

India and China

Establish Empires,

400 B.C.–A.D. 550

Previewing Main Ideas

POWER AND AUTHORITY In both India and China in the 200s B.C., military leaders seized power and used their authority to strengthen the government.

Geography Study the map. What geographic factors might have made further expansion difficult for both empires?

CULTURAL INTERACTION From the time of the Aryan nomads, Indian civilization was a product of interacting cultures. In China, the government pressured conquered people to adopt Chinese culture.

Geography What geographic feature was the main connection between the empires of India and China?

RELIGIOUS AND ETHICAL SYSTEMS Hinduism and Buddhism were India's main religions by 250 B.C. The ethical teachings of Confucius played an important role in Chinese life. Buddhism also took root in China.

Geography What dates on the time line are associated with religious changes in China and India?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO *Patterns of Interaction: Silk Roads and the Pacific Rim*



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

INDIA AND CHINA

321 B.C.
Chandragupta Maurya founds Mauryan Empire.

202 B.C.
Liu Bang establishes China's Han Dynasty. (Han Dynasty bronze horse) ▶



400 B.C.

200 B.C.

WORLD

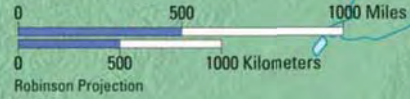
264 B.C.
Punic wars between Rome and Carthage begin.

200 B.C.
Nazca culture emerges in Peru.



India and China, 321 B.C.—A.D. 9

■ Han Empire, A.D. 2
■ Mauryan Empire, 250 B.C.
— Silk Road
★ Capitals



A.D. 65
Buddhism takes root in China. ▶



A.D. 105
Chinese invent paper.

A.D. 220
Han Dynasty falls.

A.D. 320
Gupta Empire forms in India and encourages a renewal of Hindu faith. (Hindu god Shiva) ▶



A.D. 200

A.D. 400

A.D. 500

A.D. 29
Jesus is crucified in Jerusalem.

A.D. 100
Bantu speakers begin massive migrations throughout Africa. (Bantu mask) ▶

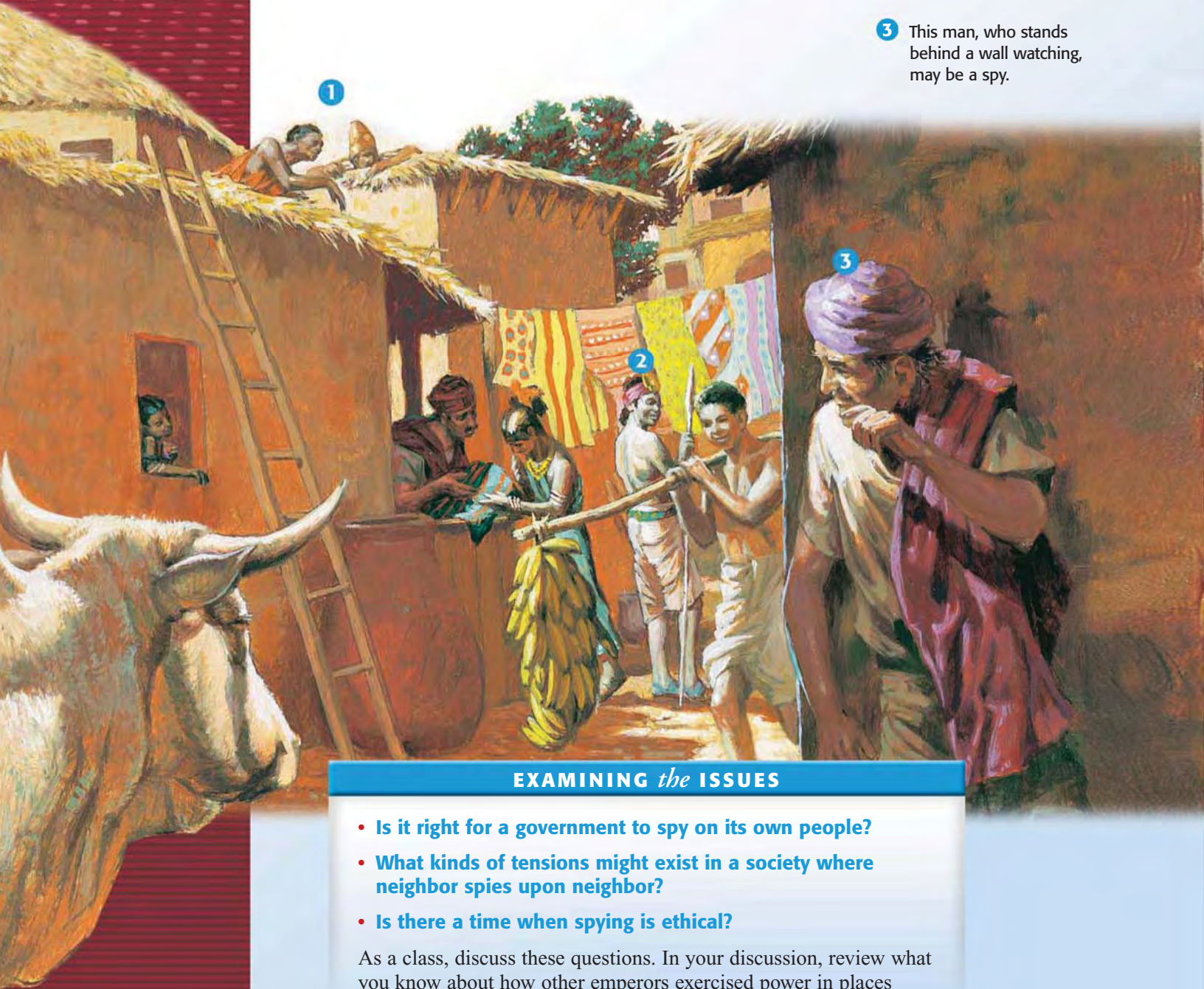


A.D. 476
Western Roman Empire falls.

Would you spy for your government?

You are a merchant selling cloth out of your shop when a stranger enters. You fear it is one of the emperor's inspectors, coming to check the quality of your cloth. The man eyes you sternly and then, in a whisper, asks if you will spy on other weavers. You would be paid four years' earnings. But you might have to turn in a friend if you suspect he is not paying enough taxes to the government.

- 1 This person comments to his friend on something he sees in the street.
- 2 This soldier's job is to check that everyone pays taxes. He seems suspicious of the man carrying bananas.
- 3 This man, who stands behind a wall watching, may be a spy.



EXAMINING *the* ISSUES

- Is it right for a government to spy on its own people?
- What kinds of tensions might exist in a society where neighbor spies upon neighbor?
- Is there a time when spying is ethical?

As a class, discuss these questions. In your discussion, review what you know about how other emperors exercised power in places such as Persia and Rome. As you read about the emperors of India and China, notice how they try to control their subjects' lives.

India's First Empires

MAIN IDEA

POWER AND AUTHORITY

The Mauryas and the Guptas established empires, but neither unified India permanently.

WHY IT MATTERS NOW

The diversity of peoples, cultures, beliefs, and languages in India continues to pose challenges to Indian unity today.

TERMS & NAMES

- Mauryan Empire
- Asoka
- religious toleration
- Tamil
- Gupta Empire
- patriarchal
- matriarchal

SETTING THE STAGE By 600 B.C., almost 1,000 years after the Aryan migrations, many small kingdoms were scattered throughout India. In 326 B.C., Alexander the Great brought the Indus Valley in the northwest under Macedonian control—but left almost immediately. Soon after, a great Indian military leader, Chandragupta Maurya (chuhn•druh•GUP•tuh MAH•oor•yuh), seized power.

The Mauryan Empire Is Established

Chandragupta Maurya may have been born in the powerful kingdom of Magadha. Centered on the lower Ganges River, the kingdom was ruled by the Nanda family. Chandragupta gathered an army, killed the unpopular Nanda king, and in about 321 B.C. claimed the throne. This began the [Mauryan Empire](#).

Chandragupta Maurya Unifies North India Chandragupta moved northwest, seizing all the land from Magadha to the Indus. Around 305 B.C., Chandragupta began to battle Seleucus I, one of Alexander the Great's generals. Seleucus had inherited part of Alexander's empire. He wanted to reestablish Macedonian control over the Indus Valley. After several years of fighting, however, Chandragupta defeated Seleucus. By 303 B.C., the Mauryan Empire stretched more than 2,000 miles, uniting north India politically for the first time. (See map on page 191.)

To win his wars of conquest, Chandragupta raised a vast army: 600,000 soldiers on foot, 30,000 soldiers on horseback, and 9,000 elephants. To clothe, feed, and pay these troops, the government levied high taxes. For example, farmers had to pay up to one-half the value of their crops to the king.

Running the Empire Chandragupta relied on an adviser named Kautilya (kow•TIHL•yuh), a member of the priestly caste. Kautilya wrote a ruler's handbook called the *Arthashastra* (AHR•thuh• SHAHS•truh). This book proposed tough-minded policies to hold an empire together, including spying on the people and employing political assassination. Following Kautilya's advice, Chandragupta created a highly bureaucratic government. He divided the empire into four provinces, each headed by a royal prince. Each province was then divided into local districts, whose officials assessed taxes and enforced the law.

Life in the City and the Country Eager to stay at peace with the Indian emperor, Seleucus sent an ambassador, Megasthenes (muh•GAS•thuh•neez), to

TAKING NOTES

Comparing Use a chart to compare the Mauryan and Gupta empires.

Mauryan	Gupta
1.	1.
2	2
3	3



▲ This pillar, on which Asoka's edicts are written, is located at Vaishali.

Chandragupta's capital. Megasthenes wrote glowing descriptions of Chandragupta's palace, with its gold-covered pillars, many fountains, and imposing thrones. The capital city featured beautiful parks and bustling markets. Megasthenes also described the countryside and how farmers lived:

PRIMARY SOURCE A

[Farmers] are exempted from military service and cultivate their lands undisturbed by fear. They do not go to cities, either on business or to take part in their tumults. It therefore frequently happens that at the same time, and in the same part of the country, men may be seen marshaled for battle and risking their lives against the enemy, while other men are ploughing or digging in perfect security under the protection of these soldiers.

MEGASTHENES, in *Geography* by Strabo

MAIN IDEA

Analyzing Primary Sources

A What information in this quotation indicates that Mauryan India valued agriculture?

In 301 B.C., Chandragupta's son assumed the throne. He ruled for 32 years. Then Chandragupta's grandson, **Asoka** (uh•SOH•kuh), brought the Mauryan Empire to its greatest heights.

Asoka Promotes Buddhism Asoka became king of the Mauryan Empire in 269 B.C. At first, he followed in Chandragupta's footsteps, waging war to expand his empire. During a bloody war against the neighboring state of Kalinga, 100,000 soldiers were slain, and even more civilians perished.

Although victorious, Asoka felt sorrow over the slaughter at Kalinga. As a result, he studied Buddhism and decided to rule by the Buddha's teaching of "peace to all beings." Throughout the empire, Asoka erected huge stone pillars inscribed with his new policies. Some edicts guaranteed that Asoka would treat his subjects fairly and humanely. Others preached nonviolence. Still others urged **religious toleration**—acceptance of people who held different religious beliefs.

Asoka had extensive roads built so that he could visit the far corners of India. He also improved conditions along these roads to make travel easier for his

Vocabulary

Edicts are official, public announcements of policy.

History Makers

Chandragupta Maurya
?-298 B.C.

Chandragupta feared being assassinated—maybe because he had killed a king to get his throne. To avoid being poisoned, he made servants taste all his food. To avoid being murdered in bed, he slept in a different room every night.

Although Chandragupta was a fierce warrior, in 301 B.C., he gave up his throne and converted to Jainism. Jains taught nonviolence and respect for all life. With a group of monks, Chandragupta traveled to southern India. There he followed the Jainist custom of fasting until he starved to death.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Chandragupta Maurya and Asoka, go to **classzone.com**



▲ This grouping of Asoka's lions is used as a symbol of India.

Asoka
?-232 B.C.

One of Asoka's edicts states,

If one hundredth part or one thousandth of those who died in Kalinga . . . should now suffer similar fate, [that] would be a matter of pain to His Majesty.

Even though Asoka wanted to be a loving, peaceful ruler, he had to control a huge empire. He had to balance Kautilya's methods of keeping power and Buddha's urgings to be unselfish.

Asoka softened Chandragupta's harsher policies. Instead of spies, he employed officials to look out for his subjects' welfare. He kept his army but sought to rule humanely. In addition, Asoka sent missionaries to Southeast Asia to spread Buddhism.

MAIN IDEA

Clarifying

B Which of Asoka's actions show the influence of Buddha's teaching of "peace to all beings"?

officials and to improve communication in the vast empire. For example, every nine miles he had wells dug and rest houses built. This allowed travelers to stop and refresh themselves. Such actions demonstrated Asoka's concern for his subjects' well-being. Noble as his policies of toleration and nonviolence were, they failed to hold the empire together after Asoka died in 232 B.C. **B**

A Period of Turmoil

Asoka's death left a power vacuum. In northern and central India, regional kings challenged the imperial government. The kingdoms of central India, which had only been loosely held in the Mauryan Empire, soon regained their independence. The Andhra (AHN•druh) Dynasty arose and dominated the region for hundreds of years. Because of their central position, the Andhras profited from the extensive trade between north and south India and also with Rome, Sri Lanka, and Southeast Asia.

At the same time, northern India had to absorb a flood of new people fleeing political instability in other parts of Asia. For 500 years, beginning about 185 B.C., wave after wave of Greeks, Persians, and Central Asians poured into northern India. These invaders disrupted Indian society. But they also introduced new languages and customs that added to the already-rich blend of Indian culture.

Southern India also experienced turmoil. It was home to three kingdoms that had never been conquered by the Mauryans. The people who lived in this region spoke the **Tamil** (TAM•uhl) language and are called the Tamil people. These three kingdoms often were at war with one another and with other states.

The Gupta Empire Is Established

After 500 years of invasion and turmoil, a strong leader again arose in the northern state of Magadha. His name was Chandra Gupta (GUP•tuh), but he was no relation to India's first emperor, Chandragupta Maurya. India's second empire, the **Gupta Empire**, oversaw a great flowering of Indian civilization, especially Hindu culture.

Chandra Gupta Builds an Empire The first Gupta emperor came to power not through battle but by marrying a daughter of an influential royal family. After his marriage, Chandra Gupta I took the title "Great King of Kings" in A.D. 320. His empire included Magadha and the area north of it, with his power base along the Ganges River. His son, Samudra (suh•MU•druh) Gupta, became king in A.D. 335. Although a lover of the arts, Samudra had a warlike side. He expanded the empire through 40 years of conquest.





▲ This terra-cotta tile, showing a musician playing a stringed instrument, is from a Hindu temple of the Gupta period.

Daily Life in India The Gupta era is the first period for which historians have much information about daily life in India. Most Indians lived in small villages. The majority were farmers, who walked daily from their homes to outlying fields. Craftspeople and merchants clustered in specific districts in the towns. They had shops on the street level and lived in the rooms above.

Most Indian families were **patriarchal**, headed by the eldest male. Parents, grandparents, uncles, aunts, and children all worked together to raise their crops. Because drought was common, farmers often had to irrigate their crops. There was a tax on water, and every month, people had to give a day's worth of labor to maintain wells, irrigation ditches, reservoirs, and dams. As in Mauryan times, farmers owed a large part of their earnings to the king.

Southern India followed a different cultural pattern. Some

Tamil groups were **matriarchal**, headed by the mother rather than the father. Property, and sometimes the throne, was passed through the female line. 🕒

Height of the Gupta Empire While village life followed unchanging traditional patterns, the royal court of the third Gupta emperor was a place of excitement and growth. Indians revered Chandra Gupta II for his heroic qualities. He defeated the Shakas—enemies to the west—and added their coastal territory to his empire. This allowed the Guptas to engage in profitable trade with the Mediterranean world. Chandra Gupta II also strengthened his empire through peaceful means by negotiating diplomatic and marriage alliances. He ruled from A.D. 375 to 415.

During the reign of the first three Guptas, India experienced a period of great achievement in the arts, religious thought, and science. These will be discussed in Section 2. After Chandra Gupta II died, new invaders threatened northern India. These fierce fighters, called the Hunas, were related to the Huns who invaded the Roman Empire. Over the next 100 years, the Gupta Empire broke into small kingdoms. Many were overrun by the Hunas or other Central Asian nomads. The Empire ended about 535.

MAIN IDEA

Contrasting

🕒 How were the family systems of north and south India different?

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Mauryan Empire
- Asoka
- religious toleration
- Tamil
- Gupta Empire
- patriarchal
- matriarchal

USING YOUR NOTES

2. Which similarity of the empires do you consider the most significant? Explain.

Mauryan	Gupta
1.	1.
2	2
3	3

MAIN IDEAS

3. Why was Asoka's first military campaign also his last campaign?
4. Who were the Tamil people?
5. What caused the fall of the Gupta Empire?

CRITICAL THINKING & WRITING

6. **SUPPORTING OPINIONS** Which Indian ruler described in this section would you rather live under? Explain.
7. **DRAWING CONCLUSIONS** What impact did the Greeks, Persians, and Central Asians have on Indian life between the Mauryan and Gupta empires?
8. **ANALYZING ISSUES** Which empire, Mauryan or Gupta, had a more significant impact on Indian history? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** For three of the rulers in this section, choose an object or image that symbolizes how that ruler exercised power. Write **captions** explaining why the symbols are appropriate.

CONNECT TO TODAY CREATING A PIE GRAPH

Use the Internet or library sources to create a **pie graph** showing the percentage of the population in India today that is Hindu, Buddhist, or a follower of other religions.

Trade Spreads Indian Religions and Culture

MAIN IDEA

CULTURAL INTERACTION

Indian religions, culture, and science evolved and spread to other regions through trade.

WHY IT MATTERS NOW

The influence of Indian culture and religions is very evident throughout South Asia today.

TERMS & NAMES

- Mahayana
- Theravada
- stupa
- Brahma
- Vishnu
- Shiva
- Kalidasa
- Silk Roads

SETTING THE STAGE The 500 years between the Mauryan and Gupta empires was a time of upheaval. Invaders poured into India, bringing new ideas and customs. In response, Indians began to change their own culture.

Buddhism and Hinduism Change

By 250 B.C., Hinduism and Buddhism were India's two main faiths. (See Chapter 3.) Hinduism is a complex polytheistic religion that blended Aryan beliefs with the many gods and cults of the diverse peoples who preceded them. Buddhism teaches that desire causes suffering and that humans should overcome desire by following the Eightfold Path. Over the centuries, both religions had become increasingly removed from the people. Hinduism became dominated by priests, while the Buddhist ideal of self-denial proved difficult for many to follow.

A More Popular Form of Buddhism The Buddha had stressed that each person could reach a state of peace called nirvana. Nirvana was achieved by rejecting the sensory world and embracing spiritual discipline. After the Buddha died, his followers developed many different interpretations of his teachings.

Although the Buddha had forbidden people to worship him, some began to teach that he was a god. Some Buddhists also began to believe that many people could become Buddhas. These potential Buddhas, called bodhisattvas (BOH•dih•SUHT•vuhz), could choose to give up nirvana and work to save humanity through good works and self-sacrifice. The new ideas changed Buddhism from a religion that emphasized individual discipline to a mass religion that offered salvation to all and allowed popular worship.

By the first century A.D., Buddhists had divided over the new doctrines. Those who accepted them belonged to the **Mahayana** (MAH•huh•YAH•nuh) sect. Those who held to the Buddha's stricter, original teachings belonged to the **Theravada** (THEHR•uh•VAH•duh) sect. This is also called the Hinayana (HEE•nuh•YAH•nuh) sect, but Theravada is preferred.

These new trends in Buddhism inspired Indian art. For example, artists carved huge statues of the Buddha for people to worship. Wealthy Buddhist merchants who were eager to do good deeds paid for the construction of **stupas**—mounded stone structures built over holy relics. Buddhists walked the paths circling the stupas as a part of their meditation. Merchants also commissioned the carving of

TAKING NOTES

Categorizing Use a chart to list one or more specific developments of Indian culture.

Religion	
Arts	
Science/ Math	
Trade	



▲ This Buddha is carved in the Gandharan artistic style, a blend of Greco-Roman and Indian styles.

cave temples out of solid rock. Artists then adorned these temples with beautiful sculptures and paintings.

A Hindu Rebirth Like Buddhism, Hinduism had become remote from the people. By the time of the Mauryan Empire, Hinduism had developed a complex set of sacrifices that could be performed only by the priests. People who weren't priests had less and less direct connection with the religion.

Gradually, through exposure to other cultures and in response to the popularity of Buddhism, Hinduism changed. Although the religion continued to embrace hundreds of gods, a trend toward monotheism was growing. Many people began to believe that there was only one divine force in the universe. The various gods represented parts of that force. The three most important Hindu gods were **Brahma** (BRAH•muh), creator of the world; **Vishnu** (VIHSH•noo), preserver of the world; and **Shiva** (SHEE•vuh), destroyer of the world. Of the three, Vishnu and Shiva were by far the favorites. Many Indians began to devote themselves to these two gods. As Hinduism evolved into a more personal religion, its popular appeal grew. **A**

MAIN IDEA

Drawing Conclusions

A Why did the changes in Buddhism and Hinduism make these religions more popular?

Achievements of Indian Culture

Just as Hinduism and Buddhism underwent changes, so did Indian culture and learning. India entered a highly productive period in literature, art, science, and mathematics that continued until roughly A.D. 500.

Literature and the Performing Arts One of India's greatest writers was **Kalidasa** (KAH•lee•DAH•suh). He may have been the court poet for Chandra Gupta II. Kalidasa's most famous play is *Shakuntala*. It tells the story of a beautiful girl who falls in love with and marries a middle-aged king. After Shakuntala and her husband are separated, they suffer tragically because of a curse that prevents the king from recognizing his wife when they meet again. Generations of Indians have continued to admire Kalidasa's plays because they are skillfully written and emotionally stirring.

Southern India also has a rich literary tradition. In the second century A.D., the city of Madurai in southern India became a site of writing academies. More than 2,000 Tamil poems from this period still exist. In the following excerpt from a third-century poem, a young man describes his sweetheart cooking him a meal:

PRIMARY SOURCE

There dwells my sweetheart, curving and lovely,
languid of gaze, with big round earrings,
and little rings on her tiny fingers.

She has cut the leaves of the garden plantain
and split them in pieces down the stalk
to serve as platters for the meal.

Her eyes are filled with the smoke of cooking.

Her brow, as fair as the crescent moon,
is covered now with drops of sweat.

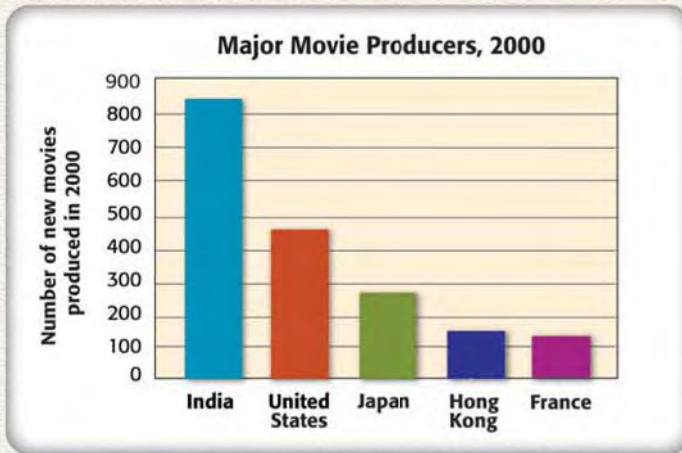
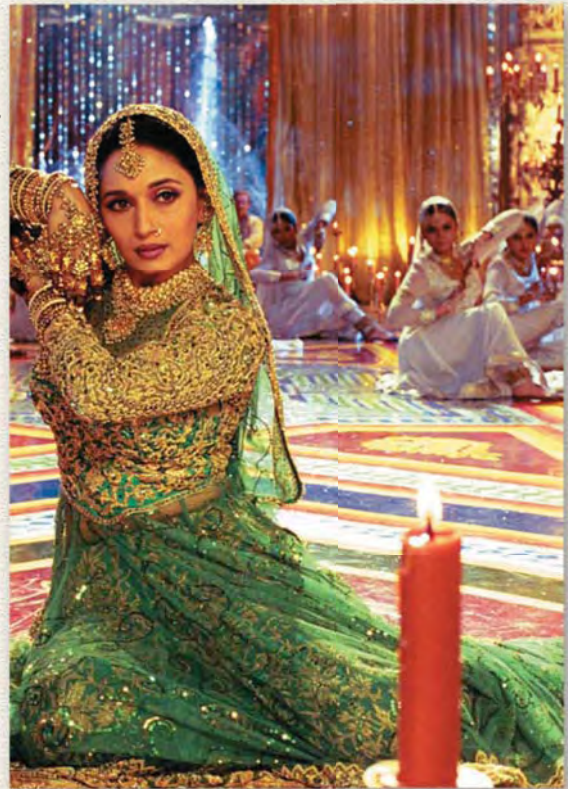
She wipes it away with the hem of her garment
and stands in the kitchen, and thinks of me.

ANONYMOUS TAMIL POET, quoted in *The Wonder That Was India*

In addition to literature, drama was very popular. In southern India, traveling troupes of actors put on performances in cities across the region. Women as well as men took part in these shows, which combined drama and dance. Many of the classical dance forms in India today are based on techniques explained in a book written between the first century B.C. and the first century A.D.

Entertainment in India: Bollywood

Today, drama remains hugely popular in India. India has the largest movie industry in the world. About twice as many full-length feature films are released yearly in India as in the United States. India produces both popular and serious films. Indian popular films, such as *Monsoon Wedding*, are often love stories that blend music, dance, and drama. India's serious films have received worldwide critical praise. In 1992, the Indian director Satyajit Ray received a lifetime-achievement Academy Award for making artistic films. His films brought Indian culture to a global audience.



Source: Focus 2002: World Film Market Trends

Astronomy, Mathematics, and Medicine The expansion of trade spurred the advance of science. Because sailors on trading ships used the stars to help them figure their position at sea, knowledge of astronomy increased. From Greek invaders, Indians adapted Western methods of keeping time. They began to use a calendar based on the cycles of the sun rather than the moon. They also adopted a seven-day week and divided each day into hours.

During the Gupta Empire (A.D. 320 to about 500), knowledge of astronomy increased further. Almost 1,000 years before Columbus, Indian astronomers proved that the earth was round by observing a lunar eclipse. During the eclipse, the earth's shadow fell across the face of the moon. The astronomers noted that the earth's shadow was curved, indicating that the earth itself was round.

Indian mathematics was among the most advanced in the world. Modern numerals, the zero, and the decimal system were invented in India. Around A.D. 500, an Indian named Aryabhata (AHR•yuh•BUHT•uh) calculated the value of pi (π) to four decimal places. He also calculated the length of the solar year as 365.3586805 days. This is very close to modern calculations made with an atomic clock. In medicine, two important medical guides were compiled. They described more than 1,000 diseases and more than 500 medicinal plants. Hindu physicians performed surgery—including plastic surgery—and possibly gave injections. **B**

MAIN IDEA

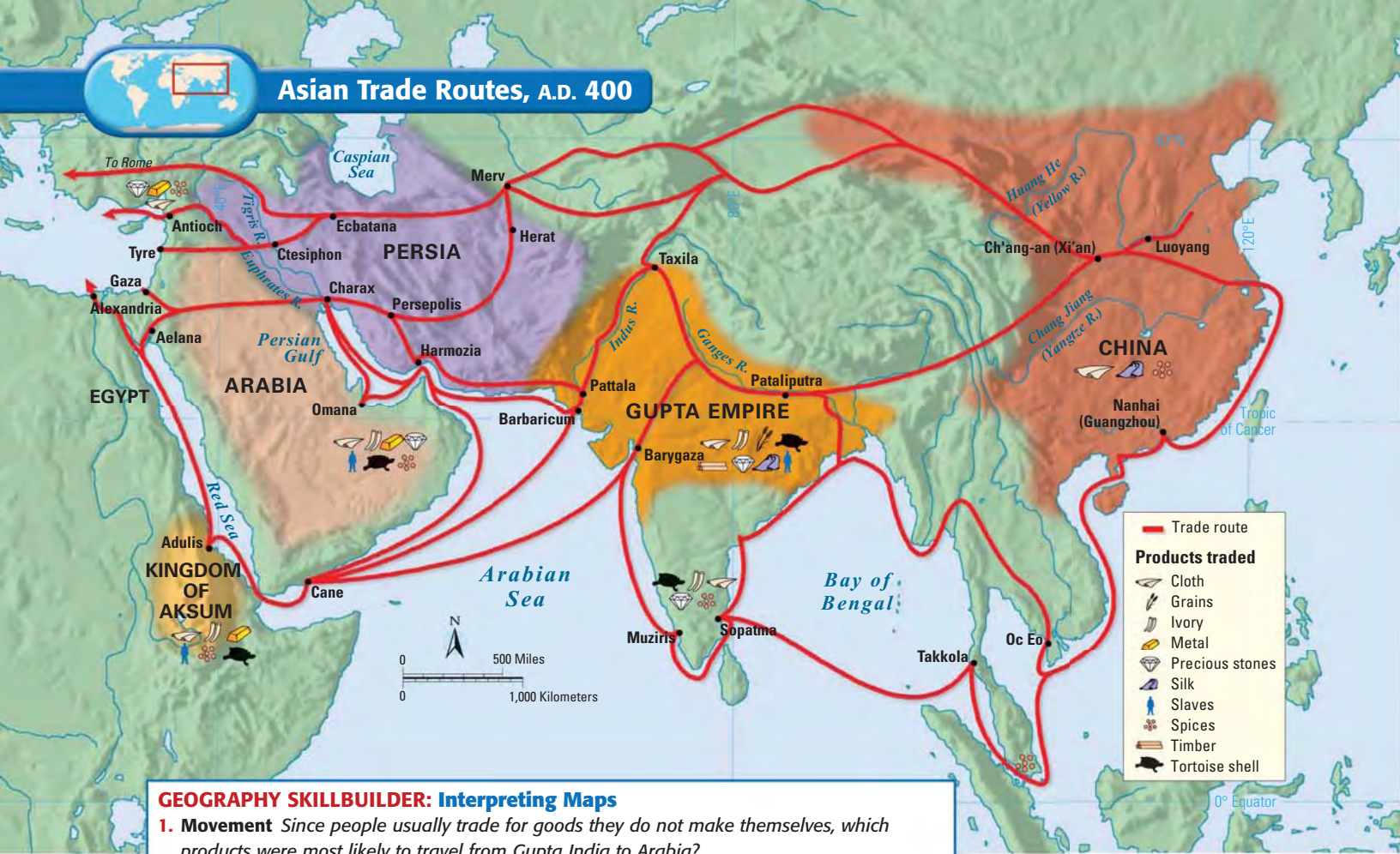
Drawing Conclusions

B What achievements by Indian mathematicians are used today?

The Spread of Indian Trade

In addition to knowledge, India has always been rich in precious resources. Spices, diamonds, sapphires, gold, pearls, and beautiful woods—including ebony, teak, and fragrant sandalwood—have been valuable items of exchange. Trade between

Asian Trade Routes, A.D. 400



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** Since people usually trade for goods they do not make themselves, which products were most likely to travel from Gupta India to Arabia?
- 2. Movement** How far did trade goods travel to get from Luoyang in China to Alexandria in Egypt?

India and regions as distant as Africa and Sumeria began more than 4,000 years ago. Trade expanded even after the Mauryan Empire ended around 185 B.C.

Overland Trade, East and West Groups who invaded India after Mauryan rule ended helped to expand India's trade to new regions. For example, Central Asian nomads told Indians about a vast network of caravan routes known as Silk Roads. These routes were called the **Silk Roads** because traders used them to bring silk from China to western Asia and then on to Rome.

Once Indians learned of the Silk Roads, they realized that they could make great profits by acting as middlemen. Middlemen are go-betweens in business transactions. For example, Indian traders would buy Chinese goods and sell them to traders traveling to Rome. To aid their role as middlemen, Indians built trading stations along the Silk Roads. They were located at oases, which are fertile spots in desert areas. **C**

Sea Trade, East and West Sea trade also increased. Traders used coastal routes around the rim of the Arabian Sea and up the Persian Gulf to bring goods from India to Rome. In addition, traders from southern India would sail to Southeast Asia to collect spices. They brought the spices back to India and sold them to merchants from Rome. Archaeologists have found hoards of Roman gold coins in southern India. Records show that some Romans were upset about the amount of gold their countrymen spent on Indian luxuries. They believed that to foster a healthy economy, a state must collect gold rather than spend it.

MAIN IDEA

Hypothesizing

C How might the Asian trade routes have spread Indian sciences and math to other civilizations?

Rome was not India's only sea-trading partner. India imported African ivory and gold, and exported cotton cloth. Rice and wheat went to Arabia in exchange for dates and horses. After trade with Rome declined around the third century A.D., India's sea trade with China and the islands of southeast Asia increased. The Chinese, for example, imported Indian cotton cloth, monkeys, parrots, and elephants and sent India silk.

Effects of Indian Trade Increased trade led to the rise of banking in India. Commerce was quite profitable. Bankers were willing to lend money to merchants and charge them interest on the loans. Interest rates varied, depending on how risky business was. During Mauryan times, the annual interest rate on loans used for overseas trade was 240 percent! During the Gupta Empire, bankers no longer considered sea trade so dangerous, so they charged only 15 to 20 percent interest a year. **D**

A number of Indian merchants went to live abroad and brought Indian culture with them. As a result, people throughout Asia picked up and adapted a variety of Indian traditions. For example, Indian culture affected styles in art, architecture, and dance throughout South and Southeast Asia. Indian influence was especially strong in Thailand, Cambodia, and on the Indonesian island of Java.

Traders also brought Indian religions to new regions. Hinduism spread northeast to Nepal and southeast to Sri Lanka and Borneo. Buddhism spread because of traveling Buddhist merchants and monks. In time, Buddhism even influenced China, as discussed in Section 3.

MAIN IDEA
Analyzing Causes

D Why would dangerous conditions make bankers charge higher interest on loans for trade?

Global Impact

INTERACTIVE

The Spread of Buddhism

Buddhism became a missionary religion during Asoka's reign. From his capital city (1), Asoka sent out Buddhist missionaries. After Indians began trading along the Silk Roads, Buddhist monks traveled the roads and converted people along the way.

Buddhist monks from India established their first monastery in China (2) in A.D. 65, and many Chinese became Buddhists. From China, Buddhism reached Korea in the fourth century and Japan in the sixth century.

Today, Buddhism is a major religion in East and Southeast Asia. The Theravada school is strong in Myanmar, Cambodia (3), Sri Lanka (4), and Thailand. The Mahayana school is strong in Japan and Korea.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Mahayana • Theravada • stupa • Brahma • Vishnu • Shiva • Kalidasa • Silk Roads

USING YOUR NOTES

2. Which of the developments listed had the most lasting impact?

Religion	
Arts	
Science/ Math	
Trade	

MAIN IDEA

3. How did Buddhism change after the Buddha's death?
4. What were India's main trade goods in the fifth century?
5. What were some of India's contributions to science during the Gupta period?

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** What do you think was the most significant effect of the changes in Buddhism and Hinduism during this period? Explain.
7. **MAKING INFERENCES** Why did Indian culture flourish during the Gupta Empire?
8. **FORMING AND SUPPORTING OPINIONS** Which do you think was more important to India's economy, overland trade or sea trade? Provide details to support your answer.
9. **WRITING ACTIVITY** CULTURAL INTERACTION Cite three of the cultures that interacted with India. Explain in a brief **expository essay** the result of each cultural interaction.

INTEGRATED TECHNOLOGY **INTERNET ACTIVITY**

Use the Internet to research Indian trade today. Then prepare a **chart** listing the type of goods bought and sold and the trading partner for each type.

INTERNET KEYWORD

India trade

Hindu and Buddhist Art

The main difference between Buddhist art and Hindu art in India was its subject matter. Buddhist art often portrayed the Buddha or bodhisattvas, who were potential Buddhas. Hindu gods, such as Vishnu and Ganesh, were common subjects in Hindu art.

Beyond the differences in subject, Hindu and Buddhist beliefs had little influence on Indian artistic styles. For example, a Hindu sculpture and a Buddhist sculpture created at the same place and time were stylistically the same. In fact, the same artisans often created both Hindu and Buddhist art.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Hindu and Buddhist art, go to classzone.com

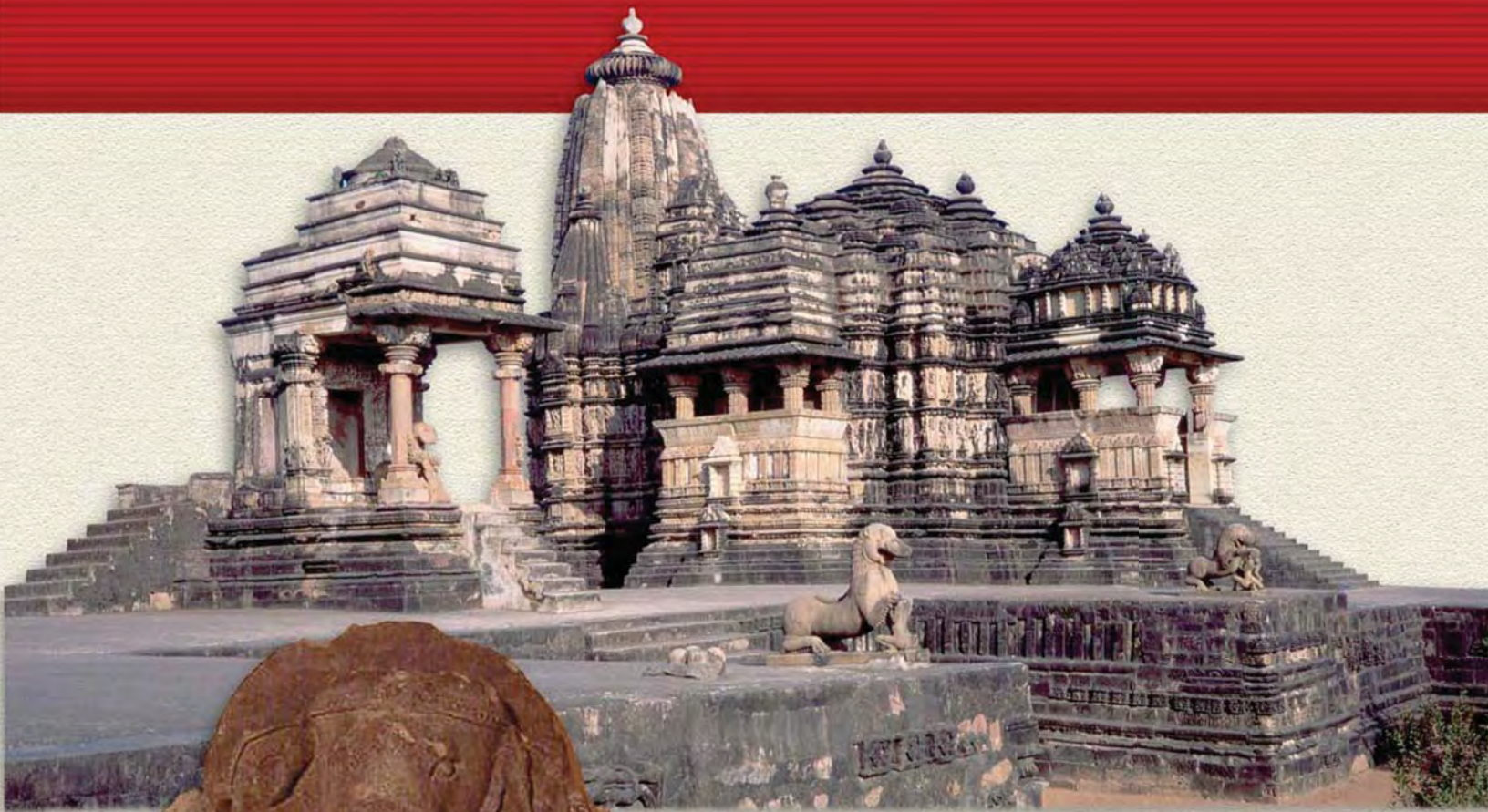
▼ The Great Stupa

Built during the third to first centuries B.C., the Great Stupa is a famous Buddhist monument in Sanchi, India. This stone structure is 120 feet across and 54 feet high; it has a staircase leading to a walkway that encircles the stupa. Stupas serve as memorials and often contain sacred relics. During Buddhist New Year festivals, worshipers hold images of the Buddha and move in processions around the circular walkway.

▼ Buddha

This bronze Buddha was made in India during the sixth century. Each detail of a Buddhist sculpture has meaning. For example, the headpiece and long earlobes shown here are lakshana, traditional bodily signs of the Buddha. The upraised hand is a gesture that means "Have no fear."





▲ Ganesha


Carved in the fifth century B.C., this stone sculpture represents the elephant-headed god Ganesha. According to Hindu beliefs, Ganesha is the god of success, education, wisdom, and wealth. He also is worshiped as the lifter of obstacles. The smaller picture is a recent image of Ganesha, who has gained great popularity during modern times.

▲ Devi Jagadambi Temple in Khajuraho

Hardly any Hindu temples from the Gupta period remain. This temple, built in the 11th century, shows architectural trends begun in Gupta times. These include building with stone rather than wood; erecting a high, pyramidal roof instead of a flat roof; and sculpting elaborate decorations on the walls.

Connect to Today

1. Contrasting How do the Buddhist stupa and the Hindu temple differ? According to the information on page 198, what might be the reason for those differences?

 See Skillbuilder Handbook, Page R7.

2. Making Inferences Why do you think Ganesha is a popular god among Hindus today? Explain.

Han Emperors in China

MAIN IDEA

ETHICAL SYSTEMS The Han Dynasty expanded China's borders and developed a system of government that lasted for centuries.

WHY IT MATTERS NOW

The pattern of a strong central government has remained a permanent part of Chinese life.

TERMS & NAMES

- Han Dynasty
- centralized government
- civil service
- monopoly
- assimilation

SETTING THE STAGE Under Shi Huangdi, the Qin Dynasty had unified China. Shi Huangdi established a strong government by conquering the rival kings who ruled small states throughout China. After Shi Huangdi died in 210 B.C., his son proved to be a weak, ineffective leader. China's government fell apart.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Han China

I. The Han Restore Unity to China

A.

B.

C.

II. A Highly Structured Society

III. Han Technology, Commerce, and Culture

The Han Restore Unity to China

Rumblings of discontent during the Qin Dynasty grew to roars in the years after Shi Huangdi's death. Peasants were bitter over years of high taxes, harsh labor quotas, and a severe penal system. They rebelled. Rival kings were eager to regain control of the regions they had held before Shi Huangdi. They raised armies and fought over territory.

Liu Bang Finds the Han Dynasty During the civil war that followed, two powerful leaders emerged. Xiang Yu (shee•ANG yoo) was an aristocratic general who was willing to allow the warlords to keep their territories if they would acknowledge him as their feudal lord. Liu Bang (LEE•oo bahng) was one of Xiang Yu's generals.

Eventually, Liu Bang turned against Xiang Yu. The two fought their final battle in 202 B.C. Liu Bang won and declared himself the first emperor of the Han Dynasty. The **Han Dynasty**, which ruled China for more than 400 years, is divided into two periods. The Former Han ruled for about two centuries, until A.D. 9. After a brief period when the Han were out of power, the Later Han ruled for almost another two centuries. The Han Dynasty so influenced China that even today many Chinese call themselves "people of the Han."

Liu Bang's first goal was to destroy the rival kings' power. He followed Shi Huangdi's policy of establishing **centralized government**, in which a central authority controls the running of a state. Reporting to Liu Bang's central government were hundreds of local provincials called commanderies.

To win popular support, Liu Bang departed from Shi Huangdi's strict legalism. He lowered taxes and softened harsh punishments. People throughout the empire appreciated the peace and stability that Liu Bang brought to China.

▼ Emperor Liu Bang



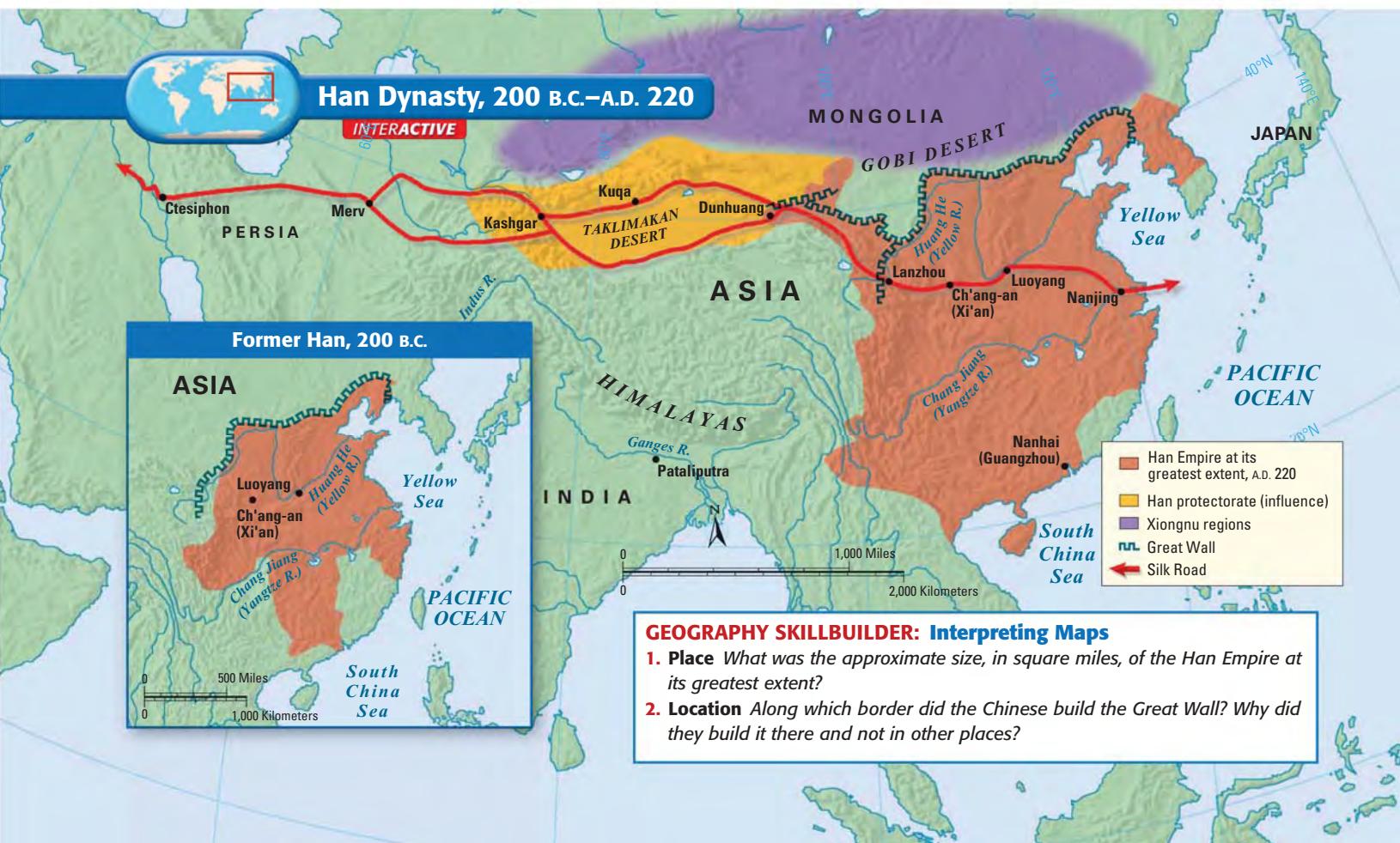
The Empress Lü When Liu Bang died in 195 B.C., his son became emperor, but in name only. The real ruler was his mother, Empress Lü. Although Lü had not been Liu Bang's only wife, she had powerful friends at court who helped her seize power. The empress outlived her son and retained control of the throne by naming first one infant and then another as emperor. Because the infants were too young to rule, she remained in control. When Empress Lü died in 180 B.C., people who remained loyal to Liu Bang's family, rather than to Lü's family, came back into power. They rid the palace of the old empress's relatives by executing them.

Such palace plots occurred often throughout the Han Dynasty. Traditionally, the emperor chose the favorite among his wives as the empress and appointed one of her sons as successor. Because of this, the palace women and their families competed fiercely for the emperor's notice. The families would make alliances with influential people in the court. The resulting power plays distracted the emperor and his officials so much that they sometimes could not govern efficiently.

The Martial Emperor When Liu Bang's great-grandson took the throne, he continued Liu Bang's centralizing policies. Wudi (woo•dee), who reigned from 141 to 87 B.C., held the throne longer than any other Han emperor. He is called the "Martial Emperor" because he adopted the policy of expanding the Chinese empire through war.

Wudi's first set of enemies were the Xiongnu (shee•UNG•noo), fierce nomads known for their deadly archery skills from horseback. The Xiongnu roamed the steppes to the north and west of China. They made raids into China's settled farmland. There they took hostages and stole grain, livestock, and other valuable items. The early Han emperors tried to buy off the Xiongnu by sending them thousands of pounds of silk, rice, alcohol, and money. Usually, the Xiongnu just accepted these gifts and continued their raids.

Vocabulary
Martial means warlike.



When Wudi realized that the bribes were simply making the Xiongnu stronger, he sent more than 100,000 soldiers to fight them. To help defeat the Xiongnu, Wudi also made allies of their enemies:

PRIMARY SOURCE

The Xiongnu had defeated the king of the Yuezhi people and had made his skull into a drinking vessel. As a result the Yuezhi . . . bore a constant grudge against the Xiongnu, though as yet they had been unable to find anyone to join them in an attack on their enemy. . . . When the emperor [Wudi] heard this, he decided to try to send an envoy to establish relations with the Yuezhi.

SIMA QIAN, *Records of the Grand Historian*

After his army forced the nomads to retreat into Central Asia, Wudi attempted to make his northwest border safe by settling his troops on the Xiongnu's former pastures. Although this tactic succeeded for a time, nomadic raiders continued to cause problems during much of China's later history.

Wudi also colonized areas to the northeast, now known as Manchuria and Korea. He sent his armies south, where they conquered mountain tribes and set up Chinese colonies all the way into what is now Vietnam. By the end of Wudi's reign, the empire had expanded nearly to the bounds of present-day China.

A Highly Structured Society

Chinese society under the Han Dynasty was highly structured. (See Social History below.) Just as Han emperors tried to control the people they conquered, they exerted vast control over the Chinese themselves. Because the Chinese believed their emperor to have divine authority, they accepted his exercise of power. He was the link between heaven and earth. If the emperor did his job well, China had peace

Social History

Chinese Society

Under the Han Dynasty, the structure of Chinese society was clearly defined. At the top was the emperor, who was considered semidivine. Next came kings and governors, both appointed by the emperor. They governed with the help of state officials, nobles, and scholars.

Peasant farmers came next. Their production of food was considered vital to the existence of the empire. Artisans and merchants were below them.

Near the bottom were the soldiers, who guarded the empire's frontiers. At the bottom were enslaved persons, who were usually conquered peoples.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a photo exhibit on Chinese society today. Include pictures of people from various walks of life. Go to classzone.com for your research.

and prosperity. If he failed, the heavens showed their displeasure with earthquakes, floods, and famines. However, the emperor did not rule alone.

Structures of Han Government The Chinese emperor relied on a complex bureaucracy to help him rule. Running the bureaucracy and maintaining the imperial army were expensive. To raise money, the government levied taxes. Like the farmers in India, Chinese peasants owed part of their yearly crops to the government. Merchants also paid taxes.

Besides taxes, the peasants owed the government a month's worth of labor or military service every year. With this source of labor, the Han emperors built roads and dug canals and irrigation ditches. The emperors also filled the ranks of China's vast armies and expanded the Great Wall, which stretched across the northern frontier.

Confucianism, the Road to Success Wudi's government employed more than 130,000 people. The bureaucracy included 18 different ranks of **civil service** jobs, which were government jobs that civilians obtained by taking examinations. At times, Chinese emperors rewarded loyal followers with government posts. However, another way to fill government posts evolved under the Han. This method involved testing applicants' knowledge of Confucianism—the teachings of Confucius, who had lived 400 years before.

The early Han emperors had employed some Confucian scholars as court advisers, but it was Wudi who began actively to favor them. Confucius had taught that gentlemen should practice “reverence [respect], generosity, truthfulness, diligence [industriousness], and kindness.” Because these were exactly the qualities he wanted his government officials to have, Wudi set up a school where hopeful job applicants from all over China could come to study Confucius's works. **A**

After their studies, job applicants took formal examinations in history, law, literature, and Confucianism. In theory, anyone could take the exams. In practice, few peasants could afford to educate their sons. So only sons of wealthy landowners had a chance at a government career. In spite of this flaw, the civil service system begun by Wudi worked so efficiently that it continued in China until 1912.

Han Technology, Commerce, and Culture

The 400 years of Han rule saw not only improvements in education but also great advances in Chinese technology and culture. In addition, the centralized government began to exert more control over commerce and manufacturing.

Technology Revolutionizes Chinese Life Advances in technology influenced all aspects of Chinese life. Paper was invented in A.D. 105. Before that, books were usually written on silk. But paper was cheaper, so books became more readily available. This helped spread education in China. The invention of paper also affected Chinese government. Formerly, all government documents had been recorded on strips of wood. Paper was much more convenient to use for record keeping, so Chinese bureaucracy expanded.

Another technological advance was the collar harness for horses. This invention allowed horses to pull much heavier loads than did the harness being used in Europe at the time.

MAIN IDEA

Making Inferences

A Why would Wudi want his officials to have qualities such as diligence?

Vocabulary

Commerce is the buying and selling of goods.

Global Impact



Papermaking

People in ancient China wrote on pottery, bones, stone, silk, wood, and bamboo. Then, about 2,000 or more years ago, the Chinese invented paper. They began to use plants, such as hemp, to make thin paper. In A.D. 105, Ts'ai Lun, a Han official, produced a stronger paper by mixing mulberry bark and old rags with hemp fiber.

The art of papermaking slowly spread to the rest of the world. First, it moved east to Korea and Japan. Then, it spread westward to the Arab world in the 700s, and from there to Europe.

The Chinese perfected a plow that was more efficient because it had two blades. They also improved iron tools, invented the wheelbarrow, and began to use water mills to grind grain. **B**

MAIN IDEA

Making Inferences

B Which of these inventions helped to feed China's huge population?

Agriculture Versus Commerce During the Han Dynasty, the population of China swelled to 60 million. Because there were so many people to feed, Confucian scholars and ordinary Chinese people considered agriculture the most important and honored occupation. An imperial edict written in 167 B.C. stated this philosophy quite plainly:

PRIMARY SOURCE

Agriculture is the foundation of the world. No duty is greater. Now if [anyone] personally follows this pursuit diligently, he has yet [to pay] the impositions of the land tax and tax on produce. . . . Let there be abolished the land tax and the tax on produce levied upon the cultivated fields.

BAN GU and **BAN ZHAO** in *History of the Former Han Dynasty*

Although the same decree dismissed commerce as the least important occupation, manufacturing and commerce were actually very important to the Han Empire. The government established monopolies on the mining of salt, the forging of iron, the minting of coins, and the brewing of alcohol. A **monopoly** occurs when a group has exclusive control over the production and distribution of certain goods.

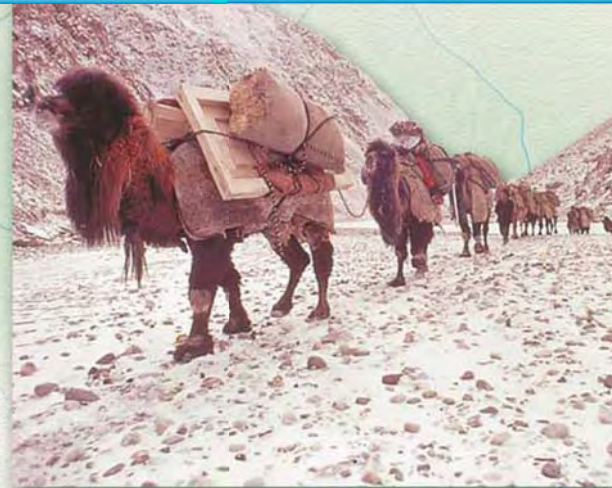
For a time, the government also ran huge silk mills—competing with private silk weavers in making this luxurious cloth. As contact with people from other lands increased, the Chinese realized how valuable their silk was as an item of trade.

Global Impact: Trade Networks

INTERACTIVE

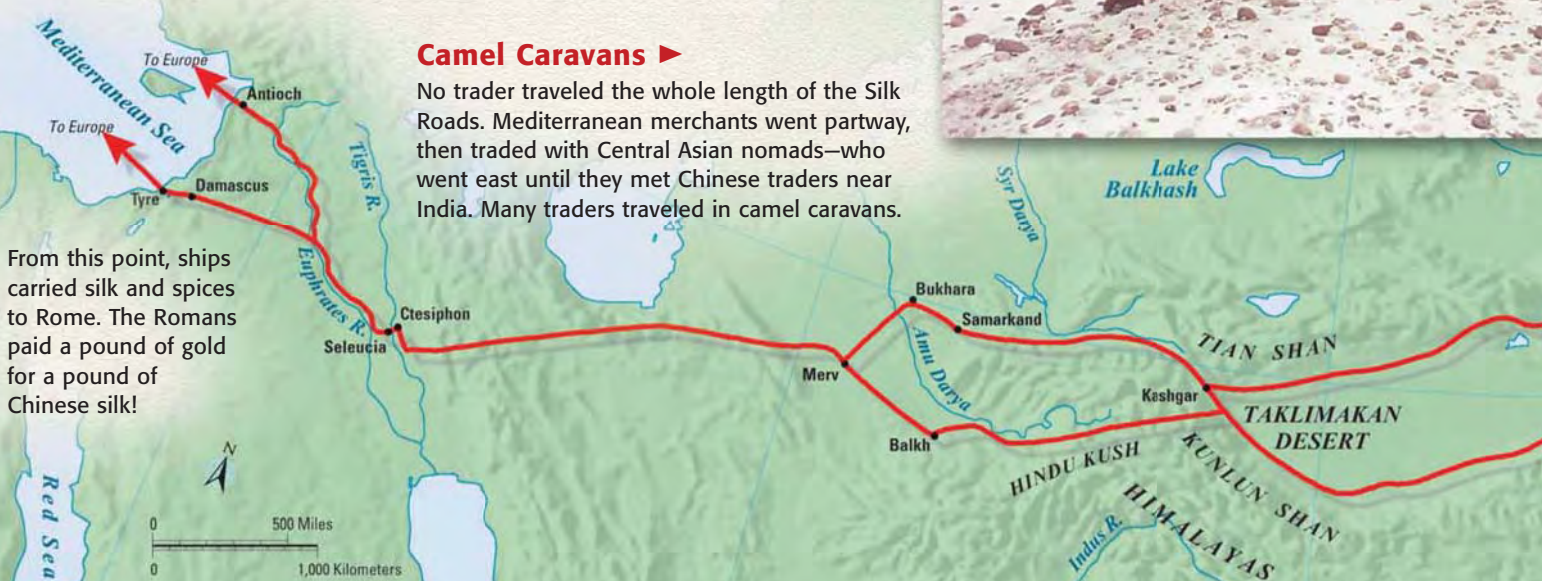
Silk Roads

Why would anyone struggle over mountains and across deserts to buy fabric? Ancient peoples valued silk because it was strong, lightweight, and beautiful. Traders made fortunes carrying Chinese silk to the West. Because of this, the caravan trails that crossed Asia were called Silk Roads, even though many other valuable trade goods were also carried along these routes. The Silk Roads also encouraged cultural diffusion.



Camel Caravans ▶

No trader traveled the whole length of the Silk Roads. Mediterranean merchants went partway, then traded with Central Asian nomads—who went east until they met Chinese traders near India. Many traders traveled in camel caravans.



From this point, ships carried silk and spices to Rome. The Romans paid a pound of gold for a pound of Chinese silk!

Because of this, the techniques of silk production became a closely guarded state secret. Spurred by the worldwide demand for silk, Chinese commerce expanded along the Silk Roads to most of Asia and, through India, all the way to Rome.

The Han Unifies Chinese Culture

As the Han empire expanded its trade networks, the Chinese began to learn about the foods and fashions common in foreign lands. Similarly, expanding the empire through conquest brought people of different cultures under Chinese rule.

Unification Under Chinese Rule To unify the empire, the Chinese government encouraged **assimilation**, the process of making conquered peoples part of Chinese culture. To promote assimilation, the government sent Chinese farmers to settle newly colonized areas. It also encouraged them to intermarry with local peoples. Government officials set up schools to train local people in the Confucian philosophy and then appointed local scholars to government posts.

Several writers also helped to unify Chinese culture by recording China's history. Sima Qian (SU•MAH chee•YEHN), who lived from 145 to 85 B.C., is called the Grand Historian for his work in compiling a history of China from the ancient dynasties to Wudi. To write accurately, Sima Qian visited historical sites, interviewed eyewitnesses, researched official records, and examined artifacts. His book is called *Records of the Grand Historian*. Another famous book was the *History of the Former Han Dynasty*. Ban Biao (BAHN bee•OW), who lived from A.D. 3 to 54, started the project. After his death, his son Ban Gu (bahn goo) and later his daughter Ban Zhao

Traded Gold ►

Gold was an important trade good. The object to the right is a Chinese gold dagger handle from the Zhou Dynasty. Many artifacts found along the Silk Roads show a mix of Greek, Central Asian, and Indian styles. This indicates that ideas traveled as well as objects.

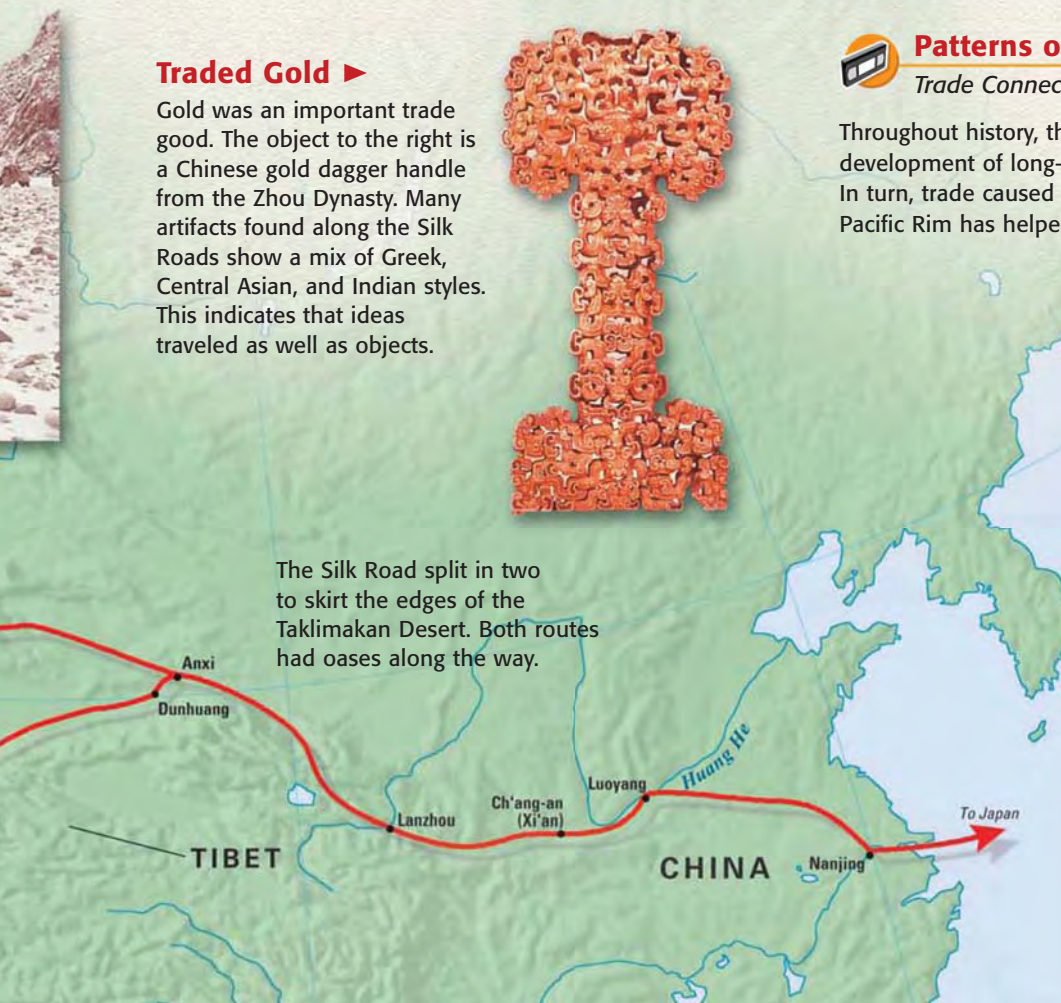


Patterns of Interaction

Trade Connects the World: Silk Roads and the Pacific Rim

Throughout history, the desire for material goods led to the development of long-distance trade routes such as the Silk Roads. In turn, trade caused cultural diffusion. Similarly today, trade in the Pacific Rim has helped spread many products across the globe.

The Silk Road split in two to skirt the edges of the Taklimakan Desert. Both routes had oases along the way.



Connect to Today

- 1. Hypothesizing** How might patterns of trade and cultural diffusion have differed if Rome, not China, had learned the secret of making silk?
See Skillbuilder Handbook, Page R11.
- 2. Comparing** What are China's top three exports today, and which countries buy those products?

(bahn jow) worked on it. Ban Zhao also wrote a guide called *Lessons for Women*, which called upon women to be humble and obedient but also industrious.

Women’s Roles—Wives, Nuns, and Scholars Although Ban Zhao gained fame as a historian, most women during the Han Dynasty led quiet lives at home. Confucian teachings had dictated that women were to devote themselves to their families. However, women made important contributions to their family’s economic life through duties in the home and work in the fields of the family farm.

Some upper-class women lived much different lives. As explained earlier, a few empresses wielded great power. Daoist—and later, Buddhist—nuns were able to gain an education and lead lives apart from their families. Women in aristocratic and land-owning families also sometimes pursued education and culture. Some women ran small shops; still others practiced medicine.

The Fall of the Han and Their Return

In spite of economic and cultural advances, the Han emperors faced grave problems. One of the main problems was an economic imbalance caused by customs that allowed the rich to gain more wealth at the expense of the poor.

The Rich Take Advantage of the Poor According to custom, a family’s land was divided equally among all of the father’s male heirs. Unless a farmer could afford to buy more land during his lifetime, each generation inherited smaller plots. With such small plots of land, farmers had a hard time raising enough food to sell or even to feed the family. Because of this, small farmers often went into debt and had to borrow money from large landowners, who charged very high interest rates. If the farmer couldn’t pay back the debt, the landowner took possession of the farmer’s land.

Large landowners were not required to pay taxes, so when their land holdings increased, the amount of land that was left for the government to tax decreased. With less money coming in, the government pressed harder to collect money from the small farmers. As a result, the gap between rich and poor increased.

Wang Mang Overthrows the Han During this time of economic change, political instability grew. At the palace, court advisers, palace servants, and rival influential families wove complex plots to influence the emperor’s choice of who would



▲ Chinese warrior

Comparing Two Great Empires: Han China and Rome	
Han Dynasty—202 B.C. to A.D. 220	Roman Empire—27 B.C. to A.D. 476
Empire replaced rival kingdoms	Empire replaced republic
Centralized, bureaucratic government	Centralized, bureaucratic government
Built roads and defensive walls	Built roads and defensive walls
Conquered many diverse peoples in regions bordering China	Conquered many diverse peoples in regions of three continents
At its height—area of 1.5 million square miles and a population of 60 million	At its height—area of 3.4 million square miles and a population of 55 million
Chinese became common written language throughout empire	Latin did not replace other written languages in empire
Ongoing conflict with nomads	Ongoing conflict with nomads
Empire fell apart; restored by Tang Dynasty in 618	Empire fell apart; never restored



▲ Roman soldier

SKILLBUILDER: Interpreting Charts

- Drawing Conclusions** How long did each empire last? When did they both exist?
- Comparing and Contrasting** How were Han China and the Roman Empire similar? Different?

succeed him as ruler. From about 32 B.C. until A.D. 9, one inexperienced emperor replaced another. Chaos reigned in the palace, and with peasant revolts, unrest spread across the land as well.

Finally, Wang Mang (wahng mahng), a Confucian scholar and member of the court, decided that a strong ruler was needed to restore order. For six years, he had been acting as regent for the infant who had been crowned emperor. In A.D. 9, Wang Mang took the imperial title for himself and overthrew the Han, thus ending the Former Han, the first half of the Han Dynasty.

Wang Mang tried to bring the country under control. He minted new money to relieve the treasury's shortage and set up public granaries to help feed China's poor. Wang Mang also took away large landholdings from the rich and planned to redistribute the land to farmers who had lost their land. But this plan angered powerful landholders. Wang Mang's larger supply of money disrupted the economy, because it allowed people to increase their spending, which encouraged merchants to raise prices.

Then, in A.D. 11, a great flood left thousands dead and millions homeless. The public granaries did not hold enough to feed the displaced, starving people. Huge peasant revolts rocked the land. The wealthy, opposed to Wang Mang's land policies, joined in the rebellion. The rebels assassinated Wang Mang in A.D. 23. Within two years, a member of the old imperial family took the throne and began the second period of Han rule—called the Later Han. **C**

The Later Han Years With peace restored to China, the first decades of the Later Han Dynasty were quite prosperous. The government sent soldiers and merchants westward to regain control of posts along the Silk Roads. But this expansion could not make up for social, political, and economic weaknesses within the empire itself. Within a century, China suffered from the same economic imbalances, political intrigues, and social unrest that had toppled the Former Han. By 220, the Later Han Dynasty had disintegrated into three rival kingdoms.

In the next chapter, you will learn about the early civilizations and kingdoms that developed in Africa.



▲ Silk was the trade good that linked the Han and Roman empires. This fragment of silk was found along the Silk Roads.

Vocabulary

A *regent* is a person who rules temporarily while a monarch is too young.

MAIN IDEA

Recognizing Effects

C How did Wang Mang's policies help cause his own downfall?

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Han Dynasty
- centralized government
- civil service
- monopoly
- assimilation

USING YOUR NOTES

2. What was the most lasting development of the Han Empire? Explain.

Han China
 I. The Han Restore Unity to China
 A.
 B.
 C.
 II. A Highly Structured Society
 III. Han Technology, Commerce, and Culture

MAIN IDEAS

3. How did Wudi encourage learning?
4. What role did women play in Han society?
5. How did the Han Chinese attempt to assimilate conquered peoples?

CRITICAL THINKING & WRITING

6. **IDENTIFYING PROBLEMS** What problem do you think was most responsible for weakening the Han Dynasty? Explain.
7. **ANALYZING CAUSES** How important were Confucian teachings in the lives of people of the Han Empire? Provide details to support your answer.
8. **DRAWING CONCLUSIONS** Why was agriculture considered the most important and honored occupation in Han China?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Review the five qualities Confucius said gentlemen should have. Write one **sentence** for each describing the action a government official could take to demonstrate the quality.

CONNECT TO TODAY **CREATING AN ORGANIZATIONAL CHART**

Research information about the current government of the People's Republic of China. Then create an **organizational chart** showing its structure.

Chapter 7 Assessment

VISUAL SUMMARY

India and China Establish Empires

Mauryan Empire

- 321 B.C.** Chandragupta Maurya seized throne and began Mauryan Empire.
- 269 B.C.** Asoka began rule; conquered Kalinga; regretted slaughter and converted to Buddhism; sent out missionaries.
- 232 B.C.** Asoka died; empire started to break apart.
- 185 B.C.** Greeks invaded India, beginning five centuries of turmoil.

Han Dynasty

- 202 B.C.** Liu Bang started Han Dynasty; strengthened central government.
- 141 B.C.** Wudi began reign; conquered neighboring regions; started civil service.
- A.D. 9** Wang Mang temporarily overthrew the Han.
- 1st century A.D. Later Han rulers encouraged Silk Road trade with West.
- Chinese invented paper, collar harness, water mill.

Gupta Empire

- A.D. 320** Chandra Gupta I began empire.
- A.D. 375** Chandra Gupta II started reign. Indian art, literature, and dance flourished.
- A.D. 500** Indian astronomers realized Earth was round; mathematician calculated value of pi and length of solar year.
- Buddhism and Hinduism developed more popular forms.
- Trade spread Indian culture, Hinduism, and Buddhism.

TERMS & NAMES

For each term or name below, briefly explain its connection to the empires in India and China between 321 B.C. and A.D. 550.

1. Mauryan Empire
2. Asoka
3. religious toleration
4. Gupta Empire
5. Kalidasa
6. Silk Roads
7. Han Dynasty
8. centralized government
9. civil service
10. assimilation

MAIN IDEAS

India's First Empires Section 1 (pages 189–192)

11. What were three significant accomplishments of the Mauryan rulers?
12. How did India change during the 500 years between the decline of the Mauryan Empire and the rise of the Gupta Empire?
13. How did the southern tip of India differ from the rest of India?

Trade Spreads Indian Religions and Culture

Section 2 (pages 193–199)

14. How did changes in Buddhism influence art in India?
15. What advances in science and mathematics had been made in India by about 500?
16. What were the economic and cultural links between India and Southeast Asia?

Han Emperors in China Section 3 (pages 200–207)

17. Why was Wudi one of China's most significant rulers? Explain.
18. Under the Chinese civil-service system, who could become government officials?
19. How did silk influence China's government, economy, and culture during the Han period?
20. How did economic problems lead to the decline of the Han?

CRITICAL THINKING

1. USING YOUR NOTES

In a diagram like the one to the right, fill in the information comparing the Mauryan, Gupta, and Han empires.

Empire	Period of Influence	Key Leaders	Significant Achievements
Mauryan			
Gupta			
Han			

2. CONTRASTING

RELIGIOUS AND ETHICAL SYSTEMS Contrast Buddhism's influence on India's government with Confucianism's influence on China's government.

3. EVALUATING

POWER AND AUTHORITY Which of the three empires—the Mauryan, Gupta, or Han—was most successful? Explain and support your opinion.

4. DRAWING CONCLUSIONS

CULTURAL INTERACTION How significant were the Silk Roads to the economy of India? Defend your viewpoint with text references.

5. DEVELOPING HISTORICAL PERSPECTIVE

What was the importance of the Chinese invention of paper?

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1-S33

PRIMARY SOURCE

Kalinga was conquered by his Sacred and Gracious Majesty when he had been consecrated eight years. 150,000 persons were thence carried away captive, 100,000 were slain, and many times that number died. . . . Thus arose his Sacred Majesty's remorse for having conquered the Kalingas, because the conquest of a country previously unconquered involves the slaughter, death, and carrying away captive of the people.

ASOKA in *A History of Modern India* by Percival Spear

1. Why was Asoka remorseful about the campaign against Kalinga?
 - A. His army was not victorious.
 - B. The battle took too long to fight.
 - C. Many people were killed or made captives.
 - D. He was not able to play a more active role in the battle.
2. What did the conquest of Kalinga cause Asoka to realize about the nature of war?
 - A. War leads to the deaths of innocent people.
 - B. War is the best means possible to expand an empire.
 - C. War cannot be avoided.
 - D. War is very expensive to fight.

Use the photograph of this 16-inch, bronze sculpture from Han China and your knowledge of world history to answer question 3.



3. What does this sculpture reveal about life in Han China?
 - A. that the Chinese invented the wheel
 - B. that the Chinese used chariots in warfare
 - C. that only privileged classes used this form of transportation
 - D. that the Chinese were skilled in the use of bronze

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 188, you looked at a situation in which a government hired people to spy on each other. Now that you have read the chapter, reevaluate your decision about being a spy. What do you think are the best methods for a government to use to control large numbers of people? Consider the methods used by Chandragupta, Asoka, and the Han emperors.

2.  WRITING ABOUT HISTORY

Write a newspaper **editorial** either praising or criticizing Asoka and his methods of governing.

- In the first paragraph, introduce your opinion.
- In the middle paragraphs, give reasons and historical evidence to support your opinion.
- In the concluding paragraph, restate your opinion in a forceful way.

INTEGRATED TECHNOLOGY

Creating a Virtual Field Trip

Plan a two-week virtual field trip through China and India. Decide which cities you would visit from the Mauryan and Gupta empires in India and the Han Empire in China. Make sure also to include sites along the Silk Roads. Create an online or classroom presentation that includes the following:

- maps showing the route of your trip
- images of the major historic sites you would visit and why each site is historically significant
- images of the commercial goods and art objects you might see along the way