

6

History-Social  
Science Standards  
6.5.1. and 6.6.1.



# The Rivers and Ancient Empires of China and India

## **California Education and the Environment Initiative**

Approved by the California State Board of Education, 2010

### **The Education and the Environment Initiative Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency  
California Natural Resources Agency  
California State Board of Education  
California Department of Education  
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### **Key Partners:**

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### **Office of Education and the Environment**

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## **Science Background Introducing a River System**

None required for this lesson.

## Important Features of the Indus, Ganges, and Huang He Valleys

### Lesson 1

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Name: \_\_\_\_\_

**Instructions:** Locate and label the physical features, listed below, on the map(s) assigned by your teacher, **Indus River Valley** (page 3), **Ganges River Valley** (page 4), or **Huang He River Valley** (page 5). (5 points for each feature)

### Indus River Valley

The Indus River and the direction that it flows (use arrows)

Arabian Sea

Punjab Plain

Sind Plain

Kirthar Range

Toba Kakar Range

### Ganges River Valley

The Ganges River and the direction it flows (use arrows)

Bay of Bengal

Himalaya Mountains

Ganga Plains

Chota Nagpur Plateau

Kaimur Hills

### Huang He River Valley

The Huang He River and the direction it flows (use arrows)

Yellow Sea

Gobi Desert

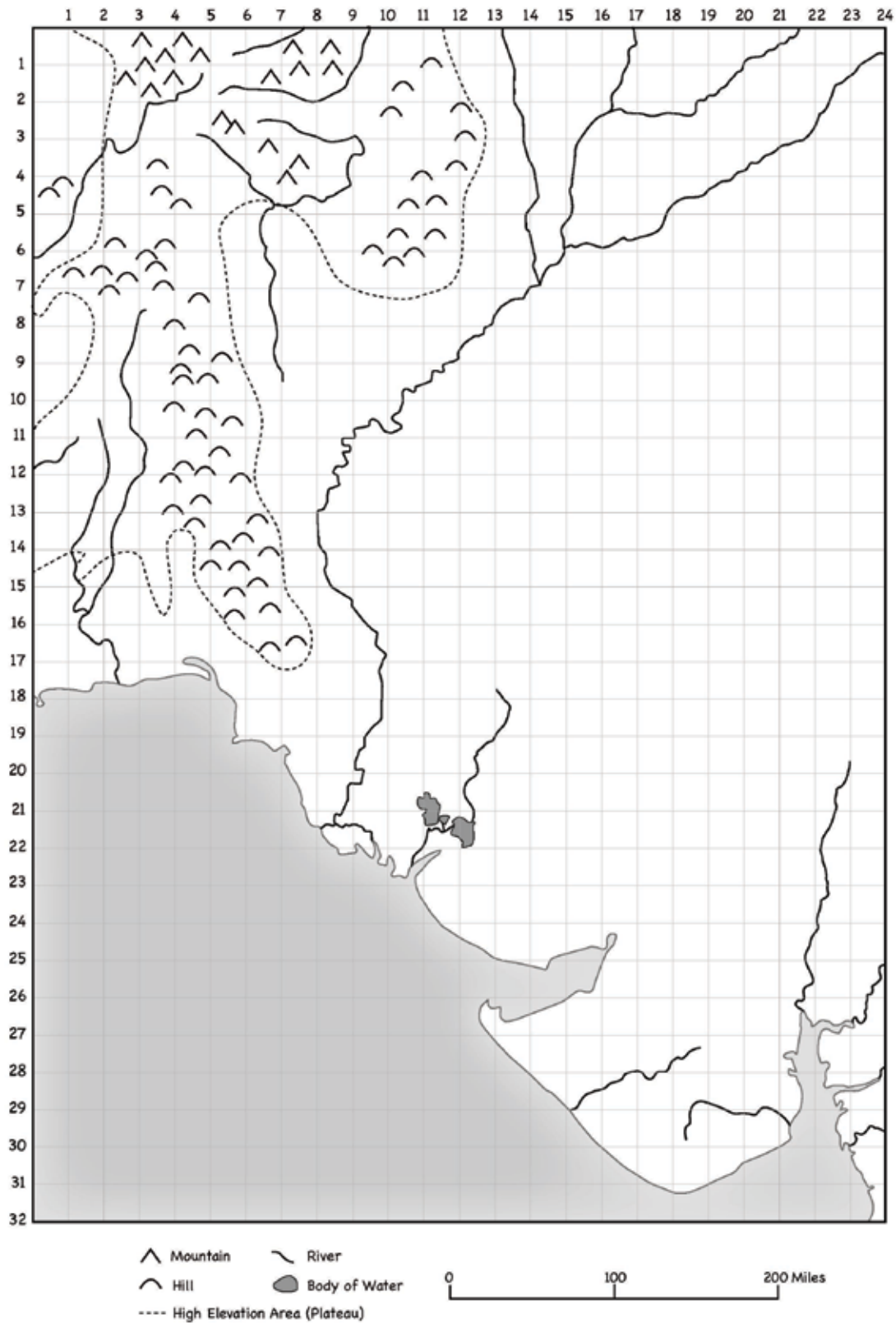
Kunlun Range

Great Plain of China

Loess Plateau

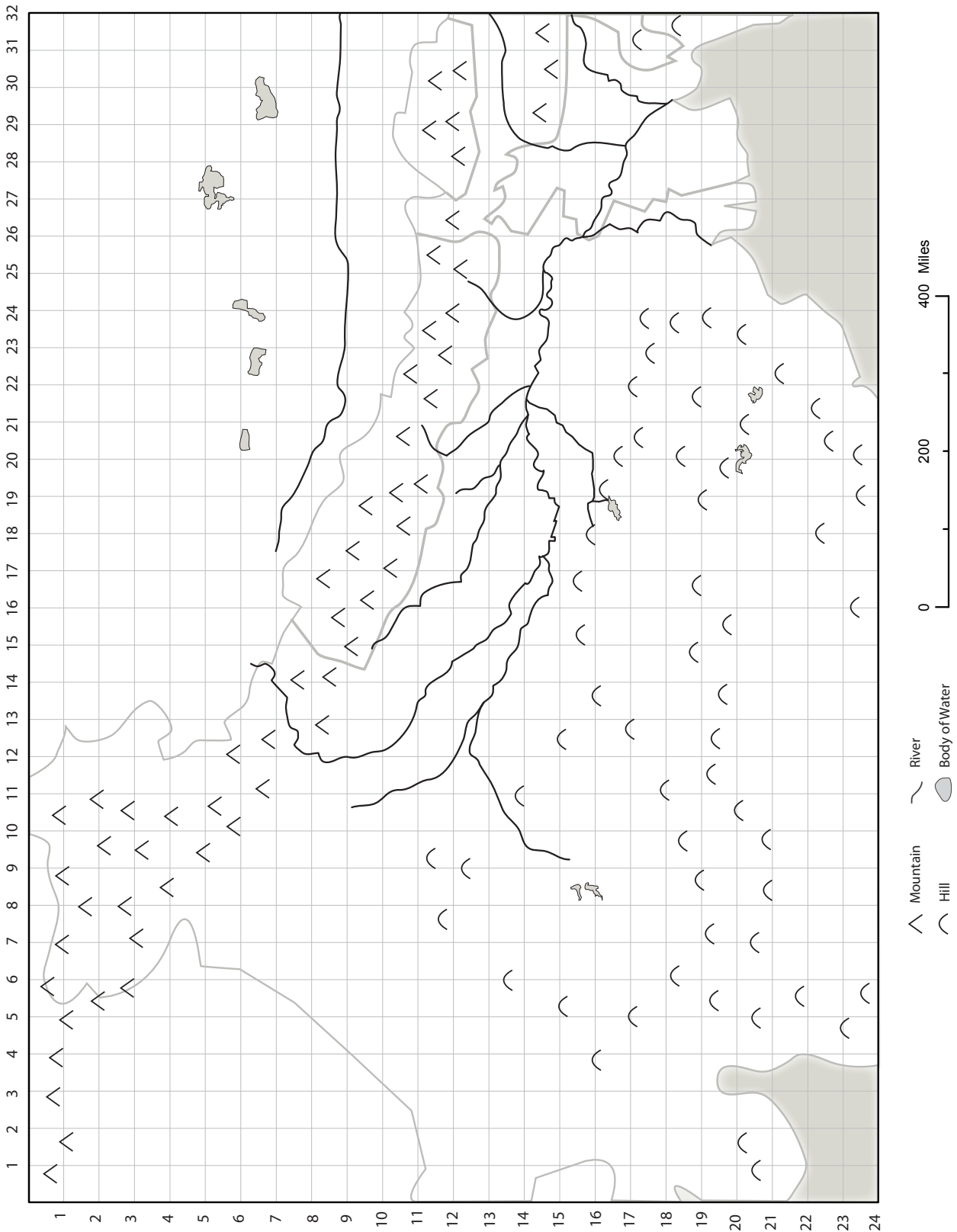
Name: \_\_\_\_\_

### Indus River Valley Map



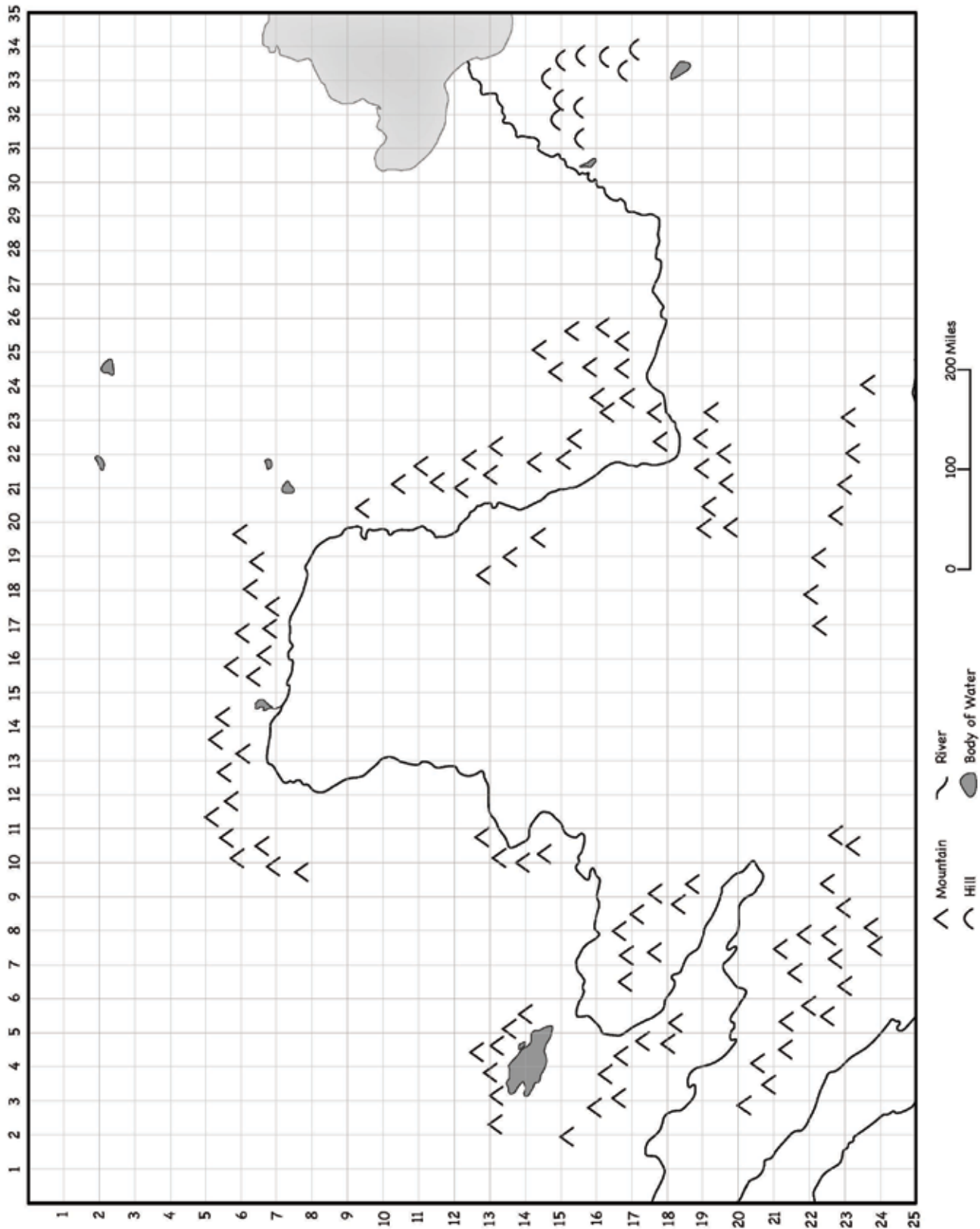
Ganges River Valley Map

Name: \_\_\_\_\_



# Huang He River Valley Map

Name: \_\_\_\_\_



Name: \_\_\_\_\_

**Instructions:** Use complete sentences to answer the following questions. (5 points each)

1. Describe the cycle of a monsoon.

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2. How do you think the seasonal cycles of the major rivers in India and China benefited people?

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3. How did the cycles of these rivers help lead to permanent human settlements?

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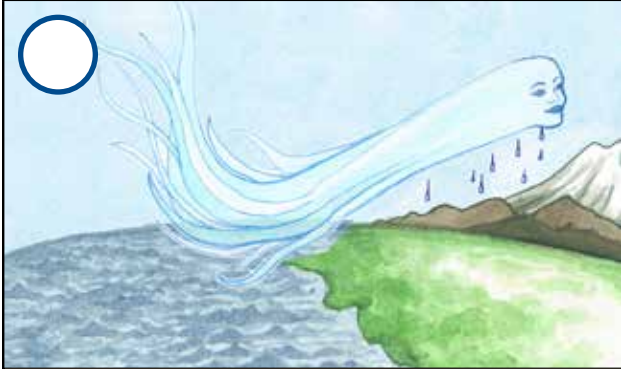


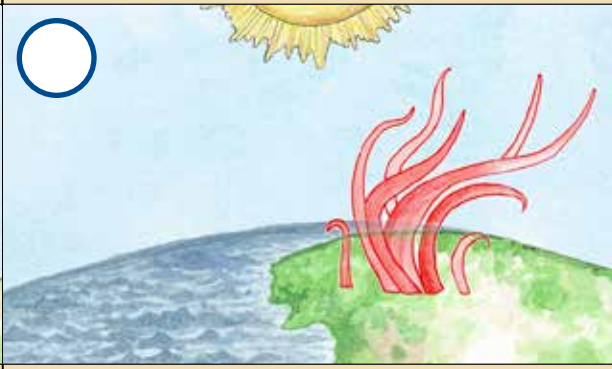

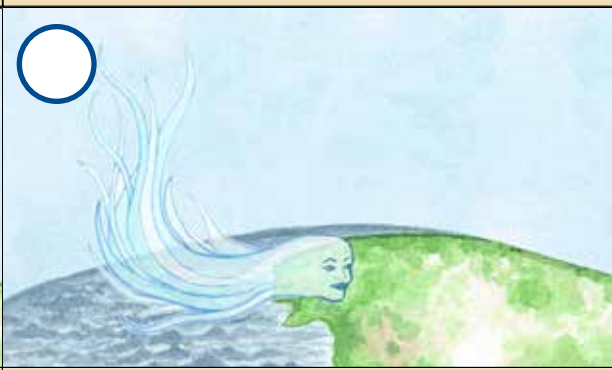


## Monsoon Cartoon

### Lesson 2

Name: \_\_\_\_\_

**Instructions:** Using the numbers 1–6, put the pieces of the following cartoon in order, to correctly show the Asian monsoon cycle.

	
<p><i>As the humid ocean air moves onto the land, the air loses some of its moisture in the form of RAIN, especially over the mountains.</i></p>	<p><i>The land becomes cooler during the winter, and the air rushes out over the ocean to fill the gap left by rising, warmer winds. The airflow is reversed.</i></p>
	
<p><i>In summer, the land becomes hotter than the ocean, which makes the air over the land rise, because warm air is dry and light.</i></p>	<p><i>When the Sun heats the air over the land, a monsoon forms where the land meets the sea.</i></p>
	
<p><i>A cycle begins. Warm air flows out to sea, and cool air flows onto the land, moved by the winds.</i></p>	<p><i>The cooler air over the ocean does the opposite. The cooler air is humid and heavy; so it sinks and rushes in to cover the land.</i></p>

Name: \_\_\_\_\_

### Part 1

**Instructions:** Answer the following questions using information from the **Looking at Natural Resources and Rivers** presentation.

1. What three river valleys in India and China were home to some of the world's earliest civilizations?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Which religions and philosophies developed in these river valleys?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. The main cities of the Indus Valley civilization were \_\_\_\_\_ and \_\_\_\_\_.
4. The most important crops in ancient India and China were \_\_\_\_\_.
5. What are ecosystem goods? \_\_\_\_\_
6. What are three examples of ecosystem goods in India and China? \_\_\_\_\_
7. What are ecosystem services? \_\_\_\_\_

Name: \_\_\_\_\_

8. What are three examples of ecosystem services in India and China? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Why is the Huang He also called the Yellow River? \_\_\_\_\_  
\_\_\_\_\_
10. Give several examples of river materials used in ancient China. \_\_\_\_\_  
\_\_\_\_\_
11. What was the most important part of ancient Chinese economy in the valley of the Huang He?  
\_\_\_\_\_

Part 2

**Instructions:** Complete the following chart. Write down an ecosystem good (natural resource) in the first column. Next, give examples of how that natural resource helped shape ancient Indian and/or Chinese civilizations in these categories: the economy (how to make money), the government (what laws they had), religion (who or what people worshipped), and culture (how the resource was used, for example, food, art). (1 point for each cell in each row)

The first resource, silk, has been completed as an example. (You might not have an answer for every category.)

Natural Resource	Economy	Government	Religion	Culture
Silk (silkworms)	They sold and traded silk.	Leaders controlled trade.		Silk cloth was highly prized by the wealthy.

## Natural Resources and Rivers

Lesson 3 | page 3 of 3

Name: \_\_\_\_\_

Natural Resource	Economy	Government	Religion	Culture

Name: \_\_\_\_\_

### Part 1

**Instructions:** Answer the questions below about the river you studied with the help of your group. Answer the questions about the other river using the information shared by your classmates.

#### Questions about the Indus:

1. What kind of resources did the Harappans have?

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2. What kind of cities did the Harappans have?

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3. Why did this civilization end?

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#### Questions about the Ganges:

1. What is the longest river in India?

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2. What did Aryans bring to the Ganges valley?

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## Comparing the Indus and the Ganges

Lesson 4 | page 2 of 2

Name: \_\_\_\_\_

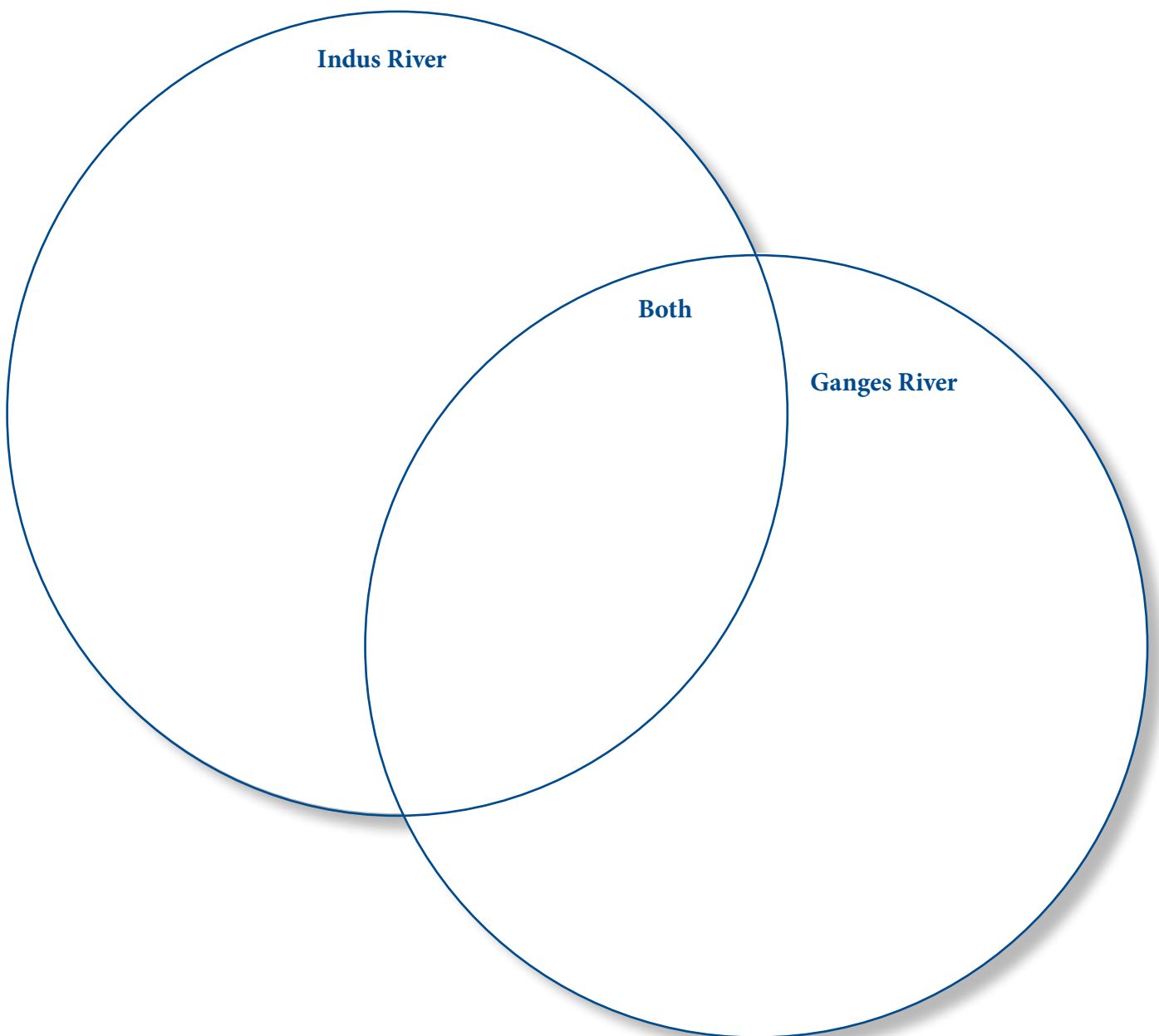
3. What religion did the Aryans practice?

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### Part 2

**Instructions:** Use information from the lesson to fill in the diagram below.



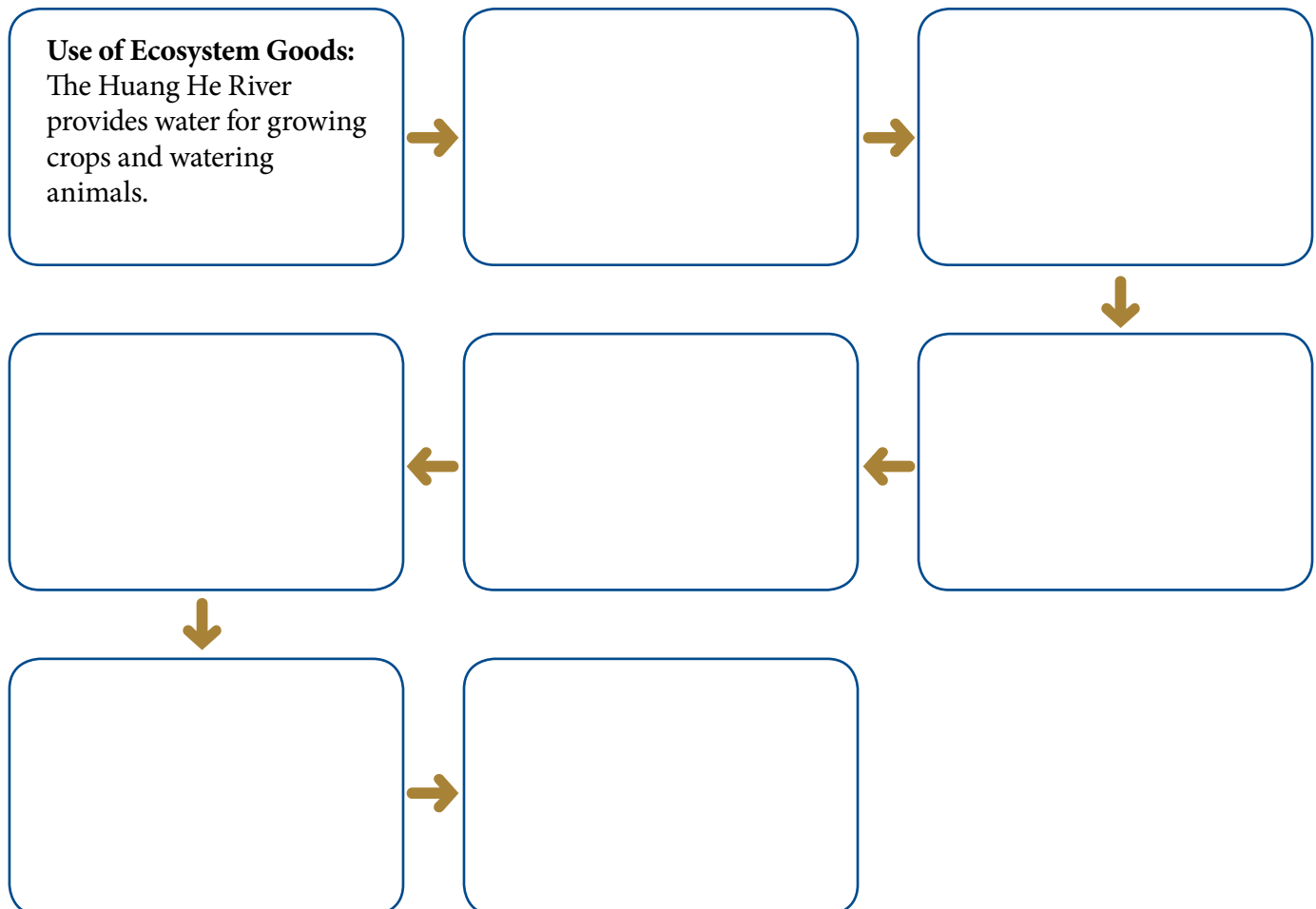
Name: \_\_\_\_\_

**Instructions:** Complete the flowchart below by writing the following events in the order in which they happened. (Remember, the event in the first box should lead to the next box, and so on.)

The first one has been done for you.

**Events:**

- **Specialization of Labor:** People start to do many different jobs.
- **Permanent Settlement:** People no longer move from place to place.
- **Surplus Grain Storage:** People begin to store extra food to eat during winter months or during years of drought.
- **Population Growth:** People have more children and live longer.
- **Use of Ecosystem Goods:** The Huang He River provides water for growing crops and watering animals.
- **Trade:** People begin to use the river for trade and transportation.
- **Establishment of Dynasties:** A single family rules a large area by the river.
- **Evolution of Social Classes:** Some people start to control grain and water. These people become very powerful.



## Dear King Tang

### Lesson 5

Name: \_\_\_\_\_

**Instructions:** You are an adviser to King Tang, the first emperor of the Shang Dynasty. Your first job is to read **Natural Resources of the Huang He** (Student Edition, page 7). Then you are to write a letter to King Tang and give him your advice. Tell the king what he should do with the natural resources in his empire. You need to tell him how to use at least three resources. Write your letter on the turtle shell below. (5 points for each resource discussed, 15 points total)

Dear King Tang,



Rivers Today and Long Ago

Name: \_\_\_\_\_

**Instructions:** In the spaces provided in the chart below, answer the questions for the Sacramento-San Joaquin River Delta and a river near an ancient civilization of your choice. (5 points each row)

	<b>Civilization: California</b> <b>River(s): Sacramento and</b> <b>San Joaquin</b>	<b>Civilization:</b> _____ <b>River:</b> _____
<b>Uses of the river</b>	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
<b>Changes to the river</b>	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
<b>Effects (or possible effects) of those changes</b>	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Name: \_\_\_\_\_

**Instructions:** In a few sentences, summarize the effects of people’s use of the rivers today and in ancient civilizations. When did people have the most influence on the river? Were rivers more important to people in ancient times than they are today? Why or why not? (10 points)

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