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# Period 1

## Technological and Environmental Transformations (to c. 600 B.C.E.)

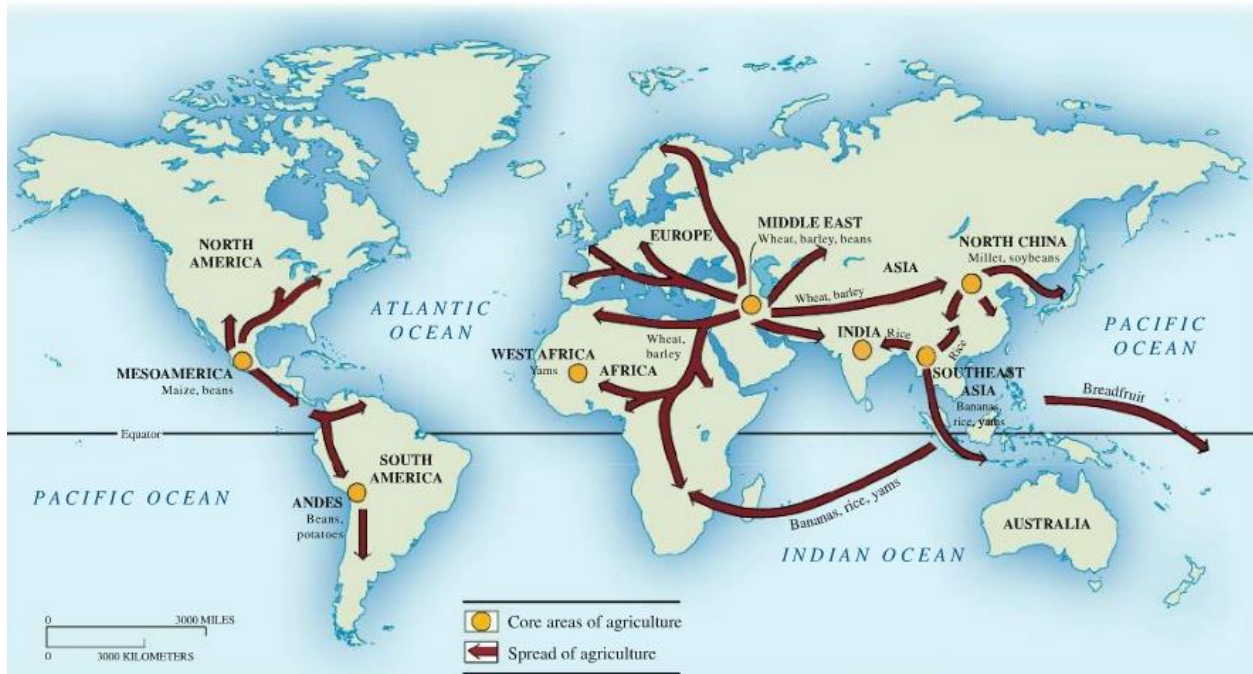
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### Section I

#### Multiple-Choice Questions

Questions 1.1–1.3 refer to the map below.

*The Spread of Agriculture*



- 1.1. What were the demographic and social effects of the Neolithic Revolution?
- (A) Population grew as a result of more food, which led, in turn, to more complex economic systems and more complex social systems.
  - (B) Hunter-gathers increased in number in order to defend their land and to keep their place in society.
  - (C) As a result of a decrease in the supply of food, agriculturalists began to compete for space.
  - (D) The effects of the Neolithic Revolution were minimal in Mesopotamia but increased as the Neolithic Revolution spread.

**Answer:** A

**Topic:** Diffusion of domesticated plants and animals; Development of agriculture, pastoralism, and associated technological innovations

**Theme:** Interaction Between Humans and the Environment; Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** ENV–2; ECON–10; ECON–12

**Historical Thinking Skill:** Causation; Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.2.1.A

1.2. How did pastoralists impact the environment?

- (A) Pastoralists cleared land to pasture their sheep and goats.
- (B) Pastoralists adopted fire-stick farming to clear land.
- (C) Pastoralists overgrazed fragile grasslands leading to erosion.
- (D) Pastoralists created irrigation systems, such as the qanats, and cleared land.

**Answer:** C

**Topic:** Neolithic Revolution; Pastoralism; Agriculture

**Theme:** Interaction Between Humans and the Environment; Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** ENV–2; ECON–1

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Causation

**Key Concept:** 1.2.1.D

1.3. What were the environmental effects of the Neolithic Revolution?

- (A) As people began to farm, more land under cultivation led to more environmental diversity.
- (B) Hunter-gathers lived alongside agriculturalists and merged their communities.
- (C) Women began to have more children and society became more patriarchal.
- (D) Agricultural practices drastically impacted environmental diversity.

**Answer:** D

**Topic:** Neolithic Revolution; Pastoralism; Agriculture

**Theme:** Interaction Between Humans and the Environment; Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** ENV–2; ECON–5

**Historical Thinking Skill:** Causation; Analyzing Evidence: Content and Sourcing

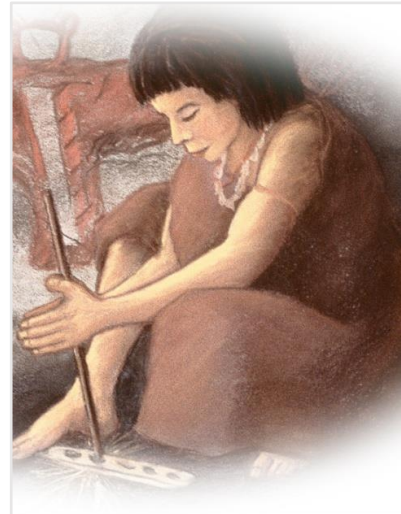
**Key Concept:** 1.2.1.C

Questions 1.4–1.6 refer to the images below.

*Excavation of the Ancient Settlement at Çatal Hüyük*



*Neolithic Woman Spinning a Dried Yucca Stalk Against a Fire-Starter*



- 1.4. How did agriculture and pastoralism transform human societies during this period?
- (A) Increased population led to the rise of matriarchal societies across most settled lands.
  - (B) Increased population led to job specialization, large settlements and new classes of artisans, warriors, and elites.
  - (C) Population declined because of drought and increasing desertification, which led to increased warfare.
  - (D) Agriculture and pastoralism did not have any significant effect on human societies during this period.

**Answer:** B

**Topic:** Labor specialization; Development of elites

**Theme:** Development and Transformation of Social Structures; State Building, Expansion, and Conflict

**Learning Objective:** SOC–2; SB–1

**Historical Thinking Skill:** Causation; Synthesis

**Key Concept:** 1.2.II.A

- 1.5. Which technological innovations led to improvements in agricultural production, trade, and transportation?
- (A) pottery, silks and woven textiles, and metallurgy
  - (B) plows, pottery, silks and woven textiles, and wheeled vehicles
  - (C) compound bows, elementary gunpowder, woven textiles, and plows
  - (D) pottery, plows, woven textiles, wheeled vehicles, and metallurgy

**Answer:** D

**Topic:** Agriculture, artisans, specialization; Agriculture and pastoralism

**Theme:** Creation; Expansion, and Interaction of Economic Systems; Interaction Between Humans and the Environment

**Learning Objective:** ECON–5, ENV–2

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.2.II.B

- 1.6. What forms of social organization developed in agrarian and pastoralist societies?
- (A) Patriarchal forms of social organizations developed.
  - (B) Matriarchal forms of social organizations developed
  - (C) Society turned to polygamy as populations decreased.
  - (D) Dictatorships developed to run the empires.

**Answer:** A

**Topic:** Development of elites; Patriarchy and social hierarchies

**Theme:** State Building, Expansion, and Conflict; Development and Transformation of Social Structures

**Learning Objective:** SB–1; SOC–1

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.2.II.C

Questions 1.7–1.9 refer to the images below.

*Statue Known to the West as the Sphinx and to the Arabs as the Father of Terror*



*Sumerian Clay Tablet with Cuneiform Characters*



*Nineveh*



- 1.7. How did rulers of states in Mesopotamia and the Nile Valley, who mobilized surplus labor to create monumental architecture and who had the support of the military, justify their rule?
- (A) survival of the fittest and strongest
  - (B) hereditary rule
  - (C) mandate of heaven
  - (D) divine connections to power

**Answer:** D

**Topic:** First states

**Theme:** State Building, Expansion, and Conflict

**Learning Objective:** SB–1

**Historical Thinking Skill:** Argumentation

**Key Concept:** 1.3.II.A

- 1.8. Which kingdom conquered Egypt about 1000 B.C.E and ruled it for centuries?
- (A) the Hittites in Anatolia
  - (B) the Hebrews
  - (C) the kingdom of Kush
  - (D) the kingdom of Axum

**Answer:** C

**Topic:** Egyptian civilization; Characteristics of first states

**Theme:** State Building, Expansion, and Conflict

**Learning Objective:** SB–1

**Historical Thinking Skill:** Argumentation

**Key Concept:** 1.3.II.

- 1.9. As the first states emerged within core civilizations in Mesopotamia and the Nile Valley, what role did pastoralists play?
- (A) Pastoralists were migrant workers who assisted in the building of pyramids and of ziggurats in the valleys.
  - (B) Pastoralists were the developers and disseminators of new weapons and of new modes of transportation that transformed warfare.
  - (C) Pastoralists, who brought Islam to Mesopotamia, were the connection between the regions known as Upper and Lower Egypt.
  - (D) Pastoralists brought chariot racing to Mesopotamia and to the Nile Valley in order to provide entertainment for the masses in the form of bread and circuses.

**Answer:** B

**Topic:** Pastoralists as disseminators of technology; Transportation and warfare

**Theme:** Interaction Between Humans and the Environment; Creation, Expansion and Interaction of Economic Systems

**Learning Objective:** ENV–6; ECON–10

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Causation

**Key Concept:** 1.3.II.C

Questions 1.10–1.12 refer to the images below.

*Statue Known to the West as the Sphinx and to the Arabs as the Father of Terror*



*Early Chinese Script on Stone*



*Capture of Babylon*



1.10. What role did culture play in unifying states?

- (A) States had natural boundaries and the people were unified through language and customs.
- (B) States were unified through laws, language, literature, religion, myths, and monumental art.
- (C) States were unified through strong militaries; culture played no significant role.

- (D) States faced continual warfare and were unified through common goals to defeat their enemies.

**Answer:** B

**Topic:** Role of art in unifying early cultures

**Theme:** Development and Interaction of Cultures

**Learning Objective:** CUL-9

**Historical Thinking Skill:** Synthesis; Causation

**Key Concept:** 1.3.III.C

1.11. How did rulers and religious elites maintain power?

- (A) by sponsoring monumental art and architecture, such as ziggurats, pyramids, and temples
- (B) by commanding powerful armies to keep control over aristocrats
- (C) by permitting frequent revolts and peasant uprisings to spur the formation of dictators
- (D) by paying workers on large projects significant amounts of money for their labor

**Answer:** A

**Topic:** Monumental architecture; Characteristics of first states

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict

**Learning Objective:** CUL-8; SB-2; SB-5

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Synthesis

**Key Concept:** 1.3.III.A

1.12. What helped facilitate the rule of early state governments over the people?

- (A) diverse populations and rulers who employed the millet system
- (B) constant warfare and the reliance of people on kings for protection
- (C) aristocrats who sent their children to be educated and to learn to read and write cuneiform
- (D) development of legal codes, such as the Code of Hammurabi and the Code of Ur-Nammu

**Answer:** D

**Topic:** Legal codes developed

**Theme:** State Building, Expansion, and Conflict

**Learning Objective:** SB-1

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.3.III.A

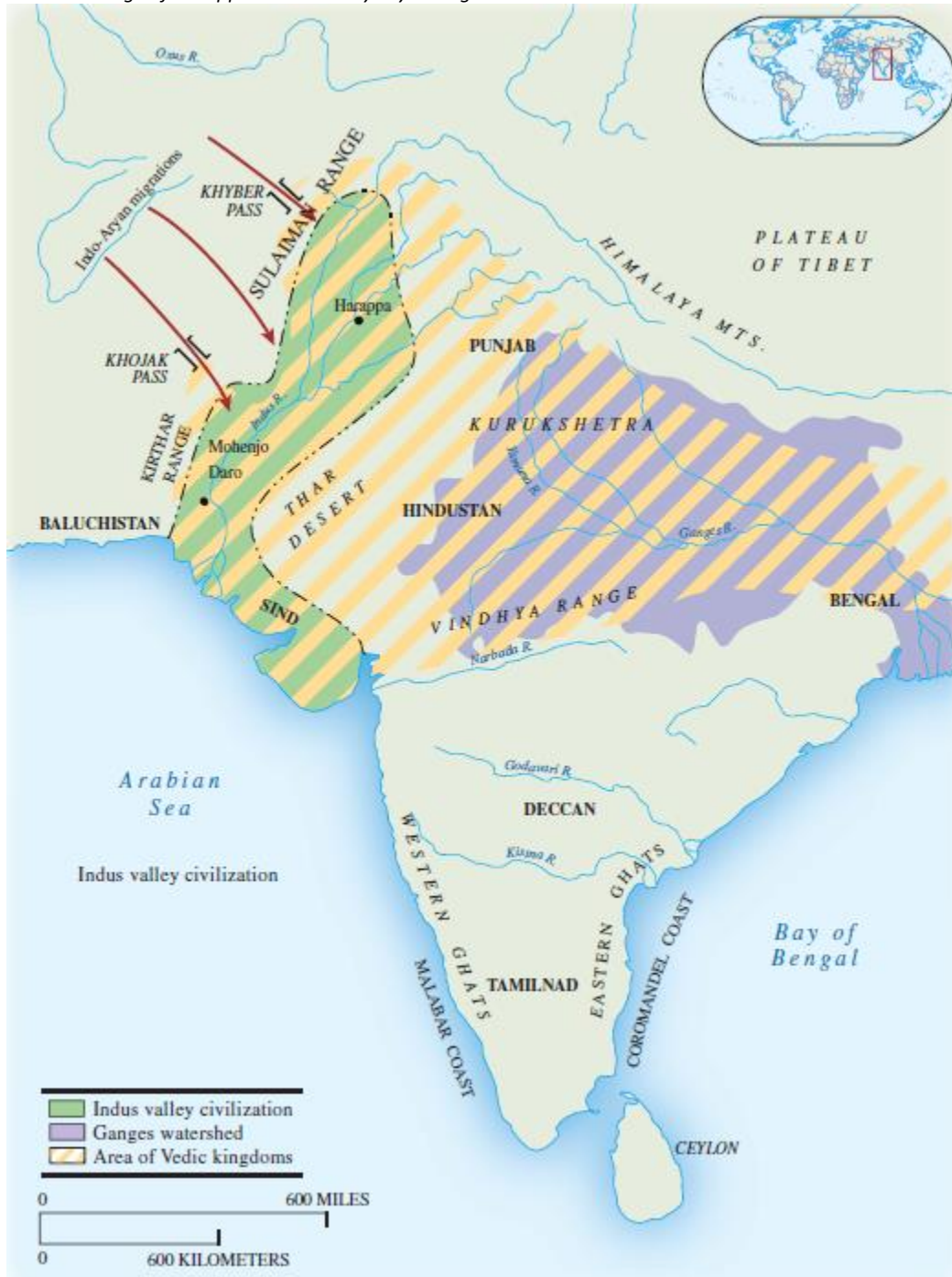


Questions 1.13–1.15 refer to the maps below.

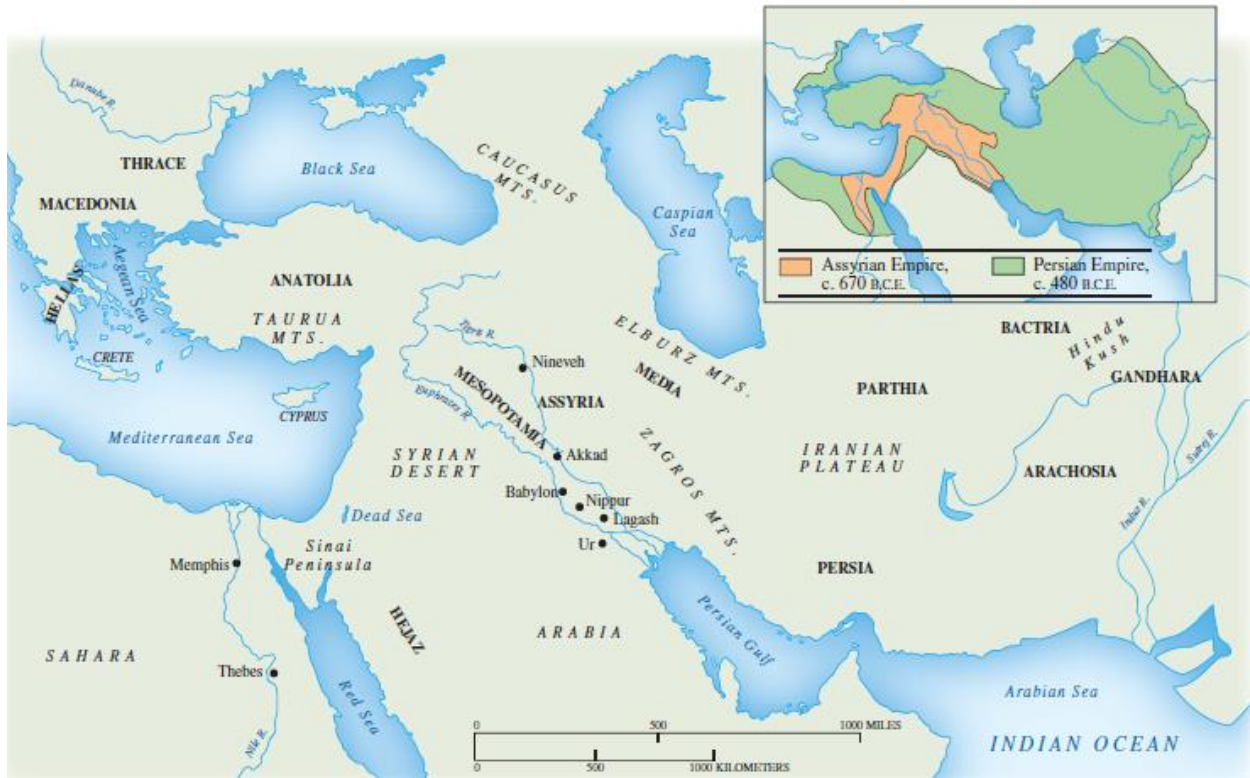
China in the Shang and Zhou Eras



India in the Age of Harappa and the Early Aryan Migrations



Mesopotamia in Maps



- 1.13. What evidence supports the claim that trade expanded and interregional trade networks existed at this time?
- (A) Remnants of silk have been found in Viking graves.
  - (B) The Harappa left detailed accounts of their trade networks across the region.
  - (C) Precious stones from China and Southeast Asia have been found at the Harappan site.
  - (D) Maize from the Americas has been found in burial sites of the Shang era.

**Answer:** C

**Topic:** Trade and cultural interaction; Expanding trade routes, from local to regional; Local, regional, and interregional trade

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** CUL-2; SB-9; ECON-12

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.3.III.E

- 1.14. What was the effect of increased trade between Mesopotamia and Egypt?
- (A) As people came into contact with others, marriages increased and new social classes arose.
  - (B) Goods, technological ideas, and cultural ideas were exchanged across the regions.
  - (C) Egyptians adopted the Code of Hammurabi as the basis of their political system.
  - (D) Mesopotamians begin to grow potatoes and maize as a result of increased trade.

**Answer:** B

**Topic:** Trade and cultural interaction; Expanding trade routes, from local to regional; Local, regional, and interregional trade

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** CUL–2; SB–9; ECON–12

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.3.III.E

1.15. Which new religions that emerged at this time continued to have strong influences in later periods?

- (A) animism, Hebrew monotheism, Christianity, and Confucianism
- (B) Vedic religions in India, Hebrew monotheism, and Zoroastrianism
- (C) Hebrew monotheism, Zoroastrianism, and Mahayana Buddhism
- (D) Vedic religions in India, Mahayana Buddhism, and Sunni and Shi’a Islam

**Answer:** B

**Topic:** New religious beliefs

**Theme:** Development and Interaction of Cultures

**Learning Objective:** CUL–1

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.3.III.D

## Section II

### Short-Answer Question

1.16 Use the image and map below and your knowledge of world history to answer all parts of the question that follows.

*Basalt Olmec Head*



*Early Centers of Civilization*



- (A) Discuss the political structures of the civilizations in the Americas.
- (B) Identify the social structures of the civilizations in the Americas.
- (C) Explain the interconnected economic structures of the early civilizations in the Americas.

## Sample Answers

- (A) Students might discuss that the Olmecs were the first civilization in the Americas. They developed in Central America along the coast of the Gulf of Mexico. Their society and government would lay a foundation that others would follow; for example, the Mayans would build upon Olmec achievements. The Olmecs are believed to be the first culture in the Americas to build cities and to have had large religious centers. The Chavin civilization developed in the Andean region. However, the Olmecs controlled larger regions in Mesoamerica than did the Chavin in the Andes. Overall, as both civilizations grew, the focus was on temple complexes in the cities, where monumental architecture played a prominent role. This led to the increased importance of religion in ceremonies. Both developed political bureaucracies and religious hierarchies. Large carved Olmec heads are believed to have been used in Olmec religious centers. Artistic styles and beliefs spread across the regions, with jaguars and snakes being common themes.
- (B) Students might explain that hunter-gather societies evolved into agricultural societies. As settlements became permanent and local farming communities grew into villages, specialization of labor resulted due to the food surplus. Because their economies were based on sedentary agriculture, the surplus of goods may have resulted in increasing social stratification and complexity. Over time, with the increase in population, social hierarchies, with priests, priesthoods, merchants, and a warlike nobility, evolved. Both societies were increasingly patriarchal. Large Olmec heads are thought to represent rulers or people with hereditary elite status due to the amount of labor required to create and transport the sculptures. Agricultural workers were the commoners, and kinship groups were also important. Economic life based on sedentary agriculture that required irrigation may have led to increasing social complexity and more sophisticated political forms.
- (C) Students might mention that both the Olmec and the Chavin cultures engaged in trade. The Olmecs developed irrigation techniques for agriculture, growing food such as maize, beans, squash, and peppers, which they traded across the Central American region, especially for jade stones. The Chavin developed irrigation techniques, and maize was introduced from Central America as a result of trade networks. The population increased when potatoes and quinoa were adapted for farming at higher elevation levels leading to increased specialization of labor. In addition to trading llama products, Chavin peoples were known for their pottery, which was traded across the region. Quipu was used for record keeping by the Chavin; the Olmecs devised a system of writing for record keeping. Overall, early civilizations in the Americas developed a surplus of goods that may have led both to the unequal distribution of goods and to trade, which resulted in more contact with other peoples. Olmec art, which has been found across Central America, is testimony to extensive Olmec trade networks. Large urban centers developed as populations increased.

**Topic:** Trade and cultural interaction; Patriarchy; Early civilizations; Monumental architecture; Development of elites; Expansion of trade; Urban hierarchies; Agriculture, artisans, specialization; Social structures; Patriarchy and social hierarchies

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures

**Learning Objective:** CUL-2; CUL-3; CUL-4; SB-5; SB-6; SB-10; ECON-2; ECON-5; ECON-8; SOC-1

**Historical Thinking Skill:** Causation; Synthesis; Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.3.I; 1.3.III.B; 1.2.I.A; 1.2.I.B

## Section III

### Long Essay Question

**Question 1.17:** Compare how the environment contributed to the cultural and technological achievements and to the religious beliefs of two of the following river valley civilizations, during the period from c. 8000 B.C.E. to c. 600 BCE.

Chinese—————Indus—————Mesopotamian

#### Sample Answer

This question is asking students to compare how the environment contributed to the cultural, technological, and religious achievements/beliefs in two river valley civilizations. Students should understand that compare also means contrast and that they are required to provide evidence and analysis for both comparative and contrasting viewpoints but not necessarily evenly.

River valley civilizations had many similarities, including developing successful agricultural societies as a result of their geography and location along rivers. China's civilization along the Huang He River and the Indus civilization along the Indus River were both similar in that each river carried rich soils that enriched the farmland downstream: loess in China and rich soils in the Indus Valley that came from the mountains. Although all three civilizations experienced flooding, flooding could not be predicted with accuracy, and, as a result, people began to organize projects to dredge rivers (China) and work on technological improvements, including irrigation systems and flood-control projects. Mesopotamia arose along the Tigris and Euphrates.

While the rivers brought potential devastation, they were also responsible for the rise of each civilization. As a result of a favorable environment to grow crops, each river valley civilization increased its agricultural output, which led, in turn, to significant population increase. China had wheat and rice agricultural regions; various grains were grown in the Indus Valley; and a variety of crops, such as barley, wheat, beans, were grown in Mesopotamia. In addition to food crops, the Indus Valley had a large granary, which most likely served as the center of political authority. The Indus Valley civilization also grew cotton and developed an early textile industry.

In each civilization, agricultural surpluses led to job specialization, to the rise of class distinctions, such as warriors, nobles, priests, rulers, etc., and to the development of rich cultural traditions and large urban areas. Kings in Mesopotamia began to claim descent from the gods to justify their rule. As men became the main providers, a patriarchal society evolved in all three civilizations, and women in Mesopotamia began to wear the veil. Also, as populations increased due to the agricultural surplus, there were more levels of society to manage, which led to the evolution of law codes that helped create cultural unity in India and in Mesopotamia (Code of Hammurabi). (Writing had been developed for record keeping.) Writing also led to a more elaborate culture. The Zhou in China ruled by decree and believed in a mandate from heaven to justify their rule. Floods, famines, and other natural disasters could undermine the ruling mandate and a new dynasty would arise.

As populations increased, large urban cultural centers arose in all three civilizations. Because Mesopotamia does not have geographic barriers, Mesopotamian authorities organized labor to build



defensive walls, in addition to building ziggurats and temples, in a manner similar to the organization of labor in China to construct flood projects. In the Indus Valley, large cities included homes with running water, in addition to a large pool in the city complex thought to be for religious purposes. Control of surplus goods was important, and, in Mesopotamia, a large cult of priests and cultural centers arose. Priests would intervene with the gods to ensure good fortune and good harvests and to make astronomical calculations needed for irrigation systems. Regarding belief systems, in the Indus Valley, worship of trees and animals was important, because they represented vital forces. The early Hebrews in Mesopotamia, similarly, recognized nature spirits in trees, rocks, and mountains.

The proximity of minerals to craft copper, tin, and iron, and the creation of new tools, weapons, wheels, and technology, led to more power and wealth in all three civilizations. In China the ruling elites controlled bronze production, which helped them maintain their power. When iron technology spread to China, the Zhou did not control it as successfully. Their subordinates who established iron works impacted their power. Because of their locations along rivers, transportation technology was developed for shipping and trade. India had access to precious stones, which were traded across the region, bringing great wealth.

To gain the thesis point, the student must address all parts of the question, qualifying comparisons and contrasts in the given timeframe. Qualifying categories for comparison and contrast are the roles that the environment played in the development of culture, technology, and religious beliefs during this period.

A strong essay will not only provide evidence of comparison of environmental effects but also include analysis of the impacts relative to similarities and differences.

In this question, the targeted historical thinking skill of comparison is accomplished by providing specific evidence to compare and contrast two regions. Students must describe similarities and differences about historical developments, relating developments to environmental factors while analyzing the reasons for similarities and/or differences. Students must evaluate the significance of the effects to gain two points.

Two points can be gained through extensive use of evidence (eight pieces of evidence minimum) that supports the thesis and that establishes clear linkages between the evidence and the thesis.

Students must make direct comparisons and address both parts of the question but do not have to address them evenly.

There are many ways that the synthesis point can be earned. Students may discuss connections to economics or to another field of discipline that supports their thesis in order to earn the point. This question offers the student many options.

**Topic:** Agriculture; Iron use; Environmental settings; First states; Architecture; River civilizations and the first states; Agricultural diversity; New religious beliefs; Patriarchy; Legal codes developed; Favorable environmental factors; Social structures; Patriarchy and social structures

**Theme:** Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures; Interaction Between Humans and the Environment; Development and Interaction of Cultures; State Building, Expansion, and Conflict

**Learning Objective:** ECON-8; SOC-1; ENV-1; ENV-2; ENV-4; ENV-5; CUL-1; CUL-3; SB-1; SB-4

**Historical Thinking Skill:** Comparison, Contextualization, Synthesis, Analyzing Evidence: Content and Sourcing

**Key Concept:** 1.2; 1.2.I.D; 1.2.II.A; 1.2.II.B; 1.2.II.C; 1.3.I; 1.3.II.A; 1.3.II.B; 1.3.II.C; 1.3.III.A; 1.3.III.B; 1.3.III.C; 1.3.III.D; 1.3.III.E; 1.3.III.F

## Section IV

### Document-Based Question

**Directions:** The following question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following:

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Source and analyze the significance of at least four of the documents on the following basis: intended audience, author's purpose, historical context, format or medium, and/or point of view.
- Develop context by relating your argument to broader historical events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument by connecting it to
  - a different historical period or geographical region
  - another course theme or historical approach that is not the focus of the essay (such as political, social, economic, or intellectual history)
  - another perspective from a different academic discipline (such as economics, art history, anthropology, or government)

**Question 1.18:** Using the documents and your knowledge of world history, identify the characteristics of ancient Chinese culture that led to its success.

*Historical Background: Early river valley civilizations rose in China along the Huang He River. Struggles for power led to the Period of Warring States. China was rich with mineral deposits and produced agricultural surpluses, leading to an increased population and power.*

### Document 1

*Confucianism: Government and the Superior, 551–479 B.C.E.*

#### IDEAL GOVERNMENT

The Master said, “When rulers love to observe the rules of propriety, the people respond readily to the calls on them for service.”

The Master said, “If the people be led by laws, and uniformity sought to be given them by punishments, they will try to avoid the punishment, but have no sense of shame.

“If they be led by virtue, and uniformity sought to be given them by the rules of propriety, they will have the sense of shame, and moreover will become good.”

The Master said, “He who exercises government by means of his virtue may be compared to the north polar star, which keeps its place and all the stars turn towards it.”

The duke Ai asked, saying, “What should be done in order to secure the submission of the people?” Confucius replied, “Advance the upright and set aside the crooked, then the people will submit. Advance the crooked and set aside the upright, then the people will not submit.”

Ji Kang asked how to cause the people to reverence their ruler, to be faithful to him, and to go on to nerve themselves to virtue. The Master said, “Let him preside over them with gravity; — then they will reverence him. Let him be filial and kind to all; — then they will be faithful to him. Let him advance the good and teach the incompetent; — then they will eagerly seek to be virtuous.” Ji Kang asked Confucius about government. Confucius replied, “To govern means to rectify. If you lead on the people with correctness, who will dare not to be correct?”

The Master said, “If a minister makes his own conduct correct, what difficulty will he have in assisting in government? If he cannot rectify himself, what has he to do with rectifying others?”

The Master said, “If good men were to govern a country in succession for a hundred years, they would be able to transform the violently bad, and dispense with capital punishments.” True indeed is this saying!

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**Document 2**

*China from the Later Zhou Era to the Han Era*



**Document 3**

*The Great Wall*



#### Document 4

Li Si, "Burn the Books!"

In earlier times the empire disintegrated and fell into disorder, and no one was capable of unifying it. Thereupon the various feudal lords rose to power. In their discourses they all praised the past in order to disparage the present and embellished empty words to confuse the truth. Everyone cherished his own favorite school of learning and criticized what had been instituted by the authorities. But at present Your Majesty possesses a unified empire, has regulated the distinctions of black and white and has firmly established for yourself a position of sole supremacy. And yet these independent schools, joining with each other, criticize the codes of laws and instructions. Hearing of the promulgation of a decree, they disapprove of it in their hearts; going out they criticize it in the thoroughfare. They seek a reputation by discrediting their sovereign; they appear superior by expressing contrary views, and they lead the lowly multitude in the spreading of slander. If such license is not prohibited, the sovereign power will decline above and partisan factions will form below. It would be well to prohibit this.

Your servant suggests that all books in the imperial archives, save the memoirs of Qin, be burned. All persons in the empire, except members of the Academy of Learned Scholars, in possession of the *Book of Odes*, the *Book of History*, and discourses of the hundred philosophers [Confucian scholars] should take them to the local governors and have them indiscriminately burned. Those who dare to talk to each other about the *Book of Odes* and the *Book of History* should be executed and their bodies exposed in the market place. Anyone referring to the past to criticize the present should, together with all members of his family, be put to death. Officials who fail to report cases that have come under their attention are equally guilty. After thirty days from the time of issuing the decree, those who have not destroyed their books are to be branded and sent to build the Great Wall. Books not to be destroyed will be those on medicine and pharmacy, divination by the tortoise and milfoil, and agriculture and arboriculture. People wishing to pursue learning should take the officials as their teachers.

#### Document 5

Bronze Axe Head from the Shang Dynasty



#### Document 6

Bronze Vessel from the Shang Dynasty



## Sample Answer

An acceptable thesis would consist of one or more congruent sentences in the opening paragraph that present a plausible analysis of how the characteristics of ancient Chinese culture led to its success. For instance, students could organize the documents around the contribution of ancient law and government, the impact of China's barriers, its massive construction projects, its bronze metallurgy, and/or Confucianism. An excellent thesis would include sophisticated analysis relating to the period of warring states, the role that belief systems played, the power of the empire to control large numbers of people, and the advantages that bronze metallurgy brought to the empire culturally, politically, technologically, militarily, and economically.

To achieve all four points in the evidence category of the rubric, the student will need to relate at least five of the documents to the thesis and analyze each by addressing historical context, audience, purpose, or point of view of each document. It is always wise to use all documents by relating the evidence back to the thesis and (1) addressing the intended audience and point of view or purpose or (2) placing the document in the context of what was happening. For instance, Document 1 could be used in different ways. Students might discuss how the contributions to ancient government and law ended political and social instability associated with the period. They might also connect Document 1 with Document 4 with an analysis of the role legalism played. Students might reference Document 1 in regards to the Confucian belief in responsibility and civil service. The audience for Documents 1 and 4 would be the Chinese population, with the purposes of demonstrating good government and encouraging proper behavior. References to Document 2 could include the positive impact of China's barriers, as in protecting the people from invaders and in growing the empire, but could also note the impact that barriers had in creating a sense unity among the Chinese people while developing its unique artistic styles and culture. References to Document 3 might note the authority the Chinese government commanded through the control of large amounts of labor for building projects. Students could group this with Document 2, regarding barriers, or mention that bronze technology required a large labor force to mine and refine ore, as large labor forces to build monumental architecture were similarly controlled. Documents 5 and 6 could easily be grouped, as both images demonstrate the wealth, artistic expression, and technology the empire enjoyed, along with its high level of metalworking ability. Students might discuss the unique artwork and connect this uniqueness back to the role that geographic barriers played (Documents 2 and 3). An excellent comment would include outside information relating to the control the empire held over bronze metalworking and the access to resources.

There are plenty of outside examples students could use to support their thesis. The synthesis point could be gained by discussing the characteristics of Chinese culture and unity. Students might connect the increase of agriculture and agricultural surplus to the rise of larger urban centers and to state building. They might discuss the role geography played in the expansion of empires or the role that trade played in the economy and rise of the empires.

**Topic:** Architecture; New religious beliefs; Early civilizations; Role of art in unifying early urban cultures; Monumental architecture

**Theme:** Interaction Between Humans and the Environment; Development and Interaction of Cultures; State Building, Expansion, and Conflict

**Learning Objective:** ENV-2; CUL-1; CUL-4; CUL-9; SB-2; SB-5

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Contextualization; Synthesis

**Key Concept:** 1.3.III.A; 1.3.III.C; 1.3.III.D