

Student Handout 1- Cyrus: Instructions - Read the Text in the Middle and take notes on each side. Try reading the text once to look for purpose, and then again to think about the big idea. This is a primary source, meaning that it was written for/by Cyrus during his rule.

<u>Purpose</u> ...why was it written? Look at each section to see if different parts might have a different purpose.	PRIMARY SOURCE: <i>Cyrus the Great: The Decree of 539 BCE</i>	Big idea... what is the gist? (for each section)
Why does Cyrus want to show that he is descended from Kings?	I am Cyrus, King of the world, great king, mighty king, king of Babylon, king of the land of Sumer and Akkad, king of the four quarters of the earth, son of Cambyses, great king, king of Anshân, grandson of Cyrus, great king, king of Anshân, descendant of Teispes, great king, king of Anshân, progeny of an unending royal line, whose rule Bel and Nabu cherish, whose kingship they desire for their hearts, pleasure...	
What kind of leader is Cyrus claiming to be?	My numerous troops moved about undisturbed in the midst of Babylon. <u>I did not allow anyone to terrorize</u> the land of Sumer and Akkad. I kept in view the needs of Babylon and all its sanctuaries to <u>promote their well being</u> . The citizens of Babylon ... I lifted their unbecoming yoke. Their dilapidated dwellings I restored. <u>I put an end to their misfortunes</u> ...	
How do you think Cyrus wants to be remembered as a king?	While I am the monarch, I will never let anyone take possession of movable and landed properties of the others by force or without compensation. While I am alive, I prevent unpaid, forced labor. Today, I announce that everyone is free to choose a religion. People are free to live in all regions and take up a job provided that they never violate other's rights.	

Making Inferences on Cyrus

Think about the text above. Turn and Talk with a partner about these questions:

- 1) **What is the overall purpose for this account about Cyrus? Why do you think it was written? Consider the source... what would Cyrus have wanted in the record of his rule? Use your answers to the questions above to help you think about this. Jot down your main idea below. Be ready to share your ideas with the class.**

Finish this statement: Cyrus had this document written in order to: _____

- 2) **Why would Cyrus free slaves if he was a conquering emperor? Apart from maybe just wanting to be a good guy, what might he gain from this action?**

To help you answer this question, talk with your partner about each of these more specific questions:

- Who were the slaves?
- Who were the people controlling the slaves?
- Who was Cyrus conquering?
- How would this group (the ones Cyrus was conquering) feel about having their slaves freed?
- How would NOT having slaves anymore affect the former ruling group?

So... why might Cyrus have freed these slaves? Talk about this again, and be prepared to share your thoughts with the class.

What we are doing here is making an inference based on our own knowledge and the text. We can't actually know what was going in Cyrus' head... but we can make educated conjectures (guesses) based on evidence and reasoning.

Student Handout #2 - Ashoka

Instructions - Read the Text in the Middle and take notes on each side. Try reading the text once to look for purpose, and then again to think about the big idea.

<p>Purpose...why was it written? Look at each section to see if different parts might have a different purpose.</p>	<p>PRIMARY SOURCE: <i>Ashoka: Excerpts from His Rock Edict Inscriptions, c. 258 BCE</i></p>	<p>Big idea... what is the gist? (for each section)</p>
<p>Why do you think Ashoka calls himself “Beloved of the Gods”?</p>	<p>King Priyadarsi (Ashoka), Beloved of the Gods, honors men of all religious communities with gifts and with honors of various kinds, irrespective of whether they are ascetics or householders....This indeed is the desire of the Beloved of the Gods, that persons of all sects become well informed about the doctrines of different religions and acquire pure knowledge.</p>	
<p>What kind of leader does Ashoka claim to be?</p>	<p>And the growth of the essentials of Dharma is possible in many ways. But its root lies in restraint in regard to speech, which means that there should be no extolment of one’s own sect or disparagement of other sects on inappropriate occasions and that it should be moderate in every case even on appropriate occasions. On the contrary, other sects should be duly honored in every way on all occasions; if a person acts in this way, he not only promotes his own sect but also benefits other sects.⁴</p>	
<p>How does Ashoka want to be remembered?</p>	<p>All men are my children. Just as, in regard to my own children, I desire that they shall be provided with all kinds of welfare and happiness⁵ in this world and the next, the same as I also desire in regard to all men.</p>	
	<p>Everywhere King Priyadarsi Beloved of the Gods, has arranged for two kinds of medical treatment, viz., medical treatment for men and medical treatment for animals. And where there were no roots and fruits, they have been caused to be imported and planted. On the roads, wells have been caused to be dug and trees have been caused to be planted for the enjoyment of animals and men?⁶</p>	

Making Inferences on Ashoka

Think about the text above. Turn and Talk with a partner about these questions:

- 1) What is the overall purpose for this document about Ashoka? Why do you think it was written? Consider the source... what would Ashoka want to be remembered for? Use your answers to the questions above to help you think about this. Jot down your main idea below. Be ready to share your ideas with the class.

Finish this statement: Ashoka had this document written in order to: _____

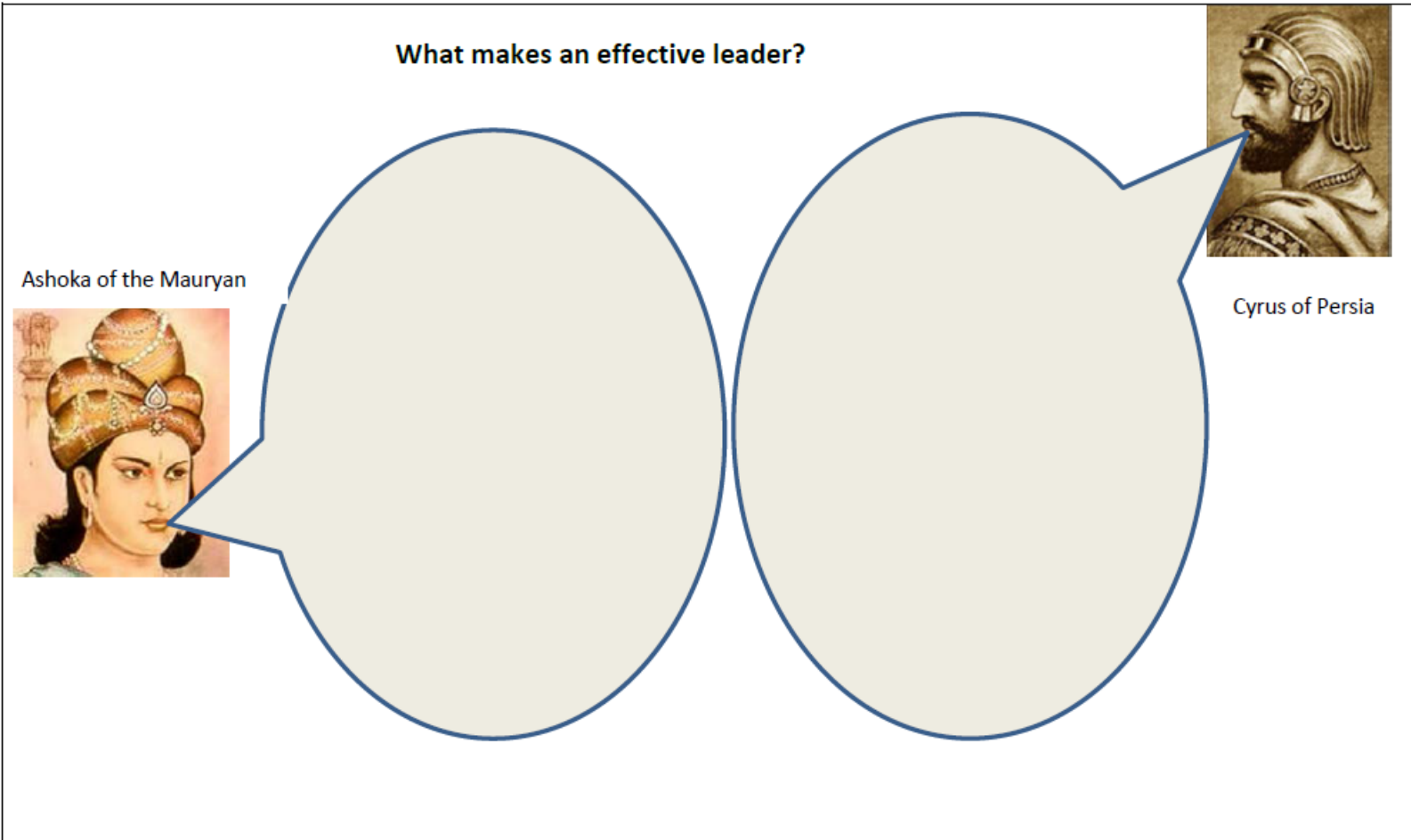
- 2) Think about the text above. Stop and Jot on your own about the questions below, then Turn and Talk with a partner to share your ideas:

- What seems to be driving Ashoka?
- What evidence is there that Buddhism influenced Ashoka's leadership?
- How do the ideas in this text compare to the ideas of Cyrus?
- Do you think Cyrus and Asoka had the same ideas about leadership? Why?

Student Handout 3 – Comparing Cyrus and Ashoka

Using what you have learned about Cyrus and Ashoka, complete the dialogue below:

What makes an effective leader?

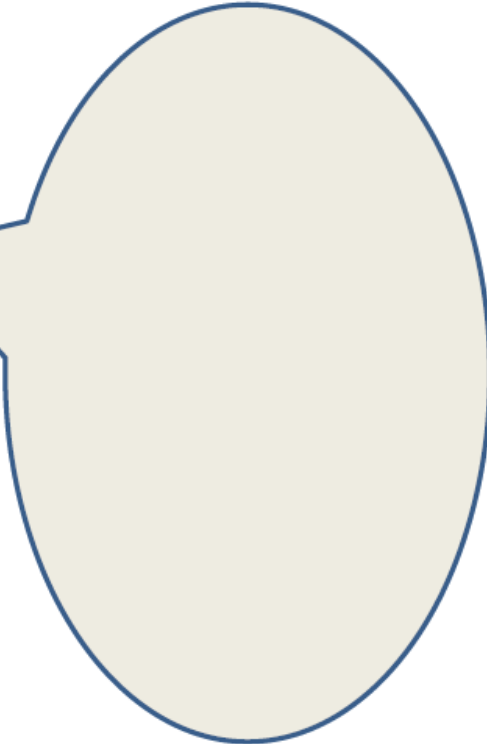


Ashoka of the Mauryan

Cyrus of Persia

How does one earn the right to become an emperor? Where does your power come from?

Ashoka of the Mauryan



Cyrus of Persia



Student Handout 4- Qin: For a different take on leadership, read about Emperor Qin Shi Huang of China below.

Well... aren't they warm and fuzzy. I'll tell you how to rule!



Bureaucracy: To control his people, First Emperor Qin (pronounced “cheen”) developed a system of bureaucracy. He divided his empire into 36 provinces. Each province was divided into districts. He put two government officials in charge of each province. It was their job to put strong people in charge of each district. Workers were well trained and paid. They reported to supervisors. People at each level supervised those below them.

Spy System: To make sure everyone did their job correctly, First Emperor Qin set up a spy system. People had to spy on each other - it was the law. People had to spy on each at work and at home in their neighborhood or village. If people turned in lawbreakers, they were rewarded. If they did not, they were executed. It was a simple system, and it worked very well. This organization system gave Qin great power. That power allowed him to make huge changes. Qin knew that to unify China there had to be big changes. Most of his laws had something to do with protection.

Changes:

Land: First Emperor Qin took land away from the nobles. He did not want the nobles rising up against him. Anyone who argued with Qin was either buried alive or put to work building the Great Wall.

Standardization: He introduced one system of weights, measures, money, written language, and laws. Nobody argued with him.

Law Code: He introduced a new law code that applied to everybody. He created a huge law enforcement group, whose job was to enforce the laws.

Peasants: Peasants were assigned a job. They were either assigned the job of farmer or of silk maker. If they tried to do anything else besides their assigned job, they were sent to work on the Great Wall. If people were lazy or slow at doing their assigned job, they were sent to work on the wall.

Confucius wrote some advice to leaders. He wrote that, “If you are courteous, you will not be disrespected; If you are generous, you will gain everything. If you are honest, people will rely on you. If you are persistent, you will get results. If you are kind, you can employ people.” He also wrote, “What you do not want done to yourself, you do not want to do to others.”

QuickWrite: *Given the ideas of Confucius, why do you think Qin Shi Huang had all of his books burned? What is the evidence that Qin Shi Huang probably didn't agree with Confucius?*

Student Handout 5: Emperor Comparison Chart

	Cyrus	Ashoka	Qin Shi Huang
How does he justify his right to rule... in other words, who put him in charge?			<i>Chinese emperors at this time claimed they had a "Mandate from Heaven" to rule. In other words, they claimed the gods allowed them to rule.</i>
How did he treat his subjects (people he ruled over)?			
What types of responsibilities do you think he feels towards his people?			
How are they similar and how are they different in terms of leadership style?			
In which of these three empires would you want to live? Why?			

Exit Pass: Whose leadership do you think would have been more effective in controlling a large empire? Why? Support your idea with evidence/examples from the lesson.