

Unit 7

Ancient China

Unit at a Glance

- ▶ **Language Focus:** Interpret Images, Summarize
- ▶ **Reading Strategy:** Draw Conclusions, Form Generalizations
- ▶ **Topic:** Ancient China

? BIG Question

Why should we study ancient cultures?

DENGFENG, CHINA
Students practicing wushu at a martial arts school

Share What You Know

- 1 **Think** about why people study ancient cultures.
- 2 **List** some things that people can learn from studying ancient cultures.
- 3 **Share** your list with the class.

Interpret Images

Listen to how one student interprets this historical Chinese painting. Then use **Language Frames** to interpret an image in your own way.



Language Frames

- This image shows _____.
- The _____ in the image mean(s)/show(s) that _____.
- The image is important because _____.
- The image helps me understand _____.

A Glimpse into the Past

This image shows a street scene in the city of Suzhou, China, hundreds of years ago. The food stand, the furniture store, and the people's activities in the image show that some things in Suzhou were similar to modern life. You can still find examples of those things in China today. However, the people's clothing, the style of the buildings, and the sedan chair in the image show ways in which life in Suzhou was different.

The image is important because it gives many details about the past. I can compare life in China long ago with modern life today. The image helps me understand what everyday life might have been like for people who lived in China hundreds of years ago.

Social Studies Vocabulary

Key Words

Look at the painting and read the description of dynasties in ancient China. Use **Key Words** and other words to talk about ancient China.



Key Words

ancestor
conquest
empire
infrastructure
revolt

Ancient China

This painting is from the Sung dynasty, which lasted from 960 C.E. to 1279 C.E. Ancient China had many different dynasties. A dynasty is a line of rulers from the same family. A powerful dynasty could last hundreds of years as newer family members built upon the successes of the **ancestors** who had come before them. A Chinese **empire** was a large area controlled by the ruling family. The empire could grow with each successful **conquest** in battles to take over other lands. Different kinds of **infrastructure**, such as bridges and roads, were signs of a strong empire. But a dynasty might end if others tried to take control by starting a **revolt** to fight against the ruling family.

Talk Together

How does this painting help you understand more about life in ancient China? Use **Language Frames** from page 154 and **Key Words** to interpret the image and discuss this question with a group.

Relate Ideas

Many writers of nonfiction give information about key individuals who greatly affected the time in which they lived. The author introduces the person and then elaborates on the information by giving examples and anecdotes, or stories, that illustrate the person’s characteristics. As you read, **relate ideas** in the text that show the person’s strengths, weaknesses, and contributions to society.

Look Into the Text

Before the time of Qin Shihuang . . . there was no China. Instead, there were seven separate kingdoms. . . . **The kingdom of Qin was the fiercest; soldiers received their pay only after they had presented their generals with the cut-off heads of enemy warriors.** By 221 B.C., **the ruler of the Qin kingdom had “eaten up his neighbors** like a silkworm devouring a leaf,” according to an ancient historian. **The name China comes from Qin.**

“This evidence tells about Emperor Qin’s soldiers, victories, and impact on China.”

Map and Talk

A text evidence chart can help you organize information about an individual, idea, or event. After completing the chart, analyze the evidence to understand more about the subject.

Text Evidence Chart

Person’s Qualities	Text Evidence
brutal, mean	Qin’s soldiers had to cut off their enemies’ heads.

Talk Together

Talk with a partner about another historical figure you have studied. Use a text evidence chart to list the person’s qualities in the first column. Then list evidence that demonstrates those qualities in the second column.

Academic Vocabulary

More Key Words

Use these words to talk about “The Emperor’s Silent Army” and “A Silent Army.”

aspect

noun



An **aspect** is a part, or feature, of something. One **aspect** of friendship is comforting your friends if they are sad.

assemble

verb



To **assemble** means to put together. They use a hammer and nails to **assemble** the birdhouse.

domain

noun



A **domain** is the area that is controlled by a person or a group of people. The stage is the singer’s **domain**.

foundation

noun



A **foundation** is the base on which something rests. Many homes are built on concrete **foundations**.

unify

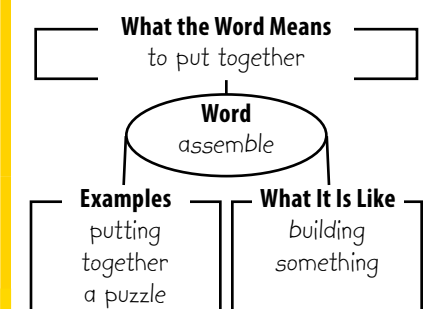
verb



To **unify** means to bring together as one. The two railway lines **unify** onto a single track.

Talk Together

Work with a partner. Make an Expanded Meaning Map for each **Key Word**.



Learn to Draw Conclusions

Good readers synthesize, or put together, information as they read. You can **draw conclusions** by combining details from different parts of the text to come up with new ideas that the author does not state directly.

How to Draw Conclusions



1. As you read, notice a detail that seems important in the text.

I read _____.



2. Look for another detail about the same topic that seems important.

I also read _____.



3. Put the details together, and decide what the details mean.

My conclusion is that _____.

Here's how one student drew a conclusion.

Look Into the Text

The king of Qin now ruled over an immense empire—around one million square miles . . . To the ruler of Qin, **being called king was no longer grand enough. He wanted a title that no one else had ever had before.** What he chose was Qin Shihuang. This means **“first emperor, God in Heaven, and Almighty of the Universe”** all rolled into one.

“I read **details** about how Qin wanted a special name.”

“I also read **examples** of powerful names he chose.”

“My conclusion is that Qin thought he was more powerful than anyone in the universe.”

Drawing conclusions as you read can help you figure out information that the author does not state directly.

Language Frames

I read _____.

I also read _____.

My conclusion is that _____.

Talk Together

Read the biography and sample notes. Use **Language Frames** to help you draw conclusions as you read. Talk with a partner about the conclusions you made and how you made them.

Biography

Emperor Qin

Emperor Qin Shihuang was born with the name Ying Zheng in 259 B.C. His father was the king of the Qin state. Ying Zheng grew up during a time when China was divided into seven separate states that had been at war for centuries. From a young age, Ying Zheng studied the history of the Qin state and the lives of his **ancestors**. He also learned about the art, or process, of war.

In 246 B.C., Ying Zheng became king when his father died. When Ying Zheng was 22, he gained full power of the Qin state and set out to conquer the other six states. His first **conquest** was the Han state. Then, one at a time, he defeated the remaining five states. By 221 B.C., Yin Zheng was able to **assemble** all the states into one. He named the new **empire** Qin after his original state. Then he changed his name to Qin Shihuang, which means “The First Emperor of Qin.”

Once he was the emperor, Qin Shihuang made many changes to **unify** his empire. He standardized coins, weights, measures, and written Chinese characters. He also strengthened the **infrastructure** of his empire by building canals and roads to connect the states in his **domain**.

One well-known **aspect** of Qin's leadership was that he was a harsh ruler. He ordered that a great wall be built to keep invaders out of his land. Some historians believe that over 300,000 workers died while working on this huge, dangerous project. Today, the Great Wall of China is built on the **foundation** of Qin Shihuang's original wall.

Qin Shihuang died in 210 B.C. at the age of 49. Just three short years after his death, a **revolt** brought an end to the dynasty that Qin Shihuang believed would last for thousands of years.



I read that Qin's father was the King of their state.

I also read that Qin changed his name to say he was the first emperor.

My conclusion is that Qin thought he was a better, more powerful ruler than his father.

◀ = a good place to stop and draw a conclusion

Read a History Article

Genre

A **history article** is nonfiction. It tells about people, places, and events in the past. History articles often include images from a time period to give more detailed information about historical events or figures.

Text Features

In “The Emperor’s Silent Army,” there are many **images** of the leader, Qin Shihuang, in stone engravings, paintings, fabric weaves, and bronze models. These pictorial representations can help you better understand the culture and time in which Qin Shihuang lived. This art also shows how people perceived Qin Shihuang and how artists were instructed to represent him.



This stone engraving is a modern interpretation of how Qin Shihuang looked.

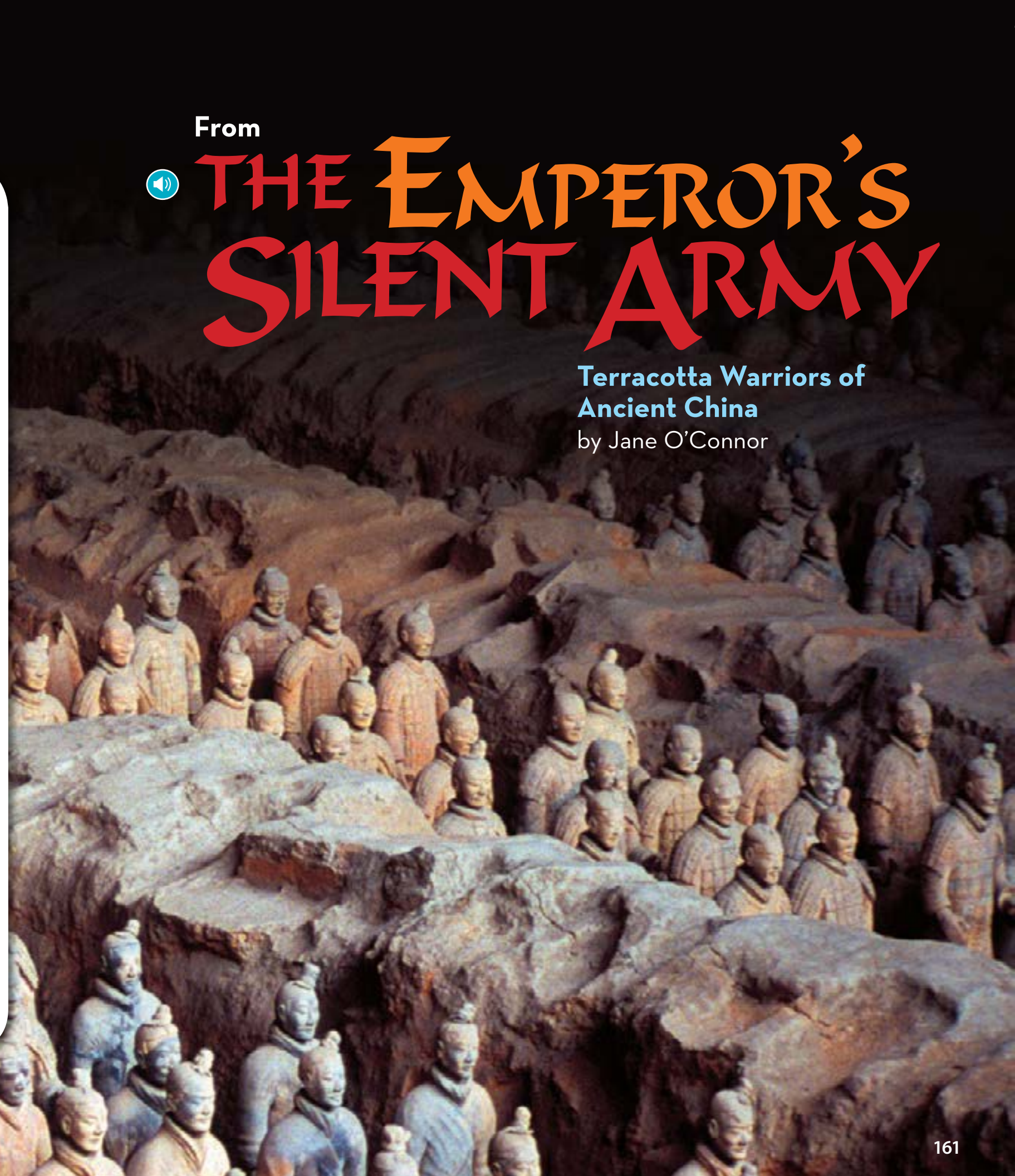
This ancient bronze model shows how emperors traveled at that time.



From THE EMPEROR'S SILENT ARMY

**Terracotta Warriors of
Ancient China**

by Jane O'Connor



► Set a Purpose

Learn how Qin Shihuang planned to continue his **conquest** from the grave.

Before the time of Qin Shihuang, who lived from 259 to 210 B.C., there was no China. Instead, there were seven separate kingdoms—each with its own language, currency, and ruler. For hundreds of years they had been fighting one another. The kingdom of Qin was the fiercest; soldiers received their pay only after they had presented their generals with the cut-off heads of enemy warriors. By 221 B.C., the ruler of the Qin kingdom had “eaten up his neighbors like a silkworm devouring a leaf,” according to an ancient historian. The name China comes from Qin.

The king of Qin now ruled over an immense **empire**—around one million square miles that stretched north and west to the Gobi desert, south to present-day Vietnam, and east to the Yellow Sea. To the people of the time, this was the **entire civilized world**. Not for another hundred years would the Chinese know that empires existed beyond their boundaries. To the ruler of Qin, being called king was no longer grand enough. He wanted a title that no one else had ever had before. What he

chose was Qin Shihuang. This means “first emperor, God in Heaven, and Almighty of the Universe” all **rolled into one**.

But no title, however superhuman it sounded, could protect him from what he feared most—dying. More than anything, the emperor wanted to live forever. According to legend, a magic elixir had granted eternal life to the people of the mythical Eastern Islands. Over the years, the emperor sent expeditions out to sea in search of the islands and the magic potion. But each time they came back empty-handed.



statue of Qin Shihuang



▲ This map shows the Qin **empire** in brown and the Qin kingdom in stripes.

entire civilized world only place
where people were known to live
rolled into one together

► Before You Continue

1. **Figurative Language** Explain what it means that Qin had “eaten up his neighbors like a silkworm devouring a leaf.”
2. **Use Text Features** What information does the map show that is not included in the text?



This painting from the seventeenth century shows the first emperor carried in a covered litter called a *palanquin*.



If he couldn't live forever, then Qin Shihuang was determined to live as long as possible. He ate powdered jade and drank mercury in the belief that they would prolong his life. In fact, these “medicines” were poison and may have caused the emperor to fall sick and die while on a tour of the easternmost outposts of his **empire**. He was forty-nine years old.

If **word of** Qin Shihuang's death got out while he was away from the capital there might be a **revolt**. So his ministers kept the news a secret. With the emperor's body inside his chariot, the entire party traveled back to the capital city. Meals were brought into the emperor's chariot; daily reports **on affairs of state** were delivered as usual—all to keep up the appearance that the emperor was alive and well. However, it was summer, and a terrible smell began to come from the chariot. But the clever ministers found a way to **account for** the stench. A cart

was loaded with smelly, salted fish and **made to precede** the chariot, overpowering and masking any foul odors coming from the dead emperor. And so Qin Shihuang returned to the capital for burial.



▲ This is a modern stone engraving that depicts the first emperor of China.

word of the news about
on affairs of state about the government
account for explain
made to proceed traveled in front of

► **Before You Continue**

1. **Use Text Features** Study the painting on page 164. What does the painting help you understand about the life of an emperor?
2. **Explain** How did Qin Shihuang's fear of death affect his life? Cite text evidence.



▲ For thousands of years, the Chinese have made silk fabric. This detail of a silk robe shows an embroidered dragon, the symbol of Chinese emperors.



▲ On long journeys, the emperor would have slept in a covered carriage like this half-scale model made from bronze in the third century B.C.

The tomb of Qin Shihuang had been under construction for more than thirty years. It began when he was a young boy of thirteen and was still not finished when he died. Even incomplete, the emperor's tomb was enormous, larger than his largest palace. According to legend, it had a domed ceiling **inlaid** with clusters of pearls to represent the sun, moon, and stars. Below was a gigantic relief map of the world, made from bronze. Bronze hills and mountains rose up from the floor, with rivers of mercury flowing into a mercury

sea. Along the banks of the rivers were models of the emperor's palaces and cities, all exact **replicas** of the real ones.

In ancient times, the Chinese believed that life after death was not so very different from life on earth. The soul of a dead person could continue to enjoy all the pleasures of everyday life. So people who were rich enough constructed elaborate, underground tombs filled with silk robes, jewelry with precious stones, furniture, games, boats, chariots—everything the dead person could possibly need or want.

inlaid decorated
replicas copies

► Before You Continue

1. **Make Inferences** Study the photograph and caption on page 166. Why do you think dragons symbolized emperors?
2. **Relate Ideas** How does Qin Shihuang's tomb reflect his personality in life? Cite specific evidence from the text.



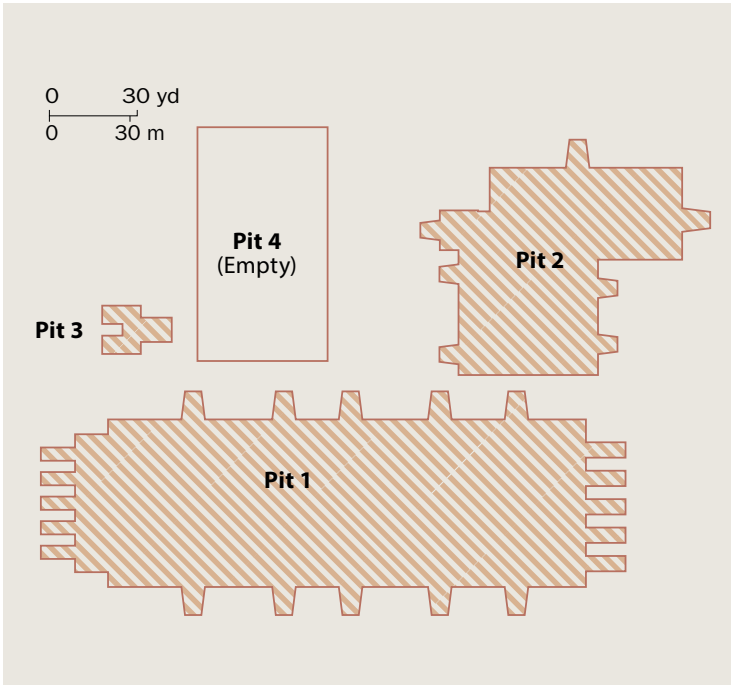
Qin Shihuang knew that **grave** robbers would try their best to loot the treasures in his tomb. So he had machines put inside the tomb that produced the rumble of thunder to scare off intruders, and mechanical crossbows at the entrance were set to fire arrows automatically should anyone dare trespass. The emperor also made certain that the workers who carried his coffin in to its final resting place never revealed its exact **whereabouts**. As the men worked their way back through the tunnels to the tomb's entrance, a stone door came crashing down, and they were left to die, sealed inside the tomb along with the body of the emperor.

Even all these **measures**, however, were not enough to satisfy the emperor. And so, less than a mile from the tomb, in underground trenches, the **terracotta** warriors were stationed. Just as flesh-and-blood troops had protected him during his lifetime, the terracotta troops were there to protect their ruler against any enemy for all eternity.

Qin Shihuang became emperor because of his stunning victories on the battlefield. His army was said to be **a million strong**. In every respect except

for number, the terracotta army is a faithful replica of the real one.

So far, terracotta troops have been found in three separate pits, all close to one another. A fourth pit was discovered, but it was empty. The entire army faces east. The Qin kingdom, the emperor's homeland, was in the northwest. The other kingdoms that had been conquered and had become part of his **empire** lay to the east. So Qin Shihuang feared that any enemy **uprising** would come from that direction.



▲ This diagram shows the four pits that have been discovered. Only Pits 1, 2, and 3 contain terracotta figures.



▲ In Pit 1, three rows of unarmored soldiers are followed by the main body of the army.

The first pit is by far the biggest, more than two football fields long, with approximately 6,000 soldiers and horses. About 1,000 have already been excavated and restored. None of the soldiers in the army wears a helmet or carries a shield—proof of the Qin soldiers' fearlessness. But the archers stationed in the front lines don't wear any armor either. They needed to be able to move freely in order to fire their arrows with accuracy. And so these frontline sharpshooters, who were the first targets of an approaching enemy, also had the least protection.

Following the **vanguard** are eleven long columns of foot soldiers and lower-ranking officers, the main body of the army, who once carried spears, battle-axes, and **halberds**. The soldiers are prepared for an attack from any direction.

Those in the extreme right and extreme left columns face out, not forward, so that they can block enemy **charges** from either side. Last of all comes the rear guard, three rows of soldiers with their backs to the rest of the army, ready to stop an attack from behind.

grave tomb
whereabouts location
measures careful plans
terracotta red clay
a million strong made of one million warriors

uprising attack

vanguard first group of warriors
halberds sharp, spiked weapons
charges attacks

- **Before You Continue**
1. **Draw Conclusions** Did Qin Shihuang trust his tomb's internal safety measures? Cite evidence from the text.
 2. **Analyze** How did Qin Shihuang's actions reflect his concerns that people might **revolt** against him?



▲ The chariots that originally followed the horses rotted away long before the discovery of the terracotta army.

Stationed at various points among the foot soldiers are about fifty charioteers who drove wooden chariots. Each charioteer has a team of four horses and is dressed in full-length armor. In some carts, a general rides beside the charioteer, ready to beat a drum to signal a charge or ring a bell to call for **a retreat**.

The long, rectangular arrangement of soldiers in Pit I follows a real battle formation used to defeat real enemies in ancient times. It is called a sword formation, with the frontline archers representing the tip of the sword, the chariots and columns of foot soldiers forming the blade, and the rear guard the handle.

a retreat the army to get back



▲ Low-ranking infantrymen wore no armor.

Pit 2 is far smaller than Pit I. With an estimated 900 warriors of all different ranks, Pit 2 serves as a powerful back-up force to

help the larger army in Pit I. There are also almost 500 horses—about 350 chariot horses and more than 100 cavalry horses.



◀ This drawing shows what a wooden chariot would have looked like.

► Before You Continue

1. **Relate Ideas** How does information about the terracotta soldiers show Qin Shihuang's attention to detail?
2. **Explain** What is the purpose of Pit 2? Use evidence from the text in your answer.



The terracotta horses are Mongolian ponies, not very big, but muscular and full of power. With their flaring nostrils, bared teeth, and bulging eyes, the chariot horses all look as if they are straining to gallop across a battlefield. The mane of each chariot horse is trimmed short and its tail is braided. That is so it won't get caught in the **harness**.

By the time of the first emperor, soldiers on horseback were replacing war chariots. It was hard for even the most experienced drivers to manage a chariot over bumpy, rock-strewn ground. **Cavalrymen** could move much more swiftly and easily. Their horses had fancy saddles decorated with rows of nail heads and tassels, but no **stirrups**—they hadn't **come into use** yet.



▲ The terracotta horses are life-size.

harness straps used to control the horse
Cavalrymen Soldiers riding horses
stirrups straps to hold the riders' feet
come into use been created

Pit 3, by far the smallest, contains fewer than seventy warriors and only one team of horses. Archeologists think that Pit 3 represents the army headquarters. That's because the soldiers are not arranged in an attack formation.

Instead, they face one another in a U shape, as if they are busy consulting among themselves. Although the officers at command central would not **engage in hand-to-hand combat**, the fate of the thousands of troops in Pit 1 and Pit 2 **rests in their hands**.

Altogether, the three pits of warriors and horses make up an unstoppable army. All the warriors are stationed strategically, exactly as they would have been on a real battlefield. For example, rows of kneeling soldiers with crossbows alternate with rows of standing archers. This way, while one row is firing, the other row has time to reload their bows. The crossbow was by far the most powerful weapon of the time. The Chinese were using crossbows as early as 400 B.C. In Europe, however, crossbows didn't come into use for at least another 1,300 years.

In earlier times in ancient China, real soldiers and horses were killed and buried alongside their dead ruler. But by the time of Qin Shihuang, this horrible custom

engage in hand-to-hand combat fight people directly
rests in their hands is their responsibility
ransack steal or break items in
immortal soul soul that would live forever

was no longer so common. Instead, clay or wooden figurines were substituted for human sacrifices. Once the figures were buried underground, it was believed that they would come to life magically and protect the dead emperor both from real attackers hoping to **ransack** his tomb and from any evil spirits wanting to harm his **immortal soul**.

Interestingly, there is not a single word about the buried army in any records from ancient times. Why was this? Was the creation of the clay soldiers simply not worthy of mention? Or was the emperor making sure that nobody knew about his ultimate secret weapon? ♦



▲ Unlike most of the figures, who stand stiffly, face forward, this archer is in a much more natural pose.

- **Before You Continue**
1. **Use Text Evidence** What does the information about Pit 3 illustrate about Qin Shihuang's actions and motives?
 2. **Visualize** How do the descriptions of the soldiers help you picture their placement and duties in the emperor's army?

Talk About It

1. History articles can help readers learn new information about places or people from the past. What new information did you learn about ancient China in “The Emperor’s Silent Army”?
2. Why might there have been a **revolt** if people had discovered Qin Shihuang’s death while he was away from the capital?
3. Review the description of Pit 1 on pages 169–170. Imagine you are in Pit 1, looking at the soldiers. Describe how your visualization makes you feel and how this helps you understand the text.
4. Interpret the drawing on page 171. What does it help you understand about chariots?
5. Which **aspect** of Qin Shihuang’s life best explains why he is a key individual in China’s history? Explain your answer, using evidence from the text.
6. Qin Shihuang was a very clever man. How do the plans for his tomb support this claim? Cite text evidence in your answer.

Key Words

ancestor	empire
aspect	foundation
assemble	infrastructure
conquest	revolt
domain	unify

Relate Ideas

Use a text evidence chart to relate ideas about Qin Shihuang from “The Emperor’s Silent Army.” Record examples and anecdotes that the author includes to illustrate the emperor’s strengths, weaknesses, and contributions to society.

Text Evidence Chart

Person’s Qualities	Text Evidence
brutal, mean	Qin’s soldiers had to cut off their enemies’ heads.

Use your text evidence chart to analyze Qin Shihuang with a partner. Explain why he was a key individual in Chinese history and how the author’s examples and anecdotes elaborate on these ideas. Use **Key Words**.

Fluency

Practice reading with phrasing. Rate your reading.

Talk Together

Does “The Emperor’s Silent Army” help you understand why we should study ancient cultures? Why or why not? Discuss your ideas with a partner. Use **Key Words** and support your ideas with details from the selection.

Write About It

What else would you like to learn about Qin Shihuang? Write a letter to the author of “The Emperor’s Silent Army” to ask for information. Use at least three **Key Words** and details from the article in your letter.

	Dear Ms. O’Connor,
	I would like to learn more about Qin Shihuang’s empire .
	I would especially like to know more details about how
	Qin Shihuang was able to unify all of those kingdoms into one.

Context Clues

When you read an unfamiliar word, look for clues in the nearby text. **Context clues** are words and phrases that may help you figure out the meaning of the new word.

Type of Context Clue	Signal Words	Example
Definition Clue: explains the word directly in the text	<i>is, are, was, called, means, refers to, or</i>	An ancestor <i>is</i> a member of the family who has lived and died in the past.
Synonym Clue: gives a word or a phrase that means almost the same thing	<i>also, like</i>	Like many other <u>kingdoms</u> , the empire was made up of several small states.
Antonym Clue: gives a word or phrase that means almost the opposite	<i>but, unlike</i>	The king tried to unify his people, but they remained <u>divided</u> .

EXAMPLE

Legends told of an elixir, or magic potion, that gave eternal life to anyone who drank it.

In the sentence above, the phrase *or magic potion* is a definition clue that can help you figure out that *elixir* means “a magical drink.”

Try It

Read the sentences. Then answer the questions.

Like all the other gatherings, the people assembled to hear the emperor speak. He honored their ancestors, who had come before them.

1. Use context clues. What is the best meaning for the word assembled?

- A expected
- B listened
- C came together
- D scattered

2. Use context clues. What is the best meaning for the word ancestors?

- A great rulers of other kingdoms
- B family members born earlier
- C people who gather together
- D emperors who win wars



NATIONAL
GEOGRAPHIC
EXCLUSIVE

Making Connections You learned why Qin Shihuang built his terracotta army in the past. Now read how workers are preserving the Emperor’s army today.

Genre A **history article** gives detailed information about a specific historical place, event, or person.



A SILENT ARMY
by Jacqueline Ball and Richard Levey

It was 1974. In Xi’an, 930 km (580 miles) southwest of Beijing, some farmers were digging a well. Reaching a level of 4.6 meters (15 feet) below ground, they uncovered a fragment of pottery that looked like the head of a very large sculpture of a man. The farmers could tell right away that this pottery was more important than finishing the well. They told a local official, who instantly called in archaeologists.

► Before You Continue

- 1. Make Inferences** How did the farmers know that the statue was important?
- 2. Use Text Features** Study the image. How does it support the information about the sculpture?



▲ The sculpture of an archer lies in a partially excavated section of Pit 2. Other figures guarding Qin Shihuang's tomb included cavalry troops, charioteers, and infantrymen.

Working like crime scene investigators, the archaeologists carefully excavated the area around the farmers' well. They found many statues of soldiers made of a red clay called terracotta. They also found clay horses and chariots. It was as if a whole army lay beneath the earth. The site is only a mile from the main tomb of the First Emperor of China, Qin Shihuang, who lived from 259 B.C. to 201 B.C. They knew this massive group of sculptures must be part of his tomb **complex**.

Over the next six years, the investigators detected three underground pits covering more than 22,000 square meters (200,000 square feet). Ranged over this huge space were about 8,000 terracotta warriors and horses buried in tunnels or rooms that were separated by walls made of **rammed** earth. Some figures stood tall, and others kneeled. Horses galloped or waited in harnesses.

complex area
rammed tightly packed

HOW THEY WERE MADE

Each sculpture was life-size. Actually, the soldiers were even bigger than life. They stood about 1.8 meters (six feet) tall, which was taller than most Chinese people were at the time they were made. This would have made them seem especially strong and powerful. Each figure's face had a different expression, hairstyle, and clothing. Each one was marked with his army rank.

From studying the way the warriors were made, archaeologists concluded that Qin's **craftsmen** had an extremely high level of technical skills. The various parts of the sculptures—legs, arms, bodies, fronts of heads, and backs of heads—were made in separate molds. Then each warrior was glued together.

Over the molded parts, craftsmen attached individually sculpted ears, noses, hair, and facial expressions. They also attached military armor, belts, and other precise costume details. They then **fired** the completed sculptures in a pottery **kiln** and painted the finished products. As a result of such careful attention to detail, no two warriors or horses are exactly the same.

It appears that the craftsmen who made the sculptures were proud of their work. The name of the person who built each figure was found inscribed on the warrior's robe, leg, or armor.

craftsmen sculptors; artists
fired baked
kiln oven



▲ This life-size archer once held a real crossbow in his hands. Some experts consider him to be the best crafted of all the terracotta soldiers.

► Before You Continue

1. **Explain** How did archaeologists make a connection between the terracotta army and the tomb of Qin Shihuang?
2. **Use Text Features** How does the archer statue shown above demonstrate the "attention to detail" described in the text?

THE FIRST EMPEROR

The Qin dynasty ruled about 2,200 years ago. It was around this time that historians began to put together a written record of China's history. So we have more than **turtle shells** to help us interpret the terracotta warriors and understand the Emperor's life.

From the time he was a child, Ying Zheng planned ahead. When he inherited the throne of the Qin kingdom at age 13, he ordered workers to begin building his tomb. Then he got busy conquering the many neighboring kingdoms in the enormous plains around the Yellow River. Eventually, Ying united the kingdoms into an **empire**. He took the name Qin Shihuang, "First Emperor of Qin." Historians believed that the name Qin is the source of the word "China."

THE GREAT WALL

Qin Shihuang's reign lasted 37 years. During much of that time, the dynasty was either at war or defending its borders from invaders. Under his rule, several sections of the defensive wall built over the previous centuries were rebuilt, strengthened, connected, and extended into what we know today as the Great Wall of China.

turtle shells the writing that ancient Chinese historians recorded on turtle shells and bones



▲ Although Qin Shihuang's tomb has never been excavated, an artist has illustrated how the tomb might look, based on historical descriptions of the interior.

► Before You Continue

1. **Draw Conclusions** Review the information about Qin Shihuang on page 180. What kind of ruler was he?
2. **Interpret** Study the painting. What does it help you understand about the first emperor?

PREPARING THE TOMB

While the Great Wall was visible for many miles and remains an important symbol of China, Qin Shihuang’s tomb was even more amazing. Over the course of his reign, some 700,000 workers were involved in its construction. A historian of the time recorded that pearls were placed in the ceiling of his burial chamber to represent the stars. A map of the Qin **Empire**, with its

rivers and lakes filled with liquid mercury, was said to have been carved into the floor of the tomb. It is believed that the Emperor felt so strongly about keeping the details of the tomb’s construction a secret that he had thousands of workers buried alive when the tomb was sealed.

Though archaeologists know the location of this tomb, they haven’t yet found the entrance. They must be very careful when they do find it. If it really contains rivers of mercury, it will be poisonous to anyone who enters.

It may come as no surprise that Qin Shihuang was a feared and hated ruler. Perhaps he realized this and also planned on bringing protection with him to the afterlife. The Emperor always thought big. He brought not just some soldiers but an entire army.



▲ Workers try to piece together one of the terracotta warriors found in Pit 1. Thousands of figures **await eventual reconstruction**.

await eventual reconstruction are waiting to be put back together

THE TERRACOTTA ARMY TODAY

Archaeologists are still digging up terracotta soldiers. In fact, in the 30 years since the army was discovered, only 1,000 of the estimated 8,000 soldiers have been uncovered. But the terracotta army is also one of the most popular tourist destinations in China. It is facing a dangerous, modern enemy. In the 1990s, the Chinese government erected enormous buildings over the dig site to protect the warriors from the weather. They also allowed 1.5 million visitors each year to come and watch the ongoing excavation.

But the site is in Xi’an, which is one of the most polluted cities in the world. In addition, all those visitors breathing in a closed building have added a lot of moisture to the air. The moisture got so bad that **mold** has grown on many of the statues.

Qin Shihuang clearly thought that 8,000 terracotta soldiers were enough to defend him in the afterlife. However, it doesn’t look as if he considered who would defend those soldiers. Conservationists, or professionals who



▲ A few of the soldiers still show their original paint. Technicians use the latest techniques to determine how the soldiers were painted.

work to preserve important historical artifacts, are working now to figure out how to reduce the amount of damage that pollution and visitors do to this ancient army. Only then can the soldiers continue to stand guard well into the future. ❖

mold a plant-like organism

- **Before You Continue**
- 1. **Relate Ideas** What examples does the author include to show how the Emperor’s army contributed to modern China?
 - 2. **Draw Conclusions** How might the complex be saved? Cite text evidence to support your conclusion.

Compare Details

Both “The Emperor’s Silent Army” and “The Silent Army” provide information about Qin Shihuang and his terracotta army. Use a comparison chart to compare how the two authors presented the information in similar or different ways. Then analyze the information in the chart to draw conclusions about Emperor Qin’s rule.

Comparison Chart

	“The Emperor’s Silent Army”	“A Silent Army”
History of Qin Shihuang’s Life	Details: <ul style="list-style-type: none"> • • • 	Details: <ul style="list-style-type: none"> • ruled about 2,200 years ago • •
Qin Shihuang’s Tomb	Details: <ul style="list-style-type: none"> • • • 	Details: <ul style="list-style-type: none"> • • •
Qin’s Terracotta Army	Details: <ul style="list-style-type: none"> • • • 	Details: <ul style="list-style-type: none"> • • •

Talk Together

Analyze the information from both texts. How do they show ways that historians and archaeologists work together to help us learn about ancient China? Use **Key Words** and cite evidence from the text as you discuss and compare your ideas with a partner’s.

Key Words

ancestor	empire
aspect	foundation
assemble	infrastructure
conquest	revolt
domain	unify

Grammar and Spelling

Pronoun Agreement

A **pronoun** usually refers back to a noun. This noun is called the antecedent. The type of pronoun you use depends on how it is used in a sentence.

Grammar Rules Pronoun Agreement

Use a **subject pronoun** as the **subject** of a sentence.

- The *singular* subject pronouns are *I, you, he, she, and it*.
- The *plural* subject pronouns are *we, you, and they*.

Qin Shihuang was an emperor. **He** ruled China.

The **ministers** were loyal. **They** served well.

Use an **object pronoun** after an **action verb** or a **preposition**.

- The *singular* object pronouns are *me, you, him, her, and it*.
- The *plural* subject pronouns are *us, you, and them*.

Ministers buried his **body**. Soldiers **encircled it**.

Many **soldiers** are in Pit 1. Pit 3 has 70 **of them**.

Read Sentences with Pronouns

Writers use pronouns to keep from repeating words too often. Read this passage from “A Silent Army.” Which words are used to avoid repetition?

Though archaeologists know the location of this tomb, they haven’t yet found the entrance. They must be very careful when they do find it. If it really contains rivers of mercury, it will be poisonous to anyone who enters.

Write Sentences with Pronouns

Reread pages 182–183 of “A Silent Army.” Write a paragraph explaining the challenges that archaeologists face as they excavate the terracotta army. Include at least two subject pronouns and two object pronouns. Trade paragraphs with a partner. Underline each pronoun and circle its antecedent. Make sure that the pronouns and antecedents match.

Summarize

Listen to the folk tale “The Ungrateful Tiger.” Then listen to how one student summarizes the story. Use **Language Frames** to summarize another folk tale you know.

The Ungrateful Tiger



One night, a tiger falls into a hole. He tries to get out but can't.



In the morning, a man passes by. The tiger promises to be grateful if the man helps him get out. So the man helps the tiger climb out.



Once the tiger is out, he roars that he will eat the man.



Just then, a clever rabbit comes along and tricks the tiger.



The tiger falls back into the hole. The rabbit and the man leave the tiger to his fate.

To summarize, when an ungrateful tiger threatens to eat the man who helped him, a clever rabbit tricks the tiger and saves the man's life.

Language Frames

- The main idea/event is _____.
- The person/character _____.
- To summarize, _____.

Social Studies Vocabulary

Key Words

Read the story and study the illustrations. Use **Key Words** and other words to talk about how traditional stories can add to our understanding of history.

Key Words

despair
invasion
legendary
precious
subordinate

A Legendary Emperor



Emperor Yao was well loved and **precious** to his people. He chose to live in a small hut instead of a huge palace. If anything bad happened in his empire, he blamed himself.



Emperor Yao had a son named Danzhu who was not kind. Danzhu only cared about money. He gave orders to his father's loyal **subordinates**, or servants, for his own selfish reasons.



Emperor Yao knew that his son's greedy attitude would be as hurtful as a forceful **invasion** into his peaceful country by an evil, new ruler.



Emperor Yao **despaired** at the upsetting thought of leaving his empire to Danzhu. He bravely broke tradition and gave his empire to a kind and humble young man named Shun. This **legendary** action is remembered to this day.

Talk Together

Summarize the text about Emperor Yao with a partner. Use **Language Frames** from page 186 and **Key Words** as you retell the most important events in your own words.

Elements of Fiction

Some fiction writers use a literary device called an **embedded story**. This is a story that is included within the main story. Embedded stories can help build background for the main story, provide an example or illustration of something in the main story, or help the main story's plot move forward toward a resolution of the characters' problems.

Look Into the Text

"Ba, you said you would tell me the Old Man of the Moon story again today."

"More stories!" Ma said, and her chopsticks struck the inside of her empty rice bowl resentfully . . .

Ma shook her head and sighed, but said nothing, so Ba began.

The Story of the Old Man of the Moon

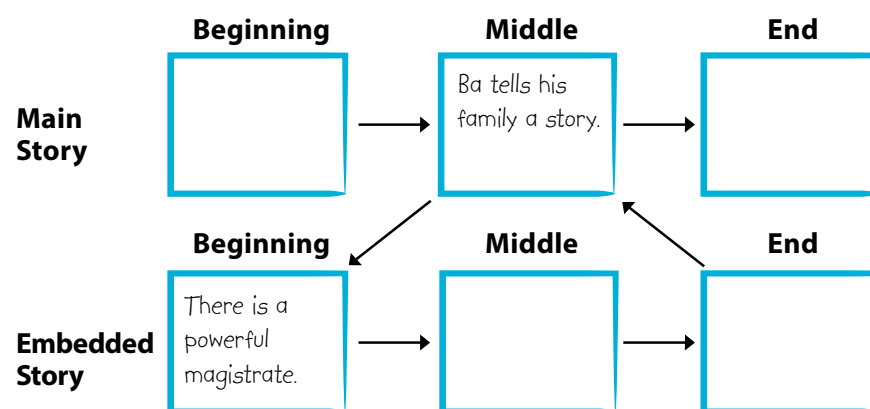
Once there was a magistrate who was quite powerful and proud. . . .

"The text of the main story includes a **story title** to show where the **embedded story** begins."

Map and Talk

A double plot diagram can help you keep track of an embedded story. As you read the main story, think about how the embedded story influences the main story's characters and plot.

Double Plot Diagram



Talk Together

Tell a partner about an important day in your life. Explain the entire day's events as the main story. Tell an embedded story about something in the past that will give your listener more background about you or the event. Share enough details so that your partner can fill in a double plot diagram.

Academic Vocabulary

More Key Words

Use these words to talk about "Where the Mountain Meets the Moon" and "Mu Lan."

expertise

noun



Expertise is special knowledge or skill. A black belt shows a high level of **expertise** in karate.

inquiry

noun



An **inquiry** is a question or investigation. The police will hold an **inquiry** to ask people how the accident happened.

integrity

noun



Integrity is behaving in a way that is honest, fair, or right. The girl showed **integrity** by returning the wallet she found.

pose

verb



To **pose** means to stand still in a certain position. The boy **poses** like a superhero.

promote

verb



To **promote** means to give someone a higher rank or position. The colonel will **promote** the general to a higher rank.

Talk Together

Work with a partner. Write a question using at least one **Key Word**. Your partner answers your question using a different **Key Word**, if possible. Use each word twice.

Question: Why might someone be promoted?

Answer: A worker may show a special expertise at his or her job.

Learn to Form Generalizations

As you read, you can **form generalizations**, or general statements, about people, things, or situations. Valid, or true, generalizations should be based on what you read as well as your own observations.

How to Form Generalizations



1. As you read, look for details that are about the same idea.

I read _____.



2. Add related examples from your own experience or knowledge.

I know _____.



3. Make a general statement that seems true based on evidence from the text and your knowledge.

I can generalize that _____.

Here's how one student formed a generalization.

Look Into the Text

Every morning, before the sun rose, Minli, her mother, and her father began work in the fields. It was planting season, which was especially **grueling**. The **mud stuck to their feet like glue** and each seedling had to be **painstakingly planted by hand**. When the **hot sun burned overhead**, Minli's knees **shook from weariness**.

"I read **details** about the family's hard work."

"I know that ancient Chinese farmers did not have many advanced tools."

"I can generalize that farming was extremely difficult work in ancient China."

Forming generalizations can help you better understand the ideas and concepts presented in a text. Remember that valid generalizations should always be supported by evidence in the text.

Language Frames

I read _____.

I know _____.

I can generalize that _____.

Talk Together

Read the folk tale and sample notes. Use **Language Frames** to form generalizations as you read. Talk with a partner about the generalizations you formed and how you made them.

Folk Tale

Good Luck or Bad Luck?

Long ago, a wise, old man lived in the open plains beyond the Great Wall of China. The things that were most **precious** to him were his son and his horses. People appreciated the old man's **expertise** and **integrity** and traveled from far and wide to buy horses from him. ◀

One day, one of the man's **subordinates** accidentally left the stable door open. The man's favorite stallion, a horse **legendary** for its beauty and speed, escaped. While others would have **despaired**, the old man remained calm. He said to his neighbors, "Why be upset? No one knew the horse would escape. What's done is done."

A few days later, the stallion returned with a dazzling, white mare. After an **inquiry** to make sure that no one had lost a horse, the man added the rare white horse to his stable. The man's neighbors were delighted at his good luck, but the wise man remained calm. "Who knows why this horse has come to me," he said. "What will be will be." ◀

Two weeks later, the man's son fell while riding the beautiful, white horse. The son broke his leg and walked with a limp from that time forward. The old man did not get angry at the white horse, nor did he feel sorrow for his son. The neighbors said, "It would have been better if this horse had never come to you."

But the man merely shrugged and said, "Accidents will happen." When the family **posed** for a portrait, the wise man stood with one hand resting on his favorite horse and the other on his son's shoulder.

Two years later, an enemy invaded the man's country. All of the man's neighbors were **promoted** into military positions and had to go to fight against the **invasion**, but his son was not included because of his limp. While many lost their lives, the son's life was saved. Sometimes it's hard to tell the difference between good luck and bad luck! ◀



I read that people traveled from far away to buy horses from the man.

I know that my parents like working with honest people, too.

I can generalize that most people prefer to do business with people they trust.

◀ = good place to stop and form a generalization

Read a Fantasy

Genre

A **fantasy** story is fiction. It includes made-up events that could not happen in real life. Fantasy stories often include talking animals, magical settings, or characters with special powers.

Dialogue

Authors can show their characters' thoughts, feelings, and traits through their dialogue. Pay attention to what characters say and how they say it.

“How could you spend your money on that?!” Ma said, **slapping the rice bowls on the table.** “On something so useless? And we will have to feed it! There is barely enough rice for us as it is.”

“I will share my rice with it,” Minli **said quickly.** “The goldfish man said that it will bring fortune to our house.”

Ma’s dialogue and actions convey anger.

Minli’s dialogue and actions show she is trying to please Ma.



FROM *Where the* *Mountain* *Meets the* *Moon*

by Grace Lin
illustrated by Marina Seoane

► **Set a Purpose**

Find out why Minli's life is so difficult.

Every morning, before the sun rose, Minli, her mother, and her father began work in the fields. It was planting season, which was especially grueling. The mud stuck to their feet like glue and each seedling had to be painstakingly planted by hand. When the hot sun burned overhead, Minli's knees shook from weariness. She hated the feeling of thick, soggy mud on her hands and face; and many times she wanted to stop in irritation and exhaustion. But seeing her parents' bent backs, patiently working, made her **swallow her complaints** and continue.

As soon as the sun began to set, Minli's parents sent her home to make dinner and to rest while they continued to work in the thick mud. They would not come home until the sun had completely disappeared from the sky.

At home, Minli washed her face and hands and feet; and even though all the water in the basin turned brown, she still felt like she was covered in mud. Her arms and legs were so tired that she felt like an old crab crawling on rocks. As she looked at herself reflected in the dark water, she saw Ma's frown on her face.

*Ma is right, Minli thought. What a poor **fortune** we have. Every day, Ba and Ma work and work and we still have nothing. I wish I could change our fortune.*

At that very moment, Minli heard a faint murmuring sound that she had never heard before, like a song chanted from the clouds. Curious, she opened the door to see what the noise was.

And there, on the road in front of her house, she saw a small stranger calling out quietly. "Goldfish," he was saying softly, as if he were **coaxing** his fish to swim. "Bring fortune into your home."

Minli and the villagers stared as he wheeled his cart. Even though the village was by a river, it had been many years since anyone had seen a glimpse of a goldfish. The fish in the Jade River were brown and gray, like the village. The goldfish man's cart was full of bowls of flashing fish that glittered like jewels.

His gentle calling drew Minli to him like a moth to a lit lantern. "How does a goldfish bring fortune into your home?" Minli asked.

The goldfish man looked at her; the sun setting behind him made him glow bright red and yellow. "Don't you know?" he asked her. "Goldfish means *plenty of gold*. Having a bowl of goldfish means your house will be full of gold and **jade**."

As Minli stared into his bowls with her shining black eyes, a brilliant orange fish stared back at her with its shining black eyes. And then quickly, so quickly that Minli barely thought about it, she turned into the house and grabbed the two copper coins from the white rabbit rice bowl.



swallow her complaints not
complain aloud
fortune luck
coaxing encouraging



◀ **jade precious** stones that are used
for jewelry and carvings

“I’ll buy that one,” Minli said, and she pointed at the fiery orange fish with the black eyes and fin that had **caught her eye**.

The other village children looked at her enviously while the watching adults shook their heads. “Minli,” one neighbor said, “don’t believe his impossible talk. A goldfish won’t bring fortune. Save your money.”

But Minli was not discouraged and she held out her copper coins to the goldfish man. He looked at her and smiled. Then he took one coin, picked up the fishbowl, and gave it to her.

“May it bring you great fortune,” he said. And with a small bow to the villagers, he wheeled out of the village. In moments, he disappeared from view into the shadow of Fruitless Mountain, and if it wasn’t for the goldfish Minli had in her hands, all would have thought he was a dream.

But the goldfish was real, and when her parents returned from the fields for dinner they were not happy to learn that Minli had spent her money on it.

“How could you spend your money on that?!” Ma said, slapping the rice bowls on the table. “On something so useless? And we will have to feed it! There is barely enough rice for us as it is.”

“I will share my rice with it,” Minli said quickly. “The goldfish man said that it will bring fortune to our house.”

“Fortune!” Ma said. “You spent half the money in our house!”

“Now, Wife,” Ba said, sitting quietly, “it was Minli’s money. It was hers to do with as she wished. Money must be used sometime. What use is money in a bowl?”

“It is more useful than a goldfish in a bowl,” her mother said **shortly**.

caught her eye attracted her
shortly angrily





“Who knows,” Ba said. “Maybe it will bring fortune to our house.”

“Another impossible dream,” Ma said, looking at the plain rice in her bowl with bitterness. “It will take more than a goldfish to bring fortune to our house.”

“Like what?” Minli asked. “What do we need to bring fortune here?”

“Ah,” Ba said, “that is a question you will have to ask the Old Man of the Moon.”

“The Old Man of the Moon again,” Minli said, and she looked at her father. “Ba, you said you would tell me the Old Man of the Moon story again today.”

“More stories!” Ma said, and her chopsticks struck the inside of her empty rice bowl resentfully. “Haven’t we had enough of those?”

“Now, Wife,” Ba said again, “stories cost us nothing.”

“And gain us nothing as well,” Ma said.

There was **a stony** silence as Ba looked sadly into his rice bowl. Minli tugged at his sleeve. “Please, Ba?” she said.

Ma shook her head and sighed, but said nothing, so Ba began.

The Story of the Old Man of the Moon

Once there was a **magistrate** who was quite powerful and proud. He was so proud that he demanded constant respect from his people. Whenever he made a trip out of the city, no matter what time of day or night, people were to leave their homes, get on their knees, and make deep bows as he passed, or else face the brutal punishment of his soldiers. The magistrate was fierce in his anger as well as his pride. It is said he even expected the monkeys to come down from the trees to bow to him.

a stony an uncomfortable

magistrate city leader

The magistrate was harsh with his **subordinates**, ruthless to his enemies, and pitiless to his people. All feared his wrath, and when he roared his orders the people trembled. Behind his back, they called him Magistrate Tiger.

Magistrate Tiger's most coveted wish was to be of royal blood. His every decision was crafted for that purpose; every manipulation was part of a strategy to achieve acceptance into the **imperial** family. As soon as his son was born, he began to make trips and **inquiries** to gain influence, in hopes that he could marry his son to a member of the imperial family.

One night, as the magistrate traveled through the mountains (again on a trip to gain favor for his son's future marriage), he saw an old man sitting alone in the moonlight. The old man ignored the passing horses and carriages, the silk brocade and the government seal, and simply continued reading a large book in his lap, **placidly fingering** a bag of red string beside him. The old man's **indifference** infuriated Magistrate Tiger and he ordered the carriage to stop. However, even the halting noises did not make the old man look up.

Finally, Magistrate Tiger exited his carriage and went to the old man, still engrossed in his book.

"Do you not bow to your magistrate?!" he roared.

The old man continued to read.

"What are you reading that is so important?" the magistrate demanded, and looked at the pages of the book. It was full of scribbles and scrawls that were not of any language the magistrate knew of. "Why, it's just nonsense written in there!"

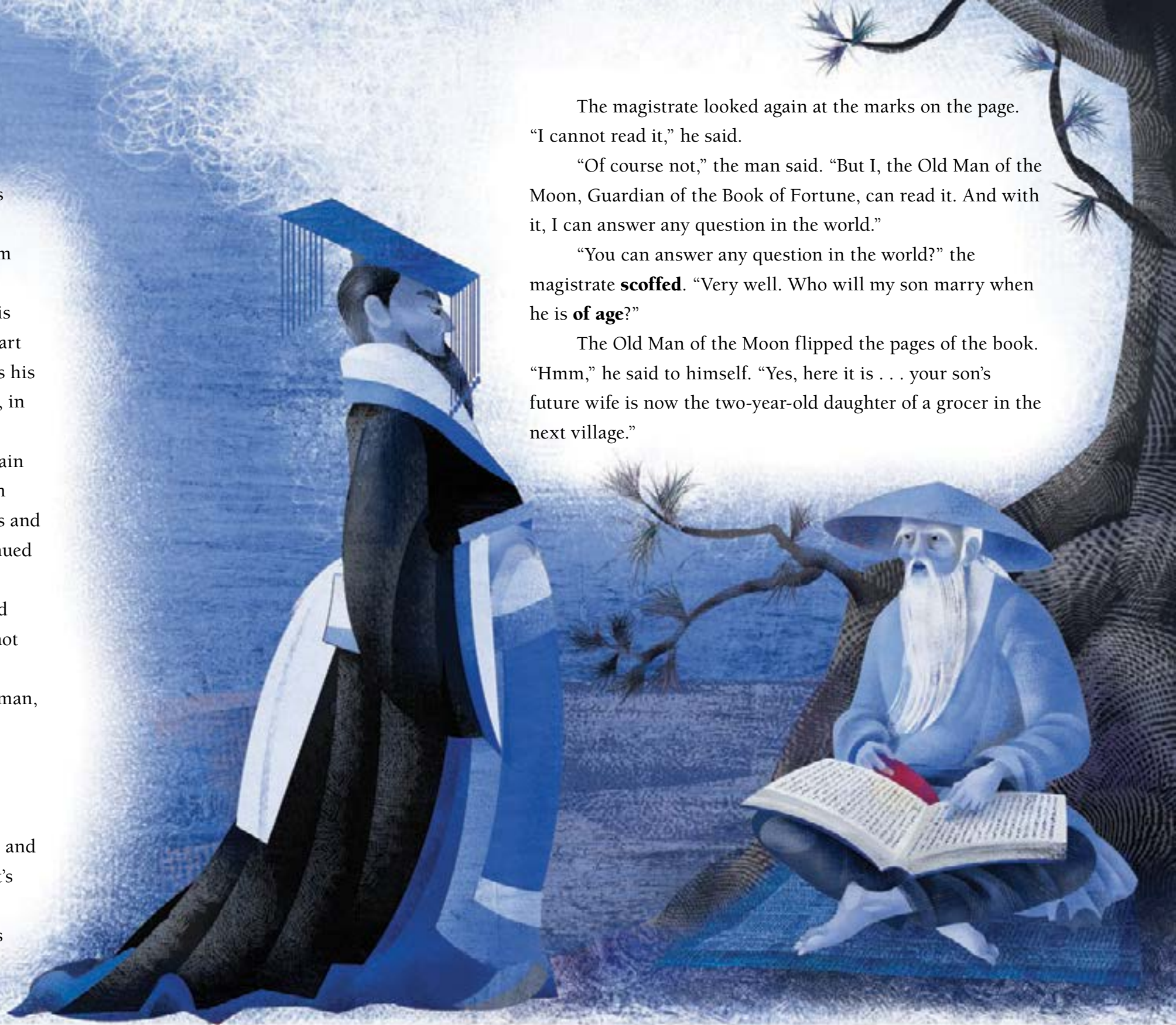
"Nonsense!" the old man said, finally looking up. "You fool. This is the Book of Fortune. It holds all the knowledge of the world—the past, present, and future."

The magistrate looked again at the marks on the page. "I cannot read it," he said.

"Of course not," the man said. "But I, the Old Man of the Moon, Guardian of the Book of Fortune, can read it. And with it, I can answer any question in the world."

"You can answer any question in the world?" the magistrate **scoffed**. "Very well. Who will my son marry when he is **of age**?"

The Old Man of the Moon flipped the pages of the book. "Hmm," he said to himself. "Yes, here it is . . . your son's future wife is now the two-year-old daughter of a grocer in the next village."



imperial ruling
placidly fingering gently touching
indifference lack of interest

scoffed said rudely
of age old enough; a man

► Before You Continue

1. **Generalize** What statement can you make about people who have an attitude like Ma's?
2. **Genre** How is the writing style of the embedded story different than the main story? Cite specific examples.

► Predict

Will the Old Man of the Moon's prediction come true?



"The daughter of a grocer!" the magistrate spat.

"Yes," the Old Man of the Moon continued. "Right now she is wrapped in a blue blanket embroidered with white rabbits, sitting on the lap of her blind grandmother in front of her house."

"No!" the magistrate said. "I won't allow it!"

"It's true . . ." the Old Man said. "They are destined to be husband and wife. I, myself, tied the red cord that binds them."

"What red cord?" Magistrate Tiger demanded.

"Do you know nothing? I tie together everyone who meets with these red threads." The Old Man sighed, holding up his bag full of red string. "When you were born, I tied your ankle to your wife's ankle with a red thread, and as you both grew older the line became shorter until you eventually met. All the people you've met in your life have been brought to you by the red cords I tied. I must have forgotten to tie the end of one of the lines, which is why you are meeting me now. I won't do that again."

"I don't believe you," the magistrate said.

"Believe or don't believe," the Old Man said, standing up and putting the big book on his back, "we have reached the end of our thread and I will now leave."

The magistrate stared in **dumbfounded** silence as the Old Man of the Moon walked away up the mountain.

"Crazy old man," the magistrate said finally. "What a waste of my time!"

The magistrate returned to his carriage and continued on. But as they drove through the next village, he saw an old blind woman holding a baby girl in front of a house. The girl was wrapped in a blue blanket embroidered with white rabbits, just as the Old Man of the Moon had said.

Magistrate Tiger burned with anger. "I will not let my son marry a grocer's daughter!" he vowed. So, after he arrived at his guesthouse, the magistrate secretly ordered one of his servants to return to the grocer's home and stab the girl with a knife. *That will take care of her*, he thought to himself.

dumbfounded amazed



Many years later, Magistrate Tiger had his dream fulfilled. He was finally able to **obtain a match** for his son with one of the emperor's many granddaughters, and his son would inherit the rule of a remote city. On the wedding day, Magistrate Tiger bragged to his son about how he had arranged the marriage and **outwitted** the Old Man of the Moon. The son (who was not like his father) said nothing, but after the wedding ceremony, sent a trusted servant to find the grocer's family to **make amends**. In the meantime, he became acquainted with his bride and was happy to find that both were pleased with each other. He found his new wife beautiful, the only oddity about her being that she always wore a delicate flower on her forehead.

"Dear Wife," he said, "Why do you always wear that flower? Even to sleep, you never remove it."

"It is to hide my scar," she said, touching her forehead in embarrassment. "When I was a child no older than two, a strange man stabbed me with a knife. I survived, but I still have this scar."

And at that moment, the trusted servant came rushing in. "Master," he said, "I made the **inquiries** you asked for. In a flood many years ago, the grocer's family perished—except for the daughter. The king of the city (the emperor's ninth son) then adopted the daughter and raised her as his own . . . and that daughter is your wife!"

"So the Old Man of the Moon was right!" Minli said.

"Of course he was," Ba replied. "The Old Man of the Moon knows everything and can answer any question you ask."

"I should ask him how to bring fortune to our house!" Minli said. "He would know, I'll ask him. Where do I find him?"

"They say he lives on top of Never-Ending Mountain," Ba said. "But no one I have ever spoken to knows where that is."

"Maybe we can find out," Minli said.

"Oh, Minli!" Ma said impatiently. "Bringing fortune to our house! Making Fruitless Mountain bloom! You're always wishing to do impossible things! Stop believing stories and stop wasting your time."

"Stories are not a waste of time," Ba said.

"Stories," Ma said, slapping her hands against the table, making the water in the fishbowl sway as she stood up and left the table, "are what wasted money on this goldfish."

Minli stared down at her rice bowl; the few white grains left sat like **precious** pearls at the bottom of her bowl. Ba patted her arm. "Eat all your rice, Daughter," he said, and with his shaking hands, he scooped the last of his own rice to feed the fish.

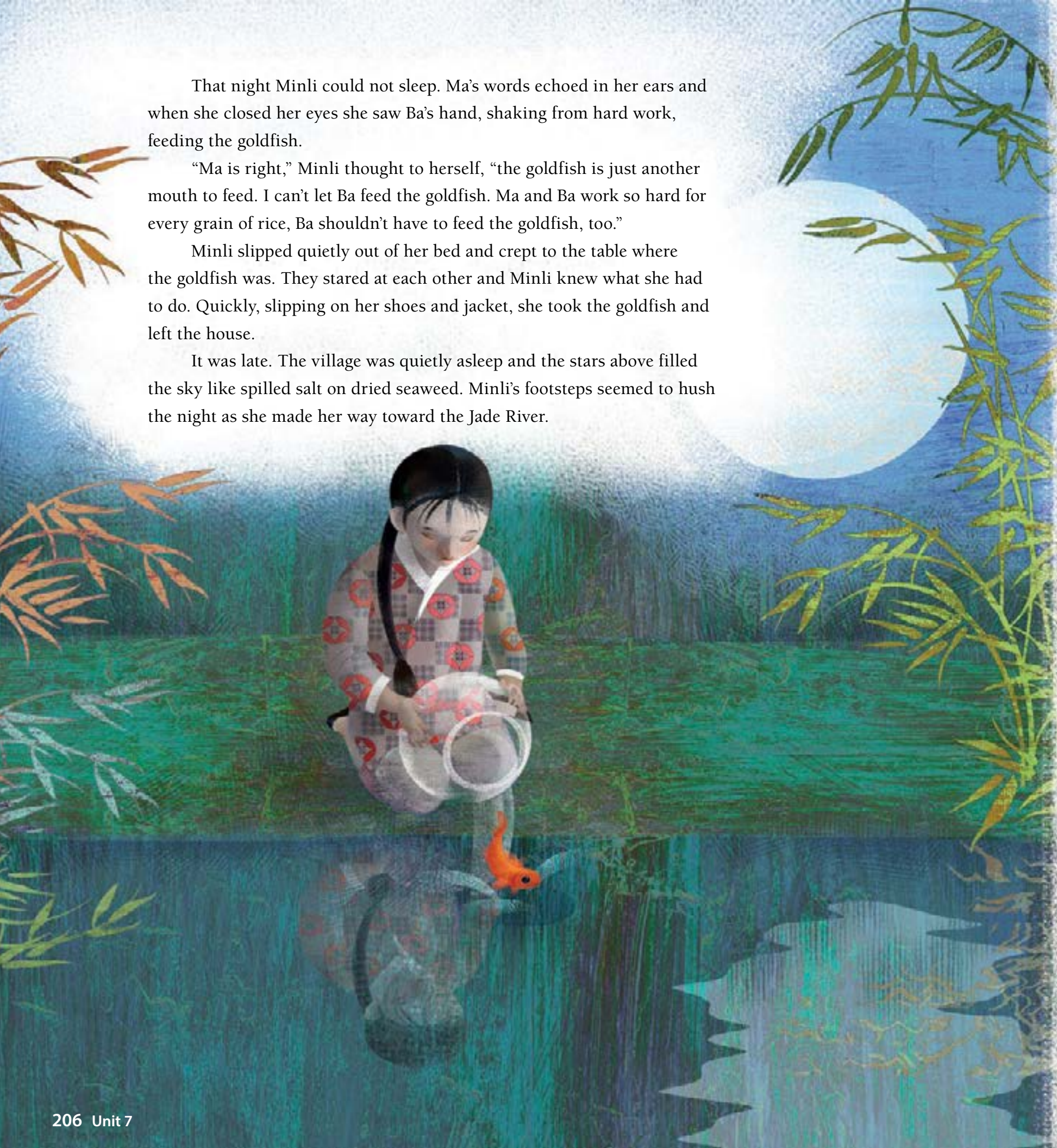
obtain a match get a wife
outwitted been smarter than
make amends apologize

That night Minli could not sleep. Ma's words echoed in her ears and when she closed her eyes she saw Ba's hand, shaking from hard work, feeding the goldfish.

"Ma is right," Minli thought to herself, "the goldfish is just another mouth to feed. I can't let Ba feed the goldfish. Ma and Ba work so hard for every grain of rice, Ba shouldn't have to feed the goldfish, too."

Minli slipped quietly out of her bed and crept to the table where the goldfish was. They stared at each other and Minli knew what she had to do. Quickly, slipping on her shoes and jacket, she took the goldfish and left the house.

It was late. The village was quietly asleep and the stars above filled the sky like spilled salt on dried seaweed. Minli's footsteps seemed to hush the night as she made her way toward the Jade River.



At the edge of the river, Minli looked at her goldfish one last time. The moon shone above so even in the darkness of the night, the fish seemed to burn a bright orange. Its black eyes sparkled at her.

"I'm sorry I can't keep you," Minli whispered. "I hope you will be all right in the river." And with those words, she emptied the bowl into the water. For a moment the fish seemed shocked and was still, like a flickering flame on a match. Then it wiggled in the water and swam in circles, a joyful fire twirling in the water.

Minli watched it and sighed. As the sound faded into the night, Minli realized it was an echo of her mother's impatient, frustrated noise. "Ma will never stop sighing unless our fortune changes. But how will it ever change?" Minli asked ruefully. "I guess that is just another question for the Old Man of the Moon. Too bad no one knows how to get to Never-Ending Mountain to ask him anything."

The fish stopped swimming and looked up at Minli. "I know where it is," it said. The female voice was high and soft, like the wind whistling through the reeds of the water.

Minli stared. "Did you say something?" she asked.

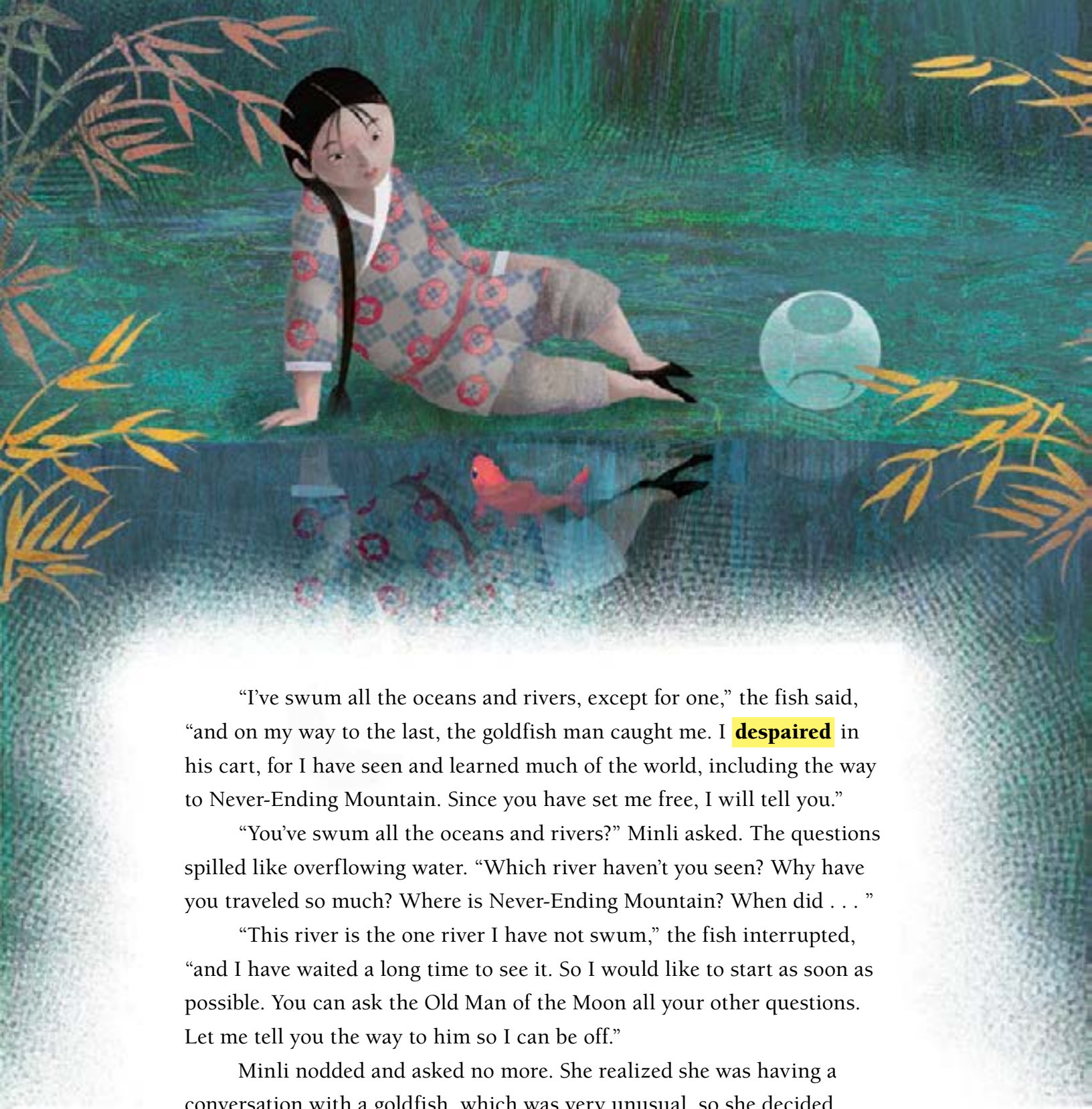
"Yes," the fish said. "I know how you can get to Never-Ending Mountain and ask the Old Man of the Moon a question."

"You're a talking fish?" Minli asked, **her words tumbling into each other** with excitement. "How can you talk?"

"Most fish talk," the fish said, "if you are willing to listen. One, of course, must want to hear."

"I do," Minli said, enthralled and eager. This was just like one of Ba's stories! She **bubbled with** excitement. "How do you know the way to Never-Ending Mountain?"

her words tumbling into each other
speaking quickly
bubbled with felt so much



“I’ve swum all the oceans and rivers, except for one,” the fish said, “and on my way to the last, the goldfish man caught me. I **despaired** in his cart, for I have seen and learned much of the world, including the way to Never-Ending Mountain. Since you have set me free, I will tell you.”

“You’ve swum all the oceans and rivers?” Minli asked. The questions spilled like overflowing water. “Which river haven’t you seen? Why have you traveled so much? Where is Never-Ending Mountain? When did . . .”

“This river is the one river I have not swum,” the fish interrupted, “and I have waited a long time to see it. So I would like to start as soon as possible. You can ask the Old Man of the Moon all your other questions. Let me tell you the way to him so I can be off.”

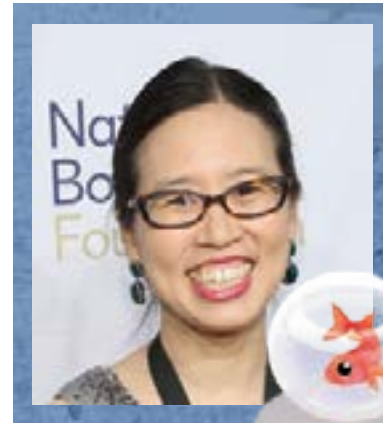
Minli nodded and asked no more. She realized she was having a conversation with a goldfish, which was very unusual, so she decided to listen. ♦

► Before You Continue

1. **Confirm Prediction** Was the Old Man of the Moon’s prediction correct? What affected the couple’s fate?
2. **Character** Minli is willing to set the goldfish free for her family. What does this evidence tell you about Minli?

Meet the Author

Grace Lin



When Grace Lin was young, her mother used to hide collections of Chinese folk tales in their bookshelves for her daughter to discover and read for herself. As a result, Lin grew up with a love of cultural folk tales and storytelling. Her Newberry Honor novel *Where the Mountain Meets the Moon* combines both of these interests

in a way that one reviewer has called, “a tribute to storytelling.”

Lin believes that storytelling is more important than ever in our modern society. “I am hoping that with all of today’s technology, the tradition of sharing stories has become even more important. As wonderful as virtual connections are, nothing compares to real-life sharing.” Like Lin, look for stories that you treasure. You may find new ways to tell the old stories you love the most.

Writing Tip

Authors sometimes use characters’ dialogue and actions to show what the characters are like. For example, Ma’s dialogue and actions show that she is an angry, resentful person. Find examples from the story that show what Ba is like.

Then write a conversation between two people who are discussing a magical event. Use dialogue and actions to show what each character is like.

AWARD
WINNER

Talk About It

1. What elements of Minli's story help you determine that it is fantasy? Cite at least three examples from the text.
2. What ideas does the story present about storytelling and magic? Use evidence from the text to form a generalization about fantasy stories.
3. Think about the most important events in "The Story of the Old Man of the Moon." Summarize the embedded story in your own words.
4. How does Minli change from the beginning to the end of the story? Cite text evidence to show how the story events cause her to react and change.
5. Analyze the purpose of the embedded story. How does it contribute to the development of the main story?
6. Why do you think parents tell their children stories? Form a generalization that is supported by evidence from the text.

Key Words

despair	legendary
expertise	pose
inquiry	precious
integrity	promote
invasion	subordinate

Write About It

Think about what Ma and Ba might say if they learned Minli had spoken with the goldfish. Write a short dialogue between them. Use at least three **Key Words**.

"I just heard Minli was talking to the goldfish!" Ma yelled.

"I didn't know our **precious** daughter could speak to fish,"

Ba replied calmly.

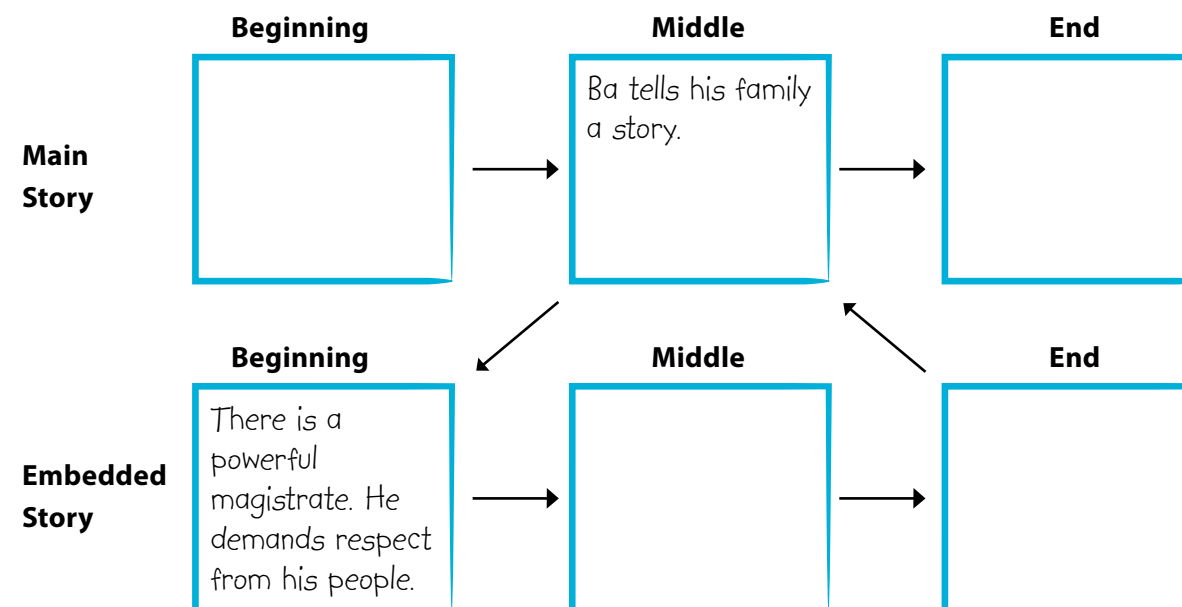


Reread and Summarize

Elements of Fiction

Use a double plot diagram to record the events from the main story and the embedded story in "Where the Mountain Meets the Moon." Think about how the embedded story affects Minli and leads to the main story's resolution.

Double Plot Diagram



Work with a partner. Use your double plot diagram to summarize the two stories and discuss how they relate to each other. Tell how the embedded story helps the plot of the main story unfold. Use **Key Words**.

Fluency

Practice reading with expression. Rate your reading.

Talk Together

Think about the themes, or lessons, within "Where the Mountain Meets the Moon." Why do cultures create folk tales that teach lessons? What modern-day stories teach similar lessons? Discuss your ideas with a partner. Use **Key Words** and evidence from the text.

Figurative Language

As you read, you may find many phrases with meanings that are different from the literal, or actual, meanings of the words by themselves. This is called **figurative language**. Figurative language can help readers visualize, or create a picture of, what is happening in the story. Similes and metaphors are two kinds of figurative language.

EXAMPLES

Type of Figurative Language	Explanation	Example
Simile	uses <i>like</i> or <i>as</i> to compare two or more things	The goldfish man’s cart was full of bowls of flashing fish that glittered <i>like</i> jewels.
Metaphor	compares two or more things without using <i>like</i> or <i>as</i> ; often says that one thing <i>is</i> or <i>was</i> the other thing	The goldfish <i>was</i> a joyful fire twirling in the water.

Follow these steps to use context to understand similes and metaphors.

1. Look at sentences nearby. See if they give clues to the meaning.
2. Predict a meaning that might fit in the context.
3. Reread the sentence to see if the simile or metaphor helps you better visualize or understand the story. If it does not, ask someone to explain the phrase.

Try It

Read the sentences. Then answer the questions. Use the chart and steps to help you.

When Ma saw the fish, she was as angry as a roaring lion. Minli was a statue—frozen in place—while Ma yelled at her.

1. What is the best meaning for the simile she was as angry as a roaring lion?

- A Ma was angry about a roaring lion.
- B Ma turned into an angry lion.
- C Ma acted very angrily.
- D Ma roared to sound like a lion.

2. What is the best meaning for the metaphor Minli was a statue?

- A Minli stood very still.
- B Minli ran away from Ma.
- C Minli hid behind a statue.
- D Minli turned into a statue.



Making Connections You read about a girl trying to change her fortune. Now read about how one brave woman changed the course of history.

Genre A **drama** is a story that is intended to be performed for an audience. A script is the written form of the play and includes dialogue and stage directions.

Mu Lan

The Girl Who Knew No Fear

A Chinese folk tale retold by Joyce McGreevy ILLUSTRATED BY LAURA PEREZ

CHARACTERS

- NARRATOR 1
- NARRATOR 2
- FATHER
- MOTHER
- MU LAN
- MESSENGER
- GENERAL HUA
- SOLDIER 1
- SOLDIER 2

SCENE 1

[**SETTING** *The play begins in a peaceful farming village in China in the 1100s, during the Song dynasty. MU LAN, a young woman, is at home. She has long hair and wraps a beautiful robe or shawl around her shoulders. She is seated on a cushion, studying a scroll. NARRATOR 1 and NARRATOR 2 stand off to one side and speak directly to the audience.*]



Before You Continue

1. **Drama** How does the Characters list prepare you to read the play?
2. **Setting** What do you know about the setting so far? Cite text evidence that helps you picture the time and place.

NARRATOR 1: Long ago, when many an ancient story was as new as the first grass in spring, there lived a girl named Mu Lan.

NARRATOR 2: She lived in a quiet village in China, where farmers’ fields spread out in all directions like embroidered cloths of green and gold. No star in the heavens was ever as brilliant as Mu Lan.

NARRATOR 1: From the time that she was a child, Mu Lan demonstrated a tremendous capacity for learning. With her quick **wit** and her restless wonder, Mu Lan could follow a line of thought, no matter how complex, as easily as a bird in flight distinguishes its invisible path. She admired new ideas the way some people admire a beautiful sunrise.

NARRATOR 2: Picture her now as she was then.

[FATHER and MOTHER enter. They are proud of MU LAN.]

FATHER: Mu Lan, your mother and I are pleased with your devotion to your studies. You behave with respect to your teachers, and you work tirelessly at your lessons. So we were wondering—

MOTHER: Now that you have learned to read and write, to recite our history, and to map many lands—

FATHER: What would you like to study next?

MU LAN: [begins pacing the room as she thinks over the question] Well, I do love the arts.

MOTHER: Good, very good.

FATHER: Which arts would you like to learn?

MOTHER: Painting and sculpting?

FATHER: Singing and dancing?

MU LAN: [**posing** like a kung fu master] I would like to learn martial arts!

[MOTHER and FATHER exchange looks of utter surprise, appear to consider the matter, and then smile in agreement.]

NARRATOR 1: And so she did.

[As NARRATOR 1 and NARRATOR 2 speak, MU LAN **mimes appropriate actions**.]

NARRATOR 2: Thereafter, her mother and father **took it upon themselves** to teach her everything she wanted to know.

NARRATOR 1: They taught her to run with speed and stamina . . . to swim with graceful and powerful strokes . . . and to ride on horseback with **unwavering poise**.

FATHER: You can do it, Mu Lan!

NARRATOR 2: They taught her how to **wield a sword of great heft** . . . how to use a bow and arrow.

MOTHER: Keep your aim steady, Mu Lan!

NARRATOR 1: They taught her to stand tall.

[MU LAN puts hands on hips, stands straight.]

FATHER: Look everyone in the eye, Mu Lan!

MOTHER: You are strong, Mu Lan!

[MOTHER, FATHER, and MU LAN exit.]

NARRATOR 1: As the seasons passed, Mu Lan learned more and more.

NARRATOR 2: She was as skillful as the silent tiger that moves undetected through the deep forest, hunting, hunting.

NARRATOR 1: She was as patient as the noble crane that vigilantly watches the still water, waiting, waiting.

NARRATOR 2: She wanted to know many things, but there was one thing, and one thing only, that she absolutely refused to know.

NARRATOR 1: [*proudly*] She refused to know fear.



wit intelligence
mimes appropriate actions acts out what they are saying
took it upon themselves did everything they could

unwavering poise great control
wield a sword of great heft use a heavy sword

- **Before You Continue**
- Character** Describe Mu Lan based on evidence from the text. Include details about how she has developed these traits.
 - Generalize** Why are narrators an important part of dramas? Use evidence from this play to support your answer.

SCENE 2

[**SETTING** *Same place, one year later.*]
[MU LAN and MOTHER enter. MOTHER wears a plain shawl and her hair is pulled into a simple bun. MOTHER carries a basket with a small blanket over it.]

NARRATOR 1: One day, a messenger arrived in the quiet village.
[MESSENGER enters.]
NARRATOR 2: He brought terrible news.
MESSENGER: Greetings to all, but alas, I bring terrible news.
NARRATOR 2: See, I told you!
NARRATOR 1: Shh! You're interrupting the scene!
MESSENGER: [*glances at NARRATOR 2, annoyed*] As I was saying, I bring terrible news. Hordes of invaders—coldhearted and arrogant men who have not the least respect for our laws—are streaming down from the mountains like a rushing river in full flood.

MOTHER: Oh no! Where are the invaders now?
MESSENGER: They are close and getting closer. Their horses are galloping as loudly as thunder and moving across the land as quickly as wildfire.
MU LAN: We must defend ourselves.
MESSENGER: Yes, for I fear their **ferocity** will be **unyielding**. I therefore require every man and boy in this house to join General Hua's army.
MOTHER: Alas, my husband is ill. So he must fight a different kind of battle to get well again. Until then, he does not have the strength you need.
MU LAN: But I do.
MESSENGER: *You?* Don't make me laugh. You're a girl.
MU LAN: Yes, I know. I also know how to defend my people.
MESSENGER: Miss, I am sure you know many things, but the law says that only men are permitted to join the army.

MU LAN: Messenger, please tell me, who is obligated to follow the laws of our land, men or women?
MESSENGER: Foolish question! All men and all women must follow the laws of our land.
MU LAN: I see. And who makes the laws of our land, the laws that govern all men and all women?
MESSENGER: All men and all . . . men.
[MU LAN and MOTHER exchange looks of obvious amusement.]
MESSENGER: [*embarrassed and frustrated*] I'm just the messenger! I must hurry to the next village. Do you have a brother?
MU LAN: Yes, but—
MESSENGER: Good. Tomorrow I will return. Tell your brother to be attired in his soldier's clothing and **standing to attention** with his sword and his shield. Until then!
[MESSENGER exits.]

NARRATOR 1: Now, it is true that Mu Lan had a brother, and his name was Mu Li.
NARRATOR 2: However, Mu Li was still . . . a baby!
[MOTHER removes the blanket and **coos lovingly** to indicate that a baby is nestled inside the basket.]
NARRATOR 1: Why, there were flowers in the field that were older than Mu Li!
NARRATOR 2: But the messenger did not know this. So Mu Lan came up with a plan.
MOTHER: No, Mu Lan, I know what you are thinking, and you cannot do this. You cannot lie.
MU LAN: Mother, I will not lie. I will simply show what is true—that I can defend my people as well as any man.
[MU LAN and MOTHER exit.]

ferocity power; strength
unyielding unstoppable

standing to attention ready to fight
coos lovingly makes loving sounds

- **Before You Continue**
- 1. **Author's Purpose** Why does the author include the interaction between the narrators and the messenger on page 216?
 - 2. **Explain** What argument does Mu Lan make to explain why she should be able to join the army?

NARRATOR 1: But how would Mu Lan do this?

NARRATOR 2: The messenger did not understand that Mu Lan possessed a warrior’s skills. He could see only a pretty, young woman who had beautiful hair and who wore fine clothing.

NARRATOR 1: [in an aside to NARRATOR 2] Ugh, don’t you just hate when that happens?

NARRATOR 2: [with a sigh] Oh, I know. Anyway, when the messenger returned—

NARRATOR 1: He expected to see a warrior, and thus a warrior is just what he saw.

[MU LAN enters dressed as a soldier. Her long hair is hidden under a soldier’s hat.]

MESSENGER: Greetings! You must be Mu Li, the brother.

MU LAN: Actually, I—

MESSENGER: Let’s go!

MU LAN: Messenger, before we go, please let me be so bold as to ask you. Am I truly a soldier?

MESSENGER: You certainly look like a soldier, and you clearly stand like a soldier. Now tell me truthfully—are you brave enough to defend your people?

MU LAN: Yes, I am.

MESSENGER: Are you skilled enough to defend your people?

MU LAN: Yes, I am.

MESSENGER: Then I officially declare you a soldier. Now hurry!

[As MU LAN and MESSENGER march, SOLDIER 1 and SOLDIER 2 enter. SOLDIERS and NARRATORS join in the march.]

SCENE 3

[**SETTING** The northern wilderness, far from the village. **Rugged terrain.**]

NARRATOR 1: For many days and nights, Mu Lan and the other soldiers traveled toward the border, **steadfast in all weather.**

SOLDIER 1: We traveled up into mountains.

SOLDIER 2: We traveled down into valleys.

NARRATOR 2: At long last, they came to the north, where danger was waiting for them.

NARRATOR 1: The enemy soldiers were relentless, and the fighting was fierce.

MU LAN: [directly to audience] But I was not afraid.

MESSENGER: We had never seen such a magnificent warrior.

[GENERAL HUA enters. ALL immediately stand at attention.]

GENERAL HUA: What news, Messenger?

MESSENGER: General Hua, we have a powerful warrior **in our midst.**

[ALL look at MU LAN.]

SOLDIER 1: All soldiers are called upon to be brave, but Mu Li has more bravery than the ocean has water.

SOLDIER 2: All soldiers are required to be skilled, but Mu Li has more skills than the sky above our head has stars.

[SOLDIER 1 looks up at the sky and mimes counting stars, as if to verify this information.]

GENERAL HUA: So you are Mu Li. Well, well—

MU LAN: Actually, I—

MESSENGER: [**sternly**] Shh! Never interrupt the General—not ever!

GENERAL HUA: [to MU LAN] Soldier, help figure out the next strategy.

NARRATOR 1: And so Mu Lan did just that.



Rugged terrain. Rocky roads.
steadfast in all weather marching through any kind of weather
in our midst with us
sternly strongly, forcefully

► Before You Continue

- 1. Describe** How does the tone of Mu Lan’s responses to the messenger change as the play moves forward?
- 2. Character** What is one of Mu Lan’s strengths? Give an example from the text.

NARRATOR 2: As a result, General Hua’s army won battle after battle. So it happened that one day—well, see for yourself.

MESENTER: Men! General Hua has reached an important decision.

GENERAL HUA: [to MU LAN] Soldier, by your diligent efforts, meticulous planning, and exemplary bravery, it is evident that you are a leader. I **promote** you to Commanding Officer.

MU LAN: Thank you, General. I accept this honor **on behalf** of my family and our people.

[NARRATORS **resume** a position outside of the action.]

NARRATOR 1: It was a proud moment for Mu Lan.

NARRATOR 2: But the war was not over yet.

NARRATOR 1: It went on, for many years, separating all of the soldiers from their loved ones.

NARRATOR 2: Then it went on—and on—for many more years, separating many a soldier from his life.

[MESENTER and SOLDIERS march with grim determination. GENERAL HUA takes out a map, which he and MU LAN appear to study together.]

SCENE 4

[SETTING Same place, years later.]

NARRATOR 1: One day, Commanding Officer Mu Li made an extraordinary discovery.

MU LAN: Do you see that mountaintop?

SOLDIER 1: I see many mountains, Commanding Officer.

MU LAN: [points] Look up.

NARRATOR 2: The men **raised their gazes** higher . . . and higher.

MU LAN: Do you see the mountaintop jutting high above the clouds? Look up . . . up . . . up. THERE!

SOLDIERS, MESSENGER, GENERAL HUA: [startled, reacting all at once] Oh! Ah! Er? What! What? Is it—?

MU LAN: [calmly] Yes, it is the camp of our enemy.

SOLDIER 1: **No wonder** we are unable to reach them!

SOLDIER 2: There is no way for us to get up that cliff to their camp.

SOLDIER 1: Well, how did the enemy’s army get up there?

GENERAL HUA: On their side of the border, there is a gentle slope that leads gradually up to the top.

SOLDIERS: [**sheepishly**] Oh.

MESENTER: But on our side, there is only a steep and rocky precipice that no man can walk. There is nothing that we can do.

MU LAN: It’s true that no man can walk up a cliff. But I know who can. Listen.

[Offstage: goats **bleating** loudly.]

SOLDIER 1: [in disbelief] Goats? Goats! How can goats possibly be of help to us?

MU LAN: Go gather some lanterns from the villagers, and I will show you. Hurry!

[ALL but the NARRATORS exit.]

SCENE 5

[SETTING Near the base of the cliff, that night.]

NARRATOR 1: When the soldiers returned, **night had fallen**. Mu Lan told the soldiers to hang a lantern on the horns of each of the goats.

NARRATOR 2: Then she sent the goats up the side of the mountain, to climb steadily higher and higher.

[SOLDIERS, MESSENGER, GENERAL HUA, and MU LAN enter and look up toward the cliff.]

GENERAL HUA: Commanding Officer, I’m afraid I don’t see how your strategy can help us.

MESENTER: No one is afraid of goats!

[MESENTER and SOLDIERS start to laugh.]

SOLDIER 1: In this dark, I cannot even see the goats, only the glow of the lanterns.

SOLDIER 2: [more and more amused] Why, for all that the enemy knows, those goats could just be soldiers . . .

on behalf in the name
resume go back to
raised their gazes looked up
No wonder So that is why

sheepishly embarrassed
bleating making sounds
night had fallen it was night

- **Before You Continue**
- 1. **Setting** How do the setting updates help you to better understand the play?
 - 2. **Paraphrase** In your own words, explain why it’s so difficult for Mu Lan’s army to defeat the enemy.

SOLDIER 1: Yes, from here they resemble nothing so much as soldiers, each one holding up a lantern.

MESSENGER: [giggling] Just like hundreds and hundreds of soldiers moving up the mountain.

GENERAL HUA: Now I understand your strategy!

[ALL *stop laughing*.]

NARRATOR 1: Sure enough, when the enemy saw the lanterns move up the cliff, they came to the conclusion—a false conclusion—that General Hua’s army was attacking.

SOLDIER 1: Oh, no! The enemy army is rolling boulders down the cliff.

SOLDIER 2: Look out!

NARRATOR 2: But the goats were unstoppable and simply jumped over the boulders and kept on going!

SOLDIER 1: Now our enemies are shooting their arrows.

SOLDIER 2: How rude!

NARRATOR 2: But the sure-footed goats dodged **nimbly** between the arrows and simply kept on climbing!



nimbly quickly and easily

SOLDIER 1: Listen to our enemies.

[ALL *listen and stare*.]

SOLDIER 1: They sound . . . terrified!

SOLDIER 2: I can hear them calling, but I don’t understand their language.

MU LAN: Good Messenger, please translate. What are the enemy soldiers saying?

MESSENGER: [pauses to listen and then translates] “How can human beings jump over rolling boulders? Mere humans cannot, therefore these must not be ordinary **mortals**! They must in fact be **immortal gods** sent down from heaven!”

SOLDIER 1: What else are they saying?

MESSENGER: “Run for your lives!”

[SOLDIERS *start to run away*.]

MU LAN: Not you, silly.

[MU LAN *points up the cliff*.]

MU LAN: Them.

SOLDIERS: Oh, sorry.

GENERAL HUA: Look! Listen! The enemy soldiers are in retreat!

NARRATOR 1: After that, the enemy army was too afraid to resume the battle.

[A scroll is tossed onto the stage. MESSENGER *picks it up and reads it*.]

MESSENGER: General and Commanding Officer, the enemy has sent us a message. They’re asking if our two countries could live in peace.

SOLDIER 1: Sounds good to me. Fighting is **such a pain**.

SOLDIER 2: Oh, I agree. I’d like to **take up** fishing or maybe learn to paint.

[SOLDIERS *freeze as they realize that MU LAN and GENERAL HUA are staring at them with stern looks on their faces*.]

GENERAL HUA: Commanding Officer, what do you think?

MU LAN: General, I think that the bravest thing of all is learn to live in peace—even with people who we do not always understand.

GENERAL HUA: I agree. Messenger, go and tell the enemy—I mean, kindly reassure our neighbors—that the war is finally over.

[ALL *cheer*.]

mortals humans

immortal gods gods who can never be killed

such a pain so hard

take up learn; try

► **Before You Continue**

1. **Summarize** How is the enemy fooled by the goats? Cite text evidence.
2. **Make Inferences** Explain the hidden meaning in Mu Lan’s response when General Hua asks her what she thinks.

NARRATOR 1: But the General still had more he wished to say.

GENERAL HUA: Commanding Officer, I invite you to accompany me to the palace and meet the Emperor. When I inform him of your **bravery** and praise your honor and skill, he will give you a great reward. You will become rich.

MU LAN: General, I thank you, and I thank the Emperor, but I do not wish for riches. I wish only for one thing.

GENERAL HUA: Name it.

MU LAN: I want the law to allow women to defend their people—our people.

SOLDIER 1: [amused] A woman soldier? Preposterous!

SOLDIER 2: [scornful] That could never be!

MESSENGER: [puzzled] Who could even imagine such a thing?

GENERAL HUA: Commanding Officer, show me a woman who has endured as much

hardship as you have, or a woman who is as brave as you, or a woman who has your skills and your strategies. Show me such a woman, and I will personally ask the Emperor to change the law.

[MU LAN sets aside her disguise and removes her soldier's hat to reveal her long hair. ALL gasp in surprise.]

MESSENGER: Mu Lan! I remember you! Why, I met you all those many years ago!

MU LAN: [smiling] I am glad that you have not forgotten me, good Messenger, for I have been right here by your side ever since!



MESSENGER: Oh, right.

GENERAL HUA: [stunned] Well! This is a surprise! I . . . I must go inform the Emperor of this development at once! There will be consequences!

MESSENGER: What consequences?

SOLDIERS: Yes, what consequences?

GENERAL HUA: [pauses for a very long time as ALL wait in growing suspense for his answer] Why, the law will have to change, of course. Fair is fair. Well done, Commanding Officer Mu Lan!

[GENERAL HUA salutes MU LAN, and ALL cheer.]

NARRATOR 1: From that day on, the story of Mu Lan spread throughout the land and around the world. Each version of the story inspired another version of the story, for just as no two musicians ever play the same song in quite the same way, each new teller embellished the tale with characters, plot changes, dialogue, and other details of his or her own. Yet the heroism of Mu Lan always shone through.

NARRATOR 2: Today, wherever young people are not afraid to learn new things . . .

NARRATOR 1: To do what is right . . .

[MOTHER and FATHER enter.]

MOTHER: To stand tall for what they believe . . .

FATHER: To look everyone in the eye . . .

NARRATOR 1: We say that they are . . .

NARRATOR 2: As brave as Mu Lan.

MU LAN: [directly to audience] What brave thing do you want to do? ❖



► Before You Continue

1. **Generalize** What does General Hua's decision suggest about the role of women at that time?
2. **Theme** What evidence from the play supports a theme about the equality of men and women?

Compare Experiences

“Where the Mountain Meets the Moon” is a fantasy story, and “Mu Lan” is a play. After listening to “Where the Mountain Meets the Moon” and observing your class performance of the play, create a comparison chart. Compare your reading experience with your viewing and listening experience for each of these texts. Then form a generalization about the two genres.

Comparison Chart

Title	Reading Experience	Viewing and Listening Experience
“Where the Mountain Meets the Moon”	<ul style="list-style-type: none">	<ul style="list-style-type: none">
“Mu Lan”	<ul style="list-style-type: none">Sometimes, it was hard to read because of the character names and play directions.	<ul style="list-style-type: none">

Key Words	
despair	legendary
expertise	pose
inquiry	precious
integrity	promote
invasion	subordinate

Prepositional Phrases

A **prepositional phrase** starts with a **preposition** and ends with a noun or pronoun. If the prepositional phrase ends with a pronoun, use an object pronoun.

Grammar Rules Prepositional Phrases

Use a prepositional phrase to	
<ul style="list-style-type: none">show location.show direction.show time.give details.	<p>Mu Lan gazed at the mountaintop above the clouds.</p> <p>The enemy could attack from it.</p> <p>After a long night, Mu Lan shared her plan.</p> <p>Some soldiers laughed at Mu Lan’s suggestion.</p>

Read Prepositional Phrases

Writers use prepositional phrases to add details that make sentences clearer and more interesting. Read this passage from “Mu Lan.” Identify the prepositional phrases you find. What kind of details does each prepositional phrase add?

NARRATOR 1: For many days and nights, Mu Lan and the other soldiers traveled toward the border, steadfast in all weather.

SOLDIER 1: We traveled up into mountains.

SOLDIER 2: We traveled down into valleys.

NARRATOR 2: At long last, they came to the north, where danger was waiting for them.

Talk Together

What did “Where the Mountain Meets the Moon” and “Mu Lan” teach you about ancient China? What new information did you learn from the listening and viewing experience for each genre? Use **Key Words**, text evidence, and your chart to talk about your ideas.

Write Prepositional Phrases

Think about Mu Lan’s belief that women should be allowed to serve in the army. Write a paragraph that explains her reasons for feeling as she does. Make your sentences interesting by using different kinds of prepositional phrases to add details. Then compare your paragraph with a partner’s.

Writing Project

Write as a Storyteller

Write a Narrative

Write a retelling of a folk tale you know well. You will share your retelling with a group of younger students.

Study a Model

When you retell a story, you create a narrative using your own words. Read how Amanda retells the story of “Mu Lan,” a Chinese folk tale.

Amanda begins the story by introducing the setting and the characters.

Amanda includes descriptive details about the setting and story events.

Mu Lan: A Brave Warrior

by Amanda Diallo

Long ago, in ancient China, there lived a brave and clever girl named Mu Lan. One day, a messenger warned that enemies were invading their land. General Hua needed every man to join his troops. Mu Lan wanted to defeat the invaders, too, but the law stated that women could not fight. So she disguised herself as a male warrior and fought alongside the General’s men.

One day, Mu Lan discovered the camp of their enemy! The way to the mountain camp was steep and littered with rocks. She attached glowing lanterns to the horns of some goats and sent them up the mountain. Thinking that General Hua’s men carried these lanterns, the enemy soldiers sent boulders and arrows flying at the goats. But the goats kept advancing. Terrified, the enemy army fled and asked for peace.

The General wanted to reward Mu Lan with riches, but she asked that the law be changed so that women could become soldiers. Then Mu Lan revealed her true identity as a woman. General Hua was convinced. He changed the law, allowing women to fight as warriors.

Amanda focuses on just one central problem, or conflict.

Prewrite

1. **Choose a Topic** What folk tale would you like to retell? Choose one that you know well so that you can use specific details from the original story.

Language Frames

Tell Your Ideas

- One folk tale I like is _____.
- A summary of this story is _____.
- The part of the story that interests me most is _____.
- I’d also like to include _____.

Respond to Ideas

- I’ve never read _____.
- Why do you want to retell it?
- The part about _____ sounds exciting. Can you tell me more?
- What details will you use?

2. **Gather Information** What will you include from the original story? Write specific details you will use to develop the setting, characters, and events.
3. **Get Organized** Use a chart to help you organize details about the main characters in your folk tale.

Character Chart

Character	Motivation	Actions	Traits
Mu Lan	wants to join the army, but only men are allowed to fight	disguises herself as a male warrior	

Draft

Use your character chart as you write your draft. In the first paragraph, introduce your narrator, setting, and characters. Introduce the conflict early in your story. Then add details to make your story exciting, fun, or interesting. Remember to organize events logically to show how the conflict is resolved.

Writing Project, continued

Revise

1. Read, Retell, Respond Read your draft aloud to a partner. Your partner listens and then retells your story. Then talk about ways to improve your writing.

Language Frames

Retell

- In summary, your story is about _____.
- Your setting is _____, and your characters are _____.
- First, _____. Next, _____. Then, _____. Finally, _____.

Make Suggestions

- I'm interested in your setting. Can you add details about _____?
- Could you be more specific about _____?
- I'm not sure how the conflict was resolved. Maybe you could _____.

2. Make Changes Think about your draft and your partner's suggestions. Use revision marks to make your changes.

- Can you add details that tell more about your characters?

Long ago, in ancient China, there lived a ^{brave and clever} girl named Mu Lan.

- Can you add descriptive details to help your reader picture the setting and the story's events?

The way up to the mountain camp was ^{steep and littered with rocks.} ~~difficult.~~

- Make sure that you describe the conflict clearly.

Mu Lan wanted to defeat the invaders, too, ^{but the law stated that women could not fight.}

Edit and Proofread

Work with a partner to edit and proofread your story. Pay special attention to how you use pronouns and prepositional phrases. Use revision marks to show your changes.

Grammar Tip

Remember that a pronoun should match the gender, person, and number of its antecedent.

Be sure to use object pronouns after prepositions.

Present

1. On Your Own Make a final copy of your story. Choose a way to share your work with your classmates. You can read it aloud or act it out.

Presentation Tips

If you are the speaker . . .	If you are the listener . . .
Be sure to change your tone to emphasize questions and exclamations.	A folk tale often teaches a lesson. Listen for details that explain or teach through characters' actions.
Make eye contact with your listeners to help them stay connected.	Smile or nod to show the speaker that you are following and enjoying the story.

2. In a Group Folk tales are usually passed on by storytellers. Arrange to visit a class of younger children and share your stories with them. Afterwards, ask them to draw pictures to go with your stories. Then post both the stories and the pictures on your school's website.



Big Question

Why should we study ancient cultures?



Talk Together

In this unit you found many answers to the **Big Question**. Now use your concept map to discuss it. Think about the different people and ways of life that were presented in the selections. What did you learn about the culture of ancient China?

KWL Chart

Why should we study ancient cultures?		
What I <u>Know</u>	What I <u>Want</u> to Know	What I <u>Learned</u>
I know China is in Asia. I have seen pictures of the Great Wall of China.	I want to learn why the Great Wall was built.	

Performance Task: Narrative

Consider what you learned about ancient China and the Chinese culture through the selections. Choose one of the people or characters you read about. Imagine that this person meets the Old Man of the Moon from "Where the Mountain Meets the Moon." Write a short story to describe how the Old Man of the Moon helps this person.

Checklist

Does your narrative

- ☒ clearly describe character and setting?
- ☒ clearly develop the sequence of events?
- ☒ include transition words, descriptive details, and sensory language?

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a New Scene

After reading "Mu Lan," think about what happens when Mu Lan returns home from her adventures. Write a new scene for the play about her return home. Think about the new characters Mu Lan might meet along the way. How does her courage in battle inspire her family and friends?

Talk About It!

Give a Presentation

Work with a small group to find photos on the Internet that show artifacts from ancient China. Use presentation software to create a virtual museum. When you present your slideshow to the class, explain what each piece tells you about ancient China.



A ban liang from the Qin dynasty

Do It!

Create a Time Line

Work with a partner to find information and photos about important events in China during Qin's lifetime. Use presentation software to create and present a timeline that shows your findings.



Write It!

Write a Journal Entry

Imagine you are one of the archaeologists working to uncover the terracotta army. Write a journal entry that describes your work and your impressions of the soldiers, horses, and chariots you are uncovering. What can the army teach you about ancient China?

