you gathered.

WRITING FOR THE SAT



Think about the following issue:

Han emperor Wudi is considered one of the greatest rulers of ancient China, while Mauryan emperor Ashoka is considered one of the greatest rulers of ancient India. Yet the two rulers and their achievements differed in many ways.

- 22. Assignment:** What characteristics do you think define a great leader? Write a short essay in which you develop your position on this issue and explain why both Wudi and Ashoka might be considered great rulers. Support your point of view with reasoning and examples from your reading.

Standardized Test Practice

Directions Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

1 Two societies of the Americas that the Spanish encountered were the

- A Maya and Aztec.
- B mound builders and Toltec.
- C Aztec and Inca.
- D Inca and Olmec.

2 Giant heads carved from stone were created by the

- A mound builders.
- B Olmec.
- C Inca.
- D Maya.

3 This is an example of a common theme in the art of



- A Greece.
- B Rome.
- C the Aztecs.
- D the Minoans.

4 During the Roman Republic, plebeians gradually gained

- A equal status with patricians.
- B more and more rights.
- C the right to fight in the army.
- D more power than the patricians.

5 Why did the Roman Republic come to an end?

- A The Gracchi started a civil war.
- B Social unrest and the ambitions of a few powerful men destroyed the republic.
- C Octavian gained the title Augustus.
- D Sulla, backed by his legions, refused to retire as dictator.

6 Rome's cultural legacy includes

- A an interest in abstract reasoning or interest in knowledge for its own sake.
- B architecture, language and literature, engineering, and law.
- C augurs.
- D an emphasis on public entertainment and education.

7 What helped Christianity spread throughout the Roman Empire?

- A The Christian message appealed to the poor, and Paul of Tarsus's missionary work was extensive.
- B Missionaries were sent only into Jewish communities.
- C Paul of Tarsus converted the Roman emperor.
- D The bishop of Rome became recognized as the pope.

8 The Han dynasty in China is significant because

- A it lowered taxes and reversed Legalist policies.
- B it was free of court intrigues so there was always a clear line of succession to the throne.
- C it provided a model for all later Chinese dynasties and had a lasting influence on Chinese civilization.
- D it was the first Chinese dynasty so it had lasting influence.

9 The Silk Roads were important because

- A they helped Confucianism spread.
- B they linked China with other civilizations and enabled trade.
- C they brought an end to the Han dynasty.
- D they helped China remain isolated.

10 Why did the Gupta Empire have a lasting influence on India?

- A** It promoted Buddhism.
- B** It extended its rule over small kingdoms in south India.
- C** It ended the use of Sanskrit.
- D** It promoted Hinduism.

11 During the Golden Age of Athens,

- A** Pericles rebuilt the city with glorious monuments, patronized great artists and encouraged democracy.
- B** Pericles saved the city from the Persians.
- C** Athens became the leader of the Delian League, but its trade decreased.
- D** Pericles built glorious monuments for Athens but discouraged democracy.

12 The lasting influence of Alexander the Great was

- A** an empire that united most of the known world.
- B** Hellenistic culture, which spread over the areas Alexander conquered.
- C** the city of Alexandria, Egypt.
- D** the end of the Persian Empire.

13 Cleisthenes is important to the history of Athenian democracy because

- A** he favored harsh punishment for crime.
- B** he opposed the reforms of Solon.
- C** he was a tyrant.
- D** he increased the size of the governing council and allowed men from every class the same rights.

14 Shi Huangdi and the Qin strengthened China by

- A** allowing provinces a great deal of independence.
- B** heavily taxing peasants to fund improvement projects.
- C** expanding and improving irrigation systems, roads, and canals.
- D** renouncing the philosophy of Legalism.

15 Mauryan emperor Ashoka is significant because

- A** he expanded the empire and eventually worked to improved the lives of the people he ruled.
- B** he has inspired modern moviemakers.
- C** he converted to Buddhism.
- D** as a devout Buddhist, he opposed religious tolerance.

16 The Incas promoted stability in their empire by

- A** using the *mita* to keep track of taxes due so that everyone paid their share.
- B** moving their capital from Cuzco to Machu Picchu.
- C** replacing the leaders of conquered areas with leaders loyal to the empire.
- D** conquering the Moche.

17 The Maya created

- A** quipus for keeping records.
- B** a complex but accurate calendar system and impressive temples.
- C** a classless society.
- D** a peaceful society of city-states.

18 Who is the speaker in the excerpt below describing?

"Our public men have, besides politics, their private affairs to attend to, and our ordinary citizens, though occupied with the pursuits of industry, are still fair judges of public matters; for, unlike any other nation, regarding him who takes no part in these duties not as unambitious but as useless."

- A** Athenian democracy.
- B** the Roman Republic.
- C** Ashoka's kingdom.
- D** the Inca Empire.

REVIEWING THE UNIT

Constructed Response During this period, Chinese, Indian, Greek, and Roman civilizations developed some of the characteristics that would come to define them for centuries. Select one of these civilizations and write a short essay discussing the civilization's unique characteristics. Mention features that had long-lasting effects on the development of the civilization.

CONNECTING TO THE PREVIOUS UNIT

Constructed Response Consider one the civilizations in this unit that began as a river valley civilization. Write a short essay describing how the key characteristics of the civilization developed from its earliest known beginning through its classical period.

Themes & Global Connections

THEME

GOVERNMENT AND CITIZENSHIP

What strategies did rulers devise to govern conquered territories and to maintain their empires from one generation to the next?

Governments during this period faced common problems. They had to integrate conquered territories into their empires and maintain a hold over them. They also had to govern an increasing number of people due to population growth. Empires not only expanded in terms of geographical area but their populations also grew due to increased agricultural productivity.

STRATEGIES FOR HOLDING ON TO EMPIRES

China	<ul style="list-style-type: none"> Established the ruler as a divine person Emphasized centralized administration and control Promoted a common written language
Gupta	<ul style="list-style-type: none"> Ruled through royal officials in core area of the empire In outlying areas used local rulers who paid tribute Promoted Hinduism Gained support of Brahmins
Rome	<ul style="list-style-type: none"> Appointed provincial governors Established and enforced common laws Maintained order and defended the frontier Extended citizenship to conquered elites
Inca	<ul style="list-style-type: none"> Replaced conquered leaders with leaders loyal to the ruler Established a centrally controlled economy Established a strong bureaucracy Improved communication through a network of roads

THEME

ARTS AND IDEAS

What ideas united people within the different empires and gave people a sense of belonging?

The empires of this period are considered classical because features that came to characterize civilization in these areas became firmly established. These features helped define a sense of shared culture, which served to unite people. Many of these features still influence people in these regions today.

IDEAS UNITING AN EMPIRE

China	<ul style="list-style-type: none"> Confucianism Filial piety Social hierarchy with duties and responsibilities owed to those above and below
Hellenistic	<ul style="list-style-type: none"> Language Culture
Rome	<ul style="list-style-type: none"> Citizenship Late in the empire, Christianity The idea of law having a sense of fairness and objectivity
India	<ul style="list-style-type: none"> Hinduism Caste and a strongly patriarchal society

THEME

SCIENCE AND TECHNOLOGY

How did new discoveries in science and technology aid the expansion of empires?

During this period important technological advances, such as the iron plow, enabled farmers to feed more people. As a result, populations increased. Other advances improved communication. Engineering developments were put in service to the empire. The Romans in particular were interested in the practical application of new technologies.

TECHNOLOGICAL ADVANCES

China	<ul style="list-style-type: none"> Paper made a lightweight writing surface. Iron plows expanded the range of agriculture. Wheelbarrows made it possible to move heavy loads.
Rome	<ul style="list-style-type: none"> Roads allowed the army to move around the empire. Arches made it possible to build aqueducts, bridges, and impressive public buildings. Concrete made a versatile building material.
Inca	<ul style="list-style-type: none"> Roads and bridges linked all parts of the empire.

Skills FOCUS

UNDERSTANDING THEMES

The great empires of this period eventually fell. Regardless of the system put in place to govern, imperial success depended in part on the talent of individual rulers. Consider the empires discussed in this unit. Create a chart that compares and contrasts the reasons for their collapse. Analyze your chart to determine whether or not there were common causes for the collapse of empires. Write a short essay detailing your findings.

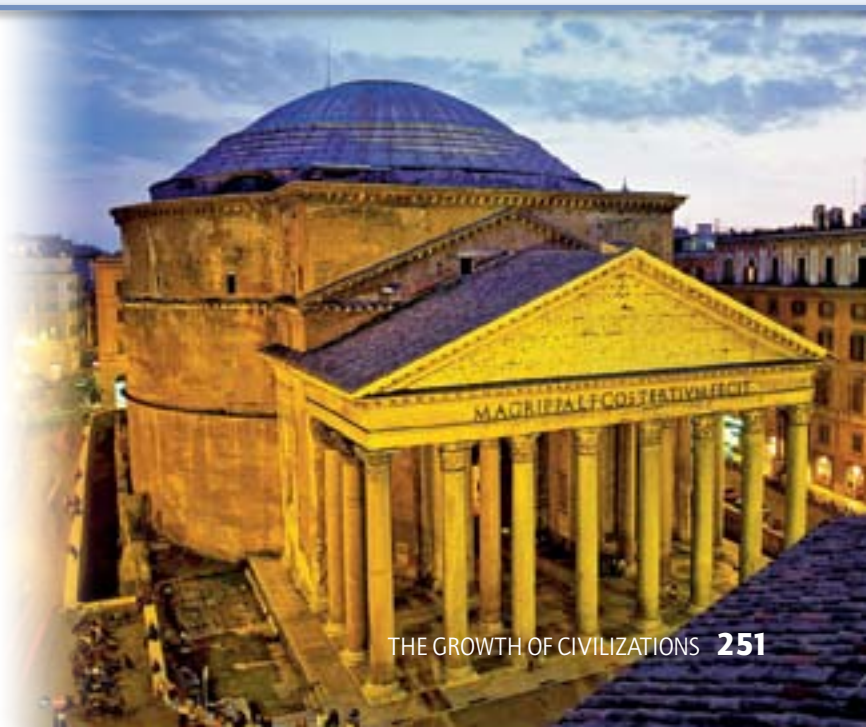
	Differences	Similarities
China		
Gupta		
Hellenistic		
Rome		
Inca		

Global Connections

In this unit you learned about Greek and Roman ideas on citizenship and government. These ideas put forth in ancient Greece and Rome continue to help shape ideas about citizenship and government.

Making Connections Select a current democratic government and examine how it has been influenced by Greek and Roman traditions. Write a short essay detailing your findings.

The Pantheon in Rome was built as a temple at the beginning of the AD 100s. ►



CHAPTER

5

Classical Greece

c. 2100 BC–150 BC

MAIN IDEA Greece was the earliest great civilization in Europe. It made contributions that still influence the world.

SECTION 1 Two distinct cultures developed in early Greece—the Minoans and Mycenaeans. Most Greeks lived in city-states.

SECTION 2 During the Classical Age, Athenian democracy reached its height. Athens and its rival Sparta came together to defeat the Persians.

SECTION 3 Greek contributions to philosophy, literature, and the arts are still influential.

SECTION 4 Alexander the Great conquered the Near East, Egypt, and parts of central Asia. He did not build a lasting empire, but he spread Greek culture to conquered lands.

CHAPTER

6

Rome and Early Christianity

750 BC–AD 500

MAIN IDEA Rome was one of the greatest powers in the ancient world. It also made lasting contributions to the Western world.

SECTION 1 Rome's location on valuable trade routes helped it become a Mediterranean power.

SECTION 2 Government and social problems, and the ambitions of a few men, brought an end to the Republic. It was replaced by an empire.

SECTION 3 Roman accomplishments influenced the world long after the western empire fell.

SECTION 4 Christianity developed within the empire, and, in time, spread throughout the Roman world.

SECTION 5 Events inside and outside the empire led to its collapse in the west.

CHAPTER

7

The Americas

1000 BC–AD 1500

MAIN IDEA Early Americans found unique ways of adapting to the varied environments in which they lived. Some peoples developed advanced civilizations.

SECTION 1 People migrated to the Americas earlier than 14,000 years ago and established cultures throughout North America.

SECTION 2 Mesoamerica was the home of several early cultures that were influenced by the Olmec civilization, including the Aztec Empire.

SECTION 3 Peoples in South America developed agricultural methods for a variety of climates and were eventually united under the Inca Empire.

CHAPTER

8

Empires of China and India

350 BC–AD 600

MAIN IDEA Strong empires unified much of both China and India. During this classical period in their histories, both China and India developed many of the unique characteristics that would continue to define them in the modern era.

SECTION 1 The Qin and Han dynasties unified China and became the models for later dynasties.

SECTION 2 The Han dynasty saw the growth of trade and great achievements in the arts and sciences.

SECTION 3 The Mauryan and Gupta empires united much of India. In southern India, trading kingdoms thrived.

SECTION 4 The Gupta empire ushered in a golden age in Indian culture and society.

Thinking
like a HistorianSummary and
Extension Activity

Classical civilizations flourished during this period. Each one had lasting influence in the region it dominated. Select one of the classical civilizations and create a chart or graphic organizer that summarizes the developments in each of the following areas:

- A. Culture, the arts, and religion
- B. Technological innovation
- C. Economy and government