HMH Social Studies

World Civilizations

Document-Based Investigations Teach Students to Think Critically
Inquiry is at the center of learning, challenging and preparing students for college and career. That is why you will find Document-Based Investigations in EVERY lesson.

**Document-Based Investigations:**
- Support active inquiry and ask students to think critically as they read
- Encourage students to analyze primary sources like a historian
- Culminate with evidence-based writing tasks at the end of each module
Students focus on inquiry, critical thinking, close reading, and writing as they work with a variety of historical, visual, and video sources including:

- Art
- Articles
- Artifacts
- Chronicles
- Documents
- Letters
- Manuscripts
- Maps
- Newspapers/Pamphlets
- Passages from Novels
- Photographs
- Poems
- Political Cartoons
- Portraits
- Quotes
- Speeches
- Supreme Court Cases
Investigation continued

Document-Based Investigations build to end-of-module DBI performance tasks.

Lesson 1, Module 6

Ancient China

Essential Question

How do the people, events, and ideas that shaped ancient China continue to influence the world?

In this module you will learn about the geography, history, and culture of ancient China, a culture that influences the world even today. Ancient Chinese civilization was controlled by ruling dynasties that dominated both government and society. Power struggles and disorder led many Chinese to turn to new belief systems, including Confucianism. During the Han dynasty, rulers encouraged art and

Essential Question—Writing

In this module, you’ve learned about ancient China and its dynasties, leaders, and achievements. Now it’s your turn to demonstrate your understanding of the module content by writing an essay.

How do the people, events, and ideas that shaped ancient China continue to influence the world?

Write a persuasive essay answering this question. Your essay should include key people, events, and ideas relevant to ancient China. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.
Uncover the Connections

Analyze Visuals

Visuals are information sources that deliver content mainly through images rather than words. They can be primary sources or secondary sources. Photographs, fine art, advertisements, posters, illustrations, and cartoons are all examples of visuals. Historians use visuals to learn about the past.

Use these strategies to analyze visuals.

1. Identify the subject.
   Who or what does the visual show?

2. Examine the details.
   Identify the type of visual. Photographs usually record actual historical events, while fine art is created after the events have occurred or may even be fictional. Look closely at the details in the visual and think about what they show. Why were they included? What was left out?

3. Place the source in historical context.
   Analyze the significance and meaning of the visual. What does it teach us? What biases or distortions does it include?
Investigation continued

Lesson 2, Module 6

DOCUMENT-BASED INVESTIGATION  HISTORICAL SOURCE

The Analects
The followers of Confucius placed their teacher’s sayings together in a work called in Chinese the Lun Yu and in English The Analects. The word analects means “writings that have been collected.”

“(2.3) The Master said: ‘If you govern the people by laws, and keep them in order by penalties, they will avoid the penalties, yet lose their sense of shame. But if you govern them by your moral excellence, … they will retain their sense of shame, and also live up to standard.’

(2.17) The Master said: ‘Yi! Shall I teach you the meaning of knowledge? When you know a thing to recognize that you know it, and when you do not know that you do not know,—that is knowledge.’

(7.8) The Master said: ‘I expound nothing to him who is not earnest, nor help out any one not anxious to express himself.’

(15.23) ‘Is there any one word?’ asked Tz’o Kung, ‘which could be adopted as a lifelong rule of conduct?’ The Master replied: ‘Is not Sympathy the word? Do not do to others what you would not like yourself.’

—Confucius, from The Analects

Analyze Sources

Check

What are some of the qualities that Confucius valued?
Lesson 3, Module 6

**DOCUMENT-BASED INVESTIGATION  HISTORICAL SOURCE**

**The First Emperor of China**

Shi Huangdi was one of the most powerful rulers in Chinese history. The first ruler to unify all of China, he is also remembered for his building programs. He built roads and canals throughout China and expanded what would become the Great Wall. He also standardized weights, measurements, currency, and writing so all of China had one recognized form for each.

**Analyse Sources**

Which of Shi Huangdi’s achievements or policies do you think was most important? Why?
Each lesson DBI provides students immediate feedback when answering an analytical question.
Lesson 5, Module 6

Chinese Interaction with Rome

As the Chinese traded along the Silk Road and by sea, they paid careful attention to the products they saw and the customs of the people they met. Chinese traders and emissaries kept detailed journals of their travels and shared them when they returned home. The following description of the Roman Empire was collected in the *Hou Hanshu*, a history of the Han Dynasty.

“This country produces plenty of gold, silver, and precious jewels, luminous jade, ‘bright moon pearls,’ fighting cocks, rhinoceroses, coral, yellow amber, opaque glass . . . green gemstones, drawn gold-threaded and multi-coloured embroideries, woven gold-threaded net, delicate polychrome silks painted with gold, and asbestos cloth.

They also have a fine cloth which some people say is made from the down of ‘water sheep,’ but which is made, in fact, from the cocoons of wild silkworms. They blend all sorts of fragrances, and by boiling the juice, make storax . . .

The people of this country are honest in business; they don’t have two prices. Grain and foodstuffs are always in good supply. The resources of the state are abundant. When envoys from a neighbouring kingdom arrive at their border, they use the courier stations to get to the royal capital, and when they arrive, they give them gold coins.”

—from the *Hou Hanshu*
compiled by Fan Yeh

Analyze Sources

What did the traveler who provided this description seem to admire about the Romans?
Promote Inquiry and Active Learning with Cumulative End-of-Module DBI

Document-Based Investigation: Part 1, Module 6

Students are provided the opportunity to review each Document-Based Investigation and strengthen their answers to prepare for the Performance Task in Part 2.

Document-Based Investigation

Part 1: Short Answer
In this module, you have analyzed several sources. Review your answers to the questions you have already seen, and answer any questions that you haven't already completed.

Essential Question—Writing

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How do the people, events, and ideas that shaped ancient China continue to influence the world?

Write a persuasive essay answering this question. Your essay should include key people, events, and ideas relevant to ancient China. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Revisit Essential Question—End-of-Module Writing

Students are asked to demonstrate their understanding of the module content by answering the Essential Question.
Document-Based Investigation: Part 2, Module 6
Performance Tasks ask students to analyze and draw evidence from several relevant sources.

3. Cite specific text evidence from each of the three sources in your response.
Uncover the Connections

For more information and to review online materials, visit
hmhco.com/hmh-social-studies