

Name: _____

Period: _____

Date: _____

Document Based Question (DBQ) Assessment for Tang and Song China Unit

Directions: The tasks described below are based on documents 1 through 9. This assessment is designed to test your ability to work with and analyze historical documents. For Part A, look at each document and answer the question or questions after each document.

Historical Background: The Tang and Song dynasties covered the time period from 618 to 1279 CE, a period of more than 600 years. Not only did these dynasties last a very long time, but they are also considered to be among the most outstanding of Chinese dynasties. The Tang and Song dynasties are considered a “Golden Age” in Chinese history. While these dynasties experienced problems from time to time, overall they managed very well to maintain unity among China’s diverse people.

Task:

Read *each* document carefully and completely answer the question or questions after each document. Be sure to address all parts of a question.

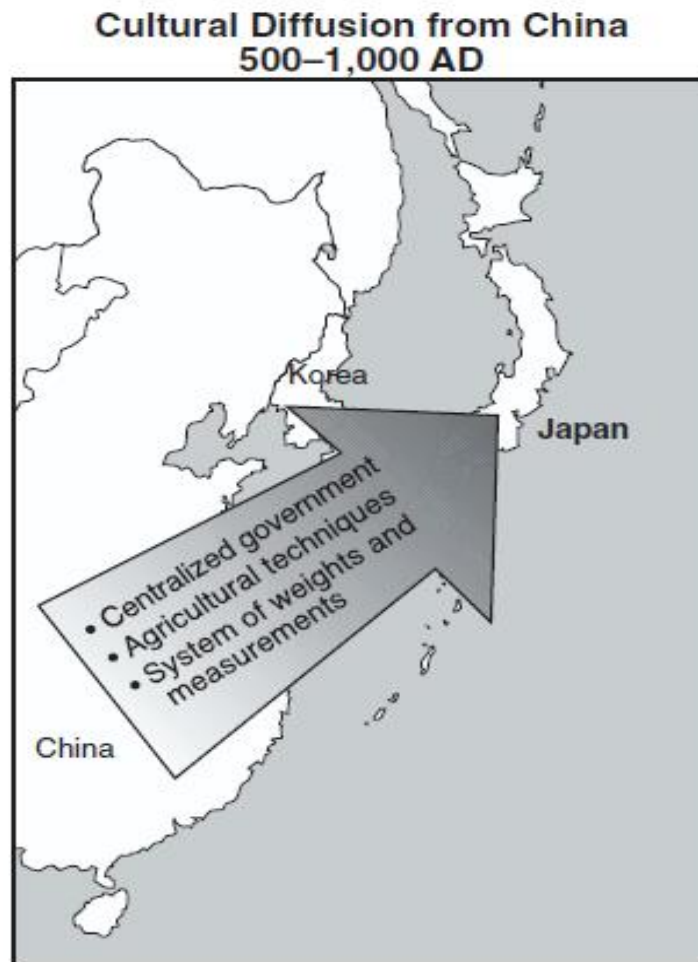
EQ: How did the Tang and Song dynasties create a Golden Age in China?

Proceed to Part A Critical Response Questions on the next page

(Part A total 55 points)
Summative Assessment

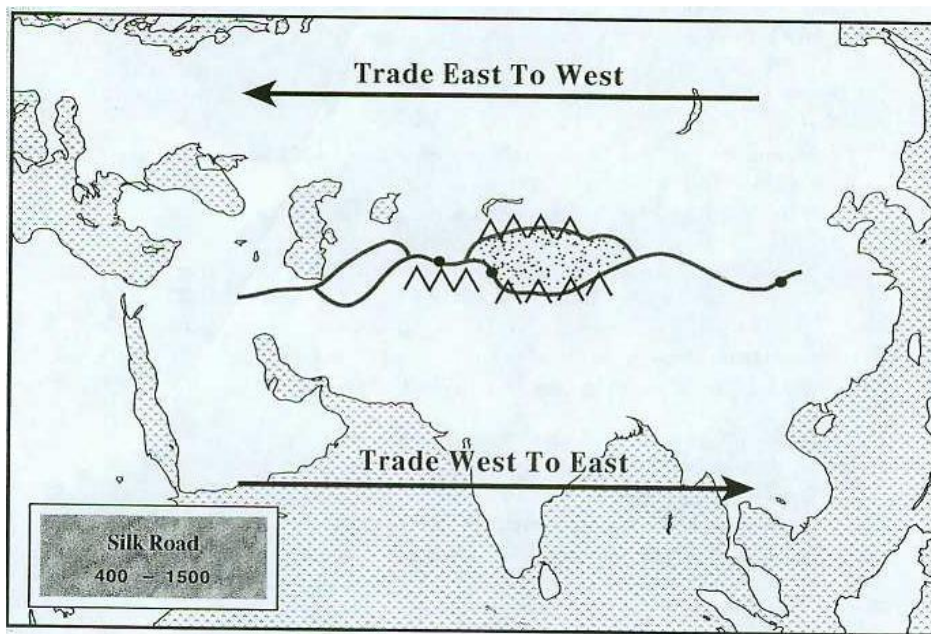
Part A: Critical Response Questions

Document #1:



-
1. Using the title and chart above, explain the meaning of cultural diffusion. (2)
 2. Why does the illustration above support the idea that Tang and Song China was experiencing a Golden Age at this time? (4)

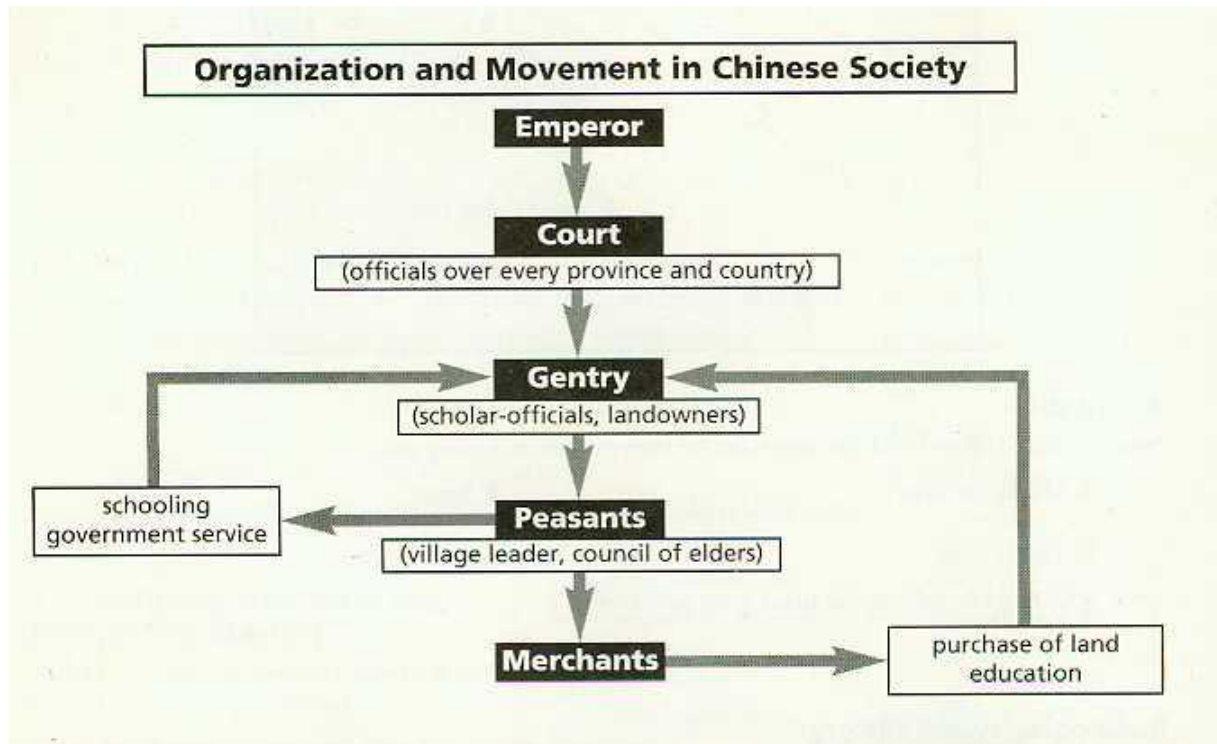
Document #2: Geographic and Economic Information



Items Traded <i>West to East</i>		Items Traded <i>East to West</i>
Garlic	Herbal medicines	Silk Porcelain Technology and Inventions <ul style="list-style-type: none">◆ Compass◆ Paper◆ Gun Powder
Grapevine	Horses	
Spices	Camels	
Spinach	Gems, gold and silver	
Cotton	Ivory	

1. In general, how did the types of items traded East (from China) to West differ from the types of items traded West to East? (2)
2. Use information provided above and your own understandings to explain how successful trade along the Silk Road helped China achieve a Golden Age. Explain at least two ways. (4)

Document #3:



1. According to the chart, which levels of Chinese government have power over *all* people? (2)
2. Based on what is shown in the chart, make TWO points explaining how there is an opportunity for social mobility (movement of people) in this class structure. (2)
3. As shown in the chart, how might a social hierarchy (chain of command) that is organized in this way contribute to political unity in China? Describe at least two reasons. (4)
 - a.
 - b.

Document #4:

Economic Connections during the Golden Age of the Song

The Golden Age in Song China was a time of economic prosperity. China was getting wealthier because of economic developments that were connected in the following cause and effect relationships.

- 1 Wars force farmers to move south, where they grow rice,
- Commercial (business) centers in China grow into large cities.
- Growth of trade and commerce opens up job opportunities.
- Farmers take time away from farming to make other products to sell.
- A food surplus is generated and sold at market.
- Landowners become rich enough to buy luxury items.
- Better farming technologies and quick-ripening rice increase crop production.

1. Arrange the statements above to reflect a China's movement from a poorer, agricultural state to a richer, more commercial state. The number 1, as you can see, represents the first step in this movement. Continue to number 2 through 7 in the spaces provided. (3)
2. Was it agriculture, commerce, or urbanization (growth of cities) which started economic growth in China? (Circle one). (2)

Farming

Trading

Growth of cities

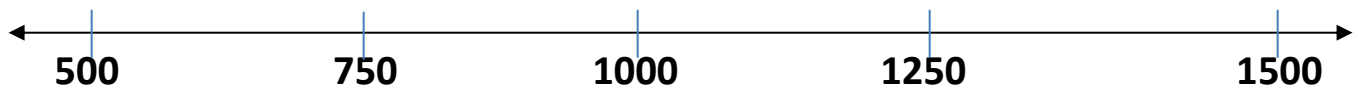
3. How does the sequence above indicate that China is moving toward a Golden Age? Explain at least two ways. (4)

Document #5:

Technological Inventions & Cultural Innovations of Tang and Song China

<i>Invention</i>	<i>Date</i>	<i>Description</i>	<i>Impact</i>
<i>Gun Powder</i>	<i>900 CE</i>	<i>Explosive powder made from mixture of saltpeter, sulfur, and charcoal</i>	<i>First used for fireworks, then weapons, technology spread west within 300 years.</i>
<i>Magnetic Compass (for navigation)</i>	<i>1100 CE</i>	<i>Floating magnetized needle that always points north-south; device had existed in China for centuries before it was adapted by sailors for use at sea</i>	<i>Helped China become a sea power; technology quickly spread west</i>
<i>Mechanical clock</i>	<i>725 CE</i>	<i>Clock in which machinery (driven by running water) regulated the movements</i>	<i>Early Chinese clocks short-lived; idea for mechanical clock carried by traders to medieval Europe</i>
<i>Paper money</i>	<i>960 CE</i>	<i>Paper currency issued by Song government to replace cumbersome strings of metal cash used by merchants</i>	<i>Contributed to development of large-scale commercial economy in China</i>
<i>Porcelain</i>	<i>600 CE</i>	<i>Bone-hard white ceramic made of a special clay and a mineral found only in China</i>	<i>Became a valuable export-so associated with Chinese culture that it is now called "china", technology remained a Chinese secret for centuries</i>
<i>Printing</i>	<i>Block printing: 735 CE</i>	<i>Block printing; one block on which a whole page is cut</i>	<i>Printing technology spread to Korea and Japan</i>

1. Based on the information contained in this chart, make a time line to display the sequence of Tang and Song dynasty innovations/inventions. Choose and label FOUR inventions or advancements. (2)



2. Pick TWO inventions of the Tang and Song Dynasties and explain how they helped China achieve a "Golden Age". First, define the term "Golden Age." (3)

Document #6:

“The basic justification for the Chinese Imperial (civil service) Exams was that appointees to civil service positions were not to be chosen through special or inherited privilege, but through an individual's own abilities. For centuries, the might of China was established militarily, often by emperors from humble origins who had toppled existing dynasties. However, once in control, these emperors soon realized that the actual governance of China would require the administrative services of thousands of bureaucrats. The civil service examination was thus a means for creating such a body of men...”

<http://www.csunomona.edu/~nlin/lc201/confucian3.html>

Document #7:

“The examination system also helped to maintain cultural unity and agreement on basic values. The fact that the content of the examinations were uniform (did not vary) meant that the local scholars and ambitious would-be scholars across the whole of China were taught with the same values. Even though only a small fraction (about 5 percent) of those who attempted the examinations passed them and received titles, the studying and the hope of eventual success on a another examination sustained the interest of those who took them. Those who failed to pass—most of the candidates at any single examination—did not lose wealth or local social standing; as dedicated believers in Confucian ideals, they served, without the benefit of state appointments, as teachers, patrons (supporters) of the arts, and managers of local projects, such as irrigation works, schools, or charitable foundations.”

http://en.wikipedia.org/wiki/Imperial_examination

Examine both documents.

1. According to Document #6, what was needed—in addition to a powerful Emperor—to successfully rule China? (2)
2. Using information from both documents above, explain how civil service examinations helped China achieve a Golden Age. Describe at least two ways. (4)

Document #8

Excerpts from Emperor Taizong on Effective Government:

Maintaining Military Forces

“Weapons and armor are a country’s tools of violence. A warlike country, however huge and safe it may be, will end up declining and endangering its people. Military force cannot be entirely eliminated nor used all the time. Teach people military arts when they are free from farming in order to prepare them when necessary. ... Confucius said, “Not teaching people how to fight is the same as discarding them.” Hence military might (strength) serves to benefit all of China.”

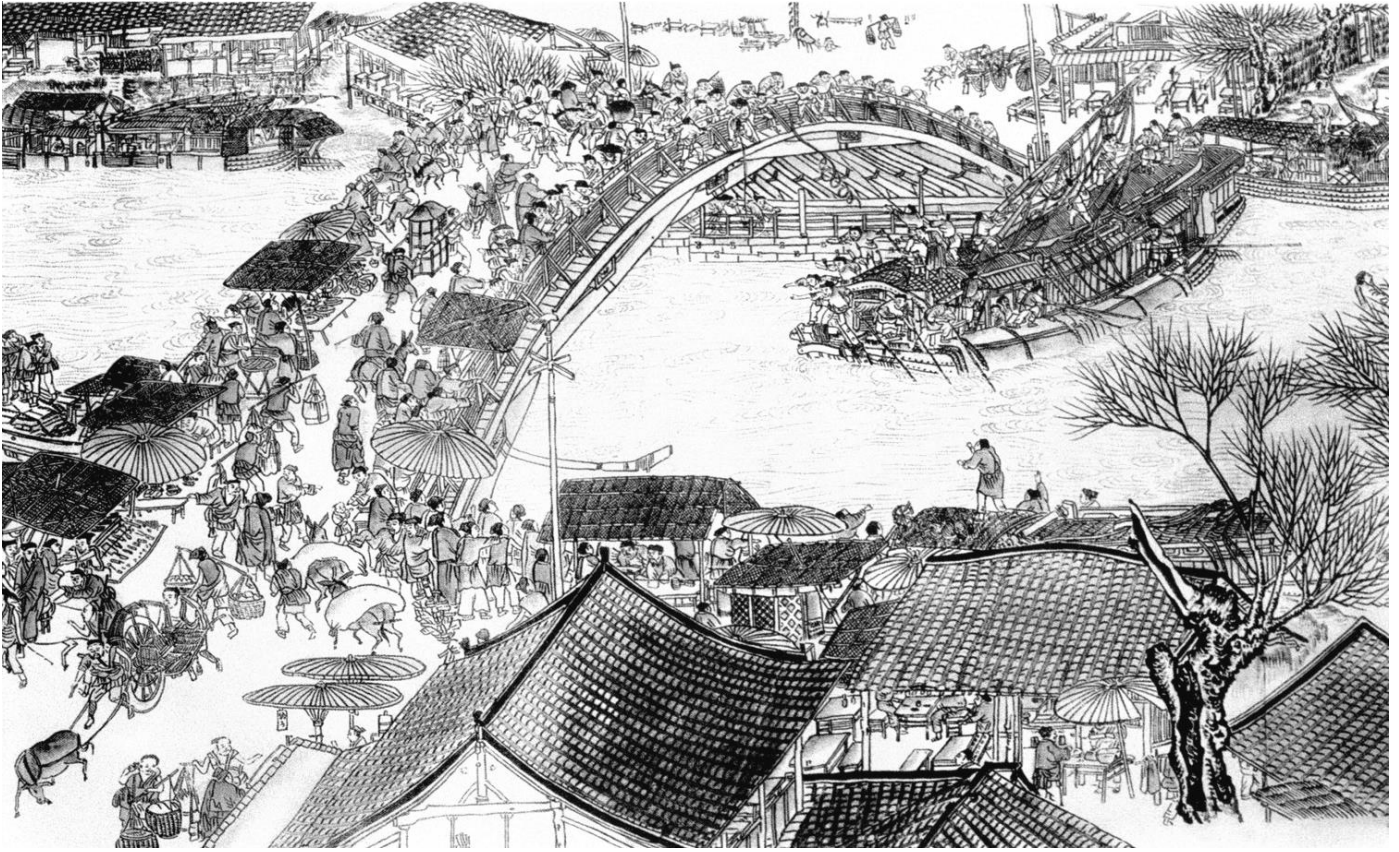
1. What is the Emperor’s main message about use of military force? (2)

2. What stance, then, does he take about building a military? (2)

3. How could the Emperor’s position on military force make China both strong and unified? (Explain both.) (4)

Document 9:

Examine the picture and answer the questions below.



1. Describe the scene the artist depicts (is showing) in this drawing. (2)
2. Describe THREE examples of urbanization (growing cities) shown in this picture. (3)
3. How might successful business activity lead to cultural diversity? (2)

China DBQ

Part B: Essay

Historical Context:

The Tang and Song dynasties covered the time period from 618 to 1279 CE, a period of more than 600 years. Not only did these dynasties last a very long time, but they are also considered to be among the most outstanding of Chinese dynasties. The Tang and Song dynasties are considered a “Golden Age” in Chinese history. While these dynasties had experienced problems from time to time, overall they managed very well to maintain unity among China’s diverse people. A well-organized government, a clear social structure with some opportunity to move up from your social class position, moral philosophies that influenced government leaders and the people as a whole, economic prosperity through trade and an effective military are all factors that contributed to unity in the Tang and Song dynasties.

Task:

Using information from your documents in Part A, your answers to them, and your knowledge of social studies, answer the following in a well-organized essay that includes an introduction, several supporting paragraphs, and a conclusion.

How did the Tang and Song dynasties create a Golden Age in China?

(Part B Graphic Organizer total 20 points)

Note: Explain and support both *internal* and *external* connections.

China Essay Planning Template

Thesis:

The Tang and Song Dynasties created a climate that brought China into a Golden Age.

Reason/Evidence #1

Main Idea: China's ideas were superior to others.

See documents 1, 2, 5 for support.

a) Support (be specific; cite documents)

b) Support

Reason/Evidence #2

Main Idea: Fair governing

See document 3, 6, 7

a) Support (be specific; cite documents)

b) Support

Reason/Evidence #3

Main Idea: strong economic system

See document 4, 9

a) Support (be specific; cite documents)

b) Support

Conclusion

(Sum up large concepts using different language. Leave the reader with a greater thought.)