

**Empires in Asia and the Americas**  
**Student Contract**

**Recognition Level**

I contract this study guide for a grade of **C**. I agree to complete all of the items coded + by the due date specified with 90% accuracy.

If I complete the items coded + with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of a **C** is in jeopardy.

I am aware that the assessment over these unit will include items from the study guide that are coded +, \*, \$.

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<b>Date</b>	<b>Student</b>	<b>Teacher</b>
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**Recall Level**

I contract this study guide for a grade of **B**. I agree to complete all items coded + and \* by the due date specified and with 90% accuracy.

If I complete the items coded + and \* with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of B is in jeopardy.

I am aware that the assessment over this unit will include items from the study guide that are coded +, \*, \$.

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<b>Date</b>	<b>Student</b>	<b>Teacher</b>
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**Application Level**

I contract this study guide for a grade of **A**. I agree to complete all items coded +, \*, and \$ by the due date specified with 90% accuracy.

If I complete the items coded +, \*, \$ with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of A is in jeopardy. I am aware that the assessment over this unit will include items from the study guide that are coded +, \*, \$.

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<b>Date</b>	<b>Student</b>	<b>Teacher</b>
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## Recognition Level

Code\*

Directions: Match the following words with their meanings:  
(This is an individual task.)

### Vocabulary

_____ Leading general	a. typhoon
_____ Lived in the Eastern Woodlands region	b. shogun
_____ Rough seas and fierce storms	c. chinampa
_____ Islands made of platforms woven of reeds	d. Mound Builders

Directions: Circle the correct answer. (This is an individual task.)

- The Grand Canal was built by \_\_\_\_\_ to link northern and southern China.  
a. Sui emperors    b. Tang    c. Song dynasties    d. Mongols
- Why was a draft used by the Tang emperors in China?  
a. A war had started                      b. To have enough soldiers in the army  
c. Genghis Khan ordered it    d. The government was upset with the people
- How did people get jobs in the government during the Tang dynasty?  
a. social class    b. religion    c. ability                      d. by knowing the right people
- Did religion become a renewed interest during the Golden Age?  
a. Yes                      b. No

5. How did Song China get an increase of food production?  
a. by working hard    b. excellent farmland    c. a new type of rice    d. by trading

6. Who created the largest empire our world has ever seen?  
a. Tang    b. Sui    c. Song    d. Mongol

7. How were peasants treated in Song China?  
a. poorly    b. like equals    c. paid well    d. had good work hours

8. What did the Mongols do for trade in Asia?  
a. they increased trade    b. made less trade available  
c. they did nothing for trade    d. none of the above

9. Describe how power passed from emperor to the shogun?  
a. Japanese feudalism    b. elections    c. social status    d. ability

10. Match the following cities with the people who built them:

- |                   |       |                 |
|-------------------|-------|-----------------|
| 1. Mongols        | _____ | a. Khanbalik    |
| 2. Aztecs         | _____ | b. Chang'an     |
| 3. Tang dynasty   | _____ | c. Cuzco        |
| 4. Mound Builders | _____ | d. Cahokia      |
| 5. Incas          | _____ | e. Tenochtitlan |

## Recall Level

Code \*

Directions: Give a short answer for each question listed below. (This can be done in a small group of 2-3 students.)

1. State in your own words how **Marco Polo** helped bring Chinese ideas to the West.
2. What would happen if the **Incas** did not have terraced hillsides?
3. Identify the results of rough seas and typhoons on Japan.
4. Identify how the Japanese emperor became a political leader as well as a religious leader.
5. What is the function of **chinampas**?

## Recall Level

Code \*

Directions: Draw the symbol that goes with each explanation:

(This is an individual activity.)

1. This symbol shows a safe area or a hospital.

2. Draw the emblem used for the United Nations.

3. This is a symbol for a doctor.

4. Draw the symbol used for the Olympic Games.



4. Listed below are the most important positions in the Japanese feudal society. Put them in order from least important to most important (1 being the least and 5 being the most important).

(This is an individual section.)

daimyo \_\_\_\_\_

shogun \_\_\_\_\_

emperor \_\_\_\_\_

samurai \_\_\_\_\_

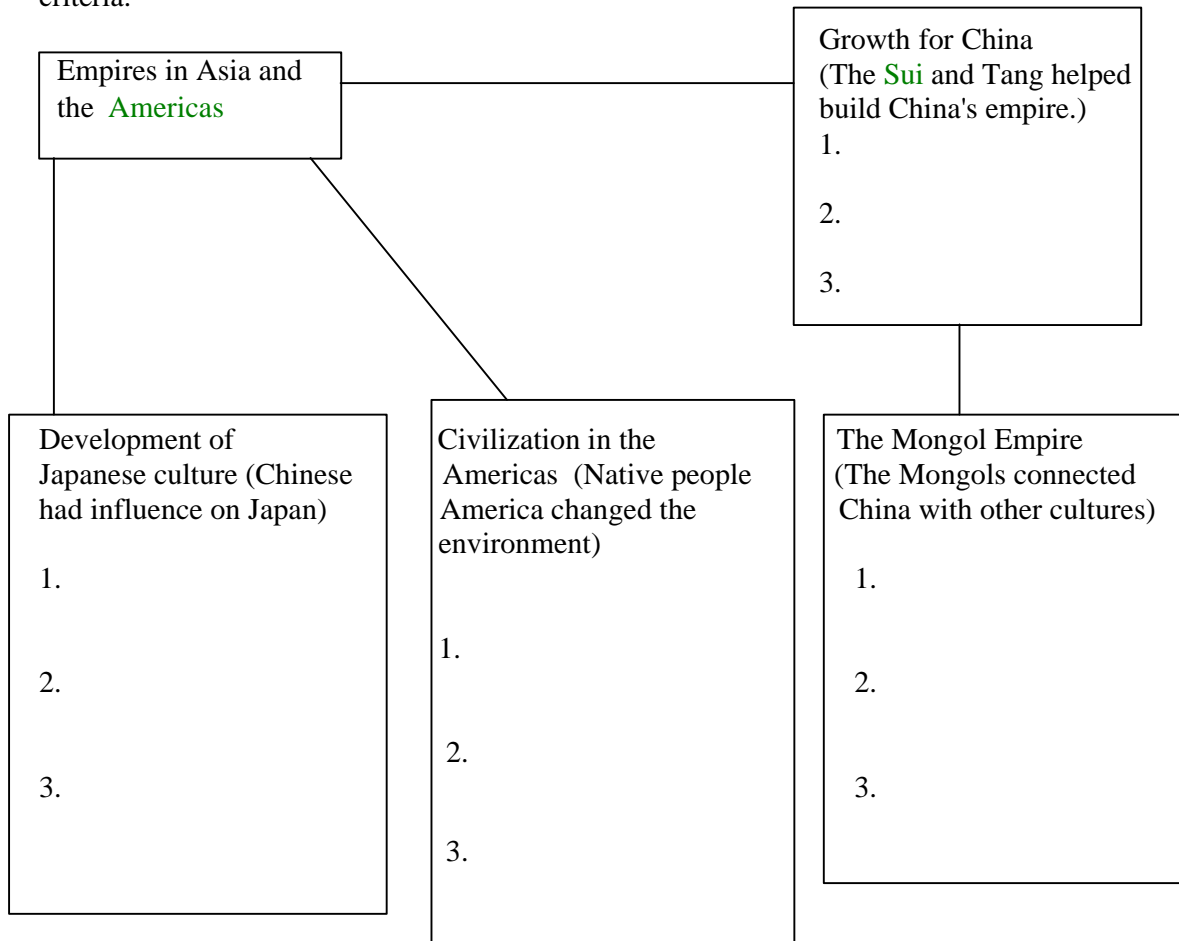
peasant \_\_\_\_\_

5. Complete the chart below using four different native groups we have learned about in chapter 10.

(This can be done in a small group of 2-3 people.) See attached rubric for criteria.

Native Group	How they adapted/changed environment
1.	
2.	
3.	
4.	

6. Add details to the main ideas to show support for that idea: See attached rubric for criteria.



Empires in Asia and the Americas

Growth for China  
(The Sui and Tang helped build China's empire.)

- 1.
- 2.
- 3.

Development of Japanese culture (Chinese had influence on Japan)

- 1.
- 2.
- 3.

Civilization in the Americas (Native people America changed the environment)

- 1.
- 2.
- 3.

The Mongol Empire  
(The Mongols connected China with other cultures)

- 1.
- 2.
- 3.

**Application Question #5 Evaluation Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Poor</b>
Native Group	Each native group is listed	Only 3 of 4 native groups are listed	Only 1 or 2 of the native groups are listed
How they Adapted/changed environment	Each native group has a listed adaptation or change to the environment	Only 3 of the native groups have listed adaptation or change to the environment	Only 1 or 2 of the native groups have a listed adaptation or change to the environment

### Application Question #6 Evaluation Rubric

Criteria	Excellent	Average	Poor
Growth for China	List 3 details to support the main idea	List 2 details to support the main idea	List 1 detail to support the main idea
The Mongol Empire	List 3 details to support the main idea	List 2 details to support the main idea	List 1 detail to support the main idea
Development of Japanese Culture	List 3 details to support the main idea	List 2 details to support the main idea	List 1 detail to support the main idea
Civilizations in the Americas	List 3 details to support the main idea	List 2 details to support the main idea	List 1 detail to support the main idea

Optional:  
Small Group Activities:

1. Look in newspapers and magazines for something that has brought together world traditions. Cut out the articles/information and share it with the class.
  
2. Survey friends and family about whether or not the United States should have a \$1.00 coin instead of a \$1.00 bill. Report the results to the class.

