WEEK 2-1

**Monday**
1. The map shows the Mongol Empire during what year?
2. Who controlled the largest portion of the Mongol Empire?

**Tuesday**
1. From what city did many of Genghis Khan’s campaigns originate?
2. In what general direction did most of Genghis Khan’s military forces travel?

**Wednesday**
1. What body of water borders the westernmost part of the Mongol Empire?
2. What khanate controlled Persia?

**Thursday**
1. Whose journey is represented by the yellow arrows?
2. What manmade structure was located close to Beijing?

**Friday**
1. What island nation in Asia did the Mongol Empire fail to control?
2. What khanate controlled Russia?

Source: [http://bhoffert.faculty.noctrl.edu/HST261/Map.MongolEmpire.1294.png](http://bhoffert.faculty.noctrl.edu/HST261/Map.MongolEmpire.1294.png)
The Forbidden City is the imperial palace complex in Beijing where 24 Chinese emperors lived and ruled in the Ming and Qing dynasties. The complex is surrounded by a wall about 30 feet high, and a moat almost 20 feet deep. The walls encompass an area almost 8 million square feet, or 168 acres—about the size of 140 football fields. The complex houses 9,999 rooms; nine is considered lucky in Chinese numerology. It consists of two main areas: the outer court, which is where governance took place; and the inner court, which was the imperial family's home. The walls of the buildings in the complex are red, and their roofs yellow, with the exception of the library roof, which is black, and the roof of the crown prince's living quarters, which is green. A specific shade of yellow was the imperial color and was forbidden to those who were not members of the imperial family. Everything in the emperor's personal rooms was yellow, including his clothing and bedding. The complex is arranged on the North-South axis of ancient Beijing, and is considered to be one of the best areas ever designed in terms of feng shui, a practice of arranging buildings and items to attract positive energy and good luck.

Source: http://www.wisegeek.org/what-is-the-forbidden-city.htm

Monday
1. What is the topic of the passage?
2. List two words or terms from the passage that are not familiar to you (do not include names).

Tuesday
1. What is the main idea of paragraph 1?
2. What is the main idea of paragraph 2?

Wednesday
1. In what city is the palace located?
2. In what modern-day country is the palace located? (p. RA21)

Thursday
1. What was the purpose of the outer court?
2. What was the purpose of the inner court?

Friday
1. Why was the palace known as the “Forbidden City”?
2. Cite two pieces of text evidence to support your answer to the previous question.
The ancient Chinese process of papermaking is thought to have been invented by Cai Lun around 105 A.D. His exact procedure is not known, but the general steps can be identified:

- Useful fibers were separated from other raw materials.
- Next, silk rags, mulberry bark, bamboo, and hemp were mixed together in a large vat and soaked in water to soften them.
- The mixture was boiled, mashed, and pounded to form a pulp, a soft wet mass of material.
- A fine screen was dipped into the pulp to gather up a thin film of fibers. The screen was pressed to remove the water.
- The screen with the sheet of paper on it was left to dry. When dry, the paper was peeled off the screen.

Monday
1. What is the topic of the diagram and text?
2. Who first invented the product?

Tuesday
1. In what country was the invention made?
2. What raw materials were used to make the product?

Wednesday
1. What is happening in scene 6?
2. Define “pulp.”

Thursday
1. What is happening in scene 8?
2. Draw a small picture to show what you think would happen in scene 10.

Friday
1. What impact has the invention had on the modern world?
2. Besides education, name two ways the invention is used today.
Monday
1. What country is shown on the map? (p. RA21)
2. What is the modern-day capital of the country shown? (p. RA21)

Tuesday
1. What body of water is located west of Japan?
2. What body of water is located east of Japan?

Wednesday
1. What two countries are located west of Japan?
2. What are the names of Japan’s four major islands?

Thursday
1. What is the modern-day name for the city of Heian-kyo?
2. In what direction would you travel to go Heian-kyo to Nara?

Friday
1. What geographic feature is located west of Tokyo?
2. What line of longitude is closest to Tokyo?
Bushido, then, is the code of moral principles which the knights [samurai] were required or instructed to observe. It is not a written code; at best it consists of a few maxims handed down from mouth to mouth or coming from the pen of some well-known warrior or savant. [This] code of behavior, [explained] how chivalrous men should act in their personal and professional lives.

The Bushido Code emphasizes the following virtues:

**Justice or Integrity:** Right judgment when judgment is called for. To strike when it is right to strike. To do the right thing at the right time. The use of authority only to uphold what is right is the warrior’s way. The Bushido Code means personal integrity as well as professional integrity. Integrity is the strongest principle of Bushido. *The power to decide upon a course of action using reason, without wavering.*

**Courage:** To admit your mistakes. To sacrifice yourself to save someone. To stand up for your decisions. The ability to face danger or hardship and keep your self-esteem is the warrior’s way. The Bushido Code sees courage only as part of action when doing the right thing. Courage only exists in integrity. *Courage is doing what is right.*

**Kindness:** Love, affection for others, sympathy and a strength of mind and character towards other people. To do good, show compassion and be charitable is the warrior’s way. The Bushido Code invests a man with the power to command only while showing compassion and mercy. *The highest requirement of a ruler of men is compassion.*

**Politeness:** Courtesy and excellent manners. A sympathy for the feelings of others. To show respect and treat with equality is the warrior’s way. The Bushido Code sees that for a man courtesy and good manners are rooted in compassion. It must not be motivated by a fear of offending good taste. *In its highest form Politeness approaches love.*

**Honesty:** Lying is cowardly and dishonourable. Your word should be taken as a sign of truthfulness. Honesty, accuracy and precision is the warrior’s way. The Bushido Code says that honesty involves [moderation] and simplicity. Riches get in the way of understanding so thrift was encouraged to encourage trust and sincerity. *Severe simplicity was required of the warrior class.*

**Honour:** An honourable person is a humble person. Without honour you have no respect and without respect no honour is the warrior’s way. The Bushido Code deals with the profession of fighting but it is equally concerned with normal behaviour. A sense of honour, personal dignity and worth characterized the Samurai. *True patience means bearing the unbearable.*

**Loyalty:** To be loyal to your family, your masters, your peers and Bushido. Faithful to your family, friends, country, and ideals is the warrior’s way. The Bushido Code requires men to remain loyal to those to whom they are indebted. Loyalty to a superior was the most distinctive virtue of the code. Personal fidelity should exist among all men. *Only in the code of Honour does Loyalty assume importance.*

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A Fashionable Lady in Heian/Fujiwara Japan
794 to 1185 A.D.

The jūnihitoe was the formal wear of a Heian court lady. It translates to “twelve unlined robes”. However the term that was in actual use during the Heian era is karaginumo.

Both men and women used white makeup containing mercury chloride and white lead imported from China to create an alabaster complexion.

A woman’s her fashion ability in clothing and matching colors was seen as more attractive than any physical attributes. (Morris 216)

Breadth = status. It was believed at court that multi-layered clothing gave a higher sense of dignity.

Brocade was reserved for the top layers. The other layers were plain or monochrome silk twill.

Male and female courtiers required two assistants to help them dress.

For the Fujiwara lady, 12 layers was typical.

Number of layers for jūnihitoe have ranged from 5 to 40.

Long, straight, thick, glossy black hair was a great social asset. The longer the hair, the more she was admired. False hair was used when needed. (Liddell 46)

Madder was used to dye red Hakama (baggy trousers) and kosode (undergarment).

Source: http://nannaia.blogspot.com/

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WEEK 2-6

Monday
1. What is the topic of the poster?
2. What Japanese historical era is represented?

Tuesday
1. How many layers were typically worn by a Fujiwara lady?
2. What was the maximum number of layers worn by a Heian lady?

Wednesday
1. Why did Heian ladies wear multi-layered clothing?
2. What was the significance of a Heian lady’s hair?

Thursday
1. What did men and women use to create an “alabaster complexion”?
2. What did society view as more attractive than physical appearance?

Friday
1. In what way(s) does the fashionable Heian lady reflect modern-day attitudes toward beauty?
2. Cite two pieces of visual/text evidence to support your answer.

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STATER ACTIVITIES—WORLD HISTORY & GEOGRAPHY

WEEK 2-7

Monday
1. What continent is featured on the map?
2. Based on your observations of the map, what does a physical map show?

Tuesday
1. What mountains separate Europe and Asia?
2. In what country are the mountains located?

Wednesday
1. What body of water separates Europe and Africa?
2. What major body of water is located west of Europe?

Thursday
1. What mountains separate the Italian Peninsula from mainland Europe?
2. What physical feature stretches across Europe from France to Russia?

Friday
1. What do the different colors on the map represent?
2. What is the general difference between the geography of northern and southern Europe?
Duke William advanced the banner which the Pope had sent him. There were two bishops from Normandy, together with many clergy and a number of monks. The clergy led prayers before the battle. The vast forces of England had come from all regions. Harold took up position on higher ground, on a hill by a forest through which they had just come. They abandoned their horses and drew themselves up in close order. The duke placed his infantry in front armed with bows and crossbows and behind them other infantry more heavily armed with mail tunics; in the rear came the mounted knights. The terrible sound of trumpets on both sides announced the opening of the battle. The Norman foot soldiers…challenged the English, raining wounds and death upon them with their missiles. The English…threw spears and weapons of every kind, murderous axes and stones tied to sticks.

The English greatly helped by the advantage of the high ground…also by their great number, and further, by their weapons which could easily find a way through shields and other defences… Terrified by this ferocity, the Norman foot soldiers began to retreat… The duke galloped up in front of them, shouting and brandishing his lance. Removing his helmet to bare his head, he cried: ‘Look at me. I am alive, and, by God’s help, I shall win…And by flight, not one of you will avoid death.’ The duke was the first to charge forward, sword flashing, cutting down the English who deserved death as rebels to him, their king.

The English were so densely massed that the English could hardly fall… The Normans realizing that they could not overcome an enemy so numerous and standing so firm without great loss to themselves, retreated, deliberately feigning flight. The English poured scorn upon our men and boasted that they would be destroyed then and there… The Normans, suddenly wheeling their horses about, cut them off, surrounding them, and slew them on all sides, leaving no one alive.

Twice they used the same strategy to the same effect, and then attacked more furiously than ever…The English began to weaken.

William was a noble general, inspiring courage, sharing danger, more often commanding men to follow than urging them on from the rear…The enemy lost heart at the mere sight of this marvelous and terrible knight. Three horses were killed under him. Three times he leapt to his feet. Shield, helmets, hauberks were cut by his furious and flashing blade, while yet other assailants were clouted by his own shield. His knights were astonished to see him a foot-soldier, and many, stricken with wounds, were given new heart.

As the day went on the English army realized they could no longer stand against the Normans. They knew they were reduced by heavy loses; that the king himself, with his brother and many other magnates, had fallen. Those who still stood were almost drained of strength… Victory won, the duke returned to the field of battle. He was met with a scene of carnage which he could not regard without pity in spite of the wickedness of the victims. Far and wide the ground was covered with the flower of English nobility and youth. Harold’s two brothers were found lying beside him…

Source: http://spartacus-educational.com/NORhastings.htm
STATER ACTIVITIES—WORLD HISTORY & GEOGRAPHY

WEEK 2-8

Monday
3. What is the topic of the passage?
4. List two words or terms from the passage that are not familiar to you (do not include names).

Tuesday
3. What two armies are fighting in the battle?
4. Which side does the author support? Cite text evidence to support your answer.

Wednesday
3. Who was the leader of the Norman forces?
4. How did the leader influence his army? Cite text evidence to support your answer.

Thursday
3. Who was the leader of the English forces?
4. What ultimately happened to him during the battle?

Friday
3. Identify two advantages the English had during the battle.
4. Identify two reasons the Normans won the Battle of Hastings.

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Monday
1. The picture shows a feudal manor during the Middle Ages. Based on the picture, define “manor.”
2. Where did the lord of the manor live?

Tuesday
1. Who made iron farming tools?
2. How was sheep wool used?

Wednesday
1. Who owned the land where the church was built?
2. Why was the mill important?

Thursday
1. How did the homes of the peasants compare to the home of the lord?
2. What was the primary occupation of peasants who lived on the manor?

Friday
1. Manors were self-sufficient. Using context clues from the diagram, define “self-sufficient.”
2. Cite two pieces of visual/text evidence to support your definition.

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