

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

8th Grade, Week of 3/30

Contents

INTRODUCTION	2
HELPFUL INFORMATION.....	3
Distribution Sites/Information	3
Leadership Team	3
DIGITAL LESSON PACING GUIDE.....	4
ConnectED Instructions	4
USATestPrep Instructions.....	4
Pacing Guide.....	4
ELA PRINT MATERIAL.....	5
MATH PRINT MATERIALS.....	6
SCIENCE/SOCIAL STUDIES PRINT MATERIAL	7
ADDITIONAL RESOURCES (EDUCATIONAL)	9

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	First Read- "It's Not Fair" in Connect Ed. Complete activities plus the Access 1 hand out.	→	Re-Read- "It's Not Fair" in Connect Ed. Complete activities plus the 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

8th grade- Page 216- 225 in 8th grade packet

Tuesday- March 31st

8th grade- Page 226-235 in 8th grade packet

Wednesday- April 1st

8th grade- Page 236-245 in 8th grade packet

Thursday- April 2nd

8th grade- Page 246-250 in 8th grade packet

Friday- April 3rd

8th grade- Make a list of fifteen things you learned from completing this packet.

MATH PRINT MATERIALS

GRAYSON-WAYNE

Math

ALL 8TH GRADERS

- Chapter 6 Packet

Monday 3/30: Lesson 6-3

Tuesday 4/1: Lesson 6-3

Wednesday 4/2: Lesson 6-4

Thursday 4/3: Lesson 6-4

Friday 4/4: Lesson 6-4

- 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

8th grade- Students will be able to State evidence that supports the theory of evolution.

Read the Evidence of evolution and finish Assess Your Understanding -Homework.

pg176A -177

Tuesday 3/31

8th grade- Lesson 2.1 Evidence of Evolution

After Reading and Understanding the Lesson finish Enrich -Homework (pg179E)

Wednesday 4/1

8th grade- Finish the quiz (pg179F)

Thursday 4/2

Directions: Read the passage and then answer the questions about plants.

8th grade- Lesson 6.2.2 Sources of Energy. **After finish reading the passage you** will support your answers with information from the story. **(written answer)**

Friday 4/3

8th grade- Passage/Vocabulary (Infectious Protectors)

Watch videos at BrainPOP

ADDITIONAL RESOURCES (EDUCATIONAL)

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

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

Monday: Evidence of Evolution-Read

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.**

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.

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

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**.

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.

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

Monday-Homework

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 that 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.

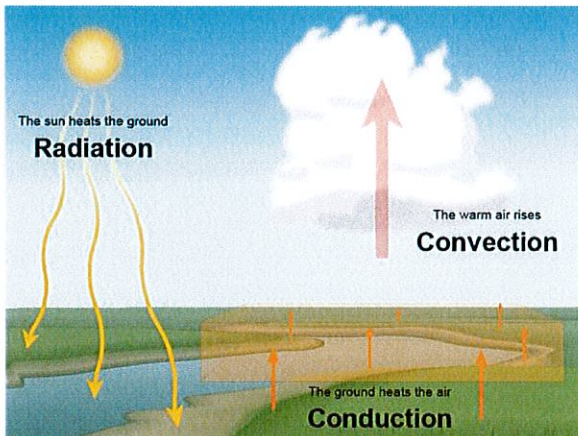
This is due to transfer of heat energy from molecule to molecule or from atom to atom. Also, when objects are welded together, the metal becomes hot (the orange-red glow) by the transfer of heat from an arc.

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.

Rationals and Irrationals

Name: _____

Class: _____

Teacher: _____

Date: _____

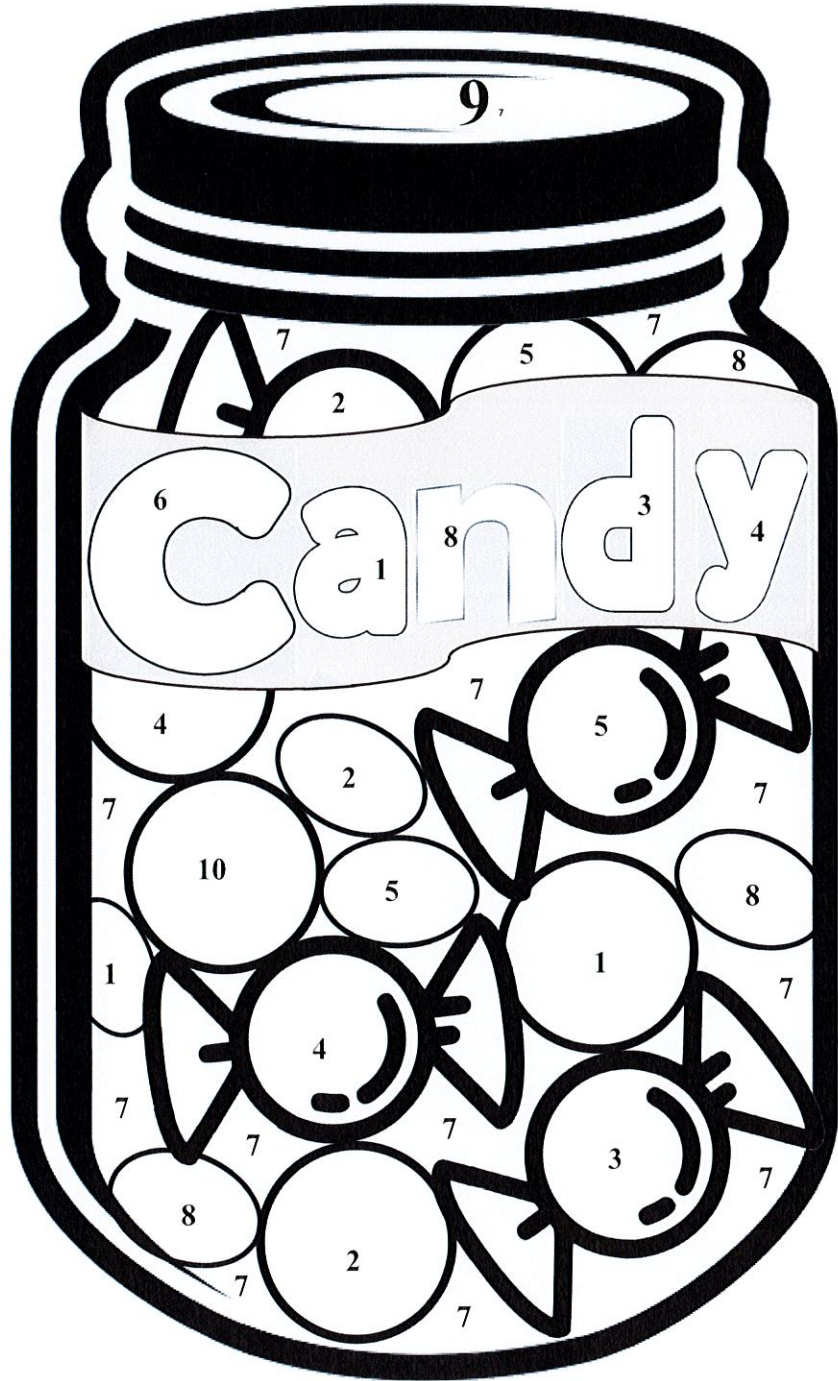
Directions: Complete each problem, choosing one of the two given answer choices. The color for the correct choice corresponds to the color area in the picture.

Color Area	Problem	Correct answer? If yes, color:	Correct answer? If yes, color:
1	True or false: -2.3 is rational.	true orange	false purple
2	True or false: $\sqrt{9}$ is rational.	true green	false blue
3	True or false: 0.62 is rational.	true pink	false purple
4	True or false: $\sqrt{2}$ is rational.	true green	false blue
5	True or false: $\sqrt{66} < 8$	true red	false yellow
6	True or false: $\sqrt{136} > 12$	true brown	false black
7	True or false: $9 < \sqrt{88}$	true white	false green
8	True or false: $\sqrt{10} > 5$	true brown	false purple
9	True or false: $5 < \sqrt{36}$	true white	false black
10	True or false: $\sqrt{108} < 9$	true black	false red



Your Classroom Partner

© USA Testprep, Inc., All Rights Reserved



Solving Linear Equations

Name: _____

Class: _____

Teacher: _____

Date: _____

Directions: Complete each problem, choosing one of the two given answer choices. The color for the correct choice corresponds to the color area in the picture.

Color Area	Problem	Correct answer? If yes, color:	Correct answer? If yes, color:
1	Solve for x: $2x + 6 = -16$	$x = -8$ green	$x = -11$ purple
2	Solve for x: $4x - 8 = 24$	$x = 6$ green	$x = 8$ blue
3	Solve for x: $2(x - 3) = 18$	$x = 12$ pink	$x = 14$ purple
4	Solve for x: $3(6 - 4x) = -42$	$x = 4$ grey	$x = 5$ brown
5	Solve for x: $\frac{1}{2}x + 4 = 8$	$x = 8$ red	$x = 16$ yellow
6	Solve for x: $4(2x + 12) = 32$	$x = -2$ green	$x = 2$ red
7	Solve for x: $9(x + \frac{1}{3}) = 48$	$x = 5$ brown	$x = 6$ green
8	Solve for x: $3(2x - 7) = 81$	$x = 17$ red	$x = 19$ purple
9	Solve for x: $3(6x - 4x) = -30$	$x = 5$ orange	$x = -5$ red
10	Solve for x: $\frac{1}{4}(8x + 16) = 24$	$x = 10$ black	$x = 12$ blue



Name: _____



Rationals and Irrationals

Name: _____

Class: _____

Teacher: _____

Date: _____

Directions: Complete each problem, choosing one of the two given answer choices. The color for the correct choice corresponds to the color area in the picture.

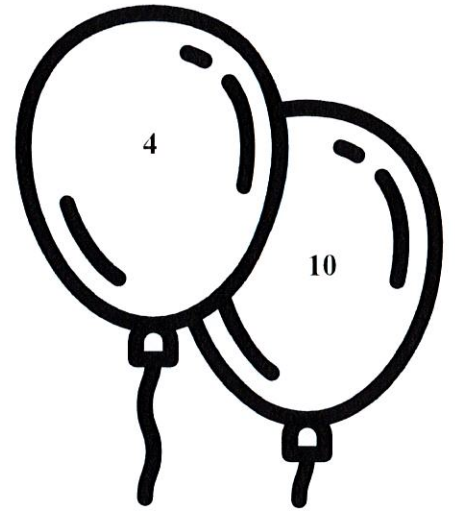
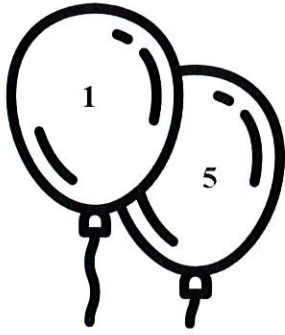
Color Area	Problem	Correct answer? If yes, color:	Correct answer? If yes, color:
1	True or false: 2. $\overline{34}$ is rational.	true orange	false purple
2	True or false: $\sqrt{7}$ is rational.	true green	false blue
3	True or false: $\frac{3}{5}$ is rational.	true pink	false purple
4	True or false: -6 is rational.	true green	false blue
5	True or false: $\sqrt{29} < 5$	true red	false yellow
6	True or false: $\sqrt{129} > 11$	true white	false black
7	True or false: $7 < \sqrt{46}$	true gray	false white
8	True or false: $\sqrt{145} > 12$	true brown	false orange
9	True or false: $2 < \sqrt{2}$	true black	false white
10	True or false: $\sqrt{99} < 10$	true red	false brown



Your Classroom Partner

© USATestprep, Inc., All Rights Reserved

Name: _____



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 (KYO • h • 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 (GIHLDZ), 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



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.*



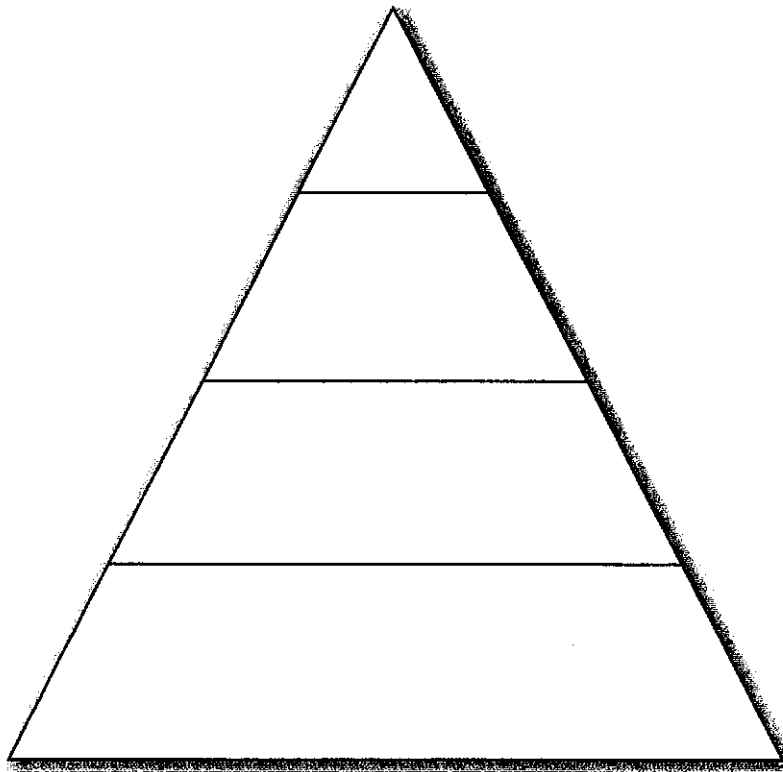
Civilizations of Korea, Japan, and Southeast Asia

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.*

networks

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.*



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.

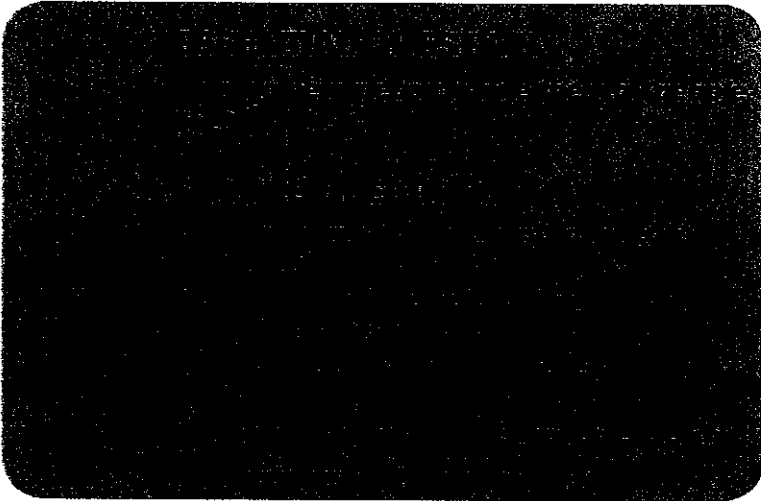
Shinto	Buddhism

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.

--	--	--

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?

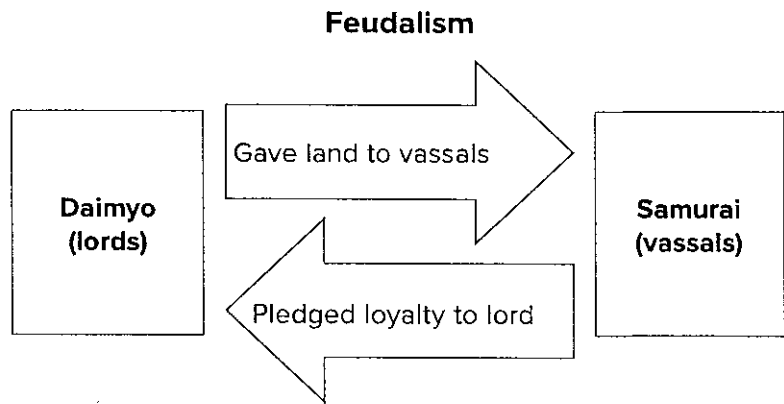
Drawing Conclusions

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.

Check for Understanding

List two methods of fighting used by samurai.

1. _____
2. _____

Name two characteristics of Japanese art and architecture.

3. _____
4. _____

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.

Glue Foldable here

Lesson Quiz 18-3

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



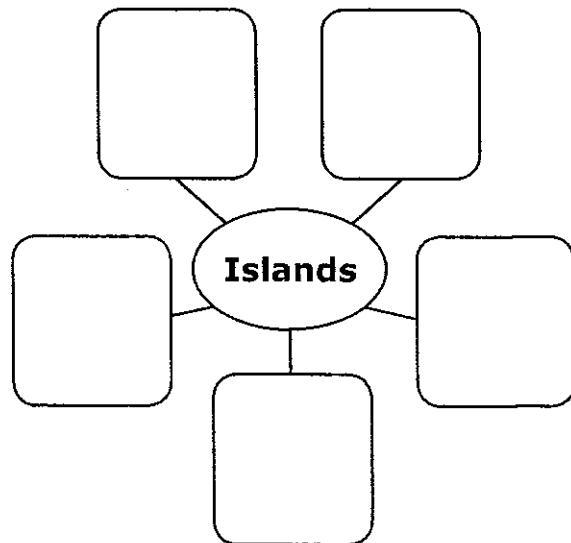
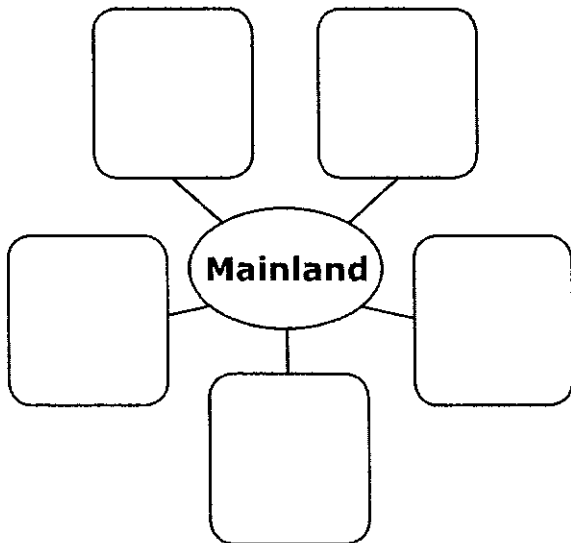
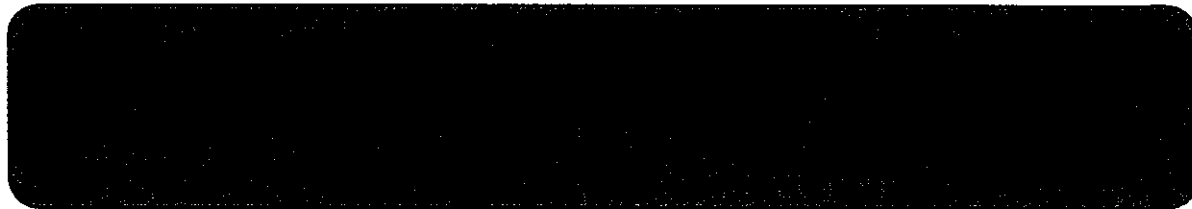
Civilizations of Korea, Japan, and Southeast Asia

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.*



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

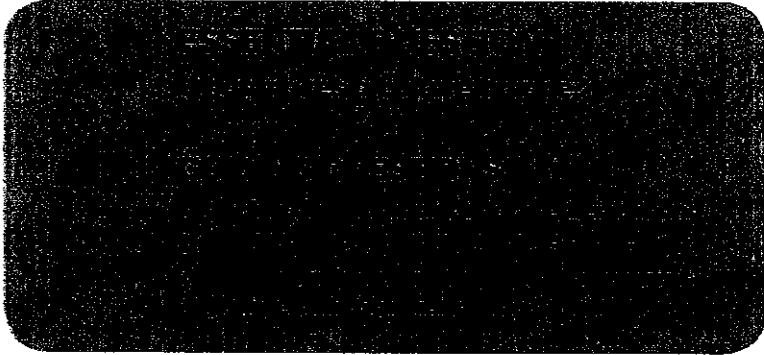
Applying the Concept

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



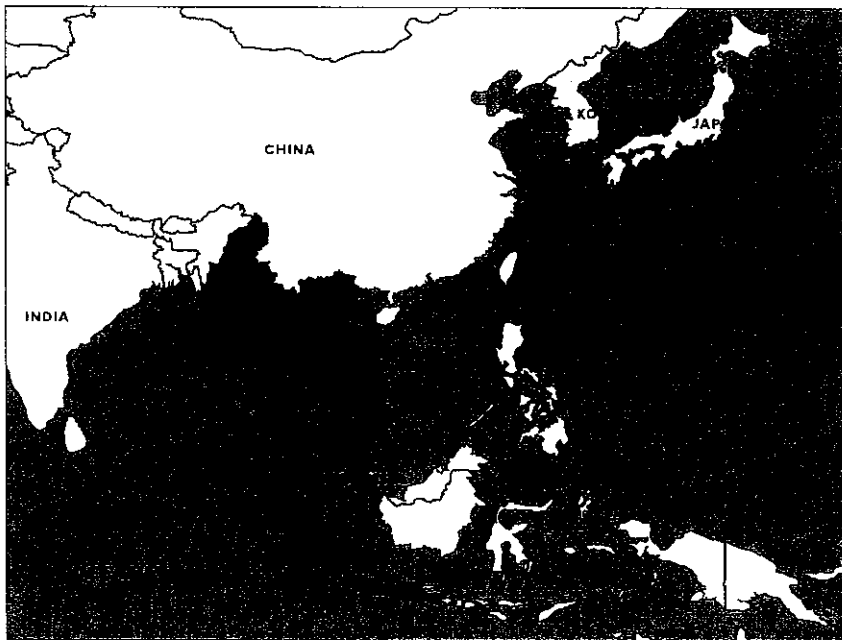
Terms to Know

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?



When did it happen?

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

c. 800 Kingdom of Angkor founded

849 City of Pagan 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

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.

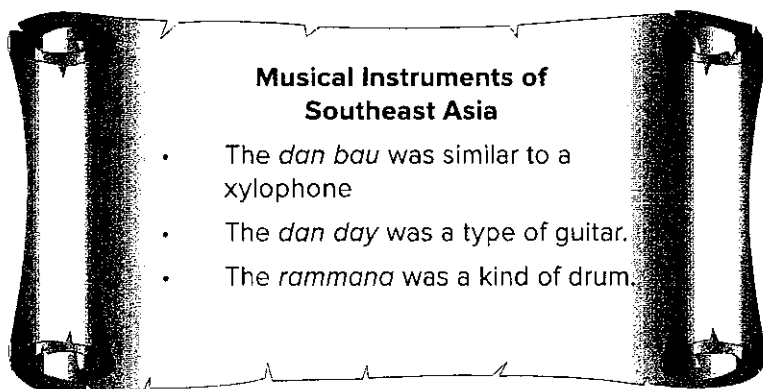
The area also has dangers. The islands have many active **volcanoes**. The lowland areas on the coast may be struck by **tsunamis**. A tsunami is a huge ocean wave caused by an undersea earthquake. This happened in Japan in 2011.

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.



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.

Check for Understanding

Name two religions that were practiced in the Thai kingdoms.

- _____
- _____

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

- _____
- _____

✓ 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.

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 Koreans*

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



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



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.

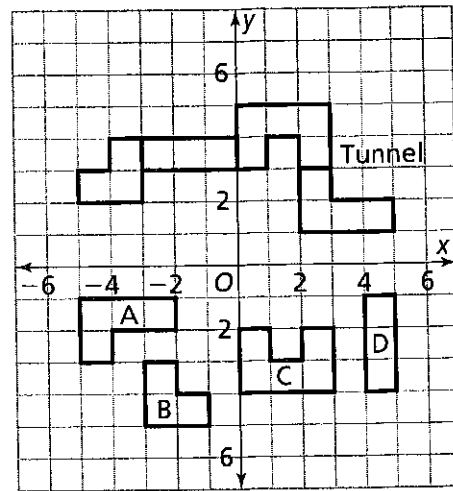
7. The written law of a country is called its conflict.

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

Name _____

Stephen is a playground designer. To lay out his designs, he uses a program that graphs and transforms figures in the coordinate plane.

1. Stephen wants to use four sections of tubing to create a tunnel for children to crawl through. For each figure A, B, C, and D, describe a sequence of transformations so that the images will form the tunnel shown.



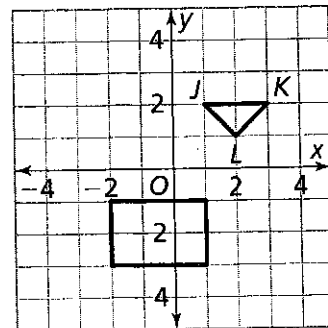
A:

B:

C:

D:

2. Stephen wants to build a sandbox in the shape of a pentagon by performing two transformations of $\triangle JKL$ so that the image $\triangle J''K''L''$ forms a pentagon with rectangle $EFGH$. Describe a sequence of transformations that Stephen could use. Graph $\triangle J''K''L''$.



3. Can Stephen use a glide reflection to transform $\triangle JKL$ to the image $\triangle J''K''L''$ that you found in Exercise 2? Explain.

Name _____

Review the Key Concept from the lesson. Then answer the questions to help you understand how to read a Key Concept.

KEY CONCEPT

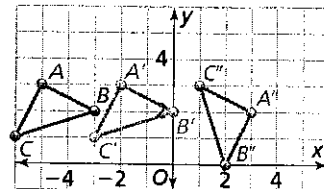


You can use a sequence of two or more transformations to map a preimage to its image.

You can map $\triangle ABC$ onto $\triangle A''B''C''$ by a translation 3 units right followed by a 90° clockwise rotation about the origin.

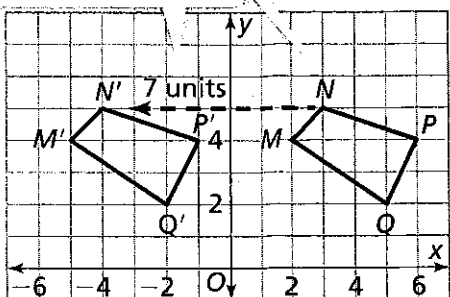
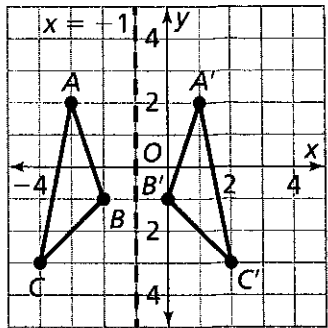
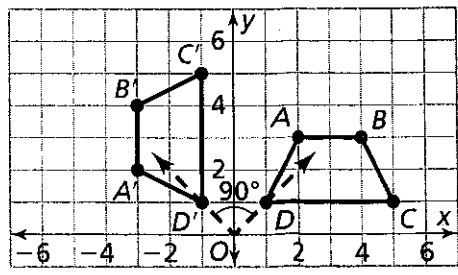


KEY
CONCEPT



1. How does the diagram in the Key Concept box show a sequence of two transformations?
2. Which triangle in the diagram is the preimage? Which is the final image? Explain.
3. Circle the text that describes the transformation from $\triangle ABC$ to $\triangle A'B'C'$. Then draw and label arrows on the diagram to show this transformation.
4. Underline the text that describes the transformation from $\triangle A'B'C'$ to $\triangle A''B''C''$. Then draw and label arrows on the diagram to show this transformation.

Complete the vocabulary chart.

Word or Phrase	Definition	Example
<p>translation</p>		<p>Each point moves left 7 units.</p>  <p>Figure $M'N'O'P'$ is a translation of figure $MNOP$.</p>
<p>reflection</p>	<p>A reflection is a transformation that flips a figure across a line of reflection.</p>	
<p>rotation</p>		 <p>$A'B'C'D'$ is a rotation of $ABCD$. The origin is the center of rotation.</p>

Reflect $\triangle ABC$ across the x -axis and then translate it 2 units left.

Step 1 Reflect $\triangle ABC$ across the x -axis.

$$A(-1, 1) \rightarrow A'(-1, -1)$$

$$B(1, 3) \rightarrow B'(1, -3)$$

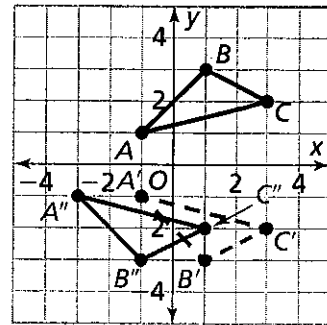
$$C(3, 2) \rightarrow C'(3, -2)$$

Step 2 Translate $\triangle A'B'C'$ 2 units left.

$$A'(-1, -1) \rightarrow A''(-3, -1)$$

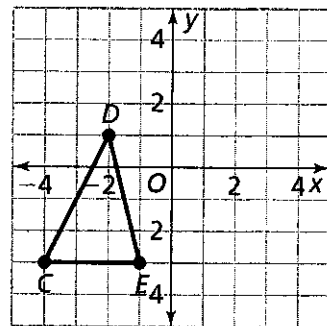
$$B'(1, -3) \rightarrow B''(-1, -3)$$

$$C'(3, -2) \rightarrow C''(1, -2)$$



Reflect $\triangle CDE$ across the y -axis and then translate it 3 units up.

1. Reflect points C , D , and E across the y -axis. Label the resulting points C' , D' , and E' .



2. Draw $\triangle C'D'E'$.
3. Translate points C' , D' , and E' 3 units up. Label the resulting points C'' , D'' , and E'' .
4. Draw $\triangle C''D''E''$.

On the Back!

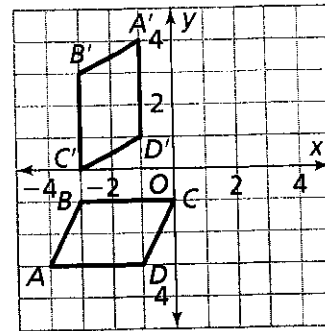
5. $\triangle FGH$ has vertices $F(-2, 1)$, $G(-2, 4)$, and $H(0, 2)$. Graph $\triangle FGH$. Then reflect it across the x -axis and translate it 3 units down.

Name _____

Tasha is creating animated objects for a website. She uses rotations in the coordinate plane to describe how the objects move.

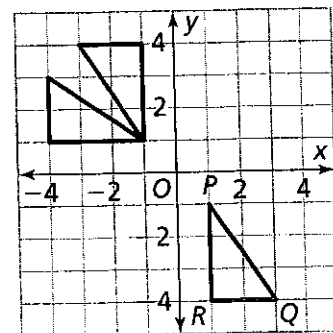
1. Tasha graphs a star with one tip at point $S(-3, 1)$. What are the coordinates of the corresponding point after a 90° rotation about the origin?

2. The graph shows Tasha's sketch of the image of parallelogram $ABCD$ after a 270° rotation about the origin. Did Tasha graph $A'B'C'D'$ correctly? Explain.



3. Tasha sketched the image of trapezoid $EFGH$ after a 180° rotation about the origin. Then she sketched a second image of $EFGH$ after a 540° rotation about the origin. How are the two rotations of $EFGH$ related? Explain.

4. On the graph, label the vertices of the triangle that is an image of $\triangle PQR$ after a rotation. Describe the rotation.

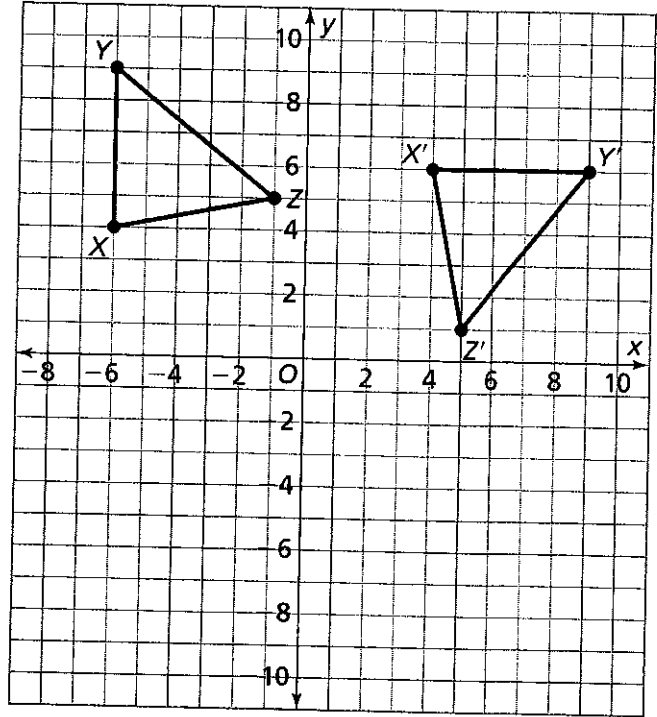


Name _____

Read the problem below. Then answer the questions to identify the steps for solving the problem.

Describe the rotation that maps $\triangle XYZ$ to $\triangle X'Y'Z'$.

1. What is the problem asking you to find?



2. When describing a rotation, what information must you include?

3. On the graph, draw curved arrows between corresponding points on the triangles to show the rotation about the origin.

4. Write the coordinates of each point.

X(,)

X'(,)

Y(,)

Y'(,)

Z(,)

Z'(,)

5. How can you use the coordinates you identified in Exercise 4 to describe the rotation?

Name _____

Use each of these words to complete the definitions.

angle of rotation	center of rotation	clockwise
counterclockwise	rotation	

1. A transformation that turns a figure about a fixed point is a _____.
2. The number of degrees a figure is rotated is the _____.
3. The fixed point about which a figure is rotated is the _____.
4. A positive angle of rotation indicates a _____ rotation, moving the opposite direction that clock hands move.
5. A negative angle of rotation indicates a _____ rotation, moving the direction that clock hands move.

The table below summarizes the rules for counterclockwise rotations about the origin. Identify the headings in the top row of the table.

6.

90°	$(x, y) \rightarrow (-y, x)$
180°	$(x, y) \rightarrow (-x, -y)$
270°	$(x, y) \rightarrow (y, -x)$

When a figure is transformed by a counterclockwise rotation about the origin, the x - and y -coordinates of its points change in predictable ways.

$\triangle A'B'C'$ is the image of $\triangle ABC$ after a 180° counterclockwise rotation about the origin.

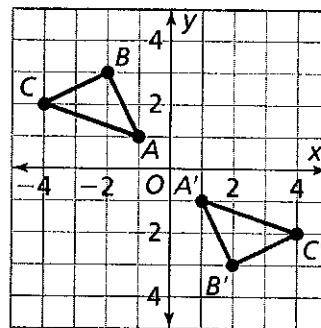
Counterclockwise Rotations About the Origin	
Angle of Rotation	Transformation
90°	$(x, y) \rightarrow (-y, x)$
180°	$(x, y) \rightarrow (-x, -y)$
270°	$(x, y) \rightarrow (y, -x)$

Each point (x, y) is mapped to $(-x, -y)$:

$$A(-1, 1) \rightarrow A'(1, -1)$$

$$B(-2, 3) \rightarrow B'(2, -3)$$

$$C(-4, 2) \rightarrow C'(4, -2)$$



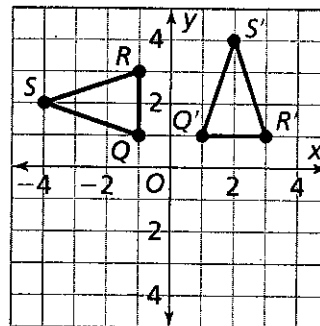
Describe the rotation that maps $\triangle QRS$ to $\triangle Q'R'S'$.

1. Write the coordinates of the vertices.

$$Q(\square, \square) \rightarrow Q'(\square, \square)$$

$$R(\square, \square) \rightarrow R'(\square, \square)$$

$$S(\square, \square) \rightarrow S'(\square, \square)$$



2. Circle the transformation of (x, y) that follows the same pattern as the change in coordinates from Q to Q' , R to R' , and S to S' .

$$(x, y) \rightarrow (-y, x)$$

$$(x, y) \rightarrow (-x, -y)$$

$$(x, y) \rightarrow (y, -x)$$

3. Refer to the table at the top of the page. Describe the rotation that maps $\triangle QRS$ to $\triangle Q'R'S'$.

On the Back!

4. $\triangle FGH$ has vertices $F(2, 1)$, $G(5, 1)$, and $H(5, 4)$. $\triangle F'G'H'$ has vertices $F'(-1, 2)$, $G'(-1, 5)$, and $H'(-4, 5)$. Describe the rotation that maps $\triangle FGH$ to $\triangle F'G'H'$.

9 Read the paragraph.

(1) Milo, excited about his new job, arrived early at the Blue Moon Café. (2) Pushing through the door, Milo was immediately greeted by his boss, Mrs. Kwon. (3) To prepare him for the day, Mrs. Kwon showed him around the kitchen and dining area. (4) After that, Milo was ready to work his first shift.

Which group of words functions as an adjective?

- A. excited about his new job
- B. Pushing through the door
- C. To prepare him for the day
- D. to work his first shift

10 Read the paragraph.

(1) Kaylen always knew she wanted to be a professional dancer. (2) When she was young, she begged her parents for dance lessons. (3) And they let her take all the lessons she wanted. (4) Kaylen took ballet, tap, modern, and even a ballroom dance class. (5) She learned all the different styles and combined them in new and innovative ways to create her own unique, individual dance routines. (6) She was choreographing her new dance moves even before she knew what the word *choreography* meant.

Which sentence contains redundant information that should be removed?

- A. sentence 2
- B. sentence 3
- C. sentence 5
- D. sentence 6

7 Read the sentence.

She had already been beaten by her sister at tennis once that week.

Without changing the meaning of the sentence, what is the **best** way to revise the sentence using active voice?

- A. She has been beaten by her sister once that week.
- B. She had already been beaten at tennis once that week.
- C. Her sister had already crushed her at tennis once that week.
- D. Her sister had beaten her at tennis once that week.

8 Read the paragraph.

If you were to ask Santiago what he most wanted to do, he would have said ride in a hot air balloon! It had been a dream of his since he was a child and he saw a hot-air balloon floating slowly across the sky.

Which underlined word or words should be changed to correct the inappropriate shift in verb tense?

- A. were
- B. would have said
- C. had been
- D. was

5 Read the paragraph.

(1) Everyone agreed that Marissa was the most organized president the photography club ever had. (2) She organized monthly field trips, speakers, and even exhibitions where club members could display their work. (3) Had she not moved away, she would had been reelected. (4) Unfortunately, because of her mother's job, Marissa and her family moved overseas.

Which sentence in the paragraph contains an error in verb usage?

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

6 Read the paragraph.

(1) While most historians agree that Polynesian seafarers first inhabited Easter Island, opposing theories exist. (2) One theory based on similarities between stonework found in Easter Island and in Peru is that the first inhabitants of Easter Island were from Peru. (3) Another theory suggests that Easter Island is the remnant of a lost continent. (4) But perhaps the wackiest theory is that the island was formed as a result of extraterrestrial intervention.

Which sentence should be revised to maintain a consistency of style?

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

3 Read the paragraph.

(1) Music therapy uses music to help people in a variety of settings. (2) For example, trained professionals in hospitals around the country use music therapy to help patients. (3) Often, the patients are young children who are anxious about tests or treatments. (4) Music helps calms these patients.

Which sentence in the paragraph contains an error in usage?

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

4 Read the paragraph.

The director of the theater announced in a television interview that he is holding open auditions next week.

Which is the correct way to rewrite the sentence as a quotation with the underlined words removed?

- A. "The director . . . is holding open auditions next week."
- B. "The director—is holding open auditions next week."
- C. "The director, is holding open auditions next week."
- D. "The director; is holding open auditions next week."

CHAPTER 3 REVIEW

Answer the following questions.

1 Read the paragraph.

(1) Dean never knew his parents. (2) His grandparents had raised him. (3) *If only there were a photograph of my parents*, Dean often wished. (4) But there were no photograph.

Which sentence contains an unnecessary shift in verb mood?

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

2 Read the paragraph.

(1) World War II, an expensive undertaking, came at a time when the United States was still emerging from an economic depression. (2) Even so, the government turned to its people for help in the form of war bonds. (3) These were investments that civilians gave to their country, essentially loans. (4) War bonds were promoted by almost everyone—including celebrities of the time.

Which underlined group of words is misplaced?

- A. an expensive undertaking
- B. in the form of war bonds
- C. essentially loans
- D. including celebrities of the time

5 Read the paragraph.

(1) Clara had seen posters announcing that a traveling circus was arriving that day. (2) But the circus was forbidden by her grandmother. (3) Still, Clara was curious about the attractions. (4) She hoped to catch a glimpse of the circus performers and animals at the rail yard where the circus train was parked.

Which sentence in the paragraph contains an error in verb voice?

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

6 Read the sentence.

We were all saddened to see that the old library had been _____.

Which word or phrase has the **strongest** effect when added to the sentence?

- A. torn down
- B. destroyed
- C. smashed
- D. demolished

3 Read the paragraph.

(1) Propaganda consists of information and ideas that are meant to influence what people think and do. (2) This information found in propaganda may or may not be true. (3) During WWII, the government often used radio, movies, and billboards to spread its message across the nation. (4) However, posters were undoubtedly the most successful format at that time.

Which revision that combines sentences 1 and 2 into one sentence **most** improves the style of the paragraph?

- A. Propaganda, meant to influence what people think and do, consists of information and ideas, which may or may not be true.
- B. The information and ideas in propaganda are meant to influence what people think and do, but they may or may not be true.
- C. Propaganda consists of information and ideas, which may or may not be true, that are meant to influence what people think and do.
- D. Consisting of information and ideas, propaganda is meant to influence what people think and do, even though the information and ideas may or may not be true.

4 Read the sentence.

If I were you, I would _____ him about the meeting.

Which of the following correctly completes the sentence?

- A. remind
- B. be reminding
- C. have reminded
- D. had been reminding

3 LESSON PRACTICE

Answer the following questions.

1 Read the sentence.

The first prize had already been awarded in the dance category.

Without changing the meaning of the sentence, what is the **best** way to revise the sentence using active voice?

- A. The first prize will have been awarded in the dance category by the judges.
- B. The first prize had already been awarded in the dance category by the judges.
- C. The judges had already awarded the first prize in the dance category.
- D. The judges had been awarded the first prize in the dance category.

2 Read the paragraph.

(1) Military working dogs are an elite club. (2) They are bred, raised, and trained intensively for duty. (3) Expectations for their performance are high. (4) Only a few of the dogs raised for duty a low 30 percent are actually selected for service.

Which sentence should have punctuation to show emphasis?

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

4 Read the paragraph.

(1) Last Friday, I had the pleasure of seeing our local community's outstanding production of Our Town. (2) High school students Alma Rios and Ira Burns played the roles of Emily Webb and George Gibbs. (3) It is evident that these two young actors are rising stars. (4) Praise should also go to the costume and set designers, whose conception brought the era and place of the play to life. (5) To summarize briefly, this was the best production of Our Town I have ever seen, thanks to the efforts of its cast and crew.

Which sentence contains redundant information that should be removed?

- A. sentence 1
- B. sentence 2
- C. sentence 4
- D. sentence 5

Hint Redundancy is when a writer uses a word or phrase that repeats itself and is therefore unnecessary. What phrase in the paragraph repeats itself?

3 Read the sentence.

The jellyfish has cells in its _____ that can stun or paralyze its prey.

Which word or phrase is **most** effective in the sentence?

- A. tentacles
- B. limbs
- C. long, flexible arms
- D. arms

Hint: Which word or phrase most specifically names the body part referred to in the sentence?

2 COACHED EXAMPLE

Answer the following questions.

1 Read the paragraph.

(1) A relatively flat island, Australia has a stable climate. (2) In general, more rain is received by the coastal areas, while the interior becomes progressively drier as you move farther from the coast. (3) This pattern of rainfall has created three major biomes: forests and woodlands, savannas and grasslands, and deserts. (4) These biomes are home to some amazing animals.

Which sentence in the paragraph contains an error in verb voice?

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

Hint In the active voice, the subject performs the action; in the passive voice, the subject receives the action. Which sentence has a shift from active to passive, or passive to active voice?

2 Read the paragraph.

(1) As World War II raged throughout Europe from 1939 to 1945, it ruined cities and cost numerous lives. (2) What many people are clueless about, however, is that German forces snatched and often destroyed many works of art during the war. (3) Some experts estimate that German forces seized more than one-fifth of all the art in Europe at that time. (4) That amounted to more than one million individual works, many of them priceless.

Which sentence should be revised to maintain a consistency of style?

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

Hint Is the overall style of the paragraph formal or informal? Which sentence includes words that do not match the overall style?

Word Choice

Choosing precise language makes your meaning clear and helps your readers create strong mental images. **Precise language** includes specific nouns, vivid verbs, modifiers such as adjectives and adverbs, and domain-specific vocabulary.

gabby language: A long time ago in Egypt, where most people could not read or write, people who could write were extremely important.

precise language: In ancient Egypt, where most people were illiterate, scribes were extremely important.

You can also choose words for emotional effect. For example, saying a friend is talkative puts him in a more positive light than saying he is gabby or blabby. Using language that appeals to the five senses is another way to make your writing interesting and effective.

However, be careful not to confuse being descriptive with being wordy. Be concise when you write—do not use more words than necessary. Likewise, avoid using longer, extravagant words when a simpler word is just as effective. Also, avoid being redundant, or repetitive.

Eliminate wordiness and redundancy in the sentence below.

It is my personal opinion that his past history prevailed on his decision.

Language Spotlight • Choose Punctuation for Effect

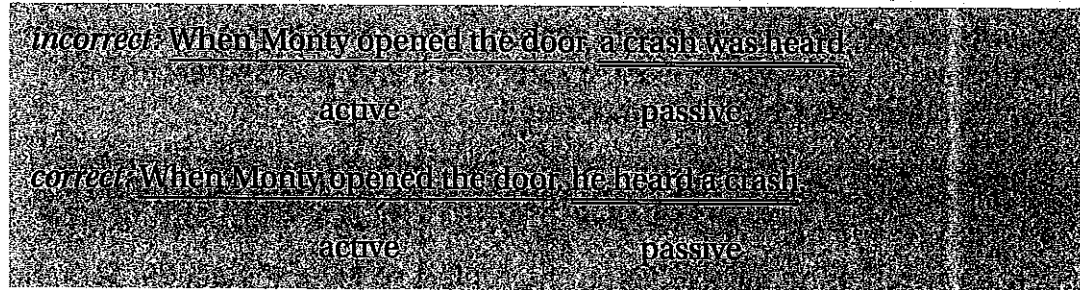
The punctuation you use can be as effective as your word choice.

- A dash or a colon can add emphasis. *Monica was relieved to have the blanket; she would have frozen otherwise.*
- Parentheses can deemphasize information. *The blanket (made of wool) was a lifesaver.*

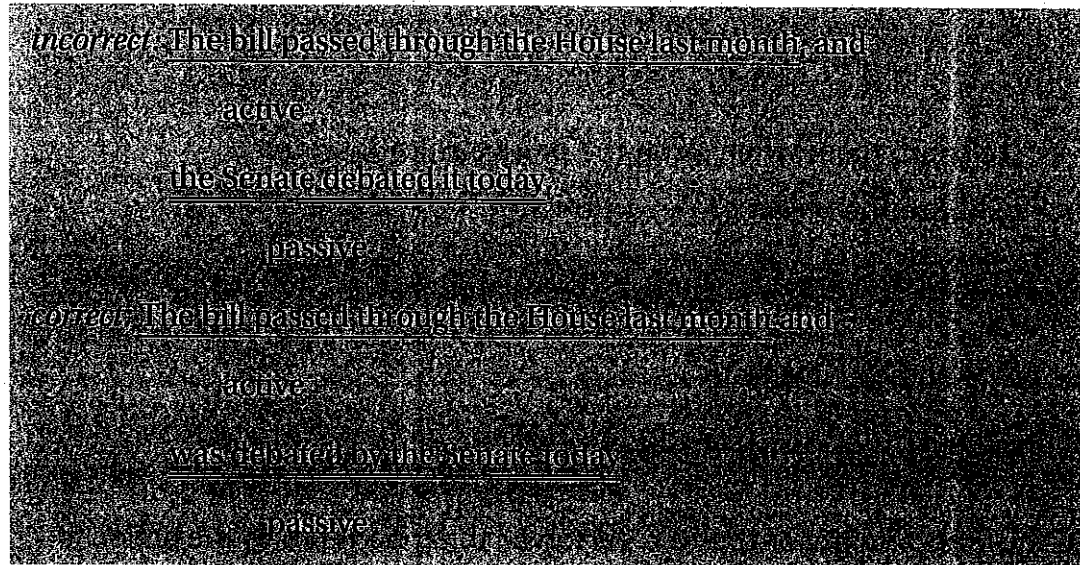
What punctuation would you use in the sentence below?

Everyone in attendance all of whom were students felt insulted.

When a sentence has two or more verbs, both verbs should usually be in the same voice.



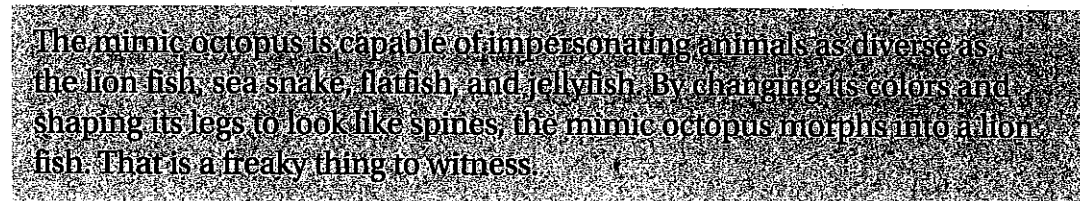
When the emphasis is on the subject, you should shift from active to passive.



Style and Tone

Style is made up of the words you choose as well as how you put together those words in sentences and paragraphs. **Tone** is your attitude toward your subject. The tone of a text may be informal or formal, serious or humorous, personal or objective.

When you write, consider your audience. If you are writing for your teacher, your style and tone should be formal. Avoid contractions, slang, and other casual language. An informal style is often used with narratives. Regardless of your chosen style and tone, keep it consistent throughout your writing. What changes are needed to make the style and tone consistently formal in the sentences below?



Active and Passive Voice

Good writers use the active voice when constructing the majority of their sentences. In a sentence with **active voice**, the subject of the sentence performs the action. Sentences with active voice have strong, precise verbs. Using active voice is often preferred because it makes your meaning clear and keeps your sentences from getting confusing or unnecessarily complicated.

Kim rides the bike. (Kim is the subject and "rides" is the action verb.)

In a sentence written using **passive voice**, the subject receives the action. Sentences with passive voice are often awkward and can seem flat and boring.

The bike was ridden by Kim. (The bike is the subject and it receives the action.)

However, there are times when using the passive voice is useful.

- to emphasize the object of the action

The witnesses are responsible for the investigation.

- to create an objective tone

The accident report is based on all the available information.

- to show uncertainty or that the person or thing performing the action is unknown or unimportant

The bank was robbed yesterday.

To change passive voice to active voice, identify the action and who or what performs it. Then reorder the words so the subject performs the action.

Passive voice: The accident was caused by the truck. (The subject "accident" receives the action "caused" and the action performer is the truck.)

Active voice: The accident happened to the truck.

On a separate sheet of paper, write two sentences in the passive voice. Then rewrite those sentences using the active voice.

Style, Tone, and Effect

1 GETTING THE IDEA

Using proper grammar, punctuation, and spelling will make your message clear to readers. Making your message more interesting involves using sentence variety, appropriate voice, a consistent style and tone, and effective word choice.

Sentence Variety

A text made up of mostly simple sentences will read as choppy and simplistic. A text made up mostly of complex sentences will be tedious to read and may confuse readers. Good writers vary their sentence patterns in order to make their writing more interesting and clear. There are several sentence types you can choose from when writing.

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

Read the paragraph below. On a separate sheet of paper, revise the paragraph to include more sentence variety.

Fifty-five different species of kangaroos and wallabies live in Australia. Both kangaroos and wallabies have strong hind legs. Their legs help them jump great distances. Kangaroos and wallabies differ mostly in size. Some kangaroos can grow to be six feet tall and weigh nearly two hundred pounds. The smallest wallaby weighs only about four pounds.

6 Read the sentence.

Lamar was envious of his sister's unbelievable ability to easyly chat with anyone—even people she just met—while he clumsily fumbled through every conversation.

Which underlined word is spelled incorrectly?

- A. envious
- B. unbelievable
- C. easyly
- D. clumsily

4 Read the sentence.

Nell wondered what might happen if no, that was something she should not think about.

Which is a correct way to write the underlined part of the sentence to indicate a break?

- A. wondered what might happen if. No, that was
- B. wondered what might happen if, no, that was
- C. wondered what might happen if, no that, was
- D. wondered what might happen if . . . No, that was

5 Read the sentence.

One of the organizers told the reporter that she would soon be announcing the parade's new route and start time.

Which is the correct way to rewrite the sentence as a quotation with the underlined words removed?

- A. "One of the organizers . . . would soon be announcing the parade's new route and start time."
- B. "One of the organizers; would soon be announcing the parade's new route and start time."
- C. "One of the organizers, would soon be announcing the parade's new route and start time."
- D. "One of the organizers—would soon be announcing the parade's new route and start time."

2 Read the sentences.

The various committee members made the sensible recommendation that all work be temporarily halted until the insurance issues were resolved.

Which underlined word is spelled incorrectly?

- A. various
- B. sensible
- C. temporarily
- D. insurance

3 Read the paragraph.

(1) Nearly three thousand military service dogs—are working right now. (2) These dogs most of whom receive training at Joint Base San Antonio-Lackland, often do jobs humans cannot. (3) A dog's sense of smell—thousands of times stronger than a human's—can detect faint traces of dangerous substances. (4) Because of this, most military dogs, are used to find explosives or drugs.

Which sentence is punctuated correctly?

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

3 LESSON PRACTICE

Answer the following questions.

1 Read the paragraph.

(1) The goal of musical therapy is to use music to relieve patients' physical, emotional, or psychological problems or symptoms. (2) These issues may result from medical treatment, disease, stress, or other causes. (3) Music therapy can involve listening to music, making music, writing songs, learning or talking about music or creating mental or physical images about music. (4) Most professional music therapists hold a bachelor's degree or higher in music therapy, have several hundred hours of clinical training, and are board certified.

Which sentence needs a comma?

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

3 Read the sentence.

I would advise you to lay aside your personal feelings, take a deep breathe, and decide whether it is worth the argument.

Which underlined word in the sentence is used incorrectly?

- A. advise
- B. lay
- C. breathe
- D. whether

Hint Look carefully at each underlined word and think of its meaning. Does that meaning make sense in the sentence?

4 Read the sentence.

The researchers advised in their latest publication that teens get 9 ¼ hours of sleep every night.

Which is the correct way to rewrite the sentence as a quotation with the underlined words removed?

- A. "The researchers advised—that teens get 9 ¼ hours of sleep every night."
- B. "The researchers advised; that teens get 9 ¼ hours of sleep every night."
- C. "The researchers advised, that teens get 9 ¼ hours of sleep every night."
- D. "The researchers advised . . . that teens get 9 ¼ hours of sleep every night."

Hint What kind of punctuation functions as a placeholder for omitted words in a quotation?

2 COACHED EXAMPLE

Answer the following questions.

1 Read the paragraph.

(1) Maya, who spoke passionately at the meeting made a strong case for an edible garden at her school. (2) She pointed out that the students at Emerson Middle, which is in the same district, started an edible garden years ago. (3) The students there, have benefitted both academically and nutritionally from the garden. (4) After she concluded her speech, she passed out treats, made from the edible garden at Emerson Middle.

Which sentence is punctuated correctly?

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

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.

2 Read the sentence.

It is the students as I'm sure you are aware that have to make the final decision.

Which is a correct way to write the underlined part of the sentence to indicate a break?

- A. the students—as I'm sure you are aware—that have to make
- B. the students, as I'm sure you are aware that have to make
- C. the students. As I'm sure you are aware. That have to make
- D. the students as I'm sure you are aware, that have to make

Hint Which words in the underlined part of the sentence indicate a sudden turn in thought? Those words should be separated from the rest of the sentence with punctuation.

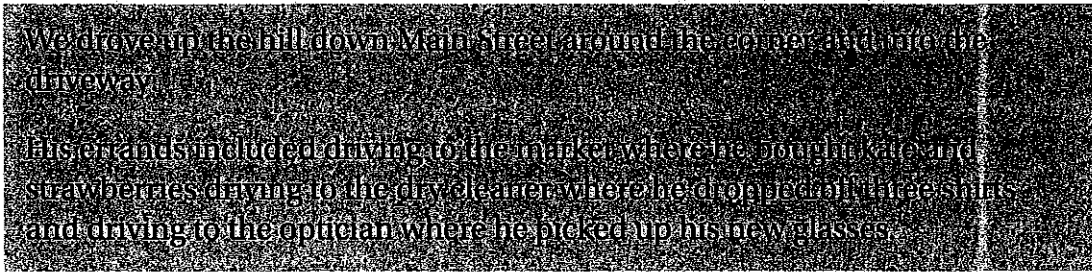
Language Spotlight • Frequently Confused Words

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
advice advise	an opinion or a suggestion to offer an opinion or a suggestion
breath breathe	the air taken into the lungs or let out from the lungs to move air in and out of the lungs
cite sight site	to quote or refer to the sense that is related to vision; something that is seen an area of land
lay lie	to put or set down (an object) to rest horizontally
weather whether	the state of the atmosphere, including temperature indicates a doubt or a choice between alternatives

Separating Items in a Series A series is a list of three or more items. Every item in a series must be separated by punctuation. Use commas to separate the items in a series. If the series items include commas, use **semicolons** to separate the items.

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



Spelling

The following spelling patterns and rules will help you correctly spell words.

i Before e except After c When spelling words with the vowels *i* and *e*:

- write *ie* in most words: *achieve, yield*.
- write *ei* if the letters come after *c*: *deceit, perceive*.
- write *ei* if the vowel sound is not /eel/: *forfeit, vein*.
- write *ie* if the *c* has the /sh/ sound: *conscience, deficient*.

Suffixes When spelling words with suffixes:

- if the root has a final silent *e* and the suffix begins with a vowel, drop the *e* before adding the suffix: *excuse + -able = excusable*.
- if the final syllable of the root is stressed and ends in a vowel + consonant and the suffix begins with a vowel, double the final consonant of the root before adding the suffix: *occur + -ence = occurrence*.
- if the root ends in a consonant + *y*, change the *y* to *i* before adding the suffix: *quirky + -ly = quirkily*.

Change *is* to *es* in Plurals To write the plural of irregular nouns ending in *is*, change the *is* to *es*: *parenthesis/parentheses, thesis/theses*.

What punctuation would you use to set off the parenthetical elements in the sentences below?

The ring, which is solid gold, has been in my family for years.

I do not agree with your suggestion; in fact, I think it is ridiculous that we fear down the bridge.

Indicating Pauses and Breaks Use a single dash or a pair of dashes to show a broken thought, an abrupt pause, or a sudden turn in thought, especially in dialogue.

"What do you—oh, I see what you're saying."

Liam stepped into the room—and then everyone stopped talking.

I had coffee with Mandi—have I told you about her?—after class.

Write a sentence that uses a dash or dashes to show an interruption.

Another kind of punctuation you can use to show a pause is the **ellipsis**. You can also use an ellipsis to show a trailing thought or hesitation.

She wasn't against going... she just wasn't sure if she should go.

I probably should have... Well, it doesn't matter now, does it?

"I'm not sure what I should do..." she said.

Write a sentence that uses an ellipsis to show a pause, a trailing thought, or hesitation.

Indicating Omissions Another use of the ellipsis is to indicate an omission in quoted text. If the omitted text comes at the end of a sentence but is not the end of the original quoted sentence, add end punctuation after the ellipsis.

Patrick Henry said, "Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? ... I know not what course others may take, but as for me, give me liberty or give me death!"

Patrick Henry said, "Is life so dear, or peace so sweet..."

Mechanics

1 GETTING THE IDEA

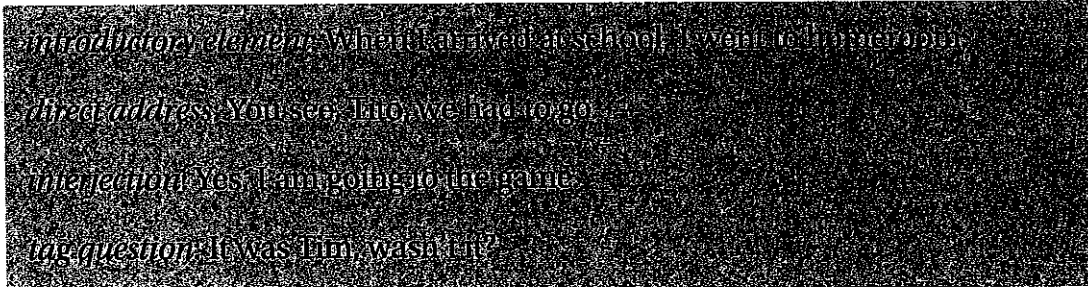
If a text has errors in punctuation and spelling, readers will be confused. Too many errors and readers will form negative opinions of the writer and doubt the writer's ideas. Therefore, it is important that you follow punctuation and spelling rules when you write.

Punctuation

The following information can help you use commas, dashes, and ellipses.

Setting Off Parenthetical Elements Sometimes writers include information in a sentence that is not essential to understanding the meaning of the sentence. This information, called a **parenthetical element**, could be removed from the sentence and the sentence would still make sense. A parenthetical element should be separated from the rest of the sentence by commas, parentheses, or dashes.

- Use commas with most parenthetical elements, including introductory elements, direct address, interjections, and tag questions.



- Use dashes when you want to emphasize the information in a parenthetical element.



- Use parentheses when you want to deemphasize the information in a parenthetical element.



5 Read the paragraph.

(1) Tad and Emmitt grabbed their jackets on the way out of the house. (2) It was a bright, autumn day, but a chilly breeze hinted at the approach of winter. (3) He zipped up his jacket as they walked to the pet store. (4) Tad wanted to get a new fish for his tank.

Which sentence contains vague pronoun usage?

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

6 Read the paragraph.

(1) Vicky, whose dream it was to be a writer, was excited to learn she was accepted into the writing workshop in Canada. (2) To get into the workshop, she had to submit a recent writing sample. (3) The story she submitted—about a time traveler—was one of her favorites. (4) Too anxious to sleep, the bags were packed.

Which sentence contains a dangling modifier?

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

3 Read the sentence.

The brothers hoped _____ cousins could join them at the beach.

Which word correctly completes the sentence?

- A. him
- B. his
- C. them
- D. their

4 Read the paragraph.

You probably learned that chameleons changed their colors as a way to protect themselves from predators. In recent years, however, scientists have realized that is only part of the story.

Which underlined word or words should be changed to correct the inappropriate shift in verb tense?

- A. learned
- B. changed
- C. protect
- D. have realized

3 LESSON PRACTICE

Answer the following questions.

1 Read the sentences.

Ms. Punjab's drama class were putting on their annual play. The students had been memorizing their lines for weeks. The show—all eight of its performances—was sold out. The students felt their hard work had paid off.

Which sentence corrects an inappropriate shift in pronoun number or person?

- A. Ms. Punjab's drama class was putting on its annual play.
- B. The students had been memorizing its lines for weeks.
- C. The show—all eight of their performances—was sold out.
- D. The students felt its hard work had paid off.

2 Read the paragraph.

(1) Picture an animal that has a bill and webbed feet like a duck, a tail like a beaver, and a small body like an otter. (2) If I was you, I would find it hard to believe. (3) Well, it does exist, and it lives in Australia. (4) The animal with the body parts of a duck, beaver, and otter is the platypus.

Which sentence in the paragraph contains an error in usage?

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

3 Read the paragraph.

(1) If you want to see a unique animal, head to Australia. (2) This country, located between the Pacific and Indian Oceans, has many animal species that live nowhere else in the world. (3) Making up about fifty percent of Australia's mammals are marsupials, which include the koala. (4) To find a koala, try looking for a eucalyptus tree.

Which group of words functions as an adjective?

- A. to see a unique animal in sentence 1
- B. located between the Pacific and Indian Oceans in sentence 2
- C. are marsupials in sentence 3
- D. To find a koala in sentence 4

Hint Remember that an adjective describes a noun. Which of the underlined phrases tells more about a noun?

4 Read the sentence.

A koala rarely drinks water because the leaves it eats _____ sufficient moisture.

Which word correctly completes the sentence?

- A. provide
- B. provides
- C. will provide
- D. is providing

Hint What is the subject of the missing verb? Which verb matches the subject in number?

2 COACHED EXAMPLE

Answer the following questions.

1 Read the information.

Rick studied for several hours he failed the test.

Choose the correct way to write the information as a complete sentence.

- A. Rick studied for several hours; yet he failed the test.
- B. Rick studied for several hours, yet, he failed the test.
- C. Rick studied for several hours, yet he failed the test.
- D. Rick studied for several hours yet, he failed the test.

Hint A compound sentence uses a coordinating conjunction and punctuation to join two independent sentences. Where does the punctuation go in a compound sentence?

2 Read the paragraph.

(1) On the afternoon of the Cupcake Challenge, participants of the competition waited to learn who would take home victory. (2) Moments later, the three judges, all former contestants, chose the best cupcake. (3) Ms. Ruiz, an inexperienced baker, was declared the winner. (4) After the announcement, waiters served cupcakes to the attendees with glasses of milk.

Which underlined group of words is misplaced?

- A. of the competition
- B. all former contestants
- C. an inexperienced baker
- D. with glasses of milk

Hint Remember that a modifier should be as close as possible to what it is modifying. In which sentence is the modifier too far from what it is modifying?

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

vague pronoun reference: When Jonah and his friend went to the movies, he forgot his wallet. (It is unclear whether Jonah or his friend forgot the wallet.)

clear pronoun reference: When Jonah and his friend went to the movies, his friend forgot his wallet.

Write another way to correct the pronoun reference.

Language Spotlight • Sentence Fragments and Run-On Sentences

A **sentence fragment** does not have an independent clause. To correct a sentence fragment, add the missing subject or the verb.

sentence fragment: Before he leaves. (This sentence has a subject, *he*, and a verb, *leaves*; but it does not tell a complete thought.)

corrected: Give Ben the leftover pizza before he leaves.

A **run-on sentence** has two independent clauses, but it is missing a coordinating conjunction and/or punctuation. To correct a run-on sentence, add the missing conjunction and/or punctuation. You can also correct a run-on sentence by separating the two independent clauses with a period or semi-colon (;).

run-on sentence: Ben forgot to take home the pizza he had to make dinner.

correct: Ben forgot to take home the pizza, so he had to make dinner.

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

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. You should use the same verb tense throughout a piece of writing unless you need to show something happening at a different time. When you have a necessary shift in verb tense, include a time clue.

The movie was released last year, so it is not eligible for any awards this year.

Subject-Verb Agreement Singular subjects require singular verbs. Plural subjects require plural verbs.

Singular subject: John is walking to the movie theater with his friends.

Plural subject: John and his friends are walking to the movie theater.

Pronouns

A **pronoun** takes the place of a noun. The **antecedent** is the noun the pronoun replaces.

- Singular nouns require singular pronouns, and plural nouns require plural pronouns.
- Two or more singular nouns require a plural pronoun.
- Male nouns require male pronouns, female nouns require female pronouns, and neutral nouns require neutral pronouns.

male noun, singular pronoun: I want to see that old cartoon but it is not available.

female noun, plural pronoun: I want to see either the new cartoon or the old cartoon but I don't know which one to accept.

Verb Mood A writer can express his or her intentions by using **verb mood**. The chart below explains the different verb moods and their uses. Write an additional example for each verb mood.

Mood	Examples
indicative: makes a statement.	Jo <u>walks</u> the dog.
imperative: makes a command or request; the subject may be missing	<u>Walk</u> the dog.
interrogative: asks a question; usually the helping verb is followed by the subject, then the main verb	<u>Does</u> Jo <u>walk</u> the dog?
conditional: may refer to facts, or may refer to imagined or possible situations	Jo <u>walks</u> the dog when she <u>gets</u> home early. If Jo <u>gets</u> home early, she <u>can walk</u> the dog.
subjunctive: speculates or expresses a wish	If Jo <u>were</u> home, she <u>would walk</u> the dog.

As you write, be careful not to use an inappropriate shift in verb mood.

- In a compound sentence, the mood of both verbs should be the same.

incorrect: Beat the eggs, and then you should add sugar.
correct: Beat the eggs, and then add the sugar.

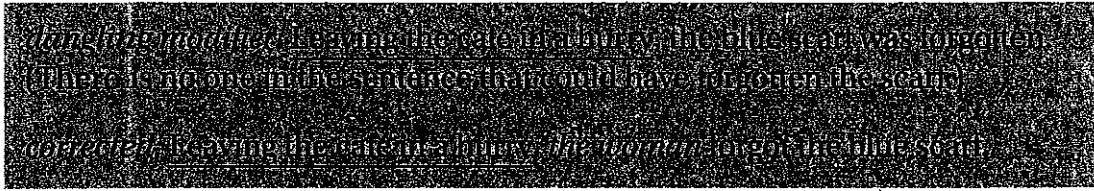
- When an "if" statement expresses uncertainty about something in real life, it is conditional. Use *was* not *were*.

incorrect: If that were the bell, you are late.
correct: If that was the bell, you are late. (It is uncertain but possible that it was the bell.)

- When an "if" statement describes a condition that is speculative or contrary to fact, it is subjunctive. Use *were*, not *was*.

incorrect: If I was rich, I would take a trip.
correct: If I were rich, I would take a trip. (But, in fact, I am *not* rich.)

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



Verbs

Verbals A verbal is a word or phrase created from a verb that can be used as a noun, an adjective, or an adverb. The chart below explains how to form and use the three types of verbals—gerunds, participles, and infinitives. Write an additional example for each kind of verbal.

Verbal	How to Form	How It Functions	Example
gerund	add <i>-ing</i> to the verb	used as a noun	<u>Walking</u> is good exercise.
present participle	add <i>-ing</i> to the verb	used as an adjective	I saw Ben <u>eating</u> .
		can take its own <i>object</i>	I saw Ben <u>eating his lunch</u> .
past participle	add <i>-ed</i> for regular verbs	used as an adjective	The <u>wrecked</u> car was towed.
		can take its own <u>prepositional phrase</u>	<u>Wrecked on the rocks</u> , the boat broke apart.
infinitive	the word <i>to</i> followed by the verb	used as a noun	<u>To improve</u> is hard work.
		used as an adjective	I have a party <u>to attend</u> .
		used as an adverb	He ran <u>to catch</u> the bus.

Grammar and Usage

1 GETTING THE IDEA

Grammar is the system of language you use when you write. If your writing is filled with grammatical errors, readers will have a difficult time understanding what you are trying to say. In order to keep your message clear and effective, you need to know grammar rules and use them consistently.

Phrases and Clauses

Sentences are made up of phrases and clauses.

- A **phrase** is a group of related words without both a subject and a verb. Some common types of phrases are: noun, prepositional, and verb.

phrases: the woman wearing the scarf (noun phrase), in the café (prepositional phrase), is eating (verb phrase)

- 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.

independent clause: She entered the café.

dependent clause: because she was hungry

Modifiers A modifier is a word, phrase, or clause that adds detail to a sentence. Modifiers should be placed as close as possible to the words they describe. A **misplaced modifier** does not clearly point to the word or phrase it is modifying.

misplaced modifier: The café served a sandwich to the woman on a china plate.

(In its current placement, *on a china plate* is modifying *woman*.)

corrected: The café served the woman a sandwich on a china plate.

Lined writing area with horizontal lines.