

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

7th Grade, Week of 3/30

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions



Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	Getting Along unit preview in Connect Ed. Complete activities plus the Access 1 hand out. 		Group Interactions Blast in Connect Ed. Complete activities plus Access 1 hand out. 		Finish any incomplete assignments.
Math	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep
Science	Complete USA Test assignments	Complete USA Test assignments	Complete USA Test assignments	Complete USA Test assignments	Complete USA Test assignments
Social Studies * There is additional online Social Studies material available on USA Test Prep .	Connect Ed: <i>Monday March 30th-Friday April 3rd</i>	Connect Ed: <i>Monday March 30th-Friday April 3rd</i>	Connect Ed: <i>Monday March 30th-Friday April 3rd</i>	Connect Ed: <i>Monday March 30th-Friday April 3rd</i>	Connect Ed: <i>Monday March 30th-Friday April 3rd</i>

ELA PRINT MATERIAL

ELA- Mrs. Norgard

- The packet provided is arranged in the order it is to be completed. Please continue the lessons from last week in the following time frame.
- Missing all of you and the hard time you enjoy giving me!! 😊

Monday- March 30th

7th grade- Page 216-225 in 7th grade packet

Tuesday- March 31st

7th grade- Page 226-233 in 7th grade packet

Wednesday- April 1st

7th grade- Page 234-243 in 7th grade packet

Thursday- April 2nd

7th grade- Page 244-248 in 7th grade packet

Friday- April 3rd

7th grade- Make a list of fifteen things you learned from completing this packet.

MATH PRINT MATERIALS

GRAYSON-WAYNE

Math

All 7th Graders

● Chapter 7 Packet:

Monday 3/30: Lesson 7-3

Tuesday 4/1: Lesson 7-3

Wednesday 4/2: Lesson 7-4

Thursday 4/3: Lesson 7-4

Friday 4/4: Lesson 7-4

● Should we be out any longer, please continue the same pattern of work until packets are complete. Also utilize the online program, USATest Prep.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Social Studies-Alimahmoodi:

*The packet provided is arranged in the order that it is to be completed.

Chapter 18: Civilizations of Korea, Japan, and Southeast Asia

Day 1 (Monday 3/30)

1. Complete Lesson 3 Study Guide (pages 225-228)
2. Complete Lesson 3 Quiz (please use all materials you have available to complete this)

Day 2 (Tuesday 3/31)

1. Read Lesson 4
2. Answer the 6 Review Questions at the end of the reading

Day 3 (Wednesday 4/1)

1. Complete Lesson 4 Guided Reading
2. Complete Lesson 4 *Economics of History Activity: The Rise of Angkor*

Day 4 (Thursday 4/2)

1. Complete Lesson 4 Study Guide (pages 229-232)
2. Complete Lesson 4 Quiz (please use all materials you have available to complete this)

Day 5 (Friday 4/3)

1. Complete Vocabulary Builder activity (use all materials, especially the readings, to help you with this activity)

Science- Mrs. Gunther

- The packet provided is arranged in the order it is to be completed.

Monday 3/30

7th grade- Monday-Homework-Water Pollution and Solution.After finish reading the passage you will support your answers with information from the story. **(written answer)**

Tuesday 3/31

7th grade- After Reading the Passage learn the new vocabulary words, compare the inside and outside weather. Answer the questions at the end of the passage.

Wednesday 4/1

7th grade- After finish reading the passage you will support your answers with information from the story. **(written answer)**

8th grade- Finish the quiz (pg179F)

Thursday 4/2

7th grade- **Plants are Producers** © USATestprep, Inc.

Friday 4/3

7th grade- Explain why installing solar panels is so important. Support your answer with evidence from the passage. **(written answer)**

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.



7th Grade

Science Lesson Plan and Homework-Ms. Gunther (8th Grades)

Monday: Evidence of Evolution

Name _____ Date _____ Class _____

Key Concept Summary

Evidence of Evolution



What Evidence Supports Evolution?

Since Darwin's time, scientists have found a great deal of evidence that supports the theory of evolution. Fossils, patterns of early development, similar body structures, and similarities in DNA and protein structures all provide evidence that organisms have changed over time.	are arranged. Fishes, amphibians, reptiles, birds, and mammals all have an internal skeleton with a backbone. This similarity provides evidence that these animal groups evolved from a common ancestor. Similar structures that related species have inherited from a common ancestor are known as homologous structures.
By examining fossils, scientists can infer the structures of ancient organisms. The fossil record provides clues about how and when new species evolved and how organisms are related.	To infer how closely related two or more species are, scientists compare the sequence of nitrogen bases in their DNA. The more similar the DNA sequences, the more closely related the species are. The DNA bases along a gene specify what type of protein will be produced. Therefore, scientists can also compare the order of amino acids in a protein to see how closely related two species are. Evidence from DNA and protein structure has confirmed conclusions about evolutionary relationships among organisms based on fossils, embryos, and body structure.
Scientists also infer evolutionary relationships by comparing the early development of different organisms. Similarities can suggest that species are related and share a common ancestor.	
An organism's body structure is its basic body plan, which, in vertebrates, includes how its bones	

On a separate sheet of paper, state and briefly explain four kinds of evidence that support the theory of evolution.

Name _____ Date _____ Class _____

Assess Your Understanding

Evidence of Evolution

What Evidence Supports Evolution?

1a. **DEFINE** _____ structures are structurally similar body parts in related species.

b. **CHALLENGE** Insects and birds both have wings. What kinds of evidence might show whether or not insects and birds are closely related? Explain.

got it?.....

- I get it! Now I know that the theory of evolution is supported by evidence that includes _____

- I need extra help with _____

Name _____ Date _____ Class _____

Enrich

Evidence for Evolution

Scientists use fossils to better understand how organisms evolve. But how do scientists determine the age of a particular fossil? Read the passage below. Then use a separate sheet of paper to answer the questions that follow.

Dating the Fossil Record

Paleontologists, or scientists who study fossils, use two basic methods to identify the age of fossils: relative dating and radiometric dating.

Relative dating determines the age of a fossil by looking at its relative position in the layers of rock in the ground. This method is also known as *stratigraphic dating*. Stratigraphic refers to the order and relative position of the layers of rock. For example, a fossil is found in a certain layer of rock, so the layers below the fossil are older and layers above the fossil are younger. Index fossils are an important tool used in relative dating. These are commonly found fossils that have a known range in the geologic record. For instance, trilobites first appeared 570 to 500 million years ago and died out about 265 million years ago. Paleontologists can use the general age of trilobites to determine the age of other fossils found in the same rock layer.

Relative dating is not a precise measurement, however. Scientists can only say when it first appeared in the fossil record and compare this information to fossils found in earlier or later layers.

To be more precise, paleontologists use radiometric dating. In this method, scientists measure the amounts of naturally occurring radioactive isotopes (atoms that carry an electrical charge) found in rocks. This tells scientists how old the rock layer is, as well as the age of fossils in that rock layer.

Radiometric dating has drawbacks as well. Most radiometric dating can only be used on igneous rocks, not sedimentary rocks or actual fossils. Fossils are found in sedimentary rock. So paleontologists have to use radiometric dating information on igneous rocks found in layers below and above the fossils in order to determine an age range of the sedimentary rock.

1. How do scientists use relative dating to determine the age of a fossil?
2. What are index fossils?
3. Identify a drawback of using radiometric dating to determine the age of a fossil.

Name _____ Date _____ Class _____

Lesson Quiz

Evidence of Evolution

Write the letter of the correct answer on the line at the left.

- | | |
|--|---|
| 1. ___ The millions of fossils that scientists have collected are called the fossil
A architecture
B record
C data base
D library | 2. ___ Scientists infer evolutionary relationships by comparing the early development of different
A dinosaurs
B backbones
C proteins
D organisms |
| 3. ___ Scientists infer that species with similar body structures and development patterns had a common
A environment
B predator
C ancestor
D gene | 4. ___ Scientists have found a great deal of evidence that supports Darwin's theory of
A atomic structure
B creation
C evolution
D relativity |

Fill in the blank to complete each statement.

5. Similar structures that related species have inherited from a common ancestor are called _____ structures.
6. Scientists compare the _____ bases in the DNA of different species to infer how closely related the species are.
7. In most cases, evidence from DNA and _____ has confirmed conclusions about evolutionary relationships based on fossils, embryos, and body structure.
8. An organism's _____ is its basic body plan.
9. Fishes, amphibians, reptiles, birds, and mammals all have an internal skeleton with a _____.
10. Scientist can compare the order of _____ in a protein to see how closely related two species are.

Thursday-Homework- *This text is from the U.S. National Oceanic and Atmospheric Administration:
National Weather Service.*

The heat source for our planet is the sun. Energy from the sun is transferred through space and through the earth's atmosphere to the earth's surface. Since this energy warms the earth's surface and atmosphere, some of it is or becomes heat energy. There are three ways heat is transferred into and through the atmosphere:

- radiation
- conduction
- convection



Radiation

If you have stood in front of a fireplace or near a campfire, you have felt the heat transfer known as radiation. The side of your body nearest the fire warms, while your other side remains unaffected by the heat. Although you are surrounded by air, the air has nothing to do with this transfer of heat. Heat lamps, that keep food warm, work in the same way. Radiation is the transfer of heat energy through space by electromagnetic radiation.

Most of the electromagnetic radiation that comes to the earth from the sun is invisible. Only a small portion comes as visible light. Light is made of waves of different frequencies. The frequency is the number of instances that a repeated event occurs, over a set time. In electromagnetic radiation, its frequency is the number of electromagnetic waves moving past a point each second.

Our brains interpret these different frequencies into colors, including red, orange, yellow, green, blue, indigo, and violet. When the eye views all these different colors at the same time, it is interpreted as white. Waves from the sun which we cannot see are infrared, which have lower frequencies than red, and ultraviolet, which have higher frequencies than violet light. It is infrared radiation that produce the warm feeling on our bodies.

Most of the solar radiation is absorbed by the atmosphere and much of what reaches the earth's surface is radiated back into the atmosphere to become heat energy. Dark colored objects, such as asphalt, absorb radiant energy faster than light colored objects. However, they also radiate their energy faster than lighter colored objects.



Conduction

Conduction is the transfer of heat energy from one substance to another or within a substance. Have you ever left a metal spoon in a pot of soup being heated on a stove? After a short time the handle of the spoon will become hot.

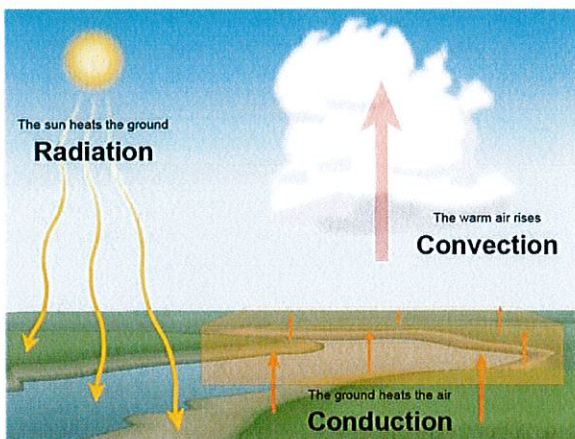
This is due to transfer of heat energy from molecule to molecule or from atom to atom. Also, when objects are welded together, the metal becomes hot (the orange-red glow) by the transfer of heat from an arc.

This is called conduction and is a very effective method of heat transfer in metals. However, air conducts heat poorly.

Convection

Convection is the transfer of heat energy in a fluid. This type of heating is most commonly seen in the kitchen when you see liquid boiling.

Air in the atmosphere acts as a fluid. The sun's radiation strikes the ground, thus warming the rocks. As the rock's temperature rises due to conduction, heat energy is released into the atmosphere, forming a bubble of air which is warmer than the surrounding air. This bubble of air rises into the atmosphere. As it rises, the bubble cools with the heat contained in the bubble moving into the atmosphere.



As the hot air mass rises, the air is replaced by the surrounding cooler, more dense air, what we feel as wind. These movements of air masses can be small in a certain region, such as local cumulus clouds, or large cycles in the troposphere, covering large sections of the earth. Convection currents are responsible for many weather patterns in the troposphere

Answer the Questions-Homework

1. What is Earth's heat source?

- A. heat lamps
- B. dark colored objects
- C. the sun
- D. metal objects

2. What does the text list and describe?

- A. ways hot air is transferred into and through Earth's atmosphere
- B. ways heat is transferred into and through Earth's atmosphere
- C. ways radiation is transferred into and through Earth's atmosphere
- D. ways visible light is transferred into and through Earth's atmosphere

3. Read this sentence from the text.

"Most of the solar radiation is absorbed by the atmosphere and much of what reaches the earth's surface is radiated back into the atmosphere to become heat energy."

What can you conclude about heat energy?

- A. Most of the sun's energy is used to make heat energy.
- B. A small amount of the sun's energy is used to make heat energy.
- C. All of the sun's energy is used to make heat energy.
- D. None of the sun's energy is used to make heat energy.

4. Read these sentences from the text.

Convection is the transfer of heat energy in a fluid. . . .

Air in the atmosphere acts as a fluid. The sun's radiation strikes the ground, thus warming the rocks. As the rock's temperature rises due to conduction, heat energy is released into the atmosphere, forming a bubble of air which is warmer than the surrounding air. This bubble of air rises into the atmosphere.

What inference can you make about radiation, conduction, and convection?

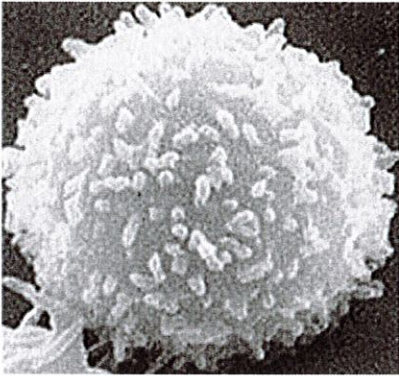
- A. Radiation, conduction, and convection work together to transfer heat energy in Earth's atmosphere.
- B. Radiation, conduction, and convection are not important in transferring heat energy in Earth's atmosphere.
- C. Radiation, conduction, and convection transfer heat energy from Earth's atmosphere to the sun.
- D. Radiation, conduction, and convection work together to transfer heat energy in the sun.

5. What is the main idea of this text?

- A. The source of heat for Earth is the sun, and some of the sun's energy is used to make heat energy.
- B. White light is when the eye views all the different light frequencies at the same time.
- C. The transfer of heat energy from one substance to another or within a substance is called conduction.
- D. Heat energy is transferred into and through Earth's atmosphere by radiation, conduction, and convection.

The text is from the U.S. National Institute of General Medical Sciences.

Although many types of cells move in some way, the most well-traveled ones are blood cells. Every drop of blood contains millions of cells—red blood cells, which carry oxygen to your tissues; platelets, which are cell fragments that control clotting; and a variety of different types of white blood cells. Red blood cells, which get their deep color from rich stores of iron . . . , are carried along passively by . . . the bloodstream. In contrast, other blood cells can move quickly out of the bloodstream when they're needed to help heal an injury or fight an infection.



White blood cells protect us from viruses, bacteria, and other invaders.

Infection Protectors

White blood cells serve many functions, but their primary job is protecting the body from infection. Therefore, they need to move quickly to an injury or infection site. These soldiers of the immune system fight infection in many ways: producing antibodies, engulfing bacteria, or waging chemical warfare on invaders. In fact, feeling sick is often the result of chemicals spilt by white blood cells as they are defending you. Likewise, the pain of inflammation, like that caused by sunburn or a sprained ankle, is a consequence of white cells moving into injured tissue. How do white blood cells rush to heal a wound? Remarkably, they use the same basic process that primitive organisms, such as [amoebae], use to move around.

Shape-Shifting Amoebae

In a remarkable example of cell movement, single-celled organisms called amoebae inch toward a food source in a process called chemotaxis. Because they live, eat, and die so fast, amoebae are excellent model systems for studying cell movement. . . .

Peter Devreotes of Johns Hopkins University School of Medicine in Baltimore, Maryland, studies the molecular triggers for chemotaxis using bacteria-eating amoebae named *Dictyostelia* that undergo dramatic changes over the course of their short lifespans.

Individual *Dictyostelia* gorge themselves on bacteria, and then, when the food is all eaten up, an amazing thing happens. Tens of thousands of them come together to build a tower called a fruiting body, which looks sort of like a bean sprout stuck in a small mound of clay.



Usman Bashir (CC BY-SA 4.0)

Dictyostelia can completely transform themselves from individual cells into a multicellular organism. Studies of these unique creatures are teaching scientists important lessons about development, cell movement, and cell division.

Devreotes and other biologists have learned that Dictyostelia move by first stretching out a piece of themselves, sort of like a little foot. This "pseudopod" then senses its environment for the highest concentration of a local chemical attractant—for the amoebae this is often food, and for the white blood cell, it is the scent of an invader. The pseudopod, followed by the entire cell, moves toward the attractant by alternately sticking and unsticking to the surface along which it moves. Devreotes is hopeful that by clarifying the basics of chemotaxis, he will uncover new ways to design treatments for many diseases in which cell movement is abnormal. Some of these health problems include asthma, arthritis, cancer, and artery-clogging atherosclerosis.

Watch videos at [BrainPOP](#)



EVOLUTION WORDSEARCH



N A T U R A L S E L E C T I O N
 Y V A R I A T I O N M Z N M H P
 C R Y L A I C I F I T R A E V Y
 N H Y B B N E J M W D R R G K Q
 O D A T L L O U B N Q E L A T B
 I S P R E B T I O T D B D Y F M
 T T E L L A N I T I K A N O R R
 C P L I T E T Y T U P R S N D D
 N A W I C A S Y Q T L S X B Y N
 I D O L I E B D A Y I O N D G B
 T N B C D Y P T A L R T V R T R
 X D E P D D I S D R Y K K E R B
 E P N R V O Y Y N T W R V Y Z T
 S L E T N D D R N T R I W T G B
 D L G T P X K M J R T T N Z V T

- | | | |
|------------------|--|---------------|
| ADAPTATION | | ALLELE |
| ARTIFICIAL | | CHARLESDARWIN |
| EVOLUTION | | EXTINCTION |
| FOSSIL | | GENE |
| HEREDITY | | MUTATION |
| NATURALSELECTION | | SPECIATION |
| SPECIES | | VARIATION |

Name: _____

Date: _____

Elements of the Periodic Table

V O M U N I M U L A C S E G C C T
T P X U Q S Z Y L E K C I N C V V
O F F Y B R H I H Y A A J G Z K R
N F P M G Q G H N S M U I L E H E
B S H R C E X U X C O W T N F K P
L T O I D V N V I I K U I S I Y P
K E S K R D L R M E K T U A O C O
G M P D Y O C H L O R I N E D W C
N X H L R E N C A R B O N U I D N
E M O O N I T R O G E N G Z N G D
G U R G Z B L H C M N R K U E Z V
O I U G G R H E U F E O E R R B B
R D S M F J Y S A O N R C V X R M
D O U R A N I U M D S Z C I L L V
Y S S P Y K M U I C L A C U L I H
H S B Y L P O T A S S I U M R I S
R U F L U S M U I S E N G A M Y S

Lead	Nitrogen	Potassium	Mercury
Silver	Tin	Helium	Iron
Calcium	Chlorine	Phosphorus	Iodine
Uranium	Zinc	Aluminum	Nickel
Sodium	Copper	Silicon	Sulfur
Oxygen	Carbon	Hydrogen	Gold
Magnesium			

CHEMISTRY WORDSEARCH

N S C L I P C T A N M N H N B I N I N O
C A E R L O D I A O Y S L R O O E T D O
N I P N Y I E O N E T O P M N X A O O N
O O M O C S N H P Y I L U M D O R D M N
X T P R E I T A Y E R U E C I C A C E S
H R U A E B N A X M E T A L R O P P O E
E E M P S H O O L E A I S R R V E C C A
N E O E U U T I I L L O D I C A T E L B
A P L H O H T O L T O N E L M L P T U T
Y D L P E R I O D I C T A B L E C M E E
L A T R N O I N A N N A R E L N H A S N
M E M T E D P I L G E G E O P T O C C N
C I N C G R T T L P O I P R P I R O H T
C H O M O G E N E O U S O O U E E L I M
L A I D R E C A T I O N L I I T I L M S
N I U A E S N H C N T Y P G T N X O E I
H C C A T A L Y S T M H A A L O T I U T
T D A D E B T S U E A E N N I A L D M L
C E A L H L L I R S S N N R T E E H Y N
M A N A N S L L E D E M T O T L C R M L

ACID

ATOM

BOND

CHEMISTRY

CRYSTAL

HETEROGENEOUS

MELTING POINT

MIXTURE

PHASE

REACTANT

ALLOTROPE

BASE

CATALYST

COLLOID

ENDOTHERMIC

HOMOGENEOUS

METAL

NONMETAL

POLYMER

REACTION

ANION

BOILING POINT

CATION

COVALENT

EXOTHERMIC

IONIC

METALLOID

PERIODIC TABLE

PRODUCT

SOLUTION

Practice Mindfulness/Yoga/Meditations/Breathing and Kindness at Home.

You probably know the feeling: An endless stream of thoughts leads your brain in a hundred different directions—to memories of the past, plans for the future, worried about health, your friends and family, and even random daydreams—and you're left feeling anxious or overwhelmed. Everyone's mind wanders, especially during routine tasks that don't require our full attention. But sometimes we can feel overwhelmed by those thoughts and lose sight of the world around us. Practicing mindfulness is one way to turn down the volume on an overactive brain. It's a skill that allows us to focus on the present. Some people practice mindfulness through meditation, which uses breathing and relaxation to keep our attention on the moment. Others do it while taking a walk or eating a meal. With practice, mindfulness can be a useful tool for managing our emotions and everyday stress. So, inhale, exhale, be kind to yourself and others. Stretch your body, strengthen your mind and be flexible.

Open your windows and let the fresh air in your face, dance, sing and be positive.



Here are some of the best fun & random facts about animals!

Gorillas can catch human colds and other illnesses.

A newborn Chinese water deer is so small it can almost be held in the palm of the hand.

Ostriches can run faster than horses, and the males can roar like [lions](#).

A lion in the wild usually makes no more than twenty kills a year.

The female lion does ninety percent of the hunting.

The world's smallest dog was a Yorkshire Terrier, which weighed just four ounces.

Turtles, water snakes, crocodiles, alligators, dolphins, whales, and other water going creatures will drown if kept underwater too long.

Almost half the pigs in the world are kept by farmers in China.

On average, dogs have better eyesight than humans, although not as colorful.

Deer have no gall bladders.

There is an average of 50,000 spiders per acre in green areas.

[Snakes](#) are carnivores, which means they only eat animals, often small ones such as insects, birds, frogs and other small mammals.

In Alaska it is illegal to whisper in someone's ear while they're moose hunting.

The bat is the only mammal that can fly.

The leg bones of a bat are so thin that out of the 1,200 species of bats, only 2 can walk on ground. These are the Vampire bat and the Burrowing bat.

Some male songbirds sing more than 2,000 times each day.

The only mammals to undergo menopause are elephants, humpback whales and human females.

Blue-eyed lemurs are one of two (non-human) primates to have truly blue eyes.

A tarantula spider can survive for more than two years without food.

For every human in the world there are one million ants.

If you lift a [kangaroo's](#) tail off the ground it can't hop – they use their tails for balance.

If you keep a goldfish in a dark room, it will become pale!

Cows can sleep standing up, but they can only dream lying down.

The sentence "*The quick brown fox jumps over a lazy dog.*" uses every letter of the alphabet.

The average [fox](#) weighs 14 pounds.

The scientific name of the red fox is *Vulpes vulpes*.

Alligators generally live between 30 & 50 years.

A single elephant tooth can weigh as much as 9 pounds.

The [turkey](#) is one of the most famous birds in North America.

A housefly hums in the key of F.

During World War II, Americans tried to train bats to drop bombs.

Canis lupus lupus is the scientific name for a grey wolf.

To escape the grip of a crocodile's jaw, push your thumb into its eyeballs-it will let you go instantly.

It is much easier for dogs to learn spoken commands if they are given in conjunction with hand signals or gestures.

Even a small amount of alcohol placed on a scorpion will make it go crazy and sting itself to death!

Male rabbits are called "bucks," females are "does."

The flamingo can only eat when its head is upside down.

Animals generate 30 times more waste than humans which is 1.4 billion tons every year.

Ants never sleep. Also they don't have lungs.

A group of [owls](#) is called a parliament.

Just one cow gives off enough harmful methane gas in a single day to fill around 400 liter bottles.

Pear and [apple seeds](#) contain arsenic, which may be deadly to dogs.

Cows have one large stomach that is divided into four compartments to go through the different stages of digestion.

An anteater is nearly 6 feet long, yet its mouth is only an inch wide.

The blue whale weighs as much as thirty [elephants](#) and is as long as three Greyhound buses.

A herd of sixty cows is capable of producing a ton of milk in less than a day.

A grasshopper can leap 20 times the length of its own body.

At birth, baby kangaroos are only about an inch long – no bigger than a large water bug or a queen bee.

The smell of a skunk can be detected by a human a mile away.

There is a butterfly in Africa with enough poison in its body to kill six [cats](#)!

Cats have lived with people for only 7,000 years.

A black panther is really a black leopard.

The honey bee has been around for 30 million years.

The dumbest dog in the world is the Afghan hounds.

A cat has 32 muscles in each ear.

A dog's shoulder blades are unattached to the rest of the skeleton to allow greater flexibility for running.

Tigers have striped skin as well as their fur.

Hippos can run faster than humans!

The Latin name for moose is *alces alces*.

The earliest European images of dogs are found in cave paintings dating back 12,000 years ago in Spain.

Baby horses can walk and run after just a few hours of being born.

The kangaroo's ancestors lived in trees. Today there are eight different kinds of tree kangaroos.

A [woodpecker](#) can peck 20 times per second.

The great horned owl has no sense of smell.

Scientists have performed brain surgery on cockroaches.

The flea can jump up to 200 times its own height. This is equal to a man jumping the Empire State Building in New York.

Most elephants weigh less than the tongue of a blue whale.

The very first bomb that the Allies dropped on Berlin in World War Two hit an elephant.

A garden caterpillar has 248 muscles in its head.

A moth has no stomach.

George Washington's teeth were made of elephant ivory, and walrus tusks.

[Reindeer](#) milk has more fat than cow milk.

Goats and sheep are seasonal breeders.

An elephant can smell water up to 3 miles away.

Deer can't eat hay.

A skunk will not bite and throw its scent at the same time.

In 2003, Dr. Roger Mugford invented the “wag-o-meter” a device that claims to interpret a dog's exact mood by measuring the wag of its tail.

Every day of the year, 100 whales are killed by whale fisherman.

If you cut off a snail's eye, it will grow a new one.

The ostrich has two toes on each foot which gives it greater speed.

Lonomia obliqua is the world's deadliest caterpillar.

'Jaws' is the most common name for a [goldfish](#).

The most dogs ever owned by one person were 5,000 Mastiffs owned by Kubla Khan.

On average, cows poop 16 times per day!

The phrase “raining cats and dogs” originated in seventeenth-century England. During heavy rainstorms, many homeless animals would drown and float down the streets, giving the appearance that it had actually rained cats and dogs.

The most poisonous fish in the world is the stone fish.

Killer whales are not whales at all, rather a species of dolphin.

[Goats](#) were the first animals domesticated by man in 10,000 B.C.

Dogs have sweat glands in between their paws.

The fear of animals is called zoophobia.

Name _____ Date _____

Understanding Mean Absolute Deviation

Complete each step to find the mean absolute deviation for each data set.
Round to the nearest cent.

1.

Beach Parking Prices			
\$2.00	\$2.50	\$3.25	\$4.00

Mean:

Absolute value of the difference of mean and each actual price:

Average of the differences:

Mean absolute deviation:

2.

Cost of Gasoline (per gallon)				
\$3.40	\$3.75	\$3.27	\$3.19	\$3.21

Mean:

Absolute value of the difference of mean and each actual cost:

Average of the differences:

Mean absolute deviation:

3.

Cost of Supreme Pizza			
\$12.25	\$13.75	\$14.95	\$18.50

Mean:

Absolute value of the difference of mean and each actual cost:

Average of the differences:

Mean absolute deviation:

4. Explain for Problems 1-3 the significance of the mean absolute deviation in each situation. Be specific.



5. The scores on a standardized test with a scale of 0–36 are as follows: 36, 18, 14, 12, 22, 31, 32, and 24. What is the **mean** of the data?

Name _____ Date _____

Writing Rational Numbers (Terminating and Repeating Decimals)

Express as a terminating or repeating decimal.

1. $\frac{4}{5}$

2. $\frac{22}{45}$

3. $\frac{8}{12}$

4. $\frac{121}{11}$

5. $\frac{91}{30}$

6. $5.67676767\dots$

7. $\frac{9}{11}$

8. $.423423423\dots$

9. $100.122122122\dots$

10. $\frac{35}{8}$

11. $\frac{9}{100}$

12. $\frac{11}{20}$

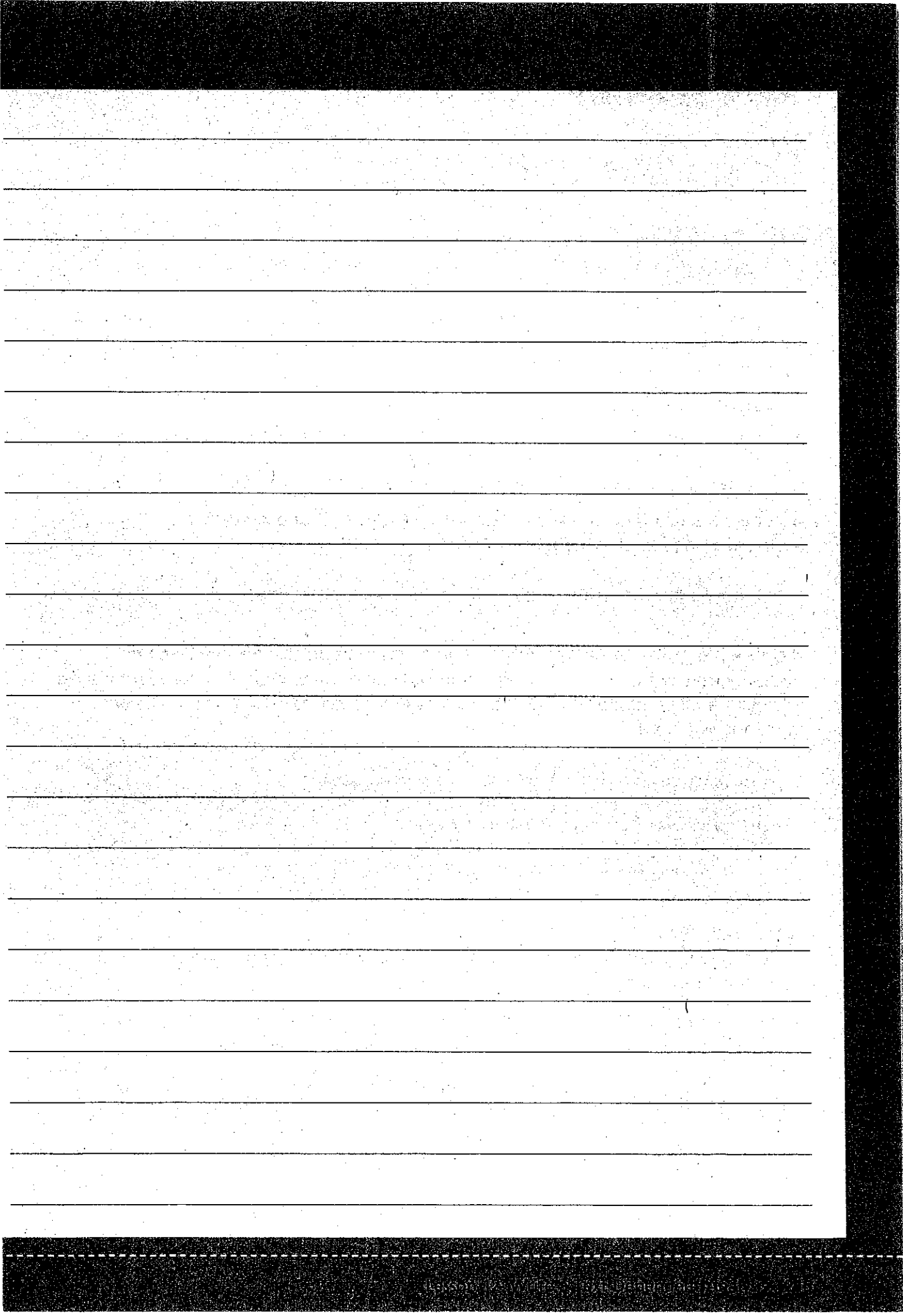
Name _____

Date _____

Working with Rate and Percent

Solve.

1. The school office is now selling neon mechanical pencils. If the office pays \$10.80 for a dozen pencils, how much should be charged to make a profit of 75 cents each?
2. Several cases of 16-ounce bottles of water were purchased for \$252.00. If one case costs \$7.00, how many cases were purchased?
3. Okolona College ordered jerseys to sell at the homecoming game. The college paid \$9.25 each for 225 jerseys. Each jersey was sold for \$15.75. What was the percent of markup for each jersey? How much profit was made if all of the jerseys were sold?
4. A truck traveled 654 miles on a long distance run. If the truck averaged 55 mph, how many hours did it take to reach the truck's destination? (Round to the nearest hour)
5. Della Riley borrowed \$2400 for 6 months to invest in a business venture. If she agreed to pay 8% interest annually, how much will she be repaying?
6. It takes Dan an average of 45 minutes each evening to do his chemistry homework. Dan calculates that he worked a total of 3 hours on chemistry last week. Assuming that Dan worked his average time per evening consistently, how many evenings did Dan work?
7. Jon's car averages 20 mpg in town and 28 mpg on the road. What is the percent of decrease between the two driving conditions?



Grammar and Usage

1 GETTING THE IDEA

Good writers communicate their messages clearly in their writing. **Grammar** is the system of language you use when you write. Knowing grammar rules will help you make your writing more effective.

Phrases and Clauses

Sentences are made up of phrases and clauses. Understanding what they are and how they function can help you write better. Including phrases and clauses in your writing can add extra details that make your writing more interesting.

A **phrase** is a group of related words without a subject and predicate. A phrase is used as a single part of speech.

The beach number looked for unusual shells.

A **clause** is a group of words with a subject and a predicate. An **independent clause** expresses a complete thought and can stand on its own. A **dependent clause** expresses an incomplete thought and cannot stand on its own. A **noun clause** functions as a noun.

*The beach number looked for unusual shells.
The beach number looked for unusual shells.
The beach number looked for unusual shells.*

Sentence Types

Using a variety of sentence types helps you show different relationships among ideas in your writing.

A **simple sentence** expresses one complete thought; it is an independent clause. It has a subject and a predicate. Underline the subject in this sentence.

The beach number looked for unusual shells.

A **compound sentence** expresses two or more complete thoughts. It is made up of two independent clauses joined by a comma and a **coordinating conjunction** such as *and*, *but*, *or*, or *so*. Underline the independent clauses and circle the coordinating conjunction in this sentence.

Anna found a sand dollar, so she was very excited.

A **complex sentence** is made up of an independent clause and one or more dependent clauses. The clauses are joined by a **subordinating conjunction** such as *after*, *where*, *because*, *if*, or *since*. The subordinating conjunction shows a relationship between the two clauses. Underline the dependent clause below.

When the others left the beach, Anna found more beautiful shells.

A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses. Underline the independent clauses below.

Anna stayed on the beach, although it was cool, she watched the waves.

Misplaced and Dangling Modifiers

Modifiers should be placed as close as possible to the words they describe. A **misplaced modifier** is placed incorrectly in a sentence and seems to modify the wrong word, making the sentence confusing.

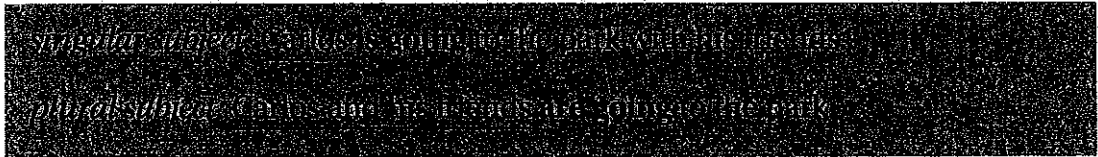
misplaced modifier I took a job in the city, but the store was a half an hour from the store. (The shop is with my father, though the store is in the city.)
misplaced modifier I looked in the jacket, but the jacket is my father's. (though)

A **dangling modifier** occurs when the word it modifies is missing sentence.

dangling modifier Kayaking in the lake, a turtle swam by. (This implies that the turtle was kayaking in the lake.)
modifier modifies the pronoun I Kayaking in the lake, I saw a turtle swim by.

Subject-Verb Agreement

For your writing to make sense, you must make sure your subjects and verbs agree in both number and tense. Singular subjects require singular verbs. Plural subjects require plural verbs.



Shifts in Verb Tense

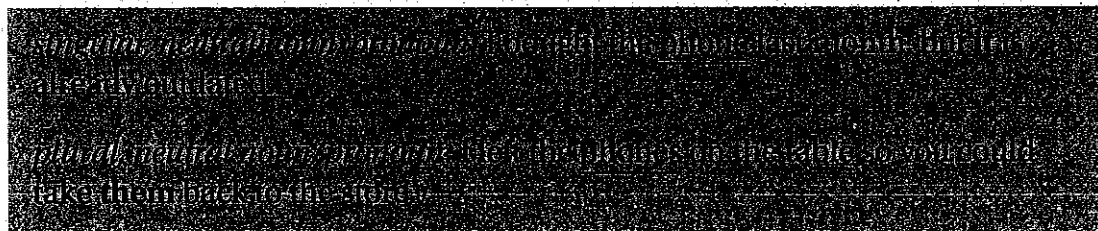
The tense of a verb tells whether an action or state of being takes place in the past, present, or future. For the most part, you should use the same verb tense throughout a piece of writing. However, there may be times when you need to change the verb tense to show something happening at a different time. Correct the verb tense in the sentence below.



Pronouns

Be on the lookout for pronoun-antecedent agreement. A **pronoun** takes the place of a noun. The **antecedent** is the noun the pronoun replaces. Without proper pronoun-antecedent agreement, readers may get confused about the subjects and objects in your sentences.

- Singular nouns require singular pronouns, and plural nouns require plural pronouns.
- If the pronoun's antecedent replaces two or more singular nouns, the pronoun is plural.
- The nouns and pronouns must also agree in gender: male nouns require male pronouns, female nouns require female pronouns, and neutral nouns require neutral pronouns.



The reference between a pronoun and its antecedent should be clear.

ambiguous pronoun reference When Tash and her friend went kayaking, she fell into the lake. (It is unclear whether Tash or her friend fell into the lake.)

clear pronoun reference Tash fell into the lake when she and her friend went kayaking.

What is another way to correct the pronoun reference?

Language Spotlight • Sentence Fragments and Run-Ons

A sentence fragment does not have an independent clause. It is missing the subject or the verb, or it does not express a complete thought. To correct a sentence fragment, add the missing element.

run-on sentence Once they found the can keys,

this sentence has a subject, *they*, a verb, *found*, but it does not tell a complete thought.

run-on sentence Once they found the can keys, he was running late for work.

A run-on sentence has two independent clauses, but it is missing either a coordinating conjunction, a subordinating conjunction, or a comma and a conjunctive adverb. To correct a run-on sentence, add the missing element(s) or separate the two independent clauses by a period or semicolon.

run-on sentence They could find the can keys, he was running late for work.

run-on sentence They could find the can keys, he was running late for work.

What are two other ways to correct the run-on sentence?

2 COACHED EXAMPLE

Answer the following questions.

1 Read the sentences.

As the rain poured, it pelted the windows. The rain finally ends after an hour, and then everything was quiet.

Which underlined word should be changed to correct a mistake?

- A. poured
- B. pelted
- C. ends
- D. was

Hint Remember that the verb tense should be the same throughout a piece of writing unless there is a need to show a shift in time. Which of the underlined verbs is in a different tense?

2 Read the sentence.

Cindy gathered the overdue books so she could return _____ to the library.

Which word correctly completes the sentence?

- A. her
- B. it
- C. their
- D. them

Hint What is the antecedent of the missing pronoun? Is it singular or plural? Is it male, female, or neutral? The correct pronoun should match the noun in number and gender.

3 Read the sentence.

Ms. Vijaya designed a park for the city with a lot of walking paths.

Choose the **best** way to revise the sentence to correct the misplaced modifier.

- A. Ms. Vijaya designed a park with a lot of walking paths for the city.
- B. With a lot of walking paths, Ms. Vijaya designed a park for the city.
- C. The park with a lot of walking paths, Ms. Vijaya designed for the city.
- D. The city with a lot of walking paths has a park designed by Ms. Vijaya.

Hint Remember that a misplaced modifier is in the wrong place in a sentence. Consider which noun the author is describing as having "a lot of walking paths."

4 Read the sentences.

**Emi loves listening to live music. There is a concert at the park on her street.
She cannot go to the concert.**

Which revision **best** combines the sentences into one sentence?

- A. Emi loves listening to live music and there is a concert at the park on her street, if she cannot go to the concert.
- B. Although Emi loves listening to live music and there is a concert at the park on her street, she cannot go to the concert.
- C. Emi loves listening to live music and there is a concert at the park on her street, even though she cannot go to the concert.
- D. Because Emi loves listening to live music and there is a concert at the park on her street, she cannot go to the concert.

Hint Think about the relationships among the ideas in the three sentences. Then identify the conjunction in each answer choice. In which answer choice does the conjunction correctly connect the ideas in the sentences?

3 LESSON PRACTICE

Answer the following questions.

1 Read the paragraph.

Jemma and Katie were in charge of making posters for the school play. They worked on the posters for weeks. Everyone who saw the posters praised them. The girls were proud of their hard work.

Which underlined pronoun is vague or unclear?

- A. They
- B. Everyone
- C. them
- D. their

2 Read the sentences.

Duane said he learns about the theft on the news, but I think he was there.

Which underlined word should be changed to correct a mistake?

- A. said
- B. learns
- C. think
- D. was

3 In which sentence does the underlined group of words function as a noun?

- A. Whatever Noel overheard his sister say at the party upset him.
- B. Sammy stayed at school until her mom picked her up.
- C. My homework is in my backpack, which I forgot to bring with me.
- D. The people who have been standing in line all week are eager to see the movie.

4 Read this sentence.

Louis Armstrong is considered one of the founders of jazz he is one of the most important musicians of the twentieth century.

Which answer choice corrects the run-on sentence with punctuation?

- A. Louis Armstrong is considered one of the founders of jazz; he is one of the most important musicians of the twentieth century.
- B. Louis Armstrong is considered one of the founders of jazz; and he is one of the most important musicians of the twentieth century.
- C. Louis Armstrong is considered one of the founders of jazz, he is one of the most important musicians of the twentieth century.
- D. Louis Armstrong is considered one of the founders of jazz and, he is one of the most important musicians of the twentieth century.

5 Read the sentences.

The girls walked into the restaurant. Grandmother waved them over. The bracelet on Grandmother's wrist sparkled.

Which revision **best** combines the sentences into one sentence?

- A. If the girls walked into the restaurant, Grandmother waved them over and the bracelet on her wrist sparkled.
- B. When the girls walked into the restaurant, Grandmother waved them over, and the bracelet on her wrist sparkled.
- C. The girls walked into the restaurant and Grandmother waved them over because the bracelet on her wrist sparkled.
- D. The girls walked into the restaurant and Grandmother waved them over although the bracelet on her wrist sparkled.

6 Read the paragraph.

(1) Everyone in Mr. Ripley's class is looking forward to the upcoming trip to the Franklin Institute. (2) The Institute has several exhibitions related to sound and light, which the class are studying. (3) The exhibit Mr. Ripley most wants the students to see is the one about the nature of light.

Which change would correct the mistake in the paragraph?

- A. Change is to are in sentence 1.
- B. Change has to have in sentence 2.
- C. Change are to is in sentence 2.
- D. Change is to are in sentence 3.

Mechanics

GETTING THE IDEA

Besides grammar, using correct punctuation and spelling ensures that the message in your writing is clear.

Commas and Coordinate Adjectives

Coordinate adjectives are adjectives with equal weight, or importance, in describing a noun. To know whether the adjectives have equal weight, reverse the order of the adjectives in the sentence. If the adjectives still make sense, they are coordinate adjectives. Use a comma to separate two coordinate adjectives.

We got ready for some cold, windy weather.

We got ready for some windy, cold weather.

If you write a sentence with more than two coordinate adjectives, use commas and the word *and* to separate the adjectives.

We got ready for some cold, windy, and rainy weather.

A **non-coordinate adjective** is usually the last adjective in a series and is often considered part of the noun it precedes. Its order *cannot* be reversed with another adjective. Do not use a comma to separate a non-coordinate adjective from another adjective.

Our yard has a tall pine tree. (NOT a pine, tall tree)

Read the following sentences. Which sentence has coordinate adjectives? Correct the punctuation in that sentence.

Clinton is donating his two blue window breakers to the charity drive.

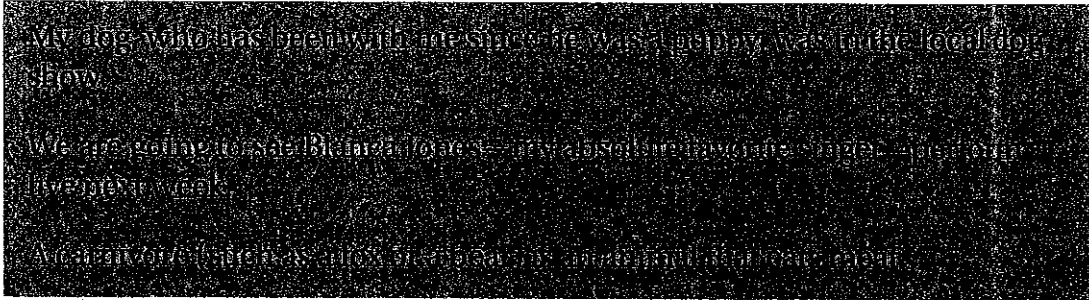
Clinton hiked on the steep mountain side.

Punctuation

Parenthetical Elements

A **parenthetical element** is information in a sentence that is not necessary to understanding the idea expressed in the sentence. If you removed the parenthetical element from the sentence, the meaning of the sentence would not change.

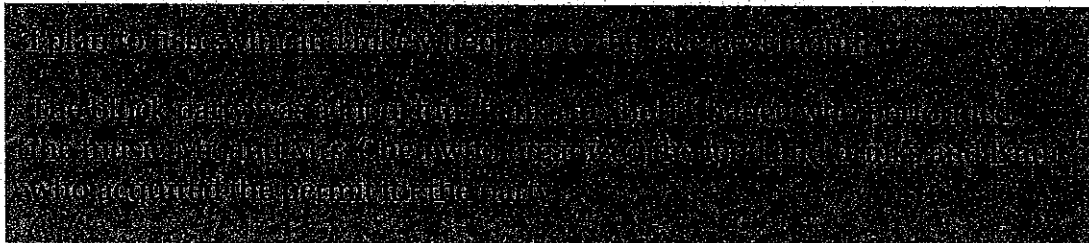
Parenthetical elements should be separated from the rest of the sentence by commas, parentheses, or dashes. Often, dashes are used instead of commas when the information deserves more emphasis, while parentheses are used to deemphasize the information.



Items in a Series

A series is a list of three or more items. Every item in a series must be separated by punctuation. Most often, you use commas (,) to separate items in a series. However, if the series items include commas, use **semicolons (;)** to separate the items.

Add commas and semicolons where they belong in the sentences below.



Spelling

Incorrect spelling can distract readers from your ideas. To help you spell correctly without referring to a dictionary, remember the following spelling patterns.

i before *e* except after *c*

When spelling words with the vowels *i* and *e*:

- write *ie* in most words: *grieve, retrieve*.
- write *ei* if the letters come after *c*: *conceit, deceive*.
- write *ei* if the vowel sound is long: *reign, weigh*.
- write *ie* if the *c* has the /sh/ sound: *ancient, conscience*.

oi or *oy*

when spelling most words:

- write *oi* in the middle of words: *foil, joist*.
- write *oy* at the end of words: *coy, ploy*.

-ous or -us

- Write *-ous* if the word is an adjective: *momentous, prosperous*.
- Write *-us* if the word is a noun: *apparatus, census*.

-sion or -tion

- Write *-sion* if the ending comes after the letter *l*: *expulsion, revulsion*.
- Write *-sion* for most words in which the ending comes after the letters *n* or *r*: *mansion, version*.
- Write *-sion* for nouns based on words ending in *-ss* or *-mit*: *confess/confession, omit/omission*.
- Write *-tion* if the word is a noun related to a verb ending in *-ate*: *educate/education, meditate/meditation*.
- Write *-tion* for most words in which the ending comes after a consonant other than the letters *l*, *n*, or *r*: *contraption, traction*.

Language Spotlight • Frequently Confused Words

Be careful when using words that sound alike or nearly alike but have different meanings. The chart below lists several frequently confused words. On a separate sheet of paper, write a sentence for each word.

Word	Definition
<i>all ready</i> <i>already</i>	"prepared" "before now"
<i>its</i> <i>its</i>	"belonging to a certain thing" contraction for <i>it is</i>
<i>lose</i> <i>loose</i>	"to be unable to find" "not tightly held or attached"
<i>than</i> <i>then</i>	used to compare used to show what is next
<i>were</i> <i>we're</i> <i>where</i>	past tense of <i>are</i> contraction for <i>we are</i> refers to a place

2 COACHED EXAMPLE

Answer the following questions.

1 Read the sentence.

It makes her nervous when visitors walk too close to the enormous cactus with its numerus spines.

Which underlined word in the sentence is spelled incorrectly?

- A. nervous
- B. enormous
- C. cactus
- D. numerus

Hint Remember that adjectives are spelled with *-ous* and nouns are spelled with *-us*. Look at each underlined word. Determine whether it is an adjective or a noun and whether it follows the spelling rule.

2 Read the sentence.

Michael an outstanding pitcher is attending a top university in the fall.

Which is the correct way to punctuate the sentence?

- A. Michael an outstanding pitcher is attending (a top university) in the fall.
- B. Michael an outstanding pitcher, is attending a top university, in the fall.
- C. Michael—an outstanding pitcher—is attending a top university in the fall.
- D. Michael an outstanding pitcher, is attending a top university in the fall.

Hint Which part of the sentence is not essential to the meaning of a sentence? That is the parenthetical element, and it should be separated from the rest of the sentence by commas, parentheses, or dashes.

3 Which sentence contains an error?

- A. Felix did not pass the difficult final exam.
- B. No one wanted to sit in the hot stuffy car.
- C. The loud, rowdy audience wanted the show to begin.
- D. Alice has always been a thoughtful, kind friend.

Hint For each sentence, identify the adjectives. Does the sentence make sense when you reverse the adjectives? If so, there should be a comma between them.

4 Read the paragraph.

(1) Dennis needed to, finish his homework, pick up his room, and walk the dog before dinner. (2) He read the next chapter in his history book wrote the outline for his paper, and completed the geometry problems. (3) Then he folded his clothes, hung up his jacket, and put his socks in the hamper. (4) He walked the dog around the block, and ran into Mrs. Graham, Lisa, and the new neighbors.

Which sentence uses commas correctly?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Hint Identify the series items in each sentence. Each item should be separated by a comma. Be on the lookout for unnecessary commas.

3 LESSON PRACTICE

Answer the following questions.

- 1 Which sentence contains an error?
- A. We rode our bikes down the long dirt path.
 - B. The shiny, red, and fast car you saw belonged to Zoe.
 - C. That was an interesting, informative presentation.
 - D. Dad wore his navy, blue suit to Nicole's graduation.

- 2 Read the sentence.

I've already told you its too loose to stay on.

What change needs to be made to correct the error?

- A. Change already to all ready.
- B. Change its to it's.
- C. Change too to to.
- D. Change loose to lose.

- 3 Read the paragraph.

(1) Gina was happy to finally reach Pennsylvania after driving through Kentucky West Virginia, and Maryland. (2) She was there to visit her cousins, Robin, Mabel, and Sean. (3) Last year they spent the week visiting, museums; bicycling, around town; and eating, lots of great food. (4) She hoped this time they could visit the zoo, catch a ballgame, and eat more great food!

Which sentence uses commas correctly?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

4 Read the sentence.

She located the receipt for the biege shirt and was relieved to see that she had sufficient time to return it.

Which underlined word in the sentence is spelled incorrectly?

- A. receipt
- B. biege
- C. relieved
- D. sufficient

5 Read the sentence.

All of the copies of *When Night Falls* the latest book by Leonard King are checked out.

Which is the correct way to punctuate the sentence?

- A. All of the copies of *When Night Falls* (the latest book by Leonard King) are checked out.
- B. All of the copies of, *When Night Falls* the latest book by Leonard King, are checked out.
- C. All of the copies of—*When Night Falls*—the latest book by Leonard King are checked out.
- D. All of the copies of *When Night Falls*, the latest book, by Leonard King are checked out.

6 Read the sentence.

We were going to eat where we ate last week, but than Jess remembered it's closed today.

What change needs to be made to correct the error?

- A. Change were to we're.
- B. Change where to were.
- C. Change than to then.
- D. Change it's to its.

Style, Tone, and Effect

1 GETTING THE IDEA

There are many ways to make your writing more effective. This includes using a variety of sentence patterns and lengths and using words and punctuation to develop a writing style and tone.

Varying Sentence Patterns

If your writing consists of too many sentences with the same structure, your writing will read as dull and uninteresting. Using a variety of sentence types will make your writing more clear and engaging. There are several sentence types you can choose from when writing.

- A **simple sentence** has one independent clause.
- A **compound sentence** has two or more independent clauses connected by a coordinating conjunction.
- A **complex sentence** has one independent clause and one or more dependent clauses.
- A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses.

Varying the lengths of your sentences makes your writing interesting and creates a rhythm.

- Use a short sentence to clearly show one idea. You can also use a short sentence to add emphasis.
- Use longer sentences to show the complex relationships between your ideas.
- Use transitional words and phrases such as *after all*, *also*, *and*, *but*, *despite*, *for example*, *however*, *in the meantime*, *still*, and *therefore*.

What variety in sentence patterns can you identify in the paragraph below?

Coral reefs play a vital role in maintaining a marine ecosystem. Unfortunately, due to natural and human-based stresses, reefs in the United States have been declining for decades. Some researchers believe U.S. coral reefs could completely disappear within our lifetime. This is unacceptable. Although the United States has supported global conservation efforts, more needs to be done to ensure the survival of these reefs, which are sources of food and water for nearly 25 percent of all ocean life.

Style and Tone

The words you choose and how you put together to form sentences and paragraphs is your **style**. **Tone** is your attitude toward your subject, which is revealed in how you write about it. Your tone may be informal or formal, serious or humorous, personal or objective, elaborate or simple.

The style and tone you choose for your writing depends on your audience. A letter you write to a friend is more informal than a letter you write to your principal. When you write an essay or a report, you should use formal language. Regardless of the style you choose, keep it consistent throughout your writing. What changes would make improve the consistency in the following paragraph?

Since around 1800, the U.S. government made great advances in the field of technology and mathematics, including nuclear energy, the space program, and the Internet. These advances were the result of the hard work of many scientists and engineers. The government should continue to support these efforts to ensure that the U.S. remains a world leader in technology and mathematics.

Choosing Words and Punctuation

Precise Language

When you use **precise language**, you use words that clearly and accurately express your ideas. By using specific words, you create images your readers can visualize. This allows them to more easily understand the message you are expressing.

vague language: Liam is a bad teammate.
precise language: Liam never passes the ball and blames his teammates for his mistakes.

You can also use precise language for emotional impact. The words you use can give special attention to particular pieces of information. For example, if you want to emphasize the impact of a storm, you might write “The storm was devastating” instead of “The storm caused a lot of damage.”

Sensory Language

Descriptive details can add richness and clarity to your writing. Sensory language uses one or more of the five senses (sight, smell, sound, taste, touch) to tell about something. Add details to the following sentence to make it more descriptive.

On her way to the bus stop, Brandi paused to watch the action at the construction site.

Punctuation

Punctuation, especially when used with parenthetical elements, can also be used in effective ways. A parenthetical element is information in a sentence that is not necessary to understanding the idea expressed in a sentence. You can use commas, parentheses, or dashes to separate parenthetical elements.

- Use dashes to emphasize information: *The shirt—which I only wore once and was very expensive—had a stain on it.*
- Use parentheses to deemphasize information: *The shirt (a light blue) had a stain on it.*

Language Spotlight • Eliminate Wordiness and Redundancy

You want your readers to pay attention to your words—not get distracted. As you write, use accurate and straightforward words. Use simple words that make your point, and eliminate words that repeat ideas.

Read the sentences below. Note which words were deleted in the second sentence.

wordy/redundant: Aaron is an awesome guitarist who plays the guitar well.

clear: Aaron plays the guitar well.

How would you eliminate wordiness and redundancy in the sentence below?

On the occasion of taking a shopping trip to the mall, I may buy two shirts.

Answer the following questions.

1 Read the paragraph

(1) The 1928 Summer Olympic Games (held in Amsterdam) was important for female athletes. (2) It was the first time in all of Olympic history that women could compete in artistic gymnastics and athletic events. (3) American Elizabeth "Betty" Robinson won the gold in the 100-m dash, one of the five athletic (track and field) events in which women competed.

Which revision of sentence 2 **best** uses punctuation to emphasize the importance of the 1928 Summer Olympic Games?

- A. It was the first time; in all of Olympic history; that women could compete in artistic gymnastics and athletic events.
- B. It was the first time, in all of Olympic history, that women could compete in artistic gymnastics and athletic events.
- C. It was the first time (in all of Olympic history) that women could compete in artistic gymnastics and athletic events.
- D. It was the first time—in all of Olympic history—that women could compete in artistic gymnastics and athletic events.

Hint When you emphasize something, you call special attention to it. Which kind of punctuation creates that effect?

2 Read the sentence.

Oliver, a locally famous artist in Dobbsville, soon became Jenny's teacher and mentor, teaching her how to make stained glass art from glass.

Which is the **best** way to revise the sentence to remove repetitive language?

- A. Oliver soon became Jenny's mentor, teaching her how to make art from glass.
- B. Oliver, a locally famous artist, soon became Jenny's mentor, teaching her how to make stained glass art.
- C. Oliver, a famous artist in Dobbsville, soon became Jenny's teacher and mentor, teaching her how to make stained glass art.
- D. Oliver, a locally famous artist in Dobbsville, soon became Jenny's mentor, teaching her how to make stained glass art.

Hint Make sure the sentence you choose removes repetitive details while keeping important information.

3 Read the sentence.

The goals you set for yourself should be specific and realistic. If a goal is vague, you will be unable to determine when you have achieved it.

Which sentence could be added next to **best** maintain consistency in style?

- A. Likewise, a goal that is impractical will only lead to disappointment when you cannot achieve it.
- B. Also, setting an idiotic goal will result in feelings of failure if you can't achieve it.
- C. I mean, wouldn't you feel foolish if your goal were so unrealistic that you couldn't possibly achieve it?
- D. Additionally, an impractical goal won't leave you feeling great when you fail.

Hint Are the words in the original sentences formal or informal? The sentence that follows should have the same type of word choice.

4 Read the paragraph.

(1) Stacy found the necklace in the top drawer while looking around in the attic. (2) With it in hand, she walked across the dusty floor to the window to get a better look at the beautiful necklace. (3) It had smooth, luminous pearls that gleamed and delicate-looking roses made of white gold. (4) Each flower had a tiny diamond in its center.

Which sentence is the **most** descriptive?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Hint Look for a sentence with adjectives and adverbs as well as strong nouns and verbs that help you better visualize the scene.

3 LESSON PRACTICE

Answer the following questions.

1 Read the paragraph.

(1) One of the most important roles of the United Nations (UN) is to promote world peace. (2) The UN has been instrumental in bringing an end to conflicts throughout the world since the 1990s. (3) Peace was sometimes achieved through UN mediation. (4) Other times, peace was achieved through third parties with UN support.

Which revision that combines sentences 3 and 4 into one sentence shows the logical relationship between the two sentences?

- A. Peace was sometimes achieved through third parties along with UN support and other times it was mediation by just the UN alone that brought peace.
- B. Sometimes peace was achieved through UN mediation, while at other times third parties secured peace with UN support.
- C. Peace was achieved sometimes through UN mediation alone, and sometimes it was achieved by third parties with the support of the UN.
- D. Peace, sometimes through UN mediation and sometimes through third parties supported by the UN, was achieved.

2 Read the paragraph.

(1) The ancient civilization reached the height of its power around 600 to 800 CE. (2) Its empire spread all the way from southern Mexico throughout most of Central America. (3) Maya cities with their stone pyramids and temples were the envy of the world. (4) Then the culture disappeared.

Which revision of sentence 3 **best** uses punctuation to deemphasize the details about Maya cities?

- A. Maya cities; with their stone pyramids and temples; were the envy of the world.
- B. Maya cities, with their stone pyramids and temples, were the envy of the world.
- C. Maya cities (with their stone pyramids and temples) were the envy of the world.
- D. Maya cities—with their stone pyramids and temples—were the envy of the world.

3 Read the sentences.

My family clips coupons and looks for sales. And the savings add up.

Which sentence could be added next to **best** maintain consistency in style?

- A. As a result of our savings, we were able to purchase a new vehicle.
- B. Last year, we saved enough to replace our battered, old car.
- C. Accordingly, these savings afforded us the opportunity to replace our run-down car.
- D. Thus, we accumulated sufficient funds for a new car.

4 Read the sentence.

For her birthday, Stuart surprised his grandmother by baking her favorite dessert, apple pie, which she loved more than all other desserts, for her special day.

Which is the **best** way to revise the sentence to remove repetitive language?

- A. Stuart, wanting to surprise his grandmother on her special day, made her favorite dessert—apple pie.
- B. For her special day, Stuart surprised his grandmother with her favorite dessert.
- C. Stuart baked his grandmother an apple pie.
- D. For her birthday, Stuart surprised his grandmother by baking her an apple pie—her favorite dessert.

5 Read the sentences.

(1) "It's OK," Patel said, slowly approaching her cat, Scout. (2) The cat was pressed against the chain link fence, shaking and mewling piteously. (3) Her coat was filthy, looking darker than usual. (4) Fearing she would further scare the cat, Patel moved even more slowly.

Which sentence is the **most** descriptive?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

6 Read the paragraph.

(1) The surrounding coastal environment will be affected if the destruction of coral reefs continues. (2) This destruction will also have a huge impact on the local economy. (3) Businesses in the area rely on the reefs. (4) Dive shops, hotels, restaurants, and tour companies all count on tourists to spend their money.

Which revision that combines sentences 1 and 2 into one sentence **best** shows the logical relationship between the two sentences?

- A. Affected by the destruction of coral reefs, both the coastal environment and the local economy will suffer.
- B. When coral reefs are destroyed, it can have a huge impact on the local economy, and also on the surrounding coastal environment.
- C. If the destruction of coral reefs continues, both the surrounding coastal environment and the local economy will be affected.
- D. The destruction of coral reefs will affect the surrounding coastal environment, and their destruction will also affect the local economy.

CHAPTER 3 REVIEW

Answer the following questions.

1 Read the sentence.

Surprised by the sudden scream, the flashlight fell from Nancy's hand.

Choose the **best** way to revise the sentence to correct the misplaced modifier.

- A. Surprised by the sudden scream, Nancy's hand dropped the flashlight.
- B. Because of the sudden scream, the flashlight fell from a surprised Nancy's hand.
- C. Surprised by the sudden scream, Nancy dropped the flashlight.
- D. From Nancy's hand, the flashlight fell, surprised by the sudden scream.

2 Read the paragraph.

The city was full of music, and wandering around, Annabelle was exposed to its richness. She was convinced that everyone who lived in the city could sing or play some musical instrument. As she walked down the streets, Annabelle heard the sounds of jazz and blues—her favorite—coming from the clubs.

Which underlined pronoun is vague or unclear?

- A. its
- B. everyone
- C. she
- D. her

3 Read the paragraph.

(1) Leo turned over his backpack and combed through the books, pencils, folders, and loose papers, that fell out. (2) Next he looked under the bed, where he found last week's misplaced homework assignment; in every drawer of his dresser; and behind the books in his bookshelf. (3) Then he retraced his steps since arriving home—the car, the bathroom, the living room and the kitchen. (4) He went back to his bedroom and pulled out every article, of clothing, every pair, of shoes, and every piece, of sports equipment, from his closet.

Which sentence uses commas correctly?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

4 Which sentence contains an error?

- A. The surprise, birthday party we had for Debbie was a success.
- B. Shane could not sit through another long, tedious lecture on agriculture.
- C. My seatmate on the plane made the flight enjoyable with her funny, clever stories.
- D. The old, weathered cabin needed a fresh coat of paint.

5 In which sentence does the underlined group of words function as a noun?

- A. Mrs. Lopez is bringing extra chairs.
- B. I am running late because of Steven.
- C. Jenna said that she would save me a seat.
- D. At what time will he arrive?

6 Read the sentences.

Joel needs to find a study partner for math. He thinks Jake would be perfect. Jake is patient and good at math.

Which revision **best** combines the sentences into one sentence?

- A. If Joel needs to find a study partner for math, he thinks Jake would be perfect because Jake is patient and good at math.
- B. Joel needs to find a study partner for math, and he thinks Jake would be perfect because Jake is patient and good at math.
- C. Joel needs to find a study partner for math, so he thinks Jake would be perfect since Jake is patient and good at math.
- D. Though Joel needs to find a study partner for math, he thinks Jake would be perfect as Jake is patient and good at math.

7 Read the sentence.

They were able to see the ancient monument thanks to a generous gift from they're grandmother.

Which underlined word in the sentence is spelled incorrectly?

- A. were
- B. ancient
- C. generous
- D. they're

8 Read the sentence.

Juanita felt her arrival was lucky and fortunate for Theresa, and she wanted Theresa to know that it was a good thing she was there and she was prepared to tell her.

Which is the **best** way to revise the sentence to remove repetitive language?

- A. Juanita, feeling her arrival a lucky thing for Theresa, wanted Theresa to know it was a good thing.
- B. Juanita felt her arrival was fortunate for Theresa.
- C. Juanita felt her arrival was lucky and fortunate for Theresa, and she wanted her to know it.
- D. Juanita felt her arrival was lucky for Theresa, and she wanted Theresa to know it.

9 Read the sentence.

Once Brigida set her mind on a goal, there was no stopping her. So when she decided she wanted to run a marathon, no one questioned her.

Which sentence could be added next to **best** maintain consistency in style?

- A. It was a preposterous ambition when one took into account the fact that she was simply not an athlete.
- B. It was a crazy goal—I mean, she didn't even like running.
- C. The goal was aspiring; after all, she had never before shown any inclination toward running.
- D. Never mind that she had never before run more than a few blocks in one stretch.

10 Read the sentence.

While I was driving to work yesterday, I see her running to catch the bus.

Which underlined word or phrase should be changed to correct a mistake?

- A. was driving
- B. see
- C. running
- D. catch

A spinner has 8 equal-sized sections. Four of the sections are blue, two are red, and two are green. The pointer lands in a red section 8 times in 20 spins. How does this compare to the number of times the pointer is expected to land in a red section?

Step 1 Use the experiment's results to find the experimental probability that the pointer lands in a red section.

$$\text{Experimental probability} = \frac{\text{number of times pointer lands in a red section}}{\text{total number of spins}} = \frac{8}{20} = 40\%$$

Step 2 Find the theoretical probability that the pointer lands in a red section.

$$P(\text{red}) = \frac{\text{number of red sections}}{\text{total number of equal-sized sections}} = \frac{2}{8} = 25\%$$

The experimental probability is greater than the theoretical probability. The pointer landed in a red section more often than expected.

A spinner has 10 equal-sized sections labeled 1 through 10. In 40 spins, the spinner lands 3 times in section 5. How does this compare to the number of times the pointer is expected to land in section 5?

1. Find the experimental probability that the pointer lands in section 5.

$$\frac{\text{number of times pointer lands in section 5}}{\text{total number of spins}} = \frac{\boxed{}}{\boxed{}} = \boxed{}\%$$

2. Find the theoretical probability that the pointer lands in section 5.

$$P(5) = \frac{\text{number of sections labeled "5"}}{\text{total number of equal-sized sections}} = \frac{\boxed{}}{\boxed{}} = \boxed{}\%$$

3. How does the actual number of times the pointer landed in section 5 compare to the expected number?

On the Back!

4. A spinner has 4 equal-sized sections labeled 1 through 4. In 25 spins, the spinner lands 5 times in section 3. How does this compare to the number of times the pointer is expected to land in section 3?

Name _____

The table below compares two types of probability. Use terms from the list below to complete the top three rows of the table. You may need to use some terms more than once. Then describe an example of each type of probability in the bottom row.

event	outcomes	Experimental Probability
Theoretical Probability	trials	relative frequency

Probability Type		
Description	This probability is found by counting desired and possible _____.	This probability is found by conducting _____ in which an action is conducted multiple times. This probability may also be called the _____ of an event.
Ratio	$\frac{\text{number of favorable } \underline{\hspace{2cm}}}{\text{total number of possible } \underline{\hspace{2cm}}}$	$\frac{\text{number of times } \underline{\hspace{2cm}} \text{ occurs}}{\text{total number of } \underline{\hspace{2cm}}}$
Example		

Print

Japanese society was transformed under the shoguns. The cultural influences from this time period still influence Japan and the world.

Samurai and Shoguns

Why did military leaders rise to power in Japan?

In A.D. 794, the emperor of Japan moved the capital from Nara to a new city called Heian-kyo (HAY • ahn kyoh). This city later became known as Kyoto (KYOH • toh). The city of Heian-kyo looked much like a major Chinese city.

Nobles Rise to Power

During the A.D. 800s, emperors continued to rule Japan, but their power greatly weakened. Why did this happen? After a period of strong emperors, a number of weak emperors came to the throne. Court officials known as regents governed for them. A regent is a person who rules for an emperor who is too young or too sick to govern.

The regents handled the city's day-to-day government, leaving the Japanese emperors to turn to learning and the arts. Emperors studied Buddhism or wrote poetry in their palace at Heian-kyo.

At the same time, other nobles took control in the outlying provinces of Japan. The government gave these nobles land in return for their support. It also let them stop paying taxes. It made the nobles responsible for governing the lands under their control. To pay for the local government, the nobles increased the taxes on the farmers working the land.

The Samurai and Their Code

The nobles gave land to warriors who agreed to fight for them. These warriors became known as samurai (SA • muh • ry). In battle, samurai fought on horseback with swords, daggers, and bows and arrows. They wore armor made of leather or steel scales and helmets with horns or crests.

A few Japanese women were outstanding warriors. Perhaps the most famous was Tomoe. She fought in the A.D. 1100s during a time of civil war in Japan. One account from the A.D. 1200s describes her:

"[S]he was a fearless rider whom neither the fiercest horse nor the roughest ground could dismay, and so dexterously [skillfully] did she handle sword and bow that she was a match for a thousand warriors and fit to meet either god or devil. . . . and so in this last fight, when all the others had been slain or had fled, among the last seven there rode Tomoe."

—from *Heike Monogatari* (*The Tale of Heike*)

The word *samurai* means "to serve." The samurai lived by a strict code of conduct. This code was called Bushido (BU • shih • doh), or "the way of the warrior." It demanded that a samurai be loyal to his master. The samurai must also be brave and honorable. Samurai were not supposed to be concerned about riches. They viewed merchants as lacking in honor.

Bound to these principles, a samurai would rather die in battle than betray his master. He also did not want to suffer the disgrace of being captured in battle. The sense of loyalty that set apart the samurai lasted into modern times. During World War II, many Japanese soldiers fought to the death rather than accept defeat or capture. The Japanese have since turned away from the beliefs of the samurai.

Shoguns Assume Power

By the early 1100s, a period similar to the Middle Ages in Europe, noble families of Japan used their samurai armies to fight one another. They fought over land and to gain control of the emperor. In 1180, a civil war broke out between the two most powerful families: the Taira and the Minamoto. In a sea battle in 1185, the Taira were defeated. The commander of the Minamoto forces was Minamoto Yoritomo (mee • nah • MOH • toh yoh • ree • TOH • moh).

After Yoritomo won the civil war, the emperor feared that the Minamoto family would take the throne. To avoid this, he decided to reward Yoritomo to keep him loyal. In 1192, he gave Yoritomo the title of shogun (SHOH • guhn), or commander of the military forces.

This created two governments in Japan. The emperor remained in his palace at Heian-kyo with his advisers. He was Japan's official leader. Meanwhile, the shogun set up his own government in the small seaside town of Kamakura (kah • MAH • kuh • rah). This military government was known as a shogunate. For about the next 700 years, shoguns ran Japan's government.

Mongol Attacks

In the late 1200s, Japan was twice invaded by China's Mongol emperor. During both attempts, violent storms called typhoons destroyed many ships. The Mongols who made it to shore were defeated by the Japanese.

The victorious Japanese named the typhoons *kamikaze* (kah • mih • KAH • zee), or "divine wind," in honor of the spirits they believed had saved their islands. During World War II, Japanese pilots deliberately crashed their planes into enemy ships. They were named kamikaze pilots after the typhoons of the 1200s.

Identifying What is Bushido, and why was it important to the samurai?

A Divided Japan

Why did Japan experience disunity from the 1300s to the 1500s?

The Kamakura shogunate ruled Japan until 1333. At that time, a general named Ashikaga (ah • shee • KAH • gah) resisted the emperor and made himself shogun. A new government, the Ashikaga shogunate, began.

The Ashikaga shoguns turned out to be weak leaders. Uprisings swept Japan. The country soon divided into a number of small territories. These areas were headed by powerful military lords known as daimyo (DY • mee • oh).

The daimyo pledged to obey the emperor and the shogun. Still, they governed their lands as if they were independent states. To guard their lands, the daimyo used samurai warriors. They formed their own local armies.

Many samurai became vassals (VA • suhlz) of a daimyo. These samurai gave an oath of loyalty to their daimyo and pledged to serve him in battle. In return, each daimyo gave land to his samurai. This bond of loyalty between a lord and a vassal is known as feudalism (FYOO • duh • lih • zuhm). A similar form of feudalism existed in Europe between the fall of the Western Roman Empire and the early modern period.

With the collapse of central government, warriors battled one another throughout Japan. The violence finally ended the Ashikaga shogunate in 1567. By that time, only a few powerful daimyo were left. Each of these daimyo was eager to conquer his rivals—and rule all of Japan.

Analyzing Why did feudalism develop in Japan?

Society Under the Shoguns

How were the Japanese affected by their country's growing wealth?

Under the shoguns, Japan produced more goods and grew richer. However, only the emperor and his family, noble families of the emperor's court, and leading military officials enjoyed this wealth. A small but growing class of merchants and traders also benefited from Japan's prosperity. Most Japanese, however, were farmers who remained poor.

Farmers, Artisans, and Trade

For the most part, Japan's wealth came from the hard labor of its farmers. Some farmed their own land, but most lived and worked on the estates of the daimyo. Rice, wheat, millet, and barley were their chief crops. Life improved for Japan's farmers during the 1100s, despite their many hardships.

A better irrigation process enabled them to plant more crops. This meant they could sell more food to the markets that were forming in the towns.

On the daimyo estates, other Japanese were producing a greater number of goods. Artisans made armor, weapons, and tools. These goods were sold by merchants in town markets throughout Japan. As trade increased, each region began to make certain goods that they were best at producing. These goods included pottery, paper, textiles, and lacquered ware.

Heian-kyo, now called Kyoto, developed into a major center of production. It also benefited from trade with Korea, China, and Southeast Asia. Japanese merchants traded wooden goods, sword blades, and copper for silk, dyes, pepper, books, and porcelain. More and more artisans and merchants began to live in Kyoto. They set up groups called guilds (GIHLZ), or za in Japanese, to protect their jobs and increase their earnings.

Women in Shogun Japan

During the time of the shoguns, the typical Japanese family included grandparents, parents, and children in the same household. A man was head of the family. He had complete control over family members.

At the time of Prince Shotoku, wealthy Japanese women enjoyed a high standing in society. Several women were empresses, and women could own property. Wives who were abandoned could divorce and remarry. When Japan became a warrior society, upper-class women lost these freedoms.

In farming families, women had a greater say in choosing their husbands. However, they worked long hours in the fields. They also cooked, spun and wove cloth, and cared for their children. In the towns, the wives of artisans and merchants helped run the family businesses.

Despite the lack of freedom, some women were able to contribute to Japanese culture. These talented women gained fame as artists, writers, and entertainers.

Explaining Why did Japan's wealth increase under the rule of the shoguns?

Religion and the Arts

How did religion and the arts relate to each other under the shoguns?

During the time of the shoguns, religion and the arts flourished in Japan. Many Japanese monks, artists, scribes, and traders visited China. This led to a borrowing of ideas and practices. Much of this borrowing from the Chinese affected Japan in the areas of government and philosophy. Chinese culture also influenced Japan's art, literature, science, and religion.

The Religions of Japan

Under the shoguns, religion influenced every part of daily life in Japan. Most Japanese came to believe in both Shinto and Buddhism. They worshipped at Shinto shrines and at Buddhist temples. To them, each religion met different needs. Shinto was concerned with daily life. It linked the Japanese to nature and their homeland. Buddhism promised spiritual rewards to the good. It prepared people for the life to come. In shogun Japan, religious ideas inspired many Japanese to write poems and plays and produce paintings. They also built shrines and temples.

Mahayana Buddhism, which teaches that the Buddha is a god, began in India and spread to China and Korea. By the time Buddhism reached Japan, it had formed into many different sects (SEHKTS), or small groups. One of the major sects in Japan was Zen. Buddhist monks brought Zen to Japan from China during the 1100s. Zen taught that people could find inner peace through self-control and a simple way of life. Followers of Zen disciplined their bodies through martial arts (MAHR • shuhl), or sports that involved combat and self-defense.

Zen Buddhists also practiced meditation (meh • duh • TAY • shuhn). A person who meditated sat cross-legged and motionless. The person tried to clear the mind of all worldly thoughts and desires. Meditation was considered a way for people to relax and find inner peace.

Writing and Literature

During the A.D. 500s, the Japanese adopted China's writing system. They used Chinese picture characters that represented whole words. The Japanese and Chinese languages were very different, so the Japanese found it difficult to use these characters. Then, in the A.D. 800s, they added symbols that stood for sounds, much like the letters of an alphabet. Reading and writing became much easier.

The Japanese greatly admired calligraphy, or the art of writing beautifully. Every well-educated person was expected to practice it. Handwriting was believed to reveal much about a person's education, social standing, and character.

Under the shoguns, the Japanese wrote poems, stories, and plays. By the 1600s, a form of poetry called *haiku* (HY • koo) had emerged. A haiku consists of 3 lines of words with a total of 17 syllables. Haiku usually expresses a mood or feeling. The most noted writer of haiku was a man of samurai descent. Below are two of his most famous haiku.

First snow falling on the half-finished bridge.

A field of cotton—As if the moon had flowered.

— tr. by Robert Hass

Two haiku of Basho's from THE ESSENTIAL HAIKU: VERSIONS OF BASHO, BUSON & ISSA, EDITED AND WITH AN INTRODUCTION by ROBERT HASS. Introduction and selection copyright © 1994 by Robert Hass. Unless otherwise noted, all translations copyright © 1994 by Robert Hass. Reprinted by permission of HarperCollins Publishers.

Japan's first great prose literature was written around A.D. 1000 by women at the emperor's palace at Heian-kyo. Lady Murasaki Shikibu (mur • uh • SAH • kee shee • KEE • boo) wrote *The Tale of Genji*. This work describes the romances and adventures of a Japanese prince. Some people believe the work is the world's first novel, or long fictional story.

The Japanese also wrote plays. The oldest type of play is called Noh. Created during the 1300s, Noh plays developed out of religious dances and were used to teach Buddhist ideas. Many Noh plays are still performed in Japan today.

Architecture and Art

During the time of the shoguns, the Japanese adopted building and artistic ideas from China and Korea. They went on to develop their own styles. The architecture and art of Japan revealed the Japanese love of simplicity and beauty.

Shinto shrines were built in the Japanese style, usually as a simple wooden building, with one room and a rice straw roof. Often they were built near a sacred tree or rock.

Unlike Shinto shrines, Buddhist temples were built in the Chinese style. They had massive tiled roofs held up by thick, wooden pillars. Inside, the temples were richly decorated. They had many altars, paintings, and statues.

Around buildings, the Japanese created gardens that copied nature on a small scale. Carefully placed large rocks served as symbols of mountains, while raked sand gave the sense of water flowing. They might contain only a few plants. The gardens were built this way to create a feeling of peace and calmness.

Creative Artisans

To create beauty inside buildings, Japan's artisans made wooden statues, furniture, and household items. They used a shiny black or red coating called lacquer on many decorative and functional objects. Other Japanese artists learned to do landscape painting from the Chinese. Using ink or watercolors, they painted scenes of nature or battles on paper scrolls or on silk. Japanese nobles at the emperor's palace learned to fold paper to make decorative objects. This art of folding paper is called origami. Buddhist monks and the samurai turned tea drinking into a beautiful ceremony.

Analyzing How did meditation play a part in Buddhism?

LESSON 3 REVIEW

Review Vocabulary

1. How did the *samurai* advisers serve the *shoguns*?

Answer the Guiding Questions

2. **Determining Cause and Effect** How did regents affect the rise to power of military leaders in Japan?

3. **Determining Cause and Effect** What caused Japanese disunity from the 1300s to the 1500s?

4. **Identifying** What groups of Japanese benefited the most from the increasing wealth in Japan?

5. **Analyzing** What effect did religion have on the arts during the time of the shoguns?

6. **NARRATIVE** Write a narrative in which you describe an encounter with a samurai in the 1300s. This samurai tells you about the code of Bushido. Be sure to include how the samurai dresses and acts.

Guided Reading

networks

Civilizations of Korea, Japan, and Southeast Asia

Lesson 3 *Medieval Japan*

Samurai and Shoguns

1. Identifying When did the Japanese emperor move the capital to Heian-Kyo?

2. Stating What were the samurai given in return for their services?

3. Analyzing What did Bushido require of a samurai?

4. Explaining Why did nobles form their own samurai armies?

Guided Reading *Cont.*



Civilizations of Korea, Japan, and Southeast Asia

5. Summarizing Complete the following outline to summarize the reading of "Samurai and Shoguns."

<p>I. Nobles Rise to Power</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p>	<p>III. Shoguns Assume Power</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p>
<p>II. The Samurai and Their Code</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p>	<p>IV. Mongol Attacks</p> <p>A. _____</p> <p>B. _____</p>

A Divided Japan

6. Predicting Read the first paragraph of the lesson. Consider what you have read about Japan so far. Then, write what you think will happen next in the space below. Next, read the entire passage to see if your prediction was right. Then write your reaction to what actually happened in the provided space.

Prediction	Reaction
_____	_____
_____	_____
_____	_____
_____	_____

Guided Reading *Cont.*

networks

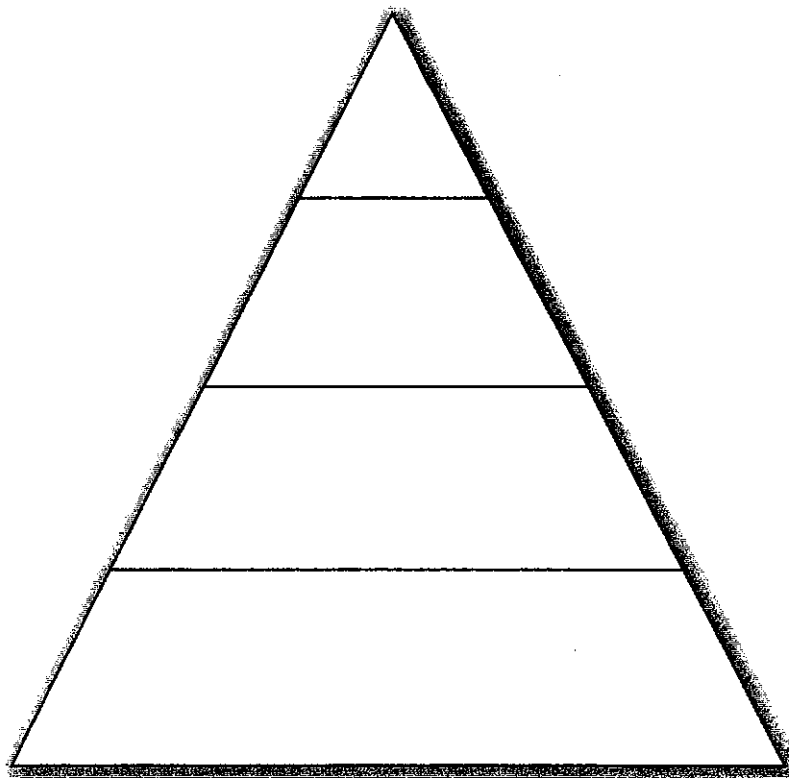
Civilizations of Korea, Japan, and Southeast Asia

7. Explaining How did the Ashikaga shogunate lead to a divided Japan?

8. Defining What is a daimyo?

9. Analyzing What was the bond between samurai and daimyo?

10. Classifying Fill in the diagram below. Put the people with the most wealth at the top. Put the poorest people at the bottom.



Guided Reading *Cont.*



Civilizations of Korea, Japan, and Southeast Asia

Society under the Shoguns

11. Listing What did Japanese merchants trade? What did they receive in return?

<p>Traded</p> <hr/> <hr/> <hr/>
<p>Received</p> <hr/> <hr/>

12. Explaining Why did many artisans and merchants in Kyoto set up guilds?

Religion and the Arts

13. Determining Cause and Effect Japanese monks, artists, scribes, and traders visited China. What was the effect of these visits on Japan?

Guided Reading *Cont.*

networks

Civilizations of Korea, Japan, and Southeast Asia

14. Assessing Fill in the boxes below. Identify the needs that Shinto satisfied on the left. Identify the needs that Buddhism satisfied on the right.

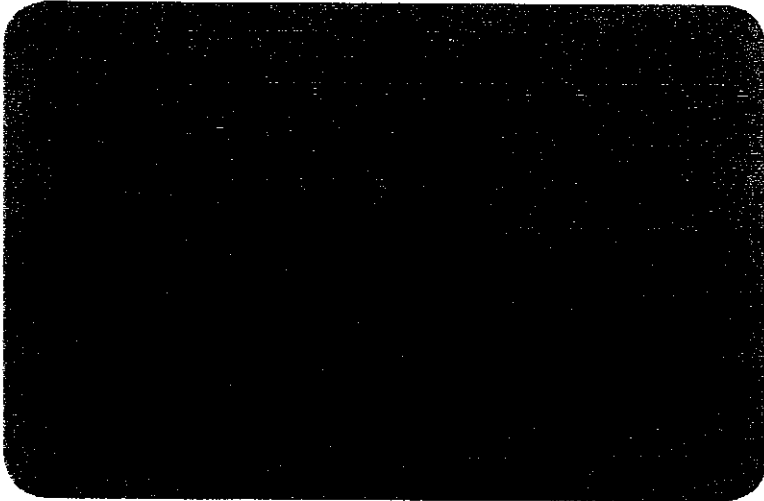
Shinto	Buddhism

15. Explaining What were Noh plays used to teach?

16. Contrasting How were Buddhist temples different from Shinto shrines?

Civilizations of Korea, Japan, and Southeast Asia

Lesson 3 Medieval Japan



Terms to Know

samurai a warrior who served a Japanese daimyo, or lord

shogun a military governor who ruled Japan

vassal a person who serves a feudal lord

feudalism the system of service based on the relation of lord to vassal

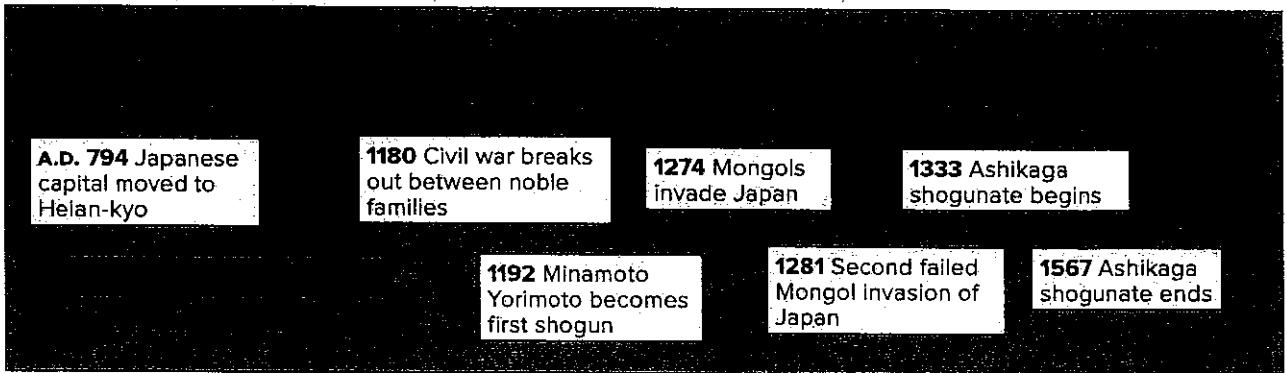
guild a group of merchants or craftspeople during medieval times

sect a religious group

martial art sport involving combat and self-defense

meditation mental exercise to reach a greater spiritual awareness

When did it happen?



What do you know?

In the K column, list what you already know about medieval Japan. In the W column, list what you want to know. After reading the lesson, fill in the L column with the information that you learned.

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Civilizations of Korea, Japan, and Southeast Asia

Lesson 3 Medieval Japan, *Continued*

Samurai and Shoguns

In A.D. 794, the Japanese capital was moved from Nara to a new city called Heian-kyo. This city later became known as Kyoto. It looked a lot like important Chinese cities.

During the A.D. 800s, Japan was ruled by a number of weak emperors. Court officials known as regents governed for them. A regent rules for an emperor who is too young or too sick to rule. As a result, Japan's emperors had little power. Emperors pursued literature or the arts instead of governing.

Other nobles also grew powerful. They formed their own armies to guard their lands and enforce the law. They gave warriors called **samurai** land in exchange for service. Samurai wore armor and fought on horseback. They lived by a code of conduct called Bushido. This required a samurai to be loyal to his master. A loyal samurai would rather die than betray his master or be taken prisoner. Samurai were also supposed to be brave and honorable.

In 1180, a civil war broke out. The emperor rewarded the winner, Minamoto Yoritomo, to keep him loyal. He named Yoritomo **shogun**, or commander of the military.

Japan's Two Rulers

Emperor	Shogun
<ul style="list-style-type: none"> • Official leader of Japan • Had no real power 	<ul style="list-style-type: none"> • Military ruler of Japan • Controlled military government called shogunate that had most of the power

In the late 1200s, Japan was invaded two times by China's Mongol emperor. During both attempts, violent storms called typhoons destroyed many ships. The Mongols who made it to shore were defeated by the Japanese.

A Divided Japan

A general named Ashikaga Takauji made himself the new shogun in 1333. The shoguns from the new government were weak leaders, however. As a result, Japan became divided into small territories. Powerful military lords, known as daimyo, ruled these independent lands. To guard their lands, the daimyo used armies of samurai warriors.

Defining

1. What is a *samurai*?

Explaining

2. Why was the shogun important?

Reading Check

3. What is Bushido, and why was it important to the samurai?

Marking the Text

4. Circle the name of Japan's powerful military lords who ruled the smaller territories.

Civilizations of Korea, Japan, and Southeast Asia

Lesson 3 Medieval Japan, *Continued*

Defining

5. What is a *vassal*?

Reading Check

6. Why did feudalism develop in Japan?

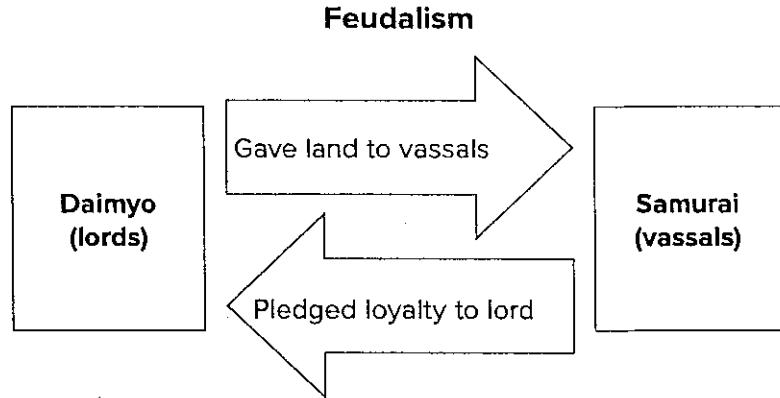
Drawing Conclusions

7. Why do you think only a few people enjoyed the wealth of Japan?

Reading Check

8. Why did Japan's wealth increase under the rule of the shoguns?

Many samurai became **vassals** of a daimyo. This meant that the samurai gave an oath of loyalty to serve his daimyo in battle. In return, the daimyo gave land to his samurai. This system is known as **feudalism**.



Fighting spread and the violence finally ended the Ashikaga shogunate in 1567. By that time, only a few powerful daimyo were left.

Society Under the Shoguns

Under the shoguns, Japan grew richer. Still, only a few Japanese enjoyed this wealth. This group included the emperor and his family, noble families, and military leaders. Merchants and traders also benefited.

Most Japanese were poor farmers. They created most of Japan's wealth. Their lives improved with a better irrigation system for crops. Artisans on the daimyo estates made armor, weapons, and tools. Merchants sold these items.

Heian-kyo, now called Kyoto, became a major center of production and trade. Artisans and merchants formed **guilds**. These groups protected their jobs and increased profits. The Japanese traded with Korea, China, and Southeast Asia.

A typical Japanese household included grandparents, parents, and children. A man had complete control over family members. Upper class women lost many freedoms when Japan became a warrior society.

Women in farming families had more say in choosing husbands. They worked long hours in the fields, however. They cooked, wove cloth, and cared for their children. In the towns, the wives of artisans and merchants helped run businesses. Some talented women became famous artists, writers, and entertainers.

Civilizations of Korea, Japan, and Southeast Asia

Lesson 3 Medieval Japan, *Continued*

Religion and the Arts

During the rule of shoguns, most people in Japan believed in both Shinto and Buddhism. Each religion met different needs. Shinto linked people to nature and their homeland. Buddhism offered spiritual peace. Many Japanese wrote religious poems and plays, produced paintings, and built shrines and temples.

By the time Buddhism reached Japan, it had formed into many different **sects**, or small groups. Many followers of a sect called Zen Buddhism practiced **martial arts**, or sports involving combat and self-defense.

Zen Buddhists also practiced **meditation**. During meditation, the person tried to clear the mind of all worldly thoughts and desires. Meditation was considered a way for people to relax and find inner peace.

The Japanese borrowed the Chinese writing system. However, they changed it by adding symbols that stood for sounds. This made it much easier to read and write. Lady Murasaki Shikibu wrote *The Tale of Genji* around A.D. 1000. Some scholars call this work the world's first novel.

The Japanese also wrote plays. The oldest type of play in Japan is called Noh. Noh plays taught Buddhist ideas. Many Noh plays are still performed in Japan today.

Japanese architecture and art focused on simplicity and beauty. Shinto shrines were usually simple wooden buildings with a straw roof. Buddhist temples were built in the Chinese style. They were richly decorated. They had many altars, paintings, and statues.

To create beauty inside buildings, Japanese artisans made wooden statues, furniture, and household items.

Contrasting

9. How were Buddhist temples different from Shinto shrines?

Reading Check

10. How did meditation play a part in Buddhism?

FOLDABLES

11. Place a two-tab Foldable along the dotted line to cover the Check for Understanding. Title the anchor tab *Japan*. Label the top tab *Samurai* and the bottom tab *Arts*.

Write words or phrases to record what you remember about each topic. Use this information to help answer the Check for Understanding.

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Check for Understanding

List two methods of fighting used by samurai.

1. _____
2. _____

Name two characteristics of Japanese art and architecture.

3. _____
4. _____

Glue Foldable here

Lesson Quiz 18-3

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. A stylized spiderweb or starburst graphic is positioned behind the letter 'o' in 'works'.

Civilizations of Korea, Japan, and Southeast Asia

DIRECTIONS: True/False Indicate whether the statement is true or false.

- _____ 1. Before A.D. 800, the Japanese capital had moved from Nara to Heian-kyo.
- _____ 2. Under the regents, the Japanese government eliminated taxes for farmers and raised them on nobles in the outlying provinces.
- _____ 3. The word *samurai* means "to serve," and *bushido* means "the way of the warrior."
- _____ 4. Although Yoritomo was made shogun in 1192, it was the emperor who actually ran Japan's government for the next seven centuries.
- _____ 5. Noh is a form of Japanese poetry made up of 3 lines and 17 syllables.

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

- _____ 6. What did the Japanese emperor do in 1192 to prevent the Minamoto family from taking the throne?
- A. He declared war against the Minamoto family.
 - B. He gave Minamoto Yoritomo the title of shogun.
 - C. He persuaded the Mongols to side with him.
 - D. He declared a state of emergency and shut down the government.
- _____ 7. Followers of Zen Buddhism discipline their bodies through
- A. faith.
 - B. martial arts.
 - C. meditation.
 - D. poetry.
- _____ 8. The art and architecture of Japan shows the Japanese love of
- A. complexity.
 - B. columns and domes.
 - C. Korean styles.
 - D. simplicity.
- _____ 9. Lady Murasaki Shikibu wrote this book about a Japanese prince.
- A. *The Tale of Genji*
 - B. *The Tale of Heike*
 - C. *A Shogun Tale*
 - D. *Samurai Warrior*
- _____ 10. Japan's wealth came from its farmers and artisans, and increased
- A. land.
 - B. shipbuilding.
 - C. taxes.
 - D. trade.

[Print](#)

The varied cultures of Southeast Asia have been shaped by outside influences and, in turn, have shaped other cultures.

Early Civilization

How did geography affect settlement and early ways of life in Southeast Asia?

China, Korea, and Japan were not alone in developing civilizations along Asia's Pacific coast. Farther south, other civilizations arose in a region known today as Southeast Asia. Southeast Asians developed their own traditions, though they were influenced by India, China, and Islam.

The Geography of Southeast Asia

Southeast Asia has two major parts. One is a mainland area made up of long, winding peninsulas. The other is a large archipelago, or chain of islands.

Mountain ranges cross mainland Southeast Asia, running north to south. Between the ranges are narrow river valleys and broad coastal deltas. These lowlands are rich in fertile soil. They became prosperous farming and trading centers and home to most mainland Southeast Asians.

South and east of the region's mainland are thousands of mountainous islands. Part of a geographical area known for being unstable, these islands hold many active volcanoes. These volcanoes provide rich soil for farming. Earthquakes affect the island peoples of Southeast Asia. One particular danger comes from tsunamis (soo • NAH • meez). A tsunami is a huge ocean wave caused by an underwater earthquake. Tsunamis usually strike coastal lowlands, killing many people and destroying buildings. This happened in Japan in 2011.

Sea trade and inland mountain barriers shaped Southeast Asia into a region of many ethnic groups, languages, and religions. As a result, Southeast Asia was never united under a single government. Instead, it was an area of separate territories.

Early Years

Early peoples in Southeast Asia grew rice, raised cattle and pigs, and made metal goods. These early people believed in animism, the idea that spirits exist in living and nonliving things. They practiced different rituals to honor their ancestors as well as animal and nature spirits.

Southeast Asians also developed their own forms of art. Artisans made a cloth of detailed patterns later called batik (buh • TEEK). Musicians played instruments including the *dan bau* (similar to a xylophone), the *dan day* (a type of guitar), and the *rammana* (a type of drum). Artists created a type of theater that used shadow puppets to tell stories. Performers holding long rods controlled the puppets behind a white screen, while audiences on the other side could see the puppets' moving shadows.

Outside Contacts

During the A.D. 100s, Hindu traders from India reached coastal areas of Southeast Asia. They set up a trading network that exchanged goods and ideas among the peoples of Southeast Asia, India, and the Middle East. As these contacts increased, the cultures of other civilizations spread throughout Southeast Asia. Over time, the people of the region blended Hindu and Chinese ways with their own traditions.

Analyzing Why did outside influences have a powerful effect on early Southeast Asia?

Kingdoms and Empires

Why did powerful kingdoms and empires develop in Southeast Asia?

From A.D. 500 to 1500, many kingdoms and empires thrived in Southeast Asia. States covering fertile inland areas drew their wealth from the land. States on the coast became maritime (MEHR • uh • tym), or seafaring, powers that controlled shipping.

Vietnam

Along the coast of the Indochinese Peninsula lies the present-day country of Vietnam. The ancient Viet were one of the first people in Southeast Asia to develop their own state and culture. During the 200s B.C., the Viet people ruled most of the Indochinese Peninsula.

During the early A.D. 900s, the Viet rebelled against China's weakened Tang dynasty. In A.D. 938, the Viet forces defeated a fleet of Chinese warships in the Battle of the Bach Dang River. The Viet had finally won independence.

The new state was modeled on the government of China and was known as Dai Viet, or Great Viet. Confucianism became its official religion. Viet emperors adopted Chinese court ceremonies. Just as in China, Viet government officials were selected through civil service examinations.

The Khmer Empire

West of Vietnam is the present-day country of Cambodia (kam • BOH • dee • uh). In ancient times, this region was the home of the Khmer (kuh • MEHR) people. During the A.D. 1100s, the Khmer founded an empire that covered much of mainland Southeast Asia. They became wealthy from growing rice.

Khmer kings based their rule on Hindu and Buddhist ideas from India. They increased their power by presenting themselves as god-kings to their people. A Chinese traveler once described the splendor, in dress and manner, of a Khmer king in about 1297:

His crown of gold is high and pointed like those on the heads of the mighty gods. . . . His neck is hung with ropes of huge pearls; . . . his wrists and ankles are loaded with bracelets and on his fingers are rings of gold. . . . He goes barefoot—the soles of his feet, like the palms of his hands, are rouged [colored] with a red stuff. When he appears in public, he carries the Golden Sword.

—from *A Record of Cambodia: The Land and Its People*, by Zhou Daguan, tr. by Peter Harris

Supported by Khmer kings, architects created a new style of building based on Indian and local designs. The most magnificent structure was Angkor Wat. It served as a religious temple, a royal tomb, and an astronomical observatory. Angkor Wat still stands today and attracts many visitors.

By the 1440s, building costs, high taxes, and internal revolts had weakened the Khmer Empire. In A.D. 1432, the Thai (TY), a neighboring Southeast Asian people, captured the capital city of Angkor. With this attack, the Khmer Empire faded into history.

The Thai

The earliest Thai settlements arose along the border of China. Between A.D. 700 and 1100, Thai groups moved southward. They set up a kingdom at Sukhothai (SOO • kah • TY) in what is today north central Thailand.

The Thai developed a writing system and made the kingdom a center of learning and the arts. Artisans from China taught the making of porcelain. Buddhist monks from India converted many Thai to Buddhism. The Thai were influenced by Hinduism in their political practices, dance, and literature.

About A.D. 1350 a new Thai kingdom known as Ayutthaya (ah • yoo • TY • uh) arose. Its capital city was located where the city of Bangkok, the present Thai capital, stands today.

The Ayutthaya kingdom lasted for about 400 years. At its height, it held control over large areas of Southeast Asia. The Thai region was an important center of Buddhist learning and culture. Its merchants traded in teak wood, salt, spices, and hides with China and neighboring Asian kingdoms.

Burma

West of the Thai kingdom, a people known as the Burmese developed a civilization. In A.D. 849, they set up a capital city called Pagan (pah • GAHN). During the next 200 years, Pagan became a major influence in the western part of Southeast Asia.

The city eventually became a center of Buddhist learning and culture. Like the Thai, the Burmese adopted Buddhism, as well as Indian political institutions and culture.

Attacks by the Mongols in the late 1200s weakened Pagan. To escape Mongol rule, many people in Burma moved south and built fortified towns along the rivers. Burmese culture was preserved, but the kingdom did not arise again until the 1500s.

The Malay States

On the Malay Peninsula and the islands of Indonesia, independent states developed around seaport cities. They traded porcelain, textiles, and silk, as well as Southeast Asian spices and wood.

Most of the people living on Southeast Asian islands were Malays. Despite common cultural ties, the Malays were divided into many separate communities by distance and trade rivalries. However, in the A.D. 700s, a Malay state arose on the islands of Java and Sumatra in present-day Indonesia. This state controlled the trade route passing through the Strait of Malacca.

Islam in Southeast Asia

Muslim Arab traders and missionaries settled coastal areas of Southeast Asia during the A.D. 800s. Eventually, many people in these places converted to Islam. The first major Islamic center was Melaka, a trading port on the Malay Peninsula.

From Melaka, Islam spread throughout the Indonesian islands. Bali was the only island to remain outside of Muslim influence. Even today, Bali keeps its Hindu religion and culture.

Summarizing How did the culture of China affect Southeast Asian states?

Connections to TODAY

Saving Angkor Wat

Angkor Wat was overgrown by thick tropical plants and trees after its capture by the Thai in A.D. 1432. During the late 1900's the site was further damaged during various wars. Mostly, however, it suffered from neglect. In 1992, Angkor was named a UNESCO World Heritage site, a major step in protecting it for generations to come.

LESSON 4 REVIEW

Review Vocabulary

1. Why do *maritime* workers live along a seacoast?

Answer the Guiding Questions

2. **Identifying** What separated early Southeast Asians?

3. **Listing** What were the most powerful kingdoms to develop on mainland Southeast Asia by A.D. 1500?

4. **Contrasting** Why did some Southeast Asian states rely mostly on trading while others relied on farming?

5. **Explaining** Why was Angkor Wat significant to the Khmer?

6. **INFORMATIVE/EXPLANATORY** Look at the photograph of Angkor Wat. Then write a paragraph describing its appearance to someone who has never seen it before.

Guided Reading

networks

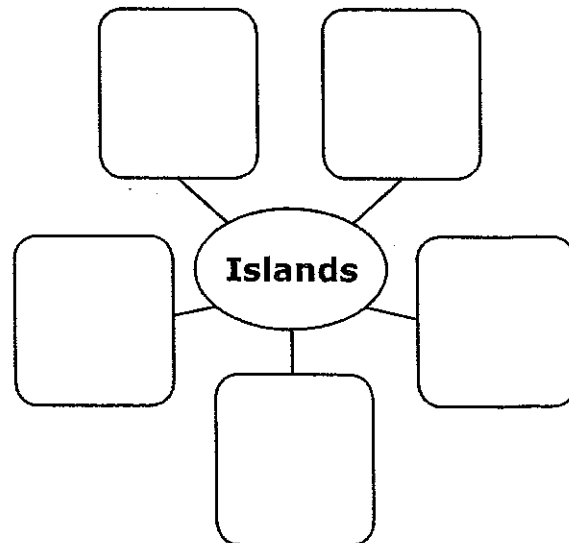
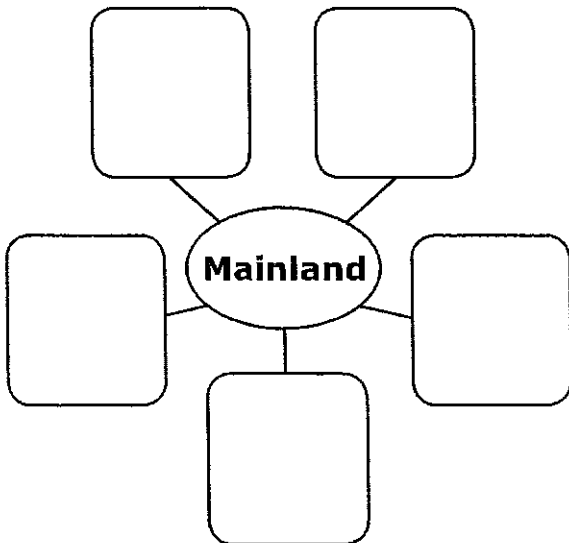
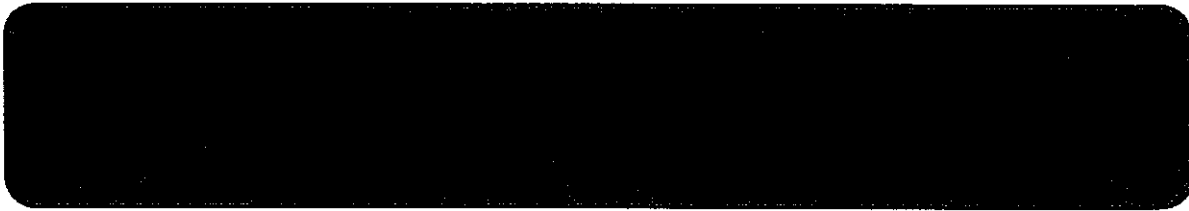
Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture

Early Civilization

1. **Identifying** What are the two main land forms of Southeast Asia?

2. **Categorizing** Choose names of Southeast Asian countries from the word box. Write them in the appropriate graphic organizers below.



Guided Reading *Cont.*

networks

Civilizations of Korea, Japan, and Southeast Asia

3. Listing List the different geographical features that make up Southeast Asia.

4. Specifying What were three cultural elements practiced or developed by the people of Southeast Asia?

5. Drawing Conclusions Why did cultures in Southeast Asia develop differently from one another?

Kingdoms and Empires

6. Defining What does Dai Viet mean?

7. Identifying When was the empire of Khemer established?

8. Determining Cause and Effect What caused the decline of the Khemer?

9. Explaining When was Pagan built, and what was the cause of its decline?

Guided Reading *Cont.*



Civilizations of Korea, Japan, and Southeast Asia

10. Contrasting Fill in the table below. Show how land-based kingdoms were different from sea-based kingdoms in Southeast Asia.

Land-Based Kingdoms	Sea-Based Kingdoms
Example Kingdoms	
Sources of Wealth	
Main Religious Influences	

Economics of History Activity

networks

Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture

The Rise of Angkor

Background Information

During the A.D. 1100s, Angkor became one of the richest and most powerful cities in Southeast Asia. At its height, the Khmer Empire extended over much of modern-day Cambodia, Laos, Vietnam, and Thailand. When the Khmer built Angkor, however, they did more than construct a city. They altered their natural surroundings to construct an irrigation system to support their state.

The irrigation system the Khmer created was perhaps the most complex in the ancient world. Angkor was situated on a plain that received plenty of water during the wet season. During the dry season, however, water supplies shrank. By creating an intricate system for holding water and releasing it as needed, the Khmer were able to grow three to four crops of rice each year. They did this in an area that before had been poorly suited to grow even one crop a year.

Thus, by controlling their water supply, the Khmer were able to increase the fertility of their lands. Basically, Angkor was an immense system of artificial lakes and canals, with irrigation channels that watered large areas of rice paddies. This system formed the core of the empire's wealth and power.

One way in which the rulers of Angkor used this wealth was to build temples. There were many types of temples built at Angkor. These ranged from Buddhist temples to ones dedicated to Hindu gods. The style of architecture also changed over the centuries.

The temple complex of Angkor Wat, which is very large, was devoted to Hindu gods. It was built under Suryavarman II, who became ruler over the Khmer Empire in A.D. 1113. Construction of Angkor Wat began early in his reign and was not finished until after his death. Angkor Wat is surrounded by a moat and decorated with sculptures that show him as the god Vishnu performing the many functions of a ruler. Though spectacular, Angkor Wat took so long to complete and cost so much to build that it weakened the empire.

Today Angkor is a World Heritage site. A number of countries have promised to help preserve the buildings at Angkor for future generations. Scans taken from space indicate that there are still buildings and structures at Angkor that have yet to be explored.

Economics of History Activity *Cont.*

networks

Civilizations of Korea, Japan, and Southeast Asia

Directions Answer the following questions.

1. Identifying How did the Khmer improve their farming?

2. Explaining How does Angkor show the influence of different cultures?

3. Comparing and Contrasting Complete the following chart to describe the ways in which the building of Angkor helped strengthen and weaken the Khmer Empire.

Building Angkor	
Strengthened the Khmer By	Weakened the Khmer By

Economics of History Activity *Cont.*

networks

Civilizations of Korea, Japan, and Southeast Asia

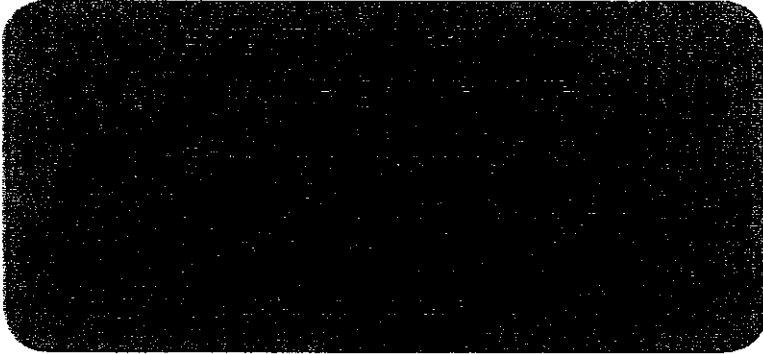
Applying the Concept

4. Making Generalizations Why is it important that a state does not spend more money than it has?

5. Making Inferences Why do you think that Angkor has been declared a World Heritage site?

Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture



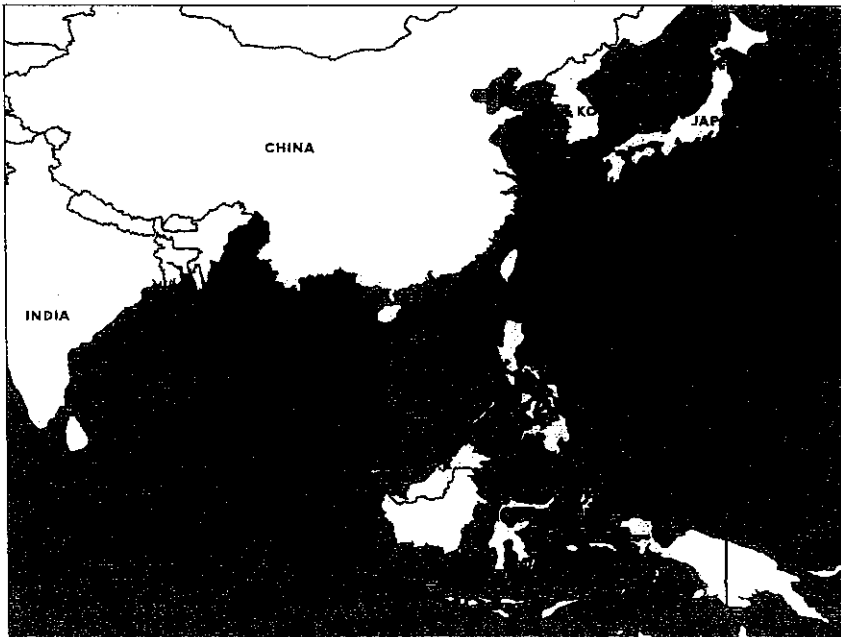
Terms to Know

volcano a mountain that may release melted rocks from inside the Earth

tsunami a huge ocean wave caused by an undersea earthquake

maritime related to the sea or seafaring

Where in the world?



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When did it happen?

c. A.D. 300s
Kingdom of Funan founded

c. 800 Kingdom of Angkor founded

938
The Viet win independence from China

1350
Ramathibodi becomes king in Thailand

c. 1400 Melaka becomes center of a Muslim empire in Indonesia

849 City of Pagan founded

1432 City of Angkor captured

Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture, *Continued*

Early Civilization

Southeast Asia lies south of China and east of India. It has long peninsulas and a large chain of islands. Mountain ranges cross the mainland. The lowlands between them have rich soil. The island soil is also fertile. Many people settled in the lowlands and on the islands because the farming was good.

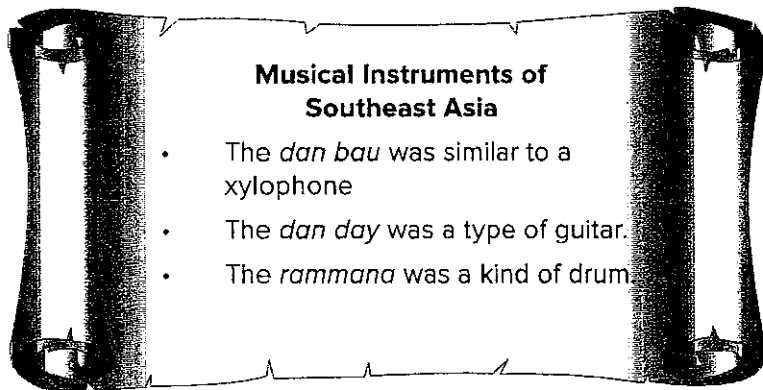
The area also has dangers. The islands have many active **volcanoes**. The lowland areas on the coast may be struck by **tsunamis**. A tsunami is a huge ocean wave caused by an undersea earthquake. This happened in Japan in 2011.

People in the lowlands were cut off from each other by the mountains. People on the islands were separated by the sea. As a result of its geography, Southeast Asia has many ethnic groups, languages, and religions. It has always been divided into many different empires and kingdoms.

Early Southeast Asians grew rice, raised cattle and pigs, and made metal goods. These people believed in animism, or the belief that living and nonliving things have spirits. They practiced rituals to honor their ancestors and nature spirits.

Southeast Asians also developed their own forms of art. Artisans made a type of cloth with detailed patterns called batik. Musicians played many instruments. Artists created a type of theater that used shadow puppets to tell stories.

During the A.D. 100s, Hindu traders from India reached coastal areas of Southeast Asia. They created a trading network so that goods and ideas could be exchanged among the peoples of Southeast Asia, India, and the Middle East. As different people came into contact, their cultures spread throughout Southeast Asia.



Musical Instruments of Southeast Asia

- The *dan bau* was similar to a xylophone
- The *dan day* was a type of guitar.
- The *rammana* was a kind of drum.

Defining

1. What is a *tsunami*?

Identifying Cause and Effect

2. How did the geography of Southeast Asia keep the region divided?

Explaining

3. Why did many people settle on islands and in lowland areas on the mainland?

Reading Check

4. Why did outside influences have a powerful effect on early Southeast Asia?

Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture, *Continued*

Contrasting

5. How did land-based and sea-based economies differ?

Marking the Text

6. Circle the examples of China's influence on the government of Dai Viet.

Explaining

7. Why was Angkor Wat built?

Describing

8. What influences did Thai culture adopt from Hinduism?

Kingdoms and Empires

Southeast Asian states in inland areas relied mainly on farming. States along the coast relied more on trade. They became **maritime**, or seafaring, powers based on shipping.

In 938, the people who lived in what is now Vietnam won independence from China. Their new state was called Dai Viet, or Great Viet. It was based on China's government. Confucianism became its official religion. Viet rulers used Chinese court ceremonies. Government officials were selected through Chinese-style civil service examinations.

Present-day Cambodia was once the home of the Khmer people. Khmer kings based their rule on Hindu and Buddhist ideas from India. They had architects design Indian-style buildings. The most magnificent of these structures was Angkor Wat.

Angkor Wat served as a Hindu and Buddhist temple, a royal tomb, and an observatory for stars and planets. The expense of building Angkor Wat weakened the Khmer Empire. In 1432 the Thai, a neighboring people, captured Angkor. The Khmer Empire faded from history.

The first Thai kingdom was called Sukhothai. It became a center of learning and arts. The Thai developed a writing system. Monks from India converted many Thai people to Buddhism. The Thai were also influenced by Hinduism in their political practices, dance, and literature.

Sukhothai	Ayutthaya
Center of learning and arts	Controlled large areas of Southeast Asia
Monks converted people to Buddhism	Center of Buddhist learning and culture
Influenced by Hinduism	Traded with China and other Asian kingdoms

In 1350 a new Thai kingdom called Ayutthaya was formed. Ayutthaya controlled large areas of Southeast Asia. It was also an important center of Buddhist learning and culture. The people of Ayutthaya traded teak wood and spices with China and other nearby Asian kingdoms.

West of the Thai kingdom, the Burmese developed their own civilization. In 849 they set up a capital city called Pagan. It, too, became a center of Buddhist learning. In the late 1200s, Mongol attacks weakened Pagan. Many Burmese people moved south to escape the Mongols.

Civilizations of Korea, Japan, and Southeast Asia

Lesson 4 Southeast Asia: History and Culture, *Continued*

New states grew around seaport cities on the Malay Peninsula and the islands of Indonesia. The people living on Southeast Asian islands were Malays. They were divided into separate communities because of the distance and trade rivalries. In the 700s, a Malay state called Srivijaya developed on the islands of Java and Sumatra. Srivijaya controlled the major trade route.

Southeast Asian Kingdoms		
Name	Location	Year Founded (A.D.)
Srivijaya	Java and Sumatra	700s
Angkor	Cambodia	c. 800
Pagan	Burma	849
Dai Viet	Vietnam	938
Khmer Empire	Cambodia, Laos, Thailand, Vietnam	1100s
Ayutthaya	Thailand	1350
Melaka	Malay Peninsula	1400

Muslim traders and missionaries brought their religion to Southeast Asia in the 800s. Eventually, Islam began to spread. The port of Melaka became the first major Islamic center in the region.

Islam spread from Melaka, on the Malay Peninsula, to the islands of Indonesia. The only island to remain outside of Muslim influence was Bali. It kept its Hindu religion and culture at the time and still does today.

 **Reading Check**

9. How did the culture of China affect Southeast Asian states?

FOLDABLES

10. Glue two one-tab Foldables together along the anchor tabs. Place the Foldable booklet along the dotted line. On the top tab, write *Religions of Southeast Asian States* and on the bottom tab *Geography of Southeast Asia*.

On both sides of the tabs, list two or more facts that you remember about each. Use the Foldable to help answer the Check for Understanding.

Check for Understanding

Name two religions that were practiced in the Thai kingdoms.

1. _____
2. _____

List the two geographical features that separated early Southeast Asian states.

3. _____
4. _____

Glue Foldable here

Lesson Quiz 18-4

**networks**

Civilizations of Korea, Japan, and Southeast Asia

DIRECTIONS: Completion Enter the appropriate word(s) to complete the statement.

1. _____ and _____ are natural disasters faced by the people of Southeast Asia.
2. Southeast Asians developed a special kind of richly patterned cloth called _____.
3. The wealth of the Khmer empire was based on _____.
4. The capital of the Ayutthaya kingdom is today known as _____.
5. The Burmese city of Pagan was attacked by _____ in the late 1200s.

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

- _____ 6. The river valleys, coastal deltas, and volcanoes of Southeast Asia have resulted in
- A. yearly massive flooding and hurricanes.
 - B. land that is poorly suited for settlement.
 - C. rich soil that is good for farming.
 - D. a culture isolated from the influences of others.
- _____ 7. One Southeast Asian art form is
- A. haiku.
 - B. cave art painting.
 - C. the making of celadon.
 - D. shadow puppet theater.
- _____ 8. In order to win their independence, the Viet first
- A. rebelled against the weakened Tang dynasty and defeated the Chinese in battle.
 - B. defeated India in battle.
 - C. made peace with the Tang dynasty of China and set up a new capital at Sukhothai.
 - D. defeated the Mongols and adopted Islam as their official religion.
- _____ 9. This country was home to the ancient Khmer people and is the location of Angkor Wat, the world's largest temple complex.
- | | |
|-------------|------------|
| A. Cambodia | C. Burma |
| B. Japan | D. Vietnam |

[Print](#)

Directions: Write your answers using standard grammar, spelling, sentence structure, and punctuation.

1. Exploring the Essential Question

INFORMATIVE/EXPLANATORY Review the section about the first settlers in Japan. Then write a paragraph in which you discuss the Yayoi. How did they live? How were they organized? What kind of government did they have?

2. 21st Century Skills

USING LATITUDE AND LONGITUDE Many Southeast Asian countries are linked by water. Notice where the Equator falls in the region on the map below. Do research to find out what effect living on the Equator can have on the lives of the people of Southeast Asia. How might this latitude influence their economies and lifestyle? Share your findings with the class, using the map as part of your presentation.

3. Thinking Like a Historian

UNDERSTANDING CAUSE AND EFFECT Create a diagram like the one shown here to identify what events caused shoguns to rise to power in Japan.

4. Geography Activity

Locating Places

Match the letters on the map with the numbered places listed below.

1. Bay of Bengal
2. Pacific Ocean
3. Vietnam
4. Indonesia
5. Cambodia
6. Japan
7. Korea
8. Thailand

Directions: Answer the questions using standard grammar, spelling, sentence structure, and punctuation.

CHECKING FOR UNDERSTANDING

1. Define each of these terms as they relate to Korea, Japan, and Southeast Asia.

- A. archipelago
- B. samurai
- C. shogun
- D. vassal
- E. feudalism
- F. guild
- G. volcano
- H. tsunami

REVIEW THE GUIDING QUESTIONS

2. Explaining How did the geography of Korea affect its early settlement?

3. Summarizing Summarize how the Koryo rulers built a civilization on the Korean Peninsula.

4. **Finding the Main Idea** How was Japan's early society shaped by geography?

5. **Paraphrasing** Use your own words to explain how Prince Shotoku reformed Japan's government.

6. **Stating** What is one way the Chinese influenced Japan during the Nara period?

7. **Identifying** What events led to military leaders becoming increasingly powerful in Japan?

8. **Discussing** Why was there no central government in Japan from the 1300s to the 1500s?

9. **Describing** How did Japan's growing wealth affect its people?

10. **Naming** What two factors of Southeast Asia's geography led to it having many different ethnic groups?

11. **Explaining** Why were the kingdoms of Southeast Asia able to become wealthy and powerful?

CRITICAL THINKING

12. **Comparing and Contrasting** How was the constitution that Shotoku wrote similar to the Constitution of the United States? How was it different?

13. **Analyzing** Why was nature important to the early Japanese?

14. **Determining Cause and Effect** Why did the Koryo king and his family have to leave the mainland of Korea and flee to an island around A.D. 1231?

15. **Recognizing Relationships** How were religion and the arts related to each other under the shoguns?

16. **Making Connections** How did the fact that Southeast Asia has a great deal of coastal land lead to Islam being widely adopted in that region?

17. **Analyzing Maps** Study the map titled "Geography of Korea" in Lesson 1. Do you think the development of the Korean Peninsula might have been different if there were no mountains where the peninsula connects to the mainland? Explain your answer.

18. **Problem-Solving** As a Khmer king during the early 1400s, when the Khmer Empire was weakening, what might you do to make your kingdom stronger? Use clear and concise language when explaining your ideas.

19. **Predicting Consequences** During the Nara period, the Japanese were influenced by the Chinese in many ways. However, the Japanese did not adopt the Chinese civil service system. How do you think this might have affected the type of people who worked for the government? Give reasons for your answer.

20. **Making Decisions** You are a farmer in Southeast Asia. In what part of Southeast Asia would you want to live? Give two specific reasons.

DBQ SHORT RESPONSE

"During the Three Kingdoms, ... power in all three of the kingdoms was held by those who lived in the capital and by the aristocratic families who dominated a very rigid and hereditary social status system. Members of the upper and lower classes were differentiated in almost every aspect of their lives, including clothing, food, housing, and occupation. ... The lifestyle of the aristocracy was supported by slaves, who led miserable lives."

—May Connor, *The Koreas*

21. What factors differentiated members of the upper and lower classes?

22. What privileges did aristocrats have that the lower class didn't have?

EXTENDED RESPONSE

23. **Informative/Explanatory** Write a short essay in which you explain the concept of animism and its influence on the culture of the Japanese.

STANDARDIZED TEST PRACTICE**DBQ ANALYZING DOCUMENTS**

A great Noh actor, explained how acting is mastered.

"As long as an actor is trying to imitate his teacher, he is still without mastery. . . . An actor may be said to be a master when, by means of his artistic powers, he quickly perfects the skills he has won through study and practice, and thus becomes one with the art itself."

—*The Book of the Way of the Highest Flower (Shikadō-Sho)*
by Seami Jūokubushū Hyōshaku

24. **Analyzing** Which of the following best summarizes when actors become "masters"?

- A. when they can imitate the teacher
- B. when they begin to study and practice acting
- C. when they learn artistic skills
- D. when they become part of the art of acting

25. **Comparing and Contrasting** What might a master actor and a samurai have in common?

- A. Both were well paid.
- B. Both worked for shoguns.
- C. Both owned land.
- D. Both practiced their skills to perfection.

Vocabulary Builder Activity

networks

Civilizations of Korea, Japan, and Southeast Asia

A. Content Vocabulary

Directions Match the vocabulary words in the left column with their definitions in the right column. Write the letter of the vocabulary word in the space by its definition.

Content Vocabulary	Definitions
a. shamanism	1. <input type="checkbox"/> person under the protection of a feudal lord
b. archipelago	2. <input type="checkbox"/> related to the sea
c. animism	3. <input type="checkbox"/> an expanse of water with many scattered islands
d. feudalism	4. <input type="checkbox"/> basic laws that define the role of government
e. constitution	5. <input type="checkbox"/> a huge ocean wave
f. samurai	6. <input type="checkbox"/> military governor who ruled Japan
g. shogun	7. <input type="checkbox"/> mental exercise done to reach spiritual awareness
h. vassal	8. <input type="checkbox"/> belief in spirits that exist separately from bodies
i. sect	9. <input type="checkbox"/> a mountain that releases hot or melted rocks
j. volcano	10. <input type="checkbox"/> belief that some people can communicate with spirits
k. tsunami	11. <input type="checkbox"/> sports that involve combat and self-defense
l. maritime	12. <input type="checkbox"/> the system of service between a lord and those loyal to that lord
m. guild	13. <input type="checkbox"/> warrior who served a Japanese lord
n. martial arts	14. <input type="checkbox"/> a religious group
o. meditation	15. <input type="checkbox"/> a group of merchants or artisans

Vocabulary Builder *Cont.***networks****Civilizations of Korea, Japan, and Southeast Asia****B. Academic Vocabulary: Fill in the Blank**

Directions Select a vocabulary term from the box to complete the sentences below. Write the term(s) in the blank. You may need to change the form of the word to fit the sentence. Not all words are used.

1. Prince Shotoku ruled Japan on _____ of his aunt.
2. The seas around Japan kept the Japanese _____ from the rest of Asia.
3. Much of Japan's wealth came from the hard _____ of its farmers.
4. Shinto rituals are believed to help _____ the well-being of Japan.
5. Traders set up a _____ of roads to exchange goods and ideas.
6. Khmer architects created a new _____ of building based on Indian and local designs.
7. The civil exam system became an important _____ in Vietnam.
8. The Silla were able to _____ a breakthrough in printing by using wooden blocks.

Vocabulary Builder *Cont.***networks****Civilizations of Korea, Japan, and Southeast Asia****C. Combined Vocabulary Reinforcement**

Directions Replace each underlined word in the sentences below with the correct word from the box. Cross out the incorrect word, and write the correct word in the blank.

1. The Japanese islands are an extended hierarchy.

2. Constitution trade is carried out by ships. _____
3. A shogun was often the vassal of a daimyo.

4. Meditation in Japan depended on the relationship between samurai and daimyo. _____
5. Artisans often joined a sect for protection.

6. Calligraphy is a form of exercise used for self defense.

7. The written law of a country is called its conflict.

8. A military ruler was called a tsunami. _____
9. Merchants created a large trade institution in Southeast Asia. _____