6

History-Social Science Standards 6.5.1. and 6.6.1.

Student Workbook

California Education and the Environment Initiative

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 Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency

California Natural Resources Agency

Office of the Secretary of Education

California State Board of Education

California Department of Education

California Integrated Waste Management Board

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Key Partners:

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Science Background Introducing a River System

None required for this lesson.

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

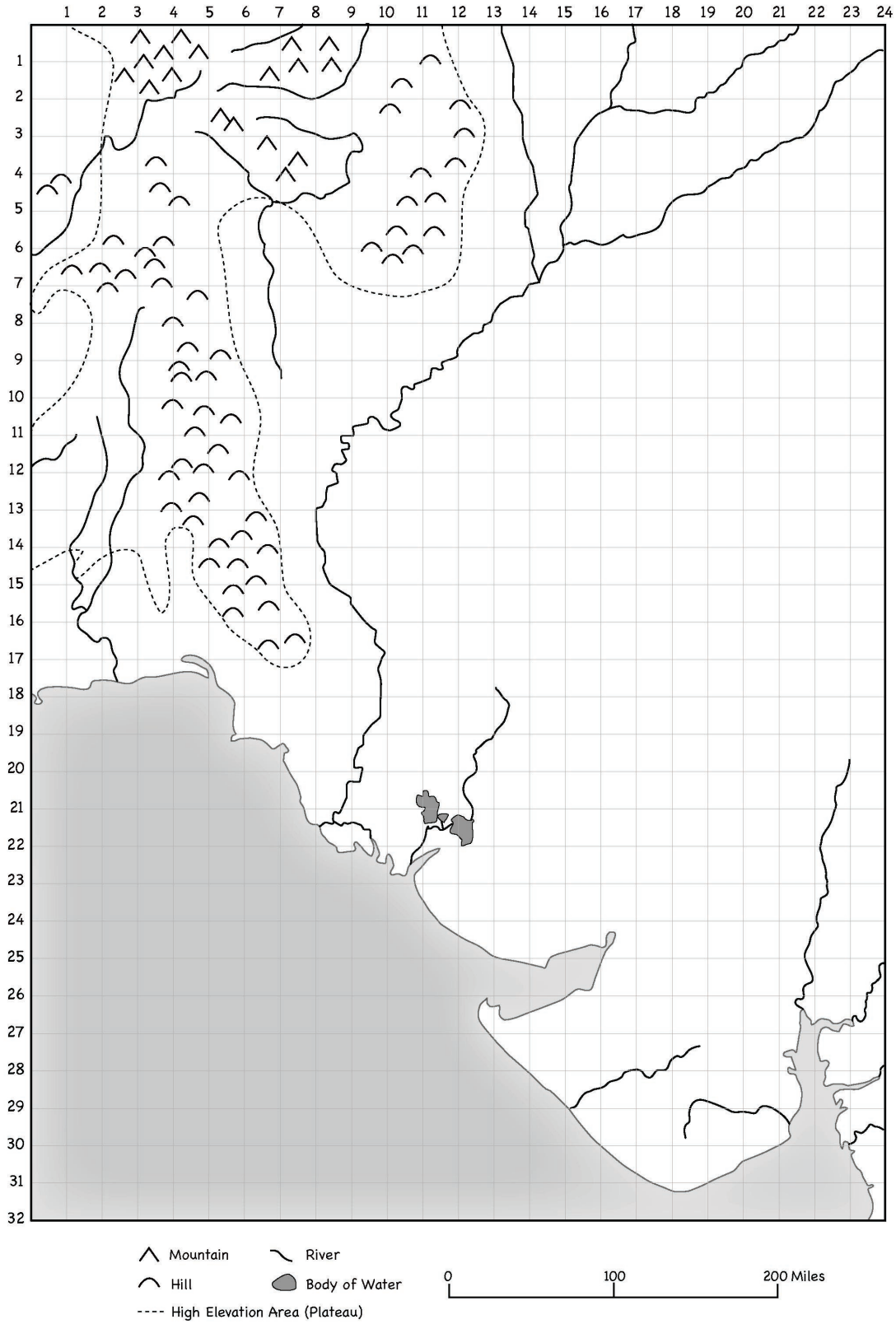
The Ganges River and the direction it flows (use arrows)
Bay of Bengal
Himalaya Mountains
Ganga Plains
Chota Nagpur Plateau
Kaimur Hills

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

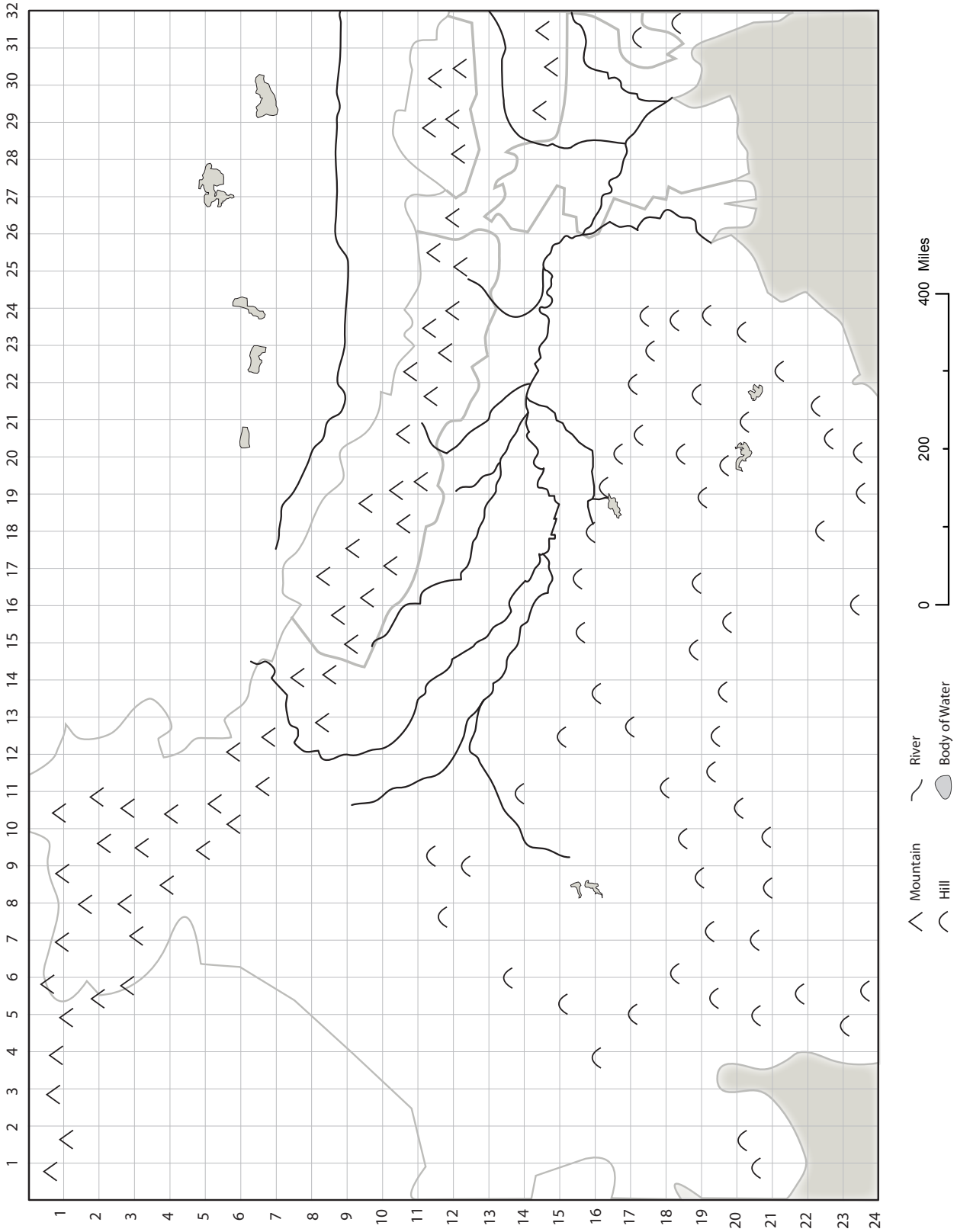
Name: _____

Indus River Valley Map



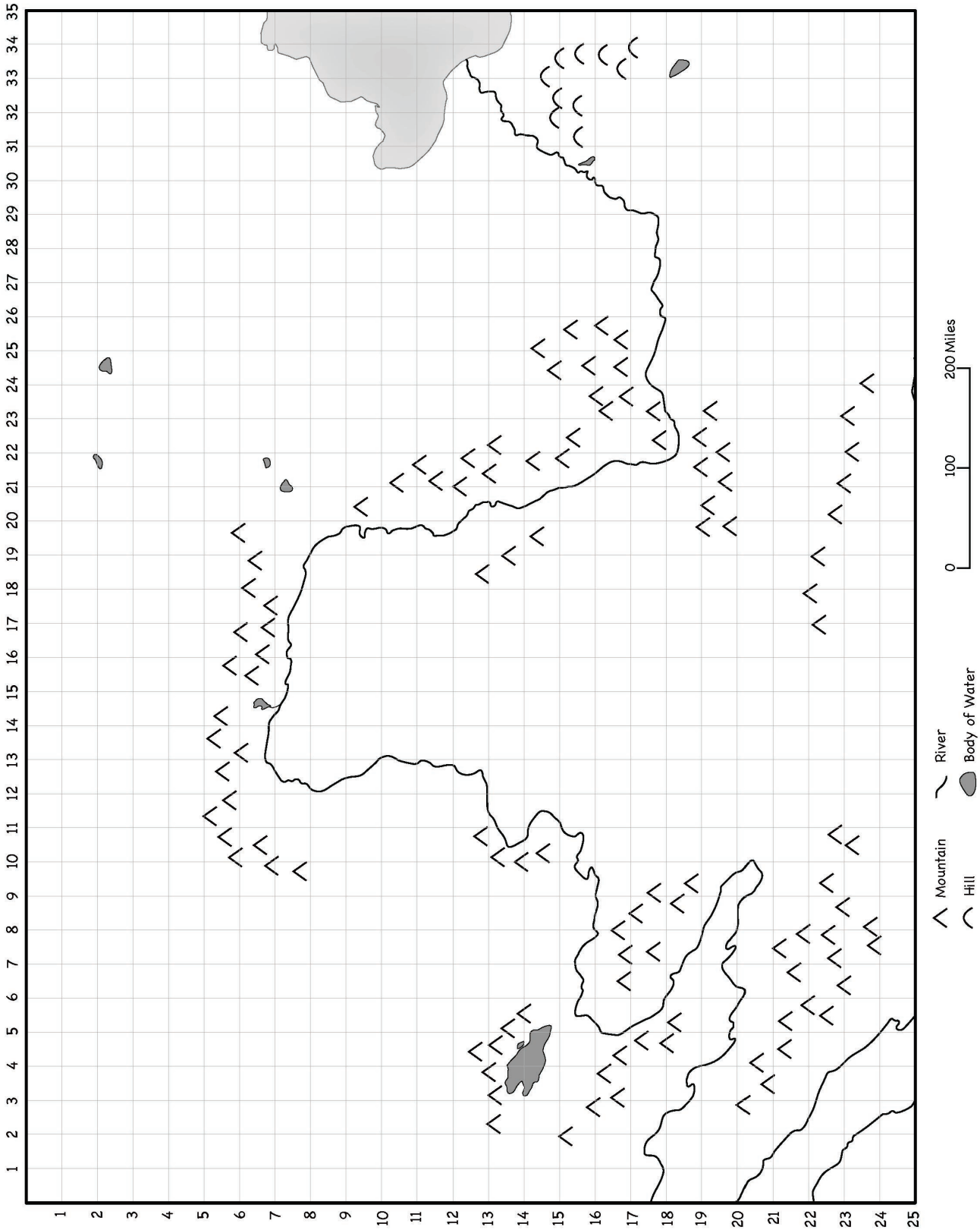
Ganges River Valley Map

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.

_____

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

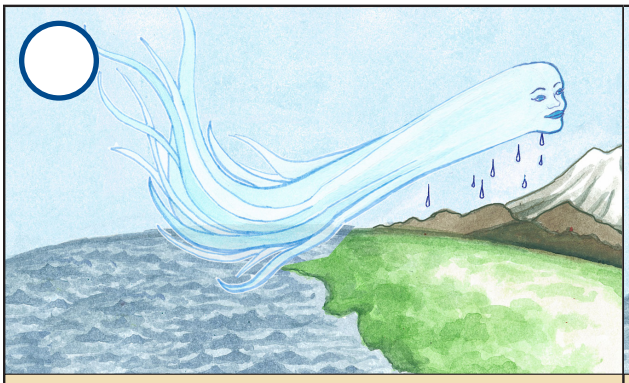
_____

_____

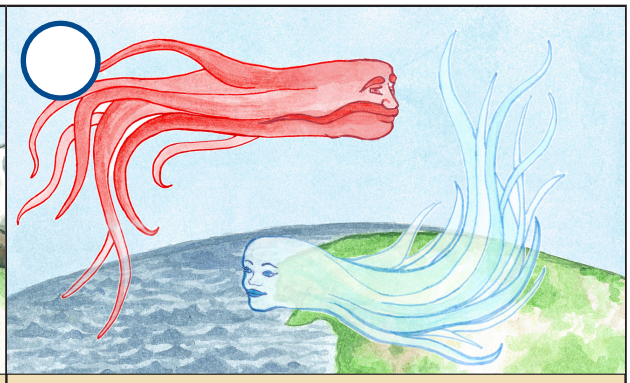
_____

Name: _____

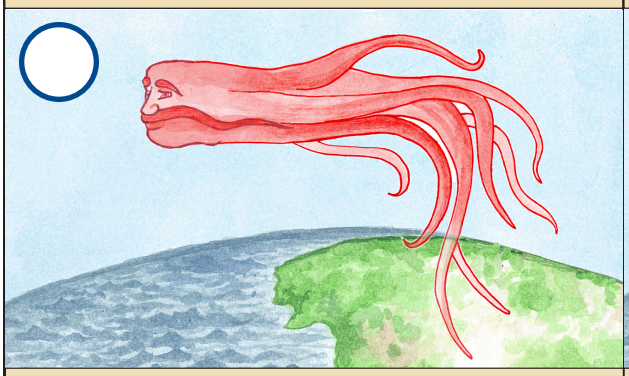
Instructions: Using the numbers 1–6, put the pieces of the following cartoon in order, to correctly show the Asian monsoon cycle.



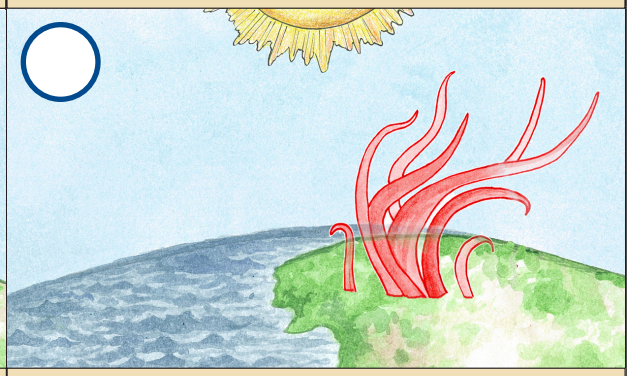
As the humid ocean air moves onto the land, the air loses some of its moisture in the form of RAIN, especially over the mountains.



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.

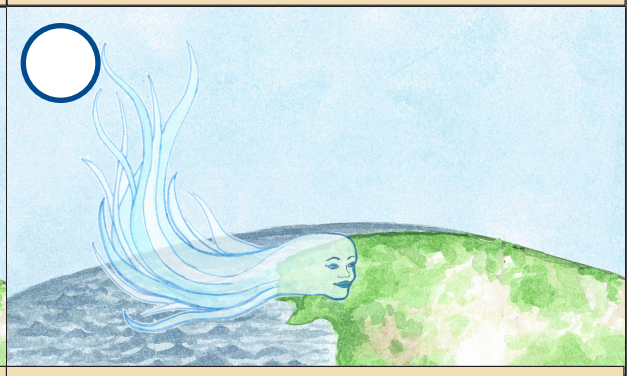


In summer, the land becomes hotter than the ocean, which makes the air over the land rise, because warm air is dry and light.



When the Sun heats the air over the land, a monsoon forms where the land meets the sea.

A cycle begins. Warm air flows out to sea, and cool air flows onto the land, moved by the winds.



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.

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.

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?

_____

_____

_____

2. What kind of cities did the Harappans have?

_____

_____

_____

3. Why did this civilization end?

_____

_____

_____

Questions about the Ganges:

1. What is the longest river in India?

_____

_____

2. What did Aryans bring to the Ganges valley?

_____

_____

Name: _____

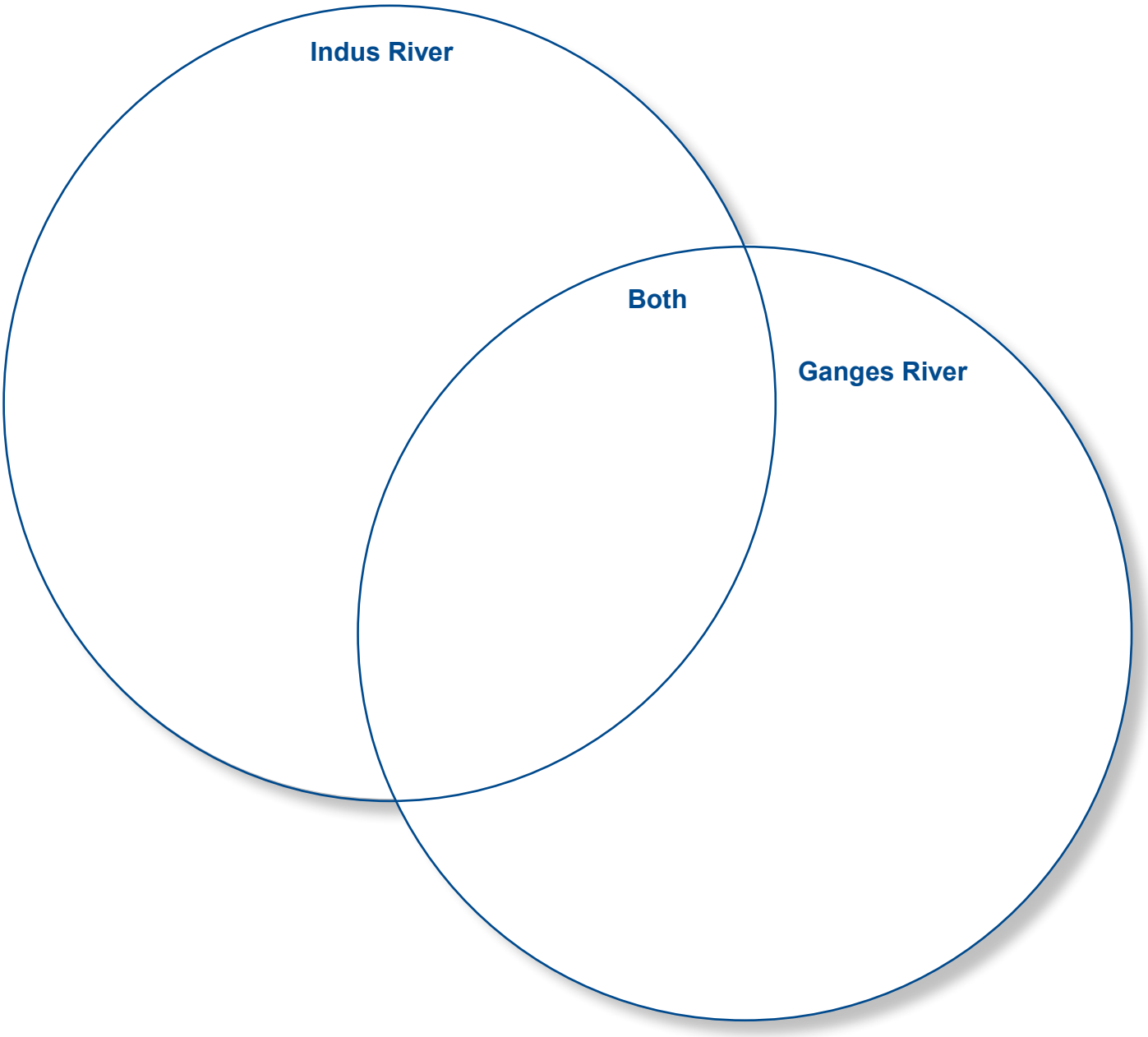
3. What religion did the Aryans practice?

_____

_____

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.

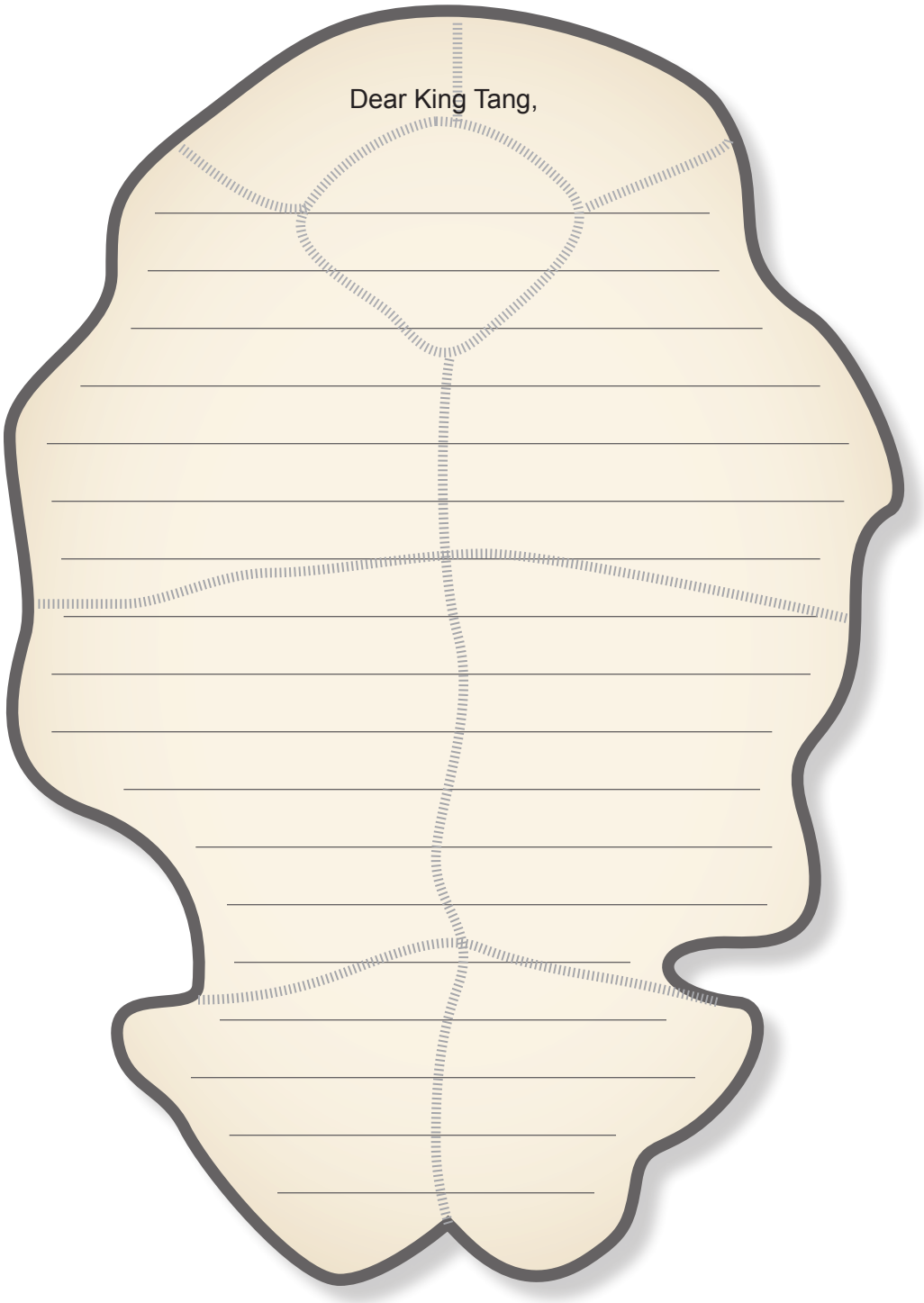
Events:

- **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.

Use of Ecosystem Goods:
The Huang He River provides water for growing crops and watering animals.

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)



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)

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

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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